

## **COUNCIL FOR SUSTAINABLE DEVELOPMENT EDUCATION AND PUBLICITY SUB-COMMITTEE**

### **Update on the Education and Publicity Programmes and Initiatives**

#### **Purpose**

This paper updates Members on the latest progress of the education and publicity programmes and initiatives.

2. Members are invited to:
  - (a) note the background and progress of the on-going education and publicity programmes (paragraphs 3 to 5, 12, 13 and 17 below);
  - (b) comment on the proposed enhancements of the School Outreach Programme (paragraphs 6 to 11 below); and
  - (c) note the proposal of suspending the Sustainable Development Promotion Award for Students of Higher Education Institutions (paragraphs 14 to 16 below).

#### **School Outreach Programme**

3. Established in 2002, the School Outreach Programme (“SOP”) has been promoting the concepts of sustainable development (“SD”) to senior secondary school students, by means of school seminars, workshops and interactive dramas. For the last round of SOP (2018/19 school year), a total of 86 schools participated in 17 seminars, 11 workshops and 79 dramas, reaching about 25,000 students and teachers.

4. For the seminars/workshops, our stakeholder partners have been invited to share their knowledge in SD and experiences in putting the sustainability principles into practice, with reference to their organisations’ unique expertise in the previous projects funded by the Sustainable Development Fund. For the current round of SOP (2019/20 school year), the Conservancy Association, Business Environment Council, Friends of the Earth and Greeners Action have

been engaged to deliver seminars and workshops on topics such as SD at Long Valley and food cherisher.

5. For the drama, a professional drama group, iStage Theatre has been appointed to conduct the performance in the current round of SOP. The drama runs under the theme of “low-carbon living” to tie in with the current Public Engagement on Long-term Decarbonisation Strategy conducted by the Council for Sustainable Development (“SDC”).

6. Upon review of the existing programme, a number of enhancements are recommended for implementation in the next round of SOP (2020/21).

#### *Incorporation of Field Trip into the Workshop*

7. As an enhancement to the current round of SOP, while the conventional workshop format in classroom setting is retained, field trip with interesting on-site experience has been incorporated into the workshop as a new format for school selection. As most of the schools enrolled for the workshops have opted for the new format, we will continue to offer workshop with field trip under the SOP from 2020/21 onward.

#### *Extension of the SOP Target Groups*

8. The target groups of the SOP have always been students of Form 4 or above in secondary schools. Recently, on requests from some participating schools to open the activities for students with interests and members of clubs/societies relevant to environmental protection, Form 1 to 3 students had also attended the seminars, workshops and dramas. The percentages of Form 1 to 3 students out of the total attendance in the past three rounds were 16% (2018/19), 20% (2017/18) and 12% (2016/17) respectively. In response to the participating schools’ initiatives and practical needs, all secondary school students should be welcome to participate in the SOP, which is in line with the programme objective to “allow future leaders of our community to grasp and understand the concept and importance of SD”. It is hence proposed to formally extend the SOP target groups to all secondary school students in the next round of SOP (2020/21).

#### *Extension of the SOP (Drama and Field Trip) to Primary Schools*

9. SD is for the next generations and education in this regard should start at the early age of childhood from primary school, particularly as the sustainability issues such as environmental protection, climate change and natural resources are covered in the General Studies curriculum for primary schools. According to the information of the Education Bureau, there are over

550 primary schools. Therefore, we have taken an initiative to explore extending the SOP drama and field trip to primary schools. Drama is a lively presentation method and has become increasingly popular in school teaching because it could arouse students' interest, enhance interaction with them and effectively serves the education purpose. At the same time it could involve a large number of students. Since the inclusion of drama in the SOP, it has been the most popular choice of the participating schools (17 seminars and 11 workshops but 79 dramas conducted for 86 schools in 2018/19). Field trip provides on-site experience which is more suitable and effective than formal lecture or workshop for presentation and discussion in classroom setting to convey SD messages to children with relatively low levels of attention span and knowledge about abstract concepts.

10. Based on the above considerations, it is worthy of extending drama performance and field trip to the senior primary school students (Grade 4 or above) on a pilot basis in the coming round of SOP (2020/21). Subject to Members' views on the proposal, the Secretariat would commission a professional drama group through procurement procedure. The drama contractor will be required to write up a script, provide actors, audio-visual aids and props for performance tailor-made for the senior primary school students. The duration of the drama is proposed to be around 30 minutes, which is not more than the normal duration of a lesson in primary schools. In addition, the Secretariat would liaise with the existing SOP stakeholder partners to organise a field trip lasting for about one and a half hours with contents modified to match with the interest and knowledge level of senior primary school students. All local primary schools will be invited to participate. As only a limited number of drama performances and field trips will be offered on a pilot basis, lots will be drawn if the response is overwhelming.

11. The results of extending drama performance and field trip to primary schools will be timely reviewed, if proved effective, it could be formally proceeded as a new initiative under the SOP from 2021/22 onward.

### **School Award Programme**

12. The School Award Programme ("SAP") started in 2007 to provide recognition to schools which have actively participated in activities for

promoting sustainability awareness and practices<sup>1</sup>. It is held on a biennial basis. The current round of SAP (2018/20 school year) commenced in September 2018 under the theme of “low-carbon living” to tie in with the current public engagement. A total of 60 schools have enrolled, with 29 schools for Community Project Award and 31 schools for Participation Award. They have been participating and/or organising the relevant activities since then. Assessment for awards will be conducted since early 2020, and then an adjudication panel will be formed to determine the grant of the Outstanding Performance Award. It is planned to hold an award presentation ceremony in collaboration with the Radio Television Hong Kong in late 2020.

### **Sustainable Development Ambassadors**

13. In view of the latest status of the Sustainable Development Ambassador Programme, we have taken an initiative to explore revamping it. Its background, latest status and revamp proposal are provided in the EPSC Paper No. 03/19 for Members’ consideration.

### **Sustainable Development Promotion Award for Students of Higher Education Institutions**

14. The Sustainable Development Promotion Award for Students of Higher Education Institutions (“SDPA”) was first launched in 2016 with an attempt to encourage local undergraduate students to plan and implement projects for applying the sustainable practices in daily lives and spread the messages to the community<sup>2</sup>. There were 19 and 12 entries in the first and second rounds of competition respectively. Five entries were selected for the grant of “Proposal Award” and four of these projects were also granted the “Implementation Award” in each of the two rounds. The Outstanding Project Award for each round was granted to the best overall performer at the prize presentation ceremonies held in February 2017 and March 2019. The topics of the awarded projects included country parks, second-handed exchange platform and local tourism, etc.

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<sup>1</sup> The SAP comprises two categories of awards, namely the Community Project Award (“CPA”) and Participation Award (“PA”). The CPA will be given to a school which has conducted a campaign or project for promoting sustainability awareness and practices to parents, local residents and/or local community with a total attendance of at least 400 people counts. The PA will be given to a school which has participated in at least three activities related to sustainable development, with a total attendance of at least 400 student counts. In addition, the school which performs the best among all recipients of CPA will be given the Outstanding Performance Award.

<sup>2</sup> The competition consists of two phases, namely the Proposal Phase and the Implementation Phase. The best five proposals in the Proposal Phase will each be given the Proposal Award and the winners in the Proposal Phase will go on to implement their projects. Each entry of Implementation Phase meeting the conditions as set out in the rules of competition will be given the Implementation Award. The entry which performs the best among the Implementation Award winners will be given the Outstanding Project Award.

15. The experiences of the two rounds of the SDPA indicate that the effectiveness of this programme is not very satisfactory. In addition to the production and distribution of posters and sending out invitation letters/emails to the higher education institutions, much efforts were required to identify the persons in-charge and get hold of them for promotion, encouragement and reminder of submission deadlines. However, the number of entries was only 19 in the first round and even dropped to 12 in the second round. Some green societies indicated interest but had no extra capacity for the competition. As the students were busy with the academic and student bodies affairs, to allow more time for them, the duration for their formulation and implementation of proposals was lengthened in the second round, but the number of entries was still low. Besides, they also faced inherent difficulties in implementing the projects on the aspects such as invitation of speakers, reservation of public venues, and dropping out of teammates.

16. In view of the above circumstances, it is proposed to suspend the SDPA so as to reallocate the resources to extended target groups of the SOP i.e. Forms 1 to 3 students of secondary schools and Grade 4 or above students of primary schools as proposed in paragraphs 8 to 11 above. Local undergraduate students with quality and concrete project proposals about SD-related activities can apply for grants from the Sustainable Development Fund.

### **Promotion of Sustainable Development in Residential Estates**

17. With a view to increasing the impact of our education and publicity work in the society, we have extended our services to arrange drama performances and talks on sustainability-related topics for residents and property management staff of housing estates since late 2017. As at November 2019, a total of 5 dramas (on the themes of sustainable consumption of biological resources and low-carbon living) and 10 talks on topics such as food waste management and fostering sustainable consumption, were held for residents in public and private housing estates and property management company staff involving a total of about 930 participants. We will continue to line up suitable activities for promotion of SD in housing estates.

**Council Secretariat  
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