

## 家庭議會

### 有關家庭教育的顧問研究

#### 目的

本文件旨在簡介有關家庭教育的顧問研究(研究)初步結果。

#### 背景

2. 家庭議會在二零一零年六月十七日的會議上通過有關進行研究的建議。
3. 進行研究的主要目的，在於蒐集有關本港現時家庭教育服務／課程的最新及以科學實證為本資料，目的是探討可予改善的地方，以及制訂新措施，以供家庭議會考慮。

#### 研究

4. 基於上述背景，我們在二零一一年二月委託香港理工大學進行研究。家庭教育小組委員會在二零一一年四月十八日的會議上通過進行研究的方法後，研究於二零一一年五月展開。有關的研究進度定期向家庭教育小組委員會報告。

#### 初步結果

5. 家庭教育小組委員會在二零一二年五月二十一日審議研究的初步結果及建議。根據有關調查<sup>1</sup>，主要初步結果如下：

(a) 大部分服務提供者為非政府機構(55%)；

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<sup>1</sup> 我們在二零一一年七月六日至十一月二十四日期間，就各個政府部門、非政府機構、宗教組織、學校及私人界別提供的家庭教育課程進行調查。在 1 070 個服務營辦者中，440 個對調查作出回應，從而蒐集到在二零一零年一月一日至十二月三十一日期間所舉辦的 662 項家庭教育課程的資料。

- (b) 大部分課程由單一撥款來源資助(超過 70%)；
- (c) 超過三分之二課程為家長而設，只有很少數供未婚成人報讀(3%)；
- (d) 只有小部分家庭教育課程的目標對象為特定類別的家庭，例如父母分居／離婚的家庭及新移民家庭(少於 5%)；
- (e) 較高比例的家庭教育課程(57.4%)以家長教育為主；以及
- (f) 家庭教育課程的主要教授形式為小組課程(47.6%)、其次是講座、研討會或講課(42.7%)，以及戶外活動(35.3%)。

## 研究的建議

6. 根據調查結果、訪問相關持份者及聚焦小組討論的結果，香港理工大學提出以下建議，以供家庭議會考慮：

- (a) 政府應制訂有關家庭教育的架構；
- (b) 家庭教育應屬預防性質，以配合正處於家庭生活周期不同階段人士的需要，並照顧到不同形式家庭在不同情況下的需要；
- (c) 家庭議會應負責領導、統籌及推廣全港的家庭教育宣傳運動；
- (d) 政府應繼續以公帑資助家庭教育課程；以及
- (e) 家庭議會應帶頭制訂評審制度，從而認可、批核及評審家庭教育課程。

7. 家庭教育小組委員會已審議研究的初步結果，並認為建議值得跟進。附件的投影片簡介研究的初步結果、建議方案、本港家庭教育課程的建議架構，以及家庭教育小組委員會意見。

## 未來路向

8. 請委員在現階段就研究的初步結果提出意見。待委員提出初步意見後，整份報告會提交家庭教育小組委員會跟進。我們會請家庭教育小組委員會在敲定報告的最終內容時，更詳細考慮顧問的建議，尤其是以下各項：

- (a) 有需要就「家庭教育明確架構」應包括什麼及應向服務營辦者提供什麼指引作進一步研究；
- (b) 有需要就制訂課程評審架構作進一步研究；
- (c) 推行有關建議的先後次序；以及
- (d) 為公眾及相關持份者制訂溝通計劃。

9. 家庭教育小組委員會稍後會訂出落實建議的策略。

家庭議會秘書處  
二零一二年五月

# Consultancy Services for the Study on Family Education

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## Objectives of Study

### ***Provision of Family Education***

1. To study current framework and on-going services/programs on family education provided for the general public and specific groups in Hong Kong and overseas countries;
2. To examine the effectiveness of the framework and on-going service/programs on family education provided in Hong Kong and overseas countries;
3. To identify areas of improvement and new initiatives, if any, in Hong Kong;
4. To recommend a practicable framework and service/programs of family education required to meet family needs of the general public and specific groups in Hong Kong; including recommendation on support required and stakeholders' role.

# Objectives of Study

## *Promotion of Family Education*

5. To study the strategy on promoting family education in Hong Kong and overseas countries;
6. To examine the effectiveness of the strategy on promoting family education in Hong Kong and overseas countries;
7. To identify areas of improvement and new initiatives, if any, in Hong Kong, and
8. To recommend an effective strategy on promoting family education in Hong Kong, including recommendation on support required and stakeholders' role.

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# Family Education

Family education is used as an inclusive term to refer to all educational endeavors to help families and family members in different stages of the family life cycle to develop the needed attitudes, knowledge and skills to solve and prevent problems from happening in the family, and to help individuals and families to develop their full potentials.

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# Methods of Study

A multi-method approach was used:

1. Desktop survey
2. Archival study
3. Survey and content analysis of existing family education service/program
4. In-depth interviews with stakeholders
5. Focus group interviews with the service users



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## Family Education in Selected Places



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# Introduction

- ◆ This study uses the method of desktop survey to review family education policy and services in five places, namely, the Chinese Mainland, Taiwan, Singapore, Australia, and England and Wales.

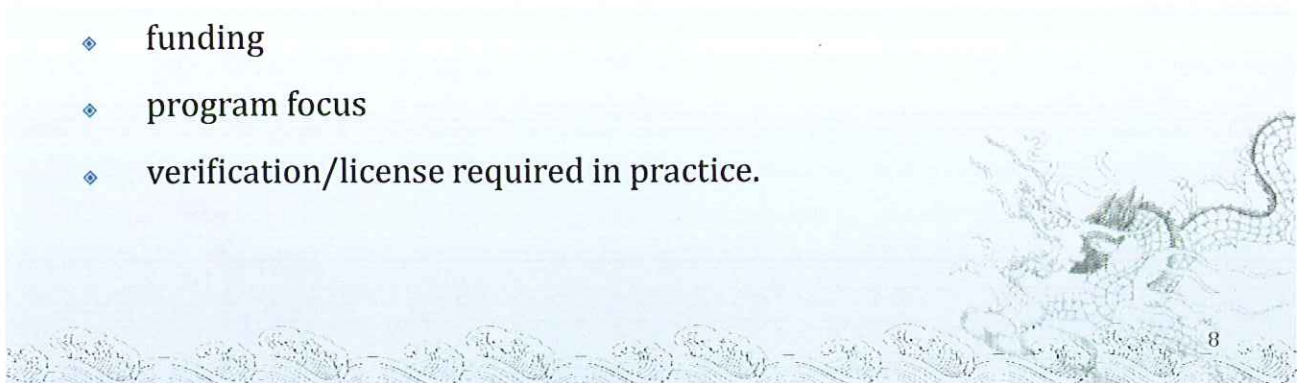


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# Introduction

The review covers a wide range of areas in the development and delivery of family education, including :

- ◆ relevant policy/law
- ◆ responsible Bureau/department
- ◆ public bodies involved
- ◆ the key operators
- ◆ funding
- ◆ program focus
- ◆ verification/license required in practice.



# Approaches

In all five places, 'family decline' is common. Two approaches are delineated in their responses :

1. The first approach is based on acknowledging that family decline is a fact and family education is organized to address the needs of the families (Australia, England and Wales).
2. The second approach is to use family education to save the family (Chinese Mainland, Taiwan, and Singapore).

# Goals

Places under study differ in their emphasis on social goals, and tend to develop different approaches to family education. Two major goals identified are :

1. Family education can be taken as a means to attain certain valued social goals such as filial piety, familial harmony, strong couple relationship, society coherence and stability.
2. Family education could also be used as a means to solve social problems, for example, child poverty, social exclusion, lone parent families and juvenile delinquency.



## Focus

1. In Chinese Mainland, family education means more on parent education.
2. In Taiwan, the meaning of family education is more inclusive.
3. Singapore uses both the terms 'family education' and 'family life education', which include all educational activities organized in different stages of the life cycle.
4. Australia and England currently do not use the term family education officially. They use 'marriage and relationship education' to refer to couple relationship education and differentiate it from their current focus on parent education.

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## Relevant Laws/Policies

- ◆ With the exception of Taiwan, the other four places do not have a law specifically on family education.
- ◆ The *Marriage Law 1961* in Australia requires the government to provide funding for marriage education. The official views and strategies on family education are presented in the government responses to the *To Have and to Hold: The Parliamentary Report on Strategies to Strengthen Marriage and Relationships*
- ◆ In Singapore and Chinese Mainland, there are currently official policies on the development and provision of family education.
- ◆ In England, the policy *Every Child Matters 2003* is more on the development and provision of welfare services to meet children's needs, including via parent education.

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# Responsible Government Bureau

The government body placed with family education reflects the nature and roles of family education played in its respective countries/places.

- ◆ In Australia and Singapore, it is in the hands of the department/ministry responsible for community building.
- ◆ In Taiwan and England, it is within the purview of the ministers overseeing education.
- ◆ In China, it is the joint responsibility of the All-China Women's Federation, the Ministry of Education and the Central Civilization Office.

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## Key Operators

- ◆ In Chinese Mainland, the government provides family education through its official Central Civilization Offices, semi-official All-China Women's Federation services units, and schools.
- ◆ In Taiwan, in addition to the family education centres of the government, NGOs and schools are important operators.
- ◆ In Singapore and Australia, NGOs are more important in providing family education
- ◆ In England, family education is also operated by the commercial service providers and covered in the National Health Insurance scheme.

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# Funding

- ◆ Except for Australia, there is no designated budget for family education programs in places under review.
- ◆ In Singapore, family education programs are funded by the Tote Board funds based on a set of criteria that includes whether the program is evidence-based or effective.
- ◆ In England, couples in stressful relationship could seek relationship education under the National Health Service, or they could obtain guidance in private agencies like RelateUK and OneplusOne on a fee-charging basis.

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# Quality Assurance

- ◆ Singapore uses an investor-approach of funding to ensure that funded programs are successful in terms of influencing people's attitudes and behavior with regard to family issues.
- ◆ On the other hand, accreditation of the family education programs provided by the universities and licensing of family educators is the approach adopted in Taiwan to assure quality of family educators.
- ◆ Australian relies on the professional support and self-regulation of the professional body to ensure the quality of the family education programs provided.

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# Key Messages from Country Studies

- ◆ Family education is an important tool to cherish desirable goals for family in the society
- ◆ Strong government involvement is needed for developing and implementing family education
- ◆ NGOs and the markets are important operators of family education programs in the society.
- ◆ Funding support and quality assurance are necessary for the development of family education programs
- ◆ A useful framework for family education is to organize family education around the family life cycle

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## Study of Stakeholders' Views on Family Education in Hong Kong

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# Introduction

- ◆ This study aims to identify stakeholders' views on family education in Hong Kong.
- ◆ Between 7.6.2011 and 18.10.2011, totally 55 stakeholders from different government departments, NGOs, and commercial service providers were interviewed.
- ◆ Besides, 26 users of family education services were interviewed in 4 focus groups.

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## Findings

### Views on Family Education

1. The majority view is that family education should serve the preventive function more, i.e. in serving to strengthen family functions and prevent problems from happening.
2. There is also the view, albeit a minority one, that family education should also focus the remedial function.
3. Besides, there is a clear view that family education should be made relevant and available to people of all families, including the divorce and re-married families.
4. There is also the view that family education should address work-life balance, the needs of the new arrivals, and gender roles in the family.

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# Findings

## Views on Current Framework of Family Education Provision

1. The current provision of family education is essentially characterized by a plurality of service providers and a diversified range of family education services.
2. There is no central co-ordinator/organisation overseeing the provision of such services.
3. The plurality of service providers with active participation of the government, NGOs, schools, religious bodies, and the market, each playing a unique and important role in developing and operating family education services to meet the diverse needs of families.

# Findings

## Views on the Strengths of Current Framework

1. A pluralistic services structure
2. A family-life cycle approach
3. Availability and accessibility
4. Flexibility and autonomy in service development
5. An integrated approach

# Findings

## Views on the Weaknesses of the Current Framework

1. Lacking a clear policy framework
2. A diminishing focus on family education
3. Tension between family education and remedial counseling
4. The paradox of family education
5. Stigma of existing family education services
6. Family education services to families with special needs
7. Difficulties in pre-marital /marital education
8. Problems with parent education
9. Teaching of values in family education
10. Difficulties faced by market player

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## Key Messages from Stakeholder Study

1. Stronger leadership of the government and Family Council in the future development of family education in HK
2. Expectation of government and Family Council to provide a clear framework for developing family education services
3. A general view that the current plurality of service providers should be maintained and enhanced.
4. Family education should be made available to all families and the family life cycles is a comprehensive framework for service provision.

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# Key Messages from Stakeholder Study

5. Quest for a mechanism to ensure the quality of family education programs provided by different service providers.
6. The development of evidence-based practice a priority and as a goal in family education services/programs
7. More efforts be made on promoting key themes of family education territory-wide at the central level.
8. More efforts be made on training qualified educators.

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## Family Council

- ◆ The Family Council actively promote family education, including parent-child education, with a view to strengthening family values, enhancing interpersonal skills and improving communication techniques.
- ◆ The Family Council has introduced a series of family educational materials including the family education programmes "18 Handy Tips on Family Education" and "Family Therapy Package" through the "Happy Family Campaign" and "Happy Family Info Hub" for disseminating family-related information with the public.

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# Landscape Study on Existing Family Education Programs

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## Introduction

- ◆ A survey on family education programs provided by government departments, NGOs, religious organizations, schools, and the market was conducted between 6.7.2011 and 24.11.2011.
- ◆ Totally, 440 service operators responded to the survey and returned information on 662 family education programs carried out in Hong Kong between 1.1.2010 and 31.12.2010.

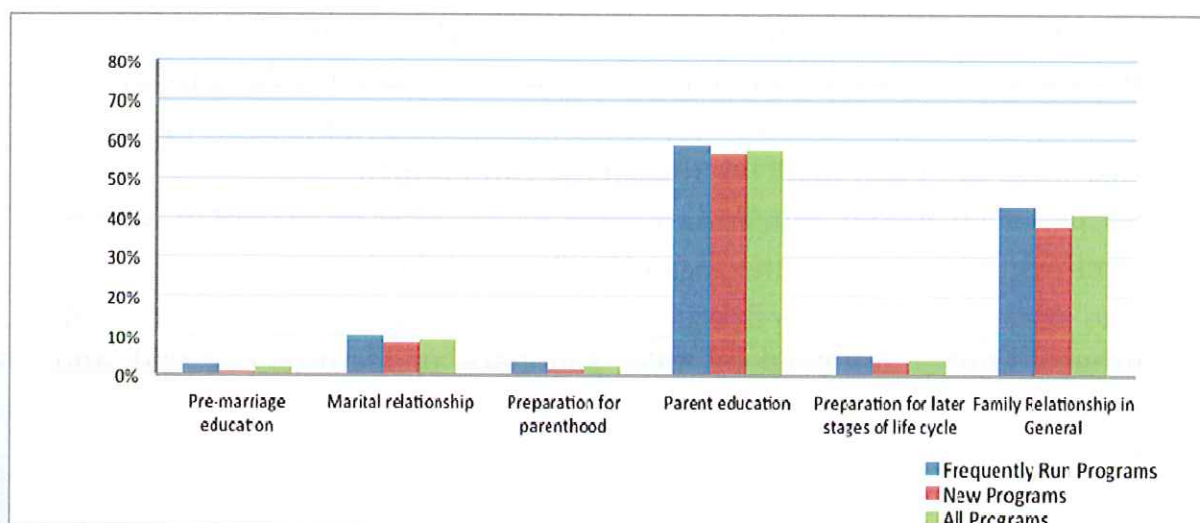
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# Sample of the Landscape Study

- ◆ Program operators sampled for this study were asked to provide information on 3 most-frequently-run and 3 new family education programs in their respective agencies/service units.
- ◆ Most-frequently-run family education programs are defined in term of the highest frequency with which these programs were run during the period under study, and
- ◆ new programs refer to those programs which have never been run by them before 1<sup>st</sup> January 2010.

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## Nature of programs



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## Major findings

- ◆ Of the 440 service operators, 54.8% are NGOs, 26.6% are schools, 7.8% and 9% are government and religious body respectively.
- ◆ The average program budget is HK\$10,701.3 with new programs having a higher budget (HK\$15,124.5) than frequently run programs (HK\$7,261.1).
- ◆ Over 70% of programs rely on single source of funding, 33.4% entirely on government funds, and 16.2% on fee-charging.
- ◆ Average number of participants for all family education programs is 122.6, with frequently-run programs (146.6) having more participants than new programs (91.3).
- ◆ 61.7% of the programs are educational in objective, 32.9% enrichment and 5.4% remedial. The majority of programs are therefore preventive by function.

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## Major findings

- ◆ Over two-thirds of the programs targeted on the parents, very few on pre-married male adults (3%) and pre-married female adults (3%).
- ◆ Slightly more than half (54.6%) of the family education programs in this study are open to all families in the community.
- ◆ 57.4% of all family education programs are parent education, 40.6% family relationship in general, and 9.0% marital relationship.
- ◆ The major mode in delivering family education programs is small group (47.6%), followed by talks, seminars, or lectures (42.7%), and outings and activities (35.3%).
- ◆ Only a very small percentage of programs focus on specific types of families, including separating/divorced families, remarried families, new immigrant families.

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# Key Messages from Stakeholder Study

1. Family education programs are mostly of preventive by objective
2. NGOs and schools play important in providing family education
3. Funding of family education programs is in need of diversification.
4. The gravity of family education is on parent education and family relationship in general
5. There is currently much less focus on pre-marital and marital education programs
6. There is a need to attend to families with special needs and those in special circumstances

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## Recommendations

### ***Pertaining to framework for family education***

1. The government should establish a clear framework on family education to provide guidance to service operators of different sectors in developing family education in Hong Kong.
2. Family education programs should be primarily preventive in objectives, organized for people in different stages of the family life cycle, and attend to different forms of families in different situations. As such, it is also recommended that the framework for family education be adopted in Hong Kong.

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# Recommendations

## *Pertaining to the Role of Family Council*

3. The Family Council should assume strong leadership and prime responsibility for setting the framework for family education development and operation.
4. The Family Council should assume the role to lead, co-ordinate, and promote territory-wide publicity campaigns on family education in Hong Kong.

# Recommendations

## *Pertaining to Service Providers*

5. The plurality of service providers should be maintained and enhanced to assure a diverse range of family education services/programs to meet the needs of different people and their families.
6. Non-traditional NGOs and commercial service providers should be allowed to play a bigger role in the future development of family education in Hong Kong.
7. Service providers should be encouraged to develop collaboration with other service providers to take advantage of the synergy effect of their different strengths.
8. Service operators should cherish evidence-based practice as they design and provide family education services/programs.

# Recommendations

## *Pertaining to Funding of Family Education Services/Programs*

9. The government should continue to make public fund available for programs/activities specified in the framework for family education outlined in Annex.
10. The service operators should seek to expand the funding base of family education services/programs so as to make these services/programs more diverse.
11. To reduce reliance on public funding, fee-charging should be more widely considered in operating family education services/programs.
12. People's incentives to participate in fee-charging family education services/programs, like vouchers for family education, tax exemption, and re-imbursment of fee paid through the Continuing Education Fund, should be enhanced.

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# Recommendations

## *Pertaining to quality assurance*

13. The Family Council should, in consultation with the stakeholders, take the lead to develop quality standards for the family education industry.
14. A system to recognize, approve, or accredit the family education services /programs which meet the quality standards should be set up.
15. Generic training in family intervention should be considered as necessary for professionals providing family education.
16. Universities are to be encouraged to train more students in the field of family intervention in light of the development of family education in Hong Kong.

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# Framework for Family Education Provisions in Hong Kong



## I. For Families in Different Stages

### 1. Pre-marriage

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>To instill core family values and abilities needed for a happy family life in children and young people through family education programs in schools</p> <p>To inculcate in all prospective couples a positive attitude towards and the needed knowledge and ability for a happy marriage and family through marriage preparation programs.</p>	<p><b><u>School Programs</u></b></p> <ul style="list-style-type: none"> <li>• importance of family</li> <li>• core family values</li> <li>• core abilities for happy family life</li> <li>• human sexuality and gender roles</li> </ul> <p><b><u>Marriage Preparation Programs</u></b></p> <ul style="list-style-type: none"> <li>• to reinforce the message that marriage is a life-long commitment</li> <li>• to help couples-to-be be aware of their own strengths and weaknesses, and adjust to each other in marriage.</li> <li>• to teach practical skills on sexual intimacy, financial management, and relationships with in-laws.</li> </ul>	<p>The landscape survey reveals that only 1.7% of all family education programs targeted on pre-marriage education, of which 63.6% are provided by religious bodies and 27.3% by schools.</p> <p>The qualitative study reveals that there are difficulties in recruiting service users to these programs.</p> <p>The content of the pre-marriage programs aims at the objective of enrichment (63.6%) mainly, followed by education (36.4%).</p>	<p>Unlike places like Taiwan and Singapore which place a lot of emphasis on pre-marital education, efforts on pre-marital education are much less comparatively speaking.</p> <p>The law of Taiwan obliges the government to provide 4 hours of pre-marriage education to people who are planning for marriage.</p>

# I. For Families in Different Stages

## 2. Married Couples

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
To enrich marriage relationship and develop abilities in relationship and family management.	<p><b><u>Marriage Enrichment Programs</u></b></p> <ul style="list-style-type: none"> <li>to hone abilities in communication, family relationship, financial management, sex in marriage, and in-laws relationship in different stages of the family life cycle</li> </ul>	<p>The landscape survey reveals that only 9% of all family education programs targeted for married couples, of these 49.2% are provided by NGOs and 39.0% are provided by religious bodies.</p> <p>Like the case of pre-marital education, there are difficulties in recruiting service users to family education programs for married couples.</p> <p>The content of the married couples programs aims at the objective of education (43.6%) mainly, followed by enrichment (41.8%) and remedial therapy (14.5 %)</p>	Stable marriage is the basis of strong families and good parenthood. The relatively small number of family education programs does not serve the good purpose of fostering stable marriage in Hong Kong. There is a need to address the difficulties of the service providers and encourage participation and provision of family education programs for married couples.

# I. For Families in Different Stages

## 3. Pre-parenthood

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> <li>To help couples consider the factors to have or not to have children carefully.</li> <li>To help couples prepare physically, emotionally, and financially for a newborn.</li> </ul>	<p><b><u>Pre-Parenthood Programs</u></b></p> <ul style="list-style-type: none"> <li>to help couples consider both the cost, as well as the benefits and joy of parenthood</li> <li>to help couples understand the extent to which they have emotional and financial capability of rearing a child</li> <li>to help parents develop a good plan for having a baby</li> </ul> <p><b><u>Fertility Programs</u></b></p> <ul style="list-style-type: none"> <li>to teach would-be parents how to prepare their bodies for a baby</li> <li>to teach couples how to maximise their chance for pregnancy</li> </ul> <p><b><u>Financial Planning Programs</u></b></p> <ul style="list-style-type: none"> <li>to teach how to work out the cost of having and raising babies</li> <li>to teach how to create a baby budget to reduce financial stress</li> </ul> <p><b><u>Ante-natal Programs</u></b></p> <ul style="list-style-type: none"> <li>to teach how to cope with the coming of the baby emotionally</li> <li>to teach methods to handle demands and stresses of the new parenthood role</li> <li>to teach how to adjust individual, family, work and social life with the coming of the new born.</li> </ul>	<p>The landscape survey reveals that only 2.3% of all family education programs are targeting on pre-parenthood education, of which 53.3% are provided by religious bodies and 33.3% are provided by NGOs.</p> <p>The small percentage of pre-parenthood education programs clearly reveals a service gap. This might have been a result of the high financial and psychological costs of having children and the resulting low fertility rate in the recent decade.</p> <p>The content of the pre-parenthood programs aims at the objective of education (64.3%) mainly, followed by enrichment (35.7%).</p>	There is a role for existing and new pre-parenthood family education programs to help childless couples appreciate the benefits and joy of parenthood, and that the high financial cost of rearing children could be met with better financial planning.



## I. For Families in Different Stages

### 4. Families with 0-3 years preschool children

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> <li>To provide parents with the knowledge and ability to foster a healthy physical and psychological development of children between 0 and 3.</li> <li>To help parents understand the importance of providing a safe environment for the growth and development of children.</li> <li>To develop effective and competent parenting practices</li> </ul>	<p><b>Parent Education Programs to include:</b></p> <ul style="list-style-type: none"> <li>Choice between breast- and bottle-feeding</li> <li>Health care and immunization</li> <li>Nutrition and physical (especially brain) development</li> <li>Sensory-motor development</li> <li>Children's need to explore the environment and parents' roles to interact with children</li> <li>Importance of a physically and psychologically safe home environment</li> <li>Preparation for healthy development of the children</li> </ul>	<p>Current provision is provided through the population-based "Integrated Child Health and Development Programme" provided by the Department of Health (DH), and the Comprehensive Child Development Service provided with the joint effort of the Labour and Welfare Bureau, Education Bureau, DH, the Social Welfare Department (SWD) and the Hospital Authority.</p>	<p>Government should consider stepping up promotional work to foster healthy and happy family with all-rounded and balanced developments.</p>

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## I. For Families in Different Stages

### 5. Families with 4-6 years preschool children

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> <li>To teach pre-school children the concept of family and core values of family</li> <li>To help parents understand the strengths of their children and identify a suitable form of school education for them</li> <li>To develop effective and competent parenting practices</li> </ul>	<p><b>Augment the curriculum in nursery and kindergarten to include</b></p> <ul style="list-style-type: none"> <li>Concepts of family and family life</li> <li>Respect for parents and other family members</li> <li>signs of danger to self and family and seeking help</li> </ul> <p><b>Parent education in nursery and kindergarten to include</b></p> <ul style="list-style-type: none"> <li>to teach parents how to adapt to the age-critical needs and stimulate the interests of their children in growth-promoting ways</li> <li>to teach parents identify a suitable type of school that best matches the needs and interests of the child</li> <li>to teach parents to encourage their children's physical, psychological, and moral development in positive and constructive way</li> </ul> <p><b>Effective parenting training</b></p> <ul style="list-style-type: none"> <li>to inculcate knowledge of child development up to 6 years old</li> <li>to foster positive attitude in child rearing</li> <li>to teach parents effective parenting abilities</li> </ul>	<p>The landscape survey reveals that 45.2% of all family education programs are targeting families with young children. Of these family education programs, 55.7% are provided by NGOs and 24.7% are provided by schools.</p> <p>The qualitative study reviews that parent education programs are relatively easy to attract service users. This is well indicated in the large share of parent education programs among all family education programs as reflected by the finding in the landscape survey.</p> <p>The content of the families with young children programs aims at the objective of education (73.1%) mainly, followed by enrichment (24.1%) and remedial/therapy (2.8%).</p>	<p>Some informants shared that pre-school is an important stage in family education to both the children and their parents. However, current school social work service has not fully extended to the nursery and kindergartens.</p> <p>There is a need to develop parent education programs to parents of pre-school children, especially in the context of the nurseries and kindergartens.</p>

## I. For Families in Different Stages

### 6. Families with school age (6-12 years) young children

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> <li>To teach young children about family values and importance of family relevant</li> <li>To help parents understand the strengths of their children and identify a suitable education for them</li> <li>To develop effective and competent parenting practices</li> </ul>	<p><b><u>Children programs</u></b></p> <ul style="list-style-type: none"> <li>the meaning and importance of family and happy family life</li> <li>to teach children the need to develop respect for parents and other family members</li> <li>to help children understand and take responsibility for their role in the family</li> </ul> <p><b><u>Programs to prepare children for education</u></b></p> <ul style="list-style-type: none"> <li>to teach parents how to adapt to the age-critical needs and stimulate the interests of their children in growth-promoting ways</li> <li>to teach parents how to encourage their children's physical, psycho-emotional, and educational achievement in positive and constructive way</li> <li>to teach parents identify a suitable type of secondary school that best matches the needs and interests of the child</li> </ul> <p><b><u>Effective parenting training</u></b></p> <ul style="list-style-type: none"> <li>to inculcate knowledge of child development</li> <li>to foster positive attitude in child rearing</li> <li>to teach parents with effective parenting abilities</li> </ul>	<p>The landscape study did not differentiate family education programs for pre-school and school children. For existing provision, please refer to information provided in the section on "Families with 0-6 years preschool children"</p>	<p>Despite being the current focus of family education, as some informants in the qualitative study reflected, however, quite a lot of parent education programs focus on the role of parents to obtain better academic performance as a strategy, rather than on their role to prepare children for education which suits the needs and potential of their children, and on effective parenting practices.</p> <p>There is a need to refocus parent education on the needs of the children rather than on schooling and education on the one hand, and effective parenting training on the other.</p>

## I. For Families in Different Stages

### 7. Families with teenage and young adult

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> <li>To teach teenage and young adult children to accept emotional and financial responsibility for themselves</li> <li>To help parents with teenage and young adult children to develop children's autonomy and sense of responsibilities</li> <li>To help families members cope with grandparent's frailties</li> </ul>	<p><b><u>Teenage programs</u></b></p> <ul style="list-style-type: none"> <li>to help teenagers identify life goals and priorities</li> <li>to teach teenagers to manage time and develop a life plan for themselves</li> <li>to teach teenagers to cultivate healthy lifestyles and positive human relationships</li> </ul> <p><b><u>Parent Programs</u></b></p> <ul style="list-style-type: none"> <li>to encourage parents develop new interest and careers given the freedom from childcare responsibilities</li> <li>to help parents re-negotiate their couple relationship</li> <li>to help parents prepare for empty-nesting and retirement</li> </ul> <p><b><u>Health Program for the Family</u></b></p> <ul style="list-style-type: none"> <li>to learn to maintain a healthy life style for the middle-ages parents</li> <li>to learn to deal with care needs, disabilities and death of the grand-parents</li> </ul>	<p>The landscape survey reveals that 24.9% of all family education programs are targeted for families with teenager, and 3.1% targeted for families with young adult children.</p> <p>For family education programs targeted for families with teenage, 46.6% are provided by NGOs and 38.7% are provided by schools. For families with young adult children, 75.0% are provided by NGOs and 20.0% by religious bodies.</p> <p>The content of the families with teenage programs aims at the objective of education (66.9%) mainly, followed by enrichment (30.0%) and remedial therapy (3.1%).</p> <p>The content of the families with young adult children programs aims at the objective of education (52.6%) mainly, followed by enrichment (47.4%).</p>	<p>Like other family education programs, parent education programs for teenage children are entirely voluntary. They could not reach parents and families which are most in need of them, like those who have abused their children, or those whose children have run wayward.</p>

## I. For Families in Different Stages

### 8. Families in the later stage of the family life cycle

<p>To help couples adjust to and successfully meet the development tasks associating with family life in the later stage.</p>	<p><b>Family education programs</b> to cover:</p> <ul style="list-style-type: none"> <li>• Family life and relationship in an empty-nest family</li> <li>• Preparation for and coping with retirement</li> <li>• Health and healthy life programs for older people in the family</li> <li>• Bereavement and living alone</li> <li>• Preparation for closing of life and family</li> </ul>	<p>The landscape survey reveals that only 4.1% of all family education programs are targeted for family in later stage. of these 70.4% are provided by NGOs, 14.8% by government and religious bodies.</p>	<p>The population of Hong Kong is aging, with more than people aged 60 or above constituting more than 19% of the population now. Obviously, the proportion of family education to this group of people is noticeably low.</p>
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## II. For Families with Specific Needs or in Special Situations

### 1. Separating and divorce families

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>To help couples intending to divorce cope the demands and tasks associating with separation and divorce.</p> <p>To enhance the ability of the divorced couples to co-parent their child(ren)</p>	<p><b>Pre-divorce Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>• Legal and psychological processes of separation and divorce</li> <li>• Planning on issues of ancillary relief, maintenance and child custody</li> <li>• Dealing with children's feelings and emotions etc.</li> <li>• Re-negotiating relationships/boundaries with the in-laws, etc.</li> </ul> <p><b>Post-divorce Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>• Visitations</li> <li>• Positive co-parenting</li> </ul>	<p>The landscape survey reveals that 0.9% of all family education programs are specially planning for the separating and divorce families.</p>	<p>With more than 18,000 families are broken up by divorce in 2010, the negligible percentage of family education programs for separating and divorce families is not commensurate with the number of divorce families.</p>

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## II. For Families with Specific Needs or in Special Situations

### 2. Remarried families

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
To help remarried couples to cope with the demands and tasks of re-marriage.	<p><b>Family Education Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>● Recommitment to marriage</li> <li>● Dealing with complexities of family relationship associating with re-marriage</li> <li>● Children's double loyalty to the non-resident parents</li> <li>● Relationships with ex-spouse for co-parenting etc.</li> </ul>	The landscape survey reveals that 0.5% of all family education programs are specially designed for the re-married families.	In 2011, 23,011 of the 52,558 of the registered marriages involved re-marriages. Obviously, the negligible percentage of family education programs for remarried families is not commensurate with the number of re-married families in Hong Kong.

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## II. For Families with Specific Needs or in Special Situations

### 3. For skipped generation families and kinship and caregiver families

Proposed Objectives	Proposed Family Education Contents	Existing Provisions	Gap identified
To provide grandparents/kinship caregivers with information, education, and support to strengthen their ability to care for children under their care.	<p><b>Family Education Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>● role of grandparents/kinship caregivers as parent substitute</li> <li>● parenting knowledge, abilities, and related issues in connection with grandparents/kinship caregivers providing care to children</li> <li>● community resources available for supporting grandparents/relatives in discharging kinship caregiver roles</li> </ul>	As revealed in this study, the major focus of family education in Hong Kong on family education. No mention was made of the family education needs of those like skipped generation and kinship caregiver families.	Some NGO service providers pointed out that this is a niche area in the current provision of family education programs in Hong Kong.

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## II. For Families with Specific Needs or in Special Situations

### 4. For working families

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
To help people attain a good balance between work and life.	<p><b><u>Work-Life Effectiveness programs</u></b></p> <ul style="list-style-type: none"> <li>To equip people with abilities to manage their work-life demands</li> </ul>	The landscape survey reveals that 31.1% of all family education programs are addressing the issue of work and family life balance. In fact increasingly more of these programs are offered.	Most of these programs are offered by the NGOs. Quite unlike the case of Singapore which has a good plan of delivering these programs to people in the workplace, this constitutes a gap in the existing provision of these programs.

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## II. For Families with Specific Needs or in Special Situations

### 5. For families with children with disabilities

Proposed Objectives	Proposed Family Education Contents	Existing Provisions	Gap identified
To help parents of children with special needs to understand the disabilities and their roles as parents in relation to their children's disabilities	<p><b><u>Specially Tailor-made Parenting Programs</u></b> to cover:</p> <ul style="list-style-type: none"> <li>Nature of disabilities</li> <li>Needs of the children with disabilities</li> <li>Parenting children with disabilities</li> <li>Identifying and capitalizing strengths and resilience in the family</li> </ul>	<p>Early Education and Training Centres funded by the SWD are for disabled children under 2, providing them with early intervention programs with particular emphasis on the role of the disabled child's family.</p> <p>Disabled children aged 2 to under 6 can also receive the service if they are not concurrently receiving other pre-school rehabilitation service.</p>	Current focus is more on training and rehabilitation to facilitate the children to be integrated into the mainstream education system. The family education needs of these families should also be given a due focus in the overall framework for family education in Hong Kong.

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## II. For Families with Specific Needs or in Special Situations

### 6. For new arrival families

Proposed Objectives	Proposed Family Education Contents	Existing Provisions	Gap identified
<p>To help couples with a party coming from mainland or overseas to ease the differences and work out a better marriage.</p> <p>To help families with immigrants to integrate into the community so as to secure better social support</p>	<p><b>Family Education Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>● Dealing with differences especially cultural differences in couple relationship</li> <li>● Appreciation of the positive aspects of the differences</li> <li>● Facilitation of the immigrant parent to know the parenting standards and practices in Hong Kong</li> <li>● Facilitation of the families to link up with community resources and support</li> </ul>	<p>The landscape survey reveals that 4.1% of all family education programs are specially designed for the immigrant families.</p> <p>The content of the immigrant families programs aims at the objective of education (59.3%) mainly, followed by enrichment (37.0%) and remedial/therapy (3.7%)</p>	<p>From the 2011 Population Census summary result, it is reported that 7% of the population whose place of birth is not in Hong Kong have a residence less than 7 years.</p> <p>Family education program in general will not exclude those who are new arrivals. If there is 4.1% of all family education programs specially designed for the immigrant families, the resources for the immigrant families are fair. The operators have given due attention to the immigrant families.</p>

## II. For Families with Specific Needs or in Special Situations

### 7. For ethnic minority families

Proposed Objectives	Proposed Family Education Contents	Existing Provisions	Gap identified
<p>To help ethnic minority parents understand the social, ethical and legal expectations of parenting in Hong Kong</p> <p>To help ethnic minority families integrate into the mainstream family life in Hong Kong</p>	<p><b>Family Education Programs</b> to cover:</p> <ul style="list-style-type: none"> <li>● Family and family life in Hong Kong</li> <li>● Parenting in Hong Kong</li> <li>● Social, ethical, and legal expectations</li> <li>● Seeking help and social resources</li> </ul>	<p>There are currently social service agencies working with ethnic minority groups in Hong Kong, but their focus is more on equal opportunity and anti-discriminatory practice against the ethnic minority groups.</p>	<p>For ethnic minorities to be fully integrated into the Hong Kong community, family education must be made a focus for these families</p>