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Re-examining Priority Values: Positioning Values Education in Hong Kong for the 21st Century

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November 2019

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Executive Summary

Recent discussion on the Hong Kong Education Reform since 2001 has brought attention to how ‘the world has changed’, calling for relevant changes in different aspects of education. Amongst the five domains of moral, intellectual, physical, social, and aesthetic (德智體群美) development, values education has been regarded as the most important one. In the past two decades, significant changes happened in the world, and this report identifies them as the 21st Century Contexts – Globalised Talent and Identity Context, Uncertain Context, Diversified Context, Complex Family Structure Context, Risks Individualised Context, Hybrid Reality Context. Hong Kong, as a globalised and mature economy, is no exception.

WHY: The Three Main Drivers of Values Education

The aims of traditional Chinese education were laid out in the Confucian eight clauses of “Gezhi chengzheng¹ Xiuqizhiping,” (格致誠正、修齊治平) with the goal of “Xueerzhiyushengren.” (學而至於聖人) Morality is thus seen as the most important element of Chinese tradition. Meanwhile, among the major school sponsoring bodies in Hong Kong, religious institutions also place top priority to their education of religious values. However, the main forces driving the reform of global education are economic transformation and knowledge revolution, leading to educational reforms like the one happening in Hong Kong since 2000, with ‘human resources’ as the theoretical base. While enlightening students to develop good moral virtues was the main focus in the reform documents of the HKSAR Government, the actual implementation, either in the learning-hours allocation assigned by the government or in the extra resource input from parents, still emphasized on academic-related skills, thus the educational aim of nurturing ‘good people and good deeds’ has not received adequate

sufficient government policy attention and fund allocation. However, the local educational sector as well as other social sectors need to address the issue of moral education in the rapidly-changing world of the 21st Century.

Finland and Singapore's moral education dedicate to natural needs

Finland and Singapore are recognized by the Organization for Economic Co-operation and Development (OECD) for their high quality in education. Their official education curricula contain the strategies of infiltrating the curriculum and key subjects, as seen in Singapore's 'Character and Citizenship Education' and Finland's 'Religious / Ethics Education' and 'Social Studies'.

With reference to the official documents of the curriculum reforms in Singapore and Finland, it is not difficult to find that there are three main drivers behind the official emphasis on ethics and values education:

- (1) To Enhance Nationals' Competitiveness
- (2) To Cultivate Citizenship and to Strengthen Social Coherence
- (3) To Promote Good People and Good Deeds

¹ The eight clauses can be understood into: studying the physical nature (格物), extending knowledge (致知), making will sincere (誠意), rectifying mind (正心), and cultivating character (修身), but separates or develops gradually regulating family (齊家), making state in order (治國), and bringing peace to the world (平天下)" (紀晏如, 2016)

It can be understood as "The learning of a superior person must not stop until he becomes a sage." (Huang, 2014: 263)



HOW: Apply the Seven Priority Values into the 21st Century Contexts

The Values Education in Hong Kong are both the combined effort of top-down planning as well as bottom-up approach from the sponsoring bodies and schools, imparting both school-based values (of the sponsoring bodies) and the seven priority values (perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others), as outlined by the Education Bureau (EDB). This report shall reexamine the enactment of the seven priority values with regards to the “21st Century Contexts” and the three main drivers of values education. We hope that this research report may serve as a reference for local schools in their delivery of the seven priority values, and as a thought experiment for schools to envision, plan and execute values education.

The seven priority values and the associate 21st century contexts characteristics are summarized in the table below. We have highlighted the different focuses in the ways forward for the seven values in relation to the 21st century contexts megatrend.

The Ways Forward for Seven Priority Values

Priority Value	Focus of Previous Enactment	New Focus for Consideration	Examples of related skills and attitudes
Perseverance	Diligence	Grit	Resilience
Respect for Others	Inclusiveness	Cooperating with people of different standpoints	Cultural Literacy; Reaching out towards people of different social status; inter-school collaborative activities
Responsibility	Responsibility towards others	Self-responsibility and being altruistic	Financial Literacy
National Identity	National identity	National identity and respecting cultural diversity	Basic Law education; Mainland exchange activities; life planning education relating to the Mainland
Commitment	Social and environmental situation	Emphasising family values and entrepreneurship	Home-school cooperation; filial piety and fraternal duty
Integrity	Keep promises	Professional ethics and media literacy	Life planning education
Care for others	Concern for others	Empathy	Learn to serve



《重新審視 廿一世紀香港首要培育價值》

摘要

中國教育所調的五育，即德、智、體、群、美，而「德」更是被奉五育之首。同時，香港教育界對 2001 年以來的教育改革進行反思，其中包括反思世界如何「變了」。本報告綜合其他發展地區的景況，了解它們在推行廿一世紀教育改革時，提倡道德及價值觀教育的動機。本報告亦會探討香港教育系統裡「七個首要價值觀」在「廿一世紀景況」中的發展重點，希望透過此報告為學校在七個首要價值的教學上帶來參考價值，並在學校設計、計劃和實施校本價值觀教育上提出若干思考。

為何：廿一世紀，三個發展道德及價值觀教育的推動力

華人傳統教育一直以「格致誠正、修齊治平」為宗旨，最終達致「學而至於聖人」之境界，因此德行在華人傳統中被視之為理所當然、不可欠缺的一環。宗教團體作為本港主要辦學團體，其宗教價值觀在教育上亦是重中之重。然而，推動全球教育改革的主要力量，是經濟轉型及知識革命。隨之而來的教育改革，包括 2000 年的香港教育改革，以「人力資源」為理論核心、「導人向善」雖為教育要旨，但實際上無論在公營教育的實際課時分配、抑或是家長的額外資源投入，均以學術技能為主。因此單純「好人好事」之教育方案未能得到政策重視及公帑投放。在這個廿一世紀大趨勢之下，仁德之士不能迴避探討德育在廿一世紀的情景下的社會功能。

芬蘭與新加坡均受經合組織 (OECD) 肯定為優質教育。公營教育方面，在兩國的官方課程中，既有滲透學科策略，也包含重點教授學科，如新加坡的品格及公民教育及芬蘭的宗教或倫理科、社會科。參考它們近年的課程改革文件，不難發現在官方強調道德及價值觀教育背後，其實有以下三個主要推動力：

1) 提升國民競爭力 (To Enhance Nationals' Competitiveness)

在新加坡 2015 年提出的「廿一世紀素養框架」及在芬蘭 2014 年提出的課程改革和橫向能力 (transversal competence) 中，均能發現價值觀教育被視為價值教育內重要一環，例如新加坡之文件指出自信及抗逆力是在面對挑戰及競爭時的重要元素，芬蘭則以環保教育如何配合芬蘭的天然資源經濟為例子。雖然全球教育改革面向全球化與自由主義，但這不一定與傳統及利他的道德及價值觀教育互相矛盾。反之，這兩個國家的教育改革正正揉合了道德及價值觀教育與利己的國民競爭力，理順了道德及價值觀教育在廿一世紀的重要性。

2) 培育公民和凝聚社會 (To Cultivate Citizenship and to Strengthen Social Coherent)

縱觀兩地的教育改革，其目標均圍繞公民身份的建立。新加坡政府期望培養一個「關心社會的公民」(Concerned Citizen)，芬蘭政府則期望培養一個「積極的公民」(Active Citizen)。兩者的公民教育既包含價值認知，如學習政治制度，同時亦涵蓋道德及價值灌輸，例如關愛、尊重他人等。因為公民既有全球共通性，亦有主權地域的獨特性，因此公民教育少不免會涵蓋傳統文化及價值教育，如新加坡在「關心社會的公民」的範疇就包含了「植根新加坡」的期望。這也解釋了新加坡政府提倡的國民教育 (National Education) 多元種族主義、以及其家庭價值等道德及價值觀教育項目。

3) 宣揚好人好事 (To Promote Good People Good Deeds)

好人好事、利他主義是道德及價值觀教育的核心，也是華人傳統教育、宗教教育的初心。無論何時何日、情景轉變，道德及價值觀教育也是部份辦學團體及宗教組織的教育動機。

如何：將七個首要價值應用在「二十一世紀景況」

價值觀教育在香港有著自上而下及自下而上的策略：包括教育局與學校及辦學團體共同推動、同時傳授的七個首要價值（堅毅、尊重他人、責任感、國民身份認同、承擔、誠信、關愛他人），以及學校及辦學團體自身的價值觀教學要求。

本報告將探討七個首要價值觀在「二十一世紀景況」中的發展重點，以及三個價值觀教育的方向。我們希望透過此報告對學校在七個首要價值的教學上帶來參考價值，同時亦在學校設計、計劃和實施校本價值觀教育上，扮演思想實驗的角色。我們認為二十一世紀有六個重要的景況 (21st Century Contexts)：

甲．技能與身分認同全球化 (Globalised Talent and Identity Context)

過去全球化停留在「壓縮的時間、壓縮的空間」之想象，除著交通的方便及票價降低，移民、移居及到外地生活越來越普遍。全球化的景況不再留於貨物及服務的層次。學校建立身份認同，培養學生尊重他人的時候，難以迴避跨文化的衝擊。

乙．數碼含糊化 (Hybrid Reality Contexts)

智慧型手機、社交媒體及網絡已普及，生活及工作也不能夠離開數碼世界、數碼身份。同時，現實的生活及數碼生活又會互相影響，例如社交媒體的正面或負面形象可對現實生活構成實際的利益或損失。因此學校推行價值觀教育時不能忽略數碼生活事例。

丙．多元化 (Diversified Context)

社會的多樣性近年以橫向和縱向兩方面擴展。由於全球價值鏈的分工，跨境文化合作，與相信不同價值觀的人們的協作將日益增加，同時社會內部的不平等現象亦不斷在擴大。過去教育界理解尊重是「和而不同」，廿一世紀或要求「道不同仍相為謀」。

丁．風險個人化 (Risks Individualised Context)

與前幾代人相比，廿一世紀的財務負擔和風險越來越多地從國家或公司（集體）轉移到個人。因為高度競爭，公司不得不減少成本，鼓勵短期僱員關係，將福利、保障及退休計劃都推向由個人負擔。學校在培養利他的道德及價值觀時，也要設想學生日後在生活困難時可能面對道德與利益的矛盾。

戊．不確定化 (Uncertain Context)

在一個自動化和創新的時代，新產業及新職位將會不斷出現，在今日教學環境是未曾預料到的。同時，現有產業及職位要轉型，甚至導致某些職位被消失。面對新職場，或未出現的職業環境，學生需要甚麼樣的道德指引呢？

己．複雜家庭結構 (Complex Family Structure Context)

家庭是傳統華人社會基本單位，然而家庭結構和價值觀越來越多樣化。在全球化的影響下，不難發現後工業化的西方國家內家庭單位的一些重要趨勢：家庭規模減少、同居增加、非婚生育、後期生育年齡增加和低出生率。總體而言，家庭變得更加異質，產生了單親家庭，雙職家庭，無子女家庭，單身家庭，繼親家庭以及在某些地方出現的同性家庭。因此香港教育界不得不回應這些複雜家庭結構，亦要在這結構下重新探索孝悌等傳統華人價值觀。

下表對七個首要價值觀與其相關的「二十一世紀景況」特性進行了簡單的總結，其中各首要價值觀在「二十一世紀景況」前提下的演繹差異也值得注意。

表一・七個首要價值與相關演繹

首要價值	過去製定的焦點	建議新增的焦點	態度、技能與相關校外支援例子
堅毅	勤奮	篤志不懼失敗	抗逆
尊重他人	包容	道不同仍相為謀	跨文化素養、 跨階層接觸、 跨校協作活動
責任感	對他人責任感	律己利他的責任感	金融素養
國民身份認同	認同中國人身份	一本多元的 國民身份認同	基本法教育、 內地交流活動、 與內地相關的生涯 規劃活動
承擔精神	社會及環境情況	重視家庭價值及企 業精神	家校合作 孝悌價值
誠信	信守諾言	專業道德及媒 體素養	與專業相關 生涯規劃
媒體素養	關愛他人	同理心	服務學習

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1. Priority Values: Shifting with Times and A Common Basis for All Schools

Introduction

1.1 Recent discussions (Education 2.1, 2016) reflecting on the Education Reform since 2000 has received some attention in Hong Kong society. The tagline of these discussions, “The world has changed!” comes with a subtext – “education must change accordingly”. Among the lots of discussions, there is a strong emphasis on positive values and attitudes.

1.2 On the policy level, as recently reiterated by the HKSAR Chief Executive, Mrs. Carrie Lam, (香港特別行政區政府, 2018), among the five domains of moral, intellectual, physical, social and aesthetic development, moral development is regarded as the most important one (Legislative Council, 2018), as well as a key focus of education in Hong Kong. In her 2018 Policy Address, the Chief Executive also encouraged schools to make efforts to help students develop positive values and attitudes and to enable them to learn to overcome difficulties and cherish their lives, echoing the importance and contributions of life education and positive education to values education.

1.3 In the past two decades, significant changes happened globally, and many of these changes cut across national boundaries in a globalised world, having local impact in Hong Kong as well. As a city with a dense population, Hong Kong has high property prices and, like many developed economies, it has an aging population of baby boomers. With broad perspectives, this report hopes to address the question: how can values education, especially their enactments, be continually relevant in a changing world?

1.4 To answer this research question, this report will look at the question of ‘what’ – what are the values imparted through education (Chapters 1, 2 and 3) ?

What Values?

1.5 During the Educational Reform, the Government of the HKSAR set five priority values of perseverance, respect for others, responsibility, national identity and commitment as values to be inculcated through teaching and learning (HKSAR Education Bureau, 2002). In 2008, the values of care for others and integrity were added, forming a total of seven priority values (HKSAR Education Bureau, 2008).

1.6 Values education in Hong Kong has been a combined effort of both the institutional, top-down planning guidelines (seven priority values) by the Government and a bottom-up approach of schools’ promotion of school-based values (such as the religious values of sponsoring bodies, for example). In addition to the seven priority values, schools and sponsoring bodies have other values that are being promoted on a school-based basis. They either add-on or merge two sets of values for values education (see Fig.1.1). For example, some Catholic schools of the Methodist Church combine values sets from the church and the Education Bureau and generate new guidelines for themselves.



Figure 1.1 Combined Effort in the Values Education Scene of Hong Kong

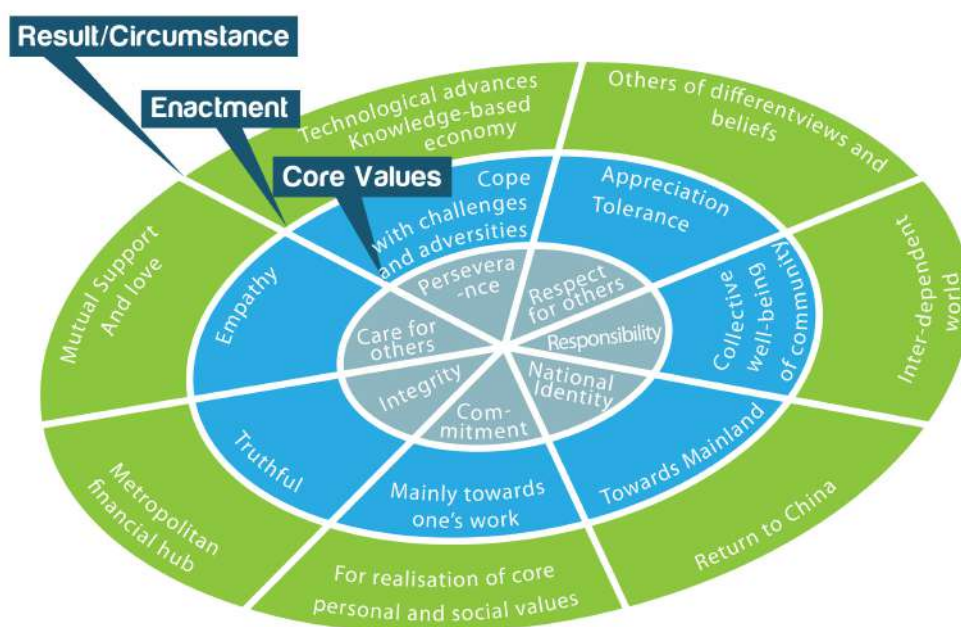


1.7 This report will address the seven priority values as they are a common ground of understanding for all schools, regardless of their sponsoring bodies' affiliations. We hope that by re-examining the seven priority values shared by all schools, this report would serve as (a) a reference for all schools, as priority values are shared, and (b) an example of a thought experiment for schools to envision, plan and execute values education of school-based values.

1.8 As global trends with local particularities continue to have impact in the spheres of personal career development and skills to acquire, re-examining priority values and their enactment in values education would provide a key to understanding how to better position values education in Hong Kong and to better empower young people for the changing world.

1.9 According to the Education Bureau, the seven priority values, their connotative enactments when they were first conceptualised, the external circumstances, and/or results when the values are enacted (Curriculum Development Council, 2014; HKSAR Education Bureau, 2002) is summarised in a schematic diagram below (Fig 1.2).

Figure 1.2 Schematic Diagram of Enactment of Seven Priority Values



1.10 However, we have witnessed increasingly volatile economic and socio-political conditions on both global and local basis in the past decade. Schools, parents, employers and other concerned stakeholders are expressing concern and looking to values education as an important means of equipping the younger generation for a changing world. How can Hong Kong have a better-positioned values education?

1.11 According to the model in Fig. 1.2, some of the enactments (second circle or middle circle), of these values, rather than the values themselves, may have to be re-examined in view of the increasingly challenging circumstances.

1.12 In Chapter 2, we shall analyse global and contextualised local trends in the economic, technological and social spheres in recent years (outer circle), and aim to understand the positioning of values, especially how they are interpreted and enacted.

1.13 In Chapter 3, we shall address how global trends have impact locally and discuss how the seven priority values need to be re-examined in light of the changing world. Global challenges have previously been summarised as VUCA (volatile, uncertain, complex and ambiguous), an acronym previously used for military purposes and was used by Mr. Antony Leung (KMPG, 2018) to describe the global megatrend changes in relation to local education. Based on this, we shall interpret VUCA as six context bases, namely: Globalised Talent and Identity Context, Uncertain Context, Diversified Context, Complex Family Structure Context, Risks Individualised Context, and Hybrid Reality Context. In the 21st century, the enactment of values will then take on a different focus compared to what has been understood previously.

Why Values Education is Important?

1.14 To answer the question of why values education is important in the 21st century context, it is required to understand how human value is affecting and assisting the development of society. First, the applications of robots and AI will increasingly permeate in our daily lives. However, some experts (Smerling 2017) claim robots (and AI) are too 'robotic' that cannot replace all human's works. Conn (2017) states that there are rooms for improvement for artificial intelligence development, and one of those is the alignment of human values. It is because values are developed under specific time, place and cultural background. Artificial intelligence cannot communicate and cooperate with people from all around the world; it is thus hard to create a set of universal values that suit everyone in the world.

1.15 The importance of human values is also expounded by Smerling (2017) that artificial intelligence cannot teach us how to make a judgment based on ideology and emotion. For example, lots of judgments in society are not only in black and white. They may be based on daily experience, values, and emotions which are different according to cultures, socioeconomic backgrounds, etc. However, artificial intelligence cannot be taught on what is fair to overcome biases like racial and gender (Polonski, 2017).

1.16 In summary, human values are precious to human society, especially in the aspect of professional ethics and integrity. They help us in making accurate judgments and decisions in different situations. Nevertheless, those values cannot be replaced by artificial intelligence, since it is still based on human design. It is thus important to ensure the integrity of its developers.



2. Main Drives of Values Education

2.1 This section is going to illustrate the importance of human values and analyse the three main drivers of values education. In order to give a clear view on how values education is conducted in different parts of the world, showcases will be provided in this chapter.

Drive I: To Promote Good People Good Deeds

2.2 According to Good Deeds Global, 'good deed' here means "provide a free service or the lending of a helping hand to a specifically requested task or need by an individual or group" unconditionally. It mostly appears in the values of religion and government. The Bible is a good example to demonstrate how 'good deed' is applied in religions, with examples of good deeds in several chapters like Corinthians and Exodus. Good deed is one of the core values in religious communities, especially Catholic and Christian ones.

2.3 Meanwhile, good deed also contains a similar meaning in real society. Charities Aid Foundation defines good deed in 3 initiatives: (1) Helping; (2) Donating; and (3) Volunteering. In the World Giving Index 2018, Hong Kong is ranked No. 30 out of 143 countries and No. 18 in the aspect of donation. This shows that Hong Kong performs well in the aspects of good deed.

2.4 In summary, although there are different meanings according to specific groups, they also share the same value: contributing to individuals, societies, and even the whole world. Therefore, one of the main drivers of values education is to nurture good people who conduct good deeds.

Drive II: To Enhance Nationals' Competitiveness

2.5 Values education is important to the 'framework for 21st century competencies and student outcomes' in Singapore and to the 'transversal competence' in Finland. Singapore put emphasis on how self-confidence and resilience are important under challenges and competitions, while Finland cites how environmental education is coordinated with its economy of natural resources. Although global education is re-oriented towards globalization and liberalism, this does not necessarily contradict traditional-altruistic moral and values education. On the contrary, the education reforms in these two countries are in line with the values of education and national competitiveness. This rationalizes the importance of values education in the 21st century.

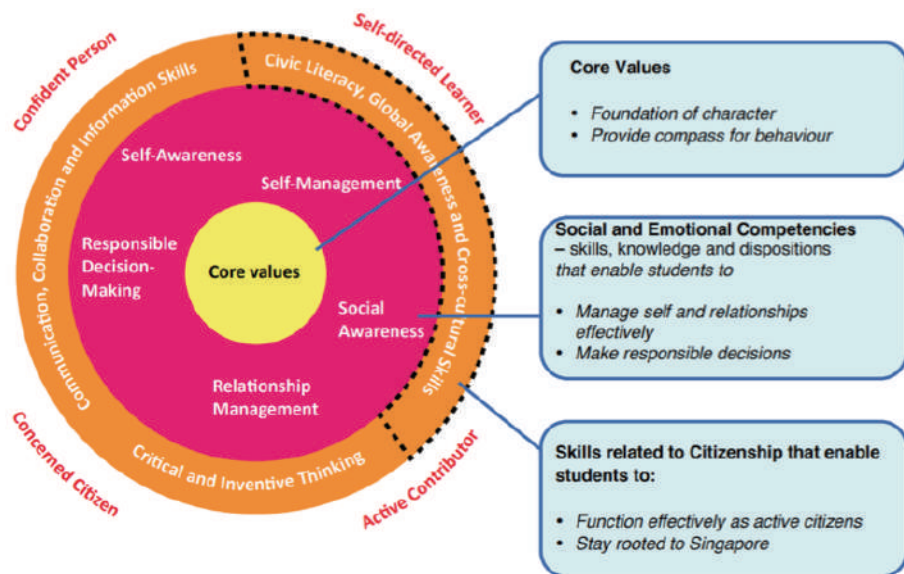
"Better Person" in Singapore and its aims of values education

2.6 The core purpose of values education always leads to making a better person (Education Services Australia, 2011). However, the definition of 'better person' will be different under a specific cultural context. Singapore is the closest example to Hong Kong: a multinational city as a small nation-state and facing the issue of global economic competitiveness. Their definition of 'better person' means to become a confident person, concerned citizen, self-directed learner and active contributor (MoE 2014) (see fig. 2.1). Meanwhile, Goh Chok Tong, the 2nd Prime Minister of Singapore, stated that the most important official concern in Singapore was economic competitiveness within the global economy. This became crucial to Singapore's values education, especially in the aspect of 'contribution to national competitiveness', as Goh claimed:

*'[students] must be taught survival skills and be imbued with the confidence that however formidable the **challenges and competition**, we have the will, skill and solutions to vanquish them. ("Teach Students", 1995)'*



Figure 2.1 Framework for 21st Century Competencies and Student Outcomes



Source: MoE 2014

2.7 Thus a 'better person' does not only mean to make good deeds in Singapore, but also a better national who can enhance nationals' economic competitiveness.

Finland: A country combines environment and values education

2.8 On the other hand, the economic system of Finland relies on its rich natural resources. Education in Finland is not only valued for itself anymore, but seen as an instrument for the economy (Hayes, 2015). Kauppinen (2016) lists out 7 national goals for basic education in which transversal competences, and 'building the sustainable future' is one of the goals for education (see fig. 2.2), while environment-related concepts are injected into the education curriculum. For instance, 'environmental studies' is included in their basic education (Finnish National Agency for Education, 2018), and 'responsibility for the environment' is included in the school culture (see fig. 2.3).

Figure 2.2 National goals for basic education and transversal competences



Source: Kauppinen, 2016



Figure 2.3 School culture of basic education in Finland

Source: Kauppinen, 2016

2.9 Therefore, values education has a close relationship with environmental education and “studies of the ethical environment include reflections on values and moral issues (Jeronen & Kaikkonen, 1997)”. Meanwhile, sustainable development does not only mean the environmental issues in Finland, but also a person's knowledge level, together with values and conceptions of responsibility (Bulkeley, 2000). The reasons above catalyze the change of focus on Finnish values education, from values education itself to a socio-economic model.

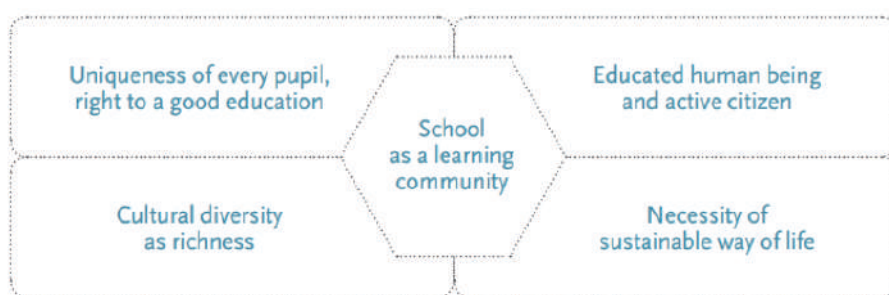
2.10 The cases of Singapore and Finland show that values education act as an instrument to fulfil either country's economic demands, which tends to cultivate and enhance nationals' economic competitiveness in the global aspect.

Drive III: To Cultivate a Better National

2.11 The education reforms of Singapore and Finland are aimed at the establishment of citizenship: Singapore tends to cultivate ‘concerned citizen’, and Finland wants to cultivate ‘active citizen (Koulutusjärjestelmä, 2019).’ Both the civic education in Singapore and Finland contain two cognitive aims: Understanding the political system, and morality and values education, such as caring and respecting others. According to special characters of global commonality and local uniqueness of the citizen, a combination of traditional culture and values education is thus catalyzed.

2.12 There are 4 core values in Finland’s value-based education (see fig. 2.4) (Finnish National Agency for Education, 2014), which help cultivate an educated human being and an active citizen. Values thus act as important elements in their education curriculum.

Figure 2.4 Four Core values in Finland’s value-based education)



*Source: Compiled by Halinen (2018),
information from National Core Curriculum for Basic Education (2014)*



2.13 Meanwhile, values education in Singapore is aimed to create a better national for the society and nation, which is targeted to strengthen social cohesion and maintain cultural continuity (W. O. Lee, Grossman, Kennedy, & Fairbrother, 2004). According to the framework from MoE, skills related to citizenship competencies are built based on the core values of values education. These competencies act as the guidelines of a 'good national,' implying the characters and skills a national should be equipped with. Besides, the learning outcomes of values education also reflect how a 'good national' should be, especially the followings, which can be applied to Singapore's unique characteristics and current situations:

*LO6: Value Singapore's socio-cultural diversity, and promote **social cohesion** and harmony (reflecting the situation of the multinational country);*

*LO8: Reflect on and respond to community, national and **global issues**, as an informed and responsible citizen (reflecting the situation of global economic competitiveness).*

2.14 Besides, the Singapore government wants 'concerned citizens' to be equipped with a sense of belonging, reality, hope and the will to act in their hometown (Koulutusjärjestelmä, 2019). This gives strong motives and evidence to the implementation of Singapore's national education, multi-racism and Singapore's family values, and values education.

2.15 Therefore, values education here has a different meaning in helping nationals have a better understanding of their nation, which makes them become better national.

2.16 In summary, three drivers of values education are explained in this chapter. They share the same aim that is universally understood as cultivating a good person. However, 'good person' contains different meanings according to different contexts: It can be defined as a person who conducts good deed in the global and religious context; according to the cases of Finland and Singapore, values education is not only limited to 'good deed,' but also means a better 'national' who can benefit the nations, while enhancing the competitiveness of nation.

3. A Changing World of '21st Century Contexts'

3.1 Chris Dade, from the Faculty of Education, Harvard University, discovers that "21st century skills frameworks are generally consistent with each other (Dade, 2010: 12)," which can be compiled as "inventing new problem-solving heuristics when standard protocols have failed," "undertaking complex communication," "working collaboratively," "involving in 'disorderly' knowledge co-creation and sharing," and "applying expert decision-making when no standard approach seems applicable."

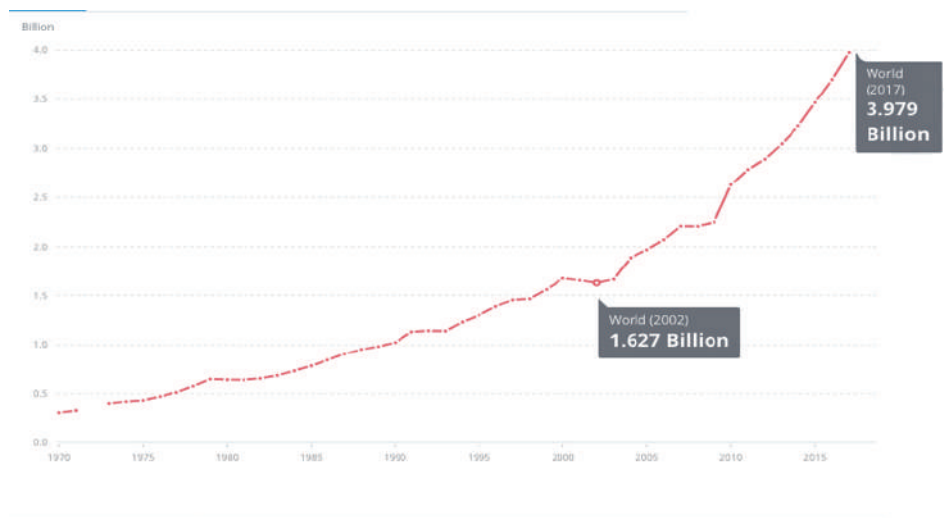
3.2 Based on the review from Dede (2010) and Leong (KMPG, 2018), this report integrates the global perspectives and local situations, to generate globalised '21st Century Contexts' for the values education in Hong Kong

Globalised Talent and Identity Context

3.3 Globalisation has taken a different form compared to the early 2000s. While globalisation in the past was characterised by and was more evident in the flow of physical goods, globalisation now is increasingly characterised by the flow of information, ideas and people. This is well reflected in both travel (short-term stay) in a foreign land as well as migration.

3.4 Increased mobility of people around the globe is a trend that has emerged in recent years, with expectations of further increase in the future. With the introduction of low-cost carriers and a rising affluent middle class, especially in the Asia-Pacific, flying to different cities has become more commonplace. According to statistics by the World Bank (Fig 3.1), global travel has increased from 1.6 billion in 2001 to around 4 billion in 2017 (World Bank, 2017). 'The International Air Transport Association (IATA) expects 7.8 billion passengers to travel in 2036, a near doubling of the 4 billion air travellers expected to fly this year' (IATA, 2017).

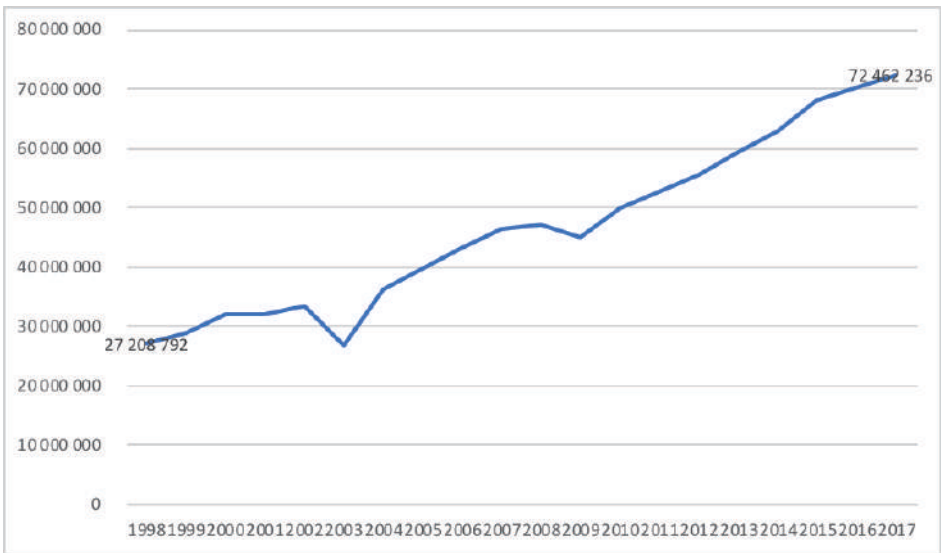


Figure 3.1 Increase in Global Travel (1970-2015)

Source: World Bank, 2017

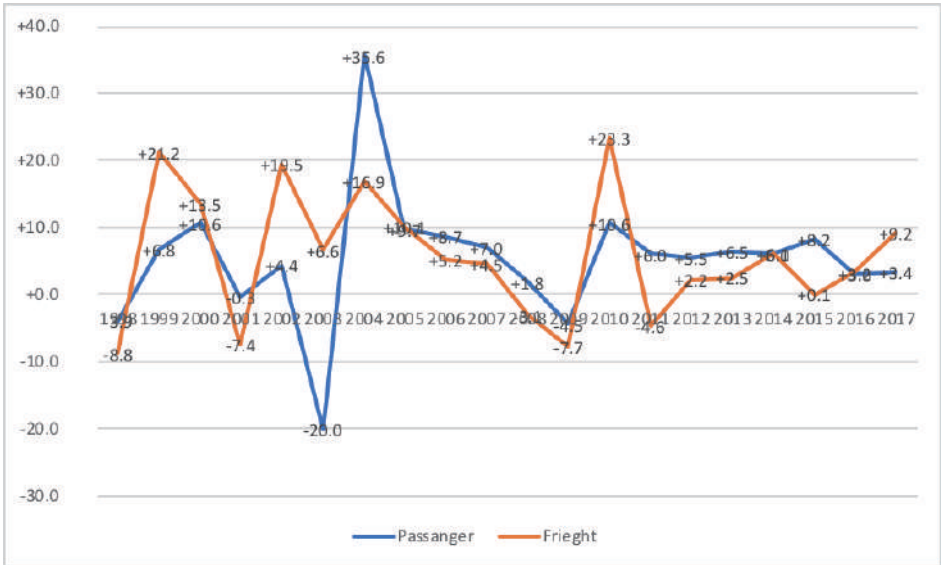
3.5 With these predictions globally, similar trends of growth can also be observed in Hong Kong. According to statistics by the Civil Aviation Department (CAD), the number of passengers flying in and out of Hong Kong International Airport (HKIA) has increased by around 2.6 times from 2.7 million in 1998 to 7.2 million in 2017 (HKSAR Civil Aviation Department, 2018).

Figure 3.2 HKIA Total Passengers (1998-2017)



Source: HKSAR CAD, 2018

Figure 3.3 HKIA Passengers and Freight Growth (1998-2017)



Source: HKSAR CAD, 2018



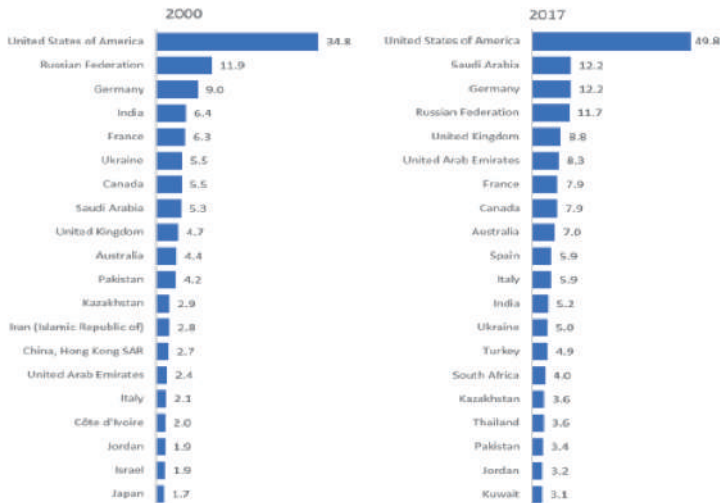
3.6 We can also observe local reflection of the changing nature of 'globalisation' from things to people. It is interesting to note that from the early 2000s to 2003, freight volume reflects more drastic year-on-year changes; however, in recent years, more fluctuations are reflected in passengers rather than freight, which is also reflecting the decreasing impact of physical goods in Hong Kong's economy (HKSAR CAD, 2018).

3.7 Global migration has been on the rise, and its impact can be felt significantly in Hong Kong. As all these population changes of mobility and transience challenge the identity of Hong Kong as a host society, setting the stage for ever-increasing cultural contact and interactions, or even if one lacks awareness, potential clashes.

3.8 On a macro-scale, Hong Kong used to be in the 14th place in the world of hosting migrants, with a total number of 2.7 million migrants in 2000. While Hong Kong has slid down the rankings (Fig 3.4) since then, Kuwait, the country in 20th place, is hosting 3.1 million migrants (United Nations, 2017). Statistics from the United Nations (UN) also show that among the fifteen largest populations of international migrants from a single country or area of origin living in a single country or area of destination, mainland China to Hong Kong SAR migration ranks at No. 10 (UN, 2017); from 2000 to 2017, there is a growth from 1.9 million to 2.3 million (Fig 3.5)

Figure 3.4 Top migrant hosting countries 2000 vs 2017

Twenty countries or areas hosting the largest numbers of international migrants, 2000 and 2017, number of migrants (millions)



Source: United Nations, 2017

Figure 3.5 Top migration flows 2000 vs 2017

Fifteen largest populations of international migrants from a single country or area of origin living in a single country or area of destination, 2000 and 2017 (in millions)

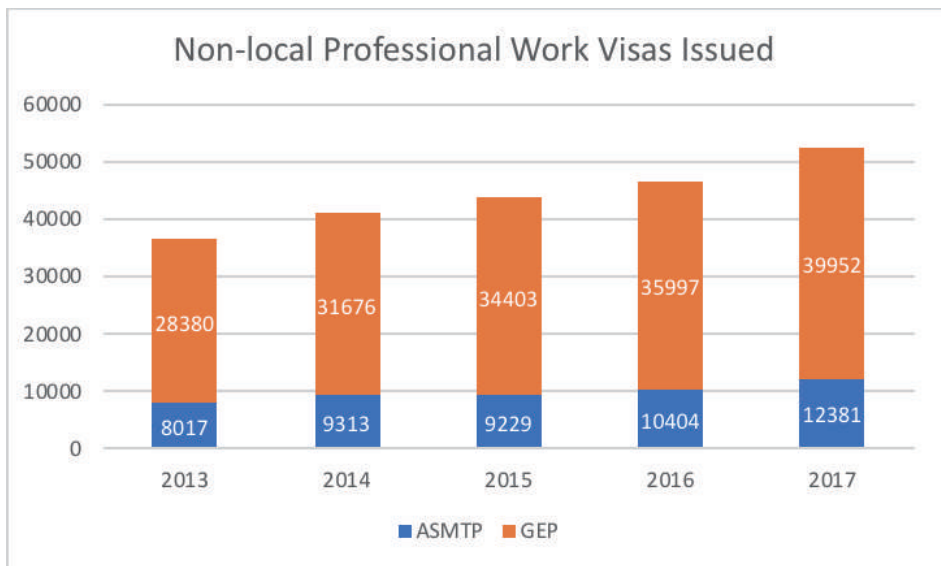


Source: UN, 2017



3.9 On the micro-scale, under the General Employment Policy (GEP) and Admission Scheme for Mainland Talents and Professionals (ASMTP), non-local professionals are admitted for working in Hong Kong; GEP admits overseas, Taiwan and Macao professionals while ASMTP admits Mainland professionals. There is a stable year-on-year growth of entry of non-local professionals (Fig 3.6) into Hong Kong (The Government of the Hong Kong Special Administrative Region, 2018).

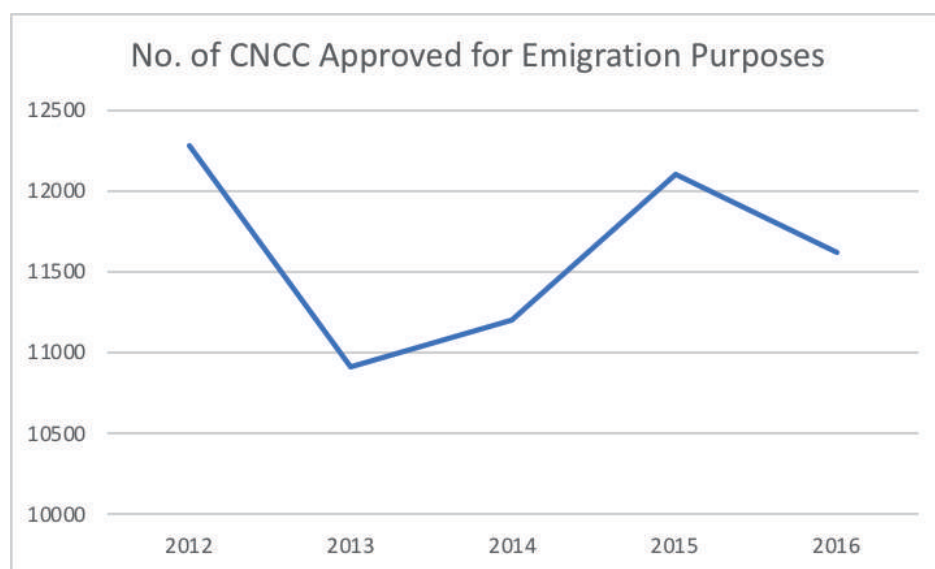
Figure 3.6 GEP and ASMTP visas granted in the past years (2013-2017)



3.10 It is important to mention the special features of multi-nationality in Hong Kong. Waves of mass migrations appeared in Hong Kong between the 1980s and 1990s, before the return of sovereignty in 1997. Though the British government declared that Hong Kong citizens would not be granted British citizenship, they are identified as British National (Overseas) (also names as BNO). A huge number of residents migrated to other countries, mostly Canada, Australia, and United States. These migrants may hold different nationalities — such as Chinese, Hong Kong, Canadian, American and Australian — which catalyse the special features of multi-nationality.

3.11 Emigration rate out of Hong Kong is estimated by Certificates of No Criminal Conviction (CNCC) applications, a document regularly required for emigration. Based on available data (The Government of the Hong Kong Special Administrative Region, 2017), there is an average of between 11,000 to 12,000 approved over the past years (Fig 3.7).

Figure 3.7 Approved CNCC (2012-2016)



3.12 Besides fast rates of immigration (also facilitated by a generous 7 year stay permanent resident policy) and emigration, the percentage of ethnic minorities has increased from 2.3% in 2006 to 3.6% in 2016 (Census and Statistics Department, 2016).

3.13 Globalised identity context, increasingly, has gone beyond the compression of time and space, as well as the movement of physical goods. In recent years, the movement of people across borders for long-term work or migration and for short-term travel have both increased significantly. Even the relative percentage showing changes of flows of people and goods at the HKIA is a good reflection of this change.

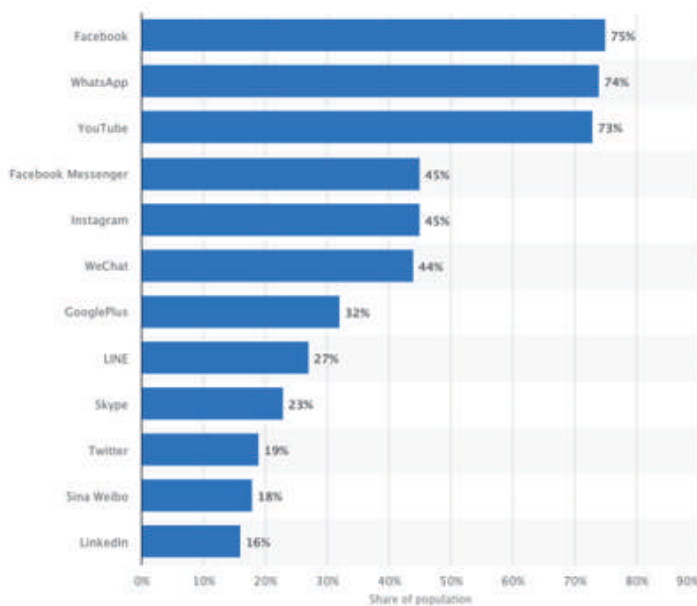


Hybrid Reality Contexts

3.14 The reality of this era is best understood in the realm of news and information. Unlike previously, where information is one-way, authoritative and believable, with the rise of social media and constant access of it through smartphones, the amount of content and modes of transmitting information is fundamentally altered – there is no longer a fixed content-producer/content-receiver relationship, and just about anyone and everyone can produce information through social media. The result of large amounts of fragments of conflicting information from many sources transmitted at high rates across large areas can cause ambiguity and confusion, and sometimes incite extreme feelings that potentially breed social unrest.

3.15 Many people now gather information through the internet on mobile and social media devices, rather than through traditional news. Smartphones, as we now understand them, were first introduced less than ten years ago, when Apple first launched its iPhone in 2007. Popular social media applications like Facebook (founded in 2004), YouTube (founded in 2005), Twitter (founded in 2006), Instagram (founded in 2010), WhatsApp (founded in 2009), Snapchat (founded in year 2011), Weibo (launched in 2009) and WeChat (launched in 2011), which form much of daily interactions of a typical smartphone user, were all founded less than ten years ago. Yet it is found that Hong Kong has the highest mobile internet usage rate in the Asia Pacific region with 96% of owners going online every day, young people even spend one out of seven days in their week on their phones, and Hong Kong is not exempt from this statistic (Hymas, 2018; Leung, 2015). In Hong Kong, mobile now represents more than 50% of media time, with phone subscription rate over 230%, and out of the 17 million-plus mobile subscribers, over 90% are subscribed to a 2.5G and 3G/4G mobile network (Ross, 2017). Many of the above social media platforms have high penetration rates in Hong Kong (data) (Fig 3.8).

Figure 3.8 Social media penetration rates in Hong Kong



Source: Statista, 2017

3.16 As a result of this way of gathering information, post-truth, fake news, and echo-chamber have emerged that characteristically describe how information is received in today's connected world. In 2016, Oxford Dictionaries named 'post-truth' the international word of the year, with a 2000% increase in usage in an era highly charged political and social discourse against the backdrop of Brexit and Trump; the adjective is defined as "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief" (Flood, 2016). It is also shown that fake news travel six times faster, and take longer to reach 1,500 people, than true news on Twitter. The worrying phenomenon is that it is not bots who spread these, but real people (Vosoughi, Roy & Aral, 2018). A surge of social media usage over the past decade has also given rise to the term 'echo chamber', which is used to describe where beliefs are reinforced by connecting with those of similar views in a closed system, and this is also combined with a distrust of information offered by experts and establishment.



3.17 In other parts of the world, hybrid reality also brings up enormous influence on both political and economic aspects. Su Chii-cherng, the former Taiwanese diplomat in Osaka who was found hanged at his home because of false news, which brought faked comparison between China and Taiwan. Besides, hybrid reality has also affected China socio-economically. Mainland parents were rushing to Hong Kong for vaccine shots, because of the false news of unsafe vaccine in the mainland. In sum, it is necessary to understand that ambiguity will be enhanced with the effect of hybrid reality.

3.18 Both the content and form of how information is produced and consumed has led to unavoidable ambiguity. Large amounts of fragmented information that are both produced and consumed on social media applications through personal devices such as smartphones are prone to produce an echo chamber. Learning to deal with this form of information transmission is only necessary.









Diversified Context

3.19 The definition of diversity in society has expanded both 'horizontally' and 'vertically'. While there is an increasing need for cultural collaboration across borders and with people of different cultural backgrounds due to the breaking up of global value chains, within society social inequality is also rising.

3.20 With the breaking up of global value chains worldwide and increasing inequalities, an individual of the future is likely to meet with a collaborator of different cultural and socio-economic backgrounds. Learning to respect differences, work with and care for others that is of a different background from oneself becomes even more important. P21 Network, an organization ensuring every child experiences 21st century learning (Lai, Dicerbo & Foltz 2017), points out that co-operation is a highly demanded skill in today's global economy.

Figure 3.10 Globalization Index 2013

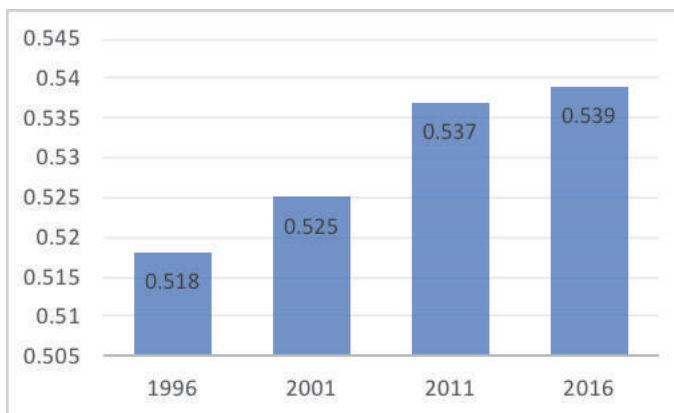
Globalization index

Rank		Country	Score
1		Hong Kong	7.42
2		Ireland	7.24
3		Singapore	6.88
4		Belgium	5.81
5		Sweden	5.72
29		Korea	4.13
39		China	3.56
40		Japan	3.47

Source: Ernst & Young

3.24 Besides diversification occurring on a global scale, there is income inequality stratification within society. Examining the Gini Coefficient in Hong Kong, the household income distribution in 2001 was 0.525, which was slightly higher than that of 0.518 in 1996 (Hong Kong Census and Statistics Department, 2016). A record high of 0.539 was reached in 2016, the highest figure since records on income equality began 46 years ago with the richest 10 percent in the city earning 44 times that of the poorest (Yau & Zhou, 2017).

Figure 3.11 Gini Coefficient Changes in Hong Kong (1996-2016)



3.25 With these trends, we observe that diversity in society has expanded both ‘horizontally’ and ‘vertically’. ‘Horizontal’ expansions are marked by changes in global value chains where one has to work and collaborate with others of different cultural backgrounds and standpoints, while ‘vertical’ expansions are marked by increasing wealth disparity.

Risks Individualised Context

3.26 Compared to previous generations, financial burdens and risks are increasingly shifting from the state or company (collective) to the individual. Credit Suisse Global Wealth Report 2017 says that millennials are ‘not what one would call a lucky generation’ (Credit Suisse, 2017) – with increasing student debt, non-standard employment and difficulty in saving for retirement, the personal financial responsibility of an individual has increased significantly. Compared to previous generations which have comparatively lower debt, more stable employment and certain retirement security, the financial burden and risks facing younger individuals are undoubtedly greater.

3.27 Increased student debt is a problem globally. According to Credit Suisse’s report (Credit Suisse, 2017), student debt is an increasingly common problem in many countries. In the USA, 37% of youths aged 20-29 have student debt to pay and the total amount of student debt accounts for 18% of all debt in this age bracket. After homeownership, this is the second largest amount of debt individuals are bearing.

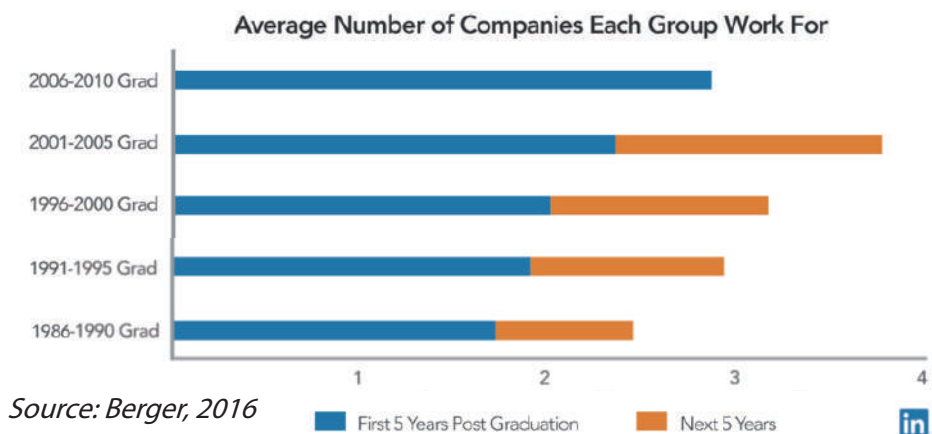
3.28 In Hong Kong, the impact of rising student debt is arguably comparatively dampened. Since 1997, tuition fees have maintained its nominal value of HK\$42,100 per year. However, student debt per capita is still on the rise, with HK\$200m student loan defaults, showing that the system is open to abuse (Chan, 2015). The fact that this abuse is systemic still reflects an underlying problem. With the popularization of higher education, student debt has become an increasing individual burden that graduates have to bear right out of school, as they start their careers and accumulation of savings.



3.29 In addition to debt, an increase of non-standard employment decreases the stability of income and savings. The International Labour Organization (ILO) notes that 'non-standard employment', including temporary employment, part-time and on-call work, multi-party employment, and disguised employment/dependent self-employment are on the rise globally. Among 150 countries, privately registered companies have 11% of short-term employment. In Europe, about 60% of young people in countries like Spain, Portugal and Poland can only find part-time work. Even for countries like Germany, The Netherlands and Switzerland, the corresponding percentage is at 40%. In developing economies, part-time job is also on the rise; in Bangladesh and India 2/3 jobs are casual jobs. Hong Kong was noted as being one place in Asia where part-time employment is also widespread and on the rise. (ILO, 2016).

3.30 A sentiment stemming from a lack of job stability may be one of the lack of loyalty to a job and/or company. Unlike previous generations who stayed in a company for most of their working lives, younger working adults nowadays are reported to be job-hopping. According to a survey conducted by Deloitte in 2016, only 20% of millennials intend to stay with their current employer for more than five years (Deloitte, 2016). Another study by LinkedIn shows that job-hopping is increasing steadily over time (Berger, 2016), with the leap in the average number of jobs between 2001-2005 grads (2.27 jobs) and 2006-2010 grads (2.85 jobs) being noticeably larger than any other graduate groups (Fig 3.12).

Figure 3.12 Average Number of Companies Each Graduate Group Bracket Works For



3.31 Hong Kong reports even less loyalty compared to global counterparts, and Towers Watson attributes this to disengagement. Only 26% of Hong Kong employees are highly engaged with their employers, compared with 40% globally, while 61% of Hong Kong employees are completely disengaged or detached from their employers, compared with the global average of 41% (Willis Towers Watson, 2014). Some may perceive this as a lack of commitment, and hence there should be further emphasis on values education. But undergirding this perceived lack of loyalty is the global economy causing structural shifts and that automation and innovation are causing the nature of work to change.

3.32 Overall, locally or globally, it can still be said that non-standard employment and employee loyalty are observed to be correlated.

3.33 Globally, the younger generation in developed economies are accumulating fewer assets compared to the past generation. For example, in Britain, from the 1970s to present day, increase in property prices and GDP has increased by 2 to 3 times, and the percentage of property-owners has increased, leading to a more equal distribution in wealth. Conversely, in recent years retirement pensions have decreased and there are fewer property owners compared to the previous generation. Overall, though a country has experienced growth in its economy, wealth is concentrated in the hands of the generation born before 1960, or else known as the baby boomers, which are the parents of the millennials, showing a generational inequality in wealth distribution (Bangham, 2018). In the USA, research by Deloitte Insights also points out that the younger generation has fewer assets than their parents; the gap between the median values of older families (75 years of age), when compared with younger families (35 years of age), has widened from 9.4 in 1992 to 24.1 in 2016 (Buckley & Barua, 2018).



3.34 In Hong Kong, with education qualifications (post-secondary, tertiary, professional) being considered, Hongkongers born in 1985-1989 see less increase in their salaries across the age brackets of 20-24 years to 25-29 years compared to previous generations (New Forum 新世紀論壇 & New Youth Forum 新青年論壇, 2015). As the individual makes progress in his/her career, there should be the expectation of an increase in salary. Comparing across age groups, those born in 1985-1989 see less increase in their salaries when they reach the next age bracket compared to previous groups (e.g. 1980-1984 group, 1975-1979 group). From 1993-2013, the median income of degree holders see only a mild increase of 2.3%, which is lower than inflation rates; at 90th and 10th percentile, there is a drop of 7.6% and 1% respectively. Overall, these trends in salaries, which make up a large percentage of one's income, suggest that savings and increased wealth in personal assets are happening at a slower rate for the younger generation.

3.35 Right from graduation and throughout his/her life, a younger individual nowadays will face increasing difficulties to pay student debts, non-standard employment on the rise, less increase in salaries over the years and an increase in the difficulty to save money for retirement.

Uncertain Context

3.36 In addition, stability, or predictability, for one's future is largely associated with job security, retirement stability, and also sometimes house ownership. In an era where some jobs may become increasingly obsolete owing to automation and innovation, and when house ownership becomes more difficult than before, sentiments of unpredictability will become more common among working-age adults with worries about job stability and retirement.

3.37 Jobs prospects are increasingly challenged by automation and innovation. Technology is 'killing off corporate America', according to reports from CNBC (Sheetz, 2017). According to Credit Suisse, "[t]he average age of a company listed on the S&P 500 has fallen from almost 60 years old in the 1950s to less than 20 years currently," (Klerk, Kersley, Bhatti, & Vair, 2017). By 2030, as many as 800 million jobs could be lost worldwide to automation (McKinsey Global Institute, 2017), and 5% of children entering primary school today will ultimately end up working in completely new job types that do not yet exist (World Economic Forum, 2016).

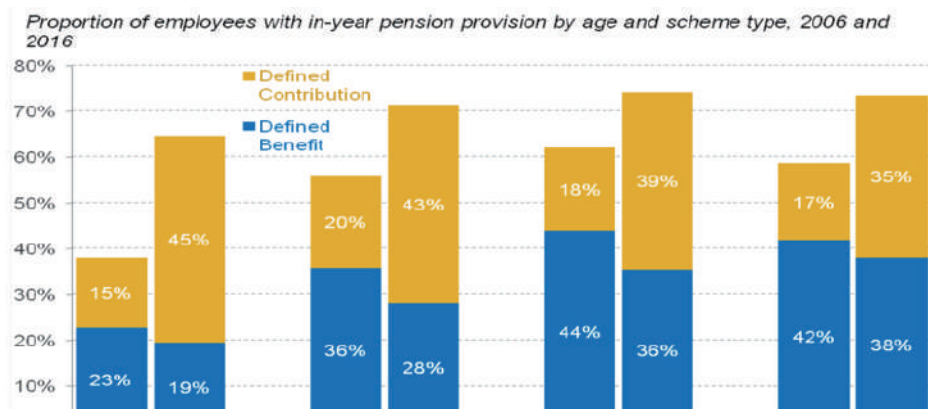
3.38 Hong Kong faces similar challenges, with 28% of the city's 3.7 million jobs being vulnerable to automation (One Country Two Systems Research Institute, 2018). On the other hand, the HKSAR Government has recently announced allocating an additional HK\$50 billion to boosting cross-border innovation and technological development, in addition to the HK\$10 billion reserved last year (Ip, 2018). With jobs growing increasingly obsolete under global automation, Hong Kong's threat is arguably reduced with increased financial support bolstering innovation.

3.39 Retirement plans will become necessary for the current young generation. IMF predicts that within the next 30 years, retirement pay-outs in mature economies will see a 15% decrease, especially in the sphere of defined benefit pensions (Bangham, 2018). In Britain, pension pots are getting smaller over generations (Fig 2.12). To employees, this means that they will become unclear of the exact amount they would retire with, hence the responsibility of finance planning is increasingly shifting towards employees, rather than employers and the government. Many millennials have thus lost confidence in social welfare provision. According to the 17th Annual Transamerica Retirement Survey, among workers in the USA, 81% of respondents are doubtful that social welfare can provide enough for retirement; consequently, millennials are said to be more prepared for retirement at a younger age (Transamerica Institute, 2016).



Figure 3.13 Declining Pension Pots in Britain 2000 vs 2016

Cohort wealth concerns 3: The decline of DB means pension pots are getting smaller

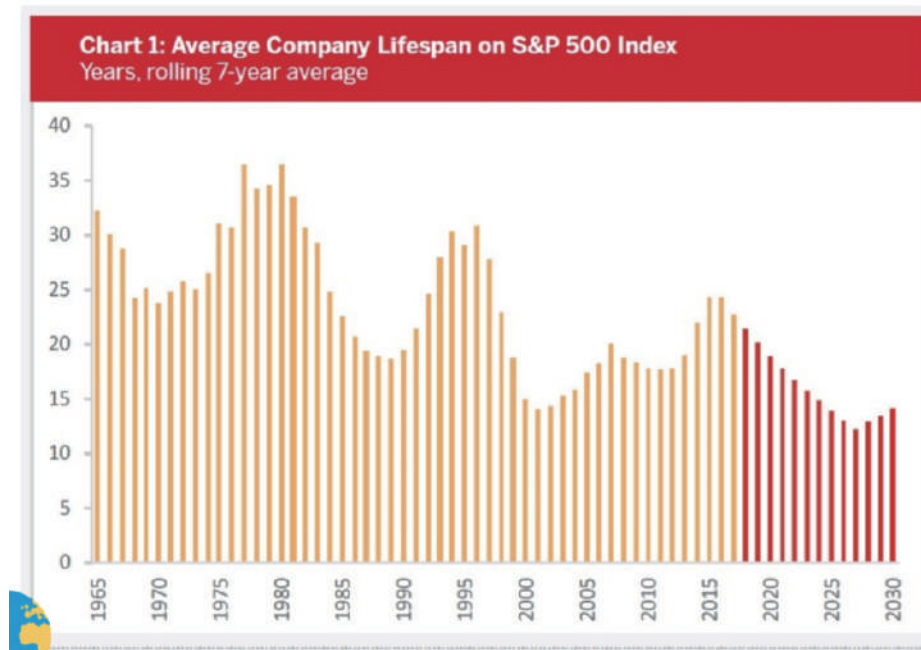


Source: D'Arcy & Gardiner, 2017

3.40 Similar sentiments can be found in Hong Kong. Currently, there are no pensions provided and residents rely on MPF, other social schemes, savings, insurance and investment when planning for retirement life. According to a survey by Willis Towers Watson, 70% of employers and employees view the MPF scheme insufficient for retirement (Willis Towers Watson, 2012). This is compounded by the fact that Hong Kong has one of the longest life expectancies in the world. Consequently, personal financial management and planning become one of the challenges facing millennials.

3.41 Although Hong Kong has one of the longest life expectancies in the world, average company lifespan is decreasing to 10-20 years (Fig. 3.14). This indicates that most people need to change their employment for any employer or company at least once in their career path, which catalyses low loyalty to the company.

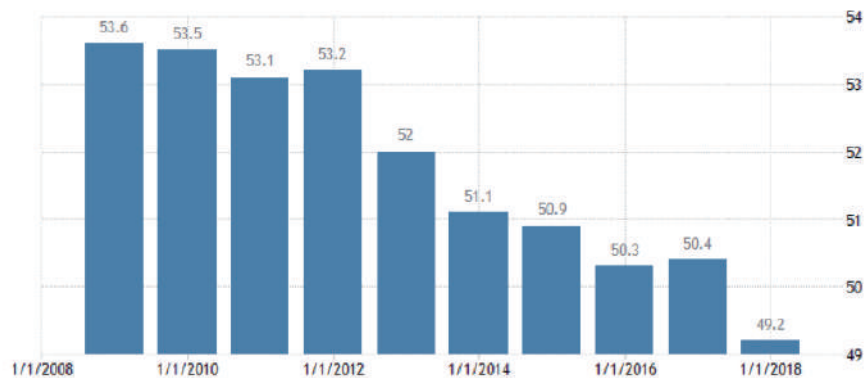
Figure 3.14 Average Company Lifespan on the S&P 500 Index



Source: Innosight, 2018

3.42 Among the millennials, unlike their parents (the baby boomers) who gained wealth through rising property prices, home-ownership rates are much lower, and the pay-off from assets are increasingly uncertain. According to Deloitte Insights, in the USA, all generations (besides those aged 75 and above), property ownership among all ages saw a drop. For example, those aged 35 and below group decreased by 4.4%; in contrast those aged 75 and above increased by 2.1% (Buckley and Barua, 2018). In Britain, home ownership for those in their late 20s has halved in the past two decades (Fig 3.15) (D'Arcy & Gardiner, 2017). Therefore, more young people are living with their parents even after graduation from tertiary education. In 2015, the percentage of youths in the USA aged 18-24 living with their parents is 40, the highest in 75 years (Picchi, 2016).



Figure 3.15 Lowering home ownership for younger generations

Source: Census and Statistics Department, Hong Kong

3.43 In Hong Kong, the overall percentage of homeowners has been falling (Fig 3.15) (Trading Economics, 2018). While there were 53% of homeowners in 2006, there were 48% in 2016. Among youths, with less income growth, it becomes increasingly difficult to save enough for buying a property; it takes more than an average of 14.4 years, or 173 months of savings before a young double-income couple (25-34 years) can save enough to afford down payment of a new home. Additionally, accommodation is taking up an increasingly large proportion of the income of university graduates. For those born in 1964-1973, accommodation took up 33.5% of their income, for graduates born in 1989-1993, accommodation takes up 61.8% of their income (New Forum 新世紀論壇 & New Youth Forum 新青年論壇, 2015).

3.44 Overall, with job prospects challenged by automation, decreased pensions and savings and lack of home-ownership, individuals feel a heightened sense of uncertainty, especially financial insecurity when planning their futures.

Complex Family Structure Context

3.45 Increasingly, family structure and values are diversifying. Globally, western post-industrial nations see a few significant trends in the family unit: decreasing household size (in terms of the number of children and generations living together), increased cohabitation, an increase of non-marital childbearing, later fertility age and low fertility rate. Overall, families have become more heterogeneous, with single-parent families, dual-earner families (also known as DINK, double-income no kids), childless families, single-person families, step-families and in some places, families with same-sex parents (Furstenberg, 2014). The underlying changes in family structure are a push and pull factors related to practical problems of fertility and childcare. Child care and elderly care are becoming increasingly challenging for working-age adults.

3.46 Hong Kong observes similar trends in change of both family structure and family values. Structurally, single person families, DINK families, and one-child households are on the rise (Fig 3.16) (Census and Statistics Department, 2017).

Figure 3.16 Increasing percentages of household size with 1, 2 or 3 persons (1981-2016)

年份 Year	住戶人數 Household size					平均住戶人數 Average household size
	1	2	3	4	5+	
實際 Actual						
1981	15.2%	15.4%	15.4%	17.2%	36.8%	3.9
1986	14.8%	16.3%	17.3%	20.6%	31.0%	3.7
1991	14.8%	18.2%	19.4%	22.5%	25.1%	3.4
1996	14.9%	19.2%	20.1%	24.0%	21.7%	3.3
2001	15.7%	21.8%	21.3%	23.4%	17.8%	3.1
2006	16.5%	24.1%	23.2%	22.7%	13.5%	3.0
2011	17.1%	25.2%	24.3%	21.2%	12.2%	2.9
2016	18.3%	26.5%	24.4%	19.5%	11.3%	2.8
推算 Projected						
2021	19.1%	27.9%	24.1%	18.2%	10.7%	2.8
2026	19.8%	29.2%	23.5%	17.2%	10.3%	2.7



On the other hand, remarriages are also on the rise. The number of remarriages of either or both parties constituted 34.7% of all marriages in 2016 as compared with only 11.5% in 1991 (Census and Statistics Department, 2018).

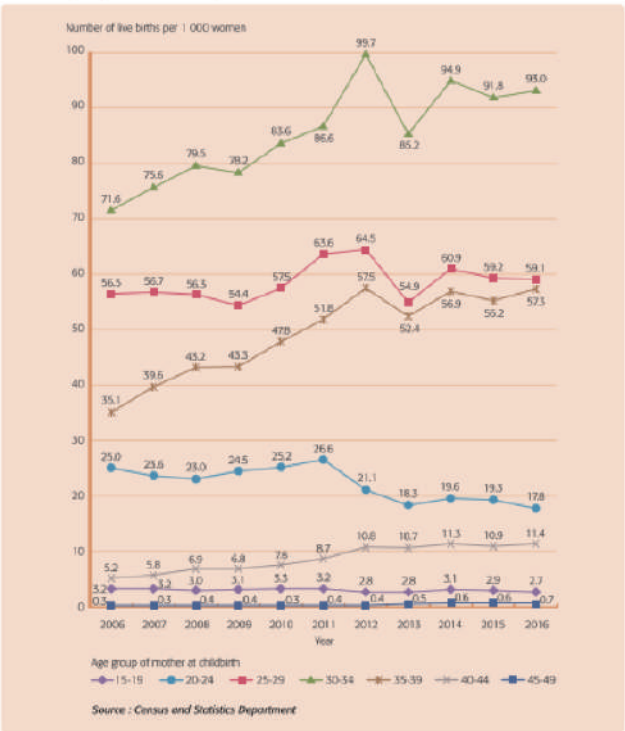
3.47 We also see increasing heterogeneity in family attitudes and values. Some key findings from a study by The University of Hong Kong (HKU) describe some ideological trends related to family. Most see the nuclear family as the ideal family type, though some provide new definitions for family. In spite of the increase in the divorce rate, support for traditional marriage remains strong; divorce is less stigmatised and many people think marriage and divorce are both choices. Cohabitation and pre-marital sex are widely accepted, especially by younger people. Same-sex sexual relationship is not accepted by most people in Hong Kong (Chow and Lum, 2008).

3.48 Structural changes undergirding family structure and value changes are limiting how people build their families; this is reflected mainly in worries of childcare and elderly care.

3.49 Increasingly, both men and women want to first establish themselves in the labour market before founding a family, and female educational attainment has risen over the past 30 years (OECD, 2011). Total fertility rate among OECD countries has fallen from 2.7 children per woman in 1970 to just over 1.7 in 2009. The age which a woman bears her first child has also increased, and the number of children each household has decreased. The report also cites the perceived inability to match work and care commitments because of inflexible labour markets and/or the lack of public support, the financial costs of raising children, and the difficulty for prospective parents in finding affordable housing to establish a family of their own (OECD, 2011) as reasons for this trend.

In terms of attitudes towards having children, though most people acknowledge having children is a necessary step in life (62%), though females with more education and higher income are less likely to think so. Similarly, long working hours, a harsh environment for family and children, and lack of money were cited as reasons for not having or not having as many children. While most (70%) respondents perceive the family to suffer when the woman has a full-time job, many also agreed that women should work outside the family even if the husband can financially support the family. Support for conventional gender roles (man as breadwinner and woman as homemaker) also received weak support at 29% (Chow and Lum, 2008). This stress is also reflected in the exponential increase in women choosing to have children in their early and late thirties (Fig 3.17) (Women's Commission, 2018).

Figure 3.17 Age Group of Mothers at Childbirth (2006-2016)



Source: Women’s Commission, 2018



3.51 Overall, in Hong Kong, though people recognise the difficult practicalities of childcare commitments, many still hope to have children; it seems that women generally hope to balance both career and care, but in reality, many have to struggle to do so.

3.52 Elderly care is also a concern for developed economies like Hong Kong. The problem for Hong Kong is even more pronounced as we now have the longest life expectancy in the world, according to a report by CNN.

3.53 "In 2010, an estimated 524 million people were aged 65 or older, representing 8% of the world's population. By 2050, this number is expected to nearly triple to about 1.5 billion, representing 16% of the world's population", says a report by WHO. Most developed nations observe that due to the betterment of healthcare facilities, death from illnesses from infectious and parasitic diseases has reduced greatly. While in nonindustrial societies, the risk of death was high at every age, and only a small proportion of people reached old age. In modern societies, most people live past middle age, and deaths are highly concentrated at older ages (World Health Organisation, 2011).

3.54 The reasons for Hong Kong's long lifespan are attributed to several factors: easy access to amenities, availability of healthcare, green environment, weather, diet, family values that provide social support and a 'determined population'—referring to the physical fitness and grit 70% of Hong Kong residents over the age of 70 who were born in the mainland who came to Hong Kong as economic migrants, hence possessing a 'survival advantage' (Senthilingam, 2018).

3.55 The financial and time burden of elderly care previously is spread among baby boomers with most of whom having siblings. As baby boomers age, their children, the millennials, are faced with increasing time and financial burden to provide for them. However, most still regard care for the elderly as responsibility, though there are many differences concerning how the responsibility can be carried out. Full-time employment and living arrangements posit that there are certain challenges for care, but other methods of elderly care include giving money (insufficient pension), practical and physical assistance from spouse, friends, and for wealthier families, domestic helpers, as well as having morning tea to exchange information among family members (Cao, 2012).



4. Re-enactment of Priority Values in the '21st Century Contexts'

4.1 The many trends summarised in this paper show how global changes are made local in the social, economic and political spheres, and our lives are structured around these trends.

4.2 As timeless as values and values education are, with changing times, the context of understanding these values and their enactment need to be shifted accordingly in order for values education to be well-positioned and continually relevant to the specificities of circumstances and projected future trends. The table below summarises enactments of seven priority values of then (2002 and 2008) and now, with associated 21st Century Contexts characteristics. Additionally, a relevant set of attitudes and skills are also closely related to the enactment of these values. Indeed, in the 21st Century Contexts, the focus and enactment of the seven priority values have to be re-examined and further understood together with relevant competencies and attitudes such as cultural, financial and media literacy, as well as a love for learning.

Figure 4.1 Table Summarising Enactments of Seven Priority Values

Priority Value 首要價值	Focus of Previous Enactment 相關景況	Associated Contexts 相關景況	New Focus For Consideration 建議未來 制定的焦點	Examples of related skills and attitudes 態度、技能與相關校外支援例子
Perseverance 堅毅	Diligence 勤奮	Uncertain Context 不確定化	Grit 篤志不懼失敗	Resilience 抗逆
Respect for Others 尊重他人	Inclusiveness 包容	Diversified Context 多元化	Cooperating with people of different standpoints 道不同仍相為謀	Cultural Literacy; Reaching out towards people of different social status; Inter-school collaborative activities 跨文化素養 跨階層接觸、 跨校協作活動
Responsibility 責任感	Responsibility towards others 對他人的責任感	Risks Individualised Context 風險個人化	Self-responsibility and being altruistic 律己利他的責任感	Financial Literacy 財務素養



Priority Value 首要價值	Focus of Previous Enactment 相關景況	Associated Contexts 相關景況	New Focus For Consideration 建議未來 制定的焦點	Examples of related skills and attitudes 態度、技能與相 關校外支援例子
National Identity 國民身份 認同	National identity 認同中國人身 分	Globalised Talent and Identity Context 技能與身分認 同全球化	National identity and respecting cultural diversity 一本多元的 國民身份認同	Basic Law education; Mainland exchange activities; Life planning education relating to the Mainland 基本法教育、 內地交流活動、 與內地相關的生涯 規劃活動
Commitment 承擔精神	Social and environmental situation 社會及 環境情況	Complex Family Structure Context 家庭結構 複雜化	Emphasising family values and entrepreneurship 重視家庭價值及企 業精神	Home-school cooperation; filial piety and fraternal duty 家校合作 孝悌價值
Integrity 誠信	Keep promises 信守諾言	Hybrid Reality Context 數碼含糊化	Professional ethics and media literacy 專業道德及 媒體素養	Life planning education 與專業相關生涯 規劃
Care for others 關愛他人	Appreciating diversity and emotional empathy 情感共鳴 和尊重多樣性	Complex Family Structure Context 家庭結構多樣 複雜化	Empathy 同理心	Learn to serve 服務學習

4.3 Globalised Talent and Identity Context that Affects National Identity Education

Globalisation has led to increasing fluid forms of identity. In a place like Hong Kong, one may potentially meet ‘Cultural Chinese’ who are non-Chinese nationals, and migrants into Hong Kong that have become Hong Kong Permanent Residents, who may or may not be ethnic Chinese, and who may or may not read, speak or write Chinese. Dealing with these discrepancies is necessary for one to navigate a globalised world.

4.4 For Hong Kong, national identity was mentioned as a prioritised value in the early 2000s as a background of the resumption of sovereignty by China. However, with increasing fluid forms of identity, national identity education is much more nuanced than simply promoting patriotism, or simply a Hong Kong vis-à-vis mainland dichotomy.

4.5 In other parts of the world, a resurgence of exclusive, protective and even nationalistic sentiments as exemplified by watershed political events in the West shows that identity politics are potentially messy if not dealt with properly, which may catalyse xenophobia within the society. Considering the plurality of Hong Kong society, national identity needs to be understood in many facets, including but not limited to: the nation-state, one country two systems, political identity, civic identity, ethnic identity, cultural identity and global citizenship. In sum, it is necessary to understand national identity as one that is one, but multi-faceted and diversified.

4.6 Uncertain Context which Calls for Perseverance

In order to prepare younger generations for an increasingly unpredictable world, where failure is inevitable; perseverance and resilience are values that should be emphasised. The value of perseverance is one whose enactment remains quite constant compared to when it was first introduced. In the early 2000s, policymakers recognised the ‘expectations and anxieties arising from their personal and social needs’ (HKSAR Education Bureau, 2002), especially when they had to cope with the prevailing social and economic changes. “Momentous technological advances and the emergence of a knowledge-based economy present pressures and challenges that are more daunting than ever to our young people.



“Perseverance, which is considered as a strength of the Chinese people, is an important quality that they should embrace to help them face life’s challenges and cope with adversities. An associated value is resilience, the ability to recover from difficulties and downturns.’ Additionally, in view of increasingly challenging employment prospects with automation and innovation, a love for learning, and life-long learning are enactments of perseverance and resilience relevant to rapid changes, such that one constantly keeps abreast and be continually relevant.

Uncertainty, breeding unwillingness to bear risks, together with the lack of capital are reflected in the lack of entrepreneurship. “Millennials are less entrepreneurial and fail more often”, says Financial Times (Pooley, 2018). In other words, there are less millennial entrepreneurs compared to previous generations. In the USA, among the 1,031 young Americans surveyed, though 67% expressed that they hoped to be self-employed, in reality, only 2% of American millennials were self-employed. Comparatively, 8% of Gen X were self-employed (Credit Suisse, 2017).

Fortunately for Hong Kong, the case of unwillingness to bear risks is less serious. Entrepreneurship seems to be on the rise: the proportion of employers decreased notably from 6.1% in 2006 to 3.6% in 2016, whereas the proportion of self-employed persons increased significantly from 4.0% in 2006 to 7.3% in 2016 (Census and Statistics Department, 2016a). While the situation is not as serious in Hong Kong, a lack of willingness to bear risks (risk-avoidance), is one aspect that might need to be noted for values education into the future. While risk-avoidance with the right amount of knowledge to make appropriate judgements is acceptable, risk-avoidance as failure-avoidance stemming from out of fear runs contrary to the values of resilience and perseverance. In short, perseverance new focus in the enactment is one which is unafraid of failure.

4.7 More Respect for Others with Increasing Diversity

'Diversity' has significantly increased over the years. While the values of respect and care for others remain the same, and enactment of these values through empathy and understanding require significant cultural literacy. Cultural literacy can be understood in two ways: Cultural literacy is a necessity to translate the values of respect and care for others into empathy, inclusiveness and understanding in suitable ways in this increasingly diversified world. In other words, respecting and appreciating diversity while maintaining harmony (和而不同). It is better to be interpreted as cross-cultural literacy of working and collaborating with others of different cultural background, standpoints, as well as understanding others from a dissimilar socio-economic status within the situation of Hong Kong in the 21st century.

4.8 Risks Individualised calls for More Responsibility for Oneself

With increased financial burden for younger individuals to bear right from graduation, paying student debts, increasing difficulty in accumulating personal assets on a job, and job prospects challenged by automation -- all these are compounded by increase in non-standardised employment, difficulty in property ownership, burden of work, and supporting a family and retirement; younger individuals need to be careful in their financial planning.

While structural factors necessitate individual-oriented choices, or even perceived lack of loyalty (as to companies, see 1.47-1.49), it does not mean encouraging individualism, such as one that blames external circumstances entirely for one's financial situation. In this circumstance, the values of responsibility and commitment also take on a different face. Originally, when they were first proposed, responsibility and commitment were understood to as the individual's role with social groups and in relation to family, society, the nation and the world. While these are important, the challenges facing an individual emphasise the importance of responsibility and commitment for oneself and consequently to others, especially in the realm of financial planning.



4.9 Integrity in a Hybrid Reality Context

With 'post-truth' and 'false news', integrity should all the more be valued and emphasised, so as to remind students not to be spreaders of false news. On top of that, media literacy is a complementary skill that should also be emphasised, such that students are able to think critically, differentiate information sources, avoid spreading falsehood and navigate a world of information for themselves. It is also an issue of professional morality, especially in the aspect of reporter and journalist, which is responsible for due diligence and providing the truth to the public audience.

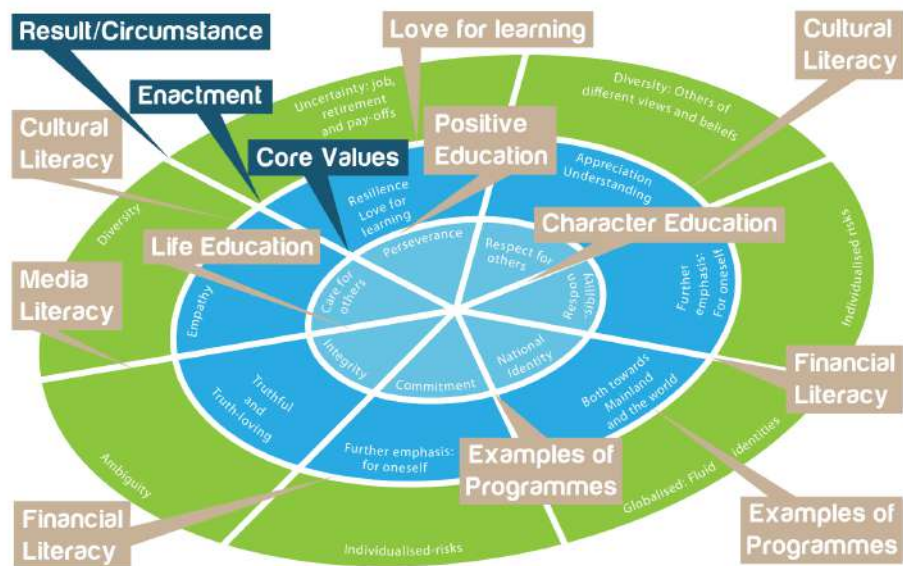
4.10 Care for Others, Responsibility and Commitment need to Respond to Complex Family Structure Context

The modern working environment, together with social changes in family structure and values, presents a challenge for the continuity of family values. Increasing heterogeneity of family structures and values are seen to be related to care responsibilities for the elderly and children. Caring for the family, commitment and responsibility are values that need to be emphasised.

4.11 Many of the priority values find application in the context of families, but the underlying conflicts and challenges are also real. For example, with individuals bearing more risk and facing uncertainty, it can become financially even more challenging to raise children and provide for the elderly, though individuals may hope to do so. Therefore, while values education can promote understanding of different family structures and backgrounds, the key still lies in creating a society which prioritises promotion of family values, and this requires effort from other spheres besides education.

4.12 With the analysis of trends, this report proposes a possibility that, if there are contentions in values education, these disagreements may not necessarily be as fundamental as a battle on values, or even an accusation of loss of values in the younger generations, as expressed by a concerned parent generation, especially baby boomers. As values education are mainly acted upon by the older generation to the younger generation, one of the points of contention may lie in the enactment of values in a different social, economic and political environment. A schematic diagram, shown below, summarises how enactments of values may take on a different focus as times change (Fig 4.2).

Figure 4.2 Schematic Diagram showing Enactment of Values in ‘21st Century Contexts’



4.13 For example, in the case of Hong Kong, the 'Lion Rock spirit', referring to the can-do attitude during the 1970s of Hong Kong people, was specific to the experiences of baby boomer generation in a period when the economy was growing (Blundy, 2017). Achieving an economic success, or even miracle, the 'Lion Rock spirit' holds important social consensus among those who lived through and hold a social memory of it. This may be a basis of older generational accusation of young people, the millennials who face vastly different economic and social circumstances as their parent generation. Sometimes referred to dramatically as 'millennial bashing' in the media, there are examples of this occurring in other parts of the world. Besides a 'can-do' attitude, values education in today's world requires young people to possess a set of values, attitudes and competencies that are characteristic of the world they live in. Beyond the realm of education, however, are other social institutions which form the structural support for creating a society where positive values, such as family values, can thrive.

4.14 The pervasiveness of the '21st Century Contexts', as of now and the future, calls for attention. It is important that all stakeholders, including parents, educators in schools, other concerned groups such as charities or funders championing values and values education, and NGOs, engage with the reality of a changing world and how core values have different enactment and focus from the past. Moving forward, policy advocacy to NGOs and funding bodies, engaging with parents as well as professional development of educators are some steps to take in order to raise awareness of the importance of how the '21st Century Contexts' informs values education, not just for shared priority values, but also extend these understandings to the re-examination of school-based values.

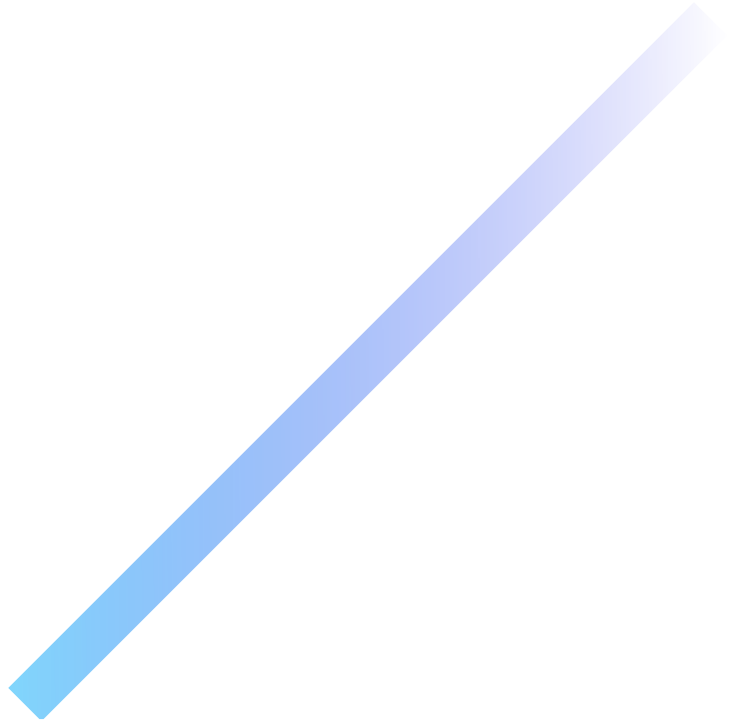
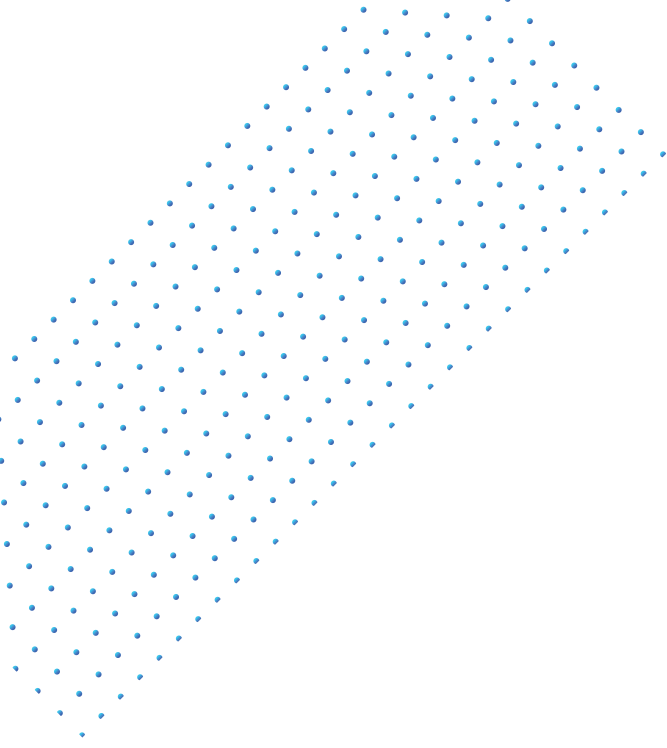
5. How to Implement Values Into Education?

5.1 Values education does not only focus on teaching values theoretically, but is also related to skills and attitudes. Those skills and attitudes have a tight relationship with social practice. However, relying solely on the power of the school is not enough to utilize the effort of values education. It should bridge students and society up by providing opportunities for social practicum to the students.

5.2 Effectiveness will be strengthened if schools can cooperate with social enterprise or institutes. For instance, there are several social enterprises providing this kind of extra package activities for values education, like organizing inter-school collaboration. Besides, these packages provide opportunities to students for social participation and work with industries, which can enhance students' career planning. Moreover, practicum provides real situations and challenges to the students' resilience.

5.3 Therefore, cooperation with social institutes can give a full view of current society to the students, while it also enhances the integrity of values education, which bridges students into practice, and puts students into practice, from schools to the society.





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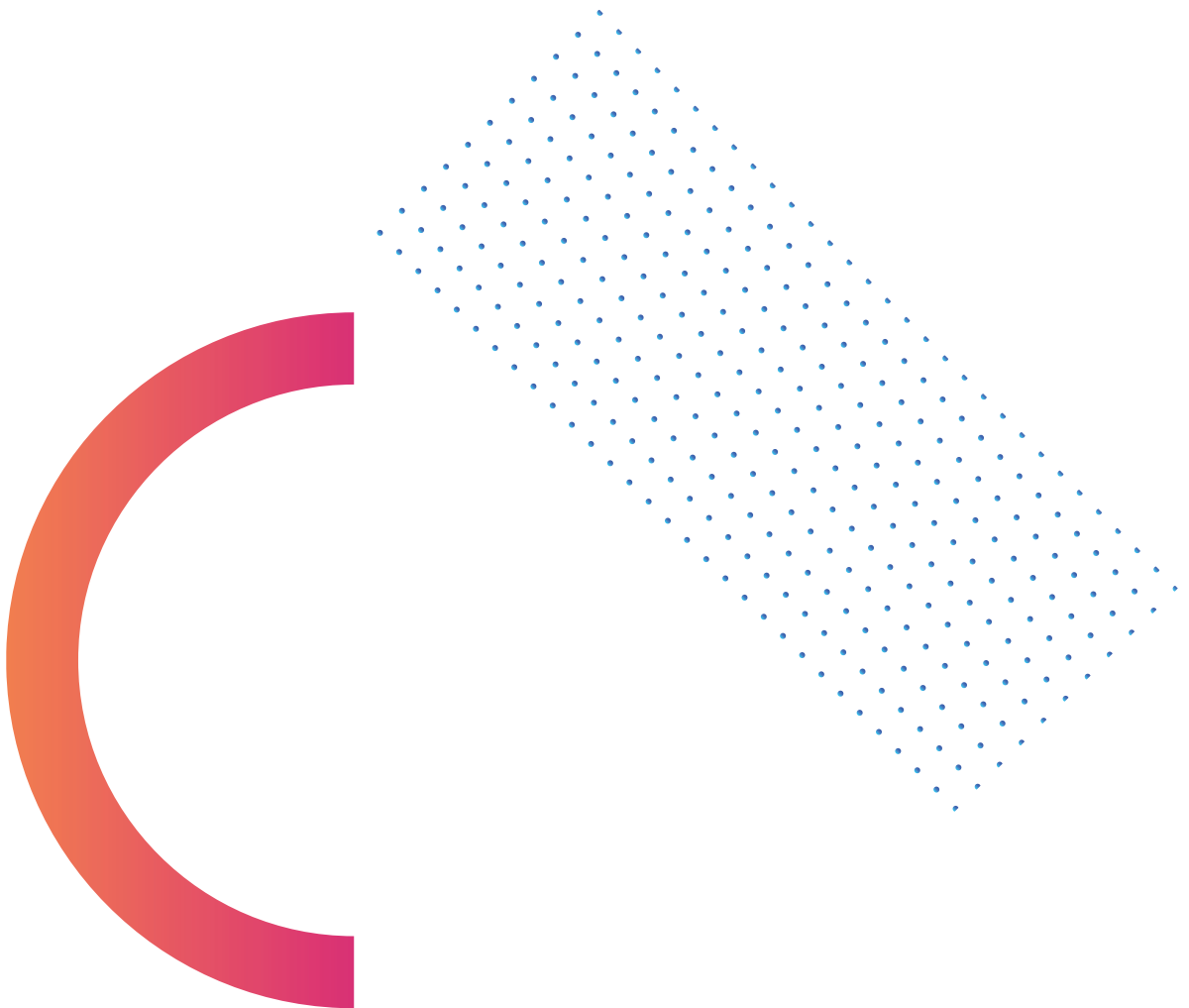
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Acknowledgement

Hong Kong Policy Research Institute hereby acknowledges sponsor of Wofoo Foundation for their support and financial support with thanks, without which our work could not have been carried out.



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本聲明以英文版本為準。

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Publish Date: November 2019

ISBN: 978-962-8240-32-6

