

For discussion on  
15 July 2015

## **Legislative Council Panel on Education**

### **Promotion of Moral and Civic Education in Schools**

#### **Foreword**

This paper reports on the implementation strategies, strengthening measures, work outcomes and way forward regarding the promotion of moral and civic education (MCE) in school education (including Basic Law education and promoting understanding of “One Country, Two Systems”).

#### **Background**

2. The Education Bureau (EDB) has always attached great importance to the promotion of MCE. The Education Commission proposed the blueprint for Education Reform in 2000 to develop students in the domains of ethics, intellect, physique, social skills and aesthetics. “MCE” is one of the key tasks to cultivate students’ positive values and attitudes and develop their competence in judgement, which enables them to distinguish right from wrong and forms the basis for analysis and decision making to help them face future challenges in an optimistic and positive manner, as well as to make contributions to the well-being of oneself, family, society, the country and the world. “MCE” embraces elements of national education, which develop in students a sense of national identity, including Basic Law education. Students should master the fact that the Basic Law is a constitutional document for the Hong Kong Special Administrative Region (HKSAR), the concept of “One Country, Two Systems” as well as the knowledge, skills, values and attitudes related to the various policies in the HKSAR, which are all closely related to national education.

## **Implementation Strategies and Strengthening Measures**

### ***Primary and Secondary Curricula***

3. At the primary and junior secondary levels, the EDB recommends to nurture values related to individual, family, society, the country and the world. Among these values, “Perseverance”, “Respecting Others”, “Responsibility”, “National Identity”, “Commitment” “Integrity” and “Care for Others” are regarded as the priority values and attitudes (see Annex). As regards senior secondary education, schools are required to include MCE in the Senior Secondary Curriculum as part of the “Other Learning Experiences” (OLE). At the same time, MCE, which embraces elements of the learning content of national education and “One Country, Two Systems”, has always been developed through related topics in the primary and secondary curricula, e.g. General Studies at the primary level, Humanities subjects and Science subjects. MCE has never been altered though the “Moral and National Education Curriculum Guide” was shelved in 2012.

4. The EDB has continuously enriched and updated the related curriculum content of MCE in order to keep abreast of times. For example, in the upcoming “General Studies for Primary Schools Curriculum Guide 2016”, contents regarding the drafting history and development of the Basic Law as well as Chapters I, II and IV will be updated and enhanced. Good exemplars are also collected from schools for sharing. For secondary schools, the EDB is conducting a holistic review of the curriculum with a view to strengthening Basic Law education, in particular understanding of “One Country, Two Systems” including the suggested curriculum time, learning and teaching strategies, assessment resources and good practices.

### ***School-based Curriculum Planning of All Schools and Home-school Co-operation***

5. Under the principle of School-based Management, schools are

required to draft the development focuses and related strategies under the School Development Plan. With reference to the recommendations of their curriculum documents, schools and school sponsoring bodies (SSBs) can capitalise on their school-based characteristics and exercise professional judgement to determine the implementation strategies for MCE (including national education and Basic Law education) under the “School Development Plan” and “School Annual Plan”. In consideration of schools’ vision and students’ learning needs, schools could implement MCE through adopting diversified modes, for example, morning assemblies, weekly assemblies, flag raising ceremonies, life education periods, personal growth education periods, class teacher periods and award schemes. Schools could also provide related learning activities such as project learning, visits and studies, voluntary services to develop the desirable moral and civic qualities and achieve the education goal of whole-person development. During the interim and end-of-year evaluation, schools could adjust the implementation strategies based on the effectiveness of the various measures in order to enhance the outcomes of promoting MCE. We have continuously communicated with SSBs and schools, which have expressed the yearning that all sectors should recognise their efforts in promoting MCE and national education with perseverance.

6. Further, parents are key stakeholders in school education. Schools have encouraged parents to participate in school activities (e.g. talk, parent-child activity, exhibition) through different ways to help parents understand the importance of MCE and enhance the effectiveness of MCE.

### ***Mainland Exchange Programme and Life-wide Learning Opportunities***

7. Since 2004, the EDB has continuously organised Mainland exchange programmes, which align with the school curriculum, to provide life-wide learning experiences for students to enhance their understanding of the history, culture and development of the country in economics and technology through personal experience. Apart from commissioning the Mainland exchange programmes, the EDB also administers two subvention schemes, including the Junior Secondary and Upper Primary School

Students Exchange Programme Subsidy Scheme: “Understanding Our Motherland”, and the Senior Secondary School Students Mainland Exchange Programme Subvention Scheme to enable schools to organise Mainland exchange programmes with reference to the needs of the students and the school contexts. In the last five years, over 180 000 person-times of students have participated in the Mainland exchange programmes provided by the EDB and visited a number of provinces and cities. Most of the participants were of the view that the programmes could meet the expected learning objectives. Our country is developing rapidly, the EDB would continue to adopt a progressive mode to provide more opportunities for students to participate in Mainland exchange programmes to implement the recommendation in the “2015 Policy Address” that every student would be subsidised to join at least one Mainland exchange programme in both the primary and secondary stages.

8. The EDB also encourages students to participate in local “social services” and support professional organisations to organise MCE-related activities. In tandem with the 25th anniversary of the promulgation of the Basic Law, the EDB has introduced a series of learning and teaching materials and organised activities for students (e.g. 25th Anniversary of Promulgation of the Basic Law: Inter-School Online Basic Law Competition) and the response has been very good.

### ***Professional Development Programmes***

9. In collaboration with tertiary institutions and non-government organisations, the EDB has, based on the needs of the schools and society, continuously provided professional development programmes for principals and teachers of primary and secondary schools to enhance their professional capacity in curriculum planning, learning and teaching, organising support programmes as well as use of learning and teaching resources for the implementation of MCE. In tandem with the 25th anniversary of the promulgation of the Basic Law, the EDB has recently offered a series of Basic Law-related professional development programmes targetting at principals, middle managers and teachers of secondary schools.

10. The EDB respects academic freedom and will have professional exchanges with teacher training institutions (TEIs) on matters relating to the professional development and training of teachers through meetings so that the policy development needs could be met in the TEIs' programme planning. At the same time, TEIs will consider the needs of the community, students and the teaching profession in planning and implementing appropriate pre-service teacher education programmes.

### ***Learning Resources***

11. Apart from encouraging schools to adopt the learning and teaching resources on MCE provided by SSBs, government departments and non-governmental organisations, the EDB has continuously developed learning and teaching resources for schools (e.g. teaching plans on "Life Events", educational television programmes, learning resources websites). Some of the learning and teaching resources websites include reference materials for parents so that parents could understand how to work with schools in the promotion of MCE so as to enhance students' whole-person development.

12. In tandem with the 25th anniversary of the promulgation of the Basic Law, the EDB produced the "Basic Law" learning package in 2012 and the "Basic Law Video Teaching Resource Package 2015" for the junior secondary students to strengthen the concept of "One Country, Two Systems". As for the senior secondary level, the theme of "Rule of Law and Socio-political Participation" in Module 2 "Hong Kong Today" of the Liberal Studies curriculum is closely related to the Basic Law. The Hong Kong Diploma of Secondary Education Examination for Liberal Studies is set according to the "Liberal Studies Curriculum and Assessment Guide (Secondary 4-6)".

### ***School Support Services***

13. The EDB has continuously provided various professional support services to schools, including the "Learning Circle of Values Education"

and teachers' network, school-based and inter-school professional development activities such as staff development day, collaborative lesson planning, inter-school lesson observations and post-lesson sharing sessions, so as to facilitate inter-school experience sharing and to enhance effectiveness of learning and teaching. Schools participating in the "Learning Circle of Values Education" would share their good implementation experiences with other schools.

### ***Related Subsidies and Grants***

14. In order to promote MCE, the EDB offers various subsidies and grants for schools' flexible use, for example,

- (i) Starting from the 2003/2004 school year, the EDB disbursed the "Moral and Civic Education Grant". Schools could utilise the grant to provide activities related to values education.
- (ii) According to the Circular Memorandum No. 135/2012 on "Amendment to the Policy on the Moral and National Education Subject", schools could utilise the "Moral and National Education Support Grant" flexibly to facilitate related learning (including values education based on the values of SSBs and schools, such as life education, knowing more about the country, civic education, sustainable development education, sex education, etc.). The unspent balance of the disbursement, which was made in August 2012, could be carried forward to the next year until the grant is used up.
- (iii) The Quality Education Fund (QEF) provides an effective channel for funding worthwhile projects from the education sector, and has funded projects related to MCE, national education and Basic Law education. In 2015/16, "Values Education" and "Healthy Lifestyle and Positive Development of Students" are priority themes for QEF applications. Schools can apply for the QEF to develop creative and effective programmes to enhance their understanding of the

Basic Law. Simplified procedures for applications with grant sought not exceeding \$150,000 (i.e. mini scale projects) have been introduced to facilitate applications since 24 March 2014. It is now easier for schools to apply for funds to support school-based projects with innovative ideas or new practices which enhance, adjust, complement and/or supplement the existing practices to facilitate the development of and address the needs of schools. The QEF also subsidises educational organisations and schools to organise activities for the promotion of the Basic Law.

- (iv) Schools and Parent-Teacher Associations can also apply for the Home-School Co-operation Grant to promote home-school co-operation and parent education. The aims of the activities may include nurturing students' positive values and lifestyle (e.g. moral civic and national education, healthy life, caring culture, environmental education).

## **Outcomes of Implementation**

15. All primary and secondary schools in Hong Kong could implement MCE (including Basic Law education and promoting understanding of “One Country, Two Systems”) with reference to school contexts and the students' needs. Schools currently make use of diversified assessment strategies to enhance the effectiveness of MCE as well as students' reflection and self-analysis ability, for instance, teachers' record of students' learning process (such as before/after learning activities, at the beginning/end of semesters and students' self-evaluation). In addition, teachers could provide positive feedback to students for continuous improvement.

16. As observed during school inspections or visits regarding the school development strategies, most schools include “student support” as one of the major concerns in their School Development Plan with a view to cultivating students' positive values and attitudes. Schools can also keep up with the spirit of school-based management and make use of the data from “Assessment Program for Affective and Social Outcomes” to conduct

self-assessment to review the implementation progress of their major concerns. According to the schools' feedback, schools can base on the data and observation, and identify the values and attitudes to note and be strengthened. During the External School Review (ESR), most schools observed showed that they had made good progress in work related to student support, including implementing various measures and activities to develop students' good conduct and positive values.

17. Based on the surveys conducted by the EDB between 2011 and 2013, the vast majority of schools promoted moral, civic and national education through class teacher periods, morning assemblies or weekly assemblies at the junior secondary level (100%) and senior secondary level (98%); and 100% of schools promoted moral, civic and national education through OLE at the senior secondary level. As regards students' performance, over 90% of school principals and over 75% of teachers perceived that their junior and senior secondary students had developed a good character (e.g. love and care for others, integrity, having a sense of responsibility).

## **Way Forward**

18. With the advancement of information technology, students' learning experiences have become diverse, including learning that takes place inside and outside the classroom, students' social experiences beyond the school and their own family education. The EDB would continue to adopt a holistic approach of "multi-pronged and mutual support", strengthen the promotion of values education and "Basic Law" education, offer various types of support, e.g. teaching materials, resources, training, life-wide learning experiences, Mainland exchange programmes, professional exchange among teachers, and make concerted efforts with parents, schools, government departments and non-governmental organisations to gain community support and work whole-heartedly, collaboratively and in synergy so that all students could develop positive values and attitudes inside and outside the school, and become informed and responsible citizens who are committed to and will contribute to the



well-being of their family, society, the country and all humankind.

### **Advice Sought**

19. Members are requested to note the background, implementation strategies, strengthening measures, outcomes of implementation and way forward of MCE in schools.

Education Bureau  
July 2015

**Elements of moral and civic education in the  
“Revised Framework of Moral and Civic Education”(2008)  
Related learning expectations of the four key stages in primary and  
secondary schools  
(Chinese version only)**

**(I) 第一學習階段(小一至小三)**

個人成長及健康生活

- 注重個人衛生，養成健康的生活習慣（包括：運動、飲食、作息和閒暇活動等）
- 以樂觀積極的態度，適應新的學習環境
- 樂於表達自己的情感和需要
- 認識人的生命歷程：出生、成長、生育、年老、死亡

家庭生活

- 關心和愛護家庭成員
- 樂於與兄弟姊妹分享物品
- 以關懷和體諒的態度，消解與家庭成員的衝突
- 當家庭面對挑戰，懂得表達關心和支持

學校生活

- 以樂觀積極的態度，適應新的學習環境
- 認真面對學習上遇到的困難和挑戰
- 關心同學，互助互愛，樂意與大家一起學習
- 遵守規則、愛護校園

社交生活

- 以友善和關懷的態度，主動結交新朋友
- 在不同場合都能表現出應有的禮儀
- 當和友儕發生爭執，能夠互諒互讓
- 懂得尊重別人的私隱

社會及國家生活

- 主動關心社會發生的時事
- 尊重祖國及香港的象徵(例如：國旗、國徽、國歌、區旗和區徽)

- 等)
- 學習欣賞中國的傳統習俗、歷史文化和藝術創作(例如：喜慶節日、歷史人物、 中樂國畫等)
- 積極實踐環保的生活習慣，善用資源（例如：循環再用、廢物回收、節約能源等)

## (II) 第二學習階段(小四至小六)

### 個人成長及健康生活

- 樂觀迎接成長過程身心的轉變
- 好學思辨，主動發掘新知識
- 理性處理壓力，勇敢面對挫折
- 培養多元化的興趣和嗜好

### 家庭生活

- 主動關心家庭成員的感受和需要
- 以尊重的態度，向父母表達意願和提出要求
- 分擔家務，樂於承擔家庭一份子的責任
- 常常與家人分享生活的經歷和體會

### 學校生活

- 積極擔當服務同學和校園的工作
- 為升上中學訂下目標及作好準備
- 主動參加認識祖國的學習活動
- 以自省和正面的態度，面對學習的挫折

### 社交生活

- 以關懷和友愛的態度與朋友相處，不以取笑別人為樂
- 在友儕的壓力下，仍堅拒嘗試不當的行為（例如：抽煙、賭博等)
- 抱持尊重和律己的態度與異性交往
- 尊重不同國籍的人與自己擁有不同的思想、宗教和生活習慣

### 社會及國家生活

- 尊重法紀，持守「遵規守法」的生活態度
- 認同社會不同思想、信仰、生活習慣，和諧共存的重要
- 關心社會不同階層人士的生活和福祉
- 認識《基本法》，了解它於香港和祖國關係上所擔當的重要角

色

### (III) 第三學習階段(中一至中三)

#### 個人成長及健康生活

- 欣賞自己的優點並接納自己的缺點
- 以開放但批判的態度，審視並拒絕接觸傳媒的不良資訊
- 抱持積極的人生態度，為自己未來訂下目標和期望
- 懂得保護自己，嚴加抗拒帶有侵犯性的語言和行為

#### 家庭生活

- 當遇上困難和挫折，會尋求家人的意見
- 以理性和誠懇的態度，與父母討論問題和表達意見
- 能以堅毅樂觀的態度，面對家庭出現的轉變或逆境
- 常存孝道，慎終追遠

#### 學校生活

- 積極學習，主動擴展自己的眼界和視野
- 持開放友善的態度，樂於與友儕協作學習
- 善於安排學習和閒暇活動，不會過份沉迷(例如：上網、玩遊戲機等)
- 持守認真和嚴謹的態度，積極投入學習

#### 社交生活

- 尊重別人，包容接納與自己外貌、體型和能力有差異的友儕
- 以誠懇和親切的態度和別人相處
- 以尊重和真誠的態度，與同性和異性建立友誼關係
- 當處於價值衝突的兩難局面時，仍擇善固執，作出合乎情理的判斷

#### 社會及國家生活

- 對社會和國家抱持一份歸屬感和責任心，認同作為公民和國民的身份
- 認識祖國在發展過程中面對的機遇和挑戰，思考自己未來可以擔當的角色
- 積極參與到內地體驗交流的學習機會，建立對祖國的歸屬感和責任心
- 關心香港和國家發展之餘，亦具備國際視野

#### (IV) 第四學習階段(中四至中六)

##### 個人成長及健康生活

- 積極進取，擁有正面的自我形象
- 有判斷能力，謹慎自律之餘亦能靈活應變
- 有遠見，有理想，不會只計較眼前的利益
- 做事講原則、重誠信，言行一致，慎獨

##### 家庭生活

- 積極維繫家庭成員良好的關係
- 耐心聆聽父母的心聲和教誨，不會獨斷獨行
- 當家庭面對逆境，勇於承擔舒緩和解決問題的責任
- 重視家庭觀念，尊重婚姻制度

##### 學校生活

- 積極為未來的學業和工作作準備和規畫
- 以樂觀正面的態度，面對公開考試和升學的壓力
- 懂得解決學習上的疑問，並積極擴闊自己視野，充實自己
- 在學校擔當籌畫活動的角色，服務同儕

##### 社交生活

- 以大方得體、不卑不亢的態度和別人交往
- 在互相尊重下討論問題，並做到「和而不同」
- 能從別人的處境和需要作出考慮，並包容和寬恕別人過失
- 以尊重和關懷的心，學習如何和異性建立穩定和親密的關係

##### 社會及國家生活

- 認同「法治精神」和「尊重人權」對社會的重要
- 具備敏銳的觸覺和明辨性(批判)思維，能辨識社會議題中所蘊含的價值取向
- 以理性、多角度和批判思維，認識祖國現今面對的挑戰和機遇
- 認同自己的國民身份，願意承擔改善國家和人民福祉的責任

##### 工作生活

- 積極學習在社會工作應有的態度和禮儀
- 主動認識自己理想職業的要求，努力向著目標邁進
- 堅守個人誠信，並認同廉潔是推動社會進步的重要基石
- 努力擴闊視野，為將來理想的生活作好準備