

Perceptions of Racial Inclusion among Hong Kong Chinese and Ethnic Minorities in Hong Kong



香港中華基督教青年會
Chinese YMCA of Hong Kong

Background

Progress	Schedule
Data collection	June to November 2022
No. of collected surveys	518 (HK Chinese) 300 (Ethnic minority)
Target groups	Secondary school students of (1) HK Chinese and (2) Ethnic minority

Background

Table 1. Demographic characteristics of study samples

Study samples		
	HK Chinese	EM
Characteristics, Number (%)	(n = 518)	(n = 300)
Gender		
Male	215 (42.6)	132 (50.4)
Female	290 (57.4)	130 (49.6)
Education level		
Secondary 1	103 (20.4)	27 (9.2)
Secondary 2	67 (13.2)	44 (14.9)
Secondary 3	111 (21.9)	31 (10.5)
Secondary 4	108 (21.3)	22 (7.5)
Secondary 5	60 (11.9)	95 (32.2)
Secondary 6	57 (11.3)	76 (25.8)
Abbreviation: EM, ethnic minorities; HK, Hong Kong		

Background

TABLE 2. DISTRIBUTION OF EM RACE IN THE EM DATASET AND HK POPULATION

Race	EM data (N = 300)	HK population
Indonesian	6 (2.1)	142,065 (23)
Filipino	15 (5.2)	201,291 (32)
White	2 (0.7)	61,582 (10)
Indian	28 (9.6)	42,569 (7)
Pakistani	191 (65.6)	24,385 (4)
Nepalese	34 (11.7)	29,701 (5)
Others	15 (5.2)	117,975 (19)

Background

Table 3. Other characteristics about the HK Chinese sample (N = 518)

	Number	%
In the past four weeks, how often did you interact with EM?		
None of the time	106	21.6
A little of the time	203	41.4
Some of the time	118	24.1
Most of the time	34	6.9
All of the time	29	5.9
Do you have EM friends?		
Yes	177	36.6
No	306	63.4
How many EM friends do you have?		
1	57	33.1
2	56	32.6
3	19	11.0
4	12	7.0
5	9	5.2
>5	19	11.1

Background

Table 4. Other characteristics about EM sample (N = 300)

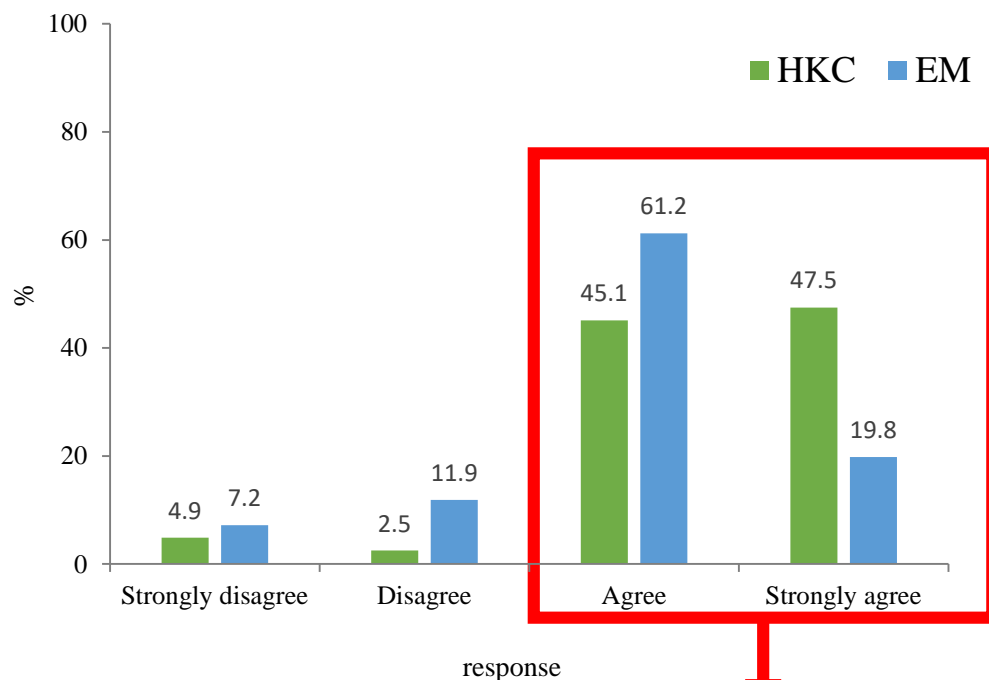
	Number	%
In the past four weeks, how often did you interact with HK ethnic Chinese?		
None of the time	24	9.0
A little of the time	52	19.5
Some of the time	86	32.2
Most of the time	62	23.2
All of the time	43	16.1
Do you have friends who are Hong Kong Chinese?		
Yes	216	72.7
No	81	27.3
How many friends do you have who are Hong Kong Chinese?		
1	18	8.5
2	22	10.3
3	22	10.3
4	15	7.0
5	25	11.7
>5	111	52.1

Data Analysis (Quantitative data)



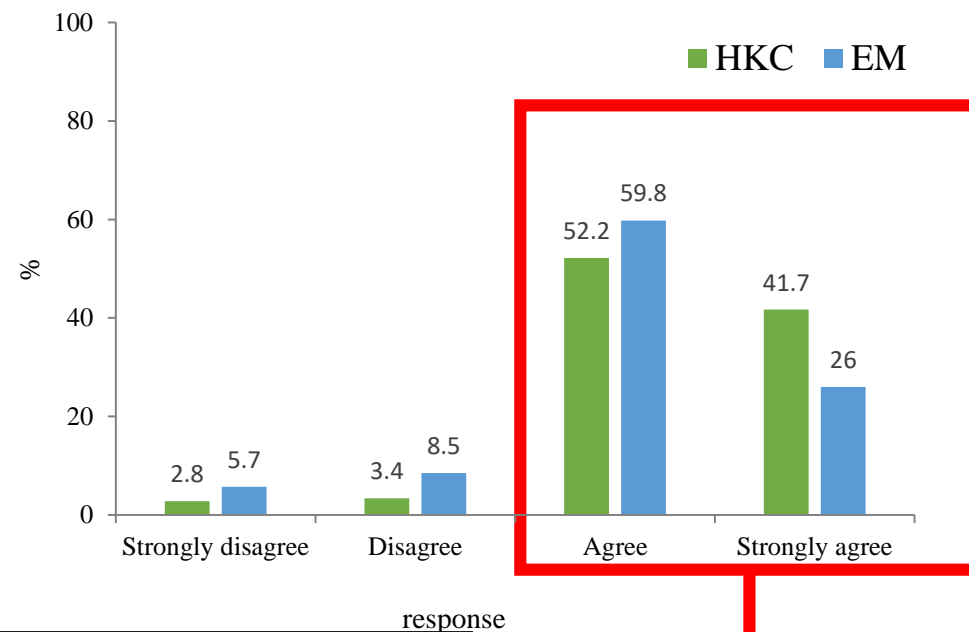
Views and interaction among HKC and EM

Q1: Happy that EM are my classmate



HKC (93%) > EM (80%)

Q2: Happy that EM are my neighbour

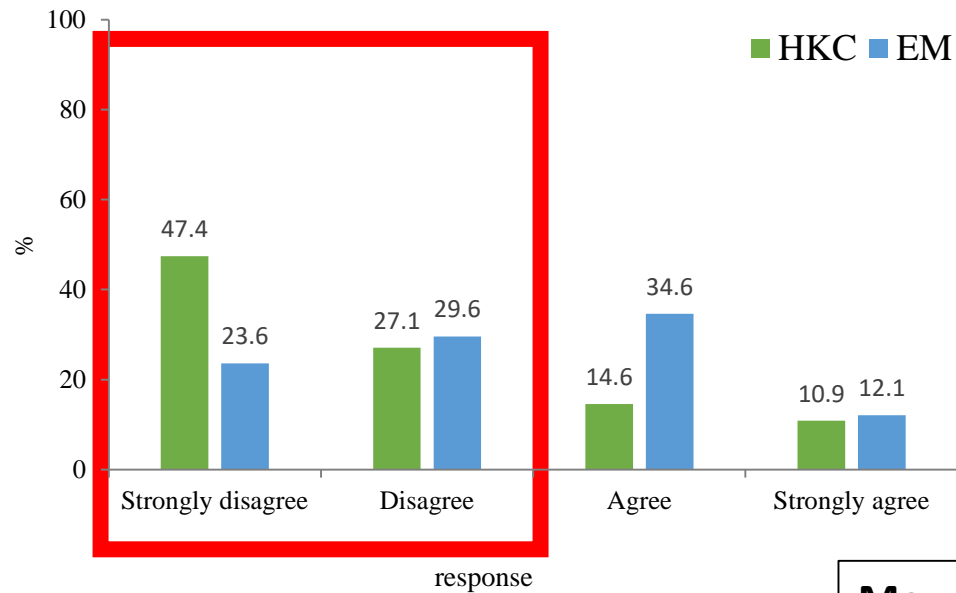


HKC (94%) > EM (85%)

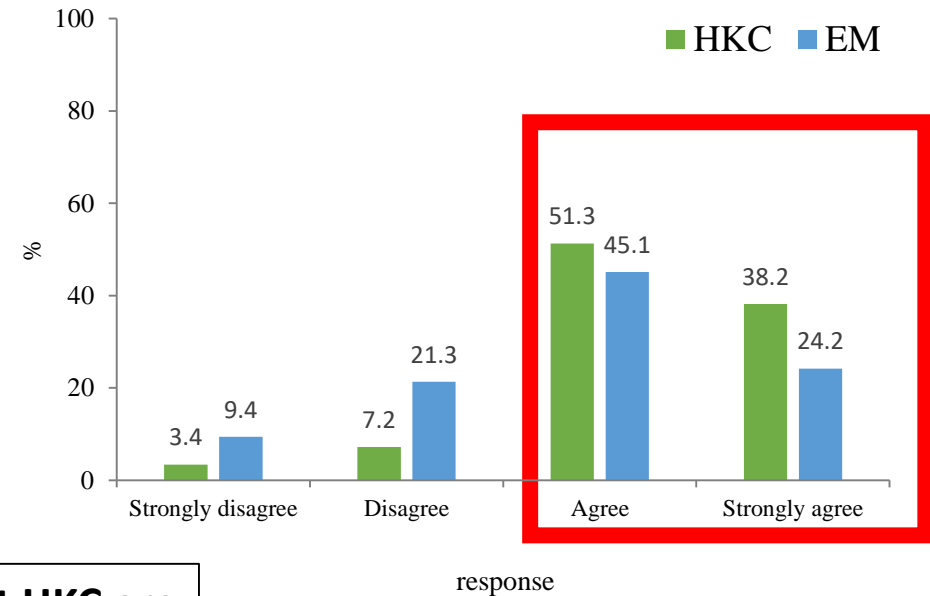
May indicate that HKC are in fact happier to get along with EM than what EM think HKC are

Views and interaction among HKC and EM

Q3: Use "Racial Slurs" to call EM



Q4: Happy to sit next to EM on public transport



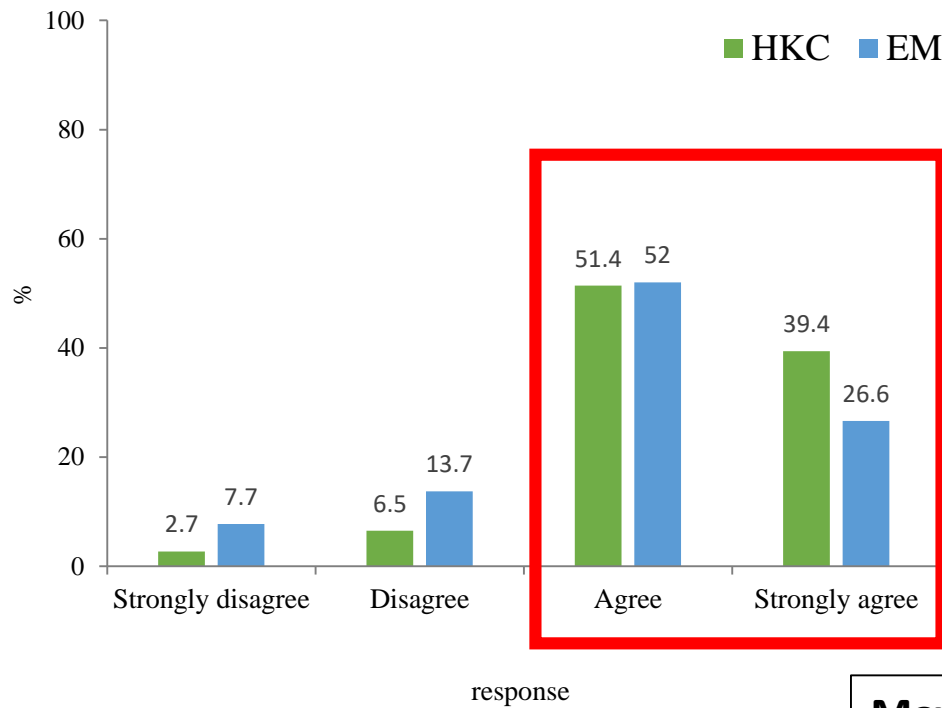
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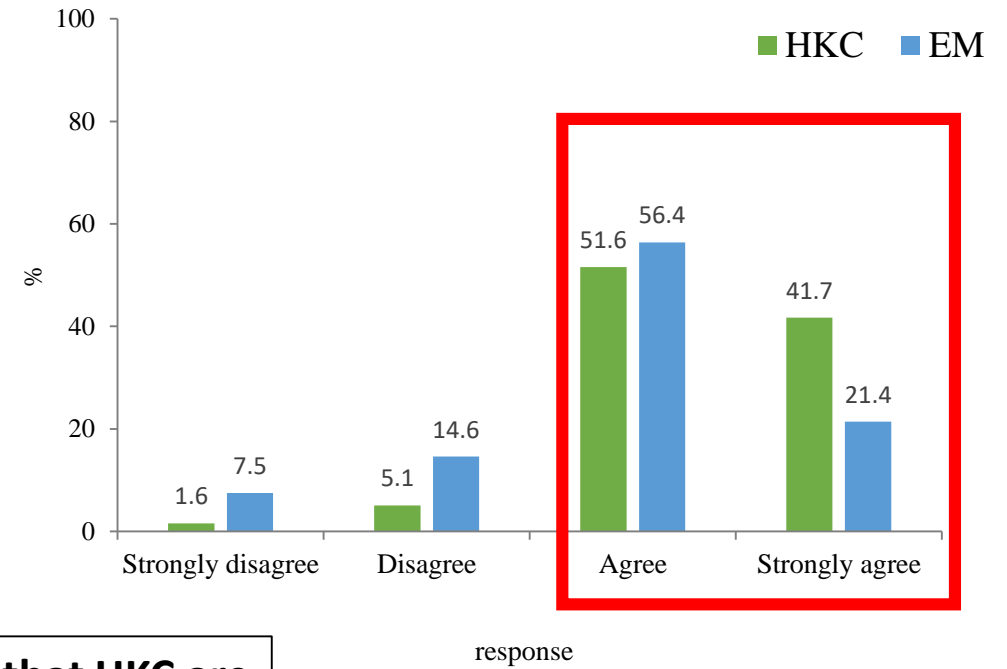
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Views and interaction among HKC and EM

Q5: Happy to play with EM in the playground



Q6: Happy to invite EM to join activities



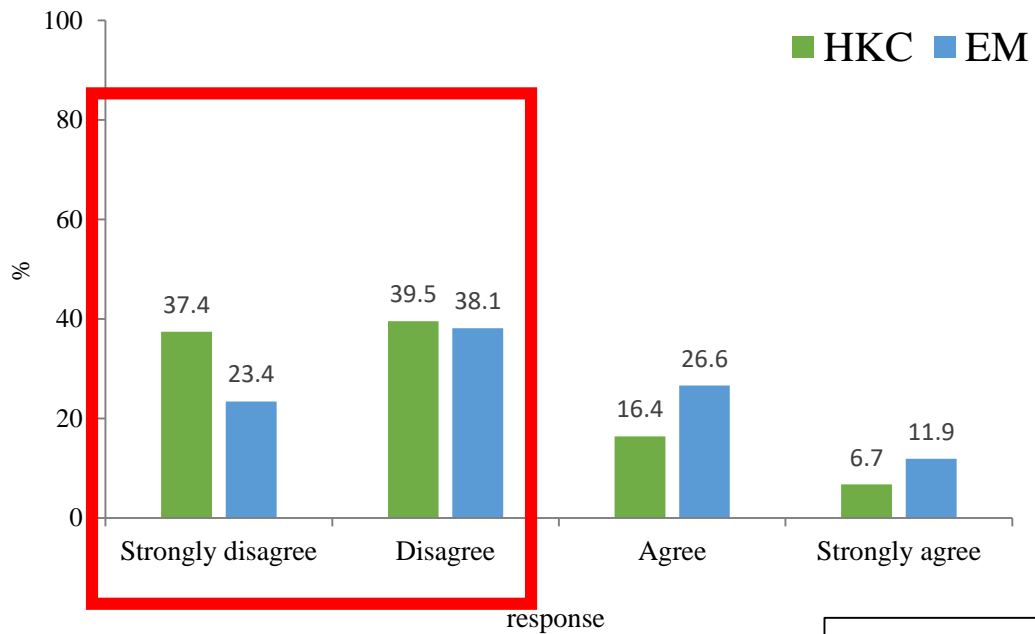
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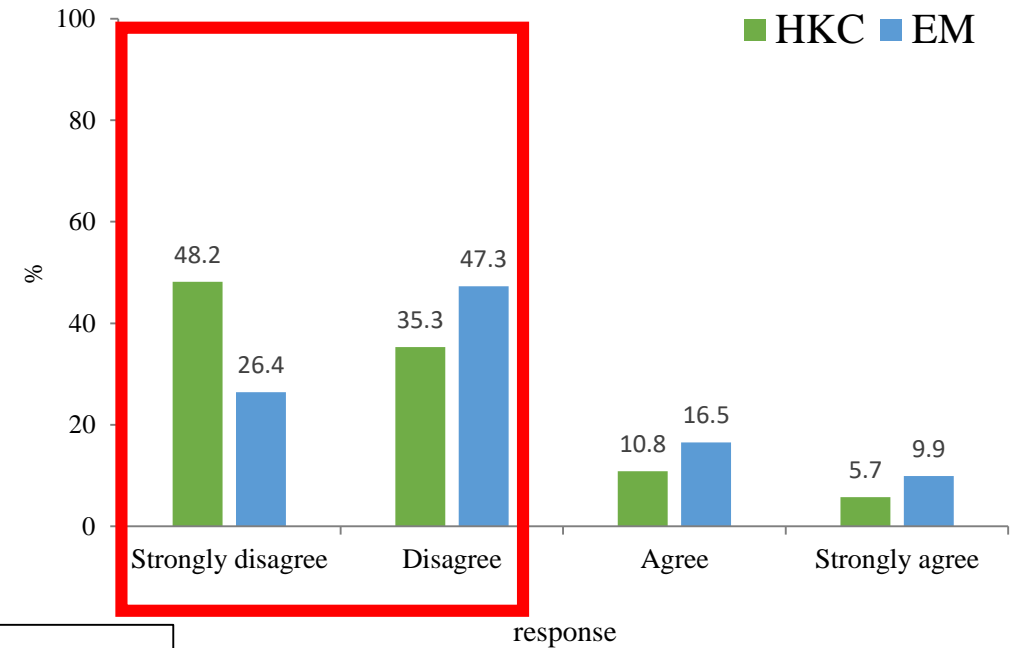
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Views and interaction among HKC and EM

Q7: HKC stay away from EM due to their race



Q8: HKC refuse to play with EM due to their race



May indicate that HKC are in fact happier to get along with EM than what EM think HKC are



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Among HK Chinese

Table 5. Correlation analyses between other sample characteristics of HK Chinese and their view on EM

	How often to interact with EM		Number of EM friends ^a	
	r	p	r	p
Q1: I am happy that EM is my classmate	0.24	<0.001	0.26	0.001
Q2: I am happy that EM is my neighbor	0.19	<0.001	0.22	0.004
Q3: I used to use "Racial Slurs" to call EM	-0.05	0.288	0.02	0.828
Q4: I am happy that EM sit next to me on public transportation	0.23	<0.001	0.25	0.001
Q5: I am happy to play with EM in the playground	0.23	<0.001	0.24	0.002
Q6: I am happy to invite EM to join activities	0.23	<0.001	0.17	0.027
Q7: In the public areas, I used to stay away from EM due to their race	-0.08	0.069	-0.04	0.579
Q8: I used to refuse to play with EM due to their race	-0.12	0.008	-0.05	0.507

^a Number of EM friends is ranging from 1 to >5.

Correlation coefficients with p values <0.05 are highlighted in yellow. Correlation coefficients with p values <0.001 are highlighted in red.

Happiness to get along with EM is positively correlated with the frequency to interact with EM and number of EM friends among HK Chinese



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HKC who have and do not have EM friends

Table 6. Comparison between HK Chinese who have and do not have EM friends about their views on EM

	Have EM friends (N = 177)		Do not have EM friends (N = 309)			
	Mean	SD	Mean	SD	t	p
Q1: I am happy that EM is my classmate	3.5	0.7	3.3	0.8	3.51	<0.001
Q2: I am happy that EM is my neighbor	3.4	0.7	3.3	0.7	1.96	0.050
Q3: I used to use "Racial Slurs" to call EM	2.0	1.1	1.9	1.0	0.95	0.341
Q4: I am happy that EM sit next to me on public transportation	3.4	0.7	3.2	0.7	3.84	<0.001
Q5: I am happy to play with EM in the playground	3.4	0.7	3.2	0.7	2.37	0.018
Q6: I am happy to invite EM to join activities	3.4	0.7	3.3	0.6	2.16	0.031
Q7: In the public areas, I used to stay away from EM due to their race	1.9	1.0	1.9	0.8	-0.42	0.673
Q8: I used to refuse to play with EM due to their race	1.8	0.9	1.7	0.8	0.35	0.723
Correlation coefficients with p values <0.05 are highlighted in yellow. Correlation coefficients with p values <0.001 are highlighted in red.						

HK Chinese who have EM friends appear to be happier getting along with EM than those who do not have EM friends



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Among EM

Table 7. Correlation analyses between other sample characteristics of EM and their view on HK Chinese

	How often to interact with HKC		Number of HKC friends ^a	
	r	p	r	p
Q1: Hong Kong ethnic Chinese are happy to be my classmate	0.05	0.410	0.27	<0.001
Q2: Hong Kong ethnic Chinese are happy to be my neighbor	0.09	0.183	0.16	0.024
Q3: Hong Kong ethnic Chinese used to use "Racial Slurs" to call me	-0.09	0.184	0.06	0.443
Q4: Hong Kong ethnic Chinese are happy to sit next to me on public transportation	0.11	0.097	0.19	0.007
Q5: Hong Kong ethnic Chinese are happy to play with me in the playground	0.16	0.013	0.22	0.002
Q6: Hong Kong ethnic Chinese are happy to invite me to join activities	0.20	0.002	0.30	<0.001
Q7: In the public areas, Hong Kong ethnic Chinese used to stay away from me due to my race	-0.12	0.058	0.02	0.784
Q8: Hong Kong ethnic Chinese used to refuse to play with me due to my race	-0.13	0.038	-0.05	0.506

^a Number of HKC friends is ranging from 1 to >5.

Correlation coefficients with p values <0.05 are highlighted in yellow. Correlation coefficients with p values <0.001 are highlighted in red.

The perception that HK Chinese are happy to get along with EM is positively correlated with the frequency to interact with HK Chinese and number of HK Chinese friends among EM youngsters



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EM who have and do not have HKC friends

Table 8. Comparison between EM who have and do not have HKC friends about their views on HKC getting along with EM

	Have HKC friends (N = 216)		Do not have HKC friends (N = 81)			
	Mean	SD	Mean	SD	t	p
Q1: Hong Kong ethnic Chinese are happy to be my classmate	3.0	0.8	2.8	0.8	1.77	0.077
Q2: Hong Kong ethnic Chinese are happy to be my neighbor	3.1	0.7	2.8	0.8	2.69	0.008
Q3: Hong Kong ethnic Chinese used to use "Racial Slurs" to call me	2.3	1.0	2.4	0.9	-0.44	0.661
Q4: Hong Kong ethnic Chinese are happy to sit next to me on public transportation	2.9	0.9	2.7	1.0	1.96	0.053
Q5: Hong Kong ethnic Chinese are happy to play with me in the playground	3.0	0.8	2.8	0.9	1.74	0.084
Q6: Hong Kong ethnic Chinese are happy to invite me to join activities	3.0	0.8	2.7	0.8	2.41	0.017
Q7: In the public areas, Hong Kong ethnic Chinese used to stay away from me due to my race	2.2	0.9	2.4	1.0	-1.63	0.103
Q8: Hong Kong ethnic Chinese used to refuse to play with me due to my race	2.0	0.8	2.3	1.0	-2.41	0.018
Correlation coefficients with p values <0.05 are highlighted in yellow.						

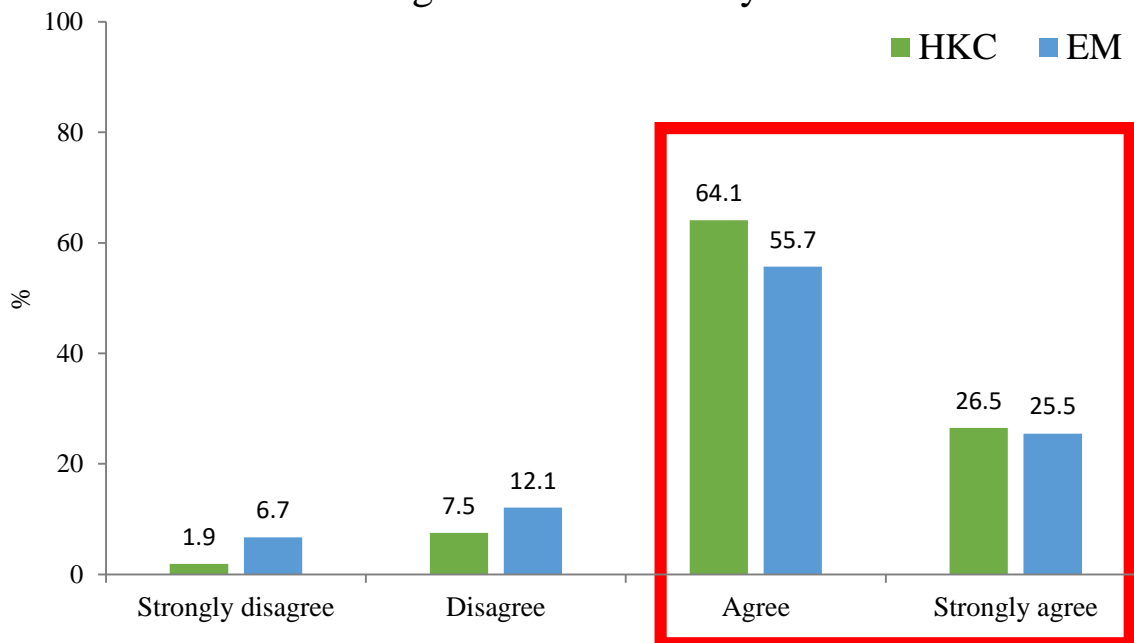
EM who have HKC friends appear to more likely agree that HKC are happy to get along with EM than those who do not have HKC friends



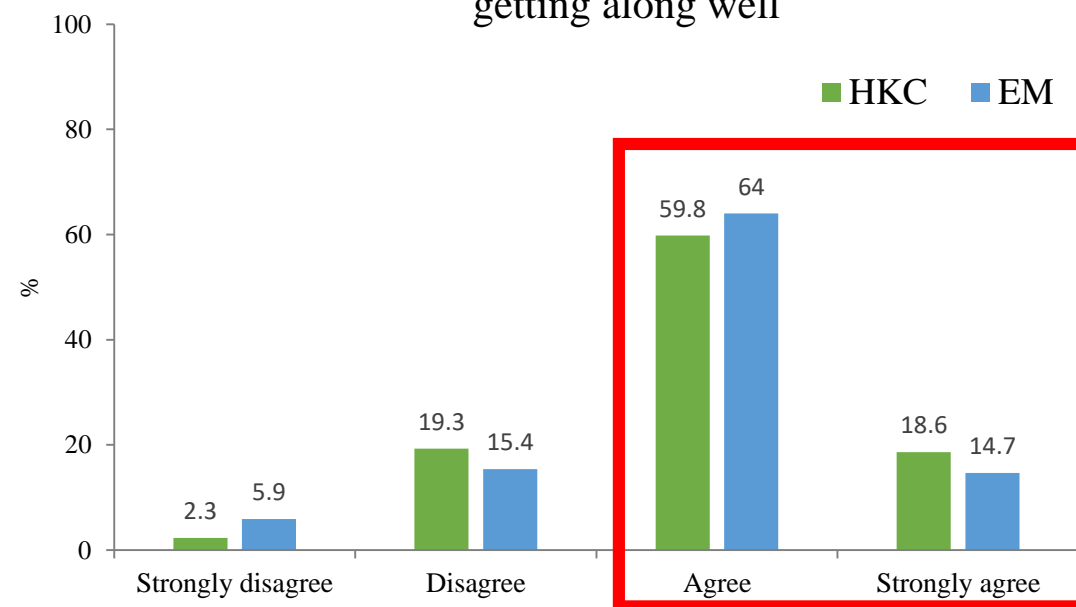
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Comparison between views of HKC and EM on racial integration

There are joint services or activities for Hong Kong ethnic Chinese and Ethnic Minorities to participate together in our society



Hong Kong ethnic Chinese and Ethnic Minorities are getting along well



It appears here that **both HKC and EM agree** that they get along well with each other

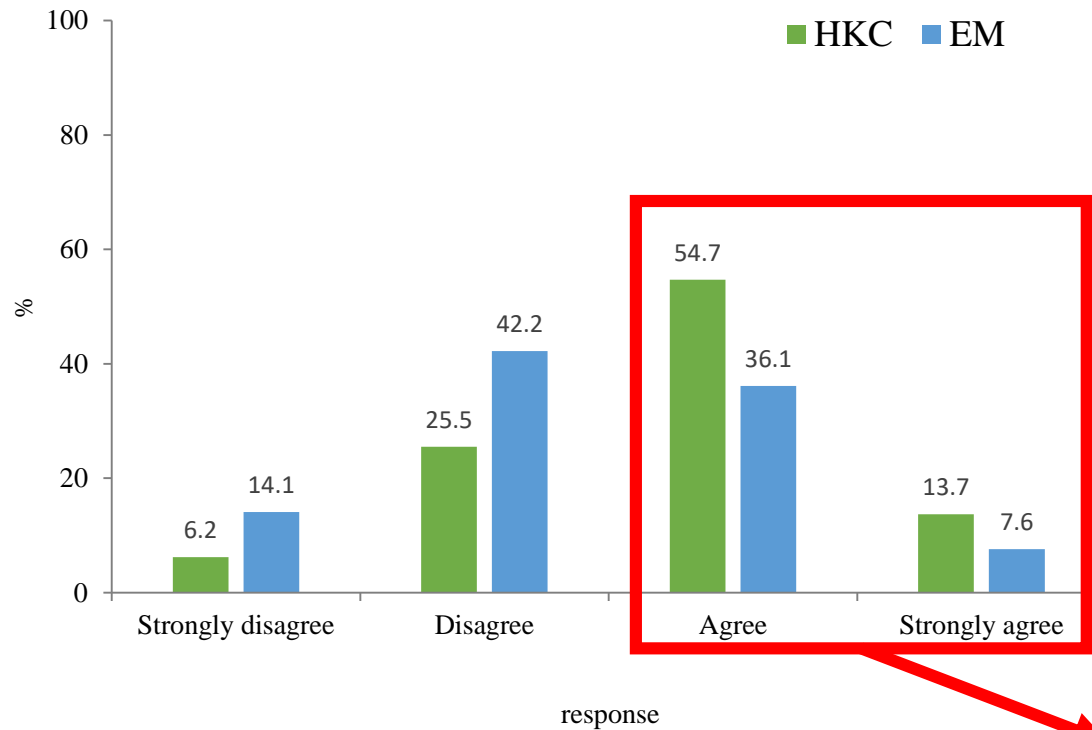
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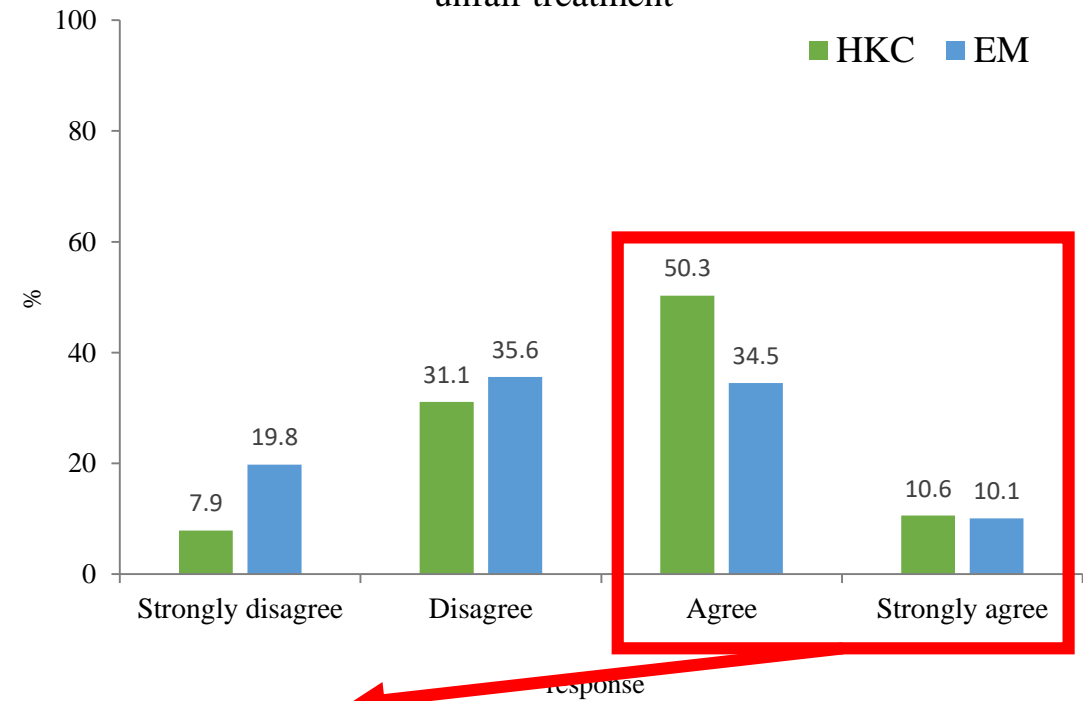
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Comparison between views of HKC and EM on racial integration

The Hong Kong ethnic Chinese discriminate against Ethnic Minorities



The Ethnic Minorities living in Hong Kong are subject to unfair treatment

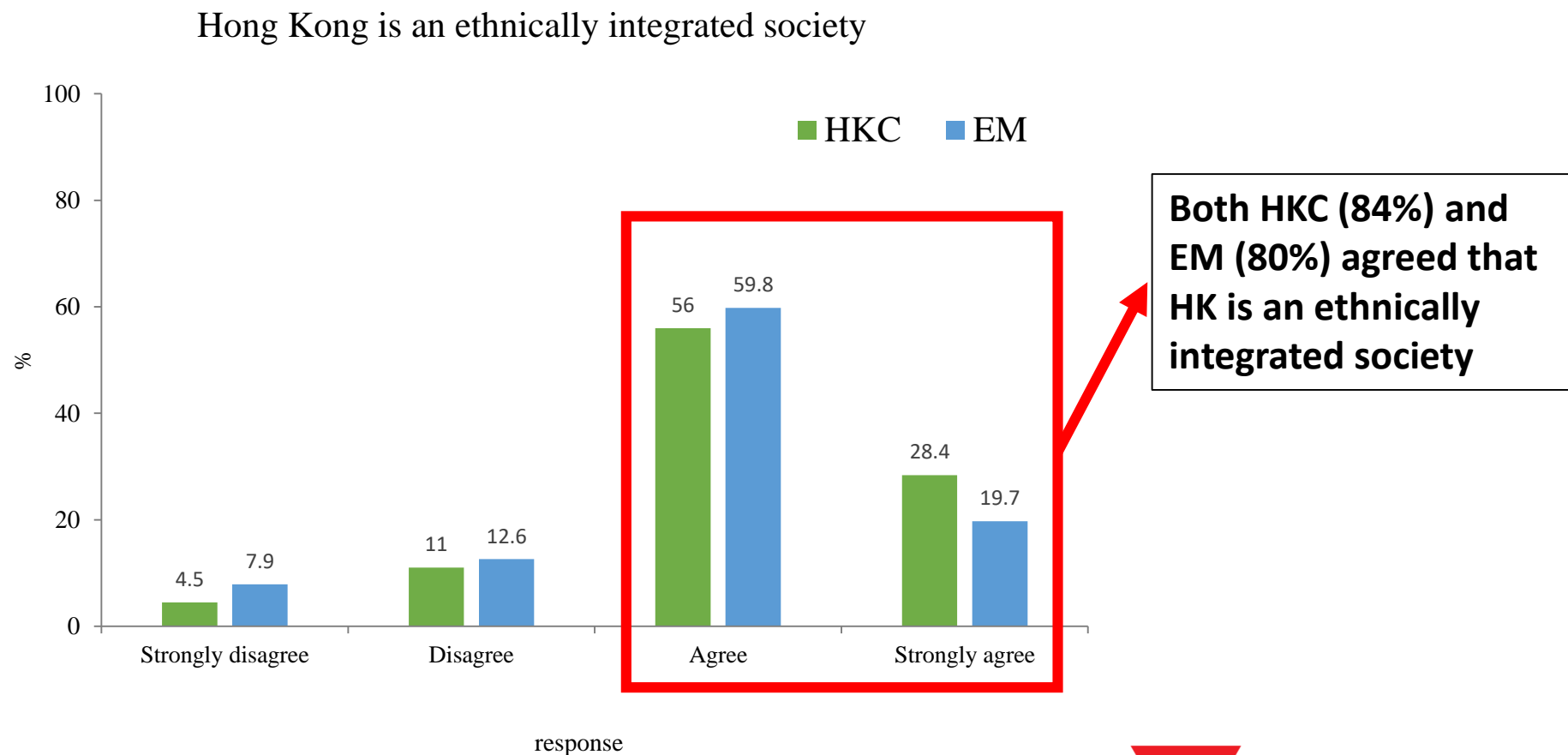


HKC may think EM are not treated fairly to an extent that is greater than what it actually is

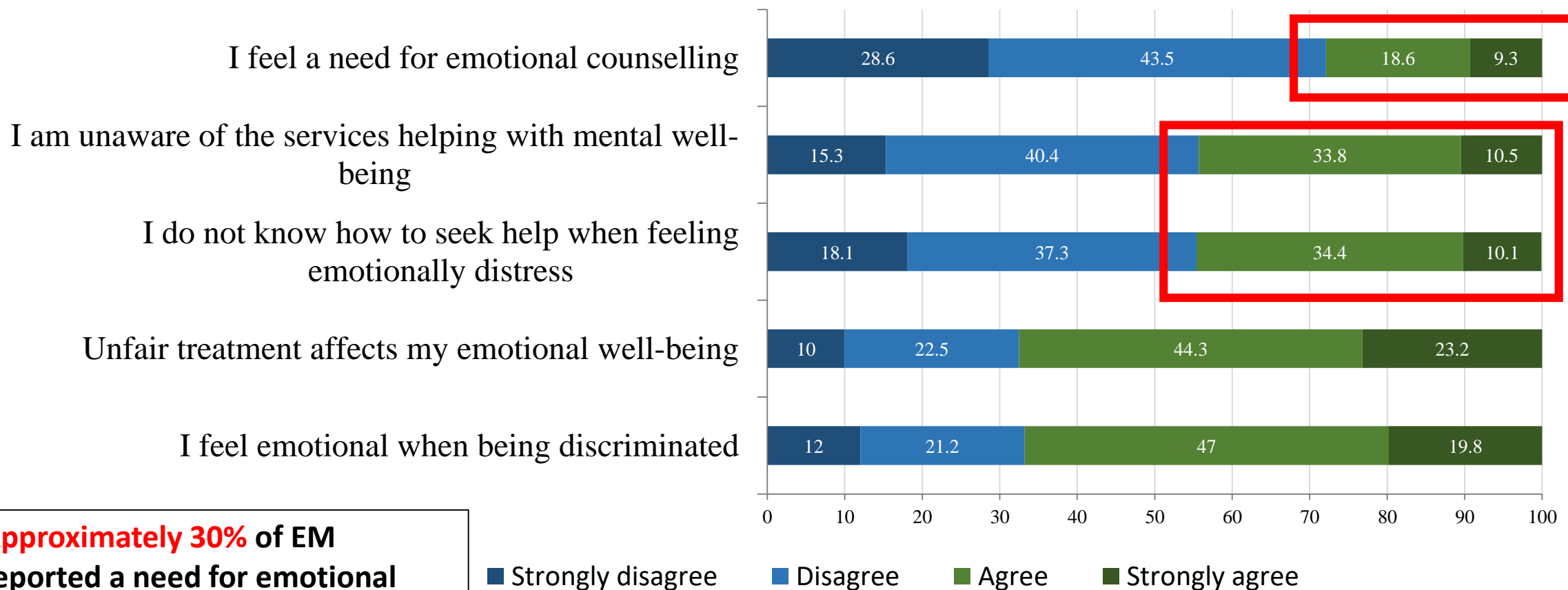


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Comparison between views of HKC and EM on racial integration



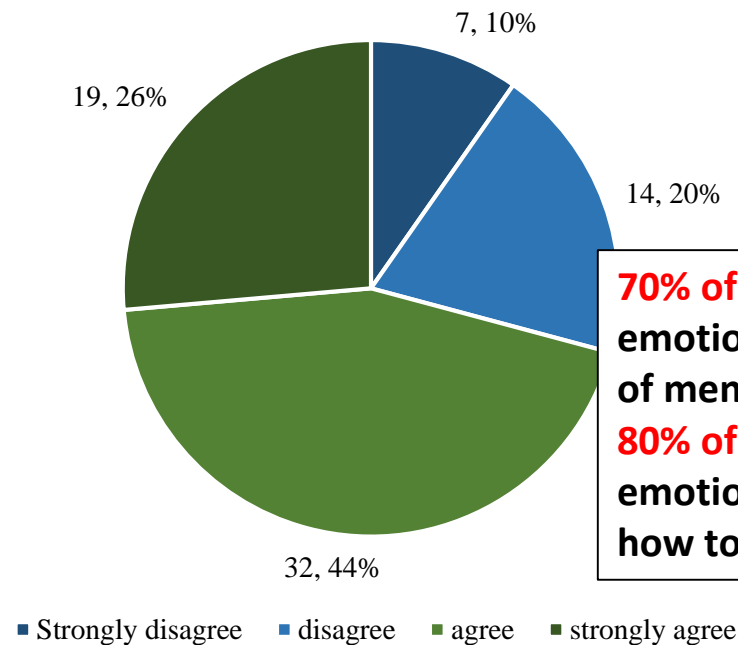
EM perception on mental health



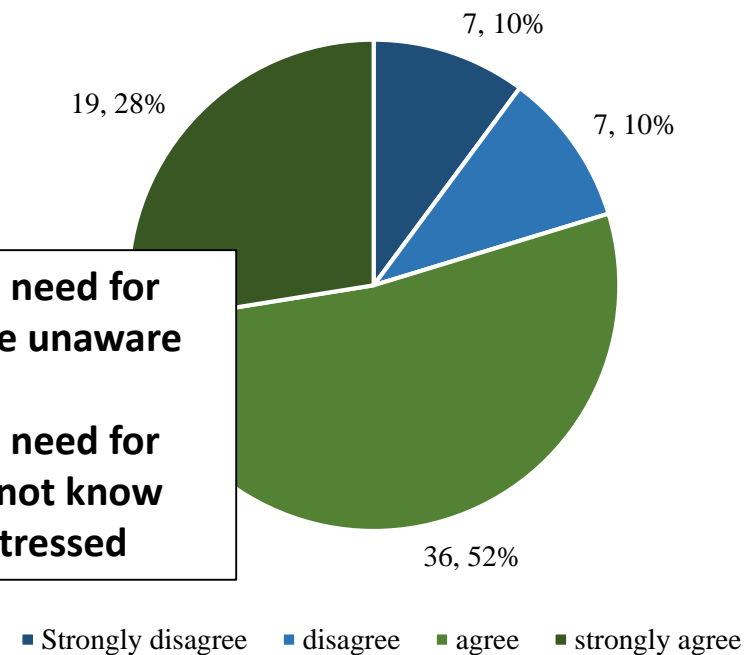
Approximately 30% of EM reported a need for emotional counselling. >40% of EM are still unaware and do not know how to seek help

70-80% of EM who felt a need for emotional counselling (N = 75) were unaware/ did not know mental health services that they could seek help from

I am unaware of the services helping with mental well-being



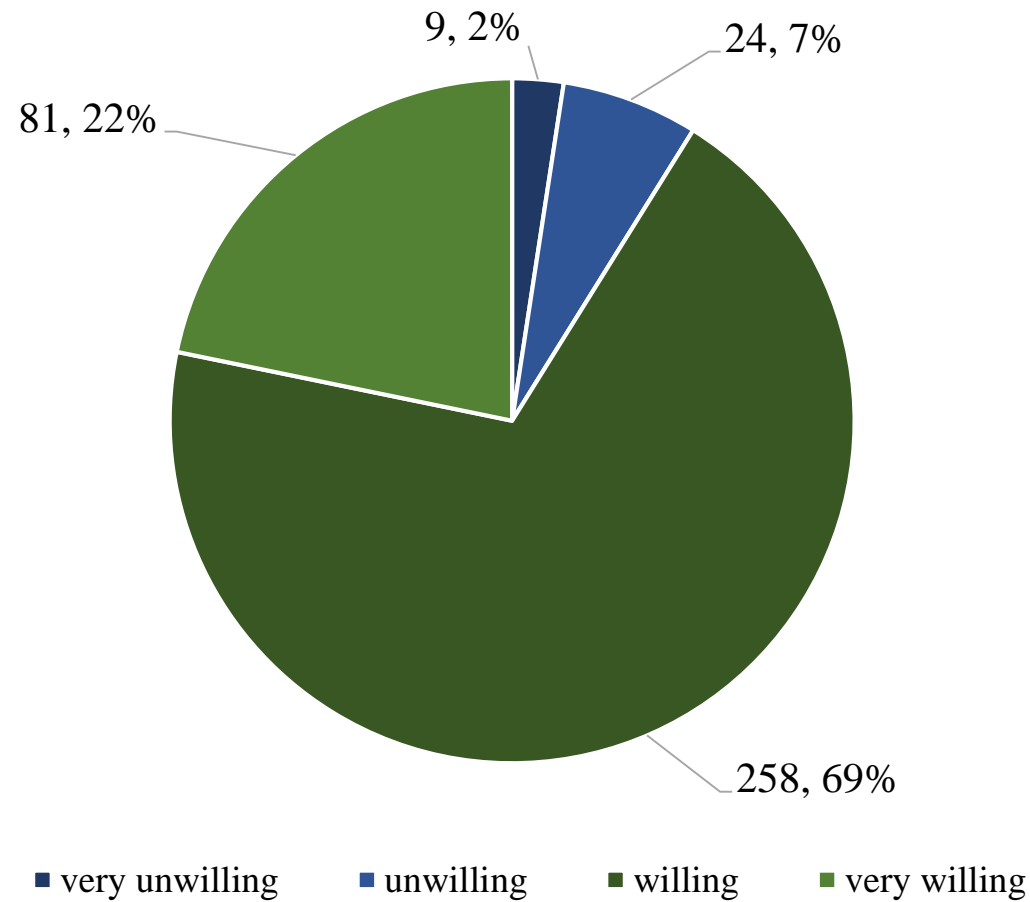
I do not know how to seek help when feeling emotionally distressed



70% of EM who reported a need for emotional counselling were unaware of mental health services.
80% of EM who reported a need for emotional counselling did not know how to seek help when distressed

Are HKC willing to befriend EM?

91% of HKC claimed that they are **willing** to befriend EM



Reasons for being willing to befriend EM
(Out of the 339 HKC who claimed willing to befriend EM)

Table 9. Reasons for being willing to befriend EM (N = 339)

Reasons	Number (%)
Emphasize fairness and human rights	208 (61.4)
Care and respect	180 (53.1)
Expand social circles	160 (47.2)
Broaden international horizons	134 (39.5)
Good impression	91 (26.8)

Reasons for being unwilling to befriend EM
(out of the 33 HKC who claimed not willing to befriend EM)

Table 10. Reasons for being unwilling to befriend EM (N = 33)

Reasons	Number (%)
Language barriers	18 (54.5)
Rare contact and limited knowledge	13 (39.4)
Different religion and culture	12 (36.4)
Bad impression	10 (30.3)
Discrimination and prejudice	2 (6.1)

Data Analysis (Qualitative data)



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Suggestions on enhancing racial harmony
(from Hong Kong ethnic Chinese)



Methods to promote culture and lifestyles of EM as well as racial integration/ equity

Hold activities that both sides can join and thus the local Hong Kong Chinese can get to know the ethnic minorities more (**HKC: N = 31**)

Examples:

Participant 84: 可以舉辦多點共同參與的活動。 (**Hold more activities** that HK Chinese and the ethnic minorities can join together)

Participant 173: 建立更多互動的活動 (**Organize more interactive campaigns**)

Participant 309: 可以多舉辦宣傳活動 (**More promotional activities** can be held)

Participant 386: 可以搞大型共融活動 (**Can hold large-scale campaigns** for racial harmony)

Participant 407: "學校該多比學生和非華裔人士一齊活動好似 : day camp" (**Schools should let HK Chinese and ethnic minorities students hold activities together, such as day camp**)

Participant 518: 可以舉行更多有關少數族裔的文化的活動 (**Hold more activities about the culture of ethnic minorities**)



Suggestions on enhancing racial harmony

Culture and lifestyles of EM as well as racial integration/ equity should be promoted (**HKC: N = 17**)

Examples:

Participant 164: 讓人們多了解雙方文化, 互相了解 (Let people **learn** more about the **cultures** of the two sides and understand each other)

Participant 222: 做一些宣傳不要歧視人的視頻在學校播放 (Make some videos **against discrimination** and play them in schools)

Participant 461: 了解更多不同種族的生活方式 (**Learn** more about the **lifestyles** of different races)

Participant 502: 政府應該可以做宣傳影片 表達出少數族裔其實也不是什麼壞人 請大家跟他們像平常人一樣相處就好 (The government should make **promotional videos** to express that ethnic minorities are not bad people, please treat them like normal people)

Participant 510: 認識他們的文化 (**Get to know** the **culture** of ethnic minority)



Methods to
promote
culture and
lifestyles of EM
as well as racial
integration/
equity

Organize lectures/ talk to introduce racial harmony (**HKC: N = 6**)

Examples:

Participant 161: 在學校提供講座, 或在社區 (Deliver lectures at schools, or in the community)

Participant 276: 舉行講座, 令更多人知道包容的重要性 (Hold lectures to let more people know the importance of harmony)

Participant 442: 在學校舉辦講座從小培養尊重少數族裔 (Hold lectures in schools to cultivate respect for minorities from an early age)



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Methods to
promote
culture and
lifestyles of EM
as well as racial
integration/
equity

Increase work or study opportunities for the ethnic minority (**HKC: N = 5**)

Examples:

*Participant 287: 為少數族裔人士更多的學位安排 (More **degree placements** for ethnic minorities)*

*Participant 505: 讓他們到學校讀書, 一起學習 (Let them **go to school** and study together.)*

*Participant 508: 安排少數族裔與更多公共事務。(Ethnic minority people should be allowed to **join more public affair**)*



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Methods to
promote
culture and
lifestyles of EM
as well as racial
integration/
equity

Revise the law to promote racial harmony
(**HKC: N = 2**)

Participant 38: 訂立法例, 港人不能岐視非華裔人士。 (Legislation enacted to prevent Hong Kong people from discriminating against the non-Chinese)

Participant 375: Revise policies and laws with disparate racial impact



Suggestions on enhancing racial harmony (from Ethnic Minority)



Methods to promote culture and lifestyles of EM as well as racial integration/ equity

Hold activities that both sides can join and thus the local Hong Kong Chinese can get to know the ethnic minorities more (**EM: N = 30**)

Examples:

Participant 1029: *Activities and programs* together with ethnic minorities and local Chinese.

Participant 1080: *Promote activities* for both Chinese and ethnic minority.

Participant 1095: *More activities* could be arranged to promote interaction and understanding.

Participant 1215: Hope the community center could *hold more activities* between Local and EM like exchange cultures

Participant 1230: Held *activities about racial harmony* to enhance the Hong Kong Chinese ethnics about knowledge about racial harmony

Participant 1273: Create a *festival* for Chinese/ethnic minorities to celebrate together



Suggestions on enhancing racial harmony

More promotion and education on culture and lifestyles of EM as well as racial integration/ equity
(**EM: N = 23**)

Examples:

Participant 1031: To further educate the locals about different races and cultures so they are aware.

Participant 1140: Raise awareness to local people that not all em are bad, just because of some certain bad experiences with em, don't be mean to all ems.

Participant 1159: Parents should teach their child to respect others nationality people.

Participant 1190: Have more education out there about different cultures

Participant 1282: Teach more about the equality. People should treat everyone equally and not judge them.

Participant 1284: Educate public



Methods to
promote
culture and
lifestyles of EM
as well as racial
integration/
equity

Organize lectures/ talk to introduce racial harmony and culture of EM (**EM: N = 7**)

Examples:

*Participant 1085: Arrange **more talks** to invited HK ethnic Chinese & ethnic Minorities to share about their culture, so that they can get along and know each other mores.*

*Participant 1124: Perhaps the government can hold **some workshops** to educate others about ethnic minority*

*Participant 1157: To have **seminars** to raise awareness*

*Participant 1212: **Having classes** in school, workplace or university to educate and give locals more exposure to different cultures in Hong Kong (i.e. religion, traditions, language and history of coming to HK) normalizing different holidays that EMs celebrate, better and comprehensive Chinese language for EM students*



Methods to
promote
culture and
lifestyles of EM
as well as racial
integration/
equity

Teach the ethnic minority people **Cantonese**
(**EM: N = 2**)

*Participant 1082: teach **Cantonese**.*

*Participant 1241: Arrange activities for the Chinese society to get to know our cultures or **arrange classes for the Chinese to tutor basic Cantonese** to ethnic minorities*



Discussion

- A majority of HKC reported that they are willing and happy to get along with EM
- Most HKC and EM reported that they get along with each other well
- Approximately 30% of EM reported that they felt a need for emotional counselling; >40% of EM were unaware/ did not know the mental health services that they could seek help from when distressed
 - Among the EM who felt a need for emotional counselling, 70-80% were unaware/ did not know the mental health services that they could seek help from when distressed
- Language barriers and limited knowledge about EM and their culture are the major reasons that HKC are not willing to befriend EM



Discussion

- Both HKC and EM suggest that more promotion and education about culture of EM and racial harmony/ equity should be performed to enhance racial harmony
- Organizing more activities and lectures/ talks that introduce culture of EM and racial harmony represents the two most suggested methods to improve racial harmony among HKC and EM responses



Suggestions

- Enhance education about racial integration and culture of ethnic minorities in schools
 - E.g., Introduce language, religion and culture of different ethnic minorities during the civil education lessons or weekly school assemblies
 - not only target at students, but also teachers and parents, who are important stakeholders in creating an inclusive and racially harmonious learning environment
 - To be discussed
- Implementation of mental health services that are specific to EM
 - In 2019, a pioneering Ethnic Minority Wellbeing Centre was set up by the Zubin Foundation in partnership with HKU Department of Psychiatry to address mental health issues within the EM communities.
 - More community-based mental health service units like this can be established.

Suggestion

- Educators regularly evaluate their curricula to check if promotion and education about racial equity is achieved in their lesson plans
 - Education Bureau and Equal Opportunities Commission (EOC) may also send professionals with up-to-date knowledge on racial integration to schools to share their expertise in drafting equity-based initiatives in the school curricula
 - In 2018, the EOC Working Group on Education for Ethnic Minorities collected feedback from various stakeholders through group sharing, individual interviews and school visits to evaluate the implemented Chinese language learning system for EM. Similar policy can extend to other aspects of racial integration apart from language issues.
- Increase social awareness about EM through public education
 - Promote multiracialism
 - E.g., Racial Harmony Day in Singapore (students encouraged to be dressed in other cultures' traditional costumes); Bebe Moore Campbell National Minority Mental Health Awareness Month in the USA (promote the experiences of ethnic minority communities through social media, websites and blogs)