

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Research Report

June 2020



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION

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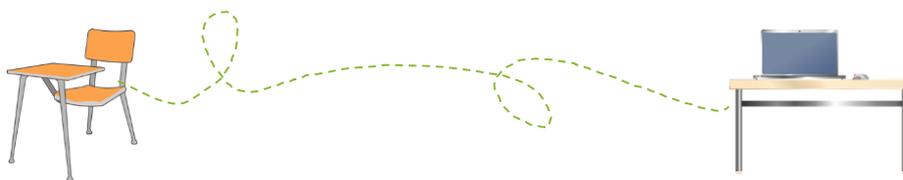
香港浸會大學
青年研究實踐中心

CENTRE FOR YOUTH RESEARCH AND PRACTICE
HONG KONG BAPTIST UNIVERSITY

Conducted by
The Centre for Youth Research and Practice
Hong Kong Baptist University

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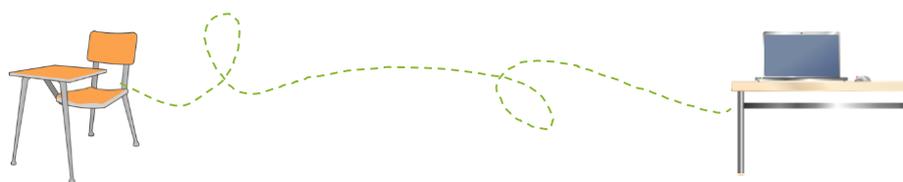
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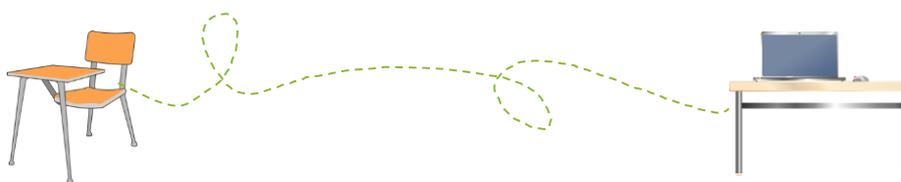
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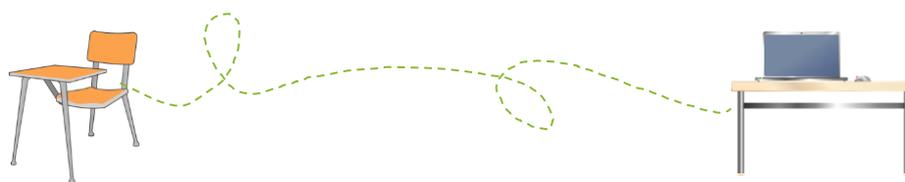
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Research Team

Principal Investigator

Dr Chan Tak-mau, Simon
Associate Professor
Department of Social Work, Hong Kong Baptist University

Co-Investigators

Dr Chan Bing-kwan
Lecturer
Department of Social Work, Hong Kong Baptist University

Dr Cho Yin-nei, Esther
Assistant Professor
Department of Social Work, Hong Kong Baptist University

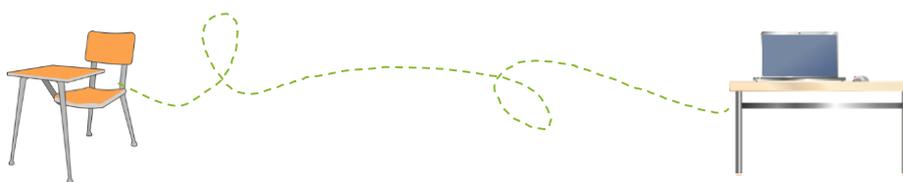
Dr Chan Yee-may
Lecturer
Department of Social Work, Hong Kong Baptist University

Research Assistant

Ms Leung Yin-shan, Magdalene
Senior Research Assistant
Centre for Youth Research and Practice, Hong Kong Baptist University

Mr Yu Fuk-yuen, Ben
Senior Research Assistant
Centre for Youth Research and Practice, Hong Kong Baptist University

Ms Tsang Hong Lam, Hayley
Research Assistant
Department of Social Work, Hong Kong Baptist University



Executive Summary

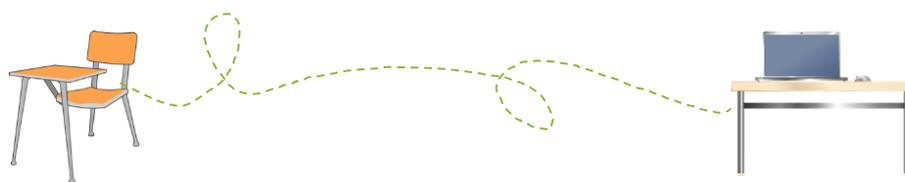
The Equal Opportunities Commission (EOC) has commissioned our research team to conduct “A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong”. The aim of this study is to explore situations related to the educational and occupational attainment of ethnic minority (EM) youth in Hong Kong.

Specific objectives of this study are as follows:

- (a) To provide statistical trends of EM education and employment in Hong Kong;
- (b) To examine the education and occupation aspirations of EM youth and the strategies they adopt to achieve their academic and career goals;
- (c) To explore if support, advice and information concerning further studies, employment and career are obtained and their channels and to evaluate their usefulness;
- (d) To investigate the experiences of EM youth in transition to post-secondary education, be it academic or vocational;
- (e) To illustrate the school-to-work transition experiences of EM youth;
- (f) To identify the mechanisms of these two types of transition and outline the factors leading to successful transitions as well as the obstacles inhibiting these transitions;
- (g) To gauge the views from EM youth, EM parents, teachers and other related professionals in schools, and employers concerning EM education and employment;
- (h) To include ethnic Chinese as part of the sample for comparing and contrasting the aspirations, strategies, experiences and determinants mentioned in (b) to (f) of EM youth with those of their ethnic Chinese counterparts; and
- (i) To make concrete policy recommendations on institutional support to facilitate successful transitions for EM youth and to draw up a practical guidebook for EM youth in education and career planning.

This study employs a mixed-method approach to provide a mix of qualitative and quantitative data to understand the views and experiences of different parties concerning the post-secondary transition of EM youth. The study includes three parts: (i) a student survey, (ii) individual and focus group interviews with EM youth and/or adults (including EM parents, teachers, and social workers), and (iii) a phone survey and individual interviews with employers.

A total of 909 Secondary 4 to 6 (S4-6) students from 67 schools, including Pakistani, Nepalese, Indian, Filipino, and ethnic Chinese (EC), are recruited for the student survey. A total of 6 focus groups with 20 EM youth, who are pursuing post-secondary education (20 EM youth in 6 groups) are carried out. 33 individual interviews and 3 focus groups are conducted with S4-6 EM students (n=16) and EM working youth who have completed S6 or post-secondary education (n=17). In addition, 15 adults, including EM parents, teachers, and social workers, took part in individual interviews. Four hundred and six employers from 341 small and medium



enterprises (SMEs) and 65 large enterprises participated in the phone survey, and 10 employers from different industrial sectors joined the individual interviews.

1. Key findings

A. Student survey

EM students have higher aspiration and self-efficacies than ethnic Chinese students

1. EM students show a significantly higher level of education aspiration than that of EC students (50.94 vs. 48.63, $p < 0.001$, respectively). They are also higher in career and education decision self-efficacy: overall (37.07 vs. 36.16, $p < 0.05$), future study (14.26 vs. 13.68, $p < 0.05$), future career (14.69 vs. 14.14, $p < 0.001$), but not future planning. EM students also perform better than their counterparts in general self-efficacy (29.49 vs. 25.81, $p < 0.001$).

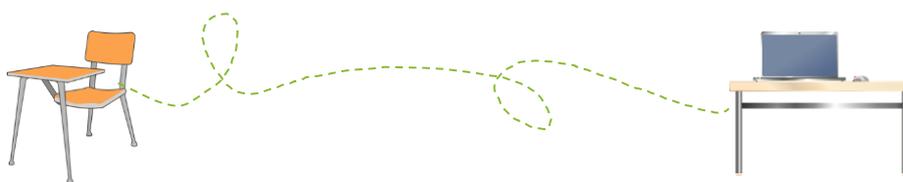
Family resources of EM students are varied

2. Families of EM students generally fare less well than families of EC students in terms of parental education and family income. Approximately 23.4% and 21.9% of EM fathers and mothers, respectively, completed vocational training or above after secondary school while the figures are 29.4% and nearly 23.5% for ethnic Chinese fathers and mothers respectively. There is a greater proportion of EC students (12.3%) in families whose monthly family income is \$60,000 and higher, as compared to EM students (5.7%).
3. Despite the lower socio-economic status, EM families show a higher level of family social capital, as measured by parents' discussing school matters with children, helping or checking children's homework, attending school activities, discussing with children about their future career plans, and contacting with schools, when compared with EC families (14.16 vs. 12.09, $p < 0.001$, respectively).
4. Learning of non-native languages in EM families is limited. As substantial proportions of EM parents, especially mothers, do not speak Cantonese in daily life or at work, many of them never or rarely help their children learn Cantonese (60%). As EM parents tend to speak slightly more English than Cantonese, they tend to help their children learn English rather than Cantonese. Still, 50% of EM parents never or rarely help their children learn English.

EM students talk a lot about their post-secondary planning in schools

5. There are similar proportions of students in both groups who talk to teachers about their post-secondary planning (76%). Nevertheless, fewer EM students (27%) than EC students (34%) talk to social workers or counsellors for the matter. A greater proportion of EM students talk to their friends/classmates about post-secondary planning (91%), as compared to those of EC students (78%).

Peer support is important for EM students



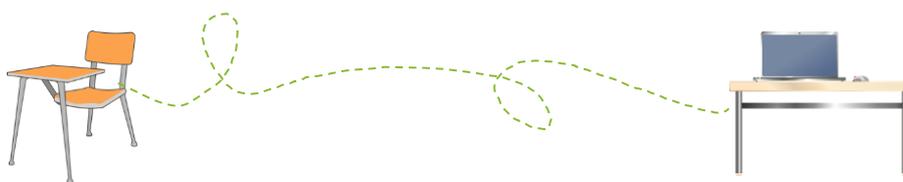
6. EM students show a higher level of peer support regarding their doing well in school and plan for post-secondary education, as compared to EC students (7.64 vs. 6.70, $p < 0.001$, respectively).

School influences EM students' peer group and perceived host receptivity

7. Among EM students, there are higher proportions of friends from their own ethnic groups but lower proportions of ethnic Chinese friends if they come from schools which have a higher concentration of EM students.
8. The scores of perceived host receptivity are not significantly different among different ethnic groups. However, students who come from schools with a higher concentration of EM students show a lower level of perceived host receptivity (low concentration vs. high concentration: 30 vs. 27, $p < 0.01$; medium concentration vs. high concentration: 29 vs 27, $p < 0.01$).

School and peer support and perceived host receptivity as important factors affecting aspiration and self-efficacies

9. The regression results show that individual, family, school, and social factors are related to education aspiration, career and education decision self-efficacy (CEDSIS), and general self-efficacy (GSE). For education aspiration, at the individual level, duration of stay in Hong Kong is negatively associated with the education aspiration for EC students only. At the family level, family income is positively related to education aspiration among EM students. School-level variables are significant in predicting education aspiration of all students, but in different ways. Talking to teachers about post-secondary planning at least once during the academic year is positively related to education aspiration among EM students. For EC students, the number of teachers that are found to be approachable outside class is positively related to education aspiration. Also, EC students in Band-2 schools have a higher level of education aspiration than those in Band-3 schools. Among social factors, peer support on education planning increases education aspiration for both groups of students. Higher perceived host receptivity is related to education aspiration for EM students.
10. As for CEDSIS, at the individual level, being a male student and having a higher subjective rating of academic performance is positively related to CEDSIS for both EM and EC students. Among EM students, students who have stayed in Hong Kong for a longer period of time have lower CEDSIS. At family level, family income and family social capital are positively related to CEDSIS of EM students and EC students, respectively. In school, talking about postsecondary planning for at least 3 times during the academic year with teachers and social workers/counsellors are associated with higher CEDSIS among EC and EM students, respectively. At the social level, peer support and perceived host receptivity are positively related to CEDSIS for EM students. Similar patterns can be found when examining CEDSIS in different dimensions, including future study, future career, and future planning.
11. In terms of GSE, students who are male and who have a higher subjective rating of academic performance have a higher level of GSE in both groups of students. Duration of stay in Hong Kong is negatively related to GSE among EM students. Family social capital and talking with teachers about post-secondary planning for at least 3 times during the



academic year are positively related to GSE for EC students. EM students who have more peer support and greater perceived host receptivity have a higher level of GSE.

12. Taken together, family social capital seems to be more important in predicting the self-efficacies variables for EC students but not EM students. Teachers and social workers/counsellors are relevant to all students in terms of all variables, while the latter is especially more so to EM students. Peer support and perceived host receptivity are particularly important for EM students on all aspiration and self-efficacies variables.

Implications

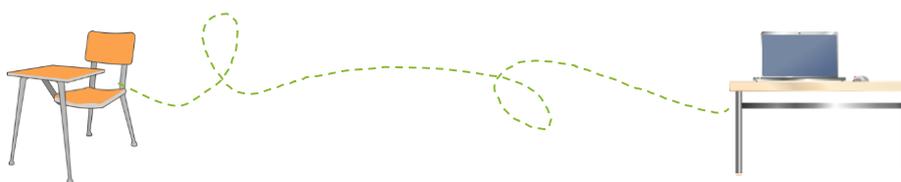
13. EM students generally show higher levels of aspirations and expectations toward education and career development than their EC counterparts. Therefore, based on the findings, the deficiency of capability to aspire may not be a good reason for the poor post-transition outcomes of EM students. An understanding of other possible barriers to their transition and how to convert their aspirations into reality is of great importance.
14. Support from parents, teachers/counsellors, and peers are available to EM students. While support from parents is high, it does not play an important role in predicting their aspiration or self-efficacies related to post-secondary planning. However, to capitalise on all these readily available supports, including parental support, measures can be employed to ensure that these adults have sufficient and accurate information about post-secondary education and career development.
15. As perceived host receptivity is a significant factor of aspiration and self-efficacies of EM students, it is important to enhance host receptivity by fostering a social environment which is open to and welcoming people of diverse cultural backgrounds.

B. Individual and focus group interviews with EM youth and/or adults

1. In this study, EM youth from three types of transitional paths were interviewed and shared their experience. They are: 1) from secondary education to post-secondary education; 2) from secondary education to work; 3) from post-secondary education to work. The following summarises the experiences and factors that may influence a successful transition of EM youth in different pathways.

From secondary education to post-secondary education

2. Generally, EM youth participants in the interviews show strong education aspiration. Unless they have poor academic performance in secondary school, they usually aspire to pursue post-secondary education. Despite many EM youth and their parents recognise that there are many education opportunities in Hong Kong which are open to both EMs and EC, they find that options of post-secondary programme may be limited to EM youth.
3. A number of issues were found to affect the transition from secondary to post-secondary education and whether post-secondary education can be completed: 1) academic standing of EM youth; 2) accessibility to and effective delivery of information related to education and financial assistance (for both EM youth and parents); 3) constructive advice, suggestions, and feedback from significant others; 4) financial situation; 5) family support

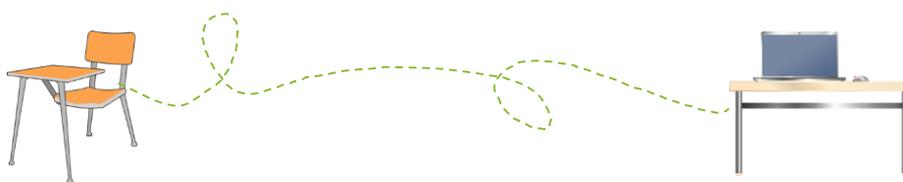


and encouragement; 6) medium of instruction of post-secondary programmes; and 7) feeling of inclusion in study life.

4. Family has a substantial influence on the experiences of EM youth in this transition. Nonetheless, it is compelling that EM parents do not know much about the education system in Hong Kong, in terms of different education and career pathways and financial assistance. Also, gender role perceptions of EM parents may influence the education and career paths of female EM youth, particularly the Pakistani and Indian female youth. They are more likely to be urged to get married and/or stop studying after Secondary Six.
5. Taking a gap year to earn tuition fees for their post-secondary education is a usual practice for some EM youth, due to the financial difficulty of the family. Three major factors are considered. Firstly, some EM youth and parents do not know the availability of financial assistance from the government. Secondly, some EM youth are reluctant to apply for government loan because they mistake that all government loan is interest-laden, and they fear that they are not able to repay the debts and interests after graduation. Thirdly, in some circumstances, as parents cannot provide income proof due to working as casual workers, it deters some EM youth from applying for financial assistance.
6. However, some EM youth, who initially wanted to pursue post-secondary education, may lose interest of study once they entered the labour market in their gap year.

From secondary education to work and from post-secondary education to work

7. The more exposure EM youth have to education- and career-related information, choices, and real experience, the more likely they can be certain about what they want to pursue and plan for their future path. When comparing with their EC counterparts, the opportunities of career exposure for EM secondary students are limited.
8. The limited opportunities for EM students' career exposure are mainly caused by, firstly, either some EM students cannot speak and understand Cantonese or some career event staff may have limited oral English skills or readiness to communicate in English. This may reflect inadequate accommodation for the needs of EM youth in some career-related programmes. Secondly, some EM students may not be aware of the importance of taking part in these activities in relation to their education and career attainment in the future.
9. EM youth usually realise the paramount importance of Chinese Language when they start searching job and work, part-time or full-time. Despite the fact that alternative Chinese Language examinations can help EM youth to enter post-secondary education, they are not sufficient to meet the demand in the employment setting.
10. Work opportunities and options are limited, as reported by EM youth and their parents. Job seeking of EM youth usually relies on and is restricted by their own family and social networks.
11. Some EM youth chose to quit in the middle of their post-secondary study. This is due to the perception that job opportunities for university graduates are limited and/or that some employers tend not to hire EMs.



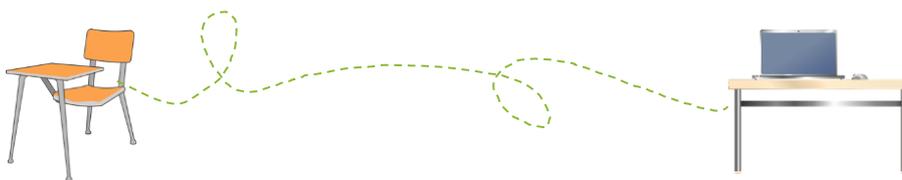
12. Opportunities for internship are perceived by EM youth as desirable and important to smoothen school-to-work transition, as they can be provided with practical experiences, and their job selection can be facilitated.

Successful and unsuccessful job-seeking experiences

13. Many EM youth share the problem of low Chinese proficiency, and it has caused many EM youth to be unable to find their ideal jobs, or jobs with better conditions.
14. EM youth demonstrate that they understand the importance of speaking Cantonese to landing a job offer, but they lack awareness of the importance of written Chinese.
15. EM youth with a better awareness of the language requirement of employment have started to submerge themselves in better Chinese language learning environment; for those with underperformance in Chinese language, some found success in their career and education pathways by accumulating international experiences.
16. Some EM youth encountered blockage in their education and career pathways because they do not have locally recognised secondary school qualification; or that they perceive post-secondary education other than Bachelor's degree are unhelpful to their ideal pathway.
17. Relying on their existing social connections, which often are limited within the local EM community, EM youth may find difficulty finding ideal jobs or working in an industry they are interested in.
18. This part of the study has found that EM youth often are not aware of existing resources that are available to them, and they usually do not actively seek out resources; and in some cases, even when they are familiar with the resources, they choose not to make use of them. Nevertheless, some EM youth had smoother job-seeking experiences when they can make use of the resources around them well.
19. The findings also reveal that there is an expectation gap or misunderstanding between some EM youth job seekers and the employers in Hong Kong. Due to cultural and religious practices, some EM youth may wear traditional garment, keep long and thick beards for males. Some also prefer casual and roomy clothes for interviews. However, this image may not be perceived as 'professional' by some employers. Certainly, lacking cultural sensitivity of employers in Hong Kong should also be factored in for this issue.

Chinese language proficiency as a major obstacle among EM youth

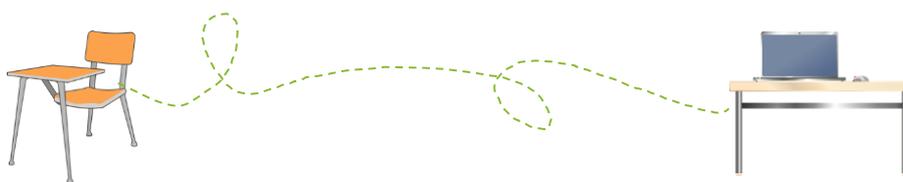
20. There are EM students who can read, write, and speak Chinese well. Some students can barely speak Cantonese, and there are also students neither good at Chinese nor English. There are wide learning discrepancies and varied support among EM students.
21. The current alternative Chinese language syllabus is mostly seen as impractical for EM students in Hong Kong.



22. Many EM youth consider learning Chinese language starting from a young age, having more EC friends, and exposed to a rich Chinese language environment is helpful for learning and improving Chinese in general.

Factors affecting EM youth pathway transitions

23. This study reveals that pathways of education and career among EM youth in Hong Kong vary among different people. Their experiences of searching for education and/or career goals are precarious, and therefore always adapting at different stages, depending on their understanding and definition of their education and career aspiration on the one hand; and the opportunities of having adequate social exposure as well as the accessibility to the choices and information at different times of their lives on the other. Therefore, the education and career pathways for EM youth should be taken as a process rather than a fragmented plan or an end product at a particular stage.
24. Six factors are found to be vitally important in facilitating and/or impeding education and career attainment of EM youth. They are, namely, accuracy and sufficiency of information, cultural stereotype and mutual understanding between EC and EMs, language ability, personal capacity and initiative, availability of and accessibility to social resources, and financial situation.
25. A prevailing problem affecting different groups of EM youth in their education and career pursuit is the level of proficiency in the Chinese Language. A call for a reform of Chinese language syllabus is raised by many teachers, social workers, and some EM youth. Also, to have more EC friends around and to expose to rich Chinese Language environment are seen helpful to learn the Chinese Language effectively according to some EM youth.
26. Tailor-made courses for improving Chinese Language proficiency are conducive to successful school-to-work transition and expanding job options for EM youth pursuing post-secondary education or work. EM youth with different Chinese Language abilities and/or in different stages expect to equip with different levels of language support. For example, EM youth at work with inadequate Chinese proficiency may want to advance their practical abilities to communicate, and those who have just arrived at and are new to the Hong Kong education system may need more support in general Chinese Language abilities. Nevertheless, it is always more effective for them to learn better Chinese Language if the EM youth have more Chinese peers to help.
27. Direct advice, suggestions, and feedback from significant others, including older EM youth, teachers, parents, friends, siblings, and social workers, are found to be important resources to help EM youth planning and deciding their education and career. Instead of distributing printed materials containing education and career-related information to EM students, face-to-face sharing with EM mentors, who have relevant experiences, is preferred by many EM youth.
28. According to teachers and social workers, some EM parents seldom join school activities and are difficult to be approached. It is difficult for them to get involved in and to give tangible support to their children's education and career planning. Moreover, since some of the parents do not know Chinese and/or English, are busy at work, or have not built up a trustful relationship with the school, it poses a challenge for information dissemination pertaining to education and career matters of their children. Nonetheless, EM staff at



schools and NGOs could play a key role to facilitate communications between the schools and EM parents.

29. According to teachers and social workers, there is a shortage of training or programmes available for them, specifically on the culture of EMs and ways to work with EMs. As perceived by many teachers, EM students in the classroom tend to be more energetic and talkative when comparing with EC. This cultural difference poses a challenge to some teachers and leads to a high turnover rate of teachers in some schools. Better training for cultural sensitivity and systemic support for teachers, social workers and other staff in the school are needed.
30. Moreover, teachers at schools admitting EM students need to spend a lot of time on translating materials for teaching or career guidance. Thus, the development and availability of bilingual career planning materials are seen to be helpful by the teachers.
31. Some EM youth reflect that there are possible stereotypical perceptions towards EMs in the mainstream society. Under-representation of EM in media may play a part to reinforce this situation. It is also observed by social workers as well as EM youth that more culturally sensitive and inclusive environment should be enhanced in order to reduce their invisibility and social separation throughout their school-to-work transition.

Implications

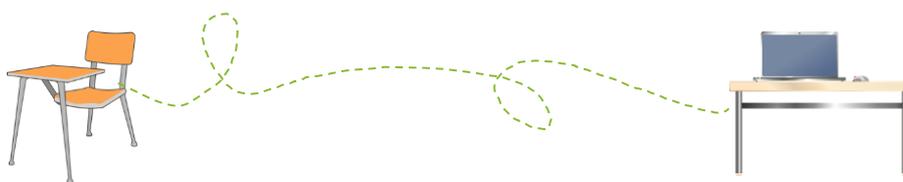
32. EM youth lack opportunities for exposure and experiences which limit their possibilities in education and career. The aforementioned findings suggest that such limited possibilities of EM youth seem to be related to the current education and employment systems. The relatively inflexible Chinese Language syllabus in the education system produces language barrier, the lack of mutual understanding and acceptance arisen from restricted interaction and the lack of cultural sensitivities between EC and EMs hamper employment opportunities of EM youth.
33. Besides, the awareness of EM youth concerning the importance of engaging in career exploration activities and experiences can bring a potentially important impact on their education and career attainments. Thus, policies for motivating EM youth to actively participate in their future planning and strengthening their key supporting systems are deemed crucial for boosting their education and career attainment.

C. Employer study

Phone survey

Racial discrimination is recognised but not reported

1. Many employers (77.34%) possess an awareness of the Race Discrimination Ordinance. Employers also generally agree that racial discrimination at the workplace is prevalent (5.73), and that job applicants will not be hired because of their race (5.70). However, no racial discrimination is reported by employer respondents either in the hiring process or at the workplace.



Understandable not to hire EMs

2. Although employers generally disagree to most aspects of negative images of EMs (average score of 10 items=4.17), employers' perceptions of EMs vary across industrial sectors, company sizes and home countries of companies. As compared to the employers from professional services, those from general services hesitate more in hiring EMs with ethnic costumes (4.24 vs. 5.25, $p<0.01$, respectively). For the difficulty in communication between EM and EC staff, SME employers have a higher level of disagreement than those from the large enterprises (3.48 vs. 4.32, $p<0.01$, respectively). In relation to the employers from Hong Kong originated companies, those from non-Hong Kong originated companies disagree more that conflict is caused by the cultural and religious difference between EM and EC employees (4.22 vs. 3.16, $p<0.01$, respectively).
3. In addition, employers generally agree that EM employees possess low proficiency in Chinese reading and writing (5.13) and that it is understandable not to hire locally educated EMs (5.45). As compared to employers from large enterprises, SME employers agree more that it is understandable not to hire locally educated EMs (4.89 vs. 5.55, $p<0.05$, respectively).

Using Chinese only in recruitment advertisement

4. The most popular recruitment channels chosen by employers are recruitment websites (51.7%), employment service and job fairs provided by the Labour Department (42.4%) and advertisements in newspapers (38.7%). More than one-third of employers (36.0%) claimed to use Chinese only in the recruitment advertisement. The proportions of using Chinese only are even higher in manufacturing and construction sectors (42.9%) and general services (42.5%) but lower in large enterprises (29.2%) and non-Hong Kong originated companies (18.2%).

Low intention to use EM employment services

5. While 62.6% of employers heard about the EM employment services provided by the Labour Department and NGOs, 4.7% of these employers used these services. Of those who did not use these services, only 36.0% would consider using it in the future. In other words, most employers had no intention to try these services.

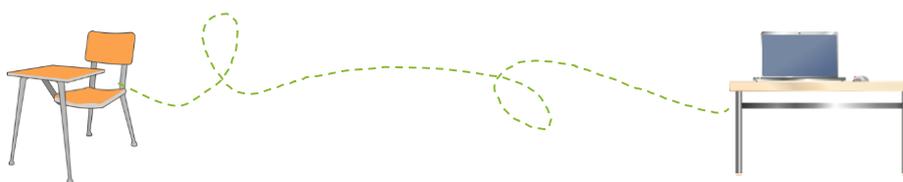
Expecting promotion by the Government and EOC

6. Regarding action needed for promoting racial diversity and inclusion, a majority of employers support public consultation (63.3%) and promotional work by Government (79.8%) and EOC (63.3%) rather than legislation (34.2%) and policy made by companies (40.4%).

In-depth interviews

EMs help achieve organisational goals and fill in positions

7. Employers hire EMs mainly for two reasons. First, EMs can help achieve specific goals of the companies. For instance, EM employees can bridge the gap between organisations and the EM communities. EM police officers can liaise with the members of their ethnic groups. EM interpreters/translators possess specific ethnic language skills. In an educational institution, EM teaching staff create a multi-cultural environment. Those employers hiring



EM staff usually possess positive attitudes toward EM employees and appreciate their contribution to the organisations. Second, for the industries facing manpower shortage, EM employees can fill in positions such as workers in catering and transportation services. While those employers' attitudes toward EM are positive, EM employees are not their first choice. Staff turnover rate is usually high in those positions.

Chinese literacy as a major obstacle to EM employment

8. There is an expectation gap of Chinese proficiency between EMs and employers. While some EM youth expect an English speaking workplace, for employers who do not hire EMs, Chinese literacy is one of their major considerations. In some large organisations such as schools and large NGOs, a high level of division of labour facilitates an environment for some employees without Chinese literacy. However, most employers, particularly those from SMEs, claim that basic Chinese reading and writing skills, including Chinese typing, are required. Though the qualification of DSE Chinese language is not needed, most employers claim that GCSE level Chinese literacy is inadequate to meet the basic job requirements. Thus, most of these employers agree that it is understandable not to hire locally educated EMs.

Public image of EMs is influenced by negative news coverage

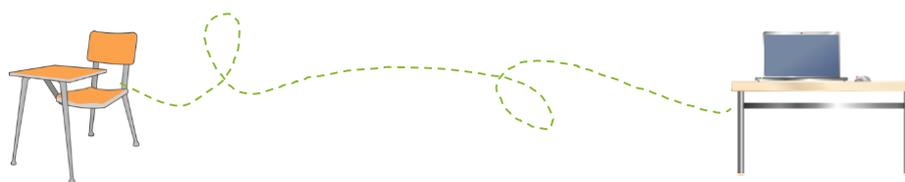
9. Some employers claim that the public image of EMs is influenced by the negative news coverage of refugees, illegal labourers and criminal gangs. This negative image makes some clients dislike dealing with EM staff of the companies. Employers worry that the image of companies would be undermined by EM employees. Meanwhile, ethnic Chinese employees' perceptions of EM colleagues may be affected by the public image of EMs. Despite employers' willingness to consider EM job candidates, EMs may not be accepted by ethnic Chinese employees.

Recruitment channels are segregated from EM job seekers

10. Employers' recruitment channels are segregated from EM communities. Most employers using bilingual job advertising websites for recruitment receive no job application from locally educated EMs. In this sense, those websites are not effective/attractive job search channels for EMs. Rather, the personal network is a more effective recruitment channel for EMs. For some employers such as those from transportation service, EM employees are usually recruited through personal networks of EM foremen.

Previous experience influences employers' attitude

11. Employers' attitude toward EM employees is highly associated with previous experiences. The employers indicating a willingness to accept EM employees usually have positive experiences with EMs. On the contrary, some employers emphasise unfavourable experiences with EM employees or job applicants in various circumstances – for example, no show in job interview, poor sense of responsibility, quitting job without notice and exaggeration of qualifications. While most of these employers possess limited opportunity for dealing with EMs, their intention to consider EM job applicants is undermined by these experiences, though some of their perceptions are caused by misunderstanding or overgeneralisation of individual cases.



Initiatives to encourage EM employment and racial inclusion

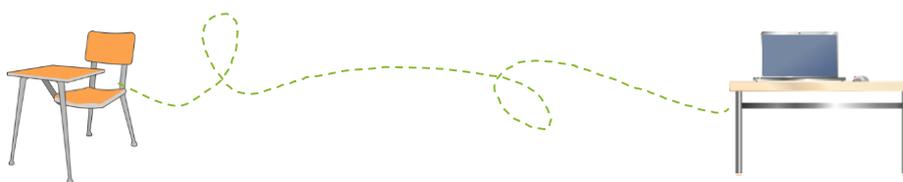
12. For the actions needed for promoting EM employment and racial inclusion, most employers emphasise the role of the Government. Some employers claim that it is important to reduce their risk cost of hiring EMs, particularly if they have no experience with these groups of employees. Thus, the Government may subsidise employers to hire EM employees for a certain period of time. In addition, to provide employers with opportunities to understand EM youth, internship programmes should be strengthened, though some companies, particularly some SMEs, have limited manpower and poor working environment to participate in these programmes.

Implications

13. Data derived from the telephone survey indicates that employers in Hong Kong possess a high level of awareness of Racial Discrimination Ordinance and recognise the prevalence of racial discrimination at the workplace, particularly in the process of recruitment.
14. However, employers generally agree that it is understandable not to hire EMs and that EMs possess low Chinese literacy. Most employers also have low intention to use EM employment services provided by the Labour Department and NGOs. In addition, more than one-third of employers, particularly those from manufacturing, construction, general services, SMEs and Hong Kong originated companies, use Chinese only in recruitment advertisement, making the job-seeking channels segregated from the EM applicants with poor Chinese literacy.
15. Through in-depth interviews, employers' considerations of hiring are identified and categorised. Firstly, some employers hire EMs mainly because EM employees can help employers achieve specific organisational goals and filling in some positions. Secondly, for a majority of employers, there is a series of obstacles to hiring EMs, including inadequate Chinese literacy, unfavourable public image, segregated recruitment channels and negative previous experience with EMs.
16. For the initiatives to promote ethnic diversity and inclusion, most employers expect the Government and EOC to enhance promotional works and consultation. To encourage EM employment, employers hope that the Government would provide an incentive for a certain period of time and that internship scheme for EM students at different levels can be strengthened.

2. Recommendations

To conclude, young people with ethnic minority background are experiencing obvious obstacles in their school-to-work transitions. These obstacles are mainly due to structural difficulties in acquiring Chinese Language in a less favourable language environment and system; having less opportunity to participate in important and meaningful events that are facilitative for earlier educational and career goal setting because of language and practical barriers; less likely to access employment openings and be considered as eligible potential employees in many cases, and to a certain extent misunderstanding or being stereotyped due to their racial background.



To address these obstacles faced by EM youth in education and career pathways, it is recommended that a more comprehensive, fundamental, culturally sensitive and early intervention approach is to be developed. While an overall inclusion of EM youth in their transition from school to work should be targeted in the long run, specific measures that address the existing disadvantages faced by EM youth in education and career experiences should be adopted.

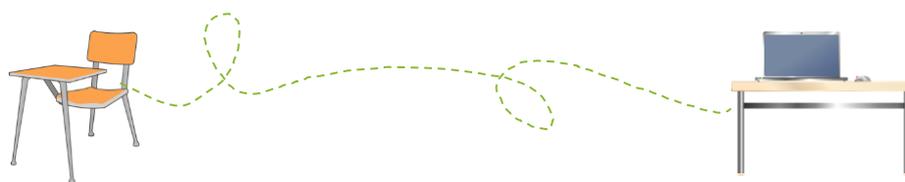
Based on the findings of this study, policy measures and service improvements are suggested under four aspects: (1) *Improving Chinese Language proficiency among EMs*, (2) *Expanding employment possibilities and opportunities*, (3) *Strengthening the support network* and, (4) *Cultivating a multicultural environment*.

Improving Chinese Language Proficiency among EMs

These first two recommendations apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work), whilst the third recommendation applies to the latter two pathways (S6 to work and post-secondary education to work).

1. While Chinese proficiency at DSE level is not taken as a basic job requirement in the Hong Kong labour market, existing Chinese language curriculum (e.g. GCSE) for EMs does not meet the daily vocational needs and on-the-job demands of many (if not most) employment positions. To tackle this problem, the Education Bureau should consider providing a more tailor-made Chinese language curriculum and a learning environment to EM students at different education levels. In addition to oral and listening skills, reading and writing abilities of Chinese languages should be enhanced in particular.
2. To enhance EM's Chinese language proficiency, starting Chinese language education for Non-Chinese Speaking (NCS) students at an early stage is advisable and imperative. Although the Government has extended its support measures to pre-school education by allocating extra funding for kindergartens which admit eight or more NCS students, it is recommended that additional support by Education Bureau in terms of, but not limited to, pedagogical support, in-service and pre-service training to teachers should be provided to all kindergartens which admit NCS students.
3. In addition to fostering an early and comprehensive Chinese language learning environment for EMs in the education system, special measures outside classroom should be adopted to bridge the learning discrepancies among different backgrounds of EM youth at different stages, for example, the working youth with inadequate Chinese proficiency and those who have just arrived at and are new to the Hong Kong education system. To meet the needs of these groups, in addition to the elementary courses provided by Employee Retraining Board (ERB) or other Non-Governmental Organisations (NGOs), the Education Bureau and Labour and Welfare Bureau should design and provide quality and systematic practical Chinese Language courses/programmes especially in the areas of Chinese reading and writing skills.

Echoing the feedback collected by the EOC's Working Group on Education for Ethnic Minorities in its recent report, immediate actions and tangible follow-up of its eight areas of concern on Chinese language learning is paramount.



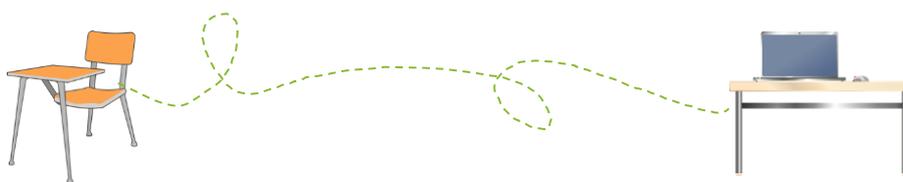
Expanding employment possibilities and opportunities

All the 4 recommendations below apply to the two school-to-work pathways (S6 to work and post-secondary education to work).

4. According to the experience of EM working youth with secondary education or post-secondary education background in this study, there are different practices and patterns in the job-seeking of EM youth compared with their Chinese counterparts. The common and effectual approach of job advertising (though sometimes bilingual) may not be able to address the cultural practice of EM youth in job hunting. Three specific and related recommendations are suggested to address this issue:
 - 4.1 A review of the effectiveness of the existing employment services and job-seeking support provided by the Labour Department and other relevant NGOs should be conducted;
 - 4.2 More tailor-made measures and promotion practices, such as liaising and reaching out to EM communities, schools and post-secondary institutions to organise job fairs and provide information about job opportunities are deemed necessary; and
 - 4.3 A regularly established job-matching platform in multiple languages for potential employers and EM youth can be set up to increase job opportunities and to expand job options for EM youth.
5. To break the “no experience, no job” cycle of EM youth and to facilitate mutual understanding between employers and EM students, internship programmes jointly provided by various parties should be further strengthened. Collaboration between the Government and different parties, particularly through the Business-School Partnership Programme and internship programmes designed and provided by NGOs, should be expanded and made more readily available to the EM communities. Efforts should be devoted, and resources should be made available for these parties not only to facilitate information dissemination but also to encourage EM students to recognise the importance of and to participate in these programmes. In addition to promoting these programmes among EM students, the Government can consider providing necessary consultative services and financial support to the employers, particularly those from SMEs, and student participants of these programmes.
6. In order to encourage employers to hire EMs, the Labour and Welfare Bureau can offer some employer financial incentive schemes to incentivise employers to hire EM employees for a certain period of time. These schemes can be provided along with on-the-job training programmes and paid placements.
7. In addition to a total number of 53 grades that have lowered/would lower their Chinese language proficiency requirements (LPRs) since 2010, the Civil Service Bureau needs to further review entry requirements relating to Chinese proficiency for all the grades of the civil service in order to provide more equal opportunities for the EM applicants in the long run.

Strengthening the support network

All the recommendations below apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work).



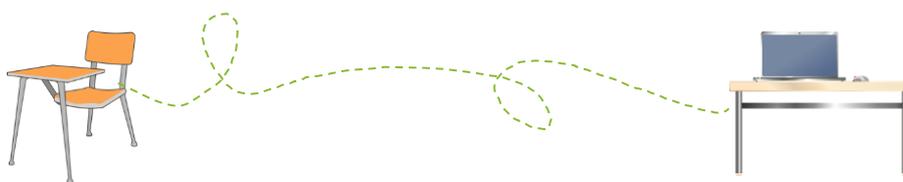
8. EM parents are important sources of support for and have a great impact on their children's education and career. However, they lack the knowledge about the Hong Kong education system. To optimise parental support, parents will need to effectively access information concerning matters relating to education, career, financial assistance of the Government, as well as the benefits of participation in school activities. Informed choices of schools and courses in Chinese language teaching, learning and assessment should be ensured for parents and family members who are significant to children's education.
9. Training and support to teachers and social workers will optimise their assistance to EM students. In this vein, the Education Bureau and Labour Department can develop multilingual materials and guidelines on career planning and development as practical career guidance resources. Cultural competency training, which helps teachers and social workers to be aware of their own cultural bias and to understand the needs, challenges, and expectations of the EM students should be incorporated in pre-service and in-service training in order to facilitate the knowledge and skills of these professionals.
10. A sharing platform can be developed to connect EM students with their senior counterparts of different post-transition statuses. Serving as mentors or role models, senior EM youth could share their life stories, including how they overcome obstacles and achieve their education and career goals.
11. EM staff can be considered as useful support resources. For example, EM parents tend to contact the EM staff of schools in case of need, whereas EM students are more likely to listen to EM teachers. This measure is adopted by and is also seen as highly useful among NGO EM service providers. Increasing the number of EM staff, providing adequate training and strengthening their roles in areas such as actively connecting to EM communities, providing information and resources, offering emotional and tangible support to parents and children, as well as advising on education and career matters can certainly help improve the support network of the EM families, especially those at grass-root level.

Cultivating a multicultural environment

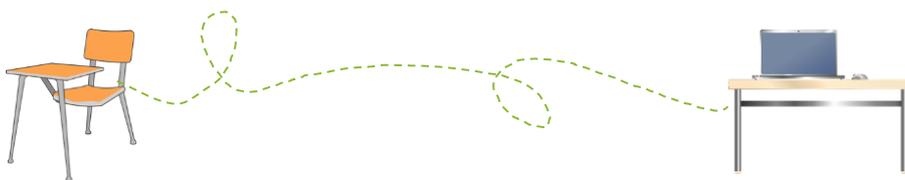
All the recommendations below apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work).

EM students' perception of host receptivity is associated with their aspiration, and the acceptance and inclusion of people of different backgrounds in the mainstream society are important for a successful education and career transition of EM youth. However, the findings reveal that there is still a separation of practice and limited understanding of the cultural practice between EM and Chinese communities. To address this gap, the cultivation of a multicultural environment in Hong Kong, especially in education and work settings, is highly important.

12. To reduce stereotypes and promote understanding and social inclusion of EM population, the Education Bureau, Home Affairs Bureau, EOC and NGOs should strengthen public education with a particular emphasis on the fair and accurate representation of EMs. To enhance the mutual understanding between EM and EC communities, exchange activities should be provided at schools and communities.
13. Some EM respondents perceive the term "ethnic minority" as discriminatory and exclusionary. This perception may be caused by language that distinguishes between



dominant and minority groups and indicates exclusion based on ethnicity. In order to demonstrate cultural sensitivity and respect to EM groups, inclusive language with positive and accurate representation is recommended. It is recommended to use alternative terms such as “people from multicultural background” in addition to “EM” in order to give a sense of inclusion.



Chapter 1: Introduction

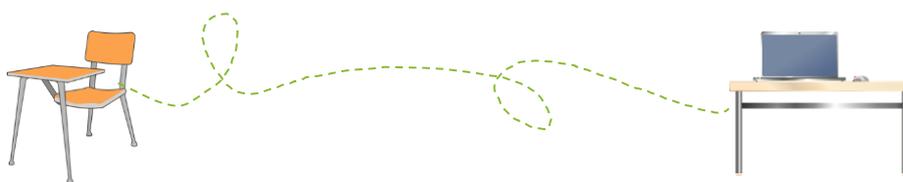
1. Background

In Hong Kong, the Race Discrimination Ordinance was gazetted in 2008 and has been in force since 2009. However, ethnic minorities (EMs), particularly the South Asians and some South-East Asians remain in disadvantaged socio-economic positions in Hong Kong. To explore the factors related to the educational and occupational attainment of young ethnic minorities in Hong Kong. The Equal Opportunities Commission (EOC) has commissioned our research team in Centre for Youth Research and Practice at Hong Kong Baptist University to conduct a research entitled “A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong”.

2. Objectives

The aim of this study is to explore situations related to the educational and occupational attainment of ethnic minority youth in Hong Kong. Under this aim, specific objectives are as follows:

- (a) To provide statistical trends of EM education and employment in Hong Kong;
- (b) To examine the education and occupation aspirations of EM youth and the strategies they adopt to achieve their academic and career goals;
- (c) To explore if support, advice and information concerning further studies, employment and career are obtained and their channels and to evaluate their usefulness;
- (d) To investigate the experiences of EM youth in transition to post-secondary education, be it academic or vocational;
- (e) To illustrate the school-to-work transition experiences of EM youth;
- (f) To identify the mechanisms of these two types of transition and outline the factors leading to successful transitions as well as the obstacles inhibiting these transitions;
- (g) To gauge the views from EM youth, EM parents, teachers and other related professionals in schools, and employers concerning EM education and employment;
- (h) To include ethnic Chinese as part of the sample for comparing and contrasting the aspirations, strategies, experiences and determinants mentioned in (b) to (f) of EM youth with those of their ethnic Chinese counterparts; and
- (i) To make concrete policy recommendations on institutional support to facilitate successful transitions for EM youth and to draw up a practical guidebook for EM youth in education and career planning.

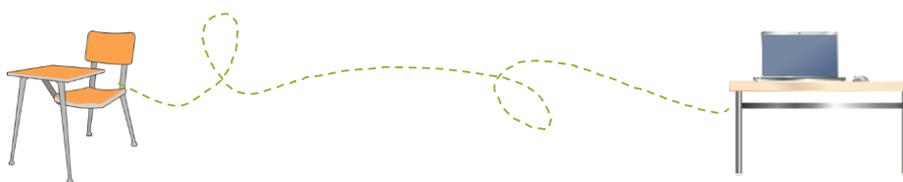


3. Structure of the report

This report begins with providing an introduction of the study in Chapter 1, followed by literature review and conceptual framework in Chapter 2. Chapter 3 is the statistical trend analysis depicting the education and employment of Hong Kong ethnic minority youth in recent years, and the methodology of this study will be illustrated in Chapter 4.

Key findings pertaining to factors affecting the education and career attainment would be delineated in Chapters 5 to 7. In Chapter 5, findings based on the student survey would be presented. Findings based on the focus groups and individual interviews conducted with EM youth and adult participants would be presented in Chapter 6. Chapter 7 will illustrate the findings based on the employer survey and interviews with employers.

In Chapter 8, an overall conclusion and discussions based on the student and employer surveys, interviews, and focus groups would be provided together with relevant policy recommendations at both practical and structural levels for facilitating smoother transitions, i.e. secondary school to post-secondary education transition and school-to-work transition, as well as improving chances for ethnic minority youth in Hong Kong to obtain a better education and career attainment.



Chapter 2: Literature Review and Conceptual Framework

1. A Perspective on equal opportunity

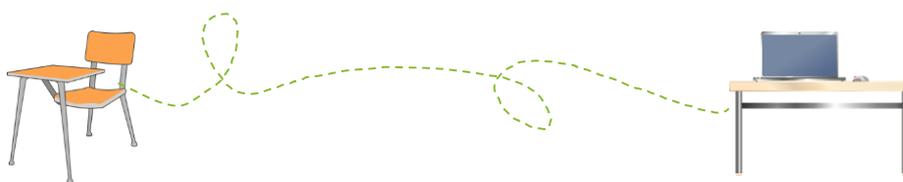
While the ideas of equality and equal opportunity have been upheld in most developed societies for a long time, there are various ways suggested by scholars to interpret this concept. For instance, Rawls (1971) emphasises people's right to accessing equal share of the collective surplus by cooperation among members of society. Nozick (1974) upholds the importance of the fair process by which outcomes were produced. Sen's (1992) capability approach highlights the idea of equality capabilities which refer to a set of resources in various aspects that enable individuals to achieve self-determination.

Nevertheless, most equal opportunity theories share some core ideas. It is usually assumed that every member of society deserves a fair chance and equal right to self-determination. In reality, however, some individuals may lack the capacity to self-determine while the socioeconomic arrangements also generate unequal opportunities in many societies. All these factors influence the outcomes of self-determined thought and actions. For the disadvantaged individuals, their persistent experience in failure may lead to growing sense of hopelessness and learnt helplessness, consequently eroding their self-esteem and motivation to improve their prospects for life. Hence, all societies should make an effort in improving the capacity of disadvantaged members' and improving their opportunity for self-determination (Mithaug, 1996).

From this perspective, policy intervention and collective action are needed for improving the prospects for self-determination of the disadvantaged groups by eliminating obstacles to equal opportunity and encouraging self-determination. Usually, two types of initiatives are taken. The first one is anti-discrimination laws which emphasise sanction or legal action against discrimination in various aspects. The main objective of these policies is to prevent certain discriminatory behaviours (Blakemore and Brake, 1996). The other policies are designed to improve the positions of disadvantaged groups by providing extra resources for education, training and other social services in addition to promoting the sense of equal opportunity among the public. The ultimate aim of these actions is to ensure that every member of society is treated equally, irrespective of race, gender, religion, age, etc. The opportunity for self-determination, particularly that of the least advantaged groups, is also optimised.

2. Conceptual framework

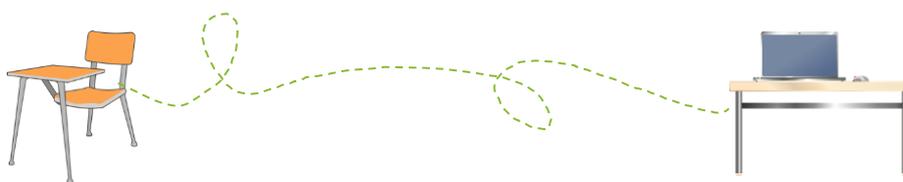
In Hong Kong, it is generally believed that the disadvantaged position of the South Asians and some EM groups largely results from their poor Chinese proficiency which limits their educational and occupational prospects. In response to this concern, since the 2014/15 school year, the HKSAR Government has introduced the Applied Learning Chinese (ApL(C)) which provides EM students with an alternative recognised Chinese qualification for their academic and career pursuits. However, previous studies in foreign and local contexts demonstrate that educational and occupational aspirations and attainments of children, including those of EM groups, are associated with various factors at different levels, namely individual, family, school, community, ethnic culture and the host society.



Mau and Bikos's (2000) longitudinal quantitative survey in the US indicated that middle school students' educational aspirations and occupational expectation are associated with personal factors, for example, academic self-efficacy. A study in Hong Kong revealed a positive relationship between efficacy in learning Chinese and academic and career expectations among EM youth (Cheung, Lai, Wu, & Ku, 2015). Indeed, language competence was found to be positively associated with educational and occupational aspirations or expectations (Alarcón, Parella, & Yiu, 2014; Salikutluk, 2016; Wicht & Ludwig-Mayerhofer, 2014). The other quantitative study of young Portuguese immigrants in Paris also showed that immigrants' social adaptation difficulties are negatively correlated with their acculturation experience and satisfaction in the host society and language competency, but positively associated with their maintenance of Portuguese culture and acculturation stress. In other words, immigrants with positive attitude and experience in acculturation and high language competency would find it relatively easy to adapt to the host society (Neto, 2002). A similar phenomenon was found among South Asian in Hong Kong. Chen and Feng's (2017) survey research found that South Asians with a higher level of Cantonese fluency and participation in the Hong Kong society (host communication competence) perceived more positive attitude of host members toward immigrants (perceived host receptivity) and lower pressure created by this attitude (perceived host conformity pressure). In fact, having sense of belonging was associated with academic achievement (Farielcloth & Hamm, 2005; Irvin, Meece, Byun, Farmer, & Hutchins, 2011); whereas exclusion and discrimination were inversely associated with educational expectations and academic attainment (Feliciano, 2006; Strand, 2014).

Family's social status and support are also crucial to youth education aspiration and attainment. A longitudinal study of more than 6,000 young adults from various ethnic groups in Australia found that participants' education attainment was associated with their educational aspiration, gender, family social status (measured by parents' educational and occupational attainments) and ethnicity. However, the difference in attainment was minimised when there was a high social status of the family (Marjoribanks, 2005). From this perspective, it can be argued that ethnicity may be a weaker variable when compared to family social status. A quantitative survey in Malaysia also showed that students' educational aspiration was positively associated with both family social capital and school social capital. The former refers to parent's discussion of school matters and future career, family support of students' homework, parents' attending school activities and expectation of children's education while the latter includes student-teacher and parent-school relationships, students' participation in extracurricular activities and teachers' experience and qualification. The study also showed that as compared to school, family plays a more important role in students' education aspirations (Shahidul et al., 2015). Other studies showed that aspirations or expectations of parents were positively related to the educational and occupational aspirations or expectations and academic attainment of their children (Ashby & Schoon, 2010; Khattab & Modood, 2018; Phillipson & Phillipson, 2017; Wu, 2012). Undoubtedly, both parents and family have a substantial influence on their children, and synthesis toward different meta-analyses showed strong evidence that both parental involvement and parental expectations have a positive impact on academic achievement of their children (Wilder, 2014).

A study conducted by Wicht (2016) on young people aged above 15 in Germany suggested that the occupational aspirations of both immigrant and native students can be enhanced by a

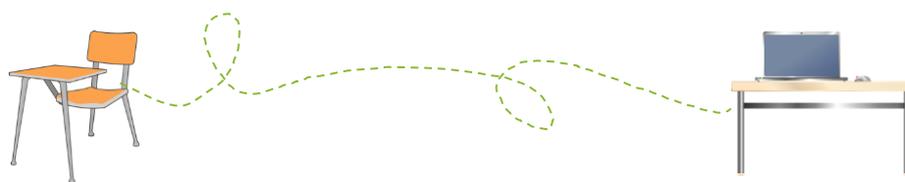


high ratio of immigrants in schools, though the effect varies across ethnic groups. She suggested that the high ratio of immigrants in school provides immigrant students with social and emotional support and helps them to cope with discriminatory experiences. As a result, it can reduce the effect of considering themselves as being excluded from the host society. Indeed, career support and influence from parents, teachers, friends and the social environment were found to be positively related to career planning of students (Rogers & Creed, 2011). Meanwhile, information and help received from teachers and guidance officers were positively associated with career aspirations of students (Creed, Tilbury, Buys, & Crawford, 2011). In addition, support, information, and help received from teachers, the educational aspirations or expectations of teachers on students were positively associated with educational aspirations of students (Cooper, 2009; Byun, Meece, Irvin, & Hutchins, 2012).

Nevertheless, the impacts of ethnic community can never be ignored. A study was conducted using the data from the United Kingdom Household Longitudinal Study between 2009 and 2011. By measuring parents' and children's occupational attainment with the International Socio-Economic Index (ISEI) modified from the International Standard Classification of Occupations (ISCO-08), Zuccotti (2015) compared the intergenerational social mobility (or social reproducibility) between white British and immigrants who were born in the UK or arrived before age seven, from five ethnic minorities groups. As compared to white British, the parental occupational status of the immigrants was generally low. However, the social reproducibility of the second generation immigrants varies across ethnic groups. Like white British, Indians and Bangladeshis' occupational attainment were associated with their parents' occupation. However, for the Pakistani, Caribbean and African groups, parental occupation did not affect the occupational attainment of the second generation. From this perspective, it can be suggested that children's occupational attainment might be largely influenced by various factors in the ethnic group. Moreover, amount of encouragement and support received from peers and community were positively associated with educational aspirations of students (Elffers & Oort, 2013) and a positive relationship has also been found between neighbourhood cohesion and occupational aspirations of students (Wu, 2012).

Meanwhile, peer's educational value and best friend's educational aspiration were found to have positive impact on the educational aspiration of students (Cooper, 2009; Salikutluk, 2016); compared with no friend with university plans, students with some or most friends with university plans were more likely to have higher educational expectations as well as occupational expectations (Alarcón, Parella, & Yiu, 2014). Whether there is a role model to learn from may also affect the educational and occupational outcomes of students. BarNir, Watson, and Hutchins (2011) found a positive relationship between exposure to role models and career intention and Herrmann, Adelman, Bodford, Graudejus, Okun, and Kwan (2016) found that role model had a positive effect on the academic performance of students. While Khattab and Modood (2018) revealed the relationship between religion and number of level A to C attained in GCSEs, these findings implied that cultural factors do play a role in influencing the educational and occupational aspirations and attainments of students.

While each of the factors mentioned plays an important role in the education and career expectation and attainment of ethnic minority youth, it should be noted that there is an interplay among these factors in reality. For instance, Mau and Bikos's (2000) longitudinal quantitative



survey in the US indicated that middle school students' educational aspirations and occupational expectation were associated with personal psychological factors (e.g. academic self-efficacy), family (family income, parental expectations, school and academic involvement), school (academic proficiency, types of programme, school's location, size and type), gender and race. In other words, individual, family, school and ethnicity are all important to educational and occupational aspirations. Using the secondary data from the National Education Longitudinal Study in the US, Qian and Blair (1999) found that educational aspiration and educational performance varied across ethnic groups. However, the difference was largely caused by individual (sex, academic score and native language, etc.), family (parental educational attainment, family income, marital status, number of siblings, etc.) and school characteristics (private or public schools and school locations) of ethnic groups.

In a study based on qualitative interview data, Wang (2008) found that some Chinese immigrant parents, although well educated, were not familiar with norms and practices in the education system in the US. They played a passive role in seeking contacts with school and teachers not only because they had job, time, language and cultural barriers, but also they did not understand the egalitarian and competition environment of schools. As a result, parents' human capital, including family support, school-based personal relationships and parents' affiliation with worksites, religion and social organisations failed to transfer to children, limiting their educational aspirations and achievement. From these perspectives, immigrant children's education aspiration may be influenced by the cultural gap between their families and the wider society.

On the basis of the literature reviewed above, it is suggested that the educational and occupational developments of EM children are simultaneously influenced by a series of support and obstacles created by individual, family, school, community and the host society. All these factors can be influenced by government policy intervention. In this sense, EMs' education and career path should be studied from these perspectives.

A conceptual framework was developed on the basis of the above literature review. It is suggested that the occupational aspiration and educational aspiration of EM youth not only influence each other but also determine the levels of educational and occupational attainments. These two kinds of aspiration largely rely on a series of variables at different levels: Family, community and schools provide various material (e.g. financial resource and facilities) and non-material (e.g. information, role model and emotional support) resources and obstacles (e.g. isolation from wider society, unprofessional information). The receptivity of host society and individual's language competence and self-efficacy also determine the level of integration between the EM and the wider society, consequently affecting the individual's prospects. Thus, the research team of this project will study the education and career development of EM youth by examining these variables. The conceptual framework of this study is illustrated in Figure 2.1.

It is also noted that government policies, such as the education system and social services, are crucial to these variables of educational and occupational aspirations. Thus, after examining these variables, the impact of government policy will be identified. Policy recommendations will be made on the basis of research findings.

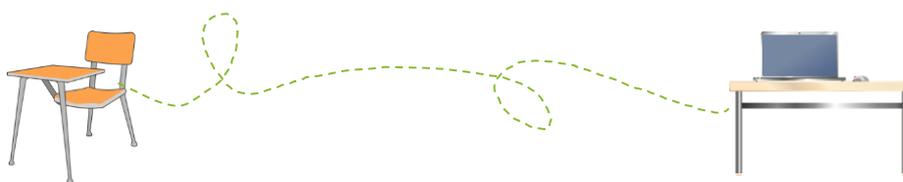
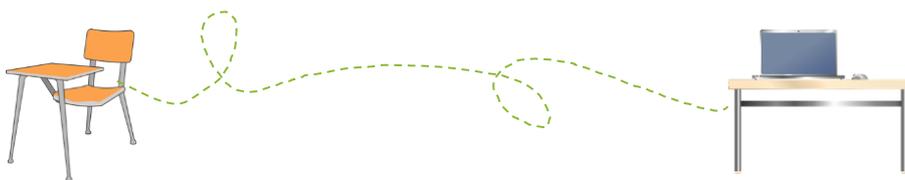
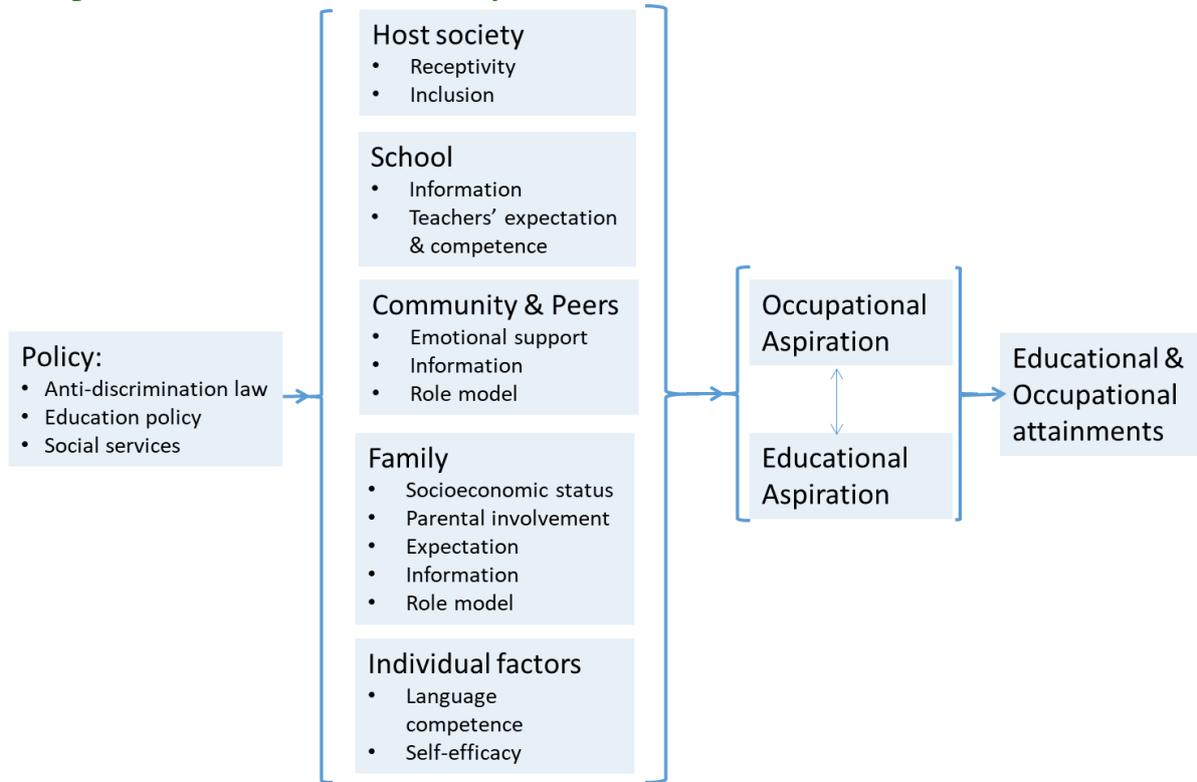


Figure 2.1. Conceptual framework of variables affecting educational and occupational attainments of EM youth



Chapter 3: Statistical Trend Analysis of Ethnic Minorities Education and Employment in Hong Kong

Statistical trends of education and employment of EMs in Hong Kong would be presented in this section. Owing to the data availability, data pertaining to education and employment of EMs in the years of 2011 and 2016, unless otherwise specified, were intentionally selected for comparisons as well as trend tracking purposes.

1. Statistical trend of population and place of birth of EMs in Hong Kong

1.1 Population of EMs in Hong Kong

According to the Census and Statistics Department, after excluding foreign domestic helpers, there were 254,700 EMs, constituting 3.8% of the population in Hong Kong in 2016. As shown in Table 3.1, South Asians, including Indians, Pakistanis, Nepalese, Bangladeshis, Sri Lankans, Afghanistans, Bhutanese, Iranians and Madames, were the largest ethnic group in Hong Kong in both 2011 and 2016, with more than 60,000 residents in 2011 and nearly 80,000 residents in 2016. In 2016, among EMs, Indian constituted the greatest proportion (32,000), followed by Nepalese (24,600), Filipino (19,800), and Pakistani (17,600). Concerning the population change between 2011 and 2016, Indonesian had the greatest change in the population, which increased more than one-fold; whereas, Nepalese increased the most within South Asians, by 52.8% in 2016 compared to 2011. Followed by Nepalese, Filipino population expanded by 30.3%, more than the other ethnic groups. Meanwhile, Pakistani was recorded with a slight decrease of 1.7% in population in 2016 when compared to 2011. The male-to-female ratio among Filipino was unchanged for 2011 and 2016, with the ratio about 2:3; in contrast, Pakistani were around 3:2 for 2011 and 2016. Overall, the distributions of male and female of both Indian and Nepalese were quite even, with the sex ratio around 1:1, more even than those of the other ethnic groups.

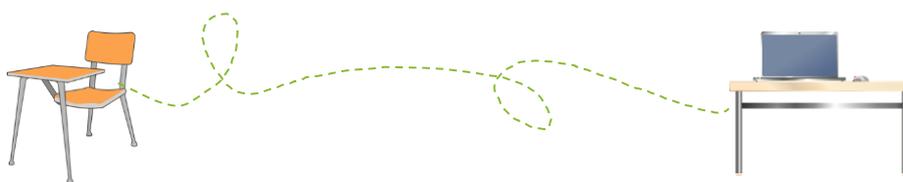


Table 3.1. Population of EMs (excluding Foreign Domestic Helpers), 2016 and 2011

	Both Genders		% change	Male		% change	Female		% change
	2011	2016		2011	2016		2011	2016	
South Asians	61400	78000	+27.0	33100	41900	+26.6	28300	36100	+27.6
Indian	25800	32000	+24.0	13600	17000	+25	12200	15000	+23.0
Pakistani	17900	17600	-1.7	9900	10100	+2.02	7900	7600	-3.80
Nepalese	16100	24600	+52.8	8700	12800	+47.1	7500	11800	+57.3
Filipino	15200	19800	+30.3	5900	7700	+30.5	9300	12200	+31.2
Thai	8400	8300	-1.2	1100	1300	+18.2	7300	7000	-4.1
Indonesian	3200	7300	+128.1	700	1300	+85.7	2500	6000	+140
Japanese & Korean	17100	15800	-7.6	8400	7500	-10.7	8700	8300	-4.6
White	53400	55900	+4.7	32400	35300	+9.0	21100	20500	-2.8
Mixed	28000	58500	+108.9	-	-	-	-	-	-
All EMs	192400	254700	+32.4	97700	128300	+31.3	94700	126400	+33.5
Whole population	636300	6791200	+2.3	3211400	3261700	+1.6	3424800	3529600	+3.1

Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

1.2 Place of birth of EMs in Hong Kong

As shown in Table 3.2, the proportion of the whole population born in Hong Kong was more or less the same between 2011 and 2016, with only an increase of 0.6 percentage points, keeping at 60% above. On the other hand, the proportion of other ethnicities, except Thai as well as Japanese and Korean, born in Hong Kong generally decreased from 2011 to 2016. However, the overall proportion of EMs born in Hong Kong increased from 30.8% to 31.1% between 2011 and 2016. For those who were born in Hong Kong, Pakistani and Nepalese constituting the greatest proportion with more than 30% of their population born in Hong Kong.

Concerning the numbers of people born in Hong Kong, Filipino increased three-fold from 1000 to 4,000 between 2011 and 2016, followed by Nepalese, which the population born in Hong Kong increased by 40% from 6,500 to 9,100. Generally, there was a 15.3% increase in local-born South Asians between 2011 and 2016. Overall, Nepalese was the ethnic group with the most people born in Hong Kong in 2016 in terms of proportion.

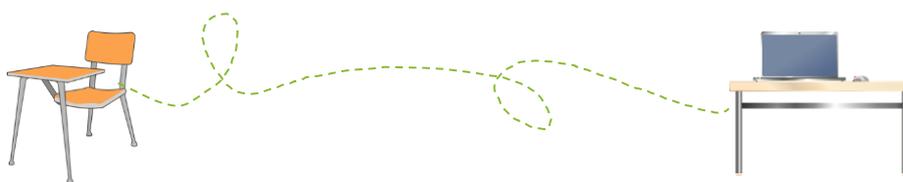


Table 3.2. Place of birth by number of persons (excluding Foreign Domestic Helpers), 2016 and 2011

	Hong Kong		% change (% points)	Outside Hong Kong		% change (% points)
	2011	2016		2011	2016	
South Asians	20300 (33.1%)	23400 (30.0%)	+15.3 (-3.1)	41100 (66.9%)	54600 (70.0%)	+32.9 (+3.10)
Indian	6400 (25.0%)	6700 (20.9%)	+4.7 (-4.1)	19300 (75.0%)	25300 (79.1%)	+31.1 (+4.1)
Pakistani	7000 (39.0%)	6700 (37.7%)	-4.3 (-1.3)	10900 (61.0%)	11000 (62.3%)	+0.9 (+1.3)
Nepalese	6500 (40.5%)	9100 (36.9%)	+40 (-3.6)	9600 (59.5%)	15500 (63.1%)	+61.5 (+3.6)
Filipino	1000 (21.6%)	4000 (20.2%)	+300 (-1.4)	11900 (78.4%)	15800 (79.8%)	+32.8 (+1.4)
Thai	500 (5.7%)	500 (6.1%)	0 (+0.4)	7900 (94.3%)	7800 (93.9%)	-1.3 (-0.4)
Indonesian	400 (12.2%)	500 (6.6%)	+25 (-5.6)	2800 (87.8%)	6800 (93.4%)	+142.9 (+5.6)
Japanese & Korean	3300 (5.7%)	1300 (8.4%)	-60.6 (+2.7)	16100 (94.3%)	14400 (91.6%)	-10.6 (-2.7)
White	11900 (22.2%)	8200 (14.7%)	-31.1 (-7.5)	41600 (77.8%)	47600 (85.3%)	+14.4 (+7.5)
Mixed	- -	- -	- -	- -	- -	- -
All EMs	59300 (30.8%)	79100 (31.1%)	+33.4 (+0.3)	133100 (69.2%)	175600 (68.9%)	+31.9 (-0.3)
Whole population	4195000 (63.2%)	4331000 (63.8%)	+3.2 (+0.6)	2441300 (36.8%)	2460300 (36.2%)	+0.8 (-0.6)

Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

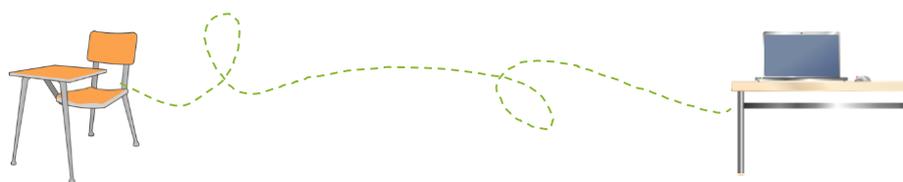


Table 3.3. Proportion of persons aged between 18 and 64 (excluding Foreign Domestic Helpers) by educational attainment, 2016 and 2011

	Primary & below		% change (% points)	Lower secondary		% change (% points)	Upper secondary		% change (% points)	Post-secondary		% change (% points)
	2011	2016		2011	2016		2011	2016		2011	2016	
South Asians	7552 (12.3%)	6942 (8.9%)	-8.1 (-3.4)	6386 (10.4%)	11076 (14.2%)	+73.5 (+3.8)	23639 (38.5%)	30186 (38.7%)	27.7 (+0.2)	23885 (38.9%)	29718 (38.1%)	+24.4 (-0.8)
Indian	1238 (4.8%)	1408 (4.4%)	+13.7 (-0.4)	1496 (5.8%)	2560 (8.0%)	+71.1 (+2.2)	6708 (26.0%)	7392 (23.1%)	+10.2 (-2.9)	16357 (63.4%)	20608 (64.4%)	+26.0 (+1)
Pakistani	5012 (28.0%)	3485 (19.8%)	-30.5 (-8.2)	3150 (17.6%)	3643 (20.7%)	+15.6 (+3.1)	6498 (36.3%)	6336 (36.0%)	-2.5 (-0.3)	3258 (18.2%)	4118 (23.4%)	+26.4 (+5.2)
Nepalese	1884 (11.7%)	1968 (8.0%)	+4.5 (-3.7)	1868 (11.6%)	4280 (17.4%)	+129.2 (+5.8)	9563 (59.4%)	14514 (59.0%)	+51.8 (-0.4)	2785 (17.3%)	3838 (15.6%)	+37.8 (-1.7)
Filipino	486 (3.2%)	772 (3.9%)	+58.8 (+0.7)	790 (5.2%)	1841 (9.3%)	+133.0 (+4.1)	5198 (34.2%)	6098 (30.8%)	+17.3 (-3.4)	8740 (57.5%)	11088 (56.0%)	+26.9 (-1.5)
Thai	3923 (46.7%)	3196 (38.5%)	-18.5 (-8.2)	1714 (20.4%)	2058 (24.8%)	+20.1 (+4.4)	1680 (20.0%)	1735 (20.9%)	+3.3 (+0.9)	1084 (12.9%)	1311 (15.8%)	+21.0 (+2.9)
Indonesia n	432 (13.5%)	1694 (23.2%)	+292.0 (+9.7)	842 (26.3%)	1577 (21.6%)	+87.4 (-4.7)	1059 (33.1%)	2621 (35.9%)	+147.4 (+2.8)	870 (27.2%)	1409 (19.3%)	+61.9 (-7.9)
Japanese & Korean	- -	221 (1.4%)	- -	188 (1.1%)	158 (1.0%)	-16.0 (-0.1)	2633 (15.4%)	1627 (10.3%)	-38.2 (-5.1)	14159 (82.8%)	13793 (87.3%)	-2.6 (+4.5)
White	1816 (3.4%)	894 (1.6%)	-50.7 (-1.8)	2670 (5.0%)	1398 (2.5%)	-47.7 (-2.5)	7743 (14.5%)	5981 (10.7%)	-22.8 (-3.8)	41171 (77.1%)	47627 (85.2%)	+15.7 (+8.1)
Mixed	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
All EMs	17508 (9.1%)	19103 (7.5%)	+9.1 (-1.6)	16546 (8.6%)	27508 (10.8%)	+66.3 (+2.2)	51756 (26.9%)	67241 (26.4%)	+29.9 (-0.5)	106590 (55.4%)	140849 (55.3%)	+32.1 (-0.1)
Whole population	1021990 (15.4%)	794570 (11.7%)	-22.3 (-3.7)	1207807 (18.2%)	1147713 (16.9%)	-5.0 (-1.3)	2236433 (33.7%)	2139228 (31.5%)	-4.4 (-2.2)	2176706 (32.8%)	2709689 (39.9%)	+24.5 (+7.1)

Source: Calculations with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

2. Statistical trend of education of EMs in Hong Kong

2.1 Education attainment of EMs aged 18 to 64

Between 2011 and 2016, the educational attainment of the whole population aged between 18 and 64 improved in terms of proportion or numbers of people, with fewer people graduated from upper secondary education level or below and more people reached post-secondary education level. In 2016, although there was still nearly 30% of the whole population attained lower secondary education or below, about 40% of people attaining post-secondary education level (see Table 3.3).

Among EMs, the proportion of people attaining post-secondary education level were more than 50% in both 2011 and 2016, much higher than those of the whole population. Although there was more than 30% increase in the number of EMs having attained post-secondary education level, the proportion dropped slightly by 0.1 percentage point between 2011 and 2016.

Of the South Asians, the numbers of Indian, Pakistani and Nepalese having attained post-secondary education increased by 26%, 26.4% and 37.8% respectively, and Filipino also had an increase in 26.9%. Among Filipino, Indian, Nepalese, and Pakistani, Indian had the highest proportion of people attained post-secondary education level (approximately 64%), either in 2011 or 2016, followed by Filipino (over 55%), Pakistani (roughly 20%), and Nepalese (nearly 16%); conspicuously, Indian and Filipino had far higher proportion of people with post-secondary education than the whole population (32.8 % in 2011 and 39.9% in 2016). Besides, there was a slightly 2 percentage points dropping in the proportion of people towards attaining post-secondary education for Filipino and Nepalese; whereas, there was 1 percentage point and 5 percentage points increase in Indian and Pakistani respectively towards the proportion of people attaining post-secondary education. It is noteworthy that, unlike the whole population, Pakistani and Nepalese had a higher proportion of the population with upper secondary education background, approximately 36% and 60% respectively.

2.2 School attendance rate of persons aged between 19 and 24

School attendance rate refers to the proportion of the population attending full-time educational institutions within the respective age groups; as seen from Table 3.4, the school attendance rate of the whole population aged between 19 and 24 were over 40% in both 2011 and 2016, with an increase of 2.2 percentage points in 2016 compared to that of 2011. Regardless of 2011 or 2016, the school of attendance rate of the whole population were much higher than those of ethnic minorities, except Japanese & Korean. Among South Asians and Filipino, Indian had the highest school attendance rate between 2011 and 2016. However, the rate decreased from 41% in 2011 to 40.1% in 2016. In contrast, Pakistani recorded a significant improvement in its school attendance rate, with a rise from 22.7% in 2011 to 36.2% in 2016. Among all the ethnic groups, the rate of Nepalese kept at the lowest level, and a drop was also recorded from 14.2% to 13.8% between 2011 and 2016. Although the rate of Filipino increased over the period, generally, the school attendance rate of EMs aged 19 to 24 was still lower than the whole population, keeping below 40% over the years.

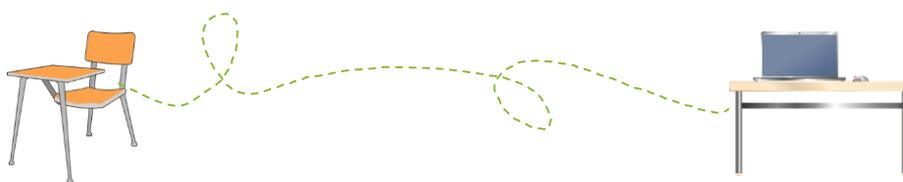


Table 3.4. School attendance rate of persons aged between 19 and 24 (excluding Foreign Domestic Helpers), 2016 and 2011

	2011 (%)	2016 (%)	% points
South Asians	26.4	28.1	+1.7
Indian	41.0	40.1	-0.9
Pakistani	22.7	36.2	+13.5
Nepalese	14.2	13.8	-0.4
Filipino	22.5	29.5	+7
Thai	-	-	-
Indonesian	-	-	-
Japanese & Korean	68.0	48.9	-19.1
White	34.0	38.8	+4.8
Mixed	-	-	-
All EMs	31.4	35.3	+3.9
Whole population	44.4	46.6	+2.2

Source: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

2.3 Number of local non-Chinese speaking students admitted to full-time post-secondary education programmes

Between academic year 2011/12 and 2016/17, there was a dramatic increase in the number of local Non-Chinese Speaking (NCS) students, whose ethnicity and/or spoken language at home are not Chinese, admitted to UGC-funded or self-financing sub-degree and degree programmes. For UGC-funded programmes (see Table 3.5), there was a 173% increase in enrollment in sub-degree programmes and 75% increase in degree programmes. Meanwhile, for self-financing programmes (see Table 3.6), a substantial increase in enrollment can be observed, with over two-fold increase in sub-degree level and 2200% increase in degree level. Furthermore, the number of NCS students admitted by Vocational Training Council (VTC) for pursuing post-secondary education also increased one-fold between academic year 2013/14 and 2016/17, as shown in Table 3.7. Nonetheless, far more NCS students were admitted to locally-accredited self-financing programmes than the UGC-funded programmes.

Table 3.5. Number of local non-Chinese speaking students admitted to UGC-funded programmes by level of study, academic year 2011/12 and 2016/17

	2011/12	2016/17	Change
Sub-degree	11	30	+172.7
Degree	145	253	+74.5
Total	156	283	+81.4

Source: Calculation with reference to Education Bureau, 2016/17 and 2018/19

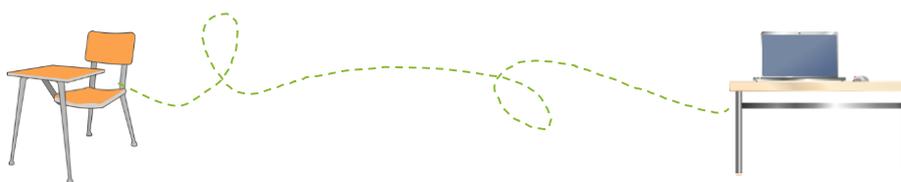


Table 3.6. Enrolment of non-Chinese speaking students of full-time locally-accredited self-financing programmes by institution, academic year 2011/12 and 2016/17

	2011/12	2016/17	% change
Sub-degree	207	691	+233.8
Degree	23	529	+2200
Total	230	1220	+430.3

Source: Calculation with reference to the Education Bureau, 2015/16 and 2017/18

Table 3.7. Number of local non-Chinese speaking students pursuing programmes offered by the Vocational Training Council (VTC) by types of programmes, academic year 2013/14 and 2016/17

	2013/14	2016/17	% change
Diploma/ Certificate of Vocational Education	51	86	+68.6
Diploma of Foundation Studies/ Foundation Diploma	74	162	+118.9
Higher Diploma	89	178	+100
Degree	7	36	+414.3
Total	221	462	+109.1

Source: Calculation with reference to the Education Bureau, 2018/19

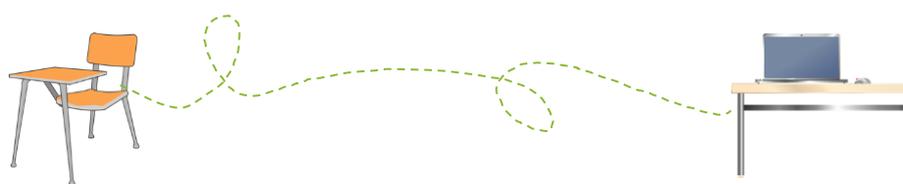
3. Statistical trend of employment of EMs in Hong Kong

3.1 Average number of working members, household size, and median monthly income

The average number of working members in working households of the whole population was 1.7 in both 2016 and 2011. Among South Asians and Filipino, only Nepalese, on average, had more working members within the households than the whole population. Meanwhile, although the number of working members within the households of Pakistani increased by 7.7% between 2011 and 2016, the average number of working members among South Asians was lower than the whole population (see Table 3.8). A decline in household size can generally be observed across different ethnic groups between 2011 and 2016, as shown in Table 3.9.

Table 3.8. Average number of working members in working households (excluding Foreign Domestic Helpers), 2016 and 2011

	2011	2016	% change
South Asians	1.6	1.6	0
Indian	1.5	1.5	0
Pakistani	1.3	1.4	+7.69
Nepalese	2.1	2.0	-4.76
Filipino	1.6	1.6	0



Thai	1.3	1.4	+7.69
Indonesian	1.3	1.1	-15.38
Japanese & Korean	1.2	1.1	-8.33
White	1.3	1.2	-7.69
Mixed	-	-	-
All EMs	1.5	1.5	0
Whole population	1.7	1.7	0

Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

Table 3.9. Average household size (excluding Foreign Domestic Helpers), 2016 and 2011

	2011	2016	% change
South Asians	3.3	3.0	-9.09
Indian	2.9	2.8	-3.45
Pakistani	4.2	3.9	-7.14
Nepalese	3.4	3.2	-5.88
Filipino	2.6	2.5	-3.85
Thai	1.7	1.7	0
Indonesian	1.8	1.5	-16.67
Japanese & Korean	1.9	1.9	0
White	2.1	1.9	-9.52
Mixed	-	-	-
All EMs	2.7	2.7	0
Whole population	2.8	2.7	-3.57

Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

From Table 3.10, it shows a significant increase in the median monthly income among Pakistani (28%), Nepalese (26%), and Filipino (22%) between 2011 and 2016. However, the median monthly income of these ethnic groups was still lower than the whole population. Unlike their counterparts, Indian was recorded with a slight decrease of 2.2% towards the median monthly income; nevertheless, it was noteworthy that the median monthly income of Indian (\$22000) was higher than the whole population.

While looking at the gender difference in 2016, the median monthly income of male across all ethnic groups were higher than female. Of particular, the income of Pakistani was among all the ethnic groups with the least difference between male and female, with male earning 6.7% more than female, which the gap of the income difference between genders was not as much as the whole population, where male earned 17.9% more than the female. Among South Asians, Indian had the largest difference in the male-female median monthly income at 69.7%, significantly higher than Nepalese (28.3%), Filipino (18.6%), and the whole population (17.9%). While the average household size of Pakistani is larger than the rest of the ethnic groups, with them having the lowest average number of working members within the households as well as relatively low median monthly income among the employed persons, it is likely that Pakistani would be more prone to financial difficulty than the rest of the ethnic groups.

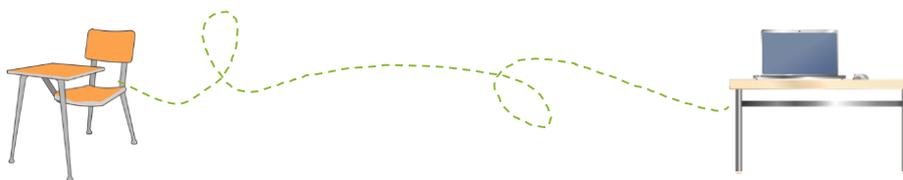


Table 3.10. Median monthly income from main employment of employed persons (excluding Foreign Domestic Helpers), 2016 and 2011

	Both Genders		% change	Male		% change	Female		% change
	2011	2016		2011	2016		2011	2016	
South Asians	12500	15000	+20	14800	16200	+9.5	9000	12000	+33.3
Indian	22500	22000	-2.2	25000	26300	+5.2	15000	15500	+3.3
Pakistani	10000	12800	+28	10000	12800	+28	10000	12000	+20
Nepalese	10000	12600	+26	12000	14500	+20.8	8000	11300	+41.3
Filipino	10000	12200	+22	13000	14000	+7.7	9000	11800	+31.1
Thai	8500	10500	+23.5	12500	16000	+28	7800	10000	+28.2
Indonesian	8000	10800	+35	15000	16000	+6.7	7000	10000	+42.9
Japanese & Korean	36300	33800	-6.9	45000	42000	-6.7	21000	25000	+19.1
White	46000	50000	+8.7	58000	58000	0	30000	30000	0%
Mixed	-	-	-	-	-	-	-	-	-
All EMs	20000	20000	0	27000	26300	-2.6	12000	13500	+12.5
Whole population	12000	15500	+29.2	13000	16500	+26.9	10800	14000	+29.6

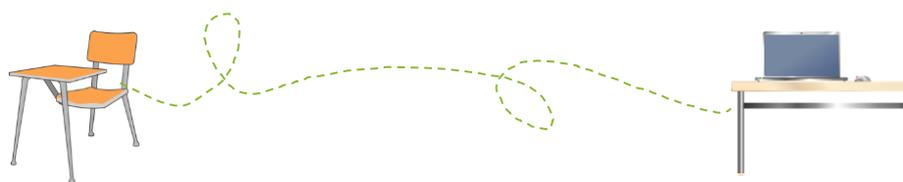
Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

3.2 Labour force participation rate and unemployment rate

The labour force participation rate, which means the proportion of labour force in the total land-based non-institutional population aged 15 or above, of the whole population in 2011 and 2016 were 59% and 60% respectively. Compared to the whole population, the corresponding rate of the majority of South Asians and Filipino was higher, except Pakistani with a lower rate than the whole population in both 2011 and 2016 (see Table 3.11). Analysed by gender, the labour force participation rate of male in different ethnic groups, except Indonesian, were higher than the corresponding statistics of whole population; in 2016, the highest labour force participation rate can be found among Japanese and Korean male (89.6%), followed by Nepalese male (86.7%) and White male (86.2%) while Indonesian male had the lowest participation rate (48.7%). On the other hand, the labour force participation rate of female in the whole population was 50.7% and 51.2% in 2011 and 2016 respectively, which were higher than the rate of most of the ethnic groups. For example, in 2016, Nepalese and Filipino female had far higher labour participation rate than the whole female population, 63.2% and 62.5% respectively; although there were 6.9 percentage points increase, 12.1% in 2011 and 19% in 2016, in the labour force participation rate of Pakistani female, they had the lowest participation rate when compared with female in the other ethnic groups.

Table 3.11. Labour force participation rate (excluding Foreign Domestic Helpers), 2016 and 2011

	Both Genders		% points	Male		% points	Female		% points
	2011	2016		2011	2016		2011	2016	



South Asians	62.7	65.6	+2.9	80.2	81.1	+0.9	41.3	47	+5.7
Indian	63.9	64.9	+1	84.0	82.3	-1.7	40.6	44.1	+3.5
Pakistani	46.0	50.1	+4.1	69.7	70.9	+1.2	12.1	19.0	+6.9
Nepalese	75.6	75.2	-0.53	86.1	86.7	+0.70	63.4	63.2	-0.32
Filipino	68.7	68.7	0	78.9	79.2	+0.3	63.3	62.5	-0.8
Thai	48.1	56.4	+8.3	76.4	81.9	+5.5	44.3	52.1	+7.8
Indonesian	53.9	42.7	-11.2	64.6	48.7	-15.9	51.3	41.5	-9.8
Japanese & Korean	66.3	68.9	+2.6	88.0	89.6	+1.6	45.4	50.9	+5.5
White	75.5	76.3	+0.8	86.3	86.2	-0.1	57.4	57.7	+0.3
Mixed	-	-	-	-	-	-	-	-	-
All EMs	65.9	65.6	-0.3	81.1	79.9	-1.2	50.3	51.2	+0.9
Whole population	59.0	60.0	+1	68.0	69.7	+1.7	50.7	51.2	+0.5

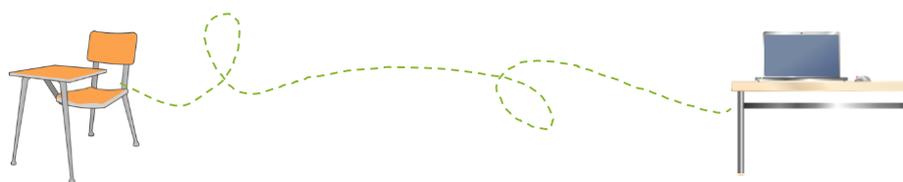
Sources: Calculation with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

Owing to the lack of relevant data in 2011 related to the unemployment rate of ethnic minorities, no trend statistics can be provided, and only the data in 2016 can be shown here. As revealed in Table 3.12, except Filipino, Japanese and Korean, and White, EM population had higher unemployment rate than the whole population; meanwhile, it is compelling that Pakistani had the highest unemployment rate (9.2%) than the rest of the ethnic groups. In accordance with the previous figures shown, Pakistani has the highest risk to fall into the economically disadvantaged group.

Table 3.12. Unemployment rate of the EM population (excluding Foreign Domestic Helpers), 2016

	2016 (%)
South Asians	5.3
Indian	5.2
Pakistani	9.2
Nepalese	4.1
Filipino	2.8
Thai	4.6
Indonesian	-
Japanese & Korean	3.1
White	3.1
Mixed	-
All EMs	4.6
Whole population	3.7

Source: 2016 Population By-census, Census and Statistics Department



3.3 Occupation distribution of employed EMs

As shown in Table 3.13, with respect to the data in 2016, 22.4% of whole population worked as associate professionals, followed by service and sales workers (18.9%) and clerical support workers (15.5%); whereas for South Asians, they usually worked as service and sales workers (22.6%), followed by elementary occupations (21.6%), managers and administrators (15.6%) and associate professionals (15.4%). Among South Asians, greater proportion of Indian was working at more favourable positions, as revealed by the figures, there were far higher proportion of Indian worked as managers and administrators (29.3%) as well as professionals (12.6%) than the whole population (10.8% and 7.7% respectively); in contrast, far more Pakistani (35.3%) and Nepalese (33%) were working at the elementary occupations than the whole population (13.7%). For Filipino, they usually worked as service and sales workers (34%), followed by associate professionals (23.3%) and elementary occupations (14.4%).

A decline in the proportion of clerical support workers but an increase in the proportion of service and sales workers between 2011 and 2016 were observed among Filipino, Indian, Nepalese, and Pakistani. Meanwhile, a slight increase in proportion of Filipino (1.3 percentage points), Nepalese (1.5 percentage points), and Pakistani (0.8 percentage points) while a decrease in proportion of Indian (3.8 percentage points) in working as managers and administrators were observed. Besides, there were 6.4 percentage points increase among Nepalese working as craft-related workers.

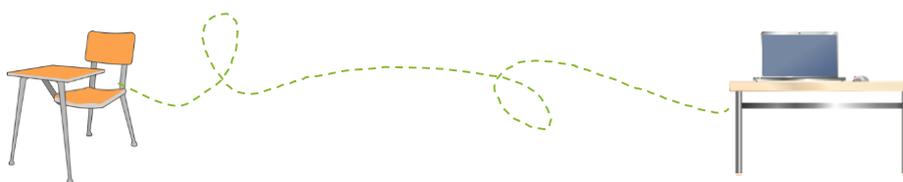


Table 3.13. Occupation distribution of employed persons (excluding Foreign Domestic Helpers), 2016 and 2011

	Clerical support workers		% change (% points)	Service and sales workers		% change (% points)	Craft and related workers		% change (% points)	Plant and machine operators and assemblers		% change (% points)
	2011	2016		2011	2016		2011	2016		2011	2016	
South Asians	2600 (9.6%)	2600 (6.7%)	0 (-2.9)	4400 (16.4%)	8700 (22.6%)	+97.7 (+6.2)	1700 (6.5%)	3200 (8.3%)	+88.2 (+1.8)	900 (3.3%)	1200 (3.0%)	+33.3 (-0.3)
Indian	1100 (9.1%)	1400 (8.5%)	+27.3 (-0.6)	1400 (11.4%)	2600 (16.0%)	+85.7 (+4.6)	200 (2.0%)	200 (1.1%)	0 (-0.9)	300 (2.1%)	400 (2.4%)	+33.3 (+0.3)
Pakistani	500 (10.6%)	500 (9.3%)	0 (-1.3)	300 (7.0%)	900 (16.6%)	+200 (+9.6)	400 (9.8%)	400 (6.4%)	0 (-3.4)	500 (11.3%)	400 (6.5%)	-20 (-4.8)
Nepalese	1000 (10.2%)	500 (3.2%)	-50 (-7)	2700 (28.5%)	4700 (31.6%)	+74.1 (+3.1)	1100 (11.3%)	2600 (17.7%)	+136.4 (+6.4)	100 (1.3%)	400 (2.4%)	+300 (+1.1)
Filipino	1300 (15.8%)	1100 (9.4%)	-15.4 (-6.4)	1600 (19.4%)	3800 (34.0%)	+137.5 (+14.6)	300 (3.2%)	100 (1.1%)	-66.7 (-2.1)	200 (2.7%)	200 (2.2%)	0 (-0.5)
Thai	100 (3.1%)	200 (4.1%)	+100 (+1)	1700 (46.1%)	1900 (45.1%)	+11.8 (-1)	- (-)	100 (3.5%)	- (-)	- (-)	- (-)	- (-)
Indonesian	200 (12.1%)	200 (7.3%)	0 (-4.8)	300 (18.9%)	900 (29.9%)	+200 (+11)	- (-)	100 (3.7%)	- (-)	- (-)	- (-)	- (-)
Japanese & Korean	400 (4.8%)	500 (6.2%)	+25 (-1.4)	1000 (11.2%)	1100 (12.2%)	+10 (+1)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)
White	1100 (3.4%)	1400 (4.1%)	+27.3 (+0.7)	1600 (5.0%)	1600 (4.7%)	0 (-0.3)	400 (1.4%)	200 (0.6%)	-50 (-0.8)	400 (1.2%)	100 (0.3%)	-75 (-0.9)
All EMs	8100 (8.6%)	9200 (7.2%)	+13.6 (-1.4)	12500 (13.3%)	23500 (18.5%)	+88 (+5.2)	3400 (3.6%)	4800 (3.8%)	+41.2 (+0.2)	2000 (2.1%)	2400 (1.9%)	+20 (-0.2)
Whole population	549400 (16.9%)	526500 (15.5%)	-4.2 (-1.4)	571500 (17.6%)	640400 (18.9%)	+12.1 (+1.3)	258900 (8.0%)	208400 (6.2%)	-19.5 (-1.8)	177600 (5.5%)	161500 (4.8%)	-9.1 (-0.7)

	Elementary occupations		% change (% points)	Managers and administrators		% change (% points)	Professionals		% change (% points)	Associate professionals		% change (% points)
	2011	2016		2011	2016		2011	2016		2011	2016	
South Asians	6000 (22.5%)	8300 (21.6%)	+38.3 (+0.9)	4900 (18.2%)	6000 (15.6%)	+22.5 (-2.6)	1700 (6.3%)	2500 (6.6%)	+47.1 (+0.3)	4600 (17.2%)	6000 (15.4%)	+30.4 (-1.8)
Indian	600 (5.2%)	1200 (7.2%)	+100 (+2)	4000 (33.1%)	4700 (29.3%)	+17.5 (-3.8)	1400 (11.6%)	2000 (12.6%)	+42.9 (+1)	3100 (25.6%)	3700 (22.9%)	+19.4 (-2.7)
Pakistani	1600 (35.3%)	2000 (35.3%)	+25 (0)	400 (9.0%)	500 (9.8%)	+25 (+0.8)	- -	200 (3.3%)	- -	700 (15.0%)	700 (12.5%)	0 (-2.5)
Nepalese	3800 (40.3%)	4900 (33.0%)	+29.0 (-7.3)	200 (1.7%)	500 (3.2%)	+150 (+1.5)	- -	200 (1.2%)	- -	600 (6.3%)	1100 (7.6%)	+83.3 (+1.3)
Filipino	1400 (17.2%)	1600 (14.4%)	+14.3 (-2.8)	600 (7.0%)	900 (8.3%)	+50 (+1.3)	700 (8.3%)	800 (7.3%)	+14.3 (-1)	2100 (26.4%)	2600 (23.3%)	+23.8 (-3.1)
Thai	1300 (35.7%)	1600 (36.4%)	+23.1 (+0.7)	200 (4.6%)	100 (3.0%)	-50 (-1.6)	100 (2.9%)	- -	- -	100 (3.4%)	300 (6.1%)	+200 (+2.7)
Indonesian	600 (41.4%)	1000 (35.1%)	+66.7 (-6.3)	- -	100 (4.0%)	- -	- -	- -	- -	200 (12.9%)	400 (14.3%)	+100 (+1.4)
Japanese & Korean	- -	- -	- -	4500 (48.5%)	3500 (39.0%)	-22.2 (-9.5)	1300 (14.2%)	1000 (10.7%)	-23.1 (-3.5)	1900 (20.4%)	2700 (31.0%)	+42.1 (+10.6)
White	700 (2.2%)	600 (1.8%)	-14.3 (-0.4)	12900 (40.3%)	12600 (36.2%)	-2.3 (-4.1)	7400 (22.9%)	7500 (21.7%)	+1.4 (-1.2)	7500 (23.5%)	10600 (30.5%)	+41.3 (+7)
All EMs	11300 (12.1%)	16100 (12.7%)	+42.5 (+0.6)	25000 (26.6%)	27500 (21.7%)	+10 (-4.9)	12200 (13.0%)	14600 (11.5%)	+19.7 (-1.5)	19400 (20.7%)	28700 (22.6%)	+47.9 (+1.9)
Whole population	433500 (13.3%)	462900 (13.7%)	+6.8 (+0.4)	348400 (10.7%)	364700 (10.8%)	+4.7 (+0.1)	228000 (7.0%)	260900 (7.7%)	+14.4 (+0.7)	684500 (21.0%)	757500 (22.4%)	+10.7 (+1.4)

Sources: Calculations with reference to 2016 Population By-census and 2011 Population Census, Census and Statistics Department

Chapter 4: Research Methodology

1. Approach

This research employs a mixed-method approach, using surveys, focus group discussions, and individual interviews, to capitalise on the respective advantages of quantitative and qualitative methodologies for providing a more comprehensive understanding of the subject.

The statistical trends of the EMs' education and employment specified in objective (a) are analysed by using the existing data provided by the Census and Statistics Department, as shown in Chapter 3. The remaining objectives will be attained by the methods as follows.

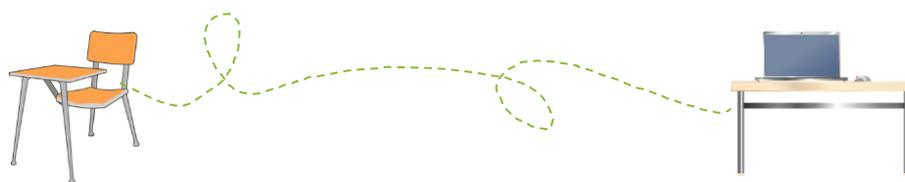
To achieve research objectives (b) and (c), a survey of EM and ethnic Chinese students of Secondary 4 to Secondary 6 (S4-S6) was conducted to collect data on their educational and occupational aspirations and possible variables affecting these aspirations. It should be noted that small sample size is a limitation in the school survey to observe ethnic differences. Therefore, to achieve research objectives (d) to (h), first, individual interviews or focus group discussions with EM youth and their parents, teachers, and school counsellors/social workers were carried out to gather their views and experiences about possible factors and mechanism of school-to-work transition of EM students. Second, the attitudes of employers towards EM employees were examined through a telephone survey and individual interviews to understand the problems with EM youth's employment. To achieve the objective (i), policy recommendations on supporting the transitions of EM youth are made according to the problems identified from the above surveys and interviews. A practical guidebook which provides information for EM youth in education and career planning is also developed.

2. Sample and sampling

2.1 Survey for Secondary 4 to 6 students

A total of 909 students, including 483 EM and 426 ethnic Chinese students, are recruited for the survey to examine their education and occupational aspirations as well as experiences related to transition. As the information on the distribution of EM students across schools is limited, there is a lack of clear sampling frame for probability sampling. Quota sampling is adopted to obtain a sample which resembles the composition of the S4-S6 EM student population in Hong Kong. This is useful for providing a picture of attitudes, behaviour, and circumstances for understanding the range of concerns facing respondents (Brown et al., 2017).

The EM students targeted for the survey include Pakistani, Filipino, Nepalese, and Indian S4 to S6 students, as they have made up the greatest proportion (85%-90%) of S4-S6 Non-Chinese speaking (NCS) student population, as shown in Table 4.1. In 2017/18, there were 1569, 1441 and 1173 NCS students in S3, S4 and S5, respectively (Education Bureau, 2018). Since they promoted to S4 to S6 in 2018/19, the figures can be treated as the estimated number of students in these three levels in 2018/19. Accordingly, there are 1512 Pakistani,



809 Filipino, 675 Nepalese, and 605 Indian S4-S6 students in 2018/19; the corresponding proportions are approximately 42%, 22%, 19%, and 17% (See Table 4.2).

Among the 483 EM students recruited, there are 238 Pakistani (49%), 101 Nepalese (21%), 72 Filipino (15%), and 72 Indian (15%), similar to the composition of S4-S6 EM student population in Hong Kong. As the number of EM students recruited from each school is not more than 15% of the EM subsample size, there is no sign of overrepresentation of EM students from individual schools.

To allow for a comparison with their “mainstream” counterparts, a total of 426 ethnic Chinese S4-S6 students are also included in the survey. These students are recruited through either the “same schools” where the EM students are recruited for the survey or “other schools” where EM students are not admitted. Having such a mix of ethnic Chinese students that includes both who are with and without similar influences of school or community environment may avoid a biased comparison. The number of ethnic Chinese students recruited from each school is no more than 15% of the ethnic Chinese subsample size; there is no overrepresentation of ethnic Chinese students from individual schools.

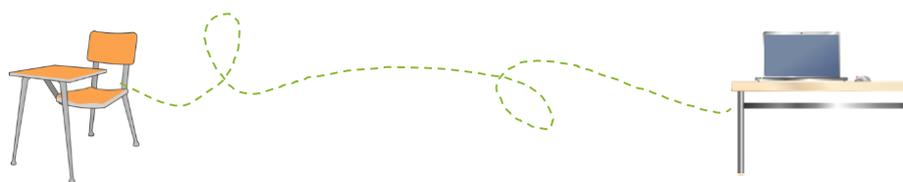
Table 4.1. Estimated number of Secondary 4-6 EM student, by ethnicity, 2018/2019¹

Ethnicity	S4	S5	S6
Indonesian	16 (1.02%)	12 (0.83%)	13 (1.11%)
Filipino	294 (18.74%)	282 (19.57%)	233 (19.86%)
Indian	215 (13.70%)	222 (15.41%)	168 (14.32%)
Pakistani	590 (37.60%)	506 (35.11%)	416 (35.46%)
Nepalese	245 (15.62%)	248 (17.21%)	182 (15.52%)
Japanese	9 (0.57%)	8 (0.56%)	7 (0.69%)
Thai	25 (1.59%)	17 (1.18%)	13 (1.11%)
Korean	9 (0.57%)	10 (0.69%)	10 (0.85%)
Other Asian	43 (2.74%)	31 (2.15%)	36 (3.07%)
White	36 (2.29%)	33 (2.29%)	24 (2.05%)
Others	87 (5.54%)	68 (4.72%)	71 (6.05%)
Total	1569 (100%)	1441 (100%)	1 173 (100%)

Note: ¹Figures obtained from the Education Bureau (2018) and referred to the number of S3 to S5 EM students in 2017/18 who are expected to promote to S4 to S6 respectively in 2018/19.

Table 4.2. Estimated number of Secondary 4 to 6 EM students, by ethnicity and level, 2018/19

Ethnicity	S4	S5	S6	Total
Filipino	294	282	233	809 (22%)
Indian	215	222	168	605 (17%)
Pakistani	590	506	416	1512 (42%)
Nepalese	245	248	182	675 (19%)
Total	1344	1258	999	3601 (100%)



2.2 Individual and focus group interviews for EM youth and adults

Purposive sampling is used to recruit (a) a total of 53 EM youth in different transition paths for individual interviews (n=33) and focus group interviews (n=20, in 8 focus groups); and (b) a total of 15 adults, including parents, teachers, and social workers for individual interviews.

Table 4.3 shows the sample sizes for EM youth in different transition paths:

- (a) 16 S4-S6 EM students in the transition to post-secondary education or work participated in individual interviews;
- (b) 20 EM youth who have moved from S6 to post-secondary education, including vocational training, associate degree, and bachelor degree programmes, joined 6 focus groups;
- (c) 11 EM youth who moved from S6 or post-secondary education, including vocational training and university degree programmes, to work with personal experience in unsuccessful transitional period, took part in focus group or individual interviews; e.g. staying unemployed for several months, or unable to secure a full-time job and have to work at unstable and personally undesired part-time jobs; and
- (d) 6 EM youth who have successfully secured a job also took part in individual interviews.

Among the 15 adults who participated in individual interviews, 3 of them are EM parents whose children are pursuing and have completed post-secondary education, 8 are teachers, and 4 are social workers.

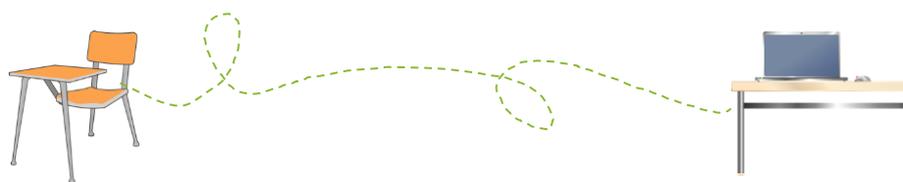
Table 4.3. Sample sizes of EM youth in different transition paths

	S4-S6 in transition	S6 to post-secondary education	Unsuccessful at different stages of different pathways	Currently employed
Types of interview	Individual	Focus group	Focus group/ Individual	Focus group/ Individual
Sample size	16	20	11	6

2.3 Employer phone survey and individual interviews

A total of 406 employers (65 from large enterprises and 341 from small and medium enterprises) are recruited using disproportionate stratified sampling to examine the attitudes and practices of employers regarding EM employment in Hong Kong. The two strata of employers are (a) large enterprises and (b) small and medium enterprises (SMEs). The target persons for the survey are those who are in charge of recruitment and evaluation of staff performance in business units.

It is expected that the hiring procedures and workplace regulations of most large enterprises are relatively better defined as compared to those of the SMEs. There is also a higher level of



division of labour in the companies with a larger number of employees while the employees of SMEs usually need to handle a variety of tasks. In this sense, it is reasonable to assume that large firms are more likely to be able to minimise racial discrimination in recruitment and workplace. As compared to SMEs, they also have more room to hire EM employees.

As per the definition made by the Hong Kong SAR Government, SMEs refer to manufacturing enterprises with fewer than 100 employees and non-manufacturing enterprises with fewer than 50 employees (Support and Consultation Centre for Small and Medium Enterprises, Trade and Industry Department, HKSAR, 2018). To simplify the sampling procedure, this study defines SMEs as all kinds of business units with less than 50 employees.

As of March 2018, over 98% of the total enterprises in Hong Kong (ibid) were SMEs. Proportionate sampling from each stratum is likely to lead to insufficient cases of large enterprises for comparison. To allow meaningful comparison and understand the practice of large enterprises, large companies with more than 50 employees are oversampled. Sixty-five large enterprises, which is equivalent to 15% of the sample, are surveyed.

In addition, 10 employers coming from different industries are purposefully recruited for individual interviews. Half of them are from large enterprises, while another half are from SMEs. There are also equal proportions of employers who have and have never hired EMs.

3. Measures and interview guides

As mentioned, EM students' aspirations and attainment are largely influenced by a range of factors at individual, family, school, community and social levels. Various measuring instruments are employed to measure students' aspiration and those factors, as summarised in Table 4.4. The questions used in these measuring instruments are provided in Appendix 1.

Individual and focus group interviews are used to tap into the views and experiences of EM youth and adults on the strategies and supportive resources relevant to further education and career so as to identify factors that facilitate or inhibit the transitions of EM youth. See Appendices 3, 4, 9 and 10 for the individual and focus group interview guides.

To examine employers' attitudes toward EM employment, different measures are adopted in the phone survey to ask employers about their experience of job applications from locally educated EMs and hiring EM employees, their perception of EM employees, their understanding of racial discrimination and equal opportunity, and their awareness of or experience with EM employment services provided by the government and NGOs. The questionnaires are found in Appendix 2. Also, further understanding of the employment problems of EM youth is obtained through individual interviews with employers. The interview guide is presented in Appendix 8.

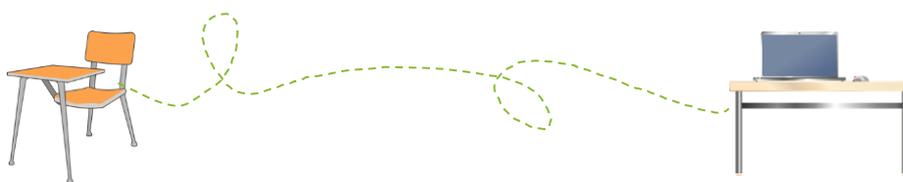
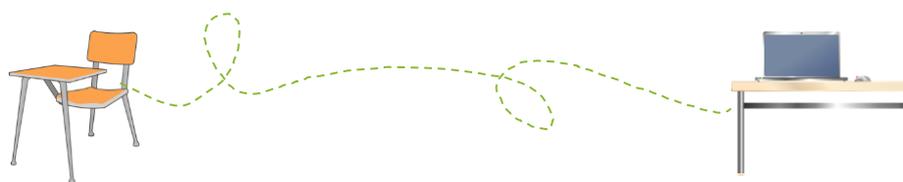


Table 4.4 Measures

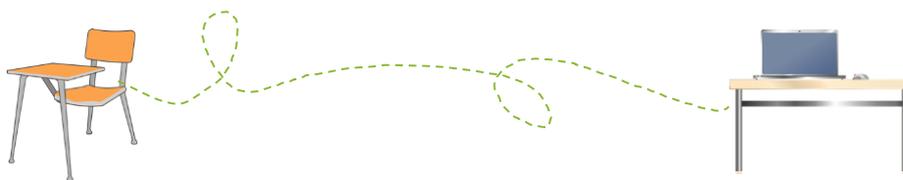
Category of variables	Measuring instruments	No. of items	Cronbach's α of previous studies	Reference
Background information	-	11	-	-
Individual	Educational aspiration (EA)*	12	0.73-0.85	Yeung & McInerney (2005)
	Career and educational decision self-efficacy inventory for secondary students (CEDSIS)	13	0.92	Ho & Sum (2018)
	Generalised self-efficacy*	10	0.76-0.90	Schwarzer & Jerusalem (1995)
	Subjective academic performance	4	-	Macan et al. (1990)
Family	Family social status	4	-	Marjoribanks (2005)
	Family income	1	-	Census & Statistical Department, HKSAR
	Family social capital	5	-	Shahidul et al. (2015)
	Parents' language competence	3		
School	School social capital	2	-	Shahidul et al. (2015)
	Support for educational planning	2	-	Mau (1995)
Community & peer	Religious attendance	2	-	Glanville et al. (2008)
	Peers	2	-	
	Integration with or isolation from host society	3	-	Kushnirovich (2010)
Communication competence & host Society receptivity	Host communication competence*	6	0.92	Chen & Feng (2017)
	Perceived host receptivity*	6	0.90	Chen & Feng (2017)
	Total number of items: 84			

*Measuring instruments were used in Hong Kong and both Chinese and English versions of questions are available.



4. Data analysis

Descriptive analyses, t-tests, ANOVA, chi-square, and/or multiple regressions are run to examine the relationships among students' education and occupation aspirations, and other factors relevant to transitions, as well as employers' attitudes regarding hiring EM youth. Thematic analysis is used to identify, analyse, and report meaningful themes or patterns in the interview and focus group data following the steps of Braun and Clarke (2006). After familiarisation with the data, initial codes will be created by coding interesting features of the data systematically across the data. The codes that are related to each other will then be collated into potential themes and further generated to a thematic map. After refining the specifics of each theme, clear definitions and names for each theme will be generated.



Chapter 5: Findings of Student Survey

1. Introduction

This chapter reports the findings of different variables and their relationships of the student survey. They include demographic and background characteristics; education aspirations and self-efficacies, and academic performance and examination at individual level; family characteristics and socio-economic statuses, family social capital, discussion about post-secondary planning in family, language use in EM families at family level; discussion about post-secondary planning in school, school's EM concentration and friends at school level; peer support, religious participation, use of Chinese language media, social integration in daily living, language proficiency, and perceived host receptivity at community and social levels. In addition, results of multiple regression analyses, which identify variables that are related to education aspiration, career and education decision self-efficacy, and general self-efficacy, are presented.

2. Demographic and background characteristics

As shown in Table 5.1, there is a total of 909 students from 67 schools in the sample of this study, in which 682 students—including 483 EM students and 199 ethnic Chinese students—are recruited from a common set of schools (28 schools) while another 227 ethnic Chinese students come from 39 other schools. Figure 5.1 also displays the sizes of different groups of students. In short, there are a total of 483 EM students and 426 local students in the overall sample.

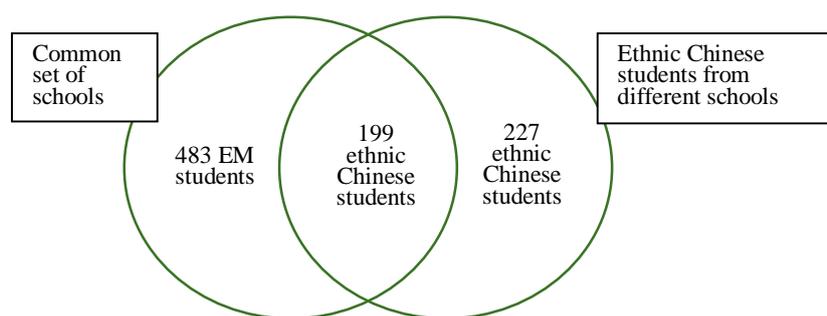
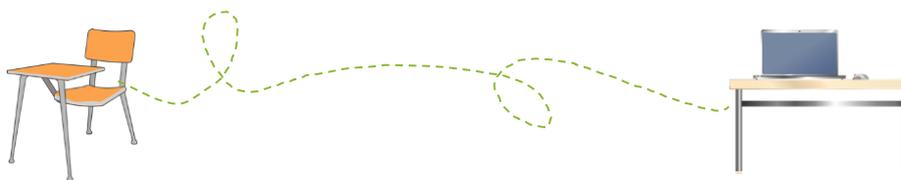


Figure 5.1. Sizes of subsamples

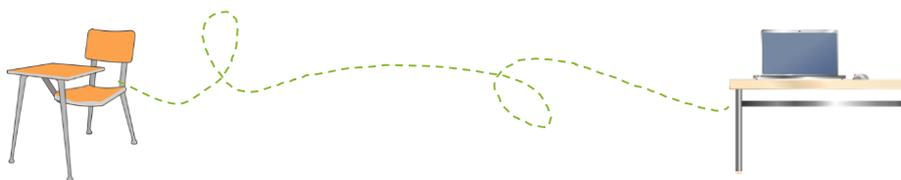
Table 5.1. Demographic and background characteristics of students

	Common set of schools	Other schools		
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*A Study on Education and Career Pathways of
Ethnic Minority Youth in Hong Kong*

	EM	Ethnic Chinese	Ethnic Chinese	All Ethnic Chinese	All students
Number of students	483	199	227	426	909
Number of schools	28 ^a	17 ^a	39	--	67
School banding (n (%)) ^b					
1	12 (2.5)	5 (2.5)	22 (9.7)	27 (6.3)	39 (4.3)
2	129 (26.7)	18 (9.0)	116 (51.1)	134 (31.5)	263 (28.9)
3	342 (70.8)	176 (88.4)	89 (39.2)	265 (62.2)	607 (66.8)
Age (mean)	16.8	17.6	16.5	17.0	16.9
Gender (n (%))					
F	267 (55.6)	88 (44.2)	118 (52.0)	206 (48.4)	473 (52.2)
M	213 (44.4)	111 (55.8)	109 (48.0)	220 (51.6)	433 (47.8)
School level (n (%))					
S4	243 (50.6)	78 (39.2)	93 (41.0)	171 (40.1)	414 (45.7)
S5	184 (38.3)	91 (45.7)	104 (45.8)	195 (45.8)	379 (41.8)
S6	53 (11.0)	30 (15.1)	30 (13.2)	60 (14.1)	113 (12.5)
Ethnicities (n (%))					
Indian	72 (14.9)	--	--	--	--
Nepalese	101 (20.9)	--	--	--	--
Pakistani	238 (49.3)	--	--	--	--
Filipino	72 (14.9)	--	--	--	--
Chinese	--	199 (100)	227 (100)	426 (100)	--
Religion (n (%))					
Buddhism	34 (7.1)	10 (5.1)	5 (2.2)	15 (3.5)	49 (5.4)
Christianity	73 (15.2)	19 (9.6)	70 (30.8)	89 (20.9)	162 (17.9)
Hinduism	45 (9.4)	0 (0)	0 (0)	0 (0)	45 (5.0)
Islam	248 (51.6)	0 (0)	0 (0)	0 (0)	248 (27.4)
Sikhism	50 (10.4)	1 (.5)	0 (0)	1 (.2)	51 (5.6)
Other	2 (4)	4 (2.0)	3 (1.3)	7 (1.6)	9 (1.0)
Multiple	3 (.6)	1 (.5)	0 (0)	1 (.2)	4 (.4)
Nil	26 (5.4)	163 (82.3)	149 (65.6)	312 (73.4)	338 (37.3)
Place of birth (n (%))					
Hong Kong	296 (61.4)	97 (48.7)	184 (81.1)	281 (66.0)	577 (63.5)
Mainland China	0 (0)	0 (0)	0 (0)	132 (31.0)	19 (2.1)
India	19 (3.9)	0 (0)	0 (0)	0 (0)	30 (3.3)
Nepal	30 (6.2)	0 (0)	0 (0)	0 (0)	110 (12.1)
Pakistan		1 (.5)	0 (0)	0 (0)	25 (2.8)
Philippines					



Other	110 (22.8) 24 (5.0) 3 (.6)	9 (4.5)	3 (1.3)	0 (0) 1 (.2) 12 (2.8)	15 (1.7)
Average number of months of stay in HK	158.4	129.1	182.4	157.4	157.9

^a Both EM and ethnic Chinese students are recruited from each school, if possible.

^b All percentages are calculated using available responses. Percentages may not total 100 due to rounding.

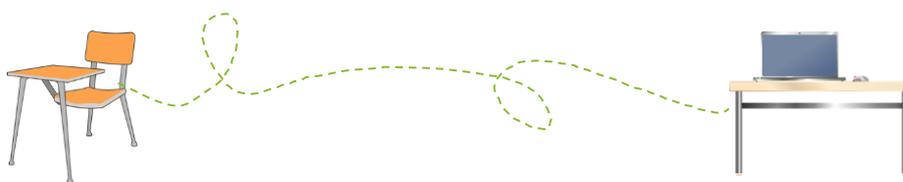
In the sample, most EM students are recruited from Band 2 and 3 schools. This reflects the current situation that EM students are often admitted to schools of these bandings. Ethnic Chinese students from schools of similar bandings are also included for comparisons.

The average age is approximately 17 among EM students, ethnic Chinese students, or all students. There are also roughly equal proportions of females and males among these three categories of students. Among EM students, approximately 51%, 38%, and 11% of them are in S4, S5, and S6 respectively while the figures are 40%, 46%, and 14%, respectively, for ethnic Chinese students. Similar proportions of students in S4 to S6 are also found among all students (45%, 42%, and 13% respectively).

Pakistani is the majority of the S4-S6 EM student population in Hong Kong. Similarly, in the sample, most of the students are Pakistani (49%), followed by Nepalese (21%), Filipino (15%), and Indian (15%). As expected, based on the sample population, the religion that is mostly practised by the students is Islam (52%), followed by Christianity (15%), Sikhism (10%), Hinduism (9%), and Buddhism (7%).

Among the EM students, over 60% of them are born in Hong Kong, whereas less than 40% are immigrants. Similarly, over 60% of ethnic Chinese students are born in Hong Kong, while others are mostly immigrants from Mainland China (31%). The duration of stay among EM and ethnic Chinese immigrant students are comparable, as indicated by the similar average number of months of stay (158.4 and 157.4 respectively).

3. Individual-level variables



3.1 Education aspiration (EA), Career and education decision self-efficacy (CEDSIS), and general self-efficacy (GSE)

The Cronbach's alphas of EA, CEDSIS (general), CEDSIS (future study), CEDSIS (future career), CEDSIS (future planning), and GSE are 0.94, 0.92, 0.84, 0.84, 0.85, and 0.92 respectively, indicating good to excellent internal consistencies.

Table 5.2 compares EA, CEDSIS, and GSE between EM and ethnic Chinese students. EM students have a significantly higher level of EA than EC students, (\bar{x} =50.94 vs. \bar{x} =48.63, $p<0.001$, respectively). They are higher in CEDSIS: overall (\bar{x} =37.07 vs. \bar{x} =36.16, $p<0.05$), future study (\bar{x} =14.26 vs. \bar{x} =13.68, $p < 0.05$), future career (\bar{x} =14.69 vs. \bar{x} =14.14, $p<0.001$), but not future planning. EM students also perform better than their counterparts in GSE (\bar{x} =29.49 vs. \bar{x} =25.81, $p<0.001$).

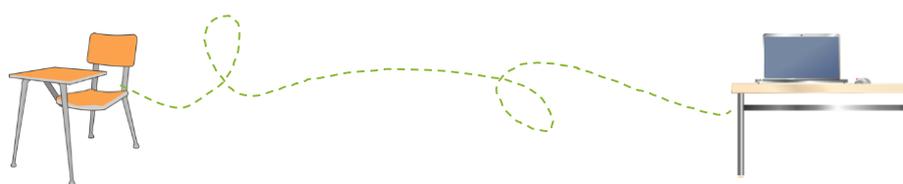
Table 5.2. Aspiration and self-efficacies measures of students

	EM		Ethnic Chinese		t	df	p
	Mean	SD	Mean	SD			
EA	50.94	6.49	48.63	6.49	-5.29	883	.000
CEDSIS (General)	37.07	5.39	36.16	5.28	-2.52	869	.012
CEDSIS (study)	14.26	2.47	13.68	2.55	-3.50	898	.000
CEDSIS (career)	14.69	2.56	14.14	2.49	-3.26	900	.001
CEDSIS (planning)	8.43	1.94	8.25	1.74	-1.50	905.70	.135
GSE	29.49	5.03	25.81	5.40	-10.55	863.67	.000

It is worthy of note that the aspiration of EM students to pursue post-secondary education is high. Items 6-8 in EA are about expectations of higher education, as indicated in Table 5.3. In each item, around 80% of EM students hope that they can have advanced education, go on to college or university education, or get into an advanced educational institution. When comparing to ethnic Chinese students, the proportions of at least agreeing with the item statements are comparable. But when examining the responses of strongly agreeing with the statements, the proportions are even higher among EM students.

Table 5.3. Items on post-secondary education in EA (n (%))

	EM	Ethnic Chinese	All students
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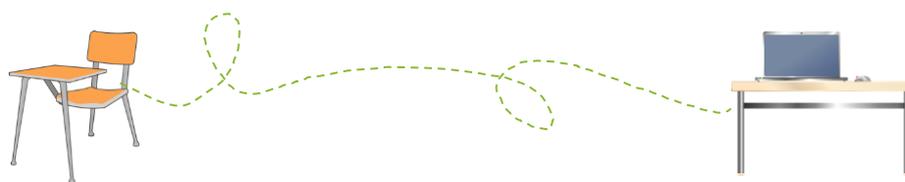


Q6. I hope I can have an advanced education.			
	6 (1.2)	5 (1.2)	11 (1.2)
Strongly disagree	10 (2.1)	5 (1.2)	15 (1.7)
Disagree	67 (13.9)	102 (23.9)	169 (18.6)
Neutral	179 (37.2)	171 (40.1)	350 (38.6)
Agree	219 (45.5)	143 (33.6)	362 (39.9)
Strongly agree			
Q7. I want to go on to college or university education.			
Strongly disagree	7 (1.5)	5 (1.2)	12 (1.3)
Disagree	15 (3.1)	13 (3.1)	28 (3.1)
Neutral	69 (14.3)	81 (19.1)	150 (16.5)
Agree	108 (22.4)	139 (32.6)	247 (27.2)
Strongly agree	283 (58.7)	187 (43.9)	470 (51.8)
Q8. I try my best hoping to get into an advanced educational institution.			
Strongly disagree	10 (2.1)	10 (2.3)	20 (2.2)
Disagree	10 (2.1)	17 (4)	27 (3.0)
Neutral	81 (16.8)	112 (26.3)	193 (21.2)
Agree	179 (37.1)	178 (41.8)	357 (39.3)
Strongly agree	203 (42)	109 (25.6)	312 (34.3)

Similarly, EM students also have a high aspiration to pursue a good career in the future, as shown from items 10-12 in EA (see Table 5.4). A greater proportion of EM students agree and strongly agree with that they wish to get a good job, very much hope to get a good salary when employed, and hope to find desirable employment in future (90.1%, 90.3%, and 88.2% respectively) as compared to ethnic Chinese students (86.2%, 83.1%, and 87.4% respectively). When considering only responses of strongly agreeing with the statements, the proportions are higher among EM students than those among ethnic Chinese students.

Table 5.4. Items on future employment in EA (n (%))

	EM	Ethnic Chinese	All students
Q 10. I wish to get a good job.			
Strongly disagree			
Disagree	6 (1.2)	4 (.9)	10 (1.1)
Neutral	3 (.6)	1 (.2)	4 (.4)
Agree	39 (8.1)	54 (12.7)	93 (10.2)
Strongly agree	100 (20.7)	140 (32.9)	240 (26.4)
	335 (69.4)	227 (53.3)	562 (61.8)



Q 11. I very much hope to get a good salary when I am employed.

Strongly disagree	7 (1.4)	5 (1.2)	12 (1.3)
Disagree	4 (.8)	0 (0)	4 (.4)
Neutral	36 (7.5)	67 (15.7)	103 (11.3)
Agree	116 (24)	142 (33.3)	258 (28.4)
Strongly agree	320 (66.3)	212 (49.8)	532 (58.5)

Q 12. I hope I will find desirable employment in future.

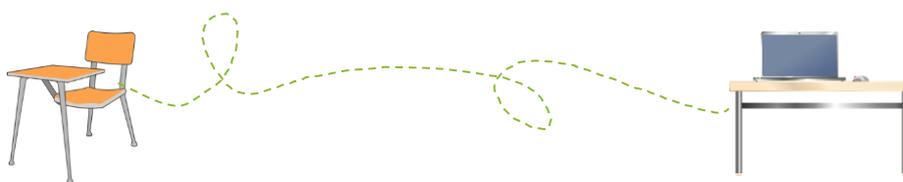
Strongly disagree	8 (1.7)	4 (.9)	12 (1.3)
Disagree	7 (1.4)	1 (.2)	8 (.9)
Neutral	42 (8.7)	49 (11.5)	91 (10)
Agree	123 (25.5)	143 (33.6)	266 (29.3)
Strongly agree	303 (62.7)	229 (53.8)	532 (58.5)

3.2 Academic performance and examination scores

The students are asked to provide their average annual exam scores for all subjects in the previous year. EM students reported significantly higher scores ($\bar{x}=61.18$) than ethnic Chinese students did ($\bar{x}=57.02$), as seen in Table 5.5. Another measure which asked for a subjective rating of their general academic performance shows a similar pattern ($\bar{x}=3.29$ vs. $\bar{x}=2.32$, respectively). As for the performance of EM students in Chinese subject, half of them felt that they did it good or very good.

Table 5.5. Average annual exam scores and subjective rating of general academic performance

	EM		Ethnic Chinese		t	df	p
	Mean	SD	Mean	SD			
Average annual exam score	61.18	14.80	57.02	13.75	4.06	774	.000
Subjective rating of general academic performance	3.29	.86	2.92	.81	6.48	871.2 9	.000
Average exam score of Chinese subject	63.6						



Subjective rating of Chinese subject (n (%)) ^a	
Very poor	28 (6.0)
Poor	55 (11.9)
Fair	146 (31.5)
Good	180 (38.8)
Very good	55 (11.9)

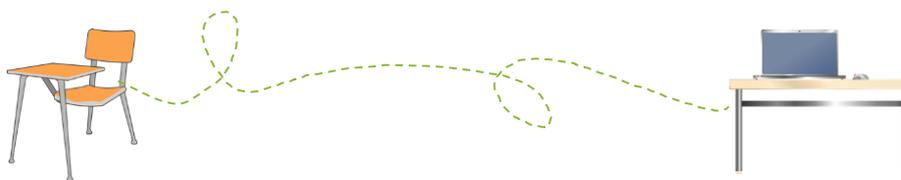
^aPercentage may not total 100 due to rounding.

3.3 Chinese language examinations

Among the different Chinese language exams, GCSE Chinese appears to be the most popular among EM students. It was taken by 56, 129, and 40 students in S4, S5, and S6 respectively. Regarding which Chinese exam(s) they are going to take, IGCSE, GCSE, and GCE AS-level tend to be preferred though some of them intend to take DSE (see Table 5.6).

Table 5.6. Chinese language examinations taken and going to be taken by EM students

Examinations	S4		S5		S6	
	Yes	No	Yes	No	Yes	No
Exam taken						
ApLC	6	231	4	180	12	40
GCSE Chinese	56	181	129	55	40	12
IGCSE Chinese	3	234	9	175	10	42
GCE AS-Level Chinese	1	236	2	182	4	48
GCE A-Level	0	237	2	182	1	51
Other Chinese exam	0	237	0	184	0	52
Total	66	1356	146	958	67	245
Exam going to be taken						
ApLC	18	219	25	157	5	41
HKDSE	40	197	26	156	17	29
GCSE Chinese	61	176	22	160	5	41
IGCSE Chinese	88	149	34	148	2	44



GCE AS-Level Chinese	53	184	39	143	0	46
GCE A-Level	17	220	7	175	1	45
Other Chinese exam	0	237	0	182	0	46
Total	277	1382	153	1121	30	292

4. Family level variables

4.1 Family characteristics and socio-economic statuses

The family background of students is shown in Table 5.7. First, the majority of both EM and ethnic Chinese students live with their fathers and mothers. The proportions are found to be higher among EM students (more than 90% live with fathers and live with mothers) than those of ethnic Chinese students (75% with fathers and 89% with mothers).

EM parents fare less well than ethnic Chinese parents in terms of occupation. Based on the number of subsamples, 21% and 11.4% of EM fathers and mothers hold jobs in associate professional level or above while the figures are 31.2% and 20.4% for ethnic Chinese fathers and mothers, respectively. Most of the EM fathers work in elementary occupations (26.7%), followed by service and sales (12.8%), and plant and machine operations and assemblies (11.6%) while it is more spreading out for ethnic Chinese fathers who work as managers and administrators (11.5%), elementary occupations (11.3%), and service and sales worker (10.8%). Fifty-four percent and 26.8% of EM and ethnic Chinese mothers are housewives or unemployed, respectively while 11.8% and 18.3% of EM and ethnic Chinese mothers work as service and sales worker respectively.

EM parents also do less well than ethnic Chinese parents in education. Roughly 18% and 17% of EM fathers and mothers completed vocational training or above respectively while the figures are 22.5% and nearly 19% for ethnic Chinese fathers and mothers respectively.

The monthly family income of both EM and ethnic Chinese students mostly fall on to the range of \$10,000 to \$24,999 (approximately 41% and 42% respectively). But for monthly family income \$60,000 and higher, a greater proportion of ethnic Chinese students (11.3%) falls under this range when compared with EM students (5.2%).

Overall, families of ethnic Chinese students fare better than families of EM students in terms of parental occupation, parental education, and monthly family income.

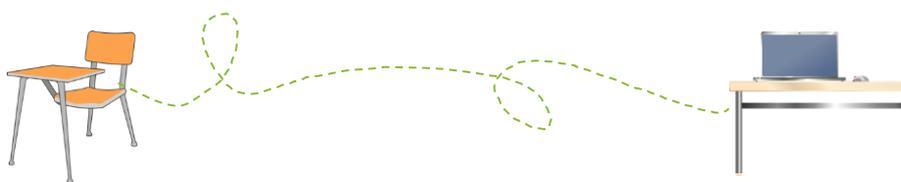
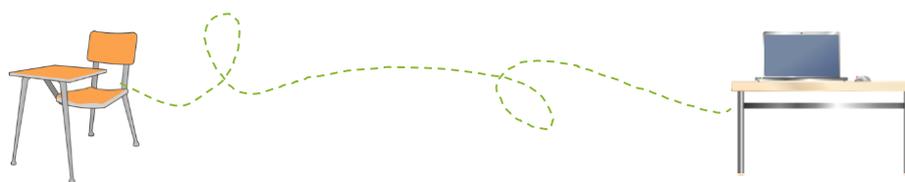


Table 5.7. Family characteristics and socio-economic statuses (n (%))^a

	EM	Ethnic Chinese	All students
Living with father			
Yes	435 (90.6)	321 (75.9)	756 (83.7)
No	45 (9.4)	102 (24.1)	147 (16.3)
Living with mother			
Yes	466 (96.7)	379 (89.6)	845 (93.4)
No	16 (3.3)	44 (10.4)	60 (6.6)
Father occupation			
Managers & administrator	50 (12.8)	49 (15.5)	99 (14.0)
Professional	29 (7.4)	41 (13)	70 (9.9)
Associate professional	23 (5.9)	43 (13.6)	66 (9.3)
Clerical support worker	16 (4.1)	13 (4.1)	29 (4.1)
Service and sales worker	62 (15.9)	46 (14.6)	108 (15.3)
Craft and related worker	13 (3.3)	33 (10.4)	46 (6.5)
Plant and machine operator/assembler	56 (14.4)	27 (8.5)	83 (11.8)
Elementary occupations	129 (33.1)	48 (15.2)	177 (25.1)
Unemployed/housewife	12 (3.1)	16 (5.1)	28 (4.0)
Mother occupation			
Managers and administrator	18 (4.2)	26 (7.7)	44 (5.8)
Professional	9 (2.1)	21 (6.2)	30 (3.9)
Associate professional	28 (6.6)	40 (11.9)	68(8.9)
Clerical support worker	11 (2.6)	26 (7.7)	37 (4.8)
Service and sales worker	57 (13.4)	78 (23.1)	135 (17.7)
Craft and related worker	2 (.5)	4 (1.2)	6 (.8)
Plant and machine operator/assembler	0 (0)	1 (.3)	1 (.1)
Elementary occupation	40 (9.4)	27 (8.0)	67 (8.8)
Unemployed/housewife	261 (61.3)	114 (33.8)	375 (49.1)
Highest education attainment of father			
No education received	12 (3.3)	1 (.3)	13 (1.9)
Some primary school or below	43 (11.7)	12 (3.7)	55 (7.9)
Primary school	30 (8.2)	32 (9.8)	62 (8.9)
Some secondary school	93 (25.3)	97 (29.7)	190 (27.4)
Secondary school	103 (28.1)	89 (27.2)	192 (27.7)
Post-high school vocational or technical certificate/diploma	28 (7.6)	47 (14.4)	75 (10.8)
Associate degree	12 (3.3)	6 (1.8)	18 (2.6)
Bachelor degree	25 (6.8)	28 (8.6)	53 (7.6)
Master degree or above	21 (5.7)	15 (4.6)	36 (5.2)



Highest education attainment of mother			
No education received	36 (9.9)	5 (1.5)	41 (5.8)
Some primary school or below	46 (12.6)	29 (8.5)	75 (10.6)
All years of primary school	24 (6.6)	38 (11.2)	62 (8.8)
Some secondary school	94 (25.8)	90 (26.5)	184 (26.1)
All years of secondary school	85 (23.3)	98 (28.8)	183 (26)
Post-high school vocational or technical certificate/diploma	29 (7.9)	36 (10.6)	65 (9.2)
Associate degree	15 (4.1)	8 (2.4)	23 (3.3)
Bachelor degree	24 (6.6)	21 (6.2)	45 (6.4)
Master degree or above	12 (3.3)	15 (4.4)	27 (3.8)
Monthly family income			
Below \$4000	8 (1.8)	17 (4.3)	25 (3.0)
\$4000-\$5999	9 (2.1)	7 (1.8)	16 (1.9)
\$6000-\$7999	13 (3.0)	13 (3.3)	26 (3.1)
\$8000-\$9999	13 (3.0)	10 (2.6)	23 (2.8)
\$10000-\$14999	64 (14.6)	60 (15.3)	124 (15.0)
\$15000-\$19999	64 (14.6)	59 (15.1)	123 (14.8)
\$20000-\$24999	69 (15.8)	58 (14.8)	127 (15.3)
\$25000-\$29999	35 (8.0)	26 (6.6)	61 (7.4)
\$30000-\$34999	45 (10.3)	31 (7.9)	76 (9.2)
\$35000-\$39999	25 (5.7)	21 (5.4)	46 (5.5)
\$40000-\$44999	33 (7.6)	22 (5.6)	55 (6.6)
\$45000-\$49999	15 (3.4)	14 (3.6)	29 (3.5)
\$50000-\$59999	19 (4.3)	6 (1.5)	25 (3.0)
\$60000-\$79999	10 (2.3)	19 (4.8)	29 (3.5)
\$80000-\$99999	4 (.9)	11 (2.8)	15 (1.8)
\$100000 and above	11 (2.5)	18 (4.6)	29 (3.5)

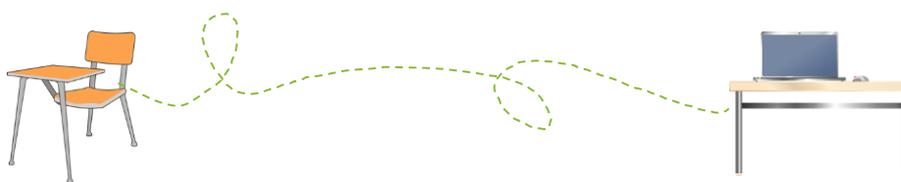
^aAll percentages are calculated using available responses. Percentages may not total 100 due to rounding.

4.2 Family social capital

Family social capital is measured by parents' discussing school matters with children, helping or checking children's homework, attending school activities, discussing with children about their future career plans, and contacting with schools. EM families show a significantly higher level of family social capital, despite their lower socioeconomic status, when compared with EC families (14.16 vs. 12.09, $p < 0.01$, respectively) (see Table 5.8).

Table 5.8. Family social capital of students

EM		Ethnic Chinese		t	df	p
Mean	SD	Mean	SD			



Family social capital	14.16	4.11	12.09	3.67	8.01	906.84	.000
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4.3 Discussion about post-secondary planning in family

A greater proportion of EM students talks to their fathers and mothers (76% and 84% respectively) than ethnic Chinese students (57% and 72% respectively) about post-secondary planning at least once during the academic year, as indicated in Table 5.9. Similarly, more EM students (49%) than ethnic Chinese students (40%) talk to their adult relatives for the same purpose.

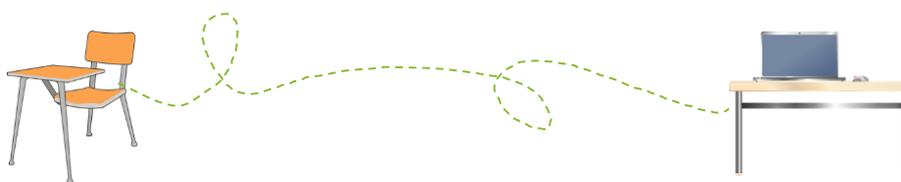
Table 5.9. Frequency of discussion about post-secondary planning in family

	EM	Ethnic Chinese	All students
	n (%)	n (%)	n (%)
Father			
Not at all	115 (24.1)	181 (42.9)	296 (32.9)
Once or twice	251 (52.5)	158 (37.4)	409 (45.4)
3 or more	112 (23.4)	83 (19.7)	195 (21.7)
Mother			
Not at all	79 (16.5)	115 (27.3)	194 (21.5)
Once or twice	236 (49.2)	185 (43.8)	421 (46.7)
3 or more	165 (34.4)	122 (28.9)	287 (31.8)
Adult relatives			
Not at all	242 (51.4)	250 (59.5)	492 (55.2)
Once or twice	161 (34.2)	135 (32.1)	296 (33.2)
3 or more	68 (14.4)	35 (8.3)	103 (11.6)

Note: All percentages are calculated using available responses. Percentages may not total 100 due to rounding.

4.4 Language use in EM families

Table 5.10 shows the family social capital of EM students in terms of language use. EM fathers are more likely to speak English and Cantonese, in both work and daily life, comparing to EM mothers. There are around 58.5% and 38.4% of EM fathers who often/very often speak Cantonese in work and daily life respectively, while only 27.6% and 25.5% for EM mothers do. There are around 66.6% and 55.2% of EM fathers who often/very often speak English in work and daily life respectively, whereas the corresponding figures are 45% and 46% for EM mothers.

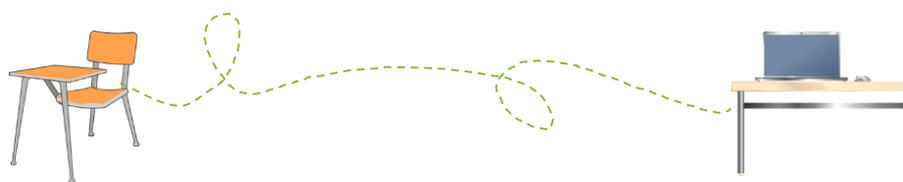


It can also be seen that half of EM mothers never or rarely speak Cantonese at work and in daily life, while 37% and 32% of them never or rarely speak English at work and in daily life respectively.

Since substantial proportions of EM fathers (more than one-third) and EM mothers (around 50%) do not speak Cantonese in daily life, it is expected that many EM parents never or seldom help their children learn Cantonese (60%). As EM parents tend to speak slightly more English than Cantonese, the proportion of EM students often or very often receive parental help in learning English (29.4%) is higher than that in learning Cantonese (16.9%). Still, 50% of EM parents never or rarely help their children learn English.

Table 5.10. Frequency of EM parents' language use and assistance in their children's language

	Father n (%)	Mother n (%)	Parents n (%)
Using Cantonese at work			
Never	45 (10.74)	157 (37.74)	
Rarely	48 (11.46)	73 (17.55)	
Sometimes	81 (19.33)	71 (17.07)	
Often	108 (25.78)	60 (14.42)	
Very often	137 (32.70)	55 (13.22)	
Using English at work			
Never	15 (3.53)	110 (25.76)	
Rarely	48 (11.29)	47 (11.01)	
Sometimes	79 (18.59)	78 (18.27)	
Often	118 (27.76)	60 (14.05)	
Very often	165 (38.82)	132 (30.91)	
Using Cantonese in everyday life			
Never	67 (15.40)	136 (30.98)	
Rarely	92 (21.15)	97 (22.10)	
Sometimes	109 (25.06)	94 (21.41)	
Often	91 (20.92)	70 (15.95)	
Very often	76 (17.47)	42 (9.57)	
Using English in everyday life			
Never	25 (5.73)	77 (17.38)	
Rarely	60 (13.76)	64 (14.45)	
Sometimes	110 (25.23)	99 (22.35)	
Often	100 (22.94)	84 (18.96)	
Very often	141 (32.34)	119 (26.86)	
Helping their child learn Cantonese			
Never			203 (42.56)
Rarely			89 (18.66)
Sometimes			104 (21.80)
Often			56 (11.74)
Very often			25 (5.24)



Helping their child learn English	
Never	163 (34.03)
Rarely	77 (16.08)
Sometimes	98 (20.46)
Often	79 (16.49)
Very often	62 (12.94)

5. School-level variables

5.1 Discussion about post-secondary planning in school

Approximately 76% of EM or ethnic Chinese students talk to their teachers about their post-secondary planning. However, fewer EM students (27%) talk to a social worker or counsellor when compared to their ethnic Chinese counterparts (34%). There are also greater proportions of EM students talking to their friends/classmates (91%) about post-secondary planning, as compared to ethnic Chinese students (78%) (see Table 5.11).

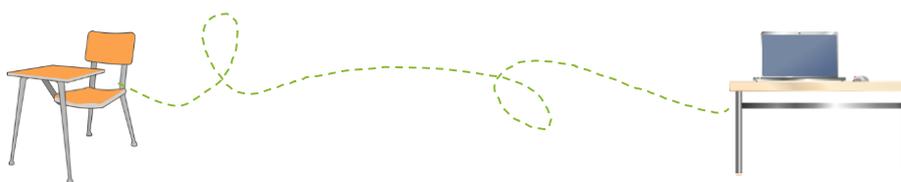
Table 5.11. Frequency of discussion about post-secondary planning in school

	EM	Ethnic Chinese	All students
	n (%)	n (%)	n (%)
Teacher			
Not at all	116 (24.2)	103 (24.4)	219 (24.3)
Once or twice	244 (50.9)	235 (55.7)	479 (53.2)
3 or more	119 (24.8)	84 (19.9)	203 (22.5)
Social worker or counsellor			
Not at all	339 (72.6)	277 (66.3)	616 (69.6)
Once or twice	92 (19.7)	102 (24.4)	194 (21.9)
3 or more	36 (7.7)	39 (9.3)	75 (8.5)
Friends/ classmates			
Not at all	45 (9.4)	91 (21.6)	136 (15.1)
Once or twice	193 (40.1)	163 (38.7)	356 (39.5)
3 or more	243 (50.5)	167 (39.7)	410 (45.5)

Note: All percentages are calculated using available responses. Percentages may not total 100 due to rounding.

5.2 Discussion about post-secondary planning, by purpose

Students talked to different people, depending on what they need. Table 5.12 shows that most students sought help from teachers for higher education information, career information, and



improvement of school work (74%, 69%, and 80% for EM students respectively; 69%, 62%, and 73% for ethnic Chinese students respectively). However, only one-third of both EM and ethnic Chinese students discussed with social worker/counselor for higher education information, career information, and improvement of school work (28%, 30%, and 28% for EM students respectively; 28%, 27%, and 26% for ethnic Chinese students respectively), probably due to that their roles do not fit those purposes.

Table 5.12. Seeking help for post-secondary planning

	EM	Ethnic Chinese	All students
	n (%)	n (%)	n (%)
To get information about higher education or post-secondary programmes			
Teacher			
Yes	347 (73.7)	288 (68.6)	635 (71.3)
No	124 (26.3)	132 (31.4)	256 (28.7)
Social worker/counsellor			
Yes	128 (27.5)	115 (27.6)	243 (27.5)
No	338 (72.5)	302 (72.4)	640 (72.5)
To get information about jobs/careers that they might be interested in after finishing school			
Teacher			
Yes	315 (68.9)	262 (62.2)	577 (65.7)
No	142 (31.1)	159 (37.8)	301 (34.3)
Social worker/counsellor			
Yes	136 (29.7)	113 (27.2)	249 (28.5)
No	322 (70.3)	303 (72.8)	625 (71.5)
To help improve your academic work in school right now			
Teacher			
Yes	366 (80.1)	307 (73.1)	673 (76.7)
No	91 (19.9)	113 (26.9)	204 (23.3)
Social worker/counsellor			
Yes	127 (28.0)	106 (25.6)	233 (26.9)
No	326 (72.0)	308 (74.4)	634 (73.1)

5.3 Relationships between EM concentrations of schools and types of friends

The relationships between EM concentrations of schools and types of friends are explored. A school is considered to be high in EM concentration when there are more than 50% of EM students in school. It is medium when there are 10% to 50% while it is low when there are less than 10%. Table 5.13 presents the proportions of friends from one's own ethnic groups for EM students in schools of different EM concentrations. In high concentration schools, 62% of EM students (n=185) indicate that at least 60% of their friends come from their own ethnic groups. There are 42% (n=11) and 30% (n=7) in medium and low concentration schools, respectively.

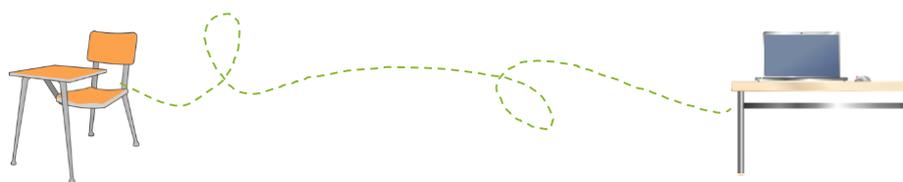


Figure 5.2 also shows that students in high concentration schools tend to have higher proportions of friends from their own ethnic groups.

Table 5.13. Students in different EM concentrations of schools and proportions of friends from own ethnic groups

Proportion of friends from own ethnic groups	Schools' EM concentration			Total n (%)
	Low n (%)	Medium n (%)	High n (%)	
0%	1 (4.35)	0 (0)	2 (.66)	3 (.86)
10%	3 (13.04)	1 (3.85)	15 (4.98)	19 (5.43)
20%	3 (13.04)	0 (0)	14 (4.65)	17 (4.86)
30%	3 (13.04)	4 (15.38)	12 (3.99)	19 (5.43)
40%	2 (8.70)	2 (7.69)	27 (8.97)	31 (8.86)
50%	4 (17.39)	8 (30.77)	46 (15.28)	58 (16.57)
60%	1 (4.35)	4 (15.38)	32 (10.63)	37 (10.57)
70%	2 (8.70)	2 (7.69)	44 (14.62)	48 (13.71)
80%	2 (8.70)	3 (11.54)	43 (14.29)	48 (13.71)
90%	1 (4.35)	2 (7.69)	48 (15.95)	51 (14.57)
100%	1 (4.35)	0 (0)	18 (5.98)	19 (5.43)
Total	23 (100.00)	26 (100.00)	301 (100.00)	350 (100.00)

Figure 5.2. Proportion of friends coming from students' own ethnic groups of student across different school concentration

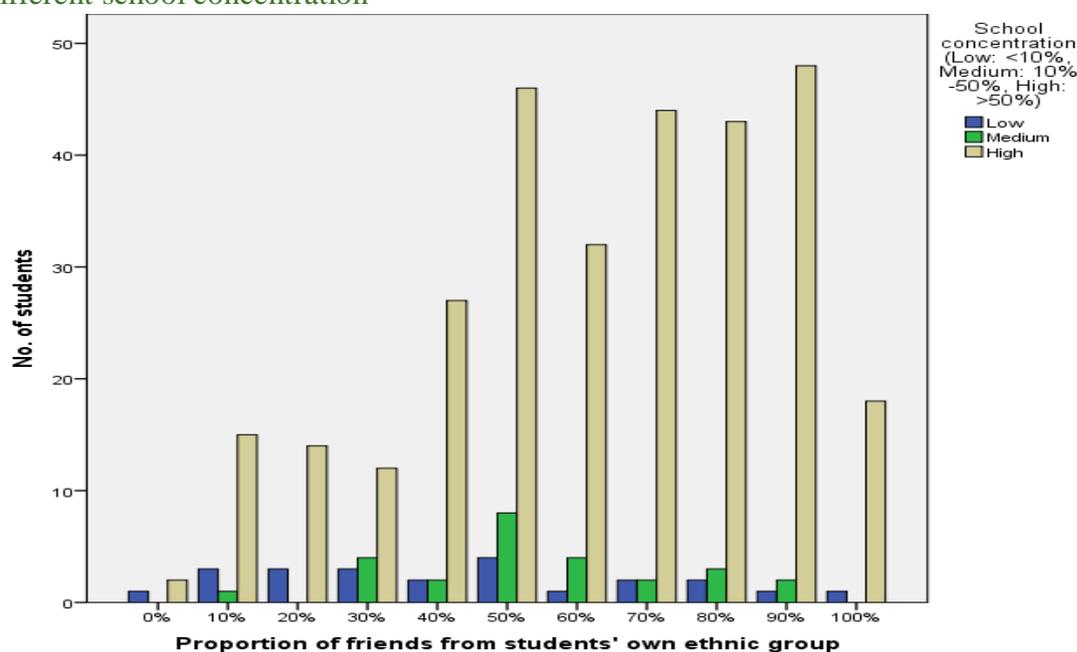
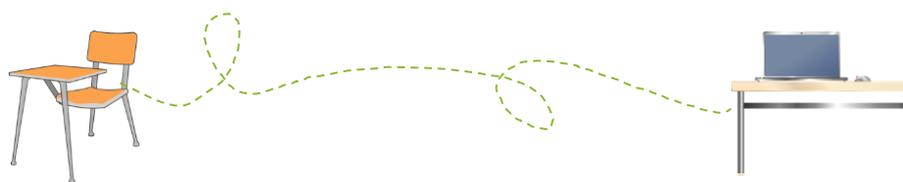


Table 5.14 presents the proportions of ethnic Chinese friends for EM students in schools of different EM concentrations. In high concentration schools, only 1% of students (n=3)



indicate that 60% or more of their friends are ethnic Chinese. It is 4% and 46% in medium and low concentration schools, respectively. As displayed in Figure 5.3, students in high concentration schools tend to have lower proportions of friends who are ethnic Chinese.

Overall, there are higher proportions of friends from one's own ethnic groups but lower proportions of ethnic Chinese friends if they study in schools where there is a higher concentration of EM students.

Table 5.14. Students in different EM concentrations of schools and proportions of friends who are ethnic Chinese

Proportion of friends from Hong Kong ethnic Chinese	Schools' EM concentration			Total n (%)
	Low n (%)	Medium n (%)	High n (%)	
0%	1 (4.55)	2 (7.69)	56 (18.60)	59 (16.91)
10%	2 (9.09)	3 (11.54)	99 (32.89)	104 (29.80)
20%	3 (13.64)	5 (19.23)	62 (20.60)	70 (20.06)
30%	2 (9.09)	5 (19.23)	44 (14.62)	51 (14.61)
40%	2 (9.09)	5 (19.23)	22 (7.31)	29 (8.31)
50%	2 (9.09)	5 (19.23)	15 (4.98)	22 (6.30)
60%	2 (9.09)	0 (0)	1 (.33)	5 (1.43)
70%	3 (13.64)	1 (3.85)	1 (.33)	5 (1.43)
80%	2 (9.09)	0 (0)	1 (.33)	3 (.83)
90%	3 (13.64)	0 (0)	0 (0)	3 (.86)
100%	0 (0)	0 (0)	0 (0)	0 (0)
Total	22 (100.00)	26 (100.00)	301 (100.00)	349 (100.00)

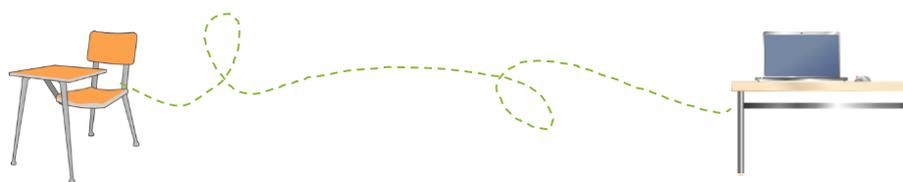
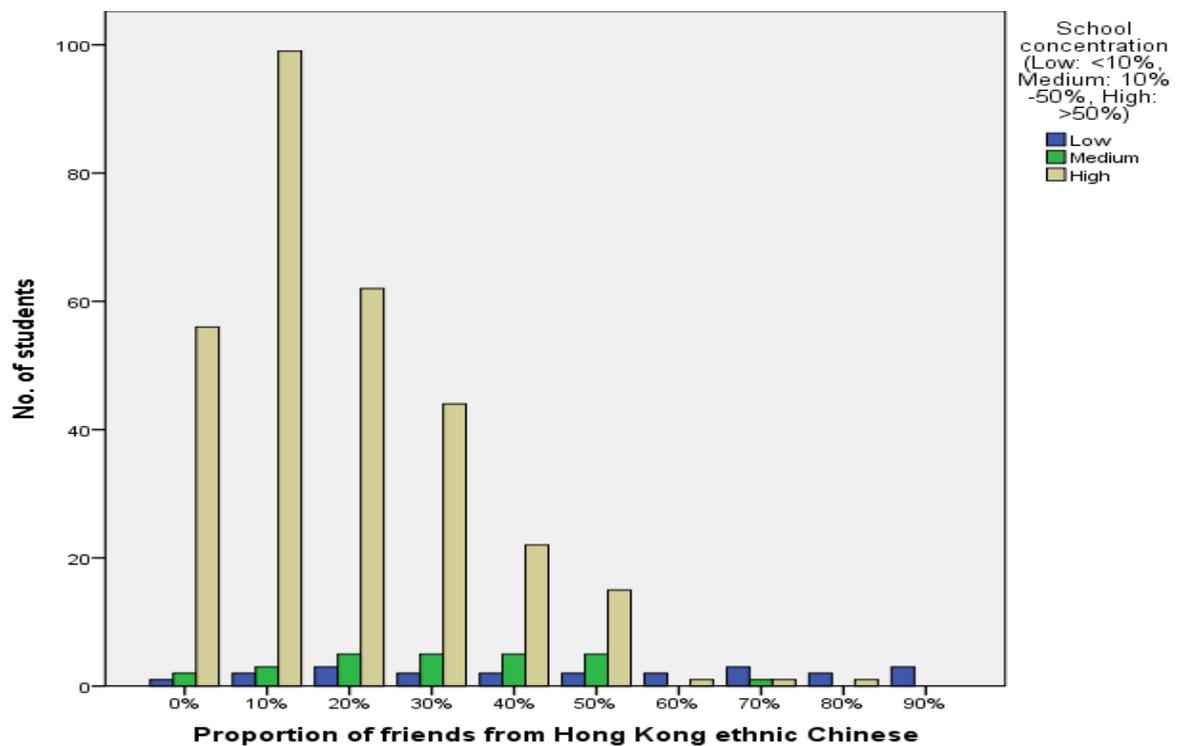


Figure 5.3. Proportion of friends coming from HK ethnic Chinese across different school concentration



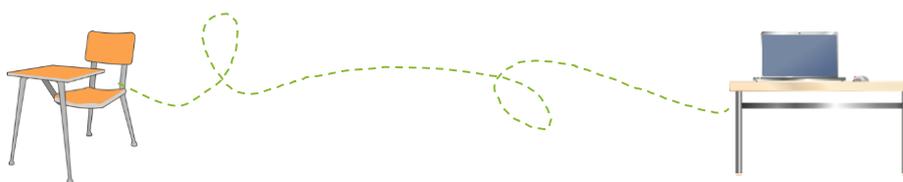
5.4 Relationships between EM concentrations of schools and EM students' aspiration and self-efficacies measures

The relationships between EM concentrations of schools and EM students' aspiration and self-efficacies are also examined. Generally speaking, aspiration and self-efficacies are higher among EM students in schools of medium or low concentrations. It is also seen that the levels of self-efficacies are lower than average values among EM students in high-concentration schools. Yet it should be noted that the differences are only significant between medium- and high-concentration schools for CEDSIS (general) and CEDSIS (planning) (see Table 5.15).

Table 5.15. Aspiration and self-efficacies measures of students, by EM concentrations of schools

	Schools' EM concentration			All
	Low	Medium	High	
EA	50.96	48.19	50.38	50.10
CEDSIS (general)	37.56	39.04 ^a	36.86 ^a	37.22
CEDSIS (study)	13.67	14.87	14.07	14.17
CEDSIS (career)	15.07	15.11	14.50	14.62
CEDSIS (planning)	8.81	9.06 ^b	8.29 ^b	8.43
GSE	28.37	30.57	29.21	29.36

Note: ^a significantly different at 5% level; ^b significantly different at 1% level.



6. Community and social level characteristics

6.1 Peer support

Peer support is measured by how students perceived their friends supporting them to do well in school work and their plans to pursue post-secondary education. There is a significant difference in peer support between EM and ethnic Chinese students (7.64 vs 6.70, $p < 0.01$), indicating that EM students have better peer support than their ethnic Chinese counterparts (See Table 5.16).

Table 5.16. Peer support of students

	EM		Ethnic Chinese		T	df	p
	Mean	SD	Mean	SD			
Peer support	7.64	2.01	6.70	1.93	7.20	907	.000

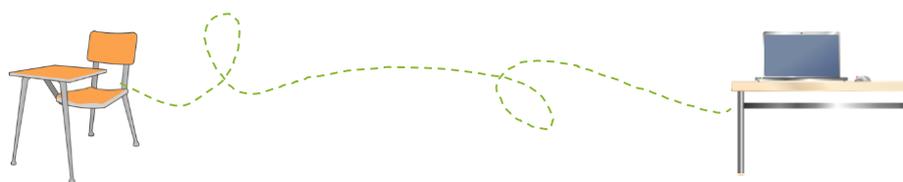
6.2 Religious participation

Religious participation measures the attendance of church/mosque and participation in church/mosque youth activities. As presented in Table 5.17, around half of EM students go to church/mosque at least once a month, which is much higher than their ethnic Chinese counterparts (less than 14%). Similarly, approximately 40% of EM students participate in church/mosque youth activities at least once a month, as compared to around 12% of ethnic Chinese students.

Considering the frequency of attending church/mosque and participating in church/mosque youth activities as the degree of religious participation, it is shown that EM students have a significantly greater degree of religious participation as compared to ethnic Chinese students, in terms of attending church/mosque (2.49 vs. 1.46 respectively, $p < 0.01$) and participating in church/mosque youth activities (2.22 vs. 1.43 respectively, $p < 0.01$) (see Table 5.18).

Table 5.17. Frequency of religious activities of students^a

	EM n (%)	Ethnic Chinese n (%)	All students n (%)
Attend church/mosque			
Never	152 (31.47)	321 (75.53)	473 (52.09)
Less than once a month	87 (18.01)	47 (11.06)	134 (14.76)
	99 (20.50)	24 (5.65)	123 (13.55)



Once a month or more, but less than once a week	145 (30.02)	33 (7.76)	178 (19.60)
Once a week or more			
Participate in church/mosque youth activities			
Never	186 (38.99)	320 (75.12)	506 (56.04)
Less than once a month	101 (21.17)	56 (13.15)	157 (17.39)
Once a month or more, but less than once a week	91 (19.08)	23 (5.40)	114 (12.62)
Once a week or more	99 (20.75)	27 (6.34)	126 (13.95)

^aAll percentages are calculated using available responses. Percentages may not total 100 due to rounding.

Table 5.18. Degree of religious participation of students

	EM		Ethnic Chinese		t	df	p
	Mean	SD	Mean	SD			
Attending church/mosque	2.49	1.22	1.46	0.91	14.60	882.57	.000**
Participating in church/mosque youth activities	2.22	1.17	1.43	0.86	11.61	868.92	.000**

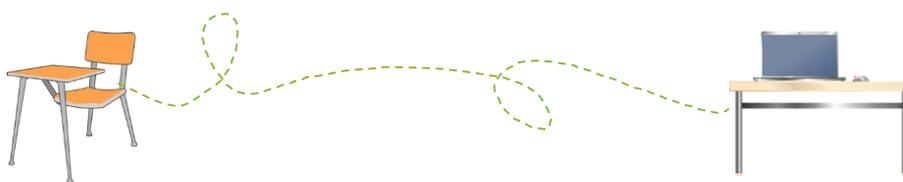
** $p < .01$.

6.3 Use of Chinese language media

One way to see the connection of EM students to the host community is by how often they use Chinese language media, such as watching Cantonese TV programmes or reading Chinese newspapers. About 80% of EM students do not watch Cantonese TV programmes or read Chinese newspapers, as indicated in Table 5.19. It is likely that they may acquire a limited understanding about things that are happening in the community.

Table 5.19. Use of Chinese language media ^a

	Watching Cantonese TV programmes	Reading Chinese newspapers
	n (%)	n (%)
Never	170 (35.20)	287 (59.54)
Seldom	204 (42.24)	91 (18.88)
Often	82 (16.98)	72 (14.94)
Always	27 (5.59)	32 (6.64)



^aAll percentages are calculated using available responses. Percentages may not total 100 due to rounding.

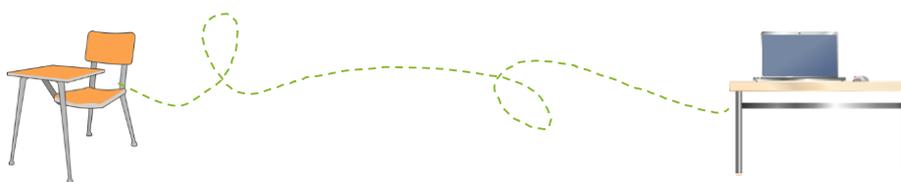
6.4 Host communication competence

Host communication competence refers to the ability of an individual to interact with others in the host environment (Sheldon, 2010). Table 5.20 indicates the host communication competence of EM students in their daily living. More than 50% of them have 0 to 5 ethnic Chinese friends/acquaintances, whereas the others have 6 or more. While around 17% of EM students do not have any ethnic Chinese friends, the proportion is substantial considering that these EM students are in schools where opportunities to acquaint with ethnic Chinese are available to them.

The other items show that the majority of EM students have limited host communication competence. Nearly 50% of EM students never or rarely hang out with Hong Kong ethnic Chinese. For eating with ethnic Chinese in Chinese restaurants or going out with them, more than 60% of EM students never do it or do it only less than once a month. As for being invited to ethnic Chinese's social gatherings or participate in their social activities, around 70% of EM students never have this experience or only have it less than once a month.

Table 5.20 Host communication competence

	n (%)
Number of Hong Kong ethnic Chinese friends and acquaintances	
None	80 (16.56)
1-5	182 (37.68)
6-10	104 (21.53)
11-15	55 (11.39)
More than 16	62 (12.84)
Enjoy hanging out with Hong Kong ethnic Chinese	
Never	94 (19.46)
Rarely	132 (27.33)
Sometimes	160 (33.13)
Often	68 (14.08)
Very often	29 (6.00)
Eating with Hong Kong ethnic Chinese in a Chinese restaurant	
Never	204 (42.32)
Less than once a month	100 (20.75)
Once a month	85 (17.63)
Two times a month	61 (12.66)
More than two times a month	32 (6.64)
Going out with Hong Kong ethnic Chinese friends	
Never	202 (41.91)



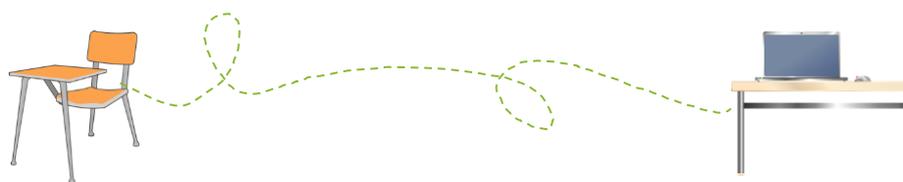
Less than once a month	118 (24.48)
Once a month	77 (15.98)
Two times a month	52 (10.79)
More than two times a month	33 (6.85)
Being invited to Hong Kong ethnic Chinese's social gatherings	
Never	229 (47.41)
Less than once a month	115 (23.81)
Once a month	70 (14.49)
Two times a month	42 (8.70)
More than two times a month	27 (5.59)
Participate in Hong Kong ethnic Chinese's social activities	
Never	208 (43.15)
Less than once a month	122 (25.31)
Once a month	73 (15.15)
Two times a month	49 (10.17)
More than two times a month	30 (6.22)

6.5 Language proficiency

Table 5.21 shows the language proficiency of EM students, indicating their ability to use and understand Chinese/Cantonese, which may affect their integration into society. Although more than half of EM students rated themselves as fairly or very well in speaking Cantonese, only 38%, 27% and 28% of them viewed so in understanding Cantonese, reading Chinese, and writing Chinese, respectively.

Table 5.21. Language proficiency

	n (%)
Speak Cantonese	
Not at all	21 (4.37)
Slightly well	78 (16.22)
Somewhat	129 (26.82)
Fairly well	193 (40.12)
Very well	60 (12.47)
Understand Cantonese	
Not at all	35 (7.26)
Slightly well	94 (19.50)
Somewhat	166 (34.44)
Fairly well	144 (29.88)
Very well	43 (8.92)
Read Chinese	
Not at all	49 (10.14)
Slightly well	137 (28.36)
Somewhat	165 (34.16)
Fairly well	101 (20.91)



Very well	31 (6.42)
Write Chinese	
Not at all	49 (10.14)
Slightly well	155 (32.09)
Somewhat	139 (28.78)
Fairly well	101 (20.91)
Very well	39 (8.07)

6.6 Perceived host receptivity

Perceived host receptivity is not significantly different among different ethnic groups. However, findings show that it varies across schools of different EM concentrations, as shown from Table 5.22. Students who come from schools with a higher concentration of EM students show a lower level of perceived host receptivity (low concentration vs. high concentration: 30 vs. 26.55, $p < 0.05$; medium concentration vs. high concentration: 29.22 vs 26.55, $p < 0.01$).

Table 5.22. Relationship between perceived host receptivity and schools' EM concentrations

	Low concentration		Medium concentration		High concentration	
	M	SD	M	SD	M	SD
Perceived host receptivity	30.00 ^a	5.67	29.22 _b	7.11	26.55 ^a _b	5.94

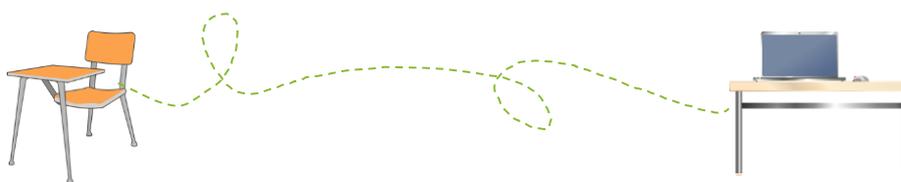
^a $p < .05$; ^b $p < .01$.

7. Regressions analyses of aspiration and self-efficacies variables

The regression results show the associations of education aspiration, career and education decision self-efficacy (CEDSIS), and general self-efficacy (GSE) with a number of variables at individual, family, school, and community and social levels.

7.1 Education aspiration

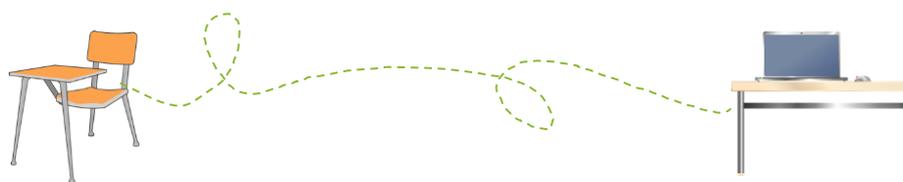
Table 5.23 shows that the regression models of education aspiration for EM students ($F(27, 303) = 3.15, p < 0.01$), EC students ($F(18, 277) = 4.55, p < 0.01$), and all students ($F(19, 607) = 8.14, p < 0.01$) explain 20%, 22%, and 23% of variance respectively. At individual level, duration of stay in Hong Kong is negatively associated with the education aspiration for EC students ($B = -.023, p < 0.01$). At family level, family income is positively related to education aspiration among EM students ($B = .258, p < 0.05$). School-level variables are



significant in predicting education aspiration of both EM and EC students, but in different ways. Talking to teachers about post-secondary planning at least once during the academic year is positively related to education aspiration among EM students ($B = 1.879, p < .05$). For EC students, the number of teachers that are found to be approachable outside class is positively related to education aspiration ($B = .569, p < 0.05$). Also, EC students in Band-2 schools have a higher level of education aspiration than those in Band-3 schools ($B = 2.383, p < 0.05$). Among community and social factors, peer support on education planning increases education aspiration for both groups of students ($B = .722, p < 0.01$ for EM; $B = .689, p < 0.01$ for EC). Higher perceived host receptivity is related to education aspiration for EM students ($B = .148, p < 0.05$).

Table 5.23. Regression analysis of education aspirations

	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	40.335**	5.123	36.360**	7.481	44.927**	7.509
Ethnic minority (ref. = EC)	1.503*	.572				
Ethnic group (ref. = Pakistani)						
Indian			.967	1.094		
Nepalese			-.419	1.046		
Filipino			.019	1.171		
Gender (ref. = female)						
Male	-.516	.497	-.639	.726	-.106	.712
Age	-.097	.243	.025	.356	-.364	.352
Level of study (ref. = S6)						
S4	-.716	.944	-1.729	1.441	.095	1.327
S5	-.683	.841	-1.152	1.313	-.369	1.145
Duration of stay in HK	-.014**	.004	-.005	.007	-.023**	.006
Subjective academic performance	.854*	.299	.710	.476	.656	.450
Subjective Chinese academic performance			.464	.421		
Family monthly income	.148	.077	.258*	.119	.080	.106
Education of father	.110	.175	.057	.235	.353	.273
Education of mother	-.091	.164	-.034	.236	-.280	.263
Family social capital	.070	.070	.016	.105	.196	.107
Parental help in languages			-.027	.165		
School banding (ref. = Band 3)						
Band 1	.564	1.243	2.088	2.652	.998	1.530
Band 2	1.220*	.546	.912	.808	2.383*	.815
EM concentration (ref. = high)						
Low			-1.685	1.835		
Medium			-.893	1.063		
No. of teachers approachable	.392*	.185	.136	.253	.569*	.282
Talk to teacher (ref. = not at all)						
Once or twice	1.315*	.614	1.879*	.861	.896	.894
Three or more times	2.054*	.780	3.225*	1.104	1.224	1.143



Talk to social worker/counsellor (ref.= not at all)						
Once or twice	-.965	.619	-1.584	.909	-.407	.858
Three times and more	-.638	.955	-.306	1.411	-1.680	1.318
Peer support	.812**	.131	.722**	.189	.689**	.195
Language proficiency			-.084	.118		
Perceived host receptivity			.148*	.057		
R ²		0.203		0.219		0.228

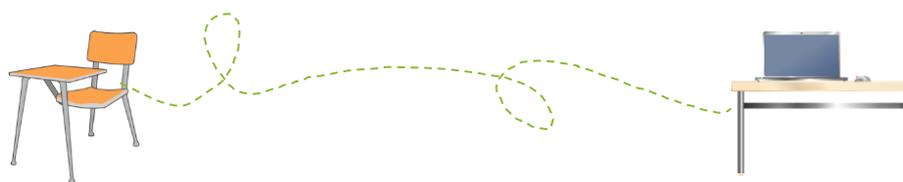
*p < .05, **p < .01.

7.2 Career and educational decision self-efficacy inventory for secondary students (CEDSIS)

Table 5.24 presents the regression models of CEDSIS (general) for EM ($F(27, 303) = 3.15, p < 0.01$), EC ($F(27, 303) = 3.15, p < 0.01$), and all students ($F(27, 303) = 3.15, p < 0.01$) which explain 20%, 30%, and 23% of variance respectively. At individual level, being a male student and having a higher subjective rating of academic performance are positively related to CEDSIS for both EM ($B = 1.662, p < 0.05$ and $B = .852, p < 0.05$ respectively) and EC students ($B = 1.682, p < 0.05$ and $B = 1.865, p < 0.05$ respectively). Among EM students, students who have stayed in Hong Kong for a longer period of time have lower CEDSIS ($B = -.013, p < 0.05$). At family level, family income and family social capital are positively related to CEDSIS of EM students ($B = .221, p < 0.05$) and EC students ($B = .175, p < 0.05$), respectively. In school, talking about postsecondary planning for at least 3 times during the academic year with teachers and social workers/counsellors are associated with higher CEDSIS among EC ($B = 2.597, p < 0.05$) and EM students ($B = 2.475, p < 0.05$), respectively. At community and social level, peer support ($B = .475, p < 0.05$) and perceived host receptivity ($B = .177, p < 0.05$) are positively related to CEDSIS for EM students. Similar patterns can be found when examining CEDSIS in different dimensions, including future study, future career, and future planning (see Tables 5.25 to 5.27).

Table 5.24. Regression analysis of CEDSIS (general)

	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	24.397**	4.146	17.652**	5.872	25.672**	6.088
Ethnicity (ref. = EC)	.325	.466				
Ethnic group (ref. = Pakistani)						
Indian			1.255	.861		
Nepalese			-1.514	.821		
Filipino			-.432	.929		
Gender (ref. = female)						
Male	1.496**	.407	1.662*	.576	1.682*	.579

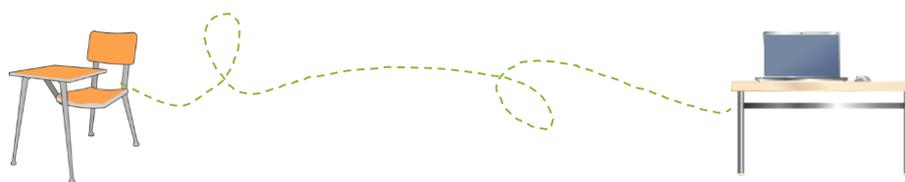


Age	-.037	.197	.200	.278	-.180	.287
Level of study (ref. = S6)						
S4	-.963	.778	-.009	1.137	-.548	1.099
S5	-1.028	.689	-.281	1.021	-.598	.946
Duration of stay in HK	-.002	.003	-.013*	.005	.001	.005
Subjective academic performance	1.610**	.251	.852*	.379	1.865**	.380
Subjective Chinese academic performance			.517	.332		
Family monthly income	.104	.063	.221*	.094	.018	.086
Education of father	.196	.142	.158	.183	.376	.224
Education of mother	.119	.134	.035	.183	.270	.221
Family social capital	.118*	.057	.015	.083	.175*	.088
Parental help in languages			.022	.130		
School banding (ref. = Band 3)						
Band 1	.101	1.009	.813	2.113	-.358	1.244
Band 2	-.031	.444	-.206	.639	-.409	.664
EM concentration (ref. = High)						
Low			.561	1.508		
Medium			.870	.847		
No. of teachers approachable	.189	.150	.277	.202	.108	.225
Talk to teacher (ref. = not at all)						
Once or twice	1.017*	.501	.221	.683	1.376	.730
Three or more times	1.442*	.642	.083	.874	2.597*	.944
Talk to social worker/ counsellor (ref. = not at all)						
Once or twice	-.215	.503	-.077	.715	-.544	.701
Three or more times	1.962*	.790	2.475*	1.143	1.192	1.079
Peer support	.367**	.109	.475*	.150	.081	.163
Language proficiency			.051	.094		
Perceived host receptivity			.177*	.045		
R ²		0.204		0.300		0.230

*p < .05, **p < .01.

Table 5.25. Regression analysis of CEDSIS (future study)

	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	7.845**	1.897	7.068*	2.639	7.694*	2.907
Ethnicity (ref. EC)	.354	.217				



Ethnic group (ref. = Pakistani)						
Indian			.707	.393		
Nepalese			-.508	.381		
Filipino			.191	.429		
Gender (ref. = female)						
Male	.717**	.188	.928***	.263	.666*	.279
Age	.037	.091	.060	.127	.023	.138
Level of study (ref. = S6)						
S4	-.630	.349	-.645	.499	-.409	.515
S5	-.633*	.311	-.729	.454	-.345	.443
Duration of stay in HK	-.001	.002	-.004	.002	-.001	.002
Subjective academic performance	.755**	.113	.331	.172	.998**	.177
Subjective Chinese academic performance			.360*	.153		
Family monthly income	.039	.029	.083	.043	.017	.042
Education of father	.007	.066	-.004	.085	.073	.107
Education of mother	.104	.062	.076	.085	.089	.104
Family social capital	.066*	.026	.044	.038	.099*	.042
Parental help in languages			-.039	.060		
School banding (ref. = Band 3)						
Band 1	.180	.474	.718	.980	.196	.603
Band 2	.103	.206	.125	.293	.058	.318
EM concentration (ref. = high)						
Low			-.493	.687		
Medium			.392	.380		
No. of teachers approachable	.101	.069	.107	.092	.069	.108
Talk to teacher (ref. = not at all)						
Once or twice	.698*	.233	.503	.316	.759*	.350
Three or more times	.538	.296	.073	.404	1.041*	.451
Talk to social worker/ counsellor (ref. = not at all)						
Once or twice	-.050	.235	-.004	.331	-.131	.339
Three or more times	.939*	.354	1.242*	.506	.568	.504
Peer support	.092	.050	.154*	.068	-.049	.077
Language proficiency			.001	.043		
Perceived host receptivity			.048*	.020		
R ²		0.205		0.267		0.213

*p < .05, **p < .01.

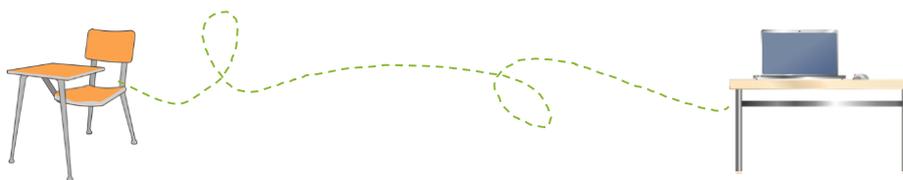
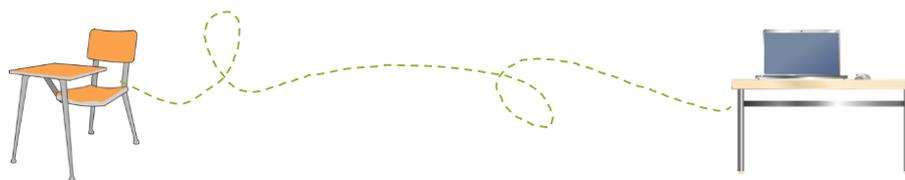


Table 5.26. Regression analysis of CEDSIS (future career)

	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	9.549**	1.943	4.683	2.685	13.158**	2.907
Ethnicity (ref. = EC)	.272	.222				
Ethnic group (ref. = Pakistani)						
Indian			.348	.402		
Nepalese			-.734	.389		
Filipino			-.309	.438		
Gender (ref. = female)						
Male	.457*	.193	.457	.268	.618*	.280
Age	-.034	.093	.153	.129	-.201	.138
Level of study (ref. = S6)						
S4	-.276	.358	.408	.508	-.631	.517
S5	-.373	.320	.034	.463	-.363	.446
Duration of stay in HK	-.001	.002	-.004	.002	.001	.002
Subjective academic performance	.695**	.116	.439*	.176	.729**	.178
Subjective Chinese academic performance			.233	.156		
Family monthly income	.024	.030	.060	.043	-.014	.042
Education of father	.085	.068	.089	.086	.161	.107
Education of mother	.028	.063	.062	.087	.005	.105
Family social capital	.043	.027	-.026	.039	.081	.042
Parental help in languages	--	--	.050	.061	--	--
School banding (ref. = Band 3)						
Band 1	.093	.486	.141	.995	.132	.604
Band 2	-.233	.211	-.433	.299	-.201	.318
EM concentration (ref. = high)						
Low			.364	.686		
Medium			.113	.388		
No. of teachers approachable	.133	.071	.144	.094	.130	.108
Talk to teacher (ref. = not at all)						
Once or twice	.438	.239	.239	.322	.470	.350
Three or more times	.841*	.304	.049	.413	1.413*	.452
Talk to social worker/ counsellor (ref. = not at all)						
Once or twice	-.106	.241	.075	.338	-.335	.339
Three or more times	.600	.363	1.242*	.517	-.018	.504
Peer support	.137*	.051	.245**	.070	-.053	.077

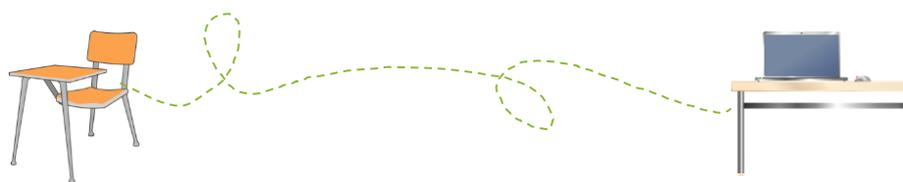


Language proficiency		.32	.043	
Perceived host receptivity		.064*	.021	
R ²	0.174	0.286	0.174	

* $p < .05$, ** $p < .01$.

Table 5.27. Regression analysis of CEDSIS (future planning)

	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	5.515**	1.387	4.062*	2.006	6.215*	1.978
Ethnicity (ref. = EC)	-.173	.158				
Ethnic group (ref. = Pakistani)						
Indian			.449	.301		
Nepalese			-.556	.292		
Filipino			-.336	.328		
Gender (ref. = female)						
Male	.312*	.137	.403*	.200	.335	.190
Age	-.063	.066	-.035	.096	-.113	.093
Level of study (ref. = S6)						
S4	-.446	.255	-.161	.381	-.381	.350
S5	-.334	.227	.034	.463	-.250	.301
Duration of stay in HK	-.002	.001	-.004*	.002	-.001	.001
Subjective academic performance	.586**	.082	.273*	.132	.676**	.120
Subjective Chinese academic performance			.228	.117		
Family monthly income	.025	.021	.062	.033	.003	.028
Education of father	.044	.048	.033	.065	.105	.073
Education of mother	.025	.045	.010	.065	.060	.070
Family social capital	.044*	.019	.005	.029	.053	.028
Parental help in languages	--	--	.033	.046	--	--
School banding (ref. = Band 3)						
Band 1	-.458	.348	-.178	.746	-.751	.411
Band 2	-.113	.150	-.010	.223	-.351	.216
EM concentration (ref. = high)						
Low			.484	.515		
Medium			.329	.288		
No. of teachers approachable	.058	.051	.090	.071	.008	.073
Talk to teacher (ref. = not at all)						



Once or twice	.236	.170	-.040	.241	.395	.237
Three or more times	.584*	.217	.434	.310	.688*	.305
Talk to social worker/ counsellor (ref. = not at all)						
Once or twice	.042	.172	-.015	.253	.004	.231
Three or more times	.315	.260	.593	.388	-.025	.342
Peer support	.148**	.036	.178**	.052	.074	.052
Language proficiency			-.015	.032		
Perceived host receptivity			.053**	.016		
R ²		0.206		0.305		0.216

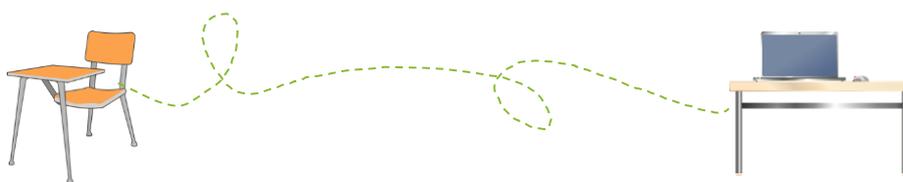
*p < .05, **p < .01.

7.3 Generalised self-efficacy (GSE)

The regression models of GSE for EM students ($F(27, 312) = 4.38, p < 0.01$), EC students ($F(18, 282) = 3.79, p < 0.01$), and all students ($F(19, 621) = 13.00, p < 0.01$) explain 29%, 28%, and 20% of variance, respectively, are shown in Table 5.28. At individual level, students who are male and who have a higher subjective rating of academic performance have a higher level of GSE in both groups of students ($B = 1.550, p < 0.01$ and $B = 1.525, p < 0.01$ for EM respectively; $B = 1.864, p < 0.05$ and $B = 2.177, p < 0.01$ for EC respectively). Duration of stay in Hong Kong is negatively related to GSE among EM students ($B = -.01, p < 0.05$). At the levels of family and school, family social capital and talking with teachers about post-secondary planning for at least 3 times during the academic year are positively related to GSE for EC students ($B = .179, p < 0.05$ and $B = 1.983, p < 0.05$). As for community and social level, EM students who have more peer support ($B = .394, p < 0.05$) and greater perceived host receptivity ($B = .082, p < 0.05$) have a higher level of GSE.

Table 5.28. Regression analysis of GSE

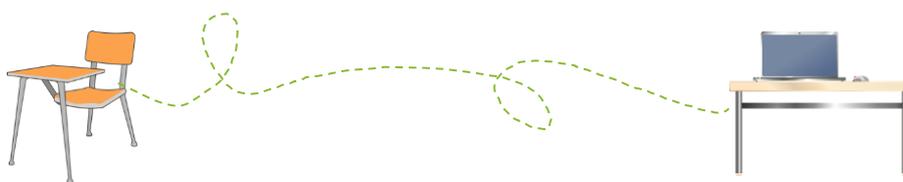
Predictors	All students		EM		Ethnic Chinese	
	B	SE	B	SE	B	SE
Constant	15.499**	3.957	14.694*	5.414	16.085*	6.240
Ethnicity (ref. = EC)	2.746**	.448				
Ethnic group (ref. = Pakistani)						
Indian			.348	.796		
Nepalese			-.940	.770		
Filipino			-.998	.865		
Gender (ref. = female)						
Male	1.600**	.390	1.550*	.530	1.864*	.600



Age	-.015	.189	.113	.258	-.072	.295
Level of study (ref. = S6)						
S4	-1.248	.734	-1.229	1.049	-.879	1.105
S5	-1.165	.653	-.783	.951	-1.181	.950
Duration of stay in HK	-.001	.003	-.010*	.005	.003	.005
Subjective academic performance	1.952**	.233	1.525**	.348	2.177**	.380
Subjective Chinese academic performance			.137	.309		
Family monthly income	.044	.060	.074	.086	.025	.089
Education of father	.227	.137	.191	.171	.300	.230
Education of mother	.034	.128	.201	.172	-.069	.224
Family social capital	.118*	.054	.009	.076	.179*	.090
Parental help in languages			.137	.121		
School banding (ref. = Band 3)						
Band 1	-.557	.982	1.600	1.969	-1.142	1.294
Band 2	.141	.427	.338	.591	-.441	.684
EM concentration (ref. = high)						
Low			-1.641	1.359		
Medium			.190	.767		
No. of teachers approachable	.012	.144	.012	.187	-.028	.231
Talk to teacher (ref. = not at all)						
Once or twice	.274	.483	.118	.637	.235	.752
Three or more times	.923	.615	.000	.818	1.983*	.968
Talk to social worker/ counsellor (ref. = not at all)						
Once or twice	.102	.487	-.145	.668	.162	.728
Three or more times	.602	.740	.725	1.023	.419	1.096
Peer support	.248*	.103	.394*	.138	.023	.165
Language proficiency	--	--	.085	.086	--	--
Perceived host receptivity	--	--	.082*	.041	--	--
R ²		0.285		0.275		0.195

*p < .05, **p < .01.

Taken together, family social capital seems to be more important in predicting the self-efficacies variables for EC students but not EM students. Teachers and social workers/counsellors are relevant to all students in terms of all variables, while the latter is especially more so to EM students. Peer support and perceived host receptivity are particularly important for EM students on all aspiration and self-efficacies variables.

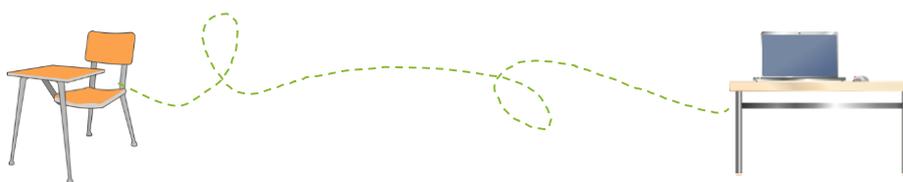


8. Implications

EM students generally show higher levels of aspirations and expectations toward education and career developments than those of their EC counterparts. Therefore, based on the findings, the deficiency of capability to aspire may not be a good reason for the poor post-transition outcomes of EM students. An understanding of other possible barriers to their transition and how to convert their aspirations into reality is of great importance.

Support from parents, teachers/counsellors, and peers are available to EM students. While support from parents is high, it does not play an important role in predicting their aspiration or self-efficacies related to post-secondary planning. However, to capitalise on all these readily available supports, including parents' support, measures can be employed to ensure that these adults have the adequate and accurate information on post-secondary education and career developments.

As perceived host receptivity is a significant factor of aspiration and self-efficacies of EM students. It is important to enhance host receptivity by fostering a social environment which is open to and welcoming people of diverse cultural backgrounds.



Chapter 6: Findings of Individual Interviews and Focus Groups with EM Youth and Adults

Findings in this chapter are based on the individual interviews and focus groups of 1) EM senior secondary students; 2) EM youth pursuing post-secondary education; 3) EM working youth attained post-secondary education qualifications; 4) EM with experiences with unemployment; 5) parents of EM youth; 6) teachers teaching EM secondary school students; and 7) social workers working at secondary schools and NGOs serving EM youth. The findings provide an in-depth understanding of the first-hand experience of the EM youth in different transitional paths. Possible factors affecting their pathways transitions are identified from their sharing, with supplements from the observation and experience of the adults supporting them.

1. Profiles of the participants

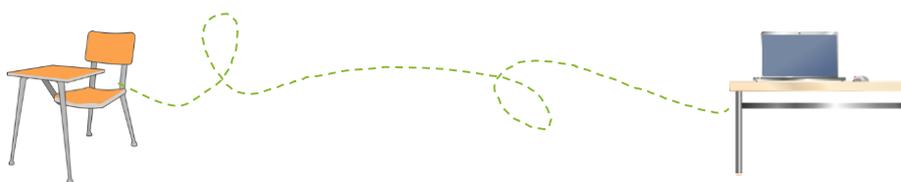
There are fifty-three EM youth participated in the individual interviews or focus groups. They are of different ethnic origins including Pakistani, Indian, Nepalese, Filipino, or of mixed ethnicity. They are all aged under 30s. Table 6.1 summarised the number of EM youth participants in this part of the study. Besides, there are fifteen adults invited to have individual interviews in order to collect their views on the possible obstacles of EM youth throughout their transition from school to work. Also, their experience of supporting the youth is investigated. Among the fifteen adults, three of them are EM parents whose children are pursuing and have completed post-secondary education, eight are teachers, and four are social workers. In total there are seventy-three participants in this part of the study. Tables 6.2 and 6.3 summarise the key characteristics of the participants in the individual interviews and focus groups.

Table 6.1. Number of EM youth participants in different transition paths

	S4-S6 in transition	S6 to post-secondary education	Unsuccessful at different stages of different pathways	Currently employed
Types of interview	Individual	Focus group	Focus group/ Individual	Focus group/ Individual
Sample size	16	20	11	6

Table 6.2. Profiles of participants in individual interviews (EM youth and adults)

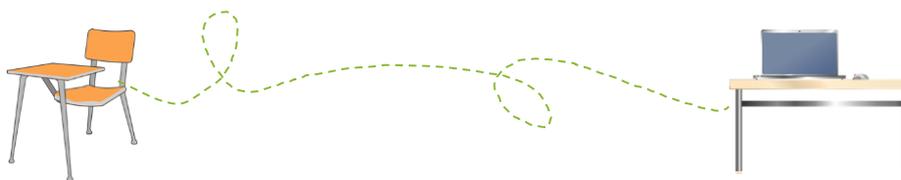
Individual Interview: Senior Secondary Students				
Code	Ethnicity	Form Level	Gender	Age
S1	Nepalese	6	F	10s
S2	Nepalese	6	F	10s



S3	Filipino	6	F	10s
S4	Nepalese	6	M	10s
S5	Pakistani	6	F	10s
S6	Pakistani	6	F	10s
S7	Pakistani	6	F	10s
S8	Indian	6	M	10s
S9	Pakistani	4	M	10s
S10	Pakistani	6	F	10s
S11	Pakistani	6	F	10s
S12	Pakistani	6	F	10s
S13	Indian	6	F	10s
S14	Indian	6	F	10s
S15	Nepalese	6	F	10s
S16	Filipino	6	M	10s

Individual Interviews: Youth with Unemployment Experiences

Code	Ethnicity	Employment Status	Education Background	Gender	Age
UN1	Pakistani	With experience in unemployment	Higher Diploma	M	20s
UN2	Indian	With experience in unemployment	Higher Diploma	F	20s
UN3	Indian	With experience in unemployment	Foundation Diploma	F	20s
UN4	Pakistani	With experience in unemployment	Bachelor's Degree	M	20s
UN5	Pakistani	With experience in unemployment	Secondary education	F	20s
UN6	Pakistani	With experience in unemployment	Higher Diploma	M	20s
UN7	Pakistani	With experience in unemployment	Bachelor's Degree	M	20s
UN8	Pakistani	Currently unemployed	Bachelor's Degree	M	20s
UN9	Pakistani	With experience in unemployment	Bachelor's Degree	M	20s
UN10	Pakistani	Work on part-time basis	Bachelor's Degree	F	20s
UN11	Pakistani	With experience in unemployment	Secondary education	M	20s

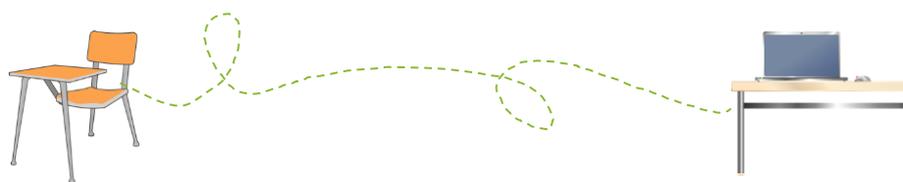


Individual Interviews: Currently Employed Youth w/o Unemployment Experiences					
Code	Ethnicity	Employment Status	Education Background	Gender	Age
E1	Nepalese	Employed	Higher Diploma	M	20s
E2	Indian	Employed	Bachelor's Degree	M	20s
E3	Nepalese	Employed	Bachelor's Degree	M	20s
E4	Nepalese	Employed	Bachelor's Degree	M	20s
E5	Nepalese	Employed	Advanced Diploma	F	20s
E6	Filipino	Employed	Higher Diploma	F	20s
Individual Interviews: Parents of EM Youth					
Code	Ethnicity		Gender		Age
P1	Nepalese		F		40s
P2	Chinese-Pakistani		F		40s
P3	Filipino		F		50s
Individual Interviews: Teachers at Secondary Schools					
Code	Ethnicity		Gender		Age
T1	Chinese		F		40s
T2	Chinese		F		30s
T3	Chinese		F		30s
T4	Chinese		M		40s
T5	Chinese		M		50s
T6	Chinese		F		30s
T7	Pakistani		F		20s
T8	Chinese		M		30s
Individual Interviews: Social Workers at Secondary Schools and NGOs					
Code	Ethnicity		Gender		Age
*SW1	Ethnic minority		-		30s
SW2	Chinese		M		30s
SW3	Chinese		F		40s
SW4	Chinese		F		30s

*For minimising the potential risk of being identified, the gender and ethnicity of this participant would not be shown here.

Table 6.3. Profiles for focus group participants

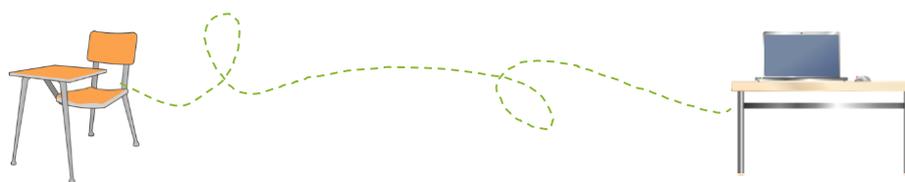
Focus Groups: Youth Pursuing Post-Secondary Education					
Code	Ethnicity	Education Background	Gender		Age
PS1	Filipino	Bachelor's Degree	F		20s



PS2	Indian	Higher Diploma	F	20s
PS3	Filipino	Associate Degree	F	20s
PS4	Pakistani	Bachelor's Degree	F	20s
PS5	Filipino	Bachelor's Degree	F	20s
PS6	Pakistani	Bachelor's Degree	M	20s
PS7	Pakistani	Bachelor's Degree	M	20s
PS8	Indian	Bachelor's Degree	M	20s
PS9	Pakistani	Bachelor's Degree	F	20s
PS10	Filipino	Bachelor's Degree	M	20s
PS11	Indian	Bachelor's Degree	M	20s
PS12	Nepalese	Bachelor's Degree	F	20s
PS13	Filipino	Bachelor's Degree	F	20s
PS14	Indian	Bachelor's Degree	M	20s
PS15	Filipino	Higher Diploma	M	20s
PS16	Nepalese	Associate Degree	M	20s
PS17	Nepalese	Diploma	F	20s
PS18	Nepalese	Diploma	F	20s
PS19	Chinese-Filipino	Bachelor's Degree	M	20s
PS20	Indian	Bachelor's Degree	F	20s

2. Experiences and obstacles faced by EM youth from different transitional paths

In this section, findings of the EM youth interviewed are taken from different types of transitional paths including those from secondary education to post-secondary education, from secondary education to work and from post-secondary education to work are presented. The findings reveal that the experiences and struggles of EM youth from secondary education and post-secondary education to work are mainly similar. These experience and factors that are influential will, therefore, be organised and presented together. In addition, observation



and opinions of their adult counterparts are included in each type of transitional paths to supplement the findings.

2.1 From secondary education to post-secondary education

There may be a myth in the society that EM students in Hong Kong have a lower education aspiration comparing with their EC counterparts. In our study, the findings reveal that it is not the case. Echoed with the student survey, teachers observe that the EM secondary school students show strong aspiration to pursue post-secondary education unless they have poor academic performance:

'I think Non-Chinese students largely choose to further their study, same as other Hong Kong students... they will pursue post-secondary education or VTC... They want to continue their study however they can't. . . If there's no way for them to pursue further study, then they will go to work.' [Teacher, Chinese, 50s, Male]

'There's no big difference [between EMs and EC in terms of education and career aspirations].' [Teacher, Chinese, 30s, Male]

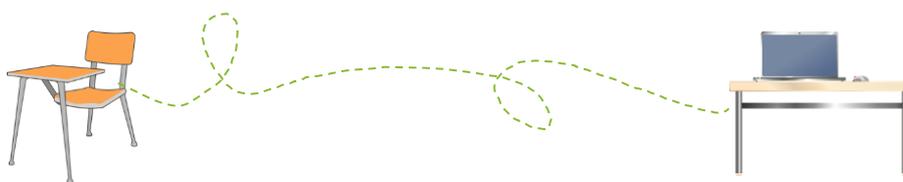
Despite EM youth and their parents recognise that there are many education opportunities in Hong Kong which are open to both EMs and EC, they find that options of post-secondary programmes may be limited to EM youth. These are some examples:

'I think there're a lot of opportunities because there are more and more seats in universities nowadays. And, there's also like a lot of private universities like opening up to... you have a lot of chances to have like education after secondary school...' [Youth pursuing an associate degree, Nepalese, Male]

'Nowadays, so many opportunities after DSE opened, so many opportunities for the children. Even if you have poor marks, you can get any...education...' [Parent, Chinese-Pakistani, 40s, Female]

'When an EM who takes GCSE feels that he's constrained ... [for example,] Law studies, it requires perhaps a level 4 in Chinese before you can enter [the programme]. And even for the medical field that is earlier mentioned, they would prefer people with a Chinese background. While right now, EMs have found it is easier to enter universities with their alternative Chinese qualifications. I would say that most of the time they are still blocked from entering the professional or so-called 'high-pay' degrees (i.e. graduates from those degree programmes may get higher pay in their careers) such as Law Studies, Medicine or other forms of professional degrees.' [Youth pursuing bachelor's degree, Chinese-Filipino, Male]

A number of issues are frequently taken as important in the transition from secondary to post-secondary education of EM students and also determined whether their post-secondary education can be completed, such as the following:



1. Academic standing of EM youth

Even though EM youth principally aspire to further their study after secondary school education, their academic standing affects their chance to pursue post-secondary education:

'Because my grades during secondary school sort of fluctuated, so I would say that grades mainly dictate what kind of job or what kind of programme you want to enter in the university... in case you have lower grades than expected, perhaps you would try to go for certain degrees [programmes] that don't have such a high-grade requirement. So, I would say that grades are the most important factor that affected my decision.' [Youth pursuing bachelor's degree, Chinese-Filipino, Male]

'If I can get a good result, I'll surely pursue post-secondary education... I think I can study further if I work harder...' [Secondary 6 student, Pakistani, Female]

2. Accessibility to and effective delivery of information related to post-secondary education

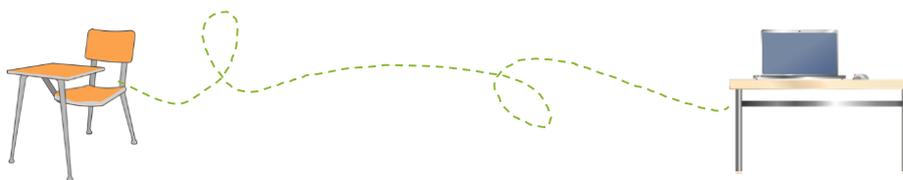
Many EM student participants emphasise that sufficient and accurate information related to different pathways are important for them. This is particularly helpful for them to learn about various alternatives or choices to pursue post-secondary programme. Moreover, this information, if available, should be in multiple languages and to be delivered in more effective channels:

'I think about other people... I feel very sad like whether they will... I have friends that after Form 5 they didn't do anything. They just went directly to the workforce. Coz they didn't have any choice. They didn't have anyone say (to advise them): oh you can do this, or you can do that...' [Working youth pursued bachelor's degree, Nepalese, 20s, Male]

'I also feel that schools also have the responsibility to inform their ethnic minority students about how they can [have] better [a chance to] enter university, [or] the different options that they can take ... So I feel that schools that admit ethnic minorities should have the responsibility to basically give the students a different pathway to university... Let them know the different options that they can take.' [Youth pursuing bachelor's degree, Chinese-Filipino, Male]

Furthermore, not only the information related to alternative pathways to higher education available for EM youth is helpful, but also this information to be made available for parents is important as well. Nonetheless, some EM parents do not know much about the education system. The EM parents would probably be more supportive if they understand that there is an alternative way to higher education in Hong Kong for their children. Here are the views and experience of the EM parents:

'I also actually don't know about Hong Kong education, so bad. I don't know actually what is, what is, I, why, what I can do. But I'm listening to my own children. Then "mommy you do this one can do this, you do this one can do this". And I search on the internet as well about the information, and reading and try to understand what it is.'



And also asking my Chinese colleagues as well that all these, because I have no idea with what, what is a diploma and what is a foundation degree.’ [Parent, Chinese-Pakistani, 40s, Female]

‘It takes time for him to go to university, that’s what I was thinking before. And then my son tried to explain to us that, also my boss, you can go a long way, because if you pass the exam, it’s a short way. If you didn’t pass the exam, there’s a long way, but you’ll be able to finish [the journey] also. That’s what he told me. So, my son said, “I have to take another year first, and then after that, I can go do an associate degree.” So, we support him...’ [Parent, Filipino, 50s, Female]

Some EM parents may also be reluctant or find difficulties for locating information related to post-secondary education:

‘... I think it is a measure of schooling (the school system) and searching for it (information). And the problem again for us as an ethnic minority... I feel that maybe 70% of us don’t search. Because again, we do fall in the blanket of not having that education, maybe. Maybe they have not educated themselves so that they don’t know how to search for it (the information). They don’t have enough information to search. Or even if they can search for it, they basically don’t have that interest to search for it.’ [Parent, Nepalese, 40s, Female]

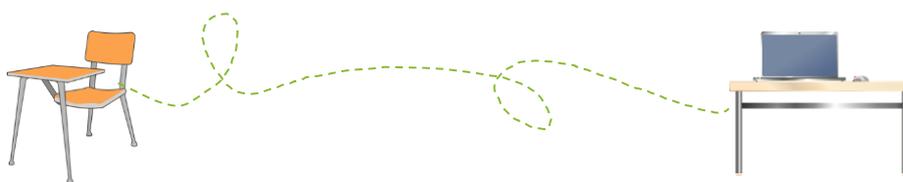
3. Family support

Family and parents have a substantial influence on the transitions of EM youth. For example, one EM post-secondary student shares his view:

‘At the end of the day, the EM youth would listen to their parents. So, whatever schools are telling their kids in school... okay, there might be a lot of information. Still, then that information would be useless when the discussion (decision) is the parents’ discussion (decision), right? If the student is going to the career talks, study talks, whatever, he would use so much time to listening to a talk. In the end, parents’ decision...’ [Working youth pursued a bachelor’s degree, Indian, 20s, Male]

Concerning the family support to EM students, the overall mindset of EM parents and their gender role perception or practice, in particular, may influence the education and career paths of female EM youth, especially among some Indian and Pakistani females. They are more likely to be urged to get married and/or stop studying after Secondary Six.

‘I would definitely say that culture influence does affect your choice...I mean even if you want to study a lot of times (longer time), you wouldn’t be able to. One of my friends was a really good student in school... like she used to get a lot of good grades and stuff like that. But then in Form 5, she found out, she’s getting married next year. She wouldn’t be able to get DSE. So, she stopped studying after that... She knew that she couldn’t pursue further. So I think culture does affect as well...’ [Youth pursuing bachelor’s degree, Pakistani, Female]



'...it's just case by case... for some families, it depends on whether they would support or not, yeah ...especially their girls. That means some individual families may be more open-minded. They will think that... oh, even if you're daughter, I would still allow you to pursue further study. That is, to let you choose your paths in the future. But for some other cases, they would surely not allow them to do so.' [Social worker, Chinese, 30s, Female]

4. Financial burden of the family

Nevertheless, the financial difficulty of the family may block EM youth to pursue post-secondary education. In Hong Kong, EM students are more likely to be in this disadvantaged situation. One working youth who is going to study Higher Diploma shares her story:

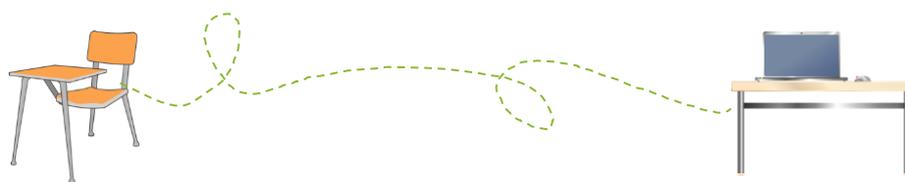
'We are a family of six. My dad recently got out of his job. My mum is unemployed. She is a housewife. Because my brother is going to [study] primary [school] and my other (another) brother [is] going to high school... and, so ... right now, we thought if we can handle all the expenses... and with only one person working in the family and me part-timing (doing a part-time job). It is not going to be enough for a family of six... so it is definitely something to look out for when you try to study again. Because apart from all the bills, you have to pay... you have to pay for your student loan as well. It is monthly yeah... so that is definitely one thing to consider...' [Working youth going to pursue a higher diploma, Filipino, 20s, Female]

Some EM youth may prefer to earn money for the family after secondary school, even though they may be able to get a chance to further their study:

'I have the chance to study. My supervisor told me that I could study for a teaching assistant or something... related to a social worker (work). They can support me; I can do. But then I don't know... for me, I think maybe I cannot do it because I have some family issues. Since I am the oldest, so I always like independent, and I will care for my family. I need to pay a rent...and then I don't want to burden my father for everything. I want to help my father... that's what in my mind, I just keep working...' [Working youth without post-secondary education, Pakistani, 20s, Female]

Moreover, a teacher observes, some EM parents may also think that pursuing post-secondary education is too expensive for the family:

'They (parents) would think that "oh, don't waste time, don't waste money!" But it may be because they have suffered a lot... that means, they can't even afford the fees, that's the tuition fees for studying. In fact, this is so... nothing that we can do... Recently, in fact, there're 3 [EM] students, Form 6 ones. They want to pursue an associate degree, foundation diploma, or higher diploma. They're siblings...that is, they graduate from Form 6 at the same time. And now among the three, maybe only two of them can pursue further study as there's not enough money at home. So, that is very frustrating indeed...' [Teacher, Chinese, 30s, Female]



Due to the financial difficulty of the family, taking a gap year to earn tuition fees for post-secondary education is a usual practice for some EM youth. This makes their transition from secondary education to post-secondary education more difficult:

'After I got the result, we don't have enough time to decide where we wanna go. We don't have enough saved up, so we decide as a family to take a gap year.' [Working youth going to pursue a higher diploma, Filipino, 20s, Female]

Three significant reasons underneath that lead some EM youth to consider taking a gap year(s). Firstly, some EM youth and parents do not know financial assistance from the government is available for them:

'For the first year, I didn't know that the loan exists...' [Unemployed youth pursued bachelor's degree, Pakistani, 20s, Male]

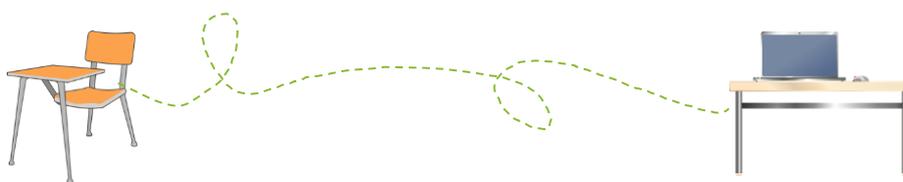
'Financial assistance...I already mentioned earlier that my parents didn't even know about this matter. And they were terrified that they are going to pay a lot of money just for my tuition fee.' [Youth pursuing bachelor's degree, Filipino, Male]

Secondly, some EM youth are reluctant to apply for government loan because they mistake that all government loan is interest-laden, and they fear that they are not able to repay the debts and interests after graduation. One of the Nepalese post-secondary students shares her worry:

'As I said before, money is the biggest factor in Hong Kong. Even if you get a loan, it's like specifically a recycle (circular motion) of money. You'll get it, and you have to give it back. But what if you are still going on, the loan keeps adding on and on. And what if you are not able to finish up... like, for example, you have to stop in the middle, then how are you going to pay up the full loan? So, there can be a setback.' [Youth pursuing a diploma, Nepalese, Female]

Thirdly, in some circumstances, parents cannot provide income proof due to working as a casual worker or fearing that people will look down upon them. This deters some EM youth from applying for financial assistance, as a social worker reveals:

'We understand why they are not able to apply successfully. It is because most of the time, they need to provide a lot of income proof ... but many of them are only casual workers, yea... turn out. Nothing can be done...to provide the proof; the second thing is that ...they will fear that their employers will feel annoyed to help...so, even when we help to fill in the form for the student and ask him/her to get the signature of their mothers, the mothers would say no... They'd rather choose to keep putting things off. [They] don't want to apply... I think they have a feeling of don't want to be looked down upon.' [Social worker, Chinese, 40s, Female]



In addition to the above, some EM youth initially wanted to pursue post-secondary education, loses interest in study once they entered the labour market in their gap year. This is one of the examples:

'I graduated from F.6. But I had a plan in my mind to go for further study, but I would take a gap year. But I found a job...start working for 1 year, and I wanted to continue working there. Therefore, later, I lost my interest in further study. So I didn't go for the study.' [Working youth without post-secondary education, Pakistani, 20s, Female]

5. Constructive advice, suggestions and feedback from significant others

EM youth at this transition stage always need people or significant others around to seek for concrete information, suggestions, and feedback to their educational plan. Lacking these figures may lead them to pursue a programme that does not fit their needs or interests:

'When I heard that, I also was like, yeah... instead of saying that... it's better to realise, instead of like just give you an illusion that, "Oh, you are the best!" ... you know, they (other people) didn't really give advice. They just know there's a lot of competition out there, they (this kind of competitions) are like... continuing the remaining of the days...' [Secondary 6 student, Filipino, Male]

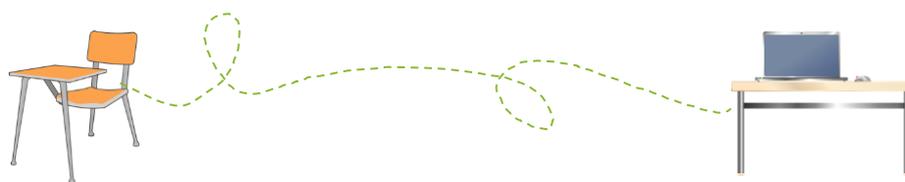
'I had no idea, no concept... nobody guides me... if I had pursued social sciences, maybe that was the correct route for me to be a social worker. But uh...nobody guided me at that time, and my parents were not educated, and then I had no one to ask, right? My dad was in the hospitality industry, so I thought I would get in the hospitality industry and [if I can get] good qualifications, maybe I will join the hospitality industry. So, nobody guided me. So that's why I wasted one year [to study hospitality]...' [Working youth pursued advanced diploma, Nepalese, 20s, Female]

'...the class teacher would probably know their (the EM students) academic performance... I think school is very important if the teachers inside the school are supportive, they (EM students) should find no difficulty in choosing their interest... and [knowing what they] are good at which sides, and the teachers will keep you on track, that means... maybe [telling them that:] "you are good at this way"... all these are golden words (good advice)...' [Working youth pursuing bachelor's degree, Pakistani, Male]

6. Medium of instruction of post-secondary programmes

Some EM youth find that the medium of instruction used in a programme can be an obstacle to them:

'From my perspective... really where the medium of instruction is kind of... like, a struggle for us to find... like, what if I want to study certain courses for that there's only offer in this particular institution... but the fact that it's [taught] in Chinese. That's a barrier to us.' [Youth pursuing bachelor's degree, Filipino, Male]



Sometimes, even a programme claims English would be used as a medium of instruction; in reality, Cantonese would be used during the course of teaching. It affects the learning of the EM youth or even making them withdraw from the programme:

'You are there [but] you don't understand... and then at the beginning, when I joined the course, I asked them, "Is it the English [as a medium of] instructions or not?" They say it's English. But then... yeah. And not only that course, but when they explained to us different things, different terms, they use Chinese... and then I might not get the same information. And um, yeah. . . I just did like two courses, and then, I planned to change it to HR management, human resource management, and then I backed out. After that, I didn't reapply again. [Working youth pursued an advanced diploma, Nepalese, 20s, Female]

'The lecturer spoke in Chinese. And then they said that it's gonna be harder for them to switch it back and forward, and they don't have enough time...like our FYP, I guess? The final-year project. They did it in, the whole project, they did it in Chinese. So we were left out. And then we were kind of upset... after that, we had to talk to the whole group, and I kind of voiced it out. They just apologised. And that's it.'
[Working youth pursued a higher diploma, Nepalese, 20s, Male]

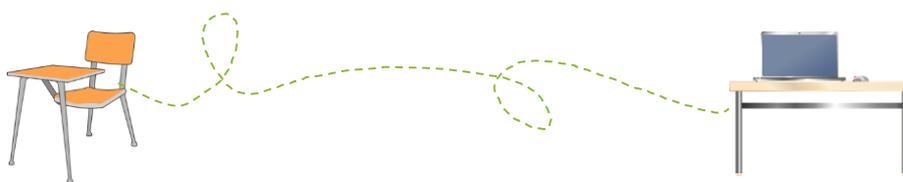
7. Bonding

If EM youth can get along well with others, feeling included and have a sense of belonging, it will be more likely to prevent them from dropping out from the post-secondary study. Two EM youth share their stories:

'My first year I actually was a committee member of society, and I did some "dem beat" and also, yeah... a lot of... and then even the conference where students asked a lot of questions about your activities, yeah. I was part of these activities, and it motivated me to continue study in the program coz I have a sense of belonging.'
[Youth pursuing bachelor's degree, Indian, Male]

'[In] my program... there was one girl she was very shy... she has social anxiety. She was not willing to talk, and I approached her, and we built up a friendship so up till now, year 2. She always told me that her university life became bearable. Because if I wasn't there, I think she would just quit it the first year because she didn't know what to do. She didn't; even though she had options, she didn't know that. Because she thought that it was the only choice for her.' *[Youth pursuing bachelor's degree, Filipino, Female]*

Drawing from the above, overall 7 aspects are contributing to the struggles of EM youth in the transition from secondary education to post-secondary education. There are respectively: 1) Low academic standing; 2) Lack of accessibility to and without effective channel of information related to post-secondary education; 3) Unsupportive family; 4) Family financial burden; 5) Lack of significant figure to offer constructive advice, suggestions and feedback;



6) Medium of instruction of post-secondary programmes being in Chinese or requirement to communicate in Cantonese; and 7) lack of bonding after entering post-secondary education.

2.2 From secondary education to work and from post-secondary education to work

The findings of the two groups of EM youth from secondary education and post-secondary education to work are largely similar, specifically in their experience and views in the difficulties in locating their job interest and job-hunting. From the sharing of the EM youth and their adult counterparts, it finds that the greater exposure EM youth have to education- and career-related information, choices, and real experience, the more likely they can be certain about what they want to pursue and plan for their future path. When comparing with their EC counterparts, both EM youth and adults agree that the opportunities for career exposure for EM secondary students are limited.

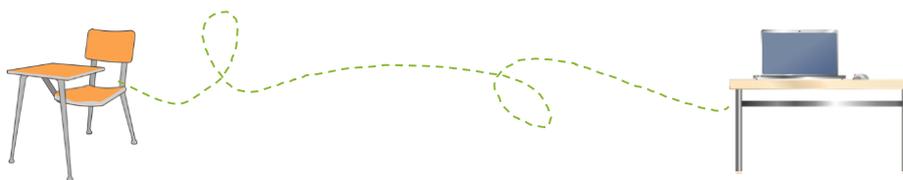
1. Limited opportunities due to limited Cantonese abilities

The limited opportunities for EM students' career exposure are mainly caused by either some EM students cannot speak and understand Cantonese, or some career event staff may have limited oral English skills or readiness to communicate in English. This may reflect inadequate accommodation for the needs of EM youth in some career-related programmes. A teacher who are teaching EM students observes:

'Career counselling doesn't focus on this group of Non-Chinese speaking students... actually, the chances for internship for them are minimal... Some agencies provide internship for students... that is, at the summer of F.4 and F.5... when they learn that the students are Non-Chinese speaking, they then refuse to take them...or because there is no one being able to speak English in working site or place. Still, the Non-Chinese speaking students can only speak English... then they won't provide the internship for these students. So this again limits their chances to have the exposure.'
[Teacher, Chinese, 30s, Female]

Limited opportunities for EM students' career exposure may also be due to the unawareness of some EM students on the importance of taking part in these activities. Another teacher shares his experience:

'...[I]f you organise the activities on Saturday, the attendance rate is only 40-50% ...that means you would worry a lot, even I organise the activities during weekdays. The highest attendance rate is only 80%... 80%!! ...every time going out [for these activities], I usually have to say sorry to the organisations ... to tell them how many students who are not able to come... to tell them that the students said they were sick... so many reasons...not attending school on that day, have to take care of siblings after school...so many reasons. Yea, only this point... the most difficult obstacle is to ask people to join ...' [Teacher, Chinese, aged 40s, Male]



From the interviews and focus groups of EM youth, EM youth usually realise the paramount importance of Chinese Language only when they start searching job and work, part-time or full-time. An example:

'I know one thing that Chinese speaking is really important, coz when I go to look for jobs, and then... when I look for jobs, they really need Chinese. [That's why] I couldn't find my beloved, perfect job for myself...' [Secondary 6 student, Indian, Female]

Although alternative Chinese Language examinations can help EM youth to enter post-secondary education, they are somehow not sufficient to meet the demand in the employment setting, shared by a Pakistani post-secondary student:

'I feel [that] there should be something which is in between, which is suitable for EMs who want to study in Hong Kong because DSE is a little too hard but GCE is very easy for us. ...so I feel the government should change the curriculum where EM can study Chinese ...something that won't involve that much literature because we aren't even going to use it anyway, so more practical stuff [is better] ...' [Youth pursuing Bachelor's degree, Pakistani, Female]

Work opportunities and options are limited, as EM youth report due to the language barrier. Hence, job-seeking of EM youth usually relies on and is restricted by their own family and social networks, as shared by a few participants:

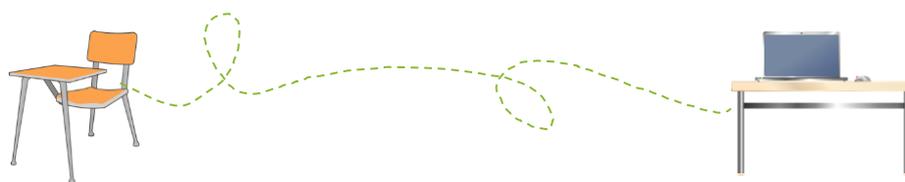
'For the education, I think it's same, or at least it (opportunity) is quite similar... between both of them (EM and ethnic Chinese). But after education, I think the gap is quite big, because of the language barrier.' [Unemployed youth pursued Bachelor's degree, Pakistani, 20s, Male]

'Well, mostly I try to find the job through my own network, or on my own contacts, for the places, they know me, and I know (them).' [Unemployed youth pursued bachelor's degree, Pakistani, 20s, Male]

'It is just that sometimes when you are looking for a job...you have to have someone you know. So, for example, if you don't know anybody who can tell you what... for example, like how I get my first job? [It is] because of my friend [who can help]... so I think the platform is my friend. . . it is hard for you to find a job...[it] would be nice to know that something can help you look for it...' [Working youth without post-secondary education, Filipino, 20s, Female]

2. Perceived limited job opportunities and career path

Some EM youth choose to quit in the middle of their post-secondary study. This is due to the perception that job opportunities for university graduates are limited. One of the EM youth shares his observation:



'My friends...they did a 2-year degree, and they just stopped. And I said, "why? Why did you waste 2 years [tuition] fees and time?" They said, "because I don't see a career. Because I've seen all other people after university graduates doing the same job. Why should I waste 2 more years and 2 more years' [tuition] fee?" ... Like nowadays, [working for] delivery jobs (i.e. courier service), they earn like 20, 40k. So (But), a university graduate only earns 15k. So why should we waste 4 years and get a low salary? Why we just not start working right now, make money and get whatever you want in the future. This is ...because of lack of job opportunities for university graduates...many people would instead not to study in universities, even if they have good grades.' [Working youth pursued bachelor's degree, Indian, 20s, Male]

Nevertheless, some EM youth mention that some employers tend not to hire EMs:

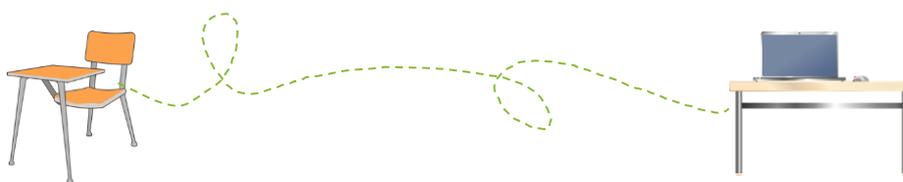
'For so many positions, they're not willing to hire [EMs], afraid that you don't know Chinese or something... maybe they had some bad experience in the past...I don't know...don't know what happened to them. But sometimes, [you can] watch the news and see some South Asians broke our image...then [this perhaps] made some people hesitate, then not hiring South Asians... that means not hiring South Asians at all. This's the reason, made us have fewer job opportunities [Working youth pursued higher diploma, Pakistani, 20s, Male]

'The private [companies] outside...private companies won't say I don't want to hire you...anything would look at. . . They'd better don't hire South Asian from their sense...' [Working youth pursued a higher diploma, Pakistani, aged 21, Male]

3. Bonding in the job

Similar to EM youth in the transition from secondary education to post-secondary education, the sense of bonding or inclusion will sustain them in the job after graduation. In other words, if they have a feeling of being left out, excluded, or discriminated, it would be more likely for them to quit the job. Nevertheless, there are still some positive experiences among them, for example:

'I was so happy on the first day, and I went home and told my mum that I'm so lucky that I got this job. The colleagues are really nice... let's see in future... they are nice to me also. When I start working there, year by year, every day is a new experience. It's not a sad experience. It is happy...my colleagues, my supervisor and my team members are really friendly... really nice... I have my ethnic minorities... EM worker, the staff there. We are like a family with them. We can share whenever we have free time, like our lunchtime or something, we can sit together and have fun together. We talked together, so it makes me want to stick that work forever. I don't want to go away from this work.' [Working youth without post-secondary education, Pakistani, aged 20s, Female]



4. Internship

EM youth perceive opportunities for internships as desirable and important to smoothen school-to-work transition, as they can be provided with practical experiences, and their job selection can be facilitated.

'Give us a real-life experience... Maybe drop us in a company for a few weeks. Let us experience how it is. You know, [to let us experience] something (knowledge and skills) that is related to that subject, so [that] we can understand why we use it. This is why (how) we are learning (can learn), you know, kind of like that... then we will be more confident in finding a job.' [Working youth pursued higher diploma, Filipino, 20s, Female]

To summarise, EM youth have limited opportunities for career exposure due to inadequate accommodation for the needs of EM youth in some career-related programmes. Meanwhile, the absence of awareness of EM youth on taking part in these activities may affect the education and career plans and pathways of EM youth. It is compelling that the language barrier, limited work opportunities and options, and the lack of internship opportunity to help to explore their career have a significant adverse effect, especially on EM youth in these two transitional paths to the workplace.

2.3 Successful and unsuccessful job-seeking experiences

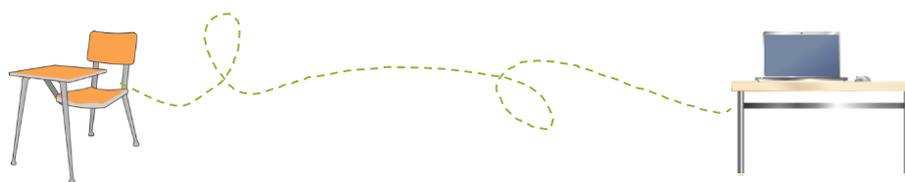
During the discussions with EM youth, individually or in groups, we have found many of them share similar positive experiences as well as common obstacles in job-seeking. We have specifically spotlighted some unemployed EM youth or those who have experienced failures in the transition to compare with those of having more successful experience or a smoother process of transition from school to work. Here are the major findings in this aspect:

1. Language problem: Expectation gap between EM youth and employers

According to the participants, their major barrier in finding a job or getting their ideal positions is poor Chinese proficiency. Many EM youth share this problem, and it has similar impacts on different EM youth who were previously unable to find jobs:

'I think about language in Chinese because I don't know how to speak Chinese. I did seek for jobs [like being an]artist and [a] shopkeeper. I have been finding jobs for 8 months, and I applied for so many jobs, and I got 7 interviews, but they asked me "do you know how to speak Chinese (i.e. Cantonese)?"'. I said no, they don't give me a job. I think nowadays, Chinese is very important in Hong Kong.' [8 months unemployed youth without post-secondary education, Pakistani, 20s, Female]

'No, actually one of the difficulties was the language. And these jobs didn't require Chinese or something. They mainly required English. So, that's why I was probably working this kind of jobs. Yeah... other than that, I tried to apply for another job as well., for like, in other companies, in IT, and as a customer service officer in other companies. But because of the Chinese languages, totally too difficult to find jobs... I



think.... I talk for myself, and as in society, for myself, I do need to learn Chinese and need to focus on Chinese, so I can get more opportunities.’ [Unemployed youth pursued Bachelor’s degree, Pakistani, 20s, Male]

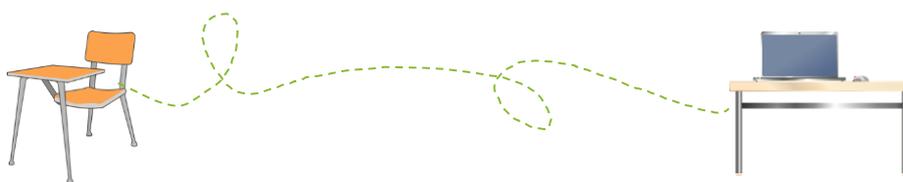
‘I came to Hong Kong when I was 17; other local EM learned Chinese from primary school. I can say good morning and eat lunch... I never finished Cantonese class, I went to one Cantonese class but... [low] attendance, so I never finished... I think that [this] blocks me from getting good jobs.’ [Unemployed youth pursued Bachelor’s degree, Pakistani, 20s, Male]

These youth emphasise on the importance of Cantonese in successful job-hunting. Those who can communicate in Cantonese have also reflected that employers would not hire EM youth in general. Nevertheless, they express doubt if Chinese or Cantonese is necessary for the daily operations in their desired jobs. There exists an expectation gap between EM youth and employers, i.e. EM youth often go in the employment market, expecting that a basic level of conversational Cantonese is sufficient for most openings. In contrast, employers expect at least fluent Cantonese and a high literacy of written Chinese for most positions.

‘I’ve heard from people, and people said that they [employers] don’t hire EM... Actually, I heard that in the interview, they [EM youth] go in for an interview but somehow are not hired, it happened a few times. And some people say they saw that when they [EM youth] go to interview, those people don’t know they speak Cantonese... and they don’t ask about Cantonese and say they don’t know Cantonese or something like that... Like, my friends, they try to work at private companies, it’s really hard in the beginning, but it gets better. But it’s really hard in the beginning... It’s difficult, so no, I didn’t [apply]...’ [3 months unemployed youth pursued higher diploma, Pakistani, 20s, Male]

These EM youth share the opinion that having a good grasp on the Chinese language, or at least, speaking good Cantonese, is vital for job-seeking, and beneficial to gain more opportunities for finding a job.

‘Because my dad and my mummy said that if you know Chinese, you become successful, very young. So, they said we want you to help people as well, so you learn Chinese, so you can help people as well, like give them return the favour. So, that’s why I started watching more televisions Chinese programs. And I have three sisters, elder sisters, so they used to be fluent in Cantonese as well, more than me, better than me. And, they also know Mandarin, so I used to learn it from them at home by then in high school, primary school. So, I can write and read fluently. Cantonese is a big factor to get whatever you want. And, living in Hong Kong, Cantonese and English are important, yes. And, if a person knows Cantonese, English and Mandarin, that is much to hire him or her. But then in school... in EM schools, Mandarin is not taught. And I would say Mandarin is not hard, is easier than Cantonese’. [Employed youth with a Bachelor’s degree, Indian, 20s, Male]



This youth has more successful experiences with his career path, as he was encouraged to learn Cantonese earlier and uses it daily in the family environment, school environment, and with friends. He is also highly self-motivated to learn spoken and written Chinese. Notably, he is also fluent in Mandarin, which he perceives to be more advantageous for his job-seeking.

However, the discrepancy in expectation may cause frustrations in EM youth' job-seeking experience, and more importantly, affect plans for career and education pathways. Given this issue, some participants have successfully worked around it. One of the examples is an EM youth who have sought for joining a collaboration programme to get exposure to international experiences. This has helped him gain an advantage over other job competitors, despite his disadvantage in Chinese:

'There is a collaboration [scheme] between international and the local universities...[It is a] programme collaborated between a Hong Kong university and the University of Hull in the UK... So I enrolled in this international programme... [As all the classes are taught here in Hong Kong I can get this training, you know, it is difficult to go there. So, [even if] you don't get in [to top university, it] doesn't mean you are not able to get educated.' [Employed youth pursued Bachelor's degree, Nepalese, 20s, Male]

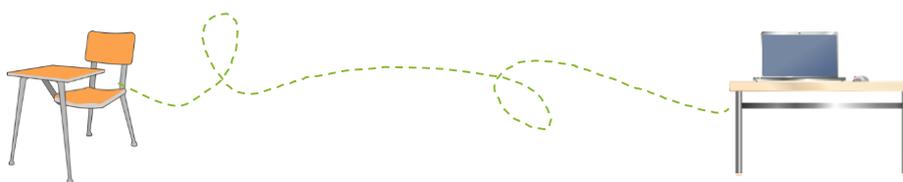
There seem to be some differences in the perception and experience of EM youth and their career pathways. EM youth who have a higher awareness of the significance of Chinese in job-seeking who have put in more effort in learning Chinese, meet the expectations of employers easier.

2. Over-reliance on EM connections

As mentioned before, it is a common characteristic observed in EM community for locating employment opportunity within their own social network and EM connections, such as being introduced to a post through a friend, or other EM that they may not know personally but is working there.

'Yes, takeaway. That job was introduced by a friend, he was working there, so he helped me ask if there was a position, and he said there was, so I went. My experience was that I think because I know someone there, so they hire me. I know if I don't know someone, they won't hire me... [They] helped. We South Asians look for jobs, it would only be "that' job, like storage clerk... if these companies don't have South Asians working there, they won't hire you... that helps me know people... [People's introduction] doesn't block, I don't think it blocks me.' [Youth pursued higher diploma working part-time, Pakistani, 20s, Male]

'I have one very close friend ... we end up going to the same university, then after that we went back to the workforce... my friend, he couldn't find a job, and for me, I was lucky enough. Still, my friend was not, so he ends up working as a construction worker. As you know, most of the EM people are in two [kinds of] industry, my



industry and construction. Why is that? So my friend ends up what he is doing now more than 6 or 7 years, so he is always in that field. So if he wanted to pursue making a career out of what he studied, I don't know whether he could have the luck to make it...So [only] if you can negotiate with the company[that] you can be good without a friend [to get you in]...' [Employed youth pursued Bachelor's degree, Nepalese, 20s, Male]

The second narrative shows that even though with a similar EM background and educational attainment, he and his friend have drastically different career pathways. Social network or interpersonal connection is a resource that can help EM youth secure jobs faster, and it would give a more meaningful sense of security. However, the taken-for-granted dependence on personal or family networks may at the same time limit job opportunities for EM youth, for example, restricting them to working in some specific industries within their social circle or those with less learning opportunities or promotion opportunities occupied by other EM counterparts. Nevertheless, this characteristic of job-seeking pattern may somehow reflect the fact that there is a social segregation of EM community in employment.

3. Awareness of resources and willingness to utilise them

Another possible differentiation between EM youth who have more employment opportunities, and those who do not, may be the awareness of available resources.

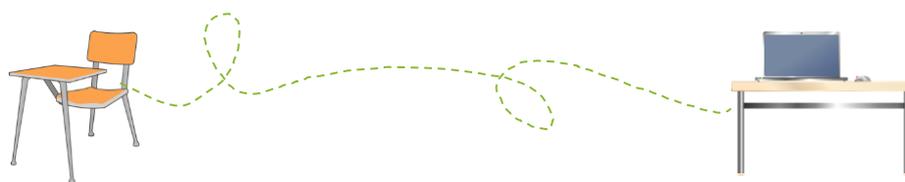
'I had to do that program... I wasn't interested, but I had to do that one. Because I know the famous local universities would not accept me, so I had to go to a private university. I had to pay for it myself. My parents helped, but we had to pay all of it. It was a lot of money... Nobody helped.' [Unemployed youth pursued Bachelor's degree, Pakistani, 20s, Male]

It is not uncommon for EM youth not to know about existing resources, and that they would often not seek out resources. The youth of this extract was previously not aware of any scholarships nor subsidies, nor how to seek out these resources that can be available to him, which had added hurdles to his education pathway in the past.

'I applied for the government job... No, I didn't tell Project Gemstone (a project set up to help EM youth to join the police force and other government services)... I know they can help. I know them for a long time. But I wanted to see how I do myself. The interview I only finished was the first interview.' [Unemployed youth finished secondary education, Pakistani, 20s, Male]

Even though they are aware of the resources that could help them, some EM youth still choose not to use them out of different reasons. Therefore, just making them aware of resources in society may not be enough. In contrast, some EM had found more success when they fully utilised these resources. Here are two examples:

'I knew about the scholarships, so I applied. It didn't pay for everything, but it helped a lot. At least I knew I had more chance, and I didn't have to work as hard as my friends in a part-time job. I had less pressure. And I know my CV will be better [with the scholarship experience].' [Youth with a Bachelor's degree currently working part-time, Pakistani, 20s, Male]



'The school social worker was really helpful. I figured out what I can do after graduation after I talked to her. She told me not to start over. Don't do that. She helped me know stuff.' [Youth with a Bachelor's degree currently working part-time, Pakistani, 20s, Female]

By getting scholarships and seeking help from social workers, the participants can build up their confidence and competence to move on. In this sense, in terms of utilising resources, it is necessary not only to inform EM youth about the availability of resources but to ensure that they would make use of those resources.

4. Formal attire and appearance management and cultural sensitivity

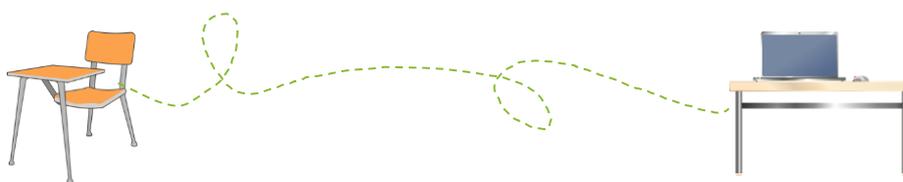
Several EM youth discuss the issue of being rejected in previous job applications, the reason being that they did not wear clothes for the professional setting, or that their traditional grooming practices were misunderstood or mismatched with the expectation of the employers:

I just went to that interview; it was a really formal setting. I didn't wear any suits, everybody was wearing a suit or a blouse. I didn't bring any qualification or CV. I just went. I finished the interview, but I knew they would not reply. [Youth pursued Bachelor's degree, Pakistani, 20s, M]

So I wore this headscarf [long scarf] to the interview [in a private learning centre], and the interviewer asked me if I could take it off. I said the headscarf is for my religion. They [an education setting] said it was not safe, the students might be scared, they asked if it was clean. I said I can change to a shorter version, I change the scarf every day. It made feel... like I wasn't accepted. [Youth pursued Bachelor's degree, Pakistani, 20s, F]

The above experiences reveal that there is still an expectation gap or misunderstanding between some EM youth job seekers and the employers in Hong Kong. Due to cultural and religious practices, many EM youth choose to wear headscarves or Turbans, keep long and thick beards for males. Some EM youth may also prefer casual and roomy clothes. However, this image may not be perceived as 'professional' by some employers, who often opt for more clean-kept image and formal office wear. Nevertheless, employers' lack of cultural sensitivity should be factored in for this issue.

These five points briefly summarise our observations about EM youth who were previously unsuccessful in job-seeking. This comparison between youth with unsuccessful school-to-work transition and those with successful experiences highlights the importance of: 1) the linguistic factor and expectation management in job-seeking; 2) oversight of alternative pathways; 3) reliance on an existing social network which may impede EM youth in creating and finding their distinctive career pathways; 4) lack of awareness of available resources or usage of existing resources; and 5) appearance and presentation problems at interviews and workplace.



2.4 Chinese language proficiency as a major obstacle across different pathways

According to the findings of interviews and group sharing among the EM youth, there is a need to pay special attention to the problem of low Chinese proficiency. This is the most concerning issue shared by EM youth of all three education and career pathways. It has a significant presence throughout EM youth' narration, and is consistently addressed by the adult group. Some EM youth, even though they can get a good grade in the alternative Chinese language syllabus, could not effectively communicate with ethnic Chinese in Cantonese, or write a sentence in Chinese. One of the EM students in Secondary 6 shared her situation when being asked about her GCSE Chinese result:

'What grade I... um...[Grade] A...[but] I still don't know how to write a sentence in Cantonese (Chinese)!' [Secondary 6 student, Filipino, Male]

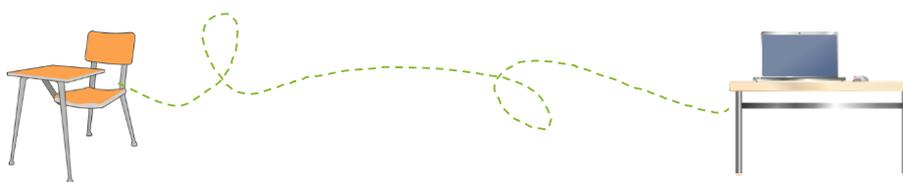
Chinese language proficiency varies among EM youth from different backgrounds. There are EM students who can read, write, and speak Chinese well. Some students can barely speak Cantonese, and there are also students neither good at Chinese nor English. A teacher who is teaching EM students observes this situation and shares her view:

'Sometimes, we would observe some Non-Chinese speaking students [trapped] in this situation... for example, he/she comes from a Chinese primary school... and Chinese was used as [the] medium of instruction at that school...it means that...when comparing with other Non-Chinese speaking students, his/her English would not be that good. When he/she chooses secondary schools that use English as a medium of instruction like us do... sometimes we would find that we are not able to communicate with them in English... however, [at the same time] their Chinese language ability is also not as good as other Ethnic Chinese students...' [Teacher, Chinese, 30s, Female]

The current alternative Chinese language syllabus is mostly seen as impractical for EM students in Hong Kong. A call for reform of alternative Chinese language syllabus for EM students is mentioned by teachers, social workers, and some EM youth in this study. These are some examples:

'Another problem is that...well ok...when entering the labour market, you then find that their Chinese language proficiency is not sufficient... that is insufficient for them to survive in society. This problem, in fact, needs...well, not only to be handled by the schools... that is... to do it on our own in schools. There should be a consensus in society... the society that is the government to take action, or EDB needs to take action...i.e. to coordinate these works... that is the pedagogy... that is to design the overall syllabus...[including] the teaching materials.' [Teacher, Chinese, 30s, Female]

'Many schools will have their own school-based curricula... School A has school A's curriculum; school B has school B's curriculum; and different school-based [curriculum] for school C, school D.... In fact, shouldn't EDB take a leading role [in developing a curriculum]? 'Coz you've got the resources...EDB got manpower... They



got those things which are related to developing a syllabus. In fact, we already asked them to develop a syllabus that fits Hong Kong[’s context]. If others think it’s [the ability is] recognisable, it would be great. People will recognise your level of [language] proficiency. But after you take GCE, of course, it helps for meeting one of the requirements for entering university, but actuality it’s not practical at all.’ [Teacher, Chinese, 50s, Male]

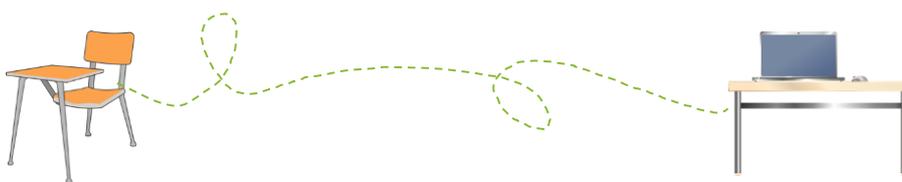
Would it be possible to create a framework of Chinese as a Second Language curriculum? Yeah, compared with other countries, there’s English as second language (ESL) curriculum, maybe for ethnic Chinese to study at those countries, their attainment will be recognised. In fact, comparing with GCSE, it’s far better [to have this framework]. Although there’s ApL (Applied Learning Chinese), students need to spend time and learn (outside school)... it’s not easy, yeah. So, would some policies be related to language? [Social worker, Chinese, 30s, Female]

‘In terms of language... because there is a big difference between GCE and DSE, so there’s no middle point... if you can’t do this DSE, which most of us cannot, you have to go for GCE which is way lower than DSE. So instead of learning new things, we just keep on...going for the lesson that is useless to us. I feel there should be something which is in between... which is suitable for EMs who want to study in Hong Kong. Because DSE is a little too hard but GCE is very easy for us...’ [Youth pursuing bachelor’s degree, Pakistani, Female]

Nonetheless, there is EM youth who only came to Hong Kong for several years and studied in secondary schools. Thus, while considering reform of the alternative Chinese language syllabus for EM students, the learning discrepancies and varied support for those who are not born in Hong Kong have to be considered:

‘Some maybe... in Pakistan, Nepal, Philippines... maybe come to Hong Kong after finishing Form 3 or Form 4 there. When you come to Hong Kong, you may start at Form 4 or Form 3...but then, you may know nothing about Chinese... Turns out, there may be a great discrepancy regarding the [language] level... that means in a class of students, there can be some students that know nothing about Chinese, maybe some have been in Hong Kong for several years, but then, there may be some were born and raised in Hong Kong, so, in fact, there are different types of students...’ [Teacher, Chinese, 30s, Male]

For me, coz I have been sent back to India, so I don’t... the basic thing is Chinese, you know if you know Chinese, and you know everything in Hong Kong. If you know Chinese, then you know everything. I had no opportunity to learn Chinese, I was just given four years, four years yea, to learn like Chinese, and now they want me to get into a good university, they want me to get good jobs, but they don’t understand like, don’t understand like that, how can I learn Chinese in these four years? It’s not enough, right? Coz all the parents want the children to have good jobs, right? But they don’t accept that it’s their fault, coz they sent me back to India right? So if they’re like



if have raised me in Hong Kong, sent me to local schools, it wasn't hard for me to learn Chinese, and to get the good jobs [Secondary 6 student, Indian, Female]

Nevertheless, reported by many EM youth, learning Chinese language starting from a young age can help them to learn and improve Chinese in general.

I think it does help if I study Chinese when I was young. I was starting to study Chinese when I was like 13, 14. It was quite late. I think if I start to learn Chinese early being like 3 or 4 years old, I think I would be quite good at Chinese now. I think it's just like every language takes time to learn, so if you behind, you have to work hard maybe. It will take longer to learn [Secondary 6 student, Indian, Male]

Also, having more EC friends around and to be exposed to a rich Chinese Language environment are seen to be helpful to learn the Chinese Language effectively, according to some EM youth. Two Nepalese students at different levels share their views:

'... make friends in which Chinese... like Chinese people more, speak to them more and then you will be able to understand more. As for me, I was (am) an ethnic minority but I have some Chinese friends and went to Chinese kindergarten and also watch more Chinese drama (i.e. TV programme or film) which help me speak better Chinese (i.e. Cantonese)... like, I can communicate [well]..' [Secondary 6 student, Nepalese, Female]

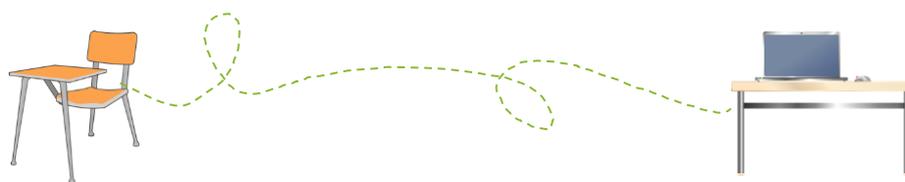
'I was in a Chinese kindergarten, so like my Chinese is really good... in kindergarten, we learn early how to write sentences, so (but) later, the difference is bigger. And, I also feel like mixing the classes with locals is a really good thing... so, like we can communicate with them and try to exchange our languages...' [Youth pursuing an associate degree, Nepalese, Male]

The experiences of these EM youth are informative, that for most EM youth, their Chinese learning does not start at the beginning of entering school system. For those who do, they may not have the opportunity to keep learning Chinese to the end of secondary education. For a selected few, these EM youth would require high daily exposure and drive to increase and maintain their level of Chinese language abilities and Cantonese fluency.

It should be noted that EM youth participants in the current study do not learn Chinese under the Second Language Learning Framework introduced since 2014.

2.5 Education and career planning as a process rather than an end product

Although there are common successful or unsuccessful experiences shared by the EM youth participants, it can be observed that the pathways of education and career among EM youth in Hong Kong vary. Their experiences of searching for education and/or career goals are precarious, and thus always adapting at different stages. Hence, the education and career pathways for EM youth should be taken as a continuing process, rather than a fragmented



plan or an end product at a particular stage. These are some examples taken from the participants of the different pathways:

'Since my childhood, my dreams kept on changing. I didn't know what I wanted to become in future, I sometimes, like, after listening to somebody said, "I want to become a doctor", and after listening to all the others I used to say I want to become a pilot, like when I became a teenager, I guess like I decided to become a teacher...'
[Secondary 6 student, Indian, Female]

'I changed several times. When I was younger, I want to do law, and then I changed to business in high school. But then ultimately I decided on the Psychology field, at the end what I want is a career prospect, because I genuinely just like doing business for competitions, not as a career.' [Youth pursuing bachelor's degree, Indian, Female]

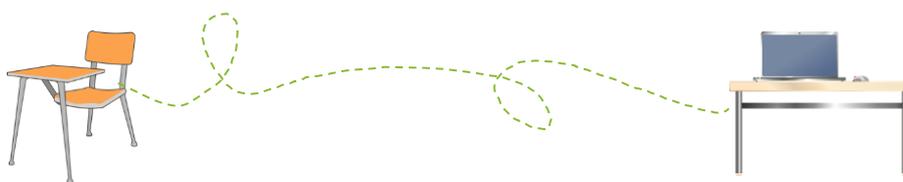
'I feel like my career path is always changing, like, sometime maybe I should stick to sports, maybe sometime I should go for what I want, which is archaeology, but it is hard for me to decide because I don't know what is going into future, I don't know, like, what my situation is going to be from now, so I feel like a stable job for me is really like a, just as long as I know that I have something, like, I have a job that can help me that is my comfort right now.' [Working youth without post-secondary education, Filipino, 20s, Female]

Two interrelated aspects are identified here to be influential in this planning process: 1) whether they can understand what they want and be able to define their education and career aspiration, and 2) the opportunities of having adequate social exposure as well as the accessibility to the choices and information at different times of their lives.

In other words, in the first place, having someone around to facilitate their thoughts and having role models for aspiration is important, and this will open up more chances for them to plan for their future:

'She (my friend) asked me about the interest, my likes, yeah. What I would like to do and what I am good at, yeah. My ability and interest...[These are] what she used to ask me. . . I think it was really, really helpful. In this time I got to know more about myself like a better understanding toward myself, and I got to know that I wanted to study to make a better future.' [Secondary 6 student, Pakistani, Female]

'...I mean whenever we are growing up, especially throughout the teen years... that's still a time, it's still a time you're making your self-perception, or trying to get your identity, or you're trying to figure out who am I and where do I, where do I belong, or what do I do, what is my working, what is my relationship... all the things. That's the time when they're... they're into making themselves, into identify themselves. And, where does the identity come from? And where do all these come from... from people around them. So, if they see someone like an older sibling, or an older neighbour, or an older... other youth in the society which is doing very well, or is going to



university, or is a doctor, or doing something. They would want to be like that person...’ [Teacher, Pakistani, 20s, Female]

‘But I think it depends on the social circle you are staying in, for example, some people... some of the people in my school, they don't pay attention to study as much, so I try to stay away from them, like what are you doing. But I think most of my friends pay attention to study, they know we are ambitious, so we accept each other.’ [Secondary 6 student, Indian, Male]

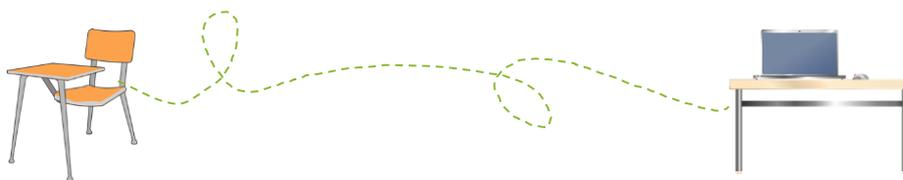
‘She (my friend) is the key to my success I would say, yes. Because I have never, like, for my HKDSE, I started revising in Form 6, but in Form one to Form five I have no concern about the DSE, university, I was just enjoying my life yeah. But in Form 6 she came to my life she helps me a lot, and she said it is never too late. . . because she puts so many positive things in my mind, which make me think that I should study hard, I should make a future in Hong Kong. . . because she always tells me that education is one of the most important things, and that is what I believe also. So that is why I thought she is right, and then I start it, thinking more what she says every day to me and yeah. . . she changes my mind.’ [Secondary 6 student, Pakistani, Female]

Nevertheless, the opportunities for adequate social exposure, having access to choices and information at different times of their lives are also important. This not only helps EM youth to gain a deeper understanding of themselves but also generates possibilities and more concrete direction for their education and career plans:

‘I didn't really know about my interest... what did I want to do, I couldn't think of it and find it. What did I want to study, what to do, seem like I didn't know... then my friend, after several years, my friend introduced to me, his/her mother is a teacher. He/she said for the Sundays and Saturdays if you're free, can you help to teach the children in our school? I said yes, I just tried to see if I could do it, then I tried, and then I found I'm interested in teaching, to teach the kids, so, after that, I know what I want to do...’ [Unemployed youth pursued foundation diploma, Indian, 20s, Female]

These opportunities for exposures can be chances for visits to different places such as universities, voluntary works, internship, part-time jobs, job shadowing, or other career exposure related activities. One of the EM students shares her experience and view on taking part in career planning programme:

‘There were some courses that they made us take before... The course is only for non-Chinese. In the beginning, they made us like, “What are you interested in? What is your career path?” And then they would write it down, and then later further elaborate, further develop, separate us into different groups, trying different job opportunities, like me going to a post office to see the job experience there... you can have different experiences in different jobs that can help you in the future. For planning, it was a good experience, but it can be a little more useful for people who're still not sure about what they could be taking in the future.’ [Secondary 6 student, Filipino, Female]



Through these kinds of exposures, EM youth not only may figure out their interests and abilities but also realise their talents that may not be able to discover through classroom learning in schools. The following is an example shared by a secondary 6 EM student:

'When I joined the ECA, [that is] the drama club in my school, I think the actor was like one thing I was good at that I didn't know. Coz like my teacher like help me to register but then when she told me to come, I was... you know, I was gonna reject that offer, but then like I'm glad I'm doing it through...you know... ECA says we have, you know, brought that talent out of me and I like realised that I could possibly get a job with this talent I have. Yeah, I could possibly do something in my future with my talent...' [Secondary 6 student, Filipino, Male]

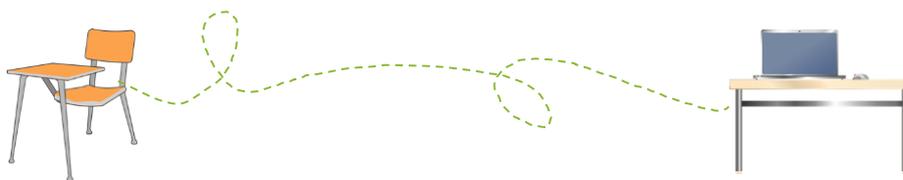
In short, education and career planning among EM youth are continuously developing and changing throughout their lives. Through explorations and understanding of their own personality and interests, wants and aspirations, they can generate education and career goals. At the same time, when they have more opportunities for social exposure and get more information on the choices, EM youth may gain a deeper understanding about themselves and navigate them for exploring possible options to their education and career path.

3. Factors affecting EM youth transitions and helpful measures suggested by the participants

In this section, key factors that are influential to the transition of the education and career pathways of EM youth will be summarised. These factors encompass personal, social and cultural aspects which are derived from the above findings. Although some of them may be similar to those of young people in general, they are always amplified and manifest particularly among EM youth due to their cultural background and more disadvantaged social position in Hong Kong. For example, as the student survey reveals, although EM students generally show higher levels of aspirations and expectations toward education and career developments than those of their EC counterparts, they are still less likely to gain smoother pathways. The qualitative findings of this chapter revealed the fact that EM youth are particularly more vulnerable due to their language barrier and their needs in life and career exposure and information. Their needs are always invisible due to possible social segregation or taken-for-granted practice in a relatively less culturally sensitive society, particularly in existing education and employment systems. To redress the situation, some concrete supportive measures are suggested by the participants throughout the interviews and group sharing with the EM youth and the adults concerned. These suggestions are also summarised in the latter part of this section.

3.1 Key factors affecting the education and career pathways of EM youth

Six key factors can be drawn from above, which are important in facilitating or impeding for EM youth throughout their career and education planning, exploration and attainment. They are, namely, 1) accuracy and sufficiency of information; 2) availability of and accessibility to



social resources; 3) personal capacity and initiative; 4) financial situation; 5) language ability; and 6) cultural stereotype and mutual understanding between EC and EMs. There are subsequent sub-factors under each key factor. Table 6.4 illustrates these six key factors and sub-factors.

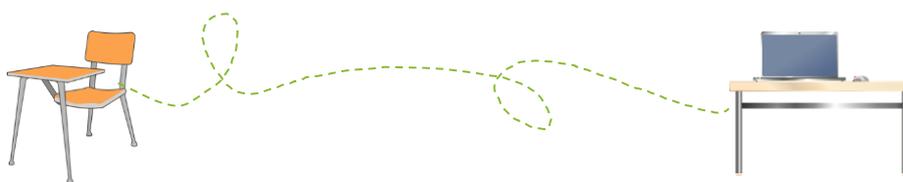
Table 6.4: Six key factors and subsequent sub-factors affecting the transitions

Accuracy and sufficiency of the information	Availability of support and accessibility to social resources	Personal capacity and initiative
1. Education	1. Family Support	1. Trial and error
2. Career	2. Bonding	2. Effort
3. Financial Assistance	3. Emotional Support	3. Positive thinking
4. Social Services	4. Constructive Advice, Suggestions, & Feedback from Significant Others	4. Time Management
5. Language Learning	5. Social Network	
6. Languages & Channels		
Financial Situation	Language Ability	Cultural Stereotype & Mutual Understanding
1. Financial Burden	1. Medium of Instruction	1. Not Knowing/Inaccurate Perception
	2. Medium of Communication	2. Mutual Understanding & Acceptance of Cultural Practice

1. Accuracy and sufficiency of the information

Having accurate and sufficient information will affect decision making during the transition period of EM youth. A lack of suitable information may block one to have a smooth transition. Information which is crucial for ethnic minority youth, and their parents include these aspects:

1. *Education*: For EM youth, they would usually want to know what does a good/bad DSE result look like, entrance requirements of post-secondary education programme, the medium of instruction of a program, pathways to bachelor's degree one interested in, career prospect of the post-secondary program, JUPAS, and whether there is/ was any ethnic minority in the program; for EM parents, information related to the education system in Hong Kong is crucial.
2. *Career*: information such as places for job searching, career prospect of the job, pathways to a career one is interested in.
3. *Financial assistance*: information about financial assistance schemes available for different types of programmes (e.g. UGC-funded or self-finance) at different levels (e.g. diploma, higher diploma, associate degree, degree) and the procedures for applying for such assistance.
4. *Social services*: places for seeking help, information about supportive services such as tutorial classes.



5. *Language learning*: places for learning Chinese (basic/elementary and advanced level), resources for helping EM to learn and improve Chinese Languages.
6. *Languages and Channels*: the information above to be disseminated in multiple languages to EM youth and parents.

2. Availability of support and accessibility to social resources

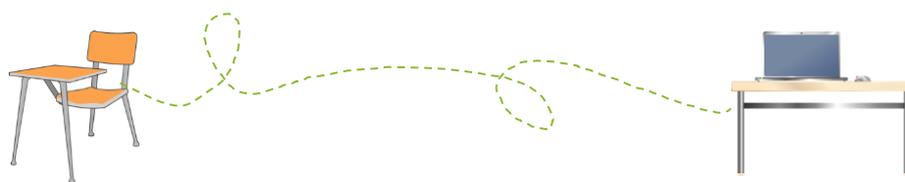
Availability of and accessibility of different types of social resources affect the transition from one stage to another stage as well as the possible attainments of EM youth. Types of social resources found important for EM youth during their transition are identified:

1. *Family support*: Parents' aspiration and mind-set towards education and career matters affect the decision of their children in their transition greatly. If the parents are liberal and supportive, their sons and daughters are more likely to pursue their education and career goals.
2. *Bonding*: It refers to the interpersonal relationship with classmates or colleagues and the feeling of inclusion during their school life and work. If EM youth have a better sense of belonging, feeling included and comfortable, or get along well with others, it will help to prevent them from quitting study or job. In contrast, if they have a feeling of being left out, stand out, excluded, or discriminated, they would be more likely to drop out or quit the job.
3. *Emotional support*: It means having a person to talk to or share (e.g. problems facing, emotions, other things happen in daily life), listen, understand, care, and encourage. Receiving encouragements, it may make EM youth to believe themselves and motivate them to work things out. With emotional support from others, it helps EM youth to feel better.
4. *Constructive advice, suggestions, and feedback from significant others*: Advice, suggestions, and feedback on the personal strengths and limitations of the EM youth, sharing of the reality of the world by significant others like parents, siblings, friends, teachers, seniors, and social workers are significant. With this advice, EM youth are more likely to gain a deeper understanding about themselves, to know more about the possibilities and opportunities of their future plan and to make better decisions on education and career matters.
5. *Social Network*: It entails the number of resourceful persons EM youth and their family know or can connect. With this social network, information related to education and career can be received. Sometimes, it also helps the youth and their family obtain important information related to education and career or even to get them a job.

3. Personal capacity and initiative

Given that information and social resources are available, whether the EM youth would be able to take action to work things out also matters. Four related components are identified in this factor:

1. *Trial and error*: Willing to take the initiative and try, to take action and to learn from experience
2. *Effort*: It means the level of input to work things out entailing a person to focus, pay attention, work hard, commit, and to be perseverant.
3. *Positive thinking*: It refers to think positively in time of difficulties, or able to digest, endure and cope with negative experiences and frustration, seek alternatives and move on.



4. *Time management*: It means the ability to manage time effectively for achieving education and career goals.

4. Financial situation

Even though some EM students are clear about their educational and career paths and having emotional support from their family, however sometimes it is the financial situation of the family that forbidding them to pursue further education. It is not uncommon for EM students to have difficulties in affording the tuition fee and expense in further study. This financial burden obstructs them from pursuing their goals.

5. Language ability

Language ability can limit the options for post-secondary education and opportunities for work of EM youth. Two types of language barrier are identified:

1. *Medium of instruction*: Despite some EM youth may be fluent in Cantonese speaking, not all are actually good at the Chinese Language, especially reading and writing Chinese. Thus, whether the programmes of post-secondary education use English as the medium of instruction may affect whether the EM youth would choose the programme and learn effectively.

2. *Medium of communication*:

2a. EM Youth: Fluency in Cantonese or proficiency in Chinese is usually required for work unless those companies with an international background. This limits the opportunities for work choices available to Ems.

2b. EM parents: Not every EM parent know Chinese and/or English, and this blocks them from getting information related to education and career of their children. This affects their support to their children in education and career decisions.

6. Cultural stereotype and mutual understanding between ethnic minorities and ethnic Chinese

Cultural stereotypes and mutual understanding between EMs and EC serve as a factor affecting the possible education and career attainments of EM youth. Two sub-factors are:

1. *Inadequate knowledge, misperception and stereotype*:

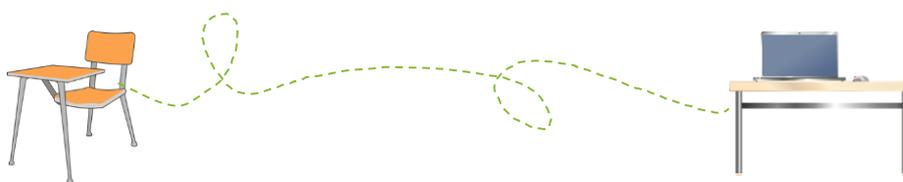
Ethnic Chinese always know little about ethnic minorities. Misperception and stereotype of EMs that are probably shaped by mass media and social separation between EMs and EC give rise to fewer life chances in their school to work transition.

2. *Mutual understanding and acceptance of cultural practices*:

Understanding and acceptance of cultural practices between EMs and EC are crucial. More acceptance and understanding of the cultural practices of EM youth, as well as some possible adaptation and adjustment of practices among EM youth, will help EMs in successful job hunting.

3.2 Suggestions given by EM youth and the related adults

Throughout the dialogues with EM youth and the adult groups, they express their thoughts about different issues in education and employment.



1. Tailor-made courses for improving Chinese language proficiency

Some EM youth emphasise that tailor-made courses for improving Chinese Language proficiency are conducive to successful school-to-work transition. It can expand job options for EM youth pursuing post-secondary education or work. However, EM youth with different Chinese Language abilities and/or in different stages expect to equip with different levels of language support. These are two examples:

'Um, I think because um, like maybe it's because of my school like they just teach us like simple Chinese, not that really advanced. Like they just give, they just teach us the Chinese we can survive on that in the society that's it. They don't teach the Chinese that might be required for job, different jobs. Just like for nursing, I need fluent Chinese, and I need to know about different vocabularies or different Chinese vocabularies about how the, you know for the body systems and everything. And, I didn't learn that, and I am held back from my dream.' [Secondary 6 student, Pakistani, Female]

'A lot of other universities...they also don't provide those Chinese classes. So I think it is um... it's not that good because like where once we go out and start finding works, a lot of them (employers) require [us to speak] fluent Chinese. And then the purpose of going to university is to get a higher [job position] later on. So I think if you don't have good Chinese [language ability], and [you] can't get a higher [position].' [Youth pursuing associate degree, Nepalese, Male]

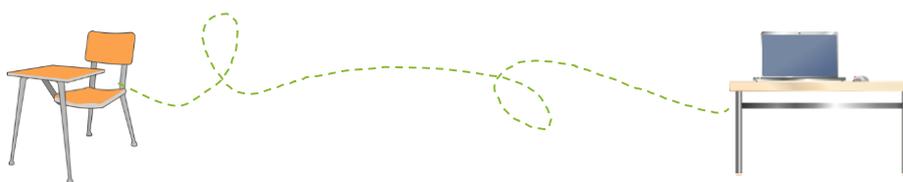
EM youth in work with inadequate Chinese proficiency may want to advance their practical abilities to communicate.

'Cantonese classes. I've had it... There were classes in VTC. . . those are good... but it doesn't [provide] any higher [level classes] after working... I am just like [having the level of an] elementary class, and then there [should have]... I guess... higher than elementary, but I don't think that they provide any higher [level class].' [Working youth pursued a higher diploma, Filipino, 20s, Female]

'I think I need to attend some more courses, if there would be more courses available . . . in schools, mostly they are just focusing on the academic stuff, not the practical one, most of them. In school, if they would focus on practical stuff, I think that would help a lot.' [Unemployed youth pursued bachelor's degree, Pakistani, 20s, Male]

Those who have just arrived at and are new to the Hong Kong education system may need more support in general Chinese Language abilities. This is an example:

'I just came here three years ago. I was born in Hong Kong, but I was studying in India, so I just came three years back and then it was really hard for me to learn Cantonese. However, I join some Cantonese classes.' [Secondary 6 student, Indian, Female]



Nevertheless, as mentioned in the earlier section, it is always more effective for them to learn better Chinese Language if the EM youth have more Chinese peers to help.

'I think communicating with locals and speaking Cantonese. And then, you get more confidence in speaking Cantonese. And then, you use it more often in your daily life.' [Secondary 6 student, Indian, Male]

'I don't really have Chinese friends. I just have one or two maybe. They're from primary school, and then, after that, I didn't have any contact. I feel like that, if I was communicating with Chinese students, I think I can improve my Chinese.' [Secondary 6 student, Pakistani, Female]

'...my Cantonese speaking has been improved since I work with Cantonese (Chinese), local people. So if I go to a restaurant, I can order food though I cannot read Chinese. But I know what I want to eat. Then I can just have, you know, very normal conversation.' [Working youth pursued bachelor's degree, Nepalese, 20s, Male]

2. Face-to-face advice and sharing from EM mentors

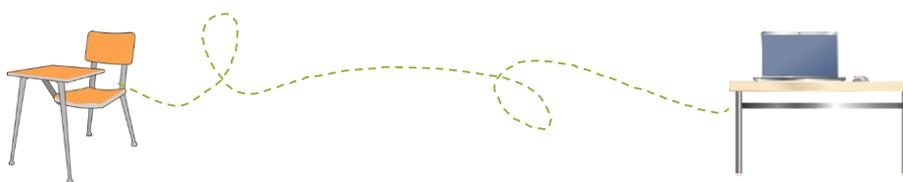
As aforementioned, direct advice, suggestions, and feedback from significant others, including older EM youth, teachers, parents, friends, siblings, and social workers, are found to be important resources to help EM youth planning and deciding their education and career. The following are some examples shared by the EM participants:

'For example, before I make a decision on something, I would first ask my dad, my mum, and elder brother's decision, or ask them for their advice first...before I make the decision. Then I will make the decision after asking their views.' [Secondary 4 student, Pakistani, Male]

'When I was in Form 3, I was really lost. I didn't know what to do, you know... what I choose a wrong elective, you know... give them people who felt like them. When they have a similar situation and who are doing something to them, which is, at least, attractive to a student who listens to the... this is really important.' [Teacher, Pakistani, 20s, Female]

'They (schools) invited the EM people [to come and share]. They would provide us with more chances to ask questions. Then, it's very clear...coz [we can] use our own language to communicate, then you can easily understand the information or knowledge related to work.' [Secondary 6 student, Pakistani, Female]

'If they told me like... if you take [programme like] Hospitality, you will be there (work in a tourism career); if you take social sciences, you can be there (other occupations or career)... and then they could because they would know me, right? How I am...how my personality is... Maybe because...[I am] now at work... when everybody tells me "oh you should be a social worker", "you could have studied to be



a social worker” ...at that time, when I was studying...nobody guided me [and told me directly].’ [Working youth pursued an advanced diploma, Nepalese, 20s, Female]

Instead of distributing printed materials containing education and career-related information to EM students, face-to-face sharing with EM mentors, who have relevant experiences, is preferred by many EM youth. Here are two examples:

‘There is [some career planning programmes at school], but then that is not helpful...They don't teach... they just give information, give [you] papers... [only] to distribute the leaflets. The student... they [use the papers] to make a paper fan, paper plane. That is it... They don't take it seriously...So they just give the information. But the information is not useful [to be disseminated in this way].’ [Secondary 6 student, Pakistani, Female]

‘I was able to get in touch with EM organisations ...because of their talks... [by those having] more experienced EM people living in Hong Kong... ok, so although it will be hard for me, you (other EMs) still able to find job opportunities...and they are quite successful in certain field... so I feel like ok. It is possible... so originally I was very scared about it. But after talking with people with more experience, I see more hope...and then they do tell me... just try even if they say... oh, I mean: “Cantonese or Mandarin are requirements...”, [I] will just try it.’ [Youth pursuing bachelor's degree, Filipino, Female]

3. EM staff at schools and NGOs for facilitating communications with EM parents

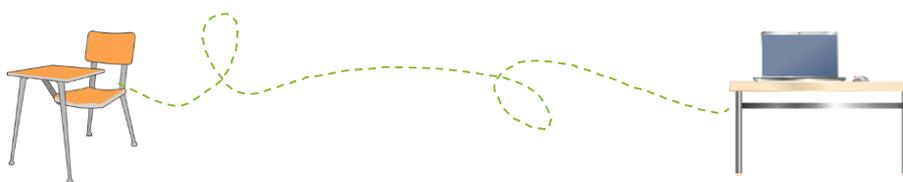
According to teachers and social workers, some EM parents seldom join school activities and are difficult to be approached. It is difficult for them to get involved in and to give tangible support to their children's education and career planning.

‘Perhaps only 20-30% (attendance rate) [will come]. Our school has tried... maybe they (EM parents) are busy. We tried [to meet them on] Saturdays... so that you (the parents) can come at any time slot during Saturday... but it's (attendance rate) still low. Or maybe they want to rest on Saturdays. So they don't come to school. So we tried Fridays, afternoon or night on Friday. The result is similar. Only those who care about the academic performance of students would come. Most of them didn't come.’ [Teacher, Chinese, 40s, Male]

Moreover, since some of the parents do not know Chinese and/or English, are busy at work, or have not built up a trustful relationship with the school, it poses a challenge for information dissemination about education and career matters of their children. These are some examples shared by EM youth and social workers:

‘Most of the EM parents don't know Cantonese or English...’ [Working youth pursued a bachelor's degree, Indian, 20s, Male]

‘I have heard that their [EM students'] father and mother go out early in the morning... maybe 6 o'clock, and come back home at 12 something at night, then work on the second job.’ [Social worker, Chinese, 40s, Female]



'The reason why they don't go [to school and communicate with the teachers] is that the teachers don't have a good relationship with the parents... i.e. those Non-ethnic Chinese parents.' [EM social worker, 30s]

'It took a long time for me to reach them. But once the relationship has been established, they would respond quickly. When he/she knows that I really want to help his/her son, he/she would respond very quickly. However, there're still some parents who can't be reached easily, despite [me] trying to reach out to them many times...[They] just disappeared.' [Social worker, Chinese, 30s, Male]

Nonetheless, according to the participants, EM staff at schools and NGOs could play a key role to facilitate communications between the schools and EM parents.

'They (parents) will directly call [me]. For example, if I'm in the office, they just call [me], because mostly I sit in the reception. So, they will just [call and ask]: "Can I talk to Urdu teacher" ... or like "... Indian teacher?" and I just explain [to] them... and then even if they cannot speak English, they prefer talking to me.' [EM working youth pursued post-secondary education, 20s]

'I think... yeah, to have colleagues from different ethnic groups, work together and collaborate [is better]. Because, still, for example, when we contact the family, we actually can't understand the dialect they speak. But if we can have, have some EM colleagues... that means to have partners and work together. It will benefit both of us and bring about a positive impact.' [Social worker, Chinese, 30s, Female]

However, a teacher pointed out that there are not enough EM teachers at school actually.

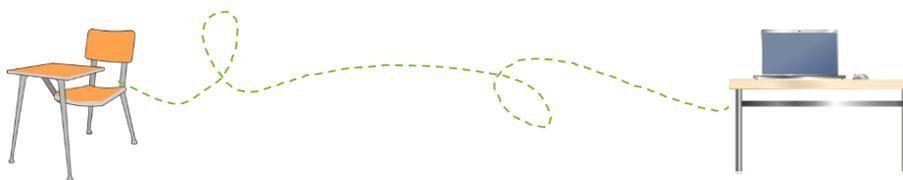
'[There are], not enough EM teachers, frankly speaking... I think EM schools need more EM teachers. They understand them (students)... first, understand them; second, parents of EM students do not necessarily know English, then you and him/her ...we're ethnic Chinese, how do we communicate with them? So, sometimes, [we] ask the teachers from the same ethnic group to communicate with them. So, it's really important, that's...I think it's needed to find their ethnic group to teach them. It would be better.' [Teacher, Chinese, 40s, Male]

4. Support and cultural competency training for teachers and social workers

According to teachers and social workers, there is a shortage of training or programmes available for them, specifically on the culture of EMs and ways to work with EMs.

'No, no such course exists...' [Teacher, Chinese, 30s, Female]

'Should there be a curriculum in the education system that teaches us how to teach Non-Chinese speaking students? We're now only exploring. When you look at those so-called PGDE programs across different universities, there's nothing that teaches us how to teach EM students... you don't have those for Non-Chinese speaking



students. This can be a selling point of a PGDE program at the outset, which it contains modules that specifically teach you how to teach Non-Chinese speaking students, the program design, the pedagogy, the practical experience. In fact, the government has to work on it, because we're on the frontline to help students grow, but when we don't have the resources, how can I know how they grow up?' [Teacher, Chinese, 30s, Female]

'There are not many (courses) ... In fact, I think I just learned by working when I was still a [social work] student. No one told me how to work with Non-Chinese speaking students.' [Social worker, Chinese, 40s, Female]

As perceived by many teachers, EM students in the classroom tend to be more energetic and talkative when comparing with EC. This cultural difference poses a challenge to some teachers and leads to a high turnover rate of teachers in some schools.

'They're so energetic...energetic for the whole day. Ethnic Chinese are not the same... If ethnic Chinese [students] don't want to listen to you during the lesson, they'll just fall asleep. Right? But EMs seldom do that...that means they won't sleep in class... [but they will] chat, chat, chat with others.' [Teacher, Chinese, 30s, Female]

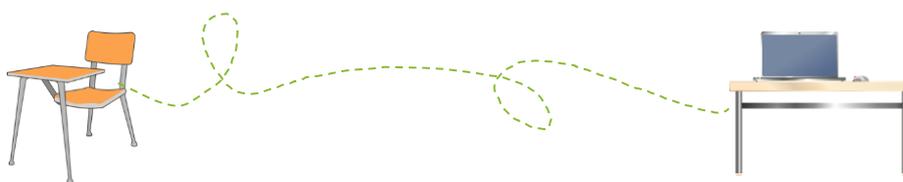
'Owing to a problem of classroom management, especially for those teachers who teach classes with Non-Chinese Speaking students ... Approximately, we have about one-third of teachers choosing to resign every year because of the work stress arisen from the inability of managing Non-Chinese speaking students. After resigning from this school, they go to other local schools, but they won't teach Non-Chinese speaking students anymore.' [Teacher, Chinese, 30s, Female]

Therefore, better training for cultural sensitivity and systemic support for teachers, social workers and other staff in the school are needed.

Cultural sensitivity is really important, is very important. I have seen, or I have heard, from my friends who have experience working within a multi-cultural environment. That, sometimes, there's not enough... there will be people who don't understand or ask them some sensitive questions. To be honest, I don't mind questions really. I personally have not really had that situation. But, some of the questions can put a person off [Teacher, Pakistani, 20s, Female]

Moreover, teachers at schools admitting EM students need to spend a lot of time on translating materials for teaching or career planning. Thus, the development and availability of bilingual career planning materials are seen to be helpful by the teachers. These are their views:

'It did increase (the workload) ... you've got to have 2 textbooks: English and Chinese...When you construct the notes, exam papers...or maybe tests... [you need] to have both Chinese and English [versions]... For example, when you search for any information [for students], you have to translate [them]. For teaching, Business is a



subject that is relatively better (easier to teach). But for other electives: [Such as] Physics, Chemistry, Biology, History, it's really difficult if the class is mixed with ethnic Chinese and Non-Chinese [students]. [Teacher, Chinese, 50s, Male]

'I think a major difference that an 18-years-old Chinese person leaving school and an 18-year-old non-Chinese person leaving school; it's the amount of information that they have....[A] lot of information related to the jobs, or related to the market value of a person, or related to the job skills, job or work advertisement, job application procedures, is in Chinese... yes, is in Chinese... So, level of information [i.e. whether it is made accessible to both groups], first of all, is very, very different. And, secondly, the opportunities in the job market are very different.' [Teacher, Pakistani, 20s, Female]

'If the government can give some bilingual career planning materials, I think, no matter South Asian or ethnic Chinese students, they need it.' [Teacher, Chinese, 30s, Female]

5. Culturally sensitive and inclusive environment

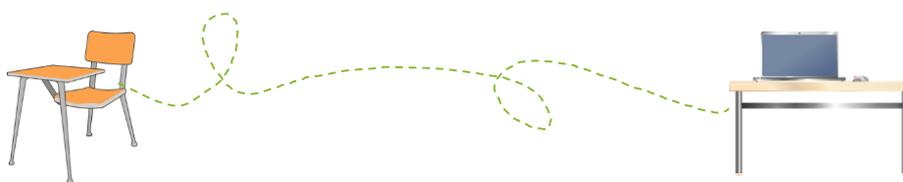
Some EM youth reflect that there are possible stereotypical perceptions towards EMs held in society. Under-representation of EM in media may play a part to reinforce this situation.

'How media portray EM is giving us something negative, that EM, like, when some EM did something great they would not expose it as much, so the media can also change how EM [are perceived can] also be a positive. Including EM in HK, I think one of the issues why EM... because we have this label of being EM, so when you are labelling a community, separated from the majority, it makes us like another group.' [Youth pursuing bachelor's degree, Filipino, Female]

'I think also the media plays a big part. Because the people, they are told, I think EM should be more, they should be [in] the media more, some educational programs or something like that. I think more programmes are teaching about English and they were all locals. I think they should try to invite EMs [to do so]. Or TV shows or cooking shows try to include EM so we can integrate [with each other] and we can be friends.' [Youth pursuing associate degree, Filipino, Female]

Social workers, as well as EM youth, observe that a more culturally sensitive and inclusive environment should be enhanced to reduce their invisibility and social separation throughout their school-to-work transition.

'[If] you are [a] social work professional, then you should be aware of the [people's] background...not only the family information or his/her information... [but] we need to be self-aware before we have a consultation with people with other culture. . . Yeah, if we are talking about how we can build trust...these kinds of small and micro thing [is important] and outcome (impact) might be huge.' [EM social worker, 30s]



'They should bring us together and make them get used to having us around them ...there should have more [exchange] programmes, activities where EM and the majority are brought together so [that] they can naturally understand each other... instead of being forced to like you...[or asked to] be nice to them... that won't be useful.' [Youth pursuing bachelor's degree, Filipino, Female]

'I feel like the government is a big part of influencing because they are also the lawmakers and although schools are individual bodies the government can do something that influences the schools to make the environment for both local students and EM to mingle.' [Youth pursuing bachelor's degree, Filipino, Female]

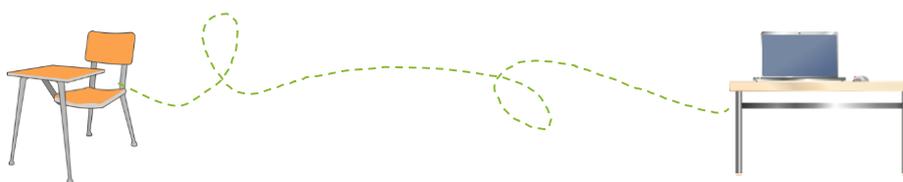
'That is discrimination... there is the problem...[G]overnment should accept [that] there are EM people, and I don't think they should label this group of people as "EM". They should not [be] labelled as "minority". They should [be] labelled as "Hong Kong resident", but they just have a different [cultural] practice.' [Working youth pursued bachelor's degree, Nepalese, 20s, Male]

Therefore, cultivating an inclusive and multicultural environment as well as expanding opportunities between ethnic Chinese and ethnic minorities to exchange is crucial for facilitating the development of mutual understanding and acceptance of cultural practice between ethnic Chinese and ethnic minorities, by doing so, it is conducive to the education and career attainments of EM youth.

4. Implications

EM youth lack opportunities for exposure and experiences which limited their possibilities in education and career. The above findings suggest that such limited options of EM youth seem to be related to the current education and employment systems. The education and working environments are not accepting enough to non-Chinese speakers and still lacks cultural sensitivity. The relatively inflexible Chinese Language syllabus in the education system produces language barrier, the lack of mutual understanding and acceptance arisen from restricted interaction and the lack of cultural sensitivities between EC and EMs hamper education and employment opportunities of EM youth.

Besides, the awareness of EM youth concerning the importance of engaging in career exploration activities and experiences can bring a potentially significant impact on their education and career attainments. Many EM youth lack awareness of the significance of Chinese language, career and education planning, making use of resources available, different expectations of employers in Hong Kong and personal drive. Thus, policies for motivating EM youth should be directed at encouraging them to participate in their future planning activities and strengthening their key supporting systems. These are deemed crucial for boosting their education and career attainments as the results of different pathways.



Chapter 7: Findings of Employer Survey and Interviews with Employers

1. Employer survey

1.1 Data collection

The telephone survey was conducted by Mercado Solutions Associates Ltd. Interviews were conducted in Cantonese. Survey data was collected between 29 May and 19 June 2019. 406 business establishments, including 341 SMEs and 65 large enterprises, were successfully interviewed. The overall response rate is 27%. The enumeration results were summarised in Table 7.1.

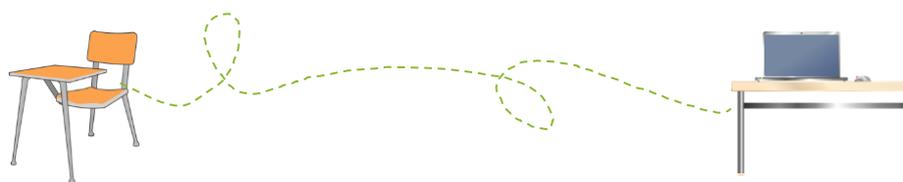
Table 7.1. Enumeration results

(A)	Total no. of telephone numbers attempted	2,200
(B)	No. of invalid cases (e.g. not operating numbers, fax numbers, non-target cases, etc.)	693
(C)	No. of valid cases (A - B)	1,507
(D)	No. of successful interviews	406
(E)	No. of refusal cases	643
(F)	No. of non-contact cases	458
	Response rate [D / C * 100%]	27%

1.2 Profile of participating employers in survey

The profile of the employers participating in the survey was summarised in Table 7.2. In this survey, no participant was recruited from two sectors. One is “Agriculture, Mining, Electricity and Gas Supply” which consists of a limited number of business units in Hong Kong. Another sector is “Government and Public Administration” in which most governmental departments and subvented bodies declined to be interviewed in the telephone survey. Thus, the 406 cases were all recruited from the 9 industrial sectors defined by the Census and Statistics Department.

In some industrial sectors such as manufacturing, construction and accommodation and food service, less than 20 cases were recruited. In order to ensure that sufficient cases in all industrial sectors for meaningful comparison, the sectors with similar feature were be combined into a bigger category. “Manufacturing” and “construction” were combined into a single category. “Information and communications”, “financing and insurance”, “real estate, professional and

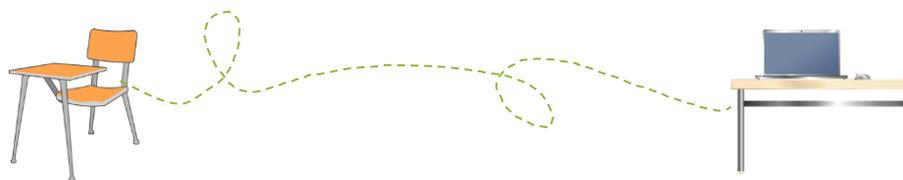


business services” and “personal and social services” were categorised to be “professional services” while “import/export, wholesale and retail”, “transportation, storage, postal and courier services”, “accommodation and food services” were grouped into a single category “general services”.

Table 7.2. Profile of participating employers

Categories	n	% out of 406	Grouped categories	n	% out of 406
Industry					
Manufacturing	22	5.4	Manufacturing and Construction	35	8.6
Construction	13	3.2			
Import/Export, Wholesale and Retail	177	43.6	General services	212	52.2
Transportation, Storage, Postal and Courier Services	17	4.2			
Accommodation and Food Services	18	4.4			
Information and Communications	17	4.2	Professional services	159	39.2
Finance and Insurance	23	5.7			
Real Estate, Professional and Business Services	68	16.7			
Social and Personal Services	51	12.6			
History					
Less than 1 year	0	0	Less than 10 years	51	12.6
1-4 years	9	2.2			
5-9 years	42	10.3			
10 years or above	355	87.4	10 years or above	355	87.4
Number of employees					
Less than 10 persons	233	57.4	SME	341	84.0
10-49 persons	108	26.6			
50-99 persons	33	8.1	Large Company	65	16.0
100-299 persons	17	4.2			
300-499 persons	5	1.2			
500 persons or above	10	2.5			
Home Country					
Hong Kong	362	89.2	Hong Kong	362	89.2
Mainland China	14	3.4	Non-Hong Kong	44	10.8
#Others	30	7.4			
Total	406	100		406	100

Others included Australia, Belgium, Denmark, France, Germany, Italy, Japan, Korea, Malaysia, Singapore, Taiwan, Thailand, the United States and the United Kingdom.



As mentioned in Chapter 4, large companies were oversampled. After combining all companies with more than 50 employees, there are 65 employers from large enterprises (16% of the sample of 406 cases) and 341 SMEs.

Over 87% of participating companies have been established for at least 10 years. Only 9 companies with 4 to 9-year history was surveyed. In this case, all companies with less than 10-year history are grouped into a single category in order to facilitate the comparison between old and newly established companies.

Regarding the home countries of companies, only 14 Mainland and 30 foreign companies were identified. Thus, all these companies were categorised into “non-Hong Kong companies” in order to ensure sufficient cases (n=44) for meaningful comparison with “Hong Kong companies” (n=362) (see Table 7.2).

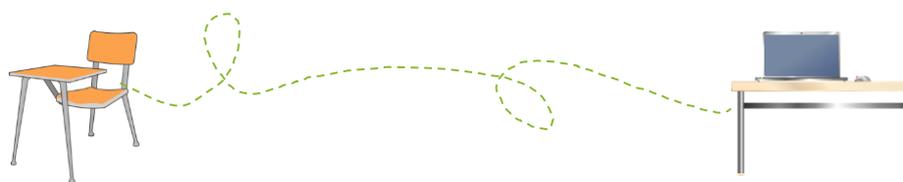
1.3. Staff recruitment

Online advertising is the most popular recruitment channel. As shown in Table 7.3, 51.7% of employers claimed to use advertisement on recruitment websites in the hiring process. The second most popular channel is the Labour Department’s employment service which is used by about 42.4% of employers. In addition to these, more than 30% of respondents claimed to use advertisement in newspapers and personal networks of employers and employees. Meanwhile, less than 10% of employers said that employment services provided by NGOs and higher education institutions, job fairs and poster or notice outside branches were used.

Table 7.3. Channels used for staff recruitment (Respondent can choose all that apply)

Channels used	n	% out of 406
Recruitment advertisement in newspapers	157	38.7
Advertisement on recruitment websites	210	51.7
Poster or notice outside branches	17	4.2
Employment service or job fair provided by Labour Department	172	42.4
Employment service provided by Employees Retraining Board	21	5.2
Employment service provided by NGOs	12	3.0
Service provided by private employment agencies	54	13.3
Personal network of employer and employees	141	34.7
Recruitment service provided by higher education institutions	6	1.5
Job fairs	2	0.5

Regarding the language usually used in recruitment advertisement, 36% of respondents claimed that only Chinese is used. Less than 28% used both Chinese and English while about 20% used English only. 7.8% claimed that language was selected on a case-by-case basis. In



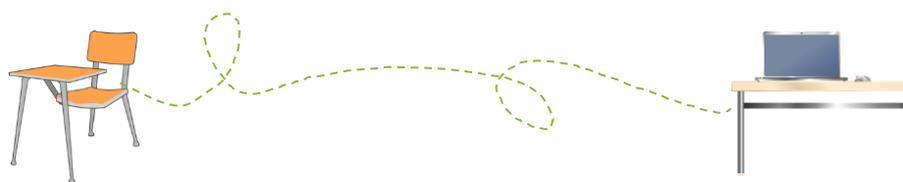
both manufacturing and construction sectors and general services, about 43% of respondents usually used Chinese only. This proportion is higher than that of professional services (25.8%). In addition, a higher proportion of SME employers used Chinese only in recruitment advertisement (37.2%) as compared to that of large enterprises (29.2%) (see Table 7.4). From this perspective, more than one-third of employers, especially those from manufacturing and construction, general services, and SMEs, use Chinese only in their recruitment advertisements which may not be accessible by the EM applicants with limited Chinese reading proficiency.

Table 7.4. Languages usually used in staff recruitment advertisement

	Chi only	Eng only	Both Chi & Eng	Case by case	Don't use ad.	Don't know/forget	Total
Industrial sector							
Manufacturing & Construction	15 (42.9%)	8 (22.9%)	8 (22.9%)	2 (5.7%)	1 (2.9%)	1 (2.9%)	35 (100%)
General Services	90 (42.5%)	30 (14.2%)	61 (28.8%)	13 (6.1%)	18 (8.5%)	0 (0%)	212 (100%)
Professional Services	41 (25.8%)	44 (27.7%)	48 (30.2%)	17 (10.7%)	8 (5.0%)	1 (0.6%)	159 (100%)
Company size							
SMEs	127 (37.2%)	70 (20.5%)	92 (27.0%)	23 (6.7%)	27 (7.9%)	2 (0.6%)	341 (100%)
Large enterprises	19 (29.2%)	12 (18.5%)	25 (38.5%)	9 (13.8%)	0 (0%)	0 (0%)	65 (100%)
History							
Less than 10 years	19 (37.3%)	10 (19.6%)	14 (27.5%)	4 (7.8%)	4 (7.8%)	0 (0%)	51 (100%)
10 years or above	127 (35.8%)	72 (20.3%)	103 (29.0%)	28 (7.9%)	23 (6.5%)	2 (0.6%)	355 (100%)
Home country							
Hong Kong	138 (38.1%)	64 (17.7%)	106 (29.3%)	26 (7.2%)	26 (7.2%)	2 (0.6%)	362 (100%)
Non-Hong Kong	8 (18.2%)	18 (40.9%)	11 (25.0%)	6 (13.6%)	1 (2.3%)	0 (0%)	44 (100%)
All companies	146 (36.0%)	82 (20.2%)	117 (28.8%)	32 (7.9%)	27 (6.7%)	2 (0.5%)	406 (100%)

1.4 Information of EM employees

Of the 406 employers, 90 (22.2%) claimed that they received job application from locally educated EMs in the past 5 years. The rest of the employers did not get this sort of job applications. However, none of these 90 employers claimed that they received enquiries or complaints related to racial discrimination in the recruitment process.



In total, only 6 employers claimed that they hired locally educated EM employees in the past 5 years (see Table 7.5). Half of them came from the general service sector, while another half was professional services (see Table 7.6).

As shown in Table 7.7, 3 employers hired Indians while 3 hired Nepalese. Meanwhile, 2 of these 6 employers claimed to hire Pakistanis. Positions of those EM employees were diverse, ranging from professionals to elementary occupations. Three employers hired EMs for elementary occupation while two hired EMs to be service and sales workers. However, only one employer hired EM professionals (see Table 7.8).

All respondents claimed that they did not receive any enquiries or complaints and conducted an investigation about race discrimination at work. Thus, it is not possible to study the nature of complaints and employers' follow-up actions.

Table 7.5. Experience in hiring EM employers

Hired locally educated EM employees in the past 5 years?	No. of employers	% out of 316
Yes	6	1.9
No	308	97.5
Don't know/Forget	2	0.6
Total	316	100.0

Table 7.6. Employers hiring EM employer by industry

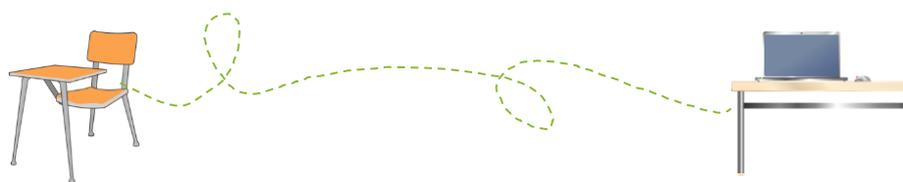
Industry	No. of employers	% out of 6
Manufacturing and Construction	0	0
General services	3	50
Professional services	3	50
Total	6	100.0

Table 7.7. Ethnicity of locally educated EM employees (Respondents could mark all that apply)

Ethnicity of employees	No. of employers	% out of 6 employers
Indians	3	50
Nepalese	3	50
Pakistanis	2	33.3

Table 7.8. Positions of EM employees (Respondents could mark all that apply)

Positions of employees	No. of employers	% out of 6 employers
Professionals	1	16.6
Clerical support workers	1	16.6
Service and sales workers	2	33.3



General occupations	3	50
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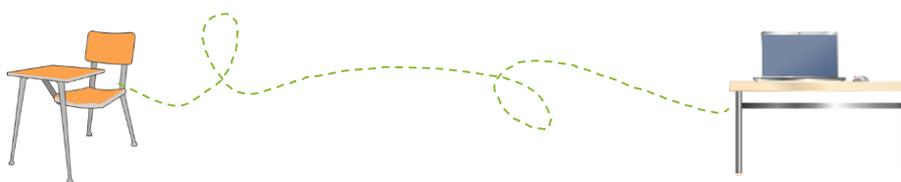
1.5 Employers' perception of locally educated EM employees

Employers' perception of locally educated EM employees was measured with 11 items. Items E1 to E10 were composed of statements concerning different aspects of a negative image of or possible problems with EM employees in Hong Kong. E11 is the employer's overall perception of EM employees. The extent respondent's agreement to the statements was measured with an 11-point Likert scale (0=completely disagree; 10=completely agree; mid-point=5).

Table 7.9 shows the results of the 406 participating employers (Cronbach's Alpha value = 0.835). The mean value of E1 to E10 items (4.17) is below the mid-point value. Meanwhile, the mean values of the 9 items are lower than 5. In this sense, most respondents disagreed to the negative image of locally educated EMs in general.

Table 7.9. Perception of locally educated EM employees among all employer respondents

Items	Mean	SD
E 1. Locally educated EM employees usually have low proficiency in Cantonese speaking and listening.	4.08	2.42
E 2. Locally educated EM employees usually have low proficiency in Chinese reading and writing.	5.13	2.27
E 3. Locally educated EM employees usually have difficulty in communicating with ethnic Chinese employees.	3.62	2.41
E 4. Locally educated EM employees can manage very limited types of work.	4.12	2.50
E 5. The cultural and religious differences between locally educated EMs and ethnic Chinese may lead to conflicts among colleagues.	4.11	2.41
E 6. The difference in diet between locally educated EMs and ethnic Chinese may lead to conflicts among colleagues.	3.55	2.32
E 7. Locally educated EM employees do not work as hard as ethnic Chinese employees.	3.39	2.53
E 8. When you meet ethnic minority job applicants with a beard or wearing burka/ hijab and other ethnic costumes, you usually have hesitation in hiring them.	4.86	2.87
E 9. Some customers or clients of the company do not like to deal with EM employees.	4.00	2.57
E 10. The public image of EMs is poor in Hong Kong.	4.82	2.48



Mean value of E 1 to E10	4.17	1.56
E 11. In general, it is understandable not to employ locally educated EMs in Hong Kong.	5.45	2.34

n=406

Nevertheless, the values of two items are above the mid-point. The first one is item E2 “Locally educated EM employees usually have of low proficiency in Chinese reading and writing” (mean value=5.13), indicating that employers generally recognised the problems with EM employees’ Chinese reading and writing abilities, though employers generally disagreed EMs’ low proficiency in Cantonese speaking and listening stated in item E1 (mean value = 4.08).

The second item agreed by employers is E11 “In general, it is understandable not to employ locally educated EMs in Hong Kong”. While employers disagreed to most negative perceptions of EM employees, the mean value is 5.45, which indicates that employers tend to accept not to hire EM employees.

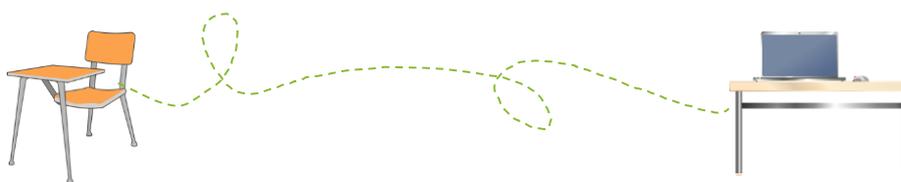
When comparing across three industrial sectors, no significant difference in the mean values of most items is found in most items (see Table 7.10). The only exception is item E8 “When you meet ethnic minority job applicants with a beard or wearing burka/ hijab and other ethnic costumes, you usually have hesitation in hiring them.” The value of general service sector (5.25) is significantly higher than that of professional service one (4.24) (one-way ANOVA, $F = 6.35$, $p = 0.002$, Post Hoc Tukey, $P = 0.002$). In other words, compared to the employers of professional services, those of general services were less likely to accept the ethnic appearance of EMs.

Table 7.10. Perceptions of locally educated EM employees by industry

Industry			E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean of E1 to E10		Mean of all items
													E10	E11	
Manufacturing & Construction (n=35)	Mean		4.20	4.86	3.54	4.49	3.89	3.69	4.17	5.34	4.03	5.06	4.33	5.89	4.47
	SD		2.48	2.38	2.32	2.96	1.91	2.16	3.02	2.83	2.20	1.75	1.35	2.47	1.27
General Service (n=212)	Mean		4.10	5.21	3.66	4.26	4.31	3.71	3.49	5.25*	4.06	4.80	4.28	5.41	4.39
	SD		2.50	2.33	2.52	2.55	2.58	2.40	2.58	2.83	2.70	2.69	1.69	2.45	1.66
Professional Service (n=159)	Mean		4.02	5.09	3.58	3.84	3.88	3.32	3.09	4.24*	3.92	4.79	3.98	5.41	4.11
	SD		2.29	2.17	2.29	2.29	2.27	2.24	2.29	2.83	2.47	2.34	1.40	2.16	1.35

*Significant difference in E8 between general and professional services

There is no significant difference in all items between the groups with different years of establishment. From this perspective, it is believed that employers’ perception of EMs is not associated with the history of companies.



Regardless of company size, employers have similar perceptions of EM employees in most items. Nevertheless, the value of item E3 of SME employers (3.38) is significantly lower than that of the employers in large companies (4.32) (t-test, $F=4.67$, $P=0.004$). In other words, employers in large companies are more likely to believe that EM employees usually have difficulty in communicating with their ethnic Chinese counterparts (see Table 7.11).

Nevertheless, for item E11, the mean score of SME employers (5.55) is significantly higher than that of employers of a large enterprise (4.89) (t-test, $F=1.683$, $P=0.036$). This result shows that a significantly greater proportion of SME employers agree that it is understandable not to hire EMs.

Table 7.11. Perception of EM employees by company size

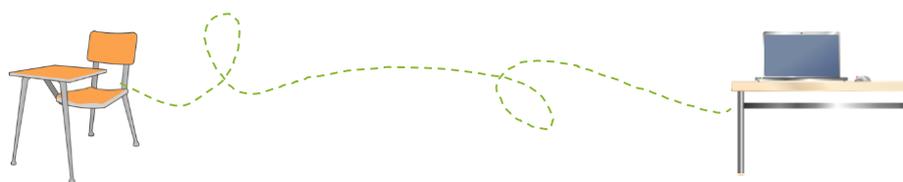
Number of employees		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean of E1 to E10	E11	Mean of all items
Less than 50 persons (n=341)	Mean	4.01	5.11	3.48*	4.03	4.02	3.47	3.30	4.94	3.94	4.78	4.11	5.55*	4.24
	SD	2.48	2.35	2.45	2.53	2.43	2.35	2.55	2.89	2.61	2.55	1.61	2.36	1.56
50 persons or more (n=65)	Mean	4.42	5.25	4.32*	4.57	4.54	4.00	3.88	4.46	4.35	5.02	4.48	4.89*	4.52
	SD	2.02	1.77	2.06	2.26	2.24	2.08	2.36	2.72	2.29	2.10	1.25	2.14	1.28

*Significant difference between SMEs and large companies in Item E3 and E11.

Table 7.12 shows the employers' perception of EM employees by home country. There was no significant difference in most items of perceptions of EM employees between Hong Kong and non-Hong Kong companies. However, in item E5 "The cultural and religious differences between locally educated EMs and ethnic Chinese may lead to conflicts among colleagues", the mean value of Hong Kong companies (4.22) is significantly higher than that of the non-Hong Kong companies (3.16) (t-test, $F=0.17$, $P=0.005$), though both values are lower than the mid-point of the scale. This finding indicates that non-Hong Kong companies are less concerned about the cultural and religious difference, which may cause conflicts among employees. One of the possible explanations may be the more diverse cultural background of the staff in non-Hong Kong companies.

Table 7.12. Perception of EM employees by home country

Home Country		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean of E1 to E10	E11
Hong Kong (n=362)	Mean	4.11	5.13	3.66	4.13	4.22*	3.60	3.45	4.89	4.02	4.88	4.21	5.43
	SD	2.45	2.32	2.42	2.53	2.41	2.34	2.57	2.88	2.60	2.47	1.58	2.39
	Mean	3.80	5.14	3.30	4.02	3.16*	3.20	2.93	4.61	3.84	4.32	3.83	5.61



Non-Hong Kong (n=44)	SD	2.08	1.86	2.32	2.20	2.24	2.10	2.08	2.79	2.26	2.54	1.39	1.88
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*Significant difference in Item E5 between Hong Kong and non-Hong Kong companies.

It is assumed that the employers who hired EM employees in the past 5 years may have a relatively high level of acceptance of EMs. The comparison of employers' perception of EM employees is summarised in Table 7.13. The mean values of E1 to E7 of those employers who hired EMs were lower than their counterparts with no EM employees. Moreover, no significant difference in all items was found between these two types of employers. As only 6 employers who hired EMs are included in the comparison, over-interpretation of the results might not be appropriate.

Table 7.13. Perception of EM employees by experience in hiring EMs

Hiring EM experience		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean of E1 to E10	E11	Mean of all items
Hired EMs	Mean	3.67	5.83	2.33	2.83	2.50	3.00	1.50	6.17	4.17	5.67	3.77	6.83	4.05
	SD	3.14	2.79	3.39	4.49	3.33	4.00	1.76	4.92	4.67	3.93	2.04	2.86	1.85
Did not hire EM	Mean	4.07	5.07	3.59	4.19	4.31	3.69	3.51	5.09	4.12	4.92	4.23	5.51	4.37
	SD	2.41	2.28	2.45	2.49	2.37	2.29	2.54	2.85	2.54	2.46	1.59	2.35	1.54
Forget	Mean	5.50	3.50	1.00	2.00	5.50	4.00	3.50	2.50	2.00	4.50	3.40	6.50	3.68
	SD	2.12	2.12	1.41	0.00	0.71	5.66	2.12	3.54	2.83	4.95	1.98	2.12	1.99

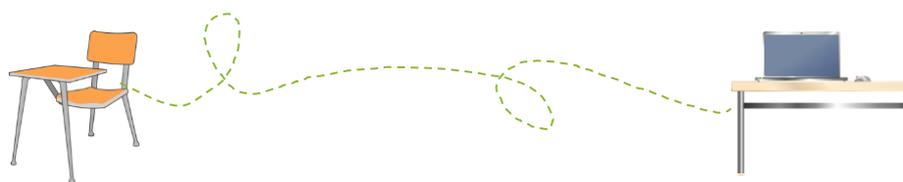
1.6 Opinions on equal opportunities and racial discrimination

Regarding the awareness of racial discrimination, this survey indicates that a majority of employer respondents (99.5%) heard about racial discrimination and over 77% of employers recognised the Race Discrimination Ordinance in Hong Kong. In other words, more than 20% of employers did not realise the Ordinance (see Table 7.14).

Manufacturing and construction sectors have the highest awareness of the Race Discrimination Ordinance (85.7%) while general and professional service sectors have a similar level of awareness of the Ordinance (77.3% and 76.6% respectively). However, no significant difference is found in terms of size, history and home countries of companies (see Table 7.14).

Table 7.14. Awareness of racial discrimination

Is there Race Discrimination Ordinance in Hong Kong?				
	Yes	No	Don't know/forget	Total
Industrial sector				
Manufacturing & Construction	30 (85.7%)	4 (11.4%)	1 (2.9%)	35 (100%)



General Services	163 (77.3%)	34 (16.1%)	14 (6.6%)	211 (100%)
Professional Services	121 (76.6%)	17 (10.8%)	20 (12.7%)	158 (100%)
Company size				
SMEs	263 (77.4%)	46 (13.5%)	31 (9.1%)	340 (100%)
Large enterprises	51 (79.7%)	9 (14.1%)	4 (6.3%)	64 (100%)
History				
Less than 10 years	38 (74.5%)	9 (17.6%)	4(7.8%)	51 (100%)
10 years or above	276 (78.2%)	46 (13.0%)	31 (8.8%)	353 (100%)
Home country				
Hong Kong	280 (77.6%)	49 (13.6%)	32 (8.9%)	361 (100%)
Non-Hong Kong	34 (79.1%)	6 (14.0%)	3 (7.0%)	43 (100%)
All companies				
All companies	314 (77.34%)	55 (13.55%)	35 (8.62%)	404 (100%)

Employers' perceptions of equal opportunities and racial discrimination were measured with 7 items (F4-F10) concerning different aspects of racial discrimination in workplace while F3 focuses employer's overall perceptions of racial discrimination in labour market of Hong Kong. Respondents were asked to rate the extent of prevalence of racial discrimination in various aspects of the workplace in Hong Kong. The opinions were measured with an 11-point Likert scale (0 is completely not prevalent while 10 is very prevalent. Mid-point is 5).

Table 7.15 shows respondents' perceptions of equal opportunities and racial discrimination (Cronbach's Alpha value=0.893). Perception varies across aspects of the workplace. On the one hand, the values of 5 items (E3, E4, E6, E7 and E8) are at or above 5. The values of E3 (5.73) and E4 (5.70) were particularly high, indicating that employers believed that racial discrimination was prevalent at the workplace in general, and that job applicants would not be hired because of their race and ethnicity respectively.

On the other hand, the values of 3 items (E5, E9 and E10) were lower than 5. From this perspective, respondents generally believed that it was not prevalent that EMs received less benefit, lower chance of training and were fired because of their ethnicity. The findings show that employers perceive that the prevalence of racial discrimination varies across different aspects of the workplace.

No statistically significant difference was found across industrial sectors, the number of employees, history and home countries of companies.

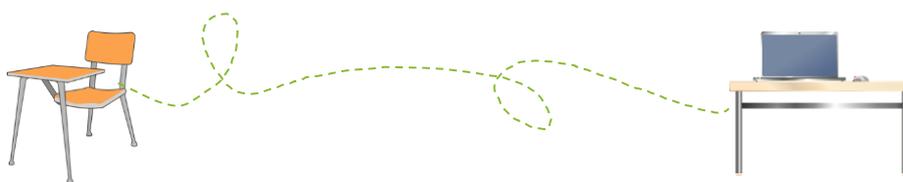


Table 7.15. Employers' perception of racial discrimination in Hong Kong

Item	n	Mean	SD
F 3. In your view, in Hong Kong, is racial discrimination prevalent in the workplace in general?	404	5.73	2.25
F4. Job applicants will not be hired because of their race and ethnicity	406	5.70	2.09
F 5. Locally educated EM employees receive less benefit compared with their ethnic Chinese counterparts of the same level (E.g. salary, welfare benefits or bonus).	406	4.71	2.49
F 6. Locally educated EM employees are assigned to lower positions because of their race and ethnicity.	406	5.12	2.48
F.7 Locally educated EM employees are assigned to take charge of less important job tasks because of their race and ethnicity.	406	5.08	2.41
F 8. Locally educated EM employees have a lower chance of promotion because of their race and ethnicity.	406	5.00	2.39
F. 9 Locally educated EM employees have a lower chance of training because of their race and ethnicity.	406	4.46	2.35
F 10. Locally educated EM employees are easier to be fired because of their race and ethnicity.	406	3.93	2.36
Mean of all F 4 to F10	404	4.86	1.85

When being asked what actions are needed for promoting the awareness and understanding of “racial diversity and inclusion” in the staff recruitment process and at the workplace, nearly 80% of respondents supported more promotion by the government to raise public awareness of Racial Discrimination Ordinance. About 70% of employers claimed that EOC needs to raise public awareness of racial diversity and inclusion, while 63.3% believed that more public consultation is needed. However, only 40.4% and 34.2% of employers supported relevant policies formulated by companies and more legislation by government, respectively. Meanwhile, about 4% claimed that no action is needed (see Table 7.16). The findings indicate that most employers support promotion and consultation rather than a new policy implemented by companies and legislation.

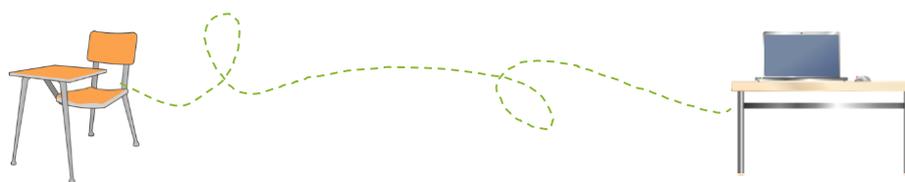


Table 7.16. Actions needed for promoting the awareness and understanding of “racial diversity and inclusion” in staff recruitment process and at workplace (Respondents could choose all apply)

Actions needed	n	% out of 406
More legislation of the government	139	34.24
More promotion by the government to raise the public awareness of Racial Discrimination Ordinance	324	79.80
More promotion by EOC to raise the public awareness of racial diversity and inclusion	285	70.20
More public consultation to collect views on racial discrimination and racial diversity and inclusion in different ways	257	63.30
Relevant policies to be formulated by companies to redress racial discrimination	164	40.39
No need for action	18	4.43
Don't know / No idea	2	0.49

1.7 Awareness of employment services for EMs

More than half of the participating employers were aware of the employment services for locally educated EMs provided by the Labour Department and NGOs. Over 254 (62.6%) respondents claimed that they heard about these services. Employers of general services have the lowest awareness (58.0%) as compared to those from manufacturing and construction (71.4%) and professional services (66.7%) (see Table 7.17).

However, among the 254 employers who heard about the employment service for EMs, only 12 (3%) used these services. 12% of employers from the manufacturing and construction sectors claimed that they used this service before while 2.4% from general services and 5.7% from professional services made the same claim. It is also found that the fewer SME employers used this service (3.3%) as compared to those of large enterprises (12.5%) (see Table 7.18).

Only 3 of these 12 employers were satisfied with the performance of those EM employees recruited via these channels while 2 were unsatisfied. Six employers' comments were half and half or different for each individual (see Table 7.19). Despite these diverse comments, 9 (75%) of these 12 employers claimed that they would consider using these services again (see Table 7.20).

Of the 394 employers who did not use the aforementioned services, 142 (36%) claimed that they would consider using these services during the recruitment process in the future. Meanwhile, a majority of employers (252, 64%) said that they would not consider these service or did not know if they would consider it in the future. From this perspective, a majority of employers do not intend to use these services (See Table 7.21).

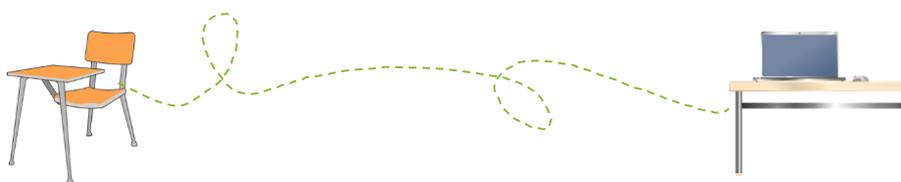
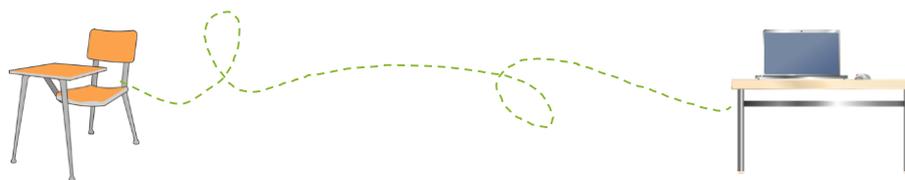


Table 7.17. Awareness of employment services for EMs

Heard about the employment service for EMs provided by Labour Department and NGOs?			
	Yes	No	Total
Industrial sector			
Manufacturing & Construction	25 (71.4%)	10 (28.6%)	35 (100%)
General Services	123 (58.0%)	89 (42.0%)	212 (100%)
Professional Services	106 (66.7%)	53 (33.3%)	159 (100%)
Company size			
SMEs	214 (62.8%)	127 (37.2%)	341 (100%)
Large enterprises	40 (61.5%)	25 (38.5%)	65 (100%)
History			
Less than 10 years	29 (56.9%)	22 (43.1%)	51 (100%)
10 years or above	225 (63.4%)	130 (36.6%)	355 (100%)
Home country			
Hong Kong	228 (63.0%)	134 (37.0%)	362 (100%)
Non-Hong Kong	26 (59.1%)	18 (40.9%)	44 (100%)
All companies			
	254 (62.56%)	152 (37.44%)	406 (100%)

Table 7.18. Experience of employment services for EMs

Tried the employment service for EMs provided by Labour Department and NGOs?				
	Yes	No	Don't know/forget	Total
Industrial sector				
Manufacturing & Construction	3 (12.0%)	22 (88.0%)	0 (0%)	25 (100%)
General Services	3 (2.4%)	120 (97.6%)	0 (0%)	123 (100%)
Professional Services	6 (5.7%)	98 (92.5%)	2 (1.9%)	106 (100%)
Company size				
SMEs	7 (3.3%)	206 (96.3%)	1 (0.5%)	214 (100%)
Large enterprises	5 (12.5%)	34 (85.0%)	1 (2.5%)	40 (100%)
History				
Less than 10 years	1 (3.4%)	28 (96.6%)	0 (0%)	29 (100%)
10 years or above	11 (4.9%)	212 (94.2%)	2 (0.9%)	225 (100%)
Home country				
Hong Kong	11 (4.8%)	215 (94.3%)	2 (0.9%)	228 (100%)
Non-Hong Kong	1 (3.8%)	25 (96.2%)	0 (0%)	26 (100%)



All companies	12 (4.72%)	240 (94.48%)	2 (0.78%)	254 (100%)
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Table 7.19. Satisfaction with EM recruited via employment services

Satisfied with the performance of EM employees recruited via the employment services?	n	% out of 12
Yes	3	25.0
No	2	16.67
Half and Half	3	25.0
Different for each individual	3	25.0
Don't know/forget	1	8.33
Total	12	100.0

Table 7.20. Intention to use the employment services again

Would consider using the services again?	n	% out of 12
Yes	9	75.0
No	3	25.0
Total	12	100.0

Table 7.21. Intention to try the employment services in the future

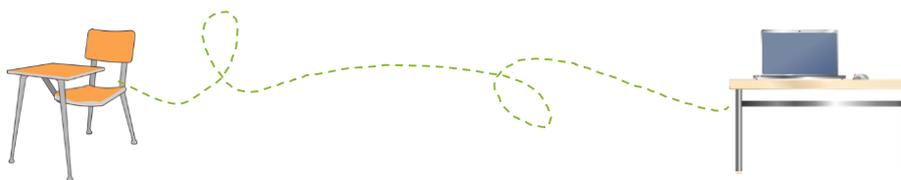
Would consider using the services in the future?	n	% out of 394
Yes	142	36.04
No	182	46.19
Don't know	70	17.77
Total	394	100.0

2. Individual interviews with employers

In order to further explore employers' experience with EM staff and consideration of hiring EMs, 10 employers from companies of different industries and different sizes were interviewed individually. The characteristics of these employers are listed in Table 7.22

Table 7.22. Profile of participating employers of interview

Employer	Industry	No. of employees	History	Experience in hiring EMs
1	Support service (Security system and multi-media design)	< 10	> 10 years	No
2	Catering	300-499	> 10 years	Yes
3	Professional service (Recruitment agency)	300-499	> 10 years	Yes



4	Transportation & storage	< 10	> 10 years	Yes
5	Whole sales & retails	10-49	> 10 years	No
6	Information technology	< 10	6 years	No
7	Manufacturing	< 10	> 10 years	No
8	Education (Primary School)	100-299	> 10 years	Yes
9	Government (The Police Force)	> 500	> 10 years	Yes
10	Social Service	> 500	> 10 years	Yes

Remarks:

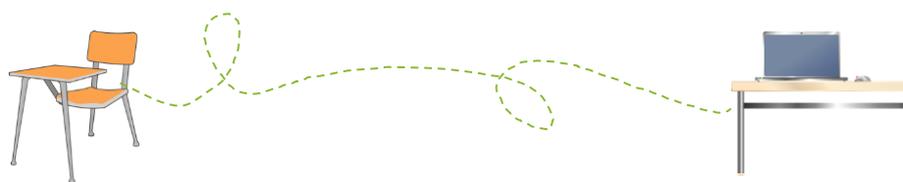
- Employer 2 currently hires some non-locally educated EM staff and uses to hire some locally educated EMs as part-time staff.
- Employer 4 has less than 10 staff in the Hong Kong office but hires about 200 transportation workers indirectly through foremen.
- Employer 5 did not hire any EM staff at her current company but hired some non-locally educated EM staffs when she worked for another company years ago.
- Employer 7 hires less than 10 staff in Hong Kong office but have more than 30 staff in a factory located in Mainland China.
- Employer 9 is a police officer working for EM service project organised by the Police Force

2.1 Employers' considerations of hiring EMs

1. Advantages of EM employees

According to the data derived from the in-depth interviews, some employers hire EMs mainly for two reasons. Firstly, EMs can help achieve specific goals of the companies. For instance, an employer from a social service agency claimed that EM employees could bridge the gap between organisations and the EM communities and that EM interpreters/translators possessed specific ethnic language skills. A police officer said that EM police officers could liaise with the members of their ethnic groups. A school principal also claimed that EM teaching staff created a multi-cultural environment. Those employers hiring EM staff usually possessed positive attitudes toward EM employees and appreciated their contribution to the organisations.

'In the Police Force or other Discipline Services, it would be absolutely better to let them (EM staff) manage the issues of their ethnic communities. The EMs do not talk to me (ethnic Chinese). However, for example, when an Urdu speaking police officer talks to a Pakistani victim of crime, the victim will feel that the police can help him... They (EM staff) serve as a bridge. They help their own ethnic groups.'



[Employer 9 from the Police Force]

'We have teachers from various countries as we are a school with a multi-cultural atmosphere...their greatest contribution is to let us understand their countries and their cultures. Our teachers have a global perspective as we have them (non-Chinese teachers). They are not only our colleagues but also our partners.'

[Employer 8 from a primary school]

'They (EM staff) help us network their communities, their networks and their users. This is their profession. We cannot develop the service in this area (EM service) without them (EM staff)...Sometimes they inspire us, or they share the needs of their ethnic communities with us. Thus, sometimes when we initiate ideas of services, we will ask them (EM staff) to share their opinions with us.'

[Employer 10 from a social service organisation]

Secondly, for the industries facing manpower shortage, EM employees can fill in positions such as workers in catering and transportation services. Though those employers' attitudes toward EM are positive, EM employees are not their first choice. Staff turnover rate is usually high in those positions.

'As an employer, I have no choice...There were a lot of hard manual workers in the past. But there are not many nowadays...I cannot find workers. Why don't I take action early (hire EM staff)?' [Employer 4 from a transportation service company]

'Because of the manpower shortage in this industry (catering)...we welcome them (EM staff) to our company as this is a common problem (manpower shortage) with our industry.' [Employer 2 from a catering group]

2. Obstacles to EM employment

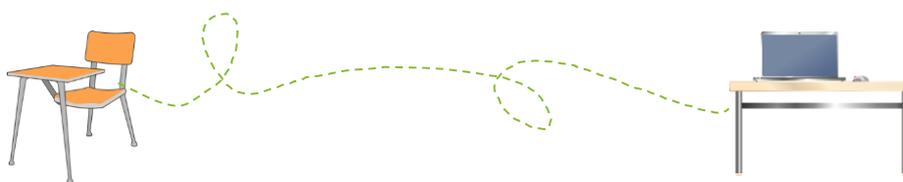
Despite the aforementioned advantages, some employers emphasised some limitations of EM employees, particularly the Chinese literacy, public image of EMs and segregated recruitment channels.

(i) Chinese literacy as a major obstacle to EM employment

For employers who do not hire EMs, Chinese literacy is one of their major considerations. In some large organisations such as schools and large NGOs, a high level of division of labour facilitates an environment for some employees to have no Chinese literacy.

'There is a bilingual practice in our organisation. Thus, either English or Chinese can be used (at the workplace). If a colleague can speak Cantonese, but he is not good in Chinese writing, this colleague can use English. Thus, Chinese writing is not necessary for all our prospective or current colleagues...According to our employment policy, there is a duty list for each position...usually, we assign job to colleagues according to their duty list.' [Employer 10 from a social service organisation]

'Some parents cannot understand English. But they read the bilingual version of the school notices...(Are there any difficulties in communication between those



parents and non-Chinese speaking teachers?) Don't worry. There are two head-teachers in each class. One of them can speak Chinese. We never put two non-Chinese head-teachers in the same class.' [Employer 8 from a primary school]

However, most employers, particularly those from SMEs, claimed that basic Chinese reading and writing skills, including Chinese typing skills are needed. Though the qualification of DSE Chinese language is not required, most employers claimed that GCSE level Chinese literacy is inadequate to meet the basic job requirements. Thus, most of these employers agree that it is understandable not to hire EMs.

'Language is an issue...I think the biggest issue is whether they (EM job applicants) can read Chinese...Those (EM job applicants) come to our job interviews can speak (Cantonese)...They usually say that they can read (Chinese). Then I will (show them a magazine in Chinese and ask) "Can you read?" They cannot read...Chinese and English reading and speaking skills which are usually listed in our job requirements [Employer 3 from a recruitment agency]

'We are an SME. Most of our clients come from Hong Kong. Though the email messages of most clients are in English, we need to prepare content in Chinese sometimes. For example, if you cannot read and write Chinese, it is difficult to make a website in Chinese.' [Employer 6 from an information technology company]

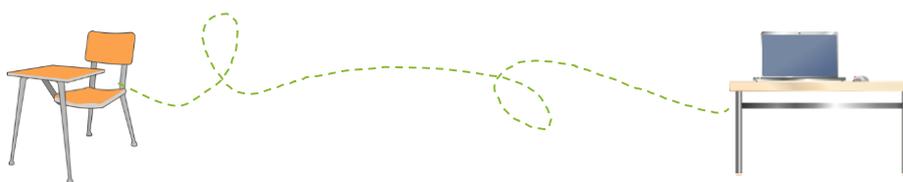
'Most (office documents) are in Chinese...Secondary level (of Chinese language proficiency) is adequate...that means they (job candidates) can read and speak Chinese.' [Employer 1 from a security service and multimedia design company]

'They (EMs) take GCSE (Chinese language examination). However, it is inadequate... (In the admission test of the Police Force) there will be a video in Chinese -- an embezzling case, for example. The applicants need to describe the story with a 200 word-essay in Chinese. It is difficult for EMs...Good Chinese proficiency is a compulsory part of entrance requirement of the Police Force. If you hope to be a constable, you need to take written statement. More than 90% of people (in Hong Kong) are ethnic Chinese. You must be able take statements in Chinese.' [Employer 9 from the Police Force]

(ii) Public image of EMs is influenced by negative news coverage

Some employers claimed that the public image of EMs is influenced by the negative news coverage of refugees, illegal labourers and criminal gangs, and that this negative image made some clients dislike dealing with EM staff of the companies. Some employers worried that the image of companies would be undermined by EM employees. Meanwhile, ethnic Chinese employees' perceptions of EM colleagues might be affected by the public image of EMs. Despite employers' willingness to consider EM job candidates, EMs might not be accepted by ethnic Chinese employees.

'I believe that my company's image will be influenced...My clients will believe that I underpay them (EM staff) or that I hire illegal labourers.'
[Employer 1 from a security service and multimedia design company]



'Seven or eight years ago, we were told (by clients) not to ask Pakistanis to collect goods because it might undermine the image (of the company). There was also problem with language. My client told me that.'

[Employer 4 from a transportation service company]

'My company previously located in an industrial building. They (ethnic Chinese colleagues) always talked about the odor of some non-Chinese security guards...I did not know if they (ethnic Chinese colleagues) minded (working with EM colleagues). However, they talked about that much...I do not worry about how they (EM staff) work but I worry about how they work with my colleagues.'

[Employer 7 from a manufacturing company]

(iii) Recruitment channels are segregated from EM job seekers

Employers' recruitment channels are segregated from EM communities. Most employers using bilingual job advertising websites for recruitment received no job application from locally educated EMs. In this sense, those websites are not effective/attractive job seeking channels for EMs. Rather, as mentioned in Chapter 6, EMs usually prefer job seeking through personal network/connections in their communities. For some employers such as those from transportation service, EM employees are usually recruited through personal networks of EM foremen.

'Up to now, nil (no application from local EMs). There were some, but their jobs (job experience) were irrelevant. He/she worked in an IT position, but we did not need IT position...I have been responsible for recruitment for a certain period of time, but I did not receive a lot (job application from EMs)...I got applications from Italy and France but I did not receive a lot from those (EMs) in local society. As an employer, I think it is strange.'

[Employer 5 from a wholesale and retail company]

'Recently, I recruited an accounting clerk. There was no application from EMs. This is an open recruitment published in English only through JobsDB...I did not receive their (EMs') applications for this sort of (clerical) positions. I got applications from Canada...but there was no local EM applicant.'

[Employer 2 from a catering group]

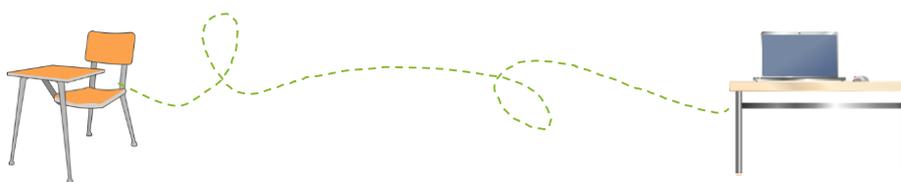
'They are mainly referred by acquaintances...or may ask the foremen...(who are the acquaintances?) Our colleagues' networks or friends. We offer bonus to them if the staff they referred work for a certain period, say more than 3 months.'

[Employer 4 from a transportation company]

(iv) Previous experience influences employers' attitude

Employers' attitude toward EM employees is highly associated with previous experiences. The employers indicating a willingness to accept EM employees had positive experiences with EMs.

'I joined that company (a German logistics firm) in 2006. There were people of various ethnicities in this multinational company...they had offices across the world and hired people of different nationalities. I had contact with Indians,



Italians, Germans, Frenches, Spaniards and Filipinos...we went for happy hour. There was a high harmony. [Employer 5 from a wholesale and retail company]

On the contrary, some employers emphasised unfavourable experiences with EM employees or job applicants in various circumstances – for example, no show in the job interview, poor sense of responsibility, quitting the job without notice and exaggeration of qualifications. While most of these employers possessed limited opportunity for dealing with EMs, their intention to consider EM job applicants was undermined by these experiences, though some of their perceptions might be caused by misunderstanding or overgeneralisation of individual cases.

'In our experience, for example, we make appointments for interview (with EM applicants). However, it is difficult to succeed because their no-show rates are high. In other words, they make application but do not show up...we usually follow up once or twice but the show-up rates of all of them are low... They made us perceive that they are all irresponsible...they all have high no-show rates. Yes, irresponsible. There is no advance notice of absence or unavailability. No. Just disappear.'
[Employer 3 from a recruitment agency]

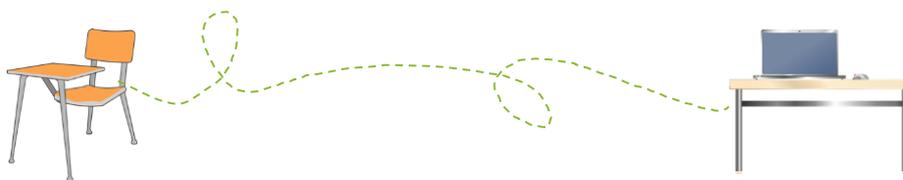
(v) Other obstacles to EM employment

In addition to the aforementioned problems encountered with the EMs, Employer 9 from the Police Force claimed that some EM youth fail to join the civil services, particularly the Disciplined Services because of the problems with the criminal records of the EM youth or their families.

'People can see that more than 10 (EM) students of Project Gemstone joined the Disciplined Services. However, a group of students failed. Perhaps most of them failed in the integrity checks. It is not necessarily the problem of the students. That means the students did not commit a crime but someone around him/her (family members). We don't know while the students fail in integrity check...They passed all the tests and attended the final interview. But we cannot help them in the integrity checks...The other Disciplined Services also require it. ...maybe the other Disciplined Services focus on the students [candidates] only. However, the Police Force vets the (candidates') whole families.' [Employer 9 from the Police Force]

Some NGOs provide EM job seekers with employment service. According to Employer 3, however, only a few of these NGOs utilize the service provided by private recruitment agencies. On the contrary, many NGOs look for disabled, elderly and middle aged job seekers through the recruitment agencies.

'We have a thought of mind. Once there are vacancies, we think about disabled and middle and old aged applicants. But we do not have a thought of mind that we need to look for EM applicants. It is because, up to now, only one social service organisation refers EM candidates to us. However, five to eight social service organisations continuously urge us to offer opportunities for middle and high aged candidates and disabled.' [Employer 3 from a recruitment agency]



Meanwhile, two employers realised that the non-Chinese speaking staff, including locally and non-locally educated ones, usually have a lower desire to develop their career further.

'It is obvious...They don't have to desire to get promoted. They are satisfied with the status quo. I told my Filipino clerk who was formerly my student "pursue a Bachelor's degree programme for trying to be a teacher. Pursue PGDE (Postgraduate Diploma in Education). We may have teaching posts. You have been working here for a long time, and you understand the job nature of teaching." ...He said "I have enough. My mother says it is OK. My girlfriend says it is OK. I am really OK." ...I asked some staff from foreign countries to join the subject panel of English language and to help further develop the panel. They said they could help develop something like (English) speaking, but they refused to join the subject panel...the non-Chinese speaking staff seldom apply for joining the core administrative team, but they are willing to work under the colleagues of the core...I feel that compared to the ethnic Chinese staff, they are more satisfied with the status quo.' [Employer 8 from a primary school]

'I feel that they (EMs) do not go beyond their bounds...I fulfil my tasks and then I feel OK. In other words, they may not proactively strive for opportunities of promotion or showing their performance. They are relatively fatalistic. That means they just fulfill the tasks assigned (by employers). [Employers 2 from a catering group]

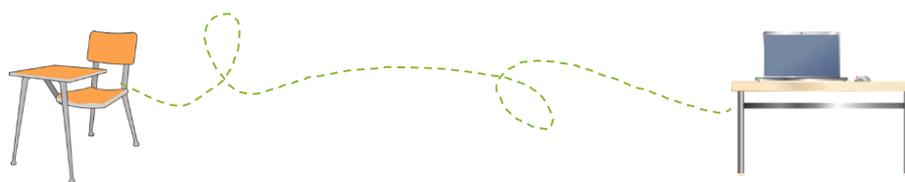
2.2 Initiatives to encourage EM employment and racial inclusion

For the actions needed for promoting EM employment and racial inclusion, most employers emphasised the role of the Government. Though some employers believed that subsidies may stigmatise the beneficiaries, some employers claimed that it is important to reduce their risk cost of hiring EMs, particularly if they have no experience with these groups of employees. Thus, the Government may subsidise employers to hire EM employees for a certain period of time.

'Government could provide subsidies either for employers or for EM staff...I worked in a company in Science Park. The employers of some fresh graduates got subsidies, say a half of the salary...it is attractive to employers...You join our company and I teach you. It is a cost. You need to integrate with our team. It is not a period of few days. For local Chinese, it may take a month to integrate with us. For EMs, due to the difference in culture and working style, it may take two months to generate the revenue equivalent to their wages...You can say it is a business strategy without subsidy. You assume sole responsibility for your profits or losses. However, if you hope to promote it (EM employment), how to reduce companies' risk cost?' [Employer 6 from an information technology company]

In addition, to provide employers with opportunities to understand EM youth, some employers claimed that internship programmes should be strengthened.

'As an employer, I have an additional choice... I may hope to try interns. If I hire a (permanent) staff, it takes time to review his/her on-the-job performance. I give



interns an opportunity. If they are OK, I will let them work. A lot of corporate groups hire interns nowadays. Why? It is the same. If I hire you as an intern, I will not assign important task to you at the beginning. If I feel that your performance is OK, I will offer a contract to you. [Employer 2 from a catering group]

While there are various internship programmes organised by schools and NGOs, employers found that there are a limited number of EM participants. In addition, due to limited manpower and unsuitable working environment, some companies, particularly some SMEs, claimed that it is difficult for them to participate in these programmes.

(Were there any EMs participating in internship programmes?) 'I did not see any...The target of programme was not EMs. The programme aimed to provide work experience to the students of secondary schools or universities. They did not recruit (EM students) specifically.' [Employer 3 from a recruitment agency]

'It (Internship programme) is not suitable to my company. My company is small. We have no manpower for training interns.' [Employer 1 from a security service and multimedia design company]

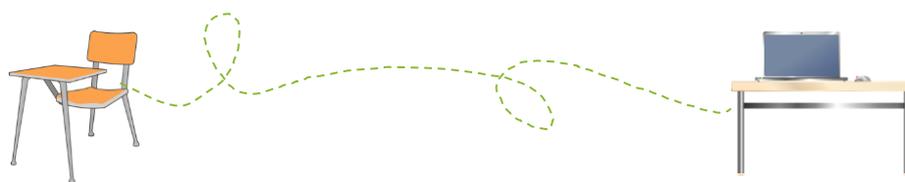
3. Implications

Data derived from the telephone survey indicates that employers in Hong Kong possess a high level of awareness of Racial Discrimination Ordinance and recognise the prevalence of racial discrimination at the workplace, particularly in the process of recruitment.

However, employers generally agree that it is understandable not to hire EMs and that EMs possess low Chinese literacy. Most employers also have low intention to use EM employment services provided by the Labour Department and NGOs. In addition, more than one-third of employers, particularly those from manufacturing, construction, general services, SMEs and Hong Kong originated companies, use Chinese only in recruitment advertisement, making the job-seeking channels segregated from the EM applicants with poor Chinese literacy.

Through in-depth interviews, employers' considerations of hiring are identified and categorised. Firstly, some employers hire EMs mainly because EM employees can help employers achieve specific organisational goals and filling in some positions. Secondly, for a majority of employers, there is a series of obstacles to hiring EMs, including inadequate Chinese literacy, unfavourable public image, segregated recruitment channels and negative previous experience with EMs.

For the initiatives to promote ethnic diversity and inclusion, most employers expect the Government and EOC to enhance promotional works and consultation. To encourage EM employment, employers hope that the Government can provide an financial incentive for a certain period of time and that internship scheme for EM students at different levels can be strengthened.



Chapter 8: Discussions and Recommendations

1. Discussions

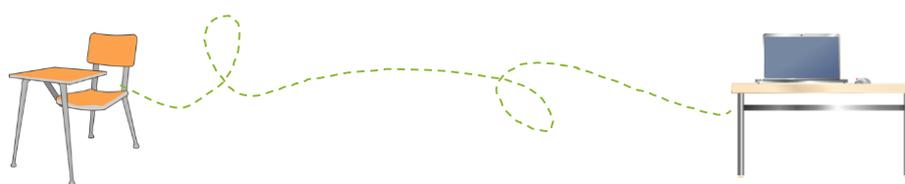
EM youth are facing more challenges. In job-seeking, some of the problems that EM youth face include low language proficiency, challenges in accessing accurate and sufficient information for career and education planning, no support and access to social resources, low personal capacity and initiative, poor financial situation, strong cultural stereotype and lack of mutual understanding between EC and EM. Other than these 6 main challenges, there are also gender and other cultural problems in EM culture and perceived discrimination. These make up some of the challenges EM youth face when seeking employment or education, which would lead to a worse-off situation when compared with EC.

There is a gender difference among EC and EM, but it varies between ethnic groups. Female EM youth, especially Indian and Pakistani females, often have more familial pressure to get married and cease education. Indians experience a larger gender difference in income, and Pakistanis have the fewest working members in the household, the largest household size, and the most financial difficulty. The labour force participation rate of female EM is lower than EC, except Nepalese and Filipino female. Pakistani female has the lowest participation rate. It shows that different ethnic groups have different problems concerning employment and education.

The parents and peers play very important roles in affecting the aspirations and self-efficacy of EM youth. For example, parents and peers of EM youth are one of the most important sources of information for career and education planning. Peer support boosts education aspiration, career and educational decision self-efficacy and generalised self-efficacy; parental support gives EM youth family social capital. EC and EM youth's different outcomes may come from their different processes of capitalising these resources, but situations vary by individual parent/peer. The significance of parents' support or peer support is hard to demonstrate by comparing their presence/absence. That is because career and educational decision self-efficacy, and generalised self-efficacy can only be observed behaviourally. People are used to finding parent/peer support when facing important events, and each parent/peer has distinctive differences. They would eventually have different influences on the outcome.

Nevertheless, previous studies show that mentoring can facilitate a more successful school-to-work transition of youths with immigrant backgrounds. In many OECD countries such as Australia and Denmark, researchers found that mentors with experience in business and government can help EM youth better understand the requirements and norms of labour market, resulting in better integration with workplaces (OECD, 2007; 2008).

Currently, numerous NGOs and governmental departments in Hong Kong provide a range of education and employment support services (see Appendix 20). There is much confusion about the roles of different governmental departments, including the Education Bureau, Labour Department, and Home Affairs Department, and various social service agencies, in providing internship programmes and introducing initiatives and platforms. For example, the Education Bureau provides internship for secondary students through Business-School Partnership Programme (BSPP). While Labour Department provides employment service for EMs, some NGOs offer job matching and internship for EM secondary students. Meanwhile, Home Affairs



Department provides various information on Government service to EMs in communities. This confusion is linked to the underperformance of coordination of resources in the government. In 2018, the HKSAR Government set up a Steering Committee on Ethnic Minorities Affairs chaired by the Chief Secretary. The main function of the committee is to enhance cross-bureau collaboration to strengthen support for EMs. In this case, the Committee should proactively review the coordination of EM services provided by various parties and, if necessary, reallocate the resources.

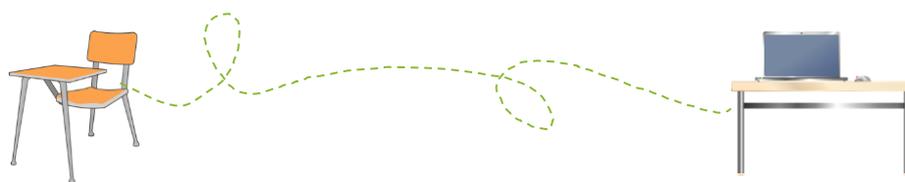
In addition to coordination among government departments and agencies, it is necessary to involve organisations from EM communities and employers in order to link up their segregated networks. Foreign experience shows that partnership with EM can effectively change employers' attitude towards EMs and better connect employers with EM job seekers. For example, the Muslim Employment Project in Queensland, Australia, was developed and financially supported by several governmental departments. Through the three centres set up in large Muslim communities, this programme works with unemployed Muslim people, developing a range of strategies to enhance employment opportunities, including job search skills and training programmes. These initiatives encourage Muslim job seekers to open up their doors to the wider society. Through meetings with employers, Muslims and employers can better understand each other (Froy and Pyne, 2011).

In some OECD countries, governments provide various forms of subsidies along with EM employment programmes. For instance, in Seine-Saint-Denis, Paris, France, a social driving school programme was funded to provide driving and other subsidised job training programmes for young people, mainly ethnic minorities. In Flanders, Belgium, there is an Employment Equity and Diversity (EED) policy which aims to encourage participation in the labour market of three target groups, including immigrants and their children, disabled, and workers aged 50 and over. Through the partnership between Flemish Government, industrial sectors, the social partners and immigrant organisations, various types of plans are provided, for example specifically adapted training programmes, job orientation interviews and personal development plans; language courses on the shop floor and mentoring for new staff. Participating companies can apply for any one of these plans, to which different levels of subsidy apply. In a majority of the diversity plans, the results are better than the projected objectives. The best results have been achieved for the immigrant target group (ibid.).

It is necessary to draw a lesson from the experiences in these countries in order to provide an ex-ante evaluation of the local policy for enhancing the employability of EM. Nevertheless, the actual effectiveness of this potential policy is usually associated with numerous factors, including social context, public promotion and logistic support to participating employers and employees. Thus, we would recommend the government to conduct a formative evaluation regularly, if and when this policy is implemented.

In Hong Kong, the Employee Retraining Board is currently providing some elementary courses of vocational Chinese language for the working EMs. These courses are usually outsourced to the various agencies such as trade unions and higher education institutions. Since the learning outcomes of these courses do not match the requirement of most clerical work in Hong Kong, it is recommended that a more systematic and quality syllabus of Chinese language should be developed by the Education Bureau and higher education institutions. In order to achieve the teaching outcomes, these courses can be delivered by specific higher education institutions such as VTC.

Based on the empirical findings presented in Chapters 5-7, we have made the following suggestions for improving EM youth' education and career attainment.



2. Recommendations

To conclude, young people with ethnic minority background are experiencing obvious obstacles in their school-to-work transitions. These obstacles are mainly due to structural difficulties in acquiring the Chinese Language in a less favourable language environment and system; having less opportunity to participate in important and meaningful events that are facilitative for earlier educational and career goal setting because of language and practical barriers; less likely to access employment openings and be considered as eligible potential employees in many cases, and to a certain extent misunderstanding or being stereotyped by their racial background.

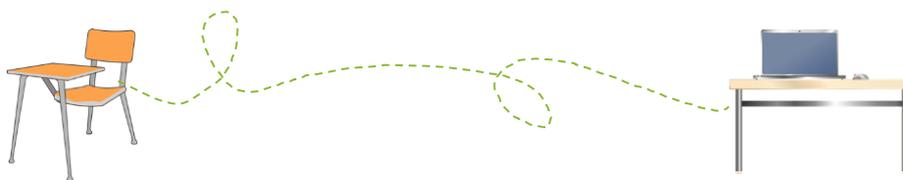
To address these obstacles faced by EM youth in education and career pathways, it is recommended that a more comprehensive, fundamental, culturally sensitive and early intervention approach is to be developed. While an overall inclusion of EM youth in their transition from school to work should be targeted in the long run, specific measures that address the existing disadvantages faced by EM youth in education and career experiences should be adopted.

Based on the findings of this study, policy measures and service improvements are suggested under four aspects: (1) *Improving Chinese Language proficiency among EMs*, (2) *Expanding employment possibilities and opportunities*, (3) *Strengthening the support network* and, (4) *Cultivating a multicultural environment*. Table 8.1 refers to the summary of recommendations for different pathways of EM youth.

2.1 Improving Chinese language proficiency among EMs

These first two recommendations apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work), whilst the third recommendation applies to the latter two pathways (S6 to work and post-secondary education to work).

1. While Chinese proficiency at DSE level is not taken as a basic job requirement in the Hong Kong labour market, existing Chinese language curriculum (e.g. GCSE) for EMs does not meet the daily vocational needs and on-the-job demands of many (if not most) employment positions. To tackle this problem, the Education Bureau should consider providing a more tailor-made Chinese language curriculum and a learning environment to EM students at different education levels. In addition to oral and listening skills, reading and writing abilities of Chinese languages should be enhanced in particular.
2. To enhance EM's Chinese language proficiency, starting Chinese language education for Non-Chinese Speaking (NCS) students at the early stage is advisable and imperative. Although the Government has extended its support measures to pre-school education by allocating extra funding for kindergartens which admit eight or more NCS students, it is recommended that additional support by Education Bureau in terms of, but not limited to, pedagogical support, in-service and pre-service training to teachers should be provided to all kindergartens which admit NCS students.
3. In addition to fostering an early and comprehensive Chinese language learning environment for EMs in the education system, special measures outside classroom should be adopted to



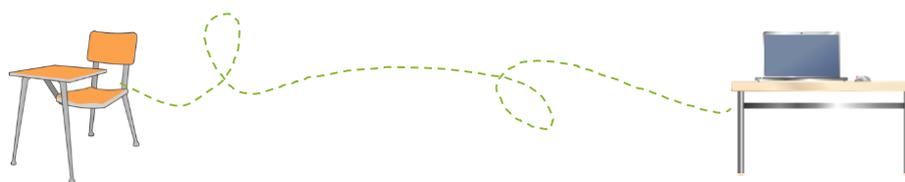
bridge the learning discrepancies among different backgrounds of EM youth at different stages, for example, the working youth with inadequate Chinese proficiency and those who have just arrived at and are new to the Hong Kong education system. To meet the needs of these groups, in addition to the elementary courses provided by Employee Retraining Board (ERB) or other Non-Governmental Organisations (NGOs), the Education Bureau and Labour and Welfare Bureau should design and provide quality and systematic practical Chinese Language courses/programmes especially in the areas of Chinese reading and writing skills.

Echoing the feedback collected by the EOC's Working Group on Education for Ethnic Minorities in its recent report, immediate actions and tangible follow-up of its eight areas of concern on Chinese language learning is paramount.

2.2 Expanding employment possibilities and opportunities

All the 4 recommendations below apply to the two school-to-work pathways (S6 to work and post-secondary education to work).

4. According to the experience of EM working youth with secondary education or post-secondary education background in this study, there are different practices and patterns in the job-seeking of EM youth compared with their Chinese counterparts. The common and effectual approach of job advertising (though sometimes bilingual) may not be able to address the cultural practice of EM youth in job hunting. To bridge the gap between the segregated networks of EM communities and employers, three specific and related recommendations are suggested to address this issue:
 - 4.1 A review of the effectiveness of the existing employment services and job-seeking support provided by the Labour Department and other relevant NGOs should be conducted;
 - 4.2 More tailor-made measures and promotion practices, such as liaising and reaching out to EM communities, schools and post-secondary institutions to organise job fairs and provide information about job opportunities are deemed necessary. To ensure the effectiveness of these initiatives, the opinions of EM communities, industries, NGOs and schools should be taken into account; and
 - 4.3 To increase job opportunities and to expand job options for EM youth, a regularly established multilingual job-matching platform for potential employers and EM youth can be developed by the government together with organisations from EM communities, industries and NGOs. If necessary, the services of private recruitment agency can be used.
5. To break the “no experience, no job” cycle of EM youth and to facilitate mutual understanding between employers and EM students, internship programmes jointly provided by various parties should be further strengthened. Collaboration between the Government and different parties, particularly through the Business-School Partnership Programme and internship programmes designed and provided by NGOs, should be expanded and made more readily available to the EM communities. Efforts should be devoted, and resources should be made available for these parties not only to facilitate information dissemination but also to encourage EM students to recognise the importance of and to participate in these programmes. In addition to promoting these programmes among EM students, the Government can consider providing necessary consultative



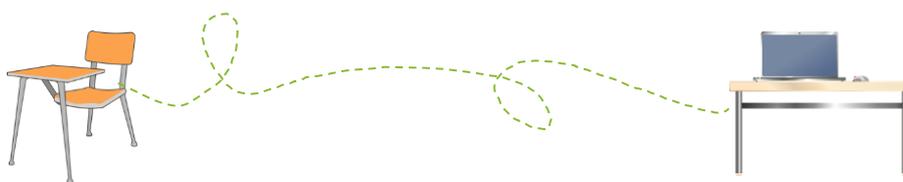
services and financial support to the employers, particularly those from SMEs, and student participants of these programmes.

6. In order to encourage employers to hire EMs by means of reducing the risk cost, the Labour and Welfare Bureau can offer some employer financial incentive schemes to incentivise employers to hire EM employees for a certain period of time. The subsidies can be provided along with on-the-job training programmes and paid placements. Meanwhile, the government should conduct a formative evaluation regularly in order to review the effectiveness of the subsidy schemes. If necessary, the schemes should be refined accordingly.
7. In addition to a total number of 53 grades that have lowered/would lower their Chinese language proficiency requirements (LPRs) since 2010, the Civil Service Bureau needs to further review entry requirements relating to Chinese proficiency for all the grades of the civil service in order to provide more equal opportunities for the EM applicants in the long run.

2.3 Strengthening the support network

All the recommendations below apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work).

8. EM parents are important sources of support for and have a great impact on their children's education and career. However, they lack knowledge about the Hong Kong education system. To optimise parental support, parents will need to effectively access information concerning matters relating to education, career, financial assistance of the Government, as well as the benefits of participation in school activities. Informed choices of schools and courses in Chinese language teaching, learning and assessment should be ensured for parents and family members who are significant to children's education.
9. Training and support to teachers and social workers will optimise their assistance to EM students. In this vein, the Education Bureau and Labour Department can develop multilingual materials and guidelines on career planning and development as practical career guidance resources. Cultural competency training, which helps teachers and social workers to be aware of their own cultural bias and to understand the needs, challenges, and expectations of the EM students should be incorporated in pre-service and in-service training in order to facilitate the knowledge and skills of these professionals.
10. A sharing platform can be developed to connect EM students with their senior counterparts of different post-transition statuses. Serving as mentors or role models, senior EM youth could share their life stories, including how they overcome obstacles and achieve their education and career goals.
11. EM staff can be considered as useful supportive resources. For example, EM parents tend to contact EM staff of schools in case of need, whereas EM students are more likely to listen to EM teachers. This measure is adopted by and is also seen as highly useful among NGO EM service providers. Increasing the number of EM staff, providing adequate training and strengthening their roles in areas such as actively connecting to EM communities, providing information and resources, offering emotional and tangible support



to parents and children, as well as advising on education and career matters can certainly help improve the support network of the EM families, especially those at grass-root level.

2.4 Cultivating a multicultural environment

All the recommendations below apply to the 3 pathways (S6 to post-secondary education, S6 to work, and post-secondary education to work).

EM students' perception of host receptivity is associated with their aspiration, and the acceptance and inclusion of people of different backgrounds in the mainstream society are important for a successful education and career transition of EM youth. However, the findings reveal that there is still a separation of practice and limited understanding of the cultural practice between EM and Chinese communities. To address this gap, the cultivation of a multicultural environment in Hong Kong, especially in education and work settings, is highly important.

12. To reduce stereotypes and promote understanding and social inclusion of EM population, the Education Bureau, Home Affairs Bureau, EOC and NGOs should strengthen public education with a particular emphasis on the fair and accurate representation of EMs. To enhance the mutual understanding between EM and EC communities, exchange activities should be provided at schools and communities.
13. Some EM respondents perceive the term “ethnic minority” as discriminatory and exclusionary. This perception may be caused by language that distinguishes between dominant and minority groups and indicates exclusion based on ethnicity. In order to demonstrate cultural sensitivity and respect to EM groups, inclusive language with positive and accurate representation is recommended. It is recommended to use alternative terms such as “people from multicultural background” in addition to “EM” in order to give a sense of inclusion.

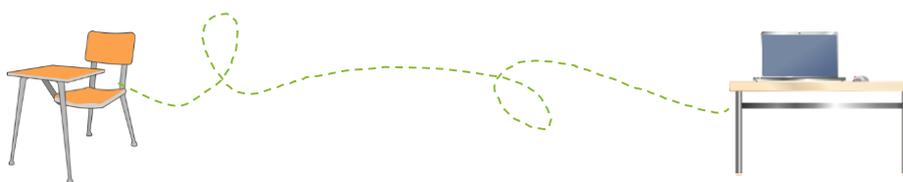
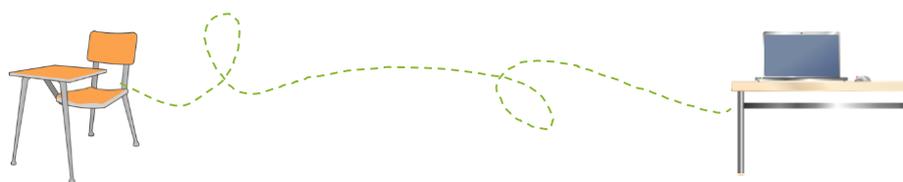
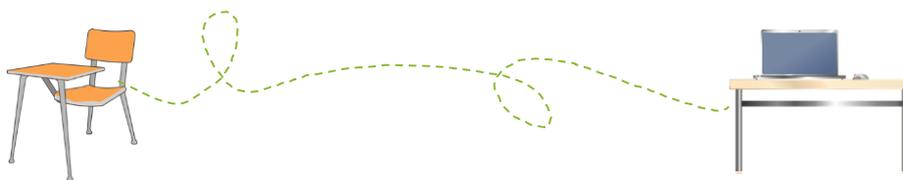


Table 8.1. Recommendations for different pathways of EM youth

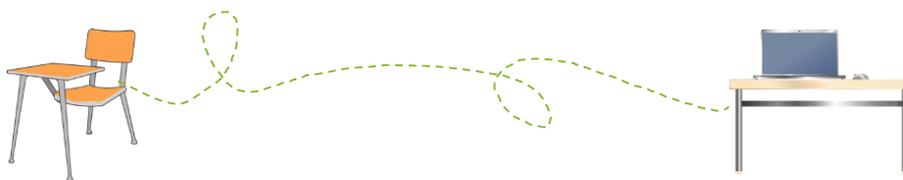
	Recommendations	S6 to post-secondary education	S6 to work	Post-secondary education to work
Improving Chinese proficiency				
1	More tailor-made Chinese language curriculum and learning environment to enhance oral, listening, reading and writing skills of EM students at different levels Responsible parties: Education Bureau, Jockey Club, higher education institutions, schools with NCS students of all levels and NGOs	✓	✓	✓
2	Additional support to kindergarten teachers to facilitate EM students' early acquisition & development of Chinese language Responsible parties: Education Bureau, Jockey Club, kindergartens with NCS students, higher education institutions and NGOs	✓	✓	✓
3	Quality and systematic Chinese language courses for working EM youth and those who arrive in Hong Kong late Responsible parties: Education Bureau, Employee Retraining Board, Jockey Club, higher education institutions, NGOs and employer groups		✓	✓
Expanding employment possibilities and opportunities				
4.1	A review of the effectiveness of existing employment services Responsible parties: The Steering Committee on Ethnic Minorities Affairs, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, Labour Department, secondary schools and higher education institutions with NCS students, NGOs, employer groups and organisations of EM communities.		✓	✓
4.2	More tailor-made measures and promotion practice to reach out to EM communities, schools and post-secondary institutions Responsible parties: The Steering Committee on Ethnic Minorities Affairs, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, Labour Department, secondary schools and higher education institutions with NCS students, NGOs,		✓	✓



	employer groups and organisations of EM communities.			
4.3	A regularly established job-matching platform in multiple languages for potential employers and promotion practices to reach out to EM youth Responsible parties: The Steering Committee on Ethnic Minorities Affairs, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, Labour Department, secondary schools and higher education institutions with NCS students, NGOs, employer groups, recruitment agencies and organisations of EM communities		✓	✓
5	Strengthening internship programmes jointly provided by various parties and the Government Responsible parties: The Steering Committee on Ethnic Minorities Affairs, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, Labour Department, secondary schools and higher education institutions with NCS students, NGOs, employer groups, recruitment agencies and organisations of EM communities		✓	✓
6	Incentive schemes for employers of EM employees Responsible parties: Labour and Welfare Bureau, Labour Department, NGOs and employer groups, and organisations of EM communities		✓	✓
7	A further review of entry requirements relating to Chinese proficiency for all the grades of civil service Responsible parties: The Steering Committee on Ethnic Minorities Affairs, Civil Service Bureau, Education Bureau, secondary schools, higher education institutions, NGOs and organisations of EM communities		✓	✓
Strengthening the support network				
8	Optimising parental support to ensure parents to effectively access information concerning matters relating to education, career, financial assistance of the Government, as well as the benefits of participation in school activities Responsible parties: Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, Labour Department, schools with NCS students of all levels, higher education institutions, NGOs, employer groups and organisations of EM communities	✓	✓	✓



9.1	Pre-service and in-service training of cultural competency for teachers and social workers Responsible parties: Education Bureau, Labour and Welfare Bureau, schools with NCS students of all levels, higher education institutions, NGOs, and organisations of EM communities	✓	✓	✓
9.2	Developing multilingual materials and guidelines on career planning and development Responsible parties: Equal Opportunities Commission, Education Bureau, Labour and Welfare Bureau, secondary schools and higher education institutions with NCS students, NGOs and organisations of EM communities	✓	✓	✓
10	A sharing platform to connect EM students with their senior counterparts of different post-transition statuses Responsible parties: Education Bureau, Labour and Welfare Bureau, schools of all levels higher education institutions with higher education institutions with NCS students, NGOs and organisations of EM communities	✓	✓	✓
11	Increasing the number of EM staff, providing adequate training and strengthening their roles in schools and NGOs Responsible parties: Education Bureau, Labour and Welfare Bureau, schools with NCS students of all levels, higher education institutions and NGOs	✓	✓	✓
Cultivating a multicultural environment				
12	Exchange activities to strengthen public education with an emphasis on fair and equitable representation of EMs and enhance the mutual understanding between EM and EC communities Responsible parties: Equal Opportunities Commission, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, NGOs, and organisations of EM communities	✓	✓	✓
13	Using alternative terms such as “people from multicultural background” in addition to “EM” in order to give a sense of inclusion. Responsible parties: Equal Opportunities Commission, Education Bureau, Home Affairs Bureau, Labour and Welfare Bureau, NGOs and organisations of EM communities	✓	✓	✓



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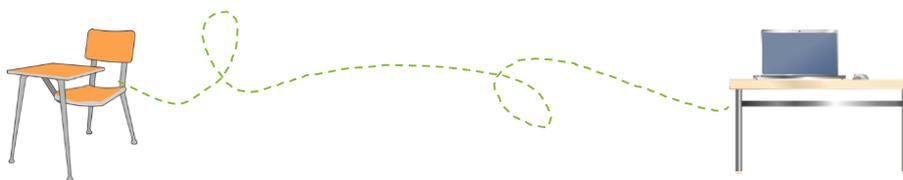
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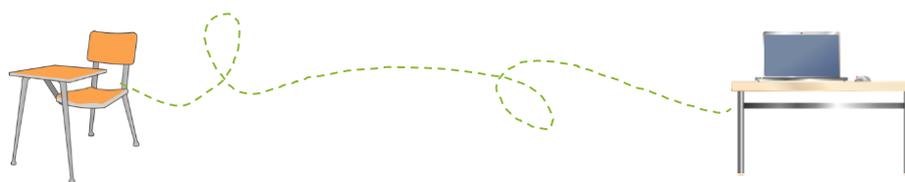
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Yuen Long Town Hall, Support Service Centre for Ethnic Minorities

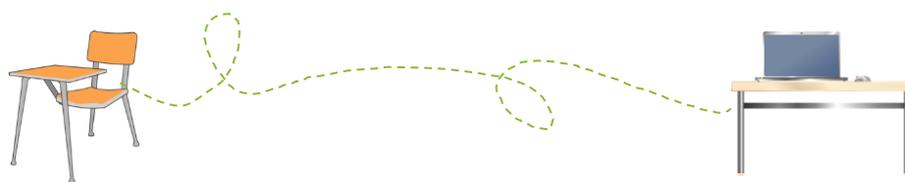


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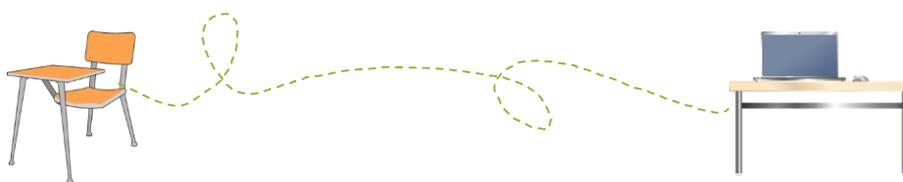
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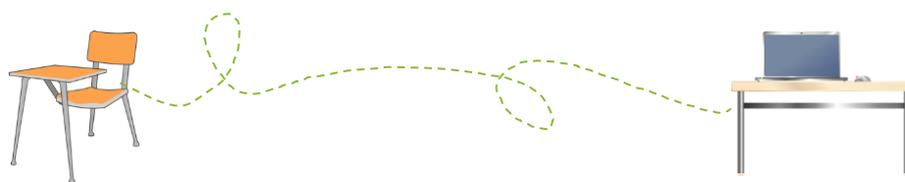
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Appendix 1: Student Questionnaire (Survey with S4-S6 students)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Thank you for accepting our invitation to participate in our interview. All information collected is for academic research purpose and kept confidential. Please answer ALL of the questions below. After completing the questionnaire, a gift voucher will be given to you. Thank you very much for your participation.

I. Personal data

AGE. How old are you? _____ years old

GENDER. What is your sex? 1. Male 2. Female

ETHNICITY. What is your ethnicity?

1. Chinese 2. Indian 3. Nepalese
4. Pakistani 5. Filipino 6. Mixed; Parents are from two different ethnicities
7. Other (please specify): _____

FATHER_ETH. What is your father's ethnicity?

1. Chinese 2. Indian 3. Nepalese
4. Pakistani 5. Filipino 6. Mixed
7. Other (please specify): _____

MOTHER_ETH. What is your mother's ethnicity?

1. Chinese 2. Indian 3. Nepalese
4. Pakistani 5. Filipino 6. Mixed
7. Other (please specify): _____

POB. Where were you born?

1. Hong Kong 2. Mainland China 3. India
4. Nepal 5. Pakistan 6. Philippines
7. Other (please specify): _____

DOS. How long have you been living in Hong Kong?

1. Since birth 2. For _____ years _____ months

RELIGION. What is your religion?

1. Buddhism 2. Christianity 3. Hinduism
4. Islam 5. Sikhism 6. Nil
7. Others (please specify: _____)

EDU. Which level of school are you in now?

1. Secondary 4 2. Secondary 5 3. Secondary 6

ETAKEN. Did you take following Chinese language public examination(s)? (If yes, please indicate the year)(Make all that apply.)

1. Applied Learning Chinese (ApLC) Year: _____

2. HKDSE Year: _____
3. GCSE Year: _____
4. IGCSE Year: _____
5. GCE AS-Level Year: _____
6. GCE A-Level Year: _____
7. Others (Please specify: _____) Year: _____
8. None

EPLANNED. Will you take following Chinese language public examination(s)? (If yes, please indicate the year) (Make all that apply.)

1. Applied Learning Chinese (ApLC) Year: _____
2. HKDSE Year: _____
3. GCSE Year: _____
4. IGCSE Year: _____
5. GCE AS-Level Year: _____
6. GCE A-Level Year: _____
7. Others (Please specify: _____) Year: _____
8. Have not decided yet
9. None

II. Individual factors

A. Educational aspirations

How much do you agree or disagree with the following statements? (Please give a ✓ in the box that best reflects your answer.)

1 Strongly disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly agree

EAQ1. I like to see that I am improving in my schoolwork.

EAQ2. I need to know that I am getting somewhere with my schoolwork.

EAQ3. I try hard at school because I am interested in my work.

EAQ4. I work hard to try to understand something new at school.

EAQ5. I am always trying to do better in my schoolwork.

EAQ6. I hope I can have advanced education.

EAQ7. I want to go on to college or university education.

EAQ8. I try my best hoping to get into an advanced educational institution.

EAQ9. I am eager to do some advanced courses.

EAQ10. I wish to get a good job.

EAQ11. I very much hope to get a good salary when I am employed.

EAQ12. I hope I will find desirable employment in future.

B. Career and educational decision self-efficacy inventory for secondary students (CEDSIS)

Due to protection of copyright, please refer to Ho & Sum (2018) for details of items.

C. Generalised self-efficacy

Please give a ✓ in the box that best reflects your answer.

1 Not at all true 2 Barely true 3 Moderately true 4 Exactly true

GSEQ1. I can always manage to solve difficult problems if I try hard enough.

GSEQ2. If someone opposes me. I can find means and ways to get what I want.

GSEQ3. It is easy for me to stick to my aims and accomplish my goals.

GSEQ4. I am confident that I could deal efficiently with unexpected events.

GSEQ5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

GSEQ6. I can solve most problems if I invest the necessary effort.

GSEQ7. I can remain calm when facing difficulties because I can rely on my coping abilities.

GSEQ8. When I am confronted with a problem, I can usually find several solutions.

GSEQ9. If I am in a bind, I can usually think of something to do.

GSEQ10. No matter what comes my way, I'm usually able to handle it.

D. Subjective academic performance

SAPQ1. What was your total average annual exam score (or grade) last year? (100 as full score)

Roughly _____. (If it is in grade, please specify the range of scores represented by the grade: approximately ____ marks to ____ marks)

SAPQ2. What was your average annual exam score of Chinese subject (or grade) last year? (100 as full score) (Applicable to EM students only)

Roughly _____. (If it is in grade, please specify the range of scores represented by the grade: approximately _____ marks to _____ marks)

1 Very poor 2 Poor 3 Fair 4 Good 5 Very good

SAPQ3. How would you rate your general academic performance last year?

SAPQ4. How would you rate your general academic performance in Chinese subject last year? (Applicable to EM students only)

A. Family factors

Family social status

FSSQ1. Are you currently living with your father? 0. No 1. Yes

FSSQ2. Are you currently living with your mother? 0. No 1. Yes

FSSQ3. What are your parents' jobs? Name their occupations, and describe what they do. *(If your mother and father are not working now, describe their jobs before they stopped working. Please answer this question even if your mother or father doesn't live with you.)*

- a) What is your father's occupation? _____
- b) What does he do in that job? _____
- c) What is your mother's occupation? _____
- d) What does she do in that job? _____

FSSQ4. What is the highest level of education your father and mother attained? (Please give a ✓ in the box that best describes their highest level of education attained.)

	Father	Mother
1.No education received	_____	_____
2.Some primary school or below	_____	_____
3.All years of primary school	_____	_____
4.Some secondary school	_____	_____
5.All years of secondary school	_____	_____
6.Vocational or technical certificate/ diploma after high school	_____	_____
7.Associate degree	_____	_____
8.Bachelor's degree	_____	_____

9. Master's degree or above

999. Don't know

B. Family income

F_INCOME. How much is your family earning monthly (i.e. monthly income from all family members) ?

1. Below \$4,000	2. \$4,000-\$5,999	3. \$6,000-\$7,999	4. \$8,000 - \$9,999
5. \$10,000 - \$14,999	6. \$15,000 - \$19,999	7. \$20,000 - \$24,999	8. \$25,000 - \$29,999
9. \$30,000 - \$34,999	10. \$35,000 - \$39,999	11. \$40,000-44,999	12. \$45,000- \$49,999
13. \$50,000- \$59,999	14. \$60,000- \$79,999	15. \$80,000- \$99,999	16. \$100,000 and above

C. Family social capital

Please give a ✓ in the box that best describes you.

1 Never 2 Rarely 3 Less than once a week 4 Once or twice a week 5 Every day or almost every day

FSCQ1. How often do your parents discuss school matters with you?

FSCQ2. How often do your parents help or check your homework?

1 Never 2 Rarely 3 Sometimes 4 Often 5 Very often

FSCQ3. How often do your parents attend your school activities?

FSCQ4. How often do your parents discuss with you about your future career plans?

1 Never 2 Rarely 3 Sometimes 4 Often 5 Very often

FSCQ5. How often do your parents contact with school?

D. Parents' Language Competence (Applicable to EM students only)

PLCQ1. How often does your father need to use Cantonese and English at work or everyday life?

1	2	3	4	5	99
Never	Rarely	Sometimes	Often	Very often	Don't know

a. Work – Cantonese

b. Work – English

c. Daily life – Cantonese

d. Daily life – English

PLCQ2. How often does your mother need to use Cantonese and English at work or everyday life?

1	2	3	4	5	99
Never	Rarely	Sometimes	Often	Very often	Don't know

a. Work – Cantonese

b. Work – English

c. Daily life – Cantonese

d. Daily life – English

PLCQ3. How often do your parents help you learn Cantonese and English?

1	2	3	4	5
Never	Rarely	Som-times	Often	Very often

a. Cantonese

b. English

III. School factors

A. School social capital

Please give a ✓ in the box that best describes you.

1	2	3	4	5
None	One	Two	Three	Four or more

SSCQ1. During this academic year, how many times in a week do you usually participate in extracurricular activities organised by your school?

SSCQ2. During this academic year, how many teachers permit you to approach them outside class?

B. Support for educational planning

SEPQ1. During this academic year, how often do you talk to the following people about your plan for post-secondary education? (Please give a ✓ in the box that best reflects your answer.)

1	2	3
---	---	---

	Not at all	Once or twice	Three or more times
a. Father			
b. Mother			
c. Social worker/counselor			
d. Teacher			
e. Adult relatives			
f. Friends/classmates			

SEPQ2. Since the beginning of this school year, have you talked to a social worker/counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parent), for any of the following reasons? (Please give a ✓ in the box if you did that in this year.)

	1		2		3	
	Social worker/counselor		Teacher		Other adult relative or adult friend	
	1.Yes	0.No	1.Yes	0.No	1.Yes	0.No
a. To get information about higher education or post-secondary programmes						
b. To get information about jobs or careers that you might be interested in after finishing school						
c. To help improve your academic work in school right now						

IV. Community and peers

Please give a ✓ in the box best describes you.

A. Religious attendance

1	2	3	4
Never	Less than once a month	Once a month or more, but less than once a week	Once a week or more

RAQ1. How often do you attend church/mosque?

RAQ2. How often do you participate in church/mosque youth activities?

B. Peers

Not at all true		Completely true
1	2	3
4	5	

PQ1. My friends think that it is important to do well in school.

	Very unsupportive					Very supportive
	1	2	3	4		5

PQ2. How supportive are friends and peers on your plan to pursue post-secondary education?

V. Communication competence and host receptivity (Applicable to EM students only)

A. Integration with / isolation from host society

IHQ1. How many of your friends come from your ethnic group? Please circle the percentage that best describe your situation. (e.g. 30% means 30% of my friends come from my ethnic group)

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

IHQ2. How many of your friends are Hong Kong ethnic Chinese? Please circle the percentage that best describe your situation. (e.g. 30% means 30% of my friends are ethnic Chinese.)

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

IHQ3. Please give a ✓ in the box that best describes you.

	1	2	3	4
	Never	Seldom	Often	Always

a. How often do you watch Cantonese TV programmes?
--

	1	2	3	4
	Not at all	Once a year	Once a month	Once a week

b. How often do you read Chinese newspapers?
--

B. Host communication competence

Please give a ✓ in the box best describes you.

	None	1-5	6-10	11-15	More than 16
--	------	-----	------	-------	--------------

HCCQ1. How many Hong Kong ethnic Chinese friends and acquaintances do you have?

	1	2	3	4	5
	Never	Rarely	Sometimes	Often	Very often

HCCQ2. How often do you enjoy hanging out with Hong Kong ethnic Chinese?
--

	1	2	3	4	5
--	---	---	---	---	---

	Not at all	Slightly important	Somewhat	Fairly important	Very important	Don't know
MLLQ5. The ability to speak Cantonese						
MLLQ6. The ability to understand Cantonese						
MLLQ7. The ability to read Chinese						
MLLQ8. The ability to write Chinese						

E. Perceived host receptivity

Please give a ✓ in the box best describes you.

	1	2	3	4	5	6	7
	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree
PHRQ1. Hong Kong ethnic Chinese people are genuinely interested in association with you.							
PHRQ2. Hong Kong ethnic Chinese people generally accept you in their society.							
PHRQ3. Hong Kong ethnic Chinese people mostly show positive attitude toward you.							
PHRQ4. Hong Kong ethnic Chinese people judge you and your race/ ethnicity fairly.							
PHRQ5. Hong Kong ethnic Chinese people generally show interest in you and your culture.							
PHRQ6. Hong Kong ethnic Chinese people show recognition of your hard work.							

F. Invitation to participate in in-depth interview

In order to collect more opinions from you, the HKBU would like to invite you to participate an in-depth interview for about 1.5 hour (date, time and venue will be arranged later).

Would you like to participate in the in-depth interview related to this study?

1. Yes

2. No

If you would like to participate our interview, please leave your information as follows:

Your name : _____

Mobile phone number : _____

Email : _____

WhatsApp / Line : _____

4. Others (Please specify : _____)

Thank you for your participation.

A gift voucher is offered to you as our appreciation of your participation!

3. 5-9 years 4. 10 years or above
99. Refuse to answer

B 3. How many employees are employed in the company in Hong Kong currently? (Including staff in all branches)

1. Less than 10 persons
2. 10-49 persons
3. 50-99 persons
4. 100-299 persons
5. 300-499 persons
6. 500 persons or above
7. Others (Please specify: _____)
88. Don' t know
99. Refuse to answer

B 4. Are you in charge of staff recruitment, evaluation of employees' performances in specific branches or those of all employees in you company?

1. Staff in specify branch(es)
2. all staff in the company
3. Others (Please specify: _____)
99. Refuse to answer

(If answer "1", continue to B5. If answer 2, 3 or 99, skip to B6)

B5. How many staff members are recruited and assessed by you?

1. Less than 10 persons
2. 10-49 persons
3. 50-99 persons
4. 100-299 persons
5. 300-499 persons
6. 500 persons or above
7. Others (Please specify: _____)
88. Don' t know
99. Refuse to answer

B 6. Where is the host country of your company?

1. Hong Kong
2. Mainland China
3. Other places (please specify : _____)
88. Don' t know
99. Refuse to answer

B 7. What channels are usually used for your company's staff recruitment? (Mark all that apply.)

1. Recruitment advertisement in newspapers
2. Advertisement in recruitment website
3. Poster or notice outside branches
4. Employment service or job fair provided by Labour Department
5. Employment service provided by Employees Retraining Board
6. Employment service provided by NGOs
7. Service provided by private employment agencies
8. Personal network of employer and employees
9. Others (Please specify: _____)

88. Don't know
99. Refuse to answer

B 8. What language(s) is (are) used in your company's recruitment advertisements usually?

1. Usually Chinese only
2. Usually English only
3. Usually both Chinese and English
4. Case by case
5. Others (Please specify: _____)
88. Don't know
99. Refuse to answer

C. Experiences in staff recruitment

C 1. During the hiring process in the past 5 years, did the company receive any job application from locally educated EMs? EMs refer to including Filipinos, Indians, Indonesians, Nepalese, Pakistanis, Sri Lankans and Thais?

1. Yes 2. No 88. Don't know/Forget 99. Refuse to answer
(If choose 1, continue to D2. If 2, 88 or 99, skip to Section D)

C 2. In the past 5 years, has the company received any enquiries or complaints related to racial discrimination in the hiring process?

1. Yes 2. No 88. Don't know/Forget 99. Refuse to answer
(If choose 1, continue to C3. If 2, 88 or 99, skip to Section D)

C 3. In the most recent incident, what happened? (If necessary, read out 1 – 4) (mark all apply)

1. Job applicant was dissatisfied with job advertisements and then filed an enquiry or complaint
2. Job applicant was not notified of the interview and then filed an enquiry or complaint
3. Job applicant was not hired after the interview and then filed an enquiry or complaint
4. Job applicant claimed that as the company made the applicant's ethnicity as one of the employment conditions during the job interviews, the job applicant then filed an enquiry or complaint
5. Others (Please specify: _____)
88. Don't know / Forget
99. Refuse to answer

C 4. Which position did the applicant apply for at that time?

1. Manager and administrators
2. Professionals
3. Associate professionals
4. Clerical support workers
5. Service and sales workers
6. Craft and related workers
7. Machine operators and assemblers
8. Elementary occupations
9. Skilled workers in fishing and agricultural industries
10. Others (Please specify: _____)
88. Don't know/Forget
99. Refuse to answer

C 5. What actions did the company take? [If necessary, read out 1 - 5] (mark all apply)

1. Explained the recruitment procedure to the applicant immediately
2. Referred the applicant to a colleague in-charge (e.g. Public Relations Department)
3. Requested the Personnel Department to follow up the case and review it
4. Reported to Management

- 5. Registered with the EOC
- 6. Others (Please specify: _____)
- 7. Did not take any actions
- 88. Don't know/Forget
- 99. Refuse to answer

D. Information of EM employees

D 1. In the past 5 years, has the company hired any locally educated ethnic minority employees, including Filipinos, Indians, Indonesians, Nepalese, Pakistanis, Sri Lankans and Thais?

- 1. Yes
- 2. No
- 88. Don't know/Forget
- 99. Refuse to answer

(If the answer is 1, continue to D2. If 2, 88 or 99, skip to Section E.)

D 2. In the past 5 years, what is(are) the ethnicity(ethnicities) of locally educated EM employees your company hired? (Make all that apply.)

- 1. Filipinos
- 2. Indians
- 3. Indonesians
- 4. Nepalese
- 5. Pakistanis
- 6. Sri Lankans
- 7. Thai
- 8. Others (please specify: _____)
- 88. Don't know/Forget
- 99. Refuse to answer

D 3. Which position(s) did the employee(s) take? (Mark all that apply.)

- 1. Manager and administrators
- 2. Professionals
- 3. Associate professionals
- 4. Clerical support workers
- 5. Service and sales workers
- 6. Craft and related workers
- 7. Machine operators and assemblers
- 8. Elementary occupations
- 9. Skilled workers in fishing and agricultural industries
- 10. Others (Please specify: _____)
- 88. Don't know/Forget
- 99. Refuse to answer

D 4. During the past 5 years, has the company received any enquires or complaints and conducted investigations about race discrimination at work?

- 1. Yes
- 2. No
- 88. Don't know/Forget
- 99. Refuse to answer

(If choose 1, continue to D 5. If 2, 88 or 99, skip to Section E)

D 5. In the most recent case, what happened? [Read out 1 - 5] (mark all apply)

- 1. EM employees believed that they received less salary or benefits than others in the same position.
- 2. EM employees believed that they lost the chance for promotion or training.
- 3. EM employees believed that they received unfair treatment for job allocation.
- 4. EM employees believed that ethnic Chinese employees often received corporate favors.
- 5. Some employees used discriminatory language against EM employees
- 6. Others (Please specify: _____)
- 88. Don't know/Forget
- 99. Refuse to answer

D 6. What position did the disgruntled employee take at that time?

- 1. Manager and administrators
- 2. Professionals
- 3. Associate professionals

- 4. Clerical support workers
- 5. Service and sales workers
- 6. Craft and related workers
- 7. Machine operators and assemblers
- 8. Elementary occupations
- 9. Skilled workers in fishing and agricultural industries
- 10. Others (Please specify:_____)
- 88. Don't know/Forget
- 99. Refuse to answer

D 7. Did the company take the following actions at that time? [Read out 1 - 4] (mark all apply)

- 1. Explained the pay and benefit scheme and promotion/ training opportunities to the disgruntled employee immediately.
- 2. Referred the disgruntled employee to the Personnel Office.
- 3. Reported to management
- 4. Registered with the EOC
- 5. Others (Please specify:_____)
- 9. Did not take any actions
- 88. Don't know/Forget
- 99. Refuse to answer

E. Perceptions of EM employees

From the employer's point of view, do you agree with the following statements about locally educated EM employees? Please rate from 0 to 10. 1="strongly disagree", 10="strongly agree".	0. Strongly disagree	1	2	3	4	5	6	7	8	9	10. Strongly disagree
E 1. Locally educated EM employees usually have low proficiency in Cantonese speaking and listening.											
E 2. Locally educated EM employees usually have of low proficiency in Chinese reading and writing.											
E 3. Locally educated EM employees usually have difficulty in communicating with ethnic Chinese employees.											
E 4. Locally educated EM employees can manage very limited types of work.											
E 5. The cultural and religious differences between locally educated EMs and ethnic Chinese may lead to conflicts among colleagues.											
E 6. The difference in diet between locally educated EMs and ethnic Chinese may lead to conflicts among colleagues.											
E 7. Locally educated EM employees do not work as hard as ethnic Chinese employees.											

F 8. Locally educated EM employees have lower chance of promotion because of their race and ethnicity.														
F 9. Locally educated EM employees have lower chance of training because of their race and ethnicity.														
F 10. Locally educated EM employees are easier to be fired because of their race and ethnicity.														

F 11. In order to promote the awareness and understanding of “racial diversity and inclusion” in staff recruitment process and at workplace, in your view, which of the following actions should be taken? (Read out 1-5) (Please mark all that apply)?

1. More legislation of government
2. More promotion by government to raise the public awareness of Racial Discrimination Ordinance
3. More promotion by EOC to raise the public awareness of racial diversity and inclusion
4. More public consultation to collect views on racial discrimination and racial diversity and inclusion through different ways
5. Relevant policies to be formulated by companies to redress racial discrimination
6. Others (Please specify: _____)
7. No need for action
88. Don't know / No idea
99. Refuse to answer

G. Awareness of employment services for EMs

G 1. Have you heard about the employment services for locally educated EMs provided by the Labour Department and NGOs?

1. Yes 2. No 99. Refuse to answer
(If choose 1, continue to G2. If 2 or 99, skip to G5.)

G2. Have you tried the aforementioned services?

1. Yes 2. No 88. Don't know/forget 99. Refuse to answer
(If choose 1, continue to G3. If 2, 88 or 99, skip to G5.)

G 3. Are you satisfied with the performance of EM employees recruited via the aforementioned services?

1. Yes 2. No 3. Half and half 4. Different for each individual
88. Don't know/forget 99. Refuse to answer

G 4. Would you consider to use the aforementioned services again in the future?

1. Yes 2. No 88. Don't know 99. Refuse to answer
(All answers, skip to H.)

G 5. Would you consider using the services during recruitment process in the future?

1. Yes 2. No 88. Don't know 99. Refuse to answer

H. Invitation to participate in in-depth interview

In order to collect more opinions on Race Discrimination Ordinance from your company and understand the brought impact of the ordinance, the HKBU would like to invite your company to participate an in-depth interview for about 1.5 hour (date, time and venue will be arranged later). We will give a gift to the representative of your company to thank for your support.

H 1. Would you like to participate in the in-depth interview related to this study?

1. Yes 2. No (Thanks! End of the questionnaire.)

H 2. Can our organisation contact you for the interviews through mobile phone?

1. Yes (Continue to H2a) 2. No (Skip to H3)

H 2a. Your mobile phone number? _____

H 3. Do you want me to contact you by other means?

1. Email _____

2. Tel (Office) _____ 3. WhatsApp / Line _____

4. Others (Please specify: _____)

End of the questionnaire, thanks!

Appendix 3: Interview guide for S4-S6 EM students

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Interview guide with S6 EM students (in transition to work or post-secondary education)

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Name of your school: _____
3. Chinese Languages Examination took or going to take in next 12 months (can ✓ more than 1 answer):
1. DSE 2. ApL(C) 3. GCE-A-level 4. others: _____
4. Gender: _____
5. Age: _____
6. Ethnicity: _____
7. Religion: _____ No religion
8. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
9. Years of living in Hong Kong:
1. Since birth 2. _____ years _____ months
10. People living with you now (you can ✓ more than 1 answer):
1. Father 2. mother 3. siblings 4. grandparent(s) 5. other relatives/people
11. Number of siblings: _____
12. Occupations of parents: Father: _____ mother: _____
13. Monthly family income (including monthly income from all family members (approx.):

1. <input type="checkbox"/> Below \$4,000	2. <input type="checkbox"/> \$4,000- \$5,999	3. <input type="checkbox"/> \$6,000- \$7,999	4. <input type="checkbox"/> \$8,000- \$9,999
5. <input type="checkbox"/> \$10,000- \$14,999	6. <input type="checkbox"/> \$15,000- \$19,999	7. <input type="checkbox"/> \$20,000- \$24,999	8. <input type="checkbox"/> \$25,000- \$29,999
9. <input type="checkbox"/> \$30,000- \$34,999	10. <input type="checkbox"/> \$35,000- \$39,999	11. <input type="checkbox"/> \$40,000- 44,999	12. <input type="checkbox"/> \$45,000- \$49,999
13. <input type="checkbox"/> \$50,000- \$59,999	14. <input type="checkbox"/> 60,000- \$79,999	15. <input type="checkbox"/> \$80,000- \$99,999	16. <input type="checkbox"/> \$100,000 and above

Interview guide with S6 EM students (in transition to work or post-secondary education)

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to language

1. How often do you use Cantonese and written Chinese? What make you use or not use Chinese?
2. Did you take any public examination(s) of Chinese language? (Hints: GCSE, GCE, etc.) If so, which examination did you take and when? What made you take this examination? How helpful is this examination to your education and career in the future?
3. Have you planned to take any public examination of Chinese language in the near future? (Hint: DSE, ApL(C), GCE-A-level, etc.) If so, which one will you take and why?
4. Comparing with other subjects, do you feel confident to take public examination of Chinese Language? Why?
5. Do you mainly speak your own dialect with your parents? Can they speak Cantonese? How far do you find the use of daily language with your family members will affect your overall proficiency of Chinese language?
6. How do you evaluate your overall proficiency of Chinese language? Do you think your proficiency of Chinese language can make you feel comfortable and confident to your present and future life? Why?

Then, let us talk about both yourself and things around that related to education and career

7. Have you encountered any major barriers to get a better academic result? If so, what are these barriers? (Where do these barriers come from?) [If not, do you think you are of good academic ability? (What did you do to make this good work?) then ask no.9]
8. Did you try to overcome these barriers? If so, what did you do? Could you overcome these barriers? If not, what made you not able to deal with these barriers? Do you think other people at your age will come across similar barriers? (if not, why?)
9. When you have problems/questions with schoolwork, who will help or whom do you usually consult with (e.g. parents, siblings, relatives, teachers, friends, etc.)? What kind of tangible or intangible help they did/can offer? Any other people?
10. Do you feel good with your education and career prospects? Why? Do you have any concern on your education and career prospect? What are they? (If no concern, how would you expect your future education and career path?)
11. Are you clear with your own education and career pathway and goals? (if yes, what is that? How do you come to this goal and plan? Do you like it and why?) [if not clear, what kind of study (Hint: vocational training, associate degree or university degree programmes, etc.), what major subject and occupation do you prefer? Do you think it is possible for you to pursue this pathway? Why?]
12. Do you know the academic requirements for achieving (your own education and career goals you mentioned) this pathway? What difficulties have you encountered / you can foresee in the process of achieving these goals? How do you deal with these difficulties? Do you believe that you will achieve the aforementioned goals? Why?
13. Have you ever talked about your education and career plans and goals with your family and teachers? In what situation that you have talked to them (passively or actively)? What have you discussed? What are

their opinions? [if never, why not talking with them? Who do you prefer to talk to regarding this topic and why?]

14. Do you think people around you (e.g. family, friends, relatives, seniors, teachers, etc.) concern about your education and career prospect? How do you know? What did they say?
15. Are there any role models from whom you learn how to achieve your education and career goals? If so, who are they? What did you learn from them?
16. Concerning your further studies and future career, do you know where can you seek information? Did you participate any career and life planning programme in school or elsewhere? What was the content? Did you find those programme helpful and why?
17. How far do you believe that Hong Kong society allows you to achieve your education and career goals? Are there any obstacles that block your plans and goals? If so, what are these obstacles? Do you think your fellow classmates face the same obstacles? If not, why?
18. What kinds of support do you need to help achieve your own education and career goals? What make you believe that these supports can help you achieve your goals?
19. Do you have any other experience relevant to your education and career plans and goals to share?
20. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation. A supermarket voucher is a gift for you. Thanks again for your participation and valuable views! If you think you have got some friends can participate in this research please let us know.

Appendix 4: Interview guide for EM working/unemployed youth pursued post-secondary education

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Individual interview guide for EM working youth from Post-secondary education

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Occupation and title/post: _____
3. Working status: 1. Full time 2. Part-time 3. Others:

4. Your monthly income: \$ _____
5. Chinese Languages Examination took or going to take in next 12 months (can ✓ more than 1 answer):
1. DSE 2. ApL(C) 3. GCE-A-level 4. others: _____
6. Gender: _____
7. Age: _____
8. Ethnicity: _____
9. Religion: _____ No religion
10. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
11. Years of living in Hong Kong:
2. Since birth 2. _____ years _____ months
12. People living with you now (you can tick more than one answer unless you choose “6 alone”):
1. Father 2. mother 3. siblings 4. grandparent(s) 5. other relatives 6. alone
13. Occupations of parents: Father: _____ mother: _____
14. Monthly family income (including monthly income from all family members (approx.):

1. <input type="checkbox"/> Below \$4,000	2. <input type="checkbox"/> \$4,000- \$5,999	3. <input type="checkbox"/> \$6,000- \$7,999	4. <input type="checkbox"/> \$8,000- \$9,999
5. <input type="checkbox"/> \$10,000- \$14,999	6. <input type="checkbox"/> \$15,000- \$19,999	7. <input type="checkbox"/> \$20,000- \$24,999	8. <input type="checkbox"/> \$25,000- \$29,999
9. <input type="checkbox"/> \$30,000- \$34,999	10. <input type="checkbox"/> \$35,000- \$39,999	11. <input type="checkbox"/> \$40,000- 44,999	12. <input type="checkbox"/> \$45,000- \$49,999
13. <input type="checkbox"/> \$50,000- \$59,999	14. <input type="checkbox"/> 60,000- \$79,999	15. <input type="checkbox"/> \$80,000- \$99,999	16. <input type="checkbox"/> \$100,000 and above

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Individual interview guide for EM working youth from Post-secondary education

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to your work

1. Is your existing job (nature) the kind of work that you wanted to do? If yes, why you want to work like this? If not, what kind of work you really want to do and why?
2. Are you satisfied with your present job conditions / benefits? If yes, what are the good ones? If no, why? What do you expect?
3. How was your experience when you looked for your first job? Do you think there are a lot of employment opportunities for you in general? Why?
4. In your experience, what facilitated and what hindered your job search in general?
5. How would you rate the status of your present job (i.e. How far do you think your present job is a good or respectful job?) (0-10; 0= very poor and 10= very well)? Why?
6. In your view, what does a 'good job' mean?
7. Do you think people around you (e.g. family, friends, relatives, seniors, previous teachers, etc.) would like you to get a good job? Why? What did they say if you think so?
8. In your view, what are the most important things that can help you to get a good job? Why?
9. When looking towards the future, do you think you can get a better job? Why?
10. Do you think the chance for ethnic minority youth to get a good job is similar to other young people in Hong Kong? Why?

Then, let us move to something related to education

11. What post-secondary programme did you study? (any major subject?)
Which institute were you studying at?
12. Did you have other choices? Why have you chosen this programme?
13. In your experience, what were the major obstacles in the process of pursuing post-secondary education? How did you deal with that? [if no obstacles experienced, have you got any difficulties during your study? How did you deal with that?]
14. In your view, did post-secondary education make a change in your life or not? If so, what change was made?
15. Up to now, how would you rate your education attainments / performance [on a 10-point scale, if 0= very bad; 10= very good]? Why do you rate this score?
16. Do you think there is anything (e.g. policies and institutions) in Hong Kong that helps or hinders your pursuit of post-secondary education?

Now, let us talk about both yourself and things around that related to education and work

17. Do you think you are a competent person? How do you know?
18. Do you have any life goals? [If no, do you think it is important to have a life goal?] Do they need to be related or connected to your employment and career? Why?
19. Do you think your personal strengths and limits will help or block you from achieving your education and career plan and goals? Why and how?
20. Do you think your Chinese language proficiency will facilitate or obstruct you from achieving your education and career goals? Why and how?
21. Are there any people or any experience in your family, schools or peer groups you think that can help you achieve your education and career plans and goals? Who and what kind of experience? Anyone or anything

you know/met or experienced may block your educational and career plans and achieve your goals? What are they and why?

22. Apart from the above, any other people or experience you think that can help or block you from achieving your education and career goals? What are they?
23. Are there any role models from whom you learn how to achieve your education and career goals? If so, who are they? What have you been learning from them?
24. Do you think it is easy for you to have a clear education and career goal and plan? Why? Do you know where to receive information that helps you to plan for that? Any interesting experience in seeking for this information?
25. Is there anything (e.g. policies, institutions, etc.) in Hong Kong that helps or blocks you from setting and achieving your education and career goals?
26. How far do you believe that Hong Kong society allows you to achieve your education and career goals? Are there any obstacles that block you to achieve your plans and goals? If so, what are these obstacles?
27. What kinds of support do you need to help achieve your education and career goals? Why? [If no clear goals, what kind of support can help you to have clearer goals?]
28. Do you have any other experience relevant to your education and career pathways to share?
29. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation. A supermarket voucher is a gift for you. Thanks again for your participation and valuable views! If you think you have got some friends can participate in this research please let us know.

Appendix 5: Interview guide for parents of EM youth

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Interview Guide for EM parents

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Gender: _____
3. Age: _____
4. Ethnicity: _____
5. Religion: _____ No religion
6. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
7. Years of living in Hong Kong: 1. Since birth 2. _____ years _____ months
8. Your education level:

1. <input type="checkbox"/> No education received	2. <input type="checkbox"/> Some primary school or below	3. <input type="checkbox"/> All years of primary school
4. <input type="checkbox"/> Some secondary school	5. <input type="checkbox"/> All years of secondary school	
6. <input type="checkbox"/> Vocational or technical certificate/ diploma after high school		
7. <input type="checkbox"/> Associate degree	8. <input type="checkbox"/> Bachelor's degree	9. <input type="checkbox"/> Master's degree or above

9. Place of receiving education: _____
10. Your occupation and title/post: _____
11. Working status: 1. Full time 2. Part-time 3. Others: _____
12. Number of children (and age): _____ (please list their age: _____)
13. Children's status: 1. in post-secondary education 2. working after S.6 for _____ years
14. Monthly family income (including monthly income from all family members (approx.):

1. <input type="checkbox"/> Below \$4,000	2. <input type="checkbox"/> \$4,000- \$5,999	3. <input type="checkbox"/> \$6,000- \$7,999	4. <input type="checkbox"/> \$8,000- \$9,999
5. <input type="checkbox"/> \$10,000- \$14,999	6. <input type="checkbox"/> \$15,000- \$19,999	7. <input type="checkbox"/> \$20,000- \$24,999	8. <input type="checkbox"/> \$25,000- \$29,999
9. <input type="checkbox"/> \$30,000- \$34,999	10. <input type="checkbox"/> \$35,000- \$39,999	11. <input type="checkbox"/> \$40,000- 44,999	12. <input type="checkbox"/> \$45,000- \$49,999
13. <input type="checkbox"/> \$50,000- \$59,999	14. <input type="checkbox"/> 60,000- \$79,999	15. <input type="checkbox"/> \$80,000- \$99,999	16. <input type="checkbox"/> \$100,000 and above

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Interview Guide for EM parents

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to language

1. What kind of language do you largely speak and write in daily life and at work? Do you understand Chinese language (speak, listen and write)?
2. Do you always speak your own dialect with your children? If not, what language do you speak with them most of the time?
3. Do you think that your children have any language barrier to communicate with other people in school or at work? Have you heard any experience of that and if yes, can you share some of the stories?

Then, let us talk about your interactions with your child

4. Have you got any idea of the academic performance of your children [when they were in school]?
5. How often did you help your children's schoolwork? How did you help? [What made you not often help your children?] Did they ask for help in this aspect? Do you know how they overcome the problems of learning in school? If yes, how they can overcome?
6. How often did you attend the activities of your children's school? What kinds of activities did you usually attend and not attend? Why?
7. How often did you contact the teachers or other professionals of your children's school? What made you contact/ not contact them?

Then, let us move to something related to education

8. How far do you understand the education system in Hong Kong? (e.g. the academic requirements for various post-secondary education programmes.)
9. What is your expectation of your children's education attainment /performance? What make you have this expectation? How did you help your children achieve this expectations/ goals?
10. Are you satisfied with your children's education attainment / performace? Why?
11. Did you expect your children to pursue post-secondary education? If so, what made you have this expectation? If not, what made you not expect it?
12. Do you think there are a lot of post-secondary education opportunities for your children in Hong Kong?
13. In your view, what could help and what could block your children's pursuit of post-secondary education?
14. Do you think post-secondary education can make a change in your children's life? What is the change if so?
15. In your experience, did post-secondary education make a change in your children's life? What is the change if so? (Only applicable to parents whose children finished post-secondary education in the past 5 years.)
16. Do you think anything (e.g. policies and institutions) in Hong Kong that helps or blocks your children's pursuit of post-secondary education?

Now, let us talk about something related to the career of your children

17. What is your expectation of your children's career? What make you have this expectation? How did you help your children achieve this expectations/ goals?
18. In your view, what does a good job mean?
19. In your view, what are the most important things that can help your children get a good job?

(Questions 20-24 are applicable to parents who have children in work either after S6 or post-secondary education.)

20. Are you satisfied with your children's job / occupation? Why? [or Why not?]
21. In your experience, are there a lot of employment opportunities for your children in Hong Kong?
22. How was your children's experience in looking for the first job?
23. In your experience, what facilitated and what hindered your children's job search? How did you help your children's job search?
24. Do you think anything (e.g. policies and institutions) in Hong Kong that helps or blocks your children's career development? [if answering what blocks their career: Do you think that these can change? Why?]

Now, let us talk about something surrounding your children.

25. How often do (did) you discuss the plans and goals of education and career with your children? What made you discuss/ not discuss this issue with them?
26. Do you know anyone (from your family, community, schools or people that you know) are helping or discussing with your children about their plans and goals of education and career? If so, who are they? How do (did) they help?
27. Do (did) your children learn from any role model when they consider their education and career plans and goals? If so, who is this role model? What do (did) your children learn from them?
28. Do you know where your children could go to seek information for their education and career plans and goals? If so, where are those sources? Do (did) you find the information helpful or not?
29. How far do you believe that the Hong Kong society allows your children to achieve their education and career goals? Are there any obstacles that block your children's plans and goals? If so, what are these obstacles? Do you think the obstacles can be overcome and why?
30. Do you have any other experience relevant to your children's education and career plans and goals to share?
31. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation. A supermarket voucher is a gift for you. Thanks again for your participation and valuable views!

Appendix 6: Interview guide for teachers at secondary schools

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Individual Interview Guide for Teachers

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Name of the school you are teaching: _____
(will not be disclosed)
3. Gender: _____
4. Age: _____
5. Ethnicity: _____
6. Religion: _____ No religion
7. Education level:

1. <input type="checkbox"/> No education received	2. <input type="checkbox"/> Some primary school or below	3. <input type="checkbox"/> All years of primary school
4. <input type="checkbox"/> Some secondary school	5. <input type="checkbox"/> All years of secondary school	
6. <input type="checkbox"/> Vocational or technical certificate/ diploma after high school		
7. <input type="checkbox"/> Associate degree	8. <input type="checkbox"/> Bachelor's degree	9. <input type="checkbox"/> Master's degree or above

8. Place of receiving education: _____
9. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
10. Years of living in Hong Kong:
1. Since birth 2. _____ years _____ months
11. Year of being a teacher: _____ years
12. Year of teaching ethnic minority students: _____ years.
13. Form level(s) of EM students you have taught: _____

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Individual Interview Guide for Teachers

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

In the following part, we are going to talk about something related you and EM students

1. Did you decide to teach EM students by your own choice? If so, what made you choose to teach EM students?
2. Do (did) you teach ethnic Chinese students as well?
3. What subjects have you taught EM students?
4. Have you received any training concerning teaching and supporting EM students? If so, what is this training programme? How useful is this training programme? If not, what make you not receive related training?
5. What are the main challenges in teaching EM students? What are the main challenges in EM students' learning? How do you deal with these challenges?
6. What kinds of support do you receive from schools and government to facilitate your teaching and EM students' learning? How effective are these supports? Can you share some of your experience /examples?
7. What kinds of support do you expect to facilitate your teaching and EM students' learning? Why these supports are helpful?
8. How often do the EM students consult you about their school work? What make them consult and not consult you?
9. How often do the EM students consult you about their education and career plans and goals? What make them consult and not consult you? What kinds of information do they usually ask for?
10. What kinds of support related to education and career information for EM students do you receive from schools and government? (e.g. Chinese requirements to enter universities/ post-secondary education institutions/ certain occupations)
11. What kinds of support related to education and career information do you need to help EM students? Why these supports are helpful?
12. How do you evaluate the education and career aspirations of EM students in general? From your observation, what make them have these aspirations?
13. When an EM student comes to you, are there any barriers that hinder the effective communication? If so, what are these barriers? How do you deal with these barriers?
14. How often do you contact the parents of EM students? What make those parents contact you or not contact you? What make you contact or not contact those parents?
15. What is your expectation on the EM students' education and career attainments in general? What make you have this expectation?

16. With reference to the questions above, are there differences across ethnicities? Are there gender differences among EM groups? If so, what are the differences? (These question can be used as a follow up question of Q8 to Q15.)
17. With reference to the questions above, what are the differences between EM and ethnic Chinese students in general? In your view, what are the strengths and limitations of EM students? What are the strengths and limitations of ethnic Chinese students? Any specific problems or difficulties for EM students?
18. What do you think the government (including policy measures) and school can do to help / support the EM students to have a better chance for smoother transitions from school to work as well as to plan their future?
19. Do you have any other experience relevant to EM youth's education and career plans and experiences to share?
20. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation and valuable views!

Appendix 7: Interview guide for social workers/Counselors at secondary schools and NGOs

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Interview guide for social workers / counselors

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Name of the school /NGO you are serving:
_____ (will not be disclosed)
3. Gender: _____
4. Age: _____
5. Ethnicity: _____
6. Religion: _____ No religion
7. Education level: _____
8. Place of receiving education: _____
9. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
10. Years of living in Hong Kong:
1. Since birth 2. _____ years _____ months
11. Year of being a social worker / counsellor: _____ years
12. Year of serving ethnic minority students: _____ years

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to you

1. What sort of service do you provide with EM students/youth?
2. Have you received any training related to cultural sensitivity or ethnic minority? If so, what training did you receive? How useful is the training? If not, what made you not receive the training?
3. Do you serve ethnic Chinese students/youth as well?
4. What is your caseload in general? What is the case ratio between EM and ethnic Chinese students/ youth at the moment?
5. Is there any difference in the focus of intervention between EM and ethnic Chinese students/ youth? Can you share your experience?

Then, let us talk about something related EM students/ youth

6. What are the main challenges in serving EM students/youth? How do you deal with these challenges?
7. When an EM student/youth comes to you, are there any barriers that hinder the effective communication? If so, what are these barriers? How do you deal with these obstacles?
8. Do you have any programme / service concerning the education and career plan and goals specifically for EM students/youth? If yes, what kind of programme and services you have offered? How do you evaluate the importance and effectiveness of these programmes / services?
9. How often do the EM students/youth consult you about their education and career plans and goals? What made the students/youth consult you or not consult you? What kinds of information do they usually ask for?
10. How often do you contact the parents of EM students/youth? What made you approach those parents or what make those parents approach you?
11. How do you evaluate the education and career aspirations of EM students/youth in general? From your observation, what make them have these aspirations?
12. What is your expectation on the EM students'/youth's education and career attainments in general? What make you have this expectation?
13. With reference to the questions above, are there differences across ethnicities? Are there gender differences among EM groups? If so, what are the differences?
14. With reference to the questions above, what are the differences between EM and ethnic Chinese students/youth? What are the strengths and limitations of EM students/youth? What are the strengths and

limitations of ethnic Chinese students/youth? Any specific problems and needs for EM students/youth concerning their study and career path?

15. What do you think the government (including policy measures) and school can do to help / support the EM students/youth to have a better chance for smoother transitions from school to work as well as to plan their future?

Now, let us talk about something related to education and career information and related social services

16. If you want to find out some educational or occupational information specifically for EM students/youth, is there anywhere you can find it? Is the information helpful or not? In your view, is the available information about education and career planning for EM groups in Hong Kong sufficient for you to help EM students/youth?
17. If you are going to make referral, is there anywhere you can refer EM students/youth to? Do you have sufficient information about the education and career services for EM students/youth?
18. What kinds of supports do you expect to facilitate your service for EM students'/youth's education and career planning? Why these supports are important?
19. Do you have any other experience relevant to EM youth's education and career plans and experiences to share?
20. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation and valuable views!

Appendix 8: Interview guide for employers

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interview guide for employers (About 1.5 hour)

Part 1: Background Information

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

(If you participated in the telephone survey, item 1 to 4 can be skipped and please start from item 5, relevant data can be retrieved from the database of the telephone survey. If you did not participate in the telephone survey, please start from item 1)

1. Type of industry the company engages in:

- | | |
|--|---|
| 1. <input type="checkbox"/> Government and Public Administration | 2. <input type="checkbox"/> Manufacturing |
| 3. <input type="checkbox"/> Construction | 4. <input type="checkbox"/> Import/Export, Wholesale and Retail |
| 5. <input type="checkbox"/> Transportation, Storage, Postal and Courier Services | 6. <input type="checkbox"/> Accommodation and Food Services |
| 7. <input type="checkbox"/> Information and Communications | 8. <input type="checkbox"/> Finance and Insurance |
| 9. <input type="checkbox"/> Real Estate, Professional and Business Services | 10. <input type="checkbox"/> Social and Personal Services |
| 11. <input type="checkbox"/> Agriculture, Mining, Electricity and Gas Supply | 12. <input type="checkbox"/> Others (Please specify: _____) |
| 99. <input type="checkbox"/> Refuse to answer | |

2. The company has been established in Hong Kong for:

- | | | |
|--|---|---|
| 1. <input type="checkbox"/> Less than 1 year | 2. <input type="checkbox"/> 1-4 years | |
| 3. <input type="checkbox"/> 5-9 years | 4. <input type="checkbox"/> 10 years or above | 99. <input type="checkbox"/> Refuse to answer |

3. Number of employees employed currently in the company in Hong Kong (Including all branch staff) :

- | | | |
|--|---|--|
| 1. <input type="checkbox"/> Less than 10 persons | 2. <input type="checkbox"/> 10-49 persons | 3. <input type="checkbox"/> 50-99 persons |
| 4. <input type="checkbox"/> 100-299 persons | 5. <input type="checkbox"/> 300-499 persons | 6. <input type="checkbox"/> 500 persons or above |
| 7. <input type="checkbox"/> Others (Please specify: _____) | | |
| 88. <input type="checkbox"/> Don't know | 99. <input type="checkbox"/> Refuse to answer | |

4. Number of staffs in the company are recruited or evaluated by you:

- | | | |
|--|---|--|
| 1. <input type="checkbox"/> Less than 10 persons | 2. <input type="checkbox"/> 10-49 persons | 3. <input type="checkbox"/> 50-99 persons |
| 4. <input type="checkbox"/> 100-299 persons | 5. <input type="checkbox"/> 300-499 persons | 6. <input type="checkbox"/> 500 persons or above |
| 7. <input type="checkbox"/> Others (Please specify: _____) | | |
| 88. <input type="checkbox"/> Don't know | 99. <input type="checkbox"/> Refuse to answer | |

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interview guide for employers (About 1.5 hour)

Part 1: Background Information (Cont.)

Before our interview, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

(If you did not participate in the telephone survey of this research, please start from item 1)

5. Your name: _____ (will be made anonymous)
6. Gender: _____
7. Ethnicity: _____
8. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
9. Years of living in Hong Kong: 1. Since birth 2. _____ years _____ months
10. Your education level:

1. <input type="checkbox"/> No education received	2. <input type="checkbox"/> Some primary school or below	3. <input type="checkbox"/> All years of primary school
4. <input type="checkbox"/> Some secondary school	5. <input type="checkbox"/> All years of secondary school	
6. <input type="checkbox"/> Vocational or technical certificate/ diploma after high school		
7. <input type="checkbox"/> Associate degree	8. <input type="checkbox"/> Bachelor's degree	9. <input type="checkbox"/> Master's degree or above

11. Place of receiving education: _____
12. Your occupation and title/post: _____
13. Years of working experience in recruitment and human resources related post:
_____ Years _____ months
14. Did the company hire any locally educated ethnic minority employees:
1. No (If no, please skip questions 15 & 16) 2. Yes, Number of employees: _____
15. Ethnic minority employees employed or used to employ (by ethnicity):
- | | | |
|---------------------------------------|--|---|
| 1. <input type="checkbox"/> Filipinos | 2. <input type="checkbox"/> Indians | 3. <input type="checkbox"/> Indonesians |
| 4. <input type="checkbox"/> Nepalese | 5. <input type="checkbox"/> Pakistanis | 6. <input type="checkbox"/> Sri Lankans |
| 7. <input type="checkbox"/> Thai | 8. <input type="checkbox"/> Others (please specify: _____) | |
16. Position(s) of the EM employee(s): _____

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interview guide for employers (About 1.5 hour)

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

B1. Questions for all employers 1

- A1. Could you briefly introduce the business of your company?
- A2. Are there any formal recruitment procedures in your company?
- A3. If so, please tell a bit more of the formal recruitment procedures. If no, how would your company hire employees usually?
- A4. For employing, is there any formal recruitment policies (or guidelines) for selecting applicants?
- A5. If so, of those policies or guidelines, are there any specific provision/ written words prevent racial discrimination in hiring process? If so, what are these specific provision/ written words ? In your experience, how effective are these specific provision/ written words?
- A6. If no formal recruitment policies (or guidelines) for selecting applicants, how to prevent (based on what criteria) racial discrimination in hiring process? Can you share about your experience / the experience of your colleague(s) that responsible for recruitment?
- A7. In the hiring process, what requirements (e.g. educational level, language abilities, special skills, and personalities, etc.) do you expect applicants to fulfil? For locally educated ethnic minority applicants, what are the easiest or the most difficult requirement(s)? Why?
- A8. What is your general perception towards the locally educated EMs?
- A9. In the past 5 years, did your company (including those recruited by you or other colleague) employ locally educated ethnic minority (including current and former employees regardless of duration that working in your company)?
(If “yes”, continue to Section B; if “No”, skip to Section C.)

B. For the employers who hired locally educated EM employees in the past 5 years:

- B1. As you know, when did your company start hiring EM staff?
- B2. What is (are) the position(s) of the EM staff?
- B3. What made your company start hiring EM staff?
- B4. Will you deliberately/purposefully taking receiving education locally into account, when you are/your company is considering hiring ethnic minority?
- B5. In your view, what are the most important contributions of those ethnic minority employees? Can you share about your view or some examples?
- B6. To your understanding, what difficulties do ethnic minority face at work? Is there any difference when comparing with ethnic Chinese? Please share with me some examples.
- B7. In general, how would you rate the work attitude, abilities, and aspiration of those ethnic minority employees? Which side(s) of them might be better than ethnic Chinese? Which side(s) may need to be improved?
- B8. Comparing with ethnic Chinese employees, is there any difference on the promotion, treatment, on the job training, and career prospect of ethnic minority employees?
- B9. Comparing with ethnic Chinese employees, is there any difference between ethnic Chinese and ethnic minority toward the belongingness to the company? What made you have such thoughts?
- B10. Have you heard about/ found that there was conflict between ethnic minority and ethnic Chinese employees? If yes, what kind of conflict? What are/is the reason(s) of the conflict (Hints: language, culture, religion, work attitude)? Who usually handle those conflicts? How to handle? Please share a bit.

- B11. To your understanding, is there any difference on the ways (including job distribution, income level, opportunity for promotion or training) of treatment between ethnic minority and ethnic Chinese employees? (If yes, what kind of difference? Why are there those differences?)
- B12. Are there any policies against racial discrimination at workplace in your company? [If yes, what are the policies? Do you think those policies can provide suitable protection to ethnic minority? Why?] [If no, is there any need for your company to develop such polices from your view? Why?]
- B13. Was there (or have you ever heard about) any suspected cases related to racial discrimination in your company? If yes, how was that handled at that moment? Is there any example to share?
- B14. Apart from the policies against racial discrimination, is there any support specifically for ethnic minority employees in your company? If yes, what are those support? How important are those support? If no, do you think there is a need to provide them special support? What kind(s) of support do they need?

(Skip to Section D)

C. For the employers who did not hire locally educated EM employees in the past 5 years:

- C1. In the past 5 years, did you receive any job application from the locally educated EMs? If yes, what kinds of post do those EMs usually apply for? (If no, skip to C3)
- C2. What usually made your company not hiring those EM applicants? Is there any example?
- C3. Under what situation(s) or condition(s), would your company actively considering to hire locally educated EMs?

(Skip to Section D)

D. Questions for all employers 2

- D1. As an employer/ representative of the company, what difficulties (or struggles) are you facing when hiring locally educated EM employees? Is there any way to deal with these difficulties or struggles? Why?
- D2. Does your company recognise the qualifications of different Chinese language examinations (such as GCE A-level, GCSE, DSE, ApL(C), etc.) of the EM job applicants? Which examinations do you recognise, which ones you don't? Why?
- D3. Apart from the locally educated EMs, are there any other non-Chinese speaking (NCS) employees in your company? (If not, skip to D4)
- D4. Is so, what are the positions of those NCS employees? Is there any difference between non-Chinese speaking and ethnic minority employees on their situation and working status in your company?
- D5. As an employer, do you agree that it is understandable not to hire locally educated EMs? Why?
- D6. As an employer, do you perceive prevalence of unfair treatment against EMs in the labour market of Hong Kong? Where are these unfair treatments can be found commonly?
- D7. As an employer (representative of the company), do you think the government need to provide support to the company for hiring locally educated EM employees? If yes, what kinds of support? How important are those support? Please share about your view.
- D8. Did your company participate in any internship programme organised by schools or NGOs? Would you consider any locally educated EM interns in your company? Why?
- D9. As an employer (or representative of the company), do you have any other experience and opinion to share regarding locally educated EM employees?
- D10. Finally, if we would like to invite you to say something to locally educated EMs, what would you say?

Thanks again for your participation and valuable views!

Appendix 9: Focus group discussion guide for EM youth pursuing post-secondary education

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Focus group interview guide for Post-secondary EM youth from S6

Part 1: Background Information

Before our discussions, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Name of your institute: _____
3. Programme studying (major subject): _____
4. Chinese Languages Examination took or going to take in next 12 months (can ✓ more than 1 answer):
1. DSE 2. ApL(C) 3. GCE-A-level 4. others: _____
5. Gender: _____
6. Age: _____
7. Ethnicity: _____
8. Religion: _____ No religion
9. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
10. Years of living in Hong Kong:
1. Since birth 2. _____ years _____ months
11. People living with you now (you can tick more than one answer):
1. Father 2. mother 3. siblings 4. grandparent(s) 5. other relatives/people
12. Number of siblings: _____
13. Occupations of parents: Father: _____ mother: _____
14. Monthly family income (including monthly income from all family members (approx.):

1. <input type="checkbox"/> Below \$4,000	2. <input type="checkbox"/> \$4,000- \$5,999	3. <input type="checkbox"/> \$6,000- \$7,999	4. <input type="checkbox"/> \$8,000- \$9,999
5. <input type="checkbox"/> \$10,000- \$14,999	6. <input type="checkbox"/> \$15,000- \$19,999	7. <input type="checkbox"/> \$20,000- \$24,999	8. <input type="checkbox"/> \$25,000- \$29,999
9. <input type="checkbox"/> \$30,000- \$34,999	10. <input type="checkbox"/> \$35,000- \$39,999	11. <input type="checkbox"/> \$40,000- 44,999	12. <input type="checkbox"/> \$45,000- \$49,999
13. <input type="checkbox"/> \$50,000- \$59,999	14. <input type="checkbox"/> 60,000- \$79,999	15. <input type="checkbox"/> \$80,000- \$99,999	16. <input type="checkbox"/> \$100,000 and above

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Focus group interview guide for Post-secondary EM youth from S6

Thank you for accepting our invitation to participate in our discussions. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to your study

1. What programme are you pursuing? Is it the programme that you want to pursue when you are in secondary school? Why do you pursue this programme?
2. In your view, what does a good post-secondary programme mean?
3. Do you think there are a lot of opportunities for post-secondary education available for you?
4. What did you consider when you were searching for post-secondary programmes? Any struggles (e.g. information of suitable programmes, eligibilities, financial problems, etc.)? How did you deal with these difficulties and struggles?
5. In your view, what are the most important things / conditions that can help you pursue post-secondary education?
6. Do you expect post-secondary education will make a change in your life? If so, what is the change?
7. Do you think you can get a better job after finishing this programme? [Or easier for you to further your study?] Why?
8. Do you think have a good command of Chinese language (including speak, listen and write) is important for your future development? Why? Why not?
9. What affected your decision on your plan related to education and work when you were a form 6 student?

Now, let us talk about both yourself and things around that related to education and work

10. What help or block you achieving your education and career goals?
11. What information can help you to plan for your education and career?
12. Is there anything (e.g. policies, institutions, etc.) in Hong Kong that helps or blocks you from setting and achieving your education and career goals?
13. How far do you believe that Hong Kong society allows you to achieve your education and career goals? Are there any obstacles that block you to achieve your plans and goals? If so, what are these obstacles?
14. What kinds of support do you need to help achieve your education and career goals? Why? [If no clear goals, what kind of support can help you to have clearer goals?]
15. Do you have any other experience relevant to your education and career plans and goals to share?
16. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation. A supermarket voucher is a gift for you. Thanks again for your participation and valuable views! If you think you have got some friends can participate in this research please let us know.

Appendix 10: Focus group discussion guide for EM working youth without post-secondary education

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Focus group interview guide for EM working youth from S6

Part 1: Background Information

Before our discussions, please help to provide some personal information. Be assured that your identity and responses will be kept in the strictest confidence. The information provided will be used only for academic research purpose.

1. Your name: _____ (will be made anonymous)
2. Occupation and title/post: _____
3. Working status: 1. Full time 2. Part-time 3. Others:

4. Your monthly income: \$ _____
5. Chinese Languages Examination took or going to take in next 12 months (can ✓ more than 1 answer):
1. DSE 2. ApL(C) 3. GCE-A-level 4. others: _____
6. Gender: _____
7. Age: _____
8. Ethnicity: _____
9. Religion: _____ No religion
10. Place of birth: 1. Hong Kong 2. Other places (Please specify): _____
11. Years of living in Hong Kong:
1. Since birth 2. _____ years _____ months
12. People living with you now (you can tick more than one answer unless you choose “6 alone”):
1. Father 2. mother 3. siblings 4. grandparent(s) 5. other relatives 6. alone
13. Occupations of parents: Father: _____ mother: _____
14. Monthly family income (including monthly income from all family members (approx.):

1. <input type="checkbox"/> Below \$4,000	2. <input type="checkbox"/> \$4,000- \$5,999	3. <input type="checkbox"/> \$6,000- \$7,999	4. <input type="checkbox"/> \$8,000- \$9,999
5. <input type="checkbox"/> \$10,000- \$14,999	6. <input type="checkbox"/> \$15,000- \$19,999	7. <input type="checkbox"/> \$20,000- \$24,999	8. <input type="checkbox"/> \$25,000- \$29,999
9. <input type="checkbox"/> \$30,000- \$34,999	10. <input type="checkbox"/> \$35,000- \$39,999	11. <input type="checkbox"/> \$40,000- 44,999	12. <input type="checkbox"/> \$45,000- \$49,999
13. <input type="checkbox"/> \$50,000- \$59,999	14. <input type="checkbox"/> 60,000- \$79,999	15. <input type="checkbox"/> \$80,000- \$99,999	16. <input type="checkbox"/> \$100,000 and above

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Focus group interview guide for EM working youth from S6

Thank you for accepting our invitation to participate in our interview. (After briefly introducing the research and the content of the consent form, interviewer will ask the participant to sign the consent form.)

Part 2: Interview Questions

First, let us talk about something related to your work

1. Do you satisfy with your job right now? Why? What is the best and worst thing of your job?
2. How was your experience when you looked for your first job? Do you think there are a lot of employment opportunities for you? Why?
3. In your experience, what facilitated and what hindered your job search in general?
4. How would you rate the status of your job (0-10; 0= very poor and 10= very well)? Why?
5. In your view, what does a 'good job' mean?
6. Do you think people around you (e.g. family, friends, relatives, seniors, previous teachers, etc.) would like you to get a good job? Why? What did they say if you think so?
7. In your view, what are the most important things that can help you to get a good job? Why?
8. When looking towards the future, do you think you can get a better job? Why?
9. Do you think the chance for ethnic minority youth to get a good job is similar to other young people in Hong Kong? Why?

Then, let us move to something related to education

10. Do you want to pursue post-secondary education? If yes, what make you want to do so? If no, what make you not do it?
11. What is your consideration when you are thinking about further your education? (Hints: e.g. academic abilities, interests of study, financial issues, family expectation, etc.)
12. In your view, what could help and what could block your pursuit of post-secondary education?
13. Up to now, how would you rate your education attainments [on a 10-point scale, if 0= very bad; 10= very good]? Why?
14. Do you think anything (e.g. policies and institutions) in Hong Kong that helps or blocks your pursuit of post-secondary education?

Now, let us talk about both yourself and things around that related to education and work

15. Do you think you are a competent person? How do you know?
16. Do you have any life goals? [If no, do you think it is important to have a life goal?] Do they need to be related or connected to your employment and career? Why?
17. Do you think your personal strengths and limits will help or block you from achieving your education and career plan and goals? Why and how?
18. Do you think your Chinese language proficiency will facilitate or obstruct you from achieving your education and career goals? Why and how?
19. Are there any people or any experience in your family, schools or peer groups you think that can help you achieve your education and career plans and goals? Who and what kind of experience? Anyone or anything you know/met or experienced may block your educational and career plans and achieve your goals? What are they and why?

20. Apart from the above, any other people or experience you think that can help or block you from achieving your education and career goals? What are they?
21. Are there any role models from whom you learn how to achieve your education and career goals? If so, who are they? What have you been learning from them?
22. Do you think it is easy for you to have a clear education and career goal and plan? Why? Do you know where to receive information that helps you to plan for that? Any interesting experience in seeking for this information?
23. Is there anything (e.g. policies, institutions, etc.) in Hong Kong that helps or blocks you from setting and achieving your education and career goals?
24. How far do you believe that Hong Kong society allows you to achieve your education and career goals? Are there any obstacles that block you to achieve your plans and goals? If so, what are these obstacles?
25. What kinds of support do you need to help achieve your education and career goals? Why? [If no clear goals, what kind of support can help you to have clearer goals?]
26. Do you have any other experience relevant to your education and career pathways to share?
27. If you are invited to say something to the locally educated EM youth, what would you say?

Thank you for your participation. A supermarket voucher is a gift for you. Thanks again for your participation and valuable views! If you think you have got some friends can participate in this research please let us know.

Appendix 11: Informed consent for parents of minors (Student survey)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Survey with minors
INFORMED CONSENT STATEMENT FOR PARENTS

Your child is invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

The survey your child participates is part of the study and aims to collect the views and experience of EM students to understand possible factors and mechanism affecting their school-to-work transition. A questionnaire will be distributed to your child to answer and it will last approximately 25 minutes. Your child is free to choose and fill in their answers according to their views. The data collected will be coded and analysed collectively. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the survey will be used strictly for research and academic purpose only. All data and record will be destroyed within 24 months after the completion of this study. Your child's personal identity will be kept strictly confidential.

PARTICIPATION

Your child's participation in this study is voluntary. He/she may withdraw from the study at any time without consequences. If he/she withdraws from the study before data collection is completed your child's data will be eliminated and will not be included in this study. To thank for the participation of your child, he or she will be offered a 20-dollar gift coupon upon completion of the questionnaire.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your child's rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree my child to participate in this study.

Name of the Parent/Guardian: _____

Signature of the Parent/Guardian: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 12: Informed consent for S4-S6 students (Student survey)

HONG KONG BAPTIST UNIVERSITY

Centre for Youth Research and Practice

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Survey with S4-S6 students

INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This survey is part of the study and aims to collect the views and experience of S4-S6 students to understand possible factors and mechanism affecting their school-to-work transition. A questionnaire will be distributed to you to answer and it will last approximately 25 minutes. You are free to choose and fill in your answers according to your own views. The data collected will be coded and analysed collectively. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the survey will be used strictly for research and academic purpose only. All data and record will be destroyed within 24 months after the completion of this study. Your personal identity will be kept strictly confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 20-dollar gift coupon upon completion of the questionnaire.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Name of the Parent/Guardian (Participants under 18 years old): _____

Signature of the Parent/Guardian
(Participant under 18 years old): _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 13: Consent form for parents of minors (S4-S6 EM students interview)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interviews with minors
INFORMED CONSENT STATEMENT FOR PARENTS

Your child is invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

The individual interview your child will be participated is part of the study and aims to collect the views and experience of EM students to understand possible factors and mechanism affecting their school-to-work transition. The interview will last approximately 1 hour 30 minutes. Your child is free to share views and experience during the process and it will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your child upon request after the interview. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the interview will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your child's personal identity will be anonymous and his or her information will be strictly kept confidential.

PARTICIPATION

Your child's participation in this study is voluntary. He/she may withdraw from the study at any time without consequences. If he/she withdraws from the study before data collection is completed your child's data will be eliminated and will not be included in this study. To thanks for the participation of your child, he or she will be offered a 100-dollar gift coupon upon completion of the interview.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your child's rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree my child to participate in this study.

Name of the Participant: _____

Name of the Parent/Guardian: _____

Signature of the Parent/Guardian: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 14: Consent form for individual interview (S4-S6 EM students interview)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interviews with S6 EM students in transition
INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This individual interview is part of the study and aims to collect the views and experience of EM students to understand possible factors and mechanism affecting their school-to-work transition. The interview will last approximately 1 hour 30 minutes. You can feel free to share your view and experience during the interview and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your interview upon request. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 100-dollar gift coupon upon completion of this interview.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Name of the Parent/Guardian (Participants under 18 years old): _____

Signature of the Parent/Guardian
(Participants under 18 years old): _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 15: Consent form for Individual Interview (EM working youth pursued post-secondary education)

HONG KONG BAPTIST UNIVERSITY

Centre for Youth Research and Practice

A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Individual interviews with EM working youth after post-secondary school education

INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This individual interview is part of the study and aims to collect the views and experience of EM students to understand possible factors and mechanism affecting their school-to-work transition. The interview will last approximately 1 hour 30 minutes. You can feel free to share your view and experience during the interview and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your interview upon request. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 100-dollar gift coupon upon completion of this interview.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 16: Consent form for interview (EM youth working part-time/ with unemployment experience)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong

Interview with EM youth working part-time/unemployed INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This interview is part of the study and aims to collect the views and experience of EM youth to understand the factors and mechanism affecting their aspiration and education pathway. The interview will last approximately 1 hour 30 minutes. You can feel free to share your view and experience and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your part of discussion upon request after the interview. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 100-dollar gift coupon upon completion of this interview.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 17: Consent form for Individual Interview (Parents of EM youth/ Employer)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Individual interviews with parents / employers
INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This individual interview is part of the study and aims to collect the views and experience of parents and potential employers of EM youth for understanding possible factors and mechanism affecting the school-to-work transition of EM students. The interview will last approximately 1 hour 30 minutes. You can feel free to share your view and experience during the interview and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your interview upon request. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 100-dollar gift coupon upon completion of this interview.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 18 Consent form for Individual Interview (Teachers, social workers/ counselors)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Interviews with teachers / counsellor or social workers
INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This individual interview is part of the study and aims to collect the views and experience of the teachers, counsellor or social workers of EM youth for understanding possible factors and mechanism affecting the school-to-work transition of EM students. The interview will last approximately 1 hour 30 minutes. You can feel free to share your view and experience during the interview and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your interview upon request. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 19: Consent form for focus group (EM youth pursuing post-secondary education/ EM working youth without post-secondary education)

HONG KONG BAPTIST UNIVERSITY
Centre for Youth Research and Practice
A Study on Education and Career Pathways of Ethnic Minority Youth in Hong Kong
Focus group with EM youth moved to work from S6
INFORMED CONSENT STATEMENT

You are invited to participate in a research study conducted by Centre for Youth Research and Practice of the Hong Kong Baptist University. This study is funded by Equal Opportunity Commission. The purpose of this study is to explore and understand the education and career pathways of ethnic minority (EM) youth in Hong Kong.

INFORMATION

This focus group is part of the study and aims to collect the views and experience of EM youth to understand the factors and mechanism affecting their aspiration and education pathway. The focus group will be formed by about 5 EM working youth graduated from S6 and will last approximately 1 hour 30 minutes. You can feel free to share your view and experience among the group and the process will be audio recorded for data transcription, checking and analysis. You have the right to review the transcript of your part of discussion upon request after the focus group. Only the research team will have access to the data, which will be securely stored in a password-controlled local area network or physically locked up in the Centre for Youth Research and Practice. The information obtained during the study will be used strictly for research and academic purpose only. The audio record will be destroyed within 24 months after the completion of this study. Your personal identity will be anonymous and your information will be strictly kept confidential.

PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without consequences. If you withdraw from the study before data collection is completed your data will be eliminated and will not be included in this study. To thank you for your participation, you will be offered a 100-dollar gift coupon upon completion of this focus group.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the principal investigator of this study, Dr. Simon Chan, at the Department of Social Work, 10/F Academic and Administration Building, Baptist University Campus, Hong Kong Baptist University, Tel: 34117142 or simonchan@hkbu.edu.hk. If you want to know more about the rights of being research participants, or if you think that your rights as a participant in this research have not been treated properly, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Graduate School (9/F, Academic and Administration Building, Hong Kong Baptist University, Kowloon Tong).

CONSENT AND SIGNATURE

I have read and understand the above information. I have received a copy of this form and I agree to participate in this study.

Name of the Participant: _____

Signature of the Participant: _____ Date: _____

Name of the Parent/Guardian (Participants under 18 years old): _____

Signature of the Parent/Guardian: _____
(Participants under 18 years old): _____ Date: _____

Signature of the Project team member: _____ Date: _____

Appendix 20: Existing education and career support services provided by NGOs and the Government

NGOs providing personal growth or career development services for EMs	
Organisation & Service	Website & Contact No.
Baptist Oi Kwan Social Service EM youth employment service (EYES) – Career development for high school students	Website: https://www.bokss.org.hk/ethnic-minority-services/service?id=125& lang=en Contact No.: Tel: 3413-1686 / 2708-8461 WhatsApp: 6153-1773
Hong Kong Community Network - LINK Centre EM youth development project – Lifespan education workshops	Website: https://www.hkcnlink.hk/em-youth-development-project/ Contact No.: Tel: 3955-1555
The Neighbourhood Advice - Action Council – TOUCH Support Service Centre for Ethnic Minorities Youth programmes – Personal growth programme & Career Development	Website: http://www.naac-touchcentre.org.hk/?a=group&id=youth_programme Contact No.: Tel: 2988-1422
Yuen Long Town Hall Support Service Centre for Ethnic Minorities Youth unit – Personal and talent development programme	Website: http://www.sscem.org/napalese.php?page=page_10 Contact No.: Tel: 2479-9757 WhatsApp: 6434-2721

Organisations providing Chinese language courses		
Institution/ Organisation	Course/ Programme	Website & Contact No.
Baptist Oi Kwan Social Service – Ethnic minority services	Certificate for vocational Chinese language programme for non-Chinese speaking school leavers (for NCS school leavers aged 15 or above)	Website: https://www.bokss.org.hk/ethnic-minority-services/service?id=202& lang=en Contact No.: Tel: 2708-8461
Caritas Community Development Service	Language Programme for Ethnic Minorities	Website: http://cd.caritas.org.hk/new/em.htm Contact No.: Fortress Hill Centre Tel: 2887-0567 Sai Wan Ho Centre Tel: 2147-5988

		Shek Kip Mei Centre Tel: 2741-3767
Employees Retraining Board (ERB)	Generic Skills Training Courses - Workplace languages (Vocational Cantonese / workplace Chinese)	Website: https://www.erb.org/training_courses/erb_courses/course_categories/courses_special_service/en/ Contact No.: Tel: 182-182
Hong Kong Police Force	Project Gemstone	Website: https://www.facebook.com/Project-Gemstone-%E5%AF%B6%E7%9F%B3%E8%A8%88%E5%8A%83-149598579033518/?ref=page_internal Contact No.: Tel: 3661-9234
International Social Service - Hong Kong Branch: HOPE Support Service Centre for Ethnic Minorities	Language classes in Cantonese and English	Website: http://www.isshk-hope.org/ Contact No.: Tel: 2836-3598
New Home Association - HOME Centre	Language classes	Website: http://www.nhahome.hk/web/suppage.php?mid=161 Contact No.: <u>HOME Centre (Yau Ma Tei)</u> Tel: 3610-4418 <u>HOME Centre (Sham Shui Po)</u> Tel: 3610-4428
The Neighbourhood Advice - Action Council – TOUCH Support Service Centre for Ethnic Minorities	Chinese language courses	Website: http://www.naac-touchcentre.org.hk/ Contact No.: Tel: 2988-1422
Vocational Training Council (VTC)	Survival Cantonese / Socialising Cantonese Course for Non-Chinese Speakers (NCS)	Website: http://www.vtc.edu.hk/vec/intro_eng_em.html Contact No.: Tel: 2595-8119
Yuen Long Town Hall Support Service Centre for Ethnic Minorities	Language classes in Chinese (Cantonese)	Website: http://www.sscem.org/education.php Contact No.: Tel: 2479-9757

Online platforms for job hunting

Popular online job portals

Platform	Website
cpjobs.com	https://www.cpjobs.com/hk/
CTgoodjobs	https://www.ctgoodjobs.hk/
JOBMARKET	https://www.jobmarket.com.hk/
jobsDB	https://hk.jobfdb.com/hk
JUMP	https://jump.mingpao.com/

Monster	https://www.monster.com.hk/trex/
Recruit	https://www.recruit.com.hk/
Platforms operated by the Government	
Platform	Website
Civil Service Bureau	https://www.csb.gov.hk/english/recruit/7.html
Employment Services for Ethnic Minorities – Interactive Employment Service of Labour Department	<a href="https://www2.jobs.gov.hk/1/0/WebForm/informat
ion/en/em/em_index.aspx">https://www2.jobs.gov.hk/1/0/WebForm/informat ion/en/em/em_index.aspx
Interactive Employment Service – Labour Department	<a href="https://www1.jobs.gov.hk/1/0/WebForm/Default.a
spx">https://www1.jobs.gov.hk/1/0/WebForm/Default.a spx
Youth.gove.hk - GOV JOB	https://www.youth.gov.hk/en/gov-job/index.htm

Employment support services provided by NGOs and the Government

Employment services provided by NGOs

Organisation	Target	Website & Contact No.
Baptist Oi Kwan Social Service – Ethnic Minorities Youth Employment Service (EYES)	Ethnic minority youth aged 15-29	Website: <a href="https://www.bokss.org.hk/ethnic
-minority-
services/service?id=125& lang=e
n">https://www.bokss.org.hk/ethnic -minority- services/service?id=125& lang=e n Contact No.: Tel: 3413-1686 / 2708-8461 WhatsApp: 6153-1773
Christian Action – SHINE Centre (Employment support under the Social Integration Programme)	Ethnic minority residents	Website: <a href="http://shine.christian-
action.org.hk/index.php?option=c
om_content&view=article&id=84
&Itemid=77">http://shine.christian- action.org.hk/index.php?option=c om_content&view=article&id=84 &Itemid=77 Contact No.: <u>Tuen Mun Centre</u> Tel: 3188-4555 <u>Jordan Centre</u> Tel: 3422-3820
Hong Kong Christian Service - Ethnic Minority Services (Employment support services under Integration programmes)	Ethnic minorities	Website: <a href="http://hkcscheer.net/about/about
t-cheer">http://hkcscheer.net/about/about t-cheer Contact No.: Tel: 3106-3104
Hong Kong Community Network - LINK Centre	Ethnic minorities	Website: <a href="http://www.hkcnlink.hk/employ
ment-services/">http://www.hkcnlink.hk/employ ment-services/ Contact No.: Tel: 3955-1555
Hong Kong SKH Lady MacLehose Centre – Services for Ethnic Minorities Unit (Extra Mile – The Pioneer)	Non-Chinese speakers aged 18 above with good command of English and/ or Cantonese	Website: <a href="http://docs.wixstatic.com/ugd/1
07465_9221947db1594b8ea3c59
5ea765b6590.pdf">http://docs.wixstatic.com/ugd/1 07465_9221947db1594b8ea3c59 5ea765b6590.pdf Contact No.: Tel: 2751-6226 (Sunny Lau / Jamuna Gurung) WhatsApp/ Viber: 9389-1243

International Social Service (Hong Kong Branch) – Employment services	Non-Chinese people	Website: http://www.isshk-hope.org/employments%20services.html Contact No.: Tel: 2864-6703 / 2836-3598 WhatsApp: 5188-8044
New Home Association - HOME Centre	Ethnic minorities	Website: http://www.nhahome.hk/web/su_bpage.php?mid=179 Contact No.: <u>HOME Centre (Yau Ma Tei)</u> Tel: 3610-4418 <u>HOME Centre (Sham Shui Po)</u> Tel: 3610-4428
The Zubin Foundation	Ethnic minorities	Website: https://www.zubinfoundation.org/opportunity-bank-job Contact No.: Tel: 9133-4700
Yuen Long Town Hall Support Service Centre for Ethnic Minorities (Employment service)	Ethnic minorities	Website: http://www.sscem.org/employment.php Contact No.: Tel: 2479-9757

Employment services provided by the Government

Programme / Department	Target	Website/ Address & Contact No.
Youth Employment and Training Programme (YETP)	All young school leavers aged between 15 and 24 with educational attainment at the sub-degree level or below	Website: https://www.yes.labour.gov.hk/Home?c=en Contact No.: <u>YETP</u> Tel: 2112-9932 <u>YETP (Kowloon Office)</u> Tel: 2382-3121 <u>YETP (Hong Kong Office)</u> Tel: 2147-1096
Kowloon West Job Centre of the Employment Services Division of Labour Department	Hong Kong residents	Address: 9/F, Cheung Sha Wan Government Offices, 303 Cheung Sha Wan Road, Kowloon Contact No.: Tel: 2150-6397
Employment in One-stop of Labour Department	Hong Kong residents	Address: Unit 401, 4/F, Tin Ching Amenity and Community Building, Tin Ching Estate, Tin Shui Wai, New Territories Contact No.: Tel: 3692-5750

NGOs providing services to ethnic minorities

Organisation	Target	Website & Contact No.
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<p>Baptist Oi Kwan Social Service – Ethnic minority services</p>	<ul style="list-style-type: none"> • Children and youth aged 6-29 	<p>Website: https://www.bokss.org.hk/ethnic-minority-services?lang=en</p> <p>Contact No.: <u>Children & Youth Service</u> Tel: 3413-1556 <u>Youth Employment Service</u> Tel: 3413-1686 / 2708-8461 WhatsApp: 6153-1773</p>
<p>Caritas Youth & Community Service</p>	<ul style="list-style-type: none"> • People from all age groups 	<p>Website: http://klnc.org.hk/private/document/730.pdf</p> <p>Contact No.: <i>Hong Kong Island</i> <u>Caritas Mok Cheung Sui Kun Community Centre</u> Tel: 2816-8044 <u>Caritas Community Centre - Aberdeen</u> Tel: 2552-4211 <u>Caritas Jockey Club Integrated Service for Young People – Stanley</u> Tel: 2813-6644</p> <p><i>Kowloon</i> <u>Caritas Community Centre – Kowloon</u> Tel: 2339-3713 <u>Caritas Jockey Club Integrated Service for Young People – Wong Tai Sin</u> Tel: 2382-0265 <u>Caritas Community Centre - Ngau Tau Kok</u> Tel: 2750-2727</p> <p><i>New Territories</i> <u>Caritas Community Centre - Tsuen Wan</u> Tel: 2493-9156 <u>Caritas Jockey Club Integrated Service for Young People – Lei Muk Shue</u> Tel: 2425-9348 <u>Caritas District Youth Outreaching Social Work Team – Tuen Mun</u> Tel: 2463-3139</p>
<p>Chinese YMCA of Hong Kong – Ethnic Minorities Service</p>	<ul style="list-style-type: none"> • People from all age groups 	<p>Website: https://www.facebook.com/ymcaemservice/</p> <p>Contact No.: Tel: 2617-7233</p>
<p>Christian Action – SHINE Centre</p>	<ul style="list-style-type: none"> • Primary & secondary school students • Women • Youth • Adults 	<p>Website: http://www.christian-action.org.hk/shine/</p> <p>Contact No.: <u>Tuen Mun Centre</u> Tel: 3188-4555 <u>Jordan Centre</u> Tel: 3422-3820</p>
<p>Hong Kong Christian Service - Ethnic Minority Services</p>	<ul style="list-style-type: none"> • Children • Primary & secondary school students • Women & girls • Youth • Adults 	<p>Website: http://www.hkcs.org/en/services/mrcs</p> <p>Contact No.: Tel: 2731-6248</p>

Hong Kong Community Network - LINK Centre	<ul style="list-style-type: none"> • Children • Youth • Adults 	<p>Website: https://www.hkcnlink.hk/</p> <p>Contact No.: Tel: 3955-1555</p>
Hong Kong Family Welfare Society – Integrated Family Service	<ul style="list-style-type: none"> • Family 	<p>Website: https://www.hkfws.org.hk/en/how-we-help/integrated-family-services/integrated-family-service-centre</p> <p>Contact No.: <u>North Point Integrated Family Service Centre</u> Tel: 2832-9700 <u>Yau Tong Integrated Family Service Centre</u> Tel: 2775-2332 <u>Shun Lee Integrated Family Service Centre</u> Tel: 2342-2291 <u>Shamshuipo (West) Integrated Family Service Centre</u> Tel: 2720-5131 <u>Tseung Kwan O (South) Integrated Family Service Centre</u> Tel: 2177-4321 <u>Kwai Chung (South) Integrated Family Service Centre</u> Tel: 2426-9621</p>
Hong Kong SKH Lady MacLehose Centre – Services for Ethnic Minorities Unit	<ul style="list-style-type: none"> • Children • Youth • Adults • Family 	<p>Website: http://www.skhlmc-em.org/</p> <p>Contact No.: Tel: 2427-2218</p>
Hong Kong Society for the Protection of Children Children and Family Services Centre (Kowloon City)	<ul style="list-style-type: none"> • Children and teenagers aged 16 or below and their family 	<p>Website: https://www.hkspc.org/php/webcms_en/public/main_page/ch_main.php3?refid=6</p> <p>Contact No.: Tel: 2760-8111</p>
International Social Service - Hong Kong Branch: HOPE Support Service Centre for Ethnic Minorities	<ul style="list-style-type: none"> • Children • Youth • Adults 	<p>Website: http://www.isshk-hope.org/</p> <p>Contact No.: Tel: 2836-3598</p>
New Home Association - HOME Centre	<ul style="list-style-type: none"> • Primary school students • Youth • Adults 	<p>Website: http://www.nhahome.hk/web/subpage.php?mid=120</p> <p>Contact No.: <u>HOME Centre (Yau Ma Tei)</u> Tel: 3610-4418 <u>HOME Centre (Sham Shui Po)</u> Tel: 3610-4428</p>
St. James' Settlement – Wanchai integrated Family Service Centre	<ul style="list-style-type: none"> • Children • Women • Family 	<p>Website: https://ifsc.sjs.org.hk/?page_id=13909</p> <p>Contact No.: Tel: 2835-4342</p>
The Neighbourhood Advice - Action Council – TOUCH Support Service Centre for Ethnic Minorities	<ul style="list-style-type: none"> • Children • Youth • Ladies • Family 	<p>Website: http://www.naac-touchcentre.org.hk/</p> <p>Contact No.: Tel: 2988-1422</p>

The Samaritan Befrienders Hong Kong – 24-hour multi-lingual suicide prevention services	<ul style="list-style-type: none"> • People from all age groups who experience great stress or suicidal 	<p>Website: https://samaritans.org.hk/</p> <p>Contact No.: Tel: 2896-0000</p>
The Society of Rehabilitation and Crime Prevention, Hong Kong	<ul style="list-style-type: none"> • People with drug abuse problem and their family 	<p>Website: https://www.sracp.org.hk/en/services/care.html</p> <p>Contact No.: Tel: 2323-3983</p>
The Zubin Foundation	<ul style="list-style-type: none"> • Parents of children with special educational needs • Women and girls • Youth • Adults 	<p>Website: https://www.zubinfoundation.org/</p> <p>Contact No.: Tel: 2540-9588</p>
Yan Oi Tong Community Centre	<ul style="list-style-type: none"> • Children • Youth • Women • Family 	<p>Website: https://www.cc.yot.org.hk/service-unit/ethnic-minorities/</p> <p>Contact No.: Tel: 2655 7521 / 2655 7542</p>
Yang Memorial Methodist Social Service Yau Tsim Mong Family Education and Support Centre	<ul style="list-style-type: none"> • Youth • Adults 	<p>Website: http://www.yang.org.hk/en/service_detail.php?id=26#serviced03</p> <p>Contact No.: Tel: 2781-2921 / 6821-9115 / 6821-9114</p>
Yuen Long Town Hall Support Service Centre for Ethnic Minorities	<ul style="list-style-type: none"> • Primary & secondary school students • Youth • Adults 	<p>Website: http://www.sscem.org/</p> <p>Contact No.: Tel: 2479-9757</p>

Contact Us

Equal Opportunities Commission

Telephone: (852) 2511 8211

Fax: (852) 2511 8142

Email: eoc@eoc.org.hk

Website: www.eoc.org.hk

Address: 16 Floor, 41 Heung Yip Rd, Wong Chuk Hang

SMS Enquiry Service: 6972566616538 (For people with hearing impairment/ speech difficulties)

Centre For Youth Research and Practice, Hong Kong Baptist University

Telephone: (852) 3411 7143

Fax: (852) 3411 6628

Email: cyrp@hkbu.edu.hk

Website: <https://cyrp.hkbu.edu.hk/>

Address: AAB1315, 13/F, Academic and Administrative Building, 15 Baptist University Road, Baptist University Road Campus, Kowloon Tong, Kowloon

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