

Facilitating good transitions with CLD benchmarks

CLAP 2024 Hong Kong

Dr Anthony Mann,
Organisation for Economic Co-operation and Development

Anthony.Mann@oecd.org

<https://www.oecd.org/education/career-readiness/>



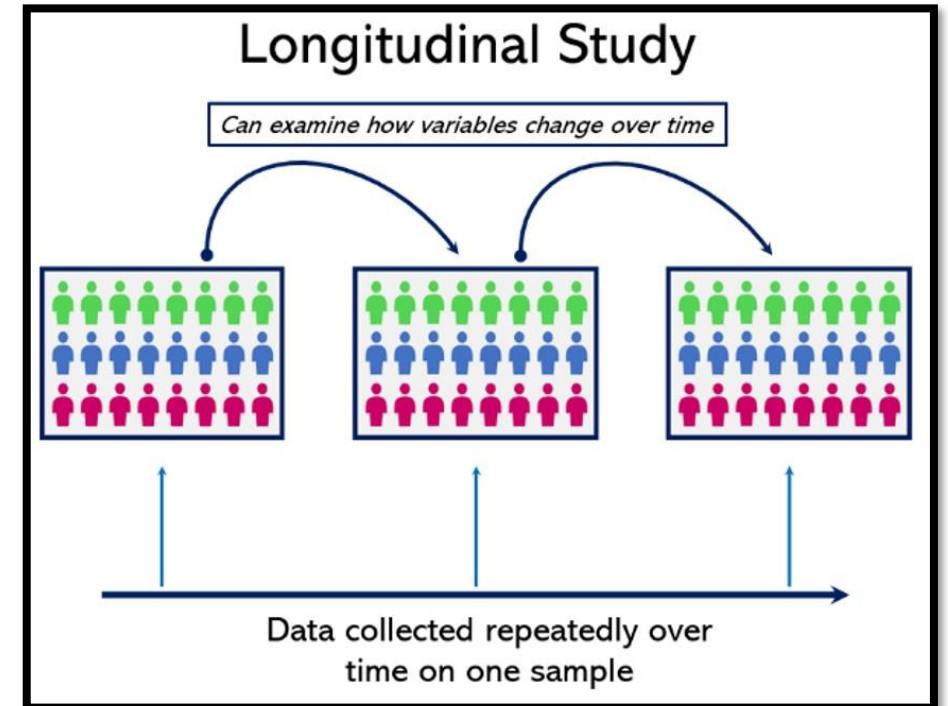


Using longitudinal data to identify predictors (benchmarks) for good transitions

Longitudinal studies...

- follow large numbers of children into adulthood
- interview them (and sometimes their parents and teachers) regularly, and
- collect information on the characteristics that typically influence better employment transitions.

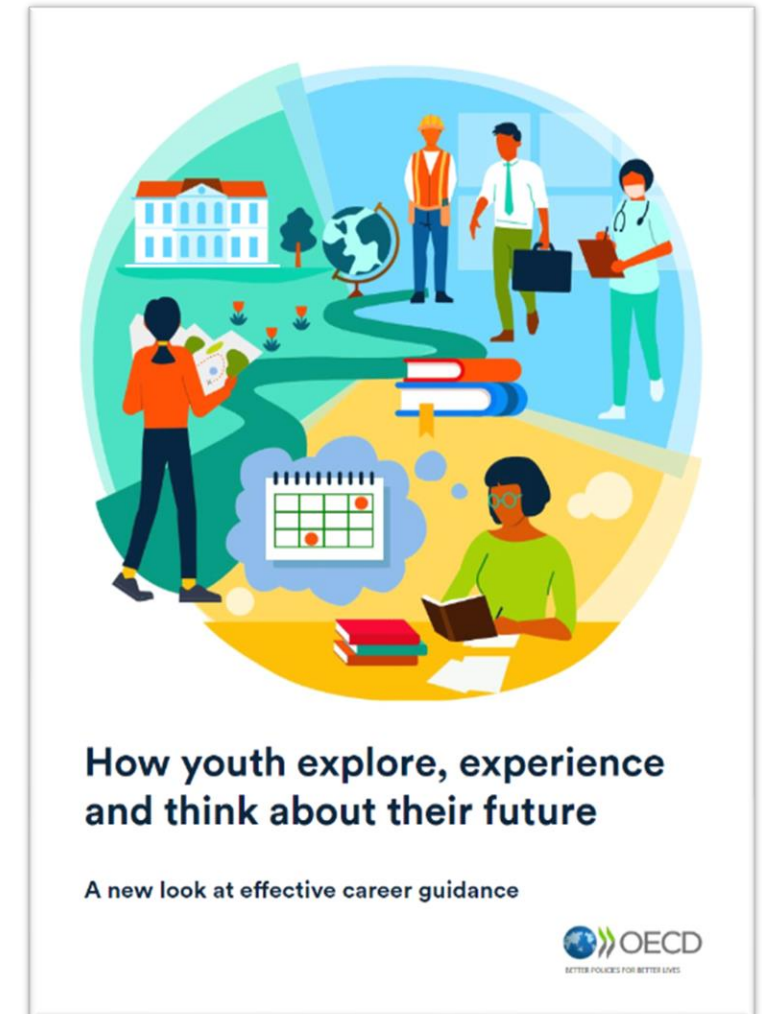
A small number of longitudinal studies collect data about the **career development** of students at 15 and their employment outcomes at 25.





Longitudinal studies: recent OECD analysis

- Analysis of longitudinal datasets in Australia, Canada, PR China, Denmark, Germany, South Korea, Switzerland, United Kingdom, United States and Uruguay.
- An initial literature review identified 14 potential career-related experiences and attitudes typically measured at age 15.
- Statistical analysis explores whether significant relationships exist between these forms of career development and three outcomes typically at age 25 (after taking account of qualifications, gender, social background etc):
 - ◆ lower youth unemployment (NEET) rates,
 - ◆ higher wages,
 - ◆ greater job satisfaction.
- We then integrated our new findings into the existing research literature.





What we found: 11 career readiness predictors

Better employment outcomes around age 25 are routinely associated with the following teenage activities, experiences and attitudes around the age of 15:

Exploring the future	Experiencing the future	Thinking about the future
Engaging with people in work through career talks or job fairs	Part-time working	Career certainty
Workplace visits or job shadowing	Volunteering	Career ambition
Occupationally-focused short programmes (Career pathways)		Career alignment
Application and interview skills development activities		Instrumental motivation towards school
Career conversations – including with teachers		
<i>...and probably</i>	<i>...and probably</i>	<i>...and probably</i>
School-based career reflection activities, including career questionnaires & career classes	Work placements/internships	Career originality



Longitudinal data and CLD benchmarks: employer engagement examples

Meaningful encounters with the workplace

Longitudinal analyses show strong relationships between better employment outcomes and engagement with employers and people in work:

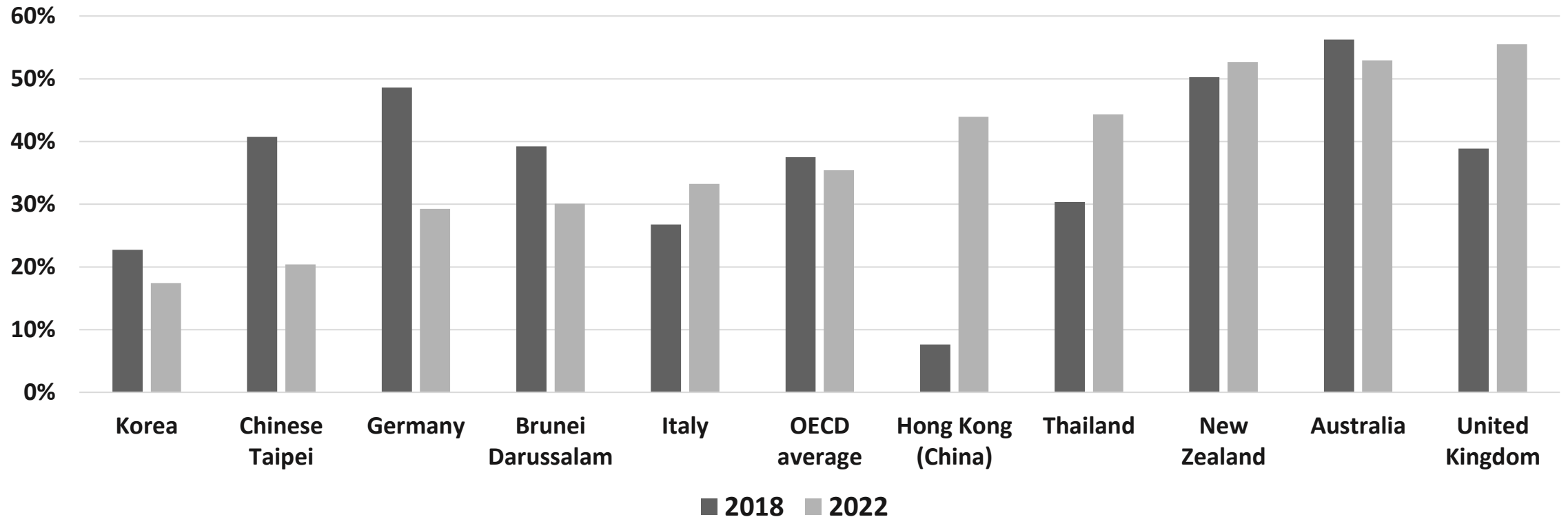
- > Engaging with people in work through career talks or job fairs
- > Workplace visits or job shadowing
- > Occupationally-focused short programmes (Career pathways)
- > Application and interview skills development activities
- > Part-time working
- > Volunteering
- > Work placements/internships

HK CLAP benchmarks



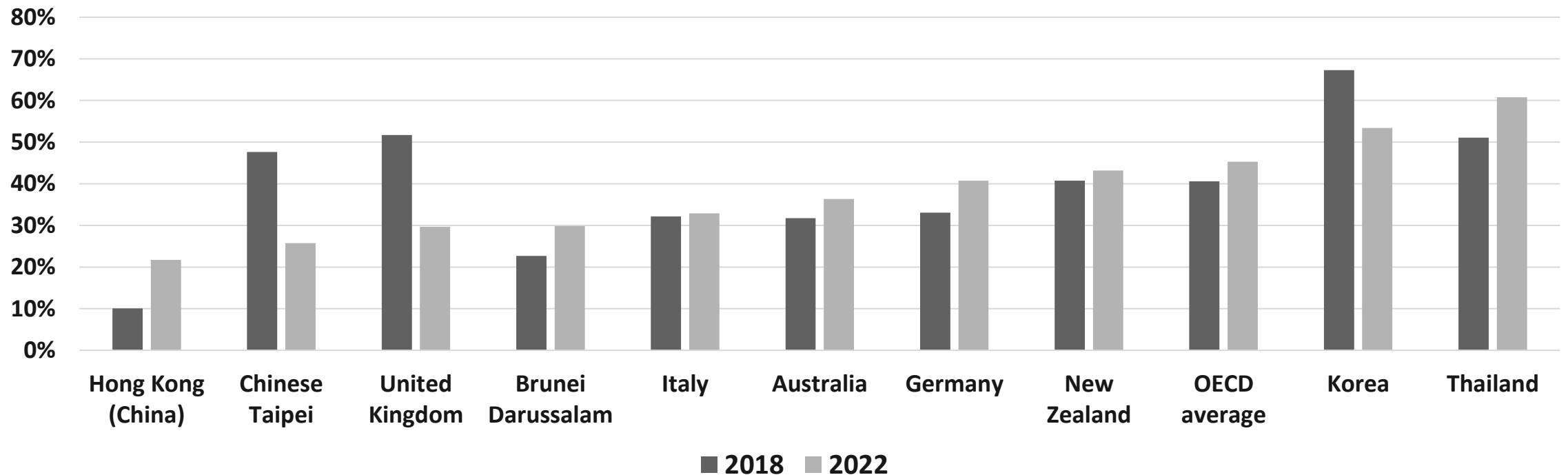
Employer engagement in Hong Kong: Job fair. OECD PISA.

Percentage of young people who attended a job fair. Selected countries. PISA 2018 v. 2022.



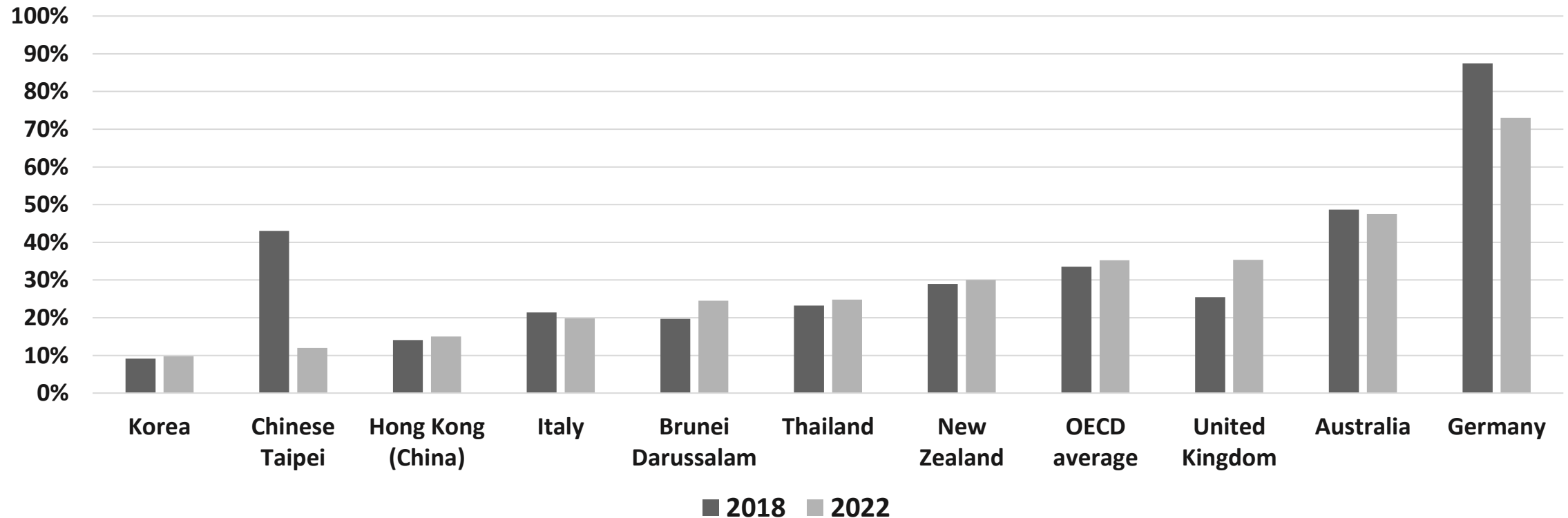
Employer engagement in Hong Kong: Job shadowing/work-site visits. OECD PISA.

Percentage of young people who participated in job shadowing or work-site visits.
Selected countries. PISA 2018 v. 2022.



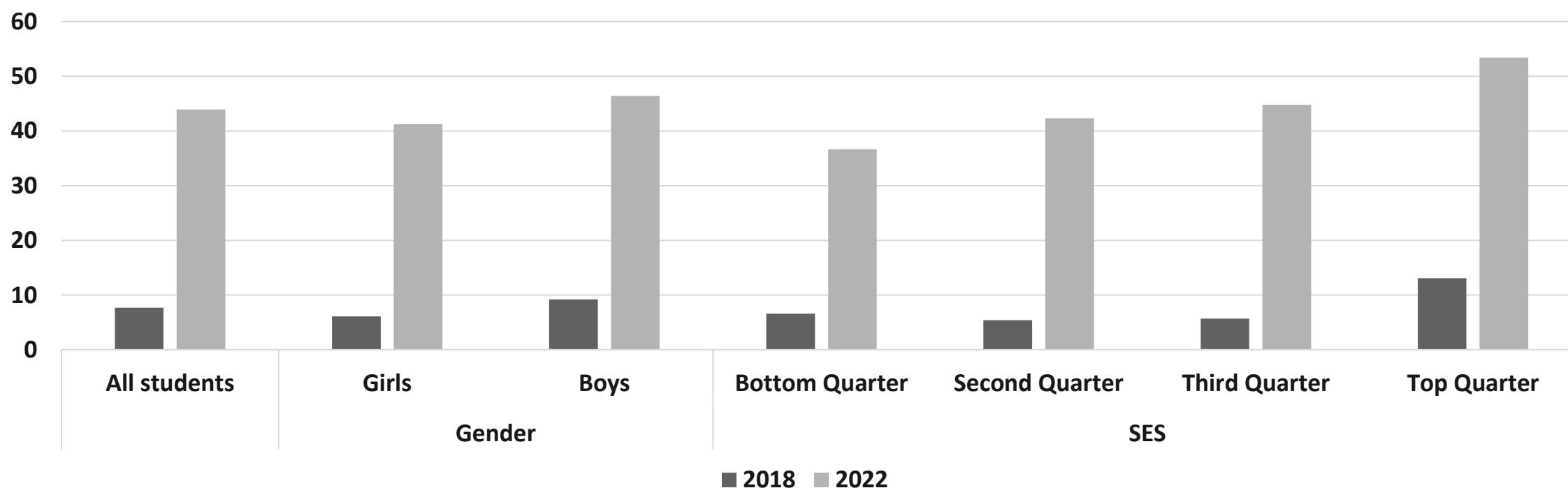
Employer engagement in Hong Kong: Internship. OECD PISA.

Percentage of young people who did an internship. Selected countries. PISA 2018 v. 2022.



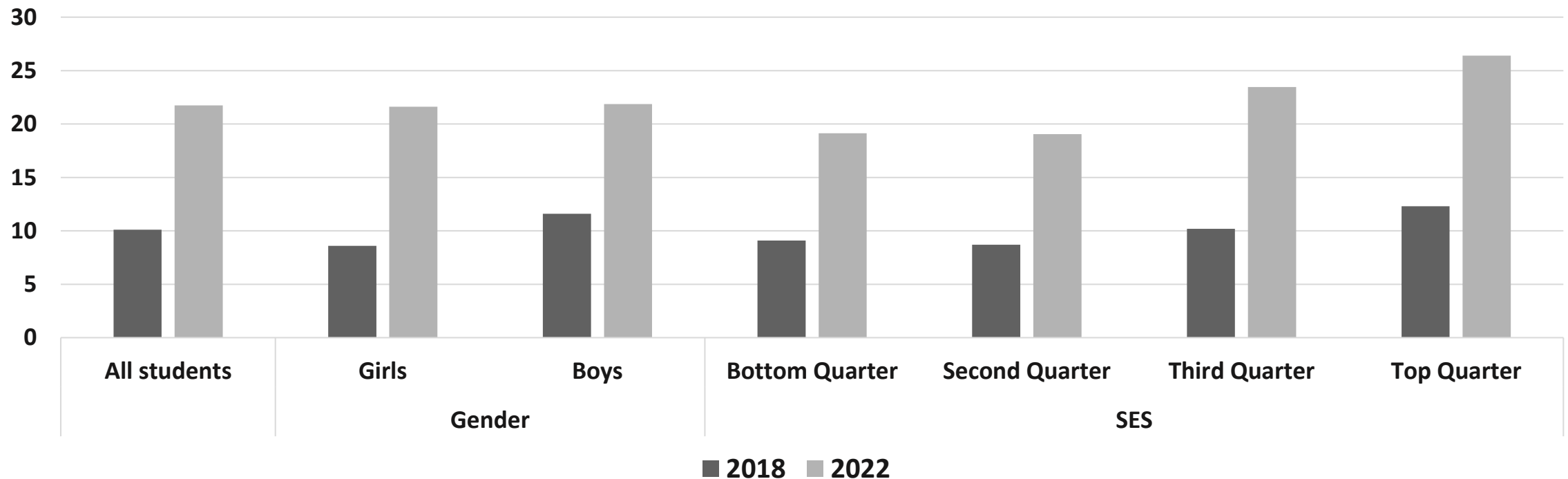
Employer engagement in Hong Kong: Job fair. OECD PISA.

Percentage of young people who attended a job fair by student characteristics. Hong Kong.
PISA 2018 v. 2022.



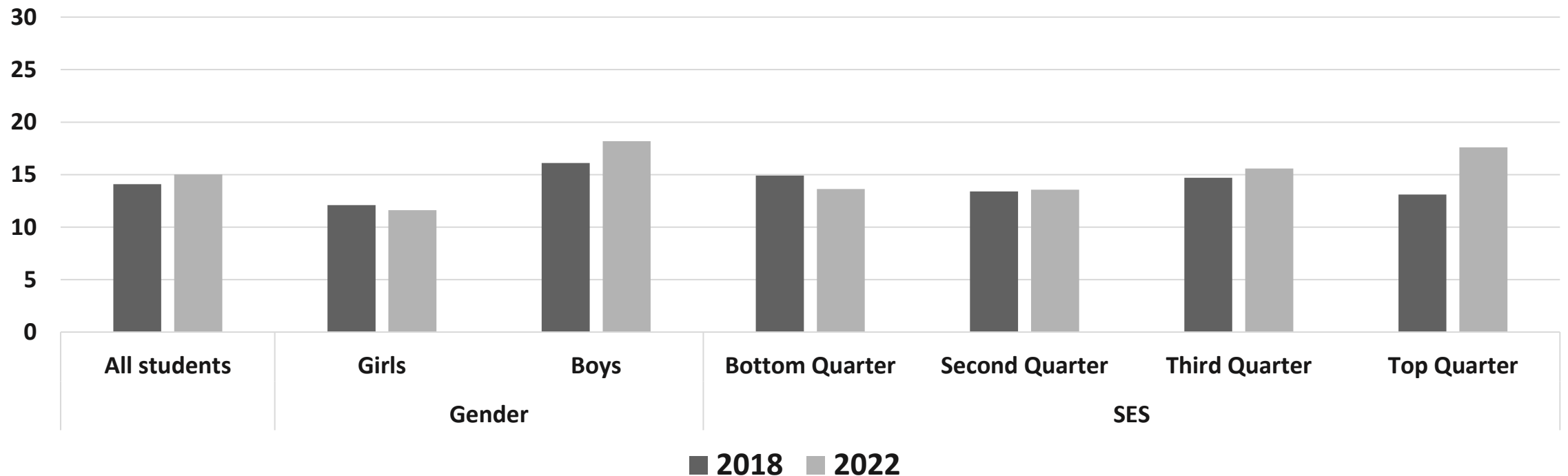
Employer engagement in Hong Kong: Job shadowing/work-site visits.

Percentage of young people who participated in job shadowing/work-site visits by student characteristics. Hong Kong. PISA 2018 v. 2022.



Employer engagement in Hong Kong: Internships.

Percentage of young people who did an internship by student characteristics. Hong Kong.
PISA 2018 v. 2022.





Benchmarks contributing to the creation of a virtuous circle of career development

Exploring

Career talks, job fairs, workplace visits, job shadowing, recruitment skills, conversations

Experiencing

Part-time working, volunteering, internships

Thinking

High clear ambitions that understand how education links to jobs

New and
useful
resources



Human Capital

- The right qualifications
- Relevant work experience & skills



Social Capital

- * New, trusted information
- * Useful people (advice, recommendations, job offers)



Cultural Capital

- * Visualising and planning a future
- * Personal confidence/agency
- * The 'rules of the game'



How benchmarks influence positive outcomes for students

Misalignment: when a student expects to pursue education and training which isn't appropriate for entry into their job goal

Multiple longitudinal studies show that teenage misalignment is routinely associated with worse employment outcomes than would be otherwise expected ([Covacevich et al, 2021](#)).

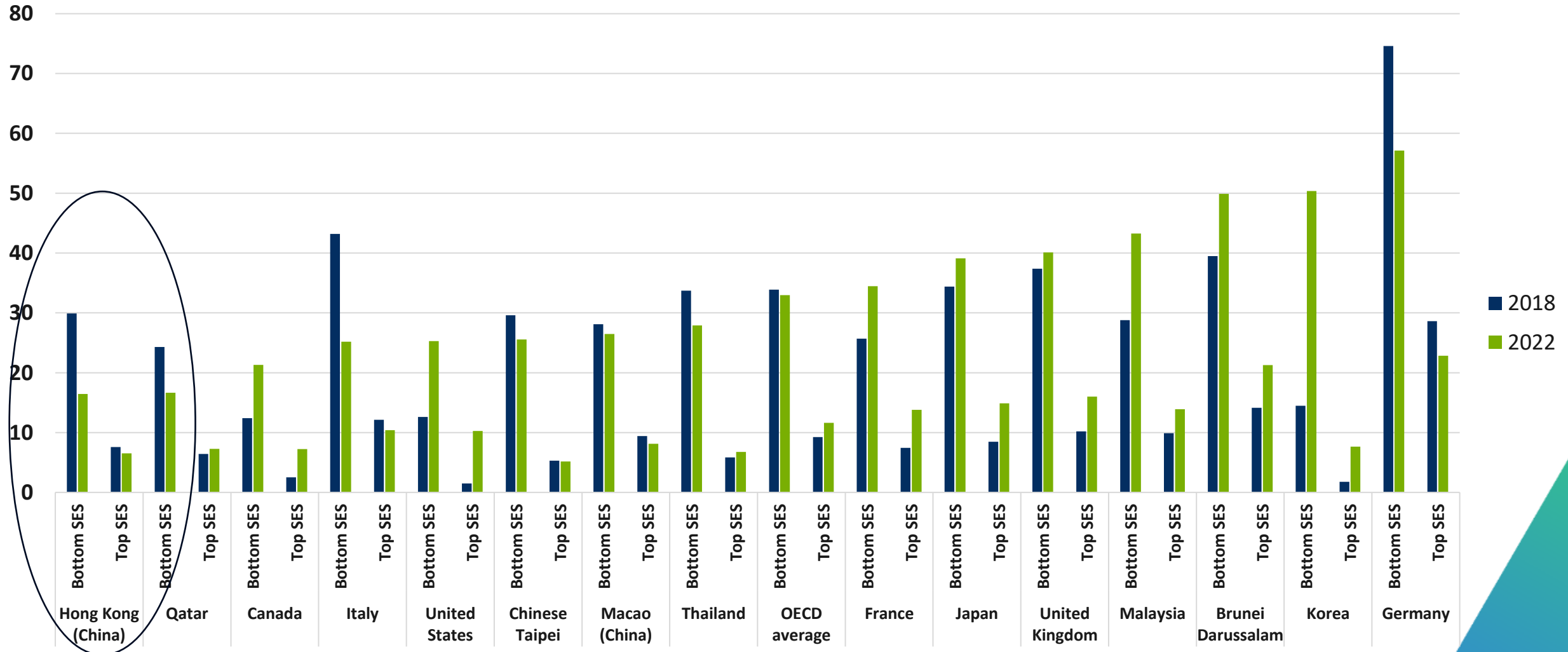
A simple test for misalignment: in Hong Kong, 85% of students expect to work as a senior manager or professionals – occupations that normally require a university degree, but do they expect to go to university?

Students from low socio-economic backgrounds are much more likely to be misaligned in their ambitions. They expect to work in a job as a senior manager or professional, but do not expect to go to university.



Equalities and career development: misalignment. OECD PISA 2018-2022

Percentage of young people who are misaligned by Socio-economic Status (SES).
Selected countries. PISA 2018 v. 2022.

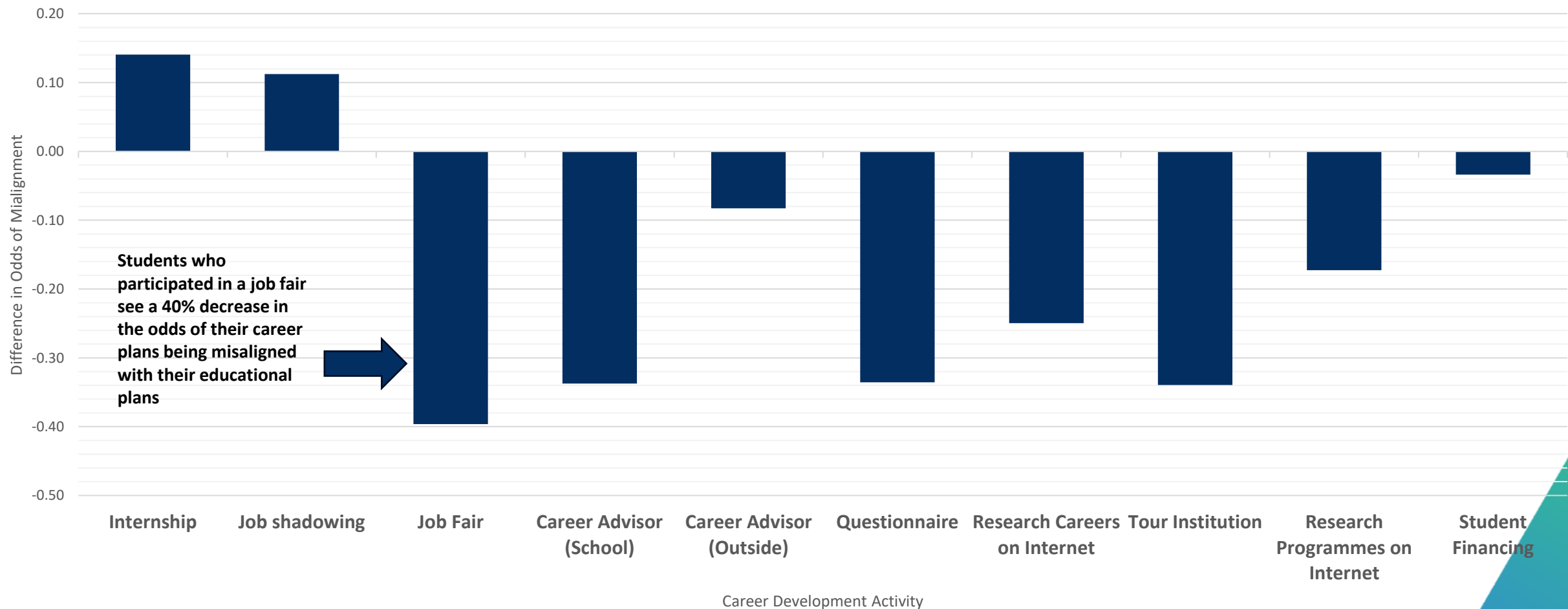




Equalities and career development: misalignment. OECD PISA 2018-2022

Odds ratio

Impact of Career Development Activities on Misalignment in Hong Kong (China)





Thank you

Conclusions

Scientific evidence helps us to have confidence about how career development can be expected to improve employment outcomes for young people.

Benchmarks provides a minimum expectation for students. They also allow us to identify students in need of greater support.

Because students vary in their access to career development outside of school & can face additional barriers in accessing desired employment, personalized approaches are essential.

Good guidance makes a difference. It helps students to develop the human, social and cultural capital that influences entry into the labour market.

Stay in touch

Thank you

Anthony Mann

Anthony.mann@oecd.org

<https://www.oecd.org/education/career-readiness/>



THE GATSBY BENCHMARKS (ENGLAND)

RYAN GIBSON

SENIOR ADVISOR



GATSBY

WHY CAREER GUIDANCE MATTERS

Individual has career guidance inputs as described by the Gatsby Benchmarks



Individual develops career management knowledge and skills



Individual makes future study/training choices that lead to sustained destinations



Individual experiences a career which is financially, socially and emotionally rewarding

Social Mobility

“If young people know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs.”

THE STATE OF CAREER GUIDANCE IN ENGLAND IN 2014

In 2014, schools had a legal responsibility to secure 'independent careers advice' for their students.

But there was:

- No detail on what schools should be providing
- No external advice, resources or support for schools from regional or national Government
- No centralised national strategy for careers

So, Gatsby set out to define what career guidance in secondary schools and colleges would look like if it was 'good'.

WE VISITED SIX COUNTRIES



The Netherlands



Germany



Hong Kong



Finland



Canada



Ireland

We added to the International Evidence with:

- A research and literature review;
- School visits in England;
- A survey of 10% of English schools.

THE EIGHT GATSBY BENCHMARKS FOR GOOD CAREER GUIDANCE

GOOD CAREER
GUIDANCE



1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

TESTED THE BENCHMARKS IN A PILOT (2015-17)

Four clear objectives:

Build capacity within and between the pilot schools to deliver a consistent, comprehensive and high quality career education for all students

Test the impact of the Benchmarks on **student outcomes and whole school/college culture** over a two year period.

Identify the problems and barriers to the implementation of the Benchmarks in different schools and localities, **and identify solutions and opportunities** to overcome these issues.

Create a sustainable and replicable approach that can be **applied at scale** in other areas of England.

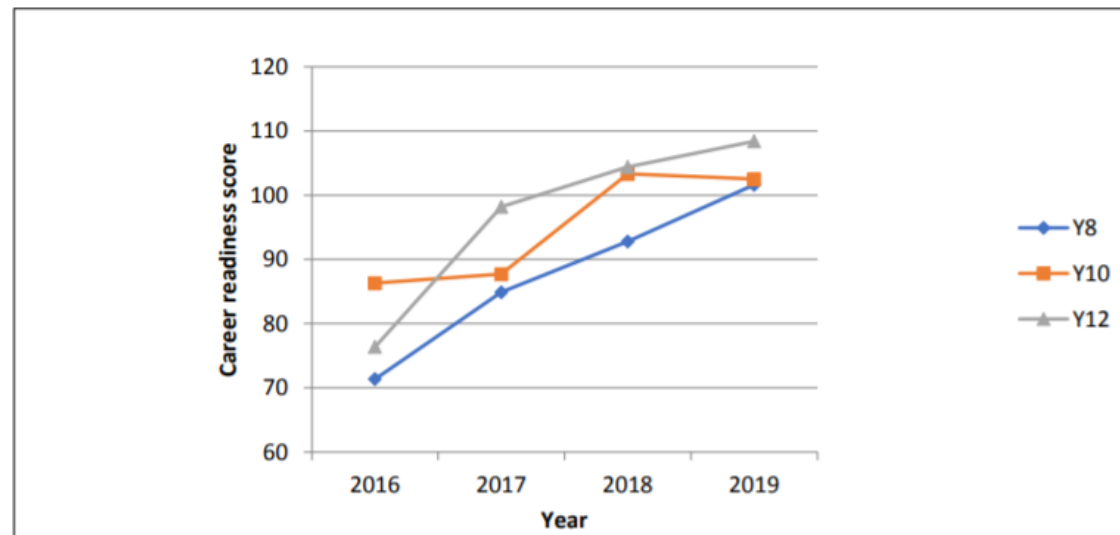
PROGRESS AFTER 2 YEARS

North East Pilot: Starting Points vs End Points			
Number of Benchmarks	Number of Schools / Colleges achieving Benchmarks Sept 15	Number of Schools / Colleges achieving Benchmarks Sept 16	Number of Schools / Colleges achieving Benchmarks Sept 17
0 Benchmarks	8	0	0
1 Benchmark	2	6	0
2 Benchmarks	4	2	0
3 Benchmarks	2	4	0
4 Benchmarks	0	1	1
5 Benchmarks	0	3	1
6 Benchmarks	0	0	3
7 Benchmarks	0	0	8
8 Benchmarks	0	0	3

CAREER GUIDANCE IMPROVES STUDENT CAREER READINESS

At the end of the North East pilot evaluation (2019), students reported significantly higher total career readiness scores than those at the beginning of the pilot (2015). This holds for all Year groups evaluated – Year 8, 10 and 12.

Figure 4 Career readiness scores in non-matched samples 2016-2019



Hanson, J., Moore, N., Clark, L., Neary, S. (2021). An evaluation of the North East of England pilot of the Gatsby Benchmarks of Good Career Guidance. Derby: University of Derby.

LEADERSHIP IS CRUCIAL

- The pilot identified key levers for success
- These continue to be important and underpin the system in England today:
 - Careers Leader
 - Senior Leader Buy-in
 - Regional / Strategic Coordination

ADOPTION OF THE BENCHMARKS



Careers strategy: making the most of everyone's skills and talents

December 2017



Careers guidance and access for education and training providers

Statutory guidance for governing bodies,
school leaders and school staff

January 2018

SINCE THE 2017 CAREERS STRATEGY GOVERNMENT HAS:

- **Adopted the Gatsby Benchmarks** as the model of good practice in career guidance
- Expected **every school and college to work towards** achieving all 8 Benchmarks
- Required every school and college to appoint a named **Careers Leader** and publish their **Careers programme**
- Expanded the role of The Careers & Enterprise Company to develop resources and **support for all schools and colleges to meet all 8 Benchmarks**

KEY FINDINGS FROM GATSBY RESEARCH (2023)²⁸

- **Belief in the value of the Benchmarks is strong and widespread.**

94% of stakeholders (from education to business) state that the Benchmarks are a strong framework for career guidance

- **The Benchmarks have been almost universally adopted.**

Over 90% of English schools and colleges now measure their progress against the framework and benchmark achievement has increased year on year since 2017

- **Each individual Benchmark is recognised as an important part of the overall framework of Benchmarks.**

All 8 benchmarks are valued equally, with each being identified as important by 96-99% of consultation respondents

- **The Benchmarks have a positive impact on young people.**

88% of Senior Leaders in schools and colleges state that the Benchmarks have been of clear benefit to their students

IMPACT

There is growing evidence that implementing the Benchmarks:

- Increases awareness of apprenticeships and improves destination outcomes
- Increases career readiness
- Motivates young people and helps them make better study choices
- Makes it easier for employers to engage with education
- Reduces the likelihood of students becoming NEET – particularly those in disadvantaged circumstances

THE BENCHMARKS MEAN MORE YOUNG PEOPLE LEAVE SCHOOL SUCCESSFULLY

Research from cohorts of students leaving school/college, and how many Benchmarks their school/college achieved, shows that:

- If all eight Benchmarks are achieved, **10% more students will make a successful transition**, compared to if no Benchmarks are achieved.
- This **effect is doubled** in schools with the **most disadvantaged** students.

BENCHMARKS AT THE CENTRE OF THE SYSTEM

- Schools and colleges are **achieving more Benchmarks every year:**
 - Average Benchmark score in 2017: **1.87** out of 8
 - Average Benchmark score in 2024: **5.5** out of 8
- Every school has a **Careers Leader** and **Training for Careers Leaders is driving up standards:**
 - Over 3000 Careers leaders have been trained and schools / colleges with a trained Careers Leader achieve significantly more Benchmarks than those without.
- **Networks of Careers Hubs** are supporting schools and colleges to improve:
 - Over 90% of schools / colleges are in a Careers Hub and those in a Careers Hub for the longest time achieve more Benchmarks (**6** on average)

THE IMPACT OF THE BENCHMARKS

The Benchmarks have achieved impact because they:

- **Underpinned by international evidence** of what good looks like and define a world class standard.
- Have created a **shared common language** around what good career guidance consists of.
- Are **measurable** at a school/college level and a regional/national level – making it possible to demonstrate progress and impact, help with planning and can guide where investment should go.

Our work continues to suggest that there is no single 'magic bullet' for good career guidance: it is about doing all of the things, identified in our benchmarks, doing them consistently, doing them well and doing them for a sustained period of time.

How to Facilitate Good Transitions with CLD Benchmarks – Insights from the Hong Kong Benchmarks (Community)

Prof. Steven Ngai Sek-yum
Director (Community, PI), CLAP@JC;
Professor, Department of Social Work,
The Chinese University of Hong Kong



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

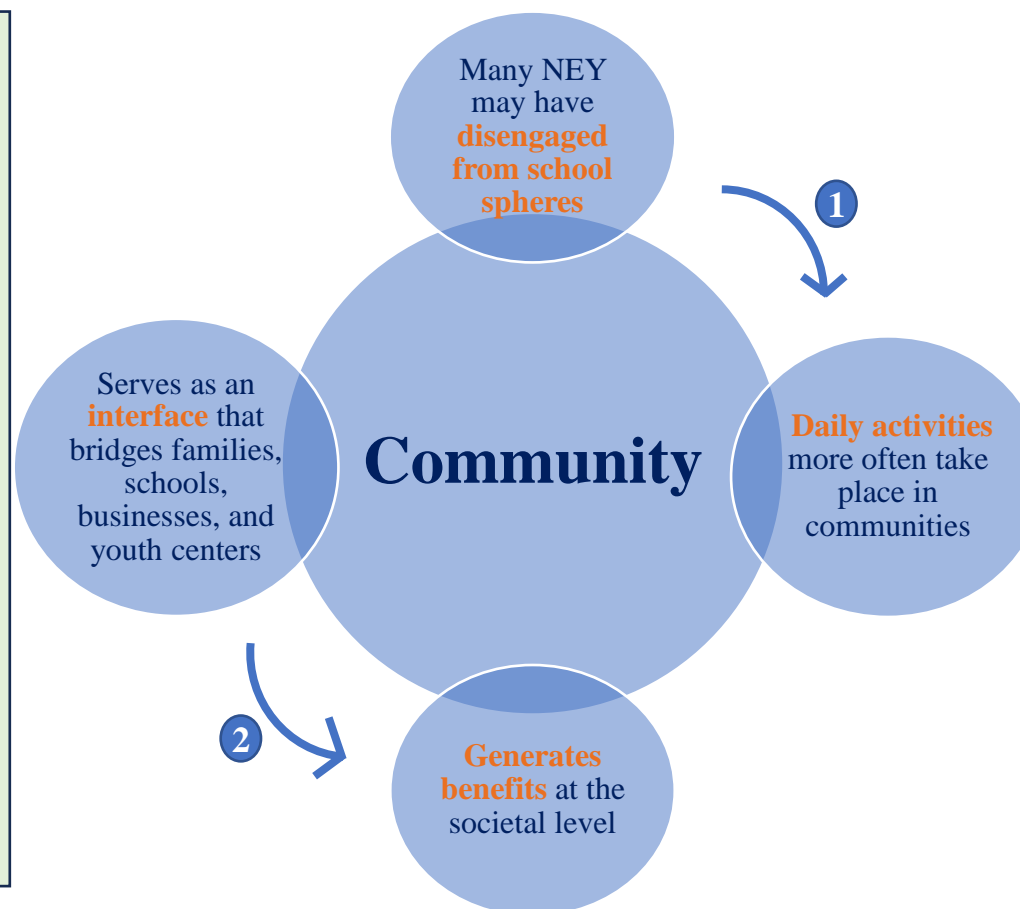


Toward a Benchmark Approach to CLD Interventions

In 2021, a research team at CUHK & partners from 6 NGOs co-created :
The world's first community version of benchmarks

NEY with a **supportive community environment** can receive **personalized advice and support** for identifying life goals, making career and life choices, and enhancing their connections with the community → Access **more job opportunities** and **broader career networks**

An intervention program under HKBM (Community) framework provides a **direct, systematic response** to NEY-related issues → help them to **circumvent the risk** of becoming NEET & support them in becoming **active navigators** of their careers and life journeys

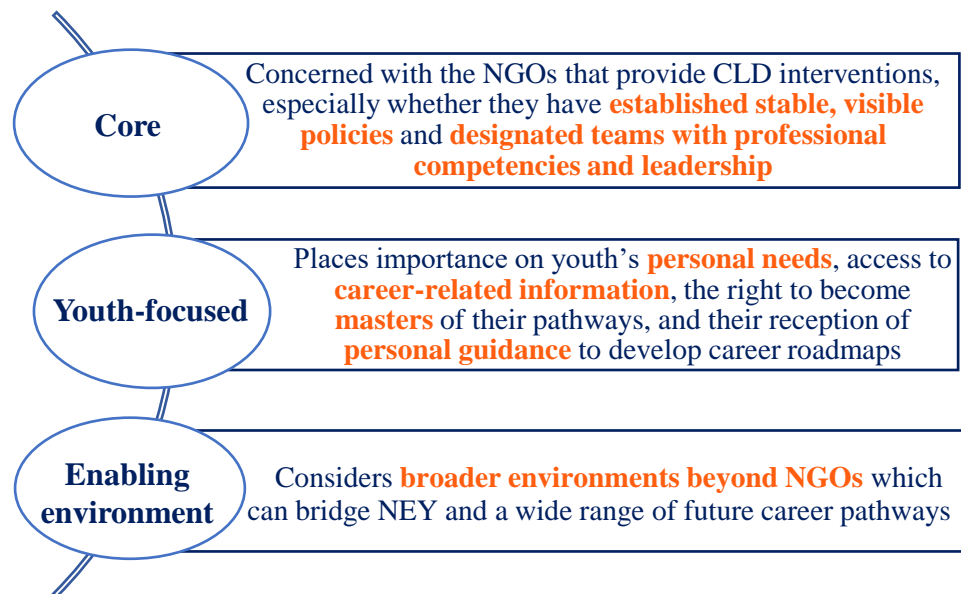




Toward a Benchmark Approach to CLD Interventions

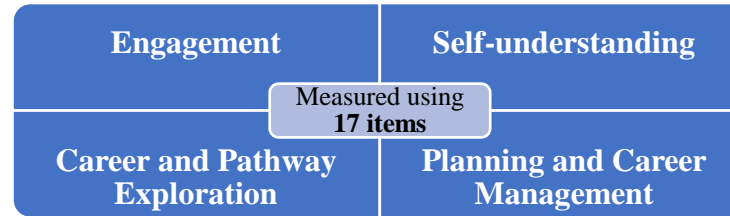
HKBM (Community)

- A **systematic self-improvement framework** for NGOs to build quality CLD service provisions that can be benchmarked with global standards
- **Increases the number of benchmarks** from the Gatsby Benchmarks from 8 to 10
- Each benchmark can be broken down into a **cluster of measurable criteria**



Research Method

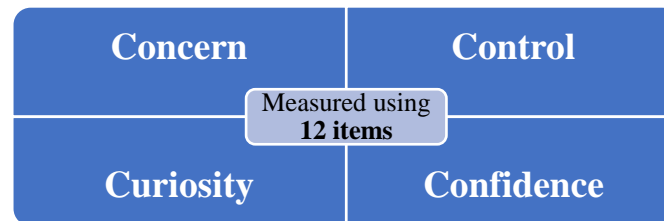
Youth Career Development Competency (YCDC)



Career and Life Development Hope (CLDH)



Career Adaptability



A Pretest-Posttest Quasi-Experimental Design:
Intervention Group: $n = 158$, Control Group $n = 206$



Focus Groups with 5 Types of Key Stakeholders

Guiding questions for NGO leaders and social workers

“How do you see the impact of the HKBM (Community) on social workers?”

“How did the HKBM (Community) facilitate social workers’ effectiveness in helping youth?”

Guiding questions for NEY

“What have you learned from the activities that you have attended?”

“Which of those activities impressed you the most? Why?”

Guiding questions for Parents

“Have you received parental services provided by NGOs?”

“Did the services help you to understand the CLD of your children?”

Guiding questions for Employers

“What type of workplace learning does your company provide for youth referred by NGOs?”

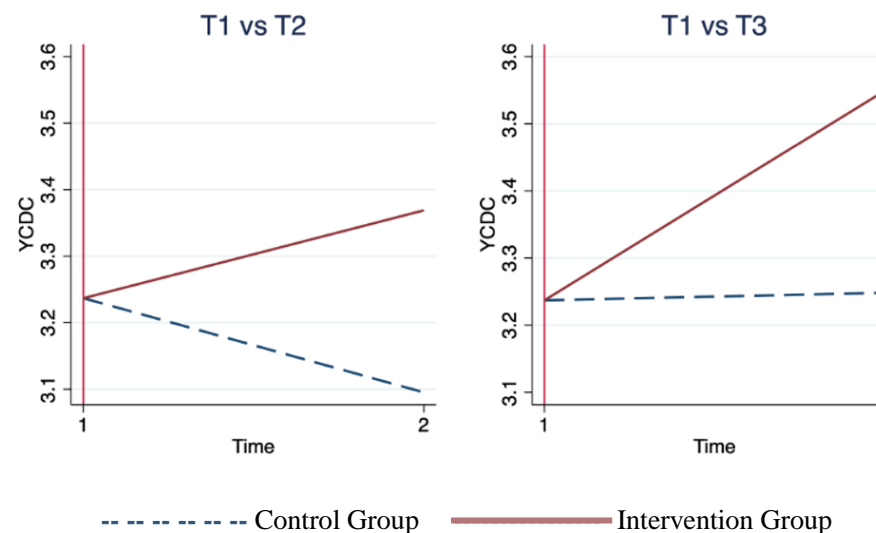
“What drives your company to provide workplace learning to youth?”

Quantitative Findings:

Table 1 PCM-DID Estimates of the Effect of Interventions on Youth Career Development Competency (YCDC)

	T1 vs. T2 $\beta(SE)$	T1 vs. T3 $\beta(SE)$
Youth Career Development Competency (YCDC)	0.268*** (0.001)	0.304*** (0.001)
Engagement	0.217*** (0.001)	0.227*** (0.001)
Self-understanding	0.178*** (0.001)	0.257*** (0.001)
Career and Pathway Exploration	0.071*** (0.001)	0.260*** (0.001)
Planning and Career Management	0.157*** (0.001)	0.277*** (0.001)

Note: *** $p < 0.001$. Robust standard error in parentheses.

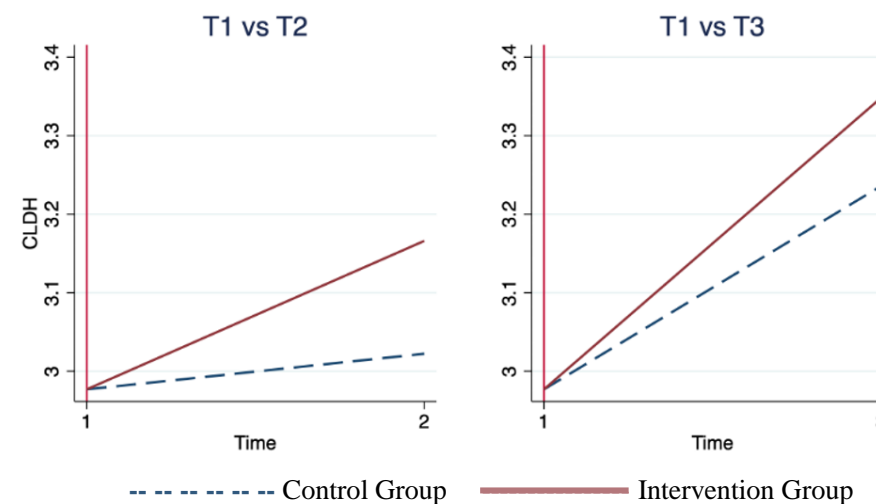


Quantitative Findings:

Table 2 PCM-DID Estimates of the Effect of Interventions on Career and Life Development Hope (CLDH)

	T1 vs. T2 $\beta(SE)$	T1 vs. T3 $\beta(SE)$
Career and Life Development Hope (CLDH)	0.124*** (0.001)	0.090*** (0.001)
Career and Life Development Pathways	0.102*** (0.001)	0.032*** (0.001)
Career and Life Development Agency	0.136*** (0.001)	0.140*** (0.001)

Note: *** $p < 0.001$. Robust standard error in parentheses.

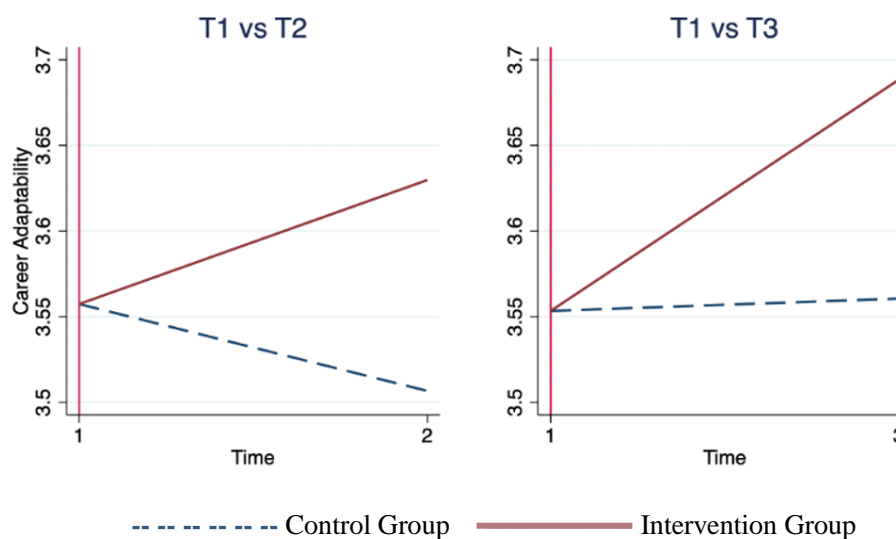


Quantitative Findings:

Table 3 PCM-DID Estimates of the Effect of Interventions on Career Adaptability (CA)

	T1 vs. T2 $\beta(SE)$	T1 vs. T3 $\beta(SE)$
Career Adaptability	0.123*** (0.001)	0.128*** (0.001)
Concern	0.155*** (0.001)	0.168*** (0.001)
Curiosity	0.125*** (0.001)	0.090*** (0.001)
Control	0.038*** (0.001)	0.058*** (0.001)
Confidence	0.174*** (0.001)	0.198** (0.001)

Note: ** $p < 0.01$, *** $p < 0.001$. Robust standard error in parentheses.



Qualitative Findings:

The thematic analysis of qualitative interviews yielded **3 key themes** regarding the stakeholders' perceived benefits from and barriers to implementing the HKBM (Community)

Key Theme 1: Providing Global Standards and Guiding Principles to Evaluating Existing Service Provisions and Promoting Multiple CLD Pathways

It reminds us of **which benchmarks we want to achieve when reviewing and planning** existing services. (Agency Leader 1)

We used to be employment-focused, but we overlooked that they [NEY] might **want to go back to school or try different pathways**. (Agency Leader 2)

My colleagues all felt that the HKBM (Community) **inspired us to envision multiple career and life pathways**. It has **expanded our horizons** and guided us to try out more possibilities. (Social Worker 1)

Qualitative Findings:

Key Theme 2: Underscoring a Youth-Focused Perspective: Enhancing Self-knowledge of Youth & Affording Them Meaningful Encounters With the Workplace

After **learning about my interests**, my social worker told me that a company would offer me an internship for a few months. (NEY 1)

CV360 and the career fair have helped me **understand my values and demonstrate my strengths**. (NEY 2)

We started by **providing them [NEY] with encounters** at our gym. Afterward, they took internships, transitioned into part-time coaching, and eventually became full-time licensed coaches. We all felt that it was **a meaningful journey**. Their loyalty to our gym was greater than that of openly hired coaches. (Employer 1)

Qualitative Findings:

Key Theme 3: Underscoring a Youth-Focused Perspective: Stressing a More Egalitarian Relationship

CeleBaby is a **co-creation with social workers**. I'm involved in the whole process, from initial planning to designing and organizing activities and preparing supplies. (NEY 3)

I learned that when my daughter encounters difficulties, I should **talk to her with an open mind**. Parents need to listen to them [NEY] patiently and **give advice as friends**. As a mother, all I can do is support and care for my daughter from her point of view. (Parent 1)



Implications

Contributions

By using rigorous research methods to demonstrate the positive impacts of the HKBM (Community) Intervention Program on NEY, our study has provided solid evidence for advocating the expansion of the existing program in order to engage more NEY from diverse backgrounds

Encourage evidence-based practice among local NGO practitioners by applying the HKBM (Community) to their daily youth service provisions

Theorizing the community-based benchmark approach: Provides a systematic framework involving core, youth-focused, and enabling-environment parts for other regions to tackle NEY-related issues

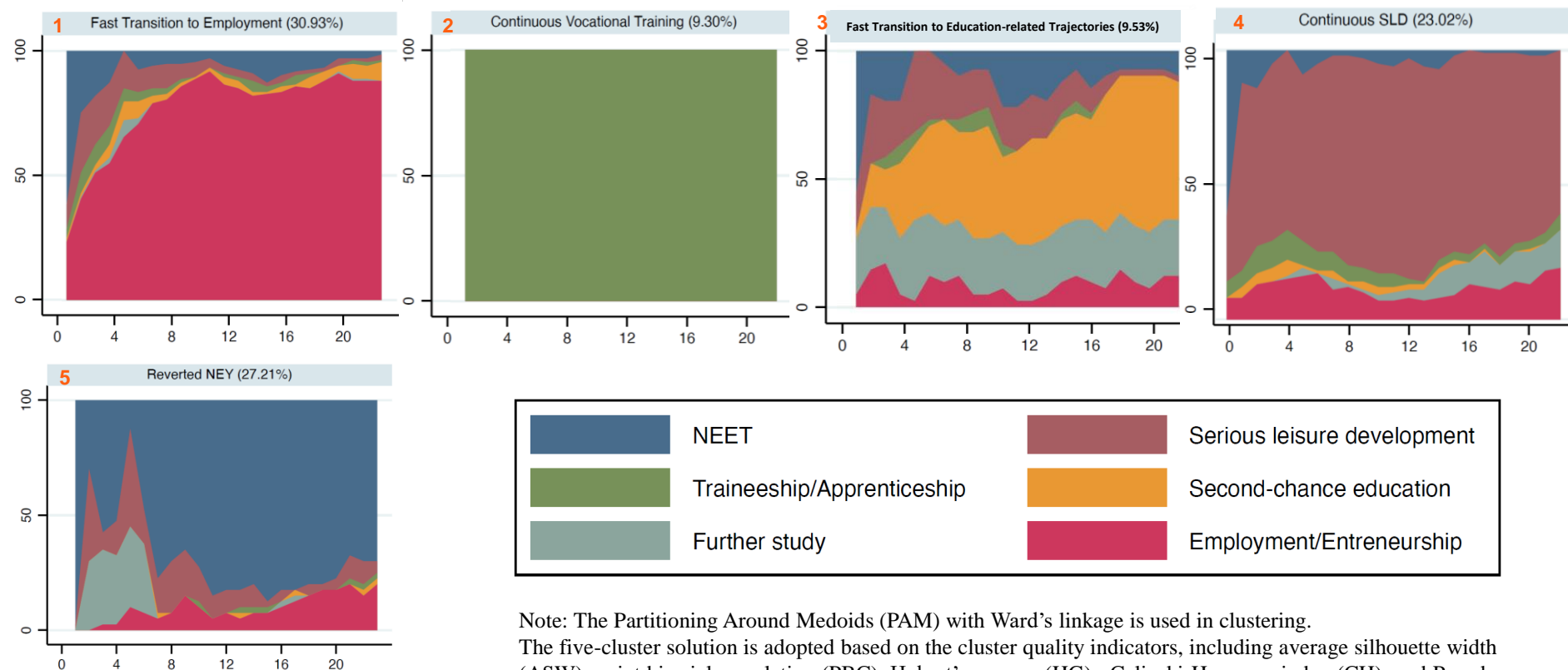


**Additional Information on Impact of HKBM (Community):
NEY Transitional Trajectories**



The Five Clusters of NEY's Transitional Trajectory

Figure 1: The Transversal State Distribution of Five-cluster solution for NEY's Transitional Trajectory



Note: The Partitioning Around Medoids (PAM) with Ward's linkage is used in clustering.
The five-cluster solution is adopted based on the cluster quality indicators, including average silhouette width (ASW), point biserial correlation (PBC), Hubert's gamma (HG), Calinski-Haranasz index (CH), and Pseudo R-square (R2)



Estimating the Effect of Interventions on NEY's Transitional Trajectory

Table 4: Descriptive Distribution of the Cases in Intervention and Control Groups

	Control	Intervention	Total
C1: Fast Transition to Employment	0	133	133
	0.00%	49.44%	30.93%
C2: Continuous Vocational Training	12	28	40
	7.54%	10.41%	9.30%
C3: Fast transition to Education-related Trajectories	9	32	41
	5.59%	11.9%	9.53%
C4: Continuous SLD	23	76	99
	14.29%	28.25%	23.02%
C5: Reverted NEY	117	0	117
	72.67%	0.00%	27.21%
Total	161	269	430

Table 5: Predicted Probabilities and Confidence Intervals (95%) for the Clusters in Intervention and Control Groups

	Control	Intervention	Difference
C1: Fast Transition to Employment	0.00	0.49	0.49***
	(0.00, 0.01)	(0.43, 0.55)	
C2: Continuous Vocational Training	0.07	0.10	0.03
	(0.03, 0.12)	(0.07, 0.14)	
C3: Fast transition to Education-related Trajectories	0.06	0.12	0.06*
	(0.02, 0.09)	(0.08, 0.16)	
C4: Continuous SLD	0.14	0.28	0.14***
	(0.09, 0.20)	(0.23, 0.34)	
C5: Reverted NEY	0.73	0.00	-0.73***
	(0.66, 0.80)	(0.00, 0.01)	

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Addressing Challenges in Implementing HKBM (Community)



Addressing Brain Drain and High Turnover: Streamlining Integration of New Staff

In tackling the problem of high turnover rates in the social welfare sector, we're now hiring incoming staff with backgrounds in fields like counselling or sociology. **The HKBM framework helps to bring these diverse graduates together**, enabling them to **quickly grasp and internalize the core concepts** of HKBM and CLAP@JC, such as CV360 and ENOW mapping. (Social Worker 7)

Our organization has designated personnel responsible for disseminating and sustaining knowledge among staff members. With an understanding of the HKBM, **it is easier for new staff to comprehend and integrate into our processes**. The **HKBM framework ensures a smoother onboarding experience** for new staff than previous approaches. (Agency Leader 6)

Creative Careers: New career paths that prioritize flexibility and creativity are emerging, with youth shifting away from traditional sectors known for extended working hours.

Digital Influence: The internet and social media are empowering youth to build their careers or businesses online and to amplify their creativity and influence.

Purpose-Driven Work: Youth seek meaningful work with a societal impact, found in startups and social enterprises.

Early Tech Adoption: Youth are inclined towards industries that are tech-forward and innovative.



BM8: In our culinary program, we were mentored by a chef well-known on Instagram who **taught us not only cooking skills but also how to use new media for branding and promotion in the culinary industry**. This experience made me consider my suitability for a culinary career in the digital age. (NEY 5)

BM8: I had the extraordinary chance to immerse myself in voice acting at a professional studio, **a rare glimpse into a niche industry**. This unique experience allowed me to **collaborate directly with seasoned voice actors**, offering me a profound understanding of the craft in a vibrant, real-world environment. (NEY 4)



Fostering an Enabling Environment with HKBM

BM7: A SEN student demonstrated an ability to care for animals through pet grooming, **revealing a new side to teachers and the principal**. This instance exemplifies how CLD activities can catalyze a change in perception. The program also **enlightens parents about their children's hidden strengths**, with one mother gaining a newfound appreciation for her child's capabilities. (Social Worker 6)

BM8: The CV360 is crucial for uncovering the potential of young people, **ensuring they are placed into internships that align with their VASK**. In doing so, we ensure a good fit for each role, enhancing their prospects for success. **CV360 has been key to streamlining our talent placement process**. (Employer 5)

Benchmark 9 regularly highlights to us the **importance of discussing further education with NEY**. Our social media and display materials also **offer information on further education opportunities**. We are also establishing programs to help young people study abroad, thus **expanding their perspectives**. (Agency Leader 5)

How to facilitate good transitions with CLD Benchmarks

CLAP@JC Conference 2024

Dr. Yip Yam-wing Stephen

The Education University of Hong Kong



Policy level

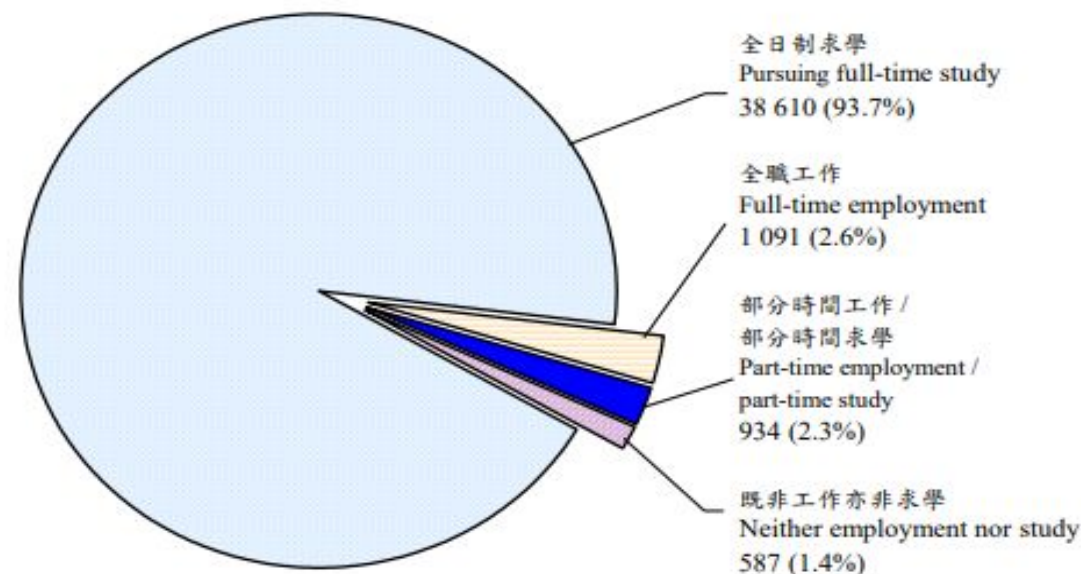
- Only approximately 5% school leavers enter employment
(EDB, 2022) (policy contexts)

According to the commissioned review from EDB conducted by the Education University of Hong Kong (2019):

Student level

1. Relatively **low self-agency**, i.e. Unconfident in setting personal goals, Incapable to pursuit and realize of future goals
2. Students' **participation** on life planning activities-relatively **low** although they agreed life planning was important and its activities were helpful.

2022 年中六畢業生在畢業年份的升學及就業情況
2022 S6 Graduates by Activity Status in the Year of Graduation



Under the concept of 'Enhancing School to Work Transitions' (Pavlova, Lee & Maclean 2017) – The Five Pointers

Review on the Effectiveness of the
Implementation of Life Planning Education in
Secondary Schools in Hong Kong

(Commissioned by the Education Bureau to the
Academic Advisory Team of The Education
University of Hong Kong)

Report

31st January 2019

EdUHK (2019). **Review on the
Effectiveness of Life
Planning Education in
Secondary Schools in HK**
(Commissioned by Education
Bureau, HKSAR Government)

Teacher level

1. Masters/Mistresses still expressed frustration with their heavy administrative workload AND **working in Silo**.
2. **Principals** in turn were frustrated by the allocation and use of resources and inadequate manpower.

Parent level

1. **Strong parental voice** in their students' CLD under **Confucian Heritage Culture** (CHC) (Also in Yip, Holman & Lam, 2024)

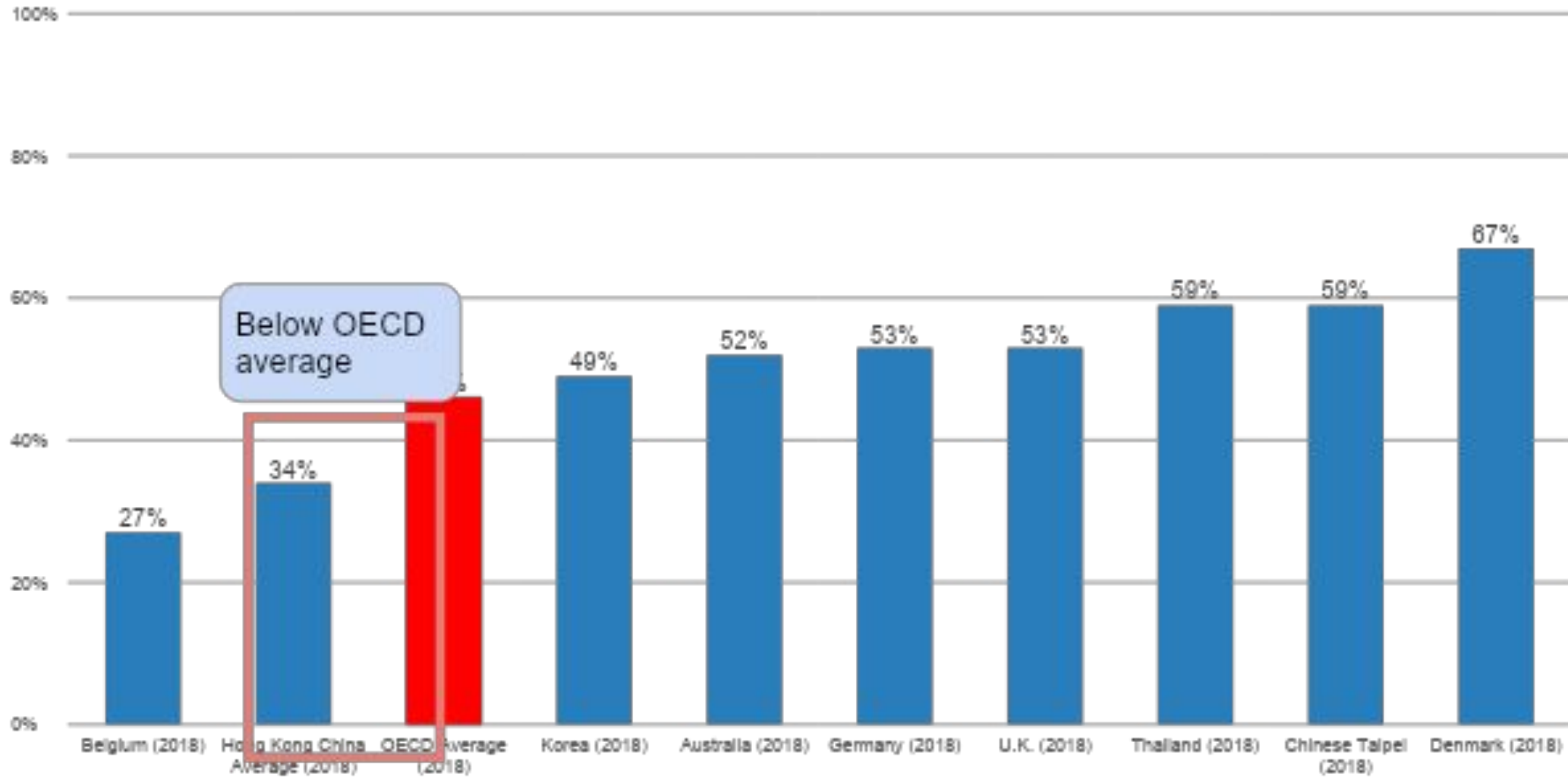




HK Contexts & Pain Points in schools

Participation Rates in OECD CLD Activities Across Countries (or Regions) in 2018

PERCENTAGE OF PARTICIPATION



Career and Life Planning Education (CLPE) as a **broader concept** to strengthen support provision (**Policy Address 2014**)

Under the concept of ‘Enhancing School to Work Transitions’ (Pavlova, Lee & Maclean 2017) – The Five Pointers

Why CLPE? (Not Just information and counselling)

- Implemented from 2014/15 school year **with government’s grant support**. (*Policy Address 2014, P.105*)
- Better prepare students in **making informed and responsible choices** in the face of unprecedented changes in 21st century.
- Dodd et al. (2022, p.161) stated schools and colleges should provide young people with a **multi-faceted series of career guidance interventions** with the aims are to:

*“inspire pupils towards further study and enable them to make informed decisions **whenever choices are open to them...**to let pupils **open eyes and understand more about what skills** they need to succeed at the world of work and careers that may not be considered but important for their **social mobility.**”*

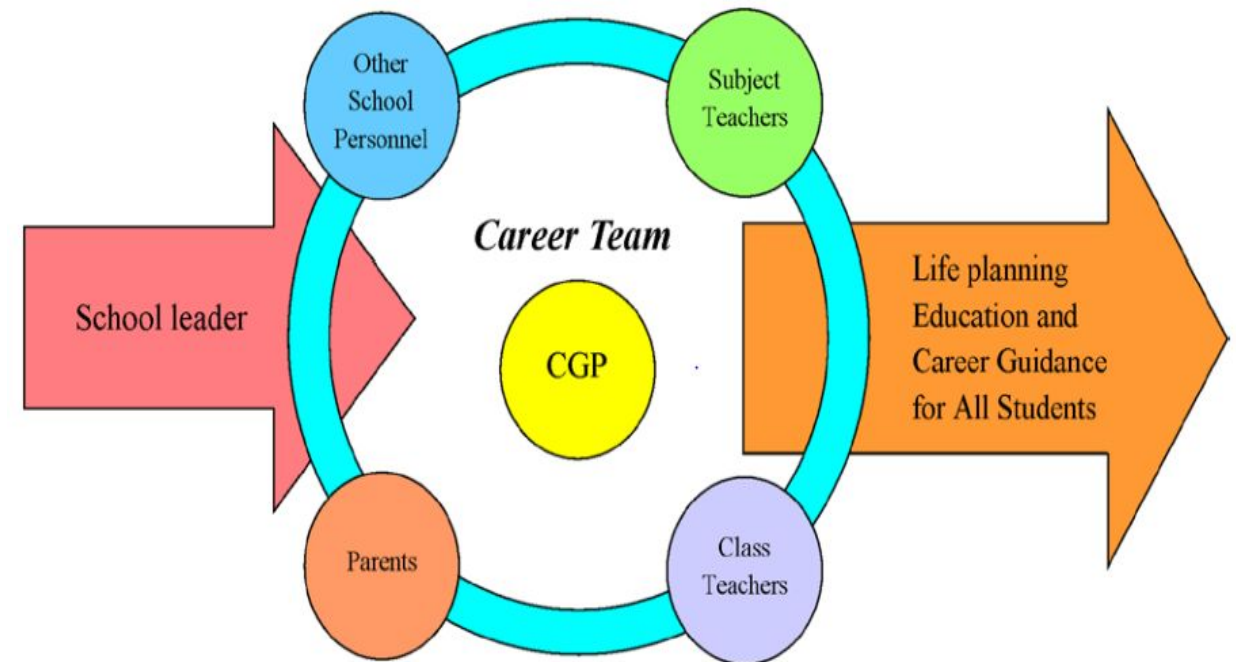


Career and Life Planning Education (CLPE) as a **broader concept** to strengthen support provision (**Policy Address 2014**)

A paradigm shift attempt in HK schools

1. Paradigm shift: From provision of career information to **Delivery of Career and life planning education (CLPE) for secondary students.**
2. **Promote/Facilitate Whole-school Approach** to conduct different forms of activities in light of school contexts and students' needs.
3. CLPE and career guidance service **cannot be solely the responsibility of the career team**, but led by the school leaders, and organised and supervised by other school personnel.
(EDB, 2014 & 2021)

Figure 1: School Personnel involved in Life Planning Education and Comprehensive Career Guidance Service



System Theory Framework (Patton & McMahon, 2006; Tsui K.K. et al, 2019)

Special Features of Benchmarks for HK schools to facilitate good transition: **HKBM as a framework of world-class guiding principles** (2020-25)

✓ Building on the success of Gatsby BM

- HKBM is an adapted version of the **world-class** Gatsby Benchmarks (**Holman 2014**)
- HKBM is a **localized** and **systemic CLD framework** that empowers school to add value to existing CLD efforts through strategic lens (**Holman & Yip 2020**)

✓ Embedding CLAP@JC (Phase 1) key elements

(2015-20)

- **Youth Development and Intervention Framework (YDIF):**
- **Values, Attitudes, Skills and Knowledge (VASK)**
- **Expanded Notion of Work (ENOW)** (Wong 2015):
Extension of definition of work and emphasis of the equal importance of paid and unpaid work

The ten benchmarks in Hong Kong (HKBM)

Core

1. A Stable and Visible Career and Life Development Policy
2. Professional Competencies and Leadership

Student Focused

3. Learning from Multiple Pathways Information
4. Address the Needs of Each Student
5. Student Engagement and Co-creation
6. Personal Guidance for Developing Career Roadmaps

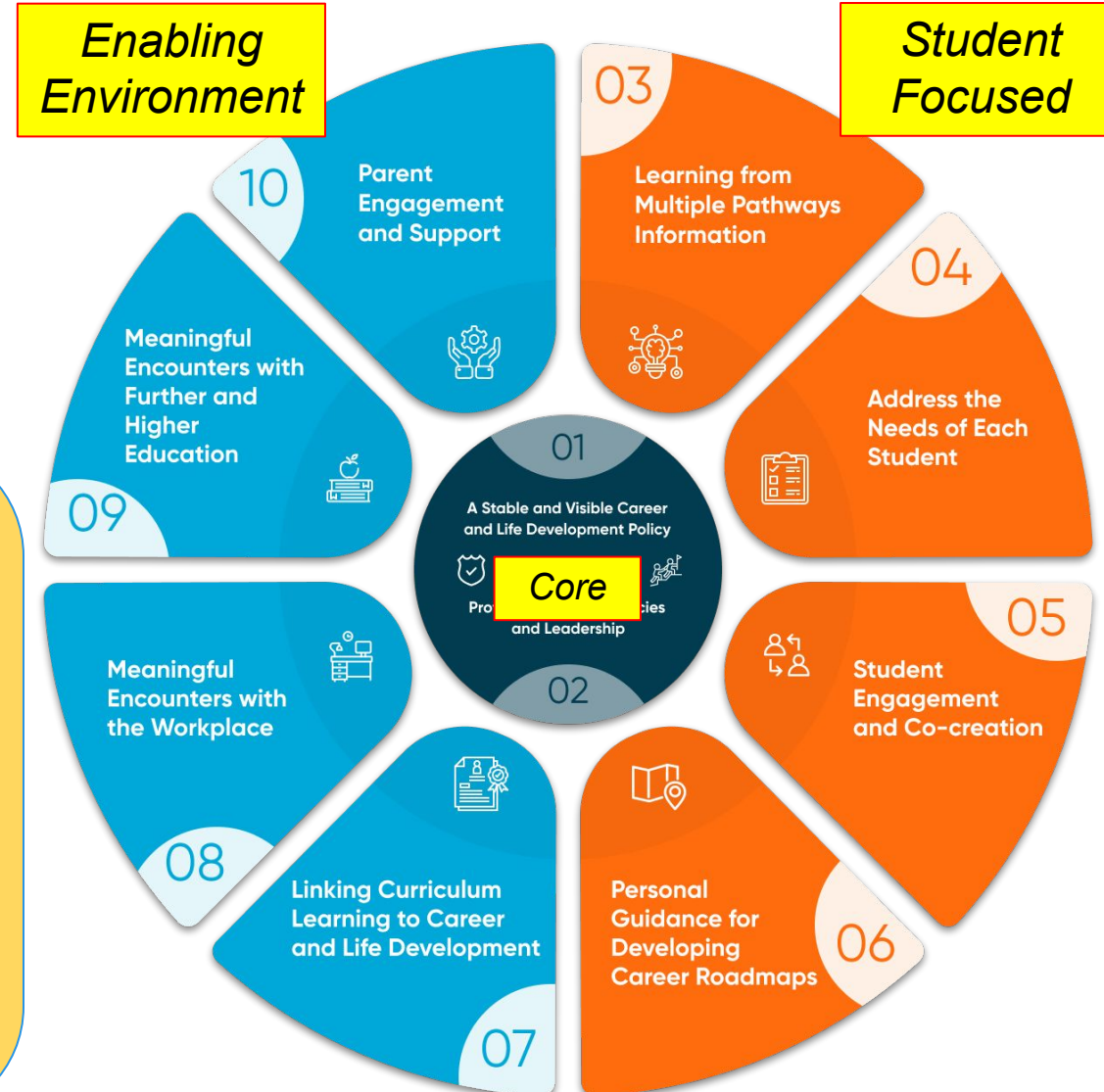
Enabling Environment

7. Linking Curriculum Learning to Career and Life Development
8. Meaningful Encounters with the Workplace
9. Meaningful Encounters with Further and Higher Education
10. Parent Engagement and Support

Special Features of Benchmarks for HK schools to facilitate good transition: **HKBM as a framework of guiding principles (2020-25)**

- ✓ **Adaptation to embrace the Government LPE policies and school system infrastructure (Yip, 2020)**
 - HKBM is aligned with Education Bureau's CLD-related Policies e.g. **Career Guidance, Other Learning Experiences** and **School Self-evaluation (SSE)**.
- ✓ **Adding two cultural-specific BMs (BM5 & 10) to embrace under Confucian Heritage Culture (CHC) context (Yip, Holman & Lam 2024)**
- ✓ **BM5 (student co-creation)** was introduced to enhance a *sense of agency or autonomy* among students via engaging them in CLD activities under the pedagogical concept of co-creation.
- ✓ **BM10 (parental engagement)** aims to cater for CHC in local context because parental influences are profoundly impactful in students' career and life planning processes in Hong Kong.

The ten benchmarks in Hong Kong (HKBM)



Special Features of Benchmarks for HK schools facilitate good transition: HKBM as a school improvement process with Multi-level, cross-sector intervention (2020-25)

With specific support and intervention, the project and the critical friends **enable schools to focus on areas that matter in achieving HKBM**

School level

Value-adding processes

1. Planning-Implementation-Evaluation P process with 'critical friends' (MacBeath 2002)
2. Discussion with Enterprise Advisors (EA) on CLD plans
3. PDP seminar with senior leadership team
4. School-based parent activities

Related BMs

BM1, BM7, BM10



Teacher level

1. PDP (School leaders, Career Leaders & Teachers)
2. PDP (Non-Career Teachers)
3. School Hub (Communities of Practice)
4. Take a CLAP Year/Day (teacher work experience)
5. Coaching Workshops (e.g., VASK Cards, CV360)
6. Resource & Tool Library

BM2



Student level

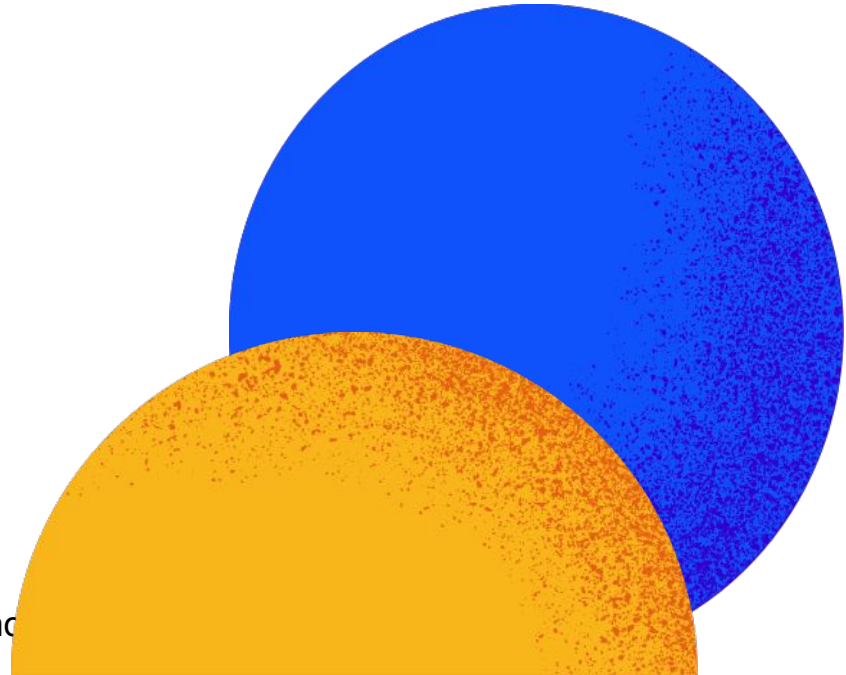
1. Joint-School CLD Club / Co-creation activities
2. APFS (for Student-at-risk and Potential Dropouts)
3. EA & their business networks interacting with students
4. Hub activities (e.g., Career Expo, human library)
5. VR Career Simulation ...

BM3-6, 8, 9



What have we learned from HKBM adoption in HK : School level

- ✓ Over **120 schools (Nearly One-third of HK secondary schools)** adopting HKBM with different backgrounds, funding modes and student intakes.
- ✓ Preliminary data shows that there is an **average of 25% improvement** among schools. (similar to UK pilot; Hanson et al 2021)
- ✓ HKBM is suitable for **all schools with any banding.**
- ✓ School Self-Evaluation showed that **more schools showed visible improvement in CLD education.**



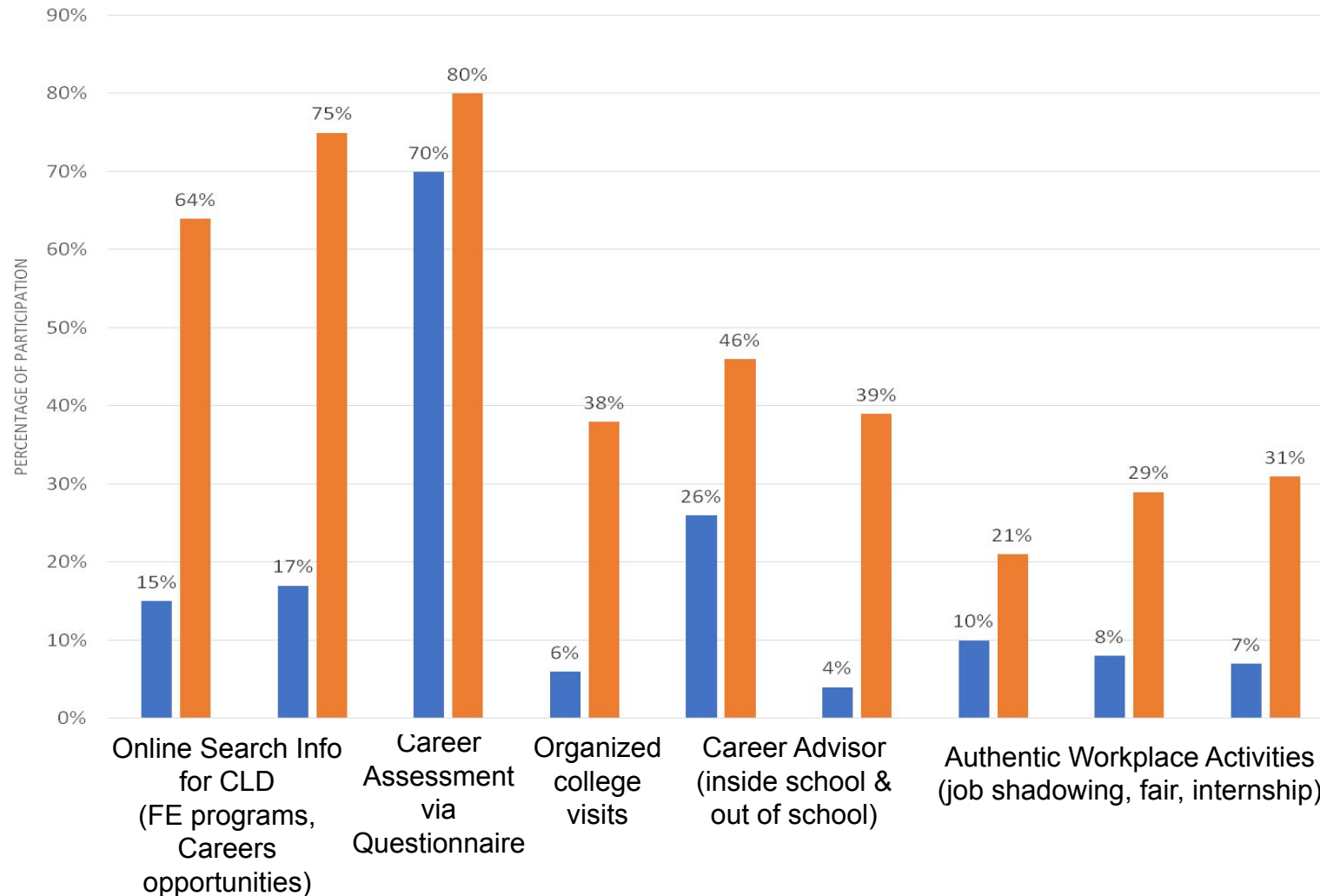
*Note: All CLD school-based self-improvement achievements under HKBM highly depend on individual schools' own needs, priorities, and contexts as well as external situations (e.g. impacts from COVID-19).

What have we learned from HKBM adoption in HK : Student level

✓ HKBM helps schools improve students' CLD activities participation.

N=2300 S4 students

Participation Rates in OECD CLD Activities Among S4 Students (in 2021 at T1) and S5 Students (in 2022 at T2) in 34 BM Schools



Average participation rate increases from **23%** to **47%**, surpassing the OECD Average in 2018 (i.e. 46%)

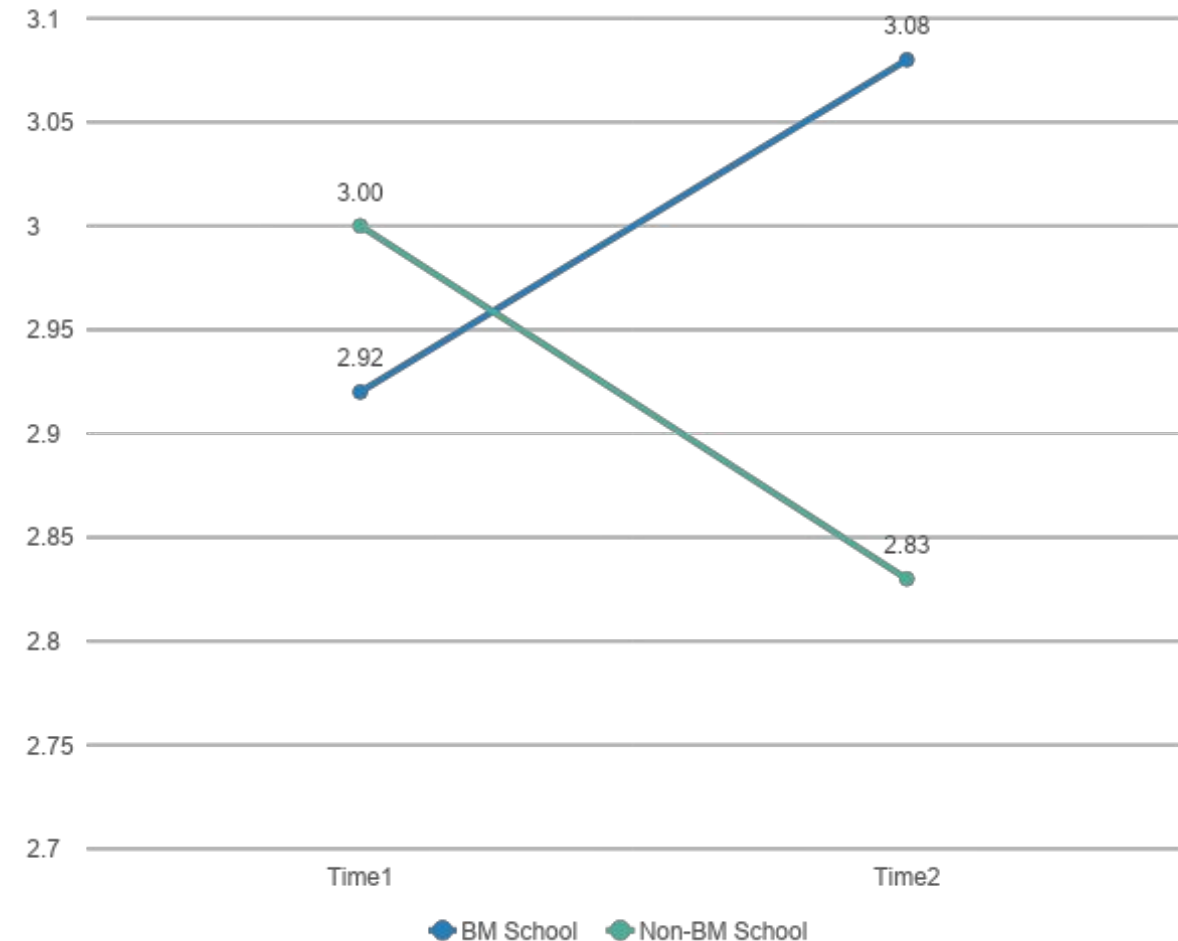
- CLD exposure for HK students fell behind OECD average by around 35% in 2018; and the performance generally dropped across schools due to pandemic restrictions in 2021.
- CLAP@JC's network schools had **doubled** their HKBM BM8 performance in 2022

What have we learned from HKBM adoption in HK: Student level

✓ HKBM helps schools to improve their CLD programmes and raise students' career readiness.

- **HKBM Effect:** Schools that adopted HKBM saw a significant increase in students' career readiness after one year.*
- **Non-HKBM Effect:** Schools that did not adopt BMHK observed no significant change, and even a slight decline in average career readiness.
- **Initial Comparison:** There was no significant difference between the Career Readiness of students in BM and Non-BM schools at the beginning.
- **Final Comparison:** One year after adopting HKBM, the Career Readiness of students in BM schools was significantly higher than those in Non-BM schools.**

Career Readiness changes in BM and Non-BM Schools



* Paired T-test, $P < .001$;

** Independent Samples T-Test, $P < .05$ by Mann-Whitney U estimate.

-Data Selection: Out of 1602 paired students, 1115 from Form 4 to 6 were selected; School Banding in BM group matches with Non-BM group.

-Data Distribution: 13 BM schools and 2 Non-BM schools

Conclusion & Way Forward



- Sustain **longer term of School Self-Evaluation Impacts**: School adoption of HKBM as a self-evaluation tool to review existing CLD education practices to inform action planning
- **Systemic ecology matters** (Development in Employers/ Enterprises, Communities, Schools)
- **Tracking the school leavers currently studying in post-secondary settings**



(Collaboration with EdUHK scholars: Professor Stephen Chiu, Dr. Hou Wai Kai, Dr. Chrysa Keung and Dr. Hayes Tang)

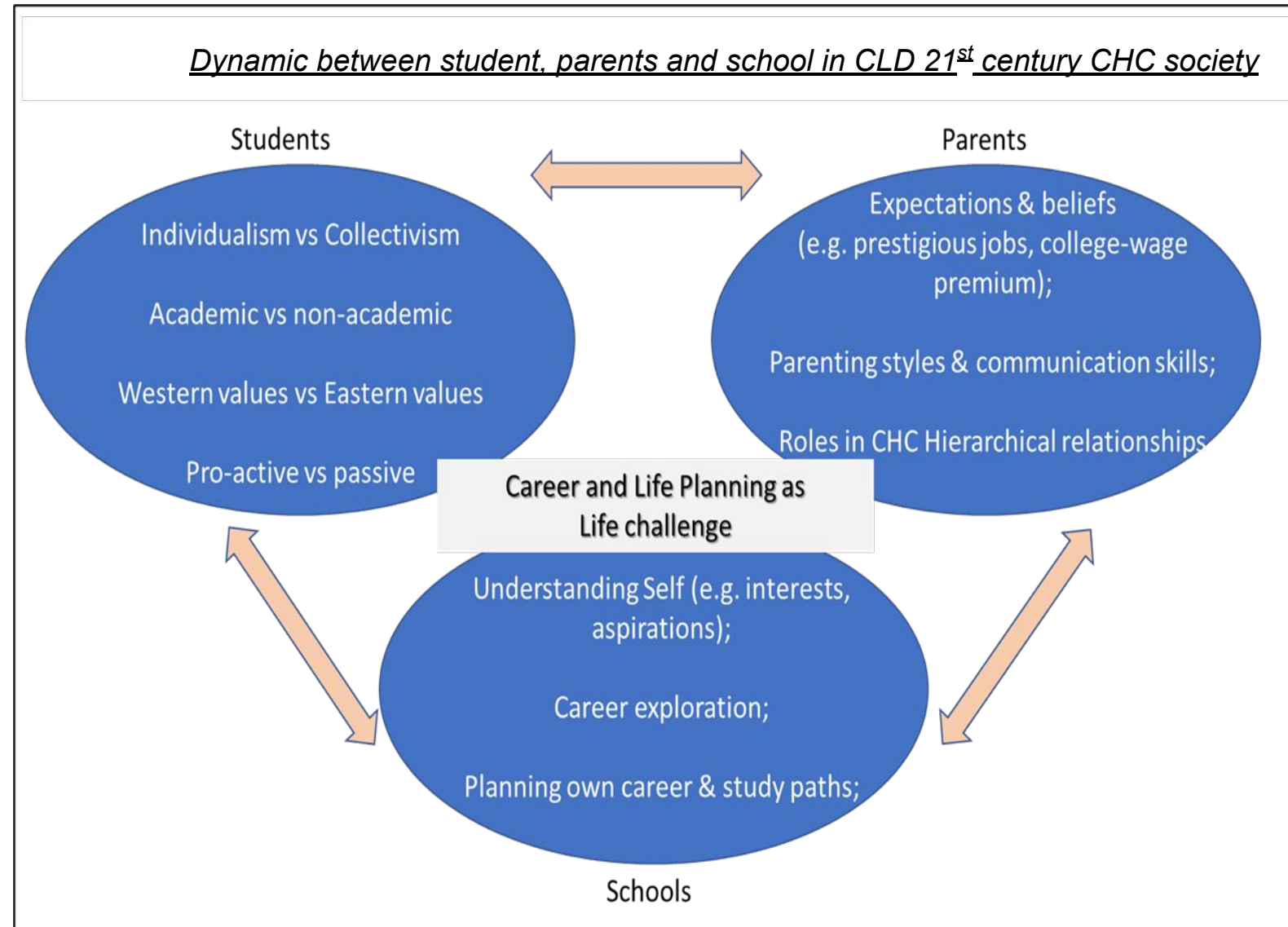
A decorative background featuring a pattern of interlocking hexagons in yellow and blue, primarily visible in the top right and bottom left corners.

The End

Enhancing parental involvement through complex dynamic (BM10)

- Student' career decision-making process is often heavily influenced by prominent CHC concepts, especially **filial piety**, and hierarchical relationships with their parents.
- **Value conflicts or incoherence** between the student, parents and schools are often reported in engaging parents in CLD.
- **The challenge of overcoming career development beliefs, values, and attitudes** might be the most serious problem facing CLD in Chinese societies today (Fan 2016)

Yip, S., Holman, J. & Lam, C.M. (2024). 'Career and Life Planning Education in Greater China: A Hong Kong Case that Brings East and West Together'. In Kennedy & Lee (ed) *Handbook on Life and Values Education in Asia*. Hong Kong: Routledge.



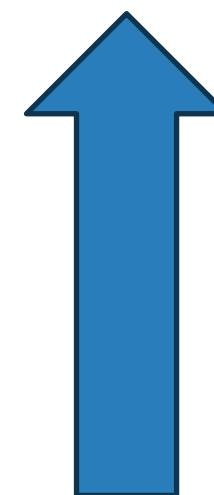
What have we learned from HKBM adoption in HK : School level

Overall HKBM Self-evaluation results in 2021 and 2022 among 50 Cohort One schools

No. of Schools						
	2021			2022		
	Emerging	Partially achieved	Fully achieved	Emerging	Partially achieved	Fully achieved
BM1	1	49	0	0	44	6
BM2	1	49	0	1	37	12
BM3	21	29	0	5	33	12
BM4	10	40	0	7	42	1
BM5	26	23	1	4	40	6
BM6	14	36	0	6	41	3
BM7	25	25	0	5	33	12
BM8	27	23	0	7	42	1
BM9	10	40	0	4	40	6
BM10	23	27	0	6	41	3

Towards Students' Career Readiness

25% improvement
On average



What have we learned from HKBM adoption in HK : Teacher level



Professional Learning on “What good looks like?”

- ✓ 4-level PDP framework (Champion Level, Senior Management Level, Career Teacher Level, Whole-school Level)
- ✓ Professional learning within *school hubs* as communities of practices (n=18)
- ✓ 96-99% of teachers (CLD and Non-CLD) indicated that they gain CLD knowledge through HKBM professional development program.

“Sharing given by expert professionals have helped the school understand more on how to implement career and life education.”

- [Ms. Wong, Career Mistress](#), St. Peter’s Secondary School

Common understanding of expectations

HKBM helps reducing Workload

- ✓ **81% of Career Teachers think the HKBM helps reducing their workload. (N= 50 schools)**

Smart Leadership to improve

HKBM as Industry Standard

99% supports HKBM as the industry standard for implementing good CLD (N= 50 schools)

“HKBM brings comprehensive CLD education concepts to the academic community, establishing objective, appropriate and effective standards. Its support and training contribute to the empowerment of students to continue their CLD journey. Particularly commendable is the HKBM team's enthusiasm, embracing the growth and development of our youth.”

- [Mr. Chow, Career Master](#), New Asia Middle School

“Keeping track with the latest standards, HKBM school self-evaluation helps school to understand existing strengths and rooms for improvement to drive school-based quality CLD education continuously.”

- [Mr. Fung, Career Master](#), CCC Rotary Secondary School

Common language of standards

A Powerful 'Catalyst' for School Improvement in CLD

“The value of HKBM is definitely beyond a definitive checklist for implementing school-based CLD. It creates a conducive environment for CLD:

Nurturing professional reflective mindsets

- through motivating school personnel for self-reflection.
- through nurturing self-improvement and self-initiating mindsets among staff.
- through encouraging 'trial and error' innovation and hence, energizing the participating school teams.

Promoting professional creativity



A Powerful 'Catalyst' for School Improvement in CLD



Engaging Senior Management with more active roles via PIE

Enterprise Advisor Effect on School CLD Plans

... HKBM encourages in-school collaboration with flexibility to preserve a school-based 'mutual comfort zone' in the organisation. Most importantly, it helps engaging the school principal and senior management with more active roles to play in CLD that mobilize whole-school capacities in preparing talents for society and for our students' futures." (CLAP@JC, 2024 p 43)

Dialogic partnerships with the Business world

Conclusion & Way Forward

Under the backdrop of Policy 2014 on Career and Life Planning Education (or Life Planning Education), CLAP@JC has demonstrated **the workable next step forward for HK schools in helping our students to become more career ready.**



Schools in CLAP@JC generally has moved **from a narrow compliance mindset towards a comprehensive Self-improvement mindset** in CLD via **HKBM** (as guiding principles and as cross-sector intervention process).



Good facilitation from school to work for youths

Among many emerging education visions, agendas and purposes (e.g. OECD Learning Compass 2030), **schools** in the 21st Century have a very **important role to play** in facilitating youths to work:

- Helping students to become more career and work ready
- **Career readiness** (Hanson, 2021, Dodd et al., 2022)
 - Skills and competence needed in the world of work
 - Confidence in leading own paths in the world of work
 - Working with people (esp. teamwork)



School offers **robust educational experience** to facilitate young people's transition to work.

Five Pointers for enhancing School to Work Transitions *(Pavlova, Lee & Maclean 2017)*



- “No one size fit all” approach
- Attention to **decision making processes** and **factors** (e.g. parents, balancing interests and reality of study, sense of agency)
- Nurturing **healthy work/job market** & providing support for **post-secondary study**
- **Tackling structural constraints** (e.g. limited exit pathways, gender bias)
- Exploring different ways of **interventions and support measures** (e.g. cross-sector partnerships, HK CLPE policy)