



**Final Report of Project**

**Project No. : 2012 / 0091**

**Part A**

Project Title: Career Education – Career Exploration for Secondary School Students

Name of Organization/School: True Light Girls' College

Project Period: From May 2013 (month/year) to April 2014 (month/year)

**Part B**

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: \_\_\_\_\_ Name of Grantee\*: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: 31/7/2014 Date: 31/7/2014

*\* Final Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

## Final Report of Quality Education Fund Project

### 1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
<b>Students</b> – help students understand more about self, further studies opportunities and the world of work in the form of formal lessons, workshops, visits, etc. so they can make more informed career decisions	<ol style="list-style-type: none"> <li>1. Career Exploration Day</li> <li>2. Goal Setting Workshops</li> <li>3. JUPAS Choice Workshops</li> <li>4. HKDSE Mock Result Release Workshop</li> <li>5. Working Reality Project</li> <li>6. Visits to Tertiary Institutions / the Workplace</li> <li>7. Other Taster Programmes - Work Experience Day</li> <li>8. Career Games Day – Career Quiz</li> <li>9. Career Education Lessons</li> </ol>	Fully achieved	<ul style="list-style-type: none"> <li>- All the programmes we put down in the proposal were successfully implemented.</li> <li>- Over 90% of students were satisfied with the programmes offered to them. They were useful to arouse their awareness in understanding self, setting goals and making more informed career decisions.</li> </ul>	/
<b>Teachers</b> – enhance teacher professional development in career education	<ol style="list-style-type: none"> <li>1. Professional Exchanges with 2 secondary schools</li> <li>2. Staff Development Programmes for all staff and Career Guidance Committee</li> </ol>	Fully achieved	<ul style="list-style-type: none"> <li>- All the programmes we put down in the proposal were successfully implemented.</li> <li>- Over 93% of teachers found the talks inspiring and they could learn more about the work of career guidance at other schools and our school.</li> </ul>	/
<b>Parents</b> – educate parents to understand more about career guidance to support students for informed career decisions	<ol style="list-style-type: none"> <li>1. S6 Parent Seminar</li> <li>2. Parent Talk about preparing for daughters' HKDSE</li> </ol>	Fully achieved	<ul style="list-style-type: none"> <li>- All the programmes we put down in the proposal were successfully implemented.</li> <li>- Over 90% of parents found the talks useful and informative.</li> </ul>	/



## 2. Project Impact on

Overall, the project was valuable to our school since this project served three types of stakeholders in career education. It also provided our management an insight into the future planning of programmes for our stakeholders.

### ➤ **Fostering students to prepare better for their future**

Through joining different types of activities in the project, students were exposed to different aspects of career planning including understanding of self, setting goals for their life and career, and collecting information for further studies opportunities and their future career. Some students could even have first hand experience in the workplace. Before this project, most students thought that career planning was not important since they were still in secondary school. However, through the exposure, they knew that such mentality should be changed. These experiences facilitated them to start planning for their future.

### ➤ **Increasing training opportunities for teachers and enhancing their professional development**

Traditionally, most teachers thought career guidance was only needed in S3 and S6 when students needed to choose their S4 elective subjects and programmes in tertiary institutions. In addition, they also thought only career guidance teachers should be responsible for career guidance. However, after this project, most teachers understood that this is not the case. Career guidance service is always needed by students and both class teachers and subject teachers should take up the responsibility in helping students make informed career decisions. Throughout a series of teacher seminars, teachers were better equipped and more ready for offering career guidance. Through the professional exchanges, teachers could gain more insights into planning career guidance programmes for our students.

### ➤ **Supporting parents for the understanding of career guidance service**

In the past, parent seminars only targeted S3 and S6 parents because their daughters had to make choices for their future such as S4 subject selection and application for tertiary institutions. However, due to this project, another parent talk about preparing their daughters for HKDSE was organized at school, and it was open to all parents. The participation rate of junior form parents was far more than that of senior form parents. From the evaluation report, parents also expressed that more similar parent seminars should be organized for them. This showed that the demand for this kind of parent seminars was high. This offered an insight for our school management into planning programmes for parents in future.



### 3. Cost-effectiveness

#### Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost			
Equipment			
Services			
General Expenses			

### 4. Deliverables and Modes of Dissemination

#### Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
S4 Career Education Lesson Plans	<ul style="list-style-type: none"> <li>- The worksheets were well designed.</li> <li>- The lessons were implemented in S4 Career Education lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- The soft copies of the lesson plans and the worksheets were kept in the school intranet.</li> <li>- All Career Guidance Committee teachers were asked to read through the copies so that they were more informed about the Career Education at our school.</li> </ul>	/
Student Individual Portfolio	<ul style="list-style-type: none"> <li>- A handbook was designed.</li> <li>- They would be used by the students at the beginning of 2014-2015.</li> </ul>	<ul style="list-style-type: none"> <li>- The soft copies of Student Individual Portfolio were kept in the school intranet.</li> <li>- All Career Guidance Committee teachers were asked to read through the copies so that they were more informed about the development of Career Education at our school.</li> </ul>	/



Electronic Booklet of the QEF Project	<ul style="list-style-type: none"><li>- The electronic booklet contained all the reports of the activities we organized.</li><li>- There were some reflections from students, teachers and parents explaining how they had benefit from the activities of this project.</li></ul>	<ul style="list-style-type: none"><li>- The electronic booklet was uploaded to the school website for public access.</li></ul>	/
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All the worksheets and lesson plans for Career Education lessons were well-designed. Not only could the Career Education subject teachers have a hands-on experience in implementing all the lessons with the S4 students but other teachers could also help to teach the materials in future with the detailed lesson plans.

The experience of implementing this QEF project could be shared with others. During the professional exchanges with other schools, we shared our experience with teachers in other schools.



## 5. Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Career Exploration Day	All S3 to S5 students attended the opening ceremony with  being our guests and 23 other guests as sharing session speakers at our school on June 29 2013. Students could understand more about the key to success of professionals from different fields.			421		Over 98% students found the programme very inspiring. Students found that setting career goals was important to the success of most professionals. This helped them start planning for their future.
Goal Setting Workshops	Both S4 and S5 students understood more about themselves and the importance of goal setting through games, discussion and activities in October 2013 and January 2014.			283		Over 76% of students found the programmes very useful. Some students found that after the workshop, they had more confidence about themselves. They also knew more about themselves through the test such as MBTI. They started thinking about their career goals after the workshop.
JUPAS Choice Workshops	Both S5 and S6 students understood more about what JUPAS was. They were encouraged to review their study skills so that they could study more effectively. They could talk to the alumni and other guests who were currently studying different programmes in different tertiary institutions so that they knew more about the programmes offered in tertiary institutions. They were held in October and November 2013 and March and April 2014.			282		Over 75.98% found the workshop useful. The workshop was very informative which helped students understand more about JUPAS. Through the sharing night, S6 students could ask the guests about the programmes offered in various tertiary institutions such as the content of the programmes, admission requirements, interviewing skills, etc.



HKDSE Mock Result Release Workshop	All S6 students joined the workshop in December 2013 to prepare themselves for the HKDSE Result Release. They had an experience of what they would have to do before and after the result release day. In the workshop, students were encouraged to work hard for their HKDSE.			138		Over 80% of students were satisfied with the workshop. They were very impressive with the simulation game. This helped them prepare for their HKDSE.
Working Reality Project	In February and March 2014, all S5 students joined this project. They learnt how to run a business and prepare themselves for writing a good CV and attending a job interview. Finally, they had an experience in running a business on the last day of the programme.			144		Over 80% of students enjoyed the project very much. They thought it was exciting for them to run a business. The students who were the employees learnt how to prepare for their interviews whereas those who were the employers learnt how to design a product which met the needs of their customers.
Visits to Tertiary Institutions / the Workplace	Students know more about further studies opportunities in Hong Kong through visiting 4 tertiary institutions. They also understood the business operations in 4 different industries throughout the year.			348		All students enjoyed the visits to both corporations and tertiary institutions. They collected a lot of information of the programmes offered in tertiary institutions. During the visits, they understood more about the business operations of organizations in different industries.
Career Games Day – Career Quiz	Students were asked to read some articles and watch videos about career planning. They were asked to answer some questions in order to get prizes in November 2013. All students took the Career Quiz in April 2014. This enriched students with knowledge on career education.			ALL		Over 90% of students enjoyed the games prepared by Career Prefects. They had more ideas about the importance of career planning.



Career Education Lessons	A curriculum was formally developed. There were Career Education lessons for all S4 students. The focuses included 1) goal setting, 2) understanding of self, 3) further studies opportunities and 4) understanding the world of work.			139		Over 80% of students were glad that there were formal lessons about Career Education in S4. They could start thinking about the goals for their future career.
Other Taster Programmes - Work Experience Day	Students had a hands-on experience in working as ambassadors to promote an organization in the Career Expo in January 2014.			4		All students found the experience very insightful. This was the first time for them to “work” for an organization. They could acquire authentic workplace experience in the Career Expo.
Professional Exchanges with 2 secondary schools	In the two professional exchanges in July 2013 and April 2014, we were given opportunities to share our experience in running career programmes at school. Meanwhile, the other schools also shared what they had done for students in career guidance.	2	9			All teachers were satisfied with the professional exchanges with other secondary schools. They thought they had been inspiring exchanges because they could understand more about how schools were implementing career guidance programmes at their schools.
Staff Development Programmes for all staff	conducted a talk to all teachers on the topic of career guidance and her experience in offering career guidance service.		ALL			Over 93% of teachers were satisfied with the talk. They knew more about the importance of career guidance to all students rather than simply S3 and S6 students.
Staff Development Programme for Career Guidance Committee	The programme was designed for all Career Guidance Committee teachers to know how to conduct the career inventory tests for our students.		7			All teachers found the programme useful to them since they were updated on the development of career guidance in Hong Kong and how the career tests could help students make informed career decisions.
S6 Parent Seminar	S6 parents attended the seminar to understand more about the procedure of the JUPAS and the HKDSE Release Result. They were informed of the multiple study pathways in Hong Kong.				60 parents	Over 90% of S6 parents were satisfied with the seminar as they had more ideas about the procedure of the JUPAS. They also knew the documents students needed to prepare for applying for universities such as SLP and OEA. They thought it had been very informative.





Parent Talk about preparing daughters for HKDSE	Parents attended the talk to understand more about the HKDSE and how parents could support daughters in preparing for their HKDSE.				91 parents	Over 97% of parents found the information shared by the speaker was useful. They suggested the school arrange more parent talks in future so that they would be better informed about the HKDSE.
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## 6. Difficulties Encountered and Solutions Adopted

The first difficulty was in the staff recruitment. There was a shortage in the supply of labour for the post of Programme Assistant and the remuneration package offered to the candidates was not very attractive. Therefore, we tried to target candidates with relatively lower academic qualifications. It took longer time than we had expected to recruit a suitable person.

Another difficulty was about the arrangement for taster programmes. We had planned to arrange job experience programmes as a kind of taster programmes for students so that they were unable to understand more about the world of work. However, we could only arrange one such programme and we found that it was difficult to arrange such kind of job experience programmes. We had approached a lot of organizations, but most of them turned down our request because secondary school students might not be their target group. Therefore, we needed to approach our alumni and use our networks. Eventually, we managed to arrange one such opportunity for the project.

The last difficulty was about finance. The cost of some of the programmes we arranged for students was higher than we had expected. Since we did not collect fees from students for all the mass programmes, we needed to apply for additional financial support from the school to pay for the differences.