

For discussion on
3 May 2019

Legislative Council Panel on Education

Progress in the Implementation of Life Planning Education

Purpose

Further to the update on the implementation progress of Life Planning Education presented to the Panel on Education in March 2017, this paper briefs members on the latest development and summarises the salient points of the consultancy report on the review of Life Planning Education (LPE) and the Business-School Partnership Programme (BSPP).

Background

2. The HKSAR Government attaches great importance to the nurturing of young people. Since the 2014/15 school year, the Education Bureau (EDB) has strengthened the support for schools to implement LPE with a view to helping students, through LPE and career exploration activities, identify their interests, abilities and orientations at an earlier stage as well as enhance their readiness for further studies and career pursuits by equipping them with career information and multiple pathways. The series of enhancement measures adopted by the EDB for this purpose are set out in the ensuing paragraphs.

Support for Implementation of LPE in Schools

Providing Additional Resources/Manpower

3. Since the 2014/15 school year, the EDB has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG)¹. Starting from the 2016/17 school year, eligible public sector schools are given the option to convert the CLPG into regular teaching posts to provide more stable teacher manpower for implementing LPE and related guidance services. In the 2018/19 school year, 308 public sector schools have converted the CLPG into regular teaching posts, while 136 have continued to receive the CLPG.

¹ The main purpose of the CLPG, pitched at the mid-point salary of a graduate teaching post, is to enhance teachers' professional capacity to implement the LPE. The level of grant for the 2018/19 school year is about \$0.61 million.

4. To strengthen the middle management manpower for taking forward the LPE, the EDB plans to count the regular teaching posts converted from the CLPG towards the calculation of promotion post entitlement starting from the 2019/20 school year². Moreover, the CLPG will be converted into regular teaching posts across the board by the 2022/23 school year. To give schools sufficient time to make long-term plans and properly deploy financial and human resources, the EDB will provide a three-year transitional period (i.e. from the 2019/20 school year to the 2021/22 school year) for the conversion by the 2022/23 school year in light of school-based circumstances.

Providing Professional Support

5. During the first round of school visits from 2014 to 2016, the EDB visited all public sector and DSS schools provided with the CLPG and rendered advice on their school-based plans and deployment of resources. According to the findings from the school visits, most schools attached great importance to LPE, and had begun to develop the school-based LPE learning plans and adopt various modes in delivering related educational activities having regard to their own circumstances and students' needs. Their career guidance teams had started to enhance collaboration with various teams in the school in delivering LPE and career guidance services. Moreover, schools normally used the CLPG on employment of additional staff, organisation of life planning activities and enhancement of school-based career guidance services.

6. The EDB has commenced the second round of school visits since the 2017/18 school year to gain a further understanding of the delivery of lessons and activities on life planning and render professional advice in this respect. As at March 2019, the EDB has visited over 200 public sector and DSS secondary schools. We have observed that a wide range of LPE activities are organised by schools, including weekly assemblies, talks on subject choices and further studies, alumni sharing sessions and group counselling organised by dedicated teams. A number of schools also offer school-based life planning lessons based on their own circumstances and students' needs, so as to help students identify their career orientation, develop a positive work attitude and set goals through classroom learning. In addition, schools provide support services to students by tapping external resources, such as inviting alumni and/or procuring services from non-governmental organisations (NGOs) or other organisations to hold life planning talks, workshops, industry introduction sessions, etc.. The EDB will continue to conduct school visits to render professional advice to schools and identify good practices from schools for dissemination.

² The implementation of this enhancement measure is subject to the passage of the Appropriation Bill 2019 by the Legislative Council.

Enhancing Professional Training

7. The EDB has kept strengthening professional training for teachers on LPE. Starting from the 2014/15 school year, the number of structured training places has increased by threefold from 80 to 240 per year. Currently, 93% of schools have at least two trained teachers to co-ordinate LPE and career guidance services for students. To facilitate the adoption of a whole-school approach to LPE, the EDB has organised relevant training courses and seminars, such as thematic seminars for subject teachers and class teachers, to equip teachers with the knowledge and skills to support students in life planning in their respective capacities.

8. To tie in with the economic and workplace developments, we will also invite industry professionals to brief teachers on the latest developments of individual industries to equip them with the related knowledge and market trends. The EDB will keep the training needs of teachers in relation to LPE under constant review and introduce new topics to enhance teachers' professional knowledge.

9. Besides, the EDB has established a teacher network. Participating teachers of the network will, apart from organising sharing sessions in different districts, develop and upload useful teaching materials to the dedicated LPE website of the EDB for other teachers' reference.

Disseminating Good Practices

10. To disseminate good practices of schools, the EDB organises the "Go Forward Together - Career and Life Planning Education Sharing Series" annually. From the 2014/15 to 2017/18 school years, schools were invited to share school-based good practices and experiences on, among others, enhancing the strategies and implementation of LPE, home-school co-operation, collaboration across subjects and functional teams, catering for the diverse needs of students, and helping students explore pathways in the event. This year, the event will be held in May and June.

11. To promote professional exchanges and sharing of successful experience among schools and teachers, we have compiled a booklet entitled "Highlights of Life Planning Education" which features the school-based LPE strategies/arrangements of 17 schools and the good practices of 11 career exploration activities. Printed copies of the booklet were distributed to schools for reference in May 2017. The electronic version of the booklet was uploaded to the EDB's website for easy viewing. On the other hand, we will continue to provide school-based support to partner schools and promote the sharing of good practices among teachers through professional development schools and the teacher network.

12. The EDB organises a large-scale conference every year to facilitate professional exchange and provision of life planning services for students. In 2017 and 2018, local and overseas scholars and professionals were invited as keynote speakers of the Life Planning Education Conference, which attracted attendance of over 1 000 local and mainland education professionals respectively. The Life Planning Education Conference 2019 will be held in November 2019.

Strengthening Business-school Partnership and Providing Career Exploration Opportunities

13. In collaboration with business corporations, Government departments and community organisations under BSPP, the EDB has been providing students with diversified career exploration activities such as career talks, workshops, workplace visits, and work experience programmes with a view to equipping them with information about different industries and developing positive work attitudes.

14. Since the 2014/15 school year, over 4 200 career exploration activities covering more than 30 trades and industries have been co-organised with more than 300 BSPP partners. Over 97% of the publicly-funded secondary schools (including special schools) have participated in BSPP activities, with over 990 000 students benefitted. The relevant statistics are as follows:

School Year	No. of BSPP Partners	No. of Activities	No. of Participants*
2014/15	120	750	250 000
2015/16	140	950	275 000
2016/17	270	980	277 000
2017/18	170	1 100	170 000
2018/19 (As at February 2019)	170	500	25 000

* Since the 2016/17 school year, many BSPP partners have adjusted the mode of activities and offered more work experience activities under the Work Experience Movement (WEM) rather than large-scale events, resulting in a decrease in the overall number of participants.

15. Both students and BSPP partners have considered work experience programmes most effective among various career exploration activities in offering authentic workplace experience. Hence, the EDB has launched WEM since the 2016/17 school year to encourage more organisations and professional bodies to provide students with more diversified work experience opportunities. So far, over 4 000 students have benefited from WEM.

16. The EDB has commissioned an NGO to provide LPE services for non-Chinese speaking (NCS) students with effect from the 2018/19 school year, with an aim to equip NCS students with knowledge about various articulation pathways, local work culture and the operation of different industries in Hong Kong. Through related activities, NCS students can learn more about the job market and the knowledge and skills required by different industries, develop positive work attitude, make informed choices for further studies and career, set personal goals and plan for their future. Moreover, capacity building training for teachers and parents is also covered by the services. This year, activities such as visits to post-secondary institutions, workplace visits and work experience programmes will be organised to equip students with knowledge about various articulation pathways and respective admission requirements, as well as the entry requirements and operation of various industries. It is expected that such services will benefit over 300 NCS students.

Setting up a Career Information Website

17. The EDB launched the Pilot Project on Career Information Website in the 2017/18 school year to provide teachers, students and parents from about 160 schools with information on the LPE and career guidance services. Views were also collected from participating schools for enhancing the contents of the website. The website, which has been available to schools across the territory since the 2018/19 school year, features the latest career information of 240 types of work covering 21 traditional and emerging industries, updated information on local and overseas pathways for further studies, and reference materials about parents' role in supporting their children's life planning. The EDB is enhancing the website by phases with a plan to include new features such as career aptitude tests, additional information on various industries/types of work, economic and employment trends, learning portfolios and e-learning. It is expected that the website can be developed into a one-stop platform for timely dissemination of useful information to students, teachers and parents.

Developing District Development Networks

18. To pool the efforts of various stakeholders (including district school head associations, federations of parent-teacher associations, and BSPP partners) and optimise the use of district resources, the District Development Networks (DDNs) have been set up by

phases since the 2016/17 school year to enhance teachers' professional development on a district basis and organise career exploration activities in specific themes based on the circumstances and students' needs in respective districts. So far, DDNs have been established in 16 districts³ and is expected to expand to all districts in this school year.

Enhancing Parent Education and Public Education

19. Apart from providing information on life planning, further studies and careers to teachers, students and parents through the Career Information Website, we will continue to encourage BSPP partners to offer career exploration activities of respective industries for parents to learn about the operation and latest information of different industries, in the hope that parents will support and encourage their children to pursue their life goals based on their interests and abilities.

20. To further promote the culture of supporting young people in life planning, publicity activities have been rolled out since 2016, including broadcasting feature interviews with outstanding persons of different industries on various promotional platforms, placing newspaper supplements to showcase good practices of schools and holding mini-movie competitions for students. All the publicity activities have been well received.

Reviewing the Implementation of LPE and BSPP

21. Since the 2014/15 school year, the EDB has been monitoring the development of LPE and career guidance services at schools through surveys and advisory school visits. In 2017, we conducted another survey on a random sample of 64 publicly-funded secondary schools (including special schools). Targets of the survey included principals, teams of teachers taking charge of LPE and over 2 100 Secondary Six students. According to the findings of the surveys and school visits, good progress was made in the implementation of LPE at schools, with school management attaching great importance to LPE and allocating appropriate resources, including manpower, funding, settings, etc. to promote LPE.

22. To consolidate the experience gained from implementing LPE and map out the way forward, the EDB commissioned the Education University of Hong Kong in August 2017 to

³ The 16 districts include the Eastern, Wan Chai, Islands, Tai Po, North, Kwun Tong, Sai Kung, Kowloon City, Yau Tsim Mong, Sha Tin, Tuen Mun, Yuen Long, Sham Shui Po, Wong Tai Sin, Central and Western, and Southern districts.

conduct a review on the effectiveness of LPE, the implementation of the LPE policy, and the benefits of BSPP on students⁴.

Key Findings of the Review

School Level

23. On the whole, school management valued LPE and drew up specific goals and assessment criteria for LPE, while life planning teams were of comparable size to important administrative units. In general, schools implemented LPE in a whole-school approach, with a wider variety of activities organised more frequently.

24. **Increased whole-school participation, with importance attached to and confidence gained in the promotion LPE by school management:** Principals and masters/mistresses surveyed agreed that there were positive changes in the implementation of LPE with the provision of additional resources by the Government. Over 80% of the schools implemented LPE in a whole-school approach. Principals considered a high level of importance was placed on LPE by schools. Masters/mistresses surveyed regarded themselves as attaching a high level of importance and commitment to LPE. In addition, they also perceived school management as attaching a high level of importance to LPE. Most of the principals and masters/mistresses surveyed were confident of promoting the whole-school approach in the future.

25. **Broader LPE concept:** Various stakeholders generally agreed that LPE should, in addition to equipping students for further studies and careers, also help them identify direction in life, develop interests and positive values. Principals, masters/mistresses and parents agreed with the above broader description of LPE concept.

26. **Reasonably-sized life planning teams in schools:** 47% of respondents reported that the life planning teams in their schools had five to seven members while 35% of respondents reported a team size of eight to ten members. In terms of size, these teams were comparable to important administrative units in the school.

⁴ The stakeholders participating in the review included principals, careers/life planning masters/mistresses, secondary three to six students and their parents and BSPP partners. The survey methods adopted in the review included questionnaire survey, case study and focus-group interviews. Quantitative and qualitative data was used. A total of 155 schools (including 139 mainstream schools and 16 special schools) and 102 BSPP partners participated in the questionnaire survey. A total of 24 010 questionnaires were collected. Ten schools/BSPP partners participated in the case study, including seven mainstream schools, one special school and two BSPP partners. A total of 30 focus group interviews were conducted, involving a total of 138 interviewees (114 interviewees from 20 mainstream schools and 24 interviewees from 19 BSPP partners).

27. **A wider variety of LPE activities organised more frequently:** Over 80% of the schools surveyed organised LPE activities more often. Life planning teams strengthened co-operation with different administrative units such as extra-curricular activity teams and guidance teams to provide students with diverse activities that meet their needs. In general, parents surveyed noted that more LPE activities were organised and parental participation were encouraged by schools.

28. **Relevant to students' needs with specific goals and assessments drawn up:** About 70% of the schools surveyed included LPE as one of the major concerns in their Three-year School Development Plan and Annual School Plan. Schools progressively developed relevant strategies, curricula and activities according to students' growth and learning needs, with assessment criteria and indicators clearly mapped out. Schools are currently offering a wider variety of LPE activities.

Teacher Level

29. The survey revealed that the additional resources from the Government had facilitated teachers in implementing LPE, and the relevant training had raised teachers' confidence in carrying out LPE activities.

30. **Lessening teaching sessions perceived as helpful by teachers:** About 85% of the schools surveyed had masters/mistresses' lesson hours reduced. More than 60% of the interviewed masters/mistresses opined that the reduction was helpful for their implementation of LPE.

31. **Supporting staff employed to assist in the implementation of LPE:** Schools would deploy other school resources to support the implementation of LPE. Most interviewed principals, masters/mistresses and teachers emphasised the importance of additional manpower, such as teaching assistants and supporting staff, for teachers in implementing LPE.

32. **Other teaching support:** In the focus group interviews, it was learned that schools would use the resources for organising activities, procuring external services, acquiring additional school facilities (such as provision of counselling rooms and tablet computers, etc.) and purchasing copyright licences for occupational aptitude tests, etc.

33. **Confidence of teachers in implementing LPE boosted by training:** Currently, an average of two members of the life planning team in each school have received structured training. Trained teachers were more confident of carrying out life planning activities and providing guidance to students.

34. **Broader life planning concept supported by careers masters/mistresses:** Nearly 90% of the interviewed masters/mistresses agreed that LPE should help young people identify their direction in life, equip them for further studies and careers, develop positive values, and make informed choices in accordance with their interests, abilities and orientation. Some careers masters/mistresses opined that **LPE should start at junior secondary level.**

Student Level

35. Overall, the students agreed that LPE heightened their awareness of their interests and abilities, multiple pathways for further studies and careers, and gave them access to relevant information. However, they ranked their participation in life planning activities the lowest.

36. **Importance of life planning recognised but participation rates remained low:** Students who had participated in life planning activities considered their abilities and confidence most boosted. They agreed that LPE could **facilitate self-understanding and future planning**, such as heightening their awareness of their interests and abilities, multiple pathways for further studies and careers, and giving them access to relevant information. However, the ratings of items such as pursuit and realisation of future goals, evaluation of life planning for individuals and confidence in setting future goals were relatively low, the lowest being students' participation in life planning activities.

37. **Teachers as the main source of information and support for students:** More than 70% of student respondents pointed out that they mainly received information on life planning from teachers, and agreed that teachers served as the most helpful source of information on LPE. Moreover, when seeking advice and assistance on life planning, a majority of students regarded careers/life planning teachers and class teachers as their top choice, while friends, classmates and parents were their second choice.

Parent Level

38. **Parents' understanding of life planning increased as a whole:** Parents basically supported the concept of life planning and were satisfied with the LPE provided by schools. However, **parents' participation rate was relatively low.** They could not participate in life planning activities mainly due to personal reasons, work commitments or the nature of the activities.

BSPP Partner Level

39. **Life planning concept supported by BSPP partners:** BSPP partners agreed with the concept of life planning. 70% of the surveyed BSPP partners agreed or strongly agreed that the LPE concept should cover career guidance, workplace experience, identification of direction in life, understanding of oneself and development of values. **BSPP partners were satisfied with and willing to continue supporting BSPP.** On the whole, the surveyed partners held a positive and supportive attitude towards BSPP.

40. **BSPP partners satisfied with their performance:** Most surveyed BSPP partners organised talks, workshops, workplace visits, work experience programmes, etc. for students and considered them successful. Work experience programmes were regarded as the most successful activity by most of the surveyed BSPP partners.

Conclusion of the Report

41. **Initial success reaped:** Principals and masters/mistresses valued LPE most and agreed that teachers in general attached importance to LPE. In addition, they considered the additional resources from the Government in recent years instrumental to the implementation of LPE. BSPP was well received and supported by schools and BSPP partners. It was regarded by schools as one of the important resources and was well recognised by students and teachers. In sum, by establishing well-defined organisational structures and school-based policies, schools were gradually gaining the support of teachers, students and parents in the promotion of LPE.

42. **Scope for strengthening:** On learning content, students rated access to relevant information (for example, information on further studies, knowledge of different industries, etc.) through LPE high. However, they rated higher-level learning, such as drawing up life plan, low. This showed that schools could not help students fully plan their long-term life goals. While recognising the importance and usefulness of life planning, both students and parents were occupied with learning or work commitments, hence their participation rates were low. Although additional resources were available, masters/mistresses and teachers were still inhibited by heavy administrative workload and insufficient manpower.

Consultancy Recommendations

43. **LPE concept underpinned by life education and values education for whole person development of students:** The consultant suggested that the future development of LPE should be based on students' personal attributes, growth and values. Elements of life education, moral values and skills needed in the 21st Century should also be included.

44. **Promoting whole-school approach to LPE:** LPE concept should be incorporated in school development plan and implemented through the whole-school approach with support from school management, and underpinned by well-defined roles and division of work. Schools that are successful in implementing LPE should be invited as “seed schools” to establish a platform for exchange and sharing among schools.

45. **Increasing resources allocation:** It was suggested that on top of the additional regular teaching post currently provided, the EDB should consider the need to increase the amount of recurrent grant, some time after the introduction of the Life-wide Learning Grant, to support LPE which is integrated with life education elements. Schools should be encouraged to apply for funding from the Quality Education Fund or other education-related funds to increase the resources for LPE.

46. **Improving the training for teachers and parents:** It was suggested that tailor-made training courses should be offered to teachers according to their administrative roles and positions, and training for prospective teachers should be strengthened and form a part of teachers’ in-service training. Schools should be organised into professional learning communities and exchanges among schools and teachers should be facilitated through the establishment of a school learning platform. The report suggested that parents’ knowledge and skills in respect of life planning (including communication with their children as well as knowledge of life planning and values education) should be strengthened for better co-ordination between parents and schools, and harnessing parents’ support for the multiple pathways.

47. **Giving students access to information on multiple pathways for further studies and careers:** The report suggested providing students with access to information on multiple pathways through formal and informal learning, such as increasing site visits and workplace experience opportunities.

48. **Expanding the scope of BSPP:** To maximise the benefits of BSPP, the report suggested that more corporations of different trades and industries should be invited to join BSPP while the existing platform should be enhanced to facilitate exchange of information, sharing of collaboration experience and activity arrangements between schools and BSPP partners.

Focuses of Development of LPE

49. The EDB will study the review findings and recommendations carefully, with a view to enhancing the existing measures and strengthening the support for the implementation of LPE in schools. Our preliminary ideas on focuses of development are highlighted below:

- (i) **Integrating LPE with elements of life education and development of moral values:** The EDB will carefully study and seek the views of the sector on the way forward for LPE, life education and development of moral values.
- (ii) **Actively promoting the whole-school approach to implementing LPE:** The EDB has been promoting the whole-school approach to implement LPE. Currently, professional development schools have been designated to support the implementation of LPE. We will consider increasing the number of professional development schools/seed schools for dissemination of good practices in implementing the whole-school approach.
- (iii) **Making good use of resources:** When the CLPG is converted into regular teaching posts, schools are required to assign their careers masters/mistresses to steer the provision of holistic life planning education and career guidance services. The EDB encourages schools to make use of the new Life-wide Learning Grant to organise relevant LPE activities, and expand their network to solicit the assistance of internal and external stakeholders or partners in supporting LPE.
- (iv) **Strengthening the training for teachers and parents:** The EDB will keep the training needs of teachers in relation to LPE under constant review and introduce new themes and topics as necessary. In addition to the structured training, thematic seminars will be organised to meet the needs of schools and teachers. Learning circles will be formed under DDNs to promote professional exchange among teachers. As regards training for parents, on top of BSPP, we will encourage schools to hold talks for parents to enhance their awareness of the importance of LPE and their roles in supporting LPE. We will continue to develop the Career Information Website, which provides parents with a variety of information on further studies and careers, to help parents better support their children.
- (v) **Assisting students in the pursuit of multiple academic articulation and career pathways:** The EDB will progressively enhance and transform the existing Career Information Website into a one-stop platform that provides information on different industries and multiple pathways for students, teachers and parents. Moreover, the website will provide information drawn from the “CLAP for Youth@JC” platform, such as learning portfolios, career aptitude assessment tools and online learning resources for teachers, from the 2020/21 school year. The enhanced website is expected to better facilitate users in locating and accessing life planning related information. Besides,

we will continue to organise seminars on multiple pathways to further studies and careers to enhance students' awareness of the multiple pathways available to them.

- (vi) **Continuing with the promotion of BSPP:** The EDB will continue to identify and invite corporations of different trades and industries to join BSPP. In parallel, we will facilitate exchange of information, sharing of collaboration experience and activity arrangements through the online platform to maximise the benefits of BSPP.
- (vii) **Enhancing public education and harnessing the support of major stakeholders:** Despite the initial success in implementing LPE in schools, we will continue to work towards driving a paradigm shift in the society towards supporting LPE. The EDB will continue to strengthen public and parent education through different means as well as solicit support for LPE from various professions, industries and other organisations. We hope that different sectors of the community could contribute to providing career exploration opportunities for students, mentoring students on career planning, sharing with students their valuable work experience, etc.

Views Sought

50. Members are invited to note the latest development in LPE, the findings and recommendations of the consultancy study on LPE and BSPP, as well as the preliminary focuses of development set out in paragraphs 3 to 49 above.

Education Bureau

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