

**Sixteenth Meeting of the Human Rights Forum**  
**29 May 2009 at 3:00 pm**  
**Room 601, 6/F, Central Government Offices, West Wing**

**Present**

<u><b>Organisation</b></u>	<u><b>Name/Post</b></u>
1. Alliance of Civic Education	Ms Chan Yuk-fan
2. Amnesty International Hong Kong Section	Ms Clara Law Campaign Manager
3. Equal Opportunities Commission	Mr Ferrick Chu Head, Policy & Research
4. Hong Kong Bar Association	Mr P Y Lo Barrister-at-Law and Chairman of the Special Committee on Constitution Affairs and Human Rights
5. Hong Kong Human Rights Monitor	Mr Kwok Hiu-chung Education Officer
6. Hong Kong Unison	Mr Alan Din Campaign Officer
7. Office of Emily Lau, Legislative Councillor	Ms Astor Chan Research Officer, the Democratic Party
8. Society for Community Organization	Ms Annie Lin Community Organizer
9. The Society for Truth and Light	Ms Helen Fu Assistant General Secretary
10. Women Coalition of HKSAR	Ms Yeung Wai Wai

**Constitutional and Mainland Affairs Bureau**

1. Mr Arthur Ho Deputy Secretary  
(Constitutional and Mainland Affairs)1
2. Mr Hubert Law Principal Assistant Secretary  
(Constitutional and Mainland Affairs) 5
3. Mr Stanley Ng Assistant Secretary  
(Constitutional and Mainland Affairs) 5A

**Security Bureau**

1. Mr Chow Wing Hang Principal Assistant Secretary (Security)D
2. Mrs. Apollonia Liu Principal Assistant Secretary (Security)E

**Home Affairs Bureau**

1. Ms Rita Wong Senior Executive Officer (Civil Education)2

**Education Bureau (EDB)**

1. Mr Cheung Wing Hung Chief Curriculum Development Officer  
(Moral and Civic Education Section)

**Introduction**

1. The Chairman welcomed members to the meeting. He explained that the meeting had been deferred in order to accommodate more agenda items, and apologized for the inconvenience caused.

## **Follow-up to the hearing of the Convention Against Torture (Agenda Item 1)**

2. The Chairman said that this item was proposed by members at the last meeting. He informed members that the hearing of the report of China under the Convention Against Torture (CAT), which included a section on the HKSAR, was held in November 2008. The outcome of the hearing regarding the HKSAR and the Administration's initial views on the recommendations were reported to the Panel on Security of the Legislative Council on 3 February 2009.

3. Mrs Liu and Mr Chow presented to members the relevant outcome and recommendations under the purview of the Security Bureau. In response to Members' enquiry on the legal regime to be developed to assist torture claimants, Mr Chow said that assistance on development of the scheme might be sought from the Duty Lawyer Service, a non-government organisation formed by the Hong Kong Bar Association and the Law Society of Hong Kong. Besides, additional training would be offered to officers handling the claims. Further details on the regime would be reported to the Security Panel in July 2009 and interested organisations might submit their views to the Panel or the Security Bureau direct.

4. On the issue of application of the Refugee Convention to Hong Kong, Mr Chow explained that the procedures would likely be subject to abuses if the Convention was extended to Hong Kong due to our small size, dense population, relative economic prosperity in the region and a liberal visa regime.

5. Some members expressed concern that the new measures to be implemented to assist torture claimants might be abused, leading to an increase in the number of asylum seekers, and their prolonged stay in Hong Kong. Mr Chow explained that torture claimants and asylum seekers were handled under two separate systems. The Government had been handling torture claims under CAT administratively and was preparing a statutory framework for the purpose. As for asylum seekers, the Government would provide necessary support to the Office of the United Nations High Commissioner for Refugees (UNHCR) such as the handling of refugee claims under its mandate. Both torture claimants and asylum seekers would be required to submit their claims as soon as possible, and therefore overstaying of asylum seekers in Hong Kong for a prolonged period would not be a concern.

6. Mr Chow said that there had been an increase in the number of torture claimants in recent years. Compared with about an average of 44 cases per year before 2004, the Administration received about 2,200 applications in 2008. At a member's request, Mr Chow agreed to provide the number of cases in which the torture claimants were also asylum seekers.

[Post-meeting note: as at end July, about 45% of the torture claimants (2,869) have also lodged refugee claims under UNHCR].

7. Upon a member's enquiry about the relation between the new Independent Police Complaint Council (IPCC) and the Complaints Against Police Office (CAPO), Mrs Liu introduced the structural framework of the new IPCC which was established under the IPCC Ordinance enacted in 2008. The IPCC would monitor the work of CAPO, eg by observing the investigation process or requesting documents to be provided by CAPO.

8. Mrs Liu said that there were at present some 80 lay observers, comprising IPCC members, Chairmen and Vice-Chairmen of District Councils, Chairmen of District Fight Crime Committees, as well as representatives from various sectors of the community such as the education and the social services sectors. Every lay observer was expected to conduct at least 4 observations per year. Out of the 548 visits to CAPO by these observers in 2008, 51 were without prior notice.

9. On a member's complaint that officers of CAPO were in general unenthusiastic to facilitate ethnic minority complainants in making complaints and that there were errors in the process of translation, Mrs Liu said that she would reflect the views to the Police. The Chairman added that non-government organisations could refer specific cases that they considered were not properly handled to the Administration so that the relevant authorities could enhance training to their frontline staff and seek improvement in their services.

10. In response to a member's enquiry on searches of detainees, Mrs Liu explained that apart from the Police, different law enforcement agencies (LEAs), including the Customs and Excise Department and Correctional Services Department (CSD), had their own guidelines on this subject. There were also established complaint mechanisms among these LEAs. As the scope of searches required would vary from case to case, it would be for the relevant duty officers of the LEAs to judge when

and how the searches could be conducted reasonably and for legitimate objectives in accordance with the guidelines.

11. Mrs Liu also explained, in response to a member's enquiry, that body cavity searches conducted by the CSD were in accordance with the Prison Rules. CSD had not made public its guidelines on searches as such guidelines were related to the internal operation of the institutions. She assured members that CSD would continue to look into the development of new technologies with a view to finding a replacement of the existing body cavity search procedures. Similarly, the Police would continue to explore viable equipment to help reduce the intrusiveness of their searches on detainees.

### **Outline of the 2nd Report on HKSAR under the Convention on the Rights of the Child (Agenda Item 2)**

12. The Chairman said that the Administration was preparing for the submission of the second report of HKSAR under the Convention on the Rights of the Child. Public consultation on the proposed outline of the report commenced on 14 April, and letters had been sent to members inviting their views on the proposed outline.

13. A member said that the Hong Kong Bar Association had the following initial views and suggestions –

- (a) a central mechanism on children's rights should be established;
- (b) the minimum age of criminal responsibility should be further raised to 12 from 10 at present;
- (c) children should have a separate legal representation to protect their rights;
- (d) the Obstetric Package Charge for Non-eligible Persons in public hospitals was unfair for children whose parents are from the Mainland;
- (e) rights of children who entered Hong Kong unaccompanied should be taken care of; and
- (f) society should pay more attention to the quality of life of children, in particular those living in low-income families.

14. The Chairman suggested the Bar Association to submit their views in the coming few days so that relevant bureaux could be consulted as soon as possible on the views and the member said that the Bar Association would submit their views within June. The Chairman suggested the Bar Association to consider submitting their comments in batches in order to expedite the process.

15. A Member said that a practice of requiring different uniforms for students of different classes was practised in a school, and considered that it would constitute discrimination. Upon the invitation of the Chairman, Mr Chu briefed members on the recent efforts of the Equal Opportunities Commission in meeting with relevant parties such as schools on compliance of the Race Discrimination Ordinance.

[Post-meeting note: The case of the practice in the school was referred to EDB for follow-up. According to EDB, there were standard procedures on handling public complaints. Cases concerning schools would normally be referred to Regional Education Offices for follow-up actions.]

16. A member said that the report should contain, in addition to information on Hong Kong, a section on the review of education for ethnic minorities.

17. Another member added that the report should review the existing situation in Hong Kong, in particular on the compliance of the Convention on the Rights of the Child. The report should also elaborate on how children could be involved in the process of formulating policies which had an impact on them, eg education reform, or how children could receive education in an environment without discrimination. He said that the application process for rights of abode in Hong Kong should be expedited to protect the rights of family reunion, in particular for those orphans whose parents had divorced or the one who had right of abode in Hong Kong had passed away.

18. A member said that the Democratic Party was preparing a submission on the outline. The submission would express support for the recommendation of the report of the Law Reform Commission on child custody and that both parents, instead of just one in the present law, should have the responsibilities over the child after they divorce.

19. The Chairman said that different Bureaux and Departments were responsible for protection and promotion of children's rights under their purviews, eg the EDB was responsible for education for children. The Administration also consulted relevant parties through established channels such as the Children's Rights Forum. The Administration had consulted that Forum on issues relevant to children, such as the Western Kowloon Cultural Development project and the proposed outline of the CRC report. The Administration did not see the need to set up a single commission to replace the existing arrangement.

### **Human Rights Education (Agenda Item 3)**

20. The Chairman said that the item was proposed by members at the last meeting. EDB and HAB had been invited to brief Members on the subject.

21. Mr Cheung briefed members on the situation of human rights education in schools. He said that the concepts of human rights were included in the curriculum of various subjects. A holistic approach was adopted on teaching the three building blocks of human rights education, namely, knowledge building (key issues and concepts on human rights), skill development (eg analytical skill), and promotion of universal value. This was adopted in the design of the 2008 curriculum. EDB had also been providing support and training for teachers on human rights. Mr Cheung added that the curriculum would be reviewed and revised as and when necessary. An example was the launching of Liberal Studies as a core subject in the New Senior Secondary Curriculum, during which teaching of human rights education had been strengthened.

22. Ms Wong briefed Members on the work of the Committee on Promotion of Civic Education (CPCE) under the Home Affairs Bureau. Human rights education was part of the civic education programmes implemented by the CPCE. Efforts in the past included publications relating to human rights, sponsorship to community organisations under the Community Participation Scheme, and programmes on promotion of Basic Law.

23. The Chairman briefed members on work of the Constitutional and Mainland Affairs Bureau (CMAB) on activities and programmes implemented in relation to the promotion of racial harmony, elimination of racial discrimination, promotion of the rights of children,

and equal opportunities for people of different sexual orientation, as well as work on promoting international human rights treaties.

24. On a Member's enquiry about the survey conducted by the Working Group under the CPCE, the Chairman said that the issue had previously been discussed at the Forum and the Panel on Constitutional Affairs of the Legislative Council. The CPCE decided in 2007 that human rights education would be carried out by its Publicity Subcommittee, and the Human Rights Education Working Group would be dissolved. The CPCE also decided that the survey on human rights under the Working Group would not be continued. As there were already established channels to monitor the human rights situation in Hong Kong, it would be more effective to spend the resources on other activities to promote the rights of the individuals. The Chairman said that it could be reviewed in future if there was a need to conduct such a survey.

25. Upon Members' enquiry, Mr Cheung said that there was no monitoring mechanism on the teaching of human rights, as human rights were not taught as a single subject. Nevertheless, individual schools would need to explain if human rights topics in various curricula were not taught. Mr Cheung added that the key area indicators on human rights were available at the website of EDB.

[Post meeting notes: An extract of the information on school curriculum relating to human rights education in Hong Kong schools is attached for reference. Relevant details are also available at EDB website <http://www.edb.gov.hk/index.aspx?nodeID=2365&langno=2> and [http://www.edb.gov.hk/FileManager/TC/Content\\_2428/world%20domain.pdf](http://www.edb.gov.hk/FileManager/TC/Content_2428/world%20domain.pdf)]

26. Upon Members' enquiry, Mr Cheung said that he would inform Members after the meeting on the complaint channel to the EDB if a school was suspected to have violated the rights of their students. Upon a member's complaint that an Indian student would be embarrassed by the description in a text book on liberal studies for primary school that "Indian eat with their hands" but without further elaboration if this is the case for all Indians, Mr Cheung said that he would also reflect the concerns regarding the lack of racial sensitivity on the design of the textbooks to EDB.

[post-meeting note: Regarding the complaint channel, EDB informed that public complaint cases concerning schools will normally be referred to Regional Education Offices of the EDB for follow-up actions.



On the contents of the textbooks, all textbooks submitted by publishers are reviewed in accordance with the “Guiding Principles for Quality Textbooks” to avoid discrimination or stereotyping. The content and illustrations under consideration do not carry any form of discrimination in terms of gender, age, race, religion, culture and disability, etc, nor do they suggest exclusion.]

27. In response to queries from members, Ms Wong explained that the CPCE had continued its work on the promotion of human rights despite the disbanding of the Human Rights Education Working Group. Its Publicity Subcommittee had published articles on human rights. The Chairman added that as human rights covered a wide range of areas, it would be more efficient for different bureaux to implement programmes under their respective purview to raise public awareness on human rights in general.

#### **Any other business**

28. The Chairman briefed members on the progress of the implementation of the Race Discrimination Ordinance (RDO). The Legislative Council had established subcommittees to scrutinize the Code of Practice on Employment under the RDO (CoP) and the Rules and Regulation made under the RDO. The Administration would work closely with these subcommittees with a view to implement the RDO, the CoP, and the subsidiary legislation by mid 2009.

[post-meeting notes: The RDO, the CoP and the relevant subsidiary legislation were fully implemented on 10 July 2009.]

29. The Chairman also reported that after careful consideration, four non-government organisations had been selected to establish and operate the four support services centres for ethnic minorities as pledged by the Administration last year. One of these centres would provide centralised telephone interpretation services which will facilitate ethnic minorities in their access to public services. All four centres would organise language classes to enhance the language skills of the ethnic minorities in both Chinese and English. The centres would also provide other support services to facilitate their integration into the community.

30. Upon a member's enquiry, the Chairman responded that the CMAB was working on draft administrative guidelines on promotion of racial equality with relevant bureaux and departments. The Legislative Council and relevant parties would be consulted on the draft guidelines in due course.

[post-meeting notes: The draft guidelines were circulated to members for comments on 3 July 2009.]

**Constitutional and Mainland Affairs Bureau  
September 2009**

**Examples of teaching themes relating to the concepts/values of human rights in various Key Learning Areas (KLAs) of the Existing School Curriculum**

**Part I : Primary School Curriculum**

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to <b>Human Rights</b>	Relevant Values /Attitude
General Studies	Key Stage One (P1 – P3)	<p><u>Strand 4: Community and Citizenship</u></p> <ul style="list-style-type: none"> <li>- roles and responsibilities of individuals as a member in a group (family, school, society)</li> <li>- characteristics of our community</li> <li>- the differences among people and the need to respect the rights of others</li> <li>- communicating and getting along with others in the community</li> <li>- the importance of the Basic Law to the life of Hong Kong residents</li> </ul> <p><u>Strand 6: Global Understanding and the Information Era</u></p> <ul style="list-style-type: none"> <li>- characteristics of people of different cultures</li> <li>- cultural differences which affect the lives of different peoples</li> <li>- the ways we perceive other cultural groupings</li> <li>- respecting cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for the rule of law</li> <li>• Respect for all peoples, respect for different customs and cultures</li> <li>• Open-mindedness and objectivity towards people with different cultures and ways of life</li> <li>• Respect for different ways of life, respect for diversified views</li> <li>• The right to life; freedom of speech, freedom of religion, freedom of press</li> <li>• Respect for all peoples, respect for different customs and cultures</li> <li>• Open-mindedness and objectivity towards people with different cultures and ways of life</li> <li>• Respect for different ways of life</li> <li>• Equality, anti-discrimination</li> </ul>

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
General Studies	Key Stage Two (P4 – P6)	<p><u>Strand 4: Community and Citizenship</u></p> <ul style="list-style-type: none"> <li>- rights and responsibilities of Hong Kong residents according to the Basic Law</li> <li>- the importance of participation in local affairs, e.g. participating in fund-raising activities or voluntary work in the community</li> <li>- some current and relevant social issues in the community</li> </ul> <p><u>Strand 6: Global Understanding and the Information Era</u></p> <ul style="list-style-type: none"> <li>- common elements found in different cultures</li> <li>- effects of cultural interaction on cultures and societies</li> <li>- the effect of major historical events that have an influence on the cultural profile of the world</li> <li>- major current international events and their meanings to us</li> <li>- the interdependence of different parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Equality before the law</li> <li>• The right to vote and the right to stand for election</li> <li>• Freedom of speech, of the press and of publication</li> <li>• Freedom of association, of assembly, of procession and of demonstration;</li> <li>• Freedom of the person, freedom of religious belief</li> <li>• The right to social welfare, freedom of marriage and the right to raise a family freely</li> <li>• The rights and freedoms safeguarded by the laws</li>   <li>• Respect for all peoples, respect for different ways of life</li> <li>• Respect for diversified views, different customs and cultures</li> <li>• Open-mindedness and objectivity towards people with different cultures and ways of life</li> <li>• Equality and anti-discrimination</li> </ul>

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
Chinese Language Education/ Chinese Language	Key Stage One (P1 – P3)	<p>《童心童趣：兒童文學教學參考資料選編》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 「創意思維」——通過閱讀《新潮皇后與魔鏡》、《頑皮公主不出嫁》、《住在城裏的奶奶》等童話，學習尊重別人的價值取向、接納生活方式不同和傳統價值觀不同的人</li> </ul>	<ul style="list-style-type: none"> <li>• 懂得與人合作、和睦相處</li> <li>• 對人誠實，重視信諾</li> <li>• 處事公平，實事求是</li> <li>• 守秩序，有公德心，以群體利益為前提</li> </ul>
	Key Stage Two (P4 – P6)	<p>《小學中國語文校本課程及學習單元設計示例》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 小四級單元「巧筆輕描」——可體現尊重生命、和平友愛、民族共融的思想</li> <li>• 小六級單元「議論縱橫」——可體現言論自由的精神，學習持開放及客觀的態度對待他人</li> </ul> <p>《童心童趣：兒童文學教學參考資料選編》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 「成長」——透過閱讀少年小說《禿鶴》、《細馬》讓學生學習接納異己的態度</li> </ul>	<ul style="list-style-type: none"> <li>• 有量度，容納多元觀點</li> <li>• 尊重別人的權利和感受</li> <li>• 遵守法律，有公德心，盡公民責任</li> <li>• 尊重生命，愛護環境</li> </ul>

<b>KLA/ Subject</b>	<b>Level</b>	<b>Module/Theme/Key Points/Issues relating to Human Rights</b>	<b>Relevant Values /Attitude</b>
English Language Education/ English Language	Key Stage One (P1 – P3)	<u>Relevant modules:</u> - Me, My Family and Friends - Caring and Sharing	<ul style="list-style-type: none"> <li>• Individuality</li> <li>• Self-esteem</li> <li>• Respect for self</li> <li>• Respect for others</li> </ul>
	Key Stage Two (P4 – P6)	<u>Relevant modules:</u> - Changes - Relationships - We Love Hong Kong	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Independence</li> <li>• Respect for others</li> <li>• Respect for different ways of life, beliefs and opinions</li> <li>• Equality</li> <li>• Human rights and responsibilities</li> </ul>
Physical Education	Key Stage One (P1 – P3)	- Following safety guidelines to prevent from being injured or injuring others - Abiding by rules and to perform fair play	<ul style="list-style-type: none"> <li>• Respect for others</li> <li>• Fair play</li> <li>• Equality</li> </ul>
	Key Stage Two (P4 – P6)	- Respecting the opponents	<ul style="list-style-type: none"> <li>• Respect for others</li> </ul>

**Examples of teaching themes relating to the concepts/values of human rights in various Key Learning Areas (KLAs) of the Existing School Curriculum**

**Part II: Secondary School Curriculum**

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
Chinese Language Education/ Chinese Language	Key Stage Three (S1 – S3)	<p>《中學中國語文學習單元設計示例（初中階段試用）》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 中三級「單元四：結構和組織——層次分明，周密全面」之聆聽材料《劃定貧窮線不是扶貧的好辦法》（報章社論），<b>表達</b>要關心身邊不同的人，重視人人平等的價值，學生從中學習不同觀點背後的理據</li> </ul>	<ul style="list-style-type: none"> <li>• 尊重別人的權利和感受</li> <li>• 對人寬大包容，容納多元觀點，體諒、寬恕別人</li> <li>• 懂得謙厚辭讓，重視信諾，懂得團結合作，和睦相處，和平共享</li> <li>• 認同及反思中華文化，尊重多元文化</li> </ul>
English Language Education/ English Language	Key Stage Three (S1 – S3)	<p><u>Relevant modules:</u></p> <ul style="list-style-type: none"> <li>- Rights and Responsibilities (at home, in a group)</li> <li>- Cultures of the World (travelling and visiting, customs, clothes and food of different places)</li> <li>- Wonderful Things (successful people and amazing deeds, great stories)</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Equality</li> <li>• Equal opportunities</li> <li>• Freedom and liberty</li> <li>• Human dignity</li> <li>• Individuality</li> <li>• Justice</li> <li>• With respect for others</li> <li>• With respect for different ways of life, beliefs and opinions</li> <li>• With respect for fair play</li> </ul>

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
	Key Stage Three (S4 – S7)	<u>Relevant modules:</u> - Rights and Responsibilities (at home, in a group) - Cultures of the World (travelling and visiting, customs, clothes and food of different places) - Wonderful Things (successful people and amazing deeds, great stories) - Social Issues (human rights)	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Equality</li> <li>• Freedom and liberty</li> <li>• Human dignity</li> <li>• Individuality</li> <li>• Equal opportunities</li> <li>• Respect for others</li> <li>• Respect for different ways of life, beliefs and opinions</li> <li>• Respect for fair play</li> </ul>
Physical Education	Key Stage Three (S1 – S3)	- Team spirit and collaboration	<ul style="list-style-type: none"> <li>• Respecting others</li> </ul>
	Key Stage Three (S4 – S7)	- Olympism	<ul style="list-style-type: none"> <li>• Peace, friendship</li> </ul>



KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
Liberal Studies	Key Stage Four (S6 – S7, AS Level)	<p><b>China Today</b></p> <ul style="list-style-type: none"> <li>• How do the latest developments in economic restructuring and economic development strategy impact upon the lives of people?</li> <li>• To what extent do these reforms help to broaden political participation?</li> <li>• What is the major impact of these political and legal reforms? What are the people’s reactions?</li> <li>• To what extent have education reforms contributed to enhancing people’s quality of life?</li> <li>• What are the major obstacles hindering China’s participation in international affairs? How could China ameliorate the effects of those obstacles?</li> </ul> <p><b>Environmental Studies</b></p> <p>To what extent should people be allowed to smoke in public buildings and the work environment? Do smokers as well as non-smokers have rights?</p>	<ul style="list-style-type: none"> <li>• To engender in S6-7 students a critical awareness of the society, to promote critical thinking and to make sound judgments on the part of the students.</li> <li>• To become better informed, interested in and concerned not only for the Hong Kong Special Administrative Region, but also China as a whole and the wider world;</li> <li>• To develop the ability to analyse evidence, and to be open-minded enough to accept the views of others; or, where there are good grounds for doing so, to maintain their own views;</li> <li>• To appreciate what is involved in being a mature, responsible and caring member of the H.K. community;</li> <li>• To sensitize themselves to the plight of those in the developing countries, to appreciate the difficulties that stand in the way of their advancement.</li> </ul>

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
		<p><b>Hong Kong Studies</b></p> <ul style="list-style-type: none"> <li>• What has prompted the government to undertake measures to improve the quality of education? How desirable and effective are these measures? Are there better alternatives?</li> <li>• How adequate are H.K.'s legal and law enforcement systems to perform the role of underpinning a democratic society so that it remains prosperous, law-abiding and a place in which human rights and values are fully respected?</li> <li>• An ideal society has been described as “a society in which every citizen is allowed the utmost liberty without causing harm to his/her neighbour or adversely affecting the welfare of the community as a whole”. What is the role of the law in preserving the balance which this particular description implies? How closely does H.K. approximate to such a society?</li> </ul>	

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
		<ul style="list-style-type: none"> <li>● In a democracy what is the importance of concepts such as:               <ul style="list-style-type: none"> <li>- the rule of law,</li> <li>- equality before the law, and</li> <li>- the independence of judiciary</li> </ul> </li> </ul> <p>To what extent has H.K. been successful in implementing these concepts?</p> <ul style="list-style-type: none"> <li>● To what extent do the Basic Law and laws in H.K. protect human rights?</li> <li>● How important are the roles played by law-enforcement bodies in ensuring that H.K. is a safe, prosperous and stable society? How are these roles exercised? What are the factors that prevent these bodies from abusing their powers? Does H.K. have the potential to become a “police state”?</li> <li>● How important is the freedom of the press/media? To what extent is there true freedom of the press/media in H.K.?</li> </ul> <p><b>Human Relationships</b></p> <ul style="list-style-type: none"> <li>● How easy is it for H.K. people to participate formally in community affairs? Is H.K.’s dense urban setting a serious obstacle to such participation?</li> </ul>	

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
		<p><b>The Modern World</b></p> <ul style="list-style-type: none"> <li>• What are the principles and assumptions that underlie <i>racism</i>? Is the trend towards more or less racism in the modern world? What are the factors fuelling modern racism? Is anyone completely free of racist sentiments?</li> <li>• What are the implications of the emergence of the “global village” in matters such as <i>human rights</i>, health, education, language, lifestyles? Is there a conflict between being a citizen of a particular country and being “a citizen of the world”?</li> </ul> <p><b>Science, Technology and Society</b></p> <ul style="list-style-type: none"> <li>• To what extent can the body’s functions be performed by machines? In what ways is this technology currently used? What are the problems involved when the use of such machines is essential to maintaining life but the patient does not respond to treatment? Should governments legislate in this area?</li> </ul>	

KLA/Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Technology Education /Home Economics	Key Stage Three (S1 – S3)	<u>Consumer education</u> - Consumers’ rights and consumers’ choices	<ul style="list-style-type: none"> <li>• a caring attitude to self and others</li> </ul>
	Key Stage Four (S4 – S5)	<u>Food and nutrition</u> - importance of healthy lifestyle including nutrition and balanced diet	
	Key Stage Four (S4 – S7)	<ul style="list-style-type: none"> <li>• Diet and meal planning for different target groups and specific needs</li> <li>• Consumers’ rights and responsibilities</li> </ul>	
	Key Stage Four (S4 – S5)	<ul style="list-style-type: none"> <li>• Social implications of computer and information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of speech, respect for all peoples, diversified views, the rule of law, equality, open-mindedness</li> </ul>
Technology Education / ASL Computer Applications /AL Computer Studies	Key Stage Four (S6 – S7)	<ul style="list-style-type: none"> <li>• Ethical and social issues on the use of Internet</li> </ul>	

<p>Personal, Social &amp; Humanities Education/ Integrated Humanities</p>	<p>Key Stage Three (S1 – S3)</p>	<ul style="list-style-type: none"> <li>• individual interests and collective interests within social groups</li> <li>• changing meanings of social virtues in the local context</li> <li>• importance of the National Constitution and the Basic Law to Hong Kong residents</li> <li>• functions of social norms and laws in the local context</li> <li>• importance of justice in society</li> <li>• the emergence of global identity in an interdependent world</li> <li>• similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds</li> <li>• how various cultures have adapted to their changing environments</li> <li>• factors contributing to cross-cultural understanding or posing obstacles to it</li> </ul>	<ul style="list-style-type: none"> <li>• citizenship and civil society</li> <li>• rights and duties</li> <li>• fellowship among human beings</li> <li>• the right to life</li> <li>• freedom of speech, religion, press</li> <li>• respect for all peoples, different customs and cultures, diversified views and ways of life</li> <li>• the rule of law</li> <li>• equality</li> <li>• anti-discrimination</li> <li>• open-mindedness and objectivity towards people, cultures, ways of life</li> <li>• civic competency</li> </ul>
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KLA/Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Personal, Social & Humanities Education/ Economic and Public Affairs	Key Stage Three (S1)	<ul style="list-style-type: none"> <li>- The Rights and Duties of the Residents of the HKSAR</li> <li>- Rights and Duties of Citizens:               <ul style="list-style-type: none"> <li>■ Civil rights, economic rights, political rights, and social rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Human rights and responsibilities</li> <li>• Civil and social concern</li> <li>• Human dignity</li> </ul>
	Key Stage Four (S4 - S5)	<ul style="list-style-type: none"> <li>- The rights and duties as stipulated in the Basic Law and other legislation e.g. the Bill of Rights Ordinance</li> </ul>	
Personal, Social & Humanities Education/ Government and Public Affairs	Key Stage Four (S4 - S5)	<ul style="list-style-type: none"> <li>- Rights and Duties of Citizens: civil rights, political rights and social rights</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights and responsibilities</li> <li>• Civil and social concern</li> <li>• Respect for others' rights</li> </ul>
Personal, Social & Humanities Education/ Religious Studies (Christianity)	Key Stage Four (S4 - S5)	<ul style="list-style-type: none"> <li>- Service and Responsibility:               <ul style="list-style-type: none"> <li>■ To explain the responsibilities of a government: protection of the basic human rights</li> <li>■ To explain the responsibilities of a citizen: obeying the law</li> </ul> </li> <li>- Class Distinction and Racial Prejudice:               <ul style="list-style-type: none"> <li>■ The need to love different kinds of people disregarding their race and social background</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rule of law</li> <li>• Due process</li> <li>• Anti discrimination</li> <li>• Mutual accommodation</li> <li>• Appreciation and respect for others</li> </ul>

KLA/Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Personal, Social & Humanities Education/Ethics and Religious Studies	Key Stage Four (S6 – S7, AS)	<ul style="list-style-type: none"> <li>- Human Rights               <ul style="list-style-type: none"> <li>■ The nature of rights</li> <li>■ Civil and political rights</li> <li>■ Socio-economic rights</li> </ul> </li> <li>- Sexual Ethics – gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• Anti discrimination</li> <li>• Equality</li> <li>• Mutual accommodation</li> <li>• Respect for others</li> </ul>
Personal, Social & Humanities Education/Civic Education	Key Stage Three (S1 – S3)	<ul style="list-style-type: none"> <li>- Residents of the HKSAR: What are the rights and duties of Hong Kong residents in accordance with the provisions of the Basic Law?</li> <li>- International Community: global citizenship</li> <li>- Citizenship and Civil Society: equality and freedom</li> <li>- Citizenship and Civil Society: rights and duties</li> <li>- Citizenship and Civil Society: fairness and justice</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights and responsibilities</li> <li>• Equal opportunities</li> <li>• Betterment of mankind</li> <li>• Justice</li> <li>• Open-mindedness</li> <li>• Due process</li> <li>• Equality</li> </ul>
Personal, Social & Humanities Education/History	Key Stage Three / Four (S3, S5)	<ul style="list-style-type: none"> <li>- The birth of the United Nations: the proclamation of the Universal Declaration of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Human dignity</li> <li>• Betterment of mankind</li> <li>• Individuality</li> <li>• Common good</li> </ul>



KLA/Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Personal, Social & Humanities Education/ Social Studies	Key Stage Three (S1 – S3)	<ul style="list-style-type: none"> <li>- Sex Role               <ul style="list-style-type: none"> <li>▪ Respecting the opposite sex</li> <li>▪ Respecting individual differences and the choice of others</li> </ul> </li> <li>- The HKSAR as a Cosmopolitan City: appreciate the importance of mutual understanding and living in harmony with others irrespective of cultural backgrounds, races, nationalities and religions</li> <li>- Social Structure: equality of sexes</li> <li>- Our Neighbouring Countries: develop an understanding of and sympathetic respect for all peoples, their cultures, civilization, values and ways of life in a positive manner</li> <li>- Basic Law: the importance of Basic Law, e.g. ‘Fundamental Rights and Duties of the Residents’</li> <li>- Role of a Citizen: rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Anti discrimination</li> <li>• Equality</li> <li>• Mutual accommodation</li> <li>• Respect for others</li> <li>• Appreciation and acceptance</li> <li>• Human rights and responsibilities</li> <li>• Equal opportunities</li> <li>• Culture and civilization heritage</li> </ul>

**Examples of Teaching Themes Relating to Human Rights Education in various Key Learning Areas (KLAs)/ Subjects under New Senior Secondary Curriculum and Assessment**

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Liberal Studies	Key Stage Four (S4 – S6, NSS)	<p><b>Module 1: Personal Development and Interpersonal Relationships</b></p> <ul style="list-style-type: none"> <li>• Why are adolescents often given certain rights and responsibilities?</li> <li>• What motivates Hong Kong adolescents to participate in community affairs?</li> </ul> <p><b>Module 2: Hong Kong Today</b></p> <ul style="list-style-type: none"> <li>• What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?</li> <li>• In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents? (relationship between the rule of law and observing the law, the significance and the implementation of the rule of law in different dimensions, functions and limitations of the rule of law in protecting rights and promoting the observance of responsibilities)</li> <li>• How does the government respond to the demands of different social groups? What is the impact of the responses on the governance of Hong Kong, the safeguarding of the rule of law and the promotion of socio-political participation among Hong Kong residents? Why?</li> </ul>	<p>responsibility, self-esteem, self-reflection, rationality, self-discipline, independence, cooperation, gender equity, empathy, integrity, self-determination, respect for self, respect for others, social harmony, interdependence, care and concern, respect for the rule of law, participation, human rights and responsibilities, democracy, justice, sense of belonging, plurality, open-mindedness, patriotism, mutuality, betterment of humankind, caring for the living and non-living environments, altruism, consideration for others, freedom, respect for and safeguarding the rule of law, social justice, equality before the law, global civil</p>

	<p><b>Module 3: Modern China</b></p> <ul style="list-style-type: none"> <li>• How have the changes in living standards and the way of life been viewed across the whole country?</li> <li>• How has the Central People’s Government dealt with the effects of reform and opening-up? (social policies that serve different targets, building of the legal system, institutionalisation of more democratic practices, legislation and policies with respect to international standards)</li> </ul> <p><b>Module 4: Globalization</b></p> <ul style="list-style-type: none"> <li>• Does globalization promote homogeneity or diversity in culture and values? Does it bring mutual rejection or integration and evolution?</li> <li>• Does the spread of globalization promote international understanding or cause greater conflict among ethnic groups, religions, cultures and political entities?</li> </ul>	<p>society</p>
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KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
Chinese Language Education/ Chinese Language	Key Stage Four (S4 – S6, NSS)	<p>《中學中國語文學習單元設計示例（高中階段試用）》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 中五級「單元三：質疑與表達——評價反思」之中綜合活動：觀看港台節目《垃圾，不能承受的重》，進行專題討論及寫作；讓學生從文化、經濟、環保等角度出發，反思節儉、消費等觀念，表達意見，討論公民素質與公民社會、市民的權利與義務等，學習持開放客觀的態度對待他人、尊重多元觀點、不同文化及生活方式。</li> </ul> <p>《新高中中國語文選修單元示例》中的學習單元，例如：</p> <ul style="list-style-type: none"> <li>• 選修單元五「新聞與報導」示例二，建議閱讀黃煜等著《並非吹毛求疵·香港中文報章的語言與報道問題評析》一書，讓學生從中學習認真、客觀、持平、公正和實事求是的處事態度。</li> </ul>	<ul style="list-style-type: none"> <li>• 尊重別人的權利和感受</li> <li>• 對人寬大包容，容納多元觀點和正反不同角度的意見，懂得體諒、寬恕別人，推己及人</li> <li>• 懂得團結合作，和睦相處，和平共享</li> <li>• 處事公正廉潔，不假公濟私，也不以私害公</li> <li>• 遵守法律、有公德心、尊重社會規範</li> <li>• 履行義務、盡忠職守、有使命感、具道德勇氣，勇於承擔</li> <li>• 對社會、國家、世界有危機感與使命感</li> <li>• 認同及反思中華文化，尊重多元文化</li> </ul>
English Language Education/ English Language	Key Stage Four (S4 – S6, NSS)	<p><u>Relevant modules/themes in the Compulsory Part:</u></p> <ul style="list-style-type: none"> <li>- Rights and responsibilities (at home, in a group)</li> <li>- Cultures of the world (travelling and visiting, customs, clothes and food of different places)</li> <li>- Wonderful things (successful people and amazing deeds, great stories)</li> <li>- The individual and Society (human rights)</li> </ul> <p><u>Relevant modules in the elective part:</u></p> <ul style="list-style-type: none"> <li>- Learning English through Social Issues</li> <li>- Learning English through debating</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy, Equality, Freedom and liberty</li> <li>• Human dignity, Individuality</li> <li>• Equal opportunities</li> <li>• Respect for others</li> <li>• Respect for different ways of life, beliefs and Opinions</li> <li>• Respect for fair play</li> </ul>

<b>KLA/ Subject</b>	<b>Level</b>	<b>Module/Theme/Key Points/Issues relating to Human Rights</b>	<b>Relevant Values /Attitude</b>
Physical Education	Key Stage Four (S4 – S6, NSS)	- Olympism	<ul style="list-style-type: none"> <li>• Peace, friendship</li> </ul>

KLA/ Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values /Attitude
Technology Education/ Information and Communication Technology	Key Stage Four (S4 – S6, NSS)	<ul style="list-style-type: none"> <li>• Social Implications</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of speech, respect for all peoples, diversified views, the rule of law, equality, open-mindedness</li> </ul>
Technology Education / Health Management and Social Care	Key Stage Four (S4 – S6, NSS)	<p><u>Compulsory Part / 2(A) Structural issues related to health, social care and personal and social well-being</u></p> <ul style="list-style-type: none"> <li>- Inequalities and resources deprivation <ul style="list-style-type: none"> <li>■ Concepts of equality and resources distribution</li> <li>■ Inequalities and deprivation in social, national and global context</li> <li>■ How they associate to social class, gender, age, ethnicity, and religions</li> </ul> </li> <li>- International social justice <ul style="list-style-type: none"> <li>■ Relationships between developed and developing nations and societies</li> </ul> </li> </ul> <p><u>Compulsory Part / 2(B) Contemporary issues of vulnerability</u></p> <ul style="list-style-type: none"> <li>- Prejudice or discrimination <ul style="list-style-type: none"> <li>■ Towards: gender, age, disability, ethnic minorities, patients</li> </ul> </li> <li>- The emphasis of clients’ right and involvement <ul style="list-style-type: none"> <li>■ Clients’ rights and involvement in the decision making</li> </ul> </li> <li>- Social responsibility <ul style="list-style-type: none"> <li>■ concern for, and interest in, families, peers, groups, the community and vulnerable groups</li> <li>■ caring about the needy people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• respect the dignity of individuals</li> <li>• recognise both differences and similarities among individuals and groups in terms of age, gender, culture, ethnicity, (dis-)ability, and socio-economic background</li> <li>• realise and act upon the obligations as responsible citizens</li> <li>• appreciate equality and the value of international social justice</li> <li>• value equal rights for individuals</li> <li>• respect cultural and ideological differences</li> </ul>
Technology Education/ Technology	Key Stage Four (S4 – S6,	<ul style="list-style-type: none"> <li>- Family Structures <ul style="list-style-type: none"> <li>■ analyse the changing roles and responsibilities of oneself in the family and of other family members</li> </ul> </li> <li>- Diet and Meal Planning</li> </ul>	<ul style="list-style-type: none"> <li>• respond sensitively to diversity among individuals and families</li> <li>• take social justice and ecological</li> </ul>

and Living	NSS)	<ul style="list-style-type: none"> <li>■ compare the similarities and differences in the nutritional requirements and dietary needs of individuals / family members, and explain the underlying principles and reasons</li> <li>■ select or design suitable food items / dishes or meals for specified target groups and situations</li> </ul> <p>- Consumer Behaviour in Food / Clothing Choices and Implications</p> <ul style="list-style-type: none"> <li>■ review the moral roles and social responsibilities of oneself as a consumer</li> </ul>	<p>sustainability into account when</p> <ul style="list-style-type: none"> <li>• considering issues and actions in the contexts of food and clothing</li> <li>• be responsible citizens and informed consumers, willing to contribute to the well-being of individuals, families and society</li> </ul>
Personal, Social & Humanities Education/ Ethics and Religious Studies	Key Stage Four (S4 – S6, NSS)	<p><u>Compulsory Part (Ethics) : Module 1 Normative Ethics</u></p> <ul style="list-style-type: none"> <li>- Nature of morality: basic moral principles, moral reasoning, pluralism.</li> <li>- Theory of conduct: judgment of right or wrong, the priority of the right over the good</li> <li>- Theory of values &amp; virtue: desirable qualities of honesty, fairness, responsibility and integrity</li> </ul> <p><u>Compulsory Part (Ethics) : Module 2 Personal &amp; Social Issues</u></p> <ul style="list-style-type: none"> <li>- Human Rights: inherent dignity, civil &amp; political rights, economic, social &amp; cultural rights, prevention of discrimination</li> <li>- Bioethics: medical ethics, gender selection</li> <li>- Business &amp; economic ethics: justice/ fairness/ equality</li> <li>- Media ethics: freedom of speech &amp; editorial independence, censorship</li> </ul>	<ul style="list-style-type: none"> <li>• human dignity</li> <li>• civil and political rights</li> <li>• economic, social and cultural rights</li> <li>• prevention of discrimination</li> <li>• self-determination</li> <li>• justice</li> <li>• fairness</li> <li>• equality</li> <li>• freedom of speech, press</li> </ul>

KLA/Subject	Level	Module/Theme/Key Points/Issues relating to Human Rights	Relevant Values/Attitude
Personal, Social & Humanities Education/ Chinese History	Key Stage Four (S4 – S6, NSS)	<p><u>必修部份(甲部)：宋元明清</u></p> <ul style="list-style-type: none"> <li>- 宋元明清各朝代中央集權：對民生的影響</li> <li>- 清初的民族政策：對不同民族因族制宜的管治政策</li> </ul> <p><u>必修部份(乙部)：辛亥革命至中華人民共和國成立</u></p> <ul style="list-style-type: none"> <li>- 改革與革命的歷程及特色</li> <li>- 政治抗爭與五四運動</li> </ul> <p><u>選修部份(單元一)：二十世紀中國傳統文化的發展：承傳與轉變</u></p> <ul style="list-style-type: none"> <li>- 知識分子在五四時期對中國傳統文化的檢討、承傳和創新</li> </ul> <p><u>選修部份(單元三)：時代與知識分子</u></p> <ul style="list-style-type: none"> <li>- 知識分子實踐理想與作出貢獻</li> </ul> <p><u>選修部份(單元五)：宗教傳播與文化交流</u></p> <ul style="list-style-type: none"> <li>- 不同宗教之間的衝突與調和</li> </ul> <p><u>選修部份(單元六)：女性社會地位 – 傳統與變遷</u></p> <ul style="list-style-type: none"> <li>- 中國傳統女性的角色</li> <li>- 近代中國女性角色的轉變</li> </ul>	<ul style="list-style-type: none"> <li>• 民主</li> <li>• 自由</li> <li>• 平等</li> <li>• 宗教自由</li> <li>• 男女平等</li> <li>• 反歧視</li> <li>• 尊重不同的種族、民俗文化、生活方式</li> </ul>
Personal, Social & Humanities Education/ History	Key Stage Four (S4 – S6, NSS)	<ul style="list-style-type: none"> <li>• impact of colonialism and the responses of Asian peoples to Western encroachment and domination</li> <li>• the coexistence and interaction of Chinese and foreign cultures</li> <li>• May Fourth Movement</li> <li>• Japan – the rise of militarism and its consequences</li> <li>• legacy of Western colonialism</li> <li>• reasons for decolonization and struggles for independence</li> <li>• political, social economic and cultural significance of the two world wars</li> <li>• origins, development and characteristics of the Cold War</li> <li>• Israel and the Arabs; racial conflicts in the Balkans; apartheid in South Africa</li> <li>• international social and cultural cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• fellowship among human beings</li> <li>• the right to life</li> <li>• respect for all peoples, different customs and cultures, diversified views, ways of life</li> <li>• anti-discrimination</li> <li>• open-mindedness and objectivity towards people, cultures, ways of life</li> </ul>



**Expected learning outcomes and teaching themes on human rights education under the Revised Moral and Civic Education Framework (Chinese version only)**

在世界公民層面各學習階段的主要學習期望

	德育及公民教育 主要學習期望
第一 學習 階段	<ul style="list-style-type: none"> <li>重視平等、尊重、和諧等價值與人相處</li> <li>認識「地球村」的概念，實踐環保的生活習慣，善用資源（例如：循環再用、廢物回收、節約能源等）</li> <li>以開放和接納的態度，主動認識各地人民不同的生活、習俗和節日</li> <li>認同我們是世界一份子，身邊有著世界不同文化及種族的朋友（例如：少數族裔學童及外籍家庭傭工等）</li> </ul>
第二 學習 階段	<ul style="list-style-type: none"> <li>尊重及珍惜生命，樂於與大自然(如植物、動物、海洋、空氣)和平共存</li> <li>欣賞和尊重各國、各民族人民的文化（例如：歷史、宗教、生活等文化）</li> <li>樂於與他人分享祖國的歷史及文化</li> </ul>
第三 學習 階段	<ul style="list-style-type: none"> <li>認識國際組織及其功能（包括在政治法律功能、文化教育、環境保護、消除貧窮等），並參與其中，如國際紅十字會、世界自然基金會等）</li> <li>關顧世界周遭所發生的事情，以「同理心」感受各地人民和自然環境的需要，並願意作出承擔</li> <li>持平等的態度，尊重他人享有的權利（包括：人權、消除歧視、法律保障等）</li> <li>擴闊國際視野，參與國際性的文化活動（例如：國際博覽會、境外文化交流等）</li> </ul>
第四 學習 階段	<ul style="list-style-type: none"> <li>積極參與本地舉辦的國際性活動（例如：奧運會、慈善籌款、國際救援的推廣活動等）</li> <li>關心人類福祉，以理性和批判的思考，探討國際事件及議題（例如：全球暖化問題）</li> <li>瞭解世界公民的理念（包括地球村、全球化、跨文化理解等），以負責任的態度來履行世界公民的義務（例如：維護和平、愛護環境和瀕臨物種、增進各國理解和交流等），締造一個可持續發展的世界</li> </ul>