

(Translation)

**Motion on
“Implementing diversified education to alleviate the pressure on
students and parents”
moved by Hon Starry LEE
at the Council meeting of 30 January 2019**

**Motion as amended by Hon Claudia MO, Hon Charles Peter MOK,
Hon HO Kai-ming, Dr Hon Fernando CHEUNG, Hon SHIU Ka-chun and
Hon Tanya CHAN**

That the kind of education environment in which the next generation grows is crucially important to the future of Hong Kong; for purposes of catering for the development of an innovative and knowledge-based society, this Council urges the Government to put into practice a diversified education approach to inspire students’ creativity and cultivate diverse interests and skills in them, strengthen their communication ability in the local and international communities, and eliminate the ‘examination-oriented culture’ and the malady of excessive drills on examination questions of students, in order to alleviate the pressure on students and parents; specific measures include:

- (1) incentivizing more subsidized schools to introduce a suitable proportion of international curriculum, so as to give parents and students more choices, but it is necessary to prevent schools from becoming aristocratic because of the relevant measure, which will otherwise lead to the exclusion of grass-roots families due to their lack of means, thus making it impossible to achieve the objective of promoting the upward mobility of students through education and resulting in the formation of class divide in education;
- (2) expanding the scope of STEM (Science, Technology, Engineering and Mathematics) education with the inclusion of elements such as arts and artificial intelligence, and allocating additional resources to schools for training teachers and supporting schools in promoting the relevant education;
- (3) reviewing the Hong Kong Diploma of Secondary Education Examination system to reduce unnecessary examination pressure on students;

- (4) increasing the numbers of subsidized university places and subsidized top-up places for the second year in universities, so as to give students more choices in pursuing further studies;
- (5) increasing the opportunities for students to participate in Mainland and overseas exchange and internship programmes, so as to broaden the global outlook of the younger generation;
- (6) enhancing parental education to equip parents with greater capabilities in handling issues concerning their children's growth, studies, and so on; and
- (7) improving English language education to raise students' daily English standard and proficiency in an effort to enhance their international competitiveness, and allocating additional resources to schools for training local teachers and supporting schools in promoting the relevant education;
- (8) expediting the renewal of the curriculum of all subjects and incorporating coding education into the basic education curriculum;
- (9) studying ways in which technology can be applied to assist schools, teachers and students (including students with special educational needs) in the improvement of teaching and learning, including the establishment of an 'educational technology laboratory' to promote local research in and application of innovative educational technology, and supporting local start-ups in developing and experimenting with new services and products related to education, such as the use of artificial intelligence to assist learning; and
- (10) extending the targets of current subsidies for the procurement of computer equipment to cover all grass-roots students across the board, so as to support students of grass-roots families in online learning in a bid to narrow the digital divide, and providing them with the necessary equipment for online learning, such that the burden on grass-roots families can be alleviated;
- (11) increasing long whole-day and whole-day kindergarten places to enable dual-income parents to choose the suitable mode of education for their children in the light of their needs in living, so as to alleviate the pressure on parents;
- (12) addressing squarely the learning needs of non-Chinese speaking students by formulating specific curriculum contents for the 'Chinese

Language Curriculum Second Language Learning Framework’, including teaching indicators, learning targets by stages, teaching materials, assessment methods, thereby enabling non-Chinese speaking students to learn Chinese more effectively and relieving their psychological burden caused by language barrier;

- (13) reviewing the effectiveness of integrated education and drawing up for each student with developmental disorder an education plan that suits his/her developmental needs, so as to enhance the support provided by schools for such students and their parents;
- (14) considering the cancellation of the fees for the Hong Kong Diploma of Secondary Education Examination to ease the pressure on parents;
- (15) by drawing reference from the existing education system of Germany, formulating a dual-track academic system with equal emphasis on academic and vocational skills training, so as to provide students with stable and rewarding professional skills training, and allocating additional resources to enhance the publicity and education work on vocational education, thereby giving students diversified choices in pursuing further studies;
- (16) assisting students in commencing life planning education to enable them to set career development goals as early as possible, thereby alleviating the helplessness and anxieties felt by students about their future pathways;
- (17) enhancing home-school cooperation; and
- (18) enhancing and improving the counselling services provided by schools and non-profit-making organizations for students and increasing manpower accordingly to assist students in dealing with difficulties and pressure in various aspects;
- (19) setting ‘maximum homework hours’ and drawing up guidelines on the hours spent on homework by students, so as to alleviate the pressure of homework on students; and
- (20) allowing students and parents to choose freely whether to participate in the Primary 3 Territory-wide System Assessment in order to avoid excessive drilling of students for it;
- (21) introducing homework-free days for long holidays to alleviate the pressure of homework on students; and

- (22) requiring the designation of a School Retreat Day in every school year to release learning space;
- (23) progressively providing full subsidies of school fees for students of whole-day and long whole-day kindergartens to achieve full implementation of free kindergarten education and hence implement genuine 15-year free education, so as to alleviate the pressure on parents;
- (24) progressively implementing small-class teaching in primary and secondary schools across the board to effectively cater for the education needs of individual students and cultivate diverse interests and skills in them; and
- (25) assisting students currently bearing student loan debt in repaying the interests for their student loan debt, so as to alleviate the debt pressure on students.