

Association for Childhood Education International

– Hong Kong & Macau Chapter

兒童教育國際協會 - 香港暨澳門分會

通訊 Newsletter

October 2014

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會長的話 **President's Remarks**

Dr. Ben CHOI
ACEI-HKM (2013-2015)

President's Report

The Association for Childhood Education International – Hong Kong & Macau Chapter (ACEI-HKM) has elected a new Executive Board in September 2013. The new Executive Board will officiate from September 2013 to August 2015. The list of new EXCO members can be read from the *Nov 2013 Newsletter* or ACEI-HKM website: www.acei-hkm.org.hk Dr. Ramsey Koo, our former and first President, has been appointed the International Ambassador of the Chapter under the new term of office. Mr. Michael Kam, our Past President, has been elected the EXCO member of the Hong Kong Teachers' Centre from 2014 as a representative of the Chapter.

Three EXCO meetings have been called after the change of EXCO. The first meeting was held on 19 October 2013 (Saturday), second on 14 December 2013 (Saturday) and the third on 1 May 2014 (Thurs). A Macau AGM was also held in Macau on 20 November 2013. Three new Supervisory Board members in Macau have been appointed. They are Mr. Abel Fong, Dr. Xiao Ming Guo, and Mr. Paul Yu.

A new issue of Newsletter has been published in 19 November 2013. The latest issue covers a wide scope of substantial articles on educational issues in Hong Kong and Macau. Like other publications of ACEI-HKM, the Newsletter can also be downloaded under the *Newsletter Manu* from the Chapter's web site. Readers are welcome to have a browse of the well-written and timely manuscripts about education in the two regions.

The year has also seen a re-editing of publication contents in the web site since 19 November 2013. Readers can now find an outline of publications (2003-2014) by the Chapter. The Chapter's web site is now regularly updated to provide up-to-date information about new development of the Chapter.

The new EXCO list has been updated to the Hong Kong Police for registration purpose. A file outlining the changes was sent to the Office on 20 November 2013. An updated EXCO list and Minutes of the Macau AGM has also been sent to the Government office on 5 June 2014.

Interested parties can now send email to the Chapter for enquiries and contacts. The address is enquiry@acei-hkm.org.hk A new mailing address for Hong Kong contacts has been registered on 20 November 2013. The address is: P.O. BOX 70282, Kowloon Central Post Office, Hong Kong, CHINA. The Macau address remains unchanged: P.O. BOX 575, Largo de Senado, Edificio Sede da DSC, Macau, CHINA.

An Exchange Programme has been organized by the Chapter under the assistance of Mr. Titus Li and William Ma in July 2014 to school participants from Macau. The Programme, which carried an aim to facilitate school practitioners to conduct school ceremony, drew a number of about ten Macau visitors to a Hong Kong kindergarten on a one-day visit. The group joined a school-end ceremony of the kindergarten and participated in discussions after the end of the Programme. Details can be seen from the relevant report in this Newsletter.

The Chapter will also join with Chinese Society for Environmental Education and co-hosted an “International Exchange Conference on Environmental Education and the 5th Cross-Straits & Four Regions Sustainable Development Education Forum 2014” The Forum carries a main theme on “Towards our Common Future: Environmental Education and Interdisciplinary Links” and will be held from 14-16 November 2014 in Peng Tung, Taiwan. [2014 年中華民國環境教育學術暨實務交流國際研討會暨第五屆兩岸四地永續發展教育論壇：邁向我們共同的未來：環境教育跨領域連結] Mr. William Ma and Mr. Titus Li, our Deputy Presidents, will coordinate the event in Hong Kong and Macau.

The Chapter has two meetings in April and August 2014 with a Hong Kong Education Publisher to discuss potential collaboration on a series of ECE booklets. It is planned the Chapter shall form an editorial team and invite interested parties to write on various ECE issues focusing on a selected theme in each booklet of the series in coming two to three years.

Besides educational matters, the Chapter has also been highly responsive to appeals of natural disasters. The Chapter has made monetary donations to four worldwide natural disasters. The donations were made through International organizations to Taiwan, Africa; Japan and most recently to the Philippines. A total of HK\$8000 (about US\$1000) was donated to help the Philippines in 2013.

31 August 2014



Country Liaison Annual Summary

Liaison Name: Michael C.K. Kam

Country: Hong Kong and Macau

Date submitted: April 20, 2014

I. Overview

Hong Kong and Macau are both located on the south coast of China, and have been colonies of United Kingdom and Portugal. China regained the sovereignties of the two former colonies and established two Special Administrative Regions (SARs) of the People Republic of China (PRC) in years 1997 and 1999 respectively. The two SARs retain much of their economic, political and social systems as in pre-colonial years. Koo (1999)^[1] argued Macau was part of Portuguese empire in the 16th century and chiefly used for ship anchoring and repair and later as a trade port for trading with China and southeast Asian countries. Hong Kong Island was ceded to United Kingdom in 1841; Kowloon Peninsula was added to the annexation in 1860, whereas the New Territories were leased for 99 years in 1898. It is the contingency of expiry of the lease treaty triggered the bilateral negotiation between United

Kingdom and China and resulted in the signing of Sino-British Agreement in 1984 to return the whole territory (Hong Kong Island, Kowloon Peninsula and New Territories) on July 1, 1997. Similar talks between China and Portugal and resulted in the signing of Sino-Portuguese Agreement in 1987 to return the sovereignty to China on December 20, 1999.

The two regions enjoy much of their freedom in designing their educational systems. To adapt to the status as SAR, Hong Kong has been undergoing rapid changes in all aspects of education. The changes include restructuring of educational system from 6+3+2+2+3 (primary, junior secondary, senior secondary, matriculation and tertiary) to 6+3+3+4 with one more year of senior secondary education before proceeding to tertiary education, and the extension of one year in university education. There are accompanied changes in examination systems with Diploma of Secondary Education (DSE) examination replaces Certificate in Education (CE) and Advanced Level (AL) examinations; the extension of university education from three years following British system to four years as adopted in most countries (Koo, Kam & Choi, 2003)^[2].

There are not many changes in educational system in Macau. Most of the schools in Macau are private schools. There are only a few government or public schools. Macau does not have its own unified educational system for the time being, although the government attempts to unify the educational system, such endeavour is difficult and needs fervid negotiation. In general, there are three types of educational systems - Chinese system with 6 years primary education, 3 years junior secondary education, and 2 or 3 years senior high school education; British system with 6 years primary school education, 3 years junior secondary school education, 3 years secondary school education, and 2 years for matriculation; Portuguese system with 4 years for their basic education, 5 years for their junior secondary school education, and 3 years for their senior secondary school education. At present, the Macau government has unified the educational system with three years infant education, six years primary education, three years junior education. As for senior education, students can choose 'Grammar schools' often separated into science, arts and commercial streams for another three years or they can continue their study in vocational and technical education for three years.

II. Activities

My participation as a member of Advisory Management Committee of Teachers' Centre of Hong Kong Education Bureau helps in organising professional activities for teachers and fostering a greater sense of unity and professionalism.

III. Resources and highlights in education policies in Hong Kong and Macau

Hong Kong

- (1) Program highlights on secondary education, primary education and overview of kindergarten education in Hong Kong

<http://www.edb.gov.hk/en/edu-system/primary-secondary/secondary/highlights/index.html>

<http://www.edb.gov.hk/en/edu-system/primary-secondary/primary/highlights/index.html>

<http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/overview/index.html>

- (2) Medium of Instruction (MOI) policy

Hong Kong Government defines its language policy as enhancing bi-literate (Chinese and English) and tri-lingual (Cantonese - mother tongue, Putonghua - national language, and English) abilities of students. The government initiated the Native-speaking English teachers (NET) to enhance the learning and teaching of English in public sector primary and secondary schools; to provide additional teaching posts to all eligible aided primary school since 2001/02 school year to strengthen library services and to support Extensive Reading Scheme in both Chinese and English languages. For details please see:

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/index.html>

- (3) Direct Subsidy Scheme (DSS)

The program was introduced in September 1991 to encourage non-government secondary schools which have attained a sufficient high educational standard to join the DSS by providing subsidies in order to enhance the quality of private school education. From 2000/01 onwards, eligible aided primary schools were allowed to join the DSS. Traditionally private schools are inferior to public schools (government and aided schools); because they depended mostly on the school fees collected in providing education services. Almost all private schools are attracted to join DSS. Some aided schools are also attracted to DSS, partly due to the autonomy enjoyed in selecting students and curriculum design; though they should principally offer a curriculum targeted at local students and prepares them for local examination. As at September 2013, there are 74 DSS schools with 53 secondary schools, 12 primary schools and 9 schools operate classes at both secondary and primary levels.

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/direct-subsidy-scheme/index/info-sch.html>

(4) Whole-day primary schooling

Whole-day primary schools have gained general recognition for being more effective in enhancing students' learning and all-round development than half-day primary schools. At present, there are more than 400 primary schools in Hong Kong offering whole-day schooling. They are available in all districts throughout Hong Kong. Students enjoy more diverse experiences in schools, and spend about 7 hours at schools. Schools can enjoy more flexibility in time-tabling and include more extra-curricular activities and programs for students of special educational needs.

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary/whole-day-schooling/index.html>

(5) Small class teaching

In response to parents' demands for more teacher-student interactions and sufficient time for individual attention, small class teaching was implemented in 2009/10 school year. The initiative can improve teaching and learning for enhancing students' academic performance, as well as to strengthen moral education and all round development.

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary/small-class-teaching/index.html>

Macau

(1) Macau education system

Most of the schools in Macau are private. There are only a few government or public schools. A basic ten-year compulsory free education is offered to those students who have been enrolled in the schools - from children who reach age 5 to the school year when they reach 15 years of age. Schools participated in free-education scheme, their students can enjoy free education until they reach age 18 at junior secondary level or age 21 at senior secondary school level.

<http://www.classbase.com/Countries/Macau/Education-System>

http://portal.dsej.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=37433

(2) Ten-year policy planning 2011-2020 Macau

The ten-year plan for non-tertiary education - the Macau SAR government has implemented 15 years free education and rendered great support to improve the school conditions, better working environment for teachers and professional development. The policy directions for the next 10 years are to develop education as the top priority amidst economic, social and metropolitan development, and foster the learning society in educating next generations; a better coordination in various constituent components of education, especially ensure the effectiveness of compulsory and free education, increase secondary education participation rate,

appropriate professional education and training, and a system of lifelong learning; promote education equality through support to students from disadvantaged families and with special educational needs; continuing diversified models of schooling in nurturing diverse talents for Macau development.

http://portal.dsej.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=8342

(3) Language policy

As a formal Portuguese colony, the official languages of Macau are Chinese and Portuguese, whereas English plays an unofficial but significant role. English is the medium of instruction at the University of Macau and in a number of secondary schools. It is further complicated where Cantonese and Putonghua are widely spoken and recognised in the SAR.

<http://www.languageonthemove.com/language-tourism/multilingual-macau>

http://www.dsej.gov.mo/~webdsej/www/grp_db/policy/lang_policy_c.pdf?timeis=Mon Apr 14 15:13:21 CST 2014&&

IV. News

Hong Kong

1. Education Panel on Policy Address 2014 (EDB)

<http://www.legco.gov.hk/yr13-14/english/panels/ed/papers/ed0127cb4-323-1-e.pdf>

2. IT in education

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/index.html>

Macau

1. Policy Address for the Fiscal Year 2014 Macau

<http://www2.gcs.gov.mo/policy/home.php?lang=en>

2. Framework of new teaching staff structure 2014

http://portal.dsej.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=21347

V. Suggestions, Comments and Concerns

The Country Liaison is new for ACEI, and it can provide a platform for communication between country liaisons to exchange their views and concerns. More importantly, it allows us to have snapshots of what have been happening around the world and conceptualise the likely development in various domains of education.

References:

1. Koo, R. (1999). Introduction. In Bray, M. & Koo, R. (eds.) *Education and Society in Hong Kong and Macau: comparative Perspectives on Continuity and Change* (pp 1-11).

- Hong Kong: Comparative Education Research Centre, the University of Hong Kong.
2. Koo, R., Kam, M.C.K., & Choi, C.B. (2003). Education and schooling in Hong Kong – under one country and two systems. *Childhood Education*, 79(3), 137-144.

財政狀況

陳聖根

財政

本會是一所團體註冊的教育工作社團。各委員擔任的行政工作和相關會務都是義務的。每年，屬會的財政報告都在會員大會時公佈。同年的七月亦會把報告遞交至美國的國際兒童教育總會，用來評估屬會的需要和活動情況。此外，相關的財政報告亦會按本地註冊社團的法律手續，呈交香港政府的稅務處。

屬會的收入主要來自三方面。一是教育團體例如香港教師中心、香港優質教基金等等教育活動的贊助費。第二是屬會委員擔任教育活動後的酬金捐贈，第三方面就是新會員的會費。所有收入都是用來支付符合本會宗旨的教育活動。

多年來，本屬會的財政狀況是健康的。每年收支平衡，沒有虧欠，還有少量盈餘用來推行會務。

Financial Situation

David S. K. Chan

Treasurer

Our association is a registered educational body. All committee members carry out the administrative work and related duties on voluntary basis. Every year, a financial report is presented in the Annual General Meeting. The same report is submitted to the ACEI headquarter in the United States for assessing the needs and activities of this local organization. Furthermore, the report is tabled to the Hong Kong Inland Revenue Department as required by the law of local organization registration.

The association's income derives mainly from three sources:

1. Sponsorship from educational bodies like The Hong Kong Teachers' Centre and the Quality Education Fund;
2. Donation of wages from committee members after taking up educational duties; and
3. Membership fee from new members.

The financial situation is so far healthy. The income and expenditure is well-balanced. Every year, there is no deficit and there is a considerable amount of surplus to run the association's routines.

2014 年中華民國環境教育學術暨實務交流國際研討會 暨第五屆兩岸四地永續發展教育論壇

邁向我們共同的未來：環境教育跨領域連結

Towards our Common Future: Environmental Education and
Interdisciplinary Links

舉辦日期：2014 年 11 月 14 日~16 日（星期五、六、日）

舉辦地點：台灣國立海洋生物博物館

本年度研討會以「邁向我們共同的未來：環境教育跨領域連結」為主題，邀請跨領域加入對話，導入不同學門多元的專業知能，連結正規與非正規環境教育。同時，鼓勵不同屬性之環境教育場域擴大社會參與，透過公民、社區、學校、非政府組織（NGO）、非營利組織（NPO）、政府部門與民間企業等提供資源分享，促成國內環境教育整合資訊平台，增進同界、跨域及異業間之學習與合作。論壇提供兩岸四地的專家學者及學校老師作交流分享可持續發展教育課題的平台，有關論壇詳情如下：

主辦單位—中華民國環境教育學會

承辦單位—真理大學環境教育暨生態保育研究推廣中心

協辦單位—國立海洋生物博物館、義守大學休閒事業管理學系、港澳兒童教育國際協會

舉辦日期—2014 年 11 月 14 日至 16 日（星期五、六、日）

舉辦地點—國立海洋生物博物館（屏東縣車城鄉後灣村後灣路 2 號——鄰近懇丁）

歡迎有興趣的老師及環保工作人士參與，可與本會副會長聯繫。

Conference Sessions in Taiwan in the coming November 2014

Session Descriptions

Date: 14-16 November 2014 (Friday to Sunday)

Location: National Museum of Marine Biology & Aquarium (Pingtung, Taiwan)

Theme: Towards our Common Future: Environmental Education and
Interdisciplinary Links

Conference sessions may be geared toward participants with different levels of experience, different positions, or different school levels in education for sustainable development.

Sponsors: Chinese Society for Environmental Education, The Association for Childhood
Education International—Hong Kong & Macau

澳港教師交流學習活動：畢業禮的反思和願景

李小鵬 港澳兒童教育國際協會副會長 (12-7-2014)

港澳兒童教育國際協會的創辦目的就是促進香港和澳門教育界的互動與交流以提升兩地的教育質量，尤其是兒童的身心靈智的健康、全人與全面發展。過往本會為澳門學校提供了多次個別學校的教師專業培訓。是次在澳門學校較為空閒的時間舉辦〈澳港教師交流學習活動：如何把畢業禮辦得更好〉的觀摩活動，組織學校領導與幼稚園教師往香港參與一所幼稚園的畢業典禮，作全程觀禮和研討分享。是次觀摩學習活動的主要目的是引導學校與教師重新關注畢業禮的目的、功能、規劃與流程，舉辦情、義、美感兼備而莊重的禮儀。讓澳港兩地業界共聚一堂，比較研習與交流如何把畢業禮辦得更完美與流暢，使每一位畢業生及家長都能全心參與和享受。並使畢業禮的內容與學年教學相結合。

畢業禮不是一個可有可無的學校活動！對於學生，畢業禮不單是學生完成某一教育階段的標記式禮儀，領獎、表演與拍照留念等等，而是學生完成這一階段的學校教育，被派遣朝向未來的學習與生活的日子。如同學習柔道一樣爭取段數的升級，佩戴不同顏色的段帶，證明自己的技術已達怎樣的專業水平。畢業禮對家長更為重要，能開心看見子女的階段性達標，但又要擔心和為子女的另一階段學習而操心。究竟子女在過去的學校生活中能否愉快學習？在整個畢業禮中佔有什麼地位，是主角還是配角或佈景板，行

為舉止得體嗎？學校與教師方面，畢業禮代表了更深層的意義。如這一屆的畢業生究竟學習到學校的教學計劃嗎？有智慧與能力應付未來的學習與生活的挑戰嗎？學生是增值了，還是倒退了嗎？對社會國家層面，這一群的畢業生的能力達標嗎？是全人發展的世界公民嗎？...

一個質素高的畢業禮代表了學校、教師、學生與家長多年的努力與合作的成果。一個愉快簡潔而有主旨的畢業禮更能打動人心，為學生與家長留下美好的回憶和信念。因此一個成功的畢業禮有多個指標性的元素。首先是明確的主題，如以一個故事把各項節目連貫起來，又或某一教育主題或校訓和辦學目的。其二是時間的控制，各項節目之間的連接是否流暢。其三是精簡省時，減少花時間於某一、二項意義不大的項目，如主禮嘉賓訓話不應過長，頒獎以小組進行及只頒發主要獎勵。其四是情感的交流，讓禮儀中充滿幸福、感恩和謝恩的情景。其五是全體的參與和互動，所有參與畢業禮的師生、家長和嘉賓都能互相尊重，不冷落任何人。其六是所有畢業生都是主角，有表演和上台領獎的機會。其七是所有教師的功勞，不是某些教師的舞台。其八是善用美感佈置。其九是安全、寧靜與有秩序。.....

盼望是次交流活動能激勵澳港的幼教工作者，善用不同階段的學校活動，為幼兒教育的持續發展帶來動力和啟示。



環境佈置與兒童學習

香港教育學院幼兒教學系

何斯濃

課室環境的佈置一直以來備受幼稚園老師的關注。從課室的吊飾與壁報至角落(學習角)與物料的擺放與安排，幼師們都會精心設計，務求與教學主題相配合，為的是促進幼兒在不同範疇的學習過程中主動投入參與。本文旨在討論幼稚園課室的學習角與幼兒學習的關係及其重要性、學習角的佈置與安排以及當中要注意的地方。

學習環境在支持與延展幼兒學習有著重要角色 (Robson, 2010)。不少研究都指出課室環境佈置與組織影響著幼兒的行為 (Arthur, Beecher, Death, Dockett & Farmer, 2008)。一個有質素的良好環境更能促進幼兒全面發展，促進老師與幼兒及幼兒與幼兒間的互動。因此，老師在設計學習角時宜因應幼兒興趣，配合亮麗的色彩佈置與多元化物料的供應，去吸引幼兒入角探索，引起學習動機。一些與主題相關的概念，若能在不同角落佈置上調整配合，幼兒便能在角落中練習其中技巧；加深對主題某些概念的認識。而從中亦可以發展其他相關知識以延展學習。另外，角落活動能為幼兒提供一個安全及理想的社交場所，促進老師與幼兒及幼兒與幼兒間之互動和溝通，並藉此建立親密關係。例如幼兒在角落互動的進程中學會有禮貌，輪候，禮讓及分工合作等社交技巧。這些技巧將有效提升幼兒的個人自信及能力感；在與別人相處時較易融入。

由此看來，如何佈置環境角落以達至最佳的學習效果已是不容忽視的課題。香港有不少幼稚園都偏向編排靜態角落，當中有認為安靜的環境有利於知識的習得。其原因也許與香港教育一直偏重學術方面有關。但 Robson (2010) 指出，若幼兒教育的目的是追求幼兒的全面發展，角落活動的動靜編排須以平衡為依歸。即是說設計數量相若的動、靜態學習角，不宜偏重某一方面。動、靜態角落設計有助幼兒依自己興趣選擇不同學習範疇的活動，促進其身心發展。此設計亦能為老師提供觀察幼兒在動、靜態活動中的表現機會，有效評估幼兒整體情況並藉此編排合適課程。動態學習角包括娃娃角、扮演角、音樂角、烹飪角、科學角...等，而靜態學習角包括圖書角、語文角、積木角、美術角...等。另外，角落與角落間的安排及組織也宜考慮周詳，例如角落間要互相關連，互相補充，幫助幼兒取得全面相關經驗。在位置安排方面也需注意，例如圖書角設於窗邊或課室較深入處，避免在門口附近，減少滋擾。美勞角宜設於近水源地方以方便進行清洗工作。

要吸引幼兒投入角落活動，多元化物料的提供是不可或缺的 (Beatty, 2009)。從兒童

發展方面來看，幼兒透過不同感官與四周環境的互動產生學習。多元化的物料能讓幼兒有不同感官學習機會，透過操弄嘗試，促進學習效果。話雖如此，並不代表物料多便是好，物料的複雜程度與數量也宜與幼兒年齡相配合 (Crowther, 2007)，例如年紀較小的幼兒 (e.g. K1 幼兒)不宜放過量物料在角落內，因為幼兒沒有太多這方面的經驗；過多的物料只會讓幼兒不知如何是好，到最後可能整個活動時間都在揀選物料，未能做到利用物料設計一些作品。較好的方法是常更換角落物料，保持其新鮮感，而數量又不太多。但對較大 (eg. K3 幼兒) 的幼兒來說，多元化的材料能讓幼兒有較多空間發揮想像，再加上幼兒有自行選擇物料的機會，有利設計有別於其他人的作品，增強幼兒自信及創意。

總結而言，課室環境角落佈置與幼兒的學習有著不可分割的關係。學習角在延展幼兒知識、練習不同技巧（特別是社交方面）、增進師生及幼兒間之互動及發展良好關係起著關鍵作用。

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Editorial Team members: Becky Lau, Ben Choi, Titus Li, William Ma

編輯組: 劉寶蓮、蔡昌、李小鵬、馬慶堂

Correspondence Address: ACEI-HKM, P.O. BOX 70282, Kowloon Central Post Office, Kowloon, HONG KONG.

通訊地址：香港九龍中央郵政局郵箱 70282 號港澳兒童教育國際協會

email (Enquiry@acei-hkm.org.hk) and Website (www.acei-hkm.org.hk)