

Project Number: SJW-HK01 - 49

Providing Opportunities for Non-Engaged Youth in Hong Kong

An Interactive Qualifying Project Report
submitted to the Faculty
of the
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfilment of the requirements for the
Degree of Bachelor of Science
by



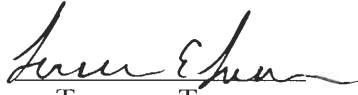
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2. labour
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Abstract

The goal of our project was to discover effective youth employment training methods from other governments and assess their transferability to Hong Kong. We investigated programmes in Germany, the Netherlands, the United Kingdom, and the United States. To understand the unemployment programmes in Hong Kong, YPTP and YWETS, we conducted interviews with programme directors, case managers, and trainees. We concluded that the initiatives in Hong Kong were effective. However, the general employment situation in Hong Kong may limit their impact.

Acknowledgements

We would like to thank our liaison, Ms. Catherine Li, for guiding us in our research and for arranging our interviews. We would like to thank Mr. Dominic Chak, Ms. Carrie Lau, and Dr. Jimmy Wong for giving us their time and valuable information. We would like to thank all of the case managers and trainees for taking the time to interview with us. Finally, we would like to extend special thanks to our Advisor Prof. Stephen Weininger and our Co-Advisor Prof. Lok C. Lew Yan Voon, for guiding us in the writing of this report.

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Executive Summary

The high number of Non-engaged youth has become a major problem in Hong Kong. The economy has shifted from manufacturing to a service base and there has been a loss of low-skilled jobs. Young school leavers and other low-skilled workers now have trouble finding work. This long-term unemployment has led to apathy among young people, making the problem even worse. Several programmes have been started to address non-engaged youth in Hong Kong.

Our advising organisation, Caritas Hong Kong, provided us with the project of looking at how other nations have handled the problem of youth unemployment. The goal of our project was to examine programmes from abroad that have been successful and derive commonly successful techniques that could be applied in the HKSAR. We needed to take into account the factors that might have hindered their applicability in Hong Kong, including socio-economic differences, political issues, differences in education system structure, and educational objectives. Additionally, we needed to examine the programmes that were currently operating in Hong Kong so as to gain a better understanding of how well foreign methods could be applied. The initiatives in Hong Kong that we examined were the two largest: the Youth Work Experience and Training Scheme (YWETS) and the Youth Pre-Employment Training Programme (YPTP). We focused on these two programmes because of their size, objectives, and their connection with Caritas.

Our data gathering was composed of two parts: investigating foreign initiatives and examination of YPTP and YWETS in the HKSAR. Our team considered many countries as examples but finally decided on Germany, Great Britain, the Netherlands, and the United States.

These countries were chosen because of their successful programmes and the available information. In our research, we gathered success rates and examined operational details, socio-economic factors, and educational differences. We identified techniques that have shown their effectiveness regardless of external factors, as well as those that were relevant socially and economically. We needed to make connections between the foreign initiatives and those in Hong Kong so as to insure the relevance of the techniques that we had identified.

To learn more about the programmes in Hong Kong, we conducted interviews with programme representatives, case managers, and trainees from YPTP and YWETS. In order to get a different viewpoint, we conducted an interview with a researcher who had done a comprehensive review of YPTP and was currently studying YWETS. His valuable input gave us detailed information about each of the programme's strengths and weaknesses as well as an independent look at how well the initiatives were performing.

During the course of our research, we identified several challenges facing the programmes in Hong Kong. First, there is significant overlap between YPTP and YWETS. YPTP and YWETS have nearly identical induction and case management services. It is also common for trainees to move between the two programmes. Studies in the United States have shown that overlap can cause inefficiency, gaps in services, and duplication of services.

Second, the majority of trainees that join the programme lack self-esteem. Many have not moved past Form 5, have left school early, are unable to find jobs, or have behavioural problems. Self-esteem building is one of the trademarks of a successful training/education programme. The main focus of the programmes in the United Kingdom is to improve students both personally and professionally; this includes self-esteem and self-confidence. This method has proven effective for the British. Although self-esteem building is one of the goals of both

YPTP and YWETS, evidence from our interviews with case managers suggests that sufficient time and resources may not be allotted for this aspect of the programme.

Finally, many students feel that joining YPTP or YWETS is a last resort to finding a job. The education system of Hong Kong is geared almost entirely towards academic advancement with very little attention given to vocational or skills-based training. This in part may be due to the unrealistic goals of both students and parents alike, as the majority of students plan on going to college. Unfortunately, both economic conditions and university admissions procedures prevent many students from moving on to higher education. This leaves most students unprepared for the working world and lacking job skills, with no other option but to find employment. Evidence from other countries suggests that both self-esteem problems as well as long-term unemployment can be avoided if training programmes are provided as an easy-access alternative to higher education.

Based on the data that we have gathered, we came up with the following conclusion and recommendations:

Conclusion – After interviewing programme directors, case managers, a consultant and trainees we concluded that the unemployment programmes YPTP and YWETS were effective programmes within the limit under which they operated. Any changes to be made would be to improve programme efficiency; major improvements would require changes to unemployment policy.

Recommendation #1: Decentralisation

We recommended that the government gives more control of unemployment programmes to the NGOs that offer them, as they are the ones that know the specific needs of the trainees. The government can still set the overall structure of the programmes, but the NGO's will decide

how the programmes would run on a day-to-day basis. This method has proven effective in both the United States and the Netherlands. Several of the case managers felt that the government was making too many restrictions, preventing the trainees from learning the information they need in order to benefit from the programme.

Recommendation #2: Combine YPTP and YWETS into one programme

We recommended that the government put all its efforts into one programme by combining the two existing programmes. It has been found in the United States that putting effort into two similar programmes wastes money and lowers efficiency. Many of the case managers and students felt that the introductory course for YWETS needed to be longer and the workplace attachment for YPTP needed to be longer. By making these programmes one, both problems can be solved. We predicted that combining the two programmes would improve both efficiency and effectiveness.

Recommendation #3: Make YPTP/YWETS an integrated part of the education system

We recommended that the unemployment programmes become an option for students in school, instead of a last resort after they drop out. If students feel as if they have chosen these programmes, their self-confidence will be much higher and it will be easier for them to learn. There will also be a positive attitude surrounding the programmes making them more enticing to youths. In both the United States and Germany this has proven effective. Students have the choice of going onto further schooling or directly into vocational schooling. There shouldn't be a gap between the time a student drops out of school and the time he or she starts vocational training or apprenticeships.

Recommendation #4: Change the focus of the training to improving the employability of youths

We recommended that the programmes' focus be to improve the future employability of youths, not just to place them in a job. To improve a youth's employability we suggested putting more emphasis on building self-esteem and allowing the case managers to counsel the students more personally. This is the main focus of the United Kingdom's effective unemployment programmes. Several case managers have expressed concern with just placing students in a job. They would like to be able to counsel students more personally.

Recommendation #5: Focus on career counselling in secondary school

We recommended that the education system offer career counselling for students in secondary school. The research we have done on Great Britain suggests that career counselling is an important aspect of bridging the school to work gap. This is supported by the data we have recorded through some of our interviews in Hong Kong. Career counselling (or pre-employment assessment) is integral to both YPTP and YWETS. If students have more realistic career plans earlier on during school, they will be better prepared to enter the labour market and will know what is necessary to succeed.

Recommendation #6: Create an employer-accepted certification

We recommended that the certificates for YPTP and YWETS become acknowledged and accepted by the Hong Kong employers. One of the strongest aspects of the German education system is that its graduates are not only well trained, but also are recognized for that training. This is partially due to the strength and recognition of diplomas and certifications. The German system involves businesses in the creation of the curriculum and standardized exams that help to promote the diplomas they distribute. The respect given to the certifications helps youths find employment.

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Chapter One Introduction

Unemployment is a problem that affects governments and societies worldwide. When people are unable to secure a means to support themselves they will look to their governments for relief. Many governments cannot support the unemployed without taxing the general population, and when members of society are forced to bear a heavy financial burden they also suffer. Some studies suggest that high unemployment leads to anti-social behaviour, including criminal activity and drug abuse (Organization For Economic Co-Operation and Development [OECD], 1985). There is also evidence linking prolonged unemployment to depression. Unemployment can also have powerful effects on youth, shaping their outlook on work and potentially leading to employment problems in adulthood.

Most governments agree that unemployment is a problem that cannot be completely eliminated. Instead it must be managed and kept at a minimum. In many areas of the world, unemployment is on the rise, and Asia is no exception. Across Asia, economies are suffering from a downward trend known as the Asian Economic Crisis. Hong Kong is also experiencing this economic slowdown, and from the beginning of 2001 to the end of 2002 the country's overall unemployment rate rose from 4.5% to 7.8% (Tang, 2002).

Hong Kong's youth unemployment rate is even more discouraging; 27.7% of youths aged 15-19 are out of work (Census and Statistics Dept, 2002). Many factors play a role in Hong Kong's high rate of joblessness among the young, including lack of education and the relocation of low-skill manufacturing jobs into mainland China. Numerous undereducated youth no longer have the necessary skills to compete for jobs or do not wish to be employed in jobs they see as menial.

Many of these non-engaged youth not only face employment difficulties, but also experience feelings of isolation, hopelessness, and indifference. Various organizations have implemented programmes to combat the rise in jobless youth. In Hong Kong, the government has initiated several programmes to address the problem, including the Youth Pre-employment Training Project (YPTP), the Youth Work Experience and Training Scheme (YWETS), and Project Yi Jin. The desire to increase these programmes' successes has led to the need for further assessment of the current youth initiatives in Hong Kong.

In 1999, the Social and Economic Policy Institute (SEPI) conducted a study of youth unemployment initiatives launched by the Hong Kong government and made suggestions for improvements (SEPI, 1999). The study looked at methods used in other countries to address non-engaged youth, and successful programmes in Great Britain and Germany were both studied. Another organization seeking to assess youth employment initiatives is Caritas Hong Kong. Caritas is a social service organization that provides assistance to Hong Kong's population through education and training programmes, and provided us with the project of evaluating current programmes designed to aide non-engaged youth. Our team analysed the current programmes that exist in other nations and compared them to programmes in Hong Kong. Using the data that we collected we made recommendations to Caritas on techniques that could possibly improve Hong Kong's programmes.

In the course of carrying out this research we uncovered several effective practices that address youth joblessness. By adopting them Hong Kong could better prepare young people for the labour force, and offer hope to its out-of-work youth. The mission of Caritas is to spread solidarity and social justice throughout the world. Our hope is that our research will help Caritas succeed in its mission.

Chapter Two Background

The following section provides information that created a profile that allowed us to find similarities with other political units. Sections 2.2 and 2.3 deal with the unemployment situation in Hong Kong and programmes aimed at reducing it. Finally, we present youth unemployment programmes in a number of countries.

2.1 A Profile of Hong Kong

One of the first things we looked at when making this profile was the location of Hong Kong and its people. Hong Kong is made up of many islands at the mouth of the Pearl River in China as well as a peninsula consisting of Kowloon and the New Territories (Hong Kong: Geography, 2002). Its population as of 2002 was estimated at 6,708,000 (Census and Statistics Dept, 2002, Population and Vital Elements). The island of Hong Kong has 16,670 persons per sq. km., while Kowloon has a population density of 43,180 persons per sq. km. The population is almost evenly distributed across age groups, with the largest numbers in the age group 35-44. The age group of 15-24 makes up 13.1% of the population. Hong Kong's population has increased slightly over the past few years.

Another important factor we looked at was the educational system. In order to help regulate Hong Kong's schools, the Curriculum Development Council (2002, section 2) released a booklet to help guide schools in creating their nine-year curriculum. It laid out a schedule plan for each year students are in school, as well as suggesting assessments. It said that primary schools, which are year one to six, should be in session 190 days out of the year. If the school is a day school it should be in session 887 hours per year; if it is a bi-sessional school it should be in session 776 hours per year. These numbers were found by taking an average over past years.

For junior secondary school, years seven to nine, students should attend school 190 days with 1013 hours per year.

The curriculum is broken up into eight key learning areas. The booklet gives suggested percentages for each area; these are reproduced in Table 2.1. Primary school leaves a flexibility of 19% to be used for assemblies, reading time, civic education, enhancement studies or other broadening learning experiences. Junior secondary school leaves only 8% flexibility.

Key Learning Area	Primary School -% Time	Junior Secondary School -% Time
Chinese Language	25-30	17-21
English Language	17-21	17-21
Mathematics	12-15	12-15
Science	12-15	10-15
Personal and Humanities		15-20
Technology		8-15
Arts	10-15	8-10
Physical Education	5-8	5-8

Table 2-1 Education curriculum (source: Curriculum Development Council, 2002)

The first three years should put emphasis on personal development, Chinese, English and Math with few to no summative tests, i.e. pen and paper tests (Curriculum Development Council, 2002, sec. 5, p. 12). The next three years should emphasize Chinese, English, math, general studies, generic skills, interpersonal skills, and reading while introducing summative assessments gradually. The final three years of school should stress all of the eight key learning areas as well as projects and reading. This third level should have regular summative tests.

The significance of this plan is the way students are tested on their knowledge. Early in their education, students should be guided towards the right answer as opposed to just being told they are wrong. This will provide a solid foundation for a student to learn how to learn. Once they have acquired this skill they will be able to either go onto tertiary education, or move into the work force. This foundation also instils an attitude of wanting to learn in the students. If

they are always told “no”, but never figure out how to get a “yes” they will become discouraged. Discouraged youngsters soon become non-engaged youths. In order to prevent this it is very important to start working on a young persons attitude at a very early age.

The third important factor that needs to be compared to other countries is economy. Hong Kong’s economy had been on a decline for the last three fiscal quarters of 2002 (Tang, 2002, table 1). The GDP dropped 0.9% in 2001, when there was a decline in exports, which contributed to the economic slowdown. Private consumption expenditure in Hong Kong had been on a constant decline from the second quarter of 2001 to the middle of 2002, with a continued 2.4% drop in the second quarter of 2002 (Tang, 2002, pp. 5-6). This has been attributed to the continued rise in unemployment rates. Residential property values were on a steady decline even before the control of Hong Kong was given to China, though the percentage drop had been less severe over 2001-2002. The office, shopping and factory property values have also been on a steady decline since the changeover.

The main industries in Hong Kong are textiles, clothing, tourism, banking, shipping, electronics, plastics, toys, watches, and clocks (Census and Statistics Dept, 2002, Industry and Commerce). The agricultural products are fresh vegetables, poultry, fish, and pork. The breakdown of the GDP is as follows: agriculture 0.1%, industry 14.3%, and services 85.6%. The largest contributors to the service sector are hotels, restaurants, and finances.

2.2 Hong Kong’s Unemployment Situation

There are two groups when considering the unemployed of Hong Kong - general and youth. It is important to understand and compare the two in order to evaluate the effectiveness of unemployment programmes. The first subsection describes the term “non-engaged youth.”

2.2.1 Definition of Non-engaged Youth

At the heart of our research is the term "non-engaged youth." Many organizations in Hong Kong define NE youth in different terms. For our project we used the government definition: any young person age 15-24 that is neither employed nor receiving training. The government definition does not count those who are not looking for a job. However, many NGO's do. There are about 76,000 non-engaged youth in Hong Kong and 96,000 by the NGO's definition. Non-engaged youth typically lack self-confidence and have a general apathy towards work and their future. This is due to the inability to find a job, low academic achievement, and negative attitudes toward them. The term non-engaged youth is commonly used in the media to refer to young people under the age of 25 that have committed a crime or are socially deviant.

2.2.2 General Job Market

Table 2.2 shows unemployment rates through 2001. In order to understand the high rate of youth unemployment and the current job situation in Hong Kong, a number of factors must be considered.

	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01
15-19 yrs. Old	6.2	8.1	6.6	8.1	8.5	12.7	12.5	10.2	20.5	26.8	23.7	23.4
20-29 yrs. Old	1.8	2.3	2.7	2.7	2.5	4	3.6	2.8	5.7	7.5	5.8	6.2
General unemployment	1.3	1.8	2	2	1.9	3.2	2.8	2.2	4.7	6.2	4.9	5.1

Table 2-2 Unemployment rate by age, in percentage (source: SEPI 1999)

2.2.3 Youth Job Market

From 1997-2002, new job openings have not grown as fast as the workforce in Hong Kong, with the result being more workers than accessible jobs thus contributing to the high

unemployment rate in Hong Kong (Hang Seng Economic Monthly [HSEM], 2002). In 1962, economist Arthur Okun developed a statistical model that links real Gross Domestic Product (GDP) and unemployment levels. The relationship is commonly known as “Okun’s Law” and relates labour force growth, economic growth, and labour productivity. Okun’s Law states that if a nation’s output grows at a rate slower than full employment productivity, then unemployment will rise. Based on Okun’s law along with the past growth of the labour force, Hang Seng bank predicted that an annual real GDP growth of 3% would be required to stabilize the unemployment rate in Hong Kong (HSEM, 2002).

While Okun’s law may be suitable for understanding general unemployment, it still offers no explanation for Hong Kong’s high youth unemployment. From 1991-2001 the number of youths actually working dropped from 492,075 to 444,244 a loss of 9.7%. At the same time the labour force participation of youth declined by 10.3%, mostly due to increased educational opportunities that allowed students to stay in school longer. These data can be seen in Table 2.3 (Hong Kong Census Youth Profile [HKCYP], 2001).

	‘91		‘96		‘01	
	15-24	Gen. Population	15-24	Gen. Population	15-24	Gen. population
Male	60.2%	78.7%	54.9%	76.6%	48.2%	71.9%
Female	56.9%	49.5%	51.5%	49.2%	48.3%	51.6%

Table 2-3 Labour force participation of youth aged 15-24, 1991-2001, by sex (Source: HKCYP, 2001)

From 1996-1999 unemployment in the age group 15-19 rose by 14.4%; this rise was attributed to changes in Hong Kong’s economy and a resulting skills mismatch (SEPI, 2002). In the past, manufacturing accounted for 24 % of Hong Kong’s GDP, but it currently accounts for less than 5% (Leemaster, 2002). Unable to find jobs in a shrinking manufacturing sector, unskilled youth are finding it increasingly difficult to fill service jobs that require higher educational attainment and specific training (HSEM, 2002).

2.2.4 Job Skills

The manufacturing industry is no longer able to absorb the youth that enter the labour market, forcing young people in Hong Kong to seek employment in other areas such as retail (HKCYP, 2001). Many of these job opportunities require interpersonal and other skills that many young people have not been prepared for with their limited education (Cheng, 2001). In addition, many forms of employment have educational requirements that automatically lock out those that have the necessary skills but lack required degrees. Another challenge is that many youth find that their insufficient skills leave them with undesirable job prospects that are tedious and menial.

A survey of Hong Kong employers has shown that the most common skill shortages across sectors were spoken and written English (Table 2.4). The data presented in Table 2.4 include all participants in the Hong Kong labour market, not just youth. In the retail industry 28.6% of those surveyed listed spoken English skills as “wanting”. Another report released by the Better Hong Kong Foundation in January 2002 showed that 65% of the companies surveyed stated that the English-language proficiency of applicants was sub-par (Yoon, 2002).

Time Management Skills	1.9%
Written English	15.2%
Spoken Mandarin	5.6%
Spoken English	17%
Managerial	9.9%
Computer	7.7%
Communication	10.7%
Accounting	0.8%

Table 2-4 Most common skill shortages (source: TMP Worldwide, 2002)

2.3 Current Unemployment Programmes in Hong Kong

Hong Kong's government, in an attempt to lower the youth unemployment rate, has instituted numerous initiatives aimed at training and preparing non-engaged youth for the workforce. These programmes are designed to give young people the skills they will need to be competitive in the job market.

There are three major programmes currently in use in Hong Kong. Of the three, two focus on training youth for the workforce (Ng, 2002), the Youth Pre-employment Training Project (YPTP) and the Youth Work Experience and Training Scheme (YWETS). The third programme, Project Yi Jin, focuses on education that provides an alternative route to further studies. The Project Yi Jin curriculum focuses on bi-literacy and tri-lingualism, information technology, and communication skills.

2.3.1 Youth Pre-Employment Training Programme

In September 1999 the Hong Kong Government launched the Youth Pre-employment Training Project (Ms. Lau, personal communication). The programme provides young people aged 15-19 with a wide range of employment-related training, workplace attachment opportunities, and career counselling and support services. The combined goal of these services is to enhance the employability of the participants. YPTP's range of employment-related training areas include: (1) leadership, self-discipline and team building training, (2) job search skills and interpersonal skills training, (3) training in computer applications, and (4) job-specific skills training. There is also a workplace attachment training, which lasts one month (Ng, 2002). It helps young people build up their confidence, and upgrade their interpersonal, computer and job specific skills, thereby enhancing their employability. For those trainees who wanted to move into the job force, 50% (3,900) secured employment upon completion of training in 1999-

2000. The corresponding placement figure for trainees in 2000-2001 was 80% (6,500). A total of 23,000 young people had been trained with the programme during 1999-2000 and 2000-2001, and it offered training to over 18,000 for 2001-2002.

YPTP training is divided into four main modules, the first of which is called Module B (Labour Dept, 2002, pp. 3-86). This is a mandatory course that provides job search and interpersonal skills training. After completing this course the students are better equipped to go into an interview and compete for jobs. They are also more aware of the different methods used in searching for a job and have an improved level of self-confidence. This module lasts 40 hours. At the beginning, students are assigned a case manager to look over their training and to help them with job searching. After module B is completed, students go into a streaming process. If the student excels in the training, the case manager may place him/her directly into employment, or the student may go into further studies. Otherwise, the student may enter the remaining three modules.

Module A is titled Leadership, Discipline, and Team Building Training. Each centre that offers this module has a slightly different curriculum. For example, Caritas' programme consists of "camping, hiking and volunteer services, including orienteering, rafting and basic first aid." The police force offers a slightly different course with "Foot drills, physical training, leadership training, team building, self-confidence and discipline training, interpersonal and communication skills, civic education, brief on delinquency and social service" (Labour Dept, 2002, p. 6).

Module C is a computer application-training course that has two levels, elementary and intermediate. The main content in these two levels includes common office software, graphical presentation software, Internet software and basic programming. The total time spent in classes is 40-80 hours. Two examples of the specific courses offered by training bodies are as follows:

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Module D teaches more job specific skills and has 18 different categories, listed in Appendix T. Each area of training is offered by several of the training bodies. Each organization has a different curriculum and course length.

Once the students have finished the modules they have two options. They can either leave the programme, or they can go onto Workplace Attachment. The second

option lasts one month. This gives the trainee a chance to test his/her recently learned skills in the workplace which helps build the trainee's confidence. Workplace Attachment also gives the participant some work experience before entering the job market.

2.3.2 Youth Work Experience and Training Scheme

In the summer of 2002, Hong Kong's Labour Department set aside a budget of HK\$4 billion for the following two years to introduce YWETS (Mr. Chak, personal communication). After the trial period, the government will assess the programme and decide if it is effective enough to keep in operation. The main goal is to help citizens aged 15-24 find apprenticeships so that they can gain the experience and skills they need to find jobs in the future. It is hoped that by the end of the two years YWETS will have found apprenticeships for 10,000 youths. The programme had shown some success after its first six months by placing over 7,000 in apprenticeships.

One of the main problems the programme faced when it started was attracting employers. Most of the employers that contribute to YWETS are small to medium enterprises (SME) with fewer than 50 employees. This means that resources in these companies are limited, employees' roles are less defined, and training is not financially feasible. To address these issues, YWETS provides a monthly HK\$2,000 subsidy per trainee. This money is not meant to be a wage subsidy but rather to supply funds for the company's training of a new employee. This subsidy is a substantial incentive for small businesses. As of January 2003, 2,400 businesses have joined the programme providing 10,000 training positions and the number is growing.

Another difficulty is advertisement of the programme. The Labour Department uses many methods to attract young people, including advertisements in mass media, exhibitions, publicity banners during signup, and handouts and letters at schools. Social workers in Hong Kong are briefed on what YWETS is. The Scheme uses similar methods to catch the attention of employers. Representatives from the programme go on personal visits and interviews to local businesses and send out letters as well. The Scheme also advertises itself through the mass media, the newspaper, and through organizations such as the Chamber of Commerce.

There are three main pillars that YWETS is founded on. The first is the case management service. At the start of this compulsory section students are assigned a registered social worker, known as a case manager, who follows the client throughout his/her participation. It is the job of the case manager to provide counselling in both a professional and personal sense. At the beginning of the introductory course the case manager conducts an interview with the trainee. If appropriate the participant can be referred to YPTP. If the applicant fails to show proper interview skills, it is the case manager's responsibility to go over interview techniques so that this does not happen in the future.

The second pillar is the induction training. If the trainee has already completed a similar course then he/she does not need to go through this section. Induction training is a 40-hour soft skills training course. Soft skills training includes: interpersonal skills training, interview skills training, confidence building exercises, discipline, etc.

The third pillar is the core of the programme, on-the-job training. Unfortunately, not everyone who joins YWETS will get the opportunity to participate in this section.

Often trainees wait to find an apprenticeship but never get one. If after one year the student has not found an apprenticeship, he/she must reapply to YWETS.

The training lasts from 6-12 months. At the beginning each trainee is assigned a mentor by the employer. If their work is satisfactory, trainees can be reimbursed up to HK\$4,000 for their training courses and exams. Upon completion of the training, the employer gives the trainee a certificate stating the duration of employment as well as the skills obtained. This certificate can be used on resumes. If the employer has the resources and the desire the employee can be kept in the organization. If this happens the trainee is no longer a part of YWETS.

2.3.3Project Yi Jin

Project Yi Jin was established in October of 2000 under the name of Project Springboard. The goal of this programme is to enable youth who have had some previous higher education to move on to an associate degree (Caritas, 2002). This programme is offered to youth over the age of 21. Successful completion of the training programme, passing all the ten modules, would lead to a qualification comparable to five passes in the Hong Kong Certificate of Education Examination (HKCEE). Graduates may also consider the hierarchy of continuing education programmes advancing from certificates to diplomas to higher diplomas to pre-associate degrees and finally from associate degrees to external degrees. For the 2000-2001 academic year, 3,267 students enrolled for the full-time day programme and 780 students enrolled for the part-time evening programme. A total of 3,286 (2,083 full-time and 1,203 part-time) students enrolled in 2001-2002. The findings of a tracking survey of the first group of Project Springboard graduates revealed that their higher education and employment opportunities

have been considerably enhanced. Of those that graduated 62% have continued with further study while another 29% have obtained employment.

2.4 The German Dual System

Germany has one of the lowest youth unemployment rates in the world. It has also enjoyed the lowest youth to adult unemployment ratio of any OECD country. The youth to adult unemployment ratio is one way to evaluate a country's youth employment policy. During the 1990s, the ratio hovered around 1, which means that the youth employment rate is almost the same as the adult employment rate.

Most of Germany's success in helping young people make the transition from school to work can be attributed to its dual system of education. The dual system combines theoretical training at school with on-the-job training at a business. There are no external programmes that young people need to join because they are all part of the education system.

Age	University	Specialized higher education leading to <i>Certificate of aptitude for specialized short programme of higher education</i>	Specialized vocational qualifications (master craftsperson) leading to a <i>Certificate of vocational qualification</i>	Labour force
20+				
19				
18 ²				
17				
16	Full-time vocational / technical schools	Dual system of vocational training: Pre-vocational training year		
15 ¹				
14				
13				
12				
11	Higher secondary school (Gymnasium)	Intermediate secondary school (Realschule)	Lower secondary school (Hauptschule)	
10				
9				
8				
7				
6	Primary school			

¹ End of Stage I of secondary education.

² End of Stage II of secondary education.

Figure 2-1 German education system (source: O'Higgins, 2001)

2.4.1 Education System

As German children reach age 11, their parents place them in one of three different schools: the higher secondary school (Gymnasium), the intermediate secondary school (Realschule), and the lower secondary school (Hauptschule) (O'Higgins, 2001, p. 101). The decision among the three is influenced by a student's performance in primary school. Each secondary school is geared towards a different post-educational objective. Those that enter the Hauptschule can go into the labour force as early as age 15 or can move onto the dual system of vocational training. From there, students may move on to get specialised vocational qualifications that lead to a Certificate of Vocational Qualification. Those that enter the Realschule can either move into the dual system of vocational training or into a full-time vocational or technical school. Those that enrol

into a full-time vocational or technical school can move on to get specialized higher education that results in their receiving a “Certificate of Aptitude” for that area. Those that enter the Gymnasium can either move onto full-time vocational or technical school or into a university.

2.4.2 Apprenticeships

Apprenticeships provide the pathway into employment for some 70% of school leavers (Casey, 1990, p. 1). The vocational training lasts from two to three and one-half years and is available in approximately 380 fields (Paulter, 1994, p. 119). Trainees spend between one and two days a week in school and the rest of the time in a firm or training workshop (O’Higgins, 2001, p. 100). At the end of the training period, trainees are given a common exam and are awarded a nationally recognized diploma. The curriculum for the training while on-the-job is governed by the Vocational Training Act, which was passed in 1969 (Casey, 1990, p. 1). The act states that the content of the training is to be determined at the national level by both the trade unions and employers’ organizations. The off-the-job training is governed by the individual states. These national standards ensure that students gain practical skills during their training period and that the value of diplomas and certificates are nationally recognized among employers.

2.4.3 Employers

As of January 2003, businesses were not obliged to provide places for trainees (O’Higgins, 2001, p. 101). Training costs are tax deductible; this is the main incentive for employers. Additionally, trainees are not paid wages but given a training allowance. This training allowance is much less (about one third) of a skilled worker’s wage. In the

early 1980s there was a significant shortage of training opportunities. The threat of imposing a tax on those who did not participate in the apprenticeship system convinced many to provide openings. This caused an excess of openings to be available in the early 1990s, when the demand for apprenticeships had decreased. This vocational training framework depends on a set of socio-economic institutions – including banks, employer associations, and trade unions – that support long-term commitments by labour and capital (Wagner, 1998, p. 1).

Germany's dual system is well known for its ability to produce well-trained students that are ready for the workplace. Although Germany is different from most other nations - including Hong Kong - in a socio-economic sense, there are still lessons that everyone can learn from their example.

2.5 The Netherlands Unemployment Policy

The system the Dutch use to give their citizens vocational training is divided into three main categories: Initial Vocational Training (IVT), Continuing Vocational Training (CVT), and Vocational Training for the Unemployed (Romijn, 1997, pp. 5-6). The Dutch government has recently re-evaluated its system in hopes of lowering its unemployment rate. In order to do this successfully, the government has implemented a decentralization technique in which control has been shifted to regional and local authorities (Romijn, 1997, pp. 10-11).

Since each sector has different needs as far as education is concerned, the government has decided that each individual region should make the important decisions. This is important to those in need of training because it assures them that their teachers are aware of their specific needs. The government still demands a certain set of standards

that each institution must meet, but keeps them generalized so as not to favour any one area. They also play a major role in the funding for each programme.

All three main types of vocational training have changed their policy to make them more effective and more efficient. Descriptions of each training type as well as the changes made to each are listed below.

2.5.1 Initial Vocational Training

The IVT is divided into two parts: the apprenticeships and the school-based learning (Romijn, 1997, pp. 14-20). About two thirds of the people in IVT are in school-based learning, the other third are in apprenticeships. There are four levels of completion for the IVT: assistant, basic trade practitioner, trade professional, and middle-management professional. The first of these is just for low-level jobs that do not require any skill. Each level provides a little more skills and responsibility than the previous one.

The IVT receives money publicly and privately. The public money comes from the government, whereas the private money comes from businesses that are interested in the apprenticeships. There have been two major changes to this group of programmes. The first reform was done in the early 1990s when a lower level was added in order to improve the number of people who graduated from the programme. This was to allow the less skilled students to still get a job after completion. The second reform was in the way money was distributed from the government. Previously, the amount of money was based on how many people attended the programmes at the start of the period but it neglected to factor in how many successfully finished. To improve motivation at individual sites, the government factored the number of students graduating with a

degree. The reason for this change was to reward efficient and effective institutions as well as encourage poor ones to improve.

2.5.2 Continuing Vocational Training

CVT programmes are designed to help the group of employed individuals whose jobs are becoming obsolete (Romijn, 1997, pp. 20-31). They help people learn the new skills needed for the jobs of the future. CVT is a general category that is divided into five main parts: part time courses, adult education, entrepreneurial education and training, private education, and corporate training. Part time course are for people who wish to move up in their company. The students who take this option are those who dropped out of school early and are now trying to make up for it. Adult education has four main fields: general secondary education, training of general social skills, Dutch as a second language, and training directed towards social self-sufficiency. The entrepreneurial education is offered to those who wish to start their own business. Private education is done mostly at home through written courses received by mail. Employers provide corporate training in the form of workshops and conferences.

CVT programmes get their funding from three sources: the public, employers, and those taking the courses. A programme called O+O was developed as a part of Collective Labour Agreements to help companies pay for training of their personnel. Each company within this agreement puts money into a fund, which is dispersed among the companies. The amount is decided by the number of employees each employer has. In order to improve these programmes, funds are dispersed according to Central Labour Agreements in which both employers and employees play a part, which lessens tension between the two parties and gets rid of an advantage one may have over another. These agreements

also provide a way for the two to work together for the overall improvement of the labour force.

2.5.3 Vocational Training of the Unemployed

There are two main training facilities within this group (Romijn, 1997, pp. 32-37). The first group of organizations is called the Centres for Vocational Training (CV's). These facilities are focused towards those unemployed citizens who require retraining in order to compete in the job market. The second group is the Centres for Vocational Orientation and Practice. These centres are aimed at people who are disadvantaged due to either social or cultural circumstances.

The government is the sole provider for both of these groups. The funds are distributed based on a proposal method. Each facility must write up a proposal stating the goals of their training and submit it to the Central Labour Management Board. The Board then decides if the training is efficient enough, if the training will actually help people get jobs, and if there are enough people in the area to make this centre worthwhile. The board then decides how much money is to be given to this region and then it is up to the regional employment services to decide how much each specific facility will get. This theme follows the previously stated move towards decentralization the government is undergoing. The benefits of this change have been stated above.

This section does not focus on techniques that are to be used while training individuals; instead it centres on the allocation of funds and the involvement of the government in each programme. It also sets out a framework for how these programmes are to be set up and who each is targeted at. Both a framework and an efficient allocation of funds are important in a successful unemployment policy.

2.6 Programmes in The United Kingdom

Great Britain has experimented with many programmes aimed at resolving the youth unemployment problem. From 1996-1999, the unemployment rate among young people aged 15-24 dropped from 14.8% to 12.3% (United Nations, 2002). Since 1995, a number of programmes have been instituted to help lower the youth unemployment rate. When Tony Blair became Prime Minister in 1997, he created what came to be called the New Deal for Youth, which instituted new policies and programmes for unemployed youth. The British Government has set up a system to measure the competency of the labour force in Great Britain, the National Vocational Qualification, or NVQ. NVQs are work-related, competence based qualifications, with five different levels of qualification.

2.6.1 Training for Work

The Training for Work (TfW) programme is designed to help persons get jobs through training and work experience (ILRU, 2001). The programme's flexibility makes it responsive to the needs of individuals and the local labour market. All applicants are assessed on or before entry to TfW. They agree on an individual training plan, which specifies the planned training provision and contains a statement of the trainee's employment or career objectives and target outcomes. The duration of any TfW course and its content vary according to the needs of the individual. Applicants can be trained on the premises of training providers, enjoy employed status or experience work through employer placements, or combinations of both. There is no guideline on the balance between training and work experience activity; this is dictated by individual training plans. Of those who enrol, 39% obtain a NVQ or credit towards a qualification, 7%

move on to full time education or training and 35% move on to employment or self-employment.

2.6.2 Youth Training

The Youth Training (YT) programme is intended to provide broad based vocational education and training for young people, leading to nationally recognised vocational qualifications (ILRU, 2001). The goal is to produce better-qualified young entrants to the labour market. YT, along with Modern Apprenticeships, is the primary training vehicles for young people. Though YT is primarily aimed at 16-17 year olds, individuals up to the age of 25 may be considered for training. The length of training varies depending on the needs and ability of the individual, but usually lasts around two years. Training may not proceed beyond the trainee's 25th birthday. All 16 and 17 year olds who are not in employment or education and who seek training are guaranteed the offer of a suitable training place. This guarantee is extended to those over 18 whose entry to training has been delayed due to disability, ill health, pregnancy, custodial sentence, remand in custody, language difficulty or as a result of a care order. Of those who enrol 48% obtain a NVQ or get a credit toward a qualification while 77% of those who complete the programme obtain a NVQ or a credit toward qualification. Of those who enrol 69% go on to jobs or further education/training while 77% of those who complete YT enter jobs or continue training/education.

2.6.3 Employment Service

The Employment Service helps unemployed people get back to work through job placement services and other programmes, and pays unemployment benefits and

allowances (ILRU, 2001). Services are provided through 1,400 local offices called Jobcentres, which provide the first point of access to Government services for unemployed people seeking advice and unemployment benefits. Job vacancies are reported at a local level to the Employment Service network. Jobcentre openings may also be circulated on a local area basis through a computerized network called Supervacs. A national vacancy circulation system, Natvacs, holds a selection of vacancies for skilled workers and other vacancies which might be attractive to jobseekers who are willing to move from home to find employment.

Unemployed people looking for work are not compelled to use the Employment Service and are free to seek employment from any source. However, unemployed people claiming benefit(s) are required to demonstrate that they are available for and actively seeking work. Failure to demonstrate this can lead to loss of benefits. Notification of vacancies to the Employment Service is not compulsory. Surveys suggest that about 30% of vacancies are reported to Employment Service offices. A matching and screening service is available to employers through the Job Interview Guarantee initiative. Employers are offered this service in return for a guarantee that they will interview all candidates submitted to them by the Employment Service. Candidates submitted are those who have been unemployed for six months or more.

2.6.4 1-2-1

The aim of programme 1-2-1 is to assist clients aged 18-24 who have been unemployed for more than 12 months and do not agree to attend an Employment Service or TEC programme, with job search skills and career guidance (ILRU, 2001). Through case loading, the client is offered concentrated help during a series of up to six mandatory

interviews. At the interview, advisers will discuss the factors that prevent the client from re-entering the labour market, appraise their skills and assets, and help them develop plans to overcome any barriers. If, at the end of the 1-2-1 interviews, the client has not been successful in finding a job or starting a programme, he/she will be directed to attend Workwise.

2.6.5 Workwise

The goal of Workwise is to give unemployed people aged 18-24 who have been unemployed for 12 months or longer the knowledge, skill, and motivation to put together and carry out an effective job search campaign (ILRU, 2001). Many of the youth in this programme are assigned to attend this programme because they are on unemployment benefits. Workwise is a four-week programme combining daily attendance in the mornings at structured workshops with linked job search activity for the remainder of the day. Attendance is mandatory and failing to start or complete the whole course may result in a loss of benefits.

The important method discovered through research of the United Kingdom's unemployment programmes is an interest in the improvement of the individual. All the programmes that are offered are designed for preparing the trainee for the job market by making them a well-rounded individual. This prepares youths to find jobs without the help of others and to be an active part of the labour force throughout their lives, not just temporarily.

2.7 Programmes and Policy in the United States

Many states in the US have initiated programmes to help non-engaged youth. These programmes vary in focus, and their implementation is based on local economies and the needs of the community. These initiatives cater to specific needs, but all are based on policies developed by the federal government and private contributors.

2.7.1 Career Academy

Funded in part by a grant from the United States Department of Labor, the city of Baltimore's Office of Employment Development along with the Baltimore City Workforce Investment Board administers the Career Academy. The programme began in 1995 and seeks to provide city youth in Baltimore that have left high school before receiving a diploma with a "second chance" at success.

Career Academy (CA) is an alternative education centre targeted at helping the approximately 4,000 Baltimore students that drop out of high school each year. It focuses on General Education Development (GED) training, employment skills, and career investigation. The programme services 125 to 175 residents aged 16-21 each year from various parts of Baltimore. Most participants are either 11th or 12th grade high school dropouts, have failed two or more of the Maryland State Functional Tests, had poor high school attendance, or have faced other educational and employment barriers such as pregnancy.

The CA begins with a thirty-day orientation in which the staff helps students build strategic plans for themselves. Afterwards students spend two days a week in career development activities or internships, two days a week in computer labs and educational

classes, and on Fridays participate in group exercises. Participants are given on-site training in business technology and information technology; or off-site training in woodworking/landscaping; or non-paid occupation specific training with a public or private employer. Upon passing the Maryland State GED exam, students are given a mandatory 250-hour internship in their chosen career area. After completing this internship they prepare for college, job-placement, or military service.

In order to ensure the success of those entered into the programme, CA offers a tiered approach to skills development. Participants start at Career Level I where they are introduced to the working world, pre-employment training, and assessment of their career goals. Career Level II includes guest speakers, classes, community service, and job shadowing to offer students a clearer picture of career choices. Career Level III gives a deeper understanding of career paths with intermediate business technology courses and job-skill training in an area related to a student's interest. Areas of interest usually consist of three main topics: business services, information technology, and human services. Career Level IV gives students real experience through paid internships in their occupation. In order to progress through levels, participants are evaluated on their completion of preceding levels and their maturity.

The most recent data collected from the Career Academy show that the average length of programme participation is six months. Upon completion, 50% of participants received their GED, 50% received employment, and 26% entered college. This means that many who received their GED may also have gotten a job (Youth Services Career Academy, 2002).

2.7.2 PEPNet

The Promising and Effective Practices Network (PEPNet) is a system created by the National Youth Employment Coalition (NYEC) as a resource containing information on effective practices in youth employment and development. NYEC is a non-partisan national organization based in the US with the goal of promoting initiatives and policies that help young people succeed. Not an actual youth unemployment initiative, PEPNet is the result of research done on youth programmes. In 1996, a national working group of practitioners, researchers, and NYEC compiled common practices of effective programmes. These practices were organized into five categories against which to measure programmes: (1) purpose and activities, (2) organization and management, (3) youth development, (4) workforce development, and (5) evidence of success.

PEPNet's goals are to improve programming and capacity, inform public policy, and to increase support for effective youth programming. To achieve its goals, PEPNet uses the five categories to analyse programmes. Programmes in the US that are analysed supply information on how to use the criteria effectively in real world applications. The techniques and methods used by these initiatives are then added to the PEPNet system, and serve as a resource for other programmes and organisations allowing the exchange of successful methods between programmes that usually operate within a smaller community. The transfer of knowledge also allows initiatives to increase their productivity. PEPNet also offers a self-assessment that gives youth training schemes a means to measure their performance and determine alternative methods of operation (About PEPNet, 2002).

At the core of PEPNet are the five categories of effective practices. (Detailed descriptions of these are available in Appendix P.) Because PEPNet works to compile the effective practices of different programmes, it is a useful resource for youth initiatives around the globe and has been helpful in evaluating the programmes that have been started in Hong Kong. The PEPNet self-assessment was used as the basis for our interview protocol.

2.7.3 US General Accounting Office

The US General Accounting Office (GAO) does not administer any youth employment initiatives; however, in 2000 the GAO published a report analysing employment programme efficiency. The study found that when multiple programmes target the same group and seek to achieve similar results overlaps could occur. These overlaps can lead to inefficiency, gaps in services provided, and duplication of services. The report recommended that in cases where programmes were possibly overlapping in services consolidation of the programmes be carried out, or careful collaboration between the initiative's administration be established (United States General Accounting Office [USGAO], 2000). This information was considered when looking at the initiatives in Hong Kong to determine if overlap was occurring between programmes.

The information from the US provided insights into youth programme structure and policy. The Career Academy showed how developing programmes that consider the varying needs of young people can be achieved by dividing programmes in to specific levels that assess where each student is at. PEPNet offered methods to effective practices in youth development, and a means to assess programmes. Policies from the GAO

offered information on some barriers that may hinder effective youth programmes from achieving their goals.

Chapter Three Methodology

The main question this project tried to answer is the following: what effective programmes and techniques for lowering youth unemployment in other countries might be transferable to Hong Kong? There were two main parts to our procedure: investigating other countries' initiatives and an examination of Hong Kong's current programmes.

3.1 Foreign Unemployment Programmes

To obtain information relating to these foreign programmes, our team conducted archival research. We browsed governments' websites as well as independent employment organization and international labour sites for effective methods in battling youth unemployment. Some places we consulted were the ILO's youth employment website, the Youth Employment Summit website, and the PEPNet website. We focused on the programmes of four major countries: Germany, Great Britain, the Netherlands, and the United States. These places were chosen based on the existence of successful programmes and availability of information. Our interests were not only in operational details, but also in success rates. Each of these countries had several programmes, so we wanted to choose the most effective to use as a reference. We found this information in books and on Internet sites.

The four countries we examined all have varying economies, social systems, and cultures. In order to make sure the effective methods we found were transferable, we had to make connections between Hong Kong's situation and those of the countries we studied. This allowed us to formulate recommendations that best fit Hong Kong's unique

circumstances. Additionally, we looked for methods that worked regardless of economy and culture. Our team felt that these would be good recommendations because they had proven their effectiveness in several countries.

3.2 Hong Kong's Unemployment Programmes

In order to make helpful recommendations we had to make sure we had an understanding of Hong Kong's programmes. We looked at three of Hong Kong's largest programmes: YPTP, YWETS, and Project Yi Jin. The majority of our attention was on YPTP and YWETS. We restricted ourselves to these two programmes because they are the largest initiatives in Hong Kong that concentrate on employment training. There are also other programmes run by Non-Government Organizations (NGOs), but they are not of the same magnitude as the two previously mentioned. To gain a thorough understanding of the programmes we divided our efforts into three parts.

In the first and most generalized part, we obtained information from archival research on the Internet while in the United States. The majority of the information on the two programmes' websites was originally written in Chinese and only basic overviews were translated into English. This gave our team a starting point, but did not provide us with enough information to thoroughly understand the programmes or make recommendations.

The second and more detailed part was carried out while in Hong Kong through interviews conducted with policy makers and visits to exhibitions on the programmes. Our intent was to discover the idealistic way the programmes were to be run. During a YPTP exhibition, our team received a booklet that outlined the programme as well as an application, which gave us an idea to the requirements for acceptance in the programme.

Our team also conducted interviews with the administrators of YWETS and YPTP to gain further understanding of how they intended the programmes to operate. We asked them questions concerning goals, success rates, skills taught, funding, strengths and weaknesses, and similarities with other Hong Kong programmes. Our team was also concerned with how these schemes catered to the individual needs and well being of students. One of our main questions was how this training prepared youths to enter into the job market and help them find employment.

The final part involved obtaining information from programme case managers, with whom we conducted five preliminary interviews. Based on the information gathered, we created a more specific protocol (which can be found in appendix L). This revised set of questions allowed us to save time by asking questions that only case managers could give answers to. With these questions we interviewed four more case managers. The questions we asked focused on youth development and confidence building, areas of difficulty for students, their views on the strengths and weaknesses of the programmes, as well as their input on possible improvements to be made. Since case managers have direct contact with trainees their role is crucial to the success of these programmes. Our team wanted to find out how case managers developed strong relationships with their trainees that fostered positive growth and successful employment. In several of the interviews trainees were present. Although our focus was on case managers, we were still interested in what the trainees thought about the programmes. We asked the trainees their likes and dislikes and possible improvements of the programmes.

3.3 Limitations

Our research had some limitations. In our investigations of other countries we did not talk to any of the officials of those programmes, which prevented us from finding if the participants in the programmes were satisfied with how they were run. While in Hong Kong we were unable to arrange any interviews with employers, preventing us from getting the ideas of all the stakeholders. We also only talked to nine case managers, which may not have given a representative sample of case managers' views. Also the case managers that we interviewed were all from Caritas, so we didn't have the opinion of other NGOs. We conducted interviews with only eight trainees, which also only gave us a small sample. The reasons for these limitations were time constraints, the difficulty of contacting a large number of trainees and case managers, and the unavailability of employers.

Chapter Four Results and Analysis

The first four sections present the effective techniques that we found during our research and where each came from. The fifth section provides a comparison of the four countries we looked at with Hong Kong. Also included in that section are the unemployment rates of all five countries. The last six sections present the data we obtained while interviewing the programme directors, case managers, and trainees. In these sections some of the suggestions made by interviewees support the methods we found in our research of the four countries.

4.1 Germany – Dual Education System

The German dual system has many strengths, a number of which could be beneficial to Hong Kong. Listed below is an analysis of both the strengths and weaknesses of the German programme and considerations as to its applicability to Hong Kong.

According to O'Higgins (p. 104), the main strengths of the German system are as follows:

- The apprenticeships are based on nationally regulated and universally accepted skills certification. The skills that young people gain are also highly portable within and across occupations.
- Employers and workers' organizations are involved in determining the content of training and in supervising certification. This improves the relevance of qualifications, as well as increasing the commitment of these organizations to the success of the system.
- Training costs are provided by businesses, trainees, and the government in a way that makes the system sustainable.
- The system has proven its effectiveness elsewhere. Other European countries that utilise the dual system have also been able to maintain low ratios of youth to adult unemployment.

One of the main weaknesses is that the system is not entirely portable. As Glover (1995, p. 4) says, "Germany's education and training system is embedded in a set of cultural practices that will not transfer well..." These cultural practices include the long-

term commitments from established businesses. Secondly, children have their careers decided for them at a young age. This may put limitations on a person's opportunities very early on in life.

Certain aspects of this system can be extracted regardless of location. O'Higgins points out that vocational education policy needs to be closely linked with the world of work. This means that vocational training programmes should devote time to both theoretical education as well as on-the-job work experience. Additionally, there should be an adequate skills-recognition system. Ownership of a diploma should infer a certain level of skills and knowledge so that employers will value them. By involving businesses to create curricula and standardized exams, Germany's certifications are recognized and respected universally.

4.2 The Netherlands - Decentralisation

Since the early 1990s, the Netherlands has experienced a constant decline in the youth unemployment rate. One of the important factors causing the decline is the move towards a decentralisation in governmental control of unemployment programmes (Romijn, 1997). The regional organizations have gained full control of operational structures for the unemployment programmes, and are more capable of addressing the specific needs of youth in their particular region. Since each region's needs are being met, more youths are becoming employed. Giving regional organizations more power has also made them more efficient and effective.

The Dutch government has not yielded all power to the regional authorities. An evaluation system is still given to each organization to ensure that an effective practice is taking place. The government also offers incentives for organizations to improve

programmes. Although the Netherlands may not have a similar economy as Hong Kong, decentralisation has proven effective in several countries.

4.3 The United Kingdom – Personal Counselling

We looked at five successful British job-training and unemployment programmes. From these five programmes we discovered several methods of training, which seem to account for their success. The TfW has a flexible, personalised programme, in which each applicant is assessed by a case manager upon entrance, and the case manager and applicant create a training plan that includes a statement of the trainee's goals and objectives. The training plan can include on-the-job training through work experience alone, off-site training instead, or a combination of the two, depending on what the case manager and trainee feel would be best.

In the YT programme, we found that the goal was to create a better-qualified young person, who is more prepared for entrance into the labour market. YT accomplishes this by providing broad based vocational training and vocational education. YT uses a long-term approach to this education process, with the training usually lasting an average of two years, but the programme varies with the needs of each individual.

The combination of 1-2-1 and Workwise is another successful training method. 1-2-1 focuses on helping the applicants overcome the obstacles preventing them from entering the workforce. In a series of up to six interviews with a case manager, the applicant's skills and assets are appraised and the applicant and case manager develop a plan to overcome the applicant's barriers. If this is not successful in finding the applicant employment, he or she moves on to Workwise. The goal of Workwise is to give youths the knowledge, skill and motivation to put together an effective job search. This is

accomplished in a four-week programme, which has morning job skills workshops and afternoon job search activities.

The common thread among these methods is the personal counselling. The goal is not to solely find a job for the trainee, but to improve the quality of the trainee as a worker and a human being.

4.4 The United States – Decentralisation and Programme Consolidation

The United States uses a decentralized approach in many of its youth initiatives. This allows state and local governments to meet the needs of diverse groups more effectively. Policies can be shaped to fit the needs of specific communities and address problems that may not be relevant in a different area. This decentralisation may help to improve programmes in Hong Kong as well.

Another strategy developed in the US is programme consolidation. In 2000, the US General Accounting Office (GAO) published a report stating that the existence of multiple overlaps in many employment and training programmes called for an evaluation of programme structure. The report found that when programmes have similar goals and target groups they can often offer duplicate services. This duplication can lead inefficiency and to gaps in services (USGAO, 2000).

In order to prevent duplication of services careful collaboration between organisations is necessary. Administrators must network to ensure that their programmes are operating at full efficiency and are performing their specific tasks. The study also suggested that in some cases the best way to improve performance is to combine

programmes. This creates a single programme that can better meet its target group's needs.

4.5 Unemployment Analysis

The following two figures provide unemployment rates for the five countries involved in our study. The first shows that Hong Kong's programmes are effective. The second is designed to show whether the four countries we researched had effective unemployment programmes.

Figure 4-1 Changes in Unemployment Rates (source: SEPI 2002)

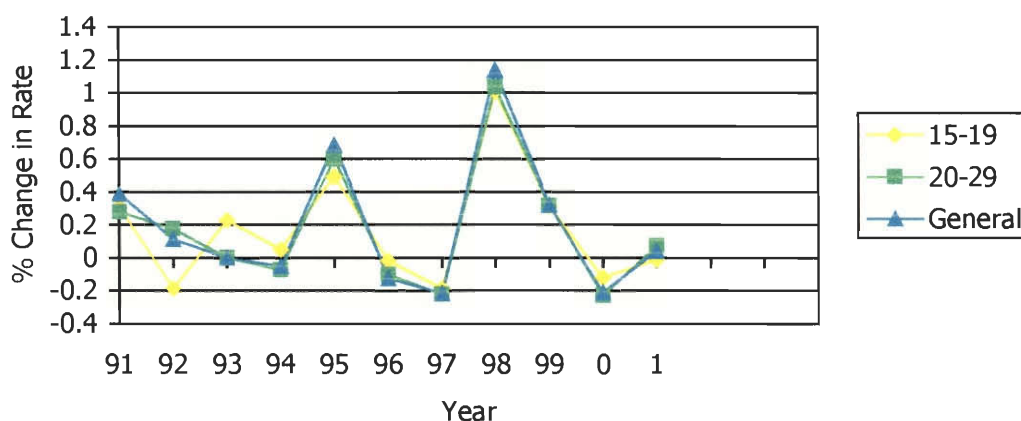
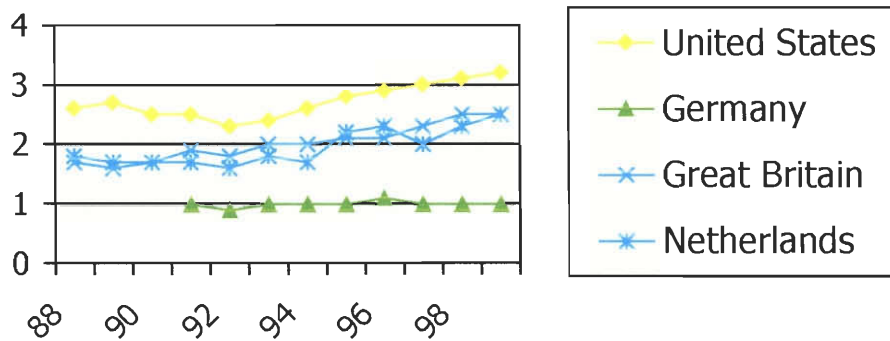


Figure 4.1 shows the percentage changes in the unemployment rates for the age groups specified. Each number was calculated by taking the change in the percentage rate divided by the original percentage rate. The purpose of this data was to see if the youth unemployment rate was changing with the general unemployment rate. If this was not the case, then there could be a major flaw in the current unemployment programmes. Since the mid ninety's the youth rate has mimicked that of the general population. Therefore, any changes to be made to the current programmes will be minor, and will be aimed at improving efficiency, not effectiveness.

Figure 4-2 Ratio of Youth to Adult Unemployment



When assessing programmes in other countries we needed to make sure the countries', policies were effective. In order to do this we compared the youth unemployment rate to that of the adult population. This is a different approach than that used in Figure 4.1. This ratio helped us see the link between the adult and youth rates and if the programmes in effect actually helped lower the youth rate relative to that of the adults. As can be seen in Figure 4.2, Germany's youth unemployment rate is identical to the adult rate. This shows that they have a very effective policy. The other three countries have rising ratios, but this doesn't necessarily mean their programmes are ineffective. It is possible that the youth rate is dropping, just not as fast as the adult rate. In the case of those rates that were rising, we looked at the youth unemployment rate alone to see if the programmes were effective.

4.6 YWETS Programme Manager

Our interview with the YWETS programme manager, Mr. Chak, provided us with detailed information on programme implementation and structure (personal communication, January 26, 2003). The interview write up is available in Appendix F. He explained how YWETS seeks to use “work as therapy” to increase the employability of trainees. This is achieved through the programme’s three-pillar approach. The most distinctive and important aspect of YWETS is the on-the-job training section. This section allows trainees to gain real work experience by working for a participating employer. The trainees do not receive a permanent position but is given a mentor who oversees their training. In order to prove themselves, the participants are expected to work harder than their more experienced co-workers. Not all YWETS participants receive this on-the-job training; there is an interview and hiring process that all trainees must go through to qualify.

As successful as YWETS has been in attracting employers and young people, budgetary constraints may prevent the programme from continuing in the future. The scheme has a budget of HK\$4 billion for two years, most of which is allotted for employee subsidies. YPTP costs only HK\$900 million a year, in comparison. Since YWETS is so expensive, the future of the programme will be mainly determined by the Hong Kong government’s budget.

Mr. Chak provided us with information about the young people that participate in the Scheme. Many have misconceptions about the workplace and labour market. Most of the participants have completed up to Form 5 and many do not consider a service job as their preferred type of employment. Parents and young people still consider white-

collar jobs as their preferred form of employment; however, these jobs are diminishing and are the hardest to find. Many youth are still looking for IT jobs. With a starting salary of HK\$10,000 for the first year and HK\$20,000 for the second year, these jobs are very enticing. However, many young people think IT means “Web,” which is not the case. Most youths will be either not qualified or not willing to do the system administration and programming work. There are many jobs available in the growing tourism industry, but once again most youths are not qualified for these jobs because they have weak interpersonal skills and cannot speak Putonghua (many tourists that come to Hong Kong are from the Mainland). Mr. Chak feels that the short-sightedness of many youth leads to unrealistic career plans that fail to see the benefit of gaining work experience in jobs young people may see as undesirable.

Aside from their misconceptions about career paths youth in YWETS also face other difficulties. Mr. Chak explained that most trainees come from families that are larger than average and have an income below the median; a majority of them also live in government housing. Of all the YWETS trainees, 70% of trainees have completed Form 5, 20% have not completed Form 5 and fewer than 10% have achieved matriculation or higher. The average age of participants is between 17-20 and the time they have been out of the education system has been short. About 40% of participants have had part time employment, but may have terminated employment for personal reasons or because of layoffs.

Mr. Chak also covered some of the differences between YWETS and YPTP. YPTP focuses on pre-employment training with an optional workplace attachment that lasts only one month. YPTP’s Module D offers vocational training but does not give

trainees real work experience. YWETS uses on-the-job and off-the-job training to give participants real work experience for 6-12 months. This on-the-job training gives trainees the skills they need to obtain employment in the future. Also YPTP and YWETS complement each other with trainees moving between each programme.

The information provided by Mr. Chak provides a clearer idea of the challenges facing the YWETS programme. Young people in Hong Kong have many educational and societal barriers to overcome to become successful members of the workforce. At the same time YWETS success hinges on the support and participation of employers. Without employer support, trainees cannot receive on the job training and the Scheme's goals cannot be met.

4.7 YPTP Programme Manager

Ms. Lau is responsible for the administration, finance and system development of YPTP (personal communication, January 28, 2003). She provided us with the following information by email and the full response is located in Appendix I. In 2001/02, YPTP had more than 12,700 trainees. About 2,400 decided to pursue further education after completing the course. Among the remaining 10,300, more than 7,000 had been placed in jobs. A survey revealed that 90% of those that completed the programme would recommend it to their peers. Of the employers participating in the workplace attachment, 80% said they would hire the trainees full-time. YPTP spends on average HK\$6,100 per student.

Major characteristics that the youths lack before entering the programme include work experience, confidence and basic job-skills. After completing YPTP, participants should have a better self-understanding, improved interpersonal skills, a clearer picture of

career orientation, and acquired basic job-skills. One of the ways the programme provides these is through a 30-hour career counselling and guidance service. If the student needs more services the case manager will refer him or her to the proper organisations.

There are many strong points to this programme. It offers a bridge for youths to transit from school to the working world. The training is competency based, integrated with experiential learning, and is concise and flexible. The programme offers many different training choices making it easy for students to find what best suits them. It also offers many entry and exit points, which allows for more flexibility. In order to improve, the programme collects feedback from trainees, strategic partners and employers from various channels. If more services were available, the programme would further strengthen the training and career counselling of the trainees, as well as widen the exposure of them through different activities.

The main difference between YPTP and YWETS trainees is their work motivation and readiness for employment. YPTP is a pre-employment programme that gets youths ready for the labour market, in which the trainees have a greater lack of self-confidence, a lower self-esteem, and are less motivated to work. YWETS is an on-the-job training scheme, which requires students to be ready for employment upon joining. The trainees that enter YWETS are more motivated to work than the YPTP applicants.

4.8 YPTP and YWETS Consultant

Dr. Jimmy Wong is currently part of a team assessing YWETS (personal communication, February 5, 2003). The write up of this interview is available in Appendix H. The purpose of his YWETS study is to provide an in depth analysis of the

scheme and make suggestions for improvement. The research utilises a three-part approach.

The first is building a data archive of the non-engaged youth who apply to YWETS. A questionnaire that detailed work history, academic achievement, family background, and previous training was administered to all applicants. From this data, non-engaged youth can be profiled in three dimensions: peer influences, family influences, and school influences.

The second part is based on interviews with employers and mentors. Case manager focus groups were also utilised. These were used to determine if the conditions for these stakeholders are sufficient for them to really help trainees.

Part three evaluates trainees that have successfully completed the scheme. Currently 7,000 have been placed in on the job training. Of these, 1,000 have been sampled and the first interviews have been conducted. To measure the Scheme's effectiveness these 1,000 trainees will be studied to see how the Scheme improves their social capital, personality capital, and human capital. The study will answer such questions as, "What type of network do participants have?" After the 6-12 month on-the-job training period, these 1,000 trainees will go through a second sampling to see how the scheme changed their employability. Six months later there will be further follow up to see how these trainees are participating in the labour market.

From Dr. Wong's preliminary research, it is already apparent that there is a large gap between school and work in Hong Kong. While 100,000 students complete Form 5, only 30,000 go on to Form 6 or higher education. Universities only admit 30,000 applicants as well. Since the education system centres on academics, large numbers of

young people are left in a difficult situation. Many may look to their peers for support, but they are in a similar state of affairs. The parents of non-engaged youths are usually from working class backgrounds and do not have the resources to prepare their children for work. All of these things make the transition from school to work very difficult.

Dr. Wong sees YWETS's potential for improving this situation by upgrading the skills and abilities of young people. However, he also sees several obstacles that affect the quality of trainee's experiences in YWETS. The mentor-trainee relationship is crucial for participants to get the most out of their training. Many mentors are ineffective and have too much other work to do which prevents them from giving enough valuable input to trainees. Yet only one employer has sent mentors to the training offered by the Labour Department. This lack of participation by employers indicates a low level of concern for trainee's well being, and also shows that mentors may not be devoting enough time to trainees. Mentors are also employees with other responsibilities and time constraints. In some cases they assign menial tasks to trainees or have very little contact with them during the day. There is also the feeling that some employers used YWETS for publicity during its induction, and now have little concern for the participants.

Another area of concern is the social work aspect of the scheme. Case managers play an integral role in trainees' development but many of their resources are stretched thin. Most case managers work with 20-30 trainees and have to provide them with counselling services. This is added to the other work they are responsible for at their respective NGO. The government has cut welfare funding to NGOs and some use the money allocated by the Labour Department for YWETS to replace gaps in other areas of their budget. This leads to some case managers' receiving an increased workload with

shrinking resources. Under these conditions, the services they provide to young people suffer.

In the past Dr. Wong has done research on YPTP as well. He suggested that the two programmes should be combined. Despite differences in age range - YWETS is targeted at youth aged 15-24 and YPTP 15-19 - they both share an interchangeable induction course. Also his previous YPTP research found that most trainees thought that they needed a longer workplace attachment, one of the key reasons for the design of YWETS. Many of the older participants in YWETS had work experience and training but could not find a job, and were using the scheme to do so.

Overall, Dr. Wong feels that in order to better address the problem of non-engaged youth, several courses of action must be taken. He feels that ideas to send non-engaged youth into the mainland to work will not be effective, as many young people lack the needed language skills and do not wish to have a lower standard of living. Instead there must be a reform of the public education system to prepare young people for the working world. Currently, the system is focused only on academics and very little attention is given to vocational skills training in school. The government should allow more people to pursue higher education by opening universities and providing subsidies for students that are working for an Associate degree. Also, there should be more collaboration between the different government departments. The Welfare, Education and Labour Department need to work with each other more closely to better plan and implement programmes that meet trainees' needs.

4.9 Case Managers

Case managers are registered social workers that have gone through government designed training courses for YPTP and YWETS. Their responsibilities include career counselling, teaching Module B in YPTP, teaching communication skills and answering any questions the trainees may have. They communicate with their trainees in several different ways including phone conversations, group sessions, and personal meetings. The phone conversations tend to occur about once a week, while the meetings happen less frequently.

One of the problems a case manager may face is variation in education levels among the students. Many, but not all the students have completed Form 5, and the programme accepts students from all levels. The ones that dropped out earlier are more difficult to train because they have a lower self-esteem. The ones with higher education levels are expected to do more, which may discourage them further if they do not do as well as they had hoped.

The case managers felt that there were a few problems within the programmes. The programmes focus too much on just putting a trainee in employment, and do not focus enough on preparing the student for finding jobs in the future. The case managers feel they should have more time to counsel the student personally as well as professionally. The case managers also felt that the programmes were too short. The students do not have enough time to properly learn the skills needed. In many cases the job market may not match the skills that are being taught. Other suggestions for improvement were to set aside more money per student and combine the two programmes. YPTP and YWETS have similar courses and other overlaps. The two

complement each other and case managers feel they should be combined to save resources and improve efficiency.

4.10 YPTP Trainees

From interviews with three YPTP trainees, we found that the trainees joined YPTP because they hoped to gain soft skills, and to get a career path (personal communication, January 30, 2003). All three trainees had been previously employed in some sort of sales position, a menial job with no great future outlook. The consensus opinion of these trainees was that the training time was inadequate. The training only scraped the surface; more in depth knowledge was needed. They felt that the job skills training (Module D) needed to be longer. The write up of the full interview with the YPTP trainees is available in Appendix M and N.

4.11 YWETS Trainees

Our team had the opportunity to speak to four YWETS trainees; the full write up of our meeting is in Appendix N (personal communication, January 30, 2003). All the trainees had completed Form 5 and had previous work experience. None of them had been in another work training programme. Most were employed part time in the past, and were hoping the programme would upgrade their skills so they could get better jobs. None had been through the on-the-job training aspect of YWETS although some had participated in interviews. One trainee was offered employment but declined due to the distance from home.

All trainees felt that the programme had helped them gain confidence and learn about themselves. They had a better outlook on the job search process and felt that their

interview skills had been improved. All said that they had joined the programme to develop friendships as well. What they felt needed improvement was the induction training. They felt that it was too short and more interview techniques could have been covered. They also thought that the induction course should have been more interactive. All the trainees we spoke to felt that the scheme improved their employability and had positive results. Many of the students had job interviews in the near future; some were YWETS placements and others were with private employers. The confidence that they obtained was a key part in their finding these new job opportunities.

Chapter Five Conclusions and Recommendations

Based on the findings of our research of other countries, and the analysis of our data we have resolved six recommendations. These recommendations were supported through analysis of the interviews we conducted with directors of the programmes, case managers, and trainees.

Conclusion – After interviewing programme directors, case managers, a consultant and trainees we conclude that the unemployment programmes YPTP and YWETS are effective programmes within the limit under which they operate. Any changes to be made will be to improve programme efficiency; major improvements will require changes to unemployment policy.

Recommendation #1: Decentralisation

We recommend that the government gives more control of unemployment programmes to the NGOs that offer them, as they are the ones that know the specific needs of the trainees. The government can still set the overall structure of the programmes, but the NGO's will decide how the programmes would run on a day-to-day basis. This method has proven effective in both the United States and the Netherlands. Several of the case managers felt that the government was placing too many restrictions, preventing the trainees from learning the information they need to benefit from the programme.

Recommendation #2: Combine YPTP and YWETS into one programme

We recommend that the government put all its efforts into one programme by combining the two existing programmes. It has been found in the United States that putting effort into two similar programmes wastes money and lowers efficiency. Many

of the case managers and students feel that the introductory course for YWETS needs to be longer and the workplace attachment for YPTP needs to be longer. By making these programmes one, both problems can be solved. We predict that combining the two programmes will improve both efficiency and effectiveness.

Recommendation #3: Make YPTP/YWETS an integrated part of the education system

We recommend that the unemployment programmes become an option for students in school, instead of a last resort after they drop out. If students feel as if they have chosen these programmes, their self-confidence will be much higher and it will be easier for them to learn. There will also be a positive attitude surrounding the programmes making them more enticing to youths. In both the United States and Germany this has proven effective. Students have the choice of going onto further schooling or directly into vocational schooling. There shouldn't be a gap between the time a student drops out of school and the time he or she starts vocational training or apprenticeships.

Recommendation #4: Change the focus of the training to improving the employability of youths

We recommend that the programmes' focus be to improve the future employability of youths, not just to place them in a job. To improve a youth's employability we suggest putting more emphasis on building self-esteem and allowing the case managers to counsel the students more personally. This is the main focus of the United Kingdom's effective unemployment programmes. Several case managers have expressed concern with just placing students in a job. They would like to be able to counsel students more personally.

Recommendation #5: Focus on career counselling in secondary school

The research we have done on Great Britain suggests that career counselling is an important aspect of bridging the school to work gap. This is supported by the data we have recorded through some of our interviews in Hong Kong. Career counselling (or pre-employment assessment) is integral to both YPTP and YWETS. If students have more realistic career plans earlier on during school, they will be better prepared to enter the labour market and will know what is necessary to succeed.

Recommendation #6: Create an employer-accepted certification

We recommend that the certificates for YPTP and YWETS become acknowledged and accepted by the Hong Kong employers. One of the strongest aspects of the German education system is that its graduates are not only well trained, but also are recognized for that training. This is partially due to the strength and recognition of diplomas and certifications. The German system involves businesses in the creation of the curriculum and standardized exams that help to promote the diplomas they distribute. The respect given to the certifications helps youths find employment.

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Appendix A – About Caritas

Caritas is a multinational service organization that aids all people, individuals, families, and communities. Their attention has a particular focus on those who are the neediest and most abandoned in our societies. They hope to create an informed understanding of contemporary problems of poverty, underdevelopment, and injustice.

One of Caritas's goals is to promote and foster projects of self-help by which those in need may be enabled to move from their situation of dependence to one of self-reliance so that they can render a positive contribution to the community. The Caritas Adult and Higher Education Service, a branch of the Education Division of Caritas, does just that. Since 1963, the CAHES has provided educational and training programmes to the public. The participants of these programmes are of all ages and come from a wide range of backgrounds. The CAHES currently operates a total of 26 colleges and institutes that are registered with the Education Department, eight of which offer full-time programmes. They are dispersed throughout Hong Kong as to provide all areas with educational opportunities.

The work of the Caritas organization is intrinsically linked with the topic of our IQP. They are involved in a number of employment initiatives geared towards young people, the most notable being Project Yi Jin. As such, our project sponsors will make an invaluable contribution.

(Derived from the Caritas website (2002): <http://www.caritas.edu.hk>)

Appendix B – About an IQP

The Interactive Qualifying Project is carried out by WPI students, and focuses on the connection between society and technology. An integral part of the WPI plan that promotes learning by doing, the IQP offers individuals the opportunity to learn through project work. Through the IPQ students not only display the abilities they have obtained in course work, but also demonstrate their proficiency in the humanities and social sciences. IQP participants are able to assess the social implications of their professional careers and technology in general, all while gaining valuable teamwork experience.

Our Project meets the criteria defined above as we seek to address the social problem of youth unemployment in Hong Kong using technology that has made information readily available around the globe. Prior to the Internet information covering effective practices of youth labour initiatives around the world would be difficult if not impossible to obtain. By utilizing technology like the Internet our team is able to better deal with the problem of Hong Kong's non-engaged youth and offer suggestions for improvement. Also many jobs in Hong Kong's labour market require technological skills unavailable to youth. Our IQP examines at the repercussions of this, as well as providing us with a clearer picture of the consequences of our own professional participation in the labour market.

Appendix C – Interview Protocol Worcester Resources

Interviewers: _____

Interviewee: _____

Date: _____

Location: _____

- A. Introduction of team members and team project
- B. Determine whether or not conversation can be tape-recorded
- C. Questions

General Questions:

1. What is your specialty?
2. How long have you been in your current position?
3. What are the basic job skills needed to get a job in Hong Kong?
4. What are the expected or projected job skills for the future?
5. What areas of the economy are expected to grow and create new jobs?
6. What jobs are most abundant or most easily available for youth in Hong Kong (where youth is those aged 15 to 24)? What types of skills do you need for those jobs?
7. Do you know about the unemployment problem in Hong Kong? If so, do you know if the unemployment rate is expected to continue rising?

Follow Up:

1. Are there any documents that we can reference that would be helpful for our project?
2. Can you recommend any specific contacts that may be able to assist us with this project?

D. Closing

1. Establish possibility of contacting this person in the future
2. Thank person for their time and helpfulness

Appendix D – Professor Hsu

Interview with Professor Hsu from Clark University

Professor of Economics

11/22/02 3:00-4:00pm

Conducted by: Rory and CE2

-What areas of the economy are expected to grow and create new jobs?

Hong Kong's economy is becoming more service oriented. Services make up 82.4% of the economy right now, and these services do not include those of civil service workers. Jobs in the insurance, health, and banking industries are likely to grow in the future, as well as whole sale, retail sale, management, and consultant jobs. The number of construction jobs may rise again in the future. Transport is a large industry but it is unlikely to create any new jobs in the near future. Finally, jobs involving Hong Kong's stock market are expected to grow. Many Chinese firms use Hong Kong's stock market because it is more established. As China opens up further, it is expected that more jobs will be created in this area.

Standard of living is levelling between Hong Kong and China. This means that Hong Kong's standard of living will lower while China's standard will rise.

Jobs for unskilled workers are becoming scarce. In addition, college graduates with no work experience are also having trouble finding jobs. Many skilled people lack confidence and hope for the future (and of Hong Kong).

Unskilled maids are currently workers from the Philippines. To what extent does this affect the number of jobs, and how would the employment rate be affected if Hong Kong citizens filled the jobs of the domestic helpers?

Recommended sources of information:

- China in the new Millennium – Tong
- www.toc.org.hk - Trade and Development
- Hong Kong Standard (www.hkstandard.com) - English Hong Kong newspaper
- The Asian Wall Street Journal

The Far Eastern Economic Review (FEER)

Appendix E – Interview Protocol – Mr. Chak

Interview Protocol

26/01/03

Interviewers: _____

Interviewee: _____

Date: _____

Location: _____

E. Introduction of team members and team project

F. Determine whether or not conversation can be tape-recorded

G. Questions

1. What are your roles and responsibilities in this organisation?
2. What are the goals of your scheme and how do your activities work toward achieving these goals?
3. What statistics do you keep? Why were these chosen and how do they correlate with the scheme's goals?
4. How do you measure success? Are you currently meeting your goals?
5. Do you stay in contact with trainees after they complete the scheme? Are any follow-up services offered? If so for how long?
6. How does YWETS learn what employers need?
7. What do you feel are the biggest challenges preventing youth from gaining employment and how does your scheme address these issues.
8. What are the basic skills each participant should expect to have upon completing YWETS?
9. How does YWETS increase young peoples knowledge of and access to different jobs and career choices?
10. How does your scheme address the diverse needs of students with varying ages and schedules?
11. Does the scheme offer counselling or other social services?

12. Does the scheme offer participant's families any services?
13. How does YWETS get participants to challenge themselves? Does it allow them to take leadership roles? How do you help to build the self-esteem?
14. Where do you receive your funding?
15. How much do you spend per participant?
16. What do you feel are the strongest aspects of your scheme?
17. How does your scheme look for new ways to improve? Do you take suggestions from participants?
18. If you had more resources what would you do to strengthen YWETS?
19. Are there any areas of overlap between YPTP and your scheme?

Follow Up:

3. Are there any documents that we can reference that would be helpful for our project?
4. Can you recommend any specific contacts that may be able to assist us with this project?

H. Closing

1. Establish possibility of contacting this person in the future
2. Thank person for their time and helpfulness

Appendix F – Interview Write-up – Mr. Chak

YWETS Overview

- Targets non-engaged youth
 - Non-engaged youth is also known as “0 status youth”, or those who have nothing. Mr. Chak does not particularly like this term.
- It is designed for youth aged 15 to 24 that lack job skills and work experience.
- It is difficult to get a job in this economy and it is even harder if one does not have skills/work experience
- The programme helps find apprenticeships so that young people can gain the experience and skills they need to find jobs in the future.
- It was launched on July 24, 2002 and will run for 2 years.
- It has a budget of 4 billion from the Hong Kong government.
- Their goal is to employ 10,000 young people over the course of 2 years.
 - So far, 7,000 have already been employed.
- It emphasizes social partnership to give opportunities to young people.
 - Employers, social workers, and the government all have a part to play.
- YWETS is built on 3 pillars:
 - The Case Management Service (compulsory)
 - Every participant is given a case manager at the beginning of the programme. A Case Manager is a registered social worker that follows the client during participation. They provide counselling (career as well as therapeutic), guidance, advice, and support services.
 - Mentors typically deal with 3 students or less.
 - They go through special training workshops, often they can run into adjustment problems focusing on employment and not just social issues.
 - At the beginning, the Case Manager interviews the candidate to see if they are suitable for the Scheme
 - They refer the trainee out for other services such as YPTP if needed
 - A Case Manager will review interview techniques with a trainee if they fail during an interview.
 - Induction Training (not compulsory)
 - Provides 40 hours of soft skills training.
 - Soft skills includes interpersonal skills, interview skills, confidence building exercises, discipline, etc.
 - This is not required because the participant may already have this background (from courses such as YPTP’s Module B).
 - On-The-Job Training
 - This part is the core of the scheme.
 - Not everyone will have a chance to get on-the-job training.
 - It lasts for a minimum of 6 months and a maximum of 12 months.

- Trainees must work harder than experienced worker.
- The trainee's Mentor must provide technical guidance
 - The Mentor is a co-worker or supervisor that is on the job with the trainee and is assigned by the employer.
- Trainees can be reimbursed up to HK\$4,000 for training courses and exams.
 - The employer must release the trainee for training.
- At the end of the employment period, employers give the trainees a certificate
 - The certificate specifies the duration of employment and the skills obtained.
- After the programme ends, employment may continue if the employer has the resources. Continued employment can be likely if the trainee has performed well.
 - If they continue on with employment, they are no longer considered part of YWETS.
 - If the trainee wants to stay in the YWETS programme, he or she must reapply.
 - If a trainee does not obtain a job after 1 year in the programme, he or she must reapply.

One problem was figuring out how to attract employers:

- 97% of companies are SMEs (Small to Medium Enterprises with less than 50 employees)
- There are characteristics common among SMEs
 - They are small scale
 - Employees have less rigid roles and responsibilities
 - Training is often out of the question (for financial reasons)
- The goal is to attract SMEs to provide training vacancies.
 - First, there is a HK\$2,000/month training subsidy for employers, until the training ends.
 - This subsidy is not meant to sponsor the employer or work as a wage subsidy
 - Employers need to apply for the training subsidy after the trainee gets his/her paycheck.
 - Trainees can also apply for a HK\$4,000 sponsorship to get outside training.
 - Basically, trainees come at no cost to train and with a subsidy for wages.
- The question was asked whether or not the Case Manager and the Mentor communicate.
 - There is a negative label on meeting with your Case Manager after the on-the-job training has started. Trainees and Case Managers only meet if there is a problem during the employment period.
 - Case Managers and Mentors do communicate in the event that something goes wrong on the job.
 - The Mentor will contact the Case Manager.
 - The Case Manager will then meet with the Mentor for clarification

Hong Kong's School System

- Junior: F1-F3 (grammar school)
- Middle: F4-F5
- Pre-vocational or “practical” schools, F3 only
- Need to look for a grammar school (F4), practical schools are now gone
- Hong Kong's education system is going through a transition

How does YWETS manage with participants of different ages?

- Since YWETS has highly individualized services, behavioural problems between age groups is not a big issue.
- The Induction course has a class size of 15 to 24 students.
 - The course is provided by NGOs.
 - YWETS pays the NGO for the training.
- There is little to no problem with age differences during the Induction course.
- During the interpersonal skills section of the course, students talk about age differences.
- The trainer must adjust his or her teaching to the requirements of different ages.

How do employers join YWETS?

- First, the employer needs to show interest. As soon as they do, YWETS services start.
 - YWETS then helps the employer set up a training programme.

YPTP

- Started in 1999.
- Targets people aged 15-19.
 - The unemployment rate among this age group reached 27.6% during the 4th quarter (1999) while the general rate was 6.8%.
- Provides pre-employment training.
- It is meant to fill the gap between school and work.
 - School mostly deals with academic education with little attention given to vocational training.
- It's hard to find job opportunities, only bad jobs are available.
- YPTP is built around modular training and workplace attachment.
- 2 weeks training of discipline
 - Team building and self-confidence
 - 40 hours of job search, etc.
 - Computer applications
- Job specific skills training (Module D)
 - There are over 200 modules available.
 - It gives participants a glimpse of what the actual workplace is like.
 - However, there are no employment relationships (like in YWETS).
 - The host organization hosts them for 1 month.

- After which, 30% decide to go back to school
 - The rest enter the employment market.
- Comprehensive review from Hong Kong Polytechnic University (2001)
 - Trainees that responded considered the on-the-job workplace attachment the most beneficial part of YPTP
 - It is most effective in helping young people in the school to work transition.
 - In the workplace, a young person can mature faster

How do YPTP and YWETS differ?

- YPTP is pre-employment training.
- YWETS is on-the-job and off-the-job training.
- They complement each other.
 - Trainees that complete YPTP can join YWETS.
- There are lots of opportunities in Hong Kong for education and training
 - YWETS teaches students what employment is and what it requires
 - Mr. Chak believes that on-the-job experience is almost a kind of psychological treatment. He calls it “work as therapy.” Young people can mature faster in the workplace.

YWETS statistics

- In Hong Kong, 2,400 employers have joined as of 01/27/03
 - This number should currently be higher, as it is updated weekly
 - This provides about 10,000 training opportunities
- 18,000 young people have joined and others can still apply (YWETS is not denying applications)
- After assessments by Case Managers, 3,000 were deferred to YPTP for pre-employment training.
 - Some of the 3,000 have returned to YWETS
- There are 10,000 that are still looking for on-the-job training.
- 7,000 have secured employment (on-the-job training)
- For those with good qualifications, it is easy to find employment within a short period of time.
- The YWETS programme works like a job-matching service.
- There are 600 Case Managers and 43 NGOs, including Caritas (one of the biggest)
- Many youth have misconceptions of the workplace/employment market.
 - Many still consider white collar jobs
 - However, these are the hardest to find
 - Most prefer them, but they are diminishing.
 - Many are still looking for IT jobs
 - Most youth think that IT means “Web.”
 - IT entry jobs pay HK\$10,000, after 1 year, HK\$20,000
 - IT jobs require people who are capable of sysadmin/programming work.

- Young people do not like to write Cobol (required for many IT jobs).
- Many young people look for tourism jobs
 - The industry is now booming but many youth are not prepared for the job.
 - Most are not good with dealing with other kinds of people.
 - Many do not speak Mandarin (there are many tourists from the mainland), however secondary school now teaches Mandarin.
- Youth fail to see training opportunities (in low end jobs)
 - They still want white-collar jobs. (this is short-sighted)
 - Most do not want jobs in the service industry.
- There are many programmes to help youth get into the service industry.
 - There are many IT (Technical Assistants) jobs, tourism jobs, and sales jobs.

Advertisement was the hardest part

- Mass media, exhibition, letters/leaflets at schools, etc.
- They brief social workers on what YWETS is.
- Publicity banners during signup, briefings in different areas.
- Employers:
 - Personal visits and interviews
 - Mass media
 - Solicit for support/announcements in the paper
 - Announce through organizations: Chamber of Commerce, etc.
 - Letters to companies

Not sure if YWETS will continue

- The scheme is expensive (4 billion for 2 years, while YPTP is .9 billion/year)
- Most goes to employer subsidies.
- Case Managers get 4,000 for each trainee.

Success (YWETS)

- Agency reviewed YPTP, now reviewing YWETS but more comprehensively
 - Gathered data from students
 - Family's economic background
 - Confidence/motivation level
 - Review and propose measures for next year.
- After 2 years, another review will be done that may determine the future of the programme.
- Longitudinal review.
- The programme follows the students after 3 years, they see how their employability has improved because of the programme.
- They base their measure of success on consultants reports (which measure how successful/effective YWETS is)
- The future of YWETS is highly dependent on the Government's budget.

Other Statistics

- YPTP
 - Workplace training has been found to be more valuable than modular training, which separates them from the workplace.
 - Students like it better too
- YWETS
 - Most participants come from grassroots/lower class.
 - Their family income is less than the median.
 - Their parents are too busy to talk with YWETS Case Managers (so the programme's interaction with the family is limited to non-existent)
 - Most (a large majority) live in Government-owned flats.
 - Over 70% have attained F5 level education or over (but not to the degree level, YWETS is closed to those with a degree)
 - Less than 20% are under F5
 - F5 is the watershed for the basic requirements of getting a job.
 - Less than 10% have matriculation or higher qualification.
 - The majority are aged 17-20, many have not left the education system for long. (F5 is at the 17-18 age level)
 - Many have work experience, but the last job duration is much longer than the first job (adjustment problems)
 - 40% had part time jobs
 - Most chose to quit due to preference.
 - However, their last jobs (right before YWETS) were often lost because they were laid off (they have matured through employment).

Secondary Schools

- School councillors cannot do too much to help
- Some may also have conditions that affect their employability (ex. A disability).

“Status 0” or Non-engaged youth

- Definition: any youth that is not in a job and not receiving training. The government definition discounts those who are not looking for education or a job intentionally (or due to disease/rehabilitation).
- The NGO definition is all youth who are not in a job or in education.
- NE youth is a negative term the media uses for youth under 25.
- The Chinese equivalent means “lost everything”
- Mr. Chak's definition is: A young person who has completed his desired course of education and is now waiting for employment.
- There are approximately 76,000 NE youth.
- Under the NGO's definition there are about 96,000.
- “A young person who is waiting employment” [unemployment]
 - There are 3 criteria to be classified as unemployed:
 1. Must be part of the economically active group
 2. Must have looked for a job in the past month.
 3. Despite attempts, still unable to get a job.

Appendix G – Interview Protocol – Dr. Wong

Interview Protocol – Jimmy Wong

05/02/03

Interviewers: _____

Date: _____

Location: _____

- I. Introduction of team members and team project
- J. Determine whether or not conversation can be tape-recorded
- K. Questions
 - 1. What is the nature of your research on YWETS? What types of data have been collected so far? How large was the sample?
 - 2. From your research with focus groups, what are some of the main reasons that students join YWETS? YPTP? What do they hope to gain by participating in one of these programmes?
 - 3. What are some of the concerns that YWETS trainees have expressed about the programme?
 - 4. Have you worked with students before they have started and after they have finished the programme? If so:
 - a. How much have their attitude, self-esteem, interpersonal skills, and interview skills improved?
 - b. For YPTP: Has Module D prepared them sufficiently for work?
 - c. What would they like to see changed or added to the programme?
 - 5. Mr. Chak from YWETS has informed us that you have also done a study of YPTP. Is that report published? What were the study's principle findings? If possible could we obtain a copy of the report?
 - 6. What are the main strengths you have seen in YWETS and YPTP? The weaknesses?
 - 7. Mr. Chak has informed us that recommendations from the review of YWETS would take effect during the second year of the programme. What recommendations for improvement have you formulated so far?
 - 8. Based on your research on YWETS so far, have you found any major shortcomings in the programme?
 - 9. Do you know what geographic location has the highest concentration of YPTP and YWETS trainees?

Follow Up:

- 5. Are there any documents that we can reference that would be helpful for our project?
- 6. Can you recommend any specific contacts that may be able to assist us with this project?
- L. Closing
 - 1. Establish possibility of contacting this person in the future
 - 2. Thank person for their time and helpfulness

Appendix H – Interview Write-up – Dr. Wong

The Labour Department wants to assess whether or not YWETS is successful. There are 3 parts to the evaluation of YWETS:

1. Building a data archive – Research has been done on non-engaged youth. They have built a profile for the type of young people that join the programme. There are 29,000 NE youth during the summer and half of that once school starts. YWETS applicants were told to fill out a questionnaire with questions including: work history, academic achievements, family background, work experience, or other training.
 - a. The profile shows figures of where participants are from. Most of the participants are from the western side of the New Territories. For example, there are 750,000 in Yuen Long; 10% participate. In the eastern part of Hong Kong island there are 800,000, 5% participate. Many of the participants and their families live in public (or government-owned) housing.
2. Interviews with employers and mentors to determine if the working conditions are sufficient.
3. Evaluation of trainees that have successfully completed the scheme. Of the 7,000 that have been placed in on-the-job training, 1,000 have been sampled.

Work and school in Hong Kong are very different. The education system in Hong Kong does not focus on vocational training or practical skills.

Out of the 100,000 in F5, 30,000 move into F6.

Universities only take approximately 30,000

Others go to work (big gap between school and work)

NE youth come from working class families, those of which are hit hard by the bad economy.

Dr. Wong thinks that YWETS can do some good if students can get experience that puts them on track for a career.

YPTP is aimed at youth aged 15 to 19. It is an integrated service containing multiple parts. However there is only 1 month of training.

(YWETS) Mentor plays a crucial role of what trainees learn on the job. The Case Manager provides around 30 hours of counselling. They also help them if they have social or personality problems. It is very important that youth have a good mentor and Case Manager.

7,000 (YWETS) have already gotten a job.

1,000 are participating in a study, the first wave of interviews are finished.

YWETS works on an individual's employability:

Personality, human capital, social capital (or social network)

They want to measure this and see how it has changed over 6 to 12 months.

The second sampling will be done at the end of this year.

Survey: In 6 months, they will analyse what type of activity in the Labour market, and what the YWETS graduates are doing (actively trying to find a job, or waiting around for one). They will then compare this with a sample from the general population of the same demographic.

In Dr. Wong's Observation:

There are not many so called Mentors. Employees are hired to do a job and do not have much time for Mentoring work.

Trainees themselves are not getting enough good input from their Mentors; they complain a lot.

Only one company has sent their Mentors to the training session.

The other complaint is from Case Managers:

1 Case Manager needs to handle 20 to 30 trainees, which is way too much to handle.

The Labour Department gives them more money and expects them to do a better job.

YPTP: Mentors do not help the trainees, usually assign them routine, repetitive work.

Dr. Wong's research will see what kinds of factors will make the programme less effective.

Assess applicant to see if they are suitable for the programme.

Are they ready for the interview?

Soft Skills training – interview, resume, computer skills, very basic knowledge for interviews.

Case Managers recommend vacancies that are available.

If trainees fail in the interview, the Case Manager helps them find out what went wrong and provide counselling.

50 hours – Case Managers really need to know their trainees to recommend jobs

YPTP – leads to lots of counselling jobs, lots of basic skills are taught.

Short – 3 months to finish, one month of training.

YPTP and YWETS should be combined

The Induction course is the same

Those aged 19 to 20 have real work experience, they just can't find a job. That's why they join YWETS. There is no longer a job waiting for you after training/education. Job creation is important for the Labour Department.

5,000 - 6,000 should be the minimum wage, it is currently around 4,000

In 1978, China started its "Open Policy", so manufacturing started moving to China in the early 1980's. The Hong Kong Government is trying to encourage factories to come back to Hong Kong. They may even offer businesses the opportunity to use old factories free of charge.

To solve the Non-Engaged Youth problem:

- Upgrade the youth by improving the education and development programme.

- Allow more young people to get Associates degrees; open up the Universities by providing Government subsidies. (In Hong Kong, you need lots of money to continue your education, the problem is much worse in Hong Kong than in the US.) The problem must be addressed by trying to upgrade young people reforming the education system to offer everyone more opportunities to succeed.

The Government policies seem to go in the way of pushing out the poor to China. Asking youth to move to the Mainland does not appear to be effective, they don't speak Mandarin and the pay is very low. If you have good skills, you can still get a good job in a large Chinese city.

The improvements really need to start with education; vocational training should be given during school.

70% prepare themselves to continue school

Parents can make a big difference

- Can find some money to help their children get training

- Youth need to get some incentive or drive

- Help students to identify career path/occupational goal

- Resources from Government/parents to facilitate their training.

Need to have all stakeholders really care about the trainees and their futures. More collaboration between welfare dept. and labour dept. to improve services offered to youth.

Appendix I – Letter From Carrie Lau

Dear Rory, William, Sean and Terrance,

Enquiries on Youth Pre-employment Training Programme

Thank you for your interest in the Programme. I hope the following answers may assist you in completing your project:

1. I am responsible for administration, finance and system development of the Programme.
2. Through a series of job-related skills training, experiential training at work and career counselling and guidance service, the Programme aims at enhancing the employability of young people aged 15-19.
3. The evaluation of modular training and the placement figures of our trainees are kept for evaluation purpose. The former is used to evaluate the effectiveness of training and the latter is providing another objective and direct indicator to the study effectiveness of the Programme in enhancing the employability of trainees.
4. In YPTP 2001/02, there were more than 12,700 trainees. Some 2,400 trainees decided to pursue further studies on completion of the Programme. Among the remaining 10,300 trainees, more than 7,000 (nearly 70%) had already secured employment.
 - The Programme received widespread support from trainees, employers and training bodies. Survey findings revealed that:
 - 90% of the responding trainees would recommend the Programme to their peers.
 - 80% of the host organizations providing workplace attachment training were willing to employ the trainees.
 - All the training bodies considered that the Programme helped enhance the employability of the trainees.
5. Each trainee will be assigned with a case manager. The case management service is offered throughout the training. A two-month post-placement service will be provided to help young people adjusting to new jobs.
6. We have frequent contacts with employers, including participation in various meetings and visits to employers.
7. Obstacles include lack of working experience, confidence, and basic jobskills. In this regard, our Programme has been designed to address these deficiencies by training soft skills and discipline of young people through the Job-Search and Interpersonal Skills training and Leadership, Team Building

and Discipline Training. Apart from enhancing the job-search and interpersonal skills, and building up their confidence, the Computer Application Training and Job-specific Skills Training equip trainees with the major business software applications and basic job skills. Trainees will be provided with opportunities to build up their credentials and experience in real working life through a one-month workplace attachment training.

8. Each participant should have a better self-understanding, improved interpersonal and communication skills, knowledge on job search and interview skills, clearer picture of career orientation, and acquired basic job skills after completion of the Programme.
9. Trainees can acquire the knowledge of collecting careers information in the module on “Job Search and Interpersonal Skills”. Career seminar and visits are arranged to expose trainees to various career choices. Individual career counselling also helps trainees to decide on the career orientation and develop career plan.
10. All trainees are rendered career counselling and support services on the basis of “case management” by registered social workers or professional counsellors. Case managers have to assess the interests, abilities, motivation and career orientations of their respective trainees at an early stage, and assist the trainees to formulate career plans. Upon completion of module (b) “Job Search and Interpersonal Skills Training”, trainees have to decide, in consultation with their case managers, whether they would proceed with the second phase of modular training under YPTP, pursue further academic studies, or seek employment direct. Where appropriate, case managers may refer trainees to relevant organizations for special assistance and more tailor-made services.
11. & 12. A 30-hour career counselling and guidance service delivered by the case managers is provided to each trainee throughout the programme. Each trainee is arranged with a case manager, providing career counselling and support throughout the programme. In case of other social services or family services, the case manager will refer trainees to other appropriate channels or services for assistance.
13. The module (a) “Leadership, Discipline and Team Building Training” helps to build up the self-esteem and confidence of trainees through discipline and leadership training. Subject to training organizations, trainees are exposed to adventure-based activities, physical training, and other sports challenges.
14. The funding is from the government.
15. For the Youth Pre-employment Training Programme (YPTP) conducted in 2000/01 and 2001/02, the average cost of a participant is HK\$6,100.

16. Our Youth Pre-employment Training Programme offers a bridge for young people to transit from school to working world. The training is competency based and integrated with experiential learning. It is concise and flexible, and gears to market needs. We offers a variety of training choices which allows young people to find their best suited training mixes. Besides, the programme allows multiple entry and exit points, allowing trainees to join training in flexible schedules and exit the programme for employment or other more suitable outlets.
17. We collect feedback from participating trainees, strategic partners and employers from various channels, including questionnaires, website, meetings, inspection visits and telephone surveys.
18. Given more resources, we shall further strengthen the training and career counselling of our trainees, as well as widen the exposure of our trainees through different activities.
19. Despite that the age group of young people aged 15-19 of the two programmes are overlapped, the work motivation and readiness for employment for the target group are different. The Youth Pre-employment Training Programme focuses on pre-employment training for young people aged 15-19. It aims at preparing young people for entering the labour market. On the other hand, the Youth Work Experience Training Scheme (YWETS) is a on-the-job training scheme for young people aged 15-24. YWETS require her applicants ready for immediate employment.

If you have further queries, you may write to me at my email address

carrielau@yptp.com.hk.

Yours sincerely,

Signed

(Miss Carrie LAU)

Programme Manager

Programme Office,

Youth Pre-employment Training Programme

Appendix J – Introduction Letter to Principals

March 10, 2003

Dear Sir or Madam:

We are a team of students from the Worcester Polytechnic Institute (WPI), a science and technology university in the US. Each year WPI offers students the opportunity to perform an overseas project as part of the university's global studies programme. The project's goal is to give students the opportunity to use technology to address a social issue.

This year our team is carrying out a project, with Caritas Hong Kong as our advisor, studying non-engaged youth policy in Hong Kong. The purpose of our project is to assess current programmes and propose how youth training and education initiatives can be improved. Currently we are in the process of gathering information on the various youth employment schemes in Hong Kong. This search has led to many useful sources of data, but we feel that to carry out our research effectively more first hand knowledge is required.

In order to gain a better understanding of certain aspects of the youth programmes we would like to arrange a time to meet with some of your Institute's Case Managers for interviews. We would like to learn about how your Programme approaches youth development and how Case Managers help trainees raise their confidence and self-esteem. Attached is a sample of the questions we would like to ask. Our team would also like to know if it would be okay to record our interview sessions.

We feel that the Case Manager input will be valuable to our research and our understanding of the trainees' profile. Our team can meet at your earliest convenience anytime during the month of January. Please contact us through email at hk03c1@wpi.edu. We will follow up with you in a few days. Thank you very much for your time and consideration; any help would be appreciated.

Sincerely,

William Chapman

Rory Coughlan

Sean Coughlin

Terrence Turner

Appendix K – Interview Questions – Case Managers

Sample Interview Questions

1. What are your roles and responsibilities in this organisation?
2. What are the goals of YPTP and how do your activities work toward achieving these goals?
3. Do case managers need to have any formal background in social work? Are there any other special requirements or training sessions that YPTP case managers must participate in prior to working with programme participants?
4. What were some of the reasons that students joined YPTP? What do they hope to get out of it?
5. What is the self-esteem of your trainee like at the beginning of the programme? How do you help to build the self-confidence of your advisee?
6. How many students do you advise? How often do you meet with them?
7. How does your work address the diverse needs of students of varying ages and schedules?
8. In your opinion, what fields are students that enter the programme most interested in?
9. From your experience, what would you say is the biggest area students need help in?
10. Out of the students that you have worked with, about how many expressed an interest in moving on to higher education?
11. How does YPTP get participants to challenge themselves? Does it allow them to take leadership roles? How do you help to build the self-esteem?
12. Is your relationship with your advisees strictly professional, or does it have casual aspects as well?
13. What do you feel are the strongest aspects of YPTP?
14. How does YPTP look for new ways to improve? Do you take suggestions from participants?
15. If more resources were available, what could be done to strengthen YPTP? What changes would make your job easier?

Appendix L – Interview Protocol – Case Managers and Trainees

Case Manager Interview Questions

1. Are you a case manager for YPTP, YWETS, or both?
2. How many students do you manage?
3. (YWETS/YPTP) In your opinion, what areas of employment are students who enter the programme most interested in?
4. (YWETS/YPTP) What is the skill that trainees need the most help with?
5. (YWETS/YPTP) Do many of your trainees lack self-confidence or self-esteem? If so, what do you do to help build their self-confidence and self-esteem?
6. (YWETS/YPTP) Do the trainees have difficulty getting jobs mainly because of poor skills, poor motivation, or both? Are there other major factors that play a role?
7. (YWETS) Do many students who get job offers refuse them? Why? (Location, pay, etc.)
8. (YWETS) When students contact you to apply for jobs, are their job expectations realistic?
9. What do you feel are the strongest aspects of YPTP/YWETS?
10. Do you see any weaknesses in these programmes?
11. What aspects of YPTP/YWETS do students like best? What would they like to see added or changed?
12. If more resources were available what would you do to strengthen YPTP/YWETS?

Student Questions

1. What is your age?
2. Have you been employed previously? What type of job was it?
3. Have you previously been involved with an employment programme?
4. Why did you join YWETS/YPTP?

5. How do you think this programme will increase your employability?
6. What do you think is the most worthwhile aspect of YWETS/YPTP?
7. What would you like to see more of in the programme?
8. What type of job would you like when you get out? What is your ideal job?
9. If in YWETS:
 - Are you currently involved with on-the-job training?
 - If so, what kind of job do you have?
 - How has it gone so far? Has it been difficult?

 - If not, have you had any interviews yet? Why do you think that finding a job has been difficult?
10. If in YPTP:
 - What type of courses have you completed so far?
 - Have you found them difficult?
 - Do you think that what you have learned so far will help you get a job in the future?

Appendix M – Interview Write-up – North Point

28/1/03 3:30pm

Interview with YPTP/YWETS Case Manager Cissy Lui Caritas North Point further Education Facility, YPTP graduate Wendi

Questions for Wendi (translated by Ms. Lui):

Q1: How old are you? 17

Q2: Have you been employed recently? Yes, part time in sales

Q3: Why did you join YPTP? For better communication skills, better vocational skills and its easier to find a job after completing the programme.

Q4: What time of job would you like? Childcare services.

Q5: How long have you been in the YPTP programme? 5 months

Q6: What courses have you completed? Module 2,3,4, childcare was the focus of module 4.

Q7: Did you find the programme difficult? Not too difficult but the theory part was too long and the practice part was too short.

Q8: What did you do for the practice part? Was placed in a kindergarten as an assistant. Took care of the children.

Q9: Has what you've learned so far helped get a job? Now knows more about herself. Found out that she's not suitable for childcare. Provided a good evaluation of herself. Ms. Lui's comments: Ms Lui is Wendi's case manager. Wendi can't find a job, she's waiting for Ms. Lui to find a job for her. She's not allowed to join a different section in Module D. She finished YPTP last December. Ms. Lui is only allowed to help Wendi look for a job for one year. The government puts a limit on it.

Q10: What job would you like to have? She wants to be a clerk at a store, maybe in cosmetics.

Q11: What is your ideal job? It changes often.

Q12: What was the highest level of education you completed? Form 5.

Questions for Ms. Lui:

Q1: What are your roles and responsibilities as a case manager? In Module B I teach communication skills and look after the participant giving them counselling when they need it, answering any questions they may have. Then after completion I help them look for a job.

Q2: What qualifications do case managers need? Must be a social worker. I studied to be a social worker before applying to be a case manager. The labour department arranges workshops that all future case managers must go to. They must go to 3-4 workshops that teach career counselling and give info about the labour market.

Q3: Why do students join YPTP or YWETS? To find a job. They can't stay at home for too long so they join these programmes to help develop themselves.

Q4: Do students have low self-esteem when joining these programmes? Yes, they don't have enough knowledge so they have a low self-esteem. In the classroom we do team building exercises so that students can identify their strengths and weaknesses. From this they can build self-confidence.

Q5: How many students are you a case manager for? YPTP: 46-50. YWETS: 100. I meet with them in two ways group sessions and personal sessions. The group sessions meet once a month and the personal sessions meet twice a month. Also once a week I

phone the student to check up on them. If the student has questions after completing the programme they can call and ask me but I don't make contact with them. I have group sessions with YPTP and YWETS separately.

Q6: Is there a problem with age differences in the classroom? Age isn't a big thing. The problem is with varying levels of education. Some students have finished higher levels than others. Those that graduated from Ivy vocational schools have higher expectations than others. Ivy School provides hotel training and catering training. Most students in YPTP/YWETS come from form 2, 3.

Q7: Is there a more popular area of training in YPTP? Yes, they like hotel training because Disneyland is coming.

Q8: What is the area students need help with the most? Building self-confidence. It empowers them.

Q9: Do a lot of students seek higher education after these programmes? Very few do, most just want jobs.

Q10: What do you feel are the goals of the two programmes? YWETS: to put students in a job. YPTP: to offer the opportunity for students to find their strengths and weaknesses, to learn about themselves.

Q11: Are the programmes open for suggestions?: they welcome suggestions but the government puts a limit on them. They don't accept too many.

Q12: If there were more resources what could the programmes do to improve? The government could give companies more money so that they would participate in the programmes.

Q13: Is there an overlap between YPTP and YWETS? Yes there is a lot that's similar, maybe they could eventually make the two into one programme.

Q14: Is there anything wrong with the programmes? The goal is to change a student's attitude. The programmes need to put more emphasis on counselling and not only on finding a job. Since case managers are social workers it makes sense to counsel the student more.

Ms. Lui's comments: In the past 2 years there have been a lot more students with higher education levels. Through group sessions students help convince each other that they can get a job. It helps build their self-confidence.

Appendix N – Interview Write-up – Tuen Mun

Interview with Isaac Poon. Case manager for Caritas at the Tuen Mun in the New Territories. Two other case managers were there, Carol Lau and Keith Choi. Two trainees were also present; Hillary and Elise, both are trainees in YPTP.

- 1.) What are your roles and responsibilities in this organization? We serve as career counsellors, and we also teach them Module 2, the soft skills induction course.
- 2.) What are the Goals of YPTP and YWETS? YWETS provides training and employment. YPTP plans to educate and build job skills through training and education.
- 3.) Do case managers need to have any formal background in social work? Are there any other special requirements or training sessions that YPTP/YWETS case managers must participate in prior to working with programme participants? We all have bachelor degrees of social work from a local University. Must register with the labour department to become a case manager. The labour department also puts us through a brief training course.
- 4.) Why do trainees choose YWETS or YPTP? Trainees choose YWETS over YPTP because they want to get a job immediately. People choose YPTP when they are more interested in an education, then just finding a job. Students can rejoin YPTP again if they don't find a job.
- 5.) What is the self-esteem of your trainees like at the beginning of the programme? How do you help to build the self-confidence of your advisees? Generally, most trainees have low self-esteem. In order to help them build self-esteem, we let them organize events within the programme and give them responsibility.
- 6.) How many students do you advise? How often do you meet with them? 150 YWETS and 50 YPTP. We meet more often with YWETS trainees. YPTP trainees twice a month.
- 7.) Does the diverse age group make a difference in the programme? Does it adversely affect the programme? Age does not affect the programme, the varying levels of education completed is the biggest difficulty in dealing with a group.
- 8.) In your opinion, what fields are students that enter the programme most interested in? Module 1 is most interesting, also like module for, with the job skills training. (Hillary and Elise) Hotel training an IT for Isaac's kids. Hotel and hair stylist for Keith and Carol.
- 9.) Out of the students you have worked with, about how many expressed an interest in moving on to higher education? Not to many interested in moving on to higher education, around 10%
- 10.) How does YPTP/YWETS get participants to challenge themselves? Does it allow them to take leadership roles? How do you help to build self-esteem?

- 11.) Is your relationship with your advisees strictly professional, or does it have casual aspects as well? Both professional and casual depending on the situation.
- 12.) What do you feel are the strongest aspects of YPTP/YWETS?
- 13.) How does YPTP/YWETS look for new ways to improve? Do you take suggestions from participants?
- 14.) If more resources were available, what could be done to strengthen YPTP/YWETS? What changes would make your job easier? Too short, labour dept. should subsidize students more, only HK\$1000 for YPTP, need more. Job placement opportunities. A lot of the time Job placement doesn't match job training.
- 15.) Is there anything that many of your students would like to see added or changed in the programme? Connection between YPTP and YWETS is too weak. Modules are too short, not enough training.

Questions for Trainees

- 1.) What is your age? Hillary - 18, Elise - 19
- 2.) Why did you join YPTP? Hillary – Wanted to find a career path. Elise – Hadn't been employed in a long time, and thought that joining YPTP would help out.
- 3.) Have you been previously employed? What type of job was it? Hillary – Full time Job as a bookseller and also a full time job in packaging. Elise – Full time job as home furniture salesperson, part time jobs in packaging and as a promotional worker.
- 4.) What do you think is the most worthwhile aspect of the programme? Hillary – Didn't like module C, it was boring, and there weren't activities. Module A (Check Tape). Module B – Would be better with overnight camp for communication skills. Module D – Practical Skills, learned baking. Elise – Liked all parts of programme. Enjoyed learning all the different things. Module A, was a new experience, and was good for her self-confidence. Module B Interview skills and communication skills. Module C Computer Skills, Module D Career path, adventure based workout training.
- 5.) What would you like to see more of in the programme? Elise – Lengthen the programme, they don't learn enough. Just learn the surface, need more in depth learning experience. Hillary – Agrees with Elise.
- 6.) What amount of the programme have you completed? Hillary – Completed all modules, no job as of yet, still looking. She has been looking for several weeks. Elise – Completed all modules and job placement. It took 4 months to complete it. Interviewed at Hong Kong International Airport. Needs to pass a physical examination and then she has the job.

Appendix O – Interview Write-up – Yuen Long

Interview Write-up for 1/30/03 with Ms Wong at Caritas Higher Education centre in Yeun Long New Territories

- Ms Wong had already typed responses to the questions we had previously sent to her through email. The responses are included in another document
- Ms Wong is a YWETS and YPTP case manager and originally had 250 trainees under her supervision. The number is now 60, most trainees dropped out of the programmes upon receiving employment from an outside source
- Most trainees turn down the YWETS induction course because they think they do not need it. Later after failed job interviews many realize that they lack the proper techniques and attitude to compete for a job. Things like interview skills and interpersonal skills.
- There were 4 YWETS trainees present at the interview most of our time was spent speaking to them. None had been in any type of employment programme before and all had completed the induction course. Ms Wong translated for us and also gave her own input. The 4 students are as follows:
 - Mandy: 20 years old. She already completed the induction course and is now looking for employment through the YWETS network of employers. Has recently had a job interview and is awaiting the results. Looking for a job in Yeun Long. Would like to become a programme assistant. Has had previous employment promoting and selling credit cards. She felt that the programme has improved her communication skills, improved her emotions, and improved her mindset. Is has also made her more active and positive
 - Cern: 20 years old. Would like to find clerical work. Was previously employed as a beauty assistant. Feels the programme will increase her self-esteem and confidence in herself. Also increased security and emotional stability. Has gained a better understanding of herself and has support from her peers. Has a job interview Feb. 4th and also learned of a YWETS employer job interview that day. Planning for further studies possibly project Yi Jin.
 - Bandy: 19 years old. Would like to become a programme assistant. Looking for work in the New Territories and already has a part time job. Gained interview techniques and proper work attitude. Has increased confidence. Now takes an active role in the group.
 - Penni: 19 years old. Has turned down some jobs due to low salary, too many working hours, or too far from his home. Currently working in Mong Kok handing out flyers for mobile phones. Programme has made him more active in his job search (found Mong Kok job himself). Also has improved his communication skills and appearance. Feels YWETS has increased his job search readiness.

- All want to use the programme to develop friendships and all feel that the programme has improved their outlook about themselves and employment. Most feel that they can get a job and have had the proper training to do so.
- All would like to see an induction programme longer than 40 hours that went more into interview techniques and was more interactive.
- Ms Wong notes some of the difficulties facing trainees are that some are forced into the programme by their families, and really have no motivation to find employment. Also many lack confidence and think that finding a job is too difficult. Most lack experience and can only find part time employment.

Ms. Wong's Responses

What are your roles and responsibilities in this organisation? I think that I have four roles in this project. Sometimes, I am working as an agent to match up the participants and the placement opportunities. Sometimes I am an advisor providing and making suggestion to the participants. Sometimes, I am a supervisor providing recommendations to the participants who are facing difficulties in their working places. But, most of the time, I am a counsellor to deal with the participants emotional disturbs. Just listening and pacify their worries and anxious.

What are the goals of YWETS and how do your activities work toward achieving these goals? This project aimed at enhancing youth's employment prospects and enabling youth to attain work experience. In the project, we have to conduct a 40 hours Induction Programme to help the participant enhance their interview technique and communication skills. And also we organise gatherings for them to practice their skills and provide latest information.

How does your work address the diverse needs of students of varying ages and schedules? Most of my practice is to provide one to one counselling, so that the age is not a problem. But as mentioned before, we organise gatherings for our participants. One of the purposes is to meet their different expectation. The other purpose is to increase their peer support

How does YWETS get participants to challenge themselves? Does it allow them to take leadership roles? How do you help to build the self-esteem? Yes, each one of them are becoming a leader in the planning activities, like a variety show, an outdoor activity, or to be a volunteer in a Care and Attention Home for the elderly. Joining our project can help them to encounter different people and environment.

Do case managers need to have any formal background in social work? Are there any other special requirements or training sessions that YPTP case managers must participate in prior to working with programme participants? Yes, all the case managers are registered social worker and we have to attend training workshop provided by Labour Department.

In your opinion, what fields are students that enter the programme most interested in? Honestly, I think the students are expected to attain a job that does not need interview, no competition. But I know, they are all disappointed.

From your experience, what would you say is the biggest area students need help in? I think that it is their interview techniques; they don't know how to show off their strengths and tell the employers their selling point. And also their working attitudes, like responsibilities and values, they put interests in the first priority and forget the point: no pain no gain.

Out of the students that you have worked with, about how many expressed an interest in moving on to higher education? Up to now, there are only two students hoped to have higher academic qualification, but they have no action.

What were some of the reasons that students joined YWETS? What do they hope to get out of it? All of them hope to have a good job. Good salary and good boss. Moreover, getting more interview techniques and friendships is also a purpose.

How many students do you advise? How often do you meet with them? Now I have 60 students joining the project. We contact once every two weeks.

What type of relationship do you try to establish with your advisees? Is it more professional or more casual? I describe our relationship is like a partner, the other description is I am a coach. I have to train up them to achieve their objectives. We have a common goal that is to get a better future for the youth. Sometimes supervision is needed to improve the youth, but sometimes we play together to deepen our relationships.

What is the self-esteem of your trainee like at the beginning of the programme? How do you help to build the self-confidence of your advisee? At the first, most of them lack of confidence, dare not to express their feelings and suggestions. So that, at our Induction Programme and gatherings, we provided a non-critical environment and always tell the students their goodness, their strengths, we also let them to get the job well done. So under the gatherings, they can feel their power.

What do you feel are the strongest aspects of YWETS? I think the following counselling and career guidance is the strongest aspects of YWETS. The students have enough security to explore their working prospects.

How does YPTP look for new ways to improve? Do you take suggestions from participants? They suggested if the Induction Programme longer, they get the knowledge and skills better.

If more resources were available, what could be done to strengthen YPTP? What changes would make your job easier? Our youth do not plan their career path until they left secondary school, so I think career guidance and training should start as earlier as possible.

Appendix P – Interview Write-up – Tsuen Wan

Interview – Tsuen Wan

12/2/03 2:30

Interview with YWETS case manager Mr. Fan Lap Hin and YPTP/YWETS case manager Joseph.

YWETS

- 1) How many students do you manage? 30
- 2) What field are students most interested in? Business, ex: accountant
- 3) What is the skill that trainees need the most help with? They need the opportunity to find work. They don't have a good education history. So they don't have the skills they need. It is hard for them to get a job without the help of YWETS.
- 4) How many have found a job through YWETS? Only 5. It is very difficult to find a job because there aren't enough employers. The students have to compete to get a job. Several will apply for the same position and only one can get it. So they have to keep applying to different jobs.
- 5) Are student's expectations too high when starting YWETS? Because of YWETS the jobs they look for are realistic. YWETS allows them to get a foot in the door when normally they wouldn't have a chance.
- 6) Do many students who get job offers refuse them? Why? Yes, sometimes the jobs they get offered are just too far away. Sometimes they would end up paying HK\$900 per month to get to and from work, and they only make HK\$4000.
- 7) What do you feel are the strongest aspects of YWETS? When going for a job, students don't need qualification. YWETS allows them to enter a job that they wouldn't normally be able to get. On-the-job training is the best kind. They learn the skills quicker and gain experience working. YWETS teaches self-confidence and how to act while working. Employers lower their expectations of students because they realize they are just trainees.
- 8) What do students like the best about YWETS? They like the support of the case managers. Whenever they have a question or a problem they can always go to the case managers for help.
- 9) Are there any improvements you would like to see? Need more resources. The programme isn't too enticing to employers so many aren't joining. Because of this there aren't enough jobs for students to enter into.

YPTP

Comments: many of the students join this programme because they are pressured by their parents. Some join because of self-motivation. The government may have misconceptions of the youths. Many of the youths don't know what they want because they are too young. Many youths don't know how to act during an interview. Some don't want to change their appearance. In Hong Kong you have to clean yourself up for an interview.

Students who join YWETSS are looking for a job. Many of the students who join YPTP are just joining for something to do. Some view YPTP as a school project, not a way to get a job. Parents may just accept the training and not push their children to get a job afterwards. It is common for the students not to show up for an appointment. They

don't take the programme very seriously. A lot of the participants are happy with just going to the training and meeting friends. Some just repeat the programme over and over again just for something to do. A lot of the students don't have the attendance qualification to go to YWETS after YPTP. Of the 14 Joe manages only one has gone on to YWETS.

Some of the students who go to workplace attachment get hired from that employer but it's not very common. The jobs offered are from all around Kowloon and Hong Kong island.

Q1) Are there any improvements you would like to see? There is a limitation on time. The government puts a lot of restrictions on how long each course is. It would be better if the students were taught not only job training but also personal improvement.

Other comments:

Joe doesn't think that YPTP can help students get a job. He thinks it's a waste of the government's money. Students just join for something to do.

Next year the centre will be going around to local employers asking them to join the programme. In many cases the government can only get to large businesses and local ones are over-looked. They would like to develop a network of employers around the centre that the students could go to and get jobs.

Appendix Q – Interview Write-up – Wong Tai Sin

Interview Questions and Answers

Ms. Kam Sum – February 14, 2003

Caritas Integrated Service for Young People – Wong Tai Sin

1. Are you a case manager for YPTP, YWETS, or both?
 - Yes I am. I am the case manager of both YPTP and YWETS programs.
2. How many students do you manage?
 - At the moment, I have got 30 cases of both programs on hand.
 - As a whole, I have handled about 40 to 50 cases during the past three years.
3. (YWETS/YPTP) In your opinion, what areas of employment are students who enter the programme most interested in?
 - It depends on the students' work experience and qualifications. Usually, those with lower qualifications prefer to work in salon, beauty centre, shopping mall and so on (mostly on the retail side).
 - For those have got qualifications between F.5 to F.7 that equivalent to grade 11 to 12 in USA, they usually want to get some jobs that could lead them to start their career, e.g. more on administration and office work than sales and operations side.
 - These youngsters are eager to gain experience and want to get their recognition at work, e.g. promotion at work.
4. (YWETS/YPTP) What is the skill that trainees need the most help with?
 - **Inter-personal skills** such as the active listening, critical thinking, assertiveness, anger control and how to express their own feeling or opinions in certain circumstance as well as response to questions where including an appropriate manner or wording.
 - In fact, as a social worker in YCS on behalf of the Caritas Hong Kong, we always remind ourselves that we are social worker, we provide services that related to area of human growth and behaviour, we concern the changes, the needs, the paces as well as the process of a case's growth.
 - However, when we keep an eye on society, I think our trainees need the most help with the skill of language power for both English and Mandarin.
5. (YWETS/YPTP) Do many of your trainees lack self-confidence or self-esteem? If so, what do you do to help build their self-confidence and self-esteem?
 - Yes, it's true. Most of our trainees lacked of self-confidence or self-esteem when they were first transferred by Labour Department at the early stage. However, they have some improvement and the scale depends on mobility and potential of oneself.
 - For the second part, regarding the professional helping relationship between social worker and these youngsters. To be honest, I think it varies from one social worker to another. To me, I always concern the followings:
 - a. Lead them to know **who and what they are** – their strengths and weaknesses, their limitations and potentials.

- b. Make sure they know that we **stand by them** and **supports are always there when they need.**
- c. **Help them to catch the chance** for doing something that could enrich their life experience and achieve something. For example, **voluntary service** is a good means for empowering them to know they have infinite energy and ability. I suppose it is a process of give and take and they have existing value in this society.
- d. Of course **worker's sensitivity** to current social issue or changes and **experience in fieldwork** are also importance and beneficial to clients. A responsible social work should always keep an **open mind** and be hard working on one's own studies.
- e. Last but not least, social worker is like an artist, and the client is like a fine piece of art. Social worker should have **a great responsibility and mission for their job so as to our clients.** So, when we talk about the building up of self-esteem or confidence, the first thing social workers need to **understand how to build-up our own self-esteem or confidence.** You can imagine the result of an unconfident social worker that teaches their clients of how to become a confident person. It seems pity but funny!

6. (YWETS/YPTP) Do the trainees have difficulty getting jobs mainly because of poor skills, poor motivation, or both? Are there other major factors that play a role?

- Part 1
- Under current situation, poor motivation seems to be a more important reason for them not being employed. To be honest, skills can always be trained and be improved from time to time, but motivation can never be improve in the same way.
- Part 2
- Lack of Initiative comes from the top of the list. Not many youngsters have the initiative to work under these schemes, because of the low amount of allowance, long working hours.

7. (YWETS) Do many students who get job offers refuse them? Why? (Location, pay, etc.)

- Yes, they do. Perhaps they think the job is not interesting enough, not high paid enough and too far from home. Some students even being influenced by peers that they are too young to work, they should play around as much as they can while they are still young.

8. (YWETS) When students contact you to apply for jobs, are their job expectations realistic?

- Unfortunately, you are right. Since students didn't know the present situation and themselves, they usually have high expectations than reality. That's why we think that we have position placed on ourselves in this scheme. We have lots of work to do for them and we stand-by them, give them a hand for enhancing their functioning and self-understanding.

9. What do you feel are the strongest aspects of YPTP/YWETS?

- **Resource and Network.** As you know, this is a scheme that is supported by Hong Kong Government. The liaison between parties where including NGOs, Public Sectors, and Private Sectors are very strong and well connected. I suppose the strongest aspects of YPTP/YWETS should be that the scheme could provide different kinds of fieldwork placements to the youngster for internship. That strongly widens the horizons of the youngsters. Refer back to question 8, they soon realize the reality is not what they have been expecting and they can settle down with a more down-to-earth approach.
10. Do you see any weaknesses in these programmes?
- From my observation, the limitations of these two programs are **too task oriented** and **output oriented**. They assumed all applicants are only one way out for “job hunting.” The assumed all applicants are only one way out for “job hunting”. The Labour Department **concerns the viewpoints on employer’s interest** rather than the youngster’s side when handle these two projects.
11. What aspects of YPTP/YWETS do students like best? What would they like to see added or changed?
- **Work placement and free courses in different aspects.** Some of my clients commented that the placement time was too short and the allowance was not enough for them to pay even the traffic and meals. In fact, most of them are living in public housing; some of them are also on CSSA, which is a scheme that is prepared for the lower income family by the Hong Kong government.
12. If more resources were available what would you do to strengthen YPTP/YWETS?
- **Prolong the placement period** is a good idea. It seems to be good for a placement with 1 to 2 years since the first 6 months for teaching the youngster to understand the real work situation and one’s expectations.
 - It sounds great for adding a new item of **traffic and meal allowance** for balancing the high expenditure of traffic expenses.
 - Perhaps the Government can add a new scheme of **scholarship** to encourage the good applicants to further studies. Education is always the right way in a society. In fact, it is very important to develop a well and civilized society by educated youngsters.

Appendix R – PepNET Categories

Purpose and Activities (Category 1)

Effective initiatives have clear and well-understood aims and a coherent, well-organized set of components and activities to attain them.

PA1 Mission: The initiative presents a clear and consistent mission.

PA2 Target Youth: There is a logical relationship between the initiative's mission, activities and the youth it serves.

PA3 Activities: The initiative's mission shapes its structure and offerings.

Organization and Management (Category 2)

Effective initiatives are well managed, work in collaboration with others and are committed to continuous improvement.

OM1 Leadership: The initiative maintains a strong, engaged, continuous and competent leadership.

OM2 Staff Development: The initiative incorporates staff development as a management strategy.

OM3 Collaboration: The initiative leverages resources through collaboration.

OM4 Continuous Improvement: The initiative is committed to a continuous improvement strategy.

OM5 Funding: The initiative attracts stable and diverse funding.

Youth Development (Category 3)

Effective initiatives consciously rely on youth development principles to identify activities and shape the programme environment, structure and operations.

YD1 Youth/Adult Relationships: The initiative nurtures sustained relationships between youth and caring, knowledgeable adults.

YD2 Building Youths' Responsibility and Leadership: The initiative engages youth in their development and sets high expectations for them.

YD3 Individual Focus and Age/Stage Appropriate Outlook: The initiative tailors the programme experience for each youth and also provides age and/or stage appropriate services for its participants.

YD4 Family and Peer Support: The initiative encourages positive relationships with family and peers.

YD5 Supportive Services and Opportunities: The initiative provides youth with supportive services and opportunities beyond education and training.

YD6 Building Sense of Self and of Group: The initiative helps youth develop a sense of group membership while fostering a sense of identity and self.

Workforce Development (Category 4)

Effective initiatives emphasize the development of skills, knowledge and competencies that lead to careers and self-sufficiency and stress the connection between learning and work.

WD1 Career Awareness, Planning and Readiness: The initiative nurtures career awareness and embeds career planning and readiness throughout the programme.

WD2 Employer Engagement: The initiative ensures that employers are actively engaged in the initiative.

WD3 Work and Learning Connection: The initiative relates academic learning to real-life work issues and situations and stresses active learning.

WD4 Competencies Emphasis: The initiative documents and communicates competencies gained by young people.

WD5 Extended Follow-up: The initiative provides extended services and support.

Evidence of Success (Category 5)

Effective initiatives collect appropriate and credible data that enable them to document their operational effectiveness and their ability to achieve desired outcomes.

ES1 Descriptive Data: The initiative collects information on its current operations, services and participants.

ES2 Outcome Data: The initiative establishes objectives that reflect its goals and collects solid information about the results of its activities.

ES3 Comparative Measures: The initiative seeks sources of comparative information and data.

PepNET Website(<http://www.oedworks.com/youthserv/index.htm>).

Appendix S – YPTP Job Skills Training Categories

YPTP Module D Job Specific Skills Categories

- Customer Service and Salesmanship
- Clerical
- Logistics and Warehouse Management
- Information Technology
- Hairdressing
- Beauty Culture and Stylist
- Entrepreneurship
- Programme Assistant and Tutor
- Hospitality
- Catering
- Textile and Clothing Industry
- Insurance
- Technical
- Security Guard and Property Management
- Construction
- Video Production, Advertising and Photography Skills
- Performing Arts
- Other, Other contains Pool management, Florist, Library Assistant, Health Care, Design, and Child Care.