

## **Article 7 - Measures to combat prejudice**

7.1 The HKSAR Government attaches great importance to public education as an effective measure to foster understanding and to cultivate respect for racial differences, which are fundamental for the elimination of prejudices and discrimination. This Report has outlined the many initiatives taken on public education against racial discrimination and support services for the ethnic minorities. The HKSAR Government shall continue to implement these measures and, subject to assessment of need and availability of resources, enhance relevant services as necessary.

7.2 For example, in 2014, the Constitutional and Mainland Affairs Bureau and the Radio Television Hong Kong co-operated to produce a 10-episode TV documentary series (“Hong Kong, My Home”), made available at local TV channels and on the Internet, and a school outreach programme to help the public understand the culture and customs of different ethnicities. In the light of the positive feedback, the Bureau has commissioned another series for broadcast in the summer of 2016.

### **Equal Opportunities Commission**

#### **Code of Practice and Guides**

7.3 The RDO and the Code of Practice on Employment (Code) issued by the EOC pursuant to section 63 of the Ordinance came into full operation in July 2009. As employment is an important aspect of daily life and ethnic minorities are often vulnerable to workplace discrimination, this Code gives practical guidance on how to prevent discrimination, harassment and other unlawful acts on the ground of race. The Code is intended to encourage employers, employees and other concerned parties to promote racial equality and harmony in the workplace by adopting good practice, and to help them understand their respective rights and responsibilities under the Ordinance.

7.4 Besides, a number of publications and guides have been developed and published in English, Chinese and ethnic minority languages to explain the application of the RDO in different sectors. Some major ones include “A Guide for Foreign Helpers and Their Employers”, “What You Should Know as a Real Estate Agent, Landlord, Tenant, or Home Buyer” (a guide to addressing discrimination in real estate leasing and sales), “Racial Equality and School Uniform” (a guide

for schools to develop and implement uniform rules that are racially and culturally inclusive).

### Public Education and Publicity

7.5 Apart from law enforcement, public education is also key to combating prejudice and discrimination. Since the implementation of the RDO, the EOC has accorded a high priority to increasing public understanding of the law and promoting cultural inclusion through a diversity of publicity and educational programmes, including –

- (a) publication of “RDO and I” leaflet to provide a brief introduction of the provisions in the RDO in multiple languages;
- (b) weekly radio programmes and other publicity projects on different mainstream radio channels;
- (c) radio segments on radio shows targeted at ethnic minority communities;
- (d) five episodes of TV docudrama titled “A Mission for Equal Opportunities” on the promotion of racial equality and integration;
- (e) announcements in the Public Interest on TV and radio;
- (f) outdoor advertisement campaigns at the Mass Transit Railway stations, bus shelters, bus body and tramcar body;
- (g) advertisements in newspapers targeted at both mainstream and ethnic minority readers;
- (h) newspaper supplements on racial equality and diversity;
- (i) “A World of Colours” resource webpage on race issues;
- (j) “My Vision of Equal Opportunities” Photo Competition;
- (k) YouTube video competition and online media promotion;
- (l) roving exhibitions on the RDO; and

- (m) Community Participation Funding Programme for 145 projects from NGOs promoting racial equality and integration.

7.6 In order to introduce the concepts of equality and non-discrimination at an early stage, the EOC has been conducting talks at different schools to prevent racial discrimination and encourage cultural inclusion. In addition, the EOC employs other interactive approaches to develop educational programmes for youths, such as school drama performances, and sharing from outstanding achievers as mentors (Project “Uniquely Me!”). Through these channels, the EOC was able to cover a wide spectrum of participants including both Chinese students and ethnic minority students as well as teachers and school administrators.

7.7 Employers and providers of goods, services and facilities are also major target groups of the EOC’s educational programmes on the RDO and promotion of culturally inclusive workplace. Therefore, training and talks on these subjects have been provided regularly to both the public and private sectors. Over the years, 290 course sessions have been implemented to educate students and teachers, civil servants, staff from small and medium enterprises, members of professional bodies, etc. The number of participants totalled 16 700.

7.8 To raise the awareness of the protection under the RDO among the ethnic minority population, the EOC also frequently conducts outreach activities to the ethnic minority communities as well as religious organisations (248 community events, 163 network meetings and 102 visits to religious organisations since 2009) and has successfully established strong connections with community leaders and NGOs working for ethnic minorities. Workshops and talks were regularly delivered to members of different ethnic minority communities (303 workshops and talks to 20 364 participants since the beginning of 2009) and their feedback on discrimination and inclusion was collected for consideration of policy recommendation.

### Surveys and Reports

7.9 The EOC set up the Working Group on Ethnic Minority Education in July 2010 to study the education barriers faced by ethnic minority students. Through a number of research projects, the EOC also regularly collects information about discrimination experienced by ethnic minorities in education, employment and obtainment of services, so as to

look into the issues and propose measures for improvement to the HKSAR Government and respective sectors.

7.10 The EOC published the “Study on Racial Encounters and Discrimination Experienced by South Asians” in 2012. The study found that the most common types of discriminatory behaviours against South Asians were related to finding employment and on-the-job treatment. Socially, there had been little interaction between the Chinese society and the South Asian community. Based on the findings, the EOC proposed a range of measures on employment, education, social interaction and provision of goods, services and facilities to boost mutual understanding and social integration.

#### Work of the Ethnic Minorities Unit

7.11 On the training level, in view of the difficulties many ethnic minorities encountered in schooling as well as getting bank and housing services, a number of sectors such as education, banking and property are primary targets for cultural sensitivity training. Workshops and talks for educators, banking staff and estate agents were conducted or would be implemented. Besides, suggested practices for fair service to ethnic minority customers have been provided for dissemination to banks in Hong Kong and a booklet on the application of the RDO in the school setting and the development of an inclusive school environment will be published in 2015-16. Meanwhile, the EM Unit is working with the Hong Kong Monetary Authority, The Hong Kong Association of Banks and the Estate Agents Authority to deal with ethnic minorities’ difficulties in obtaining banking services and renting flats. The EM Unit also held discussions with the EDB and Hospital Authority to look into the progress of the HKSAR Government’s support for ethnic minority students to learn Chinese and integrate into mainstream society, as well as the measures to overcome language barriers in hospital services respectively.

7.12 In order to strengthen the EOC’s ability to communicate and network with various ethnic and linguistic communities, the EM Unit also recruited staff from a diversity of ethnic minority groups in Hong Kong (Indian, Indonesian, Nepalese, Thai, and Pakistani), so that the messages of anti-discrimination and racial harmony can be more effectively promoted. Through these networks, the EOC is able to foster closer partnership and embark on joint projects to intensify efforts in this area. For instance, the EOC launched its 2015 annual forum under the theme of “Education and Employment Challenges of Ethnic Minorities” in which

stakeholders such as ethnic minority community leaders, NGO representatives, Government officials and employers can be brought together to communicate on concerns relating to various ethnic groups.

## **Schools**

7.13 Schools in Hong Kong promote students' understanding of the roles, rights and responsibilities of individuals and groups and the importance of social justice; also their appreciation of and respect for the cultures and heritage of different communities through the teaching of relevant subjects such as General Studies at primary level, Life and Society at junior secondary level, as well as History, Ethics and Religious Studies, Tourism and Hospitality Studies, Health Management and Social Care and Liberal Studies at senior secondary level. In addition, schools implement Moral and Civic Education through related lessons or whole-school approach learning activities to instil in students the importance of human rights, rule of law, democracy, equality, respect for others, freedom, justice, care for others, racial harmony, etc. In parallel, schools also provide multifarious co-curricular activities and Other Learning Experiences (at senior secondary level), such as assemblies, talks, service learning, visits, etc. to deepen students' understanding of these concepts and values. Towards this end, the EDB has been organising activities on a continual basis to facilitate student learning and teachers' professional development according to their needs, and developing related learning and teaching resources.

7.14 Many tertiary institutions offer programmes on history and culture of different countries, either for specific humanities discipline or as general education programmes for all their students. Courses on various aspects on human rights are also offered by the University Grants Committee-funded institutions. These programmes enable students to gain a better understanding of people of different races and ethnic origins. Many University Grants Committee-funded institutions have also organised student exchange and other forms of informal activities which are conducive to promoting cultural diversity, widening the students' exposure as well as enhancing their appreciation of different culture.

## **Committee on the Promotion of Civic Education**

7.15 The Committee on the Promotion of Civic Education (CPCE) under the Home Affairs Bureau promotes civic education outside schools, including human rights. As explained in paragraph 196 of the previous report, the CPCE has a full-time education unit for the purpose. In

addition, the CPCE provides sponsorship to community organisations through its Community Participation Scheme to organise activities to promote public understanding of human rights, among others.

### **Committee on the Promotion of Racial Harmony/Ethnic Minorities Forum**

7.16 The HKSAR Government's efforts are supported by the CPRH which consists of members of different racial groups from different walks of life and include representatives from HKSAR Government departments and NGOs which are involved in providing services for the ethnic minorities. The CPRH discusses proposals for race-related public education and publicity as well as support services to help ethnic minorities gain access to public services such as education, healthcare, employment, housing and social welfare services so as to enable relevant Government departments to hear their views. Moreover, through dialogues at the Ethnic Minorities Forum, a platform for communication between the HKSAR Government and ethnic minority communities, the HKSAR Government aims to ensure that services and public education programmes are effectively focussed on relevant areas of needs and concerns, and at the appropriate targets.

### **Durban Declaration and Programme of Action 2001**

7.17 General Recommendation XXVIII of the Committee calls on State Parties to "include in their periodic reports information on action plans or other measures they have taken to implement the Durban Declaration and Programme of Action at the national level". The HKSAR Government's response to the paragraphs in the Programme of Action applicable to the HKSAR is in the **Appendix**.