

Part C Project Details

2012/0257 (Revised)

BACKGROUND

Career guidance or career counselling plays a significant role in helping students to develop the knowledge and skills needed for making wise choices, manage transitions in learning and move into the workplace, i.e. helping students to improve career readiness.

As EDB stated current career guidance in school, "as demonstrated by current best practices in schools, career guidance should no longer be regarded as merely offering a remedial, advisory service on careers before graduation, but as a broader concept that refers to 'a totality of experiences' by which students acquire knowledge and attitudes about self and work, as well as the skills to plan and prepare for a career." EDB suggested career guidance, in its broader meaning, usually consist of a range of dimensions that may run across the secondary years, such as individual student planning, understanding self, career exploration and career-related experiences, a guidance programme for further studies, remedial and accelerated counselling for individual students.

Under the New Senior Secondary (NSS) curriculum, career-related Experiences is one of the important areas in OLE for the whole person development of students.

With concern of the above mentioned, a peer career counseling programme is proposed to enhance student's career readiness and it matches with learning objectives of NSS curriculum for junior and senior secondary students.

NEED ANALYSIS

As mentioned by Yeung and McInerney (2005) that the two important academic outcomes for high school students in Hong Kong were the desire for further education and career aspirations. These aspirations are a driving force that may impact adolescents' motivation and academic achievement. Career aspirations may direct students to work hard for better employment opportunities.

Programmes that have been focusing on career development have demonstrated to be effective in enhancing adolescents' self-concepts (Macaulay & Rusling, 1979). Moreover, the adolescents acquire a more positive attitude towards themselves and their learning environment, increasing their responsibility and independence in directing his/her own learning (Buttram, 1979).

In many nations, career development programs are to begin in early childhood and continue over the life span, and secondary students are required to maintain records of achievement and individual action plans which shows individual career competencies and work experiences. In contrast, the career development programmes for students in Hong Kong are relatively unstructured. A survey of career services in Hong Kong high schools has found that most schools rely on large scale programs such as career-talks and visits (Leung, 1999). Personalized career interventions are uncommon. In addition, most of the career guidance programs focus narrowly on information dissemination and very little on the exploration of self. Comparatively, there is less effort made on helping students to learn more about different career opportunities. The guidance activities tend to be superficial, allowing little reflection and less likely to match with students' needs. In fact, such environment did not find significant improvement in recent years.

The change of Hong Kong education system in recent decade would let student have less chance to enhance their career readiness/career maturity through academic challenges. Implementation of through-train mode education and 334 New Senior Secondary Academic Structure reduce the number of examinations. The current academic system provides fewer obstacles for further study, but, at the same time, it provides fewer chances for students to review and rethink their needs and aspirations on career development/life planning. Under such environment, most of the students seldom ruminate over their career development. There is a need to spread and strengthen career counseling service to Hong Kong students.

With concern of the mentioned circumstance, a school based career development package for junior students with low study motivation will be developed. The programme will focus on training social workers and teachers to lead student to think about their life planning in class. Using the teaching package, individual and small group intervention can be involved. Due to heavy workload of teachers and school social workers and effectiveness of peer counselling, senior form students can share the role of facilitator. They would bear the role as peer counsellors and group facilitator, either in forms of small group or individual lay counseling, and lead junior form students in school to think about the life planning / career development issues.

Goals

The proposed CBCI peer counselling scheme is a sustainable career counseling programme implemented in schools. The aims are as follows:

- To increase students' (both peer counsellors' and counselees') career readiness, motivation for career exploration, and vocational planning.
- To teach helping and coaching skills to senior form students, enhance their self-awareness, and let them obtain skills on identifying dysfunctional thoughts and motivate the counselees.
- To develop a sense of career orientation for junior form students, so as to enhance their study motivation.
- To generate research findings on how significant school-based intervention by peer counsellors is being used among Chinese adolescent in career development, and it will also provide insights on areas which need to be strengthened for the career development programme in Hong Kong.

Objective and Significance

In the proposed scheme, senior form students share the role of peer counsellors and group facilitator who lead junior form schoolmates to think about the life planning / career development issues.

Through the CBCI counseling process, both junior and senior students will be able to enhance intention and motivation on career development exploration by understanding their values and thinking pattern and obtaining skills and knowledge on career decision making. The proposed programme does not only beneficent to students, but also to teachers and schools participated.

Some operational objectives of participated parties are as follows:

Senior form students	<ul style="list-style-type: none"> • Learn general career information acquiring skills needed in the career decision making process • Review and identify cognitive obstacles that hinder study motivation and be able to change them • Refine personal life planning orientation • Enhance career readiness • Self understanding and self reflection through the helping process • Develop helping attitudes • Experience a high quality programme of other learning experience
Junior form students	<ul style="list-style-type: none"> • Learn basic career information acquiring skills • Develop career exploration attitude • Review cognitive obstacles that hinder study motivation • Explore life planning orientation • Enhance self understanding and enhance self-efficacy and motivation on life planning
Teachers	<ul style="list-style-type: none"> • Obtain knowledge and skills on career development and guidance • Supervision and coaching of career development programme
Schools	<ul style="list-style-type: none"> • Develop a whole school caring community culture

- Develop a school-based career development service in both individual and group levels
- Forming a career education network

A set of peer counselling package and manual will be developed in the proposed programme. Manual and documentary can achieve quality control in extent of service providing and, at the same time, assist the spread of peer counselling service in a systematic way. Evaluations and researches will be conducted throughout the programme to assure and enhance quality. The results will be used to modify and refine package and manual.

TARGET AND EXPECTED NUMBER OF BENEFICIARIES

Service Program/ Activity	Expected no. of beneficiaries
<i>The first stage (the first year): Piloting stage</i>	
Training workshops and supervision given to peer counsellors, senior form students, from 15 pilot schools (training conducted by visiting scholars and programme counselling trainer; on theoretical and practical issues of implementing career counselling activities, cell group and lay counselling)	Peer counsellors trained = 150 (10/sch×15)
Each peer counsellor will hold a group of 5 junior school mates on helping their life planning under supervision of voluntary counsellor throughout the year (50/sch)	Junior form students = 750 (50/sch×15)
Events and activities held by peer counsellors in schools (activities may include exhibition of occupations, self understanding, job shadowing, newsletter, etc.)	General students = 12600 (35/class x4/form x6/sch = 840×15)
Review and production of peer counsellor manual for school guidance personnel (teachers and students)	NA
<i>The second stage (the second year): Consolidating stage</i>	
Training workshops and supervision given to peer counsellors, senior form students, from 15 pilot schools in each stage (training conducted by visiting scholars and programme counselling trainer; on theoretical and practical issues of implementing career counselling activities, cell group and lay counselling)	Peer counsellors trained = 300 (10/1 st stage joined sch×15 + 10/2 nd stage joined sch×15)
Training workshops for peer mentors, peer counsellors in the first stage, from 15 pilot schools (training conducted by visiting programme counselling trainer; on giving support and guidance to new peer counsellors)	Peer mentors trained = 150* (10/1 st stage joined sch×15) *same group of peer counsellors joined in 1 st stage
Each peer counsellor will hold a group of 5 junior school mates on helping their life planning under supervision of voluntary counsellor throughout the year (50/sch)	Junior form students = 1500 (50/1 st stage joined sch×15 + 50/2 nd stage joined sch×15)
Events and activities held by peer counsellors in schools (activities may include exhibition of occupations, self understanding, job shadowing, newsletter, etc.)	General students = 25200* (840/1 st stage joined sch×15 + 840/2 nd stage joined sch×15) *There are 12600 students will be

	<i>benefited in the 1st stage.</i>
1 to 2 Teachers or school personnel of pilot schools, including schools joint in the 1 st and 2 nd stage, will be invited to attend a briefing /training session on principles of the programme and the use of peer counselling package	Teachers trained = at least 30 (1 or 2/sch×30)
Review and production of peer counsellor manual for school guidance personnel (teachers and students)	NA
<i>The third stage (the four months following the second stage): Disseminating stage</i>	
Presentation of research findings and introduction of CBCI Peer Counselling package and manual for teachers and staff in NGOs. Training seminars will be conducted for teachers and staff in NGOs on the use of CBCI Peer Counselling package and manual. Content of the training includes: <ul style="list-style-type: none"> • present and promote manual • share experiences of events and activities held under the programme (by schools) • present research result • CBCI & career development concept • Use of peer counselling package and manual 	Teachers/Staff trained = 300 (2 teachers/sch x100, 2 staff /org x50)
Total number of beneficiaries	28230

CONCEPTUAL FRAMEWORK

Cognitive Behavioural Career Intervention (CBCI) is an innovative concept in career development that embraces the core elements of both cognitive and behavioural theories, is based on the underlying assumption that affect and behaviour are largely products of cognitions. Cognitive and behavioural interventions can bring about changes in thinking, motivation and behavior in career development process as well as related life events.

CBCI also helps to identify dysfunctional thoughts and beliefs that are predominantly biased, self-limited and hinder personal motivation. Processes of self-monitoring, education, evaluation in these thoughts are the major cognitive interventions for obtaining balanced and functional cognitions that acknowledge personal values, strengths, needs and work-related experiences. Cognitive and behavioural deficits are identified, and new cognitive skills and ways of behaving in career and life development are learned, evaluated and reinforced. Finally, new cognitive and behavioural skills allow new and difficult situations in study, career or life development to be confronted in a more effective way.

Career development self-efficacy and outcome expectation are the two essential elements affecting one's career readiness. In CBCI model, cognitive intervention deals with self-talk and self awareness in order to enhance career development self-efficacy; while behavioural intervention deals with career information processing competence to improve career development outcome expectation. Both interventions improve students' career development intention as well as career exploration and planning behavior. Figure 1 makes a clear illustration of the intervening process.

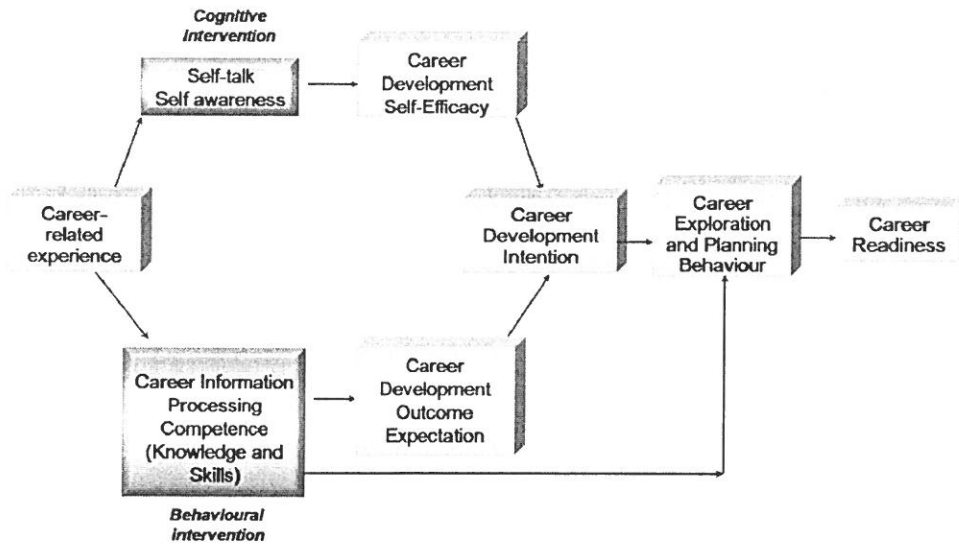


Figure 1: Concept of Cognitive Behavioural Career Intervention

The overall purpose of CBCI is to increase self-awareness, facilitate better self-understanding, and improve career development motivation by developing more appropriate cognitive and behavioural skills related to career exploration and planning. CBCI suggested several intervening points include 3 stages. The first stage (Goal) is to clarify life/career goal, in which understanding of self, world of work and expectation of future life are explored. The second stage (Possibilities) is to generate possible career paths and choices with integrating information of self and world of work. The third stage (Action) is to try out and act out the possibilities, including formulating and modifying action plans and reviewing plans. Details are illustrated in figure 2.

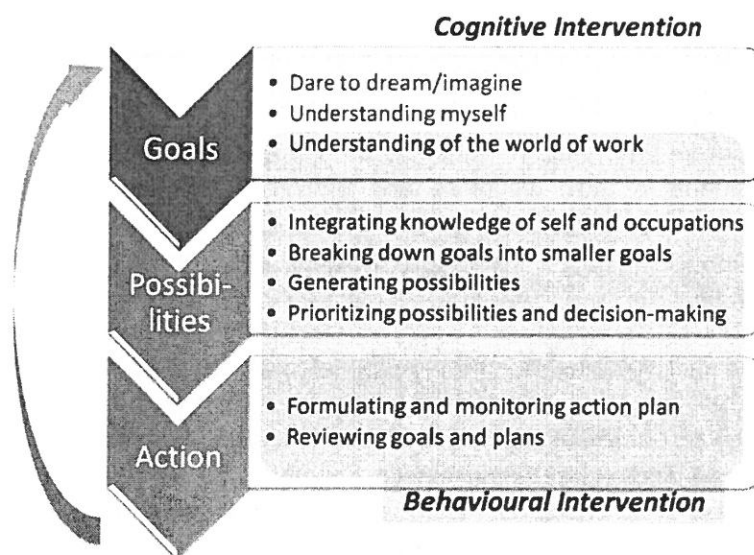


Figure 2: Steps and Procedures of Cognitive Behavioural Career Intervention

The proposed Cognitive Behavioral Career Intervention is to expand students' self-efficacy and career exploration abilities to enhance motivation and career planning. Both of them are essential elements for career readiness.

The evaluation of previous HKFWS project shows CBCI effectively leads student's cognitive and behavioural changes and also enhances students' career readiness and academic motivation. The pretest-posttest evaluation result shows that students had statistically significant improvement on career exploration, career

planning and motivation on learning, willingness to expend effort to improve schoolwork and seeking tangible rewards for schoolwork. From the feedbacks by students, they understood their destructive thoughts and became more motivated on career development. As their self efficacy and outcome expectation were improved, they were more willing to make change or take challenge in order to fulfil requirements of their dreamed occupations or to achieve their dreamed future living.

Why Do We Use Peer Counselling?

Peer counseling is interpersonal helping behaviours assumed by nonprofessionals who undertake a helping role with others. Peer counselling includes one-to-one helping relationships, group leadership, discussion leadership, advisement, tutoring, and all activities of an interpersonal human helping or assisting nature (Tindall and Gray, 1985). Peer is a good resource in the helping process. As peer counsellor has similar background and age with counselees, they would easily communicate with counselees and understand counselee's situation. For some counselees, they feel easier to open up when they work with a non-professional. Thus, trained peers would assist in variety of ways in counseling programme such as listening, educating, mediating, tutoring and mentoring.

Peer counselling scheme is also service learning for those participated helpers. Service learning is kind of active learning. In which, students participate in their own learning process by involving them in some type of activity where they become a part of the lessons. Active learning is an effective tool to teach lifelong living skills. Through the process, individuals can internalize information and assume responsibility for their decisions regarding personal lifestyle choices (Tindall and Black, 2009, p.8).

Peer counsellors would be taught to obtain skills and attitude through training, and, at the same time, counselees would learn and experience effective interpersonal skills and attitudes through communication with counselors. Both of them would become more facilitative and effective in interpersonal relationships in the peer helping process. Understanding feelings and emotions does not only contribute to building interpersonal relationship, but it is also an essential part of self understanding which helps individuals choosing direction and making decision in career path/life planning.

IMPLEMENTATION PLAN

The proposed programme will be implemented in 3 stages. In the first stage (the first academic year), we will work on programme development which includes training design and content design of services. In the second stage (2nd year), the programme will be rerun, refined and evaluated. After the two stages, we will take 3months to consolidate and modify peer counselling manual and package, collate research data and promote the proposed programme to school. Details of implementation are listed as follows:

1st stage (Oct 2013-Jun 2014)

- Orientation to schools and teachers
- To recruit, select, train and supervise senior form voluntary students from 15 pilot schools (the first batch of peer counsellors) to act in a variety of peer counsellor roles in their schools
- Cell groups of junior form school mates and career related / life planning related activities in school conducted and organized by peer counsellors under supervision of programme voluntary counsellors and counseling trainer throughout the academic year
- Evaluation and modification of peer counseling programme and manual

2nd stage (Jul 2014-Jun 2015)

- To recruit, select, train and supervise the second batch of senior form voluntary students from the 15 pilot schools in the 1st stage and another 15 newly joined pilot schools to serve as peer counsellor in their schools
 - Cell groups of junior form school mates and career related / life planning related activities in school conducted and organized by peer counsellors under supervision of programme voluntary counsellors and counseling trainer throughout the academic year
- The first batch of peer counsellors will be trained and supervised to act the role of mentor for the second batch of peer counsellors in their schools

- Evaluation and consolidation of peer counseling programme and manual, as well as the mentorship system

3rd stage (Jul-Sep2015)

- Presentation on research results
- Promotion of the peer counselling manual and programme to schools and organizations

Training Content:

Peer Counsellor Training

- Introduction to career development concepts
- Conceptual framework of CBCI
- Programmes and skills in applying career peer counselling, introduction of “Dream My Own Dream” package and other career intervention programmes
- Experience sharing on using this approach and the use of “Dream My Own Dream” package
- Career information searching, assimilation and processing skills
- Career counselling skills and group facilitation skills – role play and demonstration
- School based career development programme

Training Seminar for Teachers

- Share experiences of events and activities held under the programme (by schools)
- Present research results
- Introduce CBCI & career development concept
- Introduce use of peer counselling package and manual, and how teachers facilitate students working on peer counseling programme

Training Method:

Peer Counsellor Training

- Students will learn through workshops and mainly coordination and production of career related activities and providing service.
- Participated peer counsellors will receive 6 training sessions, i.e. 18 hours, and monthly supervision from project counsellors / voluntary trainers.
- Peer counsellors will be recruited from Secondary Form 4 and 5 by self-nomination or teacher or school counsellor/social worker nomination.
- Student will volunteer in October 2013 to June2014 or/and September 2014 to June2015.
- All volunteers will accept into the training programme. Students who cannot make a commitment to the training period are not accepted.

Training Seminar for Teachers

- Introduction seminar will be given to teachers and staff in social service organizations.

INNOVATION

1. Newly developed career intervention model: CBCI is a newly developed career intervention model that aims to enhance career readiness and study motivation. Preliminary research proves its effectiveness on improving junior students’ career readiness and study motivation.
2. From teacher centred to student centred: Most of the current career programmes in school are coordinated by teachers or social workers. In the proposed peer counselling programme, senior form students design and organize groups and activities to junior form students. The whole service is mainly held and leaded by student so as to enhance senior form students’ participation and to bring some new perspectives to school programmes.
3. School based peer networks and career programme: Students currently join career-related activities organized by agencies outside school. The proposed programme will be the first school based career related peer programme which school easily manage and also can build up a peer support network in school.

IMPLEMENTATION PLAN WITH TIMELINE

Programme/ Activity	Commence -ment Date	Completion Date	Key Milestones / Outcomes
Oct 2013-Jun2014 (Stage 1)			
Orientation to teachers/schools	Early Nov		Schools will get known of a new way to do career development to students in school setting
Recruitment of peer counsellors	Mid Nov2013	End Nov 2013	----
Pre-programme assessment (Scale of Career Readiness)	Dec2013	--	----
Training workshops for peer counsellors	Dec2013	Feb 2014	Students will obtain skills and knowledge of career decision making. Communication skills will also be improved.
Group/ individual counselling practice and activities under counselling trainer/voluntary trainer's monthly supervision	Dec2013	July 2014	School based and well organized other learning experience programme for students, including students joined the programme (e.g. by cell groups, workshops) and all students in school (e.g. by exhibition and newsletters).
Post-programme assessment and evaluation	July2014		Effectiveness of 1 st stage will be evaluated and contribute on modification of the programme and package.
Jul2014- Jun2015 (Stage 2)			
Modify programme, design programme peer counsellor manual	Aug2014	Sept 2014	Trial version of manual will be printed and used in the 2 nd stage
Production of manual trial version (expected printing quantity: 200 booklets)	Aug 2014	Sept 2014	
Recruitment of peer counsellors	Early Sep 2014	End Sep 2014	----
Pre-programme assessment	Oct 2014	--	----
Training workshops for peer counsellor mentors	Oct 2014	Oct 2014	A school based mentorship practice in career development programme
Training workshops for peer counsellors	Oct 2014	Dec 2014	Another batch of students will obtain skills and knowledge of career decision making. Communication skills will also be improved.
Group/ individual counselling practice and activities under counselling trainer/voluntary trainer's supervision	Nov 2014	Jun 2015	School based and well organized other learning experience programme for students, including students joined the programme (by cell groups, workshops) and all students in school (by exhibition and newsletters).
Post-programme assessment and evaluation	Jun 2015		Effectiveness of 2 nd stage will be evaluated and contribute on

Programme/ Activity	Commence -ment Date	Completion Date	Key Milestones / Outcomes
			modification of the programme and package.
Jul-Sep 2015 (Stage 3)			
Data analysis for research and final modification of the programme and package	Jul 2015	Aug 2015	Evidence supported school based programme.
Research result presentation and briefing seminar for teachers/career counselling personnel in schools and organizations	Oct2015	---	
Training for teachers/career counselling personnel	Oct2015		----

EXPECTED DELIVERABLES/OUTCOMES

1. Production of school based career peer counselling package and manual
2. Project based career experience: choice of OLE to students
3. Professional training seminar that empower school guidance personnel/teacher on career guidance
4. Production of series of career related events: Student peer counsellors will organize several events in school, including occupation exhibition, job shadowing, career counselling cell group, production of career development related newsletters.
5. Career education network for schools:
6. Research for future development of career peer counselling
7. Delivery of peer counselling and career counselling with systematic career peer counseling programme and manual
8. A journal publication on peer career counselling for secondary school students

MANPOWER NEEDED

Justification of the manpower use, including brief job descriptions and qualifications required for the project personnel, is shown as follows:

1 Project Coordinator cum Counselling Trainer:

Responsible for coordination duties including communication tasks with QEF and formulating content of peer counselor manual, design the training packages, organizing workshops for school guidance personnel and collaborate with the research assistant in researches and development works involved throughout the two-year period. He or she also delivers training and supervision to student peer counsellors. Qualifications expected would be a master degree in educational psychology or counselling or guidance with substantial career counselling experiences.

1 Research Assistant:

Responsible for various administrative duties relating to the programme implementation and training, including communication tasks with schools, voluntary counsellors/trainers and peer counselors. He or she will be responsible for supporting the evaluation researches and preparation of content and data for modification of manual. Qualifications expected would be a university graduate with sound research competence or experience in counselling psychology or school counselling.

15 Voluntary Counsellors/ Trainers:

Work as team leaders of peer counsellors in the training process. They are responsible for guiding and providing support to peer counsellors on conducting cell group and career related activities. Qualifications expected would be student or graduates of master degree in counselling or social work.

Some Part time Research Assistants (hourly basis):

Students from tertiary institutes would be responsible for administrative support throughout the Project, including collection of evaluation data, editing works of professional development resources etc.

Professional Consultant/Guest Speakers:

We plan to invite scholars and workplace specialists, who could offer us knowledge and insights in relation to career counselling and student individual career development. They will deliver sessions of training to school guidance personnel and peer counsellors. They will also provide recommendations on formulation of career peer counselling system and the peer counsellor manual.

Seconded teachers from pilot school

A half-time seconded teachers from pilot schools would contribute their front-line expertise by directly engage in formulation of the professional training for different teachers and student counsellors, based on their professional knowledge on developmental needs of school guidance personnel, students, and specific school needs collected from all the 15 pilot schools. He or she should have sound knowledge in school career guidance and counselling, career and life planning, and be able to liaise with academics, pilot schools and different parties involved in the Project. Qualifications expected would be a master degree in educational psychology or school counselling or guidance.

BUDGET

Detailed budget with expenditure and justifications

Items	Total
1. Staff Cost	
One Project Coordinator cum Counseling Trainer \$23,530/month \times 1.05(MPF) \times 24 months	\$592,956
One Research assistant \$15,000/month \times 1.05(MPF) \times 24 months	\$378,000
One half-time seconded teacher from pilot schools \$23,530 \times 0.5 part-time \times 1.05(MPF) \times 21 months	\$259,419
Subtotal:	\$1,230,375
2. Equipment	
One Notebook computer	\$7,500
One printer	\$1,000
One camera (for recording in evaluation study)	\$2,000
Computer software (MS Office, video-editing, production of training materials...etc.)	\$10,000
Books and references	\$5,000
Subtotal:	\$25,500
3. Services	
Services provided by student helpers as Research/ Project Assistant (\$50 per hour, about 1000 hours)	\$50,000
Training fees for professional consultants/ workplace specialists / guest speakers in training workshops (\$800 per hour)	\$12,000
Consultation fees for professional consultants (\$800 per hour, about 30 hours)	\$24,000
Honorarium / service charge for about 15 voluntary counselors/trainers for peer counsellor training workshop (\$100 per session, about 24 sessions)	\$36,000
Sub-total:	\$122,000
4. General Expenses	
Miscellaneous expenses (training materials, venue charges, propaganda, posters, postages, certificates, related expenses, etc)for intensive training workshops for peer counsellors and school guidance personnel (about \$2,000 per session)	\$40,000
Expenses for evaluation studies (video-taping, editing, printing, data input...etc.)	\$30,000
Production of peer counselling manual and resources (about 500 sets)	\$25,000

General and miscellaneous expenses including printing and photocopying, travelling to and from PolyU and schools/venues, stationeries, promotion activities including advertisement charges and etc.	\$20,000
Audit fees	\$15,000
Subtotal:	\$130,000
5. Contingency fees	\$8,325
Total	\$1,516,200

Remarks on budget:

The Guidance Net, PolyU, will shoulder the budget on setting up the office / physical workspace for the staff. After completion of the QEF project, the cost involved in sustainability of Peer Counselling Manual and package, including the maintenance fees, information and program update, will be shouldered by Guidance Net of PolyU but a minimum and reasonable account fee may be charged from users of Peer Counselling Manual and package in a non-profit making mode in the long run.

EVALUATION

Programme/ Activity	Method of Evaluation
Training Programme for peer counsellors from pilot schools (including 1 st stage and 2 nd stage)	(1) Teacher and Student Questionnaires on effectiveness of training (2) Qualitative feedbacks peer counsellors and teachers (3) Pre-post quantitative assessments of student participants' career readiness and school motivation (4) Qualitative feedbacks and recommendations from voluntary counsellors and consultants / trainers
Training Programme for peer counsellor mentors from pilot schools	(1) Teacher and Student Questionnaires on effectiveness of training (2) Qualitative feedbacks peer counsellors and teachers (3) Pre-post quantitative assessments of student participants' career readiness and school motivation
Implementation of Peer Counselling programme in pilot schools	(1) Focus group discussion and interviews with junior form students participated in cell groups (2) Pre-post quantitative assessments of student participants' career readiness
Support to pilot schools and conduction of evaluation research	(1) Focus group discussion with teachers (2) Focus group discussion with voluntary counsellors
Dissemination of research results and good practices to the public	(1) Survey from school/organization participants on Peer Counsellor Manual and training resources

SUSTAINABILITY

1. A peer counsellor team of senior form students will be formed under career guidance team. The team will not only organize and conduct career counselling to schoolmates but also coach peer counsellors of the next cohort.
2. The sustainability issue is also addressed by putting much effort in guidance personnel training (teachers and student counsellors), but we understand that we cannot support running an enormous number of workshops for the target audience in all local secondary schools. The self-directed training package is a solution to the issue.

DISSEMINATION

A number of seminars in the programme effectiveness and training workshops for the teachers, career counselling personnel in schools and social workers would be conducted for the dissemination of the project. Research findings, good practices and training packages could be presented. It is hoped that a culture of peer career counselling and self-motivated career development would be established.

ASSET PLAN

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
audio and video equipment	Camera	one	\$2,000	To the department for research purpose
computer hardware	Notebook computer	one	\$7,500	
	Printer	one	\$1,000	
computer software	Computer software (MS Office, video-editing, production of training materials...etc.)		\$10,000	
books	Books and references		\$5,000	

Report Submission Schedule

My organization commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Report Type and Covering Period	Report due date	Report Type and Covering Period	Report due date
Progress Report 1/11/2013–30/4/2014	31/5/2014	Interim Financial Report 1/11/2013–30/4/2014	31/5/2014
Progress Report 1/5/2014–31/10/2014	30/11/2014	Interim Financial Report 1/5/2014– 31/10/2014	30/11/2014
Progress Report 1/11/2014–30/4/2015	31/5/2015	Interim Financial Report 1/11/2014– 30/4/2015	31/5/2015
Evaluation (Final) Report 1/11/2013–31/10/2015	31/1/2016	Final Financial Report 1/5/2015–31/10/2015	31/1/2016

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