

Education Bureau Circular Memorandum No. 3/2024

From : Secretary for Education To : Heads of all government and
Ref : EDB(GD)/20/10/15/O 24/25 aided primary schools
Date : 18 March 2024

Understanding Adolescent Project (Primary) 2024/25

Summary

The purpose of this circular memorandum is to invite government and aided primary schools to join the Understanding Adolescent Project (Primary) (hereinafter referred to as “UAP”) of the 2024/25 school year implemented by the Education Bureau (EDB). Schools intending to join the UAP should apply for the UAP Grant online through the UAP Portal.

Background

2. EDB has launched the UAP since the 2004/05 school year. The UAP is a comprehensive support programme for personal growth. It aims at enhancing primary students' resilience in coping with the challenges they have to face as they grow up. Findings from students' evaluation questionnaires indicated that students who have participated in the UAP generally made progress in emotion management, conflict resolution, goal setting and interpersonal relationship. Both parents and teachers considered that the project would enhance students' optimism, sense of belonging towards their families and schools, communication skills and co-operation with others.

Implementation Details

Content of the UAP

3. The UAP includes Universal Programme (UP) and Intensive Programme (IP), aiming at helping students acquire the necessary knowledge, skills and attitudes when facing adversities. The UP is a guidance curriculum on resilience, targeting at all Primary 4 to 6 students. The IP is a series of small group, adventure-based parent-child activities, targeting at Primary 4 students identified to have greater need for guidance.

Universal Programme (UP)

4. All primary schools are encouraged to implement the UP to build a resilience culture in their schools. An outline of the UP is attached at Annex 1. A resource package on the UAP, which includes the implementation strategies, teaching plans and teaching demonstrations of the UP as well as the rationales of resilience and a series of school activities on resilience culture, has been uploaded onto the EDB webpage (<https://www.edb.gov.hk>) **【Teachers Related > Student Guidance and Discipline Services > Projects and Services > Understanding Adolescent Project (Primary)】**. Schools are encouraged to integrate the UP into Personal Growth Education of the Comprehensive Student Guidance Service. All schools may refer to the materials to design appropriate school-based curriculum to enhance students' resilience. Please refer to the 2012 revised version of Personal Growth Education and Resources of Personal Growth Education from the EDB webpage (<https://www.edb.gov.hk>) **【Teachers Related > Student Guidance and Discipline Services > Projects & Services > Student Guidance Services > Comprehensive Student Guidance Service】** for further information.

Resource package on the UAP	
Comprehensive Student Guidance Service and resources of Personal Growth Education	

Intensive Programme (IP) and UAP Grant

5. Besides implementing the UP, schools are encouraged to provide a 3-year IP for students with greater needs for guidance¹ starting from Primary 4 level. Under normal circumstances, schools should arrange all those students who are screened as having greater needs for guidance by the HKSIF to join the IP. Upon completion of the IP in Primary 4, these students should further be arranged to join the Booster Programmes in their Primary 5 and Primary 6 levels so as to consolidate their resilience. To enhance the efficacy of the Booster Programmes to students and their parents, the

¹ Schools should identify students with greater guidance needs by using the "Hong Kong Student Information Form" on the UAP Portal. The online system will automatically analyse the data collected and identify students meeting the criteria for the "Intensive Programme" as "positive" to facilitate schools' provision of appropriate guidance and follow-up to these students.

Primary 5 and Primary 6 Booster Programmes of the approved Primary 4 IP group should be enhanced starting from the 2019/20 school year through adding three group sessions for students and one group session for parents for each level. Schools are also encouraged to promote the benefits of the project among the parents and invite them to actively participate in the IP parent training and parent-child activities at different levels. Continuous training for teachers should also be provided with UAP resources to enhance students' resilience in joint efforts with parents. Details of the IP are in Annex 2. Schools are required to make use of the web-based Hong Kong Student Information Form (HKSIF) on the UAP Portal² (<https://uap.edb.gov.hk>) to identify target students for IP. The HKSIF is a set of validated tool containing questionnaires to be completed separately by students and teachers and processed by a computer aided analysis system.

6. Government and aided primary schools approved to operate two or more Primary 4 classes in the 2024/25 school year are eligible to apply for the UAP Grant to run the IP for Primary 4 students with greater needs for guidance. To ensure the effectiveness of the IP groups, the optimal group size is 12 to 23 students. Government and aided primary schools wishing to apply for the UAP Grant are required to submit application online through the UAP Portal from **15 April to 31 May 2024**. Late submissions will not be considered. EDB will notify the schools concerned of the application results through the UAP Portal (<https://uap.edb.gov.hk>) by 7 June 2024. For Direct Subsidy Scheme primary schools, the UAP Grant has been subsumed under the unit subsidy and they do not need to apply separately.

7. EDB has enhanced the arrangement of IP starting from the 2019/20 school year. Government and aided primary schools which have been approved of the UAP Grant and wishing to cater for more students-in-need may apply for the additional grant to conduct one or two more IP groups. With parental consent, schools are required to conduct the screening for the 2024/25 Primary 4 students-to-be / Primary 4 students with the web-based HKSIF on the UAP Portal during the period of 3 June to 29 November 2024. If 24 or above Primary 4 students-to-be / Primary 4 students are identified as having greater needs for guidance³ and the schools are committed to conducting 2 IP groups, or 36 or above are identified as having greater needs for guidance and schools are committed to conducting 3 IP groups, they are required to apply for the additional grant online by **6 December 2024**. Late submissions will not be considered. EDB will notify the schools concerned of the results through the UAP Portal by 13 December 2024. Details of the application procedures, grant rates, and disbursement of the UAP Grant are in Annex 3. To address the needs of individual schools, schools may flexibly

² The HKSIF CD-ROM (2006) is no longer applicable.

³ Schools should identify students with greater guidance needs by using the "Hong Kong Student Information Form". The online system will automatically analyse the data collected and identify students meeting the criteria for the "Intensive Programme" as "positive", and schools may apply for additional grant according to the number of students concerned.

deploy and combine the related guidance grants. For instance, schools may consider procuring IP together with the Comprehensive Student Guidance Service through the same quotation for synergising effect.

“UAP Guides” Award Scheme

8. EDB has set up the “UAP Guides” Award Scheme, aiming at encouraging and honoring the Primary 5 and Primary 6 IP students’ active participation in the school / community services to extend their experiential learning on personal growth while acknowledging their continuous improvements. Schools are encouraged to establish a school-based “UAP Guides Service Team” where members can wear “UAP Guides” badges provided by EDB when participating in regular school-based activities and services or those under the Comprehensive Student Guidance Service, which would further promote the resilience culture within the school. By the end of the school year, individual members with excellent performance would be recommended openly and awarded the “UAP Guides Certificate of Merit” issued by EDB on celebration of success ceremony or speech day. The scheme would help consolidate students’ positive and optimistic attitude as well as further enhance their sense of competence and belonging to their school, families and the community. Details of the programme have been uploaded onto the UAP Portal and the EDB webpage (<https://www.edb.gov.hk>) *【Teachers Related > Student Guidance and Discipline Services > Projects and Services > Understanding Adolescent Project (Primary)】*.

Evaluation

9. Schools receiving the UAP Grant are required to incorporate their review of the effectiveness of the IP and the use of the Grant into the Evaluation Report on Comprehensive Student Guidance Service. Schools can use the Students’ Questionnaire in Annex 4 to collect students’ views on the IP. Details of the holistic assessment of the IP are stated on P.33 and Annex 10 to 12 of the Users’ Manual III of the Resource Package on the UAP on the EDB webpage (<https://www.edb.gov.hk>) *【Teachers Related > Student Guidance and Discipline Services > Projects and Services > Understanding Adolescent Project (Primary)】*.

Briefing cum Sharing Session

10. A briefing cum sharing session will be held on 12 April 2024 by EDB to disseminate effective strategies for implementation of UAP as well as points to note for the application procedures for the UAP Grant. For details of the Briefing cum Sharing Session, please refer to Course ID SE0020240100 of the EDB Training Calendar.

Enquiries

11. Enquiries should be directed to the Guidance and Discipline Section at 2863 4782.

Ms Mandy HO

for Secretary for Education

c.c.: Heads of Direct Subsidy Scheme primary schools, private primary schools and Heads of Sections – for information

Outline of the Universal Programme (UP)*

	<u>Module</u>	<u>Key Content</u>	<u>Primary 4</u>	<u>Primary 5</u>	<u>Primary 6</u>	<u>Total No. of Sessions</u>
Competence	Emotion management	Adequately express and handle one's emotion	1. Source of emotion 2. Emotion which generates energy 3. Emotion which consumes energy	1. The importance of giving vent to one's emotion 2. Methods of giving vent to one's emotion	1. Understanding the source of stress 2. Methods of handling stress	7
	Social skills	Communication skills	1. Communication pattern and obstacles 2. Verbal and non-verbal communication	1. Developing inter-personal skills (active listening) 2. Co-operation skills 3. Inter-personal skills ~ empathy (elementary)	1. Skills of self-expression and accepting others 2. Types of friends	7
	Problem solving	1. Seek help	1. Steps of problem solving 2. Methods of problem solving	1. Use of resources 2. Choosing suitable method of problem solving	1. Skills of seeking help	5
		2. Resistance to Temptation (enriched topic)		1. Critical thinking and decision-making for the right choices 2. Applying problem-solving skills to resist temptations		4
	Goal setting	Goal setting skills	1. The importance of goals 2. Criteria of goals	1. Realising the goals	-----	3
Optimism	Optimism	Positive thinking on causal attribution	-----	1. Optimistic thinking pattern	1. Internal thinking vs. external thinking 2. Global thinking vs. specific thinking 3. Permanent thinking vs. temporary thinking	4
					Conclusion	1
No. of sessions			9	9		31
				4 (enriched curriculum)		

* For details, please see the Users' Manual of the Resource Package on the Understanding Adolescent Project (Primary) on the EDB webpage.
<http://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html>

Activities of the Intensive Programme (IP)*

Levels	Name of activities	No. of sessions and hours	Objectives	Targets			Co-ordinator	Conductor
				Students	Teachers	Parents		
Primary 4	Teacher workshop	(2 sessions) Total 7 hrs	To enhance teachers' skills in handling students' problems and their communication skills with students		✓		✓	✓
	Parent workshop	(4 sessions) Total 8 hrs	To assist parents in enhancing their parenting skills and communication skills with their children			✓	✓	✓
	Orientation session	(1 session) 1hr	Introduction of the activities	✓		✓	✓	✓
	Launching ceremony	(1 session) 1hr	To conduct a launching ceremony and to lay down rules with students for the groups	✓	✓	✓	✓	✓
	Small group session	(6 sessions) Total 9 hrs	To increase students' resilience through group experience	✓			✓	✓
	Day camp	(2 sessions) Total 7 hrs	To enable students to have a basic understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students	✓			✓	✓
	Overnight camp	2 days 1 night Total about 16 hrs	To enable students to have an in-depth understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students	✓			✓	✓
	Volunteer services	(2 sessions) Total 4 hrs	To arrange students to carry out community services/voluntary work and make contributions to the groups in need of help in the community or help community building, in order to foster their sense of belonging towards the community	✓			✓	✓
	Parent-child evening camp	(2 sessions) Total 7 hrs	To foster the mutual support between parents and children and to increase their communication	✓		✓	✓	✓
	Parent-teacher sharing session	(2 sessions) Total 2 hrs	To enhance the mutual support and communication between parents and teachers so as to create a "resilience culture" to help the growth of students		✓	✓	✓	✓
Primary 5 Booster programme	Closing ceremony	(1 session) 1 hr	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit	✓	✓	✓	✓	✓
	Total: 63 hrs							
	Small group session	9 sessions of students groups and 1 session of parent workshop including an individual session Total 32 hrs	To further enhance the participating students and their parents' understanding of and exposure to "resilience": *To enhance students' sense of belonging towards their schools as well as their attitude towards temptations for daily application *To assist parents in further enhancing their parenting and communication skills for positive parent-child relationship	✓			✓	✓
	Outing							
	Individual session							
	Parent workshop					✓	✓	✓

Levels		Name of activities	No. of sessions and hours	Objectives	Targets		Co-ordinator	Conductor
Primary 6	Booster programme				Students	Teachers		
Primary 6	Booster programme	Small group session	9 sessions of student groups and 1 session of parent workshop including an individual session Total 32 hrs	To further enhance the participating students and their parents' understanding of and exposure to "resilience": *To enhance students' sense of belonging towards their schools and/or the community as well as their sense of optimism for daily application *To assist parents in further enhancing their parenting and communication skills for positive parent-child relationship	✓		✓	✓
		Outing						
		Individual session				✓	✓	✓
		Parent workshop						

* For details, please see the Users' Manual of the Resource Package on the Understanding Adolescents Project(Primary) on the EDB webpage. (<http://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html>)

Understanding Adolescent Project (Primary) Grant 2024/25
Application and Administration Procedures,
Disbursement of the Grant and Accounting Arrangements

(I) Application and Administration Procedures

The application and administration procedures are summarised below:

Government and Aided Primary Schools applying for the UAP Grant to conduct IP	
12 April 2024	UAP Briefing cum Sharing Session
15 April 2024 to 31 May 2024	Schools submit application of the Basic Grant through the UAP Portal
On or before 7 June 2024	EDB notifies schools of the results of application through the UAP Portal
3 June 2024 to 29 November 2024	All UAP schools have to screen the 2024/25 Primary 4 students-to-be / Primary 4 students with the web-based HKSIF through the UAP Portal at an appropriate time, before the summer vacation / after the commencement of the new school year. (The screening results will be sent to EDB automatically.)
2 October 2024 to 31 December 2024	Schools submit the Mid-year Survey through the UAP Portal
2 May 2025 to 29 August 2025	Schools submit the Year-end Survey through the UAP Portal
Schools which need to apply for additional grant to conduct <u>TWO</u> or <u>THREE</u> IPs	
3 June 2024 to 6 December 2024	<p>Schools apply for the additional grant online through the UAP Portal (Note: The number of eligible students* identified by HKSIF must be at least 24 for TWO IPs and at least 36 for THREE IPs respectively.)</p> <p><i>*Schools should identify students with greater guidance needs by using the "Hong Kong Student Information Form". The online system will automatically analyse the data collected and identify students meeting the criteria for the "Intensive Programme" as "positive".</i></p>
On or before 13 December 2024	EDB notifies schools of the results of application through the UAP Portal

(II) Enhanced Rates and Disbursement of UAP Grant

(1) The enhanced UAP Grant* will be released in three years as follows:

Year	Programme/Target students	Annual rate for each school operating ONE IP (in HK dollars) (a)	Annual rate of the additional grant for each school operating one more IPs (in HK dollars) (b)	Total annual rate for each school operating TWO IPs (in HK dollars) (c) = (a)+(b)	Total annual rate for each school operating THREE IPs (in HK dollars) (d) = (b)+(c)
First Year (2024/25 School Year)	IP/ Primary 4 students (identified in the 2024/25 school year)	114,118	100,286	214,404	314,690
Second Year (2025/26 School Year)	Booster Programme of the IP/Primary 5 students (identified in the 2024/25 school year)	17,295	17,295	34,590	51,885
Third Year (2026/27 School Year)	Booster Programme of the IP/Primary 6 students (identified in the 2024/25 school year)	17,295	17,295	34,590	51,885
Total amount of the UAP Grant for a period of three years		148,708	134,876	283,584	418,460

* The rates of the UAP Grant are subject to adjustment in accordance with the annual movement of the Composite Consumer Price Index.

(2) Adjustment of the UAP Grant

UAP Grant has been one of the constituent items in the Special Domain of Operating Expenses Block Grant (OEBG)/ the School Specific Grant of Expanded OEBG or Expanded Subject and Curriculum Block Grant (ESCBG). The rates of the Grant are subject to adjustment in accordance with the annual movement of the Composite Consumer Price Index. Schools should refer to the relevant circular issued by EDB in August each year relating to the revised rates for the 2024/25 school year.

(3) Use of the UAP Grant

In the annual plan and evaluation report on Comprehensive Student Guidance Service, schools should state the use of the UAP Grant with a clear breakdown of all expenses in the implementation of the IP. Here are some approved expenses for reference:

- (a) Organising IP-related activities (the activities must be carried out in Hong Kong)
 - Hiring external service providers to implement the IP
 - Subsidising students, parents and teachers to join IP-related training camps or group activities (exclusive of expenses on meals)
 - Organising staff training activities to facilitate the implementation of the UAP (Primary) (exclusive of expenses on meals)
- (b) Purchasing reference materials on student guidance or materials in support of the IP (not exceeding 5% of the rate for the first year)
 - Purchasing prizes or gifts for IP-related training camps or group activities
- (c) Others (not exceeding 5% of the rate for the first year)
 - Launching promotional activities of the UAP (Primary), e.g. pamphlets, newsletters or exhibition boards.

Schools are advised to hire service provider with experience in youth services and/or the following professionals to implement the IPs:

- (a) Registered social workers with practical experience;
- (b) Educational psychologists (with recognised professional qualifications);
- (c) Clinical psychologists (with recognised professional qualifications); or
- (d) Professionals with equivalent qualifications and experience.

(III) Sexual Conviction Record Check Scheme

To further safeguard the well-being of students so as to protect students against sexual abuse, schools are advised to take great importance to the professional conduct of the staff providing services for children. Schools must adopt “Sexual Conviction Record Check Scheme” operated by the Police in their appointment procedures. Schools can refer to the website of SCRCS (<https://www.police.gov.hk>) and EDBC No. 14/2023 on “Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools” for details.

(IV) Financial and Accounting Arrangements

When purchasing goods and services, government schools should observe the Stores and Procurement Regulations, Financial and Accounting Regulations, Standing Accounting Instructions and other related rules and regulations. IMC/Non-IMC aided schools should observe the relevant financial regulations set out in the updated circular memorandum on OEBG and Expanded OEBG each year. When hiring external services for the provision of the IP under the UAP (Primary), aided schools should observe EDBC No. 4/2013 on “Procurement Procedures in Aided Schools”.

Understanding Adolescent Project (Primary)
Post-Activity Assessment (For Primary 4, 5 and 6)
Intensive Programme (Primary _____ in the _____ / _____ school year)

Students' Questionnaire

On the whole, do you think the Understanding Adolescent Project (UAP) is useful? Please put a against the most appropriate answer.

Useless Useful Very useful

Do you think the UAP is useful to you in the following aspects (Item 1–26)? Please circle the answer you consider to be the most appropriate.

	Useless	Useful	Very useful		Useless	Useful	Very useful
1. Positive attitude towards life	1	2	3	14. Being willing to improve your own weaknesses	1	2	3
2. Communication with teachers	1	2	3	15. Ability of self-reflection	1	2	3
3. Communication with classmates	1	2	3	16. Helping others	1	2	3
4. Respect towards others	1	2	3	17. Accepting others	1	2	3
5. Co-operation with classmates	1	2	3	18. Accepting yourself	1	2	3
6. Being willing to accept others' advice	1	2	3	19. Willing to face and overcome difficulties	1	2	3
7. Control of your own emotion	1	2	3	20. Appropriate expectation for yourself	1	2	3
8. Actively express your own emotion, ideas and opinions	1	2	3	21. Being sure of your own value	1	2	3
9. Being positive in handling things	1	2	3	22. Behaviour in class	1	2	3
10. Allocation of time	1	2	3	23. Ability of solving problems	1	2	3
11. Work according to the established goals	1	2	3	24. Seeking help from teachers or social workers when encountering difficulties	1	2	3
12. Sense of responsibility in work	1	2	3	25. Choosing friends	1	2	3
13. Patience in work	1	2	3	26. Sense of belonging for the school	1	2	3