

**Consultation on
Moral and National Education Curriculum
(Summary)**

“The Empire has its basis in the state,
the state in the family,
and the family in one’s own self.”

Mencius, Works, Li Lou I

**Ad Hoc Committee on Moral and National Education
Curriculum Development Council
2011**

Preface

Cultivating students' moral character and developing their national identity is one of the missions of school education. In the curriculum document "Learning to learn – Life-long Learning and Whole-person Development" issued by the Curriculum Development Council in 2001, being able to "understand their national identity and be committed to contributing to the nation and society" is specified as one of the seven goals for students to achieve. Essential elements of moral and national education are incorporated into the respective key learning areas, subjects and related learning experiences. To further strengthen the promotion of moral and national education in schools and to provide the direction and framework for curriculum design, the Curriculum Development Council issued the "Revised Moral and Civic Education Curriculum Framework" in 2008.

It is delightful to find that primary and secondary schools in Hong Kong have always attached great importance to the promotion of moral and national education through classroom teaching complemented with the provision of other learning experiences such as Mainland exchange programmes, service learning, project learning, etc. Based on the solid foundation in curriculum design and experiences accumulated by schools in curriculum implementation, the Chief Executive, in announcing the "Policy Address 2010-11" in October 2010, stated that the Curriculum Development Council would be invited to review the curriculum framework for moral and civic education at primary and secondary levels. To further strengthen national education, the "Moral and National Education" Subject is introduced to cultivate students' moral character and national identity in a systematic and sustainable manner.

The curriculum document on Moral and National Education is the product of the collective wisdom in discussions and meetings, embodying views of different academics, school principals, curriculum experts, parents and related stakeholders. Apart from spelling out clearly the curriculum objectives, content and learning strategies of moral and national education, related curriculum resources and reference materials including suggested implementation modes, teaching and learning resources, curriculum design models and assessment tools are also available to provide primary and secondary schools with a clear direction and adequate support for implementation.

I look forward, with great enthusiasm, to your expert advice and active participation to enhance the promotion of moral and national education in Hong Kong. Let's exert our concerted efforts in cultivating students' moral and national character.

LEE Chack-fan,
Chairperson, Ad Hoc Committee of Moral and National Education,
Curriculum Development Council

Acronyms

EDB	Education Bureau
KLA	Key Learning Area
MCE	Moral and Civic Education
MNE	Moral and National Education
P.A.T.H.S.	Positive Adolescent Training through Holistic Social Programmes to Adulthood: A Jockey Club Youth Enhancement Scheme
P1/2/3/4/5/6	Primary 1/2/3/4/5/6
S1/2/3/4/5/6	Secondary 1/2/3/4/5/6

Moral and National Education

Questions and Answers

1. Background

1.1 What are the reasons for the EDB to develop Moral and National Education (MNE)?

- Schools and different sectors in the society have always attached importance to moral and national education. The valuable experiences accumulated by schools form the solid foundation for the promotion of MNE as a subject.
- In the four successive policy addresses from 2007 to 2010, the Chief Executive stated that the Government would strengthen the promotion of national education and create a favourable learning environment for the promotion of national education.
- The curriculum of MNE is an enriched version of the “Revised Moral and Civic Education Curriculum Framework” (2008). It emphasises the cultivation of students’ positive values and attitudes through the provision of systematic, structured and sustainable learning experiences.
- The curriculum of MNE aims at enhancing students’ moral character and national identity, promoting their sense of belonging and commitment in the different domains of family, society, nation and the world, and thus enabling them to keep abreast of the needs and development of the society, nation and the world.

1.2 What are the aims of the MNE curriculum?

- The aims include: cultivating students’ positive values and attitudes through systematic learning, with knowledge and skills forming the basis; enhancing students’ personal and national character to enrich the very essence of life; facilitating students’ identity-building in the different domains of family, society, nation and the world; as well as fostering in students an aspiration to make commitment and contribution in the respective domains.

1.3 What are the differences between the existing Moral and Civic Education (MCE) and the forthcoming Moral and National Education (MNE)?

	The existing MCE	The forthcoming MNE
Learning Objectives	Emphasising the development of students' positive values and attitudes for whole-person development	Strengthening the cultivation of students' positive values and attitudes and their identity-building in the different domains of family, society, nation and the world, with an aim to developing students' moral and national character in a systematic and sustainable manner, thus facilitating whole-person development
Learning Content	Learning objectives and core elements organised according to the school contexts and needs of students	<p>Providing a systematic programme</p> <ul style="list-style-type: none"> - with the learning objectives of developing students' positive values and attitudes explored through daily events adopted as the learning content to suit the developmental needs of students across primary and secondary levels; - complimentary to different Key Learning Areas (KLAs)/subjects in terms of values and attitudes, knowledge and skills for school-based adaptation to cater for students' needs
Mode of Implementation	MCE accorded as one of the four key tasks under the curriculum reform of 2001 with diverse implementation modes such as inter-disciplinary approach, cross-committee approach, whole-school approach, etc adopted for learning to take place in the contexts of different key learning	<ul style="list-style-type: none"> - Synergising learning experiences provided by different KLAs and subjects through classroom learning and life-wide practice, such as visits, exchange programmes and service learning, etc to promote student interest and relevant learning, and to strengthen learning effectiveness

	The existing MCE	The forthcoming MNE
	areas (KLAs) and subjects, and further strengthened through visits, exchange programmes and learning activities	
Learning Outcomes	Diversity in students' learning experiences according to different school-based learning programmes	- Providing a structured and coherent curriculum across primary and secondary levels, to engender among students a sense of morality, a passion, knowledge and skills, cherish their own self, as well as the people in their families, society and nation, and develop a stronger sense of commitment in the respective domains
Assessment	Diversity in school-based assessment modes according to different school contexts	Adopting school-based assessment modes with diverse assessment methods inside and outside the classroom to enable students to understand their own performance in different aspects and to enhance learning effectiveness

2. Core learning elements

2.1 What are the learning objectives and content of MNE?

Sustainable learning from P1 to S6

- MNE covers four key learning stages from P1 to S6 across primary and secondary levels. Each key stage comprises five domains, namely personal, family, social, national and global, with a view to promoting the development of positive values and attitudes as well as identity-building in students.
- Positive values as well as essential knowledge and skills in relation to identity-building, coupled with extensive coverage of daily events and social issues constitute the core learning elements in the five domains. These learning elements cater for learner differences in terms of students' needs and interests, and enable students to enhance, in depth and breadth, their knowledge, skills as well as values and attitudes as specified under the "learning objectives" and "learning content".
- Based on the current implementation of the MCE curriculum framework at primary and secondary levels, the MNE curriculum adopts the cultivation of positive values as the learning objective, identifies the core elements such as responsibility, commitment, perseverance, respect for others, integrity and care for others, and makes use of everyday events and social issues on personal, family, social, national and global dimensions to serve as the learning content. Learning under related KLAs/subjects and MNE are complementary to each other, and hence in no way can MNE replace any subject.
- Schools may make reference to the learning objectives and content of the MNE curriculum while taking into consideration the school contexts and the needs of students in designing the implementation modes for MNE. Care should be taken to ensure that students are provided with related learning opportunities, e.g. regular lesson time designated for MNE; or regular MNE lessons complementing the form-teacher periods, religious education lessons or personal growth programmes; or having the learning objectives and learning content covered in the form-teacher periods/activities. Schools should complement MNE with learning opportunities provided by different KLAs, subjects and life-wide learning activities under the School Curriculum Annual Plan and maintain good coordination between all these learning activities to strengthen learning effectiveness.

**From Chapter 2, “Moral and National Education Curriculum Guide”
(For Consultation)**

1. Curriculum Framework of MNE

- MNE covers four key learning stages from P1 to S6 across primary and secondary levels. Each key stage comprises five domains, namely personal, family, social, national and global, with a view to promoting the development of positive values and attitudes as well as identity-building in students.

- Each domain consists of “learning objectives”, “learning content”, “related skills” and “extended learning”. Positive values as well as essential knowledge and skills in relation to identity-building are covered under “learning objectives” and “learning content”; while “extended learning” offers extensive coverage of daily events and social issues which cater for learner differences in terms of students’ needs and interests. The MNE curriculum enables students to enhance, in depth and breadth, their knowledge, skills as well as values and attitudes as specified under the “learning objectives” and “learning content”.

- Schools may make reference to the learning objectives and content of the MNE curriculum while taking into consideration the school contexts and the needs of students in designing the implementation modes for MNE. Care should be taken to ensure that students are provided with related learning opportunities, e.g. regular lesson time designated for MNE; or regular MNE lessons complementing the form-teacher periods, religious education lessons or personal growth programmes; or covering the learning objectives and learning content in the form-teacher period/activities. School should complement MNE with learning opportunities provided by different KLAs, subjects and life-wide learning activities under the School Curriculum Annual Plan and maintain good coordination between all these learning activities to strengthen learning effectiveness.

1.1 Learning Objectives in the Personal Domain

- To cultivate students’ positive values and attitudes based on their developmental needs, thus enabling them to become an individual with self-love, self-confidence, autonomy, self-discipline, be able to differentiate the right from the wrong, overcome difficulties, make decisions with autonomy, uphold the good, make reasonable judgment even when in doubts and dilemmas of conflicting values, and be committed to upholding and living out positive values.

- The learning objectives of different key stages in the personal domain are as follows:

Domain	Key Stage	Learning Objectives
Personal Domain	Primary 1 to 3	<ul style="list-style-type: none"> • Appreciate oneself, accept one's differences from others, learn Chinese virtues and enhance personal and national character • Differentiate the right from the wrong, uphold the good and detest the evil, and preserve integrity
	Primary 4 to 6	<ul style="list-style-type: none"> • Accept with optimism both the physical and mental changes in the course of their growth • Develop a healthy lifestyle, resist temptation, and not commit any inappropriate behaviour like smoking, gambling, drinking, taking drugs, etc.
	Secondary 1 to 3	<ul style="list-style-type: none"> • Adopt a positive attitude and face adversities with broadmindedness. • Uphold the good and make reasonable judgments even when caught in dilemmas of conflicting values
	Secondary 4 to 6	<ul style="list-style-type: none"> • Develop one's interests, build up strengths, establish objectives and expectations for one's life, and strive for the future • Be a person with principles and integrity, and be consistent in words and deeds

1.2 Learning Objectives in the Family Domain

- Family as one of the main institutions where children and youngsters learn and grow up, exerts profound impact on their development of the sense of security and self-image. In the family domain, emphasis is placed on cultivating students' positive attitudes towards their family such as care, sincerity and mutual respect, and enhancing their commitment to taking on responsibilities as members of the family. In addition, it is also important to help students develop positive family values, maintain good relationships with family members, and establish and maintain a harmonious family.
- The learning objectives of different key stages in the family domain are as follows:

Domain	Key Stage	Learning Objectives
Family Domain	Primary 1 to 3	<ul style="list-style-type: none"> • Recognise the responsibility as a son/daughter and junior to foster family harmony

		<ul style="list-style-type: none"> Show love and concern for family members, and establish and maintain harmonious relationships
	Primary 4 to 6	<ul style="list-style-type: none"> Show concern for the feelings and needs of family members and be willing to shoulder the responsibilities as a member of the family Respectfully and whole-heartedly take care of the senior family members
	Secondary 1 to 3	<ul style="list-style-type: none"> Actively share responsibilities to take care of senior and junior family members Be able to face family changes and challenges with perseverance and optimism
	Secondary 4 to 6	<ul style="list-style-type: none"> Be willing to communicate with family members in a rational, respectful and caring manner Strengthen family ties and foster family harmony; Bravely undertake responsibilities to solve problems when the family is in adversity

1.3 Learning Objectives in the Social Domain

- As students are growing up, they start building identities and interpersonal relationships and social networks in different social domains including friends, school, society and work. Students are encouraged to cultivate positive values such as forgiveness, plurality, openness, equality, altruism, services, law-abiding and mutuality on the basis of identity and self-image building. Students are expected to actively understand the society and be committed to developing the well-being of society, thus becoming informed citizens with independent thinking.
- The learning objectives of different key stages in the social domain are as follows:

Domain	Key Stage	Learning Objectives
Social Domain	Primary 1 to 3	<ul style="list-style-type: none"> Establish a loving and inviting campus and learn actively Respect others and be able to demonstrate the right etiquette on different occasions Take on responsibilities towards the society, e.g. cherishing public property, obeying rules and abiding by the law
	Primary 4 to 6	<ul style="list-style-type: none"> Be willing to take on responsibilities as a student through proactively serving schoolmates and the school, thus showing a sense of belonging to the school, and establishing good teacher-student relationships

		<ul style="list-style-type: none"> • Speak cautiously, exert self-discipline and get along with others in a rational and respectful manner • Understand the “Basic Law” and the essence of "One Country, Two Systems", and respect the emblems of Hong Kong such as the regional flag, regional emblem, Hong Kong Special Administrative Region Establishment Day
	Secondary 1 to 3	<ul style="list-style-type: none"> • Discuss varied social issues in a rational and reasonable manner and show concern for the well-being of Hong Kong • Learn to deal with peer pressure and resist having any inappropriate behaviour • Recognise the importance of the “Basic Law”, and respect the essence of “Rule of Law” and “Human Rights”
	Secondary 4 to 6	<ul style="list-style-type: none"> • Develop an acute sense and discern the values embedded in social issues • Undertake civic responsibilities and be willing to improve the well-being of Hong Kong • Actively cultivate the attitude required for working in the society, such as punctuality, honesty, responsibility, and acquire the skills to get along with colleagues

1.4 Learning Objectives in the National Domain

- To develop students’ affection for the country and help them to understand the national situations in four dimensions covering natural resources, humanities, history and contemporary development. Through systematic learning about the country’s situations, students are encouraged to explore the opportunities and challenges and make informed decisions in a passionate and rational manner. Students’ national character is developed and their national identity enhanced. In parallel, students are enabled to appreciate Chinese cultural heritage, be committed to the well-being of the country and its people, enhance national unity and harmony, and foster a sense of affection for the country.
- The learning objectives of different key stages in the national domain are as follows:

Domain	Key Stage	Learning Objectives
National Domain	Primary 1 to 3	<ul style="list-style-type: none"> • Appreciate the richness and beauty of the country through observing its landscape and antiquities

		<ul style="list-style-type: none"> • Cultivate national identity through understanding and respecting the emblems of the country such as the National Day, national flag, national emblem and national anthem • Trace traditional Chinese customs and one's ancestral home, and foster a sense of belonging towards the country and one's ancestral home • Learn the admirable character and virtues of outstanding figures from various fields such as politics, technology, culture, art and academic studies in the country
	Primary 4 to 6	<ul style="list-style-type: none"> • Develop an awareness and concern towards the nature and environment conservation through caring about changes in climate, use of natural resources and environmental conservation in the country • Acknowledge the close relationships in the development between our country and Hong Kong, and care about our counterparts, reflecting that we are of the same family • Capture the essence of the Chinese culture, practise virtues such as love, filial piety, integrity and thrift • Trace the development of the Chinese race, understand, respect and appreciate the cultures of ethnic minorities, and foster an open attitude to promote national unity • Acquire a better understanding of the situations of the country from a historical perspective and broaden horizons to affirm national identity
	Secondary 1 to 3	<ul style="list-style-type: none"> • Understand the country's achievements and efforts made in natural resources conservation, and care about the way forward of the country's sustainable development • Explore the relationship between the constitution of the country and its important government organisations and the Hong Kong Special Administrative Region, and enhance understanding of the concepts of the state and "One Country, Two Systems" • Understand the opportunities and challenges facing the country through rendering concern for its

			<p>important developments and plans</p> <ul style="list-style-type: none"> • Learn to appreciate the Chinese culture and understand the interest and essence embedded therein to enhance national character • Understand the development of the country from a historical perspective and commit to taking up one's responsibilities for the country
		Secondary 4 to 6	<ul style="list-style-type: none"> • Explore the relationship between the use of resources and development of the country, understand one's responsibilities for the sustainable development of the country, and enhance awareness of protecting natural resources • Care about the development of people's livelihood, take the initiative to understand the significance of the social and economic development and its impact on the improvement of people's livelihood, be willing to render support to social and economic development, and cultivate care and concern for the people and their livelihood • Understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology to explore the role one can play in the development of the country, be willing to strive for the well-being of the country and its people, and strengthen national unity and develop affection for the country • Explore traditional thinking and beliefs that shed light on a positive outlook on life and enrich the very essence of life, and exemplify the traditional wisdom and virtues in daily life • Gain a deeper understanding of the essence of the Chinese culture such as harmony and peace embedded in areas such as architecture, literature, music and art, and be proud of being a member of the country • Probe into significant historical events in the country from a holistic perspective and draw comparison with major world events of the age, understand the course of the internal hardships and external challenges facing the country prior to its reform and opening-up,

and realise the adversities, struggles, development and accomplishments during the course

1.5 Learning Objectives in the Global Domain

- In the global domain, it aims to guide students to recognise their roles as members of the world with a view to enabling students to think globally, respect diverse cultures, show concern for universal issues, and actively commit to fostering a world of peace, justice and sustainable development. Students will also be equipped with critical thinking skills and be able to interpret controversial global issues and make sound judgment in a rational and passionate manner by adopting a global perspective and having a good grasp of the situations of the country.
- The learning objectives of different key stages in the global domain are as follows:

Domain	Key Stage	Learning Objectives
Global Domain	Primary 1 to 3	<ul style="list-style-type: none"> • Get along with peoples of different cultures with sincerity, acceptance and a liberal attitude • Develop an awareness of sustainability and an environmentally-friendly lifestyle
	Primary 4 to 6	<ul style="list-style-type: none"> • Get to know the issues of global concern so as to gain a global perspective and embody the spirit of humanitarianism • Acknowledge and support core values of the age such as equality, respect, democracy, freedom, rule of law and human rights, and develop an awareness of world-citizenship. Promote integration of these values with the Chinese culture.
	Secondary 1 to 3	<ul style="list-style-type: none"> • Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world • Respect different cultures and their peoples, and embody the spirit of inclusion
	Secondary 4 to 6	<ul style="list-style-type: none"> • Understand the meaning of world citizenship, show concern for the well-being of people at large, and respect for the rule of law, human rights, equality, democracy and freedom • Build up the identity of a global citizen with good grasp of the situations of the country, and be able to

		make rational decisions on global issues
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2 Linkage between MNE and KLAs/Subjects

- Core learning elements under different KLAs/subjects are complementary to those of the MNE in terms of values, attitudes, knowledge and skills
- Schools may make reference to the learning objectives and content of the MNE curriculum, while taking into consideration the school mission and contexts when planning the objectives, content and teaching arrangements between MNE and different KLAs/subjects, and make adequate adaptation to cater for the students' needs.

2.2 What are the learning and teaching strategies for MNE?

- To achieve the learning objectives of the intertwining development of three integral components, namely, values and attitudes, knowledge, and action, teachers are encouraged to help students identify their own values and build up identities, develop positive values and outlook on life by making good use of daily events as learning context as well as adopting diverse learning and teaching strategies, such as discussion on value-related issues, case analysis, role-play and project learning.
- Teachers are also advised to complement classroom learning with various student learning activities such as experiential learning, service learning, interview, visit and exchange programme. Through such arrangements, students are enabled to adopt multiple perspectives and thus enhance their understanding of daily events/issues. It also enriches students' personal experiences and fosters the unity of knowledge and action.
- Teachers should enhance students' learning effectiveness by adopting appropriate learning and teaching strategies with reference to the key features of the five domains as well as the interests, abilities and performance of students.

2.3 What are the assessment strategies and methods for MNE?

- MNE assessment emphasises the provision of positive feedback to students. Guidance should be provided for students so that they can differentiate the right from the wrong, strive for leading a positive life through cultivating and putting into practice the positive values and attitudes developed.
- Continuous assessment and diverse assessment strategies should be adopted throughout different learning stages. Feedback in terms of descriptive comments and remarks showing direction for improvement should be given so that students are well-informed of the way forward conducive to further progress in learning.
- Participation and collaboration of different stakeholders are encouraged to fully reveal students' commendable performance in MNE by different means.
- There will be no public examinations for MNE.
- Curriculum evaluation of MNE will be done through different means such as school visits, subject inspections, external reviews and research.

3. Curriculum Implementation

3.1 How to organise the teaching team for the implementation of MNE?

- Primary and secondary schools have all along attached importance to moral, civic and national education. Teachers have accumulated valuable experiences in MCE teaching. Since 2001, MCE has been accorded as one of the four key tasks under the curriculum reform. All the teachers currently teaching moral education, civic education, national education, as well as related KLAs/subjects are suitable to teach MNE.
- To strengthen the teaching team, apart from the subject teachers and coordinators, there is the need to rally support within and outside the school, e.g. the principal, teachers of other KLAs/subjects, parents and alumni.

3.2 How can the curriculum time on MNE be arranged?

- MCE has been one of the four key tasks under the curriculum reform of 2001. Schools have allocated curriculum time and adopted different implementation modes to promote MCE such as MCE lessons, class periods, Life Education lessons and Religious Education lessons.
- According to the “Basic Education Curriculum Guide” (2002) and the “New Secondary School Curriculum Guide” (2009) issued by the Curriculum Development Council, schools have set aside curriculum time for their flexible use at different key stages (about 5-19% curriculum time at primary, junior secondary, and senior secondary levels) for moral and national education, reading, and counselling programmes. In this connection, appropriate allocation of curriculum time in different modes is available for schools to promote MNE. Schools are advised to arrange regular MNE lessons, and the allocation of one to two periods per week is suggested. MNE could also cover related learning elements under Religious Education, big projects such as Project P.A.T.H.S. and Healthy Schools.
- Examples on time-tabling arrangement and allocation of curriculum time are suggested in the MNE curriculum guide, including suggestions on how to make good use of various learning opportunities such as morning assembly, school assembly, form-teacher period, mainland exchange programmes, experiential activities and service learning. A mixed mode on the above is also suggested.
- Schools may consider supplementing the curriculum time according to the curriculum content to suit the needs of students and the school context.

3.3 How can suitable learning materials be selected for MNE?

- Diverse learning resources are available for MNE such as books, information on the Internet, audio-visual resources and newspapers. Teachers are advised to select appropriate learning resources, taking into consideration the learning objectives, curriculum content, as well as learning needs of students
- Schools are also encouraged to develop their own learning resources apart from using flexibly the resources provided by the EDB, government departments and non-governmental organisations. Teachers can work in collaboration with other schools, parents and the community to develop learning and teaching resources for MNE.
- The use of an array of learning materials embracing different perspectives, views and stances during the process of learning is strongly encouraged in the teaching of MNE. In so doing, students can develop multiple perspectives in analysing issues, identifying values embedded in those issues and developing positive values and attitudes.
- Textbook publishers, tertiary institutes, or non-governmental organisations may develop textbooks, teaching and learning materials in accordance with the MNE curriculum guide for use by schools and parents.

3.4 What professional training support would be provided for MNE teachers?

- The EDB will provide schools with a series of support measures in line with the needs and development of the MNE curriculum. Apart from organising a series of professional development and exchange programmes, efforts will be made to collaborate with teacher training institutes for provision of related professional development courses for teachers.
- Support is rendered to the teachers to cater for their needs through the provision of the professional development programmes such as programmes on curriculum leadership and management, learning and teaching strategy, assessment, selection and development of learning and teaching resources and enrichment programmes. All these aim to enhance professionalism and competency of the teaching team.

3.5 How can MNE link with various learning experiences?

- MNE is closely linked with all sorts of learning experiences, namely teaching and learning under related KLAs and subjects such as General Studies, Arts Education, Chinese Language, Chinese History, Liberal Studies, and Life and Society, exchange programmes such as field visits, volunteer visits and mainland exchange programmes, and learning activities such as national-flag raising ceremony, project learning and, service learning.
- By building up linkage between MNE classroom learning and different learning experiences, concerted efforts can be made to nurture students' values and attitudes, advance their knowledge and skills, and strengthen their identities.

3.6 What are the roles played by different stakeholders in support of the implementation of MNE?

- Effective promotion of MNE hinges on active participation and collaboration of different stakeholders. Concerted efforts could be made by the school personnel, namely, the principal, curriculum coordinator, subject coordinator and teachers, and teachers of other subjects, to create a favourable learning environment for learning to take place so that students get motivated to learn. It is also vital that students participate actively in learning, are committed to living out positive values, and enhance their national character.
- Strong links and close communication should be maintained between schools and parents to provide a conducive environment for learning and living. There is a need for schools to forge partnership with educational institutes, community-based organisations, and professional bodies to synergise efforts for nurturing students' moral and national character.

3.7 What is the implementation schedule of MNE?

The consultation and implementation schedule of MNE is as follows:

Schedule	Expected Tasks
May-August 2011	<ul style="list-style-type: none">• Public Consultation• Public Consultation sessions to gauge views from all sectors of society
February 2012	<ul style="list-style-type: none">• Release of "Moral and National Education Curriculum Guide"(Final)
September 2012	<ul style="list-style-type: none">• Implementation of MNE in all primary schools• Implementation of MNE at secondary schools showing readiness
September 2013	<ul style="list-style-type: none">• Implementation of MNE in all secondary schools

**Curriculum Development Council
Ad Hoc Committee on Moral and National Education
Membership List**

(Since December 2010)

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The *Moral and National Education Curriculum Guide (For Consultation)* has been uploaded onto the website of the Moral, Civic and National Education Section (<http://www.edb.gov.hk/cd/mcne>). Comments and suggestions on the Curriculum Guide (For Consultation) are welcome and can be sent on **or before 31 August 2011** through the contact below:

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