

**Report of the Task Force on  
Prevention of Youth Suicides  
to the Chief Executive**

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## **Executive Summary**

1. The Hong Kong Special Administrative Region Government (“the Government”) attaches great importance to the mental well-being of young people and spares no efforts in the prevention of youth suicides. This Report summarises the work of the cross-Bureaux/Departments (“B/Ds”) Task Force on Prevention of Youth Suicides (“the Task Force”) in taking stock of existing strategies/services by various B/Ds and suggesting areas for enhancement.

### **Chapter 1**

2. Chapter 1 sets out the objective and composition of the Task Force, and takes stock of the implementation of recommendations of the Committee on Prevention of Student Suicides in 2016.

### **Chapter 2**

3. Chapter 2 reviews existing strategies and services by explaining the three-tier pyramidal model (i.e. universal, selective and indicated) and multi-disciplinary service delivery model (in the four domains of education, social and family, health and community) to articulate the current multi-tier and cross-sectoral strategy and service delivery in the Government’s work to tackle the problem of youth suicides. It elaborates on specific efforts of the Government in (i) nurturing positive values; (ii) identifying and supporting vulnerable youth and (iii) supporting youth with suicidal risks.

### **Chapter 3**

4. Chapter 3 proposes 13 recommendations in enhancing Government strategies and services in order to better meet service gaps and the multi-faceted needs of young people and their parents. These recommendations cover the following areas:

Recommendation 1: provision of one school social worker for each primary school and enhancing social work services for pre-primary institutions **[2018-19 Budget]**;

Recommendation 2: strengthening of life education and resilience building;

Recommendation 3: improving the quality of homework and enhancing assessment literacy;

Recommendation 4: enhancing mental health promotion and public education;

Recommendation 5: enhancing the work of Commission on Children;

Recommendation 6: exploring the feasibility of a large-scale campaign “Caring for Our Kids”;

Recommendation 7: enhancing Student Mental Health Support Scheme (“SMHSS”);

Recommendation 8: enhancing training for teachers;

Recommendation 9: enhancing services of Integrated Community Centres for Mental Wellness (“ICCMWs”);

**Recommendation 10: enhancing services of Integrated Family Service Centres (“IFSCs”)/Integrated Services Centres (“ISCs”) [2018-19 Budget][2017 Policy Address]**

Recommendation 11: enhancing child and adolescent psychiatric service;

Recommendation 12: increasing the capacity of specialist outpatient clinics; and

Recommendation 13: exploring the possibility to involve non-governmental organisations (“NGOs”) to provide early services to the needy youth.

#### **Chapter 4**

5. Chapter 4 summarises various challenges faced by the Government, relevant professionals and the community at large in the prevention of youth suicides and points to the longer term solutions in addressing the problems such as home-school co-operation, parent education, school curriculum review, changing the university admission approach, possible use of artificial intelligence (“AI”) in the prediction and prevention of suicides, and overall planning and coordination of cross-sectoral work on mental health issues by the Advisory Committee on Mental Health (“ACMH”). Continuous efforts by relevant Government B/Ds, as well as various stakeholders would be required to effectively tackle the problem of youth suicides.

## **Chapter 1 – Scope of Work of the Task Force**

### ***1.1 Objective of the Task Force***

6. The Chief Executive (“CE”) has asked the Secretary for Labour and Welfare (“SLW”) to form and coordinate a cross-B/Ds Task Force to look into the issue of youth suicides, in particular, to take stock of the progress of implementing the recommendations set out in the Final Report of the Committee on Prevention of Student Suicides (“CPSS”) released in November 2016, and to consider if existing measures and services could be strengthened and further measures introduced.

### ***1.2 Composition of the Task Force***

7. The Task Force was set up in November 2017. Chaired by SLW, the Task Force comprises representatives from Labour and Welfare Bureau (“LWB”), Education Bureau (“EDB”), Food and Health Bureau (“FHB”), Home Affairs Bureau (“HAB”), Department of Health (“DH”), Social Welfare Department (“SWD”) and Hospital Authority (“HA”). The Membership List and Terms of Reference of the Task Force are at [Annex A](#). The Task Force has convened a total of four meetings since November 2017, and has completed its work with the submission of the current report to CE in October 2018.

### ***1.3 Implementation of recommendations of the Committee on Prevention of Student Suicides in 2016***

8. Suicide is a complex behaviour which is often not the result of a single cause but the interplay of complicated biological, psychological, cognitive, social, cultural, or other environmental factors. According to

the figures of the Census and Statistics Department (“C&SD”)<sup>1</sup>, the total number of suicide deaths and that for those in the 6-25 age bracket from 2011 to 2017<sup>2</sup> are given below:

Year	Number of suicide deaths	Number of suicide deaths aged 6-25	Proportion of suicide deaths aged 6-25 among all suicide deaths (%)
2011	866	82	9.5
2012	912	89	9.8
2013	941	82	8.7
2014	920	64	7.0
2015	924	73	7.9
2016	921	94	10.2
2017	835	76	9.1

While the number of suicides for the 6-25 age bracket fluctuates from year to year, there has not been a discernable upward trend. Breakdown of C&SD’s figures can be found at **Annex B**.

9. While the contributing factors to each suicide are different, suicide of an individual usually happens with warning signs, and as such early detection and intervention would be of critical importance. With that in view, EDB set up CPSS in March 2016 to examine the possible causes of the spate of student suicides in 2015/2016 school year based on the analysis of the latest available data as well as reference drawn from global research; advise on the areas of existing services related to suicide prevention that could be strengthened; and propose measures to prevent student suicides. Its investigation revealed that multiple factors interacted and contributed

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<sup>1</sup> C&SD also provided the statistics on suicides to an inter-departmental Working Group on Suicide established in 2001 which has since been wrapped up with the Government adopting a more targeted approach in tackling the issues concerning suicides in targeted groups such as the students and youths.

<sup>2</sup> The suicide death figures presented in the table are compiled based on the suicide deaths occurring in a specified year, which have been confirmed as at June 2018. They do not cover deaths occurring in that year which have not yet got a verdict by the Coroner's Court and registered with the Immigration Department. Related figures may be revised when new information is available.



to students' suicidal behaviours, including mental health issues, psychological concerns, family relationship, adjustment and peer relationship problems, school adjustment and academic stress, etc..

10. The CPSS made recommendations in five categories, namely –
  - (a) Enhancement of Student Support at Schools and Post-secondary Institutions;
  - (b) Enhancement of Support to Families;
  - (c) Enhancement of Roles of Traditional and Social Media;
  - (d) Promotion of Multiple Articulation Pathways; and
  - (e) Other Related Views on the Education System.

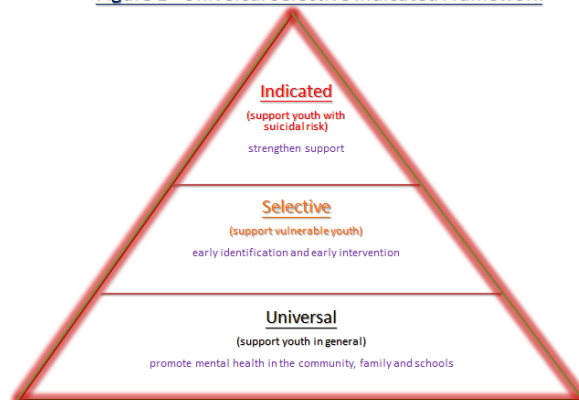
11. The CPSS Report has offered a detailed analysis of the problem of student suicides from the 2013/14 to 2015/16 school years in Hong Kong, including suicide rate, means and plan, gender and class levels, clusters and contagions as well as various risk factors. The Task Force noted the analysis and background information as detailed in the CPSS Report, and took stock of the progress of implementation of the recommendations of the CPSS Report. Relevant Government B/Ds have been proactively and diligently following up the 28 initiatives/recommendations of the CPSS Report. This report seeks to give an update of B/Ds' efforts in taking forward the recommendations of the CPSS Report, with the progress of follow up actions summarised in **Annex C**, and make further recommendations on areas for enhancement.

## Chapter 2 – Review of Existing Strategies and Services

### 2.1 *Three-tier Pyramidal Model*

12. As reflected in the CPSS Report, the Government’s overall strategies and the cross-B/Ds efforts in tackling youth suicides could be best captured by a three-tier pyramidal model representing three levels of services and programmes, namely, Universal, Selective and Indicated. (Figure 1). The Universal Tier refers to universal prevention. It covers programmes and services that support youth in general by promoting mental health in the community, family and schools. The Selective Tier seeks to support vulnerable youth through early identification and early intervention. The Indicated Tier caters to youth with suicidal risks by providing strengthened support and remedial services. The three tiers are inter-related and must be coordinated in the sense that the work and services in each tier must not lose sight of other tiers. For example, the cases of vulnerable youth in the Selective Tier should be properly managed and supported to avoid premature escalation of cases to the Indicated Tier, with an ultimate goal to return cases to the Universal Tier.

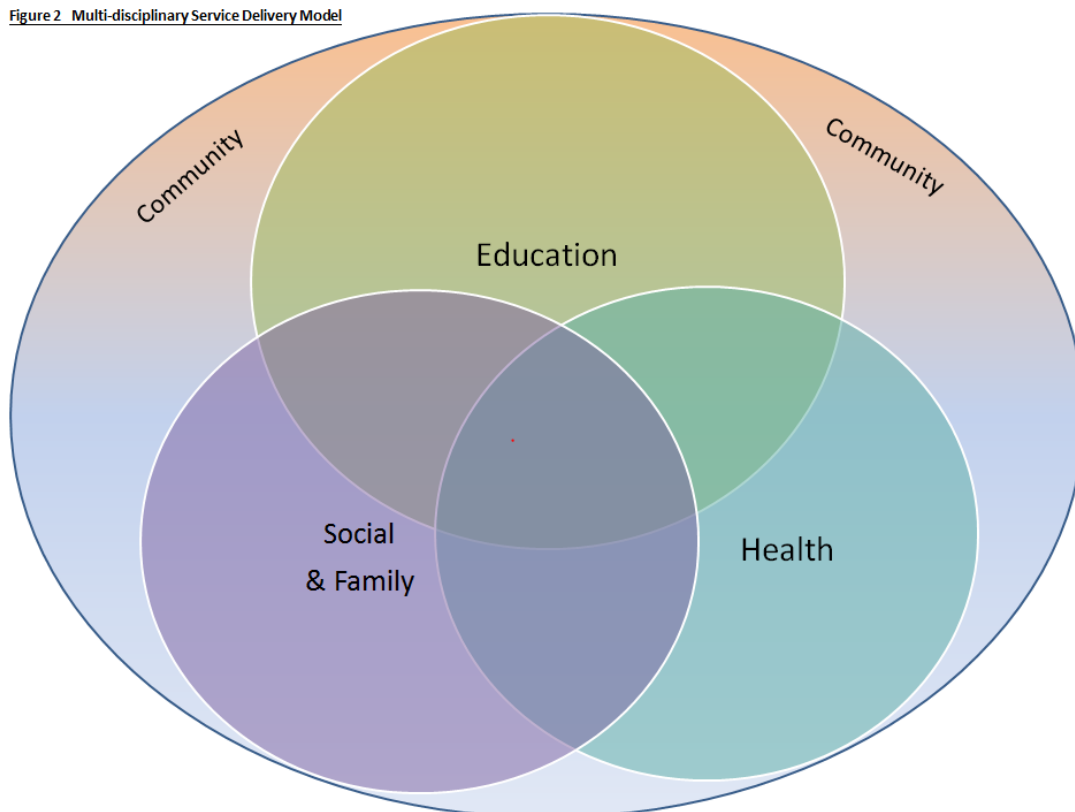
**Figure 1 Universal Selective Indicated Framework**



## 2.2 *Multi-disciplinary Service Delivery Model*

13. The various B/Ds' services and programmes in the three tiers play out in different domains of the life of a young person, such as in education, health, social and family settings as well as in the community. To better illustrate the interplay between these domains and B/Ds' services and programmes, the Task Force has articulated the multi-disciplinary service delivery model in Figure 2. The interfaces of the various domains in the model are where the cross-sectoral collaborations take place.

Figure 2 Multi-disciplinary Service Delivery Model



### **2.3 Existing Services and Programmes**

14. To evaluate B/Ds' progress of implementing the initiatives and recommendations of CPSS, members of the Task Force were asked to take stock of the services and programmes in tackling youth suicides that were under their purview. Special attention was drawn to those multi-disciplinary services and programmes jointly provided by B/Ds as they provide a good reference to the Government in developing more targeted and effective services for youth in need.

15. The aforementioned three-tier model and multi-disciplinary service delivery model facilitated the Task Force to better visualise the interaction of B/Ds' various services and programmes in tackling youths suicides. The visual presentation of the B/Ds' services and programmes in the aforesaid models is set out in **Annex D**, details of which are further set out in the ensuing paragraphs.

### **2.4 Effort in Nurturing Positive Values**

16. As recognised by CPSS, raising the awareness about mental well-being and enhancing mental health are important in the prevention of youth suicides. The World Health Organization has also pointed out that "Universal prevention strategies are designed to reach an entire population in an effort to maximise health and minimise suicide risk by removing barriers to care and increasing access to help, strengthening protective processes such as social support and altering the physical environment"<sup>3</sup>. To this end, the Government has attached great importance to nurturing youths' positive values and strengthening their ability to cope with adversity. B/Ds have launched and enhanced various programmes to build up resilience in youth, promote mental health in schools and the community, provide mental health services, and support parent education in a collaborative manner.

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<sup>3</sup> Preventing Suicide: A Global Imperative, p.30, World Health Organization 2014.

## **Education**

### **i. Life Education in Schools**

17. In primary and secondary schools, learning elements related to understanding and accepting oneself, respecting and treasuring life, emotion management, ways to cope with negative emotions and adversities, etc. are incorporated into different Key Learning Areas/subjects, such as General Studies in primary schools, Life and Society at the junior secondary level and Liberal Studies at the senior secondary level, as well as the Moral and Civic Education curriculum of primary and secondary schools. To facilitate the implementation of life education at schools, EDB has provided schools with diversified and practical learning and teaching materials, including Life Event Exemplars, thematic webpages, education short films, reference materials, and worksheets. Besides, professional development programmes have all along been organised for school principals and teachers. Schools also provide students with related learning experiences through class teachers' periods, school assemblies, service learning, and life-wide learning activities such as talks, visits and services to nurture perseverance and care for others in students for their whole-person development, as well as to broaden their horizons, so that they can exercise proper judgment when they come across challenges and difficulties arising from their different phases of life.

### **ii. Diversified Resilience Building Programmes in Schools**

18. In parallel with the curriculum, EDB actively organises diversified development programmes featuring adventures, team work and problem-solving training, such as the "Understanding Adolescent Project" ("UAP"), the "Enhanced Smart Teen Project" ("ESTP"), and the "Pupil Ambassador Scheme on Positive Living" ("PuAS"), etc., to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. UAP is a

comprehensive support programme for personal growth which aims at enhancing students' resilience in coping with challenges as they grow up. At present, 97% of eligible public sector primary schools have joined UAP. ESTP has been providing disciplinary and physical training, in collaboration with 7 disciplinary forces/uniform groups, to 2 000 secondary students per annum to enhance their self-confidence, discipline, team spirit and resilience. It will expand by 20% by phases in the coming 5 years. In the PuAS, student ambassadors, from 110 primary and secondary schools per annum, learn to build a positive attitude towards life and develop their personal and social abilities in problem-solving in the face of challenges in life through experiential programmes and assisting teachers in implementing school-based activities on promoting positive life messages.

iii. Curriculum Review in Primary and Secondary Schools

19. EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. It is emphasised that schools need to attend to homework load so that their students can have sufficient time to balance study, rest, play and the development of their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and encouraging schools in implementing the suggestions made under the New Academic Structure Review conducted between 2012 and 2015, so as to support schools and meet the diverse learning needs of students. Measures included the following: increasing the flexibility in deploying lesson time by adjusting the three-year senior secondary total lesson time from 2 700 hours to 2 400 +/- 200 hours with the time allocated to "Other Learning Experiences" adjusted from 15% – 35% to 10% – 15% to reduce the curriculum load; trimming, enhancing or updating the curriculum contents and/or assessment arrangements of 23 senior secondary subjects, clarifying the breadth and depth of the curricula of all 24 senior secondary subjects; removing School-based Assessment requirement in 10 senior

secondary subjects and improving its implementation in 13 senior secondary subjects to reduce the workload for both students and teachers; arranging more Applied Learning (“ApL”) courses to register in the Qualifications Register (currently, 34 out of 36 ApL courses have been registered in the Qualifications Register) and increasing learning opportunities for workplace experience, and encouraging students interested in vocational and professional education and training to study one to two ApL courses, so as to cater for their diverse learning needs and interests and to lessen their pressure in pursuing academic subjects that do not suit their interests and abilities.

20. The Task Force on Review of School Curriculum was set up in November 2017 to review the primary and secondary school curricula and to make directional recommendations on, amongst others, how to better cater for students’ diverse abilities, interests, needs and aspirations, and how to optimise the curriculum in creating space and opportunities for students’ whole-person development. More details will be elaborated in Chapter 4.

iv. Bridging Programmes for Secondary 1 and Secondary 4 Students

21. EDB continues to encourage schools to strengthen the element of enhancing students’ mental well-being in the bridging programmes for Secondary 1 and Secondary 4 students. To this end, seminars were conducted for schools on effective practices to deliver bridging programmes after which they were encouraged to make reference to the good practices for planning of their own bridging programmes. In order to have an overview and analysis of the themes and coverage of the bridging programmes conducted at school, three territory-wide surveys on secondary schools were conducted in the 2015/16, 2016/17 and 2017/18 school years.

## **Health**

### v. Student Health Service and Adolescent Health Programme

22. The Student Health Service (“SHS”) of DH promotes mental health to students, parents and the general public through various channels including health talks at Student Health Service Centres (“SHSC”), pamphlets and online health education information. In the 2016/17 school year, about 12 000 health talks covering various topics were conducted at SHSCs and attended by 230 000 students and parents. The Adolescent Health Programme of SHS also provides outreach interactive activities at schools to secondary school students, teachers and parents with the aim to promote adolescents’ psychosocial health. In the 2016/17 school year, the Adolescent Health Programme provided programmes to more than 310 local secondary schools, covering 65 600 students, 300 parents and teachers. Moreover, around 900 teachers, parents and other relevant health and educational workers attended the talks and seminars on mental health promotion.

### vi. Maternal and Child Health Centres

23. Parenting plays an important role in promoting and maintaining mental well-being of children as well as their parents. Maternal and Child Health Centres (“MCHCs”) of DH provide Child Health Service, Maternal Health Service, Family Planning Service and Cervical Screening Programme. Child Health Service is provided to children from birth to five years old and it includes parenting, immunisation, as well as health and developmental surveillance. Parenting education covering a wide range of topics such as care of newborn, infant and young child feeding, child development as well as skills etc. is provided to parents from antenatal to pre-school years of their children through various means including distribution of printed leaflets, audiovisual health education resources, website, electronic media, workshops, public talks and individual counselling to parents if necessary at MCHCs. Children



suspected of having health or developmental problems will be referred to specialist services for further assessment and management. Each year, about 90% of newborn babies of local mothers in Hong Kong attended MCHCs. In 2017, the total child health service attendance was 588 000. About 8 000 referrals (for children from birth to five years old) were made to Child Assessment Service under DH and HA.

vii. Mental Health Direct Hotline

24. HA has established a 24-hour mental health advisory hotline, namely Mental Health Direct Hotline (Tel: 2466 7350) since 2012. The hotline is manned by psychiatric nurses to provide professional advice to patients, their carers and persons in need (including children and adolescents with mental health needs and their parents) on mental health issues.

**Social and Family**

viii. Home-school Co-operation and Parent Education

25. Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called “Smart Parent Net” in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes parent-child relationship, character development, parenting skills and emotional management of parents. The Task Force on Home-school Co-operation and Parent Education was set up under the

Education Commission on 1 December 2017 to review the existing approach and formulate the direction and strategy for fostering home-school co-operation and promoting parent education, with the objective of assisting parents to help their children grow up happily and healthily and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition.

ix. Family Life Education

26. The 21 Family Life Education Units subvented by SWD has been launching programmes to equip children, adolescents and their parents with knowledge and skills to strengthen their ability in coping with life's various challenges. Feedback from the target groups are also systematically collected after their attendance of various programmes in echoing the theme of suicide prevention through the related groups, programmes or service collaboration with primary/secondary schools in the local community. Through the platform of the Working Group on Family Life Education Resource Development, relevant NGOs and concerned stakeholders were advised to strengthen the theme of prevention of suicide in their programmes.

x. IFSCs and ISCs

27. The 65 IFSCs and two ISCs over the territory operated by SWD or subvented NGOs provide a spectrum of preventive, supportive and remedial services to support and strengthen individuals and families. IFSC/ISC social workers conduct comprehensive assessment on the needs of the service users and, through such work strategies as early identification and intervention, service integration as well as partnership with related service stakeholders, offer appropriate services, including those on positive attitude towards life challenges and effective parenting. The Family Resource Unit in IFSCs/ISCs provides developmental and preventive services to families in the community with drop-in services, information

giving, family life education, parent-child activities, educational/developmental groups/programmes, mutual help groups, volunteer development, social networking and outreaching, etc. The main objective is to develop the strength and resilience of individuals and families.

### **Community and Cross-Sectoral Collaboration**

#### xi. “Joyful@HK” and “Joyful@School” Campaign

28. The “Joyful@HK” Campaign (“the Campaign”) was considered by CPSS as an effective platform in promoting mental well-being. It is a three-year territory-wide mental health promotion campaign launched by DH in January 2016 which seeks to encourage the public to integrate three key elements, i.e. “Sharing”, “Mind” and “Enjoyment”, into their daily life. By increasing the public’s knowledge and understanding of common mental health problems of different age groups, such as anxiety disorders for adolescents, the Campaign aims to raise the awareness of people in detecting mental health problems, encourage them to seek help earlier, and reduce misunderstanding and stigmatisation towards mental illness. A series of mass media advertising (including electronic, printed and social media) and publicity activities for various target groups, including adolescents, have been carried out, such as four panel comic strips, Joyful@HK Run, video and photo competitions. Moreover, community partnership programmes targeting adolescents were launched under the Campaign in early 2017 with a view to developing evidence-based interventions and training materials that could be further adopted by community partners.

29. Targeting upper primary and secondary school students, DH and EDB have joined forces in launching “Joyful@School” under the Campaign in the 2016/17 school year which is continued in the 2017/18 and 2018/19 school years to enhance students’ awareness and understanding of mental health, raise their awareness of help-seeking,

reduce the stigma associated with the help-seeking behaviour and strengthen their ability to cope with adversity. Schools either on their own or in collaboration with NGOs can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign. Up to August 2018, more than 660 applications were approved under the Joyful@School Campaign with a total amount of grant for more than \$120 million.

xii. Mindshift+ Educational Programme

30. EDB invited the Department of Psychiatry, the University of Hong Kong to collaborate with schools to conduct mental health promotion programmes through the “Education Development Fund – University Support Programme”, named “Mindshift+ Educational Programme”, from September 2017 to March 2019. Fifteen secondary schools have participated in the Programme to promote mental health education at school and equip students with skills to effectively cope with emotions, as well as to develop caring and inclusive values.

xiii. Infotainment Website - “YouthCan.hk”

31. CPSS recommended making good use of internet and social media in promoting mental health. In this connection, DH has launched an infotainment website “YouthCan.hk” on 25 August 2017. It provides monthly theme(s) relating to the lives of young people with the aims to support teenagers to meet the challenges and handle problems during adolescence by providing health knowledge, basic life skills, and community resources presented in entertaining ways. The “edu-tainment” materials (e.g. infographics, videos, etc.) on the website are self-explanatory. Schools and other institutions can make use of the web information for guiding and sharing with students and their significant others, including parents and teachers, on positive thinking and health related information.

xiv. “Happy Kids Charter”

32. Starting from year 2015-16, the Medical Social Service Unit of Queen Mary Hospital has been promoting the “Happy Kids Charter” which advocates for the mental well-being of students and their parents among schools through collaboration with government departments and NGOs. In 2018-19, the Medical Social Service Unit extends the initiative to cover 3 primary schools by introducing a series of interest classes, interactive workshops, parents’ seminars and sharing sessions among parents and school personnel, etc. in collaboration with schools, the medical professionals and NGOs.

xv. Funding Scheme on Life Education for Young People

33. HAB launched the Funding Scheme on Life Education for Young People in March 2017 on the invitation of the Board of Management of the Chinese Permanent Cemeteries. The Scheme aims to give young people a correct understanding of life values and cultivating positive attitudes towards life by advocating Chinese traditional values. In 2017-18, 12 NGOs were sponsored to organise projects on life education for 40 000 young people aged between 12 and 29 with a total sponsorship amount of \$2 million. To continue the effort, \$3 million has been reserved for the 2018-19 exercise.

## ***2.5 Effort in Identifying and Supporting Vulnerable Youth***

### **Education**

34. Schools serve as a primary network in identifying and supporting vulnerable youths as young people spend considerable amount of time in schools. Teachers and social workers in schools therefore play an important role in supporting youths at the frontline. On the other hand,

DH, HA and SWD also provide a wide range of professional services in identifying and assessing vulnerable youths at various stages of life.

xvi. Support for Transition from Pre-primary to Primary Education

35. To ensure pre-school children with special needs receiving pre-school rehabilitation services under SWD will be given appropriate support when they proceed to primary schooling, EDB and SWD have implemented a bridging mechanism for pre-school service units and public sector primary schools with effect from the 2018/19 school year. Under the mechanism, a summary report for each child on their performance in various developmental domains and needs for continuous supportive services will be prepared by pre-school service units and sent to designated primary schools before the school year starts with parental consent. Based on the summary report and/or the assessment information of Child Assessment Centres (“CAC”) of DH and HA, the primary schools will plan and provide appropriate support services for the respective Primary 1 students at the earliest time possible.

xvii. School Social Work for Secondary Schools

36. The School Social Work (“SSW”) serves preventive, developmental and remedial functions through the provision of casework service; groups and programmes; consultation services; and coordination and mobilisation of non-school-based community resources to secondary school students, in particular those with academic, behavioural, mental health problems and suicidal tendency. SWD has implemented the policy of “One School Social Worker for each Secondary School” since the 2000/01 school year by providing subventions to NGOs to offer SSW service stationed in secondary schools. Since September 2011, SWD has devoted additional resources to increase the manpower of school social workers by 20% for enhancing SSW in secondary schools.

#### xviii. Training for Teachers

37. Starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (“SEN”) pitched at Basic, Advanced and Thematic levels (“BAT Courses”). Some modules of BAT Courses cover mental illness. As at the end of the 2017/18 school year, the percentage of teachers having received structured training in special education like the BAT Courses in public sector ordinary primary and secondary schools is about 42% and 30% respectively. From the 2017/18 school year onwards, EDB also conducts the “Professional Development Programme (“PDP”) for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. The programme includes elementary training for teachers at large and in-depth training for designated teachers. In each school year, EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip them with the knowledge and capacity to support students with mental health needs. In the 2017/18 school year, about 190 teachers in public sector ordinary schools have completed the elementary training and about 80 teachers have completed the in-depth training.

#### xix. Guidelines and Teaching Resources for Schools

38. To assist schools in supporting students with mental health needs, EDB has produced the “Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours” and the “Teacher’s Resource Handbook on Understanding and Supporting Students with Mental Illness” so as to facilitate school personnel to identify students at risk and provide early intervention. A guideline entitled “How Schools can Help Students with Mental Health Problems?” is also provided in the School Administration Guide to remind schools of their role in helping students with mental health needs.

xx. Support Services on Promoting e-safety

39. Since 2011, through a commissioned NGO, EDB has been providing support services on promoting e-safety to teachers, students and parents of all primary and secondary schools in Hong Kong. Such support services include a one-stop telephone and online support service, as well as other related support services including on-site parent seminars, exhibitions, student activities and provision of web-based information. Through telephone and online support service, social workers and trained workers of the NGO provide consultation and counselling services regarding problems arising from the use of the Internet, such as Internet addiction and cyberbullying.

**Health**

xxi. Annual Health Assessment

40. The SHS provides annual health assessment for enrolled students of primary and secondary schools attending SHSCs where they receive health programmes designed to cater for their health needs at various stages of development. These services include screening, assessment, education/counselling and referral for those with suspected psychosocial and mental health problems to the Special Assessment Centres, specialist clinics, school social workers, school guidance teachers, SWD or other appropriate organisations for further assessment and management. In the 2016/17 school year, 626 000 primary and secondary school students enrolled in the service, among which 416 000 attended the SHSCs for annual health assessment.

xxii. Child and Adolescent Mental Health Community Support Project

41. HA has implemented the Child and Adolescent Mental Health Community Support Project (“CAMCom”) aiming at early identification



of children and adolescents with anxiety or depression problems, and providing them with appropriate assistance to help them overcome their emotional problems and prevent their problems from worsening so that they can resume their normal learning, social and family life. CAMCom targets children and adolescents aged between 6 and 18 with anxiety or depression problems, and provides early identification and intervention services, as well as appropriate community support services.

#### xxiii. Child Assessment Service

42. The Child Assessment Service (“CAS”) of DH provides comprehensive, multi-disciplinary assessment for children under the age of 12 with suspected developmental disorders. Children with developmental problems/children suspected of developmental disorders by schools or parents may be referred to CAS for a comprehensive assessment via registered medical practitioners or psychologists. At present, there are seven CACs (including a temporary CAC in Ngau Tau Kok) providing child assessment services. Subject to parents’ consent, CAS will make referrals for the children in need to, for example, HA, EDB or other relevant service providers as appropriate, to receive services that meet their individual needs.

### **Social and Family**

#### xxiv. ICCMWs

43. On the community front, SWD subvents 24 ICCMWs over the territory to provide support for adolescents (aged 15 or above) with mental health problems or suspected mental health problems through casework counseling, outreaching, day training, therapeutic/support groups and programmes and other supportive services, (e.g. peer support), with a view to improving their social adjustment capabilities and coping abilities over mental health problems, thereby mitigating the risks of suicides. ICCMWs will also refer the needy adolescents to the Community

Psychiatric Service of HA for clinical assessment or psychiatric treatment and provide support for their parents/carers to alleviate their caring stresses and strengthen their supportive network as well as family functioning for helping their children at risk of suicide.

xxv. Cyber Youth Support Team

44. In response to the recent spate and complexity of cyber and hidden youth problems, SWD pioneered three Pilot Cyber Youth Outreaching Projects (“PCYOPs”) with funding support from the Lotteries Fund from 2011 to 2015 and from the Hong Kong Jockey Club Charities Trust from end 2015 to end 2018. Given the effectiveness of the PCYOPs in engaging and providing positive intervention to at-risk and hidden youths, some of whom may have mental health problems and suicidal tendency, through online and offline means, the Government allocated recurrent resources of \$20.5 million in the 2018-19 Budget to set up five Cyber Youth Support Teams in December 2018 to render appropriate services to at-risk and hidden youths.

xxvi. Comprehensive Child Development Service

45. Under the Comprehensive Child Development Service, MCHCs together with specialist clinics of HA, IFSCs/ISCs, the concerned service units and pre-primary institutions, have established a platform to identify at-risk pregnant women (including those who have a history of substance/drug abuse or those with mental illness), mothers with postnatal depression, families with psychosocial needs, as well as pre-primary children with health, developmental and behavioural problems. Children and family in need will be referred to receive appropriate services. To enhance the early identification of children and families in need and provide them with appropriate support, a task group formed under DH, HA and SWD has been developing sets of “Parenting Capacity Assessment Framework” (“PCAF”) for different staff to assess the child care capacity of parents/carers, including risk assessments and related follow-up service

plans. At the first stage, a user manual of PCAF for social workers targeting parents/carers with children aged 0 to 1 year was issued in July 2017. In the ensuing stage, for children aged 1 to 3 years, the task group will develop another PCAF in 2018-19 for the use of social workers.

### **Community and Cross-Sectoral Collaboration**

#### xxvii. SMHSS

46. FHB, in collaboration with EDB, HA and SWD, launched the SMHSS in the 2016/17 and the 2017/18 school years as a pilot scheme in 17 schools. SMHSS provides comprehensive support services for students with mental health needs in the school setting based on a medical-educational-social collaboration model. Two HA clusters, namely the Kowloon East Cluster and the Kowloon West Cluster, participated in SMHSS during the pilot stage.

47. Under SMHSS, a multi-disciplinary team is set up in each participating school. The core members of the multi-disciplinary team which include a psychiatric nurse of HA, a designated teacher and a school social worker, work closely with the psychiatric teams of HA, the school-based educational psychologist (“EPs”), relevant teachers and social workers from relevant social service units for the provision of support services for students in need. During the pilot period, students known to HA’s Child and Adolescent (“C&A”) Psychiatric Service receive comprehensive support including multi-disciplinary assessment and intervention, formulation of care plan and regular review and monitoring. For students not known to HA’s C&A Psychiatric Service, psychiatric nurses of HA will provide advice and support to the school-based multi-disciplinary members in managing the students’ mental health issues. Through the pilot scheme, the communication and collaboration among professionals from the healthcare, educational and social service sectors has been further enhanced, which as a result facilitates more effective support and interventions to students with mental health needs.

## 2.6 *Effort in Supporting Youth with Suicidal Risks*

### **Education**

#### xxviii. Three-tier Support Model in Schools

48. EDB recommends that schools should adopt a Three-tier Support Model to provide different levels of identification and support by teachers, guidance personnel and professional staff respectively who, with close communication with parents, help students with mental health needs and at risk of suicidal behaviour. If the problems of individual students persist and warrant professional assessment or consultation services, teachers may refer them to professionals, such as school-based EPs, clinical psychologists, social workers of social welfare units or psychiatrists for in-depth assessment, diagnosis, treatment and follow-up, including medical treatment, counselling, individual support, etc.. Schools will also arrange multi-disciplinary case conferences when necessary for psychiatrists, medical social workers, EPs and school personnel (including school social workers and guidance personnel) to identify appropriate support measures for the students. These include creating a caring learning environment, making accommodations on learning and teaching, adjusting class arrangements, and providing counselling and peer support, etc.

#### xxix. Learning Support Grant

49. Starting from the 2017/18 school year, the Learning Support Grant for public sector ordinary schools to cater for students with SEN covers students with mental illness so that schools can have additional resources to cater for these students' learning, social, emotional and behavioural needs.

## **Health**

### xxx. Child and Adolescent Psychiatric Service

50. The C&A Psychiatric Service of HA comprising healthcare practitioners in various disciplines provides early identification, assessment and treatment services for children and adolescents in need. The multi-disciplinary professional team, including doctors, clinical psychologists, nurses, speech therapists, occupational therapists and medical social workers, provides a range of appropriate treatment and follow-ups for children and adolescents, including in-patient service, specialist out-patient (“SOP”) service, day rehabilitation training and community support services according to their clinical conditions, with a view to enhancing their speech and communication, sociability, emotion management, problem solving, learning and life skills.

### xxxi. Early Assessment Service for Young People with Early Psychosis

51. HA launched the Early Assessment Service for Young People with Early Psychosis (“EASY”) Programme in 2001. It has subsequently expanded to cover people aged between 15 and 25 who suffered from early psychosis. The multi-disciplinary intervention team of the programme provides continuous, one-stop and stage-specific support for target patients during the first three years after their first episode of illness. Evidence has shown that the programme helps identify those people suffering from psychosis at an early stage and offer them prompt treatment, so as to prevent their conditions from deteriorating and avoid unnecessary psychiatric in-patient admission.

## **Social, Family and Community**

### xxxii. NGO-operated Schemes for Needy Youth

52. There are currently various NGO-operated schemes funded by

private foundations which subsidise eligible youth who are on the waiting list for mental health services in public hospitals to receive early assessment and treatment with private sector services, such as Psychiatric Medical Subsidy Project operated by the New Life Psychiatric Rehabilitation Association and “Wellness” Sponsorship Programme operated by the Hong Kong Federation of Youth Groups. Such schemes can provide early services to the needy youth.

xxxiii. Suicide Crisis Intervention Centre

53. SWD subvents the Suicide Crisis Intervention Centre (“SCIC”) of the Samaritan Befrienders Hong Kong to provide different dedicated services including outreaching, crisis intervention, intensive counselling services, etc. to persons beset with suicidal problems. In view of the popularity of internet service among young people, SCIC has been implementing the Web-engagement Service to reach out to internet users with suicidal ideation through forum, email-boxes and chat-rooms to facilitate their ventilation of negative emotions, and help them gain emotional support and deter their ideations of committing suicide. Case stories and videos are also uploaded to promote positive life attitude and information on related social services is provided to the service users. As there has been increasing demand for suicide prevention services in recent years, both in the conventional mode and in the cyber world, the manpower of SCIC and Web-engagement Service was enhanced in January 2018.

xxxiv. Hotline Service for Youth at Risk

54. SWD also subvents the Hong Kong Federation of Youth Groups to operate “Hotline Service for Youth at Risk”, which offers counselling and referral services to children and youth who are emotionally unstable, or have suicidal thought or attempt, through means of hotline service and WhatsApp.

## **Chapter 3 – Recommendations: Enhancing Strategies and Services**

55. Based on the findings of the review of existing strategies and services, the Task Force has taken a close look at whether existing measures could be strengthened and further measures introduced. The Task Force has made 13 recommendations, as listed in **Annex E**, to further enhance Government strategies and services. Details of the recommendations are set out in ensuing paragraphs.

### ***3.1 Universal Tier (Targeting All Youth)***

#### **Enhanced School Social Work Services**

##### **Recommendation 1: Provision of One School Social Worker for Each Primary School and Enhancing Social Work Services for Pre-primary Institutions**

56. As announced in the 2018-19 Budget, starting from the 2018/19 school year, EDB will provide extra resources to public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to progressively implementing the policy of “one school social worker for each school”. Under the new funding mode, public sector primary schools may create a graduate social worker post, or receive an equivalent amount of subsidy to employ a registered graduate social worker on their own or hire service of a registered graduate social worker from a social work service provider. Moreover, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced with a view to strengthening school social work and guidance services. For the schools

currently receiving Student Guidance Service Grant, EDB will provide a three-year transitional period for schools to switch to the new funding mode before the 2021/22 school year. As regards those schools with Student Guidance Teachers, they can continue with the existing arrangements and will also be provided with additional resources to top-up the existing services where necessary. While implementing the new policy, EDB will review the mode of collaboration between student guidance and social work services, and explore with the education sector various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students in need.

57. Meanwhile, for early identification of and provision of assistance to pre-primary children and their families with welfare needs, the Government, as announced in the 2018-19 Budget, will launch a three-year Pilot Scheme on Social Work Service for Pre-primary Institutions (“PPIs”) (“the Pilot Scheme”) to provide social work services in phases for about 150 000 pre-primary children and their families in all subsidised/aided child care centres, kindergartens and kindergarten-cum-child care centres in Hong Kong. The Pilot Scheme will be implemented by way of the social work team mode. Given the substantial variation in the numbers of children among individual PPIs, the Government initially set the social worker to child ratio at 1 to 600 for implementing the Pilot Scheme. To address stakeholders’ expectation and enhance the support to the PPIs, the Government plans to arrange each social worker to serve no more than two PPIs. On the basis that each social work team comprising eight social workers will provide service for not more than 16 PPIs and there are on average 200 children in each PPI, each social work team will serve about 3 200 children. It is expected that 16 social work teams will be set up in each of the three phases and a total of 48 teams will be formed for implementing the Pilot Scheme.

58. The Pilot Scheme aims at preventing family violence or other family/individual problems through social workers’ early identification and assistance. Among other duties, social workers stationed in the PPIs



will provide support for pre-primary children in relation to their developmental process and/or adjustment to pre-primary life. Besides, the social workers will provide parent education with a view to enhancing parents' capability in parenting and strengthening their positive parenting skills. An amount of about \$989 million would be allocated from the Lotteries Fund for the implementation of the Pilot Scheme in three phases. Phase I is planned to start in February 2019, Phase 2 in August 2019 and Phase 3 in August 2020. All three phases will end in January 2022. An evaluation study on the Pilot Scheme would be conducted from August 2019.

### **Supportive Environment/Services for Youth**

#### **Recommendation 2: Strengthening of Life Education and Resilience Building**

59. Helping our students to lead a healthy lifestyle is one of the seven learning goals of school education. The importance of this learning goal and cultivation of positive values towards life will be reiterated in EDB's training sessions for school personnel, and schools will be encouraged to enhance students' resilience and help them take care of their own overall wellness including physical as well as mental/psychological health in their school-level curriculum planning. Schools will be encouraged to provide a greater variety of life-wide learning opportunities to broaden students' horizons and to enrich their learning experiences. Experiential/service learning opportunities are highly regarded as they help nurture perseverance, resilience and empathy for others in students.

60. Learning and teaching resources related to mental health education and life education have been developed and uploaded to the EDB website for teachers' reference. Various professional development programmes were held over the past two years to enhance teachers' relevant knowledge and skills. The production of five short films to enhance students' knowledge about mental health issues and cultivate a positive attitude of

help-seeking through destigmatisation is in progress. EDB will continue collaborating with universities, professional bodies and partner schools for developing learning and teaching resources and organising related training programmes for teachers.

### Recommendation 3: Improving the Quality of Homework and Enhancing Assessment Literacy

61. Excessive homework and assessment (which can take the form of quizzes, tests, examinations, etc.) have been seen as sources of pressure for students. If used appropriately, these are in fact useful and indispensable tools in school education. EDB has called on schools to design homework that are stimulating and can help students to consolidate and apply what they have learnt at school rather than giving out homework that has the effect of mechanical drilling only. There has been some progress in primary schools in this aspect. The promotion of STEM (i.e. acronym for science, technology, engineering and mathematics) education<sup>4</sup> has given impetus to the design of quality and creative assignments to encourage students' own enquiry learning, integrated use of STEM knowledge and creative problem solving. In the 2018/19 school year, EDB will continue efforts on this front. Apart from organising training sessions for teachers to enhance their assessment literacy, EDB's school-based professional support and inspection teams will provide advice for improvement in assignments and assessment, as appropriate, in their school visits or inspections, including strengthening the various support to schools on enhancing assessment literacy.

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<sup>4</sup> The focus of STEM education is on developing among students a solid knowledge foundation, and strengthening their ability to integrate and apply STEM-related knowledge and skills through solving authentic problems. The promotion of STEM education facilitates the nurturing of students' learning interest in science and technology, enhancing their creativity, collaboration and problem solving skills, as well as developing their innovativeness.

#### Recommendation 4: Enhancing Mental Health Promotion and Public Education

62. To evaluate the “Joyful@HK” Campaign, DH has commissioned the Department of Psychiatry of the Chinese University of Hong Kong to conduct pre- and post-campaign surveys to monitor the changes in the public’s knowledge, attitude and behaviour related to mental well-being and common mental health problems, as well as to evaluate the effectiveness of the Campaign. The community partnership programme would also be evaluated. The Campaign gives the Government a clearer direction on the way forward in developing a long-term strategy and plan for mental well-being promotion in Hong Kong.

63. To sustain the impacts of the “Joyful@HK” Campaign, DH will launch an ongoing mental health promotion and public education initiative which aims at reducing the stigma towards persons with mental health needs, so as to build a mental-health friendly society in the long run. The target audience of the promotion include, among others, adolescents. As announced by the Financial Secretary in his 2018-19 Budget Speech, an additional annual funding of \$50 million will be provided for DH to promote mental health and enhance public education to minimise stigmatisation. DH is carrying out the preparation work and the initiative is expected to be launched in 2019. The promotion and public education initiative was also discussed at and endorsed by ACMH.

64. In late 2018, SWD will invite NGOs to operate four mobile publicity vans, through roadshow, mini talks, onsite screening and simple consultations, to step up community education for early prevention of mental illness and strengthen promotion of ICCMW services over the territory. The mobile publicity vans also serve as a platform in collaborating and interfacing with medical, educational and other sectors in promoting adolescent mental health with different themes, such as suicidal prevention, positive coping strategies, etc. The mobile publicity vans are expected to commence operation in 2019.

### Recommendation 5: Enhancing the Work of Commission on Children

65. Children’s growth and development is one of the priority policy areas of the current-term Government. Paragraph 6.10 of the CE’s Election Manifesto mentions about the consideration of setting up the Commission on Children (the Commission) to amalgamate the efforts made by relevant B/Ds and children concern groups, and focus on addressing children’s issues as they grow. CE subsequently promulgated in her 2017 Policy Address that the Government planned to set up the Commission in the middle of 2018. The Commission, chaired by the Chief Secretary for Administration, was established on 1 June 2018. To enhance the work of the Commission, from the range of children-related issues to be examined to wider engagement with children and stakeholders and more extensive public education, in 2019-20, the Government will provide additional resources for the Commission to strengthen the work to promote and safeguard the interests of children, including the enhanced resources for research studies and provision of funding schemes.

### Recommendation 6: Exploring the Feasibility of a Large-scale Campaign “Caring for Our Kids”

66. The feasibility of launching a large scale campaign “Caring for Our Kids” jointly by the Commission on Children, Family Council, schools, IFSCs/ISCs, Integrated Children and Youth Services Centres, and DH, etc. would be explored.

### **3.2 *Selective Tier (Targeting Vulnerable Youth)***

#### **Enhanced Multi-disciplinary Support Services**

##### Recommendation 7: Enhancing SMHSS

67. Youths with mental health needs require joint support of schools, families and mental health professionals. As a school-based multi-disciplinary collaboration platform to provide comprehensive support to students with mental health needs, SMHSS exemplifies a service delivery model that provides holistic and coordinated care for students with mental health needs.

68. SMHSS was implemented in 17 schools as a pilot scheme in the 2016/17 and the 2017/18 school years. In the 2018/19 school year, FHB will further extend the services of SMHSS to about 40 schools with the support of all five HA clusters providing C&A Psychiatric Service.

69. Starting from the 2018/19 school year, clinical psychologists' support will also be introduced and service elements of CAMCom will be integrated into SMHSS with an aim to facilitate early identification of cases unknown to HA's C&A Psychiatric Service, and strengthen the support to students with mental health needs in the participating schools. Apart from providing advice to cases unknown to HA's C&A Psychiatric Service, support including multi-disciplinary assessment and intervention, formulation of care plan, review and monitoring, etc. will also be provided to the students concerned. The enhanced SMHSS will further strengthen the capacity of school personnel in handling mental health cases in schools.

70. FHB has commissioned the Chinese University of Hong Kong to conduct an evaluation study for SMHSS during the pilot period and the evaluation report will be available in end 2018/early 2019. Another evaluation study will be commissioned to evaluate the effectiveness of the enhanced SMHSS in the 2018/19 school year. With reference to the

evaluation results and the actual operations of SMHSS, FHB will work with HA, EDB and SWD to consider the future development of SMHSS, including extending the services to more schools in the coming school years.

### **Strengthened Targeted Services and Training**

#### **Recommendation 8: Enhancing Training for Teachers**

71. To facilitate schools to arrange their teachers to attend BAT Courses (some of the modules cover topics related to mental health), the training targets set for each of the public sector ordinary schools by the end of the 2019/20 school year are as follows:

- (a) at least 15% to 25% of teachers will have completed the Basic Course;
- (b) at least six to nine teachers will have completed the Advanced Course; and
- (c) at least six to nine teachers will have completed the Thematic Courses (with at least one teacher completing the course(s) under each category as far as possible).

72. To further enhance teachers' professional capacity to identify and support students with mental health needs, about 2 000 training places of PDP for Mental Health have been secured for the public sector ordinary schools in the 2018/19 and 2019/20 school years. It is expected that one designated teacher of each public sector ordinary school will complete the in-depth training of PDP for Mental Health and another teacher of the school will complete the elementary training in these two school years. EDB will continue to offer PDP for Mental Health in the coming school years. It is expected that by the end of the 2021/22 school year, each public sector ordinary school will have two designated teachers who have completed the in-depth training and another two teachers who have completed the elementary training of PDP for Mental Health.

73. Starting from the 2017/18 school year, EDB, by phases in three years, provides each public sector ordinary primary and secondary school with an additional teaching post to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator ("SENCO") to support integrated education. To help SENCOs discharge their roles effectively, EDB provides them with a two-year professional training course focusing on leadership, planning and management, and support strategies. In addition, supporting students' social, emotional and mental health is an important topic embedded in the training activities for SENCOs organised by EDB. Some related foundation theories, various tools with person-centered approach, reference materials and assignments designed for SENCO to practice what they have learnt, are included in the training content for enhancing their understanding and skills in supporting students with mental illness.

#### Recommendation 9: Enhancing Services of ICCMWs

74. Starting from 2018-19, ICCMWs will also provide clinical psychology service and further strengthen the manpower of social workers to step up professional support for adolescents and their family members in need. In 2019-20, ICCMWs will extend support services to cover all secondary school students with mental health problems, instead of limiting service targets to those at the age of 15 or above. By scaling up professional intervention for those adolescents with mental health problems, SWD aims to step up early intervention, prevent their mental problems from further deterioration, as well as enhance collaboration among various sectors in working with adolescents in need.

#### Recommendation 10: Enhancing Services of IFSCs/ISCs

75. As announced in the 2017 Policy Address and 2018-19 Budget Speech, with a view to strengthening co-parenting support for separated/divorcing/divorced families, the Government will strengthen the

manpower of IFSCs of SWD to enable early identification and more effective intervention for families at risk of separation or divorce.

76. In response to the rising complexity of family problems coupled with concerns on the impacts of such problems with regard to youth suicide and children at risk, manpower in IFSCs/ISCs will be further enhanced in 2019-20 so that collaboration between social workers and the concerned professionals will be strengthened for providing tailor-made preventive and supportive services, including intensive counselling, outreaching, groups and programmes, for vulnerable/needy children and families, so as to facilitate their participation in family life and parent education, support and counselling service as appropriate.

### ***3.3 Indicated Tier (Targeting Youth with Suicidal Risks)***

#### **Strengthened Psychiatric Services**

##### **Recommendation 11: Enhancing Child and Adolescent Psychiatric Service**

77. HA plans to further strengthen the multi-disciplinary teams for C&A Psychiatric Service. In particular, the nursing support services will be enhanced to provide counselling, advice, parental talks, and appropriate community resources information to the patients and their parents after the SOP clinic (“SOPC”) triage<sup>5</sup>. The psychiatric nurses and allied health professionals will also conduct assessments and interventions in between doctor consultations. Under the auspices of the ACMH, other ways to enhance C&A mental health services are being explored. For instance, an

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<sup>5</sup> HA has implemented the triage system for all new SOPC referrals to ensure patients with urgent conditions requiring early intervention are treated with priority. Under the current triage system, referrals of new patients are usually first screened by a nurse and then by a specialist doctor of the relevant specialty for classification into priority 1 (urgent), priority 2 (semi-urgent) and routine categories. HA’s targets are to maintain the median waiting time for cases in priority 1 and 2 categories within two weeks and eight weeks respectively. HA insofar has been able to keep the median waiting time of priority 1 and priority 2 cases within this pledge. In general, patients with urgent medical needs (e.g. patients with violence or suicidal ideation) would be triaged into priority 1 category to ensure that they are given timely and appropriate treatment.



Expert Group on New Service Protocol for Child and Adolescent Mental Health Services (“Expert Group”) has been formed under ACMH to consider new service protocols to be adopted in a bid to facilitating service navigation for persons with mental health needs. As a start, the Expert Group would look into the protocols for children and adolescents with Attention Deficit/Hyperactivity Disorder with a view to cutting short the waiting queue for medical diagnosis and providing the most appropriate treatment/support in the shortest possible time.

#### Recommendation 12: Increasing the Capacity of Specialist Outpatient Clinics

78. The capacity of SOPC would be increased gradually and will provide more personalised and timely multi-disciplinary support to children and adolescents with mental health needs. In 2019-20, HA will continue to strengthen the manpower of the multi-disciplinary teams, with additional doctors, nurses and occupational therapists to be deployed to all five clusters providing C&A Psychiatric Service.

#### **Enhancing Cross-Sectoral Collaboration**

#### Recommendation 13: Exploring the Possibility to Involve NGOs to Provide Early Services to the Needy Youth

79. FHB and ACMH will explore the possibility to involve NGOs to provide early services to the needy youth as mentioned in paragraph 52 above, with a view to supplementing the existing services provided by HA.

## Chapter 4 – Looking Ahead

### i. Challenges

80. Suicide is a very complicated phenomenon with complex contributing factors. As such, collaboration from the Government, education, health care sectors, as well as parents, families and the community at large would be required to tackle the issue. The work on the prevention of youth suicides would also require vision, careful planning, effective coordination and implementation, continuous efforts and long-term devotion of all relevant stakeholders. From the public service angle, despite past efforts, the Task Force acknowledges that B/Ds may face a number of challenges in sustaining, scaling up and integrating their services to better meet the multifaceted needs of young people in all domains of their lives. Constraints in manpower (i.e. supply of health care, education and welfare professionals), funding, premises, etc., coupled by the rising complexity in various life domains of young people due to changes in technology, family circumstances, and developmental stages would render the work on prevention of youth suicides highly challenging. The more “examination-oriented” culture also needs to be changed. The initiatives proposed in Chapter 3 are an attempt to address the constraints identified above. In addition, a number of longer-term measures would also be undertaken/explored to address challenges ahead.

### ii. The Task Force on Home-school Co-operation and Parent Education and the Task Force on Review of School Curriculum

81. Both family and school are the major domains of a young person’s life which form the primary venues of support to young people, though at times they can become sources of pressure as well. To strengthen the supportive nature of these two domains, the Government has attempted a number of longer term initiatives. The Task Force on Home-school Co-operation and Parent Education under EDB has conducted extensive consultation in the second to third quarters of 2018 on its proposed

directions, strategies and improvement measures for enhancing and promoting home-school co-operation and parent education, and would submit the review report to the Government by the second quarter of 2019. With the implementation of the proposed measures, it is expected that more parents would benefit from the diversified and quality parent education programmes which could in turn help foster children's healthy and happy development.

82. The Task Force on Review of School Curriculum was set up in December 2017 to enable learning at school to be useful, inspiring, interesting and the pressure to be manageable; and to render the school curriculum more compatible with other activities that help students develop into all round mature young persons. The Task Force on Review of School Curriculum has started engaging the key stakeholders, e.g. school councils, admission personnel of local tertiary institutions, to gauge their views and suggestions on improving the curriculum and assessment. It will submit a report with recommendations to EDB by late 2019. The recommendations of the Task Force on Review of School Curriculum, together with EDB's continuous efforts in assisting schools to foster positive life attitudes and values and use homework and assessment in an appropriate way, will help enable school education to be enjoyable and fulfilling, and not a source of excessive pressure, for students. In addition, the Government has been promoting multiple and flexible articulation pathways for young people to pursue post-secondary education in a bid to offering them more choices and lessen the pressure in academic competition.

### iii. University Admission

83. The Task Force acknowledged the public's concern about the "examination-oriented" culture in Hong Kong which might create undue pressure for students. Currently, the criteria for university admission focus primarily on examination results of the Hong Kong Diploma of Secondary Education Examination. The Task Force noted that some

renowned overseas universities have adopted the approach of one central admission office which provides comprehensive admission screening based on both academic and non-academic achievements of the applicants. There may be merits to further explore whether, and if so how, university admission can give comprehensive and proper recognition also to young people's non-academic achievements to encourage all round personal development and help alleviate undue pressure for high academic performance.

#### iv. Use of AI in the Prediction and Prevention of Suicides

84. While the work on prevention of youth suicide is human-centered, technological advancement may play a more important role in suicide detection and intervention in future. In recent years, there has been an increasing trend in the exploration and use of AI for prediction and prevention of suicides. For instance, a 2018 pilot project between the Public Health Agency of Canada and a technology company will use social media posts as a resource to predict regional suicide rates. The project will research and predict regional suicide rates by examining patterns in Canadian social media posts including suicide-related content, although user identity will not be collected. The project will not identify high risk cases or intervene at the individual level. Instead, findings will be used at a macro-level to facilitate mental health resource planning.<sup>6</sup> In other cases overseas, AI has been used to assist, at an individual level, help-seekers with mental health needs, by deploying a conversational bot (or chatbot), which is a computer program designed to simulate human-like conversation using voice or text responses. Some chatbots are programmed to deliver psychological intervention for certain mental health problems based on pre-programmed therapy approaches such as cognitive behavioural therapy. AI technology has also started to be incorporated into suicide management to improve patient care in other areas, for instance, by developing AI assessment tools to predict short-term suicide risks and make treatment recommendations.

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<sup>6</sup> <http://theconversation.com/how-ai-is-helping-to-predict-and-prevent-suicides-91460>

85. In Hong Kong, Jockey Club's Online Youth Emotional Support Programme ("OYESP") was funded by the Hong Kong Jockey Club Charities Trust with a total allocation of \$59.21 million for the period from September 2017 to May 2021. OYESP is an online counselling and crisis intervention programme with its key component being a 24/7 text-based crisis helpline for individuals (mainly youth but also adults) to initiate a text conversation with a trained counsellor via smartphone or computer. Help-seekers can access this service using popular social messaging services. Once engaged in live chat with a counsellor, the help-seeker will have his suicidal risk assessed in the conversation flow, and targeted counselling intervention will be offered either by professional social worker (for higher risk cases) or volunteer (for low risk cases). Sometimes, chatbots will also be used in the conversation with help-seeker. Intervention will be given in high risk cases by, for instance, referral to relevant community services and/or help resources. OYESP also covers other components such as volunteer recruitment and training for supporting the 24/7 text based crisis helpline, gatekeeper recruitment and training, and knowledge dissemination, etc.<sup>7</sup> The programme is jointly run by the Hong Kong Jockey Club Centre for Suicide Research and Prevention at the University of Hong Kong, and the Caritas Hong Kong, Hong Kong Federation of Youth Groups, and the Boys' and Girls' Clubs Association of Hong Kong. The programme is officially launched in October 2018.

86. LWB is also conducting some preliminary exploration of whether, and if so how, AI technology could be used to enhance the existing social services environment. We are mindful that the use of AI in the identification of and intervention in suicides is at an early stage of development both locally and overseas. There are also a number of barriers to be addressed such as technical (i.e. data readiness, reliability of the AI system, etc.), ethical (i.e. difference between AI risk assessments and human clinical/practitioner opinion), safety (how to ensure that the AI programs can properly respond to suicide users instead of worsening their

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<sup>7</sup> <https://csr.p.hku.hk/project/jockey-club-online-youth-emotional-support/>

emotional distress) and privacy considerations, etc. Nevertheless, the technology, if properly harnessed, may provide an innovative way and a new and efficient tool in youth suicide prevention. It is also in line with the Government's plan in developing Hong Kong into a world-class smart city according to the smart city blueprint released in December 2017. As such, we believe that the use of AI technology in suicide prevention should be further explored.

v. Longer-term Planning and Coordination of Cross-Sectoral Work on Mental Health Issues by ACMH

87. The work on the prevention of youth suicides is part and parcel of the bigger issues related to the mental health of all in the community. While the Task Force has taken a snapshot of the problem of youth suicides and made recommendations on a number of areas with a view to enhancing/scaling up existing services or introducing new ones, longer-term solutions would require a more sustained, coordinated and holistic approach to tackle the multi-faceted mental health issues in Hong Kong by the Government and community at large. ACMH was formed in 2017 with the participation of representatives of the Government, healthcare sector, social service and education sectors as well as lay persons from various walks of life in the community. It is tasked to advise the Government on mental health policies, including the establishment of more integral and comprehensive approaches in addressing mental health issues; assist the Government in developing policies, strategies and measures to enhance mental health services in Hong Kong; and follow up on and monitor the implementation of the recommendations of the 2017 Mental Health Review Report ("the Review Report"). Building on the foundation of the Review Report, the ACMH's scope of work will cover various aspects such as promotion and education, capacity building, support to children and adolescents, mental health services for adults, support for the elderly with dementia, research and studies, etc.

88. The Government attaches great importance to the mental health and well-being of the public. We will spare no effort in tackling various mental health issues, including the prevention of youth suicides.

**Task Force on Prevention of Youth Suicides**  
**October 2018**

## Abbreviations

<b>ACMH</b>	Advisory Committee on Mental Health
<b>AI</b>	Artificial intelligence
<b>API</b>	Announcement in the Public Interest
<b>ApL</b>	Applied learning
<b>B/Ds</b>	Bureaux and Departments
<b>BAT Courses</b>	Courses pitched at basic, advanced and thematic levels
<b>C&amp;A</b>	Child and Adolescent
<b>C&amp;SD</b>	Census and Statistics Department
<b>CAC</b>	Child Assessment Centre
<b>Campaign</b>	“Joyful@HK” Campaign
<b>CAMCom</b>	Child and Adolescent Mental Health Community Support Project
<b>CAS</b>	Child assessment service
<b>CE</b>	Chief Executive
<b>CPSS</b>	Committee on Prevention of Student Suicides
<b>DH</b>	Department of Health
<b>EASY</b>	Early Assessment Service for Young People with Early Psychosis
<b>EDB</b>	Education Bureau
<b>EETC</b>	Early Education and Training Centre
<b>EP</b>	Educational psychologist
<b>ESTP</b>	Enhanced Smart Teen Project



<b>Expert Group</b>	Expert Group on New Service Protocol for Child and Adolescent Mental Health Services
<b>FHB</b>	Food and Health Bureau
<b>FHS</b>	Family Health Service
<b>FL&amp;PE</b>	Family life and parent education
<b>FLE</b>	Family Life Education
<b>FSP</b>	Family Support Programme
<b>Government</b>	The Hong Kong Special Administrative Region Government
<b>HA</b>	Hospital Authority
<b>HAB</b>	Home Affairs Bureau
<b>HKCSS</b>	Hong Kong Council of Social Service
<b>ICCMW</b>	Integrated Community Centre for Mental Wellness
<b>IFSC</b>	Integrated Family Service Centre
<b>IL</b>	Information Literacy
<b>IP</b>	Integrated Programme
<b>ISC</b>	Integrated Services Centre
<b>KG-cum-CCC</b>	Kindergarten-cum-Child Care Centre
<b>LSG</b>	Learning Support Grant
<b>LWB</b>	Labour and Welfare Bureau
<b>MCHC</b>	Maternal and Child Health Centre
<b>NAS</b>	New Academic Structure
<b>NGO</b>	Non-governmental organisation

<b>OYESP</b>	Jockey Club's Online Youth Emotional Support Programme
<b>PCAF</b>	Parenting Capacity Assessment Framework
<b>PCYOP</b>	Pilot Cyber Youth Outreaching Project
<b>PDP</b>	Professional Development Programme
<b>Pilot Scheme</b>	Pilot Scheme on Social Work Service for Pre-primary Institutions
<b>PPI</b>	Pre-primary Institution
<b>PuAS</b>	Pupil Ambassador Scheme on Positive Living
<b>QEF</b>	Quality Education Fund
<b>QF</b>	Qualification Framework
<b>Review Report</b>	Mental Health Review Report
<b>SCCC</b>	Special Child Care Centre
<b>SCIC</b>	Suicide Crisis Intervention Centre
<b>SEN</b>	Special educational needs
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SHS</b>	Student Health Service
<b>SHSC</b>	Student Health Service Centre
<b>SLW</b>	Secretary for Labour and Welfare
<b>SMHSS</b>	Student Mental Health Support Scheme
<b>SOP</b>	Specialist out-patient
<b>SOPC</b>	Specialist out-patient clinic
<b>SSW</b>	School Social Work
<b>SWD</b>	Social Welfare Department

<b>Task Force</b>	Task Force on Prevention of Youth Suicides
<b>TF</b>	Task Force on Review of School Curriculum
<b>UAP</b>	Understanding Adolescent Project
<b>UG</b>	Uniformed group
<b>VPET</b>	Vocational and Professional Education and Training

## Task Force on Prevention of Youth Suicides

### Membership List

#### Chairperson

Dr. LAW Chi-kwong Secretary for Labour & Welfare

#### Members

##### Labour and Welfare Bureau

Miss TAI Shuk-yiu, Leonia Deputy Secretary for Labour & Welfare (Welfare) 1

##### Education Bureau

Mrs. WONG YAU Wai-ching, Michelle Deputy Secretary for Education (3)  
Dr. LAU Wing-yin, Verena Principal Education Officer (Special Education)

##### Food and Health Bureau

Mr. FONG Ngai Deputy Secretary for Food and Health (Health) 3  
Mr. FUNG Pan-chung, Chris Principal Assistant Secretary for Food and Health (Health) 3

##### Home Affairs Bureau

Mr. LI Pak-chuen, Patrick Deputy Secretary for Home Affairs (1)

##### Department of Health

Dr. CHUNG Wai-hung, Thomas Consultant Community Medicine (Student Health Service)

##### Hospital Authority

Dr. Linda YU Chief Manager (Integrated Care Programs)

##### Social Welfare Department

Mrs. KWOK LI Mung-yee, Helen Assistant Director (Youth and Corrections)

#### Secretary

##### Social Welfare Department

Ms. MAK Suk-kwan, Lorenza Chief Social Work Officer (Youth)

Note: Bureaux and departments not on the membership list may also be invited to join on an ad hoc basis when relevant issues are discussed.

## **Terms of Reference**

The Task Force on Prevention of Youth Suicides is commissioned by the CE to:

- a. co-ordinate efforts among bureaux/departments to look at the issue of youth suicides (youth refer to persons aged 6 to 25), in particular, to take stock of the progress of implementation of recommendations set out in the Final Report of the Committee on Prevention of Student Suicides released in November 2016; and
- b. consider if further policy measures and actions should be taken to strengthen the efforts to prevent youth suicides.

The Task Force aims to submit its report and recommendations to the CE by end 2018.

**Known suicide deaths by age, 2011-2017**

<u>Age group</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
0-4	0	0	0	0	0	0	0
5-9	0	0	0	0	0	0	0
10-14	6	3	3	6	2	6	7
15-19	14	17	16	15	16	25	22
20-24	52	56	50	38	52	50	38
25-29	64	73	65	46	47	61	55
30-34	73	63	75	65	62	63	51
35-39	72	74	83	79	69	60	68
40-44	48	79	58	84	87	65	53
45-49	81	77	79	74	64	65	49
50-54	83	86	96	94	91	80	69
55-59	65	73	85	79	91	86	72
60-64	59	57	86	72	77	69	67
65-69	40	48	52	57	74	76	75
70-74	52	49	45	48	41	40	55
75-79	54	64	52	52	55	54	43
80-84	54	43	49	52	46	53	47
85+	45	48	46	59	50	62	61
Unknown	4	2	1	0	0	6	3
<b><u>Total</u></b>	<b><u>866</u></b>	<b><u>912</u></b>	<b><u>941</u></b>	<b><u>920</u></b>	<b><u>924</u></b>	<b><u>921</u></b>	<b><u>835</u></b>

## Notes :

The suicide death figures presented above are compiled based on the suicide deaths occurring in a specified year, which have been confirmed as at June 2018. They do not cover deaths occurring in that year which have not yet got a verdict by the Coroner's Court and registered with the Immigration Department. Related figures may be revised when new information is available.

Source: Census and Statistics Department

**Progress on Implementing the Initiatives / Recommendations of the  
Committee on Prevention of Student Suicides (“CPSS”)**

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
<b>A. Enhancement of Student Support at Schools and Post-secondary Institutions</b>	1. Cross-sector collaboration should be strengthened in promoting students’ mental health in schools in an integrated manner. For instance, riding on the platform of the Joyful@HK Campaign organised by the Department of Health (“DH”) to increase public engagement in promoting mental well-being, the Joyful@School Campaign has been launched in schools jointly by the DH and the Education Bureau (“EDB”) in the 2016/17 school year. (page iv)	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>• EDB and DH have taken forward the “Joyful@School” Campaign in primary and secondary schools in the 2016/17 school year and the Campaign is continued in the 2017/18 and 2018/19 school years. Schools are empowered with educational seminars, teaching materials and resources. Various activities and events have been organised for students’ participation, including the Joyful@HK RUN in December 2016, the video-making competition in early 2017 and the Facebook photo competition in September 2017.</li> <li>• A webpage on “Joyful@School” Campaign containing teaching resources was created under EDB website.</li> <li>• To encourage more non-governmental organisations (NGOs)/ tertiary education institutions to form partnerships with schools to carry out “Joyful@School” programmes and activities relating to the promotion of mental health, the Quality Education Fund (“QEF”) Steering Committee has agreed that collaborative mini applications under the “Joyful@School” Campaign will not be subject to the quota for mini applications. The Steering Committee has also agreed to raise the grant ceiling for mini applications to \$200,000.</li> <li>• Since the launch of the “Joyful@School” Campaign, the QEF Secretariat has received favourable responses from the school sector. As at 31 August 2018, more than 860 applications related to the “Joyful@School” Campaign were received. More than 660 applications were approved.</li> <li>• Grantees will conduct self-evaluation and submit relevant reports to the QEF after the completion of the projects in accordance with the prevailing QEF monitoring mechanism. Also, on-site visits will be conducted by the QEF to monitor the implementation of the approved projects.</li> <li>• School visits to evaluate the effectiveness of the programmes under the “Joyful@School” Campaign will be arranged.</li> </ul> <p><u>DH</u></p> <ul style="list-style-type: none"> <li>• DH launched an infotainment website “YouthCan.hk” on 25 August 2017. It aims to support teenagers to meet the challenges and handle problems during adolescence by providing health knowledge, basic life skills, and community resources presented in entertaining ways. The “edu-tainment” materials (e.g infographics, videos) on the website are self-explanatory. Schools and other institutions are most welcome to use the web information for students and their significant others including parents and teachers.</li> <li>• DH have been promoting mental well-being under the Joyful@HK and Joyful@School Campaigns via attractive channels. Examples include: <ul style="list-style-type: none"> <li>➢ Four panel comic strips (四格漫畫) had been published on Joyful@HK Facebook from June to September 2016. The comics cover proper ways to deal with common stress sources of students, like examination and facing a new school year.</li> <li>➢ The Joyful@HK Run 《好心情喜動跑》 was held in December 2016. 120 school students in 40 teams participated in the 3km School Team Relay.</li> <li>➢ A total of 25 secondary schools submitted 69 videos for the “Your Joyful Record” Video Competition 《「記錄好光影，滿載好心情」短片創作比賽》 which was completed in July 2017.</li> <li>➢ The “Your Joyful Photo Competition” 《影出好心情，好「相」Like比賽》 was held in September to October</li> </ul> </li> </ul>

# CPSS refers to the Committee on Prevention of Student Suicides

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
		<p>2017. Around 270 photos were received in the four game cycles.</p> <ul style="list-style-type: none"> <li>➤ The “YouthCan.hk” website continues to provide monthly new theme(s) which are around youth's life. Uploaded themes are as follows: <ul style="list-style-type: none"> <li>• Sep 2017- School life adaptation</li> <li>• Oct 2017- Bullying</li> <li>• Nov 2017- Adolescents and depression</li> <li>• Dec 2017- Love and friendship; Topical issue: Sharing, mind &amp; enjoyment</li> <li>• Jan 2018-Time management</li> <li>• Feb 2018- Money management; Topical issue: Internet safety</li> <li>• Mar 2018 – Exam stress management</li> <li>• Apr 2018 – Food and Mood</li> <li>• May 2018 – Relationships with parents; e-magazine Issue 1: Joyful journey</li> <li>• Jun 2018 – Friendship</li> <li>• Jul 2018 – Resilience; Topical issue: Encouraging messages for DSE candidates</li> <li>• Aug 2018 – Gratitude</li> <li>• Sep 2018 – Topical issue: Encouraging messages for Form 1 students; e-magazine Issue 2: Back to School Tips – with love</li> </ul> </li> </ul> <p>*Accumulated number of “edu-tainment” materials in “YouthCan.hk”: 35 infographics, 4 issues of e-magazines and 17 videos</p> <ul style="list-style-type: none"> <li>• DH’s work on mental health promotion will be continued under the on-going mental health promotion and public education initiative to be launched in 2019 after the completion of the Joyful@HK Campaign.</li> </ul>
<p>2. There are various programmes/ projects developed by different bureaux/ departments aiming to increase students’ resilience and adversity coping skills. EDB should work with different bureaux/ departments and the school sector to review and consolidate existing resources, and to facilitate schools to optimise the use of these resources and maximise students’ learning opportunities. (page iv)</p>	<p>EDB</p>	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>• Since the 2002/03 school year, the Enhanced Smart Teen Project (ESTP) has been providing disciplinary and physical training, in collaboration with 7 disciplinary forces/ uniform group, to 2000 Secondary 2 – Secondary 5 students per annum to enhance their self-confidence, discipline, team spirit and resilience. To help more students on their resilience building, the ESTP will expand by 20% by phases in the coming 5 years starting from the 2018/19 school year. In the first year, 3 additional Challenge Camps will be added.</li> <li>• To enhance the resilience training for the Understanding Adolescent Project (“UAP”) for primary schools, schools with 26 or more screened at-risk students will be allowed to run 2 groups of Intensive Programme instead of 30 starting from the 2018/19 school year. Currently, 97% of the primary schools join the UAP in the 2017/18 school year. For the remaining 3% primary schools, EDB will keep on encouraging them to join the project and 2 of them have submitted their applications as at April 2018.</li> <li>• In the Pupil Ambassador Scheme on Positive Living, school-based training has been introduced to provide experiential programmes to students to enhance their positive attitude as well as personal and social abilities in problem-solving in face of challenges in life for a total of 110 primary and secondary schools.</li> <li>• EDB has invited post-secondary institutions to collaborate with schools in developing mental health promotion programmes through the “Education Development Fund – University Support Programme”, named as “Mindshift+ Educational Programme” which was launched from September 2017 to March 2019.</li> </ul>



(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
		<ul style="list-style-type: none"> <li>A briefing was conducted to NGOs providing social worker service in secondary schools and comprehensive student guidance service in primary schools on mental health projects developed by the EDB and other government departments, and procedure for applying QEF in April 2018.</li> </ul>
<p>3. As part of value education in schools, the elements of mental health and well-being as well as life and death education have to be strengthened, aiming to, among others, enhance students' knowledge about mental health issues and cultivate a positive attitude of help-seeking through destigmatisation. Related topics should also be offered to students in post-secondary institutions through general education or similar courses. (page v)</p>	EDB	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>EDB has forged partnership with the Education University of Hong Kong to organise the “Programme on Planning Life Education in Secondary Schools” and “Programme on Planning Life Education in Primary Schools” for enhancing teachers’ knowledge and skills in developing school-based curriculum on life education to cater for their schools’ and students’ needs. A total of 47 schools have joined the programmes in the 2017/18 school year (19 secondary/28 primary schools). Participating schools are provided with professional school-based support throughout the school year. Lectures and workshops on the implementation of life education in schools are conducted and a 5-day Taiwan Study Tour has been arranged at the end of March 2018 to further enhance their capacity to formulate and implement life education in schools.</li> <li>EDB organised a seminar for primary and secondary school teachers on Mental Health Education on 20 March 2018. The seminar enabled participants to enhance their understanding of mental health problems of children and youths as well as ways to support students with mental health needs in schools. It was well received by over 140 participants.</li> </ul>
<p>4. The Government should continue to provide additional resources to support schools to develop students’ strengths and abilities as well as cater for diversity. (page v)</p>	EDB	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>EDB has been providing the Learning Support Grant (“LSG”) for public sector ordinary primary and secondary schools to help them cater for students with special educational needs. Starting from the 2017/18 school year, the Grant has covered students with mental illness, so that schools would have additional resources to provide support to these students.</li> <li>LSG for the 2017/18 school year has been disbursed to schools in August 2017 and March 2018 for supporting students with special educational needs (“SEN”) (including students with mental illness).</li> <li>With a view to supporting schools to utilise their additional resources effectively, professional staff of EDB conduct regular school visits to provide consultation and organise sharing sessions for schools to facilitate proper deployment of resources for supporting students with SEN.</li> <li>In view of the regularisation of the On-site Pre-school Rehabilitation Services (“OPRS”), EDB and the Social Welfare Department (“SWD”) have developed a mechanism to ensure pre-school children with special needs under OPRS and other subvented rehabilitation services under the SWD will be given appropriate support when they proceed to primary schooling. Specifically, the specialists and special child care workers of OPRS and the other rehabilitation services will offer their professional comments on the progress of the children with special needs in various developmental domains by completing a report form before the children begin primary schooling. With the coordination of SWD and EDB and subject to parental consent, the report form of individual children will be sent from their pre-school centres/ kindergartens to their designated public sector primary schools before September. Based on the progress information provided by OPRS or the other subvented rehabilitation services and/ or the assessment information of Child Assessment Centres (“CAC”) of DH and</li> </ul>

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
		Hospital Authority (“HA”), the primary schools will plan and provide appropriate support services for the respective Primary 1 students at the earliest time possible.
	EDB	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>• A Task Force on Home-school Co-operation and Parent Education was set up under the Education Commission on 1 December 2017. The Task Force will review the existing approach and formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children grow up happily and healthily and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. The Task Force held the fourth meeting on 24 April 2018. Six consultation meetings to collect views from different stakeholders were held from June to July 2018. The Task Force aims to submit the final report by the second quarter of 2019.</li> <li>• Five talks (around 200 participants in each talk) for kindergarten (“KG”) parents on parenting skills were conducted from December 2017 to January 2018.</li> <li>• Five talks (around 200 participants in each talk) on nurturing “positive kids” for parents of KGs &amp; primary schools were conducted from March to June 2018.</li> <li>• Positive home-school co-operation and parent-child communication was promoted in Committee on Home-School Co-operation’s annual symposium (around 200 participants) on 23 June 2018.</li> <li>• A territory-wide parent talk (around 200 participants) on promoting children’s mental health was conducted on 30 June 2018.</li> <li>• Approvals on the Home-School Co-operation Grant have been given to 17 Federations of Parent-Teacher Associations in the 2017/18 school year to promote parent education through district-based activities.</li> </ul> <p>[Cross-reference to items 15 and 18 on parent training and support]</p>
<p>5. Schools have to continue establishing close communication with parents and strengthen existing communication channels for parents’ suggestions and enquiries regarding school-based policies and practices such as homework and assessment policies. Schools and/or parent-teacher associations are also advised to offer parent training on topics such as effective parenting skills, strategies to promote students’ mental well-being and availability of multiple articulation pathways to enhance parents’ understanding of students’ learning and developmental needs. Schools can make use of the annual Subsidy for Home-School Co-operation Activities or the Special Home-School Co-operation Grant disbursed by the EDB in March 2016 for organising home-school activities based on different school circumstances and diverse student needs. (page vi)</p>		

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
6. EDB must strengthen the existing mechanism for schools to transfer students' related information to new schools so that the schools of upper levels can have a better understanding of their students' developmental and support needs for helping them to cope with the adjustment issues arising from transition. (page vi)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>♦ EDB continues to encourage schools to strengthen the element of enhancing students' mental well-being in the bridging programmes for Secondary 1 and 4 students, and to conduct seminars on sharing of successful practices. EDB has conducted a seminar for secondary school teachers in February 2017 to share good practices on Secondary 1 bridging programmes as well as assessment and intervention strategies for suicidal risks.</li> <li>♦ EDB has also conducted a sharing of good practices on supporting Primary 6 students for smooth transition to secondary schools among student guidance personnel in primary schools in May 2017.</li> <li>♦ To ensure that Primary 6 students with special educational needs ("SEN"), including those with mental illness, on the transfer to secondary schools will continue to receive suitable support upon their admission to secondary schools, primary schools have been requested to transfer relevant information of these students to the secondary schools concerned (recipient schools) subject to the consent of parents. Apart from the circular issued in June 2013 to inform schools of the arrangements, an annual letter has been issued in May 2018 to remind the primary schools about the arrangements.</li> <li>♦ To strengthen the effectiveness of early intervention, secondary schools are encouraged to discuss with the respective primary schools after receiving student's related information to better understand the specific needs of the student with mental illness and plan appropriate support services. School personnel are also advised to liaise with educational psychologist and other specialists such as clinical psychologist, medical doctors and psychiatrist, to foster multidisciplinary work to formulate support to cater for the needs of the student.</li> <li>♦ To facilitate secondary schools to transfer SEN information of school-leavers to local post-secondary institutions, a list of contact points of local post-secondary institutions/ educational organisations is posted and regularly updated on EDB's webpage.</li> <li>♦ EDB and CAC of DH &amp; HA have established a mechanism to facilitate the transfer of assessment information of pre-school children to primary schools for the arrangement of timely and suitable learning support services for those children with SEN. In addition, the Early Identification and Intervention Programme is well-established in primary schools to early identify students with suspected learning difficulties for early support.</li> </ul>
7. EDB should encourage schools to put more emphasis on students' psycho-social adjustment and adaptation, and include topics such as self-esteem, problem solving skills, stress management, positive emotions and positive relationships in their bridging programmes for Secondary 1 and Secondary 4 students. (page vii)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>♦ The powerpoints of the sharing of good practices on transition support have been uploaded onto EDB website for further promotion.</li> <li>♦ With the survey on the Secondary 1 and Secondary 4 bridging programmes conducted in 2015/16 and 2016/17, it is considered to re-run the survey in 2017/18 to update the programmes provided by schools.</li> </ul>

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
8. EDB should provide gatekeeper training for people around students, including teachers, peers, university personnel and parents to enhance early identification of and intervention for at-risk students. (page vii)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>♦ To raise teachers' concerns on mental health and to enhance schools' capacity to identify and support students with mental health needs, EDB has conducted a professional development programme starting from the 2017/18 school year. The programme included Elementary Course for serving teachers in ordinary primary and secondary schools as well as special schools, and In-depth Course for designated teachers who are tasked with the responsibilities for assessing the needs and supporting students with mental health needs. Five classes of Elementary course (200 training places) have been delivered by March 2018. Two classes of In-depth Course with 80 training places have been conducted in April and May 2018. It is planned that the number of training places of Elementary Course and In-depth Course will be increased to about 2 000 in the next two school years.</li> <li>♦ EDB conducted a seminar on schools' support for students with mental illness on 17 May 2018, with illustrations and sharing by a medical practitioner, an educational psychologist and ordinary school teachers, to enhance the capacity of primary school teachers in early identification of and intervention for those students.</li> </ul>
9. EDB should further enhance screening tools, guidelines and materials that assist the identification of at-risk students in order to facilitate frontline educators' and parents' suicide prevention work. (page viii)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>• The "Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and the "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" were introduced to school social workers/ student guidance officers/ personnel/ teacher serving ordinary primary and secondary schools as well as special schools in three territory-wide crisis management workshops conducted on 23 November 2017, 31 January 2018 and 28 February 2018. In the workshops, participants were encouraged to make use of the two resource handbooks to identify students at risk and provide early intervention. The total number of participants of the three workshops is 554, including 472 school social workers/ student guidance officers/ personnel/ teachers and 82 supervisors. They come from 211 primary schools, 211 secondary schools and 35 special schools.</li> </ul>
10. To ensure students with mental health needs could receive timely and appropriate treatment and support, the Government has to strengthen the arrangement for referring the students concerned to the HA for assessment by regularising the practice to obtain parental consent both for making referral for psychiatric evaluation and for the HA to pass the psychiatric reports to schools and Educational Psychologists ("EPs") for follow-up. (page viii)	HA	<u>HA</u> <ul style="list-style-type: none"> <li>• The referral mechanism between schools, HA and Educational Psychologists has been in place.</li> <li>• Given an increasing demand for Specialist Out-patient ("SOP") services, HA will further strengthen the multi-disciplinary teams for Child &amp; Adolescent Psychiatric Service with a view to increasing the capacity of SOP clinic and enhancing the nursing support service to support the patients and their carers.</li> </ul>

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
<p>11.The Government should strengthen the interface among medical, education and social service to ensure students in need receive timely mental health support services. In this connection, a two-year pilot scheme “Student Mental Health Support Scheme” on setting up school-based multi-disciplinary platforms involving healthcare, education and social welfare professionals has been steered by the Food and Health Bureau (“FHB”), in collaboration with the EDB, the HA and SWD starting from the 2016/17 school year. The Committee recommends that the services be considered to be regularised with enhancement based on its evaluative outcome. (page viii)</p>	<p>FHB EDB HA SWD</p>	<ul style="list-style-type: none"> <li>• FHB, HA, EDB and SWD jointly launched the two-year Student Mental Health Support Scheme (“SMHSS”) as a pilot scheme in the 2016/17 and 2017/18 school years.</li> <li>• As at May 2018, the SMHSS provided support services to about 155 students.</li> <li>• FHB has commissioned the Chinese University of Hong Kong to conduct evaluation study on the effectiveness of the SMHSS and the interim report has been completed.</li> <li>• With initial positive feedback, the SMHSS will be extended from 17 schools in two HA clusters to some 40 schools in five HA clusters in the 2018/19 school year. HA will recruit additional two Advanced Practice Nurses and two supporting staff in each of the newly joined cluster to support the implementation of the expanded SMHSS.</li> <li>• To strengthen the capacity and capability of the schools in managing students with a range of mental health needs including those not known to HA, HA will also recruit an additional clinical psychologist in each of the five service clusters to support the school platform in providing early identification, assessment and intervention to students in participating schools under the SMHSS.</li> <li>• HA has established the Child and Adolescent Mental Health Community Support Project (“CAMCom”) since 2005 with an aim for providing early pre-clinical support for students aged 6 to 18 years old with anxiety and mood problems so as to help them resuming normal learning, social and family life. Given its good track records in helping students with anxiety and mood problem in the school setting, HA will integrate the service components of CAMCom into the SMHSS in the 2018/19 school year so as to provide better support for students with diversified mental health needs.</li> </ul>
<p>12.EDB should provide schools with additional resources in respect of boosting mental health and well-being education in schools to take forward the professional tasks as recommended in the three levels of universal, selective and indicated in the Final Report of CPSS. (page ix)</p>	<p>EDB</p>	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>• Starting from the 2017/18 school year, the Learning Support Grant (“LSG”) has covered students with mental illness, so that schools would have additional resources to provide support to these students. It was reported that schools used the LSG for employing additional teaching staff to facilitate remedial support, collaborating with other professionals such as counselors and clinical psychologists through hire of service, organising programmes on learning and inclusive culture, conducting school-based teacher training programmes and strengthening home-school cooperation on supporting students with mental illness.</li> </ul>

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<b>B. Enhancement of Support to Families</b>	13.SWD is recommended to take the lead to systematically coordinate the planning and delivery of family life and parent education (“FL&PE”) such that the concerted efforts of government bureaux and NGOs could fill the service gaps (e.g. reaching the hidden parents) and address the needs of parents. (page x)	<p><u>SWD</u></p> <ul style="list-style-type: none"> <li>• SWD has been coordinating the planning and delivery of FL&amp;PE through various means</li> <li>• Through the platform of the Working Group on Family Life Education Resource Development, relevant NGOs and the stakeholders concerned were advised to strengthen the element of “gatekeeping” on prevention of suicide in their FL&amp;PE and service collaboration with primary / secondary schools in the local community so as to deliver more relevant FL&amp;PE programmes for the prevention of youth suicide. The Working Group has also lined up with the Samaritan Befrienders Hong Kong and the Suicide Crisis Intervention Centre to introduce its services to the Working Group members including the new Web Engagement Service with an aim to promoting service collaboration</li> <li>• The 21 Family Life Education Units have been launching various Family Life Education (“FLE”) programmes to echo the theme of suicide prevention.</li> <li>• The service needs of children and adolescents and their parents (“the Target Groups”) are well covered by the themes and service components of FLE. With a view to systematically collect information on the impact of the various FLE programmes on equipping the Target Groups with proper knowledge, skills and attitude, SWD has liaised with FLE operators to revise the Supplementary Form of the Statistical Information System Form to collect the following information with effect from 1 April 2018: <ul style="list-style-type: none"> <li>i) the number of programmes on themes gear towards the goals of <ul style="list-style-type: none"> <li>(1) specific focus on life education/ suicide prevention</li> <li>(2) enrichment in life-coping skills/ resilience in stress</li> <li>(3) enrichment in one’s competency and potentials</li> </ul> </li> <li>ii) the number of more focused activities through collaboration of different sectors (e.g. primary and secondary schools) in the community; and</li> <li>iii) the feedback from service users confirming to have positive change from the targeted programmes.</li> </ul> </li> </ul>
	14.The Integrated Family Service Centres (“IFSCs”) and Integrated Services Centres (“ISCs”) should consider arranging outreach education programmes to cater for the needs of families of different strata including the hard-to-reach or even hidden parents, and the disadvantaged families which are busy to make ends meet, so as to facilitate their participation in the FL&PE. (page x)	<p><u>SWD</u></p> <ul style="list-style-type: none"> <li>• Taking the opportunity of a meeting of the Committee on IFSCs held in February 2018, SWD Tai Po/ North District colleague shared the initiative of a pilot to strengthen cross-sectoral collaboration among medical, social and education services, etc. for better utilisation of community resources and synergy effect in the prevention of youth suicides, which would be implemented in North District in 2018-19. SWD reminded and urged all members, including the district managers, Service Directors/ Service Coordinators/ Service Supervisors of NGOs running IFSCs/ISCs and representatives of the Hong Kong Council of Social Service (“HKCSS”) to continuously encourage their units to strengthen FL&amp;PE, promote and publicise IFSCs/ISCs’ intensive counselling and support services.</li> </ul>

(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
15.The Committee on Home-School Co-operation under the EDB should take up an active role to promote the “Happy Kids Charter”, which was developed by the Child and Adolescent Psychiatric Centre of the Queen Mary Hospital and received positive feedback from the participating schools. (page xi)	EDB	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>♦ Five talks (around 200 participants in each talk) for KG parents on parenting skills were conducted from December 2017 to January 2018.</li> <li>♦ Five talks (around 200 participants in each talk) on nurturing “positive kids” for parents of KGs &amp; primary schools were conducted from March to June 2018.</li> <li>♦ Positive home-school co-operation and parent-child communication was promoted in Committee on Home-School Co-operation’s annual symposium (around 200 participants) on 23 June 2018.</li> <li>♦ A territory-wide parent talk (around 200 participants) on promoting children’s mental health was conducted on 30 June 2018.</li> <li>♦ Approvals on the Home-School Co-operation Grant have been given to 17 Federations of Parent-Teacher Associations in the 2017/18 school year to promote parent education through district-based activities.</li> <li>♦ EDB launched a parent education website called “Smart Parent Net” on 27 February 2018. The website enables parents with children from kindergarten to primary and secondary school levels to access easily useful information, viz video clips and articles, on issues of their concern including parent-child relationship, parenting skills, emotional management, etc. The calendar on the webpage draws parents’ attention to parent education activities and important events such as the dates of making choices of schools for admission to Primary 1 or Secondary 1 and the release of central allocation results. The content of "Smart Parent Net" will be updated regularly.</li> </ul> <p>[Cross-reference to items 5 and 18 on parent training and support]</p>
16.It is recommended that the Government consider promoting a month as the family month, pooling the Government and NGOs’ efforts in promulgating meaningful themes such as positive communication within families (for example, reference can be made to the United Nations’ International Day of Families on 15 May of each year). (page xi)	HAB	<p><u>HAB</u></p> <ul style="list-style-type: none"> <li>♦ The Family Council has collaborated with RTHK to launch a territory-wide publicity campaign in 2018 and the initial theme is “家•多一點愛 – 在乎你”. Apart from staging a publicity event in shopping mall on 26 May 2018, there will be radio programmes throughout the year as well as tailor made family workshops (e.g. “愛健康愛家人”, “愛環境愛家人”) during the summer holiday in around June to September 2018.</li> <li>♦ Moreover, the Family Council has been providing sponsorship to the uniformed groups (UGs) for organising family activities to promote family core values. In 2018-19, the Council will support 88 activities organised by UGs. The total amount of funding involved and the number of beneficiaries are estimated to be about \$7.8 million and over 59 400 persons. All the approved activities are required to provide the final number of participants and evaluation result for reference.</li> <li>♦ Riding on the encouraging response to the Council’s facebook in the past few months during the “Happy Moments of Family” campaign (the Council’s facebook has attracted over 6 400 “likes” and the average number of “reaction”, “comments” and “sharing” per post is about 170 as at 31 March 2018), the Promotion Sub-committee agreed at its meeting on 7 November 2017 that the 2018-19 publicity plan should aim to expand the base of our followers on social media so as to build up the Council’s reach-out capability in the longer term. One of the endorsed strategies is to explore suitable family activities as gifts for participants of our game posts. Apart from soliciting free entry tickets to government venues/activities such as Leisure and Cultural Services Department’s museums and Environmental Protection Department’s T-Park (a total of 264 tickets has been distributed between September 2017 and March 2018), the Council Secretariat is exploring collaboration with various social enterprises/NGOs in organising tailor-made family activities.</li> </ul>

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17.EDB should arrange more sharing for schools on effective practices in fostering positive communication between secondary school students and their parents. Consideration may also be given to conducting research such as on how parents and children could effectively communicate in the 21st Century, especially with the widespread use of digital devices. (page xi)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>♦ Helping our students to lead a healthy lifestyle is one of the seven learning goals of school education. In the continual curriculum renewal process, the importance of this learning goal is reiterated and schools are further encouraged to help students take care of their own overall wellness including physical as well as mental/psychological health.</li> <li>♦ Learning elements related to emotion management, ways to cope with negative emotions and understanding oneself, etc., are incorporated into different Key Learning Areas/ subjects, such as General Studies in primary schools, Life and Society at the junior secondary level and Liberal Studies at the senior secondary level, as well as the Moral and Civic Education curriculum of primary and secondary schools.</li> <li>♦ Schools also provide students with related learning experiences through class teachers' periods, school assemblies and life-wide learning activities such as talks, visits and exhibitions to nurture perseverance and care for others in students for their whole person development, so that they can exercise proper judgment when they come across challenges and difficulties arising from their different phases of life.</li> <li>♦ The Task Force on Home-school Co-operation and Parent Education will review and discuss with, among others, local researches on parent education. The Task Force will also propose areas worth further study or research to facilitate the promotion of parent education and home-school co-operation, such as research on how parents and children could effectively communicate.</li> </ul>
18.EDB should provide gatekeeper training for parents to develop their sensitivity to students' signs of mental health issues and cyber bullying. (page xi)	EDB	<u>EDB</u> <ul style="list-style-type: none"> <li>♦ A territory-wide parent talk (around 200 participants) on promoting children's mental health was conducted on 30 June 2018.</li> </ul> <p>[Cross-reference to items 5 and 15 on parent training and support]</p>
19.The Maternal and Child Health Centres ("MCHC") of the DH are recommended to strengthen their services to parents, needy families and prospective parents, such as programmes on positive parenting skills and individual counselling for those having parenting difficulties. (page xii)	DH	<u>DH</u> The Family Health Service ("FHS") of DH will continue to promulgate messages on positive parenting via various channels including leaflets, electronic media, workshops, public talks and keep in view latest evidence-based research findings.



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	20.SWD is suggested to conduct more promotion about the intensive counselling and support service for individuals and families in crisis provided by the IFSCs, ISCs and Integrated Community Centres for Mental Wellness (“ICCMWs”) to facilitate needy families to seek for help. The SWD should also consider streamlining the referral procedures to facilitate the needy families to receive timely service. (page xii)	<p><u>SWD</u></p> <ul style="list-style-type: none"> <li>• SWD has made use of different platforms to proactively support individuals and families in crisis. For instance, in the meeting of the Committee on IFSCs held in February 2018, SWD reminded and urged all members, including the district managers, Service Directors/ Service Coordinators/ Service Supervisors of NGOs running IFSCs/ISCs and representatives of HKCSS to continuously encourage their units to promote Family Support Programme (“FSP”) and outreach the vulnerable/ hidden families who are unwilling to seek help. Training and good-practice sharing session for IFSC/ ISC colleagues will be held in 2018-19 for better mobilising the volunteers, including those with personal experience in overcoming family problems or crises, to support the families-in-need with a view to preventing the problems from deteriorating.</li> <li>• In 2018-19, SWD plans to deploy mobile publicity vans to step up community education for early prevention of mental illness and strengthen promotion of ICCMW services (including counselling) over the territory. Views from stakeholders on the scope of services and mode of operation are being collected through various platforms, including meeting with The Hong Kong Joint Council for People with Disabilities/ HKCSS.</li> </ul>
	21.The SWD is suggested to widely publicise outreach services provided in Family Support Programme for families with members at risk or with mental illness and those with social isolation so that they could receive timely support. (page xii)	<p><u>SWD</u></p> <ul style="list-style-type: none"> <li>• SWD has made use of different platforms to further promote the outreach services provided in Family Support Programme for families with members at risk or with mental illness and those with social isolation so that they could receive timely support.</li> </ul> <p>[Cross-reference to item 20 on promotion of support services for individuals and families in crisis.]</p>

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<b>C. Enhancement of Roles of Traditional and Social Media</b>	22.The Government is recommended to make good use of the social media in organising and propagating activities on mental health promotion. (page xii)	<p>All Members</p> <p><u>DH</u></p> <ul style="list-style-type: none"> <li>On mental health promotion, other than conventional media, DH has been using Internet and social media for disseminating messages on mental health and well-being – <ul style="list-style-type: none"> <li>A thematic website (www.joyfulathk.hk) for the Joyful@HK Campaign has been developed, which features a page called “My Pledge”, on which public can make “Sharing”, “Mind” or “Enjoyment” pledges by selecting their desired icons and messages.</li> <li>A Facebook fan page (fb.com/joyfulathk) has been launched.</li> <li>Videos for promoting mental wellbeing under Joyful@HK, such as TV API, Music video of theme song and appeal video of ambassador have been uploaded to YouTube of Centre for Health Protection for viewing and sharing.</li> <li>Facebook had been used as the on-line voting platform for the “Your Joyful Record” Video Competition, and submission and on-line voting platform for the “Your Joyful Photo Competition”</li> <li>A series of 5 short videos “心情告白” for promoting mental health had been launched in early 2018 and uploaded to social media platform “Big Big Channel” for viewing and sharing.</li> </ul> </li> <li>DH also collaborated with NGOs (e.g. Hok Yau Club), primary and secondary schools, and other government B/Ds (e.g. EDB) to utilise their social media platforms, official websites and schools’ intranets to reach more target groups for mental health promotion.</li> <li>DH will continue to make good use of social media in disseminating mental health messages under the new, on-going mental health promotion and public education initiative to be launched in 2019.</li> </ul>
	23.Cross-sector collaboration is important and we should ride on the strength of those organisations working on suicide prevention and make reference to relevant studies. Cross-sector collaborative efforts should continue and be supported. (page xiii & xiv)	<p>All Members</p> <p><u>EDB</u></p> <ul style="list-style-type: none"> <li>The Hong Kong Jockey Club Centre for Suicide Research and Prevention has been granted a total of HK\$5,320,800 by the QEF for the project entitled “Early identification and intervention of youth suicide clusters in Hong Kong” (Project Number: 2016/0401). It is a 3-year project from 1 January 2018 to 31 December 2020, which aims at establishing a surveillance and alert system for early alert and prevention as well as training and preparing teachers, peer leaders, parents and other school members to implement suicide prevention programmes and respond to the alerts.</li> <li>The project team has been eliciting data and initialising functional requirements of the early alert system with the stakeholders. It has been liaising with the data providers for data acquisition and working on the data architecture design for data capturing and integration. Staff recruitment is in progress and the project team will start to work on the early intervention protocol and manual as well as the training materials in the coming months.</li> </ul> <p><u>HAB</u></p> <ul style="list-style-type: none"> <li>HAB launched the Funding Scheme on Life Education for Young People in March 2017. The scheme aims to give young people a correct understanding of life values and cultivating positive attitudes towards life among them by advocating Chinese traditional values. The first round of applications sponsored 12 NGOs to organise projects on life education for young people aged between 12 and 29 with a total sponsoring amount of \$2 million. HAB has launched the second round of applications in mid-2018 and \$3 million has been reserved for the purpose.</li> </ul> <p><u>SWD</u></p> <ul style="list-style-type: none"> <li>SWD subvents the Hong Kong Federation of Youth Groups to operate “Hotline Service for Youth at Risk”, which offers counselling and referral services to children and youth who are emotionally unstable, or have suicidal thought or attempt, through means of hotline service and WhatsApp.</li> </ul>

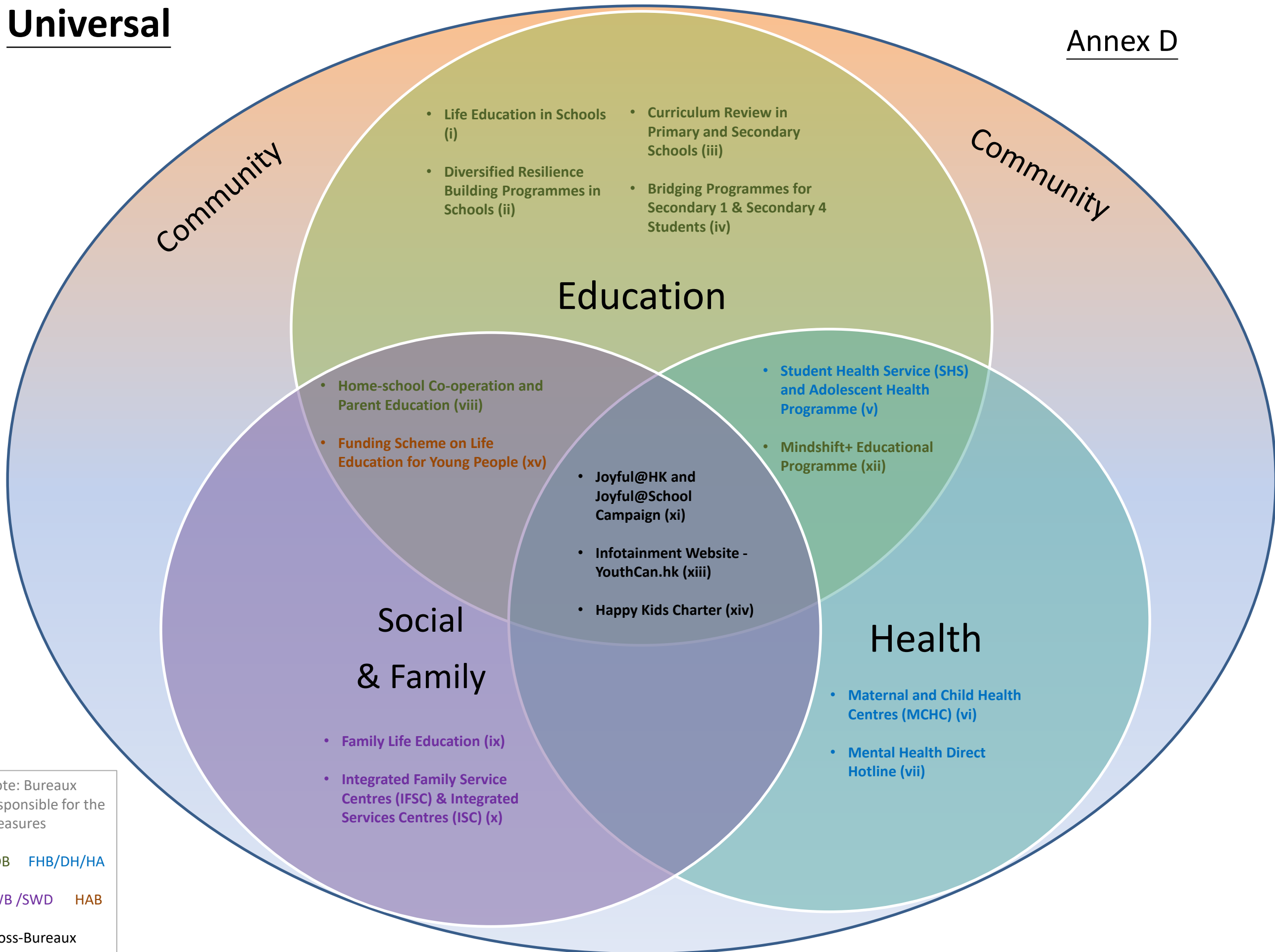
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		<ul style="list-style-type: none"> <li>• In addition, SWD subvents the Samaritan Befrienders Hong Kong to operate the Suicide Crisis Intervention Centre (“SCIC”) and Web-Engagement Service for reaching out to internet users with suicidal ideation through forum, email-boxes and chat-rooms to facilitate their ventilation of negative emotion, and help them gain emotional support and deter their ideations of committing suicide. Case stories and videos are also uploaded to promote positive life attitude, and information on related social services is provided to the service users. The manpower of the SCIC and Web-engagement Service was enhanced with effect from 1 January 2018.</li> <li>• SWD Tai Po/ North District has secured funding of \$1.6 million to carry out a pilot project to strengthen cross-sectoral collaboration among medical, social and education services, etc. for better utilisation of community resources and synergy effect in the prevention of youth suicides. The “Pilot Project on Prevention of Youth Suicides in North District” would be kicked off in August 2018.</li> </ul> <p><u>DH</u></p> <ul style="list-style-type: none"> <li>• Targeted at students, teachers and parents, the thematic webpage of “emotional health tips” in the website of Student Health Service shares local community resources related to hotline and mental health services for youth as well as the related websites on mental health issues.</li> <li>• The Community Partnership Programmes under the Joyful@HK Campaign under which community partners including NGOs, academics and healthy city projects are involved to develop evidence-based intervention will be continued in the new, on-going mental health promotion and public education initiative to be launched in 2019.</li> </ul>
24.Youth should be educated social media etiquette to prevent the occurrence of cyberstalking or bullying, and proper messages on how to respond to suicide reporting through social media. In this connection, Facebook, the University and other NGO partners had jointly published a “Help a Friend” booklet to act as a guide on how to help emotionally distressed or even suicidal individuals, which should be promoted to youth as well as the wider community. (page xiii)	All Members	<p><u>EDB</u></p> <ul style="list-style-type: none"> <li>• EDB organised seminars for teachers on “Dating and Healthy Inter-personal Relationship” and “Developing Students’ Proper Values and Attitudes through Using IT in Video Creation” on 6 March 2018 and 9 March 2018 respectively to promote students’ positive values and attitudes towards healthy interpersonal relationship and using IT. Learning and teaching resources on Smartphone Security were developed and uploaded to EDB website for teachers’ reference.</li> <li>• EDB has commissioned a NGO to provide a one-stop telephone enquiry service and related support service on promoting e-safety. Parents, teachers and students can use the services when encountering problems arisen from using the Internet such as Internet addiction and cyber bullying.</li> <li>• “Information Literacy (“IL”) for Hong Kong Students 2016” Framework was launched in late 2016. It aims at developing students to become effective and ethical IT users in learning and everyday life. Professional Development Programmes for teachers have been organised since December 2016. In the 2017/18 school year, 8 events of basic IL courses and 5 events of advanced IL courses have been organised for primary and secondary schools so far.</li> <li>• EDB is developing an Information Kit on e-learning for students, which will include a topic on how to handle cyber bullying.</li> <li>• As from the 2016/17 school year, EDB has also organised the Wise NET Recognition Scheme to honour those schools which have nurtured their students systematically on the safe use of the internet and the prevention of cyber bullying.</li> </ul> <p><u>DH</u></p> <ul style="list-style-type: none"> <li>• A thematic webpage of “Healthy Use of Internet and Electronic Screen Products” has been created to address, among others, the issue of cyberbullying including problems of being bystanders and negative impacts of being victims. It also provides practical skills for students, teachers and parents to prevent and manage cyberbullying problem.</li> </ul>

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	25. Cyber-based outreaching services should be explored and supported subject to the evaluation of its effectiveness, given that cyber-based outreaching services are welcomed by youth nowadays. (page xiii)	<u>SWD</u> <ul style="list-style-type: none"> <li>• Under the 2018-19 Budget, the Government pledged for additional recurrent expenditure of \$20.5 million to provide subvention to NGOs for setting up Cyber Youth Support Teams. Five Cyber Youth Support Teams will be set up over the territory and social workers aim to reach out to high-risk or hidden youths to provide early intervention and support services. The estimated number of beneficiaries would be around 6 000 hidden and at-risk youth. The Cyber Youth Support Teams will commence operation in December 2018.</li> </ul>

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<b>D. Promotion of Multiple Articulation Pathways</b>	26.The Government should launch more publicity about alternative pathways and Qualification Framework to help parents and students learn about the latest in life planning and make appropriate choices that suit students' abilities, interests and aspirations. (page xiv)	<p>EDB</p> <p><u>E</u>DB</p> <ul style="list-style-type: none"> <li>♦ Apart from the factsheets on the New Academic Structure (“NAS”) uploaded to the NAS Web Bulletin (www.edb.gov.hk/nas), a promotional video with two episodes about students’ own experience of multiple articulation pathways under the NAS was uploaded to the NAS Web Bulletin in February 2018 and disseminated via parents’ seminars conducted in February and March 2018.</li> <li>♦ EDB continues to strengthen public and parent education through different means including videos, mini-movies and the media, with the aim of encouraging parents and the public to support students’ career and life planning based on one’s ability, potentials and aspirations, and highlighting the message of “every trade has its master” (行行出狀元). The relevant publicity has been launched through online platforms and in-train TVs in Mass Transit Railways. The video series for in-train TVs in Mass Transit Railways were broadcast from 27 June to 24 July 2018.</li> <li>♦ Talks, seminars and information pamphlets have been provided to parents so as to facilitate them in understanding the interests and abilities of their children at an early stage to avoid unrealistic expectation at a later stage. In the 2017/18 school year, the following seminars were held: <ul style="list-style-type: none"> <li>➢ January 2018 - Two identical Seminars on “Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions” with a total of about 400 teachers, students and parents attended.</li> <li>➢ 6 February 2018 - Seminar on Non-local Further Studies for Australia, Canada and the UK, with a total of 168 teachers, students and parents attended.</li> <li>➢ 27 February 2018 - Seminar on Non-local Further Studies for New Zealand and the USA, with 79 teachers, students and parents attended.</li> </ul> </li> <li>♦ To further strengthen the support to schools and parents, the current Career Information Website will be enhanced in October 2018 for around all secondary schools to keep school staff, students and parents abreast of information on further studies, vocational training, career opportunities and trend of the working world.</li> <li>♦ After announcement in the Chief Executive’s 2017 Policy Address, the Government injected \$1.2 billion into the Qualification Framework (“QF”) Fund in Q1 of 2018 for the continued implementation of various initiatives under the QF. The Government will further strengthen and drive the development of QF through different channels including publicity and public education.</li> </ul>
	27.EDB in collaboration with schools and stakeholders should continue to step up career and life education to better prepare students in their exploration of multiple pathways, and to share the information with parents. (page xv)	<p>EDB</p> <p><u>E</u>DB</p> <ul style="list-style-type: none"> <li>♦ Four parents’ seminars on the senior secondary curriculum and subject choices, and introduction of multiple pathways for Secondary 3 school leavers were conducted in February and March 2018 for parents of Secondary 2 to Secondary 4 students.</li> <li>♦ The “Parents’ Corner” on NAS Web Bulletin is updated on a regular basis to provide parents with the latest information on the NAS and the multiple pathways for secondary school leavers.</li> <li>♦ EDB continues to endeavour to develop life planning education so that students can understand their own interests, abilities and aspirations, develop positive attitudes and values as well as gain knowledge about different industries and articulation pathways through career exploration activities.</li> <li>♦ Schools are required to use the Career and Life Planning Grant, which has been provided to each public sector school operating classes at senior secondary levels, to enhance the capacity of responsible teaching team so as to enrich and expand the scope of life planning guidance services, strengthen the coordination of life planning education and the cooperation with business sector.</li> </ul>

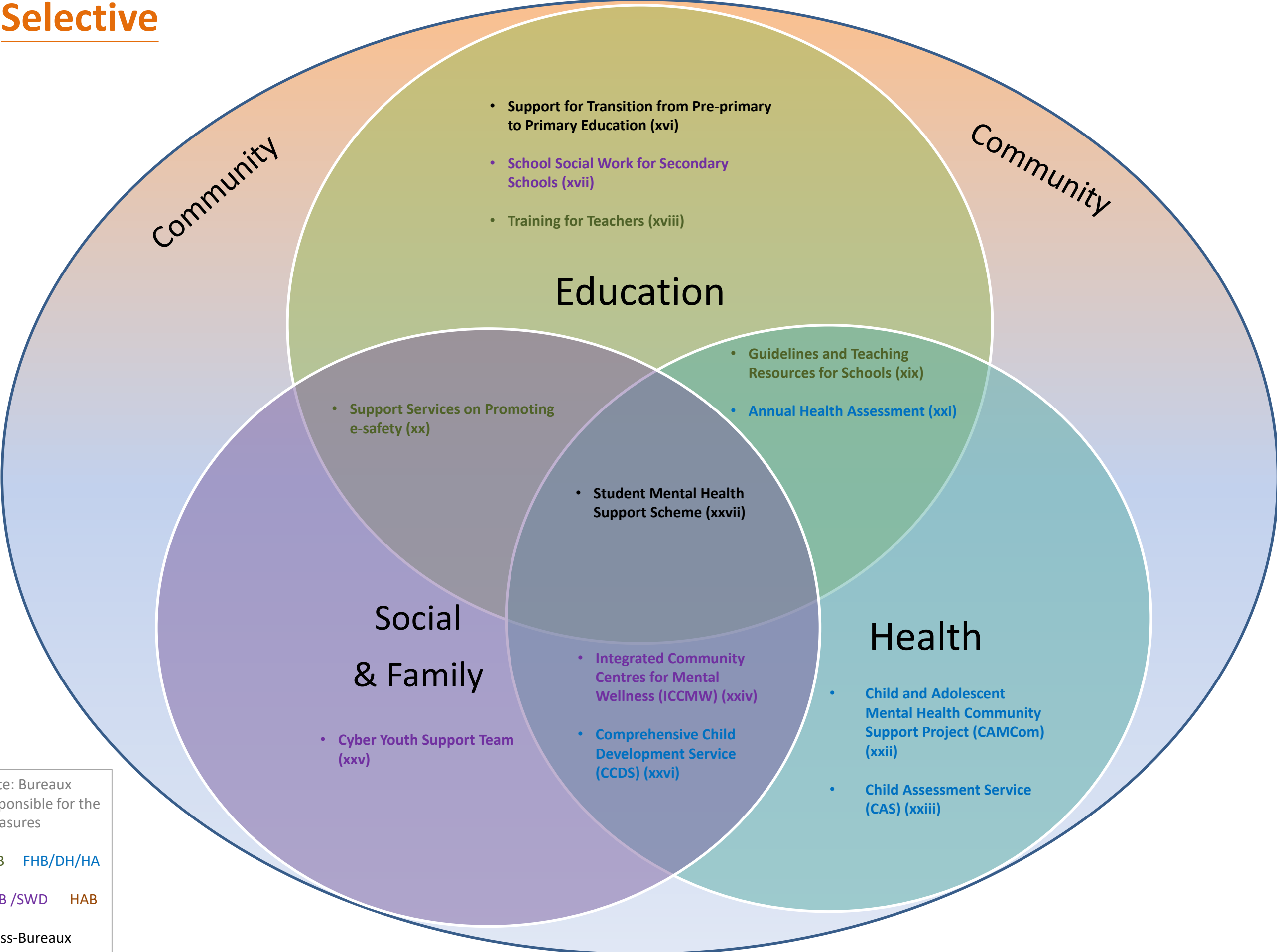
(a) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(b) <u>B/Ds</u>	(c) <u>Follow up actions</u>
		<ul style="list-style-type: none"> <li>♦ In addition, EDB has stepped up professional support to schools to enhance teachers' professional capacity in implementing life planning education, such as increasing the number of structured teacher training places, organising thematic seminars/ workshops and promoting professional exchanges among schools and teachers. The Guide on Life Planning Education and Career Guidance for Secondary Schools has been issued and advisory school visits are also conducted to provide professional advice to schools to strengthen their life planning education.</li> <li>♦ Career exploration is one of the three key elements of life planning education. Through "Business-School Partnership Programme", EDB encourages close collaboration between schools and various sectors to arrange activities for secondary school students, such as career talks, workplace visits, workshops, work experience programmes and competitions, with the aim of helping them explore different careers and develop positive work attitudes and values that are essential for life planning. In the 2017/18 school year, around 820 career exploration activities have been held, benefitting more than 150 000 students. Examples are: <ul style="list-style-type: none"> <li>➢ School Talks had been organised by Hong Kong International Aviation Academy 《香港國際航空學院到校講座》. More than 2 800 students from 13 schools participated.</li> <li>➢ About 3 400 students from 121 schools participated in the Workplace Visit to Cathay Pacific City 《參觀國泰城》</li> <li>➢ More than 550 students attended the Mock Interview Workshop《職業生涯規劃--求職面面觀》organised by CK Hutchison Holdings Limited.</li> <li>➢ More than 140 students participated in the Student Work Experience Programme organised by Marks &amp; Spencer 《「馬莎零售業務工作體驗坊 - 學生工作體驗計劃」》.</li> <li>➢ The 2nd Jewellery Design Competition for Secondary School Students 《第二屆全港中學生珠寶設計比賽》 was held in November 2017. More than 100 students joined the competition.</li> </ul> </li> <li>♦ To nurture the culture of supporting the young generation in life planning and to display good practices of implementing life planning education among secondary schools, business partners and various stakeholders, EDB published good examples of school-based measure as newspaper supplement to enhance public awareness as well as a booklet "生涯規劃教育薈萃" (Highlights of Life Planning Education) in May 2017 for schools' reference.</li> <li>♦ Vocational and Professional Education and Training ("VPET") programmes provide multiple and flexible pathways for young people with diverse aspirations and abilities. The Government is committed to promote VPET in the community and will set up a Task Force on VPET to consider how VPET can be better promoted in the career and life planning education in secondary schools to cater for students' diverse abilities and interests; and how to foster closer business-school collaboration through the Business-School Partnership Programme to meet the manpower needs of Hong Kong.</li> </ul>

(d) <u>Initiative / Recommendation</u> (in brackets are the relevant pages in the executive summary of the Final Report of CPSS#)	(e) <u>B/Ds</u>	(f) <u>Follow up actions</u>
<b>E. Other Related views on the Education System</b>	28.The Committee recommends that EDB consider reviewing relevant domains in the education system, duly support and address the developmental and diverse needs of students and young people (page xvi)	EDB <u>EDB</u> <ul style="list-style-type: none"> <li>The Task Force on Review of School Curriculum (“TF”) was set up in November 2017 to, among other things, deliberate on how to better cater for students' diverse abilities, interests, needs and aspirations. The TF holds regular meetings and has identified three pivotal areas, namely catering for learner diversity, multiple pathways and whole-person development, for in-depth deliberations, and three corresponding sub-groups are formed for the purpose. The TF will submit a report with directional recommendations to the Government by late 2019.</li> </ul>

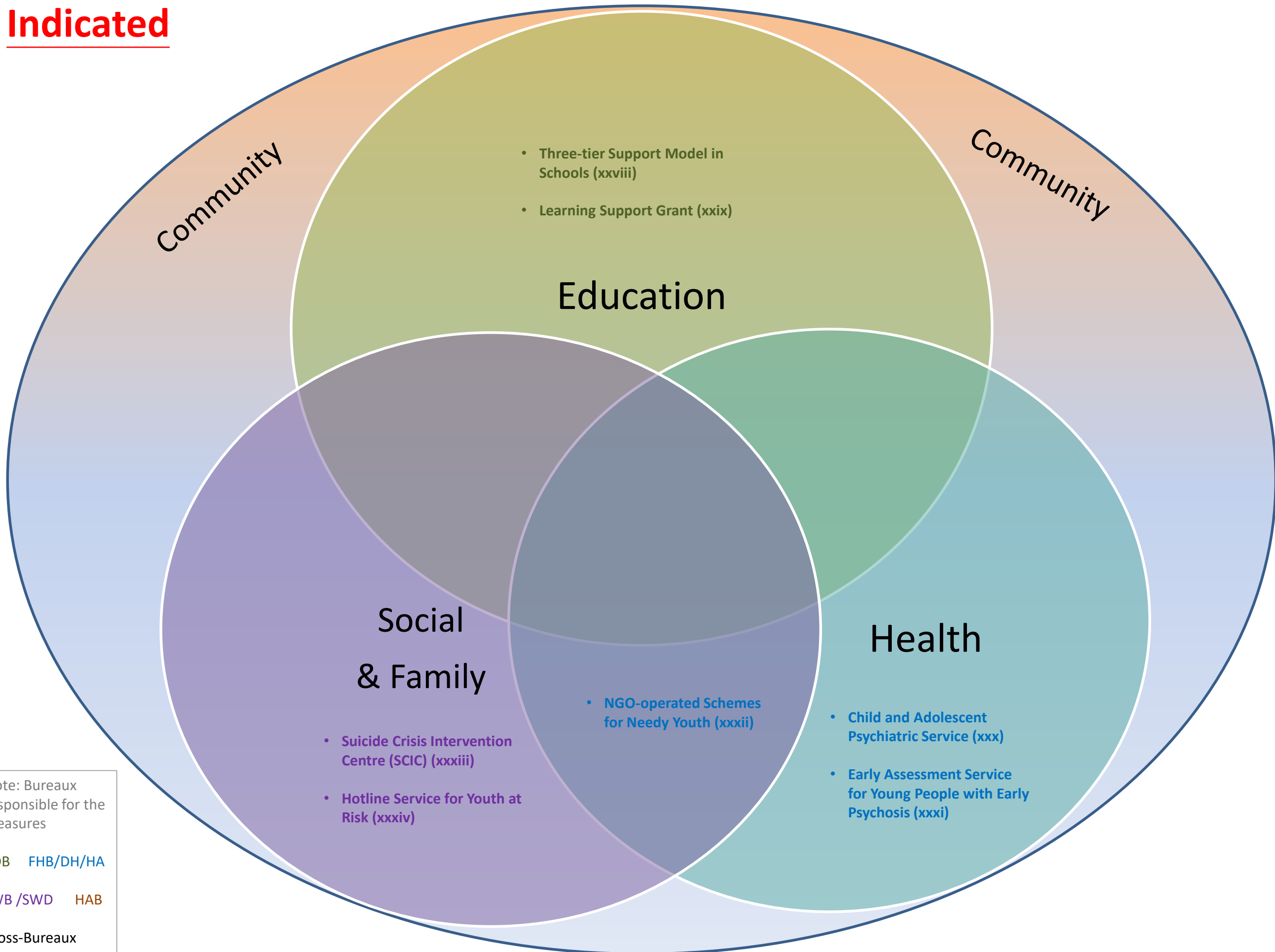




# Selective



# Indicated



Note: Bureaux responsible for the measures

EDB   FHB/DH/HA

LWB /SWD   HAB

Cross-Bureaux

The Government Strategies and Services to be Enhanced

**I. Universal (targeting all youth)**

*Enhanced school social work services*

1. Provision of one school social worker for each primary school (EDB) and enhancing social work services for pre-primary institutions (SWD) (*paras. 56-58*)

*Supportive environment/services for youth*

2. Strengthening of life education and resilience building (EDB) (*paras. 59-60*)
3. Improving the quality of homework and enhancing assessment literacy (EDB) (*para. 61*)
4. Enhancing mental health promotion and public education (DH, SWD) (*paras. 62-64*)
5. Enhancing the work of Commission on Children (LWB) (*para. 65*)
6. Exploring the feasibility of a large-scale campaign “Caring for Our Kids” (the Commission on Children, Family Council, EDB, DH) (*para. 66*)

**II. Selective (targeting vulnerable youth)**

*Enhanced multi-disciplinary support services*

7. Enhancing Student Mental Health Support Scheme (FHB, EDB, HA, SWD) (*paras. 67-70*)

*Strengthened targeted services and training*

8. Enhancing training for teachers (EDB) (*paras. 71-73*)
9. Enhancing services of Integrated Community Centres for Mental Wellness (SWD) (*para. 74*)
10. Enhancing services of Integrated Family Service Centres / Integrated Services Centres (SWD) (*paras. 75-76*)

**III. Indicated (targeting youth with suicidal risks)**

*Strengthened psychiatric services*

11. Enhancing child and adolescent psychiatric service (HA) (*para. 77*)
12. Increasing the capacity of specialist outpatient clinics (HA) (*para. 78*)

*Enhancing cross-sectoral collaboration*

13. Exploring the possibility to involve NGOs to provide early services to the needy youth (FHB) (*para. 79*)