



Final Report of Project

Project No. : 2012 / 0257

Part A

Project Title: Peer Career Counseling Scheme for Secondary School Students in Hong Kong - Cognitive Behavioral Career Intervention.

Name of Organization/School: The Hong Kong Polytechnic University

Project Period: From 01/11/2013 (month/year) to 31/10/2015 (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: _____

Date: _____

** 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.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal *(the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs)*:

- 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

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination *(the information may be presented in a table form in the format of Table 3 in this Annex)*:

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

Part 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
<p>• <u>Objective 2.1</u></p> <p>Senior form students (Form 4 to Form 6) will learn general career information acquiring skills, refine personal life planning orientation, enhance career readiness, develop helping attitudes, and experience a high quality programme of other learning experience</p>	<p>1. The first phase of program included 5 lectures and 14 small group training sessions on 12.4.2014, 13.4.2014 and 18.4.2014 to fulfill this objective.</p> <p>We collected the data by a set of structured questionnaires to evaluate the programme effectiveness, including training effectiveness.</p> <p>2. The second phase of program included 8 lectures and 18 small group training sessions between October and December 2014.</p> <p>We also collected data by a set of structured questionnaires to to evaluate the programme effectiveness, including training effectiveness.</p>	Fully achieved	<p>For the first phase, the peer career counseling programme was effective in helping peer counsellors enhance their career readiness level which could in turn help them make career decision and pave way for their future successful career development. (See Attachment 1)</p> <p>Results of the second phase of the programme showed there was a significant difference of overall career readiness (CR) between the peer counsellors (PCs) and control group, $F(7, 566) = 8.37$, $p < .01$, $\eta_p^2 = .09$. Besides, CR was significantly differed between consecutive time points of the programme, $F(14, 559) = 6.83$, $p < .01$, $\eta_p^2 = .15$.</p>	N/A



			<p>Last but not least, overall career decision making ability (CDM) was significantly different across three time points, $F(8, 619) = 4.90$, $p < .01$, $\eta_p^2 = .06$. Significant interaction was found between time and gender, $F(8, 619) = 1.98$, $p < .05$, $\eta_p^2 = .03$, and between time and group, $F(8, 2498) = 6.18$, $p < .01$, $\eta_p^2 = .02$.</p> <p>(Another manuscript on the results of the second phase of the programme is now under preparation)</p>	
<p>• <u>Objective 2.2</u></p> <p>Junior form students (Form 1 to Form 3) will learn basic career information acquiring skills, develop career exploration attitude, facilitate self understanding, and enhance self-efficacy and motivation on life planning</p>	<p>1. The participating schools selected the following types of school-based activities, in which peer career counsellors served the fellow junior secondary school-mates:</p> <ul style="list-style-type: none"> ● T-Talk ● M-Mass Event ● G-Group Counseling ● TM - Talk plus Mass Event ● OG - One on one, plus group counseling <p>2. In the second phase of the programme ,</p>	Fully achieved	<p>1. Achieved this objective as indicated by the results of the questionnaire survey of the junior form students and focus group discussion with them. Indicators of success include</p> <ul style="list-style-type: none"> • Satisfaction of school-based activity • Helpfulness of school-based 	N/A



	questionnaires were sent to collect data from junior form students' feedback after they finished the school-based activities. Besides, focus group were held with the junior school participants to		<p>activity</p> <ul style="list-style-type: none"> • Willingness to listen to other's opinion <p>2. For evidence on the achievement of this objective, please refer to Attachment 2.</p>	
<ul style="list-style-type: none"> • <u>Objective 2.3</u> <p>Teachers will obtain knowledge and skills on career development /guidance and also supervision and coaching of career development programme</p>	<p>The program arranged 3 teachers seminars that related to the objectives (details please refer to Table 4 of the Activity list of this report)</p>	Fully achieved	<p>We received very positive feedback from the focus group interviews with teacher held on 4th July, 2015. Teachers participating in the focus group strongly hoped that the program can be continued and further developed in the HK PolyU. (Please refer to Attachment 3)</p> <p>The PolyU is now working with some schools to explore the possibility of extending this peer career counselling programme with funding from the participating schools.</p>	N/A

<p>• <u>Objective 2.4</u></p> <p>Schools will develop a school-based career development service in both individual and group levels; and will form a career education network</p>	<p>Under the staff's school visits, each schools had developed their own school-based career development service in both individual and group levels; or form a career education network that based on the program resources.</p>	<p>Fully achieved</p>	<p>Each of the participating schools had developed a school-based career development service. We have compiled school reports of the school-based peer career counselling activities organized by the peer counsellors to the junior form students in each school.</p> <p>For the list of school-based peer career counselling activities held by the participating schools in the first phase, please refer to Attachment 4.</p> <p>For details of the school-based peer career counselling activities held in the second phase, please refer to Attachment 5</p>	<p>N/A</p>
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Part 2. Project Impact

Areas	Examples of Project Impact
A. Learning effectiveness	<p><u>1. Senior form students (Peer Counsellors):</u></p> <ul style="list-style-type: none"> • Students gained comprehensive knowledge on peer career counseling concepts, knowledge, and skills needed for a school-based peer career counselling approach. • Students demonstrated higher awareness in thinking and planning for their future study and career paths. • Students were equipped with more peer counseling skills such as empathy, active listening and questioning skills at a basic level in order to assist teachers in planning and organizing school-based peer career counseling activities. • Students were better motivated and equipped in helping the junior form students through school-based peer career counselling activities • Students had fruitful experience in cooperating with other students having different backgrounds in the program activity, which enhanced them build up more self-confidence and self-esteem in social activities with others. <p><u>2. Junior form students (Participants):</u></p> <ul style="list-style-type: none"> • Students were more oriented to think about their interests, strengths and weaknesses, which are the core elements in the foundation of career counseling. • Students also broadened their informal learning experience. Before, they learned mainly through one-way class room learning. Through the peer career counselling activities, they were exposed to bilateral learning (learning from each other) on peer career counseling education. Whereas students had previously believed that career counseling education was only provided by teachers with study and career information only. However, through this project, students began to understand that career planning could be more personalized and developed through interaction with peers, teachers, and career guidance counsellor support.



<p>B. Teaching development</p>	<p><u>1. Attitude on students achievements:</u></p> <ul style="list-style-type: none">• Teachers agreed that this project had enabled students to gain more sense and ability in self-understanding, presentation skills, interpersonal communication skills and responsibility.• Teachers agreed that the trained peer career counselors could effectively promote a career-minded culture in their schools. In their own words, "the trained peer counselors be the role models of juniors form students", "the trained peer counselors provided more creative ideas on learning career counseling concepts", and "they showed more peer perspective from student side which about the struggles and concerns in the future studying and career planning" etc. <p><u>2. Attitude on rating the significance of career counseling:</u></p> <ul style="list-style-type: none">• The high school teachers broaden the career counseling education concepts especially for those schools that started in the beginning stage of school-based career counseling. They would have preferred to have more comprehensive planning of career counseling learning objectives on the Form 1 to Form 6 students instead of only focusing on Form 3 subject selection and Form 6 JUPAS application.•
<p>C. School Development</p>	<p><u>1. Increase training opportunities for teachers</u></p> <ul style="list-style-type: none">• Teachers of the participating schools were invited to all lectures and small group activities intended for the training of the peer career counsellors, which are also beneficial to the career teachers in implementing career counselling in their respective schools.• Through participating teachers seminars on topics delivered by experienced guest speakers in career counselling, teachers were trained areas of school-based career counseling model, and collaboration between parents and schools in career counselling education.. They also learned from the best practices of the other participating schools. <p><u>2. Provided a platform for teachers to share and exchange ideas</u></p> <ul style="list-style-type: none">• By this program implementation, the teachers had more opportunities to collaborate with teachers from different schools either in the student training

	workshops, teacher seminars and the focus groups, in order to share and exchange ideas for the school-based career counseling education for high school students. It could also enrich the schools to utilize the government supported funding for high school students career counseling education with more information and resources in the community.
D. Community Development	<p>1. <u>Encouraged the promotion of high school career counseling education in the community</u></p> <ul style="list-style-type: none"> With the assistance of the skilled volunteers (who had social science education background from the Hong Kong Polytechnic University), the high school career counseling concept was effectively extended in the community because the leaders practiced the career counseling theories in their own respective workplace settings such as NGOs and schools.

Part III: Cost Effectiveness / Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff cost	\$1,230,375.00	\$992,525.81	-19.33%
Equipment	\$25,500.00	\$7,399.00	-70.98%
Services	\$122,000.00	\$33,281.64	-72.72%
General Expenses	\$130,000.00	\$38,931.60	-70.05%
Contingency	\$8,325.00	-	-100.00%

Part IV: 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.
Promotion and Publicity Materials	Good	<ul style="list-style-type: none"> • All training materials developed in the first phase of the programme were distributed to the 23 participating secondary schools in Hong Kong in Feb-March 2014. • The training materials developed in the first phase of the programme were revised for use in the second phase, basing on the feedback of the participating schools and experience of implementation in the 1st phase of the project. These revised training materials were distributed to all 31 secondary schools in Hong Kong in July – August 2014 • Materials developed for this project include : (1) training manual; (2) students handbook; (3) volunteer handbook; (4) a school-based peer career activity guidebook; (5) a one-on-one peer career counselling guidebook; and (6) a group-based peer career counselling guidebook. 	Yes, under teachers and/or parents group sharing session



Student Handbook	Good	<ul style="list-style-type: none"> • Distributed to 233 senior secondary school participants and 45 teachers at the first phase of project opening ceremony in 12 April 2014. • Distributed to 319 senior secondary school participants and 62 teachers at the second phase of project opening ceremony in 18 Oct 2014. 	Yes, under teachers and/or students group sharing session
Volunteer Training Handbook	Good	<ul style="list-style-type: none"> • Distributed to 45 volunteers at the first phase on 29 Mar 2014 and 7 Apr 2014. • Distributed to 66 volunteers at the second phase volunteers training session in July – Aug 2014. 	Yes, under teachers and/or career counsellors group sharing session
Session Plans for Training of Student Peer Counselors	Good	<ul style="list-style-type: none"> • Distributed to 45 volunteers at the first phase in April 2014. • Distributed to 66 volunteers at the second phase volunteers training session in July – Aug 2014. 	Yes, under teachers and/or career counsellors group sharing session
Student Training Handbook: 一對一生涯朋輩輔導學生手冊 (for Individual peer counseling session)	Good	<ul style="list-style-type: none"> • Distributed to 66 volunteers at the second phase volunteers training session in July – Aug 2014. • Distributed to 319 participants and 62 teachers at the second phase of project opening ceremony on 18 Oct 2014. 	Yes, under teachers, career counsellors and/or students group sharing session



Student Training Handbook: 小組生涯朋輩輔導學生手冊 (for Group peer counseling session)	Good	<ul style="list-style-type: none"> Distributed to 66 volunteers at the second phase volunteers training session in July – Aug 2014. Distributed to 319 participants and 62 teachers at the second phase of project opening ceremony on 18 Oct 2014. 	Yes, under teachers, career counsellors and/or students group sharing session
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Part V: 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)	
Lectures (first phase)	<ul style="list-style-type: none"> There were 5 lectures held in the Hong Kong Polytechnic University between 12.4.2014 and 19.4.2014. The total training hours were 15 hours 	22	10	233 senior form students	28 volunteer leaders	<ul style="list-style-type: none"> Some lectures contents were a bit difficult. The 3 hours lectures were too long for the secondary school students. Suggested the use of videos for illustration.

Small group training activities (first phase)	<ul style="list-style-type: none"> • There were 14 small group training activities in 3 days held in the Hong Kong Polytechnic University on 12.4.2014; 13.4.2014 and 18.4.2014. • Two participant schools in one a group, and each group about 20-24 students with two trained volunteer leaders. 	22	6	233 senior form students	28 volunteer leaders	<ul style="list-style-type: none"> • Students commented "very good" on the small group training activities and found the training content and methods very interesting and meaningful. • Students stated that they "have had more understanding" on peer career counseling concepts. • A few participants felt that the activities were boring.
Lectures (second phase)	<ul style="list-style-type: none"> • There were 8 lectures held in the Hong Kong Polytechnic University between 2015 Oct 18 and 2015 Dec 5. • The total training hours were 12 hours, and each lectures about 1.5 hours. 	31	10	319 senior form students	40 volunteer leaders	<ul style="list-style-type: none"> • The lecture duration is acceptable in 1.5 hours. • Students suggested speakers to provide some more real-life examples. • Some students preferred to have more time for peer counseling skills training.



Small group training activities(second phase)	<ul style="list-style-type: none"> • There were 18 small group training activities in 8 days held in the Hong Kong Polytechnic University between 2015 Oct 18 and 2015 Dec 5. 	31	8	319 senior form students	40 volunteer leaders	<ul style="list-style-type: none"> • Students found the activities in interesting and enjoyable. • They enjoyed the time to make interactions with other schools' participants. • Agree the program 's objectives were meaningful.
Volunteer Leaders Training (first phase)	<ul style="list-style-type: none"> • 3 hours volunteer leaders training were held on 29.3.2014 and 7.4.2014 • All of the volunteers had social science education background 	Nil	Nil	Nil	45 volunteers	<ul style="list-style-type: none"> • Volunteers gained some more concepts on the project's objectives and the students' training materials. • Volunteers had a stronger awareness on the school-based activity training model in career counseling education.

Volunteer Leaders Training (second phase)	<ul style="list-style-type: none"> 8.5 hours of volunteers training were held in the Hong Kong Polytechnic University between Jul 28, 2014 and Oct 9, 2014. All volunteers had social science education background 	Nil	Nil	Nil	66 volunteers	<ul style="list-style-type: none"> Some volunteers reflected that the volunteer leaders training on second phase were more structured and comprehensive when compared with the first stage. It included more case-study and practical training. The trainers provided more details on elaborating "Career Counseling Education in the Hong Kong secondary school setting".
Volunteer training sharing session on the 2 nd phase program implementation	Jan 10, 2015 (Sat) 2:00 pm - 4:30pm at GH 405, The Hong Kong Polytechnic University	Nil	Nil	Nil	13 volunteer trainers with 3 project leaders and 3 staff attended the sharing group	<ul style="list-style-type: none"> Volunteers appreciated the sharing section, because the comments could consolidate with their volunteering experiences and career counseling concepts. Volunteers felt meaningful and useful of the program.

The 1 st Teacher Seminar was held for the participated schools. The seminar topic was <i>"On the Program rationale, objectives and operational framework of the Peer Career Counseling Program"</i> .	Oct 10, 2014 5:00pm – 7:00pm at DE 302, The Hong Kong Polytechnic University	10	16	Nil	3 volunteer trainers	<ul style="list-style-type: none"> Teachers agreed that the teacher seminar had been a good platform to share and exchange information on Peer Career Counseling concept in the high school of Hong Kong.
The 2 nd Teacher Seminar was held for the participating schools. The seminar topic was <i>"Home-school collaboration in students' career development in schools"</i> .	Jan 16, 2015 (Fri) 5:00pm – 7:00pm at DE 302, The Hong Kong Polytechnic University	12	16	Nil	4 volunteer trainers	<ul style="list-style-type: none"> Teachers agreed that the seminar content on parents support was an important factor on career counseling education especially for special needs education students in mainstream schools.
The 3 rd Teacher Seminar was held for the participating schools. The seminar was <i>"Best practices in career counseling in schools"</i> .	Apr 17, 2015 (Fri) 5:00pm – 7:00pm at BC202, The Hong Kong Polytechnic University	11	16	Nil	7 volunteer trainers	<ul style="list-style-type: none"> Teachers comment that the student training provided in the first semester, and then the school-based activities carried in the second semester was good, because teachers and students had more time to arrange school-based activities after training.

School-based peer career counseling activities (first phase)	<p>Apr to Jul 2014 held in each individual participating schools.</p> <p>The date and times of school-based activities were arranged by each participant schools individually with our program staff support and supervision</p>	22	30	-264 senior students -1320 junior students	5 volunteer trainers	<ul style="list-style-type: none"> Students stated that they enjoyed the school-based peer career counseling activities. Students agreed the program can enrich their self-reflection on future study and career paths. Teachers prefer an one-off school-based activity because the students had many made-up classes to attend. 14 of the 23 participating schools indicated that they would join the second phase of the program
School-based peer career counseling activities (second phase)	<p>Jan 1, 2015 to Jul 4, 2015</p> <p>Held at the campuses of the participating schools by 3 different kinds of models: school-based activity model; one to one peer counseling model and group peer counseling model.</p>	31	82	-322 senior students -1610 junior students	3 volunteer trainers	<ul style="list-style-type: none"> Overall speaking very positive comments from the teachers, senior form students and the junior form students. Appreciated that the program had provided structured guidelines and student handbooks to facilitate the peer career counseling training and implementation.

Part VI. Difficulties Encountered and Solutions Adopted

Firstly, according to the original project proposal, we would second a member of the executive committee of the Hong Kong Association of Career Masters and Guidance Masters to be project team member to plan and implement this project. However, for different reasons, this secondment could not be materialized. Hence, in the first few months of the project, there are practical difficulties to develop the training materials needed for this programme. Upon consultation and agreement with the secretariat of the QEF, another project associate with counselling experience and background was recruited instead. Couple with the expertise of the other project associate and expertise in career guidance of Dr. CHUI Yat-hung and Dr. WONG Shui-wai, a full set of training materials of the project was developed.

Secondly, again according to the project proposal, senior form students would be trained to take up the role of peer career counsellors. From the feedback of the teachers and the students, peer career counsellors did have some difficulty on carrying their role to lead junior form students to think about the life/career development if they were not supported. It might due to insufficient skills and knowledge on leadership. To solve this problem, we have strengthened our peer career counselling of the senior secondary students in the second phase. Besides, we have asked career teachers or teachers responsible for the project to take up a more active role in supporting the students. Lastly, in addition to the support provided to the senior forms students who were peer career counsellors by volunteer trainers, our two project associates visited the schools three times during the project based activities to provide support to peer career counsellors as they planned and implemented their school-based peer career counselling programmes. We believed that the trained senior form students could be a role model in the group/schools to build up the peer support culture and to create the importance atmosphere on discussing life/career development.

Secondly, in the training of the peer career counsellors, and in supervising them to plan and implement school-based activities, a lot of volunteer trainers were required. However, we faced a big challenge on finding adequate and well trained volunteer trainers. It might be because peer career counseling was new among the public, volunteer trainers have not had enough confidence to lead a group yet even though they are with a social science education background. In addition, most of the applied volunteer trainers had a full time job, it was hard to committee all training sessions or school visits supervision. To solve this problem, we arranged two schools into one group in order to solve the limited human resources problem. Unexpectedly, the participants were quite positive in the above arrangement. Students presented more motivation to learn and enjoy the activity.

