

CLAP for Youth @JC Phase II

Adopting Effective Whole School Approach to Support School to
Work Transition for Young Generations

Sir John Holman and Dr. Stephen Yip

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International perspectives

Sir John Holman



CAREERS INTERNATIONALLY, 2020



Gatsby Foundation in England



Fundación Bertelsmann in Spain



Hong Kong Jockey Club Charities Trust



2014 - WE VISITED SIX COUNTRIES/ JURISDICTIONS WHERE CAREER GUIDANCE IS CONSIDERED TO BE GOOD



The Netherlands



Germany



Hong Kong China



Finland



Canada



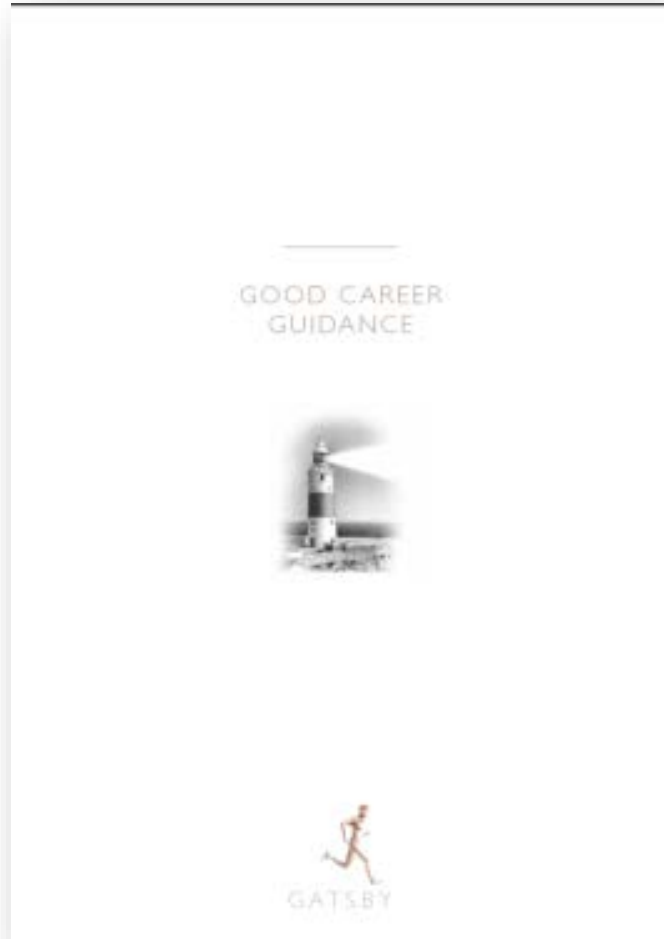
Ireland

THE BENCHMARKS



Our work suggests that there is no single ‘**magic bullet**’ for good career guidance: it is about doing a number of things, identified in our benchmarks, consistently and well.

THE EIGHT GATSBY BENCHMARKS FOR ENGLAND



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

Towards a broader definition for Career Guidance (HK Story)

Dr. Stephen Yip



TRENDS OF CAREER GUIDANCE IN HK SCHOOLS

2014

- Policy Address – Highlights CLP as essential learning components (ongoing resources)
- Guide of LPE and CG (EDB)

2015

- CLAP for Youth@JC
- Other school-business partnership projects

CG *as*
Services

Career & Life
Planning *as*
Education

?

Before 2009

- Information services
- Guidance & Counselling services mainly at S.5 and S.7

2009

- New Senior Secondary (NSS) reform
- HKDSE Subject Choices at end of S3
- HKDSE graduates' multiple pathways
- OLE's Career-related Experiences
- Student Learning Profiles

CAREER GUIDANCE AS WHOLE SCHOOL DEVELOPMENT

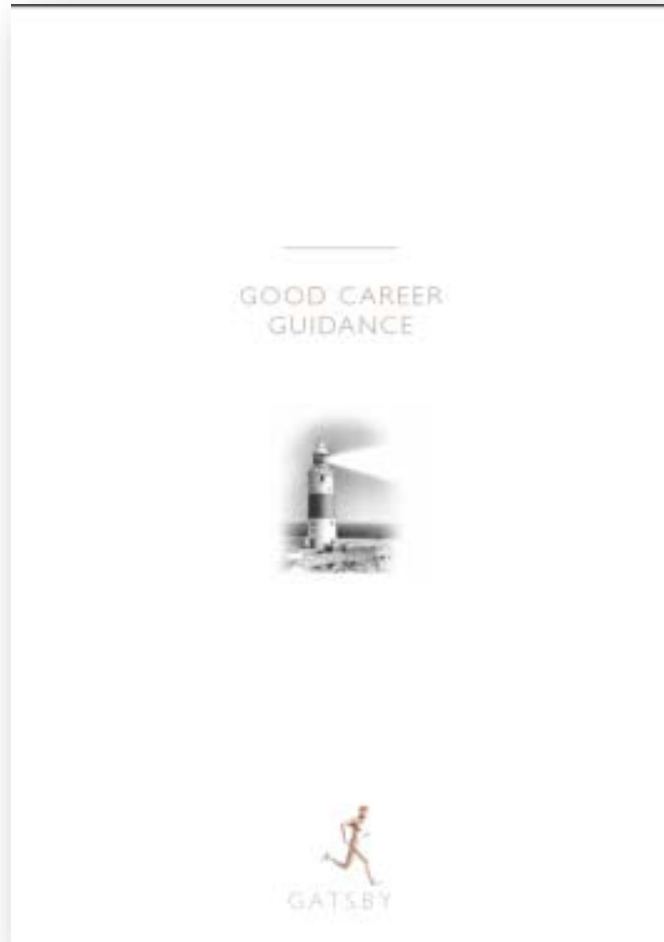
- Not only as service  Education
- Not only as counselling  As a teacher support roles
- Not only confined to trained career consultants  Also in educators' job
- Not only about job matching  Road mapping
- Not only about student activities  Totality of experiences
- Not only rely on the career team or leader  All
- Not only engage teachers and students  Parents, Alumni, Social Workers
- Not only involve members in education sector  Enterprises, NGOs, Government
- Not only look upon government initiatives  Dialogues, Platforms, Systems

Brief Story of Gatsby Benchmarks: Rationale and Evidence....

Sir John Holman



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The Career Benchmarks Pilot 2015-2017



CHANGES IN CAREER READINESS DURING THE PILOT IN NORTH EAST ENGLAND



At the end of the pilot (autumn 2017), students reported significantly higher total career readiness scores than those sampled in autumn 2016 (in non-matched samples). This holds for all Year groups evaluated – Year 8, 11 and 13.

MEETING EMPLOYERS INCREASES MOTIVATION TO STUDY



New evidence* indicates that employer talks to Year 11 students result in:

- Changes in attitudes - 7% changed their future plans; 20-28% reflected on their choices
- Motivation to study harder – average 9% increase in weekly revision hours
- Improved GCSE attainment - the equivalent of one student in 25 beating their predictions by one grade
- Lower achievers and less engaged learners responded best to the intervention

Education & Employers report '*Motivated to Achieve*' (June 2019)

THE IMPORTANCE OF ENGAGING WITH EMPLOYERS



The case for employer engagement and the current offer

Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.⁴⁵

In the Careers Strategy, the government calls on schools to 'offer every young person seven encounters with employers, with at least one encounter taking place each year from years 7-13'. This is in line with the requirement set out in the Gatsby Benchmarks.

Today, this support is only happening in approximately 40% of the 578 schools that completed the Compass tool as part of our 'State of the Nation' report, published in October 2017.⁴ This is the result of some schools not yet making encounters available to all their pupils and some schools prioritising older year groups over younger ones.

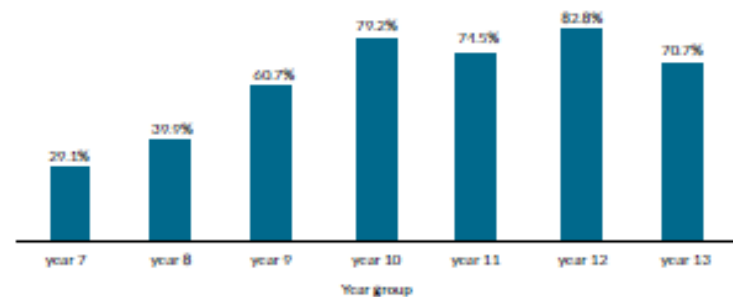


Figure 1: year groups, during which the overwhelming majority (76-99%) in that year group have at least one meaningful encounter with an employer or employee, n=578

Young people who remembered having **four or more encounters** with employers while in education were **five times less likely to be NEET** (not in employment, education or training) as young adults.

Education & Employers report 'It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults' (2011)

A NEED OF ADOPTING A SYSTEMATIC WHOLE SCHOOL APPROACH THAT WORKS: WHY AND HOW

HK's Needs: *from Good to Great*



- Core **Positioning** of CLD in schools
- Inter-connectedness across different CLD provisions and beyond schools (**Networking Competence**)
- A systematic self-evaluation process for holistic CLD improvement (**Systems Thinking**)
- Broadening Capacity building of CLD within schools (**Distributed Leadership** with **sustainable** knowledge creation)
- Power of **Experiential Learning**/ Meaningful Encounters with workplace (Yip & Fung, 2019)

- An annual EDB recurrent **Career and Life Planning Grant (CLPG)** since 2014/15 school year to enhance the capacity of responsible teaching team and to facilitate the co-ordination and implementation of life planning. 2018/19 school year, the provision of CLPG is at the level of \$609,900. Roughly \$250 M per year
- Starting from the 16/17 school year, schools may turn the CLPG **into regular teaching posts** (for CLD)

WHAT IS EDUCATION?

A MISSING DIMENSION FOR BUILDING A 'SENSE OF FUTURE'

Key purposes of School education (3-dimensions):



Retro-spective
Subject knowledge passing-on

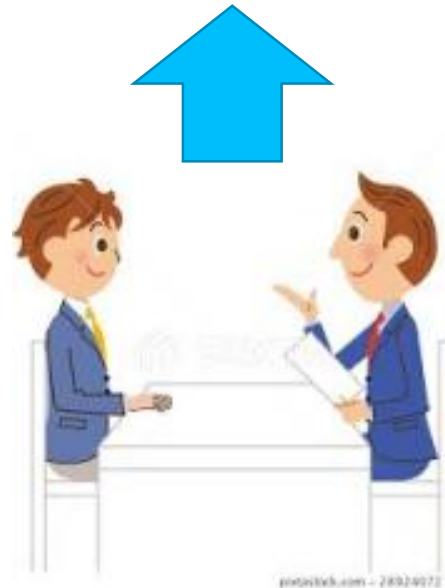
Pro-spective
Preparing/ Planning for Own Future Life
and work

“Here and Now”
Moral and Values Education

*Core Positioning
of CLD in schools*

SYSTEMS THINKING OF CLD IN THE PAST

Career and Study Choices



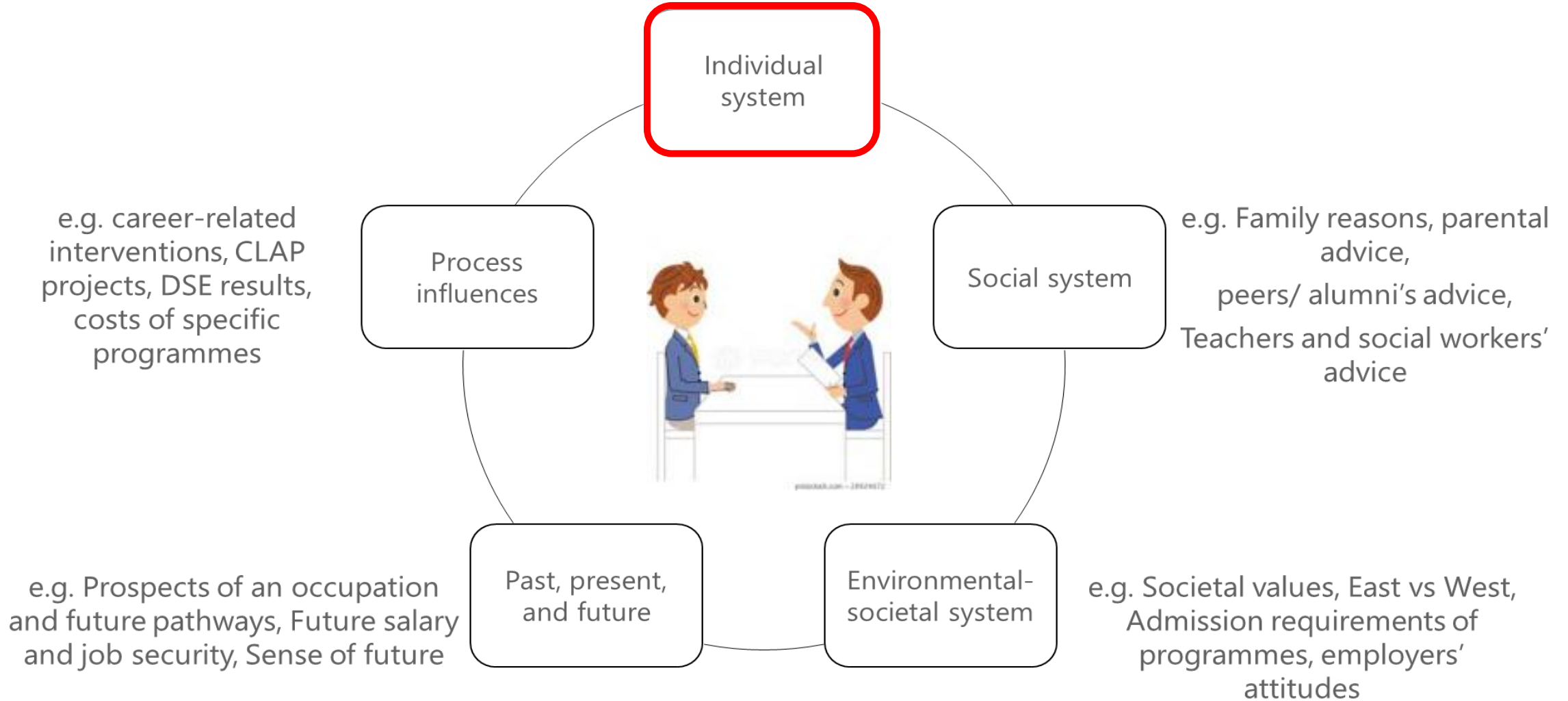
Updated Information of Multiple Exits
for Study & Work



Careers Assessment Tools

SYSTEMS THINKING OF CLD FOR THE FUTURE

e.g. Personal interests, abilities... academic vs vocational,
 No specific interests/ aspirations



(Tsui et al, 2019)

POWER OF EXPERIENTIAL LEARNING/ MEANINGFUL ENCOUNTERS WITH WORKPLACE

Benchmark 8 Meaningful Encounters with the Workplace

90% of senior form students should receive opportunities to taste at least twice (**one Level 1 and one Level 2 or 3 experiences**) of workplace learning experiences that allow them to gain an understanding of the workplace in authentic environment.

Level 3:

Activities developing students' skills and knowledge in specific workplace contexts or in authentic environment of a specific career
(e.g. internship, job placement)

Level 2: Activities enabling students to understand and participate in different workplace roles

e.g. job tasting, job shadowing, business mentoring
Experience the work processes and talent conditions of different positions, understand the actual operation of various industries, identify personal interests, values, attitude, skills, knowledge, and career development information.

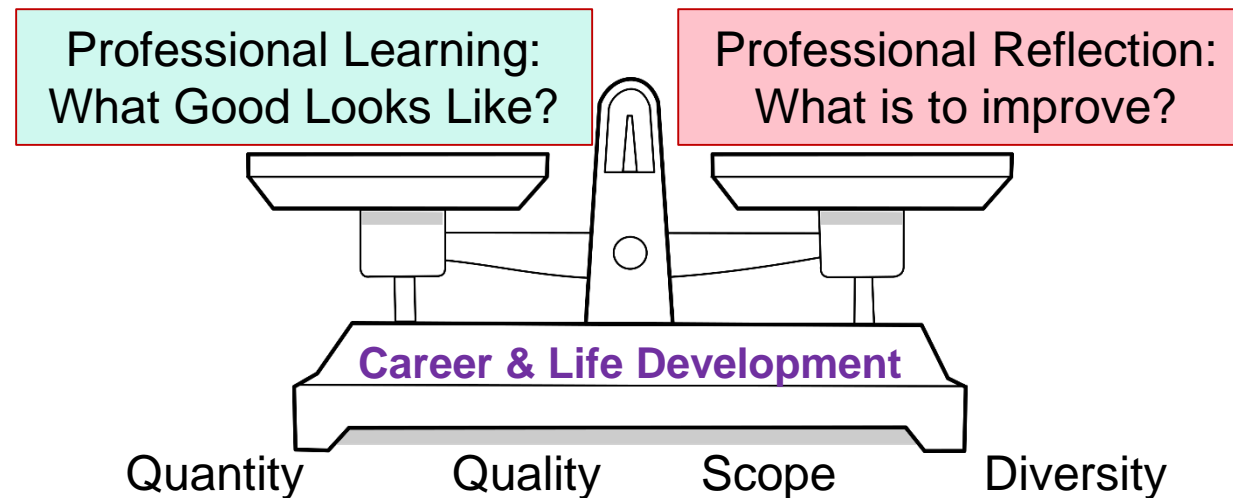
Level 1: Observational activities

Observe the "actual working environment and the job roles" through the company tours/ site visits and employees' sharing.
Provide up-to-date labour market information (e.g. work operation, job nature, and entry requirements).

Interactive activities

EFFECTIVE WHOLE SCHOOL APPROACH

- HKBM as **tool** and as **process** (adapted from Gatsby Benchmarks)
- **Ecologically** aligned with CLD Systems
- In line with Relevant **Policies** (e.g. EDB Guide on LPE & CG, Curriculum Guides)



Evidence of impact from Research: strategy for scale-up

Sir John Holman



GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH



1. The importance of data

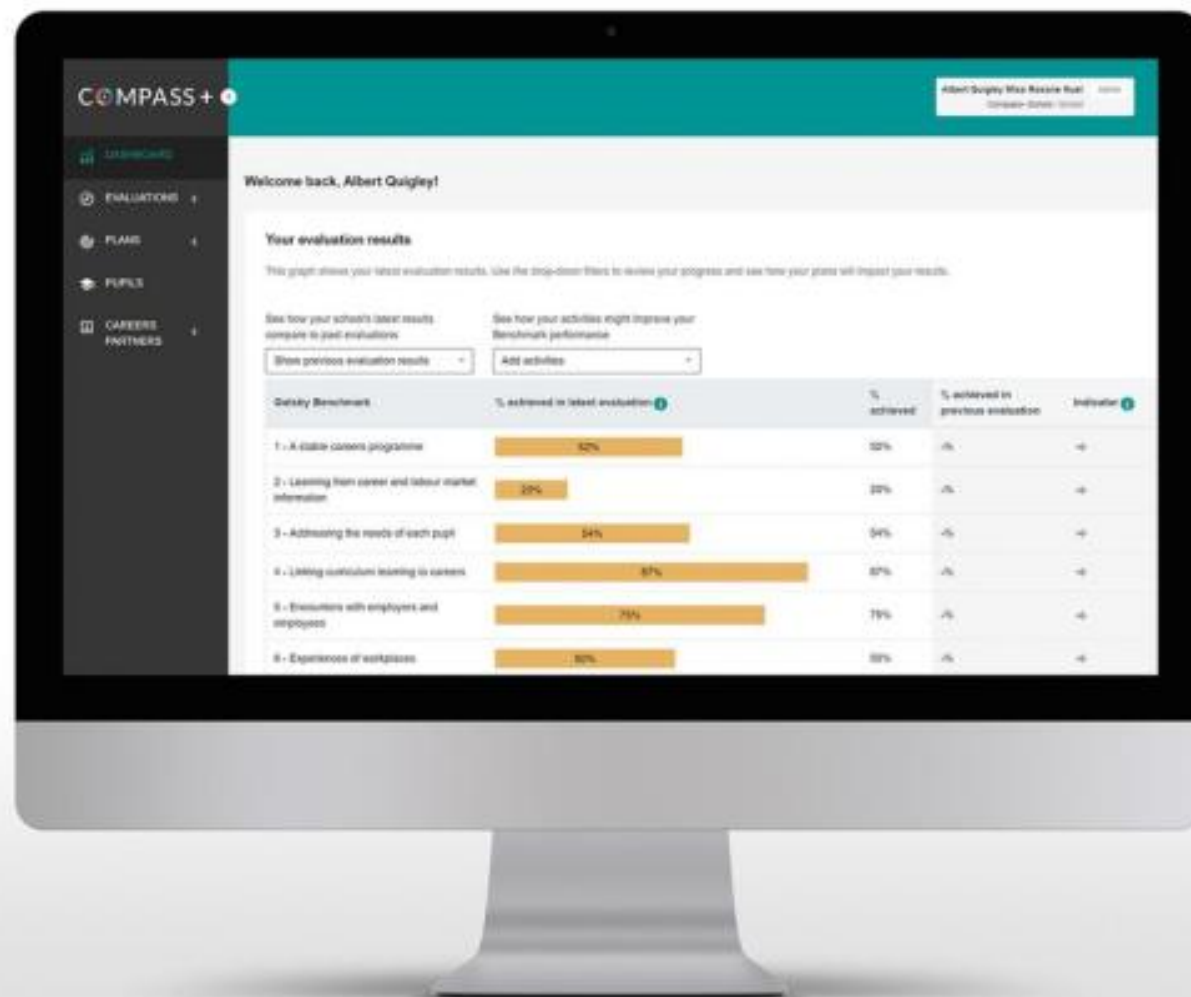
2. The power of networks

- Careers Hubs – schools/ colleges working together
- Enterprise Adviser networks

3. The crucial role of Careers Leaders – backed by senior leaders

COMPASS+

THE CAREERS LEADER DASHBOARD

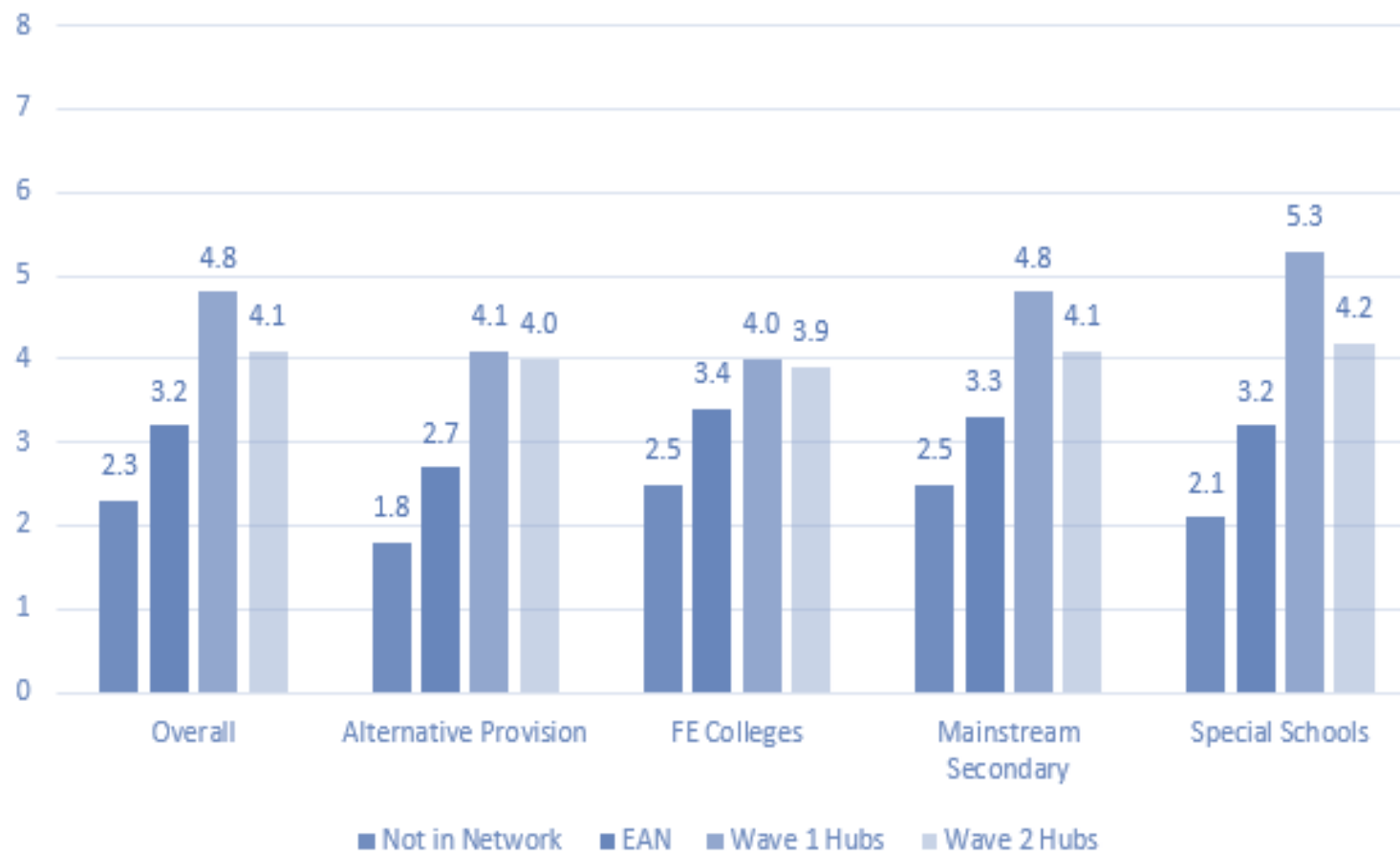


GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH

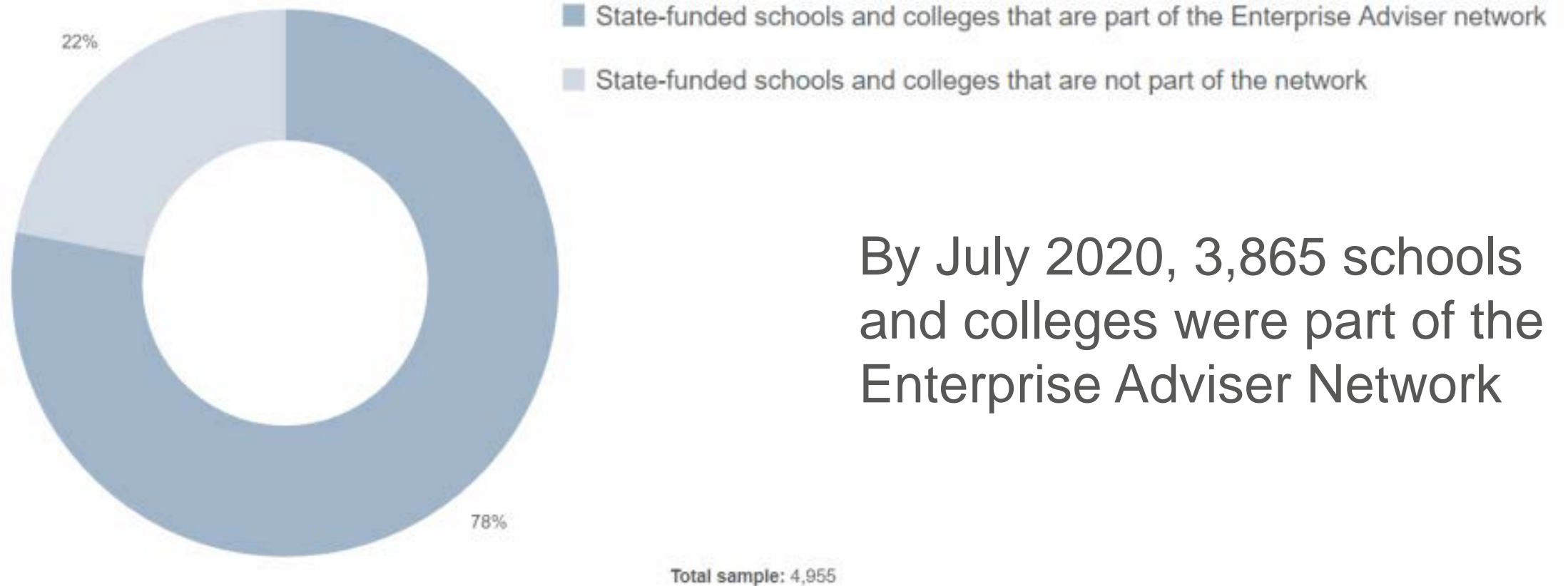


1. The importance of data
- 2. The power of networks**
 - **Careers Hubs – schools/ colleges working together**
 - **Enterprise Adviser networks**
3. The crucial role of Careers Leaders – backed by senior leaders

2. FASTER PROGRESS IN NETWORKS



2. GROWTH OF THE ENTERPRISE ADVISER NETWORK



GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH



1. The importance of data
2. The power of networks
 - Careers Hubs – schools/ colleges working together
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3. **The crucial role of Careers Leaders – backed by senior leaders**

3. CAREERS LEADERS MAKE A DIFFERENCE

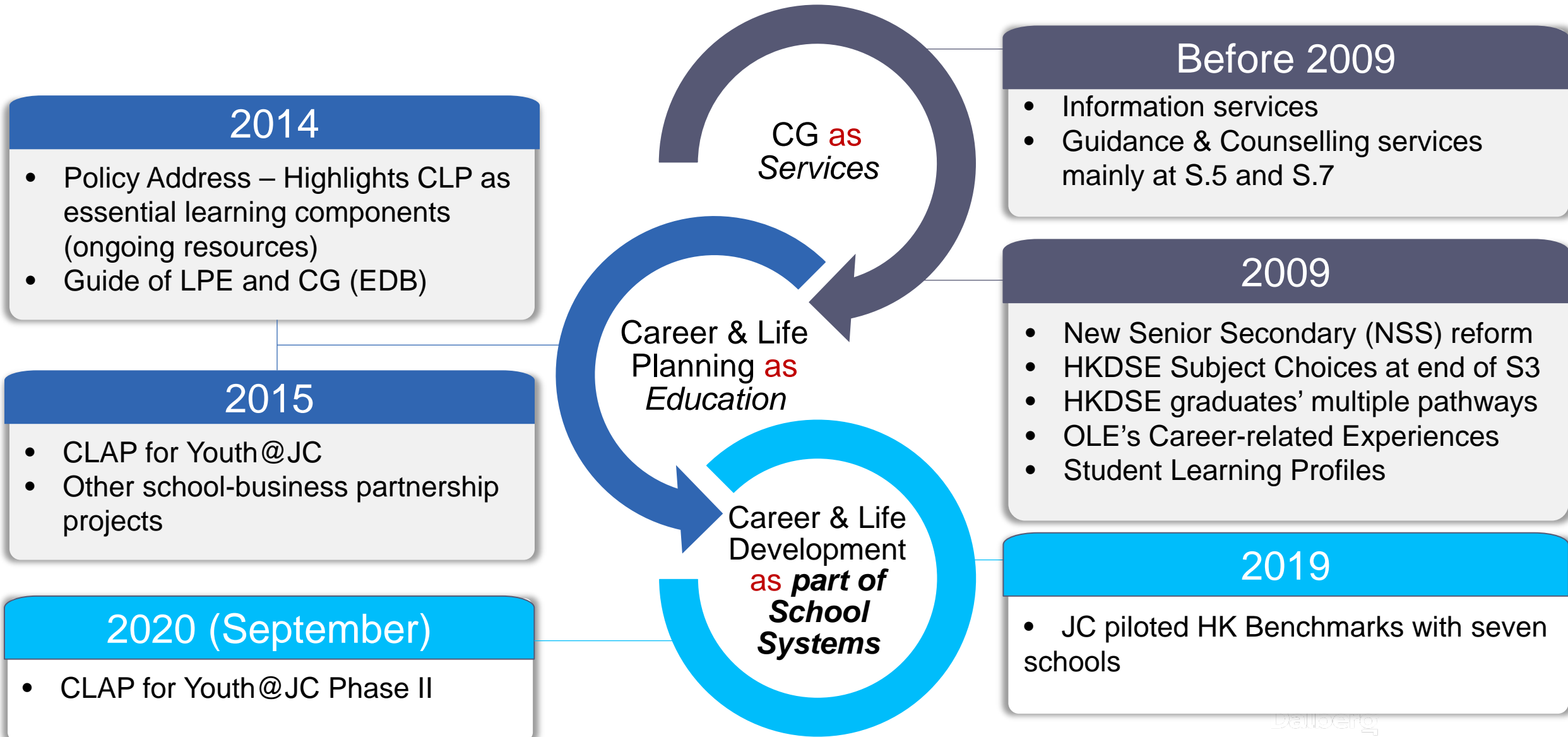


- The more time that Careers Leaders have allocated to their Careers work, the more benchmarks the school/ college achieves.
- Schools/ colleges with a trained Careers Leader achieve significantly more Benchmarks than those without.



*Careers Leaders in Secondary Schools (2019). Gatsby and CEC.
Survey of 750 Careers Leaders.*

TRENDS OF CAREER GUIDANCE IN HK SCHOOLS



HK BENCHMARKS –SYSTEMATIC FRAMEWORK OF WORLD-CLASS CLD PROVISIONS

Alignment with EDB CLD Policies*:

- On vision and policy level: student empowerment is key to assist school to work transitions.
- Methodology and positioning: BM as self improvement tool is suited as Planning-Implementation-Evaluation (PIE) for continuous improvement'
- Overarching framework: Whole school approach and careers linked in curriculum

Core

1. A Stable and Visible CLD Policy
2. **Professional Competencies & 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**



While the HK Benchmarks framework takes reference from UK's Gatsby Benchmarks, BM2, 5,10 are unique with CLAP DNA

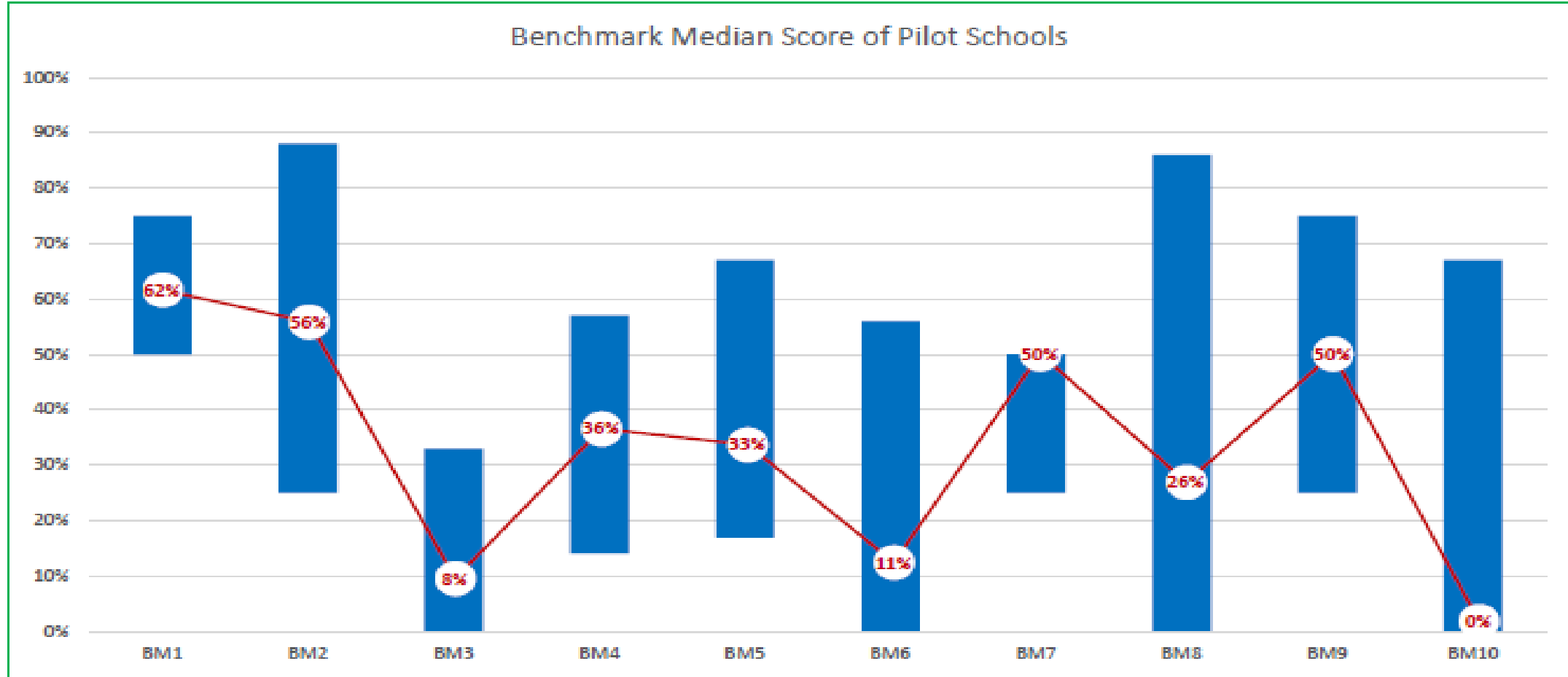
* Full Analysis of Alignment included in appendix

HK BENCHMARKS PILOT SCHOOLS BASELINE SELF-EVALUATION RESULTS (OVERALL)



HK BENCHMARKS PILOT SCHOOLS BASELINE SELF-EVALUATION RESULTS (OVERALL)

Very diverse results with huge gaps between schools



COMMON PAIN POINTS & NEEDS REFLECTED

At the Core

- BM1 on Policy Level: Schools have school policy but no standalone CLD policy. CLD stays at program/ activities level only, often **lacking SLT or whole school support. Also lacking mechanism to link up with different stakeholders.**
- For BM2 on competence and leadership: **lack of networking competence** and **oversights of training needs for careers team members** other than the career master. SLT do not encourage external sharing

Student Focused

- BM3: Often **focus mainly on academic pathways.** Not focus on multiple pathways
- BM4 : Lacking in Needs assessment/ record management system
- BM5: Largely adult supervision or 'dictated'. **No true youth voice**
- BM6: Desperate for **Record management system** for Personal Guidance. Also insufficient man-power. Group counselling not individual

Enabling Environment

- BM7: **Lack of support from SLT and other subject teachers. Focus on academics. Lack of WP understanding and soft skills needed for the WP.**
- BM8: **Schools lack business connections. Careers team is not confident in networking.**
- BM10: Parent expectation for student seem to confine to Higher Ed only. Hard to engage PTA. Some schools are 'scared' of PTA

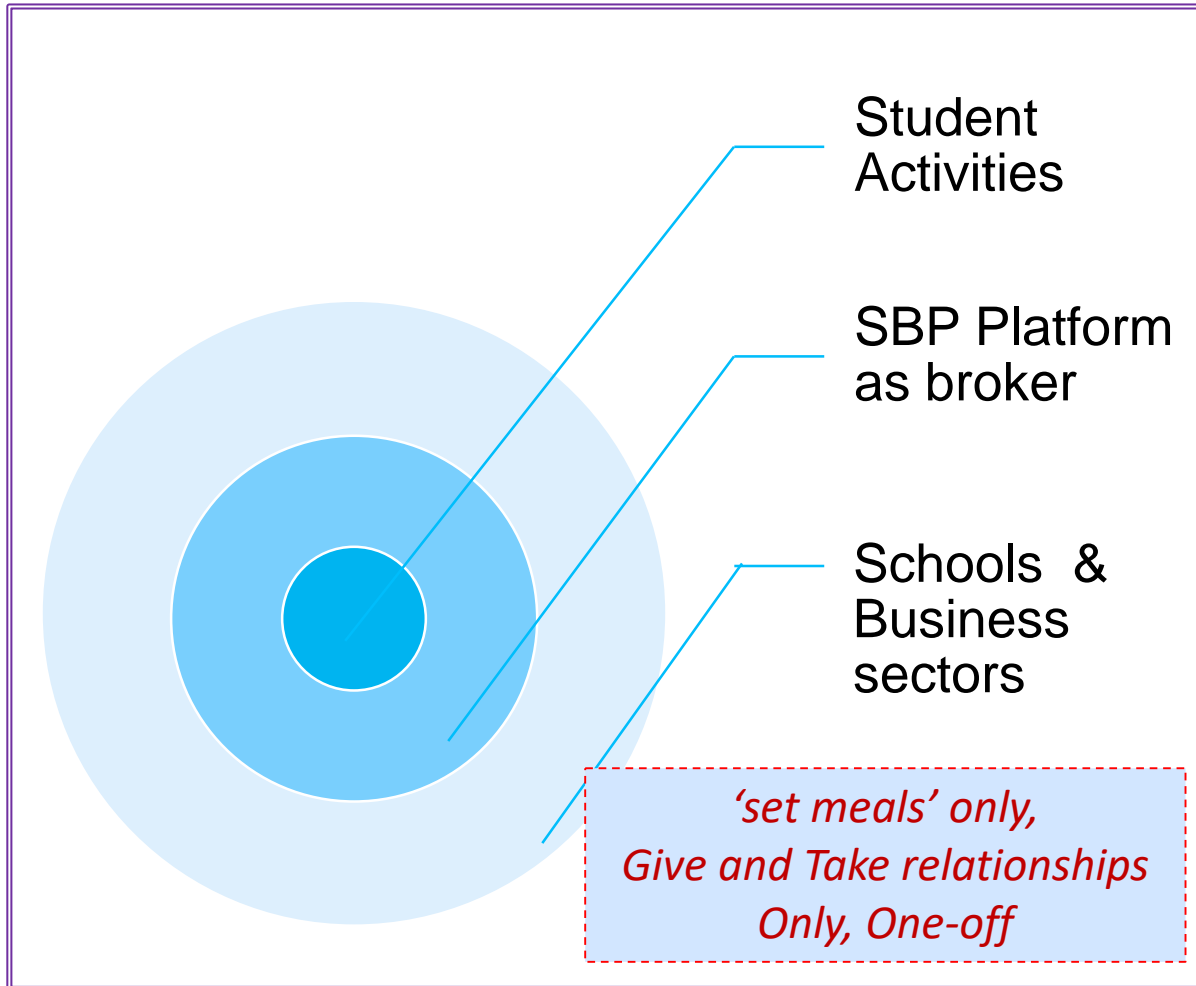
LOOKING FORWARD: ISSUES AND CHALLENGES (HK)

- Widening participation of CLD in school organisation/ community
 - Non-career teachers
 - Curriculum innovations (infusing the “WoW” Factor)
 - Parents, Alumni and students engagement
- **Business-school Partnerships and Dialogues of both worlds**
 - Lack of formal blessings
 - Limitations in offering Work experience by enterprises
 - Agenda issues (e.g. impartiality)
- **Cost-benefit considerations:**
 - Space and Time
 - ‘Start Early’ debate

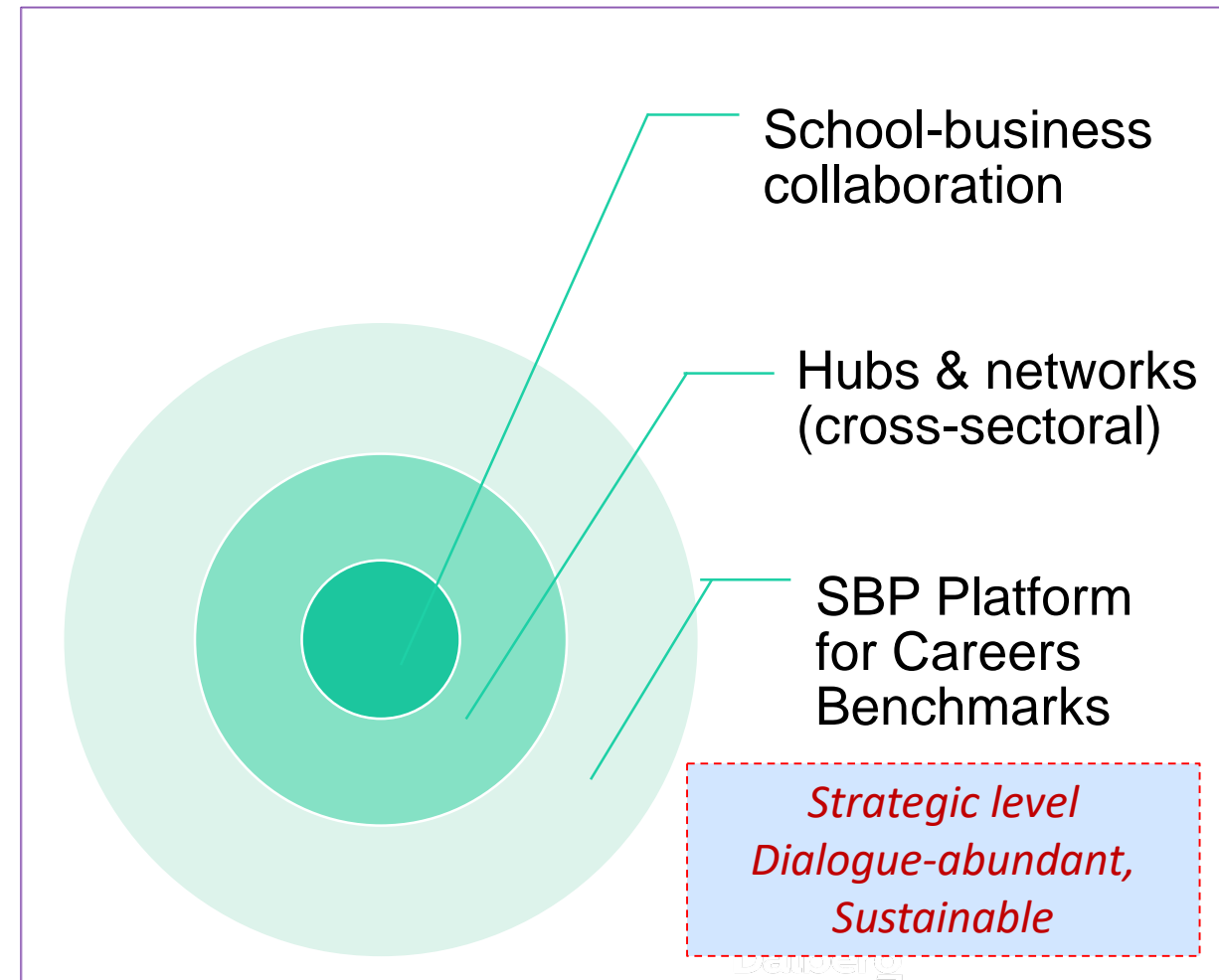
OUR STRATEGY: IN SEARCH OF THE BEST APPROACH?

TWO TYPES OF SCHOOL-BUSINESS PARTNERSHIP PLATFORMS

Activity Approach



Dialogic Approach





CAN WE AFFORD NOT
TO GET CAREER AND
LIFE DEVELOPMENT
RIGHT?

BENEFITS OF GOOD CAREER AND LIFE DEVELOPMENT ARE SEEN IN



- Better motivation
- Better study choices
- Fewer disengaged young people
- Lower unemployment

COST-BENEFIT STUDY BY PWC



<1%

The percentage of a school's budget required to implement all the benchmarks in a medium-sized school outside London.

THE SCHOOL SURVEY SECTION 4

13. The questions in the school survey were derived from the benchmarks. The results of the survey show how a representative sample of English schools measures up against each of the benchmarks.

14. The results show that schools are generally a long way from fulfilling all the benchmarks: no school fills more than five of the eight. But in many cases, schools partially fill them and by doing a little more they could get there.

COSTS AND BENEFITS SECTIONS 5

15. We commissioned an assessment of costs and benefits from PwC. They used the Standard Cost Model to estimate the cost of implementing each benchmark in a range of schools of different sizes and locations in England (Section 5.1). This work involved breaking down each benchmark into a set of tasks and estimating how long each task would take, and who would carry it out. From this, they estimated the cost of implementing all the benchmarks in an 'average' school. Aggregating the school costs across England gives an estimate of the cost of implementing them across the whole system.

16. The cost of implementing all the benchmarks in a medium-sized school outside London is estimated at £51,637 in the first year and £46,676 per year thereafter. This is equivalent to £54 per pupil from the second year onwards. This is less than 1% of schools' budgets.

17. These estimates work on the assumption that schools would be starting from scratch with career guidance. In reality, all schools are already doing some careers work so the actual costs are likely to be lower.

18. The estimated cost of implementing all the benchmarks across England is £207 million in the first year and £173 million per year thereafter.

19. PwC assessed the benefits of improved career guidance in terms of higher skills and qualifications, leading to higher earnings, and reduced likelihood of being out of employment, education or training (OxSET), leading to lower costs to the Exchequer (Section 5.2).

20. Comparing the costs with the benefits, PwC estimates that, for example, if one more pupil is prevented from becoming OxSET, the avoided cost to the Exchequer would be enough to provide career guidance to the benchmark level for 280 pupils (Section 5.3).

21. In addition to the longer term economic benefits, shorter term benefits accrue during pupils' school careers, including better motivation and higher attainment (Section 5.4). Schools should consider these when deciding the priority they give to career guidance in the school budget.

- If one more student is encouraged to attain an undergraduate degree, this would be enough to offset the costs of providing the benchmarks to **985** students;
- If one more student is prevented from becoming unemployed, the avoided cost to the government would be enough to provide the benchmarks to **280** students.