

### **LCQ11: Developing Multiple Intelligence Among Young People**

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Following is a question by the Hon Frederick Fung and in the absence of the Secretary for Home Affairs, a written reply on developing multiple intelligence among young people by the Secretary for the Civil Service, Mr Joseph W P Wong, in the Legislative Council today (March 9):

#### *Question:*

It has been reported that the Commission on Youth advocates the development of multiple intelligence among the youth and the establishment of a benchmark for measuring multiple intelligence, so as to change the current trend of putting too much emphasis on achievements in conventional academic subjects in our society and enable young people to develop their multiple intelligence according to their individual abilities and interests as well as through complementary measures in terms of training and qualification recognition. Moreover, at the Youth Summit 2004 held in November last year, the Secretary for Constitutional Affairs said that funds would be allocated for the establishment of youth councils in the next financial year. In this connection, will the Government inform this Council:

- (a) of the specific plan for the development of multiple intelligence and its effectiveness in the past three years;
- (b) whether the education system has been changed in response to the need for developing multiple intelligence among students, and whether the authorities have taken such a need into account in making the recommendations in the Consultation Document on Reforming the Academic Systems for Senior Secondary and Higher Education; and
- (c) of the specific plan for the formation of youth councils, including the method for the selection of council representatives, and whether they will be designated as statutory or consultative bodies, and the role of youth councils in formulating policies on youth?

#### *Reply:*

Madam President,

- (a) In respect of curriculum development, the Curriculum Development Council in its report "Learning to learn - The Way Forward in Curriculum" released in 2001 recommends that schools should take into account the potential of students and assist their multiple developments through different curriculum contents in terms of breadth and depth and flexible use of learning and assessment strategies. Statistics have shown that there have been changes in the learning culture of students. For example, students are more motivated to learn; there has been greater emphasis on developing life-long learning ability and experience; extra-curricular activities have become more diversified; students are more eager to express their views; and schools can make more flexible use of textbooks and other teaching resources to cater to the different needs of students.

To develop multiple intelligence among young people, the Home Affairs Bureau (HAB) has been providing recurrent subvention to 11 uniformed groups and youth organisations for the provision of non-formal education and progressive training programmes/activities to young people aged between eight and 25. Through squad training and foot drills, the uniformed groups seek to foster confidence, a sense of responsibility, leadership skills and team spirit among young people. The training provided by these uniformed groups also helps enhance the learning abilities, interpersonal skills, sense of belonging and community participation among young people. Between 2002 and 2004, the membership of uniformed groups in Hong Kong increased from around 104,000 to around 129,000.

Furthermore, the HAB has been working closely with the Commission on Youth (COY) in either organising various youth development programmes or funding such programmes organised by non-governmental organisations in each year, with a view to developing multiple intelligence among young people. Between 2002 and 2004, we have organised the following programmes:

Year	Programme/ Activity	Purpose	Number of individuals/ organisations benefited (2002-04)
2002-04	International Youth Exchange Programme	To broaden the international perspective of youth and enrich their life experiences.	184 persons
2002-03	Youth Leadership Training Funding Scheme	To provide funding subsidy for youth leadership training activities organised by different organisations for the purpose of training youth leaders.	Around 87,000 person- times/511 organisations
2002-03	Youth Community Services Funding Scheme	To provide funding subsidy for youth community service projects organised by different organisations for the purpose of encouraging young	Around 166,000 person- times/306 organisations

people to recognise and develop their potential, as well as to enhance their community awareness and involvement in community affairs, through participation in voluntary work.

2002-04	Community Participation Scheme for Organising Study Tours to the Mainland	To fund youth study tours to the Mainland organised by different organisations for the purpose of offering youth opportunities to understand more about Mainland China through first-hand experiences, thereby enhancing their sense of national identity.	Around 20,000 persons/525 organisations
2002-04	Youth Summit	An annual youth conference whereby a specific topic is designated for in-depth interactive discussions every year to enable the young people to convey their views and opinions to the Government and various sectors of the community.	Around 2,000 persons
2004	Youth Forum being organised	To provide a platform for youth to participate in public affairs so that they can develop independent thinking and the ability to express views on issues of public concern through the process of research	

and deliberations.

Development of multiple intelligence among the youth is an on-going task. We will, from time to time, monitor the effectiveness of the above programmes through considering the responses from the participants and conducting specific studies.

(b) In the 21st century, the aim of education in Hong Kong is to enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes. Therefore, education reform and curriculum development should adopt a "learner-focused approach" and provide "life-wide learning opportunities for whole-person development", with an emphasis on allowing ample room for students to develop their abilities and attributes.

To cater to the need for students to attain all-round development, the Government has established a diversified school system that includes Direct Subsidy Scheme schools and private independent schools to embrace different philosophies, development directions and curriculum focuses to provide students with more choices. In addition to this, a diversified approach has also been adopted in the areas of learning, teaching and assessment to develop students' potential and establish a learner-focused education system by enhancing the professional standards of teachers through training and other supportive measures.

Proposals regarding reform in the academic structure of senior secondary and higher education are an extension of the development of basic education. They provide a balanced and diverse curriculum under which all students can realise their full potential and pursue further studies, receive vocational training or take up employment according to their aptitudes, interests, abilities and needs. The proposed curriculum framework includes core subjects (45-55 per cent), elective subjects (20-30 per cent) and other learning experiences (15-35 per cent). Apart from the four core subjects of Chinese Language, English Language, Mathematics and Liberal Studies, students will choose two to three elective subjects from a number of subjects and applied learning subjects such as career-oriented studies. These elective subjects cover both conceptual learning and applied learning and students should be able to choose the ones that suit their own needs. As for other learning experiences, students will receive moral and civic education, and participate in community services as well as aesthetic and physical/sporting activities to achieve whole-person development and the non-academic goals of the curriculum. We offer a broadly-based curriculum and a wide range of choices and encourage students to adopt different learning modes according to their aptitudes and interests.

(c) The HAB, in conjunction with the COY, is organising youth forums to be formed by young people, which seek to provide a platform for young people to participate in public affairs. The objective is to enable young people to acquire the culture and skills of handling public affairs, develop independent thinking, and the ability to express views on issues of public concern through the process of research and deliberations, thereby promoting civic awareness and responsibility among young people.

The youth forums would be an on-going youth development programme under the COY.

The forums would also enable the Government and other public organisations to tap the views of young people in a more structured manner, thereby increasing the accountability of public policies. The forums could also draw up discussion items that are of concern to young people so as to allow young people to convey their views to the Government and the general public, thereby facilitating the implementation of policy proposals related to young people.

The COY, in co-operation with non-governmental youth organisations, is now in the process of setting up district youth forums in six districts on a pilot basis. This pilot project, if successful, would later be extended to all 18 districts in the territory. The six districts concerned are:

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|-----------------------------------|--------------------------|
| * Sha Tin                         | * Tai Po                 |
| * Sham Shui Po                    | * Kwun Tong              |
| * Central and<br>Western District | * Yuen Long/Tin Shui Wai |

The pilot project is still in the preparatory stage. Our initial thinking is that each district youth forum would consist of young people aged between 15 and 24 who are studying, working or living in the district. Forum members would be returned by election. The secondary schools and youth organisations in the district could nominate youth representatives as candidates, or eligible young people could recommend themselves as candidates for the election.

As regards the existing district youth councils, they are formed under the District Councils and receive financial, secretariat and other logistical support from the District Councils for the purpose of maintaining their operations and organising activities. A district youth council typically comprises 20 to 30 members aged between 15 and 29. They generally follow the operational mode of the District Councils and hold regular discussions on local and territory-wide issues, especially those related to youth. Members are normally nominated by district organisations, but young people may also apply for membership themselves and become members after going through a selection process.

Ends/Wednesday, March 9, 2005  
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