



WPI

Improving Ethnic Minorities' Opportunities



Sponsored By Caritas Hong Kong



05C031I

Improving Ethnic Minorities' Opportunities

An Interdisciplinary Qualifying Project Report
submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science

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Date: March 3, 2005

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Abstract

This IQP investigates the challenges ethnic minorities face in Hong Kong and the Non-Governmental Organizations who help them. This project presents suggestions to the sponsor, Caritas Hong Kong, on how to enhance their services, courses, and communication strategies to improve ethnic minorities' economic opportunities.

Acknowledgements

The project team would like to thank the following people as well as the organizations they represent for all of the help we received during our time in Hong Kong.

- Professor Creighton Peet, WPI Major Advisor, WPI
- Professor Ronald Biederman, WPI Co-Advisor, WPI
- Catherine Li, The Project Team's Liaison, Caritas Hong Kong
- Adrielle Panares, International Social Service
- Tam Shui Yin, Hong Kong Employment Development Service
- Sausong Chau, Unison Hong Kong
- Reverend Li Kin Wah, Mission to New Arrivals Ltd.
- Annie Lin, Society for Community Organization
- Jacqueline Shek, Race Relations Unit, Home Affairs Bureau
- Wong Yuet Ming, Caritas Social Centre of Tsuen Wan
- Yip Shui Choi, Yang Memorial Methodists Social Centre for South Asian Ethnic Minorities
- Hong Kong Polytechnic University and the students that helped us

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Executive Summary

In different places worldwide, ethnic minorities do not have the same economic opportunities as the dominant groups. Many countries often have difficulty providing ethnic minorities with equal economic opportunities due to racial discrimination. Ethnic minorities in Hong Kong are an example of this type of situation. Caritas, one of the many Non-Governmental Organizations (NGOs) in Hong Kong, has worked with the government to provide language training for the ethnic minorities in order to improve their economic opportunities.

The goals of this project were to determine effective communication networks to reach ethnic minorities, and to find out what assistance they need in order to get better economic opportunities. To help find a solution to the problem, we first needed investigate and determine what the problems were. We interviewed staff members from seven NGOs to see how they communicate with ethnic minorities and to determine what they believe are the problems that their ethnic minority clients face. These NGOs provide either language classes or, job services for ethnic minorities, or both.

We also conducted focus groups with ethnic minorities to see their perspectives on economic opportunities, and to find out how they communicate among themselves to seek better ways for NGOs and ethnic minorities to communicate. After developing a sense of the difficulties, we investigated the services and programs that NGOs provide to ethnic minorities which were then compared and contrasted to the programs offered by each organization. In total, there are language courses, employment training workshops, and career and employment counseling services. However, ethnic minorities that participate in NGO services have requested additional services and improvements.

Also, different organizations use different media to communicate with the ethnic minorities, such as the radio, the press, and face-to-face interaction in handing out fliers and booklets. The communication method that gets the most new clients is word-of-mouth from previous clients who were satisfied with the programs and services. These NGOs primarily use direct contact with ethnic minorities, which includes youth ambassadors and volunteers who use face-to-face interaction with ethnic minority groups. Youth ambassadors and volunteers typically hand out pamphlets and information booklets at places of gathering, like malls, shops, parks, and centers of worship.

Ethnic minorities have their own social networks, and they inform each other of NGO services that they participate in and are satisfied with. Using these social networks was found to be the most efficient way in attracting clients. We suggest that Caritas use these social networks by improving its services to expand its base of satisfied clients, and also gaining rapport with communities and heads of social and religious organizations. This would allow for the opportunity to enter into the same social network and become well known among minority groups.

We were also particularly interested in other information that ethnic minorities would need to know if they seek employment in Hong Kong. Employment counseling service directly relates to finding work, so we suggest that Caritas provide this in the districts that it serves. It could model its service to those of other NGOs that have been successful. In addition, ethnic minorities predominantly work in fields such as construction and security, but may want training in other fields.

We found that ethnic minorities have encountered racial discrimination in Hong Kong. To further help them get more economic opportunities, they need to know how to

correctly identify and report racial discrimination, which they may or may not know how to do in Hong Kong. We suggest that ethnic minorities, as well as the people of Hong Kong, be educated about how to identify racial discrimination and their rights as immigrants, as well as educating employers that racial diversity can be beneficial in the workplace. Also, the people of Hong Kong should know the customs of the different cultures. This could be done through workshops for ethnic minorities and through educating employers, who would pass this on through their employees.

If the problem of fewer economic opportunities for ethnic minorities is not addressed and researched, the problem may self-perpetuate. Since the government has acknowledged that the problem of unequal opportunities exists and is attempting to correct it, the people of Hong Kong will take notice of this problem and make efforts to improve upon it.

1.0 Introduction

In various places all over the world, ethnic minorities do not have the same number of opportunities as the ethnic majority that resides in that region. If the majority behaves in prejudicial ways towards the minority groups, countries and regions have difficulty providing the minorities with equal opportunities. This unequal treatment may be based on differences in cultural backgrounds or differences in language. The minorities usually have problems getting past the stereotypes about them held by the majority.

In Hong Kong, Chinese residents greatly outnumber all other ethnic groups. Since the official languages of Hong Kong are Chinese (Cantonese) and English, the minorities may not be able to get jobs because they do not speak, read, or write either of the official languages. Immigrants may also find it difficult to adapt to Hong Kong culture and as a consequence may have difficulty finding work. Over the past three years, the Caritas Adult and Higher Education Service (CAHES), the sponsor for this project, has worked with the Hong Kong government to provide language training to non-Chinese residents in Hong Kong in order to give them the skills that will help them find work and to be able to become greater contributors to society. However, they feel that they need to be persistent with advertising in order to be well known. Caritas does not know what other forms of help the ethnic minority groups want or need nor how to effectively communicate with them.

The United States has also had difficulty providing ethnic minorities with equal economic opportunities. To deal with this problem, the United States has implemented affirmative action. The purpose of affirmative action was to overcome imbalances in the

workplace and create equal employment opportunities regardless of race, cultural background, gender, or religion. Federally funded programs were mandated to implement affirmative action, and private institutions in the United States sometimes have departments for handling minority affairs. For example, at Worcester Polytechnic Institute (WPI), the Office of Minority Affairs works to make all students more aware of and respectful of different cultures and backgrounds. They also employ outreach programs in elementary and secondary schools to make WPI more attractive to ethnic minorities by encouraging math and science.

Caritas is particularly interested in maintaining the awareness of their language courses and identifying other ways to help ethnic minorities to get more economic opportunities. Also, Caritas considers communication networks to be important because they can be used to inform ethnic minorities of the programs and services that are available to them. The Hong Kong government has identified lack of Cantonese and English language skills as one of the factors that have resulted in unequal opportunities. It may seem obvious that if economic opportunities are restricted by a lack of language skills, then the awareness of language courses should be enormous among those ethnic minorities without the appropriate language skills. But there may be other factors that have caused awareness to diminish, such as whether or not ethnic minorities know that these language courses exist.

Our project goal was to make specific suggestions to Caritas on how to improve existing programs as well as propose other ways to help ethnic minorities in Hong Kong. However, our goal did not include the population of foreign domestic helpers in Hong Kong. Under the domestic helper contract, this group already has a steady job and has

lived in Hong Kong under a special visa. Our investigation included why the language programs were not being well-attended, identifying more effective methods to get the course information to the potential clients, and identifying any other problems ethnic minorities may encounter in trying to improve their economic opportunities. Through understanding the gap between Chinese residents and ethnic minorities, the project team has developed recommendations on how Caritas can help ethnic minorities better. Our research included studying programs in other countries that help ethnic minorities and comparing them with the programs that are offered by Caritas as well as those offered by other organizations in Hong Kong. It also included research into why ethnic minorities may not actively seek out programs, such as the language courses and other services offered by social service organizations. Without Caritas' commitment to improving life for ethnic minority groups in Hong Kong, the effects of ethnic discrimination will remain, and the ethnic minorities will not have equal economic opportunities.

2.0 Background Information

Economic opportunities for ethnic minorities in Hong Kong do not match those for the Chinese residents. According to Caritas, language skills in Chinese and English are essential requirements for most jobs in Hong Kong. As a consequence, ethnic minorities who do not have these language skills are at a significant disadvantage (Loper, 2004). In this chapter, we discuss the possible factors that prevent minorities from having equal economic opportunities in Hong Kong and other countries. We also discuss what has been done to address this issue in these countries, such as laws, services and training offered by both governments and Non-Governmental Organizations (NGOs).

2.1 Demographic Information and Links to Opportunities

This section looks at the demographic statistics on Hong Kong to provide an idea as to the scale of the unequal opportunity problem.

2.1.1 Ethnic Population Information of Hong Kong

The demographic data show that the Chinese population vastly outnumbers the ethnic minority groups in Hong Kong. Hong Kong's estimated population in July 2004 was 6.86 million people. The population was 95% Chinese, and the rest were of other ethnic backgrounds. In 2001, there were eight principal ethnic minority groups, as shown in Table 2.1.

2.1.2 Occupations and Industries of Ethnic Minorities in Hong Kong

According to the Thematic Report for Ethnic Minority, the majority of the minorities who were employed are in basic occupations, which include all non-professional jobs. Another 6.0% were clerks/service workers and shop sales workers,

Table 2.1: Population of Ethnic Groups in Hong Kong in 2001 Source: (Hong Kong SAR Government, 2002)

Ethnicity	Total Number	Number excluding foreign domestic helpers
Filipinos	142,556	16,251
Indonesians	50,494	4,800
British	18,909	18,901
Indians	18,543	17,357
Thais	14,342	9,357
Japanese	14,180	14,172
Nepalese	12,564	12,012
Pakistani	11,017	11,009

while 18.3% were managers and administrators (Hong Kong SAR Government, 2002).

Overall, 75.5% of the working ethnic minorities are employed in the “community, social and personal services” sector. The other sectors which employ ethnic minorities are wholesale, retail and import/export trades, restaurants and hotels, and financing, insurance, real estate and business services. Most ethnic minorities in Hong Kong are non-professional workers who have low salaries, and most work in the community and social service sectors.

2.1.3 Discrimination cases in the workplace

Hong Kong is not the only place with unequal opportunities for ethnic minorities. Organizations in the United States have pursued affirmative action policies in an attempt to solve the problem. Due to the United States’ efforts, there are now minorities working where they previously did not. Examples include Native Americans working on federal highway construction projects, and ethnic minorities gaining access to large scale construction projects (United States Department of Labor, 2002). However, there are still discrimination complaints being filed with the United States Equal Opportunity Commission (EEOC). Linda Johnsrud (1998) did a study on ethnic minority faculty

members at a university in Hawaii. She noticed that the minority faculty members faced discrimination. Ethnic minority faculty members felt that they were hired based only on affirmative action and felt that they had to prove themselves worthy of their positions. She also stated that “minority faculty members whose scholarship focuses on ethnic issues express tremendous concern over having their work devalued and dismissed as out-of-the-mainstream or self-serving” (Johnsrud, 1998, p. 1). This more directly applies to the situation where an ethnic minority is hired first, and then they feel that they will have difficulty advancing.

In Hong Kong, employment discrimination also has been reported in the case of ethnic minorities. The Equal Opportunities Commission received 778 complaints between 1996 and 2003 concerning racial discrimination; about 58% of them were employment related (Hong Kong SAR government, 2004).

2.2 Language Training and Education

Some organizations in Hong Kong have attempted to improve economic opportunities for ethnic minorities. Since 2001 Caritas, with funding from the Hong Kong government, has been offering English and Cantonese language courses in order to help minorities develop communication skills to access more economic opportunities in Hong Kong. However, the course enrollment is very inconsistent and there are peaks and lows to the number enrolled at any time. In this section we discuss the barriers that ethnic minorities may encounter when learning Cantonese and English and in seeking higher education and job training in Hong Kong, contrasting this with the situation in the United States.

2.2.1 Difficulties encountered in Hong Kong's formal education systems

It is most likely that ethnic minorities will have difficulty learning a different language than their native one (Loper, 2004). In particular, the Hong Kong government has identified that many ethnic minority students cannot function in Cantonese. In the case that they speak Cantonese, they cannot write Chinese. The problem is worsened by the fact that most schools in Hong Kong teach in Cantonese, with the exception of some English medium schools (Hong Kong SAR Government, 2001). Some people have criticized the Hong Kong education system for not providing sufficient language classes for non-Chinese speaking students (Loper, 2004). If the language problem is not resolved early on, there is a “lack of opportunities for higher education and for joining the Hong Kong workforce” (Loper, 2004, The Interviews). In order to acknowledge the problem and begin remedying it, the Hong Kong government agreed to “strengthen programs for teaching and learning Chinese” (Loper, 2004, Background). The government also acknowledged the fact that not every ethnic minority family has the resources to seek outside language training and education. Therefore, not every ethnic minority who decided to study has been able to “fulfill application requirements to higher education, and will have restricted access to jobs” (Loper, 2004, The Interviews).

2.2.2 Solutions Attempted by Worcester Polytechnic Institute

Minority students in formal education systems elsewhere also encounter similar difficulties. Part of the problem may be in making these students feel welcome, with the sense that they belong in the school. A private institution in the United States, such as Worcester Polytechnic Institute (WPI), has tried to make ethnic minorities feel like they belong.

English as a Second Language (ESL) classes are offered for international students who want to improve their English language skills at WPI (C. Hill, personal communication, November 20, 2004). Calvin Hill, the Director of the Office of Minority Affairs (MAO) at WPI, works to make the minorities feel welcome through programs like the Excellence in Mathematics, Science and Engineering Program (EMSEP) and through WPI's celebration of ethnic history month events that showcase each group's culture. The MAO works to help bring the percentage of ethnic minorities closer to, if not better than, American societal averages. WPI's outreach programs start from kindergarten and end with twelfth grade students, in order to dispel stereotypes and false perceptions early on that could potentially cause ethnic minority students to believe that they will not succeed in science and engineering.

Although there are no barriers to college admission based on one's ethnic identity, there are barriers for making WPI more attractive to ethnic minorities and getting them to apply for admission. Hill's theory of the Cycles of Oppression describes how discrimination and oppression are created over time (C. Hill, personal communication, November, 20, 2004). The cycle starts with stereotypes that people hold based on prejudices. These gradually become discrimination when "a person holds a prejudice and has the power to act upon it" (Hill, 2004). The "Cycles of Oppression" work against Hill's goal of bringing minority student percentages closer to societal averages (C. Hill, personal communication, November 20, 2004).

According to Hill, there is no metric to measure the success of MAO programs. However, if students open themselves up and become receptive to learning about other cultures, then progress has been made. Hill also believes that this is true of the workplace,

in that employers and employees should be given the opportunity to understand each other's cultures, much like students at WPI. No employee or student would feel alone, and they might even feel accepted by the ethnic majority if everyone understood each other's cultures.

2.2.3 The Pan American Institute

Different approaches to language and training courses for ethnic populations can be employed. The Pan American Institute (PAI) offers courses in Worcester, Massachusetts, for ethnic minorities who wish to increase their economic opportunities. Like Caritas, PAI has identified lack of appropriate language and training as a factor that may inhibit ethnic minorities' opportunities. Language courses that are offered by the PAI focus mostly on everyday conversation (W. Abreu, personal communication, December 7, 2004). On top of teaching English grammar, emphasis is placed on conversation classes once a week. The students in this program are currently employed, but looking for job advancement. Most students do not have much time outside of work, and while they take these language courses, their time is limited even further. This language course aims to maximize the use of the students' time, and the conversation classes have been determined to be beneficial given the students' limited time. Also, a course objective is to build students' confidence through positive reinforcement, such that they believe that they will be able to learn English.

2.3 Discrimination Against Minorities

This section examines discrimination against minorities in the United States and Hong Kong.

2.3.1 Discrimination Cases in Education Systems

Although discrimination occurs in the workplace to directly affect economic opportunities for the ethnic minorities, it also takes place in other aspects of life. In particular, education and training indirectly affect economic opportunities, in terms of qualifications. Therefore, if ethnic minorities are discriminated against in these areas, they will not have the same economic opportunities.

In Hong Kong, many school-age immigrants have a difficult time finding a place in the school social structure. Many of them have been rejected by schools because of the “discriminatory attitude of the schools and the lack of any central assessment of the child’s academic ability” (Wu, 2004, p. 3). For immigrants who are over fifteen years of age, only seventy percent are offered a school placement. This has a direct affect on whether they have equal economic opportunities since some level of education may be necessary to get a decent job.

Personal experiences with the Hong Kong education system give further evidence that illustrates the problem of unequal treatment. A specific interview conducted by Loper showed that a non-Chinese student was told to stay away from the Chinese section of a secondary school. This occurrence created a “sense that ethnic minority students were not the same as Chinese students” (Loper, 2004, The Interviews) and exposed non-Chinese students to discrimination early on. According to Domingo (1995), people have a natural inclination to look for “people who look like me, think as I do” and that “when applied to social interactions, can be devastating to groups that are under-represented” (p. 2). This claim illustrates that the situation Loper describes is not an isolated incident. Another interview conducted by Loper reveals that “some ethnic minority students felt it

was difficult to become friends with Chinese students and had limited interaction [with them], due to difficulty in communication” (Loper, 2004, The Interviews). This shows the problem of acceptance that minorities face in their everyday lives.

2.3.2 Discrimination in Other Aspects of Daily Life

Being treated differently in the broad sense of social interactions can make ethnic minorities feel out of place. Also, they face discrimination in many aspects of life other than work, education and training. For example, ethnic minorities in Hong Kong are being discriminated against “in their search for employment and housing and the lack of appropriate schools for their children” (Wu, 2004, p. 2). The police who subject them to ID checks often harasses them, and “they also face rudeness and discriminatory attitudes in their dealings with government departments” (Wu, 2004, p. 2).

The situation in the United States is not much different. In 1991 Diane Sawyer with ABC-TV filmed two men, one African American, and one white, who were matched for age, appearance, education and other qualities. A camera crew then followed the two men for a day. The white man “received service in stores while the African American was ignored, or in some cases, watched closely” and the white man was “offered a lower price and better financing at a car dealership” (Kivel, 1997, p. 2). In terms of economic opportunities, “there were jobs where the African American was turned down” (Kivel, 1997, p. 2). Similar to the lack of good housing for ethnic minorities in Hong Kong, Kivel notes that the African American was turned down for “apartments for rent after [he] was told they were no longer available” (p. 2). Also, in dealing with the law enforcement, “a police car passed the white man while he was walking down the street but it slowed down and took note of the African American” (Kivel, 1997, p. 2). These

specific cases of racial discrimination showcase what minorities have to deal with when it occurs.

2.4 Unequal Opportunities for Minorities

Ethnic minorities do not get the same opportunities as dominant groups in Hong Kong in many situations. The cases illustrated below deal with the private sector of the economy as well as the education system in Hong Kong. These situations adversely affect ethnic minorities as a whole either directly through the workplace or through decreasing economic opportunities and job availability.

2.4.1 Unequal Economic Opportunities in Hong Kong

According to Chan (2001), it is quite difficult to find a job in Hong Kong for ethnic minorities due to their ethnic backgrounds. Among the minority population, thirty-two percent were rejected for interviews and employment because of the difference in race, and eighteen percent were rejected for not speaking or writing Chinese, even though it was not one of the job requirements.

Minorities are discriminated against with respect to salaries as well. The median monthly income of Hong Kong's population is 10,000 Hong Kong dollars and the median monthly income for minorities is only 3,800 Hong Kong dollars. A survey conducted by the Hong Kong government shows that ethnic minorities work more hours than Chinese residents but have lower salaries than the Chinese who have the same job position (Hong Kong SAR government, 2004).

2.4.2 Effects from Crises in The Private Sector

There are many examples in the past that indicated that minorities did not have the same opportunities when it came to occupation and jobs. According to Cross (1992), ethnic minorities in the United States suffered the most from the “great slump in the world’s metal-bending industries” (p. 55). When a crisis hit the auto manufacturers and the complementary metal-bending industries in the 1970’s, it caused an enormous number of job losses, mainly for minorities. Minorities are not protected against economic adversity since the conservative political coalition has been enabled by the economic crisis to slow down shrinking profit rates (Cross, 1992). Cross also mentions that the manufacturing jobs with higher salaries in the future are not likely to match up well with the skills minorities have now. The factories are unlikely to be built in areas where most minorities currently live, therefore giving ethnic minorities disadvantages in both training as well as location.

During the 1960’s, manufacturing industries in Great Britain and the United States were experiencing contraction and constant unemployment, a phenomenon called national deindustrialization. Cross (1992) believed that the reason that deindustrialization shrank employment opportunities most for minorities was that “people of colour, particularly black men, are more likely than whites to work in industries experiencing long-term employment decline” (p. 57). According to Cross (1992), “minorities accounted for twenty per cent of total employment in Illinois companies that closed between 1975 and 1978, compared with only fourteen per cent of the statewide labor force” (p.57).

Business relocation also hurts minority employment opportunities. According to Cross, when a business moves the employment drop is more severe for minorities. For companies relocating from major Illinois cities to suburban rings, minority employment declined twenty-four percent and majority employment only declined nine percent. For companies moving from Illinois to the Sun Belt, minority employment decreased by twenty-six percent and the employment for the white majority only dropped seventeen per cent. Cross (1992) concluded that African Americans have more difficulty finding new jobs than dominant groups when the companies are relocated. Therefore, even if members of ethnic minority groups get hired, they may be likely to be the first to be laid off in times of economic adversity, based on evidence in the United States and Great Britain.

2.5 Programs for Helping Ethnic Minorities

Programs have been implemented outside of Hong Kong to help ethnic minorities. The United States, in particular, has legislation that aims to prevent racial discrimination. Furthermore, the private sector in the United States follows these laws to eliminate racial segregation in the workplace. This section discusses the policies of affirmative action and equal opportunity, their progress so far, and views from both supporters and detractors of these policies.

2.5.1 United States Legislation

In the United States, laws have been passed to address racial discrimination. The United States federal government began with an executive order issued by President Kennedy in 1961 that mandated affirmative action programs. Then, the Civil Rights Act

of 1964 made discrimination illegal and created equal employment opportunity for all Americans regardless of race, cultural background, color, or religion. Later, other executive orders were issued, such as Executive Order 11246 in 1965 by President Johnson, which “mandated affirmative action for all federally funded programs and moved monitoring and enforcement of affirmative action programs out of the White House and into the Labor Department” (Kivel, 1997, p. 3).

After President Johnson passed Executive Order 11246, the concept of affirmative action was applied to help minorities increase their opportunities in the workplace. The purpose of affirmative action is to reduce segregation by race and sex in the workplace, but Bergmann asserts that “much of the segregation that affirmative action was designed to eliminate is still present” (1996, p. 2). In the United States affirmative action has done beneficial things, like “enlarging opportunity and developing and utilizing a far broader array of the skills available in the American population than in the past” (Wilkins, 1995, p. 5).

Proponents of affirmative action claim that it is necessary to take such steps to eliminate and compensate for institutional racism. Kivel (1997) notes that “the disadvantages to people of color coalesce into institutional practices which, although they may be race neutral in intent, adversely affect people of color” (p. 3). Kivel also supports the idea that racism is self-perpetuating, and “the disadvantages to people of color and the benefits to white people are passed on to each succeeding generation unless remedial action is taken.” This claim is similar to Hill’s Cycles of Oppression, in that Hill predicts that prejudice will continue when people on both sides of discrimination do not correct stereotypes.

Overall, experts conclude that affirmative action has helped ethnic minorities in the United States. As shown earlier, there are now ethnic minorities working where they previously did not, in federally funded programs, such as construction. The application of affirmative action could be seen in Hong Kong if there were economic sectors and jobs where ethnic minorities do not work at all, and like the United States, they might be able to get jobs in these sectors once affirmative action has been enforced.

2.5.2 Backlash from Dominant Groups in the United States

Affirmative action can cause a backlash from the dominant group. In the United States, Wilkins (1995) speculates that a major influence in the 1992 presidential election was “the backlash against affirmative action among ‘angry white men,’ who are convinced it has stacked the decks against them” (p. 2). The dominant majority can feel alienated by affirmative action policies, feeling that minorities get an unfair advantage at times. If the Hong Kong government decides to implement affirmative action policies, it should be aware of the unintended consequence of the backlash from Chinese residents, employers, government officials, and organization leaders.

2.5.3 Equal Opportunity in the United States

The United States Equal Opportunity Employment Commission (EEOC) enforces the laws passed that prohibit job discrimination. Along with the Civil Rights Act of 1964, described above, the EEOC enforces the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, and the Civil Rights Act of 1991. Altogether, these laws protect wages for men and women who perform substantially equal work, for people aged forty and over, and for prohibiting employment discrimination based on disabilities in the

private sector, as well as the state, local, and federal governments. The EEOC is an independent federal agency originally created by Congress in 1964 to enforce the Civil Rights Act of 1964. Now it has evolved to carry out enforcement, education and provide technical assistance activities through fifty field offices that serve every part of the United States.

2.6 Proposed Legislation in Hong Kong

The Hong Kong government has recently proposed legislation to prevent racial discrimination. Within Hong Kong, there have been complaints filed with the Home Affairs Bureau concerning cases of race discrimination. Internationally in 2001, the United Nations called for this legislation in Hong Kong. This section discusses the policies of the proposed legislation and how it aims to provide ethnic minorities with more equal opportunities.

2.6.1 Aims of the Race Discrimination Bill

The Hong Kong legislature has modeled the format and structure of the Race Discrimination Bill on the Sex Discrimination Ordinance, the Disability Discrimination Ordinance, and the Family Status Discrimination Ordinance (Hong Kong SAR government, 2004). With the bill, the Hong Kong government focuses on eliminating racial discrimination, promoting equal opportunities for all ethnic groups and helping ethnic groups integrate into Hong Kong society. The Hong Kong government intends on carrying out these policies by making all discrimination illegal, and extending the Equal Opportunities Committee's jurisdiction to include race, among other provisions.

The bill will cover employment, education, goods, facilities, services and premises, government, and other aspects of Hong Kong society. Of particular interest are employment and education. Within employment, no applicant or employee can be discriminated against on grounds of race if it restricts chances for the applicant's employment or if an employee receives fewer benefits, services, or facilities and fewer opportunities for promotion and advancement. In education, any school, institute, or university cannot discriminate on the ground of race "in respect of admissions or treatment of students" (Hong Kong SAR government, 2004).

Subsets of the above sectors may have difficulty adapting to the bill's provisions. For this reason, the legislature proposes exceptions to the provisions. An employer with fewer than six employees will be exempt from the provisions of the bill until three years after the bill is enacted. The bill also grants exception to fields of employment "where being of a particular racial or ethnic group is an occupational qualification" (Hong Kong SAR Government, 2004). An example of this would be that a Pakistani restaurant would be allowed to hire only those of Pakistani descent without violating the law.

2.6.2 Implementation of the Race Discrimination Bill

The legislature has proposed that the Equal Opportunities Commission (EOC) should be responsible for implementing the provisions of the Race Discrimination Bill. According to the bill, the EOC can receive complaints of racial discrimination, educate the public on racial discrimination, conduct research on race issues, investigate matters in handling complaints, serve enforcement notices, and apply to the court for a restraining injunction (Hong Kong SAR Government, 2004). Alternatively, a separate body, called the Commission for Racial Equality, could be created with the powers described above.

The Hong Kong public's view would help decide which route to take in the issue of the bill implementation.

2.7 Reactions and Criticism on the Proposed Legislation

Organizations in Hong Kong have pointed out that there are many flaws in the Race Discrimination Bill. This section discusses reactions, comments, suggestions, and criticisms given by these organizations to try to make the bill more complete to help all ethnic minorities in every respect.

2.7.1 Reactions by Hong Kong Human Rights Commission, Coalition for Racial Equality, and Society for Community Organization

The Hong Kong Human Rights Commission (HKHRC), Coalition for Racial Equality (CoRE) and Society for Community Organization believe that the legislation still needs to be improved in order to give all ethnic minorities' equal rights and more assistance. The organizations suggest the development of a better definition of the Elimination of All Forms of Racial Discrimination (ICERD), which includes discrimination based on race, descent, color, or national origin (Hong Kong Human Rights Commission, 2004). The HKHRC, CoRE, and Society for Community Organization feel that since so many ethnic minorities and immigrants do not speak English or Chinese, it is apparent that the government should "adapt the bill to the special circumstances of Hong Kong and thus make discrimination based on language unlawful" (Hong Kong Human Rights Commission, 2004).

The same organizations also recommended that the government should adopt a more updated and recent definition for indirect discrimination because it is very common

in Hong Kong. For example, ethnic minorities often have trouble in accessing the health care system because they cannot communicate with the staff. “The lack of provision of an interpreter would thus be a case of indirect discrimination” (Hong Kong Human Rights Commission, 2004).

2.7.2 Reactions by Hong Kong Christian Service

The Hong Kong Christian Service has expressed opinions and given suggestions on the Race Discrimination Bill (Hong Kong Human Rights Commission, 2004). The organization suggests that the legislation should focus more on including ethnic minorities in Hong Kong society instead of taking “remedial measures to forbid racial discrimination” (Hong Kong Human Rights Commission, 2004). The government should also conduct civil education to change the mind set of the people in Hong Kong to see minorities as a family rather than an individual and to develop mutual respect among all ethnic groups.

If the Race Discrimination Bill is to be passed, the government will need to pay attention to the suggestions and criticisms put forth by NGOs. The views show that the Hong Kong government may let loopholes to the bill get through, and if the bill were passed without editing or revision, then progress in incorporating ethnic minorities into Hong Kong society would not be made as easily.

2.8 The Non-Governmental Organizations

Non-Governmental Organizations (NGOs) are groups that are not directly affiliated with the government, but usually provide services that people need. They help people in need when the government cannot provide help direct help them.

There are a number of NGOs in Hong Kong other than Caritas that help ethnic minorities. This includes groups that provide language courses, such as International Social Service (ISS), who also provides counseling services to all ethnic minority groups. Other groups provide employment counseling, including: Hong Kong Employment Development Service (HKEDS) which provides job matching and training services to minorities of South Asian decent, Society for Community Organization (SoCO) which provides an integration program and serves only Nepalese. There are also NGOs that provide both language and employment counseling which are: Unison Hong Kong, which serves all groups, Mission to New Arrivals, which serves Indians, Pakistanis, and Nepalese, and Yang Memorial Methodist, which serves South Asians.

The three biggest NGOs in Hong Kong are Caritas, ISS, and Christian Action. Because of their size and services, they receive the most funding from the government to provide language classes to the ethnic minorities. They cover different districts of Hong Kong so no district is provided with language classes from two different NGOs.

2.9 Conclusion

By looking at the treatment ethnic minorities have received in the past and in other countries, we were able to compare what these countries have done with what has been done in Hong Kong. The information presented in this chapter has helped us understand the scope of the problem ethnic minorities face worldwide and in Hong Kong. The background provided by this chapter served as a useful context when carrying out our research in Hong Kong.

3.0 Methodology

Our project goal was to develop solutions that can help ethnic minorities in Hong Kong obtain more economic opportunities. To accomplish this goal, we conducted research in Hong Kong primarily using interviews. The process was divided into different phases; interview protocols and transcripts are included in appendices E through Q. Interviews were conducted with non-governmental organizations (NGOs) to obtain information about the ethnic minorities in Hong Kong. The NGOs already had a working relationship with the ethnic minorities, so therefore directing questions concerning the ethnic minorities through the NGOs improved our chances of getting relevant information. The NGOs interviewed were Caritas, ISS, Hong Kong Employment Development Service Ltd., Mission to New Arrivals Ltd., Yang Memorial Methodist, Unison Hong Kong and the Society for Community Organization. We also conducted interviews with the Home Affairs Bureau of Hong Kong, which presented the government's point of view on ethnic minorities in Hong Kong. In addition, we interviewed several ethnic minority individuals to determine how the ethnic minorities view the discrimination situation in Hong Kong.

3.1 Awareness of Caritas' Language Programs

The project team investigated the reasons behind the low awareness of in language courses offered by Caritas to ethnic minorities. We assessed the course material as well as learned the views of the ethnic minorities on their perception of the importance of language skills.

3.1.1 The Importance of Language to Ethnic Minorities

The project team interviewed six separate NGOs and three groups of ethnic minorities about how ethnic minorities view the importance of language skills for living and working in Hong Kong. Our interview questions asked about course enrollment, the suggestions NGOs received concerning changes to courses, and the importance of language and training to getting a job. This information was helpful to us in identifying whether or not ethnic minorities feel language skills are essential in finding their place in Hong Kong society.

3.1.2 Awareness of Language Programs

The project team interviewed seven NGOs to see if the ethnic minorities were aware of their language programs. We also interviewed the two groups of Ethnic Minorities to see how knowledgeable some of them were about the multitude of programs available to them. The project team asked about the convenience of these language programs and the ethnic minorities' willingness to enroll if they were aware of the existence of these courses. Our interviews determined if there was a sense that language skills are lacking, if the community felt that language is an important factor in determining job opportunities, and how the community learned about these programs. The information gathered led to our analysis of the reasons behind the low awareness in the language courses.

3.2 Evaluation of Networking in Hong Kong

The project team examined networking and communication methods to find the reasons why ethnic minorities may not have known about the language training

programs. These results were directly applied to improve Caritas' communication methods with ethnic minorities.

3.2.1 Communication Networks

The project team studied communication networks between ethnic minorities and NGOs in Hong Kong through interviews with NGOs. We asked how NGOs get information to the ethnic minorities, and how successful these methods have been.

Through interviews with the ethnic minorities, the project team determined how these groups communicate among themselves. Through studying these networks, the project team found new methods that Caritas could utilize to increase awareness of their programs.

3.3 Evaluation of Factors Leading to Fewer Opportunities

This section addresses the methods used to determine what the ethnic minorities felt were factors that led to fewer economic opportunities in Hong Kong. From the information gathered, the project team learned how minorities viewed their situation in Hong Kong, and learned what they thought was the most difficult part for them.

3.3.1 Ethnic Minorities' Views on Discrimination

The project team conducted interviews with seven NGOs and ethnic minorities and heard their opinions on what the limiting factors were in obtaining economic opportunities in Hong Kong. The NGOs interviewed were International Social Service, Mission to New Arrivals, Unison Hong Kong, Hong Kong Employment Development Service, Society for Community Organization, Yang Memorial Methodist, and Caritas. Discrimination, training, language, and formal education as well as other minority issues

were considered as possible causes of the problems, but there may have been other answers, so the NGOs and ethnic minorities provided the additional insight.

3.4 Limitations in Methods

While determining the methods to gather data the project team realized there would be some research that is beyond the scope of this project. We initially had the thought of doing a survey, but realized that there was no efficient way to get in contact with a large group of ethnic minorities. It would have been difficult to find a way to sample the ethnic minority population, and trying to survey people on the street would be inefficient due to the number of people who would not be willing to fill out a questionnaire or complete an interview. Also, since many of them may not speak English or Cantonese well, it would be difficult for us to get information from them due to the language barrier. Another limitation was time. If there had been more time a survey might have been feasible, and more interviews could have been conducted with different NGOs and a wider variety of ethnic minority individuals.

3.5 Summary of the Methods

In short, to acquire the information that we needed, the project team went directly to the people who knew what was going on with ethnic minorities in Hong Kong. For this information, we went to the NGOs that provide services to the ethnic minorities and found out how they communicated with the ethnic minorities. We also interviewed ethnic minorities to see how they viewed the situation, and found reasons why they might not

have attended language programs, how they found out about the language programs and what programs they would attend.

4.0 Results and Analysis

In this chapter, we discuss communication networks used by NGOs we interviewed and the Hong Kong government, services offered by NGOs, cultural problems that the ethnic minorities face in Hong Kong, and the importance of factors that lead to unequal economic opportunities.

4.1 Communication Networks

This section analyzes how well NGOs and the Hong Kong government informed the ethnic minority groups about their programs, and how well ethnic minority groups communicated this information amongst themselves.

4.1.1 Non-Governmental Organizations and Ethnic Minorities

The project team discovered the different ways that NGOs inform ethnic minority groups about their programs. International Social Service (ISS) keeps in contact with community leaders of the ethnic minority groups, and the consulates of the ethnic minorities' home countries. They use a radio broadcast where the Director of Development, Adrielle Panares, hosts a show in Tagalog (the Filipino language) which is then translated to other languages that ethnic minority groups speak. ISS also has volunteers who pass out pamphlets (leaflets) and information packets to individuals of ethnic minority groups. ISS also uses the press to get its message out. Ethnic minorities keep in contact with ISS through its counseling services and through the use of phone hotlines. To get counseling, clients make appointments or on a walk-in basis. Unison Hong Kong (Unison) communicates with ethnic minorities through newspapers and school systems. Like Unison, the Hong Kong Employment Development Service

(HKEDS) originally used newspapers of several languages, but now gets its information out through word of mouth from their former clients. Mission to New Arrivals (MNA) goes to parks where ethnic minorities spend their free time and talks to them individually about programs they offer.

According to the NGOs the project team interviewed, their means of communication and networking has worked out very well for them so far. Each NGO has its own method of networking, and no one method seems to be more effective than another.

4.1.2 The Hong Kong Government to Ethnic Minorities

The Race Relations Unit of the Home Affairs Bureau communicates with ethnic minority groups through fax, emails, letters, and face-to-face contact. The government informs ethnic minorities on programs, where to go for services, and any upcoming emergencies, like inclement weather. The face-to-face contact consists of tutorial classes, youth ambassadors, and volunteers that go to malls, shops, and places of worship to pass out leaflets and other materials.

The Race Relations Unit feels that these methods inform ethnic minority groups effectively. It uses volunteers to pass out pamphlets at places of gathering, like various NGOs. Due to direct contact with ethnic minority groups, more individuals can be informed of services that NGOs provide.

4.1.3 Ethnic Minorities' Social Networks

Ethnic minorities inform their own communities through word of mouth, and newspapers. When ethnic minorities are satisfied with an organization's service, they tend to encourage friends and family members in similar situations to seek the same

service. Ethnic minority groups' newspapers have already built a rapport with their communities, and are effective ways of informing their communities because of this. In addition, the newspapers are printed in the native language of the ethnicity.

Since Caritas is looking to extend its communication networks, it must know that ethnic minorities are willing to inform their communities of programs and services that they are satisfied with. In general, Caritas would attempt to increase awareness of its services through existing networks. NGOs, like ISS, have found that these existing networks can inform more potential clients, so Caritas could also tap into these networks and achieve similar results.

4.2 Services Offered by Organizations

This section examines the programs available to ethnic minorities offered by the various NGOs. Individuals from ethnic minority groups have suggested improvements and additions to existing programs.

4.2.1 Language and Training Courses

The project team found different methods of instruction for Cantonese classes. ISS originally offered one Cantonese language class, but due to the increasing demand for more courses, they have added five additional levels. The focus of the Cantonese language classes is to teach the students how to speak Cantonese in practical situations that they may encounter. For example, the students would be given a task, such as buying an item for a price that requires bargaining, or ordering dinner from a restaurant where student assistants will monitor the students to ensure that the students successfully apply Cantonese to common situations. An intermediate Cantonese class offered by Caritas

taught its students to inquire about job offerings and introduce themselves to employers. This is similar to the courses MNA offers to minorities, however ISS and Caritas offer far more classes. On the other hand, MNA offers language courses for free, whereas ISS and Caritas charge one hundred Hong Kong dollars for their language programs. From the ethnic minorities' point of view, the minimal program fee is not a factor, but rather the times that the courses are offered. From our interviews, participants of programs offered by NGOs are satisfied with the help they receive.

4.2.2 Career and Employment Counseling

The project team found that NGOs also help ethnic minorities directly find work. HKEDS is one such NGO whose clients are mostly Nepalese and are looking for any type of job. HKEDS interviews the client, finds out the client's job experience, the work they seek, and his/her salary expectations. The job counselor then tries to match the client with a job or employer in the HKEDS database. They contact the employer concerning the job opening and work with them to get work for their client. For the most part, HKEDS finds security and construction work for the client. Unlike job placement agencies, HKEDS does not take a percentage of the salary, nor do they guarantee the client will work for the employer for any set amount of time. ISS is similar in that it refers people to employers, and also does not have any guarantee for the employer to work a set amount of time. Among all of the suggestions the NGOs receive on how to improve their services, job counseling is among the most requested.

4.2.3 Other Services Provided

Many NGOs have other services aside from those of involving language and employment. HKEDS also offers training on the Labor Ordinance in Hong Kong to the

Ethnic Minorities. MNA offers urgent funding food coupons to Ethnic Minorities in need. ISS is the only NGO in Hong Kong that has counselors waiting in the airport arrival area where the immigrants first arrive. They hand out brochures and information kits in several different languages so the immigrants can learn their rights in Hong Kong. ISS also offers a hotline service for Ethnic Minorities to call for any inquiries they may have. Society for Community Organization (SoCO) and the Caritas Social Center in Tsuen Wan offer counseling services similar to that of ISS's. According to the centres we interviewed, the hotlines have helped and are in use very frequently.

NGO's often get feedback from the people they help using surveys or questionnaires giving them a review of how helpful they have been. For NGO's that do not already offer job counseling, the suggestion to add this service often occurs from these surveys. Other suggestions include: offer care for the elderly and disabled, offer vocational training courses, like computer application courses, and offer training courses in trades such as that of a beautician. The difficulty with vocational training courses is that they are currently taught in Cantonese. However, most NGOs do as much as they can to accommodate requests they receive from their participants to the best of their ability.

4.3 Cultural Problems

This section examines the types of discrimination and differences in culture between the ethnic minorities and the residents of Hong Kong as well as between the ethnic minorities and NGOs. The information was extracted from focus groups with ethnic minorities and interviews with NGOs. The information allowed the project team to

identify factors leading to unequal opportunities from the ethnic minority groups' perspective.

4.3.1 Cases of Racial Discrimination

The Race Relations Unit of the Home Affairs Bureau receives complaints of racial discrimination, reported to their hotline. Sometimes the report is not necessarily racial discrimination, such as reports of police officers being rude or direct with ethnic minorities. If the report is considered racial discrimination, it gets passed to the correct office of the Hong Kong government, and letters or phone calls are made to the parties to mediate the problem. Other people in Hong Kong have reported or observed cases of racial discrimination. A Cathay Pacific employee once assumed that a consular officer from an ethnic minority group in Hong Kong was a foreign domestic helper and asked him to leave. The officer talked to the manager and showed his diplomatic passport, prompting the manager to remove the employee from the station. Two Filipino foreign domestic helpers were in Watson's. One employee on the sales floor instructed the clerk in Cantonese to watch them for theft. The Filipinos could speak Cantonese, overheard the comment, and reported it to the manager.

Cases of racial discrimination directly dealing with economic opportunities have also been reported. A Chinese security guard of a construction company asked an adult male Pakistani why he wanted to enter the building. When he replied that he was applying for the construction job opening, the security guard asked him to leave, and would not allow him to enter the building. Another time, an adult male Pakistani applied for work with the Labor Department, where all the other applicants were also ethnic minorities. The Labor Department officer reportedly interviewed the first two applicants

and told the remaining ones that the job opening was filled. After talking to the two interviewees, and confirming that neither of them were hired. It is possible that the Labor Department officer had no intention of hiring an ethnic minority applicant.

From the above evidence, we can see that racial discrimination exists in Hong Kong. Although not all the examples are directly related to economic opportunities, NGOs have stated that other cases of racial discrimination occur which lessen economic opportunities for ethnic minorities.

4.3.2 Importance of Factors Leading to Unequal Economic Opportunities

The project team used focus groups to find out what factors other than language and discrimination lead to unequal economic opportunities. However, no rankings came of the data. For the most part, NGOs and ethnic minority groups agree that the primary factor that hinders economic opportunities is the lack of spoken Cantonese skills. Beyond that, no one prioritized any factor. People mention racial discrimination the most when we asked what they felt were other factors leading to unequal economic opportunities. People also mentioned the lack of skill acknowledgement, and the lack of integration policy, but only two interviewees cited each.

Although no one had explicitly prioritized the factors, NGOs and ethnic minorities can agree on the factors that lead to unequal economic opportunities. From the other mentions of factors, we can see that ethnic minorities need help with more protection from racial discrimination, an easier way of recognizing skills obtained abroad, and a higher degree of integration into Hong Kong society.

4.3.3 The Importance of Religion

According to Miss Wong of Caritas (Appendix M), an NGO's religious affiliation does not have any impact on peoples' decisions to accept help an NGO offers. As an example she gave, Muslims are very rooted in their beliefs of their religion and no other religion can affect them. With this, if an NGO has a religious affiliation, it does not affect their decision to accept the help. None of the NGOs the project team interviewed seemed to have a problem with the number or diversity of the ethnic minorities that seek their help. The religious affiliations of the NGOs we interviewed varied from secular organizations such as ISS and HKEDS to religious organizations such as MNA and Caritas. None of these organizations reported any cases of problems with being a religious or secular organization or vice versa.

5.0 Conclusions and Recommendations

This chapter presents courses of action for Caritas to consider about its services, its communication methods, and how to avoid cultural problems. After gathering and analyzing data from interviews and focus groups, the project team developed recommendations for Caritas by comparing its services for ethnic minorities to the services provided by similar organizations in Hong Kong and abroad.

5.1 Communication Networks

We discovered that there is great importance placed on the community within the ethnic minority groups rather than the individual. Improving communication networks with ethnic minority communities is the most important recommendation to Caritas. Reaching out to the heads of these communities will help publicize Caritas to large groups of people that may need its services.

5.1.1 Direct Communication with Ethnic Minority Groups

From our research, we found that it helps to get to a personal level with the ethnic minorities and take each case individually. To do this, we suggest that volunteers and youth ambassadors that speak the native language of certain ethnic minority groups should pass out materials in places of gathering of ethnic minorities. Also, including some services that involve working with a social worker would also be one-on-one direct communication with the client. This interaction encourages the ethnic minorities to feel more comfortable when working with NGOs. If an NGO takes personal care of a group,

the NGO gains rapport with that community. Once it is part of the community, it also enters the group's social network.

5.1.2 Employing Ethnic Minorities' Social Networks

We found that an efficient way to reach out to ethnic minority groups is to use their own social networks. Primarily, satisfied clients or students will inform their family members and friends of the services provided by NGOs. Improving existing programs and services will lead to more willingness of the ethnic minority groups to inform each other. Caritas can provide brochures and information for ethnic minorities to take with them in offices that services are provided or in classrooms. Ethnic Minorities in the programs can use these to help inform others of the programs they are a part of and also give others copies.

5.1.3 Improvements to Public Knowledge

Advertising in several newspapers of different languages is one way to get the ethnic minorities to take notice in the programs available to them. Another method could be to go through the schools that have ethnic minorities attending them, including placing social workers in them. This would extend the reach that Caritas has to ethnic minorities without depending on them to read the newspapers and other advertisements. However, these particular recommendations are supplemental. It would be most effective if Caritas built a base of satisfied clients first. Then when others see the advertisements, they would be reminded of Caritas and would be more willing to go back for more services or refer others.

5.2 Caritas' Services

This section proposes changes and additions to the services and programs provided by Caritas.

5.2.1 Improvements to Existing Language Courses

Since written Chinese can also be a factor in being hired, we recommend that Caritas offer Chinese writing courses for ethnic minorities. Many non-Chinese residents feel Cantonese is quite difficult to learn whether reading or writing, so this course should be offered as an advanced level course. These courses would be for ethnic minorities who wish to open up more economic opportunities in areas that require the use of Cantonese reading and writing skills.

5.2.2 Improvements to Career and Employment Counseling Services

Offering employment counseling services would help Caritas significantly in its goal to reach out to those in need. The ethnic minority population of Hong Kong would seek Caritas' aid in finding economic opportunities in the districts Caritas covers. As discussed in the previous chapter, this service is offered by other NGOs and would help Caritas be known with minimal advertising. Caritas should consider modeling this service after HKEDS current employment counseling services.

5.2.3 Additional Courses and Services to Offer

In addition to learning language and employment skills, ethnic minority groups should also know their legal rights in Hong Kong. A course that goes through the laws in very basic terms would help them understand what their rights are as immigrants in Hong Kong. Course material may include their right of abode, discrimination and legal grounds of dismissal.

Various training courses should be offered in order to give ethnic minorities more options and choices to pick lines of work they want instead being forced into jobs due to the lack of training courses. Caritas should obtain feedback from ethnic minorities to find out what skills they would like to learn.

Another addition we recommend to Caritas' services is to provide a hotline for ethnic minorities to call for counseling services as well as face-to-face counseling. The counseling service would have to direct the client to someone who speaks their native language since they would not be misunderstood. This may be difficult to implement since it would require a large staff that speaks several languages natively. Caritas should model the counseling service after that of ISS's, which was discussed earlier as well as in the appendices. This would also help Caritas gain rapport, which would in turn help Caritas have a presence among ethnic communities.

5.3 Cultural Problems

This section examines how ethnic minority groups can avoid cultural misunderstandings and racial discrimination. Since one of the problems with ethnic minorities acquiring jobs is understanding the customs of the local culture, the project team would recommend that Caritas also inform ethnic minorities of the customs of the people of Hong Kong.

5.3.1 Avoiding Cultural Misunderstandings

The project team found that some ethnic minorities do not understand what would be basic concepts in Hong Kong culture. Our recommendations would be that Caritas create a class or workshop where they would explain the customs of the different cultures

in Hong Kong. For example, ethnic minority groups may not know that Muslim women cannot talk to a man without another Muslim man present. Also, these classes could include information on formal interview standards and workplace expectations.

5.3.2 Dealing with Racial Discrimination

In order to obtain equal economic opportunities, ethnic minorities should know how to correctly report cases of racial discrimination. Some of the ethnic minorities may not know what to do if someone discriminates against them. To deal with this issue, Caritas could extend the hotline and counseling services described above to include reports of alleged racial discrimination. In addition to implementing this, Caritas would have to inform ethnic minority groups that a service exists, which requires using the communication networks. Also, Caritas should advocate for the government to provide education to the people of Hong Kong about ethnic minorities and their cultures. For example, employers should be informed that workplace diversity might be beneficial. Also, employers and the people of Hong Kong would need to know how to identify racial discrimination, as well as knowing that racial discrimination plays a role in unequal economic opportunities.

5.4 Future Research

In follow-up projects, we would recommend obtaining more opinions from ethnic minorities themselves. We gathered our current information primarily through NGOs, and the government. NGOs gave us contact with ethnic minorities to schedule focus groups, but the focus groups consisted of Caritas' youth ambassadors, and students in language classes. We recommend that future teams find community contacts in the form

of community leaders and heads of social and religious organizations, to conduct focus groups with ethnic minorities who may or may not work with an NGO or may not attend a language class. Another resource to use would be ethnic minorities that have successfully entered Hong Kong society. These people may have started a successful company in Hong Kong, or work as a professional for an established organization. Also, we recommend more comparison and contrast to social service organizations outside of Hong Kong, which help ethnic minorities. The existing analysis and recommendations were drawn from data collected from NGOs in Hong Kong, and one social service organization outside of Hong Kong.

5.5 Conclusion

With the recommendations provided in this chapter, Caritas will be able to help ethnic minorities improve their economic opportunities in Hong Kong. Caritas will also be able to get into the communication networks and become known throughout the different ethnic groups. Gaining rapport among the different ethnic community is the most important recommendation the project team has to give to Caritas. The next most important recommendation is to improve Caritas' existing services. Satisfied clients will tell other potential clients, which would effectively advertise for Caritas. The more rapport Caritas gains, the less it will have to advertise.

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Appendix A – Interview Protocol: Calvin R. Hill, Director of Minority Affairs, Worcester Polytechnic Institute

Introduction:

- Describe our project
- Note statistics of ethnic minorities in Hong Kong (job and population)
- Draw parallel to WPI (ethnic minority population, etc)
- Proceed with questions

Interview Questions:

- What are the objectives of the MAO?
- Why don't they want to apply and go to WPI?
- Why don't ethnic minority want to stay at WPI?
- Are there barriers to graduation and acceptance for minorities at WPI?
- What are the most successful programs that MAO (Office of Minority Affairs) have conducted to help minorities? Why were these successful?
- What have been the least effective programs in MAO?
- What are the approaches in helping the minorities at WPI?

Appendix B – Interview Record: Calvin Hill, Director of Minority Affairs, Worcester Polytechnic Institute

Interview Date: 19 November 2004

Interviewer: Philip Kwan

- Philip introduces himself and Martin
- Philip describes the project
- Philip gives basic background information (statistics from project description and Catherine Li) on Hong Kong and ethnicities
- Philip draws parallels to WPI based on ethnic mix
- Philip asks about WPI's aim at ethnic diversity at WPI
- Hill answers "It depends how much you want to mirror society"
- Hill gives statistics on WPI (2% African American students, 3% Hispanic students) that do not completely reflect US population
- Philip asks about barriers to acceptance and application to WPI
- Hill says no barriers to acceptance, but application is more difficult
- Hill says stereotypes and perception stop students from being pushed early on, such that they may not do well in science, engineering, and technology
- Hill describes part of their program, helping outreach in K-12 education
- Hill describes making WPI attractive enough to get applicants
- Philip asks about barriers to success and graduation at WPI
- Hill mentions the possibility of the perception that the ethnic minorities were accepted based on race
- Hill describes Cycles of Oppression (his idea used in his presentations)
- Hill mentions treatment based on similarities and differences, that these similarities and differences will cause separation or grouping based on race
- Hill suggests looking into Caritas' role in these Cycles of Oppression (within Caritas, and Caritas affecting Hong Kong)
- Hill states that the minorities must feel welcomed (citing Excellence in Mathematics, Science and Engineering Program as an MAO program)
- Hill cites WPI's celebration of history month events as ways of making minority groups feel welcomed (Hill: "showing everyone everyone's culture")
- Hill states embracing differences as a way of accepting others
- Philip asks about success of these programs
- Hill says the evaluation is subjective, and there is a long way to go but progress has been made (Hill: "it's there, people can go")
- Philip asks about making mandatory events
- Hill says this can help and that this would be a "more productive resource"
- Philip asks for organization suggestions for further interviews
- Hill cites African, Latino/a, Asian and Native American (of the Worcester Consortium), government agencies such as NASA (Dan Krieger of the Equal Opportunity Office as a contact), Equal Opportunity offices of Fortune 500

companies, Higher Education Resource Center (Janice Weekes as a contact), and YMCA for social service agencies

- Philip asks for source and literature suggestions
- Hill says he will look and follow up

Appendix C – Interview Protocol: Wilson Abreu, Director of the Pan American Institute

Introduction:

- Describe our project
- Note statistics of ethnic minorities in Hong Kong (job and population)
- Draw parallel to Worcester (ethnic minority population, etc)
- Proceed with questions

Interview Questions:

- What are the objectives of the Pan American Institute?
- What courses are offered to help ethnic minorities?
- What is the structure of the language courses?
- What is effective in teaching language?
- What is effective in helping ethnic minorities get job opportunities?
- What are programs in Worcester, Massachusetts, and the United States to help ethnic minorities?

Appendix D – Interview Record: Wilson Abreu, Director of the Pan American Institute

Interview Date: 7 December 2004

Interviewers: Martin Cheung, Philip Kwan

- Philip introduces himself and Martin
- Philip describes the project
- Philip gives basic background information (statistics from project description and Catherine Li) on Hong Kong and ethnicities
- Abreu mentions prejudice based on factors like language
- Philip asks about local and state government programs to help ethnic minorities
- Abreu mentions Worcester's poor planning for programs
- Abreu gives contact information for Laurie Ross at Clark University, United Way Indicators, and the Latino Roundtables
- Philip asks about state government programs
- Abreu gives contact information for Gladys Rodriguez Parker, representative for McGovern, and the Gaston Institute in Boston
- Martin asks about Pan American Institute's methods of helping ethnic minorities
- Abreu describes Pan American Institute: teaches language courses, computer courses, aimed at helping minorities move up in the corporate world
- Abreu describes language course necessities: maximize usefulness in class via having students practice, building confidence so students believe they are able to learn English, conversation classes once a week, focus on real application of English (such as going to the bank) as well as grammar
- Philip asks about local government programs that help with ethnic minorities' job opportunities
- Abreu describes a Worcester proposal for employers to get tax relief based on hiring ethnic minorities
- Abreu mentions LARASA who promotes development and advancement of Latinos through the community
- Abreu describes the concept of having resistance to methods if the programs are not implemented by local people
- Abreu mentions National Council for Italian Americans and National Council for Irish Americans as organizations that helped minorities to become assimilated into American society
- Abreu mentions that minorities must be able to participate in politics to be accepted
- Philip asks about ways that the Pan American Institute helps minorities in unique ways
- Abreu mentions the help networking with employers, providing applicants to employers that work with the institute, a posting board where students can post if their workplace is hiring

Appendix E – Interview Protocol: Non-Governmental Organizations General Protocol

Demographics (Not Geographical):

- Who are the ethnic populations participating in your program? How many of each?
- Do these ethnic populations ever come in groups to seek employment help?
- What are your Male/Female ratios in your program?
- What kind of cultural problems have been encountered in the program?
- Where do they live?

Problems:

- What have you found to be typical problems of living in Hong Kong for these minorities?
- Do you do any courses other than the job training workshops shown on your website?
- What requests for programs/courses have you received?
- What have you done to accommodate such requests?

Enrollment:

- About how many people per month do you have apply to your program?
- Do you have any people who leave in the middle of your program without a job?
- Can you give us a typical case that you receive?
- What do you teach in your employment related training and workshops?
- How satisfied are your students with the training you offer?

Networks (Channels):

- How do you get information out to the minority groups?
- How successful have these methods been?
- Why did you choose these methods for getting information out?
- Do you receive any applicants from areas besides NGOs or the government?
- What social, religious or political groups do the minority groups have?
- Do you work with these groups? If so, then how?

Other:

- Have you heard of anyone having reasons for choosing your program over another?
- Do you know what are typical job offers for the minority groups?
- Do you know what are typical job offers for the minority groups after completing your program?

Appendix F – Interview Record: Adrielle Panares, Director of Development, International Social Service

Interview Date: 28 January 2005

Interviewers: Jason Flanagan, Philip Kwan, Philip Ng

Target groups: anyone who is caught between two countries problems

AP: We operate locally, in terms of getting programs from the government. The NGO's compete and put in value-added services. Ethnic minorities are a marginal group, but no NGO wants to take sole responsibility. All the funding agencies only allow permanent residents (7 years in Hong Kong) to take part in the programs. No welfare services, no money from the government. If you need a shelter, even if you are married to a local Chinese person, or a government service, Chinese people run the offices, so the non-Chinese person would have to go to a privately run service or deal with Chinese workers. I was taken in to deal with the Vietnamese refugees, and the problem is that those who are not in the category of funding, and given that persona, different ethnic minority groups disagree on the treatment. For example, the Nepalese were originally trained as guards to the queen of England, the Pakistanis were originally traders and businessmen, Filipinos were originally engineers, musicians, entertainers, but are now foreign domestic helpers, Indonesians and Thais are primarily Chinese-Indonesian if they are permanent residents and the women go back and forth between Hong Kong and Indonesia or Thailand, many Sri Lankan males are professors and businessmen, and many women are foreign domestic helpers. The implication behind "ethnic minority" is needy, and here mainly to take a living.

We are primarily a social work program. If you're coming from ethnic minority backgrounds, you probably want to work only with social workers that are of the same background. We end up getting people to be translators [for our hotline service and for walk-in clients], since it is difficult to get foreign social workers of these backgrounds. If anybody hurts you, you really want to talk to someone in your native language, and understand your cultural background. Filipinos are mainly Catholic and Christians, Indonesians are mainly Muslims, so it is difficult to run a center with both these ethnic backgrounds. We have to watch for these culture clashes.

Most of the consulates here mainly make sure their cultures are not being hurt.

I have an average of 45 new clients [per week] that walk in and request counseling. Those 45 can be classified in categories of employment, family, money, personal adaptation, and any other problems. Having 45 clients every week, I concluded that we could have prevented many of these if people knew support groups on arriving in the receiving countries. There are brochures that provide this information in 6 languages, but are not distributed to the people that need them. We are the only NGO that provides these brochures in the arrivals

area of the airport and welcomes new immigrants, passing this information out about their rights in Hong Kong. People know their rights when they call us. We also interact with the stranded people in the airports. We distribute 450 Indonesian kits a day, and in a month, on average about 14,000 kits.

We also have a practical Cantonese curriculum. We then added an Intermediate level, and an Advanced level, and now there are six levels. Now, Caritas and Christian Action provide venues to teach this throughout Hong Kong. We exchange curriculums, and they lowered their fees. One success story is that Indian women now take the courses, when there were only originally men. We allow for 10 minutes at the end of classes for no holds barred questions from the students.

We also provide shelter services. The shelter has an undisclosed location, and holds 11 people, accepting anyone. It is not free, and food is not provided, unless needed.

The rest is advocacy work and training. We train social workers in how to conduct casework with the ethnic minorities in Hong Kong. Also training on specific cultures, and how to deal with different people, and education on the need to help ethnic minorities. The bill now encourages people to help the ethnic minorities.

The biggest users of the services are the biggest numbers of the population. Particularly, the top two populations are first and second, and the rest are in the same bracket.

If students can prove that they can sustain 50 hours and they have a meeting place, then we help them by accommodating their location needs.

Counseling provides more help to females, but courses are 60-40 male-female.

The number one cultural problem is language, and culture specific norms for their situations.

Ethnic minority groups will cluster where they worship and where they get their cultural material needs fulfilled. For example, there is a mosque in Wan Chai, and the Indonesian consulate is in Victoria Park, and the Indonesians congregate in Victoria Park.

We offer other classes based on need, like sewing, hair and grooming, group support classes, and other classes based on recreation.

We have been suggested to provide services on many things, such as care for the elderly, care for the disabled and care for the terminally ill.

Our classes have an enrollment of 15-25. For the English and Cantonese classes, there were 24 course offerings. The average attendance rate is 88% - 94% and the dropout is based on job availability. The teaching is experience based, and there is a lot of homework based on writing Chinese words. The students are satisfied, in that we have never gotten complaints, and mostly we get requests for more.

We get information out to ethnic minorities through radio. The communication there is in many languages. Also, we are in constant contact with community leaders. We tell them the progress and the direction of our programs. We also use leaflets, handouts, and hotline services. I train people in consulate offices.

The press is my last resort, because they can choose to highlight or not to highlight points on their own whim. Ethnic minority leaders and consulates are the best way of communicating with the ethnic minority groups. We want to show that we care, and are not there to protect our territory against other NGO's.

I work with all the mentioned ethnic minority groups.

Our programs are preferred because they are free, and we provide the help. They know we will go out of our way to help. When they come to me, they get solutions that do not categorize them with previous clients. The clients feel they are in control, and we listen and help them, without solving it for them, in that we don't want them to come back again for the same problem.

Go to the HKPU website, and they have research studies on the job opportunities for ethnic minorities. Stereotypes play into what people think their jobs are. There are many experts that work menial jobs, for the reason that the pay in Hong Kong is more than that of a professional in their native country.

We help people get jobs, but are not like a job placement agency. We refer people, but cannot guarantee employers with a time frame, which is what the job placement services typically do.

Appendix G – Interview Record: Tam Shui Yin, Hong Kong Education Service

Interview Date: 1 February 2005

Interviewers: Jason Flanagan, Philip Kwan, Philip Ng

PN: (Introduction)

TY: We are a brand new agency, developed in 2002. We mainly provide employment service, job matching service, and counseling service. Employment services are new, since before 1997, there was only a 2% unemployment rate. We provide services to vulnerable groups, middle-aged people, single parents, new arrivals, and ethnic minorities. We started the ethnic minority services in mid 2002, and we found more and more ethnic minorities come to us, through phone calls. We found that they are quite eager for help, and the pilot program was started. Originally, we targeted only 50 people in the first year, teaching them how to get a job, the working culture, and working ordinances. But the demand was big, 120 people wanted the services. We then got funding, and expanded the services. We have two programs, organized by the Labor Department, targeting 15-24 youths, of all ethnicities. The training lasts about two months, and there are four modules: basic interviewing and social skills, computer skills, leadership training, and job skills. After the training, we arrange practice for the students, also lined up by the Labor Department, only for the youths. For the adults, we provide the Career On-line Program. Most adults we have seen are not as eager, and they mostly want any job. We organize programs for everyone, but the adults get fewer, due to difficulty in getting interest. Adults may get a job early on and stop using the services. Very popular problems while getting a job include: racial discrimination, lack of resources to help them, lack of English from the Labor Department (front desk and website), and lack of preparation on the employer's part when interviewing an ethnic minority. Private agents also help people get jobs, and the amount is increasing. The problem is that the private agents charge a commission fee, and sometimes illegally take the entire first month's salary. The second generation, born in Hong Kong, has better chances in getting jobs, in that they speak Cantonese. Before 1997, the economic downturn, many ethnic minorities found work in construction or security, and then the construction industry got hurt, and the security jobs took a structural change, in that it has become a formal job, including tasks like writing in a logbook (in Chinese). After finding work, ethnic minorities have faced other problems, such as being paid less than their Chinese counterparts. In my experience though, they are paid similarly. The local Chinese can adapt to the economic downturn more quickly than the ethnic minorities. For example, ethnic minorities still ask for construction work with the same salary as before 1997, even though the industry has decreased, with fewer jobs and lower salaries.

PN: How do the programs for ethnic minorities work?

- TY: We interview the client, to list job experience, education experience, the work they seek, and their expectations. We get the information and try to match with jobs in our employer and job database. We put a lot of effort into contacting local employers, but most of them do not want to hire ethnic minorities. In these two years, more ethnic minorities can find jobs. Compared to local Chinese people, fewer ethnic minorities have jobs.
- JF: Do they speak more English than Cantonese?
- TY: They speak English more often than Cantonese, and it is rare to find people that can speak both. Most of the people that come to us can speak English, even a little, and we have an ethnic minority staff, and they help translate.
- PN: Do you teach language courses?
- TY: No, other NGO's do that.
- PN: Is it usually males or females?
- TY: Mostly males, more than 70%, especially for the Pakistanis.
- JF: What do the workshops consist of?
- TY: We have a few workshops, like labor ordinance, and cultural workshop. The cultural workshop teaches the expectations of Hong Kong society. For example, Nepalese people are more casual, and they may take attendance as seriously as Hong Kong people, and they show up late more often than Hongkongers.
- PN: Are the workshops in English?
- TY: All the workshops, training services, and counseling services are in English. The counseling services can be in other languages, since we have ethnic minorities on our staff.
- PN: Where is the funding from?
- TY: We have different funding sources. In the first year, we did not get any funding. The next year, we found a lot of demand, and got sponsors, like the Home Affairs Bureau. In the past two years, we have gotten a new sponsor like the Apple Daily Newspaper.
- JF: Where can the applicants apply?
- TY: They can go through NGO's or by themselves. In the first year, they were referred by NGO's, but now they come more often through friends. The

- applicants mostly come from Yau Ma Tei and Jordan. We serve the Nepalese the most, and they made up 60% of our clients last year.
- PN: When the minorities come for work, are they satisfied with the work they get?
- TY: Yes, they are satisfied with mostly any work. They come back with many referrals, and this makes us happy with doing our work, but this creates the problem of having more clients than job openings.
- JF: How do you get the information out to the people?
- TY: We used to advertise in the Nepalese newspaper, but now we work mostly through word of mouth.
- PN: Do the minorities ask for more services?
- TY: Sometimes, but we don't usually have the resources to provide more services. We know that they require other services, but we usually refer them to other organizations.
- PN: Are all your services free?
- TY: Yes, all services, and no matter what.
- PN: Do you think the fact that the services are free will scare clients away?
- TY: It's an important fact, since we have weighed whether or not to charge clients, and it affects funding. If people are willing to pay a reasonable price, we may be able to provide more, but we have never decided to. Maybe later, we will think about it, most people would be willing to pay if they can get work. We have talked about charging 3%, since the maximum is 10% of the salary.
- JF: What are the typical jobs you help people get?
- TY: Construction and security work. Securicorp hires many Nepalese people, who typically seek out security work. Otherwise, it is manual work, like factory and warehouses. For the youth, there is more of a variety, like some but not much office work.
- PN: How many do you help per month?
- TY: From April 2004 to now, we have helped about 150 people. Last year, from April 2003 to March 2004 we helped 245.
- PN: What are your feelings about the Race Discrimination Bill?

- TY: I don't think the bill can help ethnic minorities get more jobs. It will provide more protection though. For example, I never see any males working at Maxim Cake Shops. Employers are very careful, they use many excuses to not hire people based on ethnic minorities.
- PN: How can ethnic minorities be helped more?
- TY: They need more education, mostly public education. Chinese people discriminate against South Asians, even new arrivals from China. Even if they speak Cantonese but have an accent, they get discriminated against.
- TY: Most employers are small and medium-sized companies. They do not all speak fluent English. If you cannot speak in Cantonese, then you face a real problem. Other agencies work to teach the local Chinese the cultures of ethnic minorities in Hong Kong. An interesting phenomenon is that different ethnic minorities have different views of each other. For example, Indians have a higher opinion of themselves on a social scale than Nepalese and Pakistanis. Also after 9/11, the views of Muslims took a downturn, and many employers will not consider hiring them. Not many people understand the ethnic minorities, and just think about their family background and living conditions.
- PN: Do many people that work go between their home country and Hong Kong?
- TY: Sometimes, like Nepalese workers who go between Nepal and Hong Kong after being employed for a few years. For other ethnic groups, it is not as common. Most of the Nepalese in Hong Kong used to be in the British army before 1997, and they chose to get a Hong Kong ID. Their history was very short in Hong Kong, and that is why they do not speak good Chinese or English. Most of the Pakistanis or Indians are already in their second generation and see themselves as residents of Hong Kong, unlike Nepalese.
- PN: If there is an ethnic minority, and they speak the language well, and have good job skills, what are their chances?
- TY: If they can speak Cantonese and English, and they have good job skills, then they should be able to get a job. The chances of finding work now are better than two years ago. Most of our clients find jobs, and they adjust their mindset to find work in industries that they would not have previously considered or they will take a lower salary. We always tell ethnic minorities that we have post employment services to help them face the challenges of a new job, and new working patterns.

Appendix H – Interview Record: Miss Sausong Chau, Unison Hong Kong

Interview Date: 3 February 2005

Interviewers: Martin Cheung, Philip Kwan

- Educate on racial equality
- Targets: non-Chinese people that don't speak Chinese
- Refer people to services
- Higher band do not like to accept ethnic minority because they think it is difficult for them to teach the ethnic minority
- Only lower band would accept their application
- Not have a good quality of education
- Medium of vocational schools is Cantonese
- Can learn French in high school
- Cannot prompt higher level education (Form 5)
- Do not recognize qualifications of foreign schools
- Adults that migrate may not have English skills
- Many ethnic minorities work in construction
- No vocational institute use English as teaching medium
- New training programs in hotel services, security, construction
- Provide referral to people on job openings
- *Current education policy has problem*
- Offers language training for Chinese and English
- Not familiar with H.K law
- Helps: Indians, Pakistanis, Nepalese, Thais, Filipinos, Indonesians
- Communicates through schools, word of mouth, youth outreach, newspaper ads
- Funding through donations, fundraising
- Request for more classes
- Enrollment fees in some classes (hospitality: 20k)
- Language classes do not have a specified duration
- Attitude seems positive, but has barrier on the operation
- Race Discrimination Bill is too early in the legislation process
- The bill will create minimum standards, but will not eliminate discrimination
- Legislation and public education together would help more
- A possible solution is dispelling perceptions and stereotypes
- Some classes at Skyline Tower, others at borrowed locations
- Sunday: press conference on Race Discrimination Bill, protection for new arrivals from mainland China, redefine indirect discrimination, protection for immigrants, justify the exemption for small businesses, and improve special measures and programs for ethnic minorities (positive duty)
- Employers use bad excuses to justify not hiring ethnic minorities
- Five year goals: improve learning opportunities, help minorities be self-sufficient
- Need to gauge societal readiness before legislating or implementing programs

Appendix I – Interview Record: Reverend Li Kin Wah, General Secretary, Mission to New Arrivals Ltd.

Interview Date: 7 February 2005

Interviewers: Martin Cheung, Philip Ng

Interview was conducted in Cantonese.

MC: Please tell us about your organization in helping minorities in Hong Kong.

LW: We basically help new immigrants from China, minorities from South-Asia. We aid them in many aspects such as funding and try to reach out to them through our network.

MC: What programs does your organization provide?

LW: We provide counseling programs, job match, urgent funding such as food coupon and food bank.

MC: Are there any language training?

LW: We provide free English and Cantonese training for free. However, these programs exist only when we have enough funding.

MC: What other trainings do you provide?

LW: We offer free job skills training for students that are interested. (Ex. Art)

MC: How is your organization funded?

LW: We have donations from various sources. Most of them are from people from churches.

MC: How do you find minorities to join Missions to New Arrivals?

LW: We have an outreach program every Friday in places where minorities gather such as St. George Park.

MC: Are the minorities willing to respond when you are reaching out to them?

LW: No, mainly because they do not think it will help them all that much.

MC: What do the minorities think of the programs? Are they satisfied?

LW: Yes, they are satisfied.

MC: What are the factors that lead to unequal job opportunities for minorities?

LW: The factors are mainly discrimination, and low job skills. In some cases, degrees that are obtained outside of Hong Kong are not recognized. Minorities could also have lower salaries than the majorities for the same job position because of their race.

MC: What do you think of the Discrimination Bill of Right?

LW: It is a good step toward achieving equal opportunities for ethnic minorities even though the bill needs improvement. But since it will not be taken effect three years after passing the Bill, minorities will not be able to enjoy equal opportunities for now.

MC: Which ethnicities do you help the most?

LW: We mainly help Nepalese, Pakistanis, and Indian.

MC: Do most of them speak English?

LW: Yes.

MC: Have the minorities had any suggestions for any of the program or the program overall in order to improve?

LW: No.

MC: Do you think there should be any improvements?

LW: There should be more volunteers, resources, funding and especially help from the minorities themselves. They should not only receive service; they should give service to their own people and other minorities as well to help solving the problem.

MC: How long have you had the programs for minorities?

LW: We have started for two years.

MC: What made you decide to have programs to help minorities?

LW: We saw that there was a need for it and that there was a lack of aids for minorities in Hong Kong.

MC: Besides reaching out to minorities in places where they gather, what other ways do you think you can take to communicate with them better?

LW: There isn't a best way to communicate with the minorities. We should use as many ways as possible to communicate with the minorities.

MC: Do you think minorities are at a disadvantage besides employment opportunities?

LW: Yes, they are. Sometimes it is because of the discrimination factor and language factor.

MC: Why do you think minorities move to Hong Kong?

LW: They move here mainly for employment, family reunion, and to have a better life in Hong Kong because of the economic situation and such.

Appendix J – Interview Record: Annie Lin, Community Organizer, Society for Community Organization

Interview Date: 8 February 2005

Interviewers: Martin Cheung, Philip Kwan

- Mainly advocacy work
- IEAP service
- Low-skill work
- Barriers to employment: language, racial discrimination, lack of specific employment policy, lack of integration policy
- Lack of sensitivity on frontline government workers that work with employment
- Lack of vocational training in English
- Pushing for more courses in English
- Courses in Cantonese are not effective (not continuous, might not be offered)
- 40% of the Nepalese are unemployed
- Used to have language courses, until volunteer had no time
- No job skill training course
- Integration on a walk-in and home visit basis
- Counseling service
- Enquiry stations, word of mouth (clients and volunteers), leaflets, newsletter (Nepalese), media coverage to get clients
- Mostly help Nepalese, a few Pakistanis
- Around 20 students in Cantonese classes
- Requests for more advanced level language courses
- Used to have an English course
- The bill will protect ethnic minorities, but will be limited
- The bill doesn't include discrimination based on language and religion
- No special duty to do anything positive for ethnic minorities
- The bill is based on laws that are already amended in UK and Australia
- No inclusion of new migrants and foreign domestic helpers
- Employment opportunities is the biggest problem
- Full-time ethnic minority staff would help
- Originally migrated to Hong Kong for employment (more jobs, higher salaries)
- Nepalese typically get construction, security work, hospitality
- Pakistanis work in their own shops
- Same clients, as well as follow-up with previous clients
- The basis of counseling is typically financial problems, housing, education placement
- Could reach more people if they had an ethnic minority staff, and not volunteers
- Leaflets go in shops, enquiry stations, and at offices
- Ask them where they gather
- Nepalese use social organizations (40 or 50) and castes

- Nepalese have many organizations within themselves (football, advocating for rights, FEONA, etc)
- The bill's effectiveness is linked to implementation and promotion
- Excuses to not hire people, or make ways to discriminate people
- Reported cases of racial discrimination: rude attitudes, lack of equal services (interpreters), lack of correct services
- Both private sectors and public servants do not show they care about ethnic minorities
- Need to increase awareness
- Outlook maybe better, due to promoting racial equality
- Inherit problems due to ethnic minority children going to English medium schools
- Language courses at the workplace may help, integrated with employment training
- Hong Kong government's lack of recognizing skills (Council of Accreditation is not formal enough), and employers
- "A Research Report on the Life Experiences of Pakistanis in Hong Kong" January 2003 (Hok Bun Ku, Kam Wah Chan, Wai Ling Chan, Wai Yee Lee) Department of Applied Social Sciences, HKPU
- "Omnibus Household Survey in the Fourth Quarter of 1999 (Characteristics of the Ethnic Minorities)" Prepared for Home Affairs Bureau
- "A Study on Outlets of the South Asian Ethnic Minority Youth in Hong Kong" Yang Memorial Methodist Social Service
- Hong Kong Workers Union (Construction, Security and Hotel & Restaurant): Karam Gurung (Kevin), M/F, 566 Canton Road, Yau Ma Tei, 23324662

Appendix K – Interview Protocol: Jacqueline Shek, Programme Officer, Race Relations Unit, Home Affairs Bureau

- Why do you want to help ethnic minorities?
- What are your goals in terms of helping ethnic minorities?
- How does HAB determine to whom they give funding? (What objectives are they trying to achieve?)
- How does the HAB evaluate the NGO programs they fund?
- What does the government think are the factors that lead to unequal opportunities for the ethnic minorities?
- If the equal opportunities commission doesn't handle race discrimination complaints, then how does the government respond to complaints of race discrimination?
- Why is race discrimination outside the EOC's jurisdiction?
- How far along is the government in passing the Race Discrimination Bill?
- Does the HAB use any direct channels of communication with ethnic minorities?
- Do you know of any social, political or religious organizations that are by ethnic minorities?

Appendix L – Interview Record: Jacqueline Shek, Programme Officer, Race Relations Unit, Home Affairs Bureau

Interview Date: 16 Feb 2005

Interviewers: Martin Cheung, Jason Flanagan, Philip Kwan, Philip Ng

Explaining the committees:

We have a hotline to answer inquiries on racial discrimination. This is what we use to provide assistance, or help them face racial discrimination, if they have experienced it. The Consultation just finished in early February, and we will bring all the suggestions soon, and we hope the legislation will come up at FY 2005-2006. ISS will check the flight schedules at the airport and if they see a terminal with arrivals from the home country of ethnic minorities in Hong Kong, they hand out welcome kits. The guidebook from the kit gives information about government services and services provided by NGOs. We print it in 8 different languages. We fund ISS, Caritas, and Christian Action's language courses in Cantonese and English, so ethnic minority groups only have to pay an enrollment fee of \$100.

About the funding:

When our unit decided which organizations were to get funding, we set certain criteria. We check if their proposals are related to racial equality or harmony, and then if their scope or target meets our goals, and also their strategy and if their goal is realistic. Sometimes, organizations lack the channels to reach ethnic minority groups, and in the past we have funded some of these organizations, and the usage of their services was low. In the past, one organization we funded a camp, but South Asian girls were not willing to spend time overnight, so that was not well received. Mainly we check if the channels or plans are OK or not, as well as the background of the organization, like if it is Register 1 or not. We will not sponsor or subsidize any organization that uses the funding to buy equipment. We then hold a panel that studies, reviews, and discusses the proposals. This year, we approved about twenty-something proposals, and we will have a deadline for them to finalize their reports and financial records. To evaluate the accepted NGOs, we use their interim progress reports to show how their proposals are being carried out, as well as their financial statements to show their use of the funding, and spot-checks conducted by our staff to observe the operation of the organizations, and the feedback of participants.

The four main factors that lessen economic opportunities for ethnic minorities:

- Language barrier: if people don't know Chinese, then they will face difficulties looking for work or they will not have all the information. We try to print guidebooks in different languages, and language programs.
- Lack of awareness of racial equality: for the minorities, they seem to have gotten used to inequality experiences they have faced. We use leaflets to promote our

hotline, distributed through NGOs, and staff members that pass them out to shops, temples, and malls.

- Provisions of sustainable services: with the new policy, students can apply to mainstream schools. Around 50 students were accepted to around 30 mainstream schools.
- Balance of resources: we understand that some of the local NGOs are OK, but some of the minority organizations may lack funding. We have the funding scheme for them to train and provide information to their own communities. We also provide printed publications for the general public to promote the idea of racial equality.

About complaints received:

If we receive any complaints to our hotline, we gather the information, and assess whether it is in our jurisdiction or not. For example, a policeman could be rude to an ethnic minority, but that would be under CAPO (Complaints Against Police Officers). If the issue is not related to racial discrimination, then we pass the information to the correct office. If it is related, then we send letters to the respondents asking for explanations, and we have meetings between the two parties to reach a satisfactory solution. Sometimes there is some written apology, or sometimes, there is a change in policy. We receive about 40 or 50 complaints each month. For inquiries on racial discrimination, we get about 100 a month. We have been around since June 2002, with five staff members.

Communicating with ethnic minorities:

We communicate or spread our message to minority groups through fax, emails, or letters. For example, if the weather suddenly gets colder, then we create leaflets and send them to groups and NGOs about getting prepared for health risks. Sometimes we use face-to-face contacts, like tutorial classes. Youth ambassadors will help promote services of NGOs through direct contacts. We provide information to ethnic minority groups to let them know where to go for services. We follow-up with telephone calls to make sure they received materials from our department. For our unit, they will go to places of gathering of the ethnic minorities. We may negotiate with malls or temples to make announcements.

Ethnic minority organizations:

There are social and religious organizations for ethnic minorities, but I am not sure about political organizations. We have a contact list with NGOs and ethnic minority groups.

Racial equality workshops:

The schools that we conduct racial equality workshops in are primarily Chinese medium schools. We have gotten requests to conduct them in other schools too.

Misunderstanding racial discrimination:

Sometimes ethnic minorities will think that resident Chinese people are rude to them. But these are usually authority figures, like the police, who are being direct and not polite. It is a case-by-case basis.

Ethnic minorities' thoughts on the Race Discrimination Bill:

I think as we receive feedback from minority groups, they have said they are happy to have the Race Discrimination Bill. It will provide protection, as it is with the legislation.

Appendix M – Interview Record: Miss Wong Yuet Ming, Caritas Adult & Higher Education Service, Caritas Social Center of Tsuen Wan

Interview Date: 18 February 2005

Interviewers: Jason Flanagan, Philip Ng

- This is community center, under social welfare section of Caritas
- Start service for EM in 2003
- Mission to give help to the poor
- Believe most difficulties are language, so offered support for them through that.
- Offer hotline service
- Some shop owners refuse to sell, or let them touch the wares
- Refuse to rent, “smell” “cook curry” or imagine they are dirty
- Feels that Consultation Paper will not help them at all,
- Don’t dare to complain about getting paid less because they’re afraid to lose their job.
- Don’t care to fight for better, because it already is better then where they came from
- Hotline call, and then maybe come and get more help in person.
- Advertise hotline through leaflets
- Does not think Legislation will help at all

Classes and Programs

- Adult focus on Chinese, sometimes English
- Children maybe offer mother tongue,
- Ambassadors sit in class and act as translators
- Class structure up to the instructor
- After handover, previous government had ok effort but new government now has minimal effort
- Attendance is unstable
- A lot of Pakistani women will attend class to help get about their daily lives because they have the free time to take it without the job, but don’t care enough so unstable
- Pakistani men only want the job and the money, so they are unstable
- Tried to use a 150 deposit to give some incentive for them to not skip class, but some still don’t care about the deposit. Mostly relates to need, if they need it they’ll do it but otherwise they don’t want to bother. After they learn enough, won’t continue.
- If topic talks about supermarket, won’t stay in classroom, will go out to supermarket, and makes it fun and practical.
- Provide tutorial class for writing? Once a week on Saturdays
- Also offer computer class for women because they asked for it, and can offer in computer center.

- Let people know about the good qualities of the minorities because most just focus on the bad.
- Government is biggest fund provider, so must obey them but that is an unhealthy relationship because you have to follow exactly what they say
- Most important is for EM to know their rights, and feel able to strike if they need to
- Has heard no instances about having issues coming to catholic organizations
Muslim not threatened by other religions.

Appendix N – Interview Record: Miss Yip Sui Chui, Director of Yang Memorial Methodist Social Service Centre for South Asian Ethnic Minorities

Interview Date: 18 February 2005

Interviewers: Martin Cheung, Philip Kwan

PK: Could you tell us a little about your services?

Yip: We are multicultural services for South Asians. We got funding from 2002. We are an outreach team for the youth since 1990s. We found that there are some South Asians that have no schooling or work. We launched some projects to help with this. This project will end in May 2005, and we hope to serve as a bridge between mainstream services and the South Asian community. We have different services: social adjustment project (practical and written Cantonese and Mandarin, social exploration programs, volunteer work with the local Chinese for cultural understanding), employment support program (the YPTP service, labor laws, employment rights), community building (painting buildings, etc), school support project, integration project (International Interflow Day, Cultural Exchange Camp), and developing community partnership.

PK: What do you teach in the employment courses?

Yip: How to search for jobs, attending job interviews, communicating with supervisors and colleagues, and searching for job channels.

PK: What do you teach in the employment law courses?

Yip: Professional speakers get invited to teach them about the labor laws. For example, problems with contracting, and their protection as laborers.

PK: How do you organize the integration projects?

Yip: The attendants are living in a Chinese society, so they should know about Chinese culture. They keep their own culture, while learning about Chinese customs, usually based on Chinese holidays, like customs during Lunar New Year, August Moon Festival, and aspects such as food, and games.

PK: What kind of games do they have?

Yip: Many different kinds, based on different things, like cooperation, teamwork, and morale.

PK: How do you initially get community partnership?

Yip: We now have five South Asian workers, two of which are youth ambassadors. Our workers already have their own networks, and they speak their home country's languages, so they can pass their message to the community in a fast and efficient way. They are also very outgoing, and through them we also know their mass media networks, like Nepalese newspapers. Also we fund a program to teach people how to be self-sufficient in starting their own projects and services.

PK: Enrollment in language classes?

Yip: Usually 10-15, but it depends because we match their time availabilities.

PK: What do you teach in the Cantonese classes? How are they structured in enrollment?

Yip: It is tailor made, for those that have better Cantonese, it would be based on employment. If it is a basic class, then it is daily life language, like shopping, communicating with shopkeepers, numbers, and how to seek help. Sometimes they go out to practice. They will also practice in class. The classes are around 1-2 hours, usually once or twice a week, and six sessions per course offering. The courses are \$5-13, but the enrollment can be waived.

PK: How are the students placed in the classes?

Yip: The students are divided into similar age groups. Also, Pakistani women, and Nepalese people are in their own classes, based on whether or not they can speak English, Cantonese, or only Urdu.

PK: What problems do the ethnic minority groups face in Hong Kong?

Yip: Firstly, they have a problem getting employment, and sustaining it. Their qualifications are not recognized in Hong Kong. They also face a language barrier and difficulty getting vocational training. They end up working in only one field, like construction, security, and no skill jobs, like kitchen helpers, small business owners, or office assistants with their own ethnic groups. They also have difficulty getting adjusted socially, and racial discrimination.

PK: What suggestions for courses have you gotten?

Yip: We started a Beautician course last year for people younger than 24 in English. We have been suggested to offer vocational training courses, like computer application courses. The difficulty is that the vocational training courses are currently mainly in Cantonese.

PK: How do you reach out to the ethnic minority groups?

Yip: We use many means, directly in the parks, playgrounds, schools, functions launched by self-help groups, malls, and churches. For example Yau Chi Mon, Yuen Long, and Wan Chai are where many ethnic minorities live. We publish a newsletter and distribute it, hotline information cards, and leaflets given by the government, mainly to invite them to join our programs. Sometimes we use their own newspapers, and television for integration programs.

PK: Do students leave in the middle of programs?

Yip: Yes, for example some young girls may be arranged to be married, so they leave in the middle. Also, they may find some work, or study overseas.

PK: What social, political, and religious organizations do the ethnic minority groups have?

Yip: Socially: just gatherings. Religiously: their own religions, such as the Islamic Youth Association. We will post or leave leaflets in their organizations and ask their leaders to pass them out to the attendees.

PK: Are students satisfied with your programs?

Yip: I think they are satisfied, through their feedback, questionnaires, worker's observation, and evaluation forms.

PK: Why do people choose your programs over other NGOs?

Yip: Maybe because they are familiar with us. Before us there was no center to deliberately serve South Asians. In these few years, we developed a network, and they know us now.

PK: What typical jobs do you find for the ethnic minority clients?

Yip: They may get matched to security guards, waiters, youth ambassadors, and office workers.

PK: How does the employment counseling service work?

Yip: Firstly, we interview the client, for their strengths, limitations, needs, and preferred work. We ask for their concerns. Then we match them with employers. If they need training, then we give them information about training courses. We contact the employer after placement and will provide follow-up services, and case counseling. We had 70-80 South Asians apply for work with the Intensive Employment Assistance Project, and fewer than 20 got the job. The employment rate is usually quite low, but it depends on the client's abilities and skills. Roughly 30% on the whole find work.

Appendix O – Questions for Ethnic Minorities

- What country are you from?
- What languages do you speak?
- What is your religious affiliation, if any?
- How old are you?
- When did you arrive in Hong Kong?
- Are you employed in Hong Kong on contract?
- What is your occupation?
- If you are employed, are you satisfied with this job?
- If you are unemployed, are you looking for a job? (What type of job?)
- Have you been rejected from a job in Hong Kong? If so, for what reason?
- What are the major problems you face as a minority in Hong Kong?
- Do you feel that you have ever been discriminated job-wise against because of your ethnicity? If so, please explain with an example.
- Do you feel that you are at a disadvantage because you are a minority living in Hong Kong? If so, what are the disadvantages?
- Are there any problems with language and communication since you've been living in Hong Kong? If so, what are they?
- How do you hear about courses, programs, and services provided by this social service organization?

What courses, if any, have you completed?

- How satisfied have you been with the courses that you have completed?
- Are there any courses that you feel organizations should offer?
- How have NGOs communicated with you?
- How do you communicate with other minorities (i.e. How do you spread the word about an organization?)?
- Do you feel that you or other minorities have a hard time getting employed? If so, what are the most important factors that would lead to this problem?

Appendix P – Focus Group with Ethnic Minorities, Caritas Social Centre of Tsuen Wan

Conductors: Martin Cheung, Jason Flanagan, Philip Ng

Focus Group Date: 2 February 2005

Abbas

- Came here when he was 3 from Pakistan.
- 21 years old
- Youth Ambassador for Caritas Translator from Pakistan to Cantonese,
- Go to community events and hand out flyers about helping Pakistanis
- Hand out at an event, only 3 or 4 respond
- Cantonese classes, English, computer.
- Unison How his friend found the job for him
- A friend gave him the job, he does get paid doesn't do much though, most of the time he just sits around. Its like they only want work, and something to eat. Don't care to learn Cantonese. Only guy works, girls stay at home.
- He was in a factory, but then came here cause he needed something to do, heard from friend about job.
- Classes didn't teach him to read and write Cantonese, so makes it hard for him to get a job.
- No job, turned down a lot because he can't read or write Cantonese, or just look at him and say he's Pakistani
- Wants to learn, but too hard, no teachers.
- Biggest problem in getting job is education.
- Parents can't speak English or Cantonese so it's hard for them.
- Father works as watchman for 4 years. Most people his father's age work in construction or factories.
- Looking for work in Hotels, reservations. Only use English to read and write, no Cantonese so that's why he wants it.
- Even if speak and read and write, look at the face and say position is filled.
- Thinks LARD is useless
- Best way to get the word out is home visit, personalized things.
- Everyone pretty much has home and cell phones.
- Parents came here to serve in the army, husband came over, but then wife went back and forth. Brother and sisters are here, dad has no brothers or sisters. One brother is construction, other is construction driver. Can only speak Cantonese, sister can speak English too and is housewife to husband.
- Even if moved home couldn't get job that paid as well as here.
- Wouldn't be interested in classes if he didn't know, no time and no need since they have job would rather work that and earn money instead of spending time to learn Cantonese.
- Results: No job, turned down a lot because he can't read or write Cantonese, or just look at him and say he's Pakistani

- Maybe lower cost because Family feels money would be better spent.

Everyone Together

- Pakistani born here: Ansah
- Nepali born in Nepal: Raksha
- Speak in Cantonese, work in English for Abbas
- Others Studied in English school
- Raksha came here 4 years ago.
- Both girls 20.
- Same job as Abbas, sort of enjoy the job, gotten used to eat for working for 1.5 years, Abbas only half a year.
- First job for the girls, social worker told them from Unison Knew them from social worker from school, acts as school counselor.
- Problems: Education, language barrier (speak read write), no way to higher studies after schooling, employment, hard to find job, father works construction, mother works restaurants, some work in nursing home. Pakistani mostly housewives
- Ansah's parents can speak Cantonese, Raksha's parents
- Girls speak English and mother tongue
- 2003 September started translation program that they work in.
- Girls think leaflets work, they work with women and men, guy doesn't work with women so doesn't think leaflets work
- Girls think LARD will help slowly.
- No one thinks that being a minority is a disadvantage, have others here that are their background.
- Yang Memorial, Methodist, Raksha has heard of ISS
- Computer classes are good classes, people like them, internet for communication Women are free during the day because they don't work so they get the internet classes.
- Find jobs for the people if could talk to higher ups in Caritas.
- Most places are Contracted, only work for a certain time.

Appendix Q – Focus Group with Cantonese Class, Caritas Centre Yuen Long

Interviewers: Martin Cheung, Philip Kwan, Jason Flanagan, Philip Ng

Discussion Date: 6 February 2005

Discussion Location: Caritas Cantonese Class in Yuen Long

- All Pakistanis
- One Filipino
- Age: 16, 20s, 30s
- 7-10 years each living, all born elsewhere
- Moved here because of family
- One father figure is manager in trading company for textiles, less than one year working Likes job, pays well.
- Went and applied and got job, third, fourth job in Hong Kong, didn't really get turned down.
- Job over in Tsim Sha Shui
- Kids go to international school, don't feel there is very much discrimination.
- Everyone can read and write English, all speak very well.
- Don't know anything about Chinese, so decided to take class. Just speaking. Daily use language.
- Beginner level is normal vocab.
- 6 Months course, once a week. Every Sunday.
- Class is usually bigger, usually 13 not 7.
- Found out about the class through newspaper, one found it and went through the whole family.
- LARGE family, about 10.
- Told friends, and they do it in their own districts.
- This is the only program they've taken, each group takes care of other districts, Caritas has control of this district.
- Like the class.
- No time for any other classes, studying and working.
- Charge the nominal fee.
- Do feel at a disadvantage not knowing Cantonese.
- Woman is housemaid.

Final Comments:

Seemed very interested in taking class once they found out about it through the newspaper.