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The Official Magazine of The British Chamber of Commerce in Hong Kong Issue 53 Mar - Apr 2018

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Dear Members,

It was good to see so many of you at our sold out event in January looking at the Central Harbourfront Site 3 issue. This concerns the development of the large parcel of land running from Connaught Road (by the Star Ferry car park) down to the waterfront – almost the last remaining plot to be developed in the whole Central harbour area. It is a critical site for the vibrancy, accessibility and attractiveness of the harbour; as well as being a picture postcard site for Hong Kong.

We are urging government to take a genuinely design-led approach to this development to create something really special for Hong Kong and a lasting multi-generational legacy. Later in the magazine, you will find a report on the excellent panel discussion.

One of the themes of this issue is the United Kingdom's GREAT Festival of Innovation that will be held in Hong Kong over four days in late March.

This will be the British Government's biggest trade and investment promotion event anywhere in the world in 2018. The Festival will look at how innovation is fundamentally changing the way we live, work, play and learn, and at how companies and institutions from the UK, Hong Kong and across the region can work together to push forward and take advantage of these changes.

The British Government's choice of Hong Kong for this Festival is welcome recognition of the importance of Hong Kong as a business centre and as a base for many British companies in the region. It is of course all the more significant with the UK looking to develop its trade and investment relationships in the region as the Brexit process moves ahead.

The Chamber is delighted to be a partner organisation for the Festival. And I am pleased to see that many Chamber member companies are themselves participating in and supporting the programme.

This issue's main focus is on education – including how best to prepare students for the rapidly changing world of work they will be operating in, and on lifelong learning.

Finally, and on a lighter note, I urge you to join us for this year's British Chamber/KPMG Rugby Dinner, on 5 April. The speakers include Jason Leonard, the legendary World Cup winner and British and Irish Lion, and Ben Gollings, the England Sevens star, and leading all-time points scorer in the HSBC World Rugby Sevens. It should be a great evening.

A handwritten signature in black ink, appearing to read 'Mark Greenberg', with a long, sweeping flourish extending from the end.

Mark Greenberg

Chairman,
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The British Chamber of Commerce in Hong Kong is hosting a series of satellite events in partnership with the GREAT Festival of Innovation

The Festival will showcase the GREATest innovations of the UK, and an exciting lineup of fantastic speakers have already been confirmed, with more to be announced in the lead up to the event.

The British Chamber is excited to be partnering with the Festival and is hosting a series of satellite events alongside the main conference for our members and non-members alike.

The Festival will take place from 21-24 March 2018. Check out the Chamber website for more updates on our events happening that week! – www.britcham.com/events/great-festival-of-innovation



2018 Budget Address - Chamber policy matching and highlights

The British Chamber of Commerce in Hong Kong works closely with the Hong Kong Government and policy makers to represent and advocate for our members' interests. Following this year's Hong Kong Budget speech the Chamber has produced an analysis document which notes touch points and policy issues and proposals raised by the Chamber over the past year, both in our Policy Address submission, and in other contacts with the Administration.

We're pleased to see that our policy work is being taken on by the current Administration and we look forward to working with them in the future to best represent our members' interests.

To read the Chamber's analysis document please visit our Knowledge Hub: www.britcham.com/publications/knowledge-hub



Chamber Members Can Now Access BBAM Events at Member Rates

Under a new agreement, members of The British Chamber Hong Kong and the British Business Association of Macao (BBAM) can now enjoy reciprocal access to each other's events at member's rates.

This latest collaboration with business communities in the region strengthens the Chamber's network and connectivity in the Greater Bay Area. Members of both organisations will benefit from briefings on the latest developments in Hong Kong and Macau. The agreement builds upon the access Chamber members also have to the China Britain Business Council's events at member rates – at events in both China and the UK.

To access BBAM's website please go to:
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New China Committee Chair Appointed

After five years of stewardship, Dr Tim Summers has stepped down as Chair of the Chamber's China Committee. Alison Simpson, Partner and Head of Deal Advisory, Hong Kong at KPMG has taken on the role as the new Chair.

An active member of the Chamber for over five years through his company XTE China Consulting, Tim has played a pivotal role in the Chamber's

connectivity with the Mainland with a particular focus on crosscutting issues to complement the China-related work of the Chamber's other Committees. Tim has driven the Chamber and Committee's connectivity with organisations in the Mainland including the China Britain Business Council, businesses and government representatives. He will continue to be involved with the Chamber as a member of the China Committee.

The Chamber has over 20 specialist Committees, forums and groups that meet regularly to discuss issues, share knowledge and develop policy papers relevant to their industries. Over 350 members actively participate in these groups, which help shape the activities of the Chamber ensuring our members and their industry sectors are represented.

The Chamber's Committees are chaired by a dedicated group of industry practitioners who, on top of their busy work schedule ensure that the Chamber is reacting and evolving in the face of new industry and government developments.

If you would like to join one of the Chamber's Committees please email hugo@britcham.com.



Britain's Undefeated Boxing World Champion Lands in Hong Kong


On the 1 March, St. David's Day, St. James's Place Wealth Management welcomed retired Welsh boxing legend Joe Calzaghe to the Royal Hong Kong Yacht Club. In front of a packed crowd of over 100 attendees, Joe shared stories from his life and career with an enthralled audience, drawing on a lifetime of competition as he revealed the drive and determination it takes to consistently be the best in the world.

Joe started his professional boxing career in 1993, becoming British Champion just two years later.

Joe went on to successfully defend his world champion title 21 times, winning 46 fights across super middleweight and light heavyweight divisions (32 fights by knockout). He retired in 2009, securing his place as one of the best Britain's best ever boxers.



It was a brilliant and inspiring evening – our thanks go to Joe for being such an interesting host!



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Harbourfront Site 3: The New Face of Hong Kong's Skyline

17 January 2018

In January, more than 100 members of the Chamber attended a panel discussion reviewing the forthcoming sale and development of Central Harbourfront Site 3. The panel agreed that the prominence and location of the site make it unique among the remaining development sites on the Victoria Harbour. The group discussed various approaches that could be made to ensure the Government realises the wider benefits the site offers beyond maximising financial returns.



Whether the Government is to choose a design search, two-envelope or other approach, there was consensus that a creative and forward-looking approach should be taken to its development, to ensure it delivers both commercial and wider public benefits.

The British Chamber believes that the Government should take the broadest view of the potential benefits this iconic site presents and as such submitted a letter to the Chief Executive raising its concerns.



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A World in Transition – How to Plan for the Unknown

15 January 2018

On 15 January 2018, the Women in Business Committee were delighted to welcome Uschi Schreiber, EY's Global Vice Chair for Markets, and Chair of the Global Accounts Committee to speak to Chamber members on technological change, the future and the "fourth industrial revolution".

There's no question that the lightning speed at which technology continues to revolutionise our professional and personal lives is one that will continue in the near future. The changes are already having a significant impact on the way we live; the way we interact with others; and the way we work. Another sad fact, however, is that this change has not been positive for all, with many left behind once their role has been automated with no other meaningful job prospects.

Speaking to a full house at the Barclays Hong Kong office, Uschi gave us all a fascinating glimpse into what she thought were the key areas of concern in this wide ranging topic, as well as some insights from her professional experience into changes in attitude and organisational structure that companies can do to help to anticipate and adapt to change.

In her role at EY, Uschi needs to balance the demands of clients and colleagues, and the numerous other stakeholders demanding her attention. She must look at the long and the short term in parallel. One of Uschi's key takeaways for the guests to carry forward in their own careers was to always be curious, and to meaningfully engage in lifelong learning.



It was inspiring to be able to hear from a woman with the depth and breadth of experience that Uschi has accrued over her glittering career. We are delighted she could include us in her busy schedule, and hope to welcome her back to Hong Kong in the near future. A big thanks to our venue host and sponsor, Barclays, for their support of the Inspirational Women series.



Can Hong Kong's Banks and Insurance Companies Survive Fintech?

30 January 2018

Of all the finance news stories that come up repeatedly, one of the most common themes is that of fintech. In Hong Kong, financial services make up 18% of Hong Kong's GDP. With more than 150 banks and 160 insurers, Hong Kong manages more than US\$3.5 trillion assets annually. Hong Kong is also the home of a growing swell of fintech start-ups, accelerators and incubators, and with regulatory sandboxes launched by the HKMA, SFC and Insurance Authority in the past year; Hong Kong's fintech ecosystem is growing apace. So what does this all mean for the existing banks and insurance companies operating in the city?



Our panel comprised of representatives from both traditional banks and insurers and also fintech companies, expertly led by Lapman Lee, Co-Chair of the Fintech Association of Hong Kong, and member of the British Chamber Financial Markets Committee. Michael Leung, Chief Information and Operations Officer of China CITIC Bank International, represented our traditional bank perspective, and sat opposite him was David Rosa, a fintech entrepreneur who founded Neat, Asia's alternative to a traditional bank account for start-

ups and young SMEs. Darrell Ryman, the Chief Technology Officer at AXA Hong Kong, spoke for traditional insurance companies, with Bob Charles, Head of Technical Advisory at Coherent Capital Advisors representing the Fintech alternative.

In general, the panellists agreed that increased collaboration was beneficial to future productivity and success – a win-win scenario for both parties. Partnering with a fintech company allows traditional players to have the agility to adapt to new norms and to provide better services, enhancing their market competitiveness and customer retention. Daryll Ryman warned of the danger of other industries looking to diversify, with competitors coming from unexpected places, and perhaps a fintech partner could help mitigate some of that risk.



The conversation was fascinating and will likely spark many future discussions. A big thank you to the British Chamber Financial Markets Committee for supporting this event, and thank you to series sponsor BT for their continued support of the Innovation and Technology Series.

Dinner with Gerard Byrne and Lawrence Wujanto of BT



8 February 2018

Head of the Table is a unique format that brings together Hong Kong's leading corporate figures with young members of the Chamber. These often intimate small-group dinners give members of the Chamber who are just starting their careers a chance to ask questions and listen to high-profile businessmen and women in Hong Kong.

This month, in our first Head of the Table for 2018, we were delighted to be hosted by Gerard Byrne, Chief Operating Officer, BT Global Services AMEA. Gerard is responsible for operations across 101 countries and in excess of 5,000 employees. Gerard also heads the Indirect Channel business line and Strategic Partnerships. Prior to joining BT, Gerard had an extensive career in the banking industry with Barclays Capital in Hong Kong and spent 17 years in Japan, working as Chief Financial Officer at HSBC and Merrill Lynch.

Lawrence Wujanto, BT's Head of Business Planning, also joined us. Lawrence previously worked for Telstra in business management and as a consultant for Bain & Company in Hong Kong and London.

In the private dining area of The Refinery Club at Taikoo Place, Gerard and Lawrence introduced themselves to eight of the Chamber's young members in attendance. Encouraging all to share

their backgrounds and careers, as well as their hobbies and passions, led to fascinating discussions about travel, long-distance running, football, and hiking.

Everyone around the table got the chance to share their careers so far and what they hoped to achieve in the future. Gerard emphasised the importance of keeping skills up to date, maintaining relationships with your peers through organisations like the Chamber, the benefit of mentoring and shared what he looks for in a CV.

IT and future technologies were hot-topics, with debate around the role of AI in the workplace, future employment prospects for today's workers and, given the pace of change, the importance of continuous learning throughout a career.

Gerard and Lawrence also shared their views on risks to global businesses; especially the dangers of cyber-crime and threats to critical infrastructure like undersea data cables for BT.

Overall it was a fascinating evening and a great opportunity to discuss such a wide range of topics with Gerard and Lawrence. The Chamber's Emerging Leaders Committee would like to thank them both for hosting such a fantastic evening.



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GREAT Festival of Innovation to showcase the best of British innovation in Hong Kong.



The UK's standing as a global centre for innovation will take the spotlight this March when a number of the world's most influential innovators and thought leaders arrive in Hong Kong for the GREAT Festival of Innovation. The Festival, to be held from 21 to 24 March at the Asia Society Hong Kong Centre, will serve as a platform to connect innovative businesses and world-leading minds with a mission to drive trade partnerships of the future.

Business leaders and decision makers are attending the Festival, with a strong delegation from the UK planning to create new business partnerships with their counterparts in Asia. An international roster of more than 100 speakers will explore how innovation and technology is set to change the way we work, live, play

and learn in the future, through an engaging four-day programme of 60 sessions, panel discussions and interactive workshops.

“
The UK Government's Industrial Strategy sets out a vision of an increasingly productive Britain with an injection of resources in research and development, education, infrastructure and high-potential businesses across sector.
”

Topics will range from AI to smart cities, cyber security to food security, and fintech to cutting-edge design; all to be examined by some of the world's brightest minds, business pioneers, innovators and policy makers. Distinguished speakers bringing their expertise to the Asia Society this March include the Lord Mayor of London, Charles Bowman; Chairman of the UK's leading transport design company PriestmanGoode, Paul Priestman; Director of the Royal Botanic Gardens, Kew, Richard Deverell; former Director of Government Communications Headquarters (GCHQ), Robert Hannigan; and Vice-Chancellor of the Royal College of Art, Paul Thompson.

The UK's **Department for International Trade (DIT)** has an overall responsibility for promoting UK trade across the world and attracting foreign investment to its economy. DIT is a specialised government body with a responsibility for negotiating international trade policy, supporting business, as well as delivering an outward-looking trade diplomacy strategy.



Department for International Trade

A leading visionary in the transportation sector, Priestman has most recently made headlines for his eponymous firm's commission by Hyperloop Transportation Technologies to design the cutting-edge

system's passenger-bearing capsules. At the GREAT Festival of Innovation, he will take part in sessions pertaining to the future of travel, and the power of inclusive innovation.

Deverell, who has been Director of the Royal Botanic Gardens, Kew, since 2012, will be the keynote speaker in what promises to be a captivating panel on the future of food and farming. With around one in five plant species estimated as under threat with extinction worldwide, Deverell will discuss the pioneering efforts of Kew and their landmark Millennium Seed Bank project as a means of ensuring food security for future generations.

Why GREAT?

The event is the third of its kind, following the success of GREAT Festivals held in Istanbul (2014)

and Shanghai (2015). Yet the significance of showcasing the best of British innovation on the world stage is perhaps even more essential in the context of what looks to be a transformational 2018 for both the United Kingdom and Asia.

"Taking part at a historic moment for UK and Asian economies, the GREAT Festival of Innovation highlights that the UK is open for business and committed to Asian trade partner," says Paul McComb, Director General, UK Department for International Trade in Hong Kong. "Hong Kong and the UK have a very symbolic relationship, with strong cultural ties, mutually beneficial partnerships and a shared vision for the future. Alongside being a great financial centre in the region and a gateway to the Greater Bay area, Hong Kong holds an important position in Asia as a global beacon



The UK is leading the way in many areas of innovation, some of which are already changing our daily lives – whether we realise it or not.

Smart Cities

For the first time in history, the majority of the human population is now living in urban areas – by 2050, cities will be home to an estimated 70% of the world's projected nine-billion people. This rapid – and increasingly complex – urbanisation has created a need for new solutions to ensure sustainable and efficient growth. The Smart City model is ensuring that the growing city runs better and contributes materially to the wellbeing of its citizens – smart technology, from the Internet of Things to software and hardware design, can ensure economic, social and environmental benefits for all.

UK cities are leading the way with some of the most advanced Smart Cities in the world. In 2017, London mayor Sadiq Khan, for example, announced his vision to make London the most advanced Smart City in the world. The Smart London Plan, which is being developed by the capital's first Chief Technology Officer Theo Blackwell, and the new Smart London Board, will build on existing technology that has already improved the everyday

lives of Londoners, from a wide range of mobile apps which make payments easier and provide information on real-time travel information, events, roadwork and disruptions, to air quality sensors that can now be seen throughout the city.

As part of his plan, the Mayor has also unveiled a new £1.6m Clean Tech Incubator called Better Futures, which will help 100 London-based small businesses deliver low-carbon and clean-tech products to tackle the causes and effects of climate change. Glasgow, meanwhile, has achieved global recognition as the UK's first "Future Cities Demonstrator" city, owing to its large-scale demonstration of smart city advancements, including intelligent street lighting and smart energy. A growing ecosystem of UK technology companies are reinforcing the British international reputation in smart city engineering consultancy, design and planning – indeed UK engineering firm Arup have been appointed to consult of Hong Kong's first smart city district, the blueprint of which was unveiled by the SAR government in December 2017.



for free trade. This is a vision that the UK shares. Through the Festival, we will create opportunities for connecting minds and solidifying future long-lasting partnerships that create prosperity for the UK, Hong Kong and Asia region".

Home to half of the top-10 fastest-growing companies in Europe, and named by the World Bank in their 2018 report as one of the best places in the world to start and grow a business, Britain is on a mission to become the world's most innovative economy. The UK Government's Industrial Strategy, released in November 2017, sets out

Transport

Environmentally sustainable transport solutions are becoming increasingly necessary in cities around the world. In December 2016, Northern Irish company Wrightbus, one of the country's heaviest spenders in research and development, showcased a zero-emission, hydrogen-fuelled bus. The new technology makes use of a battery pack and a hydrogen fuel cell, ensuring feasible daily operation and no tailpipe emissions other than water. The model also features an emissions-free climate control system, electric drive axle tailored to allow a fully flat floor throughout the vehicle, as well as the ability for overnight charge and remote diagnostics.

Vital to the concept are lightweight hydrogen storage tanks and an automatic battery management system, which continuously monitors

and balances stored power while the vehicle is in service. London mayor Sadiq Khan, speaking at the launch of the bus, announced that no more pure diesel buses would be ordered for London bus routes from 2018 and that all new single-decks used on central London routes will be zero-emission.

Wrightbus CEO Mark Nodder, who will be speaking at the GREAT Festival of Innovation, has said that this technology represents "the pinnacle of our on-going work to deliver highly innovative buses with the best possible fuel consumption and environmental credentials that are supported throughout a long and productive operational life". The Wrightbus vision has been supported by London mayor Sadiq Khan, who has committed to buying only electric, hydrogen or "truly hybrid" buses by the end of 2020 in a bid to improve the city's air quality.

AI

The UK government's Industrial Strategy white paper presents a roadmap to support British enterprise and ensure a strong and vibrant future for the national economy. This plan places creativity and innovation at its heart, supported by strategic public and private investment in R&D.

Artificial intelligence, or AI, has been nominated as one area that the government plans to invest in heavily as part of a plan to position the UK at the forefront of the AI and data revolution – indeed, chancellor Philip Hammond announced a £75m investment in AI in his 2017 autumn budget, in an effort to promote sustainable economic growth for future generations.

The UK is already recognised as a world leader in the AI field, especially for its preparedness to bring AI into public service delivery. Over the past three years, a new AI start-up has been created every week in Britain, and companies like London-based DeepMind have already made headlines with technology that can mimic the short-term memory of the human brain.

Acquired by Google in 2014, DeepMind have most recently made headlines for their development of AI technology to diagnose eye diseases by analysing medical images, in what could be the first significant utilisation of AI in healthcare. It's technology that can truly transform the world, and the UK is determined to be front and centre.

a vision of an increasingly productive Britain with an injection of resources in research and development, education, infrastructure and high-potential businesses across sector – spanning from artificial intelligence to construction – to help to capture the broader, sustainable value of an innovative Britain.

The GREAT Festival of Innovation will serve to support trade and investment opportunities

across industry, sector and border, unlocking new opportunities for potential collaboration and trade by presenting the best of British innovation to an audience of regional and global thought leaders and decision makers.

On the agenda

The core programme of the GREAT Festival of Innovation will explore four key themes over its four days:



play, discussing how innovation, technology and creative thinking will alter the future of fashion, luxury, art and sport in a climate in which consumers are becoming curators. Highlight speakers will include Andre Fu, Founder of Andre Fu Living, Chester King, Founder and CEO of British eSports Association, Tom Aikens, Chef, Tristram Hunt, Director of V&A Museum and a leading historian and journalist, and Eiji Uda, Chief Technology and Innovation Officer for Tokyo 2020.

Day one: Work

Centred on a core theme of work, day one will discuss topics such as sustainable energy, cyber security, fintech, workplaces of the future and a discussion on some of the most pressing issues around artificial intelligence. Notable speakers in this day's session include Hannigan, Alex Kong, Founder and CEO of TNG Wallet, and Ambarish Mitra, Founder and CEO of Blippar.

Day two: Live

On day two, discussion will move to the way we live and explore a wide range of topics from smart cities to autonomous transport, and sustainable farming to alternative energy sources. Andrew Wong, Chef and owner of A Wong, Jack Oclea-Brown, Head of Acoustics of KEF Audio, Elaine Yan Ling Ng, Artist and Founder of The Fabrick Lab, Shinya Kukita, Chief Engineer, Global Business Unit at NEC, will all feature in what promises to be a fascinating look into how our daily lives might look in the not too distant future.

Day three: Play


On day three, speakers reimagine how we

Day four: Learn

The Festival will conclude with insights into the future of education and learning. Through talks and hands-on events led by educators and students

alike, audience members will understand how leading sectors are engaging with learning institutions to strategically link higher education, research and business to help create tomorrow. Students, researchers and professors from five of the UK's top universities will be sharing their innovations and insights in a cultural exchange with their Hong Kong counterparts.

Supporting the invitation-only Festival will be a rich Culture Programme showcasing the best of British talent, open to members of the wider public. Taking place across multiple venues, in unexpected places and into the evenings, the Programme

will showcase the most captivating music, dance, visual art, literature, theatre, food and drink and moving image in the UK today. From storytelling to soundscapes, live music to wearable technology and even immersive food and drink experiences, the GREAT Festival of Innovation promises to tell the story of UK culture in a truly original way. 

“
*Through the Festival, we
will create opportunities
for connecting minds and
solidifying future long-
lasting partnerships that
create prosperity for the
UK, Hong Kong and
Asia region*
”

– Paul McComb, Director
General, DIT



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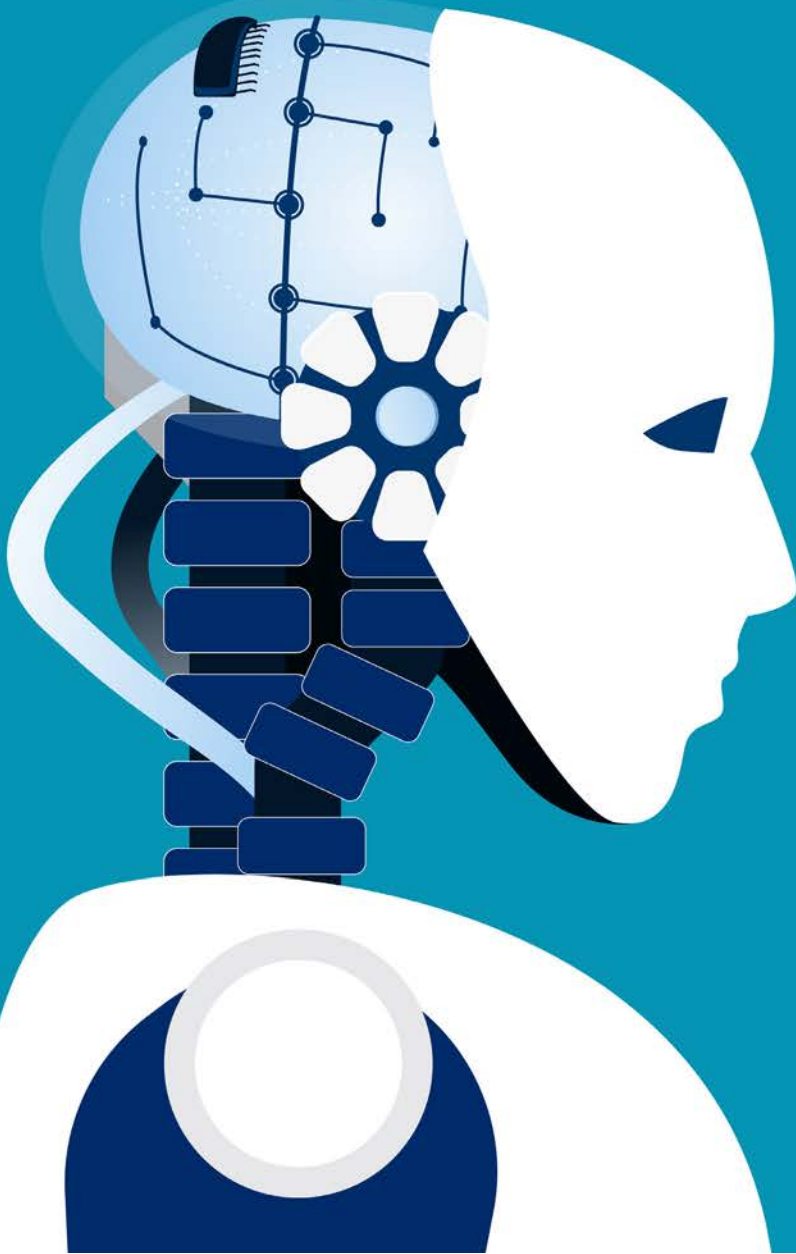
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Learning Adaptation

In a landscape where automation currently threatens 800 million jobs by 2030, how do we educate children for the future? Sciences, technology, and arts... what kind of working intelligence do our children need? – By Sarah Graham



Imagine being told that within five years, the bulk of your workday tasks would be automated. Your company doesn't want to lose you – bosses say you're a good, efficient worker. But is that enough?

Could you adapt your skillset? Slide seamlessly into a new role? Even help carve out a new position? Or would you become surplus to requirements, another casualty of the rise of the machines?

This may sound a little overdramatic but it isn't. And for the workers of the future, the time to prepare for such a scenario is now – while at school.

In its 2017 report, *Jobs Lost, Jobs Gained: Workforce Transitions In A Time Of Automation*, the McKinsey Global Institute predicts that up to 800 million jobs will be lost globally to automation by 2030. Up to 375 million additional workers will need to switch their occupational categories as a result of the technological transition. McKinsey estimates that almost one-third of the work activities in 60% of all current occupations could be automated in the future.

"All workers will need to adapt, as their occupations evolve alongside increasingly capable machines", the report states. "Some of that adaptation will require higher educational attainment, or spending more time on activities that require social and emotional skills, creativity, high-level cognitive capabilities and other skills relatively hard to automate."

It's not just McKinsey saying so. Alibaba founder Jack Ma told this year's World Economic Forum that the way we teach our children needs to change. "We have to teach something unique that machines cannot catch up with", he said. "These are soft skills we need to be teaching our children – values, believing, independent thinking, teamwork, caring for others."

"The way we teach and things we teach our kids [now] are things from 200 years ago".

Educating our future workforce

For current workers, the challenge is to identify areas in which humans will still be required, and then retrain. For the future workforce, a method of teaching is needed that will equip young people with the most important skill of all: adaptability in a fast-changing world. Increasingly, that new approach to education is an adoption of STEM learning – that which integrates science, technology, engineering



and maths – coupled with encouraging the development of soft skills.

It's not a case of simply targeting the subjects most closely linked to global competitiveness and growth in the coming decades. The ways in which STEM education is implemented within schools is key to giving students the edge in a knowledge-based, innovation-driven economy.

Increasingly, schools incorporating STEM thinking into their curricula operate on the ethos that students not only focus on the core subjects – the acronym to describe the four subject areas has been used in the US since the 1990s. Instead they want students to examine how the subjects relate to one another and how they can be explored while enhancing skills such as creative thinking, collaboration, innovation and problem solving. For example, students given an entrepreneurial task may be asked to design a product, develop a business plan, purchase materials, build it and market it. The process employs elements of each subject, bound

together by an added layer of innovation and creative problem solving.

Critical thinking and problem solving

At the English Schools Foundation (ESF)

association, STEM is at the centre of the schools' International Baccalaureate curriculum. Kevin Tibble, Learning Technology Adviser at ESF's Kennedy School, said ESF embraces a transdisciplinary approach that seeks to integrate all areas of learning for all students, male and female.

"For us it's hugely important", he said. "It's one of the core principles of our education system".

One of the latest trends in STEM education, according to Tibble, is the "maker movement" – the name given to the increasing number of people inventing, designing and creating their own technological products. For students, it means getting to grips

with designing and building their own products using a wide range of resources.

“
We have to teach something unique that machines cannot catch up with. These are soft skills we need to be teaching our children – values, believing, independent thinking, teamwork, caring for others.

– Jack Ma, Alibaba”

Crucially, ESF schools don't like to set the students problems to solve; rather, they prefer students to find their own problems and then encourage them to come up solutions using the STEM disciplines as a basis for development, without explicitly saying, "this is a maths class" or "this is a science class".

In one example, wooden pallets left on one campus after redevelopment work became the focus of creative projects by year eight and nine students. But it was year 10 students who designed and made the actual tools the younger students would use to break down the pallets.

"It's all about giving control to the children, letting the children explore, with the teachers being coaches", explained Tibble.

Not all ones and zeros

At Nord Anglia International School, the approach to STEM education has been modified to include the arts, transforming STEM into STEAM and emphasising the importance of communication and expression as vital components for a future workforce.

Nord Anglia's Principal, Brian Cooklin, said his school – one of very few institutions in Hong Kong to adopt

STEAM – likes to set students tasks that encourage critical thinking and problem solving where there's no right or wrong answer.

"There's only one skill you'll need in the future and that's adaptability", Cooklin said. "Our pupils aren't labelled; they're not held back. They're encouraged to take risks, to try something they've never done before".

"We have a philosophy: be ambitious – academically, personally and socially – they're all interdependent. Yes, you need to have the knowledge, but you need to show you can apply this knowledge and have a deep understanding of it".

The school, which partners in a STEAM activity programme with the world-renowned Massachusetts Institute of Technology, involves parents in many projects, employing their professional skills to assist students during the process.

"It makes such a difference to the children, they love it", said Cooklin. The London-based Independent Schools Inspectorate, which reports to the UK's Department for Education, last year awarded the school "excellent" grades in all nine areas examined.

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Hong Kong's STEM grade

While STEM education is gaining popularity across the globe, Hong Kong's local government-run schools have been relatively slow to adopt a hands-on approach to STEM learning. In 2015, the Education Bureau announced it would propose strategies and recommendations for STEM education in local schools and a year later it set up the STEM Education Centre "to provide schools with more comprehensive support services on STEM education".

In a piece written for *EJ Insight* in January last year, Professor NG Tai Kai, Executive Director of the Hong Kong Academy for Gifted Education, said Hong Kong's local schools were falling behind. "The success of STEM education cannot be achieved in schools alone. Close cooperation is needed between the government, academia and technology enterprises", he wrote. "Hong Kong is obviously falling behind its peers in STEM development due to lack of effective cooperation toward a common goal," he stated.

Hong Kong however isn't alone in having STEM issues. A recent National Audit Office report on the delivery of STEM skills in the UK concluded that "overall

coordination has been lacking" and that females are underrepresented in most STEM subjects "at every stage of the STEM skills pipeline".

While STEM skills are undoubtedly vitally important, technical expertise alone isn't likely enough to land you that top managerial job. Just ask Google.

In a 2013 study entitled Project Oxygen, the tech titan examined a vast trove of data from staff surveys, interviews and performance reviews and concluded that of the eight key skills necessary for making a good manager, technical expertise – STEM skills – rated last, below softer skills, such as being a good coach, communicating well and having a clear strategy for the team.

So, back to the question. If you were told the bulk of your work would be automated, would your career survive? If Hong Kong's international schools have anything to do with it, an emphasis on STEM skills, coupled with the kind of personal development described by Jack Ma, you might just stand a chance. You just need to stay one step ahead of the smartest computer. **B**

“
***There's only one skill
you'll need in the future
and that's adaptability.***
– **Brian Cooklin, Nord
Anglia International
School**
”





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The Never-Ending Classroom

If you ever thought there was an end to your education, you were probably wrong. The good news is: that's all right. – By Gina Miller

Once upon a time, a university education was considered a means to an end. Meritorious students would diligently apply themselves to whatever field of study they deemed appropriate to their aims. They would be awarded a degree (or degrees if graduate studies were necessary). Ultimately, they would enter the working world as shiny, fully accredited professionals. And they lived happily ever after.

As fairy tales go, the idea of a finite education process that rewards its participants with an ironclad career is as sweet as it is naïve. And “naïve” is not characteristic of the competitive, urban, internationally sophisticated Hong Kong citizen – native or expat. In a city of people determined to stay ahead of the curve, the phrase “lifelong learning” has real meaning.

On a practical level, “lifelong learning” in Hong Kong means that almost any educational upgrade

is available. In 2017, there were 20 universities and colleges in Hong Kong offering programmes from the sub-degree to the doctoral level. Another 20 institutions offer a variety of locally accredited sub-degree programmes.

If that isn't enough for the middle-management type who wishes to climb a rung or two on the corporate ladder, an additional 1,200 other courses by non-local institutions offer higher academic or professional qualifications. Of these non-local institutions, 73% are from the UK, 13% from Australia, and 7% are from the US.

Education is big business and it's booming. But for new students, fresh out of secondary school, a university or college or technical education is part of a continuum. Reflexion isn't part of their story yet. Professionals and returning students, on the other hand, are returning to fill a specific need – whatever it may be.

The educators

With 20 local degree-awarding institutions, 20 more which offer sub-degree programmes and 1,200+ more courses offered by non-local institutions available in Hong Kong, finding the right programme offers a connoisseur's choice.

The University of Hong Kong's Faculty of Business offers a suite of advanced and professional degrees: MBA's, EMBA's and International MBA, Masters of Accounting, Economics, Finance, and an MSc in Business Analytics – to name a few.

"Moving up the career ladder and expanding their career options are popular goals among students who pursued postgraduate degrees," said Helen Wong, of the Faculty of Business and Economics. "In addition, students who have professional work experience will look for knowledge enhancement, cross-industry stimulation, multicultural exposure, and an expansion of their professional as well as personal networks", she said.

The Economist ranked HKU's MBA Programme Number one in Asia for eight consecutive years from 2010 to 2017. As such, HKU's position as a degree-awarding institution is a powerful draw. But not everyone wants or needs a heavyweight MBA to progress. Some students have a more specific agenda.

The Henley Executive Hedge Fund Programme (offered through the Henley Business School, University of Reading and Inflection Point Intelligence Limited) offers a Henley Certificate in Hedge Fund Management upon completion. The programme is offered in Hong Kong, Singapore, Tokyo and New York (and looking to expand to London), said Vanessa Hemavathi, The Global Programme Director.

The Hedge Fund Programme has an intake of 25 students for a three to six-month period. "We only accept professionals with at least three years experience in the industry", said Hemavathi. "Although we do examine this case-by-case, and based on work experience".

"Most of our students are trying to get jobs in the industry, or change their field, or just trying to

"stay current" and use the programme as a way to network", she said. "The programme is taught by hedge-fund industry practitioners who are experts on the subject matter".

Perhaps more importantly, Hemavathi explains that building a global network is one of the core takeaways of the programme. "Our students are very happy. Many of them didn't know how to build a network; we offer three networking cocktails in each city the programme is in. It's a key objective".

Like many, Hemavathi believes in the "lifelong learning" idea. "Lifelong learning is relevant at any age. You have to stay active," she says. "It's also about how to stay current in today's industry, but it has to be relevant to you – especially if you're building your career".

Student stories

The teacher-lawyer

UK expat, teacher and long-time Hong Kong resident Richard Gallagher took the Graduate Diploma in Law through distance learning with the University of Hertfordshire, UK and then took the extra modules required to gain his Bachelor of Laws (LLB) through Manchester Metropolitan University and HKU SPACE. The extra modules were achieved through attendance at HKU and both courses were one year in duration.

Kallagher's decision to switch his focus was for two reasons. "Partly it was personal interest and partly because I had an eye on a second career; retirement age is 60 for teachers in Hong Kong and the thought of not working actually fills me with dread".

"It was great to go back to study again, particularly as my first degree was in literature – using the brain differently was difficult at first but ultimately rewarding. I think it has also helped in my own teaching. There's nothing like being thrown back into the classroom to make you really consider the learning experience you're giving your own students. I currently teach literature but also Theory of Knowledge, and the law course has definitely helped with the latter."

"In today's knowledge economy it's vital to have the necessary tools to comprehend change in industry and markets and respond quickly."
– Jamie Wilde

As a teacher, Kallagher said, "I don't see how one can be a genuinely effective and reflective teacher without a real personal investment and interest in learning. Certainly the best teachers I have worked with in my career have had this quality, and some of the worst have never picked up a book since graduating".

The teacher-counsellor

Danny Harrington, founder of ITS Education Asia, enrolled in a bachelor of Divinity through the University of London in 2012.

"The studies reinforced my teaching techniques and student counselling, taught me new things, gave me new perspective on life, and brought calm", said Harrington. "I took it out of personal interest and professional need. The best teachers are also learners, and this offered a brain exercise. Divinity is a particularly complex subject area."

The tech guy

Jamie Wilde is Chief Technology Officer at Miro, an AI-powered visual search company that recently won the Hong Kong round of the Techsauce Global Summit. Wilde enrolled in an MSc in Digital Marketing (awarded by University College Dublin) through education provider Kaplan.

"In today's knowledge economy it's vital to have the necessary tools to comprehend change in industry and markets and respond quickly", he said. "I am fortunate to work in a fast-moving field, where keeping up to date with new advancements and techniques requires continuous learning," said Wilde.

"I enrolled in the programme because I had started a job in a marketing agency and wanted to get more of an understanding of the discipline".

Wilde has paired his MSc studies with online courses offered through Coursera (an education-focused technology company that works with universities and other organisations to offer online courses, specialisations, and degrees in a variety of subjects).

"I much prefer this kind of remote directed learning", he said.

"Moreover, the inflexible schedule of classroom learning can be difficult to fit around a career," said Wilde, and he notes that Kaplan makes effort to mediate this as best they can.


The businesswoman

Adult students – professionals who return to school some time after their formal education is complete – have myriad reasons for taking on additional certifications or whole new degree programmes. Some programmes, such as Executive MBA programmes or technology certifications offer a clear correlation to the Hong Kong marketplace.

UK-expat Dawn Roughsedge had been working as Branch Manager for CMI Financial Management Co, when she decided to enrol in an EMBA with Richard Ivey School of Business.

"I was thinking of senior job opportunities at other companies and also whether or not I would stay in Hong Kong", she said. Whichever scenario played out, Roughsedge believed the EMBA would benefit her future. In addition, she had already completed several soft skills and personal development courses through her employer – and wanted to do more.

"There is always a little doubt, a little nagging voice as you get older, that perhaps you are getting a little out-dated in your thinking and are not current. The course made me realise that I was generally on track and that I wasn't far off the mark in my approaches. I had completed a significant amount of soft skills courses previously, and I think this held me in good stead. The degree just took things to a more formal, higher level."

"I don't think I'll ever stop learning or trying new things", said Roughsedge. "I started with small steps with all the personal and soft skills courses and didn't appreciate at the time how much they contributed to my overall success with my degree, but they were the starting point; they gave me a little learning bug". 

“
*There is always a little
doubt, a little nagging
voice as you get older,
that perhaps you are
getting a little out-dated
in your thinking and are
not current.*
– Dawn Roughsedge

”

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* September 2018: International Stream planned opening with Reception, Years 1 and 2 advancing to Year 6 in 2022. French stream collège classes opening subject to numbers.

Educating the Whole Person



There are many international schools opening recently in the city. One of the most prestigious names in UK Primary and Secondary education is going to open their Hong Kong campus in late August this year. Malvern College, is a UK co-educational boarding and day school founded in 1865. Together with its preparatory school, Malvern College has produced four Nobel Prize Winners and many famous alumni, including C. S. Lewis, author of *The Chronicles of Narnia*. Renowned for its innovative approach to education, the school was one of the first UK schools to adopt the IB Diploma programme and Duke of Edinburgh award scheme.

What makes a good school different from others?

It is inevitable for parents to want to select the best school for their child, the question is, what does it mean to be a good school? Dr. Robin Lister, Founding Headmaster of Malvern College Hong Kong (MCHK) gave his thoughts, "a good school is one that provides a child with an excellent academic education and instils a genuine love of learning whilst at the same time gives a child every opportunity to flourish outside the formal curriculum".



Beyond Academics

Nowadays pupils tend to focus on excelling academically, and often neglect the importance of their own well-being. What singles Malvern out most is its very genuine insistence in educating the whole child and not just the intellect. "I think primarily for a school like Malvern, it's not just pure academics, it's aim to be the best individual that they can be" a teacher from Malvern College UK says.

The nurturing approach to education can be seen at the Hong Kong campus. "It is educating the whole child in a caring, pastorally aware environment where the individual is cherished as an individual which turns an ordinary education into a great education" Dr. Lister said. MCHK will have a personalised learning approach. Classes in MCHK will have a low pupil-teacher ratio of 10:1 enabling teachers to provide tailored support to each child and aiding them to their full potential.

Each pupil will also have a tutor to support them; however, the role of the tutor is to look after the child both academically and pastorally. They aim to support the child emotionally, mentally and socially. A pupil in Malvern College explained that tutors are "keeping you in check... [are there to] guide you if you encounter any

questions and is someone you could go to for help not only academically but in your school social life". In addition to the tutoring system, MCHK will also include a mentorship programme, weekly assemblies, daily form time, House System, and career and guidance counsellors.

It is educating the whole child in a caring, pastorally aware environment where the individual is cherished as an individual which turns an ordinary education into a great education

Malvern College Hong Kong

The seven-storey state-of-the-art building will feature everything a child needs for a fulfilling education. It will include academic, sporting, creative arts and technology spaces, and a 3-floor open library located in the heart of the school serving as a common learning space. MCHK seeks to follow the mother school's example by extending its international curriculum to both the Primary and Secondary levels.

"My vision is to provide a world class education encompassing excellent academics, first-rate co-curricular activities in an atmosphere of mutual respect and within a genuinely caring community. I am looking for a diverse pupil body where music,

art, theatre and sport are taken seriously, where STEM subjects receive proper attention and where children are able to flourish!"

The campus will eventually have 960 pupils from Year 1 to 13, MCHK will initially offer 400 places for children in Year 1 to 9, in the 2018/19 academic year.



Dr. Robin A. Lister
Founding
Headmaster,
Malvern College
Hong Kong

Malvern College Hong Kong
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MALVERN
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A Golden Age for Learning

Education-centric innovations offer unprecedented opportunities for learners to blaze a trail to greater success.

– By Mei Mei Ng

Education in Hong Kong has seen a lot of changes through the years, but one thing has remained consistent: the outstanding performance of our students. The most recent Programme for International Student Assessment (PISA), a triennial survey organised by OCED, ranks Hong Kong students second in the world, in terms of maths and reading capability, and places their scientific literacy firmly amongst top 10. Teachers and students can attribute this result, envied by many countries and cities, to the relentless pursuit for excellence.

As a department of the Oxford University and the largest university press in the world, the Oxford

University Press (OUP) has been working with educators to develop world class learning content and experience for students in Hong Kong and around the world. While we take pride in Hong Kong students' PISA results, educators and stakeholders are exploring innovative learning and teaching resources that can ride on the megatrends of our world today, and one such trend is technology.

Over the years, OUP has developed high quality reads – print and digital – that are both informative and interesting to our audience. Delving deeper into educational technology, we see today's e-learning landscape as a lush oasis of knowledge

and information, overflowing with opportunities and resource for all that is involved in teaching and learning. Technology has the capacity to make learning fun, engaging and effective.

Taking our own Oxford Achiever, as an example, through this online assessment for learning platform, we're able to track and understand each individual student's strengths and weaknesses. Subsequently, a unique learning path can be defined for each student that is mapped to his or her ability. Over time, student performance can be further aggregated across the classes, schools and the territories with external data such as demographics, class size, pedagogy, and other variables to gain insight into system-wide improvement levers. We believe adaptive learning design can address learner diversity, alleviate teacher's workload and at the same time, through data, keep parents informed and ultimately improve education system and learning outcome.

With the completion of government's Fourth IT in Education policy in 2018, all schools in Hong Kong would have campus wide Wi-Fi and a decent IT infrastructure. We believe teachers are eager for deeper integration of e-learning in the school syllabus. Anticipating the changes ahead, the industry is also ramping up on teacher support which ranges from flipped classroom content, AR teaching resources, e-learning workshop

and professional exchange. Just recently, OUP sponsored a territory-wide teacher competition and sent the local winner to take part in Oxford English Language Teachers' Academy Masterclass in the University of Oxford.

We believe adaptive learning design can address learner diversity, alleviate teacher's workload and at the same time, through data, keep parents informed and ultimately improve education system and learning outcome.

Another megatrend that educators are facing is talent mobility. In the face of rapid globalisation and initiatives, such as One Belt One Road, we need to prepare our students for a job market that requires high mobility. Language, English and Chinese, being a major enabling factor will likely remain as important as it is today, if not even more so. Fortunately, in this golden age for learning, students and teachers have a much greater range of learning resources than ever. If we can capitalise on the wealth of educational resources and technologies on the market, no challenge will prove too difficult to overcome for our leaders of tomorrow. **B**



Mei Mei Ng
Managing
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Learned Desire

New ways to motivate – how do we inspire students to achieve their best?

– By Ian Clayton

In one of his most famous works, *Drive: The Surprising Truth About What Motivates Us*, Daniel Pink reviewed four decades of scientific research on human motivation and found a mismatch between what science tells us and what organisations, including schools, actually do. It has been supposed that rewards are generally loved by everyone, but he argues that “if – then” rewards are way too simple for the modern world and certainly for education. The old paradigm of “If you do this well, then your reward will be that” no longer fits today’s tasks. Today’s work requires greater judgement,

and our creativity and discernment in the way we motivate others and ourselves is subsequently lagging.

“
**Research has shown
that people do better at
a task if they know why
they are doing it.**
”

Pink identifies many ways that different approaches motivate. First, he looks at extrinsic and intrinsic motivation considering the massive difference between performance goals (extrinsic), such as “I want to get an A in English”, and learning goals (intrinsic), such as “I want to master the way I write English essays”. Research shows that reaching a performance goal doesn’t necessarily mean hitting a learning goal.

If students are single-mindedly focused on performance goals, and they achieve them, it doesn't mean they have learnt anything, improved their capabilities or mastered something complex. The student is less likely to persist when the going gets tough and less likely to understand why essay skills are important in the first place. However, where students are single-mindedly focused on the learning goal, chances are they are going to do very well and in the process also achieve the performance goal: the A grade. So what makes sense is to go for the learning goal and use grades and scores as feedback while the student works towards mastery.

The second area Pink examines is that of engagement. With engagement, people do things because they really want to; they see the virtue of doing it. The enemy of engagement is compliance. So if we really want engagement, rather than compliance, we have to increase the degree of autonomy that people have over what they do; over how, when and where they do it; and over whom they do it with.

In terms of students, this means giving them some discretion over what they study, which projects they do, what they read, or when or how they do their work – just slightly upping the autonomy. Many schools are putting “student agency” at the core of their strategic thinking.


The third consideration is the tasks that are set. Pink favours Goldilocks tasks: jobs that are not too difficult and not too easy, in other words, just right! If a task is too easy, children and adults get bored. If it's too hard they get anxious or frustrated. However, challenging tasks engage and push us to a slightly higher level.

Those moments are the optimal experiences in human existence – what psychologist Mihaly Csikszentmihalyi calls “flow”. In flow moments, we lose a sense of ourselves; we are in the moment, deeply engaged. Can you think of times when an hour seemed like five minutes? If you play sport or a musical instrument, can you remember times when you played or performed intuitively without thinking? You are in the flow!

“
If students are single-mindedly focused on performance goals, and they achieve them, it doesn't mean they have learnt anything, improved their capabilities or mastered something complex.
”

The fourth aspect he examines is fun and play, the issue being that many equate these words with a lack of rigour. But they can equate. No one would think that a football team or an orchestra practising to get better is not doing rigorous work. The creative process is very rigorous and some of the greatest artists work with rigour, limits and strict guidelines.

The final aspect to motivation is knowing “why”. Research has shown that people do better at a task if they know why they are doing it. School is often about “how”: how you solve a quadratic equation, how you write an essay, how you do a chemistry experiment. We often give short shrift to “why”. Why does solving quadratic equations matter? Why do we need to know how to write essays or do a chemistry experiment? It is never ever enough to say, “Because it's on the test.” There has to be meaning and relevance. When students see clear and direct relevance then motivation levels soar.

Clearly putting all these ideas together is not an easy job. Pink, however, clearly shows that even just tweaking some of these elements works wonders for our motivation. 



Ian Clayton
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School of Hong
Kong

French International School (FIS) was established in 1963/64 as one of the first international schools in Hong Kong. The school offers two streams: the French and International Streams, preparing students towards certification in the French national examination, the French Baccalaureate or the International Baccalaureate (IB) Diploma. In 1988, FIS became the first in Hong Kong to be authorised as an IB World School.





Learning the Roots of STEM

What does it mean to focus on STEM subjects? The British Chamber speaks with Dr Lindsay Hetherington, a member of the University of Exeter's STEM research centre, to discuss the topic and the trend.

What might a successful science, technology, engineering, and mathematics – otherwise known as “STEM” programme look like? What does it aim to deliver to the participants?

All professional development programmes should aim to empower teachers to develop their classroom practice and support their learners to achieve, no matter the subject area. This is something that is fundamental to our approach at the University of Exeter. We hope that teachers who take part in the Exeter programme will be able to put great ideas for STEM teaching into practice straight away but also continue to develop their teaching long after the course is finished by accessing and undertaking their own research.

So a successful STEM programme will get teachers thinking, reflecting, talking and researching about teaching and learning in STEM. It asks how the STEM subjects are different, how they relate, how the pedagogies are similar or distinctive, what pupils might learn through STEM educational approaches, what the influence of cutting edge technology might have, how to use of a range of learning contexts in and beyond school, how to develop creativity in STEM, and how to bring recent STEM research and innovation to life in the classroom.

With the rise of artificial intelligence, why are we still emphasising subjects in science, technology, engineering and mathematics – which could be replaced by machines? Furthermore, how do

teachers adapt and keep up to date with these changes?

STEM can no more be replaced by machines than Arts subjects. STEM subjects are inherently creative, albeit in different ways. Questions like “How might we solve this problem? Why does this happen? What would it make if we...?” are considered “Possibility thinking”, and this is an inherent aspect of creativity, and is fundamental to STEM.

Although we are developing machines that can learn and be responsive, they can’t replace this creative, imaginative, questioning facet of STEM subjects (or at least not yet). So, yes, artificial intelligence (AI) will contribute enormously to STEM, but this is in tandem with human ingenuity and not in its stead.

Teachers need to be able to adapt and respond to new developments in STEM, AI included. I think they can do this by encouraging pupils’ curiosity, by talking to them about recent developments in their subjects, and by giving them access to cutting edge science wherever possible. This is what will help pupils understand the body of knowledge and key skills in their disciplines so that they are able to think and talk about new developments.

Look at science as an example: if the discipline of science is a dialogue with nature, our job as science teachers is to help pupils join that dialogue. This is not necessarily an easy task, and teachers need to have time and support to keep track of developments in their subject.

What are the latest STEM trends?

This is a difficult question to answer, because it is so big! A key trend in recent decades is the move

away from typically viewing innovation in STEM as the result of the genius of individual scientists to a more collaborative endeavour in which effective communication is key. In terms of STEM fields, interdisciplinary fields such as AI, nanoscience, computational biology and the importance of research engineering software to model complex systems have all had a huge impact.


There is the perception that men outnumber women within the STEM field and this seems to extend to the workplace. Is this the case and if so, how is this being dealt with?

The gender balance in STEM subjects is a problem. In the UK context, men do indeed outnumber women and the problem is worse at increasingly higher levels within companies and academic institutions. This is a socio-cultural problem that needs to be addressed at multiple levels, from the classroom to the boardroom, from family level to government.

Professor Louise Archer at UCL, working with Professor Justin

Dillon (now at the University of Exeter), has run an interesting project looking at why young people choose to study science beyond school, or take up careers in science. They have found that many girls like science but don’t see it as something “for them”. We need to help girls see science as a subject that is for everyone by addressing the perception of it as a “male” subject in popular culture, as well as in education.

What do you think the future of STEM will look like?

I don’t know! And that is one of the most exciting things about STEM. 

“
STEM can no more be replaced by machines than Arts subjects. STEM subjects are inherently creative, albeit in different ways.
”

The University of Exeter is a Russell Group university that combines world-class research with very high levels of student satisfaction. Exeter has over 21,000 students and is in the top 1% of universities worldwide. Exeter is also ranked 14th in *The Times* and *The Sunday Times Good University Guide 2018* and 13th in *The Guardian University Guide 2018*. In the 2014 Research Excellence Framework (REF), the University ranked 16th nationally, with 98% of its research rated as being of international quality, while in 2017, Exeter was awarded a Gold rating in the Teaching Excellence Framework (TEF) assessment.





Building Adventurous Minds

A world-class exclusive Shackleton Programme builds future leaders.

Many schools acknowledge that learning shouldn't stop at the classroom door. With a strong tradition of celebrating leadership, practical skills and teamwork, Mount Kelly School in the UK is well known for its wide range of co-curricular activities and sport that it offers. The Shackleton Programme, developed by Mount Kelly UK, is now being introduced at Mount Kelly School Hong Kong.

The Mount Kelly Head of Sport and Co-curricular coordinator, Mr Richard Lankshear, runs the programme. "I hope the Shackleton Programme will inspire, encourage, and support the spirit of adventure for every

“
We've designed the Shackleton Programme to develop and celebrate leadership, practical skills and teamwork. The programme is unique to Mount Kelly School and it has now been adapted for Hong Kong.
– Richard Lankshear,
Head of Sport and Co-curricular coordinator



child at Mount Kelly School Hong Kong", says Mr Lankshear. "We've designed it to develop and celebrate leadership, practical skills and teamwork. The programme is unique to Mount Kelly School and it has now been adapted for Hong Kong".

About the programme

The Shackleton Programme is named after legendary explorer Ernest Shackleton. The programme is built into the curriculum as early as preschool and carries on through the senior school. The monthly sessions for the pupils are tailored to different age groups with an overarching focus on four main themes:

- To inspire, encourage and support the spirit of adventure;
- To develop proficiency and skills in outdoor activities;
- To encourage an ability to assess risk and remain safe; and
- To introduce pupils to the intrinsic reward of helping others through community projects both at school and in the wider community.

The Shackleton programme has activities designed to fulfil these skill sets including walking, camp craft, sailing, climbing, navigation, partnering with groups in the community, first aid, conservation projects, and route planning, among others.

The programme is not just about outdoor physical exercise; it is designed into four distinct and equally important units to build a number of different skill sets for every child at Mount Kelly. These include adventure, proficiency, safety and service.

Even the youngest children at Mount Kelly International Preschool have the chance to take part in project planning, orienteering, team building and team sports through the Shackleton programme. With the support of their teachers,




Nursery and Reception children can take on the challenges of map reading, working as a team, and becoming a leader and adventurer.

“
*If you're a leader, a fellow
that other fellows look to,
you've got to keep going.*
– Ernest Shackleton

”

Pupils have the opportunity to explore, discover and engage in many activities such as hiking, rock climbing, sailing and swimming. The programme also includes a charity and service element. Each year, students must complete proficiency tests in skills including navigation, route planning, first aid and risk assessment in order to get the

award. It gives children confidence and life skills, and it is great to see our students doing all this outside the classroom. 

Mount Kelly School Hong Kong (MKSHK) is a traditional British school in Hong Kong, catering for children from the ages of 6 months to 14 years. It is the only sister school to Mount Kelly School in the UK and offers a curriculum wholly modelled on the British Independent School Pre-preparatory and Preparatory structure. Our Admissions Office will accept and review applications for 2018-19 K1-K2 and Year 1-Year 9 on a rolling basis. For school place availability, please contact the Admissions Office: admissions@mountkelly.edu.hk or call +852 2157 9557. To find out more, visit www.mountkelly.edu.hk
Mount Kelly School Hong Kong EDB Provisional Registration Number: 609781
Mount Kelly International Preschool EDB Provisional Registration Number: 608092



**MOUNT
KELLY**
HONG KONG



The Shape of School

De-stressing education and re-infusing joy through WELL design.

— By Christine Bruckner

Learning is fun, and young people who get to learn by using all of their senses, do it effortlessly with joy. By nature, they are inquisitive, stimulated, curious and self-motivated.

In our best intentions to ensure our young people learn everything that they can, the global educational environment has created opportunities for children to exercise their native brilliance, while simultaneously threatening them with the kinds of hurdles that initiate anxiety and nervous-system disorders. Social interaction, academic performance and parental expectations are just some of the factors that impact educational pressure.

With an increasing number of students suffering from stress disorders and suicide rates rising, how can we keep our children both mentally and physically healthy at school?

Path to wellness

The importance of de-stressing is clear, but beyond policies and medications, what are our options?

M Moser's goal is to provide an overarching solution to children's education and wellness by enhancing their built environment in a way that mitigates stress, stewards curiosity, nurtures health, promotes learning and results in unequivocal holistic success. We do by integrating educational engagement, architectural design best practices, and WELL metrics (air, water, nourishment, light, fitness, comfort and mind) as established by the International WELL Building Standard (IWBI).

Critical to improving a child's environment is the notion of the "mind concept". This concept encourages, "a physical environment that optimises cognitive and emotional health", the primary focus of which is to reduce stress, freeing students to enjoy the process of learning as a part of engaged curiosity.

WELL metrics are based on the understanding that daily exposure to natural environments increases students' ability to focus and enhances cognitive ability. In designing Shanghai's Concordia School pilot classrooms for science, arts and robotics, wood furnishings and earth tones provide a calming atmosphere to support dynamic exploration.

Another critical way to de-stress through design is to incorporate daylight and views to nature. In Guangzhou's Green Oasis School, the library is designed to incorporate expansive windows and orients colourful, flexible study areas towards garden views, promoting a positive learning environment.

Colour, texture, scent and tactility, complemented by greenery, bring warmth to a space, create a sense



Concordia School, Shanghai



of tranquillity, and provide a strong connection to nature, minimising stress. These aspects are critical to creating optimal places for learning at all scales. In the Western Academy of Beijing's middle-school campus, a vibrant blend of green design components provide an energising space that inspires curiosity, re-infusing joy in learning through interaction with nature. The project also incorporates multiple sustainable design elements to create a living, breathing, healthy environment for study.

Natural environment for receptive minds

Exposure to natural light both improves health and enhances the ability of students to learn. As a direct influence on the body's circadian rhythm, optimum lighting levels keep students alert, boost attention span and improve concentration. Spaces that feature indirect, diffused lighting also provide maximum comfort and prevent nervous system distraction.

At the Yale Center Beijing, natural light and views to the outside combine to create both tranquil transparency and a sense of warmth and openness. The natural materials and daylight continue into the lecture amphitheatre integrating seamlessly with acoustic criterion and advanced technology to ensure stress-free, global connectivity and sound clarity.

Beyond daylight and natural integration, there is great peace of mind that comes with flexibility and possibility. Having control over our environment


reinvigorates joy in learning, reinforces freedom and enhances development.

Not only can we adapt our environment, we can expand it to break out of the confines. Just as moving the flexible furniture gives freedom, understanding that every aspect of a school can provide a learning environment opens possibilities to both students and teachers to embrace spaces beyond the classroom.

Encouraging people to brainstorm and re-imagine their own environment is another way in which engagement can enhance sense of ownership and value, and help solidify the joy in learning.

Building the environment we need

As we have seen, the built environment has a direct impact on learning. There are many additional metrics M Moser works with to further reduce stress by addressing human intangible needs, such as acoustics, ventilation rates, air quality, daylight penetration, access to water, nutrition, ergonomics, movement and more. The synergy of all of these human-centric metrics offers an opportunity to transcend traditional, enclosed environments and support the wonder and intellectual curiosity for students. When our needs are met, creativity and innovation can be unleashed.

As life-long learners, there is a broad opportunity to innovate the built environment and define healthy learning facilities that shape our young citizens and provide a nurturing foundation for the future. 



Christine Bruckner
Director,
M Moser
Associates

M Moser is a
global firm with
almost 900 staff
in 15 offices on

three continents. The company provides a holistic approach to physical and digital workplace environments of all scales, integrating expertise in workplace strategy, architecture, engineering, interior design, and digital infrastructure, together with sustainability and wellness. For more information, please go to www.mmoser.com.

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Living Languages Need Live Students

**You are not Chris Wong:
Going beyond the exam-centred
secondary English classroom.**

– By Matthew Donley

Like teens everywhere, our city's youth spend time each weekend choosing their outfits, personalising trends and making global culture their own; after all, learning how (and how not) to express yourself fully is the pinnacle of your teenage years. But at school, these identities are put away in the closet for eight hours a day – perhaps neatly folded, perhaps crumpled into a corner.

This uniformity – both in the everyday demands of full curricula and in more distant concerns about high-stakes examinations – can make the learning that happens in a classroom seem hostile to the social and emotional development so important to the formation of the self that teenagers are building.

In the second-language classroom, teachers work to balance the real communicative desires of their students with the list of expected competencies a certain course must cover to sufficiently prepare students for their exams. Yet too often, the secondary language class is practice paper after practice paper, mock speaking assessment after mock speaking assessment. As a result, after entering the workforce or university, students discover that the English proficiency they thought they were developing – and that their exams allegedly measured – is absent.

If exam-preparation tasks alone do not lead students to become fluent English users, it is





worth considering a new approach. By investigating and embracing “who” teens really are – how they perceive themselves as unique individuals – educators can help them build a fuller and more resilient fluency in their secondary language.

Who is Chris Wong?

“Chris Wong” is the name students completing the English writing paper on the HKDSE exam are told to use in place of their own. But the teens in our lives possess much more than “placeholder” identities, and second-language curricula should support teen identity formation and whole-person development.

In asking students to use a pseudonym on the most important exam of their young lives, the HKDSE exam aims to ensure every student is treated fairly by examiners, a laudable goal. However, a pre-DSE curriculum that is based too heavily on the narrow world of exams (a world that only exists on A4 paper) does not help students develop the language they need or that is relevant to them. This is doubly true for students with identities, experiences and abilities that are absent from part X of paper Y.

Worse, outside an appropriate context, many exam tasks are too thin on detail for teens to personalise and successfully take on their role in the task.

“You are Chris Wong, the president of your school drama club,” the exam-style writing task tells you. Really? How did you get this position? What roles do you enjoy playing? What’s the theatre space at your school like? How supportive are your arts teachers? None of this is in the task; all of it must be invented on the spot.

If teachers cannot ensure that teens have opportunities to fully express themselves in English on at least some of the range of experiences we might expect teens to face, they will lack the context they need to formulate opinions and ideas and struggle to complete any kind of personalised exam task. Good luck writing 400 words about being the drama-club president if you’ve never studied drama in English, have never run a society and have never planned a major school-wide show or event.

Beyond the test

This is not a repudiation of testing and assessment itself. Exams are not the problem and can even be motivating. In any case, they are a part of the modern world and students need to be ready to deal with them.

But using staid, formal exam-preparation tasks as the primary constituent of an upper-secondary second-language curriculum – paired with the overwhelming likelihood that a teacher, not a

peer, will be the one assessing how well a task was completed – leads students toward unnatural, stilted “exam” English. The result is English that sounds like what they students imagine teachers or examiners (or just adults) expect to read and hear, rather than what their real ideas would sound like were they to share them with friends or family.

For example, first-language users of English understand, from decades of exposure and constant input, that “moreover” and “also” are not exact synonyms. With the former, you might be banging your rhetorical fist on the

table enumerating a long list of additional items; with the latter, you could be adding a side salad to your restaurant order. Use “moreover” too many times and you sound like a pedant; use “also” too many times and you sound like you’ve never read a book.

Take a look at a form-four-class worth of DSE-style writing tasks, though, and you will find that many students lack enough life experience using, hearing and experiencing English to know when to use “moreover” or “also”. This is more than a matter of translation or accuracy; it is a matter of contextual and audience awareness that they lack because they don’t understand how the words work, and no amount of exam practice will help students understand how the words differ.

Tips become “chump change”

Building familiarity with an exam’s format and sharing “tips” or “key words” to help overcome the specific barriers a particular exam might raise a student’s score. But if the goal of an English class is to actually help students become competent users of English, attention must be paid to the full range of

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Too often, the
secondary language
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”

skills teens are interested in developing of their own accord. It is not enough to focus on linguistics alone. Language study should also focus on what students are focusing on at secondary school, things like community building and citizenship, critical thinking and leadership.

Teaching the student, not the pseudonym

So what does a second-language classroom that fully supports teens as they explore their identities and learn to navigate the real world look like?

At British Council, we are developing a new approach to secondary teaching in which students practise the English skills they need to be able to communicate in our globalized world and succeed in their studies in Hong Kong. This encompasses research and planning and completing presentations and projects, as well as practising concrete skills and the cross-skill strategies they need for exams like the HKDSE and IELTS.

Our teens do this in a curriculum that is designed to maximise interaction between students, teachers and the wider world, with reference to life and themes in Hong Kong and well beyond the city. This is what will prepare them for the demands of higher forms, university, work and life as a fully multilingual adult.

In class, our secondary students learn to organise their own learning and participate in their own English development and learn the tools to find their own identity and voice. Using both online and in-class tools to develop and revise their language

skills, teens are supported by a curriculum that supports teachers in treating them as individuals, while listening to and respecting them.


As each term progresses, students reflect on and talk about issues and values that matter to them, as well as their experiences of learning English. Throughout, they are practising and learning the language, grammar and vocabulary that will help them express themselves accurately and authentically.

Our courses also help students understand the wider world around them by linking what happens in the classroom to life across the city, Asia and the world. This allows students to understand the lives of others in relation to their own, helping them learn to participate in their societies as adults who can fully and critically engage in a whole range of civic and social life wherever they live.

In a nutshell

It should not be revolutionary to offer teenagers a language-learning experience that values their lived experiences and the cultures and

identities they inhabit, in addition to useful exam practice. As second-language educators, we owe our teen students a full picture of the language they are learning and how it can help them achieve their goals.

Yet we must elect to include life skills and an inclusive view of the real world in our curricula – the real world of our students, not Chris Wong – if we hope to lead students to real fluency and authentic membership in the global community of English users. 

“

Good luck writing 400 words about being the drama-club president if you've never studied drama in English, have never run a society and have never planned a major school-wide show or event.

”



Matthew Donley
Secondary
Courses
Coordinator,
British Council
Hong Kong

British Council Hong Kong is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body. Matthew Donley can be reached via email at matthew.donley@britishcouncil.org.hk



Home, But Not Alone

Is home-schooling a realistic option in Hong Kong?

– By Danny Harrington

First of all, let's deal with the legal side because there is a general urban myth that home schooling is illegal in Hong Kong: not true. There have been cases where the law has dealt with home-schoolers but often the context has been removed once these stories hit the media. In response to a question from Dennis Kwok to Legco back in 2015, the Education Bureau (EDB) stated unequivocally:

"While we [EDB] would not as a rule disallow home-schooling, for the interest of the children, we would examine it case-by-case, taking into account relevant factors on whether the family is likely to be able to provide children with all-round education... Parents who wish to home-school can write or send an email to the EDB seeking an assessment."

“More and more expat children with special educational needs are finding it nearly impossible to secure an appropriate school place. ... home schooling is often the most immediate solution.”

So there you have it: home schooling is allowed. There is a further grey area, which is the extent to which expat children are considered to fall under the compulsory school-age laws. The current situation seems to be that expat children are treated much more leniently, particularly those of expats on temporary work-visas. You are always best talking to EDB though.

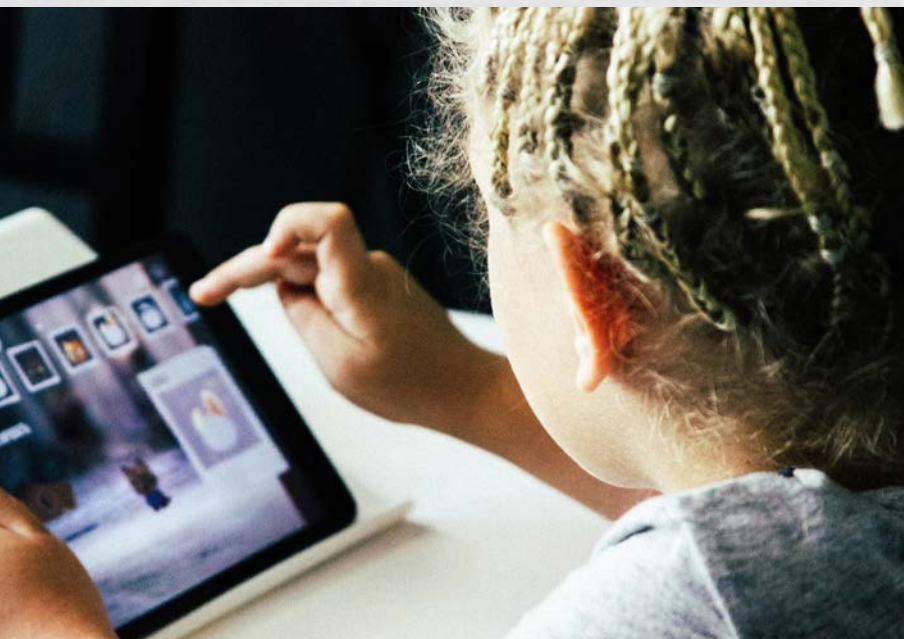
Why home schooling?

There are a number of reasons why expat parents may consider home schooling as their best option in Hong Kong. There is the question of school place availability. It is incredibly difficult to access local schools as the competition for places from local families is so high and there are huge concerns about impact on education of being thrown into a completely different school language and cultural environment. Most expats look to the international school system but there are limited places, dependent on year group, and quite a variety of schools, some of which are more popular than others.

Recently, we have also seen more and more expat children with special educational needs (SEN) – often certified from the home country – finding it nearly impossible to secure an appropriate school place. There is plenty of controversy over the provision of SEN in English-medium schools at the moment and for many parents, while the argument rages, they simply have to do something about educating their child and so home schooling is often the most immediate solution.

Cost considerations

The other major factor is cost. An international family coming to Hong Kong these days will usually want their children to experience the opportunity as well. But we mustn't forget that "international school" in Hong Kong means independent or private school anywhere else, and of course the





children, the key questions to ask are:

- To what extent can you as a parent/ family provide rich, varied, relevant and stimulating learning?
- To what extent should you engage experts to supplement your efforts and your child's self-learning?
- What outcomes do you want for your child, such as the next step, and does that require formal qualifications? and
- How will you provide for your child's social development without the ready-made community of a school?

costs are comparable. At between US\$20,000 per child per year (increasing as they get older) and as much as US\$40,000 plus, there aren't all that many families that can find the spare cash to educate one, let alone two or three, children.


Home schooling, by comparison, can be done very cheaply indeed for younger kids and even for children in exam years, such as IGCSE and A-level. Moreover, getting support online – both in terms of materials and expert teachers through live online classrooms – doesn't really need to exceed about US\$5,000 per child, per year (although deluxe options could take this up to more like US\$15,000 per child, per year).

The beauty of the UK IGCSE and A-level is that you can take the exams as a private candidate at times of your own choosing, unlike school GPAs and the IB, which can only be taken in mainstream schools.

In full consideration

For anyone interested in pursuing home schooling as a reasonable or appealing alternative for their

There are a number of home-schooler support groups in Hong Kong and they are easy to find and access through platforms such as MeetUp. In this way you can network to get the best academic process in place and to deal with the socialising issue. There are at least 33 families currently registered with the EDB for home schooling but probably upwards of 120 families actually home-schooling and they are putting together an ever-improving support framework.

Home schooling: it's not easy, but it's not illegal and it could just be what you've been looking for. 



Danny Harrington
Founder &
Director of ITS
Education Asia

ITS Education Asia operates licensed schools and exam centres in Hong Kong and online and has twenty years experience of supporting home-schoolers. Danny Harrington, their Founder and Director is an ex-Chair of, and sits on, the British Chamber Education Committee. www.itseducation.asia



Delivering Through Diversity

New research reinforces the link between gender and ethnic/cultural diversity and financial performance, in Asia and around the world.

CEOs know diversity is important for their business, but do they know it can have a real, tangible impact on their financial performance? In Asia-Pacific, an increasing number of companies are setting policies around inclusion and diversity, recognising that it not simply a “nice to have”, but a source of competitive advantage and a key enabler of growth.

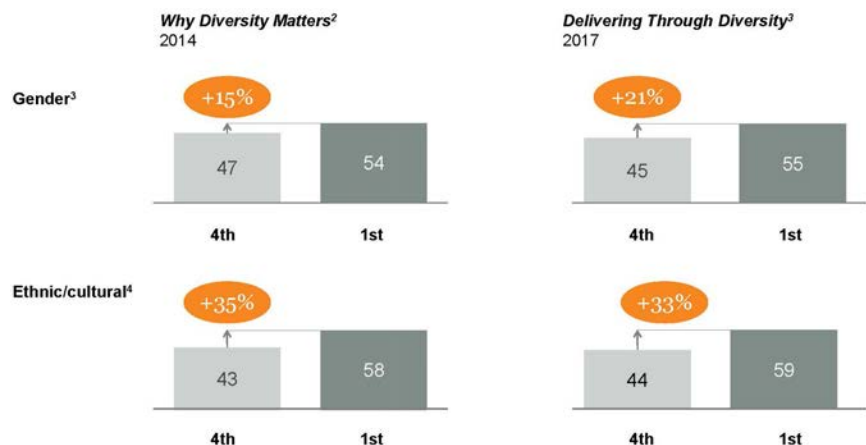
Global management consultancy, McKinsey & Company, has recently launched its latest report, “Delivering Through Diversity”, which builds on its 2015 publication “Why Diversity Matters” to reaffirm the correlation between diversity and financial performance. The 2015 report was one of the firm’s most downloaded publications, and it has been widely cited, influencing inclusion and diversity policy-setting and transformation efforts by not only corporations, but also public sector and third sector organisations.

The new research uses an expanded, updated data set of over 1,000 companies across 12 countries – including Singapore, India, Australia and Japan – and two measures of financial performance: profitability, using EBIT margin, and longer-term value creation, using economic profit margin. The report also draws on in-depth profiles of 17 leading companies, articulating how they use diversity and inclusion

to create value in their specific industry and geographic contexts. This allowed McKinsey to explore not only “whether” and “where” in the organisation diversity matters, but also “how” companies can put it to work in pursuit of their business goals.

Looking at the new dataset, McKinsey found that the correlations between diversity and financial performance still hold, particularly at the executive team level. Companies in the top quartile for gender diversity on executive teams were 21% more likely to outperform on profitability and 27% more likely to have superior value creation. Specifically, gender diversity on executive teams matters most, and has the clearest

Likelihood of financial performance¹ above national industry median by diversity quartile
Percent



¹ Average EBIT margin, 2010–13 in *Why Diversity Matters* and 2011–15 in *Delivering Through Diversity*

² 2014 results are statistically significant at p-value <0.1; 2017 results are statistically significant at p-value <0.05

³ Gender executive data: for 2014, N = 383; for 2017, N = 991

⁴ Ethnic/cultural executive data: for 2014, N = 364; for 2017, N = 589

NOTE: Percentages shown here are rounded to the nearest whole number; however, calculation of the differentials in quartile performance uses actual decimal values

SOURCE: McKinsey Diversity Matters database

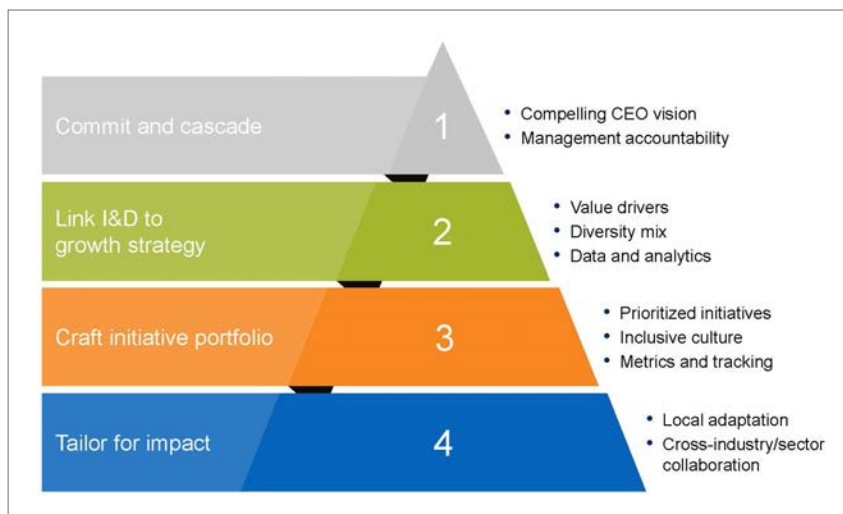
relationship to financial performance, when it focuses on line (i.e., typically revenue-generating) roles, as opposed to staff roles.

And it's not just gender. Companies in the top quartile for ethnic/cultural diversity on executive teams were 33% more likely to have industry-leading profitability. That this relationship continues to be strong suggests that inclusion of highly diverse individuals – and the myriad ways in which diversity exists beyond gender (such as LGBTQ+, age/generation, international experience) – can be a key differentiator among companies.


“Delivering Through Diversity” also found that the correlation between gender and ethnic/cultural diversity and financial performance holds true across geographies, although local context does matter. Comparing our 2015 and 2018 reports, levels of diversity on executive teams remain stubbornly low: gender diversity increased by 2% to an average of 14%, while ethnic/cultural diversity increased by 1% to an average of 13%. The picture across geographies varies significantly – Australian, UK, and US companies lead the way on gender diversity on executive teams, representing 47% of the 2018 dataset but over 70% of the top quartile. Similarly, on ethnic/cultural diversity on executive teams geographic differences are nuanced: South African and Singaporean companies represent a higher share of the top quartile of the dataset, however this must be seen in context of the ethnic diversity of their general populations.

McKinsey's new research shows that the business case for diversity continues to be compelling – and there is a penalty for opting out. The report found that companies in the bottom quartile for both gender and ethnic/cultural diversity were 29% less likely to achieve above-average profitability than all other companies in the data set. In short, not only were they not leading, they were lagging.

So what can companies in Asia-Pacific be doing to make inclusion and diversity work for them? McKinsey distilled the inclusion and diversity experiences of top and rapidly improving companies on diversity to four key imperatives that are applicable no matter where a company is based.



Companies in the Asia-Pacific region will differ on their own individual progress when it comes to inclusion and diversity, for example McKinsey's report shows Singaporean companies are doing well when it comes to ethnic/cultural representation at the most senior levels, but there is a distance to go to achieve similar levels of gender diversity.

However, by confirming the link between diversity and superior financial performance – and it is important to note this is not a causal link – “Delivering Through Diversity” is likely to prompt further debate for companies, and hopefully commitment to action. While developing a truly effective inclusion and diversity strategy is no small undertaking, this research demonstrates that the potential benefits of stronger business performance are worth the effort. 

Vivian Hunt, DBE, Senior Partner and Managing Partner (United Kingdom and Ireland), **Lareina Yee**, Senior Partner and leader of the global Tech Infrastructure and Services Sector, **Sara Prince**, Partner, and **Sundiata Dixon-Fyle**, Associate Partner, McKinsey & Company

McKinsey & Company is a global management-consulting firm, deeply committed to helping institutions in the private, public and social sectors achieve lasting success. With consultants in more than 100 offices in 60 countries, across industries and functions, we bring unparalleled expertise to clients anywhere in the world. We work closely with teams at all levels of an organisation to shape winning strategies, mobilise for change, build capabilities and drive successful execution.

McKinsey&Company

Live and Learn

“My head began to be filled
very early with rambling
thoughts”. – Robinson Crusoe
– By Jo Upcraft

Selinda Reserve, Botswana

Some of today's best holidays combine culture and learning so you return home not only with sensational memories but a whole new skillset, too.

Photography safari in Botswana

Brush up on your photography skills while on safari. The Wild Studio team in Botswana take you on a three-day tour of the Okavango Delta and the Selinda Reserve while helping you to develop your portfolio as you go. A teacher will be on hand to advise you on angles and apertures as you head on game drives in the bush or kayak along the Spillways. At the end of the trip you can take your new shots home and help spread the word about wildlife conservation.

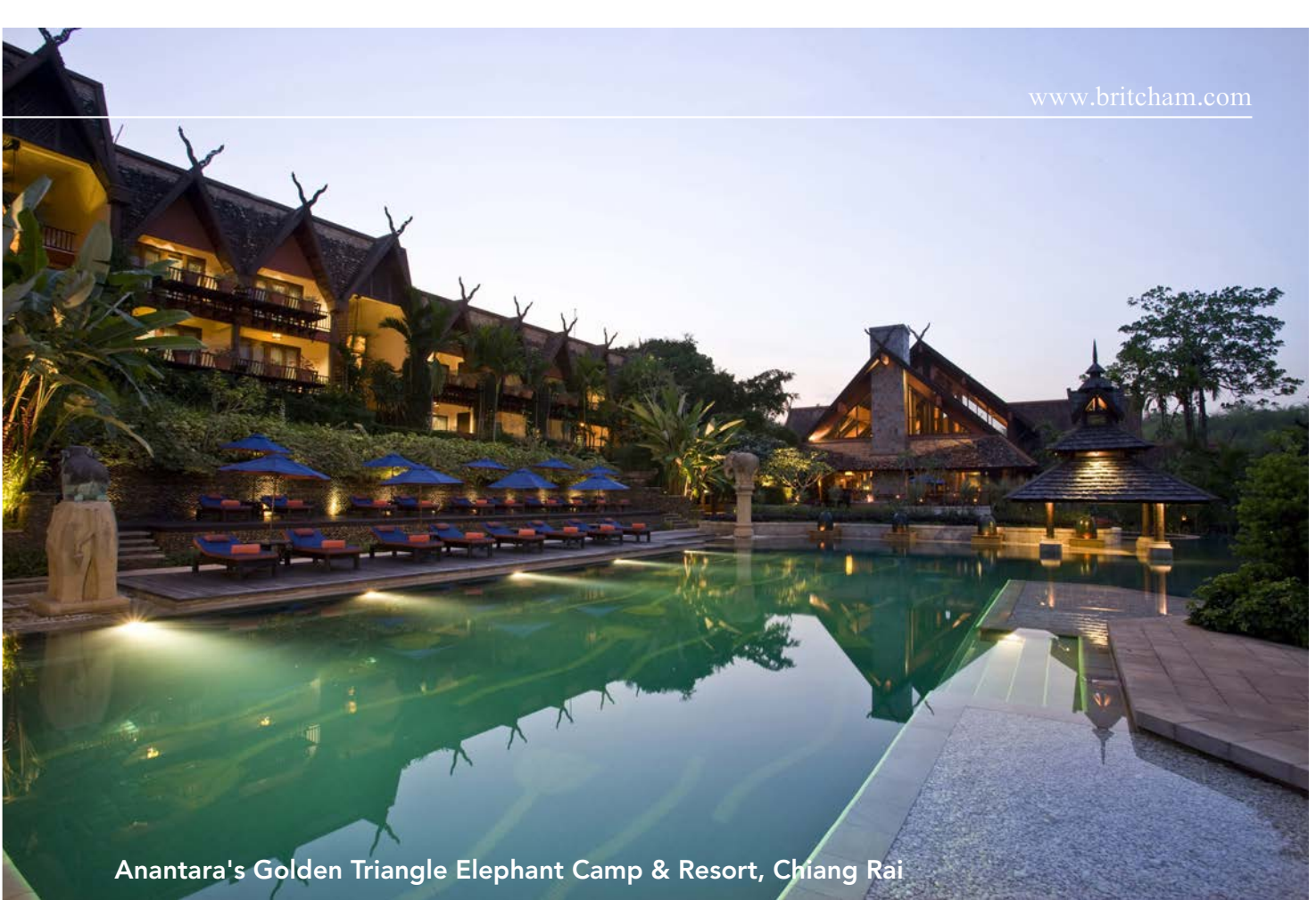
Artists in the Maldives

At Soneva Fushi you can concentrate on sussing out the best place to lie on your sun deck while

your children head to The Den. The envy of every parent who visits this Robinson Crusoe-esque resort, The Den is an enviably cool and cultured kids' playground. Here, they can learn how to paint, DJ, cook, play music, build Lego, snorkel and more. By the time you leave they'll have developed unprecedented skills that are best learned in paradise. Lucky them!

Visit local tribes in Ethiopia

Learn about an entirely different way of life with a visit to Turmi and the Omo River Valley in Ethiopia. Here, you can encounter local tribes such as the lip-stretching Mursi, the bull-jumping Hamar Village people, and the body-painting Karo tribe – all of which exist untouched by the modern world. Intersperse your days with visits to beautiful national parks and forests, such as Bale National Park, where you'll witness amazing wildlife and scenery.



Anantara's Golden Triangle Elephant Camp & Resort, Chiang Rai



Boys from the Karo tribe, Ethiopia

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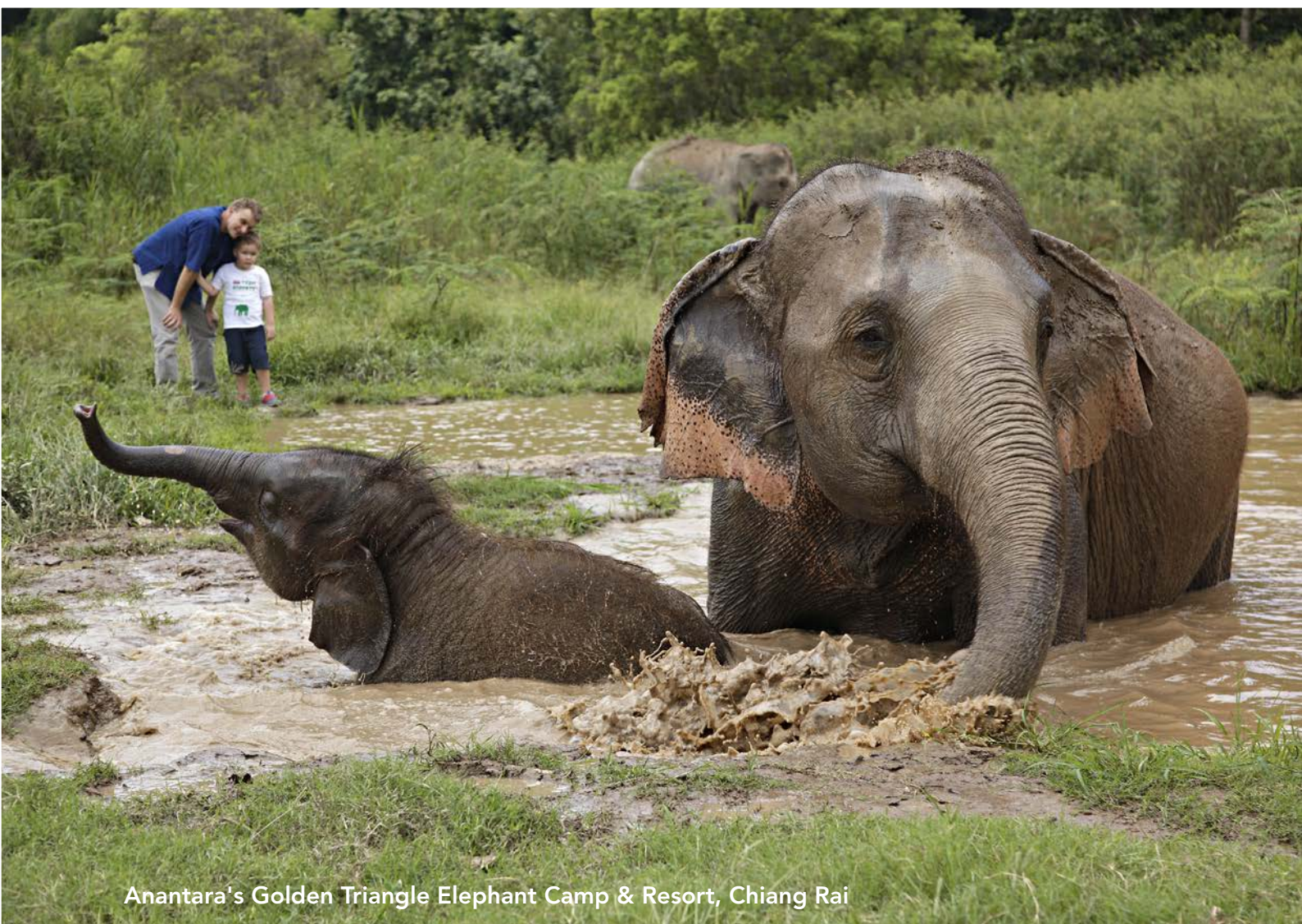
The profit from your efforts goes towards educating the locals about land-friendly farming methods and building better schools in the area.

”

The Living Land, Laos



Art class at Soneva Fushi in the Maldives




Anantara's Golden Triangle Elephant Camp & Resort, Chiang Rai

Work on the land in Laos

Roll up your sleeves and become an integral part of the community in Laos. The Living Land is a cooperative of seven families who produce organically grown vegetables for Luang Prabang's finest restaurants. To keep business turning over, they take on hard-working volunteers who they teach to work on the rice fields. The profit from your efforts goes towards educating the locals about land-friendly farming methods and building better schools in the area.

Learn about elephants in Thailand

At Anantara's Golden Triangle Elephant Camp & Resort in Chiang Rai you stay in luxurious surroundings with exceptional facilities, and your surrounding landscape is full of elephants. You can get up close to these magnificent creatures as they play in their natural habitat, feed them and bathe them under the watchful eyes of expert guides, and learn fascinating facts about biology, behaviour and elephant conservation. It's an incredible experience for the whole family. 

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Mind & Body

Chōsen is a curated travel and learning experience. A programme of physical and cognitive activities is designed by a group of life optimisation experts: Olympic athletes, wellness doctors, nutritionists, strength and conditioning experts, and professional coaches.

The core elements of the **Chōsen** program are combined to create an ideal lifestyle and a transformative week designed to take you to your next level. The result is a seven-day active holiday itinerary of functional fitness workouts, adrenaline-fueled adventures to promote experiential learning, goal setting and mindfulness activities. Organic nourishing menus inspired by local ingredients, plus a nurturing spa and relaxation program, complete each experience.

www.experiencechosen.com



Located in the green hills of Sai Kung, **Fivelements**, Hong Kong is a holistic urban wellness retreat offering athlete training support, family wellness and executive programmes in the Hong Kong Golf & Tennis Academy, owned by New World Development.

The 4,000m² wellness centre is an integral part of Hong Kong's first holistic sports wellness destination alongside world-renowned Jack Nicklaus Golf and Luis Bruguera Tennis Academies. Expanding from their multi-award-winning resort in Bali, the new Hong Kong wellness haven features integrative wellness retreats, stays and exclusive day programmes combining Balinese-inspired wellness rituals, epicurean plant-based cuisine and transformative Sacred Arts practices aimed to rejuvenate, heal and inspire city dwellers.



Soothing Senses

Aesop has introduced a trio of Aromatique Room Sprays into its permanent range, to imbue any space with an evocative scent. The collection offers three distinctive new scents to Aesop: Istros is a refined, floral and smoky aroma; Olous is a vibrant blend of green and citrus botanicals; and Cythera delivers a warm, woody and spicy fragrance.

Istros, Cythera and Olous Aromatique Room Sprays are packaged in 100mL amber glass spray bottles. They are available for individual purchase at Aesop signature stores, select department store counters globally, and Aesop Online. HK\$380/100ml.



Fine Arts

Art Basel's sixth edition in Hong Kong will feature 248 leading galleries from 32 countries, presenting work ranging from Modern masterpieces of the early 20th century to the most contemporary work by both established and emerging artists. In the Hong Kong show, 28 galleries will participate for the first time, including important

galleries from the US and Europe, as well as a younger generation of galleries from the East.

Art Basel takes place at the Hong Kong Convention and Exhibition Centre from Tuesday 29 March to Saturday 31 March.

For more information, please visit artbasel.com/hongkong



Eat & Drink

FRANCIS is new to the Hong Kong dining scene and is set to be the next great neighbourhood hangout. The menu at **FRANCIS** takes inspiration from the ingredients and flavours of the Middle East with a strong focus towards the vibrant street food of Tel Aviv, the chef's hometown. The result is an exciting seasonal menu of shared plates using organic produce in addition to the freshest seafood and vegetables.



Their ethos is all about making wine accessible; the list features 50 labels, some old, others new, but all truly exciting and enjoyable to drink. **FRANCIS'** by the glass and half bottle pours change regularly. For those that really seek something special, **FRANCIS** has a black book containing bottles from the world's best private cellars.

G/F, 4 & 6, St. Francis Street, Wanchai,
www.francis.com.hk

Book Shelf

Book Shelf presents the favourites – new and old – of Chamber members for your suggested reading pleasure.

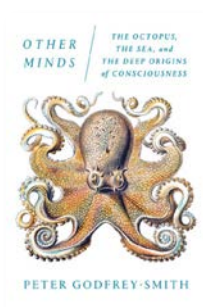


The Master Coach: Leading with Character, Building Connections, and Engaging in Extraordinary Conversations By Gregg Thompson

As we move into a world where work once done by managers is being taken over by technology, we still need leadership. To be effective in this new environment, managers need to pivot from command-and-control to coaching.

Today, coaching is recognised to be one of the most effective human resource development processes available, and it is becoming increasingly popular in organisations of all sizes. Business leaders see coaching as key to unlocking the human talent, creativity, and innovation that is hiding in plain sight in their workplaces.

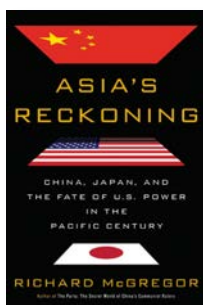
Thompson will help you master the mental and psychological aspects in one of the best books on the art of coaching.



Other Minds: The Octopus, the Sea, and the Deep Origins of Consciousness By Peter Godfrey-Smith

Mammals and birds are generally regarded as the smartest creatures on earth. But it has lately become clear that a distant branch of the tree of life has also sprouted higher intelligence: the cephalopods, consisting of the squid, the cuttlefish, and above all the octopus. In captivity, octopuses have been known to identify individual human keepers, raid neighbouring tanks for food, turn off light bulbs by spouting jets of water, plug drains, and make daring escapes. How is it that a creature with such gifts evolved through an evolutionary lineage so radically distant from our own?

Peter Godfrey-Smith is a leading philosopher of science. In this book, he tells a bold new story of how nature became aware of itself, including reflections on the development of consciousness and on why and how living creatures age.



Asia's Reckoning: China, Japan, the US and the Struggle for Global Power By Richard McGregor

The dramatic story of the relationship between the world's three largest economies is one that is shaping the future of us all.

For more than half a century, American power in the Pacific has successfully kept the peace. But it has also cemented the tensions in the toxic rivalry between China and Japan, consumed with endless history wars and entrenched political dynasties. Now, the combination of these forces with Donald Trump's unpredictable impulses and disdain for America's old alliances threatens to upend the region, and accelerate the unravelling of the post-war order. If the US helped lay the post-war foundations for modern Asia, now the anchor of the global economy, Asia's Reckoning will reveal how that structure is now crumbling.

Member Offers

There are many great benefits of being a member of The British Chamber of Commerce. One of those is the Member Offers programme, an exclusive package of member discounts which range from dining and hospitality, to travel and business services.

Please present your membership card to enjoy these special offers. Full offer details are available online at www.britcham.com/membership/membersoffers



Food & Beverage & Accommodation



10% discount on dining bill in Central, Wan Chai and Stanley locations



10% discount on a-la-carte dining



10% discount on the dining bill



10% discount on the dining bill



Complimentary small plate with purchase of main



15% discount on dining between Monday to Saturday



10% discount upon spending \$300 in one transaction



10% off dining bill for Korean BBQ



15% off food and beverage at all restaurants and cafés at Island Shangri-La



10% discount on the dining bill



Receive a welcome drink at the Botanicals Bar, 20% off for dinner and 10% off for lunch



10% off the "Best Available Rate" of the month

Lifestyle & Travel



5% discount on all flights from Hong Kong to UK and onwards to Europe



15% discount on dry cleaning services



10% discount on first 10 purchases



20% discount on treatments for first time clients, and 10% on subsequent visits



5% discount on all flights from Hong Kong to London

Business Services



Enjoy members' rates on events hosted by the China-Britain Business Council



Enjoy members' rates on events hosted by the British Business Association of Macao

Being the Leading Lady - Finding Your Executive Presence. A Masterclass with RADA

24 January 2018

In the spirit of the New Year, the first Women in Business networking series event of the year slightly deviated from our normal format and took the form of a practical workshop. Led by two senior tutors from the UK's world-renowned Royal Academy of Dramatic Art (RADA), British Chamber members and non-members alike were treated to an interactive masterclass on how to improve their executive presence.

Lisa Akesson and Sheelagh McNamara, from the RADA in Business division of the Academy, ran the taster session. This division leads regular professional improvement courses in London, and also has corporate sessions running all over the world. This programme contributes 60% of the funding for RADA scholarships for students in the full time acting course, which has famously produced some of the world's finest actors including Anthony Hopkins, Sheila Hancock, Peter O'Toole, and 2018 Oscar winner, Allison Janney.

Event attendees were treated to a fully immersive and interactive experience, focusing on control over the body, breath, and voice. The aim of the session was to improve "gravitas". By being more grounded, one is able to communicate more clearly,

and to come across with more authority. Useful in all aspects of life no doubt, but especially important at a meeting when competing with many other opinions and voices in the room.

All attendees had a great time, and we would like to thank RADA for taking the time out of their short trip to Hong Kong to impart some of their wisdom. A big thank you to CBRE, our venue hosts, and to our series sponsor The Fry Group, without whom this series would not be possible.



The Sustainable Development Goals – A US\$3 Trillion Per Year Opportunity

28 November 2017

With the Sustainable Development Goals (SDGs) celebrating their two-year anniversary, the British Chamber had the pleasure of co-organising a lunch seminar on the opportunities that SDGs bring in the context of Hong Kong and Asian businesses.

Once everyone had the chance to network over a buffet lunch, the panel was kicked off by our co-organiser and moderator Pat Dwyer, Founder of The Purpose Business who underlined the importance of the 17 SDGs – all aimed to tackle social and environmental issues by 2030. Achieving the SDGs has enormous potential



benefits, but the required annual investment to achieve the SDGs is estimated to be US\$2-3 trillion.

The expert panel explored different perspectives, and highlighted the need for more transparency, clearer measurements, and more education and awareness.

James Gifford, Senior Impact Investing Strategist at UBS, highlighted the importance of clear measurements of non-financial indicators, particularly amongst “impact investments” – a class of small but growing investments that have clear environmental and social benefits alongside financial returns. Janice Lao, Director of Corporate Responsibility and Sustainability at The Hongkong and Shanghai Hotels, Limited also echoed this significance of impact.

On the market side, we heard about the growth of green bonds and the China context from Chaoni Huang, Director of Green and Sustainable Solutions at Natixis. Apart from the business and financial insights, we were also treated and inspired by Mina Guli, Founder of Thirst, who has devoted her career to raising awareness for water (SDG 6).

The Chamber would like to offer its sincere thanks to the British Council for hosting the event at their office, and The Purpose Business for their support in curating the panel and confirming the speakers.

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25 January 2018 –
SpaceX, 4/F, Winning Centre,
46-48 Wyndham Street, Central



Harriet Rhodes (Knight Frank), Gary Wright (Mount Kelly Foundation) and Marianm Graffe (La Nao Consulting)



Leanne Barbaro (Daydot), Michelle Woo (Balance Health) and Claire Jung (Startbox)



Kim Frisinger and Al Demeter (Bridger Intelligence), and Peter Britten (Startbox)



Michelle Woo (Balance Health) and Andrew Seaton (British Chamber of Commerce in Hong Kong)



Emily Chu (Buildonauts) and Penny Wong (Jeeves)



Marianm Graffe (La Nao Consulting), Jake Boswell (Bridger Intelligence) and Nick Rothwell (Mount Kelly School Hong Kong)



Tina Sin Lee Nga (Avondale Wealth Management), Robin Sillars and Mel Patching (Giles Agency) and Kenneth Wan (CK Infrastructure)



Rufus Turnbull (Studio X Design), Ryan Merszei and Penny Wong (Jeeves), Adam Christian Nelson (BK Asia Pacific) and Sam Bradley (Studio X Design)



Johnny Ho (Robertsons), Silvia To (British Chamber of Commerce in Hong Kong) and Kevin Steel (Robertsons)



Ivy Chau (Berkeley Group) and Bryan Messer (Messer Financial Software)



Nick Rothwell (Mount Kelly School Hong Kong), Harriet Rhodes (Knight Frank) and Gary Wright (Mount Kelly Foundation)



Andrew Seaton (British Chamber of Commerce in Hong Kong) and Ivy Chau (Berkeley Group)

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1 March 2018 –
The Murray, Hong Kong,
22 Cotton Tree Drive, Central



David Ketchum (*Current Asia*) and Tom Smith (*Oxford Oriental*)



Silvia To (*British Chamber of Commerce in Hong Kong*), Leah Paclibar and Narreh Ghazarians (*Transperfect*)



Alun Grassick (*Kelly Castle Estates*), Mark Rogan (*Knight Frank*), Steven Wilkinson (*Control Risks*), Chris Bruce-Payne (*THS Consulting*), Simon Smith (*Savills*) and Kurt Kammerer (*Regify*)



Colin Bloomfield and Harjit Brown (*British Connections*)



Betul Baykal Shaik (*Vistra*) and Huw Andrews (*PWC*)



Ryan Merzei (*Jeeves*), Nicolo Fontana (*Gruppo Pozzi*) and Penny Wong (*Jeeves*)



Mark Millar (*Mpower*) and Les Hales (*CIO Connect*)



Ruth Bailey (*Faithfull & Gould*), Penny Hubbard-Brown (*HKUST*) and Wendy Tam (*The Hong Kong Cricket Club*)



David Ketchum (*Current Asia*), John Nolan (*Jardine Matheson*) and Bosph Zhang (*JP Morgan*)



Gary Wright (*Mount Kelly Foundation Hong Kong*), Zbigniew Frank Orlinski (*Orlinski Wealth Management*) and Emily Weir (*British Chamber of Commerce in Hong Kong*)



Brian Hunter (*PWC*), Aniel Kerkvliet (*Hubble*) and Colin Bloomfield (*British Connections*)



Marcella Chan (*CIMB*), Christina Lai (*APCO*) and Viola Tang (*The Murray*)



Andrew Seaton (*British Chamber of Commerce in Hong Kong*) and Darryl Scott (*Asia Plantation*)



Maxine Howe (*The Murray*) and Nick Rothwell (*Mount Kelly School Hong Kong*)

Perspectives

In each issue of *Britain in Hong Kong*, the Chamber checks in with one of its Sterling Members to get a fresh perspective on our local businesses, and a peek into the personalities of our captains of industry.



Etienne Bouas-Laurent
*Chief Executive Officer
of AXA Hong Kong*



How's business?

Our business is doing pretty well. AXA published record full-year results on 22 February and has been named the number-one insurance brand worldwide (by Interbrand) for the ninth consecutive year.

AXA Hong Kong, the flagship of the AXA Group in Asia and a leading composite insurer in Hong Kong, contributed largely to this success.

We offer an entire portfolio of insurance services, from Life & Savings to Health and Property & Casualty. In 2017, we won over 30 awards in different areas, which is testament to our commitment to transforming the customer experience and becoming a modern insurer. We offer our insurance solutions through a diversified and growing distribution network, including agents, brokers and HSBC.

With these strengths, AXA is well positioned to be the partner of choice for both individual and corporate customers in Hong Kong and Macau.

What are your plans for the firm this year?

We are focused on transforming the customer experience. Our plan this year is to make insurance much simpler and more personal for customers of all types.

For commercial customers, we are now offering new employee benefits and property & casualty solutions to meet their needs through an online insurance platform. With this easy-to-use digital tool, customers of different sizes and types are able to buy packaged insurance solutions with instant quotes.

For individual customers, we are enhancing our services by simplifying and personalising the experience through MyAXA, a 24/7 web and mobile app-based digital service. Customers can view and manage their policies and claims.

What, to your mind, has been the most crucial element in the success of your company over the years?

Innovation is in the DNA of our company culture, notably in health and protection. This is exemplified in our “inclusive” underwriting approach to extend medical protection to individuals with substandard health who are diagnosed with urban diseases (over 30 types).

Also, considering the longer lifespan of people today, we offer an all-round lifelong care programme including early detection of diseases like diabetes and dementia and financial assistance for caregivers and families of critical illness survivors.

Thanks to big data that enables automatic risk underwriting, we are introducing guaranteed offers for online health insurance purchase. Big data and analytics also help us to best-fit customers and propositions, including automating the provision of the next best protection and health offer for customers, and matching customers with the best financial consultants based on their profiles.

What does your work involve personally?

As the Chief Executive Officer of AXA Hong Kong, I have a strong commitment to the local market and I’m keen to lead the company to new heights through modernising insurance and transforming the end-to-end customer experience.

People are key to meeting these goals. Our investment in people includes the expansion of our local IT team with an additional 50 specialists in January this year with an aim of further strengthening our technology architecture for digital business deployment. We are also building a 150-person onshore customer contact centre that

is closer to customers, so we can be more agile and responsive to our customer needs with the additional support of a single CRM system.

Lastly, I am promoting a new entrepreneurial culture within the company and lead by example. The new spirit motivates all employees to “run the company like your own”. Mindset change is a key success factor behind the transformation of insurance and the customer experience.

What’s the most exciting business-related news you’ve heard recently?

The new development plan approved by the 19th CPC National Congress marks an important milestone for China and affirms its long-term economic potential.

There are so many opportunities that Hong Kong can and should seize, especially with regard to the Guangdong-Hong Kong-Macao Greater Bay Area, which could become the world’s largest bay area and free-trade economy.

“
Innovation is in the DNA of our company culture, notably in health and protection. This is exemplified in our “inclusive” underwriting approach.

What’s the biggest news recently for your industry?

The Hong Kong Government has announced a roll-out for the Voluntary Health Insurance Scheme (VHIS). VHIS is a positive step toward broadening insurance coverage for the working public and releasing some pressure on the public health system. AXA Hong Kong supports VHIS and other initiatives that address the increasing healthcare needs in Hong Kong and improve access to private healthcare. We are reviewing the scheme, and will continue to develop relevant products, services and technologies to help individuals enjoy longer and healthier lives.

How does the British Chamber of Commerce add value to your business?

As the leading player in Employee Benefits and General Insurance, the business community is a group we have to engage with as part of our day-to-day operations. The Chamber, with its history and reputation, is a very good platform for reaching out to the business community in Hong Kong.



“

My time and effort is spent around how to transform the customer experience in Hong Kong, and also to increase the activity of AXA Foundation to contribute to the society.

”

How long have you been living in Hong Kong?

I have been here for 18 months, and enjoying every moment of it.

What is your favourite place in Hong Kong?

I like Mount Butler, located in the mid east part of Hong Kong Island. The walking trail offers excellent views of the contrast between both sides of Hong Kong Island.

What would you say is the chief Hong Kong-related issue that takes up a lot of your time at the moment?

My time and effort is spent around how to transform the customer experience in Hong Kong, and also to increase the activity of AXA Foundation to contribute to the society.

What's something you've learned recently that you didn't know before?

It is about experiencing negotiation with Chinese partners, and not just reading about it: it makes a big difference.

Which words or phrases do you find most overused?

Companies wanting to be “customer-centric”; this should go without saying.


What is your favourite (non-professional) occupation?

That would be anything that is related to sport (notably football, rugby, tennis and boxing).

What is your most marked characteristic?

I am flexible, open to new ideas, and adaptive to any kind of new circumstances.

If you had a motto, what would it be?

I do not have a particular motto, in order to keep my flexibility of course. 



ANFIELD SCHOOL 安菲爾學校

The British Curriculum School in Hong Kong



EDUCATING HEARTS AND MINDS

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At Anfield we use English as the medium for teaching and learning. In addition, there is also a strong emphasis on the acquisition of Chinese (Putonghua) as a second language. As a family school community,

Anfield provides the highest quality education, developing independent and critical thinking skills and a love of learning in a culturally aware Catholic environment. The school values and encourages the characteristics of honesty, integrity, responsibility, commitment, courtesy, tolerance, self-discipline, consideration and respect for others and the environment, as we prepare all our students to live in a complex and changing world.

The Anfield St. Bosco Centre is a provision for pupils aged 5-11 years who have special learning difficulties. The Centre offers specialist, holistic British Education within a safe, caring environment designed to raise the pupils' self-esteem and confidence. The aim is to prepare pupils so that they can eventually access a mainstream education independently.

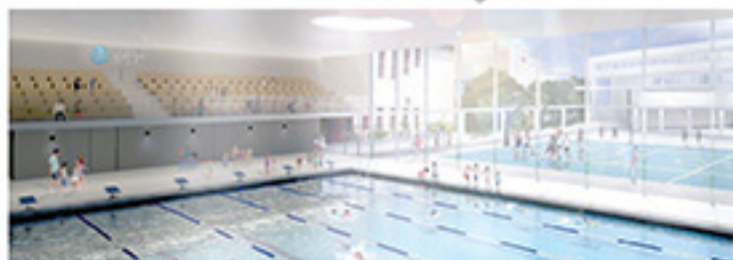
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