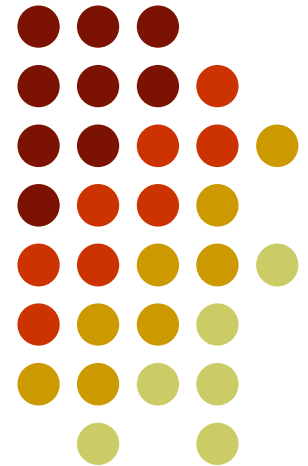# The Development of Citizenship Education Curriculum in Hong Kong after 1997: Tensions & Contents

Wing On Lee

Open University of Hong Kong

# Education Reform Before and After 1997

- Before 1997 – Deadline syndrome
- Curriculum Changes: History, Geography, Economics and Public Affairs (EPA), Government and Public Affairs (GPA) and Social Studies, General Studies
- Assessment: Target and Target Related Assessment (TTRA), later renamed Target Oriented Curriculum (TOC), was enforced within a span of 2-3 years during 1992-4
- University places to 18%
- unitary university system was adopted to allow most former polytechnics and colleges to be converted to universities and under a British university model of 3 years

Postcolonial syndrome

- Overhaul curriculum reform
- Review of curriculum contents
- Medium of instruction policy
- Education structural change from 6-3-2-2-3 to a 6-3-3-4 system from primary to higher education

課程檢視報告

# 學校課程內的中國元素

# 目錄

# National Identity Education

## China Elements in Various Subjects in Hong Kong

| | |
|---|---|
| Social Studies | The Chinese people:<br>• My Country and My People (include: geographical background of China, relief, climate, land and climate as resources)<br>• Culture and Customs of the Chinese People (origin of the Chinese civilisation, languages and dialects, customs, festivals and different forms of arts) |
| | • My Country and My People<br>• Structure of the Central People's government<br>• The Economy of the Mainland of China |
| Economic and Public Affairs | • Hong Kong as a part of China; identity as a Chinese Citizen of the HKSAR |
| | • The Relationship Between the CPG of the PRC and the Government of the HKSAR |
| Government and Public Affairs | • Resumption of the Exercise of Sovereignty over Hong Kong by the PRC<br>• The PRC and the HKSAR |
| | • The Government and Politics of the PRC |
| Geography | • Population problems in China |

| Liberal Studies | China Today: |
|---|---|
| | - The philosophies and principles that underlie the political structure and the modernisation drive of China since 1978 |
| | - The latest developments in economic restructuring and economic development strategy; the aspirations and reactions of the people; the impact of the latest developments upon the lives of the people |
| | - The latest developments in political and legal reforms; the aspirations and reactions of the people; the impact of the latest developments upon the lives of the people |
| | - The issues arising from the population size of China; the way of government to address these issues; the role of education in resolving these issues and in improving people's quality of life |
| | - The way forward for China in terms of national reunification and ethnic harmony |
| | - How do the current developments in China affect its participation in the international arena? |

| Chinese Language | The characteristic of Chinese Language is to preserve Chinese traditions, and to develop students' national identity implicitly. Through the learning of language, students can grasp and appreciate Chinese culture and tradition. |
| --- | --- |
| Chinese History | The curriculum of Chinese language and Chinese history are interconnected so as to strengthen students' understanding of Chinese history and culture. At the same time, it is not only acquiring knowledge and increasing ability, but also strengthening their sense of belonging towards one's country and nation. Through the learning of Chinese history, students are able to understand Chinese history, culture and tradition more deeply. |

# Four key learning tasks proposed in the new curriculum document

- ***Moral and civic education***, to help students establish their values and attitudes;
- Reading, to learn broadly with appropriate strategies to learn more effectively;
- Project learning, to develop generic skills, acquire and build knowledge; and
- Information technology, for interactive learning.

# Five priority values in the new curriculum document

- Perseverance
- Respect for others
- Responsibility
- National identity
- Commitment

# National Identity of People in Hong Kong

| Year/ Month | Hongkonger | Chinese | Hongkonger> Chinese | Chinese> Hongkonger |
|---|---|---|---|---|
| 1997/08 | 60% | 38% | --- | --- |
| 1998/01 | 50% | 50% | --- | --- |
| 1998/10 | --- | --- | 57% | 29% |
| 1998/11 | 33.9% | 39.9% | 15.8% | 10.4% |
| 1999/06 | 62% | 34% | --- | --- |
| 2000/05 | --- | --- | 40% | 49% |
| 2000/05 | --- | --- | 52.9% | 37.7% |
| 2000/06 | 82.8% | 83.3% | --- | --- |
| 2001/09 | --- | --- | 54% | 38% |
| 2001/10 | 60% | 19% | --- | --- |
| 2002/08 | 25% | 21% | --- | --- |
| 2002/09 | 50% | 40% | --- | --- |
| 2002/09 | 51% | 48% | --- | --- |

# Learning for Life
# Learning through Life

## Reform Proposals for
## the Education System in Hong Kong

Hong Kong Special Administrative Region of
The People's Republic of China

### Education Commission

September 2000

Education Blueprint for the 21ˢᵗ Century

# Globalisation: Justification for Curriculum Reform

- The world is undergoing fundamental economic, technological, social and cultural changes. The world economy is in the midst of a radical transformation, and the industrial economy is gradually being replaced by the knowledge-based economy. … Rapid developments in information technology have removed the boundaries and territorial constraints for trade, finance, transport and communication. As communication links become globalised, competition is also globalised. (Education Commission, 2000, pp. 27-28)

# *Learning To Learn*

## The Way Forward in Curriculum Development

## Consultation Document

Hong Kong Special Administrative Region of
The People's Republic of China
**Curriculum Development Council**
*November 2000*

- To cope with the challenges of the 21st Century, education in Hong Kong must keep abreast of the global trends and students have to empower themselves to learn beyond the confines of the classroom. The school curriculum, apart from helping students to acquire the necessary knowledge, should also help the younger generation to develop a global outlook, to learn how to learn and to master lifelong skills that can be used outside schools. (Curriculum Development Council, *Learning to Learn,* 2001)

# A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum

| Core Values: Personal | Sustaining Values: Personal | Core Values: Social | Sustaining Values: Social | Attitudes |
|---|---|---|---|---|
| - sanctity of life | - self-esteem | - equality | - plurality | - optimistic |
| - truth | - self-reflection | - kindness | - due process of law | - participatory |
| - aesthetics | - self-discipline | - benevolence | - democracy | - critical |
| - honesty | - self-cultivation | - love | - freedom and liberty | - creative |
| - human dignity | - principled morality | - freedom | - common will | - appreciative |
| - rationality | - self-determination | - common good | - patriotism | - empathetic |
| - creativity | - openness | - mutuality | - tolerance | - caring and concern |
| - courage | - independence | - justice | - equal opportunities | - positive |
| - liberty | - enterprise | - trust | - culture and civilization heritage | - confident |
| - affectivity | - integrity | - interdependence | - human rights and responsibilities | - cooperative |
| - individuality | - simplicity | - sustainability | - rationality | - responsible |
|  | - sensitivity | - betterment of human kind | - sense of belonging | - adaptable to changes |
|  | - modesty |  | - solidarity | - open-minded |
|  | - perseverance |  |  | - with a respect for |
|  |  |  |  | · self |
|  |  |  |  | · life |
|  |  |  |  | · quality and excellence |
|  |  |  |  | · evidence |
|  |  |  |  | · fair play |
|  |  |  |  | · rule of law |
|  |  |  |  | · different ways of life, beliefs and opinions |
|  |  |  |  | · the environment |
|  |  |  |  | - with a desire to learn |
|  |  |  |  | - diligent |
|  |  |  |  | - committed to core and sustaining values |

It is believed that the development of the above values and attitudes, together with the strengthening of students' self-management and interpersonal skills, should enable them to make wise decisions on emerging issues in society and cope with stress and negative influences from various sources. Different KLAs have, in their contexts, included a range of learning objectives contributing to the development of these values and attitudes at different key stages of learning. These learning objectives, however, are by no means implying that values and attitudinal development should progress in the order of key stages. They are proposed to facilitate the planning of relevant learning experiences in or across the KLAs.

# 80 Values mentioned in the Curriculum Reform Document

- Only a handful are related to national identity:

## Core Values: Personal

- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality

## Sustaining Values: Personal

- self-esteem
- self-reflection
- self-discipline
- self-cultivation
- principled morality
- self-determination
- openness
- independence
- enterprise
- integrity
- simplicity
- sensitivity
- modesty
- perseverance

## Core Values: Social

- equality
- kindness
- benevolence
- love
- freedom
- common good
- mutuality
- justice
- trust
- interdependence
- sustainability
- betterment of human kind

## Sustaining Values: Social

- plurality
- due process of law
- democracy
- freedom and liberty
- common will
- patriotism
- tolerance
- equal opportunities
- culture and civilization heritage
- human rights and responsibilities
- rationality
- sense of belonging
- solidarity

## Attitudes

- optimistic
- participatory
- critical
- creative
- appreciative
- empathetic
- caring and concern
- positive
- confident
- cooperative
- responsible
- adaptable to changes
- open-minded
- with a respect for
  - self
  - life
  - quality and excellence
  - evidence
  - fair play
  - rule of law
  - different ways of life, beliefs and opinions
  - the environment
- with a desire to learn
- diligent
- committed to core and sustaining values

# *Primary Curriculum:* Global Understanding and the Information Era:

- Characteristics of people of different cultures
- Cultural differences which affect the lives of different peoples
- The ways we perceive other cultural groups
- Respecting cultural differences
- Ways people interact with other cultural groups
- Reasons for people to exchange information, goods and services
- Ways that people in the world are linked
- How Hong Kong and China are related to the regions around them
- Common elements found in different cultures
- Influences of the physical environment and social conditions on cultural developments of the world
- Effects of cultural interaction on cultures and societies
- The effect of major historical events
- Major current international events
- The interdependence of different parts of the world
- Communicating using IT tools with people in different parts of the world

# *Secondary Curriculum:*

- Secondary 1: discuss current events, including those important local, national and international news.

- Secondary 2: discuss recent developments in China, the relationship between China and the world, and the interdependence between Hong Kong and the Mainland.

- Secondary 3: McDonald and the global village, globalisation and interdependence, cultural exchange, poverty, war and peace, technology and human society, economic ethics, living in the interdependent world.

# The paradox of globalisation and localisation in Hong Kong

- Post 1997 curriculum contents: towards strengthening of national identity, but no obvious changes in national identity 10 years after the handover

- Education reform as a post-colonial syndrome, radical changes in education structure, curriculum, medium of instructions, explicit foci on moral and civics, plus national identity values

- But justifications for reform: gloalisation

# Complexities in Localisation, Nationalisation and globalisation

Hong Kong:

- Nationalisation ≠ localisation → delocalisation
- Globalisation ≠ delocalisation → localisation

# Complexities of globalisation and localisation in Hong Kong

- Nationalisation $\longrightarrow$ delocalisation, recolonisation

- Nationalisation in HK can be conceived as delocalised nationalism

- Localisation $\longrightarrow$ globalisation/internationalisation

- Localisation in HK can be conceived as localised nationalisation