



中華人民共和國香港特別行政區政府總部教育局

Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

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27 April 2017

Clerk to Panel  
Legislative Council Panel on Education  
Legislative Council Complex  
1 Legislative Council Road, Central  
Hong Kong  
(Attn: Ms Angel WONG)

Dear Ms WONG,

**Panel on Education**  
**Follow-up to the meeting on 13 March 2017**

I refer to your letter of 17 March 2017 requesting for information raised by members of the Panel on Education during the meeting on 13 March 2017. The Secretary for Education has asked me to reply on his behalf as follows:

(a) Longitudinal Study of Career and Life Planning Education (CLPE)

The Education Bureau (EDB) has attached great importance to the implementation of CLPE since its implementation in the 2014/15 school year and has been keeping track of its development at schools through two questionnaire surveys conducted in September 2015 and February 2017 respectively and school visits paid to all publicly-funded schools operating classes at senior secondary levels. The first cohort of students after the implementation of CLPE will graduate in the 2016/17 school year. EDB will commission a

professional consultant to conduct a review on the implementation of CLPE in relation to the policy objectives, and the feasibility of including a longitudinal perspective will be included. Details of commissioning consultancy service are still under deliberation. The professional consultant is expected to offer expert advice to EDB on the scope and methodology of the review.

(b) Measures adopted/to be adopted to enrich the life coaching element of CLPE

CLPE is not totally new to schools but premised on the contents and scope of their original level of career guidance services. CLPE consists of three key elements, namely, self-understanding and development, career exploration and career planning and management. While the element of self-understanding and development in the context of CLPE aims at enabling students to make informed choices in planning their career and further studies, it will also touch on the broader perspective of self-understanding and development under general guidance which starts early in junior secondary (JS) levels.

As such, promoting CLPE cannot be the responsibility of just one or a handful of teachers of the careers and guidance team. It should preferably be carried out through a whole-school approach with support from teachers at large. Based on the information collected from our surveys and school visits, a majority of principals and teachers have expressed their full support for a whole-school approach in implementing CLPE. Elements of the CLPE 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. It is noted that a majority of schools have also strengthened programmes on self-understanding and development in JS levels to articulate with CLPE and have adopted assessment instrument, such as Career Interest Inventory, Basic Interest Marker and other personality / aptitude tests, to help students identify their interests and potentials.



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 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.

- (c) Cost-effectiveness of the provision of the Career and Life Planning Grant (CLPG) to secondary schools with reference to the numbers of CLPE activities and beneficiaries

The CLPG should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team so as to take forward comprehensive life planning education and career guidance service, such as individual and group counselling. Where circumstances allow, schools may then use the remainder of the grant to enrich relevant school-based service for students by providing career-related learning beyond the classroom. In line with the spirit of school-based management, the Incorporate Management Committee / School Management Committee of the school is accountable for proper use of cash grant for its intended objectives. Schools are required to formulate a work plan with clear objectives and strategies for CLPE, and to build up a monitoring / evaluation mechanism for continuous development.

Based on the information collected from surveys and schools visits, it is noted that a predominant majority of the schools (over 90%) used CLPG in acquiring additional manpower, such as additional teachers and teaching assistants. Most of the schools used the remaining balance of the grant, which is usually less than 20%, to hire school-based career-related services for students, procuring relevant teaching materials and financing students to attend related programmes or activities to address the needs of their students. As CLPE activities are school-based which have to be aligned with the specific needs of the students and the diverse school circumstances, we are not able to provide the number of CLPE activities and beneficiaries organised by the schools. As a matter of fact, CLPE activities and beneficiaries are

not limited to the quantity of activities and number of beneficiaries under the Business School Partnership Programme as reported in the Panel Paper [LC Paper No. CB(4)662/16-17(01)].

For enquiries, please contact Ms Frances YAU, Senior Education Officer (Career Guidance), at 3698 4060.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Teresa Chan', written in a cursive style.

(Ms Teresa CHAN)  
for Secretary for Education