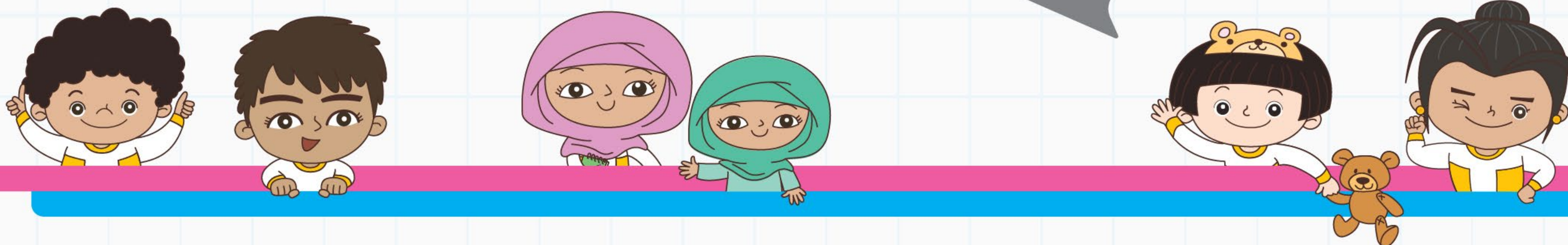


Equal Education Opportunities for NEC Students

非華裔學生的平等教育機會

朱敏健先生（平等機會委員會主席）



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Protections in Education 在教育範疇的保障

International
obligations
國際義務



Domestic legal
protections
本地法例保障

International Convention on the Elimination of All Forms of Racial Discrimination
消除一切形式種族歧視國際公約

Convention on the Rights of the Child
兒童權利公約

Hong Kong Bill of Rights
香港人權法案

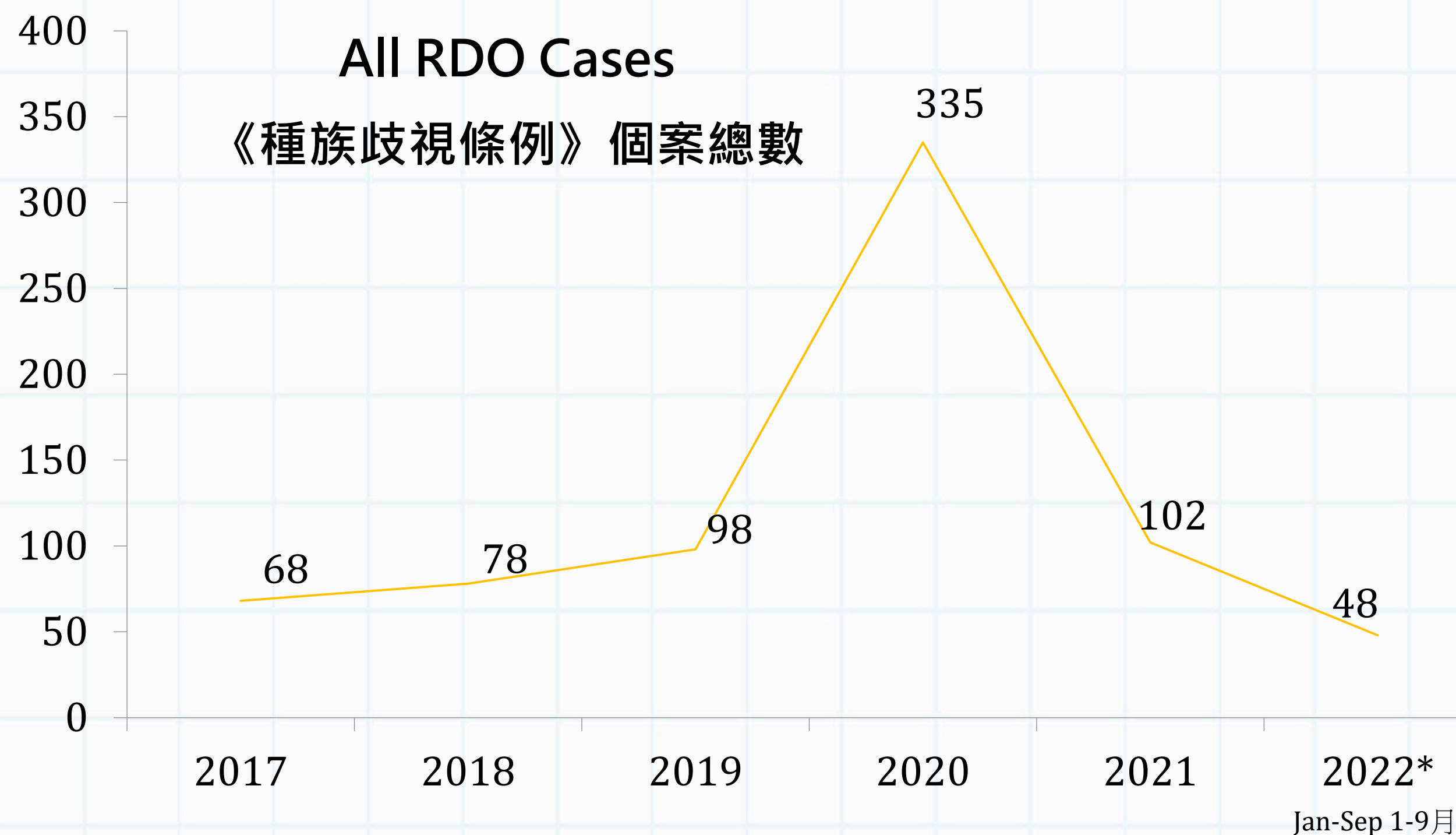
Race Discrimination Ordinance (Cap 602)
第602章《種族歧視條例》

Specifies unlawful discriminations and harassment to person(s) on the ground of his/her/their races in educational establishments 訂明在教育機構基於種族的違法歧視和騷擾

Direct discrimination: in admission and expulsion; access to benefits, facilities or services
直接歧視：取錄及開除學藉、獲得或享用任何利益、設施或服務

Indirect discrimination: requirements that more people from a certain race cannot meet and are not justifiable (e.g. uniform, interview language, etc.) 間接歧視：劃一要求，但某一種族群體中能滿足此要求的人數較少，且沒有合理理據支持（例如校服要求、面試語言等）。

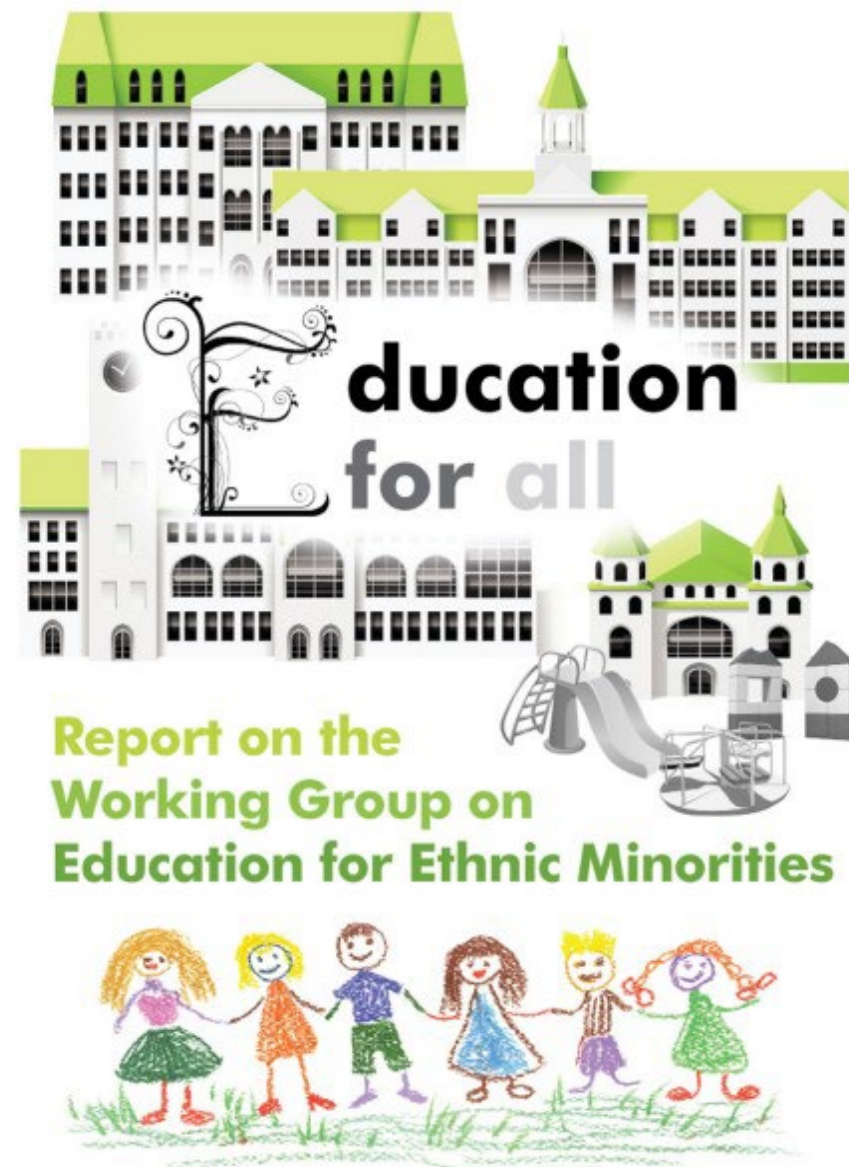
Complaints/Enquiries 投訴及查詢個案



- Two or less complaints a year lodged by NEC on education under RDO on average
- 就《種族歧視條例》，平均每年接獲不多於兩宗由非華裔人士提出涉及教育範疇的投訴個案。
- Over 90% of these complaint cases are related to school admission
- 過往的種族歧視投訴個案中，超過九成涉及入學收生。
- Half of the RDO enquiries on education by NEC were made around religious practices (e.g. uniform, prayer, lessons on religious studies, etc.)
- 過往涉及種族歧視的查詢中，半數與宗教有關，例如校服要求、祈禱和宗教課等。

Key Reports 重點報告

Working Group Reports on Education for EMs 少數族裔教育小組報告 (2011、2019)

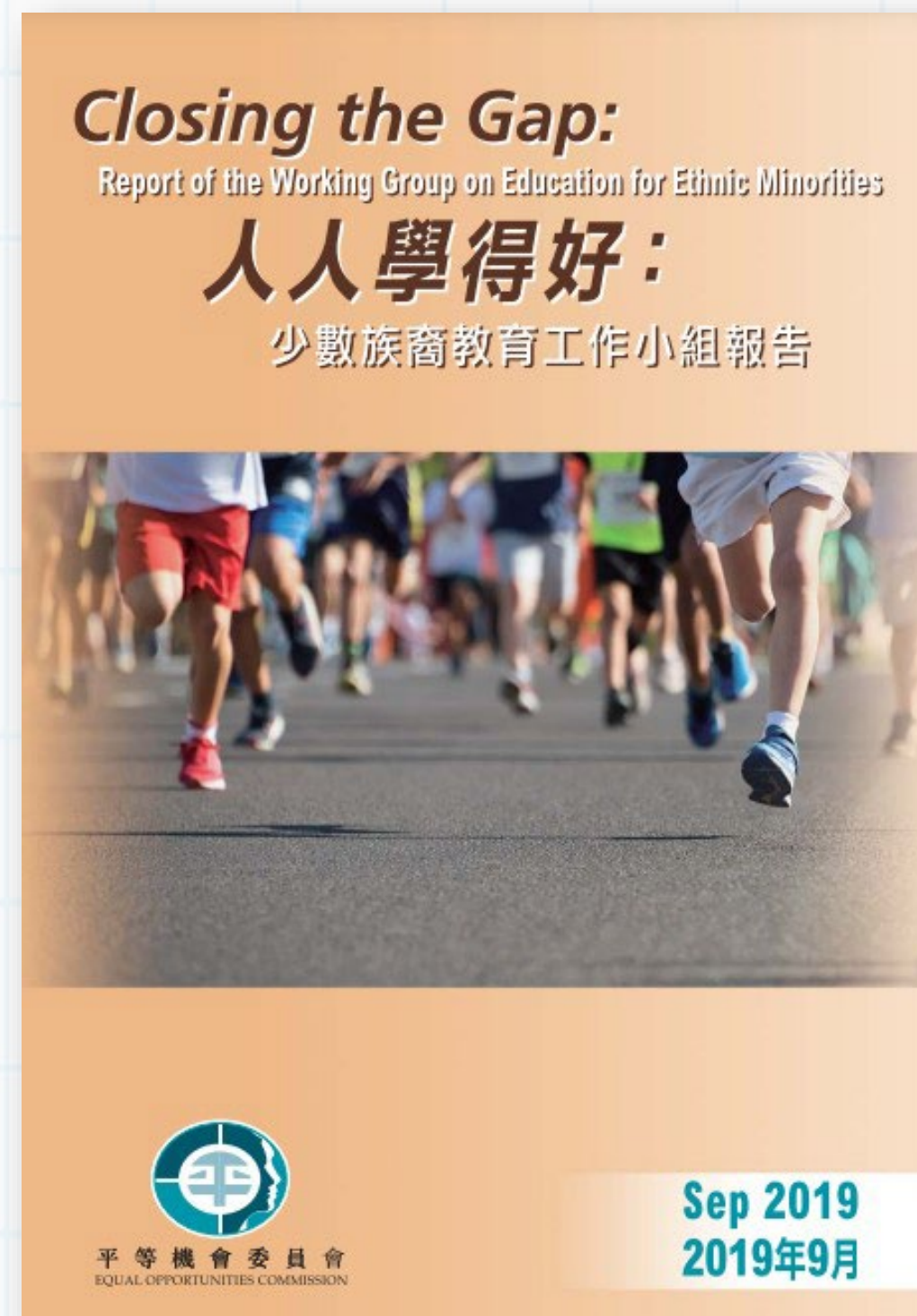


2011

“Education for All” Report 《人人有書讀》報告

Policies effected 政策影響

- ✓ Increased funding 增加撥款
- ✓ Introduction of learning framework 引入學習架構
- ✓ Removal of designated school mechanism 取消指定學校



2019

“Closing the Gap” Report 《人人學得好》報告

Policies effected 政策影響

- ✓ Enhanced funding 優化撥款
- ✓ Introduction of parent education 引入家長教育

Outstanding Concerns & Recommendations to be Followed up

正在持續跟進的關注事項和建議



Concerns 重點關注

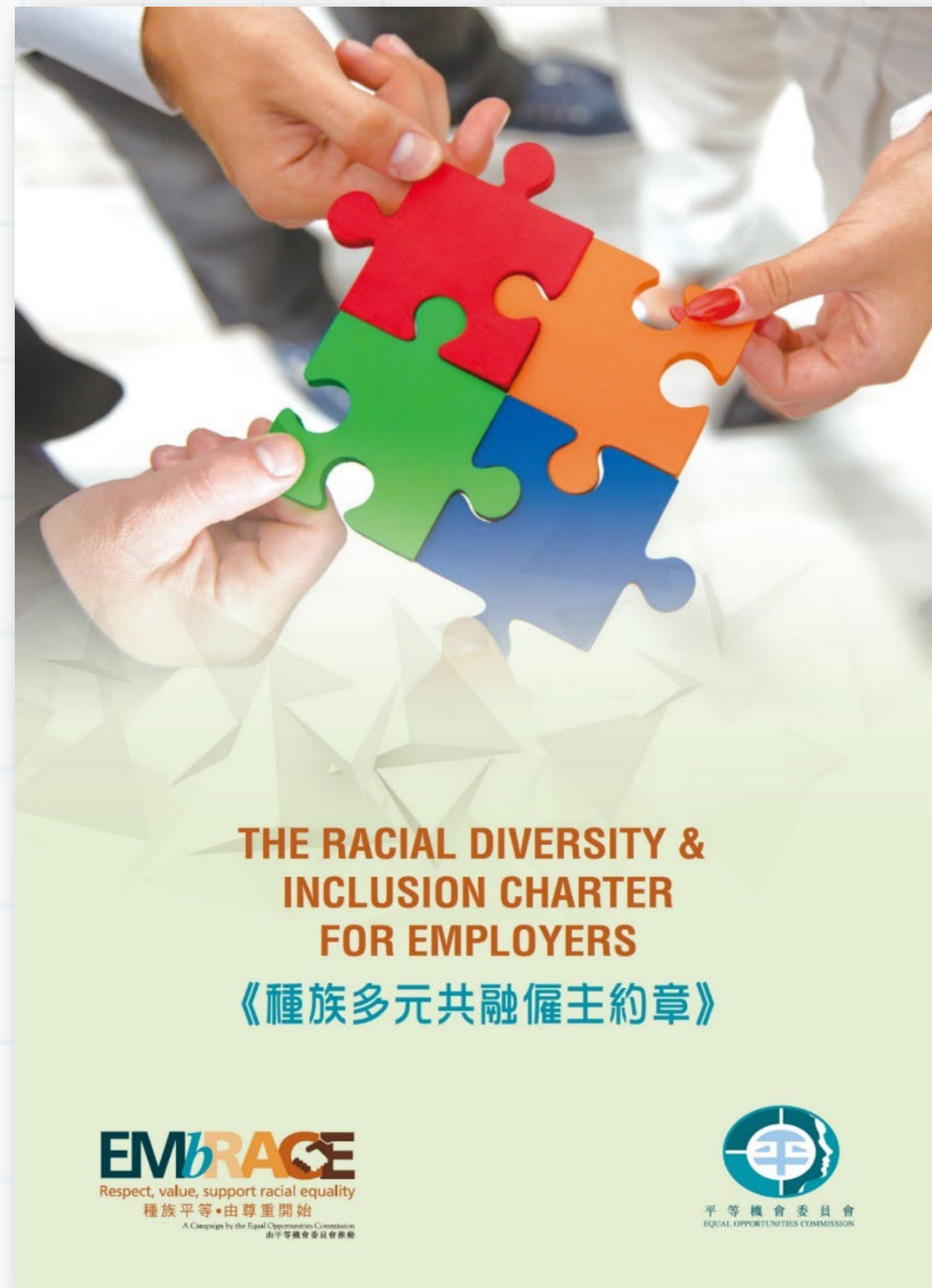
1. Progress of Chinese learning remains obscure
中文學習進度
2. Teachers need more preparation and incentives
針對教師的培訓和鼓勵
3. Racial inclusion in schools needs stronger push
校園種族共融的推動力



Key Recommendations 核心建議

1. Full-fledged curriculum
制定整全的第二語言教學課程
2. Enhanced teacher training and recognition
提升教師的培訓和鼓勵
3. Clear qualification ladder for various Chinese examinations
就不同中文科考試成績引入清晰的資歷階梯

Racial D&I Charter for Employers 種族多元共融僱主約章



An employer network 僱主網絡

1. Employers committed to promoting racial D&I in the workplace 支持推動種族多元共融工作間的僱主
2. Over 260 signatories 超過260個約章簽署機構
3. Covers over 200,000 employers 涵蓋逾二十萬員工
4. Over 40 signatories offered internship opportunities for nearly 100 NEC students in tertiary education (in partnership with the Zubin Foundation) 超過40間約章簽署機構為近百名非華裔大專生提供實習機會（夥拍小彬基金會）



The Way Ahead 展望將來



Kindergartens must do more to accept and integrate non-Chinese children

Addressing racial discrimination complaints in education

持續跟進在教育層面的種族歧視個案



Funding alone won't help ethnic minority students master Chinese

Pushing for better Chinese education for NEC students

持續推動政府為非華裔學生提供適切的中文教育



The Standard Let's Really Learn Language of Inclusion

Intensifying the promotion of racial inclusion in schools
加強推動校園種族共融

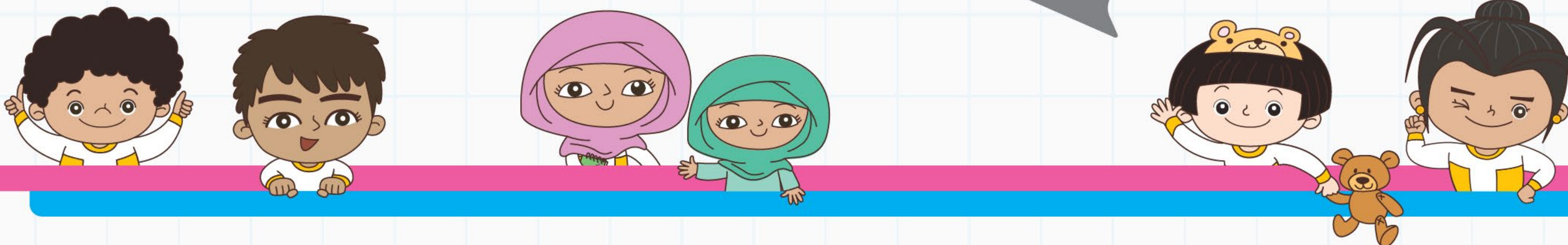


Hong Kong must do more to build on the strength of its diversity
www.scmp.com • 1 min read

Enhancing the visibility of NEC population in public arena
提升非華裔社群在公共領域的曝光度

Differentiated PI Matrix

利哲宏博士（羅定邦中學副校長）



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Differentiated PI Matrix

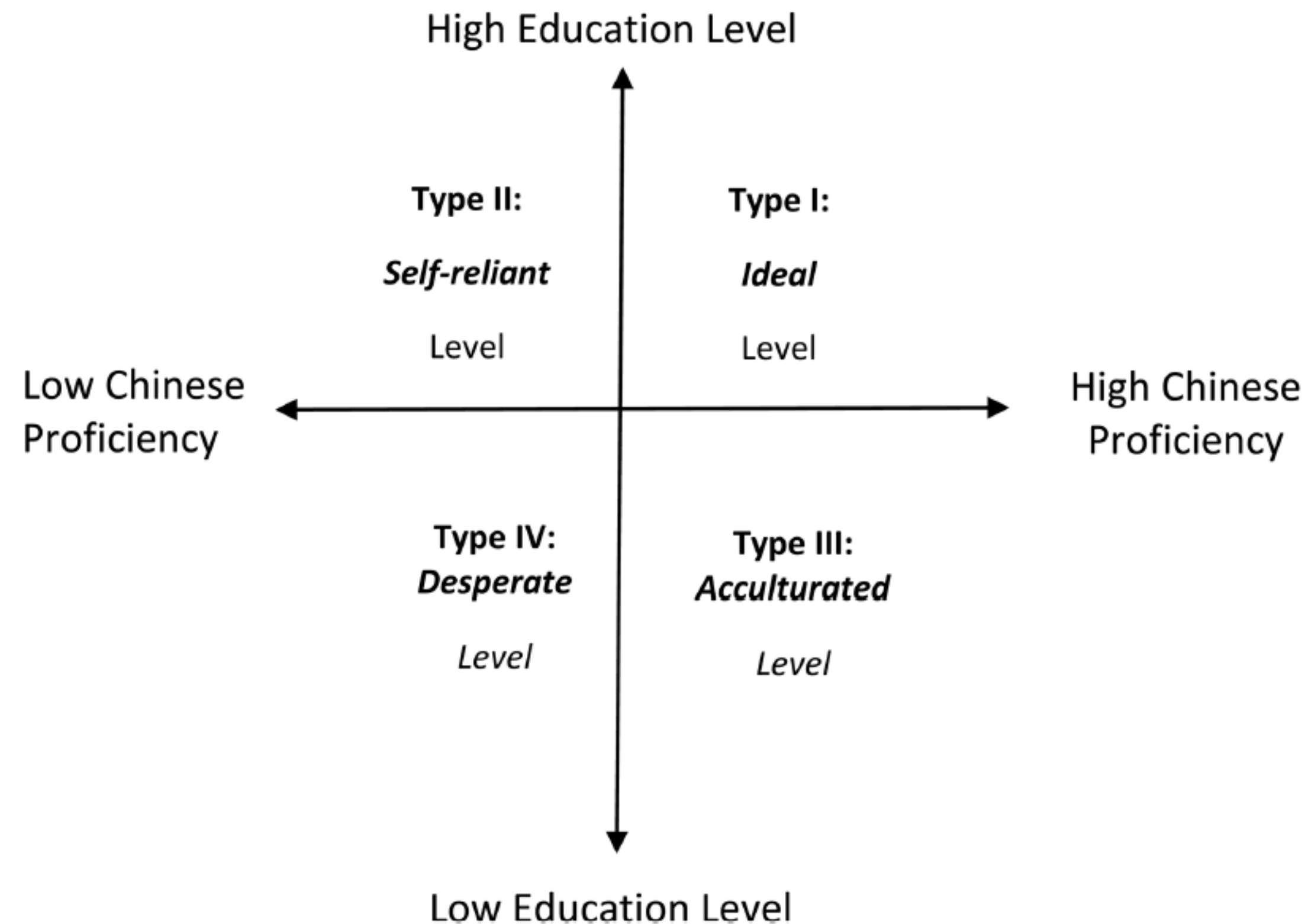
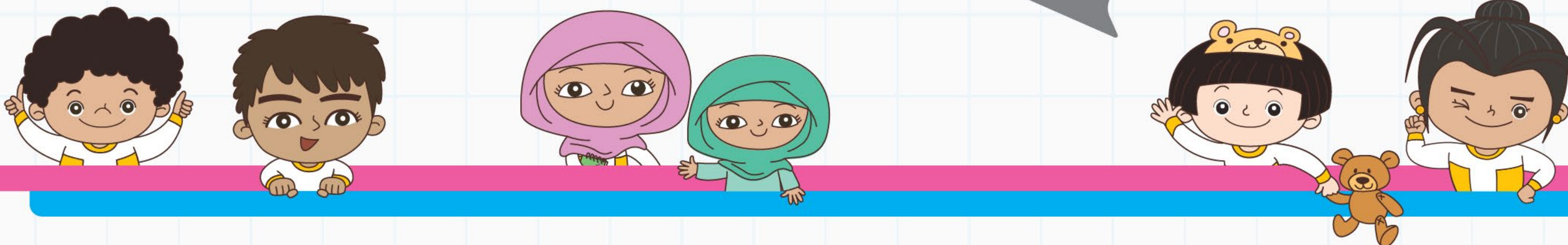


Figure 12.2 Differentiated PI Matrix

School-Family-Community Partnership: Supporting Cultural Diversity and Learner Diversity

陳頌皓女士
(香港基督教服務處副總幹事(長者、復康及社區))



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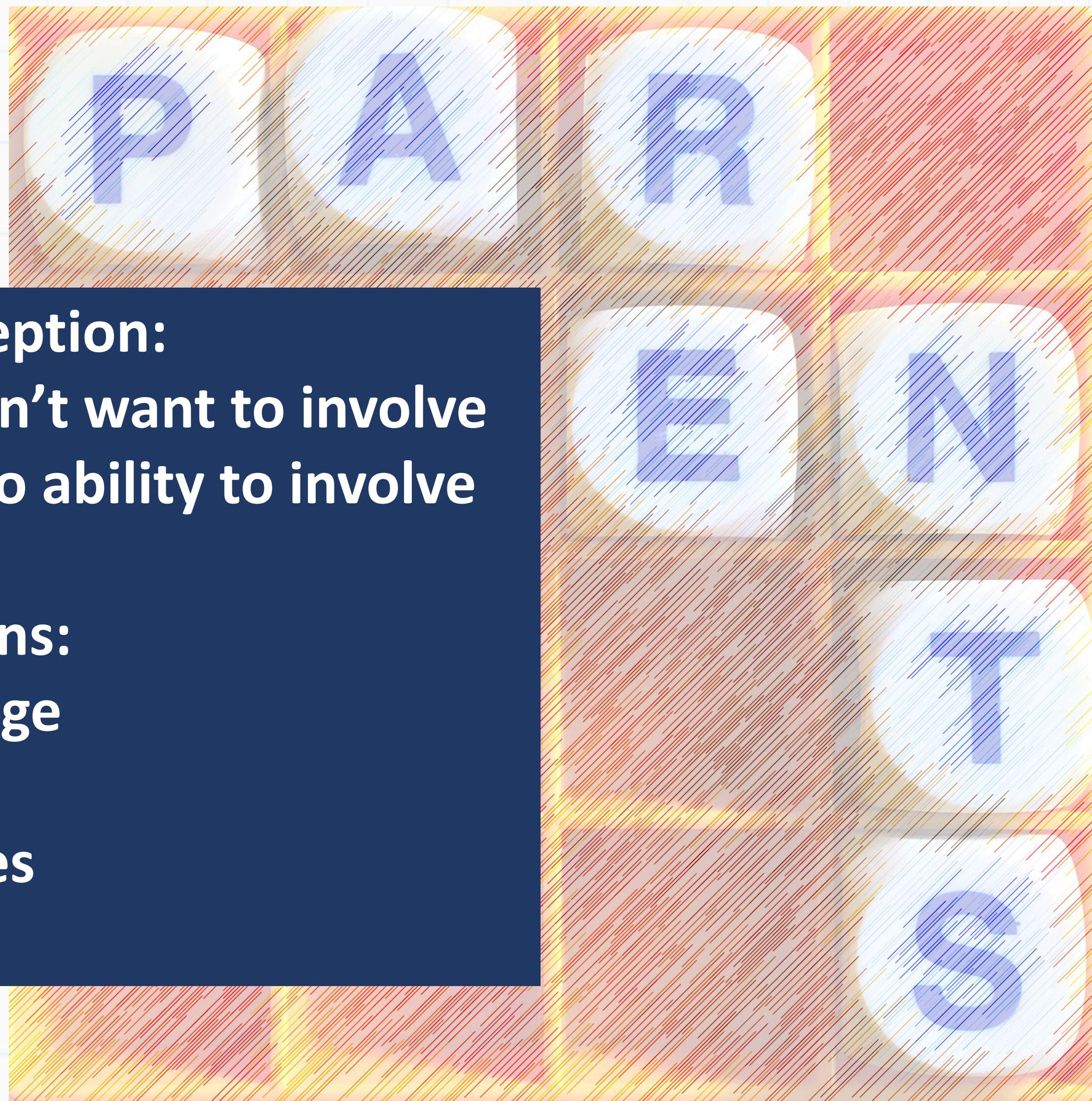
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“It takes a whole village to raise a child.”

KEY BELIEFS:

- ✓ Partnership works better
- ✓ Each partner is an asset to children's learning





1. Misconception:

- They don't want to involve
- I have no ability to involve

2. Limitations:

- Knowledge
- Skills
- Resources

✓ COMMUNICATION
✓ EMPOWERMENT
✓ OPPORTUNITIES

* View Culture & Ethnicities as Asset

* Recognise differences & Affirm Parents' Commitment



Social Services Pratiitioners/ Organizations can:



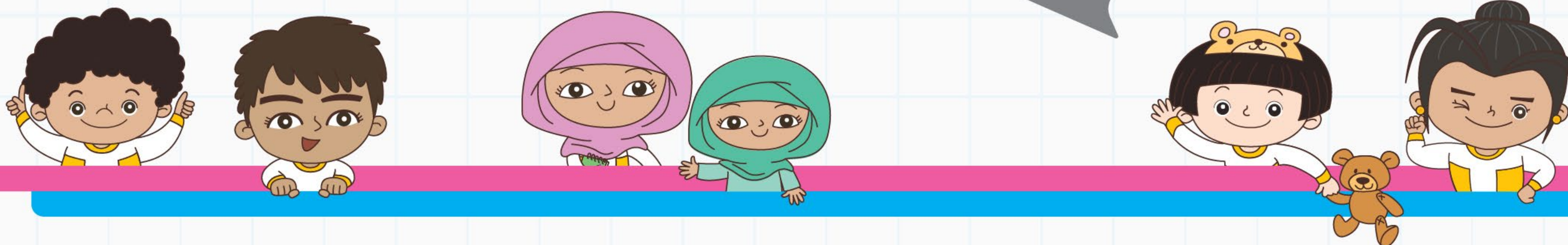
- ✓ Bridge the resources to schools & families
- ✓ Facilitate communications between different parties (school – parents, parent – parent)
- ✓ Provide direct support to children and families

A horizontal pink bar with a decorative flower icon on the left side.



School-Family-Community Partnership: Supporting Cultural Diversity and Learner Diversity

謝永齡博士
香港融樂會總幹事



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How to make School-Family-Community Partnership work?

- ▶ The objective is **student success**.
- ▶ The more inclusive is the school, the better the chance of success.
- ▶ The more competent the ethnic minority student is in mastering the Chinese Language, the higher the chance of success.
- ▶ Evidence of programs and practices of school, family and community **partnerships benefit** students, families and schools.
- ▶ But ethnic minority students do not have equal opportunities to learn.

Are teachers ready for School-Family-Community Partnership?

- ▶ Most teachers are over-worked and under-trained in such a partnership.
- ▶ Director of Audit's Report (2021), only 28% of teachers teaching Chinese Language, attended EDB's training on teaching non-Chinese speaking students Chinese as a second language.
- ▶ Schools are required to have equality plans to ensure equal opportunities in schools.
- ▶ To improve standards for teachers and principals (attitudes, knowledge and skills).

Are parents ready for such partnership?

- ▶ School → home → parenting (i.e. monitoring, supervision)
- ▶ Communication → academic outcomes e.g., reading, homework
- ▶ Social outcomes → e.g., attendance, motivation to learn
- ▶ volunteering, increase social capital, learning at home
- ▶ collaborating with the community

What can the community do?

- ▶ Community = businesses and industries, university, library, cultural groups, NGOs, recreation
- ▶ Community to assist in EM student learning.
- ▶ Connect schools and parents to community through public libraries, parks, work experience opportunities, service learning, and afterschool programs (homework help, physical activity, reading or writing, develop life skills, job shadowing program, mentors).

Examples of School-Family-Community Partnership:

- ▶ Teachers prefer “ready-made” materials, no need to reinvent the wheel.
- ▶ **McDonald’s “Mysterious” Reading Scheme:**
- ▶ Library (put 5 “graded” books in a bag);
- ▶ Students (read the books & “write” report on each book);
- ▶ Teachers (arrange visit & “rate” the report);
- ▶ Parents (encourage child to read);
- ▶ Community (arrange a reading session in the restaurant, give coupons upon completion of X number of books).

Examples of School-Family-Community Partnership:



- ▶ **Ocean Park Vocabulary Project:**
- ▶ Teachers (prepare a list of vocabulary for each grade before the start of term);
- ▶ Students (study the list for each week);
- ▶ Parents (encourage the child to study at home);
- ▶ Community (reward students for a visit to the Ocean Park).

- ▶ **Unison Online Chinese Enhancement Class**
- ▶ **Parks for Success:**
- ▶ Parks could predict upward mobility of minority youth (Ihlanfeldt, 2022). Parks help build social capital to increase the chance of success (Mullenbach et al., 2022) .
- ▶ Parents (should use more park facilities);
- ▶ Outreaching teams for ethnic minorities (carry out more activities);
- ▶ Teachers (familiarize students with parks).

Conclusion: The ingredients for effective collaboration: leadership, teamwork, action plans, implementation of plans, funding and evaluation.

- ▶ **Good leaders don't dream. Good leaders have plans.**
- ▶ **Effective partnership = vision + policy + potent leadership + structure (plan) + capacity building**

- ▶ References:
- ▶ Director of Audit's Report (2021). Education Bureau: Education support measures for non-Chinese speaking students. Hong Kong.
- ▶ Ihlanfeldt, K. (2022). Neighborhood land uses as predictors of the upward mobility of poor youth. The Review of Regional Studies, 52, 20-56.
- ▶ Mullenbach, L., Larson, L., Floyd, M., Marquet, O. et al. (2022). Cultivating social capital in diverse, low-income neighborhoods: The values of parks for parents with young children. Landscape and Urban Planning, 219, 104313.