

CLAP@JC Community of Practice Session

Key Learnings from CLAP@JC Hong Kong Benchmarks (Community) Pilot Programme

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Background



Inspired by Gatsby Benchmarks, CLAP@JC has introduced HKBM to schools as a **self-improvement tool** to build quality CLD provisions with **global standards**

Since 2019, CLAP@JC Resource and Network Schools have been gradually equipped by HKBM. Meanwhile, NGOs which are serving as service providers to support schools in CLD education and support youth directly in community setting, lack a comprehensive framework to review and enhance their CLD provisions

CLAP@JC therefore launched a pilot for HKBM (Community) adapted from the school version in 2021. It aims to **empower social workers to adopt CLD framework** to their existing youth services through a strategic lens and **facilitate the school-to-community transition** for youth



Why HKBM (Community)?

1. Time-framed resources in CLD provision in youth service units
2. Fragmented CLD service provisions across service operators
3. Demand for a set of evidence-based CLD guidelines
 - Policymakers and resource providers are supporting youth in their career and life development with different measures
4. Lack of industry standards on CLD services across youth service units
 - Standardisation in quality CLD services will provide directions for improvement across social service operators. HKBM (Community) set out clear and achievable outcomes, and build robust tracking system for bigger impact

Nature of HKBM (Community)

1. Describes what 'good' looks like on CLD service provisions in youth services units
2. Service operators can make use of these benchmarks quantitatively and qualitatively so NGOs can measure their progress
3. Provides aggregated data that NGOs can measure themselves
4. It is treated as self-improvement approach and allow NGOs to keep their own data confidential

> Design of HKBM (Community)

CUHK and Resource NGOs join hands to co-create a **sustainable** and **replicable** approach to the implementation of HKBM (Community) in youth services that can be applied at scale. Social workers would be equipped to conduct a **self-assessment** and enhance their services by adding **CLD elements** and **maximising resources**

Core part - BM1 and BM2

Provide guidelines for NGOs to develop a **comprehensive** CLD policy and build a team to execute the plans under effective **leadership**

Youth-focused - BM3 to BM6

By addressing individual needs and providing personal CLD guidance, **youth-focused** BMs aim to empower youth to make informed career choices and celebrate **multiple pathways**

Enabling environment - BM7 to BM10

Support youth to enrich their life experience through **meaningful encounters** with the workplace and further education. **Enable** youth to maximise their talents with **support** from different stakeholders



Key Milestones of HKBM (Community)

- BM Facilitator Training & Briefing for Resource NGOs
- Online Sharing from [Sir John Holman](#) and [Mr Ryan Gibson](#) on Gatsby Benchmarks



Training & Briefing

Aug - Dec 2021

- Focus group interviews with NGO leaders, social work practitioners, youth, employers, parents
- Self-administered checklist on progress and achievement in implementing BM
- Multivariate repeated-measures analyses of covariance (MANCOVA) on HKBM impact

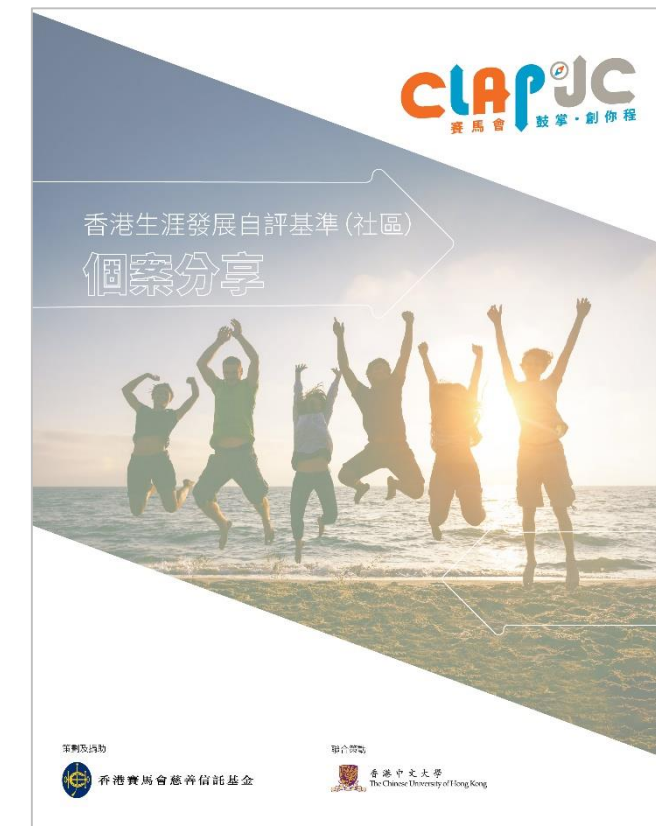
Evaluation

Jan - June 2022

- HKBM Case Studies
- HKBM Toolkit
- Video and Animations
- Regular Sharing Sessions

Consolidation & Dissemination

May - Nov 2022



Dec 2021 - Mar 2022

Self-review

- Self-assessment and Evidence Upload by RNGOs
- [1st](#) Review Meetings with Resource NGOs
- [2nd](#) Review Meetings with Resource NGOs

Apr - Sep 2022

Formulation & Implementation of Action Plans

Supported by HKBM Committee and Facilitators

Scale-up

CLAP@JC HKBM (Community) will be introduced to 6 Resource NGOs and 6 Network NGOs

Jan 2023

» HKBM (Community): Preliminary Findings

These **Baseline Results** indicate the aggregated findings from eight baseline assessments submitted by 11 pilot youth service units.

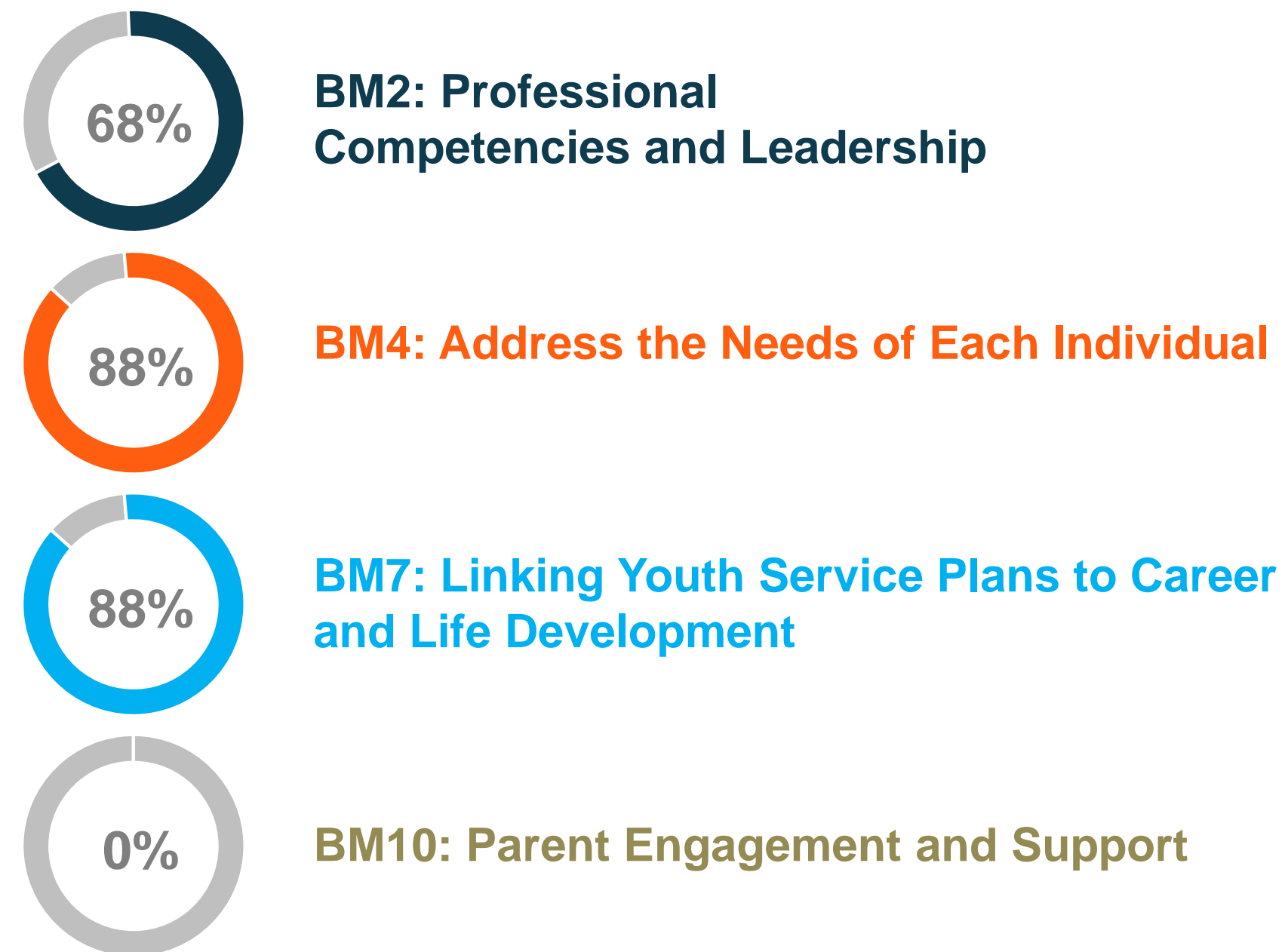
Number of Baseline Assessments with Fully Achieved Benchmarks



No participating youth service units have fully achieved the ten Hong Kong Benchmarks (HKBMs). As the HKBMs are a set of global standards showcasing good practices in CLD provisions, it is not easy to fully achieve them in the early stage. The results are aligned with those in the pilot test of the Gatsby Benchmarks in the UK and the HKBM (School) in Hong Kong. Indeed, the HKBM should be regarded as industrial standards, tools and processes for self-improvement in CLD services.

There are lots of good CLD practices related to youth-focused BMs including **BM4**, **BM5** and **BM6** as well as an enabling environment BM, that is, **BM7**. Practice consolidation including documentation, sharing and dissemination by those units that have fully achieved these BMs will enhance the standard of CLD provisions in the youth service field.

Median of the Achievement of Benchmarks



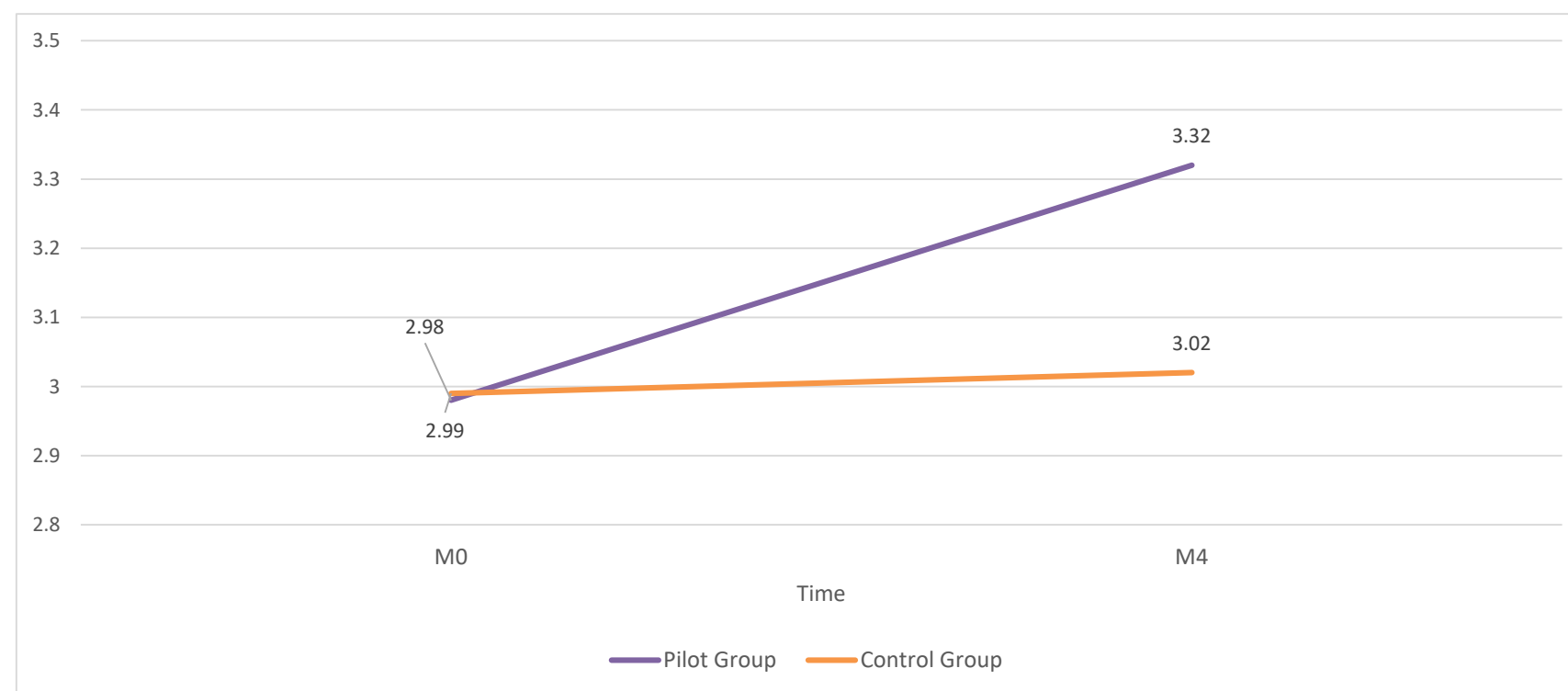
As some youth service units of the participating NGOs have already adopted a CLD lens since CLAP1.0 Phase 1, they have **shown good performance** in **BM2**, **BM4** and **BM7** in the baseline assessment.

BM10 is the least-achieved benchmark among all youth service units. It is suggested developing various parent-engagement protocols and supportive tools to facilitate the youth service units to achieve BM10.

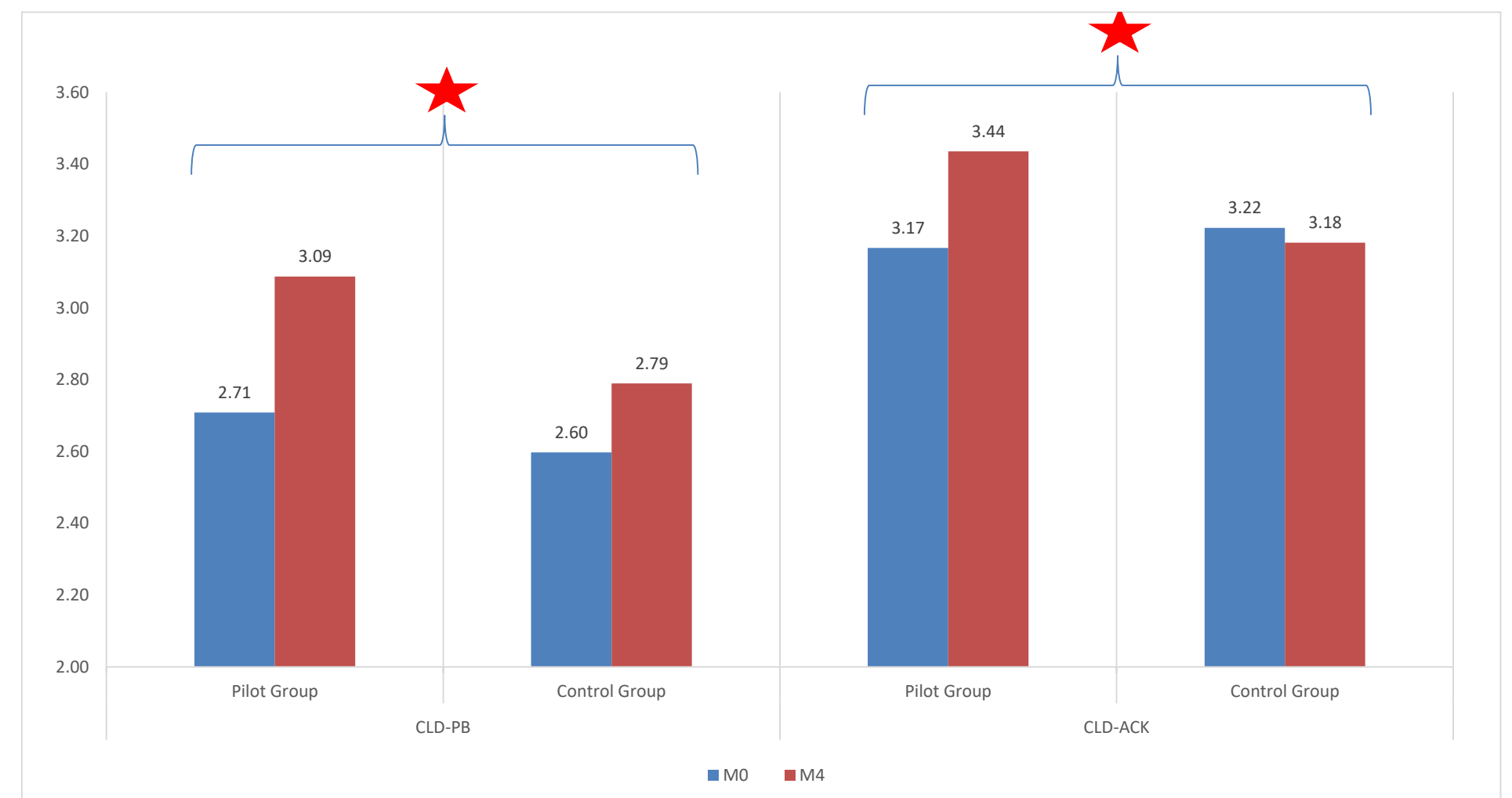
» HKBM (Community) — Evaluation Research

I. Comparison between the Pilot and Control Groups: Changes from Baseline (i.e. Month 0) to the End of Activation Stage (i.e. Month 4) On Career-related Competences – Career and Life Development

1a. Group Comparison of Career and Life Development from M0 - M4



1b. Group Comparison of Career and Life Development Subscales from M0 - M4

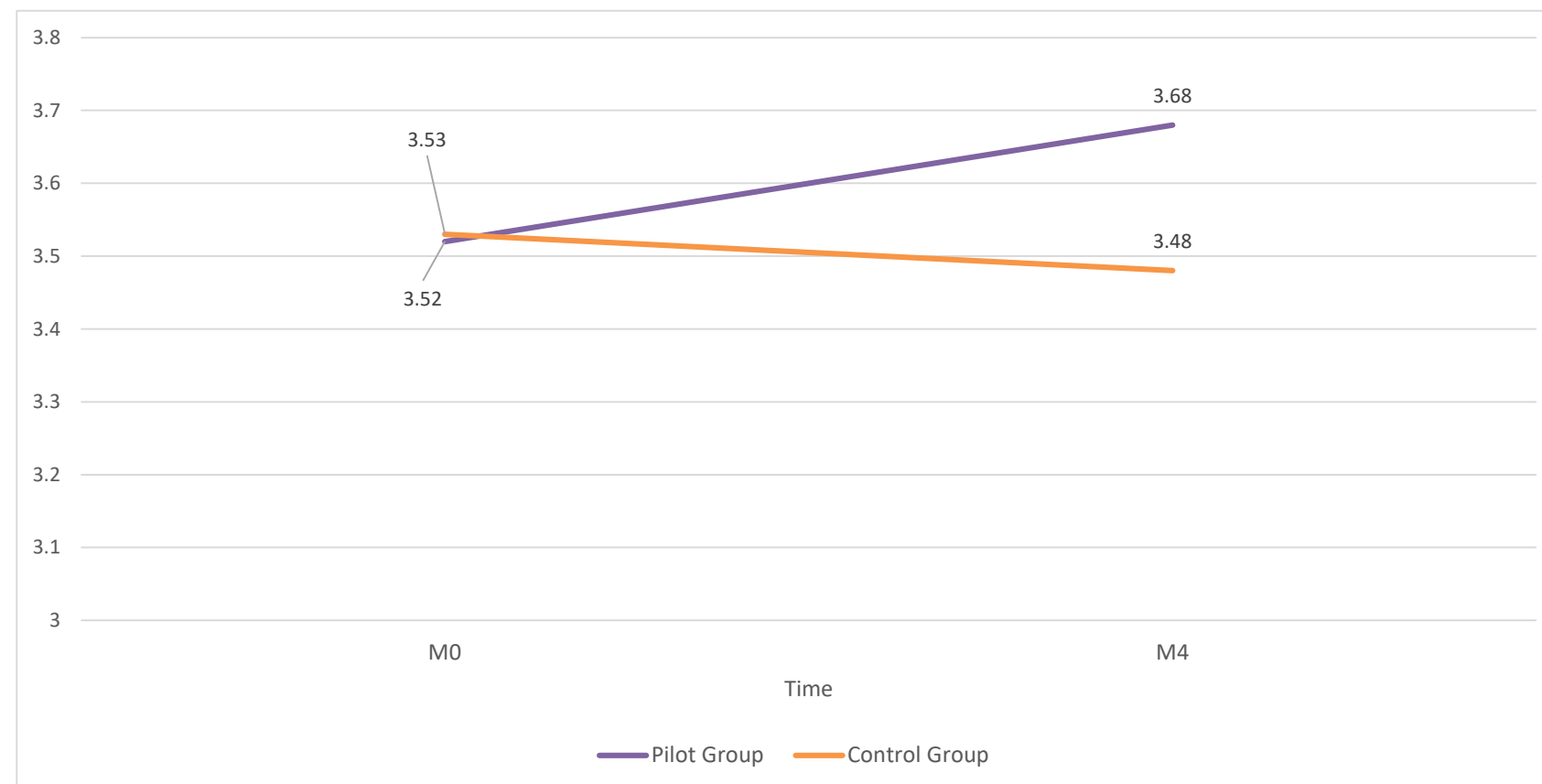


Note: CLD-PB = Career and Life Development – Preparation and Behaviour; CLD-ACK = Career and Life Development – Attitude, Condition and Knowledge

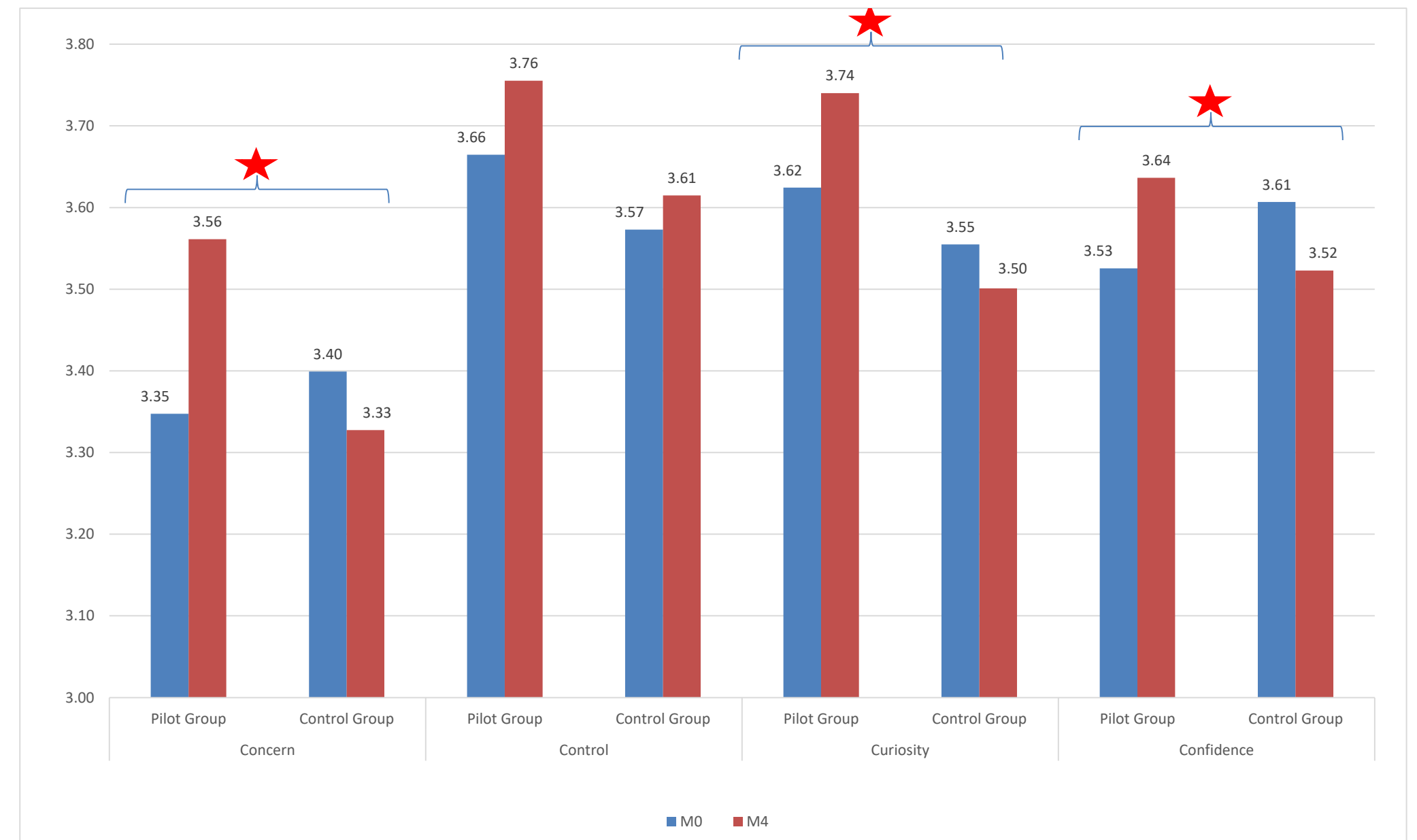
» HKBM (Community) — Evaluation Research

I. Comparison between the Pilot and Control Groups: Changes from Baseline (i.e. Month 0) to the End of Activation Stage (i.e. Month 4) On Career-related Competences – Career Adaptability

2a. Group Comparison of Career Adaptability from M0 - M4



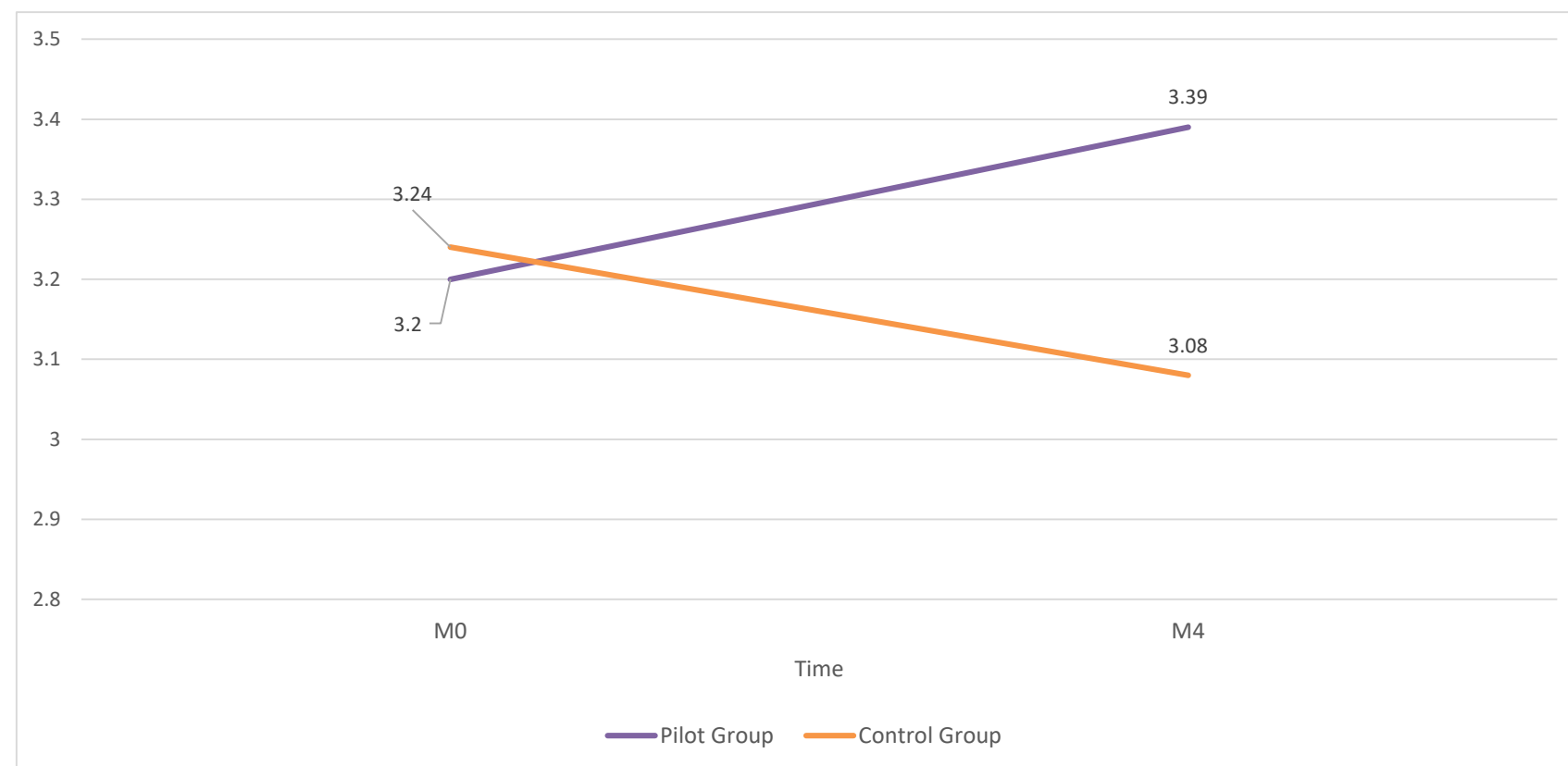
2b. Group Comparison of Career Adaptability Subscales from M0 - M4



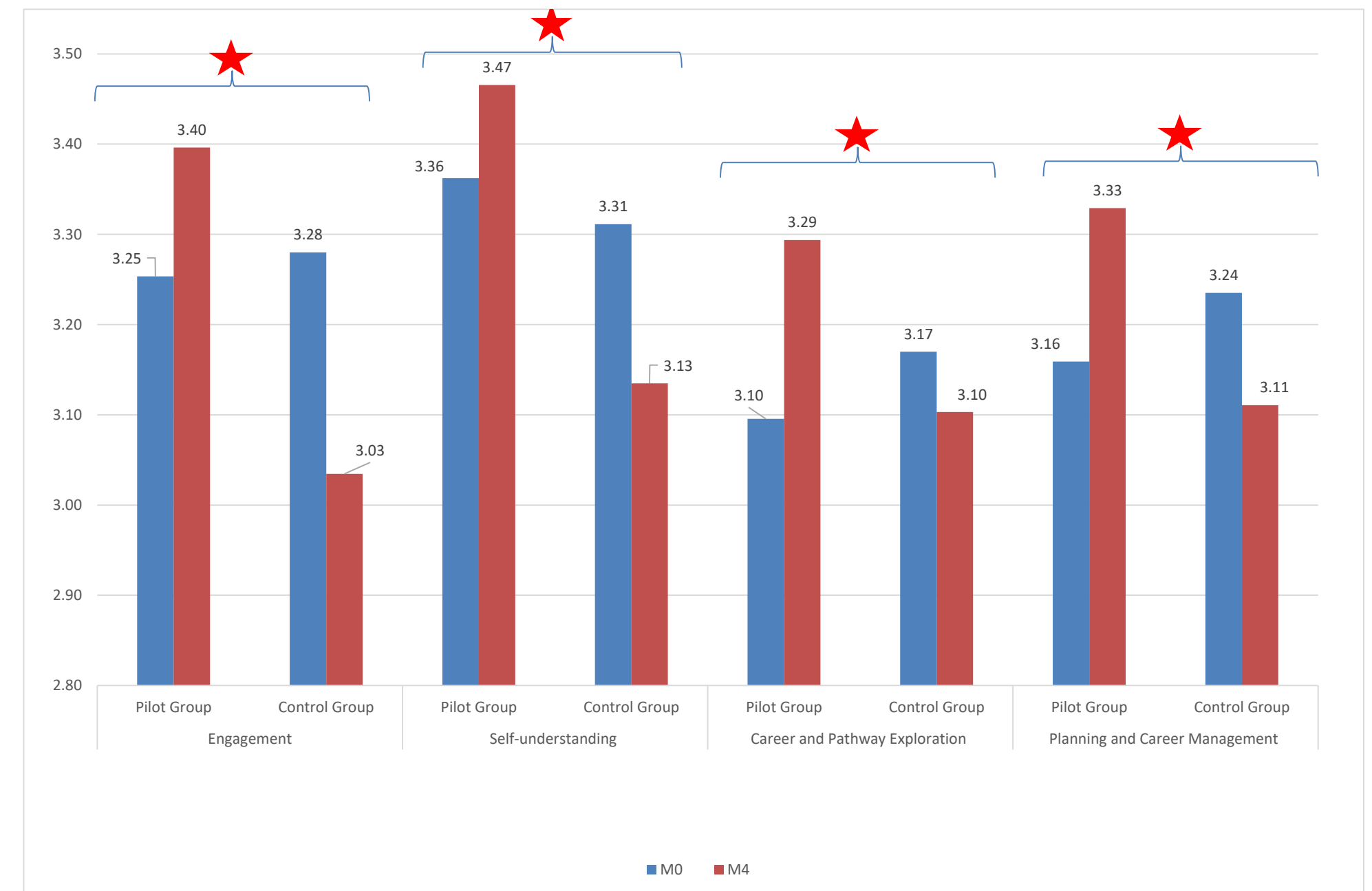
» HKBM (Community) — Evaluation Research

I. Comparison between the Pilot and Control Groups: Changes from Baseline (i.e. Month 0) to the End of Activation Stage (i.e. Month 4) On Career-related Competences – Youth Career Development Competency

3a. Group Comparison of Youth Career Development Competency from M0 - M4



3b. Group Comparison of Youth Career Development Competency Subscales from M0 - M4

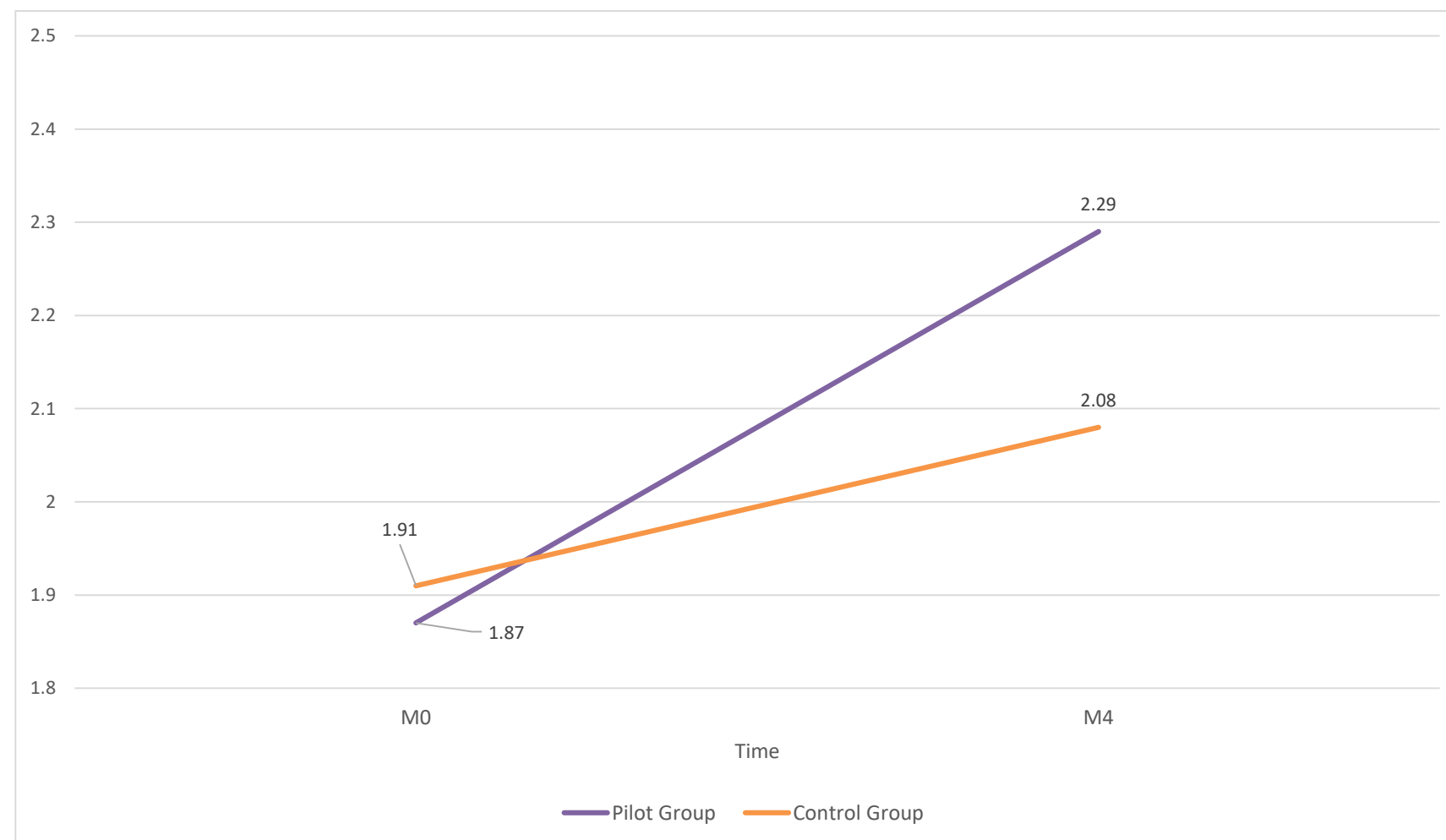


» HKBM (Community) — Evaluation Research

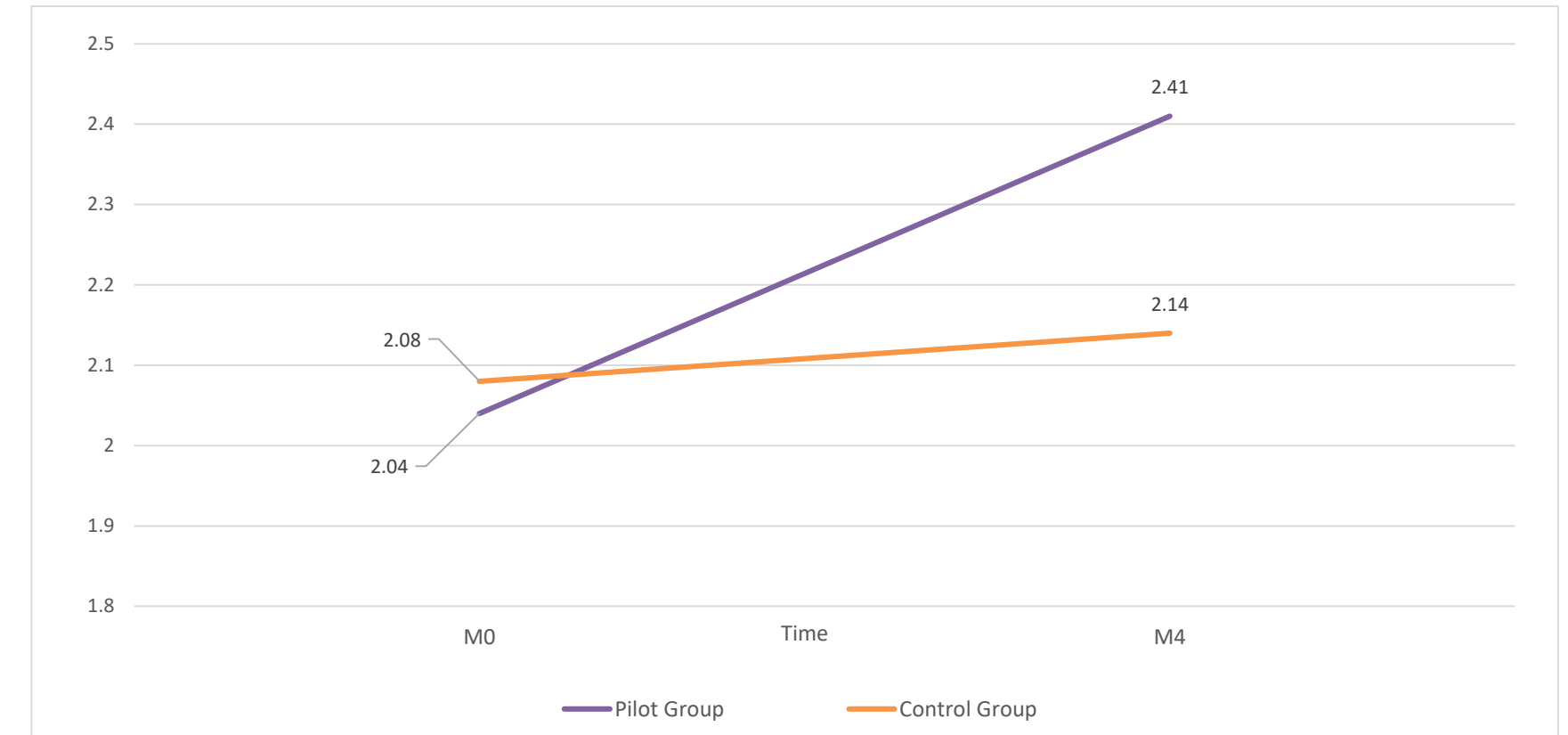
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Activation Stage (i.e. Month 4)

On Social Well-being

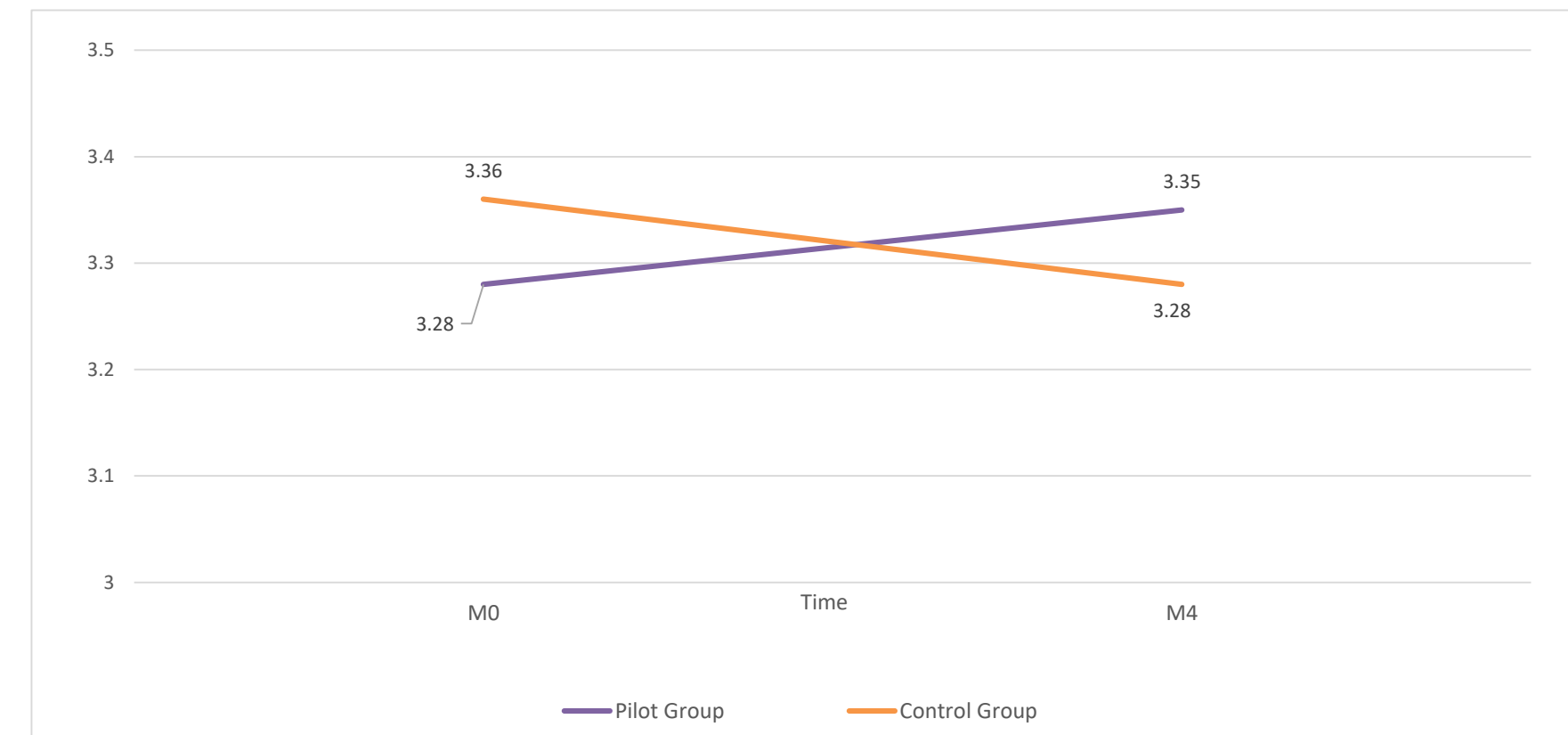
4. Group Comparison of Civic Engagement from M0 - M4



5. Group Comparison of Social Contribution from M0 - M4



6. Group Comparison of Social Integration from M0 - M4



» HKBM (Community) — Evaluation Research

II. Positive Prospect: Impacts on Different Stakeholders

Impacts on Agency Leaders and Social Workers

- Providing a comprehensive framework to review existing services and develop action plans
- Being inspired to adopt an environmental perspective beyond crisis intervention to a more holistic and preventive approach
- Broadening the scope of youth services from an employment-focused orientation to a multiple-pathway orientation
- Facilitating cross-sectoral and cross-unit collaboration
- A more egalitarian youth-social worker relationship developed throughout the process

Impacts on Youth, Parents and Employers

- Youth's individual needs are understood and addressed
- Meaningful encounters with the workplace and further education opportunities to meet the youth's developmental needs
- Youth with better self-understanding and personal growth, increased career readiness and competencies
- Parents understood their role in their children's CLD, so they were more willing to provide more support to the youth, and parent-child relationships had improved
- Employers have benefitted from talent match & NEY employees' loyalty

» HKBM (Community) — Evaluation Research

III. Challenges and Opportunities: Different Stakeholders

Agency Leaders and Social Workers

- Rationale not very well understood → Facilitators' briefing & clarification are important (e.g. not necessarily achieving 10 BMs at the same time)
- Workload → Better division of labor between mid-level and frontline colleagues
- Pilot experiences could be transferrable and applied to other service units
- Continuous training and supportive measures (e.g. toolkit & case studies) for social workers & relevant stakeholders

Youth, Parents and Employers

- Extending workplace exposure to diverse industries
- CLD-related information does not reach the parents → Reaching them via multiple channels (e.g. youth & social media)
- Organizing more parental CLD activities
- Engaging more employers → Targeting different types of employers and nurturing employer networks



Thank You



Appendix

Core Part - Benchmarks 1 and 2

1. A Stable and Visible Career and Life Development Policy

- A stable and visible policy on career and life development should be formulated within the youth service unit to govern its action plan and programme development. Such policy and programme should be regularly evaluated and should be known and understood by youth, social workers and youth service practitioners, parents, corporate partners and relevant stakeholders.

2. Professional Competencies and Leadership

- Leader of CLD team with the youth service unit should be equipped with core competences in leadership, management, coordination and networking to lead trained workers to implement the full spectrum of CLD related programmes.



> Youth-Focused - Benchmarks 3 to 6

3. Learning from Multiple Pathways Information

- Youth beneficiaries should have access to the latest information about multiple pathways to support their career and life decisions and act accordingly.

4. Address the Needs of Each Individual

- Career and life development programmes should be customised based on the needs of every youth, especially the needs of Special Target Groups, with addressing diversity and equality throughout.

5. Youth Engagement and Co-creation

- Youth should be the owner of their career and life. Youth service unit should engage and facilitate them to be active participants in co-creating their CLD programmes.

6. Career and Life Guidance for Developing Career Roadmaps

- Every youth should receive personal guidance for identifying life goals, making their career roadmaps whenever significant education or career choices are being made.



➤ Enabling Environment - Benchmarks 7 to 10

7. Linking Youth Service Plans to Career and Life Development

- Youth service practitioners should link regular activities and service plans to career and life development. Youth service practitioners should highlight the relevance of personal growth and development for a wide range of future career and life pursuits.

8. Meaningful Encounters with the Workplace

- Youth could have multiple opportunities to learn from employers and employees about work, employment and the Values, Attitudes, Skills and Knowledge (that are valued in the workplace). Youth could also have first-hand experiences of the workplace to help them gain job opportunities and expand their networks.

9. Meaningful encounter with further education opportunities

- Youths could understand the full range of progression opportunities available to them, including local and overseas academic and vocational pathways, such as higher education, Vocational and Professional Education and Training (VPET), working holiday and further education opportunities.

10. Parent Engagement and Support

- Youth service unit should engage parents through various forms of formal and informal interaction so that parents have access to quality information on multiple pathways and become positive agents to support to youth's CLD journey.

