

**P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme
(2009/10 to 2011/12 school years)**

Frequently Asked Questions

-- Implementation --

- 1. Is it possible to start implementing the programme before the start of each school year?**

Yes. Participating schools may start implementing the programme before the start of each school year provided that the teachers and social workers involved have received the 20-hour training of the respective secondary levels. Nevertheless, the applicants must consult the Research Team and include such arrangement in the application forms.

- 2. Each unit in the Tier 1 Programme will last for 30 minutes. If the class period of a school lasts for 40 minutes, can teachers and social workers modify the proposed number of hours of the Programme?**

If the class period lasts for 40 minutes, the worker can use the 40 minutes to run the 30-minute unit. It is acceptable that the number of implemented hours exceeds the proposed hours. On the contrary, it is unacceptable if the number of implemented hours is less than the number of proposed hours.

- 3. Since the number of students involved in the Project is quite substantial, will the activities be carried out in a large group or small group format?**

The basic unit of implementation for the Tier 1 Programme is class (i.e., the activities will be conducted in each class). During the implementation process, small group activities will also be used.

- 4. Must the Tier 1 Programme be implemented during class period? Can cross-border activities be organised in the Tier 2 Programme?**

The Tier 1 Programme can be implemented during class period or outside class period. For the Tier 2 Programme, we encourage NGOs/schools to adopt different models and methods, in order to best fit the schools' and the students' need. The activities should be written in the application forms in details, to facilitate the vetting process of the Social Welfare Department (SWD) and the Research Team. The manpower ratio, safety measures and purchase of insurance should be considered no matter the activities are held in Hong Kong or across the border.

5. Can we implement the Tier 1 Programme in the format of a camp (e.g., 3 days and 2 nights)?

Generally speaking, we do not encourage implementation of the programme in an over-intensive manner. Besides, the use of camp will create heavy programme expenses such as camp fee.

6. Is it necessary for the teachers to design the curriculum if the school intends to integrate the Tier 1 Programme into the school curriculum?

No. There is no need for the teachers of the participating schools to design the curriculum if they intend to integrate the Tier 1 Programme into the school curriculum. The Research Team has developed a set of user guide and teaching manuals for each level. Based on these teaching materials, teachers will not have much difficulty in implementing the Tier 1 Programme. Moreover, case studies have shown that schools did not demonstrate great difficulty in the incorporation of the Tier 1 Programme into the school curriculum. (For details please refer to Research Team's website at <http://www.paths.hk>).

7. Most of the schools have Integrated Humanities and Moral Education programmes, the content of which may somehow overlap with the Tier 1 Programme. In what way the Tier 1 Programme may be integrated with these programmes? Can sessions of P.A.T.H.S. curriculum be used to replace some of the Moral Education sessions? If the school teachers consider the current moral education programme can better meet the needs of their students than the Tier 1 Programme, can they adopt their own programme in place of the Tier 1 Programme?

Moral competence is only one of the 15 positive youth development

constructs in the Tier 1 Programme. As such, it would not overlap with the Moral Education programme to a large extent.

We encourage schools to incorporate the Tier 1 Programme into the school curriculum, such as incorporating some units of the P.A.T.H.S. curriculum into some sessions of Moral Education and Integrated Humanities, etc. Schools can also consider regarding part or the full curriculum of Project P.A.T.H.S. to be a separate subject. Schools are recommended to understand more about the Tier 1 Programme and integrate it into the school curriculum as appropriate. Case studies have shown that incorporating P.A.T.H.S. into formal curriculum is feasible and beneficial to students.

In view that fidelity in programme implementation is important, schools participating in the Project are expected to implement the Tier 1 Programme according to the teaching manuals developed by the Research Team. For further enquiries related to the curriculum and teaching manuals of Project P.A.T.H.S., please contact the Research Team or refer to the Research Team's website at <http://www.paths.hk>.

8. If 10-hour core programme was chosen as the Tier 1 Programme, can units be selected with regard to the school's need?

The units included in the 10-hour core programme are listed in the teaching manuals of Project P.A.T.H.S. If schools would like to select other units for the Tier 1 Programme, prior discussion with the Research Team is required and the proposed units of the core programme should be listed on the application forms.

9. What are the requirements for the social workers implementing the Tier 1 Programme in terms of qualification and working experience?

The social workers primarily responsible for the implementation of the Tier 1 Programme are required to have fulfilled all the three conditions as listed below:

- i. Being a Registered Social Worker;
- ii. Holding a university degree or having at least two years' social work

experience in young people service; and

iii. Having received the 20 hours of training under the Project.

10. What are the roles of schools and teachers in the implementation process?

The successful implementation of the programme depends very much on the full support of the school and teachers. If the teachers have difficulty in participating in the Tier 1 Programme, social workers can solely undertake the task. The Tier 1 Programme is designed in a way that it can be undertaken by one worker. If teachers can participate in implementing the Programme, they will receive 20 hours of training before programme implementation.

11. While the Tier 1 Programme involves the participation of the whole class, is it recommended for the teachers to be primarily involved in implementing the Tier 1 Programme?

Generally speaking, teachers are supposed to have better understanding of the classes and thus in a more favourable position in implementing the Tier 1 Programme. However, if social workers are able to make the best use of the introductory lesson(s) and other opportunities to establish rapport with the students, they are also suitable candidates to implement the Programme.

12. Do we expect school social workers and form teachers to be fully involved in both the Tier 1 and Tier 2 Programmes? What will be the respective roles of the school social workers and the additional staff employed?

The applicant NGOs/schools are expected to, in consultation with the schools concerned, decide on the involvement and division of work among social workers and teachers in the implementation of the Tier 1 and Tier 2 Programmes. Regarding the respective roles of the school social workers and the additional manpower, applicant NGOs/schools may consult with the respective schools in determining a pertinent arrangement having regard to the needs of students and unique situation of the schools.

13. How much time do the teachers have to spend on the Project? What is the minimum requirement?

If a school incorporates the Tier 1 Programme in the school curriculum, the extra workload to be undertaken by the teachers is expected to be minimal. The applicant NGOs/schools are expected to discuss and determine the involvement and division of work among social workers and teachers in the implementation of programmes. Moreover, they may consider utilising part of the funding provision in hiring additional manpower for rendering necessary support to the schools.

14. For the social workers or teachers who have not received the training in relation to the Tier 1 Programme, can they join to implement the Project?

Yes, provided that the social workers or teachers primarily responsible for implementing the project have received the training.

15. Can school social workers collaborate with social workers in the Integrated Children and Youth Services Centres to implement the Programme?

Yes, provided that the social workers primarily responsible for the implementation of the Programme have fulfilled all the three conditions as listed in Question 9 above.

16. Is it necessary for the Tier 2 Programme be implemented sequentially to the Tier 1 Programme?

Depending on the unique situation of the school and the needs of students, the Tier 2 Programme can be implemented sequentially to or concurrently with the Tier 1 Programme.

17. For those who participate in the Tier 2 Programme in the junior secondary years (i.e., Secondary One to Secondary Three), must they be the same cohort of students?

Subject to the needs of students, applicant NGOs/schools have flexibility in making the arrangements.

18. Can social workers and teachers use personal judgment to recruit students for the Tier 2 Programme?

Teachers and social workers can use multiple methods (including worker's impression) and information collected via multiple sources to identify needy students for the Tier 2 Programme. It is however not advisable for social workers and teachers to identify participants for the Tier 2 Programme solely by their impressions.

19. 19. What can be done if a student repeats?

If a student repeats at a certain level, he/she has to join the Programme at that particular level again.

20. Is it appropriate for schools to implement the Tier 2 Programme by teachers only, i.e., without the participation of school social workers?

The applicant NGOs/schools are expected to, in consultation with the schools concerned, decide on the involvement and division of work among social workers and teachers in the implementation of the Tier 1 and Tier 2 Programmes. Generally speaking, teachers are supposed to have better understanding of the classes and thus in a more favourable position in implementing the Tier 1 Programme. However, if the teachers have difficulty in participating in the Tier 1 Programme, social workers could assist or solely undertake the task. On the other hand, as Tier 2 Programme aims to provide a deeper level of training to students who have greater psychosocial needs as identified through multiple methods, the social workers should take the lead to develop suitable programmes to meet the needs of students and implement the programmes, with the assistance of teachers or other professionals if necessary.

21. Will there be P.A.T.H.S. curriculum for senior secondary levels? Can the schools select some of the units of the P.A.T.H.S. curriculum to be

taught in the ‘Other Learning Experience’ lessons in the new senior secondary curriculum?

Currently, the Project P.A.T.H.S., including the curriculum and teaching manuals of the Tier 1 Programme, is designed for Secondary One to Secondary Three students. Regarding the curriculum package as a whole, we expect that the schools to deliver the Tier 1 Programme according to the teaching manuals of the respective secondary levels designed by the Research Team.

22. Does the Research Team provide any support to colleagues during the implementation process?

The Research Team launched the “Co-Walker” Scheme (「同行者」計劃) on 1st December 2006. The basic purposes of this scheme are to provide support to workers who are implementing the Tier 1 Programme and to enhance the communication between the Research Team and the schools participating in Project P.A.T.H.S. Under this scheme, a colleague of the Research Team will serve as a resource person for a participating school in each school year who will: a) provide support to teachers, social workers and allied professionals who are implementing the Tier 1 Programme of the Project; b) ensure that the communication between the Research Team and the schools as well as the school social work service units is efficient and effective; and c) visit the schools on a regular and non-disturbing basis as a friendly gesture of support. In addition, sharing sessions and conferences will be held to promote exchange among colleagues in the field.

23. With experience gained in the implementation, teachers and social workers may have accumulated some practice wisdom. Will there be any occasions or forums for sharing among fellow colleagues?

Yes. The Working Meeting on Project P.A.T.H.S. and the Research Team will explore feasible ways for facilitating sharing among the colleagues. Moreover, applicant NGOs/schools are encouraged to hold regular session for sharing of good practices within the agencies/schools. The sectors may also consider sharing the information through venues such as youth symposium. Besides, the Research Team would invite NGOs/schools

having good practices for sharing as appropriate.

24. In the past four years of implementation, how is the progress of incorporating the Tier 1 Programme into the junior secondary school curriculum?

According to our statistics, around 60% of the schools participating in the Full Implementation Phase incorporated the Tier 1 Programme into their formal curriculum partially or completely. We hope that through the implementation of P.A.T.H.S. in 2009/10 to 2011/12 school years, the schools could consolidate the implementation experiences in integrating the Tier 1 Programme into the school junior secondary curriculum, fitting the Project into the school based project which suits the schools' culture and students' needs. In addition, research findings have shown that incorporating the Project P.A.T.H.S. into junior secondary curriculum is feasible and can obtain high effectiveness.