

A NEW APPROACH

TO **WHOLE
PERSON
DEVELOPMENT**

..... *Framework for HK Secondary Students*



Foreword

Whole person development (“WPD”) has been one of the goals of Hong Kong’s education policy since 2000s in Hong Kong, but what does it exactly entail?

MWYO, a youth-oriented think tank established in 2015, held a series of engagement sessions and focus groups with youth, parents, educators, youth workers and other stakeholders of youth development in 2017, to collect views on and construct the ideals for a youth policy in Hong Kong. One recurring theme discussed at the engagement sessions was whole person development. While the participants recognised the importance for youth to develop multiple intelligence and competencies, they opined that the current education system did not encourage multifaceted development.

The discussion of whole person development in the engagement sessions inspired us to look into the following questions – does the educational sector (including principals and teachers), students, and parents have a consensus on the definition of whole person development? If not, is it possible for schools to curate and evaluate their curriculum and extra-curricular activities to cater for students’ balanced development?

This is the rationale and objective of the first phase of “A New Approach to Whole Person Development” – to establish a credible and compendious framework that defines “whole person development”. We have consulted scholars, principals, teachers and youth workers, and came up with a Whole Person Development Framework that suggests the specific core competencies, skills and values that students should develop to unleash their potentials and talents.

Living in a fast-changing and dynamic era, education should be able to prepare students for the future. I am positive that the Whole Person Development Framework will prove to be a useful tool for the educational sector to rethink the future needs of Hong Kong youth, and inspire school policy, curriculum and activity design. I encourage everyone to be part of the change, to reshape the educational culture for the development of youth in Hong Kong.

A handwritten signature in black ink, consisting of a stylized 'M' followed by a cursive 'W' and 'L'.

Ming Wai LAU
Founder and Director, MWYO

CHAPTER 01

Introduction

Background

In both East and West, the concept of whole person development has long been the centrepiece of education systems across cultures. In the Middle Ages, the liberal arts approach adopted by schools in Europe aimed to holistically develop students not only in academic subjects, but also in practical skills essential at the time, such as astronomy, musical skills and rhetoric¹. Similarly, since the Spring and Autumn Period, Confucian educational ideals in the East have emphasised the balanced acquisition of multiple skills and virtues – etiquette, mathematics, music, horsemanship, archery and literature. The similar focus of different cultures on a holistic education stems from the same objective – education should go beyond the transfer of knowledge; develop youth into well-rounded, responsible citizens; and cater for developmental needs that are unique to the culture and epoch.

Whole person development has also been one of the aims of the Hong Kong education policy since the education reform of 2000². However, it has always taken a backseat to knowledge acquisition, which has a more direct relationship with access to future educational opportunities. Simply put, “the point of education is to get good grades to get into university and therefore a good job” is something that is deeply rooted in the minds of many Hong Kong people, while whole person development is often considered not as significant. While academic knowledge contributes significantly to students’ development, it should not be the only focus in our education.

What changes do we need in Hong Kong’s schools to achieve this less-emphasized aim of our education policy? This paper seeks to set out some general observations, and proposes a whole person development framework (“the Framework”) that comprises core competencies and values befitting the needs of future Hong Kong youth, the changing nature of work and the societal situations they face, with a view to cultivating in youth the awareness and the capability to attain whole person development. The paper is then supplemented by two application-oriented outputs, including good case practice sharing from secondary schools and a proposed scale for assessing students’ whole person development, which are published in “A New Approach to Whole Person Development” – Good Case Practices³.



“ WPD has always taken a backseat to knowledge acquisition, which has a more direct relationship with access to future educational opportunities. ”

¹ Wagner, D. (2007). The seven liberal arts in the Middle Ages.

² Curriculum Development Council. (2001). Learning to learn: The way forward in curriculum development: Life-long learning and whole person development. Hong Kong.

³ MWYO. (2019). A New Approach to Whole Person Development.

General Observations

Owing to the responses collected in the engagement sessions, MWYO conducted 18 interviews with school principals, teachers and youth workers to understand how the education and youth work sectors see the status quo of whole person development in Hong Kong's secondary schools. From the interviews, it was generally observed that:

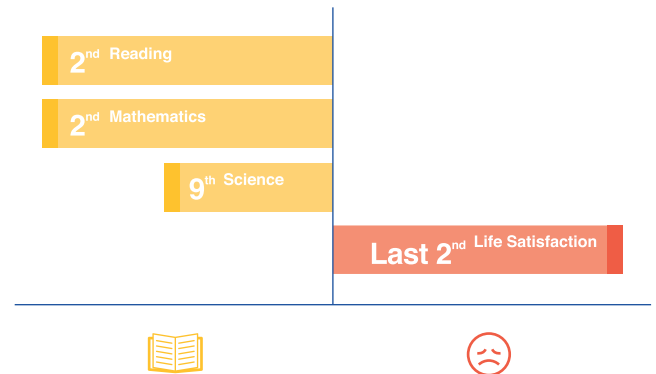
I. The education system in Hong Kong is heavily result-focused

With the exception of a few, employers generally prefer to hire university graduates, and this has made examination grades the most important metric for students' educational success. Since universities select and admit students mainly on the basis of academic results, and non-academically oriented students have limited alternative routes to university education, parents, teachers and students themselves are pressured to prioritise study.

While this has yielded results for the overall academic performance of Hong Kong students in comparison with advanced economies worldwide, the over-emphasis on academic results has led to adverse effects on students' mental health and life satisfaction⁴.

In the 2016 results of the Programme for International Student Assessment ("PISA") conducted by the Organisation for Economic Co-operation and Development ("OECD"), Hong Kong students were ranked second in both Reading and Mathematics, and ninth in Science among 72 participating countries⁵. However, Hong Kong students were ranked the second to last in life satisfaction⁶. Reports of Hong Kong students succumbing to stress have become a grave concern in the local community. In March 2018, a survey on the well-being of the Hong Kong Diploma of Secondary Education ("HKDSE") candidates showed that 83% felt highly stressed because of this public exam⁷.

Ranking of HK Students among 72 Countries



II. Students participate in a large number of extra-curricular activities but often for utilitarian purposes

Youth develop multiple talents in many ways and often through participating in extra-curricular activities, either organised at school, by community organisations or privately. The nature of these activities varies greatly, ranging from sports, music, art and culture to other areas of interest.

A study conducted by the Hong Kong Federation of Youth Groups ("HKFYG") in 2013 found that over 90% of youth surveyed participated in extra-curricular activities during the summer holidays, with 34.3% participating in six to ten activities, and 24.4% participating in 11 or more. During the school term, students joined even more such activities, since their schools were the main organisers of the activities: 34.4% of the youth respondents stated that they would join 11 or more such activities after returning to school⁸.

According to the 2018 report on the Public Engagement for Youth Development Strategy, there is a phenomenon among youth participating in extra-curricular activities to brush up one's curriculum vitae ("CV") to improve their chances of educational advancement⁹.

This utilitarian perspective on extra-curricular activities is shared by parents. According to a survey conducted by the Women Affairs Committee of the Democratic Alliance for the Betterment and Progress of Hong Kong in 2017, 70.4% of the parents interviewed thought that participation in such activities would be beneficial to the future education of their children, and 47.8% would reduce their children's participation if they were uncondusive to educational advancement¹⁰.

III. Definition and framework for whole person development are lacking

Pursuant to the reform of the education system in 2000, all-round development as well as lifelong learning became the overarching vision of Hong Kong's education system¹¹. While the Education

Bureau has issued curriculum guidelines that touch upon whole person development, different stakeholders, including schools, teachers and youth workers seem to have varying interpretations on the guidelines^{12,13}. Local academics specialising in young people's whole person development have commented that despite active promotion of whole person development, no consensus have been reached on what whole person development actually amounted to¹⁴.

Without a clearly defined whole person development framework commonly accepted by educators, youth workers and other stakeholders, policies, curricular or activities in their design and implementation may lack coherence and consistency. It is noted from interviews with principals that schools' decisions on what extra-curricular activities to offer to its students often depended on whether there was funding support by outside bodies or the Government. Without a comprehensive framework that stresses balanced development, schools run the risks of neglecting certain core competencies which are less topical or not readily funded.

⁴ HKSAR Government. (2016). International study shows Hong Kong students' continued outstanding performance in reading, mathematical and scientific literacy.

[online] Available at: <https://www.info.gov.hk/gia/general/201612/06/P2016120600679.htm> [Accessed 13 Nov. 2018].

⁵ OECD (2018). PISA 2015 Results in Focus.

[online] Available at: <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf> [Accessed 12 Nov. 2018].

⁶ Ditto.

⁷ Ming Pao. (2018). 調查：逾五成DSE考生感到壓力大 近三成沒有解壓概念.

[online] Available at: https://news.mingpao.com/ins/instannews/web_tc/article/20180321/s00001/1521621770769 [Accessed 12 Nov. 2018].

⁸ HKET. (2013). 3成學生 課外活動逾11個.

[online] Available at:

<https://paper.hket.com/article/127767/3%E6%88%90%E5%AD%B8%E7%94%9F%20%E8%AA%B2%E5%A4%96%E6%B4%BB%E5%8B%95%E9%80%BE11%E5%80%8B>

⁹ Commission on Youth (2018). Youth Development Strategy for Hong Kong: Public Engagement Report.

[online] p.34. Available at: https://www.ydc.gov.hk/files/pressroom/public_engagement_report_en.pdf [Accessed 12 Nov. 2018].

¹⁰ HKET. (2018). 調查：六成家長認為報課外活動 助贏在起跑線.

[online] Available at:

<https://topick.hket.com/article/475598/%E8%AA%BF%E6%9F%A5%EF%BC%9A6%E6%88%90%E5%AE%B6%E9%95%B7%E8%AA%8D%E7%82%BA%E5%A0%B1%E8%AA%B2%E5%A4%96%E6%B4%BB%E5%8B%95%20%E5%8A%A9%E8%B4%8F%E5%9C%A8%E8%B5%B7%E8%B7%91%E7%B7%9A> [Accessed 12 Nov. 2018].

¹¹ Ditto.

¹² Education Bureau. (2001). The School Curriculum- What is Worth Learning.

Retrieved from https://cd1.edb.hkedcity.net/cd/EN/Content_2908/e03/chapter3_19-29.pdf

¹³ Education Bureau. (2017). Learning Goals, School Curriculum Framework and Planning.

Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%202_en_20180831.pdf

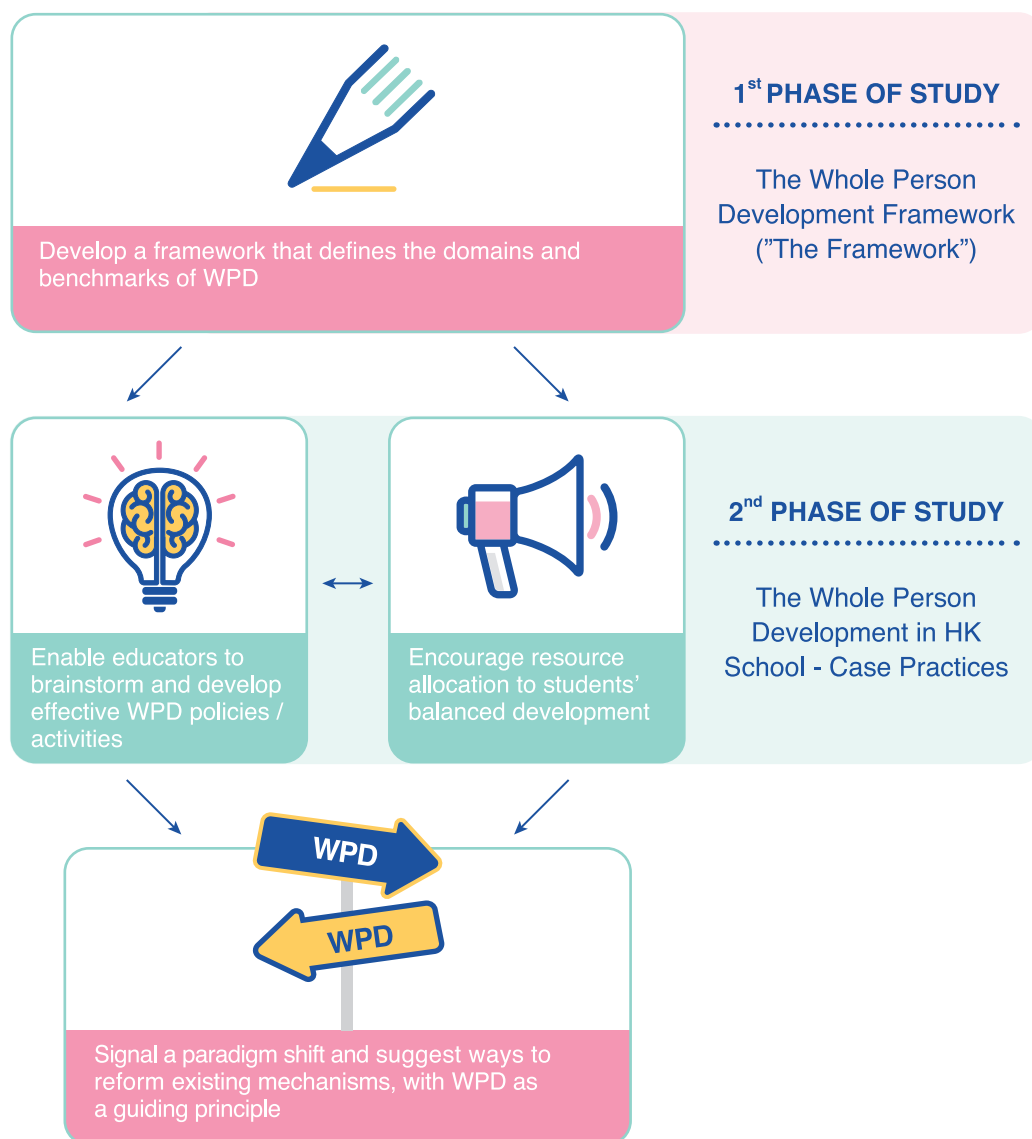
¹⁴ HKEJ. (2016). 淺談「全人教育」.

[online] Available at: <https://iknow.hkej.com/php/article.detail.php?aid=21609> [Accessed 13 Nov. 2018].

CHAPTER 02

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Aims, Methodology &
Guiding Principles

Objectives of The Study



The education system's focus on results and the utilitarian participation phenomenon are the by-products of the existing mechanisms of examination, university admission and alternative educational and training options. Changes would require thorough discussion on whether and how to reform these mechanisms in the long term. A definition together with a framework of whole person development will help signal a change of direction as much as suggest the directions in which the mechanisms should be reviewed.

As such, this paper proposes the Framework, after consulting principals, teachers, academics and youth workers, with the aim of developing a credible and unified framework that defines the domains and benchmarks for whole person development at secondary schools in Hong Kong.

Followed by the Framework, the Case Practices paper would feature good examples from selected schools in Hong Kong, which helps educators to develop and reimagine whole person development policies / activities, thereby encourage resource allocation to students' balanced development.

All in all, the two-phase study aims to signal a paradigm shift in the goals of education and suggest ways to reform mechanisms.

Overseas References

In formulating the Framework, apart from consulting schools, the research team has made reference to overseas examples, including:

- Partnership for 21st Century Learning¹⁵
- Assessment of Transversal Competencies¹⁶
- The Definition and Selection of Key Competencies¹⁷
- Key Competencies for Lifelong Learning – European Reference Framework¹⁸
- Whole Person Development Inventory¹⁹
- The Desired Outcomes of Education of Singapore²⁰
- The Implementation Plan for K-12 Free Education of Taiwan²¹
- Multiple Intelligences: New Horizons in Theory and Practice²²
- Core Social and Emotional Learning (“SEL”) Competencies²³
- Positive Youth Development: Theory, Research, and Applications²⁴

It is recognised that these frameworks and theories have different aims for different contexts (e.g. to promote certain competencies for incorporation in mainstream education curriculum) and enable young people to understand different aspects of themselves. References to these frameworks and theories inform the formulation of the proposed Framework, in order to achieve the four aforementioned objectives.

¹⁵ P21. (n.d.). Framework for 21st Century Learning - P21.

[online] Available at: <http://www.p21.org/our-work/p21-framework> [Accessed 13 Nov. 2018].

¹⁶ UNESCO. (2016). Assessment of Transversal Competencies.

[online] Available at: <http://unesdoc.unesco.org/images/0024/002465/246590E.pdf> [Accessed 13 Nov. 2018].

¹⁷ OECD (2005). The Definition and Selection of Key Competencies. Executive Summary.

[online] Available at: <https://www.oecd.org/pisa/35070367.pdf> [Accessed 13 Nov. 2018].

¹⁸ Office for Official Publications of the European Communities (2007). Key Competencies for Lifelong Learning - European Reference Framework. Lifelong Learning Programme.

¹⁹ HKBU. (2018). Whole Person Development Inventory.

[online] Available at: <https://sa.hkbu.edu.hk/cdc/wpdi/page/detail/669> [Accessed 13 Nov. 2018].

²⁰ Singapore Ministry of Education. (2015). Desired Outcomes of Education.

[online] Available at: <https://www.moe.gov.sg/education/education-system/desired-outcomes-of-education> [Accessed 13 Nov. 2018].

²¹ K-12 Education Administration, Ministry of Education. (n.d.). 12年國民基本教育實施計劃.

[online] Available at: <http://12basic.edu.tw/content.php?ParentNo=8&LevelNo=38> [Accessed 13 Nov. 2018].

²² Gardner, H. E. (2008). Multiple intelligences: New horizons in theory and practice. Basic books.

²³ CASEL (2018). Core SEL Competencies.

[online] Available at: <https://casel.org/core-competencies/>

²⁴ L. Benson, Peter & Scales, Peter & Hamilton, Stephen & Sesma, Arturo. (2007). Positive Youth Development: Theory, Research, and Applications. 10.1002/9780470147658.chpsy0116.

Guiding Principles in Formulating the Framework

To provide meaningful guidance on Hong Kong students' whole person development needs, the Framework seeks to adapt common competencies and skills from overseas framework and development theories to the Hong Kong context, with the following guiding principles:

GUIDING PRINCIPLES	DETAILS
a) Develop students' intellectual and non-cognitive abilities comprehensively, in order to empower students to face diverse life situations in an interconnected way	As mentioned above, the education system in Hong Kong is overly oriented towards academic results. While intellectual development and academic performance are important to youth, non-cognitive competencies and attributes are just as crucial to prepare young people for joining the society and facing a multiplicity of life situations with sophistication.
b) Equip students with the necessary skills for the rapid change of the world, including globalisation, ageing population and technological advancements	Every era has unique requirements and opportunities for its young generation. It is the role of education to prepare students for future modes of living and working. By 2050, the lives of young people will be shaped by many factors, known and unknown, such as ageing population, globalisation and technological advancements. The Framework must correspond to these trends.
c) Help students establish their identity through six-year secondary education	As young people venture through adolescence, they undergo multiple transitions – physical, emotional and ideological. These transitions have lasting impacts as they continue onto adulthood. How they see themselves and understand themselves affect directly their orientations in life, relationships with others and involvement in society.
d) Raise students' sense of satisfaction with school life, by balancing the need to improve their competitiveness and to maintain or strengthen psychological well-being	Education should be a satisfying experience. It should of course aim to equip youth with skills and abilities necessary for dealing with life's practicalities. This should however not be taken to the extreme, to ensure that students can derive satisfaction from learning and thereby encourage them to aspire to life-long learning.

Limitations in Framework Formation

The Framework²⁵ is formulated with the following limitations in mind:

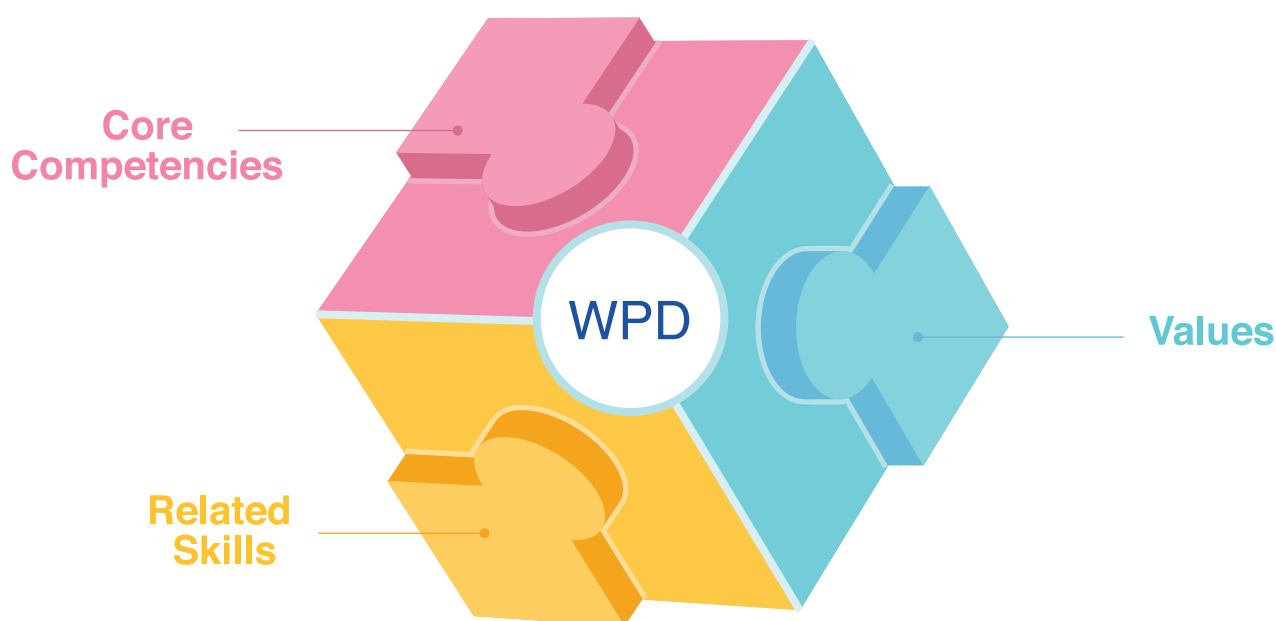
- 01** Despite the thorough consideration of the guiding principles in the Framework design, it should be noted that societal situations change constantly. For the Framework to remain relevant, the competencies and skills illustrated must be reviewed from time to time.
- 02** This Framework is not a syllabus for whole person development. It aims only to provide guidance to schools and teachers on whole person development objectives and topics, when they formulate and design school policies, curricula and activities.
- 03** The Framework does not discuss the respective contribution of academic teaching and extra-curricular activities to whole person development. It is believed that most of the skills proposed, such as critical thinking, creativity, civic literacy and communication, can be developed with the synergy of formal and non-formal education.

²⁵ The Framework is part of “A New Approach to Whole Person Development”, which comprises both theoretical and application-oriented elements. This paper outlines the Project’s theoretical element (the Framework). It is supplemented by two application-oriented outputs, including good case practice sharing from secondary schools and a proposed scale for assessing students’ whole person development.

Framework Components

Based on overseas references and the results of discussion with the education and youth sectors, the proposed Framework composes of three main components, **core competencies, related skills and values**.

TERMINOLOGY	DESCRIPTION
Core Competencies	Key attributes/capabilities that a student is expected to develop
Related Skills	Corresponding practical skills outlined for each of the core competency
Values	Intangible characters and values that underpin the core competencies and related skills



The five core competencies are formulated under the guiding principles as the key areas of the capabilities which a secondary school student should possess in this decade. Under each of the core competencies, concrete corresponding skills are introduced to define the developmental needs and to offer more practical references for educators and youth workers. This paper also suggests the values that will be instilled alongside the development of skills. These values are important to ensure that the acquisition of relevant competencies and skills will be long-lasting and their applications are meaningful.

Framework Key Areas

To achieve the said aims, the Framework is built up of five core competencies:



- **Health / Wellness**

Take measures to maintain a healthy lifestyle in physical, psychological and social aspects.



- **Life Skills**

Possess essential life qualities, in order to self-manage and embrace life challenges.



- **Relationship Literacy**

Realise the importance of forming sustainable and healthy relationships with family, friends and community.



- **Civic Literacy**

Understand one's civic rights and duties; have knowledge of the implications of social affairs; make informed civic decisions.



- **Global Awareness**

Understand issues through a global perspective; connect with the rest of the global networks in the economic, cultural or political field; become a global citizen.

WPD FRAMEWORK



Health And Wellness

- Exercise participation
- Study-life balance / Mental health awareness



Global Awareness

- Intercultural effectiveness
- Environmental awareness



Core Competencies



Skills



Values



Life Skills: Resilience and Problem-solving Ability

- Sportsmanship
- Self-direction skills
- Creativity
- Critical problem solving
- Flexibility & adaptability
- Leadership & execution skills
- Cultural appreciation

Values

Humility

Compassion

Balance of Needs

Self-worth

Resilience

Optimism

Productivity

Responsibility



Relationship Literacy

- Relationship management skills
- Communication skills



Civic Literacy

- Awareness of social affairs
- Discharge of civic responsibilities
- Volunteerism

CHAPTER 04

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Core Competencies & Component Skills



It is common knowledge that good health is the basis for any achievement in life. A healthy body provides students with a solid foundation for any form of learning and development. As students become adults, they should be able to understand the importance of a healthy lifestyle, in physical, psychological and social terms. Mental well-being in particular is a crucial part of a healthy life, especially in a society known to be fast-paced and high-stress. Maintaining good physical and mental health will not only empower young people to overcome the challenges they face at present and in the future, but also to develop their own interests and aspirations outside academic study.

“ **Understand the importance of a healthy lifestyle, in physical, psychological and social terms.** ”

Under this core competency, the Framework incorporates two skills, exercise participation and study-life balance / mental health awareness.



Skill 1A

Exercise Participation

Physical exercise is a direct way to improve health. Young people should be led to understand the importance of sports in maintaining a healthy lifestyle, and be encouraged to establish a habit of regular exercise. As the World Health Organisation suggests, 60 minutes of physical exercise daily is essential for the maintenance of young people's health²⁶.

Sports require students to commit to continuous, intensive training. Besides, since introduction to sports usually take place in group-based physical education lessons or through teams, peer encouragement plays a part in sustaining youth participation in sports. The fun nature of sports and competitions also encourage youth to exercise more.



Skill 1B

Study-Life Balance / Mental Health Awareness

Besides physical wellness, mental health is also crucial to youth development. Given the emphasis on competition and elitism in the education system, it is not surprising that academic studies represent the major source of stress for young people. A recent survey conducted by the Samaritan Befrienders shows that studying accounted for the greatest stress felt by almost 80% of the student respondents²⁷.

According to the Hong Kong Department of Health, stress is a “negative emotional experience ... consequences of a person's appraisal of whether his / her personal resources are sufficient to meet life's demands”²⁸. Regardless of one's life stage, one will surely go through difficult situations which one feels inadequate to face and which are therefore stressful. But it should also be noted that stress can be a source of positivity whereby one is encouraged to improve oneself, to be more resourceful and to seek social support.

Skill 1B

**Study-Life Balance /
Mental Health
Awareness**

Young people should therefore be educated about stress management, particularly about turning stress into a productive force, finding effective ways to relieve stress and obtaining social and community support when facing hardships. They should be supported to establish their own mechanisms to deal with stress.

Not only should students be taught that one's mental health status contributes to one's overall health and wellness, they should also be cultivated to have a sense of work/ life balance. The things one does outside one's studies/ work are of equal importance in contributing to one's experience of the world. Placing too much focus on only one aspect in life may have adverse effects. To achieve a balanced life, students should appreciate the need for rest and take rest time into account in their planning.

²⁶ World Health Organisation. (n.d.). Physical activity and young people.
[online] Available at: https://www.who.int/dietphysicalactivity/factsheet_young_people/en/ [Accessed 13 Nov. 2018].

²⁷ Beacon College. (2017). 青少年煩惱與壓力問卷調查發佈會.
Retrieved from <https://www.beacon.com.hk/popindex/case010detail.pdf>

²⁸ Department of Health. (2014). Student Health Service - Stress Management.
[online] Available at: https://www.studenthealth.gov.hk/english/health/health_ph/health_ph_stress.html [Accessed 13 Nov. 2018].



Life Skills: Resilience and Problem-solving Ability

Whether it is for attaining career and life goals, creating work to benefit society, or solving problems in daily lives, one needs a full repertoire of life skills – from solving problems creatively, leading and working with others, to the appreciation of values and cultures. While the requirements of these generic skills are common for youth from different generations, at different eras, **these requirements need to be adjusted to fit the situations youth live in.**

The changing nature of work nowadays requires youth to have multiple skills and the ability to apply the skills in an interconnected way. The paper proposes a set of **seven generic skills** that are essential for youth.



Skill 2A

Leadership and Execution Skills

Youth would need more collaboration skills in their future workplace. The idea of work has become more “organic” and collaborative. A report by Deloitte in 2017 discovered that only 14 percent of executives find organisational hierarchy a highly effective model to run an organisation and instead companies are transforming into a more flexible, team-centric model²⁹.

With reduced hierarchy, roles become fluid and workers may need to perform their duties under different hats simultaneously – as a leader, supporter, decision-maker, and advisor. They need enhanced leadership and execution skills to make things work, such as how to give critical and constructive feedback to others and motivate them to achieve the team’s goal.

As work arrangement has become more flexible, with increasing popularity of independent work and multiple employment gaining more acceptance, youth should be equipped with the ability to plan smartly, utilise available resources economically, manage time efficiently, and multi-task effectively³⁰.



Skill 2B

Self-direction Skills

We are living in the Internet age. With the help of search engines and other internet services, youth have basically every single piece of information at their fingertips. Rather than following the traditional learning and work models, such as classroom teaching and supervisor-subordinate relationship, youth are increasingly expected to learn and direct themselves to achieve learning and work goals with resources available online and offline. In face of these requirements, youth should possess a high degree of self-discipline to persistently drive themselves to the end goals, the ability to self-evaluate and reflect on their prior mistakes, as well as curiosity and readiness to learn new things along the way.



Skill 2C

Creativity

In an era where (online and offline) tools and resources are abundantly available for use, it is easier for one to produce work and products. An example is the use of computer software to produce images that are up to a certain level of quality and industrial standard. The differentiation of “good” and “bad” work or product thus lies more in how creative or original the idea is in terms of problem-solving or meeting user demands. Youth should be encouraged to think out of the box in life situations (not only in art lessons) and make being creative an attitude as well as an approach towards life.



Skill 2D

Critical Problem Solving

Due to the heterogeneity of problems youth are expected to solve in their work and daily lives, and the emergence of new ones ensuing from technological advancements, it is crucial that they learn to identify the problem in a new situation, break down complex issues into manageable questions, observe attentively, obtain essential information, reason logically, and come up with effective solutions and be able to present them.



Skill 2E

Flexibility and Adaptability

The fast development of the world in recent decades, thanks to technological advancements, has given rise to new trends and made old practices obsolete at a pace much faster than before. From artificial intelligence to blockchain technology, the world is expanding to new horizons that affect not only the economy but people's ways of life too. Exposing youth to new phenomena and knowledge in the world is important for providing them with fresh angles to attain their potentials and grasp opportunities.



Skill 2F

Sportsmanship

This is a traditional quality encompassing the values of respecting rules, abiding by disciplines, dealing with failure and striving for the best performance. These values are still as important as it was before, and cannot be neglected in an all-round youth training.



Skill 2G

Cultural Appreciation

Alongside the more practical skills and qualities, cultural appreciation is also important in an all-round youth's repertoire of life skills because not only does it train youth to observe and appreciate the beauty and good qualities in things (be it in art, culture or life), it also helps youth to develop interest in things outside studies/ work and have a more balanced life.

²⁹ Deloitte (2017). Rewriting the rules for the digital age. 2017 Deloitte Global Human Capital Trends. [online] Available at: <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/organization-of-the-future.html> [Accessed 13 Nov. 2018].

³⁰ Manyika, J., Lund, S., Bughin, J., Mischke, J., Mahajan, D., & Robinson, K. (2016). Independent work: Choice, necessity, and the gig economy (Rep.). McKinsey.

The advent of technology has brought about not only economic development and day-to-day convenience, but it has also reduced the occurrence for physical interactions between human beings³¹. This is especially true for youth who are already being criticised for being more individualistic compared to our parent's generation. Youngsters should be reminded of the importance of forming **sustainable and healthy relationships** with families, friends and the community.

In this respect, this paper proposes that both communication skills and relationship management skills are essential for improving relationship literacy among young people.



Skill 3A Communication Skills

The ability to convey messages and articulate thoughts effectively via verbal and non-verbal communications has always been an important quality for youth of different generations. In this day and age, the world is much more globalised than the previous generation's. Students should be developed into communicators who can present their thoughts in their mother tongue as well as foreign languages. The need to develop youth's multilingual skills in the international city of Hong Kong is even stronger. Apart from communicating thoughts, youth should also learn to communicate sentiments and emotions through applying suitable tones and manners according to the context and purpose (e.g. to inform, command and persuade).

With the foundation of these communication skills, which ensures effective and clear conveyance of ideas and intentions, youth would be able to understand the underlying emotions of other people, adopt suitable communication approaches in different contexts, and resolve conflicts in an understanding and constructive manner.



Skill 3B Relationship Management Skills

Apart from communication skills, youth should also be equipped with relationship management skills to form sustainable and healthy social circles and maintain relationships confidently. This will require youth to possess empathy, the ability of conflict resolution, as well as the ability to build and foster bonds with the important ones in their lives. Ultimately, they should be empowered to constructively influence and interact with others in their social circles to lead positive lives.

³¹ Emily Drago. (n.d.). The Effect of Technology on Face-to-Face Communication. [online] Available at: <https://www.elon.edu/docs/e-web/academics/communications/research/vol6no1/02DragoEJSpring15.pdf> [Accessed 13 Nov. 2018].



Civic Literacy

In the past two decades, Hong Kong has witnessed youngsters' increasing awareness of and involvement in public affairs and social issues. A series of political events have provoked students to think about how society affects their lives and conversely how they could contribute to its affairs. A well-rounded education should include civic education, particularly on the topic of how to voice one's opinion and participate in public decision-making through voting and other constructive means. Civic education should also include promoting volunteerism. Civic education should also include promoting volunteerism.



Skill 4A

Awareness of Social Affairs

At the outset students should be encouraged to get to know more about social affairs. They should also be equipped with hard knowledge such as government structure, legislative procedures as well as channels and methods to communicate their opinions to decision makers. On the other hand, students should possess the correct attitude to approach social issues from different perspectives and to respect as well as empathise with others from different backgrounds. Ultimately, youth should be able to analyse logically pros and cons of different policy proposals, the underlying interests held by different parties, and come up with practical, concrete suggestions to resolve deadlocks of different social issues.



Skill 4B

Discharge of Responsibilities

Apart from being aware of social affairs, it is also important that youth could learn to discharge their civic responsibilities in meaningful and constructive ways, putting their good ideas into action. They should be encouraged to constructively communicate their ideas and suggestions to decision-makers as well as the community. To achieve this, youngsters should understand their basic civic responsibilities as well as rights as a citizen of Hong Kong, through voting in elections, participating in government consultations, as well as joining discussions in advisory and statutory bodies.



Skill 4C

Volunteerism

Volunteerism is also an irreplaceable avenue to cultivate youth's civic literacy. As a volunteer, youth will be in touch with members of the public who often come from a background different from their own. This will broaden youth's knowledge about the society and sharpen their sensitivities towards people going through different experiences and from diverse walks of lives. These are important qualities for youth to understand their role in the society and what they can do to contribute to the well-being of others and the society as a whole.



Global Awareness

Youth now live in a highly globalised world. Given the increased interflow of resources and influences among economies worldwide, young people need to appreciate how their lives will be affected by global events, how to cooperate with people from different cultural backgrounds and how their actions will impact others on a global scale.

Under this core competency, youngsters should be nurtured to possess intercultural effectiveness and environmental awareness, with a view to motivating them to be global citizens.



Skill 5A

Intercultural Effectiveness

As global citizens, youngsters should be equipped with the abilities and tools to understand global events and the significance to their present and future life. Close interactions with people from other cultures, religions and lifestyles will be an integral part of their daily lives or professional work. Youth should at an early age accumulate ample understanding, empathy and skills to communicate, cooperate and resolve conflicts with people from a totally different cultural background.



Skill 5B

Environmental Awareness

Environmental protection is an issue of global significance. Young people in Hong Kong should be educated of the consequences of their actions to the environment as well as the underlying impact not only to their immediate surrounding but also to the environment of other countries. Youth should be the champion of environmental protection in their communities and help advocate environmental awareness to other generations and devise solutions to address environmental challenges.

CHAPTER 05

Values as a Basis of “Whole Person”

The Significance of Values to Whole Person Development

Apart from the core competencies and skills, values also form an integral part to foster students' whole person development. We have to empower students to apply their knowledge and skills meaningfully in their daily lives. In 2014, the Singaporean Government included values in their education curriculum, with the aim of emphasising the importance of ethical standards in education³². The inclusion supports the **notion that knowledge and skills should be underpinned by values**. We believe that Hong Kong could benefit from the same approach. Together with the core competencies and skills acquired in the Framework, it is expected that students would be able to **shape their beliefs and actions in life, and view all aspects of life in an interconnected way**.

“LIFE”

- Love
- Insights
- Fortitude
- Engagement

Prof. Ho Lok Sang, a renowned scholar in Hong Kong who publishes the Hong Kong Happiness Index Survey every year, proposed four values which include Love, Insights, Fortitude and Engagement (“LIFE”) that could generate better “mental capital”^{33, 34}. It refers to the qualities that allow people to overcome difficulties and achieve better outcomes. It is said that “mental capital allows people to enjoy more mental goods like love, a sense of autonomy, freedom from anxiety and self-esteem, as people are able to capitalise on these qualities and establish meaningful relationships with ourselves and others”. The ultimate goal of establishing mental capital is to achieve the state of “enduring happiness”, which is also known as “authentic happiness”, as proposed by Seligman, who is credited as the father of Positive Psychology³⁵. It is not one’s mood at a particular moment, but instead it is “looking at your life as a whole, how happy or unhappy you are”.

The goal of establishing mental capital is in fact in line with one of the guiding principles of The Framework – to establish students’ own identities and let them regain their satisfaction in learning at schools and in life, ultimately achieving “wholeness” in life.

As such, with reference to the qualities suggested by Ho, this paper proposes, in each of the component in “LIFE”, two related values that are pertinent to whole person development (as shown on the next page). A few factors are taken into consideration when coming up with the values, which include the relevance of the values to 1) whole person development, 2) status quo of students and 3) the original intent of the LIFE qualities, respectively.

³² Singapore Ministry of Education (2015). 21st Century Competencies.

[online] Available at: <https://www.moe.gov.sg/education/education-system/21st-century-competencies> [Accessed 12 Nov. 2018].

³³ Ho, L. (2014). The psychology and economics of happiness. London: Routledge, pp.43-47.

³⁴ Ho, L. (2016). Hong Kong Happiness Index Survey 2016.

[online] Available at: <http://commons.in.edu.hk/hkhi/12>

³⁵ Seligman, M. (2017). Authentic happiness. [S.I.]: Nicholas Brealey Pub.

COMPONENTS	DETAILS	SUGGESTED WPD VALUES
Love	The propensity to care for others and have a genuine concern for others' well-being	<ul style="list-style-type: none"> ● Compassion: the ability to step into others' shoes and empathise with others' difficulties; and ● Humility: the tendency to see beyond oneself and be oriented towards others.
Insights / Wisdom	The sense of proportion or sense of balance, a culture or living style that allows "efficient production of mental goods" and the ability to distinguish means from ends	<ul style="list-style-type: none"> ● Balance of needs: the sense of proportion in life (e.g. the balance of time spent with family, lover and friends etc.); and ● Self-worth: the intrinsic worth of oneself and the ability to understand one's sense of purpose in life.
Fortitude	The ability to face adversity	<ul style="list-style-type: none"> ● Resilience: the quality to stay tough during hardships; and ● Optimism: the positive mentality to bounce back in shape after challenges.
Engagement	The ability to put thoughts into actions	<ul style="list-style-type: none"> ● Responsibility: the sense of mission to identify, plan and stay focused towards one's goals; and ● Productivity: the ability to execute the goal in an efficient and orderly manner.

Cultivating Values through Developing Core Competencies

It is believed that all of the values proposed **do not require intentional coaching at school, but can be cultivated through developing the core competencies in the Framework instead**; The table below further illustrates how the Framework's qualities correlate to our proposed values.

The correlation between core competencies and values:

CORE COMPETENCIES	RELATED SKILLS	LOVE		INSIGHTS		FORTITUDE		ENGAGEMENT	
		Compassion	Humility	Balance of needs	Self-Worth	Resilience	Optimism	Responsibility	Productivity
Health and Wellness	Exercise Participation			✓	✓	✓	✓		
	Study-Life Balance/ Mental Health Awareness			✓	✓				
Life Skills	Execution Skills							✓	✓
	Self-Direction Skills							✓	✓
	Creativity								✓
	Critical Problem Solving					✓	✓	✓	✓
	Flexibility & Adaptability					✓	✓		✓
	Sportsmanship		✓	✓	✓	✓	✓		
	Cultural Appreciation	✓	✓	✓					
Relationship Literacy	Communication Skills	✓	✓						
	Relationship Management Skills	✓	✓	✓	✓			✓	
Civic Literacy	Awareness to Social Affairs	✓	✓	✓	✓			✓	
	Discharge of Civic Responsibilities			✓	✓			✓	
	Volunteerism	✓	✓		✓		✓	✓	
Global Awareness	Intercultural Effectiveness	✓	✓	✓	✓				
	Environmental Awareness	✓	✓	✓	✓		✓	✓	

Values Needed as a "Whole Person"

The State of Enduring Happiness

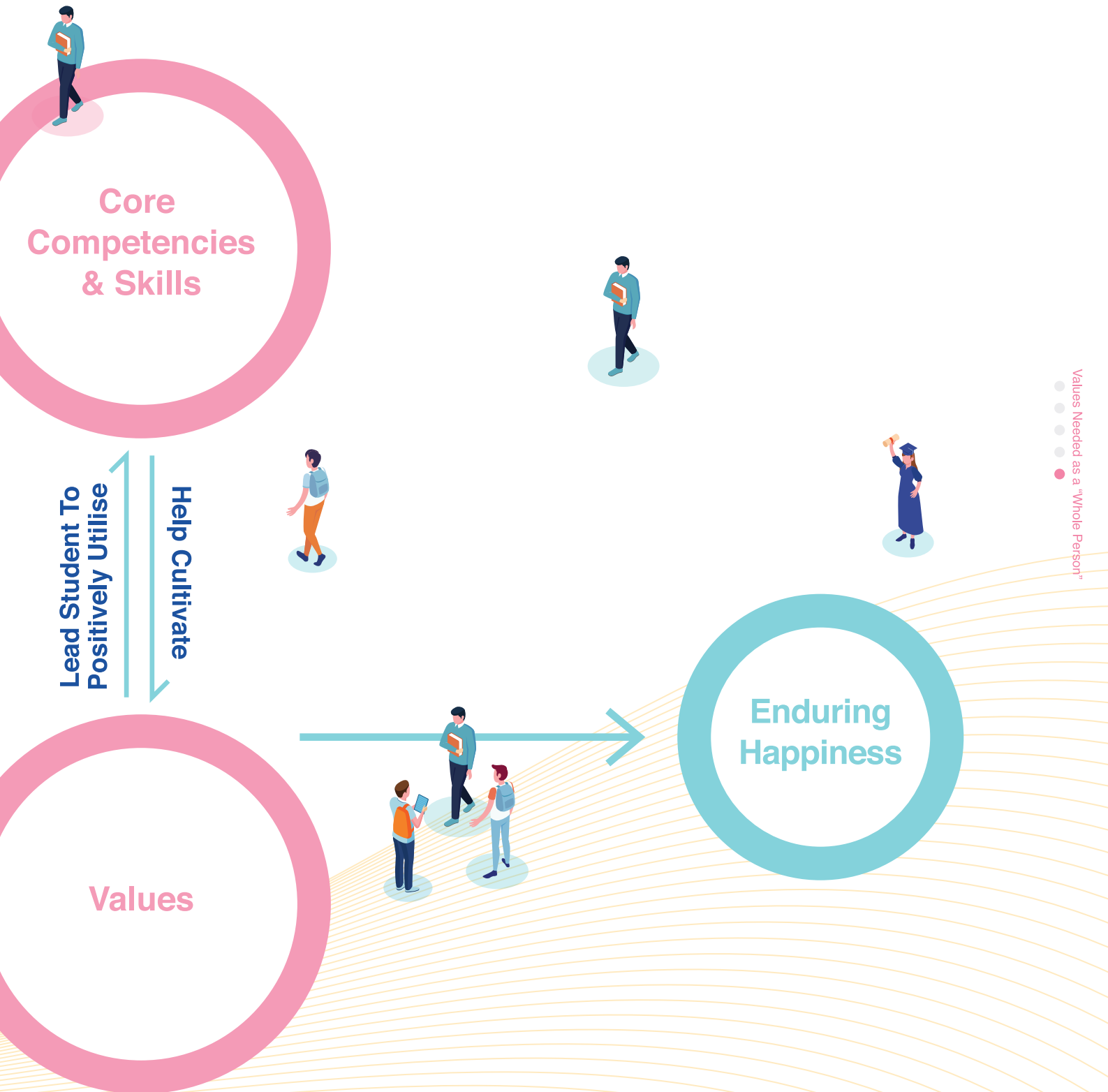
While it is proved that the above values correlate with self-reported happiness, this paper believes that by cultivating students' values through developing their core competencies, they can accumulate positive mental capital, attain psychological health and achieve enduring happiness, through integrating the core competencies, related qualities and values attained from the Framework³⁶.



³⁶ Ditto.

The Relationship between Core Competencies, Skills and Values

Core competencies (including skills) and values are mutually reinforcing. On one hand, developing core competencies would help cultivating values; on the other hand, values underpin the core competencies acquired and lead students to utilise them positively. Alongside underpinning the core competencies under The Framework, values derived from the LIFE framework would lead students to achieve the state of enduring happiness.



About Us



Thought Leadership on Youth Development

MWYO is an independent think tank that focuses on youth issues in Hong Kong. Our work spans across research studies and surveys, advocacy and education, and training and capacity building. We actively engage and work with everyone who has a stake in the positive outcome of young people's development: youth, parents, headmasters, teachers, social workers, employers, civil society leaders, governments, and political parties. Our mission is to be a thought leader in all aspects of youth development in Hong Kong.

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