

For discussion on
11 January 2016

Legislative Council Panel on Education

Progress Report on Implementation of Life Planning Education

Purpose

This paper aims at updating members on the progress in the implementation of Life Planning Education (LPE) for secondary school students since our last report to the Panel in February 2015.

Background

2. The Chief Executive announced in his Policy Address 2014 and 2015 to strengthen support to young people for life planning by providing stronger support to schools and enhancing the partnership between schools and the business sector. A recurrent Career and Life Planning Grant (CLPG) at about \$500,000 per annum is provided for each public sector and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels. Besides, a “Guide on Life Planning Education and Career Guidance for Secondary Schools” was released to facilitate schools in planning, implementing and evaluating their school-based life planning education, followed by a series of vigorous supporting measures undertaken by the Education Bureau (EDB). The progress of LPE in schools was reported to the Panel on Education in February 2015 after its implementation for a few months in the 2014/15 school year (s.y.).

Progress of the Implementation of LPE in Schools

3. Through a school survey completed in September 2015 and advisory visits paid to 295 schools¹ up to the end of November 2015 (about 58% of all schools in the territory), EDB has collected information about the development of LPE and career guidance services in schools. It is encouraging to note that :

- i. A predominant majority of schools have established closer collaboration among different functional teams such as the career guidance team, guidance team, academic team and social worker in planning and delivering LPE. They have also put in place an effective evaluation mechanism. A variety of evaluation tools and methods are

¹ Including 225 schools in 2014/15 s.y. and 70 schools in 2015/16 s.y.

adopted by schools to assess the effectiveness of their life planning programmes.

- ii. The three key elements of LPE comprise of, namely, self-understanding and development, career exploration, and career planning and management. About 3/4 of the schools visited have included these key elements, such as self-awareness, self-understanding and goal-setting in their school-based learning programmes.
- iii. With strengthened financial resources to support LPE from EDB, the majority of the schools have made use of the CLPG appropriately in such areas as employing additional teachers to take up the teaching duties of career teachers so as to enhance their capacity in LPE; procuring LPE-related teaching materials or assessment services for students; and financing students to participate in career exploration activities. About 80% of the schools spent most of the CLPG on employment of additional staff.
- iv. About 3/4 of the schools have increased the provision of career exploration activities, with more than 6 programmes per school year to enhance students' understanding of different industries and the career world.
- v. The proportion of schools which provide programmes on self-understanding and development at S1 and S2 has increased from slightly more than half to about 3/4, indicating that LPE in junior levels is greatly strengthened as well.

Strengthening Training for Teachers

4. To enhance the capacity of teachers, the number of structured training places on LPE has been increased from 80 in the 2013/14 s.y. to 240 in the 2014/15 s.y. The increased supply of places will be maintained in the 2015/16 s.y. to achieve the objective of having at least two teachers of the career team of each school having completed the certificate course or equivalent by 2016/17 s.y. From our records, 395 schools (about 80% of all public sector and DSS schools (including special schools) operating classes at senior secondary levels) already have at least two teachers trained and 75 schools (about 15%) with one teacher trained. In other words, a predominant majority of the schools have already been equipped with trained career guidance teachers to co-ordinate the life planning services for students.

5. To cater for the diversity of students' aptitudes, LPE cannot be the responsibility of just one or a handful of teachers. A team, and preferably a whole-school approach, is needed. Thus, EDB will continue to organise seminars, talks and workshops on specific themes for various teachers to enhance their professional capability. The "Go forward together–Life Planning Education Sharing Series" were launched by EDB in May 2015 to share the strategies for class teachers to support students for life planning, effective use of the CLPG and implementation of LPE in special schools. In December 2015, the thematic seminar on career guidance services for academically low achievers and the seminar on "Roles of Class Teacher in Supporting Students for Life Planning" were well received by both career teachers and class teachers.

Promoting Professional Exchanges

6. EDB officers took the opportunity of conducting the advisory visits as mentioned in paragraph 3 to engage the school career guidance teams in professional discourse and offer them professional advice as appropriate to the school context.

7. With a view to promoting professional exchanges among schools and teachers to encourage the sharing of successful experiences in implementing LPE, we continue to run the four Professional Development Schools (PDS) set up in the 2014/15 s.y. The four PDS will provide school-based support to 12 new partner schools to share their successful experience in the implementation of LPE.

8. In view of the fruitful experience of promoting the experience sharing culture among career teachers last year, we continue to run the Teacher Network in the 2015/16 s.y. to facilitate professional sharing and dissemination of effective practices. Since the 2014/15 s.y. and up to November 2015, district-based networking activities have been organised for schools in 10 districts, including Kowloon City, Kwun Tong, Hong Kong East, North, Tai Po, Sai Kung, Tsuen Wan, Kwai Chung, Tsing Yi and Shatin.

Forging Business-school Partnership

9. Career exploration is a prerequisite for students to exercise successful career planning and management. The Business-School Partnership Programme (BSPP) has been an effective means to provide such opportunities for students. In 2014/15 s.y., after the implementation of LPE, the BSPP witnessed enhancement by leaps and bounds with more than 120 organisations collaborating with EDB in organising over 750 activities benefitting to some 250 000 students as compared

to 80 organisations organizing 500 activities benefitting 227 000 students in the 2013/14 s.y. From September 2015 till the end of November 2015, more than 70 BSPP partners have collaborated with us to organise over 220 BSPP activities benefitting more than 26,000 students.

10. Our business partners include chain shoe retail shops, large scale home appliances shops, hotels and government departments, etc. Talks and workplace visits, diversified working experience activities of different duration have been arranged, enabling students to be exposed to a wide range of industries. The enthusiastic response and the rapid pace of expansion of the BSPP serve as evidence of the business sector's support for the LPE. We are also glad to learn that some enterprises and non-governmental organisations offered to run different work experience programmes for schools of their own accord.

11. Stepping into the 10th year of the BSPP, the "Life Planning for a Bright Future cum Business-School Partnership Programme Celebration Ceremony" was organised on 3 December 2015 to recognise the support of our existing business partners and to encourage the participation of more business partners. The event with the Chief Executive as the officiating guest, was well received with the enthusiastic participation of more than 1,000 BSPP partners, principals, teachers, parents and students.

Providing LPE for Non-Chinese Speaking Students (NCS) & Students with Specific Learning Difficulties (SpLD)

12. With a view to addressing the diverse needs of students in respect of LPE, EDB has commissioned two non-governmental organisations, on a pilot basis, to organise work experience programmes for both NCS students and students with SpLD over a three-year period as from the 2015/16 s.y. The projects would entail trial-run programmes that would help NCS students understand various careers, prepare for cultural adaption and integration at work; and students with SpLD understand their strengths and overcome their difficulties through mentorship, job-shadowing and various activities.

13. The SpLD pilot project commencing in November 2015 will benefit 150 students with SpLD from 15 secondary schools each year while the project for NCS students benefitting 600 students each year would be launched by mid-January 2016.

Way Forward

Nurturing the Culture of Supporting the Young Generation in Life Planning

14. Life planning is more than a choice-making process between work and further studies, it is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of one's life. Yet, the term LPE and the theoretical framework behind may still sound unfamiliar to the community. To this end, EDB has made vigorous efforts to engage stakeholders in schools and reach out to parents, business organisations and the community at large, to nurture the culture of supporting the young generation for life planning. Since February 2015, we have made great strides in this regard through various social media, such as screening 4 feature interviews on different careers on the bus TV platform, collaborating with radio station to broadcast a series of 10 programmes on different careers / industries, issuing newspaper supplements on LPE and sharing highlights of BSPP activities on the YouTube throughout the year. Besides, publicity activities such as Mini-movie Competition, road show will be held. It is pleasing to note that a general consensus about the value of LPE to students is developing in the community at large.

Stepping Up Opportunities for Career Exploration for Students

15. While LPE may be a relatively new concept to the community, the importance of career exploration has been widely acknowledged among stakeholders in schools, and the BSPP has stepped into the 10th year of development. We will work towards recruiting more business partners to expand the variety and scale of the career exploration activities so as to let more students benefit from first-hand knowledge and experience in various professions. Our target is to progressively increase the number of business partners to 165 or above in the 2017/18 s.y. and provide more diversified BSPP activities including workshops, work experience programmes, taster programmes and job shadowing programmes, etc. In the pipeline, we have started discussion with new and existing business partners to organise more in-depth activities for our students, such as vocational education for parents and Careers Expo 2016.

Sustaining Professional Support for Teachers

16. EDB will continue to provide support for schools and teachers, including organising more training programmes and seminars of various types, in accordance with the professional development needs of teachers (e.g. courses regarding life planning counselling skill for class teachers, career inclination and

career assessment tools, etc.); and developing learning and teaching materials and tools on LPE for use of teachers and students. With our existing provision of training place per annum stated in paragraph 4, the target of having at least two trained teachers for each school is a realistic goal to reach.

Enlisting Support from Parents

17. Parents play an important role to support and encourage their children to pursue their life goals in accordance with their interests and abilities. Our initial moves, incorporating relevant topics on LPE in the training for school managers from December 2014 to June 2015 and issuing two leaflets for parents of S3 and S6 students in April 2015, will be further enhanced by providing parents with access to knowledge of various further study opportunities and industries. We will also encourage schools to strengthen communication with parents, e.g. during Parents' Day and Career Talks for parents, and our business partners to provide opportunities for parents to understand their relevant industries as appropriate.

Reviewing the Progress of LPE to Inform Future Planning

18. We believe that continuous review of the implementation of LPE is vital for further planning. As such, we will complete the advisory visits to all eligible secondary schools by the 2016/17 s.y. for the purpose. Information collected will serve as useful feedback to inform future planning of LPE, including training, activities, resources and support for schools.

Advice Sought

19. Members are invited to note the progress of implementation and the way forward of LPE in secondary schools.

Education Bureau
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