Annex IV

Activities in promotion of racial harmony and support measures for ethnic minorities

In paragraph 74 of Part B of the Report, we emphasized the importance which the HKSAR Government attached to public education and support for integration. Details of the measures taken are set out in this Annex.

The Committee on the Promotion of Racial Harmony

2. In 2002, the Home Affairs Bureau (HAB)\(^1\) established the Committee on the Promotion of Racial Harmony, a consultative body comprising members from NGOs, ethnic minority communities and other sectors to advise the Government on strategies for promoting racial harmony, in terms of both improving existing efforts and of introducing new initiatives.

The Race Relations Unit

3. Also in 2002, the Race Relations Unit was set up within the HAB\(^1\), both to render secretarial support to the Committee on the Promotion of Racial Harmony and to provide a range of services to promote racial harmony and facilitate the integration of ethnic minorities in the community. The Unit’s work now includes –

Public Education Programme

(a) *Equal Opportunities (Race) Funding Scheme:* the funding scheme is an annual programme to encourage community-based initiatives to promote awareness and to encourage contact between the minorities and the majority population;

(b) *hotline for complaints and enquiries:* the hotline was established to receive enquiries from ethnic minorities and complaints on racial discrimination. To promote this service, the Unit has published a guide to its procedures in Chinese, English, Thai, Indonesian, Nepali and Urdu. The guide explains how to make a complaint, describes the investigation process, and provides answers to frequently asked questions;

---

\(^1\) Following the reorganisation of Government Secretariat with effect from 1 July 2007, matters related to human rights were transferred from Home Affairs Bureau to the purview of Constitutional and Mainland Affairs Bureau.
(c) **school talks:** the Unit gives talks to schools, NGOs and government departments. The talks include briefing on the concept of racial discrimination, examples of cases that the Unit handled and the culture of ethnic minorities in Hong Kong;

(d) **storybooks for school children:** the Unit published two storybooks, which target at primary students and secondary students respectively. The purpose of the storybooks is to arouse students’ awareness and interest in the subject of racial harmony at an early age;

(e) **an education kit:** the kit was designed for teachers to use in the classroom. It includes a teacher’s guidebook, a CD-ROM (for presentation by the teachers), and information on inter-active class activities;

(f) **exhibitions:** the Unit has three sets of roving boards which it lends to schools and youth centres for display. One set is in story format and aims at fostering respect for people of different ethnicities. The second set describes the culture and lifestyles of Hong Kong’s minority communities. The third set tells four stories of ethnic minorities in real-life situations;

(g) **Multilingual Phrasebook for Emergencies:** the phrasebook was published as an aid for front-line emergency service staff to communicate with patients who do not speak Cantonese or English. It is now being used in both private and public medical establishments;

(h) **after-school support programme:** the programme helped minority children and their parents to adapt to school life in Hong Kong, through such means as language lessons and assistance with homework;

(i) **Cross-cultural Learning Programme for Non-Chinese Speaking Youth:** this is to help minority youth to integrate into the wider society through such means as Cantonese lessons and mentorship programmes;

(j) **Harmony Scholarship:** the scholarship aims to award and recognise schools that have made special efforts in diversifying their enrolment and in promoting integration of ethnic minorities;
(k) **Community Organiser Training Programme:** the programme aims at helping potential community organisers to address problems experienced by the minority communities and to promote racial harmony. In its capacity as the secretariat to the Committee on the Promotion of Racial Harmony, the Unit has formed an expert sub-committee to design the curriculum and to work out a plan for programme delivery;

(l) **Sensitivity kit:** the Unit produced a self-learning sensitivity kit for front-line civil servants in association with Civil Service Training and Development Institute, Health Welfare and Food Bureau and Equal Opportunities Commission; and

(m) **Code of Practice against Discrimination in Employment (on the ground of race):** this was published to facilitate self-regulation on the part of employers and employees in eliminating discriminatory practices in employment.

**Publicity programmes**

4. The publicity programmes primarily focus on raising the public’s awareness of racial harmony and promoting the Unit and its services.

(n) **drawing competition-cum-mural project:** the project aimed at encouraging community organisations to enhance the public’s awareness of racial harmony among multi-racial groups through active participation and among the general public, through the medium of a highly visible mural; and

(o) **Announcements of public interests (APIs) and poster campaign:** the Unit has produced two APIs which are broadcast periodically. It also runs poster campaigns at mass transit railway stations. The poster includes the Unit’s hotline number and the message of equal opportunities for all, irrespective of race and colour.

**Integration programmes**

5. These are practical measures to help minority communities – both established and newly arrived – to adapt to the Hong Kong way of life.

(p) **Your Guide to Services in Hong Kong:** this is a service guidebook that is available in eight languages, namely English, Indonesian,
Tagalog, Thai, Sinhalese, Hindi, Nepali and Urdu. The guides provide comprehensive information on Government and NGO services and are tailored to the needs of each client community;

(q) **Mobile Information Service:** a team of ‘information ambassadors’ recruited from the main minority communities is employed and stationed at the Hong Kong International Airport. The ambassadors distribute information kits to ethnic minority workers and immigrants on their arrival and handle enquiries in their own native languages;

(r) **language courses:** the HAB funds NGOs for the provision of training courses in Cantonese and English for members of the ethnic minorities. The Unit co-ordinates the programme and organises promotion campaigns to publicise the availability of such language classes to the various ethnic communities;

(s) **radio programmes:** the Unit is responsible for launching and funding minority language programmes on local radio stations. Weekly programmes targeted at the ethnic communities are aired in Urdu, Nepali, and Bahasa Indonesia;

(t) **Culture in Motion:** this is a series of thematic Sunday cultural programme in which ethnic communities are encouraged to showcase their culture through dances, songs, games, photographic and art exhibitions;

(u) **Community Development Teams:** the HAB sponsors two Community Development Teams for Ethnic Minorities. The primary objectives of the project are to build up the ethnic minorities’ capacity to tackle the problems facing them, provide services to and assist ethnic minorities in getting access to community resources and social services, promote social integration, and to collaborate with other social service agencies and ethnic community organisations to provide better support to the South Asians; and

(v) **Community Support Teams for Ethnic Communities:** the HAB provides sponsorship for the establishment and operation of a Pakistani service team and a Nepalese service team. The teams are operated by their respective ethnic minority community groups and the Pakistani team is in partnership with an experienced NGO. Both teams offer a range of services to members of their own communities in their own languages and in a culturally sensitive manner.
The Ethnic Minorities Forum

6. The Ethnic Minorities Forum provides a regular and formal channel of communication between the Government and Hong Kong’s minority communities and the organizations dedicated to serving them. The Forum serves to keep us informed of the concerns and needs of the ethnic communities and provides opportunities to discuss possible ways of addressing them. The membership is self-nominating and the agenda is open to suggestions by Forum members.

Educational support measures

7. The Education and Manpower Bureau (EMB)\(^2\) has taken the following initiatives to facilitate the education of ethnic minority students:

(a) **School-Based Support Scheme Grant:** public-sector schools with intake of newly-arrived non-Chinese speaking (NCS) children (including newly-arrived ethnic minority children) are provided with the Grant to arrange school-based programmes such as orientation, intensive and/or remedial teaching, and personal development training to meet the learning and adaptation needs of the newly arrived NCS students. The Grant is at the rate of $2,633 (US$338) and $3,906 (US$501) per student per annum at primary and secondary level respectively for the 2006/07 school year;

(b) **Bridging Programmes:** schools with NCS students admitted to Primary 1 are provided with funds to run the 4-week summer Bridging Programmes to familiarize Primary 1 entrants with the school environment and to raise their interest in the learning of Chinese. Starting from summer 2007, these Programmes will be extended to cover also NCS students proceeding to Primary 2, Primary 3 and Primary 4 to help them to consolidate what they have learned in Key Learning Stage 1;

(c) **Flexible deployment of resources:** to optimize the effective use of resources, EMB has encouraged schools with NCS students to flexibly deploy the different resources (in the form of block grants) currently provided for meeting students' diverse learning needs, such as Remedial Teaching, Intensive Remedial Teaching Programme, Capacity Enhancement Grant, Student Guidance Service Grant, etc;

---

\(^2\) Following the reorganisation of Government Secretariat with effect from 1 July 2007, Education and Manpower Bureau was renamed as Education Bureau. Matters related to manpower were transferred to the purview of Labour and Welfare Bureau.
(d) **Centralised Support:** to further enhance the learning and teaching particularly in the Chinese Language of the NCS students, EMB has decided to centralise its support through the intensive on-site support to schools. 10 primary and 5 secondary schools have been designated in the 2006/07 school year. The intensive on-site support to the designated schools includes regular visits by professional officers to conduct collaborative lesson planning with teachers to develop the school-based Chinese Language curriculum, learning and teaching strategies, school-based teaching resources/materials, learning activities and assessment designs, etc. School-based and inter-school professional development activities are also provided to enhance the effectiveness of learning and teaching of the designated schools and to share experiences. Each designated school is provided a special grant of $0.3 million (US$38,462) per annum for two years to arrange programmes to support the learning and teaching of their NCS students;

(e) **Supplementary guide on the teaching of Chinese to NCS students:** this supplementary guide will be developed under the umbrella of the Central Chinese Language curriculum framework. It will advise on the selection of key learning targets and objectives related to different strands, and principles of selecting relevant materials and contexts for the different needs of students. It will also be supported by examples based on the experience of learning and teaching of Chinese Language to NCS students in local schools;

(f) **Chinese Learning Support Centres:** EMB has commissioned a local university to run Chinese Learning Support Centres, which support NCS students who are less proficient in Chinese, in particular the late starters, by offering remedial programmes for these students after school hours or during holidays. The Centres also participate in the development of related teaching resources and provide professional advice to Chinese Language teachers in designated schools;

(g) **Training for Chinese teachers:** EMB has also commissioned tertiary institutions to run training programmes for Chinese language teachers in the designated schools, beginning from May 2007;

(h) **Study on the integration of ethnic minority students:** to further understand the integration of students of ethnic minorities in the school community, EMB has commissioned a local university to conduct a three-year longitudinal study in November 2004. The
study will track the development and adaptation of these students newly allocated to Primary 1 in local schools in the 2004/05 school year until they complete Primary 3 in the 2006/07 school year;

(i) **Further support programmes:** to meet the specific needs of the ethnic minority communities, we are also planning to make available a vacant school and invite non-government organizations to operate more support programmes for these students;

(j) **Alternative qualifications in Chinese:** in recognition of individual NCS student’s aspiration to be provided with the avenue to attain alternative qualifications in Chinese, arrangements have been made for interested NCS students to participate in the General Certificate of Secondary Education (GCSE) (Chinese) examination in Hong Kong starting from 2007;

(k) **Vocational training:** in view of the growing demand for vocational training from NCS students, the Vocational Training Council (VTC), the Construction Industry Training Authority, the Clothing Industry Training Authority and other non-publicly funded post-secondary institutions are prepared to provide suitable flexibility in implementing any Chinese Language requirement when considering NCS students’ applications. VTC would consider recruiting speakers for the main minority languages (e.g. Urdu and Nepali) as interpreters in vocational training courses, and to translate courses materials into minority languages where necessary and practicable. The actual number of such classes and the implementation time-frame will be adjusted in the light of actual demand for the classes and cost for their provision; and

(l) **Dissemination of information:** to enhance reaching-out of the educational services to the NCS parents and students, a Parent Information Package and leaflet outlining the school system, major education policies and the related education services have been published. Similar to the arrangement for the briefings and notes on school places allocation systems, the Package, in English and Chinese, has been translated into the major ethnic minority languages for easy reference.

**Employment related measures**

8. As for language education outside school to enhance the employability of the ethnic minorities, the Standing Committee on
Language Education and Research will, making reference to its experience in administering the Workplace English Campaign, develop a Workplace Chinese Programme for meeting the needs of the ethnic minority community. The Labour Department (LD) currently also provides a wide range of employment services to help place job-seekers, including ethnic minorities, into employment. They include—

(a) **Vacancy information:** LD disseminates information on job vacancies through the 12 Job Centres, the Interactive Employment Service on the web as well as the vacancy search terminals installed at the Social Security Field Units of Social Welfare Department and Public Enquiry Service Centres of the Home Affairs Department. With limited exceptions where the information cannot be readily translated into English, the essential items of vacancy information (e.g. occupation, working hours, salary, location of workplace) are shown in both English and Chinese;

(b) **Employment briefings:** LD regularly conducts employment briefings, tailor-made for the needs of the ethnic minorities, at the Job Centres of LD in English to facilitate their better understanding of the local job market as well as job hunting skills;  

(c) **Resource corners:** LD operates a resource corner in each of the 12 Job Centres to provide labour market information and job-hunting skills in English. It also distributes a guidance leaflet entitled “Easy-to-use Employment Services of the Labour Department”. This is published in six languages, viz Tagalog, Indonesian, Thai, Hindi, Urdu and Nepali, to facilitate use of the employment services by ethnic minorities; and

(d) **Job Matching Programme:** this service is tailored to the individual needs of job-seekers, including members of the ethnic minorities. It provides in-depth interview, career counselling and active job-matching for job-seekers.