REINFORCING HK VALUES EDUCATION THROUGH

Reinforcing HK Values Education through Design Thinking

DESIGN THINKING

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Contents:

Abstract

There has been growing concern about the quality of education in Hong Kong, with critics arguing that the education system places too much emphasis on academic achievement. Therefore, Hong Kong urgently needs to strengthen values education and help students develop basic life skills.

Hong Kong's education system has been under constant pressure to change amid fears of an overemphasis on academic achievement and a decline in the quality of personnel. The education system focus on academic performance is seen as dogmatic, with students forced to excel in exams at the expense of other important aspects of their development.

To address these issues, there is a growing consensus that Hong Kong's education system needs to reinforce values such as grit, ethics, responsibility, creativity, and social contribution. However, past efforts to promote values education have been criticized for being ineffective and failing to adequately meet the needs of students and teachers. Therefore, there is a need to strengthen values education and find new ways to engage students in the learning process.

A promising approach to improve values education in Hong Kong is to apply design thinking. Design thinking (Double diamond, see figure 1) is a human-centered approach to problem solving that emphasizes empathy and understanding the needs and perspectives of students, teachers, and other stakeholders. By using design thinking, educators can develop innovative solutions that better meet the needs of the key stakeholders and help create more engaging and effective learning environments.

Figure 1: Double Diamond of design thinking (Design Council, n.d.)
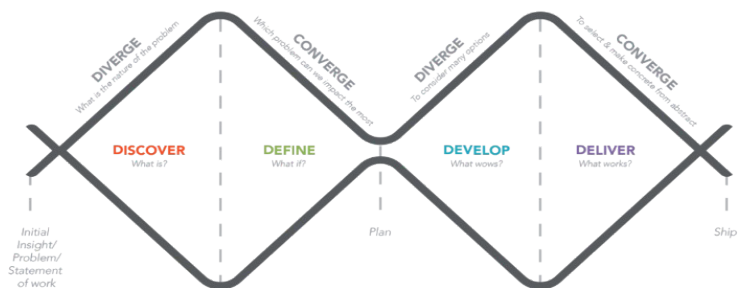

Figure 2: Agile method

Moreover, education reform is a long-term process that requires constant evaluation and improvement. To this end, Agile method (see figure 2) can be introduced into the design and implementation of educational programs. Agile methods involve breaking down large projects into smaller, more manageable tasks, which allows educators to respond more quickly to feedback and adjust their approaches
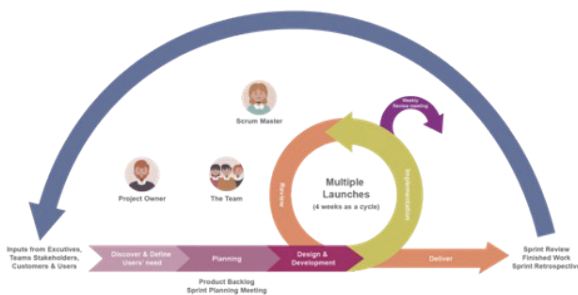
By strengthening values education and adopting innovative approaches such as design thinking and agile methodologies, it is believed that Hong Kong can strive to achieve SDGs 3 (good health and well-being), 4 (quality education) and 11 (sustainable cities and communities). Ultimately, this will help develop a more well-rounded and socially responsible generation of Hong Kong citizens who possess the skills and values needed to succeed in the 21st century.

Introduction

HK suicide rate for children under 15 hit historical high last year with 11 victims (2021)

12.3
Suicide rate
in Hong Kong
that is, 12.3 people died by suicide per 100,000 people

1.7
people died by suicide per 100,000 people
Suicide rate
under age of 15

9.3
people died by suicide per 100,000 people
Suicide rate
aged of 15 to 24

Source by: HKU Jockey Club Suicide Prevention Research Center (September 10, 2022)

Among them, 16 were high school students, and 26.3% of the cases were suspected to be...

related to their STUDIES.

They mentioned the problems of exams, repeat and choosing the wrong subjects, and 7.9% of them had excellent grades themselves.

Hong Kong students are under too much pressure in their study life

In October 2021, the Youth Association's "Caring for the Frontline 2777 8899" and "uTouch Online Youth Outreach Service" successfully interviewed 3,669 Form 1 to Form 6 students in the form of self-administered questionnaires to understand their emotional and health status . The results show that among the 3,669 students interviewed, more than four-eight percent (48.6%) had a high level of stress index (see the full result at appendix 1).

A Call For Change

Revitalizing Hong Kong's Education

In recent years, the Hong Kong education system has come under scrutiny for its relentless pursuit of academic excellence, leading to a stressful study environment for students. This intense pressure has had severe consequences, with some students tragically resorting to suicide as a means of escape. It is evident that a profound transformation is urgently needed to address the detrimental impact of this high-stakes education culture. These warning signs shed light on the challenges faced by students and advocate for an overhaul of Hong Kong's education system that prioritizes wellbeing, holistic development and a nurturing learning environment that fosters creativity, resilience and a genuine love of learning.

"The goal of education is not only to cultivate people with various professional abilities, but more importantly, to cultivate people who can give meaning to their lives."

--- *Nussbaum, M. (2017)*

01

DISCOVER

Understanding the Landscape of Value Education in Hong Kong

1.1 The problem of HK education: utilitarian education

1.2 The Value of education

1.3 Values education

1.4 The external factors impact the education system in Hong Kong

Utilitarian Education

Education in Hong Kong has been widely criticized as **utilitarian education**, mainly because the education system pays too much attention to test scores and enrollment rates, while ignoring the cultivation of students' comprehensive quality and critical thinking ability. There are many reasons behind this phenomenon.

First of all, Hong Kong is an economically developed city, and education has become the main way for many people to improve their social status and economic income. This society's pursuit of academic qualifications has made Hong Kong society attach great importance to academic qualifications to a very high level. Students and parents are very concerned about academic performance and enrollment rate. This ethos of pursuing academic qualifications has also contributed to the utilitarianization of Hong Kong's education system.

Second, the Hong Kong government also has certain responsibilities in education policy. In the past, the Hong Kong government has implemented examination-based education policies, such as the "nine-year compulsory education" and the "Hong Kong Diploma of Secondary Education (DSE)". These policies have led to an education system that places too much emphasis on test scores and enrollment rates, while ignoring the cultivation of students' comprehensive quality and critical thinking skills. In 2023, some analysts pointed out that **analytical thinking and creative thinking** are regarded as core skills by more and more companies (see appendix 2 and 3), which implies that the Hong Kong education system is out of touch with the times.

In addition, the structure and culture of the Hong Kong education system is also an important reason for utilitarian education. Hong Kong's education system is mainly based on subject knowledge and focuses on "cramming" teaching methods, ignoring students' initiative and creativity. This educational culture has also led students to focus only on test scores and neglect other aspects of development.

Nussbaum's Critique of Utilitarian Education (Nussbaum, M. ,2017).

Nussbaum (Nussbaum, M. ,2017), an educator, criticized the utilitarian tendency in the modern education system in her book "Not for Profit: Why Democracy Needs the Humanities". She pointed out that many countries seek short-term benefits and are eager to develop practical skills that can quickly bring benefits to society. However, this utilitarian model of education ignores human qualities such as imagination, creativity, and critical thinking.

In Nussbaum's view, we are losing some important human values when we focus too much on developing technical skills at the expense of critical and imaginative authority. This short-term focus on education produces many "useful but unimaginative money-makers" who lack the critical thinking skills to think differently about problems and the creativity to solve complex problems.

1.2 The Value of education

In 1972, UNESCO released their first research report "Learning to Survive: Educational World Today and Tomorrow", which proposed **four pillars of education** "learning to learn, learning to do things, learning to be human, learning to live together" (Delors et al., 1996) :

Learning to know: Knowledge is acquired by combining sufficiently broad general knowledge with the opportunity to pay close attention to a small number of topics. This means that a person must learn for the sake of learning, taking advantage of the opportunities that education offers them throughout their lives.

Learning to do: Learning to do is not just about acquiring professional skills, but more broadly, about acquiring the ability to handle situations and work in teams. It also refers to learning how to behave in the context of different social and professional experiences, whether formal or informal.

Learning to be: Learn to be human so that one's personality can grow and one can develop ever-increasing autonomy, judgment, and personal responsibility. This means that no component of a person's potential—including their memory, logic, aesthetic awareness, physical abilities, and communication skills—should be underestimated in an educational context.

Learning to live together: Learn to live together by developing empathy for others and an awareness of interdependence and how to coexist. This requires collaborating on projects and developing conflict resolution skills, while upholding the values of diversity, understanding and peace.

In November 2015, the United Nations Educational, Scientific and Cultural Organization (UNESCO) released a research report "Rethinking education: towards a global common good? ". This is the third milestone research report published by UNESCO since its establishment 70 years ago.

UNESCO's "Rethinking Education" (2015)

At the outset, UNESCO believes that "education should be based on humanism, respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. In education and learning, we must go beyond Narrow utilitarianism and economism, integrating multiple aspects of human existence, adopting an open, flexible and all-round learning approach, providing opportunities for all to realize their potential in order to achieve a sustainable future and live with dignity life." (unesco, 2015)

UNESCO pointed out that the **function of education** is mainly non-utilitarian, such as...

CULTURAL INHERITANCE, PERSONALITY DEVELOPMENT, MORAL CULTIVATION, VALUE SHAPING, etc.,

... in order to cultivate good citizens, unite the society, and provide value and meaning for life. UNESCO even appealed in "Rethinking Education" to restore the humanistic value of education.

UNESCO also states that the humanist values that are the basis and **purpose of education** are:

"Respect for life and human dignity, equality of rights and social justice, cultural and social diversity, and a sense of solidarity and shared responsibility for building our common future."
--- (unesco, 2015).
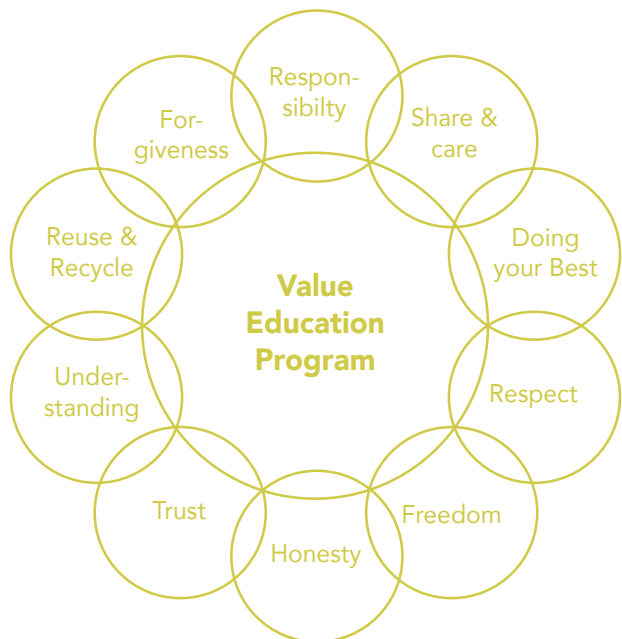
1.3 Values education

Figure 3: The primary values for Values Education

What is Values education?

Values education (alternatively, moral education, character education) is the attempt, within schools, to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social inclinations and competencies in youth (Berkowitz, M. W., 2011).

The concept is about the educational process of instilling moral standards to create a more civilized and democratic society. Values education thus promotes tolerance and understanding beyond political, cultural and religious differences.

Values education in HK

Values are enduring concepts that **span time, space, region, and culture**. They are closely linked to different levels of individuals, families, groups, societies, countries, and the world. They have a decisive impact on personal growth and social development. Values education is an area of education that many countries and regions pay attention to. It has a long history of development in the school education system in Hong Kong.

Cultivating correct values, cultivating students' moral character, and improving national quality have always been important goals of school education in Hong Kong: since 2001, the Education Bureau has listed moral and civic education as one of the "four key items" through curriculum reform. To cultivate positive values and attitudes in students. However, people in the community have different opinions on its effectiveness over the years, especially in recent years, social practice has revealed issues such as social ideology, national identity, and education.

The role of Values Education in the Hong Kong education system

Figure 4: The primary values for Hong Kong Values Education Curriculum

The Hong Kong Education Bureau advocates that students need to achieve whole-person development and cultivate lifelong and independent learning abilities, so values and attitude education is listed as a major educational goal. Moral and civic education is a key project combining various learning areas and subjects. The primary values to be cultivated include: **"Perseverance", "Respect for Others", "Sense of Responsibility", "National Identity", "Spirit of Commitment", and "Integrity" , "Caring", "Law-abiding" and "Empathy"** (Hong Kong Special Administrative Region Government Education Bureau, 2021). All along, the Education Bureau has been actively promoting moral and national education. Relevant learning elements are contained in the learning areas or subjects at each stage of study, such as: General studies subjects in primary schools, civic education subjects in junior high schools, comprehensive humanities subjects, Chinese history subjects, general education subjects in senior high schools, etc., enable students to deepen their understanding of positive values, national history, culture and national conditions from different levels and perspectives, In addition to nurturing a sense of identity and belonging to the country and the nation, it becomes a person who is willing to undertake the future development of the country (Hong Kong Special Administrative Region Government Education Bureau, 2021).

(Source: "Secondary Education Curriculum Guide" (2017) - Sub-chapter 6A: Moral and Civic Education: Strengthening Values Education)

Figure 5: Hong Kong Values Education Curriculum Covers "Cognitive", "Emotional" and "Practical" Levels

As one of the "Four Key Projects", Moral and Civic Education aims to "develop positive values and attitudes in students through learning and teaching in various Key Learning Areas, subject courses, and other relevant learning experiences; stage, when encountering difficulties, one must know how to identify the values involved, make objective analysis and reasonable judgments, and put them into practice, in order to face various challenges in life in the future." In the past two decades, the Education Bureau has also continuously updated its Moral and Civic Education curriculum framework. Since 2014, the Education Bureau has started to implement continuous updating of school curricula, reaffirming the importance of moral and civic education in Hong Kong school curricula. Curriculum guidelines for primary and secondary schools emphasize improving students' understanding of the country, deepening their understanding of the Basic Law and "One Country, Two Systems" Through the development of three levels of **cognition, emotion and practice** (see figure 5), as well as the support of classroom learning, practical experience and learning atmosphere, students' values and attitudes are comprehensively cultivated (Hong Kong Special Administrative Region Government Education Bureau, 2021)

Problems in Hong Kong's Implementation of the Values Curriculum

However, the scope of the curriculum has been criticized for being too broad, the curriculum guidelines fail to clearly define learning concepts, and the curriculum content is complicated and the teaching time is tight, resulting in students focusing on current affairs and neglecting the mastery of basic concepts, and failing to learn to appreciate the citizenship embedded in the curriculum Values and virtues such as responsibility and national identity. Second, the quality of textbooks for general studies varies. The textbooks on the market are all produced by booksellers without any direct involvement of the government. Among all subjects, only Liberal Studies lacks an effective textbook quality assurance mechanism. Although the vision of Liberal Studies is good, the implementation of the subject is far from the original idea. After many reviews and disputes, it has been criticized for its broad but vague curriculum content, inappropriate assessment methods, uneven quality of teachers, and biased teaching materials.

In addition, the Hong Kong Federation of Educational Education Workers conducted a questionnaire survey on "values education and students' physical and mental conditions" in June 2022. The survey found that more than 60% of teachers said that the current values education is lacking. The interviewed teachers believed that schools should give top priority to cultivating values and attitudes such as respect for others (87%), sense of responsibility (85%), perseverance (62%), and caring for others (61%) among secondary school students. However, many co-workers reported that they encountered difficulties in implementing values education. More than 85% of middle school teachers said that the school's class time is tight, and nearly 70% said they have no spare time to talk to students (See Appendix 4 for details).

The results of this questionnaire survey show that there are serious deficiencies and difficulties in values education in Hong Kong. Although the education authorities have always emphasized the importance of values education, there are still many difficulties and challenges in implementing values education in schools. One of the main problems is the pressure and time constraints of the school curriculum. Hong Kong's secondary school curriculum is very tight, students need to deal with a lot of tests and homework, and teachers also need to complete teaching tasks within limited classroom time. This tight curriculum schedule makes it difficult for teachers to have enough time to promote values education, and it is even more difficult to have in-depth dialogues and exchanges with students.

In addition, Hong Kong's education system also has some value problems. Hong Kong society generally places emphasis on academic achievement and professional status, and this value will also affect the attitudes of students and teachers towards values education. Some teachers may argue that promoting values education is less beneficial to students than focusing on academic achievement. At the same time, students and parents may regard academic achievement as the most important goal, while ignoring the cultivation of other values.

Values education is a whole-person education that involves multiple levels of cognition, emotion, and practice (Hong Kong Special Administrative Region Government Education Bureau, 2021). It cannot be taught only through individual subjects, and related policy planning cannot just stay in the classroom or formal curriculum content. To enable students to more effectively deepen their understanding of themselves, society, the country, the human world, and the material environment, and to establish positive values and attitudes, the teaching method must be...

EXPERIENTIAL AND LIFE-ORIENTED

... so that students can better feel the meaning of it.

Mega Trend
(Social)

Life being connected, upgraded, impactful & purposeful

HYPERCONNECTIVITY WILL GROW
The use of web-based services will increase and spread, and hyperconnectivity – the constant connectivity of everything – will continue to grow.

EMPHASIS ON HEALTH AND WELL-BEING
People are increasingly better able to look after and improve their health with the help of various applications and data, and the development of gene technology. The scope of wellbeing also covers our experience of inclusion, meaningfulness and understanding our own possibilities. On the other hand, health and well-being may be the factor that is increasingly separating and dividing different parts of the population. (Please see Appendix 5 for full version)

Lifelong learning

AGING POPULATION
Our world is aging. In 2050 there will be more than 1.5 billion people aged 65+ years (2020: 727 million) and 3.2 million aged 100+

EXTENDED EDUCATION
Educational attainment has come a long way – Staying in education longer is now the new global norm and still growing to 2050.

Sources: UN Population Division; Roland Berger; World Bank; Weforum
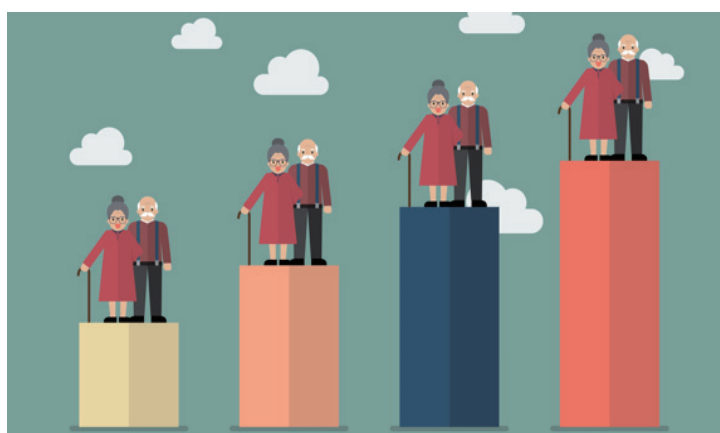
Mega Trend
(Economy/Environment)

Reimagining and changing of the consumption power

NEW MEASURES OF ECONOMIC SUCCESS
In the future, the economy may be evaluated on the basis of success rather than volume or rate of growth. Both well-being and carrying capacity are to be regarded as attributes of a successful society, new means of measurement in economy analysis are taken into account.

EMPHASIS ON MEANINGFULNESS IN BUSINESS AND MANAGEMENT
As both consumers and employees, people want to commit themselves to a bigger purpose than to the mere seeking of profits.

EXPERIENCE ECONOMY & LIFE ECONOMY DRIVEN
We now live in an experience-driven world, fuelled by personal fulfillment, self-direction and community. New ideas are now emerging about how to live a connected life, the future lies in transforming the Death Economy into a Life Economy that cleans up pollution, regenerates devastated ecosystems, recycles, and develops technologies that restore resources and that benefit, rather than ravage, the environment. (Please see Appendix 6 for full version)

Mega Trend
(Technology)

Technology opens the door of new way of living

TECHNOLOGY DIVIDES THE POPULATION
With the rapid development of technology and the extension of human lifespans, there are more mutually exclusive technological realities in society. Different age groups use technology in ways that diff er a lot from each other. There is no single solution for all.

CREATIVITY BEGETS WORK AND WELL-BEING
As work becomes digitised, more jobs emerge in the creative areas where machines cannot be used as substitutes. Arts and experiences are areas in which most people look for meaningfulness.

RADICAL OPENNESS AND NETWORK SURVEILLANCE WILL INCREASE
Alongside the internet, radical openness keeps on increasing. Information on the decisions and actions of governments, companies and individuals will be more and more openly accessible to everyone. Ideally, this will lead to better, more sustainable operating methods. The extent of network surveillance and the rights of the individual will be one of the great political issues in the near future. (Please see Appendix 7 for full version)

Sources: UN Population Division; Roland Berger; World Bank; Weforum

STEEP Analysis

SOCIAL
* Utilitarian social values
* Academic pressure
* Growing interest in holistic education approaches
* Weak cultural awareness
* Localism Rise
* Declining birth rate
* Aging population

S

TECHNOLOGY
* Strong Tech Infrastructure
* Integrating technology into education
* Digitalization
* Online and blended learning
* Cloud computing
* Emphasis on STEM Education

T

ECONOMY
* Reduced government funding
* Rising costs of education
* Public-private partnerships
* Globalization and internationalization
* Focus on finance and business-related education

E

ENVIRONMENT
* Climate change
* Sustainable development
* Green technology
* Environmental education increasingly important in Hong Kong

E

POLITICAL
* Government policies and funding
* Democracy and civic education
* International relations
* Immigration and diversity
* Social activism and protest

P

(Please see Appendix 8 -12 for full version)

Weak Signals

Fragmented entertainment

Virtual Learning

Lifelong learning

Aware on wellbeing

A equal & sustainable World

Evolution of AI

Soft Skills

Game-based learning

(Please see Appendix 13 for full version)

Synthesizing signals into strategies

Effectiveness of signals

utilitarian social values

Academic pressure

Growing interest in holistic education approaches

Localism Rise

Integrating technology into education

Strong Signals
Mainstream ideas about HK education of HK people

Globalization and internationalization

Fragmented entertainment

Lifelong learning

Virtual Learning

Soft skills

Aware on wellbeing

Game-based learning

A equal and sustainable World

Evolution of AI

Path of Innovation

Trend Setter

Many people in the society have begun to criticize the long-term problems of Hong Kong's utilitarian education culture, including excessive emphasis on grades, rote memorization, and lack of critical thinking skills. The situation is expected to continue to deteriorate unless an aggressive response is taken. In order to solve this problem, it is necessary to embrace change and create a new education system that integrates new technologies.

Innovation Point

Weak Signals
With the change in the world, the earlier signals of upcoming values of HK people about education

Now

Future

Time

02

DEFINE

Identifying Challenges and Opportunities in Values Education

2.1 Major Issue for the education in Hong Kong

From the previous findings, we can identify that Hong Kong education has several long-term challenges in terms of economic, psychology, sociology and ecology (see figure 6).

Figure 6: The primary values for Hong Kong Values Education Curriculum

1. Economy:
The HK education system has traditionally placed a strong emphasis on academic achievement and preparing students for the job market. It has been successful in producing a skilled and competitive workforc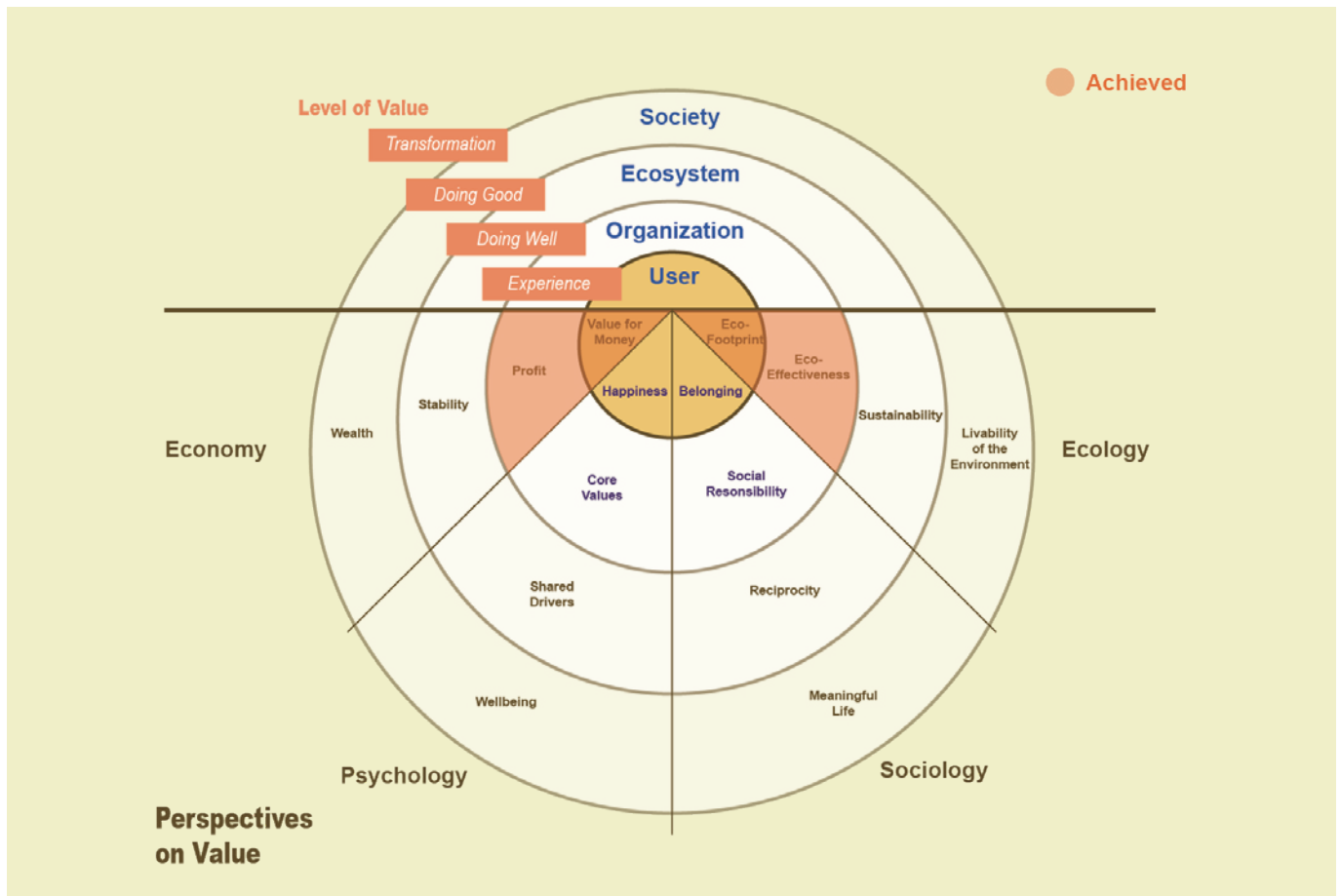e. However, there is a need to align the education system more closely with the evolving demands of the economy. This includes promoting entrepreneurship, innovation, and creativity among students, as well as fostering a closer collaboration between educational institutions and industries to provide relevant skills and training.

2. Psychology:
The education system in HK has been known for its high-pressure environment, which can have negative psychological impacts on students. The focus on rote memorization and intense competition can lead to stress, anxiety, and mental health issues. It is essential to create a more holistic approach to education, emphasizing student well-being, emotional intelligence, and mental health support. Implementing counseling services, stress reduction programs, and promoting a healthy work-life balance can contribute to the overall psychological well-being of students.

3. Sociology:

HK's education system has been criticized for its lack of social integration and inclusivity. There is a need to address the economic and social disparities in access to quality education. Enhancing equity in education by providing equal opportunities for students from different socio-economic backgrounds, promoting diversity, and fostering a sense of community and social responsibility among students can contribute to a more inclusive society. Integration of civic education, cultural diversity programs, and community engagement initiatives can help bridge social divides.

4. Ecology:

The HK education system can do more to promote environmental awareness and sustainability. There is a need to integrate ecological education into the curriculum, teaching students about environmental issues, conservation, and sustainable practices. Encouraging environmental initiatives within schools, such as recycling programs, energy-saving measures, and outdoor learning experiences, can help students develop a sense of responsibility towards the environment. Collaboration with environmental organizations and incorporating field trips to ecological sites can also enhance environmental education.

2.2 Product opportunity gap

Social	Economic	Technological
Hong Kong society emphasizes competition and achievement	**Economic development and social distribution are uneven** the gap between the rich and the poor is large. The use of technology in the education system highlighted this issue	**Keep course content up-to-date and in touch with daily life**
Focus on subject knowledge and "cramming" teaching methods: Lack of 2 ways interaction & communication		**Embrace digital channels** Website Social media Apps
Local Identity awareness is raising	**Some extracurricular activities can be expensive**	
Education on value is relatively weak become one of the subjects in the school using 1-way teaching methods	**Not self-sustainable financially** Rely on Government's funding or sponser	**Make use of Ed-tech** e-learning platform Virtual classroom Digital resources Online teaching
Increased multiculturalism Increased population of diverse cultural and linguistic backgrounds in the community.	**Limited & passive funding** may affect the availability and quality of extracurricular activities, especially in schools with limited resources.	**Make use of new technology** VR/ AR/ MR/ XR Blockchain AI high-speed networks like 5G
Out of touch with reality The education system in Hong Kong does not prepare students for the globalized world in which they live.	**Enhance the accessibility** Free-resources Resources rental service	**Provide immersive experience**
Immigration tide Loss of talents. For example, the number of teachers has declined.		**Accessibility** Students with access to technology may have more opportunities to participate in online extracurricular activities or use digital tools to enhance their learning
Disparity between rich and poor		
Limited venue & channel Many educational activities in Hong Kong are limited by venues and facilities		
Need an open, flexible and all-round learning approach		

Figure 7: Affinity diagram of critical changes and trends in social, economic and technological factors

Product opportunity gap: To create an experiential and life-oriented educational product that is interactive and fun, up-to-date and accessible to all learners in Hong Kong. Products not only foster holistic development and critical thinking in learners, but also foster a sense of belonging and cultural integration among learners. Values such as respect for life and human dignity, promotion of equal rights and social justice, and celebration of cultural and social diversity will be prioritized. Products will also emphasize a sense of solidarity and a sense of shared responsibility to build a better future together.

2.3 Design Statement

"We are designing an education model for Hong Kong that is future-focused, technology-driven, and learner-centered. This system will integrate emerging technologies like AI and AR/VR into classrooms, providing students with immersive and personalized learning experiences. The curriculum will prioritize the development of essential future skills, and teachers will transition into facilitators of learning. By fostering global collaboration, engaging parents, and promoting lifelong learning, we aim to create an adaptable educational environment that can meet the evolving needs of our society."
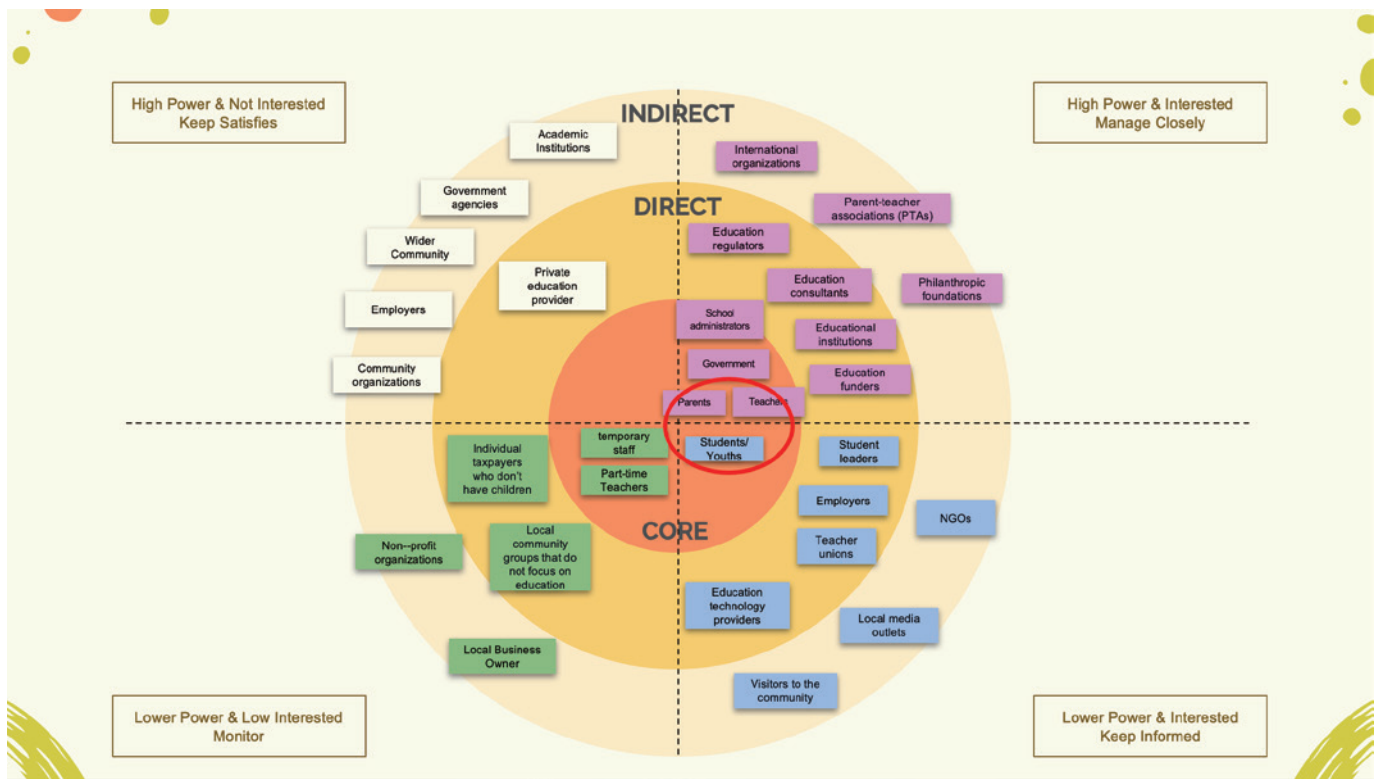
Figure 8: Stakeholder model to show the Key Stakeholder to focus (Target Market)

The target market for Hong Kong's Values Education should be all students enrolled in the education system, from primary to secondary school. This includes local Hong Kong students, as well as international students who may be studying in Hong Kong.

Furthermore, it is important to recognize that the target market for Values Education is not limited to just students. Parents and educators also play a crucial role in shaping students' values and attitudes towards education, and they should be considered as part of the target market as well (see figure 8).

In the field of education, it is well established that positive parental involvement is associated with greater academic achievement for children. A study by Berkowitz and Bier (2005a) found that effective character education programs also promote the involvement of parents and the community. A parent's involvement in particular can take many forms, from that of an audience member to that of a client to that of a partner (Berkowitz & Bier, 2005b). The latter scenario involves parents collaborating with the school in designing, implementing, and/or evaluating character education programs.

By targeting all students, parents, and educators, Hong Kong's Values Education can have a more significant impact on shaping the values and attitudes of the next generation. This can help to create a more inclusive, diverse, and sustainable society that values critical thinking, creativity, and innovation.

2.5 Target Segment

Hong Kong Students: This segment includes youth and students who are enrolled in the education system.

Parents: This segment includes parents who are interested in providing their children with a well-rounded education that emphasizes values and ethics.

Educators: This segment includes educators who are interested in incorporating Values Education into their teaching practices and curriculum.

Below, we use archetypes of students, parents and educators to aid in future scenario planning and demand forecasting.

Archetypes of Students in Values Education:

The Engaged Idealist	The Passive Observer	The Conflicted Questioner
Brief Profile: The Engaged Idealist is a student who strongly believes in the importance of moral values and ethics. They are passionate about making a positive difference in the world and are actively engaged in activities that promote values-based learning.	**Brief Profile:** The Passive Observer is a student who tends to be indifferent or apathetic towards values education. They may not actively participate in discussions or activities related to moral values and ethics. They may prioritize other subjects or activities over values education.	**Brief Profile:** The Conflicted Questioner is a student who constantly questions and critically examines moral values and ethical principles. They may have conflicting beliefs or struggle with the application of values in certain situations. They seek a deeper understanding of the complexities surrounding moral dilemmas.
Needs and Wants: The Engaged Idealist seeks opportunities to explore and discuss ethical dilemmas, engage in community service, and participate in meaningful dialogues regarding values and morals. They want to be part of a supportive learning environment that encourages critical thinking and encourages them to put their values into action.	**Needs and Wants:** The Passive Observer may need gentle encouragement and motivation to actively engage in values education. They may want to see the relevance and practical application of values in their daily lives. Providing real-life examples, interactive activities, and connecting values education with their personal interests can help meet their needs.	**Needs and Wants:** The Conflicted Questioner needs a safe and open learning environment that encourages critical thinking, respectful debates, and the exploration of different perspectives. They want opportunities to discuss and analyze the nuances of moral values and ethics. They seek guidance in resolving their internal conflicts and understanding the gray areas of values.
Frustrations: The Engaged Idealist may become frustrated if they perceive a lack of consistency between the values taught in the curriculum and the actual behaviors exhibited by teachers or peers. They may also feel frustrated if they are not given enough opportunities to actively engage in projects or initiatives aligned with their values.	**Frustrations:** The Passive Observer may become frustrated if they feel forced or coerced into participating in values education. They may also feel disengaged if the teaching methods are monotonous or fail to capture their attention. Lack of perceived relevance or practicality of values education can also lead to frustration.	**Frustrations:** The Conflicted Questioner may become frustrated if their questions or doubts are dismissed or invalidated. They may also feel frustrated if the curriculum fails to address complex moral dilemmas or if the teaching approach is overly dogmatic. Lack of opportunities to engage in meaningful discussions and explore different perspectives can also lead to frustration.

Archetypes of Parents in Values Education:

The Brief Profile Parent

Brief Profile:
Parents are often busy and occupied with their own lives and responsibilities. They may have demanding careers or multiple commitments that limit the time and energy they can dedicate to values education. Their main focus is on providing material resources and ensuring their children have a comfortable life. They may value academic success and achievement-oriented goals. However, they may struggle to engage deeply in discussions about values or provide consistent guidance in this area.

Needs and Wants:
Brief Profile Parents desire convenience, efficiency, and practical solutions to support their children's values education. They value simplicity and may seek strategies that can be easily integrated into their busy schedules.

Frustrations:
These parents may feel guilty or frustrated due to their limited involvement in their children's values education. They may desire more time and resources to invest in cultivating their children's character and moral development.

The Involved Parent

Brief Profile:
Involved Parents are highly invested in their children's values education. They actively participate in their children's lives and prioritize spending quality time with them. They engage in open discussions about values, encourage critical thinking, and provide guidance in making ethical decisions. These parents seek to instill a strong moral compass in their children and actively model positive behaviors and virtues.

Needs and Wants:
Involved Parents appreciate resources that offer practical tips, activities, and tools to facilitate values education. They seek opportunities for personal growth and improvement in their own parenting skills to better support their children's character development.

Frustrations:
Involved Parents may feel overwhelmed or stressed by the responsibility of being their child's primary moral guide. They may struggle with balancing their own values with their child's individuality and autonomy.

The Permissive Parent

Brief Profile:
Permissive Parents are characterized by a lenient and non-authoritarian approach to values education. They prioritize their children's happiness and freedom of expression, often allowing them to make their own choices without imposing strict rules or boundaries. These parents value self-discovery and independence, trusting that their children will naturally develop their own sense of morality.

Needs and Wants:
Permissive Parents may seek resources that focus on fostering self-reflection, empathy, and emotional intelligence in their children. They value strategies that encourage open communication and understanding within the family dynamic.

Frustrations:
Permissive Parents may face challenges when their children exhibit behavior that conflicts with their own values or societal norms. They may struggle with finding the right balance between allowing freedom and setting appropriate limits to ensure their children's well-being.
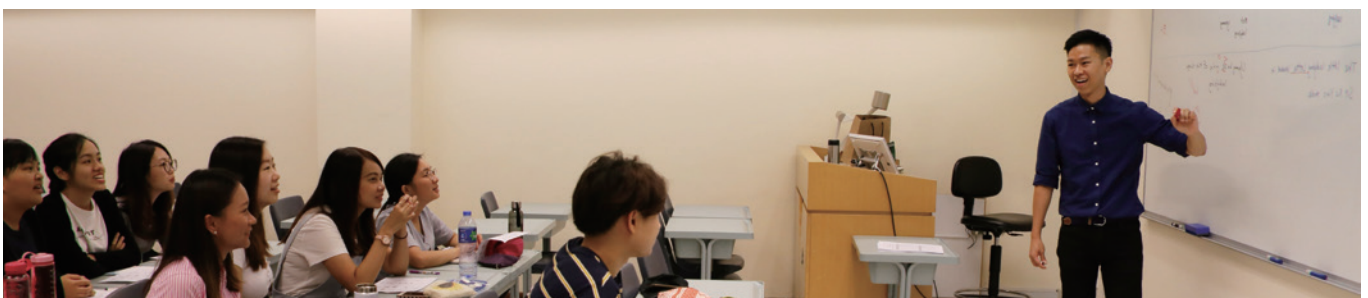
Archetypes of Educators in Values Education:

The Idealist

Brief Profile:
The Idealist is a passionate and committed educator who strongly believes in the power of values education to shape the character and morals of students. They are dedicated to creating a positive and inclusive learning environment where students can develop a deep understanding of values and apply them to their lives.

The Pragmatist

Brief Profile:
The Pragmatist is a practical educator who understands the importance of values education but also recognizes the need to balance it with academic and practical skills development. They emphasize the application of values in real-life situations, preparing students for their future roles as responsible and ethical citizens.

The Innovator

Brief Profile:
The Innovator is a forward-thinking educator who constantly seeks new and creative approaches to values education. They are open to incorporating technology, experiential learning, and interdisciplinary approaches to engage students and make values education relevant and exciting.

The Idealist

Needs and Wants:
The Idealist seeks support and resources to effectively teach values education, including access to comprehensive curriculum materials, training, and professional development opportunities. They value collaboration with like-minded educators and appreciate recognition and validation for their efforts.

Frustrations:
The Idealist may become frustrated when faced with limited resources and lack of support from the educational institution or community. They may also feel disheartened if students don't show the expected level of engagement or fail to apply the values taught in real-life situations.

The Pragmatist

Needs and Wants:
The Pragmatist values clear guidelines and frameworks for integrating values education into existing curricula. They appreciate resources that provide practical examples and activities to engage students actively. They seek evidence-based research on the impact of values education and opportunities for professional growth and networking.

Frustrations:
The Pragmatist may feel frustrated when values education is not given equal importance as other subjects in terms of time, resources, or recognition. They may struggle with resistance from students or colleagues who perceive values education as less important or irrelevant to their immediate goals.

The Innovator

Needs and Wants:
The Innovator craves opportunities for professional experimentation and growth. They seek access to technological tools, innovative teaching strategies, and collaboration with experts from various fields. They value a flexible curriculum that allows them to adapt to the changing needs and interests of students.

Frustrations:
The Innovator may feel frustrated by rigid educational structures and policies that hinder their ability to experiment and implement new teaching methods. They may face resistance from traditionalists who resist change or lack access to the necessary resources and support to implement innovative approaches effectively.

In addition, understanding government needs and expectations, as well as frustrations and difficulties, is important for designing and implementing value education products. This can help educators maintain coordination and cooperation with the government and ensure that the goals of education work are aligned with the government's education policies and priorities, while also avoiding possible problems and obstacles.

The "Needs and Wants" and "Frustrations" for the HK government in Values Education

Needs and wishes:
1. Promoting civic values: The Hong Kong government needs to instill civic values in citizens, such as respect for the rule of law, social harmony, and understanding of democratic principles. These values are crucial to maintaining social stability and harmony.

2. Cultivate a sense of national identity: Given Hong Kong's unique political situation as a special administrative region of China, the government hopes to cultivate residents' sense of national identity and belonging. This involves promoting an understanding of Chinese culture, history and core values.

3. Strengthening of moral and ethical values: The government recognizes the importance of instilling moral and ethical values among the population. This includes promoting personal integrity, honesty, empathy and responsibility, which are essential to personal growth and social well-being.

4. Cultivate critical thinking and analytical skills: The Hong Kong government will give priority to the development of students' critical thinking and analytical skills. By emphasizing these skills, the government aims to develop citizens who can think independently, evaluate information critically and make informed decisions.

Frustration:
1. Political sensitivity: Values education can be a sensitive topic, especially in a politically diverse and complex environment like Hong Kong. Governments face the challenge of designing a curriculum that accommodates the diverse views and beliefs of citizens without becoming a source of controversy or conflict.

2. Balancing Local and National Values: Hong Kong's unique political status as a special administrative region presents challenges in balancing local values and traditions with those advocated by the Chinese government. Striking a harmonious balance between Hong Kong's local identity and the broader Chinese national identity can be frustrating.

3. Ensure effective implementation: The implementation of values education programs requires well-trained teachers, appropriate teaching materials and effective assessment methods. Governments face challenges in ensuring that these resources are adequately provided and utilized to achieve expected results.

4. Adapt to changing social realities: Social values and norms are dynamic and change over time. The government finds it difficult to keep pace with changing values and address emerging issues through values education initiatives.

In order to better understand and respect each other's culture and values in the community, we should extend this kind of Values Education activities to other groups of people to increase the connection and cohesion of the community. These events can become a platform for gathering and exchange, where different people can share their experiences and knowledge with each other.

Therefore, we should encourage and support more Values Education activities and extend them to a wider group of people. Doing so helps us build a more meaningful and connected community while fostering holistic personal and social development and advancement.

2.6 User-centric value proposition

To meet the needs of the target learners, our product must position itself as a platform that not only provides valuable insights into Hong Kong people, their values and culture, but also upholds the values of the community it serves. This means that the product should prioritize learner needs and interests by providing engaging and interactive content that is relevant to the learner's life. It should also promote a learning environment that respects diversity and encourages open minds, and fosters a sense of community among learners. In doing so, our educational offerings can become a trusted and respected resource for those seeking to deepen their understanding of Hong Kong's culture and values, and ultimately contribute to greater intercultural awareness and appreciation. The following innovative tools (see figure 9) serve as a visual guide to this new value creation model.
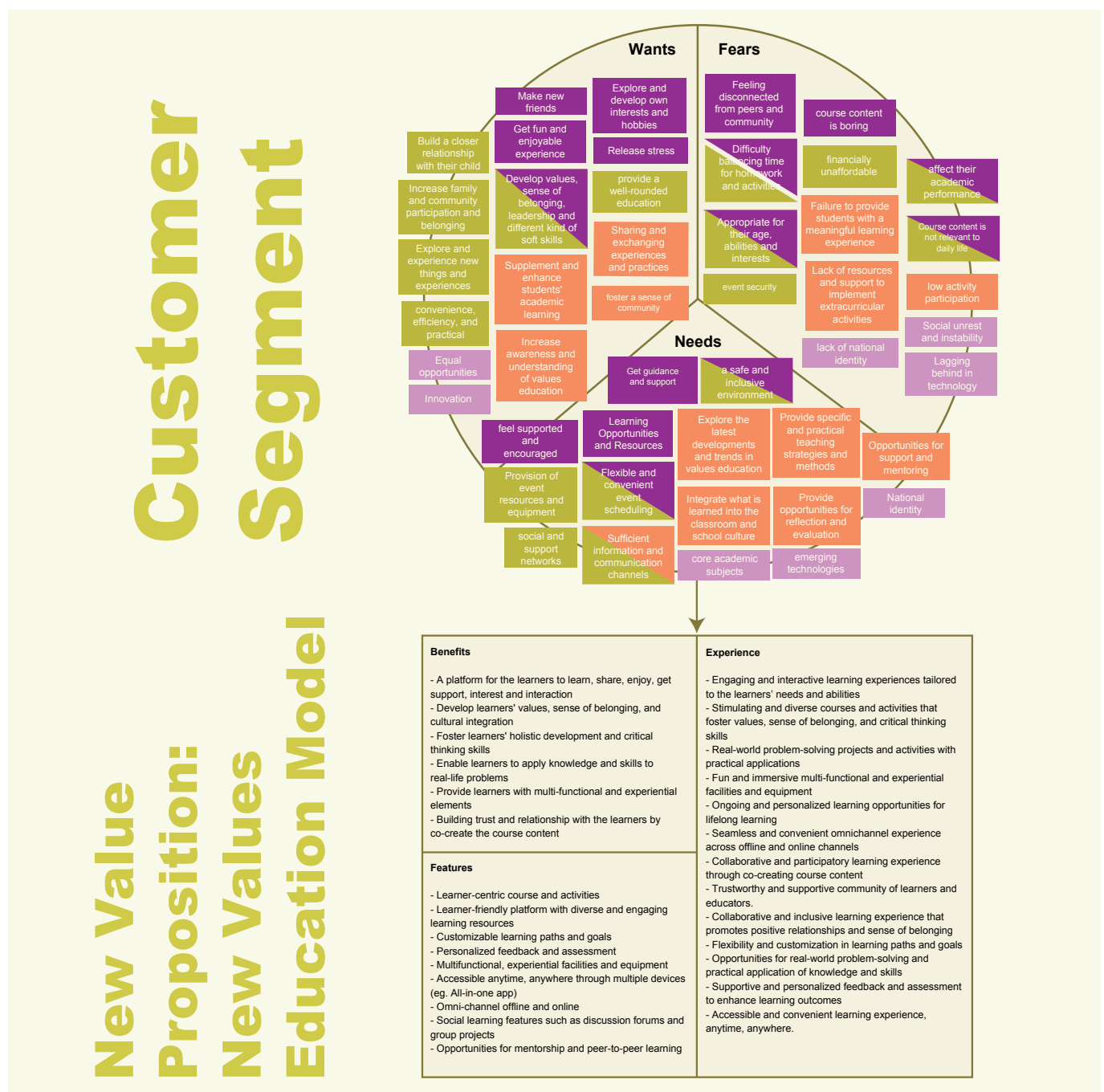
Customer Segment

Wants
- Make new friends
- Explore and develop own interests and hobbies
- Get fun and enjoyable experience
- Release stress
- Build a closer relationship with their child
- Develop values, sense of belonging, leadership and different kind of soft skills
- provide a well-rounded education
- Increase family and community participation and belonging
- Sharing and exchanging experiences and practices
- Explore and experience new things and experiences
- Supplement and enhance students' academic learning
- foster a sense of community
- convenience, efficiency, and practical
- Equal opportunities
- Increase awareness and understanding of values education
- Innovation

Fears
- Feeling disconnected from peers and community
- course content is boring
- Difficulty balancing time for homework and activities
- financially unaffordable
- affect their academic performance
- Appropriate for their age, abilities and interests
- Failure to provide students with a meaningful learning experience
- Course content is not relevant to daily life
- event security
- Lack of resources and support to implement extracurricular activities
- low activity participation
- Social unrest and instability
- lack of national identity
- Lagging behind in technology

Needs
- Get guidance and support
- a safe and inclusive environment
- Learning Opportunities and Resources
- Explore the latest developments and trends in values education
- Provide specific and practical teaching strategies and methods
- Opportunities for support and mentoring
- feel supported and encouraged
- Flexible and convenient event scheduling
- Integrate what is learned into the classroom and school culture
- Provide opportunities for reflection and evaluation
- National identity
- Provision of event resources and equipment
- social and support networks
- Sufficient information and communication channels
- core academic subjects
- emerging technologies

New Value Proposition: New Values Education Model

Benefits

- A platform for the learners to learn, share, enjoy, get support, interest and interaction
- Develop learners' values, sense of belonging, and cultural integration
- Foster learners' holistic development and critical thinking skills
- Enable learners to apply knowledge and skills to real-life problems
- Provide learners with multi-functional and experiential elements
- Building trust and relationship with the learners by co-create the course content

Features

- Learner-centric course and activities
- Learner-friendly platform with diverse and engaging learning resources
- Customizable learning paths and goals
- Personalized feedback and assessment
- Multifunctional, experiential facilities and equipment
- Accessible anytime, anywhere through multiple devices (eg. All-in-one app)
- Omni-channel offline and online
- Social learning features such as discussion forums and group projects
- Opportunities for mentorship and peer-to-peer learning

Experience

- Engaging and interactive learning experiences tailored to the learners' needs and abilities
- Stimulating and diverse courses and activities that foster values, sense of belonging, and critical thinking skills
- Real-world problem-solving projects and activities with practical applications
- Fun and immersive multi-functional and experiential facilities and equipment
- Ongoing and personalized learning opportunities for lifelong learning
- Seamless and convenient omnichannel experience across offline and online channels
- Collaborative and participatory learning experience through co-creating course content
- Trustworthy and supportive community of learners and educators.
- Collaborative and inclusive learning experience that promotes positive relationships and sense of belonging
- Flexibility and customization in learning paths and goals
- Opportunities for real-world problem-solving and practical application of knowledge and skills
- Supportive and personalized feedback and assessment to enhance learning outcomes
- Accessible and convenient learning experience, anytime, anywhere.

Figure 9: Value proposition canvas

2.7 Transformation of HK Education model

In today's rapidly evolving world, traditional education systems face major shortcomings in equipping students with the skills and mindset they need to thrive in the 21st century. The emphasis on rote learning and uniformity tends to stifle creativity, critical thinking, and problem-solving. As Hong Kong strives to position itself as a global center for innovation and entrepreneurship, it is critical to transform the education model to meet future challenges and opportunities. Figures 10 and 11 below set out our projections and what education models should do to meet the needs of the world of tomorrow.
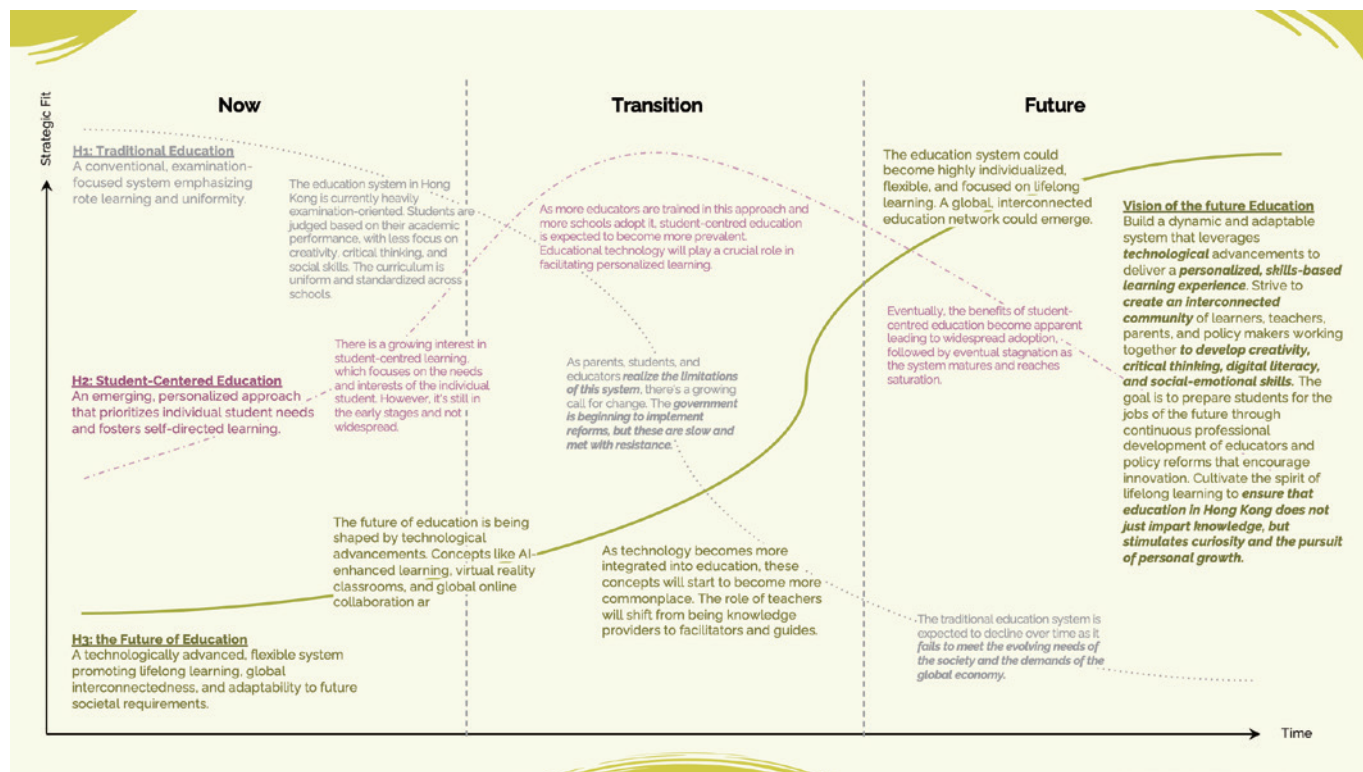
Figure 10: Three horizon analysis for new Hong Kong Education model
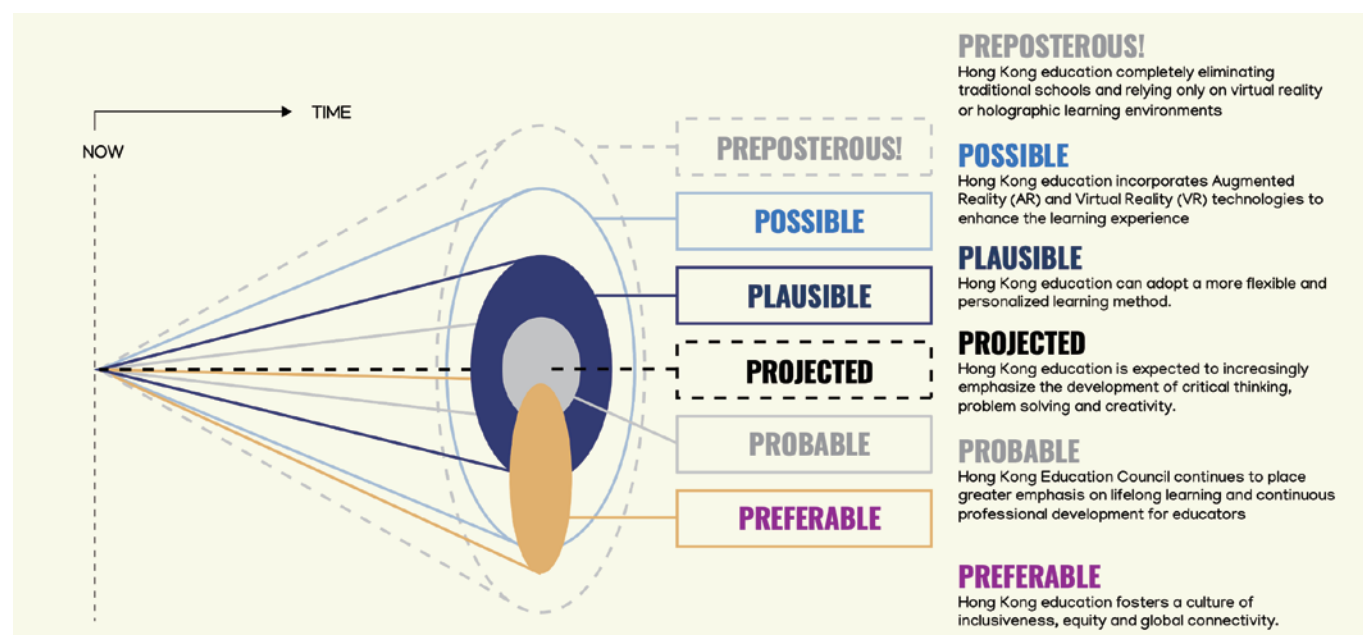
Figure 11: Future cone for new Hong Kong Education model

Embracing the future of education in Hong Kong requires an integrated, multi-faceted strategy. The approach should involve leveraging new technologies, reimagining curriculums to prioritize skills over rote knowledge, supporting educators with professional development, and driving policy reforms to incentivize innovative teaching methods. Engaging parents and encouraging global collaboration will foster a community centered around learning. Most importantly, cultivating an environment that promotes lifelong learning and adaptability will ensure that our education system can evolve alongside our rapidly changing world.

03/

DEVELOP

Generating Innovative Solutions for Values Education Enhancement

3.1 Value concept and opportunities

Our educational offerings will be open platforms for collaboration between our organization, learners and communities, establishing two-way communication channels that allow for feedback, discussion and co-authoring of content. By adopting a collaborative approach, we can foster a sense of ownership and engagement among learners and stakeholders, and ultimately deliver a more relevant and impactful learning experience. We also take a user-centred, circular approach to design, placing learners' needs and preferences at the center of the design process. This means we prioritize user research and feedback, constantly iterating and improving its content and delivery based on user insights. By doing this, we can ensure their learning experience is engaging, relevant and effective.

Additionally, we will increase public awareness of the importance of Values Education and its role in building a more harmonious and inclusive society. This can be achieved through various channels such as social media campaigns, community events and partnerships with like-minded organisations. By raising public awareness, we can contribute to the broader movement of values-based learning and personal development, and ultimately help create a more active and resilient community.

From one-way teaching and communication to collaboration:

Make use of new and innovative technologies
- Mix and match technology and course content
- Present physical and non-physical course content
- Machine Learning Algorithms → Analyze User Data
- AI virtual assistant → provides personalized advice
- Mobile Device Connectivity: 5G Virtual Learning, Teaching Activities and Events
- AR/ VR/ IOT/ Metaverse, etc.
- Inject new ideas and technologies into course content and teaching activities → become fashionable and popular

Functional innovation
- Immersive User Experience
- Comprehensive phygital (physical + digital) experience
- up to date
- life orientation
- welcome to all hong kongers
- User-friendly, especially for the less technical

Create a sense of solidarity and a shared responsibility to build a better future together
- An experiential and life-oriented education
- Enhancing education through activities: process, co-creation, creation of own course content, infusion of new ideas and business
- Cultural Exchange → Cultural Inheritance
- Well-rounded development and the cultivation of critical thinking
- Fostering values → respect for life and human dignity, promotion of equal rights and social justice, and celebration of cultural and social diversity, etc.
- Peer-to-peer social co-creation → caring local society

Create a strong economic cycle in the education industry
- Build an all-in-one education solution
- Create personalized experiences and goals for your own needs and levels
- Everyone can easily access anytime, anywhere
- Build a community that grows, supports, and connects with each other Connects healthy businesses to create an economic cycle
- Collaboration and business collaboration with different industries

Process innovation
- Provide an open, flexible and all-round learning platform for the local society
- A plan for a sustainable future
- Omni-channel communication and learning
- higher profitability

Emotional innovation
- Connecting different cultural groups and Hong Kong native citizens, celebrating culture and understanding social diversity
- Appreciate local culture, core values and the stories behind them, respect and learn from each other
- Understand local culture and enhance self-identity
- Connecting communities and passive audiences, giving them a sense of belonging and peer support

Feasibility Technology

Desirability People

Viability Business
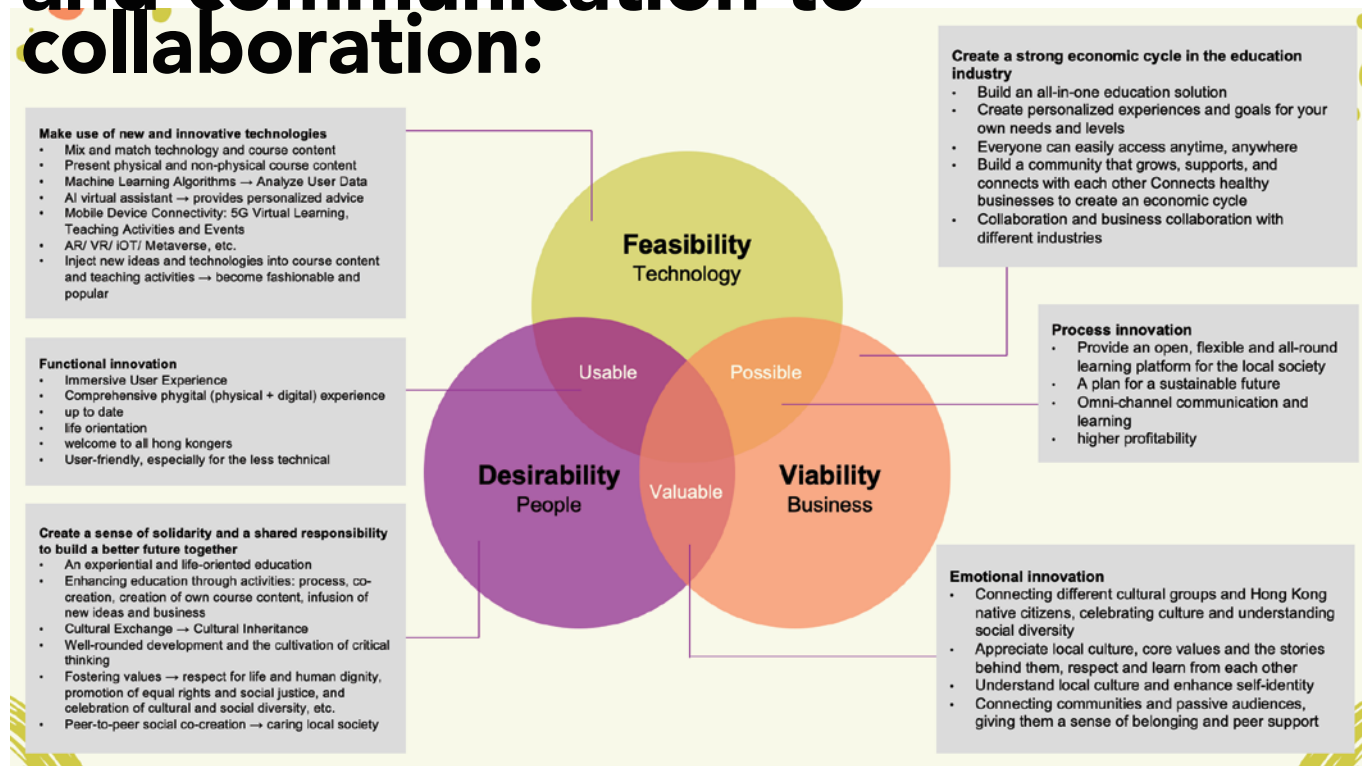
Usable
Possible
Valuable

Figure 12: 3 lens of Innovation

3.2 Value Proposition Statement:

VALUE JOURNEY is a learning hub of community-focused aimed at nurturing local values. It provides an entertaining and interactive channel for people to explore, experience and learn values education. As an open, flexible and holistic learning platform, VALUE JOURNEY allows people to freely interact, collaborate and learn from each other in a supportive and inclusive environment, building positive and meaningful relationships with others. The school provides comprehensive, high-quality, and trustworthy content and resources, and then the school's professionals and students jointly plan and compile new course content and learning models. Using new interactive technology, students can learn relevant knowledge through immersive experiences. In addition, students can also learn through all channels without time and geographical constraints, or interact and learn from each other with students from different regions. The ultimate goal of the VALUE JOURNEY is to become a role model for Hong Kong's value education cultivators, to become a center that actively promotes community development and cultural exchanges, and to provide people with a reliable learning platform and rich learning experience to enhance society's values and promote sustainable development.

3.3 Value Concept

SOCIAL

Open Learning Platform
A flexible and comprehensive platform that encourages positive relationships and collaboration among users, who can freely interact and learn from each other in an inclusive environment.

Learners co-creation
Learners can participate and co-create course content and learning models to meet their shared needs and goals.

Learner-Centered Learning
Learning paths and objectives are tailored to the needs and abilities of learners, who receive personalized feedback and assessments to help them achieve their goals.

Lifelong Learning
Continuous and personalized learning opportunities are provided to expand knowledge, skills, and creativity, which users can access anytime and anywhere through the platform and other partner organizations.

Values and Critical Thinking
Courses are learner-centered, allowing interactive and experiential learning to cultivate values, a sense of belonging, and enhance critical thinking skills.

Education in Daily Life:
Learning should not be confined to physical or digital spaces, but should be integrated into daily life and the affairs of the nation. Therefore, our co-creation activities should be carried out in various forms and spaces.

Mentorship Opportunities
Everyone has the chance to become a mentor and share their knowledge on the platform by publishing their own learning materials and receiving training and support.

TECHNOLOGICAL

Data Integration
Our educational content can be presented in a virtual world or digitized through technology. No matter when and where users are, they can experience learning and communicate. There are also technologies that allow for a more complete understanding of a person's needs and capabilities by integrating data from multiple sources. Machine learning algorithms can analyze this data and provide personalized insights, allowing us to optimize and create more user-centric Learning Content.

Automation and Personalization
Certain tasks and processes will be user-centred using technology, such as using data to suggest personalized learning paths and goals for users. Users can also receive customized advice and insights from the technology based on their goals and preferences, allowing them to construct their own learning paths and goals.

Comprehensive Learning Platform
An easy-to-use platform with diverse learning materials. The platform is suitable for mobile phones and tablets, and provides online and offline learning experiences anytime, anywhere to meet the needs and preferences of different users. The platform also offers social learning features, allowing users to communicate and learn from each other, and provides mentors and peer learning opportunities to assist them.

Combining technology to enhance experiential learning
Incorporate new technologies such as virtual reality (VR), augmented reality (AR), and virtual classrooms and activities to enhance the learning experience. These technologies can provide an immersive and interactive learning experience that is more engaging and effective than traditional methods. By incorporating these new technologies, the learning experience can be more dynamic and effective, and learners can better retain and apply what they have learned.

Integrate functionality (website | app)
Learning platforms should integrate various features and functionalities such as assessments, quizzes, forums, and multimedia resources in a seamless manner. This helps users stay engaged and makes learning more interactive and fun.

ECONOMIC

An ever-evolving education Industry
Education should keep pace with the times, continuously improve and develop. We should stimulate the education industry to attract different organizations and businesses. As a result, industry practice is strengthened and sustained, and new opportunities are opened up. This has the potential to create new jobs and stimulate economic growth.

Create a cultural brand
The image of the city and the country can be enhanced by creating a more positive, open, harmonious and creative community culture. In addition to bringing a positive global outlook to a city or country, improvements in the Global Happiness Index may generate new opportunities, travel intentions and curiosity.

Encourage business partnership
Partner with ventures so they can offer their products or services to users, thereby enriching the diversity of industrial experiences. Moreover, the platform will enable the company to receive a commission or referral fee for every sale made through it, thus creating a new revenue source.

Industrial Circularity
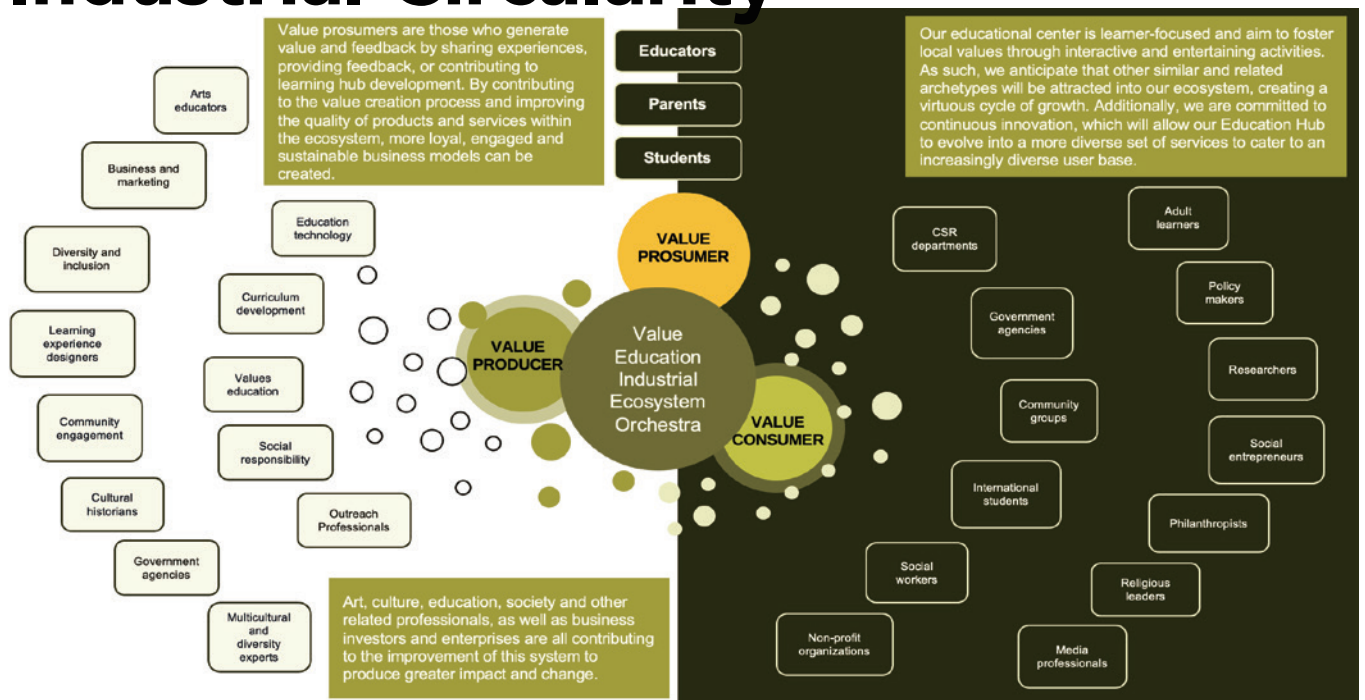
Figure 13: Industrial Circularity

This Industrial Circularity concept emphasizes the creation of sustainable business models by involving all stakeholders in the value creation process. By promoting a virtuous cycle of growth, we can continuously improve our operations, products and services to meet the changing needs of our customers and markets, as well as improve our systems to generate long-term success and greater positive impact.

Business Model Canvas of VALUE JOURNEY:

Key Partners:

* Non-profit organizations
* Philanthropic organizations
* Government agencies
* Public institutions
* Private organizations
* School and university
* Other educational institutions
* Industry experts and mentors
* Vendors and suppliers
* Service providers
* Companies that offer digital solution
* Digital Supplies
* Utilities and telecom service provider
* Lighting and IT support
* Corporate sponsors and donors
* NGOs
* Community groups

Expected to continue to grow

Key Activities:

* Offers a range of local cultural, multiple cultural, personal and social development, as well as Leadership development courses, events and activities.
* Tutoring and academic support services are available.
* Analysis and providing professional advice and recommendation.
* Provide a channel for communication, co-creation and collaboration.

Key Resources:

* Human resources
* Financial resources
* Physical resources (eg. classrooms, sports facilities, art studios, and music rooms)
* Digital resources (eg database, Online courses and educational resources
* Building
* Supporting facilities and equipment

Value Proposition:

* Provide opportunities for learners to develop interests and talents outside the school curriculum.
* A variety of activities are offered to suit different interests and learning styles.
* Enhance students' academic performance and personal development through programs such as tutoring and academic support.
* Provide resources and expertise to members.
* Provides access to mentors, industry experts and a network of like-minded individuals.
* Provide a personalized learning experience based on individual differences and learning styles of learners.
* To develop learners' sense of social responsibility and citizenship.
* Encourage learners to conduct cross-cultural communication and cooperation, and enhance their international vision and cross-cultural understanding.
* To develop learners to be creative and innovative.

Customer Relationships:

* Build strong relationships with students and their parents through ongoing communication and support.
* Engage with communities and different cultures through outreach programs and events.
* Develop partnerships with educational institutions, local industry and other stakeholders.

Channels:

* Face to face
* Online platforms (websites and social media channels)
* Seminars and Events
* Customer Service and Word of Mouth
* Flyers and other printed materials.

Customer segment:

* Elementary, secondary and college students looking for ways to develop interests and skills.
* Parents looking for opportunities to support their child's development and education.
* Educators who want information and training on teaching methods and strategies to improve their teaching effectiveness.
* Educational institutions that can collaborate with the hub on projects and activities.

Expected to continue to grow

Cost structure:

* Rent and maintenance of physical spaces and equipment.
* Salaries and benefits for staff and volunteers.
* Marketing and outreach expenses.
* Administrative expenses such as legal and accounting fees.
* Insurance and liability expenses.
* Publicity

Revenue Streams:

* Membership fees for access to maker spaces and resources.
* Fees for training and education programs.
* Donations and grants from corporate, educational, and government partners.
* Revenue from events and workshops.

Expected to continue to grow

Figure 14: Business Model Canvas of VALUE JOURNEY
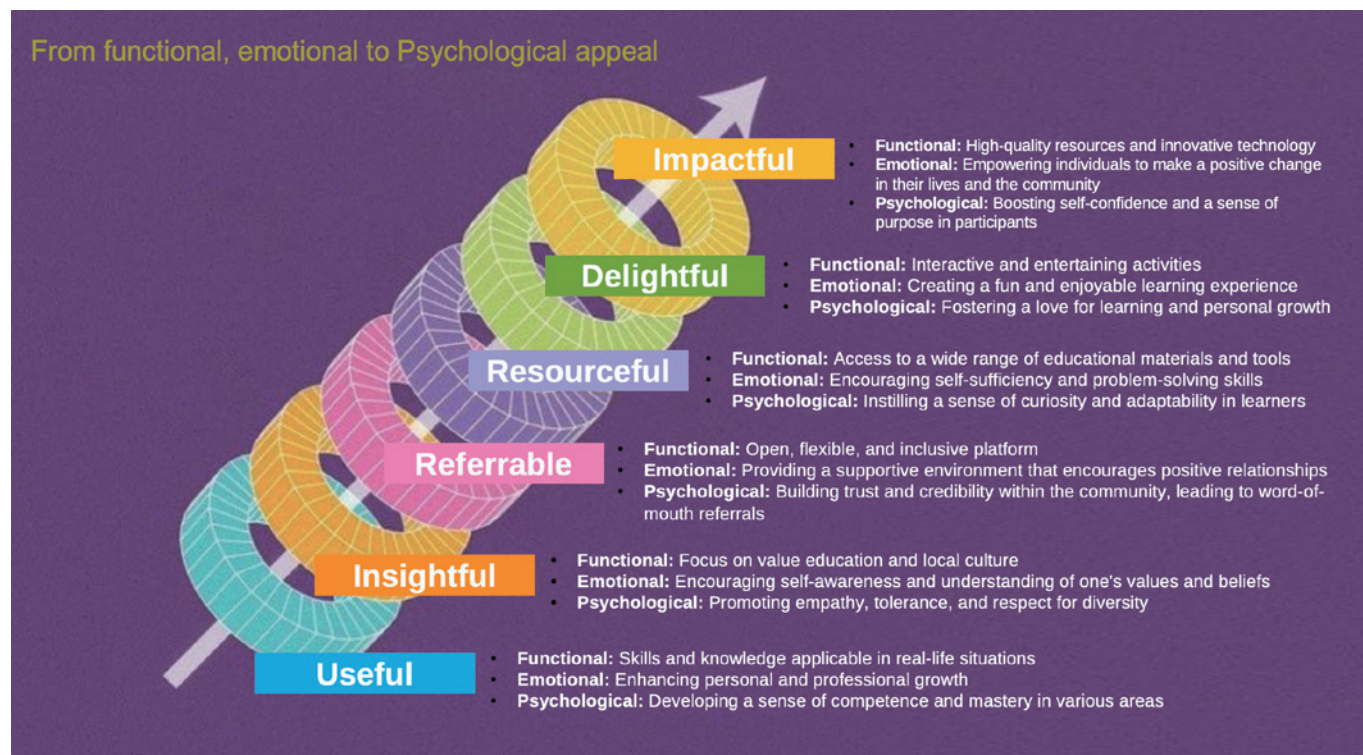
3.4 Concept Laddering

From functional, emotional to Psychological appeal

Impactful
- **Functional:** High-quality resources and innovative technology
- **Emotional:** Empowering individuals to make a positive change in their lives and the community
- **Psychological:** Boosting self-confidence and a sense of purpose in participants

Delightful
- **Functional:** Interactive and entertaining activities
- **Emotional:** Creating a fun and enjoyable learning experience
- **Psychological:** Fostering a love for learning and personal growth

Resourceful
- **Functional:** Access to a wide range of educational materials and tools
- **Emotional:** Encouraging self-sufficiency and problem-solving skills
- **Psychological:** Instilling a sense of curiosity and adaptability in learners

Referrable
- **Functional:** Open, flexible, and inclusive platform
- **Emotional:** Providing a supportive environment that encourages positive relationships
- **Psychological:** Building trust and credibility within the community, leading to word-of-mouth referrals

Insightful
- **Functional:** Focus on value education and local culture
- **Emotional:** Encouraging self-awareness and understanding of one's values and beliefs
- **Psychological:** Promoting empathy, tolerance, and respect for diversity

Useful
- **Functional:** Skills and knowledge applicable in real-life situations
- **Emotional:** Enhancing personal and professional growth
- **Psychological:** Developing a sense of competence and mastery in various areas

Figure 15: Concept Laddering

VALUE JOURNEY Learning Hub provides a **comprehensive, dynamic and engaging experience** for individuals seeking personal and professional growth. The Hub emphasizes local values and culture, while utilizing innovative technology and quality resources to provide an immersive and enjoyable learning environment.

The Learning Hub is designed to **promote inclusivity, collaboration and support, fostering positive relationships within the community**. The Hub emphasis on value education and commitment to sustainable development makes it a role model for community development in Hong Kong.

The key attributes of this learning center - **impactful, delightful, resourceful, referential, insightful and useful** - demonstrate its commitment to provide meaningful, practical and relevant learning experiences that satisfy participants' emotional, Psychological and functional needs. These attributes help differentiate the learning hub from competitors, build trust and credibility, and encourage word-of-mouth referrals.

The VALUE JOURNEY Learning Hub is an innovative platform that empowers individuals to positively impact their own lives, communities and the environment by nurturing local values, fostering personal growth and promoting sustainable development.

04 /

DELIVER
Designing for Impact

A dynamic learning Hub that nurtures local values through interactive and entertaining activities. This open and flexible platform fosters inclusive and supportive environments where people can collaborate and learn from one another. Through innovative technology and high-quality resources, it provide immersive experiences that promote positive relationships and sustainable development. Join us in becoming a role model for value education and community development in Hong Kong.

6

Concept for VALUE Journey

- Immersive, enjoyable learning environment
- Experiential & Life-based learning
- Partnership & Networking
- Nurturing local values & promoting personal growth
- Promote inclusion, collaboration & support
- Leisure, Chill-out & Mental relief
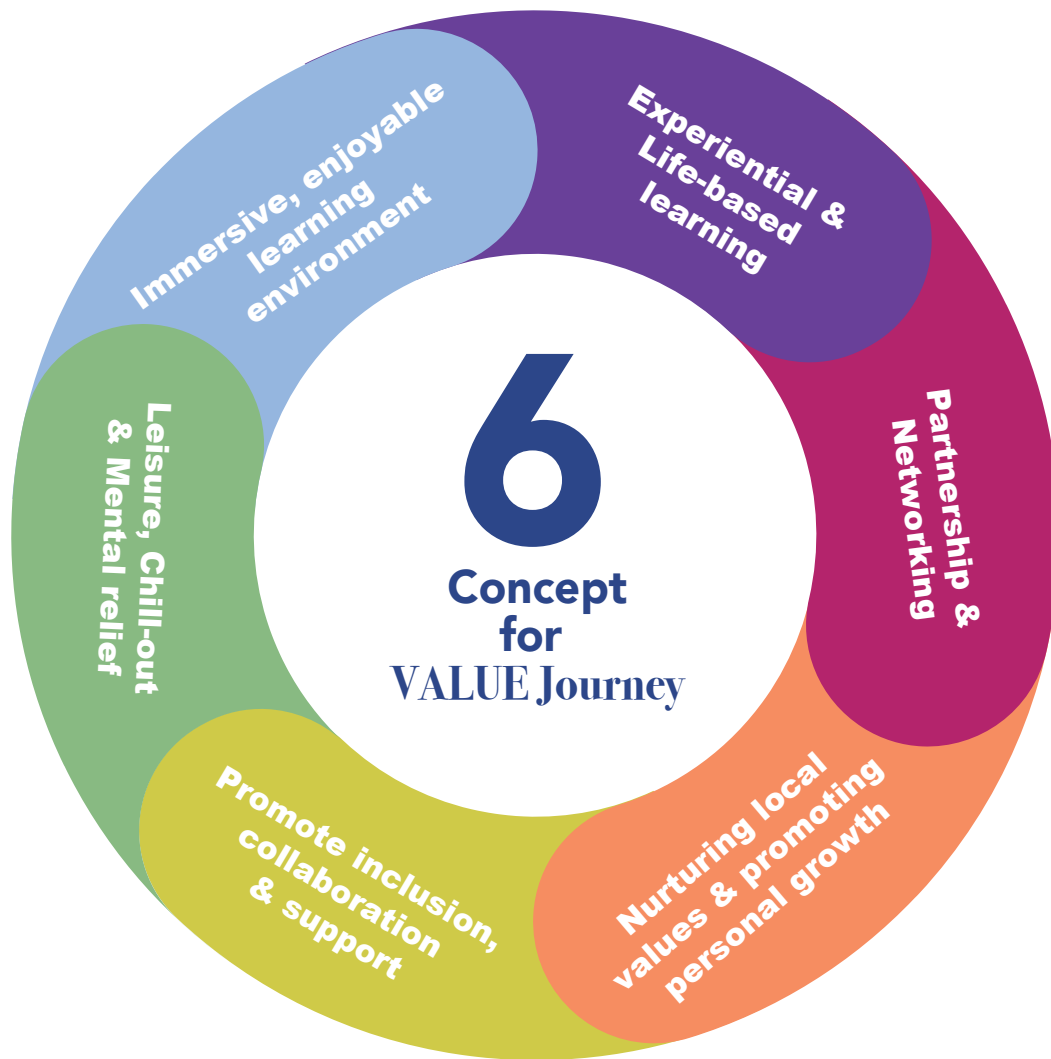
4 Core Value

Relationships
We cultivate connections with others

Respect
Understanding and considering the rights of everyone

Resilience
Bravery in the face of challenges

Responsibility
Recognize your own behavior and make positive changes

VALUE Journey's
4 Pillars of Learning

**HK Local Culture
Knowledge**

**Intercultural
Appreciation**

**Personal & Social
Development**

**Leadership
Development**

1. Hong Kong Local Culture Knowledge

Know and appreciate the unique cultural heritage of our local community, including its history, traditions and values.

Students are encouraged to learn about and share their cultural backgrounds through interactive activities and discussions. These experiences immerse learners in local traditions, connecting them to vibrant customs and practices. We bridge the gap between students and local professionals, fostering a collaborative learning environment filled with diverse experiences and knowledge.

In addition, the importance of cultural preservation and sustainable development is emphasized. The program aims to instil a sense of responsibility and pride in students, motivating them to actively preserve and celebrate local heritage. Through innovative approaches to cultural education, students are encouraged to think critically, explore new ideas, and contribute to the evolution of our cultural landscape.
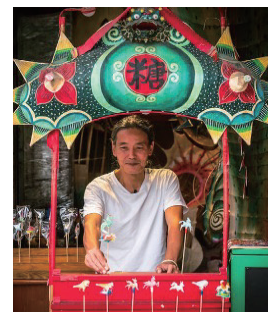
2. Intercultural Appreciation

Promote respect and understanding of other cultures and perspectives, and foster global citizenship.

Organize a variety of cultural exchange activities to allow students to experience the uniqueness of different cultures, thereby enhancing cultural inclusiveness and diversity awareness. Students are encouraged to respect others and develop a sense of national identity, while recognizing the importance of China and the world as interconnected entities.

Consider offering extra-curricular activities on the theme of "National and Global Culture" for students in Hong Kong. These events can provide opportunities for students to learn about and appreciate different cultures through field trips, workshops and performances.

Provide opportunities for students to participate in short-term study abroad programs in China and other countries, allowing them to understand the rapid development of modernization in the Greater Bay Area and other regions, and understand the importance of an "outward-looking" economy. These programs can also help students develop a sense of national identity and a sense of responsibility for the future of their homeland.

Students are encouraged to reflect on their cross-cultural experiences and consider how they can apply what they have learned in their personal and academic lives.

3. Personal & Social Development

Develop strong self-awareness, emotional intelligence and interpersonal skills to become confident and empathetic individuals.

Help students develop their social and emotional skills by providing opportunities for them to work collaboratively, communicate effectively, and build positive relationships with others.

Encourage students to set personal goals and work towards them, and provide support and feedback to help them achieve these goals.

Offer programs that focus on topics such as mindfulness, emotional regulation, conflict resolution, and self-care, and provide resources such as books, videos, and online content that support these topics.

Provide opportunities for students to participate in community service projects or volunteer work, which can help them develop empathy and a sense of social responsibility.

4. Leadership Development

Provides the skills and knowledge needed to be an effective leader, including communication, problem-solving and decision-making skills.

Provide opportunities for students to develop their leadership skills by actively involving them in the planning and execution of different activities and events, thereby cultivating their leadership abilities and critical thinking skills. This can include opportunities to lead group projects, organize events, or take on other leadership roles within the learning center.

Encourage students to reflect on their leadership experiences and identify areas for improvement, and provide opportunities for them to receive constructive feedback from peers, mentors and other experts. Mentors can play a key role in providing guidance and support to students as they develop their leadership skills. They can offer advice on leadership strategies, help students identify their strengths and weaknesses, and provide feedback on areas for improvement. Mentors can also serve as role models and sources of inspiration for students.

Offer workshops or training programs that focus on topics such as communication, problem-solving, decision-making, and time management, which can help students develop the skills necessary to be effective leaders.

Students who demonstrate strong leadership potential and successfully complete the training programs may have the opportunity to become official mentors within the learning hub, helping to guide and support their peers as they develop their own leadership skills. (At the same time, solve the problem of shortage of tutors.)

Provide resources such as books, videos, and online content that highlight the qualities and skills of effective leaders, and encourage students to engage with these resources in their own time.
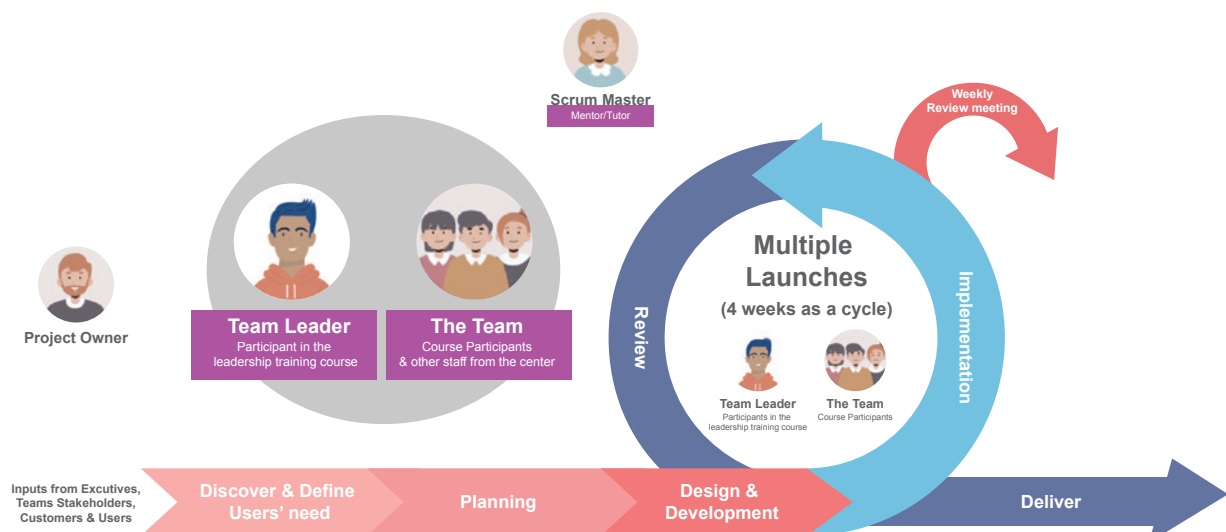
Figure 16: Applying Agile Method into the Leadership Training

Mode of Learning and Activities

Learning Hub's activities will be combined with **Experiential Learning** and **Blended Mode of Activities** to provide a holistic learning experience. By combining these two approaches, learning centers can provide learners with a dynamic and engaging learning experience.

Experiential learning, developed by David Kolb (Kolb, 1984), is a powerful educational method that emphasizes the importance of hands-on learning, reflection, and feedback. Kolb's experiential learning model consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (see Figure 17).

Experiential learning emphasizes the importance of hands-on learning, reflection and feedback. By incorporating experiential learning into activities, learners are given practical opportunities to apply their knowledge and skills in real-world settings. This also helps learners develop critical thinking, problem-solving and decision-making skills, and build confidence and competence in their abilities.

Figure 17: Kolb's experiential learning cycle

Figure 18: Blended Mode of Activities

Blended Mode of Activities, on the other hand, involve combining traditional classroom learning with online and technology-enhanced activities. By incorporating blended learning into our courses, we can provide learners with a range of resources and tools that enhance their learning experience. This can include online modules, simulations, videos and interactive activities that can be accessed anytime and anywhere.

By combining experiential learning with the Learning Hub's blended activity model, the Learning Center can create a dynamic and engaging learning experience that enables learners to develop the skills and knowledge they need to succeed in today's rapidly changing world.

One-stop solution for all learning needs of users

Today, smart devices are more ubiquitous and convenient, and our digital touchpoints should not be tailored just for computers. In addition to the official website, we have created the VALUE JOURNEY app to provide a seamless and convenient user experience. The app is designed to be a one-stop solution for all learning needs of users.

With the VALUE JOURNEY app, users can register and create a profile, buy courses, participate in online courses and easily receive information and updates, and you can even book tickets to major museums and galleries directly through the app, avoiding the long lines and hassle.
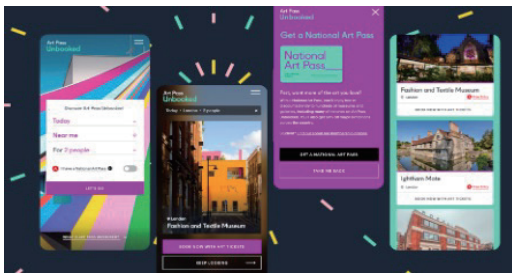
The app allows users to attend virtual events and exhibitions, making it easier than ever to explore and learn about different topics. In the streets or different venues where various cultures gather in Hong Kong, as long as they see a place with a VALUE JOURNEY QR code, users can listen to the audio guide through the App, or use AR to obtain relevant background history and information anytime and anywhere.

Before the widespread adoption of offset printing, Hong Kong's printing industry primarily relied on letterpress printing, which was utilized across various sectors. This method involved the use of different-sized letter blocks, custom-made metal plates, and ink to create printed materials of varying dimensions.
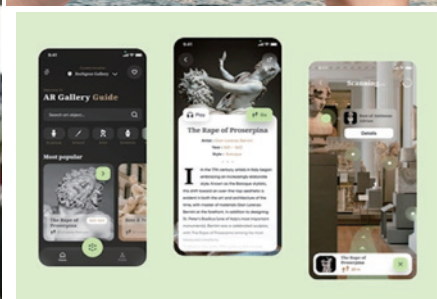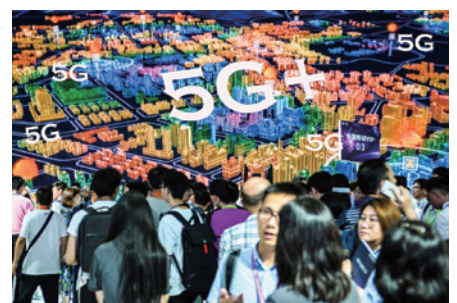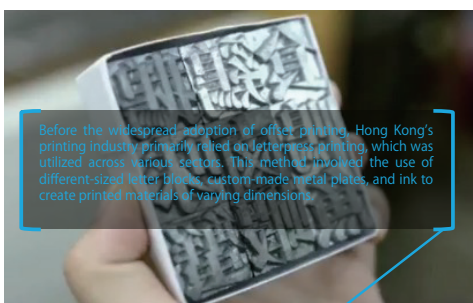
Our artificially intelligent virtual assistant is a key feature of the app. It provides personalized lesson plan suggestions and helps users set learning goals. No matter what course the user wants to study, the virtual assistant will plan a customized learning path for the user.

By collecting data on user habits and preferences, the app helps us better understand our users' needs. This data enables us to continuously improve the user experience and provide tailored advice. We use this information to develop new content, improve courses, and ensure that VALUE JOURNEY meets users' expectations.
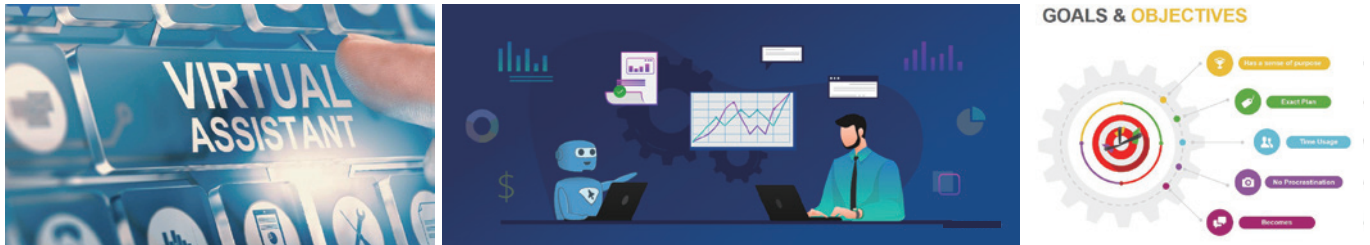
The app also fosters a vibrant community where users can connect with other learners, lecturers and staff. Users can participate in discussions, share insights, and collaboratively create courses. This collaborative environment fosters knowledge sharing and inspires creativity.
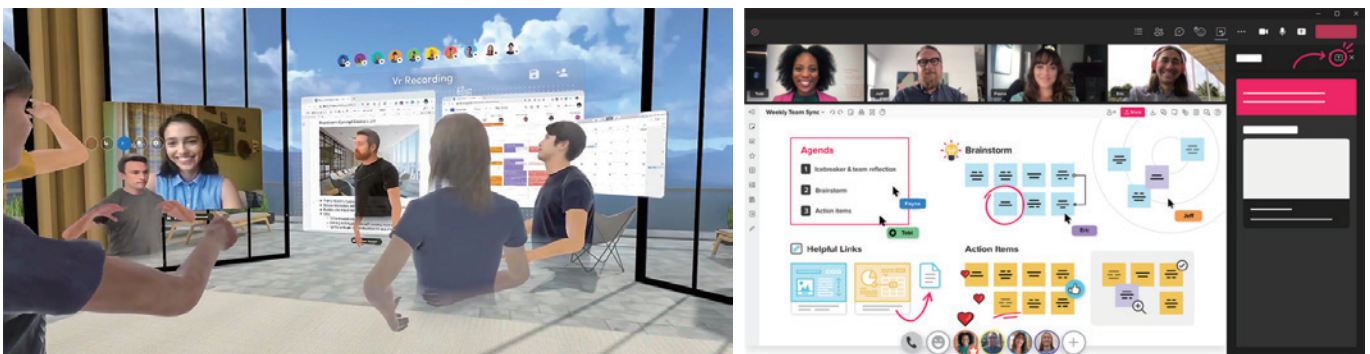
In addition, users can also rent the facilities of our education centers through the app. Whether users need study rooms, multi-purpose activity rooms or technology equipment, you can easily manage users' learning resources through the application.

The VALUE JOURNEY app provides a user-friendly and comprehensive learning experience. It offers features such as registration, purchases, updates, audio guides, co-creation of courses, cultural exchanges, virtual events, museum ticket reservations, personalized lesson plans, community engagement and facility reservations. The app is designed to make the user's learning journey easy, engaging and customized to the user's interests.
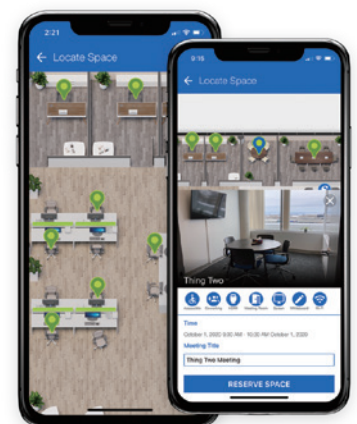
The circular design and sustainable approach
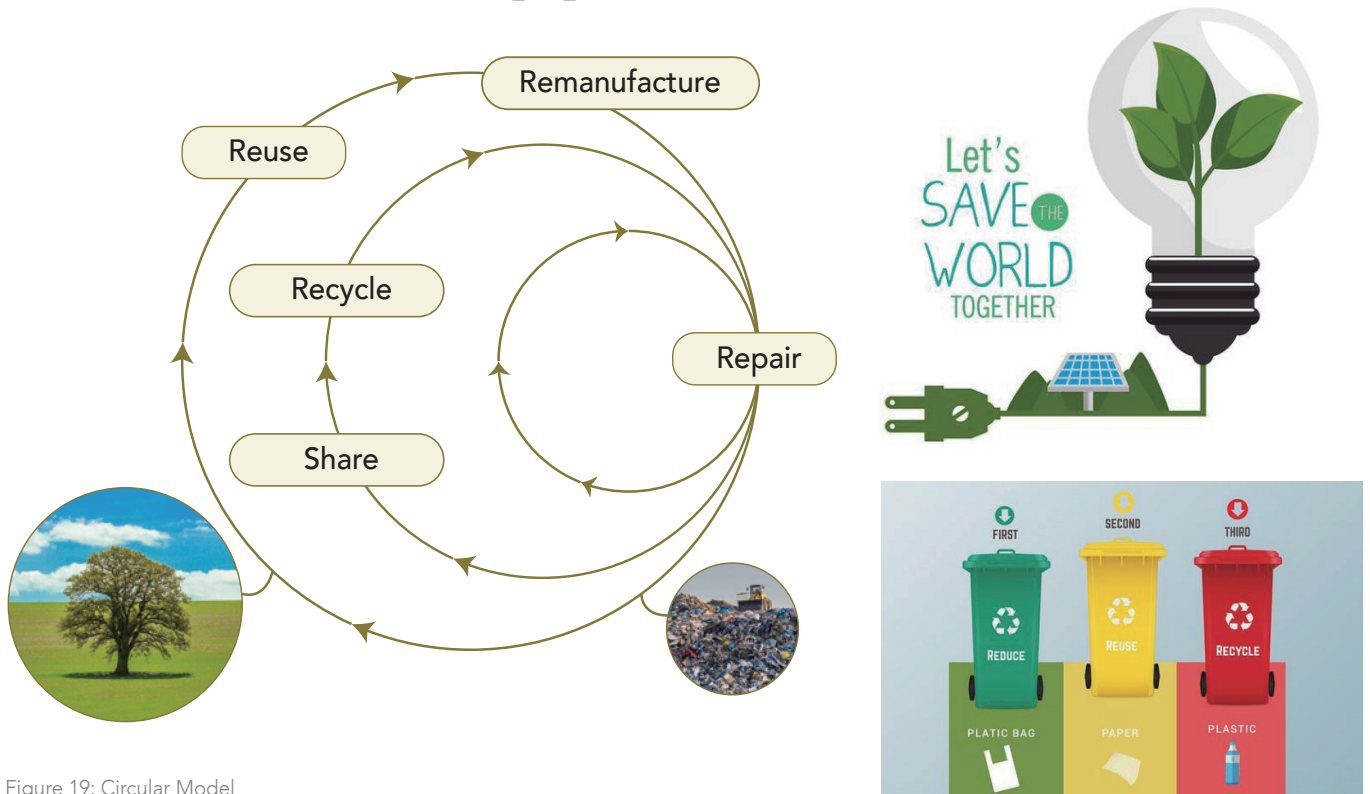
Figure 19: Circular Model

As a learning hub, VALUE JOURNEY focused on nurturing Hong Kong people and creating positive value for society, it is crucial to adopt a sustainable approach to reduce waste and promote circular design. A circular design approach aims to minimize waste by maximizing the use of resources through reuse, repair, remanufacture, recycling and sharing. By taking this approach, we can reduce our environmental impact and create a more sustainable future.

One way to promote circular design and sustainability is to encourage the use of reusable products. We provide employees and visitors with reusable water bottles, coffee mugs and shopping bags, and promote the use of these products through educational materials and signage. In addition, it is vital that we establish a recycling program to ensure waste is disposed of properly. This involves separating recyclable materials, such as paper, plastic and metal, and making sure they are sent to the appropriate facilities for recycling.

Also, we use sustainable materials wherever possible. When purchasing materials for our learning hub, we consider sustainable materials such as recycled paper, bamboo and organic cotton. These materials are environmentally friendly and can be reused or recycled. Energy efficient lighting such as LED bulbs and natural light will also be used to reduce energy consumption and reduce the center's carbon footprint.

Finally, we will also provide repair services for customers' electronic equipment and other equipment and reuse second-hand electronic equipment donated by our partners, so as to extend the life of the electronic equipment and reduce the amount of waste generated. By implementing these strategies, the learning hub can become a model for sustainable practices and circular design. Through education and awareness raising, our hub can inspire others to adopt more sustainable practices in their daily lives, positively impacting the environment and society at large.

With the rapid advancement of technology and shifting societal needs, there will be a growing demand for education that goes beyond traditional academic knowledge, focusing on holistic development, personal growth, and the cultivation of local values.

In this evolving scenario, the VALUE JOURNEY Learning Hub is well-positioned to fill the gap in Hong Kong's education system. The hub's comprehensive and dynamic approach to learning, combined with its emphasis on local values and culture, provides a unique and much-needed offering in the education sector.

By utilizing innovative technology and quality resources, the learning hub ensures that individuals have access to an immersive and enjoyable learning environment. This approach not only caters to the diverse learning styles and preferences of individuals but also prepares them for the digital era, equipping them with essential skills for the future.

Moreover, the emphasis on inclusivity, collaboration, and support within the hub fosters positive relationships within the community. This is crucial in a society like Hong Kong, where building social cohesion and understanding among diverse groups is increasingly important.

The Hub's commitment to value education and sustainable development further sets it apart. By nurturing local values, it helps individuals develop a strong sense of identity and belonging, which are essential for fostering social harmony and cultural preservation. Additionally, the focus on sustainable development instills in individuals a sense of responsibility towards the environment, equipping them with the knowledge and skills to contribute positively to their communities and the world.

One of the key strengths of the learning hub is its ability to connect learners with professionals in the community. By facilitating these connections, the hub creates valuable opportunities for individuals to learn from experts in various fields and gain real-world insights. This bridge between learners and professionals is crucial in preparing individuals for their future careers and enabling them to make informed decisions about their educational and professional pathways.

Figure 20 below outlines how we recommend linking focus groups to Phase 1 VALUE JOURNEY. And VALUE JOURNEY will not only play a role in providing professional Values Education, but also serve as a bridge between professionals and learners in the community.

4.3 Overview of VALUE JOURNEY
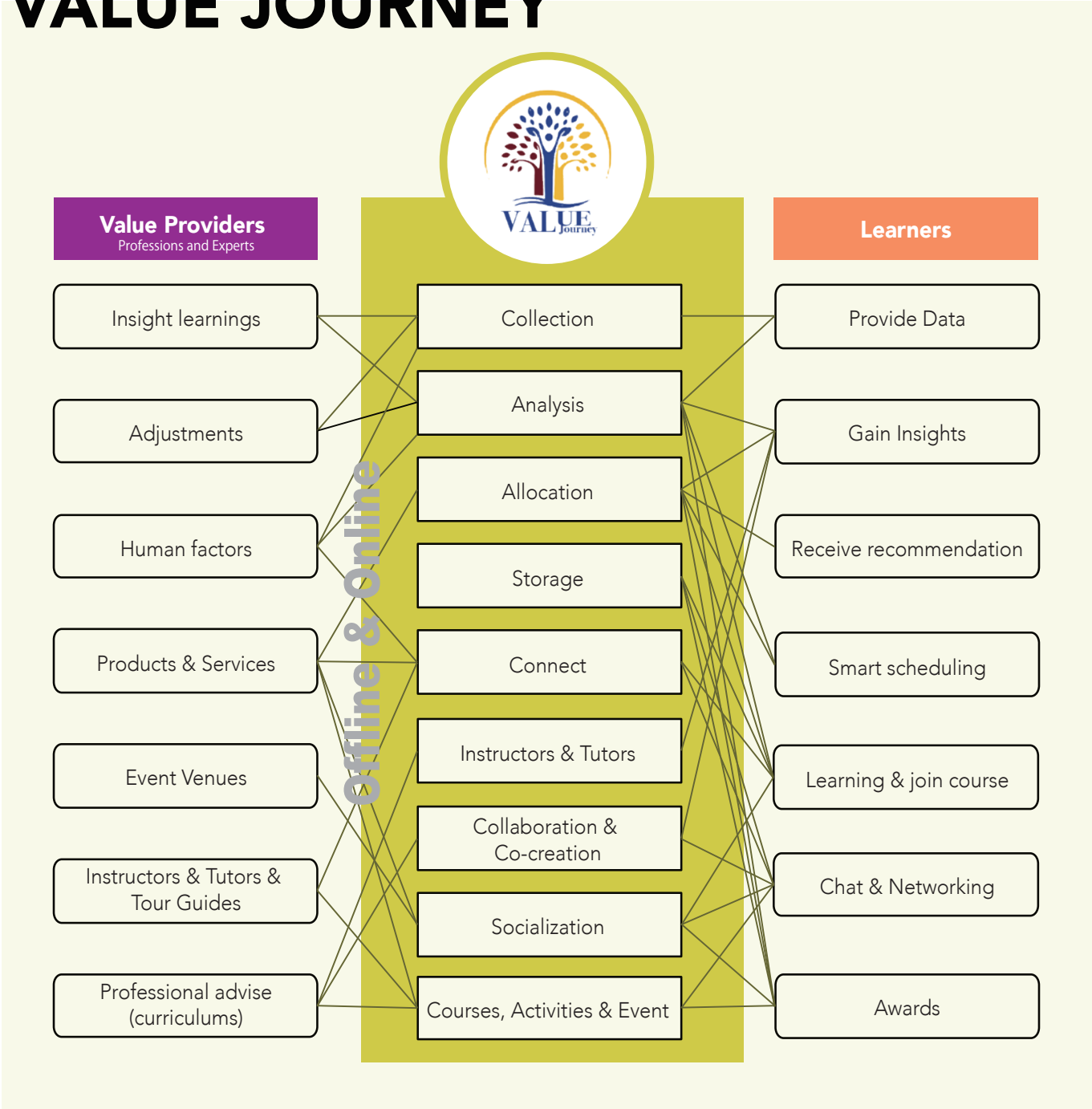
Figure 20: Overview of VALUE JOURNEY
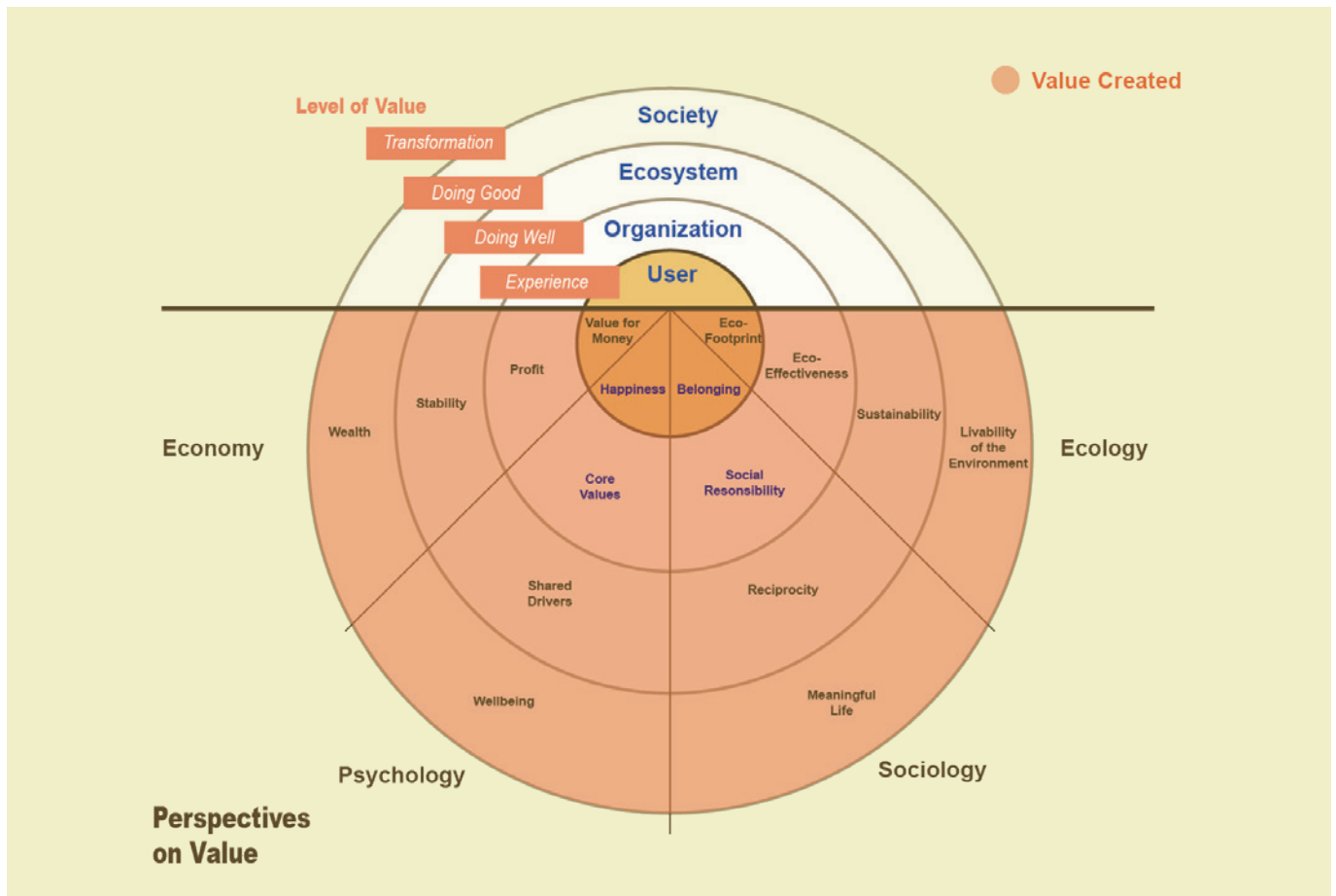
Figure 21: Value framework of VALUE Journey Learning Hub

The VALUE JOURNEY Learning Hub creates significant value across multiple levels, which aligns well with the modern demands of education, environment, and society.

Value to Customers (learners): VALUE JOURNEY offers a unique, comprehensive, and dynamic approach to learning that caters to diverse learning styles and preferences. The focus on local values and culture helps learners develop a strong sense of identity and belonging. The use of innovative technology and quality resources provides an immersive and enjoyable learning environment, preparing learners for the digital era. By connecting them with professionals in the community, the Hub enables learners to gain real-world insights, preparing them for their future careers.

Value to the Organization: VALUE JOURNEY sets the organization apart in the education sector due to its unique offering that includes value education, sustainable development, and a focus on local culture and values. The Hub's approach to learning aligns with societal needs and technological advancements, positioning the organization as a forward-thinking and innovative entity. The positive impact on learners can boost the organization's reputation, potentially attracting more learners and partners.

Value to the Ecosystem: VALUE JOURNEY strengthens the educational ecosystem by filling gaps in the existing system, especially in terms of value education and sustainable development. By fostering connections between learners and professionals, it also enhances professional communities by providing them opportunities to share their expertise and engage with the future generation.

Value to Society: VALUE JOURNEY contributes to building social cohesion and understanding among diverse groups, which is important for a society like Hong Kong. The focus on sustainable development encourages responsibility towards the environment, which can lead to positive societal outcomes. The Hub also contributes to cultural preservation by emphasizing local values and culture, fostering social harmony.

05 /

IMPLEMENTATION & EVALUATION

Use Extracurricular Activities as a prototype for testing and refining ideas for future improving.

Enhancing Values Education in Hong Kong is a multifaceted, long-term endeavor that necessitates meticulous planning, commitment, and constant refinement. As such, the education center's curriculum will leverage **Extracurricular Activities** as a dynamic model, intertwined with agile methodologies for curriculum monitoring and enhancement.

Extracurricular activities, by their flexible nature, foster a relaxed and enjoyable learning environment, thus increasing the likelihood of students retaining what they learn. By transforming such activities into learning experiences, we encourage students to participate more actively, thereby boosting their eagerness to learn. This immersive and interactive approach goes beyond the confines of traditional classroom instruction, igniting students' passion for learning. Through these activities, students acquire practical skills, learn to work as a team, enhance their communication abilities, and find practical applications for the values they learn. These competencies will shape them into well-rounded individuals, setting them up for future professional and social success.

Cooperate with agile method to monitor and improve course content

Agile methodologies (figure 22) form the backbone of our strategy to align the curriculum with the students' evolving needs and learning outcomes. The essence of the agile approach is continuous trial, learning, and improvement, which significantly enhance the efficacy of the program. By applying agile methodologies to curriculum design, the education center can nimbly adjust and enrich course content to match actual performance and learning outcomes. It involves regular tracking of student progress and needs, dynamic modification of activities, and infusing innovative elements, all of which are crucial to the agile approach. Interactions with students offer invaluable insights into their thought processes and ideas, enabling the creation of courses custom-made to their needs.
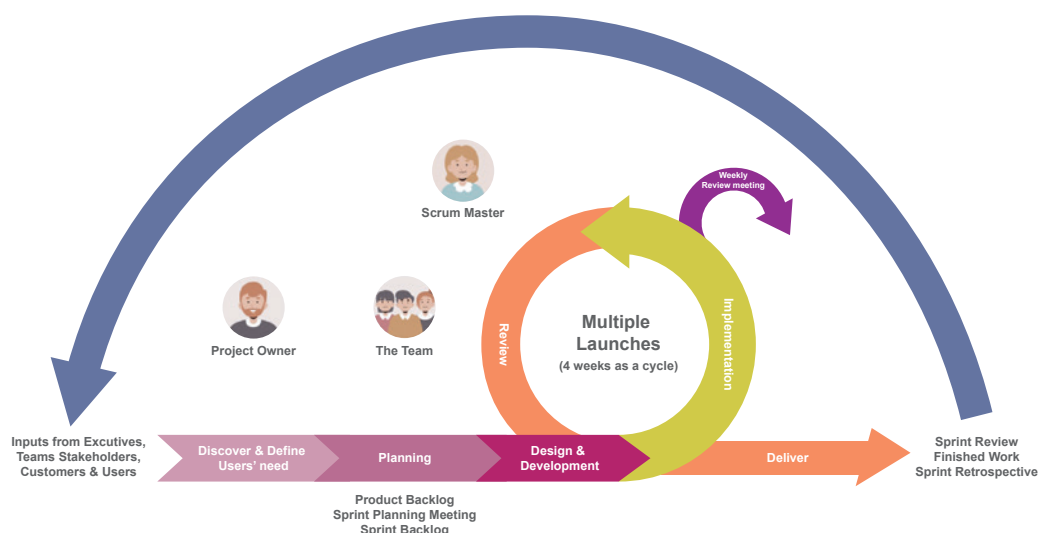

Figure 22: Cooperate with agile method to monitor and improve course content

The synergy of extracurricular activities and agile methodologies creates a powerful blend that boosts the effectiveness of values education. While extracurricular activities kindle student interest, agile methodologies ensure that the content remains fresh and engaging. As students revel in this enjoyable learning process, they naturally integrate the learned values into their everyday lives. Concurrently, the curriculum undergoes continual enhancement to offer students the most effective guidance and assistance.

VALUE JOURNEY, recognizing the significance of this endeavor, will establish a dedicated task force to oversee the implementation and evaluation of these strategies. The task force's mandate will include introducing a variety of extracurricular activities that reflect our core values and educational objectives, and setting up a feedback mechanism that encourages ongoing input from students, parents and educators. To evaluate the effectiveness of these strategies, the task force will employ a mix of qualitative and quantitative tools, such as surveys, interviews, and performance tracking. These tools will measure the success of the approach and identify areas for improvement, thereby ensuring our curriculum remains agile and responsive to the needs of our students.

6 Conclusion

Amidst the transformation of Hong Kong and evolving social needs, the demand for education extends beyond traditional academic knowledge. The conventional one-way, rote learning method is no longer sufficient to meet these demands. Greater emphasis is now placed on holistic development, personal growth, and the cultivation of local values, all of which provide a platform for learners to become global citizens.

In this context, educators with innovative minds play an indispensable role. These educators bear the crucial responsibility of reviving Hong Kong's educational landscape and constructing a sustainable new system centered around values. To achieve this ambitious goal, the innovative model offered by VALUE JOURNEY may well provide the solution.

VALUE JOURNEY's approach to learning is both holistic and dynamic. It emphasizes local values and culture, offering a unique and much-needed service to the educational sector. Their focus on inclusivity, collaboration, and support within the Learning Center fosters positive relationships within the community. This is particularly vital in a society like Hong Kong, where building social cohesion and understanding amongst diverse groups is increasingly critical.

Moreover, VALUE JOURNEY's firm commitment to value education and sustainable development sets it apart. By adopting a community-centric approach, it encourages exploration of the identity and spirit of the Hong Kong people, co-creating immersive cultural experiences. The nurturing of local values aids individuals in developing a strong sense of identity and belonging, which are vital for fostering social harmony and cultural preservation.

Moreover, an emphasis on sustainability inculcates a sense of environmental responsibility in individuals. It arms them with the knowledge and skills necessary to make positive contributions to their communities and the world at large.

As an innovative education system, we should devise sustainable development strategies that are in sync with contemporary needs, adapt to societal changes, and collaborate with various stakeholders. VALUE JOURNEY is more than a mere values education center. It serves as a connector of communities, advocating for societal care in the present while paving the way to a sustainable future.

Assuming the mantle of a role model for innovative and sustainable value education, VALUE JOURNEY will persist in adding value to the lives of Hong Kong citizens, the institution itself, and the broader society. Together, let's strive to create a more enlightened, cohesive, and sustainable society!

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SUBJECTS STUDIED		DATE
SD5400	VISION AND CHANGE	2021/22 Semester 1
SD5104	BRANDING: FROM LOCAL TO GLOBAL STRATEGIES	2021/22 Semester 1
SD5018	RESEARCH AND ANALYSIS FOR DESIGN	2021/22 Semester 1
SD5002	DESIGN AND CULTURE: CULTURAL IDENTITY AND	2021/22 Semester 2
SD5001	INNOVATION TOOLS FOR STRATEGIC DESIGN	2021/22 Semester 3
SD5021	CHINESE TRADITIONS AND THE 21ST CENTURY	2021/22 Semester 3
MM5761	MARKETING MANAGEMENT	2021/22 Semester 3
SD5203	DESIGNING SERVICES	2022/23 Semester 1
SD5116	DESIGN FOR TRANSFORMATION	2022/23 Semester 2
SD5202	INNOVATIVE PRODUCTS AND SERVICES DEVELOPMENT	2022/23 Semester 2
AF5340	FINANCE AND ACCOUNTING FOR DESIGN BUSINESS	2022/23 Semester 3
SD5303	A PROPOSITION FOR DESIGN - VISION AND OPPORTUNITY	2022/23 Semester 3