

FUTURES OF EDUCATION HONG KONG AND GBA SURVEY 2021

16 November 2021

Organizer



Co-presenter



Survey Sponsor



The Futures of Education survey received 1,024 responses across various stakeholder groups

The survey was conducted between September and October 2021.

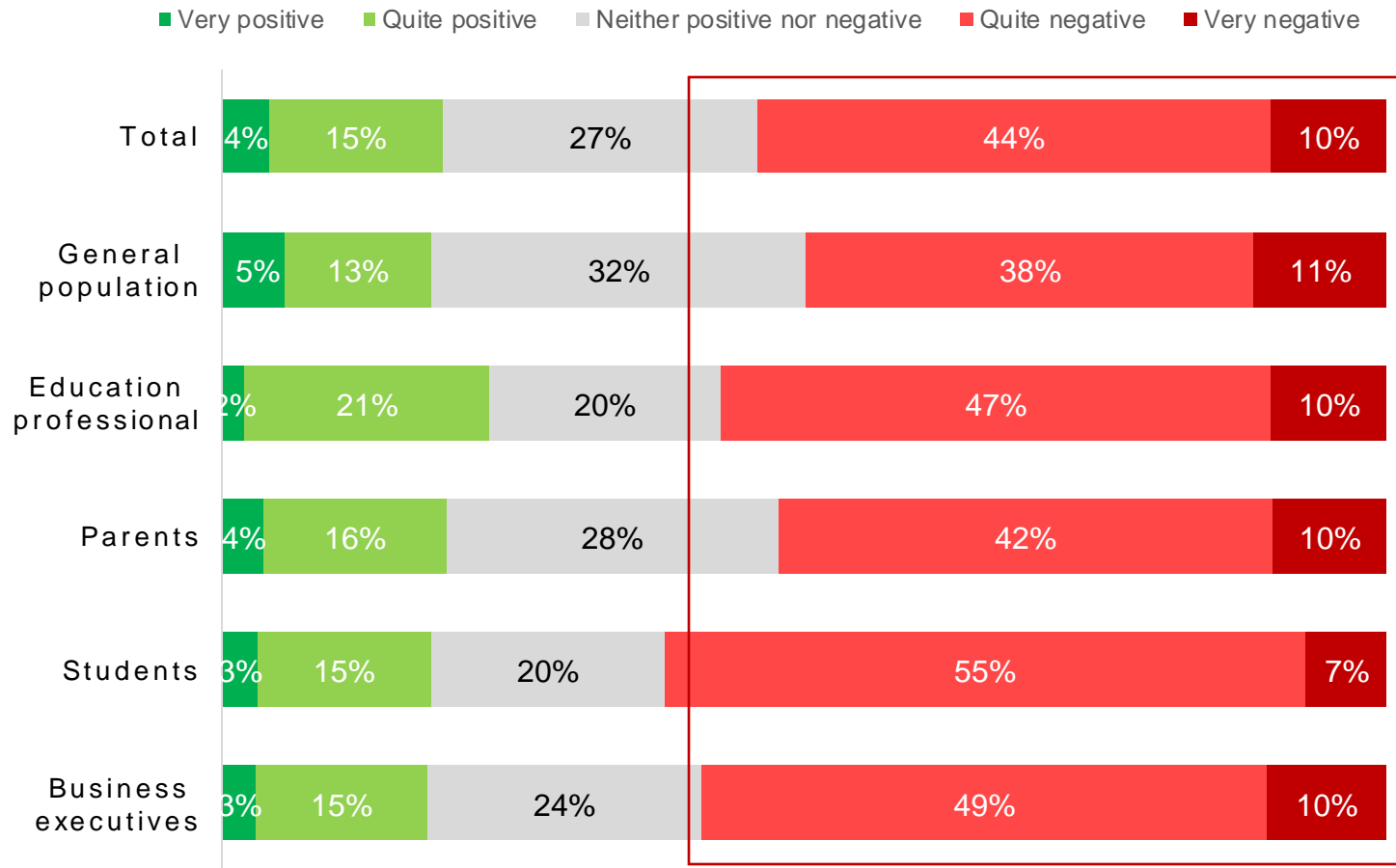
- ~800 Hong Kong residents aged 18 or up including general population, parents and full-time tertiary students
- ~200 education professionals and business executives

Key topics covered by the survey:

1. Humanity Challenges
2. Purposes of Education in 2050
3. Hong Kong's Education System - key skills, focuses and priorities
4. GBA opportunities

Impact of COVID-19

Covid-19 has had a disastrous impact on the education system, according to all groups, especially the students

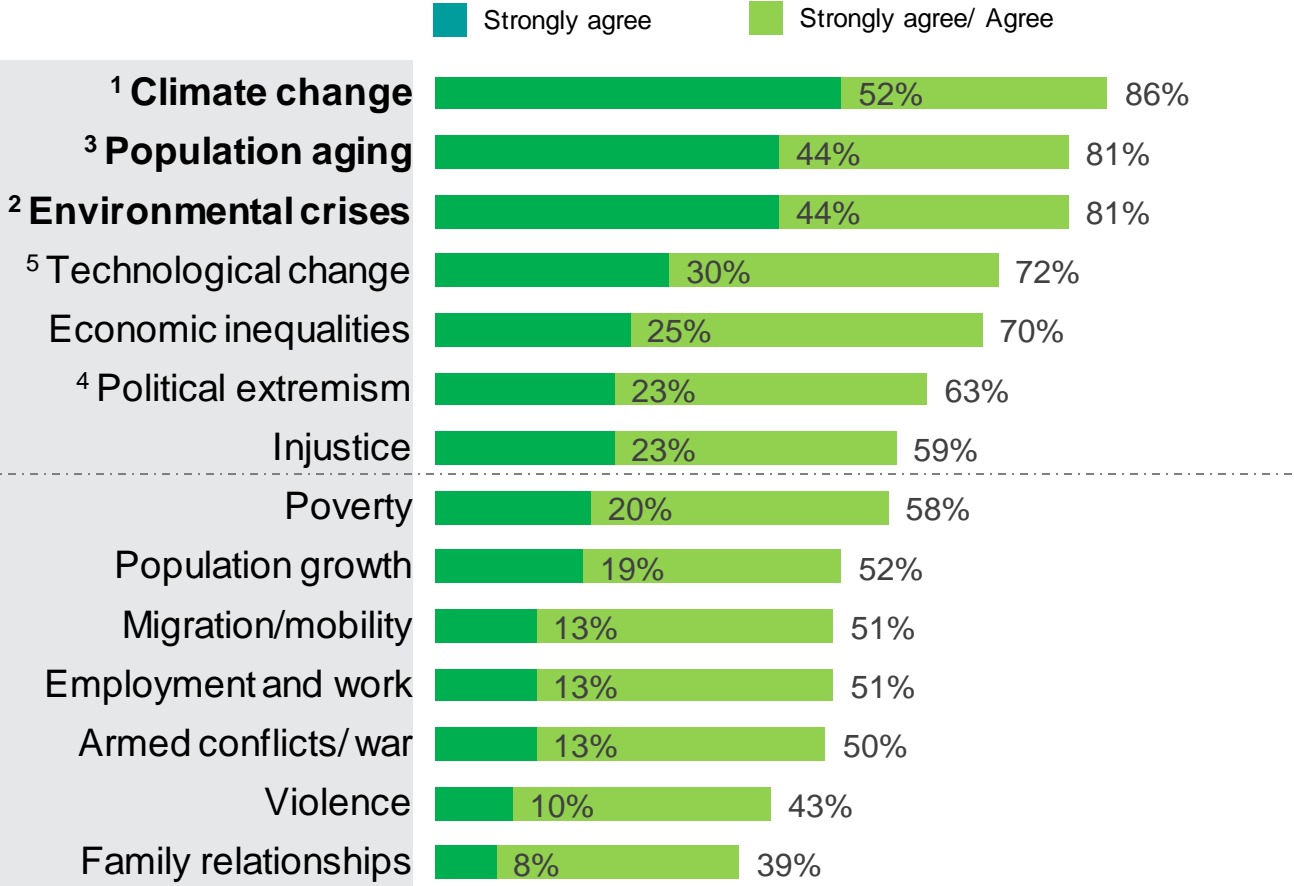


The World & Education in 2050



Humanity Challenges in 2050

Top concerns remain stable year on year but with less focus on political extremism this year



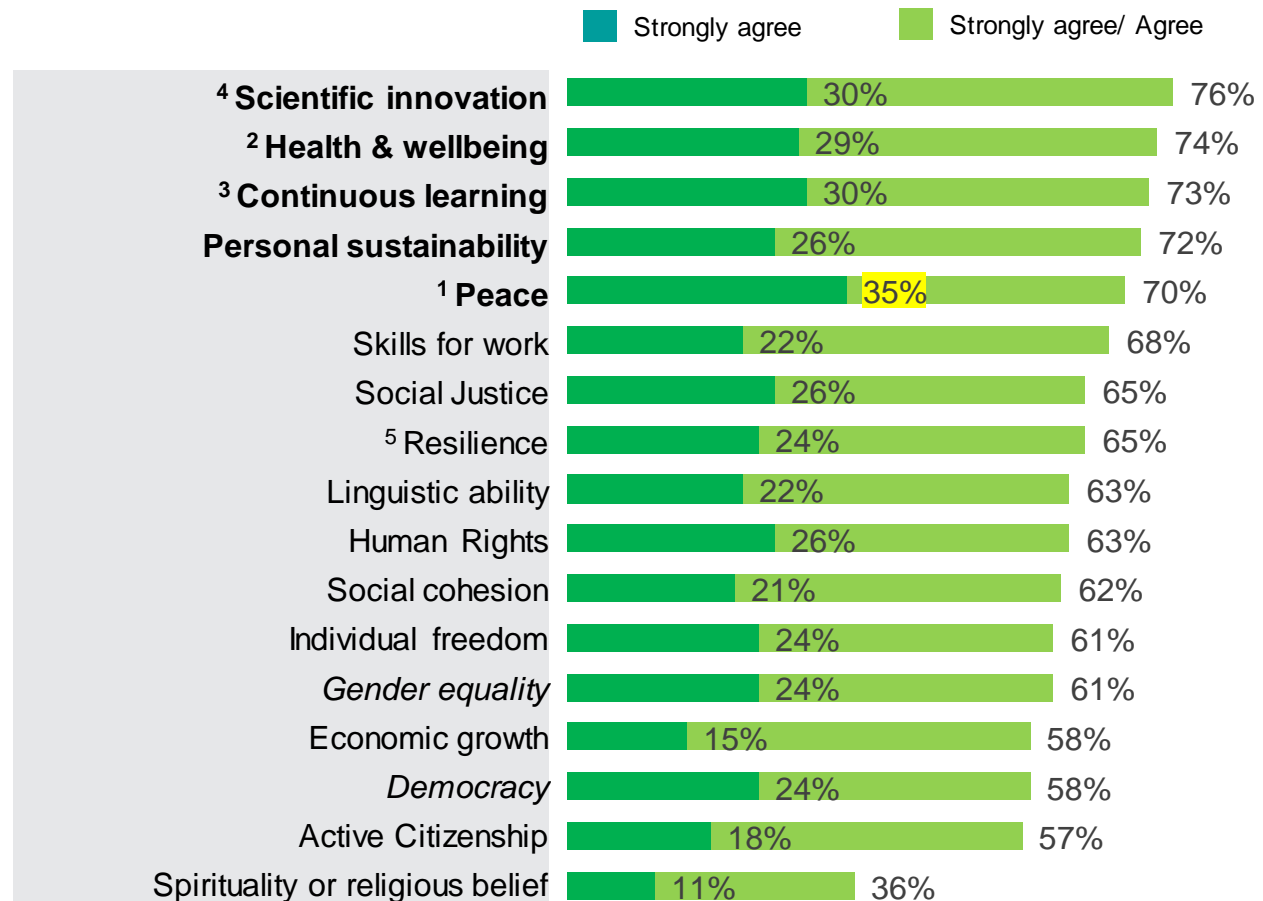
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1-5 Ranking in 2020 survey



Purposes of Education in 2050

Scientific innovation and health & wellbeing seen as top purposes of education in 2050, although more people strongly agree 'Peace' is a priority this year



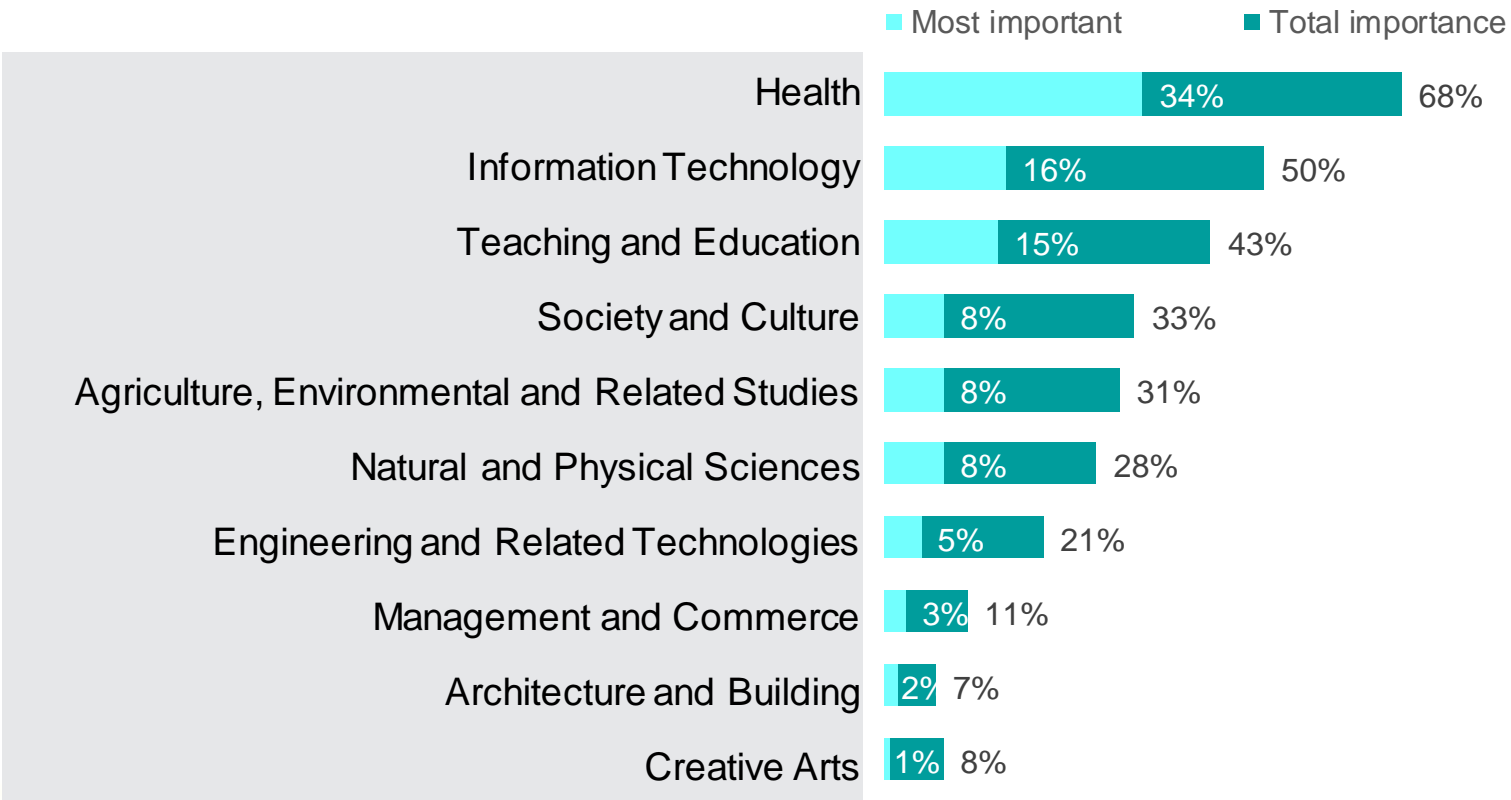
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1-5 Ranking in 2020 survey



Fields of Education for Future Challenges

Health-related fields are seen as critical to address world challenges, more so than IT and teaching. While businesses also expect agricultural/ environmental studies, teachers favour teaching!



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The Hong Kong Education System

Key skills, aspects and priorities

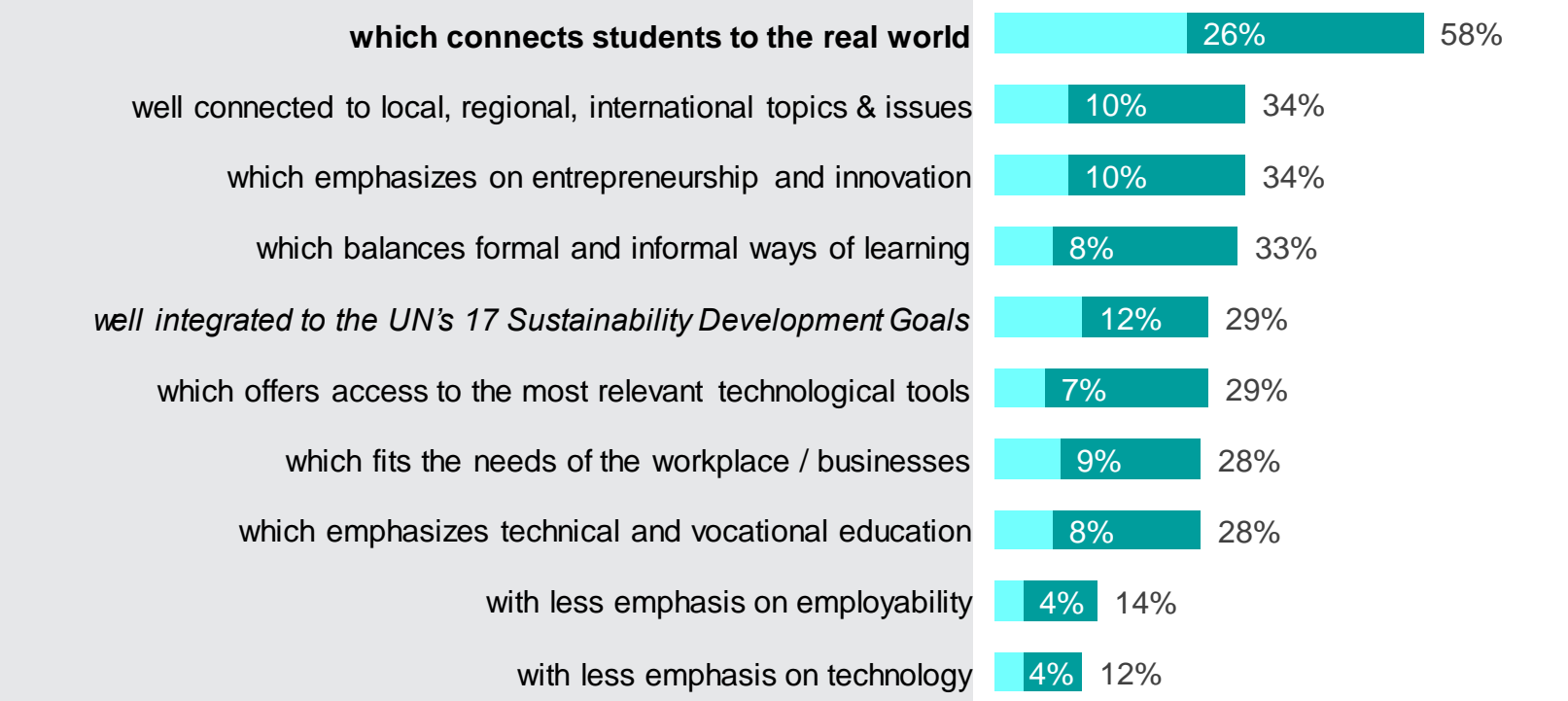


What's important for local education

Strong demand for curriculum that connects with the challenges and demands of the real world. Education and business sectors also very supportive of UNSGDs.

A curriculum/An education system...

■ Most important ■ Total importance



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What's the reality of local education

Only 4 in 10 agree the current curriculum connects students to the real world. Very few think the system is integrated to UNSDGs.

The Education System/curriculum in Hong Kong ...

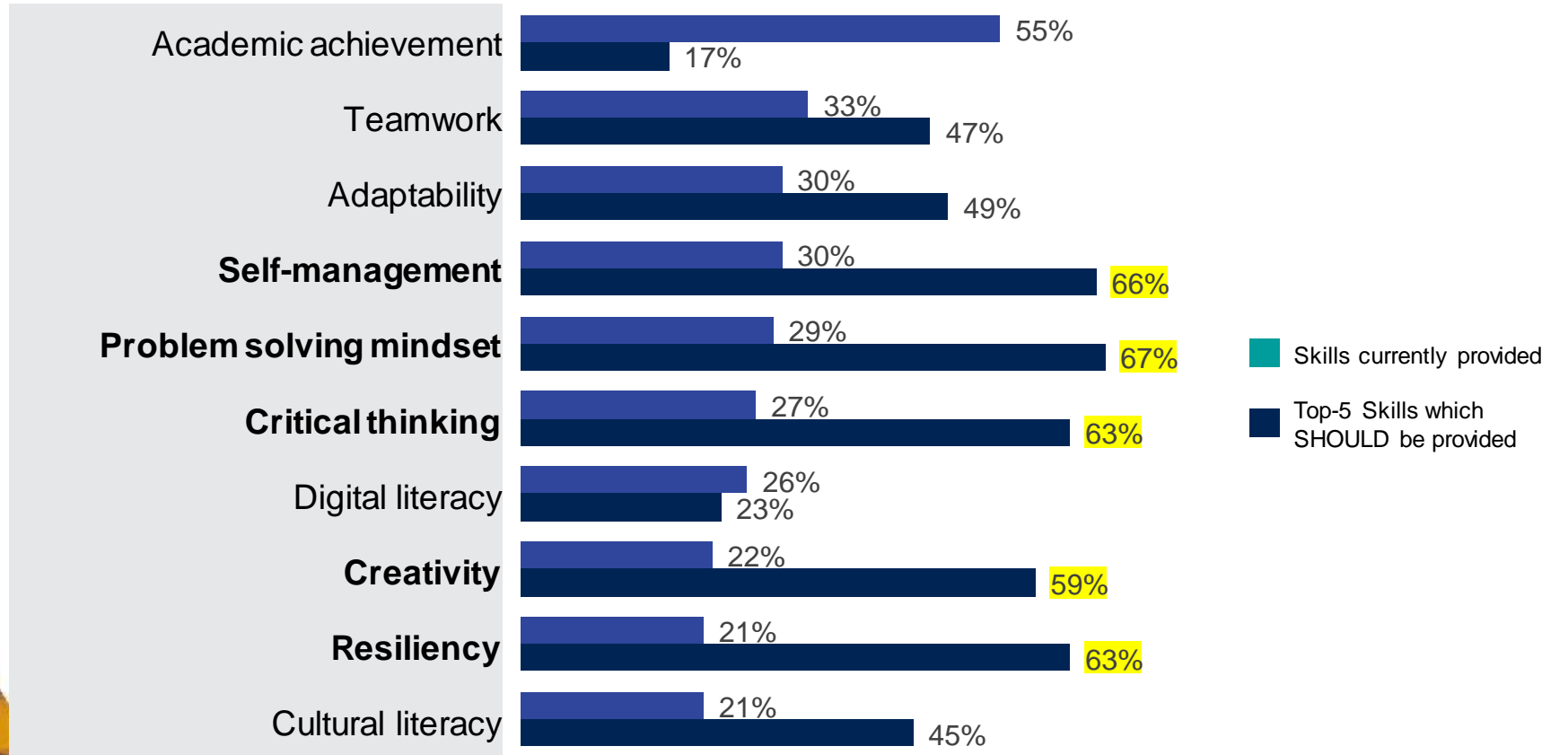


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Skills in Demand

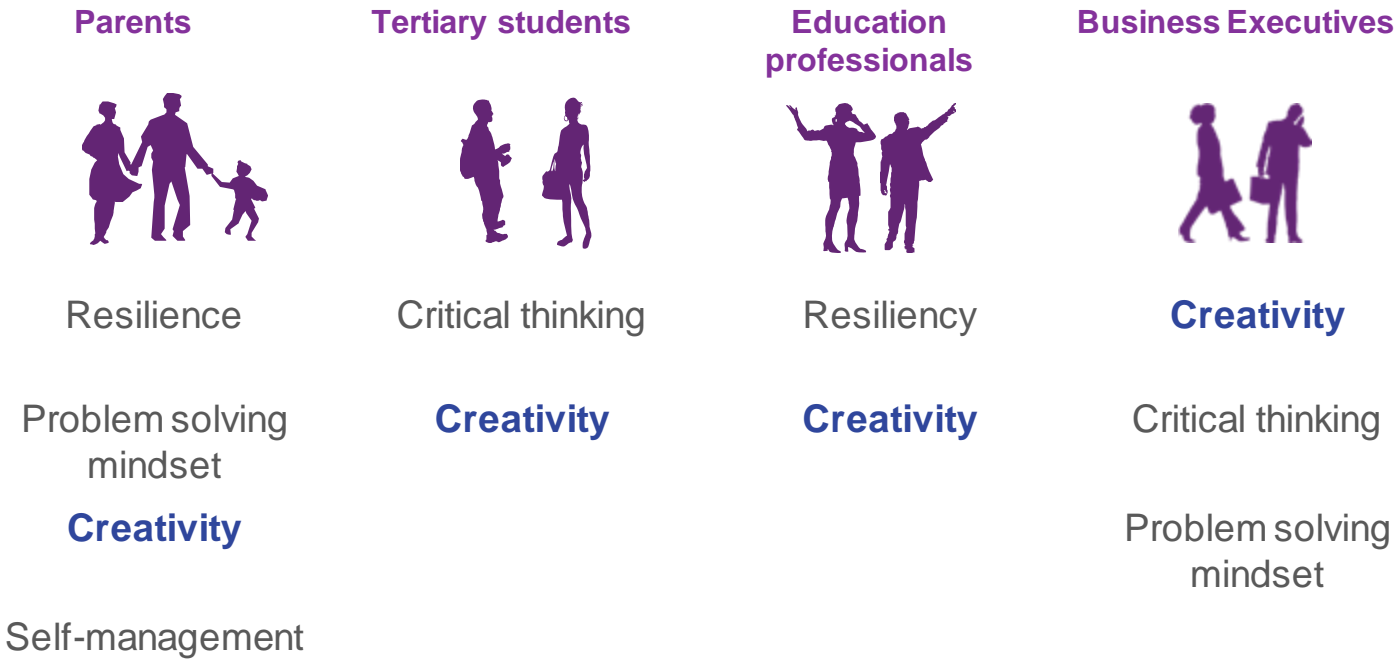
A huge expectation gap in terms of required skills versus what is currently provided by the education system in Hong Kong



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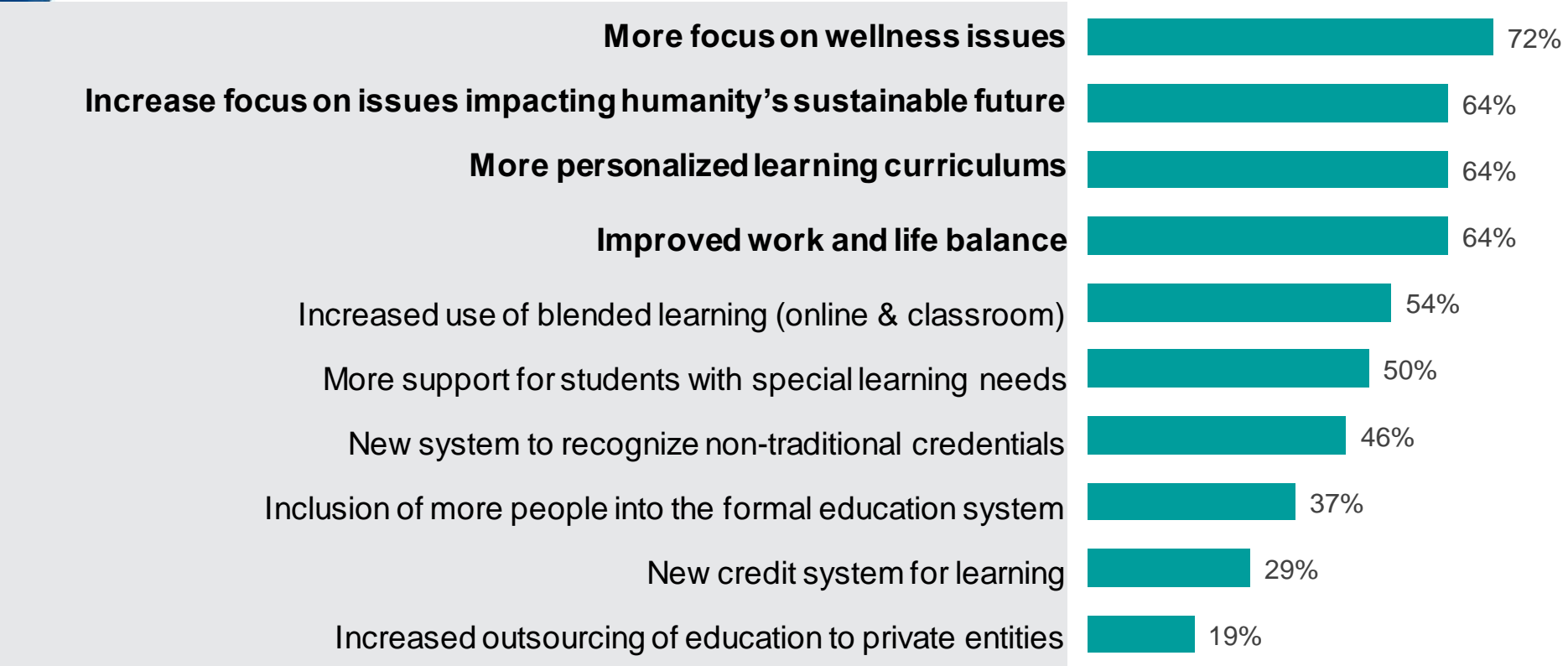
Skills in Demand

Creativity perceived unanimously as a gap to be filled by the current education system



Essentials for future HK education system

Wellness should be a core part of education in future, as well as sustainability issues, more personalized curriculum & better work/life balance



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GBA Opportunities

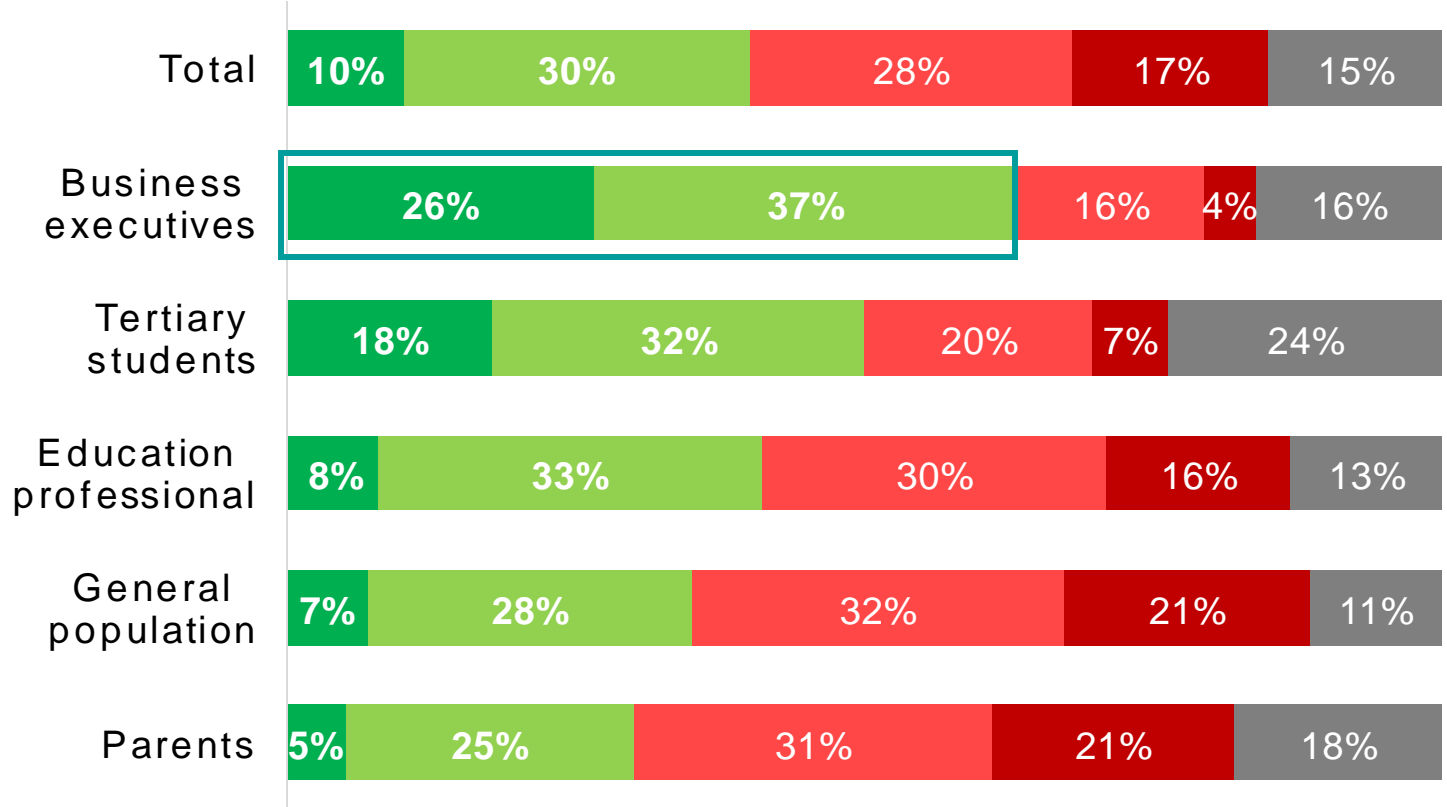
粤港澳大湾区

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Split opinion on whether GBA initiative benefits the future of education in Hong Kong

■ Very favourable ■ Somewhat favourable ■ Somewhat unfavourable ■ Very unfavourable ■ Unsure/don't know



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Interest level in opportunities in GBA

74% of business executives are likely to employ HK students graduating from GBA schools

Parents are receptive to sending their children to study in secondary school (**63%**) and tertiary (**50%**) in GBA

Tertiary students are not keen to study (**19%**) or work (**22%**) in GBA

Only **17%** of teachers would consider teaching in GBA

17 PARTNERSHIPS
FOR THE GOALS



SDG #3 / 4 Knowledge/ #5 Gender Equality/ #17 Partnership

3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



Discussion

Drivers for Futures of Education :

Re-learn / Re-train/ Upskill for jobs creation, sustainable development, and resilience for uncertainties (UNSDG4/8/17)

Challenges and Opportunities :

Explore a better effective/ efficient and engaging ways to design/ learn/ teach/ mark/ communicate with “Individual Peace and Mindfulness” rather than suffering from work and home pressure for UNSDG 3/ 4/ 16

Collaboration across boundaries, making hybrid learning possible for UNSDG 4.7 / 8 / 9/17

Teaching and learning without boundaries for global citizenship for UNSDG 16

Entrepreneurial opportunities for adult learners with multidisciplinary knowledge and digital skills for UNSDG 8/9/17

Increase social harmony

Partnership

1) Associate Professor and Head, School of Business, Director, Business / Social Sustainability and Innovations Centre (BSSI),

Gratia Christian College, United Nations Principles for Responsible Management Education (UNPRME), Advanced Signatory Institute, HK since 2017

- Prepared transparent Progress Reports on PRME Principles and UNSDGs
- Engaged UNPRME/ UNOSSC / UNESCO for a variety of projects for impacts since 2013 – present

2) Advisor/ Project Designer/ Speaker/ Judge (since 2015)

- UNOSSC Entrepreneurial Academy - 2 times a year (2 cohorts with 25 students in each cohort from 13 countries on business plan / pitching skills on SDGs)

3) Asia Ambassador, UNSDSN-Kenya

- Ongoing monthly transformative virtual seminars on SDGs and Transformations for Business / Social Development since April, 2020

4) Brand Ambassador, ICENECDEC

- Miss Environmental Contest 2021 and 2022 with new partnership in COP26

STEAM Mindset Model



Integrative Design



Solution for Complex Challenges



Practical Curriculum



Self Starter with
STEAM Mindset

Global Partner – ICENECDEV, Global Compact Member

5th November 2021 – COP26, 2021 Glasgow

Mr. Eric Fonhgon, ICENECDEV has shown strong commitment in promoting environmental awareness with ongoing actions for SDGs, eg [Miss Environmental Contest Project 2021 and 2022](#).

Besides working collaboratively with School of Business, BSSI, Gratia Christian College UNPRME Advanced Signatory Institute HK in past years on Miss Environmental Contest Project, ICENECDEV also collaborated with FAO Mountain Partnership, Government of Georgia and Other Multilateral Organizations in the COP26 Climate Change Negotiation taking place in Glasgow Scotland via a Panel Discussions on Sustainable Mountain Tourism and Sustainable Food System Recovery from the COVID-19 Pandemic 5th November 2021.

[Mountain Tourism and Sustainable Food System Recovery](#) are important issues.

Dr Shirley Yeung commented that that [artistic skills with AI and digital art vi STEAM Mindset via women caring perspective](#) can further enhance inclusive economy for [SDG3/8/9/16/17](#).

