

Role and Responsibility in this project (please state clearly the nature and details of collaboration with the principal applicant)

## Project Information

Project Title (in English)

Comprehensive career guidance and support services for AD students

Project Title (in Chinese)

為副學士學生提供的全面生涯輔導和支援服務計劃

### A. Project Summary

The project proposes to establish a Personal and Career Development Centre which provides

1. career-related personality assessment, personal and career development seminars, and personal development and career awareness enhancement for AD students
2. seminars for parents of AD students, and
3. teacher training programmes for teachers of AD programmes in Hong Kong.

The amount of grant sought is \$1,843,000.

Many AD students experience confusion about their career and whether they possess their aptitude for the career they choose. Their parents and teachers are also not well-equipped to provide guidance to them. This project proposes to provide online personality assessment for all CCCU AD students using the Personality Dimensions® assessment instrument developed by Mckim (2003), and arrange personal and career development seminars to enhance their academic, social and career competence.

For those students who encounter significant confusion, Personality Dimensions® (PD) Workshops will be offered. Participating students will obtain in-depth guidance and be well-equipped for their planned career.

To ensure that parents can play appropriate supportive roles for their children, parent seminars and workshops will be arranged. A seminar will be offered for parents of new AD students to foster understanding of their children's changed life patterns, and another seminar will be offered to parents of graduating students to develop understanding of future prospects of their children.

To ensure cross-sector and sustainable benefits, teacher training programmes will be arranged. Upon completion of the first year of the project, a forum will be organized to share experience with the AD providers in Hong Kong. Interested teachers can join a 3-day intensive teacher orientation workshop to acquire basic knowledge and competence in student guidance. They may also choose to attend a one-year training programme which enables them to provide services similar to those of this project.

The 2-year project will benefit in total

1. About 7,000 AD students, with 490 students receiving intensive guidance through PD workshops
2. About 5,200 parents of AD students
3. 60 teachers of AD providers in Hong Kong, who can then provide similar services to benefit their own AD students

**B. Project Objectives**

Career planning is a significant developmental task during late adolescence and young adulthood (Erickson, 1968; Super, 1990). Students need to understand their own career/academic aspirations and develop positive attitudes towards work and learning (Hong Kong Education and Manpower Bureau, 2005). In higher education, most students receive career planning services through Students Development Services in Colleges or Universities. These services are helpful in identifying students' vocational interests and needs through interviews and assessment. However, knowing the vocational interest does not guarantee the development of a career plan. Students need assistance to make important decisions on choosing their programmes of studies and engaging in extra-curricular activities which are connected to their future lives and career plans (Herring, 1998).

In addition to career planning, some students may encounter interpersonal difficulties and stress management problems. These issues, if not resolved, may hamper their abilities to pursue work and further studies. These students may therefore have additional needs on developing knowledge and skills in handling interpersonal relations, or managing stress and adversities.

An effective and comprehensive career guidance and counseling program should be available to meet the diverse needs of students. The programme should comprise an individualized service to help students understand themselves and develop their career plan, and supporting learning activities to help them develop the personal attributes to achieve their career plans.

Parents constitute a strong influential factor in their children's career decision making. Parent-children connectedness, positive it may be, may have a less beneficial impact on these young adults' career planning and decision making. A research study on Hong Kong post-secondary students indicates that the vast majority of the parents of young adults did not attend university and they have no frame of reference about the experiences of higher education (Armour, Cheng, & Taplin, 1999). Thus, they may not be able to provide suitable assistance to their children in future planning. Other factors such as parents' over involvement, personal biases toward certain occupations, financial concerns, and expectations may affect the veracity of career information passed on to their adult children. Therefore, it is important to provide parents with the proper information and knowledge in how to best assist their adult children in career planning. Training parents to understand their adult children's perspectives and career needs, provide appropriate support and encouragement, and enhance the natural alliance that exists between the parent and their child is very much needed.

Apart from parents, teachers also play an important role in the process. As most students are now confronted with an uncertain future, the traditional approach of relying on counsellors in the institutions to provide guidance service will no longer be able to cater for all students who seek resolution of problem. The involvement of teachers becomes necessary and important (Witko, Bernes, Magnusson, & Bardick, 2005). Traditionally lecturers in tertiary education simply serve as dispensers of knowledge. The other elements within the educational process, such as character and interpersonal relationship development have received relatively less attention. However, with the trust students place in them, teachers are the most appropriate

people for students to seek support and guidance, and the need for teachers to receive training in career planning and personality is imminent. Given specific training in career guidance, teachers can act as an excellent resource which students can turn to for guidance in the most natural and accessible manner.

With regard to the abovementioned needs of students in post-secondary schools, parental influence on their adult children, and the positive impact of teachers' involvement, a Personal and Career Development Centre for Post-secondary students is proposed. This Centre aims to provide individualized services for students and their parents, and guidance training for interested teachers for the benefit of students in the post-secondary schooling context.

Specifically, the objectives of the proposed Centre are:

1. to provide personality assessment for students so that they understand their career aptitudes,
2. to develop students' self-knowledge and academic/social competence so that they can achieve their career plans more effectively,
3. to educate parents with knowledge of career guidance and understanding of the needs and perspectives of their adult children, and
4. to train teachers across institutions with knowledge and skills in career planning and personal development to help students in need.

### **C. Outcomes and Deliverables of Project**

The Project is divided into two main phases. The first phase targets at providing services to students and parents of Community College of City University (CCCU), which are estimated to be around 7,000 in the year 2009-10. Based on the year's experience, the Project will develop a model of enhancing individualized growth and career development at the associate degree level based on the services available in CCCU.

In the second phase, the team will provide training to the interested teachers of all AD providers in Hong Kong, leading to cross-sector benefits.

Specifically, the deliverables are:

<b>Activities</b>	<b>2009-2010</b>	<b>2010-2011</b>
<i>Services for students</i>		
<i>Online Personality Dimensions<sup>®</sup> (PD) assessments</i>	3,500 students	3,500 students
	Outcome: each student will develop a profile of their personality according to PD, an awareness of the career they fit, and an individualized education and career plan.	

<i>Personal and Career Development Seminars</i> <i>(each will be expected to attend 4 times)</i>	<u>100</u> seminars = 4 different seminars per year; each seminar (serving 100 students) repeated 25 times	<u>100</u> seminars = 4 different seminars per year; each seminar (serving 100 students) repeated 25 times
	Attendance: $2,450 \times 4 = \underline{9,800}$ head-counts	Attendance: $2,450 \times 4 = \underline{9,800}$ head-counts
	Outcome: Students will be able to apply academic skills in their tertiary study, relate with others appropriately in study and work settings, manage stress related to work and personal life, and present themselves in person and writing adequately in job applications.	
<i>Personality Dimensions Workshops</i> <i>(10% of those who attended the above seminars may attend PD workshop; one workshop per student)</i>	9 workshops	9 workshops
	245 participants	245 participants
	Outcome: students will be able to analyze their personality and aptitudes, identify areas that need enhancement, and strengthen related competences (such as learning strategies, communication strategies, and team work).	
<i>Individualized Services</i> <i>(About 10% of the PD workshop participants and each will have 5 individual sessions)</i>	$35 \times 5 = \underline{175}$ head-counts	$35 \times 5 = \underline{175}$ head-counts
	Outcome: Students will obtain an assessment of their own mental health status and be given a referral to specialized services that help resolve their problems.	
<i>Services for parents</i>		
<ul style="list-style-type: none"> <li>● <i>Parent seminars</i></li> </ul>	<u>26</u> seminars = 2 different seminars per year; each seminar (serving 200 parents) repeated 13 times	<u>26</u> seminars = 2 different seminars per year; each seminar (serving 200 parents) repeated 13 times
	5200 head-counts	5200 head-counts
	Outcome: Parents will relate appropriately and offer guidance to their children who now lead a different life pattern than in the secondary school years.	

<i>Teacher training programme</i>		
● <i>Experience sharing forum</i>		1 forum
		100 teachers
	Outcome: Participants will be able to appreciate the importance of guidance services to AD students and relate the successful factors evidenced in the Centre's experience.	
● <i>Teachers Intensive Orientation</i>		1 training course
		50 teachers
	Outcome: Participants will be able to create an appropriate guidance relationship with their AD students.	
● <i>One year training and coaching programmes</i>		3 PD certifying training courses for 60 participants; 8 post-course group coaching sessions
		Outcome: Participants will be able to interpret PD scores, help students identify their needs and develop career plans, and conduct training workshops for their AD students.

## D. Implementation Details

The project will last for two years.

- In the preparation phase, a Personal and Career Development Centre is established.
- Phase I starts in September 2009, and services for CCCU students and their parents are provided.
- Phase II starts at the beginning of the 2<sup>nd</sup> project year, and the Centre begins to offer teacher training programme aiming to train interested teaching staff nominated by other AD institutions to provide personal and career development services to their students.

Details of the implementation plan are as follows:

### PREPARATION PHASE – ESTABLISHING THE CENTRE

The Centre will have the necessary expertise and staff to sketch, set up, deliver, and monitor the proposed services initially with respect to students at CCCU and their parents, and then to other AD providers.

The structure of the Centre will consist of

- **one part-time Centre Supervisor** who is an academic staff trained in either Psychology or Social Work and has the experience in offering personal and career development services;
- **one Centre Manager** who is responsible for the administration of the Centre and providing individualized services to students and their parents in need,

- *one clerical/IT staff* who will provide support in clerical and information technology necessary to maintain the operation of the Centre.

## **PHASE I – PROVIDING STUDENT GUIDANCE SERVICES AND PARENT SEMINARS**

Students of CCCU and their parents are the main recipients of the Centre at this stage. The services for students include:

### ***Step 1 – Understanding own Personality and Aptitudes***

A well-developed assessment instrument, Personality Dimensions®, administered via the *online platform* is adopted as a tool for all students to assess their own personality and career aptitudes.

#### *Personality Dimensions®*

Personality Dimensions is a dynamic tool based on temperament theory, which uses four colours as a memory aide that allows for the creation of a common language to understand and appreciate differences amongst each other. The participant completes an online assessment that will create a profile of themselves as seen through the constructs of the four temperaments.

#### *Administration*

After the students are admitted to their respective AD programmes, they would be encouraged to engage in the online PD assessment on a voluntary basis. The results will feed into the development of individualized education and career plans for students. Students who experience confusion over their career choice will be advised to participate in Personality Dimension workshops where they could gain a better understanding and awareness of their learning styles, communication skills, career interests, and in team work (see step 3 below).

### ***Step 2 – Personal and career development seminars***

All participating students will be advised to attend seminars or workshops which help them develop the attitude, knowledge, and skills for personal and career development.

Four seminars on different themes will be conducted in an academic year. The themes include:

- Academic skills: participating and learning in small groups, presentation skills, paper writing skills, etc.
- Personal development skills: inter-personal relation training, assertiveness training, life management, stress management, etc.
- Career interest development: career choice/preference workshops, resume writing, interviewing skills, portfolio for job or further studies applications, etc.

To ensure students can have adequate opportunities to interact with the seminar trainers, each seminar will

entertain around 100 students. However, we estimate that only 70% (about 2,450 students) of the students will finally enroll in the seminars, and thus each seminar will be repeated 25 times.

### ***Step 3 – Personality Dimensions® Workshops***

For students who experience confusion over their career choice, they are encouraged to attend workshops delivered by certified Personality Dimensions trainers. PD is chosen as it provides an easily understood methodology for fostering increased self-knowledge through a facilitated self-discovery model that will make a lasting positive impact. In addition, it is developed based on research into human motivation and behaviour and helps to explain what motivates behaviour in people in different personalities or temperaments (Mckim, 2003). It is conducted using the edutainment means which are well-received.

Each PD workshop offered by the Centre will last for 7 hours, with the first half being an introductory workshop to familiarize participants with the four temperament-based personality types and understanding their unique blending of personalities and the second half delivered according to some chosen themes, including learning strategies, career awareness and preferences, communication strategies, and working in teams.

In each workshop, participants are limited to 30 participants to allow for the self-discovery process. The students experiencing confusion, estimated to be 10% of those who took the online assessment (about 245 students per year), are expected to participate in one of the workshops. Nine workshops will therefore be organized per year.

### ***Step 4 – Individualized Services***

Students who participate in PD workshops and exhibit signs requiring special attention will be assessed further by using the General Health Questionnaires (GHQ). Students who receive high scores (indicating dysfunction) will then be offered individualized services, including counseling on mental health issues, and other skills development. Referral to specialized services will be recommended for students who show pathological symptoms in the counseling process.

### ***Step 5 – Honouring and celebration of achievements***

It's important to nurture students to be competent young adults, and knowing how to appreciate one's achievements is part of learning in life. Therefore, active participants in the 2-year process will be honoured with tokens in recognition of their growth and achievements throughout the process. Interim certificates will be given to encourage continuing participation in the student community.

### ***Services for parents of students***

While taking care of the progress of students, it is the proposing team's observation that parents of AD students are getting more anxious to get to know their children and learn how to get along with and coach them. The Centre thus will offer parallel services for parents during their children's 2-year study time of

associate degree programmes.

Two seminars will be tailor-made for parents of all students. It is estimated that 70% of parents (2450) of AD students will attend the seminars. Each seminar will entertain around 200 parents, and so will be repeated 13 times.

- The first organized at the beginning of the two-year study will orientate the parents to post-secondary study that can equip them with an understanding of the changes in their children's study pattern such as, more project work, more informal education activities, and irregular timetables, etc.
- The second will be organized at the end of the academic year for parents of graduating students. The seminar will focus on career and/or articulation guidance for parents to facilitate them to develop an accurate understanding of the future prospects of their children, especially on articulation opportunities.

## **PHASE II – KNOWLEDGE DIFFUSION AND TEACHER TRAINING**

Teacher training programmes will be delivered at this stage. It is estimated that after the first cycle of services for students, that is, upon the end of the 1<sup>st</sup> project year, the service model could be consolidated and ready for knowledge diffusion so as to expand the services to students of other AD institutions and achieve cross-sector benefits. Consolidation and diffusion of ideas also ensure that the project can lead to sustainable benefits.

The teacher training programme will comprise three steps.

### ***Step 1 – Experience Sharing Forum***

The gains and experience of the Centre's service will be shared among the teaching staff of other AD institutions at the end of the 1<sup>st</sup> project year in the form of a forum. Each AD institution can nominate interested teaching staff from their respective institution to participate in the forum. It is estimated that 80 teachers will be accepted to ensure meaningful exchange among participants.

### ***Step 2 – Teacher Intensive Orientation***

Participating staffs, especially those having no relevant disciplinary background and knowledge, will be orientated to the psychology and human services disciplines before the formal training take place. This is expected to be an intensive training lasting for 3 days and consisting of lectures and workshops.

### ***Step 3 – One year training and coaching programme***

In this step, participants will receive thorough training which will enable them to conduct the services provided in this project. The training programme will last for one year and be divided into two sub-steps, each lasting for six months.

- Interested participants first attend a PD certifying trainers' workshops which enable them to interpret

PD scores, identify students of special needs, and conduct PD workshops for students. Each training workshop will last for 21 hours. For workshops with more than 20 participants, two co-leaders will be required to ensure adequate instruction is provided.

- After the initial training, participants will be coached by the staff of the Centre for a 6-month practicum. Eight group coaching sessions led by qualified PD trainer will be conducted to ensure the quality of services.

## References

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<b>E. Implementation Schedule</b> <i>(Please extend this table if necessary.)</i>		
Estimated start date of project:		<u>August 2009</u>
<b>Action</b> <i>(please indicate key milestones)</i>	<b>Timeframe</b>	<b>Cashflow Requirement</b>
● Establishing the team staff	Aug 2009	
● Implement student PD online assessment	Sept 2009	
1 ● First personal and career development seminars (for Year I students)	Sept – Oct 2009	
● First Parent seminar (for parents of Year 1 students)	Sept 2009	
● Second personal and career development seminars (for Year 2 students)	Oct – Nov 2009	
● Personality Dimensions Workshops for students	Nov 2009 – March 2010	
● Third personal and career development seminars (for Year 2 students)	Feb – Mar 2010	
● Fourth personal and career development seminars (for Year 1 students)	Mar – Apr 2010	
● Second parent seminars (for parents of Year 2 students)	Apr 2010	
● Implement student PD online assessment	Sept 2010	
● First personal and career development seminars (for Year I students)	Sept – Oct 2010	
● First Parent seminar (for parents of Year 1 students)	Sept 2010	
● Experience sharing forum with teachers of other AD institutions	Sept 2010	
● Second personal and career development seminars (for Year 2 students)	Oct – Nov 2010	
● Teacher intensive orientation	Oct – Nov 2010	
● Personality Dimensions Workshops for students	Nov 2010 – March 2011	
● Personality Dimensions Workshops (three) for teachers	Nov 2010 – March 2011	

● Third personal and career development seminars (for Year 2 students)	Feb – Mar 2011	
● Fourth personal and career development seminars (for Year 1 students)	Mar – Apr 2011	
● Second parent seminars (for parents of Year 2 students)	Apr 2011	
● Organize sharing forum, teacher training workshops, and group coaching sessions	Sept 2010 – July 2011	

Estimated completion date of project:

July 2011

<b>F. Project Budget</b>			
<b>Projected Expenditure</b> <i>(Please provide detailed breakdown under each item)</i>	<b>Amount in HK\$</b>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Total</b>
a. Manpower			1,869,645
■ PT centre supervisor: \$15,000 x 12 months (+ 10% benefits)	198,000	218,295	
■ Centre manager: \$30,000 x 12 months(+ 10% benefits)	396,000	436,950	
■ Personal and career development seminars: 3 hours x 100 seminars x @\$600	180,000	180,000	
■ PD workshops for students: 7 hours x 9 workshops x @\$600	37,800	37,800	
■ Parent seminars: 3 hours x 2 seminars x 13 x @\$600	46,800	46,800	
■ Sharing forum with teachers: 2 hours x @\$600		1,200	
■ Intensive orientation: 21 hours x @\$600		12,600	
■ Teacher PD training workshops: 21 hrs x 1 workshops x 1 trainers x @\$600 plus 21 hrs x 2 workshops x 2 trainers x @\$600		63,000	
■ Group coaching sessions: 3 hrs x 8 x @\$600		14,400	
b. Equipment / Facilities			267,800
■ Venue for personal and career development seminars: 3 hrs x 35 x @\$300	31,500	31,500	
■ Venue for student PD workshops: 7 hrs x 12 x @\$300	25,200	25,200	
■ Materials for student PD workshops: one lot purchase for two years	16,000		
■ Venue for parent seminars: 3 hrs x 2 x 13 x \$500	39,000	39,000	
■ Venue for teacher sharing forum: 2 hrs x @\$500		1000	
■ Venue for intensive orientation: 24 hrs x @\$300		7,200	
■ Tool kits for teacher PD training programmes: 60 x @\$435		26,100	

■ Venue for teacher PD training programmes: 63 hrs x @\$300		18,900	
■ Venue for group coaching sessions: 3 hrs x 8 x @\$300		7,200	
c. Services			284,800
■ PD online assessment: 3500 x @\$40	140,000	140,000	
■ Issuing certificates for PD teacher-trainers: 60 x @\$80		4,800	
d. General Expenses			66,550
■ Promotion for parent seminars: 2 times x 3500 x @\$4	28,000	28,000	
■ Materials for parent seminar: @\$15.25 x 100	1,525	1,525	
■ Materials for intensive orientation: 50 x @\$30		1,500	
■ Promotion for intensive orientation		3,000	
■ Promotion for teacher PD training courses		3,000	
e. Others		25,000	25,000
■ Auditor's fee			
<b>Total Expenditure :</b>			2,513,745

Projected Income	Amount in HK\$		
	Year 1	Year 2	Total
a. Student PD training course fee: 245 x \$50	12,250	12,250	24,500
b. Teacher intensive orientation: 50 x @\$1,000		50,000	50,000
c. Teacher PD training course fee: 60 x @\$3,000		180,000	180,000
<b>Total Income :</b>			254,500

### Sources of Funding

- Amount of grant sought under this application: \$1,843,000.
- Other sources of funding (*this may include donations, contributions from the applicant/its parent organization, etc. Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.*):

CCCU is committed to make the project a success by allocating manpower to act as the PT centre supervisor (\$416,295) of the project. In addition, CCCU will commit the time and effort of some of

its full-time staff, both academic and administrative and its resources, such as office space for the part-time and temporary full-time staff thus employed to the project. These hidden costs will all be absorbed by CCCU.

### **G. Monitoring and Self-evaluation Mechanism**

1. For each event (seminar and workshop), participants will fill in an evaluation form to indicate the perceived helpfulness of the event and the satisfaction with various aspects of the arrangement.
2. A steering committee will be formed to monitor the quality and consider improvement of the project. The committee will be chaired by a senior staff designated by CCCU and comprise one member from each Division of CCCU, one external member who has expertise in student guidance, and the leader of the project. The committee will hold two meetings a year. The project leader is expected to report the progress and implementation issues to the committee on a half-yearly basis.
3. In addition to these internal monitoring, CCCU will submit a statistical report to the Education Bureau every six months. An annual evaluation report to evaluate the progress and achievement of the project within the year will be submitted to the Bureau. A final evaluation report within three months following the completion of the project.
4. The financial aspects of the project will be monitored by the Project Leader, Mrs. Fanny Liu, as well as by the Finance Office of City University of Hong Kong. The statement of accounts will be audited annually by an independent certified public auditor. The final audited accounts will be submitted along with the final report upon completion of the project.

### **H. Management Support and Key Personnel Involved**

1. Mrs. Fanny Liu Lo Wai Ching and Dr. Vitti Ip Sau-mei will be the co-leaders / key personnel of the project.
2. Mrs. Fanny Liu is a registered social worker and is a senior lecturer in the Division of Social Studies of CCCU. She has more than ten years experience working with young people in social service organizations and afterwards more than 15 years in tertiary education. In addition, she is a qualified Personality Dimensions® Level 1 Facilitator (qualified for leading PD workshops for various targets), and a Personality Dimensions® Level 2 Facilitator (qualified for training up PD workshop facilitators). In the past three years, she has delivered more than ten PD workshops for risky youths, social workers, teachers, counselors etc. on the themes of team work, career development, teaching and learning strategies, and communication.
3. Dr. Vitti Ip, a registered Psychologist in Hong Kong and Canada, is a senior lecturer in the Division of Social Studies of CCCU. She holds a PhD in psychology and has more than ten years experience working in social service as a counsellor. In addition, she has delivered numerous parents talk and conducted many teacher training programmes, including Quality Education Fund projects which aimed to enhance students' mental health and train teachers and parents. She now teaches a number of

courses on counselling and guidance.

**I. Special Justifications if the Grant Sought Exceeds \$2 million**

### III Other information

**1 Project Sustainability** *(If applicable, please describe how the recurrent expenditure involved will be met after completion of the proposed project)*

- a. The various instructors of the project are employed on a part-time basis. When the project has completed, the materials will still be useful for the future cohorts of students. CCCU will encourage its staff to organize selected events to offer guidance to the students.
- b. The teachers of other institutions trained in the project will have the competence to implement the project components in their own institutions, thus benefiting all AD students in Hong Kong.

**2 Preparatory work done** *(If any)*

**3 Past experience in organizing projects of similar or relevant nature and achievements** *(If any)*

- a. Having evolved from the former College of Higher Vocational Studies of City University of Hong Kong, the Community College of City University and its staff has had a long history of experience in offering quality sub-degree programmes (most of which had been UGC funded until 2007) since the inception of the then City Polytechnic in 1984. CCCU places premium on promoting students' whole-person development. In the Division of Social Studies in particular, the teaching staff organize various exposure visits, service learning opportunities, and international exchange for its students. Quest speakers are also invited to give guidance for students on career choice and job preparation. They are fully experienced in organize projects of relevant nature.
- b. The Division also successful managed projects of similar nature in the past. In 2002/03 and 2003/4, the Division was commissioned by the Education and Manpower Bureau to organize a series of certificate and advanced certificate courses on student guidance for teachers and SGT/SGO. In 2003 and 2008, the Division was commissioned by the EMB / EDB to organize In-Service Teacher Development Course in General Studies Series for Primary School teachers. In 2006, it was commissioned again to organize a teacher training course on travel and tourism. The services provided were highly commended by the officers involved.
- c. The Division was also commissioned by the EDB to organize the Survey on the School Curriculum Reform and Implementation of Key Learning Area Curricula in Schools 2003. The survey was the first one in the series and created the structure for the surveys conducted in the following years. The work of the team was highly appreciated by the Curriculum Development Institute.
- d. In addition to these, individual staff members of the Division have been involved in providing training activities for EDB, Social Welfare Department, other NGOs and public organizations.
- e. All these indicated that the Division plays a leadership role in the guidance and counseling area, and possesses the management competence to organize and deliver projects of such nature to the satisfaction of its clients.