

**Understanding Adolescent Project (Primary)
Intensive Programme (IP) - Online Support
Points to Note**

- The Intensive Programme (IP) of the Understanding Adolescent Project (Primary) (UAP) is designed for supporting P4-P6 students who are identified with greater needs for guidance. The IP comprises a series of experiential activities (e.g. small group guidance sessions, adventure-based exploration and parent-child activities, etc.) led by instructors of the service providers to help students to cope with the challenges in face of adversity. The activities are characterized by highly interactive participation which requires face-to-face contact among the group members. Students will build up their positive values when they feel the respect, acceptance and care through the teacher-student, student-student, and parent-child relationships.
- Since late January 2020, classes have been suspended in all Hong Kong schools due to the COVID-19 epidemic. At the beginning of class suspension, we suggested that schools might discuss with their UAP service providers to make up for the activities affected by class suspension when classes resume so that students could be benefitted from the original planned programme as far as possible. Nevertheless, as of now (mid-April), all classes are still suspended pending further assessment on the date of class resumption. In order to avoid a complete cessation of guidance and counselling services, we encourage schools to discuss with their UAP service providers about the mode and priority of service to be delivered. For example, to enhance the communication with students having greater needs on guidance, apart from telephone calls, online platforms (e.g. Skype, WeChat, FaceTime, Zoom, etc.) to conduct individual or small group guidance sessions may also be considered. The UAP service providers may send messages of care and warm regards to students so as to know better about their situation, and provide early intervention and follow-up services as necessary.
- As for those activities which are difficult to be conducted through online platforms (e.g. outdoor activities, school/community service, parent-child camps, etc.), schools should discuss with their service providers to re-schedule the activities after class resumption. If postponement is considered not possible, schools should discuss with their service providers on the alternative mode of activities having regard to the specific needs of the school/students. However, the premise is that the theme of the training should be drawn up according to the original objective and activity framework of the UAP and the quality of service should not be affected. If individual students find it difficult to participate in the activities, schools should provide them with the support.

- On revising the mode of activities, schools should pay attention to the terms of the contracts (e.g. the mode of service delivery) and reach a consensus with their service providers. Contract variations should be conducted in accordance with the prevailing procedures with particular attention to internet security. Despite the alteration of the mode of activities, schools still need to evaluate the quality and effectiveness of the service delivered by the service providers and students' understanding of the topics and satisfaction with the process.

Guidance and Discipline Section

School Administration Division

Education Bureau

April 2020