

Part C: Project Details**1. Objectives and Targets**

With the implementation of 334 education reform under process, the change and challenge posed becomes the focus of attention for not only the policy maker, but the actual players involved in careers guidance who are helping senior secondary students to get themselves directed properly and become well prepared for the admission to higher education that paves the path to success for their course of careers.

The increase in the number of senior secondary students from 60 to 200 under the new scheme of NSS presents certain degree of uncertainty to the school administrators, careers teachers, and guidance teachers facing the upcoming challenges.

In view of this, the aim of careers guidance should not be to deploy expertise to make decisions for students, but rather to use it to help students make decisions for themselves. Facing the challenges of NSS, our students need to possess sets of decision making and strategic planning skills not usually and formally taught at school. Moreover, our teachers also need to learn how to facilitate and develop individual student with the practicing of such kinds of skills. Parents, as our learning partners, should be engaged in the process of transformation of learning.

Concerning the importance of cooperation among this school-student-parent tripod, our school would design and implement a 3-dimensional Careers Education Program – Bringing Future into Focus – to cultivate a well-supported environment for our students adapting to the NSS.

In view of the different roles of the schoolteachers, students, and parents, a spectrum of training programs, workshops, and speeches are designed to meet with the varying needs in the sense of both short-term and long-term development.

A team of experienced consultants/ trainers would work closely with our teachers to design and run all programs. Teacher development workshops would be held so that the teachers can be equipped to run the whole program when the project completed.

Short-term Objectives

1. To help students become aware of individual differences in terms of abilities, interests and personal needs and values.
2. To help students look at occupations in some depth and analyze their differences.
3. To help students relate what they have built up about themselves with an increased self-awareness to the information they have collected about occupations.
4. To encourage students to be self-directing in the process of their own decision-making.
5. To equip students with the knowledge, skills and attitudes in strategic planning.
6. To enrich teachers with a set of decision-making skills, strategic planning skills and coaching skills so that they can be further prepared for the provision of analysis and advice over the education and careers information to the students.
7. To help parents gain an insight into their indispensable roles so that they can establish a common language and facilitate communication with their children.

Long-term Objectives

1. To help students judge more accurately what type of occupation they are likely to find satisfying.
2. To help students understand the range of occupations available to them, and the routes they can follow to achieve their aims.
3. To help students develop strategies for decision-making in careers choices.
4. To help students develop strategies for the planning of their on-going educational path.

5. To create a sustainable development environment for teachers to establish a continuous process of careers education through a systematic model.
6. To enhance communication and cooperation among parents, students and the school for the better implementation of the careers education.

2. Our needs on this program

In the past, we dealt with 2 classes of Form 7 graduates, providing them with career counselling advice. Alongside it, we were barely capable of assisting Form 5 graduates. However, from 2010 onwards, we have to face new challenges and immense workload from assisting 200 Form 6 graduates under the New Senior Secondary Curriculum. Therefore, equipping career counselling teachers and class teachers concerned with professional training and knowledge is of utmost importance. It reveals that all the preparatory work should get started at Form 4 but not after the first cohort of HKDSE. This program helps build and strengthen our present career counselling system which in turns benefits our school and other friend-schools.

In OLE, one of the components is “career related experience”, and this program provides effective related activities and equips teachers concerned with qualifications to assist students in the long run.

3. Program ideas and concepts

1st Dimension: The Students

a. Look ‘Inwards’ – Development of Self-awareness

Students are lacking in a clear understanding of themselves in their:

1. Attitudes
2. Abilities
3. Interests
4. Ambitions
5. Resources
6. Limitations

Seeing this challenge, a series of student training workshops – Look ‘Inwards’: Development of Self-awareness – presents to students the sets of systematic assessment frameworks to help increase their awareness of individual differences in terms of abilities, interests and personal needs and values.

b. Look ‘Outwards’ – Increasing Opportunity Awareness

Students are lacking in the knowledge of the following aspects in different fields of work:

1. Requirements and conditions of success
2. Advantages and disadvantages of the job nature
3. Rewards
4. Opportunities
5. Prospects

Seeing this challenge, a series of student training workshops – Look ‘Outwards’: Increasing Opportunity Awareness – presents to students a spectrum of careers information with which they can look at occupations in some depth and analyze their differences so as to understand the range of occupations available to them, and the routes they can follow to achieve their aims.

c. Make the ‘Right Match’ – Development of decision-making skills

Common problems encountered by students in careers choices:

1. No choice: when asked which occupation they intend to enter, students are unable to state a choice, saying ‘I do not know what I want to do’
2. Uncertain choice: the student has chosen a career, and can verbalize it as an occupational title, but express doubt about the decision
3. Unwise choice: a career decision for which the student has insufficient aptitude

Seeing this challenge, a series of student training workshops – Make the ‘Right Match’: Development of decision-making skills – presents to students the set of tools and techniques to

improve their skills in decision making so that they seek to find the optimal fit between their career preparation and goals and the realities of the world of work.

d. Plan the 'Right Path' – Development of Strategic Planning Skills

Students often:

1. Find the requirements of their subjects incompatible with their interests and abilities
2. Get dissatisfied with the relationship between subjects and future jobs

Seeing this challenge, a series of student training workshops – Plan the 'Right Path': Development of Strategic Planning Skills – present to students a strategic tool to help them develop strategies for the planning of their on-going educational path.

2nd Dimension: The Teachers

a. Careers Education – Bringing Future into Focus

It is ineffective in term of careers guidance to fill up the careers room with lots of booklets of careers, but without the provision of analysis and advice over the education and careers information to the students

Seeing this challenge, a series of teacher workshops – Careers Education: Bringing Future into Focus – presents to teachers with a set of decision-making, strategic planning and coaching skills so that they can be further prepared for the provision of analysis and advice over the education and careers information to the students.

3rd Dimension: The Parents

a. Careers Education – Bringing Future into Focus

Parents are the fundamental source of help in students' career choices

Seeing this challenge, a series of parent workshops – Careers Education: Bringing Future into Focus – presents to parents with an opportunity to enhance communication and cooperation among parents, students and the school for the better implementation of the careers education

4. School Background and Experience

Elegantia College was established by Education Convergence (教育評議會) in 2002. The school aims at bringing up our generations to become active learners and responsible citizens. Due to the concerted effort of the sponsoring body, the principal, teachers, parents and students, Elegantia College has become one of the most popular school in the North District. With improved S1 student intake and success in public examinations, the school has confidence to launch innovative educational programs. In view of the fact that all SS3 students would sit in the 2012 DSE, career guidance is stressed by the school in the next few years. In order to meet with the challenge, a remedial teaching room would be reconstructed into a careers centre this summer to cater for students needs. During the past few years, the school has gained the experiences of collaboration with other professional parties for the enhancement of student learning. Moreover, five different QEF projects has been successfully executed with the latest being completed this year (ref. no.EMB/QEF/2008/0143). Experiences of these programs were disseminated to all schools in Hong Kong

5. Program target and expected number of beneficiary

- Direct beneficiary and expected number:

	2010/11	2011/12
Students	SS1, SS2 & S6 (~470 students)	SS2, SS3 (~400 students)
Parents	SS1, SS2 & S6 (~470 parents)	SS2, SS3 (~400 parents)
Teachers	Teachers (~60)	new teachers (~10)

Expected number of beneficiary (sub-total):	~1000 participants	~810 participants
Expected number of beneficiary (Total):	~1010 participants	

- Indirect beneficiary:
Project experience will be disseminated to other schools

6. Principal and teachers participation

Principal participation

Mr. Tso Kai-Lok MH, the school principal, would act as chief consultant of this program. With his valuable advices and visionary leadership, we believe that the program could be well managed and it would help our students to be more confident and competent in facing the challenges ahead.

Careers teachers' participation

- To assist in the program implementation details (e.g. parent notice distribution and reply slip collection)
- To learn and understand the skills taught to students and assist students in the application of the skills in their school life
- To participate in all programmes as helpers and facilitators and evaluate the program effectiveness
- To act as the trainers to the colleagues and students alike in the following activities
- To collect all training materials as well as students' works and arrange them into the newly set-up Career Centre

Teachers' participation

- To assist in the program implementation details (e.g. parent notice distribution and reply slip collection)
- To learn and understand the skills taught to students and assist students in the application of the skills in their school life
- To participate in all programmes as helpers and facilitators and evaluate the program effectiveness
- Teachers (e.g. guidance teachers, class teachers and relevant subject teachers) will assist to conduct the training workshop for students

Project assistant

- Coordination and preparation for all training programs, workshops and speeches
- Data collection and input for all program survey / questionnaires
- Preparation of program evaluation report for all activities
- Coordination of the training schedule with all students, parents and teachers
- Program material preparation and delivery
- Photo taking and certificate preparation for the activities

Trainers

- Program idea and concept development
- Preparation of training materials for students, parents and teachers
- Training delivery and evaluation
- Observation and evaluation of the program effectiveness

Service provider

- Develop training kits in consultation with school teachers

7. Program Schedule and Details

The program will start from late Feb.-2011 to Jan.-2012, the schedule is as below:

Stage	Schedule		Program
I. Program start	Feb-2011	Feb-2011	1) Inauguration speech - "Careers Education Program – Bringing Future into Focus" for S5 students & parents
			2) Self-assessment - Psychological Test
II. Program implementation			
Phase - I Look 'Inwards' – Development of Self-awareness	Feb-2011 to Mar-2011	Feb-2011	1) Mass Lecture Program
		Feb-2011	2) Class-based Workshop
		Mar-2011	3) Group-based Workshop
		Feb-2011	4) Teachers & Parents Workshop
Phase - II Look 'Outwards' – Increasing Opportunity Awareness	Apr-2011 to May-2011	Apr-2011	1) Mass Lecture Program
		May-2011	2) Class-based Workshop
		May-2011	3) Group-based Workshop
		May-2011	4) Teachers & Parents Workshop
		Apr-2011	5) Careers exploration - Careers talk
		Apr-2011	6) Careers exploration - Careers Visits
Phase - III Make the 'Right Match' – Development of decision-making skills	July-2011 to Sep-2011	Jul-2011	1) Mass Lecture Program
		Aug-2011 to Sep-2011	2) Group-based Workshop
Phase - IV Plan the 'Right Path' – Development of Strategic Planning Skills	Oct-2011 to Nov-2011	Oct-2011	1) Mass Lecture Program
		Nov-2011	2) Group-based Workshop
III. Program evaluation	Dec-2011	Dec-2011	1) Students' Post-program survey
			2) Teachers and Parents' Post-program survey / feedback
IV. Dissemination	Dec-2011 to Jan-2012	Dec-2011 to Jan-2012	1) Sharing Day
			2) Publish the students' works to parents and other schools

The program details are as follows:

I) Student Training Workshops

1) Look 'Inwards' – Development of Self-awareness	
Target:	SS1, SS2 & S6 students
Workshop Structure:	<p>In order to celebrate diversity of the interests of different students, a series of workshops is designed to direct students from a general topic into more specific, customized coaching sessions:</p> <ul style="list-style-type: none"> ▪ 1st session: Mass Lecture (SS1, SS2 & S6 - 470 students) ▪ 2nd session: Class-based Workshop (SS2: 40 students x 5 classes) ▪ 3rd session: Group-based Workshop (SS2: 10 students x 4 groups x 5 classes) <p>Benefits of Group-based Workshops:</p> <ul style="list-style-type: none"> ▪ Acknowledgment of individual differences. ▪ More opportunities for personal feedback ▪ Actively involving students in learning ▪ Interpersonal development
Objectives:	<ul style="list-style-type: none"> ▪ To provide students with the right attitudes and approaches in the way of careers planning ▪ To help students understand the key aspects important to consider when choosing a career ▪ To help students become independent thinkers so that they can make good use of self-assessment as a continuous process to make better decision over career choice
Key contents:	<ul style="list-style-type: none"> ▪ Look Inwards – Assessing the 3 Key Aspects: Interests, Values, and Skills ▪ Interests – interest as a key motivating factor ▪ Values – value as a meaning and purpose to what we do ▪ Skills – skill as the learnt abilities that help us excel
Expected learning outcomes:	<ul style="list-style-type: none"> ▪ Students will become aware of individual differences in terms of abilities, interests and personal needs and values ▪ Students will learn to judge more accurately what type of occupation they are likely to find satisfying

2) Look 'Outwards' – Increasing Opportunity Awareness	
Target:	SS1, SS2 & S6 students
Workshop Structure:	<p>In order to celebrate diversity of the interests of different students, a series of workshops is designed to direct students from a general topic into more specific, customized coaching sessions:</p> <ul style="list-style-type: none"> ▪ 1st session: Mass Lecture (SS1, SS2 & S6 - 470 students) ▪ 2nd session: Class-based Workshop (SS2: 40 students x 5 classes) ▪ 3rd session: Group-based Workshop (SS2: 10 students x 4 groups x 5 classes) <p>Benefits of Group-based Workshops:</p> <ul style="list-style-type: none"> ▪ Acknowledgment of individual differences. ▪ More opportunities for personal feedback ▪ Actively involving students in learning ▪ Interpersonal development
Objectives:	<ul style="list-style-type: none"> ▪ To help students gain an insight into careers choice by exploring work opportunities ▪ To help students learn where to access and how to assess reliable career

	<p>information</p> <ul style="list-style-type: none"> ▪ To help students learn how to use school and community settings and resources to learn about work roles and alternatives ▪ To help students gain an insight into how their interests, values, and skills can be transferrable to various work roles
Key contents:	<ul style="list-style-type: none"> ▪ Look Outwards – Access and Assess “Access” ▪ Work exploration – Exploring the possibilities of different work types and alternatives “Assess” ▪ Work skills – transferrable skills across different kinds and aspects of work ▪ Work success – factors that influence success in work
Expected learning outcomes:	<ul style="list-style-type: none"> ▪ Students will be able to look at occupations in some depth and analyze their differences ▪ Students will be able to relate what they have built up about themselves with an increased self-awareness to the information they have collected about occupations ▪ Students will gain better insight into the range of occupations available to them, and the routes they can follow to achieve their aims

3) Make the ‘Right Match’ – Development of decision-making skills

Target:	SS2 students
Workshop Structure:	<p>In order to celebrate diversity of the interests of different students, a series of workshops is designed to direct students from a general topic into more specific, customized coaching sessions:</p> <ul style="list-style-type: none"> ▪ 1st session: Mass Lecture (200 students) ▪ 2nd session: 2 Group-based Workshops (10 students x 4 groups x 5 classes) <p>Benefits of Group-based Workshops:</p> <ul style="list-style-type: none"> ▪ Acknowledgment of individual differences. ▪ More opportunities for personal feedback ▪ Actively involving students in learning ▪ Interpersonal development
Objectives:	<ul style="list-style-type: none"> ▪ To help students gain an insight into the series of choices involved in career planning ▪ To help students understand how personal beliefs and attitudes affect their decision-making process ▪ To help students understand how choices can be made in a stepwise approach
Key contents:	<ul style="list-style-type: none"> ▪ The problem-solving approach to decision making ▪ The link between problem-solving and decision-making ▪ Form problem analysis to decision analysis ▪ The principles of decision-making ▪ The decision-making framework Step 1: Understand the situation Step 2: Identify the options Step 3: Evaluate the consequences Step 4: Prioritize the options Step 5: Review the decision
Expected learning outcomes:	<ul style="list-style-type: none"> ▪ Students will become self-directing in the process of their own decision-making ▪ Students will be able to develop strategies for decision-making in careers choices

	<ul style="list-style-type: none"> Students will be able to evaluate the impact of their decision on their course of education
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4) Plan the 'Right Path' – Development of Strategic Planning Skills	
Target:	SS2 students
Workshop Structure:	<p>In order to celebrate diversity of the interests of different students, a series of workshops is designed to direct students from a general topic into more specific, customized coaching sessions:</p> <ul style="list-style-type: none"> 1st session: Mass Lecture (200 students) 2nd session: 2 Group-based Workshops (10 students x 4 groups x 5 classes) <p>Benefits of Group-based Workshops:</p> <ul style="list-style-type: none"> Acknowledgment of individual differences. More opportunities for personal feedback Actively involving students in learning Interpersonal development
Objectives:	<ul style="list-style-type: none"> To help student learn the strategic planning framework so as to bridge up the gap in knowledge and skills towards their career aspirations To help students gain an insight into their own problems of study through self-reflection and discussion To provide guidelines and solutions for students to tackle their own problem of study
Key contents:	<ul style="list-style-type: none"> Do the right thing; do the thing right The link between strategy and execution The principles of strategic planning The intellectual framework of strategic planning Step 1: Define Objective Step 2: Breakdown Objective Step 3: Analyze Solution Step 4: Develop Plan
Expected learning outcomes:	<ul style="list-style-type: none"> Students will be equipped with the knowledge, skills and attitudes in strategic planning Students will learn the develop strategies for the planning of their on-going educational path Students will be able to identify the steps and lay out an initial plan for their study / improvement plan

II) Teachers & Parents Training Workshops

1) Careers Education – Bringing Future into Focus	
Target:	All teachers and Parents of Senior Secondary Students
Objectives:	<p>Teachers</p> <ul style="list-style-type: none"> to learn the intellectual framework and skills for more effective coaching in the context of career guidance to establish the common languages in learning and teaching with students for better follow-up preparation to maintain the program sustainability for skills reinforcement after the program implementation period <p>Parents</p> <ul style="list-style-type: none"> to enable parents to understand what their children have learnt at school for career planning under NSS to maintain effective communication between students, parents and school

Key contents:	<ul style="list-style-type: none"> ▪ to reinforce the attitude and approach with their children at home ▪ How to build and maintain a positive self-image for the students <ul style="list-style-type: none"> - know who the students are (in terms of interests, values, and skills) - know the attitudes and behaviours of the students - understand how the self-image of students affects their career choices ▪ How to interact positively and effectively with the students <ul style="list-style-type: none"> - understand the importance of positive relationship ▪ How to support change and grow of the students throughout their senior secondary school life <ul style="list-style-type: none"> - understand how change and grow of the students may impact upon their choice of career and the corresponding planning process
Expected learning outcomes:	<p>Teachers</p> <ul style="list-style-type: none"> ▪ to understand the intellectual framework and skills in assisting the students' learning and program implementation ▪ to gain an insight into the set of decision-making skills, strategic planning skills and coaching skills in the context of careers guidance ▪ to get well prepared for the provision of analysis and advice over the education and careers information to the students <p>Parents</p> <ul style="list-style-type: none"> ▪ to understand the way of careers education under NSS is changing and understand their role and responsibility in cooperating with school ▪ to gain an insight into their indispensable roles so that they can establish a common language and facilitate communication with their children ▪ to reinforce the key messages with their children at home

III) Career Exploration

1) Careers talk	
Objectives:	<p>Invite representative of commercial company to conduct a talk in school which can help students</p> <ul style="list-style-type: none"> - to understand the business operations and the requirements of employers. - to learn the correct work attitude and positive life values. - to understand their own career/ academic aspirations and develop positive attitudes towards work and learning.
2) Careers Visits	
Objectives:	<p>Invite some SS2 students to visit universities at the information days (October and November 2010) that can help students</p> <ul style="list-style-type: none"> - to understand more about universities and tertiary education. - to plan for future studies and careers.
3) Careers Centre – all expenses will be absorbed by the school	
Objectives:	<p>By conversion work of a remedial teaching room into a career center. Students can be benefited by having large resources of different careers. Individual consultation can be conducted there too.</p>

7. **Project Deliverables**

- “Students work” Booklet would published showing typical and outstanding student learning outcomes
- Training materials and school based curriculum will be developed and published. Professional consultancy would be hired to develop a set of training materials based on all training sessions. Lecture outlines, Powerpoint, forms, photographs, Q&A, etc would be included. Copyright matters will be cleared. All deliverables could be used for further dissemination purpose

8. **Budget**

No.	Items	Expected Budget (HK\$)
1	Staff cost: Half-time Project assistant: \$6,700 x 12 per month x 1.05 (MPF) ▪ University graduate or above	\$84,420
2	Training services:	
2.1	Look ‘Inwards’ – Development of Self-awareness <ul style="list-style-type: none"> ▪ Target: SS1, SS2 & S6 students (470 students) ▪ Mass lecture (for all targets) - 1 lesson (1.5 hours per lesson) ▪ Classroom training (SS2) – 1 lesson per class (1.5 hours per lesson) (5 classes; 7.5 hours in total) ▪ Small-group coaching (SS2) – 1 lesson per group (2 hours per lesson) (10 students per group; 20 groups; 40 hours in total) ▪ 2 trainers - for mass lecture/classroom training ▪ 1 trainers - for small-group coaching ▪ \$500 x 2 x (1.5+7.5) + \$500 x 1 x 40 	\$29,000
2.2	Look ‘Outwards’ – Increasing Opportunity Awareness <ul style="list-style-type: none"> ▪ Target: SS1, SS2 & S6 students (470 students) ▪ Mass lecture (for all targets) - 1 lesson (1.5 hours per lesson) ▪ Classroom training (SS2) – 1 lesson per class (1.5 hours per lesson) (5 classes; 7.5 hours in total) ▪ Small-group coaching (SS2) – 1 lesson per group (2 hours per lesson) (10 students per group; 20 groups; 40 hours in total) ▪ 2 trainers - for mass lecture/classroom training ▪ 1 trainers - for small-group coaching ▪ \$500 x 2 x (1.5+7.5) + \$500 x 1 x 40 	\$29,000
2.3	Make the ‘Right Match’ – Development of decision-making skills <ul style="list-style-type: none"> ▪ Target: SS2 students (200 students) ▪ Mass lecture - 1 lesson (1.5 hours per lesson) ▪ Small-group coaching – 2 lessons per group (2 hours per lesson) (10 students per group; 20 groups; 80 hours in total) ▪ 2 trainers - for mass lecture ▪ 1 trainers - for small-group coaching ▪ \$500 x 2 x 1.5 + \$500 x 1 x 80 	\$41,500
2.4	Plan the ‘Right Path’ – Development of Strategic Planning Skills <ul style="list-style-type: none"> ▪ Target: SS2 students (200 students) ▪ Mass lecture - 1 lesson (1.5 hours per lesson) ▪ Small-group coaching – 2 lessons per group (2 hours per lesson) (10 students per group; 20 groups; 80 hours in total) ▪ 2 trainers - for mass lecture ▪ 1 trainers - for small-group coaching ▪ \$500 x 2 x 1.5 + \$500 x 1 x 80 	\$41,500

2.5	Teachers Workshop – Careers Education – Bringing Future into Focus <ul style="list-style-type: none"> ▪ Target: All teachers ▪ No. of workshop – 2 ▪ Each workshop – 2 hours ▪ 3 trainers ▪ \$500 x 3 x 2 x 2 	\$6,000
2.6	Parents Workshop / Talk Careers Education – Bringing Future into Focus <ul style="list-style-type: none"> ▪ Target: SS2 Parents ▪ No. of workshop/Talk – 2 ▪ Each workshop – 2 hours ▪ 2 trainers ▪ \$500 x 2 x 2 x 2 	\$4,000
2.7	Training materials - Professional consultancy to be hired to develop a set of training materials for further use by schools	\$50,000
3	General Expenses:	\$1,000
3.1	Career Exploration – Career Visit <ul style="list-style-type: none"> ▪ Transportation fee subsidy (QEF sponsors half of the fee) 	
3.2	Up-to-date careers information - Careers Library <ul style="list-style-type: none"> ▪ Books and reading materials 	\$3,000
3.3	Assessment test and analysis (200 units) <ul style="list-style-type: none"> ▪ \$30 x 200 	\$6,000
3.4	Training notes / workbooks (1,070units) <ul style="list-style-type: none"> ▪ \$15 x 1,070 	\$16,050
3.5	Certificates (200 units) <ul style="list-style-type: none"> ▪ \$5 x 200 	\$1,000
3.6	Publish “students’ work” booklet (1,000 units) \$5 x 1,000	\$5,000
4.	Career Centre <ul style="list-style-type: none"> • Setting up a new Career Centre by conversion of a remedial teaching room • All expenses will be absorbed by the school 	(\$80,000) *paid by school
Total grant sought:		\$317,470
Total grant sought (Round up to the nearest hundred):		\$317,500

9. Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	N/A	N/A	N/A	N/A
book & VCD	N/A	N/A	N/A	N/A
computer hardware	N/A	N/A	N/A	N/A
computer software	N/A	N/A	N/A	N/A

musical instrument	N/A	N/A	N/A	N/A
office equipment	N/A	N/A	N/A	N/A
office furniture	N/A	N/A	N/A	N/A
sports equipment	N/A	N/A	N/A	N/A
Others	N/A	N/A	N/A	N/A

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

10. Report submission Schedule

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/2/2011 - 31/7/2011	31/8/2011	Interim Financial Report 1/2/2011 - 31/7/2011	31/8/2011
Final Report 1/2/2011 - 31/1/2012	30/4/2012	Final Financial Report 1/8/2011 - 31/1/2012	30/4/2012

11. Program Evaluation

11.1. Evaluation Methods

Program	Self-assessment - Psychological-Test	Attendance (80% or above)	Mid-Program survey / questionnaire	Post-Program survey / questionnaire	Learners' written feedback	Teachers' observation	Trainers' observation
Students Training Workshops	✓	✓	✓		✓	✓	✓
Teachers Training Workshops		✓		✓	✓		
Parent Talks / Training Workshops		✓		✓	✓		
Sharing Day					✓	✓	✓

11.2. Performance indexes and measures

Performance indexes	Measures
1. Participants average attendance rate	80% or above
2. Participants find that the program is useful and satisfy with it	70% or above rate the program as grade 3 or above (Maximum as grade 5)
3. Parents find the program is useful for themselves and their children	70% or above rate the program as grade 3 or above (Maximum as grade 5)
4. Participants' written feedback to the program	Participants have positive comments and feedbacks towards the program
5. Teachers observe and evaluate the program effectiveness	In average, teachers rate the program as grade 3 or above (Maximum as grade 5)
5. Trainers observe and evaluate the program effectiveness to the participants	In average, trainers rate the program effectiveness to the participants as grade 3 or above (Maximum as grade 5)

12. Program Sustainability**12.1 How to make this program beneficial to parents, teachers and other schools**

After the completion of the program, we will design a website for the program - Careers Education Program – Bringing Future into Focus for New Senior Secondary (NSS) students, contents are as follows:

- Project Proposal
- Program outline and activities photos
- Students' and parents' written feedback
- Teachers' sharing
- Program experience sharing

To share the experience and maintain the program sustainability, we will notice the website address to all secondary schools in Hong Kong by mail.

12.2 How to maintain the program continuity

We will use the follow methods to maintain the program continuity:

- Students could share their learning experience in the Assembly
- Teachers would follow-up with the learning progress of students and reinforce the skills learnt in different subjects. They can employ their experiences obtained from this project to plan similar program in the following years.
- Schools will allocate certain budget to support this program in the coming year
- Training kits will be developed for running similar activities after project completion

13. Dissemination

- Draft and issue parent notices to all parents to promote this program
- Program implementation, learning outcomes and students' works will be published in school newsletter, website and the "Sharing Day"
- Sharing session can be organised by the school to disseminate the project ideas and details to all schools. Interested principals and teachers can contact us for further information.