

**Business-School Dialogues • Collaboration**

**Enhances Career and Life Development**

**Vol. 2**  
Career and life development education periodical series

Created and Funded by



The Hong Kong Jockey Club Charities Trust

Co-created by



香港教育大學  
The Education University of Hong Kong

## From the Editor

Since a young age, I have had aspirations for my future career. During my days in secondary school, I did not have many opportunities to be exposed to the workplace outside school. Therefore, I loved to engage in lengthy and hearty talks with my parents about the future career I wanted to pursue. My parents gave me quite some advice, and occasionally I had the chance to seek guidance from my teachers, from which I benefited a lot. However, the world of work is constantly changing, and I have come to realise that staying updated with the latest information on diverse career paths and planning my own career is not an easy task.

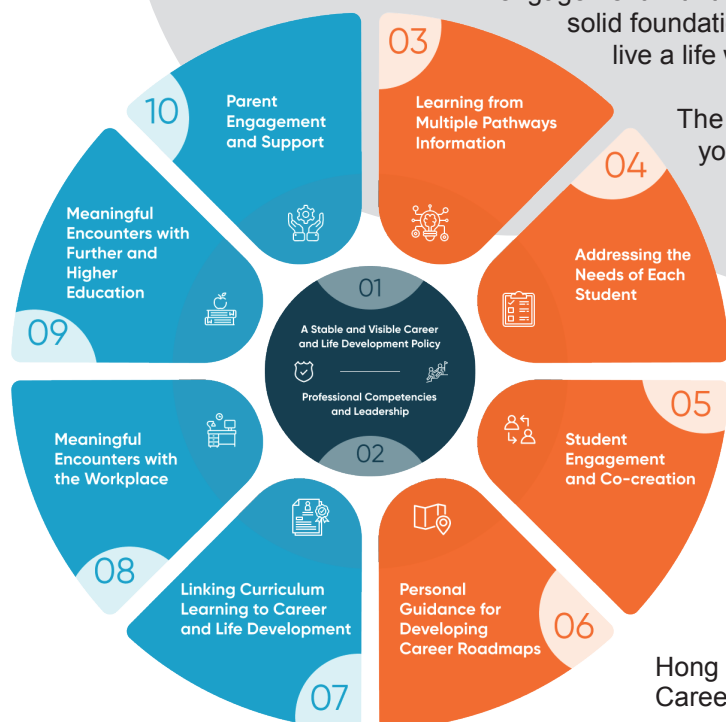
CLAP@JC is committed to connecting various stakeholders, including schools and the business sector, to promote business-school partnership. An “Enterprise Advisor” is assigned to each school that participates in the CLAP@JC project to enable ongoing interactive dialogues between both parties and to achieve synergistic use of each other’s resources. The Enterprise Advisor becomes a companion of the school, with a view to helping students achieve a smooth transition from school life to career life. Various activities are organised and an ecology for sustainable development is created. This is illustrated in Benchmark 8 of the ten “Hong Kong Benchmarks for Career & Life Development” (HKBM), namely “Meaningful Encounters with the Workplace”. The schools have many good examples to share while the Enterprise Advisors and the business sector have profound insights, all of which are worth noting.

In this connection, the bulletin Edu-Path is an essential platform sharing practices and experience of Business School Partnership. This second issue of Edu-Path features the insightful ideas and sharings on Business School Partnership from Mr. Edward To Wing-hang, Deputy Secretary for Education, Professor Stephen Cheung Yan-Leung, a veteran education academic from the Education University of Hong Kong, school principals, teachers and enterprises. Their meticulous and thoughtful analyses and shared views tug at the heartstrings of people who are genuinely passionate about the topics.

It is hoped that the school and the business sector can forge a closer partnership, providing sufficient resources to offer young people various opportunities for their meaningful engagement with the working world. This can enable them to lay a solid foundation to sail on their own unique career paths and live a life with boundless possibilities.

The content of this issue is fascinating. We hope you will enjoy reading it thoroughly.

"Edu-Paths" Editorial Team



Hong Kong Benchmarks for Career and Life Development (HKBM)

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# Business-School Dialogues • Collaboration

Career and life development (CLD) education has become a focused concern for schools worldwide, and Business-School Partnership is an indispensable element of CLD education.

Countries like the UK, Europe, Australia and other members of The Organization for Economic Co-operation and Development (OECD) have experienced how Business-School Partnership can effectively help schools advance CLD education and offer students more opportunities for career exploration. In reality, the workplace is constantly changing, and teenagers often find it difficult to grasp what the workplace demands, and career life abounds with challenges. Close collaboration between business sector and schools helps students tackle these challenges, enabling a smooth transition from school to careers/work for them.

## "Hong Kong Benchmarks for Career & Life Development" (HKBM) – "Meaningful Encounters with the Workplace"

With successful cases from various regions and the promotion efforts of the Education Bureau, Business-School Partnership has seen its growing prevalence, making it an important agenda in Hong Kong schools. However, many schools do not have networks to connect with the business sector. The CLAP@JC project on Business-School Partnership envisions "Meaningful Encounters with Workplace" which is one of the important benchmarks under the framework of "Hong Kong Benchmarks for Career & Life Development" (HKBM). In response to the needs of Hong Kong schools and enterprises, an "Enterprise Advisor" is assigned to each school participating in this CLAP@JC project to utilize his/her workplace experience to accelerate the pace of Business-School Partnership. CLAP@JC acts as an intermediary bridging both parties to facilitate communication and connections between the two sectors. A group of "critical friends" also provides needed support to both parties.

CLAP@JC is backed by a robust, long-standing network of business partnerships, facilitating young people to access ample opportunities to discover their own interests and find their own career pathways. In such a way, they can accumulate resources and connections, and enhance life experience to prepare for the workplace.

The Education Bureau (EDB) provides resources at large while the HKBM framework presents a unique model for Business-School Partnership. The team further promotes closer dialogic collaboration between enterprises and schools. Over the past year, under the HKBM framework, network schools have gained a deeper understanding of the opportunities brought by CLAP@JC's Business-School Partnership activities organised for teachers and students. In fact, Business-School Partnership can be conducive to the nurturing of future talents for society. The CLAP@JC project benefits all three parties of schools, young people and the business sector.

The Enterprise Advisors, along with other critical friends, enter the school, walk side by side with the school community engaging in in-depth conversations, understand each other's world as well as its operation, and open up new opportunities for collaboration. CLAP@JC has also built a unique networking hub where network schools share good practices and resources, complementing each other.



▲ During the Career Kaleidoscope-Hub B activities, the Enterprise Advisors, schools' senior management and teachers came together to explore Business-School Partnership opportunities.



▲ The Enterprise Advisor came to school to share with students the industry trends and the required job skills.

# CLAP@JC's Business-School Partnership

to enable ongoing dialogues and collaboration,  
instead of one-way information sharing

## Conventional Business-School Partnership

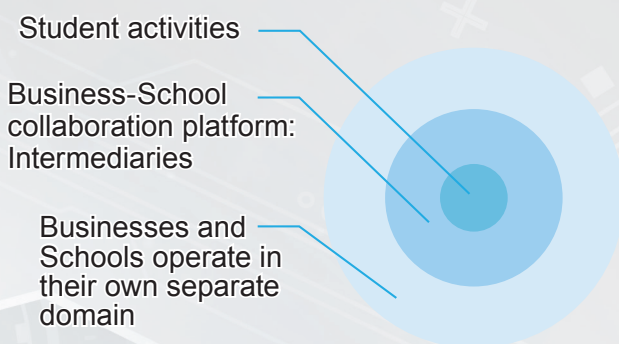
### Activity-based collaboration

- Rely on intermediary platforms for pairing
- Provide less room for dialogues
- Prone to one-off collaboration

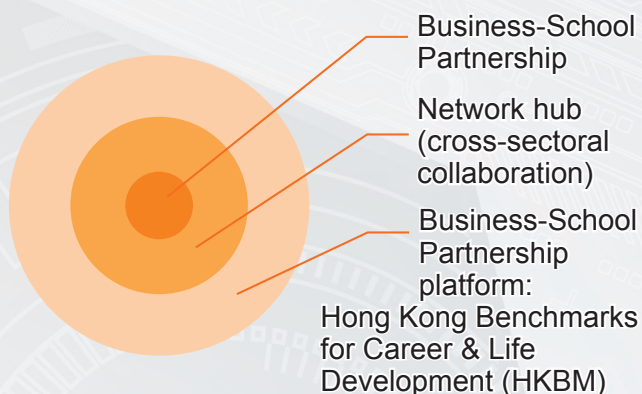
## The unique Business-School Partnership under CLAP@JC - initiated Dialogic Collaboration Approach

- Co-creating
- Enriching dialogues
- Enhancing the business sector's understanding of students' needs
- Increasing teacher's knowledge about the workplace

### Activity-based collaboration



### Dialogic Collaboration Approach

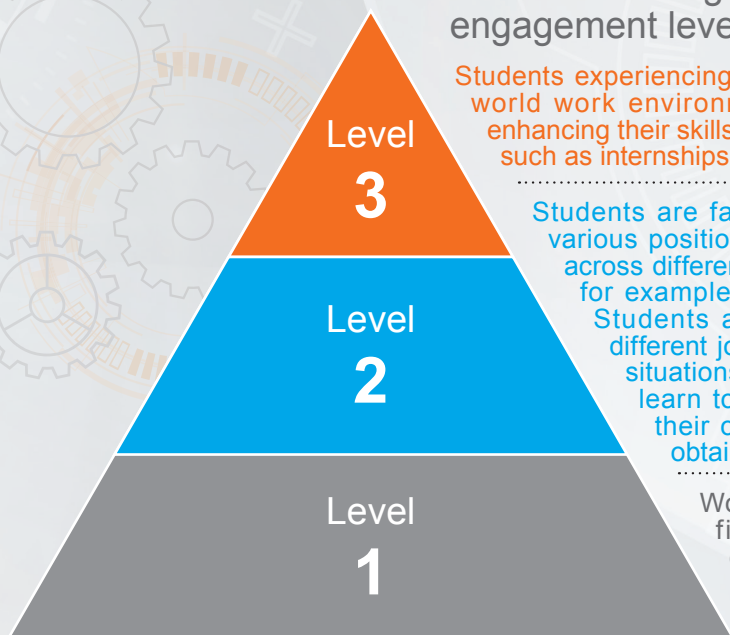


HKBM encourages schools to offer students different engagement level of work opportunities, including:

Students experiencing required duties of assigned positions in a real-world work environment, and participating in activities aimed at enhancing their skills and knowledge within specific workplace settings, such as internships and work placements.

Students are facilitated to gain insights into the job nature of various positions and to understand the day-to-day operations across different sectors. This is achieved through learning from, for example, job experiential activities and job shadowing. Students are assisted in experiencing the workflows of different job roles as well as getting to know the manpower situations in different workplace environments. They also learn to discover their own personal interests, develop their own values, attitudes, skills and knowledge, and obtain career development information.

Workplace visit activities: Through company visits, field trips and employee sharing, students are ensured to understand through observation of the "real-world workplace environments and the roles and functions of various jobs". Students are also provided with the latest labour market information, such as work operation, job nature and entry requirements.





## Promoting the "Business-School Partnership Programme" for the continuous enhancement of career and life development (CLD) education

Mr. To Wing Hang, Edward, Deputy Secretary for Education, EDB

When I was a child, a common topic for writing composition was "My future aspirations". "Aspiration" mostly refers to the pursuit of one's own dream job in the future. However, adolescents usually lack understanding of their aspired careers because they generally have little opportunity for having in-depth encounters with the world of work during their school years. It is crucial for one to start preparing for their career and life development as soon as possible in order to excel in their future careers. While schools undeniably play a significant role in life planning education, they could get twice the fruitful results with half the effort if they are supported by enterprises. The Education Bureau (EDB) launched the "Business-School

Partnership Programme" in 2005 with an aim to promoting collaboration between schools and the business and industrial sectors, leading students to step out of the classroom to see the world and well prepare themselves to serve the community through their careers development.



### Life Planning Education – Career Exploration

Mr. TO Wing Hang, Edward, the Deputy Secretary for Education, said that CLD education consists of three major components, namely "self-understanding and development", "career exploration" and "career planning and management". Among them, "career exploration" enables students to gain insights into various industries, understand business operations and grasp employers' expectations for employees through workplace experiences, so that students can explore their career aptitudes, improve their generic skills such as communication and expression, abilities for analysis and problem-solving, and teamwork, and develop positive values and work attitudes. Employers generally value generic abilities, positive values and work ethics of newly onboarded employees more than their industry-specific knowledge.

Since the initiation of Life Planning Education in the 2014/15 school year, over 400 partner enterprises/organisations have participated in the Programme, and more than 6,500 career exploration activities have been jointly organised, which cover over 30 industries and the number of students having benefited from the Programme exceeds 1.22 million.

The EDB commissioned the Education University of Hong Kong (EdUHK) to review the implementation effectiveness of life planning education, which includes evaluating the benefits of the "Business-School Partnership Programme" for students.

The review results indicated that the Programme was well-received by schools and partner enterprises/organisations. Schools consider it to be one of their important resources, and both teachers and students express their appreciation for it.

### Hand-in-Hand collaboration between businesses and schools

Mr. To continued to point out that with society rapidly evolving and new industries and new categories of jobs emerging one after another, the most effective way to understand the industry development is to gain first-hand experience for the exploration and discovery of a particular industry. The EDB has been encouraging more industrial and business sectors to provide students with diversified career exploration and workplace experience opportunities through the "Business-School Partnership Programme".



▲ Edward To Wing-hang, the Deputy Secretary for Education attended the opening ceremony of the Life Planning Education Conference 2021 to exchange views with guest participants.

Teenagers have their own ambitions, and their career interests vary as well. Mr. To hopes that schools can be more aware of the options for students' further studies and employment, encourage them to take part in career exploration activities tailored to their needs, and conduct post-activity reviews and counselling to guide students to reflect on and consolidate what they have learned, experienced and gained during the activities. In addition, schools could build alumni and parent networks and strengthen collaboration with the business and industrial sectors as well as community organisations, so as to offer students more career exploration opportunities and organise career exploration activities, such as talks, workshops and mentorship programmes, to meet the school-based and students' needs.

### Achieving complementary advantages between EDB and CLAP@JC

The career exploration activities organised by the EDB's "Business-School Partnership Programme" are open to all government-funded schools and schools under the Direct Subsidy Scheme. The activities encompass various industries and different job categories so that the diversity of students is comprehensively catered for. The Programme has nurtured a culture that supports young people's career and life planning. The CLAP@JC project, created and funded by the Hong Kong Jockey Club Charities Trust, is the first initiative in Hong Kong to combine cross-sectoral strengths to help youngsters thoroughly in their exploration of multiple pathways. CLAP@JC introduced a systematic "Hong Kong Benchmarks for Career and Life Development" (HKBM) which involves schools, parents and the business sector. Mr. To is also one of the Advisory Committee members of CLAP@JC.

For practicing business-school partnership, CLAP@JC assigns an Enterprise Advisor to each school. The two parties work closely in dialogues, enabling the Enterprise Advisor to gain a deep understanding of the needs of individual schools and give specific support for targeted purposes. Over the past year, the HKBM team of CLAP@JC encouraged network schools to infuse careers elements into different subjects, which acts as a bridge linking up the business world, competency needs and academic standards.

The "Business-School Partnership Programmes" under CLAP@JC or the EDB each has its own unique positioning and characteristics, which complements each other and generates synergistic effects. All these efforts go for the same goal of enabling students' access to a wider range of personalised information on further studies and employment. This facilitates students to explore and firm up their own education and employment directions, and to make informed choices.



▲ Edward To Wing-hang, the Deputy Secretary for Education issued a certificate of appreciation to Ms. Vivian Kong Man Wai to thank her for sharing her valuable experience.

Mr. To went on to mention that there has been a long-standing, close collaboration between the EDB and CLAP@JC. The online platform developed by CLAP@JC earlier has been widely used by teachers and students, and some content of the platform has been integrated into the EDB's career and life planning information website: "My Life Planning Portfolio" section (<https://portfolio.lifeplanning.edb.gov.hk/>), allowing teachers and students to continue utilising its relevant features.

In 2022, the EDB will further collaborate with CLAP@JC. The Career Guidance Section of the EDB will partner with CLAP@JC to co-organise a life planning education seminar for parents to equip them with knowledge and skills to support their children in making choices on further studies or other pathway opportunities. In addition, the EDB is planning to invite CLAP@JC as the guest speaker at the Life Planning Education Conference 2022 to share with participants its experience in implementing the HKBM, with a view to facilitate the development of life planning education.

### Conclusion

The Government proposed in the 2014 Policy Address a comprehensive implementation of life planning education in senior secondary forms, making it a common concern in the education sector over the past few years. Schools have successively introduced school-based programmes to strengthen life planning education which has thus become increasingly mature in senior secondary forms. Mr To Wing Hang, Edward, Deputy Secretary for Education pointed out that the EDB's Task Force on Review of School Curriculum recommended enhancing the life planning education in junior secondary forms while the Task Force on Promotion of VPET (Vocational and Professional Education and Training) also put forward suggestions related to life planning education. The EDB will continue its efforts in strengthening business-school collaboration to support the future development of life planning education. Through EDB's "Business-School Partnership Programme", CLAP@JC's Enterprise Advisor support scheme and alumni network activities, students are sure to be well-equipped to identify their personal interests and strengths and to be aware of various pathways for their further studies and career development.





## Business and School hand in hand to empower adolescents for their future development

Professor Cheung Yan Leung, Stephen, President of the Education University of Hong Kong (EdUHK)

The transition from school to the world of work is a crucial phase in teenagers's development. School teachers are like life guides, leading students to explore their development directions while the opportunities provided by the business sector are like bridges to help students access the working world. Both roles are equally important. Professor Cheung Yan Leung, President of the Education University of Hong Kong, believes that the collaborative efforts from schools and the business sector are particularly significant in promoting career and life development education, which allows young people to get early access to

Adolescents each have their own ambitions and career interests. However, these aspirations may be always changing and there is often a gap between ideals and reality. Only through personal experience and exploration can help young people manage to find career development paths that truly suit them. Professor Cheung cited the medical care profession as an example. Many students recognise being a doctor as a meaningful job, but, in reality, doctors work long hours in shifts. Not every individual can endure such working conditions. Professor Cheung regards enabling students to be exposed to the workplace and gain knowledge of the working environment and conditions of various job types and posts will help youngsters assess their suitability for pursuing a career in the relevant industries. On the other hand, such exposure also lets students know about the abilities and skills required by different sectors so that students can set their strategies for subject choices in their further studies. "More importantly, it is for students to understand the ever-evolving nature of the working world. Old positions may be at any time replaced or even eliminated by new types of jobs. Only through lifelong learning and continuous self-improvement can help students develop abilities to cope with changes."

### Business-school collaboration for mutual benefit and win-win results

However, there are now relatively not many internship opportunities for secondary school students, and school teachers may not have a clear understanding of the latest developments in various industries, so they cannot provide the relevant information for students. Therefore, Professor Cheung suggested that schools can take the initiative to establish close connections with the business sector through the help of chambers of commerce or

and understanding of the working world, equipping themselves to be well-prepared for the workplace.



▲ Professor Cheung advised students to pursue lifelong learning to achieve their dreams.

professional groups. Not only in such a way can schools obtain a wealth of information, but they can also co-organise various kinds of workplace experiential activities, such as company visits, job shadowing programmes and internships, for students to take part in them. Professor Cheung's sharing accurately captures the essence of the 3-level workplace learning plans in the eighth benchmark, namely "Meaningful Encounters with the Workplace", of the "Hong Kong Benchmarks for Career Life Development".

He described that business-school collaboration can achieve complementary gains, benefiting not only students but also enterprises. Through these activities, young people who are interested in relevant jobs can be attracted to join the industry, enabling the industry to absorb new blood. At the same time, enterprises are facilitated to identify outstanding students with potential for training to become talents of a company's future manpower resources. Moreover, companies can also take the opportunity of collaboration to gain insights about young people's mindsets as well as their preferences, which can help companies open up the youth market.

Professor Cheung pointed out that the school develops students' IQ while the workplace cultivates their EQ. Both are vital in the future workplace, thus highlighting the importance of business-school collaboration.

### Embracing financial technology, braving the irreversible tide

The financial industry is the mainstay of Hong Kong's economy. As an international financial center, Hong Kong's financial industry has all along



been thriving. Currently, in addition to Hong Kong, the Greater Bay Area and even South China also demonstrate a strong demand for financial services. There is no shortage of development opportunities for young people who want to join the financial industry.

How should schools help students gain an understanding of the financial industry at an early stage? Being a renowned scholar in finance, Professor Cheung stated that financial management education as a starting point. He said, "Many people equate investment with speculation, which indicates that they lack understanding of the financial management concepts. Investment and speculation are completely two different things." He believes that schools should integrate financial management education elements into certain subjects so that students can recognise correct financial management concepts, which will undoubtedly benefit their career development. Furthermore, schools can also encourage students to participate in school-sector competitions organised by financial institutions or organisations with the goal of deepening students' knowledge about the industry, which can facilitate their future career development in the sector.

### Seizing the development opportunities in the Greater Bay Area, building bridges for Business-School Partnership

The Guangdong-Hong Kong-Macao Greater Bay Area is a key national plan which is expected to bring huge development opportunities to Hong Kong. Professor Cheung said that there is a great demand for talents in both financial services and innovative technology in the region. He recommended that schools seek facilitation from local chambers of commerce or the Hong Kong Chinese Enterprises Association to connect with those Hong Kong companies or state-owned enterprises operating business in the Greater Bay Area. Although the COVID-19 pandemic hinders visits to the area, schools can wisely use information technology to

start off business-school partnership programmes. Professor Cheung remarked, "In the past, schools focused on teaching and student nurturing and had less contact with the business sector. Now they need to adopt alternative mindsets to proactively seek collaboration opportunities to broaden partnerships, so as to provide young people with diversified choices for their career pathways." Business-school collaboration is not confined to Hong Kong. Schools can collaborate with China-Hong Kong chambers of commerce or relevant groups to widen the room for young people's future development.

### Leadership from the school's senior management is the crux

As the saying goes, "A ship cannot move without a rudder", Professor Cheung highlighted the important role played by school principals and school senior management in career development education. Schools shoulder internal as well as external roles in business-school collaboration. Internally, schools have to support frontline teachers to elevate their professional levels and through training, master the knowledge and skills needed for facilitating business-school partnerships. Externally, connection with enterprises should be actively sought to promote business-school partnership and to organise workplace experiential activities. Frontline teachers do not only need to acquire knowledge and skills in career development counselling, but they should also maintain a positive attitude, strong communication skills and an open mind to effectively guide students in their career and life planning. In recent years, the EdUHK has been committed to strengthening the training of generic skills in teacher training programmes. This aims to enhance professionalism of the new generation of teachers and align with the development and needs of the education sector.

### Conclusion

The future world belongs to the young generation. To help youngsters excel in their careers, business-school partnership is of utmost importance. In the past, schools and the business sector worked separately and independently in their respective fields and lacked communication with each other. Teachers are quietly dedicated to imparting knowledge and life wisdom to students while the business sector drives the community to progress and provides opportunities for young people. If both can have close communication, their efforts can surely achieve synergy in helping students make informed career choices. Professor Cheung advised young people to engage in lifelong learning and ongoing education for the purpose of achieving their goals. To put it frankly, only through consistent self-improvement by acquiring multiple skills can help one survive across different sectors in today's ever-evolving workplace environment.



▲ In addition to valuing life education, Professor Cheung places great importance on career and life development education.



\* Some photos were taken before the COVID-19 pandemic.



## Business-School Partnership yields great achievements in helping adolescents write their new chapter

The working world has always seen constant changes – the thriving and popularity of Internet technology, the emergence of slash workers with multiple careers and the rise of start-ups. Young people now have plentiful possibilities for career development and are no longer confined to a single industry. However, this trend has also brought about job instability. Young people not only need to keep abreast of the evolving work landscape but also must well prepare for career alternatives. Devising one's study plans according to information obtained on multiple career pathways has become increasingly important. Ms. Vanessa Cheung, Group Managing Director of Nan Fung Development Ltd. and founder of The Mills (a museum on the heritage of art and textile), shared a maxim with young people, reminding them to "Hope for the Best but Prepare for the Worst". She advised staying calm and exercising flexibility when facing critical moments on one's career path, and in such a way, success would eventually come in sight.

In the 1960s, the Nan Fung cotton mill was the leading cotton spinning manufacturer in Hong Kong. However, in 1980s, the spinning mill relocated its production base to mainland China and other regions due to the economic transformation in Hong Kong at that time. Under the leadership of Ms. Cheung, the company's building complex, originally a group of factory mills, have undergone a revitalisation process starting from 2014, being transformed into a popular cultural and creative landmark cluster that integrates innovation, culture and learning experiences, namely "The Mills". This landmark conservation project has not only evidenced the glorious history of Hong Kong fashion and textiles, but it has also reflected Ms. Cheung's career development. She shared how schools, the business sector and parents helped her plan her career and life development roadmap and explore career life in a systematic way.

### Early recognition of one's own interests and abilities for the exploration of directions for further studies and career choices

Ms. Cheung holds a master's degree in landscape architecture. Before joining Nan Fung Group, she worked as a landscape designer. She shared with us that she pursued a master's degree in landscape architecture due to her passion for landscape design, together with her aspiration of serving society with a positive impact through this profession. The knowledge she acquired in school and the practical experience she gained in the workplace laid a practical foundation for her to take on the leadership in the revitalisation project of Nan Fung cotton mill in later days. This allowed her and her team to explore more innovative concepts for



▲ Ms. Vanessa Cheung, Group Managing Director of Nan Fung Development Ltd. and founder of The Mills (a museum on the heritage of art and textile), advised young people to well prepare for their career and life development at an early stage.

expanding both the existing and future projects. We can tell from Ms. Cheung's journey that a student's choice of further studies does affect his/ her future career path. If adolescents manage to know about their own interests and abilities during their junior secondary years and then choose subjects suitable for them, they will be able to find their own path among various pathways.

### Mastering both soft and hard knowledge to well plan one's career path

In additional, Ms. Cheung drew a parallel between the revitalisation and transformation of traditional cotton spinning mills and young people's career and life journeys. She thinks that young people should possess both soft and hard knowledge that meets the needs of the community, so as to formulate effective plans for their career and life development (CLD). Soft knowledge encompasses communication skills, the spirit of innovation and change, and the ability to tackle the unexpected. She explained that today's youngsters are navigating a VUCA era, characterised by Volatility, Uncertainty, Complexity and Ambiguity. Thus, it's crucial for youngsters to cultivate themselves the ability to respond calmly during critical moments.

Regarding hard knowledge, Ms. Cheung suggested that schools should promote interdisciplinary learning to help young people gain a good understanding of interdisciplinary knowledge and be able to integrate and contemplate the knowledge of different disciplines, thereby fostering their own unique insights. "Schools can promote the learning of STEAM (science, technology, engineering, arts and mathematics), or incorporate CLD elements into various subjects to prepare students for future competitiveness in the job market. Moreover, integrating and applying various subject knowledge can be highly beneficial to individuals. For example, enhancing critical thinking and

problem-solving skills can help students tackle problems encountered in their future life or workplace." Linking school curriculum with career and life development education helps students consider their subject choices in the context of their career development.

## Effectively employing one's expertise to enhance one's skills and capabilities

In addition to her professional commitments, Ms. Cheung is deeply passionate about education. She once served as a lecturer for a master's degree programme at an institute for professional and continuing education where she constantly connected with young people. She feels that the new generation, who are quite receptive of new technologies, could even be referred to as "digital natives". She said, "If young people can effectively utilise these tools for work, they can reap results doubling the efforts they put in. They can also share the skills with senior professionals in the workplace, helping them embrace electronic products or programmes and enabling them to integrate into the technological world." However, in the Internet world, youngsters tend to be straight in communication with people or expressing themselves, while effective workplace communication calls for adaptability to different situations in order to avoid unnecessary misunderstandings. "Learning the unique way of dealing with people in a business environment is an important lesson for young people who enter the workplace. Such learning needs a complementary combination of school education, extra-curricular experiences and workplace exposure."

"Furthermore, students today generally lack a deep understanding of or expectation for career. They may think that only by committing to a specific industry can embark them on a prosperous road. There is no single definition of success in today's world, and there have been lots of unprecedented and unimaginable diverse types of jobs emerging, such as baristas, e-sports players and even 'Slashers'," Ms. Cheung said. She believes that academic studies are of course important, but that is absolutely not the only factor to determine a person's future life. Therefore, she thinks that schools can make use of different channels to help students learn about and be exposed to various ways of self-improvement and enhancement of their skills and abilities. The most important thing is to help



▲ Nan Fung Workshop organises various workshops to enhance young people's skills and abilities.



▲ Nan Fung Group holds an entrepreneurship competition for young people to develop their talents and cultivate entrepreneurial spirit.

students discover their own potential, explore and think about their future development directions.

## Business-School Partnership - A place to inspire

Ms. Cheung feels that the secondary school curriculum in Hong Kong places more emphasis on traditional industries and may not cover various emerging careers or other employment options within the community. Some students may limit themselves to the conventional notions of "employment", leading them to choose jobs that do not align with their abilities or interests. As a member of the business sector, she hopes that young people can be introduced to a new world of work beyond the traditional one. Therefore, she actively leads her team to collaborate with schools, such as co-organising competitions, co-designing school-based programmes and activities and providing internship opportunities, so that students can understand themselves in all-round aspects and gain a good deal of experience. Looking ahead, she plans to partner with different groups and organisations to co-design various cross-sectoral activities so that young people are provided with resources for the support of their CLD.s

## Words of advice

Ms. Cheung encourages young people to be bold to try different things without fearing failure or encountering hiccups, and to make sound planning for their careers. During the process, in addition to the help from schools and enterprises, parents also play a vital role. Parents need to listen attentively, with empathy and an open mind, to their children's ideas, support their choice of future paths, and offer appropriate guidance. It would be helpful for parents to work with children together to discover their interests and abilities, facilitating them to identify their own strengths and build self-confidence. Ms. Cheung strongly believes that the role played by every stakeholder in young people's future development cannot be underestimated. Let's come together to help youngsters achieve a smooth transition from school to work.

\* Some photos were taken before the COVID-19 pandemic.



## Early Recognising One's Own Interests and Abilities, Honing Skills Follows Developing Positive Values and Forging a Career Path

The saying of "All roads lead to Rome" symbolises the multitude of choices in life. Each young person possesses unique talents and potential, and the possibilities for their future development could be boundless. The key lies in the planning made today. Mr. Mickey Yan, Chairman and Managing Director of Li Hing Holdings Limited, who has consistently shown concern for youth affairs, is enthusiastic about supporting the next generation. He shared his words of advice to young people that opportunities abound everywhere, but need to be discovered and grasped. He encourages young people to acquire, as early as possible, the Values, Attitudes, Skills and Knowledge (VASK) needed in the future workplace. He also recommends young people take part in more workplace experiential activities, get early exposure to the working world, setting goals, and finding a development path that suits themselves.

Mr. Yan did not grow up in a well-off family which made a living by collecting garbage. When he was 19 years old, he accurately foresaw the market demand for cleaning services and set up his own cleaning company. Embracing positive values and attitudes, Mr. Yan has been committed to ongoing self-improvement in honing his skills, abilities and knowledge. At present, his company has been built into a "Cleaning Kingdom" that massively covers cleaning service contracts from the government, major housing estates and shopping malls. Some years ago, Mr. Yan was even selected as one of the "Ten Outstanding Young Persons" in Hong Kong as well as one of the "Ten Outstanding Young Persons of the World". His success story is exemplary for young people to learn from. Mr. Yan shared with young people the VASK they need in the workplace. He also highlighted the crucial roles of the school, the business sector and parents. Such a three-party collaboration helps students be sure of their own interests, strengths, values, attitudes, skills and knowledge, which enables them to formulate personal profiles and create personalised career and life development roadmaps for making better choices, planning and managing their own life journeys. Mr. Yan cited himself as an example. He knows very well about his two sons' abilities and interests, and encourages them not to confine themselves to the competitions in the traditional learning areas but to develop themselves in the fields that suit them. He sees in such a way, unfruitful efforts could be eliminated. His encouragement and advice helped his sons build up confidence again. Today, children's development in careers have evidenced how important the role of parents is in their children's career and life development education.

### Values, Attitudes, Skills and Knowledge complement each other

When asked to share with young people the clues to success, Mr. Yan offers advice on the values, attitudes, skills and knowledge that are essential for young people to possess in order to excel. Society goes on with continuous changes, and so does the workplace. If students have the chance to learn from employers and employees about work, employment and the VASK that are valued in the workplace, and gain first-hand experience in the work environment, and then review their own VASK against the VASK called for in the workplace, this can help young individuals explore their career development opportunities and expand their network of contacts.

### Values

In our society, there exists a conventional and stereotyped perception of what kind of work should be considered to be "excellent". It's a common belief that only those who work in large corporations could enjoy success. As a result, young people often overlook those less popular yet promising jobs. Mr. Yan advised students against conforming to the mainstream, but to keep an open mind, maintain personal flexibility, not limit oneself, and strive to pursue diversity in work. When choosing a job, it should be aligned with individual's abilities and be good fit for them. Most importantly, it is crucial to be responsible for oneself as well as others.



▲ Mr. Yan actively took part in sharing with students and responds to the concerns and expectations in the society.

## Attitudes

Mr. Yan draws on his maxim for advice to youngsters: "Attitude determines success or failure; Actions constitute the future." He stated the young generation as the masters of their future. He encourages them not to miss any opportunities and to actively seek chances for internships. Through internships, young individuals are not only able to gain knowledge of how work is like in different industries, job types or positions, as well as the abilities and knowledge required for employment, but they can also equip themselves through learning in the workplace and hence broaden their horizons. Mr. Yan pointed out that the young generation nowadays does not necessarily have to "be an employee for life". Now the government provides multiple resources to help young people start their own businesses. The advancement of technology has also lowered the threshold for starting a business, bringing more business opportunities. However, whether as an employee or an entrepreneur running one's own business, upholding a positive work attitude is crucial. Mr. Yan reminded young people that they should not only adhere to their formal duties and be unwilling to walk an extra mile to make things better. Young ones had better stay curious, take the initiative to try and learn, and be willing to take on responsibility. By doing so, they can naturally earn the trust of their employers and achieve success, regardless of which industry they choose to engage in. Young people aspiring to start a business should embody the spirit of fearlessness in the face of failure and challenges, daring to take risks and exhibiting perseverance. These attitudes and attributes are all possible to be developed through work placements.

## Skills

Skills and abilities help us process different matters and data, and facilitate communication with different people. Mr. Yan continues to hone his skills in planning and communication, expand his network of contacts, and has eventually achieved the success he forged today. He encourages young people to study diligently, actively listen to the opinions of teachers, the business sector and parents, explore their own talents and skills and further optimise them. In such ways, they will be surely naturally able to demonstrate their potential in their own fields.

Mr. Yan participates in many youth activities and often interacts with young people. He finds them highly creative, having lots of development possibilities. He encourages young people to further foster their creative thinking skills and enhance their competitiveness, which is also an essential condition for survival in the future technological world.

He said that many companies and organisations are willing to support young people, offer them opportunities to explore the workplace and even provide internships. He advised the young individuals to seize these opportunities, proactively participate in activities, learn humbly with an open mind and improve their skills in the real setting of the workplace.



▲ Mr. Mickey Yan, Chairman and Managing Director of Li Hing Holdings Limited, reminds young people that they should not be hindered by the casual thoughts of "I think ....." and "may be....." which will only let opportunities slip away from the hands.

## Knowledge

With science and technology thriving, the types of work have been different from those in the past. In the secondary school curriculum, various applied learning courses are added to complement traditional learning. These courses are often linked with programmes of tertiary institutions, which help cultivate talents for different sectors and build talent pools. Mr. Yan pointed out that schools may initiate meaningful connections with further and higher education institutions to obtain multiple pathways information for students. Young people should seize these opportunities to learn, discover their strengths and develop such talents at an early stage, so as to prepare for their future career life. Later, various types of knowledge acquired can be integrated and applied in the workplace, and subsequently, one can go further to apply the core practical knowledge at work.

## Editor's Remarks

From the story of the recognised outstanding youth Mr. Mickey Yan, face an ever-evolving workplace, young people should aim for a smooth transition from school to work. They must be at an early stage to explore their own interests and talents and be aware of the job requirements for the careers they are interested to pursue. They should also equip themselves with "Future Skills" to adapt to changes. In fact, the school years are a prime time for students to prepare for career development, making it essential for schools, the business sector and parents to help young people plan their academic and career paths at an early age. Career and life development (CLD) is a lifelong journey. Young people need ongoing self-improvement and have to prepare themselves at an early age for lifelong learning. More importantly, the CLD education on VASK should be a task being passed down through generations. School educators and parents need to pass on to the younger generation the wisdom accumulated in the ever-changing career world and hence create a cross-generational synergy to drive societal progress.

\* Some photos were taken before the COVID-19 pandemic.



## Making good use of Hong Kong Benchmarks for Career & Life Development (HKBM)

### Clustering efforts and hearts to implement Business-School Partnership

#### Man Kwan Pak Kau College

An integral aspect of CLD education is connecting students with the workplace, introducing them to various industries and job types, enabling them to set early career goals and directions. However, how to collaborate with enterprises to achieve these CLD education goals is challenging for schools. With CLAP@JC's support, Man Kwan Pak Kau College has forged close partnerships with enterprises to guide students in shaping their career paths.

#### Ongoing dialogues and partnerships between schools and the Enterprise Advisors

Man Kwan Pak Kau College firmly believes in the school motto: "All are Educable; All can succeed", signifying that each student has their own talents and unique aspirations. The College starts CLD education in junior forms to help students understand themselves, their interests, abilities and aspirations, and hence set life goals. The school also explores business-school collaboration for students' early workplace exposure.

Vice-principal Brenda Fung Shun-ning believes that letting students understand various industries and job types helps them explore their career paths. However, many workplace experiential opportunities are mostly Level 1 activities like company visits or career talks, lacking opportunities for interacting with the people & matters in the workplace. The school has been seeking such opportunities to enhance students' development.

Today's emerging job market underscores the importance of business-school partnership. The school always hopes to arrange experiential activities allowing students to apply classroom knowledge in real workplaces. During the process, the school hopes students to develop generic skills like communication, problem-solving and teamwork, which are vital for all types of jobs.

Vice-principal, Miss Fung stressed the importance of



▲ (Left to right) Head of the Student Development Section, Miss Tsang Yun-ying, Vice-principal Brenda Fung Shun-ning, and the Head of the Student Guidance and Counselling Team, Miss Ho Ching-yin.

fostering close business-school partnerships for achieving the above goals. Yet, the school has faced challenges in this regard. Support by "Critical Friends" from CLAP@JC rightly addresses the school's needs by assigning to the school an "Enterprise Advisor", a volunteer from the business sector, who actively identifies the school's needs and offers advice on the career activities so as to keep students informed about the workplace trends.

The teacher Miss Tsang Yun-ying, Head of the Student Development Section, said that with critical friends' facilitation, the school and the Enterprise Advisor maintain ongoing communication and peer-relationships. The Advisor offers strategies to enhance dialogue-based business-school partnerships, and provides ample information about various industries to help students grasp the latest market conditions, job positions and requirements, as well as career prospects. This equips students to plan their future education and career paths, and also broadens teachers' horizons and advances their professional development. CLAP@JC also fosters inter-school communication, network expansion and synergy among participating schools.

#### Releasing visions through self-evaluation and resource re-organisation

To enhance the CLD education effectiveness,

the school adopted the HKBM for self-evaluation since last school year. This is to review the existing long-established principles and strategies for CLD education, and the review results indicated room for improvement. Hence, the school re-organised and optimised the use of its resources by setting priorities. One focus was to improve the existing form of business-school partnerships. The HKBM team offered resources and ideas to strengthen the school's "Life Planner" programme. Head of the Student Guidance and Counselling Team, Miss Ho Ching-yin explained the programme, where alumni from various sectors to become life planners to inspire younger students with their rich life and career experiences. The HKBM team expanded the network of the Life Planners across a wider range of industries and offered different workplace experiential activities including meetings and visits (Level 1), work experience (Level 2) and internships (Level 3).

Under the HKBM team's guidance, the school has linked its curriculum with the CLD education, enabling students to get access to information on further education and career at an early age, so as to think about their life goals.

### Sowing dedicated efforts for the nurturing of future leaders

Miss Ho revealed that the school has been training numerous students in recent years as career and life planning leaders. These young leaders gain experience by participating in the CLD education activities jointly organised by the school and alumni. This prepares them to become future "Life Architect", passing on the mission of this programme to the next generation of students. The school also advises these young leaders to become CLAP@JC's joint-school CLD ambassadors. This role allows them to grasp workplace values, attitudes, skills and knowledge while utilizing their interests and strengths to help organise joint-school activities, thereby fostering their leadership skills.



▲ S5 student Lau (first from right) is chosen for a one-day work experience as a lawyer's assistant through the "Take a CLAP Day" programme.



▲ School Supervisor Professor Tam Wan-kwan (second from right), Executive Director Ms. Tung Yung Lai-chun (third from right), and Principal William Wong Wing-tung (third from left) fully support the school's "Life Architect" activities to help students get meaningful encounters with the workplace.

### Utilizing both soft and hard infrastructures to enhance Business-School Partnership

Apart from software, the school makes good use of CLAP@JC's resources to free up space to build a career and life planning counselling room for CLD with sufficient facilities. Students are provided with information on multiple pathways. An archive system is set up to keep retrospective and structured records to help students preserve personal profiles related to their future development. This system can help expand students' insights from different work experiences and hence make informed choices.

### Conclusion

Vice-principal, Miss Fung pointed out that business-school partnership is an integral part for CLD education. The key is how to build close relationships with enterprises through dialogues and establish sustainable collaborative partnerships. CLAP@JC's critical friends help schools build a good foundation to collaborate with the business sector, facilitating schools to organise profound activities tailored to students' interests and needs and enabling students to enjoy meaningful encounters with the workplace, making it relaxing to start their future journeys in the career world.

The school believes that every student should enjoy CLD education and the duties for such tasks are not limited to a single level for a small group of students. The CLAP@JC programmes call for school-wide participation and cross-section collaboration for nurturing students' holistic development and deepening the CLD education effectiveness.



\* Some photos were taken before the COVID-19 pandemic.

Students will eventually join the workforce upon completion of formal school education. Possessing hard knowledge and soft skills, knowledge of various industries and even internship experience, students can gain smoothly transition from school to career. Each stakeholder plays a crucial role in promoting career and life development (CLD) education. The ten HKBM adopted by CLAP@JC elaborate on the importance and responsibilities of each stakeholder. HKBM 8 advocates "Meaningful Encounters with the Workplace" through business-school partnership. CLAP@JC connects schools with the Enterprise Advisors to provide students with insights into industry trends and skills needed. The information from Enterprise Advisors helps students make clear their CLD direction and career interests. Teachers can utilise such information to set guidelines for CLD education curriculum that are suitable for students and aligning with the updated workplace development. In this Edu-Paths issue, school principals and Enterprise Advisors discussed how to heighten business-school partnership for enhancing CLD education.

## In-depth dialogues between business sector and schools on mutual needs: Guiding students to look beyond their academic studies to careers



▲ From left: Principal, Ms. Cheung Mei-mei, Principal, Mr. Tang Man-wai, Mr. Jovian Ling and Mr. Anthony Lau



" I hope the business sector can offer more internships for ethnic minorities and students with special education needs so as to improve their employment prospects.

Principal, Ms. Cheung Mei-mei of Caritas St. Joseph Secondary School.

"

" I hope that the business sector will continue to offer internships, providing more students with opportunities to participate.

Principal, Mr. Tang Man-wai of Rhenish Church Pang Hok Ko Memorial College.

"

" Compared with hard knowledge, employers value much on soft skills like reliability, affability and teamwork.

Mr. Jovian Ling, Enterprise Advisor of CLAP@JC and Director of Set Sail Venture Ltd.

"

" Schools can organise more experiential learning activities and even reduce tests and examinations for students to develop curiosity and self-directed learning abilities.

Mr. Anthony Lau, Enterprise Advisor of CLAP@JC and Associate Manager of Michael Page International (Hong Kong) Limited.

"

## All-round nurturing of students to prepare and equip them for future careers

Educators recognise that schools should not solely focus on academic achievement, but also on preparing students for their future careers. They strive to find feasible ways to connect students with the workplace through related activities. Most schools agree on the importance of alumni in enhancing business-school partnerships. Benchmark 8 recommends schools to actively engage alumni and develop a name list of them, which serves as a supporting network for helping students connect with the workplace.

Principal, Mr. Tang Man-wai of Rhenish Church Pang Hok Ko Memorial College actively promotes different levels of workplace activities outlined in Benchmark 8. A life planning camp is organised for S5 students every November, where alumni from different sectors share with students about the workplace. This is the Level-1 activity. In February, a Level-2 activity - the mentorship programme pairs one alumnus with four students. They meet at least three times for multiple learning experiences, such as job shadowing and in-depth exchanges.

Before the summer holiday in July, a Level-3 activity is organised for students to engage in 4 to 7 days of internships at companies. Principal Tang said, "We require students to demonstrate proactive attitude to contact their employers and say hello first before the internships begin, as a gesture of courtesy." Teachers give students pre-placement training, such as checking if the clothes students plan to wear to work are appropriate and reminding them of workplace etiquette. Principal Tang cited an example of the training, "If students feel ill during school days, they can simply stay home. But if they need to take leave during internships, they must notify both the employer and the school. The school won't ask for sick leave on the student's behalf. He said that in the past, the school required students to make a booklet after completing their internships, documenting their feelings and gains during the internship and then handing it to the employers to express gratitude. This practice helped establish a long-term relationship between both parties.



▲ Rhenish Church Pang Hok Ko Memorial College provided secondary senior forms students with work experience in the finance and banking industry in 2019.

\* Some photos were taken before the COVID-19 pandemic.



▲ Students worked as trainees at the Ocean Park, entering the "No Entry" areas to work.

▶ Students gained hands-on experience as car detailers, working alongside staff to learn every procedure.



Principal, Ms. Cheung Mei-mei of Caritas St. Joseph Secondary School values the 3-level workplace experience opportunities. Alumni from various industries return to school to share workplace information with S4 students at a high table dining occasion. A mentorship programme pairs students up with alumni mentors from industries in line with students' interests. S5 students can take career-related courses. The school also collaborates with various school-sponsoring bodies for internships during long holidays, such as nursing, fashion design and film-making, enabling students to apply their learning.

Students show great enthusiasm for internships, particularly those aligned with their studies. The experiences boost their engagement in learning. The school also arranges S5 and S6 students to see career exhibitions and participate in entrepreneurship days held by various organisations or universities, through which students can understand the job market from different perspectives and explore multiple career prospects. The school also arranges personal photo-taking of S6 students for their future use in job applications.

Rhenish Church Pang Hok Ko Memorial College



▲ The school held an alumni career-sharing session for S5 students.

### Schools seek business sector support for school-based activities

However, both principals point out the limitations in the provision of sharing activities, mentorship programmes and internships. Principal Tang put it frankly, "We hope that all S5 students can join internships, but the vacancies are not enough. Currently, only half our students can have the chance." He desires an ongoing provision of internships from the business sector so that more students have the opportunity to participate.

Principal Cheung understands why some enterprises cannot offer more internships. She explained, "Some business people said that the internship period is also their peak business season. They don't get the time to train students." Some companies are only willing to offer job shadowing, mainly visits and experiential activities, which are not comprehensive without allowing students to work in a job position.

Principal Tang said that the current internships mainly come from non-profit organizations, other educational institutions or referrals from alumni and parents. "Frankly, non-profit groups or other schools tend to be kind to students, which may not offer a true workplace environment." Moreover, the jobs referred from alumni and parents may be too narrow cover the interests of all students. Principal Cheung hopes more internships can be provided for ethnic minorities and students with special education needs because the current support for these students is very inadequate. More internships for them may lead to better employment prospects.

She also suggested the business sector's support could ideally extend beyond students to teachers, especially those teachers not involved in career guidance. "They focus on teaching, without much information on career development and are unfamiliar with the workplace culture and needs. Joining visits or even internships can equip them to share with students

more practical information with profound impact." She hopes that companies can send representatives to schools on the Teacher Professional Development Day to share with teachers about job requirements, prospects and promotion opportunities in various industries. This would help teachers stay updated on career information and enhance their career guidance capability for facilitating students' career development.

## Business sector perceives increasing demand for soft skills

Mr. Jovian Ling, an Enterprise Advisor and Director of Set Sail Venture Ltd., an IT solutions company, stated that employers choose talents based on their own set of standards. They prioritise soft skills like reliability, affability and teamwork over hard knowledge. "Even if an applicant possesses ample professional knowledge and strong skills, but fails to integrate into a team or gain colleagues' trust, that's hard for a team to work together." He thinks students should learn interpersonal skills and empathetic communication. "You might as well put yourself into someone's situation and gain insights into different views," he said. He noted that the workplace abounds with problems that need solutions initiated by the one who encounters them. He sees good communication and interpersonal skills help build networks of acquaintances, which facilitates problem-solving.

Mr. Anthony Lau, another Enterprise Advisor and Associate Manager at Michael Page International (Hong Kong) Limited, a recruitment agency, echoes that employers value most those independent, committed and responsible employees who can complete tasks without too much supervision. He stated that the school knowledge may become outdated when a student enters the workplace upon graduation, but that does not mean the knowledge is useless. If young people keep their curiosity and ongoing exploration of knowledge, their career development will always be favourable. He pointed out, "Hong Kong's education system over-emphasises academic scores and is too demanding for kids, making it difficult for students to enjoy knowledge pursuit." He hopes schools can offer more experiential learning activities and reduce examinations and tests



▲ Mr. Jovian Ling (sixth from right) visits The Hong Kong Taoist Association Ching Chung Secondary School to share with students how to equip themselves for learning in senior forms.

for students to develop curiosity and self-directed learning abilities. This can better prepare them for the workplace.

Mr. Ling recalled his learning in secondary school and university, highlighting the greatest impact on him were those practical competitions or activities where he worked in groups to solve real-world problems, fostering close cooperation among classmates. Coupled with mentors' explanations, this learning method expanded and broadened his knowledge. He sees in it the importance of "student engagement and co-creation". He pointed out the limitations of students' academic knowledge and life experience, and so if students go through such activities, they may realise their shortcomings, enabling them to identify the necessary knowledge they need to learn for performing certain skills and hence enlightening them a clearer path for their development. "Especially now there are so many technology-derived self-learning tools. If students have identified their learning paths, it's not difficult for them to grasp relevant knowledge through self-learning."

## The workplace ecology and requirements are changing

The COVID-19 pandemic, occurring in an Internet age, has drastically transformed workplace culture. Working from home has become the new normal, leading many young people to embrace part-time work and becoming "slashers" or online KOLs. Mr. Ling, a recruitment professional, pointed out the significant changes in the economic environment in recent years. Employers may not be willing to hire too many full-time employees. Numerous diverse types of short-term or temporary job contracts have emerged. Even full-time jobs might not ensure stable income. Some traditional professions such as teaching, healthcare and even disciplinary forces have seen changes in their work patterns.

Mr. Ling acknowledges the great impact of the emergence of "slashers" on the new generation. He said, "Youngsters are no longer parking at one dock to work for one job. They can start one-person companies to sell their skills as services to employers." But he advised them to earnestly assess the value of their services they bring to society although possibilities are limitless being a slasher. He alerted young people to the diligence they need to pour in to build their careers, no matter being a slasher or a KOL. There are no express ways to success that call for long-term persistence and hard work, similar to nurturing plants. He thinks that young people should choose careers that align with their interests, abilities and aspirations rather than blindly following trends. However, traditional employees still enjoy many benefits, such as medical insurance or statutory holidays, which slashers or KOLs may not have.

\* Some photos were taken before the COVID-19 pandemic.



► Mr. Anthony Lau (left) attended a School Hub event to share his views on the talents required in the 21st-century business sector.

## Employing multiple ideas to arouse students' interest

Workplace experiential activities co-organised by schools and the business sector indeed help students early on understand the world of work and prepare for their careers. Principal Cheung, however, frankly pointed out some limitations. While she claims schools could get the positive support from the business sector and the ease of inviting successful business people to hold one-off talks to share their experiences, challenges lie in raising students' participation rate, particularly those students with low motivation for learning. She said, "Students with strong learning motivation already aim at success and will be more willing to attend talks, while students with lower socioeconomic status tend to have less self-initiative in learning and may be unwilling to attend." She suggested using those popular online platforms for students for promotion, and advocated for shorter two-minute videos instead of hour-long talks that may be able to touch more students.

Mr. Ling also agreed the importance of fun in engaging students. Star artistes popular among students can be invited for sharing while competitions or programmes with both online and offline components can be organised. He gave an example, saying, "The New Year's Eve market (an real-life situation), along with social media promotion, can offer students valuable marketing experience, surely boosting their motivation to be involved." Both interviewees stressed the need for schools to address each student's unique needs and hence provide appropriate support.

## CLAP@JC building network mindset and models for business-school partnership in a new era

Principal Tang recognises CLAP@JC acting as an intermediary and coordinator to coordinate with the Enterprise Advisors and the HKBM team to plan customised CLD education activities catering for each school's unique situation and students' needs. Over the past year, dialogues were made between the Enterprise Advisors, the respective schools and the HKBM team to work for a common goal. He addresses CLAP@JC can leverage its extensive networks

to bring successful people from various industries to share at schools, preferably in small groups to enhance interaction. Mr. Lau wishes CLAP@JC could integrate Enterprise Advisors' networks and resources to organise highly interesting activities and hence boost students' interests.

Teachers at Caritas St. Joseph Secondary School participated in a "Take a CLAP Day" event to experience a job activity. Principal Cheung described the programme, saying, "Our school's Enterprise Advisor, an e-sales promotion company, not only arranged company visits for our teachers, but also let them work as the social platform editor to write promotional content. This work experience greatly impressed our teachers." She emphasised the differences in work culture between the business world and the education sector. Through the activities, teachers got their eyes wide open to see the world with a deeper understanding of particular workplace cultures and requirements, enabling them to offer more thorough career guidance and diverse information to students in the future.

Mr. Ling hopes that CLAP@JC can help schools enhance their support and encouragement for Hong Kong students, aiming to counter the trend of hiring overseas or international school graduates. He said, "Many companies tend to hire graduates from overseas studies or international schools. As a local native growing up in Hong Kong, I hope to make an effort to support local students to demonstrate their excellence." He highlights whether foreign enterprises decide to set up branches in Hong Kong largely depends on whether they can recruit suitable talents here, and the key to Hong Kong's future economic development hinges on talent.

## Conclusion

Teenagers will one day move from the campus greenhouse to the ever-evolving world of work, facing a completely different environment and positions. The career planning process is long and complicated. Schools and businesses are two vital stakeholders and become youngsters' GPS when they are at the crossroads of future career choices. Business-school partnership could help students explore themselves and experience job hunting, just like gears driving each other to generate greater power and elevate CLD education to another level. Business-school partnership is to organise career exploration activities to enable students' access to the working world and set their future career paths. This process also cultivates the Values, Attitudes, Skills and Knowledge (VASK) required in the workplace so that young people can well prepare themselves for their future in the society. They must always remember to keep learning to avoid being cast aside under the workplace term of "optimisation".



# The Four Common Myths of CLD:

## "Inspirations from CLAP@JC's Hong Kong Benchmarks for Career and Life Development" (Part I)

Dr. Stephen Yam-wing Yip  
The Education University of Hong Kong



### Hong Kong Benchmarks for Career & Life Development (HKBM)

Career and life development (CLD) education has become a major concern for schools worldwide. In 2013 and 2014, the UK's Gatsby Foundation commissioned Sir John Holman and his research team to conduct a ground-breaking international study aimed at exploring the essential elements of high-quality career guidance. The research team conducted in-depth visits to six jurisdictions that are regarded as good-performing systems in the development of career guidance. They are namely Finland, Germany, Hong Kong China, Ireland, the Netherlands and Ontario, Canada. The study was to identify the good features in CLD education among these six regions. The research team compiled the key practical elements of good practice, and combined them with the theoretical support from the relevant literature. In 2014, the team finally concluded eight benchmarks for career guidance, known as Gatsby Benchmarks. These benchmarks aim to serve as measurable standards for schools to engage in ongoing self-evaluation in order to improve their CLD education provisions, ultimately helping young people achieve a smooth transition from school to the workplace (Holman, 2014). Building on these "World-class Standards" (Note 1), CLAP@JC tailored them to the specific context of Hong Kong schools and relevant policies to form the ten "Hong Kong Benchmarks for Career & Life Development" (abbreviated as "HKBM" in this article) (Holman & Yip, 2020).

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Note (1): This set of benchmarks is described as the "World-class Standards". Source: Department for Education UK (2017) Careers Strategy: making the most of everyone's skills and talents. (P.18)



The HKBM provides schools and practitioners with a clear and easy-to-practice framework for implementing 'good' CLD education. It not only enables school leaders, panel heads and career masters, teachers and various stakeholders to understand "what good looks like", but also, through the standard-based content of the framework and operation-based discussion process, allows professional reflection on the strategic development of relevant areas, which could in turn yield ample practical wisdoms within the schools. Through the emergence of HKBM, we can gain some initial insights into several common myths or misconceptions held by schools about CLD education in Hong Kong contexts.

These myths (or misconceptions) are discussed in detail below:

**Myth 1: "The responsibility for promoting career guidance/ CLD education in schools lies solely upon the Career Guidance Masters and their teams. For other school leaders and teachers, they only need to focus on tasks related to subject teaching, moral education, pastoral guidance and disciplines?"**

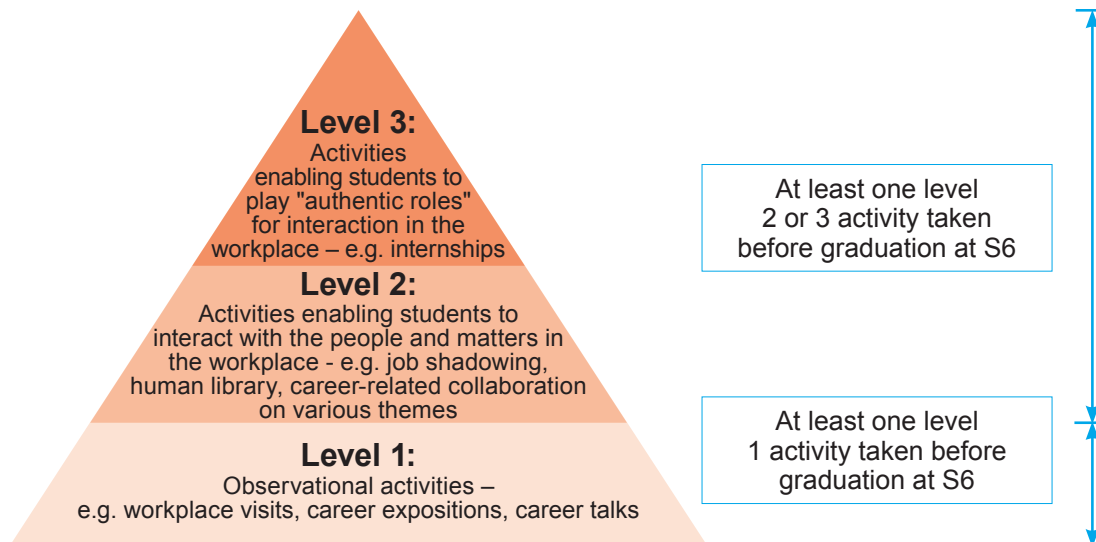
Traditionally, Hong Kong schools have a rigid division of labour with clearly defined duties and responsibilities of individual teachers. Under such contexts, most Career Guidance teachers have become the *sole drivers* of career and life planning education in their schools. However, following the local education reforms in the school system and aligning with the ever-evolving complex world of work, the Career Guidance with strong focus on services that provide job and further study information and counseling, has been expanded into a much broader scope known as "career and life development education" (CLD). This expected transformation has brought great challenges to the Career Guidance Team in Hong Kong schools which often needs to work alone, gradually resulting to a "Working in Silo" effect (Education Bureau, 2018). Benchmarks 1 and 2 of the HKBM underscore the importance of "A Stable and Visible Career and Life Development Policy" and "Professional Competencies and Leadership", to address such common pain-points. According to CLAP@JC experience, the active participation of school principals or vice-principals or other senior management team members, in the self-evaluation and planning meetings for CLD education is strategically important. Based on the project's qualitative data, senior management roles in CLD has been significantly changed under HKBM from *resource suppliers* and *policy balancers* to *co-creators* and *co-evaluators* of CLD as well as active *culture shapers* of the school in a wider scope. The CLD benchmarks (i.e. HKBM) provide a systematic self-evaluation platform to catalyse the school, as a *coherent whole*, to fully demonstrate their *mobilizing* and



*networking* capabilities under the active blessings from senior management. During this multi-layered process, the Career Guidance Section takes up the central role of *coordination*, and hence it naturally becomes an effective agent to motivate the whole school to participate in CLD education under individual school contexts and needs.

In fact, a sound career and life development education should be the common good for the whole school. It not only advances the cultivation of students a positive sense of future, but also enhances students' motivation for subject learning and personal development of values education, thereby creating synergistic effects. This helps open up "the body's pressure points and connections" in the school organisation structure and write a new chapter in education by pulling together all functional teams of a school to collaborate on this mission. This also aligns with the Education Bureau's guidelines (2014; 2021) and echoes the concept of "Whole-school Approach". Judging from the experience of CLAP@JC, the HKBM actually helps or supports teachers from silo.

Figure 1: The 3-level activities of Benchmark 8 – Meaningful Encounters with the Workplace



**Myth 2:** "In view of promoting career exploration or career-related experiences, schools must indiscriminately make every student participate in job internship?"  
("Career exploration = job Internship or placement?")

Since the introduction of the "Learning to Learn" curriculum reform, "career-related experiences" has become one of the five essential learning experiences in school curriculum in Hong Kong and these activities should aim at learning, such as understanding certain job types, their demands and expectations on employees, examples of up-to-date career paths, and trends of today's working world. The emphasis is on learning and reflection on the world of work, rather than extensive job-matching, such as matching each student with a "trial occupation"?

First, the title, "Meaningful Encounters with the Workplace" of Benchmark 8 (BM8) in HKBM carries profound meaning to career exploration. It is rightly pointed out that a "Meaningful Encounters" of career-related experiences encompasses not only observation and active participation by the students, but also students' active interaction with the people and environment in the workplace. Benchmark 8 makes a distinguishment among different levels of work-based learning activities in terms of degree of "interaction" (both quality and quantity) between young individuals and the world of work. There are three levels of activities in BM 8, namely Level 1 which refers to observation-based activities (e.g. career talks, workplace visits), Level 2 which covers activities highlighting "interactions with the world of work" (e.g. career projects with business mentors, job shadowing) and Level 3 which mainly refers to those activities that require students to take on an "authentic roles" to interact in the real-life workplace (Figure 1). The contextualized "international standards" upholds the need of career exploration and career-related learning in secondary education through requiring 90% of secondary school students to take part in at least one activity from both Level 1 and Level 2 or 3 by graduation. This requirement also aligns with "the spirit of" Education Bureau's relevant guidelines that career exploration does not necessarily equate to internships where work experience in schools is not compulsory, and opportunities are scarce. Government statistics revealed that most Hong Kong secondary school students continue studying in further education (i.e. 93%, EDB, 2020). Assuming students will have more in-depth and focused work experience opportunities in further studies, secondary schools in Hong Kong should adopt the concepts of "meaningful encounters" to facilitate their students with a diverse range of experiential activities to gain a foundation and broad-based knowledge of the world of work, such



as work attitudes, characteristics of certain industry, workplace etiquette and value-oriented life stories. At the same time, students may also learn the specific hard skills and knowledge of certain job types.

Many Western countries have long-established policies and supporting infrastructure for students to gain compulsory work experience through internships. However, the outcomes of work experience vary with only medium evidence strengths (Hughes et al 2016) and it highly depends on various factors such as the cooperation of individual companies or workplaces, student motivation, age requirements and timely intervention and support from teachers. This suggests that work experiences, such as internships, may not necessarily result in expected learning outcomes, or turn out to be a meaningful encounter. On the contrary, schools especially in Hong Kong are more comfortable to design "meaningful encounter" activities (BM8 Level 2 or 3) with the emphasis on students' needs and setting clear expected learning outcomes for building relevant knowledge and skills, especially transferable skills. Evidence shows that students are helped to reflect on and gain inspirations for future career development, achieving the effects of "Meaningful Encounters" with the workplace according to local database and in UK (Careers Enterprise Company 2021; P.3-17). Regarding internship experiences (i.e. Level 3 activities), career teachers can strategically plan in accordance with school-based circumstances to provide optimal opportunities to some most-needy students through alumni and school networks (see Figure 1). In summary, nowadays young people's career exploration is a lengthy and complex process within the current life-long learning framework in Hong Kong, experiential learning-based activities can indeed lay the "first touchpoint" foundation for students' career development when they are still in secondary school. After all, the heart of these activities is learning about self and workplace, not narrowly on the occupation itself, as clearly elaborated in the HKBM.

"Inspirations from the Benchmarks for Career and Life Development" (Part II) will be published in the 3rd issue of Edu-Path.

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# Are you interested in the "Hong Kong Benchmarks for Career and Life Development" (HKBM)?

Created and funded by The Hong Kong Jockey Club Charities Trust, CLAP@JC is a ten-year Trust-initiated Project and a cross-sectoral support platform on career and life development (CLD), aiming to foster a sustainable ecosystem by bringing together the education, community and business sectors to smoothen the transition from school to work for all youth.

The "Hong Kong Benchmarks for Career and Life Development" (HKBM) is a systematic self-improvement framework that enables schools to initiate good-quality career and life development. CLAP@JC draws on the advice of its international consultant Sir John Holman (author of the British Gatsby Benchmarks) as well as suggestions from local educators to set a unique direction and model for Career and Life Development (CLD) education through the practice of the piloted 10 self-evaluation benchmarks (HKBM Benchmarks).

The ten Benchmarks are like a checklist. Through self-evaluation, schools gradually integrate and organise

resources and data, timely submit progress reports and optimise and promote CLD education strategies. The first phase of services covers 50 schools that are inside a network of schools joining the project (known as Network Schools) and aims to bring positive changes to schools in all aspects through school-based services. Most schools conduct self-evaluation with the help of critical friends and make improvements based on the unique context of a school. Subsequently, schools are experiencing rapid progress in CLD education.

More activities will be held, including seminars in May, talks for parents co-organized with the Education Bureau in late June, a student-led career fair and a human library. Places for these activities are limited and priority will be given to Resource and Network Schools. Students can also gain workplace experience through VR. Principals and teachers can use a specially designed online system to record students' career development history. The targets of the entire project have been expanded to 144 schools.

## Schools stride forward to establish milestones for their career development practices Cohort 1 6 Resource Schools and 44 Network Schools (In Alphabetical Order)

### Resource Schools

Buddhist Mau Fung Memorial College	Lions College	St. Peter's Secondary School
HKSKH Bishop Hall Secondary School	Man Kwan Pak Kau College	Wong Shiu Chi Secondary School

### Network Schools

Buddhist Fat Ho Memorial College	HKWMA Chu Shek Lun Secondary School	Salesians of Don Bosco Ng Siu Mui Secondary School
Buddhist Hung Sean Chau Memorial College	Hong Kong Sea School	SKH Bishop Baker Secondary School
Buddhist Sum Heung Lam Memorial College	Islamic Kasim Tuet Memorial College	The Society Of Boys' Centre Chak Yan Centre School
Buddhist Tai Kwong Chi Hong College	Jockey Club Man Kwan EduYoung College	Society Of Boys' Centres Hui Chung Sing Memorial School
Buddhist Yip Kei Nam Memorial College	Ju Ching Chu Secondary School (Tuen Mun)	Society Of Boys' Centre Shing Tak Centre School
Caritas St. Joseph Secondary School	Kowloon True Light Middle School	St. Paul's School (Lam Tin)
Carmel Bunnan Tong Memorial Secondary School	Ling Liang Church M.H. Lau Secondary School	St. Stephen's Church College
CCC Kei Chi Secondary School	Lok Sin Tong Yu Kan Hing Secondary School	Tang King Po School
CCC Kei Heep Secondary School	Newman Catholic College	The HKTA Ching Chung Secondary School
CCC Kung Lee College	PHC Wing Kwong College	Tsung Tsin College
Chiu Lut Sau Memorial Secondary School	Po Kok Secondary School	TWGHs Yow Kam Yuen College
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School	Po Leung Kuk Wu Chung College	United Christian College (Kowloon East)
Delia Memorial School (Hip Wo)	Pui Kiu Middle School	Yu Chun Keung Memorial College
ELCHK Lutheran Secondary School	Queen Elizabeth School Old Students' Association Secondary School	
HHCKLA Buddhist Leung Chik Wai College	Queen's College	
	Rhenish Church Pang Hok Ko Memorial College	







Network Schools and School Hubs



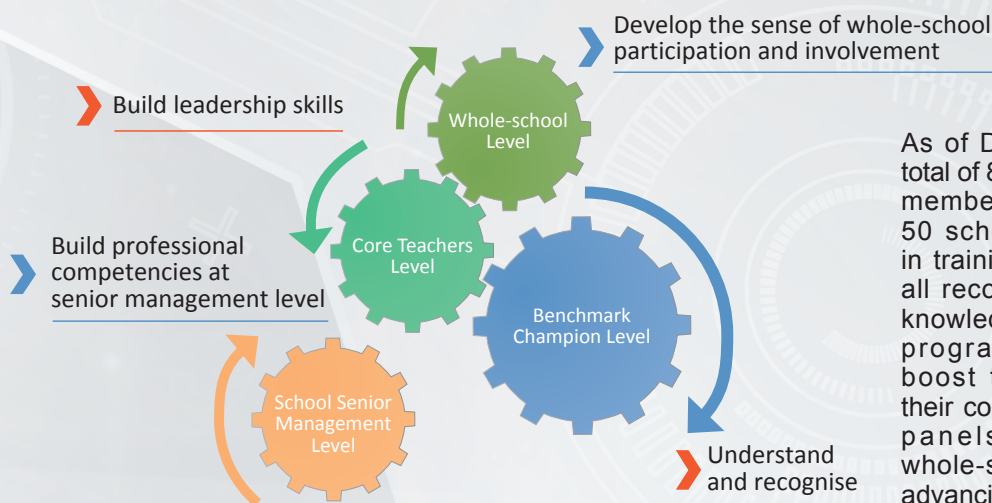
## Supporting services for HKBM

# Professional Development Programmes for CLD

Each year, EdUHK organises numerous professional development programmes on CLD education for participating schools. The programmes cover four areas, offering suitable training for principals and teachers to promote whole-school participation in CLD education. Over the past year, Resource and Network Schools demonstrated great enthusiasm participating.

Benchmark Champion Level		23 implementers received several days of training and shared their experiences.
School Senior Management Level		251 participants, with 53% principals, vice-principals and school management committee chairs.
Core Teachers Level		193 teachers from the Career Guidance Section acquired different skills, including leadership, management, coordination and networking. They were awarded the Certificate in HK Benchmarks for Career and Life Development Education.
Whole-school Level		356 non-Career Guidance Section teachers, including class teachers, subject teachers and teachers, gained a comprehensive understanding of the roles and responsibilities they have when participating in CLD.

### Multi-level professional training



As of December 31, 2021, a total of 823 senior management members and teachers from 50 schools have taken part in training programmes. They all recognised the enhanced knowledge acquired from the programmes, which could boost the effectiveness of their collaboration with subject panels and sections for whole-school participation in advancing CLD education.

### 2022 Programmes

The 2022 programmes start in April, with the learning content reorganised to better adapt to the current education trends in Hong Kong. The learning aims to equip principals and teachers to use the "Hong Kong Benchmarks for Career and Life Development Education" to promote a systematic and continuous-improving CLD education through a whole-school approach.

For details about the programme content and registration, please visit our website at [clap.hk](http://clap.hk). Programme enrolment is only for Resource Schools and Network Schools participating in the CLAP@JC project. To become one of our Network Schools, please email to: [hkbm@clap.hk](mailto:hkbm@clap.hk). Places for the programmes are limited. Please register now.



## Enterprise Advisors inspire youngsters to explore their own potential

The Enterprise Advisors, who possess a wealth of workplace and entrepreneurship experience, show concern for young people's career development. They meet with Resource Schools and Network Schools to explore common beliefs, jointly organise interactive workshops and talks, and inspire schools to integrate the concepts and practices of career and life development into their curricula.



▲ The Enterprise Advisor Yenson She shared with teachers from Salesians of Don Bosco Ng Siu Mui Secondary School about how to incorporate CLD education elements into teaching through interdisciplinary cooperation. The teachers discussed in groups to exchange ideas.



▲ The Enterprise Advisor Todd Wong, who has an extensive network of acquaintances, invited Sam Chan from Sony Interactive Entertainment HK (PlayStation) to visit Newman Catholic College for sharing. The students showed great enthusiasm for the game market and actively asked questions.

The Enterprise Advisors give lectures in schools, sharing information of both macro and micro levels including industry trends, the ways to join an industry and skills for job interviews. They talk about their personal experiences, and the successes and failures gone through in their entrepreneurial paths, inspiring students to equip themselves for future challenges and encouraging them to early on discover their own personality, interests, abilities and values and then make systematic planning for their future development.

## Six Resource Schools and Network Schools establish a community of practice

After receiving professional training at the Benchmark Champion Level, six network leaders of Resource Schools passionately promote CLD education in schools. They also share good practices among Network Schools within a School Hub, organise activities and establish a community of practice, enhance interaction and exchanges among schools, connect School Hub teachers with Enterprise Advisors to develop their networks and offer students diverse information and experiential activities.

School Hubs	Resource Schools
A	Man Kwan Pak Kau College
B	Buddhist Mau Fung Memorial College
C	HKSKH Bishop Hall Secondary School
D	St. Peter's Secondary School
E	Wong Shiu Chi Secondary School
F	Lions College

## School Hub Activities

### School Hub B: Career Kaleidoscope Series 1

With the support of critical friends, the School Hub holds exchange activities to foster mutual understanding among schools and strengthen resource networks. The Resource School, Buddhist Mau Fung Memorial College organised "Career Kaleidoscope Series 1" events for School Hub B. Enterprise Advisor came to share skills for strengthening interpersonal networks and resource sharing, and exploring business-school partnership opportunities. This improved mutual understanding among Hub members, building stronger resource networks and helping students well prepare for their careers.

Two teachers from the Resource School cum Network School, Rhenish Church Pang Hok Ko Memorial College are preparing experiential workshops as Series II events, connecting Hub schools with Enterprise Advisors to materialise



◀ CLD planning coordinators and teachers used networking skills to build business connections.

▶ The Enterprise Advisor analysed future work trends and discussed with the senior management team how business-school partnership can effectively equip students.



concepts and standardize the activity format. Schools can thus follow this standard format to organise their own activities of the same sort. Such collaboration will be extended to a wider scope. A career expo with multiple pathways information for Series III will be held. Students and teachers are welcome to join.

### School Network Hub D and E:

#### Building social networks to promote business-school partnership activities



▲ Ms. Eman Lam shared her "slasher" journey with St. Peter's Secondary School students, inspiring them to be well-equipped for their dreams.

With shared needs and school situations, St. Peter's Secondary School and Wong Shiu Chi Secondary School, both Resource Schools, co-organised networking activities to expand teachers' networks and industry knowledge, so as to enrich CLD in schools. In the event, Enterprise Advisors will share networking skills, development in different industries and explore the prospects for business-school partnership. This two-way communication further explores opportunities for collaboration between Enterprise Advisors and schools.

### School Hub F: Expo featuring talks on school-based education and careers

Lions College hosted a school-based CLD. They invited teachers from the School Hub to join so that they could share the multiple pathways information with their students and also could get their professional development enhanced. The talks covered 32 hot job categories including social media, creative marketing and even the unusual jobs like funeral services. Parents were also invited to share.

Students all thought that they had gained insights about their study paths or certain industries, enabling them to solidify their goals and directions for further studies and employment. Teachers saw themselves greatly benefited as they had learnt about multiple pathways, which would enable them to help students make informed and responsible choices.



▲ Lions College students led Hub teachers and guests into various talks venues.



## School Hub C: Expo on Further Education Information and Experiential Activities

HKSKH Bishop Hall Secondary School actively fosters meaningful encounters with further and higher education. It held an expo on further education information and experiential activities covering a wide range of job types. Teachers and students from the School Hub were invited to participate. This expo stood out from traditional ones by offering experiential activities for students to understand the connection between their attributes and the subjects they studied, leading to reflection on their personality, abilities and interests.



### Upcoming Events

#### School Hub A: "Life Planner" Student Mentoring Programme

In 2022, Man Kwan Pak Kau College will further leverage its powerful alumni network to conduct the "Life Planner" student mentoring programme which is student-centered, with alumni and Enterprise Advisors from School Hubs providing suitable guidance, insights about industry trends, workplace experience, industry entry requirements and educational trend analysis to help students prepare for their careers and have their confidence boosted. School Hub members can enroll students in the programme in which resources are shared to benefit the community.



▲ Man Kwan Pak Kau College held a Career and Life Planning Carnival cum Life Planner Commendation Ceremony.

#### Seminar on Hong Kong Benchmarks for Career and Life Development – A Collection of School Stories

The Seminar on Hong Kong Benchmarks for Career and Life Development (HKBM), with a collection of stories from schools, will be held on May 20, 2022 at the Hong Kong Productivity Council. Guest speakers and Network Schools will share school stories of good practices showing how schools can take HKBM as the basis to formulate stable and visible CLD policies, to adjust the forms and details of curriculum activities, and to engage the whole school to implement CLD education, elevating the education to a higher level.

#### Education Bureau and CLAP@JC co-organise parent talks

The great wheel of our times evidences the ever-changing nature of the world of work. Parents' participation and support are utmost important in young people's career journey. The Education Bureau and CLAP@JC are going to co-organise a parent talk in late June 2022. Guests will analyse the current and future working world and the skills students need to master. Guests will share their personal experiences and cite encouraging stories related to daily-life situations to illustrate the role of parents in their children's life/career development and how important parents' support is in helping youngsters demonstrate their talents based on their dispositions. There will also be schools sharing how to promote parent education so as to strengthen their ability to nurture children.



## Take a CLAP Year/Day

### Teachers explore beyond the classroom

Meaningful encounters with the workplace are a key aspect of CLD education. CLAP@JC not only encourages schools to offer students diverse job opportunities, but also organises workplace experiential activities for teachers. "Take a CLAP Year" programme lets teachers step out of the classroom to explore the working world as being freshmen in the workplace based on their interests. This first-hand work experience equips teachers to give students practical advice and updated market news, helping students work out their own career roadmaps.



▲ Teacher Wong from ELCHK Lutheran Secondary School becomes a New Baby Junior dance teacher, taking children out of school to perform beautiful dancing.

The "Take a CLAP Year" programme benefits students, teachers as well as schools. It enriches teachers' knowledge of CLD education while greatly facilitating schools' practices of HKBM. Network Schools can share among them their work experience and joint school exchanges are thus fostered.

A total of 16 school representatives took part in the programme this year. They included principals for the first time. They took on unique career journeys in different companies which involved a number of forward-looking industries such as AI and Blockchain. Participants got their experience greatly enriched, which is conducive to helping students plan their life paths.



▲ Teacher Chow from TWGHs Yow Kam Yuen College changed to a photographer, working in a team to capture a masterful perspective.

### Principal Liang Kwun-fan of ELCHK Lutheran Secondary School:

"This experience let me better understand how to unite busy teachers. I will share my experienced with other principals, with the goal of promoting among the youth career and life development education."



▲ Principal Liang Kwun-fan has worked in the JobsDB team for two days, collaborating and exchanging views with colleagues.

### Teacher Chan Ka Wah from PHC Wing Kwong College:

"I have joined the education sector since graduation, and have all along got to know the workplace only through other people's mouths. This time I finally got the opportunity to experience the workplace, which enables me to share concretely my personal experience with students."

### Teacher Wei Yu Heng from TWGHs Yow Kam Yuen College:

"Academic capability is of course important for work, but students also need to equip themselves with communication skills, comprehensive abilities, creativity and other skills that they can apply in the future workplace."



◀ A team from Set Sail Venture Ltd. elaborated on the latest market information for Teachers Wei and Chan

\* Some photos were taken before the COVID-19 pandemic.



# The Joint School CLD Club Inauguration Ceremony

The Joint School Career and Life Development (CLD) Club was officially launched on April 17. Each school participating in the CLAP@JC project can appoint two students to join as the career development ambassadors. These students have been receiving various types of training over several months on soft skills like leadership and communication skills. Through diversified work experiential activities and group collaboration events, they have got their relevant knowledge and skills advanced, and schools have seen their networks extended.

In the recent inauguration ceremony, some students served as comperes and different positions in the event. Their performance evidenced their transformation during the past few months, appearing highly purposeful and motivated. They are now ready to apply what they learnt to enthusiastically promote career and life development activities in school, becoming a co-creator with schools.

► Students Lo from Queen's College and Yim from HKWMA Chu Shek Lun Secondary School served as comperes in the ceremony and shared their learning benefits and outlook for the future.



"I've realised the importance of perseverance and English language ability," shares Lok, a student from Hong Kong Sea School.

"Soft skills help me organize school events," shares Ng, a student from St. Paul's School (Lam Tin).

## 2022 activities

The Club will organise more activities and training events, including a human library where students can connect with Enterprise Advisors and other professionals to broaden their horizons. A student-led exhibition will take place in April and May 2022 for cultivating students' planning skills. All events aim to further equip students to promote CLD messages to stakeholders.



▲ Principals and teachers participated in the ceremony through live streaming to witness the students taking office and moving towards a new milestone.

# Construction Industry Experiential and Sharing Workshop run by CLAP@JC

CLAP@JC actively collaborates with businesses to offer real-world workplace experiences. Students from Chiu Lut Sau Memorial Secondary School and Po Leung Kuk Wu Chung College took part in the CLAP@JC x Gammon experiential and sharing workshop. There they gained insights into cutting-edge construction technology, industry operations and career opportunities in the industry.

"I've come to realise that technology has become so widely applied. My direct experience with programming and tools has changed my previous impressions of this industry. I could also exchange ideas with engineers, which I feel very relevant," shared Wong, a student from PLK Wu Chung College.

"I have an entirely new understanding of the construction industry's development, which will help me be more aware of my own attitudes and attributes in addition to academic knowledge when choosing subjects in the future,"

shared Poon, a student from PLK Wu Chung College.

Students can engage with engineers to gain a deep understanding of the industry's challenges and opportunities. Engineers answered students' questions about the industry. Students rarely have a chance to know in person various industries, so this event offers them a valuable experience," shared Ms So from PLK Wu Chung College.

Students can also try using various new technologies, including 360-degree virtual reality (VR) tools used for safety training, VR management platforms and a building information model (BIM). Observing these VR technologies, students experienced the construction industry as if they were physically present on the site. This benefits students in solidifying their career development direction.



▲ Chiu Lut Sau Memorial Secondary School students tried out new technology.



▲ Teachers and students from Po Leung Kuk Wu Chung College visited Gammon Construction Limited, with the staff thoughtfully introducing an overview of the industry and its innovative technologies.

**Acknowledgements:**

Mr To Wing Hang Edward, Deputy Secretary for Education, Education Bureau  
Professor Cheung Yan Leung Stephen, President of the Education University of Hong Kong (EdUHK)  
Ms Vanessa Cheung, Group Managing Director of Nan Fung Development Limited and Founder of The Mills  
Mr Mickey Yan, Chairman and Managing Director of Li Hing Holdings Limited  
Ms Fung Shun Ning Brenda, Vice-Principal of Man Kwan Pak Kau College  
Ms Ho Ching Yin, Head of the Student Guidance and Counselling Team of Man Kwan Pak Kau College  
Ms Tsang Yun Ying, Head of the Student Development Section of Man Kwan Pak Kau College  
Ms Cheung Mei Mei, Principal of Caritas St. Joseph Secondary School  
Mr Tang Man Wai, Principal of Rhenish Church Pang Hok Ko Memorial College  
Mr Anthony Lau, Associate Manager of Michael Page International (Hong Kong) Limited  
Mr Jovian Ling, Director of Set Sail Venture Limited

"Edu-Paths"  
July 2021 edition  
CLAP@JC  
"Edu-Paths" Editorial Team

## About CLAP@JC

Created and funded by The Hong Kong Jockey Club Charities Trust, CLAP@JC is a ten-year Trust-initiated Project and a cross-sectoral support platform on career and life development (CLD), aiming to foster a sustainable ecosystem by bringing together the education, community and business sectors to smoothen the transition from school to work for all youth. The project encourages youth to "LIVE DIFFERENT, LIVE FULL" and maximise their endless potential through setting sail to a unique life journey.

CLAP@JC aims to transform the conventional life planning services model by broadening the definition of talent and success. This new approach guides youth to explore multiple career and life pathways consistent with their own Values, Attitudes, Skills and Knowledge (VASK). The project has implemented a newly created "Hong Kong Benchmarks for Career and Life Development" (HKBM) to uplift the industry standard in support of youth to establish clearer life directions and smoother school-work transition.

Created and Funded by:



The Hong Kong Jockey Club Charities Trust

Co-created by:



香港中文大學  
The Chinese University of Hong Kong



香港教育大學  
The Education University  
of Hong Kong

Strategic Partners:



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