

[Reaction Papers]

**Reflections on School Career Education in Hong Kong:  
Responses to Norman C. Gysbers, Darryl Takizo Yagi,  
and Sang Min Lee & Eunjoo Yang**

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This article provides an overview of the development of career education in Hong Kong in the light of insights from three articles in this special issue. Problems and opportunities in promoting career education are discussed, followed by relevant recommendations on future development of career education and guidance in Hong Kong. The article ends with an introduction to a career education curriculum developed by the Hong Kong Association of Careers Masters and Guidance Masters that demonstrates an indigenous effort in localizing individual student planning from Gysbers's comprehensive guidance program.

This article extends discussion on the situation of career guidance development in Hong Kong in the light of insights from Gysbers (2008),

Lee and Yang (2008), and Yagi (2008) on school counseling in different international contexts.

As noted in Yuen (2006), a historical review of school counseling in Hong Kong would not miss the first milestones in 1959, namely the appointment of career guidance masters in secondary schools and the establishment of the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) as the first professional guidance teachers' organization. It has been nearly 50 years since these initial developments and it is timely now to review career guidance critically (and, in a broader perspective, to consider career education too) from the macro level of policy setting and organizational support, as well as professional expertise in schools. Here, the author, who has taken up the chairperson and vice-chairperson roles in the HKACMGM in the past few years, draws on evidence from empirical studies and from first-hand experience in the field. Recommendations are made after a thorough reflective review, and an introduction to the work in progress by the HKACMGM is presented.

### **Conceptualizing Career Education, Career Guidance, and Career-related Experiences in Local Context**

Career preparation and decision-making are life-span issues (Herr & Cramer, 1996). They require the management of one's personal potential in the most beneficial and satisfying ways throughout life, and possibly through a series of jobs. A well-selected career will optimize one's potential fully and will achieve life goals satisfactorily. Actualizing this belief has meant that since the early 1970s, in schools, "career guidance" has taken over from "vocational guidance" to be the focus of service provision. The shift in focus corresponds to a transition from mere acquisition of specific occupational skills to the development of personal competence in a much broader sense, reflected in a reform in

the education system that could equip young people with not only vocational skills but also self-understanding, decision-making skills, and a positive work attitude required in the school-to-work transition.

In this article, the author will use the terms “career education” and “career guidance” throughout the discussion, so it is important to clarify their meanings. By definition, “career education” refers to “[the] *totality of experiences* by which persons acquire knowledge and attitudes about self and work and the skills by which to identify, choose, plan, and prepare for work and other life options potentially constituting a career; an effort aimed at refocusing education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of life” (Herr & Cramer, 1996, p. 33, emphasis added). “Career guidance,” on the other hand, denotes systematic programs that facilitate individual career development and career management (Herr & Cramer, 1996). Career guidance, by this token, is a major component of the more encompassing concept of “career education” in schools; and career education is a key component in the school curriculum, providing planned experiences with educational purposes that require integrating efforts of the administrative sector, the business sector, and the education sector.

This view of career education as an integral component of school curriculum, in a broad sense, is not a lonely voice. A major policy paper for education reform, *Learning for Life, Learning through Life: Reform Proposals for the Education System in Hong Kong* (Education Commission, 2000), presented a roadmap for education reforms over the subsequent decades and explicitly relates schooling to work in the following terms:

[A]n important mission of education is to enhance the knowledge, ability, quality, cultivation and international outlook of the people of Hong Kong. (Education Commission, 2000, p. 29)

In keeping with this mission, the objective for senior secondary education was stated to be: “to enable students to have a balanced and comprehensive learning experience in the academic, *vocational*, organizational, social service as well as the arts and sports domains to *prepare them for employment, for learning and for life*” (Education Commission, 2000, p. 32, emphasis added). To achieve this objective, curriculum reform is also required at the senior secondary level, as reflected in the statement that, “Compared with basic education, senior secondary education should provide students with more **work-related experiences**, enhance their knowledge about the working life, help them develop a positive attitude towards work, and help them explore their own aptitudes and abilities to prepare them for future employment” (Education Commission, 2000, p. 100, emphasis original).

Another policy paper, *Action for the Future: Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools* (Education and Manpower Bureau, 2006), gave an unambiguous policy goal for career guidance in these terms: “Career guidance is not simply a service *but an integral part of the NSS curriculum*. Students experience personal growth by acquiring knowledge about themselves, and by developing skills that help them identify and manage their careers” (Education and Manpower Bureau, 2006, para. 4.16, emphasis added).

The implementation of curriculum reforms offers an opportunity to highlight the significance of career education in secondary schools. Career-related experience, currently identified as one of the five Other Learning Experiences (OLEs) in New Senior Secondary (NSS)

curriculum to be implemented in 2009, has its significance and roles in whole-person development yet to be fully explored and defined. However, Internet resources developed by the Curriculum Development Institute (CDI) provide objectives, resources, suggestions and exemplars of career-related experience.<sup>1</sup> The key objectives of implementing career-related experiences are:

- Building up understanding of the world of work;
- Understanding work ethics in various occupations;
- Providing job-related knowledge and training.

Career-related experiences should be incorporated under the umbrella of career education, which encompasses educational experiences purposefully planned by schools to engage students in active reflection upon themselves, their career choices, the acquisition of life skills, and the exploration of life and career missions. This should be a progressive process of individual career planning, including review of their learning profile. Career-related experiences can have many targets, ranging from addressing the needs of the general mass of students to meeting the needs of individuals who require intensive guidance support from career counselors.

## **Systemic Analysis of Implementing Career Education in Hong Kong**

### ***Analysis from the System Level: Policy and School Support Model***

Changes in the education sector often originate from a sense of risk or emergence of crisis. The case of career guidance development is no exception. In 1959, the HKACMGM was founded with the support of the Education Department and the Labour Department in response to an upsurge in the number of junior secondary graduates who needed vocational guidance for tracking purpose. Secondary schools, since then, have appointed specialized personnel responsible for providing career

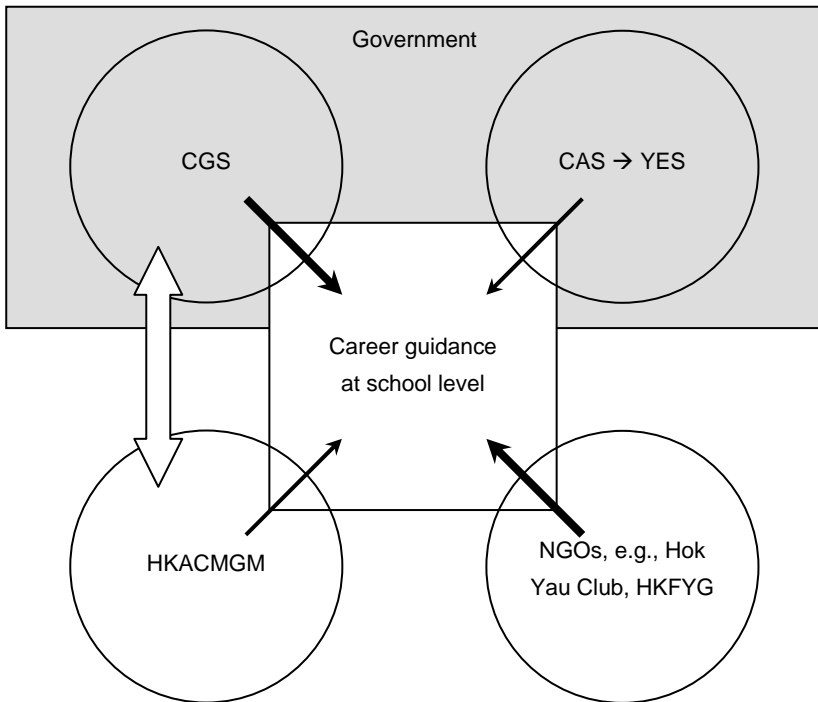
guidance services. Progressively a “committee-based” system began to evolve in schools. Typically, there were careers and further studies committees and, since 1980s, the addition of guidance committees and disciplinary committees. Later, life-education committees and even community services committees were established. Some degree of coordination among these committees has been achieved through a diversity of mechanisms. Some schools have the committees subsumed under the Student Development/Service umbrella, supervised by a vice-principal, whereas in other schools, these committees have regular meetings together to facilitate information dissemination and collaboration. Few people would deny that in Hong Kong’s schooling system, pastoral care is one of the laudable aspects, and to some extent, an effective “committee-based” system contributes to this.

Compared with the “homeroom teacher” system in Japan as described by Yagi (2008), in which class teachers need to take up all aspects of pastoral care (guidance and individual counseling) for 30-plus students in each class, the committee-based system enjoys some degree of advantage by drawing upon the professional expertise of staff and by division of labor in the provision of services. Taking a career guidance team as an example, Yuen’s (2006) research found an average team size of 5–6 teachers, with career masters spending about 5 hours per week on guidance work. Like other pastoral committees in local secondary schools, these working hours include organization of whole-school guidance activities or programs and provision of responsive services. Career masters and team members are like specialists in the pastoral care domain in school and thus are responsible for planning educational programs. However, all subject teachers (especially class teachers) assume a role in these programs whenever appropriate. Class teachers are the “first line of defense” in the pastoral care work. The commitment of the majority of local teachers to upholding humanistic values is a key to success of this “whole-school approach” model.

Nevertheless, it is too naïve to claim complete success in local pastoral care, especially in matters of career education. Teachers, as the most important human resource in teaching and pastoral care, may face physical and emotional exhaustion if other necessary supportive factors are lacking. It is well known that only the person in charge of each pastoral care committee will have release from teaching duties, but the time released is very limited, probably no more than 2–3 lessons out of a total of 25–28 lessons per week. The common situation is that secondary school teachers are expected to take up membership in at least two to three or more committees together with their role as class teachers. In this regard, the author shares the same feelings with educators in Korea and Japan (Lee & Yang, 2008; Yagi, 2008). Due to limited resources, the scale of career intervention is restricted. Career guidance service is usually perceived as a “problem-solving” tactic given to Secondary 3, 5, and 7 students when they are forced to make critical career choices (e.g., selection of subject streams in Secondary 3, seeking promotion to postsecondary education courses or other vocational choices in Secondary 5, and selection of tertiary education choices in Secondary 7). The author would call it the “3-5-7 model” of career education. Other school teachers are basically unable to participate in the intervention programs due to the complexity of the large quantity of career information available and to the fact that many are unwilling to be involved because it is not seen as their responsibility or concern.

Currently the Career Guidance Services (CGS) Section of the Education Bureau is responsible for supporting schools, and a number of localized assessment tools have been developed by the Labour Department and by staff in various tertiary institutions. In addition, local mass media are keen to provide career information to parents and students during the period near the release of public examination results. Despite these services, there is still a systemic deficiency in career education at the local level. Figure 1 illustrates the “loosely-coupled” service model.

**Figure 1. Loosely Coupled Career Guidance Service Model**



Notes: CGS = Career Guidance Services and Home-School Cooperation Section of the Education Bureau;  
CAS = Career Advisory Section of the Labour Department;  
YES = Youth Employment Start of the Labour Department, replacing CAS to provide supportive services to youth within the age of 15 to 29 by running integrated resource centers since 2008;  
HKACMGM = Hong Kong Association of Careers Masters and Guidance Masters;  
HKFYG = The Hong Kong Federation of Youth Groups.

At the system level, support for career education comes from four different sectors, the Education Bureau, the Labour Department, non-governmental organizations (NGOs, e.g., Hok Yau Club and the



Hong Kong Federation of Youth Groups [HKFYG]) and a teacher professional organization (the HKACMGM). The CGS and the HKACMGM have some coalition in the provision of services to career teachers (e.g., publishing career information for school leavers and running an extensive summer work experience scheme for senior secondary students). In 2008, the Career Advisory Section was dissolved and replaced by Youth Employment Start (YES). YES provides an innovative guidance and service mode because young people can enroll as members of the two employment service centers of YES and are given face-to-face career guidance or employment support.<sup>2</sup> Support services given to students in secondary schools through liaison with career teachers, including school talks and thematic exhibitions, are in transition, but their effectiveness has yet to be explored. NGOs like Hok Yau Club and the HKFYG play active roles in launching career guidance activities and counseling services for school leavers (e.g., through Web-based resources and publications). Their presence enriches career education for young people outside schools. However, direct support to, or collaboration with, schools in planning and implementing career education has been limited.

Since 2000, when education reforms were initiated at the territory-wide level by the government, there have been several promising measures in relation to career education in secondary schools. For example, Applied Learning Curriculum stresses authentic occupational experiences; OLEs and the Student Learning Profile (SLP) require individual planning and a reflective account of various learning experiences; and Business-School Partnership Program provides opportunities for short-term job shadowing and career visits, which are also part of career-related experience. These new measures have shared objectives to a certain extent and sometimes overlap; yet at the policy making and implementation level, there is little evidence that they are integrated or well-coordinated.

Zhang (1998) conducted a comparative study of career guidance in Shanghai, Edinburgh, and Hong Kong. In each of the cities, there was a different way of career guidance development as a result of the specific socio-political contexts. In terms of the content of career guidance services, Hong Kong lagged behind the other two cities in lacking a comprehensive policy on career guidance proposed by the administrative authority. This reflects, perhaps, the relative negligence of local government on the issue. Besides, both Shanghai and Edinburgh develop career education as an integral part of the secondary school educational program, especially in the case of Edinburgh. Borrowing the conclusion from Zhang's study, it can be said that:

career guidance still uses the old traditional methods. Very few studies have been done to explore careers guidance theories and models, or test out school careers guidance practice in the context of Hong Kong. It is doubtful whether the traditional methods of career guidance can be used effectively in the 1990s. (Zhang, 1998, p. 39)

### ***Professional Expertise: Roles and Expectations of Career Teachers***

Leung (1999, 2002) has commented that the guidance services in Hong Kong are fragmented and superficial, and has been over-relying on large-scale programs including career talks and visits. Individual career guidance services, such as career counseling, are uncommon. The main constraints faced by local career masters are the lack of time and resources (Leung, 1999, 2002). As mentioned before, limitations of time made individual counseling and follow-up services unavailable to students. Further, resources such as updated information booklets, a career guidance room, and career assessment instruments are limited in many schools, and this reduces the quality of career guidance. Another problem is professional training. A comparative study conducted by Patton and Burton (1996) with a focus on career masters in Hong Kong and Australia discovered that 60% of career masters in Hong Kong

were untrained at that time. This seems alarming because the CGS has commissioned a certificate course in career guidance at local tertiary institutes, and every year there will be 30–60 teachers trained in the 100-hour program. This should equip them with essential knowledge and skills related to career education. The fact is that some of these teachers may switch their pastoral care duties in schools, and trained teachers or career masters may be promoted or transferred to other positions and their expertise in career guidance may be lost. Besides, teachers enrolled in the course may not be career masters or teachers, and they just regard the training an enrichment of their professional qualification. There are also frequent talks and seminars, as well as some short courses offered by various education bodies, but they cannot replace a systematic professional training for career teachers.

Li (2007) identified five key roles of career teachers as (a) *career information officer*, to collect, update and disseminate related information; (b) *educator*, to initiate programs and curriculum, and to organize staff development sessions; (c) *career counselor*, to provide individual and group counseling; (d) *career consultant*, to foster students' knowledge and attitude toward work; and (e) *coordinator*, to liaise with various stakeholders or personnel. Self-report data reveals that the 100 career teachers in Li's study regarded the role of career information officer (especially on collection and dissemination of information) as most important and had spent the largest share of time on this aspect. They ranked the duties related to the role of career counselor relatively high. By comparison, they regarded the role of coordinator or career consultant as less important, and it is understandable that they spared less time on related duties. It is noteworthy, however, that teachers did not rank highly the formulation and implementation of a career curriculum; that is, they did not consider the role of educator as important and were just not enthusiastic to invest their effort and time in it. This finding, based on research done in 2000–2001, is nevertheless

alarming with respect to the assertion that the presence of a curriculum with developmental focus should be the basis of successful career education. Certainly, career counselors in schools should demonstrate expertise in managing the fast-changing career information — but that is only at the most basic operational or instrumental level in an influential career guidance service. The mission to promote career education and whole-school guidance for all students requires much more aggressive and proactive strategies. Mere collection and provision of information in an impersonal career corner never suffices developmental objectives, nor is it able to meet the needs of individual students related to career education and career planning.

Despite these problems, Li (2007) argues that local career masters are keen on developing the career guidance services in local schools. Career masters and principals who participated in the research considered the provision of career guidance essential and would like to devote more time to career guidance.

Systemically, career education and guidance services in schools are presenting a fairly deficient model. There is a lack of coherent policy to set the direction and to define the role of career education or guidance in schools. Career teachers face various challenges but with limited resources. Many students find their needs in career and life planning unfulfilled. After an extensive comparative review of students' response toward career guidance services, Zhang (1998) suggests that 89% of local students appeared to need more career guidance than they received. In the past ten years, sporadic informal surveys (e.g., Li, 2007) conducted by some social organizations confirm that Zhang's suggestion is still valid.

### **Any Way Out? Opportunity for Promoting Career Education in Schools**

There is no easy prescription or solution for the problems identified

above. Few would deny the need to develop career education in schools, given the awareness of increasing complexity of economic context, the changing requirements for human capital, and the heightening expectation of parents and students in pursuit of higher qualifications. Despite the needs and presence of new opportunities, there are challenges that one must face and difficulties to be overcome to make career education a success.

### ***Actions at the System Level***

- There is a need to formulate a policy on career education that clearly defines its values and roles in the holistic development of students, specifies the roles and duties of personnel, and identifies necessary resources. Currently, career guidance in Hong Kong has been mainly limited to “problem-solving” services for school leavers or is provided when students need to make choices on further studies and training at critical exit points such as year levels Secondary 3, 5, and 7. In many ways, these services are easily skewed toward a technocratic perspective, with students “tracked” to progress a path that fits well with their academic achievements and standards. From the author’s point of view, a humanistic orientation in career education should be highlighted — rooted in the ideologies of Abraham Harold Maslow and Carl Rogers. The humanistic education agenda values educational experiences for *all* children that promote enrichment of a broad range of social, cognitive, and affective qualities leading to the development of their true nature (Kahne, 1996). Students should be given more opportunities to explore themselves, the world of work, and the choices opened up to them through planned educational experiences in schools. Given this shared understanding, the roles of personnel involved need to be clearly defined and resources need to be reallocated.

- It is also necessary to delineate the roles and duties of various sections under the Education Bureau that have schemes or projects or services related to career education and guidance. Better integration and coordination arrangements between these various sections are necessary.
- It is desirable to provide support in relation to educational research, professional development programs, curriculum exemplars, and (most importantly) networking of community resources that complement educational activities and programs in schools. The Education Bureau should have a more proactive and coordinating role to play.

### ***Improving the Substance of Career Education***

- Career guidance and education inevitably involve socializing students with respect to the changes in the capitalistic society such that students can really adapt better in the world of work. For instance, etiquette education and teaching of job-search skills for students from lower socio-economic background (i.e., those with less social and cultural capital) can promote their self-concept.
- From the humanistic perspective on youth psychological development, students in different school contexts and from diverse backgrounds have their specific needs in career development. Under this belief, resources should be allocated to all students, but distribution of resources need not follow a simple egalitarian mode (that is, perhaps everyone does not need, and therefore should not receive, the same share in terms of resources, educational experiences, and curriculum exposure). Compensatory resources should be allocated to the least advantaged, and their exposure should not be restricted to a few vocational choices. Consensus about the goals and strategies of career education among schools, NGOs, and employers should be made. Their cooperation is still highly valued.

- In order to eliminate a purely functionalistic curriculum (e.g., having learning experiences listed almost as “collectables” to make the personal profile more appealing for university admission), career planning, career counseling, and education among students should be started at an early stage in secondary education, long before students need to consider collecting their capital for further studies, such as for JUPAS (Joint University Programmes Admissions System) application.

### ***Professional Development and Training of Career Teachers***

- When reviewing and enriching professional training, Lee and Yang (2008) argue for the need to promote “more sophisticated” approaches, including the introduction of “competence-based training” and clarification of the counselor’s role. Professional development of career teachers should be strengthened, but the model of change should build on current context rather than grafting aspects from other successful models.
- Some career teachers may be confused about their precise roles, and some may even lack essential micro-counseling skills required for individual career counseling. It is time to reflect and review current professional development courses provided by various institutes and organizations. The program components should strike a balance between practical issues in launching guidance curricula and enrichment of teachers’ skills of career counseling.
- School support is vital for career teachers, and therefore school administrators should be aware of the multiple roles demanded of these teachers. It is essential for school administrators to provide ample resources in terms of physical space (career guidance room), manpower, and reasonable reduction in teaching load so that career teachers are given adequate leeway to conduct individual counseling. Professional autonomy and accountability should be two sides of

the same coin, and increased support from the school should be accompanied by a sound evaluation mechanism for its career guidance services.

### **Career Education Curriculum for Secondary School Students**

The HKACMGM is currently initiating a project titled “Preparing Students for NSS from a Career Development Perspective” with the support of Life-wide Learning and Library Section, Curriculum Development Institute, and Education Bureau. One of the objectives of the project is to develop resources that facilitate career education in schools. Two most important deliverables include:

- An elaborated Framework for Enhancing Career-related Experiences for Secondary School Students (hereafter as “the Framework”), with components meeting the needs of students in respect of career development and maturity required by the local NSS curriculum. The career curriculum would include a framework of career education/guidance, suggest activities and programs that career teachers may select in accordance with the specific needs of their students, together with suggestions for how career teachers can assist and coach students in formulating Individual Student Profile (see Appendix).
- Individual Student Planning (ISP) Portfolios for Secondary 1–3 and Secondary 4–6, which are practical and supporting tools for career and life planning for local students at different critical stages of their secondary school life. The major components of the portfolio include understanding of self, interests, personalities, career aspirations, and aids for decision making. A particular strength of the portfolio is the unique and comprehensive information related to further studies and occupations aligning to local progression paths with the implementation of the NSS curriculum. The Junior Portfolio,



together with a detailed teachers' handbook, was released in late 2008, followed by the senior version in mid-2009.

In formulating the Framework, the following considerations have been addressed:

- Preparing students for the changing needs and requirement of the workplace;
- Including career development of students as an integral part of the NSS curriculum;
- Adopting a comprehensive guidance approach to integrate the concerted efforts of students, school, parents, the government and the society;
- Building on existing systems of career guidance in school settings.

The HKACMGM had been inspired by the Comprehensive Guidance Program developed by Gysbers (2003, 2008) in the United States. Gysbers stresses a belief in the whole-person development of *all* students, which means, among other things, that guidance or educational experiences should be infiltrated into the school life of the able students as well as those less-motivated ones. The rationale that career and life planning is for *all* students instead of a small problematic mass (the “3-5-7 model”) is the essence needed to transform the underdeveloped career education in Hong Kong.

Gysbers's (2008) article in this issue provides further insights into the prerequisites of success when implementing ISP, which is one of the core components of a comprehensive school guidance program. In brief, the prerequisites are:

- A well-designed ISP that allows students to gather, analyze, organize, and plan;
- Support from the government in launching the movement;

- Putting ISP into school calendar;
- Ample opportunities for students to meet their counselors or teachers.

In the light of Gysbers's (2008) recommendations, the movement promoting ISP in Hong Kong still has a long way to go. However, during the development process, every effort was made to optimize the quality and potential use of the resources. Educators, students, and parents have a growing need for career information, guidance and appropriate tools that can cater for individual needs in the NSS system. Currently, many students are experiencing heightened uncertainty and anxiety.

The project is a collaborative effort between the CDI and the HKACMGM, with input from various local academics and frontline career teachers. Though the government cannot make the use of ISP mandatory in schools, as in some cases cited in Gysbers's (2008) article, it is an important initial step in the movement. With the implementation of the NSS curriculum in 2009, schools may have more incentives to adopt ISP because of its relevance to OLEs, SLP, and the new curriculum structure.

The six components of career education in schools, according to references made to research and the practical wisdom of frontline practitioners, comprise:

- Formulating a career guidance curriculum;
- Linking study opportunities and career choices;
- Organizing school-wide career guidance activities;
- Facilitating learning experiences about work;
- Enabling ISP;
- Guidance and counseling for individuals.

Recommendations for specific themes of learning experiences for students at different levels are included, based on the strengths of career guidance currently provided in schools, an understanding of the developmental needs of youth at different key stages, and the alignment toward NSS education setting in Hong Kong. The six components encompass career intervention ranging from mass programs to student-centered learning experiences, and to the support on individualized planning — an attempt to cater for the breadth and depth in a comprehensive framework. Through a series of professional development workshops, the Framework and the Individual Student Learning Tool for junior secondary students had been introduced to educators in secondary schools. It is expected that various school-based adoptions of the Framework will be implemented in the near future. After a trial period, revision of the Framework will be the next challenging task, with feedback from frontline career counselors and findings from empirical research.

The Framework is not seen as a rigid, mandatory system, working like a checklist. Instead, it outlines broad directions for the development of career guidance in secondary schools. Educators can plan and select essential components from the Framework for implementation, with the scope and intensity of intervention aligned with the professional development of teachers, assessed needs of students, and resources available.

According to Gysbers (2008), ISP is a remarkably useful strategy to promote students' exploration of self and the future, bridging the gap between their school learning and career and life planning. In Hong Kong, little effort in this regard has been evidenced up to now, but practitioners may be encouraged to move in such a direction, given the positive findings of Gysbers (2008). Meanwhile, the HKACMG is taking up a key role in co-opting local academics in the task of

formulating ISP tools tailor-made for junior and senior secondary students. The implementation of the NSS curriculum must be seen as a precious opportunity for schools, parents, and students to accept ISP as a useful tool for personal growth and life planning, given the fresh challenges faced by students under the new education system. It is expected that the Framework and the two ISP Portfolios can become a useful platform for teachers to plan career education, to provide high-standard guidance service; for students to realize their needs of career and life planning; and for other educators to give feedback and input their wisdom.

## Notes

1. Refer to the Web site on career-related experience ([http://cd1.edb.hkedcity.net/cd/lwl/CRE\\_WEB/01\\_intro\\_02.htm](http://cd1.edb.hkedcity.net/cd/lwl/CRE_WEB/01_intro_02.htm)) and the Web site on OLEs ([http://cd1.edb.hkedcity.net/cd/lwl/ole/01\\_intro\\_01.asp](http://cd1.edb.hkedcity.net/cd/lwl/ole/01_intro_01.asp)). Both are available in Chinese language only.
2. See the Web site of Youth Employment Start (<http://www.e-start.hk/gfx/en/index.htm>).

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香港學校事業教育的反思：回應 Norman C. Gysbers、  
Darryl Takizo Yagi 和 Sang Min Lee & Eunjoo Yang

基於本專輯內幾篇討論各地生涯教育的文章，本文就香港事業教育的發展作一綜覽：除了從政策、對學校事業輔導的支援系統及學校教育層面分析事業教育在香港面對的困難和機遇外，亦為事業教育的發展前景提出建議。最後，本文介紹由香港輔導教師協會草擬的事業教育課程架構。該架構是本地事業教育工作者把 Gysbers 的綜合輔導理論本土化的努力之一。

# Appendix: Framework for Enhancing Career-related Experiences for Secondary School Students

(Reproduced with permission of the Hong Kong Association of Careers Masters and Guidance Masters)

Guidance and Counseling for individuals	Career Guidance and Counseling for individual students																
Enabling individual Student Planning (Assessment → guidance → portfolio building)	Revision of NSS study plan Education and career interests research paper	Reflective construction of Student Learning Profile Completion of Individual Student Planning															
Facilitating learning experiences about work	Academic aptitude assessments Career tests • Personality and traits tests • Career interests, career plan, career values	Career tests • Assessment of transferable skills															
Organizing school-wide career guidance activities	Job Shadowing and Work Experience Scheme Professional /Business Partnership Program Mentorship program jointly organized with NGOs, alumni association and PTA Applied Learning Taster Programs Applied learning courses Career visits																
Linking study opportunities and career choices	Guidance programs on further studies, training opportunities, streaming and subject choices Connection of subjects and occupational choices	Mock job searching activities and interview workshops for job search and university admission															
Formulating a career guidance curriculum	Guidance programs on revision of NSS study plan Education and career opportunities of individual subjects	Guidance programs on university admission and course selection University Taster Programs or Camps Visiting local universities															
DIMENSIONS OF INTERVENTION	<table border="1"> <tr> <td data-bbox="733 687 787 1220">Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)</td> <td data-bbox="787 687 884 1220">Career and Life Skills Curriculum (educational and vocational goals setting, career planning, life skills, understanding of the world of work, e.g., trends of local economy, work ethics)</td> <td data-bbox="884 687 946 1220">Career and Life Skills Curriculum (educational and vocational goal setting, career planning, life skills, understanding of the world of work, e.g., qualification framework, work ethics)</td> </tr> <tr> <td data-bbox="733 422 787 681">Secondary 1–3</td> <td data-bbox="787 422 884 681">Secondary 4</td> <td data-bbox="884 422 946 681">Secondary 5</td> </tr> <tr> <td colspan="3" data-bbox="733 156 946 416" style="text-align: center;"><b>STUDY LEVELS</b></td> </tr> <tr> <td colspan="3" data-bbox="733 156 946 156">Assessment of students' needs with group assessment instruments, e.g., Self-efficacy inventories developed by Life Skills Development Project</td> </tr> <tr> <td colspan="3" data-bbox="733 156 946 156" style="text-align: center;"><b>Secondary 6</b></td> </tr> </table>		Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)	Career and Life Skills Curriculum (educational and vocational goals setting, career planning, life skills, understanding of the world of work, e.g., trends of local economy, work ethics)	Career and Life Skills Curriculum (educational and vocational goal setting, career planning, life skills, understanding of the world of work, e.g., qualification framework, work ethics)	Secondary 1–3	Secondary 4	Secondary 5	<b>STUDY LEVELS</b>			Assessment of students' needs with group assessment instruments, e.g., Self-efficacy inventories developed by Life Skills Development Project			<b>Secondary 6</b>		
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