

4 Non-Chinese Speaking (NCS) Secondary School Students

This Project serves non-Chinese Speaking (NCS) secondary school students. NCS secondary school students in this Project refer to non-Cantonese speaking secondary school students, including:

- Non-Chinese students (including ethnic minority students, such as Pakistan, Nepalese, Indian, Filipino, etc.); and
- Chinese students who are not proficient in Chinese (influenced by personal or family background, e.g. students were born outside Hong Kong and had been living overseas for a long time, or their spoken languages at home are not Chinese, etc.)

The students mentioned above are now studying senior secondary curriculum in local government schools, subsidised schools or Direct Subsidy Project (DSS) schools. Owing to the uniqueness of the language and cultural background of NCS students, Mentorship Alliance should be aware of the following items when organising career-related activities for NCS students:

- **Background**
 - **The duration of residence varies greatly** among NCS students, so they may have different starting points in learning Chinese.
 - Some students were born in Non-Chinese Speaking families that have immigrated to Hong Kong in the early years, so it is easier for them to integrate into the local education system and the job market.
 - Some students are new arrivals, so they may take time to adapt to the local education system and the job market.
- **Education Level**
 - Most students have high language ability and they are **proficient in multiple dialects** (e.g. their mother tongues, English, Cantonese or other dialects).
 - Students understand the importance of learning Chinese, so they are willing to learn Cantonese/Mandarin to communicate with Chinese.
 - Although NCS students are non-Cantonese speakers, they are **willing to integrate into the community and learn Chinese.**

- They can study Chinese Language courses in school and participate in other Chinese Language examinations ¹. Chinese Language examinations for NCS students is relatively easier than the local Chinese Language curriculum. Therefore, although students can learn Chinese step by step and attain credentials, their **Chinese language ability is relatively weak**. NCS students' Chinese language level is not inadequate for handling actual social situations (study/career), so they may encounter certain difficulties when they are experiencing environmental changes from school to workplace.

- **Lifestyle**

- NCS students prefer **preserving their traditional culture while integrating into the local community**.
- NCS students *adopt traditional cultural living habits* of their ethnic origin.
 - Traditional festival and celebrations
 - Food culture
 - Wearing traditional attire
- Most NCS students have their *own religion beliefs*.
 - Wearing religious accessories
 - Following religious doctrine (e.g. praying)

- **Other Characteristics**

- NCS students (especially ethnic minorities) *have a more important role in their families*.
 - Some students were born in big families and students may have to take care of the family.
- A certain number of NCS students have *poor economic conditions*
 - They may need part-time jobs to support the family
- *There is a rising trend in the population of children among ethnic minorities and South Asians*, while elderly taking a smaller portion. NCS students joining the labour market would mean more opportunities to nurture talents.

¹ Other Chinese Language examinations include International General Certificate of Secondary Education (IGCSE), General Certificate of Secondary Education (GCSE), General Certificate of Education (GCE) or Applied Learning Chinese for non-Chinese speaking students.