

立法會
Legislative Council

LC Paper No. CB(4)810/18-19(06)

Ref : CB4/PL/ED

Panel on Education

Meeting on 3 May 2019

**Updated background brief on issues related to
implementation of life planning education**

Purpose

This paper summarizes the major views and concerns of the Panel on Education ("the Panel") on issues related to the implementation of life planning education ("LPE").

Background

2. The Chief Executive announced in his Policy Address 2014, 2015 and 2016 to provide stronger support to schools to implement LPE which aimed at enabling students to make informed decisions on their study and career in accordance with their interests, abilities and orientations.

3. To expand the capacity of schools in providing LPE for students, the Education Bureau ("EDB") has provided public sector schools and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning Grant ("CLPG") at about \$500,000 per annum from the 2014-2015 school year. To provide schools with more stable manpower in enhancing LPE services, schools have been encouraged to convert CLPG into regular teaching posts since the 2016-2017 school year.¹

4. To enable students to acquire an early sense of the workplace, EDB has encouraged more business entities and community organizations to participate in the Business-School Partnership Programme ("BSPP")². From the 2015-2016

¹ In the 2016-2017 school year, about one-third of public sector secondary schools turned CLPG into regular teaching posts, creating a total of 165 regular teaching posts.

² Since the 2014-2015 school year, over 300 partners have joined BSPP, offering more than 3 600 work experience activities and benefiting 930 000 students.

school year, two non-governmental organizations were also commissioned to organize two 3-year pilot projects on work experiences for students with specific learning difficulties and non-Chinese speaking students. Since the 2016-2017 school year, EDB has launched the Work Experience Movement ("WEM")³ to further mobilize different sectors of the community to provide work experience programmes.

5. In tandem, EDB has been providing professional support to schools to implement LPE through measures, such as conducting school visits, enhancing professional training through structured training courses and thematic seminars, facilitating the dissemination of good practices, promoting parent education, etc.

6. In 2017, a consultant was commissioned by EDB to conduct a comprehensive review on LPE and BSPP to map the way forward, including the feasibility of a longitudinal study in the long run.

Major views and concerns

7. The Panel was briefed on the progress of the implementation of LPE at its meetings on 9 February 2015, 11 January 2016 and 13 March 2017. The major views and concerns raised by members are summarized in the ensuing paragraphs.

Enrichment of life planning education

8. Some members were of the view that more resources should be deployed in enabling young people to understand their own interests, abilities as well as career aspirations, to keep in pace with the unprecedented pace of changes worldwide and to explore conventional as well as unconventional careers. Parents should also be provided with access to information of different industries so that they could encourage their children to plan a career path most suitable to their abilities and interests.

9. Some other members considered LPE an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the life time. The Administration should strengthen financial resources to ensure that every student could receive individual guidance from their LPE teachers at different stages of the senior secondary levels for making informed career choices.

10. Some members pointed out that some career guidance teachers lacked knowledge in emerging careers, such as wedding planner. The Administration

³ Up to November 2018, more than 200 commercial and community organizations have participated in WEM and offered over 3 000 places of work experience quota for students, covering more than 30 trades and industries.

was urged to enhance the professional training and capacity of careers guidance personnel and consider certification for teachers implementing LPE. Further, information on projected manpower demand in different career fields should be made available for students and teachers. The Administration advised that almost all the schools at present had at least one teacher trained in LPE, among which about 85% having two trained teachers to co-ordinate LPE activities.

11. There were also views that life education covering ethics and values in LPE should be strengthened for developing students' all-rounded personal capabilities, and life coaching element should be enriched to foster students' self-understanding, self-development or professional effectiveness. The Administration responded that LPE would be implemented with regard to the situation of individual schools and the need of students. Some schools might organize mentoring programmes and life coaching programmes for their students.

Business-School Partnership Programme

12. Certain members suggested that partners under BSPP should not be limited to business organizations and collaboration among various stakeholders in organizing BSPP activities should be encouraged. There were also views that the Administration should conduct de-briefing sessions for participating students and make reference to the practices in Germany and Switzerland to arrange placement programmes of longer duration, say, two to four weeks. The Administration advised that apart from business organizations, BSPP activities had been arranged in collaboration with professional institutions and sports and art organizations. EDB would continue to expand the scope of BSPP with a view to offering more career related activities and work experience opportunities for students.

Use of Career and Life Planning Grant by schools

13. A member pointed out that instead of using CLPG to increase the manpower of teaching team responsible for LPE, some schools merely used CLPG to procure LPE services. Members considered it necessary to put in place monitoring measures to ensure schools had deployed the additional regular teaching posts for implementing LPE. In reply, the Administration advised that based on the information collected from surveys and visits, over 90% of schools used CLPG in acquiring additional manpower. To monitor the proper utilization of CLPG, schools were required to formulate a work plan on the use of CLPG with clear objectives and strategies, build up an evaluation mechanism for continuous development, and submit an annual audited account to EDB. It was observed that CLPG had been properly deployed by schools in general.

Latest position

14. At the meeting on 3 May 2019, the Administration will brief the Panel on the latest progress in the implementation of LPE, as well as the findings of the consultancy study on the review on LPE and BSPP.

Relevant papers

15. A list of relevant papers on the website of the Legislative Council is in **Appendix**.

Council Business Division 4
Legislative Council Secretariat
26 April 2019

List of relevant papers

Committee	Date of meeting	Paper
Legislative Council	21.1.2015	Official Record of Proceedings Pages 17-27 (Question 2)
Panel on Education	9.2.2015	Agenda Minutes
Panel on Education	11.1.2016	Agenda Minutes
Legislative Council	18.5.2016	Official Record of Proceedings Page 101-105 (Question 13)
Panel on Education	13.3.2017	Agenda Minutes CB(4)939/16-17(01)

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 26 April 2019