

立法會
Legislative Council

LC Paper No. CB(4)1534/16-17
(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

Minutes of meeting
held on Monday, 26 June 2017 at 4:30 pm
in Conference Room 1 of the Legislative Council Complex

Members present : Dr Hon CHIANG Lai-wan, JP (Chairman)
Hon IP Kin-yuen (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon Abraham SHEK Lai-him, GBS, JP
Hon Tommy CHEUNG Yu-yan, GBS, JP
Hon Starry LEE Wai-king, SBS, JP
Hon CHAN Kin-por, BBS, JP
Hon Mrs Regina IP LAU Suk-ye, GBS, JP
Hon Paul TSE Wai-chun, JP
Hon LEUNG Kwok-hung
Hon Claudia MO
Hon Michael TIEN Puk-sun, BBS, JP
Hon Frankie YICK Chi-ming, JP
Hon MA Fung-kwok, SBS, JP
Hon Charles Peter MOK, JP
Hon CHAN Chi-chuen
Hon Alice MAK Mei-kuen, BBS, JP
Hon Christopher CHEUNG Wah-fung, SBS, JP
Dr Hon Fernando CHEUNG Chiu-hung
Dr Hon Helena WONG Pik-wan
Dr Hon Elizabeth QUAT, JP
Hon Alvin YEUNG
Hon CHU Hoi-dick
Dr Hon Junius HO Kwan-yiu, JP
Hon HO Kai-ming
Hon Holden CHOW Ho-ding
Hon Wilson OR Chong-shing, MH
Hon Tanya CHAN
Hon CHEUNG Kwok-kwan, JP
Hon HUI Chi-fung
Hon LAU Kwok-fan, MH

Dr Hon CHENG Chung-tai
Hon Nathan LAW Kwun-chung
Dr Hon LAU Siu-lai

Members absent : Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Hon CHAN Han-pan, JP
Hon Dennis KWOK Wing-hang
Hon Martin LIAO Cheung-kong, SBS, JP
Hon SHIU Ka-chun

[According to the Judgment of the Court of First Instance of the High Court on 14 July 2017, LEUNG Kwok-hung, Nathan LAW Kwun-chung, YIU Chung-yim and LAU Siu-lai have been disqualified from assuming the office of a member of the Legislative Council, and have vacated the same since 12 October 2016, and are not entitled to act as a member of the Legislative Council.]

Public Officers attending : Agenda Item III

Mr Kevin YEUNG, JP
Under Secretary for Education

Ms Jessie WONG, JP
Deputy Secretary for Education (2)

Ms IP Ling-bik
Principal Assistant Secretary
(Education Commission and Planning)
Education Bureau

Mr Joe NG
Principal Education Officer (Curriculum Development)1
Education Bureau

Mr LO Pui-lam
Chief Curriculum Development Officer (Chinese)
Education Bureau

Agenda item IV

Mr Kevin YEUNG, JP
Under Secretary for Education

Mrs Michelle WONG, JP
Deputy Secretary for Education (3)

Mr Godwin LAI
Principal Assistant Secretary (Special Education)
Education Bureau

Agenda item V

Mr Eddie NG, SBS, JP
Secretary for Education

Ms Teresa CHAN
Deputy Secretary for Education (4)

Ms Y Y SO
Principal Education Officer (School Administration)
Education Bureau

Ms N Y KWAN
Chief School Development Officer
(Home-School Co-operation)
Education Bureau

Attendance by invitation : Agenda item V

Committee on Home-School Co-operation

Mr Henry TONG
Chairman

Love Our Kids Foundation Limited

Dr Connie LIU Kar-wai
Chairman

Clerk in attendance : Ms Angel WONG
Chief Council Secretary (4)4

Staff in attendance : Mr KWONG Kam-fai
Senior Council Secretary (4)4

Miss Mandy NG
Council Secretary (4)4

Ms Sandy HAU
Legislative Assistant (4)4

Action

I. Information paper(s) issued since the last meeting

- (LC Paper No. CB(4)981/16-17(01) -- Information paper entitled "Extension of Hong Kong Scholarship for Excellence Scheme" provided by the Education Bureau
- LC Paper No. CB(4)1100/16-17(01) -- Letter dated 25 April 2017 from Hon SHIU Ka-chun concerning the registration requirement for institutions offering educational courses to the public
- LC Paper No. CB(4)1100/16-17(02) -- Administration's written response dated 25 May 2017 to the letter dated 25 April 2017 from Hon SHIU Ka-chun concerning the registration requirement for institutions offering educational courses to the public
- LC Paper Nos. CB(4)1209/16-17(01) and (02) -- Two letters dated 9 June 2017 from Hon IP Kin-yuen and Hon CHU Hoi-dick respectively on issues relating to the Primary One Admission System)

Members noted the above papers issued since the last meeting. The Chairman advised that the Administration had provided its written response to the two letters dated 9 June 2017 from Hon IP Kin-yuen and Hon CHU Hoi-dick respectively on issues relating to the Primary One Admission System [issued vide LC Paper No. CB(4)1304/16-17(01) on 26 June 2017].

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II. Items for discussion at the next meeting

(Appendix I to LC Paper No. CB(4)1165 /16-17 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)1165/16-17 -- List of follow-up actions)

2. The Chairman informed members that the Administration had not provided any proposed item(s) for discussion at the next regular meeting scheduled for 10 July 2017 at 4:30 pm. The Under Secretary for Education ("US(Ed)") explained that in light of the transition between the current-term and new-term Governments, the item proposed for discussion had yet to be finalized. As the Chief Executive-elect had promised in her manifesto to increase the government's annual recurrent expenditure on education to address some of the problems facing the education sector, it was hoped that this subject matter could be discussed at the July meeting.

(Post-meeting note: The agenda for the meeting on 10 July 2017 was issued to members vide LC Paper No. CB(4)1366/16-17 on 5 July 2017.)

III. Progress on supporting Chinese learning and teaching for non-Chinese speaking students

(LC Paper No. CB(4)1165/16-17(01) -- Paper provided by the Administration

LC Paper No. CB(4)1165/16-17(02) -- Updated background brief entitled "Issues related to supporting Chinese learning and teaching for non-Chinese speaking students" prepared by the LegCo Secretariat)

3. Members noted the updated background brief prepared by the Secretariat [LC Paper No. CB(4)1165/16-17(02)].

Briefing by the Administration

4. At the invitation of the Chairman, US(Ed) briefed members on the progress of the support measures, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, to help non-Chinese speaking ("NCS") students learn Chinese as a second language, details of which were set out in the Administration's paper [LC Paper No. CB(4)1165/16-17(01)].

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Discussion

Learning Framework and related support measures

5. Ms Claudia MO and Dr Elizabeth QUAT expressed concerns about the effectiveness of the Administration's support measures, including the Learning Framework, to help NCS students learn Chinese as a second language. Ms MO asked whether NCS students' performance in the Chinese Language subject of the Territory-wide System Assessment ("TSA") could reflect the effectiveness of the Learning Framework and urged the Administration to adopt the recommendations of the Equal Opportunities Commission specifically the development of a "Chinese as a second language" curriculum to help NCS students learn the Chinese language.

6. US(Ed) advised that the Learning Framework, which had been implemented since the 2014-2015 school year, provided a systematic set of learning targets, learning objectives and expected learning outcomes with supportive teaching reference materials as well as assessment tools. The Learning Framework was in effect a "Chinese as a second language" curriculum. Additional funding was provided to schools to facilitate the implementation of the Learning Framework. The Education Bureau ("EDB") would continue to monitor the deployment of the additional funding by the schools concerned and maintain communication with stakeholders with a view to facilitating NCS students in their learning of the Chinese language. US(Ed) further informed that EDB had in 2015 commissioned a tertiary institution to conduct a pilot study on how non-academic factors would affect students' learning and performance in TSA, including the impact of support measures on NCS students' performance in the Chinese Language subject. EDB would continue to follow up and analyse the performance of NCS students in the subject to gather more information about their learning and to render support.

7. The Deputy Chairman and Ms Tanya CHAN sought further information about the "textbooks" to be developed under the implementation of the Learning Framework. The Deputy Secretary for Education (2) explained that based on the findings regarding the overall learning performance of NCS students by analysing the sample scripts under the "Assessment Tools", a tertiary institution would be commissioned to, in collaboration with primary schools, develop a series of textbooks pegged at Levels 2 and 3 of the Learning Framework which were considered the most critical stages in NCS students' learning of the Chinese language. The textbooks, which aimed at laying and consolidating a solid foundation for NCS students to learn Chinese Language, would be most beneficial to schools admitting more NCS students and adopting the pull-out learning mode as well as other schools offering after-school support programmes, etc. for NCS students.

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8. Ms Tanya CHAN and Dr Fernando CHEUNG expressed concern that the use of Putonghua as the medium of instruction for teaching the Chinese Language subject ("PMIC") by some schools would impose further difficulties on their NCS students. Ms CHAN asked whether standardized textbooks for students to learn Chinese through Putonghua would be provided for schools implementing PMIC.

9. US(Ed) clarified that schools should decide whether to teach the Chinese Language subject in Cantonese or Putonghua having regard to their own circumstances. Schools implementing PMIC should regularly monitor the progress of their students. Referring to the general concern that NCS students' Cantonese proficiency might be compromised under PMIC, US(Ed) pointed out that the impact of PMIC on students including the effectiveness of learning Chinese was inconclusive. Besides, there was no sign indicating that PMIC had adversely affected NCS students' learning of Chinese and only a handful of schools were implementing PMIC in all classes at present.

10. Noting that schools had arranged various means to strengthen communication with parents of NCS students, such as appointing ethnic minority ("EM") assistants, soliciting support from EM parents, etc., Mr CHEUNG Kwok-kwan asked whether EDB had examined the effectiveness of these arrangements. US(Ed) remarked that different arrangements would meet various needs of parents of NCS students. Flexibility should be allowed for schools to adopt the most appropriate means that suited their school-based needs.

11. The Deputy Chairman opined that differences in place of birth, duration of residence in Hong Kong, ethnicity, types of kindergarten, etc. of NCS children might affect their progress of learning Chinese language. He considered it necessary for the Administration to collect relevant data so as to devise more effective support measures for NCS students. US(Ed) replied that views might be sought from the Census and Statistics Department.

Admission to kindergartens and primary schools

12. Mr HUI Chi-fung was concerned about the difficulties encountered by NCS children applying for admission to local kindergartens ("KGs"). He pointed out that some KGs had adopted Chinese proficiency as the admission criterion which imposed difficulties on NCS students and their parents. For future reference, he requested the Administration to ask KGs to keep a record on the number of admission applications received from NCS children and the number of unsuccessful applications. Mr LEUNG Kwok-hung opined that the Administration might consider providing incentives to encourage KGs to admit NCS students. US(Ed) informed that the KG Profiles were updated annually to provide the latest information of individual KGs to parents. KGs had been reminded to devise their admission arrangements in a fair and transparent

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manner. The Administration would follow up with individual KGs if complaints were received. US(Ed) added that an additional grant comparable to the recommended salary of one KG teacher would be provided to KGs admitting eight or more NCS students under the free quality KG education policy to be implemented from the 2017-2018 school year.

13. Dr Fernando CHEUNG considered it necessary for individual schools to list out the support measures undertaken to help NCS students in the Primary School Profiles to facilitate parents to choose suitable primary schools. US(Ed) advised that while comprehensive support measures of individual schools might not be available in the Primary School Profiles, schools provided with the additional funding to support NCS students' learning of the Chinese language should implement diversified modes of intensive learning and teaching to cater for their needs.

Professional development for teachers

14. Mr Michael TIEN expressed concern that some teachers might not be well equipped with the necessary skills to teach Chinese language to NCS students and used English to teach the Chinese Language subject. Mr TIEN also learnt that some KGs had arranged all Chinese speaking students to attend the morning class with NCS students studying in the afternoon. Such an arrangement was not able to provide an inclusive learning environment for NCS students. US(Ed) advised that teachers should adopt different teaching strategies with regard to the school-based circumstances. EDB would continue to provide professional development programmes to help teachers enhance their professional capability in teaching Chinese to cater for different needs of NCS students.

Recognition of Chinese language proficiency

15. Dr Helena WONG expressed concern about the recognition of the attainment in the Applied Learning Chinese (for non-Chinese speaking students) ("ApL(C)") subject as an alternative Chinese Language qualification for the admission of NCS students to local universities. US(Ed) informed that University Grants Committee-funded institutions and most post-secondary institutions had accepted ApL(C) as an alternative qualification in Chinese Language for the admission of NCS students with "Attained" as the minimum grade required. In addition, NCS students might also consider taking other international Chinese Language examinations under the General Certificate of Secondary Education Examination, the International General Certificate of Secondary Education Examination and the General Certificate of Education Examination (Advanced Subsidiary Level/Advanced Level) to attain the recognized alternative Chinese Language qualifications.

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Other support measures

16. Mrs Regina IP said that some non-governmental organizations ("NGOs") had conducted tuition classes and extra-curricular activities for local as well as NCS students. It seemed to be more cost-effective and beneficial for NCS children to learn Chinese with local children. She suggested the Administration visit these classes to get a better understanding. To facilitate NGOs to conduct more similar classes and activities, she called on the Administration to consider providing these NGOs with vacant school premises and resources. US(Ed) advised that the Administration would welcome initiatives that helped NCS students learn Chinese and integrate into the community. Relevant Bureaux/departments would give due consideration to requests for support from NGOs including additional resources and deployment of vacant school premises.

17. Mr Abraham SHEK supported the Administration's measures to encourage the integration of NCS students into the community. However, the Administration should continue to understand the difficulties encountered by NCS students in learning Chinese so as to facilitate their mastery of the language.

IV. Progress of the Pilot Project on Special Educational Needs Coordinators

(LC Paper No. CB(4)1165/16-17(03) -- Paper provided by the Administration

LC Paper No. CB(4)1165/16-17(04) -- Background brief entitled "Issues related to the Pilot Project on Special Educational Needs Coordinators" prepared by the LegCo Secretariat)

18. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)1165/16-17(04)].

Briefing by the Administration

19. At the invitation of the Chairman, US(Ed) briefed members on the latest progress of the various support measures for students with special educational needs ("SEN") and the Pilot Project on Special Educational Needs Coordinators ("SENCOs"), details of which were set out in the Administration's paper [LC Paper No. CB(4)1165/16-17(03)].

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Discussion

Duties of SENCOs

20. Mrs Regina IP relayed a teacher's concern that participating schools under the Pilot Project on SENCOs were entitled to an additional grant for recruiting additional manpower. However, some of these schools had not deployed the additional manpower to provide support for students with SEN. She urged the Administration to put in place measures to monitor the proper use of the grant by schools. US(Ed) advised that the 124 participating schools under the Pilot Project on SENCOs had, taken into account their individual situation and school-based needs, recruited additional manpower for strengthening the teaching force so that suitable teachers were assigned to take up the SENCO role. The Administration had closely monitored the use of grant by these schools. It was observed that the grant had been properly deployed by schools in general.

21. Dr Fernando CHEUNG urged the Administration to consider reducing the teaching load of SENCOs so that they could spare time to enhance support for students with SEN. Moreover, as SENCOs assumed responsibility for the overall co-ordination of matters relating to SEN in schools, he considered that teachers taking up the SENCO role should be of higher ranks. US(Ed) advised that the teaching load of a SENCO was equivalent to about 30% to 50% of the average teaching load of other teachers in the school in order to enable the continued enrichment of the SENCO's experience in supporting students with SEN. A review would be conducted in due course to explore, among other things, whether the teaching load of a SENCO might be further reduced. As to whether a SENCO should be of a higher rank, the Administration took note of Dr CHEUNG's suggestion for consideration.

22. Mr HUI Chi-fung considered that support should be given to the parents of students with SEN as well. These parents should be provided with the necessary knowledge and skills to meet the needs of their children. He suggested that the Administration to strengthen the role of SENCOs in improving the communication among teachers, students and parents and enhancing home-school cooperation. US(Ed) advised that EDB would organize seminars, workshops and talks from time to time for parents of students with SEN to help them better understand their children's learning difficulties and the strategies to provide remedial support. The Social Welfare Department also provided other support services, such as child care service, for students with SEN and their families. The Deputy Secretary for Education (3) explained that one of the duties of SENCOs was to enhance home-school cooperation and work together with parents to support students with SEN. She took note of Mr HUI's suggestion of strengthening the role of SENCOs in this respect.

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Professional training for SENCOs

23. Noting that the next-term Government might regularize the Pilot Project on SENCOs, the Deputy Chairman called on EDB to inform schools of the necessary arrangements as far as practicable. Moreover, he considered that training might not be sufficient for enhancing the professional capability of SENCOs if the overseas consultant only conducted a three-day induction course and advanced courses for six days for SENCOs to date. He urged the Administration to strengthen in-service professional development programmes for SENCOs. US(Ed) advised that new initiatives to be launched by the next-term Government would be announced in due course. Should the Pilot Project be regularized starting from the 2017-2018 school year, EDB would liaise with schools concerned in assigning a teacher to take up the role of SENCO right at the beginning of the school year. Based on the experience of participating schools in the pilot period, professional training for and experience sharing among SENCOs were indeed important. EDB would make arrangements with the schools once the regularization of the Pilot Project on SENCOs was confirmed.

Support measures for students with SEN

24. Mrs Regina IP stressed the importance of early identification for students with SEN so as to render timely support. Given that some time-limited primary schools had been allocated more students to meet the projected transient shortfall of Primary 1 school places this year, Mr CHAN Chi-chuen was worried that these schools might not have spare manpower to early identify and support students with SEN. He asked whether the Administration would provide these schools with additional resources to support students with SEN. US(Ed) advised that based on the teacher-to-student ratio, the manpower of these schools would be improved with the increase in the number of classes. These schools should have sufficient manpower to take care of students with SEN. US(Ed) assured members that assistance would be rendered to these schools as appropriate.

25. Mr Abraham SHEK considered that the resources provided for schools to support students with SEN were inadequate. He shared Mrs Regina IP's concerns that EDB should put in place measures to facilitate early identification of students with SEN. EDB should make reference to the schools of English Schools Foundation which provided intensive individualized support to students with SEN to facilitate their smooth transition from special schools to ordinary schools. Students with SEN were a disadvantaged group in the community and more support should be provided to them. In addition, a dedicated team should be set up in EDB to conduct regular school visits to support the work of SENCOs. US(Ed) noted Mr SHEK's views and advised that the next-term Government would consider support for students with SEN a matter of high priority.

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26. Mrs Regina IP noted that only one kind of speech-to-text software was available for candidates with dyslexia taking the Hong Kong Diploma of Secondary Education ("HKDSE") Examination. As there should be different speech-to-text softwares in the market, she called on the Administration to provide more softwares for candidates' selection. US(Ed) advised that it was the first time to allow eligible candidates with dyslexia to use speech-to-text software in HKDSE Examination in 2017. EDB would keep in view the implementation of this new arrangement with the Hong Kong Examinations and Assessment Authority and discuss about ways to improve the arrangement if necessary.

27. The Chairman enquired about the number of students with SEN in Hong Kong and a breakdown by their types of SEN. US(Ed) responded that there were about 40 000 students with SEN in public sector ordinary schools. The Administration undertook to provide a breakdown of students with SEN by their types of SEN after the meeting.

(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)1468/16-17(01) on 25 July 2017.)

V. Measures to promote parent education

(LC Paper No. CB(4)1165/16-17(05) -- Paper provided by the Administration

LC Paper No. CB(4)1165/16-17(06) -- Background brief entitled "Issues related to parent education" prepared by the LegCo Secretariat)

28. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)1165/16-17(06)].

Briefing by the Administration

29. At the invitation of the Chairman, the Secretary for Education ("SED") briefed members on the strategies, implementation and latest development of parent education promoted by EDB, details of which were set out in the Administration's paper [LC Paper No. CB(4)1165/16-17(05)].

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Oral presentation by deputations

30. Two organizations were invited to present their views at the meeting. Their major views were summarized in **Appendix I**.

Discussion

Support for Parent-Teacher Associations

31. Mr CHEUNG Kwok-kwan noted that two-thirds of KGs were without Parent-Teacher Associations ("PTAs"). He enquired why these KGs did not form PTAs and whether the Administration had taken any concrete measures to encourage them to form PTAs. SED advised that KGs would be encouraged to promote parent education through the setting up of PTAs under the free quality KG education policy to be implemented from the 2017-2018 school year. Moreover, the establishment of the Federation of Parent-Teacher Associations ("FPTAs") in 18 districts had greatly facilitated sharing and cooperation among PTAs.

32. Mr Wilson OR relayed some schools' concerns that the provision of a \$5,000 Set-up Grant and an annual grant of \$5,267 to PTAs were insufficient for their operation and development. He enquired whether the Administration would adjust the amount of these grants. SED advised that the Administration would endeavour to promote parent education through different channels. Apart from the Set-up Grant and the annual grant, the Subsidy for Home-School Co-operation Activities and the Subsidy for Joint Home-School Co-operation Project were available for application by schools/PTAs for organizing parent education or parenting activities. FPTAs could apply for subsidies for holding district-based parenting activities. The Quality Education Fund also welcomed applications that offered parenting activities.

Other measures to promote parent education

33. Instead of government-led, Ms Claudia MO considered it more desirable to promote parent education through sharing of parenting experience among parents. Ms MO also relayed the concerns of some parents of NCS students that although they were eager to participate in home-school activities, they could not communicate with other parents who only spoke in Cantonese. She suggested that interpretation service should be arranged for parents of NCS students during the activities.

34. Mr Michael TIEN said that the Administration promoted parent education so as to equip parents with the skills in supporting their children's learning and healthy development. However, heavy homework and numerous extra-curricular activities were barriers to parent-child communication. He asked whether the Administration would consider only focusing on nurturing students' curiosity and motivating them to learn during the first six years of

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education. SED responded that parent education covered a wide range of education activities to cater for various needs of parents. Parent education talks, workshops and sharing sessions were organized to enhance parents' understanding of homework as well as expectation on and needs of their children for better parent-child relationship.

35. Mr Wilson OR sought information on the review of the Family Council concerning its composition, terms of reference, modus operandi, focus and direction, etc. since its establishment in 2007; and the latest work progress of the Family Council. SED undertook to provide the information after the meeting.

(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)1412/16-17(01) on 14 July 2017.)

36. The Chairman said that many working parents were too busy to take part in the parent education activities organized by PTAs. She enquired how the Administration would help these parents to support their children. SED advised that a growing number of private companies were aware of the importance of parent education and organized parent education activities for their staff. Some schools also jointly organized home-school cooperation activities with non-governmental organizations which were good at promoting parent education.

Motion

37. The Chairman referred members to a motion proposed by Mr Michael TIEN (wording of the motion in **Appendix II**).

38. Speaking on his proposed motion, Mr Michael TIEN urged the Administration to take complementary measures at the policy level to address the inadequacies of the existing education system in order to effectively promote parent education and achieve fruitful results.

39. At the order of the Chairman, the voting bell had been rung for five minutes to notify members of the voting. As a quorum was not present at the expiry of the five minutes, the Chairman announced that the motion could not be put to vote.

40. In conclusion, the Chairman thanked the deputations for attending the meeting and sharing their views.

Action

VI. Any other business

41. There being no other business, the meeting ended at 6:33 pm.

Council Business Division 4
Legislative Council Secretariat
25 August 2017

**Panel on Education
Meeting on Monday, 26 June 2017 at 4:30 pm**

Agenda item V: Measures to promote parent education

Summary of views expressed by deputations

Name of deputation	Major views and concerns
Committee on Home-School Co-operation	The deputation expressed concern about the lack of district-based parents resource centres which served as a focal point for parents to share experience and seek mutual support through diversified and comprehensive services, such as parent education programmes, library services, counselling services for parents, experience sharing sessions, etc. It would be more desirable for parents to receive parent education early to facilitate the learning and healthy development of their children and hence the Administration should actively promote parent education and home-school co-operation in kindergartens.
Love Our Kids Foundation Limited	The deputation considered that parent education should be further enhanced to cater for various parents' needs and suggested the Administration to provide funding for non-governmental organizations to offer activities to cater for different types of parents. Apart from arranging parent education activities such as talks and seminars from a top-down approach, a platform for parents' sharing of experience was more important. Parent education activities should also include talks or workshops on parents' mental and psychological well-being.

就議程項目"推動家長教育的措施"動議的議案
Motion moved under the agenda item
"Measures to promote parent education"

議案措辭

本委員會認為要有效推動家長教育並取得成果，政府當局應在政策層面作出配合，改善現行教育制度的不足，包括但不限於：

(一)發出強烈指引並加強監察，確保小學盡量在課時內讓學生完成功課，避免因沉重家課量而影響親子時間；

(二)研究以隔年、隨機抽樣、不記名／校方式進行 TSA/BCA 考核，進一步研除操練誘因，減少 TSA 操練對家長和學生帶來的壓力；

(三)加強支援職業教育，如擴闊職業教育及就業支援先導計劃所涵蓋的行業，讓家長有更多選擇，為孩子選擇合適的發展方向。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel considers that to effectively promote parent education and achieve fruitful results, the Administration should take complementary measures at the policy level to address the inadequacies of the existing education system, including but not limited to:

(1) issuing strict guidelines and enhancing monitoring efforts to ensure that primary schools will endeavour to allow their students to finish homework within school hours, so that the amount of family time with children will not be affected by heavy homework load;

(2) studying the possibility of conducting TSA/BCA in alternate years on a random sampling basis and with anonymity of students/schools, so as to further eliminate the incentives for drilling and reduce the pressure on parents and students brought about by drilling for TSA;

(3) strengthening support for vocational education, such as expanding the trades and industries covered by the Pilot Training and Support Scheme, so as to offer more choices for parents to choose a suitable direction of development for their children.

(Moved by Hon Michael TIEN Puk-sun)