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Report on the Study of Family Education in Hong Kong



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Executive Summary

Study on Family Education

1. The objectives of this study are to understand the provision and promotion of family education in Hong Kong. The study examined overseas experiences in family education, identified current issues and existing landscape of family education services with a view to proposing a framework on family education and making recommendations on the future family education in Hong Kong.
2. A multi-method approach was used to collect the needed data for the purposes of this study. These include: (a) desktop survey, (b) archival study, (c) survey and content analysis of existing family education service/program, (d) in-depth interview with stakeholders, including heads of service units/agencies providing family education, and (e) focus group interviews with the service users.

Major Findings

3. The Major findings of the Study are highlighted below -

Provision of family education overseas

- (a) The role of family education is different across countries. In the five overseas countries being studied, the Mainland China, Taiwan and Singapore use family education to preserve the family and family core values, while in Australia, England and Wales, the approach is more practical in the sense that family education is used to address the needs of families. However, family decline is a common phenomenon in the world evidenced by the rising divorce rate. The review covers a wide range of areas in the development and delivery of family education, including the policy/law, responsible bureau/department, public bodies involved, the key operators available, corresponding funding, program focus and the verification/license required in practice. Details of the findings arising from the studies of the five overseas countries and a table summarizing

these findings can be found in Chapter 3 of the full report.

Provision of family education in Hong Kong

(b) In Hong Kong, there is no central co-ordinator/organisation overseeing the provision of family education services. Family education is provided by a plurality of service providers and most programs target the parents. A very small percentage of programs focus on marital relationship and specific types of families (such as separating/divorced families). Majority of the stakeholders considered that family education should serve to strengthen family functions and prevent problems. It should cover knowledge and skills required in different stages of the family life cycle. Details of the findings can be found in Chapter 4 and 5 of the full report.

Recommendations

4. Based on the findings of this study, the following recommendations are made for the considerations of the Family Council of the Hong Kong SAR Government:

Pertaining to framework for family education

Recommendation 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.

Recommendation 2: Family education programs should be primarily preventive in objectives, include core family values, knowledge and skills needed by 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 a framework for family

education including but not limited to the following be adopted in Hong Kong. Details of the framework can be found at Annex.

- I. For families in different stages
 - a. Pre-marriage
 - b. Married couples
 - c. Pre-parenthood
 - d. Families with 0-3 years preschool children
 - e. Families with 4-6 preschool children
 - f. Families with school age (6-12 years) young children
 - g. Families with teenage and young adult
 - h. Family in the later stage of the family life cycle
- II. For families with specific needs or in special situations
 - a. Separating and divorce families
 - b. Re-married families
 - c. Skipped generation families and kinship caregiver families
 - d. Working families
 - e. Families with children with disabilities
 - f. New arrival families, and
 - g. Ethnic minority families

Pertaining to the Role of Family Council

Recommendation 3: The Family Council should assume strong leadership and prime responsibility for setting the framework for family education development and operation.

Recommendation 4: The Family Council should assume the role to lead, co-ordinate, and promote territory-wide publicity campaigns on family education in Hong Kong.

Pertaining to Service Providers

Recommendation 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.

Recommendation 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.

Recommendation 7: Service providers should be encouraged to develop collaboration with other service providers to take advantage of the synergy effect of their different strengths.

Recommendation 8: Service operators should cherish evidence-based practice as they design and provide family education services/programs.

Pertaining to Funding of Family Education Services/Programs

Recommendation 9: The government should continue to make public fund available for programs/activities specified in the framework for family education outlined in the Annex

Recommendation 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.

Recommendation 11: To support the expansion and diversity of family education services programs, fee-charging can be widely considered to alleviate the limitation of public funding.

Recommendation 12: People's incentives to participate in fee-charging family education services/programs, like vouchers for family education, tax exemption, and re-imburement of fee paid through the Continuing Education Fund, should be enhanced.

Pertaining to quality assurance

Recommendation 13: The Family Council should, in consultation with the stakeholders, take the lead to develop quality standards for the family education industry;

Recommendation 14: A system to recognize, approve, or accredit the family education services /programs which meet the quality standards should be set up.

Recommendation 15: Generic training in family intervention should be considered as necessary for professionals providing family education.

Recommendation 16: Universities are to be encouraged to train more students in family intervention for the development of family education in Hong Kong.

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Chapter 1

Objectives of the study

1.1 Families are the basic unit of our society. When families are in troubles, the society is at stake. However, contemporary families are often confronted with different contingencies which, if not properly responded to, will endanger our society. Therefore, families nowadays need to be adequately equipped in order to cope with the challenges of modern living. In this context, family education is often cherished as a means to promoting family.

1.2 Like other advance welfare societies, the past few decades have seen a lot of efforts by the Government, NGOs, schools and a host of other organizations in promoting family education in Hong Kong. As family education expands its scope, its varieties also increase. After all these years, there is a need to study the existing landscape and framework of family education in Hong Kong so as to identify existing gaps and the way ahead.

1.3 For this purpose, the Family Council of Hong Kong, acted through the Home Affairs Bureau of the Hong Kong SAR Government, commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University to embark on a study entitled *Family Education in Hong Kong* in May, 2011. The objectives of this study are:

1.4 *Provision of Family Education*

- a. 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;
- b. To examine the effectiveness of the framework and on-going service/programs on family education provided in Hong Kong and overseas countries;
- c. To identify areas of improvement and identify new initiatives, if any, in Hong Kong;
- d. 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.

1.5 *Promotion of Family Education*

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

1.6 The study consists of four parts. The first part is a desktop study of the policies and services of family education in five countries/places, namely, Taiwan, Mainland China, Singapore, Australia and England. The second part is a qualitative study on the views of the key stakeholders about the current issues and future development of family education in Hong Kong, including government officials, operators of family education services in the NGOs, service providers in the market, and religious organization leaders. The third part is a landscape study of the current scene of family education services in Hong Kong with a view to identifying the current focus and existing gaps of family education service. The last part attempts to pull together the results of the country study, landscape study, and the stakeholder study and make recommendations on the basis of the findings of this consultancy research.

Chapter 2

Framework of the Study

Introduction

2.1 Family education is not only a service. It is also a tool to foster positive values, attitudes, and skills needed for a happy personal and family life, not least one to develop a stable and harmonious society. For this reason, it is important we know the range of family education services in our society, the purpose and objectives they serve, and their current strengths and limitations, and how they should be developed in the future to suit the needs of people and their families, and to prepare them for the challenges in family life. This chapter attempts to provide the background of this study. It discusses the relationship between family and family education, the development of family education services in Hong Kong, framework for understanding current promotional strategies of family education services and their provision, and the approaches taken to address the objectives of this consultancy research.

Terminologies of Family Education

Family Education

2.2 The meaning of family education is often assumed than clearly defined. In the broadest sense of the term, it refers to all attitudes, knowledge, and skills needed for a happy family life. The *Family Education Act* (《家庭教育法》) of Taiwan takes on this broad approach in looking at family education. In the narrow sense, as it is often used in the North American context, it refers to education of the family and family members for a specific purpose, such as patient care at home (e.g. London, 1999; Hatfield, 1990; Bateman, Kramer, & Glassman, 1999; Gyamfi et.al, 2010). In the Chinese context, it refers more to the role of the family in general and that of the parents in specific in teaching their children in the course of their upbringing, as the term *jiajiao* (家教) is traditionally understood.

2.3 The confusion about meaning of family education extends beyond the width of its definition. When family education is referred in the context of patient care, as is the case of North America, it actually refers to education and training needed for the patient families.

Therefore, it is taken more to mean education *for* the families; whereas in the traditional Chinese context, for instance, in referring to the parents to their children in the course of their upbringing, family education tends more to mean education *in* the family. The first understanding, education *for* family emphasizes the role of agents outside the family to providing the education; whereas the second understanding implies the role of the agents within the family in educating its members.

2.4 With growing diversity of families in the Western societies, the meaning and contents of family education is increasingly divorced from those in the Asian context. This divergence in understanding is seemingly due to the controversies on what constitutes a family. As will be clearer later in this report, specifically in the chapter three, Western societies like the United Kingdom, Australia, and the Scandinavian countries are now more commonly opted for the term ‘relationship education’ in face of the trend of separation of marriage and family formation. In Asian societies like the Mainland and Singapore, the term ‘family education’ is still commonly used to refer to education and training needed by families and their members for a happy family life. Though Taiwan also uses the term family education, it is used in a more liberal sense, which acknowledges the need to educate different forms of families.

Family Life Education

2.5 In the North American context, the term ‘family life education’ is more commonly used. Family life education was developed around the turn of the twentieth century in response to a range of problems with which families were facing as a result of social changes (Lewis-Rowley et al. 1993). These problems were brought by urbanization, industrialization, and the changing roles of women in family and society. From its beginning, the goal of family life education has been to assist families and family members with their roles and tasks through formalized educational programs as a means to improving family life and reducing family-related social problems (Arcus, 1995).

2.6 Though family life education has had a history of more than a hundred years, questions about its definition, nature, and contents have not been easy to answer. Kerckhoff (1964) attempted to define family life education in terms of its contents,

Family life education includes facts, attitudes, and skills relating to dating, marriage, and parenthood. Obviously, then, it includes – but is more than – homemaking education, or parent education, or family sociology, or sex education. Throughout the content is woven the idea of relationships – parent-child, husband-wife, boy-girl, and so on. (p.883)

2.7 Some like the National Commission on Family Education (1968), rather than by referring it to the contents, defined family life education in terms of its purpose and function,

Family life education has as its primary purpose to help individuals and families learn about human growth, development, and behavior in the family setting and throughout the life cycle. Learning experiences are aimed at developing the potential of individuals in their present and future roles as family members. The core concept is relationships, through which personality develops, about which individuals make decisions to which they are committed, and in which they develop self esteem.

2.8 The definition of family education by the National Council on Family Relations (1968) is closely echoed by that stipulated in the *Position Paper on Family Life Education* of the National Commission of Family Life (1970).

Family life education is to guide individuals and families in improving their interpersonal relationships and furthering their maximum development. It seeks to improve their quality of life throughout the entire range of human development. (p.186)

2.9 Thomas and Arcus (1992) had taken a different approach to understand family life education. By using the methods of analytical inquiry, they identified the essential components of family life education which echoes the content of family life education delineated in *A Framework for Life-span Family Life Education* developed by the National Council on Family Relations (Arcus, 1987; National Council on Family Relations, 1984). These components are :

- human development and sexuality,
- interpersonal relationships,

- family interaction,
- family resource managements,
- education about parenthood,
- ethical concepts and principles,
- family and society, and
- communicating, decision-making and problem-solving.

2.10 In sum, family life education is the educational effort to strengthen family life in different stages of the family cycle. Its objective is to enrich and improve the quality of both individual and family life. Family life education emphasizes processes to enable people to develop into healthy adults, to help people work together in close relationships, and to facilitate the ability of people to bring out the best in others.

Relationship Education

2.11 Increasingly, relationship education is used as a more generic term in lieu of family education in the Western societies. The term includes, but is not limited to, marital relationship. It also includes cohabiting couples. In this sense, it is more inclusive. However, relationship education is used to refer to couple relationships rather than other forms of relationships like parent-child or intergenerational relationships in the family.

2.12 Relationship education potentially can be delivered across the couple relationship lifespan. However, most attention has currently been focused on the transition to marriage (Halford et al., 2003; Markman, Stanley, Blumberg, Jenkins, & Whiteley, 2004). In Norway, for instance, relationship education programs refer more to premarital education, and is defined as information and skill-based training that provide couples with tools that may be of help in sustaining and improving their relationship (Thuen and Laerum, 2005).

Parent Education

2.13 As is the case of family education, parent education has not been clearly defined. There has been little consensus on a definition of parent education (Hicks and Williams, 1981). In fact, the term ‘parent education’ is now often used interchangeably with terms like ‘parenting

education’ or ‘education for parenthood.’ Succinctly put, parent education covers programs designed to help people (who include, but are not limited to parents) prepare for effective parenting and for responsible parenthood by learning about child development and the role of parents.

2.14 In varying degrees, parent education has now become the focus of family education in a lot of places. In UK, for instance, the government’s policies indicate that support for couple relationship is of a lesser priority as compared with support for children. In a lot of its policy developments, the couple dimension of family life has been consumed by the concentration on children and parenting (van Acker, 2008). As will be discussed later in Chapter 3, family education tends to focus on parents with children aged between 0-18 in facilitating children’s moral development.

Filial Education / Education for Children in Family

2.15 In Taiwan and Mainland, educating children of their roles and responsibilities in family is also included in family education (子職教育). Some even extends the argument to include what can be termed as filial education of children (孝道教育) in line with the heritage of the Chinese culture. Similarly, in Hong Kong, there has been proposal to incorporate the filial piety in the early childhood education (林志德、歐凱鑫, 2007). The so-called filial education is again not clearly defined, but is loosely understood to include the cultivation of concept and attitudes of filial piety among young children in the family and in the social order.

2.16 Children have long been a target of family education because a happy family life does not consist of good parents only. As children grow older, they are increasingly influenced by socio-cultural attitude outside the family. Therefore, take family life education as an example. It also targets on educating children, but more about understanding human development and interpersonal relationship. The intention, if not the practice of teaching children the concept of filial piety and cultivating the attitude of being filial to the senior family members in Chinese societies reflects the role of in family education, which may differ with respect to different societies.

Family Education in the Context of this Study

2.17 It can be seen from the above that different names and terms have been used to refer to efforts to educate and teach families and their members the needed attitudes, knowledge and skills to live a happy family life in the society. For the purpose of this study, family education is used in the broadest sense of the term to allow stakeholders of different backgrounds to define its conceptual content and to express their views about it. Particularly, it is used interchangeably with the term ‘family life education’. In the context of this study, therefore 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 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.

Family and Family Education

Definition of Family

2.18 In Hong Kong, Article 37 of the Basic Law provides that the freedom of marriage of Hong Kong residents and their right to raise a family freely is protected by the law. However, the conceptions and definitions of the family in Hong Kong, as in other places, are very diverse. In accordance with the first report on the implementation of the International Covenant on Economic, Social and Cultural Rights in the HKSAR, the official definition of family is that it is “a group of people of at least two generations related by blood and by marriage who may be living together as one household or separately, but keeping their kinship intact.”¹

2.19 Families exist in different forms nowadays. In Hong Kong, the most common family structures are the unextended nuclear family, which refers to families which comprise a family nucleus without other related persons, and the vertically nuclear families, which comprise a family nucleus with one or more related persons not of the same generation. Other forms of

¹ Paragraph 199 on the Definition of “family” in the *First Report of the Hong Kong Special Administrative Region of the People's Republic of China* in the light of the International Covenant on Economic, Social and Cultural Rights

family structures which are also common in Hong Kong include extended families, single parent families, split families and remarried families.

2.20 The importance of family has long been recognized by both the government and the public. The 1991 White Paper *Social Welfare into the 1990s and Beyond* recognizes that :

“the family unit is a vital component of society. It provides an intimate environment in which physical care, mutual support and emotional security are normally available to foster the development of children into healthy and responsible members of society. The family is a source of support and strength in the care of the infirm and the elderly, the disabled and delinquents for whom family involvement generally contributes to a more successful rehabilitation.”

2.21 While the majority of families are functioning well most of the time, it cannot be assumed that all families in Hong Kong are able to fulfill its functions. Some may fall into difficulties, and therefore need support and help. For those well-functioning families, they may also need to be equipped with knowledge and skills to cope with the changing demands of living in a modern society.

Need for Intervention in Families

2.22 The modern society induces a lot of stress in the family. It also causes a lot of changes in family structure and form. The easiest but debatable definition of family is a heterosexual conjugal unit based on marriage (Silvia and Smart, 1999). Some refer to this kind of family as ‘proper’, ‘normal’ families, or ‘conventional’ families (Silvia and Smart, 1999; Eshleman, 2003). Besides, there are other kinds of families which are getting more prevalent in nowadays society. According to Eshleman (2003), these include the ‘nontraditional’ forms of family like the separating/divorced families and remarriage/reconstituted families.

2.23 Families are the cornerstone and the most fundamental social unit of any society. By virtue of their symbiotic relationship, the well-being of families is closely tied with that of the community. For this reason, therefore, despite the common understanding that the family is a private sphere and the controversies surrounding public intervention in family life, the importance of education and support services to families and their members in facing challenges

to family life is generally recognized (Darling, 1987). For this reason, efforts to provide family with the education and training for a happy family life have existed for almost a century.

Family Education and Other Forms of Intervention in Families

2.24 The relationship of family life education and other forms of family services to support families has often been a subject of concern for the family practitioners. Doherty's Levels of Family Involvement (LFI) Model has been influential in demarcating the relationship of family life education and other forms of family services. According to Doherty (1995), there are five levels of intervention in the families, namely, minimal emphasis on families, information and advice, feelings and support, brief-focused intervention, and family therapy. In accordance with this model, family life education is conceived as the first two levels of intervention in the family.

2.25 However, Doherty's Levels of Family Involvement Model is being criticized to place family life education and other forms of family services like family therapy in a hierarchical relationship, implying that one is subsuming under the other and that family education is a lower order of intervention. In a recently published article, Myers-Walls et al (2010) argued in favor of the Domains of Family Practice (DFP) Model to replace the LFI Model. Accordingly, this DFP Model differentiates the unique roles of family life education, family therapy, and family case management, and encourages appropriate collaboration among practitioners in these fields of practice to develop strong and healthy families.

Role of Government in Family Education

2.26 Family education is not only the concern of the family practitioners. It has been the collective efforts of different parties, including the government. In the West, as will be shown later in this report, efforts to provide education to families come from myriad sources. These include pre-marriage and marriage education programs of the churches to prepare the couples-to-be and couples respectively for marriage and family life, the family life education programs provided by the voluntary agencies (the NGOs nowadays) to a range of families and their members under the support of the government, as well as remedial parenting education programs to parents of juvenile delinquents as a means to prevent recidivism among the young offenders (as in the case of England and Wales).

2.27 In view of the importance of education to both the families and the community, some governments have taken a more active role in developing family education. In Taiwan, Singapore and Mainland, for instance, the governments actively participated directly and indirectly in promoting family education and providing related services to families with a view to preserving the traditional families and their functions. In other places, like England and Australia, parent education and relationship education are part and parcel of a range of social services to support the children and their families. Family education has consistently been used to help families in different situations in facing up to challenges of contemporary family life and preventing hazards to its members.

2.28 As a result of its development, family education has split into many sub-specializations that are in need of re-integration for further development (Fisher and Kerckhoff, 1981). Besides re-integration, the burgeoning of family education has called for higher standard of practice. In the US, the National Council on Family Relations grants recognition to individuals who have met specified qualifications, not as a certification to teach, but as a credential indicating expertise in the field of family life education (National Council on Family Relations, 2010). In Australia, the Marriage and Relationship Educators' Association of Australia (MAREAA) provides professional support to its members. In Taiwan, the Government has a licensure system for registration of qualified family educators.

Development of Family Education in Hong Kong

2.29 Family education first made its appearance in Hong Kong in the mid-1960s when some voluntary agencies (now more commonly known as the NGOs) promoted it as a form of social services. In the mid-1970s, there was increasing public concern about the juvenile delinquency problem in Hong Kong. In 1977, the *Green Paper Development of Personal Social Work Among Young People in Hong Kong* recommended the establishment of family life education, as well as school social work and outreaching service, as measures to combat juvenile delinquency. In the *White Paper Social Welfare into the 80s* of 1979, the government officially stipulated the development of family life education to young people and their families in Hong Kong.

2.30 According to the *White Paper Social Welfare into the 80s* of 1979, the development of family life education services under a comprehensive framework was the joint effort of the

government and the voluntary sectors (now referred to as the NGOs). On the government side, the Social Welfare Department would be responsible for the overall direction and coordination family life education services and for organizing major programs and publicity programs on a territory-wide basis, whereas for the voluntary agencies, they would be responsible for providing family education services through their family life education units (FLEUs) at the district level.

2.31 Since its inception, therefore, family life education has been a form of community education developed in response to the rising concern for juvenile delinquency under the welfare ambit. Being preventive and educational in nature, it was originally designed to arouse public awareness of the importance of family life, and the need to acquire skills and positive attitudes in dealing with the challenges of it. Among its major aims include the improvement in the quality of family life, the promotion of inter-personal relationships and social consciousness, as well as the prevention of family problem that may lead to wider social problems. Essentially, family life education is to prepare individuals to take up roles and responsibilities in the family of origin, and extend into his own family and eventually the society.

2.32 The nature and role of family life education were re-affirmed in the review of family services in 2000 conducted by the Hong Kong University Team for the Social Welfare Department and the subsequent re-organization of the family services centres (FSCs) into the integrated family services centres (IFSCs) in 2004. Accordingly, the new IFSCs were formed by the pooling of resources from family service centres/counselling units and family related resources, including Family Life Education Units (FLEUs), Family Support and Resource Centres (FSRCs), Family Support and Networking Teams (FSNTs) and Post-migration Centres. Under the new IFSC, family life education remains a preventive service and is provided under the Family Resource Units (FRUs) as well as some independent FLEUs. The coordination of family life education services, like other social services, was bestowed on the various coordinating mechanisms of the then newly reorganized district offices.

2.33 It is true that family life education began in the welfare ambit. In the past three decades, however, there have been increasingly more service operators of different backgrounds who join in to provide family education services to different people and their families. As far as the government is concerned, the Education Department (now the Education Department Bureau),

and the Department of Health have been officially involved in providing family education in accordance with departmental plan and priorities. Besides, schools and their parent-teacher associations (PTAs) have been active in providing family education to the students and their parents. Increasingly more religious organizations are providing pre-marriage, marriage, and family education to their members. Last but not least, the commercial service providers are also playing a significant role.

2.34 The advance of time not only sees an increasing number of service operators in the family education programs. The setting up of the Family Council in December 2007 under the chairmanship of the Chief Secretary for Administration has also implications for changes in the responsibility for the promotion of family education in Hong Kong. In accordance with its term of reference, the Family Council was established to provide a cross-sector and cross-bureau platform to study and address family-related problems with a view to providing high-level steer and advice, and fostering effective coordination and collaboration. Since then, the Family Council has been playing an active role in promoting family education activities in Hong Kong

2.35 With these developments, it is clear that the overall landscape of family education services in Hong Kong has substantially changed over the past three decades. In the first place, its provision is now not only limited to the welfare ambit, but is available in a range of sectors in the community. In connection with this, it is also noted that there is confusion in the terminology used to describe the service. While the welfare sector continues to use the term ‘family life education’, the non-welfare sectors tend more to use the term ‘family education’. Thirdly, the setting up of the Family Council as a high level body that steers family policy and promotion of core family values and happy family life certainly has implications for promoting family education services in Hong Kong. Given all these changes, it is high time to examine the stakeholders’ views on family education and current scenarios of family education services so that family education can be further developed to better prepare people for the challenges of families and family life in Hong Kong.

Framework for Reviewing Family Education in Hong Kong

2.36 Basically, family education programs differ from each other in a number of axioms, which can be grouped under two dimensions, namely, that related to the characteristics of the

family, and that related to the family education programs. For the purposes of this study, the following framework is adopted to review the family education activities in Hong Kong, which will be understood with respect to the dimensions listed below.

The family characteristic dimension

Developmental stage of the family

2.37 Programs cater for education needs of families at different stages of their developmental life cycle, including pre-marriage, marriage adjustment, child-bearing, parenthood, empty-nesting, retirement, and bereavement. Family education programs help families at different stage of the life cycle to learn the skills so as to cope with the critical developmental tasks so that they can successfully get onto another stage and stay healthy in their course of development. The advantage of the developmental perspective is that it can provide a rather comprehensive view with which to address the needs and developmental tasks of the majority of families. If the needs of families in different stages are well addressed through family education, the chance of disruption in the family will be less likely.

Family Types

2.38 Besides those with a ‘normal life cycle’, there are other types of families with a different course of life stages. Nowadays, separation and divorce is getting more common in Hong Kong. Besides, the number of divorced people getting re-married is increasing. According to the Census and Statistics Department of the Hong Kong SAR Government, the number of divorce decree granted rises from 6,295 in 1991 to 13,247 in 2000 and 18,167 in 2010.² The number of marriages involving remarriage of one or both parties rises from 4,892 in 1991 to 7,273 in 2001 and 16,642 in 2010.³ The set of critical developmental tasks faced by these separating/divorce families and remarried/reconstituted families are very different from those with a ‘normal life cycle’. They therefore have different family education needs.

Family and its Ecology

² Numbers are compiled from figures presented in Table 1.1 of *Hong Kong Annual Digest of Statistics 2000 Edition*, and Table 1.1 of *Hong Kong Annual Digest of Statistics 2011 Edition*

³ Numbers are compiled from figures presented in Table 2.3 of *Women and Men in Hong Kong Key Statistics 2011 Edition*.

2.39 Families can also be different with respect to the ecology in which they are embedded. In fact, a lot of problems faced by families are related with their adjustment to their ecological environments. One local example is families with new immigrants from the Chinese Mainland. These families need to be “educated” on different aspects of life in Hong Kong so that they can be integrated into the mainstream. Another example is work which is an important element in the family ecology. As pointed out by Chow and Berheide (1988), the interdependence of family and work has important implications in developing a framework for family life education, policy, and practice.

Agency Dimension

Service operators

2.40 The auspices under which family education is provided determines to a great extent the nature, content and approach of services so provided. In Hong Kong, as in other places, family education is provided by different service operators, each of them has a background of its own. These service operators, which could be government or NGOs, religious or secular organizations, profit or non-profit making, professional or non-professional, provide family education services in line with their organizational backgrounds and missions. It is necessary to study the participation and role of different service operators, as well as the nature of services they provide to the public in order for family education in Hong Kong to move forward.

Funders of services

2.41 Apart from the background and mission of the service operators, funders of family education services also influences the nature of family services provided. It needs no elaboration to point out that funders have a say on the shape of the services. However, an equally important consideration is that over-reliance on one source of funding may mean a lack of variety of programs. Hence, it will be in the interest of this study to identify the funding sources of the family education activities in Hong Kong. It is customary to divide funding into public and non-public sources. With increasing acceptance by the public of the user-pay principle, it is necessary to explore the role of fee-charging services in family education provision.

Program characteristics dimension

Program strategies

2.42 Family life education can be provided to the community through different strategies. In Hong Kong, there used to be two broad strategies in delivering FLE service to the community, namely promotional strategies and educational strategies. Promotional strategies are to cultivate public awareness, to convey to the public the “what” and “why” of family life education, and to arouse public interest in the service through the mass media, promotional programs and other means of publicity. Educational strategies aim at helping individuals acquire knowledge and skill in handling family affairs and problems at different stages of the family life. These usually take the form of lectures, workshops, training courses, family camps and group activities.⁴

Functions and Purposes

2.43 Family life education programs differ from each other with respect to their functions and purposes. According to Fisher and Kerckhoff (1981), there are three main functions and purposes of family life education programs, namely, (1) educational programs that are designed for improvement in cognitive understanding of the knowledge needed for family life, (2) enrichment programs for preventing serious problems, and/or enhancement of happy family life, and (3) treatment programs for remediation of problem behaviors, thoughts, and feelings etc. that are detrimental to families.

Voluntariness of Participation

2.44 The majority of family education programs are of voluntary nature, meaning that people participate in these programs entirely of their own volition. However, this is where the paradox of family life education appears. Oftentimes, people who take part in the family education programs are not those who need them most, and those who need family education usually do not participate in these programs for different reasons. Hence, in some countries, there are mandatory programs based on court orders, notably for parents who have failed their parenting responsibilities to a degree that legal intervention in the family is justified by the law. Though

⁴ Source : http://www.sebird.com/portfolio/web/family_land/life/lifeindex2.htm

often being a small part of family education programs, court-ordered family life education programs are often an indispensable part of family education.

2.45 These axioms are not independent of each of other. They can be overlapping. For instance, in Hong Kong, new immigrants can join a parent education program on a voluntary basis so that they know what they are expected of as parents in Hong Kong. In Taiwan, parents with young children (developmental axiom) can be sentenced to receive mandatory parent education in accordance with the *Children and Youth Welfare Act* due to child abuse or neglect. A lot of states in the United States have laws mandating parent education through state statutes, county-wide or district-based mandates, or judicial rules and orders so as to help separating and divorced parents to reduce the harm and possibility of domestic violence against children in the divorce and separation process.

Relevance of the Framework for Reviewing Family Education in Hong Kong

2.46 The axioms are not only dimensions through which a particular family education program can be understood. Taken together, they can also form and serve as a framework to study existing landscape on the family education programs. When relevant data of existing programs in Hong Kong are collected, they can be mapped onto each of these axioms for analysis. In so doing, the findings can throw light on questions such as:

- a. What are the major objectives of family education in Hong Kong?
- b. Who are the funders and service providers ?
- c. Who are the main targets of family education ?
- d. What is the major approach taken to provide family education?
- e. Where does the centrality of existing family education programs lie?
- f. Is there an over-concentration of existing services?
- g. What types of services are apparently lacking (service gaps)?
- h. Which services are in need of development?

2.47 With the proposed framework, it is hoped that the current landscape of different kinds of family education services/programs/activities in Hong Kong can be explored and identified by answering the questions listed above.

Methods Used in this Study

2.48 With the help of the framework delineated in the previous section, a multi-method approach, which is alternatively termed mixed-research methods, was used to collect the needed data for the purposes of this study. This will ensure more comprehensive answers to the research questions and offset the limitations of one method over others (Creswell & Creswell, 2004; Singleton & Straits, 2010). The advantages of employing of a multi-method research approach could be summarized in tandem with what Fielding and Fielding (2005) said

“(t)he advantages of combining methods do not require that we ignore that different approaches are supported by different epistemologies. Accepting the case for interrelating data from different sources is to accept a moderate relativistic epistemology, one that justifies the value of knowledge from many sources, rather than elevating one source. Taking a triangulation or multiple-method approach is to accept the continuity of all data gathering and analytic efforts (p.560)”

2.49 Besides, a multiple-method approach denies the supremacy of one method over the other, avoids an “either-or” position and reaps the benefits of “both-and” as far as the use of quantitative and qualitative methodologies are concerned. As Singleton and Straits (2010) stated that

“(t)oo often in social research, methods are not chosen or created to fit the task but have become ideologies that define what to study and how. Qualitative research is valued over quantitative (or vice versa); comparative historical methods are valued over survey research field research is valued over experimentation. These dogmatic positions, however, obscure the fact that all conclusions in social research rest on the resolution of the same basic issues... In short, the focus of social research should be on what one wants to know and why rather than on how to apply a particular approach. We must be capable of applying

particular techniques and methods, to be sure, but these should not be treated dogmatically lest their application become an end in itself (pp. 449-450).”

2.50 With these considerations, therefore, the following multi-method research approach would be used to investigate the terrains of family education locally and overseas in the form of combining the five data collection and analysis methods listed below:

- a. Desktop survey, including internet and major academic databases
- b. Archival study of family education services/programs
- c. Survey and content analysis of existing family education service/programs
- d. In-depth interviews with stakeholders, including heads of units/agencies providing family education
- e. Focus group interview with the service users

2.51 Each of the five data collection strategies could incorporate more than one analytical method. Integration of findings based on the angles generated by different kinds of methods collectively may provide more integral and precise results to sketch the skeletons and characteristics of local and foreign family education services and programs and to assess their strengths and areas in need of improvement. The specified methods used will be further elaborated in the following chapters of this report.

Conclusion

2.52 This chapter has reviewed the different terminologies used to refer to family education in the literature. As have pointed out earlier, this study will use the term ‘family education’ in the most inclusive sense to allow broadest scope of inquiry. Following clarification on the meanings of the terminologies, this chapter also attempts to delineate the relevance of family education to contemporary families as well as suggest a framework and the methods to study family education in Hong Kong.

2.53 In the next chapter, focus will be on examining family education in five selected places. It is hoped that the experience of these places will throw light on the issues of family education policy and services in contemporary societies. Besides, experiences in these five places could be

a reference for the development of family education in Hong Kong. In Chapter 4, qualitative data collected from the stakeholders' interviews and focus group interviews with the service users will be presented to highlight the major views on, as well as issues in family education in Hong Kong. This hopefully will set the scene for understanding the findings presented in the landscape study on family education in Hong Kong in Chapter 5. The last chapter will conclude this study and make recommendations on the basis of its findings.

Chapter 3

Study of Family Education in Five Selected Places

Introduction

3.1 The presence of family education in countries across cultures exemplifies that the family is often seen as the basic building block of the society, either in terms of the functions it performs or the values it upholds. It sometimes serves as a means to resolve social problems arising in the changing circumstances, such as dissolution of families, children in needs and teenage delinquency; meanwhile, it sometimes takes up the role to strengthen certain highly treasured social values, for example, family unification, respect and filial piety.

3.2 This chapter will review family education policy and services in five selected places, namely, the People's Republic of China, Taiwan, Singapore, Australia and England and Wales. The review focuses on the framework for developing and providing family education in these selected places, including their relevant policies and laws, responsible Bureau/departments, public bodies involved, the key operators of the service, corresponding funding, program focus and the verification/license required in practice.

3.3 The purpose of reviewing family education across different places and cultures is to learn from their experience to see if (and how) they can throw light on the future development of family education in Hong Kong to better serve the needs of local families and prepare them for existing and future challenges in family life.

Family Trends and Threats

Marriage and Cohabitation

3.4 Marriage is not always the preferred form of alignment for couples, as though a growth of marriage rate is observed in PRC where, over a period of 20 years (1991-2009), the average growth rate of marriage was 1.3%.¹ With the exception of

¹ National Bureau of Statistics of China (2010). *China Statistical Yearbook 2010*. The People Republic of China Accessed on 18/08/2011; available at :<http://www.stats.gov.cn/tjsj/ndsj/2010/indexeh.htm>

this, all the other four places have the drop of marriage rate observed in the recent years, some even last for a decade. The crude rate of marriage between 1981 and 2010 in Taiwan dropped from 9.3 (per 1000) to 6.0.²; in Singapore, the marriage rate per 1000 unmarried male and female residents decreased from 51.6 and 67.3 in 1970 to 43.6 and 41.1 in 2009;³ the proportion of all adult Australians in registered marriages declined slightly from 51% to 47% between 1991-2001 (Australian Bureau of Statistics, 2003; quoted in Halford and Simons, 2005); similarly in the UK, the provisional number of registered marriage in 2009 is 231,490 which represents the lowest number of marriage in England and Wales since 1895 (228,204).⁴

3.5 With family formation increasingly separating from marriage, cohabitation becomes an option for couples (both heterosexual and homosexual) to inhabit together; meanwhile, the popularity of cohabitation is evident in Australia, in which the proportion of couples who cohabit rather than marry has increased progressively from 6% in 1986 to 15% in 2006 (Qu and Weston, 2008). The increase of popularity of cohabitation among couples is also noted in Singapore and England and Wales.

Family Dissolution, Lone Parents and Family Vulnerability

3.6 Family dissolution is noticed as a common trend among the reviewed places. The growth rate of divorce (8.2%) was greater than 6 times of the growth rate of marriage (1.3%) in PRC between 1991 and 1999;⁵ Taiwan experienced a drastic increase in the number of divorce between 1991 and 2010 within which the number of divorce cases rose from 28,298 to 58,115, with an increase in rate of 105%;⁶ the divorce rate doubled from 3.7 for per 1,000 married male residents in 1980 to 7.7 in 2009 in Singapore;⁷ the divorce rate in Australia peaked in mid-80s and has declined

² Director General of Budget (2011). *Statistical Yearbook of the Republic of China 2010*. Accounting and Statistics, Executive Yuan, Republic of China; available at : http://eng.dgbas.gov.tw/public/data/dgbas03/bs2/yearbook_eng/y009.pdf

³ Department of Statistics (2011). *Census of Population 2010 Advance Census Release*. Ministry of Trade and Industry, Republic of Singapore. Available at: <http://www.singstat.gov.sg/pubn/popn/population2010.pdf>; last retrieved on 18.8.2011.

⁴ Office for National Statistics. (2011). *Statistical Bulletin: Marriages in England and Wales, 2009*. UK: Office for National Statistics.

⁵ Same as 1

⁶ Same as 2

⁷ Same as 3

slightly from 2.9 to 2.6 between 1996 and 2006 (Qu and Weston, 2008); in the UK, the divorce rate peaked at around 180,000 in 1993, and it started to show a clear down trend only in the mid 2000s. The number was close to 144,000 in 2007.⁸

3.7 With the significant number of divorces taking place, single parent families become more prevalent. Lone parent families are identified to be more vulnerable to poverty in Taiwan, Singapore, Australia and England and Wales, as females who earn less than their counterpart are usually found to be the heads of these families. In Singapore, lone-parent families are found to have more challenges in parenting and lowering of living standard.

3.8 In Taiwan, the lone elderly families also attract great public concern as extended families dissolves. The elderly people are not being cared in the institution of family as in the old days, and their needs must be met elsewhere or by strengthening the family function for care.

Children in Need

3.9 Children's needs and welfare often draw public concern, and become the core of social welfare and family education policy. Children in need may include those who are insufficiently cared, maltreated, in poverty, born with disabilities and learning difficulties. These problems manifest in varied forms in different societies, but are commonly able to call for policy responses.

3.10 China, for instance, is struck by the left-behind children, who reached 58 millions in rural areas in 2010.⁹ These children are left to the care of grandparents and relatives in the rural hometowns without direct parental support. Thirty percent (30%) of these left-behind children are found to suffer from psychological problems (Fan, Su, Gill, & Birmaher, 2010). As in other places, children who are insufficiently cared have less chance to thrive; therefore, family educations of all five places under review guarantee an effort to advance parenting attitudes and skills of the carers, as both preventive and remedial measures.

⁸ Office for National Statistics. (2009). *Social Trend*. 2009 Edition. Palgrave Macmillan. p.20

⁹ All-China Women's Federation (2010). *58 Million Left-Behind Children*. Available at: <http://www.womenofchina.cn/html/node/108195-1.htm> ; last accessed on 25.5.2011.

3.11 Children are found to be more likely to live in poverty while their families are headed by a single parent, particularly by female counterparts. In the UK, lone parents were three times more likely than couples ‘always’ to run out of money.¹⁰ Therefore, children living in lone-parent families have become the main target of the Sure Start programs. Sure Start is aimed to train lone parents on literacy skills, in order to enhance their chance to be employed and leave poverty. To support lone parents, Singaporean government has produced a guide for lone parents entitled ‘*Moving On...*’ by the Ministry of Community, Youth and Sports (MCYS) and it is made available to the public on its webpage.¹¹ The Singaporean government also strengthened the enforcement of the maintenance order through imposing new sanctions and penalties on persons who default on maintenance orders.

3.12 Dual-earner families in Singapore bother the society as there is a rising expectation on motherhood. In this regard, the government offers a top-up scheme so to enable mothers to enjoy up to 16 weeks of maternal leave. Mothers taking care of their children under 7 years old could enjoy 7-day Government-supported child care leave per year as well.¹²

Policy/Law for Family Education / Family Life Education

3.13 Family education policy is actualized through relevant laws and service provision frameworks, which serve to coordinate the responsible departments and public bodies to work according to the policy for the expected outcomes. The gravity to the use of legislation or service provision framework in the execution of family education policy varies from place to place.

The PRC

3.14 China is experiencing drastic economic transformations in the recent decades. To endeavor the success of the economic reform kicked off by DENG Xiaopeng,

¹⁰ Office for National Statistics. (2009). *Social Trend*. 2009 Edition. Palgrave Macmillan. p.123

¹¹ MCYS (2005). *Moving on - A Single-parent Guide*. Available at: http://app1.mcys.gov.sg/portals/0/Summary/publication/Resource_Materials_single_parent.pdf, last retrieved on 17.8.2011.

¹² Source : Pro-family Leave Scheme, Family & Community Development @ eCitizen Website, Available at : <http://fcd.ecitizen.gov.sg/ProFamilyLeaveScheme/GovernmentPaidMaternityLeave/>; retrieved on 18.8.2011.

harmonious family and stable society are not less than crucial. The *Ninth National Five-Year Plan on Family Education* of 1996 (《全國家庭教育工作“九五”計劃》), the *Tenth National Five-Year Plan on Family Education* of 2002 (《全國家庭教育工作“十五”計劃》), the *Eleventh National Five-Year Plan on Family Education* of 2007 (《全國家庭教育工作“十一五”規劃》) and the *National Family Education Guidance Outline* of 2010 (《全國家庭教育指導大綱》) are official policies that governs the planning, reviewing and revision of concurrent family education. They provide guidelines for implementing the plans of the central government.

Singapore

3.15 Singapore takes on a similar orientation in devising the family education policy, through which family as an institution for proper socialization was emphasized and strengthened so to promote a harmonious and stable society where there are less deviants. The *Maintenance of Parent Act* and the *Women Charter Amendments* are legislative measures to reinforce the state-preferred mode of family; coupled with the policy paper *The Family Matters!*, the Singaporean government has shown its determination to facilitate the institutional functions of family on socialization, care provision and financial support.

Taiwan

3.16 Apart from China and Singapore, the Taiwan government also finds family education policy an effective tool for achieving the social goal of preserving Chinese cultural values of family. Taiwan has a long history in the development of its family education, which can be dated back to the 1940s. The past 50 years or so have seen persistent efforts of the government to lead the development and provision of family education. The *Family Education Law* (《家庭教育法》) of 2003 and the *Children and Youth Welfare Law* (《兒童及少年福利法》) represent the efforts of the government and the community to translate the core value of the Confucian order of social relationships in the family.

Australia

3.17 The abiding effort of the Australian government to preserve marriage has a long history. It was clearly evident in the enactment and reform of the *Family Law Act 1975*; in addition, the government has been bound by the *Marriage Act 1961* to providing funding on pre-marriage and marriage education to prevent marriage dissolution. In addition to these laws, the Australian parliament published the report *To Have and to Hold: The Parliamentary Report on Strategies to Strengthen Marriage and Relationships*¹³ in 1998. The report pointed out that adults and children are at increasing risk of mental and physical problems as a result of the marital distress of their parents. With a clear and strong problem solving agenda, family education was recommended to uphold marriage and couple relationships as socially desirable institutions for providing physical, emotional and financial support for individuals, where children are particularly the central concern. While the report does not represent the stance of the government, it strongly impacted on the official views on family and family education.

England and Wales

3.18 The British government orientates family education as measures to tackle social problems arising from family dissolution and the increasing multiplicity in family life. Among problems of all sort, children's needs and chance to thrive become the most eye-catching social issue. To dilute the high moral tone in saving marriage at all cost, the *Family Law Act 1996* was reformed to turn divorce from fault-base to non-fault base; and to shift the policy focus to parental responsibility, childcare and child monitoring, parental contract and parental order through a range of laws, noteworthy among which include the *Children Act 1989* and the *Crime and Disorder Act 1998*. As in Australian, the government has left the choice for marriage and relationship education to adults themselves, focusing instead on parent education in the interest of the development of the children. *Every Child Matters 2003* becomes the

¹³ The report is available from the Parliament of Australia Website at : http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=/laca/inquiryinfam.htm

most influential policy paper that implicates on the development and provision of family education in the UK to focus on children's needs.

Responsible Bureau/departments

3.19 Among the five places, the responsible bureau/departments are largely centralized; with the exception of England and Wales, local authorities are given an influential role in planning, designing and coordinating local family supporting services, of which family education is often a part. The responsible bureau/departments for family education in each of the 5 places are listed and briefly described as follows:

PRC

3.20 The PRC has its All-China Women's Federation (全國婦女聯合會, ACWF), Ministry of Education (教育部, MoE) and Central Civilization Office (中央文明辦公室) responsible for family education at the national level. The leading role of promoting and providing guidance on family education in urban and rural areas was assigned to AWCF. The role of strengthening the management and providing guidance on parent education schools was borne by the MoE. A collaborative network among parents, school and the society was to be cultivated by the Central Civilization Office.

Singapore

3.21 In Singapore, the Ministry of Community Development, Youth and Sports (MCYS) takes the lead to develop the "heartware" for Singapore through their policies, community infrastructure, programs and services. It aims to build a cohesive and resilient society by fostering socially responsible individuals, strong and stable families, a caring and active community and sporting people. Under the MCYS, there is the Department of Family Education overseeing and implementing family education policy and programs in Singapore.

Taiwan

3.22 The provision and delivery of family education in Taiwan is specified legally specified in the *Family Education Law* of 2003 as well as the *Enforcement Rules for the Family Education Law*, which are implemented by Ministry of Education at the central government level and Municipal/Hsien (County) governments. The Ministry of Education engages more in the formulation of laws, regulations and policies on family education, and in research and development on the implementation and promotion of family education. It shares similar duties with the county governments of planning, delegation, and supervision of activities of family education; encouraging, assisting and evaluating the activities of family education; preparation and on-the-job training for family education professionals; propagation and promotion of family education; international exchange and cooperation on family education, and other matters regarding the promotion of family education, but one on national level and the latter on local level.

Australia

3.23 In Australia, Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) is now assuming responsibility for the administration of all family relationship services including the web service, Family Relationships Online, and the Family Relationship Telephone Advice Line, while Attorney-General Department (AGD) retains policy and service responsibility for Post Separation Services (PSS), including the Family Relationship Centres (FRC).

England and Wales

3.24 England and Wales adopts a relatively localized form of family education policy, whereby local authorities have to coordinate its own local organizations and service providers to plan, implement and evaluate family supporting plans to meet the needs of local families and to enhance the opportunity for children to thrive. These family supporting plans usually including parent education programs. Directions for local authorities to create their own plans for family supporting services and family education would be guided by the overarching framework initiated by the Department for Education of the central government (DfE).

Related Public Body and Key Operators

3.25 Family education services are run by mixed types of key operators, governmental, non-governmental and private, to support the various needs of couples and families and children in the society. Commonly, there would be a clear governmental public figure to oversee and develop local initiatives of family education according to the overarching framework; while there is none in PRC because most of the key operators are the local units of the responsible bureau/departments and semi-official bodies like the ACWF.

3.26 Table 3.1 shows the corresponding public body and key operators of family education in the five places. Worth-noting is that each place has its unique mix of key operators. All key service operators in the PRC are government agencies or semi-official bodies, including some NGOs. In Singapore, the NGOs play a major role in direct provision of family education, while the government takes the lead for the Marriage Central and the Social Development Network. The list of key operators in Taiwan is very inclusive and is specified under the Law. In Australia, faith-based and secular organizations are included, in addition to professional services provided under the Family Relationship Centres. In England and Wales, Relate UK¹⁴ and OnePlusOne¹⁵ are charity organizations which provide most of their services on a cost recovery basis. Besides RelateUK and OnePlusOne, couple counseling/education in UK is also provided in the National Health Services for couples who have mental problems that cause stressful relationship.¹⁶

¹⁴ 'Relate UK' is a national federated charity with over 70 years experience of supporting the nation's relationships governed by a Board of Trustees. Apart from relationship and family counseling, it runs workshops for married couples, parents, separating couples, and family members who are in need of knowledge and skills to deal with life tasks in different situations. Most of the services of Relate UK are provided on a cost-recovery basis. Information about 'Relate UK' is available from : <http://www.relate.org.uk/home/index.html>

¹⁵ 'OnePlusOne' is a UK charity that creates resources that strengthen relationships. It works to strengthen couple and family relationships by offering online services to help couples help themselves, providing learning resources to support frontline family practitioners and volunteers to help families with relationship issues, promoting a culture where it's OK to seek relationship help, and building knowledge in relationships to inform and improve family policies and services. Information about 'OnePlusOne' and its work is available from : <http://www.oneplusone.org.uk/>

¹⁶ NHS Website at <http://www.nhs.uk/Livewell/counselling/Pages/Couplestherapyrealstory.aspx>

Table 3.1 : Key Public Body and Service Operators in Family Education in 5 Places

The Place	Public Body	Key Operators
PRC	Nil	<ul style="list-style-type: none"> ● Units of All-China Women’s Federation ● Schools under the Ministry of Education ● Units under the Central Civilization Office ● the NGOs
Singapore	Family Matters! Singapore (FM!S)	<ul style="list-style-type: none"> ● Marriage Central and the Social Development Network (providing dating service) ● NGOs (Major service providers)
Taiwan	Family Education Advisory Councils	<ul style="list-style-type: none"> ● Family Education Centres ● All adult education institutions ● All schools, media ● All other public and private institutions ● Organizations related to family education
Australia	Family Relationship Services Australia (FRSA)	<ul style="list-style-type: none"> ● Family Relationship Online ● Family Relationship Telephone Advice Line ● Family Relationship Centres (FRCs) ● Faith-based and secular organizations
England and Wales	Children’s Trust Boards	<ul style="list-style-type: none"> ● Relate UK, OnePlusOne, National Health Services (marriage guidance) ● Sure Start centres ● Family Information Services ● The national Academy for Parenting Practitioners (now ended)

Corresponding Funding

3.27 In all the five places, funding for family education is directly allocated by the responsible government bureau/departments, with occasional involvement of the charity groups, i.e. the All-China Women's Federation and government departments in PRC; MCYS and Tote (charity body) in Singapore; the Ministry of Education in Taiwan; FaHCSIA and AGD in Australia; and the Department for Education in England and Wales.

3.28 With the exception of Australia, there is no designated annual budget for family education services/programs in the places under review. In Australia, an annual budget of \$231 million is designated annually by the Commonwealth through FaHCSIA and the AGD for family education programs (FaHCSIA, 2011). Funding is provided to more than 100 community organizations, through more than 650 locations throughout Australia.

Program Focus and Special Programs

3.29 The focus of family education in each place has its specific emphasis. Some would be more focusing on strengthening family functions as a way to build social coherence or to solve social problems, for example, PRC, Singapore, Australia and England and Wales; some would emphasize on extolling the traditional values on family unification and filial piety, sometimes, family values which are essential to certain desired family forms would also be promoted with noticeable governmental effort, like Singapore and Taiwan; some may want to make use of family education as a tool, if not the last straw, to hold back the family as a valuable institution in the society (Australia). Due to the diversity in the policy's emphasis, each place evolves its own special family education programs.

A way to build social coherence or to solve social problems

3.30 PRC develops family education to maintain the stability of the society; therefore, it builds a tripartite collaboration among family, schools and community for offering parent education for parents with children aged 0-18. Special programs available are community-based parent schools, online parent schools, national parent

schools with link to all other online parent schools. In Singapore, the government takes the life-stage approach to meet the needs of family in each stage of life, so as to build a cohesive society and the preferred form of family in Singapore. Special programs in Singapore are parent education programs in pre-schools and school family education, and family life ambassador program that brings family life education programs to workplace.

3.31 Australia and England and Wales are two places of which the governments wish to fix social problems through family education; hence, skill training is the core of family education to serve as a means to solve problems arising from family failures. Australian government focuses on both couple relationship and parenting while the UK government has a stronger inclination to work on children's preferable outcomes. Special family education programs in Australia are found to have PRE marital Personal And Relationship Evaluation (PREPARE), Facilitating Open Couple Communication, Understanding and Study (FOCCUS), Positive Parenting Telephone Services (PPTS), Parent Education and Relationships Living Skills (PEARLS) and Positive Parenting Program (Triple-P). Whereas, in England and Wales, marriage guidance for couples is mostly offered in the private market, while the government sponsors a number of parenting programs/ services i.e. Parent Support Advisors, mandatory parent education under the Parenting Order, Parent Program Evaluation Tool (PPET).

3.32 Among the five places in this review, England and Wales, Singapore, and Taiwan has remedial parent education which is made mandatory for parent in need of improvement in their parenting competence to take care of their children. In England and Wales, the *Crime and Disorder Act 1998* empowers the court to require a parent who children are convicted of a juvenile offence to receive parenting education for a period of up to 3 months. The *Children and Young Persons Act* (Chapter 38) of Singapore and the *Children and Youth Welfare Act* in Taiwan also provide for mandatory parent education for inadequate parents who are at trouble with the children protection laws due to their failure to ensure the physical and emotional well-being of their children.

Emphasis on extolling traditional values on family unification and filial piety

3.33 Proper family values are the core of family education programs in Singapore, throughout different life stages. The Singaporean government extols filial piety and family harmony as the foundation of family and stable society. Similar intention is could be identified in the family education in Taiwan, where mandatory parent education is also offered under the *Children and Youth Welfare Law*, and in addition to marriage and parent education, filial education is also included as part of the family education in Taiwan.

Promoting family values which are essential to government's desired forms of family

3.34 Governments' desired forms of family/ family life may not be of traditional forms of family, for example, the work-life balanced family in Singapore and reciprocal marriage relationship in Taiwan. In order to promote these preferred forms of family/family life, the governments would devise plans and assign groups to promote the core values of the desired forms of family/ family life.

3.35 The Singaporean government has come up with the Tripartite Committee on Work-life Strategy, comprising representatives from the Government, unions, employer groups and business associations. This Tripartite Committee spearheads the promotion of work-life harmony in Singapore. The Personal Work-Life Effectiveness programs and the Family Life Ambassador program are devised for promoting work-life balance in Singapore.

3.36 For Taiwan, the "Healthy Family Begins with Marriage Campaign" is a national program initiated by the Ministry of Education in 2010, constituent programmes of which are for enhancing people's awareness of their marriage expectation and help build a positive attitude towards marriage through the promotion and publicity in the media, learning activities and provision of resources. Moreover, they encourage couples to learn from each other, equip effective communication and problem-solving ability, respect each other and have a better marriage relationship so as to lay a good foundation for rearing children among the families.

3.37 These promotional efforts made by the governments are found to be distinctive to Taiwan and Singapore among the five places under review.

Verification / License Practice

3.38 Formal licensing for family educator applies only in Taiwan among the five places. In Taiwan, graduates of family or family education programs accredited by the Ministry of Education are eligible to be licensed as a family educator under the law.

3.39 In other places, practitioners in the field of family education do not have to be legally registered under the name of family educator. Most of them are trained in social work, counseling or related accredited programs at the universities.

Lessons to Learn

3.40 Among the five places in this review, some governments deploy a more centralized family education policy to guarantee the message and agenda of the government could be actualized through local practices. Centralization is more obvious in PRC, Singapore and Taiwan, where strong government leadership is shown in the role of the related governmental body in organizing and leading the development of family education services.

3.41 For the two western countries, family education policy allows more room for local bodies to develop their own family education that suits local needs. This happens in Australia particularly at its inclusion of faith-based and secular organizations as the key operators to develop tailored services for people with specific needs. England and Wales even allow local authorities to plan their own children and youth plans, so as to scripture fit and workable services for families in the local areas.

3.42 For places with more centralized family education policy, family education services are more standardized, through direct leadership by the governmental bureau (PRC), specific guidelines for programs funding for quality control (Singapore) or mandatory family education programs directly provided by the government (Taiwan).

Whereas, places with less centralized family education policy tend to allow more localized services to emerge, like those in Australia and England and Wales.

3.43 The degree of inclusiveness of family education among the places varies. Australia, England and Wales, as well as Taiwan are more inclusive in terms of the aspects of family life, for examples, conjugal relationship, parent-child relationship and filial relationship that is particularly stressed in Taiwan. The PRC and Taiwan are more inclusive in terms of level of participation, as family, schools and community are all included in making up the family education service system.

3.44 Singapore is inclusive in terms of life stages as it provides family education to people from children and teens to young adults to pre-married and married couples. On the contrary, the shift in focus from couple relationship to children's welfare is more than obvious in England and Wales; as such, the scope of inclusion in England and Wales could be said to be shrinking. However, homosexual couples are legally recognized as a form of family formation in the UK.

3.45 Among the five places, Taiwan and Australia are relatively more advanced in professionalizing family education. Taiwan is the only place among all to have licensing of family educators and accreditation of family education training programs; meanwhile, Australia has with it the presence of an industry representative board (IRB) and professional body for family relationship services which include family education. All the others, PRC, Singapore and England and Wales, there is neither licensing for family educators nor accreditation programs for family education.

3.46 The increasing use of internet and electronic databases is observed. PRC shows heavy use of internet learning for family education, possibly as result of its less developed social service delivery system; Singapore has developed e-platform for sharing information among e-citizens; and England and Wales has developed databases about available family supporting services and the evaluation upon available parenting programs.

Conclusion

3.46 As previously mentioned, family education, in some places, is taken as a means to attain certain valued social goals such as filial piety, familial harmony, strong and healthy couple relationship, society coherence and stability. On the other hand, family education could be treated as a means to solve social problems, for example, child poverty, social exclusion, lone parent families and juvenile delinquency. With the difference in orientation, the government would devise family education policy that is capable of meeting the specific purposes.

3.47 However, the family education policy could be influenced by numerous other factors, for example, political inclination of the government, the cultural values of the place, demands from the society, social problems faced by the society and resources available at the time. Therefore, it comes up with unique family education policy in five places of review, each with its characteristic target groups, responsible bureau, forms of services and emphasis in family education.

3.48 For a brief summary of the main features of family education in different countries and lessons to learn from them, please refer to Table 3.2 at the end of this chapter.

Table 3.2 Features of family education in selected places and lessons to learn

	Mainland	Taiwan	Singapore	Australia	England & Wales
Centralized policy	Yes	Yes	Yes	No	No
Strong government Leadership	Yes	Yes	Yes	No	No
Coordination of programs	Central	Central	Central	IRB	Local authorities
Goal					
<i>To build Social cohesion</i>	Yes	Yes	Yes	Yes	No
<i>To extol traditional family values</i>	Yes	Yes	Yes	No	No
<i>Designated annual budget</i>	No	No	No	Yes	No
Active service providers					
<i>NGOs</i>	No	Yes	Yes	Yes	Yes
<i>Schools</i>	Yes	Yes	Yes	No	No
<i>Commercial</i>	No	No	Yes	No	Yes
Mandatory family education	Not available	Available	Available	Not available	Available
Licensing of family educators	No	Yes	No	No	No
Presence of professional body	No	Yes	No	Yes	No
Lessons to Learn	<ul style="list-style-type: none"> • Clear policy • Government leadership • A family cycle approach • Wide use of media and internets 	<ul style="list-style-type: none"> • Clear law • Government leadership • Use of family education centres • Licensing of family educators 	<ul style="list-style-type: none"> • Clear policy • Government leadership • A family cycle approach • Involvement of workplace • Focusing on outcome and effectives 	<ul style="list-style-type: none"> • Designated budget • Role of IRB * • Role of professional body 	<ul style="list-style-type: none"> • Important role of local authorities • Participation of the commercial service provider

Note *: IRB refers to Industry Representative Board. In Australia, the IRB for family education services is the Australian Family Services Network.

Chapter 4

Qualitative Study of Family Education in Hong Kong

Introduction

4.1 Provision of family education services/programs in Hong Kong is the joint endeavor of different sectors. In studying the current framework of family education in Hong Kong, it is necessary to identify the roles played by different parties, including various government departments, the NGOs, the schools, the market, and other stakeholders like service users and the universities. The views of these different stakeholders on family education services/programs are important because they throw light on the issues associated with current framework of provision. This chapter presents the major findings of the qualitative study with a view to charting the future development of family education in Hong Kong.

Methods of Data Collection

Archival study

4.2 Documents and records related to family education in Hong Kong are searched and accessed in local university libraries and collected from major family education service operators and their websites. These documents and records include related documents and papers on family education from different government departments, as well as service pamphlets and yearbooks from the service operators. These official documents has provided basic information on the roles of service providers and their current provision which, together with the information gathered from the interviews with the service operators, provides a general framework for understanding family education.

Interviews with major service operators

4.3 The current study solicits professional opinions and comments on family education in Hong Kong by inviting the unit heads / persons-in-charge of government, non-governmental organizations, religious organizations as well as commercial organizations which provide family education services to give their views on family education.

4.4 The interviews were semi-structured and their duration lasted between one to two hours. The interviews were conducted in the offices of the informants, all of whom participated in this study on a voluntary basis and signed a consent form (Appendix A) before the interview. Through interviews, their views and opinions about local family education of the informants are scripted and themed to see the current situations of family education in Hong Kong.

4.5 The interview was conducted with the help of an interview guide (Appendix B), which covered several key areas that include: major challenges to families and family life in Hong Kong, the sufficiency of family education in response to challenges, views on existing provision of family education services in Hong Kong, expectation of the roles played by various sectors, especially those by the government in family education in Hong Kong etc.

4.6 Totally 55 informants representing key service operators from different sectors participated in the interviews with the research team between from 7th June 2011 and 18th October 2011. The profiles of the informants are presented in Appendix C of this report.

Feedback collected from NGOs and other stakeholder on the Family Survey 2011

4.7 The research team noted that the Family Council had commissioned Policy 21 to conduct the ‘Family Survey 2011’ on the current state of Hong Kong families. The survey covers a wide range of areas which are crucial for the understanding of the families in Hong Kong, including people’s attitudes on the importance of families, parenthood, family functioning, satisfaction with family life and work-life balance.

4.8 Considering that findings of the ‘Family Survey 2011’ conducted by Policy 21 also throw light on the gaps and needs of family education in Hong Kong, the Central Policy Unit organized two focus group meetings with the NGOs and other stakeholders of family education on 29.3.2012 and 18.4.2012. The purposes of these two focus groups were to deepen analysis on the findings of the survey and examine the implications for working with the families.

4.9 Since discussion in the focus groups throw lights on the development of family education in Hong Kong, findings of the qualitative study therefore also incorporate the views of NGOs and other stakeholders collected from the two focus group meetings on the ‘Family Survey 2011’

organized by the Central Policy Unit. These findings were channeled to the research team by the HAB, and collected by one of the consultants as a participant in a focus group.

Focus groups with service users

4.10 For the purpose of understanding the opinions and comments of family education service users regarding family education in Hong Kong, altogether 26 service users participated in a total of 4 focus group discussion sessions with the research team. The participants were invited through the arrangement by the service operators participating in our study.

4.11 The focus groups were semi-structured and lasted for about one hour. They were held in the Hong Kong Polytechnic University or in the office of the social service operators. Through focus group studies, users' views and opinions about local family education are scripted and themed to see the current situations of family education in Hong Kong.

4.12 The focus group was conducted with the help of a focus group discussion guide (Appendix D). There are several areas covered in the guide: the major challenges to families and family life in Hong Kong, the sufficiency of family education in response to challenges, the usage and effectiveness of family education, the expectation of government roles in family education in Hong Kong etc.

4.13 For more information on the background and profiles of service users participated in the focus group discussion, please refer to Appendix E of this report.

Results and Findings

Roles and current provision of family education of different sectors

4.14 Different sectors are currently involved in the provision of family education in Hong Kong. Based on the official documents and interviews with the stakeholders, this section attempts to delineate the existing roles of different sectors in family education.

The Government

Social Welfare Department (SWD)

4.15 The Social Welfare Department (SWD) serves several important roles in the provision and promotion of family education in Hong Kong.

4.16 In the first place, through subvention, the SWD is the funder of the family life education units (FLEUs) which are providing family life education service and programs in Hong Kong. Besides FLEUs, SWD is also subventing a number of other social services, including the integrated family service centres (IFSCs), integrated children and youth services centres (ICYSCs), children and youth centres (CYCs), district elderly community centres (DECCs), and parent resource centres (PRCs). Operators of these services often provide family education in various forms to their service users.

4.17 Being funder of the family life education service, the SWD sets the objectives and performance standards of the services. In accordance with the latest version of the Funding and Service Agreement (FSA) for FLEUs, the objectives of family life education is to enhance family functioning, to strengthen family relationship, and to prevent family breakdown.¹ Through the FSA, the SWD charts the directions of the existing family life education service. Similar service objectives are also set for services provided by the IFSCs, ICYSCs, CYCs, DECCs, PRCs, and other social services.

4.18 The SWD also serves an important coordinating function through its various coordinating mechanisms at the district level. For each of its 11 district social welfare offices, there are 5 district coordinating committees, including their District Coordinating Committee on Family and Child Welfare Services, Local Committee on Services for Young People, District Coordinating Committee on Elderly Services, District Coordinating Committee on Rehabilitation Services, and District Coordinating Committee on Promotion of Volunteer Services. These district social welfare offices, their coordinating committees, and their annual district planning forums discuss

¹ Current version of the Funding Services Agreement of Family Life Education Services is available at the website of the Social Welfare Department at: http://www.swd.gov.hk/doc/fsa_sd/046a.pdf

and plan services, including family education services/programs, based on the needs of families in their respective districts.

4.19 The SWD is both the provider and funder of family life education services. Apart from providing subvention to FLEUs, SWD also operates the Family Life Education Resource Centre (FLERC) which develops resource package targeting family education and support to all related departmental units and social service agencies providing family education services. Besides, of the 62 IFSCs, 40 are operated by SWD. These IFSCs provide a spectrum of preventive, supportive and remedial services to individuals and families of specific localities. There is an FRU in each IFSC through which family life education service is provided.

The Education Bureau (EDB)

4.20 The Education Bureau (EDB) promotes family education to the students and their parents through a number of channels. Students are provided with family education conducive to their whole-person development through the school curriculum, comprising knowledge, skills, values and attitudes, and related learning experiences, whereas their parents participate in parent education programs organized by the Parent-Teacher Associations (PTAs).

4.21 In school curriculum, EDB promotes family education through Key Learning Areas (KLAs)/Subjects and Moral and Civic Education (MCE) in the primary and secondary schools. Elements of family education are covered in the KLAs/subject curricula while schools are encouraged to adopt the life event approach to promote values conducive to family education since the Curriculum Reform of 2001. In the revised MCE curriculum framework promulgated in 2008, the emphasis on family education has been strengthened and relevant learning objectives were spelt out for schools' reference and adoption.

4.22 In addition, teachers and counselors provide Student Guidance and Discipline Service to children and adolescents in the schools. Under the Whole School Approach to guidance and discipline, primary and secondary schools also render parent education to promote parent-child communication and enhance parents' understanding and collaboration with the school personnel in providing guidance and discipline service.

4.23 At the school level, the Parent-Teacher Associations (PTAs) are set up to organize different school-based home-school cooperation activities, parent-student activities and parent education programs. At the district level, self-initiated Federations of Parent-Teacher Associations (FPTAs) organize theme-based parent talks and seminars, as well as parent education programs, which are commonly open to all parents of the district to which the FPTA belong.

4.24 At the territory level, the Committee on Home-School Cooperation (CHSC) is set up to promote home-school cooperation. The objectives are to help parents to understand the educational needs of students and their roles in students' learning through home-school cooperation. CHSC promotes positive attitudes towards home-school cooperation and parent education through publicity programs, sharing of good practices, workshops and seminars. It also supports the activities of PTAs and FPTAs by allocating project grants, developing training materials, and encouraging harmonious family relationship.

Department of Health (DH)

4.25 The Department of Health (DH) provides territory-wide family education mainly in the area of parenting education. Parenting education is developed using the intervention program development model. The parenting program adopts a dual approach to prevention: the population approach and targeted approach.

4.26 At population approach level, parent education is delivered through the distribution of printed materials, audiovisual materials, "Happy Parenting!" workshops, and individual counseling, to all parent-to-be and parents of children between 0 and 5 years attending the Maternal and Child Health Centres (MCHCs).

4.27 At targeted approach level, the Family Health Service (FHS) of the DH implements an intensive parenting program, the "Positive Parenting Program" (Triple P), which is adopted from the Queensland University of Australia. The Triple P is held regularly for parents who have children aged between 2.5 and 5 with early/mild behavior problems or those who encounter parenting difficulties.

4.28 The parent education offered by DH is essentially in line with its public health approach to preventing internalizing and externalizing behavioral problems of children in the family. These parent education services of DH are founded on the evidence-based approaches, which emphasis is on program design with overseas as well as local efficacy and effectiveness.

The Narcotics Division (ND)

4.29 The Narcotics Division (ND) of the Security Bureau formulates policies and coordinates measures across the public sector, the non-governmental organizations (NGOs), and the community to combat the problem of drug abuse. Amongst others, ND organizes and supports various preventive education and publicity anti-drug programs.

4.30 The family is home to the adolescents and plays a vital role in shaping their development. It is therefore important to start to foster awareness of the harm of drugs and instill an attitude of resistance among youngsters through family education, particularly parent education. In this connection, ND sponsored in 2009 the production of the “Drug-free Parenting Education Resource Kit” (“the Kit”) for relevant stakeholders such as NGOs and parent-teacher associations (PTAs), and a leaflet entitled “無毒家教有妙法” to enhance parents’ drug knowledge and their skills in identifying high-risk children, and supported the organisation of a series of briefing sessions and workshops for PTAs, social workers and teachers on how to use the Kit. In 2011, ND updated the leaflets for distribution to parents through all primary and secondary schools in the territory.

4.31 With a view to enhancing the support for parents on prevention and early identification of drug problems, ND has implemented several initiatives, including provision of telephone enquiry service manned by social workers; organization of district-based seminars and issue of quarterly publications for parents; and arrangement of training programs and train-the-trainer sessions for NGOs, district organizations, and social workers. Through its Beat Drugs Fund, ND also supports non-government projects to enhance drug education for parents.

Family Council (FC)

4.32 The Family Council (FC) under the Chief Secretary for Administration of the Hong Kong SAR Government provides cross-sector and cross-bureau platform to study and address family-related problems with a view to providing high-level steer and advice, and fostering effective coordination and collaboration among different sectors.

4.33 The FC is directly involved in family education through the promotion of family core values. This is evidenced in its “Happy Family Campaign”, “Happy Family Info Hub”, as well as regular exchange and sharing sessions with the stakeholders of family education in Hong Kong.

4.34 In addition, the FC inspires policy-makers to take into account “family perspectives” in the policy formulation process. To meet with the expectations from the community for the FC to enhance effectiveness and coordination of family education, the FC has also conducted and supported a series of family-related research studies in Hong Kong.

The NGOs

4.35 The provision and promotion of family education by NGOs are rather diverse in terms of the background of service providers, service targets and implementation approaches. Based on their organizational mission, budget and resources, NGOs serve to meet the differential family education needs in the community.

4.36 The majority of NGOs provides family education as a strategy to prevent family problems, specifically those operating the IFSCs and FLEUs. There are also agencies which choose to focus on remedial family education services/programs in order to help those who have developed family problems and who need family education to deal with them.

4.37 In the absence of a clear framework on family education in Hong Kong, NGOs have in fact a lot of freehand to develop family education services in accordance with their own agency missions and strengths. NGOs of Catholic and Christian background, for instance, make quite a lot of efforts to foster links with the churches to run the pre-marital and marital education programs.

4.38 Conventional NGOs receive public funding to provide family education. These are mainly service operators with a longer history. These conventional NGOs organize activities according to the FSA of SWD. Some NGOs may choose to operate family education programs without government subventions. In these cases, most of them would adopt a cost recovery model.

4.39 NGOs often operate family education programs under a common theme to meet the needs of the families. At community level, the SWD hosts district coordinating committee to coordinate the family education provision and promotion in an effective manner. Themes on family and channels for communication are provided, and the NGOs reserve autonomy on the delivery of family education programs.

The markets

4.40 The commercial service operators provide a diverse range of family education services of different service natures, e.g. psychology-focused, health-driven, or education-oriented. The market players appear to serve demands more than needs in family education. The implementation of family education by market players is basically profit-driven and is responsive to demand quickly with financial concerns. Besides, the commercial service operators are delivering their service based on their competitive edges in the market, for instance,

- one commercial service operator, which has a solid track record in commercial training for large companies, provides family education with a psychology or mental health focus;
- a private hospital which is strong at maternity services extended its family education services with an emphasis on health promotion;
- one commercial service operator promotes family education through education-oriented publications, and it depends on the production of family education books and on training for sustainability.

4.41 The target recipients of family education by the commercial service operators are mainly middle class or above families which are more likely to be able to financially afford the services. Some large firms or companies may also contract commercial service providers to provide different forms of family education to their employees as part of staff welfare or staff development programs.

Others – the universities

4.42 The “PATHS to Adulthood” project, funded by the Hong Kong Jockey Club Charities Trust, is co-organized by a Research Team comprising academics from five universities in Hong Kong, SWD and the Education Bureau (EDB). The project aims at promoting the holistic development of junior secondary students by providing opportunities and recognition for young people to develop competence and skills and promote positive life values which are conducive to positive youth development. An evidence-based and multi-year universal positive youth development program is developed and implemented in more than 200 secondary schools since its inception in the 2005/06 school year.

4.43 The “FAMILY: A Jockey Club Initiative for a Harmonious Society” project initiated by the Hong Kong Jockey Club Charities Trust and the School of Public Health of the Li Ka Shing Faculty of Medicine, HKU. The project helps build a more harmonious society through promoting the traditional Chinese values of cherishing family relationships. The project comprises of three components to promote the 3Hs (Health, Happiness and Harmony): territory-wide household survey, intervention projects and public education.

4.44 The HKU Family Institute promotes family health and family resilience through a three-fold approach in which research and training are integrated with practice. Focused on the therapeutic context, the institute promotes family education by undertaking and promoting trans-disciplinary practice and empirical research on family life and relations.

4.45 The Department of Social Work of the Chinese University of Hong Kong offers training in family education at the master’s degree level (Master of Arts in Family Counseling and Family Education). Since 2002, this part-time program provides effective means for helping

professionals to advance and enrich their professional knowledge and competence in family education.

4.46 Besides, the Master of Arts in Social Work Program in Family-centred Practice and Family Therapy (formerly Master of Arts in Social Work Program in Family-centred Social Work) offered by the Department of Applied Social Sciences of the Hong Kong Polytechnic University is also relevant in the training of family education professionals.

Stakeholders' views and comments on family education

4.47 The previous section has described the current roles of different sectors in family education in Hong Kong. This section will present results on the views and comments of the stakeholders on existing family education services/programs.

Objectives of family education programs

4.48 Stakeholders from different service operators were able to state directly and indirectly the major objectives of family education programs/services in Hong Kong. However, their views on the major objective of family education services/programs differ. They are mostly on either side of the preventive vs remedial dichotomy.

4.49 The majority view of stakeholders on family education in Hong Kong is that it should serve the preventive function more, i.e. at the level of better equipping the families with the needed attitudes, knowledge, and skills to live a happy family life. This view concerns that family information is not a form of intervention in families with problems. Counseling and therapeutic intervention, but not family education, should be rendered to these families with problem instead.

4.50 The objectives of the FLE service as stated in the FSAs of the FLEUs are to enhance family functioning, to strengthen family relationship, and to prevent family breakdown. In line with these objectives, the primary role of the family education services/programs is therefore preventive than curative.

4.51 There was the view, albeit a minority one, that family education programs/services should focus on the remedial function, i.e. on educating families already with problems the needed attitudes, knowledge, and skills to solve their existing problems and to lead a problem free life in the future. For example, parent-child conflict is a major theme in a lot of families in Hong Kong. For these families, educating them conflict resolution skills could be a way out.

4.52 Beyond the preventive vs remedial dichotomy, there is the view that the objectives of family education should be both preventive and remedial. This view is premised on the understanding that the content of preventive family education is often based on the experience of working with families with problems. These experiences are relevant and important knowledge for all families, including those with problems, when they encounter and tackle these problems now and future.

Contents of family education programs

4.53 The contents of family education programs are variously conceived with respect to certain framework of understanding family education in the minds of the informants. Some informants tended to understand the content family education program on the basis of the knowledge-attitude-practice (KAP) framework, and some with reference to the family life cycle, and some based on the needs of certain target groups.

4.54 For those who see the content family of education in term of the KAP framework, there is general understanding that the teaching of family values, knowledge and skills are integral parts of family education. They are important for family members to perform their family roles and to lead a happy family life. Hence, family education services/programs should seek to foster positive attitudes in family members through values inculcation, and to seek to enhance the knowledge and skills needed for them to lead a happy and healthy family life.

4.55 Though being an integral part of family education, the teaching and promotion of family values should be carefully implemented. While quite a lot of informants think that the content of family education should also cover some core family values cherished in our community, there is the view that some values could be very controversial, e.g. same-sex couples, same-sex marriage,

so is the teaching of them. This could be especially sensitive when the government is involved in promoting family values which are not commonly accepted in Hong Kong.

4.56 Therefore, having regard to the view that family values should be included in family education in Hong Kong, some considered that the role of government should be limited to promulgating those core family values which are generally accepted by the community, like love, care, respect, trust, and responsibility. For family values which are less unanimous, they should be left to the work of the NGOs or the religious bodies. This is more acceptable in a pluralistic community.

4.57 Quite a lot of informants also related the content the family education to the needs of families at different stages of the family life cycle – pre-marital and marital education, parent education, and preparation for the later stage of life, such as empty-nest, retirement, and widowhood and bereavement. Of these different stages, one that receives most attention is that of parenthood. In fact, the contents of family education programs, more aptly called parent education programs are on equipping parents with children of different ages the needed knowledge and skills for being effective and competent parents.

4.58 According to some informants, an important goal of family education is to prepare and equip family members to live a healthy individual and family life. Schools and a lot of ICYSCs, CYCs IFSCs and DECCs run groups and programs for their respective clients who are also members in their families. These groups and programs serve an important function in educating these people the knowledge and attitude needed for a happy family life. For instance, a lot of IFSCs, ICYSCs and CYCs run programs that aimed at fostering positive youth development and improving parent-child relationships, and DECCs also provides programs aiming for positive aging among their clients.

4.59 Among those who provide family education services/programs to meet family needs in different stages of development, emphasis is more on the provision of knowledge and teaching of skills. The reason is that some values were not universally held. For instance, while some favor the development of the filial education among the children, there are those who are more reserved, worrying that the notion of filial piety may imply parental authority over the children and this is against the notion of a democratic family.

4.60 Some stressed that the contents of family education should not only focus on the typical families. There is clear awareness of service providers on the emerging diversity of family types in the Hong Kong community. For instance, quite a number of informants refer to the special needs of the lower-working class families, new immigrant families from the Chinese Mainland, and families of ethnic minorities. There was also a clear voice that special education services/programs should be available to separating and divorce families, as well as to remarried/reconstituted families.

Views on the roles of different sectors

Roles of the Government

4.61 Informants are generally aware that the government is playing multiple roles in family education. Their feedbacks and comments are more on the roles of government in service development, setting service standards, funding services, ensuring service qualities, service coordination, as well as service provision. They are expecting the government to strengthen its roles in funding family education services/programs, in coordinating the different service operators, and in leading the development of family education services/programs.

4.62 There is a common view that the provision of family education should be a multi-sectoral endeavor, and it should not fall on the shoulder of a single sector. Currently, the government is one of the service operators through its various departments. However, there is a loud and clear voice that it should play a more important and central role in fostering and promoting wider participation by different sectors in the community in order to develop a more diverse ecology of family education services/services.

4.63 Some hoped that the government could take a more facilitative role in promoting wider participation. This is indicated in the view that the government should take a more active role in informing the service providers the education needs of families in Hong Kong. Some service providers look to the government for more information to plan their services so that they can better address the needs being neglected, and refocus on those areas which have overlapping services.

4.64 Informants commonly expect the government to set aside more funding to family education services/programs and their promotion. There is the expectation that the government should encourage more service operators, including the commercial service providers in the market, to take part in providing family education services/programs. The development of a more diverse range of family education services is seen to be in the interest of the diverse needs of different families in Hong Kong.

4.65 In line with this expectation, there is a view that the government should be responsible for setting standards for the family education services/programs and ensuring their quality. However, the view is split as far as the role of government to develop an accreditation system of family education programs and a licensing system for family educators is concerned. Some consider it important for the government to regulate and coordinate the participation of different sectors, as well as assuring qualities of services provided to families.

Role of the NGOs

4.66 More than half of the stakeholder informants who participated in this qualitative study are from the NGOs. They consider themselves playing a number of important and unique roles in the operation of family education in Hong Kong.

4.67 Most of the operators have a relatively long history in the community, some even with a history of well over 30 years. In addition, they usually have a good catchment of service users within their service network. In responding to family needs and operating family education services/programs, they have been on the forefront of the service and have often taken a pioneering role. To name a few, their pioneering efforts are seen in the following:

- to develop mediation as an approach to educating parents and their child to solve their conflicts;
- to organize family education institutes at a district level to promote family education to families in their respective communities;
- to partner with church organizations to reach out to those who are going to marry and invite them to join the pre-marital education programs;

- to collaborate with local universities to plan new family education programs and develop evidence-based practice.

4.68 In the light of their ever-pioneering role over the past thirty years or so, the NGOs are therefore commonly expected to continue expanding the service areas of family education to new domains in accordance with changing community needs.

4.69 The ability of NGOs to develop and pioneer family education services/programs are seen to be related to an important and unique strength of themselves. The work of the NGO is planted in the community, and in the course of providing services, they are closely in touch with the families and their needs. This knowledge is valuable information in developing responsive family education programs to families in need at the agency level. On the other hand, it can also be up-channeled to the government and other higher level committees to develop responsive family education policy and services.

4.70 NGOs are also in a better position to develop strategic partnership with other organizations to develop and operate family education. Some NGOs may find it easier to see eye to eye with organizations of similar background and mission. For instance, some social service agencies with churches background considered that it important to promote commitment to marriage among the couples-to-be. However, it is not easier to attract participants. Upon collaboration with the churches, couples-to-be intending to undergo wedding ceremony in churches are required to attend pre-marital education and marital programs in the NGOs with same religious background.

4.71 NGOs also face increasing demands from funders, for instance, they are required to justify the rationale of their services and prove proof with regard to their effectiveness in the midst of the emerging best practice and evidence-based practice ethos. Some NGOs see it a good chance to develop family education with the universities to develop family education service protocols and evidence-based practice, and the “FAMILY: A Jockey Club Initiative for a Harmonious Society” is an illustration of how NGOs collaborated with the universities for this purpose.

4.72 Unlike the traditional NGOs, some new NGOs specializing in family education are not so much dependent on the government and public funding for their support. For this reason, they are more market sensitive and entrepreneurial. Often, these new NGOs are very quick in responding to new needs, especially those of service users with affordability and concern for stigma associating with receiving family education service in the social services agencies run by the traditional NGOs. Some of these new NGOs paired themselves up with a commercial service provider which is able to take on the newly identified needs of the new service users and provide them in the market.

4.73 For different reasons, therefore, the NGOs are contributing to a pluralistic ecology in family education services/programs, which other sectors may not be able to replace.

Roles of the Market

4.74 While stakeholder informants tended to focus and emphasize more on the roles of government and NGOs, some did mention and give their views on the role of the commercial services providers. Below presents the views of the informants on the roles of the market in family education.

4.75 Some informants related that most of people receiving family education services provided by the government and NGOs are those from lower socio-economic stratum of the society. This is why there is often stigma associated with services provided by the government and NGOs. For this reason, family education services/programs operated by the government and NGOs are often not able to reach those who are of professional or middle-class background. Hence, the market is playing a crucial role in filling up a niche in family education, i.e. in reaching those with affordability.

4.76 The role of market is important in another sense because the costs associating with the operation and services of market players are financed out of the fees paid by the service consumers under the user-pay principle. Therefore, family education services provided in the market relieve pressure on public funds, making it more available to NGOs and other bodies lacking funds to run the family education programs.

4.77 The profit motive often drives commercial service providers to extend their services to other domains in family education. For instance, one commercial service provider founded a company to extend their services from parenting publications to marital education through organizing talks and classes, and another market player founded a private fund to promote conservation within family through organizing activities. This expansionary development is driving the frontier of family education to reach more service users with different needs and concerns.

Views on Existing coordination

Central level – role of FC

4.78 As a high-level organization in the government, the Family Council (FC) promotes family core values and fosters an environment conducive to harmonious family relationship, and mobilizes all sectors of the community to join. At the departmental level, different government departments coordinate their family education services/programs mainly within their own department.

4.79 The service operators from NGOs and commercial sectors have certain level of awareness of FC through their public channels in the TV and discussion platform. They look for more depth understanding of the role of FC and have high expectation on its stronger leading role in terms of information dissemination and resources allocation on family education. For the commercial service providers, they believe more promotion at the central level by the government and FC would raise the awareness of the community on the role and values of family education in cultivating a happy family life.

4.80 Interviews with representatives of government departments reviews that government departments are generally aware of the role of FC in promoting territory-wide family education. For instance, a lot of them made reference to its territory-wide “Happy Family Campaign”, “Happy Family Info Hub” programs. While individual government departments would try to fit in their departmental themes on family education with the priorities of the FC, it is commonly viewed that the coordination among different government departments is not strong.

4.81 Informants generally expect the government to take more than a service coordination role. They viewed that the government should assume a leading role in the promotion of family education. Most stakeholders think that there is currently lacking a direction and clear policy framework on the development of family education in Hong Kong. While this lack of direction and framework leaves much room and freehand for new initiatives in developing family education services/programs, there is the worry that the lack of leadership and direction may impede the development of family education in the long run.

4.82 Quite a lot of informants mentioned the role of the Family Council as a high-level government establishment in promoting family education in Hong Kong. They were generally aware of its work and appreciate its efforts in promoting family education. In line with the quest for more and stronger leadership by the government in family education, there is a clear and explicit view that the Family Council should assume leadership and take on a more high-profile role in steering the development of family education services/programs under a clear policy framework.

Existing coordination at District level

4.83 At the district level, the coordination of family education mainly relies more on the SWD. The coordinating committees of the 11 district social welfare offices coordinate the family education services/programs/activities within their respective district. They may liaise with various government departments, NGOs, and local organizations in these committees and in the planning forums to discuss on the needs of the families in the community.

4.84 On the whole, most informants are aware and appreciative of the coordination by the government, specifically the efforts of the EDB, HAB and SWD in coordinating services to families at the district level. While this role of the government has contributed to more coordinated family education services, and avoid gaps and overlapping services in the community, informants are aware that this coordination is voluntary and generally not binding on the service operators. In addition to the current district coordination by the EDB, HAB and SWD which addresses the district needs of family education, a territory-wide coordination is requested for.

Issues and difficulties

4.85 Interviews with the stakeholder informants and service providers reveal that there currently lacks strong central guidance in the development and provision of family education services/programs/activities. Despite this, the current approach has the following strengths and limitations.

Strengths of current provision of family education services

A pluralistic services structure

4.86 First, there is a great variety of service operators with diverse backgrounds in Hong Kong. In the government sector, the SWD serves as one of the operators through direct provision or funding the services provided by FLEUs, IFSCs, ICYSCs, CYCs, DECCs, PRCs etc. Together with the family education services provided by other government departments, like those of the EDB and DH, and NGOs service operators, a pluralistic ecology of family education services has existed to meet the diverse needs of families in Hong Kong.

A Family-life cycle approach

4.87 Second, there are different focuses on family education services/programs by different operators. For instance, the DH focuses on parenting programs for parents with children up to age 6, the EDB and the schools are more on children and young people, the PTA and FPTAs on parent education, and social services agencies provide family education services based on their agency backgrounds and assessment, like some on children, some on parents, some on couples and couples-to-be, still other on aging family members. Given these different focuses, currently family education services/programs are looking after families at different stages of the family life cycle.

Availability and accessibility

4.88 Thirdly, family education is currently available to those who need it, irrespective of the background and affordability of the families. As this study reveals, social service agencies are actively involved in family education in the community. Most of the services/programs provided by these social services operators in the community are developmental and preventive by nature,

and they are more welfare-oriented. Being heavily funded by the government, these services/programs are available to all families in the community. This ensures that family education services are available to all families who need them, not just those with affordability.

Flexibility and autonomy in service development

4.89 Fourthly, there is much flexibility and room for individual family education service operators to determine their focus. Currently, the Family Council (FC) promotes the family values at the central level through publicity and coordination with different organizations. The major themes set by the FC, EDB and SWD for the promotion of family education provide a clear message on the focus to be pursued. However, the family education services/programs of individual organizations are not limited by themes. This ensures a lot of autonomy in the development of family education services by individual operators.

An integrated approach

4.90 As a stand-alone service, family education cannot be a panacea to the problems of all families. It has to be integrated with other services for the families. Currently, apart from FLEUs, family life education is provided within FRUs of IFSCs together with other supportive and remedial services of the FSUs and FCUs. In the school and education sector, family education is embedded in the school curriculum. In other social services, family education is part and parcel of the core young people services as well as positive aging. Hence, family education is well-integrated in the work and services of the education, welfare, and community sectors.

Issues and difficulties of current provision of family education services

Lacking a clear policy framework

4.91 There currently lacks a clear policy framework in the development of family services in Hong Kong. Actually, there is not a common understanding of what family education is and where it should go. While this absence of policy framework has rendered autonomy and freehand to the service providers, there also lacks direction and central guidance as far as the development of family education is concerned. There is a clear voice for the development of a policy framework and stronger leadership on family education at the central level.

A diminishing focus on family education

4.92 According to some stakeholder informants, a number of former FLEUs have been integrated into IFSCs and ICYSCs. At the peak, the total number of FLEUs was close to 80. The number is now declining to 22. On one hand, family education has been integrated into a comprehensive and holistic model with “child-centred, family-focused and community-based” direction. It is now more like part of the IFSCs, ICYSCs, CYCs, DECCs, PRCs and other services. On the other hand, its identity as a unique form of service is gradually lost and submerged under the integrated social service structure.

Provision of family education and remedial counseling

4.93 As viewed by some NGO service operators, there should be some balance between the provision of preventive family education and remedial counseling in IFSCs. Since families with problems are often given higher priorities over the preventive work, resources are often drawn to deal with families with different sorts of problems. This may result in less manpower and resources available for preventive family education.

The paradox of family education

4.94 Quite some informants related the so-called paradox of family education. Given its nature of voluntary participation, a lot of people who take part in family education services/programs are those who are with commitment to family life and responsible parenthood. However, those who are more vulnerable to family problems, or the risk of them, are not aware of their needs in family education. Hence, family education services/programs are generally difficult to reach those who have a genuine need for it. It is commonly agreed that the values of family education should be promoted in the community and incentives to participate in family education services/programs be provided.

Stigma of existing family education services

4.95 Participation in family education services/programs could be partly hindered by the stigma associated with them. Currently, family life education is defined as a form of community education available to all who need it. These services/programs are mainly provided by the social

service agencies. There is a worry that the stigma commonly associated with services of the government and NGOs operators may deter the participation of the better off and middle class families in these services/programs.

Family education services to families with special needs

4.96 On the one hand, some informants favored a more inclusive approach to family education that is open to all families. This avoids unnecessarily differentiating families and the possible stigma attached to families like those with the child abuse and neglect problems. On the other hand, the majority of informants are of the view that the diversity of families in the community requires a differential approach to family education. This ensures special attention to families with special needs and those in special circumstances. A differential approach, however, may again be possibly associated with stigma to certain families and there is also the problem of enrolling enough participants in special family education programs which are not open to all families in the community.

Difficulties in pre-marital /marital education

4.97 Commitment to marriage is the cornerstone of family and family life. In this sense, pre-marital education and marriage enrichment programs are important. However, the majority of informants stated that it has been very difficult to recruit participants to the pre-marital and marital education programs. While partnership with the church organizations have rendered some social services operators to recruit participants in these programs with some success, a lot of people without the Catholic and Christian background cannot be reached with these programs. With a dwindling focus on pre-marital and marital education, commitment to family life cannot be fostered through family education.

Problems with parent education

4.98 Current gravity of family education services in Hong Kong is more on parent education, especially those parent education services/programs provided by the PTAs and FPTAs. PTAs and FPTAs activities and programs aim at promoting home-school co-operation and parent education. Although the majority of PTAs and FPTAs activities and programs are not putting focus on children's academic performance, some service operators expressed that parent

education tend to focus on parents' role in assisting children to obtain better academic performance both as a response to needs and as a strategy to attract parent participants. This may defeat the very purpose of parent education because too much focus on children's academic performance could be a source of stress and problems to both the parents and their children.

Teaching of values in family education

4.99 Majority of the informants suggested family education should have a broad focus, i.e. covering values, knowledge and skills. Current practice tends to focus more on knowledge and skills needed for a happy family life. There is a view that more efforts should be placed on upholding the family values. When the argument is extended to the role of government, the worry is that it is sensitive for the government to promote certain values about the family, especially when controversial values are concerned. Some proposed that the government should take a liberal and inclusive approach in promoting the family values; alternatively, it could focus on the more commonly accepted core family values, such as respect, love and care, a harmonious and happy family.

Difficulties faced by market player

4.100 Some commercial service providers attempted to extend their services in family education and face some difficulties. For example, a market player that provides an online platform for parents in Hong Kong targeted to establish an offline academy for fee charging parent education. Despite the solid online membership base and market research preparation, the response to the academy was unsatisfactory, and the academy unit was close down in half year. This suggests the branding of the service provider is important; this market player is viewed as an online platform but not a professional family education body that can attract sufficient participation for sustainability.

Views on Future direction of family education

Strong leadership and clear direction

4.101 As revealed, current service provision of family education in Hong Kong is rather comprehensive. Different government departments and organizations are providing family

education services at the district level. The majority view of stakeholder quests for a strong leadership by the government in family education. The leading function not only includes the promotion of family education in the community through publicity, but also formulation of a clear direction for long-term development in family education on a community-wide scale.

Plurality of service providers

4.102 Current service providers can be expanded to include a more balance mix between those who provide family education services based on public funds and those who offer the service to the customers based on the user-pay principles. In this sense, more commercial service providers should be encouraged to supply family education services and a greater involvement of the market is to be welcomed. Plurality of service providers should also be developed by encouraging agencies and organizations with different convictions in family education to participate in providing family education services. This will further increase the richness of the ecology of family education services, which is beneficial to meeting the differential needs of families in Hong Kong.

Community-wide promotion of family education

4.103 Increasing plurality of service providers may lead to increasing supply of family education services/programs. Increasing supply could be a waste without a corresponding rise in demand for the service. Hence, there is a need for the government to continually promote the value of family education services/programs on a territory-wide scale so that the community knows that family education is not only a preventive measure, it is also a key to happy family life. Families in Hong Kong could also be given different forms of incentive, including financial subsidy to take part in family education programs that suit their needs. The promotion and support by the government will serve to raise the demand for family education services in Hong Kong as a whole. With increasingly more families receiving family education, a lot of family problems could hopefully be prevented.

Infrastructure for developing family education

4.104 As more service providers are joining to provide family education, standards and quality of the service will be an issue. Therefore, the government needs to develop, or set up a

mechanism to develop the infrastructure needed for the development of quality family education services/programs. In this regard, there is a need to consider setting standards and developing quality assurance mechanism for the purpose of accrediting and ensuring the quality of family education services/programs which are offered in Hong Kong. Quality programs and those meeting the standards will be important information to both the government who are going to fund the services, as well as to the users who are choosing and paying for the services.

Evidence-based practice

4.105 In line with the development of health and social services, and amidst a rising concern for effectiveness of these services, there is a rather strong quest for evidence-based practice in the future development of family education services/programs in Hong Kong. Quality family education is research-informed, evidence-based, and effective. In this regard, family education programs should be founded on research evidence and rigorously evaluated with regard to its effectiveness. Especially for those services which are publicly-funded, their outcomes and effectiveness are requisites for continual funding and support.

Role of universities/tertiary institutes

4.106 Currently, there are three formal institutions provide training for family educators. The Department of Social Work of the CUHK offers master's degree level training in family education (Master of Arts in Family Counseling and Family Education), the Family Institute of the HKU promotes family health and family resilience through research and training, and the Department of Applied Social Sciences of Hong Kong PolyU offered the Master of Arts in Family-centred Practice and Family Therapy. With further development of family education, training of qualified family educators by the universities is needed. Besides training, the universities/tertiary institutes can also partner with the service providers in developing evidence practice in family education.

Chapter Summary

4.107 This chapter has presented some of the major findings in the qualitative study, most of which are stakeholders' views on the service operators and their roles, on existing provision of the family education services and their issues and difficulties, as well as on the future

development of family education. The next chapter will present findings of the landscape study on existing family education in Hong Kong. Upon these qualitative and quantitative findings, together with those from the study of family education in selected places presented in the previous chapter, chapter 6 will conclude this study and make recommendations on the future development of family education in Hong Kong.

Chapter 5

Landscape Study on Existing Family Education Programs

Introduction

5.1 Different sectors in Hong Kong are providing family education programs to different people and their families. These include various government departments, NGOs, religious organizations, schools, and the market. Included in this consultancy research is a landscape study on the existing family education programs provided by these different sectors. This chapter will present the findings of the landscape study with a view to identifying the nature, objectives, program characteristics and focuses, and their participants.

Methods of Data Collection

5.2 The landscape study covers family education programs provided by different service operators in Hong Kong between 1st January and 31st December 2010, including those provided by the government, non-governmental organizations, religious bodies and schools. The program operators sampled for this study were asked to provide information on 3 family education programs which were most-frequently-run by them 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 1st January 2010.

Sample and Sampling

5.3 The landscape study adopts a two-stage sampling. The service operators were first grouped into different sectors, which include a core sector of family life education service operators (The Core Social Service Sector), a non-core sector of family life education service operators (The Non-core Social Service Sector), schools (The School Sector) and churches (The Religious Bodies Sector). After the service operators were sampled, they were requested to select a total of 6 family education programs for the purpose of this study.

5.4 The Social Service operators charged with the responsibility of providing family life education in Hong Kong include IFSCs operated by the SWD and NGOs, ICYSCs, DECCs, CYCs and PRCs. Besides, the Family Planning Association (FPAHK), and Hong Kong Institute of Family Education (HKIFE) were also included in this sample.

5.5. For the purpose of analysis, the social service operators in this study is divided into two sub-sectors, namely, the core social service sectors, and the non-core social service sectors. The Core Social Service Sector referred to in this study includes the FLEUs and IFSCs operated by the SWD and NGOs, while the non-core social service sector includes the rest of social services mentioned in para. 5.4

5.6 Schools and their PTAs are in the School Sector. As others, they are important operators of family education. A sampling frame which includes all secondary schools and primary schools were obtained from the website of the Education Bureau. In the end, a total of 172 of secondary schools and 187 primary schools were randomly selected from the list. Besides schools, eight Federations of Parent-Teacher's Associations (FPTA) were also selected through stratified sampling.

5.7 For the Religious Bodies Sector, Christian churches were randomly chosen from the membership list of Hong Kong Chinese Christian Churches Union, while Catholic churches from the Index of Churches and Chapel of the Catholic Diocese of Hong Kong. In the end, a total of 394 Christian and Catholic churches were randomly selected to participate in the landscape study.

5.8 In the end, a total of 1070 service operators were sampled out and contacted. When data collection closed, a total of 440 service operators had responded to the survey. The overall cooperation rate is 41.1 %. Detail information of the sample is listed in the Table 5.1.

Table 5.1 Samples and responses Rates

Sectors	Sample (Form sent out)	Responded (Forms received)	Response rate	Unfavorable Response rate
Core Social Service Sector	80 (480)	45 (186)	56.3% 38.8%	48.8%
Non-core Social Service Sector	226 (1,356)	93 (219)	41.2% 16.2%	34.5%
School Sector	370 (2,220)	147 (198)	39.7% 8.9%	15.4%
Religious Bodies Sector	394 (2,364)	155 (59)	39.3% 2.5%	22.8%

Data Collection – Tools and Procedures

5.9 For the purpose of this study, a two-page structured data collection form is designed (please refer to Appendix F). The data collection form is identical for both the most-frequently-run programs and new programs. The forms were mailed to the sampled service operators for completion between 2nd July 2011 and 15th August 2011. A returned envelop was attached to facilitate the return of completed forms. Service operators could also choose to return the completed forms to the research team by fax or email.

5.10 To raise the response rate, each non-response service operator by the specified deadline was followed up at least three times by telephone calls. By the end of data collection period, a total of 662 forms were collected from 183 service operators. Of these 662 forms 374 were on most-frequently-run family education programs and 228 were on new programs. All the completed forms were checked for missing data and cleaned for accuracy before they were input for data analysis.

Results

5.11 This section presents the findings on the landscape study. Findings on the overall landscape of ALL family education programs are presented first, followed by the individual

landscapes of those provided by different sectors, namely, the core social service sector, the non-core social service sector, the school sector and the religious bodies sector.

Overall Landscape of Family Education Programs in Hong Kong

Service Operators

5.12 For all the forms collected in our study, more than half (54.8%) of family education operators are NGOs. Slightly more than a quarter of the sample (26.6%) are schools in which 12.6% are secondary schools and 14.0% are primary schools. There are 7.8% and 9% government and religious body operators respectively. For more detailed information on the composition of the sample, please refer to Table 5.2 below.

Table 5.2 Breakdown of Data Collection from Operators

	Frequently-run Programs	New Programs	All Programs
Government	25 (6.7%)	27 (9.4%)	52 (7.8%)
NGOs	190 (50.8%)	172 (59.7%)	365 (54.8%)
Schools	111 (29.7%)	66 (22.9%)	177 (26.6%)
- Secondary schools	59 (15.8%)	25 (8.7%)	84 (12.6%)
- Primary schools	52 (13.9%)	41 (14.2%)	93 (14.0%)
Religious Body	42 (11.2%)	17 (5.9%)	60 (9%)
- Catholic	10 (2.6%)	2 (0.7%)	12 (1.8%)
- Protestant	32 (8.6%)	15 (5.2%)	48 (7.2%)
Others	6 (1.6%)	6 (2.1%)	12 (1.8%)

5.13 For the new family education programs, 59.7% of them were offered by the NGOs, 22.9% by schools, 9.4% by government, and 5.9% by religious bodies. For the most-frequently-run programs, 50.8% of them were offered by NGOs, 29.7% by schools, 11.2% by religious bodies and 6.7% by government.

5.14 Overall speaking, the NGOs offered more than half (54.8%) of all most-frequently-run and new family education programs in this study. The schools are also important operators,

running more than a quarter of all programs in this study. The programs run by the religious bodies (9%) constitute a slightly higher proportion than those run by the government (7.8%).

Budgets, Funding and Participants

Program Budget

5.15 The average budget per family education program is HK\$10,701.3 with a standard deviation of HK\$74,746.4. The highest budget for a program is HK\$1,574,070 which is an outlier (Table 5.3).

5.16 On the whole, new programs have a higher average budget (HK\$15,124.5) than the most-frequently-run programs (HK\$7,261.1). A possible cause is due to the outlier in the former program type. Another possible reason is that new programs may be easier to attract more funding than the most-frequently-run programs.

Table 5.3 Program Budget (All Sectors) in HKD

	Mean	SD
All Programs (N=608)	10,701.3	74,746.4
Frequently-run Programs (N=342)	7,261.1	32,089.8
New Programs (N=266)	15,124.5	106,946.0

5.17 According to Figure 5.1, most programs had budget ranges of HK\$1-500 (27.9%) and above HK\$4,000 (23.7%). The average total budgets for the former and latter subgroups were HK\$304.3 and HK\$41,911.2. About 12.2% of the programs were run without involving no extra cost (HK\$0).

5.18 For a given budgetary range, the percentages of new programs are higher than those of the most-frequently-run programs. The only exception is found in programs that are run without incurring any budgetary cost. The percentage of most-frequently-run programs is observably higher than that of the new programs. This seems to suggest that new programs may be difficult to be initiated without budgetary support.

Figure 5.1 Total budget of the programs (All Sectors) in HKD



Table 5.4 Program Budget (All Sectors) in HKD

Program Budget	Frequently-run Programs Mean (SD)	New Programs Mean (SD)	All Programs Mean (SD)
0	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
1-500	294.1 (159.8)	316.6 (153.8)	304.3 (157.0)
501-1,000	836.1 (166.4)	835.5 (161.0)	835.8 (162.9)
1,001-2,000	1,740.5 (274.2)	1,682.3 (277.5)	1,713.6 (274.7)
2,001-4,000	3,148.1 (505.7)	3,172.5 (617.1)	3,159.3 (555.8)
4,000 +	27,512.3 (61,976.4)	60,424.0 (214,823.9)	41,911.2 (149,753.4)

Duration and Number of Sessions

5.19 As can be seen from Table 5.5 and 5.6, the average program hours are 22.1 hours, and the average number of sessions is 11.4. The most-frequently-run programs show longer average program hours (27.4 hrs) than the new programs (15.4 hrs). The difference in average number of sessions is even larger (most-frequently-run programs: 15.1 sessions; new programs: 6.7 sessions).

Table 5.5 Total Number of Program Hours (All Sectors)

	Program Hours	
	<u>Mean</u>	<u>SD</u>
All Programs (N=642)	22.1	134.4
Frequently-run Programs (N= 362)	27.4	174.7
New Programs (N= 280)	15.4	43.5

Table 5.6 Total Number of Sessions (All Sectors)

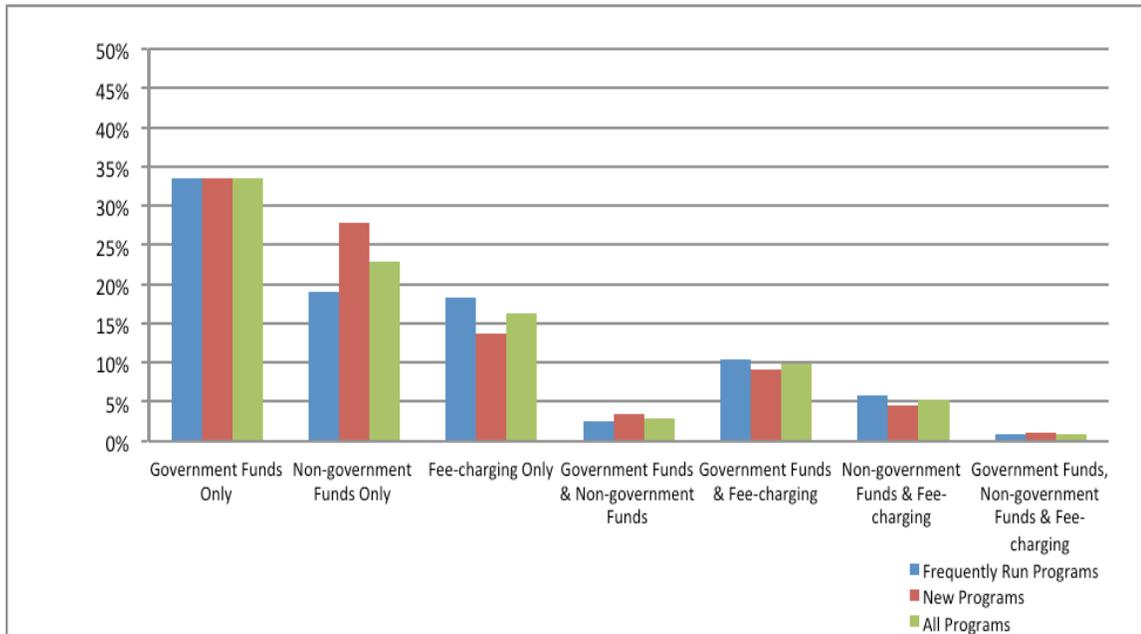
	Program Sessions	
	<u>Mean</u>	<u>SD</u>
All Programs (N=638)	11.4	87.0
Frequently-run Programs (N= 359)	15.1	115.1
New Programs (N= 279)	6.7	15.7

Funding Sources

5.20 Over 70% of programs used single sources of funding, and relatively less employed multiple sources of funding. Around one-third of all family education programs were entirely based on government funds (33.4%), and about a quarter were entirely run on non-governmental funds (22.9%). Only 16.2% of the programs were financed out of income from fee-charging.

5.21 For programs which were entirely financed out of income from fee-charging, there were relatively more most-frequently-run programs (18.2%) than the new programs (13.6%). On the other hand, relatively more new programs (27.9%) than most-frequently-run programs (19.0%) were entirely based on non-governmental funds. This seems to suggest that the NGOs are a primer force in pioneering initiatives in family education programs.

Figure 5.2 Funding Sources of the programs (All Sectors)



Number of Participants

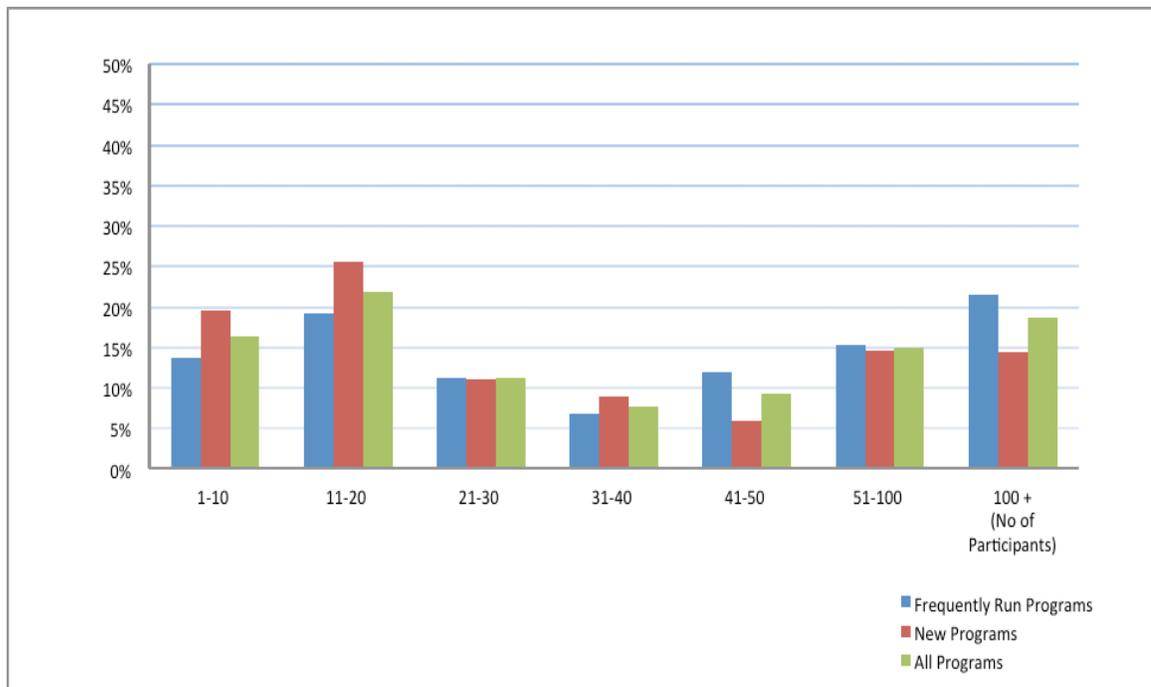
5.22 The average number of participants for all family education programs is 122.6. The average number of participants of the most-frequently-run programs (146.6) is notably higher than that of the new programs (91.3). This seems to suggest that most-frequently-run programs were easier to attract participants.

Table 5.7 Actual Number of participants (All Sectors)

	Mean	SD
All Programs (N=652)	122.6	419.8
Frequently-run Programs (N= 370)	146.6	501.8
New Programs (N= 282)	91.3	275.7

5.23 After collating the number of participants into groups, the results indicated that there were more mass programs (participants of 100 above; 18.6%) and programs with fewer participants (participants ranged between 1-20; 38.2%). Specifically, frequently-run-programs manifested a similar pattern, having higher figure on mass programs (21.6% for participants of 100 above) and small programs (33.0% for participants ranged between 1-20). The new programs tended to hold small programs. (45% for participants ranged between 1-20).

Figure 5.3 Actual Number of participants (All Sectors)



Program Objective (Q8)

5.24 For program objectives, it can be seen from Figure 5.4 that 61.7% of the programs are educational, 32.9% enrichment and 5.4% remedial/therapy. Taken programs of educational and enrichment purposes together, over 90% of all programs are preventive by nature. From Figures 5.5 and 5.6, it can be seen that there were more new programs having a focus on remedial / therapy (8.3%) than most-frequently-run programs (3.3%).

Figure 5.4 Main objective of the programs (All Sectors) (n=639)

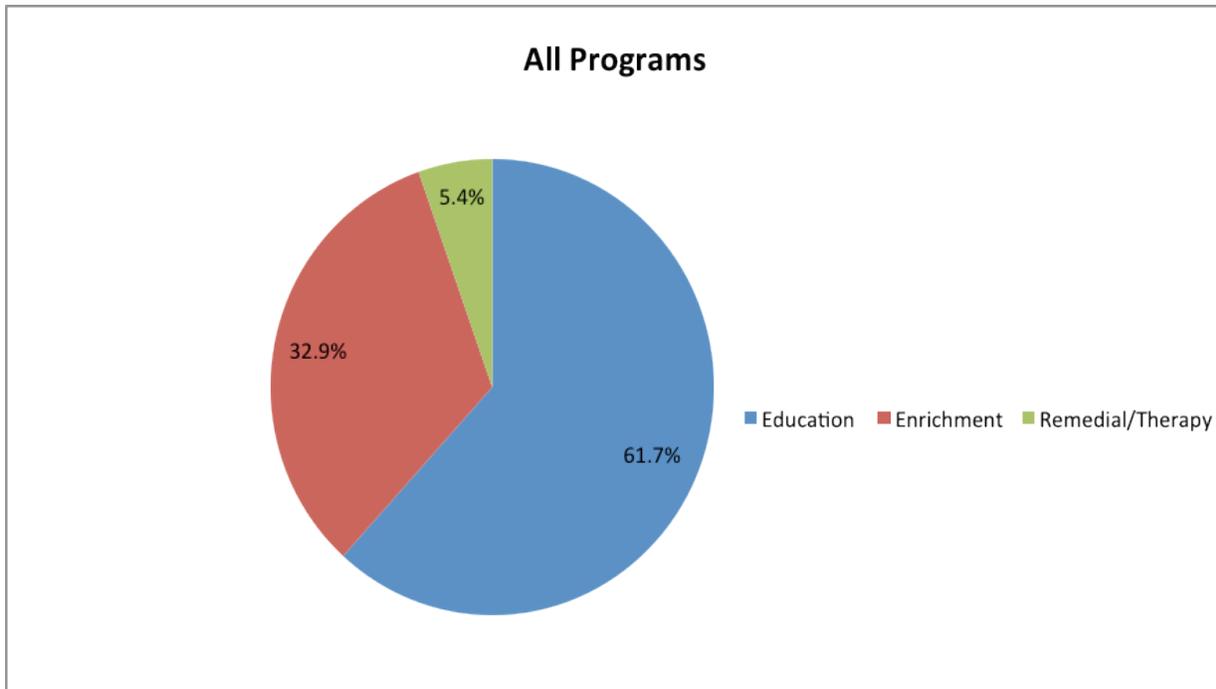


Figure 5.5 Main objective of the frequently-run programs (All Sectors) (n=363)

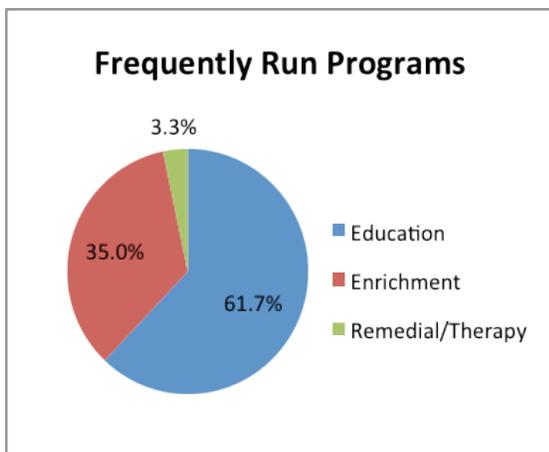
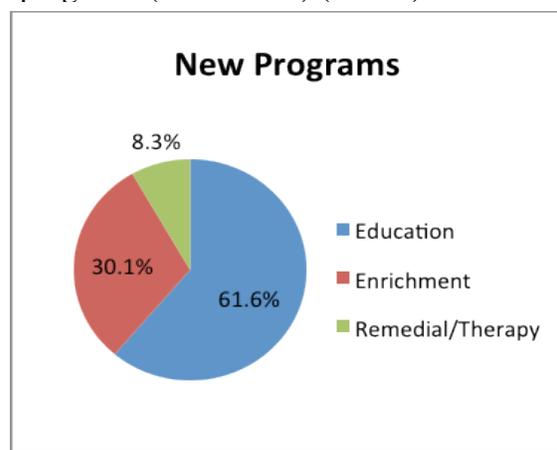


Figure 5.6 Main objective of the new programs (All Sectors) (n=276)



Targeted Participants (Q10, Q11, Q22)

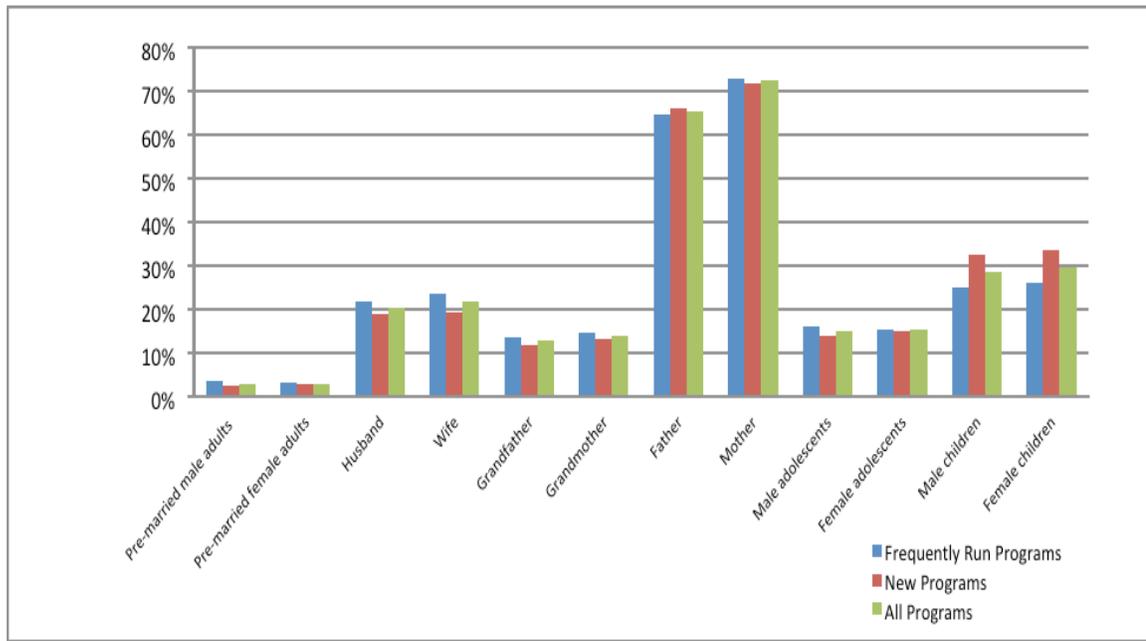
Intended Participants

5.25 As to the intended participants for all family education programs, 72.4% of them had mothers as their target, 65.3% father, 29.5% female children, 28.4% male children and 21.8% wife. There is not much focus on pre-married male adults (3%) and pre-married female adults

(3%). From these results, it can be seen that the target of the family education programs in this study are overwhelmingly parents. Pre-married adults are the least intended participants of the family education programs.

5.26 The pattern of most-frequently-run programs and new programs is similar in terms of their intended participants.

Figure 5.7 Intended participants (All Sectors)



Whether the program is open to the entire community?

5.27 As can be seen from Table 5.8, slightly more than half (54.6%) of the family education programs in this study are open to all families in the community. The rest of the programs could be understood as targeting on those who are service recipients, students, or members of the organizations providing the family education programs. The percentage of new programs (60.3%) open to families in the community is more than that of most-frequently-run programs (50.3%).

Table 5.8 Is the program open to all families in the community? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=652)	54.6%	45.4%
Frequently-run Programs (N=370)	50.3%	49.7%
New Programs (N=282)	60.3%	39.7%

Whether participation in the program is entirely voluntary?

5.28 Table 5.9 presents information on voluntariness of participation in the family education program. It can be seen that an overwhelming majority of the programs (96.2%) is entirely voluntary with respect to participation. The level is the same for both new and most-frequently-run programs.

Table 5.9 Is the program entirely voluntary? (All Sectors)

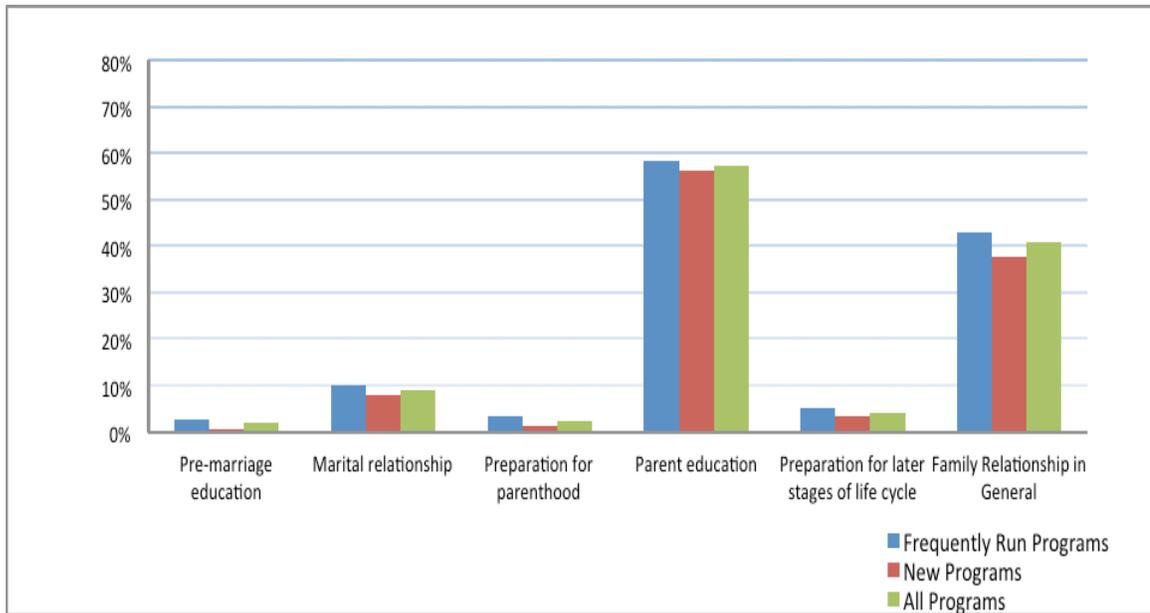
	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=653)	96.2%	3.8%
Frequently-run Programs (N=367)	96.2%	3.8%
New Programs (N=286)	96.2%	3.8%

Program Nature (Q13)

5.29 Regarding the nature of the family education programs, 57.4% was on parent education, followed by 40.6% on family relationship in general, and 9.0% on marital relationship. Much less focus was put on pre-marriage education (1.7%), preparation for parenthood (2.3%) and preparation for later stages of life cycle (4.1%).

5.30 Separate analysis of the most-frequently-run programs and new programs shows a similar pattern. The majority of most-frequently-run (58.4%) and new programs (56.1%) are education programs. For the new programs, there is even less focus on pre-marriage education (0.3%) and preparation for parenthood (1.0%).

Figure 5.8 Nature of programs (All Sectors)

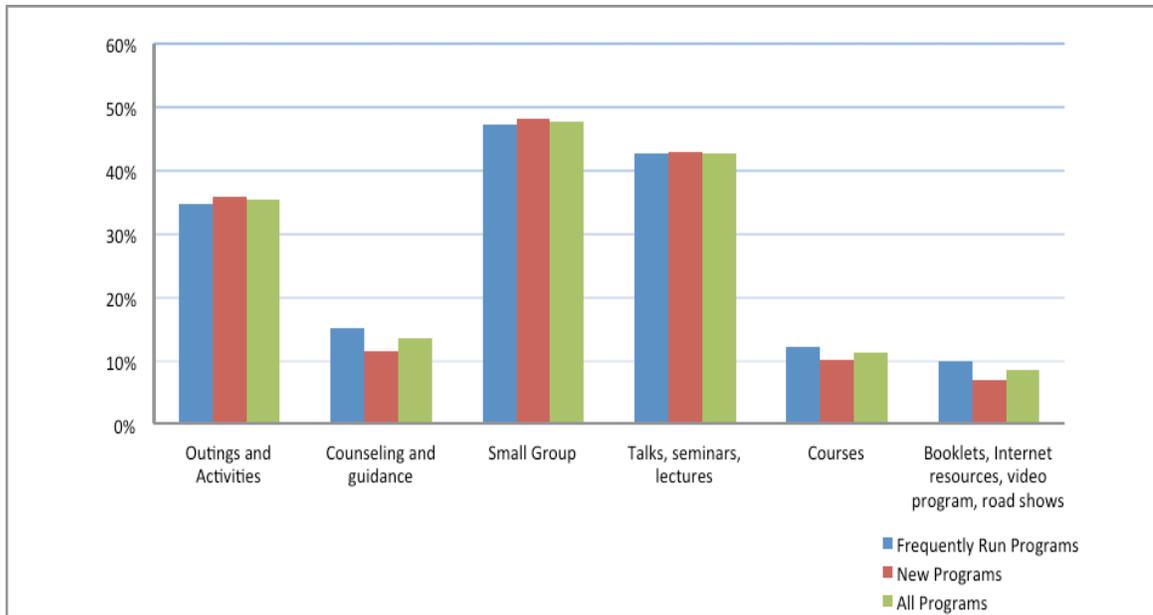


Delivery Mode of the Program (Q14)

5.31 In terms of the delivery mode of all family education programs, nearly half of them use small group (47.6%), followed by talks, seminars, or lectures (42.7%), outings and activities (35.3%), counseling and guidance (13.6%) and courses (11.3%). The use of booklets, internet resources, video programs, road shows counts for 8.5%.

5.32 The new programs do not differ significantly from the most-frequently-run programs in terms of the delivery mode of family education program. For both types of programs, less than one-tenth of them use booklets, internet resources, video programs, road shows as a method of delivery.

Figure 5.9 Delivery mode of the programs (All Sectors)



Special Focus (Q15-Q21, except Q18)

Programs for separating / divorced families

5.33 Only 3.4% of the family education programs in this study were specifically designed for separating / divorced families. No significant difference is found between the figures of new (3.3%) and most-frequently-run programs (3.5%).

Table 5.10 Is the program specifically for separating/divorce families? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=651)	3.4%	96.6%
Frequently-run Programs (N=366)	3.3%	96.7%
New Programs (N=285)	3.5%	96.5%

Programs for remarried / constituted families

5.34 A meager 0.5% of all family education programs are specifically designed for remarried / reconstituted families. There is no significant difference between the figures of new (0.4%) and most-frequently-run programs (0.5%).

Table 5.11 Is the program specifically for remarried families? (All Sector)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=651)	0.5%	99.5%
Frequently-run Programs (N=366)	0.5%	99.5%
New Programs (N=285)	0.4%	99.6%

Programs for new immigrant families

5.35 About 4.1% of all family education programs are specifically designed for immigrant families. No significant difference is found between the figures of new (4.2%) and most-frequently-run programs (4.1%).

Table 5.12 Program is for immigrant families? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=651)	4.1%	95.9%
Frequently-run Programs (N=366)	4.1%	95.9%
New Programs (N=285)	4.2%	95.8%

Programs focusing on gender roles in the families

5.36 Nearly a quarter of all family education programs (23.8%) cover education of gender roles of family members. The percentage of most-frequently-run programs (26.7%) which focused on gender roles in the families is higher than that of the new programs (20.0%).

Table 5.13 Program is specifically on gender roles in families? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=639)	23.8%	76.2%
Frequently-run Programs (N=359)	26.7%	73.3%
New Programs (N=280)	20.0%	80.0%

Programs focusing on family-work balance

5.37 There is 38.7% of all family education programs cover the balance of work and family lives. The percentage of most-frequently-run programs (41.1%) which focused on family-work balance is slightly higher than that of the new programs (35.5%).

Table 5.14 Program is specifically on balance of work and family lives? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=644)	38.7%	61.3%
Frequently-run Programs (N=365)	41.1%	58.9%
New Programs (N=279)	35.5%	64.5%

Programs on sex education

5.38 There is 12.5% of all family education programs designed to cover sex education. The figure of most-frequently-run programs (18.0%) is higher than that of the new programs (5.6%).

Table 5.15 Program is specifically on sex-education? (All Sectors)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=648)	12.5%	87.5%
Frequently-run Programs (N=362)	18.0%	82.0%
New Programs (N=286)	5.6%	94.4%

Highlights of Findings (All Sectors)

Provision of family education

5.39 While a variety of service operators are providing family education in Hong Kong, the provision by NGOs and schools are relatively more significant. In the current overall landscape study, these two sectors contribute over 75% of all family education program information received. The other government departments, religious bodies constitute less than a quarter of the service provision. Yet the possibility of sampling and response bias has to be considered.

5.40 The majority of service operators rely on government funds and non-government funds to support their service provision. Less than 20% of organization would operate solely on free-charging mechanism. For most organizations, mixed funding is a less preferred option. In addition, it is observed that new programs could be more difficult to run without incurring any budgetary cost compared with the most-frequently-run programs.

Availability and accessibility

5.41 Nearly half of the family education programs (54.6%) are open to all families in the community, and a great majority (96.2%) of programs is entirely voluntary with respect to participation. These suggest that the services are available to those with need in general. The intended participants are overwhelming parents, with over half of all programs targeted for father or mother.

Scope of family education

5.42 The scope of family education is mainly preventive by nature, with more than 90% of all programs bearing the objectives as educational or enrichment. The minority focus on remedial / therapeutic nature. By program nature, a majority of the program natures are on parent education (57.4%) and family relationship in general (40.6%). The programs for specific targeted groups, including separating / divorced families, remarried families, are not significantly provided.

Delivery of family education programs

5.43 The participation number of family education programs manifested a pattern of more provision of mass programs (participants of 100 above) and programs with few participants

(participants ranged 1-20). This is in line with the observation that most of the programs are delivered through small groups (47.6%), talks, seminars, or lectures (42.7%), outings and activities (35.3%). The use of other channels such as internet remains a less conventional choice in the delivery of family education.

Service Gap (All Sectors)

5.44 The possible service gap can be observed in two folded: the program nature and targeted participants.

Program nature

5.45 The current family education program is highly skewed to parent education and family relationship in general. There is a very low attention towards the needs in the other stages of family cycle, including pre-marriage education, marital relationship, preparation for parenthood, and preparation for later stages of life cycle.

5.46 Apart from the emphasis on work-family balance, the service provision with special focus in program nature is low. Less than a quarter of all programs would focus on gender roles in the families or sex education.

Targeted participants

5.47 While the intended participants are overwhelmingly parents, the service provision targeted to other family roles is relatively weak. There is minimal attention given to the group of pre-marital adults, which can cause an obstacle in the promotion of pre-marital education. The provision of services to the elderly group in family is also insufficient.

5.48 There is an obvious service gap for specific targeted group showed by the low figures of program provision. There is less than 5% of all family programs are targeted for separating / divorced families, remarried / constituted families, new immigrant families. There is a possibility that the service operators have a will to reduce the stigmatization for these targeted groups. Yet the figures are overwhelmingly low and may affect the awareness of the targeted group on the service provision.

Family Education Programs by Core Social Services Sector in Hong Kong

Service Operators

5.49 For all the forms collected from core services sector, there are 66.3% from IFSCs and 33.7% from FLEUs. When compared with the most-frequently-run and new programs, both IFSCs and FLEUs offered similar distribution of programs in family education.

Table 5.16 Background of Core Social Services

	Frequently-run Programs	New Programs	All Programs
FLEUs	33 (17.6%)	30 (16.1%)	63 (33.7%)
IFSCS	63 (33.7%)	61 (32.6%)	124 (66.3%)

Budgets, Funding and Participants

Program Budget

5.50 In the core social service sector, the average estimated budget per family education programs is HK\$3,364.6 with standard deviation of HK\$13,191.9.

5.51 As we can see from Table 5.17, the new programs have higher average estimated budget (HK\$4,035.1) than the most-frequently-run programs (HK\$2,737.4). The highest budget for new and most-frequently-run programs is HK\$135,000 and HK\$80,000 respectively.

Table 5.17 Program Budget (Core Social Services)

	Mean	SD
All Programs (N=180)	3,364.6	13,191.9
Frequently-run Programs (N=93)	2,737.4	8,743.7
New Programs (N=87)	4,035.1	16,719.8

5.52 According to Figure 5.10, most programs had budget ranges of HK\$1-500 (41.2%) and HK\$501-1,000 (20.8%). The average estimated budget for the former and latter subgroups was HK\$304.2 and HK\$824.9. 7.8% of all programs involved no extra cost (HK\$0).

Figure 5.10 Total budget of the programs (Core Social Services)



Table 5.18 Program Budget (Core Social Services) in HKD

Program Budget	Frequently-run Programs Mean (SD)	New Programs Mean (SD)	All Programs Mean (SD)
0	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
1-500	272.6 (153.2)	332.6 (143.6)	304.2 (150.2)
501-1,000	841.4 (144.8)	807.4 (154.4)	824.9 (148.4)
1,001-2,000	1,624.0 (292.8)	1,590.2 (268.1)	1,610.5 (273.7)
2,001-4,000	3,082.8 (513.3)	3,380 (849.7)	3,188.9 (637.3)
4,000 +	14,360.8 (20,248.8)	22,854.8 (39,343.3)	18,607.8 (30,960.5)

Duration and Number of Sessions

5.53 As indicated in Table 5.19 and 5.20, the average program hours are 19.2 hours, and the average number of sessions is 7.9. The most-frequently-run programs show longer average program hours (26.1 hrs) than the new programs (12 hrs). The difference in average number of sessions is also larger (most-frequently-run programs: 10.6 sessions; new programs: 5.2 sessions).

Table 5.19 Total Number of Program Hours (Core Social Services)

	Mean	SD
All Programs (N=185)	19.2	52.0
Frequently-Run-Programs (N=94)	26.1	67.5
New Programs (N=91)	12.0	26.9

Table 5.20 Total Number of Sessions (Core Social Services)

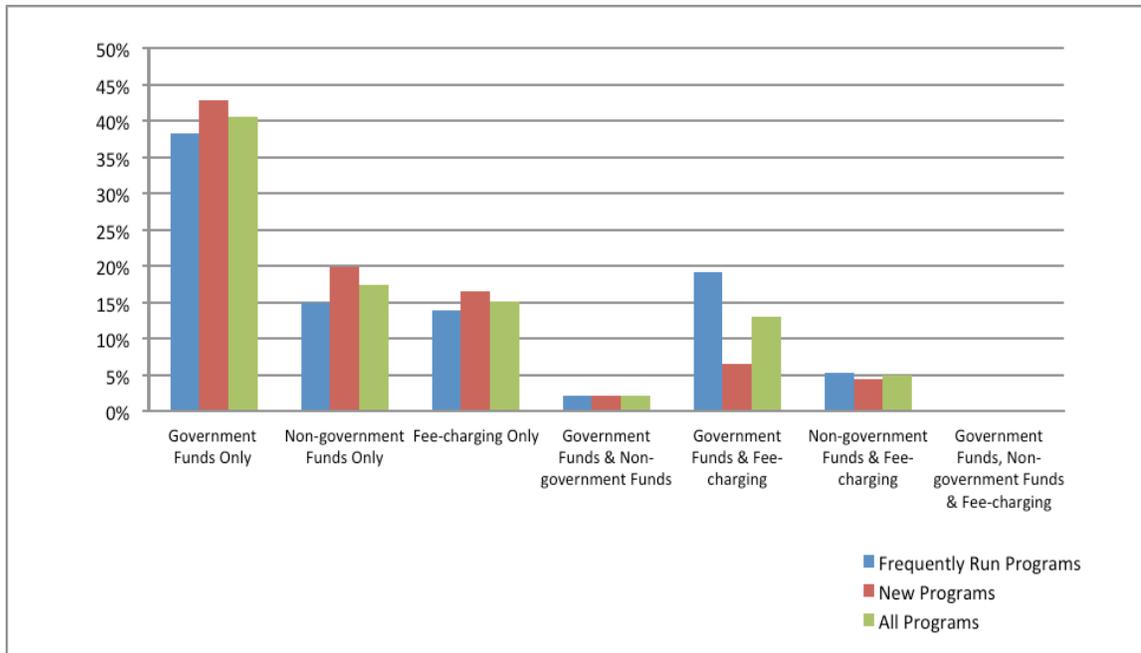
	Mean	SD
All Programs (N=185)	7.9	15.2
Frequently-Run-Programs (N=94)	10.6	18.8
New Programs (N=91)	5.2	9.6

Funding Sources

5.54 Over 70% of programs used single sources of funding. A majority of all family education programs come from government funds (40.5%), and followed by non-governmental funds (17.3%) and fee-charging income (15.1%).

5.55 There are fewer most-frequently-run programs employed government funds (38.3%) and non-government funds (14.9%) than the new programs (government funds: 42.9%; non-government fund: 19.8%). On the other hand, the new programs gained funding more through fee charging (16.5%) than the most-frequently-run programs (13.8%).

Figure 5.11 Funding Sources of the program (Core Social Services)



Number of Participants

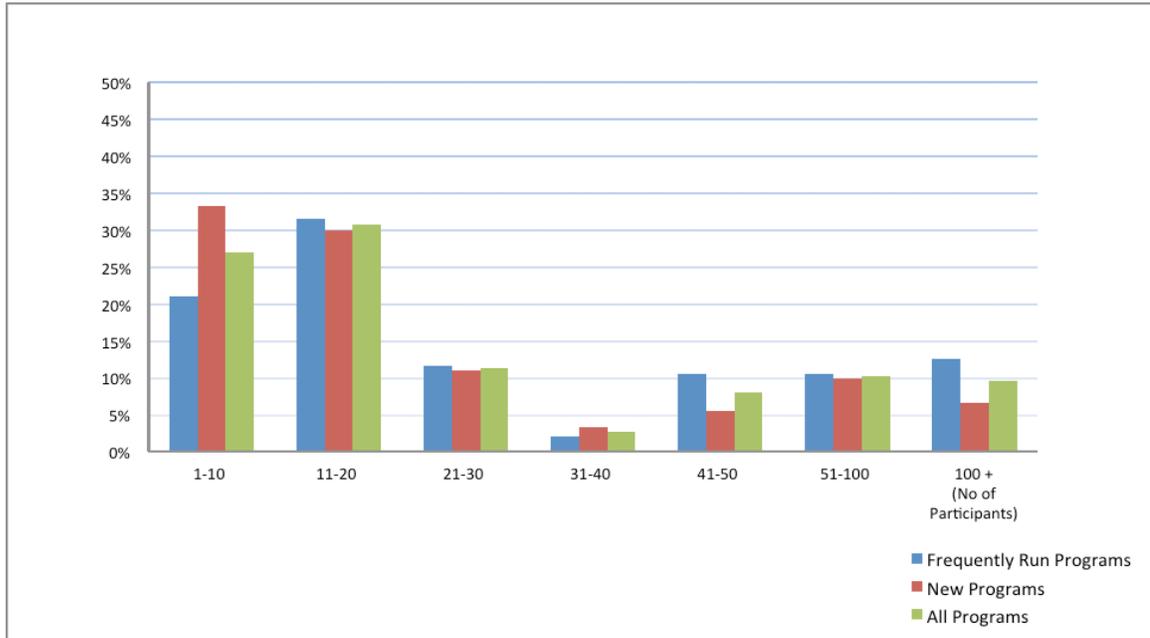
5.56 The average actual number of participants for all family education programs is 91.1. The average number of participants of the new programs (103.8) is higher than that of the most-frequently-run programs (79).

Table 5.21 Actual Number of participants (Core Social Services)

	Mean	SD
All Programs (N=185)	91.1	330.2
Frequently-run Programs (N=95)	79.0	213.0
New Programs (N=90)	103.8	420.9

5.57 After collating the number of participants into group, the results show that most programs are held for small groups of participants (27% for 1-10; 30.8% for 11-20). These two subgroups occupy for (57.8%) out of all subgroups. Both most-frequently-run and new programs show similar distributions.

Figure 5.12 Actual Number of participants (Core Social Services)



Program Objective (Q8)

5.58 From Figure 5.13, it can be seen that in the core social service sector, the main objectives of the programs are 63.3% education, 27.0% enrichment and 9.7% remedial / therapy. The most-frequently-run programs have a stronger focus on education (67%) and enrichment (29.8%) than the new programs (education: 59.3%; enrichment: 24.2%). On the other hand, the new programs (16.5%) are more on remedial / therapy than the most-frequently-run programs (3.2%).

Figure 5.13 Main objective of the programs (Core Social Services) (n=185)

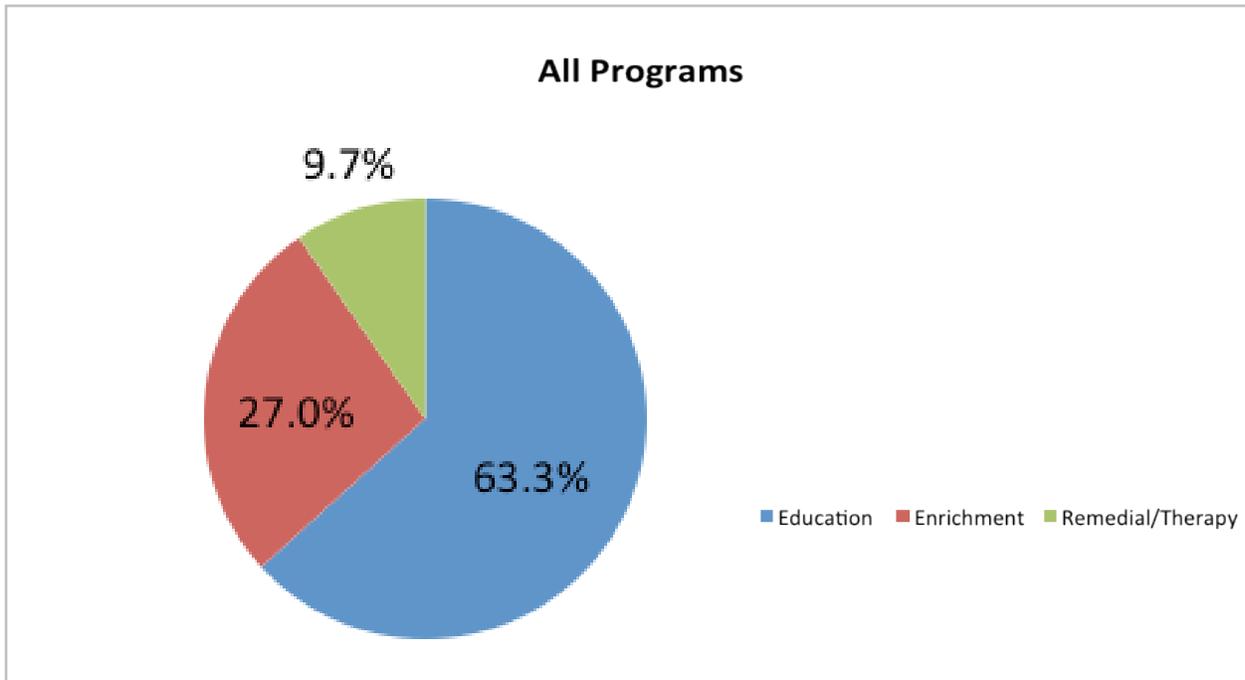


Figure 5.14 Main objective of the frequently-run programs (Core Social Services) (n=94)

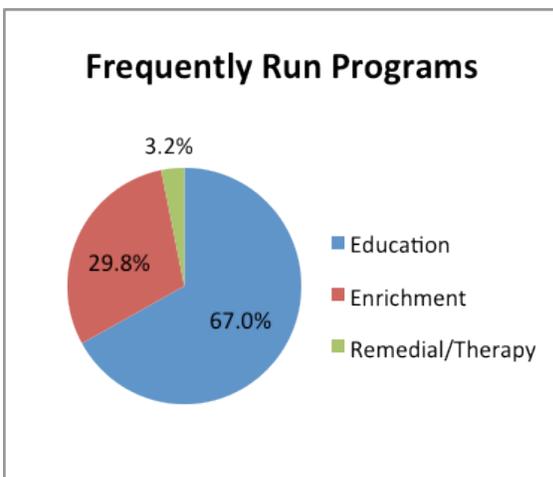
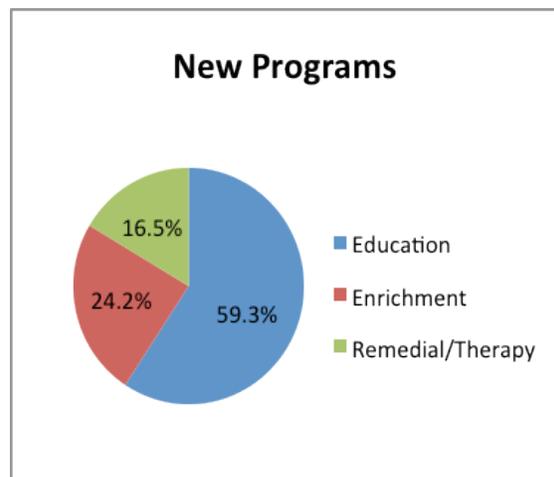


Figure 5.15 Main objective of the new programs (Core Social Services) (n=91)



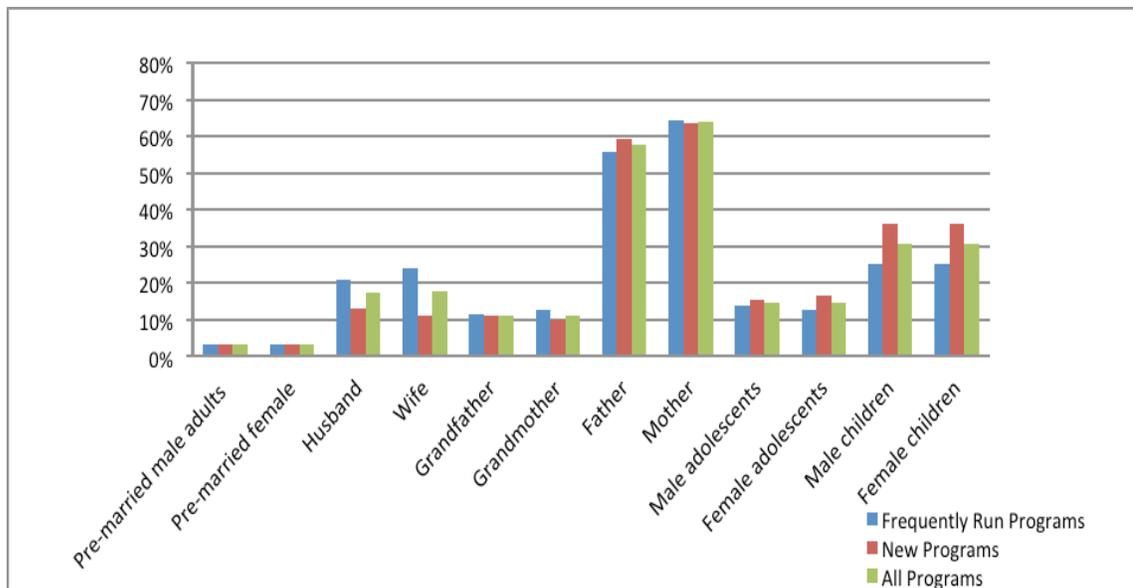
Targeted Participants (Q10, Q11, Q22)

Intended Participants

5.59 Considering the intended participants for all family education programs, there are 64% mother, 57.5% father, 30.6% female children, 30.6% male children and 17.7% wife. There is not much focus on pre-married male adults (3.2%) and pre-married female adults (3.2%).

5.60 Compared the most-frequently-run programs and new programs, there are no specific different patterns.

Figure 5.16 Intended participants (Core Social Services)



Whether the program is open to the entire community?

5.61 Table 5.22 shows that 80.7% of all family education programs are open to all families in the community, which is higher than the overall level (54.4%). There are slightly less new programs (79.5%) open to families in the community than most-frequently-run programs (81.7%).

Table 5.22 Is the program open to all families in the community? (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=181)	80.7%	19.3%
Frequently-Run-Programs (N=93)	81.7%	18.3%
New Programs (N=88)	79.5%	20.5%

Whether participation in the program is entirely voluntary?

5.62 Overwhelming majority of participation of all family education programs (98.4%) is entirely voluntary. The level is the similar for both new (98.9%) and most-frequently-run programs (97.9%).

Table 5.23 Is the program entirely voluntary? (Core Social Services)

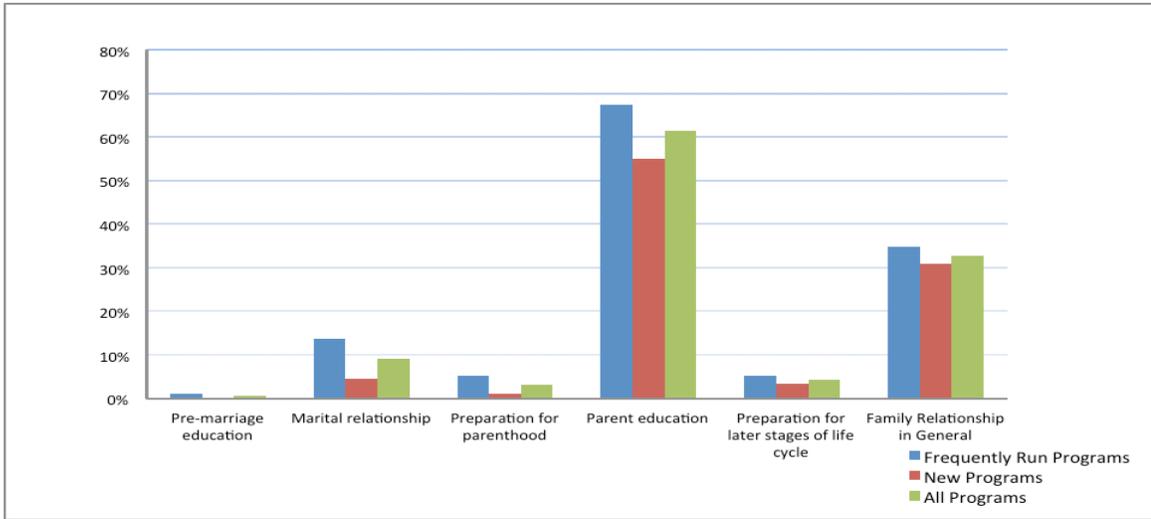
	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=185)	98.4%	1.6%
Frequently-run Programs (N=95)	97.9%	2.1%
New Programs (N=90)	98.9%	1.1%

Program Nature (Q13)

5.63 Regarding the nature of all family education programs, 61.3% is on parent education, followed by 32.8% on family relationship in general and 9.1% on marital relationship. Relatively less focus is put on pre-marriage education (0.5%), preparation for parenthood (3.2%) and preparation for later stages of life cycle (4.3%).

5.64 The majority of most-frequently-run (67.4%) and new programs (54.9%) are on parent education programs. When compared the new programs with the most-frequently-run programs, there is even less focus on pre-marriage education (0%), preparation for parenthood (1.1%), and preparation for later stages of life cycle (3.3%).

Figure 5.17 Nature of programs (Core Social Services)

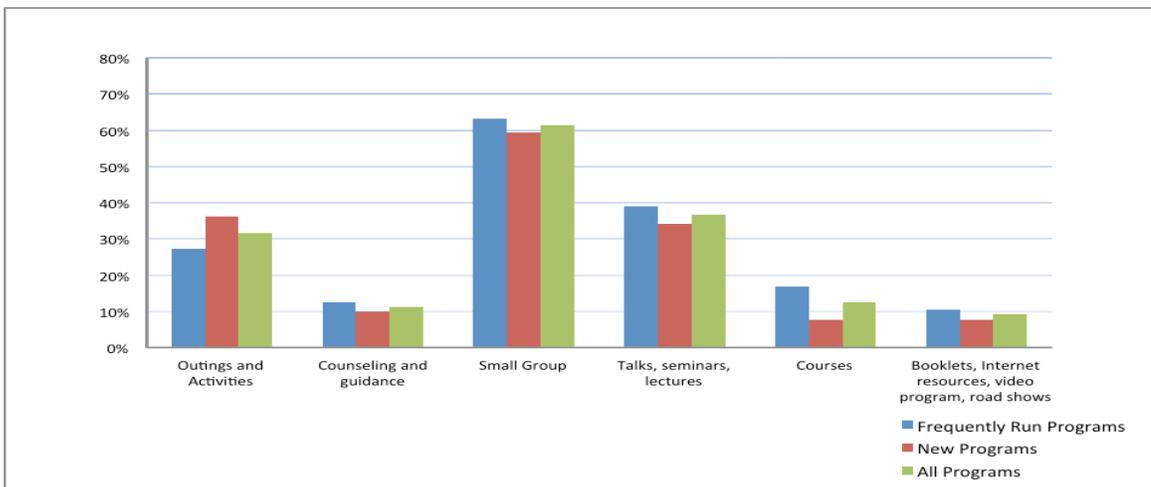


Delivery Mode of the Program (Q14)

5.65 In terms of the delivery mode of all family education programs, majority use small group (61.3%), followed by talks, seminars, lectures (36.6%), outings and activities (31.7%), courses (12.4%) and counseling and guidance (11.3%). The use of booklets, internet resources, video programs, road shows counts for 9.1%.

5.66 The new programs (36.3%) adopt more outings and activities than most-frequently-run programs (27.4%) in the delivery mode of family education.

Figure 5.18 Delivery mode of the programs (Core Social Services)



Special Focus (Q15-Q21, except Q18)

Programs for separating / divorced families

5.67 According to Table 5.24, 8.6% of all family education programs are specifically designed for separating / divorced families. The figure of most-frequently-run program (9.5%) is slightly higher than that of the new program (7.8%).

Table 5.24 Is the program specifically for separating/divorce families? (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=185)	8.6%	91.4%
Frequently Run Programs (N=95)	9.5%	90.5%
New Programs (N=90)	7.8%	92.2%

Programs for remarried / reconstituted families

5.68 There is no family education program specifically designed for remarried / reconstituted families.

Table 5.25 Is the program specifically for remarried families? (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=185)	0%	100%
Frequently-run Programs (N=95)	0%	100%
New Programs (N=90)	0%	100%

Programs for new immigrant families

5.69 About 9.2% of all family education programs are specifically designed for immigrant families. The figure of most-frequently-run programs (13.7%) is higher than that of the new programs (4.4%).

Table 5.26 Program is for immigrant families? (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=185)	9.2%	90.8%
Frequently-run Programs (N=95)	13.7%	86.3%
New Programs (N=90)	4.4%	95.6%

Programs focusing on gender roles in the families

5.70 More than a quarter of all family education programs (29.3%) cover education of gender roles of family members. The figure of most-frequently-run programs (38.5%) is higher than that of the new programs (20.0%).

Table 5.27 Program is specifically on gender roles in families (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=181)	29.3%	70.7%
Frequently-run Programs (N=91)	38.5%	61.5%
New Programs (N=90)	20.0%	80.0%

Programs focusing on family-work balance

5.71 There is 40.2% of all family education programs cover the balance of work and family lives. The figure of most-frequently-run programs (47.9%) is higher than that of the new programs (32.2%).

Table 5.28 Program is specifically on balance of work and family lives (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=184)	40.2%	59.8%
Frequently-run Programs (N=94)	47.9%	52.1%
New Programs (N=90)	32.2%	67.8%

Programs on sex education

5.72 There is 10.5% of all family education programs are designed to cover sex education. The figure of most-frequently-run programs (19.8%) is higher than that of the new programs (1.1%).

Table 5.29 Program is specifically on sex-education? (Core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=181)	10.5%	89.5%
Frequently-run Programs (N=91)	19.8%	80.2%
New Programs (N=90)	1.1%	98.9%

Highlights of Findings (Core Social Services)

Provision of family education

5.73 In general, the new family education programs are having higher budget, shorter service hours and larger numbers of participants. The majority of service operators rely on government funds and non-government funds to support their service provision.

Availability and accessibility

5.74 Around 80% of family education programs (80.4%) are open to all families in the community, and an overwhelmingly majority of programs is entirely voluntary with respect to participation. This implies that the services provided by core service sector are available to those in needed.

Scope of family education

5.75 The scope of family education is mainly preventive by nature, yet showing a trend of having more remedial/therapeutic focus in the new programs than the most-frequently-run programs. The major targeted participants are parents, which is in line with the overall stronger emphasis of parent education by program nature. The programs for specific targeted groups, including separating / divorced families, remarried families, are not significantly provided.

Delivery of family education programs

5.76 More than half of the programs (57.8%) are designed with a smaller group of participants (participants ranged 1-20). In terms of the delivery mode, most programs adopt small group (61.3%). The new family education programs employ more outing and activities and fewer courses when compared with the most-frequently-run programs.

Family Education Programs by Non-core Social Services Sector in Hong Kong

Service Operators

5.77 For all the forms collected from Non-core Social Services sector, there are 53.4% from ICYSCs, and 28.8% from DECC & Elderly Services, 10% from CYCs. When compared with the most-frequently-run and new programs, all units offered similar distribution of programs in family education.

Table 5.30 Background (Non-core Social Services)

	Frequently-run Programs	New Programs	All Programs
DECC & Elderly Services	34 (15.5%)	29 (13.3%)	63 (28.8%)
ICYSCs	57 (26.0%)	60 (27.4%)	117 (53.4%)
CYCs	12 (5.5%)	10 (4.5%)	22 (10.0%)
Others	10 (4.6%)	7 (3.2%)	17 (7.8%)

Budgets, Funding and Participants

Program Budget

5.78 The average estimated budget per family education programs is HK\$24,566.4 with standard deviation of HK\$128,481.4.

5.79 In general, the new programs have higher average estimated budget (HK\$35,587.8) than the most-frequently-run programs (HK\$14,392.8). The highest budget for new and most-frequently-run programs is HK\$1,574,070 and HK\$400,000 respectively.

Table 5.31 Program Budget (Non-core Social Services) in HKD

	Mean	SD
All Programs (N=200)	24,566.4	128,481.4
Frequently-run Programs (N=104)	14,392.8	55,755.6
New Programs (N=96)	35,587.8	175,989.5

5.80 Figure 5.19 indicates that most programs had budget ranges of HK\$1-500 (29.0%) and above HK\$4,000 (25.5%). The average estimated budget for the former and latter subgroups was HK\$281.8 and HK\$93,092.3 respectively. 9 % of all programs involved no extra cost (HK\$0).

Figure 5.19 Total Budget of the programs (Non-core Social Services)

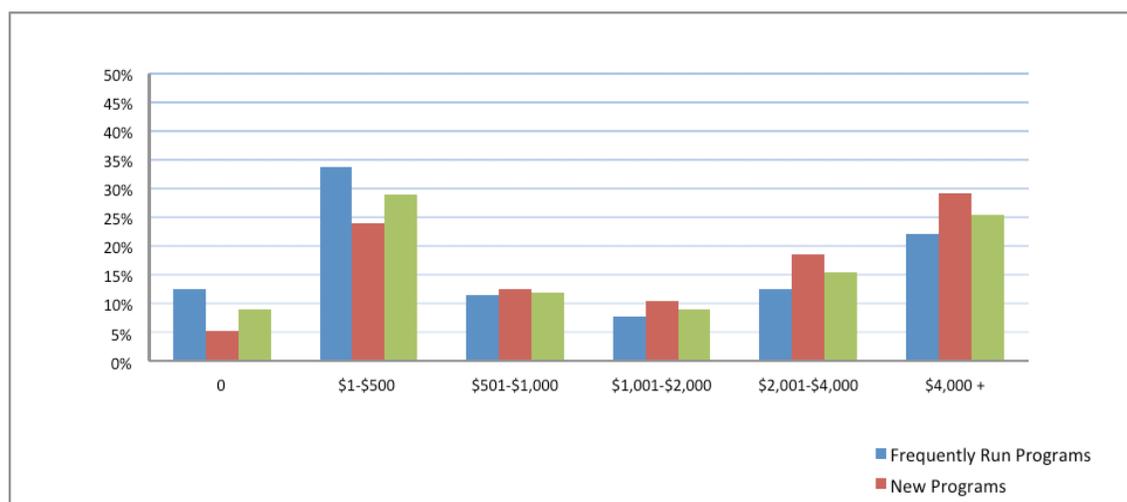


Table 5.32 Program Budget (Non-core Social Services)

Program Budget	Frequently-run Programs Mean (SD)	New Programs Mean (SD)	All Programs Mean (SD)
0	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
1-500	283.2 (161.2)	279.5 (154.5)	281.8 (157.2)
501-1,000	776.85 (185.1)	816.67 (160.0)	796.8 (170.4)
1,001-2,000	1,782.2 (283.2)	1,781.8 (266.2)	1,782.0 (265.6)
2,001-4,000	3,119.4 (582.7)	3,193.44 (653.7)	3,162.4 (615.9)
4,000 +	61,861.1 (107,355.6)	118,746.4 (314,401.1)	93,092.3 (243,446.6)

Duration and Number of Sessions

5.81 From Table 5.33 and 5.34, it can be seen that the average program hours are 41 hours, and the average number of sessions is 22.3. The most-frequently-run programs show longer average program hours (53.8 hrs) than the new programs (27 hrs). The difference in average number of sessions is also larger for the former (most-frequently-run programs: 32.4 sessions; new programs: 11.2 sessions).

Table 5.33 Total Number of Program Hours (Non-core Social Services)

	Mean	SD
All Programs (N=205)	41.0	231.3
Frequently-run Programs (N=107)	53.8	313.8
New Programs (N=98)	27.0	67.1

Table 5.34 Total Number of Sessions (Non-core Social Services)

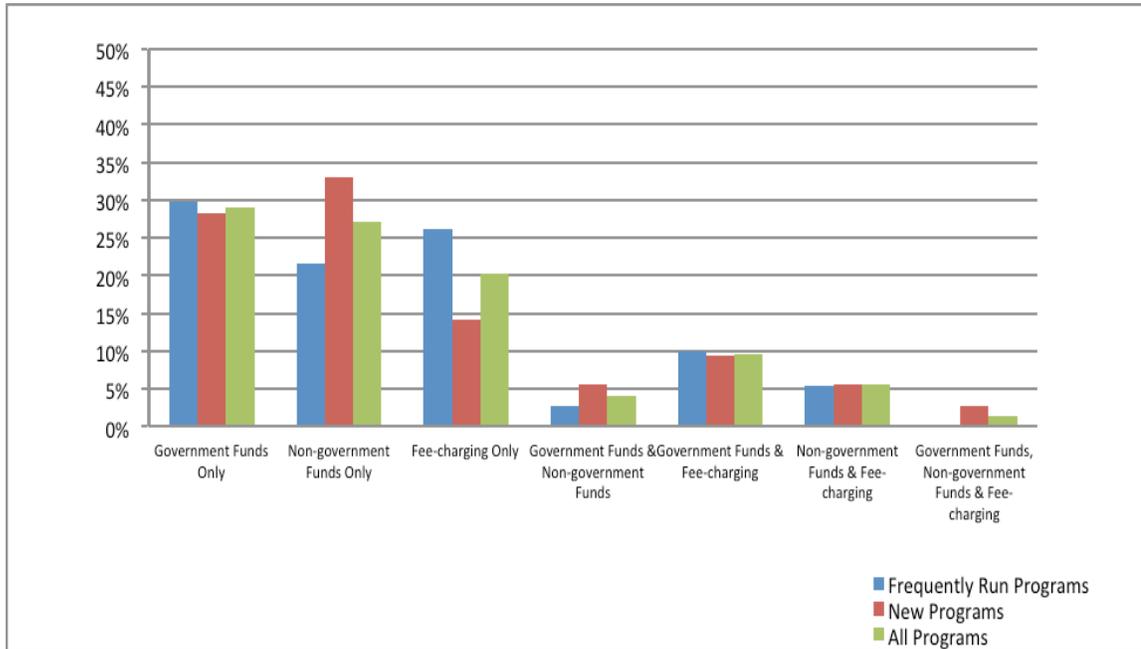
	Mean	SD
All Programs (N=212)	22.3	149.6
Frequently-run Programs (N=111)	32.4	205.5
New Programs (N=101)	11.2	23.6

Funding Sources

5.82 Over 75% of programs used single sources of funding, and relatively less employed multiple sources of funding with regards to funding sources. A majority of all family education programs come from government funds (29.0%), and followed by non-governmental funds (27.2%) and fee-charging income (20.3%).

5.83 As we can see from Figure 5.20, there are more most-frequently-run programs employed government funds (29.7%) and gained funding through fee-charging (26.1%) than the new programs (government funds: 28.3%; fee-charging: 14.2%). On the other hand, the new programs (33%) received more non-government funds than the most-frequently-run programs (21.6%).

Figure 5.20 Funding Sources of the programs (Non-core Social Services)



Number of Participants

5.84 The average number of participants for all family education programs is 136.7. The average number of participants of the most-frequently-run programs (184.5) is higher than that of the new programs (85.7).

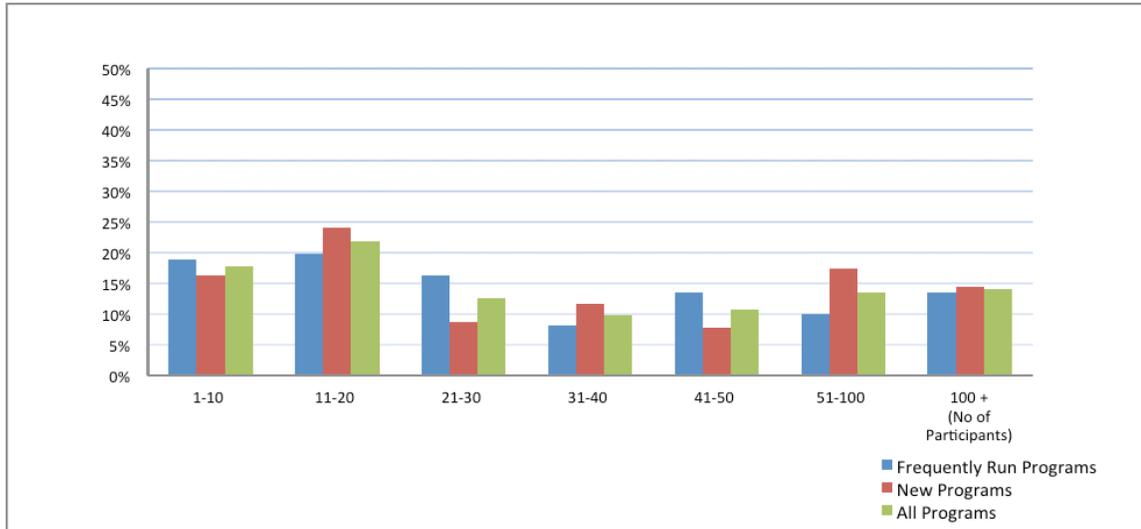
Table 5.35 Actual Number of participants (Non-core Social Services)

	Mean	SD
All Programs (N=215)	136.7	598.6
Frequently-run Programs (N=111)	184.5	813.6
New Programs (N=104)	85.7	180.3

5.85 After collating the number of participants into groups, the results show that most programs are held for small groups of participants (17.7% for 1-10; 21.8% for 11-20). These two subgroups occupy for 39.5% out of all subgroups. The most-frequently-run programs also tend to

hold for small groups of participants (18.9% for 1-10; 19.8% for 11-20). The new programs also have a concentration on serving small group of participants while they have a more distinct percentage in serving large groups of participants (24.1% for 11-20; 17.3% for 51-100).

Figure 5.21 Actual Number of participants (Non-core Social Services)



Program Objective (Q8)

5.86 In the Non-core Social Services, the main objectives of the programs are 65.1% education, 29.2% enrichment and 5.7% remedial / therapy.

5.87 The most-frequently-run programs have a stronger focus on education (68.2%) than the new programs (61.8%). On the other hand, the new programs are more on enrichment (32.4%) and remedial / therapy (5.8%) than the former type of programs (enrichment: 26.3%; remedial / therapy: 5.5%).

Figure 5.22 Main objective of the programs (Non-core Social Services) (n=212)

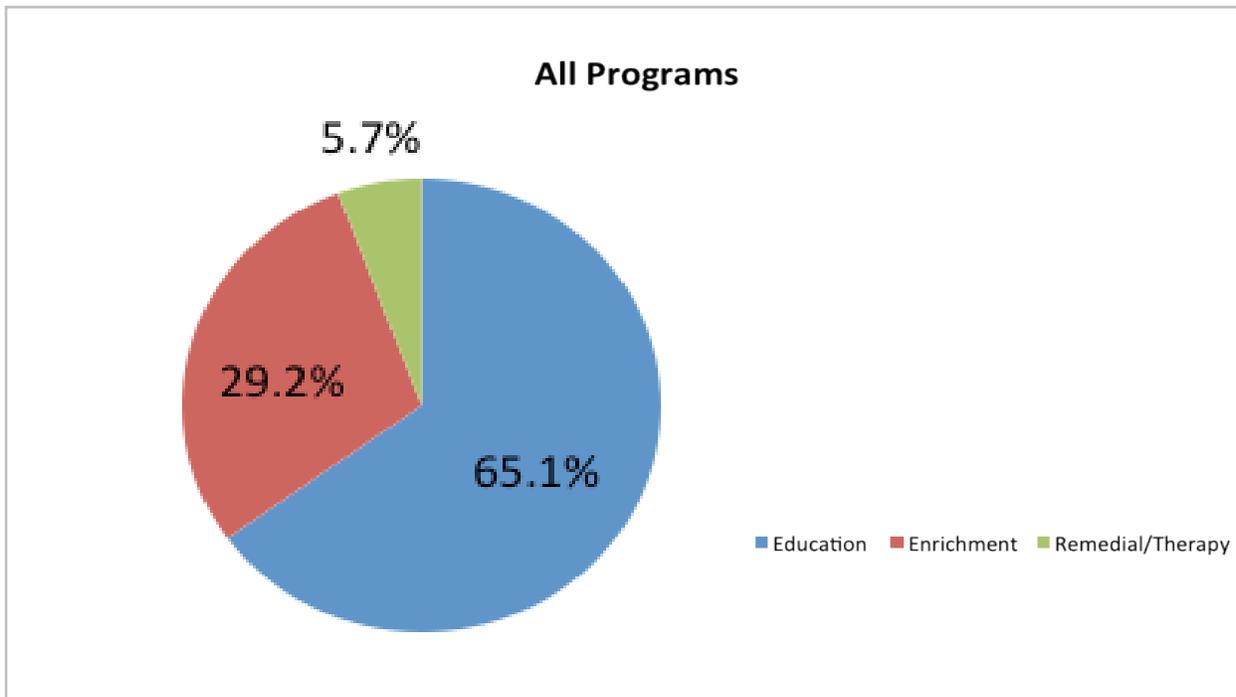


Figure 5.23 Main objective of the frequently-run programs (Non-core Social Services) (n=110)

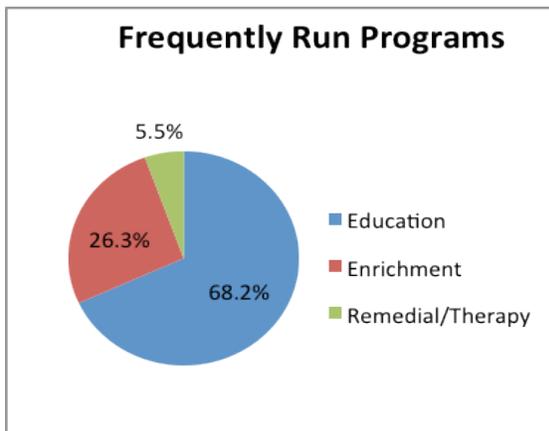
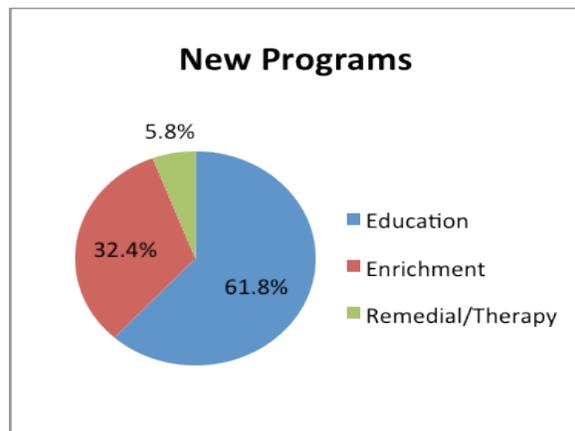


Figure 5.24 Main objective of the new programs (Non-core Social Services) (n=102)



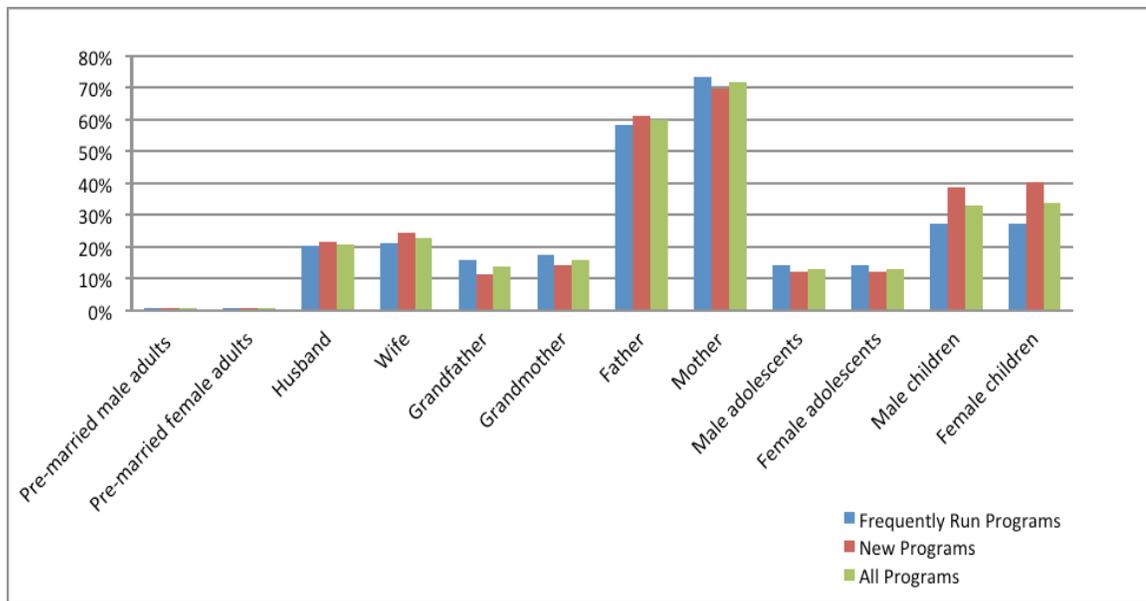
Targeted Participants (Q10, Q11, Q22)

Intended Participants

5.88 Considering the intended participants for all family education programs, there are 71.7% mother, 59.8% father, 33.8% female children, 32.9% male children and 22.8% wife. There is not much focus on pre-married male adults (0.9%) and pre-married female adults (0.9%).

5.89 The new programs (38.7%; 40.6%) have targeted more on the male children and female children than the most-frequently-run programs (27.4%; 27.4%) respectively.

Figure 5.25 Intended participants (Non-core Social Services)



Whether the program is open to the entire community?

5.90 As can be seen from Table 5.36, 63.1% of all family education programs are open to all families in the community, which is higher than the overall level (54.6%). There are slightly more new programs (64.8%) open to families in the community than most-frequently-run program (61.6%).

Table 5.36 Is the program open to all families in the community? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=217)	63.1%	36.9%
Frequently-run Programs (N=112)	61.6%	38.4%
New Programs (N=105)	64.8%	35.2%

Whether participation in the program is entirely voluntary?

5.91 Majority of participation of all family education programs (97.2%) is entirely voluntary. The level is the similar for both new (98.1%) and most-frequently-run programs (96.3%).

Table 5.37 Is the program entirely voluntary? (Non-core Social Services)

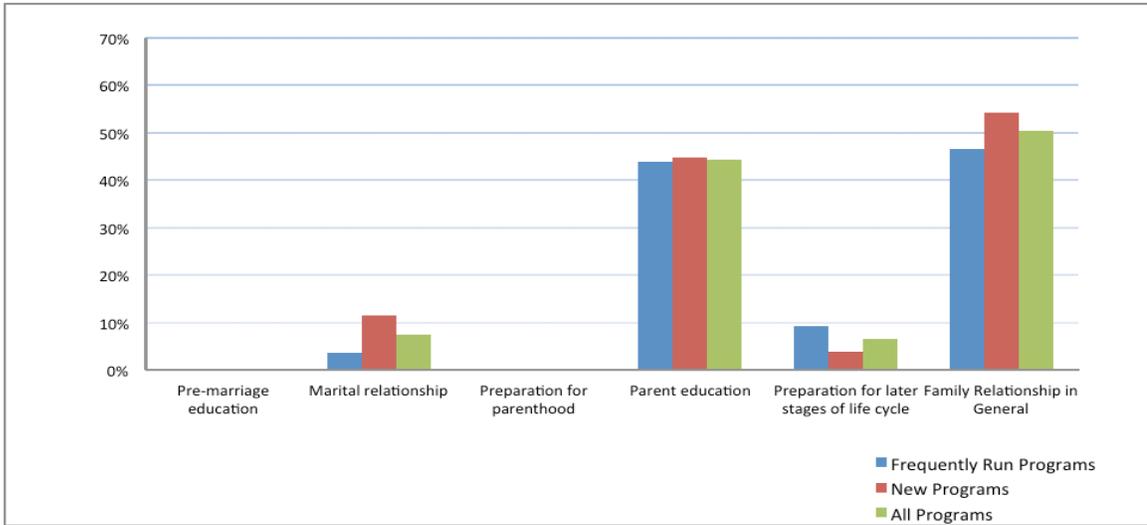
	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=212)	97.2%	2.8%
Frequently-run Programs (N=107)	98.1%	1.9%
New Programs (N=105)	96.3%	3.7%

Program Nature (Q13)

5.92 Regarding the nature of all family education programs provided by the Non-core Social Services Sector, 50.5% is on family relationship in general, followed by 44.3% on parent education and 7.5% on martial relationship. Relatively less focus is put on preparation for later stages of life cycle (6.6%) and no focus is put on pre-marriage education (0%) and preparation for parenthood (0%).

5.93 The majority of most-frequently-run (46.7%) and new programs (54.3%) are on relationship in general. No focus is put on pre-marriage education (0%) and preparation for parenthood (0%) for both most-frequently-run programs and new programs. The new programs (3.8%) show even less focus on preparation for later stages of life cycle than the most-frequently- run programs (9.3%).

Figure 5.26 Nature of program (Non-core Social Services)

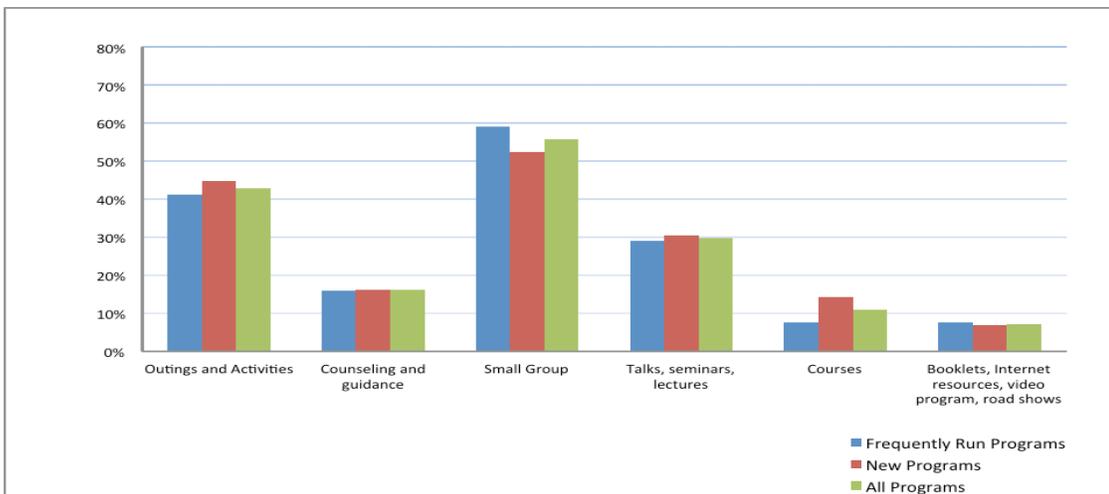


Delivery Mode of the Program (Q14)

5.94 In terms of the delivery mode of all family education programs, majority use small group (55.7%), followed by outings and activities (42.9%), talks, seminars, lectures (29.7%), counseling and guidance (16.0%) and courses (10.8%). The use of booklets, internet resources, video programs, road shows counts for 7.1%.

5.95 The new programs (14.3%) used courses as a delivery mode of the program more often than the most-frequently-run programs (7.5%), while the levels remain the same for the other delivery modes.

Figure 5.27 Delivery mode of the programs (Non-core Social Services)



Special Focus (Q15-Q21, except Q18)

Programs for separating / divorced families

5.96 Only 0.9% of all family education programs are specifically designed for separating / divorced families. No significant difference is found between the figures between new (1%) and most-frequently-run programs (0.9%).

Table 5.38 Is the program specifically for separating/divorce families? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=212)	0.9%	99.1%
Frequently-run Programs (N=107)	0.9%	99.1%
New Programs (N=105)	1.0%	99.0%

Programs for remarried / reconstituted families

5.97 A meager 0.5% of all family education programs specifically designed for remarried / reconstituted families. No programs are designed for remarried / reconstituted families in the most-frequently-run programs (0%), but there is a slight increase of such programs in the new programs (1%).

Table 5.39 Is the program specifically for remarried families? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=212)	0.5%	99.5%
Frequently-run Programs (N=107)	0%	100%
New Programs (N=105)	1.0%	99.0%

Programs for new immigrant families

5.98 About 2.4% of all family education programs are specifically designed for immigrant families. No programs are designed for immigrant families in the most-frequently-run programs (0%), but an increase of such programs in the new programs (4.8%).

Table 5.40 Program is for immigrant families? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=212)	2.4%	97.6%
Frequently-run Programs (N=107)	0%	100%
New Programs (N=105)	4.8%	95.2%

Programs focusing on gender roles in the families

5.99 Table 5.41 shows that 16.3% of all family education programs cover education of gender roles of family members. The figure of the new programs (19.6%) is higher than that of the most- frequently-run programs (13.2%).

Table 5.41 Program is specifically on gender roles in families? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=208)	16.3%	83.7%
Frequently-run Programs (N=106)	13.2%	86.8%
New Programs (N=102)	19.6%	80.4%

Programs focusing on family-work balance

5.100 There are 31.1% of all family education programs on the balance of work and family lives. The figure of the new programs (37.3%) is higher than that of most-frequently-run programs (25.2%).

Table 5.42 Program is specifically on balance of work and family lives? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=209)	31.1%	68.9%
Frequently-run Programs (N=107)	25.2%	74.8%
New Programs (N=102)	37.3%	62.7%

Programs on sex education

5.101 There are 10.8% of all family education programs on sex education. The figure of the most-frequently-run programs (14.0%) is higher than that of the new programs (7.6%).

Table 5.43 Program is specifically on sex-education? (Non-core Social Services)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=212)	10.8%	89.2%
Frequently-run Programs (N=107)	14.0%	86.0%
New Programs (N=105)	7.6%	92.4%

Highlights of Findings (Non-core Social Services)

Provision of family education

5.102 In the findings, ICYSCs, DECC & Elderly Services are major service operators in this sector, covering over 80% family education program information received. The other organizations contribute to less than a quarter of the service provision. Yet, the possibility of sampling and response bias has to be considered.

Availability and accessibility

5.103 The most-frequently-run programs in general are having a smaller estimated average budget, longer service hours and larger number of participants. Family education programs organized by Core II sector rely heavily on government funding while the most-frequently-run

programs are more distinct in relying on government funding and fee charging. Perhaps, owing to the condition of the funding, a greater percentage of new programs are open to the community.

Scope of family education

5.104 In terms of program objectives, new programs have a greater percentage distribution on enrichment and remedial/therapy. Parents dominate the intended targets followed by children while more new programs target the children. Parent education and family relationship are the main program foci.

5.105 Pre-marriage education and preparation of parenthood are simply absent for this sector. In terms of special target, new immigrant families have gained attention. Programs for separated/divorce and remarried/reconstituted families are insignificant. With regard to special content of the program, the percentage distribution in a descending order are family-work balance (31%), gender roles (16.3%) and sex education (10.8%).

Delivery of family education programs

5.106 The participation number in this sector (136.5) is higher than the overall figure in family education programs (122.6). This may be related to the nearly doubled averaged program hours (40.8 hrs) and average number of sessions (22.2), when compared with the overall figures (22.1 hrs and 11.4 sessions respectively). The major delivery modes are small groups (55.4%), outing and activities (42.7%), talks, seminars, or lectures (30.0%).

Family Education Programs by Schools Sector in Hong Kong

Service Operators

5.107 For all the forms collected from schools, there are 47.0% from primary schools, and 42.5% from secondary school. Specifically, both secondary and primary schools offered more-frequently-run programs than new programs in family education. The difference is more distinctive for the secondary schools.

Table 5.44 Background of School

	Frequently-run Programs	New Programs	All Programs
Schools	124 (62.6%)	74 (37.4%)	198 (100%)
- Secondary	59 (29.8%)	25 (12.7%)	84 (42.5%)
- Primary	52 (26.3%)	41 (20.7%)	93 (47.0%)
FPTA	7 (3.5%)	2 (1.0%)	9 (4.5%)
Others	6 (3.0%)	6 (3.0%)	12 (6.0%)

Budgets, Funding and Participants

Program Budget

5.108 In the school sector, the average budget per family education program is HK\$4,151.4 with standard deviation of HK\$6,639.9.

5.109 The average budget is higher in the most-frequently-run programs (HK\$4,783.5) than the new programs (HK\$3,117.1). The highest budget for new and most-frequently-run program are HK\$45,000 and HK\$29,000 respectively.

Table 5.45 Program Budget (Schools) in HKD

	Program Budget	
	<u>Mean</u>	<u>SD</u>
All Programs (N=174)	4,151.4	6,639.9
Frequently-run Programs (N=108)	4,783.5	7,533.3
New Programs (N=66)	3,117.1	4,708.8

5.110 According to Figure 5.28, most programs fall into the budget range of above HK\$4,000 (29.3%), HK\$0 (16.7%), HK\$1-500 (17.2%) and HK\$2,001-4,000 (17.3%). The average budgets for the four subgroups are HK\$11,319.6, HK\$0, HK\$309.3 and HK\$3,174.0 respectively.

Figure 5.28 Total Budget of the programs (Schools)

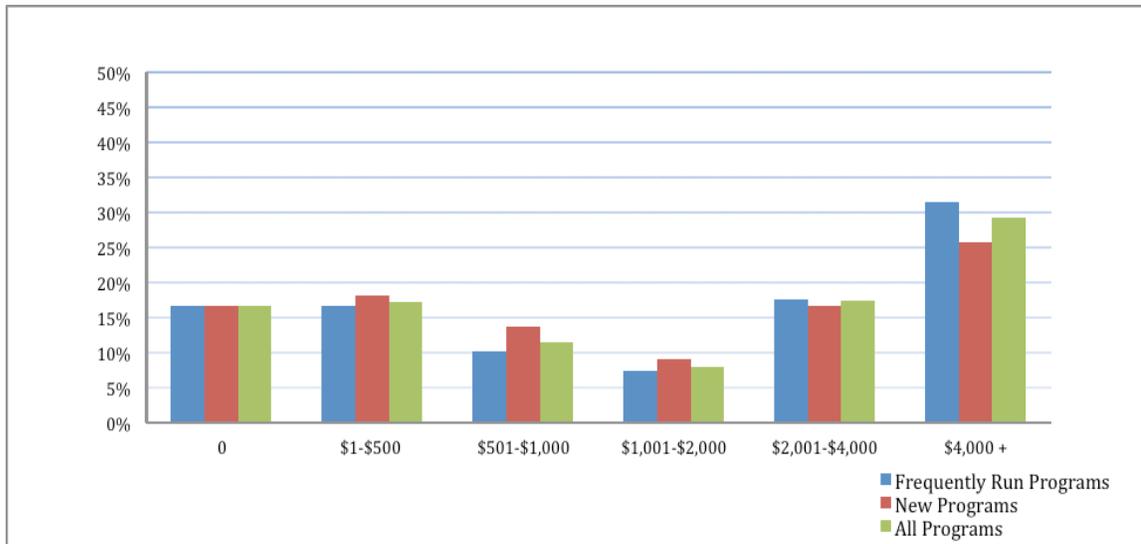


Table 5.46 Program Budget (Schools)

Program Budget	Frequently-run Programs Mean (SD)	New Programs Mean (SD)	All Programs Mean (SD)
0	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
1-500	316.67 (164.5)	298.33 (183.0)	309.3 (169.3)
501-1,000	863.6 (180.4)	916.7 (165.8)	887.5 (171.6)
1,001-2,000	1,700 (250.7)	1,533.33 (258.2)	1,628.6 (258.5)
2,001-4,000	3,222.1 (505.3)	3,090.9 (516.6)	3,174.0 (504.6)
4,000 +	12,547.1 (9,462.4)	8,864.7 (6,200.7)	11,319.6 (8,629.7)

Duration and Number of Sessions

5.111 As can be seen from Table 5.47 and 5.48, the average program hours are 7 hours, and the average number of sessions is 3.6. The most-frequently-run programs show a longer average total program hours (7.6 hrs) than the new programs (6 hrs) and so is the total number of sessions (most-frequently-run programs: 4.0 sessions; new programs: 2.9 sessions).

Table 5.47 Total Number of Program Hours (Schools)

	Mean	SD
All Programs (N=194)	7.0	10.1
Frequently-run Programs (N=120)	7.6	12.1
New Programs (N=74)	6.0	5.5

Table 5.48 Total Number of Sessions (Schools)

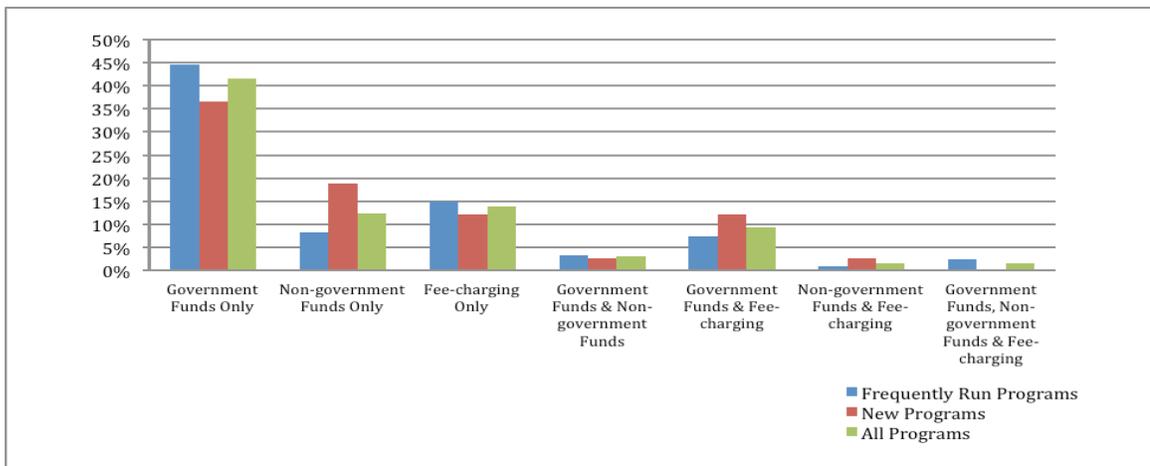
	Mean	SD
All Programs (N=185)	3.6	6.4
Frequently-run Programs (N=115)	4.0	7.5
New Programs (N=70)	2.9	4.1

Funding Sources

5.112 Over 65% of programs used single source of funding. A majority of all family education programs come from government funds (41.5%), and followed by fee-charging income (13.8%) and non-governmental funds (12.3%).

5.113 There are more frequently-run-programs relying on government funds (44.6%) and fee-charging (14.9%) than the new programs (government funds: 36.5%; fee-charging: 12.2%). On the other hand, the new programs (18.9%) received more non-government funds than the most-frequently-run programs (8.3%).

Figure 5.29 Funding Sources of the programs (Schools)



Number of Participants

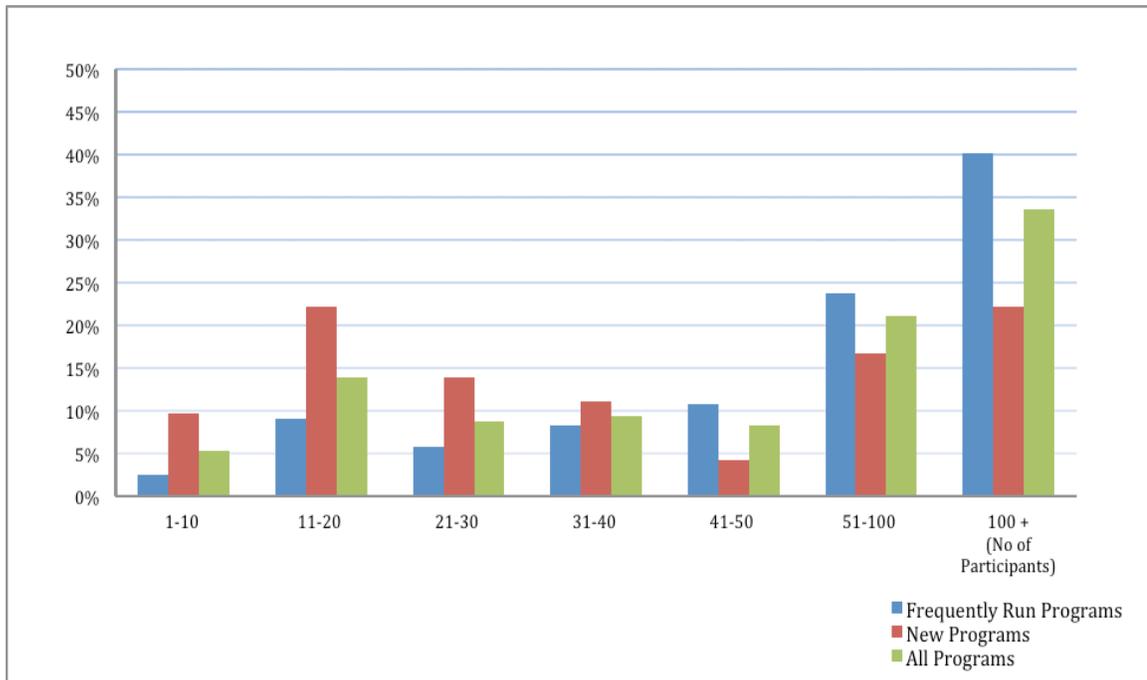
5.114 The average number of participants for all family education programs is 156.2. The average number of participants of the most-frequently-run programs (197.5) is higher than that of the new programs (86.3).

Table 5.49 Actual Number of participants (Schools)

	Mean	SD
All Programs (N=194)	156.2	295.9
Frequently-run Programs (N=122)	197.5	343.7
New Programs (N=72)	86.3	169.9

5.115 After following the number of participants into groups, the results show that most programs are for large groups of participants (21.1% for 51-100; 33.5% for above 100). These two subgroups account for 54.6% out of all subgroups. The most-frequently-run programs also are for large groups of participants (23.7% for 51-100; 40.2% for above 100), while the new programs are more even in terms of large and small groups of participants (22.2% for 11-20; 22.2% for above 100).

Figure 5.30 Actual Number of participants (Schools)



Program Objective (Q8)

5.116 Figure 5.31 indicates that the main objectives of the programs provided by schools are 61.4% education, 37% enrichment and 1.6% remedial / therapy. The most-frequently-run programs have a stronger focus on enrichment (38.8%) and remedial / therapy (1.7%) than the new programs (enrichment: 33.8%; remedial / therapy: 1.5%). On the other hand, the new programs (64.7%) are more on education than most-frequently-run programs (59.5%).

Figure 5.31 Main objective of the programs (Schools) (n=189)

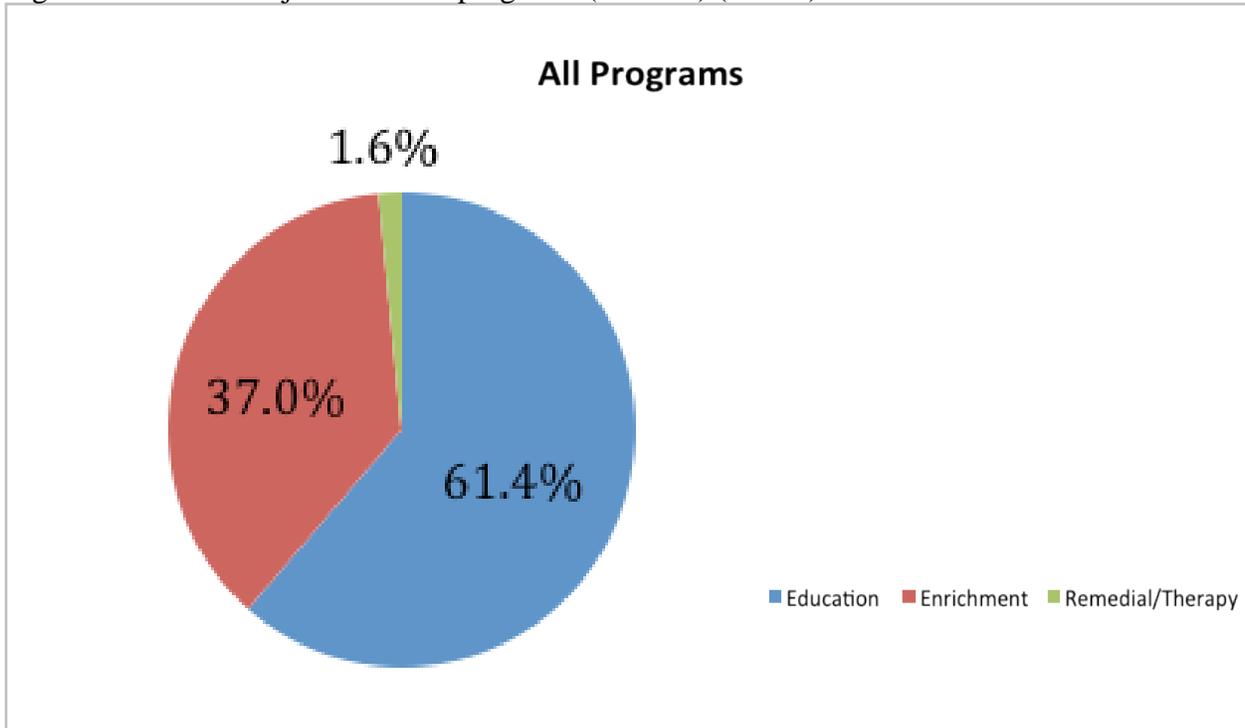


Figure 5.32 Main objective of the frequently-run programs (Schools) (n=121)

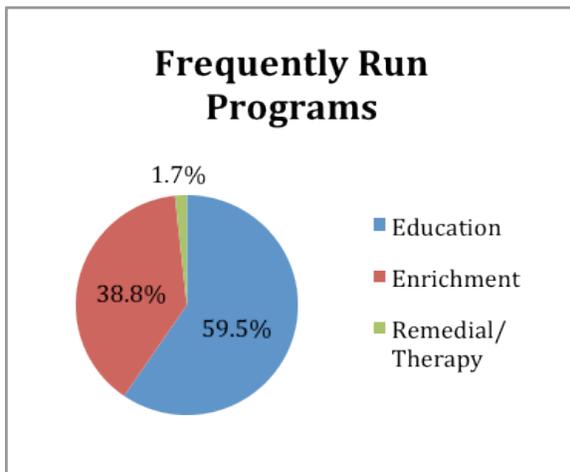
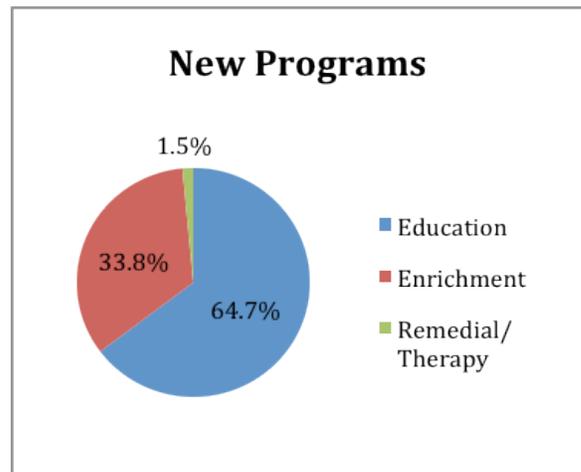


Figure 5.33 Main objective of the new programs (Schools) (n=68)



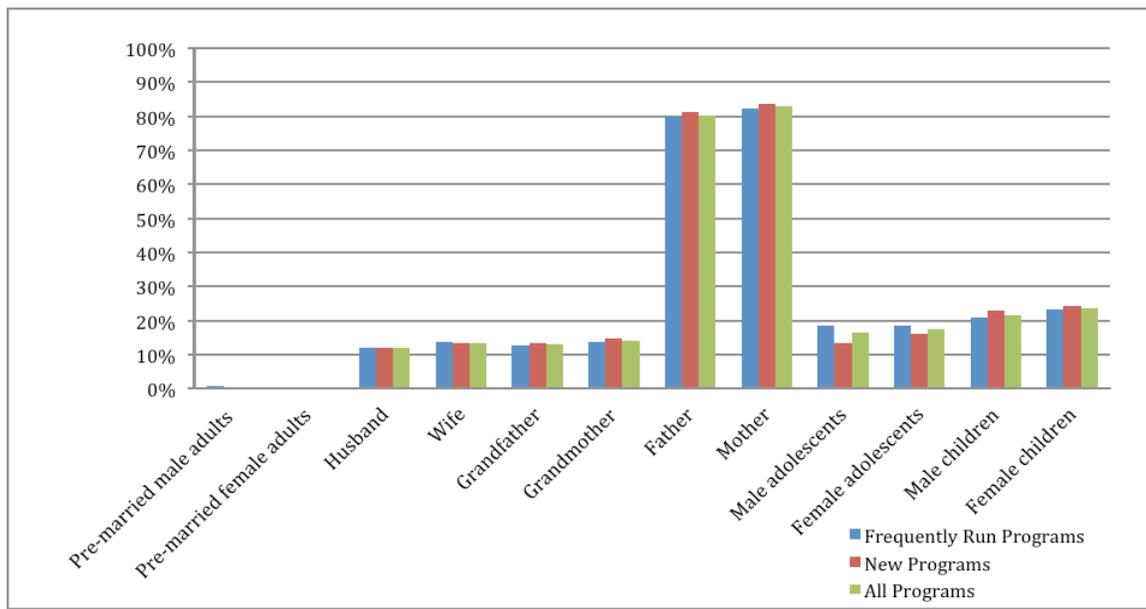
Targeted Participants (Q10, Q11, Q22)

Intended Participants

5.117 Considering the intended participants for all family education programs, there are 82.8% mother, 80.3% father, 23.7% female children, 21.7% male children and 17.7% female adolescents. Not much focus is put on pre-married female adults (0%) and pre-married male adults (0.5%).

5.118 The patterns of the intended participants are similar for both new programs and most-frequently-run programs.

Figure 5.34 Intended participants (Schools)



Whether the program is open to the entire community?

5.119 Table 5.50 shows that 19.5% of all family education programs are open to all families in the community which is much lower than the overall level (54.6%). new programs (25.0%) are open to families in the community than most-frequently-run programs (16.3%).

Table 5.50 Is the program open to all families in the community? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=195)	19.5%	80.5%
Frequently-run Programs (N=123)	16.3%	83.7%
New Programs (N=72)	25.0%	75.0%

Whether participation in the program is entirely voluntary?

5.120 As can be seen from Table 5.51, majority of participation of all family education programs (92.9%) is entirely voluntary. The percentage of participants joining the programs out of a voluntary basis in the new programs (89.2%) is lower than the most-frequently-run programs (95.1%).

Table 5.51 Is the program entirely voluntary? (Schools)

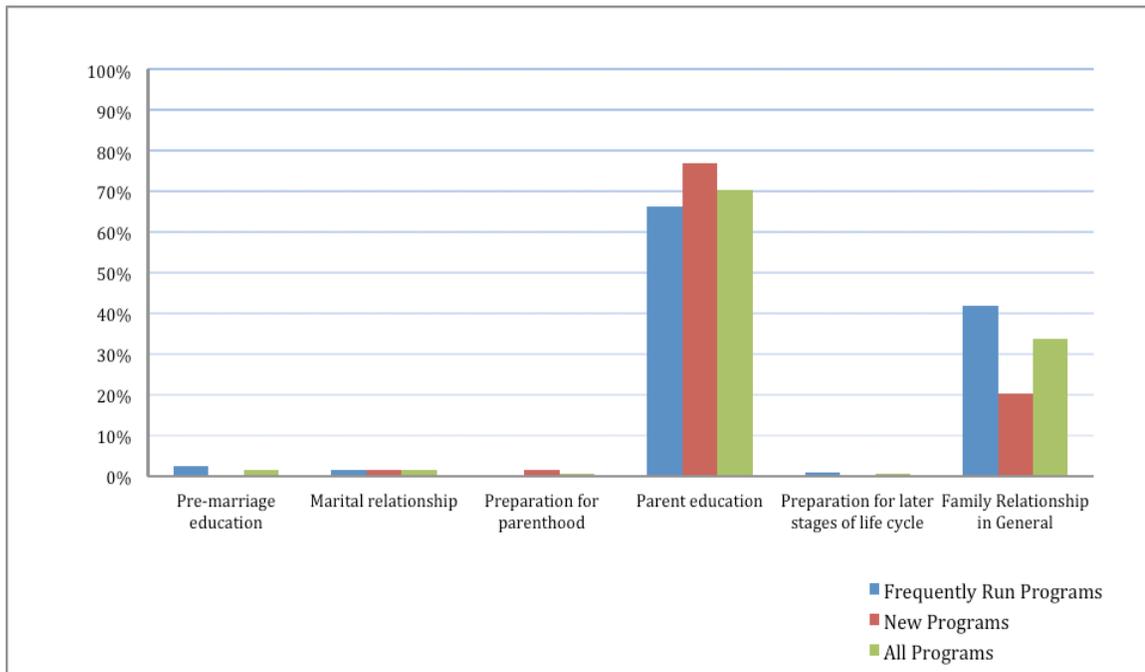
	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=197)	92.9%	7.1%
Frequently-run Programs (N=123)	95.1%	4.9%
New Programs (N=74)	89.2%	10.8%

Program Nature (Q13)

5.121 Regarding the nature of all family education programs, 70.2% is on parent education, followed by 33.8% on family relationship in general, 1.5% on pre-marriage education and 1.5% on marital relationship. Relatively less focus is put on preparation for parenthood (0.5%) and (0.5%) on preparation for later stages of life cycle.

5.122 The majority of most-frequently-run (66.1%) and new programs (77.0%) were parent education programs. The new programs (1.4%) have more focus on preparation for parenthood than the most-frequently-run programs (0%); while the most-frequently-run programs (0.8%) have more focus on preparation for later stages of life cycle than the new programs (0%).

Figure 5.35 Nature of programs (Schools)

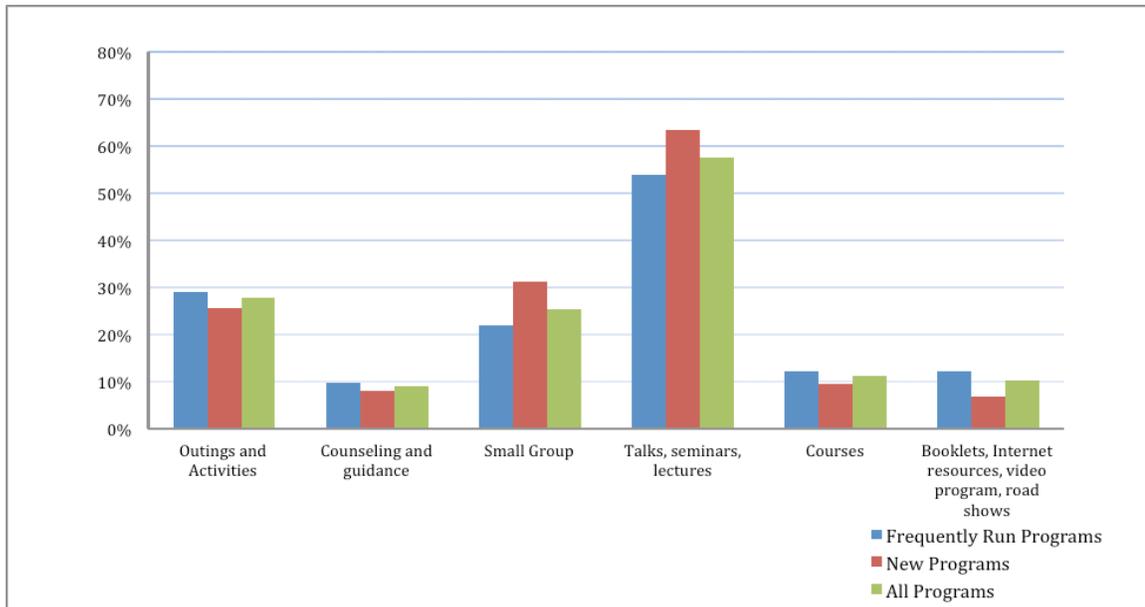


Delivery Mode of the Program (Q14)

5.123 In terms of the delivery mode of all family education programs, majority use talks, seminars, lectures (57.6%), followed by outings and activities (27.8%), small group (25.3%), courses (11.1%) and booklets, internet resources, video programs, road shows (10.1%). The adoption of counseling and guidance counts for 9.1%.

5.124 The new programs generally adopt small group (31.1%); and talks, seminars, lectures (63.5%) more often than the most-frequently-run programs (21.8%; 54.0%). Nonetheless, the new programs used less of courses (9.5%) and booklets, internet resources, video programs, road shows (6.8%) to deliver the programs than the most-frequently-run programs (12.1%; 12.1%).

Figure 5.36 Delivery mode of the programs (Schools)



Special Focus (Q15-Q21, except Q18)

Programs for separating / divorced families

5.125 Only 1.0% of all family education programs are specifically designed for separating / divorced families. The new programs have a higher percentage (1.4%) for this target as compared to that of the most-frequently-run programs (0.8%).

Table 5.52 Is the program specifically for separating/divorce families? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=197)	1.0%	99.0%
Frequently-run Programs (N=123)	0.8%	99.2%
New Programs (N=74)	1.4%	98.6%

Programs for remarried / constituted families

5.126 Merely 0.5% of all family education programs are specifically designed for remarried / reconstituted families. No programs are designed for remarried / reconstituted families in the new programs at all (0%) while there is 0.8% among the most-frequently-run programs.

Table 5.53 Is the program specifically for remarried families? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=197)	0.5%	99.5%
Frequently-run Programs (N=123)	0.8%	99.2%
New Programs (N=74)	0%	100%

Programs for new immigrant families

5.127 About 1.5% of all family education programs are specifically designed for immigrant families. More programs are designed for immigrant families in the new programs (2.7%) as compared to that of the most-frequently-run programs (0.8%).

Table 5.54 Program is for immigrant families? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=197)	1.5%	98.5%
Frequently-run Programs (N=123)	0.8%	99.2%
New Programs (N=74)	2.7%	97.3%

Programs focusing on gender roles in the families

5.128 14.6% of all family education programs cover education of gender roles of family members. The figure of the new programs (15.3%) is higher than that of the most-frequently-run programs (14.2%).

Table 5.55 Program is specifically on gender roles in families? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=192)	14.6%	85.4%
Frequently-run Programs (N=120)	14.2%	85.8%
New Programs (N=72)	15.3%	84.7%

Programs focusing on family-work balance

5.129 There is 37.5% of all family education programs are on the balance of work and family lives. The figure of the most-frequently-run programs (39.3%) is higher than that of new programs (34.3%).

Table 5.56 Program is specifically on balance of work and family lives? (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=192)	37.5%	62.5%
Frequently-run Programs (N=122)	39.3%	60.7%
New Programs (N=70)	34.3%	65.7%

Programs on sex education

5.130 There is 11.6% of all family education programs are designed to cover sex education. The figure of most-frequently-run programs (13.7%) is higher than that of the new programs (8.1%).

Table 5.57 Program is specifically on sex-education (Schools)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=198)	11.6%	88.4%
Frequently-run Programs (N=124)	13.7%	86.3%
New Programs (N=74)	8.1%	91.9%

Highlights of Findings (Schools)

Provision of family education

5.131 The most-frequently-run programs in general are having a higher budget, longer service hours and larger number of participants. Family education programs organized by schools rely heavily on government funding while new programs are more distinct when relying on non-government funding only is concerned.

Availability and accessibility

5.132 Probably due to the setting, the participation number in the school sector (154.2) is higher than the overall figures (122.6) in family education provision. There are more new programs designed for students who had to participate on a non-voluntary basis.

Scope of family education

5.133 Education and enrichment are the dominant objectives of the programs while parents are the dominant intended participants. There are more new programs targeted for new immigrants and focused on family-work balance of parents.

Delivery of family education programs

5.134 The major delivery modes of family education programs are talks, seminars, or lectures (57.2%), followed by outings and activities (27.4%) and small groups (25.4%). There is a trend of more mass most-frequently-run programs (participants of 100 above) and more new programs with few participants (participants ranged 1-20).

Family Education Programs by Religious Bodies Sector in Hong Kong

Service Operators

5.135 For all the forms collected from religious bodies, there are 80% from Protestant churches, and 20% from Catholic churches. Both Catholic and Protestant churches offered more frequently-run programs than new programs in family education.

Table 5.58 Background of Religious Bodies

	Frequently-run Programs	New Programs	All Programs
Religious Bodies	43 (71.7%)	17 (28.3%)	60 (100%)
-Catholic	10 (16.7%)	2 (3.3%)	12 (20.0%)
-Protestant	33 (55.0%)	15 (25.0%)	48 (80.0%)

Budgets, Funding and Participants

Program Budget

5.136 The average estimated budget per family education programs is HK\$4,910.2 with standard deviation of HK\$13,833.9.

5.137 The frequently-run programs have a higher average estimated budget (HK\$5,817.6) than the new programs (HK\$2,935.3). The highest budgets for new and most-frequently-run programs are HK\$8,000 and HK\$100,000 respectively.

Table 5.59 Program Budget (Religious Bodies) in HKD

	Mean	SD
All Programs (N=54)	4,910.2	13,833.9
Frequently Run Programs (N=37)	5,817.6	16,593.3
New Programs (N=17)	2,935.3	2,893.3

5.138 According to Figure 5.37, most programs fall into the budget ranges of HK\$0 (24.1%), HK\$1-500 (14.8%) and above HK\$4,000 (29.6%). The average estimated budget for the three subgroups is HK\$ 0, HK\$450.0 and HK\$14,150.0 respectively.

Figure 5.37 Total budget of the programs (Religious Bodies) in HKD

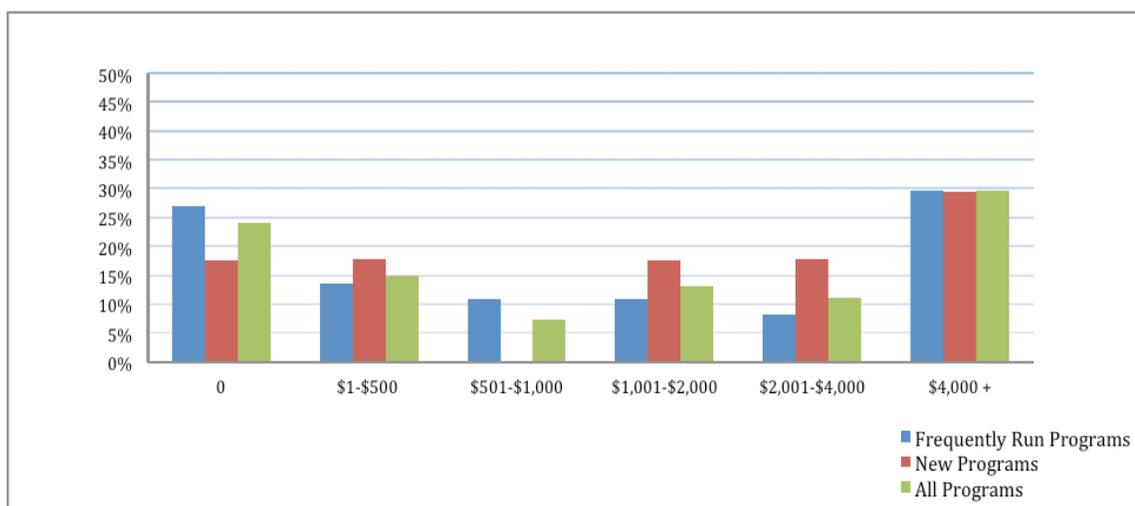


Table 5.60 Program Budget (Religious Bodies)

Program Budget	Frequently Run Programs Mean (SD)	New Programs Mean (SD)	All Programs Mean (SD)
0	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
1-500	440 (134.2)	466.7 (57.7)	450 (106.9)
501-1,000	912.5 (175.0)	0.0 (0.0)	912.5 (175.0)
1,001-2,000	2,000.0 (0.0)	1,833.3 (288.7)	1,928.6 (189.0)
2,001-4,000	3,000.0 (0.0)	3,000.0 (500.0)	3,000.0 (316.2)
4,000 +	17,490.9 (27,841.9)	6,800.0 (1,643.2)	14,150.0 (23,317.2)

Duration and Number of Sessions

5.139 The average total number of all family education program hours is 15.8 hours, and the average total number of sessions is 7.6 sessions. The most-frequently-run programs show longer average total program hours (19.1 hrs) than the new programs (7.6 hrs). The average total number of sessions is even larger (most-frequently-run programs: 9.6 sessions; new programs: 3.3 sessions).

Table 5.61 Total Number of Program Hours (Religious Bodies)

	<u>Mean</u>	<u>SD</u>
All Programs (N=58)	15.8	19.9
Frequently Run Programs (N=41)	19.1	21.6
New Programs (N=17)	7.6	11.7

Table 5.62 Total Number of Sessions (Religious Bodies)

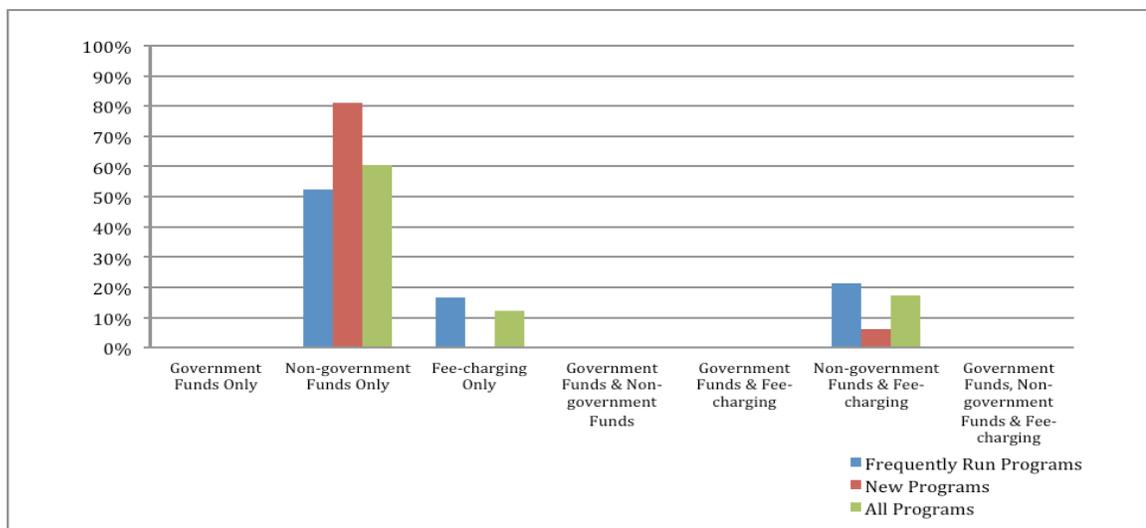
	<u>Mean</u>	<u>SD</u>
All Programs (N=56)	7.7	10.7
Frequently Run Programs (N=39)	9.6	12.1
New Programs (N=17)	3.3	4.2

Funding Sources

5.140 Over 70% of programs used a single source of funding, and relatively less employed multiple sources of funding. A majority of all family education programs come from non-government funds (60.3%) and by fee-charging income (12.1%).

5.141 The new programs received much more non-government funds (81.3%) than the frequently-run programs (52.4%). Yet, the most-frequently-run programs (16.7%) gained funds through fee-charging income while the new programs received none (0%).

Figure 5.38 Funding Sources of the programs (Religious Bodies)



Number of Participants

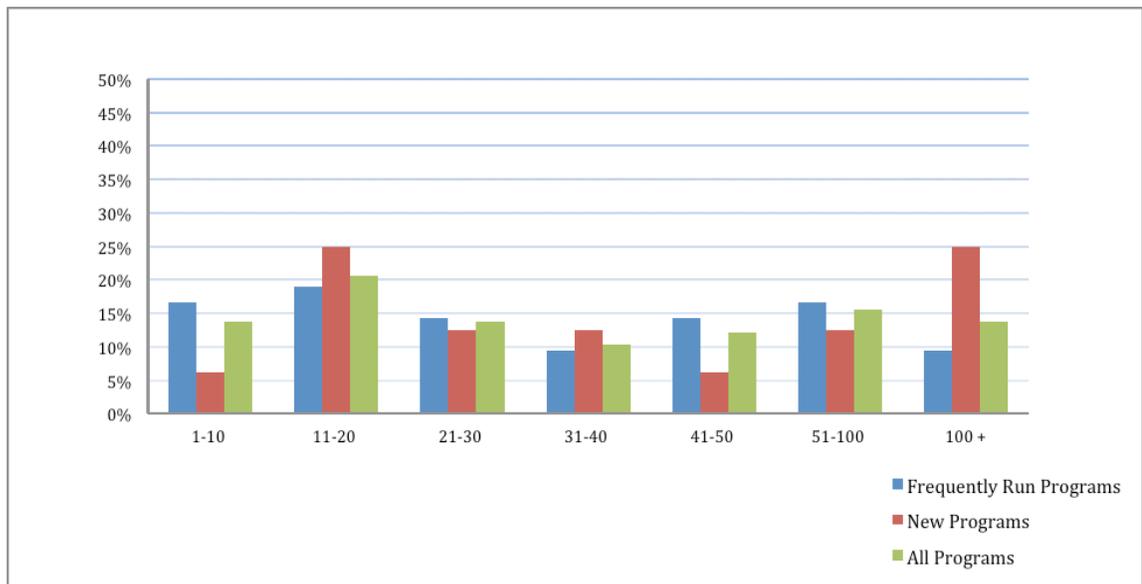
5.142 The average number of participants for all family education programs is 58.6. The average number of participants of the new programs (78.6) is higher than that of the most-frequently-run programs (51.0).

Table 5.63 Actual Number of participants (Religious Bodies)

	Mean	SD
All Programs (N=58)	58.6	86.3
Frequently Run Programs (N=42)	51.0	78.0
New Programs (N=16)	78.6	105.5

5.143 After collating the number of participants into groups, the results show that most programs are held for number of participants ranged from 11-20 (20.7%) and from 51-100 (15.5%). These two subgroups occupy for 36.2% out of all subgroups. The most-frequently-run programs are held for both small and large groups of participants (16.7% for 1-10; 19.0% for 11-20; 16.7% for 51-100). The similar pattern of concentration is also found in the new programs (22.2% for 11-20; 22.2% for 51-100).

Figure 5.39 Actual Number of participants (Religious Bodies)



Program Objective (Q8)

5.144 The main objectives of the programs are 52.8% enrichment, 43.4% education and 3.8% remedial / therapy. The new programs have a stronger focus on education (60.0%) and remedial / therapy (6.7%) than the most-frequently-run programs (education: 36.8%; remedial / therapy: 2.6%). On the other hand, the most-frequently-run programs (60.5%) are more on enrichment than the new programs (33.3%).

Figure 5.40 Main objective of the programs (Religious Bodies) (n=53)

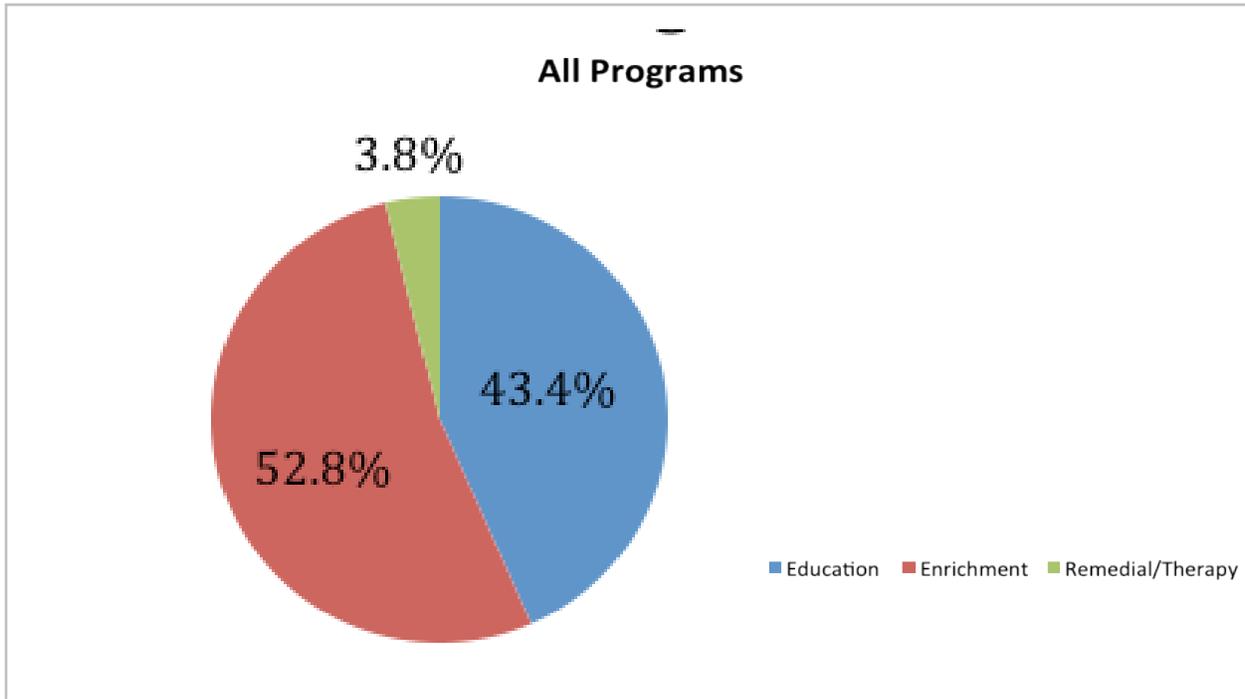


Figure 5.41 Main objective of the frequently-run programs (Religious Bodies) (n=38)

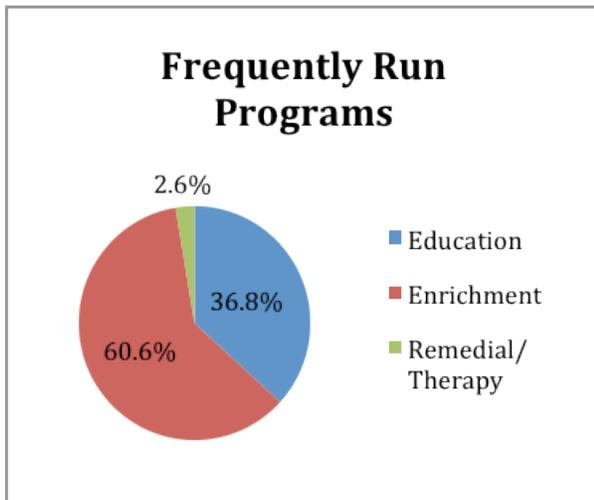
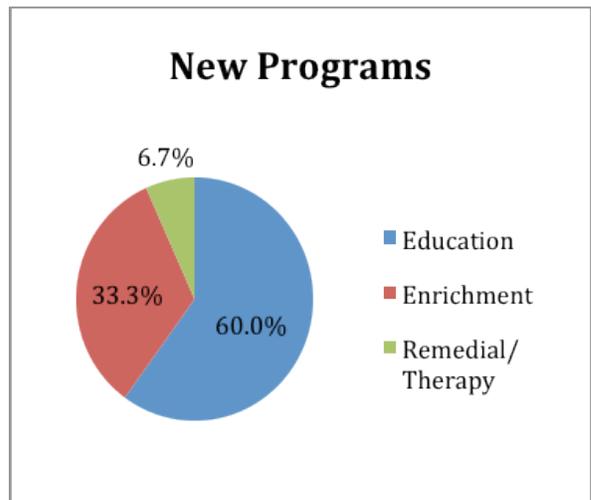


Figure 5.42 Main objective of the new programs (Religious Bodies) (n=15)



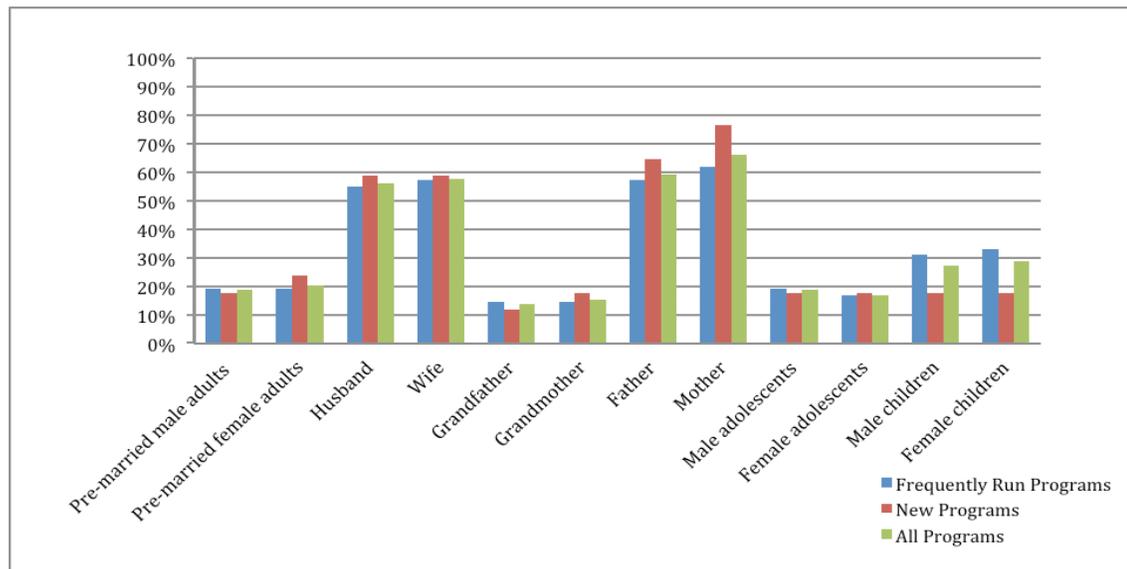
Targeted Participants (Q10, Q11, Q22)

Intended Participants

5.145 As to the intended participants for all family education programs, there are 66.1% mother, 59.3% father, 57.6% wife, 55.9% husband and 20.3% pre-marriage female adults. There is not much focus on grandfather (13.6%) and pre-married male adults (18.6%).

5.146 The most-frequently-run programs have put more focus on male children (31.0%) and on female children (33.3%) than the new programs on the respective groups (male children: 17.6%; female children: 17.6%).

Figure 5.43 Intended participants (Religious Bodies)



Whether the program is open to the entire community?

5.147 As can be seen from Table 5.64, 59.3% of all family education programs are open to all families in the community which is slightly higher than the overall level (54.4%). There are more new programs open to all families in the community (82.4%) than the most-frequently-run programs (50%).

Table 5.64 Is the program open to all families in the community? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=59)	59.3%	40.7%
Frequently Run Programs (N=42)	50.0%	50.0%
New Programs (N=17)	82.4%	17.6%

Whether participation in the program is entirely voluntary?

5.148 Majority of participation of all family education programs (96.6%) is entirely voluntary. 100% of the new programs of all the participants are entirely voluntary while there are 95.2% for the most-frequently-run programs.

Table 5.65 Is the program entirely voluntary? (Religious Bodies)

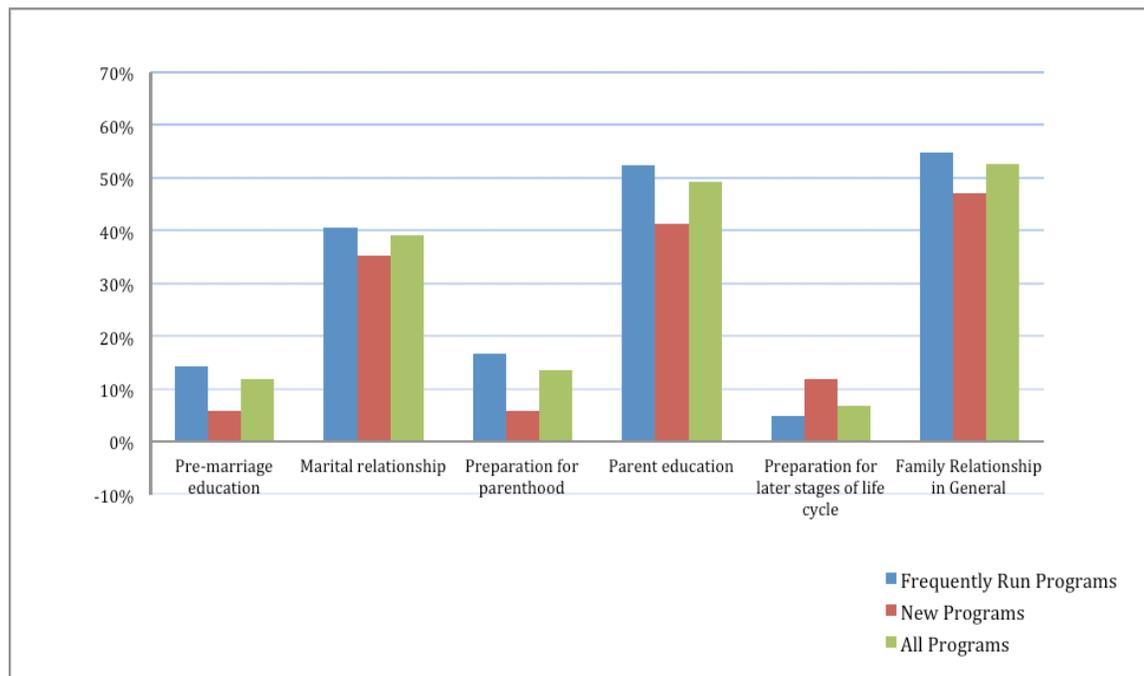
	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=59)	96.6%	3.4%
Frequently Run Programs (N=42)	95.2%	4.8%
New Programs (N=17)	100%	0%

Program Nature (Q13)

5.149 Regarding the nature of all family education programs, there is 52.5% on family relationship in general, followed by 49.2% on parent education and 39.0% on marital relationship. Relatively less focus is put on preparation for later stages of life cycle (6.8%), pre-marriage education (11.9%) and preparation for parenthood (13.6%).

5.150 Majority of both most-frequently-run (54.8%) and new programs (47.1%) have the nature on family relationship in general. Yet, the new programs (5.9%) put much less focus on the nature of pre-marriage education than that of the most-frequently-run programs (14.3%), as well as on the nature of preparation for parenthood (new programs: 5.9%; most-frequently-run programs: 16.7%). The new programs (11.8%) put more focus on preparation for later stages of life cycles than the most-frequently-run programs (4.8%).

Figure 5.44 Nature of programs (Religious Bodies)

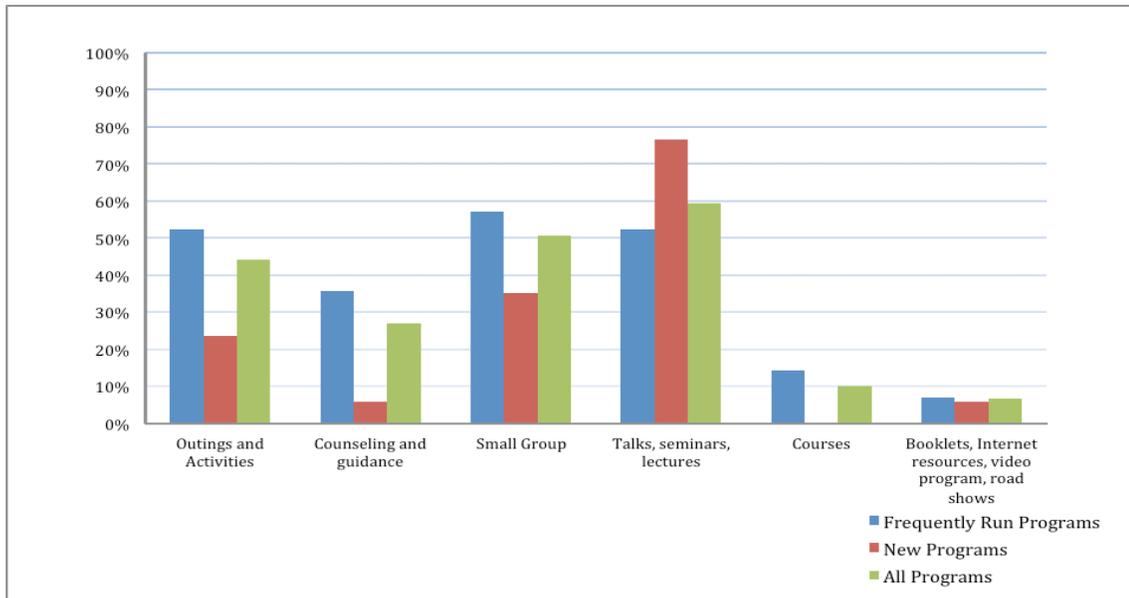


Delivery Mode of the Program (Q14)

5.151 In terms of the delivery mode of all family education programs, majority use talks, seminars, lectures (59.3%), followed by small group (50.8%), outings and activities (44.1%), counseling and guidance (27.1%), and courses (10.2%). The use of booklets, internet resources, video programs, road shows accounts for 6.8%.

5.152 There are quite significant changes of the delivery mode between the most-frequently-run programs and the new programs. The new programs (76.5%) adopt talks, seminars, lectures more often than the most-frequently-run programs (52.4%). On the other hand, the new programs (23.5%) use outings and activities less often than the frequently-run programs (52.4%). There is also a sharp reduction of using counseling and guidance in the new programs (5.9%) than the most-frequently-run programs (35.7%).

Figure 5.45 Delivery mode of the programs (Religious Bodies)



Special Focus (Q15-Q21, except Q18)

Programs for separating / divorced families

5.153 Merely 3.5% of all family education programs are specifically designed for separating / divorced families. Almost three times more of the new programs (6.3%) are designed for separating / divorced families than the most-frequently-run programs (2.4%).

Table 5.66 Is the program specifically for separating/divorce families? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=57)	3.5%	96.5%
Frequently Run Programs (N=41)	2.4%	97.6%
New Programs (N=16)	6.3%	93.7%

Programs for remarried / reconstituted families

5.154 A meager 1.8% of all family education programs specifically designed for remarried / reconstituted families. No programs are designed for remarried /reconstituted families among the new programs while there is 2.4% among the most-frequently-run programs.

Table 5.67 Is the program specifically for remarried families? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=57)	1.8%	98.2%
Frequently Run Programs (N=41)	2.4%	97.6%
New Programs (N=16)	0%	100%

Programs for new immigrant families

5.155 About 3.5% of all family education programs are specifically designed for immigrant families. Almost three times more of the new programs (6.3%) are designed for immigrant families than the most-frequently-run programs (2.4%).

Table 5.68 Program is for immigrant families? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=57)	3.5%	96.5%
Frequently Run Programs (N=41)	2.4%	97.6%
New Programs (N=16)	6.3%	93.7%

Programs focusing on gender roles in the families

5.156 More than half of all family education programs (63.8%) cover education of gender roles of family members. The figure of most-frequently-run programs (71.4%) is higher than that of the new programs (43.8%).

Table 5.69 Program is specifically on gender roles in families? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=58)	63.8%	36.2%
Frequently Run Programs (N=42)	71.4%	28.6%
New Programs (N=16)	43.8%	56.2%

Programs focusing on family-work balance

5.157 Over half of all family education programs (64.4%) cover the balance of work and family lives. The figure of most-frequently-run programs (71.4%) is higher than that of the new programs (47.1%).

Table 5.70 Program is specifically on balance of work and family lives? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=59)	64.4%	35.6%
Frequently Run Programs (N=42)	71.4%	28.6%
New Programs (N=17)	47.1%	52.9%

Programs on sex education

5.158 28.1% of all family education programs are designed to cover sex education. The figure of most-frequently-run programs (37.5%) is higher than that of the new programs (5.9%).

Table 5.71 Program is specifically on sex-education? (Religious Bodies)

	Percentage	
	<u>Yes</u>	<u>No</u>
All Programs (N=57)	28.1%	71.9%
Frequently-run Programs (N=40)	37.5%	62.5%
New Programs (N=17)	5.9%	94.1%

Highlights of Findings (Religious Bodies)

Provision of family education

5.159 In our findings, the Protestant churches provide more family education programs than the Catholic churches. Yet, the possibility of sampling and response bias has to be considered. Probably due to the religious nature, the services in this sector rely heavily on non-governmental funding. There are fee-charging programs, yet constitute to less than a quarter of the overall funding sources.

Availability and accessibility

5.160 There are more new programs (82.4%) open to all families in the community when compared with the frequently-run-programs (50%). A majority of all programs is entirely voluntary with respect to participation. It shows an increasing trend of service coverage to all users in general by the religious bodies. The targeted participants focus on father or mother, husband or wife.

5.161 The new programs in general are having a smaller estimated average budget, shorter service hours and larger number of participants.

Scope of family education

5.162 The scope of family education is on education and enrichment, whereas a minority stress on remedial / therapeutic nature. The new programs (60.0%) are targeted on education than the frequently-run programs (36.8%). The programs for specific targeted groups, including separating / divorced families, reconstituted families are not strongly provided.

Delivery of family education programs

5.163 The new family education programs manifest a different pattern in terms of the program delivery. There are more new mass programs compared with the frequently-run programs. In terms of the delivery mode, the new programs adopt more talks, seminars and lectures; fewer new programs adopt outing and activities, counseling and guidance, small group.

Chapter Summary

5.164 This chapter has presented findings of the landscape study of the existing family education programs/services in Hong Kong. The results are obtained from the data collection forms completed by the service operators from different sectors. The provision, scope, availability and accessibility, delivery mode of family education programs are covered. Upon these quantitative findings, together with those from the qualitative study and the study of family education in selected places in the previous chapters, chapter 6 will conclude this study and make recommendations on the future development of family education in Hong Kong.

Chapter 6

Discussion, Conclusion and Recommendations

Introduction

6.1 This consultancy consists of three major parts, firstly, a country report on family education in 5 selected places, a qualitative study on the stakeholders' views of family education services in Hong Kong, and lastly a landscape study on the current provision of family services. This final chapter attempts to pull together and discuss the findings of these three studies with reference to the objectives of this consultancy study. A brief summary of the major findings of each study will be presented first. These findings will then be discussed with respect to their implications for improvements in the provision and promotion of family education services in the future. This chapter will end with a set of recommendations on the future development of family education in Hong Kong.

Summary of Major findings

Study on family education in 5 selected places

6.2 The five places under study include the Chinese Mainland, Taiwan, Singapore, England, and Australia. Information was mostly collected via literature review and desktop survey of the materials available on the Internet.

6.3 In all five places under study, 'family decline' is a common phenomenon, as is evident in degenerating of family functions, rising divorce rate, declining marriage rate, the prevalence of lone-parent families and children in poverty.

6.4 Tough somewhat simplistic, two clear approaches can be identified in response to the phenomenon of 'family decline'.

- a. The first approach is based on acknowledging that family decline is a fact and family education is organized to address the needs arising out of the dysfunctioning families.

Countries of the first approach include England and Australia. This approach reflects a more pragmatic and problem-solving orientation.

- b. The second approach is to ‘brave the tide’ and use family education to extol the core values of the traditional families so as to save them. Included in the second approach are the Chinese Mainland, Taiwan, and Singapore.

6.5 Different terminologies are used to refer to family education in different places.

- a. In the Chinese Mainland, the term ‘family education’ (*jiatingjiaoyu*) is used. However, ‘family education’ is more or less the equivalent of ‘parent education’
- b. In Taiwan, the term ‘family education’ is more inclusive, embracing pre-marriage, marriage, parenting, and a range of education services to different families.
- c. In Singapore, both ‘family life education’ and ‘family education’ are used, often interchangeably. Both terms are more inclusive in their meanings.
- d. In England and Australia, ‘marriage and relationship education’ refers to family education services for the couples, and is clearly differentiated from ‘parent education’

6.6 Legal and policy basis of family education

- a. In China, the current provision of family education is on a number of five-year plans on family education, including the landmarked *National Family Education Guidance Outline* of 2010 officially acknowledged by the government.
- b. In Taiwan, it is based on the *Family Education Law* of 2003, and the *Enforcement Rules for the Family Education Law*, which set the legal and administrative framework for the implementation of family education in Taiwan.
- c. In Singapore, the provision of family education was spelt out in the policy paper *The Family Matters! Singapore (FM!)*
- d. In England, there is no obvious policy on marriage education, but *Every Child Matters 2003* is an influential policy paper that directs parent education to focus on children’s needs.

- e. In Australia, public funding of family education programs is based on the *Marriage Act 1961*, and the parliamentary report *To Have and To Hold: The Parliamentary Report on Strategies to Strengthen Marriage and Relationship* of 1998 set the strategic framework for providing marriage and relationship education in Australia.

6.7 Responsible ministry/bureau/department

- a. In Chinese Mainland, the provision of family education is the responsibility of the All-China Women's Federation, guidance of parent education is borne by the Ministry of Education and the cultivation of collaborative network for family education is the work of the Central Civilization Office.
- b. In Taiwan, family education is legally specified as the responsibility of Ministry of Education, which funds and provides family education services through its family education centers.
- c. In Singapore, the Ministry of Community Development, Youth and Sports takes the lead to develop and provide family education services through its Department of Family Education.
- d. In England, family education is under the purview of the Department for Education of the central government, and the planning and provision of family education is more the responsibility of the local authorities based on local needs and priorities.
- e. In Australia, the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) assumes responsibility for the administration of all family relationship services while the Attorney-General Department (AGD) is responsible for Post Separation Services, which include Family Relationship Centres.

6.8 Key operators

- a. In Chinese Mainland, family education services are provided by the service units of the All-China Women's Federation and schools under the Ministry of Education, as well as some NGOs.

- b. In Taiwan, family education is provided by/through the family education centers, adult education institutions, schools, media, and other public and private institutions/organizations.
- c. In Singapore, family education services are mainly provided by the NGOs. The government is heavily involved in the Marriage Central and the Social Development Network which are active providers of marriage education services and dating services respectively.
- d. In England and Wales, major service providers include the Relate UK, OneplusOne, National Health Services, Sure Start Centres, and Family Information Services.
- e. In Australia, the Family Relationship Services Australia is the industry representation body (IRB) for the family relationship services sector, including family and relationship education services. It coordinates the services provided by more than 100 organizations of different backgrounds.

6.9 Funding for family education programs

- a. With the exception of Australia, there is no designated budget for family education programs in places under review.
- b. In Australia, an annual budget of \$231 million (Australian Dollars) is designated by the Commonwealth through the FaHCSIA and AGD for family and relationship education services
- c. In Singapore, the Tote Board is an important funder of family education programs. It funds family education program based on a set of clear criteria that includes whether the program is evidence-based or effective.
- d. In England and Wales, couples in stressful relationship could seek relationship education under the National Health Service, which is financed out of the national health insurance. They could also seek guidance in private agencies like RelateUK and OneplusOne on a fee-charging basis.

6.10 Quality Assurance of Family Education Programs

- a. Singapore mostly relies on an investor-approach of funding which ensures that funded programs are successful in terms of influencing people's attitudes and behavior with regard to family issues. It also encourages the development of family life education program materials through partnership with National Council of Family Relations in the United States.
- b. In Taiwan, the Ministry of Education monitors and assures quality through accreditation of the family education programs provided by the universities. It also maintains a system which licenses graduates of accredited family or family education programs provided by the universities to become licensed family educators. On the other hand, universities also play an important role in developing evidence-based practice in family education.
- c. In Australia, quality of family education program is assured through the work of the Marriage and Relationship Educators' Association of Australia (MAREAA), which is a national association that meets the professional needs of marriage and relationship educators and sets standards for its members, thus upholding standards of the marriage and relationship education services in Australia.

6.11 Program purposes

- a. In varying degrees, all five places stress the roles of family education in strengthening family functions to build social coherence or to solve problems.
- b. In some places, like Singapore and Taiwan, family education is also expected to uphold traditional values on the importance of family intactness and filial piety.
- c. In Australia, marriage and relationship education is a tool to hold back the family as a valuable institution in the society.

6.12 Program focus and features

- a. In Singapore and Taiwan, places which extol traditional values on family, family education services are delivered on two levels. At the central level, the government promotes core values of traditional families through territory-wide publicity programs. At the district level, family education is delivered to people and their families through programs and guidance work.
- b. In places like England and Wales, as well as Australia, there is a clear absence of promotional/educational program led by the government, obviously due to the controversies surrounding the definition of a family. In these two places, the role of government is more on parent education. Couples seek relationship education mostly according to their own needs.
- c. In places like China and Australia, the Internet is extensively used to deliver family education programs. Most parent schools in Chinese Mainland deliver their services on the internet, while in Australia, the government has also developed relationship skills training kits and made them available on the internet for use by people and their families.

Study on stakeholders' views on family education in Hong Kong

6.13 Results on the stakeholders' views on family in Hong Kong are based on qualitative data collected from interviews with 55 service providers of backgrounds (government departments, NGOs, commercial service providers) between 7th June 2011 and 18th October 2011 and from 26 users of family education services in 4 focus groups between 26th September 2011 and 19th October 2011. References were also drawn from available documents on family education in Hong Kong.

Operators of family education services – current roles and responsibilities

6.14 As this study reviews, the government, the NGOs, and the commercial service providers are involved in family education in different ways. They are all indispensable in the provision of family education in Hong Kong.

6.14.1 *The Government*

6.14.1.1 The Family Council provides a cross-sector and cross-bureau platform to study and address family-related problems with a view to providing high-level steer and advice, and fostering effective coordination and collaboration in family education.

6.14.1.2 The SWD is responsible for steering family life education in the welfare ambit:

- a. As a major funder, it sets the parameters of the family life education service and sets standards for it via FSA.
- b. As service coordinator, it coordinates the family education services/programs at the district level through its 11 district social welfare offices.
- c. As service provider, it provides family life education services/programs through its territory-wide IFSCs.
- d. The SWD also supports agencies providing family life education services through its FLERC.

6.14.1.3 The Education Bureau (EDB) provides family education mostly to the students and their parents through a range of activities:

- a. Family education is provided to students via the school curricula of Key Learning Areas/Subjects, Moral and Civic Education (MCE) and related learning experiences.
- b. Some elements of remedial family education is provided to students and their parents via the Student Guidance and Discipline Service in schools.

- c. The EDB also encourages the PTAs and FPTAs to organize home-school cooperation and parent education activities in the schools and in the community.

6.14.1.4 The Department of Health (DH) provides parent education to parents of children of 0 to 5 years old through its MCHCs. The Triple-P program which it adopts from Australia is evidence-based and is relevant to all parents, especially parents with difficulties in parenting children with mild behavioral problems.

6.14.2 *The NGOs*

- a. The NGOs in the welfare ambit provide family education services via a variety of service units, including the FLEUs, IFSCs, ICYSCs, CYCs, DECCs, and PRCs.
- b. The NGOs provide family life education in accordance with their agency's plan and priority to meet the differential needs in the community.
- c. The NGOs often take a pioneering role in developing innovative family education services/programs at the community level.
- d. Family education services provided by NGOs receiving subvention from the SWD are bounded by the FSAs with SWD.
- e. Non-traditional NGOs (those not receiving subvention from SWD) have more room for innovations in family life education.
- f. Some non-traditional NGOs offer family education services at a fee-charging basis and have close affiliation with the commercial service providers.
- g. NGOs, traditional or non-traditional ones, provide family education services more at the agency or neighborhood level, not on the territory-wide level.

6.14.3 *The Markets*

- a. Family education services provided in the market are of different nature, including psychology-focused, health-driven, or education-oriented services.

- b. Commercial service providers offer family education services based on their competitive edge, and are concerned with financial viability if not with profit.
- c. Commercial service providers are quick to respond to emergent needs and efficient in designing their services accordingly.
- d. Commercial service providers are better able to reach out to people who are middle-class or professional backgrounds.

6.14.4 *The Universities*

- a. A number of universities have been running postgraduate programs in family intervention, therapy, or family-centred practice which have implications for the training of family educators.
- b. Universities are uniquely contributing to the development of innovative and evidence-based practice in family education through research activities and partnership with NGOs.

Stakeholders' views and comments on family education in Hong Kong

6.15 *Objectives of family education programs*

- a. 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.
- b. There is a minority view that family education should also focus the remedial function, i.e. in providing the needed attitude, knowledge, and skills to families already with problems to get over from them.

6.16 *Contents of family education programs*

- a. A range of views were expressed on what family education is and what it should cover in the context of Hong Kong.

- b. Almost all informants thought that there is no difference between family education and family life education.
- c. There is general consensus that family education should cover values, knowledge and skills needed for a happy family life.
- d. Where values are concerned, a common view is that it should be limited to the core values. The more controversial values should be avoided.
- e. A dominant view is that family education should follow a family cycle, i.e., it should address the needs of families in different stages of the family cycle.
- f. Besides the family cycle, there is also a clear view that family education should be made relevant and available to people of divorce and re-married families.
- g. There is also a concern that family education should address work-life balance, the needs of migrant families, and gender roles in the family.

6.17 *Views on roles and responsibilities of different sectors*

6.17.1 Government

- a. There is an expectation that the roles of government should be more on funding, coordinating and leading the development of family education services.
- b. The government is also expected to foster and promote wider participation by different sectors to develop a diverse ecology of family education services.
- c. The government is looked up to by the market players for information on the needs of family for providing sensitive family education services.
- d. There is also a view that the government has an important role in setting service standards and assuring qualities of family education services.

6.17.2 NGOs

- a. NGOs of different backgrounds have different missions and visions. As service providers, they are expected to contribute to a pluralistic and diverse ecology of family education services.
- b. NGOs are expected to take advantage of their close contacts with families which they serve in the community, to keep abreast of their needs, and to develop innovative and pioneering practice in family education.
- c. NGOs are also expected to develop strategic partnership with other agencies/organizations to improve their family education programs, like the development of evidence-based practice through partnership with universities.

6.17.3 The Market

- a. The commercial service providers are valued for their contribution to a pluralistic and diverse ecology of family education services.
- b. The market sector provides family education on a fee-charging basis, thus relieving public funds for family education to the more needy families.
- c. The market sector is important because its non-stigmatized services could reach people not willing to receive family education service in the welfare ambit.

6.18 *Views on existing coordination mechanisms*

- a. There is general awareness of the coordinating roles of Family Council in family education, especially with respect to certain territory-wide family education programs/activities.
- b. Government departments would take account of, and fit in their programs to the theme on family education proposed by the Family Council.

- c. There is a strong voice that the government, through the Family Council, should assume stronger leadership in steering and developing family education in Hong Kong.

6.19 *Strengths and issues of the current approach to family education*

6.19.1 Strengths

- a. Service providers of different backgrounds are contributing to a pluralistic service structure that suits different family education needs of different people.
- b. Family education services offered by different service providers are organized around the family life cycle, thus suiting families of different needs.
- c. Most family education programs are publicly-funded, which are available to those who need it, irrespective of the background and affordability of the families.
- d. Current absence of a clear policy framework leaves much room and autonomy for service operators to develop different varieties of family education services.
- e. In the welfare ambit, family education is embedded within a wide spectrum of family services. It is part of an integrative set of responses to families in need.

6.19.2 Difficulties/Issues

- a. Quite a number of service operators expressed difficulties in planning ahead in the absence of a clear policy framework on family education in Hong Kong
- b. In the welfare sector, the focus on family education is diminishing or blurring with the re-organization of FLEUs into the IFSCs and the ICYSCs.
- c. There is rivalry for resources between the preventive family education and the remedial family counseling services under the existing IFSC structure.
- d. There is the paradox of family education, i.e. family education is commonly used by people who are less in need of it, but is less able to reach those who need it most.

- e. When family education services are organized in the welfare sector, there is always the problem of stigma attached to the service provided.
- f. It has been increasingly difficult for service operators to recruit participants to pre-marital and marital family education programs.
- g. Some parent education programs focus on parent role in assisting children to get better academic result and this often defeats the purpose of parent education.
- h. Teaching of values in family education is difficult because of the controversies surrounding what constitutes a good family and a good family life.

6.20 *Views on the future direction of family education*

- a. It is commonly expected that the government in general, and the Family Council in particular, should assume a stronger leadership in the development of family education in Hong Kong.
- b. Specially, the role of the government in providing a clear policy framework for developing family education services is loud and clear among the informants from different sectors.
- c. There is a general view that the plurality of service providers should be maintained and enhanced. This means there should be a mechanism to assure the family education programs provided by different service providers.
- d. The government should develop, or set up the infrastructure needed for the development of quality family education programs to the people.
- e. Family values are integral part of family education. They should be included together with knowledge and skills in the provision of family education in Hong Kong.
- f. Current family education is commonly delivered through programs. There should be more efforts on promoting key themes of family education territory-wide.

- g. The development of evidence-based practice should be pursued as a priority and as a goal in family education services/programs
- h. The universities and tertiary institutes should play a more active role in training family educators and developing evidence-based practice in family education.

Landscape Study on Family Education Programs in Hong Kong

6.21 Service Operators

- a. The major operators of family education programs surveyed in this study are NGOs (54.8%), and followed by schools (26.6%). 7.8% and 9% of the operators in this study are from the government and religious body respectively.
- b. In Core Social Services, IFSCs (66.3%) provide more programs than FLEUs (33.7%). In Non-core Social Services, ICYSCs (53.4%), DECC & Elderly Services are the major service operators.
- c. Both secondary schools (42.5%) and primary schools (47%) offer similar numbers of program, whereas FPTAs (4.5%) share a minor proportion.
- d. For religious bodies, the Protestant churches (80%) provide more programs than the Catholic churches (20%).

6.22 Program Budget

- a. For all programs, the average program budget is HK\$10,701.3, in which new programs have a higher average budget (HK\$15,124.5) than the most frequently run programs (HK\$7,261.1).
- b. On the whole, most programs had budget ranges HK\$1-500 (27.9%) and above HK\$4,000 (23.7%). About 12.2% of the programs were run without involving extra cost (HK\$0).
- c. The non-core social services sector has the highest program budget (HK\$24,566.4).

- d. The other sectors have relatively lower budgets: religious bodies (HK\$4,910.2), schools (HK\$4,151.4), Core Social Services (HK\$3,364.6).

6.23 Funding Sources

- a. Over 70% of programs use single sources of funding, and relatively less employed multiple sources of funding.
- b. Around one-third of all family education programs are entirely based on government funds (33.4%), and about a quarter were entirely run on non-governmental funds (22.9%). Only 16.2% of the programs were financed out of income from fee-charging.
- c. The core social services, non-core social services and schools sectors rely relatively more on both governmental and non-governmental funding.
- d. The religious bodies rely on non-governmental funding and fee-charging only.

6.24 Participation

- a. The average number of participants for all family education programs is 122.6. The average number of participants of the most frequently-run programs (146.6) is notably higher than that of the new programs (91.3).
- b. There are more mass programs (participants of 100 above; 18.6%) and programs with fewer participants (participants ranged between 1-20; 38.2%).
- c. The number of participants in the programs by the Core Social Services Sector (91.1) and churches (58.6) are lower than those by Non-core Social Services Sector (136.7) and the School Sector (156.2).
- d. The Core Social Services Sector and Religious Bodies Sector have more participants in new programs than frequently-run programs, whereas the Core Social Services Sector and School Sector show a reverse pattern.

6.25 Program Objective

- a. On the whole, 61.7% of the programs are educational, 32.9% enrichment and 5.4% remedial/therapy.
- b. For all sectors, taken programs of educational and enrichment purposes together, over 90% of all programs are preventive by nature.
- c. The Core Social Services Sector and Religious Body Sector provide more new programs on remedial / therapy objective than most frequently run programs.

6.26 Targeted Participants

6.26.1 *Intended Participants*

- a. As to the intended participants for all family education programs, 72.4% of them had mothers as their target, 65.3% father, 29.5% female children, 28.4% male children and 21.8% wife.
- b. Overall, there is not much focus on pre-married male adults (3%) and pre-married female adults (3%).

6.26.2 *Accessibility and Voluntariness of Programs*

- a. Slightly more than half (54.6%) of the family education programs in this study are open to all families in the community. The rest of the programs could be understood as targeting on those who are service recipients, students, or members of the organizations providing the family education programs.
- b. The School Sector has the lowest number of programs which open to all families in the community (19.5%).
- c. The other sectors have relatively higher numbers of programs which open to all families in the community: Core Social Services Sector (80.7%), Non-core Social Services Sector (63.1%) and Religious Bodies Sector (59.3%).

- d. On the whole, majority of the programs (96.2%) is entirely voluntary with respect to participation. The level is the same for both new and most frequently run programs. The pattern is similar for all sectors.

6.27 Program Nature

- a. On the overall level, 57.4% of all family education programs are on parent education, followed by 40.6% on family relationship in general, and 9.0% on marital relationship.
- b. Much less focus is put on pre-marriage education (1.7%), preparation for parenthood (2.3%) and preparation for later stages of life cycle (4.1%).
- c. The Core Social Services Sector and Non-core Social Services Sector are skewed towards parent education and family relationship in general. The coverage of program nature by the Religious Bodies Sector is relatively broader.

6.28 Delivery Mode of the Program

- a. The major delivery mode of family education programs is small group (47.6%), followed by talks, seminars, or lectures (42.7%), and outings and activities (35.3%).
- b. The use of counseling and guidance (13.6%), courses (11.3%) and booklets, internet resources, video programs, road shows (8.5%) are the other mode of delivery in family education.
- c. The Core Social Services Sector and Non-core Social Services Sector adopt small group more, whereas schools and Religious Bodies Sector adopt talks, seminars, or lectures more.

6.29 Special Focus

6.29.1 *Program for separating / divorced families*

- a. Only 3.4% of the family education programs in this study are specially designed for separating / divorced families.

- b. The Core Social Services Sector (8.6%) offers relatively more programs for separating / divorced families.
- c. The Non-core Social Services Sector (0.9%) and School Sector (1%) offer minimal support in providing programs for separating / divorced families.

6.29.2 *Program for remarried / reconstituted families*

- a. Only 0.5% of all family education programs are specially designed for remarried / reconstituted families.
- b. The number of programs for remarried / reconstituted families is significantly low for all sectors.

6.29.3 *Program for new immigrant families*

- a. About 4.1% of all family education programs are specially designed for immigrant families.
- b. The Core Social Services Sector (9.2%) offers relatively more programs for new immigrant families.
- c. The School Sector (1.5%) and Non-core Social Services Sector (2.4%) offer fewer programs for new immigrant families.

6.29.4 *Programs focusing on gender roles in the families*

- a. Nearly a quarter of all family education programs (23.8%) cover education of gender roles of family members.
- b. The Religious Bodies Sector (63.8%) is far more significant at the provision of programs focusing on gender roles in the families.
- c. The School Sector (14.6%) and Non-core Social Services Sector (16.3%) provide relatively fewer programs focusing on gender roles in the families.

6.29.5 *Programs focusing on family-work balance*

- a. On the whole, there is 38.7% of all family education programs which cover the balance of work and family lives.
- b. The Religious Bodies Sector (64.4%) is more significant at the provision of programs focusing on family-work balance.

6.29.6 *Programs on sex education*

- a. Overall, 12.5% of all family education programs designed to cover sex education. In general, there are more frequently run programs (18.0%) than the new program (5.6%).
- b. The religious bodies (28.1%) provide relatively more programs on sex education than other sectors.

Implications of the Findings for Family Education in Hong Kong

Family in crisis

6.30 The study of family education in the five selected places reveals that contemporary families are in crisis. This is clearly witnessed in a range of problems which are confronting families nowadays, including juvenile delinquency, teenage and unwed pregnancy, family violence, extra-marital relationship, soaring divorce rates, increasing number of single-parent families, and other problems. All these suggest that contemporary families are in crisis, if not in demise.

6.31 Families in Hong Kong are facing structural changes which may have significant effects on the relationship among family members. Nuclear family is now the most common form of families in Hong Kong (67% in 2006).¹ Compared with extended families, nuclear families commonly have less support from their network of relatives and are at greater vulnerability to risks and problems confronting them. Besides, some of the traditional core values upholding

¹ Source : 2006 Population By-census Main Report (November 2007)

family solidarity, such as fidelity, filial piety, parental authority, and family first, have been gradually eroded. Some people consider this as the root cause of many problems in the families, in which members no longer commit to each other as strongly as those in traditional families.

6.32 Are Hong Kong families in trouble as people worry? The number of juveniles arrested for crimes stood at 3,576 in 2010 (808.1 per 100,000 population)². Violence strikes a considerable number of families in Hong Kong. While the number of battered spouse cases dropped from 6,843 in 2008 to 3,163 in 2010³, the number of newly identified child abuse and neglect cases rose to a new high at 1,001 in 2010. Family solidarity is also at stake. The crude divorce rate has increased from 2.0 per 1,000 population in 2000 to 2.6 per 1,000 in 2010⁴. Alongside the increase in the number of divorced families, the single parent population grew substantially from 42,000 in 1996 to 72,000 in 2006⁵. Besides, the number of cross-border marriages is also on the rise from 16,451 in 1986 to 26,203 in 2007⁶. Beyond doubt, like the five places in this study, families in Hong Kong are meeting with increasing challenges.

Support to families in Hong Kong

6.33 Hong Kong does not have an explicitly stated family policy. For almost half a century, families rely mostly on social services for assistance they need. With the taking off in its economy in the early 1970s, the social service responses to families in need, though incremental by nature, have steadily increased. Family life education services, originated as one of the services to tackle juvenile delinquency in the late 1970s, is among one of the earliest attempts of the government to take a preventive approach to address problems in the family.

6.34 Support and social services for families have grown steadily over the past few decades. The recurrent budget on social welfare rose from HK\$6.6 billion in 1991-1992 to HK\$42.2

² Source : Hong Kong Annual Digest of Statistics 2011, Table 15.4

³ Source :Statistics on child abuse, spouse / cohabitant battering and sexual violence cases released by SWD, available at : <http://www.swd.gov.hk/vs/english/stat.html>

⁴ Source : Hong Kong Annual Digest of Statistics 2011, Table 1.1

⁵ Source: C&S Department's 2006 Population by-census Thematic Report: Single Parents (February 2008)

⁶ Source : Family & Community Services in Hong Kong, available at http://www.hkcss.org.hk/download/folder/fc/fc_eng.html

billion in 2009-10. With this substantial increase in welfare budget, services for the family have also increased to meet rising need. According to the *Report on Long-term Social Welfare in Hong Kong*⁷, the actual recurrent expenditure on family and child welfare services has risen from HK\$1 billion in 1997-98 to HK\$ 1.68 billion 2009-10. No doubt, families in Hong Kong, especially those which are vulnerable and with problems, are able to benefit from these increases in welfare budget.

6.35 There is an old debate on the role of social welfare services, whether it should seek to prevent problems from happening or it should alleviate the immediate problems with which people and their families are facing. While the answer to this age-old question is always ‘both’, the questions of how much attention and resources should be allocated to the prevention side, and how much to the remedial functions are often not answered clearly or satisfactorily. The role and future development of family education in Hong Kong hinges on a better answer to this question.

6.36 With the development of ICYSCs and the re-organization of the FSCs into the IFSCs in 2004-05, some family life education is now integrated into the repertoire of services in the ICYSCs and IFSCs. Whether family life education has been dissolved or integrated into the existing integrated social services remains to be a matter of viewpoint. However, some stakeholders had expressed concern that family life education is gradually losing its focus in the integrated social service movement in the stakeholders study.

Levels of Family Involvement

6.37 It is not true that family life education has completed its mission and can therefore be dispensed with. Both the stakeholders study and the landscape study speak loud and clear that family education was and is still important in our community. The number of sectors and services operators who have been taking part in providing family education to people and families in different stages of the family life cycle has been greatly increased. While family

⁷ Available at [http://www.swac.org.hk/documents/SWAC%20consultation%20report%20\(Eng\).pdf](http://www.swac.org.hk/documents/SWAC%20consultation%20report%20(Eng).pdf); last accessed on 10.12.2011

education in Hong Kong began with family life education by a few voluntary welfare agencies in the 1960s, it has now become a cross-sector concern and endeavor.

6.38 Intervention in the family is a double-edged sword. On one hand, it is recognised as being needed for families with problems. On the other hand, there is a view that family as a private sphere should be left on its own as far as possible. Despite criticisms by Myers-Walls et al (2011), Doherty's (1999) model of family involvement could be considered as relevant to resolve this dilemma. Accordingly, there are five levels of family involvement, namely, minimal emphasis on family (level 1), information and advice (level 2), feeling and support (level 3), brief focused intervention (level 4), and family therapy (level 5). Though not explicitly, Australia adopts an approach to supporting the family in line with this model, so does the service structure of the IFSCs in Hong Kong. Family and relationship education is one service within the family relationship services program to support the families.

6.39 Obviously, the first two levels of family involvement are relevant and have implications for understanding the role played by family education in Hong Kong. According to Doherty (1999), interaction with families at the first level should be institution-centred, not family-centred. This means service providers deal with the families as a whole, and not with specific families. In this sense, the service providers do not adapt educational activities to the particular needs of each person or family. This is equivalent to asserting the importance of territory-wide promotional and publicity campaigns that aims at fostering core family values and developing positive attitudes towards family life.

6.40 As this study reveals, family education at the first level of family involvement has been weakened in the past decade. First, the dissolution of the Committee on Family Life Education Publicity Campaign in 2002 is almost equivalent to a retreat from the level one involvement in the family. Secondly, due to the integration of family life education into different types of services, family life education have been developed to become part-and-parcel of the services or programs catering for different target groups, as results of the landscape study show. It is true that the FC has been making efforts to coordinate large-scale publicity campaigns on family since 2007, but its effects are yet to be seen.

6.41 At the second level, the focus is on giving information and advice. The service providers collaborate with parents and other family members to offer information that is important to the family. Education is tailored to fit the learning needs of a particular family, as opposed to having a standard approach to all families. Family life education services provided to specific families or family groups in IFSCs, ICYSCs, etc, those provided to specific target groups in other welfare organizations, as well as those parenting services provided by the DH, the PTAs, and FPTAs are at this second level of family involvement.

6.42 Suffice to illustrate that family education can play an important role in the first two levels of family involvement. If the first level works well to promote the importance of human relationship, core values of family life, the generic knowledge and skills for a happy family life, and if the second level provides the needed specific knowledge and know-how to people and prepare them for the roles and responsibilities in different stages of the family life cycle, families will be less likely to be in need of the services at the subsequent levels. Hence, there is a point to integrate family education services with other family services as a host of responses to meet the needs of families in Hong Kong.

Family education at crossroads

6.43 There is a need to address the reportedly diminishing focus of family life education services in the welfare sector. While there may be grounds for worrying about the merging of family life education with the integrated social service movement, it has to be pointed out that this diminishing focus of FLE in the welfare sector is compensated by the emergence of family education in other sectors, and the growing diversity of family education is evidenced in both the stakeholder and the landscape studies. Against this backdrop, the Family Council was set up to provide a cross-sector and cross-bureau platform to study and address family-related problems. It is therefore not without reason that stakeholders in this study had high expectation on the Family Council to revitalize family education through providing high-level steer, and fostering effective cross-sector coordination and collaboration in family education.

6.44 The direction along which family education should be developed is an important question to consider. In the light of the experiences of the places reviewed in this study, there are two approaches in developing family education. The first approach is based on acknowledging that

‘family decline’ is a fact and family education is organized to address the needs arising out of dysfunctional families, like the cases of England and Australia; whereas, the second approach is to ‘brave the tide’ and use family education to save the family, like the cases of the Chinese Mainland, Taiwan, and Singapore. As an international city where the East meets the West, it seems more sensible to develop family education in Hong Kong by avoiding an ‘either-or’ in favor of a ‘both-and’ approach.

6.45 A ‘both-and’ approach would mean to be inclusive in family education, which is in line with the view to sustain and enhance the pluralistic ecology of the service providers and their services. This would mean a policy to affirm and encourage further multi-sector participation, yet maintain a coordinated response to certain policy goal; to support the diversity of family education services/programs, at the same time to assure the standard and quality of the services provided; and also a balanced approach to provide family education programs/services at the agency level, coordinated programs/services at the district level, and promotional and publicity campaigns territory-wide.

Recommendations

6.46 Families are the cornerstone of our society. Every individual has a prime role and responsibility in fostering a positive atmosphere and harmonious relationship in the family. Besides individual efforts and responsibility, the role of government and different sectors are important in helping individuals and their families lead a happy family life. On the basis of the findings of this study, and in consideration of the implications of the findings for the development of family education in Hong Kong, the consultants would like to make the following recommendations for the considerations of the Family Council of the Hong Kong SAR Government:

Pertaining to framework for family education

6.47 Current framework of family education in the welfare setting is set by the FSAs of the FLEU services. This is service-based, in lack of overall guidance, and is irrelevant to family education services provided outside the welfare sector. There is a clear voice for central guidance on where and how to take family education further. It is therefore recommended that:

Recommendation 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.

6.48 The diminishing focus on family life education in the welfare sector, together with the proliferation of different forms of family education provided by different sectors, has blurred the meaning of what family education is. Often, family education could mean different things in different places and to different people. On the basis of this study, it is recommended that the framework for family education should be founded on the following principles:

Recommendation 2: Family education programs should be primarily preventive in objectives, include core family values, knowledge and skills needed by 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 in Annex to this recommendation be adopted in Hong Kong.

Pertaining to role of Family Council

6.49 The experience in Singapore and Taiwan shows that a high level government body is needed to steer and promote family education. The stakeholders study reveals a common expectation on the Family Council to assume stronger leadership in family education in line with its position as a high-level government body on steering and coordinating family matters. Therefore, it is recommended that:

Recommendation 3: The Family Council should assume strong leadership and prime responsibility for setting the framework for family education development and operation.

6.50 As far as high level coordination of family education at the central level is concerned, there is a clear vacuum to fill in, especially after the dissolution of the Committee on Family Life Education Publicity Campaign in 2002. In line with its roles as a high-level government body on family matters, it is recommended that:

Recommendation 4: The Family Council should assume the role to lead, co-ordinate, and promote territory-wide publicity campaigns on family education in Hong Kong.

Pertaining to Service Providers

6.51 Currently, family education is provided by service providers from different sectors, including government departments, NGOs, welfare, schools, religious organizations, and the market. Service providers of different backgrounds have contributed to a pluralistic ecology of family education services that could suit different needs of different users. It is therefore recommended that:

Recommendation 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.

6.52 Some non-traditional NGOs and commercial service providers do not rely on public funds for their services. They are quick to notice emergent needs and niches in family education. Since their services are often financed out of income from fee-charging, no stigma is attached to their services. They have an important role to play in reaching users of middle class and people with professional background. Therefore, it is recommended that:

Recommendation 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.

6.53 This stakeholder study reveals that some service operators had partnered with churches, universities, or commercial service operators in running family education programs. Strategic partnership of this form has served to expand the catchment of services, reach new users, and develop innovative and evidence-based practice in family education. Strategic partnership of service provider is a good practice and should be encouraged. Therefore, it is recommended that:

Recommendation 7: Service providers should be encouraged to develop collaboration with other service providers to take advantage of the synergy effect of their different strengths.

6.54 As this study shows, public funds are heavily used in providing family education. There is increasingly concern for outcome and effectiveness of the family education services/programs. The urge for evidence-based practice is strong. In this light, it is recommended:

Recommendation 8: Service operators should cherish evidence-based practice when they design and provide family education services/programs.

Pertaining to Funding of Family Education Services/Programs

6.55 Funding of family education is a common concern of many stakeholders. There is a consistent expectation that public fund should continue to be available for family education programs in Hong Kong. Therefore, it is recommended that:

Recommendation 9: The government should continue to make public fund available for programs/activities specified in the framework for family education outlined in the Annex to this recommendation.

6.56 As the landscape study shows, over 70% of programs relied on a single source of funding, mostly on public funds. Only 16.2% of the programs were financed out of income from fee-charging. Over-reliance on public funds often stifles innovations and initiatives. Therefore, it is recommended that:

Recommendation 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.

6.57 One option which service operators may consider in expanding the funding bases of family education services/programs is through fee charging. However, there is the worry that fee-charging may deter user participation. Since, family education is beneficial to people, their family, and the society in the long-run, people taking family education should be given incentives to participate in family education services and programs. To this end, it is recommended that:

Recommendation 11: To support the expansion and diversity of family education services programs, fee-charging can be widely considered to alleviate the limitation of public funding.

Recommendation 12: People's incentives to participate in fee-charging family education services/programs, like vouchers for family education, tax exemption, and re-imburement of fee paid through the Continuing Education Fund, should be enhanced.

Pertaining to quality assurance

6.58 In light of current diversity and with growing plurality of family education, the quality of the services/programs provided should be assured. Quality family education will attract more users while substandard programs will deter their participation. In this regard, there is a need to set standards and develop a quality assurance system for family education services/program. Based on these considerations, it is recommended that:

Recommendation 13: The Family Council should, in consultation with the stakeholders, take the lead to develop quality standards for the family education industry;

Recommendation 14: A system to recognize, approve, or accredit the family education services /programs which meet the quality standards should be set up.

6.59 There is still controversy in Hong Kong as to whether professionals should be specifically trained before they are allowed to provide family education. However, it is commonly agreed that quality of family education services/programs cannot be assured without quality professionals running these services/programs. In view of these considerations, therefore, it is recommended that:

Recommendation 15: Generic training in family intervention should be considered as necessary for professionals providing family education.

Recommendation 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.

Summary of the Report

Study on Family Education

1. In view of the rapidly changing family structure and social environment in Hong Kong and the increasing complexity of needs in family education, the Family Council of Hong Kong, acted through the Home Affairs Bureau of the Hong Kong SAR Government, commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University to embark on a study entitled *Family Education in Hong Kong*.

2. The objectives of this study are to understand the provision and promotion of family education in Hong Kong and in five selected places. The study is conducted to examine overseas experiences in family education, identify current issues and existing local landscape of family education services with a view to proposing a framework on family education and making recommendations on the future family education in Hong Kong.

Framework and Methods of Study (Chapter 2)

3. In the context of this study, 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 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.

4. A multi-method approach was used to collect the needed data for the purposes of this study. For the purposes of this study, methods of data collection include: (a) desktop survey, (b) archival study, (c) survey and content analysis of existing family education service/program, (d) in-depth interview with stakeholders, including heads of service units/agencies providing family education, and (e) focus group interviews with the service users.

Study of Family Education in Five Selected Places (Chapter 3)

5. 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. The review covers a wide range of areas in the development and delivery of family education/family life education, including the policy/law, responsible Bureau/department, public bodies involved, the key operators available, corresponding funding, program focus and the verification/license required in practice.

6. In all five places, ‘family decline’ is common. Two approaches are delineated in the responses to ‘family decline’. 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. Countries of the first approach include Australia as well as England and Wales. The second approach is to use family education to save the family. Included in the second approach are the Chinese Mainland, Taiwan, and Singapore.

7. Family education is often taken as a means to attain certain valued social goals such as filial piety, familial harmony, tough couple relationship, society coherence and stability. On the other hand, family education could be treated as a means to solve social problems, for example, child poverty, social exclusion, lone parent families and juvenile delinquency. With the differences in social goals, different governments tend to develop different approaches to family education in their respective countries/places.

8. Family education in the Chinese Mainland means more parent education. The meaning of family education in Taiwan is more inclusive. Singapore uses both the terms ‘family education’ and ‘family life education’, which include all educational activities organized in different stages of the life cycle. Australia as well as England and Wales 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.

9. 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. In Singapore and Chinese Mainland, there are currently official policies on the development and provision of family education. In England and Wales, 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.

10. In different countries/places, family education is in the hands of different government bodies, reflecting 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.

11. In the Chinese Mainland, the government plays an important role in providing 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, while in England, family education is also operated by the commercial service providers and covered in the National Health Insurance scheme.

12. With the exception of Australia, there is no designated budget for family education programs in places under review. In Singapore, the Tote Board funds family education programs based on a set of clear criteria that includes whether the program is evidence-based or effective. In England and Wales, 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.

13. An investor-approach of funding is used in Singapore 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.

Qualitative Study of Family Education in Hong Kong (Chapter 4)

14. This study aims to identify stakeholders' views on family education in Hong Kong. Between 7th June 2011 and 18th October 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.

Views on Family Education

15. 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. There is also the view, albeit a minority one, that family education should also focus the remedial function.

16. There is general consensus that family education should be organized around the family life cycle. It should cover knowledge and skills needed for a happy family life. Where values are concerned, a common view is that it should be limited to the core values. The more controversial values should be avoided.

17. 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. There is also the view that family education should address work-life balance, the needs of migrant families, and gender roles in the family.

Views on the Family Education Provision

Current Framework

18. As revealed by interviews with the stakeholders, current provision of family education is essentially characterized by a plurality of service providers and a diversified range of family education services.

19. Current framework is based more on a 'voluntary-coordination' approach with the Family Council coordinating family education at central level and district offices of the Social Welfare Department at district levels.

Strengths of Current Framework

20. An important strength of the current approach is the plurality of service providers with active participation of the government, NGOs, schools, religious bodies, and the market, each playing a unique, but an important role in developing and operating family education services to meet the diverse needs of families.

21. Another notable strength of the current approach is that it gives much autonomy to operators in developing family education programs. Apart from working on their own, service operators of different backgrounds are developing partnership in designing innovative family education programs.

22. With family life education now being an integral part of social services in the welfare ambit and family education being part of the school curriculum, family education are currently readily available to those who need it, irrespectively of the background and affordability of the families.

Weakness of the Current Framework

23. A consistent view regarding the weaknesses of the current approach is that it lacks a clear policy framework in the development and operation of family services in Hong Kong. Actually, there is not a common understanding of what family education is and where it should go.

24. With the restructuring of former family service centres in the welfare sector, there is a diminishing focus on family life education. Besides the diminishing focus, there should be some balance between the provision of preventive family education and remedial counseling in IFSCs.

25. The paradox of family education is evident, as consumers of family education services/programs are usually not people who are mostly in need of it. Being voluntary in nature, family education services are generally difficult to reach those who have a genuine need for it.

26. A wider participation in family education services/programs could be partly hindered by the stigma associated with them. With a yet-to-be-developed commercial

service sector, family education services/programs in the welfare sector may find it difficult to reach families of the middle and professional classes.

Views on Future Direction of Family Education in Hong Kong

27. It is commonly expected that the government in general, and the Family Council in particular, should assume a stronger leadership in the future development of family education in Hong Kong.

28. Specially, stakeholders from different sectors have high expectation that the government and the Family Council should assume leadership role in providing a clear policy framework for developing family education services.

29. There is a general view that the current plurality of service providers should be maintained and enhanced. Besides, there should be a mechanism to assure the family education programs provided by different service providers, in order to promote the diversification of services so that minorities are not overlooked.

30. The government should ensure the quality of family education services provided to the public. It should develop, or set up the infrastructure needed for the development of quality family education programs in Hong Kong.

31. Amidst the demand for quality family education programs, the development of evidence-based practice is commonly requested for. Evidence-based practice should be pursued as a priority and as a goal in family education services/programs

32. Current family education is commonly delivered through programs to specific families and people. There should be more efforts on promoting key themes of family education territory-wide at the central level.

33. The universities and tertiary institutes should play a more active role in training family educators and contributing to evidence-based practice as part of the concerted efforts in developing family education in Hong Kong.

Landscape Study on Existing Family Education Programs (Chapter 5)

34. A survey on family education programs provided by various government departments, NGOs, religious organizations, schools, and the market was conducted between 6.7.2011 and 24.10.2011.

35. 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. Major findings of the landscape study are as follows:

- 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 relied 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.
- Over two-thirds of the programs targeted on the parents. There is not much focus 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 were 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.

Recommendations (Chapter 6)

36. On the basis of the findings of this study, the following recommendations are made for the considerations of the Family Council of the Hong Kong SAR Government:

Pertaining to framework for family education

Recommendation 1: The government should establish a clear framework on family education to provide guidance to service operators of different sectors in developing family education. Kong.

Recommendation 2: Family education programs should be primarily preventive in objectives, include core family values, knowledge and skills needed by 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 in Annex to this recommendation be adopted in Hong Kong.

Pertaining to the Role of Family Council

Recommendation 3: The Family Council should assume strong leadership and prime responsibility for setting the framework for family education development and operation.

Recommendation 4: The Family Council should assume the role to lead, co-ordinate, and promote territory-wide publicity campaigns on family education in Hong Kong.

Pertaining to Service Providers

Recommendation 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.

Recommendation 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.

Recommendation 7: Service providers should be encouraged to develop collaboration with other service providers to take advantage of the synergy effect of their different strengths.

Recommendation 8: Service operators should cherish evidence-based practice as they design and provide family education services/programs.

Pertaining to Funding of Family Education Services/Programs

Recommendation 9: The government should continue to make public fund available for programs/activities specified in the framework for family education outlined in the Annex

Recommendation 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.

Recommendation 11: To support the expansion and diversity of family education services programs, fee-charging can be widely considered to alleviate the limitation of public funding.

Recommendation 12: People's incentives to participate in fee-charging family education services/programs, like vouchers for family education, tax exemption, and re-imburement of fee paid through the Continuing Education Fund, should be enhanced

Pertaining to quality assurance

Recommendation 13: The Family Council should, in consultation with the stakeholders, take the lead to develop quality standards for the family education industry;

Recommendation 14: A system to recognize, approve, or accredit the family education services /programs which meet the quality standards should be set up.

Recommendation 15: Generic training in family intervention should be considered as necessary for professionals providing family education.

Recommendation 16: Universities are to be encouraged to train more students in family intervention for the development of family education in Hong Kong.

Proposed Framework for Family Education 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><u>School Programs</u></p> <ul style="list-style-type: none"> ● importance of family ● core family values ● core skills for happy family life ● human sexuality and gender roles <p><u>Marriage Preparation Programs</u></p> <ul style="list-style-type: none"> ● to reinforce the message that marriage is a life-long commitment ● to help couples-to-be be aware of their own strengths and weaknesses, and adjust to each other in marriage. ● to teach practical skills on sexual intimacy, financial management, and relationships with in-laws. 	<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>

2. *Married couples*

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>To enrich marriage relationship and develop abilities in relationship and family management.</p>	<p><u>Marriage Enrichment Programs</u></p> <ul style="list-style-type: none"> to hone abilities in communication, family relationship, financial management, sex in marriage, and in-laws relationship in different stages of the family life cycle 	<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>	<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.</p>

3. Pre-parenthood

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> ● To help couples consider the factors to have or not to have children carefully. ● To help couples prepare physically, emotionally, and financially for a newborn. 	<p><u>Pre-Parenthood Programs</u></p> <ul style="list-style-type: none"> ● to help couples consider both the cost, as well as the benefits and joy of parenthood ● to help couples understand the extent to which they have emotional and financial capability of rearing a child ● to help parents develop a good plan for having a baby <p><u>Fertility Programs</u></p> <ul style="list-style-type: none"> ● to teach would-be parents how to prepare their bodies for a baby ● to teach couples how to maximise their chance for pregnancy <p><u>Financial Planning Programs</u></p> <ul style="list-style-type: none"> ● to teach how to work out the cost of having and raising babies ● to teach how to create a baby budget to reduce financial stress <p><u>Ante-natal Programs</u></p> <ul style="list-style-type: none"> ● to teach how to cope with the coming of the baby emotionally ● to teach methods to handle demands and stresses of the new parenthood role ● to teach how to adjust individual, family, work and social life with the coming of the new born. 	<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>	<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.</p>

4. Families with 0-3 years preschool children

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> ● To provide parents with the knowledge and ability to foster a healthy physical and psychological development of children between 0 and 3. ● To help parents understand the importance of providing a safe environment for the growth and development of children. ● To develop effective and competent parenting practices 	<p><u>Parent Education Programs</u> to include:</p> <ul style="list-style-type: none"> ● Choice between breast- and bottle-feeding ● Health care and immunization ● Nutrition and physical (especially brain) development ● Sensory-motor development ● Children’s need to explore the environment and parents’ roles to interact with children ● Importance of a physically and psychologically safe home environment ● Preparation for healthy development of the children 	<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>

5. Families with 4-6 years preschool children

Proposed Objectives	Suggested Programs and Topics	Existing Provision	Gap identified
<ul style="list-style-type: none"> ● To teach pre-school children the concept of family and core values of family ● To help parents understand the strengths of their children and identify a suitable form of school education for them ● To develop effective and competent parenting practices 	<p><u>Augment the curriculum in nursery and kindergarten to include</u></p> <ul style="list-style-type: none"> ● Concepts of family and family life ● Respect for parents and other family members ● signs of danger to self and family and seeking help <p><u>Parent education in nursery and kindergarten to include</u></p> <ul style="list-style-type: none"> ● to teach parents how to adapt to the age-critical needs and stimulate the interests of their children in growth-promoting ways ● to teach parents identify a suitable type of school that best matches the needs and interests of the child ● to teach parents to encourage their children’s physical, psychological, and moral development in positive and constructive way <p><u>Effective parenting training</u></p> <ul style="list-style-type: none"> ● to inculcate knowledge of child development up to 6 years old ● to foster positive attitude in child rearing ● to teach parents effective parenting abilities 	<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>

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

Proposed Objectives	Suggested Programs and Topics	Existing Provision	Gap identified
<ul style="list-style-type: none"> ● To teach young children about family values and importance of family relevance ● To help parents understand the strengths of their children and identify a suitable form of school education for them ● To develop effective and competent parenting practices 	<p><u>Children programs</u></p> <ul style="list-style-type: none"> ● the meaning and importance of family and happy family life ● to teach children the need to develop respect for parents and other family members ● to help children understand and take responsibility for their role in the family <p><u>Programs to prepare children for education</u></p> <ul style="list-style-type: none"> ● to teach parents how to adapt to the age-critical needs and stimulate the interests of their children in growth-promoting ways ● to teach parents how to encourage their children’s physical psycho-emotional, and educational achievement in positive and constructive way ● to teach parents identifying a suitable type of secondary school that best matches the needs and interests of the child <p><u>Effective parenting training</u></p> <ul style="list-style-type: none"> ● to inculcate knowledge of child development ● to foster positive attitude in child rearing ● to teach parents effective parenting abilities 	<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 “Family with 0-6 years preschool children”</p>	<p>Despite being the current focus of family education, as some of 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 the 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>

7. *Families with teenage and young adult*

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<ul style="list-style-type: none"> ● To teach teenage and young adult children to accept emotional and financial responsibility for themselves ● To help parents with teenage and young adult children to develop children’s autonomy and sense of responsibilities ● To help families members cope with grandparent’s frailties 	<p><u>Teenage programs</u></p> <ul style="list-style-type: none"> ● to help teenagers identify life goals and priorities ● to teach teenagers to manage time and develop a life plan for themselves ● to teach teenagers to cultivate healthy lifestyles and positive human relationships <p><u>Parent Programs</u></p> <ul style="list-style-type: none"> ● to encourage parents develop new interest and careers given the freedom from childcare responsibilities ● to help parents re-negotiate their couple relationship ● to help parents prepare for empty-nesting and retirement <p><u>Health Program for the Family</u></p> <ul style="list-style-type: none"> ● to learn to maintain a healthy life style for the middle-ages parents ● to learn to deal with care needs, disabilities and death of the grand-parents 	<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>

8. *Family in the later stage of the family life cycle*¹

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>To help couples adjust to and successfully meet the development tasks associating with family life in the later stage.</p>	<p>Family education programs to cover:</p> <ul style="list-style-type: none"> ● Family life and relationship in an empty-nest family ● Health and healthy life programs for <i>shu nian adults</i> (熟年)² and <i>silver peers</i> (銀髮族)³ in the family ● Preparation for and coping with retirement ● Bereavement and living alone ● Preparation for closing of life and family 	<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>

¹ Families in later stage of the family life cycle include families of *shu nian adults* (熟年) and *silver peers* (銀髮族).

² A term originated in Japan, *shu nian* (熟年) refers to those who are in the age group of 45 to 60. They are people with consumption ability and are still curious of the new things around them. At the same time, they are facing retirement, declining health, sexual dysfunctioning, and marriage problems, In Japan, this group of people have the highest divorce rate among elderly people.

³ *Silver peers* (銀髮族) generally refer to those who are 65 years of age or above. Often being defined as senior citizens in the community, this group of people are often facing retirement and declining health conditions of themselves and their spouse, or adjusting to these life changes.

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><u>Pre-divorce Programs</u> to cover:</p> <ul style="list-style-type: none"> • Legal and psychological processes of separation and divorce • Planning on issues of ancillary relief, maintenance and child custody • Dealing with children’s feelings and emotions etc. • Re-negotiating relationships/boundaries with the in-laws, etc. <p><u>Post-divorce Programs</u> to cover:</p> <ul style="list-style-type: none"> • Visitations • Positive co-parenting 	<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>

2. Remarried families

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>To help remarried couples to cope with the demands and tasks of re-marriage.</p>	<p><u>Family Education Programs</u> to cover:</p> <ul style="list-style-type: none"> • Recommitment to marriage • Dealing with complexities of family relationship associating with re-marriage • Children’s double loyalty to the non-resident parents • Relationships with ex-spouse for co-parenting etc. 	<p>The landscape survey reveals that 0.5% of all family education programs are specially designed for the re-married families.</p>	<p>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.</p>

3. *For skipped generation families and kinship caregiver families*⁴

Proposed Objectives	Suggested Programs and Topics	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><u>Family Education Programs</u> to cover:</p> <ul style="list-style-type: none"> • role of grandparents/kinship caregivers as parent substitute • parenting knowledge, abilities and related issues in connection with grandparents/kinship caregivers providing care to children • community resources available for supporting grandparents/ relatives in discharging kinship caregiver roles 	As revealed in this study, no mention was made of the family education needs of those like skipped generation and kinship caregiver families.	Some NGOs service providers pointed out that this is a niche area in the current provision of family education programs in Hong Kong

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><u>Work-life effectiveness programs:</u></p> <ul style="list-style-type: none"> • to equip people with abilities to manage their work-life demands 	The landscape survey reveals that 31.3% of all family education programs are addressing the issue of work and family life balance. In fact increasingly more of those 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.

⁴ Program contents for these families may also be relevant to the cross-boundary families where children are left to the care of the grandparents or close relatives.

5. *For families with children with disabilities*

Proposed Objectives	Suggested Programs and Topics	Existing Provisions	Gap identified
<p>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>	<p><u>Specially Tailor-made Parenting Programs</u> to cover:</p> <ul style="list-style-type: none"> ● nature of disabilities ● needs of the children with disabilities ● parenting children with disabilities ● identifying and capitalizing strengths and resilience in the family 	<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>	<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.</p>

6. For new arrival families

Proposed Objectives	Suggested Programs and Topics	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>Family Education Programs to cover:</p> <ul style="list-style-type: none"> ● Dealing with differences especially cultural differences in couple relationship ● Appreciation of the positive aspects of the differences ● Facilitation of the immigrant parent to know the parenting standards and practices in Hong Kong ● Facilitation of the families to link up with community resources and support 	<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>

7. *For ethnic minority families*

Proposed Objectives	Suggested Programs and Topics	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><u>Family Education Programs</u> to cover:</p> <ul style="list-style-type: none"> ● family and family life in Hong Kong ● parenting in Hong Kong ● social, ethical and legal expectations ● seeking help and social resources 	<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>

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Appendix A: Consent Form

香港理工大學
應用社會科學系

《香港家庭教育顧問研究》

參與研究同意書

本人(以下署名)同意參與上述研究,我明白會被邀請做一個約一小時的訪談,訪談的內容是圍繞我對**香港家庭教育**的看法。研究員已經向我解釋將會對訪談內容,作為日後資料整理和分析之用。

我明白參與此項研究是自願的,我隨時可以自動或在研究員的要求下退出研究而不會負上任何責任,更不會影響我所接受的專業服務。

我明白參與此項研究不會對我個人、家庭、生活及工作構成任何危害,所有我所提供的資料均受嚴格保密,日後的研究報告若有需要引用這些資料時,也不會有辨認到個人私隱的資料。

我亦明白我所提供的研究資料,在研究完成後的三年內將會完全銷毀。

簽名： _____

正楷姓名： _____

日期： _____

Appendix B: Interview Guide with Service Heads

Interview Guide with Service Heads

For all

1. What are the major challenges to families and family life in Hong Kong?
2. To what extent can family education adequately prepare families in Hong Kong to face these challenges?
3. Is there currently a policy framework governing the provision of family education services in HK?

For those who consider there is currently a legal or policy framework on family education provision

4. In what ways does your agency respond to this framework as you and your colleagues plan the provision of family education services?
5. What are the objectives and the features of the current framework, and what roles are played by the government in it?
6. Are family education services effective with respect to the objectives of the framework of family services provision?
7. What in your views are in need of improvement with respect to the current framework of family education services, and why?

For those who reply there is currently NOT a legal or policy framework on family education provision

8. In the absence of a clear legal or policy framework, how do you and your colleagues plan the provision of family education services?
9. Do you think a legal or policy framework of family education services is needed in Hong Kong? Why?
10. What in your views should be the major objectives and features of the framework to be adopted in Hong Kong?
11. What roles should the government play in the framework proposed by you, and why ?

For all

12. Do you think family education services should serve more to strengthen the relationships of family members or to the family as an institution?

Appendix C – Table 1: Interview with key service operators (IFSC & FLEU)

No	Name of NGO	Name of Interviewee	Position	Date of Interview
1	The HK Federation of Youth Groups	Ms. Wu Pui-wah	Supervisor	7/6/2011
2	The HK Federation of Youth Groups	Ms. Hon Yip, Constance	Unit-in-charge	7/6/2011
3	The Boys' & Girls' Clubs Association of Hong Kong	Ms. Lillian Law Suk Kwan	Executive Director	14/6/2011
4	Hong Kong Sheng Kung Hui Welfare Council	Ms. Catherine Wan	Service Director	29/6/2011
5	Hong Kong Sheng Kung Hui Lady Maclehorse Centre	Mrs. Helina Yuk Fung Yin-king	Director	9/6/2011
6	Hong Kong Lutheran Social Service, Lutheran Church- HK Synod	Dr. Annissa W.L. Lui	Deputy Executive Director	10/6/2011
7	Caritas- Hong Kong	Angie Lai	Head of Service	8/6/2011
8	St. James' Settlement	Wendy P.Y. Wong	Senior Manager	24/6/2011
9	St. James' Settlement	Raymond C.M. Wong	Assistant Senior Manager	24/6/2011
10	St. James' Settlement	Ronnie L. T. Yu	Social Worker	24/6/2011
11	Hong Kong Christian Service	Mr. NG Shui Lai	Chief Executive	22/6/2011
12	Family Life Education Resource Centre	Hui Kwai-fan	Senior Social Work Officer	13/10/2011
13	Family Life Education Resource Centre	Mrs. Carol Thomas	Supervisor	13/10/2011

Appendix C – Table 2: Interview with key service operators (Government Department)

No	Unit	Name of Interviewee	Position	Date of Interview
1	SWD	Ms. Wong Ka-wing, Caran	Assistant Director (Family and Child Welfare)	27/7/2011
2	SWD	Mr. Ng Ka Him	District Social Welfare Officer (Kwun Tong)	22/8/2011
3	SWD	Mr. Fu Tsun-hung	District Social Welfare Officer (Yuen Long)	5/8/2011
4	SWD	Mr. Fung Man Chung	District Social Welfare Officer (Kowloon City/Yau Tsim Mong)	29/8/2011
5	SWD	Ms. Pang Kit-ling	District Social Welfare Officer (Central Western, Southern and Islands)	30/8/2011
6	SWD	Mrs. Wong Ho-fung see	Assistant District Social Welfare Officer (Central Western, Southern and Islands)	30/8/2011
7	SWD	Ms. Kwan Yuen-yuk	Chief Social Work Officer (Family and Child Welfare) 1	27/7/2011
8	SWD	Ms. Wong Yin-yee	Chief Social Work Officer (Youth)	27/7/2011
9	SWD	Ms. Ding Shuk-wah	Senior Social Work Officer (Family) 1	27/7/2011
10	SWD	Ms. Maria Lau	District Social Welfare Officer (Sha Tin)	7/9/2011
11	DH	Dr. Shirley S L Leung	Assistant Director of Health (Family & Elderly Health Services)	6/7/2011
12	DH	Dr. Tso Ka Pik, Karen	Senior Medical & Health Officer (Family Health Service)	6/7/2011
13	EDB	Mr. Cheung Wing Hung	Chief Curriculum Development Officer (MCNE)	18/10/2011
14	EDB	Mrs. Leung Chan Lai-chi	Chief School Development Officer Home-school Cooperation Section	13/7/2011
15	EDB	Ms. Cho Ming-shook	Senior School Development Officer	13/7/2011
16	EDB	Dr. Agnes Y P Leung	Senior School Development Officer	13/7/2011

Appendix C – Table 3: Interview with key service operators (Others)

No	Unit	Name of Organization/Unit	Name of Interviewee	Position	Date of Interview
1	NGO	The Hong Kong Institute of Family Education	Mr. Tik Chi Yuen	Chairman	20/6/2011
2	NGO	HKJC Family Project	Prof. Sophia Chan	Co-investigator	20/9/2011
3	NGO	The Family Planning Association of Hong Kong	Ms. Lee Ming Ying, Grace	Education Officer-in-charge	1/9/2011
4	NGO	Parenting Forum	Ms. Chan Man Yee	President, Founder	3/10/2011
5	NGO	Parenting Forum	Ms. Leung W F Virginia	Executive Officer	3/10/2011
6	NGO/Private	E-Parents, Hong Kong School Net	Prof. Wong Po Choi	Founder	7/9/2011
7	NGO/Private	Family Heartware (Family Foundation)	Ms. Chui Wai Yee, Henie	Ministry Director	6/9/2011
8	University	HKU Family Institute	Prof. Li Wai Yung	Founding Director	6/9/2011
9	University	P.A.T.H.S to Adulthood	Prof. Daniel Shek	Principal Investigator	27/6/2011
10	Private	ICAN Group	Dr. Wong Chung Kwong	Chairman	14/9/2011
11	Private	Bady Kingdom	Mr. Rainer Sip	Operations Director	27/9/2011
12	Private Hospital	Shatin International Medical Centre Union Hospital	Dr. Loretta Chan Wing Yan	Staff Family Physician	27/8/2011
13	FPTA	Federation of Parent Teacher Associations of Hong Kong Eastern District	Mr. Jao Ming	Chairman	1/8/2011
14	FPTA	Federation of Parent-Teacher Associations Sham Shui Po District Limited	Mr. Chin	Vice President	1/8/2011
15	FPTA	Federation of Parent-Teacher Associations (Kwai Tsing District) Ltd.	Mr. Michael Li	Chairperson	1/8/2011

Appendix C – Table 3: Interview with key service operators (Others)

No	Unit	Name of Organization/Unit	Name of Interviewee	Position	Date of Interview
16	FPTA	Federation of Parent-Teacher Associations of the Sai Kung District	Mr. Stanley Tse	Chairperson	10/8/2011
17	FPTA	Federation of Parent-Teacher Association, Southern District, H.K.	Ms. Estella Li	President	18/8/2011
18	FPTA	Federation of Parent-Teacher Associations of the Central and Western District Limited	Mr. David Leung	President	28/7/2011
19	FPTA	Federation of Parent Teacher Associations in Kwun Tong District Ltd.	Mr. Stephen Kai	Chairman	28/7/2011
20	FPTA	Federation of Parent-Teacher Association, Tai Po District	Mr. Ho Chu-ping	President	28/7/2011
21	FPTA	Federation of Parent-Teacher Associations of the Northern District	Ms. Ivy Yuen	Chairperson	8/8/2011
22	Religious Body	Sik Sik Yuen (Wong Tai Sin Temple)	Mr. Lee Yiu Fai	Chairman	15/8/2011
23	Religious Body	Catholic Church - Initiator of Family Movement	Father Giampetro	Father	22/8/2011
24	Religious Body	Yuen Yuen Institute	Mr. Yip Wai Lam, Calvin	Manager - Social Service	24/8/2011
25	Religious Body	Yuen Yuen Institute	Ms. Chan Hoi Ying	Centre-in-charge	24/8/2011
26	Religious Body	Buddhist Compassion Relief Tzu - Chi Foundation	Mr. Lee Lun Tai	In charge	5/9/2011

Appendix D: Discussion Guide with Services Users

Discussion Guide with Service Users

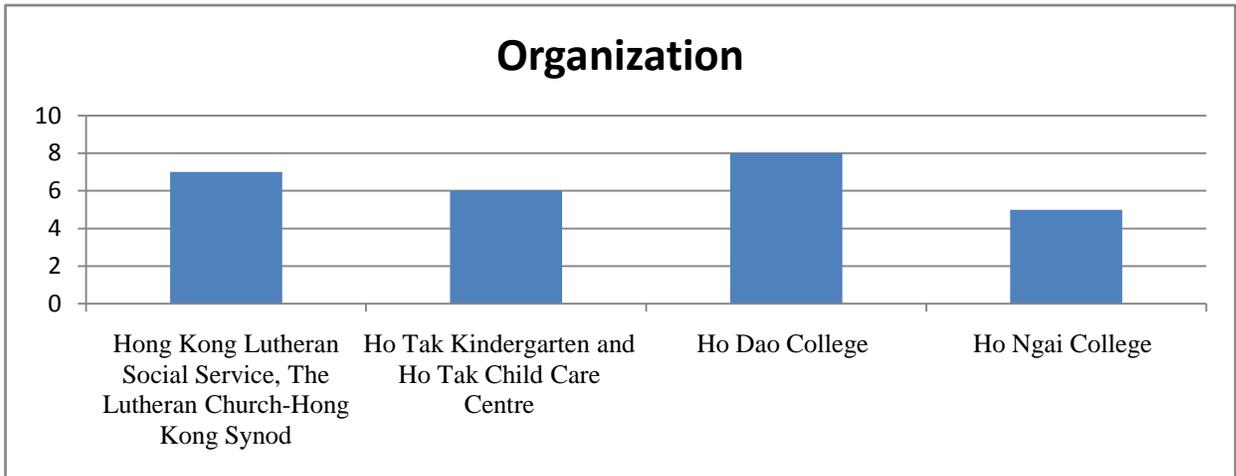
Community level

1. What are the major challenges to families and family life in Hong Kong?
2. What is your understanding of family education in general?
3. To what extent can family education adequately prepare families in Hong Kong to face these challenges?

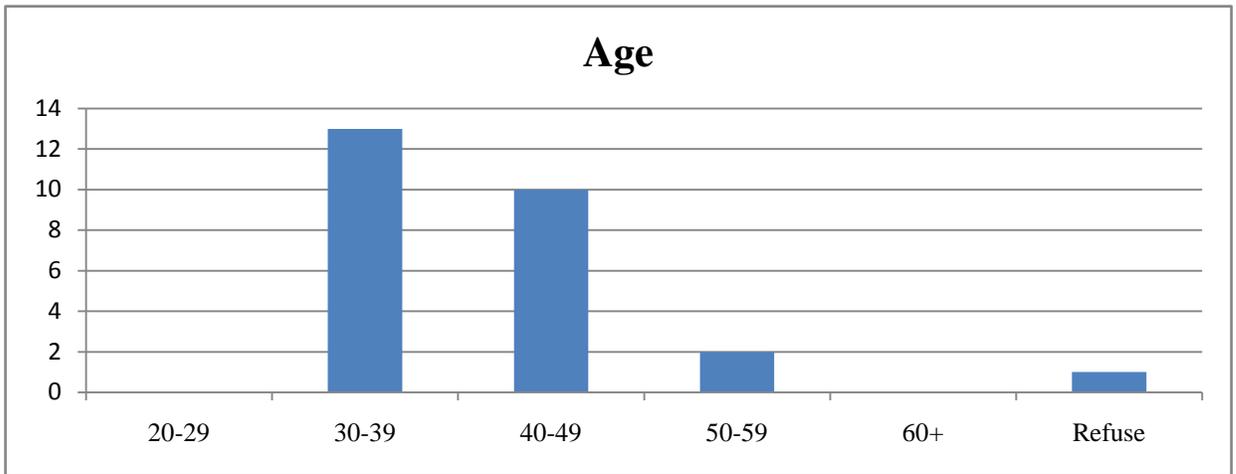
Individual level

4. What kind of family education services have you used?
 - a. Program
 - b. Service provider
 - c. Voluntary or compulsory
 - d. Free or fee-charging
5. What kind of family education services you currently using?
 - a. Program
 - b. Service provider
 - c. Voluntary or compulsory
 - d. Free or fee-charging
6. To what extents do you find these family educations useful?
7. Through what information channel do you learn about family education?
8. What do you expect the family education in Hong Kong?
 - a. What role should the government play?
 - b. Do you think that family education services should serve more to strengthen the relationships of family members or to the family as an institution?

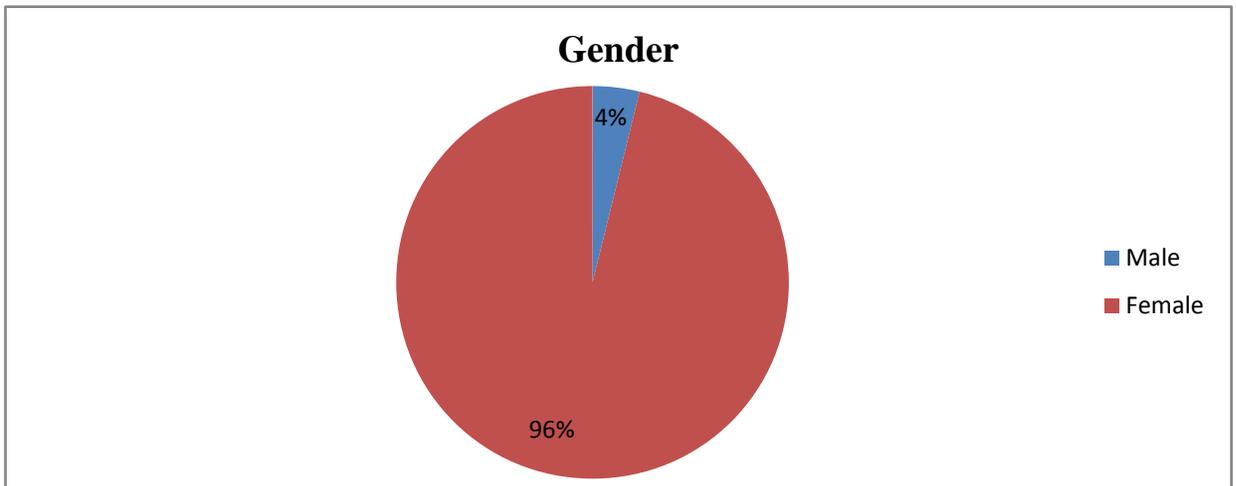
Appendix E – Figure 1: Organization of the focus groups participants (n=26)



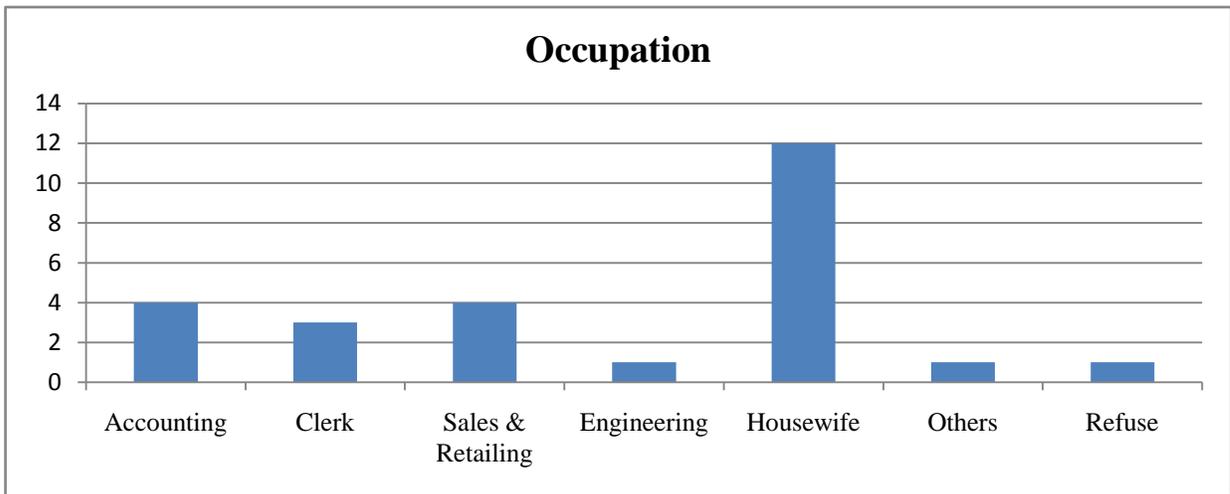
Appendix E – Figure 2: Age of the focus groups participants (n=26)



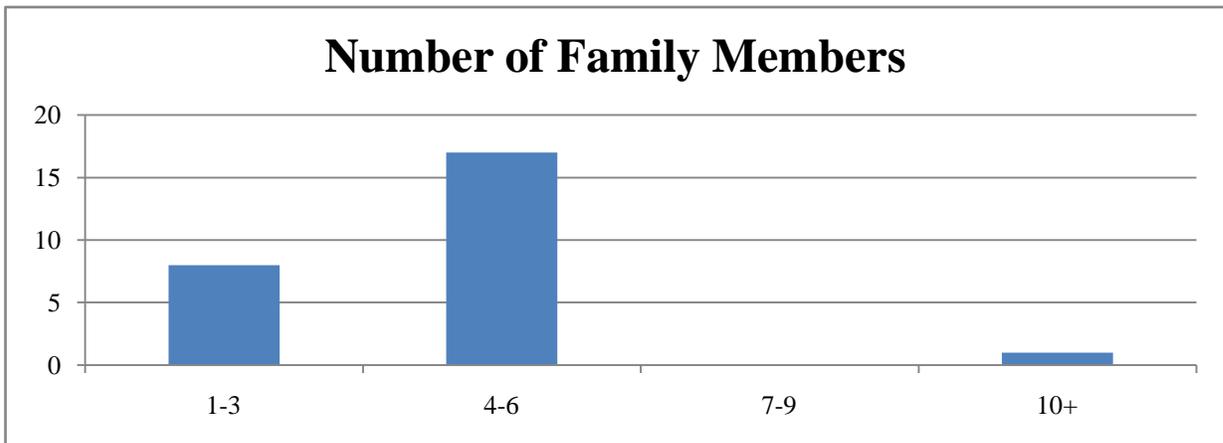
Appendix E – Figure 3: Gender of focus groups participants (n=26)



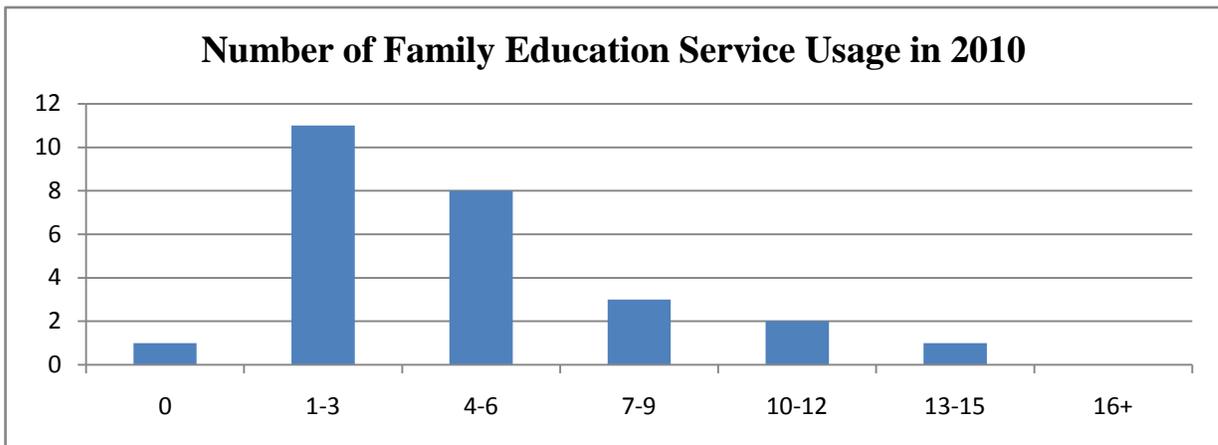
Appendix E – Figure 4: Occupation of the focus groups participants (n=26)



Appendix E – Figure 5: Number of Family Members of the focus groups participants (n=26)



Appendix E – Figure 6: Number of Family Education Service Usage in 2010 of the focus groups participants (n=26)



Appendix F: Data Collection Forms for Family Education Study

Study on Family Education in Hong Kong
(For Most-frequently Run Family Education programs between 1.1.2010- 31.12.2010)

香港家庭教育研究
(於 2010 年 1 月 1 日至 12 月 31 日期間最常舉辦的家庭教育活動)

1. Organization/Agency 機構: _____
2. Unit 單位: _____
3. Background of Organization 機構背景
 - Government (excluding schools) 政府(不包括學校)
 - NGOs 非政府組織
 - Schools 學校
 - Secondary schools 中學 Primary schools 小學
 - Religious body 宗教團體
 - Catholic 天主教 Protestant 基督教 Buddhist 佛教 Taoist 道教
 - Other religious body 其他宗教團體 (Please specify 請註明: _____)
 - Commercial/other profit-making bodies 商業/其他牟利團體
 - Political organizations (e.g. political party) 政治團體 (例如: 政黨)
 - Others 其他 : (Please specify 請註明 : _____)
4. Staff filling in this form 填表同工姓名: _____
Contact phone no. 聯絡電話: _____ Email 電郵: _____
5. Name of the program 活動名稱: _____
6. Estimated total budget of the program 計劃活動預算:HK\$ (港幣) _____
7. Total number of program hours 活動總時間: _____ Hrs (小時)
Total number of sessions 活動總節數: _____ Sessions (節)
8. Main objective of the program [please tick one only] 活動之主要目的 (請選擇一項)
 - Education 教育
 - Enrichment 培育
 - Remedial/Therapy 補救/治療
9. Funding sources of the program [can tick more than one] 經濟來源 (可選多項)
 - Government funds 政府資助
 - Non-government funds 非政府資助
 - Fee-charging 收費
 - Others 其他 (Please specify 請註明: _____)
10. Intended participants [can tick more than one] 服務對象 (可選多項)
 - Pre-married male adults 準婚男士 Pre-married female adults 準婚女士
 - Husband 丈夫 Wife 妻子
 - Grandfather 祖父 Grandmother 祖母
 - Father 父親 Mother 母親
 - Male adolescents 男性青少年 Female adolescents 女性青少年
 - Male children 男孩 Female children 女孩
 - Others 其他 (Please specify 請註明: _____)
11. Is the program open to all families in the community? 活動是否開放給社區內所有家庭參與?
 - Yes 是 No 否

12. Actual number of participants 實際參與活動人數: _____
13. Nature of program [can tick more than one] 活動性質 (可選多項)
- Pre-marriage education 婚前教育
 - Marital relationship 婚姻關係
 - Preparation for parenthood 準父母知識
 - Parent education (circle below where appropriate)
家長教育 (請於下格填上適當項目)
 - Young children 兒童
 - Teenagers 青少年
 - Adult children 成年子女
 - Preparation for later stages of life cycle (i.e. empty-nest, retirement, bereavement etc)
生命週期後期的準備 (例如: 空巢、退休或喪親)
 - Family relationship in general 一般家庭關係
 - Others 其他 (Please specify 請註明: _____)
14. Delivery mode of the program [can tick more than one] 活動提供模式 (可選多項)
- Outings and activities 戶外活動
 - Counseling and guidance 輔導及指引
 - Small group 小組
 - Talks, seminars, lectures 演講、研討會及講座
 - Courses 課程
 - Booklets, Internet resources, video programs, road shows 小冊子、網上資源、短片及路演
 - Others 其他 (Please specify 請註明: _____)
15. Is the program specifically designed for separating/divorced families? 活動是否特別為離異家庭設計?
Yes 是 No 否
16. Is the program specifically designed for remarried/reconstituted families? 活動是否特別為再婚家庭設計?
Yes 是 No 否
17. Is the program specifically designed for immigrant families? 活動是否特別為新移民家庭設計?
 Yes 是 No 否
18. If the program is specifically designed for types of family other than those in the above questions 15 – 17, please specify: _____
如活動是為以上 15-17 題以外的家庭類型所設計的, 請註明: _____
19. Does the program cover education of gender roles of family members?
活動設計是否包括家庭成員中的性別角色教育? Yes 是 No 否
20. Is the program designed to cover the balance of work and family lives? 活動設計是否包括工作及家庭生活之平衡? Yes 是 No 否
21. Is the program designed to cover sex education? 活動設計是否包括性教育? Yes 是 No 否
22. Is participation entirely voluntary? 參加者是否自願參與有關活動? Yes 是 No 否

This is the end of the questionnaire. We thank you for your time and effort in completing it. If you have any views about the development of family education programs in Hong Kong and would like to share your views with us, please indicate in the check box below and we will contact you shortly for an interview.

問卷完。感謝您完成這次問卷。如你對香港的家庭教育發展有任何寶貴的意見, 請於下格內填上你的意願, 我們將盡快與您安排面試。

- Yes, please arrange an interview with me. 是, 請為我安排會面
- No, thanks. 不用, 謝謝。