

更緊密拉近工作世界與學校的
聯繫 推動優質生涯規劃教育：
香港生涯發展自評基準的模式

Bringing the World of Work and Schools Closer
Together for Quality Life Planning Education: The
HKBM approach

賽馬會鼓掌·創你程計劃

葉蔭榮博士

Dr Stephen Y. W. Yip

We have learnt from global good practices & experts



Gatsby foundation and Sir John Holman looked into good practices around the world.

*The work suggested that “there is no single ‘magic bullet’ for good career guidance: it is about **doing a number of things**, identified in our benchmarks, doing them **consistently**, doing them well and doing them for each and every student.”*

Sir John Holman
Global Adviser to CLAP@JC
& Senior Adviser to the Gatsby Foundation



*“The essence of Gatsby Benchmarks, and its adapted Hong Kong version, **HKBM**, provide a comprehensive, well-tested ‘**map**’ and reference for those who wish to improve their school-based careers guidance/ CLD provisions from strengths to strengths, in terms of the requirements on **quality, quantity, scope and diversity**.” (Holman & Yip, 2020, p.15-16)*

Dr. Stephen Yip
Director (Schools), CLAP@JC,
The Education University of Hong Kong

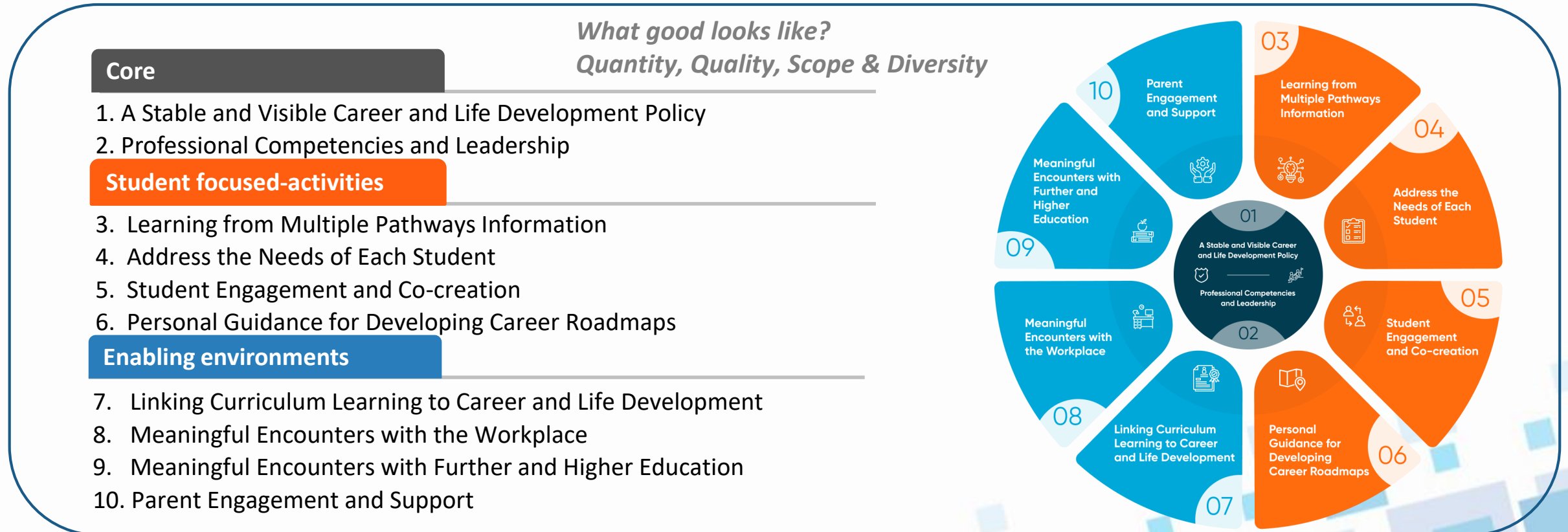
What good looks like? (Gatsby BM 2014)

-  The Netherlands
-  Germany
-  Hong Kong China
-  Finland
-  Canada
-  Ireland

HKBM – Systematic Framework of World Class CLD Provisions

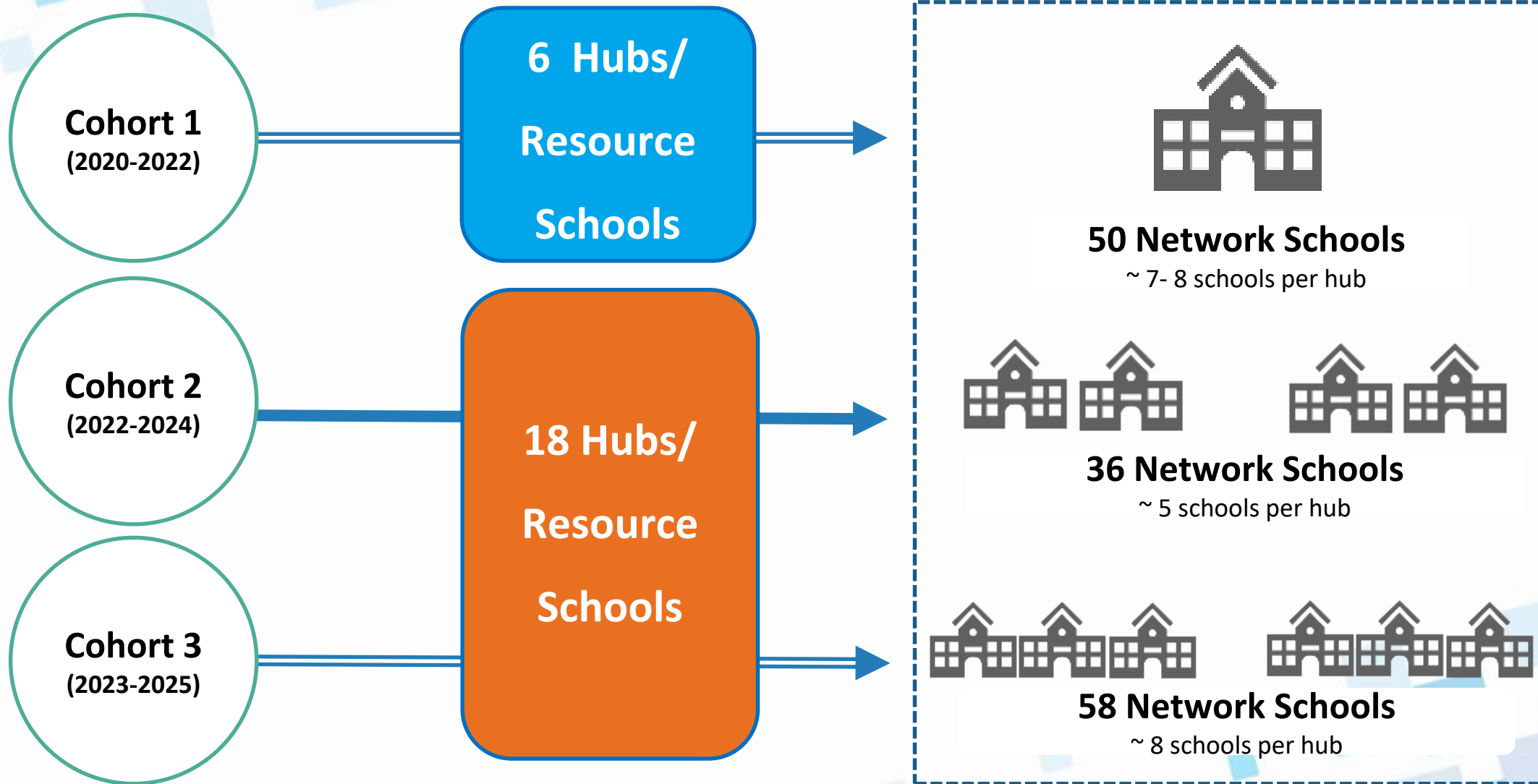
Alignment with EDB CLD-related Policies*:

- **On vision and policy level:** Student empowerment is key to *assist school to work transitions*
- **Methodology and positioning:** HKBM as self improvement tool is suited as *Planning-Implementation-Evaluation (PIE)* for continuous improvement
- **Overarching framework:** Whole school approach and *careers linked in curriculum*



* Full Analysis of Alignment included in Yip S (2020). How compatible are the Hong Kong Benchmarks for Career and Life Development (HKBM) and the Education Bureau's Guide on Life Planning Education and Career Guidance? CLAP@JC Website.

School Hub Structure



HKBM as Strong Predictors to student outcomes (career readiness & social affective development)

Incl. Academic learning related

• Overall Predictor

- BM1 (A Stable and Visible Career and Life Development Policy)

• Process-input Predictor(s)

- BM10 (Parent Engagement and Support)
- BM8 (Meaningful Encounters with the Workplace)
- BM6 (Personal Guidance for Developing Career Roadmaps)
- BM5 (Student Engagement and Co-creation)

• Other specific Predictor(s)

- e.g. BM9 (Meaningful Encounters with Further and Higher Education) with students' **emotional stability**
- e.g. BM7 (Linking Curriculum Learning to Career and Life Development) with students' **Positive affection to school**
- e.g. BM8 with Students' **goals of life** (social impacts) & **Motivation** (need teamwork) ...
- e.g. BM2 (Professional Capacity & Leadership) with **teachers' knowledge and attitudes towards CLD...**



A streamlined cohort journey for good CLD (2022-25)

86 schools so far



A Learning Community that commits to Quality CLD

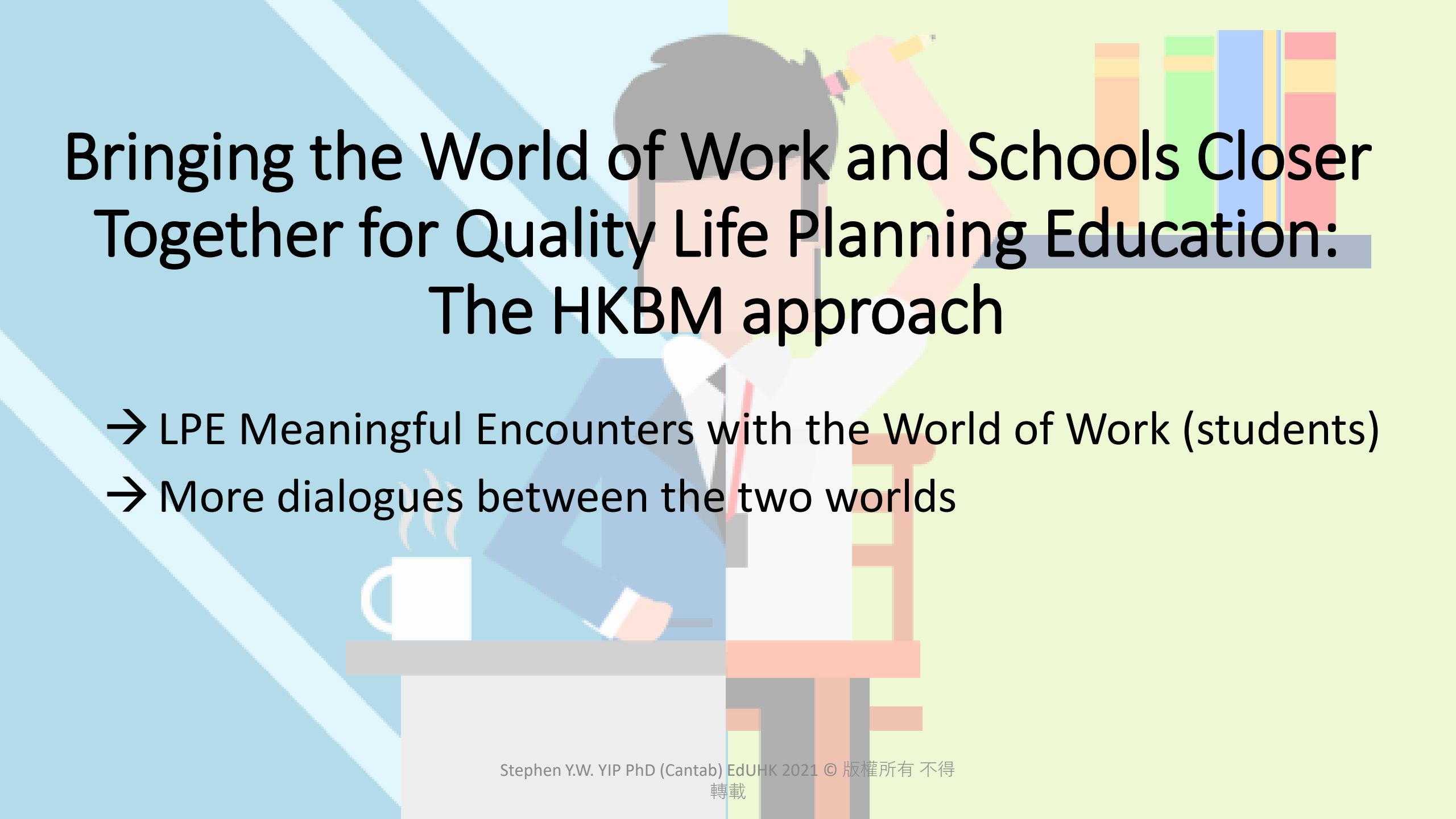
Join and become one of our Cohort 3 network schools (2023-25)

General Enquiry : hkbm@clap.hk

**Co-creating
HKBM Stories**

For schools who wishes to join us at **Cohort 3 (2023-25)**, please email our **General Enquiry** to register your interest.





Bringing the World of Work and Schools Closer Together for Quality Life Planning Education: The HKBM approach

- LPE Meaningful Encounters with the World of Work (students)
- More dialogues between the two worlds



Business School Partnership (BSP) for what?

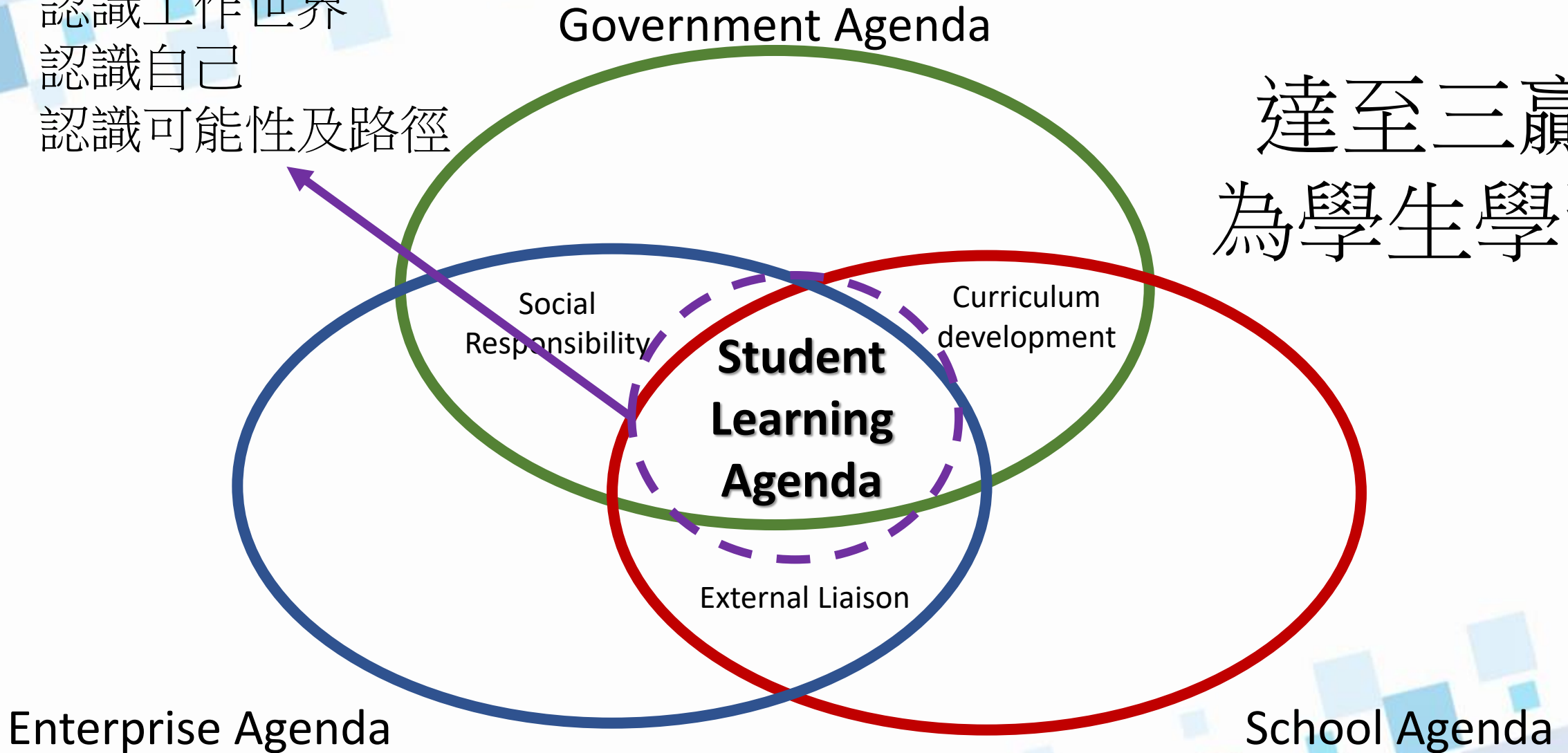
Who's Agenda

Purpose

School-business Partnerships: Agenda Analysis

- 認識工作世界
- 認識自己
- 認識可能性及路徑

達至三贏
為學生學習

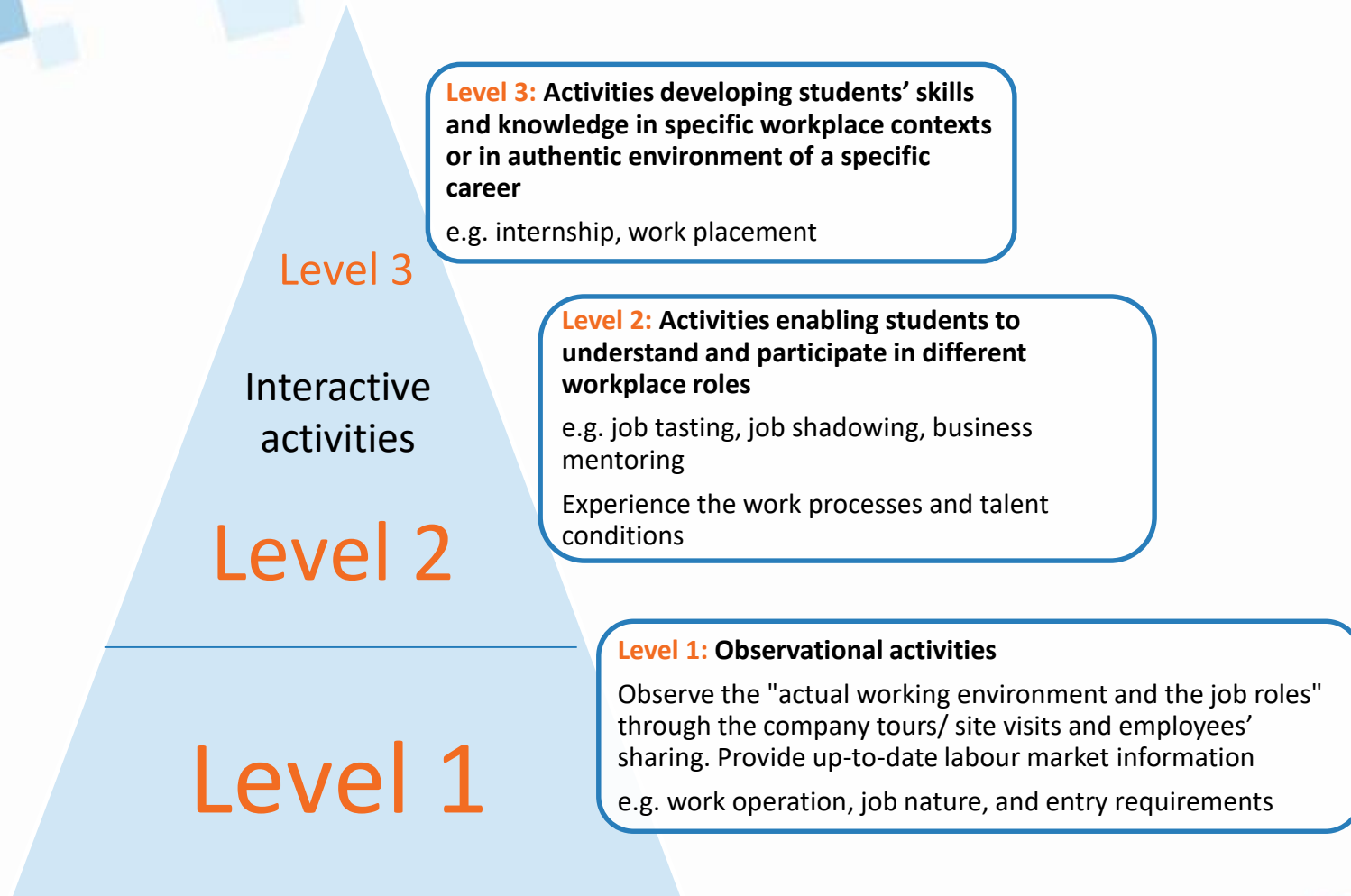


Evidence of Positive impact of BSP-career experiences for Quality CLD in schools?



Local and Global

Power of Experiential Learning / Meaningful Encounters with workplace (BM 8)



Evidence shows:

- Student CLD Survey ("SCS") suggests that students' career readiness ("CRI") scores & APASO-II (e.g. motivation, goals of life) are **positively correlated with their levels of CLD activity participation in Level 1,2,3** (longitudinal study findings in **CLAP@JC**)
- **Yip & Fung 2019** – Career-related Experiential Learning activities significantly enhance student motivation and goals of life.

Double the impact in low SES students

Remark: 90% of senior form students should receive opportunities to taste at least twice (one Level 1 and one Level 2 or 3 experiences) of workplace learning experiences that allow them to gain an understanding of the workplace in authentic environment.

Typology of Career-related Experiences (Career Education Practices) (Hughes et al 2016)

Types of Intervention	Description
Transformational leadership (Woodley et al 2013) Evidence strength: Medium	A programme of careers-focused activity requiring substantive changes in staff action and behaviour, commonly requiring some staff training
Mentoring (Miller, 1999) Evidence strength: Medium	A sustained relationship between a pupil and a largely untrained volunteer (selected on the basis of their occupational experience) managed by a school to support and encourage the young people through a period of transition.
Careers provision (CLD-based) Evidence strength: High	A process of learning, individually or in groups, designed to help young people to develop the knowledge confidence and skills they need to make well-informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work.
Work-related learning Evidence strength: High	A programme of learning that uses the contexts of work to develop knowledge skills and understanding useful in work including learning through the experience of work learning about work and working practices and learning the skills for work.

Typology of Career-related Experiences (Career Education Practices) (Hughes et al 2016)

Types of Intervention	Descriptions
Job shadowing (Neumark and Rothstein,) Evidence strength: High	A short period of career exploration (typically no more than three days) within a workplace wherein a pupil observes a number of staff members reflecting on their occupational experiences.
Work experience (Linnehan, 2001) Evidence strength: Medium	A time-limited placement undertaken by a young person (while still in full-time education) in a workplace designed to give the young person insights into the experience of being employed in such a workplace.
Enterprise (Huber et al 2014) Evidence strength: High	An activity wherein pupils work together to create an economic enterprise over either a short or long duration, commonly with support from volunteers from the world of work.

體驗
學習

實習
體驗

目的是學習，
不是實習

是生涯探索，
不是職業試工

Career learning

Career Exploration

Meaningful Encounters with Workplace
與職場作有意義的接觸

職學接軌

小學

初中

高中

專上教育

大學教育

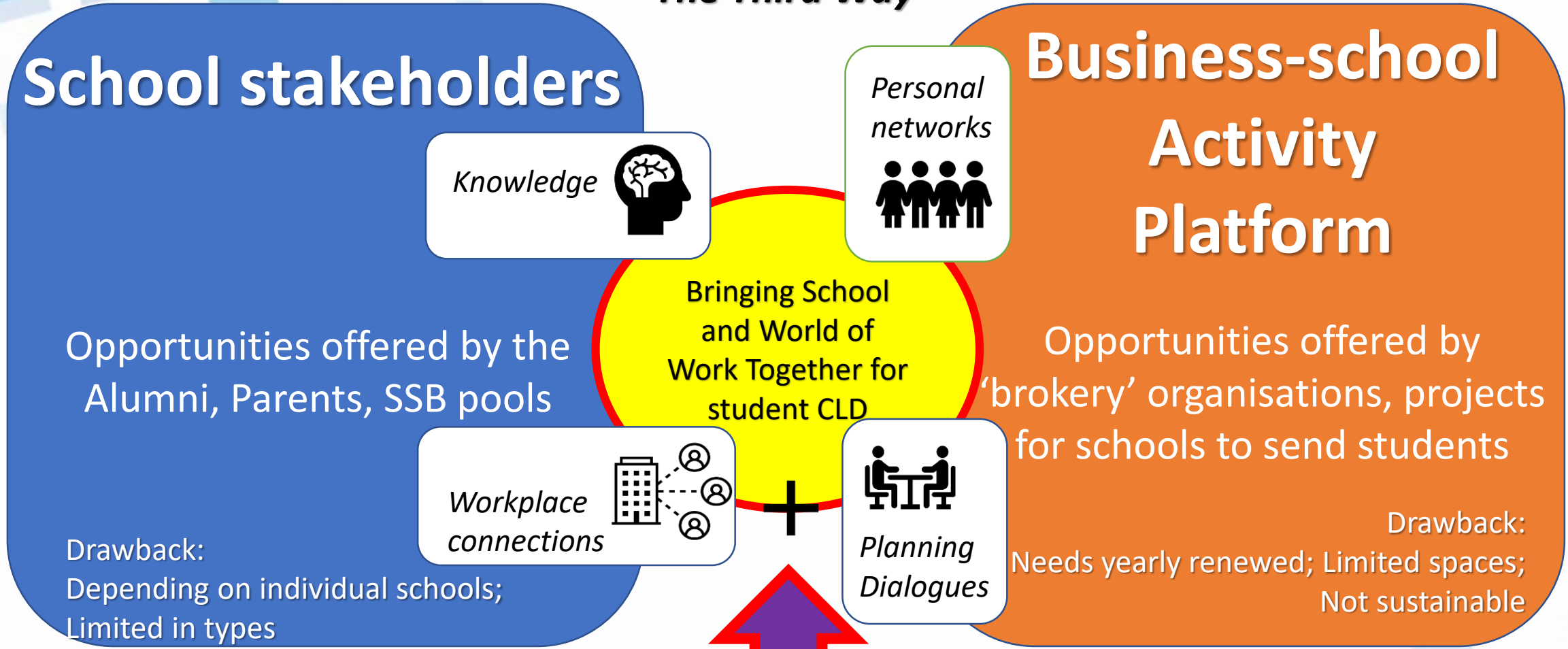
在職培訓

Approach to BSP 商校合作模式 “The HKBM approach”

- The HKBM Network Dialogic Collaboration Approach
(網絡對話式協作)

Hong Kong Model of Business-School Partnerships for Career and Life Development Education

The Third Way



Enterprise Advisors Jointly assist the School Hub to organize joint school CLD activities

Input Category 1:
Advice/consultation/exchange on
school CLD planning



Input Category 2: Involving
students' workplace learning
directly
(talk/seminar/mentorship/ visits)



Input Category 3: Introducing
personal networks to schools





EA video to introduce their roles & views

2m30s



CLAP J.C.
賽馬會 鼓掌·創你程



Linking up schools to Industries

Connecting students to World of World (WoW)

School Stories / Practices:

(1) United Christian College (Kowloon East) (匯基書院(東九龍))

Enterprise Advisor + School Workplace Learning Encounters

(2) PHC Wing Kwong College (五旬節聖潔會永光書院)

Enterprise Advisor + School initiatives to connect student with the world of work

School Story: United Christian College (Kowloon East)

Collaboration with Enterprise Advisor

Enterprise Advisor



Steve Suh
CEO (2014-2022)
Floship Limited

Company: Floship

Industry: International logistics

Mission: To provide the best-in-class cross border logistics solution for global ecommerce brands.

Purpose: To be one stop shop for any logistics needs and to provide more economic packaging options to our clients.

EA interventions in schools:

- 1. Senior Leaders of Floship meeting with Principal and teacher representatives**
- 2. Sharing to students in Assembly:** Personal Career Decisions and International Logistic Industry (14 February 2022)
- 3. Mentorship** provided by senior leaders with students (2021-22)



*Planning
Dialogues*

Senior Leaders of Floship meeting with Principal and teachers @ UCCKE

Exchange of ideas on workplace learning and collaborative directions, with enrichment of teacher representative's understanding of global logistics industry

School representatives:

Principal; Vice Principal, Life Planning Coordinator, Academic Head; Deputy Life Planning Coordinator; 3 Life Planning Team Members (one as BAFS subject head delegate)

Floship representatives:

CEO, Enterprise Advisor; CTO; Head of Account Management, Head of Operations; Sales Manager

Workplace
connections



Personal
networks



Planning
Dialogues



Sharing on career decisions: Personal work experience and international logistic industry

Speakers from Floship: Ms. Emma Newman and Mr. Aditya Halan

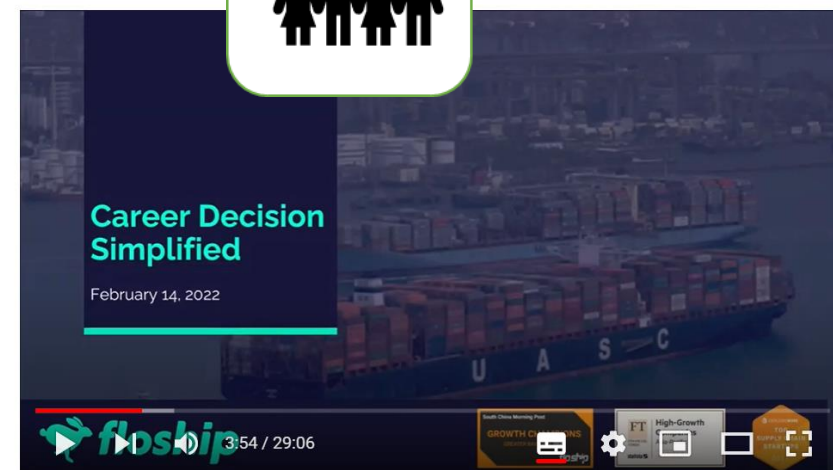
Content:

- Introducing personal background, your life in college, how you choose your career, your work in Floship
- Introducing Floship (Work and mission)
- Working culture in Floship (Team work, colleagues having different nationality)
- Remarkable working experience in Floship (Happiness, challenges, difficulties, etc.)
- Suggestions on students how they can choose their career, how they can better equip themselves before entering the job market

Knowledge



Personal networks



2022-02-14 Assembly

不公開



UCCKE UTV
527 位訂閱者

訂閱

喜歡



分享



Introduction and Key Points

What you will get from this presentation

- Give you a chance to **hear from professionals**
- An **independent** and **honest** review
- **Background** on both of the speakers
- A **flavour for different working environments**
- **Considerations when making career decisions** at the time of your lives



5:15 / 29:06



Mentoring with Students

Knowledge



Workplace
connections



Personal
networks



Personal dialogues on career decisions

Mentor from Floship (Department/Position)	Student (Mentee from UCCKE)
CEO/Founder	2 Students
Sales (Head of Growth)	1 Student
Operations	1 Student
Operations	1 Student
Finance	1 Student
Account Management (Head of Account Management)	1 Student
Product and Tech (Chief Technology Officer)	1 Student



EA's mentorship meeting with students

Student's reflection: “我感受到佢 (Mentor) 果種強烈去探索、嘗試嘅精神，亦啟發咗我對自己未來工作或者生活上嘅反思，加強咗我出去唔同地方探索嘅諗法，唔好設太多局限比自己。”

School Story: United Christian College (Kowloon East)

School Workplace Learning Encounters

School
Alumni/
Stakeholders

Activity
Platforms

Enterprise
Advisor

1. Job Shadowing

- a. 1-2 days Job Shadowing for S.4-5 students
- b. Offered by Parents // Alumni // NGO // Government Departments // Business-School Partnership Programme by EDB (教育局商校合作計劃) // Business School Partnership Programme by HKGCC (香港總商會商校交流計劃)

HKBM Network Dialogic
approach

2. Company Visit

- a. Open recruitment // Subject-based // CCA Team
- b. Around 10-20 students participated in each company visit
- c. Learn about the daily operation of the companies

3. Talks by Professional for S.3-5 students

- a. Guest Speakers from different professions are invited (12-14 parallel sessions)
- b. All students will attend the talk according to their selected field
- c. Students would be able to know more about the working nature, qualification requirements and challenges of the job

4. Sharing in Assembly

School Story: United Christian College (Kowloon East)

Connecting learning encounters to student reflection

滙基書院(東九龍)生涯規劃小組
工作體驗
反思日誌

姓名: _____ 班別: _____ 學號: _____ 呈交日期: _____

工作體驗日期: _____

工作體驗機構名稱: _____

業務性質: _____

1. 你在是次工作體驗活動中有甚麼得著?

V-Value(價值觀)	A-Ability(能力)
S-Skills(技能)	K - knowledge(知識)

2. 是次工作體驗活動能否加深你對相關行業的了解?

3. 你對是次工作體驗活動有沒有任何建議?

4. 如本校再次舉辦同類工作體驗活動,你希望嘗試哪些行業?

◎同學可以中文或英文填寫,並請於活動完畢後兩星期內完成反思日誌並交予張何瑞思老師,同學稍後將獲發參與證書以累積「其他學習經歷」(OLE)。◎

Student's reflection:
“學校會將問卷設計得更簡潔,將VASK應用喺反思問卷入邊,希望可以更好咁令到學生思考同吸收活動分享嘅訊息。”

EA advised on V.A.S.K. reflection

Knowledge



CAREER TALK INFORMATION SHEET 2019

NAME: _____

CONTENTS											
What is the guest speaker's profession?	1. Profession: <u>Speech therapy</u> 2. Job Nature: <u>Speech, language, voice, swallowing, reading & writing, listening.</u>										
Qualification requirements for the profession (if any):	<u>University degree, professional qualifications</u>										
Other requirements:	1. What character (personality) is suitable for the job? <u>Patient, persistent, sociable, passionate, interactive</u> 2. Others: <u>JUPAS (L3 or Bio/Sci, L4 Eng, Total 33-36)</u>										
Career Promotion Opportunities:	<u>School, (non) government, clinic, visiting centre, private</u>										
Salary & Pay Scale:	<u>Fixed Income</u> / Commission / Others: _____ (Please circle)										
Lifestyle in this field:	<input type="checkbox"/> work in holidays <input checked="" type="checkbox"/> work on shift (輪班) <input type="checkbox"/> frequent travels to different countries <input checked="" type="checkbox"/> Continuous Professional Development (持續專業發展及進修) <input type="checkbox"/> social engagements (應酬)										
What do you gain from the speaker(s)?	<u>Need to know the population you want to serve, you can help to change someone's life.</u>										
Do you know which universities in HK offer the related courses? If yes, please provide the names of universities and names of courses.	<input checked="" type="checkbox"/> Yes / No (Please circle)										
	<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 50%;">Names of Universities</th> <th style="width: 50%;">Names of courses</th> </tr> </thead> <tbody> <tr> <td><u>Poly U (2.5 yrs)</u></td> <td><u>Master of Speech Therapy (MST)</u></td> </tr> <tr> <td><u>EdUHK (2 yrs)</u></td> <td><u>Master of Science in Educational Speech-Language Pathology & Learning Disabilities</u></td> </tr> <tr> <td><u>HKU (5 yrs)</u></td> <td><u>Speech & Hearing Sciences</u></td> </tr> <tr> <td><u>CU (2 yrs)</u></td> <td><u>Master of Science in Speech-Language Pathology</u></td> </tr> </tbody> </table>	Names of Universities	Names of courses	<u>Poly U (2.5 yrs)</u>	<u>Master of Speech Therapy (MST)</u>	<u>EdUHK (2 yrs)</u>	<u>Master of Science in Educational Speech-Language Pathology & Learning Disabilities</u>	<u>HKU (5 yrs)</u>	<u>Speech & Hearing Sciences</u>	<u>CU (2 yrs)</u>	<u>Master of Science in Speech-Language Pathology</u>
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Career Talk Information Sheet to help students identify key points and explore pathways options available

Reflective Diary for Workplace Encounter

Collaboration with Enterprise Advisor

Enterprise Advisor



Joyce Mak
Director of Talent Acquisition
KBQuest Hong Kong Limited

Company: KBQuest Hong Kong Limited

Industry: Digital Transformation Consultation

EA interventions in schools:

- 1. EA sharing of information and experience**
 - a) Gives advice on School Expo
 - b) Offers sharing to students
 - c) Invites other guests from industries to conduct sharing
- 2. EA support to expand network**

e.g., Introduces READY Academy
(青少年發展企業聯盟「青少年職學裝備計劃」)



Planning Dialogues



Planning
Dialogues

1. EA sharing of information and experience

- a) Gives advice on School Expo
- b) Offers sharing to students
- c) Invites other guests from industries to conduct sharing

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e.g., Introduces READY Academy
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Knowledge



Workplace
connections



Personal
networks



School Story: PHC Wing Kwong College

School initiatives to connect students with the world of work

The school makes initiative to enrich the external connection.

1. Wong Tai Sin District

OLMH Student Health Care Experience Scheme (學生醫護體驗計劃)



2. East Kowloon regional network: Emerging industries (黃大仙十八仝人賀國慶：新世代職能體驗)

1. Artificial Intelligence and Robotics (人工智能、機械人)
2. Digital Tourism (旅遊科技)
3. KOL (KOL自媒體行業)

Personal networks



School Story: PHC Wing Kwong College

Meaningful encounters with the Workplace

Personal
networks



Connecting Students to the World of Work

- The school has offered job tasting and workplace visits to enable students to have hand-on experience of selected occupations, including bartender, pastry chef and barista.



Hotel Operations: Bartender



Bakery and Pastry: Pastry chef



Food and Beverage
Operations: Barista

School Story: PHC Wing Kwong College

Meaningful encounter with the Workplace – Connection to reflection

To consolidate students' understanding of the workplace and related learning experiences, the school has

- designed reflection worksheet for students to reflect on the workplace learning activities
- conducted debriefing and presentation on the reflection

Knowledge




VALUE
我人生中所重視及追求的理想目標

<input type="checkbox"/> 舒適的生活	<input type="checkbox"/> 身心健康	<input type="checkbox"/> 責任感
<input type="checkbox"/> 世界和平	<input type="checkbox"/> 誠實	<input type="checkbox"/> 冒險
<input type="checkbox"/> 才能應用 (如應用智力、管理能力、理性分析能力、體能等)	<input type="checkbox"/> 謙卑	<input type="checkbox"/> 安全感
<input type="checkbox"/> 成就感	<input type="checkbox"/> 獨立	<input type="checkbox"/> 自律
<input type="checkbox"/> 在工作上創造美好事物	<input type="checkbox"/> 內心的平靜	<input type="checkbox"/> 自我肯定
<input type="checkbox"/> 歸屬感	<input type="checkbox"/> 互相依靠	<input type="checkbox"/> 社會認可
<input type="checkbox"/> 關心他人	<input type="checkbox"/> 仁慈	<input type="checkbox"/> 信仰
<input type="checkbox"/> 環保	<input type="checkbox"/> 選擇個人生活方式	<input type="checkbox"/> 刺激的生活
<input type="checkbox"/> 遵從	<input type="checkbox"/> 忠誠	<input type="checkbox"/> 重視與上司的關係
<input type="checkbox"/> 創意	<input type="checkbox"/> 個人的全面發展	<input type="checkbox"/> 遵循傳統
<input type="checkbox"/> 經濟回報	<input type="checkbox"/> 權力	<input type="checkbox"/> 友誼
<input type="checkbox"/> 平等	<input type="checkbox"/> 個人聲望	<input type="checkbox"/> 工作的多樣性
<input type="checkbox"/> 公平	<input type="checkbox"/> 隱私	<input type="checkbox"/> 智慧
<input type="checkbox"/> 自由	<input type="checkbox"/> 在意與工作夥伴的關係	<input type="checkbox"/> 安全的工作環境

ATTITUDE
我最欣賞自己的態度

<input type="checkbox"/> 準確	<input type="checkbox"/> 專注	<input type="checkbox"/> 思想開明
<input type="checkbox"/> 冷靜	<input type="checkbox"/> 友善	<input type="checkbox"/> 樂觀
<input type="checkbox"/> 正直	<input type="checkbox"/> 勤力	<input type="checkbox"/> 有耐性
<input type="checkbox"/> 愉快	<input type="checkbox"/> 樂於助人	<input type="checkbox"/> 堅持不懈
<input type="checkbox"/> 令人欣慰	<input type="checkbox"/> 誠實	<input type="checkbox"/> 有禮貌
<input type="checkbox"/> 嚴謹審慎	<input type="checkbox"/> 謙虛	<input type="checkbox"/> 積極正面
<input type="checkbox"/> 願意合作	<input type="checkbox"/> 獨立	<input type="checkbox"/> 守時
<input type="checkbox"/> 尊重文化差異	<input type="checkbox"/> 積極主動	<input type="checkbox"/> 尊重他人
<input type="checkbox"/> 處事果斷	<input type="checkbox"/> 富有好奇心	<input type="checkbox"/> 自信
<input type="checkbox"/> 注重細節	<input type="checkbox"/> 樂於終身學習	<input type="checkbox"/> 真誠待人
<input type="checkbox"/> 富同情心	<input type="checkbox"/> 忠誠	
<input type="checkbox"/> 靈活彈性	<input type="checkbox"/> 成熟	



行業一:

分享嘉賓:

你想像中這行業是怎樣的?嘗試寫下兩個形容詞:
你認為這行業的工作包括甚麼?

聆聽分享後請寫出行業所需的VASK:

Values

Attitudes

Skills

Knowledge

JOB

●●● 聆聽分享後你發現此行業和你想像有何分別?

●●● 分享中最深刻的片段和學習

我有興趣未來在這個行業發展 (請填滿)

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

沒有興趣 極有興趣

原因:



Evidence showing it works (as supplement to existing provisions)

Quantity, Quality, Diversity and Scope

Enterprise Advisors Jointly assist School Hub to organize joint school CLD activities **83%**

Input Category 1:
Advice/consultation/exchange on
school CLD planning



100%

Input Category 2: Involving
students' workplace learning
directly
(talk/seminar/mentorship/ visits)



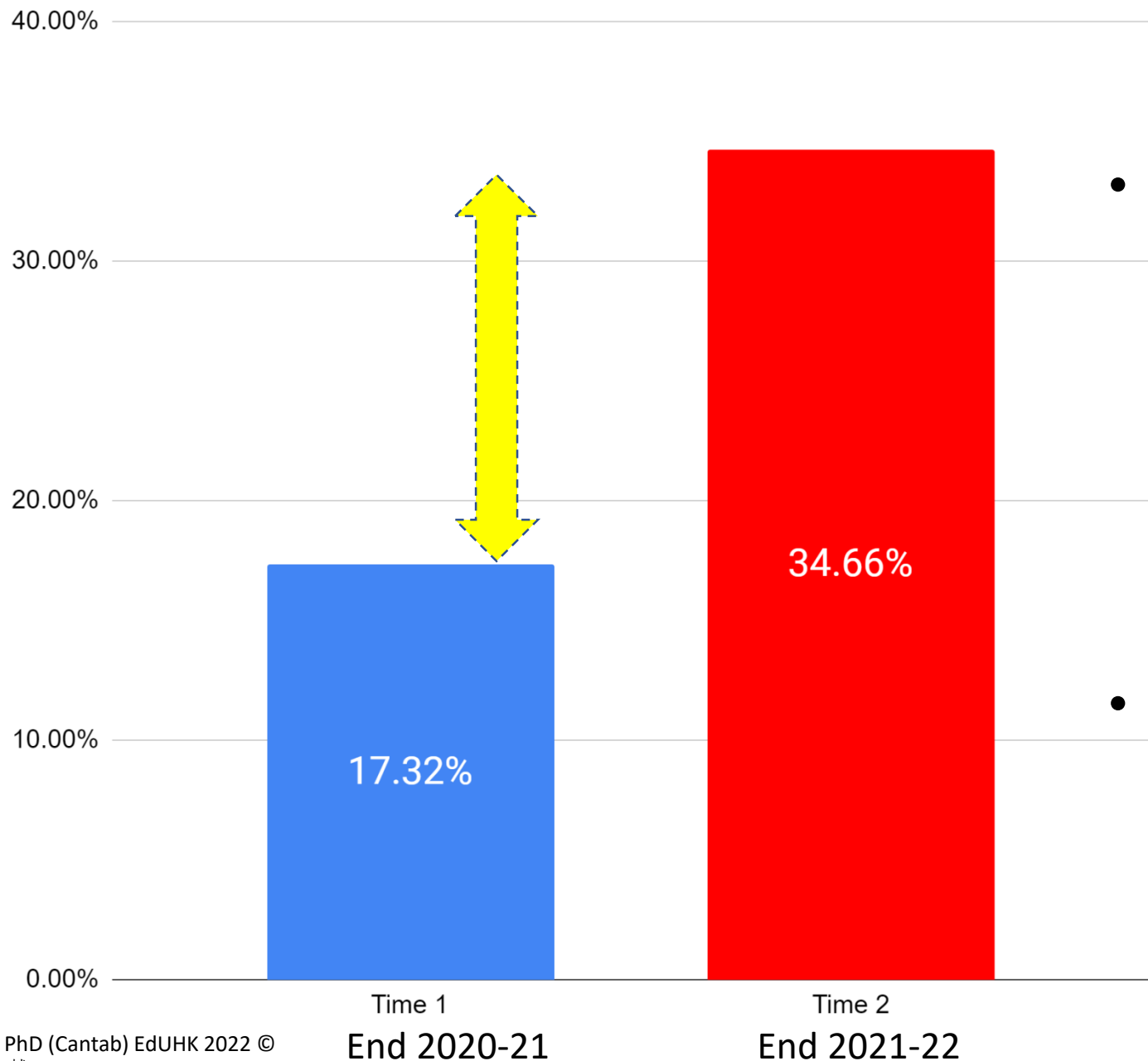
77%

Input Category 3: Introducing
personal networks to schools



16%

% of fully achieved on BM8 at Time 1 vs. % of fully achieved on BM8 at Time 2



Meaningful Encounters with Workplace(BM8):

- On average, the “**HKBM Network Dialogic (EA) approach**” supports schools **doubling their school-based achievements** in fostering Meaning Encounters with Workplace (BM8), in terms of the *Quantity, Quality, Diversity and Scope of provisions*.
- Schools are under the severe COVID disruptions during the period.

Quantity



HKBM 鼓勵學校為學生提供不同層次的工作機會，包括：

於真實的工作環境中擔任崗位所要求的職務，在特定的職場工作間範圍內，發展學生技能和知識的活動（例如實習生、工作實習）。

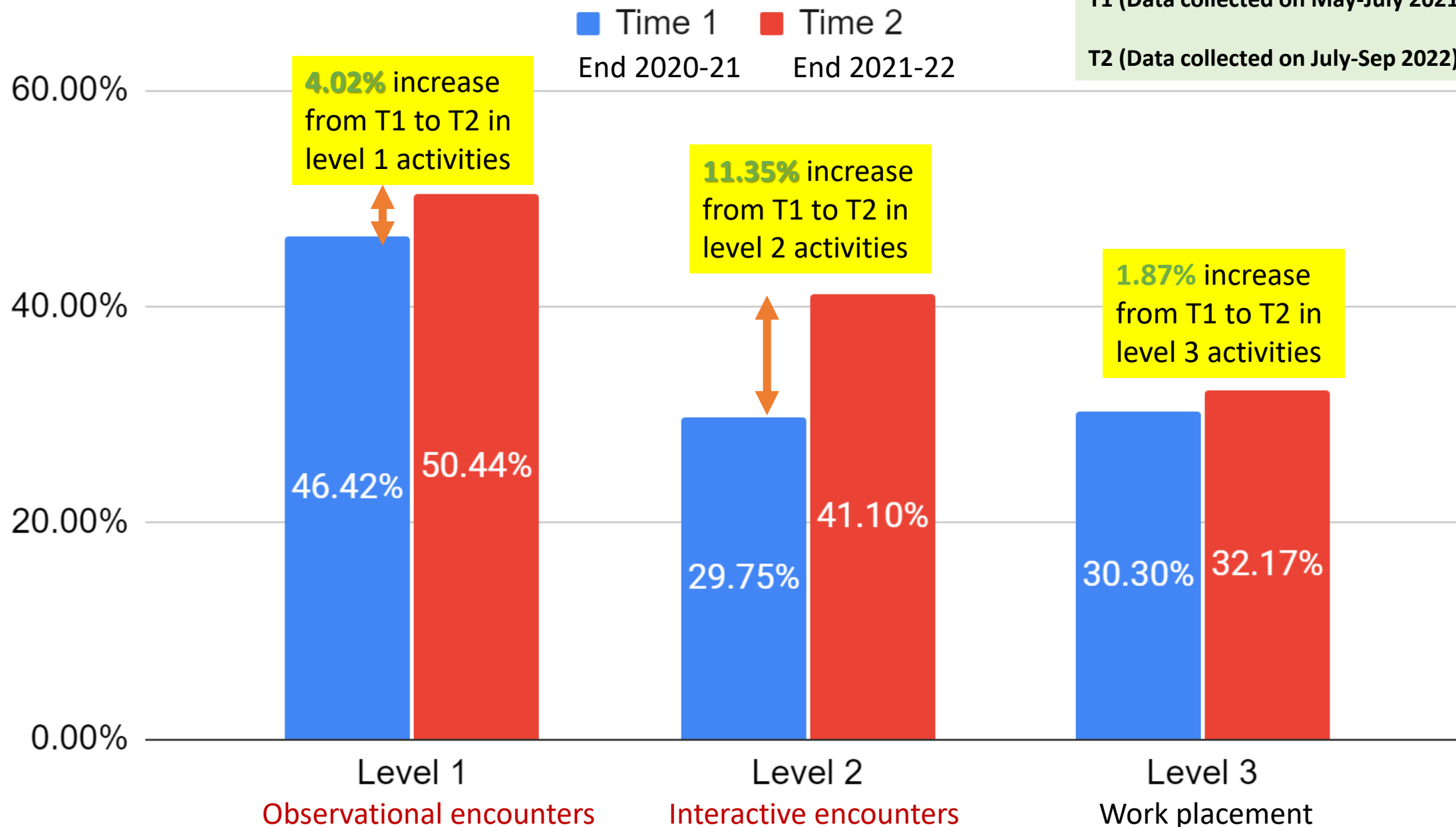
讓學生了解不同崗位的工作，認識各行各業的實際運作（例如，工作體驗活動、工作影子活動）幫助學生體驗不同崗位的工作流程和人才狀況，瞭解各行業的實際運作情況，識別個人興趣、價值、態度、技能、知識和事業發展的資訊。

職場參觀活動：通過參觀公司、實地考察和員工分享，確保學生能夠觀察到「實際的工作環境和工作角色」。提供最新的勞動市場資訊（例如工作操作、工作性質和入職要求）。

The Participation Rate of Activities Among 3 Levels (T1 vs T2)

T1 (Data collected on May-July 2021)-N=6801

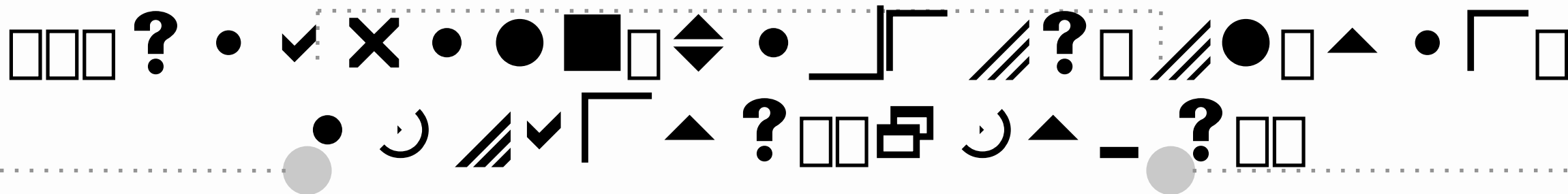
T2 (Data collected on July-Sep 2022)-N=1110



Success Factors of EA/ Network Dialogic mode

- ❑ **Enterprise Advisors** need to be **well-briefed** on three areas: a) school contexts b) flexibility in support as critical friend c) strategies of helping CLD sustainably.
- ❑ **Schools** need to be **well-briefed** on the dialogic partnership; not carrying a ‘buying service’ mindset or ‘press-the-button’ mindset.
- ❑ Connecting **several EAs in a school hub** to yield optimal impact.
- ❑ **BUSINESS CONNECTIONS** (& their opportunities) **STAY in the SCHOOLS** (not the project) – sustainable eco-systems







CLAP J.C.
賽馬會 鼓掌·創你程





Mr. Garrick Lau 劉家駿

Nan Fung Development Ltd, Head of Business Innovation & Shared Value

“可以跟同學和老師們交流分享全球趨勢，特別在可持續資源共同價值及業務目標，是一個很好的體驗。充滿願景的新生代可以以自己的理想創造職業，為世界帶來友善及同理心。”

“We exchanged and shared global trends with students and teachers, particularly on sustainable resources, common values, and business objectives. It was a very nice experience. It was filled with the visions of a new generation who will create careers from their ideals and bring greater kindness and empathy to the world”.

Mr. Kenneth Cheung 張子健

國泰航空有限公司 二副機長 Cathay Pacific Airways Limited, Airline Pilot

“即使在疫情期間，「香港生涯發展自評基準」團隊的支援，跟校方的職業訓練負責老師緊密協調及構思，大大豐富了整個訓練和體驗。”

“The support from the Hong Kong Benchmark team has been immense despite the challenges of the COVID pandemic. Proactive coordination and brainstorming sessions with the school career staff have helped to enhance the experience greatly.”

Mr. Jovian Ling 林正輝

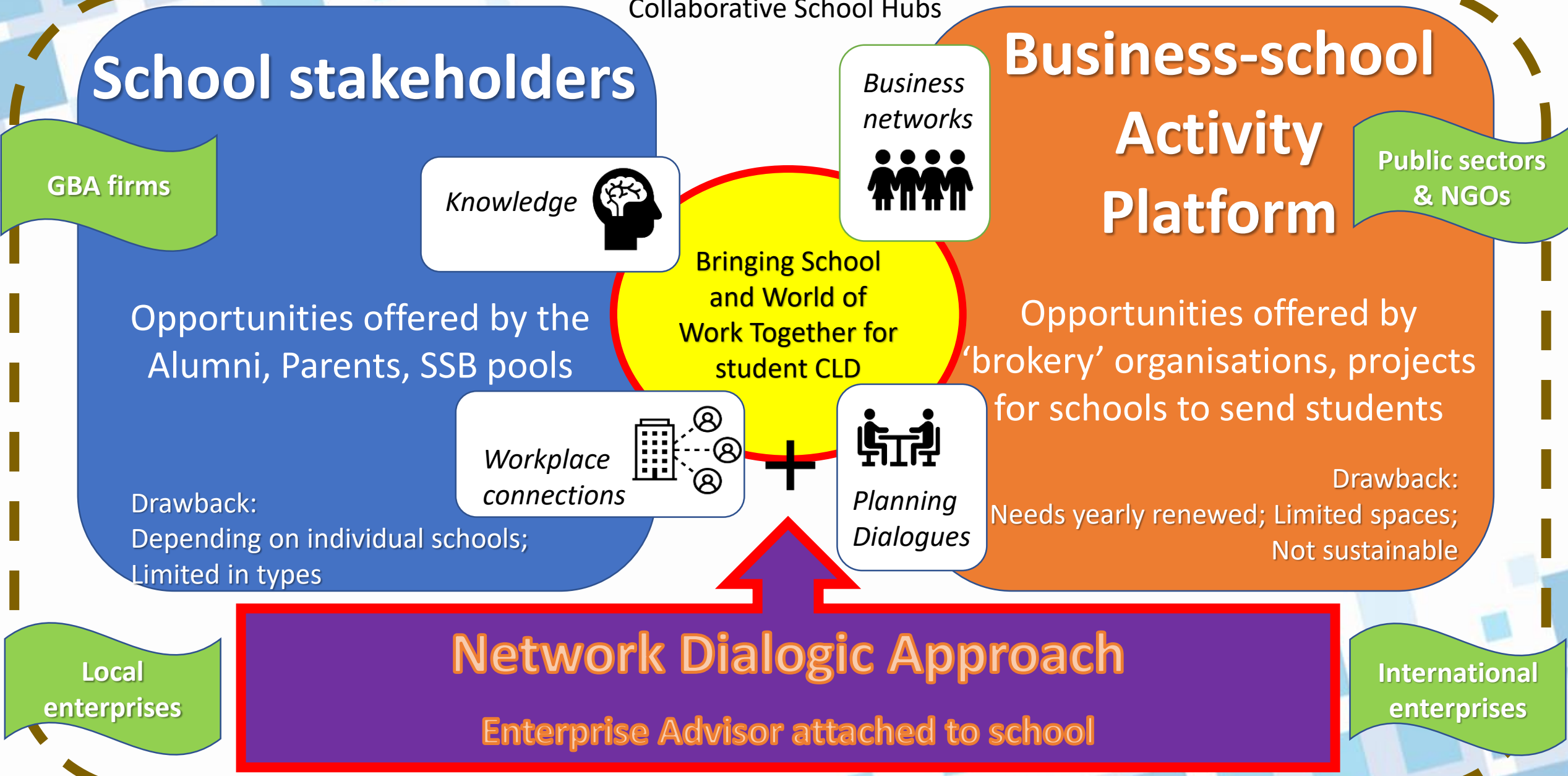
啟航創投有限公司 聯合創始人 Set Sail Venture Limited, Co-founder

“我很榮幸可以成為學校商界顧問，與眾多用心的教育工作者一起工作。他們提醒了我教育對下一代的重要性，無論工作有多繁忙也要為下一代努力及付出。”

“As an Enterprise Advisor, I am grateful to CLAP@JC for the opportunity to work with many passionate educators. It reminds me of why education is so important to the collective consciousness of the next generation and why we should dedicate our time and effort despite our hectic schedules”.

Hong Kong Model of Business-School Partnerships for Career and Life Development Education

Collaborative School Hubs



The 40-year Communication Gap

2000

Today

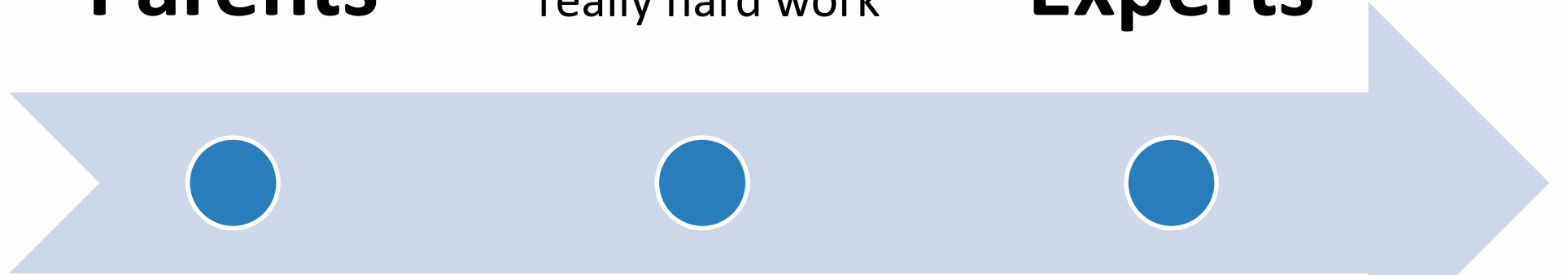
2040



Parents

“The present is
really hard work’

Experts



“Schools aren’t what
they used to be’

Teachers

“We must be ready
for the society of the
future”

**Enterprise
Advisors**

Context of
Social
Climbing

Lack of knowledge of New Occupations
Wrongly esteemed job types
Unable to help children to recognize talents
Lack of knowledge of future trends

Knowledge of New Occupations
Knowledge of phasing out job types
Able to help young people to recognize talents
(attributes)
Good knowledge of future trends



The End
Thank you so much for your
listening!

A streamlined cohort journey for good CLD (2022-25)

86 schools so far



A Learning Community that commits to Quality CLD

Join and become one of our Cohort 3 network schools (2023-25)

General Enquiry : hkbm@clap.hk

**Co-creating
HKBM Stories**

For schools who wishes to join us at **Cohort 3 (2023-25)**, please email our **General Enquiry** to register your interest.

