What are the needs of the ethnic minority youth?
What is Career Guidance?

What is career to you?
What is career to students?
Sharing

What do you think students most needed in career guidance?

What is the most difficult part for students in career development?

What activities students are most interested in for career development?
Career Counseling 101

UNESCO, *Handbook on Career Counseling*

- Career counseling basically consists of four elements:
  1. Help to Gain self-awareness
  2. Connect to resources
  3. Assist in decision making
  4. Assist in managing career paths

- Career counselors assist people to explore, pursue and attain their career goals.
Who are Non-Chinese Speaking Students?

*What do you know about them?*

*What is special about NCS?*
All human beings are also dream beings. Dreaming ties all mankind together. - **Jack Kerouac**
Who are NCS students?

Ethnic
- Race
- Cultures
- Religions
- Diversity

Minority
- Deprivation
- Stress
- Limitation
- Oppression

Youth
- Students
- Sons & Daughters
- Development Needs
- Developmental Tasks
Universal Needs of Youth

- Being Recognized
- Chances for Performing
- Love & Be Loved
- Being Independent
- Friendship
- Being praised
## Super’s Vocational Developmental Tasks

<table>
<thead>
<tr>
<th>Vocational developmental tasks</th>
<th>Ages</th>
<th>General characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystallization</td>
<td>14-18</td>
<td>A cognitive process period of formulating a general vocational goal through awareness of resources, contingencies, interests, values, and planning for the preferred occupation</td>
</tr>
<tr>
<td>Specification</td>
<td>18-21</td>
<td>A period of moving from tentative vocational preferences toward a specific vocational preference</td>
</tr>
<tr>
<td>Implementation</td>
<td>21-24</td>
<td>A period of completing training for vocational preference and entering employment</td>
</tr>
<tr>
<td>Stabilization</td>
<td>24-35</td>
<td>A period of confirming a preferred career by actual work experience and use of talents to demonstrate career choice as an appropriate one</td>
</tr>
<tr>
<td>Consolidation</td>
<td>35+</td>
<td>A period of establishment in a career by advancement, status, and seniority</td>
</tr>
</tbody>
</table>
Ethnic Minority Youth as Ethnic
A Little Reminder - Diversity!

- Diversity within ethnic minority communities
- Diversity within same ethnic group
- Individuality
- More on South Asians
“I do not wish to have my windows closed and my doors shut. I want winds from all cultures to blow freely about my house. But I refuse to be blown off my feet by any.”

- Mahatma Gandhi
Values differences

Western Values:

• Individualism
• Autonomy
• Independence

South Asian Values:

• Interdependence
• Mutuality
• Interconnectedness
Collectivism – Key Cultural Values of South Asians

Shariff (2009)

- Familial interdependent throughout lifespan
- Children socialized to remain emotional dependent on parents in adulthood
- Parents and grandparents exert significant influence in all aspects of life.
Collectivism
– Key Cultural Values of South Asians

McLean, *Working with Asian Indians in America*

- South Asian relationships are hierarchical and roles are implicitly or explicitly established
- Roles are predefined and come with both privileges and duties/obligations which are unequal
  - role of the (eldest son)
  - Duties toward daughter
  - Role of the provider
Collectivism – Key Cultural Values of South Asians

Shariff (2009)

- Individuals are expected to sacrifice their personal desires to ensure the well-being of their families when individual and group goals are in conflict.
- Pursuing personal goals and desire that conflict with family goals is perceived to be selfish.
UNESCO, *Handbook on Career Counseling*

“The reasons why individuals enter particular occupations vary according to the amount of importance placed on personal preferences, such as interests, or external influences, such as labour market trends or parental expectations.”
I so much want to learn. My father don’t want me learn. I don’t learn in Pakistan. My husband don’t want me learn. I don’t learn in Hong Kong. Now I am so much happy you and Miss April are here.
Implication

• Strong parental influence on career decision
• Career decision involves more concern on family duties
• Gender differences
Special Conditions

• Marriage
  – Early marriage
  – Arranged marriage
  – Cross border marriage

• Immigration
  – Immigration plan to UK
  – Move back to home country
Miss, I know what I want to be! I want to be a police women. But I am getting married next year. My husband is in UK. I will move to UK soon too. 😊
My husband will let me work in UK. I am thinking to run a small business there. Maybe a little store.
Does career development end after they (plan to) leave Hong Kong? / get married?
Myth of Career Planning

UNESCO, *Handbook on Career Counseling*

- People are generally involved in a wide range of work roles across their lifespan. These roles include both paid and unpaid work.

- All forms of work are valuable, and contribute to the success and well-being of a society.

- Career plan = life plan
Some ideas

- Explore personal aspirations
- Explore family duties and experience
Cultural Competence Practice

Sue, Arredondo & McDavis (1992),

1. awareness of own cultural value and biases
2. awareness of the client’s culture and value
3. use of culturally appropriate intervention strategies
Ethnic Minority Youth as Minority
We have the seeds of dream. But We couldn’t find the soil.
Assumptions

UNESCO, *Handbook on Career Counseling*

1. People have the ability and opportunity to make career choices for their lives. The amount of freedom in choices is partially dependent upon the social, economic, and cultural context of individuals.

2. Opportunities and choices should be available for all people, regardless of sex, socio-economic class, religion, disability, sexual orientation, age of cultural background.
Employment Difficulties of EM Youth

葉小翠 〈少數族裔青少年〉

• Job Stereotype
• Retraining Path
• Job Searching Skills
• Racial Discrimination
• Job Adaptation
• Language Barrier
• Appearance
Social Exclusion

Figure 1: Social inclusion conceptual framework—resources and participation

Environment that enable individuals to participate as they choose

Capability
individual’s ability to use resources and opportunities to participate as they choose.

Skills and assets people have
## Occupation (2001 Census)

<table>
<thead>
<tr>
<th>ethnicity</th>
<th>Managerial &amp; Professional</th>
<th>Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>53.5%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Nepalese</td>
<td>5.4%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>16.1%</td>
<td>45.2%</td>
</tr>
</tbody>
</table>
## Monthly Income (2001 Census)

<table>
<thead>
<tr>
<th>HKD$</th>
<th>Indian</th>
<th>Nepalese</th>
<th>Pakistani</th>
<th>Total Work Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;4000</td>
<td>11.9%</td>
<td>7.3%</td>
<td>2.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>4000-9999</td>
<td>24.7%</td>
<td>41.1%</td>
<td>51.4%</td>
<td>32.8%</td>
</tr>
<tr>
<td>10000-14999</td>
<td>15.6%</td>
<td>37.1%</td>
<td>27.8%</td>
<td>23%</td>
</tr>
<tr>
<td>15000-19999</td>
<td>9.8%</td>
<td>11%</td>
<td>6.4%</td>
<td>11.5%</td>
</tr>
<tr>
<td>20000-24999</td>
<td>8.2%</td>
<td>2.2%</td>
<td>4.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>25000-29999</td>
<td>4.2%</td>
<td>0.8%</td>
<td>1.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>&gt;=30000</td>
<td>25.6%</td>
<td>0.6%</td>
<td>5.8%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
Opportunities

Lack of work opportunity
Lack of spectrum of choices
View of employers
Low aspiration, no hope
Individual & Family Resources

- Health
- Life goals/ aspiration
- Personal/ life skills
- Education qualification
- Income/ financial sources
- Social network
- Individual motivations & responsibility
- Parental employment
Lack of resources ➔ Individuals

• Lack of parental guidance & support
• Low income family
• Learn Chinese
• Lack of support from home
• Lack of information on further study
• Lack of local peer

• No/ Lost direction
• No role model
• No achievement
• No motivation
• No way out
Social Exclusion

Chinese Community

Ethnic Minority Communities

- Language barrier
- Segregation
Working with ethnic minority youth on career planning
Factors affects their career or life path:

Lack of acceptance and understanding from the dominant society

Lack of study & career choice

Lack of decision making
Skills, goal setting skills
Lack of self confidence

Lack of self-understanding
Lack of motivation & hope
Lack of access to information
Lack of social support network
Lack of understanding to the wider society
Objectives of our work:
Possible focus of our work:

1. **Connect with resources**
   - Link information to students
   - Bring them to see the outside world
   - Bring resources in schools
   - Distribute leaflets/talks/visits

2. **Enhance self-awareness & self-confidence**
   - Give opportunity to different exposures
   - Give opportunity to develop interests
   - Create successful experiences
   - Guide to know about strengths and weaknesses
Available Services to the Ethnic Minorities

4 newly launched support service centers:
• HOPE Center by the ISS @ Wan Chai
• SHINE Center by the CA @ Tuen Mun
• Center by the Yuen Long Town Hall@ Yuen Long
• CHEER Center by the HKCS@ Kwun Tong*

Main services:
1. Chinese & English Courses
2. Integration Programs

Language Programme for Ethnic Minorities

Course Objective
To promote the understanding of the Chinese / English languages and cultures in order to foster the integration of ethnic minorities into society

Course feature
- The courses combine classroom and outside classroom activities
- Small classes to meet individual needs
- Students of all cultural backgrounds learning together
- Experienced tutors with certified qualifications
- Students with an attendance rate of 80% or above will be awarded certificates

Language focus:
Cantonese or English
Level of training:
Basic / Intermediate / Advanced

For enquiries, please call:
- Support Service Centres for Ethnic Minorities
  - Hong Kong Christian Service – CHEER Centre
    - Tel: 2106 2106
  - International Social Service
    - Hong Kong Branch – HOPE Centre
      - Tel: 2836 3598 / 5188 8044
  - Christian Action – SHINE Centre
    - Tel: 3427 9820 / 3186 4555
  - Yuen Long Town Hall
    - Support Service Centre for Ethnic Minorities
      - Tel: 2470 9757
- Other organisations:
  - Caritas – Hong Kong
    - Tel: 2167 7978 / 2387 1567
  - Hong Kong Kwun Tong
  - Kowloon
  - New Territories
  - Hong Kong Kwun Tong Welfare Society
    - Tel: 2832 9700
  - New Territories
  - Kwai Chung
  - Tsing Yi
  - Tsuen Wan
  - Neighbourhood Advice-Action Council
    - Tel: 2988 1433

For class details, please visit website at:

Sponsored by the Constitutional and Mainland Affairs Bureau
Vocational Training & Employment Services:

English Courses run by the ERB

FULL Time: Fitness Instructor Training, Kitchen Assistant in Indian Cuisine Training, Community Interpreter Training, Standard Security and Property Management Training etc.


http://www.erb.org/Corp/home/coz_eng/en/

Ethnic Minority Project (EMP) by the VTC

Courses on Business & Office Operation, Hotel Housekeeping, Western Food Production, Beauty Care etc.


Employment Counseling and Referral by HKEDS & Training cum Resources Centre


http://terc.erb.org/
Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER)

Telephone Interpretation Service

How to use?
1. Choose the language you speak & directly call our Hotlines, OR;
2. Point to the language you speak or your country’s national flag, the service providers can help you to call our Hotlines.

<table>
<thead>
<tr>
<th>National Flag</th>
<th>Language</th>
<th>Hotline Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bahasa Indonesia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tagalog</td>
<td>37556811</td>
</tr>
<tr>
<td></td>
<td>Thai</td>
<td>375568822</td>
</tr>
<tr>
<td></td>
<td>Hindi</td>
<td>37556822</td>
</tr>
<tr>
<td></td>
<td>Nepali</td>
<td>37556833</td>
</tr>
<tr>
<td></td>
<td>Punjabi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urdu</td>
<td></td>
</tr>
</tbody>
</table>

Operation Hours: Monday to Sunday 8am to 10pm except general holidays

*(Our English speaking staff will standby to provide support to urgent needs during out of office hours and on general holidays.)*

Contact Us: G/F, 5 Tsui Ping House, Kwan Tong, Kowloon, Hong Kong SAR, China

Tel: +852 3106 3104  
Fax: +852 3106 0455  
Email: Cheer@hkcs.org

Free of Charge

Sponsored by the Constitutional and Mainland Affairs Bureau
Possible focus of our work:

2. **Enhance self-awareness & self-confidence**

- Give opportunity to different exposures
- Give opportunity to develop interests
- Create successful experiences
- Guide to know about strengths and weaknesses
Possible focus of our work:

3. Enhance social support network
   - Link information to parents
   - Mentorship scheme

4. Enhance motivation and hope
   - Role model
   - Encourage and guide to set goals
   - Provide advice on agencies to achieve goals
   - Give positive feedbacks and emotional support
Possible focus of our work:

5. **Enhance skills**
   - Decision making skills
   - Job searching, interview skills

6. **Show their strengths & voices to the community**
   - Participation in volunteer work
   - Express their concerns on community affairs

Advocacy in the long-run:
More study & career choices, adjustment on language policy, eliminate discrimination & enhance social inclusion.
Our Work in Primary School

• Cooperation with designated schools in New Territories West

• Why we do:
  The earlier, the better
  Parents participation
What we do:

- Choices of occupation, requirement of different occupations
- Stories of role models
- Self understanding: interest, strength
- Goal setting: long term goal, short term goal

Result

- Enhance understanding of related information
- Need more parents participation
- Need the school to set up an environment
Our work with university and corporate

Cooperation SBM of HKUST and Hysan
Since 2007
Mentorship scheme

Why we do:
NCS students need Exposure, Guidance, Opportunity
Mentors from HKUST: Guidance, Exposure
Resources from Hysan: Exposure, Opportunity
• What we do:
  – Project Go Ahead (2009), Project Youth Unlimited (2010), Cultural Ambassador Project (2011)
  – Training on setting up and running business
  – Organizing EM Cultural Tour for local Chinese: design, promotion,
  – recruitment, arranging contents…

• Result
  – Development of NCS students: self confidence, self understanding,
  – communication skills
  – Exposure: working experience
  – Guidance from mentors
  – Clearer planning for future
  – Opportunity: EM Cultural Tour – may
Preparation stage

- Cultural sensitivity and relationship-building skills training for university mentors
- Business planning and tourism industry exposure sessions for mentors and minority mentees
Planning stage

- Four teams of mentors and mentees
- Each devise its own plan for organization of a one-day tour for targeted groups of paying public
- Further business advice from panel judges
Implementation stage

• Four teams implement plans of promoting and running distinctive cultural tours for their targeted groups
Consolidation stage

- Four teams evaluate and consolidate their learning experiences and report back to the judging panelists
- Judges pick winning teams
- Publish a booklet about the programme
Thank You!

Thank you for always being so kind and helpful to us new students.

Thank you Teachers.

I like you, you are so good, and nice teacher.

You are kind.

I'm trying hard, Miss!

Thank you, teachers, for teaching us.

Thank you for teaching me.

Thanks you teaching.