

## **Panel on Education**

### **Follow-up to the Meeting on 3 September 2021**

#### Item (d) in the letter of 6 September 2021 from the Clerk to the Panel on Education

Values education should be implemented through the integration of three dimensions, i.e. cognition, affection and action. The enrichment of cognition helps students identify the values and attitudes from daily life experiences and social issues for making rational analyses and judgements. The nurturing of affection fosters students' empathy, thereby empowering them to uphold their values against challenges with perseverance and courage. Through action, students can build up and reinforce positive values and attitudes in real life situations. Therefore, students' cognition of positive values, cultivation of positive affection and attitude as well as the proper attitudes, and behavioural development vary from person to person and developmental stage. These are affected by various external factors, e.g. family background, social developments, school atmosphere, teachers' guidance and peer influence. Simply using a single evaluation method is difficult to measure the effectiveness of values education objectively. Besides, it is difficult to make simple causal relationship analysis from data collected from students' performance, and not easy to comment on the meaning of scores. In addition, there is no academically authoritative or generally accepted method to evaluate the effectiveness of values education at present. If an evaluative method is casually adopted, it would arouse great controversy and speculations which will be unfavourable to the implementation of values education in schools.

To support schools' self-evaluation, the Education Bureau (EDB) provides schools with evaluation tools and data, including the Assessment Program for Affective and Social Outcomes. The tool is targeted at students at Primary 3 or above, and comprises sets of scales, such as "Self-concept", "Health and Well Being" and "Interpersonal Relationships" to help schools understand students' performance in the affective and social domains for reviewing students' needs in whole-person development. Schools can also collect relevant information and data on an ongoing basis through daily observation of student performance and school-based questionnaires, etc. to provide feedback on the planning of values education and promote schools' continuous development.

All along, EDB understands and monitors the quality of learning and teaching in schools, including the effectiveness of implementing values education,

through different channels, such as inspections and school visits, and provides concrete and professional advice to schools through professional dialogue and exchange according to their performance.