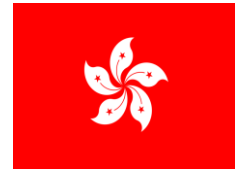




O.M.E.P.
Organisation Mondiale pour l'Éducation Préscolaire
World Organization for Early Childhood Education



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OMEP-HK Newsletter

香港分會會員通訊

Editors: Hui Li & Eva Chen

December 2012

二〇一二年十二月

主編：李輝 陳伊慈

Message from the OMEP-Hong Kong President



It is a pleasure to be OMEP-Hong Kong (OMEP-HK) President and along with the Executive Committee I hope that we can take OMEP-HK to new heights. I would like to use this opportunity to provide newly joined members some information about OMEP. OMEP is the French acronym for **Organisation Mondiale pour l'Éducation Préscolaire** (i.e., World Organisation for Early Childhood Education). In addition:

OMEP is an international, non-governmental and non-profit organisation concerned with all aspects of early childhood education and care (ECEC).

OMEP defends and promotes the rights of the child to education and care worldwide and supports activities which improve accessibility to high quality education and care.

OMEP is currently established in over 60 countries and is represented at meetings of UNESCO, UNICEF, and other international organisations with similar aims.

OMEP-Hong Kong was established by Dr. Sylvia Oppen in 1992 and since the turn of the century, OMEP-HK has been prominent in the World OMEP Executive Committee. We have hosted a major international conference every two years but been less active in other years. However, the current EXCO committee has decided to revitalise OMEP-HK. We will refocus efforts towards membership recruitment and communication and have planned a number of activities to benefit our members. These are described in the following pages. In a nutshell, we will endeavour to offer the following for our members:

- Provide educational opportunities through workshops, seminars and school visits
- Update our website so it provides information on critical issues and becomes a useful resource
- Enhance our voice on various Government Committees concerning children's education and well-being
- Develop policy and advocacy briefs to encourage investment in early childhood education
- Continue supporting the professional development of ECE providers in poor, rural areas of the Mainland
- Support high quality early education and care with other organizations in Hong Kong and the region

May I take this opportunity to invite you to participate in OMEP-HK activities and wish you all the very best for the holiday season.

Nirmala Rao, OMEP-Hong Kong President

Executive Committee of OMEP-Hong Kong 2012-2013

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Ms. Amelia Lee 李南玉女士
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OMEP-Hong Kong News

Upcoming Seminar by World Vice President of OMEP Dr. Eunhye Park



The Early Childhood Education faculty at The University of Hong Kong (HKU) is pleased to welcome Professor Eunhye Park from the Ewha Womans

University in February, 2013. Professor Park is currently the Director of the Ewha Institute of Early Childhood Education and Care, as well as the newly-elected World Vice President of the

Asia Pacific Region for OMEP. During Professor Park's visit, she will be giving a seminar, co-organized by HKU and OMEP, entitled "Reorienting the Curriculum in Korean Early Childhood Education: Examining the Experiences of Kindergarteners with Education for Sustainable Development." The seminar will be open to the public and held in English. For specific time and location, please contact Dr. Eva Chen (evaechen@hku.hk).

OMEP World News

64th World Assembly and Symposium, July 2012, Campo Grande, Brazil

The 64th World Assembly and Symposium was held in Campo Grande, Brazil, from July 17 to 21, 2012. As representatives of OMEP-HK, Dr. Maggie Koong and Dr. Hui Li participated in both the Assembly and Symposium. Highlights from Campo Grande include:

1. Collaborations with UNICEF and World Bank

At the World Assembly, Dr. Nurper Ulkuer (Chief of the Early Childhood Development Unit at UNICEF) and Dr. Marito Garcia (World Bank) discussed the issues surrounding the Millennium Development Goals (MDG), focusing particularly on making progress towards universal education for young children. Dr. Ulkuer and Dr. Garcia challenged

OMEP World Assembly for ideas and collaboration to achieve UNICEF's Global Vision – *That all children should survive and develop their full potential* (The United Nations Convention on the Rights of the Child, Article 6). And all children should go to school and learn. In response to their invitation,

OMEP World is working to ensure that early childhood education and *Education for Sustainable Development* (ESD) are given high priority in the Post-MDGs as they are developed within UNICEF. The Assembly proposed ESD to be a continued focal point for OMEP, especially within the context of the Post-MDGs.

2. New Vice Presidents for Europe and Asia Pacific Region

Two elections were conducted in the World Assembly. Mr. Nektarios Stellakis from Greece was elected Europe Vice President. Dr. Eunhye

Park was elected as the Asia Pacific Vice President. They will take the leadership of their respective regions beginning in January 2013.



3. New member of OMEP from Asia Pacific region

OMEP India has been accepted as the full member of OMEP. OMEP India National Committee is located in Mumbai and sent a representative to this World Assembly.

世界幼兒教育聯會新聞

第 64 屆世界幼兒教育聯會（OMEP）世界大會 在巴西大坎普召開

2012 年 7 月 17 日~21 日，第 64 屆世界幼兒教育聯會（OMEP）世界大會及學術研討會在巴西大坎普中央聯合大學舉行，來自世界各國的代表和幼教專家聚集一堂，共同研討幼教發展中的全球性問題。世界 OMEP 主席、瑞典哥德堡大學教授英格麗女士出席會議並致辭。世界幼兒教育聯會司庫孔美琪博士和香港大學教育學院李輝博士，代表香港 OMEP 參加了是次世界大會及學術研討會。大會的主題是“21 世紀的幼兒教育：兒童的權力——遊戲、探索和學習”，與會代表還圍繞以下專題展開了深入的交流和研討：遊戲是質量的重要依據；早期教育的危機；閱讀識字以及數學在幼兒園的學習；0~3 歲嬰幼兒的研究；兒童的依戀關係和語言交流等。本次世界大會其他要點還有：

1. 与联合国儿童基金会和世界银行合作

在世界代表大會上，Nurper Ulkuer 博士（聯合國兒童基金會早期兒童發展部主任）和 Marito Garcia 博士（世界銀行代表）圍繞“千禧發展目標”中全球普及幼兒教育方面的進展進行了討論。他們誠意邀請 OMEP 與聯合國兒童基金會和世界銀行合作，為實現聯合國兒童權利公約第六條（所有兒童擁有生存和發展的權利，必須充分發揮其潛力）而共同努力，讓所有的孩子上學和接受教育。作為回應，OMEP 世界大會經小組討論後決定，將以可持續發展教育（ESD）作為今後工作重點，通過努力普及幼兒教育而達至千禧發展目標。

2. 選出歐洲和亞太地區新任副主席

在本次 OMEP 世界代表大會上還進行了兩項選舉，並順利選出希臘的 Nektarios Stellakis 先生（歐洲地區）和韓國朴恩惠博士（亞太區）兩位新任副主席。他們將從 2013 年 1 月開始領導所在地區 OMEP 的工作。

3. 印度成為 OMEP 亞太地區新成員

在本次世界代表大會上，OMEP 印度已被正式接受為 OMEP 成員。印度 OMEP 全國委員會總部設於印度孟買，並派出代表參加了是次世界大會。



OMEP World News | 世界幼兒教育聯會新聞

65th OMEP World Assembly and Congress (第 65 屆世界幼兒教育聯會)

Shanghai, People's Republic of China

The 65th OMEP World Assembly and World Congress will be held from July 9 to 13, 2013, in Shanghai, People's Republic of China. Hosted by OMEP, the World Assembly and Congress are jointly organized by OMEP China and East China Normal University, Shanghai. The theme is "*Enhancing the Development of Early Childhood Education: Opportunities and Quality*." For more information on the World Assembly and World Congress, please check the OMEP 2013 website.

2013 年 7 月 9 日~13 日，第 65 屆世界幼兒教育聯會（OMEP）世界大會及學術研討會將在中國上海市舉行。本次大會由世界學前教育組織中國分會承辦，由中國學前教育研究會和華東師範大學協辦。本次世界大會的主題是“促進學前教育發展：機會與質量”。詳細資料請參考 OMEP 2013 世界大會及學術研討會網址。



Important Dates:

20 January 2013: Submission Deadline
 15 March 2013: Acceptance Notice
 31 March 2013: Early Bird Deadline
 15 May 2013: Registration Deadline
 9 - 10 July 2013: 65th OMEP World Assembly
 11 - 13 July 2013: 65th OMEP World Congress

Important Information:

Website: omep2013.age06.com

Email: omep2013@126.com

Phone: 86-021-62232687

Fax: 86-021-62220996

Postal address:

OMEP World Congress 2013 Committee
 Room 1001 Tianjiabing Building,
 East China Normal University,
 3663 N. Zhongshan Road, Shanghai,
 China.

OMEP-Hong Kong News

Report from the Consultation Meeting for the 2013 Policy Address

The purpose of the consultation meeting was to collect opinions from the early childhood education profession in preparation for the 2013 Policy Address, to be announced in January, 2013. To strengthen coordination between policy formulation and financial planning, the Secretary for Finances Services and Treasury, the Secretary for Education, the Secretary for Home Affairs, and the Secretary for Constitutional and Mainland Affairs were also present together with the Chief Secretary. The following recommendations were expressed by Dr. Maggie Koong, on behalf of OMEP-HK, at the policy address consultation meeting:

1. Increase Hong Kong's Investment in Early Childhood Education.

As early as 1996, the European Commission Network on Childcare advised all countries to invest at least 1% of GDP in ECE. By 2004, investment in pre-primary education (for children ages 0 to 6) was 1.7% of the GDP in Sweden and an average of 0.5% for the 19 other countries in the European Union (EU). Additionally, the percentage education budget spent on ECE is, on average, 8% for OECD countries. Nineteen governments in the EU shouldered 87.7% of the education expenses for children above three years of age. By contrast, investment in ECE in Hong Kong is only 0.14%, far behind the OECD countries. Only 3.9% of the Hong Kong educational expenditure is spent on ECE.

Request: We recommend increasing investment in Hong Kong ECE, up to 0.28% of the GDP by 2013-2014. We also recommend increasing expenditure, up to 6% of the educational expenditure, in Hong Kong.

2. Increase the Salary of Graduate ECE Teachers.

ECE teachers have long been struggling to gain the recognition they deserve as educators of our youngest children. They work in a system that is largely neglected and not included in Hong Kong's compulsory education; and since the voucher scheme was implemented, there is no longer a teacher salary scale for them to follow. ECE teachers have been striving to improve their qualifications to the degree level, but the salary of qualified ECE teachers remains far lower than that of their primary and secondary counterparts. This has significantly presented difficulties to ECE teachers in establishing their professional image, and has affected the stability and the quality of ECE in Hong Kong.

Request: We request that Hong Kong establish a teacher salary structure, with entry pay for qualified ECE teachers equal to their counterparts in the primary and secondary sectors, to ascertain the professional status of ECE, attract talented candidates to join the ECE profession, stabilize the ECE system, and

ensure the quality and development of the sector. All these are important for ensuring proper growth and development of each child.

3. Slant Resources towards Disadvantaged Families.

The increasing disparity between the rich and the poor is already a serious social problem in Hong Kong. Children in low income families are already disadvantaged by limited resources at home, and will be doubly disadvantaged if they cannot receive high quality education outside the home. UNESCO (2006) has confirmed from relevant research that appropriate care and education can compensate for the negative impacts of a poor family background. Hence, early interference and provision of comprehensive ECE can reduce unfairness and enhance equality from the outset, allowing fair competition amongst our future generations and breaking the vicious cycle of transferring poverty across generations.

Request: We call for the use of Proportionate Universalism to slant ECE resources towards poor families. We also recommend that the Government increase funding to kindergartens serving lower income families, enabling these schools to increase the number of teachers and amount of teaching resources.

4. Enact Early Intervention for Children with Special Educational Needs (SEN).

Despite the fact that 6023 places for young children were available in various ECE schools and centers, according to the statistics of the Social Welfare Department, there were still 6190 students with SEN on the waiting list as of September 30, 2012. Clearly, there is an inadequacy of appropriate ECE places to cater for the specific needs of SEN students. As a result, many SEN students are unfortunately falling behind at a crucial time in their life.

Request: We call for the increase of resources and legislation to ensure that students with SEN can receive proper counseling, training, and education to help them in the early years and prevent the development of secondary handicaps. Furthermore, there is a need to increase SEN training for ECE teachers, as well as a need to increase SEN teaching resources and professional support. The additional support will allow for early identification of SEN students, as well as for earlier intervention to reduce blocks to students' development, thereby enhancing their chances of entering regular schools and participating in all activities in the Hong Kong society.

香港分會新聞**二零一三年度《施政報告》諮詢會****諮詢會目的：**

為制訂 2013 年 1 月發表的《施政報告》為教育而設的諮詢會，以徵集業界對施政重點的意見，並加強政策制訂與財政規劃之間的協調，故當日以政務司司長為首，連同財經事務及庫務局局長、教育局局長、民政事務局局长、政制及內地事務局局長出席諮詢會。

孔美琪博士發表講話之內容**1 簡介世界幼兒教育聯會香港分會 (OMEP-HK)組織**

世界幼兒教育聯會(OMEP)乃國際性非政府以及非牟利組織，分會遍佈 69 個國家，旨在促進世界各地兒童的整體利益和福祉，不分種族、性別、宗教、國籍或社會地位，關心與兒童早期教育與照顧有關的各個範疇，致力推廣零至八歲的幼兒教育及服務。

而香港分會於 1992 被總會接納為一個國際承認的幼兒教育組織，並且註冊成為非政府以及非牟利組織。分會代表由一群從事幼兒教育的工作者和專業人士所組成，包括大學講師、研究員、幼稚園校長及非政府兒童保育機構工作者等。組織保衛和促進幼兒的照顧和接受教育權利的活動，並且支持一切有關幼兒教育的普及性、制訂及解釋相關政策等活動。提倡良好的優質幼兒教育，以及高質素幼兒教師專業水平的重要性，致力為所有幼兒爭取高質素及發展性的教育服務。

2 意見一：香港幼兒教育財政投入佔 GDP 百分率太低

歐盟委員會保育協作組織(European Commission Network on Childcare)早在 1996 年就建議各國至少將 GDP 的 1%投入幼兒教育事業。2004 年瑞典 0-6 歲學前教育投入佔 GDP 的 1.7%。歐盟 19 國學前教育經費在其 GDP 中的比重平均為 0.5%，相當於香港的 5 倍。香港幼教開支只佔 0.14%，遠遠落後於主要發達國家。

要求：明年全港幼教開支要達到 GDP 之 0.28%。

3 意見二：香港幼兒教育公共投入佔教育經費百分率偏低

幼兒教育是具有福利性、保育性、教育性、公益性的社會事業。從國際比較的角度來看，幼兒教育經費佔公共教育總經費的比例，OECD 經合組織國家平均為 8%。歐盟 19 國政府承擔了 3 歲以上兒童教育經費的 87.9%，法國的比例則為 95.8%。香港幼兒教育經費佔公共教育經費 3.9%，再加佔 GDP 比例不到 1%的情況，已經成為國際範圍內令人印象深刻的問題。

要求：明年全港幼教開支佔公共教育經費之 6%。

4 意見三：提升學位幼師的薪酬水平

由於幼兒教育一直備受忽視及沒有納入免費教育體系，在「學券計劃」實行後更取消幼師薪酬架構，幼兒教師在資歷逐漸邁向學位化的同時，薪酬待遇卻出現遠遜於中、小學教師的普象，以致幼師難以確立專業形象，影響幼師教學工作的穩定性，更影響了幼兒教育的發展與質素。

要求：確立幼師的薪酬架構，學位幼兒教師的入職薪酬應與小學教師同等，以確認幼師的專業，並吸引優秀的年青一代入職幼教工作，以穩定幼兒教育的教學團隊，確保幼教的質素與發展，最終確保每位幼兒的成長與發展。

5 意見四：對弱勢家庭的資源傾斜

貧富懸殊已成為香港一個嚴峻的社會問題，對於生活在貧窮家庭的兒童來說，由於家庭缺乏資源，兒童在家缺乏適切的照顧與刺激，如再未能得到公平與優質的幼兒教育服務，對弱勢家庭之兒童可能造成雙重不利的負面影響。聯合國教科文組織(UNESCO, 2006)參考相關研究証實，幼兒保育和教育可以抵消不利地位或弱勢社群的負面影響，故早期干預能夠降低社會不平等問題，而提供綜合性早期教育服務可促進教育起點的公平，以創造公平的競爭環境，對打破跨代貧窮這一惡性循環起了關鍵的作用。

要求：為避免出現教育不平等的現象，建議政府在幼兒免費教育的投資上，採取按

比例普及化 (proportionate universalism) 方式，增撥對弱勢家庭資源的投放及傾斜，讓他們能公平地競爭。在尚未施行免費幼兒教育的過渡期間，建議政府先增撥資源給低學費及服務低收入家庭的幼兒學校，例如增聘支援教師、教學資源及電腦等。

6 意見五：把握特殊需要兒童之教育黃金期

現時為 0-6 歲提供早期教育及訓練中心、幼稚園暨幼兒中心兼收弱能兒童計劃、特殊幼兒中心名額為 6,023 名，然而根據社會福利署「康復服務中央轉介系統-弱能兒童學前服務子系統」截止 2012 年 9 月 30 日輪候服務人次的資料，本港現時 0-6 歲輪候特殊教育和訓練的人數為 6,190 人。這可見提供特殊教育服務的名額未能滿足實際需求，因而有特殊需要兒童往往白白錯過接受早期干預的最佳時間。

要求：增加資源或立法，以確保有特殊需要兒童可盡早及盡快接受適當的輔導、訓練與教育，並避免過長的輪候時間而錯失學習的黃金期。此外，在教育政策的層次確實有需要增加幼教老師相關的培訓，並且為幼兒教育機構增加教學資源和專業支援，以致在幼兒階段能盡早發現在學習與發展出現問題的兒童，繼而由專業人員評估以「及早識別」，並且在「黃金時期」提供全面的早期介入與教育服務，以達到「盡早教育」，減低這些兒童發展受阻的程度，提高他們日後入讀普通學校和參與日常活動的機會。

OMEP-Hong Kong Opinion Editorial

Free Early Childhood Education Matters

Hui Li

The University of Hong Kong

The issue of providing free early childhood education (ECE) is of current popular interest in Hong Kong. Professional organizations, political parties, academic institutions, and other ECE stakeholders are now appealing for a new policy to provide 15 years of free education in Hong Kong, starting at age 3. How should Free ECE actually be implemented in Hong Kong?

Part I. Four fundamental principles for allocating educational resources

In a Chinese commentary published in *Ming Pao Daily*, I (Li, June 22, 2012) suggested that the following four fundamental principles should be considered when allocating educational resources in a certain society:

1. *Proportional equality*. Resources have to be equally distributed among different socioeconomic levels of society.
2. *Cost sharing and compensation principle*. Preschool education is non-compulsory education; therefore, families, government, and the larger society should share the cost. Quality education users should compensate the cost.

3. *Positive discrimination principle*. More concerns and financial support should be provided to low-income families.
4. *Helping the poor principle*. Public resources should go to poor families as the first priority.

The Pre-primary Education Voucher Scheme (PEVS) implemented in Hong Kong, although contentious, has largely followed the four principles (Li, 2012a, A36).

Part II. Six questions to be addressed

In the Forum in November 19, 2012, I raised six questions for consideration:

1. Is the PEVS a bad policy that should be abandoned? Is dramatic reform really better than gradual improvement?
2. How can a free ECE be implemented in Hong Kong? In other words, are there any workable solutions?
3. The Forum calls for public kindergartens. Is it fair to expect that the Education Bureau simultaneously play three roles – those of policy-making, school-providing, and school evaluation?
4. The Forum asks for full subsidy only for Non-profit Making Kindergartens (NPMKs), neglecting the Private Independent Kindergartens (PIKs). Is it

fair to exclude certain schools? Can the policy still be hailed as offering free ECE?

5. If the Forum's proposal were put into practice, all the NPMKs would have to be free to children. How can children be allocated to the schools fairly? For instance, if all the parents want to send their kids to NPMKs in Kowloon Tang, what should be done?
6. If the government fully subsidizes kindergartens (either a select group or all schools), will it also be allowed to play a greater role in school accountability? In a more extreme case, will the government be able to close poor-performing schools?

Part III. Refined voucher system as the possible solution

For now, an improved voucher scheme is a better alternative to free ECE, as it can address all of the abovementioned questions while allowing more than 80% of families to have free ECE (Li, 2012a). My recommendations for improving the PEVS are as follows:

1. Increase the value of voucher scheme appropriately and gradually (i.e., HK\$20,000 per year), reflecting the inflation of living cost and the rise in school fees every year.
2. Launch the full-day voucher for those families with both working parents.
3. Simplify the procedures of voucher claiming. For example, there is no need to ask the parents to apply for the voucher, and kindergartens can just

claim the money directly from EDB after collecting all the students' information.

4. Cancel the restrictions on the eligibility of PEVS and allow PIKs to receive funding. As long as school fee is acceptable, the quality is good (judged by Quality Review), and the finance is thoroughly transparent, they can also take governmental subsidy through the voucher scheme. Therefore, more families can benefit from the voucher scheme.
5. Establish a school-based development fund to sponsor all the activities for school development.
6. Set up teacher professional development fund for all the teachers. This fund could be operated as an earmarked Continuing Education Fund so that all the in-service teachers can apply for funding support to pursuit degree or professional studies every 5 years. This initiative will definitely enhance the professionalism of Hong Kong kindergarten teachers.
7. Launch the teacher qualification allowance, which will be paid monthly by the government according to each registered teacher's qualification and seniority. This will improve the kindergarten teacher's treatment and qualifications without unduly burdening school owners or parents (for details, see Li, 2012b).

Note: *The views expressed in this article are those of the author and do not necessarily represent the views of OMEP-Hong Kong.*

香港分會會員專論

免費幼兒教育之重要事項

香港大學教育學院副教授 李輝

免費幼兒教育近來已經成為城中熱門話題。社會各界熱切期盼早日推行 15 年免費教育。但頗具挑戰性和爭議性的問題卻是：如何切實、可行地推行免費幼教？

一、教育資源分配之四項基本原則

筆者(李輝, 2012a, A36)提出教育資源分配的四項基本原則：(1) 資源均等分配原則。不同社會階層在總量上佔有公共資源的份額要相對均等。(2) 成本分擔和補償原則。在非義務教育的學前階段，家庭要承擔一定費用，優質教育使用者更要補償費用。(3) 積極歧視原則。對中低收入階層應給予特別關注和財政支持，對其“積極歧視”。(4) 扶貧原則。公共資源應向貧困階層傾斜。

雖然現行幼教學券制有諸多問題以令人反感，但卻基本上實現了這四項原則。

二、兩個難解的技術性問題

要達至社會大眾所期盼的完全免費，就必須是全包宴式免費，而其關鍵是要解決兩個技術性但卻是難解甚至是無解的問題：

第一個問題是：政府要不要幫私人辦學者繳付租金？如果政府幫私人辦學者解決昂貴的校舍租金問題，這樣他們就可用公帑交租（有些學校其實是租自己的物業），坐收豐厚辦學利潤甚至租金。原本應該向中低收入家庭傾斜的教育資源就被地產商、私人業主和私人辦學者鯨吞。“一言以蔽之，免費幼教其實是免了私人辦學者的費，飽了地產商和私人業主的胃”(李輝, 2012a, A36)。

第二個問題就是在現有幼教生態環境下，根本無法設立一個可行的科學合理的收生機制來達至教育公平。如果根據“就近免試入學”原則收生，實

施起來將會因為兒童居住地的“仲介效應”(mediator effect) 而令富家子弟“就近”進入高檔幼稚園，窮人只好進入屋邨學校。而如果不按居住地收生而是電腦抽籤、全港隨機派位，這會令兒童跨區返學，更加不可行(李輝, 2012a, A36)。

三、免費幼教帶來的兩個等價交換

世上沒有免費午餐，實施全包宴式免費幼教需要付出巨大代價，將會對學校問責性和幼教質量造成傷害。

一是“可購性 - 問責性交換”效應(affordability-accountability trade-off)。政府如果實施全包宴，則幼稚園無論辦好辦壞都“有錢收”。有些幼稚園辦得不好或收生不足，政府無法對其“問責”，更不能收回有關資助。這樣在實施免費幼教的同時，政府變相自廢了武功，問責更加無門。

二是“價格 - 品質交換”效應(affordability-quality trade-off)。因為全部免費，幼稚園辦好辦壞一個樣，在沒有激勵機制、競爭機制和問責機制的情況下，學校不為收生而愁，管理自然鬆懈，教育品質下降，反正是“免費午餐”，你又想點？！（李輝，2012a）

四、六個需要各界慎思的問題

在十五年免費教育關注聯盟於 2012 年 11 月 19 日舉辦的論壇上，筆者提出以下六個問題，希望各界認真思考，再做決定。

1. 學券計劃真有如此糟糕以至非拋棄不可嗎？有沒有想過改善它而不是徹底放棄它呢？我個人更喜歡漸進式改良，而反對革命性改革。

2. 社會各界一個共有的美好意願是在香港推行完全免費的幼教。但問題是：如何做到這一點呢？有沒有具體可行的解決方案呢？

3. 十五年免費教育關注聯盟呼籲政府建立公辦園。但這樣政府將會徹底改變幼教界生態環境並同時扮演三個角色 - 守門員、裁判和球員。這對私人辦學者是公平和可以接受的嗎？

4. 關注聯盟要求全額補貼非牟利幼稚園（NPMKs），而忽略了那些私立獨立幼稚園（PIKs）。這一建議對 PIKs 是公平的吗？它們為什麼要被拋棄？這樣的政策也能稱為完全免費嗎？這個建議和現行學券計劃有什麼區別嗎？

5. 如果關注聯盟的建議付諸實踐，那所有入讀 NPMKs 的幼兒都會免費。那麼，如何建立使一個公正、科學、合理的學位分配系統？如果所有父母想送孩子到九龍塘的名校，政府該怎麼辦？

6. 如果政府全面資助 NPMKs，而將來又沒有了“雙非兒”，幼稚園收不到學生該怎麼辦？業界會允許政府殺校嗎？政府有權殺校嗎？因為本港所有幼稚園都為私立（而非公立），政府原則上是不可以殺校的。

五、一個可行方案：改良學券即可

只要改良現有學券即可解決業界所提出的問題，實現真正公平的“免費幼教”。

一是適當增加學券面額，並依通脹和學費增長情況逐年遞增。

二是推出全日制學券，讓有需要的家庭申請。

三是全面簡化學券申領程序。無需勞煩家長，學校只要收齊學生身份資料便可向教育局直接申請學券資助。

四是取消對牟利幼稚園申領學券的限制。只要學費在限定水準之內且接受質素評估和財務透明，則無論牟利與否，均可享受學券。

五是設立校本發展專項資助。每年資助非牟利幼稚園 10 萬元，用於各項校本發展活動。

六是設立全港幼師發展基金。可參考持續進修基金(Continuing Education Fund) 模式運作甚至可在其旗下設立幼師專項基金，讓所有在職幼師每隔五年可以直接向該基金申請全額學費資助，用於攻讀學位課程或其他在職培訓課程，切實解決幼師實際困難。

七是考慮推出幼師專業資歷津貼。業界希望政府重訂幼師薪酬架構表，給幼師漲工資，辦學者又不想承擔加幅，社會又不希望加學費。因此，唯一快捷有效的辦法就是效法澳門，根據幼師年資和學歷綜合換算出其專業資歷津貼，每月由教育局直接向幼師發放。這樣既提高了教師專業資歷和實際待遇，也避免了將成本轉嫁給家長（李輝，2012b）。

如此，方可達至教育公平、學校問責、為民解憂和各界滿意的四贏境界（李輝，2012a）。

以上文章中所表達的意見是作者的個人觀點，不代表 OMEP 香港的意見。

參考文獻：

a. 李輝：免費幼兒教育：免誰的費？如何免費？。《明報》，2012 年 6 月 22 日，A36 版。

b. 李輝：香港幼稚園教師工資待遇存在的問題及其改革建議。《幼兒教育（教育科學版）》，2012 年第 10 期，第 1-4 頁。

OMEP-Hong Kong Project Report | 香港分會項目報告

The Western China Exchange Project | 中國西部幼師交流計畫

To encourage the development of early childhood education in western China and Hong Kong, OMEP-Hong Kong and OMEP-China began collaborating in 2003 to create a China-Hong Kong teacher exchange program. The program aims to foster the teacher exchange through observation, discussion, academic sharing, and kindergarten visitations. Dr. Hazel Lam, the OMEP-HK project director, was able to secure financial support from the Lo Ying Shek Chi Wai Foundation to fund the Chi Wai OMEP Western China Exchange Program.



In the recent Hong Kong visit, visitations to a wide variety of early childhood education centers were arranged, so that teachers from western China could observe different kinds of classroom management techniques and education philosophies. Additionally, we invited relevant experts and lecturers to speak with the Chinese teachers. Finally, the visitors were taken to the Hong Kong Heritage

Museum, the Hong Kong Central Library, the Hong Kong Science Museum, and Disneyland, so that they could have an understanding into Hong Kong culture.

為了促進中國西部及香港特區的幼兒教育發展，由 2003 年初開始，世界幼兒教育聯會 - 香港分會與中國分會合作，舉辦十天的中港兩地教師交流計畫。為惠及更多的中國西部老師，藍美容博士（香港分會的交流計劃負責人）便撰寫建議書向羅鷹石慈慧基金申請資助，並於 2011 年四月獲基金撥款合共約港幣一百二十六萬三千圓，贊助三年（2011-2013）的慈慧 - 世界幼兒教育聯會中國西部學前教育教師交流計畫。受惠人數亦由原本的每年 8 至 12 人增至每年 32 至 52 人。

慈慧 - 世界幼兒教育聯會中國西部學前教育教師交流計畫目的是希望透過觀察、研討、學術分

享及參觀幼稚園和幼兒園等活動，讓中港兩地之幼兒教育工作者能親身體驗不同地域、環境的教學方法，彼此交流學習，互相觀摩，從而提升教師的幼兒教學技巧和水準，達到互相學習的目標。

在為期十天的香港之行中，我們安排了不同幼稚園的駐校體驗和參觀，盡可能多讓西北的教師能夠看到香港幼稚園的日常管理和教育理念。除此之外，我們還邀請了相關專家、講師為西部教師做講座，讓教師們受益匪淺。期間還安排了香港文化博物館、中央圖書館、香港科學館和迪士尼樂園作為文化參觀之旅，幫助團員瞭解香港文化和生活。

OMEP-Hong Kong Project Report

Distinguished principals and teachers from Szechuan Province Visit Hong Kong

With the help of former Undersecretary of Education, Mr. Kenneth Wei On Chen, as well as several Hong Kong and Szechuan organizations, OMEP-HK hosted 70 early childhood educators and accompanying officials from Szechuan province for a visit to Hong Kong from February 20 to 26, 2012.

During the visit, OMEP-HK held five seminars for the Szechuan visitors. Ms. Florence Chiu, from the Playright Children's

Play Association, lectured on "Games – The Key to Proactive Children's Play." OMEP-HK members and school principals Ms. Cinda Chan and Ms. Mary Tong spoke about "Leadership and Management in Early Childhood Education. Senior Inspector Mr. Choi Pak Yi from the Education Bureau (Kindergarten Education Division Kindergarten Inspection Section) spoke about "The System and Evolution of Hong Kong Early Childhood Education". Dr. Hui Li, OMEP-HK member and associate professor at The University of Hong Kong,

gave a talk on "The Reform of Hong Kong Early Childhood Education and Implications for the Mainland: Vouchers, Class Reform, Evaluation, and Others." And finally, OMEP-HK member Dr. Veronica Yeung from The Hong Kong Institute of Education (HKIE) discussed "The Mental Health and Emotional

Development of Children: Challenges in China."

Additionally, OMEP-HK arranged for the Szechuan guests to visit the Playright HSBC PlayScope Center, as well as

several kindergartens, including the HKIEd HSBC Early Childhood Learning Centre, the Hong Kong and Diamond Hill Ling Liang Kindergartens, and kindergartens owned by the Victoria Education Organisation. Visitors were also taken to the Hong Kong History Museum, the Golden Bauhinia Square, and the Peak to round off their trip. Overall, the visit to Hong Kong was professionally, academically, and culturally fulfilling to the teachers, principals, and officials from Szechuan.



香港分會項目報告

四川省優秀幼師及園長赴港交流團

本會經前教育局副局長陳維安先生介紹，並在四川省香港辦事處的協調下，獲四川省教育廳直屬「四川省教育國際交流服務中心」單位之邀請，於二零一二年二月二十日至二十六日期間，接待四川省共七十位優秀幼教老師、園長及隨團官員到港考察。為了讓到港交流的四川省幼教園長及老師認識香港文化及幼兒教育，本會安排學術講座、文化參觀、幼兒學校參觀及觀課予團員，以促進中港幼兒教育的交流及聯繫。

在交流團抵港翌日晚上，本會為接待四川省的園長、老師及隨團官員，榮幸邀請了前教育局副局長陳維安先生任主禮嘉賓，以及擔任學術講座的講員、接待參觀的幼兒學校與機構代表任嘉賓，在珍寶海鮮坊舉行歡迎晚宴。

期間，本會特別邀請相關講員為團員舉辦了5個專題講座，包括：1)智樂遊樂協會趙汝薇小姐主講「遊戲 - 幼兒主動學習鑰匙」；2)本會委員陳純麗校長及唐少勳校長主講「幼兒教育中的領導與管理」；3)教育局質素保證分部幼稚園視學組蔡伯儀高級督學主講「香港學前教育體系及變

革」；4)本會委員李輝博士(香港大學)主講「香港幼教改革經驗及其對內地的啟示：學券、課改、教法、評估及其他」；以及5)本會委員楊蕙吟博士(香港教育學院)主講「幼兒精神健康及情緒發展：中國之挑戰」。

此外，本會安排團員參觀智樂遊樂協會滙豐智樂萬象館，從而了解在地區上推廣遊戲的工作現況。而團員到幼兒學校的參觀，讓團員有機會認識學校課程及教學環境之餘，更有機會入班觀課或觀察教學示範，團員參觀的幼兒學校包括：1)香港教育學院滙豐幼兒發展中心；2)香港靈糧堂幼稚園及鑽石山靈糧堂幼稚園；以及4)維多利亞教育機構轄下的分校。

最後為文化參觀與名勝觀光的活動，如參觀香港歷史博物館、金紫荊廣場及香港山頂觀光等，讓團員既充實又全面地體驗七天的香港文化與幼教交流之旅。



Professional Development Opportunities for Early Childhood Educators

Programs are listed in alphabetical order. Deadlines are noted as currently published on the university websites, but interested applicants should contact the admissions office directly to find out more information about the application process. OMEP-HK recognizes that the list may not be exhaustive; course providers should contact omep.secretary@gmail.com to have their Program included in the future.

Hong Kong Baptist University

- Bachelor of Education (Honours) in Early Childhood Education
Deadline: March 15, 2013
- Bachelor of Education in Early Childhood Education (Part-time)
Deadline: March 31, 2013
- Master of Education in Early Childhood Education
Deadline: March 31, 2013
- Postgraduate Diploma in Education (Full-time)
- Postgraduate Diploma in Education (Part-time)

The Chinese University of Hong Kong

- Bachelor of Education in Early Childhood Education Program (Part-time)
Deadline: December 4, 2012
- Master of Arts Program in Early Childhood Education
Deadline: February 28, 2013

The Hong Kong Institute of Education

- Bachelor of Education (Honours) (Early Childhood Education) (Full-time)
Deadline: January 31, 2013
- Bachelor of Education (Honours) (Early Childhood Education) (Part-time)
Deadline: January 7, 2013
- Postgraduate Diploma in Education (Early Childhood Education) (Part-time)
Deadline: January 7, 2013
- Master of Education (Part-time)

- Higher Diploma in Early Childhood Education (Full-time)
Deadline: January 31, 2013
- Higher Diploma in Kindergarten Education (Day Release Mixed Mode/Evening Mixed Mode)
- Certificate in Early Childhood Education Program (Full-time)
- Certificate in Kindergarten Program (Part-time Evening)
- Certificate in Kindergarten Education Program (Day Release Mixed Mode)
- Certificate in Kindergarten Education Program (Evening Mixed Mode)

The Open University of Hong Kong

- Bachelor of Arts with Honours in Early Childhood Studies (Part-time/Full-time)
- Bachelor of Education in Early Childhood Education
- Bachelor of Education in Early Childhood Education (Special Educational Needs)
- Diploma in Early Childhood Education (Distance Learning)
- Higher Diploma in Early Childhood Education (Special Educational Needs)

The University of Hong Kong

- Master of Education in Early Childhood Education
Deadline: February 28, 2013
- Postgraduate Diploma in Education (Part-time)
Deadline: January 4, 2013