

Guide on  
Life Planning Education  
and Career Guidance for  
Secondary Schools

**2<sup>nd</sup> Edition**

Career Guidance Section  
School Development Division, Education Bureau  
(Revised in August 2021)

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## **Part 1 Introduction and Terminology**

### ***1.1 Introduction***

1.1.1 In face of the changes worldwide with the advent of information technology and explosive growth of knowledge, our education system aims to develop students' knowledge, adaptability, creativity, independent thinking and life-long learning capabilities so that they can be better prepared to make informed and responsible choices and thus be able to make the best of the opportunities ahead.

1.1.2 Towards this end, more opportunities under the three-year senior secondary curriculum implemented since 2009 and multiple pathways have been opened for young people to flourish their knowledge. Our school curriculum, embedding elements of life-long learning and generic skills into all subjects, at the same time aims at whole-person development for every student, fostering their self-understanding and offering other learning experiences to support students' progression for further studies and career development, as well as actualisation of personal goals.

1.1.3 To strengthen support for the younger generation, the Chief Executive in his Policy Address 2014 announced, inter-alia, that from the 2014/15 school year, public sector schools operating classes at senior secondary levels are provided with a recurrent Career and Life Planning (CLP) Grant<sup>1</sup> to expand the capacity of schools and their teaching team of staff tasked to provide support to career guidance service and life planning education for their students.

1.1.4 To further enhance the relevant measures and ensure more stable provision of teaching manpower for delivering life planning education and related guidance service, the Education Bureau (EDB) allowed schools to turn the CLP Grant into regular teaching posts from the 2016/17 school year onwards. With effect from the 2019/20 school year, the regular teaching posts are counted towards the calculation of promotion post entitlement in order to strengthen the middle management manpower for taking relevant education initiatives forward. Starting from the 2022/23 school year, all schools will be required to convert the CLP Grant into regular teaching posts and have them counted towards the calculation of promotion post entitlement.

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<sup>1</sup> The rate of CLP Grant is equivalent to the mid-point salary of a Graduate Master/Mistress. As for Direct Subsidy Scheme (DSS) schools, the CLP Grant is subsumed under the DSS unit subsidy.

1.1.5 In its report<sup>2</sup> submitted in September 2020 on directional recommendations for optimising the implementation of school curriculum, the Task Force on Review of School Curriculum (Task Force) suggests that the learning expectations of life planning education at the junior secondary level should be clearly spelt out. To act on the Task Force’s recommendations, we have updated the expected learning outcomes at junior and senior secondary levels. We have also made available good exemplars of implementation strategies for life planning education and a checklist of implementation strategies.

## 1.2 Terminology

1.2.1 Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the life time. At the schooling stage, life planning education is one of the key components in promoting whole-person development, with the objectives of enabling students’ self-understanding, personal planning, goal setting, as well as self-reflection and revision, and equipping students with the knowledge of various study, career and training pathways, work ethics and the working world. The Task Force also stresses that life planning education should not be misinterpreted as career guidance per se. Hence, life planning education is not merely a remedial or advisory service for students when they are in need of making subject or career choice. It connects with school’s curriculum components, and through it students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations; and guided to integrate their career/academic aspirations with whole-person development and life-long learning.

1.2.2 A common language will certainly facilitate conceptualisation, shared understanding and professional dialogue among practitioners in life planning education and career guidance in Hong Kong. Having considered overseas experiences and practices in the local context, the key terminology on life planning education making reference to the Senior Secondary (SS) Curriculum Guide is drawn up below:

- **Career:** The sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualise one’s potential; career includes life roles, leisure activities, learning and

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<sup>2</sup> Task Force on Review of School Curriculum. (2020). Final Report: *Optimise the curriculum for the future Foster whole-person development and diverse talents.*

work.<sup>3</sup>

- **Career assessment:** Involves administration and interpretation of a variety of formal or informal techniques or instruments (whether qualitative or quantitative) to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, knowledge, experiences, personal style, learning style, work values, and lifestyle needs. As different facets of life and work are intricately related and positively/inversely affected by one another in an ongoing way, career assessment should NOT be seen or used as predictors of development or direction, but rather they should be seen as a MEANS (i.e. provide authentic and valuable career information) to an end (i.e. the individual being enabled to make informed career and life planning).<sup>4</sup>
- **Career and life planning:** A deliberate process to plan one's life holistically, including major life domains such as work, learning, relationships, and leisure; and to engage actively in steps for implementing these plans in one's social context.<sup>5</sup>
- **Career counselling:** An intensive service that focuses on the interaction between an individual/a small group and the career guidance personnel, aiming at helping individuals to explore personal issues in career and life planning.<sup>6</sup>
- **Career development:** A lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work (through different career roles).<sup>7</sup>
- **Career education:** One part of a comprehensive career development strategy. It is defined as the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students in making informed decisions about their study and/or work options and enable effective participation in working

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<sup>3</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.76.

<sup>4</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.76.

<sup>5</sup> 梁湘明 (2007)。《青少年生涯發展服務培訓計劃教材套》。中國香港：社聯。

<sup>6</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.76.

<sup>7</sup> Tobert, E.L. (1974). *Counseling for career development*. Boston: Houghton Mifflin.

life.<sup>8</sup>

- **Career guidance:** An inclusive term which usually describes a range of interventions including career education and counselling, that help students to develop and use knowledge, skills, and attitudes in making decisions on their study and/or work options and life roles.<sup>9</sup>
- **Career Guidance Personnel:** In many cases, teaching personnel responsible for life planning education and career guidance matters in local schools are the career guidance masters/mistresses and his/her team members. They should have relevant and appropriate professional training.<sup>10</sup>
- **Career information:** A broad term, referring to information (including printed, electronic, personal contacts and other resources) that assists the process of life planning.<sup>11</sup>
- **Career intervention:** Any activity (treatment or effort) designed to enhance a student's life planning/career development or to enable him/her to make more effective career decisions.<sup>12</sup>
- **Career-related experiences:** Career-related experiences enable students to obtain up-to-date knowledge about the world of work. Work ethics, such as integrity, commitment and responsibility are emphasised in these activities, so that students have a good idea of what will be expected of them in their future working life.<sup>13</sup>

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<sup>8</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.77.

<sup>9</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.77.

<sup>10</sup> Career Guidance Personnel are advised to attend the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours) and the Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours) organised by the EDB or their equivalent, and thereafter keep acquiring up-to-date professional knowledge to cater for the prevailing social and workplace development.

<sup>11</sup> Department of Education, Employment and Workplace Relations, Australian Government. (2010). *Australia Blueprint for Career Development* © Commonwealth of Australia, p.77.

<sup>12</sup> Spokane, A. (1991). *Career Intervention*. Englewood Cliffs, N.J.: Prentice-Hall, p.12.

<sup>13</sup> Education Bureau. (2009). Booklet 5A: Other Learning Experiences – Opportunities for Every Student, *Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation, Section 5.6.*

## **Part 2      An Overview on Development of Life Planning Education and Career Guidance in School**

2.1            Life planning education and career guidance are not new to schools. They play a significant role in helping students to develop the knowledge and skills needed for making wise choices, managing transition from learning to employment.

2.2            Since the implementation of the three-year senior secondary curriculum in 2009, all students would have opportunities to complete 12 years of schooling, which provides broader studies/horizons/experiences for every school student to develop the learning to learn capabilities and for whole-person development through the four core subjects, electives and Other Learning Experiences (OLE) while meeting their interests, needs and aptitudes.

2.3            The three-year senior secondary curriculum also aims to provide smoother and a wider range of articulation pathways for students via the Hong Kong Diploma of Secondary Education Examination and the Student Learning Profile (SLP), etc. In tandem, with more learning and work opportunities opening up to young people brought about by globalisation and information technology, there is an urgent need to better prepare young people to make an appropriate academic/career option in accordance with their interest, ability and orientation, and through collaboration and co-ordination with relevant subject/activity committees in school. Thus, the role of life planning education and career guidance for students in the above context is becoming more important, challenging and indispensable.

2.4            The importance of life planning under the provision of multiple pathways is highlighted in the secondary school curriculum framework<sup>14</sup>. One of the updated seven learning goals of secondary education is to enable students “to understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career”. The learning goal requires schools to prepare students to make informed choices for further study and future career and connect/integrate their career/academic aspirations with/into whole-person development and life-long learning.

2.5            Following the publication of the “Recommendations on Career

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<sup>14</sup> Education Bureau. (2017). Booklet 1: Ongoing Renewal of the School Curriculum (Section 1.6.4) and Booklet 9: Career and Life Planning – Multiple Pathways for All Students to Excel, *Secondary Education Curriculum Guide*.



Guidance for Secondary Schools under the New Academic Structure”<sup>15</sup> (“the Recommendations”) in collaboration with the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) in October 2011, more and more schools are taking forward a more comprehensive approach to career guidance practices and are moving away from the mode of providing basic career information to the school leavers only. They start to bring in new life planning education and career guidance elements<sup>16</sup>; and some have revamped their existing career guidance practices in response to the rising needs of students and their parents for more comprehensive career guidance, especially in choosing senior secondary subject options and multiple study pathways at the completion of secondary schooling.

2.6 Since the issuance of the Guide on Life Planning Education and Career Guidance for Secondary Schools (“the Guide”) in 2004, there has generally been a paradigm shift in schools from provision of career information to delivery of life planning education for senior secondary students. In light of the directional recommendations made by the Task Force on optimising the implementation of school curriculum and the implementation experiences of schools in the past few years, we have revised the Guide by updating the expected learning outcomes at junior and senior secondary levels and making available the good exemplars of implementation strategies for life planning education and a checklist of implementation strategies. The EDB will update and revise the Guide on an ongoing basis having regard to the actual circumstances and schools’ experiences.

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<sup>15</sup> The recommendations in this paper are basically grounded on the Comprehensive Guidance Programme model advocated by Professor Norman C. Gysbers, Editor of Emeritus of University of Missouri-Columbia. This model has also been adapted by the Guidance and Discipline Section, Education Bureau, to develop guidance curriculum and services for primary schools since 2000.

<sup>16</sup> For instance, resource packages on *Finding your colours of life: NSS Subject Choices and the Development of Career Aspirations* and *Career Mapping*, new seminar series titled *All For Students ♥ For All Students*, new workshops on *Individual Student Planning and Preparing Students for Successful Transition in the New Academic Structure*.

## **Part 3 Vision and Principles**

### ***3.1 Vision of Life Planning Education and Career Guidance***

3.1.1 Through flexible connection with other relevant components of subject learning, authentic experiences for students and reflective practices through the cyclic process of Planning-Implementation-Evaluation (PIE) for continuous improvement, students are:

- provided with quality life planning education and career guidance service which are aligned with their developmental needs at different stages of growth;
- supported to make career decisions in accordance with their interests, abilities and orientations;
- empowered to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life;
- assisted in managing and adapting to the transition from school to work; and
- better prepared for actualising individuals' potential through pursuit of their personal/career goals.

3.1.2 Our ultimate goal is to see all students, irrespective of their abilities, orientations and levels of study, being able to:

- understand their own career/academic aspirations;
- develop positive attitudes towards work and learning;
- connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and
- utilise the acquired knowledge, skills and attitudes whenever necessary.

## 3.2 *Six Recommended Principles*

3.2.1 The following SIX principles<sup>17</sup> of life planning education and career guidance relevant to the local secondary school context are recommended for use by schools in drawing up their school-based life planning education and career guidance service:

- Life planning education and career guidance should **align with the developmental needs** of students at different stages of growth, thus **differential provision in service** should be considered.
- Life planning education and career guidance should be provided **to all students, irrespective of their abilities, orientations and levels of study.**
- Life planning education and career guidance are **means of empowerment** for students to **make informed and responsible choices** on their learning, career goals and other aspects of life.
- Life planning education and career guidance encourage students to **make study/career decisions in accordance with their interests, abilities and orientations.**
- Life planning education and career guidance promote career development of students which will better prepare them for **actualising individuals' potential** through pursuit of their personal/career goals.
- Life planning education and career guidance assist students **in managing and adapting to the transition from school to work**, and in the long run prepare them for life-long learning and leading to a rich life.

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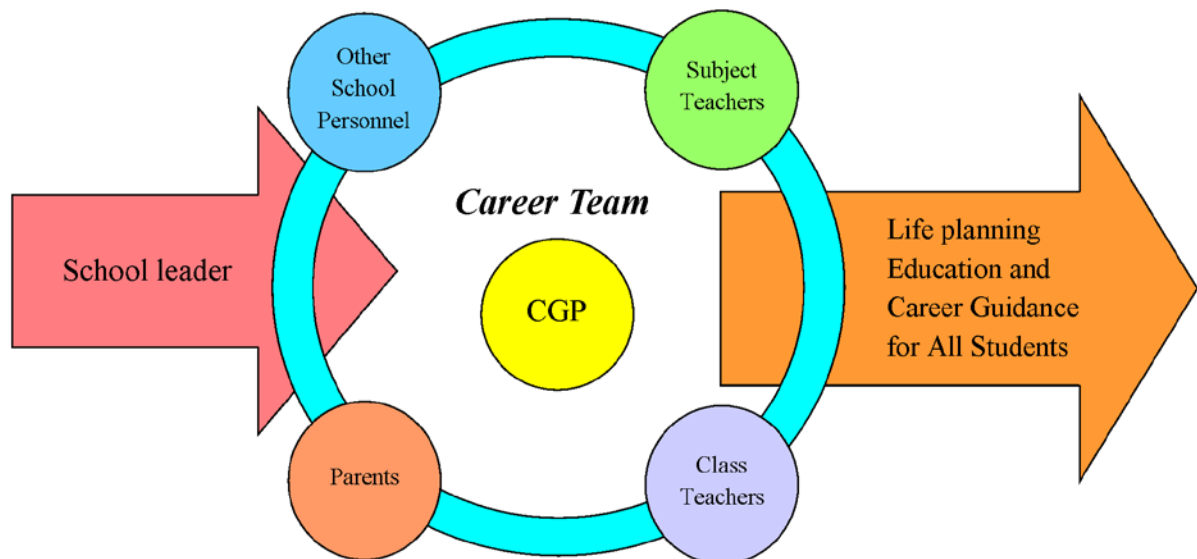
<sup>17</sup> These key principles are consistent with their counterparts in Education Bureau. (2009). Booklet 9: Student Guidance on Careers and Further Studies – Exploring the Future, *Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation.*

## Part 4 Career Guidance Personnel (CGP)

### 4.1 Roles of Career Team

4.1.1 To facilitate students in life planning/career development, we advocate schools to plan and implement life planning education and career guidance service in a comprehensive manner. Hence, life planning education and career guidance service cannot be solely the responsibility of the career team. The service should be led by the school leaders, organised and supervised by CGP with the support of class teachers, subject teachers and other school personnel as illustrated in Figure 1.

**Figure 1: School Personnel Involved in Life Planning Education and Comprehensive Career Guidance Service**



4.1.2 Schools' Career Teams may consist of the following members:

- Principal, vice principal or a senior teacher (Career Master/Mistress) as the co-ordinator;
- Career teachers;
- Class teachers and subject teachers; and
- Curriculum development leaders, guidance teachers, school social workers, I.T. coordinators, administrative support staff.

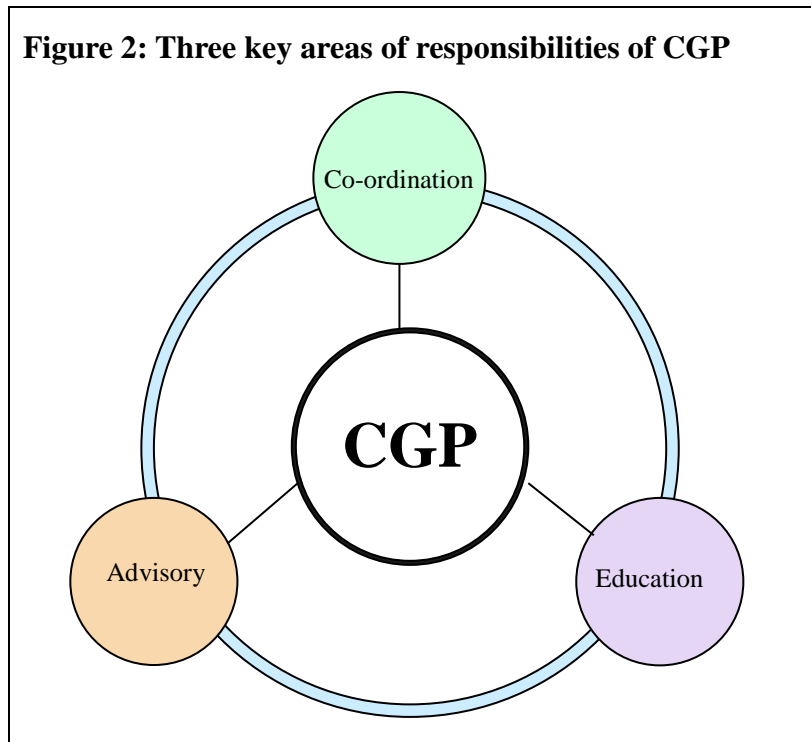
4.1.3 Depending on the school context, the Career Team may perform administration, operation and support functions.

- Administration
  - To assist in formulation of school-based policy and plan; and
  - To advise on co-ordination and collaboration of life planning education and career guidance programmes and activities.
- Operation
  - To organise life-planning education and career guidance programmes and to liaise with external parties; and
  - To evaluate the effectiveness of life planning education and career guidance service for continuous improvement.
- Support
  - To support other school personnel, e.g. class teachers and subject teachers, guidance teachers, school social workers, etc. in the delivery of life planning education and career guidance service;
  - To build up partnership with alumni, parents, functional and subject committees in school, and employers in the business and industrial sectors, and establish networks with local and overseas institutes and non-governmental organisations (NGOs) for collaboration in career guidance service; and
  - To offer group and individual career advisory service to students.

## **4.2 Areas of responsibilities of CGP**

4.2.1 Career guidance has an important role to play in student's whole-person development, given the grave need to cater for diverse student learning abilities/aptitudes, the flexibility of subject choices (including Applied Learning courses), the inclusion of career-related experiences as part of the OLE and the need to construct Student Learning Profile (the SLP). The CGP in schools may take on the following key areas of responsibilities (Figure 2):

**Figure 2: Three key areas of responsibilities of CGP**



➤ **Co-ordination**

- to collect, update and disseminate effectively all kinds of career information so that schools could support students, parents, teachers and school leaders in life planning education and career guidance service (e.g. in the formulation of senior secondary subject option plan); and
- to liaise/forge strong partnership with parents, teachers, functional and subject teams, school leaders, other school personnel, and external partners such as NGOs, employers in the business and industrial sectors, further studies institutions (e.g. institutes that offer Applied Learning courses, certificate/diploma/higher diploma/vocational courses for students with different learning abilities, including the non-Chinese speaking (NCS) students and students with special educational needs (SEN)) and community organisations (e.g. NGOs) in the planning and delivery of life planning education and career guidance service/programmes.

➤ **Advisory**

- to advise students individually and in groups, identify their career development problems and needs and coach them to find, develop and review their personal plans and career goals; and

- to advise students in their career related experiences and develop appropriate work attitude/reflective thinking skills in them.

➤ **Education**

- to draw up school-based policy and implementation strategies on life planning education; integrate life planning education elements in the school curriculum; plan and initiate comprehensive, relevant and timely career guidance programmes for students; conduct career assessments; and organise professional development activities for teachers responsible for delivering life planning education and career guidance service.

4.2.2 **The three key areas of responsibilities should connect flexibly with each other.** Though the focus may differ in different circumstances and in different context, they are not mutually exclusive and seldom function independently of one another. Space should be created for the CGP in order to expand the capacity to take forward the paradigm shift, co-ordinate comprehensive life planning education and career guidance service, and arrange career-related experience activities for students.

### **4.3 *Teacher Professional Development***

4.3.1 Schools are encouraged to make arrangements to release CGP or teachers concerned to attend relevant professional development courses<sup>18</sup> and participate in thematic seminars/talks/workshops to enhance the professional capacity to implement life planning education. Moreover, we suggest that each secondary school should have **at least two teachers** of the Career Team having completed the structured training on life planning education and/or career guidance offered by the EDB or equivalent. The EDB will review the progress of professional training and revise the strategy as and when necessary. Details of the training courses and application would be uploaded onto the Training Calendar (<http://tcs.edb.gov.hk>) when available.

4.3.2 Key aspects of professional development programmes for CGP include:

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<sup>18</sup> To equip CGP with the basic professional knowledge, skills and attitude, the EDB annually organises the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours) and the Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours).

- Life planning education/career development
- Guidance Programmes/Activities
- Counselling Skills/Techniques
- Career Information
- Curriculum Planning

Further elaboration on these areas of professional development is in Appendix 1.



## **Part 5                      Quality Life Planning Education and Career Guidance**

### **5.1        *Shared Commitment***

5.1.1            Though career guidance is not new to our education system, schools are at different stages of development in terms of life planning education and are adopting a range of disparate approaches to career guidance. Irrespective of the approaches, a common ingredient of effective life planning education must be awareness among the teachers of their role as significant adults to guide students to prepare for self-understanding as well as a readiness to facilitate students to prepare for self-actualisation and potential-realisation based on that self-understanding. Hence, a policy statement endorsed by the Incorporated Management Committee (IMC)/School Management Committee (SMC) reflecting school's shared commitment towards a more coordinated and systemic approach is instrumental in guiding the planning, implementation and evaluation of life planning education for students in a realistic and practical manner. Schools may refer to the six principles recommended in Part 3 of this guide when making the policy statement and forward planning.

### **5.2        *School Self-improvement***

5.2.1.            The School Development and Accountability (SDA) Framework<sup>19</sup> introduced by the EDB in the 2003/04 school year advocates quality education through continuous self-improvement in schools by putting in place the PIE cycle.

5.2.2            Like other areas of school work, quality life planning education could be achieved through the cyclical PIE process which most schools are already familiar with. In the planning stage, schools are advised to make reference to it in auditing their current state of life planning education and career guidance service, formulating school-based goals and implementation strategies, setting success criteria and devising method of evaluation appropriate to their needs. Continuous self-improvement can be achieved through school's monitoring of the implementation and progress of the work plan, evaluation on an evidence-based approach and commitment to follow up actions.

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<sup>19</sup> Education Bureau. (2020). *Guidelines on the Compilation of School Development Plan, Annual School Plan and School Report – To Promote School Development and Accountability through Strategic Planning.*

### 5.3 *Where to Start*

5.3.1 As junior secondary students and senior secondary students have different career development needs, especially in terms of options of studies and careers they will pursue, authentic understanding of their needs should be the starting point of planning for any school-based life planning education or career guidance programmes. Schools are advised to make use of different tools/methods, for instance, questionnaires and career assessment instruments to collect data, which reflect current situation of students in “Affective Development and Attitude”, “Social Development”, “Academic Performance” and “Non-academic Performance” (i.e. the four indicators of Student Performance<sup>20</sup>). The collected data are useful information for the planning of life planning and career guidance service.

5.3.2 Plans for life planning education should take account of both the short-term (e.g. an annual plan) and/or long-term (e.g. a three-year plan) needs. Under the SDA Framework, schools are required to draw up a School Development Plan (usually for three years) and compile an Annual School Plan and Report. Since the 2014/15 school year, there has generally been a paradigm shift in career guidance service for senior secondary students (primarily from career information dissemination to life planning education). At present, schools may, on the basis of life planning education at the senior secondary level, draw up work plans on provision of life planning education for junior secondary students. We recommend schools to consider inclusion of life planning education and career guidance as one of the major concerns in their school development planning. A template for work plan and report is provided in Appendix 2 for reference of schools.

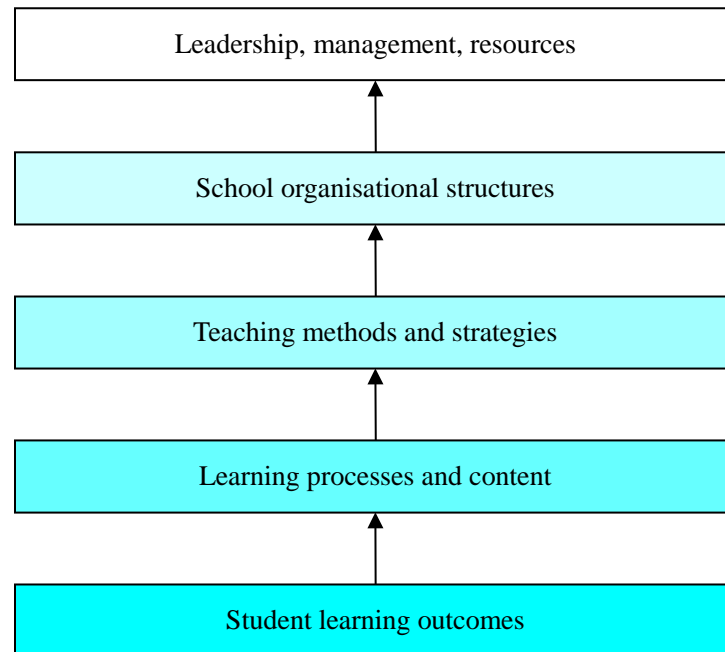
5.3.3 Schools may make reference to “backward mapping” (Elmore’s suggestion, as cited in Dimmock, 2000), i.e. “begin with the end in mind and work backwards...starting with student learning outcomes”<sup>21</sup>. In other words, instead of planning the implementation of career guidance starting from very broad aims/strengths of teachers, the process may start from the expected student learning outcomes and/or career development needs of students at different stages of growth. For details of the “backward mapping” process, please refer to Figure 3 overleaf.

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<sup>20</sup> Education Bureau. (2016). *Performance Indicators for Hong Kong Schools: For Secondary, Primary and Special Schools*, p.29-30.

<sup>21</sup> Dimmock, C. (2000). *Designing the Learning-Centred School*. London and New York: Falmer Press, p.28.

**Figure 3: Process of “Backward Mapping” from Expected Student Learning Outcomes**



#### **5.4 Manpower and Resources Planning**

5.4.1 Though the composition of schools’ Career Team will vary, a team of teachers and reasonable amount of administrative support are normally required for the effective and efficient planning, implementation and evaluation of life planning education and career guidance activities/programmes.

5.4.2 The Head of the Career Team, usually the Career Master/Mistress, should normally be assisted by some trained career teachers. CGP should be given space so that they can also provide direct student services, such as individual career guidance when it is needed.

5.4.3 CGP may capitalise on resources, such as the recurrent cash grant, and those from other community organisations, business and industrial sectors, alumni or professional bodies, to enrich the experiences of students.

#### **5.5 Physical Setting**

5.5.1 Like other student activities or programmes, many of the career guidance activities/programmes can be conducted in classrooms and the school

hall. Nevertheless, a physical setting that ensures protection of student privacy and provides a favourable environment for building CGP-student rapport is more desirable in career advisory service for individuals or small group of students.

5.5.2 Besides making good use of the School Intranet to disseminate career information, schools are encouraged to display relevant materials in an easily accessible area in school (e.g. on notice boards, in career resource corners) so as to facilitate students and teachers to access to and share among themselves the useful information.

## Part 6

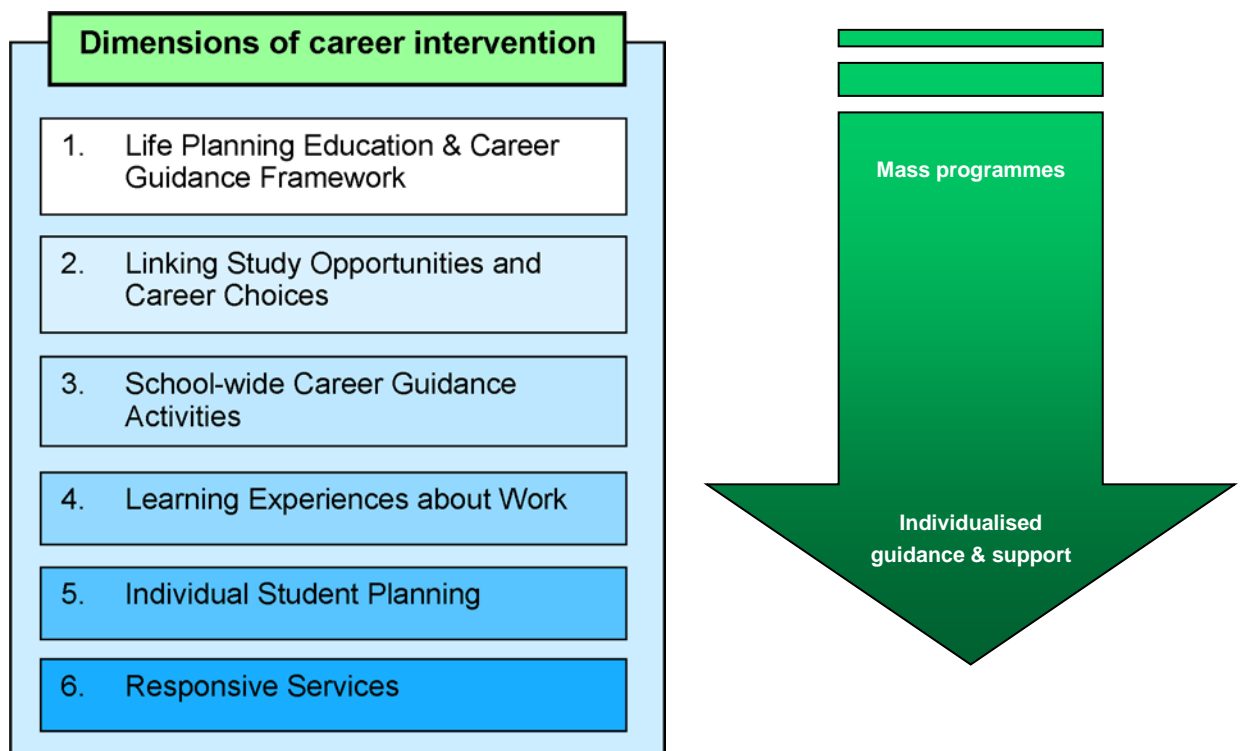
# Implementation of Life Planning Education and Career Guidance

### 6.1 *Six Dimensions of Career Intervention*

6.1.1 Given the importance of life planning education to the holistic development of students, it should be promoted as early as possible in a student's school life and in a co-ordinated and systematic manner.

6.1.2 Based on the identified needs of students, schools can design their implementation plan with different dimensions of career intervention, making use of the available school/government/community resources. Schools are suggested to include the following **six dimensions of career intervention** (Figure 4) in their life planning education plan.

**Figure 4: Six Dimensions of Career Intervention**



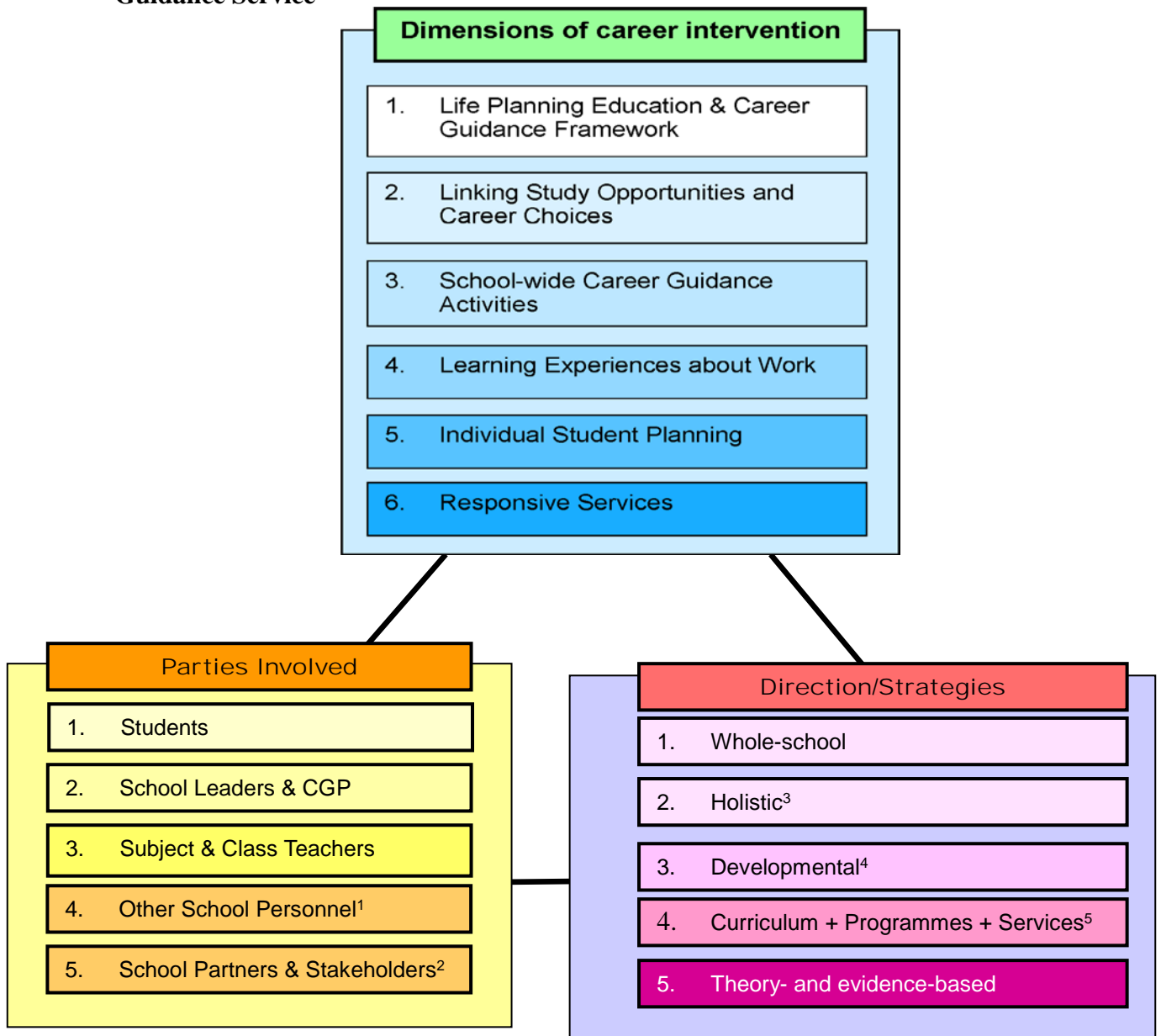
6.1.3 To secure student learning outcomes, school leaders and CGP are advised where applicable to outline specifically the contents, lesson time and resources for each of the dimensions, with reference to their understanding of students' career development needs and school mission, making the provision of career intervention school-based, evidence-based and professional. To enhance student learning outcomes, school leaders and the heads of the Career Team are advised to:

- examine the roles and responsibilities presently shouldered by the various functional groups and subject committees, as student support programmes usually involve a mix of academic, personal, social, career and guidance elements;
- review the student support programmes critically, for instance, making sure that all programmes and activities, including career guidance service, are goal-directed (i.e. focused on the expected student learning outcomes);
- encourage the functional groups and subject committees to explore ways to work smart, for instance, cutting/scaling down school activities which yield little/diminishing educational impact/student learning outcomes; and
- take the lead in planning and implementing life planning education and a comprehensive career guidance programme, key components of which are summarised in Figure 5 for easy reference.

6.1.4 The ultimate purpose of promoting career and life planning in students is to motivate them to plan their future as a holistic person in partnership with guidance, discipline, extra-curricular activities, community services and other expertise in student development.

6.1.5 Whenever and wherever appropriate, the Career Team should liaise/forgo strong partnership with parents, teachers, school leaders, other school personnel, employers, institutes of further studies and community organisations in the planning and delivery of life planning education and career guidance service/programmes.

**Figure 5: Key Components of Comprehensive Life Planning Education and Career Guidance Service**



**Keys:**

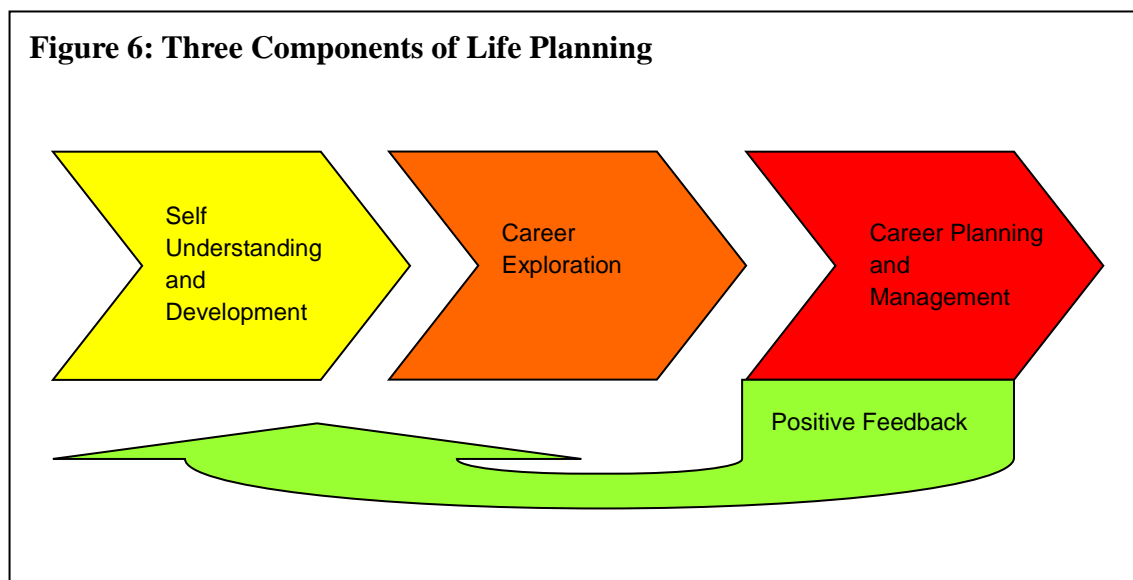
1. Examples: school social worker, I.T. co-ordinator, administrative support staff
2. Examples: parents, employers, institutes of further studies and community organisations
3. Based on the four indicators of student performance, i.e. life/career development, academic performance and personal/social development
4. Based on students’ developmental needs at different stages of growth, e.g. cyclical process of “Self Understanding and Development”, “Career Exploration” and “Life Planning and Management”
5. Implemented in formal curriculum and para-curriculum in the forms of programmes and services

## 6.2 *A Pragmatic and Theoretically Sound Model*

6.2.1 Life planning education and career guidance support the whole-person development and life-long learning of students and are integral parts of the holistic school curriculum. They should be delivered in a coordinated and systematic manner geared towards the needs of all students irrespective of their abilities, orientations and developmental stages.

6.2.2. Figure 6 below is a proposed life planning or career development model consisting of three components, i.e. “Self Understanding and Development”, “Career Exploration”, and “Career Planning and Management”. The career-related knowledge, life planning and work skills as well as work attitude that we expect from students can be expressed through the proposed model which suggests a positive relationship among its three components.

## 6.3 *Learning Elements*



6.3.1 The model can be applied flexibly in different school contexts with different student intakes. Expected learning outcomes (Figure 7) and good exemplars of implementation strategies (Figure 8) in line with these three components as well as students’ learning needs at different stages are proposed for reference of schools.



**Figure 7: Proposed Expected Learning Outcomes of Life Planning Education**

**Key learning stage (Secondary 1 to Secondary 3)**

**Developmental features:**

At this key learning stage, students need to adapt to the new learning environment and campus life as they proceed from primary level to secondary education. Schools may help junior secondary students identify their interests and abilities, encourage them to set study goals, and guide them in connecting their career aptitudes with subject selection, thereby better equipping these students for senior secondary education.

<b>Components of Life/ Career Development</b>	<b>Proposed Expected Learning Outcomes</b>	<b>Intervention</b>
<p><b>Self-understanding and Development</b></p> <p>understanding oneself and the impact of external influence</p>	<ul style="list-style-type: none"> <li>● Making a realistic self-assessment of achievements, qualities, aptitudes and abilities</li> <li>● Using the self-assessment outcomes to build self-confidence and positive self-image</li> <li>● Relating results of self-assessment to academic and career goal setting</li> <li>● Formulating short- and medium-term goals by goal-setting, review, reflection and planning</li> <li>● Being aware of stereotyping in career and work</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher periods</li> <li>● Providing students with diversified and objective information on further studies, training and occupation as well as resource platforms available within and outside the school</li> <li>● Personal growth/life education lessons at the junior secondary level</li> <li>● Life planning education lessons</li> <li>● Integrating life planning education into different subjects, such as establishing subject-career connection, placing emphasis on application of transferable skills, and including the relevant contents in moral and civic education and values education lessons</li> </ul>
<p><b>Career Exploration</b></p> <p>having an initial grasp of opportunities and constraints of study and employment, and consolidating information</p>	<ul style="list-style-type: none"> <li>● Identifying and using a variety of sources of career information</li> <li>● Taking the initiative to seek guidance or support from relevant people in school or in family</li> <li>● Being aware of the opportunities and constraints of various study choices or options</li> <li>● Consolidating information and using research skills to select, analyse and evaluate various study choices or options</li> <li>● Developing the ability to explore things around</li> <li>● Keeping abreast of the global development trends and changes</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance on further studies, training opportunities and subject selection</li> <li>● Workplace visits</li> <li>● Workplace experience programmes</li> <li>● Seminars on career guidance</li> <li>● Guidance and counselling services in relation to life planning on an individual or group basis</li> <li>● Support and follow-up for early school leavers</li> <li>● Making use of quality assessment tools (individual/group) on the development and needs of life planning to grasp the strengths and needs of individual students and groups for developing timely and appropriate life planning education proposals</li> </ul>
<p><b>Career Planning and Management</b></p> <p>making decisions and formulating and</p>	<ul style="list-style-type: none"> <li>● Setting tentative study plans in senior secondary education with or without connectedness with personal or career goals/aspirations</li> </ul>	

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
carrying out plans for senior secondary study to manage changes that come with transition to the senior secondary level	<ul style="list-style-type: none"> <li>● Being aware of impacts of external influence (e.g. from parents and peers) in goal-setting and prioritising the goals</li> <li>● Understanding and applying decision making techniques</li> <li>● Being aware of information, guidance and advice from different sources and use them appropriately</li> <li>● Making informed and responsible subject choices for senior secondary study</li> <li>● Making a contingency plan on senior secondary study choices</li> <li>● Relating tentative senior secondary study choices to realistic and practical plans that foster actualisation of goals</li> <li>● Organising and presenting personal information and plans</li> <li>● Preparing individual portfolios and career development plans</li> <li>● Cultivating right attitudes (e.g. observing punctuality and obligations, acquiring the skills of asking questions, standing ready to express opinions, mutually respecting one another, and accepting different opinions)</li> </ul>	

**Key learning stage (Secondary 4 to Secondary 6)**

**Developmental features:**

At this key learning stage, students need to deal with issues concerning public examinations, subject selection, career choices, etc. Schools may help students reflect on and review their interests, abilities and aspirations for a better understanding of themselves, so that they could set medium- and long-term goals for study or career development. Furthermore, schools may reinforce the connection between students' career aptitudes and subject selection, enabling them to adapt to changes of transition from secondary education to employment.

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
Self-understanding and Development  further understanding	<ul style="list-style-type: none"> <li>● Better grasping achievements, qualities, aptitudes, abilities and personal/career aspirations through thorough review and reflection of</li> </ul>	<ul style="list-style-type: none"> <li>● Providing students with diversified and objective information on further studies, training and</li> </ul>

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
oneself and the impact of external influence with review and reflection	<p>learning experiences</p> <ul style="list-style-type: none"> <li>● Relating personal growth and changes to life/career planning</li> <li>● Setting medium- and long-term goals for study/career development</li> <li>● Exploring the existence of stereotypes about certain careers and demonstrating attitudes or values that help solve problems</li> </ul>	<p>employment as well as resource platforms available within and outside the school</p> <ul style="list-style-type: none"> <li>● Life planning education lessons</li> <li>● Integrating life planning education into different subjects, such as establishing subject-career connection, placing emphasis on application of transferable skills, and including the relevant contents in moral and civic education and values education lessons</li> </ul>
<p><b>Career Exploration</b></p> <p>exploring opportunities and constraints of study and employment as well as the options available, and connecting work experiences with study and career choices</p>	<ul style="list-style-type: none"> <li>● Recognising and understanding the differences among occupation, career, job, industry and post</li> <li>● Developing positive concepts, attitudes and values about career and work</li> <li>● Keeping in view the employment trends, associated learning opportunities and recognised qualifications</li> <li>● Identifying, selecting and utilising information on study and employment related to study/career choices in a serious manner</li> <li>● Understanding the qualifications system, and the requirements and recognised qualifications of various study or training choices</li> <li>● Connecting outcomes of work-based activities or learning with study, training and career choices</li> <li>● Carefully evaluating the relationship between various opportunities and personal academic and career goals</li> </ul>	<ul style="list-style-type: none"> <li>● Applied Learning courses</li> <li>● Career aptitude tests and follow-up discussions/elucidation</li> <li>● Connecting subject learning with employment</li> <li>● Visits to tertiary institutions</li> <li>● Guidance on university admission and course selection</li> <li>● Simulated job-seeking activities and workshops on job and university admission interviews</li> <li>● Work experience activities</li> <li>● Mentorship programmes</li> </ul>
<p><b>Career Planning and Management</b></p> <p>making decisions and formulating and carrying out plans to cope with social changes and the transition from study to employment</p>	<ul style="list-style-type: none"> <li>● Having goals/aspirations for study/career development</li> <li>● Determining initial career aptitudes and associated study/training goals</li> <li>● Assessing the impact of external influence (e.g. influence from family, socio-economic environment, and employers' expectations) and factoring it in goal-setting to make informed decisions about life planning</li> <li>● Understanding, selecting and applying decision making techniques as appropriate</li> <li>● Making a detailed comparison of different study, training and career choices</li> <li>● Considering various factors</li> </ul>	<ul style="list-style-type: none"> <li>● Seminars on career guidance</li> <li>● Career/education expos</li> <li>● Student ambassadors for life planning</li> <li>● Guidance and counselling services in relation to life planning on an individual or group basis</li> <li>● Support and follow-up for early school leavers</li> <li>● Making use of quality assessment tools (individual/group) on the development and needs of life planning to grasp the strengths and needs of individual students and</li> </ul>

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
	<p>(including financial position and socio-economic changes) that affect decisions about study and employment</p> <ul style="list-style-type: none"> <li>● Evaluating information and guidance from different sources and prudently using those that are accurate and up-to-date</li> <li>● Developing the skills and attitudes essential for the demonstration of personal attributes and employability and the attainment of learning/career goals</li> <li>● Developing and mastering work-related generic skills and abilities</li> <li>● Considering and getting a general picture of the ever-changing employment trends, social needs and economic situation, and factoring them in life planning</li> </ul>	<p>groups for developing timely and appropriate life planning education proposals</p>

**Figure 8: Good Exemplars of Implementation Strategies for Life Planning Education**

	Secondary 1 to Secondary 3	Secondary 4 to Secondary 6
<b>Self-understanding and Development</b>	<ul style="list-style-type: none"> <li>● Facilitating students' self-understanding through life planning education lessons, e.g. simulated social experience activities (basic level) and card games on life planning (dream realisation cards, career cards and life planning cards)</li> <li>● Integrating life planning education into different subjects (e.g. Chinese and English writing on "my aspirations" and personal profiles) so that students can look back on their lives, identify their characteristics and explore their ideal careers</li> <li>● Preparing student learning profiles, individual portfolios and learning progress handbooks to help students learn about their attributes and set goals accordingly</li> </ul>	<ul style="list-style-type: none"> <li>● Life planning education lessons, e.g. simulated social experience activities (advanced level) and/or card games on life planning</li> <li>● Integrating life planning education into different subjects (e.g. Chinese and English writing on personal profiles or résumés and discussions on "primary criteria for career selection" and "professionalism and commitment") so that students can explore the keys to career selection and the spirit of professionalism</li> <li>● Following up on students in need, such as providing guidance, strengthening communication with parents and making referrals to educational psychologists</li> </ul>
<b>Career Exploration</b>	<ul style="list-style-type: none"> <li>● Utilising information on study and employment, e.g. searching for online information (EDB's Life</li> </ul>	<ul style="list-style-type: none"> <li>● Visits to tertiary institutions and universities</li> <li>● Workplace visits and/or job-</li> </ul>

	<b>Secondary 1 to Secondary 3</b>	<b>Secondary 4 to Secondary 6</b>
	<p>Planning Information website), completing worksheets, and showing videos about career exploration experience of alumni and parents</p> <ul style="list-style-type: none"> <li>● Enabling students to learn more about different careers and success stories and acquire a basic knowledge of career exploration through sharing of articles and videos about successful people and completion of worksheets</li> <li>● Conducting seminars on career guidance, e.g. sharing sessions by guests from different fields (including alumni) on further studies, subject selection and work experience</li> <li>● Visiting the Youth College of the Vocational Training Council</li> </ul>	<p>shadowing programmes, work experience activities, and summer internship and work experience programmes</p> <ul style="list-style-type: none"> <li>● Applied Learning courses</li> <li>● Connecting subject learning with employment, e.g. arranging workshops on mobile applications for the Information and Communication Technology subject and enrolling students studying Physics/Mathematics for robot design or innovation and technology competitions</li> <li>● Mentorship and life coaching programmes</li> <li>● Seminars on career guidance</li> </ul>
<b>Career Planning and Management</b>	<ul style="list-style-type: none"> <li>● Providing students with guidance on further studies, training and subject selection through individual- and/or group-based activities (group-based interviews), etc</li> <li>● Guiding students in setting goals through life planning camps or life education activities</li> <li>● Visiting the Youth College of the Vocational Training Council, tertiary institutions and universities</li> </ul>	<ul style="list-style-type: none"> <li>● Career aptitude tests, e.g. CII Test, BIM Test, COA Probe Test and career-oriented games</li> <li>● Enabling students to know better about their interests and strengths through assessments and tests</li> <li>● Guidance on university admission and course selection</li> <li>● Simulated job-seeking activities, workshops on preparation of résumés and personal profiles and interviews for university admission, and simulated release of examination results</li> <li>● Visits to universities and tertiary institutions</li> <li>● Work experience activities</li> <li>● Career/education expos</li> <li>● Student ambassadors for life planning</li> </ul>

6.3.2 Schools are recommended to make reference to the above major career education theories and current career counselling models<sup>22</sup>, relevant learning elements/expected learning outcomes and school contextual factors in planning for school-based programmes/activities. In parallel, schools may refer to the Checklist of Implementation Strategies at Appendix 3 for a

<sup>22</sup> Major theories in career education may include HOLLAND's *Theory of Vocational Personalities and Work Environments*, SUPER's *Life Span, Life-space Approach, Social Cognitive Career Theory*, etc.

comprehensive review of school-based life planning education.

6.3.3 Schools are also advised to implement life planning education and career guidance through integration and collaboration with academic subjects, Applied Learning as well as other student support services such as Moral and Civic Education, Life Education and Life Skills Development, etc. Schools may refer to the [Basic Education Curriculum Guide \(Booklet 6\)](#) and [Senior Secondary Curriculum Guide \(Booklet 9\)](#) for integrating career development elements into the school curriculum.

6.3.4 Based on the proposed life planning or career development model in Figure 6, a practical example on how life planning education and career guidance can be implemented and integrated into the school curriculum is provided in Figure 9.

#### **6.4 Delivery Mode**

6.4.1 Life planning education and career guidance service can be delivered flexibly through various modes within the school timetable or outside school hours. They can be taught as

- Part of Personal Growth/Personal, Social and Humanities Education through the Citizenship and Social Development subject, Life Education/class teacher periods and Moral and Civic Education lessons ;
- Part of other academic subjects to build up a connectedness between secondary education and knowledge and skills of life planning through career-related activities;
- Part of Applied Learning or career-related experience learning;
- Part of class-based comprehensive personal growth programmes; and/or
- Individualised and comprehensive career guidance programmes.

6.4.2 It is difficult to set rigid criteria on time allocated for life planning education. However, reasonable time which can include formal lesson time (e.g. class teacher periods), after-school sessions, outside school hours and some school holidays can be reserved in the school calendar for delivering the life planning and career-related activities (e.g. career visits and work experience schemes).



**Figure 9: A Framework of Enhancing Career-related Experiences for Secondary School Students<sup>23</sup>**

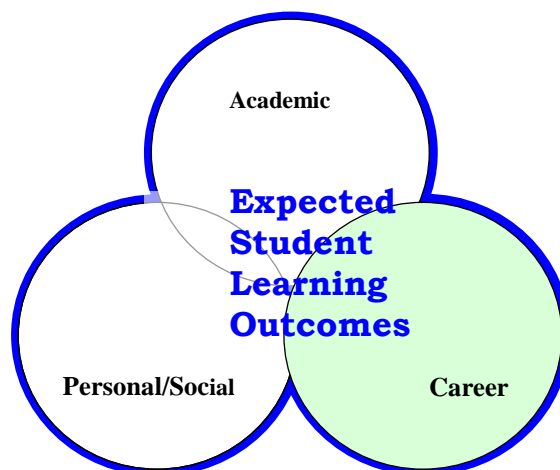
<b>Guidance and Counselling for Individuals</b>	Career Guidance and Counselling for individual students or groups					
<b>Enabling Individual Student Planning (Assessment → Guidance → Portfolio building)</b>	Reflective construction of Student Learning Profile					
	Initial Senior Secondary Study Plan		Revision of Senior Secondary Study Plan		Research on long-term study and career interests	
	• Academic aptitude assessments    • Personality and traits tests    • Career tests (career interests, career plan, career values)    • Assessment of transferable skills					
<b>Facilitating Learning Experiences about Work</b>	Job Shadowing and Work Experience Scheme					
	Professional/Business Partnership Programmes					
	Mentorship Programmes jointly organised with NGOs, alumni association and PTA					
	Applied Learning Taster Programmes		Applied Learning Taster Programmes/Applied Learning Courses		Applied Learning Courses	
	Career visits					
<b>Organising School-wide Career Guidance Activities</b>	Mock job searching activities and interview workshops for job search and university admission					
	University Taster Programmes or Camps					
	Guidance programmes on further studies, training opportunities, streaming and subject choices			Guidance programmes on university admission and course selection		
	Visiting local or overseas tertiary institutions/enterprises/organisations					
<b>Linking study opportunities and career choices</b>	Connection of subjects and occupational choices			Education and Career opportunities of individual subjects		
<b>Formulating a Career Guidance Curriculum</b>	Integrated Life Education Curriculum (meaning of work, values of money, self-understanding, attitudes towards work, work ethics, understanding of the working world, career projects or interviews)			Career & Life Skills Curriculum (educational and vocational goal setting, career planning, job search skills, self-understanding, life roles, understanding of the working world, attitudes towards work, qualifications framework, work ethics)		
	Assessment of students' needs with group assessment instruments, e.g. self-efficacy inventories developed by Life Skills Development and Comprehensive Guidance Programme					
	S.1	S.2	S.3	S.4	S.5	S.6
<b>Dimensions of Intervention</b>	<b>STUDY LEVELS</b>					

<sup>23</sup> Adapted from Education Bureau & Hong Kong Association of Careers Masters and Guidance Masters. (2009). *Career Education and Individual Student Planning in Secondary Schools: Teachers' Handbook on Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations & Career Mapping: Career Development Learning Tool for Senior Secondary Students*, p. 59.

## Part 7 Assessment and Evaluation

7.1 Many life planning and guidance programmes would target at several aspects and inter-related student learning outcomes (Figure 10).

**Figure 10: Relationship of Expected Student Learning Outcomes and the Four Areas of Student Performance**



7.2 To make intended student learning outcomes happen, schools would need to make professional judgements on their use of different career intervention strategies with the support of assessment and evaluation outcomes. Evaluation can be made through different assessment tools/methods, some of which are listed below for consideration of schools:

- Assessment Programme for Affective and Social Outcome (APASO) for secondary schools and career development self-efficacy inventory<sup>24</sup> which help teachers to identify student needs as well as follow through their progress/changes in different aspects and stages of development;
- Quantitative and qualitative feedback from students on the life planning and career guidance programmes and activities, with questions so designed as to measure whether the success criteria as stated in the annual programme plan can be met (Appendix 4);
- Individual Student Planning Programme which helps students to reflect on their learning experiences and connect to self-understanding, learning goals, preparation for transition and

<sup>24</sup> Useful tools can be found from the QEF sponsored project, Yuen, M. T. et al. (Eds.). (2004). *Life Skills Development and Comprehensive Guidance Programme Series*. Hong Kong, China: Life Skills Development Project, Faculty of Education, The University of Hong Kong.



development of personal plans and career goals<sup>25</sup>; and

- Secondary 6 Students' Pathway Survey which provides teachers with valuable information on the multiple pathways of school leavers for reference in the planning and evaluation of career guidance service to meet the career aspirations of students (Appendix 5).

7.3 Nevertheless, due to variations in student intake, student background and abilities, schools should set their expectations of student performance at reasonable levels according to the school context and have a good grasp of student performance and progress through regular assessment so as to review the effectiveness of their work<sup>26</sup>.

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<sup>25</sup> Useful resource packages can be found from the CDI's partnership project with HKACMGM on *Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations* (2015) and *Career Mapping: Career Development Tool for Senior Secondary Students* (2013).

<sup>26</sup> Education Bureau. (2008). *Performance Indicators for Hong Kong Schools 2008 with Evidence of Performance* (Accessed October 2011).

## Part 8 Support Measures

### 8.1 Support Measures for Schools

8.1.1 To facilitate schools in promoting life planning education and career guidance service, support measures in various forms would be provided by the EDB to schools and different stakeholders including school administrators, teachers, students and parents.

#### Career and Life Planning (CLP) Grant

8.1.2 The Chief Executive in his Policy Address 2014 announced, inter-alia, the provision of a recurrent CLP Grant<sup>27</sup> to all public sector schools operating classes at senior secondary levels with effect from the 2014/15 school year. The CLP Grant is outside the Expanded Operating Expenses Block Grant (EOEBG)/Operating Expenses Block Grant (OEBG). It is revised annually in line with the adjustment to the mid-point salary of the Graduate Master Pay Scale. Starting from the 2016/17 school year, schools may turn the CLP Grant into regular teaching posts, and from the 2019/20 school year onwards, the regular teaching posts are counted towards the calculation of promotion post entitlement in order to strengthen the middle management manpower for taking relevant education initiatives forward. Schools may, in light of their own circumstances, turn the CLP Grant into regular teaching posts across the board. Starting from the 2022/23 school year, all schools will be required to convert the CLP Grant into regular teaching posts across the board.

8.1.3 The CLP Grant mainly aims to expand the capacity of schools and their responsible teaching team so as to take forth a paradigm shift from career information dissemination to introduction of more life planning education elements in a holistic and systematic manner. Specifically, schools have to enrich the contents and expand the scope of their existing level of career guidance service so as to help students understand their own career/academic aspirations, develop positive attitudes towards work and learning and integrate their career/academic aspirations with/into whole-person development and life-long learning. The CLP Grant should primarily be used for its key purpose of empowering and enhancing the capacity of the teaching team for life planning education. Where circumstance allows, schools then may use the remainder of

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<sup>27</sup> The provision of the recurrent grant is benchmarked to Graduate Master's mid-point salary. As for DSS schools, the CLP Grant is subsumed under the DSS unit subsidy.

the grant to enrich relevant school-based services for students, such as providing career-related learning beyond the classroom. Services may include financing needy students' participation in career exploration; engaging authentic experts, business people and alumni; running real business guided by teachers; and other services relevant to life planning education. Schools should refer to relevant EDB circulars and guidelines as appropriate in handling matters such as recruitment, hire of services, procurement of goods and services, etc. Details of the CLP Grant are set out in EDB Circulars No. 6/2014 and No. 5/2019.

8.1.4 The CLP Grant should not be deployed for purposes other than those set out in para 8.1.3. To ensure that the recurrent grant is purposefully utilised to achieve the intended objectives, schools should designate their career master/mistress to spearhead the paradigm shift towards a holistic approach to life planning education and career guidance, to support the IMC/SMC in formulating school-based planning and strategy contributing towards effective life planning education for students and to act as the school co-ordinator of the service.

8.1.5 As for schools that have opted to turn the CLP Grant into regular teaching posts, the additional regular graduate teachers so appointed should be tasked with empowering the schools and responsible teaching teams (e.g. unleashing capacity for career teachers), so as to expand and enrich their existing career guidance service, and strengthen the coordination of life planning education and the collaboration with the business sector. Through the coordinated arrangements for different life planning and career exploration activities, students are helped to identify their interests, abilities and aspirations, develop positive attitudes and values, and learn more about different industries and study and career pathways for setting personal goals, making informed choices about further studies and employment, and planning for their future. In formulating human resource plans, IMCs/SMCs should ensure the proper deployment of resources for the intended objectives. Furthermore, schools may, having regard to their contexts, flexibly draw on other resources (e.g. Life-wide Learning Grant) provided by the EDB to conduct career-related learning activities and procure the requisite resources, thereby enriching students' learning experiences and supporting their life planning education development<sup>28</sup>.

### School-based Support

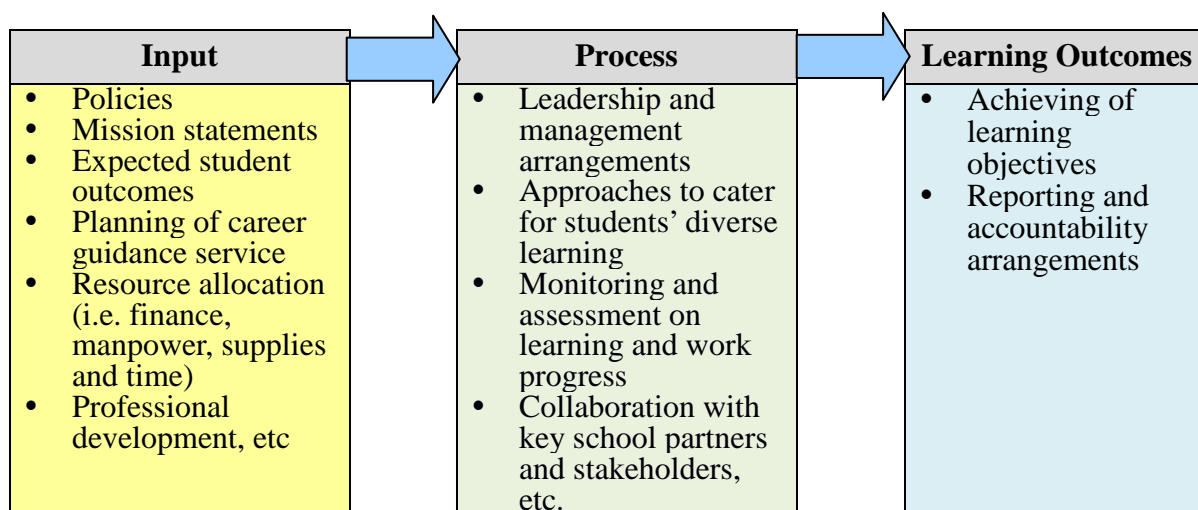
8.1.6 School-based support would be provided to individual school through consultancy visits and professional exchanges with the CGP. To

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<sup>28</sup> Please refer to EDB Circular No. 16/2019 for details.

facilitate dialogue between schools and the visiting school development officers from EDB, the work of school on life planning education and career guidance would be examined and discussed with reference to the three-step process illustrated in Figure 11:

**Figure 11: Three-step Process for Examining and Reviewing Life Planning Education and Career Guidance Service in School**



### Training for Teachers and School Personnel

8.1.7 Apart from regular certificate courses<sup>29</sup>, the EDB provides other forms of professional training, such as Professional Development Schools Scheme, Teacher Secondment Scheme, thematic seminars and workshops as well as learning circles under District Development Networks for various school personnel, and experience sharing sessions organised from time to time, to enhance the professional capacity of and professional exchange among schools and CGP, and foster the district-based sharing culture.

### Life Planning Information Website

8.1.8 In September 2019, the EDB launched a brand-new Life Planning Information website (<https://lifepanning.edb.gov.hk>), which serves as a one-stop platform to provide students, teachers and parents with more comprehensive information on life planning and multiple pathways. There are eight thematic corners on the website, namely Careers Information, Studies, Students, School

<sup>29</sup> To equip CGP with the basic professional knowledge, skills and attitude, the EDB annually organises the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours) and the Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours).

Administration, Teachers, Parents, the Business-School Partnership Programme and My Life Planning Portfolio. The thematic corner on Careers Information provides not only up-to-date information on over 250 positions in 21 traditional and emerging industries, which covers career prospects, entry requirements, pertinent training and career ladder, but also job-seeking advice, including résumé samples, requisite skills in effective communication, and proper appearance and attitudes for interviews.

8.1.9 Moreover, the Life Planning Information website provides up-to-date information about pursuing further studies in Hong Kong and overseas, as well as eligibility criteria and application methods of various scholarships, etc. Learning and teaching resources pertinent to life planning are available on the website for teachers' adoption. Also, there are videos of real stories that enable parents and students to have a deeper understanding of life planning.

8.1.10 As an online learning system, My Life Planning Portfolio (<https://portfolio.lifeplanning.edb.gov.hk>) provides students with information on life planning and handy tools for conducting career aptitude assessments and creating learning portfolios. In parallel, teaching resources on life planning are available, which enable teachers to better support students in life planning. The system consists of seven parts, namely Career Assessment (with a variety of career assessment tools), My E-lesson, Student Portfolio, Career Information and Video Clips, “My Work Values” Game, Career Adventure Report, and Professional Development Programme specially designed for teachers.

### Career Guidance Resources

8.1.11 To facilitate schools in delivering life planning education and career guidance service, the EDB has worked in partnership with the HKACMGM to develop two resource packages namely [“Career Mapping 生涯地圖”](#) and [“Finding Your Colours of Life 尋找生命的色彩”](#).

## **8.2 Support Measures for Students**

### Life Planning Exploration Tool

8.2.1 A website and mobile application [“e-Navigator: Multiple Pathways under the New Academic Structure”](#) is developed jointly by the EDB and HKACMGM. It is a life planning exploration tool that helps students search for programme information across different local institutions and levels (e.g. degrees, higher diplomas and associate degrees). Besides, students can get

access to other programmes from the Qualifications Register.

#### Life Planning Information Website

8.2.2 Various dedicated webpages are created on the EDB's Life Planning Information website (<https://lifeplanning.edb.gov.hk>) to provide students with updated information on further studies in Hong Kong and overseas, vocational training, career opportunities, as well as life planning and guidance service.

#### Business-School Partnership Programme

8.2.3 Through the Business-School Partnership Programme (BSPP), the EDB works with different sectors of society (including the business entities, government departments and community organisations) to organise diversified career exploration activities (e.g. career talks, workplace visits, workshops and work experience programmes, etc.) for students so that they could grasp the situation of various industries and trades, seize the opportunities available and adequately prepare for further studies and career pursuits. Students are encouraged to submit applications via their schools to participate in the BSPP activities. Schools may visit the BSPP website (<https://careerguidance.edb.hkedcity.net/en/home>) for details of BSPP and the latest information on activities ([BSPP Homepage > Activities](#)). Meanwhile, there are designated zones for primary school, junior secondary school, senior secondary school and non-Chinese speaking students, which facilitate schools in obtaining information on career exploration activities suitable for their students. In addition, the EDB regularly provides public sector and DSS schools with up-to-date information on activities and enrolment methods by email.

### **8.3 *Support Measures for both Parents and Students***

#### Life Planning Information Website

8.3.1 Various dedicated webpages are created on the EDB's Life Planning Information website (<https://lifeplanning.edb.gov.hk>), which provide students and parents with information on different industries and multiple pathways, and thus enable parents to render timely support to their children.

#### Thematic Education Talks

8.3.2 Thematic talks on further studies and employment are conducted every year to provide students and parents with the latest information on further

studies, vocational training, career opportunities, trends of the working world, different industries and professions, good parenting, etc.

### Career Exploration Activities for Parents

8.3.3 Through BSPP, the EDB encourages BSPP partners to organise career exploration activities in the form of workshops, workplace visits, career talks, etc. for parents to enhance their capabilities to support children in life planning. Parents may visit the BSPP website, Life Planning Information Website and Smart Parent Net (<https://www.parent.edu.hk/en/home>) for details of the related activities and enrolment methods.

## Professional Development Needs for Life Planning Education

The required professional knowledge, skills and attitude for life planning education are set out below<sup>30</sup>. Contents in the table serve as the guiding framework for professional development programmes offered by EDB.

Area	Content
Career Development	<ul style="list-style-type: none"> <li>• Career development theories</li> <li>• Youth psychological development theories</li> <li>• Theories and strategies of career intervention</li> <li>• Understanding of the potentials, learning and career development needs of students with different learning abilities</li> </ul>
Guidance Programmes/Activities	<ul style="list-style-type: none"> <li>• Self-exploration activities</li> <li>• Career interest/inclination tests (qualitative and quantitative) and their applications</li> </ul>
Counselling Skills/Techniques	<ul style="list-style-type: none"> <li>• Guidance approaches and selective appropriation in school context</li> <li>• Micro-career counselling and life skills training applicable in individual or group counselling, including those with diverse learning needs</li> </ul>
Career Information	<ul style="list-style-type: none"> <li>• Management of career information and resources</li> <li>• Conceptual understanding of the world of work</li> <li>• Application of employment-related knowledge and learning</li> <li>• Connections with external links and sources of information in relation to further studies, training and work</li> </ul>
Curriculum planning	<ul style="list-style-type: none"> <li>• Theories and practical strategies in career and life skills, and curriculum planning, implementation and evaluation</li> <li>• Creating career-related experiences for all students through various ways with support from the stakeholders and resources from the community</li> <li>• Mapping of life planning education with the whole school curriculum</li> <li>• Coordination with subject committees in school and external links in respect to career-related curriculum contents</li> </ul>
Others	<ul style="list-style-type: none"> <li>• Attitudes and values related to career guidance and counselling</li> <li>• Professional codes or ethics in guidance and counselling</li> </ul>

<sup>30</sup> Adapted from the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours) organised by the EDB in the 2020/21 school year and 《青少年生涯發展服務培訓計劃教材套》(梁湘明 (2007)。中國香港：社聯).



(Template)

**Work Plan/Report on Life Planning Education  
and Career Guidance Service**

This is a proposed framework for planning, monitoring and evaluation purposes. Schools are free to adapt the format to suit specific needs.

Name of school: \_\_\_\_\_

School Year : \_\_\_\_\_

<b>Objectives: e.g.</b>	<b>Strategies: e.g.</b>	<b>Monitoring/Evaluation: e.g.</b> (both quantitative and qualitative):	<b>Allocation of the CLP Grant: e.g.</b>
<ul style="list-style-type: none"> <li>● <i>What is the current state of life planning education and career guidance service?</i></li> <li>● <i>Where does the school plan to go?</i></li> </ul> <p>(Please indicate the specific objectives to be achieved, having regard to school context factors.)</p>	<ul style="list-style-type: none"> <li>● <i>How to achieve the objectives set?</i></li> <li>● <i>What is the professional development plan?</i></li> <li>● <i>What are the key activities for students and for parents?</i></li> </ul> <p>(Please indicate the details of the relevant plans.)</p>	<ul style="list-style-type: none"> <li>● <i>How good are the programmes/ activities/events to address the diversified needs of students?</i></li> <li>● <i>How do we know their effectiveness?</i></li> <li>● <i>How will the evaluation results be shown?</i></li> </ul> <p>(Schools may make reference to the attachment to Appendix 2 for reflective questions.)</p>	<ul style="list-style-type: none"> <li>● <i>For employment of staff (e.g.)</i></li> <li>● <i>For school-based programmes. (e.g.)</i></li> </ul> <p>(Please indicate areas of expenditure of the CLP Grant.)</p>

## **Reference Information for Facilitating Schools' Self-evaluation on Life Planning Education and Career Guidance Service**

Below are some suggested items that school personnel may look for when evaluating the work plan on life planning education and career guidance:

1. Can activities/programmes facilitate students' understanding of their abilities, interests as well as career aspirations, and formulation of individualised plans?
2. Are there any programmes to cater for the different career guidance needs of students with specific background (e.g. gifted, special education needs, non-Chinese, etc.)?
3. Are multifarious kinds of career guidance related programmes/activities arranged to suit diversified needs of students, such as those introducing further studies in Hong Kong, the Mainland and overseas and the latest development in the career world, and providing different workplace experiences?
4. Are different dimensions of intervention ranging from individualised guidance/support, small group guidance/activities to large-scale activities provided to address the needs of students at different development stages?
5. Do the target groups of the career guidance related programmes/activities cover students with different abilities and at different developmental stages and where appropriate their parents?
6. Do students make use of a range of information sources (e.g. requirements and procedures to pursue further studies, the Qualifications Framework, job search materials, etc) and devise practical plans to equip themselves?
7. Is the role of the Qualifications Framework (QF) featured in the programmes/activities where appropriate by, for example, making use of the connections and networks established by the Industry Training Advisory Committees set up under the QF and the competency standards and progression pathways developed for the respective industries?
8. Are life planning and career guidance connected with other curriculum components to avoid overlaps and repetitions of goals?
9. Is quantitative and qualitative feedback from various stakeholders including teachers, students and parents collected to gauge the effectiveness of life planning education programmes/activities?

## Checklist of Implementation Strategies

### (1) Formulating school-based plans and policies on career guidance

- Promoting life planning education as major concern under a school development plan.
- Stepping up the efforts of the Career Guidance Team/Life Planning Team in coordinating and taking forward life planning education. The Team may comprise:
  - principal, vice-principal or a senior teacher (Career Master/Mistress) as a coordinator;
  - career teachers;
  - class teachers and subject teachers; and
  - other school personnel, such as curriculum development leaders, student guidance teachers, school social workers, information technology coordinators and administrative support staff.
- Conducting different forms of activities through the Whole School Approach<sup>31</sup> in light of school contexts and students' needs.
- Arranging life planning education classroom learning activities, such as in weekly assemblies, class teacher periods and morning reading sessions.
- Integrating life planning education into different subjects/extra-curricular learning activities, such as Chinese Language, English Language, Economics, Accounting, Personal Growth Education at the junior secondary level, Moral and Civic Education, Other Learning Experiences and Applied Learning courses.
- Connecting learning activities conducted by different groups, such as extra-curricular activity groups, volunteer service teams and uniformed groups.
- Providing personalised career guidance/support, such as offering guidance on university admission and course selection and assisting students in compiling learning profiles.
- Making referral arrangements, which include taking post-guidance follow-up actions for needy students, enhancing personalised guidance, maintaining communication with parents and referring students to social workers or educational psychologists.
- Strengthening parent education, such as arranging parents' days, seminars on subject selection or multiple pathways in Secondary 3, and activities and workshops of parent-teacher associations.

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<sup>31</sup> As stated on page 12 of this Guide, "life planning education and career guidance service cannot be solely the responsibility of the career team. The service should be led by the school leaders, organised and supervised by CGP with the support of class teachers, subject teachers and other school personnel".

- Setting up an alumni support network, such as arranging mentorship programmes and , sharing sessions on subject selection and occupation.

Reference:

- Guide on Life Planning Education and Career Guidance for Secondary Schools (2<sup>nd</sup> Edition) (2021) issued by EDB  
(<https://lifeplanning.edb.gov.hk/en/school-administration/guide.html>)
- Resource kits entitled  
(1) “Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations” (2015)  
([http://www.hkacmgm.org/hkacmgm/?page\\_id=244](http://www.hkacmgm.org/hkacmgm/?page_id=244)) and  
(2) “Career Mapping: A Career Development Tool for Senior Secondary Students” (2013)  
([http://www.hkacmgm.org/hkacmgm/?page\\_id=212](http://www.hkacmgm.org/hkacmgm/?page_id=212))  
co-produced by the Curriculum Development Institute and the Hong Kong Association of Careers Masters and Guidance Masters
- EDB’s Life Planning Information Website (“School Administration” corner)  
(<https://lifeplanning.edb.gov.hk/en/school-administration/index.html>)
- EDB’s My Life Planning Portfolio  
(<https://portfolio.lifeplanning.edb.gov.hk>)

## (2) Guiding secondary school students in post-graduation planning

- Providing up-to-date information on multiple pathways and study options, such as arranging seminars, visits to local tertiary institutions and education expos, activities on familiarising with overseas studies.

Information on further studies is available on the following websites:

- Programme searching tool of e-Navigator: Multiple Pathways under the New Academic Structure  
<http://eNavigator.edb.hkedcity.net>
- Concourse for Self-financing Post-secondary Education  
<https://www.cspe.edu.hk/>
- Electronic Advance Application System for Post-secondary Programmes (E-APP)  
<https://www.eapp.gov.hk/>
- Joint University Programmes Admissions System (JUPAS)  
<https://www.jupas.edu.hk/>

- Further enlightening students about multiple pathways and study options and incorporating the descriptions of Qualifications Framework (QF) and Qualifications Register (QR) into life planning education through learning / activities, such as seminars, workplace visits, workshops and work experience activities.

Information on the QF is available on the following websites:

- QF  
<https://www.hkqf.gov.hk/en/home/index.html>
- List of Specification of Competency Standards  
<https://www.hkqf.gov.hk/en/scs/scs/index.html>
- QR

<http://www.hkqr.gov.hk/>

- Further promoting continuing education among students, such as introducing the connections and networks, as well as the competency standards and progression pathways established for various industries by the Industry Training Advisory Committees under the QF.
- Disseminating information on scholarships, such as HKSAR Government Scholarship Fund, Scholarship for Prospective English Teachers, Multi-faceted Excellence Scholarship and Sir Edward Youde Memorial Scholarships.

Details are available on the following website:

EDB's Life Planning Information Website

<https://lifepanning.edb.gov.hk/en/study/scholarship/index.html>

- Equipping students with the ability to search for information on life planning, such as information about further studies, various industries (including job duties, entry requirements, career ladder and pay level), latest position of the job market and job-specific skills.

Details are available on the following website:

EDB's Life Planning Information Website

<https://lifepanning.edb.gov.hk>

**(3) Better acquainting students and parents with continuing education, multiple pathways and the latest development in the job market**

- Encouraging parents' participation in projects/activities on career guidance, e.g.
  - Seminars on subject selection for senior secondary education
  - Information Expo on Multiple Pathways  
<https://www.cspe.edu.hk/en/Resources-CareerGuidance-MultiplePathwaysExpo.html>
  - Mainland Higher Education Expo  
[https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/scheme\\_2021/mainland\\_he\\_expo\\_2020.html](https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/scheme_2021/mainland_he_expo_2020.html)
  - Careers expos
- Helping students understand how social values affect occupational stereotyping and cultivate their own attitudes and values towards work.
- Encouraging parents, alumni and outside organisations to actively participate in guidance activities related to life planning.
- Inviting guests, parents and alumni from different fields to share their experiences with students.
- Organising activities to equip parents with the essential knowledge and skills for supporting their children in life planning.

Reference:

- EDB’s Life Planning Information Website (“Parents” corner)  
<https://lifeplanning.edb.gov.hk/en/parents/index.html>

**(4) Strengthening networks and mobilising external resources**

- Strengthening internal and external liaison with stakeholders or partners to support students in life planning through the following initiatives:
  - EDB’s Business-School Partnership Programme  
<https://www.edb.gov.hk/bspp>
  - Labour Department’s Youth Employment Start  
<https://www.e-start.gov.hk>
  - Collaboration with other non-governmental organisations (including projects under the Funding Scheme for Youth Life Planning Activities of the Youth Development Commission)  
<https://www.ydc.gov.hk/en/programmes/life/life.html>

**Questionnaire / Survey on  
Students' Feedback on Participation in Activities  
(for reference)**

1. Student's name, class and class number:

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2. Please state the name and organiser of the activity you joined.

Name of activity: \_\_\_\_\_

Organiser: \_\_\_\_\_

3. Do you agree that the activity meets your needs and expectations? Please explain.

Strongly disagree

Agree

Disagree

Strongly disagree

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4. Do you agree that the activity has enhanced your knowledge and understanding of XX (e.g. a particular programme/industry)? Please explain.

(e.g. think about whether the activity has provided you with new perspectives on a particular programme/industry)

Strongly disagree

Agree

Disagree

Strongly disagree

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5. Please set out or describe what you gained from and how you felt about the activity. (e.g. think about if the activity has enabled you to identify and acknowledge your strengths or weaknesses where improvements are required)

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6. After partaking in the activity, do you have a greater eagerness to pursue study or career in the particular industry? Please explain.  
(e.g. think about whether the programme or industry is in line with your interests and career aptitudes)

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7. Suppose you plan to pursue study or career in the particular industry.

- (a) Which subjects do you think you should take at the senior secondary/tertiary level, and why?

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- (b) To increase the chance of pursuing study or career in the particular industry, which of your strengths/weaknesses need to be maintained/overcome? What concrete action plans have been drawn up?

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- (c) For the area of study in question, try to make a comparison of the content, entry requirements, tuition fee, etc. of the relevant programmes offered by different institutions.

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- (d) Further to (c) above, which programme you will opt for and why?

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8. Overall speaking, do you agree that the activity is able to heighten your concern about life planning/further studies/career development? Please explain.

- Strongly disagree  
 Agree  
 Disagree  
 Strongly disagree

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9. Do you agree that with the direction and guidance of speakers/supporting personnel, you were able to get more involved in the activity? Please explain.

Strongly disagree

Agree

Disagree

Strongly disagree

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10. Please provide suggestions on future life planning activities.

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**Statistical Survey on Secondary 6 Graduates' Pathways  
(for reference)**

## 1. Personal particulars

Student's name: (Chinese)\_\_\_\_\_ (English)\_\_\_\_\_

Class and class no.:\_\_\_\_\_ Year of graduation:\_\_\_\_\_

Correspondence address:\_\_\_\_\_

Email address: \_\_\_\_\_

## 2. Please put a ✓ in the appropriate box(es) to indicate the pathway(s) you are pursuing.

- Pursuing a full-time undergraduate programme in Hong Kong
- Pursuing a full-time sub-degree programme in Hong Kong
- Pursuing a full-time higher diploma/certificate programme in Hong Kong
- Pursuing a full-time diploma of vocational education programme in Hong Kong
- Pursuing a full-time foundation diploma programme in Hong Kong
- Pursuing a Diploma Yi Jin programme in Hong Kong
- Pursuing a programme in Hong Kong (including programmes offered by/under the Hotel and Tourism/Culinary Institutes of the Vocational Training Council, the Hong Kong Institute of Construction, the Youth Employment and Training Programme of the Labour Department, Caritas Institute of Higher Education, and the YMCA College of Careers, etc.)
- Pursuing a non-local/distance learning programme conducted in Hong Kong
- Pursuing further study in the Mainland
- Pursuing further study overseas
- Repeating Secondary 6
- Full-time employment
- Part-time employment
- Non-engaged
- Others (please specify):\_\_\_\_\_

## 3. Which university/tertiary institution will you attend/are you attending?

Location of university/tertiary institution (e.g. Hong Kong, the Mainland, an overseas country/region):\_\_\_\_\_

Name of university/tertiary institution:\_\_\_\_\_

4. Name of department/programme you will enrol/have enrolled in.

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5. What is the duration of the programme?

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years or above

6. Which subsidy mode applies to the department/programme you enrol in?

- Local publicly-funded programme
- Local self-financing programme
- Non-local/distance learning programme
- Not applicable

7. Why did you choose to enrol in the department/programme concerned? Is it aligned with your interests/career aptitudes?

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8. Are you willing to accept invitations from your alma mater to share with junior fellow students your experience of selecting and enrolling in programmes offered by universities/tertiary institutions, the relevant points to note, and suchlike?

- Yes
- Undecided
- No