

**For discussion
on 3 September 2021**

Legislative Council Panel on Education

Promotion of values education in schools

Purpose

This paper briefs Members on the latest progress of the Education Bureau (EDB) in promoting values education in schools, including curriculum development and support measures.

Diversified implementation strategies

2. The EDB has been attaching great importance to values education¹ and all along adopting a “multi-pronged and co-ordinated” approach in promoting values education so as to foster students’ development of positive values, attitudes and behaviours. Through continuously updating curriculum guides, developing learning and teaching (L&T) resources, providing training for teachers as well as organising activities for students, etc., the EDB supports schools in promoting values education and nurturing students’ moral character both within and beyond the classroom enabling them to show concern about society, the nation and the world with a sense of national identity, appreciate Chinese culture and develop a sense of responsibility and commitment to society and the nation.

Providing school curriculum guides

3. The curriculum guides for kindergartens, primary and secondary schools set out clearly the learning objectives and recommendations on values education for schools to follow. The *Kindergarten Education Curriculum Guide* (2017) specifies that fostering children’s moral development and their concept of right and wrong should be one of the objectives of moral education. It further recommends that kindergartens should help children learn the positive values, attitudes and behaviours by practising through daily-life learning activities with the help of parents’ participation. In the *Basic Education Curriculum Guide* (P1-P6) (2014), fostering students’ ability in distinguishing right from wrong is one of the learning goals of the primary curriculum. It also provides recommendations on implementation strategies to help schools plan their school-based curricula of values education. The *Secondary Education Curriculum Guide* (2017) for secondary schools further sets “strengthening values education” as one of the major renewed emphases in the secondary curriculum and provides schools with recommendations on the promotion of values education through whole-school curriculum planning. Furthermore, the *Moral and Civic Education Curriculum Framework* (2008), as the guide for schools on planning values education, sets out in detail the proper attitudes and

¹ Values education is a collective term for different cross-curricular domains, such as moral and civic education, national education (including Constitution, Basic Law and national security education), human rights education, anti-drug education, life education, sex education, education for sustainable development. The goal of values education is to develop in students positive attitudes and perseverance while upholding an ethical standard through different challenges in life like having a “compass” to facilitate the development of personal values and distinguishing right from wrong.

behaviours expected from students at different stages as the basis for curriculum planning by schools.

Adding priority values and attitudes

4. The EDB has proposed a set of priority values and attitudes that schools should nurture in their students, including “perseverance”, “respect for others”, “responsibility”, “national identity”, “commitment”, “integrity” and “care for others”, with the addition of “law-abidingness” and “empathy” in 2020 to meet social changes and students’ needs. Schools may also select other positive values and attitudes as the direction of promoting values education in accordance with their school mission, context and students’ needs, with a view to promoting the whole-person development of students.

Adopting a comprehensive implementation mode

5. Values education is not an independent subject but implemented in different modes. At present, schools deliver values education via school-based life education lessons, moral education lessons, class teacher periods, morning assemblies and student projects in personal growth. Also, schools with religious backgrounds can foster students’ positive values and attitudes through Religious Studies lessons or religious activities. In addition, topics related to sex education and education for sustainable development may be delivered in various subjects such as General Studies at the primary level, and Biology and Geography at the secondary level. As for national education (including Constitution, Basic Law and national security education), it can also be taught through a range of subjects, for example, General Studies at the primary level, Chinese History at the secondary level, Life and Society at the junior secondary level and Liberal Studies/ Citizenship and Social Development at the senior secondary level, with the aim of enhancing students’ awareness and understanding of the nation.

6. Apart from updating curriculum guides, the EDB has been adopting a wide array of measures, which include developing L&T resources, providing related training for school sponsoring bodies/ school leaders/ teachers and organising life-wide learning activities for students, to support schools in the promotion of values education. Moreover, the EDB has been organising Mainland exchange programmes for students or subsidising those organised by schools with diversified themes. Starting from the 2017/18 school year, the EDB has been providing an exchange quota of about 100 000 every year for every student to join at least one Mainland exchange programme in the respective primary and secondary stages. This can consolidate and deepen their classroom learning, help students understand our country’s development in various aspects such as history, culture, economy, education, science and technology, and enhance their sense of national identity.

7. It is incumbent on schools to adopt the relevant curriculum guides and develop their school-based values education curriculum in line with their school mission, context and students’ needs. Schools should also provide students with diversified learning activities such as visits, Mainland exchange tours, leadership training, award schemes and service learning so that students can acquire multifarious life-wide learning experiences as necessary.

Promoting professional development of teachers

8. To support schools’ promotion of values education, the EDB organises a great variety of in-service professional development programmes (PDPs) for teachers, including short-term

courses, seminars, conferences and workshops (please refer to **Annex 1** for details). We have also commissioned local universities to organise PDPs for teachers. The EDB has been commissioning local universities to organise programmes and provide support for primary and secondary schools on planning life education since the 2010/11 school year. For the 2020/21-2021/22 cohort, a total of 106 primary and secondary schools have enrolled in the programmes. Besides, teachers of different posts and ranks are provided with relevant PDPs on an ongoing basis according to their needs for enhancing knowledge and skills in implementing values education. We stress in the programmes that teachers are role models to their students and that teaching by words and examples is highly important in values education.

Providing various modes of L&T resources

9. The EDB develops L&T resources in different modes such as short films, animations, comics and life event exemplars on an ongoing basis and uploads them to its webpage to facilitate schools to provide students with lively and interactive learning opportunities for cultivating their positive values and attitudes. Schools are also advised to adopt themes relevant to students' development and everyday life, and to deepen students' understanding of positive values and attitudes on different occasions such as weekly assemblies, personal growth/ life education lessons and life-wide learning activities (e.g. field visits and service learning), as well as to encourage students to put such values and attitudes into action (please refer to **Annex 2** for details).

Encouraging parents and other stakeholders' participation

10. Home-school cooperation plays an important role in facilitating students' healthy development. Parents can take the initiative to learn about how the school implements values education and provide active support, and to co-create a favourable learning environment. In the same vein, schools can also engage parents in school activities such as talks, parent-child activities and volunteer services, to rally their support for values education. To support schools in promoting parent education, the EDB has organised parents' talks, produced animations, posters and parent booklets to help them understand the importance of values education at home and the strategies to foster the development of their children's positive values.

11. The EDB also engages other government departments and non-government organisations (NGOs), for example, the Independent Commission Against Corruption, the Equal Opportunities Commission, the Family Planning Association of Hong Kong, the Hans Andersen Club, the Hong Kong Federation of Youth Groups, the Caritas Youth and Community Service, the Hong Kong Family Welfare Society, the Society for the Prevention of Cruelty to Animals (Hong Kong) and the Hong Kong Guide Dogs Association, to produce L&T resources and arrange PDPs for teachers so as to strengthen teachers' understanding of different values education topics (e.g. integrity/ corruption-free, anti-discrimination/ gender stereotypes, sex education, media/ information literacy, animal protection/ respecting lives).

Cultivating a conducive school atmosphere

12. The EDB continues to organise a wide range of student activities for creating a conducive atmosphere in schools to promote values education. The EDB organises the annual

signature event “My Pledge to Act”² for values education to take root in schools. The theme “be grateful and treasure what we have, stay positive and optimistic” has been adopted since the 2019/20 school year to encourage schools to foster a positive learning atmosphere conducive to values education. In the 2019/20 and 2020/21 school years, 610 and 521 schools launched the related learning activities respectively. Schools may flexibly deploy the recurrent Life-wide Learning Grant provided by the EDB or apply to the Quality Education Fund for the “My Pledge to Act – Be grateful and treasure what we have, stay positive and optimistic” Funding Programme for additional resources to promote values education-related learning activities.

13. In the previous school year, the EDB organised a number of large-scale territory-wide student activities on Chinese culture and national education (including Take a Spark, Pass it on: Territory-wide Primary Schools Quiz Competition on Chinese History and Culture, promotional activities on Chinese Classic Sayings, Basic Law Territory-wide Inter-school Quiz Competition, National Constitution Day Online Quiz Competition, “National Security Education Day” Online Quiz Competition and School Bulletin Board Design Competition on National Security). The activities have been well received by the education sector with active participation of students. The EDB also launched the “Basic Law Student Ambassadors Training Scheme” to arrange diversified learning activities for participants to develop their leadership skills so that students can assist in promoting the learning of the Constitution and the Basic Law to their peers in schools. Besides, the EDB provided schools with “Basic Law Education – School-based Events Calendar” to encourage schools to organise school-based national education activities, for example, to display the national flag and the regional flag as well as to play and sing the national anthem on important days (please refer to **Annex 3** for details).

14. The EDB has been actively organising various programmes for students’ personal growth, for example, the Understanding Adolescent Project (UAP)³ for primary schools, the Enhanced Smart Teen Project (ESTP)⁴ for secondary schools, and the Pupil Ambassador Scheme on Positive Living (the Scheme)⁵ for primary and secondary schools. Adventure-based, team-building and problem-solving training is featured in these programmes to enhance students’ resilience and cultivate their sense of self-respect, self-discipline and responsibility. Starting from the 2019/20 school year, the EDB has allocated additional resources to enhance the above-mentioned programmes. Schools are encouraged to actively participate in programmes covering different themes for students’ personal growth, with the aim of enhancing

² Since 2003, the EDB has been organising “My Pledge to Act” and providing diversified L&T resources and promotional materials. Schools are encouraged to create a positive atmosphere through school-based collective commitment and a series of related learning activities, helping students to nurture good character and develop healthy lifestyle.

³ The EDB has launched the UAP since the 2004/05 school year. The UAP is a comprehensive support programme for personal growth, which aims at enhancing primary students’ resilience in coping with the challenges they have to face as they grow up. Starting from the 2019/20 school year, the EDB has enhanced the existing Booster Programmes at Primary 5 and Primary 6 levels by adding group sessions for both students and parents at each level, as well as reducing the group size of the Booster Programmes in order to provide more appropriate services for students in need.

⁴ Starting from the 2006/07 school year, the EDB has collaborated with various disciplinary forces to implement the ESTP. Training on discipline and team-building has been provided for students to enhance their self-discipline, self-confidence, team spirit and resilience.

⁵ The Scheme has been launched by the EDB since the 2002/03 school year. Through experiential activities on life education, the Scheme assists primary and secondary schools in training up pupil ambassadors by enhancing their personal and social development as well as their problem-solving abilities. These ambassadors could then help promote the positive values of cherishing life and optimistic attitude towards life in schools.

students' resilience, positive thinking and the spirit of caring and respect, so as to nurture students' positive values and good moral character, as well as to create a positive school ethos gradually and imperceptibly.

Making good use of school self-evaluation tools

15. The EDB has been encouraging schools to collect qualitative and quantitative data through different modes, for example, daily observations of student performance, questionnaires, evaluation tools provided by the EDB for schools (e.g. the Assessment Program for Affective and Social Outcomes (APASO) ⁶). The feedback collected will be reflected in the planning of values education and follow-up measures, for the purpose of facilitating the sustainable development of schools and related enhancement work. Besides, the EDB seeks to understand the quality of L&T of schools, including the effectiveness of implementing values education, through channels such as inspections and school visits, and gives concrete professional advice to schools according to their performance in L&T.

Latest Development

Following up on the recommendations of the Task Force on Review of School Curriculum

16. The EDB set up the Task Force on Review of School Curriculum (the Task Force) in November 2017 to holistically review the primary and secondary curricula, for the purpose of enhancing students' capacity to learn and nurturing in them the values and qualities which are essential for learners of the 21st century to meet future challenges and development needs. The Task Force submitted its review report entitled "Optimise the curriculum for the future, foster whole-person development and diverse talents" to the EDB in September 2020, putting forward six directional recommendations,⁷ including according higher priority to values education. The Task Force further recommended updating the *Moral and Civic Education Curriculum Framework*; providing multifarious values education-related learning experiences in the curriculum to broaden students' perspectives; organising different modes of professional development activities to enhance teachers' grasp of the goals and objectives of different facets of values education and deepen their understanding of the professional role of teachers; and preparing more resource materials to support teachers in developing the universal values underpinning Chinese morals and culture.

17. The EDB accepted the directional recommendations set out in the Task Force's report in December 2020. The Curriculum Development Council has set up the Standing Committee on Values Education to oversee the development of values education at the primary and secondary levels. After gathering views of different stakeholders on the implementation of values education through meetings and other channels including seminars, workshops and focus group interviews, the Standing Committee revised the *Moral and Civic Education Curriculum Framework* and updated it as the *Values Education Curriculum Framework*. The EDB plans to try out the revised *Values Education Curriculum Framework* in the 2021/22 school year and

⁶ The APASO is a set of professional evaluation tools developed by a tertiary institution commissioned by the EDB to facilitate schools in assessing the development and needs of students at Primary 3 to Primary 6 and secondary school levels in the affective and social domains, as well as the effectiveness of the related measures implemented in schools.

⁷ The six directional recommendations include reinforcing the importance of whole-person development, according higher priority to values education, creating space and catering for learner diversity, further promoting Applied Learning (ApL), enhancing the flexibility in university admissions, and strengthening STEM (science, technology, engineering and mathematics) education in primary and secondary schools.

further collect views of schools on implementing the curriculum concerned in order to enhance the framework.

Enhancing media and information literacy

18. With the advancement in information technology (IT) in today's society, the Internet has profound impact on students' minds, words and deeds. The PDPs on values education organised by the EDB for teachers cover topics on enhancing teachers' capability to equip students with the necessary knowledge and skills as well as the values and attitudes in the cyber world. Experts and organisations of relevant fields are invited to provide talks and workshops on issues such as knowledge on cyber risks, personal privacy protection, handling cyber bullying and discerning the authenticity of information. This can equip teachers to design the suitable values education curriculum and learning activities catering for students' developmental needs and everyday life.

19. In recent years, the EDB and the Journalism Education Foundation have co-organised a series of seminars and workshops on media and information literacy to enhance teachers' knowledge on the operation of the media, and also to enable teachers to handle information with critical thinking and guide students to use information and social media ethically (e.g. not forwarding unverified information at will, saying "no" to cyber bullying). The related contents are also used in developing L&T resources to further support schools in implementing media and information literacy education. Furthermore, we have organised school networks to share good practices, and visited schools to give advice and have discussions with teachers on curriculum planning and teaching of values education, including the effective way to nurture students' moral character and positive values in an era of rapid IT development, with a view to promoting the professional development of teachers. In addition, the EDB is currently updating the framework on Information Literacy for Hong Kong Students to strengthen the learning elements related to information literacy in the curricula of primary and secondary schools, thereby developing students' capability and attitude in using information and communication technology ethically and effectively.

National security education

20. To facilitate the systematic and comprehensive planning and implementation of national security education (NSE) in schools, the EDB has released the *Curriculum Framework of National Security Education* in Hong Kong and 15 related subject frameworks on NSE for primary and secondary schools in the 2020/21 school year. The EDB has also developed two audio picture books on NSE for primary and secondary school students, and an additional 3-hour module "Supplement: National Security" for the existing 15-hour module "Constitution and the Basic Law" at the junior secondary level. To support the effective implementation of NSE in schools, the EDB will provide/renew the related L&T resources on an ongoing basis. The EDB will also continue to organise training programmes, workshops, seminars, online self-learning courses and experience sharing sessions to enable teachers and school leaders to better understand how to promote Constitution, Basic Law and national security education through various subjects and learning activities, adoption of L&T resources, and diversified and effective teaching strategies.

21. Since the 2020/21 school year, the EDB has organised a series of seminars to raise the awareness of primary and secondary teachers on NSE, which were well received by schools, with over 13 000 teachers participating in the PDPs under the "National Security Education

Knowledge Enrichment Seminar Series”. To enable schools to better understand NSE in holistic curriculum planning, from the 2021/22 school year, the EDB will organise onsite workshops on NSE for teachers in primary and secondary schools (including special schools) offering the local curriculum and provide support for all teachers (including principals) in co-ordinating and planning for NSE effectively within and outside the classroom by familiarising them with the concept of NSE. Primary and secondary schools’ response to the workshops has been very positive, and over 900 schools have enrolled in the workshops since the announcement in August 2021 (please refer to **Annex 4** for details).

Conclusion

22. Values education should be implemented through the integration of three dimensions, i.e. cognition, affection and action. Whole-school participation is indispensable for creating a favourable atmosphere in schools to promote values education. The EDB will constantly review and refine various measures and arrangements in taking forward values education in schools to achieve the best results. We will continue to provide multifarious teacher professional development opportunities, L&T resources, as well as organising student activities to support schools’ promotion efforts on all fronts. We will also strengthen parent education, foster home-school cooperation and partnership with different government departments and NGOs to achieve greater synergy.

23. It takes a decade to grow a tree, but a century to educate a person. It takes a long time and different parties’ efforts to enlighten and nurture our students to become self-initiated, self-disciplined and law-abiding persons with good character and conduct. Undoubtedly, schools play a vital role and the EDB has an undeniable responsibility in this regard. Participation and support from various stakeholders in the community to create a positive social atmosphere for the cultivation of moral character among young people is also crucial.

Views Sought

24. To sum up, the EDB attaches great importance to values education. As mentioned above, the EDB strengthens the support to schools in promoting values education on an ongoing basis through various means, which include updating curriculum guides, developing L&T resources, providing training for teachers, organising student activities, strengthening home-school cooperation and collaborating with various government departments/NGOs. It is hoped that all sectors in society will make concerted efforts to nurture our young people into quality new generations with commitment to society, a sense of national identity, an affection for Hong Kong as well as an international perspective.

25. Members are invited to note the direction, implementation modes, support measures and latest development in regard to the promotion of values education in schools.

Education Bureau
September 2021

**Professional Development Programmes on Values Education
(2020/21 School Year)**



No.	Month	Theme	Target Audience
1.	Oct 2020	How to Promote Moral and Civic Education Effectively in Secondary Schools	Secondary school heads, co-ordinators and teachers
2.	Oct 2020	How to Promote Moral and Civic Education Effectively in Primary Schools	Primary school heads, co-ordinators and teachers
3.	Oct 2020	Seminar on How to Implement “My Pledge to Act”	Kindergarten, primary and secondary school heads, co-ordinators and teachers
4.	Oct 2020	Enhancing Children’s Socioemotional Development through Reading and Other Activities	Kindergarten school heads and teachers
5.	Oct 2020	Fostering Children’s Positive Values through Picture Books	Kindergarten teachers
6.	Nov 2020	Promotion of Students’ Mental Health and Well-being	Primary and secondary school heads, co-ordinators and teachers
7.	Nov 2020	Whole-School Curriculum Planning in Values Education	Primary school heads, co-ordinators and teachers
8.	Nov 2020	How to Promote Sex Education Effectively in Secondary Schools (Series I): Personal Growth and Social Development of Adolescents	Secondary school heads, co-ordinators and teachers
9.	Dec 2020	Induction Programme of Values Education for Teachers	Primary and secondary new teachers
10.	Dec 2020	Whole-School Curriculum Planning in Values Education	Secondary school heads, co-ordinators and teachers
11.	Dec 2020	Evaluating Internet Information and Enhancing the Learning and Teaching of Students’ Information Literacy	Primary school teachers
12.	Jan 2021	How to Promote Sex Education Effectively in Secondary Schools (Series II): Exploring Sex-related Current and Social Issues	Secondary school heads, co-ordinators and

















No.	Month	Theme	Target Audience
			teachers
13.	Jan 2021	Learning and Teaching Strategies for Promotion of Green Living, Energy Saving and Waste Reduction	Primary and secondary teachers
14.	Jan 2021	Learning and Teaching Strategies for Life Education and Life Planning Education	Primary and secondary teachers
15.	Jan 2021	Introducing Curriculum Leadership and Management Series: Enhancing Values Education and Cultivation of National Identity	Aspiring PSM(CD)
16.	Feb 2021	How to Promote Sex Education Effectively in Primary Schools	Primary school heads, co-ordinators and teachers
17.	Feb 2021 – Aug 2022	Programme on Planning Life Education for Primary Schools	Primary school heads, co-ordinators and teachers
18.	Feb 2021 – Aug 2022	Programme on Planning Life Education for Secondary Schools	Secondary school heads, co-ordinators and teachers
19.	Mar 2021	「禮文化學術講座暨學與教分享」系列活動（一）：禮是中國文化之心——探討禮文化的意涵與傳承	Primary and Secondary school heads and teachers
20.	Mar 2021	「禮文化學術講座暨學與教分享」系列活動（二）：從「禮」字形義到「禮行天下」	Primary and Secondary school heads and teachers
21.	Apr 2021	Enhancing the Awareness of Cyberbullying and Internet Gambling	Secondary teachers
22.	Apr 2021	Building Resilience in Students	Primary and secondary teachers
23.	Apr 2021	Professional Conduct, Values and Education Policies under the Enhanced Training for Promotion	Primary and secondary aspiring school leaders
24.	Apr 2021	Nurturing Children's Moral Development	Kindergarten school heads and teachers
25.	Apr 2021	「禮文化學術講座暨學與教分享」系列活動（三）：《禮記》中的兒童禮儀及現代意義	Primary and Secondary school heads and teachers
26.	Apr 2021	「禮文化學術講座暨學與教分享」系列活動（四）：中學禮文化學術與教分享	Secondary school heads and teachers

No.	Month	Theme	Target Audience
27.	Apr 2021	「禮文化學術講座暨學與教分享」系列活動（五）：小學禮文化學與教分享	Primary school heads and teachers
28.	May 2021	Using Picture Books to Develop Students' Positive Values and Attitudes	Primary and secondary teachers
29.	May 2021	Learning and Teaching Strategies of Climate Change Mitigation	Primary and secondary teachers
30.	May 2021	「禮文化學術講座暨學與教分享」系列活動（六）：中學禮文化學與教分享	Secondary school heads and teachers
31.	May 2021	「禮文化學術講座暨學與教分享」系列活動（七）：小學禮文化學與教分享	Primary school heads and teachers
32.	May 2021	Love, Care and Respect Series – Seminar on Animal Care and Welfare Life-wide Learning Activities	Primary and secondary school heads and teachers
33.	Jun 2021	How to Use Sex Education Resources Effectively - Learning and Teaching Strategies Relating to Dating and Building Healthy Interpersonal Relationship	Primary and secondary teachers
34.	Jun 2021	The implementation and evaluation of values education	Primary and secondary school heads, co-ordinators and teachers
35.	Jun 2021	Nurturing Understanding of the Chinese Culture and Moral Development among Kindergarten Children	Kindergarten school heads and teachers
36.	Jun 2021	Effective Use of Learning and Teaching Resources in General Studies: Values Education	Primary school heads, co-ordinators and teachers
37.	Jun 2021	Love, Care and Respect Series – Humane Education Experiential Learning (2) : On-line Animal Care Educational Talk and Live Tour	Primary and secondary school heads and teachers
38.	Jul 2021	Learning and Teaching Strategies of Gender Equality Education and Prevention of Sexual Harassment	Primary and secondary school heads and teachers
39.	Jul 2021	Experience Sharing Session on Learning Circle of Values Education	Primary and secondary school heads and teachers
40.	Jul 2021	通學匯思：跨課程閱讀的多向度規劃	Primary school PSM(CD), Chinese Language

No.	Month	Theme	Target Audience
			panel heads and teachers
41.	2020/21 school year	Primary School Leaders' Workshop: Values Education Module (including Constitution, Basic Law and National Security Education)	Primary school curriculum leaders
42.	2020/21 school year	Secondary School Leaders' Workshop: Session on Strengthening Values Education	Secondary school curriculum leaders

Exemplars of Resources under Different Themes of Values Education

Title	Type	QR Code
<i>Moral Education</i>		
1. 價值觀教育學與教視像資源（系列一至四）（小學／中學）	Short film	
2. 誠信無價（中學）	Life-event exemplar	
3. 堅守原則·敢去SAY NO——品德教育篇（小學／中學）	Resources web	
4. 談「美德」·論「價值」德育教材手冊（小學／中學）	Booklet	
5. Let's Be Grateful and Fight COVID-19 Together(for Secondary Schools)	Audio picture book	
6. Moral and Values Education “Respect for Others” Learning and Teaching Resources (Kindergarten)	Story PowerPoint slides, audio picture books and DIY storybooks for children	
<i>Life Education</i>		
7. 堅守原則·敢去SAY NO——反賭博教育篇（小學／中學）	Comic	
8. 愛護動物（小學／中學）	Resources web	
9. 天生我才必有用（小學）	Life-event exemplar	
10. The Dog Show（小學）	Short film	
11. 愛護動物通訊程式表情圖像（小學／中學）	Instant messaging stickers	
<i>Sex Education</i>		
12. 私隱部位，不可亂碰（小學）	Life-event exemplar	
13. Sex Education Animation Resources (Primary / Secondary)	Animation	
14. 愛情追兵（中學）	Life-event exemplar	
15. 堅守原則·敢去SAY NO——性教育篇（小學／中學）	Comic	

Title	Type	QR Code
16. 我不會責備受害者（中學）	Life-event exemplar	
<i>Education for Sustainable Development</i>		
17. 環保小先鋒（幼稚園）	Stories	
18. 關注氣候變化（小學／中學）	Life-event exemplar	
19. 走「塑」絕「膠」（小學）	Presentation slides	
20. 'Go Green on Lamma Island' Programme (Secondary)	Worksheet	
21. 惜物減廢·好健康（中學）	Life-event exemplar	
<i>National Education</i>		
22. Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag (Primary/ Secondary)	Resources web	
23. 《在生活中培養國民素養——國旗及區旗的展示》	Audio picture book	
24. 《我們的國旗、國歌和區旗》	Audio picture book	
25. 一圖盡覽系列：國旗、國徽、國歌	Thematic poster	
26. 「國事小專家」互動問答遊戲資源套系列	Resources web	
27. “Let’s Learn about National Security”	Audio picture book	
28. National Security Begins at Home	Audio picture book	
29. 承傳中華文化瑰寶·培育國民身份認同（小學／中學）	Resources web	
30. 齊來學書法（小學）	Life-event exemplar	
31. 參加了學校舉辦的認識祖國活動（中學）	Life-event exemplar	
32. 參與學校中國文化周（中學）	Life-event exemplar	

**Student Activities on
Constitution, Basic Law and National Security Education
(2020/21 School Year)**

Theme	Date	Number of Student Participants (Rounding to the nearest tens)
1. The 7th Territory-wide Inter-school Basic Law Competition	Apr – Oct 2021	28,080
2. Basic Law Online Learning Course (Secondary school students)	Since 2020/21	3,210
3. National Constitution Day Online Competition	Dec 2020	26,650
4. School Bulletin Board Design Competition on National Security	Mar - Jun 2021	740
5. National Security Education Day Online Quiz Competition	Apr 2021	60,560
6. National Security Education Day: Online Exchange Sharing Session for Students from Hong Kong and Macau under Basic Law Student Ambassadors Training Scheme	Apr 2021	760
7. Film Show and Sharing Session under Basic Law Student Ambassadors Training Scheme	May 2021	100
8. Online Sharing Session on “My Life at Peking University” under Basic Law Student Ambassadors Training Scheme	May 2021	250
9. “Ocean Park Hong Kong Life-wide Learning Journey” under Basic Law Student Ambassadors Training Scheme	Jun 2021	110
10. Thematic Talk on “Aerospace Science”	Jun 2021	350
11. Film Show under Basic Law Student Ambassadors Training Scheme	Jul 2021	50
12. Competition Series under Basic Law Student Ambassadors Training Scheme	Jul – Aug 2021	310
Total:		121,170

Teacher Training on Constitution, Basic Law and National Security Education

Theme	Date	Number of Teacher Participants (Rounding to the nearest tens)
1. Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	Since 2017/18	8,180
2. Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	Since 2019/20	3,830
3. Secondary School Leaders' Workshop: Session on Strengthening Values Education (covering Constitution, Basic Law and starting from 2020/21 s.y. including National Security Education)	Since 2018/19	1,120
4. Primary School Leaders' Workshop: Values Education Module (including Constitution, Basic Law and National Security Education)	Since 2020/2021	490
5. Training Programme for New Primary School Curriculum Leaders – Introduction to Curriculum Leadership and Management Series: Strengthening Values Education and Cultivating Sense of National Identity (including Constitution, Basic Law and National Security Education)	Since 2020/2021	100
6. National Security Education Knowledge Enrichment Seminar Series: National security and our daily lives (Speaker: Dr LEE Hoey Simon)	Nov 2020	13,040
7. National Security Education Knowledge Enrichment Seminar Series: The Importance of the Rule of Law to the HKSAR (Speaker: The Honourable Mr Justice Patrick CHAN Siu-oi)	Feb 2021	
8. National Security Education Knowledge Enrichment Seminar Series: Elucidation of the Political Structure of the HKSAR (Speaker: The Honourable Ms Maria TAM Wai-chu)	May 2021	
9. National Security Education Knowledge Enrichment Seminar Series: Knowing more about the Law: Continental Law, Common Law and "National Security Law" (Speaker: Mr Paul LAM Ting-kwok, SC)	Jul 2021	

Theme	Date	Number of Teacher Participants (Rounding to the nearest tens)
10. Briefing session for the Co-ordinators of the Basic Law Student Ambassadors Training Scheme	Feb 2021	170
11. Nurturing Children's Moral Development (including nurturing children's values on abiding by the law, taking good care of public property, respecting and caring for others, etc.)	Apr 2021	50
12. National Security Education Day: Online Exchange Sharing Session for Students from Hong Kong and Macau under Basic Law Student Ambassadors Training Scheme	Apr 2021	1,200
13. Nurturing Understanding of the Chinese Culture and Moral Development among Kindergarten Children	Jun 2021	50
14. Induction for Panel Heads / Co-ordinators of General Studies for Primary Schools (including the Constitution, Basic Law and National Security Education)	Jun 2021	150
15. Senior Secondary Enriching Knowledge Series for the Citizenship and Social Development Curriculum: The State, Citizens and the Chinese Constitution	Jun 2021	730
16. Teacher Professional Development Workshop on National Security Education (Pilot)	Jul 2021	230
17. Training and Professional Sharing Sessions for the Co-ordinators of the Basic Law Student Ambassadors Training Scheme (Primary) 18. Training and Professional Sharing Sessions for the Co-ordinators of the Basic Law Student Ambassadors Training Scheme (Secondary)	Jul 2021 Jul 2021	100
19. Onsite Teacher Workshop on National Security Education	2021/22 to 2022/23	School enrolment in progress
Total:		29,440