

RACIAL EQUALITY IN HONG KONG: MARGINALISED CHILDREN IN THE EM COMMUNITY INCLUDING SPECIAL EDUCATION NEEDS (SEN)



The Zubin Foundation

Improving the lives of Hong Kong's marginalised ethnic minorities.

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The Institute of
Racial Equality
in Hong Kong

an initiative of The Zubin Foundation



Improving the lives of Hong Kong's marginalised ethnic minorities by providing opportunities and reducing suffering

We do this by:

1. Conducting **research**
2. Developing and implementing **impactful projects**
3. Influencing **public policy** to drive systemic change





Women & Girls <i>Providing women and girls with support and skills.</i>	Opportunities Providing opportunities so that EMs may meet their potential	Children Ensuring the most vulnerable children in HK are given a chance.	Mental Health Ensuring EMs have access to mental health help.	Emergency Relief
Call Mira (Helpline) Desi Girl Friendship Circle (Mentoring) Support Groups for women and girls in crisis	Jobs <ul style="list-style-type: none"> Jobs Internships Networking Events Capacity Building <ul style="list-style-type: none"> Training CV writing Mentoring Scholarships <ul style="list-style-type: none"> Scholarships Tertiary Institute Scholarship Fair International School Scholarship Fair 	SEN Children <ul style="list-style-type: none"> Smart Parenting Support Groups for parents Pre-K children <ul style="list-style-type: none"> Little Dragon videos 	EM Well-being Centre (for those 16 years +) EM Well-being Centre for Kids Age 5 to 15 (Start 2021)	Care Boxes Yau Ma Tei Fire Period Poverty (Start 2021)

Systemic Change (RAP)

Representation (Diversity List and Town Halls), Awareness: Institute of Racial Equality and United Colours of HK, Policy Recommendations



12-month Impact 2019/2020



The Institute of Racial Equality Hong Kong

- Conducts research on racial equality in Hong Kong with a focus on ethnic minorities.
- Makes policy recommendations to government.
- Raises awareness through talks and webinars to the public
- Conducts training for the workplace
- Customised advisory services.



Date	Topic
March 18, 2021 Thursday	Marginalised children in the EM community including Special Education Needs (SEN) The issues faced by EM children and ethnic minorities parents of special needs children.
June 25, 2021 Friday	Attitudes towards EM Children in Hong Kong Schools: Personal Stories and Experiences
September 17, 2021 Friday	Exploring Conscious and Unconscious Bias in Hong Kong Against Ethnic Minorities: A Panel Discussion
November 12, 2021 Friday	[EM Conference] What is The Status of Ethnic Minorities in Hong Kong?



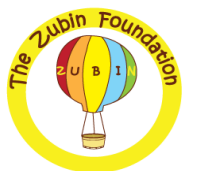
Agenda

- Background
- 7 Facts about EM children
- A population ignored: EM children with Special Needs
- Q&A

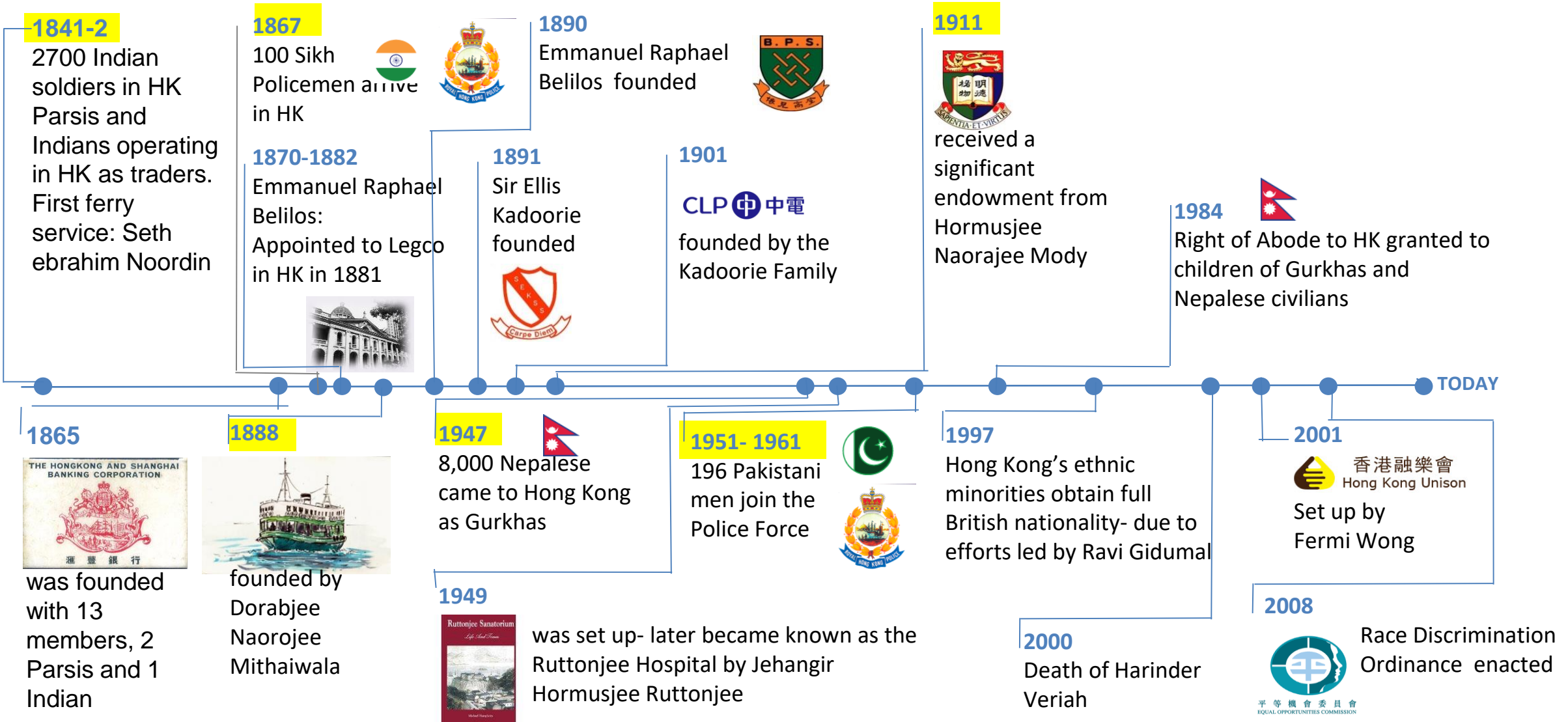




Background

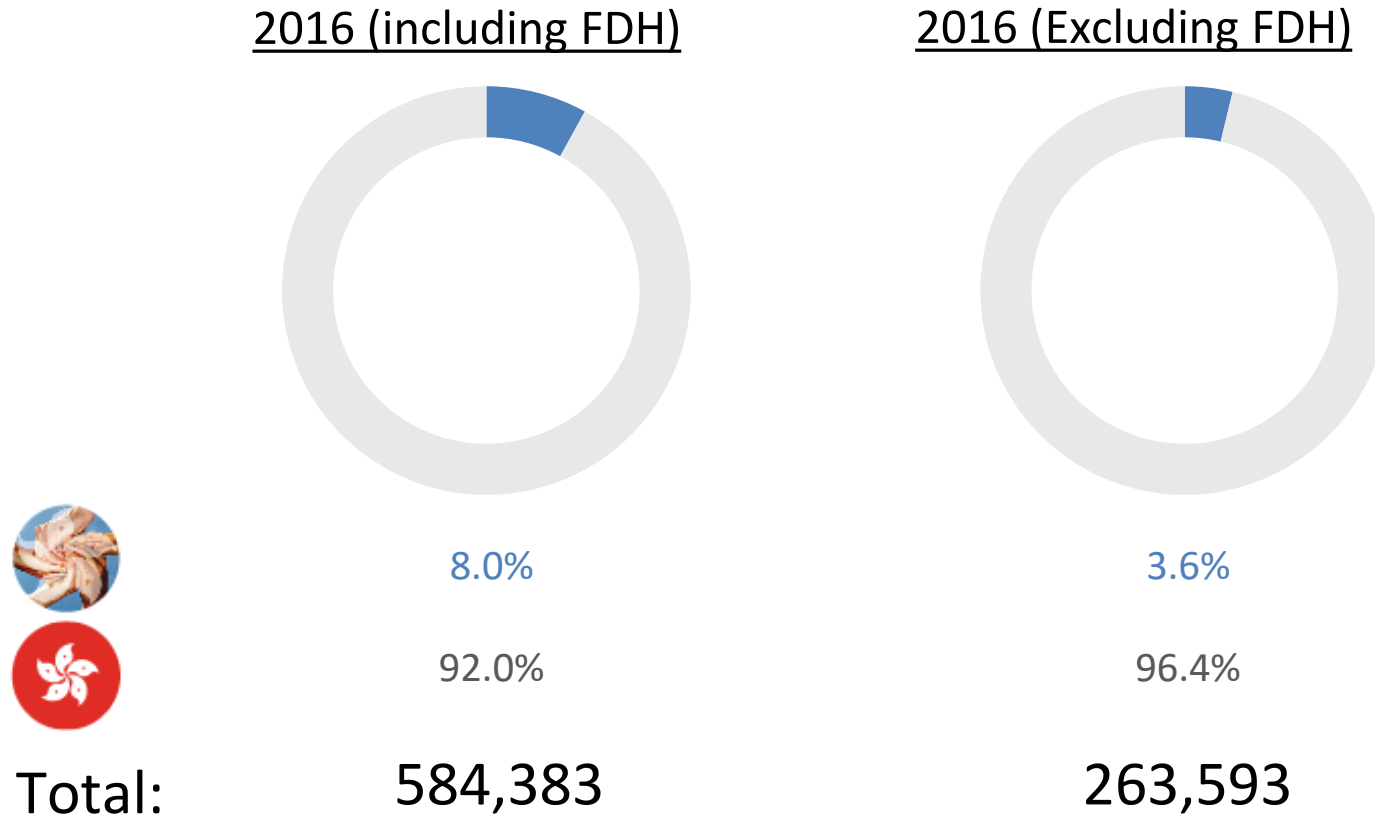


History



Size of Population

FDH: Foreign Domestic Helpers



Source: Hong Kong Census; Nationality and Ethnicity, 2016.

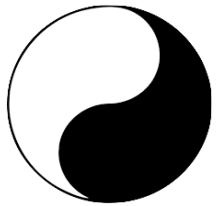


Breakdown of Population and Terminology

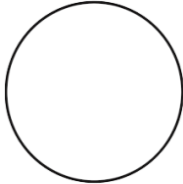
Excluding Foreign Domestic Helpers

Referred to by the general public as
" Ethnic Minorities "

Mixed/Other



Caucasian



Indian



Nepalese



Filipino



Pakistani



Japanese



Thai



Indonesian



Total	76,388	58,209	32,935	32,935	20,527	18,094	9,976	8,468	7,643	6,752,202
Female population	42,684	21,193	15,434	11,942	12,657	7,706	5,904	7,156	2,537	3,513,259
Percentage	55.8%	36.5%	46.9	47.5%	61.7%	42.6%	46.9%	84.5%	77.8%	52%

Total Female EM Population: 127,213

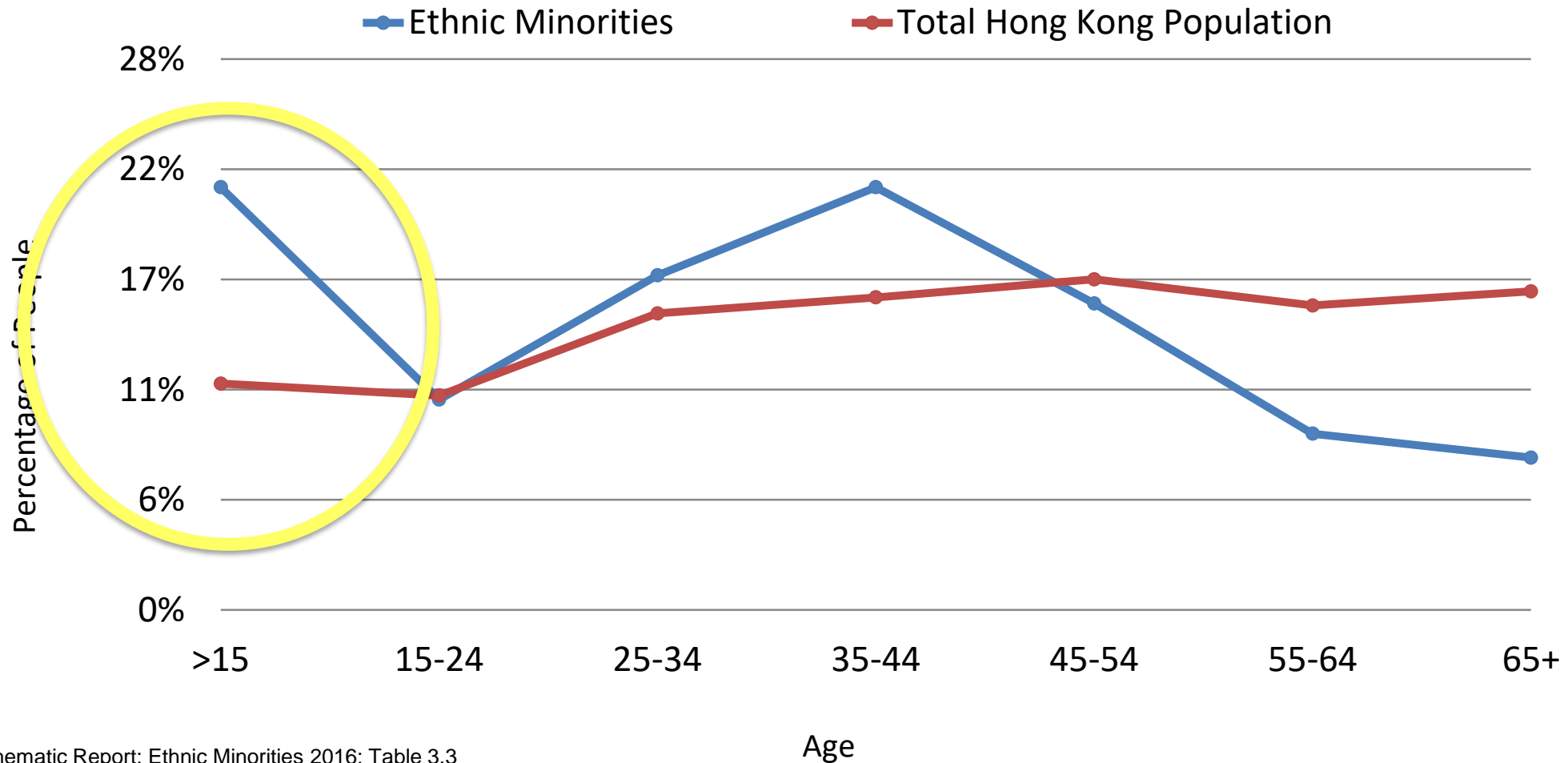
Total EM population: 263,593

Source: Hong Kong Census; Nationality and Ethnicity, 2016.



Population by Age

Excluding Foreign Domestic Helpers

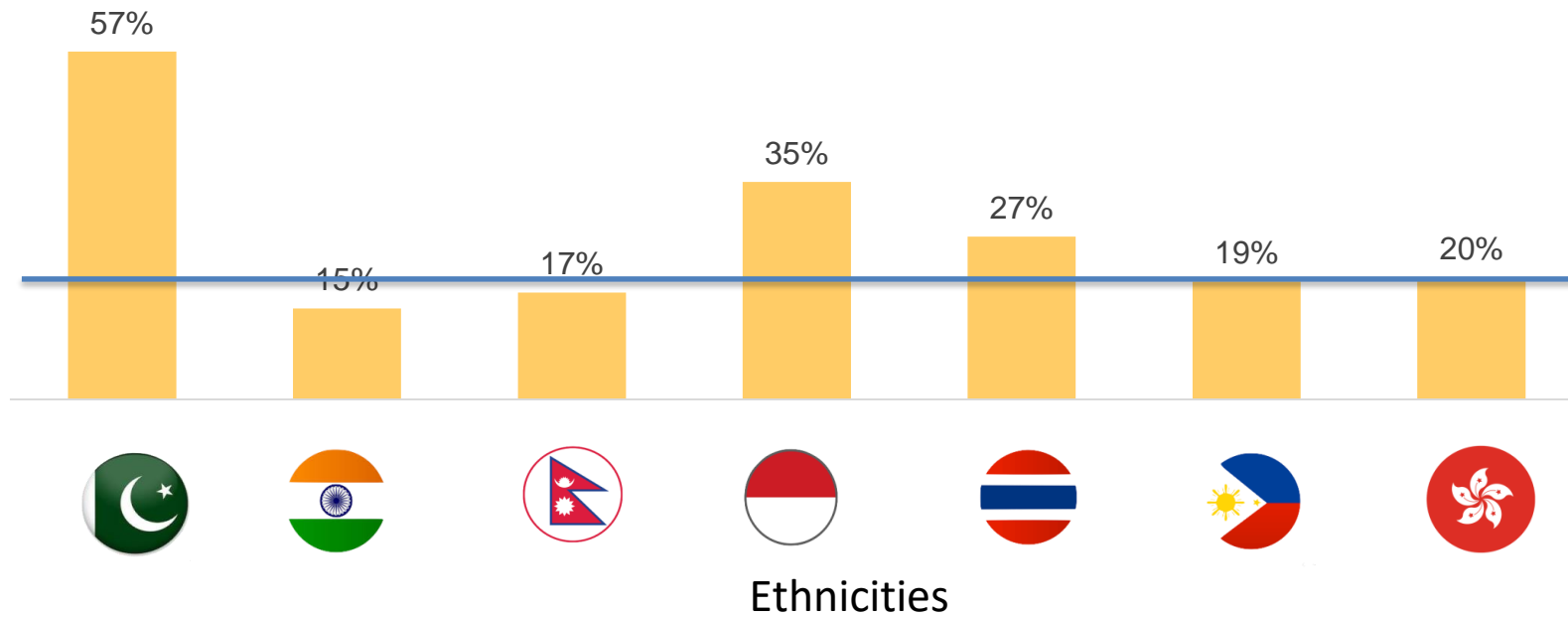


Source: Thematic Report: Ethnic Minorities 2016; Table 3.3



Poverty is a Serious Problem

Poverty Rate of Ethnic Minorities in Hong Kong



Poverty line thresholds by household size, 2016

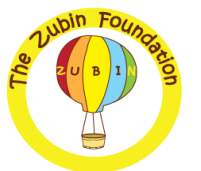
Household size	HK\$, per month
1-person	4,000
2-person	9,000
3-person	15,000
4-person	18,500
5-person	19,000
6-person-and-above	20,000

Source: Hong Kong Poverty Situation Report on Ethnic Minorities 2016; Figure 3.1





7 Facts about EM children



1. One Third of South Asian Children Live in Poverty



33.6%

Poverty Rate of **South Asian Children**

Vs

18%

Poverty Rate of **Overall Children in Hong Kong**

2. South Asian Households with Children are More Poor



29.1%

Poverty Rate of South Asian Households with Children

Vs

12.1%

Poverty Rate of South Asian Households without Children



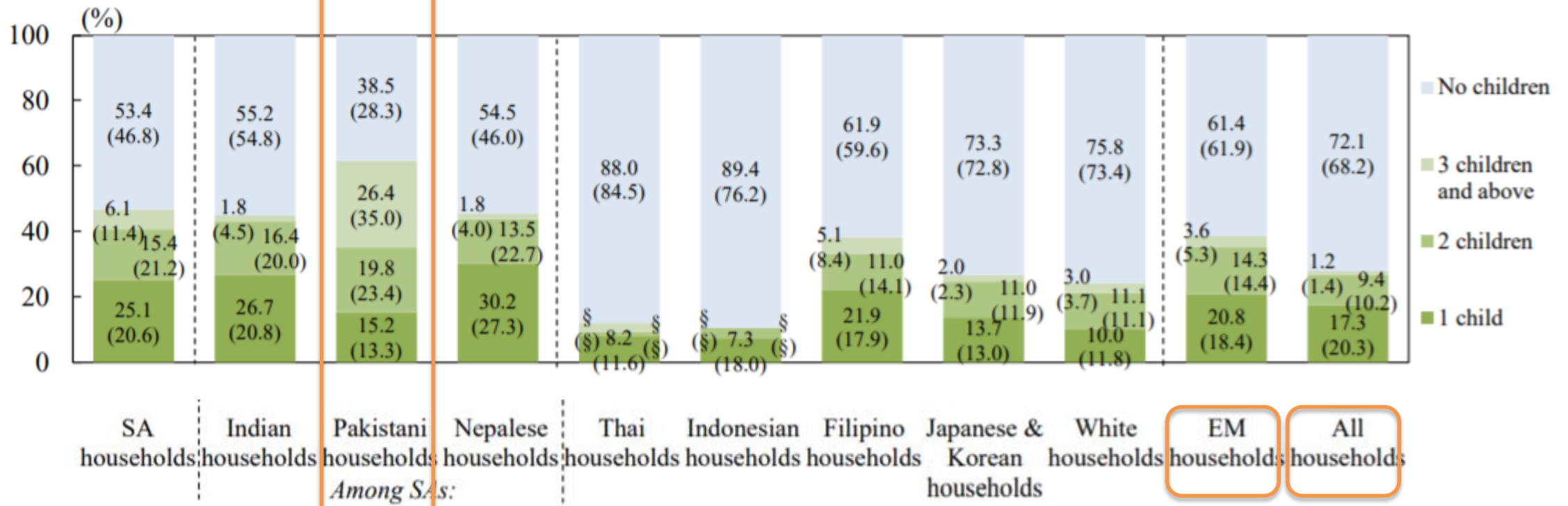
almost 2.5 times



3. Ethnic minorities have more children

Proportion of Households by number of Children by ethnic household groups, 2016 and 2011

More likely to have children and more likely to have more children



4. South Asians are More Competent in English than Chinese

Language Abilities of Poor South Asians by Age and Ethnic Group, 2016

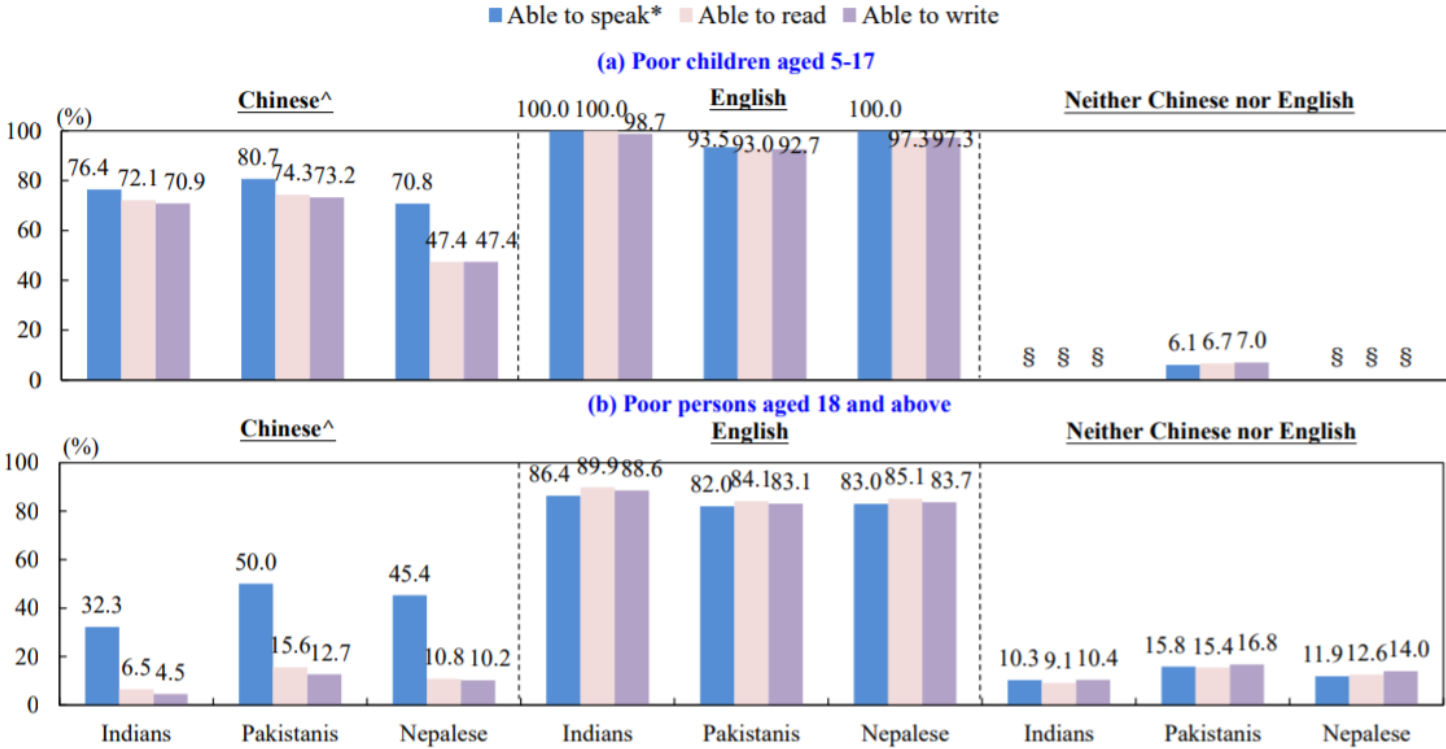
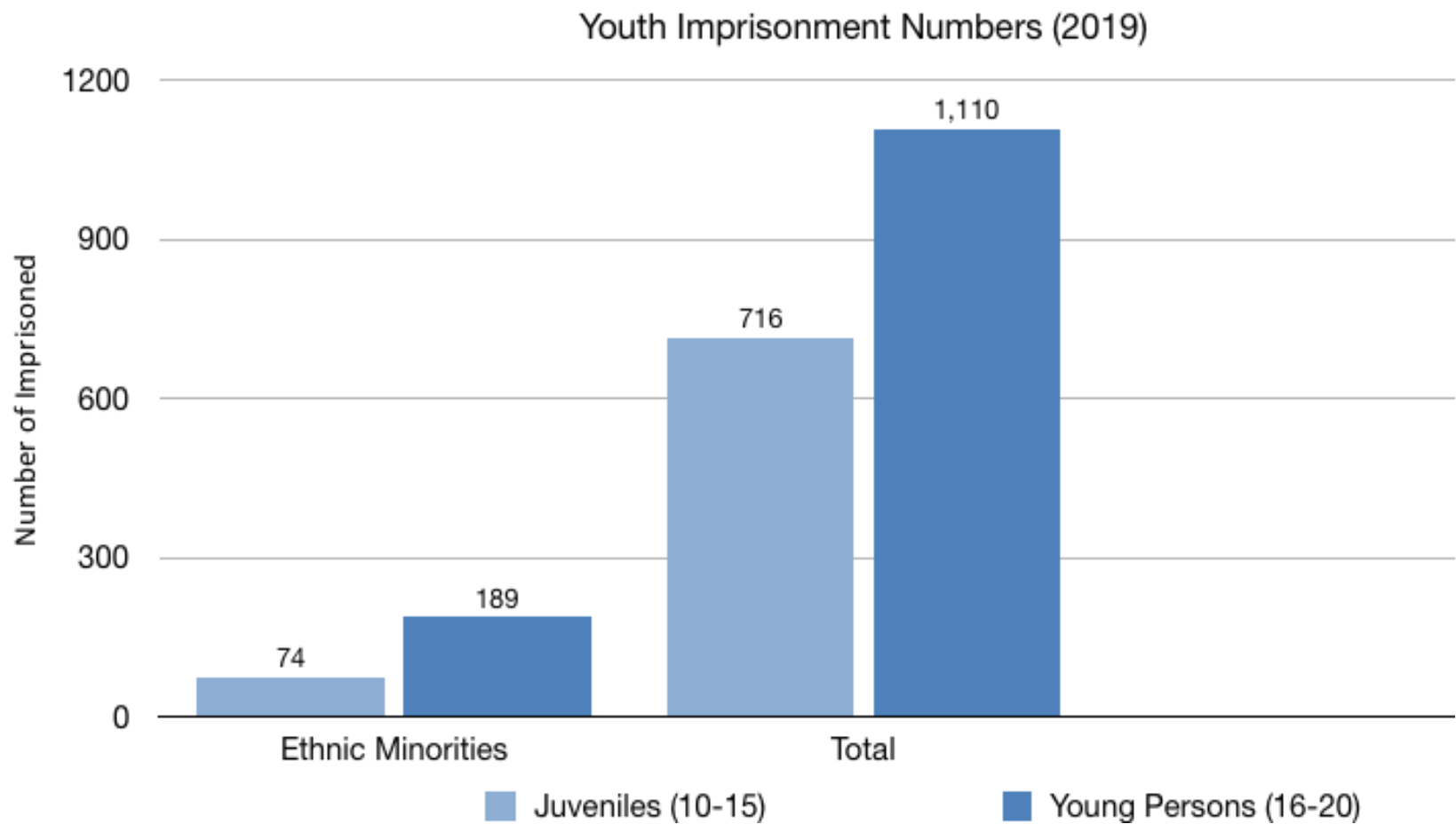


Figure 3.18, page 38, Hong Kong Poverty Situation Report on Ethnic Minorities 2016 – Chapter 3: Poverty Situation of Ethnic Minorities in 2016



5. Ethnic Minority Youth Imprisonment is Disproportionately High



10% of juveniles imprisoned (ages 10-15) are ethnic minorities.

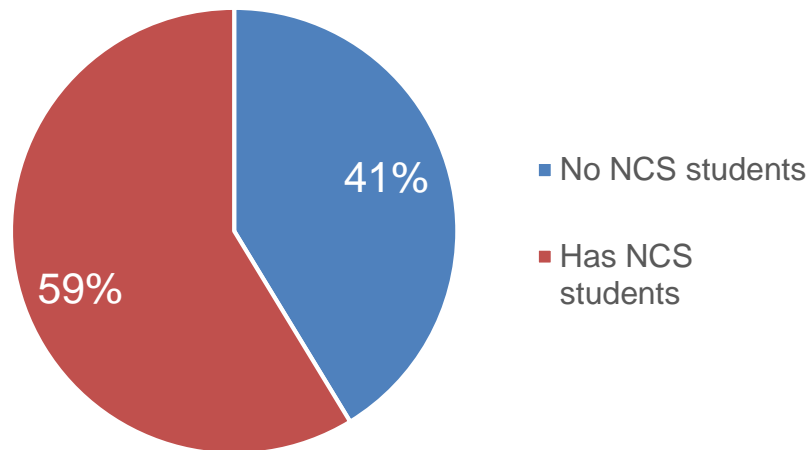
17% of young persons imprisoned (ages 16-20) are ethnic minorities

Source: Hong Kong Police Force; Crime Statistic Comparison 2018-2019



6. Discrimination Against EM Children Starts in Kindergarten

Percentage of Kindergartens in 6 Highly populated EM districts that have ethnic minority children (n=278)



- Going to a Cantonese speaking kindergarten is very important to going to a CMI primary school.
- What we see is a clustering effect-, this is not good for learning the Cantonese language.
- Kindergartens often separate ethnic minority children from Chinese children.

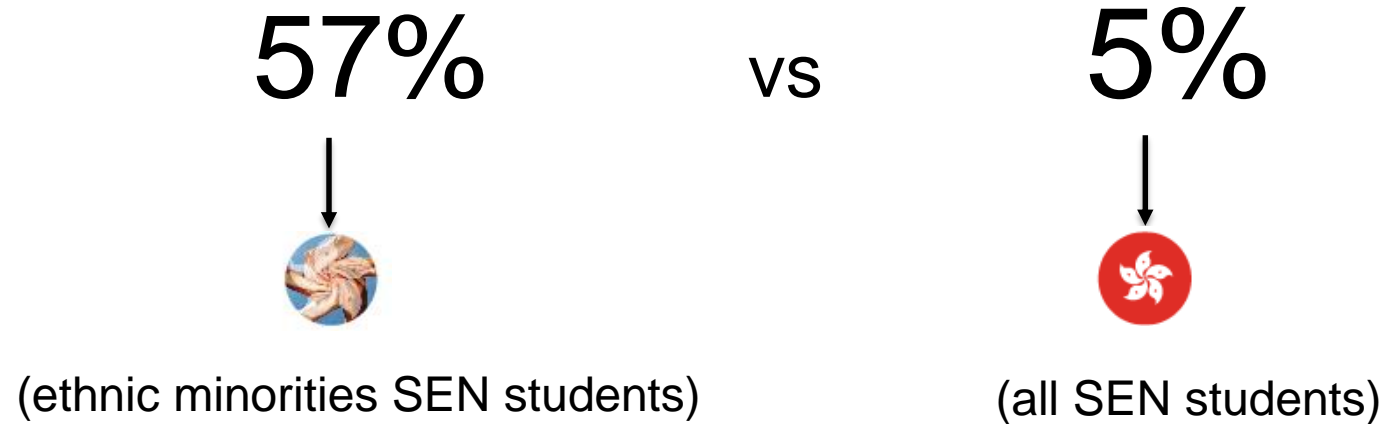
“Chinese parents think the EM kids are naughty and wild.”

“If we are labelled as ‘a school where the EM children go’ the relatives and friends of the current EM children will all want to come here. That’s not a good thing.”

Source: TZF; “Securing a Good Start for Students of Chinese as an Additional Language (CAL) in Kindergarten,” 2018.

7. Special Needs Children Face Double Discrimination

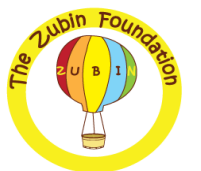
Special Education Needs (SEN) dropout rates from public sector mainstream Primary to Secondary.



Source: TZF; "Status of Ethnic Minorities in Hong Kong 1997-2014, Education Chapter.



A population ignored: EM children with Special Needs



Set the Scene: Pre School

	Public		Private
	Mild to Moderate	Severe	
Types of support	Early Education and Training Centre (EETC)	Special Child Care Centre (SCCC)	Varies
Total Number of Providers	45	29	Varies
English as the Medium of Instruction (EMI)	2 (out of 45)	0 (out of 29)	Varies
Characteristics	<ul style="list-style-type: none"> • Run by non-Profit organisation • Very long waiting list 		<ul style="list-style-type: none"> • Very expensive

Set the Scene: Mainstream Schools

Types of Schools	Public		Private	
	Government Primary Schools	Aided Primary Schools	Direct Subsidy Primary Schools	Private Primary Schools
Total Number of Schools	34	421	21	115
English as the Medium of Instruction (EMI)	2 (out of 34)	9 (out of 421)	9 (out of 21)	*no data found
Selective on Admission?	No, accept students through the Central Allocation Scheme		Yes, have autonomy to select	

Set the Scene: Special Schools

	Public	Private
Types of schools	Public Special Schools	Private Special Schools
Total number of schools	60	1
English as the Medium of Instruction (EMI)	0 (out of 60)	1 (out of 1)
Characteristics	<ul style="list-style-type: none">• Most Severe Special Needs• Both Primary And Secondary	

Engaging Parents of EM SEN Children

- Objectives

1. To better understand the needs of families with SEN children.
2. To convey practical information and home-based solutions for parents who have children with special education needs.

- Our Approach



Partner with
schools and
NGOs



To Recruit EM
Parents

Key Numbers

366

EM Parents attended

Gender

82.5% Female

17.5% Male

121

EM Parents shared at the workshop

8

Districts

28

Sessions

Language

39%

Hindi/Urdu

50%

English + Hindi

11%

English +
Nepali translator



1. Parents are Exhausted



“Sometimes I want to shake my kids, I am so tired.”



“I cry while doing the dishes or cleaning the house.”



“It’s lonely.... Can’t talk to our husbands about how we feel. They expect us to be smiling when they come home.”



2. Parents don't understand ADHD

“

“My child lacks concentration
and doesn't like to study.
Doesn't listen, is disobedient.”

“

“My daughter knows her work
well but can't focus”

Parents received complaints from schools about their children's difficulties in focusing. However, very few have heard of ADHD nor have an official diagnosis of ADHD.

3. Parents Feel Lost and Helpless

“

“My child can't speak.
He is two-and-a-half
years old.”

“

“My child doesn't listen when I tell him to
stop. As a mother I yell at him and he
cries. I cry too and feel I am not being a
good mother.”

4. Culture Plays a Role



“Two of my children are disabled; people in my culture tell me it’s because someone has performed black magic on my family.”



“I find it difficult to discipline my teenage son. I leave it to my husband, only a father can discipline a son.”



5. The Use of the Chinese Language is a Problem

“

“Difficult to communicate with my child. My child doesn't know which language to use to respond.”

“

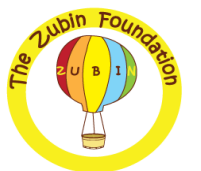
“This is the first time the school has organised a non-Chinese workshop, otherwise everything is in Chinese. I use Google translation to translate information.”

“

“We need a Chinese tutor to come home and teach our children Cantonese.”



What now?



Overriding Issues

- Poverty
- Larger Family Size
- Cantonese Language Education
- Inter marriage within families
- Lack of Education for the Girl Child
- Isolation
- Mental health support in Hindi, Urdu and Nepali



Town hall with Matthew Cheung

Today, 7-8pm

Register today:

<https://bit.ly/3rxN85e>



We Need YOUR VOICE



you can speak with
Mr Matthew Cheung
Chief Secretary for Administration, HKSARG



Town Hall - EM under COVID
18 MAR, 7-8 PM

Register Now!



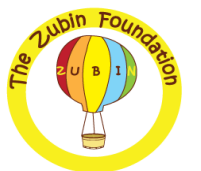
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Q&A





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Thank you!

For further information, please contact Shalini Mahtani at mummy@zubinfoundation.org

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