CLAP@JC

Hong Kong Benchmarks for Career and Life Development (Community)

Full Version

基準 1	穩定和清晰的生涯發展政策 [1]
Benchmark 1	**A Stable and Visible Career and Life Development Policy**[1]

每所正為青年提供生涯發展服務的非政府機構/服務單位 (下稱機構/服務單位) 應該在生涯發展方面有穩定和清晰的政策，為有關行動計劃及項目拓展提供指引。相關政策及活動項目應被定期評估，並為青年、社工及青年工作者、家長、企業夥伴及相關的持份者所知悉及明白。
The agency/service unit with the Youth Career and Life Development Service ("the agency/service unit" hereinafter) should have a stable and visible policy on career and life development to govern its action plan and programme development. Such a 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.

基準條件 **Benchmark Criteria**

條件 1.1 Criterion 1.1	機構/服務單位應有穩定的生涯發展政策。 The agency/service unit should have a stable career and life development policy.
條件 1.2 Criterion 1.2	機構/服務單位應定期檢討機構/服務單位內的生涯發展政策。 The agency/service unit should regularly review its career and life development policy.
條件 1.3 Criterion 1.3	生涯發展政策及項目應讓不同的持份者知悉及明白，而且應參考他們的回饋及意見。 The career and life development policy and programme should be made visible to and understood by all stakeholders whose feedback should be considered.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀綠) Evidence to Support Judgement (e.g. documents, records)
條件 1.1 機構/服務單位應有穩定的生涯發展政策。 Criterion 1.1 The agency/service unit should have a stable career and life development policy.	1. 機構/服務單位是否有生涯發展政策來清晰地描述項目拓展的宏觀策略和行動計劃的詳情？ Is there an agency's/service unit's policy on career and life development (CLD) with a clear outline on the overarching strategy for programme development and details of an action plan?				在下列文件中提供與生涯發展政策相關的紀錄（例如使命和願景聲明/策略性目標）CLD policy related info (mission and vision statements/strategic objectives) being stated in any one of the following documents: 1. 機構業務和發展計劃 Agency's business and development plan; 或 or 2. 機構年度計劃 Agency's annual plan; 或 or 3. 生涯發展年度計劃 CLD annual plan; 或 or 4. 會議紀錄 Meeting notes; 或 or 5. 機構網頁/生涯發展刊物 Agency 's websites/CLD publications
	2. 機構/服務單位的生涯發展政策是否得到高層領導如管理層及督導層的明確支持？ Does the agency's/service unit's CLD policy have the explicit support of senior leaders at managerial and supervisory grades of the agency?				1. 機構行政架構圖 Map of agency's organisation structure; 或 or 2. 高層領導參與規劃生涯發展年度計劃的紀錄 Indication of the involvement of senior management in the design of the CLD annual plan
	3. 機構/服務單位有否指派專責人員 [2]，專責單位及備有經常預算 [3]，以支援生涯發展的工作？ Has the agency/services unit assigned staffing[2], designated CLD units/teams and a recurrent budget[3] to support work on CLD? 備註：機構/服務單位如有提供服務予學校，專責人員需留意該校的生涯發展政策（例如：香港生涯發展自評基準），確保學校生涯發展團隊及機構同工抱有共同理念及作適當分工。 Remarks: If the agency is providing service to school, the designated person should be				1. 生涯發展團隊的組織架構和分工 CLD team structure with division of labour documents; 及 and 2. 生涯發展年度計劃（包括經常預算及基礎配套的支持）CLD annual plan including a recurrent budget and infrastructure support;及 and 3. 專責生涯發展工作人員的安排和資訊（員工數目、職等和比例等）Details of the arrangement of designated CLD practitioners (headcount, grade, ratio etc.)

	mindful of school CLD policy (e.g. CLAP HK School Benchmarks) and make sure that school CLD team and social workers share common vision and avoid double work in CLD interventions to students.				
	4. 機構/服務單位有否視以下持份者為資源，支援和持續發展機構內生涯發展項目？ Has the agency/service unit viewed the following stakeholders as resources to support and sustain the CLD programmes?				1. 生涯發展年度計劃內闡述不同支持者的參與 CLD annual plan indicating the involvement of different stakeholders in the agency's CLD programmes; 或 or 2. 生涯發展活動宣傳之紀錄 Evidence on the promotion of CLD programmes and activities

	是 Yes/否 No
青年及朋輩 Youth and their peers	
導師 Tutor	
機構內其他單位或社工 Other service units or social workers within the agency	
家長 Parents	
社區夥伴 Community partners	
學校夥伴（學校/大專院校）School partners (schools/higher education institutions)	
政府部門 Government bureaus	
企業夥伴 Corporate Partners	
其他 (請註明) Other (Please specify)	

	5. 機構/服務單位是否有指定的設施 [4]（例如生涯發展資源室、同等功能的空間或場所），並附有適當的配套及工具，提供多元出路的相關資訊，以推動生涯發展項目？				1. 生涯發展資源室相關相片/生涯發展財政預算 Photos of CLD resource room/CLD budget plan; 或 or 2. 生涯發展資源存放處的相片或其他文件之紀錄 Photos/other documents recording the storage of CLD resources

	Is there a designated infrastructure[4] (e.g. resource room, an equivalent space or facility), tools & materials to facilitate the implementation of CLD programmes and provide up-to-date multiple pathways information?					3. 提供共用電腦/平板電腦以查閱生涯發相關展資訊 Provide tablets and public computers for youth to access online CLD-related information7 4. 有關生涯發展及多元出路的印刷清單 List of related printed resources
條件 1.2 機構/服務單位應定期檢討機構/服務單位內的生涯發展政策。 Criterion 1. 2 The agency/service unit should regularly review its career and life development policy.	6. 機構/服務單位有否定期檢視生涯發展政策？相隔多久會進行一次? Does the agency/service unit review the CLD policy regularly? How regular will it be?					1. 機構生涯發展年度報告(註明過往生涯發展政策的檢討內容) Agency's CLD annual report indicating the reviewed content of CLD policies in the past years; 或 or 2. 機構計劃檢討/會議紀錄 Agency's annual review or meeting notes
	7. 機構/服務單位有否每年更新其行動計劃？ Does the agency/service unit update its action plan annually?					1. 生涯發展小組會議紀錄 CLD team meeting notes; 或 or 2. 生涯發展服務計劃的更新內容 Indication of the updates on the CLD service plans
條件 1.3 生涯發展政策及項目應讓不同的持份者知悉及明白，而且應參考他們的回饋及意見。 Criterion 1.3 The career and life development policy and programme should be made visible to and understood by all stakeholders whose feedback should be considered.	8. 機構/服務單位有否向以下持份者分享機構內的生涯發展政策和項目？ Does the agency/service unit share the current CLD policies and programmes with the following stakeholders?					1. 於機構網站上載相關簡介 Summary being uploaded onto the agency's website; 或 or 2. 以電郵/其他溝通方式與青年、家長及機構外持份者分享生涯發展相關簡介 Summary being shared with youth, parents and external stakeholders via emails/other communication means; 或 or 3. 透過不同溝通平台，讓機構內員工得悉生涯發展年度計劃之相關紀錄 Evidence on sharing information about the agency's CLD annual plan via various communication platforms

	是 Yes/否 No
青年及朋輩 Youth and their peers	
導師 Tutor	
機構內其他單位或社工 Other service units or social workers within the agency	
家長 Parents	
社區夥伴 Community partners	
學校夥伴 (學校/大專院校)	

	School partners (schools/higher education institutions)				
	政府部門 Government bureaus				
	企業夥伴 Corporate partners				
	其他 (請註明) Other (Please specify)				
	9. 機構/服務單位有否定期向以下持份者收集回饋和意見，並作出參考？ Does the agency/service unit regularly collect and consider feedback from the following stakeholders?				1. 生涯發展單位或團隊的會議紀錄(註明已收集持份者的回饋) CLD units/team meeting notes indicating stakeholder feedback has been collected; 或 or 2. 持份者回饋表/問卷調查 Stakeholders' evaluation survey /feedback form; 或 or 3. 其他收集途徑(例如以電郵形式收集回饋) Other feedback means (e.g. email contact to collect feedback)
		是 Yes/否 No				
	青年及朋輩 Youth and their peers				
	導師 Tutor				
	機構內其他單位或社工 Other service units or social workers within the agency				
	家長 Parents				
	社區夥伴 Community partners				
	學校夥伴 (學校/大專院校)School partners (schools/higher education institutions)				
	政府部門 Government bureaus				
	企業夥伴 Corporate partners				
	其他 (請註明) Other (Please specify)				

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Glossary

1. An agency's/service unit's policy on CLD refers to the philosophy of that agency/service unit on youth's CLD service intervention which defines the guidance provided and actions taken to foster youth's CLD and smoothen their school-to-work transition. The CLD policy may include the mission and vision statements, strategic objectives, business and development plan, annual work focus and budget and staffing plan related to facilitating youth's school-to-work transition.

2. Assigned staffing refers to the labour force deployed in incorporating the CLD lens in the service delivery including individual case management, CLD groups and programmes, advocacy campaigns and networking work. The organisational structure of the designated CLD team, the qualification of and the professional CLD training provided for assigned staffing are critical factors reflecting the stability of the CLD policy of one's agency/service unit.

3. A recurrent budget refers to the repeated budget from an agency/service unit for at least 3 consecutive years in launching youth's CLD services

4. Infrastructure refers to a CLD resource room or activity space, while CLD facilities can be interpreted as CLD-related digital resources such as data platforms, websites and resource hubs which provide youth with information on self-understanding, multiple pathways and various opportunity structures to facilitate their CLD journeys.

詞匯表

1. 機構/服務單位的生涯發展政策是指該機構/服務單位關於青年生涯發展服務的理念，旨在提供指導性方向及配合行動以扶植青年的職涯和生涯發展，並促進青年從學校到工作的過渡。 機構/服務單位的生涯發展政策可以包括機構/服務單位的使命、願景、策略目標、業務和發展計劃、年度工作重點以及為促進青年由學校順利過渡到工作而衍生的相關服務預算和人力配置計劃。

2. 專責人員是指機構/服務單位為轄下青年生涯發展服務部署的人手，負責青年生涯的個案管理、生涯發展服務小組和計劃、推廣及宣傳、 聯繫地區資源和夥伴網絡等工作。 而機構/服務單位的人力部署與生涯發展服務政策的穩定性有很大的關係，當中包括人力組織結構、負責同工的專業資格、同工培訓的專業性等。

3. 經常預算是指機構/服務單位至少連續 3 年持續地為轄下青年生涯發展服務所備的財務預算。

4. 基礎設施是指資源室或生涯發展活動空間，而生涯發展設施可以理解為與生涯發展有關的科技資源，例如數據平台、網站和資源中心等等，為青年提供有關自我認識、多元出路、各種機會結構的資訊，以促進其生涯發展。

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An Example of Good Practice - The agency/service unit has a set of systematic, youth-centric and sustainable CLD policies rooted in CLAP@JC's key principles and intervention frameworks, which should be regularly reviewed and shared with various stakeholders for their feedback on strengthening youth's CLD competencies. CLAP@JC's key principles and intervention frameworks include:

i. Adoption of CLAP@JC's Youth Development and Intervention Framework (YDIF) in agency's/service unit's CLD policy, especially the following four pillars of intervention: Engagement, Self-understanding, Career and Pathway Exploration and Career Planning and Management;

ii. Adoption of Strength-based approach: Break through the traditional deficit-oriented crisis intervention approach focusing on one's incapability and personal weaknesses in the agency's /service unit's CLD policy;

iii. Adoption of youth-centric intervention into agency's/service unit's policy: Bring in youth voice and respect individual differences and informed decisions;

iv. Incorporation of the Expanded Notion of Work (ENOW): Redefine successes and talents in the agency's/service unit's CLD policy to achieve a paradigm shift, taking account of both paid and unpaid work experiences, stressing the importance of personal meaning in their achievements and recognising one's values, attitudes, skills and knowledge (VASK) acquired in their experiences to be treated as one's talents;

v. The agency's/service unit's CLD policy aims to liaise and establish a cross-sectoral capacity for internal service units and external community partners working together to address challenges on youth's school-to-work transition. For example, a referral mechanism is purposefully established to create a youth-enabling environment to smoothen youth's school-to-work transition;

vi. Adoption of CLAP@JC's practice guidelines and manuals: Establish policies in the agency/service unit to encourage CLD practitioners to utilise relevant resources such as CLAP@JC's Practice Guidelines for Interest-based CLP Intervention, CLAP@JC's Practice Guidelines for Workplace Learning and CLAP@JC's Life Design.

其中一項良好實踐範例- 機構/服務單位擁有一套有系統而具持續性發展、以青年主導的專業生涯發展服務政策,當中以「賽馬會鼓掌‧創你程計劃」理論架構及關鍵原則為本,並作定期檢討視及讓不同的持份者知悉及明白,參考他們的回饋及意見, 以提升青年的生涯發展核心能力。

i. 機構/服務單位的生涯發展政策採納「賽馬會鼓掌‧創你程計劃」青年發展與介入框架;

ii. 機構/服務單位的生涯發展政策採納強項為本介入原則;

iii. 機構/服務單位的生涯發展政策採納青年主導的原則,讓青年聲音被聽見,尊重個別差異及知情選擇;

iv. 機構/服務單位的生涯發展政策採納延展工作理念,為成功及才能重新定義,讓青年認識自己的價值、態度、技能和知識,並視之為個人天賦,達致範式轉移;

v. 機構/服務單位的生涯發展政策致力聯繫內部服務單位及社區夥伴,建立從學校到社區支援系統。 例如機構成立社區承托機制,創造有利青年發展的環境,讓青年順利從學校過渡至職場;

vi. 機構/服務單位有政策鼓勵轄下負責生涯發展服務的員工採納「賽馬會鼓掌‧創你程計劃」青年生涯發展實踐指引,如興趣為本生涯發展介入模式實務指引、「職場學習」計劃 實務指引及生涯設計輔導使用手冊。

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基準 2	專業能力和領導
Benchmark 2	**Professional Competencies and Leadership**

生涯發展的領導團隊/領袖[1]具備領導、管理、人脈網絡與協調等核心能力,帶領已接受培訓的同工去執行與生涯發展相關的活動。	
CLD leading team/leader[1] is equipped with core competences in leadership, management, networking and coordination to lead trained workers to implement the full spectrum of CLD-related programmes.	

基準條件 Benchmark Criteria

條件 2.1 Criterion 2.1	在特定高級管理人員(如總幹事和副總幹事)的支持和參與下,生涯發展的領導團隊/領袖具備領導、管理、人脈網絡與協調等核心能力,以監察生涯發展活動的設計和執行。
	Under the support and involvement of specific senior management (e.g. director and deputy director), the CLD leading team/leader is equipped with leadership, management, networking and coordination competencies to oversee the design and delivery of CLD-related programmes.
條件 2.2 Criterion 2.2	所有生涯發展團隊[2]的成員都參與跟其職責相關的持續專業發展。
	All CLD team[2] members participate in continuing professional development relating to their roles.
條件 2.3 Criterion 2.3	機構提供時間、空間和實際支持(如資歷認可、補假、持續專業發展),讓同工擁有分佈式領導能力[3],在生涯發展服務中共同合作,以推動全機構參與。
	The agency provides time, space and tangible support (e.g., endorsement, time-off, continuing professional development) for empowering workers' distributed leadership[3] to co-work for career and life development services in light of enabling the whole-agency approach.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀綠) Evidence to Support Judgement (e.g. documents, records)
條件 2.1 在特定高級管理人員（如總幹事和副總幹事）的支持和參與下，生涯發展的領導團隊/領袖具備領導、管理、人脈網絡與協調等核心能力，以監察生涯發展活動的設計和執行。 Criterion 2.1 Under support and involvement of specific senior management (e.g. director and deputy director), CLD leading team/leader is equipped with leadership, management, networking and coordination competencies to oversee the design and delivery of the CLD-related programmes.	1. 生涯發展的領導團隊/領袖是否能通過以下方式展示其領導能力： Can the CLD leading team/leader demonstrate the leadership competence through: a. 準備、執行和評估生涯發展年度計劃 Preparing, implementing, and evaluating the CLD annual plan? b. 領導內部持份者 [4] 實施生涯發展年度計劃 Leading the internal stakeholders[4] to deliver the CLD annual plan? c. 領導/共同領導一個跨單位委員會，就生涯發展服務持續向高級管理人員報告及溝通，以確保與基準保持一致 Leading/Co-leading a cross-unit committee to continuously report to, and communicate with senior management on CLD services, demonstrating alignments with benchmarks? d. 定期檢討及擴大生涯發展團隊，以在生涯發展方面實現全機構參與 Reviewing or augmenting The CLD team composition regularly to enable the whole-agency approach in CLD?				1. 生涯發展年度計劃/會議紀錄（包括預算）CLD annual plan/meeting notes (including budget) 2. 生涯發展團隊的架構及分工 CLD team structure with division of labour documents 3. 機構年度檢討或會議紀錄 Agency's annual review or meeting notes
	2. 生涯發展的領導團隊/領袖是否能通過以下方式展示其管理能力： Can the CLD leading team/leader demonstrate the management competence through:				1. 生涯發展團隊的架構及分工 CLD team structure with division of labour documents 2. 生涯發展年度計劃/會議紀錄（包括預算）CLD annual plan (including budget) 3. 相關會議紀錄 Relevant meeting notes

	a. 管理生涯發展團隊的人力、分工和預算 Managing the staffing, division of work and budget within the CLD Team?				
	b. 在執行和評估生涯發展年度計劃和活動方面，定期監察和支援生涯發展團隊的成員和服務待學待業青年的前線同工 Monitoring regularly and supporting CLD team members and frontline non-engaged youth (NEY) service workers on the implementation and evaluation of the CLD annual plan and programmes?				
	3. 生涯發展的領導團隊/領袖能否維繫和擴闊現有的持份者網絡，以獲得他們支持，展示其人脈網絡與協調能力： Can the CLD leading team/leader demonstrate networking and coordination competence by maintaining and expanding existing networks with the stakeholders below to get their buy-in: a. 其他服務待學待業青年的前線同工，令他們採納生涯發展的視角，並實現生態系統為根，領航為本 [5] 的方法，以有效支援生涯發展服務 Other frontline NEY service workers to embrace the CLD lens and adopt an Ecosystem-based Navigation-oriented approach to support CLD programmes effectively? b. 僱主、社區夥伴、學校夥伴、政府部門、大學部門以及父母 Employers, community partners, school partners, government departments, university partners and parents?				1. 生涯發展團隊的架構及分工 CLD team structure with division of labour documents 2. 生涯發展年度計劃，以展示現有和新增的合作夥伴的參與 CLD annual plan with involvement of new and existing partners 3. 現有和新增的合作夥伴和人脈網絡列表，如溝通的最新進展 List of new and existing partners and networks with updates such as communication progress 4. 相關會議紀錄 Relevant meeting notes

條件 2.2 所有生涯發展團隊 [2] 的成員都參與跟其職責相關的持續專業發展。 Criterion 2.2 All CLD team[2] members participate in continuing professional development relating to their roles.	4. 生涯發展的領導團隊/領袖是否每年接受一次有關領導、管理、人脈網絡與協調等核心能力的持續專業發展（如「賽馬會鼓掌・創你程計劃」提供的管理人員專業發展培訓）？ Does the CLD leading team/leader receive continuing professional development on core competencies in leadership, management, networking and coordination once a year (e.g. Professional Development Programme for Managerial Staff organised by CLAP@JC)?				1. 專業發展/培訓的紀錄和證書 Professional development/training records and certificates; 2. 描述培訓計劃的文件 Documents describing the training plan
	5. 所有生涯發展團隊的成員是否每年至少參加一次有關核心能力 [6] 的持續專業發展？ Do all CLD team members participate in continuing professional development on core competencies[5] at least once per year?				1. 專業發展/培訓的紀錄和證書 Professional development/training records and certificates; 2. 描述培訓計劃的文件 Documents describing the training plan
	6. 生涯發展團隊中是否至少有一半成員接受了促進生涯發展的初步培訓（如完成「賽馬會鼓掌・創你程計劃」提供的培訓或同等課程）？ Have at least half of the CLD team members received initial training on CLD facilitation (e.g. completed the capacity building programmes offered by CLAP@JC or equivalent courses which are awarded a certificate)?				1. 專業發展/培訓的紀錄和證書，如待學待業青年生涯發展服務高等證書課程 Professional development/training records and certificates, e.g. Advanced Certificate Programme in Career and Life Development Services for Non-engaged Youth; 2. 描述培訓計劃的文件 Documents describing the training plan
條件 2.3 機構提供時間、空間和實際支持（如資歷認可、補假、持續專業發展），讓同工擁有分佈式領導能力 [3]，在生涯發展服務中共同合作，以推動全機構參與。	7. 生涯發展團隊是否至少有一次入職簡介來歡迎新成員（如舉行迎新會議、提供入職資源或推行同儕啟導），以培養共同價值及交流策略？ Does the CLD team have at least an induction to orient new team members (e.g., through conducting an orientation meeting, providing induction resource kits or delivering peer-to-peer mentorship), to cultivate shared values and exchange strategies?				1. 描述入職/迎新會議的文件 Documents describing the induction/orientation meeting 2. 入職/迎新活動的紀錄 Induction/orientation programme records 3. 為團隊成員提供的入職/迎新資源 Induction/orientation resource package for team members

Criterion 2.3 The agency provides time, space and tangible support (e.g., endorsement, time-off, continuing professional development) for empowering workers' distributed leadership[3] to co-work for career and life development services in light of enabling the whole-agency approach.	8. 機構有否安排一個年度分享會，讓所有同工分享生涯發展的良好實踐，並提供專業發展機會，讓同工提高其生涯相關知識以及分佈式領導或與職責相關的能力？ Does the agency arrange an annual sharing meeting for all workers to share good practices on CLD services and provide professional development opportunities for workers to enhance their career-related knowledge and competencies related to their distributed leadership or roles whichever is appropriate?				1. 描述專業分享活動的文件 Documents describing the professional sharing activities 2. 專業分享活動/會議的紀錄 Professional sharing activity/meeting notes 3. 為團隊成員提供的專業分享活動簡報/資訊/資源 Professional sharing PowerPoint/information/resource package with team members
	9. 機構有否每年至少參加一次其他機構舉辦的分享會（如「賽馬會鼓掌・創你程計劃」舉辦的研討會、良好實踐分享會和大型會議），以促進生涯發展服務的專業分享？ Does the agency promote professional sharing of CLD services through participating in at least one external sharing session per year outside the agency (e.g. seminars, good practice sessions, and conferences organised by CLAP@JC)?				1. 對外分享（如「賽馬會鼓掌・創你程計劃」的實踐社群分享會）的邀請文件，如電郵和邀請函 Invitation documents for external sharing such as CLAP@JC Community of Practice Sessions (e.g., emails and invitation letters) 2. 對外分享的時間表 Documents describing the external sharing schedule 3. 對外分享的活動/會議紀錄 External sharing activity/meeting notes 4. 為對外分享參加者提供的簡報/資訊/資源 External sharing PowerPoint/information/resource package for participants 5. 對外分享的錄像或照片 Video recordings or photos of the external sharing

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Glossary

1. The CLD leading team/leader may be the service head, service supervisor, service leader and unit-in-charge of an agency. The composition/responsible person may vary across agencies.

2. The CLD team may consist of the CLD leading team/leader, designated CLD workers, frontline NEY service workers, administrative support staff and IT/media coordinators. The actual composition may vary across agencies.

3. Distributed leadership in the CLD context broadly refers to the adoption of the whole-agency approach in which the leadership density lessened from the 'power centre', CLD leading team/leader and senior management level such as the director and service head in particular, and spreads towards other professional teams within the agency. This approach type is particularly useful in breaking down silo among different teams when implementing CLD-related initiatives, through the effective management, leadership and coordinating of the CLD leading team/leader.

4. Internal stakeholders: Refer to NEY, parents and agency workers

5. Ecosystem-based Navigation-oriented Career and Life Development (CLD) Competencies Framework is the guiding principle of CLAP@JC Community Intervention strategies. Youth service practitioners are expected to incorporate the four core elements, which are Engagement, Self-Understanding, Career & Pathway Exploration and Planning & Career Management, into the design and delivery of CLD services and solicit support from different stakeholders to maximise the resources, opportunities and networks accessible to the service users. The ultimate goal is to create a youth-enabling environment where youth are equipped with the competencies to sustain their meaningful engagement with the world of work.

6. Core competencies related to CLD practitioners may consist of:
    i.   Ethical and professional behaviour: Recognise the importance of ethical principles in working with NEY, reflect on personal values and exercise social work's core values and behaviours in case management
    ii. Social diversity: Recognise the cultural, social and racial characteristics of NEY
    iii. Meaningful engagement: Understand the challenges and success factors for meaningful engagement with NEY and implement effective approaches for co-creating meaningful engagement with NEY
    iv. Navigation in opportunity structures: Acquire competence in the use of web-based platforms to navigate the ecosystem and opportunity structures to enhance navigation skills of NEY
    v.   Family collaboration: Explore the family context of NEY, conduct family assessment and offer family engagement to activate NEY and their families along the career and life journey
    vi. Community partnership: Facilitate the connection between NEY and stakeholders using different intervention strategies and tools to deliver quality support to NEY
    vii. Supportive measures and social policies: Understand and critically examine existing supportive measures and social policies that can help NEY integrate into the labour market
    viii. Evidence-based practice: Use evidence-based practices, design data monitoring plans and management systems, and translate research evidence to improve practices and policies
    ix. Career and life perspective: Acquire knowledge and skills of CLD theories, models, intervention strategies and tools and incorporate the career and life perspective into NEY services

x. School-community connection: Coordinate with existing or potential stakeholders, school partners in particular, to foster a strong school-community connection (e.g. setting a referral mechanism) by enhancing the information exchange and exploring cooperation opportunities from different aspects. This is to ensure that the CLD needs of school dropouts and youth at high risk of dropping out of school can be fully supported when needed.

詞匯表

1. 生涯發展的領導團隊/領袖可以是機構的服務總監、服務督導主任、服務主任和單位主任。其實際構成/負責人可因機構而異。

2. 生涯發展團隊可以包括生涯發展的領導團隊/領袖、專責生涯發展的同工、服務待學待業青年的前線同工、行政支援人員和資訊科技/媒體統籌員。其實際構成/負責人可因機構而異。

3. 分佈式領導：就生涯發展而言，分佈式領導泛指一系列有效的全機構領導方法，其特徵是在生涯發展相關的工作分配上，領導重心會從「權力中心」，即生涯發展的領導團隊/領袖或高級管理層（如總幹事、副總幹事），減少和外移到機構的其他專業團隊。透過生涯發展的領導團隊/領袖的有效管理、領導、交際和協調，這方法能在倡議生涯發展相關計劃時，有效地打破組織部門間的隔膜。

4. 內部持份者: 指待學待業青年、家長及機構同工

5. 「以生態系統為根，領航為本，生涯發展能力的框架」是「賽馬會鼓掌·創你程計劃」在社區工作的重要介入方針。青年工作者在設計和執行生涯規劃服務時，應融合以下四個重要元素，分別為「啟發參與」、「自我認識」、「探索多元出路」及「計劃及生涯管理」，並與不同的持份者通力協作，令青年能接觸到更多的資源、機會和人際網絡。這個介入方針的願景是建立一個有利青年發展的環境，讓他們能與工作世界維持有意義的接觸。

6. 與生涯發展同工相關的核心能力可包括：
   i. 道德和專業行為：認識到道德原則在與待學待業青年同行時的重要性，反思個人價值並在個案管理中運用社會工作的核心價值和表現
   ii. 社會多樣性：認識待學待業青年的文化、社會和種族特徵
   iii. 有意義參與：了解待學待業青年進行有意義參與時所面對的挑戰和成功因素，並採取有效的方法與他們共建有意義參與
   iv. 在機會結構中領航：習得使用網上平台去領航生態系統和機會結構的能力，以增強待學待業青年的領航技能
   v. 家庭合作：探索待學待業青年的家庭背景、進行家庭評估和鼓勵家庭參與，以在生涯發展旅程中激活待學待業青年及其家庭
   vi. 社區夥伴：藉不同介入手法和工具來促進待學待業青年與持份者的聯繫，為待學待業青年提供高質素的支援
   vii. 支援措施和社會政策：了解並批判地檢視現時幫助待學待業青年投身勞動市場的支援措施和社會政策
   viii. 實證有效的介入模式：使用實證有效的介入模式，設計數據檢視計劃和管理系統，並運用研究證據來改善實踐和政策
   ix. 生涯發展的角度：獲得生涯發展理論、模型、介入手法和工具的知識和技能，並把生涯發展的角度融入待學待業青年服務
   x. 學校和社區的連結：透過協調現有或潛在的持份者，特別是學校夥伴，促進各方的資訊流通和合作機會，從而建立學校和社區的緊密連結（例如設立轉介機制），以確保輟學青年和瀕臨輟學青年的生涯發展需要在適當的時候能被充分承托。

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基準 3	從多元出路資訊中學習
Benchmark 3	**Learning from Multiple Pathways Information**

青年可從各種途徑獲得多元出路的最新資訊，讓他們為生涯發展作出決定，並據此付諸行動。
Youth should have access to the latest information about multiple pathways[1] to inform their career and life decisions and act accordingly.

基準條件 Benchmark Criteria

條件 3.1 Criterion 3.1	青年能接觸各種有關多元出路的優質資訊包括求學資訊及選擇、有酬和無酬工作等全方位範疇之生涯選項。 Youth should have access to trustworthy information on multiple pathways including study information and options, paid and unpaid work opportunities for holistic exploration.
條件 3.2 Criterion 3.2	機構/服務單位應為青年提供支援或培訓，引導學員按個人的生涯發展需要和能力而尋找、選擇及運用合適的資訊，從而有助作出知情的生涯抉擇。 The agency/service unit should provide support and training to guide youth to search, select and adopt suitable information on exploring multiple pathways and making informed choices according to their career and life development needs and competencies.
條件 3.3 Criterion 3.3	青年能連結、選擇和充分利用多方的最新資訊，通過反思自身的需要、興趣和能力作出知情的選擇及相應的自主行動。 Youth could make sense of the latest information on multiple pathways obtained from various platforms through reflection on their needs, interests and abilities to make informed choices and act on their decisions.

基準條件 **Benchmark Criteria**	機構自評要點問題 **Agency Evaluation Questions**	剛剛起步 **Emerging**	頗具成果 **Partially Achieved**	全面推行 **Fully Achieved**	具體例證(包括文件、紀綠) **Evidence to Support Judgement (e.g. documents, records)**
條件 **3.1** **青年能接觸各種有關多元出路的優質資訊包括求學資訊及選擇、有酬和無酬工作等全方位範疇之生涯選項。** Criterion 3.1 Youth should have access to trustworthy information on multiple pathways including study information and options, paid and unpaid work opportunities for holistic exploration.	1. 青年工作者有否為青年人提供多元出路生涯發展的輔導，讓他們學習如何查找和處理相關的最新資訊，為未來發展作出明智的選擇？ Do youth service practitioners provide guidance for youth to search and process the most updated multiple pathways information to make a wise choice for their future?				1. 線上資源庫/印刷版小冊子/單張 Online shared folder/printed resources 2. 生涯發展活動計劃/小組計劃/個案計劃文件 Documents on the career and life development (CLD) activity plan/group plan/case intervention plan 3. 生涯發展活動統計 Statistical reports on CLD programmes
條件 **3.2** **機構/服務單位應為青年提供支援或培訓，引導學員按個人的生涯發展需要和能力而尋找、選擇及運用合適的資訊，從而有助作出知情的生涯抉擇。** Criterion 3.2	2. 機構/服務單位有否提供支援或培訓，提高青年參與職業和生涯發展旅程的動機？ Does the agency/service unit provide support and training to motivate youth's participation in career and life development journeys？				1. 生涯發展相關的活動計劃/小組/個案計劃文件 Career programme/group plan/case intervention plan documents 2. 個案紀錄/小組紀錄/活動紀錄 Case records/group records/activity records 3. 生涯發展服務問卷 CLD service evaluation survey/feedback form
	3. 機構/服務單位有否提供支援或培訓，提高青年人的自我認識？ Does the agency/service unit provide support and training to enhance youth's self-understanding?				

The agency/service unit should provide support and training to guide youth to search, select and adopt suitable information on exploring multiple pathways and making informed choices according to their career and life development needs and competencies.	4. 機構/服務單位能否為青年人提供至少三種多元化的生涯發展活動（例如戲劇、舞蹈、繪畫、手工藝製作、各項運動、電競、資訊科技、攝影、烹飪、飲品調配、寵物護理以及任何適合的主題），以助青少年認識個人興趣及長處並發展多元出路？ Can the agency/service unit provide at least three types of diversified CLD programmes (including but not limited to drama performance/ dancing performance/ drawing/ arts & crafts/ sports/ e-sports/ information technology/ photography/ cooking/ beverage mixing/ pet grooming etc.) for youth to identify their interests and strengths and explore multiple pathways?				
條件 3.3 青年能連結、選擇和充分利用多方的最新資訊，通過反思自身的需要、興趣和能力作出知情的選擇及相應的自主行動。 Criterion 3.3 Youth could make sense of the latest information of multiple pathways obtained from various platforms through a reflection on their needs, interests and abilities to make informed choices and act on their decisions.	5. 超過七成青年人能於生涯發展介入後，成功尋求多元出路生涯發展的資訊，用於為學習及就業作出進一步的反思和決定。 More than 70% of youth are successful in obtaining multiple pathways information to consider their educational and occupational choices after going through CLD intervention.				1. 生涯發展服務問卷 CLD service evaluation survey/feedback form

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Glossary:

1. Multiple pathways refer to the diverse options available for youth to pursue including but not limited to academic pathways, career pathways, leisure life, and Expanded Notion of Work (ENOW) experiences.

詞匯表

1. 多元出路指青年人可選擇的多種途徑，包括不限於學術途徑、職業途徑、休閒生活和延展工作理念的經驗。

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An Example of Good Practice

所有屬「探索多元出路」階段學員均能夠獲得及接觸備有整全及最新的多元出路相關的資訊(Career and Labour Market Information)，包括：持續進修(Education)選擇、事業發展路徑(Career Path)及勞動市場(Labour Market and Employment)的機會、職業培訓(Training)選擇等，以便為自己作出知情的生涯抉擇。

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基準 4	重視每位青年的需要
Benchmark 4	**Address the Needs of Each Individual**

生涯發展活動應根據每一位青年的需要而制定，尤其考慮不同特殊目標群體的需要，在過程中應考慮其多樣性及公平性的原則。
Career and life development programmes should be customised based on the needs of every youth, especially the needs of Special Target Groups, with the consideration of diversity and equality throughout.

基準條件 Benchmark Criteria

條件 4.1	機構/服務單位應按照特殊目標群體的特定需要提供合適的生涯發展活動，並就著他們的狀態作出適切及有彈性的改動。
Criterion 4.2	The agency/service unit should customise their CLD programmes according to the specific needs of Special Target Groups and should make respective adjustments or modifications according to youth's unique circumstances.
條件 4.2	機構/服務單位幫助青年發掘興趣和需要，而作出知情的選擇和行動。
Criterion 4.3	The agency/service unit should facilitate youth to discover their interests and needs towards making informed choices and empower them to transform to action.
條件 4.3	機構/服務單位應為青少年提供生涯發展配套，支援他們按照個人興趣和需要探索獨特的生涯歷程。
Criterion 4.3	The agency/service unit should provide CLD tools and materials to support youth to explore CLD journey according to their interests and needs.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證（包括文件、紀錄） Evidence to Support Judgement (e.g. documents, records)
條件 4.1 機構/服務單位應按照特殊目標群體的特定需要提供合適的生涯發展活動，並就著他們的狀態作出適切及有彈性的改動。 Criterion 4.1 The agency/service unit should customise their CLD programmes according to the specific needs of Special Target Groups and should make respective adjustments or modifications according to youth's unique circumstances.	1. 機構/服務單位有否為特殊目標群體（例如年輕媽媽、高風險青年、少數族裔青年、院舍/院所青年或隱蔽青年等等）制訂具體的生涯發展方案： Does the agency/service unit formulate specific CLD plans for Special Target Groups (STGs) (e.g. young mothers, youth-at-risk, ethnic minority youth, institutionalised youth, hidden youth etc.)? a.為特殊目標群體提供個人化的建議和支援？ Does the agency/service unit provide personalised advice and support to STGs? b.有需要時，在活動解說和回饋部分挑戰刻板觀念或思維，以協助特殊目標群體得到更有利的生涯發展空間？ Does the agency provide debriefing after activities to challenge stereotypical thinking and foster an enabling CLD environment for STGs?				1. 生涯發展年度計劃 CLD annual plan 2. 生涯發展活動計劃文件/會議紀錄 CLD programme plans/meeting notes 3. 生涯發展服務評估/回饋 CLD service evaluation survey/feedback form 4. 解說提要/解說活動 Debriefing notes/tasks

條件 **4.2** **機構/服務單位幫助青年發掘興趣和需要，而作出知情的選擇和行動。** Criterion 4.2 The agency/service unit should facilitate youth to discover their interests and needs towards making informed choices and empower them to transform to action.	2. 機構/服務單位有否透過生涯發展探索活動（包括個人評估）和生涯發展工具，激發青年人的志向，並幫助青年發掘自身需要、興趣和能力，繼而作出知情選擇？ Does the agency/service unit provide CLD exploration programmes (including individual assessment) and CLD tools which inspire youth to identify their needs, interests, and strengths for making informed choices?				1. 個人需要評估及個案開案撮要 Individual need assessment and case intake summary 2. 生涯發展活動計劃文件/會議紀錄 CLD programme plans/meeting notes 3. 生涯發展評估/報告紀錄 CLD assessment reports
條件 **4.3** **機構/服務單位應為青年提供生涯發展配套，支援他們按照個人興趣和需要探索獨特的生涯歷程。** Criterion 4.3 The agency/service unit should provide CLD tools and materials to support youth to explore the CLD journey according to their interests and needs.	3. 機構/服務單位有否為青年提供生涯發展工具，讓他們反思自我（例如強項、興趣、VASK）及制訂個人檔案（例如 CV360®、職業路線圖），以便計劃及管理自己的人生旅程？ Does the agency/service unit provide youth with CLD tools for self-reflection (e.g. strengths, interests, VASK) and building their profiles (e.g. CV360®, career roadmap) to plan and manage their life journeys?				1. 建立及使用 CV360®帳戶 Create CV360® accounts and make use of CV360® 2. 個案紀錄或小組/活動報告 Case records/group records/programme reports

基準 5	青年參與及共同創建
Benchmark 5	**Youth Engagement and Co-creation**

青年應成為自己生涯發展的主人翁，機構/服務單位應鼓勵和協助青年成為共同創建者，積極參與及推動生涯發展活動，以及成為他們自己的生涯發展前路開拓人。
Youth should be the owners of their career and life development (CLD). The agency/service unit should engage and facilitate them to be active participants in co-creating their CLD programmes.

基準條件 Benchmark Criteria

條件 5.1 Criterion 5.1	機構/服務單位應建立有效的機制[1]，讓青年[2]在機構/服務單位同工、成人和朋輩的支援下參與規劃。 The agency/service unit should establish an effective mechanism[1] to engage youth[2] with support from the agency/service unit's personnel, adults and peers.
條件 5.2 Criterion 5.2	青年可透過參加各種形式的生涯發展課程或與升學及就業相關的活動，有機會與成人（如導師、「職趣達人」、家長等）和朋輩之間擴展聯繫和協作。 Youth are enabled to extend connections and collaborations with adults (e.g. mentors, serious leisure devotees, parents, etc.) and peers on CLD, through participating in various forms of CLD activities.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Acheieved	全面推行 Fully Acheieved	具體例證（包括文件、紀錄） Evidence to Support Judgement (e.g. documents, records)
條件 5.1 機構/服務單位應建立有效的機制[1]，讓青年[2]在機構/服務單位同工、成人和朋輩的支援下參與規劃。 Criterion 5.1 The agency/service unit should establish an effective mechanism[1] to engage youth[2] with support from the agency/service unit's personnel, adults and peers.	1. 機構/服務單位有否建立有效的機制及支援措施[3]以推動青年聯同同工、其他成人和朋輩參與機構/服務單位的生涯發展活動？ Are there any effective mechanisms and supportive measures[3] to facilitate youth participation in taking joint actions with the personnel, other adults and peers on CLD practices in the agency/service unit?				1. 生涯發展年度計劃（包括人手分配）CLD annual plans (with staffing allocation);或 or 2. 生涯發展財政預算 CLD budget plans;或 or 3. 培訓青年工作者及青年相關記錄 Records of training for both youth service practitioners and youth 4. 生涯發展活動/計劃例子（註明青年參與活動規劃的角色或部份）例如: 生涯發展領袖生計劃（需附上參與規劃渠道/方法）Examples of CLD activity plans (indicating youth's role in the planning) e.g. establishment of career prefects/ambassadors (provided with the channels/ways for youth participation in the planning) 5. 機構/服務單位與其他部門/團體之互動/合作的紀錄 Records of engagement/collaboration with other departments/groups in the agency/service unit
條件 5.2 青年可透過參加各種形式的生涯發展課程或與升學及就業相關的活動，有機會與成人（如導師、「職趣達人」、家長等）和朋輩之間擴展聯繫和協作。 Criterion 5.2 Youth are enabled to extend connections and collaborations with adults (e.g. mentors, serious	2. 是否每年舉辦最少一個與青年共同創建的生涯發展活動？ Is there at least one programme on CLD each year co-created by youth?				1. 生涯發展年度計劃（包括註明相關活動規劃）CLD annual plan (indicating relevant activity planning); 或 or 2. 活動計劃（附上顯示青年參與的角色或負責部份）Programme/activity/session plans indicating the roles of youth); 或 or 3. 有生涯發展需要的青年名單 Lists of youth with CLD needs
	3. 機構/服務單位有否為青年在生涯發展方面提供機會與成人（例如師友計劃中的導師）和朋輩擴展連繫？ Does the agency/service unit provide youth with opportunities to extend connections with adults				1. 配對機制 Matching mechanisms;或 or 2. 活動例子（例如面試、茶會等）Activity examples (e.g. interviews, tea gatherings, etc.)

leisure devotees, parents etc.) and peers on CLD, through participating in various forms of CLD activities.	(e.g. mentors in mentorship programmes) and peers on CLD?				
	4. 機構/服務單位是否已符合以下其中一種情況？ Does the agency/service unit fulfil either one of the conditions below? a. 機構/服務單位是否有文件記錄青年有關生涯發展的構思/想法和行動計劃) Is there any document to record youth's initiatives/ideas and action plans on CLD programmes? b. 機構/服務單位有否提供渠道讓青年表達他們的願望和需要，共同創建生涯發展的項目，並有清晰紀錄（例如開展溝通渠道、跟進人力資源的分配、記錄青年的想法）Is there any channel for youth to inform the agency/service units of their wishes and needs to co-create programmes (e.g. through developing communication channels, allocating human resources for follow-ups, documenting youth's ideas)? c. 機構/服務單位是否有在生涯發展的項目上回應青年的願望和需要？ Does the agency/ service unit respond to youth's wishes and needs on CLD programmes?				1. 生涯發展年度計劃（註明溝通機制/人手分配）CLD annual plan (with remarks on communication mechanism and staffing allocation);或 or 2. 活動例子（例如農曆新年年宵攤位）Activity examples (e.g. Lunar New Year Fair); 或 or 3. 相關活動報告/相片/分享文件 Relevant activity reports/photos/sharing documents

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Glossary

1. An effective mechanism should include 2 main aims:
   a) to ascertain a youth-adult partnership
   b) to maintain bottom-up participation

2. Youth refers to the individuals who participate in the CLD services in the agency/service unit and /or who participate in the experimental group of CLAP@JC's beneficiaries for CLAP@JC Resources NGOs and Network NGOs.

3. Supportive measures refer to those provided by the agency/service unit to youth and/or social workers such as the creation of time and space, capacity building and access to resources and networks, allowing youth to explore, connect, and co-create with adults (social workers). Facilitating youth to apply for the Youth-led Funding Scheme to actualise their career and life goals, as well as developing communication platforms/channels between youth and the agency/service unit's personnel/other adults/peers, could be some good examples.

詞匯表

1. 有效的機制應包括兩個目標：
   a) 確立青年與成人的伙伴關係
   b) 維持由下而上的參與

2. 青年指已成為機構/服務單位在生涯發展的項目之青年/ CLAP@JC 實驗組之青年。

3. 支援措施：指機構/服務單位為青年、服務提供者提供的措施，例如為他們製造協作時間、空間及能力裝備。除此之外，亦包括為青年探索、連繫和供給人脈和資源，促進他們與成年（社工）的共同創作，例如青年以 Youth 叻實踐基金透過導師/社工/朋輩的協力參與去實現生涯目標；發展青年與機構/服務單位同工、其他成人和朋輩之間的交流平台或渠道。

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An Example of Good Practice

- Level 1 "Know"- Youth are informed of the mechanism through which they can provide ideas on co-creating the programmes.
- Level 2 "Ideate" -Youth are invited to participate in the ideation of the CLD programmes, give suggestions and express their preferences.
- Level 3 "Participate" - Youth are invited to take part as tutors/guests in the implementation of CLD services, e.g. leading a game.
- Level 4 "Execute and Co-create"- Youth participate in the ideation, resource allocation, programme design and launching process of CLD services.

其中一項良好實踐範例

- 第一層「知悉」—青年知道如何透過恆常機制參與生涯服務的共同創造,提出意見。
- 第二層「構想」—青年參與生涯服務的概念構想,提供建議及取向。
- 第三層「參與」—青年成為生涯服務推展過程的導師/嘉賓,例如帶領遊戲。
- 第四層「執行及共同創造」—青年參與整個生涯服務的構想、資源運用、活動設計及推行。

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基準 6	制訂生涯發展路線圖的個人輔導
Benchmark 6	**Career and Life Guidance for Developing Career Roadmaps**

當為升學及就業作出重要選擇時，每位青年 [2] 皆可獲得個人輔導，以確定人生目標，制訂生涯發展路線圖 [1]。
Every youth[2] should receive personal guidance for identifying life goals, making their career roadmaps[1], whenever significant education or career choices are being made.

基準條件 Benchmark Criteria

條件 6.1 Criterion 6.1	每位青年應在生涯發展服務介入期間由已受訓的生涯發展同工 [4]，與他完成最少 4 次個人輔導諮詢 [3]，以制訂生涯發展路線圖。 Each youth should receive at least four personal guidance session(s)[3] from trained Career and Life Development (CLD) practitioners[4] for developing career roadmaps while receiving CLD services.
條件 6.2 Criterion 6.2	在個人輔導諮詢結束後，生涯發展同工與青年共同訂立具有明確人生目標的個人行動計劃，以制訂生涯發展路線圖。該計劃應由青年和生涯發展同工/社工雙方定時審查和跟進。 Individual action plans outlining personal life goals and career roadmap are co-created with youth after the personal guidance session(s). The plan should be reviewed and tracked by both the youth and the CLD practitioners/social workers regularly.
條件 6.3 Criterion 6.3	透過個人輔導，發掘青年的能力、興趣、價值、態度、技能、知識（VASK）和延展工作理念（ENOW）[5]，以制訂生涯發展路線圖，豐富青年的個人檔案。 Personal guidance for developing career roadmap should enrich youth' profiles by discovering their competencies, interests, values, attitudes, skills, knowledge (VASK) and Expanded Notion of Work (ENOW)[5].

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證（包括文件、紀綠） Evidence to Support Judgement (e.g. documents, records)
條件 6.1 每位青年應在生涯發展服務介入期間由已受訓的生涯發展同工 ⁴，與他完成最少 4 次個人輔導諮詢 ³，以制訂生涯發展路線圖。 Criterion 6.1 Each youth should receive at least four personal guidance session(s) from trained Career and Life Development (CLD) practitioners for developing career roadmaps while receiving CLD services.	1. 是否安排已受訓的生涯發展同工負責與青年進行探索人生目標的個人輔導諮詢？ Is the personal guidance session for exploring the life goal of the agency/service unit conducted by CLD practitioners?				1. 個人輔導分工/人手分配文件（或包括非生涯發展服務的員工、額外人手、朋輩輔導員) Documents on the allocation of human resources/division of labour on personal guidance (may include non-career practitioners, external staffing, peer counsellors); 或 or 2. 有關參與個人輔導的生涯發展同工之訓練紀錄和資歷證明 Training records and proofs of qualifications of CLD practitioners involving in personal guidance
	2. 是否安排已受訓的生涯發展同工負責與青年 ² 進行生涯發展路線圖的個人輔導諮詢？ Is the personal guidance session for developing the career roadmap of the agency/service unit conducted by trained CLD practitioners?				1. 生涯發展年度計劃（包括註明相關活動規劃） CLD annual plan (indicating relevant planning);或 or 2. 面談紀錄/系統/機制（不包括青年的個人資料） Interview records/system/mechanism (excluding youth's personal data);或 or 3. 相關活動或計劃的文件（例如啟導計劃） Documents of related programmes or schemes (e.g. mentoring scheme); 或 or 4. 個人輔導工具、教材、資源套（需附面談時間表）Personal guidance tools, materials, and resource packages (with interview schedule)
	3.當每位青年作出未來的升學及就業抉擇，是否已接受最少一次個人輔導諮詢？ Does each youth receive at least one personal guidance session on the choice of educational and career pathways?				同上 Same as above

	4. 每位青年有否在生涯發展服務結束前，是否已接受最少一次個人輔導諮詢？ Does each youth receive at least one personal guidance session before the termination of CLD services?				同上 Same as above
條件 6.2 在個人輔導諮詢結束後，生涯發展同工與青年共同訂立具有明確人生目標的個人行動計劃，以制訂生涯發展路線圖。該計劃應由青年和生涯發展同工/社工雙方定時審查和跟進。 Criterion 6.2 Individual action plans outlining personal life goals and career roadmap are co-created with youth after the personal guidance session(s). The plan should be reviewed and tracked by both the youth and the CLD practitioners/social workers regularly.	5. 在個人輔導環節中，是否與青年共同擬定及創建個人生涯發展目標和生涯發展路線圖？ Are personal life goals and career roadmaps identified and created during personal guidance sessions?				1. 青年回饋紀錄或面談後評估 Records on youth's feedback or post-interview evaluation;或 or 2. 青年作品或分享 Youth's artefacts/sharing; 或 or 3. 個人輔導面談指引 Interview guidelines of personal guidance ；或 Or 4. 面談紀錄/系統/機制(不包括青年的個人資料) Interview records/system/mechanism (excluding youth's personal data)
	6. 青年有否與已受訓的生涯發展同工/社工每年最少一次審視和更新個人的行動計劃？ Do youth review and update their personal action plans with trained CLD practitioners/social workers at least once per year?				1. 青年行動計劃更新機制的文件（例如機構/服務單位支援青年的文件）Documents on the mechanism of youth's review and updates of personal action plans(e.g., documents on facilitating youth's CLD from the agency/service unit); 或 or 2. 青年更新資料的紀錄（例如青年提交的計劃、青年作品集、截圖、青年學習概覽/其他學習經驗的紀錄）Records of youth's updates (e.g. youth's submitted plans, youth portfolios, screenshots, SLP/OLE records)
	7. 機構/服務單位有否為青年建立紀錄系統，持續地記下他們在不同個案/階段的個人輔導進展，而青年和已受訓的生涯發展同工/社工均可參閱此紀錄？ To continuously maintain youth's progress in personal guidance, does the agency/service unit				1. 面談紀錄/系統/機制（不包括青年的個人資料）Interview records/system/mechanism (excluding youth's personal data);或 or 2. 青年更新資料的記錄（例如青年提交的計劃、截圖、青年學習概覽/其他學習經

	establish a record-keeping system, which is accessible by both youth and CLD practitioners/social workers?				驗/學校和社區的連結的紀錄） Records of youth's updates (e.g. youth's submitted plans, screenshots, SLP/OLE/school-community connection records)
條件 6.3 透過個人輔導，發掘青年的能力、興趣、價值觀、態度、技能、知識（**VASK**）和延展工作理念（**ENOW**）[5]，以制訂生涯發展路線圖，豐富青年的個人檔案。 Criterion 6.3 Personal guidance for developing career roadmap should enrich youth' profiles by discovering their own competences, interests, Values, Attitudes, Skills, Knowledge (VASK) and Expanded Notion of Work (ENOW)[5].	8. 個人輔導能豐富青年的個人檔案，達至什麼程度的果效？* (____) * To what extent does personal guidance enrich youth's personal profiles? * (____) *				1. 青年回饋紀錄或面談後評估（例如問卷）Records on youth's feedback or post-interview evaluation (e.g., questionnaires); 或 or 2. 青年作品/分享 Youth's artefacts/sharing; 或 or 3. 個人輔導面談指引 Interview guidelines of personal guidance;或 or 4. 相關的面談工具、教材、資源套（集中個人輔導如何增潤青年的個人檔案）Related interview tools, materials, or resource packages (mainly on how personal guidance enriches youth's personal profiles)
	9. 個人輔導能協助青年清晰表達他們的價值、態度、技能、知識 （**VASK**），達至什麼程度的果效？ * (____) * To what extent does personal guidance help youth articulate their Values, Attitudes, Skills and Knowledge (VASK)? * (____) *				1. 青年回饋紀錄或面談後評估（例如問卷）Records on youth's feedback or post-interview evaluation (e.g., questionnaires); 或 or 2. 青年作品或分享 Youth' artefacts/sharing; 或 or 3. 個人輔導面談指引 Interview guidelines of personal guidance;或 or 4. 相關的面談工具、教材、資源套（集中個人輔 導如何幫助青少年描述自己的 VASK ） Related interview tools, materials, or resource packages (mainly on how personal guidance helps youth articulate their VASK)

	10. 個人輔導能協助青年把自己的檔案與未來的發展連繫起來，並擴展他們對延展工作理念的理解，從而讓青年作出知情選擇的過程中，達至什麼程度的果效？ * (＿＿) * To what extent does personal guidance help youth connect their personal profiles to further development, and extend youth's understanding of Expanded Notion of Work (ENOW) experience, which will enable youth to make informed choices? * (＿＿) *				1. 青年回饋紀錄或面談後評估（例如問卷） Records on youth's feedback or post-interview evaluation (e.g., questionnaires); 或 or 2. 青年作品/分享 Youth's artefacts/sharing; 或 or 3. 個人輔導面談指引 Interview guidelines of personal guidance;或 or 4. 相關的面談工具、教材、資源套 Related personal guidance tools, materials, or resource packages 5. 記錄青年知情選擇的文件（例如生涯路線圖） Documents showing youth's informed choices (e.g., career roadmaps)

*請以分數顯示選擇，由 1 分（完全沒有幫助）至 5 分（非常有幫助）。 2 分或以下是未達標，3 分是部分達標，而 4 分或以上是完全達標。

* Please indicate the choice on a scale from 1 (not at all helpful) to 5 (extremely helpful). 2 or below is "not achieved", 3 is "partially achieved" and "fully achieved" is 4 or above.

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Glossary

1. A career roadmap refers to a plan of an individual youth for actualising a goal in his/her career development journey.

2. Youth refer to individuals who participate in the experimental group of CLAP@JC.

3. Annual review and final review as the last chance for personal guidance sessions.

4. Trained CLD practitioners/social workers refer to frontline workers who have completed CLD related professional training# (e.g. which are recorded in the Social Workers Registration Board and/or awarded a certificate/attendance proof). Trained CLD practitioners should be equipped with skills on (i) conducting and debriefing career assessment analyses, (ii) obtaining market information, (iii) co-creating career exploration and roadmap formulation and (iv) debriefing workplace learning.
   # Recognised training programmes include CLAP 1.0 professional development programmes, CLAP 2.0 training courses (e.g. offered by Generation or CUHK. Those offered by CUHK include Professional Development Programme for Managerial Staff, Advanced Certificate Programme in Career and Life Development Services for Non-engaged Youth, Facilitating Career and Life Development for Non-engaged Youth: Introduction of Youth Development and Intervention Framework, as well as Three-day Training on Career and Life Development Services for Non-engaged Youth), or equivalent agency-based in-house training with the above 4 core training elements.

5. The Expanded Notion of Work (ENOW) refers to paid and unpaid work experiences in the development of an individual's values, attitudes, skills and knowledge (VASK) which are transferrable in the world of work. More information is available at the CV360® User Guidelines (p.10-13) https://clap.hk/wp-content/uploads/2021/01/CV360_Eng_cover_Online.pdf.

6. In terms of the self-improvement process, the agency/service unit is encouraged to set its own interim target (%) if appropriate and predict the time frame to achieve the BM standards.

詞匯表

1. 生涯發展路線圖指青年在升學及就業發展歷程中實現的目標計劃。

2. 青年指已成為 CLAP@JC 實驗組之青年。

3. 週年檢討及總結檢討為接受個人輔導諮詢的最後機會。

4. 已受訓的生涯發展同工/社工指已完成與生涯發展相關認可的專業培訓之前線人員（例如已於社會工作者註冊局的課程或/和提供出席率證明/證書的課程）。 已受訓的生涯發展同工應裝備以下各項能力：（i）職涯評估分析及解說，（ii）取得市場多元生涯發展資訊，（iii）職業探索及制定生涯發展路線圖，及（iv）職場學習經驗解說。

#已獲認可的培訓課程包括 CLAP 1.0 專業發展培訓課程、CLAP 2.0 培訓項目（例如由 Generation 或香港中文大學 舉辦的課程，由香港中文大學舉辦的課程包括管理人員專業發展培訓、待學待業青年生涯發展服務高等證書課程、促進待學待業青年生涯發展 – 青年發展與介入框架簡介，以及待學待業青年生涯發展服務三天課程），或社區內以機構/服務單位為本並配合以上四項核心培訓元素的同等培訓。

5.　延展工作理念 ENOW：指在有酬和無酬工作經驗中，發展個人價值、態度、技能和知識 (VASK)，這些經驗可過渡至工作生涯。如欲取得更多資訊，可參閱 CV360® 使用者指引（第 10-13 頁）https://clap.hk/wp-content/uploads/2021/01/CV360_Eng_cover_Online.pdf。

6.　依據自評過程，鼓勵機構/服務單位適切地就自評基準訂立中期目標(%)及達至自評基準要求的預計時間。

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基準 7	青年服務計劃聯繫的生涯發展
Benchmark 7	**Linking Youth Service Plans to Career and Life Development**

青年工作者應把恆常活動及服務計劃 [1] 與生涯發展聯繫起來。青年工作者應強調個人成長和發展對於未來各種就業和生活追求的關聯性 [2]。
Youth service practitioners should link regular activities and service plans[1] to career and life development. Youth service practitioners should highlight the relevance[2] of personal growth and development for a wide range of future career and life pursuits.

條件 7.1 Criterion 7.1	青年工作者應根據社會環境和青年的需要，把生涯發展的元素 [3] 和實踐納入恆常活動及服務計劃中，以裝備青年的生涯發展能力。 Youth service practitioners should incorporate career and life development elements[3] and practices into regular activities and service plans based on the social environment and the needs of youth to equip youth with career and life development competencies.
條件 7.2 Criterion 7.2	生涯發展的元素應透過不同活動呈現出來。生涯發展和職場學習的元素 [4] 應被滲入到活動中，以加強青年與社區的聯繫以及他們對工作和職涯的認識，包括基要/成年生活技能 [5] 和生涯發展的途徑。 The career and life development elements should be presented though different activities. The elements of career and life development and workplace learning[4] should be embedded in frontline services to enhance youth's connection with the community and their understanding of work and career, including essential/adult skills[5] and pathways of career and life development.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀錄) Evidence to Support Judgement (e.g. documents, records)
條件 7.1 青年工作者應根據社會環境和青年的需要,把生涯發展的元素和實踐納入恆常活動及服務計劃中,以裝備青年的生涯發展能力。 Criterion 7.1 Youth service practitioners should incorporate career and life development elements and practices into regular activities and service plans based on the social environment and the needs of youth to equip youth with career and life development competencies.	1. 機構/服務單位有否把生涯發展的元素和實踐融入青年的恆常活動和服務計劃中,例如在興趣班加入自我認識的元素和在企業參觀中強調多元出路和可轉移技能的重要性?生涯發展的元素應透過不同活動呈現出來,例如義工服務、領袖訓練、以興趣為本的活動、技能培訓課程及特殊目標群體服務、制服團體以及個人指導和輔導。 Does the agency/service unit incorporate career and life development (CLD) concepts and practices into regular activities and service plans, such as incorporating elements of self-understanding into interest classes, highlighting the importance of multiple pathways and transferable skills in company visits? CLD elements should be presented through different services, such as: voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for Special Target Groups (STGs), uniformed groups, personal guidance and counselling.				1. 機構/服務單位的年度計劃/生涯發展年度計劃(描述生涯發展理念/元素融入青年的恆常服務計劃或活動中) The agency's/service unit's annual plan/CLD annual plan illustrating how CLD elements are incorporated into regular activities and service plans;或 or 2. 生涯發展相關的活動計劃/小組/個案計劃文件 CLD programme/group/case plans
條件 7.2 生涯發展的元素應透過不同活動呈現出來。生涯發展和職場學習的元素應被滲入到活動中,以加強青年與社區的聯繫以及他們對工作和職涯的認識,包	2. 青年是否獲安排最少一個職業準備相關的生涯發展學習活動(如「無酬」和「有酬」工作經驗),從而裝備青年基要/成年生活技能應用和生涯探索能力? Are youth provided with at least one career readiness[6]-related CLD learning activity (e.g. 'unpaid' and 'paid' work) to equip youth with essential/adult skills and career exploration competence?				1. 生涯發展活動/小組/個案計劃 CLD programme/group/case plans

括基要/成年生活技能和生涯發展的途徑。 Criterion 7.2 The career and life development elements should be presented through different activities. Elements of career and life development and workplace learning[4] should be embedded in frontline services to enhance youth's connection with the community and their understanding of work and career, including the essential/adult skills[5] and pathways of career and life development.	3. 職業路線圖和職場學習的概念是否被加到活動中？（包括但不限於投身社會的能力和技能以及生涯發展途徑）？ Have the concepts of career roadmap or workplace learning (including but not limited to the competencies and skills needed for the workplace and career development paths) been incorporated into the activities?				1. 生涯發展活動/小組/個案計劃 CLD programme/group/case plans
	4. 活動是否連繫了職場/社區資源（例如導師/社區夥伴），以促進青年對勞動市場、多元出路、所需資歷及相關課程？ Are workplace/community resources connected (e.g. mentors/community partners) in the activities to facilitate youth's understanding of labour market, multiple pathways, qualifications needed and relevant training programmes?				1. 生涯發展活動/小組/個案計劃 CLD programme/group/case plans

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Glossary

1. Regular activities and service plans: voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for STGs, uniformed groups, personal guidance and counselling.
    i. Provide CLD learning activities such as online information on further studies and workplaces, workshops and personal career counselling.
    ii. Incorporate CLD elements into different activities such as voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for STGs, uniformed groups, personal guidance and counselling.
    iii. Provide personal guidance and counselling for further studies and employment, such as help in preparing CV360®.
    iv. Build a support network, such as mentorship programme.

2. Relevance: Various learning experiences related to career-readiness (e.g. 'unpaid' and 'paid' work experiences) could facilitate the personal growth and development of youth, equipping them with competence and skills that are transferable to future career and life roles.

3. CLD elements include:
    i. Self-understanding (personal interests, traits, skills and values), pathway exploration and career management (prioritise one's career and life goals and formulate action plan)
    ii. Concepts of further studies and employment or the Expanded Notion of Work (ENOW), e.g. serious leisure development.

4. Elements of CLD and workplace learning include the exploration of multiple pathways, qualifications framework and relevant courses and service-learning activities of CLD, such as workplace visits, talks, workshops and job tasting).

5. Essential/Adult skills: An international assessment of adult competencies (e.g. communication, teamwork, problem-solving) by OECD measured some key skills in society and how they are used at work and home in the 21st century. More details are available at: https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en.

6. Career-readiness: career exploration, self-understanding, future work plans and career decision intentions

詞匯表

1. 恆常活動及服務計劃：義工服務、領袖訓練、以興趣為本的活動、技能培訓課程及特殊目標群體服務、制服團體以及個人指導和輔導。
    i. 提供生涯發展學習活動，例如網上升學及出路資訊、工作坊和個人生涯發展輔導。
    ii. 把生涯發展融入不同活動中，例如義工服務、領袖訓練、以興趣為本的活動、技能培訓課程及特殊目標群體服務、制服團體以及個人指導和輔導。
    iii. 提供個人的升學及就業指導和輔導，例如協助製作 CV360®
    iv. 建立支援網絡，例如師友計劃

2. 關聯性：與職業準備(Career-readiness)相關的各種學習體驗(如:「無酬」與「有酬」工作經驗)能促進青年的個人成長及發展，裝備他們可轉移到未來職業和人生角色的能力和技巧。

3. 生涯發展元素：
   i. 自我認識 (個人興趣、性格特質、技能和價值)、出路探索以及生涯管理（確定生涯目標的優先次序和制定行動計劃）
   ii. 升學及就業概念或延展工作理念，例如發展堅趣。

4. 生涯發展和職場學習的元素包括：多元出路探索，資歷架構和相關課程以及生涯發展服務學習活動， 例如企業參觀、講座、工作坊及工作體驗。

5. 基要/成年生活技能：經濟合作暨發展組織對成人能力所作的國際評估測量了廿一世紀社會中的一些關鍵技能(例如溝通、團隊合作、解難)以及這些技能於工作和家庭中的使用情況。更多的詳情可以參考：https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en。

6. 職業準備：職業探索、自我認識、未來的工作計劃和職業決定意向。

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基準 8	與工作世界作有意義的接觸 [1]
Benchmark 8	**Meaningful Encounters with the Workplace[1]**

青年可以有多種機會向僱主和僱員學習有關工作、就業以及職場中重視的價值、態度、技能和知識。青年還可以取得職場的第一手經驗，以幫助他們獲得工作機會及擴展人脈網絡。
Youth could have multiple opportunities to learn from employers and employees about work, employment and the Values, Attitudes, Skills and Knowledge (VASK) 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.

基準條件 Benchmark Criteria

條件 8.1 Criterion 8.1	機構/服務單位應為青年提供最少兩個職場學習 [2] 的機會（層次 **1** 及層次 **2/3** 各一），讓他們能夠了解真實的職場和自己在不同職場的適應程度。 職場學習包括： 層次 1：企業參觀 層次 2：工作體驗 層次 3：工作實習 The agency/service unit should provide youth with at least two workplace learning[2] opportunities (one for Level 1 and one for Level 2/3) that allow them to gain an understanding of the real workplace and their degree of adaptation to different working environments. Workplace learning includes: Level 1: Company visits Level 2: Job tasting Level 3: Internships
條件 8.2 Criterion 8.2	青年獲得與僱主/僱員互動和從中學習的機會，以了解工作場所的價值、態度、技能和知識。 Youth are provided with opportunities to interact and learn from employers/employees to understand workplace values, attitudes, skills and knowledge (VASK).

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀錄) Evidence to Support Judgement (e.g. documents, records)
條件 8.1 機構/服務單位應為青年提供最少兩個職場學習的機會（層次 1 及層次 2/3 各一），讓他們能夠了解真實的職場和自己在不同職場的適應程度。 職場學習包括： 層次 1：企業參觀 層次 2：工作體驗 層次 3：工作實習 Criterion 8.1 The agency/service unit should provide youth with at least two workplace learning opportunities (one for Level 1 and one for Level 2/3) that allow them to gain an understanding of the real workplace and their degree of adaptation to different working environments. Workplace learning includes: Level 1: Company visits Level 2: Job tasting Level 3: Internships	1. 機構/服務單位有否為每位青年提供最少一次： a. 企業參觀及； b. 工作體驗或實習 讓青年認識到職場實際運作？ Does the agency/service unit offer: a. at least one company visit and; b. at least one job tasting/ internship opportunity for each youth to understand workplace standards? # [完成最少兩個職場學習（包括層次 1 及層次 2/3 各一）的青年百分比 Percentage of youth who have completed at least two workplace learning opportunities (one for Level 1 and one for Level 2/3)] (＿＿＿＿＿＿)				1. 機構/服務單位生涯發展年度計劃 The agency/service unit's CLD annual plan; 或 or 2. 生涯發展財政預算 CLD budget plan; 或 or 3. 活動例子 Activity examples
	2. 機構/服務單位有否與青年作活動後解說或跟進，將職場學習[2]的經驗與他們的生涯目標或行動計劃聯繫起來？ Does the agency/service unit have debriefing or follow-up with youth to relate their experience in workplace learning[2] to their career and life goals or action plans?				1. 活動解說指引/反思日誌/電子平台 Debriefing guidelines/reflective journals/e-platform;或 or 職場負責人和青年的回饋意見 Feedback from the person-in-charge of the workplace and youth
條件 8.2 青年獲得與僱主/僱員互動和從中學習的機會，以了	3. 機構/服務單位有否向僱主介紹青年特性及其生涯發展需要（例如 ENOW-VASK 理念）等支援，讓僱主能提供更理想的學習環境予青年，促進青年的職場學習？				1. 現有和新增的合作夥伴和人脈網絡列表 List of new and existing partners and networks;或 or

解工作場所的價值、態度、技能和知識。 Criterion 8.2 Youth are provided with opportunities to interact and learn from employers/employees to understand workplace values, attitudes, skills and knowledge (VASK).	Does the agency/service unit introduce youth's characteristics and their career and life development (CLD) needs (e.g. concepts of Expanded Notion of Work (ENOW) and Values, Attitudes, Skills and Knowledge (VASK) etc.) to employers so that employers can provide a more ideal learning environment to youth to facilitate their workplace learning?				2. 職場負責人和青年的回饋意見 Feedback from the person-in-charge of the workplace and youth
	4. 青年是否有機會與職場的僱員或僱主進行互動和學習？ Do youth have opportunities to interact with and learn from employees or employer from the workplace?				1. 現有和新增的合作夥伴和人脈網絡列表 List of new and existing partners and networks
	5. 機構/服務單位有否在活動後的解說運用不同工具，以促進青年的反思和學習（例如 CV360®和練習），並藉個人檔案總結職場學習的經驗？ Does the agency/service unit use various tools in debriefing sessions to facilitate their reflection and learning (e.g. CV360® and exercises) as well as summarising their workplace learning experiences through their personal portfolio?				1. 活動解說指引/反思日誌/電子平台 Debriefing guidelines/reflective journals/e-platform;或 or 2. 青年在實習後匯報的相片/錄像 Photos or videos of youth's sharing/presentation after internships

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Glossary

1. A meaningful encounter in the workplace refers to youth having opportunities to learn and reflect on what work is like or what it takes to be successful in the workplace through interactions with employers and employees.

2. Workplace learning refers to interactions with employers and employees, e.g. interviewing employees, trial-run business, interviewing and sharing of serious leisure devotees. A one-to-one mentorship programme that matches youth to experienced mentors. Youth could build a relationship of mutual trust, thereby strengthening youth's network, allowing them to gain workplace wisdom and information on multiple pathways, providing more opportunities for their CLD.

詞匯表

1. 與工作世界作有意義的接觸意指青年有機會通過與不同僱主和僱員的互動，學習和反思工作是甚麼，或者如何才能在工作場所取得成功。

2. 職場學習意指與企業僱主或僱員交流的體驗，例如:訪問企業僱員、企業營商體驗計劃、訪問職趣達人、職趣達人交流分享會。一對一的師友計劃會把青少年和有經驗的導師配對，建立互信關係，從而強化青年的人脈網絡，讓他們獲得職場智慧和多元出路資訊，為其生涯發展的提供更多機會。

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基準 9	與持續進修機會作有意義的接觸
Benchmark 9	**Meaningful Encounters with Further Education Opportunities**

青年能了解自己的各種發展機會，包括本地及海外的升學和職業培訓途徑，例如高等教育、職業專才教育 [2]、工作假期以及延續教育機會。
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)[2], working holiday and further education opportunities.

基準條件 Benchmark Criteria

條件 9.1 Criterion 9.1	青年應按自身需要獲安排到延續和高等教育學院（例如專上教育機構和職業專才教育機構）進行有意義的參觀或考察，包括資訊日、講座或體驗課堂。 Youth could experience meaningful visits or tours related to further and higher education institutions (e.g. tertiary and VPET institutions), including information day, talks or trial classes offered by institutions, based on their needs.
條件 9.2 Criterion 9.2	青年與不同升學、在職培訓的有關人士進行會面或互動，以從個人層面了解進修的選項（例如學習經歷、重返校園讀書的經歷、個人掙扎、處理困難和職業發展機遇時的方法）。 Youth have direct meetings/interactions with relevant stakeholders to learn about study options at a personal level (e. g. their learning experiences, back-to-school experience, personal struggles and ways of handling difficulties and career development opportunities).

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀綠) Evidence to Support Judgement (e.g. documents, records)
條件 **9.1** 青年應按自身需要獲安排到延續和高等教育學院（例如專上教育機構和職業專才教育機構）進行有意義的參觀或考察，包括資訊日、講座或體驗課堂。 Criterion 9.1 Youth could experience meaningful visits or tours related to further and higher education institutions (e.g. tertiary and VPET institutions), including information day, talks or trial classes offered by institutions, based on their needs.	1. 機構/服務單位有否透過舉辦生涯發展輔導活動（例如生涯發展課堂/活動和就業博覽），提供、鼓勵和指導青年獲取延續和高等教育的最新資訊？ Does the agency/service unit inform, encourage and guide youth to access the latest information on further and higher education through organising career and life development (CLD) guidance programmes (such as CLD lessons/activities and career expos)?				1. 生涯發展年度計劃 CLD annual plan;或 or 2. 活動詳情文件 Documents with programme details; 或 or 3. 青年的回饋意見 Feedback from youth
條件 **9.2** 青年與不同升學、在職培訓的有關人士進行會面或互動，以從個人層面了解進修的選項（例如學習經歷、重返校園讀書的經歷、個人掙扎、處理困難和職業發展機遇時的方法）。 Criterion 9.2	2. 青年有否獲安排到延續和高等教育學院進行有意義的參觀或考察？ Do youth experience meaningful visits or tours to further and higher education institutions?				1. 參觀活動文件(例如計劃、通 告、活動流程、活動小冊子、評估報告) Documents related to visits or tours (e.g. plans, notices, programme rundown, activity booklets and evaluation reports)
	3. 當青年決定重返校園或參加專業培訓時，是否有機會與生涯發展同工互動？ Do youth have opportunities to interact with CLD practitioners when they decide to go back to school or participate in professional training?				1. 互動紀錄(例如活動流程、活動小冊子、評估報告) Record of the interaction (e.g. rundown, activity booklet and evaluation report); 或 or 2. 互動的錄影片段或相片 Videos or photos of the interaction

| Youth have direct meetings/interactions with relevant stakeholders to learn about study options at a personal level (e. g. their learning experiences, back-to-school experience, personal struggles and ways of handling difficulties and career development opportunities). | 4. 機構/服務單位有否幫助青年將上述的互動與他們對生涯發展的反思或目標連繫起來（例如透過反思日誌）？
Does the agency/service unit help youth relate the mentioned interactions with their reflection and goals to CLD (e.g. through reflective journals)? | | | | 1. 反思活動的文件和紀錄（例如活動流程、反思指引、反思工作紙/小冊子）Documents and records of the reflection process (e.g. activity rundown, reflection guidelines and worksheets/booklets; 或 or
2. 反思活動的錄影片段或相片 Videos or photos of activities |

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Glossary

1. Grasp information on continuing education and opportunities for continuing development: Allow youth to learn and reflect on what further and higher education and re-entering education are like.

2. Vocational and Professional Education and Training (VPET): For details, please refer to the Review Report of the Task Force on Promotion of Vocational and Professional Education (2020).

詞匯表

1. 掌握持續進修資訊及各種持續進修發展機會：讓青年有機會了解和反思延續和高等教育與重返校園的情況。

2. 職業專才教育：詳情可參閱推廣職業專才教育專責小組檢討報告(2020)。

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基準 10	家長參與和支援
Benchmark 10	**Parent Engagement and Support**

機構/服務單位應透過各種正式和非正式的互動方法推動家長參與，讓他們獲取優質的多元出路資訊，並成為青年在生涯發展中的正面支持者和合作夥伴，支援青年的生涯發展。
The agency/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 and collaborative partners in providing support to youth's career and life development.

基準條件 Benchmark Criteria

條件 10.1 Criterion 10.1	機構/服務單位應設有系統性的家長參與計劃，讓家長明白自身在增強青年生涯發展能力方面的角色，並鼓勵與家長就生涯發展事宜有更多互動。 The agency/service unit should have a systematic parent engagement plan to develop parents' understanding of their roles in empowering youth's career and life development. The agency/service unit should encourage interactions with parents on career and life development-related affairs.
條件 10.2 Criterion 10.2	機構/服務單位應有機制或渠道通知、鼓勵和指導家長如何獲取和使用優質的多元出路資訊（例如網站），以支援青年。 The agency/service unit should have a mechanism or channel to inform, encourage, and guide parents on how to access and use quality information on multiple pathways such as websites to support youth.

基準條件 Benchmark Criteria	機構自評要點問題 Agency Evaluation Questions	剛剛起步 Emerging	頗具成果 Partially Achieved	全面推行 Fully Achieved	具體例證(包括文件、紀錄) Evidence to Support Judgement (e.g. documents, records)
條件 10.1 機構/服務單位應設有系統性的家長參與計劃，讓家長明白自身在增強青年生涯發展能力方面的角色，並鼓勵與家長就生涯發展事宜有更多互動。 Criterion 10.1 The agency/service unit should have a systematic parent engagement plan to develop parents' understanding of their roles in empowering youth's career and life development. The agency/service unit should encourage interactions with parents on career and life development-related affairs.	1. 機構/服務單位是否有安排專責員工/工作小組協調有關青年生涯發展的家長參與事宜，包括與家長溝通？ Does the agency/service unit have designated staff or working group to coordinate parent engagement concerning career and life development (CLD) including communication with parents?				1. 生涯發展年度計劃（附有人手分配） CLD annual plan (with a division of labour)
	2. 機構/服務單位有否提供家長服務，讓家長在互相支持和互相學習的環境下，了解青年在生涯發展中面對的挑戰和如何支持青年突破社會刻板觀念、實現個人抱負並建立正面職業身份？ Does the agency/service unit provide parent service to foster an environment of mutual support and learning for parents to understand challenges faced by youth in their CLD and how to support youth to break through stereotypical thinking, achieve their aspirations and establish a positive career identity?				1. 生涯發展的活動小組/個案介入計劃 Plans for CLD programme/group/case intervention

| 條件 **10.2**
機構/服務單位應有機制或渠道通知、鼓勵和指導家長如何獲取和使用優質的多元出路資訊（例如網站），以支援青年。

Criterion 10.2
The agency/service unit should have a mechanism or channel to inform, encourage, and guide parents on how to access and use quality information on multiple pathways such as websites to support youth. | 3. 機構/服務單位有否為家長提供多元出路資訊和支援家長面對青年在生涯路上的各種挑戰？
Does the agency/service unit provide parents with information on multiple pathways and support parents to deal with various challenges in youth's CLD? | | | | 1. 生涯發展的活動小組/個案介入計劃
Plans for CLD programme/group/case intervention |