

LIVE DIFFERENT
LIVE FULL

Career & Life Development for Ethnic Minority Youth

CLAPJC
賽馬會 鼓掌·創你程

Created and Funded by:



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust



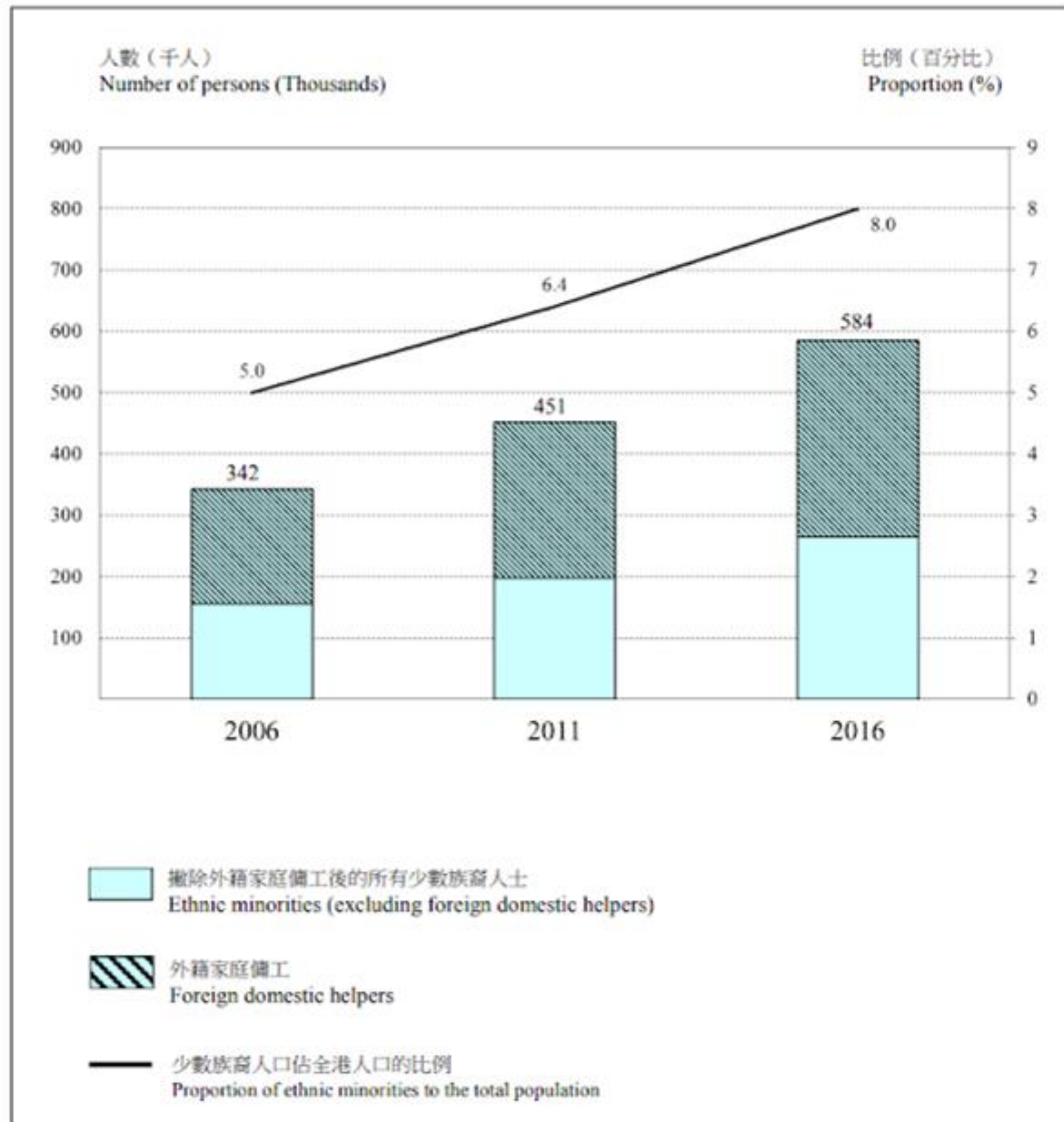
What is Ethnic Minorities(EM)? NCS?



Population by ethnicity



圖1 2006年、2011年及2016年的少數族裔人口數目及比例
Chart 1 Number and proportion of ethnic minorities, 2006, 2011 and 2016



	2016	2021
Population	~580,000 ~260,000	~620,000
Percentage of EM (excluding domestic helpers)	8.0% (3.6%)	8.4% (4.2%)

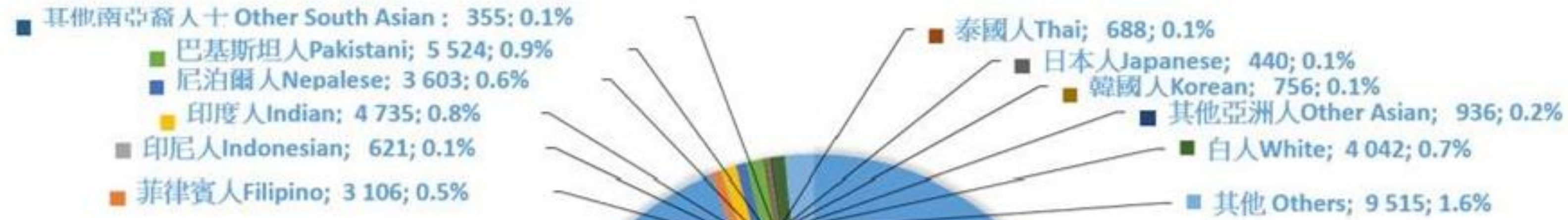
EMs in Hong Kong

- Filipino (2.7%)
- Indonesian (1.9%)
- Indian(0.6%)
- Nepal(0.4%)
- Pakistani (0.3%)

Population by ethnicity aged 15-24 (excluding domestic helpers)



年齡15-24 (不包括外籍家庭傭工)
AGE 15-24 (EXCLUDING FOREIGN DOMESTIC HELPERS)



EM aged between 15-24:

5.9%
(Over 34,000)



YDIF 4 Pillars embedded with
Cultural Intelligence (CQ)
4柱配合文化智商(CQ)的介入

Career and Life Development Intervention

1 Engagement

In order to inspire youth to live a multiple pathway, one must engage youth in various new experience, expand their personal and community network and enable them to participate in CLD-related activities.



2 Self-Understanding

Self-reflection is the key to let youth reignite their desire and dream in work and life, so as to inspire them to participate in value-adding activities and set course for their own life journey.



3 Career & Pathway Exploration

Life should be borderless. Both paid and non-paid work experiences are of equal importance. Youth should expand their life experience to evaluate their own interest and strength, in order to explore multiple pathways and fulfill aspirations.



4 Planning & Career Management

Being able to clearly steer your life towards life goals is the utmost key to help youth achieving great on their career and interest. We should provide support and opportunities to them and help them set priority for life goals and career choices and seize opportunities and overcome challenges.



Cultural Intelligence (CQ)

Cultural Intelligence (CQ)

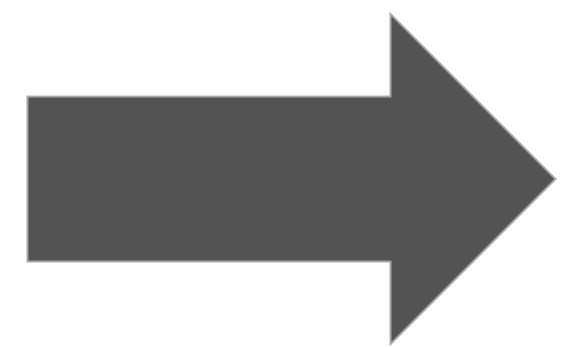
➤ as a set of **social capacities** enables us to function effectively across a variety of cultural context beyond our own cultural schema



School to Community- Case Story



- Age:
- **Ethnicity:**
- **Religion:**
- Place of birth:
- Status:
- Language:



What kind of consideration do we have in terms of cultural perspectives?



As-salāmu ‘alaykum

Namaste

Kumsta

Sat Sri Akal

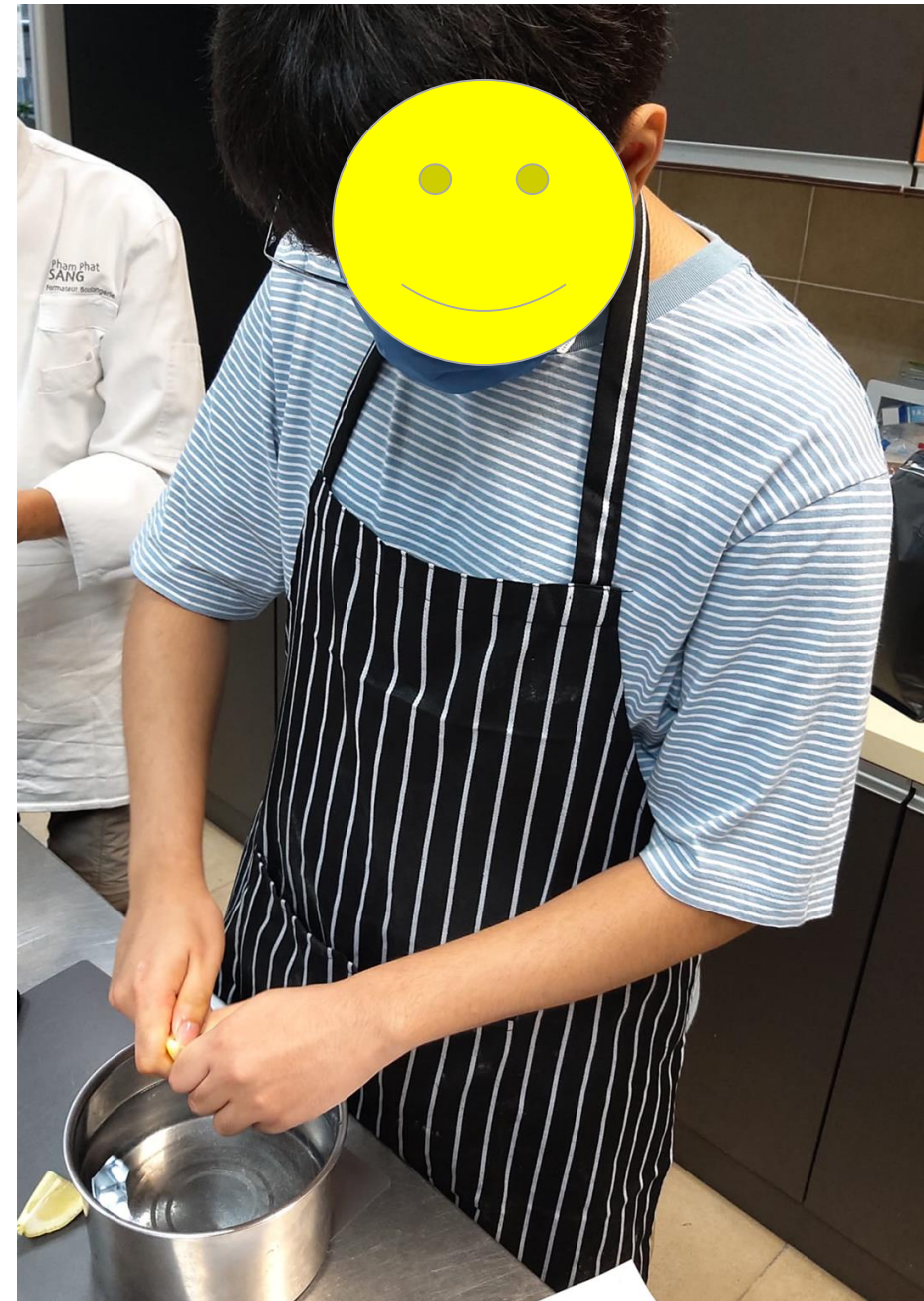
Recognized by Appearance



Recognized by Name

- Khan
- Mohammed
- Laxmi
- Bibi
- Ali
- Gurung
- Limbu
- Thapa
- Rai
- Singh
- Kaur
- Santos





R

- Age: 18
- **Ethnicity:** Nepalese
- **Religion:** N/A
- Born in HK
- Status: F.6 Student
- Language: English, Nepali



- Silent, Passive
- Seems not connected with other peers
- Unknown about his interest/direction

- Understanding of diverse cultures
- Provision of new experience in a culturally friendly environment
- **Instillation of hope & possibility**



???????

???????

Instillation of hope & possibility



Skills

- Problem solving skills
- Leadership
- Social skills



Values

- Meaningful life
- Relationships with co-workers or Bonding

Self-understanding



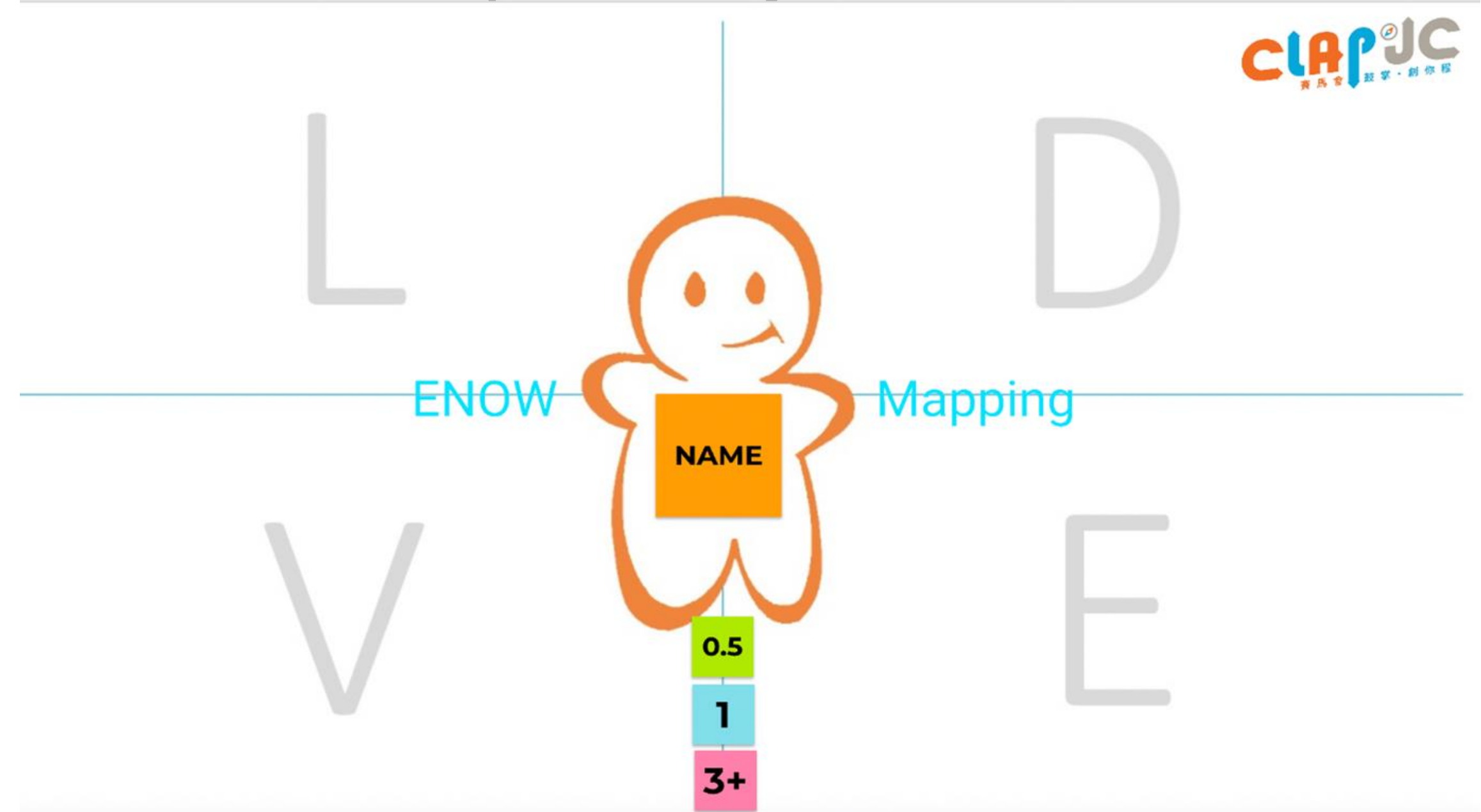
- Exploration of oneself in CLD lens, like career interest etc
- Equip the workers with CQ:
 - Wider horizons in understanding one's cultural value dimensions
- Stay humble and curious, be reflective



Self-understanding



- Realistic person
- Exploration of more pathways from occupation finder
- E.G Radio operator job





Culturally adapted tools



Values

Attitudes

Skills

Knowledge

Self-understanding



- Exploration of oneself in CLD lens, like career interest etc
- **Equip the workers with CQ:**
 - **Wider horizons in understanding one's cultural value dimensions**
- Stay humble and curious, be reflective



Self-understanding



INDIVIDUALISM / COLLECTIVISM



INDIVIDUALISM



COLLECTIVISM

Cultural Value Dimension- Collectivism



- **CLD Decision Making**
 - “Wishing to spend more time there”
 - “I can’t really do anything against my parents”
- **Family Role**
 - Family caretaker, bridging to mainstream services, Breadwinner.

Expanded Notion of Work



Self-understanding



- Exploration of oneself in CLD lens, like career interest etc
- Equip the workers with CQ:
 - Wider horizons in understanding one's cultural value dimensions
- **Stay humble and curious, be reflective**



Pathway Exploration

- **Explore multiple pathways**
- Cultural inclusive atmosphere & program design
- R.O.N Building (Resources, Opportunities, Network)



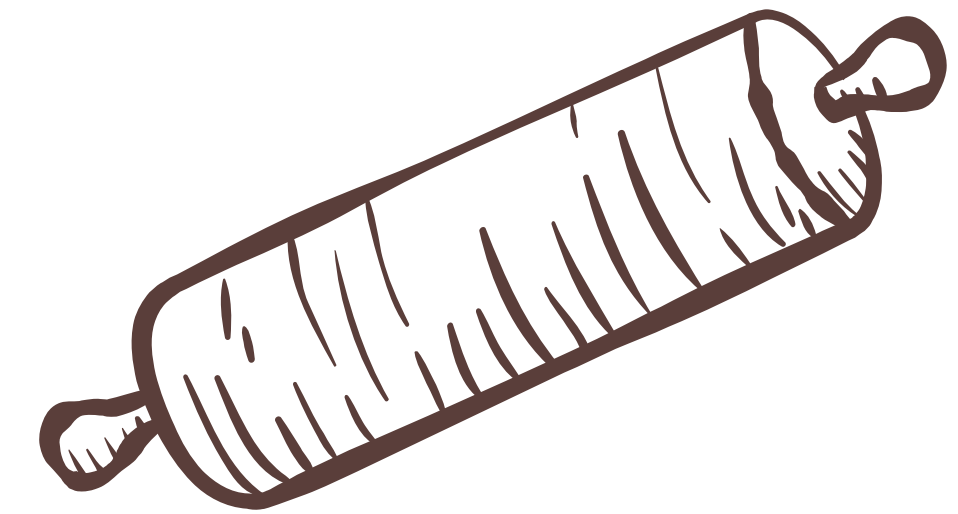
Youth-led Funding Scheme (Group)- Baking Interest Development

Goals

- Interest and Life Skills
- **An option for future career**
- Bring different cultures & food to different countries

Concern

- “Communication skills isn’t the best”
→ is the chance to improve



Mixing Moment

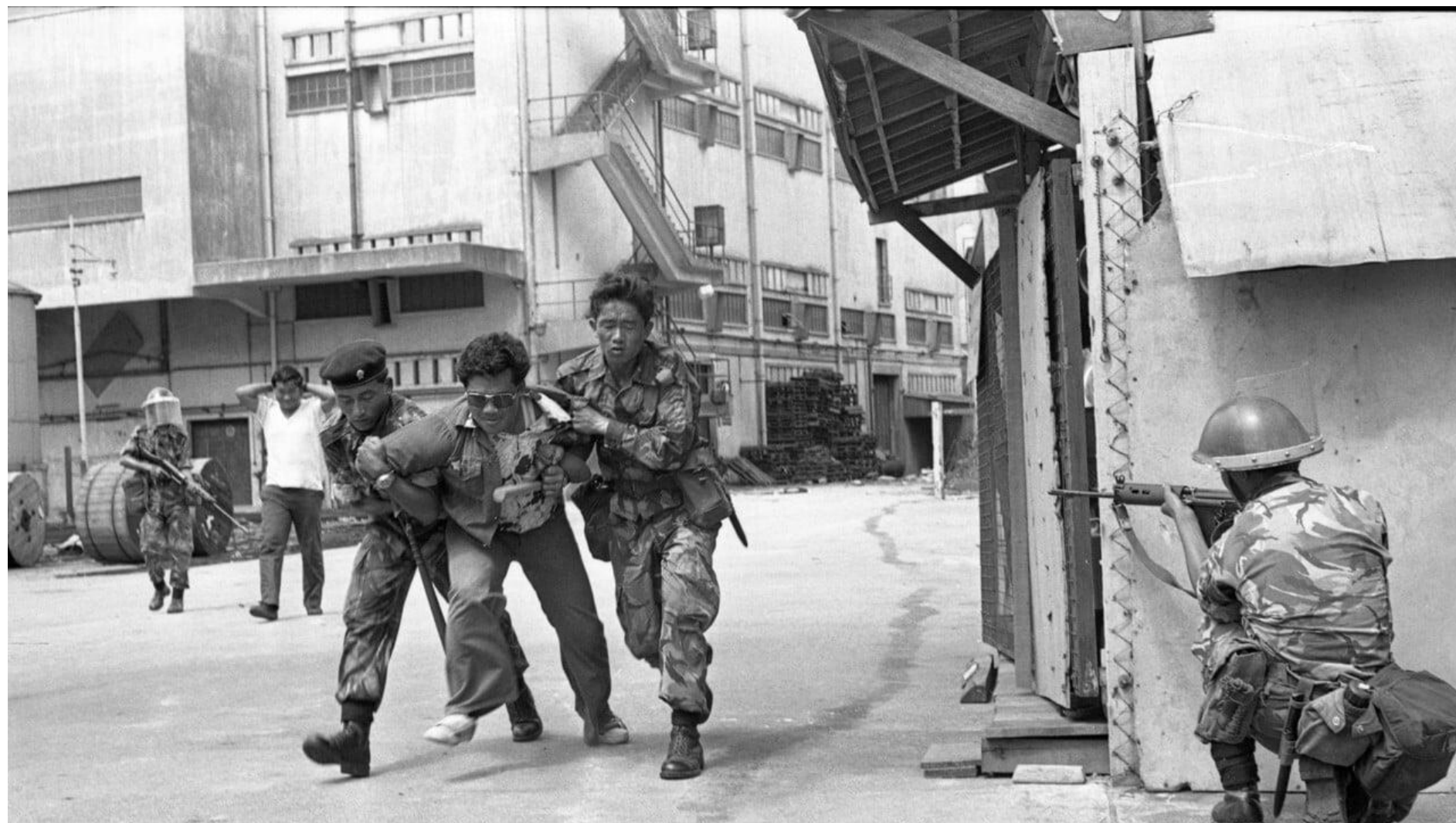


Sudden asked for Drop out of the scheme after DSE

- Very confused of what he can do
- Migration to UK



Uncertainty of one's CLD status



Gurkhas Army in 1960s, until 1997 (SCMP, 2019)



TIME ORIENTATION



SHORT-TERM TIME ORIENTATION




LONG-TERM TIME ORIENTATION

- **Explore multiple pathways**
- Cultural inclusive atmosphere & program design
- Stakeholder Engagement
- R.O.N Building (Resources, Opportunities, Network)



Education System


Diploma of Foundation Studies



Overview
Student Sharing

Diploma of Foundation Studies

Programme Code	Programme Title	Offering Campus
FS113002A	Diploma of Foundation Studies - Health and Life Sciences	IVE (Chai Wan) IVE (Kwai Chung) IVE (Sha Tin)
FS113002B	Diploma of Foundation Studies - Business	IVE (Haking Wong) IVE (Kwun Tong) IVE (Sha Tin) IVE (Tsing Yi) IVE (Tuen Mun)
FS113002D	Diploma of Foundation Studies - Design	IVE (Lee Wai Lee) IVE (Kwun Tong)



1



2



3



4



5



Ethnic Minority in Hong Kong

(Completion of Secondary 6/ Less than 6 points in HKDSE)

@Project_CQ

The Boy's and Girl's Clubs Association in Hong Kong
No.1, 3/F. Carpark Block, Ko Cheung Court,
Yau Tong, Kowloon



Pathway Exploration

- Explore multiple pathways
- **Cultural inclusive atmosphere & program design**
- Stakeholder Engagement
- R.O.N Building (Resources, Opportunities, Network)



Enabling/ Culturally Smart environment in mainstreaming settings

- **Language:** Recipe translation/ Interpretation
- **Food:** Regular/ Halal/ Vegan

éclais aux Chocolats (閃電朱古力)

1) Choux Pastry (泡芙)

Milk	奶	30 g
Water	水	25 g
Butter	牛油	
Sugar	糖	
Salt	鹽	
Soft flour	低筋麵粉	
Egg	雞蛋	



9. 橡皮刮刀&木匙
Rubber Spatula & Wooden Spatula
橡皮刮刀具彈性，經常用來拌勻材料或作為攪拌



10. 篩網Sieve
主要用於將粉料過篩使之均勻，另外也常用來過濾液體以濾除雜質或



11. 製果濾網 Strainer
其主要功能為壓濾材料，例如將蒸熟的馬鈴

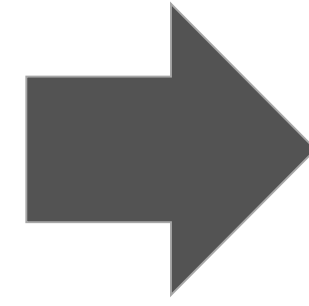


✈️ Pathway Exploration



Building up their Cultural Intelligence(CQ) to enhance career & life possibilities

- Connection with the peers



Pathway Exploration

- Explore multiple pathways
- Cultural inclusive atmosphere & program design
- **Stakeholder Engagement**
- R.O.N Building (Resources, Opportunities, Network)





Stakeholder engagement :

- Open up the conversation for stakeholders & EM population
- Increase the understanding of EM situations in HK
- Choices of stakeholders



Pathway Exploration



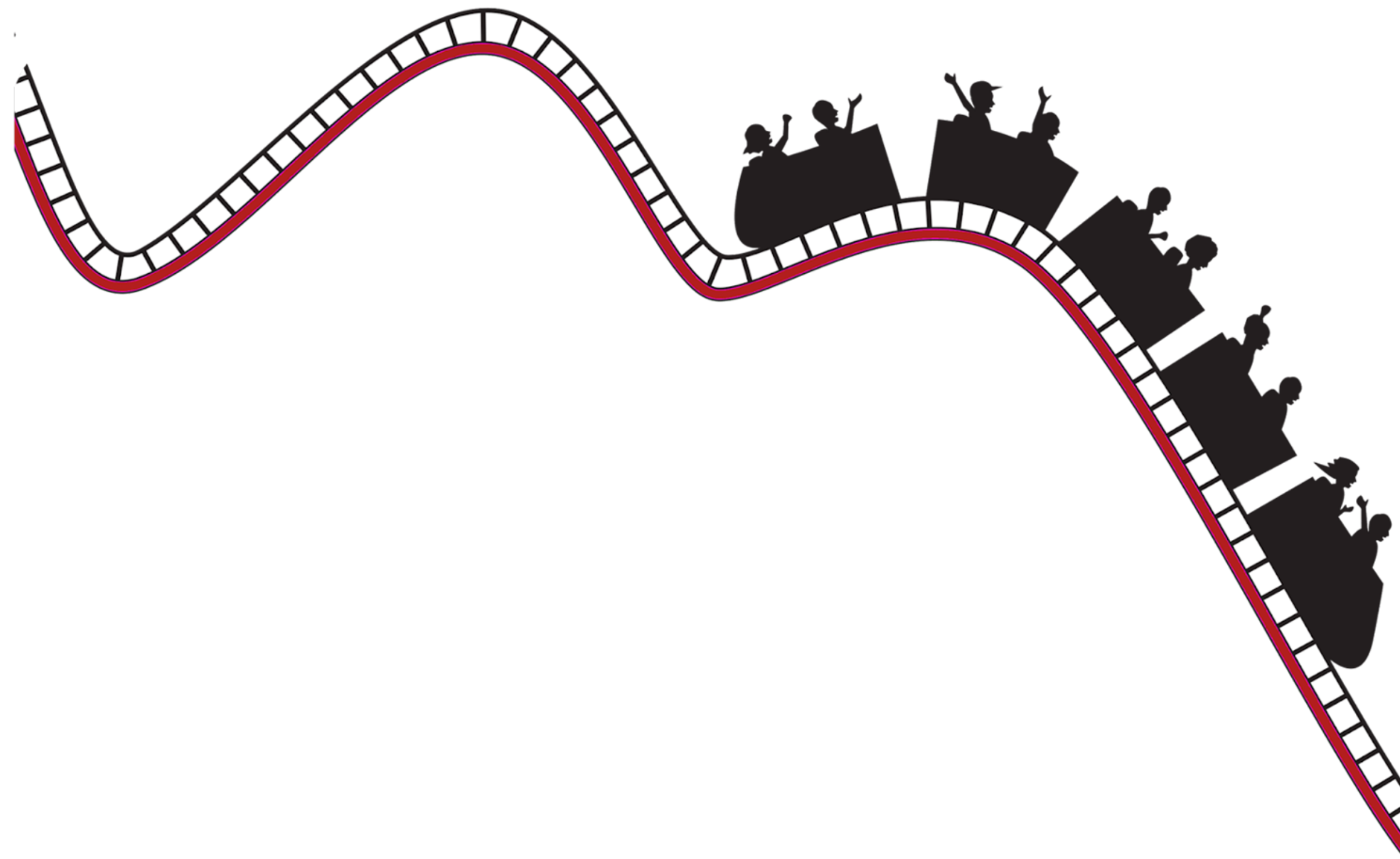
Pathway Exploration





“I have no interest in it anymore”

→ Pattern of liking one thing just for few moments



Pathway Exploration

- Explore multiple pathways
- Cultural inclusive atmosphere & program design
- Stakeholder Engagement
- **R.O.N Building (Resources, Opportunities, Network)**



Career Management

- Archives & portfolio building
- Further RON building



INTERNEE-EXPLUS 2022

BGCA
香港小童群益會

CLAP@JC
CAREER LIFE ASSISTANT PATHWAYS

Internee-EXPlus 2022 工作體驗實習生 2022



Emerging Sports Assistant Coach

- Learn about emerging sports
- Assist in teaching sports



Bookstore Assistant

- Promote reading culture
- Assist in daily operations of the bookstore
- Assist in event implementation (e.g. exhibition, book clubs and community events etc..)



Pet Academy Assistant

- Hong Kong Pet Festival Visit
- Pet Academy Environmental Cleaning and Management
- Observe colleagues doing dog grooming and cleaning



Social Services Program Assistant

Racial Equality Services

- Line-up different people from diverse cultural background
- Organize a community project

Community Creativity Learning Centre

- Assist the daily operation and deliver of the programmes
- Perform clerical and administrative support to project team

Financial Planning Services

- Assist the operation of the services and deliver the programmes

Refugee Services

- Assist in the daily operations of the centre
- Assist in programme planning & implementation



Kindergarten Teaching Assistant

- Assist the operation of the Kindergarten
- Preparing materials corresponding to the school programme, curriculum and decoration



Boxing Gym Assistant

- Front desk receptionist & Customer services
- Administrative support



Art Studio Program Assistant

- Assist in preparation before class
- Assist in teaching handicraft



Music Program Assistant

- Assist in daily admin work of the company
- Assist in music & cultural workshops



Diversity of Stakeholder



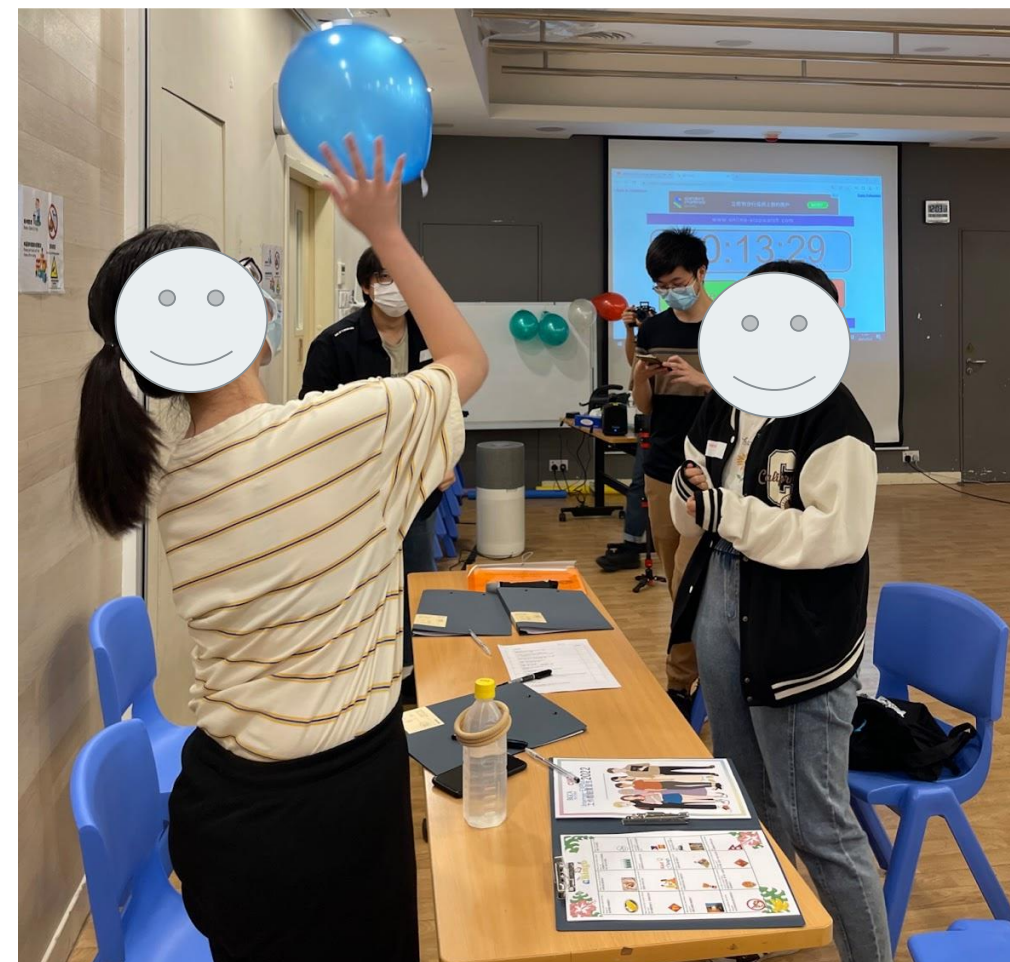
INTERNEE-EXPLUS 2022

Pre-Internship Training (16hrs)

Engagement

- Introduction of Internship
- Warm Up
- Explore Cultural Horizons

- **Bilingual rundown/materials**
- **Non- verbal games**
- Expand **Cultural Horizons**
- **Groupings** according to languages & cultures





Service Sustainability
服務持續發展



1) Parent Engagement & Support (家長參與及支援)



- Know about the local Job market
(認識本地勞動市場)
- Explore the trend of CLD
(探索生涯發展的趨勢)
- Promote parental support
(推動家長支援)





➤ 2) Scope expansion on CLD for EM (開闊EM的CLD服務視野)

- Job hunting ≠ CLD
(搵工 ≠ 生涯發展)
- Youth Led for informed choice
(年青人主導的知情選擇)
- Synergy effect
(協同效應)





3) Stakeholder Involvement (持份者參與)

- Expand the R.O.N. in the mainstreaming market
(於主流市場中擴展R.O.N.)
- Supportive measure for stakeholders
(對持份者的支援)
- Win-Win Situation
(雙贏局面)

*R.O.N : Resource, Opportunity, Network
(資源, 機會, 網絡)





少數族裔難融入社會 中文水平是障礙所在



少數族裔·教育 | 中文語言障礙 成難向上流關鍵



少數族裔學童學習中文難 平機會促政府提供另一套整全中文課程

➤ 4) Policy & Service Support ➤ (政策及服務支援)

- Improve Chinese-as-a-Second-Language Policy (優化「中文作為第二語言」政策)
- Suggest to run Workplace Chinese & Culture Learning Scheme (建議推行職業中文及文化學習課程)

➤ 5) Change of Public's mindset (大眾思維改變) ➤



- Burden or Talent?
(負擔定人才?)
- Talent Match
(人才配對)



➤ 6) Enhancement of Social Impact (加強社會影響力) ➤



- Advocacy
(倡議工作)
- Mainstreaming CLD service for EM with SOCIAL INCLUSION
(為EM提供具有社會共融性的CLD 服務)



LIVE DIFFERENT
LIVE FULL

「賽馬會鼓掌·創你程計劃」 少數族裔的多元發展

CLAP JIC
賽馬會 鼓掌·創你程

Created and funded by:



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

善導會的少數族裔服務

Project Embrace –

Community-based Drug Treatment and Rehabilitation Support Service for Ethnic Minorities + Pre-Releases & Drug Prevention

擁抱南天 – 少數族裔社區為本戒毒康復及治療支援計劃

Project Empathy –

Drug Prevention Service Project for Ethnic Minority Parents and The High-Risk Youth

高危少數族裔青少年及其家長照顧者禁毒計劃

Project YUWA –

Youth for Unity and Wellness Awareness

Project Key To Success -

自在·活出真的你 – 少數族裔青年職涯探索計劃



Project Empathy 高危少數族裔青少年及其家長照顧者禁 毒計劃

服務對象:

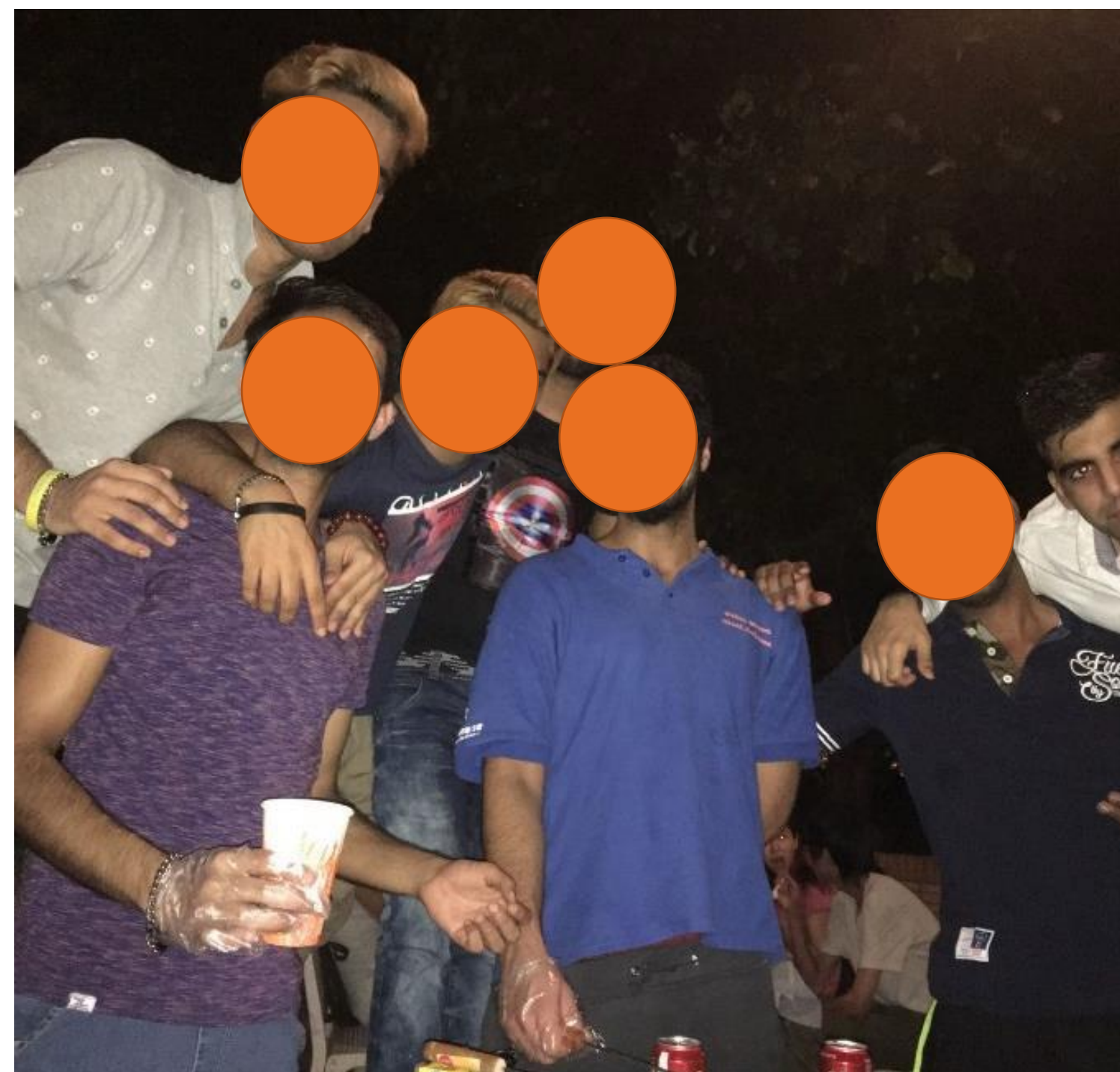
年齡13-35歲的高風險少數族裔青年/隱蔽
吸毒人士及其家長/照顧者

服務特色:

外展服務 / 休閒活動 / 職業相關訓練 / 跟
進服務及服務轉介 / **與朋輩支援員協作**



節日活動

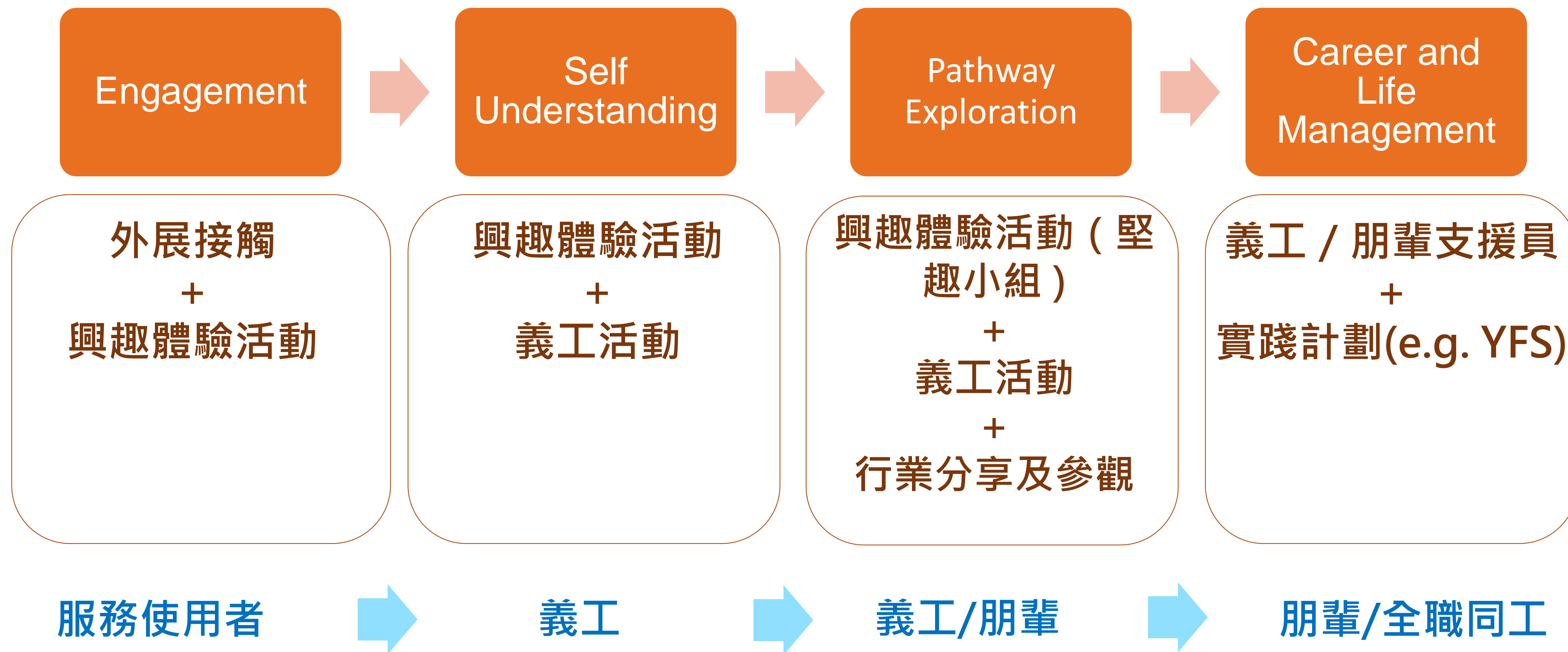


朋輩與外展

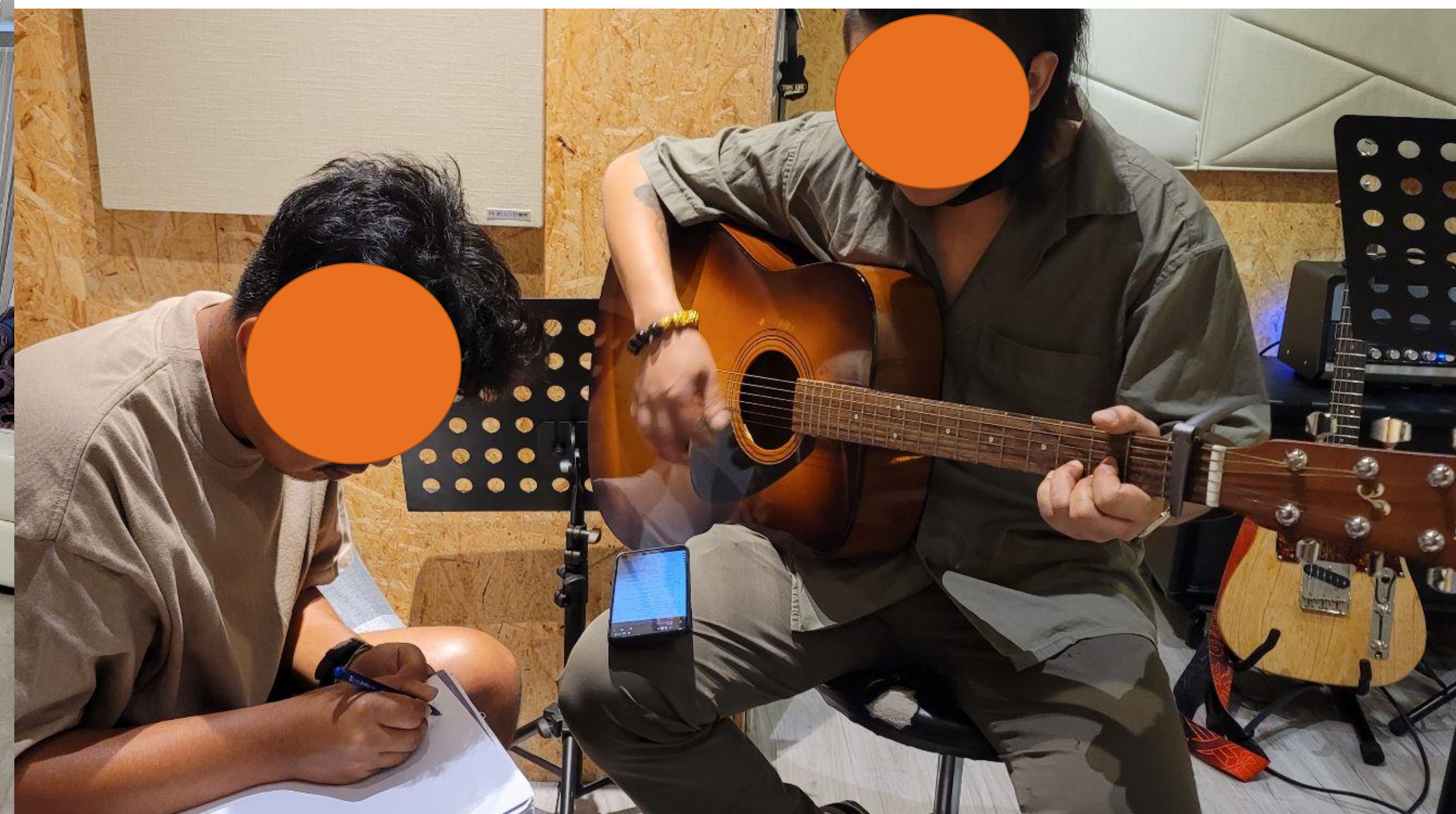


興趣發展

青年歷程 User Journey



不同階段的活動



興趣小組

不同階段的活動



外展



職業博覽

服務協作

興趣發展活動 - 手作班:

由興趣體驗發展至堅趣

由自己收藏製成品 → 擺放市集

當中亦體驗機構不同服務的協同效應，運用不同資源以助青年有更好的生涯體驗（如進行中文班）





成功因素

- 服務介入根據**青少年發展與介入框架**，青年經歷**四個階段**（*啟發參與、自我認識、探索多元出路、計劃及生涯管理*）
- **朋輩支援**，發揮在**少數族裔社群**的影響力
- 著重青年的**身份轉變**（*由服務使用者→服務提供者*）

青年個案 (一)

青年個案(一)

個案姓名: Nick

性別: 男

種族: 尼泊爾裔

年齡: 18歲

學歷: 中六

經外展接觸，屬高危青年。

在香港長大，並對物理治療及運動相關科目感興趣，亦有打算成為一名健身教練。家庭經濟環境較拮据，未必能夠應付他運動上的發展。

Nick的歷程

Engagement

Self Understanding

Pathway Exploration

Career and Life Management

經外展接觸

參與**興趣活動**
(e.g. Boxing,
手作, 義工體驗)

恆常義工活動

→與個案更多時間
接觸, 建立更深厚的
關係

恆常義工活動

接受**事業輔導**
(針對運動發展方向)

實踐計劃

→申請**Youth-led 實
踐基金**

報讀健身教練證書課
程

VASK Review

Nick 的生涯發展



青年個案 (二)

青年個案(二)

個案姓名: Tom

性別: 男

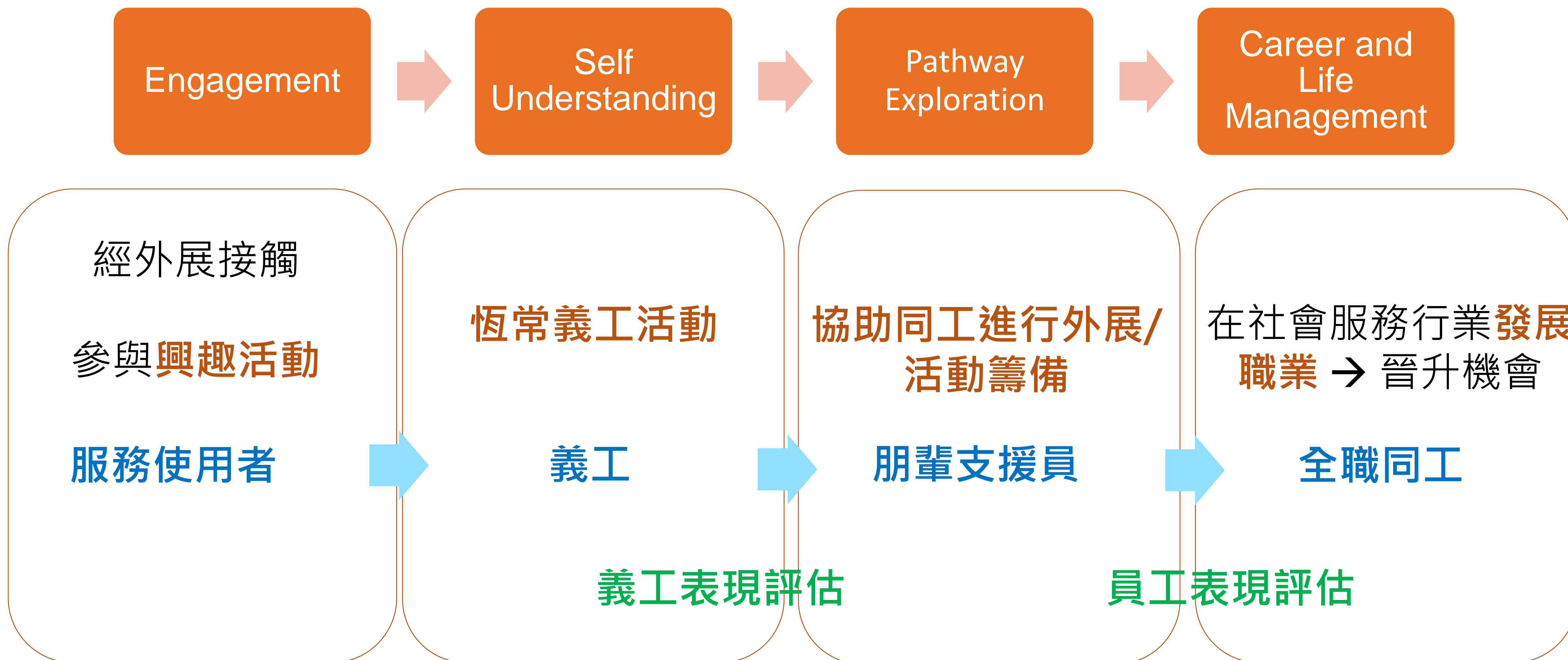
種族: 尼泊爾裔

年齡: 28歲

學歷: 高中

經外展接觸，屬高危青年，有毒品背景，曾因毒品問題而入獄。
動機低，沒有清晰的生涯發展方向。

Tom 的歷程

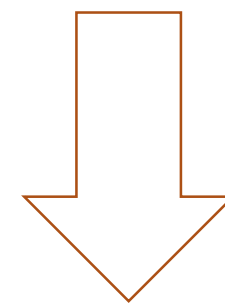


Tom 的歷程

透過義工服務:

- 讓青年更有責任
- 想貢獻自己的社群
- 有身份轉變
- 思考自己的生涯發展和角色

反映VASK



身份轉變

Tom 在生涯發展歷程中亦考慮到自己的家人
到了成家立室的階段，想為家人負責
由對自己負責→對他人負責

善用朋輩優勢——發揮社群影響力



親切感✓

文化語言✓

號召力✓





Thank You

