

# Youth Development Strategy for Hong Kong :

## Public Engagement Report





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# Foreword

*The Youth Development Strategy for Hong Kong: Public Engagement Report* is the outcome of 105 engagement sessions and focus groups from May to October 2017, attended by youth, parents, and representatives from secondary schools, tertiary institutions, uniformed groups, charities, non-governmental organisations, corporations, industry associations, start-ups, social enterprises, District Youth Programme Committees and other entities serving or working with youth. In response to public comments, the Youth Development Strategy brings together policies and measures pertaining to young people and, for the first time in Hong Kong, puts forward a unified vision for all stakeholders in youth development.



With a view to providing an enabling environment for youth so they can develop a positive outlook to life and realise their full potential, the Strategy comprises the following building blocks: education, career pursuit, housing and financial independence, health, civic participation, and whole-person development, plus an additional building block on equal opportunities which permeates the Strategy. The idea is that no young person should be deprived of opportunities because of his/her race, gender, sexual orientation, disability or other factors.

What is important in understanding these building blocks is that they must act in tandem to create positive outcomes for youth's wellbeing. The Strategy, for instance, recognises that a smooth transition from education to work requires education policies to be cognisant of labour market needs, as well as a broad economic base to create jobs for those of our young people who decide to pursue alternative education pathways. Hence stakeholders need to join hands, and the Strategy forms the basis of the Youth Development Commission's work to facilitate this.

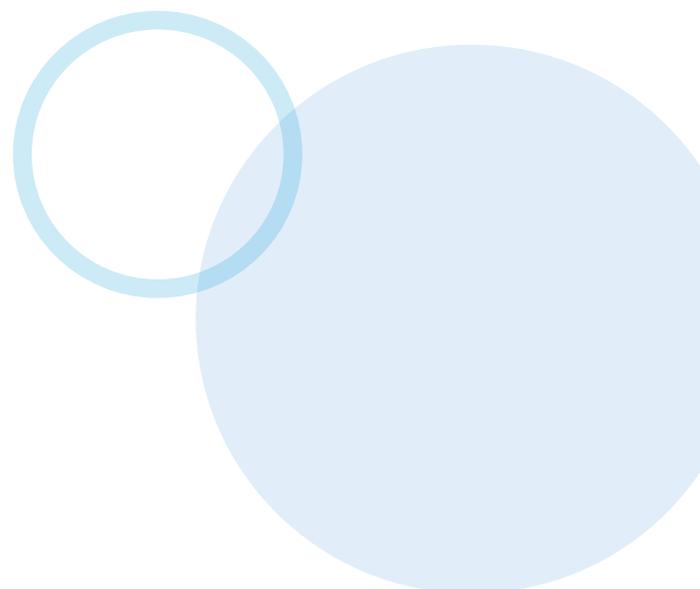
I am privileged to witness this milestone and give my heartfelt thanks to everyone who helped to make this happen. This is only one of many steps to the sustained improvement of youth development in Hong Kong. Going forward, I have every confidence that the Youth Development Commission, to be led by the Chief Secretary for Administration, will continue to listen to youth and public voices. We will ensure that, as a society, we are working towards the Strategy's goals and that the Strategy itself is a living document.

A handwritten signature in black ink, consisting of a stylized 'L' followed by a series of loops and a long horizontal stroke.

Lau Ming-wai  
Chairman, Commission on Youth  
March 2018

# List of Abbreviations

ACL qualifications	alternative Chinese language qualifications
ASB	advisory and statutory body
C&SD	Census and Statistics Department
CoY	Commission on Youth
CV	curriculum vitae
EDB	Education Bureau
EM	ethnic minority
HAB	Home Affairs Bureau
HKDSE	Hong Kong Diploma of Secondary Education
ITB	Innovation and Technology Bureau
LCSD	Leisure and Cultural Services Department
LegCo	Legislative Council
NGO	non-governmental organisation
SEN	special education needs
SWD	Social Welfare Department
UG	uniformed group
UNESCO	United Nations Education, Scientific and Cultural Organization
VPET	vocational and professional education and training
YDC	Youth Development Commission



# Executive Summary

## Background

- i. On the invitation of the Government, the Commission on Youth (“CoY”) conducted the Public Engagement on Youth Development Policy (“the Public Engagement”) from May to October 2017 to invite young people, relevant stakeholders and the general public to contemplate the future direction of youth development policy for Hong Kong. Four Public Engagement Sessions and 101 Focus Group Meetings were organised so that we could solicit views from the general public as well as in-depth opinions from stakeholders of various relevant fields who were actively involved in youth development work.

## Summary of Public Comments

### Education

- ii. Respondents pointed out that the prevailing **learning environment was pressurised**. They opined that the current secondary school curriculum was heavily tilted towards satisfying examination requirements. Besides, study pressure came from the general social and parental expectations that entering university was the most desirable option. There was a general perception that career prospects were commonly predefined by academic qualifications.
- iii. Respondents opined that Hong Kong had generally performed well in providing **alternative study pathways** and opportunities, and in ensuring that vocational and professional education and training (“VPET”) could provide job-related skills training. That said, sub-degrees did not have sufficient recognition in society for the purpose of employment, and sub-degree graduates were still keen to articulate to undergraduate programmes.
- iv. Respondents generally supported **life planning** as it helped enhance students’, as well as their parents’ and teachers’ knowledge and awareness of multiple pathways. While students tended to support implementing more life planning activities to enrich their knowledge and information to make more informed choices with respect to further education and career development, frontline teachers suggested they did not have sufficient capacity to arrange more of such activities. On timing, there was general support for implementation starting from junior secondary levels.

### Whole-person development

- v. Respondents agreed that it was important to nurture young people’s **multiple intelligences and competencies** so that they could face different challenges and embrace different opportunities in life. However, many respondents opined that the current education system did not encourage multi-faceted development. On the other hand, there was a phenomenon of participating in co-curricular activities for the purpose of brushing up one’s curriculum vitae (“CV”) to facilitate educational advancement. Some respondents had participated in co-curricular activities simply to fulfil mandatory school requirements.

- vi. While uniformed groups (“UGs”) were recognised as a good platform to enhance the all-round development of young people, respondents considered that UGs could provide few “recognised qualifications” that could assist in furthering education or career development. The strict discipline required had rendered UGs less attractive to young people.
- vii. Youth participants of **exchange programmes in the Mainland and overseas** opined that the programmes were very useful in helping them explore the latest social and economic developments in the Mainland and the rest of the world. There was also general support for organising more non-local volunteer service programmes. Respondents considered that the **participation criteria** of exchange programmes should be delinked from academic performance.

### **Health and wellbeing**

- viii. On **mental wellbeing**, the most common sources of stress included academic studies, parents’ expectation on education and career development, and peer relations. Respondents suggested that the Government should provide more resilience training to young people and help them develop a positive outlook to life.
- ix. While young people in Hong Kong generally performed better as compared with most parts of the world in terms of **physical health**, there was a perception that young people were carrying out fewer physical training exercises.
- x. Some youth respondents considered that **sex education** in Hong Kong was relatively insufficient and conservative. They also considered that there was scope to incorporate more recent gender issues.

### **Work**

- xi. On **economic diversity and manpower**, young people commonly perceived that there was a lack of positive career prospects in non-pillar or non-professional industries. With young people being increasingly keen on pursuing a career in emerging industries, respondents suggested that the Government should develop these up-and-coming industries to diversify the Hong Kong economic base and provide more career options for young people.
- xii. There were gaps in **expectations on career** between young people, employers and parents in terms of job readiness, wage and career choices.
- xiii. While respondents generally welcomed the provision of relevant existing funding schemes for **youth entrepreneurship and start-ups**, they also suggested that more support should be given in terms of skills training and professional and business advice.

## ***Housing and financial independence***

- xiv. The majority of youth respondents considered **home ownership** essential but they also considered that the increase in youth's income earnings had fallen behind that of private residential property prices. In their opinion, the Government should strengthen the housing ladder and assist first-time home buyers and young people to achieve home ownership. Meanwhile, some respondents also supported the provision of **alternative accommodation** solutions, such as youth hostels, to meet the accommodation aspirations of young people.
- xv. Some respondents considered that youth's **financial independence** was affected by factors such as changing family structure, education system and social norms, which resulted in delayed home ownership.

## ***Civic participation***

- xvi. Respondents were of the view that society should give more opportunities for young people's **participation in public affairs** and should facilitate more constructive and inclusive dialogues with young people during discussion on public affairs. They also called for more **diversified engagement channels** to communicate with young people, including better use of online and mobile platforms. Some respondents viewed Government's advisory and statutory bodies ("ASBs") as useful means to increase youth representation in the Government.
- xvii. On **community participation**, many respondents considered that young people had keen interest in contributing to the community and suggested that youth community programmes at the district level would be a good starting point.
- xviii. Respondents viewed **volunteer service** as an effective means for young people to participate in community affairs. They considered that young people in general favoured taking up leading positions in planning and organising volunteer service. They also supported the more proactive use of technology in promoting volunteerism.

## **Equal opportunities**

- xix. Respondents expressed that **students with special education needs** (“SEN”) lagged behind their counterparts in terms of educational attainment and felt segregated from society. They considered that the current support for students with SEN was relatively passive. They suggested that more proactive and multidisciplinary support should be provided to facilitate the development of students with SEN, enable them to integrate with society and ensure a smoother transition from education to work.
- xx. The lack of Chinese language proficiency was one of the biggest obstacles for **ethnic minority** (“EM”) youth to integrate into the Hong Kong community. They suggested that the Government should encourage greater flexibility in Chinese language requirements for EM in education and employment. Moreover, respondents suggested that the Government should widely promote the elimination of discrimination in the workplace, schools and the community.
- xxi. Respondents suggested that the Government and the community should jointly guide **youth-at-risk** to move away from their misbehaviour through multiple channels and help them develop positive values and outlook to life. They also suggested that the business sector should be encouraged to work with non-governmental organisations (“NGOs”) to provide more job and development opportunities for these young people. In addition, there were views suggesting review of some reformatory measures for criminal sentencing of juvenile offenders.

## **Responses and Recommendations**

### **Youth Development Strategy**

- xxii. CoY recommends that the Youth Development Commission (“YDC”) should adopt a holistic **Youth Development Strategy** as an overarching framework to ensure that all policy bureaux and stakeholders uphold the same principles in fostering youth development.
- xxiii. The Strategy should serve the following purposes:
  - (a) to provide a unified and central vision for all stakeholders in youth development;
  - (b) to demonstrate the Government’s and society’s commitment to responding to young people’s needs;
  - (c) to guide stakeholders to determine actions in youth development work;
  - (d) to lay down an action plan for YDC; and

- (e) to embrace the values and potential of young people, and bring about positive changes in them.
  
- xxiv. While the Strategy is meant to provide a policy platform for YDC to formulate its youth development work, it is also for young people, the Government, the community, and parents and families to join hands to bring about the desired outcomes for youth.
  
- xxv. The Strategy aims at providing a holistic, overarching framework to ensure that such resources and programmes are applied and implemented in a coherent way that generates maximum positive impact on young people. Elements of the Strategy include: a **vision**; **guiding principles**; the **building blocks** forming key areas of youth development; and recommended **actions**.

### **Vision**

Under the Strategy, it is our vision **to provide an enabling environment for youth to develop a positive outlook to life and realise their full potential, so that they can lead fulfilling lives for themselves and contribute for the betterment of society, Hong Kong, the country and the world.**

### **Guiding principles**

- (a) **Positive about youth:** Stakeholders should be open-minded and appreciate the talents of youth and their passion to contribute to society.
  
- (b) **Balanced:** Youth development policies should be formulated having regard to the balanced interests of other stakeholders in society.
  
- (c) **Evidence-based:** Policymakers should adopt an evidence-based approach to formulate initiatives that target areas where assistance is most needed.
  
- (d) **Universal and inclusive:** We should pay due regard to the diversified backgrounds and needs of all young people.
  
- (e) **Enduring yet timely:** We should ensure sustainability on a long-term basis while allowing sufficient flexibility to cope with the changing needs of youth on a timely basis.
  
- (f) **Internally coherent:** Policy formulation should aim at promoting and facilitating coherent efforts between the key players in youth development.
  
- (g) **Externally connected:** Policy formulation should pay attention to social factors that would influence youth development.

## ***Building blocks and actions***

### ***Education***

***Objective: Providing an enjoyable and enabling learning environment that would encourage life-long learning for all***

- (a) ***Seek to identify and address the causes of excessive pressure experienced by students in their education:*** The Education Bureau (“EDB”) should, in consultation with relevant stakeholders as necessary, seek to identify and address the cause(s) of excessive pressure felt by youth in their education, identify areas / approaches / practices in the education sector which might give rise to excessive pressure, and communicate regularly with YDC about its findings.
- (b) ***Strengthen the provision of multiple pathways:*** The Government should strengthen the promotion of VPET, review the future development of sub-degree programmes and carry out publicity to raise the recognition by parents and society at large of non-traditional study pathways.
- (c) ***Strengthen the education infrastructure with research and development and stakeholders’ participation:*** More resources should be invested into educational research and development and cross-sector collaboration should be encouraged.

### ***Career Pursuit***

***Objective: Facilitating a smooth transition from school to work and providing diverse and sustainable career opportunities***

- (a) ***Create a diverse labour market through developing emerging industries:*** The Government should work closely with industries to enhance the quality of personnel and vocational training and better match manpower demand and supply. The Government should also invest in selected emerging industries to provide quality jobs for the next generation.
- (b) ***Build a friendly ecosystem for entrepreneurship:*** The Government should endeavour to remove the financial and regulatory barriers for start-ups, enhance the entrepreneurial skillsets of young people, and nurture their interest in entrepreneurship.
- (c) ***Improve the quality and accessibility of career information and sharpen the job readiness of youth:*** The Government should collaborate closely with employers and the community to provide more exposure opportunities for young people to identify their career interests and familiarise themselves with the working environment and career prospects.

- (d) **Provide support to young people who aspire to develop careers and businesses outside Hong Kong:** The Government should work with Mainland and international authorities to formulate policies and measures to make it more convenient for people to develop careers in the Guangdong-Hong Kong-Macao Greater Bay Area, the rest of the Mainland and the world.
- (e) **Strengthen the life planning framework:** Life planning should aim at enabling young people to plan for their future development as a whole. More focus should be given to raising the quality of life planning activities and supporting the professional development of teachers and career counsellors.
- (f) **Promote the recognition of VPET:** The Government should engineer a smoother link between VPET and formal education to assist young people to choose their desired and suitable options.

## **Housing and Financial Independence**

### **Objective: Supporting youth to be self-sufficient**

- (a) **Strengthen the ladder for home ownership:** The Government should strengthen the ladder for home ownership to better meet the housing needs of different levels of society.
- (b) **Provide alternative accommodation options:** The Government should continue its effort to provide and promote the concept of alternative accommodation options, such as youth hostels.
- (c) **Identify factors that affect young people's financial independence:** The Government should attempt to identify factors affecting youth's financial independence and address the issues therein to help young people gain financial independence.

## **Health**

### **Objective: Enhancing the physical and mental wellbeing of youth**

- (a) **Adopt a multi-pronged approach to strengthen resilience:** A preventive and proactive approach should be adopted to strengthen mental health education to raise awareness of mental wellbeing and instil positive values in youth.
- (b) **Encourage positive and healthy lifestyles:** The Government should formulate measures to enable young people to adopt a more balanced lifestyle and help promote physical exercise for all.

- (c) **Strengthen sex education:** Schools should be encouraged to introduce learning elements related to sex education that gives young people a holistic understanding of sex and gender issues, including gender equality, gender identity and sexual minorities.

### **Whole-person Development**

**Objective: Creating a supporting atmosphere to encourage the pursuit of a multitude of personal interests and talents**

- (a) **Balance academic and co-curricular developments:** Efforts should be made to promote the intangible values of co-curricular activities as an essential complement to academic study.
- (b) **Promote the development of generic skills and positive values both in and outside schools:** Through cross-sector collaboration, the Government should develop youth's generic skills and instil in them positive values such as a commitment to society, a sense of national identity, a love for Hong Kong and a concern for issues and challenges impacting the world.
- (c) **Improve the ecology in the fields of sports, arts and culture, etc. to help sustain long-term development of talents and pursuit of interests:** The Government may consider bringing in support from and fostering collaboration with the business sector and the community to provide an ecology where young people can develop their talents and pursue their interests on a long-term basis.
- (d) **Continue to provide opportunities to broaden young people's horizons:** The Government should continue to provide quality Mainland and overseas exchange and internship opportunities.

### **Civic Participation**

**Objective: Constructing open, transparent and interactive platforms to encourage youth participation in civic affairs and policy discussion**

- (a) **Embrace youth as an asset in civic affairs and public policy discussion and debate:** We should embrace youth's talents and aspirations and invite them to participate in various advisory mechanisms, including Government advisory and statutory bodies ("ASBs").
- (b) **Establish multiple channels for youth to voice and be heard:** The Government should establish open and transparent communication channels through better use of online platforms and social media, as well as face-to-face dialogues.

- (c) **Encourage youth-led initiatives:** More youth-led initiatives should be implemented to drive positive social changes while grooming the leadership and generic skills of young people during the process. The district youth networks should be better utilised to enable young people to contribute at the local community level.

## **Equal Opportunities**

**Objective: Ensuring young people with different backgrounds could receive equal opportunities to realise their potential**

- (a) **Ensure ever fairer educational opportunities for all:** The Government should devote more resources to the frontline to better cater for the needs of students with SEN and improve the coordination of integrated education. For EM, there is a need to evaluate the effectiveness of Chinese language education for them.
- (b) **Strengthen public education for an inclusive culture:** It is important to educate the public on inclusion and diversity, and against all sorts of stereotypes.
- (c) **Provide comprehensive support for youth and their families:** A whole-society, multi-pronged approach should be taken in supporting youth and their families through a wide range of services including education, training, consultation, counselling and overall case management.

## **Agenda for YDC**

- xxvi. YDC should steer relevant bureaux and departments to implement youth development policies and programmes guided by the Strategy. YDC should give priority to discussing issues that have cross-bureau implications to give effect to its role as a cross-bureau and inter-departmental steering committee, while tasking individual bureaux and departments to follow up on work that is squarely within their purview and report back to the YDC at suitable junctures.
- xxvii. In line with the spirit of the Youth Development Strategy, YDC should continue to engage young people and various stakeholders throughout the policy formulation and discussion process. It should also regularly review and update the Strategy, based on continued engagement with young people and stakeholders outlined above and public views on the outcome of YDC's work as collected from these engagement sessions.

Chapter 1

# Introduction

## 1.1 Background

- 1.1.1 The Government attaches great importance to and has been investing significant resources in promoting youth development. As the Government's advisory body on matters pertaining to youth, the Commission on Youth ("CoY") has been working with the Government and relevant stakeholders to implement various initiatives which span across a wide spectrum and involve various policy areas. In early 2017, the Government published the booklet, "Youth Development Work of the Current-term Government 2012-2017", summarising the youth development work undertaken by relevant bureaux and departments in the past five years into seven policy areas, namely "Education", "Health", "Multi-faceted Development", "Global Perspectives", "Volunteerism", "Work", and "Youth Engagement and Community Participation".
- 1.1.2 To ensure better delivery of youth development work, in January 2017, the Government invited CoY to put forward proposals on the future direction of youth development policy. In response to the Government's invitation, CoY conducted the Public Engagement on Youth Development Policy ("Public Engagement") from May to October 2017 to invite young people, relevant stakeholders and the general public to contemplate the future direction of youth development policy for Hong Kong. We hope to take this opportunity to consolidate our experience and listen to the views of young people of different backgrounds as well as relevant stakeholders. The Chief Executive's 2017 Policy Agenda further provides that, upon completion of the Public Engagement by CoY, the Youth Development Commission ("YDC"), to be chaired by the Chief Secretary for Administration, will be established within the first half of 2018 to oversee the formulation and co-ordination of policies relating to youth development, and steer the bureaux and departments concerned to take forward youth development initiatives.

## 1.2 Overview of Public Engagement

- 1.2.1 CoY organised a series of engagement sessions from May to October 2017 to solicit the views of young people and different stakeholders on the future direction of youth development policy. Two types of engagement sessions, namely Public Engagement Sessions and Focus Group Meetings, were organised so that we could solicit views from the general public as well as in-depth opinions from stakeholders of various relevant fields who were actively involved in youth development work respectively.

- (a) **Public Engagement Sessions:** Four Public Engagement Sessions were organised on Hong Kong Island and in Kowloon, New Territories East and New Territories West respectively to collect opinions from young people and stakeholders from different districts. Participants were enrolled through public online registration and the 18 District Offices. The Public Engagement Sessions were conducted in the form of breakout discussion sessions moderated by CoY Members. During the first half of the Session, participants were invited to discuss one of the seven policy areas of youth development mentioned in paragraph 1.1.1 that had been preassigned to the group. During the second half, participants could express views on any youth development-related issues as they considered appropriate. To wrap up the Session, the moderator of each group would present a gist of their discussion to all other groups.



*Chief Secretary for Administration attending the Public Engagement Session to listen to the views of participants*



*Moderator reporting a gist of discussion to all other groups*

Table 1. List of Public Engagement Sessions

Date	Region	Venue
7/7/2017	Hong Kong Island	Youth Square, Chai Wan, Hong Kong
6/9/2017	Kowloon	Education Bureau Kowloon Tong Education Services Centre, Kowloon Tong, Kowloon
28/9/2017	New Territories West	On Ting / Yau Oi Community Centre, Tuen Mun, New Territories
27/10/2017	New Territories East	Tai Po Community Centre, Tai Po, New Territories

(b) **Focus Group Meetings:** The CoY Secretariat and individual CoY Members organised a total of 101 Focus Group Meetings to invite relevant organisations of different fields, youth groups and relevant stakeholders involved in youth development work to discuss specific policy areas. Stakeholders who attended the Focus Group Meetings included the following categories:

- participants of youth development programmes
- leaders and youth members of uniformed groups (“UGs”)
- youth non-governmental organisations (“NGOs”)
- volunteer service organisations
- school principals
- teachers
- parents
- secondary and post-secondary students
- student affairs offices of tertiary institutions
- social enterprises
- employers
- industry associations
- youth entrepreneurs and start-ups
- District Youth Programme Committees
- stakeholders in the sports industry
- social workers for youth
- NGOs supporting ethnic minorities (“EM”)
- EM youth
- social workers for youth-at-risk
- social workers for students with special educational needs (“SEN”)

*The CoY Chairman carrying out discussion with a group of social workers*



*Focus group meeting with a group of secondary school students*

1.2.2 A list of engagement sessions organised is at **Appendix**.

Chapter 2

# Overview of Youth Development in Hong Kong

## 2.1 Definition of “Youth”

2.1.1 A study on youth should begin with recognising that there are no set boundaries for the definition of “youth”. “Youth” is defined and adopted as a statistical convention by the United Nations as persons between the ages of 15 and 24. Meanwhile, the United Nations Educational, Scientific and Cultural Organization (“UNESCO”) considers that “youth” is a more fluid category than a fixed age group, and is a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of a community. The definitions of “youth” vary according to the various end uses of the measurement, and different international organisations and countries adopt different definitions of “youth” having regard to their own policy contexts. For instance, the age of 24 has been a commonly accepted cut-off year to mark the transition of young people from school to the labour market, whereas in the adolescent health context, the definition of “youth” spans across a wider age range having regard to physiological considerations.

Table 2. Age definitions of “youth”

Organisation	Age definition of “youth”
The Commonwealth	15-29
UNESCO	15-24
International Labour Office	15-24
UN-Habitat	15-32
UN Population Fund	10-24
World Health Organization	10-29
World Bank	15-24



2.1.2 In Hong Kong, the Population Census adopts the same age range of 15 to 24 as “youth”, correlating with the commonly recognised age of transition from education to employment. For the purpose of implementing various youth development programmes, the Government adopts a more flexible approach in defining “youth” to more adequately cater for the needs of different participants. For instance, the age requirements of various funding schemes targeting “youth” implemented by the Home Affairs Bureau (“HAB”) range from 6 to 35<sup>1</sup>, whereas the age range of 18 to 35 is conventionally adopted for the purpose of defining “youth members” appointed to government advisory and statutory bodies (“ASBs”).

2.1.3 Given the diverse approaches mentioned above, we are of the view that there is no fixed age definition for “youth”, lest this would undermine the flexibility in catering for various needs in different demographic, financial, economic and sociocultural settings. Nonetheless, we consider the following characteristics are common among youth and hence could be regarded as useful indicators in identifying the youth population:

- (a) in the process of receiving education;
- (b) transition from education to work; and
- (c) where their personal values and skills are in the process of active development.

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<sup>1</sup> *The target age ranges of young people of major funding schemes implemented by HAB are as follows:*

- (a) Funding Scheme for Youth Exchange in the Mainland: 12 to 29;*
- (b) Funding Scheme for Youth Internship in the Mainland: 18 to 29;*
- (c) Funding Scheme for International Youth Exchange: 15 to 29;*
- (d) Youth Development Fund: 18 to 35; and*
- (e) Large-Scale Youth Programme Funding Scheme: 6 to 29.*

## 2.2 Youth Profile in Hong Kong

2.2.1 As we have pointed out above, youth development work spans across a wide spectrum of policy areas and involves a multitude of stakeholders from various backgrounds. This section aims at sketching the profile of youth in Hong Kong in various aspects. Unless otherwise specified, reference of the statistics set out in the ensuing paragraphs are made to the “2016 Population By-census Thematic Report: Youths” published by the Census and Statistics Department (“C&SD”) in February 2018 and the “Youth in Hong Kong – A Statistical Profile 2015” released by CoY in November 2016.

### *Demographics*

2.2.2 According to the provisional population estimates released by C&SD, there were 736 100 persons aged between 15 and 24, constituting 10% of the total population in mid-2017. Among them, about 50.3% were male and 49.7% were female, translating into a roughly balanced male-to-female ratio of about 1 to 0.99. It is projected that, with the overall aging demographic structure, the 15-24 age group will shrink to 8.8% in 2027 and further down to 7.8% in 2047.



- 2.2.3 The proportion of youth aged 15-24 who had never married remained high in the past 10 years, standing at 97.5% in 2006, 97.9% in 2011 and 97.8% in 2016 respectively.
- 2.2.4 The ethnic composition of the youth population was similar to that of the whole population in 2016, with 96.4% of youth being Chinese. That said, the population of non-Chinese youth has increased by more than one-fold over the past decade, from 13 117 (1.5%) in 2006 to 27 651 (3.6%) in 2016.
- 2.2.5 The proportion of youth aged 15-24 receiving the Comprehensive Social Security Assistance had decreased from 6.6% in 2005 to 4.0% in 2015. Meanwhile, the percentage of youth aged 15-24 living in low-income households before policy intervention had decreased from 20.6% in 2009 to 18.7% in 2014, while that percentage after policy intervention had decreased from 14.5% in 2009 to 12.6% in 2014.

### **Education**

- 2.2.6 Along with the increase in educational opportunities, the overall school attendance rate of youth was 62.9% in 2016, higher than that in 2006 (59.7%). In particular, the school attendance rate for the age group 17-18 increased from 82.9% in 2006 to 89.3% in 2016, and that for the age group 19-24 increased from 39.3% to 47.9% over the same period. Based on statistics from Population Censuses and By-censuses from 1996 to 2011, parents with higher educational attainment are more likely to have children with higher educational attainment.
- 2.2.7 According to the latest figures of the Education Bureau (“EDB”), about 45% of our young people in the relevant age cohort now have access to local publicly-funded or self-financing degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. The number of University Grants Committee-funded first-year first-degree places has been increased to 15 000 per annum with effect from the 2012-13 academic year. The number of senior year undergraduate intake places is also progressively increasing, and will reach 5 000 per annum by the 2018-19 academic year. In the self-financing sector, the number of self-financing undergraduate places has also increased significantly, from 4 500 in the 2011-12 academic year to around 10 000 in the 2016-17 academic year.
- 2.2.8 The number of students enrolled in the self-financing taught postgraduate programmes had increased from 27 600 in 2008-09 to 38 600 in 2014-15. The number of students studying in full-time self-financing sub-degree and undergraduate courses had increased significantly from 9 163 in 2001-02 to 76 801 in 2014-15.
- 2.2.9 With reference to the statistics released by the Hong Kong Examinations and Assessment Authority, in the Hong Kong Diploma of Secondary Education (“HKDSE”) Examination held from 2012 to 2017, the percentage of day-school candidates who scored Level 2 or above in five subjects, including Chinese Language and English

Language, (i.e. candidates who were eligible to apply for sub-degree courses and relevant civil service posts) had roughly stay put at around 67.6% to 71.2%. The percentage of day-school candidates who met the general entrance requirements for local undergraduate degree programmes ranged from 37.7% to 42.2% during the same period.



2.2.10 In the area of special education, according to EDB, the enrolment in aided special schools had increased from 7 100 in the 1996-97 school year to 7 680 in the 2016-17 school year. On the other hand, the enrolment of students with SEN studying in public sector ordinary secondary schools had increased from 8 000 in the 2009-10 school year to 21 030 in the 2016-17 school year.

### **Work**

2.2.11 Over the past 10 years, the labour force participation rate of youth declined gradually from 46% in 2006 to 43.1% in 2016. This was attributed to the later entry of youth into the labour market as a result of the increasing educational opportunities for the young people. Among the working youth in 2016, 95.9% of them were employees (as compared with 87.7% of employees in the whole working population). The percentage was similar to that in 2006 and 2011.

2.2.12 The level of educational attainment of working youth improved continuously. The proportion of working youth with secondary education level or below dropped from 62.1% in 2006 to 38.6% in 2016. Meanwhile, the proportion of working youth having attended post-secondary education increased substantially from 37.9% to 61.4%. In particular, the proportion of working youth who had attended degree qualifications increased from 19.2% in 2006 to 34.4% in 2016.

2.2.13 In 2016, a large proportion of working youth were engaged as “service and sales workers” (35.6%) and “clerical support workers” (22.9%). Youth were highly represented in these occupations compared to the total working population. In line with the improvement in their level of educational attainment, the proportion of working youth engaged in the three higher-skilled occupation groups i.e. “managers and administrators”, “professionals” and “associate professionals” increased from 23% in 2011 to 28.4% in 2016. Analysed by industry, the “import/export, wholesale and retail trades” sector employed 22.4% of the working youth, followed by the “public administration, education, human health and social work activities” (18.4%) and “accommodation and food services” (16.1%) sectors. There was a higher proportion of working youth in the “accommodation and food services” sector (16.1%) as compared with that of the whole working population (8.9%).

2.2.14 In 2016, the median monthly income from main employment of the working youth was \$10,750, or 69.4% of the median (\$15,500) of the whole working population. As suggested by C&SD, the comparatively lower median income of youth may be related to the occupations and industries they were engaged in, their educational attainment, their limited working experience and fewer working hours.

2.2.15 In 2016, the median weekly usual hours of work of working youth was 40, which was lower than that of the whole working population (44 hours). 13.6% of the working youth usually worked less than 18 hours weekly, much higher than the corresponding proportion of the whole working population (6.7%).

### **Health**

2.2.16 In 2014, 1.3% of young people aged below 25 had at least one common chronic disease. Among these young people, the highest proportion suffered from “asthma”. Between 2004 and 2014, more than 13% of youth aged 18-24 were classified as “overweight” or “obese” while more than a quarter were classified as “underweight”. Between 2005 and 2014, the physical activity level of 51.3% to 61.1% of youth aged 18-24 were classified as moderate.

2.2.17 The number of youth disability registrants per 1 000 people aged 15-24 decreased from 13.2 persons in 1997 to 9.9 persons in 2015. Among them, a higher proportion was mentally handicapped and autistic. The mortality rate, i.e. the number of deaths per 1 000 people, of youth aged 15-24 was in a declining trend, dropping from 0.4% in 1997 to 0.2% in 2014. “External causes of morbidity and mortality” was the most common cause of deaths for youth aged 15-24 between 2001 and 2014. Among the youth whose causes of death were “external causes of morbidity and mortality”, a higher proportion of them died from the cause of “intentional self-harm”, e.g. suicide.

### **Co-curricular development**

2.2.18 The number of young people aged 15-19 who had participated in recreational and sports programmes organised by the Leisure and Cultural Services Department (“LCSD”) had increased significantly from 132 938 in 1999-00 to 260 429 in 2014-15, while for youth aged 20-24, the number of participants had slightly decreased from 77 934 to 77 375. Between 2008 and 2014, more than half of youth aged 18-24 exercised at least once per week in their leisure time after work or study.



2.2.19 Based on the “Opinion Surveys on LCSD Performing Arts Activities” conducted by LCSD in 2001, 2004 and 2011, among the audience of LCSD performing arts activities, a higher proportion of youth aged 15-29 had participated in music and theatre programmes organised by LCSD than other programme types. Overall, the percentage of youth aged between 15 and 29 among the whole audience had decreased from 32.7% in 2001 to 25.7% in 2011.

### ***Household and housing characteristics***

2.2.20 In 2016, the household size of those domestic households with youth (at 3.7) was larger than that of all domestic households in Hong Kong (at 2.8) by 32.1%. The largest proportion of youth were those living with their parent(s) only, and the proportion remained stable at 93% to 95% during 2006 to 2016. On the other hand, the proportion of those living with spouses and/or child(ren) (but not with parent(s)) dropped from 1.6% in 2006 to 1.2% in 2016.

2.2.21 In 2016, the median floor area of accommodation of domestic households with youth was 42.0 square metres, slightly higher than that of all domestic households at 40.0 square metres. An “Opinion Survey on Wealth Management and Life Planning of Hong Kong Post 80 & 90 Generations” conducted by the Public Opinion Programme of The University of Hong Kong in 2013 showed that more than half of youth aged 16-33 (53.9%) had considered buying a property.

### ***Participation in civic and community affairs***

2.2.22 There has been an increasing trend of civic participation as indicated by voter registration rate. The proportion of youth who were registered electors aged 18-25 had risen from 50.6% in 2000 to 63.7% in 2015. With reference to the figures released by Registration and Electoral Office, in the 2012 and 2016 Legislative Council (“LegCo”) elections, the turnout rates of young people belonging to the age groups of 18-20 and 21-25 had increased by 16% and 9% respectively. In terms of District Council elections, the turnout rates of youth aged 18-25 had risen from 22.3% in 1999 to 34.4% in 2007 but dropped to 29.1% in 2015.

2.2.23 According to HAB, among the 410 ASBs with appointed non-official members, 155 (37.8%) of them have appointed young people aged 35 or below. As at end October 2016, a total of 483 appointed non-official post-holders (i.e. 8.4%) were at the age of 35 or below on their first appointment to the ASBs concerned.

- 2.2.24 Based on the report on “Youth Political Participation and Social Media Use in Hong Kong” conducted by the Centre for Youth Studies of the Hong Kong Institute of Asia-Pacific Studies at The Chinese University of Hong Kong in 2016, young people aged 15-29 spent four to five hours online daily on average. Social media was the major source of public affairs information (46.6%), followed by television (21.7%), websites (15.5%), newspapers and magazines (13.1%) and radio (2.8%). The most frequently used social media platform was Facebook (67.7%), followed by WhatsApp (14.4%), Instagram (12.2%) and WeChat (3.4%).
- 2.2.25 In terms of political participation, the “Youth Political Participation and Social Media Use in Hong Kong” study showed that the most frequent online political activities were “post and share political and public affairs information or comment online”, followed by “‘Like’ or join any online group about politics or public affairs”. It also showed that nearly a quarter (24.8%) of young people had never participated in any online political activity. For offline political participation, the most frequent form of participation was “taking part in an offline march or demonstration” (21.3%), followed by “participating in the activities organised by environmental or human rights organisations” (19%) and “wearing or showing a sign / symbol for social movement” (18.6%).
- 2.2.26 For participation in the community, based on figures from the Social Welfare Department (“SWD”), the membership of “children and youth centres” and “integrated children and youth services centres” subsidised by SWD had increased from 309 334 in 1996-97 to 322 233 in 2014-15. The number of youth members<sup>2</sup> of 11 UGs subvented by HAB had risen from 89 771 in 1999 to 115 015 in 2017. For major youth organisations established by the government<sup>3</sup>, the number of youth members had increased from 285 374 in 2001 to 313 361 in 2015.
- 2.2.27 According to the latest figures of the SWD, the number of registered young volunteers aged 13-25 in the Volunteer Movement launched by SWD in coordination with a number of NGOs and institutions, had increased substantially from 78 277 in 1998 to 552 092 in 2016, constituting around 43% of all registered volunteers.

## 2.3 Institutional Framework

- 2.3.1 At present, HAB is the policy bureau responsible for driving youth development. The policy objectives of HAB in this aspect are to –
- (a) foster a culture of multi-faceted excellence and to provide diversified learning, training and development opportunities to young people who have different aspirations;

<sup>2</sup> Youth members are those who are aged between 8 and 26 which are subvented by HAB.

<sup>3</sup> Including Junior Police Call, Community Youth Club, Civil Aid Service Cadet Corps, Auxiliary Medical Service Cadet Corps, and Immigration Department Youth Leaders.

- (b) encourage young people to develop an active approach to life and a positive sense of social awareness;
- (c) deepen their understanding in the developments of Hong Kong and our country;
- (d) broaden their global perspectives; and
- (e) allow them to thoroughly understand their individual rights and be happy to take on social obligations.

Since youth development is a cross-disciplinary subject, various other policy bureaux also shoulder the responsibility of promoting youth development in their respective policy areas. The Government works closely with CoY and encourages NGOs, schools, parents, the private sector and, above all, young people themselves to join efforts in enabling our young people to develop their full potential and to contribute to the development of Hong Kong.

- 2.3.2 In early 2017, the Government published the booklet “Youth Development Work of the Current-term Government 2012-2017”, summarising the youth development work undertaken by relevant bureaux and departments in the past five years. In October 2017, the Chief Executive delivered her first Policy Address, in which a whole chapter entitled “Connecting with Young People” was dedicated to youth matters, testifying to the importance the current-term Government attaches to youth development work. Among other things, the 2017 Policy Address stated that in the next five years, the Government will strive to do its best in youth development work by addressing their concerns about education, career pursuit and home ownership, and encouraging their participation in politics as well as public policy discussion and debate.
- 2.3.3 At the ASB level, CoY is the advisory body on matters pertaining to youth. Over the years, it has worked closely with the Government to exchange ideas and information with other Government advisory bodies on youth matters with a view to ensuring that interests of young people are taken into account in the design of relevant service programmes. It has also acted as a focal liaison point with other local and international youth organisations to promote opportunities for the young people in Hong Kong and help them enhance their international experience, civic awareness and participation in community affairs. Meanwhile, in the Chief Executive’s 2017 Policy Address, it was stated that YDC, to be chaired by the Chief Secretary for Administration, will be set up in the first half of 2018 to enhance policy co-ordination within the Government. The existing CoY will be incorporated in YDC.
- 2.3.4 Finally, the institutional framework would not be complete without mentioning community involvement. In particular, this includes various schools, NGOs, UGs, community organisations, etc. which provide youth training and programmes and help foster youth development at the forefront.

Chapter 3

# Summary of Public Comments

## 3.1 Education

3.1.1 Education plays one of the most important roles in shaping the future of a young person as it takes up a substantial portion of time of adolescence. It is also a critical life process to enable young people to acquire essential skills and knowledge, instil in them positive values, help them develop talents and prepare them to enter society. To meet the needs of Hong Kong as it evolves into a knowledge-based economy and also in view of community demand, the Government has been supportive of the provision of more post-secondary education opportunities through both public and private sectors. At present, about 45% of our young people in the relevant age cohort now have access to local publicly-funded or self-financing degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. During the Public Engagement, we saw particularly keen discussions on education among youth participants, partly due to education itself being one of the most imminent policy areas affecting the youth, and partly because education often has a direct or indirect impact on youth development in other aspects.

### ***Pressurised and elitist learning environment***

3.1.2 Most respondents agreed that an ideal learning environment was one that would enable students to enjoy learning, acquire generic skills and pursue their interests and develop their talents freely. Nonetheless, many respondents, particularly secondary school students, pointed out that the prevailing learning environment was pressurised due to a number of causes. In their opinion, the current secondary school curriculum was heavily tilted towards satisfying examination requirements, most notably those of the HKDSE Examination. In fact, many students commented that the HKDSE Examination had heavily influenced their study experience because it spanned across the three-year senior secondary curriculum and was the only public examination that would determine whether they could articulate to higher education. Many respondents who were secondary school students also opined that study pressure came from the general social and parental expectations that entering the university was the most desirable study option so that students could be better positioned to pursue a more prosperous career upon graduation. This view was echoed by respondents of other age cohorts, who concurred that there was a general perception that career prospects were commonly predefined by academic qualifications. The social and parental expectation thus had exerted additional pressure to students in achieving good grades in the HKDSE Examination. Many respondents who were secondary school students pointed out that, as a result, their choice of elective subjects for senior secondary curriculum was limited by the consideration to obtain better grades at the HKDSE Examination, rather than out of their own interest. They also felt that they were compelled to study incessantly to pursue good grades, rather than knowledge which would otherwise, in their opinion, be practical or of interest.

3.1.3 In terms of learning culture, respondents opined that the competitive learning atmosphere and the importance of the HKDSE Examination played throughout the secondary school period had rendered the learning culture relatively passive. They also felt that the breadth and depth of learning had been restricted by the examination syllabus. Respondents suggested that education should aim to, among other things, cultivate young people's good virtues, widen their visions, develop their critical thinking and build their life skills.



### **Alternative pathways**

3.1.4 Respondents opined that Hong Kong had generally performed well in providing alternative pathways and opportunities, and in ensuring that vocational and professional education and training (“VPET”) could provide job-relevant skills training. However, many respondents opined that social and parental expectations had continued to contribute to the perceived lack of diversity in study options. This was particularly manifested by the common perception that the “traditional” academic pathway i.e. entering university, was the only desirable option, while VPET and studying less popular subjects connoted “losers” and a dimmer career prospect, thus deterring students from pursuing other articulation pathways.

3.1.5 Respondents agreed that sub-degree programmes provided an alternative option for students who could not pursue degree education upon graduation from secondary school. However, some respondents commented that there was still keen competition in sub-degree programmes for onward articulation to bachelor’s degree programmes and, as a result, students still faced considerable pressure during their studies. The situation was aggravated by the common perception that sub-degree holders generally did not fare better in career development compared to degree holders or those with an equivalent qualification as some considered that sub-degrees did not have sufficient recognition in society for the purpose of employment.

3.1.6 Most respondents suggested that the Government should strengthen the promotion of alternative study pathways. For instance, they suggested that the Government should endeavour to change the social mindset that university was the only desirable articulation option for secondary school leavers. Noting that there had been some efforts in promoting VPET in recent years, the Government should further strengthen its promotion and help portray a more positive image for VPET. In addition, some respondents suggested that the Government could tackle the issue in a more holistic manner by formulating a holistic manpower and economic development plan to better match education / training needs with the manpower demand (see paragraph 3.4.3 for more details).

## ***Life planning***

- 3.1.7 Respondents generally supported the concept of life planning as it helped enhance students', as well as their parents' and teachers', knowledge and awareness of multiple pathways. They considered life planning useful in assisting young people to identify their interests and abilities, and in providing essential knowledge to young people so that they could make necessary preparation at an earlier stage. They also generally considered that relevant life planning programmes should be implemented for all young people to maximise impact.
- 3.1.8 However, there were mixed views on the current approach of implementation of life planning programmes. On quantity, students and youth respondents tended to support implementing more life planning activities as they considered that they did not have sufficient knowledge and information to make more informed choices with respect to further education and career development. On the other hand, many frontline teachers suggested that there were already a considerable amount of life planning activities being implemented, and schools and teachers might not have sufficient capacity to arrange more of such activities.
- 3.1.9 Starting from the 2014-15 school year, public sector schools operating classes at senior secondary levels were provided with an additional recurrent cash grant to enhance and enrich life planning education elements for students. To ensure that the recurrent grant is purposefully utilised to achieve the intended objectives, schools are expected to complete relevant work plans and reports on their life planning education strategies and implementation. However, some teachers mentioned that EDB had often focused on quantitative assessments rather than on assessing the qualitative impact of the life planning programmes.
- 3.1.10 On quality, many respondents suggested that the focus of life planning should be on enabling students to make informed choices for their future development and should not necessarily be equivalent to career planning, whose scope would be narrower.
- 3.1.11 On timing, there was general support for implementation starting from junior secondary levels as this would help prepare students to choose appropriate subjects at senior secondary levels, particularly since those subjects would have a knock-on effect on their future studies at post-secondary level and ultimately their careers. Some further suggested that life planning should be implemented as early as starting from primary schools so as to enable young people to acquire the mindset at an early stage. On the other hand, some respondents considered that implementation at the secondary school level was sufficient as society should not over-burden primary education with too much career-oriented training.

## 3.2 Whole-person Development

### *Multi-faceted development*

- 3.2.1 Many respondents agreed with the notion that it was important to nurture young people's multiple intelligences and competencies so that they could face different challenges and embrace different opportunities in life. They also agreed that many skills and competencies, such as physical abilities, cultural appreciation, sense of responsibility and communal skills, could not be sufficiently covered in formal education and hence should be acquired through co-curricular channels.
- 3.2.2 However, many respondents opined that the current education system did not encourage multi-faceted development as non-academic achievements were generally not recognised by schools and society at large. For instance, except certain outstanding performance in sports, music and arts which were recognised by some scholarships and university admission schemes, respondents opined that academic performance was still the most prevalent factor in influencing education and career opportunities. Many secondary school students also considered that, given the heavy commitment to academic work and pressure to handle the HKDSE Examination, they were unable to devote sufficient leisure time to participate in co-curricular activities.
- 3.2.3 Respondents suggested that the Government should step up the promotion of the values of multi-faceted development so that young people, and their parents and teachers, would encourage them to continue pursuing co-curricular interests. They also suggested that the Government should endeavour to lessen the pressure and workload in academic study so as to reserve adequate time for young people to develop their talents. Some respondents further suggested that participation and achievements in co-curricular activities should be better recognised by enhancing their recognition under the Qualifications Framework or including them as one of the criteria for university admission, to give incentives for students to pursue personal interests and talents in non-academic areas.
- 3.2.4 On the other hand, there was a phenomenon of participating in co-curricular activities for the purpose of brushing up one's curriculum vitae ("CV") to facilitate educational advancement. Some respondents also pointed out that they had participated in co-curricular activities simply to fulfil mandatory school requirements. They considered that such a habit was un conducive to nurturing the multiple talents of young people.

- 3.2.5 Sustainability was another issue. Respondents considered that it was difficult for youth to continue to develop their non-academic interests for a longer term as these interests often could not be translated into a sustainable career. Some respondents quoted sports careers as examples to illustrate the financial uncertainty and relatively short career spans faced by athletes as the major deterrents for young people to pursue a career that would further their personal interests. In their opinion, the Government should provide more holistic support for athletes and artists, having regard to their needs at different stages of the career lifecycle.
- 3.2.6 Over the years, UGs have been a well-established group to provide training and development opportunities to young people. Many respondents who were serving UG members and leaders considered that UGs had served as a good platform to enhance the all-round development of young people by providing training in a wide array of aspects including physical and discipline training, leadership and management skills, cognitive and vocational skills, interpersonal skills and the sense of serving the community. Notwithstanding this, they pointed out that, since UGs could provide few “recognised qualifications” that could assist in furthering education or career development, it was not uncommon for students to opt out from UGs at senior secondary levels to give way for academic study. Apart from that, there were views that UGs were less attractive to young people nowadays due to the strict discipline required, as well as the perception that the skills taught by UGs might not be in line with modern social and career development needs.

### ***Understanding of the country***

- 3.2.7 Youth participants of exchange programmes in the Mainland who took part in the Public Engagement were unanimous in opining that the programmes were very useful in helping them explore the latest social and economic development in the Mainland and understand more about the opportunities for career development. They also considered that the programmes had provided valuable opportunities for them to conduct face-to-face interactions with their Mainland counterparts to develop mutual understanding. Respondents suggested that the Government should enhance the promotion of the objectives and outcomes of Mainland exchange programmes to encourage participation.

### ***Global perspectives***

- 3.2.8 Many youth participants of exchange programmes considered that young people could benefit from overseas exchange programmes as they were effective means to help young people understand the latest social, economic and cultural features of the world. Direct interactions with local youth also enabled Hong Kong young people to develop a more inclusive attitude towards different cultures. They also considered exchange programmes were vital for Hong Kong young people to maintain their competitiveness as there was increasingly keen competition from the Mainland and many neighbouring countries.

- 3.2.9 There was general support for the organisation of more non-local volunteer service programmes as the programmes would provide young people with the dual benefits of broadening their horizons and promoting volunteerism among the younger generation. Similarly, some respondents suggested that overseas and Mainland exchange programmes could incorporate more volunteering elements in order to enable young people to fulfil a meaningful purpose while undertaking cultural exchanges.
- 3.2.10 In addition, some respondents noted that the Belt and Road Initiative would offer immense economic and social opportunities for Hong Kong in the years to come. There were suggestions that our youth should be better prepared for making more use of the opportunities brought by the Initiative, including more opportunities for cultural exchanges and relevant language training. Start-ups and young entrepreneurs should also be encouraged to take part in Belt and Road-related developments.

### ***Selection criteria for youth exchange programmes***

- 3.2.11 On eligibility for participation, many respondents commented that the existing criteria promulgated by organisers placed too much emphasis on academic performance. They considered that exchange programmes should aim at enhancing students' non-academic competence and should be available for all students, hence the participation criteria should be delinked from academic achievements. More opportunities should also be given to those who require more proactive support to broaden their horizons, such as students from low-income families.

## **3.3 Health and Wellbeing**

### ***Mental wellbeing***

- 3.3.1 The majority of respondents concurred that issues concerning the mental wellbeing of young people were far more imminent than those concerning physical wellbeing with regard to youth's health. Respondents pointed out that the most common sources of stress of young people included academic studies, parents' expectation on education and career development, and peer relations. Citing a trend of increasing number of youth suicide cases, respondents opined that the rising standards of requirements on educational attainment, coupled with the structure of the HKDSE curriculum, had particularly created immense pressure for students regardless of their academic performance. On the contrary, some respondents suggested there were many specific factors that had led to each youth suicide case and they could not be simply generalised into the above broad categories of stress. In their opinion, there was a general phenomenon that youth nowadays were less resilient in handling stress.

3.3.2 Respondents suggested that the Government should put in effort to provide more resilience training to young people and help them develop a positive attitude to life. Possible measures included investing more resources to enable teachers and social workers to provide closer counselling services to young people. From the teachers' perspective, however, some frontline teachers pointed out that, even with more resources, they did not have sufficient time to establish closer relations with students as they were already preoccupied by administrative and teaching work. They suggested that a more efficient means would be to reduce their administrative workload so that they could allocate more time to attend to students' needs.

### ***Physical wellbeing***

3.3.3 Respondents considered that young people in Hong Kong generally performed better as compared with most part of the world in terms of physical fitness. Notwithstanding that, respondents opined that there was a trend where young people were carrying out fewer physical training exercises. They considered that it was partly due to the highly stressed learning environment which had resulted in most of students' time being devoted to studying or tutorial classes. Others considered that students' leisure time was devoted to non-physical co-curricular activities for the purpose of "CV-building". Respondents suggested the Government should help popularise sports in schools and communities, and encourage positive and healthy lifestyles.

### ***Sex education***

3.3.4 Some youth respondents considered that sex education in Hong Kong was relatively insufficient and conservative. They considered that sex education should be introduced early so that young people could better develop a correct and adequate understanding of sex. Some respondents also considered that there was scope to incorporate more recent gender issues, including gender equality, gender identity, sexual minorities, etc. in sex education so as to give young people a more holistic and modern understanding of sex and gender.

## **3.4 Work**

### ***Economic diversity and manpower***

3.4.1 There was a common perception of a monotonous economic structure where manpower and policy focus were tilted towards a few traditional pillar industries such as financial services, professional services, trading and property development. The lack of positive career prospects in other non-traditional or non-professional industries thus had barred young people from pursuing education or careers in these areas even if they fitted their personal interests.

- 3.4.2 Many respondents opined that there was an excess supply of labour with high academic qualifications but inadequate supply of jobs with corresponding requirements. They opined one of the reasons was that the development of the tertiary industry was not in pace with the increase in population attaining tertiary education qualifications. In their opinion, many sub-degree and degree holders could not secure a job and remuneration that corresponded with their academic qualifications.
- 3.4.3 Respondents considered that there was increasingly keen interest among young people in Hong Kong in pursuing a career in emerging industries such as e-sports, gaming, software development and the creative industry. They also considered that career development in these fields was in line with the Government's policy in encouraging innovation and technology development. Nonetheless, they pointed out that careers in these industries were still commonly seen as frivolous and "lower-tier". On the other hand, some respondents suggested that many of these emerging industries were in fact systematically structured and required a wide variety of skillsets. For example, some respondents who were youth entrepreneurs in the e-sports industries pointed out that the e-sports industry consisted of various sub-sectors, including software and hardware development, tournament and event organisers, gamers, publicity and promotion, etc., thus making the whole e-sports industry effectively a multi-dimensional business that required a wide range of skillsets. They suggested that the Government should develop emerging industries for the benefit of diversifying the Hong Kong economic base and providing more career options for young people with various academic qualifications and skillsets. In this connection, the Government should also formulate more holistic manpower strategies, taking into account the detailed structure of different emerging industries, so as to align the provision of education and vocational training with relevant manpower needs.

### ***Expectation on career***

- 3.4.4 During the Public Engagement, we noted that there were gaps in expectations between various stakeholders:
- (a) ***Job readiness:*** Young people were eager to obtain better understanding of future career options and job nature so that they could make preparations at earlier stages. In particular, they expected more opportunities in participating in internships, job shadowing, mentorships, work-and-learn programmes, etc. to help them better transit to the workforce. On the other hand, employers considered that many young people were not prepared for work in terms of interpersonal skills, sense of responsibility, self-discipline and common sense.

- (b) **Wage:** Some young respondents said that the starting salaries of a number of graduate jobs were not on par with their expectation and the annual increment in salary level was generally slow, whereas employers opined that it took time for a fresh graduate to accumulate work experience and gradually progress along the career path.
- (c) **Choice of career:** It was common among parents to have a predetermined mindset of what constituted a “good job” which often might not be consistent with young people’s interest and ambition.

### **Youth entrepreneurship and start-ups**

3.4.5 Citing some funding schemes currently implemented under HAB and the Innovation and Technology Bureau (“ITB”), respondents generally welcomed the provision of such schemes as they could encourage innovations and help young people start their own business. However, many participants of the funding schemes and incubator programmes suggested that more support should be given in terms of skills training as well as professional and business advice, and not just merely financial support.

## **3.5 Housing and Financial Independence**

### **Home ownership**

3.5.1 The majority of youth respondents considered that home ownership was essential and was one of their major concerns about living. However, there was a prevalent sentiment among the young workforce that the increase in youth’s income earnings had fallen behind that of private residential property prices and they generally found it difficult to save up for the down payment for home purchasing. Respondents suggested that the Government should strengthen the housing ladder and assist first-time home buyers and young people to achieve home ownership. Some respondents also suggested lowering the mortgage threshold so as to assist those who could afford paying the monthly instalments but not the down payment to purchase a residential property.

### **Alternative accommodation**

3.5.2 Meanwhile, a considerable number of respondents recognised that home ownership was not the same as meeting the accommodation needs of young people. It was common for young people to look for alternative accommodation solutions such as youth hostels. Respondents noted that the Government had been implementing a Youth Hostel Scheme, which aimed at providing affordable accommodation to eligible young people, and suggested that the Government should increase the provision of youth hostels to better meet the accommodation aspirations of young people.

## ***Financial independence***

3.5.3 Various social workers and NGOs considered that the age of actual independence for youth had been delaying in recent years due to changing family structure, education system and social norms, hence resulting in delayed home ownership. On the other hand, some respondents considered that home ownership was not a prerequisite to financial independence. They suggested that the Government should identify factors affecting youth's financial independence and formulate measures to address the issues.



## **3.6 Civic Participation**

### ***Participation in public affairs***

3.6.1 Respondents considered that young people in Hong Kong was increasingly aware of and concerned about civic and political affairs in recent years. Since young people were the future of our society and many policy areas indeed had implications on the younger generation, many respondents considered that the society should give more opportunities for young people to participate in public affairs. Citing perception from some sectors of the community that young people were deviant from the social norms, respondents were of the view that society should regard young people as an inseparable part of society and treat their views in an unbiased and open-minded manner so as to facilitate more constructive and inclusive dialogues with young people during discussion on public affairs.

### ***Diversified engagement channels***

3.6.2 Many respondents called for more diversified channels to communicate with young people. In particular, they suggested that the Government should make better use of online and mobile platforms which were commonly used by the younger generation, so that the Government could listen and respond to the views of young people more effectively.

3.6.3 Some respondents viewed ASBs as useful means to increase youth representation in the Government and we noticed that young people generally showed interest in participating in ASBs to contribute their ideas for policy formulation. On the other hand, some respondents suggested establishing a youth council, to be constituted by publicly elected youth members and with a formal communication mechanism with the Government and the LegCo, to exert more effective influence on the administration and other consultative bodies.

3.6.4 On public engagement and consultation, respondents suggested that the transparency of government consultations should be enhanced. For instance, they suggested that the Government should step up the publicity of consultation exercises and consultation reports should better reflect and respond to the views raised by respondents during the consultation exercise, so that even though their views might not eventually be taken, the respondents would still be able to obtain feedbacks from the Government. Some respondents also suggested that more opportunities for interactions and bilateral dialogues should be provided in engagement exercises to enable voices of the public to be made more effectively. Respondents further suggested that technology and social media should be utilised more fully in public engagement and consultation exercises to facilitate exchange of public views.

### ***Community participation***

3.6.5 Many respondents considered that young people had keen interest in contributing to the community. To make good use of youth's talents and passion, some respondents suggested that community programmes at the district level would be a good starting point to provide platforms to engage youth in community affairs and help them build a sense of belonging to their own community. For instance, some respondents who had been actively engaged in district youth work suggested strengthening the District Youth Networks in the 18 Districts to provide more youth development opportunities at the district level. They also suggested strengthening the liaison between individual District Youth Programme Committees and the CoY / the future YDC so that the overarching policy framework and the overall approach in taking forward the youth development policy could be more effectively disseminated to the district level for implementation.

### ***Volunteerism***

3.6.6 Respondents viewed volunteer service as an effective means for young people to participate in community affairs. During the Public Engagement, we noticed that many young people who volunteered were motivated by the calling to help others, and were incentivised by the learning obtained and networks built through volunteering. Yet, we also noticed some youth volunteered because of the need to satisfy school requirements on compulsory participation in co-curricular activities.

3.6.7 Regarding the format of youth volunteerism, many youth respondents as well as NGOs with experience in organising volunteer service programmes for young people considered that young people in general favoured taking up leading positions in planning and organising volunteer services. They considered that this format of implementation had the benefits of unleashing young people's talents, incorporating new and innovative ideas in volunteer service, sustaining volunteerism by passing on the spirit to the younger generation, and enhancing the sense of responsibility of young people.

3.6.8 There was general support for more proactive use of technology in promoting volunteerism. For instance, some respondents suggested developing mobile apps in facilitating the recruitment of volunteers in service opportunities in a convenient manner.

### **3.7 Equal Opportunities**

3.7.1 Throughout the Public Engagement, many respondents suggested that equal opportunities should be a key policy area in youth development in its own right so that vulnerable groups and young people with different ethnic and social backgrounds could receive equal treatment in developing themselves. Alternatively, some respondents suggested that the principle of equal opportunities should be enshrined in all the policy areas of youth development so that the interest of the minority would be taken into account when relevant measures were to be formulated.

#### ***Students with special education needs***

3.7.2 Respondents pointed out that under the current policy of integrated education, most students with SEN had been studying in ordinary schools so that they could better integrate with society. However, they opined that many of those students with SEN lagged behind their counterparts in educational attainment and felt segregated from society. They also expressed that students with SEN needed more active support for their education and integration with society.

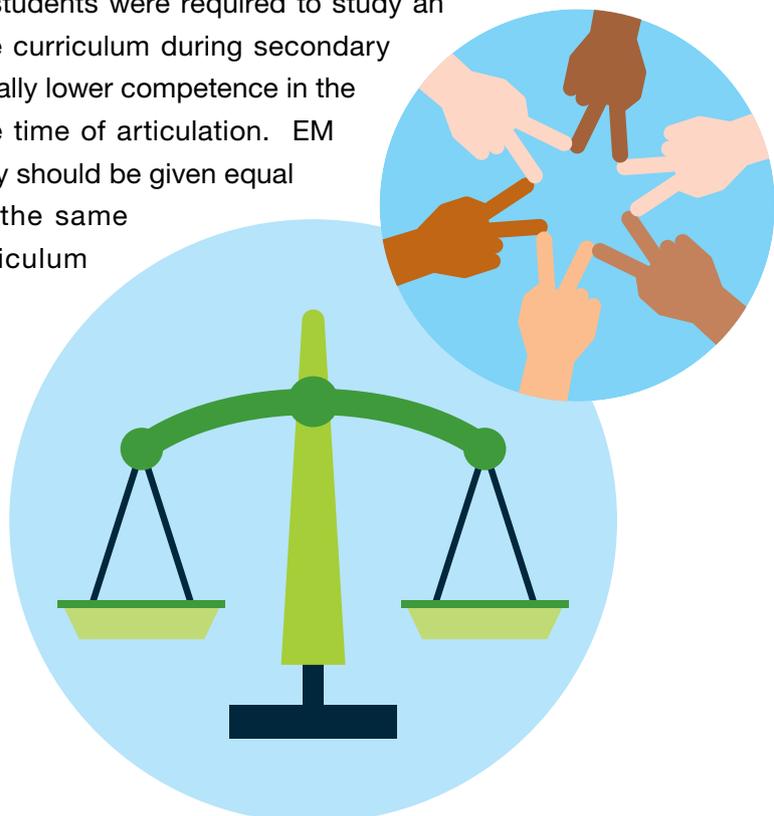
3.7.3 In terms of the implementation of integrated education, some respondents pointed out that the current support for students with SEN was relatively passive as many measures under the current policy were palliative rather than proactive in nature, such as providing active support to tackle more fundamental issues and enable the students to integrate with society. They opined that the approach should be one that encouraged students to be self-sufficient and productive. There were also views that, given each student had their unique needs, the approach of supportive measures had to be multidisciplinary and engage different stakeholders, including schools, teachers and parents, so that each party could understand their role in supporting the development and attending to the needs of students with SEN.

3.7.4 Teachers and social workers involved in integrated education commented that more resources should be devoted so that they could acquire the necessary manpower and equipment, or tailor more suitable curriculum and programmes for students with SEN. Extra funding should be given to schools to increase the current ratio of educational psychologist / social worker to students with SEN. In addition to financial assistance, some respondents suggested that assistance in other forms was also required. For instance, given the increasing number of students with SEN in ordinary schools, there was a need to provide training for more teachers and expand the content of the courses to equip teachers with a deeper understanding on the needs of students with SEN and the strategies to support them.

3.7.5 Respondents also considered that job opportunities, particularly the first job after completion of education, were essential for students with SEN to build confidence, enhance exposure and training, and help with integrating with society. However, they opined that there was a lack of sufficient employment opportunities for students with SEN and the common misconceptions among employers about the ability and personality of students with SEN had led to a lower employment rate. While respondents noted that the Government had launched some funding schemes to encourage enterprises to make accommodative arrangements for employees with disabilities, they expressed that it was more important to step up public education on the working capabilities of individuals with disabilities and the social responsibility to provide them with suitable working opportunities. In such a way, the gap between education and employment could be bridged, creating a more inclusive and harmonious society.

### **Ethnic minorities**

3.7.6 NGOs providing EM services pointed out that the lack of Chinese language proficiency was one of the biggest obstacles for EM youth to integrate into the Hong Kong community. While English was also used as a teaching and working language, the Chinese language was still by far the most commonly used language in public sector schools and daily life. It was therefore difficult for EM youth to establish closer relations with other local young people and society in general. Some EM youth also pointed out that, during the primary school period, most locally born EM students could study Chinese language together with local students thus had fairly equal Chinese language competence. However, due to a lower conceived Chinese language competence, many EM students were required to study an easier Chinese language curriculum during secondary school, resulting in generally lower competence in the Chinese language at the time of articulation. EM youth suggested that they should be given equal opportunities to study the same Chinese language curriculum with local students.



- 3.7.7 Respondents also considered that the language barrier had created difficulties for EM youth to pursue further study and had limited their career options as the Chinese language was commonly required as a prerequisite in many local education and career choices. For instance, given the reason mentioned in paragraph 3.7.6 above, many EM youth had expressed disappointment for not being able to fulfil the Chinese language requirements for admission to local university programmes or recruitment into the civil service. As a result, respondents expressed that EM youth had a lower educational attainment, which hampered their movement along the social ladder. In their opinion, the Government should encourage greater flexibility in Chinese language requirements for EM in education and employment, so that they could demonstrate their talents which were not necessarily related to competence in the Chinese language.
- 3.7.8 Other than difficulties in education and career development, some EM youth opined that discrimination against EM was still prevalent in Hong Kong, despite legal protection and efforts in publicity and public education. For instance, EM respondents expressed that they had all experienced some form of discrimination in the past. They opined that the discrimination situation was partly due to the lack of understanding of the minority cultures by the general public. In their opinion, discrimination further undermined EM youth's upward mobility and integration with society. They suggested that the Government should widely promote the elimination of discrimination in the workplace, schools and the community. They also suggested that the government should strengthen the cultural sensitivity of teachers, social workers and employers so as to create a more inclusive environment for the EM.

### ***Youth-at-risk***

- 3.7.9 Youth-at-risk refers to a group of vulnerable young people who may be dropouts or potential dropouts from schools, or demonstrate risky behaviours that may be considered deviant from the social norms or even criminal. They typically do not have a harmonious relationship with their families, perform less ably at school and are discriminated or delineated from mainstream youth. Respondents considered that many youth-at-risk had been disengaged from society for an extended period of time and had often encountered difficulties in integrating into society due to social stigma. As a result, they generally lacked a sense of identity, belonging and confidence, and tend to get into groups of youth with similar background.
- 3.7.10 Respondents considered that there was a need to guide youth-at-risk to move away from their misbehaviour. The objective should be to help them develop positive values and attitude to life. In order to do so, respondents suggested that the Government and community should jointly tackle this issue through multiple channels, including counselling, educational guidance, vocational training, personal development programmes, volunteer service and community participation.

- 3.7.11 On integration with society, respondents suggested that the business sector should be encouraged to work with NGOs to provide more jobs and development opportunities so that the youth could gain relevant experience and skills, and gradually bridge with mainstream youth population. Some respondents further suggested that financial incentives could be provided for employers to hire rehabilitated youth and strengthening the support for social workers.
- 3.7.12 There were views suggesting that some existing reformatory measures for criminal sentencing of juvenile offenders, such as Detention Centre, Training Centre and Rehabilitation Centre, should be reviewed at a suitable juncture so as to better cater for the prevailing social needs and facilitate youth offenders to reintegrate with society. The respondents also pointed out that, under the current policy framework, probation and rehabilitation matters are dealt with by SWD and the Correctional Services Department respectively. They suggested that the relevant government departments may examine the need of a unified scheme to enhance the consistency and effectiveness of reformatory measures for youth offenders.
- 3.7.13 In terms of communication, we noted that many NGOs had been relying on youth outreach services to engage with youth who lingered in public space, establish contacts with them and follow up on their needs. While NGOs considered that the current mode of communication was effective in establishing mutual trust with youth, they also considered that it was labour-intensive and required considerable resources. There were also chances that youth did not accede to their advice. Some respondents suggested that the community could make better use of social media and other innovative platforms so as to raise the interest of youth in counselling advice.



Chapter 4

# Responses and Recommendations

## 4.1 Establishment of the Youth Development Commission

- 4.1.1 The Chief Executive's 2017 Policy Address announces that YDC will be established as a new, higher-level committee to consider matters pertaining to youth. YDC will be chaired by the Chief Secretary for Administration to enhance policy coordination within the Government and promote collaboration across bureaux and departments in the implementation of policy initiatives agreed by YDC. The 2017 Policy Address further states that, in the next five years, the Government will strive to do its best in youth development work by addressing young people's concerns about education, career pursuit and home ownership, and encouraging their participation in politics as well as public policy discussion and debate.
- 4.1.2 CoY fully recognises that youth development is a multi-disciplinary subject and requires cross-sectoral collaboration in order to address young people's needs in a coherent and comprehensive manner. YDC, as an overarching committee chaired by the Chief Secretary for Administrative, could enable holistic and more effective examination of, and discussion on, issues of concern to young people. **CoY believes that the institutional setup of YDC is a timely measure to serve as a suitable platform to address young people's concerns and take forward youth development policy.**
- 4.1.3 During the Public Engagement, many respondents have focused on the policy areas of education, work, housing and civic participation, reaffirming that these are issues of vital concern to our young people. CoY believes that the priorities set by the Government are a step in the right direction and these could readily serve as a basis for YDC to formulate its work, at least in the first few years of its establishment.
- 4.1.4 To provide a common policy platform for YDC when formulating policies and initiatives, **CoY recommends that YDC should adopt a holistic Youth Development Strategy.**



## 4.2 Youth Development Strategy

### *Purposes of the Strategy*

4.2.1 As demonstrated in previous chapters, youth development is a multi-disciplinary subject and requires cross-sectoral collaboration. CoY sees a **need for a more holistic, overarching framework to ensure that all policy bureaux and stakeholders uphold the same principles in fostering youth development.** Recognising the diversity of youth development work, the Strategy should not be meant to dictate individual measures as it will inadvertently restrict the flexibility of rolling out different initiatives. Instead, the advantage of such an overarching framework lies in providing policy makers and stakeholders a uniform approach and a common belief in working towards our goal. It also helps reinforce the Government's and society's commitment to responding to youth's needs in a clear and affirmative manner.

4.2.2 In CoY's view, the Youth Development Strategy should serve the following purposes:

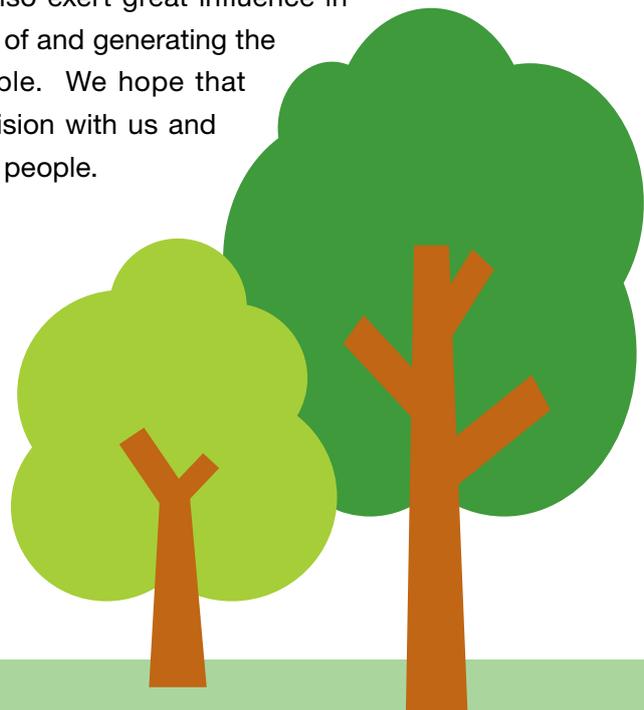
- (a) to provide a unified and central vision for all stakeholders in youth development;
- (b) to demonstrate the Government's and society's commitment to responding to young people's needs;
- (c) to guide stakeholders to determine actions in youth development work;
- (d) to lay down an action plan for YDC; and
- (e) to embrace the values and potential of young people, and bring about positive changes in them.



## Who the Strategy is for

4.2.3 While the Strategy is meant to provide a policy platform for YDC to formulate its youth development work, it is also for the following stakeholders who work at different levels on youth matters and should be encouraged to join hands to bring about the desired outcomes for youth:

- (a) **Young people:** Young people are no doubt the most important stakeholders. As explained at the beginning, the youth group is a fluid category and is not necessarily confined to specific age ranges. We should maintain sufficient flexibility in the definition of youth having regard to different contexts and policy objectives.
- (b) **The Government:** As a main driver in youth development, the Government should pay due regard to the Strategy when formulating relevant policies and initiatives. More importantly, the Strategy should form a common framework for various bureaux and departments to ensure better coordination within the Government and more effective implementation to deliver the policy objectives.
- (c) **The community:** The community at large is where youth development initiatives are implemented and is the testing ground for young people to develop their potential. We need the community's concerted efforts so that we can jointly work towards a better future for our youth. Specifically, we hope that stakeholders in close connection with youth, including schools, teachers, NGOs, the private sector, district and community organisations, etc. could adopt the Strategy to determine actions relating to youth development.
- (d) **Parents and family:** Parents and family have the closest connection with youth and play the most important role in guiding young people to transition from childhood to adulthood. They also exert great influence in building the mentality and values of and generating the foundation skills for young people. We hope that families would share the same vision with us and contribute to nurturing our young people.



## Components of the Strategy

4.2.4 The Youth Development Strategy places a strong emphasis on how youth-related policies and development programmes are formulated and implemented to support young people. On the understanding that at present there is already a wide range of resources and programmes for the benefit of young people, the Strategy aims at providing a holistic, overarching framework to ensure that such resources and programmes are applied and implemented in a coherent way that generates maximum positive impact on young people. To this end, the Strategy comprises the following elements:

- (a) A **vision** to inspire a shared belief and common goal among young people and stakeholders;
- (b) **Guiding principles** to take forward youth development work;
- (c) **Building blocks** to form the key areas of youth development; and
- (d) **Actions** to take forward the goals within each building block.

## 4.3 Vision

4.3.1 Under the Strategy, it is our vision **to provide an enabling environment for youth to develop a positive outlook to life and realise their full potential, so that they can lead fulfilling lives for themselves and contribute for the betterment of society, Hong Kong, the country and the world.**

## 4.4 Guiding Principles

4.4.1 The guiding principles are the common values and approaches, straddling across different stakeholders and policy areas. Given the diverse nature of youth development work, it is necessary to put in place a set of guiding principles which different stakeholders should have regard to when formulating or implementing youth development initiatives.

4.4.2 CoY believes that the following guiding principles should be enshrined in the Strategy:

- (a) **Positive about youth:** Stakeholders of youth development work should be open-minded and appreciate the talents of youth and their passion to contribute to society, and policymakers should maintain effective communication and continually reach out to young people;
- (b) **Balanced:** Youth development work is an intricate matrix which involves various stakeholders, diverse aspects of issues, and dynamic relationships. While our focus is clearly on young people, policies and initiatives for youth inevitably will have an effect on other age groups of the population. It is also difficult to give standalone treatment to youth in many policy areas, lest this may result in unjust outcomes. Hence, youth development policies should be formulated having regard to the balanced interests of other stakeholders in society. Youth should also understand their roles and obligations in a more holistic context;
- (c) **Evidence-based:** Policymakers should adopt an evidence-based approach to better assess and prioritise resources to formulate initiatives that target areas where assistance is most needed;
- (d) **Universal and inclusive:** Youth is not a homogenous group. When formulating policies, we should pay due regard to the diversified backgrounds and needs of all young people;
- (e) **Enduring yet timely:** Youth development is a long-term process and there is a significant lead time between commencing implementation of initiatives and seeing the effects of such measures. On the other hand, we should also be responsive to the needs of youth which may vary rapidly. When formulating policies, we should ensure sustainability on a long-term basis while allowing for sufficient flexibility to cope with the changing needs of youth on a timely basis;
- (f) **Internally coherent:** Policy formulation should aim at promoting and facilitating coherent efforts between the key players in youth development, i.e. youth, family, education institutions, workplaces and communities; and
- (g) **Externally connected:** Policy formulation should pay attention to social factors that would influence youth development, including changes in economic situation and labour structure, technological advancement, evolving family structure and youth's interest in civic affairs.

## 4.5 Building Blocks

4.5.1 Building blocks refer to the key areas of youth development. Having regard to the key policy areas that we have identified during the Public Engagement, the building blocks should comprise education, career pursuit, housing and financial independence, health, whole-person development, civic participation and equal opportunities. Each building block has its own objectives which all stakeholders should take actions to achieve. In addition, the principle of equal opportunities should permeate through all building blocks to ensure that, when pursuing initiatives in each policy area, young people with different backgrounds could have fair access to opportunities to realise their potential.

Building Blocks	
<p><b>Education</b></p> <p>Providing an enjoyable and enabling learning environment that would encourage life-long learning for all</p>	<p><b>Equal Opportunities</b></p> <p>Ensuring young people with different backgrounds could receive equal opportunities to realise their potential</p>
<p><b>Career Pursuit</b></p> <p>Facilitating a smooth transition from school to work and providing diverse and sustainable career opportunities</p>	
<p><b>Housing and Financial Independence</b></p> <p>Supporting youth to be self-sufficient</p>	
<p><b>Health</b></p> <p>Enhancing the physical and mental wellbeing of youth</p>	
<p><b>Whole-person Development</b></p> <p>Creating a supportive atmosphere to encourage the pursuit of a multitude of personal interests and talents</p>	
<p><b>Civic Participation</b></p> <p>Constructing open, transparent and interactive platforms to encourage youth participation in civic affairs and policy discussion</p>	

## 4.6 Actions

4.6.1 As reflected by the respondents in the Public Engagement, there is room for improvement in policy initiatives in different areas to better address young people's needs and concerns. Based on the guiding principles suggested above, we recommend that the Government and stakeholders should consider and adopt the actions set out below to achieve the goals of each building block, with a view to realising the vision of the Strategy.

**Education: Providing an enjoyable and enabling learning environment that would encourage life-long learning for all**

4.6.2 The quality of education is shaped by various factors that affect the quality of school life and students' motivation to learn. Education should be an enlightenment process that motivates students to explore, acquire and apply.

4.6.3 We recommend that the following specific actions be carried out:

(a) **Seek to identify and address the causes of excessive pressure experienced by students in their education:**

The essence of the education reform implemented since the turn of the century aims at enhancing education quality, placing emphasis on students' whole-person development, enabling them to enjoy learning, cultivating generic skills essential to their life-long learning capacity, and providing multiple pathways for students to choose according to their abilities and aptitudes. That many respondents in the Public Engagement felt that they experienced excessive pressure in education and did not have sufficient time or energy to develop in non-academic areas raises the question of whether we are reaping the full benefits of the education reform. Apparently, there may be areas in the design of the education system, such as the availability of multiple pathways and the variety of alternative study options at the post-secondary level, or the curriculum that can be improved. There may also be gaps between education policy intent and curriculum intent, specifically the intent to promote whole-person development, the enjoyment of learning and life-long learning, and its implementation in schools. Parents' expectations and employers' expectations may also play a part. We suggest that:

- EDB could, having regard to the outcome of the Public Engagement, and in consultation with the education sector and relevant advisory bodies and committees<sup>4</sup> seek to identify the cause(s) of the excessive pressure felt by our youth in their education;
- EDB, the education sector (including tertiary education institutions) and other professions involved in youth development work could identify areas / approaches / practices in the education sector and the need for parents and employers to adjust their expectations, if any, which may give rise to excessive pressure to students and should work to remove such pressure sources, with a view to enabling our students to truly enjoy learning and pursue whole-person development in both academic and non-academic areas; and

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<sup>4</sup> For instance, it is noted that EDB has recently set up a number of Task Forces to review various areas of education, including the Task Force on Review of School Curriculum and the Task Force on Home-school Cooperation and Parent Education. The former will review how the school curricula could enhance students' ability to learn and instil in them the values and qualities needed to meet future challenges and how to better cater for students' diverse abilities, interests, needs and aspiration. The latter will review the existing approach in and formulate the direction and strategy for promoting parent education so that parents will help their children learn effectively and grow up happily and healthily. The ultimate aim of the work of these two Task Forces is to enable students to be able to meet the needs of the 21st century as well as to reduce their pressure.

- EDB, the education sector (including tertiary education institutions) and other professions involved in youth development work could communicate regularly with the YDC its findings of the cause(s) of excessive pressure related to education and the steps that it has undertaken or will undertake to alleviate such pressure, so that the YDC could make known to youth and the general public the follow-up actions taken by EDB, and inform EDB of any relevant findings from YDC’s continued engagement.
- (b) **Strengthen the provision of multiple pathways:** The Government should step up the promotion of alternative study options. Particularly, we see a need to –
- strengthen the promotion of VPET;
  - review the future development of sub-degree programmes, which the Government has already commenced efforts, and publicise the level of abilities of sub-degree holders so that students would have realistic expectations when enrolling in these programmes, and employers would understand the contribution that sub-degree holders are able to make and would be able to offer jobs with demands that are commensurate with the abilities of sub-degree holders; and
  - carry out publicity to raise the recognition of parents and society at large of non-traditional study pathways.
- (c) **Strengthen the education infrastructure with research and development and stakeholders’ participation:** More resources should be invested into educational research and development, with a view to stimulating innovative practices for the benefit of students. Cross-sector collaboration with the civil society and the business sector should be encouraged to develop more educational programmes beyond school setting. Principals, teachers and parents should be engaged to foster a culture of self-motivated lifelong learning.

**Career pursuit: Facilitating a smooth transition from school to work and providing diverse and sustainable career opportunities**

4.6.4 Young people aspire for careers that can fulfil their personal interests, utilise their talents and sustain their living. However, some of them see a gap in the transition from education to work in the way that they do not have a sufficiently clear roadmap to guide their career development, nor are they equipped with the necessary skillsets that meet the needs of the knowledge economy or fit their career ambitions. We believe that society should help fill this gap to build a sturdier foundation for young people to start their careers.



4.6.5 We recommend that the following specific actions be carried out:

- (a) **Create a diverse labour market through developing emerging industries:** The Government should analyse Hong Kong's long-term manpower needs across different industries and work closely with industries to devise policies that aim to enhance the quality of personnel and vocational training and better match manpower demand and supply. The Government is also invited to invest in and develop selected emerging industries, such as innovation and technology, cultural and creative industries, environmental industries, etc. that are of interest to young people to provide quality jobs for the next generation as well as creating a wider economic base for Hong Kong.
- (b) **Build a friendly ecosystem for entrepreneurship:** The Government should endeavour to remove the financial and regulatory barriers, and create an enabling environment conducive to incubating start-ups. In addition, the Government, in collaboration with the private sector and the community, should provide support to facilitate the setting up of business, including enhancing the entrepreneurial skillsets of young people and nurturing their interest in entrepreneurship in addition to financial support.
- (c) **Improve the quality and accessibility of career information and sharpen the job readiness of youth:** The Government should collaborate closely with employers and community to provide more opportunities for young people to identify their career interests, familiarise themselves with the working environment and career prospect, and acquire fundamental knowledge and skills to enter the workforce. In particular, the Government should encourage the private sector to provide more internship opportunities in Hong Kong, the Mainland and elsewhere in the world, including the Belt and Road countries, to equip students with work-related knowledge in the local, national and international contexts and enhance their global competitiveness.
- (d) **Provide support to young people who aspire to develop careers and businesses outside Hong Kong:** Hong Kong is one of the most open economies in the world. With the development of the Guangdong-Hong Kong-Macao Greater Bay Area, the implementation of the Belt and Road Initiative and the continual integration of the world economy, our young people should not be confined to seeking opportunities within the city and should be encouraged to develop their careers and start businesses wherever there are opportunities. In particular, the Government should work with the Mainland and international authorities to formulate policies and measures to make it more convenient for young people in Hong Kong to develop careers in the Greater Bay Area, the rest of the Mainland and the world.

- (e) **Strengthen the life planning framework:** We agree with the finding of the Public Engagement that life planning should aim at enabling young people to plan for their future development as a whole but not just career development. We also agree with the view that life planning should commence starting from the junior secondary period so that students can gradually build up a mentality to plan for their future. More importantly, we consider that more focus should be given to raising the quality of life planning activities and supporting the professional development of teachers and career counsellors to ensure that young people could effectively grasp the key concepts of life planning.
- (f) **Promote the recognition of VPET:** The Government should engineer a smoother link between VPET and formal education to assist young people to choose their desired and suitable options. Efforts should also be made to strengthen social recognition of VPET. In addition, certain traditional industries should reinvent themselves to attract the entry of young people. In this connection, it is noted that the Chief Executive has announced the plan to promote vocational education to cater for students' diverse abilities and interests.

#### ***Housing and financial independence: Supporting youth to be self-sufficient***

4.6.6 Home ownership is one of the top concerns of many Hong Kong residents across different age groups, and thus we do not consider that young people should be singled out for preferential treatment. Nonetheless, we recognise the need for the Government to better address the housing and accommodation needs of all potential home buyers, including young people, in order to provide a more certain and solid prospect that young people could look forward to.

4.6.7 We recommend that the following specific actions be carried out:

- (a) **Strengthen the ladder for home ownership:** The Government should strengthen the ladder for home ownership to better meet the housing needs of different levels of society, in particular the “sandwich” class. This will also enable young people to have a clearer picture of what they could expect in their planning of home ownership according to their personal circumstances.
- (b) **Provide alternative accommodation options:** Having regard to the diverse and transient accommodation needs of youth who have just entered society, the Government should continue its effort to promote the concept of and provide alternative accommodation options. For instance, the Government should continue to collaborate with NGOs to build youth hostels under the Youth Hostel Scheme to provide an affordable accommodation option for young people who aspire to having their own living space, while they could accumulate savings for home purchasing in due course.

- (c) **Identify factors that affect young people's financial independence:** We recognise that there are various factors other than housing that affect youth's financial independence. These factors may include a number of aspects such as education, employment and the overall demographic structure. The Government should attempt to identify these factors and address the issues therein to help young people gain financial independence.

### **Health: Enhancing the physical and mental wellbeing of youth**

4.6.8 Young people should lead a healthy and positive life. As revealed in the Public Engagement, more focus should be given to enhancing the mental wellbeing of young people, amid the pressure they experience in education and in other facets of life. Our objective is to enable young people to adapt well to adversities and develop a positive outlook to life.

4.6.9 We recommend that the following specific actions be carried out:

- (a) **Adopt a multi-pronged approach to strengthen resilience:** The pressure experienced by young people comes from a variety of sources. As a start, the Government should endeavour to address the youth's concerns in various aspects through engaging schools, families and communities to create a supportive environment. As suggested in paragraph 4.6.3(a) above, the Government should seek to identify and address the sources of pressure faced by students in education. Moreover, a preventive and proactive approach should be adopted to strengthen mental health education to raise awareness of mental wellbeing and instil positive values in youth. In this connection, our UGs are established partners of the Government that aim to develop multiple talents of and instil positive values in young people. The Government should continue its support to UGs by publicising the core values and benefits of UGs to young people, families and the general public. Peer support groups and youth-led initiatives should also be encouraged to cultivate efficacy in youth.
- (b) **Encourage positive and healthy lifestyles:** The Government should formulate measures to enable young people to adopt a more balanced lifestyle and help promote physical exercise for all. For instance, the Government should continue its effort in implementing the School Sports Programme to develop the interests of students in sports, encourage them to participate in sports regularly, raise the standard of sports performance among students and identify potential student athletes for further training. Moreover, the Government should continue its effort to increase the consciousness of healthy diet and positive body image, promote a smoke-free culture, protect youth from alcohol-related harms and build a safety net against drugs.

- (c) **Strengthen sex education:** Schools should be encouraged to introduce learning elements related to sex education that gives young people a holistic understanding of sex and gender issues, including gender equality, gender identity and sexual minorities.

**Whole-person development: Creating a supportive atmosphere to encourage the pursuit of multitude of personal interests and talents**

4.6.10 CoY has long advocated that young people should develop multi-faceted excellence. This is more than merely talent grooming but an all-round development of personal values, social skills and sense of responsibility.

4.6.11 We recommend that the following specific actions be carried out:

- (a) **Balance academic and co-curricular development:** Efforts should be made to promote the intangible values of co-curricular activities as an essential complement to academic study. For instance, youth should be supported to participate in arts and music, sports, UGs, voluntary work, etc. While a suitable mechanism may be introduced to give more formal recognition of achievements in these areas, a proper balance should be strived to ensure that it will not deteriorate to become another arena for intense competition for qualifications.
- (b) **Promote the development of generic skills and positive values both in and outside schools:** The Government should reinforce efforts in teaming up with schools, NGOs, UGs, etc. to groom our youth to develop their generic skills such as cooperation, leadership and teamwork, and instil in them positive values such as a commitment to society, a sense of national identity, a love for Hong Kong and a concern for issues and challenges impacting the world.
- (c) **Improve the ecology in the fields of sports, arts and culture, etc. to help sustain long-term development of talents and pursuit of interests:** The Government may consider bringing in support from and fostering collaboration with the business sector and the community to provide an ecology where young people can develop their talents and pursue their interests in sports, arts and culture, etc. on a long-term basis.

- (d) **Continue to provide opportunities to broaden young people's horizons:** The Government should continue to provide quality Mainland and overseas exchange and internship opportunities so that young people could have a better understanding of the latest social, economic and cultural situations in the Mainland and other places of the world, including the Belt and Road countries. This is particularly important in today's globalised and interconnected economy. Other than specific areas of knowledge, the exchange and internship opportunities should also encourage direct interactions between Hong Kong youth and their Mainland and overseas counterparts to enhance mutual understanding and cross-fertilisation of ideas.

**Civic participation: Constructing open, transparent and interactive platforms to encourage youth participation in civic affairs and policy discussion**

4.6.12 Young people are positive assets of society. We should more proactively create opportunities to invite them to contribute to society.

4.6.13 We recommend that the following specific actions be carried out:

- (a) **Embrace youth as an asset in civic affairs and public policy discussion and debate:** Young people have the greatest potential to drive the development of our society. We should embrace their talents and aspirations and invite them to participate in various advisory mechanisms, including Government ASBs.
- (b) **Establish multiple channels for youth to voice and be heard:** The Government should establish open and transparent communication channels through better use of online platforms and social media, as well as face-to-face dialogues. Bureaux and departments should also revisit their public engagement approach to encourage more welcoming and bilateral interactions with the public, thus facilitating rational and constructive public policy discussion.
- (c) **Encourage youth-led initiatives:** More youth-led initiatives, such as HAB's Youth Ambassador programme, should be implemented and expanded to drive positive social changes while grooming the leadership and generic skills of young people during the process. The district youth networks should be better utilised to consolidate the district resources of young people and enable them to contribute at the local community level. We also suggest that there should be closer liaison with the District Youth Programme Committees and more district-based, face-to-face, regular and small-group engagement initiatives should be organised to better connect with young people and various organisations to facilitate the exchange of views.

**Equal opportunities: Ensuring young people with different backgrounds could receive equal opportunities to realise their potential**

4.6.14 As noted in paragraph 4.5.1 above, the principle of equal opportunities should permeate all building blocks to ensure that, when pursuing initiatives in each policy area, young people with different backgrounds could have fair access to opportunities to realise their potential. Below are some examples of specific actions in response to comments from the Public Engagement, though it is by no means an exhaustive list.

- (a) **Ensure ever fairer educational opportunities for all:** Closer attention should be paid to the needs of students with SEN and EM students so that the development of their potential would not be frustrated because of their inability to adapt to / integrate into mainstream school education at the beginning. The Government should devote more resources to frontline teachers and social workers to better cater for the needs of students with SEN and improve the coordination of integrated education. For EM, with the Government's enhanced funding support to schools, and introduction of the Chinese Language Curriculum Second Language Learning Framework and the Applied Learning (Chinese) programmes for this target group three years ago, there is a need to evaluate their effectiveness and the impact on facilitating EM students' progression along different education and career pathways in due course and, above all, identify areas for sustained improvement. Besides, while EM students may now apply for university admission with results of recognised alternative Chinese language ("ACL") qualifications, their admission rate to universities is still low. In the long run, the Government could evaluate the impact of these ACL qualifications on EM's careers and employment, and facilitate their learning of the Chinese language on a progressive standard with an aim to eventually enabling EM graduates from tertiary institutions to attain a level of functional competency in Chinese expected by society.
- (b) **Strengthen public education for an inclusive culture:** Equal opportunities should be an integral part of the policies of schools, higher education institutions and workplaces. To eliminate discrimination of all sorts in society, it is important to educate the public on inclusion and diversity, and against stereotypes of EM youth, youth with disabilities, juvenile delinquents, sexual minority youth and youth from other marginalised groups. For instance, the Government should encourage schools to provide teachers training on multi-cultural education so that they can foster cultural sensitivity in students starting from a young age. Awareness should be raised among employers on how to create an accommodating work place for youth with disabilities and for sexual minority employees, such as providing disabled-friendly premises and gender-neutral bathrooms. The Government should also bring in the social services, education and business sectors to facilitate the reintegration of former juvenile delinquents into society.

- (c) **Provide comprehensive support for youth and their families:** A whole-society, multi-pronged approach should be taken in supporting youth and their families through a wide range of services including education, training, consultation, counselling and overall case management. Care should especially be taken to engage and assist families in a way that caters to their needs. For instance, schools should be made aware of how to communicate with parents of EM youth in a culturally sensitive manner. There should be programmes for parents to learn about the causes and red-flags of deviant and delinquent behaviours. The Government should also support NGOs to offer more specific services for sexual minority youth and their parents.

## 4.7 Agenda for YDC

- 4.7.1 The Youth Development Strategy provides a platform for developing policies and programmes for our young people, and a framework for implementation of specific actions to achieve the goals in each of the building blocks. As mentioned in paragraph 4.1.4 above, we suggest that the Strategy form the basis of the work of the YDC. YDC should steer relevant bureaux and departments to implement youth development policies and programmes guided by the Strategy.
- 4.7.2 Having said the above, the Strategy is meant to be cross-sectoral and enduring. It is neither realistic, nor desirable, to expect the YDC to consider all areas pertaining to youth development at the same time. In this connection, we suggest that the YDC should set priorities when devising its agenda, with emphasis on pressing issues that are of utmost concern to young people. As a matter of fact, the findings of the Public Engagement reaffirm the Government's priorities to address young people's concerns about education, career pursuit and home ownership / financial independence, and encourage their participation in politics as well as public policy discussion and debate. We suggest that the YDC focus on these issues, say in the first three to five years, with the Strategy as an overarching guiding framework. In addition, the YDC should give priority to discussing issues that have cross-bureau implications to give effect to its role as a cross-bureau and inter-departmental steering committee, while tasking individual bureaux and departments to follow up on work that is squarely within their purview and report back to the YDC at suitable junctures.

### ***Composition of YDC***

4.7.3 Recognising the cross-disciplinary nature of the youth development work and having regard to the subject matter of the building blocks of the Strategy, we recommend that the YDC should comprise the Principal Officials or representatives of the following policy bureaux:

- Commerce and Economic Development Bureau;
- EDB;
- Food and Health Bureau;
- HAB;
- ITB;
- Labour and Welfare Bureau;
- Security Bureau; and
- Transport and Housing Bureau.

Besides, representatives of relevant bureaux and departments should also be invited to attend relevant meetings on demand to provide inputs to specific topics.

4.7.4 Furthermore, YDC should comprise a broad range of non-official representatives to bring in community voices and enhance collaboration between the Government and the community.

### ***Continued engagement with young people and stakeholders***

4.7.5 Young people should not only be on the receiving end. In line with the spirit of the Youth Development Strategy, we recommend that YDC should continue to engage young people and various stakeholders throughout the policy formulation and discussion process. Our experience from the Public Engagement also tells us that, through the dialogues with young people and stakeholders, not only will they be given opportunities to voice their opinions, but the policymakers will also have the chance to explain clearly our initial thinking, thus helping enhance mutual understanding and formulate compromised views at an earlier stage.

4.7.6 The Chief Executive has pledged that she will chair youth summits to examine the outcome of the work of YDC jointly with stakeholders and listen to the views of young people. This will be a landmark platform to consolidate the YDC's work and plan for the next step. In addition, we recommend that the spirit of engagement should permeate throughout the overall operation of YDC, for example, through reaching out by various non-official members, to join hands with young people and the community in formulating relevant initiatives.

### ***Periodic reviews***

4.7.7 The Youth Development Strategy should be an organic document that addresses the contemporary needs of youth and reflects evolving social circumstances. YDC should regularly review and update the Strategy, based on continued engagement with young people and stakeholders outlined above and public views on the outcome of YDC's work as collected from these engagement sessions.

## **4.8 Concluding Remarks**

4.8.1 With the promulgation of a Youth Development Strategy, we hope to provide a ready basis for YDC to consider multi-disciplinary policy issues related to youth. Through the continuous and concerted efforts of the Government, society and above all our youth, CoY is confident that good practices in youth development will emerge and together we will make a positive difference for our future.



# Appendix

## List of Engagement Sessions

### (a) Public Engagement Sessions

	Date	Region	Venue
1	7/7/2017	Hong Kong Island	Youth Square, Chai Wan, Hong Kong
2	6/9/2017	Kowloon	Education Bureau Kowloon Tong Education Services Centre, Kowloon Tong, Kowloon
3	28/9/2017	New Territories West	On Ting / Yau Oi Community Centre, Tuen Mun, New Territories
4	27/10/2017	New Territories East	Tai Po Community Centre, Tai Po, New Territories

### (b) Focus Group Meetings

	Date	Participant
1	24/5/2017	Participants of Youth Ambassador for the 20th Anniversary of the Establishment of HKSAR Programme
2	26/5/2017	At-risk youth from Nite Cat Online Pilot Cyber Youth Outreaching Project
3	26/5/2017	Youth organisations (Yau Tsim Mong Community Concerns Group, AIESEC)
4	6/6/2017	Family Council
5	18/6/2017	Participants of 京港青年明日外交官培訓計劃 ( <i>available in Chinese only</i> )
6	19/6/2017	Youth organisations (Hok Yau Club, Hong Kong United Youth Association, the Y. Elites Association, Tung Wah Group of Hospitals, Po Leung Kuk, the Boys' and Girls' Clubs Association of Hong Kong, Chinese YMCA of Hong Kong, YMCA of Hong Kong, Hong Kong YWCA, the Hong Kong Federation of Youth Groups)
7	30/6/2017	Secondary school students (Buddhist Mau Fung Memorial College)
8	3/7/2017	Secondary school students (Maryknoll Convent School Secondary Section)
9	3/7/2017	General youth and adults concerned about youth issues
10	4/7/2017	School principals
11	4/7/2017	Secondary school students (Fung Kai Liu Man Shek Tong Secondary School)
12	5/7/2017	Secondary school students / Participants of Nanjing Exchange Tour organised by Hok Yau Club
13	6/7/2017	Start-ups and entrepreneurs
14	7/7/2017	AIDS Concern
15	8/7/2017	Participants of 京港青年明日外交官培訓計劃 ( <i>available in Chinese only</i> )
16	10/7/2017	Leaders of uniformed groups and organisations subvented by HAB
17	12/7/2017	General youth and adults concerned about youth issues
18	24/7/2017	E-sports gamers and youth

	Date	Participant
19	24/7/2017	Award recipients and participants of the Hong Kong Award for Young People
20	25/7/2017	The Hong Kong Federation of Youth Groups Social Innovation Group
21	1/8/2017	Participants of The Women's Foundation T.E.E.N. Programme
22	1/8/2017	Student leaders from Hok Yau Club
23	1/8/2017	Youth participants of Youth Square activities
24	2/8/2017	CareER
25	5/8/2017	China Study Society, The Hong Kong University Students' Union
26	14/8/2017	Social workers and NGO youth workers
27	16/8/2017	Teachers
28	17/8/2017	NGOs providing services for ethnic minorities (Hong Kong Christian Service, International Social Service Hong Kong Branch, Support Service Centre for Ethnic Minorities, Christian Action)
29	17/8/2017	Young entrepreneurs
30	18/8/2017	Employers
31	18/8/2017	TEDxWanChai, The Women's Foundation
32	22/8/2017	Student associations
33	25/8/2017	Hong Kong Lutheran Social Service Lutheran Church – Hong Kong Synod
34	1/9/2017	Youth outreach workers and participants
35	2/9/2017	Youth participants of Hong Kong Service Corps (Phase 7th and Phase 8th)
36	2/9/2017	Youth members of Auxiliary Medical Service Cadet Corps/HK Island Zone
37	5/9/2017	Hong Kong Asia Youth Association
38	7/9/2017	Industry associations and youth organisations (Junior Chamber International Hong Kong, The Hong Kong General Chamber of Commerce, The Chinese Manufacturers' Association of Hong Kong, The Chinese General Chamber of Commerce, Wofoo Group)
39	7/9/2017	Inter Cultural Education
40	8/9/2017	Stakeholders in sports industry
41	8/9/2017	Alliance for Children Development Rights
42	9/9/2017	Employers and business professionals
43	9/9/2017	Youth members of Auxiliary Medical Service Cadet Corps/NTE Zone
44	11/9/2017	Youth-at-risk workers from Christian Fellowship of Pastoral Centre for Youth, Hong Kong Children & Youth Services, The Hong Kong Federation of Youth Groups Youth Crime Prevention Centre, The Salvation Army, The Society of Rehabilitation and Crime Prevention Hong Kong, and Caritas Social Work Services Division

	Date	Participant
45	12/9/2017	Advocates in youth issues
46	13/9/2017	Employers
47	13/9/2017	Social workers
48	13/9/2017	Research group
49	16/9/2017	Youth participants and instructors of Outward Bound Hong Kong
50	16/9/2017	OpenRoom
51	16/9/2017	Youth members of Auxiliary Medical Service Cadet Corps/NTW Zone
52	17/9/2017	Youth participants of 「一帶一路」青年明日外交官體驗計劃 ( <i>available in Chinese only</i> )
53	17/9/2017	University students
54	18/9/2017	Student affairs offices of tertiary education institutions
55	19/9/2017	Parents
56	19/9/2017	Youth members of Scout Association of Hong Kong
57	20/9/2017	Youth members of Scout Association of Hong Kong/NT Region
58	20/9/2017	Youth members of uniformed groups
59	22/9/2017	Secondary school students (HKSKH Bishop Hall Secondary School)
60	22/9/2017	Evangel Children's Home
61	23/9/2017	Youth members of Auxiliary Medical Service Cadet Corps/Kowloon Zone
62	24/9/2017	General youth
63	24/9/2017	Participants of youth internship programme
64	25/9/2017	Teachers associations (Hong Kong Professional Teachers' Union, Hong Kong Association of Careers Masters and Guidance Masters)
65	25/9/2017	Teachers associations (Hong Kong Federation of Education Workers, Chief Executive's Award for Teaching Excellence Teachers Association)
66	25/9/2017	University students (Hong Kong University of Science and Technology)
67	26/9/2017	Employers
68	26/9/2017	The Boys' and Girls' Club Association of Hong Kong
69	27/9/2017	Secondary school students (Delia Memorial School (Hip Wo))
70	29/9/2017	Parents of secondary school and university students
71	30/9/2017	Hong Kong Youth Enlightenment
72	5/10/2017	Officers and instructors of Auxiliary Medical Service Cadet Corps
73	6/10/2017	Senior secondary school students (Buddhist Hung Sean Chau Memorial College)

	Date	Participant
74	6/10/2017	Ethnic minority youth
75	7/10/2017	Participants of “就是敢言” 青年評論員培訓計劃 ( <i>available in Chinese only</i> )
76	7/10/2017	Participants of youth exchange programme
77	9/10/2017	Workers for students with SEN at UGC-funded institutions
78	10/10.2017	Senior secondary school students (Ying Wa College)
79	11/10/2017	School principals
80	12/10/2017	Secondary school students (Carmel Divine Grace Foundation Secondary School)
81	13/10/2017	District youth organisations
82	14/10/2017	General youth
83	16/10/2017	General youth
84	17/10/2017	Young adults, instructors and officers of Hong Kong Air Cadet Corps
85	18/10/2017	Working youth and students in post-secondary institutions
86	18/10/2017	Secondary school students (Stewards MKMCF Ma Ko Pan Memorial College)
87	21/10/2017	Young entrepreneurs
88	23/10/2017	Working youth with less than five years of work experience
89	24/10/2017	Youth members of youth organisations and participants in youth programmes (International Youth Exchange Programme, Hong Kong Award for Young People, Hong Kong Federation of Youth Groups, Hong Kong Service Corps Alumni Association)
90	24/10/2107	Young Old (Age 50+) of ELCHK Essence Hub
91	26/10/2017	District Youth Programme Committees
92	26/10/2017	Secondary school students (Lok Sin Tong Leung Kau Kui College)
93	27/10/2017	Secondary school students (STFA Yung Yau College)
94	28/10/2017	Secondary school teachers
95	30/10/2017	Secondary school teachers and counsellors
96	31/10/2017	Post-secondary and working youth
97	1/11/2017	Junior Chamber International Hong Kong leaders
98	2/11/2017	Youth in Kowloon East
99	7/11/2017	Participants of International Youth Exchange Programme
100	7/11/2017	Secondary school students (Lok Sin Tong Ku Chiu Man Secondary School)
101	10/11/2017	Ethnic minority youth in Kowloon East

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