

**Legislative Council
of the
Hong Kong Special Administrative Region**

Panel on Education

**Subcommittee to Study the Promotion of
National and National Security
Education**

R E P O R T

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Purpose

This paper reports on the deliberations of the Subcommittee to Study the Promotion of National and National Security Education ("the Subcommittee") formed under the Panel on Education ("the Panel").

Background

2. In view of growing concerns that the youth in Hong Kong generally lacks an understanding of the country and a sense of nationhood, there are calls for the Government to strengthen national education ("NE") and national security education ("NSE") to enhance young people's patriotic feelings for and sense of belonging to the country. In his 2022 Policy Address, the Chief Executive has announced that one of the key education strategies is to strengthen NE and nurture a new generation with an affection for the country, the city and the family.

3. According to the Education Bureau ("EDB"), NE covers areas as education on the country's development, Chinese history and culture education, the Constitution of the People's Republic of China ("the Constitution") and the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China ("BL"), as well as NSE. The fundamentals of NSE are to promote an accurate understanding of the country's development, and to cultivate in students a sense of belonging to the country, an affection for the Chinese people, a sense of national identity, as well as an awareness of and a sense of responsibility for safeguarding national security.

The Subcommittee

4. The Panel, at its meeting on 8 February 2022, decided to form a subcommittee under the Panel to study how NE and NSE should be taken forward. The Subcommittee commenced work in May 2022. Its terms of reference are in **Appendix 1**.

5. Dr Priscilla LEUNG Mei-fun and Mr Stanley NG Chau-pei have been elected Chairman and Deputy Chairman of the Subcommittee respectively. The membership of the Subcommittee is in **Appendix 2**. The Subcommittee has held a total of five meetings and visited the Patriotic Education Centre in Sha Tin to understand its work in supporting the education sector to promote NE and NSE.

6. To assist members in their deliberation, the Subcommittee has requested the Research Office of the Legislative Council Secretariat to prepare a fact sheet on NE and NSE in Singapore and the United States.¹

Declaration of interest

7. The Chairman declared interest as an Associate Professor of the School of Law, City University of Hong Kong. Mr CHU Kwok-keung declared interest as the Chairman of The Education University of Hong Kong Alumni Association. Dr CHOW Man-kong declared interest as an academic staff of Lingnan University. Mr Stanley NG Chau-pei declared interest as the Court member of the University of Hong Kong and Committee member of School Management Committee of Workers' Children Secondary School (currently named as Scientia Secondary School). Mr TANG Fei declared interest as the reviewer of the Hong Kong Educational Publishing Company Ltd.

Deliberations of the Subcommittee

I. Promotion of national education and national security education in kindergarten, primary and secondary education

Concerns about the curriculum design of primary and secondary schools

8. NE helps increase students' understanding of the development of the country and awareness of their responsibility to protect the country as Chinese nationals, thereby fostering their sense of nationhood, national identity and patriotic sentiments. The Administration should consider renaming NE as "patriotic education" to better reflect its goals and objectives.

9. Many students in Hong Kong lack national awareness, sense of belonging to and patriotic feelings for the country. To cultivate in students a sense of nationhood and national identity, schools should start by helping students acquire an accurate understanding of the country from a young age. Hence, learning of the country's history and Chinese culture should be incorporated/strengthened in each stage of education.

10. To help students understand the historical development of the country, the Administration should regularly review the current curriculum of NE to map

¹ The fact sheet can be found at <https://www.legco.gov.hk/research-publications/english/2022fs07-national-education-and-national-security-education-in-singapore-and-the-united-states-20221018-e.pdf>

out a comprehensive curriculum framework with more elements of national history and national affairs. For example, the Administration should highlight the history of Chinese civilization, history of modern China, history of contemporary China, history of hundred-year struggle, history of Chinese People's War of Resistance Against Aggression and Hong Kong's War of Resistance Against Japanese Aggression ("War of Resistance") in the relevant curricula, and include more topics related to East River Column's resistance against the Japanese Army in Hong Kong for the War of Resistance.

11. There is inseparable relationship between the Communist Party of China ("CPC") and the country, the Administration should encompass in the relevant curricula the learning contents on the structure of CPC (including the National Congress, the Central Committee, the Political Bureau of the Central Committee, Party branches, etc) to enhance students' understanding of the country. Also, as the report to the 20th National Congress of CPC is an important blueprint for the future development of the country, it should be included in the contents of the future curriculum.

12. To gain a comprehensive understanding of national affairs, it is necessary to enable students to have a comprehensive understanding of the constitutional order of the Hong Kong Special Administrative Region ("HKSAR") as well as the relationship between the country and Hong Kong. The Administration should strengthen the Constitution and BL education which form the constitutional basis of HKSAR; and include the speech delivered by President Xi Jinping on 1 July 2022 in the curricula of NE and NSE.

13. The Chairman has specifically pointed out that apart from teaching the Constitution, BL and The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region ("NSL"), the more important purpose of implementing NE and NSE is to educate the Hong Kong community, schools, teachers and students about the constitutional order under "one country, two systems". In a number of major speeches, President Xi Jinping has asked the Hong Kong community to properly understand the constitutional order under "one country, two systems", which includes the Hong Kong community's proper understanding of the administrative and legislative systems of our country, thereby enabling members of the public to learn more about the operations at the one country level as stated in BL. Moreover, a thorough understanding of the content, history and spiritual connotation of the nation anthem is fundamental to the learning of NE and the fostering in students of a sense of nationhood, national identity and patriotic spirit.

14. As the learning contents of NE and NSE dispersed across different subjects in primary and secondary schools, the Administration should map out a comprehensive and holistic interdisciplinary plan for introducing NE and NSE in a systematic and progressive manner; and issue guidelines to facilitate schools in providing students with a coherent learning experience.

15. The curricula of all stages at the KG, primary and secondary levels have covered same topics (such as the history and culture of the country, the Constitution, BL, national flag, national emblem and national anthem). To avoid repetition and enhance learning effectiveness, the Administration should review the learning contents of these topics to ensure that their depth and breadth have aligned with the cognitive development of students at different stages, so as to deepen students' understanding via a progressive and spiral approach.

16. As advised by the Administration, the aim of promoting NE and NSE is to nurture students' patriotism and help them strive with the spirit of strengthening and serving our country. As for Chinese history which is an integral part of NE, EDB has made Chinese History an independent and compulsory subject at the junior secondary level and the Junior Secondary Chinese History curriculum has been revised to strengthen students' understanding of the country's history and development. The topic of War of Resistance has long been included in the existing curricula, namely General Studies for primary schools, Junior Secondary Chinese History curriculum and Junior Secondary History curriculum. The curricula of Chinese History, History and Citizenship and Social Development ("CS") encompass significant learning contents about the modern and contemporary Chinese history, including the founding of the People's Republic of China ("PRC"). EDB will continue to review the need to enhance the learning contents about CPC in the school curriculum. Besides, related learning elements of the country's development, the Constitution, BL and NSE have already been embedded in the curriculum contents of various subjects, including General Studies for primary schools, a standalone module of 18 hours on "Constitution and the Basic Law" for the junior secondary level, and CS for the senior secondary level. On the national anthem, its learning contents (including its history and spirit) have long been incorporated into different subject curricula of kindergartens ("KGs"), primary and secondary schools to facilitate students in learning about the nation anthem within and beyond the classroom. For example, a supplement to the music curriculum guide (Primary 1 to Secondary 3) and a designated website have been developed for learning and teaching of the national anthem.

Ways to cultivate national education among students

17. To enhance students' interest in learning NE and NSE, the Administration/schools need to develop a wider variety of learning and teaching ("L&T") resources which suit the needs of students at different learning stages. The Administration should draw reference from the experience of the Ministry of Education and overseas countries to develop quality and interesting multimedia audio visual resources for promoting NE and NSE; introduce stories of life situations to make NE and NSE more interesting; enrich the existing online resources through collaboration with the Radio Television Hong Kong ("RTHK") and the China Central Television; and upload excellent programmes related to NE and NSE onto the web-based resource platform "National Education One-Stop Portal" established by EDB.

18. Students' learning outcome will be greatly enhanced if the right teaching materials are used. The Administration should closely monitor the content and quality of teaching materials for NE and NSE. To ensure that teachers will select and use appropriate L&T materials, the Administration should elucidate to schools the requirements and criteria for the selection/development of L&T resources from time to time; emphasize that teachers should be professional and prudent in the selection/development of L&T resources; and define clearly the roles of the school sponsoring bodies, incorporated management committees/school management committees and all levels of school personnel in monitoring teaching resource materials. In tandem, the Administration should publish official teaching materials for NE and NSE; update the relevant learning contents and L&T resources regularly and timely to help students keep abreast of the dynamic economic and social developments of the country; and encourage schools and teachers to fully utilize the L&T resources developed by EDB.

19. In developing NE and NSE teaching materials, teachers need to apply to the Administration for the use of the national flag, national emblem, regional flag or regional emblem or their designs. However, the application procedures are complicated. The Administration should simplify the procedures.

20. As advised by the Administration, to ensure that the content and quality of L&T resources are up to standard, EDB has developed a robust textbook review mechanism; provided guidelines on selecting L&T resources to schools; continuously developed multifarious curriculum-related L&T resources for use by teachers; conducted a wide array of professional development programmes and regular school visits to provide teachers with professional advice for appropriately and prudently exercising their professional judgement in selecting appropriate materials according to the curriculum aims and learning needs; provided on-site school-based support to schools; and provided official L&T materials on NE and

NSE for teachers and students on an ongoing basis through the “National Education One-Stop Portal”. For teachers’ easy reference, the relevant webpage introducing the national flag, national emblem, regional flag and regional emblem, and their usage has been linked to the “National Education One-stop Portal” established by EDB. The current procedures will be reviewed and fine-tuned if considered necessary.

Concerns about diversification of students’ experimental activities

21. Learning activities play a key role in consolidating and deepening students’ classroom learning. Schools should make good use of the local cultural and historical resources to help students better understand Hong Kong and the country. In this connection, EDB can collaborate with the Culture, Sports and Tourism Bureau (“CSTB”), the Home and Youth Affairs Bureau (“HYAB”) and the Antiquities and Monuments Office in facilitating schools in organizing field visits to historical sites such as monuments and antiquities.

22. There is no better way than making use of sites marking the War of Resistance to tell the truth about the history of the War of Resistance. The Administration should encourage/subsidize schools to organize local visits to relics on resistance against Japanese aggression. Besides, schools should organize visits to the Chinese People’s Liberation Army Hong Kong Garrison Exhibition Centre to help broaden students’ knowledge about the Chinese civilization and the developments and achievements of the country, thereby enhancing students’ sense of national identity.

23. Members are concerned whether activities have been organized on important and memorable days of significant historical events (including Victory Day of Chinese People’s War of Resistance Against Japanese Aggression on 3 September, Martyrs’ Day on 30 September, Nanjing Massacre National Memorial Day on 13 December) to raise students’ understanding and remembrance of the episodes in history, thereby encouraging them to participate the memorable activities more proactively.

24. As many students are proud of being the flag guards of the national flag raising ceremony in schools, the Administration should provide more opportunities for students to participate in national flag raising ceremonies. This apart, schools should organize more uniformed group activities and Chinese-style foot drill training which can boost students’ national pride.

25. As advised by the Administration, EDB has been organizing diversified student activities in collaboration with different bureaux and departments (“B/Ds”), both locally and on the Mainland, to support schools in planning and

implementing NE and NSE within and beyond the classroom. For example, with the support of teaching resources, schools are encouraged to make good use of the Hong Kong Palace Museum as a second classroom to cultivate students' sense of national identity and love for the country. In addition, EDB has been organizing as well as encouraging schools to organize activities related to historical events. For instance, the "National Education – Event Planning Calendar" has been compiled to facilitate schools in organizing school-based NE activities on key dates of significant historical events such as the 102nd anniversary of the founding of CPC on 1 July 2023. To enhance teachers' knowledge about the historical events and strengthen teachers' capacity in arranging school-based activities related to NE, seminars have been organized for teachers on key dates such as September 18 Incident Memorial Day and Nanjing Massacre National Memorial Day (13 December). During the seminars, relevant information has been shown and veterans of the War of Resistance have been invited as speakers. In fact, the number of training programmes held on key days and participating teachers have been increasing. In order to cultivate in students a sense of nationhood, national identity and affection for our country, government schools have also been taking the lead to launch a series of inter-school activities including training and competitions on Chinese-style foot drill, under the theme of "Love Our Home, Treasure our Country" in the 2022-2023 school year.

Concerns about the quality of Mainland exchange activities

26. Members note that EDB has organized and subsidized Mainland exchange programmes ("MEPs") for primary and secondary school students to help them gain first-hand experience of the development of our country and cultivate their affection for our country more effectively. The Mainland study tour in the senior secondary curriculum of CS is an example.

27. Given the importance of MEPs in enhancing students' understanding of the latest development of our country and boosting students' national identity, EDB should closely monitor the quality and effectiveness of MEPs (including appointment of escorts, manpower arrangement, planning of itinerary, scheduling of activities) to ensure that students can obtain an accurate understanding of the country. For instance, additional resources should be provided to schools to enable them to appoint experienced and qualified escorts and arrange sufficient number of teachers to accompany MEPs so that students can be properly guided to maximize learning effectiveness. The duration of MEPs should also be lengthened to allow sufficient time for students to understand the country from different perspectives.

28. Students' performance in CS Mainland study tours will not be counted towards their results of the Hong Kong Diploma of Secondary Education. Members worry that students may not take the study tour seriously or even choose not to participate in it.

29. According to the Administration, MEPs are not general escorted tours intended for travelling and sightseeing. EDB has developed the "Points to Note for Schools in Planning Mainland Exchange Activities for Their Students" for schools' reference. Schools are required to carefully plan all MEPs by making reference to the curriculum guides on various key learning areas and designing suitable programmes, including learning objectives and relevant activities, according to their school-based curriculum and students' needs; and to collect the opinions of participating students after the Mainland exchange activities. In case schools encounter difficulties in manpower arrangements, they can seek assistance from EDB. In order to deepen students' learning without examination pressure, CS Mainland study tour does not involve any public assessment. However, it is not an optional arrangement. If students cannot participate in it due to personal reasons such as health reasons, they should obtain prior permission from their schools. Schools should handle these matters prudently on a case-by-case basis taking into account the situation and justifications provided by individual students. At the same time, schools must offer a meaningful alternative to provide learning experiences for these students to understand the development of the country.

Concerns about the implementation of the Sister School Scheme

30. The Sister School Scheme, which aims at promoting exchange and understanding between teachers and students in Hong Kong and Mainland schools, is not very effective. Many local schools are still not familiarized with the procedures for pairing up with their Mainland counterparts. EDB should review and enhance the effectiveness of the Scheme by undertaking more measures to encourage the pairing up of Hong Kong and Mainland schools as sister schools, including inviting schools having formed sister schools with the Mainland to share good practices pertaining to sister school exchanges with other schools, and organizing more exchange programmes for teachers and students in sister schools to strengthen cultural interflows and achieve mutual advancement.

31. As advised by the Administration, EDB has been inviting schools having paired up with sister schools with the Mainland to share good practices pertaining to sister school exchanges with other schools. The effectiveness of the Sister School Scheme varies from school to school, depending largely on the involvement and interaction of the school pairs. Nevertheless, EDB will

continue to explore more diversified activities to strengthen exchanges between Hong Kong and Mainland schools.

Concerns about the effectiveness of resources provided to schools

32. Schools are required to assign a dedicated person to take charge of the liaison and coordination work for the promotion of NE and NSE. However, some schools have assigned junior teachers to be the coordinators. Such arrangement is not desirable and may affect the implementation effectiveness to some extent. The Administration should require schools to designate a teacher at senior level to take up the duties since they are more experienced in coordinating various available resources in schools and liaising with various subject teachers to enable cross-curriculum cooperation.

33. The measures undertaken by the Administration (such as the provision of a one-off Grant for Procurement of National Flag and Movable Flagpole) to support KGs in implementing NE are superficial, producing little results to enhance students' effectiveness of learning NE. The Administration should review the existing measures and introduce new measures that can raise students' interest in learning NE and nurture their affection for our country naturally. In addition, many KGs are facing resource and manpower constraints. As such, the Administration should allocate resources to KGs for hiring an executive officer to handle administrative work so that the responsible teachers can focus on the implementation of NSE and NE.

34. The Quality Education Fund has launched the Enhanced "My Pledge to Act" Fund Programme to support schools to promote NE, NSE and media and information literacy education. The Administration should explore ways to encourage schools including KGs to apply for funding from the Programme to organize school-based activities for strengthening NE and NSE. For instance, setting equal allocation quota limit for promoting NE, NSE and media and information literacy education.

35. "Seed project" is an effective option to promote NE and NSE in a holistic and systematic manner. EDB should identify some schools as seed schools to work closely together with EDB and expert consultants to develop the curriculum framework of and relevant L&T resources for specified modules. Schools that are successful in implementing NE and NSE should be invited to share their experience with other schools. L&T resources developed by the seed schools can also be uploaded on EDB's on-line platform for shared use by teachers.

36. The Administration has advised that it is generally more desirable for experienced senior teachers possessing sufficient professional knowledge and experience to be the coordinators to ensure smooth implementation of NE and NSE. With the manpower increase at the middle management level in primary schools, schools should be able to deploy teachers at the middle management level to coordinate the work of NE and NSE. Although it is up to the schools to decide the assignment of coordinators, EDB will review from time to time how schools have implemented NE and NSE and communicate with schools in respect of their manpower arrangement should their implementation progress warrant any improvement. Regarding KGs, experiential learning activities, such as raising the national flag and singing the national anthem, are provided to KG students to foster their sense of belonging to our country. Also, EDB has developed diversified L&T resources on real-life themes such as picture books for KG students to cultivate their positive values and help them understand their national identity from a young age. Primary and secondary schools (including special schools) and KGs have been aware of the Enhanced “My Pledge to Act” Funding Programme. From November 2021 to July 2022, a total of 625 applications have been received, among which 130 applications from KGs are related to NE and NSE. EDB will continue to step up efforts in promoting NE in the KG sector and explore its feasibility for implementing NE and NSE.

Performance evaluation

37. The Chairman has highlighted that the Subcommittee has requested the Legislative Council Secretariat to study the implementation of NE and NSE in Singapore and the United States. She considers that the Administration may draw reference from certain practices of Singapore and introduce a more targeted approach to the implementation of NE in Hong Kong. Members are concerned that NE and NSE are not implemented very effectively in schools. Although EDB has encouraged schools to collect qualitative and quantitative data for assessing students’ learning performance and outcomes for NE and NSE through the Assessment Program for Affective and Social Outcomes (“APASO”), APASO cannot effectively assess students’ learning performance on NE as the learning of NE and NSE involves acquiring of knowledge and development in national qualities at affective level including national identity. The Administration should devise a mechanism for monitoring and assessing the implementation of NE and NSE and to conduct a longitudinal study on the implementation of NE and NSE to track students’ changes in attitude and values. To this end, EDB can evaluate and gain more understanding about the implementation of NE and NSE at different levels as well as formulating enhanced measures accordingly to further strengthen the patriotic spirit of students. In parallel, EDB can compile a list of must-do activities for schools’ implementation of NE and NSE (such as installation of flag poles in schools),

issue guidelines to facilitate schools in fulfilling the list, set a timeline (say 100 days) for completing the list and formulate key performance indicators (“KPIs”) for assessing the implementation.

38. As advised by the Administration, after the enactment of the NSL, EDB has provided guidelines on school administration and education in relation to safeguarding national security, as well as details about the mode of implementation and L&T resources for NSE in the school curriculum, with a view to facilitating schools to put in place measures to promote NSE. EDB will continuously conduct school visits and inspections to support the implementation of NE and NSE in schools and to offer effective feedback for improvement. NE or patriotic education involves elements of cognition, affection and action. APASO aims to help schools understand students’ performance in the affective and social domains. However, the results of APASO have limitations. To better understand the learning effectiveness, teachers should observe students’ performance in activities relating to NE, such as flag raising ceremony and Mainland exchange activities, as well as collect students’ reflection after those activities. As NE and NSE involve affective domains, it is considered not appropriate to set a 100-day timeline as students’ affective level cannot be assessed in a limited time frame.

39. Members do not subscribe to the Administration’s view that there is no need to set a timeline. In their view, the public has expected that NE and NSE should be successfully implemented as soon as possible and specific timeline must be set for meeting public expectations.

II. Promotion of national education and national security education in post-secondary education

Concerns about the relevant courses of post-secondary education institutions

40. Some post-secondary education institutions (“the institutions”) have merely taken the implementation of NE and NSE as a formality. Some of them do not arrange the relevant curricula in a serious and systematic manner. Only courses on Chinese culture or courses related to China are organized for NE and NSE; and subjects of lower relevance such as poetry are used as the materials for NE and NSE courses. Besides, a particular institution only requires students to answer multiple choice questions in relevant assessments with multiple attempts allowed for passing the assessments.

41. It is of utmost importance that the institutions should step up efforts in enhancing students’ national awareness as well as their sense of belonging to and patriotic feelings for the country. The institutions should assist in raising

students' level of awareness and understanding of the national affairs and the country's system so as to further enhance the effectiveness of NE and NSE. The Chairman has reminded the Administration to take note of paragraph 13 of Part I of this report, that is, universities should not only teach the Constitution, BL and NSL, but also the constitutional order under "one country, two systems".

42. Members urge the institutions to organize courses that aim at helping students gain an all-round understanding of the country and an accurate understanding of the constitutional order established by the Constitution and BL, as well as important concepts such as the roles and responsibilities as nationals. The institutions, particularly The Education University of Hong Kong should consider adding the Constitution, BL and NSL as a compulsory subject for undergraduate programmes; and requiring students to obtain a passing grade for this subject in order to graduate. On the other hand, it will not be easy for students to understand the Constitution, BL and NSL. To facilitate students' understanding, the institutions should avoid repetitive and theoretical courses; and the teaching materials should be lucid and backed by practical or real-life examples.

43. The development process of the Chinese nation and the development of China in recent years are areas that young people should be familiarized with. Members have suggested that the learning contents of NE and NSE should be enriched by incorporating in the relevant courses the development of CPC which is the main ruling party leading to the development of the country, Chinese modern and contemporary history, foreign policy and latest developments as well as the evolving international landscape.

44. Specific courses on NSL should also be organized for students holding university society/committee positions to help students effectively grasp the gist and key contents of NSL, thereby preventing any acts endangering national security.

45. As advised by the Administration, the institutions are duty-bound to offer their students NSE according to Article 10 of NSL. The University Grants Committee ("UGC")-funded universities have introduced relevant courses that carry credits or form part of the graduation requirements since the 2022-2023 academic year. Some institutions have consulted legal scholars in the design of the relevant courses. For NE, relevant topics have been covered to facilitate students' accurate understanding of the concept of constitutional order under the Constitution and BL. With due respect to institutional autonomy on curriculum design including appropriate assessment methods, the course content, duration, requirements, teaching mode and assessment will be determined by the institutions according to the actual circumstances and students' needs. In fact,

circulars and teaching resources prepared by EDB, including the “National Education One-Stop Portal” online platform and the book on NSL, are also shared to support the institutions’ promotion of NE and NSE. The Administration will continue to maintain close communication with the institutions on issues relevant to the promotion of NE and NSE and provide them with appropriate support. Sharing sessions, seminars and training workshops have been organized by various institutions for students holding university society/committee positions. The institutions have also in place their respective policies to prevent, curb and punish acts and activities endangering national security.

Exploring diversified learning

46. The Administration should encourage the institutions to regularly conduct national flag raising ceremonies and play the national anthem to boost students’ national identity and patriotism. To arouse students’ interest in learning NE and NSE, the institutions should help students understand the significance of NE and NSE. For example, Mainland internship and employment programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (“GBA”) can be organized to help students obtain real experience in the actual workplace environment in the Mainland and gain a deeper understanding of the employment market, work culture and career prospects therein.

47. According to the Administration, the institutions have been implementing a series of measures since the 2021-2022 academic year to incorporate NE and NSE into students’ learning including the organization of seminars, sharing sessions and study tours, etc. EDB has also been implementing the Mainland Experience Scheme to provide subsidies for post-secondary students to participate in Mainland exchange activities, thereby enhancing their understanding of the country and cultivating a stronger sense of national identity through first-hand experience. University alliances, namely the Guangdong-Hong Kong-Macao University Alliance, Beijing-Hong Kong University Alliance, Shanghai-Hong Kong University Alliance and Jiangsu-Hong Kong-Macao University Alliance have been established to foster closer education exchanges and cooperation among the member universities. Members universities will further explore the feasibility of credit transfer arrangement.

Concerns about the roles and functions of the Education Bureau and University Grants Committee in the promotion of national education

48. According to EDB, it has conducted visits to the institutions to learn about the implementation of NE and NSE and render necessary support. The implementation of NE and NSE in the institutions is still at the initial stage, the institutions will continue to review and enhance their promotion and

implementation of NE and NSE as needed. Members however consider that EDB and UGC should enhance their roles in monitoring the implementation of NE and NSE in the institutions. To ensure effective implementation, EDB/UGC should review the institutions' relevant course contents from time to time to ensure their appropriateness and accuracy; requiring the institutions to adopt appropriate and uniform methods for assessing student performance in learning NE and NSE; providing clear and uniform curriculum documents/guidelines on the implementation of NE and NSE; setting clear targets/core values for the institutions to achieve/follow in implementing NE and NSE; requiring the institutions to submit work plans and reports concerning the implementation of NE and NSE on a regular basis; and requiring students to meet certain credit requirements for NE and NSE courses in order to graduate. In case the implementation is still not satisfactory after the suggestions have been taken forward for one year, the Administration can consider legislating for the implementation.

49. As advised by the Administration and UGC, the Government has identified "whole-person development" as one of the four strategic directions adopted in the 2022-2025 triennium of UGC. Education on the Constitution, BL and NSL should form an important part of the university curriculum, with a view to nurturing students into law-abiding and responsible citizens. With due respect to institutional autonomy, EDB will defer to the universities in identifying the most appropriate way of implementation. As the universities have their respective positionings, it may not be suitable to adopt a standard curriculum nor apply a set of uniform KPIs. Besides, the University Accountability Agreement signed between UGC and individual universities also includes the relevant performance indicators to encourage universities' offering of exchange and internship experience in GBA for students. UGC will continue to support the Government in pursuing the aforesaid strategic direction and in the implementation of NE and NSE among UGC-funded universities through ongoing efforts on various fronts and close communication with them throughout the 2022-2025 triennium.

III. Training for teachers on national education and national security education

Professional conduct

50. Teachers are responsible for not only imparting knowledge, but also nurturing students as well as cultivating virtues and serving as role models. The pursuit of professionalism and commitment to upholding high moral standards of teachers should be well integrated such that students can be nurtured with correct moral values.

51. A high-quality and patriotic teaching force is indispensable for the successful implementation of NE and NSE in schools. To raise a patriotic generation, the Administration should first train up a patriotic teaching force. To this end, the Administration should find out whether all teachers responsible for NE and NSE have possessed the necessary professional competencies, knowledge (such as a correct understanding of the Constitution, BL, NSL and national affairs) and qualities (such as a strong sense of national identity and a passionate love for our country), with a view to adopting more appropriate and targeted strategies to enhance teachers' capabilities in motivating students' learning in NE and NSE.

52. For effective implementation of NE and NSE, EDB should enhance the monitoring and gatekeeping on the quality of teachers. Although there are only a small number of black sheep among teachers, the Administration should seriously follow up complaints about teachers' professional misconduct and non-compliance with the guidelines on NE and NSE issued by EDB, so as to ensure that our future generations will not be influenced by teachers who have misconducted themselves. In handling complaints, EDB can consider inviting independent persons from sectors other than the education field to participate in the complaint handling process involving teachers' professional misconduct and give advice to EDB to ensure that the complaints are processed fairly.

53. The requirement of oath-taking/declaration-signing by teachers is an open acknowledgement of the acceptance and a genuine manifestation of the responsibilities of and expectations on teachers. Members requested the Administration to set a timeline for teachers in aided schools and Direct Subsidy Scheme ("DSS") schools to take oath/declare to uphold BL and bear allegiance to HKSAR.

54. Starting from the 2023-2024 school year, the requirement for all newly-appointed teachers in public sector schools to pass the Basic Law and National Security Law Test ("BLNST") will be extended to cover all newly-appointed teachers in DSS schools and KGs joining the kindergarten education scheme ("Scheme KGs"). As members consider that adequate understanding of BL and NSL is the most fundamental requirement for teachers, BLNST should be extended to all teachers, including those in international schools, private schools and non-Scheme KGs. In addition, the Administration can consider offering teachers courses on BL and NSL before they take BLNST, with a view to deepening their understanding of the country.

55. EDB should improve the arrangements for BLNST organized for teachers. These include increasing the number of rounds of BLNST every year, conducting one more round of BLNST in July or August, scheduling the test dates on Sundays and during school holidays as teachers are busy with their teaching

and administrative duties on weekdays and Saturdays, setting a higher passing mark for BLNST for teachers, aligning the validity period of the results of BLNST for teachers and civil servants (i.e. of permanent validity), and requiring prospective teachers to take BLNST when receiving pre-service teacher training at teacher education universities. EDB should consider requiring teachers to take BLNST every three to five years as a continuing professional development activity, and allowing teachers to attend BL and NSL courses or/and taking BLNST.

56. As advised by the Administration, schools are required to implement NE and NSE in accordance with the guidelines issued by EDB. To learn about the implementation of the relevant administrative and education measures in schools, EDB has completed the vetting of the review reports of the current situation and the work plans for the 2021-2022 school year as submitted by schools; and visited about 1 660 schools. In case complaints against teachers or school management are received, EDB will investigate and take appropriate follow-up actions having regard to the gravity of each case. All civil servants, including teachers in government schools, have completed the oath-taking/declaration requirement. The Administration is considering the way forward of the oath-taking arrangement for employees of publicly-funded organizations. On BLNST, teachers who possess a pass result in BLNST issued by the Civil Service Bureau will be deemed to have met the relevant requirement and are not required to take BLNST organized by EDB again. Starting from the 2023-2024 school year, newly-appointed teachers under DSS and Scheme KGs are also required to pass BLNST in order to be considered for appointment. EDB will formulate improvement measures by taking into account the experiences from organizing BLNST.

57. The Administration can consider introducing an award scheme to honour teachers who have demonstrated outstanding performance in promoting NE and NSE, and inviting these teachers to share their experiences with their counterparts. According to the Administration, various award schemes have been in place to recognize teaching excellence, such as the Chief Executive's Award for Teaching Excellence organized by EDB and the Outstanding Teachers' Award Election organized by the Hong Kong Federation of Education Workers. One of the assessment standards for these two teaching awards is to recognize accomplished teachers who have demonstrated exemplary teaching practices in different areas, including the promotion of NE and NSE in schools. All along, the Administration has been inviting teachers/schools excelled in the promotion of NE and NSE to conduct experience-sharing sessions for other teachers. An online sharing session has been organized in June 2022 and 442 schools have participated.

Professional training

58. To ensure an effective implementation of NE and NSE, it is of foremost importance to enhance the necessary knowledge of teachers. More resources should be allocated for providing systematic NE and NSE training programmes to strengthen the professional competencies of teachers.

59. Teachers need to have a correct understanding of “one country, two systems”, the constitutional status of and the rule of law in Hong Kong, the Constitution, BL and NSL, so as to enlighten students and foster students’ sense of national identity, awareness of national security and patriotic sentiments. Local and Mainland legal experts should be invited to conduct these trainings.

60. The Chairman reiterates her comments in paragraph 13 of Part I of this report, that is, apart from providing training on the Constitution, BL and NSL for teachers, the Administration should also explain to teachers the constitutional order under “one country, two systems”. Members consider that the Administration should enrich contents of the training programmes for teachers by increasing the coverage on early modern history, modern history, contemporary history, national affairs, Communist Party, Socialism, Marxism, history and structure of CPC, and Article 1 of the Constitution which stipulates that PRC is a socialist state and the socialist system is the fundamental system of PRC. Seminars on national affairs, such as the resolution of the 20th National Congress of CPC on the Report of the 19th Central Committee should also be organized.

61. The Administration should ensure all teachers to have the right beliefs about patriotism, to understand the development of the country and to constantly review their understanding of national affairs, so that they are able to convey to students the latest and most accurate information about national affairs, thereby increasing students’ affection for the country. To this end, the Administration should require all local teacher training institutions to include elements of the history and economic and social development of China in their recognized teacher education programmes, such as Postgraduate Diploma in Education and Bachelor in Education.

62. NSE is relatively new and involves many complicated legal provisions. However, the relevant training for teachers is inadequate so far. The Administration should give support to teachers responsible for NSE, including the coordinators. For example, the Administration can consider inviting legal experts and academics to explain the Constitution or national security to our teachers as speakers during training. In fact, NSE is not only confined to learning the provisions of the Constitution, BL and NSL. The relevant training courses should cover its legislative background and rationale to enable students

to understand the holistic view of national security which includes different aspects such as ecological security, economic security and cybersecurity. However, no local institutions (particularly those providing training for teachers) are specialized in the holistic view of national security. These institutions should consider engaging Mainland professionals on the holistic view of national security to conduct training programmes to ensure teachers to have a correct understanding of national security.

63. Apart from the series of Onsite Teacher Workshops on NSE, more training programmes should be organized to deepen the understanding of principals and teachers (including NE and NSE coordinators) on how to enhance co-ordination and planning within and outside the classroom to facilitate the implementation of NSE and to mobilize the entire teaching force to actively support the implementation of NSE. The duration of the training courses should be long enough, say five weeks. In case co-ordinators in KGs needed to attend the courses, EDB should provide KGs with grants for recruiting supply teachers.

64. The Administration has advised that EDB has commissioned non-governmental organizations (“NGOs”) to provide diversified training on NE and NSE for teachers and offer different modes of professional training for coordinators responsible for implementing NE and NSE in schools. Starting from the 2020-2021 school year, all teachers, including both newly-joined and serving teachers, have been required to attend training on NE and NSE. Contents of the Constitution, BL and NSL have been included in the core training programmes of newly-joined teachers and teachers aspiring for promotion. A number of seminars given by expert speakers have been held for the school sector and the response is overwhelming. As for the training for principals, EDB has commissioned the National Academy of Governance to organize the Leadership Enhancement Programme for Primary and Secondary School Principals since the 2017-2018 school year to help newly appointed principals understand our country’s development from a macro perspective. EDB will enhance the liaison with the teacher education institutions to consider the need to offer postgraduate programmes for teachers and review the training needs of teachers and continue to provide support to schools including KGs as appropriate.

IV. Promotion of national education and national security education at the community level

Joint participation of stakeholders

65. Concerted effort and support from various parties and stakeholders are pivotal to the effective implementation of NE and NSE. The Administration should encourage stakeholders and organizations from different sectors to work

with the Government to create a patriotic atmosphere in society, so as to nurture quality citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective.

66. All Hong Kong citizens should recognize that HKSAR is an inalienable part of China, as well as appreciating and loving our country. Nevertheless, citizens' weak sense of belonging to our country and national identity has been clearly demonstrated by the response of athletes from Hong Kong to the wrong national anthem at the Asian Rugby Seven Series. The Administration should prevent the recurrence of similar incident and consider requiring all delegation members representing Hong Kong in international events to attend courses in relation to national anthem, national emblem, regional flag, regional emblem, etc. Guidelines should be promulgated for all national sports associations and all sports organizations subvented to set out how they should ensure that our National Anthem and Regional Flag received the rightful respect warranted

67. Safeguarding national security is the constitutional responsibility of HKSAR. All people in Hong Kong, including legal practitioners, share the responsibility to observe the rule of law in Hong Kong and safeguard national security. The Administration should educate the public in this direction.

68. The civil service is the backbone of the Government of HKSAR. It is necessary to enhance the spirit of loving the country and Hong Kong among all civil servants. The Administration should train a team of civil servants who are loyal to the country and Hong Kong through continuous on-the-job training and pre-employment recruitment procedures. In doing so, NE and NSE training programmes for civil servants should be enhanced to facilitate their understanding of the country's development and the effectiveness of the programmes should be evaluated. In tandem, government officials should take the lead to help the public to realize the importance of NE and NSE and act as role models for the general public.

69. Parents also play a significant role in promoting NE and NSE. Further steps should be taken to raise parents' understanding of NE and NSE and rally their support. For instance, more resources should be allocated on home-school co-operation and parent education to assist parents in understanding the importance of NE and NSE and their role in fostering the development of their children's national identity.

70. In the promotion of NE and NSE, the Administration has all along been adopting a top-down approach and putting emphasis on impartation of knowledge but neglected affective education. As NE and NSE involve elements of cognition, affection and action, the Administration should adopt a more proactive

approach to promote NE and NSE in different aspects in life, to enable the general public understand the significance of NE and NSE, and to internalize patriotism and nationalism values among citizens. For example, the Administration can make good use of RTHK as a channel to promote NE and NSE in a relaxing manner.

71. As advised by the Administration, successful implementation of NE and NSE required the concerted efforts and cooperation of all fronts to promote a patriotic atmosphere in the whole society. It will take members' suggestions into consideration when designing strategies for promoting NE and NSE.

Need for cross-bureau collaboration

72. The relevant B/Ds should work together with various sectors of the community to organize diversified activities to promote NE and NSE, thereby cultivating the public's sense of national identity and love for the country. The Administration should consider subsidizing television broadcasters and movie production companies to produce programmes and films for promoting NE and NSE; EDB should make use of the historical and cultural tourism resources enriched by the Tourism Commission, and work with the school sector to organize educational activities to enable students to better understand Chinese history and culture. Besides, EDB and the relevant B/Ds can consider compiling a glossary of terms to facilitate the public (including teachers and students) in obtaining a better understanding of the relationship between the Mainland and Hong Kong. For instance, “中港司機” should be replaced with “跨境司機”, “大陸” should be replaced with “內地”.

73. Youth uniformed groups help enhance young people's understanding of the country, thereby strengthening their national identity. HYAB should continue to provide recurrent subvention to the youth uniformed groups in the community to support the provision of informal education training to young people, which serve to help them foster positive values, strengthen leadership skills and enhance their sense of national security.

74. The division of responsibilities among B/Ds in the promotion of NE and NSE is not clear. To ensure coherence and continuity, the Administration should devise an overall strategy for the promotion of NE and NSE, and coordinate the promotional work of various B/Ds. For example, the promotional work on the websites of various B/Ds can be consolidated to facilitate the implementation of NE and NSE and the promotion of the key areas of national security which engages young people (such as ecological security, deep sea security) can be strengthened.

75. As advised by the Administration, various B/Ds have actively joined hands with NGOs to promote NE and NSE to the general public. For example, HYAB has always been working closely with the Committee on the Promotion of Civil Education to promote NE and NSE in the community through various channels and diversified means. HYAB has disbursed an additional one-off subsidy to each youth uniformed group in 2021-2022. Looking ahead, HYAB will work closely with the youth uniformed groups to support their ongoing youth work in the collaborative efforts to help young people foster a sense of national identity, love for Hong Kong and an international perspective. For example, HYAB will co-ordinate with the Hong Kong Police Force and the Civil Aid Service to provide training for youth uniformed groups on Chinese-style foot drill and raising of national flag. EDB has been striving to ensure that all L&T materials have adopted the proper terms from the glossary compiled by the Constitutional and Mainland Affairs Bureau, and will continue to adopt a “multi-pronged and co-ordinated” approach to encourage and support schools in implementing NE and NSE within and beyond the classroom through whole-school participation.

V. Recommendations

76. Members are of the view that there is considerable room for improvement although NE and NSE have been promoted for some time. The Administration should step up its efforts in promoting NE and NSE in a systematic and progressive manner and set explicit targets for different stages, with a view to nurturing university graduates to become future successors who meet the requirement of “love the country, know the country, and lead the country”. The Chairman reckons that NE in Singapore is worthy of reference for Hong Kong. Starting from 1997, Singapore has progressively taken forward the teaching targets of implementing NE in schools. For instance, the theme for primary level is “Love Singapore”, the theme for secondary level is “Know and Believe in Singapore”, and the theme for post-secondary level is “Lead Singapore”. However, EDB has not set any concrete or progressive goal on teacher training; or the curriculum of university, secondary and primary schools in Hong Kong. The Chairman suggests that the Administration should consider setting phased targets for the development of students receiving NE so as to enable students, parents, teachers, schools and the community to clearly understand the education direction and specific work targets of EDB in respect of NE.

77. Education system plays a significant role in the promotion of NE and NSE. Members consider it necessary for EDB to step up its efforts in promoting NE and NSE on all fronts by, for example, providing uniform guidelines on the promotion and implementation of NE and NSE; allowing schools flexibility to deploy school resources for implementing NE and NSE; requiring all school

teachers and students (including those in international schools) to have the knowledge of the Constitution, BL, NSL, national emblem and national anthem; communicate with international schools and schools offering non-local curricula on their obligations to educate students about the cultural and historical background of our country, and respect of our national symbols; and exploring the appropriateness of adding the item on “native place” to student information records to help students acquire an understanding of and develop an affection for their native places.

78. Evaluation of the implementation effectiveness of NE and NSE will help formulate appropriate measures for improvement. EDB should closely monitor how NE and NSE are implemented in the education sector. Although EDB has been seeking to monitor the implementation NE and NSE in schools through external school reviews and/or focus inspections, these measures are insufficient for reviewing schools’ effectiveness in the implementation. EDB should therefore formulate objectives/KPIs that are clear, objective, scientific, reliable and applicable for all schools to assess the implementation effectiveness at different stages of education and schools (including international schools) and evaluate the effectiveness of the implementation of NE and NSE through examining whether a stronger sense of national identity as well as an awareness of and a sense of responsibility for safeguarding national security can be fostered among students.

79. On community level, the Administration should devise an overall strategy to coordinate the promotional work of various B/Ds in implementing NE and NSE, and identify as soon as possible the inadequacies of the promotional efforts for NE and NSE, address the problems, explore specific measures to boost the public’s sense of national identity and nationhood, so as to enable the general public understand the significance of NE and NSE; and internalize patriotism and nationalism values among citizens. To this end, the Administration should gather feedback from the public on the promotional work, conduct a survey to understand the views of different age groups on NE and NSE, and establish a scientific assessment tool/mechanism to measure the value internalization of the general public, with a view to enhancing the overall effectiveness of the implementation of NE and NSE.

80. As advised by the Administration, there are great differences in the development of NE and NSE among schools due to their vision, mission and background. Hence, it is difficult to set up performance indicators applicable for all schools in Hong Kong and devise an assessment mechanism/tool to track the public’s changes in attitude and values. Nevertheless, feedback will be collected from the participants of NE and NSE programmes to understand their learning progress and review the effectiveness of the programmes. Notwithstanding the

Administration's explanation, members consider that the Government may still draw reference from Singapore in formulating phased targets for the development of students receiving NE so as to enable students, parents, teachers, schools and the community to clearly understand the education direction and specific work targets of EDB in respect of NE.

81. NGOs play a significant role in facilitating the promotion of NE and NSE. The Subcommittee visited the Patriotic Education Centre on 7 January 2023. During its exchanges with the Centre, the Subcommittee has come to know that the Patriotic Education Centre currently operates on a self-financing basis. Every year, it takes great pains to raise funds to cover a deficit of several million dollars. Although the Government allocates a substantial provision for education each year, the resources given to the promotion of NE and patriotic education are meager. The Chairman calls upon EDB to provide more grants or subsidies to the Patriotic Education Centre so that it can continue to operate and explore more venues or activities for promoting patriotic education, with a view to helping students acquire an accurate understanding of the country and develop patriotic sentiments. As time goes by, students will become pillars of the community who love our country and Hong Kong. Members hope that the Administration can strengthen its collaboration with NGOs in carrying out the relevant educational and promotional activities and setting up more NE and NSE resource centres. If necessary, resources should be allocated to help NGOs enhance the promotion work of NE and NSE.

82. In view of the significance of the subject matter, the Subcommittee, the Subcommittee further proposes specific recommendations in the following areas:

- (a) In respect of the promotion of NE and NSE in kindergarten, primary and secondary education
 - (i) regularly review and enrich the relevant curricula of NE and NSE with updated learning contents, sustain a structured and coherent curriculum across KG, primary and secondary levels to promote NE and NSE systematically and progressively;
 - (ii) strengthen in each stage of education the learning of the country's history, Chinese culture, national affairs, the Constitution, BL, and the history and spiritual connotation of the national anthem, etc. to help students acquire an accurate understanding of the country and the relationship between the country and Hong Kong, thereby fostering their sense of nationhood, national identity and patriotic spirit;

- (iii) continue to develop and encourage schools to develop a wider variety of L&T resources for NE and NSE to suit students' needs at different learning stages and arouse students' learning interest;
 - (iv) ensure that teachers will select and use appropriate L&T materials for NE and NSE through close monitoring of the content and quality of the teaching materials for NE and NSE and development of official teaching materials;
 - (v) encourage/subsidize schools to make good use of the local cultural and historical resources, conduct courses on national affairs with the Ministry of Education and organize more activities on important and memorable days of significant historical events to consolidate and deepen students' classroom learning;
 - (vi) increase the subsidy quota to provide more opportunities for students to join MEPs, closely monitor and provide additional resources to enhance the quality of MEPs (e.g. appointing experienced escorts and arrange sufficient accompanied teachers) to ensure that students can obtain an accurate understanding of the country from different perspectives;
 - (vii) provide more opportunities for students to participate in national flag raising ceremonies, uniformed group activities and Chinese-style foot drill training to boost students' national pride;
 - (viii) review and enhance the support for schools (including KGs) in implementing NE and NSE (e.g. enabling schools to have a holistic view on the implementation strategies for a whole-school curriculum planning of NE and NSE through talks, discussions and interactive sessions; allocating resources for KGs to hire an executive officer to handle administrative work; encouraging schools to apply for funding from the Quality Education Fund to organize school-based activities for strengthening NE and NSE; identifying some schools as seed schools to develop the curriculum framework of and relevant L&T resources for NE and NSE);
- (b) In respect of the promotion of NE and NSE in post-secondary education
- (ix) strengthen the roles of EDB and UGC in monitoring the implementation of NE and NSE in post-secondary education, including reviewing the institutions' relevant course contents from time to time to ensure their appropriateness and accuracy, providing clear and

uniform curriculum documents on the implementation of NE and NSE; providing uniform assessment methods for assessing students' performance in learning NE and NSE; and requiring the institutions to submit to EDB/UGC work plans and reports concerning the implementation of NE and NSE;

- (x) urge the institutions to step up efforts in enhancing students' national awareness as well as their sense of belonging and patriotic feelings for the country (e.g. consider adding the Constitution, BL and NSL as a compulsory subject in the undergraduate programmes, regularly conducting national flag raising ceremonies and play the national anthem, organizing Mainland internship programmes and employment programmes;

(c) In respect of teacher training on national education and national security education

- (xi) strengthen the monitoring and gatekeeping role in the quality of teachers and speed up the process requiring all teachers to take oath/declare to uphold BL and bear allegiance to HKSAR and to pass BLNST, with a view to ensuring that the teaching profession meets the needs to promote NE and NSE in terms of stance, conduct, integrity and professional standards;

- (xii) strengthen training that include moral qualities, professional conduct of teachers to uphold teachers' professionalism; enrich teachers' professional knowledge of NE and NSE and enhance their skills in formulating teaching strategies (e.g. allocating more resources to provide systematic NE and NSE training for principals, teachers and NE/NSE coordinators; strengthen the training content on the Constitution, BL, NSL in respect of its legal provisions, legislative background and rationale, and international relations; engaging Mainland professionals on the holistic view of national security to conduct relevant training programmes);

- (xiii) continue to review the model and content of the training programmes to fully address the needs of teachers and principals;

(d) In respect of promotion of national education and national security education at the community level

- (xiv) encourage stakeholders from different sectors to work with the relevant

B/Ds in the promotion of NE and NSE, make more extensive use of online platforms and launch diversified publicity campaigns to create a patriotic atmosphere in society, with a view to making the excellent traditional Chinese culture root in the hearts of young people and cultivating their confidence in the history and culture of the nation; and

- (xv) subsidize eligible organizations to set up more NE and NSE education centres and organize NE and NSE activities.

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Legislative Council Secretariat
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Panel on Education

**Subcommittee to Study the Promotion of National and
National Security Education**

Terms of reference

To study and follow up the implementation of national education and national security education in schools (government and aided kindergartens, primary schools, secondary schools, special schools and tertiary institutions) as well as other relevant policy issues, and make recommendations where necessary.

Panel on Education

**Subcommittee to Study the Promotion of National and
National Security Education**

Membership list*

Chairman	Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Deputy Chairman	Hon Stanley NG Chau-pei, SBS
Members	Hon CHU Kwok-keung Dr Hon CHOW Man-kong Hon Dennis LEUNG Tsz-wing, MH Hon Edward LEUNG Hei Hon Kenneth LEUNG Yuk-wai, JP Hon Lillian KWOK Ling-lai Hon Benson LUK Hon-man Revd Canon Hon Peter Douglas KOON Ho-ming, BBS, JP Hon TANG Fei, MH Prof Hon LAU Chi-pang, BBS, JP
	Total : 12 Members
Clerk	Ms Angel WONG
Legal Adviser	Miss Emily MOK

* Changes in membership are shown in Annex to Appendix 2.

Panel on Education

**Subcommittee to Study the Promotion of National and
National Security Education**

Changes in membership

Member	Relevant date
Hon CHEUNG Kwok-kwan, JP	Up to 18 June 2022
Prof Hon SUN Dong	Up to 18 June 2022
Dr Hon TAN Yueheng, JP	Up to 5 January 2023

[Changes in LegCo Membership](#)