

For information on  
13 March 2017

**Legislative Council Panel on Education**  
**Progress Report on Implementation of Career and Life Planning Education and**  
**Issues related to the Multiple Pathways of Secondary School Leavers**

**Purpose**

This paper aims at updating members on the progress in the implementation of Career and Life Planning Education (CLPE) for secondary students since our last report to the Panel in January 2016 and issues related to multiple pathways of secondary school leavers.

**I. Career and Life Planning Education**

**Background**

2. Senior secondary schooling denotes a key transition stage from school to post-secondary education or the workplace. The Chief Executive announced in his Policy Address 2014, 2015 and 2016 to provide stronger support to schools to implement CLPE to better prepare students to make the best of the opportunities ahead, including the multiple pathways for secondary school leavers, in accordance with their interests, abilities and orientations. CLPE consists of three key elements, namely, self-understanding and development, career exploration and career planning and management. To this end, the Education Bureau (EDB) has adopted a series of measures which include the provision of a recurrent Career and Life Planning Grant (CLPG)<sup>1</sup>, granting flexibility for schools to convert the CLPG into regular teaching posts and enhancing closer partnership between schools and the business sector to cater for students' need for career exploration in CLPE. In tandem, since the 2014/15 school year, EDB's work has been stepped up in respect of providing professional support to schools by conducting school visits, enhancing professional training through structured training courses and thematic seminars, facilitating the dissemination of good practices, promoting parent education, fostering business-school partnership and providing career exploration opportunities and continuing to develop the "e-Navigator: Multiple Pathways under the New Academic Structure (NAS)".

**Progress and Effectiveness of the Implementation of CLPE**

3. Since its implementation in the 2014/15 school year, EDB has been keeping

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<sup>1</sup> A recurrent CLPG pitched at the mid-point salary of a graduate teaching post is provided for each public sector and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels. The main purpose of the CLPG is to enhance the professional capacity of the teachers in implementing CLPE. In the 2016/17 school year, the amount is about \$0.57 million.

track of the development of CLPE and career guidance services at schools through questionnaire surveys and advisory school visits. In early February 2017, we have further conducted a questionnaire survey to a random sample of 64 publicly-funded secondary schools<sup>2</sup> (including special schools) (hereafter referred to as “the Survey”) to validate our findings with the latest feedback from principals, teams of teachers taking charge of CLPE and over 2 100 S.6 students<sup>3</sup>. The progress made in the key areas of work undertaken by EDB as well as changes which come with CLPE as gauged in our surveys and school visits are reported in ensuing paragraphs.

### **Key Areas of Work Undertaken by EDB**

#### ***(i) Providing Professional Support to Schools***

4. By December 2016, EDB has completed school visits to all publicly-funded schools (507 schools including special schools) which are provided with the CLPG. During the school visits, EDB inspectors engaged in professional dialogue with the schools and rendered advice on the work plans and deployment of resources. It is encouraging to note that most schools have made use of CLPG appropriately by enhancing career teachers’ capacity in CLPE and there is good progress in developing a whole-school approach in implementing CLPE.

#### ***(ii) Enhancing Professional Training & Capacity of Careers Guidance Personnel***

5. A designated team with an average of six to eight teachers is in place in each school to provide career guidance services. To provide schools with more stable manpower in enhancing CLPE services to students, schools are encouraged to convert the CLPG into a regular teaching post since the 2016/17 school year<sup>4</sup>.

6. Alongside, we have been enhancing the professional training for teachers on CLPE. With the three-fold increase of structured training places from 80 to 240 since the 2014/15 school year, almost all the schools (95%) at present have at least one teacher trained in CLPE, among which a majority (85%) having two trained teachers, to co-ordinate career and life planning services for students. Different thematic seminars have also been organised to equip teachers with different roles to support a whole-school approach in implementing CLPE. Considering the diversity of students’ aptitudes and the wide spectrum of knowledge and skills in relation to CLPE, various seminars have been organised to enhance teachers’ ability in addressing students’ diverse needs. For example, seminars on career guidance services for gifted students and students with attention deficit/hyperactivity disorder were organised in December 2016 and January 2017 respectively. In the 2016/17 school year, we have also

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<sup>2</sup> The figure represents about 13% of the eligible schools.

<sup>3</sup> The first cohort of senior secondary students receiving CLPE since the 2014/15 school year.

<sup>4</sup> In the 2016/17 school year, about 1/3 of public sector secondary schools have turned the CLPG into regular teaching posts, creating a total of 165 regular teaching posts.

introduced topics covering economic development trend in relation to CLPE, and supporting students for CLPE by other subject teachers. We will review the training needs of teachers in CLPE and introduce new themes and different foci of CLPE from time to time.

***(iii) Facilitating Dissemination of Good Practices***

7. To disseminate good practices of schools, “Go Forward Together - Career and Life Planning Education Sharing Series” were organised annually since May 2015 and a sharing session on school-based career exploration activities was organised in October 2016. They were well received by teachers. With a view to promoting professional exchanges and encouraging the sharing of successful experiences among schools and teachers in implementing CLPE, we continue to run the three Professional Development Schools (PDS) and Teacher Network set up in the 2014/15 school year. The PDS provided school-based support to nine partner schools on the implementation of CLPE while the Teacher Network shared good practices in district-based networking activities.

8. To recognise the support of our existing business partners and to encourage the participation of more business partners, the “Life Planning for a Bright Future cum Business-School Partnership Programme Celebration Ceremony” was organised in December 2015. The event was well received with enthusiastic participation of more than 1 000 business partners, principals, teachers, parents and students.

***(iv) Promoting Parent Education***

9. All along, EDB has attached great importance to promoting CLPE to parents. Talks and seminars on life planning for parents have been organised and information pamphlets have been distributed to parents so as to facilitate them in supporting and encouraging their children to pursue their life goals in accordance with their interests and abilities. Our Business-school Partnership Programme (BSPP) partners are also encouraged to reach out to parents and teachers. Last year, over 800 parents/teachers took part in the BSPP activities. Four seminars on non-local further studies were organised for principals, teachers, parents and students so as to strengthen the support for students.

***(v) Fostering Business-school Partnership and Providing Career Exploration Opportunities***

10. Career exploration is an integral element of CLPE which enables students to acquire an early sense of the workplace. Since the 2014/15 school year, the BSPP, involving different partners in the business world, has rapid development in terms of scope of partnership, volume of activities and number of beneficiaries with details provided in the following table.

School Year	No. of Partners	No. of Activities	No. of participating students
2013/14*	80	500	227 000
2014/15	120	750	250 000
2015/16	140	950	275 000
2016/17 <sup>#</sup>	>200	>450	>130 000

(\*Reference year: 2013/14 school year – the year before the implementation of CLPE)

(<sup>#</sup>Data captured as at mid-February 2017)

11. Since the 2014/15 school year, over 95% of the publicly-funded secondary schools (including special schools) have enrolled students in BSPP activities. In addition to joining BSPP, schools are also active in enlisting community resources and the network of their alumni to support career exploration activities/programmes for students.

12. In view of the overwhelmingly positive feedback on work experience programmes, a large-scale “Work Experience Movement (WEM)” was launched in the 2016/17 school year. We are happy to have gained the enthusiastic support from more than 200 enterprises/organisations having joined the movement, offering two to three days of work experience for our secondary students. Up to now, more than 1 100 places, covering about 30 business fields, have been offered to students and more opportunities are expected in the coming quarters, especially during the summer holidays.

13. To address the diverse needs of students in CLPE, two non-governmental organisations (NGOs) were commissioned to organise two 3-year pilot projects, one for non-Chinese speaking (NCS) students and another for students with specific learning difficulties (SpLD), from the 2015/16 school year. The projects have been well received with participation of about 320 SpLD students and 1 300 NCS students in the first two years. In parallel, our BSPP partners have offered different activities for students with diverse needs. In the 2015/16 school year, nearly 100 BSPP activities had the participation of over 1 500 NCS students and students with special educational needs.

**(vi) Continuing to develop the “e-Navigator: Multiple Pathways under NAS”**

14. EDB and Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) have continued to make joint efforts in developing a website and mobile application “e-Navigator: Multiple Pathways under NAS” to assist NAS students to easily access programme information from local institutions based on their interests.

## **Changes in Schools, Students and Community**

### ***(i) School Management's Support for a Whole-school Approach to CLPE***

15. It is pleasing to note that the key stakeholders of schools including members of the Incorporated Management Committee (IMC)/School Management Committee (SMC), teachers, parents, students and alumni have increasing awareness and recognition of the importance of CLPE. An overwhelming majority (about 90%) of schools have attached great importance to CLPE by setting it as one of their major concerns in their School Development Plans, in particular in the development cycles from the 2015/16 to 2017/18 school years. Schools have also put in place a mechanism to plan, monitor the progress and evaluate the effectiveness of CLPE at school level with great involvement of IMC/SMC. The CLPE initiative also won recognition from one of our key partners in schools, career masters and guidance masters. The three surveys conducted by HKACMGM from 2014 to 2016 concluded that there was strong consensus among the career and guidance teachers on the objectives of the CLPE policy in providing more comprehensive support to cater for students' needs.

16. A majority of principals and teachers have expressed their full support for a whole-school approach in implementing CLPE. From teachers' observations, CLPE elements have been enriched and integrated in different curricula and learning programmes/activities in schools, and the scope of CLPE has been expanded to support students with different needs and aspirations. A large portion of the schools have adopted assessment instruments, such as Career Interest Inventory (CII), Basic Interest Marker (BIM)<sup>5</sup> and other personality/aptitude tests, to help students identify their interests and potentials. Most teachers have observed that students could formulate more concrete personal development plans to fulfill their career/academic aspirations after the implementation of CLPE.

17. Schools also make good use of external resources such as joining EDB's BSPP and liaising with their alumni and different NGOs to provide career exploration activities/programmes for students. Over 60% of schools have established their own networks with the business sector to support CLPE.

### ***(ii) Positive Student Feedback***

18. A predominant majority of S.6 students under the Survey remarked that they were offered with various learning activities and support services in relation to CLPE in the past three years, through which they were equipped with the necessary knowledge, skills and attitude to devise their academic/career development plans

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<sup>5</sup> Assessment instruments developed by HKACMGM.

fulfilling their interests, abilities and orientations. Over half of them remarked that the increasing opportunities in career exploration allowed them to learn more about the workplace as well as the importance of work ethics. About two thirds of S6 students expressed that they have devised academic/career development plans before completion of secondary education.

***(iii) Supportive Culture for CLPE in Community***

19. Supporting the young generation for better career and life planning cannot be achieved by the education sector alone, but through the concerted efforts of all members of the community. To nurture a culture of supporting young people for career and life planning in society, vigorous publicity efforts have been made by screening a new series of feature interviews with outstanding personnel of different professions/industries via Roadshow and Youtube, issuing newspaper supplements to showcase good practices in schools, and organising a series of signature events in 2016. The series of publicity have gained very positive responses. The CLPE initiative also won recognition from one of our key partners in schools, career masters and guidance masters.

20. The rapid development of the BSPP as set out in paragraphs 10 to 13 is clear evidence of the support for CLPE from a wide range of partners of different professions and industries. It is also worth noting that other government bureaux, NGOs and the private sector have initiated projects to support the young generation in career and life planning. For example, the Home Affairs Bureau hosts the Funding Scheme for Youth Life Planning Activities which provides financial support to NGOs to organise career and life planning activities for students, and the Hong Kong Jockey Club Charities Trust has initiated the Career and Life Adventure Planning for Youth (CLAP) which also covers the school sector and non-engaged youth. A general consensus about the value of CLPE to students is developing in the community at large.

**Strategies to Further Enhance the Quality of CLPE**

***(i) Sustaining Professional Support for Teachers and Fostering Professional Exchanges among Teachers***

21. 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 on career and life planning counselling skills for class teachers) so as to facilitate a whole-school approach to CLPE. To foster professional exchanges among schools and teachers, EDB will, in the light of the good foundation established over the past few years, establish District Development Networks (DDNs) to encourage schools to share their

good practices, strategies and experiences in the districts. Relevant district-based organisations such as principal associations, federations of parent-teacher associations, business partners and NGOs, etc. will be engaged to better articulate efforts of different stakeholders in promoting CLPE and to maximise the effectiveness of district resources. We will start off by establishing DDNs in seven districts<sup>6</sup> in the 2016/17 school year. It is expected that DDNs will be expanded to all districts in a few years' time.

***(ii) Development of an E-platform and Consolidation of Effective Practices***

22. EDB is planning to develop an E-platform on CLPE to keep school staff, students and parents abreast of the latest information on further studies, vocational training, career opportunities, trend of the working world, etc. It is expected that with the up-to-date information on CLPE disseminated through the online platform, students will be better prepared to make informed choices in planning their career and further studies. Reference CLPE materials will also be shared on the platform for reference of teachers and parents.

***(iii) Better Articulating CLPE with Guidance Services in Junior Secondary Levels***

23. Career and life planning is an ongoing and lifelong process for personal fulfillment. Looking ahead, it is desirable to strengthen the support to schools on enhancing the component of students' self-understanding and its articulation with student development at junior secondary (JS) levels. With better articulation at the JS levels, CLPE can be implemented in a more holistic and progressive manner, equipping students to make wise choices in accordance with their interests, abilities and orientations.

***(iv) Stepping Up Public Education and Engaging Key Stakeholders to Support CLPE***

24. Notwithstanding the good progress in gaining recognition from relevant stakeholders on the merits of CLPE, sustained efforts are deemed necessary to engineer a paradigm shift in society to support CLPE. In particular, parents are expected to play a vital role in support of their children's career and life planning, such as helping their children to understand their potentials and aspirations, to realise the multiple pathways available to secondary school leavers, to plan for a career path most suitable to one's ability and interest, and sharing with their children their own work experience. EDB will continue to strengthen public and parent education via different means including the media. In tandem, we will step up efforts to encourage professions, industries and other organisations to increase their support for schools in CLPE through different means, including but not limited to joining EDB's BSPP. We hope that the private sector and different professions could see their potential

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<sup>6</sup> The seven districts include Hong Kong East, Wan Chai, Island, Tai Po, North, Kwun Tong and Sai Kung.

contribution in respect of providing more opportunities for students' career exploration, mentoring students on career planning, sharing with students valuable experiences in their career paths, etc.

25. To showcase the achievements of CLPE initiative in Hong Kong and promote professional exchanges with other areas, a two-day CLPE Symposium accommodating about 1 000 education professionals from local and the Mainland, will be held in November 2017. Renowned overseas educators/scholars will be invited to share their professional knowledge, while local schools and different organisations will share their experiences in supporting CLPE. Besides, EDB officers will continue to pay visits to overseas countries to exchange and expand our experience and vision in CLPE for future planning.

**(v) *Holistic Review of CLPE***

26. To enhance the quality of CLPE and identify effective measures to take forward the initiative, it is important to solicit feedback from schools and relevant stakeholders, to comprehensively assess the impact of CLPE on students and to consolidate the experiences. Consultancy service will be hired to conduct a comprehensive review on CLPE and BSPP in 2017 to map the way forward, including the feasibility of a longitudinal study in the long run.

## **II. Issues related to the Multiple Pathways of Secondary School Leavers**

27. The Government is committed to providing our young people with quality and diversified study pathways with multiple entry and exit points, thus enabling them to unleash their full potential in accordance with their interests, aptitudes and abilities. The availability of programmes at different levels and in a broad range of disciplines helps realise the policy objectives of lifelong learning and nurturing of diverse talents.

28. At present, there are 20 local degree-awarding institutions in Hong Kong, of which nine are publicly-funded and the others are self-financing. Apart from undergraduate and sub-degree programmes which also include a wide range of vocational and professional education and training programmes, students may choose from Diploma Yi Jin programme as well non-local courses offered in Hong Kong that best suit their aspirations and abilities. Other than local education opportunities, students may pursue further studies in Mainland China or abroad.

29. According to the 2015 Secondary 6 Students' Pathway Survey conducted by EDB, covering 58 747 (96%) graduates of all local ordinary secondary day schools<sup>7</sup> in

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<sup>7</sup> Including government, aided and Caput schools, schools under the Direct Subsidy Scheme and private schools offering local curriculum.



Hong Kong, 51 583 (87.8%) were pursuing full-time study; 6.4% were engaging in full-time employment; and 3.8% were engaging in part-time employment or part-time study. The remaining 2.0% were neither in employment nor pursuing any study. Among the 51 583 students who pursued full-time study, 20 832 (40.4%) were studying bachelor's degree programmes<sup>8</sup>; 19 516 (37.8%) were taking post-secondary programmes<sup>9</sup>; and 10 604 (20.6%) were studying other full-time courses<sup>10</sup>. The remaining 631 (1.2%) were repeating Secondary 6.

30. Through the development of the publicly-funded and self-financing sectors, about 45% of our young people in the relevant cohort now have access to degree-level education in Hong Kong. Including sub-degree education, over 70% of them now have access to post-secondary education locally.

31. Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. In 2016/17, there are sufficient publicly-funded and self-financing first-year-first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission. In recent years, the Government has rolled out a number of measures to further increase higher education opportunities for our young people, including –

- (a) progressively increasing the number of University Grants Committee-funded senior year undergraduate intake places so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year;
- (b) introducing the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to subsidise students to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines that nurture talent in support of specific industries with keen demand for human resources. SSSDP was first launched on a pilot basis to benefit three cohorts of students admitted from the 2015/16 to 2017/18 academic years. It was announced in the 2017 Policy Address that SSSDP would be regularised from the 2018/19 academic year and the number of subsidised places would be increased from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It

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<sup>8</sup> Including students attending bachelor's degree programmes offered by providers of the publicly-funded programmes, providers of self-financing programmes and other overseas institutions.

<sup>9</sup> Including students attending associate degree programmes and higher diploma programmes offered by providers of the publicly-funded programmes, providers of self-financing programmes and other overseas institutions.

<sup>10</sup> Including students attending Diploma in Vocational Education programmes, Foundation Diploma programmes, other Diploma programmes, Vocational programmes (including certificate courses and Youth Employment and Training Programme), Diploma Yi Jin programme and local/non-local courses not mentioned in Footnotes 8 and 9 above.

is expected that about 13 000 students will benefit from the Scheme in each academic year;

- (c) launching the Mainland University Study Subsidy Scheme (MUSSS) to support needy students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. To render better financial support to needy students and ensure that no student is deprived of post-secondary education opportunities due to a lack of means, the Government has advanced the review of MUSSS as to how to expand its scope and introduced enhancement measures to the scheme. Starting from the 2016/17 school year, MUSSS has been expanded to benefit all needy Hong Kong students pursuing undergraduate studies at designated Mainland institutions, irrespective of the channel of their admission to the institutions; and
- (d) introducing the Hong Kong Scholarship for Excellence Scheme to support up to 100 outstanding local students per cohort to pursue studies in renowned universities outside Hong Kong. The Scheme would benefit three cohorts starting from the 2015/16 academic year, and then its effectiveness would be reviewed.

### **Advice Sought**

32. Members are invited to note the latest development on the implementation of CLPE and issues related to multiple pathways of secondary school leavers as outlined from paragraphs 3 to 31 above.

**Education Bureau**

**March 2017**