



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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30 May 2019

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

Dear Ms WONG,

Meeting of Panel on Education on 3 May 2019

The Panel on Education of the Legislative Council discussed the progress of the implementation of life planning education (LPE) at its meeting on 3 May 2019. Our reply to the written question from Hon SHIU Ka-chun is as follows:

Connecting Life Education and Development of Moral Values

Life planning is an ongoing and lifelong process for students to achieve different goals at different stages of life. At the schooling stage, LPE develops students' attributes such as self-understanding, personal planning, goal setting and reflective thinking as well as equips students with the knowledge of various articulation pathways for further studies and work. LPE consists of three key elements: (i) self-understanding and development, (ii) career exploration, and (iii) career planning and management. Hence, LPE is more than a guidance or advisory service provided for students when they need to make subject or career choices. Connected with school

curriculum components, LPE equips students with the knowledge, skills and attitudes necessary to make wise choices in accordance with their interests, abilities and orientations, as well as to integrate their career/academic aspirations with whole-person development and lifelong learning. The Guide on Life Planning Education and Career Guidance for Secondary Schools was compiled by the Education Bureau (EDB) in 2014 to serve as the basis for schools to formulate their school-based LPE.

The EDB commissioned the Education University of Hong Kong to conduct a review on the effectiveness of LPE. The consultancy report put forward a series of recommendations, among others, integrating LPE with elements of life education and development of moral values in the future. Under the premise of whole-person development and whole-school approach, the EDB will prudently study and seek the views of the sector on the way forward for integrating LPE with life education and development of moral values.

Sustaining Enhancement of Support Measures

LPE has been strengthened since the 2014/15 school year. With accumulated experience, schools and stakeholders gradually master how to implement LPE more effectively. The review findings show that the implementation of LPE in local secondary schools has reaped initial success. In sum, schools value LPE and have established well-defined organisational structures and school-based policies to promote LPE. An increasing number and wider variety of LPE-related activities have been organised. LPE has also gradually gained the support of school teachers, students and parents. Students have agreed that LPE has heightened their awareness of their interests and abilities, multiple pathways for further studies and work, and given them access to relevant information. Moreover, with the support of schools and business partners, the Business-School Partnership Programme (BSPP) is valued by schools as one of the important resources.

However, the review findings also show that students are yet to master the skills in drawing up long-term life plans and the overall participation rates of both students and parents in LPE activities are low. Building on the existing solid foundation, the EDB will enhance the current measures for supporting the implementation of LPE in schools, including

strengthening students' capacity in making long-term life plans and improving the participation rates of both students and parents. Relevant measures include enhancing teachers' training and individual counselling skills as well as progressively improving the existing career information website to provide students and parents with useful information on further studies and work. In parallel, learning circles will be formed under the District Development Networks to promote professional exchange among teachers through sharing of good practices. As shown by the review findings, activities with experimental nature have been considered the most useful by students. As such, we will encourage more BSPP partners to provide students with more career exploration opportunities in different trades and industries, such as work experience programmes. Coupled with school-based life planning activities, these programmes can help students identify, through authentic workplace experience, their career orientations by giving them access to the knowledge about the actual operation of businesses and tryout for the daily work of different posts. We will also step up parent education to enlighten parents about the importance of life planning so that they can help their children devise academic/career plans and set goals that match their interests, abilities and orientations. We will work in close liaison with the sector to enhance various support measures continuously for optimising the effectiveness of LPE to benefit our students.

Yours sincerely,



(LEE Kam-kwong)
for Secretary for Education