Achieving Economic and Social Integration: The Training Needs of South Asian Male Adults in Hong Kong

by

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ABSTRACT

This research investigated the training needs of South Asian male adults in Hong Kong. It aimed at understanding the social forces behind the social exclusion and the disadvantageous employment conditions being faced by them, with a view to designing appropriate training programmes for improving their employment prospects and integration into the Hong Kong society.

The literature review suggested the view that there were gaps between our existing knowledge about the training needs of South Asian male adults in achieving economic and social integration and the reality. A mixed-method approach of qualitative research was adopted, in which first stage data were collected by questionnaire survey, and qualitative data were obtained by subsequent face-to-face interviews.

In general, the South Asian male adults who participated in this study faced problems to various extents in job seeking, employment and receiving training. They considered language barriers, unfair treatments, cultural and religious differences, and racial discrimination as problems which hindered their economic and social integration into the Hong Kong society. The social policy recommendations drawn from the research findings to improve the economic and social positions of South Asian male adults in Hong Kong included: provision of dedicated training services, equal education opportunities, formulation and implementation of Chinese language enhancement policies, fostering of mutual help among ethnic minorities and the ethnic enclave economy, and last but not least, promotion of multiculturalism and interculturalism for achieving racial harmony and mutual understanding.

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CHAPTER ONE THE RESEARCH PROBLEM AND ITS CONTEXT

Introduction: The Research Problem

The purpose of this chapter is to outline the context of this thesis, exploring my particular interest and involvement, and to define the research problem.

Cultivating a multicultural society is a key to understanding the aspirations behind Hong Kong as 'Asia's World City'. A world city is a place where there are both breadth and depth of diversity in people and cultures, and where human enterprise, job generation and quality of life are brought together through an infrastructure that enables attractive living and working environments (Loper, 2001). The Commission on Strategic Development (CSD) of the Hong Kong Special Administrative Region (HKSAR) Government outlined a number of overarching goals to achieve this long-term vision. One of the goals is: "…to develop a socially cohesive and stable society with a recognition that Hong Kong's diversity strengthens the cosmopolitan outlook of the community" (CSD, 2000: 4). The CSD also elaborated the key characteristics of 'world cities': "…world cities are cosmopolitan and outward looking. They actively seek to attract international capital, businesses and skilled individuals from around the world. They, therefore, tend to be characterised by ethnically and culturally diverse populations, which are highly mobile." (CSD, 2000: 7).

World cities such as London, New York and Tokyo present themselves as centres of convergence for the world's elite, where international executives and financiers run the global economy and redistribute the world's resources. World cities owe their

cosmopolitan natures not only to their roles in economic exchanges and technological innovations, their cultural and artistic auras, but also to the immigrants from their local provinces as well as those from foreign countries. In discussing the phenomenon of crossing boundaries and intercultural citizenship, Yuen (2011) opined that: "Most immigrants leaving their hometown for a foreign land are basically driven by economic factors, the search for livelihood betterment or self-advancement. This is especially the case with first-generation immigrants. In so doing, they are generally prepared to give up their own original or home culture in order to adjust to the new and mainstream one." (Yuen, 2011: 1). Such 'ethnic neighbourhoods' bring together people of different origins and, in addition to ethnic diversity, there is social diversity (Simon, 2000). Castells (2000) shared a similar view, that world cities are structured not only by economic inclusion, but also by social exclusion. As Castells (2000: 401-407) put it, the world cities are: "…connected externally to global networks and to segments of their own countries, while internally disconnecting local populations that are either functionally unnecessary or socially disruptive." Malik (2002: 10) also opined that: "…the irony of multiculturalism is that, as a political process, it undermines what is valuable about cultural diversity. Diversity is important, not in and of itself, but because it allows us to expand our horizons, to compare and contrast different values, beliefs and lifestyles, and make judgments upon them." Erni and Leung (2014: 9) argued that the goal of preserving social unity is a formulation of culture blind to differences of class, status and social structure, which can be said to be a formulation of 'multiculturalism without diversity'. The issue of interculturalism, which involves promoting dialogue and interaction between cultures, as an alternative to multiculturalism, is also discussed in this thesis.

In mobilising its power of connectivity and competitiveness through the networks of

globalisation, Hong Kong has become home to various ethnic groups. Large proportions of these groups are the Filipinas and Indonesians who are hired as foreign domestic helpers. South Asian ethnic minorities, namely Indians, Nepalese and Pakistanis, also account for significant proportions.

Unfortunately, as described by Ku, *et al.* (2006:1), local ethnic minorities view their life experiences in Hong Kong as: "…shaped by discrimination, racism, and differential or preferential treatment". Ku, *et al.* (2005) described ethnic minorities as being 'invisible' in Hong Kong. They are marginalised and excluded socially.

As observed by Ku, *et al.* (2010), as a result of limited public education and exaggeration by tabloid journalism, the indigenous Cantonese population in Hong Kong has many misconceptions about the South Asian people specifically. Because of the significant language and socio-cultural differences, this group of ethnic minorities, though most of them are hard-working, easy-going and endeavour to integrate into the local society, are generally considered as outsiders by the local Chinese. They are stereotyped as having negative attributes such as being lazy, dirty, stupid, unlawful, uncivilised, and impolite. These misconceptions are often quietly institutionalised and, as a result, the South Asian people experience social exclusion and racial discrimination in many aspects of their daily lives (Ku, *et al.*, 2010).

Even more unfortunate, the 'invisible' status together with the small population of the South Asian ethnic minorities, contribute to the habitual neglect of the HKSAR Government in making policies without considering the perspectives of ethnic minorities. The lack of racial and ethnic consciousness by policymakers can unwittingly reinforce the disadvantaged position of ethnic minorities. In a similar

sense, the needs of ethnic minority groups can also be neglected by social services providers. Even if such services exist, they may fail to meet the special and specific needs of ethnic minorities. "Other than negligence, institutional discrimination as embedded in the social structure affects the life chances of ethnic minority groups in the society. In other instances, the ethnic minorities are held responsible for their disadvantaged position by failing to integrate into society." (Ku, *et al.*, 2005: 1).

In understanding the social situations of ethnic minority women in Hong Kong, the collaborative research team comprising the Hong Kong Polytechnic University and the Hong Kong Christian Service shared similar observations that the prolonged and habitual negligence of policymakers, as well as the failure to provide social services that are sensitive to the needs of ethnic minorities, both account for the further marginalisation and disadvantaged social positions of ethnic minorities in Hong Kong (HKPU, *et al.*, 2007: 1).

Shum, Gao and Tsung (2012: 256) observed that South Asian students in Hong Kong are assigned a stereotypical 'Non-Chinese speaking (NCS) students' identity as culturally alien and linguistically and socially handicapped. In their research, it was also noted that the local teachers were not good at approaching the South Asian community appropriately. While teachers believed that they were treating everyone equally, their teaching practices with South Asian students were actually conditioned by their stereotypes of them.

Surveys conducted by academics and non-governmental organisations have provided evidence that racial discrimination is experienced by ethnic minorities in the aspects of employment, education, training, and access to government services and public

facilities in Hong Kong.

What can be done to remedy this situation? The objective of my research was to explore the usefulness and importance of education and training services for ethnic minorities in alleviating the problems.

I believe that training can help ethnic minority new arrivals to adapt and integrate into the Hong Kong society. On one hand, vocational training and employment services can facilitate the unemployed or underemployed ethnic minorities to find work. On the other hand, those engaging in low-skilled jobs need training to upgrade their skills, sustain employment and progress upward on their career ladders. I also believe that the provision of education and training not only benefits ethnic minorities, but is also in the interests of the Hong Kong society and economy.

The Demography of the Ethnic Minority Population

The British and the Indians came to Hong Kong for trading and business even before the territory became a British Crown Colony. Since Hong Kong was ceded to the British Empire in the mid-nineteenth century, it became an important entrepôt with inflow of migrants mainly from Mainland China but also a small proportion from other parts of the world. Among the most significant non-Chinese groups were the British, Indians, Pakistanis, South Asians and other Southeast Asians. During the colonial era, people of different races settled in Hong Kong for different reasons (Baig, 2010).

In his study of Shanghaiese industrial entrepreneurship in Hong Kong, Wong (1988)

stated that the victory of the Chinese Communist Party in Mainland China in 1949 brought into the colony a large influx of refugees, most of whom were Cantonese from Canton (today's Guangdong). Other major regional groups were the Teochiu (Chaozhou), Hainanese, Hakka, Fujianese and Shanghaiese. The population of Hong Kong increased sharply within six years from 600,000 in 1945 to over two million in 1951. Wong (1988: 1) observed that: "…among the various regional groups there, the most conspicuous, both for their economic affluence and their degree of concentration, were the Shanghaiese in the textile industry." The Shanghaiese entrepreneurs brought substantial capital with them when they migrated to the colony. Such a multitude of refugees from Mainland China turned out to be an industrial asset for Hong Kong, as they formed a huge pool of both capital and cheap labour. The subsequent record of Hong Kong's industrialisation was impressive. Wong (1988: 3) summarised the survey results of the United Nations and the World Bank: "…except for short periods of economic fluctuation following the Communist victory in China and the Korean War, Hong Kong's gross domestic product increased at the steady speed of around ten percent per year during the 1950s and 1960s. In the first half of the 1970s, the growth rate was still about eight percent and gradually leveled off to slightly less than seven percent by the end of the decade."

When the British came to rule Hong Kong, appointments to decision-making and administrative posts all went to British nationals. Later Indians, who were also colonial citizens of the British Empire, were assigned clerical and other supporting posts in the police force and prison services (Bickley, 2005). After World War II, there was a huge shortage in manpower in the British Army. The British Government developed the Gurkha division in 1947. Gurkhas were Nepalese hillmen, generally regarded as fierce, loyal and efficient soldiers (Gregorian, 2002). As a result of

negotiations between the British and the Nepalese Governments, 25,000 Gurkhas were transferred to the British service. After that these Gurkhas were deployed to different British colonies, including Hong Kong.

The Indians in Hong Kong were not a homogeneous mass. Although most of them were Hindus and Punjabis, they represented the geographic and economic diversity of India in all aspects. A large group of the Indian settlers were traders and merchants, mostly migrated from the Sindh province of Pakistan first to India and then to Hong Kong. The success of these Indian businessmen had enabled them to maintain their religious and ethical customs, which contributed to their responsibility and generosity to their own ethnic group as well as to the broader community (White, 1994). Although most of the Indians had become British subjects, they retained their traditional religions, cultural values, social organisation, eating habits, etc. Change in political loyalty did not affect their emotional and social ties with their country of origin. They were very much a community within themselves (Vaid, 1972).

The Indian community was well established in Hong Kong for more than a hundred years before the Partition in India in 1947, which resulted in the separation of the new nations of East and West Pakistan from India. The Sindh, a predominately Muslim province in the north-west of the former India, became part of the new Muslim Pakistan.

It was estimated that 75% of the Pakistani men in Hong Kong were employed as security guards, but increasing numbers of professionals were being drawn to the territory. Muslims from Pakistan participated actively in Hong Kong mosques; most of them were devoted believers who followed honourable Muslim precepts in their

work and home lives (White, 1994).

During the 1980s and 1990s, because of the economic growth, the number of middle-class Hong Kong Chinese families increased drastically and these families started to hire foreign domestic helpers. Families preferred foreign domestic helpers to local Chinese ones as the former could work fulltime (and live-in) and accepted lower salaries. Even the lower-middle socioeconomic class found them affordable. Initially most of the foreign domestic helpers were Filipinas who spoke fluent English. Since the mid-1990s, more and more Indonesians have been employed as it has been claimed that they speak Cantonese and have better rapport with Hong Kong Chinese families (Sautman and Kneehans, 2002).

Initially, the population size of ethnic minorities in Hong Kong remained at around 2% to 3% of the whole population, dominated by the Europeans as well as the Americans (Baig, 2010). With the influx of South Asians and Southeast Asians in the 1980s, the size of the ethnic minority population increased drastically. It kept increasing and gradually accounted for around 6.4% of the Hong Kong population. The inflow of foreign domestic helpers also meant that the non-Chinese population was no longer dominated by the European and American groups. At present, the Southeast Asians occupy the highest proportion.

In the 1990s, the ethnic minority population pattern was altered further. The number of Nepalese in Hong Kong grew rapidly, from 313 in 1991 to 15,950 in 2006. Before the handover of sovereignty, the Nepalese community in Hong Kong was composed of Gurkha soldiers and their families.

Before 1 January 1983, people born in Hong Kong, irrespective of their immigration status, had the right to reside in Hong Kong. Therefore, children who came from Gurkha families and were born before this date were entitled to right of abode in Hong Kong automatically. Before the Sino-British negotiation, the Nepalese with right of abode rushed back to Hong Kong for fear that their right would be surrendered after the handover, and many of them have remained in Hong Kong ever since (Baig, 2010).

The actual number of Nepalese working in Hong Kong was undocumented. It was difficult to ascertain the actual figure for several reasons. First of all, counting undocumented workers was impossible, and figures estimated by those outside the community were likely to be underestimated. In addition, some Nepalese might hold British or Indian passports and thus were counted under different nationalities. The Far East Overseas Nepalese Association (FEONA) estimated that the real number of Nepalese in Hong Kong was close to 30,000 in 2001; and around 12,000 male Nepalese worked in the construction sector, accounting for about 15% of the workforce in this sector (Frost, 2004: 367).

The Sino-British Joint Declaration did not settle the issue of ethnic minorities. The People's Republic of China's memorandum merely stated that anyone racially Chinese in Hong Kong would be considered as a Chinese national. The status of ethnic minorities was not mentioned. Under Article 24, Clause 4 of the Basic Law of HKSAR, ethnic minorities who had resided in Hong Kong continuously for at least seven years as their permanent residence, either before or after 1997, would be allowed to continue to reside there.

Under the Immigration Ordinance, a foreigner might be eligible to apply for permanent residency after having 'ordinarily resided' in Hong Kong for seven continuous years, and thus enjoyed the right of abode (Immigration Department, 2013). However, the definition of 'ordinary residency' excluded, amongst others, those who had resided in the territory as foreign domestic helpers, and they were thus denied the rights of permanent residency and the right to vote, even if they had resided in Hong Kong for many years.

There were and are debates that foreign workers or expatriates are allowed to apply for permanent residency after they have lived in Hong Kong for seven years continuously, but not the foreign domestic helpers. Some political parties were and are worried that Hong Kong would not have sufficient welfare funding to support the foreign domestic helpers if they were granted permanent residency and eligibility to apply for public housing and social welfare benefits. Periodically, foreign domestic helpers and their supporters, including activists and employers, have staged protests against what they perceive to be discriminatory treatment by the Hong Kong Government.

In 2010, five Filipino nationals filed three lawsuits of judicial review to rule on whether the relevant provision of the Immigration Ordinance complied with the Basic Law. On 30 September 2011, the Court of First Instance found in *Vallejos v. Commissioner of Registration* that the definition of 'ordinarily resident' in the Immigration Ordinance contravened Article 24 of the Basic Law. The latter stipulated: "Persons not of Chinese nationality who have entered Hong Kong with valid travel documents, have ordinarily resided in Hong Kong for a continuous period of not less than seven years and have taken Hong Kong as their place of permanent residence

before or after the establishment of the Hong Kong Special Administrative Region". The Court of Appeal of the High Court overturned the judgment of the Court of First Instance on 28 March 2012. The plaintiffs subsequently made an appeal to the Court of Final Appeal, which ruled against them by a unanimous judgment on 25 March 2013, that foreign domestic helpers did not have the right to apply for permanent residency, affirming the HKSAR Government's right to impose immigration controls (Chiu, 2013).

According to the 2011 Population Census, there was a total of 451,183 ethnic minorities, constituting 6.4% of the population of Hong Kong, in 2011. Their composition is illustrated in Table 1.1 below:

Table 1.1 : Population size of ethnic minorities by ethnicity in Hong Kong, 2011

Ethnicity	Population	Percentage	Median Age	Sex Ratio
Asian (other than Chinese)				
Indonesian	133,377	29.6%	30.7	7
Filipino	133,018	29.5%	37.7	63
Indian	28,616	6.3%	33.0	978
Pakistani	18,042	4.0%	24.2	1,262
Nepalese	16,518	3.7%	32.1	1,128
Japanese	12,580	2.8%	40.1	1,131
Thai	11,213	2.5%	44.6	117
Korean	5,209	1.2%	38.0	783
Other Asian	7,038	1.6%	37.5	611
White	55,236	12.2%	38.5	1,547
Mixed				
With Chinese parent	24,649	5.5%	22.9	954
Other Mixed	4,352	1.0%	13.4	655
Others	1,335	0.3%	34.9	2,750
Total	**451,183**	**100%**	**33.7**	**295**
Whole population	**7,071,576**		**41.7**	**876**

Source: 2011 Population Census, Thematic Report, Ethnic Minorities

The 2011 Population Census covered the Hong Kong resident population at the reference moment, i.e. 3 a.m. on 30 June 2011. It comprised a simple enumeration on nine-tenths of households to provide basic information like age and sex and a detailed

enquiry to the remaining one-tenth on a broad range of demographic and socio-economic characteristics of household members. The thematic report 'Ethnic Minorities' referred to persons of non-Chinese ethnicity. If a respondent reported more than one ethnicity (for example, Chinese and American), his / her ethnicity was classified as 'Mixed'.

The ethnic minorities who were living in Hong Kong in 2011 comprised Asians (other than Chinese) (81.0%), White (12.2%), Mixed (6.4%) and Others (0.3%). A large proportion of Asians (other than Chinese) were Indonesians (29.6%) and Filipinos (29.5%), with the remaining included Indians (6.3%), Pakistanis (4.0%), Nepalese (3.7%), Japanese (2.8%), Thais (2.5%), Koreans (1.2%) and Other Asians (1.6%).

The sex composition of the population was measured by sex ratio, which was defined as the number of males per 1,000 females. In 2011, the sex ratio of ethnic minorities was 295, which was much smaller than that of the whole population of 876. This was because around half of the ethnic minorities in Hong Kong were foreign domestic helpers and 99% of them were females. After excluding the foreign domestic helpers, the overall sex ratio of ethnic minorities rose to 1,039 which was much closer to that of the whole population of 876.

There were considerable variations in the sex composition among different ethnic groups. The sex ratios for Asians (other than Chinese) and Mixed were below parity at 176 and 902 respectively, while that for Whites was above parity at 1,547. Among Asians (other than Chinese), the sex ratios of Indonesians (7), Filipinos (63) and Thais (117) were extremely low, but the situation was reversed for Pakistanis, Japanese and Nepalese, with sex ratios of 1,262, 1,131 and 1,128 respectively. The high sex ratios

indicated the presence of large numbers of Pakistanis, Whites and Others (include Black, Latin American, etc.) men working in Hong Kong, perhaps leaving their families behind in their home countries. The very low sex ratios of Indonesians, Filipinos and Thais obviously reflected the majority presence of female foreign domestic helpers.

It was estimated that about 75.8% of ethnic minorities were aged 25-54, with a median age of 33.7, which was eight years lower than that of the whole population of 41.7. Only 13.3% of the ethnic minorities were born in Hong Kong, which means that a great majority (86.7%) were born outside of Hong Kong. A total of 42.4% of ethnic minorities were newly arrived immigrants who had resided in Hong Kong for less than seven years. The labour force participation rate for ethnic minorities was 86.9%, which was significantly higher than that of the whole population (59.7%). Of the Asian (other than Chinese) group, nearly all Indonesians (99.0%) and Filipinos (96.9%) aged 15 and above participated in the labour force. This phenomenon was understandable, as nearly all persons of these two ethnic groups were employed in Hong Kong as foreign domestic helpers.

The Hong Kong Government and the Promotion of Racial and Ethnic Equality

In general terms, racial discrimination refers to treating people less favourably on the basis of their races. There are two forms of racial discrimination, direct and indirect. Direct discrimination occurs when a person is treated less favourably than another under comparable circumstances because of his / her race or his / her near relative's race. To segregate a person on the basis of his / her race is also direct discrimination. Indirect discrimination occurs when the same requirement (rule, policy, practice,

criterion or procedure) or condition, which can be justified on non-racial grounds, is applied equally to people of different races but has an unfair effect on a particular racial group because (i) only a small proportion of people from that racial group can meet that requirement compared to the proportion of people of other racial groups, and/or (ii) the condition is to the detriment of the persons of that particular group because they cannot meet it (Equal Opportunities Commission, 2009: 3-4).

The HKSAR Government enacted the Race Discrimination Ordinance (RDO) in July 2008 to protect people against discrimination, harassment and vilification on the grounds of their races. The Equal Opportunities Commission is responsible for the implementation of the RDO. Protection means safeguarding access to basic rights such as education, employment and accommodation. It is important that this protection covers every person in the community.

Under the RDO, it is unlawful to discriminate, harass or vilify a person on the grounds of his / her race. The enactment of the RDO is a step forward by the HKSAR Government to put in place a framework of anti-discrimination measures. It demonstrates Hong Kong's commitment to protect its citizens from discrimination and harassment on the grounds of their races, colours, descents, national or ethnic origins. The enactment of the RDO also enables Hong Kong to fulfil the requirements under the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). Hong Kong also has an obligation under the International Covenant on Economic, Social and Cultural Rights (ICESCR) to guarantee that the rights enunciated in the Covenant will be exercised without discrimination of any kind as to race or other status. Eliminating racism can enhance Hong Kong's competitiveness as a global business centre, uplift its international image and help

demonstrate to the world that it is a genuine cosmopolitan city with many and different opportunities for everyone (EOC, 2009: 1).

To tie in with the enactment of the RDO, the HKSAR Government has striven to foster the integration of ethnic minorities into the community whilst preserving their cultural characteristics.

The Race Relations Unit of the Home Affairs Department (HAD), in collaboration with non-governmental organisations and district organisations, provides a number of support services for ethnic minorities, to facilitate their integration into society and access to public services. The HAD convenes the Committee on the Promotion of Racial Harmony, which advises the Government on issues concerning ethnic minorities. In addition, the Ethnic Minorities Forum provides a platform for ethnic minorities and interest groups, representing them to exchange views with the Government.

The Administrative Guidelines on the Promotion of Racial Equality, prepared by the Constitutional and Mainland Affairs Bureau (CMAB), provides guidance to Bureaux, Departments and public authorities for promoting racial equality and ensuring equal access to public services in key areas. Under the Guidelines, relevant Bureaux, Departments and public authorities have drawn up checklists of measures that will promote racial equality and equal access to key public services. The checklists cover three areas of community services: (i) communications and technology; (ii) public enquiry and declaration services; and (iii) social welfare, education, employment, medical and health and vocational training (CMAB, 2009).

A quick look at some of the measures would suggest that the awareness of the value of promoting racial equality has been raised, which prompts the achievement of economic and social integration of ethnic minorities. The following sections illustrate some examples of the measures.

Measures on Public Healthcare

The public healthcare services in Hong Kong cover a range of services from health promotion and disease prevention, to primary, secondary and tertiary care. The Department of Health (DH) acts as the Government's health adviser and agency to execute health policies and statutory functions. It provides various services on health promotion, disease prevention, cure and rehabilitation. Meanwhile, patient services are provided mainly by the Hospital Authority (HA), a statutory body overseeing all public hospitals in Hong Kong. The HA provides medical treatment and rehabilitation services to the public through hospitals, general outpatient clinics, specialist outpatient clinics and outreaching services.

To cater for the needs of ethnic minorities, interpretation services are provided in public hospitals and clinics of the HA through a service contractor, part-time court interpreters, volunteers and consulate offices. The interpretation services provided by the service contractor, Hong Kong Translingual Services, cover eighteen ethnic minority languages (namely Urdu, Hindi, Punjabi, Nepali, Bahasa Indonesia, Vietnamese, Thai, Korean, Bengali, Japanese, Tagalog, German, French, Sinhala, Spanish, Arabic, Malay and Portuguese).

For scheduled services (such as medical appointments at specialist and general

outpatient clinics, health centres, etc.) of the HA and the DH, patients can make advance requests for interpretation services. For non-scheduled services (such as accidents and emergency cases), hospital staff will arrange the interpretation services when necessary or upon requests from patients.

To facilitate communication with ethnic minorities, the HA provides its frontline staff with response cue cards, patient information sheets and consent forms, etc., in eighteen ethnic minority languages. These materials contain information about some common illnesses (e.g. headache, chest pain, fever, etc), treatment procedures (e.g. blood transfusion, radiation safety, and many others) and details of the HA's services (e.g. fees and charges, triage category in the Accident and Emergency Department).

Measures on Welfare Services

The Social Welfare Department (SWD) enforces measures which enable ethnic minorities to have equal access to various social welfare services. Service brochures / leaflets on 'Considering Adoption', 'Suicide Prevention Services', 'Integrated Family Service Centre', 'Support Service to Battered Spouse Cases', 'Seeking Early Assistance, Stopping Family Violence, Services for Battered Men', 'Safety Card' for cases in crisis, 'Day Child Care Services', 'Medical Social Services', 'Rehabilitation Services', 'Comprehensive Social Security Assistance Scheme' and 'What is Psychotherapy?' have been translated into six ethnic minority languages, Urdu, Hindi, Nepalese, Tagalog, Indonesian and Thai. They are placed in service units and uploaded onto the SWD's website to facilitate easy access and reference. Also, the SWD has commissioned a non-governmental organisation to provide interpretation services as appropriate when providing social welfare services to ethnic minorities.

Measures on Community Services

As a bridge between the Government and the public, the Home Affairs Department (HAD) provides information to the public on the full range of government services through its Public Enquiry Service Centres (PESCs) located in its eighteen District Offices throughout Hong Kong. To ensure that the public enquiry service is easily accessible by the public, irrespective of race, interpretation services for ethnic minorities are provided where necessary. Information leaflets and pamphlets available in ethnic minority languages from various bureaux and departments are also displayed prominently in PESCs.

Members of the public can use the free Administration of Declaration service provided by the District Offices of the HAD in either of the two official languages in Hong Kong (i.e. Chinese and English). District Office staff arrange interpretation services for ethnic minority users who require interpretation assistance.

To meet the ever-changing needs of citizens in the digital age, the Office of the Government Chief Information Officer (OGCIO) has been striving to enhance the Government's one-stop portal, GovHK (www.gov.hk), to make access to information and services of the public sector more user-friendly. Through GovHK, ethnic minority internet users can be directed to the departmental and thematic websites of bureaux and departments for information and services catering for them.

Under the Film Censorship Ordinance (Cap. 392), all films intended for exhibition in Hong Kong should be submitted to the Film Censorship Authority for approval. The

Film Censorship Ordinance and the Film Censorship Guidelines for Censors require a censor to take into consideration, among other things, whether a film has denigrated or insulted any particular class of the public by reference to the colour, race, religious beliefs, ethnic or national origins, or sex of the members of that class when deciding on the suitability of a film for public exhibition and the appropriate classification to be given to that film. A censor can refuse to approve a film for public exhibition if it is considered that the film has been made with the intention of inciting hatred or denigration of racial differences.

Measures on Education

The Government's education policy is to provide appropriate learning opportunities for all students, with a view to helping them attain all-round development. The Education Bureau (EDB) attaches importance to providing education support for ethnic minority students to facilitate their early integration into the local education system and the community.

As introduced in the Chief Executive's 2014 Policy Address, the HKSAR Government provides comprehensive support for ethnic minority students to learn the Chinese Language. From the 2014/15 school year, the Education Bureau has provided the 'Chinese Language Curriculum Second Language Learning Framework' with supporting learning and teaching materials. It is tailor-made to help ethnic minority students in primary and secondary schools learn Chinese as a second language with a view to bridging to mainstream Chinese Language classes. An Applied Learning (Chinese Language) subject has also been provided, and the results are recorded in the Hong Kong Diploma of Secondary Education (HKDSE).

Ethnic minority students may also join a subsidy scheme for sitting Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE). The results are recognised internationally and have also been accepted as alternative Chinese qualifications for consideration for admission to local post-secondary institutions and universities. Starting from 2008, the University Grants Committee (UGC)-funded institutions have provided flexibility to consider alternative Chinese Language qualifications for admission to undergraduate programmes under the Joint University Programmes Admissions System (JUPAS) under specified circumstances. This is a step forward to address the local ethnic minority students' aspirations for higher education.

From the 2013/14 school year, additional funding for school-based support for ethnic minority students has been provided to all schools admitting ten or more ethnic minority students instead of the so-called 'designated schools' only.

The Professional Enhancement Grant Scheme has been launched to enhance Chinese teachers' professional capabilities to teach Chinese as a second language in the first quarter of 2014.

That said, the stakeholders will closely monitor the progress of the above measures introduced in the 2014 Policy Address, and conduct timely assessment and reviews, so as to urge the HKSAR Government to step up the measures and to develop more effective policies accordingly.

Measures on Employment

Employment services in English and Chinese are offered by the Labour Department through a network of twelve Job Centres, the Recruitment Centre for the Catering Industry, and the Telephone Employment Service Centre. Essential information on job vacancies is disseminated bilingually through the Labour Department website as well as the Vacancy Search Terminals installed in Job Centres and other strategic locations in Hong Kong.

Job Centres of the Labour Department also operate special counters and organise employment briefings tailor-made for ethnic minority job seekers. Resource corners providing reference information for ethnic minority job seekers are also set up in the Job Centres. To facilitate the use of employment services by ethnic minority job seekers, various leaflets in different ethnic minority languages, including Tagalog, Bahasa Indonesia, Thai, Hindi, Urdu and Nepali, are available.

Measures on Vocational Training

Various courses and facilities of vocational education and training are provided through three public bodies, namely the Employees Retraining Board (ERB), the Vocational Training Council (VTC), and the Construction Industry Council (CIC), to eligible persons meeting the admission requirements, irrespective of their races or ethnic origins (Constitutional and Mainland Affairs Bureau, 2010). To cater for the needs of ethnic minorities, several courses and programmes are conducted in English.

The Employees Retraining Board (ERB)

The ERB is a statutory body which provides training courses and services to enhance the skills, quality, employability and competitiveness of the labour force (with education attainment of sub-degree or below). The full-time training courses are career-oriented and aim at helping the unemployed get jobs through appropriate skills training and job placement support services. The part-time vocational skills upgrading courses enable the labour force to upgrade their skills. The part-time generic skills training courses, encompassing foundation skills such as languages, numeracy, information technology, and personal attributes, aim at enhancing the overall quality of the labour force.

With a view to meeting the aspirations and training needs, and improving the employability of ethnic minorities as well as facilitating their integration into the local community, the ERB has been providing training courses delivered in English since mid-2007. Special measures and services are provided to facilitate and support their training and job searching.

The ERB, in collaboration with the Standing Committee on Language Education and Research and the Vocational Training Council, launched a pilot Workplace Chinese Communication Programme in 2008, to provide part-time elementary workplace Cantonese training for ethnic minorities. Based on the experience of this pilot scheme, the ERB launched two part-time elementary courses on workplace Cantonese for ethnic minorities in 2009.

The ERB has been exercising flexibility with regard to the delivery of training courses

dedicated for ethnic minorities. To facilitate teaching and learning, smaller class sizes are allowed. In addition, interpretation services provided by teaching assistants who speak English and ethnic minority languages can be arranged in classes where necessary. Ethnic minority trainees completing placement-tied courses are provided with six-month placement follow-up service, whereas normally three-month placement follow-up service is provided for local trainees.

A resource corner has been set up in the ERB Service Centre to provide training and employment information and workshops, as well as a wide range of support services and facilities to ethnic minorities. Self-help groups have been formed to facilitate the sharing of information and mutual support among ethnic minority members. They can also use the Case Management Service to receive intensive follow-up and support service offered by experienced social workers.

The Vocational Training Council (VTC)

The VTC offers a wide range of vocational education and training courses at different levels of study and in a diversity of modes. To ensure that vocational education and training services are accessible to all people, irrespective of race, special consideration has been taken to cater for the needs of ethnic minorities. The VTC has been offering a variety of training courses dedicated to ethnic minority youth and adults. These courses include full-time certificate / diploma courses in business, hotel and tourism, food and beverage services for Secondary Three / Secondary Five / HKDSE school leavers, applied learning programmes for senior secondary students, part-time trade-specific short courses for adults, full-time Vocational Development Programmes for non-engaged youth, basic vocational Chinese short courses and

module-based training courses.

Where a training course requires Grade E / Level 2 or above in the Hong Kong Certificate of Education Examination (HKCEE) / HKDSE in Chinese Language for admission, the VTC may consider alternative Chinese Language qualifications for ethnic minority students.

The Construction Industry Council (CIC)

The CIC provides training courses and trade testing services for the construction industry through the Construction Industry Council Training Academy (CICTA). The CICTA offers nine safety-related courses and one part-time skill enhancement course designated for ethnic minorities, with English as the medium of instruction.

Measures Taken by Other Institutions

The above is by no mean exhaustive, as variously similar measures have been adopted by other public bodies and non-governmental organisations in Hong Kong to promote and enhance equal access for ethnic minorities to their services. For instance, with a donation from the Hongkong Bank Foundation, the Hong Kong Family Welfare Society has organised the Loving Bridge Project to help ethnic minorities and increase their social exposure, support them to integrate into the community and reinforce their family relationships. The programmes include Chinese language workshops for women, tutorial classes for children and family outings. Sponsored by the Enhancing Self-Reliance Through District Partnership Programme of the Home Affairs Department, the Hong Kong Sheng Kung Hui Lady MacLehose Centre has operated

the Hong Kong Translingual Services to provide interpretation and translation services in eighteen languages. All the public hospitals in Hong Kong, service units sponsored by the Social Welfare Department, private clinic members of the Hong Kong Doctor Union, and over a hundred private and public organisations are using the said services.

The Reasons for the Research

Even though considerable resources have been dedicated by the Employees Retraining Board and other training providers, such as the Vocational Training Council and the Construction Industry Council, to provide specific training courses and services to the ethnic minority groups in Hong Kong, the low service utilization by these groups, in terms of enrolment in the courses, is discouraging. Roberts (1997: 40) noted the official response to this phenomenon: "We have adopted an open door policy yet they do not come through the door", which puts the responsibility on the ethnic minorities themselves.

I have been engaged in the vocational education and training sector in Hong Kong for twenty years and am now an administrator of the Employees Retraining Board. The low utilisation of training resources by ethnic minorities has particularly aroused my interest and involvement in the issue. I have been curious to inquire into the reasons for the low service utilization, as well as whether it is linked in any way to the common views of ethnic minority groups that the training is ineffective. My tentative hypothesis for this study was that gaps may exist between our understanding and the genuine training needs of ethnic minorities, which can result in ineffective provision of training services.

I am also an active member of the Hong Kong Unison, which is a non-governmental organisation established in 2001 to support Hong Kong's ethnic minority residents. “To act justly, and love mercy” is the value that propelled Hong Kong Unison's founding director, Ms. Fermi Wong, to advocate incessantly for the rights of ethnic minority residents in Hong Kong. The Mission of the Hong Kong Unison states that:

“We believe that people are born equal. No one should be excluded from equal social participation due to differences in race, culture, language, and economic or social status. On the basis of humanitarianism, we will endeavor to assist ethnic minorities to participate in the Hong Kong society, assume social responsibilities, and attain equal access to education, employment, legal, housing, social and medical services, and all other rights given to Hong Kong citizens.”

These combined interests led me to have the desire to explore the genuine training needs of the ethnic minority groups in Hong Kong so as to achieve their economic and social integration. I have also been alert to concerns about the theoretical frameworks of labour economics, as well as experiences in the formulation and implementation of ethnic minority policies in other countries, and how these could be used to identify training needs and decide on the provision of appropriate training courses.

Summary

This chapter has considered the demography of the ethnic minority population in Hong Kong, and the HKSAR Government’s efforts to promote racial and ethnic

equality. Despite ethnic minorities having resided in Hong Kong for more than sixty years, and the HKSAR Government and other organisations having enforced a number of measures to promote racial and ethnic equality, they are still facing disadvantages in their daily lives. One of the key issues is that the training programmes dedicated to ethnic minorities are under-utilised, probably because these programmes are not addressing their genuine training needs.

In light of the possible gap between training needs and training provisions, this study aimed at enhancing the understanding of ethnic minorities' general experiences of exclusion and inclusion and their specific problems, in particular of their training needs in the Hong Kong society. The findings are expected to be beneficial for the policy-makers and training service providers to improve the social policy and the training services provided for ethnic minority groups. Also, it could help the ethnic minority groups to have more and different work opportunities, achievements and social integration into the Hong Kong society.

CHAPTER TWO THE LITERATURE REVIEW

Introduction

This chapter provides an account of the relevant contextual theories and studies that other researchers have done on the topic; the theories they have developed; the methodologies and methods they have adopted; and their findings to help establish the existing body of knowledge. By highlighting what has been studied, argued and established, I attempt to outline the knowledge gaps and, in turn, to identify a specific research question, together with subsidiary questions.

The essence of this literature review is to have a critical look at the previous studies that are significant to the research focus of this thesis: "*Achieving economic and social integration: The training needs of South Asian male adults in Hong Kong*". When selecting the appropriate literature, I came to realize the necessity of providing evidence that the ethnic minorities do have special training needs for achieving economic and social integration into the Hong Kong society. The literature review, therefore, needs to demonstrate whether the training needs of ethnic minorities can be addressed by training providers and whether training can help them achieve economic and social integration. In other words, the key questions that the literature review needs to address are:

- What are the definitions of the key terms used in this research study?
- Are ethnic minorities facing difficulties in achieving economic and social integration? What are the international experiences and the specific situation in Hong Kong?

- What are the theoretical underpinnings that could facilitate understanding and explanations of the factors influencing the economic and social integration of ethnic minorities?
- Do ethnic minorities have any special training needs different from the local population?
- Do the South Asian ethnic minorities in Hong Kong, namely the Indian, Nepalese and Pakistani communities, have particular training needs that influence their economic and social integration in Hong Kong?
- Do the South Asian ethnic minorities have special ethnic-and-cultural-specific training needs?

Terminology and Concepts

The main focus of the study reported in this thesis was to identify the expectations that South Asian ethnic minorities in Hong Kong have for training programmes, for the sake of achieving economic and social integration. It is worth defining some of the key terms used in this study at the outset. The most fundamental concepts in this thesis include ethnic minorities, social integration, economic integration, training, and training needs.

Ethnicity, Indigenous Peoples and Minorities

Ethnicity, indigenous peoples and minorities are wide-ranging concepts with anthropological, historical, social and political implications. The key issues that are relevant to this thesis are discussed below.

The word ‘ethnic’ has its root in the Greek word *ethnos*, broadly implying people living together, such as a tribe, nation, or caste. The word in its adjectival form *ethnikos* has two meanings denoting ‘national’ and ‘foreign’. The earliest written English language citation implies ‘heathen and foreign’. The meaning shifted towards a generalised notion of ‘race’ and common racial or cultural character during the 19th century, until the term ‘race’ was replaced by ‘ethnic’ during the 1930s to designate minority cultural groups (Chattoo and Atkin, 2012).

Bulmer (1999) defined an ‘ethnic group’ as: “…a collectivity within a larger population having real or putative common ancestry, memories of a shared past, and a cultural focus upon one or more symbolic elements which define the group’s identity, such as kinship, religion, language, shared territory, nationality or physical appearance. Members of an ethnic group are conscious of belonging to the group.”

In anthropology, ethnicity is the identification of a category or group according to unique or different qualities, broadly speaking, linguistic, socio-cultural or racial (Asian Development Bank, 2003). “Human migrations are a significant force in historical change” (Brown and Foot, 1994: 1). Many migrants are victims of natural and political disasters; but some are making conscious, positive decisions, and adopting innovative socio-economic strategies for themselves and their families: opportunities thought or known to be available abroad or elsewhere in the state as opposed to those at home which are seen as limited, stagnant or declining (ibid).

‘Indigenous peoples’ is a term used in United Nations documentation. Other terms relating to this concept include ‘aboriginals’, ‘cultural minorities’, ‘ethnic minorities’, ‘indigenous cultural communities’, ‘natives’ ‘scheduled tribes’ and ‘tribals’ (World

Bank, 1991; Asian Development Bank, 2004). Accepted or preferred terms and definitions vary by country, by academic discipline, and even by usage of the groups concerned. The term 'ethnic minorities' is used frequently throughout this thesis as it is accepted widely in Hong Kong.

According to the Asian Development Bank (2004), 'ethnic minorities' have the following key characteristics:

- Self-identification and identification by others as being part of a distinct cultural group (emic and etic);
- Language or 'linguistic identity' different from the dominant cultural group;
- Social, economic and political traditions and institutions different from the dominant culture;
- Traditional economic systems – subsistence production; and
- Attachment to their traditional territory and its natural resources.

The term 'ethnic minorities' in the Hong Kong context refers to all those who do not consider themselves as Hong Kong Chinese. They include residents who are not from Chinese descent and those with mixed ethnic backgrounds (Census and Statistics Department, 2011).

Social Integration

As defined in the Copenhagen Declaration on Social Development and the Programme of Action of the World Summit for Development (United Nations, 1995): "S*ocial integration is both a goal and a dynamic and principled process in which*

societies engage to advance social development. It aims at fostering stable, safe and just societies, where all human rights are respected and all enjoy equality of opportunities, including vulnerable groups and persons. It is also understood as the capacity of people to live together with full respect for the dignity of each individual, the common good, pluralism and diversity, non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life."

The Report of the Secretary General for the Copenhagen Summit (United Nations, 2009) defined social integration as: "…the process of building the values, relations and institutions essential for the creation of such an equitable and dynamic society, where all individuals, regardless of their race, sex, language or religion, can fully exercise their rights and responsibilities on an equal basis with others and contribute to society."

As discussed in the report, the concept of social inclusion, sometimes equated with social integration, has been used with increasing frequency, both in inter-governmental debates and policy-making. The concept of inclusion is sometimes regarded as reflecting better the goals of social justice and equality, especially in the context of achieving 'a society for all'. Social inclusion is often seen as an action that governments can take to create more integrated societies. The term 'social exclusion' often denotes the absence of social inclusion. Social exclusion may be linked to the existence of discrimination and / or the outcome of market failures. It could also have its origins in unique power or exploitative relations. It is often rooted in unequal patterns of development and the distribution of assets, including human capital, between rural and urban areas.

Economic Integration

According to the Report of the Secretary General for the Copenhagen Summit (United Nations, 2009), exclusion has economic, social and cultural dimensions. Economic aspects of exclusion encompass exclusion from the labour market and access to assets. Such economic exclusion prevents certain segments of society from contributing to the growth of an economy through consumption, savings and investment, and hence undermines the overall economic growth. Inequalities owing to the widening of income gaps may lead to the fragmentation of society and impair growth as well as poverty reduction. It limits the opportunities of people living in poverty to increase productivity and earnings.

Economic integration is central to social integration. It involves labour policy for improving the employability of disadvantaged groups at their different life stages through education and training. By removing discriminatory barriers to employment, which prevent people from participating actively in the labour market or discourage them from seeking employment, greater economic participation can be facilitated (ibid).

In the study of economic and ethnic diversity caused by international labour migration, Constant and Zimmermann (2009: 1) described the concerns for economic integration: "*Using natives as the gold standard, immigrants have always been compared to natives. If immigrants fare as well as the natives, then they are economically assimilated.*"

Training and Training Needs

Throughout this research study, 'training' refers to 'vocational training', or 'vocational education and training (VET)'.

The European Centre for the Development of Vocational Training defined vocational training as "supplementary to initial training which is part of an ongoing process designed to ensure that a person's knowledge and skills are related to the requirements of his / her job and are continuously updated."

From a theoretical perspective, VET can be classified by the following categories (Grubb and Ryan, 1999):

- *Pre-employment VET* prepares individuals for their initial entry into employment. In most countries, they are found both in schools and workplaces as dual systems and are often operated by national ministries of education.
- *Upgrade training* provides additional training for individuals who are already employed, whose job duties change, whose technology and work environment becomes more complex, or who want to advance within the company.
- *Retraining* provides training for unemployed individuals to find new jobs, or for individuals who are seeking new careers to develop the necessary competencies. Individuals in retraining programmes, by definition, have already had labour-market experiences. Therefore, retraining may not have a direct connection with their previous occupations.
- *Remedial VET* provides education and training for individuals who are in some way marginal to or out of the mainstream labour force. Typically these people

have not been employed for a long time or do not have any labour-market experience at all, and most of them are relying on public subsidies.

VET is designed to prepare individuals for vocations or specialised occupations and so is linked directly with a nation's productivity and competitiveness. Most literature generally considers that the concept of VET is restricted to non-university education (CEDEFOP, 2011a).

The United Nations Educational, Scientific and Cultural Organisation and the International Labour Organisation defines VET as the means of preparing for occupational fields and for effective participation in the world of work (CEDEFOP, 2011a). The OECD (2009: 20) defines vocational education in a similar way: "…Vocational education prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification."

The study of training needs is the first and most important step in any training process. If there is no training need, there is no need for training. In days of tight fiscal and temporal budgets, optimal use of training time and resources must be made. This means that important training needs must be identified upfront so that training resources can be best utilised (PrioritySky, 2007).

Social Benefits of Learning

In their article *'The Faure and the Delors Reports and the Post-2015 Development Agenda – Looking Backward to See Ahead'*, Morgan and White (2013) reconsidered

the ‘four pillars of learning’ concept of the Delors Report (1996). The Delors Report argued that formal education tends to emphasise the gaining of knowledge to the detriment of other types of learning essential to sustain human development. Equal attention should be paid in all organised learning to each of the following four pillars (Delors 1996, p. 86):

- *Learning to know*: a broad general knowledge with the opportunity to work in depth on a small number of subjects.
- *Learning to do*: to acquire not only an occupational skill but also the competence to deal with many situations and to work in teams.
- *Learning to live together*: by developing an understanding of other people and an appreciation of interdependence.
- *Learning to be*: to develop one’s personality and to be able to act with growing autonomy, judgement and personal responsibility. (Morgan and White, 2013: 41)

There are sound theoretical perspectives that support the social benefits of learning. Such benefits include a better way of taking care of oneself and consequently creating a better society to live in. Associations are found between levels of education (both formal and informal) and dimensions of social prosperity. For instance, more educated people are found to live longer, in healthier environments, to pass on more cultural capital to their children (Behrman and Stacey, 1997; Schuller *et al.*, 2004), and to be more committed to promoting active citizenship (Morgan, 2008). Positive VET experiences can generate benefits to individuals beyond income and employment. The learning contents foster confidence and self-esteem in the learners and offer topics relevant to the individuals’ engagement with their families and societies. On completion of formal VET, successful learners receive qualifications which are valued

in the labour market, in the sense that they give signals to employers about their skills and abilities acquired through VET. Positive VET experiences enable individuals to have success and mobility in the labour market, both in terms of promotion within their specialised fields and in terms of job changes due to the transferability of skills (CEDEFOP, 2011b).

Theoretical Perspectives

In international literature, researchers have long recognised that ethnic minorities face greater difficulties in finding employment. Multiculturalism has been criticised for failing to lead to the inclusion of different cultures within a society, but instead has divided the society by legitimizing segregated communities that isolate themselves and accentuate their specificity (Nagle, 2009). Ethnic attachment and ethnic mobility entrapment are frameworks commonly adopted to explain the prevalence of unemployment and limited social mobility of ethnic minorities.

As formulated by Li (2004), ethnic attachment theory suggests that the maintenance of an ethnic identity, network and institutional affiliation penalises ethnic minorities in an open market because of differences in languages, religions and culture. For Li (2004), ethnic attachment reinforces cultural solidarity and ethnic distinctiveness, which can be helpful to its members, but retards the social mobility of its members in the mainstream society. Similarly, ethnic mobility entrapment theory considers ethnic minorities being embedded in a firm network of ethnic relations from which they are unable to escape. They are trapped in low-paying jobs within the ethnic community. Out of ethnic loyalty and obligations, they are reluctant to leave the community to pursue a lonely and adventurous career in the mainstream society. Studies on the

ethnic enclave economy suggest that the innovative use of ethnic affinity, social networks, and community solidarity can develop a sheltered economy which benefits both employers and immigrant workers. As summarised by Li (2004: 185): "Rather than being trapped in low-paying jobs and marginal sectors, immigrants and employers in the ethnic enclave economy thrive on its vitality and growth." Erni and Leung (2014: 151) echoed this view that: "Ethnic businesses do not just concern [sic] the economic survival of minority groups in the host society. In critical multiculturalism, one key area is the functioning and practice of ethnic businesses as sites for the consolidation of ethnic identity and community and for negotiation with the mainstream." Erni and Leung (2014: 153) further stated that: "Ethnic enclave economies are thus seen as a source of entrepreneurship, employment, and community belonging to the process of integration with the mainstream." As the ethnic minority small-business enterprises can vitalise the economic activities and autonomy of the ethnic minority communities, effective provision of necessary business knowledge and skills will facilitate their economic and social integration.

According to Ehrenberg and Smith (2000: 290), workers undertake three major kinds of labour market investments: education and training, migration, and searching for new jobs. All three kinds of investments involve initial costs, and all three are made in the hope and expectation that the investment will pay off well in the future. Economists refer to them as investments in human capital. As quoted by Nicholls and Morgan (2009) on Becker's contention raised in 1964, the underlying philosophy of labour market intervention for welfare recipients by the government is that investment in participants' human capital will both prepare individuals for work and broaden the range of jobs open to them, which includes relatively higher pay and more sustainable employment. Analysing, among other things, the rates of return from formal

education and on-the-job training, Becker showed that, from an economic point of view, education is a worthwhile investment for individuals. The human capital theory developed by Becker views people as rational maximisers whose primary aim is to maximize their own wealth. According to the neo-classical theory, individuals' tendencies to act as rational maximisers of their welfare not only provide the basis for social cohesion but can also pave the way for constituting the most profitable economic conditions (Gilead, 2009). "Neo-classical economists use the term human capital to refer to the stock of knowledge and skills that enable people to perform work that creates economic value" (Nahapiet, 2011: 71). According to the OEDC definition, human capital includes personal and social wellbeing alongside economic returns, which is "…the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being." (OEDC, 2001: 18). The above literature revealed that training is investment which generates returns. Providing training for the ethnic minorities cannot only benefit the trained personally but also bring positive benefits to the society and the economy of Hong Kong as a whole.

In developing a simple human capital model, Smith (1994) justified income differentials among individuals on the basis of differential productivity due to different levels of human capital acquisition. In other words, investment in education and training raises the productive capacity of an individual, which in turn yields higher potential earnings. Training programmes for disadvantaged jobseekers are perceived to be an investment with, as human capital theory argues, economic returns being obtained from that investment. There are two major models of labour market intervention, namely labour force attachment and human capital development.

Human capital development programmes seek to overcome individuals' barriers to stable employment and address educational and skill deficiencies, thus enabling participants to compete effectively in the labour market by giving people the skills that employers want and raising the wage levels that they might attain as a consequence of the investment. Such interventions are normally longer-term and comparatively more costly investments, and are frequently multi-dimensional and hence difficult to measure. Labour force attachment programmes typically offer intensive, short-term programmes that focus on job searching, confidence building and job orientation. Although occupational skills training and education may be offered within the programmes, these are primarily short-term and only available to the least 'job ready' (Nicholls and Morgan, 2009: 83). The lack of long-term planning for the implementation of training measures for ethnic minorities will result in keeping them doing low-pay jobs, withholding them from upward career movement, and failing to facilitate them to achieve economic and social integration.

The normal operation of a competitive market will result in differences in individual earnings and labour market opportunities, but the sizes of the differences in the labour markets of most countries appear to be greater than can be explained by the competitive theory (Elliott, 1991). Elliott explained that such a phenomenon might have arisen from individual characteristics which were assumed to be irrelevant to productive performance becoming relevant or competition being effectively shut out from areas of the labour market. According to Elliott (1991: 384), 'discrimination' occurs when 'equals are treated unequally'.

At the theoretical level there are two main schools of economic thought regarding labour market discrimination. One of them is the neo-classical theory based on the

notion that prejudice is expressed in discriminatory tastes on the part of employers, workers and customers. Most of the neo-classical analysis of discrimination has centred on employers as agents of discrimination. Employers have a taste for discriminating in the sense that their utility is affected adversely by employment of, and wages paid to, the group being discriminated against. The alternative theory is the segmented labour market approach, which essentially maintains that the labour market is split into sectors including delineations according to sex and racial origins, with very little interaction among sectors. Social, occupational and geographical barriers impede the mobility of workers within the labour market (Elliott, 1991; Smith, 1994; Ehrenberg and Smith, 2000). These barriers may take the form of social class, gender, skill levels, education, division between town and country, and the core concern of this research study, i.e. race.

"If human capital is about the value of people's individual abilities, social capital is about the value of social connections and relationship" (Nahapiet, 2011: 79). Nahapiet (2011) further argued that: "…the core proposition of social capital theory is that social ties constitute a valuable resource for the conduct of social affairs, enabling individuals and social groupings to achieve outcomes that they could not otherwise achieve, or could do so only at extra cost." (ibid: 80). In his article '*Social capital, citizenship and continuing education: What are the connections?*', Morgan (2008) quoted the basic definitions of 'social capital' that emerged from the American social scientists Robert Putnam and James S. Coleman, the key figures in developing contemporary social capital theory. According to Putnam (1995), social capital represents: "…the norms and social relations of groups and communities that enable the achievement of common goals." According to Coleman (1997), social capital is: "…a variety of different entities, with two elements in common: they all consist of

some aspect of social structures, and they facilitate certain actions of actors within the structure. Individual social capital comprises the skills and networks that enable an individual to gain market and non-market benefits from social interaction with others, and such skills are part of an individual's human capital account" (Morgan, 2008: 36). Bourdieu (1986) defined social capital as: "…the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition, which provides each of its members with the backing of the collectivity-owned capital." Glaeser, Laibson and Sacerdote (2000) defined individual social capital as an individual's social skills, which are partly innate (e.g. being extroverted and charismatic) and partly cultivated (e.g. popularity) as a result of an investment. Social skills enable an individual to reap market and non-market returns from interactions with others. As such, individual social capital may be seen as the social component of human capital. At the aggregate level, group social capital tends to focus on the density of trust which facilitates collective actions and reduces free-riding and horizontal associations (de la Fuente and Ciccone, 2003). "Norms and associations are a relatively stable attribute of a social structure, and can be thought of as a stock. They arise through social interaction and they shape the way individuals interact with one another, so that social interaction (a flow) is both a source of social capital and the means through which it displays its productive services." (ibid, 2003: 91). Halpern (2005) argued that a healthy and effective community needs a blend of different types of social capital, just as a person needs a blend of different vitamins in their diet to be physically healthy.

Wang and Morgan (2009) argued that in the increasingly knowledge and information-intensive societies characterised by rapid changes, those who stop learning are increasingly disadvantaged and suffering effective exclusion. There is a

need to enhance the adaptive capacity of societies, to renew knowledge and skills constantly to keep up with changes, to secure human capacity for flexibility and cope with changes and to maintain cultural coherence and quality. “Learning is a necessary insurance against exclusion and marginality” (ibid, 2009: 478). Continuing education is also a resource for social capital development and active citizenship. It stimulates interests and provides knowledge and skills that enable people to participate confidently and effectively. At the same time, continuing education is also a product of social capital and active citizenship. It builds confidence, trust, and further participation. Consequently, policy interventions which improve educational attainment and develop learning and skills can assist this benign cycle of interactions (Morgan, 2008: 39).

Social exclusion has been defined by the European Commission as: “…the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society. Poverty is one of the most obvious factors, but social exclusion also refers to inadequate rights in housing, education, health and access to services.” (Commission of the European Communities, 1993:1). According to Percy-Smith (2000), social exclusion can be defined in terms of a lack of social capital, and there is research evidence relating to social capital as an antidote to social exclusion. In other words, there is evidence linking the extent and strength of community networks, the degree of community and civic participation and norms of trust and reciprocity with good health, effective and responsive public services and strong political institutions, and local economic development and economic prosperity.

As argued by Law and Lee (2006), social exclusion is induced by three interrelated

catalysts. First, accompanying economic globalisation are the massive waves of migrating people, who are skilled and unskilled labour, professionals and others, from economically backward places to the world's cities. However, not all migrants are considered valuable to the importing countries, and this depends on the economic strategies adopted by different countries. Under global restructuring, low-skilled migrants are often considered as a burden to the host society, and competitors to the local working class people. Second, in political attempts of territorial states to establish their own legitimacy and build up their governing capacities, migrants or minority groups are major scapegoats responsible for a state's failure to boost the local economy as well as its failure to resolve increasing social and political problems. Third, the stronger and more homogeneous the local place-based social identity or citizenship is, the more likely that the immigrants or minority groups are socially excluded. Law and Lee cited the argument of Berghman (1995: 19) that social exclusion occurs when one or more of the four systems fail to function, namely (i) the democratic and legal system which promotes civic integration; (ii) the labour market which promotes economic integration; (iii) the welfare state system which promotes social integration; and (iv) the family and community system which promotes interpersonal integration. Law and Lee (2006: 220) then further contended that: "…all these four systems fail to promote civic or social integration in Hong Kong, and indeed, many of the state policies within these systems are / were (unintentionally) designed for system integration at the expense of social integration."

"Learning is a weapon against poverty. It is the route to participation and active citizenship." (Kennedy, 1997: 4). Education and training stimulate interests, and provide knowledge and skills that enable people to participate in a society confidently and effectively. Education and training also build confidence, trust and further

participation (Morgan, 2008). According to Handy (1994), learning prepares people for the future. It is a type of sensitising process which helps people stay alert of the trends and future movements. It ensures that the portfolio of knowledge, skills and experience developed is transferable to any new opportunity. Guilherme, Morgan and Freire (2012) suggested that interculturalism is about interconnecting cultures through dialogue and, in doing so, creating structural inter-dependencies that allow for mutual respect and understanding. They observed that: "…education plays an important, if not pivotal, role in intercultural dialogue." (ibid: 1024). As noted by Gundara (2000), education can help develop cohesive civil societies by creating harmony and stability in socially diverse, unequal and divided communities. For these reasons, education and training have a key role in the fight against social exclusion. Inequalities in participation and achievement in education and training have a significant impact on future life chances. There is a clear link between low levels of education attainment and unemployment, with a consequent connection to the social exclusion agenda. As such, involvement and achievement in education and training is potentially one of the routes to get out of social exclusion (Walton, 2000).

I adopted the two models, namely 'human capital' and 'social capital', and their applications with the theories of 'interculturalism' and 'ethnic enclave economy' as the main framework of this thesis study, with a view to assisting ethnic minorities in improving their competence, improving their living, and eliminating marginalisation caused by local social discrimination, through the provision of training which can genuinely meet their needs, so as to achieve the goal of economic and social integration.

International Experience

Members of minority groups are prone to different treatments in the countries and societies they live in. The purpose of this section is to explore the international experiences and the situation in Hong Kong of ethnic minorities in achieving economic and social integration and the difficulties they are facing. To provide an insightful reference to the situation of Hong Kong, the United Kingdom, the European Union, the United States and Canada, the Asia-Pacific and other Asian countries which are implementing immigration policies promoting openness to immigrants have been chosen as comparative examples.

The United Kingdom

In the United Kingdom (UK), labour shortages brought about by post-war reconstruction and economic growth led to considerable labour migration from regions and countries such as the Caribbean, India and Pakistan. As a result of World War II, there was already quite a number of foreign European residents in Britain. These included the German, Italian and Ukrainian prisoners of war and the Polish armed forces with their dependents, some of whom arrived in Britain after the war was over. For the sake of maintaining the workforce, the British Government offered them the option of permanent settlement in lieu of repatriation. In total, some 25,000 former prisoners of war settled permanently in Britain (Kay and Miles, 1992: 34). The African Asians did not come to Britain as a result of labour shortage. They were refugees from Uganda in the early 1970s. Similarly, other refugee communities settled in Britain as a result of war or persecution in their native countries (The Parekh Report, 2000). As different ethnic groups arrived at different times, the economic

specialisation and geographical concentration were not replicated. For example, those from the West Indies were employed in hotels, hospitals, engineering shops and car plants in places such as London, Birmingham and Oxford. The patterns were largely influenced by the availability of job opportunities at that time. The Indians were able to take advantage of the same employment niches whereas the Pakistanis, who arrived at a later stage, had to find alternative occupational opportunities. To search for job vacancies and cheaper housing, the ethnic minorities would turn to their social and kin networks. Nuclei of Pakistani and Indian populations settled in cities such as Leeds, Bradford, Manchester, Leicester, and Nottingham (Robinson and Valeny, 2005: 420-423). The data about unemployment in the UK in 1984 showed considerable differences among ethnic groups. The unemployment rate of Caucasian women was 10% compared to that of 52% for Bangladeshi women. As for men, 13% of Caucasian men were unemployed while the rate of unemployment among Pakistani and Bangladeshi men reached 29%. A report published in 1997, thirteen years after the above survey, revealed a persistently worse position for the Pakistani and Bangladeshi groups (Carter, 2003: 13-19).

Apart from differences among ethnic groups, the significance of gender differences is not to be ignored. They survey data for the labour force in 2000 revealed Africa-Caribbean women as being more likely to be economically active than Pakistani and Bangladeshi ones. A study of female managers also revealed that ethnic minority women might face the double negative effects of sexism and racism in their work experiences. For instance, Asian and Afro-Caribbean female managers had very different cultural and family traditions as compared to their Caucasian counterparts, and thus experienced greater role conflicts in their families and ethnic communities (Carter, 2003: 13-19).

In his study to consider the position of migrant agricultural workers in Eastern England and their interaction with education opportunities, Atkin (2012: 52-53) stated that the number of migrant workers in the UK rose significantly following the enlargement of the European Union (EU) in 2004, particularly from the eight European Union accession countries, known as the A8, including the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia. And these migrant workers entering the UK from the A8 countries are far more likely to work in semi-skilled and unskilled jobs, such as process operatives, agricultural and construction works, packing and cleaning, etc.

The UK considers itself to be one of the most tolerant and open-minded countries in the world and among the most economically efficient ones. Since the late 1960s the UK has had anti-discrimination legislations in the sphere of employment, including the 1976 legislation which covers indirect discrimination. One positive consequence of the long-established existence of the Race Relations Acts in the UK is that they have helped foster a public climate which denies the legitimacy of racial discrimination acts. Further amendments were made to the Race Relations Act. The Race Relations (Amendment) Act (2000) came into force in April 2001. It extends the protection against racial discrimination by public authorities and it places a new enforceable positive duty on public authorities (Virk, 2006). However, according to Clark and Drinkwater (2009), ethnic minority groups are still disadvantaged in the UK labour market. For example, ethnic minorities have an employment rate of 61%, around 13% lower than that of the population as a whole. Also, in employment, ethnic minorities do less well in terms of pay and progression. The overall employment rates of ethnic minorities differ significantly among groups. Some of the differences in

employment rates and earnings among ethnic minority groups and the population as a whole could be explained by differences such as educational attainment, but a proportion was due to discrimination on the part of employers.

According to research carried out by Wrench, *et al.* (1999), discrimination and racism are crucial factors for the UK ethnic minority workers in deciding the jobs they apply for. One of the impacts is that the occupational choices were constrained. Jobs in the Caucasian areas became naturally closed to them due to possible racist attacks. This in turn explains partly the indirect segregation of different ethnic groups in terms of employment opportunities. In addition, ethnic minority people often encounter being treated unfairly at job interviews. Even though a job has no requirement for formal qualifications, an employer might ask for this from ethnic minority applicants. In some other cases, interviewers simply go through the interview processes, but in fact have no interest at all in employing the ethnic minority applicants. Even if they are selected, ethnic minority workers may face further unequal treatment in their workplaces. For instance, their earnings are much less than those of their Caucasian counterparts with equal education, experience and qualifications.

A study of social interactions within multiple-origin ethnic minorities in England and Wales (Kahanec and Mendola, 2007) found that engagement in mixed or non-ethnic social networks facilitated the employment of ethnic minorities. These research findings signified the importance of developing appropriate strategies in training programmes to enhance social and cultural integration for ethnic minority groups.

Despite the adverse positions of ethnic minority workers in the labour market, a study by Modood (1997) indicated that some ethnic groups were experiencing upward

mobility in the labour market. Noticeably significant were the Indian and Chinese groups, who were found to be more likely to reach top employment categories than, in particular, the Bangladeshis and Pakistanis. The latter two ethnic groups are indeed experiencing downward mobility as compared to other ethnic groups and their Caucasian counterparts. The better positions of the Indians and Chinese can be attributed to the acquisition of degrees and professional qualifications, as well as the trend towards self-employment which allows for the side-stepping of discrimination. The areas of the labour market that have been traditionally closed to ethnic minorities have gradually become socially open through various changes. These changes can be attributed to the shift from manual to non-manual work, the Government's awareness of the existence of discrimination and racism, which lead to equality legislation, employers' awareness of the legal and social penalties associated with discrimination, as well as acknowledgement among ethnic minority groups of the importance of educational achievement to occupational success. Despite the labour market having become more socially open, Modood (1997) held the view that ethnic minority individuals have to outweigh their Caucasian competitors in order to obtain jobs, not just to be as good as they are.

In September 2000 The Human Rights Act 1998 came into force in England and Wales. The European Convention on Human Rights was adopted across Europe some fifty years ago but had never been fully incorporated into the English law until then. The implementation of the Human Rights Act in England and Wales means that public bodies must have human rights protocols in mind when they make decisions about people's rights. Human rights must form the basis of all policymaking and form a common set of binding values among public bodies and the public (Rider, 2005).

After it came to power in the UK in 1997, the British Labour Party considered 'social inclusion' a key objective. Their policy aimed at making equal opportunities in education and employment more effective. Information was collected through the Home Office about the attitudes of British citizens towards their rights and responsibilities, capacity to influence political decisions and level of institutional trust, their perceptions of racial prejudice and discrimination, their involvement in local neighbourhoods, social networks and active participation in communities, and their involvement in family networks and parenting support (Morgan, 2008: 39-40). As explained by Morgan (2008: 40-41), lifelong learning is a key concept which may combine with social capital formation and the practice of 'active citizenship' to reduce poverty and inequality, while strengthening the civil society. The political objective in the UK is to make equal opportunity in education and employment meaningful so as to reduce or even eliminate social exclusion. This, in turn, facilitates the building of social capital and enhances active citizenship.

In the General Election in 2010, the Labour Government was replaced by a coalition of the Conservative Party and the Liberal Democratic Party (i.e. the Coalition Government, or the Cameron-Clegg Government). "That a coalition government is now in office means that the United Kingdom has entered fresh political, indeed ideological, territory as the new government places the restoration of sound public finances at the head of its agenda for what it intends should be a full parliamentary term of five years." (Morgan, 2011: 8). The CONFINTEA VI report (2009: 11) illustrated that government policy was: "…driven by two interlinked objectives: to strengthen economic competitiveness through raising levels of skill and qualification, and to address social exclusion." With the British economy in recession, Gross Domestic Product falling and employment increasing steadily since the second decade

of the twenty-first century; all of these exerted pressure on the Coalition Government to reduce public budgets, which in turn induced competition among the different aspects of public provisions, including education and welfare. Indeed, both the Labour Government and its Coalition successor have attempted and are attempting to implement measures to integrate education and training for promoting economic and social well-being. This connection between economic and social policy had three linked objectives: (i) employability; (ii) raising public awareness of the value of literacy, language and numeracy skills; and (iii) the provision of programmes which meet both learners' and employers' needs and standards. As Morgan (2011: 12) stated, "…the development of such functional skills were both crucial to individual ability to sustain employability in a competitive global economy and a contribution to a wider social policy aimed at overcoming social exclusion and achieving social cohesion."

The European Union

As the economic rebuilding of Europe started in the 1960s, Western European countries recruited large numbers of labouring migrants to compensate for shortages in their labour markets. By the 1980s, with the boom ending, many of these migrants had become de facto residents. During the 1990s, although the end of the Cold War did not bring the exile of vast numbers of East European refugees anticipated, many Western European countries became their destinations of residence, for substantial numbers of refugees and illegal immigrants from North Africa, the Middle East and Asia continued to arrive in Europe (Inglis, 2003).

For years, the Netherlands, especially Amsterdam, has been a place of settlement for many immigrant groups. At the end of the sixteenth century, large groups of Sephardic

Jews from the Iberian Peninsula and, in later periods, Ashkenazi Jews from Central and Eastern Europe, arrived. In the seventeenth century, a flood of Protestant refugees, the Huguenots, arrived. In the second half of the nineteenth century, Roman Catholic immigrants of Westphalian origin settled in the country. In earlier periods, immigrants mostly worked in trades or in certain traditional craft industries. This was not only because their skills and trading contacts were mainly related to those sectors, but also because they had been denied access to other more regular economic areas. In more recent periods, the majority of immigrants earned money first and foremost by taking up employment. Lately, self-employed entrepreneurship has been on the rise, a development in which immigrants participate disproportionally (Rath, 2000).

In a study by Gras and Bovenkerk in 1995, they found that racial discrimination in recruitment occurred to a considerable extent throughout the Dutch labour market. The high rate of discrimination faced by immigrants formed a serious impediment to their chances of securing employment. It was concluded that the unfavourable position of ethnic minorities in the Dutch labour market was due not only to their low levels of education and the language barrier, but was also caused by discriminatory behaviour of employers in the recruitment process. Discrimination was evident in the recruitment of both semi-skilled and highly skilled jobs as well as both in the private and public sectors (Gras and Bovenkerk, 1995).

Several waves of immigrant workers have flowed into Switzerland since the beginning of the twentieth century. Italians are the biggest group, accounting for 29% of the immigrant population. Nationals from the former Yugoslavia come next, accounting for 20%, followed by the Portuguese (10%) and the Spanish immigrants (8%). Without establishing any causal relationship between nationality and

unemployment, statistics reveal an over-representation of young immigrants among the registered unemployed in Switzerland. In addition, the result of a qualitative study undertaken with the Italian, Spaniards and Portuguese aged 20-30 living in Neuchâtel Canton, Switzerland, showed no causal link between their employment and native origins (Poglia, 1993).

A study commissioned by the European Union in 2005 on policy measures to ensure access to decent housing for ethnic minorities and immigrants revealed that, in the European Union, people from ethnic minority communities and immigrants are at greater risk of exclusion from the housing market. They experience exclusion in terms of discrimination in the allocation of housing. They are more likely to live in deprived areas, and in poor quality, over-crowded and unpopular housing areas, and yet they have to pay a higher proportion of their household income for housing. Furthermore, among the homeless population living in hostels in many European Union countries, there are disproportionately higher numbers of immigrants and ethnic minority people. The weak labour market position and the resulting poverty of ethnic minorities restrict their choices in the housing market and constrain their residential mobility for improving their housing conditions. Although some minority groups (e.g. religious, ethnic and national) have housing needs related to their extended family structures, it is difficult to relate specific housing needs to cultural norms (such as attitudes to mortgage lending among Muslim households). This situation puts at risk the effective integration of immigrants and minorities into the community and creates problems that are damaging social cohesion and the social and economic well-being of European societies.

In France, several studies have highlighted the bad housing conditions, particularly

among Turkish, Algerian, Moroccan and black African households. In the UK, Bangladeshi, Caribbean and African households are over-represented in social housing, high-rise housing and over-crowded conditions. Housing segregation on ethnic lines has also become more distinct in Sweden. In Belgium and Spain, where home ownership predominates, ethnicity is correlated with poor housing rather than tenure differences. In Hungary, Romania and Slovenia, though the migrant population is small, the indigenous minority, the Roma people, also suffer a range of socio-economic disadvantages reflected in poor housing circumstances (European Union, 2005).

The United States and Canada

The old societies of immigrants based on white settler colonialism, such as the United States, Canada, Australia and New Zealand, have a long established national identity based on the inclusion of immigrants who can attain citizenship with relative ease. Social inclusion, however, is to be achieved by assimilation in which society mobility is the trade-off offered for adopting the culture of the new society (Inglis, 2003).

Migration is central to the history of the United States and immigrant workers formed the heart of the American working class in the crucial formative years (Bottomley, 1992). The socioeconomic and cultural gaps between the descendants of European immigrants have disappeared, whereas for non-Europeans such as Asian-Americans, the returns from education remained lower than those of the Caucasian population despite having educational attainments similar to or even exceeding those of the Caucasians (Espiritu, 2002: 21-22).

Kaufman (2010) illustrated a summary of trends in occupational segregation in the United States through the 1990s, provided by King (1992), and updated to include the findings in 2000. The results indicated that, from 1940 to 1960, differences between occupational distribution, in terms of index of dissimilarity, African-Americans and whites were substantial and stable at around 40-45% for black men versus white men and 60-65% for black women versus white women. From 1960 to 1980, the differences declined to about 30-35% for both African-American men and women. From 1980 to 1990, and again from 1990 to 2000, there were small declines of about 2-3% each decade. As further explained by Kaufman (2010: 5), although racial differences in labour market inputs, such as education, experience and family status, or geographic locations that influence placement into labour market positions are consequential for individual successes in the labour market, they explain only a little of the racial inequality in occupational distributions. Kaufman (ibid: 19) quoted the findings of Raudenbush and Kasim in 1998 that, even taking into account family social origins, human capital, and cognitive skills, African American men's earnings were only 85% of those of white men; though the race gap for women was not significant.

As Canada abandoned its more general policies of assimilation, for incorporation via policies of multiculturalism which recognised the rights of immigrant groups to retain their cultural distinctiveness without necessarily being penalized in accessing mainstream services and institutions, education has become an institutional area undergoing major reform. The multicultural policies developed in Canada reflect concerns with issues surrounding cultural maintenance and then retention of identity as well as equitable outcomes (Inglis, 2003).

The Asia-Pacific Countries

Australia differs from its neighbours in the Asia-Pacific region in three respects: the migratory background of its multicultural population, the ancient culture of its indigenous people, and the predominance of its federal form of government (Fletcher, 1997). Australia, prior to European contact, was made up of some six hundred different indigenous groups. The majority of the population of the modern Australian nation consists of people who arrived through the post-World War II immigration policies of successive governments, since plans for post-war economic reconstruction relied extensively on the use of immigration to increase the population (Inglis, 2003). Settler Australians make up 98% of the population, with indigenous people relegated to the remainder. According to Cohen (2006), multiculturalism in Australia is criticised despite ongoing attempts to describe it as an official state policy for all Australians. It is largely seen and understood as a policy that deals with migration, tolerance, and cultural diversity but leaves aside the indigenous question. "It is well documented that Aboriginal people themselves reject the multicultural imagery and are opposed to their inclusion as another 'ethnic group' within the harmonious model of the nation. Instead, and quite rightly from the colonised point of view, they prefer a bicultural model in which the Aboriginal people are recognised as the owners of the land and are acknowledged as the first Australians." (ibid: 67). As David (2006) asserted, the judicial positioning of the rights of indigeneity are only defined as an opposition between being or not being of a cultural past, but without major changes to individual indigenous groups brought about by external cultural contact, in that the cultural practices of hundreds of Aboriginal and Islander nations have always been influenced by non-indigenous people through processes such as trade, warfare, marriages, international congregation, and other forms of social interaction.

The New Zealand Government's management of ethnic relations has been carried out by way of legal protections of all groups, ameliorative policies designed for the less well-off, and a legal and political process of negotiation with the Maori (Sharp, 1997). It has also been noted in other research findings that there is considerable disparity in access to training by people of different ethnic backgrounds. For example, according to the research conducted by Watane and Gibson (1996) in New Zealand, the probability of the people of Maori and Pacific Islander origin receiving training is about three-quarters of those of European or Pakeha origin. Ethnic minority workers are more likely to drop out from training intended to improve skills. Proportionately more ethnic minority workers do not pursue training courses that they would like to have for improving job skills. The most commonly cited reasons for the above phenomenon are 'cost', 'time', 'language barriers', 'location' and 'child care or other family responsibilities'.

The Asian Countries

Asia is a region where both extreme prosperity and extreme poverty exist simultaneously. The region encompasses the world's major religions: Buddhism, Christianity, Hinduism and Islam, as well as a wide range of animistic and pantheistic beliefs. The countries in the region have been under the influence of colonization, global trade relations, wars and, more recently, of western values through global communications and the mass-media (FAO, 1996).

For instance, the most difficult problem being faced by Malaysia is the significant affluence gap between the generally well off Chinese and Indian immigrants, and the

local Malay, which has over time generated serious ethnic tensions. The use of affirmative action policies, based solely on ethnicity and not on class, had led to a high level of alienation and low levels of social and political trust between the Malays and the non-Malays (Leong, 2003). Ethnic bias towards Chinese and Indians in Malaysia can be seen in the ethnic nature of the electoral gerrymandering and authoritarian controls on discussions of sensitive issues. Discussions on Malay as the national language and the status of Islam are forbidden in public and in parliament. The New Economic Policy, implemented in 1971, which gives special rights to the Malays in education and employment, further suppresses the Chinese and Indians. The continuing marginalisation of ethnic minorities has triggered anger from the Indian community. On 25 November 2007, a non-governmental organisation, the Hindu Rights Actions Force (HINDRAF) staged a rally with about 10,000 ethnic Indians. Three leaders of HINDRAF were arrested soon after the rally. Eventually, the Malaysian Government agreed to meet ethnic minority representatives to discuss issues of education, economic and agriculture. The Malaysian Government also initiated to protect Hindu temples which had been demolished on the grounds of illegal construction (Baig, 2010).

When Singapore became politically independent in 1965, it declared itself a constitutionally multiracial country. The outbursts of ethnic riots in 1960s awakened the Singaporean Government to the importance of ethnic attachments to Singaporean national loyalty. The political attachments outside Singapore, such as Singaporean Malays' strong connections with West Malaysia and many Chinese people's affiliations with the Communist Party in Beijing, posted threats to Singapore's national security and political stability. Since then the Singaporean Government has started to modify the citizens' ethnic ties and increased the 'Singaporeaness' by

neutralising ethnic differences. In order to do so, Singapore portrays itself as a meritocracy with a strong ethnically neutral Singaporean national identity, but this also legitimises the Government's suppression of political participation (Brown, 1994). The Malays' weak economic position relative to the Chinese and Indians has been a persistent source of friction between them and the Singaporean Government. With better education and rising expectations, the Malays have increasingly voiced their dissatisfaction and objections to instances and areas of actual and perceived inequalities (Chua, 2003).

Dominated and ruled by ethnic Chinese, the Singaporean Government has never stopped seeking support from the Malay and Indian ethnic minorities. The Singaporean Government has particularly placed politics in ethnic terms due to its geographical location. The Chinese majority in Singapore sees itself as a minority within the predominantly Malay region (Brooker, 2000). The Singaporean Government takes the view that primordial attachments to race, language and religion cannot be erased easily, and hence tolerance and equal treatment are the more productive strategies. Thus, the official policy is to bind ethnicity, language and culture tightly and promise all groups equal treatment. The Government records the ethnic identities of all citizens on their identity cards. Appropriate mother tongues are recognized based on this classification. Thus, all Chinese students are required to study Mandarin as their mother tongue, while Tamil is recognised as an official language for the Indian community. While this policy has enabled Singapore to avoid the excesses of '*chauvinism*' and '*xenophobia*', it is at considerable variance with lived reality where citizens have multiple identities and exercise a wide array of choices (Gopinathan and Saravanan, 2003).

In Japan, foreign workers, who started flowing into the country in large numbers in the late 1980s, have begun to form major ethnic groups, along with the Ainu, the indigenous people of Japan, who are physically distinct from the Japanese by having abundant body hair and beards, and minority groups such as the Koreans and Chinese (including Taiwanese). The groups are marginalised because of imagined or real ethnic differences from mainstream Japanese (Refsing, 2003). The specific characteristic at present is the influx of low-wage labour, in response to the shortages accompanying the economic boom; these people are overstayers or work beyond the scope permitted by their residency status, as well as foreign students or pre-college students at language and technical schools. However, in the second half of 1991, the economic bubble burst and Japan was plunged into a prolonged recession from which it has yet to recover, As a result, the labour shortage has become a surplus. In spite of the economic recession, the number of foreign workers has remained at a fairly stable level (Komai, 2001).

Komai presented an overview of the human rights of immigrants in Japan: "…Among Japan's foreign migrants, it is the second- and third- generation Chinese returnees, Peruvians, and Iranians, who have experienced the greatest destitution in everyday life... In essence, they have faced tremendous hardship since returning" (Komao, 2001: 95). According to a survey conducted by the Chiba Prefectural Chiba High School International Social Studies Group in 1997, as quoted by Komai (ibid), the unemployment rate in second- and third- generation returners is a high 12.1%, accompanied by both low household and individual incomes, and those employed tend to work as manual labourers. Two-thirds of them have felt discrimination or prejudice. Those who are facing hardships in terms of living cite two attributing factors, low education background and poor Japanese language ability.

Ethnic minorities in China are the non-Han Chinese population in the People's Republic of China (PRC). The PRC officially recognises 55 ethnic minority groups (such as Zhuang, Hui, Manchu, Uyghur, Miao, Tibetan, etc.) within China in addition to the Han majority. As of 2010, the combined population of officially recognised minority groups comprised 8.49% of the population of mainland China, numbering approximately 105 million people, mostly concentrated in the northwest, north, northeast, south, and southwest but with some in central interior areas (Wang, 2011).

According to Bignold (2012: 139), the education system in China is underpinned by the notion of achievement measured by examinations. An increasing proportion of the examinations has bad to be completed in Chinese (Mandarin) which could be seen to disadvantage minority pupils. Even pupils have the right to take examinations in their native languages, but this rarely happens in practice. Also, ongoing ethnic tension in minority regions of China has resulted in varying degrees of political instability and has ensured that governmental policies, including educational policies, continue to focus on developing national unity and a national identity (ibid: 137).

In the above section, the situations of ethnic minorities in a number of countries have been reviewed. Such experiences may shed light on the development of relevant policies in Hong Kong. In the following section, the situations of ethnic minorities in Hong Kong will be explored, the research gap will be identified and the specific research questions will be derived.

Hong Kong

The literature on ethnic minorities in Hong Kong has been growing over the past few years and, especially since the 1997 handover, race and ethnicity have become controversial social issues. Quite a number of studies have indicated that the ethnic minority communities encounter a number of difficulties in living in Hong Kong and integrating into the society due to barriers caused by language, cultural or economic differences. It is clear that these barriers would obstruct ethnic minorities in participating fully and gaining better status in the society. Various studies of the living situations of ethnic minorities in Hong Kong are reviewed below according to six aspects: **culture and religion**, **social life and racial relations**, **accommodation**, **education, employment**, and **training**.

Culture and Religion

The research report of Ku *et al*. (2003) on Pakistanis in Hong Kong revealed that they have difficulties in carrying out their cultural habits and religious rituals in local schools. As reported by some Pakistani parents, school canteens do not provide food suitable for Muslims. Muslims are used to consuming Halal meat, for which animals are slaughtered according to Islamic rituals such as prayers. As a result, Muslim children attending full day schools have to consume cold food, prepared early in the morning, for lunch. Another concern of Pakistani parents is the proper dress code for Pakistani girls, who have to cover their whole bodies and wear headscarves. Moreover, Pakistani parents are worried about the issue of religion. They are concerned that their children studying at schools with religious backgrounds are not given any choice with regard to religion and are taught only the religions to which the schools are affiliated.

Such differences in cultural values and religious beliefs also have implications on the employment of ethnic minorities. The dress codes and appearances of some South Asian ethnic minorities, such as the wearing of turbans, kurta pyjamas and beards by male Muslims, and their practice of formal religious worship (Salah) five times a day facing to the direction of Mecca may lead to hesitation by local employers to employ them. It is worth noting that, even though a group of people defined by reference to religion is not considered a racial group whose rights are protected by the Racial Discrimination Ordinance (RDO), some requirements or conditions related to religion may result indirectly in discrimination against certain racial groups. In such cases, the RDO will be applicable.

Social Life and Racial Relations

In a pioneer survey conducted by the Hong Kong Christian Service in 1988, the needs and problems of thirty-five Indians and fourteen Filipinos in the Tsim Sha Tsui district, between the ages of twelve and twenty-four, were presented. The research subjects were invited by an outreach social work team to fill in self-administered questionnaires covering eight aspects, personal information, employment, education, family, peers, leisure and recreation, social service and future plans in response to the 1997 handover. It was found that the Indians and Filipinos were quite isolated (Hong Kong Christian Service, 1988:1) and far less than one-third of them could name the social service agencies in the district, such as the YMCA and YWCA (ibid.:42).

Another survey, conducted by a non-governmental organisation, the Hong Kong Human Rights Monitor, revealed that 98 out of 123 (around 80%) ethnic minority respondents supported anti-discrimination legislation; 67% had been witnesses or

victims of racial discrimination. Racial discrimination was reportedly witnessed or experienced in diverse areas such as employment, admission to facilities, sale and delivery of goods or services, government services, and home purchase or rental (Hong Kong Human Rights Monitor, 1998). In August 2001, a pressure group, Civic Exchange, lobbied for the combat of racial discrimination and a multicultural society to be cultivated in Hong Kong. After reviewing and analysing relevant literature, Civic Exchange concluded that 'racist attitudes lie very deep' in Hong Kong and 'racial discrimination is a serious problem in Hong Kong although it is often denied' (Loper, 2001:1).

Even though a few ethnic minority members have become a part of the elite business community in Hong Kong, there is evidence suggesting that poverty is a serious problem being faced by the majority.

The study by Ku *et al*. (2003), involving 200 Pakistanis, concluded that there were many barriers obstructing the ethnic minorities in Hong Kong from participating in local social activities and to make friends with the local people. In the study, most respondents spent time at home (90.5%), and their important social activities were meeting friends (76.5%) and going to worship (44%). Very few respondents visited public libraries (5.5%), social service centres (3.5%), or arts and cultural centres (1%) in their spare time. Ku *et al.* (2003) opined that the Pakistanis stayed at home, not simply because they liked doing so and were not interested in any institutionalised entertainment or educational services. In fact, it was because most of the cultural activities, books and activities available in social-service centres catered for the needs and interests of first the Cantonese-speaking citizens followed by the English-speaking ones. People who did not speak and read either language were

excluded. Although meeting friends was a very popular social activity for the Pakistani respondents, most of them interacted only with people of their own races (55%). Of the overwhelming majority of respondents (83.5%) who felt that it was difficult to make friends with local Hong Kong people, 59.3% expressed that most of the locals were unfriendly, while another 56.9% felt isolated because they did not speak Cantonese.

Chan and Wong (2004) conducted a study about the impressions and attitudes of Hong Kong citizens towards the ethnic minorities living in the community. It was found that 63.6% of the respondents agreed that the general public had bad impressions of ethnic minorities. Although 61.8% of the respondents opined that the problem of racial discrimination was not serious in Hong Kong, a considerable number of respondents in fact had biases towards ethnic minorities. For instance, they revealed that they were not willing to enroll their children in schools with ethnic minority students (27.6%). In addition, they thought they ought to have higher priority than ethnic minorities in the application for public rental housing (21.2%), the Comprehensive Social Security Assistance (CSSA) Scheme (22.2%) and other services provided by the Government (24%). The study pointed out a correlation between people's personal acquaintances with ethnic minorities and their attitudes towards them. Hong Kong citizens who were acquainted personally with ethnic minorities had positive attitudes towards them, whereas those who did not had negative attitudes. Around 60% of the respondents were not acquainted with any ethnic minority people.

Since Hong Kong is an international city and many human right covenants are enforced there, racial discrimination, no matter how minor it is, should not be

tolerated.

Regarding the sense of belonging to Hong Kong, according to the study conducted by Ku *at el*. in 2006 on the employment situations of South Asian ethnic minority groups, almost two-thirds of the respondents identified themselves both by their ethnic origins and as Hong Kong people, and almost half of them expressed that they liked Hong Kong very much. On the other hand, they tended to have strong ethnic pride; more than 96% of the respondents were proud of their own ethnic origins.

Tonsing (2013) conducted an investigation into the acculturation experiences and adaptation of Pakistanis and Nepalese in Hong Kong. By incorporating Berry's bi-dimensional model of acculturation (1980), i.e., the extent to which immigrants desire to maintain their heritage culture, and the extent to which they desire to maintain contact with the host members, the result is four acculturation cells which represent the four acculturation strategies: *integration*, *assimilation*, *separation*, and *marginalisation.* The results of Tonsing's investigation showed that immigrants who perceived being discriminated against by host members showed less positive attitudes towards adapting to the host culture and tended to prefer the separation and / or marginalisation strategy. On the other hand, individuals who perceived less discrimination and felt accepted by host members were more likely to develop positive attitudes towards them, and were also more likely to show higher preference for the integration and / or the assimilation strategy. Acculturative stress and perceived discrimination both had direct and indirect effect on adaptation outcomes that were partially mediated by perceived social support. This observation highlighted the important role that social support plays in both acculturation and adaptation processes.

Accommodation

The 2011 Population Census revealed that not many ethnic minorities could benefit from the provision of subsidised housing by the Government. The proportion of ethnic minority households (other than live-in foreign domestic helpers) who owned their residential quarters was 25.4%, which was much lower than that of all the domestic households of 52.1%. As well, the proportion of ethnic minority householders who rented their quarters was 66.4%, which was much higher than that of all the domestic households (44.4%). Regarding the types of housing, only 14.3% of ethnic minority households lived in public rental housing and 4.2% of them lived in subsidised home-ownership housing. The proportions were significantly lower than those of all the domestic households, of which 31.1% and 16.3% lived in public rental housing and subsidized home ownership housing respectively.

The research study conducted by Ku *et al*. (2003), on the living situations of Pakistanis in Hong Kong, showed that they had difficulties and lacked information to access housing resources. 22.5% of the respondents believed that they were not qualified to apply for public rental housing, while 15% of them did not know how to do so, even though they desperately needed the services. In addition, most of the respondents who did apply for public rental housing were allocated to remote districts such as Tin Shui Wai and Tung Chung, with the implication of necessarily high transportation fees and long commuting times. Thus, many ethnic minorities hesitated in applying for public housing.

In addition, in the study by Ku *et al*. (2003), 70.5% of the respondents expressed that

they had difficulties in renting or buying private housing. An overwhelming majority of 93.6% identified high rent or housing prices as the main difficulty, 17.7% had problems in communicating with property agents in Cantonese, while 8.5% were rejected because of being Pakistani. Also, the respondents remarked that property agents were reluctant to help South Asian people search for rental housing. Furthermore, landlords would not lease flats to them because of racial prejudice.

From the above reviews, it could be seen that, due to misunderstanding and limited ability to communicate with the local Chinese, ethnic minorities were discriminated against in relation to both public and private accommodation.

Education

Education is an effective means of empowerment and is fundamental to social and career development. In recent years, ethnic minority communities in Hong Kong have been expressing grave concerns about the various barriers being faced by ethnic minority students in their academic pursuits, which in turn affect their employability and career achievements adversely (EOC, 2011).

Since the 1970's, the Hong Kong Government has provided for its citizens, including ethnic minorities, nine years of free education from primary to junior secondary (Form One to Form Three) education. Beyond this provision, the participation rate varied between young people of local Chinese and ethnic minorities. According to the 2011 Population Census, school attendance was relatively lower for ethnic minorities than the whole population, particularly for those aged 3-5, 17-18 and 19-24, which correspond to the periods of kindergarten, matriculation and tertiary education

respectively. In 2011, the school attendance rates for age groups 3-5, 17-18 and 19-24 were 86.9%, 75.7% and 13.8% respectively for ethnic minorities, in comparison with 91.3%, 86.0% and 43.8% respectively for the whole population. Moreover, the school attendance rates of ethnic minorities revealed gender difference. The rates for male ethnic minorities, except for age groups 12-16 and 17-18, were in general higher than those for their female counterparts. The situation was different for the whole population, in which the rates for females were higher except for the age group of 25 and over.

The Unison Hong Kong for Ethnic Equality, founded in 2001, has investigated many discriminatory practices, including the exclusion of ethnic minority children from government-subsidised schools. They found that of the 1,200 schools in Hong Kong, only eight regularly accepted ethnic minority children (Unison Hong Kong for Ethnic Equality, 2002). In addition, the Yang Memorial Methodist Social Services, which has offered support for South Asian ethnic minority youths in Yau Ma Tei, Mong Kok, and Tsim Sha Tsui districts since the early 1990s, conducted two surveys of the educational needs and employment prospects of the young South Asian ethnic minorities. They found that, because of language barriers and socio-cultural factors, the youths faced many obstacles in education and employment (Yang Memorial Methodist Social Services, 2000, 2002). 39.3% of the 593 South Asian primary and secondary school students surveyed had difficulties in looking for school places and studying in schools (Yang Memorial Methodist Social Services, 2000:16-17). About 50% of 359 Secondary Three and Secondary Five students, in an important transitional period in their lives, were worried about employment and their futures, as they were either weak in reading and writing Chinese or did not know it at all (Yang Memorial Methodist Social Services, 2002).

A study by Loper (2004) also concluded that students of ethnic minority groups were treated unequally and were offered fewer opportunities in the educational system. Since only a few government-funded schools enrolled ethnic minority students, many ethnic minority families needed to pay fees to enrol in schools on the Government's list of 'Educational Facilities for non-Chinese Speaking Children'. In addition, much of the information about the education system was only available in Chinese, which obstructed the ethnic minorities from gaining access to such information (Loper, 2004).

A study of the education of South Asians in Hong Kong conducted by Ku *et al.* (2005) also indicated that more than half of the students thought they did not have the same education opportunities as local Chinese students in Hong Kong due to limited school choices, and the chances for further education beyond senior secondary education were even more limited. Besides, participants in the research conducted by Tang *et al.* (2006) commented that there was a shortage of opportunities for them to learn Chinese in order to compete effectively in public examinations.

Apart from the difficulties in finding schools, ethnic minority students also faced problems in their relationships with teachers and schoolmates. Ku *et al*. (2005) discovered that some teachers had stereotypes of ethnic minority students as being lazy, misbehaving and impolite. The student respondents expressed that they faced unequal treatment in schools as compared to the local Chinese students. For instance, teachers seemed to punish ethnic minority students more severely than the Chinese ones, showed more care towards the Chinese students than the non-Chinese ones, and tended to dislike teaching ethnic minority students. Regarding relationships with

schoolmates, Loper (2004) revealed that some interviewees had few opportunities to establish personal relationships with their Chinese schoolmates. Also, Ku *et al*. (2005) indicated that nearly half of the ethnic minority students seldom communicated with their Chinese schoolmates. Moreover, one-fifth of them expressed that Chinese schoolmates disliked them because of their races. A more serious problem was that nearly half of the respondents revealed that bullying existed in their schools.

The Equal Opportunities Commission (EOC) set up a Working Group in July 2010 specifically to explore possible measures for providing ethnic minority students with a level playing field in the education system and eventually in the labour market. According to the EOC's findings, the Secondary School Places Allocations System (SSPA) could not guarantee that ethnic minority students who completed primary education in designated schools using English as the medium of instruction (EMI) could be offered places in EMI secondary schools. These ethnic minority students faced great learning difficulties when studying at schools where Chinese was the medium of instruction. In addition, they faced great challenges in learning Chinese due to lack of family support and inadequate resources for schools to offer intensive coaching. Challenges also came from Chinese parents. It was not uncommon that, when a school's intake of ethnic minority students increased, Chinese parents tended to avoid sending their children there or even chose to leave the school. Consequently, the schools were unable to provide environments conducive to Chinese learning (EOC, 2011).

Zhao (2013) cited the findings of a study conducted by Celeste Yuen of the Hong Kong Institute of Education, that the HKSAR Government had a Chinese-dominated mindset and had failed to introduce a Chinese-as-a-second-language curriculum for

ethnic minorities. This made it difficult for such pupils to stay motivated and keep up with their studies. She reiterated that, without sufficient education and Chinese-language skills, it would be very difficult for ethnic minorities to find jobs, thus creating cross-generational poverty. Because of language barriers, local teachers also did not communicate enough with ethnic minority children and their parents. To tackle this issue of language obstacles for young ethnic minority students, the HKSAR Government introduced, in the 2014 Policy Address, that the Education Bureau will implement a "Chinese Language Curriculum Second Language Learning Framework" and an Applied Learning subject in Chinese language (see Chapter Two, page 20). However, it is too early to assess their effectiveness at present and further in-depth study is necessary.

Based on interviews with ten Pakistani and Nepalese parents, Tsung and Gao (2012) explored the involvement of parents in their children's education. Factors inside and outside the educational system that may hinder the educational attainment of South Asian children were also examined. The data analysis indicated that South Asian parents held positive attitudes toward school education. They showed a belief that Chinese language learning is instrumentally and integratively worthwhile for social participation and advancement (Tsung and Gao, 2012: 61).

Furthermore, Sharma (2012) explored low-income South Asian parents' understanding of the educational opportunities available in Hong Kong and their attitudes towards children's education and future. The results showed that these South Asian parents failed to realize the significance of their role in the positive academic achievement of their children and did not perceive positive futures for their children in Hong Kong. Besides their low socio-economic status, pervasive negative

stereotypes related to the academic attainment of South Asian children in the society led to little value for education and disengaged attitudes regarding their children's educational process.

Employment

Central to the discussion of racial and ethnic issues is the sphere of employment, since it is through work that we gain status and achieve subsistence.

A widespread phenomenon is observed in various societies, that ethnic minorities are placed in specific segments of the labour market. The employment opportunities and, in turn the social mobility of people, can be affected by their races and ethnicities. In addition, during times of economic restructuring and recession, ethnic minorities are more prone to redundancy and the unemployment rate of this group generally stands higher than that of the majority population in the society.

According to the 2011 Population Census, the labour force participation rates for different male ethnic minority groups were high (70% or above), while those for females varied among different ethnic groups. Among those who were working, the majority were engaged in 'Elementary occupations' (75.8%). Another 16.6% were 'Managers and administrators' and 'Professionals or associate professionals' while 5.9% were 'Clerical support workers / service and sales workers'. Apparently, most ethnic minorities are employed in low skilled jobs and hence skills upgrading is required. Regardless of ethnicity, it was also observed that male ethnic minorities in general earned higher incomes than their female counterparts in the same categories of occupation and industry.

While the official unemployment rate of ethnic minorities in Hong Kong is not readily available, evidence shows that ethnic minorities are facing great difficulties in employment. The City University of Hong Kong and Hong Kong Unison Ltd. (2003) questioned 402 ethnic minorities through a survey to study the employment situations of South Asian people in Hong Kong. Among the respondents, 66.7% were Nepalese, 18.2% were Pakistanis, 8.5% were Indians and the rest were Filipinos and Indonesians. The majority were males (89.6%), aged between 21 and 40 (79.3%) and married (63.9%). Their employment situations were alarming, with 39.1% unemployed at the time of the study and 60.7% unemployed in the past two years. The average period of unemployment was 8 months. About 70% of respondents had attended training courses run by the Construction Industry Training Authority (CITA) as construction workers were required to do so by law. However, the participation rates in other types of training courses were extremely low, because the respondents did not know about the existence of these courses, the medium of instruction was Chinese and the courses were unable to meet their training needs.

The Far East Overseas Nepalese Association (FEONA) conducted a survey in 2001 with 267 Nepalese workers from fifty construction companies to examine the workplace conditions of the Nepalese labour in the construction sector of Hong Kong. Thirty-one of the respondents were female (11.6%). Over 74% of the respondents were under thirty-five, and 17% were younger than twenty-five. The data suggested a lack of opportunities for younger workers. Nearly 82% of the respondents had completed lower secondary education or above, while 18.3% had attended university. These relatively high levels of education supported the Nepalese people's perceptions that they had no other option but to work in the construction sector. The respondents

who had obtained education qualifications in Nepal found their qualifications of no value in Hong Kong because the Government did not recognise their Nepalese credentials. This is caused by the Nepalese cultural practice that, at birth, the Nepalese people are given names which are listed on the birth certificates and other official documents such as passports, but during childhood, they acquire another name, which would be shown on educational certificates. As a result, the names on educational certificates do not match with those on official documents and thus the Hong Kong Government does not accept such education qualifications. Even though 61% of respondents in the survey had four years or more working experience in the construction industry, more than 77% of them had worked for one year or less with the same employer. This indicated that the nature of the jobs was either short-term or insecure. 89.9% of the respondents were day labourers, thus only a few enjoyed regular monthly salaries that might offer a certain extent of security. In total, 174 respondents (65.1%) did not sign employment contracts with their current or last employers. In cases of labour disputes, workers without contracts could not provide legal documents to prove that they were employed in the construction sites (Frost, 2004).

Another research project conducted by Ku *et al.* in 2006 found that almost 60% of South Asian ethnic minorities were employed full-time while 13% were unemployed. Among the latter, around 30% had been unemployed for more than a year. Close to 40% of the respondents had experienced some form of unemployment in the previous two years, and approximately 60% reported feeling that it was difficult to find a job in Hong Kong. Three-quarters of the respondents attributed the problem to their inability to speak Cantonese and / or Mandarin while slightly more than one-third of them felt that they were rejected because they were non-Chinese. Several

other studies consistently revealed similar findings and that the employment problems faced by the ethnic minority communities were related to their ethnicities (Ku *et al.*, 2003; Ku *et al.*, 2006; Tang *et al.*, 2006). However, Kam and Wong (2003) pointed out that the language barrier was just an excuse for employers since most of the respondents attained educational qualifications at secondary or above level and spoke fluent English. Besides, most of the respondents were engaged in elementary occupations which did not really require Chinese / Cantonese fluency. This shows that racial discrimination does exist in the job recruitment process.

Racial discrimination also occurs in the workplace. It may come in the forms of lower salaries, longer working hours, heavier workloads, less employees' welfare and job promotion opportunities, and higher chances of being laid off in comparison to the local Chinese (City University of Hong Kong and Unison Hong Kong, 2003; Ku *et al.*, 2003; Ku *et al.*, 2006; Tang *et at.*, 2006). Besides receiving different treatments at work, the ethnic minorities are facing other kinds of difficulties in the workplace. Both studies of the employment situations of South Asians in Hong Kong, conducted by Kam and Wong (2003) and Ku *et al.* (2006) indicated that the major problems were 'communication with supervisors or boss and colleagues' and 'cannot receive salary on time'. Both studies also concurred that most of the South Asians had never joined any training courses, since they did not know about the courses or the training institutions, even though those who had taken training courses in Hong Kong had found the courses useful. This shows that there are limited information and ways for South Asians to seek jobs and join training courses. These barriers can probably obstruct them from improving their employment situations.

Training

Training services is one of the ways to enhance ethnic minority people's competitiveness in the labour market. Ku *et al.* (2006) discovered that slightly more than two-thirds of the respondents had not used any training services provided by institutes in Hong Kong, and only most of the respondents who worked or had worked at construction sites or as security guards had completed statutory training such as the Green Card and Security Personnel Permit. For those who had taken training courses, close to 70% reported having attended courses run by the Construction Industry training Authority (CITA) followed by 15.6% run by the Vocational Training Council (VTC) and 10.9% run by the Youth Pre-Employment Training Programme (YPTP) of the Labour Department. The respondents cited various difficulties concerning their use of training services in Hong Kong, such as not knowing the availability of training courses, the medium of teaching being in Chinese, inability to find suitable courses, unsuitable time schedules of the courses, expensive course fees, their educational qualifications did not meet the entry requirements, and the courses were not useful or recognized.

The Research Gap

It is apparent that ethnic minorities face various types of barriers or difficulties in different aspects of their lives, including employment, education, and accommodation, etc. In particular, after reviewing the relevant literature and existing provision of training services, some knowledge gaps have emerged which are worthy of further explorations. First, there have been limited studies investigating the training needs of the South Asian ethnic minorities in Hong Kong. Second, the unsatisfactory

utilisation of existing training programmes in Hong Kong may reveal that there are gaps between the expectations of the South Asian ethnic minorities and the current provision of training services. Third, the cultural differences in respect of the expectations of training programmes and training needs among the Indian, Nepalese and Pakistani members of South Asian ethnic minorities have not been explored distinctively in previous studies. Further investigation into the living situations of the Indians, Nepalese or Pakistanis separately was therefore identified as an area of need.

It was noted from the 2011 Population Census that the labour force participation rates of the female South Asian ethnic minority groups contrasted sharply with their male counterparts. 83.6% of Indian males participated in the labour force, while the rate for Indian females was 49.9%. For Nepalese, the participation rates for males and females were 85.2% and 65.1% respectively. The labour force participation rates for Pakistani males and females also revealed a significant contrast of 68.9% and 12.4% respectively. This contrast may be due to South Asian women's submissiveness to their traditional roles and close adherence to the conservative norms of their cultures, resulting in few of them joining the labour markets and many of them being housewives (Shum, Gao and Tsung, 2012: 253). Therefore, it was considered worthwhile to conduct a research study on the training needs of the South Asian male adults with their gender, races and cultures as the core concerns.

The importance of conducting a study on the training needs of South Asian male adults is underscored by findings that the reported unemployment rates of the South Asian ethnic minorities in Hong Kong are higher than those of the local Chinese. In addition, previous research studies often do not take into consideration the variability that exists within each ethnic group, which may be resulting in inaccurate

generalisations. There may be substantial variations in the job preferences and hence the training needs of different subgroups of South Asian ethnic minorities in Hong Kong, affected by genetic, cultural and historical factors. To achieve economic and social integration, it is therefore imperative to, first of all, gain better understanding of the training needs and their associated implications of the ethnic minorities in Hong Kong.

The Research Questions

This thesis aims at understanding the situations of the South Asian male adults, the social forces behind the social exclusion and the disadvantageous employment conditions being faced by the South Asian male adults, as well as how their racial and ethnic identities contribute to their vulnerable social status.

This study focused on, in particular, the training needs of three groups of South Asian ethnic minorities in Hong Kong, namely the Indians, Nepalese and Pakistanis. In addition, the study sought to explore whether these three ethnic groups have race and ethnicity-specific training needs. Furthermore, the study aimed to examine whether training-related support and resources provided to the South Asian male adults in Hong Kong suitably address the needs of the target groups.

Most importantly, the purpose of this study was to bring out the training needs of the South Asian male adults in Hong Kong and raise the awareness and attention of policy-makers and training service providers. The up-to-date findings of this thesis can help provide insights about designing and developing training programmes for the South Asian ethnic minorities in future, with a view to improving / wanting to

improve the employment prospects as well as their well-being and integration into the Hong Kong society.

This thesis will consider the following key research questions:

- Do the South Asian male adults in Hong Kong have any special training needs different from the local population?
- Do the South Asian male adults in Hong Kong have particular training needs that influence their economic and social integration?
- Do the South Asian male adults in Hong Kong have special training needs that are specific to their ethnicities?

Summary

This chapter has explored the contextual theories and research studies that are relevant and significant to the research topic. The literature review enabled the general research problem and the specific research gaps to be identified, and in turn to derive specific research questions. In view of the gaps listed in the previous section, the principal objective of this thesis was to make the voices of the South Asian male adults living and working in Hong Kong heard through their participation in the study, and to shed light on their training needs and improve their employment situations accordingly.

CHAPTER THREE RESEARCH METHODOLOGY

Introduction: Approaches to Social Research

The purpose of this chapter is to consider the most appropriate methodology for the research questions and the research answers.

The credibility of any findings, conclusions and claims related to the research questions depend on the correct match between methodology and methods. Green and Browne (2005) defined the term *methodology* as the study of the principles of investigation including the philosophical foundations of choice of methods, and the term *methods* as a set of strategies for asking useful questions, designing a study, and collecting and analysing data. Similarly, Sikes (2004: 16) defined *methodology* as: "…the theory of getting knowledge, to the consideration of the best ways, methods or procedures, by which data that will provide the evidence basis for the construction of knowledge about whether it is that is being researched, is obtained", and *methods* as: "…the specific research techniques that are used in order to collect and them analysis data". Sikes (2004) also considered that researchers have to be able to justify and argue a methodological case for their reasons for choosing a particular approach and specific methods.

As both a sensible and sentimental man, I, on one hand, acknowledge the role of logic and reason in the testing of knowledge, and on the other hand, I also accept variations and changes over time. I believe that the best way to conduct social research is to act as an outside observer to study the research subjects behaving on their own and from their own points of view. Therefore, I consider social reality or *ontology* as socially

constructed, subjectively experienced and the result of human thought as expressed through language.

As the social constructivist position was taken, I sought to collect subjective accounts and perceptions that explained how the world was experienced and constructed by the people living in it. In terms of research design and choice of methods, I considered knowledge or *epistemology* as experimental and personal. The interpretivist position in me therefore sought to ask questions to the people involved. Based on the belief that people need to feel to be making decisions about what to do, in this research, I resorted to methods which sought explanations and understanding from their viewpoints.

Qualitative and quantitative perspectives in social research are often taken to denote conflicting ontological and epistemological assumptions. According to this viewpoint, qualitative methods are rooted within interpretivism, whereas quantitative methods are rooted within objectivist assumptions (Virk, 2006). I adopted an approach which lay somewhere along the continuum while inclining to the qualitative extreme. This mixed method resulted in an approach of first-stage data collection by structured survey interviews, followed by collection of qualitative insights into how individuals created, modified and interpreted their experiences by face-to-face interviews. This approach allowed for investigation of highly complex processes that were not amenable to quantification in ways which facilitated the generation of theories.

Research Design

This research covered three ethnic minority groups of South Asian males, Indians, Nepalese and Pakistanis, aged 18 or above living in Hong Kong. To capture the training needs of South Asian male adults in Hong Kong more comprehensively, both structured survey interviews and face-to-face interviews were adopted as the research typologies for data collection. Qualitative research was characterised as induction, discovery, exploration, theory and hypothesis generation, with the researcher as the primary 'instrument' of data collection and qualitative analysis (Johnson and Onwuegbuzie, 2004). As stated by Punch (2005: 168): "…interview is one of the main data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways we have of understanding others."

I gave major emphasis to the qualitative nature of this research, and carried out the different phases sequentially. The first stage data were collected through structured questionnaire interviews, and the results were analysed and used to pave the way for the subsequent phase of face-to-face interviews. In structured survey interviews the respondents were asked a series of pre-established questions, with preset response categories. According to Punch (2005): "…in this sort of interview, the interviewer attempts to play a neutral role, and a neutral manner and demeanour are encouraged in executing the role. The stimulus-response nature of this type of interview stresses rational rather than emotional responses" (Punch, 2005: 170). The face-to-face interviews were used as a way of understanding the complex behaviour of the participants without imposing any *a priori* categorisation which limited the field of inquiry. The data and results obtained from the structured survey interviews

provided a general picture of the research problems, while the qualitative data collected from the unstructured interviews refined and explained the results by exploring the participants' views more in-depth and giving context to the findings.

As some of the subjects of the research, particularly those less-educated and older age groups, might be weak in English proficiency, three South Asian helpers who were proficient in English and their native languages (i.e. Hindi for Indians, Nepali for Nepalese, and Urdu for Pakistanis) were recruited to assist the researcher in conducting the questionnaire survey. All the helpers had some backgrounds in doing social research. Briefing sessions were provided to these helpers to help them understand the questionnaire and learn the necessary interviewing skills before the interviews were carried out. For face-to-face interviews, an ethnography study was conducted to increase the idiographic understanding of the cultural groups of South Asian ethnic minorities. Face-to-face interviews involved subjects who represented a cross-section of the male adults in the South Asian cultural groups and were mainly conducted in English. Unfortunately, this also meant that the South Asians who could not understand English had to be excluded from the face-to-face interviews.

Questionnaire Survey

A structured and closed-end questionnaire was used for the survey. Before the survey, a pilot test was conducted with a small group of South Asian male adults to identify any problems and make necessary amendments to the draft question items before the questionnaire was finalised.

Sample Design

Given that ethnic minorities accounted for only 6.4% of the population, the traditional method of sampling for territory-wide surveys would likely be very resource demanding and hence costly. Convenient and snowball sampling was adopted in the questionnaire survey to generate a non-random sample of respondents. Basically, the process involved building a sample through referrals. Three South Asian ethnic minority helpers were recruited to assist in carrying out the survey. They were invited to generate the sample through their networks of relatives, friends, colleagues and neighbours. Social service organisations which provided services to the South Asian ethnic minorities were also approached to assist in generating a sample for the survey. These were effective in overcoming the difficulties in reaching the interviewees. Interview sites included units of non-governmental organisations, ethnic minority gathering sites, mosques, temples, churches and other different locations.

To ensure that the sample comprised target groups of different characteristics, a quota sampling method was adopted. The unit of analysis of the research study was the individual. Any male, Indian, Nepalese or Pakistani, who was aged 18 or above, not engaged in full-time studies, was eligible for the questionnaire interview. The individuals were those who were working, or had worked in the past, or those who were looking for jobs.

The following formula was used to decide on the sample size:

$$N = (z / e)^2 (\rho) (1-\rho)$$

Where N = sample size;

z = the standard score corresponding to a given confidence level;

e = the proportion of sampling error; and

ρ = estimated proportion or incidence of cases.

It was assumed that 50% of the population had certain training needs and thus, ρ = 0.50. Using a confidence level of 95% with z = 1.96, and an error level of 0.10, the sample size was calculated as follows:

$$N = (1.96/0.10)^2 (0.50) (0.50)$$

$$N = 96$$

Therefore, a sample size of ninety-six questionnaires was decided upon. With the aim of balancing the number of respondents from each ethnic group, thirty two respondents from each group were interviewed for the questionnaire. This enabled better understanding and comparisons of any group differences.

Pilot Test

According to Brace (2013), it is always advisable to pilot the questionnaire before the survey goes live, as questionnaires are rarely the best that they could be at the first attempt. There are various types of pilot surveys that may be carried out according to the perceived need for piloting, time available and budget. These are:

- Informal pilots carried out with a small number of friends or colleagues;

- Cognitive interviewing in which the questionnaire is tested amongst respondents;
- Accompanied interviewing, which may be used for the researcher to accompany or listen in to interviews carried out by regular members of the interviewing force, principally to test for interviewer and routeing errors;
- Large-scale pilot studies where a larger number of interviews can be used to test for completeness of brand lists or incidence of sub-groups;
- Dynamic pilots, where question wording is changed between interviews to test alternatives based on responses received.

Cognitive testing was adopted for this research to identify and resolve any problems with the questionnaire before administering it to the actual ethnic minority respondents. The duration of the actual interview was also estimated from the pilot interviews. The three ethnic minority helpers were first interviewed by the researcher individually, and then they were brought together as a focus group, in which the participants discussed with the researcher the ambiguous items and problem areas found in the draft questionnaire. Modifications were made to the survey questionnaire through joint consensus of the focus group participants. Some of the questions were rephrased in simple English for clarity and easy understanding by ethnic minorities with limited proficiency in English. The data gathered from this pilot test were not included in the final sample of ninety-six respondents.

The Questionnaire

The survey questionnaire was designed to explore the social forces leading to the disadvantaged employment conditions of the South Asian ethnic minorities, and to

understand whether there were any difficulties and exclusions that were specific to the three ethnic minority groups in the study (see Appendix I).

The first part of the questionnaire asked about the respondents' personal information, for the purpose of providing a description of the sample population of the study. The questions included the ethnicities, districts of living, ages, employment status, education levels and language proficiency of the respondents.

The main part of the questionnaire focused on assessing the respondents' employment and training experiences. The questions enquired about their experiences of employment, job seeking and training, and their views towards training courses. Specific questions concerning problems faced in the workplace and in job seeking, factors affecting their choices of jobs and integration into the Hong Kong society, reasons for attending or not attending training courses, and arrangements that would be helpful in facilitating their participation in training programmes, were formulated to provide a general picture of the research problems, and the results were used to pave the way for the second phase of face-to-face interviews.

The Questionnaire Survey

Ninety-six South Asian male adults in Hong Kong were visited to administer a survey questionnaire. Each interview lasted for approximately thirty minutes.

The respondents were briefed that their participation was entirely voluntary. They were at liberty to withdraw at any time without prejudice or negative consequences, and non-participation would not affect their rights / access to other services. All

information obtained would be treated with strict confidence and used for research purposes only. Only aggregated data would be reported and no personal information would be released in any report or publication. Respondents were required to sign a Participant Consent Form to indicate their understanding of their rights, the nature and purpose of the research project, and their agreement to participate. Contact information of the researcher, the supervisors and the Research Ethics Coordinator were provided to the respondents so that they might request for further information about the research and / or make a complaint relating to their involvement in the research.

Face-to-face Interviews

The data collected in qualitative research has been labelled as soft, that is rich in descriptions of people, places, and conversations, and not easily handled by statistical procedures. Research questions were not noted for operationalising variables; rather, they were formulated to investigate in all their complexities, and in context (Bogan and Biklen, 1982).

Face-to-face interviews allowed the research topic to be covered in-depth and allowed more detailed exploration. The core features of face-to-face interviews were that they were interactional exchanges of dialogues, relatively informal, a thematic or topic-centred approach could be taken and they took the perspective that knowledge was situated and contextualized. In addition, non-verbal cues might help understand the verbal responses. However, face-to-face interviews were time-consuming and could be costly; the lack of standardisation in interviews also raised concerns about their reliability, as the data collected were, to a certain extent, unique to the specific

individual and the context involved (Mason, 2002).

Face-to-face discussion sessions were held with a total of eighteen members. The subjects were chosen to comprise a mixture of ethnicities, education levels and age groups. Six male adults from the three ethnic groups, Indians, Nepalese and Pakistanis, were interviewed. Although the focus of the research was on the South Asian male adults with lower education levels, as the group in a disadvantageous social position, some South Asian male professionals were also interviewed to provide a clearer and fuller assessment of training and holistic needs through comparing the experiences and views of the less-educated with those of higher-educated participants. The interviews took place in a setting where the subjects felt comfortable and relaxed. A discussion guide, informed by the results of the first stage questionnaire survey, was used for all the interviews to ensure greater consistency and allow comparability between the informants by using a set of pre-defined questions (see Appendix II). English was mainly used in the face-to-face interviews. Discussions were recorded with the consent of the subjects. Each session lasted for around one hour. This unstructured method facilitated mutual understanding and supplemented the results of the structured survey. The qualitative findings and the conclusions will be discussed in subsequent chapters.

Data Analysis

Structured qualitative data gathered in the questionnaire survey were analysed using the Statistical Package for Social Sciences (SPSS). For the unstructured qualitative data, all the audio-recordings of the face-to-face interviews were transcribed. Analysis of the transcription was conducted in order to draw meaningful interpretations by

making reference to the theoretical frameworks illustrated in the literature review, covering issues such as the training needs of the South Asian ethnic minority groups, and how their economic and social integration into local society could be achieved by means of training.

The framework approach is a method developed in the 1980s to manage and analyse qualitative data in social policy researches. Aims and objectives of the researches are highly focused and researchers work with structured topic guides to elicit and manage data (Smith and Firth, 2011). Researchers can explore data in depth while simultaneously maintaining an effective and transparent audit trail, which enhances the rigour of the analytical processes and the creditability of the findings. In the course of the analytical processes, there are interconnected stages which enables researchers to revisit and review the data again and again until a coherent account emerges (Ritchie and Lewis, 2013). The approach enables researchers to track decisions to ensure that links between the original data and findings are maintained and transparent.

By adopting the framework approach, what the researcher did in this thesis was to come to the data with the templates emerged from the theoretical frameworks. It involved making sense of the concepts and themes in terms of respondents' lives and experiences. This was achieved by exploring the relationship between the core concepts, the established literature and theoretical perspectives relating to training needs of the research subjects which were useful for improving their integration into the Hong Kong society.

In this research, 'human capital model' and 'social capital model', and their

applications, together with theories of 'interculturalism' and of an 'ethnic enclave economy' had been adopted as the main framework. This provided a theoretical basis to the whole thesis, from which to assess how the research subjects had improved their skills competence and life chances; addressing marginalization through training meeting their actual needs and to achieve the goal of economic and social integration.

Ethical Issues

"Researchers must be honest and lawful in respect to their actions in research and in their response to the actions of other researchers." (University of Nottingham, 2010: 2). Researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice (BERA, 2011). In carrying out the research study, there are two issues dominating recent guidelines of ethics in research involving human subjects, namely informed consent and protection of confidentiality (O'Leary, 2004).

The concept of informed consent emphasises the importance of the researcher accurately informing the respondents and participants of the nature of the research. The participants in this research were invited to participate in the study voluntarily, and they were informed of their right to withdraw from the research for any or no reason. They had, all along, been informed properly about the nature of the study. They were informed clearly about the extent of their involvement in the research study, including time commitment, type of activity, topics that would be covered, and all physical and emotional risks potentially involved. In the case that participants whose intellectual capabilities or other vulnerable circumstances might have limited

their ability to understand or agree voluntarily to undertake their roles, I had also fully explored alternative ways to enable participants to make authentic responses.

Confidentiality involves protecting participants' identities. While the research data would be able to identify a particular respondent, such identification would never be made public; all identifying data remained solely with and for myself. Protection of confidentiality also involved secure storage of data; restrictions on access to raw data; obtaining permission for subsequent use of data; publication of research findings in a manner that would not allow for ready identification of subjects; and eventual destruction of raw data.

As mentioned in Chapter One, I am an administrator at the Employees Retraining Board and an active member of the Hong Kong Unison. As I am associated with these interest groups, and this social research is related to current policy issue, there are potential conflicts of interest. Despite the value of the thesis, the research might not be welcomed by all those in the ethnic minority groups, as they may feel threatened that their non-participation might affect their future access to the services provided by the two organisations. Since I was fully aware of this, I overcame it by fully disclosing all related affiliations during the research and in any publications or reports arising from the research; explaining the purpose and procedures of the research to the prospective participants, and promising that they would in no way be prejudiced if they chose not to participate in the research.

My research proposal and its methodology were reviewed and approved by the Research Ethics Committee of the School of Education, University of Nottingham. I had implemented the above mentioned guidelines through the use of a Participant

Information Sheet (see Appendix III) that contained my description of the study, what would be done with the findings, and other pertinent information. The respondents' and participants' signature on the Participant Consent Form (see Appendix IV) were taken as evidence of informed consent.

Summary

This chapter has outlined the research methodology used in order to collect and analyse the data and to address the key research questions. The research, as a whole, was carried out by means of a qualitative study and using multiple research methods. A questionnaire survey of participants was conducted to generate data for the development of appropriate questions in the face-to-face interviews with key subjects. The methods used provided a robust basis for the research as a whole and for addressing the research questions. Ethical issues for social research have also been considered in this chapter; I was committed to abide by the relevant guidelines and work according to their principles.

CHAPTER FOUR THE QUESTIONNAIRE SURVEY

Introduction

This chapter assesses the employment and training experiences of the South Asian male adult respondents. It presents the findings of the questionnaire survey conducted from March to April 2013, which was completed successfully with a total of ninety-six respondents (sixty-seven employed and twenty-nine unemployed). The survey sought to identify the profiles of the respondents, and their experiences of employment, job seeking and attending training courses. The data collected and the results analysed in this phase were used to provide insights for the subsequent phase of the face-to-face interviews.

Profiles of the Respondents

The respondents' demographic characteristics were collected in the questionnaire survey in terms of age, length of stay in Hong Kong, district of residence, number of household members, total monthly household income, educational attainment, proficiency in their native languages, and proficiency in Chinese and English.

Age

The respondents in the sample consisted of 34.4% in the age group 18-29, 26.0% in the age group 30-39, 24.0% in the age group 40-49 and 15.6% in the age group 50-59. The enumeration of these data is in Tables 4.1 and 4.2 below.

Table 4.1: Respondents by ethnicities, age groups and employment status

Ethnicity	Age Group								Total	
	18-29		30-39		40-49		50-59			
	E	U	E	U	E	U	E	U	E	U
Indian	6	6	7	0	6	1	4	2	23	9
Nepalese	8	2	6	2	5	3	1	5	20	12
Pakistani	6	5	10	0	7	1	1	2	24	8
Total	20	13	23	2	18	5	6	9	67	29

E: Employed U: Unemployed

Table 4.2: Respondents by ethnicities, age groups and employment status

%	Age Group							
	18-29		30-39		40-49		50-59	
	E	U	E	U	E	U	E	U
Indian	6.3%	6.3%	7.3%	0.0%	6.3%	1.0%	4.2%	2.1%
Nepalese	8.3%	2.1%	6.3%	2.1%	5.2%	3.2%	1.0%	5.2%
Pakistani	6.3%	5.2%	10.4%	0.0%	7.3%	1.0%	1.0%	2.1%
Total	20.9%	13.6%	24.0%	2.1%	18.8%	5.2%	6.2%	9.4%
	34.5%		26.1%		24.0%		15.6%	

E: Employed U: Unemployed

Due to rounding, percentages may not total 100%.

The age distributions between the employed and unemployed respondents across the different ethnic groups are shown in Table 4.3, and quite diverse patterns can be observed. In the 18-29 age group, employed respondents were the dominant majority for the Nepalese (80.0%), compared with half of the Indian respondents and slightly more than half (54.5%) of the Pakistani respondents being employed. All the Indian and Pakistani respondents aged 30-39 were employed, compared with only 75.0% of the Nepalese in this age group. In the 40-49 age group, higher proportions of the

Indian (85.7%) and Pakistani (87.5%) respondents were employed, while only 62.5% of the Nepalese respondents in this age group were employed. In the 50-59 age group, two-thirds of the Indian respondents were employed, while 16.7% and 33.3% of the Nepalese and Pakistani respondents respectively were employed. This means that quite a sizeable proportion (60.0%) of the South Asian male adults in this age group sample were unemployed.

Table 4.3: Respondents by ethnicities, age groups and employment status

%	Age Group							
	18-29		30-39		40-49		50-59	
	E	U	E	U	E	U	E	U
Indian	50.0%	50.0%	100.0%	0.0%	85.7%	14.3%	66.7%	33.3%
Nepalese	80.0%	20.0%	75.0%	25.0%	62.5%	37.5%	16.7%	83.3%
Pakistani	54.5%	45.5%	100.0%	0.0%	87.5%	12.5%	33.3%	66.7%

E: Employed U: Unemployed

Due to rounding, percentages may not total 100%.

Length of Stay in Hong Kong

The statistics on the length of stay of the respondents are shown in Tables 4.4 and 4.5. Only 3.1% of the respondents were born in Hong Kong. Of those who were not, 22.9% had lived in Hong Kong for seven years or more. Across ethnicities, none of the Nepalese or Pakistani respondents were born in Hong Kong, while 13.0% of the Indian respondents were. These Indian respondents were aged 15-39 and were all employed.

Table 4.4: Length of stay in Hong Kong by employment status and ethnicities

%	Employed			Unemployed			Total
	I	N	P	I	N	P	
Since birth	13.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%
Not since birth	86.9%	100.0%	100.1%	99.9%	100.0%	100.0%	96.9%
Below 2 years	*26.1%*	*30.0%*	*29.2%*	*33.3%*	*66.7%*	*50.0%*	*35.4%*
3-4 years	*21.7%*	*25.0%*	*50.0%*	*22.2%*	*8.3%*	*37.5%*	*29.2%*
5-6 years	*8.7%*	*5.0%*	*4.2%*	*33.3%*	*8.3%*	*12.5%*	*9.4%*
7 years or above	*30.4%*	*40.0%*	*16.7%*	*11.1%*	*16.7%*	*0.0%*	*22.9%*
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	23	20	24	9	12	8	96

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

Table 4.5: Length of stay in Hong Kong by employment status and age groups

%	Employed				Unemployed				Total
	15-29	30-39	40-49	50-59	15-29	30-39	40-49	50-59	
Since birth	5.0%	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%
Not since birth	85.0%	91.2%	100.0%	100.0%	100.1%	100.0%	100.0%	99.9%	96.9%
Below 2 years	*40.0%*	*21.7%*	*22.2%*	*33.3%*	*46.2%*	*50.0%*	*80.0%*	*44.4%*	*35.4%*
3-4 years	*40.0%*	*30.4%*	*38.9%*	*0.0%*	*30.8%*	*50.0%*	*0.0%*	*11.1%*	*29.2%*
5-6 years	*0.0%*	*13.0%*	*5.6%*	*0.0%*	*23.1%*	*0.0%*	*0.0%*	*22.2%*	*9.4%*
7 years or above	*15.0%*	*26.1%*	*33.3%*	*66.7%*	*0.0%*	*0.0%*	*20.0%*	*22.2%*	*22.9%*
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	20	23	18	6	13	2	5	9	96

Due to rounding, percentages may not total 100%.

District of Residence

As displayed in Table 4.6 below, a higher percentage of the respondents were living in the Yau Tsim Mong (49.0%), Wan Chai (16.7%), Central & Western (7.3%), and Tuen Mun (6.3%) districts. Across ethnicities, most Indian respondents, i.e. 73.8% of those employed and 77.8% of those unemployed, were living on Hong Kong Island. A majority of the Nepalese respondents (all those employed and 91.6% of those unemployed) and most Pakistani respondents (58.3% of those employed and 87.5% of those unemployed) were living on the Kowloon Peninsula. A phenomenon was observed that, although the South Asian male adults were living throughout Hong Kong, they tended to build up their own ethnic communities in a specified few districts. For instance, Yau Tsim Mong is home to many South Asian male adults.

Table 4.6: District living-in by employment status and ethnicities

%	Employed			Unemployed			Total
	I	N	P	I	N	P	
Hong Kong	**73.8%**	**0.0%**	**0.0%**	**77.8%**	**0.0%**	**0.0%**	**25.0%**
Central & Western	21.7%	0.0%	0.0%	22.2%	0.0%	0.0%	7.3%
Wan Chai	47.8%	0.0%	0.0%	55.6%	0.0%	0.0%	16.7%
Eastern	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Southern	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Kowloon	**13.0%**	**100.0%**	**58.3%**	**22.2%**	**91.6%**	**87.5%**	**59.4%**
Yau Tsim Mong	4.3%	95.0%	45.8%	22.2%	83.3%	50.0%	49.0%
Sham Shui Po	0.0%	0.0%	4.2%	0.0%	8.3%	12.5%	3.1%
Kowloon City	0.0%	5.0%	8.3%	0.0%	0.0%	12.5%	4.2%
Wong Tai Sin	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kwun Tong	8.7%	0.0%	0.0%	0.0%	0.0%	12.5%	3.1%
New Territories	**12.9%**	**0.0%**	**41.7%**	**0.0%**	**8.3%**	**12.5%**	**15.5%**
Kwai Tsing	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	1.0%
Tsuen Wan	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	1.0%
Tuen Mun	0.0%	0.0%	20.8%	0.0%	0.0%	12.5%	6.3%
Yuen Long	0.0%	0.0%	12.5%	0.0%	8.3%	0.0%	4.2%
North	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Tai Po	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sha Tin	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Sai Kung	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Islands	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	23	20	24	9	12	8	96

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

Number of Household Members

Table 4.7 shows that 60.4% and 36.5% of the respondents had 2-3 or 4-5 household members respectively in Hong Kong.

Table 4.7: Household members by employment status

%	Employed	Unemployed	Total
1	1.5%	0.0%	1.0%
2-3	59.7%	62.1%	60.4%
4-5	37.3%	34.5%	36.5%
6 or above	1.5%	3.4%	2.1%
Total	**100%**	**100%**	**100%**
N	67	29	96

Due to rounding, percentages may not total 100%.

Total Monthly Household Income

As tabulated in Table 4.8, 62.5% of the respondents had monthly household incomes ranging from HK$10,000 to HK$19,999.

Table 4.8: Monthly total family income by employment status

%	Employed	Unemployed	Total
No Income	0.0%	0.0%	0.0%
Below $5,000	0.0%	0.0%	0.0%
$5,000-$9,999	4.5%	10.3%	6.3%
$10,000-$14,999	40.3%	44.8%	41.7%
$15,000-$19,999	25.4%	10.3%	20.8%
$20,000-$24,999	4.5%	3.4%	4.2%
$25,000-$29,999	4.5%	0.0%	3.1%
$30,000-$34,999	0.0%	3.4%	1.0%
$35,000-$39,999	0.0%	0.0%	0.0%
$40,000-$49,999	0.0%	0.0%	0.0%
$50,000-$59,999	0.0%	0.0%	0.0%
$60,000 or above	4.5%	0.0%	3.1%
Refuse to answer	16.4%	27.6%	19.8%
Total	**100%**	**100%**	**100%**
N	67	29	96

Due to rounding, percentages may not total 100%.

Educational Attainment

Tables 4.9 shows that more than half of the respondents (63.6%) had lower-to-upper secondary education attainment and 12.5% had degrees or above. In terms of employment status, the percentages of the unemployed were higher among respondents who had attained only lower secondary (44.8%) or primary education (31.0%).

Table 4.9: Educational attainment by employment status

%	Employed	Unemployed	Total
Doctoral Degree	0.0%	0.0%	0.0%
Master's Degree	9.0%	6.9%	8.3%
Undergraduate Degree	6.0%	0.0%	4.2%
Sub-degree	0.0%	0.0%	0.0%
Post-secondary Certificate / Diploma	4.5%	3.4%	4.2%
Upper Secondary	25.4%	13.8%	21.9%
Lower Secondary	40.3%	44.8%	41.7%
Primary	14.9%	31.0%	19.8%
Below Primary/ No Formal Education	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**
N	67	29	96

Due to rounding, percentages may not total 100%.

Table 4.10 shows that, in respect of ethnicities, the percentage of degree or above holders of the Indian respondents was higher than those of the Nepalese and Pakistani groups. Also, all the unemployed Pakistani respondents had only completed lower secondary school or below. The acquisition of degrees by Indians, which allowed them to be more likely to experience upward mobility in the labour market, was also found in Modood's study in the UK (see Chapter Two, pages 50-51).

Table 4.10: Educational attainment by employment status and ethnicities

%	Employed			Unemployed			Total
	I	N	P	I	N	P	
Doctoral Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Master's Degree	17.4%	0.0%	8.3%	22.2%	0.0%	0.0%	8.3%
Undergraduate Degree	17.4%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%
Sub-degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Post-secondary Certificate / Diploma	4.3%	10.0%	0.0%	11.1%	0.0%	0.0%	4.2%
Upper Secondary	8.7%	55.0%	16.7%	11.1%	25.0%	0.0%	21.9%
Lower Secondary	34.8%	20.0%	62.5%	33.3%	25.0%	87.5%	41.7%
Primary	17.4%	15.0%	12.5%	22.2%	50.0%	12.5%	19.8%
Below Primary/ No Formal Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	23	20	24	9	12	8	96

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

As observed in Table 4.11, by age groups, the percentage is higher for the younger employed who had lower secondary education (60.0%). Similarly, the percentages are higher for the younger unemployed who had lower secondary education (69.2%).

Seventy-eight out of the ninety-six respondents (i.e. 81.3%) obtained their education qualifications outside Hong Kong. It is worth noting that only two and four respondents had obtained bachelors' degrees and masters' degrees respectively in Hong Kong.

Table 4.11: Educational attainment by employment status and age groups

%	Employed				Unemployed				Total
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**	
Doctoral Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Master's Degree	10.0%	13.0%	0.0%	16.7%	15.4%	0.0%	0.0%	0.0%	8.3%
Undergraduate Degree	0.0%	8.7%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%
Sub-degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Post-secondary Certificate/ Diploma	0.0%	4.3%	5.6%	16.7%	0.0%	0.0%	20.0%	0.0%	4.2%
Upper Secondary	25.0%	21.7%	27.8%	33.3%	7.7%	50.0%	20.0%	11.1%	21.9%
Lower Secondary	60.0%	43.5%	22.2%	16.7%	69.2%	0.0%	0.0%	44.4%	41.7%
Primary	5.0%	8.7%	33.3%	16.7%	7.7%	50.0%	60.0%	44.4%	19.8%
Below Primary/ No Formal Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	20	23	18	6	13	2	5	9	96

Due to rounding, percentages may not total 100%.

Proficiency in Native Languages

The Indian respondents indicated that their native languages were Hindi and Punjabi. A few of them also knew Kannada and Gujarati. Nepali and Limbu were indicated as the native languages of the Nepalese respondents. A few of the Nepalese respondents knew Hindi and Rai as well. The Pakistani respondents stated that their native language was Urdu. A few of them also knew Hindi and Punjabi.

However, as illustrated in Tables 4.12 to 4.14, not all the respondents were proficient in their native languages, in particular in reading and writing skills. The percentages

of the respondents who were ‘Fair’ or ‘Not at all’ in reading (7.3%) and writing (9.3%) their native languages were higher than the corresponding percentages in listening (2.1%) and speaking (2.1%).

Almost all the Indian respondents, both employed and unemployed, considered themselves to have ‘Very Good’ proficiency in their native languages.

No significant diversity was observed among different age groups with regard to their proficiency in their native languages.

Table 4.12: Proficiency in native languages by employment status

%		Employed	Unemployed	Total
Listening	Very Good	94.0%	82.8%	90.6%
	Good	4.5%	13.8%	7.3%
	Fair	1.5%	3.4%	2.1%
	Not at all	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**
Speaking	Very Good	94.0%	82.8%	90.6%
	Good	4.5%	13.8%	7.3%
	Fair	1.5%	3.4%	2.1%
	Not at all	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**
Reading	Very Good	88.1%	62.1%	80.2%
	Good	10.4%	17.2%	12.5%
	Fair	1.5%	17.2%	6.3%
	Not at all	0.0%	3.4%	1.0%
	Total	**100%**	**100%**	**100%**
Writing	Very Good	83.6%	94.0%	77.1%
	Good	11.9%	4.5%	13.5%
	Fair	4.5%	1.5%	8.3%
	Not at all	0.0%	0.0%	1.0%
	Total	**100.0%**	**100.0%**	**100%**

Due to rounding, percentages may not total 100%.

Table 4.13: Proficiency in native languages by employment status and ethnicities

%		Employed			Unemployed			Total
		I	N	P	I	N	P	
Listening	Very Good	100.0%	85.0%	95.8%	100.0%	58.3%	100.0%	90.6%
	Good	0.0%	10.0%	4.2%	0.0%	33.3%	0.0%	7.3%
	Fair	0.0%	5.0%	0.0%	0.0%	8.3%	0.0%	2.1%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	100.0%	85.0%	95.8%	100.0%	58.3%	100.0%	90.6%
	Good	0.0%	10.0%	4.2%	0.0%	33.3%	0.0%	7.3%
	Fair	0.0%	5.0%	0.0%	0.0%	8.3%	0.0%	2.1%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	100.0%	75.0%	87.5%	100.0%	25.0%	75.0%	80.2%
	Good	0.0%	20.0%	12.5%	0.0%	25.0%	25.0%	12.5%
	Fair	0.0%	5.0%	0.0%	0.0%	41.7%	0.0%	6.3%
	Not at all	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	1.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	95.7%	75.0%	79.2%	100.0%	25.0%	75.0%	77.1%
	Good	0.0%	15.0%	20.8%	0.0%	25.0%	25.0%	13.5%
	Fair	4.3%	10.0%	0.0%	0.0%	41.7%	0.0%	8.3%
	Not at all	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	1.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

Table 4.14: Proficiency in native languages by employment status and age groups

%		Employed				Unemployed				Total
		15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**	
Listening	Very Good	95.0%	91.3%	94.4%	100.0%	92.3%	50.0%	60.0%	88.9%	90.6%
	Good	5.0%	8.7%	0.0%	0.0%	7.7%	50.0%	40.0%	0.0%	7.3%
	Fair	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	11.1%	2.1%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	95.0%	91.3%	94.4%	100.0%	92.3%	50.0%	60.0%	88.9%	90.6%
	Good	5.0%	8.7%	0.0%	0.0%	7.7%	50.0%	40.0%	0.0%	7.3%
	Fair	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	11.1%	2.1%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	90.0%	87.0%	83.3%	100.0%	76.9%	50.0%	40.0%	55.6%	80.2%
	Good	10.0%	13.0%	11.1%	0.0%	15.4%	50.0%	40.0%	0.0%	12.5%
	Fair	0.0%	0.0%	5.6%	0.0%	7.7%	0.0%	20.0%	33.3%	6.3%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	1.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	90.0%	78.3%	83.3%	83.3%	76.9%	50.0%	40.0%	55.6%	77.1%
	Good	10.0%	17.4%	11.1%	0.0%	15.4%	50.0%	40.0%	0.0%	13.5%
	Fair	0.0%	4.3%	5.6%	16.7%	7.7%	0.0%	20.0%	33.3%	8.3%
	Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	1.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Due to rounding, percentages may not total 100%.

Proficiency in Chinese

In the Basic Law (Article 9) and the Official Language Ordinance (Chapter 5), English and Chinese (Cantonese as the spoken form and the traditional Chinese characters for the written form) are both recognised as official languages of Hong Kong. Chinese is used by around 90.8% of the population as their mother language, which creates a core barrier for South Asian minorities to live, study and work in Hong Kong (ICESCR Second Report, 2003).

As shown in Tables 4.15 to 4.17, almost all the respondents rated themselves ‘Fair’ or ‘Not at all’ in Chinese proficiency. Only one Indian respondent considered himself ‘Very Good’ in listening to and speaking Chinese. One Indian respondent and two Nepalese considered themselves ‘Fair’ in all four aspects of Chinese proficiency, i.e. listening, speaking, reading and writing skills. One Pakistani respondent rated himself ‘Fair’ in listening to Chinese. It is noteworthy that all the abovementioned five respondents were employed, while all the unemployed respondents rated themselves ‘Not at all’ in all four aspects of Chinese proficiency.

Across different age groups, the 50-59 age group was particularly weak in Chinese language proficiency. The lack of Chinese proficiency was particularly recognizable in the unemployed group, as all of them rated themselves ‘Not at all’ in all four aspects of Chinese proficiency.

Table 4.15: Proficiency in Chinese by employment status

%		Employed	Unemployed	Total
Listening	Very Good	1.5%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%
	Fair	6.0%	0.0%	4.2%
	Not at all	92.5%	100.0%	94.8%
	Total	**100%**	**100%**	**100%**
Speaking	Very Good	1.5%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%
	Fair	4.5%	0.0%	3.1%
	Not at all	94.0%	100.0%	95.8%
	Total	**100%**	**100%**	**100%**
Reading	Very Good	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%
	Fair	4.5%	0.0%	3.1%
	Not at all	95.5%	100.0%	96.9%
	Total	**100%**	**100%**	**100%**
Writing	Very Good	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%
	Fair	4.5%	0.0%	3.1%
	Not at all	95.5%	100.0%	96.9%
	Total	**100.0%**	**100.0%**	**100%**

Due to rounding, percentages may not total 100%.

Table 4.16: Proficiency in Chinese by employment status and ethnicities

%		Employed			Unemployed			Total
		I	N	P	I	N	P	
Listening	Very Good	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	4.3%	10.0%	4.2%	0.0%	0.0%	0.0%	4.2%
	Not at all	91.3%	90.0%	95.8%	100.0%	100.0%	100.0%	94.8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	4.3%	10.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	91.3%	90.0%	100.0%	100.0%	100.0%	100.0%	95.8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	4.3%	10.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	95.7%	90.0%	100.0%	100.0%	100.0%	100.0%	96.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	4.3%	10.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	95.7%	90.0%	100.0%	100.0%	100.0%	100.0%	96.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

Table 4.17: Proficiency in Chinese by employment status and age groups

%		Employed				Unemployed				Total
		15-29	30-39	40-49	50-59	15-29	30-39	40-49	50-59	
Listening	Very Good	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	5.0%	4.3%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%
	Not at all	95.0%	91.3%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	94.8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	5.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	95.0%	95.7%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	95.8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	5.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	95.0%	100.0%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	96.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Good	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Fair	5.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%
	Not at all	95.0%	100.0%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	96.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Due to rounding, percentages may not total 100%.

Proficiency in English

As shown in Tables 4.18 to 4.20, around half (49.0%) of the respondents considered themselves 'Very Good' or 'Good' in the four aspects of English proficiency, i.e. listening, speaking, reading and writing skills. The employed respondents, in general, considered themselves to have better English proficiency than the unemployed.

Among the three ethnic groups, the majority rated themselves as having ‘Very Good’ or ‘Good’ English proficiency were Indian respondents, both employed and unemployed. The Pakistani respondents were second on the list. However, there was a great discrepancy in the ratings of the employed and the unemployed Pakistani respondents. More than half of the employed Pakistani respondents rated themselves as having ‘Very Good’ or ‘Good’ English proficiency, while the percentage of those unemployed was only 12.5%. The Nepalese respondents had the least percentage of ‘Very Good’ and ‘Good’ ratings. 85% and 75% of the Nepalese respondents, both employed and unemployed, rated themselves ‘Fair’ or ‘Not at all’ respectively in English proficiency.

The younger age groups of 15-29 and 30-39 considered themselves to have better English proficiencies than those aged 40 or above. This was particularly noticeable within the unemployed group. Across different age groups, the percentage of the older generations aged 40 or above who considered themselves fair in commanding or unable to command English was higher than that of the younger generations.

Table 4.18: Proficiency in English by employment status

%		Employed	Unemployed	Total
Listening	Very Good	19.4%	13.8%	17.7%
	Good	32.8%	27.6%	31.3%
	Fair	31.3%	20.7%	28.1%
	Not at all	16.4%	37.9%	22.9%
	Total	**100%**	**100%**	**100%**
Speaking	Very Good	20.9%	13.8%	18.8%
	Good	31.3%	27.6%	30.2%
	Fair	31.3%	20.7%	28.1%
	Not at all	16.4%	37.9%	22.9%
	Total	**100%**	**100%**	**100%**
Reading	Very Good	20.9%	13.8%	18.8%
	Good	31.3%	27.6%	30.2%
	Fair	31.3%	20.7%	28.1%
	Not at all	16.4%	37.9%	22.9%
	Total	**100%**	**100%**	**100%**
Writing	Very Good	20.9%	13.8%	18.8%
	Good	31.3%	27.6%	30.2%
	Fair	29.9%	20.7%	27.1%
	Not at all	17.9%	37.9%	24.0%
	Total	**100.0%**	**100.0%**	**100%**

Due to rounding, percentages may not total 100%.

Table 4.19: Proficiency in English by employment status and ethnicities

%		Employed			Unemployed			Total
		I	N	P	I	N	P	
Listening	Very Good	47.8%	0.0%	8.3%	33.3%	8.3%	0.0%	17.7%
	Good	39.1%	15.0%	41.7%	55.6%	16.7%	12.5%	31.3%
	Fair	13.0%	60.0%	25.0%	11.1%	8.3%	50.0%	28.1%
	Not at all	0.0%	25.0%	25.0%	0.0%	66.7%	37.5%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	52.2%	0.0%	8.3%	33.3%	8.3%	0.0%	18.8%
	Good	34.8%	15.0%	41.7%	55.6%	16.7%	12.5%	30.2%
	Fair	13.0%	60.0%	25.0%	11.1%	8.3%	50.0%	28.1%
	Not at all	0.0%	25.0%	25.0%	0.0%	66.7%	37.5%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	52.2%	0.0%	8.3%	33.3%	8.3%	0.0%	18.8%
	Good	34.8%	15.0%	41.7%	55.6%	16.7%	12.5%	30.2%
	Fair	13.0%	60.0%	25.0%	11.1%	8.3%	50.0%	28.1%
	Not at all	0.0%	25.0%	25.0%	0.0%	66.7%	37.5%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	52.2%	0.0%	8.3%	33.3%	8.3%	0.0%	18.8%
	Good	34.8%	15.0%	41.7%	55.6%	16.7%	12.5%	30.2%
	Fair	13.0%	55.0%	25.0%	11.1%	8.3%	50.0%	27.1%
	Not at all	0.0%	30.0%	25.0%	0.0%	66.7%	37.5%	24.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

I: Indian N: Nepalese P: Pakistani

Due to rounding, percentages may not total 100%.

Table 4.20: Proficiency in English by employment status and age groups

%		Employed				Unemployed				Total
		15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**	
Listening	Very Good	10.0%	21.7%	22.2%	33.3%	23.1%	0.0%	0.0%	11.1%	17.7%
	Good	40.0%	30.4%	22.2%	50.0%	30.8%	50.0%	40.0%	11.1%	31.3%
	Fair	40.0%	34.8%	22.2%	16.7%	15.4%	0.0%	40.0%	22.2%	28.1%
	Not at all	10.0%	13.0%	33.3%	0.0%	30.8%	50.0%	20.0%	55.6%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Speaking	Very Good	10.0%	21.7%	22.2%	50.0%	23.1%	0.0%	0.0%	11.1%	18.8%
	Good	40.0%	30.4%	22.2%	33.3%	30.8%	50.0%	40.0%	11.1%	30.2%
	Fair	40.0%	34.8%	22.2%	16.7%	15.4%	0.0%	40.0%	22.2%	28.1%
	Not at all	10.0%	13.0%	33.3%	0.0%	30.8%	50.0%	20.0%	55.6%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Reading	Very Good	10.0%	21.7%	22.2%	50.0%	23.1%	0.0%	0.0%	11.1%	18.8%
	Good	40.0%	30.4%	22.2%	33.3%	30.8%	50.0%	40.0%	11.1%	30.2%
	Fair	45.0%	30.4%	22.2%	16.7%	15.4%	0.0%	40.0%	22.2%	28.1%
	Not at all	5.0%	17.4%	33.3%	0.0%	30.8%	50.0%	20.0%	55.6%	22.9%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Writing	Very Good	10.0%	21.7%	22.2%	50.0%	23.1%	0.0%	0.0%	11.1%	18.8%
	Good	40.0%	30.4%	22.2%	33.3%	30.8%	50.0%	40.0%	11.1%	30.2%
	Fair	40.0%	30.4%	22.2%	16.7%	15.4%	0.0%	40.0%	22.2%	27.1%
	Not at all	10.0%	17.4%	33.3%	0.0%	30.8%	50.0%	20.0%	55.6%	24.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Due to rounding, percentages may not total 100%.

Employment Experience

The following analyses are based on the data collected from respondents who were employed at the time of the study or had been employed previously in Hong Kong. As shown in Diagram 4.1, sixty-seven of the ninety-six respondents were employed, while twenty-nine of them were unemployed. Three of those unemployed had no previous working experience. These employment situations were somewhat consistent with the results of the study conducted by Clark and Drinkwater in the UK (see

Chapter Two, page 49), and that by the City University of Hong Kong and Hong Kong Unison Ltd. (see Chapter Two, page 76).

Employment Status

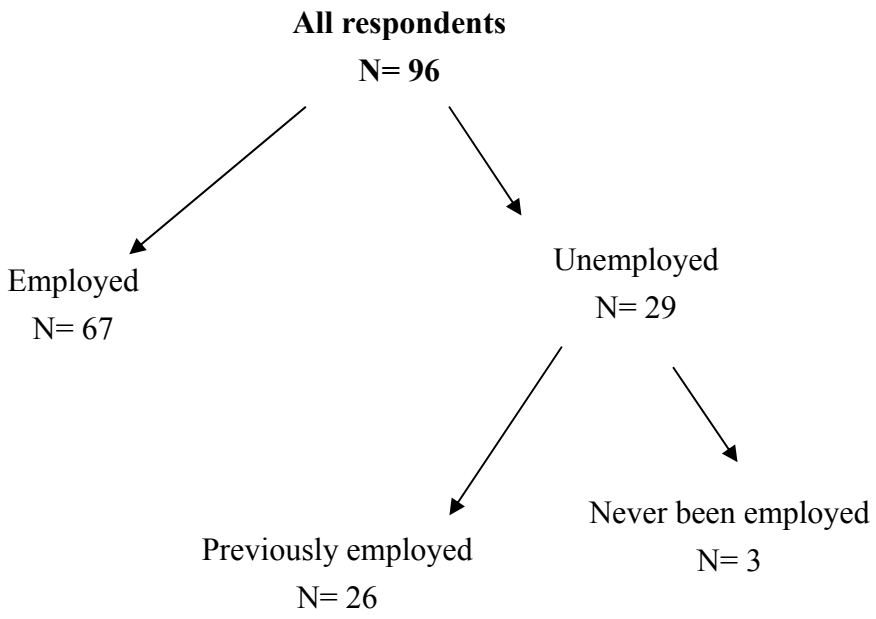

Diagram 4.1: Employment Status of Respondents

As shown in Table 4.21, the industry in which the highest percentage of South Asian male adult respondents was working or had worked previously was construction and renovation, with 32.8% of the currently employed and 26.9% of previously employed coming from this sector. This was followed by the property management and security industry, with 19.4% of those employed at the time of the study and 19.2% previously employed. The catering industry came third, with 11.9% of currently employed and 30.8% of previously employed. Other industries with relatively more respondents working were education and recreation (7.5% of currently employed and 11.5% of previously employed), financial services (7.5% of currently employed and 3.8% of previously employed), and import and export (4.5% of the currently employed and

3.8% of previously employed). These results are consistent with the widespread phenomenon observed in various societies that ethnic minorities were placed in specific segments of the labour market, particularly in semi-skilled and unskilled jobs (see Chapter Two, pages 49 and 57).

Table 4.21: Industries by employment status

%	Employed	Unemployed
Art & Design	0.0%	0.0%
Beauty & Hairdressing	4.5%	0.0%
Catering	11.9%	30.8%
Construction & Renovation	32.8%	26.9%
Domestic & Environmental Services	1.5%	0.0%
Education & Recreation	7.5%	11.5%
Electrical & Mechanical Services	0.0%	0.0%
Entertainment & Performing Arts	0.0%	0.0%
Financial Services	7.5%	3.8%
Healthcare Services	0.0%	0.0%
Hotel	0.0%	0.0%
Import & Export	4.5%	3.8%
Information & Communications Technology	0.0%	0.0%
Logistics	1.5%	3.8%
Printing & Publishing	0.0%	0.0%
Property Management & Security	19.4%	19.2%
Real Estate Agency	0.0%	0.0%
Retail	4.5%	0.0%
Social Services	3.0%	0.0%
Tourism	0.0%	0.0%
Others	1.5%	0.0%
Total	**100%**	**100%**
N	**67**	**26***

* Three unemployed respondents had no previous working experience.

Industries Working / Worked for

By ethnicities, as shown in Table 4.22, significant proportions of the Nepalese (65.0% of the employed and 50.0% of the unemployed) and the Pakistanis (25.0% of the employed and 25.0% of the unemployed) were engaged in the construction and renovation industry, as compared to only 13.0% of the employed Indians. In addition, significant proportions of respondents from all three ethnic groups were engaged in the property management and security industry, but there was no significant diversity among different ethnicity groups, i.e. 13.0% of employed and 12.5% of unemployed Indian, 25.0% of employed and 30.0% of unemployed Nepalese, and 20.8% of employed and 12.5% of unemployed Pakistani respondents were engaged in this industry. The catering industry was also popular with the Indian and Pakistani respondents, with 8.7% of employed and 37.5% of unemployed Indians, and 25.0% of employed and 37.5% of unemployed Pakistanis engaged in this industry; none of the employed Nepalese was working in this industry. It can be observed that significant proportions of the Indian respondents were engaged in the education and recreation industry (13.0% of employed and 37.5% of unemployed) and financial services (21.7% of employed and 12.5% of unemployed). This is believed to be attributed to the relative higher educational attainment and better English proficiency of the Indian respondents.

Table 4.22: Industries by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Art & Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Beauty & Hairdressing	4.3%	0.0%	8.3%	0.0%	0.0%	0.0%
Catering	8.7%	0.0%	25.0%	37.5%	20.0%	37.5%
Construction & Renovation	13.0%	65.0%	25.0%	0.0%	50.0%	25.0%
Domestic & Environmental Services	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Education & Recreation	13.0%	0.0%	8.3%	37.5%	0.0%	0.0%
Electrical & Mechanical Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Entertainment & Performing Arts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Financial Services	21.7%	0.0%	0.0%	12.5%	0.0%	0.0%
Healthcare Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hotel	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Import & Export	8.7%	5.0%	0.0%	0.0%	0.0%	12.5%
Information & Communications Technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Logistics	4.3%	0.0%	0.0%	0.0%	0.0%	12.5%
Printing & Publishing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Property Management & Security	13.0%	25.0%	20.8%	12.5%	30.0%	12.5%
Real Estate Agency	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Retail	4.3%	0.0%	8.3%	0.0%	0.0%	0.0%
Social Services	4.3%	0.0%	4.2%	0.0%	0.0%	0.0%
Tourism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**8***	**10***	**8**

I: Indian N: Nepalese P: Pakistani

* One unemployed Indian and two unemployed Nepalese respondents had no previous working experience.

By educational attainment, as analysed in Table 4.23, of the currently employed respondents, 80.0% degree or above qualifications holders were working in the education and recreation (40.0%), and financial services (40.0%) industries respectively. Two-thirds of sub-degree or post-secondary certificate / diploma holders were working in the construction and renovation industry, while one-third were working in the financial services industry. Those with secondary or below qualifications were working in diversified industries, with relatively higher proportions working in the construction and renovation (37.0%), property management and security (24.1%), and catering (14.8%) industries.

All of the unemployed respondents with degree or above, sub-degree or post-secondary certificate / diploma qualifications had worked in the education and recreation or the financial services industries previously. Those with secondary or below qualifications had worked in diversified industries previously, with relatively higher proportions in the catering (34.8%), construction and renovation (30.4%), and property management and security (21.7%) industries.

Table 4.23: Industries by employment status and educational attainment

%	Employed			Unemployed		
	DA	SD	SB	DA	SD	SB
Art & Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Beauty & Hairdressing	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%
Catering	0.0%	0.0%	14.8%	0.0%	0.0%	34.8%
Construction & Renovation	0.0%	66.7%	37.0%	0.0%	0.0%	30.4%
Domestic & Environmental Services	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%
Education & Recreation	40.0%	0.0%	1.9%	50.0%	100%	4.3%
Electrical & Mechanical Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Entertainment & Performing Arts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Financial Services	40.0%	33.3%	0.0%	50.0%	0.0%	0.0%
Healthcare Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hotel	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Import & Export	0.0%	0.0%	5.6%	0.0%	0.0%	4.3%
Information & Communications Technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Logistics	0.0%	0.0%	1.9%	0.0%	0.0%	4.3%
Printing & Publishing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Property Management & Security	0.0%	0.0%	24.1%	0.0%	0.0%	21.7%
Real Estate Agency	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Retail	10.0%	0.0%	3.7%	0.0%	0.0%	0.0%
Social Services	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%
Tourism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

N	**10**	**3**	**54**	**2**	**1**	**23***

DA: Degree or above

SD: Sub-degree or post-secondary certificate/ diploma

SB: Secondary or below

* Three unemployed respondents had no previous working experience.

Mode of Job

As displayed in Tables 4.24 to 4.26, the majority of the respondents (88.1%) were engaged in full-time jobs. A relatively higher proportion of Pakistani respondents (29.2%) was engaged in part-time jobs, while the Indian and Nepalese respondents were represented by 4.3% and 0.0% respectively. All the respondents aged forty or above were engaged in full-time jobs. For the younger generations, 25.0% of the respondents aged 15-29 and 13.0% of those aged 30-39 were engaged in part-time jobs.

Table 4.24: Mode of job

Full-time	88.1%
Part-time	11.9%
Total	**100%**

Table 4.25: Mode of job by ethnicities

%	I	N	P
Full-time	100.0%	100.0%	85.2%
Part-time	0.0%	0.0%	14.8%
Total	**100%**	**100%**	**100%**

I: Indian N: Nepalese P: Pakistani

Table 4.26: Mode of job by age groups

%	15-29	30-39	40-49	50-59
Full-time	75.0%	87.0%	100.0%	100.0%
Part-time	25.0%	13.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**

Average Working Hours per Week

The average working hours per week, as tabulated in Table 4.27, ranged from 54.6 to 60.7 hours for full-time jobs and 10.0 to 22.0 hours for part-time employment.

Table 4.27: Working hours per week by ethnicities and age groups

Hours	Ethnicity			Age Group			
	I	**N**	**P**	**15-29**	**30-39**	**40-49**	**50-59**
Full-time							
Mean	54.6	60.7	58.0	60.3	57.1	58.3	54.7
Part-time							
Mean	22.0	NA	15.3	18.4	10.0	NA	NA

I: Indian N: Nepalese P: Pakistani

NA: Not Applicable

District Working / Worked in

Tables 4.28 and 4.29 show that higher percentages of the respondents were working or had worked in the Central & Western (28.0%), Yau Tsim Mong (18.3%), Kowloon City (14.0%) and Tuen Mun (14.0%) districts. Across ethnicities, most Indian respondents, i.e. 56.5% of those employed and 87.5% of those unemployed, were working or had worked on Hong Kong Island. None of them was working or had worked in the New Territories. In contrast, it can be observed that the Nepalese and Pakistani respondents, both employed and unemployed, were working or had worked scattered in various districts of Hong Kong.

Table 4.28: District working-in by employment status

%	Employed	Unemployed	Total
Hong Kong	**37.4%**	**42.3%**	**38.7%**
Central & Western	25.4%	34.6%	28.0%
Wan Chai	7.5%	7.7%	7.5%
Eastern	4.5%	0.0%	3.2%
Southern	0.0%	0.0%	0.0%
Kowloon	**37.3%**	**26.9%**	**34.5%**
Yau Tsim Mong	17.9%	19.2%	18.3%
Sham Shui Po	1.5%	0.0%	1.1%
Kowloon City	16.4%	7.7%	14.0%
Wong Tai Sin	0.0%	0.0%	0.0%
Kwun Tong	1.5%	0.0%	1.1%
New Territories	**25.4%**	**30.6%**	**27.0%**
Kwai Tsing	1.5%	0.0%	1.1%
Tsuen Wan	0.0%	0.0%	0.0%
Tuen Mun	11.9%	19.2%	14.0%
Yuen Long	6.0%	3.8%	5.4%
North	0.0%	0.0%	0.0%
Tai Po	0.0%	3.8%	1.1%
Sha Tin	1.5%	0.0%	1.1%
Sai Kung	3.0%	3.8%	3.2%
Islands	1.5%	0.0%	1.1%
Total	**100%**	**100%**	**100%**

N	67	26*	93

* Three unemployed respondents had no previous working experience.

Table 4.29: District working-in by employment status and ethnicities

%	Employed			Unemployed			Total
	I	N	P	I	N	P	
Hong Kong	**56.5%**	**35.0%**	**20.8%**	**87.5%**	**20.0%**	**25.0%**	**38.5%**
Central & Western	43.5%	10.0%	20.8%	62.5%	20.0%	25.0%	27.1%
Wan Chai	13.0%	10.0%	0.0%	25.0%	0.0%	0.0%	8.3%
Eastern	0.0%	15.0%	0.0%	0.0%	0.0%	0.0%	3.1%
Southern	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kowloon	**43.4%**	**30.0%**	**37.5%**	**12.5%**	**40.0%**	**25.0%**	**35.3%**
Yau Tsim Mong	21.7%	10.0%	20.8%	12.5%	30.0%	12.5%	19.8%
Sham Shui Po	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	1.0%
Kowloon City	21.7%	15.0%	12.5%	0.0%	10.0%	12.5%	13.5%
Wong Tai Sin	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kwun Tong	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	1.0%
New Territories	**0.0%**	**35.0%**	**41.7%**	**0.0%**	**40.0%**	**50.0%**	**25.8%**
Kwai Tsing	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Tsuen Wan	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tuen Mun	0.0%	15.0%	20.8%	0.0%	20.0%	37.5%	13.5%
Yuen Long	0.0%	0.0%	16.7%	0.0%	0.0%	12.5%	5.2%
North	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tai Po	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%	1.0%
Sha Tin	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	1.0%
Sai Kung	0.0%	10.0%	0.0%	0.0%	10.0%	0.0%	3.1%
Islands	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	23	20	24	8*	10*	8	93

I: Indian N: Nepalese P: Pakistani

* One unemployed Indian and two unemployed Nepalese respondents had no previous working experience.

Problems Encountered in the Workplace

As illustrated in Tables 4.30 to 4.32, all the currently employed or unemployed respondents had encountered problems in the workplace to a certain extent. However, there was no significant diversity across ethnicities and age groups regarding the job-related problems faced by the respondents.

About three-quarters of the currently employed respondents and a majority of the currently unemployed respondents indicated that their 'Employers' requirements are too demanding', 'Working hours are too long' and 'Working hours are inflexible or irregular', and they also considered 'Lack of promotion opportunities / prospects' a problem in the workplace.

In general, very few respondents considered 'Lack of allowance for religious practices' to be a problem in the workplace, with only 3.0% and 7.7% of the currently employed and unemployed respondents respectively indicating that they had encountered this problem in the workplace.

About half of the currently employed (52.2%) and unemployed (53.8%) respondents considered that they encountered 'Difficulties in communication with supervisors or employers'. About half of the currently employed (52.2%) and three-quarters (73.1%) of the currently unemployed indicated that they encountered 'Difficulties in communication with colleagues'.

In general, the majority of both the employed and unemployed respondents indicated that they had encountered problems in meeting the job requirements of Chinese

proficiency.

Table 4.30: Problems encountered in the workplace by employment status

%	Employed	Unemployed
Employers' requirements are too demanding	73.1%	88.5%
Lack of promotion opportunities / prospects	76.1%	88.5%
Nature of work does not match my education background or qualifications	9.0%	7.7%
Working hours are too long	73.1%	84.6%
Working hours are inflexible or irregular	74.6%	92.3%
Lack of allowance for religious practices	3.0%	7.7%
Difficulties in communication with supervisors or employers	52.2%	53.8%
Difficulties in communication with colleagues	52.2%	73.1%
Difficulties in communication with non-EM customers	6.0%	19.2%
Difficulties in meeting the job requirement of spoken Cantonese	92.6%	100.0%
Difficulties in meeting the job requirement of reading and writing Chinese	89.6%	92.3%
Others	0.0%	0.0%
N	**67**	**26***

Note: Multiple responses

* Three unemployed respondents had no previous working experience.

Table 4.31: Problems encountered in the workplace by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Employers' requirements are too demanding	82.6%	80.0%	58.3%	87.5%	90.0%	87.5%
Lack of promotion opportunities / prospects	78.3%	75.0%	75.0%	87.5%	90.0%	87.5%
Nature of work does not match my education background or qualification	4.3%	20.0%	4.2%	12.5%	10.0%	0.0%
Working hours are too long	69.6%	80.0%	70.8%	75.0%	90.0%	87.5%
Working hours are inflexible or irregular	78.3%	75.0%	70.8%	87.5%	90.0%	100%
Lack of allowance for religious practices	0.0%	0.0%	8.3%	0.0%	0.0%	25.0%
Difficulties in communication with supervisors or employers	65.2%	50.0%	41.7%	50.0%	80.0%	25.0%
Difficulties in communication with colleagues	73.9%	40.0%	41.7%	87.5%	70.0%	62.5%
Difficulties in communication with non-EM customers	8.7%	10.0%	0.0%	37.5%	10.0%	12.5%
Difficulties in meeting the job requirement of spoken Cantonese	95.7%	90.0%	91.7%	100%	100%	100%
Difficulties in meeting the job requirement of reading and writing Chinese	100%	85.0%	83.3%	100%	100%	75.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**23**	**20**	**24**	**8***	**10***	**8**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

* One unemployed Indian and two unemployed Nepalese respondents had no previous working experience.

Table 4.32: Problems encountered in the workplace by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Employers' requirements are too demanding	70.0%	65.2%	77.8%	100%	81.8%	100%	100%	87.5%
Lack of promotion opportunities / prospects	70.0%	69.6%	83.3%	100%	81.8%	100%	100%	87.5%
Nature of work does not match my education background or qualification	10.0%	13.0%	5.6%	0.0%	0.0%	0.0%	20.0%	12.5%
Working hours are too long	85.0%	56.5%	77.8%	83.3%	90.9%	50.0%	80.0%	87.5%
Working hours are inflexible or irregular	80.0%	65.2%	77.8%	83.3%	100%	50.0%	100%	87.5%
Lack of allowance for religious practices	0.0%	0.0%	11.1%	0.0%	9.1%	0.0%	0.0%	12.5%
Difficulties in communication with supervisors or employers	70.0%	34.8%	50.0%	66.7%	54.5%	100%	60.0%	37.5%
Difficulties in communication with colleagues	65.0%	34.8%	55.6%	66.7%	72.7%	100%	80.0%	62.5%
Difficulties in communication with non-EM customers	5.0%	8.7%	5.6%	0.0%	9.1%	0.0%	40.0%	25.0%
Difficulties in meeting the job requirement of spoken Cantonese	95.0%	87.0%	100%	83.3%	100%	100%	100%	100%
Difficulties in meeting the job requirement of reading and writing Chinese	95.0%	73.9%	100%	100%	90.9%	100%	100%	87.5%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**20**	**23**	**18**	**6**	**11***	**2**	**5**	**8***

Note: Multiple responses

* Two unemployed respondents aged 15-29 and one aged 50-59 had no previous working experience.

Length of Employment

As shown in Table 4.33, 32.9% of the currently employed had stayed in their present jobs for half a year or less while the corresponding percentage was 61.5% for those currently unemployed. 40.3% of the currently employed and 15.4% of the currently unemployed had stayed in their present or previous jobs for one to two years and eleven months respectively. 7.5% of the currently employed and 3.8% of the currently unemployed had stayed in their present or previous jobs respectively for six years and above. It can be observed that the length of employment for those currently unemployed was, in general, shorter than those currently employed.

Table 4.33: Stay at job by employment status

%	Employed	Unemployed
Less than 1 month	0.0%	0.0%
1-2 months	7.5%	3.8%
3-6 months	25.4%	57.7%
7-11 months	11.9%	19.2%
1-2 years and 11 months	40.3%	15.4%
3-5 years and 11 months	7.5%	0.0%
6 years or above	7.5%	3.8%
Total	**100%**	**100%**
N	**67**	**26***

* Three unemployed respondents had no previous working experience.

As presented in Table 4.34, the percentage of the currently employed Indian respondents (78.3%) staying in their present jobs for one year or above was higher than the percentages of their Nepalese (45.0%) and Pakistani (41.7%) counterparts. Similarly, the percentage of the currently unemployed Indian respondents (25.0%)

who had stayed in their previous jobs for one year or above was higher than that of their Nepalese (20.0%) and Pakistani (0.0%) counterparts.

Table 4.34: Stay at job by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Less than 1 month	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 months	0.0%	15.0%	8.3%	0.0%	0.0%	12.5%
3-6 months	13.0%	25.0%	37.5%	75.0%	40.0%	62.5%
7-11 months	8.7%	15.0%	12.5%	0.0%	30.0%	25.0%
1-2 years and 11 months	60.9%	30.0%	29.2%	25.0%	20.0%	0.0%
3-5 years and 11 months	8.7%	5.0%	8.3%	0.0%	0.0%	0.0%
6 years or above	8.7%	10.0%	4.2%	0.0%	10.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**8***	**10***	**8**

I: Indian N: Nepalese P: Pakistani

* One unemployed Indian and two unemployed Nepalese respondents had no previous working experience.

As shown in Table 4.35, across different age groups of the currently employed who had stayed in their present jobs for one year or above, the percentages were 50.0% for the age group of 15-29, 52.1% for the age group of 30-39, 61.2% for the age group of 40-49, and 66.7% for the age group of 50-59. Similarly, for the currently unemployed, none of them was in the age group 15-29 or 30-39, and 40% of those in the age groups 40-49 and 50-59 had stayed in their previous jobs for one year or above. In general, it can be seen that the younger generations had stayed in their jobs for shorter periods than their elder counterparts.

Table 4.35: Stay at job by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Less than 1 month	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 months	10.0%	4.3%	11.1%	0.0%	0.0%	0.0%	0.0%	12.5%
3-6 months	40.0%	26.1%	11.1%	16.7%	72.7%	100%	40.0%	37.5%
7-11 months	0.0%	17.4%	16.7%	16.7%	27.3%	0.0%	20.0%	12.5%
1-2 years and 11 months	40.0%	34.8%	55.6%	16.7%	0.0%	0.0%	40.0%	25.0%
3-5 years and 11 months	10.0%	4.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%
6 years or above	0.0%	13.0%	5.6%	16.7%	0.0%	0.0%	0.0%	12.5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**20**	**23**	**18**	**6**	**11***	**2**	**5**	**8***

* Two unemployed respondents aged 15-29 and one aged 50-59 had no previous working experience.

The Longest Stay at a Job in Hong Kong

As indicated in Tables 4.36 to 4.38, most of the currently employed had stayed in their jobs in Hong Kong for one year or above (64.1%). On the other hand, the corresponding percentage was only 23.0% for the currently unemployed. Across different ethnicities, a higher proportion of the employed and unemployed Indian respondents had stayed in their jobs in Hong Kong for one year or above than the other two ethnicity groups. The proportions for the employed were 86.9% for the Indians, 65.0% for the Nepalese and 41.7% for the Pakistanis. The proportions in respect of the unemployed were 25.0% for the Indians, 20.0% for the Nepalese and 12.5% for the Pakistanis.

Across different age groups, in general, a smaller proportion of the younger generations than their elder counterparts had stayed at their jobs in Hong Kong for

one year or above the longest, both for the employed (50.0% for 15-29, 60.8% for 30-39, 77.8% for 40-49 and 83.3% for 50-59) and the unemployed (9.1% for 15-29, 0.0% for 30-39, 40.0% for 40-49 and 40.0% for 50-59).

Table 4.36: Longest stay at job by employment status

%	Employed	Unemployed
Less than 1 month	0.0%	0.0%
1-2 months	1.5%	3.8%
3-6 months	19.4%	50.0%
7-11 months	14.9%	23.1%
1-2 years and 11 months	43.3%	19.2%
3-5 years and 11 months	10.4%	0.0%
6 years or above	10.4%	3.8%
Total	**100%**	**100%**
N	**67**	**26***

* Three unemployed respondents had no previous working experience.

Table 4.37: Longest stay at job by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Less than 1 month	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 months	0.0%	0.0%	4.2%	0.0%	0.0%	12.5%
3-6 months	8.7%	25.0%	25.0%	50.0%	40.0%	52.5%
7-11 months	4.3%	10.0%	29.2%	25.0%	30.0%	12.5%
1-2 years and 11 months	65.2%	40.0%	25.0%	25.0%	20.0%	12.5%
3-5 years and 11 months	13.0%	5.0%	12.5%	0.0%	0.0%	0.0%
6 years or above	8.7%	20.0%	4.2%	0.0%	10.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**8***	**10***	**8**

I: Indian N: Nepalese P: Pakistani

* One unemployed Indian and two unemployed Nepalese respondents had no previous working experience.

Table 4.38: Longest stay at job by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Less than 1 month	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 months	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
3-6 months	35.0%	13.0%	11.1%	16.7%	63.6%	100%	40.0%	25.0%
7-11 months	10.0%	26.1%	11.1%	0.0%	27.3%	0.0%	20.0%	25.0%
1-2 years and 11 months	40.0%	34.8%	61.1%	33.3%	9.1%	0.0%	40.0%	25.0%
3-5 years and 11 months	10.0%	13.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%
6 years or above	0.0%	13.0%	16.7%	16.7%	0.0%	0.0%	0.0%	12.5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**20**	**23**	**18**	**6**	**11***	**2**	**5**	**8***

* Two unemployed respondents aged 15-29 and one aged 50-59 had no previous working experience.

Plans to Leave the Current Job or Not in the Coming Three Months

Table 4.39 shows that less than 5% of the currently employed respondents indicated that they would leave their current jobs in three months subsequent to the data collection. Also, none of those aged 40-49 and 50-59 expressed intention to leave their current jobs.

Table 4.39: Intention to leave the current job by ethnicities and age groups (for currently employed)

Hours	Ethnicity			Age Group			
	I	**N**	**P**	**15-29**	**30-39**	**40-49**	**50-59**
Yes	4.3%	5.0%	4.2%	10.0%	4.3%	0.0%	0.0%
No	95.7%	95.0%	95.8%	90.0%	95.7%	100%	100%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**20**	**23**	**18**	**6**

I: Indian N: Nepalese P: Pakistani

Reasons for Leaving Jobs

As shown in Table 4.40, the reasons for the currently employed to consider leaving their current jobs in the coming three months were 'Salary is too low' (66.7.0%), 'Working hours are too long' (33.3%), 'Irregular shift / work schedule' (33.3%) and 'Others: leaving Hong Kong' (33.3%). Similarly, the reasons for the currently unemployed to leave previous jobs were mainly 'Salary is too low' (96.2%), 'Working hours are too long' (84.6%), 'Irregular shift / work schedule' (76.9%), and 'Interpersonal relationship problems' (30.8%).

Table 4.40: Reasons for leaving jobs by employment status

%	Employed	Unemployed
Working hours are too long	33.3%	84.6%
Irregular shift / work schedule	33.3%	76.9%
Working location is too far from home	0.0%	0.0%
Unfair treatments	0.0%	3.8%
No job satisfaction	0.0%	3.8%
Salary is too low	66.7%	96.2%
Project / contract ended	0.0%	0.0%
Interpersonal relationship problems	0.0%	30.8%
Just want to take a break	0.0%	0.0%
No job prospect	0.0%	3.8%
Laid off by the employer	0.0%	0.0%
Others (i.e. leaving Hong Kong)	33.3%	0.0%
N	**3^**	**26***

Note: Multiple responses

^ Three employed considered to leave their job.

* Three unemployed respondents had no previous working experience.

Income

Table 4.41 shows that the percentage of the currently employed respondents earning less than HK$10,000 per month was 9.0%, while the corresponding percentage for the currently unemployed was 24.0%. The percentage of the currently employed respondents earning HK$10,000 to HK$14,999 per month was 50.7%, and that of the currently unemployed was 55.2%. The percentage of the currently employed respondents earning HK$15,000 per month or above was 34.4% and the corresponding percentage of the currently unemployed was 6.8%.

Table 4.41: Monthly personal income by employment status

%	Employed	Unemployed
No income	0.0%	3.4%
Below $5,000	3.0%	3.4%
$5,000-$9,999	6.0%	17.2%
$10,000-$14,999	50.7%	55.2%
$15,000-$19,999	22.4%	3.4%
$20,000-$24,999	3.0%	0.0%
$25,000-$29,999	4.5%	3.4%
$30,000-$34,999	0.0%	0.0%
$35,000-$39,999	3.0%	0.0%
$40,000-$49,999	0.0%	0.0%
$50,000-$59,999	1.5%	0.0%
$60,000 or above	0.0%	0.0%
Refused to answer	6.0%	13.8%
Total	**100%**	**100%**
N	**67**	**29**

By academic attainments (see Table 4.42), all the employed respondents with degree

or above qualifications earned HK$15,000 per month or above, with 10.0% of them earning HK$50,000 to HK$59,000 per month. 66.7% of those with sub-degree or post-secondary certificate / diploma qualifications, and 70.4% of those with secondary or below qualifications earned less than HK$15,000 per month. 50% of the unemployed respondents with degree or above qualifications earned HK$25,000 to HK$29,999 per month. All those with sub-degree or post-secondary certificate / diploma qualifications, and 80.7% of those with secondary or below qualifications earned less than HK$15,000 per month.

Table 4.42: Monthly personal income by employment status and education attainment

%	Employed			Unemployed		
	DA	SD	SB	DA	SD	SB
No income	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Below $5,000	0.0%	0.0%	3.7%	0.0%	0.0%	3.8%
$5,000-$9,999	0.0%	0.0%	7.4%	0.0%	0.0%	19.2%
$10,000-$14,999	0.0%	66.7%	59.3%	0.0%	100.0%	57.7%
$15,000-$19,999	20.0%	0.0%	24.1%	0.0%	0.0%	3.8%
$20,000-$24,999	10.0%	0.0%	1.9%	0.0%	0.0%	0.0%
$25,000-$29,999	30.0%	0.0%	0.0%	50.0%	0.0%	0.0%
$30,000-$34,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$35,000-$39,999	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$40,000-$49,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$50,000-$59,999	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$60,000 or above	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Refused to answer	10.0%	33.3%	3.7%	0.0%	0.0%	15.4%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**10**	**3**	**54**	**2**	**1**	**26**

DA: Degree or above

SD: Sub-degree or post-secondary certificate/ diploma

SB: Secondary or below

Across different ethnicities of those who were currently employed, as shown in Table 4.43, 25.9% of the Indian respondents earned HK$20,000 or above, while the percentages of the Nepalese and the Pakistani were only 5.0% and 4.2% respectively. Most respondents earned HK$10,000 to HK$19,999 per month, i.e. 52.1% of the Indian, 90.0% of the Nepalese and 79.1% of the Pakistani. For those who were currently unemployed, the majority earned less than HK$15,000 per month in their previous jobs, i.e. 77.7% of the Indian, 75.0% of the Nepalese and 87.5% of the Pakistani.

Table 4.43: Monthly personal income by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
No income	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%
Below $5,000	4.3%	0.0%	4.2%	11.1%	0.0%	0.0%
$5,000-$9,999	0.0%	5.0%	12.5%	11.1%	8.3%	37.5%
$10,000-$14,999	30.4%	50.0%	70.8%	44.4%	66.7%	50.0%
$15,000-$19,999	21.7%	40.0%	8.3%	0.0%	8.3%	0.0%
$20,000-$24,999	4.3%	5.0%	0.0%	0.0%	0.0%	0.0%
$25,000-$29,999	13.0%	0.0%	0.0%	11.1%	0.0%	0.0%
$30,000-$34,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$35,000-$39,999	4.3%	0.0%	4.2%	0.0%	0.0%	0.0%
$40,000-$49,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$50,000-$59,999	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
$60,000 or above	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Refused to answer	17.4%	0.0%	0.0%	11.1%	16.7%	12.5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Analysed by age groups for both the currently employed and unemployed, there is no indication that the younger generations tended to earn less than the elder participants (see Table 4.44).

Table 4.44: Monthly personal income by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
No income	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%
Below $5,000	10.0%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%
$5,000-$9,999	10.0%	0.0%	5.6%	16.7%	0.0%	0.0%	40.0%	33.3%
$10,000-$14,999	50.0%	52.4%	61.1%	16.7%	53.8%	100%	60.0%	44.4%
$15,000-$19,999	10.0%	34.8%	16.7%	33.3%	0.0%	0.0%	0.0%	11.1%
$20,000-$24,999	0.0%	4.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
$25,000-$29,999	10.0%	4.3%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%
$30,000-$34,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$35,000-$39,999	0.0%	4.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
$40,000-$49,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
$50,000-$59,999	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%
$60,000 or above	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Refuse to answer	10.0%	0.0%	5.6%	16.7%	23.1%	0.0%	0.0%	11.1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Length of Unemployment

As shown in Table 4.45, more than 80% of the respondents had been unemployed for one to two months.

Table 4.45: Length of unemployment by employment status and age groups

%	For those who were unemployed						
	Ethnicity			Age Group			
	I	N	P	15-29	30-39	40-49	50-59
Less than a month	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 months	88.9%	91.7%	87.5%	84.6%	100%	80.0%	100%
3-6 months	11.1%	8.3%	12.5%	15.4%	0.0%	20.0%	0.0%
7-11 months	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 years	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3-5 years	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6 years or above	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**9**	**12**	**8**	**13**	**2**	**5**	**9**

I: Indian N: Nepalese P: Pakistani

Job Seeking Experience

This section looks at the problems encountered by the respondents in their job-seeking processes, the factors affecting their choices of jobs and their integration into the Hong Kong society.

Problems Encountered in Job Seeking

As shown in Table 4.46, significant numbers of the respondents indicated that they had encountered problems of 'Employers unable to offer reasonable salaries' (88.1% of those employed; 100% of those unemployed), 'Working conditions' (79.1% of those employed; 100% of those unemployed), 'Limited channels available to know about job vacancies' (80.6% of those employed; 82.8% of those unemployed) and 'Most jobs require Chinese proficiency' (95.5% of those employed; 100% of those

unemployed). Such barriers for South Asians seeking jobs are consonant with the findings of the studies carried out by Wrench, *et al*. (1999) in the UK (see Chapter Two, pages 49-50), and those carried out by Kam and Wong (2003) and Ku *et al*. (2006) in Hong Kong (see Chapter Two, page 77).

Table 4.46: Problems encountered in job seeking by employment status

%	Employed	Unemployed
Employers unable to offer reasonable salaries	88.1%	100%
Working conditions	79.1%	100%
Unable to meet the educational or vocational skills requirements	7.5%	3.4%
Qualifications obtained in home country not recognised by employers	3.0%	3.4%
Training attended not recognised by employers	1.5%	0.0%
Lack of knowledge about local community	3.0%	0.0%
Lack of local work experience	4.5%	0.0%
Limited channels available to know about job vacancies	80.6%	82.8%
Most jobs require Chinese Proficiency	95.5%	100%
Employers would not hire employees of my ethnicity (race)	3.0%	6.9%
Others	0.0%	0.0%
N	**67**	**29**

Note: Multiple responses

In general, fewer employed Indians indicated that they had encountered problems in job seeking than did their Nepalese and Pakistani counterparts. Such ethnicity diversity was not shown among the unemployed (Table 4.47). Across different age groups, in general, fewer employed respondents aged 15-29 indicated that they had encountered problems in job seeking than those of other age groups. Such age diversity was not observed among the unemployed (Table 4.48).

Table 4.47: Problems encountered in job seeking by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Employers unable to offer reasonable salaries	78.3%	100%	87.5%	100%	100%	100%
Working conditions	73.9%	80.0%	83.3%	100%	100%	100%
Unable to meet the educational or vocational skills requirements	8.7%	10.0%	4.2%	11.1%	0.0%	0.0%
Qualifications obtained in home country not recognised by employers	4.3%	5.0%	0.0%	11.1%	0.0%	0.0%
Training attended not recognised by employers	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Lack of knowledge about local community	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Lack of local work experience	8.7%	0.0%	4.2%	0.0%	0.0%	0.0%
Limited channels available to know about job vacancies	73.9%	90.0%	79.2%	66.7%	91.7%	87.5%
Most jobs require Chinese Proficiency	87.0%	100%	100%	100%	100%	100%
Employers would not hire employees of my ethnicity (race)	8.7%	0.0%	0.0%	0.0%	8.3%	12.5%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Table 4.48: Problems encountered in job seeking by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Employers unable to offer reasonable salaries	85.0%	82.6%	100%	83.3%	100%	100%	100%	100%
Working conditions	75.0%	73.9%	88.9%	83.3%	100%	100%	100%	100%
Unable to meet the educational or vocational skills requirements	5.0%	8.7%	11.1%	0.0%	0.0%	0.0%	20.0%	0.0%
Qualifications obtained in home country not recognised by employers	5.0%	0.0%	5.6%	0.0%	0.0%	0.0%	20.0%	0.0%
Training attended not recognised by employers	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lack of knowledge about local community	0.0%	4.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Lack of local work experience	5.0%	4.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Limited channels available to know about job vacancies	80.0%	87.0%	77.8%	66.7%	76.9%	100%	80.0%	88.9%
Most jobs require Chinese Proficiency	90.0%	100%	100%	83.3%	100%	100%	100%	100%
Employers would not hire employees of my ethnicity (race)	0.0%	4.3%	5.6%	0.0%	7.7%	0.0%	0.0%	11.1%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Note: Multiple responses

Factors Affecting Choice of Jobs

As illustrated in Tables 4.49 to 4.51, the major factors affecting choice of jobs were 'Salaries / fringe benefits' (for all the employed and unemployed), 'Language proficiency requirement' (for all the employed and unemployed), 'Promotion opportunities' (98.5% of those employed; 96.6% of those unemployed), and 'Whether

there are opportunities for personal development and career advancement' (94.0% of those employed; 93.1% of those unemployed). No diversity was noticed across different ethnicities or age groups.

Table 4.49: Factors affecting choice of jobs by employment status

%	Employed	Unemployed
Salaries / fringe benefits	100%	100%
Language proficiency requirement	100%	100%
Promotion opportunities	98.5%	96.6%
Whether employers are from the same ethnic group	1.5%	0.0%
Whether customers are from the same ethnic group	1.5%	0.0%
Whether there are colleagues from the same ethnic group	1.5%	3.4%
Whether employers allow cultural and religious practice for ethnic minorities	7.5%	3.4%
Whether there are opportunities for personal development and career advancement	94.0%	93.1%
Others	0.0%	0.0%
N	**67**	**29**

Note: Multiple responses

Table 4.50: Factors affecting choice of jobs by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Salaries / fringe benefits	100%	100%	100%	100%	100%	100%
Language proficiency requirement	100%	100%	100%	100%	100%	100%
Promotion opportunities	95.7%	100%	100%	100%	91.7%	100%
Whether employers are from the same ethnic group	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Whether customers are from the same ethnic group	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Whether there are colleagues from the same ethnic group	4.3%	0.0%	0.0%	0.0%	0.0%	12.5%
Whether employers allow cultural and religious practice for ethnic minorities	4.3%	0.0%	16.7%	0.0%	0.0%	12.5%
Whether there are opportunities for personal development and career advancement	87.0%	100%	95.8%	100%	91.7%	87.5%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Table 4.51: Factors affecting choice of jobs by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Salaries / fringe benefits	100%	100%	100%	100%	100%	100%	100%	100%
Language proficiency requirement	100%	100%	100%	100%	100%	100%	100%	100%
Promotion opportunities	100%	95.7%	100%	100%	92.3%	100%	100%	100%
Whether employers are from the same ethnic group	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Whether customers are from the same ethnic group	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Whether there are colleagues from the same ethnic group	0.0%	4.3%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%
Whether employers allow cultural and religious practice for ethnic minorities	5.0%	4.3%	16.7%	0.0%	7.7%	0.0%	0.0%	0.0%
Whether there are opportunities for personal development and career advancement	95.0%	91.3%	100%	83.3%	100%	100%	100%	77.8%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Note: Multiple responses

Factors Affecting Integration into the Hong Kong Society

As shown in Tables 4.52 to 4.54, the major factor affecting integration into the Hong Kong society was 'Communication problems due to language barriers' (98.5% of those employed; 100% of those unemployed). This problem of language barriers encountered by South Asian male adults in Hong Kong is consistent with the findings revealed in other studies, for instance, Yang Memorial Methodist Social Services (2002), Kam and Wong (2003); Ku, *et al.* (2003) and Ku, *et al.* (2006) (see Chapter Two, pages 66-67, 71, 77-78). It was noted that, unlike their unemployed counterparts,

the employed respondents in general thought that there were various factors affecting their integration into the Hong Kong society. No diversity was noticed across different ethnicities and age groups.

Table 4.52: Factors affecting integration into the Hong Kong society by employment status

%	Employed	Unemployed
Communication problems due to language barriers	98.5%	100%
Differences in living habits, social and cultural practices	4.5%	0.0%
EM community's lack of awareness and sensitivity towards Chinese customs and culture	11.9%	0.0%
EM community's lack of updated information on local happenings and affairs in HK	10.4%	0.0%
Local community's lack of awareness and sensitivity towards ethnic minorities' culture and religious beliefs	16.4%	3.4%
Local people's biased attitudes to ethnic minorities	4.5%	3.4%
Others	0.0%	0.0%
N	**67**	**29**

Note: Multiple responses

Table 4.53: Factors affecting integration into the Hong Kong society by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Communication problems due to language barriers	95.7%	100%	100%	100%	100%	100%
Differences in living habits, social and cultural practices	8.7%	0.0%	4.2%	0.0%	0.0%	0.0%
EM community's lack of awareness and sensitivity towards Chinese customs and culture	8.7%	15.0%	12.5%	0.0%	0.0%	0.0%
EM community's lack of updated information on local happenings and affairs in HK	0.0%	20.0%	12.5%	0.0%	0.0%	0.0%
Local community's lack of awareness and sensitivity towards ethnic minorities' cultural and religious beliefs	8.7%	20.0%	20.8%	0.0%	8.3%	0.0%
Local people's biased attitudes to ethnic minorities	0.0%	5.0%	8.3%	0.0%	8.3%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Table 4.54: Factors affecting integration into the Hong Kong society by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Communication problems due to language barriers	100%	100%	100%	83.3%	100%	100%	100%	100%
Differences in living habits, social and cultural practices	0.0%	8.7%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
EM community's lack of awareness and sensitivity towards Chinese customs and culture	5.0%	17.4%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%
EM community's lack of updated information on local happenings and affairs in HK	10.0%	13.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Local community's lack of awareness and sensitivity towards ethnic minorities' cultural and religious beliefs	15.0%	17.4%	22.2%	0.0%	0.0%	0.0%	0.0%	11.1%
Local people's biased attitudes to ethnic minorities	5.0%	4.3%	5.6%	0.0%	0.0%	0.0%	0.0%	11.1%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Note: Multiple responses

Experience of Attending Training Courses

This section presents the findings of the respondents' training experiences, their reasons for attending or not attending training courses, their plans to pursue training courses in the near future and their training preferences.

As shown in Table 4.55, a higher percentage of the employed (53.7%) attended vocational training courses in Hong Kong than the percentage of unemployed (44.8%).

However, when compared with the results of the survey conducted by Ku *et al.* in 2006, that only about one-third of ethnic minorities interviewed had ever attended training courses, (see Chapter Two, page 79), it is noted that the ratio of that of the present survey has increased to a certain extent. All the employed and unemployed respondents indicated that the courses were 'Very useful' or 'Quite useful'. Among those who had not attended any vocational training courses in Hong Kong, 25.8% of the employed were unaware that there were training courses available for ethnic minorities. The ratio was even higher in the case of the unemployed respondents (12.5%). It is worth-noting that all the respondents who had attended vocational training courses in Hong Kong had chosen job-related skills courses.

Table 4.55: Whether attended any vocational training courses, usefulness of the courses (for those who had attended vocational training courses) and whether aware of training courses (for those who had not attended vocational training courses) by employment status

%	Employed	Unemployed
Yes	**53.7%**	**44.8%**
Usefulness		
Very useful	*97.2%*	*100%*
Quite useful	*2.8%*	*0.0%*
Not quite useful	*0.0%*	*0.0%*
Not useful at all	*0.0%*	*0.0%*
No comment	*0.0%*	*0.0%*
Total	*0.0%*	*0.0%*
N	36	13
No	**46.3%**	**55.2%**
Aware of the courses		
Yes	*74.2%*	*87.5%*
No	*25.8%*	*12.5%*
Total	*0.0%*	*0.0%*
N	31	16
Total	**100%**	**100%**

N	**67**	**29**

Across different ethnicities, as presented in Table 4.56, the percentage of the employed Nepalese respondents (95.5%) who had attended vocational training courses in Hong Kong was higher than that of the Indian (30.4%) and Pakistani respondents (41.7%). All of these respondents thought the courses were ‘Very useful’ or ‘Quite useful’. A similar phenomenon was observed for the unemployed; the percentage of the unemployed Nepalese respondents (75.0%) who had attended vocational training courses in Hong Kong was higher than that of their Indian (11.1%) and Pakistani (37.5%) counterparts. It was noticeable that all the unemployed respondents thought that the courses were ‘Very useful’.

Table 4.56: Whether attended any vocational training courses, usefulness of the courses (for those who had attended vocational training courses) and whether aware of training courses (for those who had not attended vocational training courses) by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Yes	**30.4%**	**95.0%**	**41.7%**	**11.1%**	**75.0%**	**37.5%**
Usefulness						
Very useful	*100%*	*100%*	*90.0%*	*100%*	*100%*	*100%*
Quite useful	*0.0%*	*0.0%*	*10.0%*	*0.0%*	*0.0%*	*0.0%*
Not quite useful	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Not useful at all	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
No comment	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
N	7	19	10	1	9	3
No	**69.6%**	**5.0%**	**58.3%**	**88.9%**	**25.0%**	**62.5%**
Aware of the courses						
Yes	*56.3%*	*100%*	*92.9%*	*100%*	*33.3%*	*100%*
No	*43.8%*	*0.0%*	*7.1%*	*0.0%*	*66.7%*	*0.0%*
Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
N	16	1	14	8	3	5
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Across different age groups (see Table 4.57), the percentage of those who had attended vocational training courses, whether employed or unemployed, was relatively higher for those respondents aged 40 or above.

Table 4.57: Whether attended any vocational training courses, usefulness of the courses (for those who had attended vocational training courses) and whether aware of training courses (for those who had not attended vocational training courses) by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Yes	**55.0%**	**34.8%**	**72.2%**	**66.7%**	**15.4%**	**50.0%**	**60.0%**	**77.8%**
Usefulness								
Very useful	*10.0%*	*87.5%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Quite useful	*0.0%*	*12.5%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Not quite useful	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Not useful at all	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
No comment	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
N	11	8	13	4	2	1	3	7
No	**45.0%**	**65.2%**	**27.8%**	**33.3%**	**84.6%**	**50.0%**	**40.0%**	**22.2%**
Aware of the courses								
Yes	*88.9%*	*73.3%*	*60.0%*	*50.0%*	*100%*	*0.0%*	*50.0%*	*100%*
No	*11.1%*	*26.7%*	*40.0%*	*50.0%*	*0.0%*	*100%*	*50.0%*	*0.0%*
Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
N	9	15	5	2	11	1	2	2
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Reasons for not Attending Training Courses

As shown in Table 4.58, of those who were aware that there were training courses available for ethnic minorities but did not attend them, the majority indicated that the major reason that they perceived was 'The courses are not useful for finding jobs' (95.7% for those employed; 85.7% of those unemployed). Other reasons were 'No suitable courses available' (65.2% for those employed; 78.6% of those unemployed) and 'Courses I find useful are all conducted in Cantonese' (60.9% for those employed; 78.6% of those unemployed). These reasons are somewhat similar to those revealed in

the survey conducted by Ku *et al*. in 2006 (see Chapter Two, page 79).

Table 4.58: Reasons for not attending training courses (for those who are aware of training courses available for EM) by employment status

%	Employed	Unemployed
The courses are not useful for finding jobs	95.7%	85.7%
The courses are not recognised by employers	13.0%	7.1%
No suitable courses available	65.2%	78.6%
Cannot afford the training fee	0.0%	0.0%
Inconvenient location of training	0.0%	0.0%
Inconvenient time for suitable courses	4.3%	0.0%
Unable to enrol	0.0%	0.0%
Waiting time for suitable courses is too long	0.0%	0.0%
The course(s) was / were eventually cancelled / not offered	0.0%	0.0%
Find jobs after registering for the course	0.0%	0.0%
Don't know where to register for the courses	4.3%	0.0%
Courses I find useful are all conducted in Cantonese	60.9%	78.6%
I am not interested in the jobs related to the training	0.0%	0.0%
No opinion	0.0%	0.0%
Others	0.0%	0.0%
N	**23**	**14**

Note: Multiple responses

Across different ethnicities of both the employed and unemployed, Table 4.59 shows that a higher percentage of the Nepalese respondents than of the other two ethnic groups indicated that 'No suitable courses available' and 'Courses I find useful are all conducted in Cantonese' were the major reasons.

Table 4.59: Reasons for not attending training courses (for those who are aware of training courses available for EM) by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
The courses are not useful for finding jobs	88.9%	100%	100%	100%	100%	60.0%
The courses are not recognised by employers	11.1%	0.0%	15.4%	12.5%	0.0%	0.0%
No suitable courses available	66.7%	100%	61.5%	75.0%	100%	80.0%
Cannot afford the training fee	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inconvenient location of training	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inconvenient time for suitable courses	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Unable to enrol	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Waiting time for suitable courses is too long	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
The course(s) was / were eventually cancelled/not offered	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Find jobs after registering for the course	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know where to register for the courses	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%
Courses I find useful are all conducted in Cantonese	77.8%	100%	46.2%	75.0%	100%	80.0%
I am not interested in the jobs related to the training	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No opinion	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**9**	**1**	**13**	**8**	**1**	**5**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Across different age groups, it can be observed from Table 4.60 that one-third of the employed respondents aged 40-49 indicated that 'Inconvenient time for suitable courses' and all the unemployed respondents of that age group indicated that 'The

courses are not recognised by employers' were reasons for not attending training courses.

Table 4.60: Reasons for not attending training courses (for those who are aware of training courses available for EM) by employment status and age groups

%	Employed				Unemployed			
	15-29	30-39	40-49	50-59	15-29	30-39	40-49	50-59
The courses are not useful for finding jobs	100%	100%	66.7%	100%	81.8%	0.0%	100%	100%
The courses are not recognised by employers	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%
No suitable courses available	87.5%	45.5%	66.7%	100%	81.8%	0.0%	100%	50.0%
Cannot afford the training fee	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inconvenient location of training	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inconvenient time for suitable courses	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Unable to enrol	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Waiting time for suitable courses is too long	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
The course(s) was / were eventually cancelled/not offered	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Find jobs after registering for the course	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know where to register for the courses	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Courses I find useful are all conducted in Cantonese	50.0%	63.6%	66.7%	100%	81.8%	0.0%	0.0%	100%
I am not interested in the jobs related to the training	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No opinion	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**8**	**11**	**3**	**1**	**11**	**0**	**1**	**2**

Note: Multiple responses

Plan to Pursue any Training Course(s) in the Coming 12 Months

As shown in Tables 4.61 to 4.63, only 3.0% of the employed respondents indicated that they planned to pursue training course(s) in the subsequent twelve months. However, none of the unemployed respondents indicated such an intention. There was no diversity observed across different ethnicities. Across different age groups, 16.7% of the employed respondents aged 50-59 planned to pursue training course(s) in the following twelve months. This percentage was higher than those of the other age groups.

Table 4.61: Plan to pursue any training course(s) by employment status

%	Employed	Unemployed
Yes	3.0%	0.0%
No	94.0%	93.1%
Not yet decided	3.0%	6.9%
Total	**100%**	**100%**
N	**67**	**29**

Table 4.62: Plan to pursue any training course(s) by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Yes	4.3%	0.0%	4.2%	0.0%	0.0%	0.0%
No	91.3%	100%	91.7%	88.9%	91.7%	100%
Not yet decided	4.3%	0.0%	4.2%	11.1%	8.3%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Table 4.63: Plan to pursue any training course(s) by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Yes	0.0%	4.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%
No	95.0%	91.3%	100%	83.3%	92.3%	100%	80.0%	100%
Not yet decided	5.0%	4.3%	0.0%	0.0%	7.7%	0.0%	20.0%	0.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

Reasons for Pursuing Training

As observed in Tables 4.64 to 4.66, the major reason for pursuing training was 'To enhance job-seeking skills' (97.2% for those employed; 100% for those unemployed). Another reason was 'To find a better job' (16.7% for those employed; 7.7% for those unemployed). Across different ethnicities, higher percentages of employed Indian respondents and unemployed Nepalese respondents pursued training to gain knowledge or skills and to cope with work requirements. Across different age groups, a higher percentage of the respondents aged 50-59 wanted to gain knowledge or skills and to cope with work requirements.

Table 4.64: Reasons for attending training courses by employment status

%	Employed	Unemployed
To enhance job-seeking skills	97.2%	100%
To gain knowledge or skills	5.6%	7.7%
To cope with existing work requirements	5.6%	7.7%
To find a better job	16.7%	7.7%
Provide placement services	0.0%	0.0%
Others	0.0%	0.0%
N	**36**	**13**

Note: Multiple responses

Table 4.65: Reasons for taking training courses by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
To enhance job-seeking skills	100%	94.7%	100%	100%	100%	100%
To gain knowledge or skills	14.3%	0.0%	10.0%	0.0%	11.1%	0.0%
To cope with existing work requirements	14.3%	0.0%	1.0%	0.0%	11.1%	0.0%
To find a better job	0.0%	26.3%	10.0%	0.0%	11.1%	0.0%
Provide placement services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**7**	**19**	**10**	**1**	**9**	**3**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Table 4.66: Reasons for taking training courses by employment status and age groups

%	Employed				Unemployed			
	15-29	30-39	40-49	50-59	15-29	30-39	40-49	50-59
To enhance job-seeking skills	90.9%	100%	100%	100%	100%	100%	100%	100%
To gain knowledge or skills	0.0%	12.5%	0.0%	25.0%	0.0%	0.0%	0.0%	14.3%
To cope with existing work requirements	0.0%	12.5%	0.0%	25.0%	0.0%	0.0%	0.0%	14.3%
To find a better job	18.2%	37.5%	7.7%	0.0%	0.0%	0.0%	0.0%	14.3%
Provide placement services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**11**	**8**	**13**	**4**	**2**	**1**	**3**	**7**

Note: Multiple responses

Support Services Enhancing Intention to Take Training Courses

As shown in Tables 4.67 to 4.69, the majority of the employed and unemployed respondents opined that training conducted in English or their native languages, and

provision of job attachment as part of the training programme could enhance their intention to take training courses. Across the different ethnicities, a smaller proportion of the Indian respondents than the other two ethnic groups, both employed and unemployed, suggested that the above two support services could enhance their intention to take training courses. Across the different age groups, only two-thirds of the employed respondents aged 50-59 indicated that provision of job attachment could enhance their intention to take training courses, while the corresponding percentages of other age groups ranged from 84.2% to 100%.

Table 4.67: Support services enhancing the intention to take training courses by employment status

%	Employed	Unemployed
Training conducted in English / my language	97.0%	100%
Reduce course fee	0.0%	0.0%
Trainers have the same ethnic background	1.5%	0.0%
Job attachment as part of training programme	87.9%	88.9%
Enhance relevance of training to job requirements	60.6%	33.3%
Reduce class size of training courses	4.5%	7.4%
Classes for single gender only participants	0.0%	0.0%
Subsidy for trainees	0.0%	0.0%
Assistance in job placement after course completion	3.0%	14.8%
Child care service during the lesson	1.5%	0.0%
Recognised certificate given	33.3%	44.4%
Others	0.0%	0.0%
N	**66**	**27**

Note: Multiple responses

Table 4.68: Support services enhancing the intention to take training courses by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Training conducted in English / my language	91.3%	100%	100%	100%	100%	100%
Reduce course fee	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Trainers have the same ethnic background	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Job attachment as part of training programme	73.9%	95.0%	95.7%	66.7%	100%	100%
Enhance relevance of training to job requirements	34.8%	65.0%	82.6%	33.3%	40.0%	25.0%
Reduce class size of training courses	13.0%	0.0%	0.0%	11.1%	10.0%	0.0%
Classes for single gender only participants	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Subsidy for trainees	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Assistance in job placement after course completion	4.3%	5.0%	0.0%	22.2%	10.0%	12.5%
Child care service during the lesson	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Recognised certificate given	43.5%	35.0%	21.7%	33.3%	40.0%	62.5%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**23**	**20**	**23**	**9**	**10**	**8**

I: Indian N: Nepalese P: Pakistani

Note: Multiple responses

Table 4.69: Support services enhancing the intention to take training courses by employment status and age groups

%	Employed				Unemployed			
	15-29	**30-39**	**40-49**	**50-59**	**15-29**	**30-39**	**40-49**	**50-59**
Training conducted in English / my language	100%	95.7%	94.4%	100%	100%	100%	100%	100%
Reduce course fee	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Trainers have the same ethnic background	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Job attachment as part of training programme	84.2%	87.0%	100%	66.7%	84.6%	100%	100%	88.9%
Enhance relevance of training to job requirements	52.6%	65.2%	72.2%	33.3%	38.5%	0.0%	25.0%	33.3%
Reduce class size of training courses	5.3%	0.0%	5.6%	16.7%	7.7%	0.0%	0.0%	11.1%
Classes for single gender only participants	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Subsidy for trainees	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Assistance in job placement after course completion	10.5%	0.0%	0.0%	0.0%	15.4%	0.0%	25.0%	11.1%
Child care service during the lesson	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Recognised certificate given	31.6%	34.8%	27.8%	50.0%	38.5%	100%	75.0%	33.3%
Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
N	**19**	**23**	**18**	**6**	**13**	**1**	**4**	**9**

Note: Multiple responses

Preferences for Training Courses

As shown in Tables 4.70 to 4.72, the majority of the respondents indicated that they preferred training courses in part-time mode held during weekends and conducted in English.

4.3% and 10.0% respectively of the Indian and Nepalese employed respondents aged 30-49 preferred training courses held on weekdays.

Training courses suggested by the respondents that they believed helpful for them include disciplines of Chinese language, computer skills, occupational safety and health, construction and renovation, catering, education, tourism, translation and interpretation, etc.

Table 4.70: Preferred time, mode and language of the training courses by employment status

%	Employed	Unemployed
Preferred time		
Weekend	*92.5%*	*100%*
Weekday	*4.5%*	*0.0%*
Either	*3.0%*	*0.0%*
Total	***100%***	***100%***
Preferred mode		
Part time	*98.5%*	*100%*
Full time	*0.0%*	*0.0%*
Either	*1.5%*	*0.0%*
Total	***100%***	***100%***
Preferred language		
English	*100%*	*100%*
Cantonese	*0.0%*	*0.0%*
Native language	*0.0%*	*0.0%*
Either		
Total	***100%***	***100%***

N	67	29

Table 4.71: Preferred time, mode and language of the training courses by employment status and ethnicities

%	Employed			Unemployed		
	I	N	P	I	N	P
Preferred time						
Weekend	*95.7%*	*90.0%*	*91.7%*	*100%*	*100%*	*100%*
Weekday	*4.3%*	*10.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either	*0.0%*	*0.0%*	*8.3%*	*0.0%*	*0.0%*	*0.0%*
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***
Preferred mode						
Part time	*100%*	*100%*	*95.8%*	*100%*	*100%*	*100%*
Full time	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either	*0.0%*	*0.0%*	*4.2%*	*0.0%*	*0.0%*	*0.0%*
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***
Preferred language						
English	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Cantonese	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Native language	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either						
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***

N	**23**	**20**	**24**	**9**	**12**	**8**

I: Indian N: Nepalese P: Pakistani

Table 4.72: Preferred time, mode and language of the training courses by employment status and ethnicities by employment status and age groups

%	Employed				Unemployed			
	15-29	30-39	40-49	50-59	15-29	30-39	40-49	50-59
Preferred time								
Weekend	*100%*	*82.6%*	*94.4%*	*100%*	*100%*	*100%*	*100%*	*100%*
Weekday	*0.0%*	*8.7%*	*5.6%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either	*0.0%*	*8.7%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***
Preferred mode								
Part time	*100%*	*95.7%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Full time	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either	*0.0%*	*4.3%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***
Preferred language								
English	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Cantonese	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Native language	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Either								
Total	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***	***100%***
N	**20**	**23**	**18**	**6**	**13**	**2**	**5**	**9**

As shown in Table 4.73, the Yau Tsim Mong (46.9%), Central & Western (13.5%), and Wan Chai (13.5%) districts were the most preferred locations for training courses. Across different ethnicities, a higher percentage of the Indian respondents preferred the Central & Western and Wan Chai Districts. The Nepalese respondents preferred Yau Tsim Mong, Kowloon City and Yuen Long districts, while the Pakistanis preferred Yau Tsim Mong, Kowloon City and Yuen Long districts.

Table 4.73: Preferred location of the training courses by employment status and ethnicities

%	Employed			Unemployed			Total
	I	N	P	I	N	P	
Hong Kong	**78.3%**	**0.0%**	**4.2%**	**77.7%**	**0.0%**	**0.0%**	**27.0%**
Central & Western	34.8%	0.0%	4.2%	44.4%	0.0%	0.0%	13.5%
Wan Chai	43.5%	0.0%	0.0%	33.3%	0.0%	0.0%	13.5%
Eastern	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Southern	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kowloon	**12.9%**	**100.0%**	**58.3%**	**22.2%**	**91.6%**	**100.0%**	**60.5%**
Yau Tsim Mong	4.3%	100.0%	33.3%	22.2%	83.3%	50.0%	46.9%
Sham Shui Po	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kowloon City	4.3%	0.0%	25.0%	0.0%	8.3%	37.5%	11.5%
Wong Tai Sin	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kwun Tong	4.3%	0.0%	0.0%	0.0%	0.0%	12.5%	2.1%
New Territories	**8.6%**	**0.0%**	**37.5%**	**0.0%**	**8.3%**	**0.0%**	**12.4%**
Kwai Tsing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tsuen Wan	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tuen Mun	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	3.1%
Yuen Long	0.0%	0.0%	25.0%	0.0%	8.3%	0.0%	7.3%
North	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tai Po	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sha Tin	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Sai Kung	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Islands	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
N	**23**	**20**	**24**	**9**	**12**	**8**	**96**

I: Indian N: Nepalese P: Pakistani

Summary

This chapter has highlighted the significant findings of the questionnaire survey and provided a general picture of the problems under research. The key findings are summed up as follows:

- One third of the respondents were unemployed (Table 4.1).
- Only 3.1% of the respondents were born in Hong Kong and 22.9% had lived in Hong Kong for seven years or more (Table 4.4).
- Higher percentages of respondents were living in the Yau Tsim Mong (49.0%) and Wan Chai (16.7%) districts (Table 4.6).
- 61.5% of the respondents had lower secondary or below educational attainment (Table 4.9).
- Almost all of the respondents rated themselves 'Fair' or 'Not at all' in Chinese proficiency (Table 4.15). The unemployed respondents aged 50-59 were particularly weak in Chinese proficiency (Table 4.17).
- Around half (49.0%) of the respondents considered themselves 'Very Good' or 'Good' in English proficiency (Table 4.18). The younger generations considered themselves having better English proficiency than their older counterparts (Table 4.20).
- Higher percentages of respondents were working or had worked previously in the construction and renovation, property management and security, or catering industries (Table 4.21).
- 88.1% of the respondents were engaged in full-time jobs (Table 4.24). Higher percentages of the younger generations were engaged in part-time jobs than their older counterparts (Table 4.26).
- All the respondents had encountered problems in the workplace to a certain extent. The main problems were 'Employees' requirements are too demanding', 'Working hours are too long' and 'Working hours are inflexible or irregular'. The majority of respondents indicated that they encountered problems in meeting the job requirements of Chinese proficiency (Table 4.30).

- 32.9% of employed respondents and 61.5% of unemployed respondents had stayed in their present jobs or previous jobs for half a year or less (Table 4.33).
- 64.1% of employed respondents and 23.0% of unemployed respondents had stayed in their jobs in Hong Kong for 1 year or above the longest (Table 4.36).
- Less than 5% of the currently employed respondents indicated that they would leave their current jobs in the following three months (Table 4.39).
- About half of the respondents were earning / earned HK$10,000 to HK$14,999 per month (Table 4.41).
- The majority of respondents indicated that they encountered problems in job seeking. The main problems were 'Employers unable to offer reasonable salaries', 'Working conditions', 'Limited channels available to know about job vacancies' and 'Most jobs require Chinese proficiency' (Table 4.46).
- The majority of respondents indicated that the major factor affecting their integration into the Hong Kong society was 'Communication problem due to language barriers' (Table 4.52).
- About half of the respondents had attended vocational training courses in Hong Kong; all of these respondents indicated that the courses were 'Very useful' or 'Quite useful' (Table 4.55).
- For those respondents who had not attended any training courses, a majority of them indicated that the major reason was 'The courses are not useful for finding jobs' (Table 4.58).
- Only very few respondents (3% of the employed; none of the unemployed) indicated that they planned to pursue training course(s) in the following twelve months (Table 4.61).
- The major reason for the respondents to pursue training was 'To enhance job-seeking skills' (Table 4.64).

- The majority of respondents opined that training conducted in English or their native languages and the provision of job attachment as part of the training programme could enhance their intention to take training courses (Table 4.67).
- The majority of respondents indicated that they preferred training courses in part-time mode held during weekends and conducted in English (Table 4.70). The most preferred location was the Yau Tsim Mong district (Table 4.73).

South Asian respondents in general encountered problems of various extents in employment, job seeking and attending training courses. The results mentioned in this chapter were used to provide insights to the second phase, the face-to-face interviews. As the principal objective of this thesis was to understand the social forces constituting the disadvantaged employment situations of the South Asian male adults in Hong Kong, shedding light on their training needs and achieving their social and economic integration, the key questions to be explored deeper in the face-to-face interviews for the South Asian male adults in Hong Kong were:

- What are the criteria for the South Asian male adults in Hong Kong in choosing jobs?
- Are they treated fairly in job seeking?
- How do the problems they encounter in the workplace affect them? How can these problems be overcome?
- Are they treated fairly in the Hong Kong society? What are the problems they encounter and how do these affect their economic and social integration into the Hong Kong society? How do these problems affect them? How can these problems be overcome?
- Do they think that taking training courses is a useful way to help them achieve

economic and social integration in Hong Kong?

- What are the criteria for them in choosing training courses?
- What are the training courses which they believe are helpful for ethnic minorities to achieve economic and social integration in Hong Kong?

The above questions were pre-defined in the interview schedule, which was used for the interviews to allow comparability among the interviewees. The qualitative findings obtained in the face-to-face interviews are presented and discussed in the next chapter.

CHAPTER FIVE THE FACE-TO-FACE INTERVIEWS

Introduction

The purpose of this chapter is to present the major findings of the face-to-face interviews and to elaborate on these findings with reference to the data from the questionnaire survey. The first section reports on the profiles of the research interviewees. The next section presents data concerning the employment experiences of ethnic minority male adults. Particular attention has been drawn to their experience in job seeking, their work preferences and problems encountered at the workplace. The next section reports on the training experiences of ethnic minority male adults. In particular, data relating to their experiences and perceptions of the usefulness of training courses in facilitating economic and social integration into the Hong Kong society are presented. The final section of this chapter discusses the problems encountered by the interviewees that affected their economic and social integration into the Hong Kong society, and approaches that they considered useful for improving the situation. Discussions were recorded with the consent of the interviewees and transcribed.

Profiles of the Interviewees

A total of eighteen face-to-face interviews were held with six of each of the ethnic groups of Indians, Nepalese and Pakistanis, aged from 18 to 59, with the purpose of obtaining a comprehensive account of the views of South Asian male adults. The main focus of the research was the South Asian male adults with lower education levels, as they were the group of people in a disadvantageous social position, whereas the group

with higher education levels were expected to have better career prospects and social status. In the presentation throughout this thesis, ‘less-educated’ interviewees denoted those who had attained an education level of sub-degree or below, whereas ‘higher-educated’ interviewees denoted holders of bachelor’s degree or above education qualifications. The profiles of the interviewees are illustrated in Table 5.1 below.

Table 5.1 Particulars of Interviewees

Interviewee No.	Nationality	Age	Education attainment	Employment status	Occupation
I1*	Indian	30-39	Upper secondary	Full-time	Construction worker
I2	Indian	40-49	Upper secondary	Unemployed	N/A
I3	Indian	50-59	Upper secondary	Full-time	Electrical worker
I4	Indian	50-59	Primary	Full-time	Security guard
I5	Indian	30-39	Master's degree	Full-time	Assistant civil engineer
I6	Indian	30-39	Master's degree	Full-time	Catering manager
N1	Nepalese	20-29	Upper secondary	Full-time	Construction worker
N2	Nepalese	30-39	Upper secondary	Full-time	Metal scaffolding worker
N3	Nepalese	40-49	Not disclosed	Full-time	Dumping site worker
N4	Nepalese	50-59	Lower secondary	Unemployed	N/A
N5*	Nepalese	40-49	Master's degree	Full-time	Teacher
N6	Nepalese	30-39	Master's degree	Full-time	Marketing manager
P1	Pakistani	20-29	Upper secondary	Full-time	Salon specialist
P2	Pakistani	40-49	Bachelor's degree	Full-time	Construction worker
P3*	Pakistani	50-59	Primary	Full-time	Security guard
P4	Pakistani	50-59	Lower secondary	Full-time	Security guard
P5	Pakistani	30-39	Master's degree	Full-time	Insurance manager
P6	Pakistani	30-39	Bachelor's degree	Full-time	Website developer

* Sample interview transcripts of these interviewees are documented at Appendices V(A)-V(C).

Employment Experience

Various aspects of employment experience were discussed with the interviewees, including their experiences in job seeking, their work preferences and problems encountered in the workplace. Concerning employment opportunities, according to the questionnaire survey, 30% of the respondents were unemployed. The interviewees provided manifold insights in the following aspects: why they considered employment opportunities as limited when compared to those available to their Chinese counterparts; channels available for them to learn about job vacancies; their Chinese proficiency; and cultural and religious differences.

Experience of Job Seeking

Significant numbers of respondents to the questionnaire survey indicated that they had encountered problems of 'Employers unable to offer reasonable salaries', 'Working conditions', 'Limited channels available to know about job vacancies' and 'Most jobs require Chinese proficiency' in job seeking (see Chapter Four, pages 144-147). The interviewees also pointed out similar problems echoing the findings of the questionnaire survey.

First of all, some of the interviewees considered salaries offered by employers were too low. As N3 said:

> *The salary is low and it is hardly enough to support living. So, life is hard with this job.*

N4 also pointed out that his unemployment status was largely attributed to the general fact that the salaries offered were not commensurate with his working experience. As he said:

> *I have been applying for jobs online. However I have not had any offer yet. The reason may be my expected salary, as I expect a bit higher salary in view of my experience. I got a good salary before, so I expect a similar or higher one, but unfortunately no company is ready to offer me a job with my expected salary.*

Other than low salaries offered, the interviewees also encountered the problem of limited channels available for finding out about job vacancies. For instance, P3 said:

> *When jobs are open, they are advertised in the Chinese language in Chinese newspapers. They do not get published in our newspapers. Job vacancy information does not go to our churches, mosques or temples. Our ethnic newspapers in the Urdu language do not have any job information.*

Both less-educated and higher-educated interviewees believed that the difficulties in seeking jobs were often related to their limited proficiency in the Chinese language. For instance, I1, an Indian construction worker with upper secondary education said:

> *Without Cantonese speaking skill, I cannot talk to Chinese employers. Thus, I do not approach companies directly. I rely on Indian, Punjabi, Pakistani, Nepalese friends to find jobs, and I do not have any other*

network. There are no job vacancy advertisements in Hindi, Urdu and Nepali newspapers. There may be jobs in Chinese newspapers but I cannot read Chinese. Therefore, job seeking is a very frustrating part of my life.

P6, a Pakistani website developer holding a bachelor's degree faced a similar problem:

I cannot speak Cantonese, I faced a hard time while looking for a job. Some companies rejected my application as many of their customers speak only Cantonese. It was very difficult to find a job, maybe due to my language barrier.

Nevertheless, due to his professional training in computer science, P6 got a job where Chinese proficiency was not mandatory:

Anyway, at last I got this job where I am not required to know Chinese as the company design software and websites for customers in English. I am okay now. Those days are gone now.

Even if the interviewees had tried to approach companies and attended job interviews, they were rejected due to the same problem of limited Chinese proficiency. As I2 said:

Very rarely I visited some companies for interviews but was rejected due to my inability to speak Cantonese.

Being an ethnic minority, N2 experienced rejection in daily life, as he stated:

We used to knock on the doors of companies and submit job application forms. However, we were not offered jobs due to our lack of language and job skills. Gradually we get to know friends who are working in some companies and we get jobs through their links with these employers.

N4, who was unemployed, angrily told about his bad experiences in job seeking:

Discrimination and unfair treatment are present. The first discrimination is the job requirement of Chinese skill. As a Nepalese I do not have much command of Cantonese. Without Chinese skills it is hard to get jobs. Employers require us to have Chinese proficiency, but this language skill is not possible to build up in a short time.

For those who could converse in Cantonese, seeking jobs was much easier. I6, an Indian catering manager holding a master's degree, said:

I have no problem in communicating in Cantonese. Due to my language proficiency in Cantonese, I got my job in an Asian food restaurant.

With only limited channels available to find out about job vacancies and limited proficiency in Chinese, the less-educated interviewees usually secured jobs by referrals or through friends. As I2 said:

Normally I get job vacancy information through employed friends who speak both Cantonese and English. Friends are the best channel to take us

to jobs. I got my first job in Hong Kong through my friend.

P3 shared the same view as I2, he said:

Those who speak Cantonese look for jobs by themselves, but those who cannot do so have to rely on friends who can talk to Chinese employers in Chinese. So, most of us rely on friends in seeking jobs.

Normally, I ask some employed friends of my ethnicity if they know about any job vacancies. They will tell me about the job vacancies they know of and even help me secure them by talking to their supervisors or bosses. Those friends who speak Chinese are the best source and channel of getting jobs. I got my first job through my longtime friend. Up till now, we have been dependent on friends in looking for jobs. This is a very common way of finding jobs for us. The only problem with me, all along, has been that I cannot speak Cantonese and thus cannot look for jobs by myself.

P4 described the job-seeking situation of ethnic minorities in Hong Kong as follows:

Without friends, finding jobs will not be possible for us.

In contrast, the higher-educated interviewees secured their jobs through various means. For instance, N5 stated that:

I searched for jobs online and submitted my CV via email and by post. Some jobs were referred by friends but they were not that suitable for me. I

got the jobs that I did by using the Internet and reading English newspapers such as The South China Morning Post and The Standard.

As reflected in the face-to-face interviews, the interviewees, to a certain extent, experienced difficulties in job seeking. They often attributed the difficulties to their limited proficiency in the Chinese language. Referral by friends was the most effective way for the less-educated interviewees to get employed, while various job-seeking means were adopted by the higher-educated ones.

Problems Encountered in the Workplace

All the ethnic minority respondents in the questionnaire survey had encountered problems in the workplace to a certain extent. The majority of them indicated that their 'Employers' requirements are too demanding', 'Working hours are too long' and 'Working hours inflexible or irregular', and they also considered 'Lack of promotion opportunities / prospects' a problem in the workplace. In addition, most of them considered that they had faced 'Difficulties in communication with supervisors or employers' and 'Difficulties in communication with colleagues'. Furthermore, a majority of both the employed and unemployed respondents indicated that they had problems in meeting the job requirements for Chinese proficiency (see Chapter Four, pages 130-133). Interviewees in the face-to-face interviews also shared similar problems.

Unfair Treatment

In the interviews, the interviewees elaborated on how they were treated unfairly in the

workplace. Most of the less-educated interviewees were paid lower salaries than their Chinese counterparts and their employers would assign work involving hardship to them. As I2 stated:

> *I was given a lower salary than the Chinese workers who did the same job. Easy tasks were assigned to the Chinese workers and we non-Chinese were assigned difficult ones.*

I4 had the same problem as I2 of being paid a lower salary. His employer told him that ethnic minorities were paid lower salaries because they did not understand Cantonese. He appealed to the HKSAR Government to end this unfair treatment. As he said:

> *Though I work longer hours, my salary is lower than those of the Chinese working for shorter hours. When we asked why this was so, the boss answered that we do not speak Cantonese. I want to see equal pay and equal working hours for all in companies.*

> *The Government should immediately try to root out the unfair treatment in the workplace.*

N1 even expressed that the unfair treatment with regard to working hours and work allocation depressed him. He said:

> *I work for twelve hours and the local Chinese work for eight hours but we are paid the same wages. Besides, hard work is given to me while the*

Chinese choose easy work. So, longer working hours and harder work are the two factors of partiality that I have been facing in my workplace now. I feel mentally depressed.

N3 pointed out that his previous working experience had not been recognised and valued by employers, as local Chinese freshmen were paid higher wages. Besides, while the local Chinese co-workers enjoyed a five-day workweek, ethnic minorities had a six-day one. As he said:

I have worked for over twelve years but the Chinese workers who joined the company last year have better salaries than I do. Also they are off duty while we need to work on Saturdays.

Even holding a master's degree, I5 faced similar situations in his workplace. He stated:

I am paid a bit less than my Chinese colleagues. Another problem is that the benefits are also not the same. I work for a big company; the salary and benefits are negotiated by mutual agreement. As an ethnic minority, I have weak negotiation power.

Nevertheless, though being treated unfairly, most of the higher-educated interviewees had demonstrated their optimism that the situations would be improved. As I5 told:

I think I am treated a bit unfairly. But this is not that serious as I am working hard to get equal pay and status. Let's see. Time will prove it in

the long run.

N5 believed that the local Chinese were also facing keen competition and ethnic minorities should equip themselves to stay competitive, he said:

Local Chinese people have the same problems as ours. They are also fighting for higher paid jobs; only the best candidates are selected for the jobs.

Ethnic minorities should not feel that they are treated unfairly, we should understand Hong Kong's growing economic strength, we should be proud of being here and try our best to receive education and training so that we can get a better economic position.

N6 shared similar views, he said:

Some people are biased by nature. But it is not that important. I did not have any bitter experience of unfair treatment, to be honest. Sometimes, I felt that some of my Chinese colleagues did not trust me as much as they trusted other Chinese colleagues in the workplace. That's all.

All you can do is to work hard and keep the company happy, then the company will give us returns in the same way. I have contributed to the company as much as I can, so the company is happy with me and I have no dissatisfaction with the salary and benefits provided by the company so far. I am happy.

Communication Barriers

Most of the interviewees facing communication problems with their employers and / or supervisors pointed out that it was mainly related to language barrier and cultural differences. Some of them even felt that their Chinese employers and / or supervisors disliked them simply because of their races or ethnic origins.

Many interviewees did not have any preference regarding the ethnicity of employers or co-workers. I1 responded that he accepted both Chinese and non-Chinese employers, as each of them had their own pros and cons. As he said:

> *For me, Chinese employers are better as they pay better salaries. However, Indian employers are better in terms of communication and cultural understanding.*

In the questionnaire survey, almost all the respondents considered themselves weak in Chinese proficiency (see Chapter Four, pages 112-115). Language was one of the major barriers hindering the building up of relationships between ethnic minority employees and their Chinese employers. In addition, Chinese employers were usually unfamiliar with the cultural and religious practices of ethnic minority employees. Therefore, it might create misunderstanding between them and lead to conflicts in the workplace. As I2 said, he was even forced to quit his job and be thrown into unemployment because of communication problems:

> *I had big problems. Actually, I did not understand instructions as they [the*

employers] spoke in Chinese. They were angry when I did not respond to them. Though sometimes I got help from co-workers who spoke English and Chinese, I found it hard to continue with that job. Besides, I needed some prayer time but my supervisor did not allow this. Due to communication problems, I was forced to quit the job after working for three months.

Some interviewees also mentioned that their employers stereotyped them as being lazy, misbehaving and impolite. I3's employers used to scold him, using abusive language, when they got angry with him. He stated:

They [the employers] want me to work without rest, and to work fast and hard. They use some abusive language when they are angry with me.

I4 faced similar problems:

When I misunderstood my supervisor's instructions, he scolded me with foul words.

The problem of language barriers also beset some higher-educated interviewees. However, rather than just making complaints, they tried to solve and accommodate the problems. As N5 said:

Some meetings were conducted in Cantonese and I was dumb silent as I had no sense of what was going on. Some circulars were in Chinese and I had difficulty in knowing the gist. I therefore asked my Chinese colleagues

to translate the contents for me and they were always very helpful. I also had problems communicating with the Chinese parents of my students as they did not understand English. I then sought assistance from Chinese teaching assistants to serve as interpreters in the meetings with parents.

N6 faced similar situations:

Sometimes I feel embarrassed when my colleagues communicate in Chinese and laugh. I want to know why they laugh and I feel a bit nervous. But this is not that big problem. I try to accommodate and not be moved by such behaviour.

In addition, Hong Kong being a world city, the language barrier could be overcome by using English for communications. As P6 said:

Local Chinese people do understand English; it is likely that we do not need to use Chinese to communicate. We can easily work together by speaking English. In my company almost everybody communicates in English.

Despite the adverse situations encountered, due to their disadvantaged positions in the Hong Kong society, the ethnic minority interviewees had no choice but to face the reality of life. P4, a security guard who was in his fifties and wanted to stand on his own, chose to keep quiet in order to earn his living, despite the adverse conditions in the workplace. He said:

The salary is not good. The language problem is still there. I get four days off each month. I am given a dirty and smelly corner of the workplace to live in. With $10,000 salary per month, I am not able to save up money as it is barely enough to pay for a low living standard. I do not talk to any co-workers as they are all Chinese and I do not speak Cantonese while they do not speak English. So, I feel bored and lonely at the monotonous work life. So, I am doing this job just for my survival.

Before this job, I had worked as a security guard at another company for about three to four years. It was quite a bad memory as I was assigned to do security work at a place in Shatin, and the employer did not provide electricity and water facilities to me until after three months. At that time, getting another job for people like me was almost impossible. So, I stayed in the job despite the life-threatening working conditions.

In fact, I could not even complain in Cantonese. No one helped me. It was no use telling him [the supervisor]. He said I could quit the job if I did not like it. What could an old man like me do but just to keep quiet and continue the job? This was a very frustrating situation but there was no other way.

Concerning the working relationship with local Chinese colleagues, some of the interviewees considered working with Chinese colleagues beneficial for them to learn Cantonese and to adapt to the local culture. As N1 said:

I prefer working in a mixed group of local Chinese and non-Chinese.

Because I am new to Hong Kong and do not know how to communicate in Cantonese, I like working with local Chinese to get the chance to learn Cantonese and the local workplace culture.

N2 shared similar views about working with local Chinese colleagues:

Of course it is easy to work with colleagues of the same ethnicity. However, it is also good to work with those of other ethnicities. I do not have any preference in this regard. I enjoy working with a mixed group of local Chinese and non-Chinese.

However, both N1 and N2 preferred working with supervisors of their ethnicity since they were working in the construction industry, and they both believed that clear communications and instructions were very important to avoid industrial accidents. As N1 said:

I prefer working with a non-Chinese ethnic minority supervisor for better communication because safety is very important on construction sites. I am working in a tunnel and work instructions are very important because the job is risky. If I do not understand the instructions of my Chinese supervisor, there may be workplace hazards which I do not want to experience.

N2 also quoted an example to illustrate the importance of communication in construction sites. He explained:

Well, working with people who can communicate in the same ethnic language is important. Construction work sometimes involves equipment which needs to be handled with proper instructions and care. If ethnic minority workers cannot understand Cantonese and hence the Chinese instructions, then it is risky operating this equipment and serious injuries or accidents may occur. For example, if the Chinese instruction says, "Stop the machine", but an ethnic minority worker does not understand it and does not stop the machine, then an accident or hazard would be highly likely to take place. So, safety, along with a sense of belonging and closeness, are good aspects of working with people of the same ethnicity.

Other than frontline workers like N1 and N2, I5, who was an assistant civil engineer, shared similar views:

Another problem is that the Chinese instructions of my supervisor are not carried out correctly by me and my Nepalese and African subordinates, so accidents are likely to happen.

To sum up, unfair treatment and communication barriers were the key problems encountered by the interviewees in the workplace. Rather than simply making complaints about the situations by their less-educated counterparts, the higher-educated interviewees had demonstrated optimism and made efforts to solve and accommodate the problems.

Training Experience

According to the questionnaire survey, about half of the respondents had attended training courses in Hong Kong, and all of them considered that the courses were useful (see Chapter Four, pages 153-157). Various aspects of training experience, including their experiences in attending training courses, their perceptions about the usefulness of training, and their preferences for attending training courses, were discussed with the interviewees. The interviewees had elaborated on their reasons for pursuing training and the factors which could enhance their motivation to receive training.

Experience of Taking Training Courses

The questionnaire survey showed that a higher percentage of South Asian male adult respondents were working or had previously worked in the construction and renovation and the property management and security industries. In the face-to-face interviews, quite a number of less-educated interviewees were also working as construction workers and security guards. As relevant permits were mandatory for these jobs, most of them, therefore, had taken some training courses to obtain such permits.

These less-educated interviewees indicated that they had attended mandatory training for obtaining relevant permits to facilitate job seeking, and the training sessions were considered useful to serve this purpose. As I1 said:

I have taken a training course for the green card [Certificate of Mandatory

Basic Safety Training Course for Construction Industry]. I have not taken any other course because I do not understand Chinese, and I could not find any with Hindi or Punjabi interpretation. Yes, I found a job with the help of this safety training.

N1 had strong aspirations to take further training as he believed that training enhanced his employability, which in turn enabled him to advance his economic and social status. As he said:

I have obtained the green card [Certificate of Mandatory Basic Safety Training Course for Construction Industry] and the tunnel card [Certificate of Competence in Safe Working in Confined Space] in Hong Kong. I have also applied for the concrete card [Intermediate Trade Test of Construction Tradesmen - Concretor]. I am interested in the construction field as my family said that the salary in that field is higher. Though construction work is hard, I get higher pay than from hotel or restaurant jobs.

Obviously the courses were very useful and I was able to stand on my own with these jobs. I am now able to survive and have a small amount of savings from these jobs. I can utilise my skills in the jobs and make a living instead of being unemployed. These training courses were great! They were very useful ways to achieve my economic status and social esteem.

P4 also shared his experience of taking training courses to obtain permits and his

appreciation to his friends for helping him enrol in the courses:

> *I got some cards [permits] like the security guard card and the construction worker's green card [Certificate of Mandatory Basic Safety Training Course for Construction Industry] through training. I renewed them several times in the last thirty five years. Now I am already a fifty-year-old man so I do not wish to take further training.*

> *I took all these training courses in Jordan district with a lot of help from my Nepalese friends. I am thankful to them.*

In contrast, the higher-educated interviewees attended training courses, not only to facilitate job seeking, but also for the purpose of career advancement. For instance, I6 said he would like to open his restaurant and therefore had taken training courses for this venture. As I6 said:

> *I have taken some training, seminars and workshops in food and catering; it is helpful for me to acquire skills and knowledge. I have also attended three Cantonese courses. Each course lasted for a year and, in total, I studied Cantonese courses for three years. It helps quite a lot at my work.*

> *I want to open a restaurant. I am working sixteen hours a day now, to make a good saving. I have taken training courses for this venture.*

N6 also considered that the training courses he attended were highly beneficial for his job:

I have taken various training courses on marketing management, and they are all helpful for me in my current job. The courses were mainly about business and accounting principles, service customer quality, marketing and promotion skills.

In sharing the difficulties encountered in taking training courses, I2 mentioned that the poor English proficiency of the local Chinese trainers obstructed his learning progress, and he therefore failed in his first two attempts of the test. As he said:

Yes, I faced difficulty as I did not succeed in getting the qualified electrical worker's certificate until my third attempt. The instructor's English accent was terrible so I could hardly understand him. He was trying hard to make me understand but still I could not, so I failed the test twice and succeeded only in the third attempt.

Not all the interviewees regarded that training was useful. Even though N4 got a job after taking a security guard training course, he complained that his living standard had not been improved. As N4 said:

I have taken the security guard training for two months. The companies I worked for never gave me any training. The companies were looking for candidates with high skills.

The training is not that helpful financially. Even now, we are still struggling for a living. It does not help us save any money.

Only a few less-educated interviewees had not taken any training courses. One of the major reasons for not taking courses was that they did not know how to access such training information. As I2 said:

> *No, I have not received any training. It is because I do not know where it is available and if it is available in English or not. Neither do my friends know about this.*

P3 also stated that he was busy working hard to earn his living, and therefore had no spare time to take training courses. As he said:

> *I have no spare time to check with this [training] and, even if I wish, to I do not know whom to ask. I am very busy working. I need to work hard to earn a salary that can fulfil my basic needs.*

In sum, most of the interviewees had taken some training courses. The less-educated interviewees mainly attended training courses for the purpose of obtaining relevant working permits, while the higher-educated counterparts mainly did so for career advancement. Poor access to information on available training courses was the key problem obstructing the less-educated interviewees from receiving training.

Preferences Regarding Course Fees

As far as course fees were concerned, due to the low income levels, the less-educated

interviewees expressed that the maximum fees they could afford were around HK$400 to HK$500. As I2 said:

> *I will not be able to pay for courses costing more than HK$400 to HK$500.*

N1 also shared I2's view:

> *The maximum fee should be HK$500 per month as I do not have much savings left each month.*

N4 opined that fee subsidies or even waivers should be offered to ethnic minorities in Hong Kong to motivate them to take training courses. He stated:

> *In my opinion the course should be free to the ethnic minorities as they do not have savings left from the low salaries they earn. If the fees cannot be waived, then a subsidy scheme could at least be a way to attract us.*

The higher-educated interviewees opined that spending HK$1,000 per month on taking training courses was acceptable. As N5 said:

> *So for me, HK$1,000 per month is okay. HK$1,000 is affordable by people earning income like mine.*

Preferences Regarding Recognition of the Courses

To facilitate articulation among academic, vocational and continuing education, the Education Bureau of the HKSAR Government has established a seven-level Qualifications Framework (QF), which is a comprehensive and voluntary network of learning pathways. To ensure wide acceptance of the qualifications conferred by various educational and training bodies under the QF, a robust quality assurance mechanism has been set up. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is tasked with the responsibility of assuring the quality of qualifications recognised under the QF and the administration of the Qualifications Register (QR). Eight University Grants Committee (UGC) funded institutions have formed a Joint Quality Review Committee (JQRC) to oversee the quality of self-financing sub-degree programmes and to assess these programmes for classification onto the QR. The UGC has also established a Quality Assurance Council (QAC) to assist it in assuring the quality of programmes at first-degree and above levels offered by UGC-funded institutions.

The interviewees were briefed on the Qualifications Framework. All of them preferred training courses with quality assurance under the QF, and they believed that such courses would be helpful to enhance their employability and competitiveness. As I2 stated:

> *Any training which is recognised is good. I want my training to be under the QF in Hong Kong and recognised by all employers, as I want to get jobs with better job security. High quality training can facilitate job search in the labour market.*

N4 shared the same view with I2:

> *It is very important that the training is highly recognised by the QF. It should be accepted and recognised by the Government and employers.*

The higher-educated interviewees like P6 also appreciated the recognition of training courses by the Qualifications Framework:

> *It is very important to have the training courses recognised by the Qualifications Framework, so that we can prove our knowledge and skills acquired to the employers.*

Preferences Regarding Job Placement Services

Some vocational skills training courses offered by the Employees Retraining Board and the Vocational Training Council are placement-tied and dedicated for the unemployed, aiming at equipping less-educated trainees with skills demanded by the market. Trainees upon completion of placement-tied courses are provided with placement services to help them enter the job market. The less-educated interviewees, in general, preferred the provision of placement services after the completion of training courses. As I1 said:

> *Yes, I prefer placement services. It would be good if I could have such opportunities.*

N2 also said:

> *That sounds good. I like it. I do not need to worry too much about employment after completion of the training.*

However, the ethnic minorities, to a large extent, had poor access to the placement services available in Hong Kong, probably due to language barriers. In addition, publicity about such services might not be adequate. As a result, the ethnic minorities were ignorant of the availability of such services. As N4 said:

> *It is good if a job placement service upon completion of training course is offered. I like it. But I have not heard of any course like that so far.*

Skills Upgrading Training Courses Offered by Employers

The interviewees generally expressed their preferences for in-service skills upgrading training provided by employers, which aim at enhancing employees' competencies and fostering their attainment of multi-dimensional skills, as this could achieve win-win situations for both employers and employees. As I2 said:

> *It is a very good idea. It can help me save time and money. It is good for promotion as well. It is also good for the company as it can facilitate the advancement of employees to higher levels of the company hierarchy. I think many people would join such training if it was provided in-house.*

N2 also shared a similar view:

> *Well, now my company is doing something like this. My company is giving us Silver Card courses [Safety Training Course for Construction Workers of Specified Trade] in the workplace. We get chances to upgrade our skills and enhance our chances for better pay scales or even promotions. Also the company can benefit, as it does not need to worry about the supply of skilled workers. We have higher job security in the workplace with upgraded training.*

P6, a Pakistani website developer holding a bachelor's degree, even enjoyed overseas training courses provided by his employer:

> *My company has given us on-the-job training courses and seminars. Sometimes the company even sends us abroad for training. I went to many Asian and European countries for training purposes.*

Unfortunately, only a few employers were providing skills upgrading training to their employees. As N1 said:

> *Yes, it is a good idea but I do not know if this kind of training is available. There is no such opportunity in my current job. I will certainly join any available in-house training after work.*

Helpful Training Courses

Both the less-educated and higher-educated interviewees opined that Chinese language and vocational skills training courses dedicated to meet their employment needs would be helpful in facilitating their economic and social integration into the Hong Kong society. As I3 said:

> *Knowledge of Cantonese is the most important factor as, without it, communication with employers will be difficult.*

I5 shared similar views as I3:

> *Ethnic minorities should try to learn Cantonese as it helps us to know what is happening and to facilitate exchanges of cultures and ideas between Chinese and non-Chinese people. Learning Cantonese can help us integrate better into the Hong Kong society and to have a stronger sense of belonging to Hong Kong.*

In the questionnaire survey, the majority of the respondents opined that training conducted in English could enhance their motivation to take language and vocational skills courses (see Chapter Four, pages 166-168). The interviewees also shared the same views that training courses should be conducted in English with translation to their native languages. As N1 mentioned:

> *Training for safety supervisors, site supervisors, electricians and welders, all in English plus Nepalese translation, would be helpful for better*

economic and social integration of the ethnic minorities.

P3 shared similar views as N1, and he also commented on the importance of employers' recognition of the qualifications obtained from training courses:

Yes, training is very important, but the Government has to develop a system of training for ethnic minority trainees. They should establish a centre for ethnic minority people. They should provide translation services in, for example, Urdu, Hindi or Nepalese languages. Cantonese language courses should be offered to us as well. A standard certificate of training should be issued and it should be recognised by all employers in Hong Kong.

Some of the interviewees expressed that ethnic minorities in Hong Kong should build up networks with the local Chinese for the purpose of cultural exchange. As N2 said:

We should try to learn Cantonese and then build up networks to find jobs. We, as ethnic minorities, need to be more knowledgeable about the local work culture. The Government should encourage us to do so.

P4 also said:

Training courses for skills upgrading conducted in EM languages, or in English with translation to EM languages, should be provided. In addition, ethnic minorities should build better friendships and relationships with the local Chinese with whom they can practise Cantonese and also exchange

ideas about jobs, cultures and problems.

However, most of the training courses available in the market and considered useful by the ethnic minorities were conducted in Cantonese, and the waiting time for class commencement was long. N4 raised the following point:

> *I am planning to take safety officer or fire safety officer training. However, after visiting different institutes, I came to learn that these courses are available in Chinese only. I want them to be conducted in English. I submitted an application nonetheless. I have been waiting for four months and have not received any offer yet.*

In brief, the view of I1 on the helpfulness of training courses for achieving economic and social integration could best illustrate the reality faced by the ethnic minorities in Hong Kong:

> *Any training that can help us earn higher salaries will be useful.*

Problems Affecting Economic and Social Integration

In the questionnaire survey, almost all of the respondents indicated that the major factor affecting their integration into the Hong Kong society was 'Communication problems due to language barriers' (see Chapter Four, pages 150-153). The interviewees expressed language problems they encountered. As I4 said:

> *When I first came [to Hong Kong], I had a very hard time as I did not*

speak Cantonese. Some Chinese employers said that they could give me a job only if I spoke Cantonese. My Indian friend, who is living in Hong Kong and speaks Cantonese, helped me get a job by talking to the boss in Cantonese. Even up to now, I do not understand Cantonese. So, this is my biggest problem.

The higher-educated interviewees also faced similar problems. As N5 said:

I have faced some challenges due to the language barrier. Some schools called me for interviews but at the end did not give me any offer, saying that I could not understand Chinese. I feel that this is discrimination in some ways.

In the face-to-face interviews, the interviewees complained time and again that they were treated unfairly in their daily lives in the aspect of language. As N3 said:

Yes, socially we are treated unfairly. In supermarkets, shopping malls and government offices, most of the information is written in Chinese and so we do not understand it. The information should also be provided in English at least.

Other than language barriers, cultural and religious differences were other problems hindering the interviewees' economic and social integration into the Hong Kong society. Some interviewees reported that their colleagues did not respect their cultural and religious values and practices. P3 had unpleasant experiences in which his colleagues disliked him eating Pakistani food and his previous employers did not

allow him to pray during working hours. As he said:

> *The Chinese language is my biggest problem. At the workplace, the Chinese get higher salaries than we do for the same job. Besides, the Chinese do not understand us. They dislike our food and express disgust by clipping theirs noses with their fingers. However, they enjoy the same food in Pakistani restaurants. Normally, Chinese supervisors do not allow us to pray during working hours.*

> *Hardly do I get time for prayers. I know that some bosses allow us to pray during working hours but some others who have no understanding of our culture do not. Fortunately, I am given breaks for prayers in the present job. This is an attractive factor for me to stay in this job, as I quit some jobs in the past because the employers did not give me breaks for prayers.*

P3 also complained that the difficulties affecting their economic and social integration stemmed from the majority local Chinese. Ethnic minorities were not considered by the local Chinese as members of the community. As P3 said:

> *We invite our Chinese friends to participate in our festivals but they do not do so reciprocally.*

P4 had similar cultural and religious problems with his local Chinese co-workers. Despite these difficulties, he had no choice but to stay in his job to support his family:

> *Being Muslims, it is our duty to attend the mosque at least once a week*

and I am not granted that day off. The Chinese do not like my food. They wonder how I eat dry bread. When I bring my food to the workplace, my co-workers usually clip their noses with their fingers and show disgust. I feel very bad as they do not respect me. Anyway, I have to stay in my job though I feel suffocated in the workplace. I have to support my family and children. If I had the chance to learn Cantonese, I would have done so and hopefully my life would have improved. But time goes by as I am busy in earning a living for my family, I do not have any time left for learning Cantonese.

Coincidental with the studies reviewed in Chapter Four, the interviewees encountered a number of difficulties in living and integrating into the life of Hong Kong in aspects such as accommodation and employment. N4 shared his bad experience of unfair treatment in these aspects:

Talking about unfair treatment, I have a very bad experience. I was looking for a flat but the estate agency did not seem eager to offer me the flat due to my ethnic background. This is the biggest unfair treatment or discrimination I have ever faced. When we went to the Immigration Department office, the officers were reluctant to speak in English but they had not provided any interpretation service for us. Good and high -salaried jobs are not available for us from the Job Centres of the Labour Department. They post only low-salaried jobs on their website. So, unless and until many good jobs are available to the ethnic minorities on the website of the Labour Department, unfair treatment exists. There are many problems faced by ethnic minorities. The salary is not enough to pay for

daily expenses. The situation would improve if the Government rendered assistance to us. I think the low salary is the main problem. Nepalese workers get less pay. The rent is too high. So, I cannot keep any savings.

Most of the interviewees believed that if economic integration could be achieved, they would be able to improve their living standard, and social integration would come next. As P3 said:

Economic factors affect social factors very much. If the salary is too low, there will be no savings and we cannot afford better living standards such as apartment houses, cars, etc. Life will be miserable. We cannot send money to our family members who are in trouble in Pakistan. We will not have money left for treating guests and relatives. So, our social status will be lowered due to low economic status.

I1 also highlighted that the different treatment in pay had created a gap in the economic and social status between the ethnic minorities and the local Chinese. As he said:

I need to pay for my children's education. My salary is low. I have no savings. I have no money left for social gatherings, meetings, functions and so on. I cannot spend money to offer anything to my friends and relatives. So, life is hard and my economic and social status has not been good all along.

If there are no savings, how can we have money for training, community

development and children's education? So, it is very important to have money to maintain social status. The Chinese colleagues are paid higher salaries and I get lower pay. This unfair treatment will create a big gap in the economic and social status between the ethnic minorities and the local Chinese, and economic and social integration seem almost impossible. So, these problems are very serious now.

The lack of recognition of their academic qualifications obtained in their home countries was another problem faced by ethnic minorities, particularly the higher-educated ones. As N5 said:

I have even faced some problems with the recognition of my university qualifications obtained in Nepal. My employer troubled me a lot by requesting me to produce many documents from my home country to prove my qualifications. Eventually I went through HKCAAVQ assessment and now my qualifications are recognised as equivalent to those obtained in Hong Kong.

Ways to Achieve Economic and Social Integration

Equal Treatment and Opportunity

One of the major grievances of the interviewees was that they considered their salaries to be low and they were paid lower salaries than their local Chinese counterparts. They therefore appealed to fair treatment regarding pay. As I1 said:

My biggest complaint is that the salary is low and it should be increased at the same rate as the increase in rent and the costs of daily expenses.

I2 suggested that the Government should take appropriate actions to prohibit such unfair treatment:

The Government must give instructions to companies that all workers must be treated equally. Equal pay for equal work should be followed strictly. There should not be any salary differences between the Chinese and the non-Chinese workers of the same level in the same workplace.

In addition to equal salaries, P1 also raised the issue of equal working hours:

Equal pay for equal working hours can be one way to end the unfair treatment. If I work for twelve hours then the local Chinese employees should also work the same. The salary should be paid equally to both the EM and the Chinese employees. For the same kind of work, equal working hours and equal pay may be the solution to this unfair treatment.

N2 believed that the availability of more job opportunities was another factor helpful for their economic integration. As he said:

Salary increase and availability of more job opportunities can be ways to achieve economic integration.

Other than equal treatment, equal opportunity for their participation in different

aspects of their lives was also considered a way for them to achieve economic and social integration. As N1 said:

> *What I want is equal opportunity in training and participation in all aspects of life, and equal pay for equal jobs can be the best way to facilitate economic and social integration of the EMs.*

And N4 also said:

> *I think there should be equal opportunity in education and employment for ethnic minorities so that we can achieve better social integration.*

For the higher-educated interviewees, opportunities to be employed as civil servants were considered as important. As I5 said:

> *It's no way for us to be employed as civil servant in Hong Kong, as we cannot pass the Use of Chinese paper in the Common Recruitment Examination. I would like the Government of Hong Kong to remove this Chinese language proficiency requirement for EMs.*

N5 believed that ethnic minorities should not just complain about suffering unfair treatment and discrimination, they should put effort into learning and developing better careers in order to achieve economic and social integration. As he stated:

> *It is our own failure not trying to learn but to blame others saying that there are unfair treatment and discrimination. Social organisations and*

the Hong Kong Government have already put a lot of money and resources for the economic and social integration of ethnic minorities into Hong Kong's local society. We EMs must try to assess our abilities and to explore the right fields to develop our careers to improve our economic and social status.

Information in English and Native Languages

The interviewees suggested that information about job vacancies should be made available in both English and their native languages. As I2 suggested:

The Government should try to make job vacancy information available in English, Hindi and Urdu languages and advertise them in ethnic minorities' newspapers.

N3 also raised a similar suggestion as I2:

The Labour Department and employers can advertise job vacancies in English newspapers, as well as in the Pakistani, Nepali and Indian communities.

Apart from job vacancies, it was suggested that the information about training courses be made available in English and ethnic minority languages as well. As I1 said:

The training courses should be available in English or the training be conducted with interpretation. Up to now, I have not learned of any such

training available in English. So, the situation is not favourable to South Asian job seekers. I want the Government to take some steps to change the situation. Employers or the Labour Department should provide information about job vacancies and training courses in English and other ethnic minority languages.

Provision of Training

In accordance with ideas about the social benefits of learning (see Chapter Two, pages 37-38), attending training courses can benefit individuals by contributing positively to their incomes and upward mobility and, overall speaking, help build a society which is more suitable for living in. In the questionnaire survey, almost all the respondents rated themselves weak in Chinese proficiency (see Chapter Four, pages 111-115). Similarly, most of the interviewees in the face-to-face interviews considered that they had encountered language barriers in communicating with the local Chinese, which was a crucial problem affecting their economic and social integration into the Hong Kong society. As a result, to receive training in the Chinese language would be an effective way for them to open up their employment opportunities in Hong Kong. As N2 said:

First of all, the Government should support the ethnic minorities to learn Cantonese.

Employment agencies for ethnic minorities, better job networks and better training, learning of Cantonese and government support are also the best ways to achieve economic and social integration in Hong Kong.

Some interviewees also opined that the Government should play an active role in offering training courses to enhance their competency and employability. As I4 said:

> *They [ethnic minorities] should take better training that can help them earn higher salaries. So, training can be the only way to achieve better economic and social status. The Government should establish a centre for the ethnic minorities, and Cantonese and vocational training courses should be provided in English or with the help of interpreters. We need help from the Government.*

N6 also said:

> *The Government should take care of both higher-educated and less-educated ethnic minorities. The higher-educated ethnic minorities should be sponsored for higher education opportunities and less-educated ethnic minorities should be provided with skill-based training free of charge so that both can be integrated better into the Hong Kong society.*

Cultural and Social Exchange

The interviewees expressed their enthusiasm and open-mindedness to have cultural and social exchanges with the local Chinese. They believed that this would be an effective way for them to be integrated socially into the Hong Kong society. As N3 said:

Cultural and social sharing with the local Chinese can help us achieve better social integration. We can invite each other to attend special occasions like festivals, gatherings and functions, and both of us will be happy. This practice can help us find jobs as the local Chinese can pass the job information to us.

P1 believed that cultural and social exchange between the local Chinese and South Asian residents could be helpful to create a more harmonious society:

This can be very good as the local Chinese people have better knowledge about jobs and trainings. Relationships will be good and mutual exchanges of cultures, festivals and languages can help create a better society.

N5 shared similar views; he also opined that integration should be a two-way communication between local Chinese and South Asian residents:

Training in awareness of cross-cultural differences and acceptance of diversity in a multicultural society should be provided to both EMs and local Chinese employees. Family and social gatherings between EMs and local Chinese people should be organised frequently and this would ultimately foster social integration.

Integration should be not a one-way flow of communication but a two-way flow. Why not have social sciences textbooks include chapters that introduce the features and cultures of ethnic minorities in Hong Kong,

such as Nepalese, Indians, Pakistanis, Filipinos or Indonesians? Such efforts could definitely help to build a better integrated society.

However, most of the interviewees believed that such cross-cultural exchanges would not take place practically in Hong Kong at present. As P4 said:

Cross-cultural exchanges through mutual invitation and sharing can be the best option to gear up social integration. However, this is not taking place. Neither we nor the Chinese invite each other. All of us are busy in our work and we are not motivated to do this. This is a good idea but we both are failing practically due to our lack of readiness for change. All the Chinese and non-Chinese should be united and recognise each other as Hong Kong residents. Cultural understanding should be developed and gradually social integration can be achieved.

Self-help within Own Communities

Other than merely seeking assistance from the Government and the local communities, some interviewees believed that their own communities were also responsible for solving their own problems. As P3 said:

My community is more responsible because our people do not talk about the problems and does not seem to be ready to take some initiatives to solve the problems. We do not share our problems with local people and do not involve the Government in solving our problems. We just express our feelings in the temples or at homes but not in a place where it is

valued much.

P1 also opined that their own communities should help their disadvantaged members by providing guidance and counselling in job seeking:

> *We need to be united and tell the Government that we need encouragement and support. We can work with the Labour Department to get the job information. When we meet in the mosques, we do not talk about jobs. We only talk about our religious programmes. We can open a career corner and help our people to find jobs. We can help them by providing some guidance and counselling.*

I5 also said:

> *Our community should open a corner in the temples and help those who are jobless.*

N3 believed that the self-help practice could improve the economic and social status of their communities, and he was looking forward to a better future. As he said:

> *To improve our economic and social status, we ourselves should try our best. The Nepalese community must work hard for this. We are not that much encouraged. Let's see what will happen in the future.*

Future of Next Generations

When talking about the future of the next generations of ethnic minorities in Hong Kong, some interviewees like P3 were quite pessimistic. As he said:

> *Well, I am not that optimistic. They will be victims like me due to language barriers.*

Nevertheless, some interviewees were more positive. For them, providing better education to their next generations was considered the best way to improve their living standard in Hong Kong. As P4 said:

> *It is okay for me as I am old now but we need to do something for our children to provide better chances for them to learn Cantonese. However, our people send their children back to Pakistan to study our religion and language. So, the children may learn Cantonese late too. So, this is my worry about their future. I wish their future will be better than ours.*

He continued:

> *I will try my best to give better education to my children.*

The higher-educated interviewees mostly believed that their next generations would be able to receive better education in Hong Kong. As N5 said:

> *Our young generations have much more chances than us to take university*

courses in Hong Kong. So, this is a good trend. In the near future, Nepalese will also be able to get well-paid jobs after receiving higher education, I believe.

Summary

This chapter has presented the findings of the face-to-face interviews. As noted above, the major focus of this research was South Asian male adults from relatively lower education backgrounds. Nevertheless, about one-third of the participants in the face-to-face interviews were in fact higher-educated ones. By including these South Asian male professionals in the research, the findings show how participants belonging to different education groups differed in the channels they used to seek jobs, the approaches they adopted to tackle difficulties in integrating into the society, the purposes and aspirations they had in pursuing training, as well as the beliefs and expectations they held in respect of their careers and the prospects of their next generations. Hence, the research is able to achieve a more comprehensive empirical assessment through comparing the experiences and views of the less-educated participants with those of their higher-educated counterparts. The key findings can be summarised as follows:

- Limited channels to learn about job vacancies were considered available for the less-educated interviewees.
- For both the less-educated and higher-educated interviewees, the difficulties in job seeking were often believed to be related to their limited proficiency in Chinese language.
- Referrals by friends were the usual way for the less-educated interviewees to get

jobs, while various means such as online and newspaper were adopted by the higher-educated interviewees.

- The interviewees, both less-educated and higher-educated, to a certain extent faced unfair treatments in pay, rest days, working hours and work allocation in the workplace. Nevertheless, the higher-educated interviewees were much more positive and optimistic in overcoming the unfairness.
- The interviewees, both less-educated and higher-educated, to a certain extent faced communication problems with their co-workers.
- The less-educated interviewees took training courses mainly to obtain relevant mandatory working permits, whereas the higher-educated interviewees also attended courses for the purpose of career advancement.
- The interviewees, both less-educated and higher-educated, preferred training courses with fee subsidies or waivers offered, recognition under the Qualifications Framework and on-the-job training. The less-educated interviewees also preferred training courses with placement services upon completion.
- The interviewees considered Chinese language and vocational skills courses helpful for them to achieve economic and social integration into the Hong Kong society.
- The interviewees, both less-educated and higher-educated, considered language barriers, unfair treatments, cultural and religious differences, and racial discrimination as the problems that hindered their economic and social integration into the Hong Kong society.
- The interviewees suggested ways to enhance equal treatment and opportunities, so that they could achieve economic and social integration into the Hong Kong society. They included, first, to make available the information about resources

in English and their native languages; second, to provide them with appropriate training; third, to facilitate cultural and social exchange between the Chinese and the South Asian residents in Hong Kong; fourth, to promote self-help practice within their own communities; and last, to provide better education for their next generations.

The conclusions and recommendations for improving training policies and services to ethnic minorities in Hong Kong are presented in the next chapter. In outlining the recommendations, references are made to statistical analysis of the questionnaire survey, evaluation of the qualitative data from the face-to-face interviews, and review of the present policies and services.

CHAPTER SIX CONCLUSIONS

Introduction

This chapter presents the conclusions of the research undertaken to gain perspectives on the training needs of the South Asian male adults in achieving economic and social integration into the Hong Kong society. This chapter also sets out the social policy recommendations that should be considered in order to improve the positions of the South Asia male adults in the economic and social order in Hong Kong, and to create an equal society in which all can participate.

This research aimed at, first of all, an understanding of the situations that the South Asian male adults have been experiencing; in addition, an examination of the social forces contributing to the social exclusion of ethnic minority groups; furthermore, an understanding of how their racial and ethnic identities make their position vulnerable; and finally, finding out if the existing support and resources for training have addressed the needs of the South Asian male adults in Hong Kong. To achieve triangulation, both quantitative and qualitative methods, including a questionnaire survey and face-to-face interviews, were adopted to collect the research data.

The Research Findings

According to the human capital theory, training is an investment in human capital to prepare individuals for work and broaden the range of jobs open to them, hence facilitate the creation of personal, social and economic well-being (see Chapter Two, pages 39-40). One of the research questions of this thesis is to identify whether the

South Asian male adults in Hong Kong have any special training needs which are different from those of the local population. It was found that the most common problems being faced by the subjects of this research were language barriers, cultural and religious differences, racial discrimination, and unfair treatment in the workplace (see Chapter Four, pages 150-153; Chapter Five, pages 183-192). The majority of the respondents regarded the training they had received as useful in relation to their career aspirations (see Chapter Four, pages 155-157; Chapter Five, pages 193-196), although in some cases they faced problems with the unavailability of preferred training courses conducted in their preferred languages, and lack of spare time to attend training, etc (see Chapter Four, pages 157-160; Chapter Five, pages 196-197). Many of the respondents had experiences of being disadvantaged in the labour market, which they attributed to their lower or unrecognised educational qualifications, lack of Chinese language proficiency, as well as lack of job-related knowledge and skills (see Chapter Four, pages 130-133; Chapter Five, pages 205-210). Nevertheless, the higher-educated respondents were in general much more positive and optimistic in overcoming the unfairness. Even though such disadvantages were expected to diminish gradually in subsequent generations, the respondents were still very concerned that their descendants, because of their ethnicities, would follow their paths and fall victim to these obstacles which adversely affected their upward mobility (see Chapter Five, pages 218-219).

The second research question of this thesis is to identify whether there are any particular training needs that influence the economic and social integration of the South Asian male adults in Hong Kong. This research allowed the key components for successful training courses to be drawn out. First of all, opportunities to study training courses for recognised qualifications coupled with placement services should be

provided. In addition, support in the form of fee subsidies or waivers should also be available. Furthermore, the training courses should be delivered in a culturally supportive environment, and the delivery mode, location, time and language medium should be tailor-made to meet the needs of individual ethnic minority trainees (see Chapter Four, pages 163-170; Chapter Five, 197-205).

The third research question is to identify whether there are any training needs related specifically to the ethnicities of the South Asian male adults in Hong Kong. This research found that there was no significant diversity in the training needs of the different ethnic groups. The respondents from all three ethnic groups participating in this research, namely the Indians, Nepalese and Pakistanis, faced similar communication problems and unfair treatment, and considered Chinese language and vocational skills training helpful for them to achieve economic and social integration into the Hong Kong society (see Chapter Four, Tables 4.68 and 4.71, page 167; Chapter Five, pages 202-205). However, the survey results revealed that there was a higher proportion of the Indian respondents holding academic qualifications of bachelor's degrees or higher level than of the Nepalese or Pakistanis (see Table 4.10), and the Indians showed more confidence in their English language ability (see Table 4.19). This echoes the view of White (1994) that the descendants of a large number of Indian settlers in Hong Kong have greater opportunity to receive better education as their parents or grandparents were successful businessmen (see Chapter One, page 7). Training courses suggested by the respondents in the questionnaire survey that they believed helpful for them include disciplines of Chinese language, computer skills, occupational safety and health, construction and renovation, catering, education, tourism, translation and interpretation, etc. (see Chapter Four, page 167) Generally, the Indian respondents were more likely to select training courses with higher

demands for educational qualifications and English proficiency, such as courses in education and social services, so as to enhance their employment competitiveness and opportunities for upward movement, and to achieve economic and social integration. The Nepalese and the Pakistanis, in general, were more inclined to select courses requiring lower educational qualifications and English proficiency, such as courses in construction and renovation, food and catering, and to enhance their skills through continuing education after they became employed. In fact, South Asian male adults with higher educational qualifications and linguistic abilities are more suitable for attending training in jobs which can make use of their native languages, such as courses in tourism and hospitality, interpretation and translation services.

Recommendations

After taking into account the statistical analysis of the questionnaire survey and the qualitative data from the face-to-face individual interviews, as illustrated in previous chapters, as well as reviewing relevant government policies, the following recommendations are drawn from the research findings.

First, the provision of equal education opportunities to ethnic minorities should be in place. Training courses dedicated to meet their specific needs should be provided, and self-development through continuing education should be promoted. Second, Chinese language enhancement policies and measures should be formulated and implemented. Third, manpower policies should also be reviewed to take advantage of the strengths of ethnic minorities. Fourth, mutual help among ethnic minorities' businesses should also be fostered. Last but not least, cultural exchanges between ethnic minorities and the local Chinese should be encouraged to promote multiculturalism and

interculturalism for achieving racial harmony and mutual understanding.

Provision of Dedicated Training Services

The human capital model developed by Smith (1994) revealed that training is an investment in human capital. According to CEDEFOP (2011a, 2011b), training can prepare individuals for vocations and specialised occupations and enhance a nation's productivity and competitiveness. It helps people succeed in the labour market and enhance their mobility in terms of promotion within their specialised fields and job changes due to higher transferability of skills. The human capital theory holds that, in the long term, training can strengthen the citizenship of members of the public and to enhance the standard of living in society. In terms of economics, training is an investment with positive returns (see Chapter Two, pages 36-40). According to the experience of the United Kingdom, the provision of training programmes which meet both learners' and employers' needs are crucial to sustain employability and to overcome social exclusion (see Chapter Two, page 53).

In the questionnaire survey, about half of the respondents had never attended any training courses. Most of them considered that the courses available failed to meet their needs. Therefore, they indicated no intention to attend any training courses in the near future (See Chapter Four, pages 159-163). The survey revealed that, although the Labour Department, public training institutions (e.g., the Employees Retraining Board, the Vocational Training Council and the Construction Industry Council), and non-governmental organisations are providing various services to help the unemployed, most of them are unable to meet the specific needs of the ethnic minorities in Hong Kong.

One of the major problems being faced by South Asian male adults is the language barrier. The majority of respondents in the questionnaire survey indicated that the major factor affecting their integration into the Hong Kong society was 'Communication problem due to language barriers' (see Chapter Four, pages 150-153). The findings of the face-to-face interviews revealed that the difficulties in job seeking for both the less-educated and higher-educated interviewees were related to their limited proficiency in Chinese language (see Chapter Five, pages 179-180); they also opined that Chinese training courses would be helpful in facilitating their economic and social integration into the Hong Kong society (see Chapter Five, pages 202-204). It was noted from the survey results that almost all respondents rated their Chinese proficiency as 'Fair' or 'Not at all', and almost half of the respondents rated their English levels 'Fair' or 'Not at all' (see Chapter Four, pages 111-119). Most of the training courses in Hong Kong are conducted in Cantonese, and most of the information on training services is not available in English, not to mention the ethnic minorities' native languages. Besides, as pointed out by many interviewees in the face-to-face interviews, the local people tend to presume that most jobs are not suitable for ethnic minorities because they do not speak Cantonese. As a result, their access to employment and training services is limited and hence employment opportunities opened to them are reduced significantly.

Training for disadvantageous jobseekers is an investment with positive economic returns. However, the HKSAR Government only focused on the provision of short-term and intensive pre-employment training to allow ethnic minorities to get employed as early as possible, when it introduced measures for training for ethnic minorities. However, this policy of labour force attachment (see Chapter Two, pages

40-41) only catered for providing training in manual jobs, such as casual workers on construction sites or security guards, and the opportunities for their upward movement were restricted, not to mention economic and social integration.

To improve the situation, more training courses conducted in English should be developed for the ethnic minorities. The relevant stakeholders should evaluate their current programmes and services to avoid excluding the ethnic minorities. As well, they should run systematic longer-term training courses to help the ethnic minorities learn to read and write Chinese. Provision of longer-term and more comprehensive training with focus on the skill deficiencies could help the trainees to get rid of obstacles to their sustainable employment. This can prevent labour-market discrimination and achieve the goal of human-capital development (see Chapter Two, pages 40-41).

Upgrading Language Proficiencies

According to the findings of the research, the language barrier is without doubt the major obstacle for the South Asian male adults to live and adapt their lives in Hong Kong. This is in line with the findings of Tang *et al.* (2006) and EOC (2011) that the ethnic minorities considered that there were inadequate opportunities and lacking of an appropriate environment for them to learn Chinese (see Chapter Two, pages 72-73).

As concluded by Zhao (2013), it would be difficult for ethnic minorities to find jobs and eliminate cross-generational poverty as long as they are without sufficient education and unable to communicate in Chinese. In the study of Tsung and Gao

(2012), the participating South Asian parents believed that Chinese language learning is crucial for their children's social participation and advancement (see Chapter Two, pages 73-74).

Language proficiency is the cornerstone to successful employment and integration into the local community. There should be coordinated efforts from various stakeholders serving ethnic minorities to enhance language proficiency for all ethnic minorities in Hong Kong. Language proficiency enhancement policies and measures should be formulated and implemented by different government bureaus and departments, including the Labour and Welfare Bureau, the Labour Department, the Education Bureau, and the Home Affairs Bureau. More proactive measures will be needed to help ethnic minorities, especially those who are not educated in Hong Kong's mainstream education system, which means they need to learn Cantonese / Chinese.

The current language programmes available for the ethnic minorities are elementary, piecemeal and unable to meet the increasing volume of business with Mainland China. Clear visions and joint efforts to enhance the language proficiencies of ethnic minorities need to be upheld among different vocational training institutions, including the Employees Retraining Board, the Vocational Training Council and the Construction Industry Council.

Systematic Chinese Language Training Curriculum

Cantonese and Chinese language courses currently available for the ethnic minorities are not governed by a systematic training curriculum. Some Chinese language

assessments are informal and have been criticised by employers as misleading and not reflecting language proficiency accurately.

A standardised Chinese language training curriculum for the ethnic minorities in Hong Kong is needed; this should be devised by the Education Bureau, the Standing Committee on Language Education and Research (SCOLAR) and the language experts in tertiary institutions. The curriculum should include different components of language proficiency, such as speaking, listening, reading and writing, with benchmark assessments. There should also be part-time industry-specific workplace Cantonese courses catering for different types of work settings to suit the vocational needs of ethnic minorities.

A formalised system for testing and recognizing the language proficiency of ethnic minorities should be in place to facilitate employers' considerations during recruitment and career promotion. The system could be set up with reference to the framework of Mainland China's Chinese Proficiency Test [Hànyǔ Shuǐpíng Kǎoshì 漢語水平測試]. Furthermore, there is a need to enforce quality assurance measures to ensure the effectiveness of the training courses.

Train the Trainers

Language courses, particularly the Cantonese ones, should be taught by professionally trained language instructors who are qualified to teach Chinese as a second language, knowledgeable in industry-specific workplace Chinese, and familiar with the needs and cultural backgrounds of ethnic minorities. However, there are very few such qualified Chinese language trainers in Hong Kong and, hence, there is a need to build

up professional expertise in this aspect. Resources, sponsorships and scholarships etc. should be provided to train these trainers so that quality Chinese language training can be organised and delivered effectively.

Strengthen the Contributions and Involvement of Community Interpreters

In Hong Kong, there are a number of community interpreters who are proficient in their native languages and spoken English. Some of these community interpreters can also speak Cantonese. These groups of ethnic minorities are valuable assets that can be mobilised in the provision of employment and training service. They can be involved more actively to serve as promoters, teaching assistants, as well as role models of training programmes and services. Besides, they can link up the ethnic minority communities to facilitate the access to various types of information and services. Furthermore, there can be support and allowances for this group of ethnic minorities to advance their training and gain formal qualifications as professional interpreters or language instructors, which in turn help improve the quality and effectiveness of existing language courses.

Maximizing Multicultural and Intercultural Assets

As revealed in the questionnaire survey, the vocational training courses suggested by the respondents include industry categories of construction and renovation, food and catering, education and social services, tourism and hospitality, as well as interpretation and translation services (see Chapter Four, page 167). In the face-to-face interviews, both the less-educated and higher-educated interviewees also preferred the vocational skills training courses dedicated to meet their employment

needs (see Chapter Five, pages 202-205). In achieving economic and social integration of the ethnic minorities, the value of the multicultural and intercultural assets of Hong Kong can also be maximised. To achieve this goal, market research would be helpful to identify the human resource policies and the available job opportunities in the abovementioned industries. Below is an overview of the current situations of the various industries and some suggestions as to how the multicultural and intercultural assets of Hong Kong could be utilised to help.

Construction and Renovation Industry

In the survey results, it was noted that quite a large number of South Asian male adults, especially those who were less-educated Nepalese and Pakistanis, were employed in the construction and renovation industry (see Chapter Four, pages 120-125). Currently in Hong Kong, there is a large number of infrastructure and residential development projects underway or about to start and, due to ethnic minorities generally being more robust, there will be room for their career development in this industry. In the face-to-face interviews, most of the interviewees engaged in the construction and renovation industry had attended mandatory training for obtaining relevant permits (see Chapter Five, pages 193-195). That said, at present, the Construction Industry Council Training Academy (CICTA) offers only several courses on vocational safety and one part-time skill-enhancement course conducted in English (see Chapter Two, page 25). Although such training courses may help people to acquire basic permits for jobs as causal workers on work sites, at present there are no training courses offered on craftsmanship conducted in English. What is more, information on course content and the admission requirements for such training courses is available in Chinese only. To attract more ethnic minorities to join the

industry, craftsmanship training in scaffolding, plumbing, carpentry, metal work, electrical installation, and other construction skills should be provided with English as the medium of instruction to improve the career prospects of ethnic minorities. More skill enhancement training courses are also essential for existing ethnic minority employees.

Food and Catering Industry

In the survey results, it was noted that the food and catering industry was popular to the respondents, particularly those less-educated Indians and Pakistanis (see Chapter Four, pages 119-124). Food and catering is a key part of the hospitality service in a world city. This field can provide ample employment opportunities for ethnic minorities. Employers of ethnic minorities in this industry are mostly small and medium enterprises facing competition and difficulties in their business environments. They would like to see quality customer service and basic Cantonese language proficiency in their employees. Therefore, when training providers design food and catering services training courses for ethnic minorities, they should consider the elements of customer service and basic Cantonese language for the workplace to enhance their employability and employment sustainability.

Education and Social Services Industry

Many ethnic minorities in Hong Kong are unable to communicate in either English or Cantonese. Therefore, there is a need for trained ethnic minority teachers, welfare and healthcare workers to provide support in the areas of education, healthcare, family support and community services, etc. Training providers should provide courses to

equip ethnic minorities to enter into the professions of social work, teaching assistance or health-care professions. In the long run, further training opportunities should be provided for these workers to obtain formal qualifications and professional registration.

Tourism and Hospitality Industry

The ethnic minorities who have the advantages of language proficiency in both their native languages and English are also assets to Hong Kong in the tourism and hospitality industry. In the face of a rising number of tourists and business travellers coming to Hong Kong, better hospitality services for travellers from both the South Asian countries and other English-speaking countries should be provided. Training providers may consider offering training courses on tourism, ticketing, hospitality, cruises, etc. conducted in English to allow ethnic minorities to maximize their advantages in linguistic ability for servicing these industries and to achieve economic and social integration.

However, at present, the Travel Industry Council of Hong Kong (TICHK) does not offer any Pre-service Tourist Guide Training Course conducted in English. Some ethnic minorities are basically not able to acquire the Tourist Guide Pass although it only requires an education qualification of Form Five level. Although holders of bachelor's degrees or above can sit for the written and practical examinations conducted in English, as self-study candidates, basically it was not possible to pass the practical examination without tutoring on the subject. This is the reason for the limited number of self-study candidates attempting the examinations for the Tour Guide Pass. Therefore, it is recommended that the TICHK should co-operate with

relevant training institutions to conduct the Pre-service Tourist Guide Training Course in English, to equip ethnic minorities with necessary training for the Tourist Guide Pass and to be professional tourist guides.

Interpretation and Translation Services Industry

Hong Kong, as Asia's world city, has the chance to explore business opportunities and promote cross-cultural exchanges with various South Asian countries. There is both potential and a need to develop interpretation and translation services for both transnational corporations and the local community in areas of product promotion, financial marketing and services, court interpretation, etc. There is a number of better-educated ethnic minorities who possess post-secondary qualifications and are proficient in their native languages and English. Particularly the Indian respondents, most of them considered themselves to have 'Very Good' proficiency in their native languages (see Chapter Four, page 110) and majority of them rated themselves as having 'Very Good' of 'Good' English proficiency (see Chapter Four, page 118). Community interpreter training courses can be provided to help them enter and progress as professional interpreters and translators. In addition, there is also a demand for community interpreters who can master their native languages and Cantonese. Such interpreters can bridge the gap between the ethnic minorities and the local community more effectively.

Bridging Expectations of Work Culture

There are ample job opportunities available in the labour market of Hong Kong and the working conditions such as salaries, working hours and workload are based on the

prevailing market situations. However, in both the questionnaire survey and face-to-face interviews, some respondents indicated that both local employers and ethnic minority employees do not understand the cultural and religious differences of the other party, which can hinder the social integration of ethnic minorities and increase their working difficulties.

As pointed out by Law and Lee in their social exclusion model (2006), homogeneous local identity is one of the catalysts causing the social exclusion of minority groups (see Chapter Two, pages 44-45). Thus, there is a need to bridge the gap between the expectations of ethnic minorities and the mainstream work culture. Job fairs, recruitment talks, ethnic minority media, career guidance and post-training placement follow-up with employers and employees would be effective means to facilitate communications between employers and employees / job-seekers.

Ethnic minority employees, especially the grass-root ones, would need to know about the realities of the job market, entry requirements for various jobs, interviewing skills, the concept of positive work attitudes and the importance of continuous skill enhancement. They would also need to be aware of the local work culture, particularly the importance of work ethics, punctuality and sense of responsibility. As well, orientation to the local Chinese culture, habits and customs would be an essential part of the training provided to the ethnic minorities.

A referencing system in the training process and in the workplace would be useful for employers to assess the performance of ethnic minorities objectively in terms of punctuality, sense of responsibility and initiative. In addition, rewarding the ethnic minorities for good performances would result in higher chances of job placement and

career advancement.

Although the overall working relationships and accommodation of social and cultural practices are generally satisfactory, it would certainly be helpful if the social and cultural attributes of the ethnic minority groups, such as eating habits, dress codes, religious practices and gender sensitive issues could be made known to employers more explicitly. This could be done in the form of information packages or booklets. Various ethnic minority organizations, key employers, trade union groups and other stakeholders should be involved actively in the process of compiling such collaborative information.

Social and cultural accommodation is a two-way process. Mutual respect can hopefully result in win-win situations for both employers and ethnic minority employees.

Facilitating In-house Training

The social capital theory revealed that continuing education stimulates interests and provides knowledge and skills that enable people to participate confidently and effectively. It serves as a source for social capital development and momentum for active citizenship (see Chapter Two, page 44). In business contexts that demand independent and cooperative problem solving skills to address complex concerns, lifelong acquisition of knowledge and skills, enhancement of attitudes and social connections, both on-the-job and off-the-job, can facilitate an employee to gain market and non-market benefits.

In the face-to-face interviews, most respondents welcomed the provision of on-the-job skill training by employers and considered this a win-win situation. Ethnic minorities might not be active in enrolling in training courses, as most employers need to hire them right away instead of waiting for them to complete their training. On the other hand, employers are more familiar with their trade-specific skills, their own company work procedures and team work requirements. Hence, in-house training services could be a solution to address the needs of both employers and ethnic minority employees, so as to enhance their success in job placements and motivate them to undergo training.

Training institutions should liaise proactively with employers to understand their human resources policies and the job vacancies available to ethnic minorities, so that training courses can gear towards their needs and expectations. Apart from the 'train and place' model, work attachment programmes can be put in place in which employers are involved in training ethnic minority employees directly in the required language and vocational skills, basic work attitudes and work ethics. In this case, their employers can sponsor or excuse their ethnic minority employees for part-time or day-time training courses.

User-friendly Training Course Arrangement

The job-seeking attitudes and skills of the ethnic minorities would need to be polished to match the employers' expectations. Training courses can also serve the purpose of building up credentials and references for the ethnic minorities. The trainees who have good performances can be given reference support and job referrals. These outstanding performers can, in turn, serve as role models and peer counsellors for

other ethnic minorities looking for progress in their career and training paths. In addition, some generic skills courses can serve as springboards or bridges for trainees to obtain technical or professional qualifications. For instance, computer or information technology skills training are foundation bridging courses for further webpage design or software design training.

Therefore, user-friendly training courses can facilitate the achievement of the above goals. As revealed from the research findings, the key factors for the ethnic minorities to consider whether they would participate in a training course include usefulness of the training courses, recognition of qualifications upon completion of training, job placement, and reputation of training providers.

In the research, many of the interviewees had not attended any kind of continuing education programmes, although quite a lot of them expressed their aspirations for self growth, particularly those higher-educated ones. The findings revealed that South Asian male adults, especially those who are family breadwinners, do not have time to attend training courses because of inflexible and long working hours.

Existing continuing education programmes may not address the needs and interests of ethnic minorities fully in terms of location, timing, syllabuses or admission requirements. In view of the success of the Employees Retraining Board's Skills Upgrading Scheme Plus, which provides local employees with flexible, convenient and affordable ways of learning, it is considered worthwhile to expand the programme to include more training courses conducted in English so as to provide opportunities for self-enhancement for the ethnic minorities. Continuing education can encourage social capital development and active citizenship, and help ethnic minorities to resist

against discrimination and marginalisation (see Chapter Two, pages 44-46). The above measures can effectively enhance the awareness of the continuing education of ethnic minorities.

Cultural sensitivity is essential to guide trainees properly. Training to step up trainers' skills and sensitivity in dealing with trainees with different ethnic backgrounds should be provided for professional development.

According to the results of the questionnaire survey, about two-thirds of the respondents live in Yau Tsim Mong and Wan Chai districts (see Chapter Four, pages 101-102). Most of the respondents indicated that Yau Tsim Mong and Wan Chai districts are the preferred locations for training courses (see Chapter Four, pages 169-170). Training providers should consider offering courses for ethnic minorities in these districts.

Apart from classroom training, flexible and convenient learning opportunities can also be provided to the minority employees through handy learning devices such as videos and audios in ethnic minority languages. The feasibility and effectiveness of this approach is supported by the successful experience of the Hong Kong Christian Service, which has produced VCD and CD kits for the ethnic minorities to learn simple Cantonese.

Fostering Mutual Help and Ethnic Enclave Economy

In the research, some interviewees believed that their own communities were responsible for solving their own problems (see Chapter Five, pages 217-218). Ethnic

minorities should be encouraged and supported to organise among themselves and to be more active in expressing their needs and pursuing their own rights. Respect for multicultural diversity should be promoted, and communication and interaction between the Chinese and the ethnic minorities should be fostered. Financial, management and cultural resources should be provided for ethnic minorities to develop their own ethnic community media, including newspapers, magazines, radio programmes and websites.

In accordance with the British experience, immigrants from India and China have better opportunities for upward movement as they are more inclined to start their own businesses (see Chapter Two, pages 50-51). The experience of the Netherlands also demonstrated that a high ratio of new immigrants chose to be self-employed (see Chapter Two, pages 53-54). As advocated by Li (2004) and Erni and Leung (2014), the ethnic business enclaves can facilitate economic integration of minority groups and serve as spaces for intra- and inter-ethnic communal bonding (see Chapter Two, pages 38-39). As ethnic residents congregate for supplies and for ethnic bonding, and the clientele becomes increasingly international, the ethnic businesses function as sites for the consolidation of ethnic identity and community and for integration with the mainstream.

In the face-to-face interviews, some interviewees, particularly the higher-educated ones, had expressed their aspirations to set up their own business, and would like to take training courses for such venture (see Chapter Five, page 195). To ensure that 'ethnic businesses' thrive as space for the reinforcement of ethnic identity as well as inter-ethnic interaction and community engagement between Chinese and ethnic minority residents, funding schemes and expert advice should be made accessible to

the minority communities to nurture these business talents. Non-governmental organisations and educational institutions should be encouraged to offer relevant courses for ethnic minorities interested in setting up their own businesses, including initial set-up, business operations, accounting practice and legal requirements. To enhance ethnic businesses as spaces for inter-ethnic community building and cultural harmony, the HKSAR Government should organise meetings between ethnic businesses and local counterparts in neighbourhood settings to enhance civic awareness and inter-ethnic and intra-district relations.

Education Opportunities for Next Generations

As indicated in the 2011 Population Census, school attendance for the ethnic minorities was relatively lower than that of the entire population, particularly for those at the schooling periods of kindergarten (86.9% vs. 91.3%), matriculation (75.7% vs. 86.0%) and tertiary education (13.8% vs. 43.8%) (see Chapter Two, pages 70-71).

In the face-to-face interviews, some respondents were gravely concerned about the livelihoods of their next generations. They were worried that their next generations would not be able to improve their living in line with what they had experienced. They eagerly expressed the hope that their next generations can receive good education in a fair manner in Hong Kong (see Chapter Five, pages 218-219). However, schools are one of the fundamental social institutions in the reproduction of social stratification. As indicated by the survey results of Shun, Gao and Tsung in 2012, South Asian students were often stereotyped as culturally alien and linguistically and socially handicapped (see Chapter One, page 4). Furthermore,

codes on school uniform, provision of food in cafeterias and religious practices are areas in which ethnic minority students can feel very uncomfortable. Due to the lack of racial consciousness and the lack of resources, there is only a handful of subsidised schools that display their appreciation of the cultures and religions of ethnic minorities, hence the choices of schools for ethnic minority children are limited. According to the survey conducted by Ku *et al.* in 2005, the South Asian students thought that they did not have the same education opportunities as local Chinese students, and the chances for higher education were even more limited (see Chapter Two, page 72). The survey conducted by Sharma in 2012 also revealed that South Asian parents did not perceive positive futures for their children in Hong Kong (see Chapter Two, page 74).

School-aged ethnic minorities should enjoy equal opportunities to receive education of the same quality as the local school children do. The Education Bureau should encourage schools to adopt a more open and culturally sensitive approach. Cultural exchanges between local students and ethnic minority students should be promoted to build harmonious and joyful study environments. More resources should be allocated to help both local and ethnic minority parents to understand each other's cultures.

The HKSAR Government strives to build Hong Kong to become a cosmopolitan city. South Asian Hongkongers are entitled to be viewed as part of this achievement. In the school curriculum, the cultures of different ethnic groups living in Hong Kong should be introduced. For example, images of people of different ethnicities and races making up the Hong Kong society ought to be represented in textbooks so as to fully embrace these groups as part of Hong Kong.

Other educational opportunities targeted for students who fail to obtain secondary education qualifications, such as the Project Yi Jin, should also be expanded to the English medium. This way, ethnic minority youngsters can be offered opportunities to obtain higher qualifications, develop skills and achieve their goals.

With regard to tertiary educational opportunities, ethnic minority students cannot enrol in many of the government-funded educational institutions such as the Institute of Vocational Education (IVE) and the Vocational Training Council (VTC), because most of the courses are conducted in Chinese. Therefore, these government-funded education institutions should provide more courses in English so as to expand the choices for ethnic minority students.

Universities should also review their policies of admitting ethnic minorities. One improvement has already been implemented, that ethnic minority students can apply for university programmes under the Joint University Programmes Admissions System (JUPAS) route, based on the results of Chinese examinations of the British General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE). However, it seems that many faculties in universities and colleges are still sticking to stringent Chinese admission requirements. As a lot of courses in various universities in Hong Kong are taught in English, the Chinese language requirement should be flexible in regard to the admission for South Asians.

The academic qualifications of ethnic minorities obtained in their own countries are very often not recognised in Hong Kong, and it is therefore difficult for them to obtain admission to local universities. By adhering strictly to an admission policy

based on local qualifications, many ethnic minorities are excluded from receiving higher education. However, in many human services fields such as social work, nursing, and teaching, the lack of professional practitioners with ethnic minority backgrounds is one of the reasons for the underdevelopment of social services for ethnic minorities.

Towards a Policy of Multiculturalism and Interculturalism

Many respondents in the research pointed out that, although there is now legislation against racial discrimination, it alone is merely treating the symptoms rather than the causes, and therefore not enough to eliminate discrimination against ethnic minorities in Hong Kong. The survey conducted by Chan and Wong in 2004 pointed out a correlation between people's personal acquaintances with ethnic minorities and their attitudes towards them. Unfortunately, about 60% of local Chinese respondents had indicated they had never become acquainted and / or communicated with ethnic minorities (see Chapter Two, page 67). This constitutes a hindrance to eliminating their biases against ethnic minorities. The study of Kahanec and Mendola (2007) found that, according to the experiences of the UK and Wales, engagement in mixed-ethnic social networks facilitated the employment of ethnic minorities (see Chapter Two, page 50). Instead of adopting policies of assimilation to achieve social inclusion, some countries including the United States and Canada had incorporated policies of multiculturalism which recognise cultural maintenance and retention of identity (see Chapter Two, pages 56-57). That said, multiculturalism is often criticised as a policy that deals with migration, tolerance and cultural diversity, without addressing the cultural interaction issue (see Chapter One, page 2). One of the examples is the experience of Australia in handling the issues about the rights of

indigeneity (see Chapter Two, page 58). The research of Tonsing (2013) also highlighted the important role that social support plays in the acculturation and adaption processes of ethnic minorities (see Chapter Two, page 68). According to the argument of social capital, social interactions between people of different social classes and ethnicities can help the community as a whole to reach common goals and bring valuable and priceless benefits (see Chapter Two, pages 42-43).

In the survey conducted by Ku *et al.* in 20013, the overwhelming majority of the South Asian respondents found it difficult to make friend with local Hong Kong people. Almost 60% of them considered that the locals were unfriendly (see Chapter Two, pages 66-67). In contrast, in the face-to-face interviews of this research, the interviewees expressed their enthusiasm and open-mindedness to have cultural and social exchanges with the local Chinese. However, most of them believed that such cross-cultural exchanges would not take place practically in Hong Kong at present (see Chapter Five, pages 215-217). To achieve the social integration of ethnic minorities into the Hong Kong society, the following measures can be considered by the Government. First of all, there should be comprehensive reviews of social policies. Culturally sensitive policies and measures tailor-made to cater for the special needs of the ethnic minorities need to be put in place. The Government should earmark more funding for non-governmental organisations to provide more services to the ethnic minorities so as to improve their living conditions and facilitate their gradual integration into society. In addition, there should be extensive public education to promote culturally sensitive practices. The Government should take an active role to promote and to raise public awareness of respect and appreciation for ethnic diversity in Hong Kong.

To promote intercultural sensitivity and intergroup relations, programmes and activities should be developed and organised. Such programmes and activities should focus on fostering a more positive intergroup contact that is inclusive, egalitarian, and involves common goals. These conducive conditions can help reduce intergroup bias and prejudice against ethnic groups, and foster greater social cohesion among different groups in society. A multicultural society in which all races and ethnic groups can enjoy equal rights and opportunities for social resources and all aspects of social life should be advocated. Nevertheless, apart from merely passively accepting the existence of multiple cultures in Hong Kong, the Government should also promote dialogue and interaction among different cultural groups to facilitate interculturalism. Non-governmental organisations should be encouraged to organise longer-duration programmes for Chinese and ethnic minorities to participate together. Furthermore, the vast majority of notices and publicity about events organised at the district or community levels are in Chinese. To encourage ethnic minorities to take part in these events, publicity should also be given in English.

Summary

The learning experiences gained from this research will undoubtedly improve the understanding of the topic area and increase awareness of the methodological and practical issues involved in carrying out the research. The research emerged from concerns that were raised in the review of previous studies. The literature review suggested that there were gaps between our existing knowledge about the training needs of ethnic minorities in achieving their economic and social integration and the reality. A mixed-method approach was adopted, in which first-stage data were collected by questionnaire survey, and qualitative data were obtained by subsequent

face-to-face interviews. The research was based on evidence provided by a sample of South Asian male adults living in Hong Kong. It drew on their first-hand experiences and perceptions. This approach resulted in the production of a body of evidence that was based on a sound methodology and qualitative analysis. In addition, the focus on South Asian male adults living in Hong Kong provided a unique perspective of an unexplored area of research.

Ethical issues were addressed throughout the research. The participants were informed accurately about the nature of the research and their identities were duly protected. In general, the participants were treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice.

Limitations of the Research

Due to time and cost constraints, only limited questionnaires and face-to-face interviews were conducted for this research. In the face-to-face interviews, the South Asian research subjects were mostly reluctant and had reservation to spell out their voices, there were difficulties to have in-depth conversations with them and to collect more information. The reliability and validity of the data obtained would be enhanced if more research subjects were interviewed. In addition, almost all of the research subjects considered themselves weak in Chinese proficiency. In retrospect, a quota of respondents with Chinese proficiency should have been included, to ensure that the sample comprised target groups of different characteristics and to enable a thorough analysis of their situation.

Suggestions for Further Research

Further research could be carried out to explore the aspect of human resources policies in achieving both economic and social integration of ethnic minorities, and maximisation of the multicultural and intercultural assets of Hong Kong. A more detailed analysis of the industries in which ethnic minorities have advantages could be useful for addressing whether there is under-representation in such industries. Furthermore, as the HKSAR Government has provided the 'Chinese Language Curriculum Second Language Learning Framework' and an Applied Learning subject in Chinese Language from the 2014/15 school year, in-depth study to assess their effectiveness could be helpful to enhance the policies and measures.

Concluding Remarks

This study aimed at identifying the training needs of South Asian male adults in order to achieve economic and social integration; the thesis has enabled these needs to be known to policy-makers as a step towards building Hong Kong as a home for everybody, regardless of colour, age, class, gender and sexual orientation. It shares the vision in the Policy Address of 2014, and I hope that this will come true one day.

> *"With concerted efforts, we aim to unleash the potential of ethnic minority members of our community and make Hong Kong a truly inclusive society for all." The 2014 Policy Address: Helping our Ethnic Minority Community.*

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APPENDIX I: QUESTIONNAIRE

Ethnicity No:_____ **Sample Code:** _____

Section I. Personal Information

1. Ethnicity

(1) ☐ Indian
(2) ☐ Nepalese
(3) ☐ Pakistani
(4) ☐ Others, please specify:_____ **(Terminate)**

2. District of home

Hong Kong Island	Kowloon	New Territories	
(1)☐ Central & Western	(5)☐ Yau Tsim Mong	(10) ☐ Kwai Tsing	(15) ☐ Tai Po
(2)☐ Wan Chai	(6)☐ Sham Shui Po	(11) ☐ Tsuen Wan	(16) ☐ Sha Tin
(3)☐ Eastern	(7)☐ Kowloon City	(12) ☐ Tuen Mun	(17) ☐ Sai Kung
(4)☐ Southern	(8)☐ Wong Tai Sin	(13) ☐ Yuen Long	(18) ☐ Islands
	(9)☐ Kwun Tong	(14) ☐ North	

3. Age Group:

(1) ☐ below 18 years **(Terminate)**
(2) ☐ 18-20 years
(3) ☐ 21-29 years
(4) ☐ 30 -39 years
(5) ☐ 40 -49 years
(6) ☐ 50 -59 years
(7) ☐ 60 years or above **(Terminate)**

4. Are you now one of the following?

(1) ☐ Employed (a) ☐ Employee (b) ☐ Self-employed
(2) ☐ Unemployed (a) ☐ Seeking job (b) ☐ Not seeking job **(Terminate)**
(3) ☐ Full-time student **(Terminate)**
(4) ☐ Retired **(Terminate)**

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

(1) ☐ Since birth (2) ☐ _____years

6. What is your highest educational level? Was it obtained in Hong Kong or outside Hong Kong? (For qualifications obtained outside Hong Kong, please specify the country.)

Educational Level	**Obtained in Hong Kong or outside Hong Kong (please specify the country)**	
(1) ☐ Doctoral Degree	☐ Hong Kong	☐ Other, Please specify: _____
(2) ☐ Master's Degree	☐ Hong Kong	☐ Other, Please specify: _____
(3) ☐ Undergraduate Degree	☐ Hong Kong	☐ Other, Please specify: _____
(4) ☐ Sub-Degree (5) ☐ Post-secondary Certificate/ Diploma (6) ☐ Upper Secondary (7) ☐ Lower Secondary (8) ☐ Primary (9) ☐ Below Primary/ No Formal Education	☐ Hong Kong	☐ Other, Please specify: _____

7. What is your language(s) ability?

(The scale is from (1) being "very good" to (4) being "not at all/ just a bit")

(1) Very Good (2) Good (3) Fair (4) Not at all/ just a bit

Proficiency/ Language	English	Cantonese	Mother tongue: _____	Others, please specify: 1_____	2_____
Listening					
Speaking					
Reading					
Writing					

For those employed (Q. 4. 1a and 1b), go to Section II - Q. 8 and for those unemployed job seekers (Q. 4. 2a), go to Section III - Q. 18

Section II. Experiences of Current Employment (for those currently employed)

8. What's the nature of your job contract?

A. (1) ☐ Permanent/ Contract (more than a year)
(2) ☐ Contract (less than a year) / temporary
(3) ☐ Self-employed

B. (1) ☐ Full-time (2) ☐ Part-time

9. How many hours on average do you work per week? _____hours

10. What is your job now? _____

11. Which industry are you in? _____ (Don't read out)

(1) ☐ Art & Design
(2) ☐ Beauty & Hairdressing
(3) ☐ Catering
(4) ☐ Construction & Renovation
(5) ☐ Domestic & Environmental Services
(6) ☐ Education & Recreation
(7) ☐ Electrical & Mechanical Services
(8) ☐ Entertainment & Performing Arts
(9) ☐ Financial Services
(10) ☐ Healthcare Services
(11) ☐ Hotel
(12) ☐ Import and Export
(13) ☐ Information & Communications Technology
(14) ☐ Logistics
(15) ☐ Printing & Publishing
(16) ☐ Property Management & Security
(17) ☐ Real State Agency
(18) ☐ Retail
(19) ☐ Social Services
(20) ☐ Tourism
(21) ☐ Others, please specify: _____

12. Which district are you now working in?

Hong Kong Island	Kowloon	New Territories	
(1)☐ Central & Western	(5)☐ Yau Tsim Mong	(10) ☐ Kwai Tsing	(15) ☐ Tai Po
(2)☐ Wan Chai	(6)☐ Sham Shui Po	(11) ☐ Tsuen Wan	(16) ☐ Sha Tin
(3)☐ Eastern	(7)☐ Kowloon City	(12) ☐ Tuen Mun	(17) ☐ Sai Kung
(4)☐ Southern	(8)☐ Wong Tai Sin	(13) ☐ Yuen Long	(18) ☐ Islands
	(9)☐ Kwun Tong	(14) ☐ North	

13. Do you usually face the following problems in the work place? And to what level: Would you say not a problem, not that serious, serious or very serious? (Rotate and read out statements, starting from the statement with a tick inside the box).

			Extent of the problem				
			Not a problem	Not that serious	Serious	Very serious	No opinion **(Do not read out)**
☐	a.	Employers' requirements too demanding	☐	☐	☐	☐	☐
☐	b.	Lack of promotion chance	☐	☐	☐	☐	☐
☐	c.	Nature of work not matching my educational background or qualification	☐	☐	☐	☐	☐
☐	d.	Working hours too long	☐	☐	☐	☐	☐
☐	e.	Working hours inflexible or irregular	☐	☐	☐	☐	☐
☐	f.	Lack of allowance for religious practices in the work place (e.g. place for prayers, special dietary requirements for the Ramadan)	☐	☐	☐	☐	☐
☐	g.	Difficulties in communication with supervisors or employers	☐	☐	☐	☐	☐
☐	h.	Difficulties in communication with colleagues	☐	☐	☐	☐	☐
☐	i.	Difficulties in communication with customers who are not EM	☐	☐	☐	☐	☐
☐	j.	Difficulties in meeting the job requirement of spoken Cantonese	☐	☐	☐	☐	☐
☐	k.	Difficulties in meeting the job requirement of reading or writing Chinese	☐	☐	☐	☐	☐
☐	l.	Others, please specify:_____	☐	☐	☐	☐	☐

14. How long have you been in your present job? _____year(s) and _____ month(s)

15. What is your longest stay (so far) in a job in Hong Kong? _____year(s) and _____ month(s)

16. Do you think you will leave your current job in the coming three months?

(1) ☐ Yes

(2) ☐ No **(Go to Section IV - Q. 26)**

17. If yes, what are the reasons?

(1)	☐ Working hours too long	(7)	☐ Project/Contract ended
(2)	☐ Irregular shift/ working time	(8)	☐ Interpersonal relationship problems (with colleagues/ employers)
(3)	☐ Work location too far away from home	(9)	☐ Just want to take a break
(4)	☐ Unfair treatments	(10)	☐ No job prospects
(5)	☐ No job satisfaction	(11)	☐ Laid off by the employer
(6)	☐ Salary too low	(12)	☐ Others, please specify: _____

Go to Section IV - Q. 26. For unemployed job seekers (Q. 4. 2a), go to Section III - Q. 18; otherwise go to Section IV - Q. 26.

III. Experiences of Previous Employment (for those who are currently unemployed)

18. Your previous job was (if more than one job, list the main job) _____

19. Which industry were you previously in? (Don't read out)

(1) ☐ Art & Design
(2) ☐ Beauty & Hairdressing
(3) ☐ Catering
(4) ☐ Construction & Renovation
(5) ☐ Domestic & Environmental Services
(6) ☐ Education & Recreation
(7) ☐ Electrical & Mechanical Services
(8) ☐ Entertainment & Performing Arts
(9) ☐ Financial Services
(10) ☐ Healthcare Services
(11) ☐ Hotel
(12) ☐ Import and Export
(13) ☐ Information & Communications Technology
(14) ☐ Logistics
(15) ☐ Printing & Publishing
(16) ☐ Property Management & Security
(17) ☐ Real State Agency
(18) ☐ Retail
(19) ☐ Social Services
(20) ☐ Tourism
(21) ☐ Others, please specify: _____

20. Which district were you previously working in?

Hong Kong Island	Kowloon	New Territories	
(1)☐ Central & Western	(5)☐ Yau Tsim Mong	(10) ☐ Kwai Tsing	(15) ☐ Tai Po
(2)☐ Wan Chai	(6)☐ Sham Shui Po	(11) ☐ Tsuen Wan	(16) ☐ Sha Tin
(3)☐ Eastern	(7)☐ Kowloon City	(12) ☐ Tuen Mun	(17) ☐ Sai Kung
(4)☐ Southern	(8)☐ Wong Tai Sin	(13) ☐ Yuen Long	(18) ☐ Islands
	(9)☐ Kwun Tong	(14) ☐ North	

21. How long have you been unemployed? _____month(s)

22. Did you face the following problems in the work place in your previous employment? And to what level: Would you say not a problem, not that serious, serious or very serious? (Rotate and read out statements, starting from the statement with a tick inside the box).

			Extent of the problem				
			Not a problem	Not that serious	Serious	Very serious	No opinion **(Do not read out)**
☐	a.	Employers' requirements too demanding	☐	☐	☐	☐	☐
☐	b.	Lack of promotion chance	☐	☐	☐	☐	☐
☐	c.	Nature of work not matching my educational background or qualification	☐	☐	☐	☐	☐
☐	d.	Working hours too long	☐	☐	☐	☐	☐
☐	e.	Working hours inflexible or irregular	☐	☐	☐	☐	☐
☐	f.	Lack of allowance for religious practices in the work place (e.g. place for prayers, special dietary requirements for the Ramadan)	☐	☐	☐	☐	☐
☐	g.	Difficulties in communication with supervisors or employers	☐	☐	☐	☐	☐
☐	h.	Difficulties in communication with colleagues	☐	☐	☐	☐	☐
☐	i.	Difficulties in communication with customers who are not EM	☐	☐	☐	☐	☐
☐	j.	Difficulties in meeting the job requirement of spoken Cantonese	☐	☐	☐	☐	☐
☐	k.	Difficulties in meeting the job requirement of reading or writing Chinese	☐	☐	☐	☐	☐
☐	l.	Others, please specify:_____	☐	☐	☐	☐	☐

23. How long did you stay in your previous job? _____year(s) and _____ month(s)

24. What is your longest stay (so far) in a job in Hong Kong? _____year(s) and _____ month(s)

25. What are the reasons for leaving your previous job?

(1) ☐ Working hours too long

(2) ☐ Irregular shift/ working time

(3) ☐ Work location too far away from home

(4) ☐ Unfair treatments

(5) ☐ No job satisfaction

(6) ☐ Salary too low

(7) ☐ Project/Contract ended

(8) ☐ Interpersonal relationship problems (with colleagues/ employers)

(9) ☐ Just want to take a break

(10) ☐ No job prospects

(11) ☐ Laid off by the employer

(12) ☐ Others, please specify: _____

Go to Section IV - Q. 26

Section IV. Job Seeking Experiences and Sources of Employment Related Information

Ask all respondents

26. Do you face the following problems in job seeking? Would you say not a problem, not that serious, serious or very serious? (Rotate and read out statements, starting from the statement with a tick inside the box)

			Extent of the problem				
			Not a problem	Not that serious	Serious	Very serious	No opinion (**Do not read out**)
☐	a.	Employers unable to offer reasonable salaries	☐	☐	☐	☐	☐
☐	b.	Working conditions (e.g. working hours, physical settings) not desirable	☐	☐	☐	☐	☐
☐	c.	Unable to meet the educational or vocational skills requirements	☐	☐	☐	☐	☐
☐	d.	Qualifications obtained in home country not recognised by employers	☐	☐	☐	☐	☐
☐	e	Training attended not recognised by employers	☐	☐	☐	☐	☐
☐	f.	Lack of knowledge about local community	☐	☐	☐	☐	☐
☐	g.	Lack of local work experience	☐	☐	☐	☐	☐
☐	h.	Limited channels available to know about job vacancies	☐	☐	☐	☐	☐
☐	i.	Most jobs require Chinese proficiency	☐	☐	☐	☐	☐
☐	j.	Employers would not hire employees of my ethnicity (race)	☐	☐	☐	☐	☐
☐	k.	Others, please specify:_____	☐	☐	☐	☐	☐

27. Are the following factors affecting your choice of jobs? Would you say not important at all, not very important, important or very important? (Rotate and read out statements, starting from the statement with a tick inside the box)

			Degree of importance				
			Not important at all	Not very important	Important	Very important	No opinion **(Do not read out)**
☐	a.	Salaries/fringe benefits	☐	☐	☐	☐	☐
☐	b.	Language proficiency requirement	☐	☐	☐	☐	☐
☐	c.	Promotion chance	☐	☐	☐	☐	☐
☐	d.	Whether employers are from the same ethnic	☐	☐	☐	☐	☐
☐	e.	Whether customers are from the same ethnic group	☐	☐	☐	☐	☐
☐	f.	Whether there are colleagues from the same ethnic group	☐	☐	☐	☐	☐
☐	g.	Whether employer allows culture and religious practices for EM	☐	☐	☐	☐	☐
☐	h.	Whether there are opportunities for personal development or career advancement	☐	☐	☐	☐	☐
☐	i.	Others, please specify:_____	☐	☐	☐	☐	☐

28. Do you think the following factors affect your integration into the Hong Kong society? Would you say not a problem at all, not that serious, serious or very serious? (Rotate and read out statements, starting from the statement with a tick inside the box)

			Extent of the problem				
			Not a problem at all	Not that serious	Serious	Very serious	No opinion **(Do not read out)**
☐	a.	Communication problems due to language barriers	☐	☐	☐	☐	☐
☐	b.	Differences in living habits, social and cultural practices	☐	☐	☐	☐	☐
☐	c.	EM community's lack of awareness and sensitivity towards Chinese custom and culture	☐	☐	☐	☐	☐
☐	d.	EM community's lack of updated information on local happenings and affairs in HK	☐	☐	☐	☐	☐
☐	e.	Local community's lack of awareness and sensitivity towards EM's culture and religious beliefs	☐	☐	☐	☐	☐
☐	f.	Local people's biased attitudes to EM	☐	☐	☐	☐	☐
☐	g.	Others, please specify: _____	☐	☐	☐	☐	☐

Section V. Experiences of and Views Towards Training Courses

Ask all respondents

29 (a). Have you taken any training course(s) in relation to your job in Hong Kong?

(1) □Yes (2) □ No **(Go to Q. 30)**

29 (b). If yes, please give us (i) the name and nature of the course, (ii) the name of training body with year attended, (iii) the reasons for attending the course and (iv) how useful (very useful, quite useful, not that useful or no use at all) is the course for the most recent training courses you have attended (up to 4):

	(i) Name or nature of the course	**(ii) Name of training body (Year attended)**	**(iii) Reasons for attending the course (enter codes here)**	**(iv) (1) very useful, (2) quite useful, (3) not that useful, (4) no use at all, (0) no comments (Do not read out)**
(1)				
(2)				
(3)				
(4)				

29 (c). Reasons for attending the course (May choose more than one)

(1)☐ To enhance job-seeking skills
(2)☐ To gain knowledge or skills
(3)☐ To cope with existing work requirements
(4)☐ To find a better job
(5)☐ Provide placement services
(6)☐ Others, please specify:_____

30 (a). If you have not attended any training courses, are you aware that there are training courses available for EM? (1) □ Yes (2) □ No (Go to Q. 32)

30 (b). If yes, what are the reasons you do not attend those courses? (Rotate and read out; please choose all that apply)

(1) ☐ The courses are not useful for finding jobs
(2) ☐ The courses are not recognised by employers
(3) ☐ No suitable courses available
(4) ☐ Cannot afford the training fee
(5) ☐ Inconvenient Location of training
(6) ☐ Inconvenient Time of suitable courses
(7) ☐ Unable to enrol
(8) ☐ Waiting time for suitable courses is too long
(9) ☐ The course/s was/were eventually cancelled/not offered
(10) ☐ Find jobs after registering for the course
(11) ☐ Don't know where to register for the courses
(12) ☐ Courses I find useful are all conducted in Cantonese
(13) ☐ I am not interested in the jobs related to the training
(14) ☐ No opinion **(Do not read out)**
(15) ☐ Others, please specify: _____

31. What arrangements do you think are helpful in helping you to take training courses? (Please choose 3 and rank them according to their importance with "1" indicating the best arrangement, followed by "2" and "3" (Rotate and read out statements, starting from the statement with a tick inside the box).

☐ _____ Training conducted in English/ my language

☐ _____ Reduce course fee (please suggest the amount of course fee ……)

☐ _____ Training conducted by trainers belonging to my ethnic group

☐ _____ Job attachment as part of training programme

☐ _____ Enhance relevance of training to job requirements

☐ _____ Reduce class size of training courses (please suggest class size ……)

☐ _____ Classes for single gender only (men only class or female only class) participants

☐ _____ Subsidy for trainees (please suggest the percentage .....)

☐ _____ Assistance in job placement after course completion

☐ _____ Child care service during the lesson

☐ _____ Recognised certificate given after successful completion of the course

☐ _____ Others, please specify: _____

32 (a). Do you plan to take any training course(s) in the coming 12 months?

(1) ☐ Yes **(go to (b))**
(2) ☐ No **(go to Q. 33)**
(3) ☐ Not yet decided **(go to Q. 33**)

32 (b). If yes, what types of training you plan to take up? (Read out and rotate)

(1) ☐ English Language

(2) ☐ Cantonese Language

(3) ☐ Computer skills

(4) ☐ Customer relationship skills

(5) ☐ Job application skills (e.g. preparing a covering letter, Resume/CV or interview skills)

(6) ☐ Skills specific to the nature of job, please specify: _____

(7) ☐ Interpersonal skills

(8) ☐ Understanding of local culture

(9) ☐ Other soft skills, please specify: _____

(10) ☐ Others, please specify: _____

32 (c). Reasons for taking training courses are: (Please choose all that apply) (Rotate and read out)

(1) ☐ To enhance job-seeking skills
(2) ☐ To gain knowledge or skills
(3) ☐ To increase the chance of promotion
(4) ☐ To help find a job
(5) ☐ To handle work requirements better
(6) ☐ To reduce chance to be laid off
(7) ☐ Others, please specify: _____

33. What is your preferred time, mode, language and location of the training courses?

a. Preferred time (1) ☐ Weekend (2) ☐ Weekday (3) ☐ Either
b. Preferred mode (1) ☐ Part time (2) ☐ Full time (3) ☐ Either
c. Preferred Language (1) ☐ English (2) ☐ Cantonese (3) ☐ Mother tongue (4) ☐ Either
d. Preferred Location

Hong Kong Island	Kowloon	New Territories	
(1)☐ Central & Western	(5)☐ Yau Tsim Mong	(10) ☐ Kwai Tsing	(15) ☐ Tai Po
(2)☐ Wan Chai	(6)☐ Sham Shui Po	(11) ☐ Tsuen Wan	(16) ☐ Sha Tin
(3)☐ Eastern	(7)☐ Kowloon City	(12) ☐ Tuen Mun	(17) ☐ Sai Kung
(4)☐ Southern	(8)☐ Wong Tai Sin	(13) ☐ Yuen Long	(18) ☐ Islands
	(9)☐ Kwun Tong	(14) ☐ North	

34. Please suggest 3 to 5 five new training courses that helpful for you:

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

Section VI. Family Economic Activity Status

Ask all respondents

35. Number of family members (including yourself) : _____

36. Personal Income (in Hong Kong dollars)

How much did you earn from your part-time or full-time job last month?

(Includes employee's MPF contribution, earning from casual work, housing allowance, bonus and double pay) (Please divide the bonus and double pay by 12 month(s))

☐ No income	☐ $20,000 – $24,999	☐ $50,000 – $59,999
☐ Below $5,000	☐ $25,000 – $29,999	☐ $60,000 or above
☐ $5,000 – $9,999	☐ $30,000 – $34,999	☐ Refuse to answer **(Do not read out)**
☐ $10,000 – $14,999	☐ $35,000 – $39,999	
☐ $15,000 – $19,999	☐ $40,000 – $49,999	

37. Total Family Income (in Hong Kong dollars)

☐ No income	☐ $20,000 – $24,999	☐ $50,000 – $59,999
☐ Below $5,000	☐ $25,000 – $29,999	☐ $60,000 or above
☐ $5,000 – $9,999	☐ $30,000 – $34,999	☐ Refuse to answer **(Do not read out)**
☐ $10,000 – $14,999	☐ $35,000 – $39,999	
☐ $15,000 – $19,999	☐ $40,000 – $49,999	

End of Questionnaire, Thank you!

APPENDIX II: INTERVIEW SCHEDULE

Introduction

- Introduce myself to the informant.
- Brief the informant about the Participant Information Sheet.
- Request the informant to sign the Participant Consent Form.

Remind the informant that:

- **Social integration** means all individuals, regardless of their race, sex, language or religion, can fully exercise their rights and responsibilities on an equal basis with others and contribute to society.
- **Economic integration** involves removing discriminatory barriers to employment which prevent people from actively participating in the labour market or discourage them from seeking employment.
- As the questionnaire survey is anonymous, some questions are repeated in this interview.
- There are NO right/ wrong answers.
- The interview will be audio-recorded.
- Assure confidentiality and anonymity.

Personal Information

- What is your ethnicity?
- How old are you?
- Where do you live?
- Were you born in Hong Kong? If not so, how long have you been in Hong Kong? When did you move to Hong Kong?
- What is your highest educational level? Did you obtain it in Hong Kong? Otherwise, where did you obtain it?

Employment Experience

- Are you currently employed or unemployed?

For those employed:

- What is your job title? What is your company? How long have you worked there? Is your job full-time or part-time? Is your job permanent or temporary or self-employed?
- How many employees in your company? How many EM employees are there in your company? Do you prefer your company to be with or without EM employees? Why?
- Is whether a company has or does not have EM employees an important factor for you to choose a job? Why? Please give some examples from your experience to explain

your preference.

- Is your company close to your home? Is the location of the company an important factor for you in choosing a job? Why?
- What is the ethnicity of your employer? What is the ethnicity of your immediate supervisor? Do you prefer to work for Chinese or EM employers/ supervisors? Why?
- Is the ethnicity of your employer/ supervisor an important factor for you in choosing a job? Why? Please give some examples from your experience to explain your preference.
- What is the ethnicity of your customers? Do you prefer to serve Chinese or EM customers? Why?
- Is the ethnicity of your customers an important factor for you in choosing a job? Why? Please give some examples from your experience to explain your preference.
- What were your jobs before? Were your previous jobs in the same industry as your current job? How often did you change your job? Why did you change your job/ industry?
- As an EM, do you think you're treated fairly in job seeking? Do you think it is easy or difficult for EM to seek jobs in Hong Kong? Why? Please share your experience in details.
- As an EM, do you think you're treated fairly in your company? Have you encountered any problems in the work place? What are the problems? How do these problems affecting you? Please share your experience in detail. How can these problems be overcome?
- As an EM, do you think you're treated fairly in the Hong Kong society? Have you encountered any problems affecting your economic and social integration into the Hong Kong society? What are the problems? How do these problems affecting you? Please share your experience in details. How can these problems be overcome?

For those unemployed:

- How long have you been unemployed?
- What was your previous job title? What was your previous company? How long had you worked there? Was your previous job full-time or part-time? Was your previous job permanent or temporary or self-employed?
- How many employees in your previous company? How many EM employees in your previous company? Do you prefer your company with or without EM employees? Why?
- Is whether a company has or does not have EM employees an important factor for you in choosing a job? Why? Please give some examples from your experience to explain your preference.
- Was your previous company close to your home? Is the location of the company an

important factor for you in choosing a job? Why?

- What is the ethnicity of your previous employer? What is the ethnicity of your previous immediate supervisor? Do you prefer to work for Chinese or EM employers/ supervisors? Why?
- Is the ethnicity of your employer/ supervisor an important factor for you in choosing a job? Why? Please give some examples from your experience to explain your preference.
- What was the ethnicity of your customers in your previous job? Do you prefer to serve Chinese or EM customers? Why?
- Is the ethnicity of your customers an important factor for you in choosing a job? Why? Please give some examples from your experience to explain your preference.
- Why did you leave your previous job?
- Did you work in the same industry in your previous jobs? If not so, why did you change industry? How often did you change your job?
- How many jobs have you applied for since you have been unemployed? Have you had any interviews? If so, how many interviews have you attended? Have you been offered a job?
- As an EM, do you think you're treated fairly in job seeking? Do you think it is easy or difficult for EM to seek jobs in Hong Kong? Why? Please share your experience in detail.
- As an EM, do you think you're treated fairly in your previous company? Have you encountered any problems in the work place? What are the problems? How do these problems affecting you? Please share your experience in details. How can these problems be overcome?
- As an EM, do you think you're treated fairly in the Hong Kong society? Have you encountered any problems affecting your economic and social integration into the Hong Kong society? What are the problems? How do these problems affect you? Please share your experience in detail. How can these problems be overcome?

Training Experience

- Have you ever taken any training courses in Hong Kong?

For those who have taken training courses:

- What are the courses you have taken? Where did you take the courses?
- How did you know about the courses and the training providers?
- What are the reasons for you to take training course? Please explain in details.
- Do you think that taking training courses is a useful way to help you achieve economic and social integration in Hong Kong? Please explain in detail why you think so.
- Do you think the training courses you have taken have been useful to help you achieve

economic and social integration in Hong Kong? Why?

- Do you prefer training courses to be conducted in Cantonese, English or your Mother Tongue? Why?
- Do you prefer full-time training courses or part-time training courses? Why?
- Do you prefer training courses to be held during weekdays or weekends? During daytime or evenings? Why?
- Do you prefer training courses to be held in a district close to your home? Or office? Why? Is the location of the training course to be held an important factor for you in choosing a course? Why?
- Do you prefer to have a teacher of your ethnicity? Why?
- Do you prefer to study with students of your ethnicity only? Why?
- Do you prefer classes of men only? Why?
- Do you have any idea about the Qualifications Framework in Hong Kong? *If not so, explain it to the informant in the first instance.* Do you prefer a certificate with recognition of Qualifications Framework after completion of the course? Why?
- Do you prefer a training course with a job placement service after completion of the course? Why?
- Do you have any idea about skills upgrading training for in-service employees? *If not so, explain it to the informant in the first instance.* Would you consider taking skills upgrading courses after working hours? Why?
- Do you think subsidising course fees is an important factor for you in choosing a course? Why?
- What is the best class size?
- How much is the maximum fee you would pay for a course? Why?
- Are you going to take training courses in the near future? If not so, why? If so, what are the courses you would like to take? Where do you want to take the courses? Why do you want to take training courses? And why do you want to take such courses with the training providers you prefer? If not yet decided, how would you select for a course and training provider?
- Please suggest some training courses which you believe would be helpful for EMs in achieving economic and social integration in Hong Kong? Please explain in details why do you think so?

For those who haven't taken any training course:

- What are the reasons for you not to take any training course?
- Do you aware that there are training courses suitable for EM in Hong Kong? If so, how do you know this?
- Do you think that taking training courses is a useful way to help you achieve economic and social integration in Hong Kong? Please explain in detail why you think so?

- Do you prefer training course to be conducted in Cantonese, English or your Mother Tongue? Why?
- Do you prefer full-time training courses or part-time training courses? Why?
- Do you prefer training courses to be held during weekdays or weekends? During daytime or evenings? Why?
- Do you prefer training courses to be held in a district close to your home? Or office? Why? Is the location of the training course to be held an important factor for you to choose a course? Why?
- Do you prefer to have a teacher of your ethnicity? Why?
- Do you prefer to study with students of your ethnicity only? Why?
- Do you prefer classes of men only? Why?
- Do you have any idea about the Qualifications Framework in Hong Kong? *If not so, explain it to the informant in the first instance.* Do you prefer a certificate with recognition of Qualifications Framework after completion of the course? Why?
- Do you prefer a training course with a job-placement service after completion of the course? Why?
- Do you have any idea about skills upgrading training for in-service employees? *If not so, explain it to the informant in the first instance.* Would you consider taking skills upgrading courses outside working hours? Why?
- Do you think subsidy for course fee is an important factor for you to choose a course? Why?
- What is the best class size?
- How much is the maximum fee you would pay for a course? Why?
- Are you going to take training courses in the near future? If not, why? If so, what are the courses you would like to take? Where do you want to take the courses? Why do you want to take training courses? And why do you want to take such courses with the training providers you prefer? If not yet decided, how would you select a course and training provider?
- Please suggest some training courses which you believe helpful for EMs in achieving economic and social integration in Hong Kong? Please explain in detail why you think so?

Closing

- Do you have anything else you would like to add?
- Thank you for your participation.
- Reassure participant of confidentially and anonymity.

- END -

APPENDIX III: PARTICIPANT INFORMATION SHEET

THE UNIVERSITY OF NOTTINGHAM
DOCTOR OF EDUCATION (LIFELONG EDUCATION)
PARTICIPANT INFORMATION SHEET

Project title: **Achieving economic and social integration: The training needs of South Asian male adults in Hong Kong**

Researcher: **Fung Kam Man**

Supervisors: **Prof. W. John Morgan, Dr. David Murphy**

This research project focuses on the training needs of South Asian ethnic minorities in Hong Kong, namely the Indians, Nepalese and Pakistanis, and aims to understand the situation of South Asian male adults, to see what social forces contribute to the social exclusion of ethnic minority groups, as well as to understand how their racial and ethnic identities make their position vulnerable.

This research seeks to understand what social forces constitute the disadvantaged employment conditions of the South Asian ethnic minorities. It is also hoped to understand whether there are any difficulties and exclusions that are particular to the three ethnic minority groups in the study. In other words, this research seeks to establish whether these three different ethnic groups have race and ethnicity-specific training needs different from other members of the population.

Please note that:

- The face-to-face interview will take you roughly 1.5 to 2 hours.
- Discussions during the interview will be audio recorded.

- Your participation is entirely voluntary. You are at liberty to withdraw at any time without prejudice or negative consequences, non-participation will not affect your rights/access to other services.
- Only the researcher has access to your personal information. All information obtained will be treated with strict confidence and used for research purposes only.
- Only aggregated data will be reported and no personal information will be released in any report or publication.
- If you require any further information, you may contact the researcher or his supervisors, details as follows:

Researcher:	Fung Kam Man	email:	kamanfung@ymail.com
		Mobile:	9019 1444
Supervisors:	Prof. W. John Morgan		john.morgan@nottingham.ac.uk
	Dr. David Murphy		david.murphy@notthingham.ac.uk

- If you wish to make a complaint on ethical grounds, you may contact the Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

APPENDIX IV: PARTICIPANT CONSENT FORM

THE UNIVERSITY OF NOTTINGHAM
DOCTOR OF EDUCATION (LIFELONG EDUCATION)
PARTICIPANT CONSENT FORM

Project title: **Achieving economic and social integration: The training needs of South Asian male adults in Hong Kong**

Researcher: **Fung Kam Man**

Supervisors: **Prof. W. John Morgan, Dr. David Murphy**

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audiotaped during the interview.
- I understand that data (including hard and electronic copies of transcripts and audiotapes) will be stored and locked at a safe and secure location only accessible to the researcher.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed ……. (research participant)

Print name …….

Date ……

Contact details

Researcher: Fung Kam Man: kamanfung@ymail.com
Mobile: 9019 1444
Supervisors: Prof. W. John Morgan: john.morgan@nottingham.ac.uk
Dr. David Murphy: david.murphy@notthingham.ac.uk
School of Education Research Ethics Coordinator:
educationresearchethics@nottingham.ac.uk

APPENDIX V(A): SAMPLE INTERVIEW TRANSCRIPT

Face-to-face Interview with a less-educated Indian male aged 30-39
Interviewee Code: I1

Interviewer: Hello. I have come to you for a research interview.
Interviewee: Okay.
Interviewer: This interview is particularly based on the questionnaire that I gave you to fill in about a month ago. Do you remember that you filled it in?
Interviewee: Yes, I know.
Interviewer: And we are going to talk about your overall views on the main challenges and problems faced by the ethnic minorities in terms of Hong Kong's economic and social integration. Do you have any doubt or problem in telling us your views?
Interviewee: Yes. Okay. No problem.
Interviewer: One thing I want to tell you is that this entire interview will be audio recorded and all the information obtained will be treated with strict confidential and used for research purposes only.
Interviewee: Yes. Okay.
Interviewer: You are welcome for the interview.
Interviewer: Okay.
Interviewer: What is your ethnicity?
Interviewee: What?
Interviewer: Your ethnicity or nationality?
Interviewee: Indian.
Interviewer: How old are you?
Interviewee: Thirty... ah... thirty-two years old.
Interviewer: Where in Hong Kong do you live?
Interviewee: In Mong Kok.
Interviewer: Were you born in Hong Kong?
Interviewee: No, not here. I was born in India.
Interviewer: For how long have you been living in Hong Kong?
Interviewee: Seven years.
Interviewer: What is your highest educational level?
Interviewee: I ... Intermediate.
Interviewer: Intermediate? Do you mean Upper Secondary?
Interviewee: Yes.
Interviewer: Did you obtain it in Hong Kong? Otherwise, where did you obtain it?

Interviewee: No, not from Hong Kong. I did pass it from my country, India.

Interviewer: After this, now I am going to ask you questions about your employment experience. Are you currently employed or unemployed?

Interviewee: Yes, I am working in a construction company.

Interviewer: What is your job title?

Interviewee: General labourer.

Interviewer: Is your job full-time or part-time?

Interviewee: Full-time job.

Interviewer: Is your job permanent or temporary or self-employed?

Interviewee: Permanent job in other's company but not self-employed.

Interviewer: How many employees in your company?

Interviewee: About … ah… ten.

Interviewer: Are there any ethnic minority employees in your company?

Interviewee: Yes, there are Nepalese, Indians and Pakistanis.

Interviewer: Do you prefer your company with or without ethnic minority employees? Why?

Interviewee: Yes, I prefer working with people of my ethnicity, because I cannot communicate in Cantonese.

Interviewer: Is your employer Chinese? Is your supervisor Chinese?

Interviewee: Yes, both are Chinese.

Interviewer: Do you like to work with Chinese employer or ethnic minority employer? Why?

Interviewee: For me, Chinese employers are better as they pay better salaries. However, Indian employers are better in terms of communication and cultural understanding.

Interviewer: Is your company close to your home?

Interviewee: It takes forty-five minutes for me to reach the workplace in Kwun Tong.

Interviewer: Is the location of the company an important factor for you to choose a job? Why?

Interviewee: Yes, because if it is near home then the fare can be saved. I take the MTR and time can be saved. So, if the job location was far then I would not choose that job.

Interviewer: Is there any problem at your work? Do you face any unfair treatment?

Interviewee: Yes, I get a lower salary than the Chinese colleagues. I am given less number of hours and more holidays but Chinese get more hours. I get a daily wage on the number of hours in a day. So, it is unfair treatment for me.

Interviewer: How is your present economic and social situation?

Interviewee: I need to pay for my children's education. My salary is low. I have no savings. I have no money left for social gatherings, meetings, functions and so on. I cannot spend money to offer anything to my friends and relatives. So, life is hard and my economic and social status has not been good all along.

Interviewer: What are the problems that you have faced in seeking jobs in Hong Kong?

Interviewee: I find jobs through Indian, Punjabi, Pakistani, Nepalese friends. I do not have any other network or link. I do not approach companies directly as I do not speak Cantonese. Without Cantonese speaking skill, I cannot talk to Chinese employers. Thus, I do not approach companies directly. I rely on Indian, Punjabi, Pakistani, Nepalese friends to find jobs, and I do not have any other network. There are no job vacancy advertisements in Hindi, Urdu and Nepali newspapers. There may be jobs in Chinese newspapers but I cannot read Chinese. Therefore, job seeking is a very frustrating part of my life.

Interviewer: Is the monthly income that you make enough to pay for basic needs?

Interviewee: I am paid HK$500 a day and I am given just about 22 days' work in a month. So, my salary is about HK$11,000 in a month. This is the only source of my income and it is hard to pay for daily basic needs.

Interviewer: Have you encountered any problems affecting your economic and social integration into the Hong Kong society? What are the problems? How do these problems affect you? Please share your experience in detail. And, how can these problems be overcome?

Interviewee: If there are no savings, how can we have money for training, community development and children's education? So, it is very important to have money to maintain social status. The Chinese colleagues are paid higher salaries and I get lower pay. This unfair treatment will create a big gap in the economic and social status between the ethnic minorities and the local Chinese, and economic and social integration seem almost impossible. So, these problems are very serious now.

Interviewer: Now, I would like to focus my questions on the training needs of ethnic minorities.

Interviewee: Okay, all right.

Interviewer: First of all, have you ever taken any training courses in Hong Kong? For example, construction safety training, security guard training, etc.

Interviewee: I have taken a training course for the green card *[Certificate of Mandatory Basic Safety Training Course for Construction Industry]*. I have not taken any other course because I do not understand Chinese, and I could not find any with Hindi or Punjabi interpretation. Yes, I found job with the help of this safety training

Interviewer: Has the training been fruitful for you to find jobs?

Interviewee: Yes, I found a job with the help of this safety training.

Interviewer: What kinds of jobs have you done after coming to Hong Kong? Please explain in details.

Interviewee: I worked for a Chinese hair salon and a construction company.

Interviewer: As you have said that you would like to take training, what kinds of training and in what language do you want to take?

Interviewee: I want to take training about hair professional courses but in English with Hindi interpreter or in Hindi language.

Interviewer: Do you have any idea about the Qualifications Framework in Hong Kong? If not so, I will explain it to you.

Interviewee: Yes, I know a little about the Qualifications Framework of the Government.

Interviewer: Do you prefer a certificate with recognition of the Qualifications Framework after completion of the course? Why?

Interviewee: I want my training to be under the Qualifications Framework in Hong Kong as I want to get a better job with better safety, and my training should be recognised by all the employers. High quality training can be safe and secure in terms of finding the job in the labour market. Every training should be accepted by the employers.

Interviewer: Do you prefer a training course with a job placement service after completion of the course? Why?

Interviewee: Yes, I prefer placement services. It would be good if I could have such opportunities.

Interviewer: Do you think subsidisation for course fees is an important factor for you to choose a course? Why? How much monthly fee for the course you like to take can be okay for you?

Interviewee: Yes, it is important, because on a low income I will not have enough to pay for a course above a thousand dollars.

Interviewer: What kinds of training courses can be good for you to improve your economic and social status?

Interviewee: Any training that can help us earn higher salaries will be useful.

Interviewee: What should the Labour Department do to help the ethnic minorities?

Interviewee: It should give job information to ethnic minority's organizations like temples, gurudwars *[Sikh temples]*, mosques and ethnic minority shops. They can give job vacancy advertisements in ethnic minority's newspapers as well.

Interviewer: How about the Government or the Labour Department's role in controlling the unfair treatment as you mentioned there is unfair treatment in terms of salary and working hours?

Interviewee: The Government and the Labour Department should check and control the unfair treatment so that we can get equal pay and equal number of working hours as all the Chinese and non-Chinese workers at the same job.

Interviewer: Do you want to work with both ethnic minorities and Chinese together or only ethnic minorities? Do you have any preference?

Interviewee: No, I have no preference as I like to work with all people of all ethnic groups.

Interviewer: Have you ever faced any unfair treatment in social aspects?

Interviewee: Yes, I have faced some unfair treatment in shopping centres and supermarkets as they keep some discount tags in Chinese language but do not write in English language as we do not get any idea about this benefit. So, supermarkets and shopping centres should keep such information in English besides Chinese language so that we too become part of this benefit.

Interviewer: Any others?

Interviewee: My biggest complaint is that the salary is low and it should be increased at the same rate as the increase in rent and the costs of daily expenses. Second, the training courses should be available in English or the training be conducted with interpretation. Up to now, I have not learned of any such training available in English. So, the situation is not favourable to South Asian job seekers. I want the Government to take some steps to change the situation. Employers or the Labour Department should provide information about job vacancies and training courses in English and other ethnic minority languages.

Interviewer: Have you ever noticed any job advertisements in temples or mosques or in ethnic minorities' organizations?

Interviewee: No, not yet. I go to the gurudwar but never see any job information or training courses.

Interviewer: Have you seen any change now in seeking jobs? Do your people, I mean, Indians help you in finding jobs?

Interviewee: No, we do not have any agency or organization for this. Only friends can help to find jobs. Friends and family networks are better in finding jobs. When we look for jobs, we call friends who are in the job or who have knowledge of Cantonese and can help in talking with Chinese bosses and this is the most common way of finding jobs.

Interviewer: What should EM do to achieve economic and social integration in Hong Kong?

Interviewee: They should learn Cantonese first.

Interviewer: Is learning Cantonese difficult.

Interviewee: Yes, it is difficult for me. But if I can learn, it can help me get better jobs.

Interviewer: If a company where you work gives training after work, will it be a good idea to join the course?

Interviewee: Such an idea is great and I think many people would join such training if available at the same workplace.

Interviewer: Okay, so, do you have any other things you would like to share with me?

Interviewee: No, I have told you everything.

Interviewer: Then, thank you for your time and opinions.

Interviewee: Thank you.

Interviewer: Last, I would like to reassure you of confidentiality and anonymity. I mean only I can access your information, your information will only be used for this study and I will not disclose your identity in any form to anyone.

Interviewee: Okay, thank you.

APPENDIX V(B): SAMPLE INTERVIEW TRANSCRIPT

Face-to-face Interview with a higher-educated Nepalese male aged 40-49
Interviewee Code: N5

Interviewer: Good morning!

Interviewee: Good morning!

Interviewer: How about we start the discussion now?

Interviewee: Sure!

Interviewer: As I talked to you on phone, I would like to have an in-depth interview with you on the training needs of South Asian male adults in Hong Kong for achieving economic and social integration. Please be assured that all the information obtained here will be treated with strict confidence and used for research purposes only.

Interviewee: Yes, I understand.

Interviewer: First of all, may I have your brief introduction about yourself?

Interviewee: I was born and brought up in Nepal, so I am Nepalese by ethnicity or nationality. I am now 40 plus. Here in Hong Kong, I live with my wife but I have not got any child yet. I came to Hong Kong in November 2009 and have been living in a rented flat in Yau Ma Tei. I have been working in Hong Kong as a full time secondary school English Teacher for three years. Currently, I am a qualified Native-speaking English Teacher as well. I am now studying a part-time Master's Degree in Applied Linguistics at the University of Hong Kong. So, this is all about myself.

Interviewer: Can you please tell me more about your past employment and difficulties experienced, if any, in the workplace so far?

Interviewee: Before I joined my current job, I worked for the HKUSPACE as a part-time Nepalese language teacher for about a year, and then I served the Hong Kong Christian Action as a community worker for a year.

Interviewer: How did you look for jobs in those days?

Interviewee: Mostly, I searched for jobs online and submitted my CV via email and by post. Some jobs were referred by friends but they were not that suitable for me. I got the jobs that I did by using the Internet and reading English newspapers such as The South China Morning Post and The Standard.

Interviewer: How do you assess your economic and social status at present?

Interviewee: Well, I must say that my economic status is okay as I have been

working in a Government school and my salary is good. I have very good relationship with my local Chinese friends and colleagues, this helps me to maintain a good social status here in Hong Kong. My local friends do invite me to attend some of their cultural occasions like Chinese New Year, Moon Festival and Dragon Boat Festival.

Interviewer: Have you experienced any difficulties in the workplace?

Interviewee: As regards difficulties in the workplace, as my colleagues used to use Cantonese for communication, I could not understand the contents. Some meetings were conducted in Cantonese and I was dumb silent as I had no sense of what was going on. Some circulars were in Chinese and I had difficulty in knowing the gist. I therefore asked my Chinese colleagues to translate the contents for me and they were always very helpful. I also had problems communicating with the Chinese parents of my students as they did not understand English. I then sought assistance from Chinese teaching assistants to serve as interpreters in the meetings with parents.

Interviewer: Any other problems you have faced would like to share?

Interviewee: I have faced some challenges due to the language barrier. Some schools called me for interviews but at the end did not give me any offer, saying that I could not understand Chinese. I feel that this is discrimination in some ways. I have even faced some problems with the recognition of my university qualifications obtained in Nepal. My employer troubled me a lot by requesting me to produce many documents from my home country to prove my qualifications. Eventually I went through HKCAAVQ assessment and now my qualifications are recognised as equivalent to those obtained in Hong Kong.

Interviewer: Now, I would like to ask you some questions about the training needs of ethnic minorities. Have you ever taken any training courses in Hong Kong?

Interviewee: Yes, I have taken two Cantonese courses offered by the Hong Kong Christian Action, two training courses on community interpretation offered by the Equal Opportunities Commission, and three seminars related to the teacher trainings. I am now also studying a two-year part time teacher training course at the University of Hong Kong.

Interviewer: So you are very keen to taking training courses. What is the motivation behind this?

Interviewee: I treat Hong Kong as my home. I would like to develop my career here.

With more advanced qualifications, I hope that in the future I can be promoted to a School Master or even Principal. It's my dream!

Interviewer: I sincerely hope that your dream comes true one day!

Interviewee: Thank you!

Interviewer: If the Hong Kong Government wants to foster economic and social integration of ethnic minorities in Hong Kong, what should it do?

Interviewee: Training in awareness of cross-cultural differences and acceptance of diversity in a multicultural society should be provided to both EMs and local Chinese employees. Family and social gatherings between EMs and local Chinese people should be organised frequently and this would ultimately foster social integration.

Interviewer: Can you explain in more detail?

Interviewee: Integration should be not a one-way flow of communication but a two-way flow. Why not have social sciences textbooks include chapters that introduce the features and cultures of ethnic minorities in Hong Kong, such as Nepalese, Indians, Pakistanis, Filipinos or Indonesians? Such efforts could definitely help to build a better integrated society.

Interviewer: What are your training needs to uplift your economic and social status then?

Interviewee: Well, more teacher training and some workplace Chinese language courses, both Cantonese and Mandarin with affordable fees for people like me. Or, some Chinese language classes on Saturdays and Sundays can be suitable for me. We ethnic minorities in Hong Kong should learn Chinese as it helps us to know what is happening around. Understanding of Chinese language is also crucial for exchange of cultures and ideas between local Chinese and ethnic minorities.

Interviewer: Do you have any idea about the Qualifications Framework in Hong Kong? Do you prefer a course with recognition of the Qualifications Framework? Why?

Interviewee: Yes, I am quite familiar with the Qualifications Framework in Hong Kong. As I mentioned, I have gone through personal assessment of my academic attainment by HKCAAVQ. As far as I know, QF is a seven-level hierarchy of qualifications which sets a direction for continuous learning and to obtain quality-assured qualifications in Hong Kong. Anyway, any qualification which is recognised is good. Of course I prefer a course with recognition as it's better accepted by the employers.

Interviewer: Then how much do you think is appropriate for fees for the training courses?

Interviewee: Well, I think for me, I have a good job here. So for me, HK$1,000 per month is okay. HK$1,000 is affordable by people earning incomes like mine.

Interviewer: What are the challenges that faced by the higher-educated people of the Nepalese community in Hong Kong?

Interviewee: Well, many educated people in the Nepalese community are still engaged in manual labour work but not in office work. I think, to my understanding, most of the Nepalese are engaged in construction, security, restaurant and cleaning jobs. Our young generations have much more chances than us to take university courses in Hong Kong. So, this is a good trend. In the near future, Nepalese will also be able to get well-paid jobs after receiving higher education, I believe.

Interviewer: Do you think that discrimination of local Chinese against South Asian ethnic minorities exists?

Interviewee: As I mentioned, I got a job of Native-speaking English Teacher in a Hong Kong local school. As regards this experience, I can say that I do not find that discrimination of local Chinese against South Asians exists. We are actually treated just like other Westerners such as Europeans and Americans.

Interviewer: How would you share your experience with other South Asians in Hong Kong?

Interviewee: South Asians should understand that, provided that we meet the requirements, we can also get highly paid jobs. Indeed, local Chinese people have the same problems as ours. They are also fighting for higher paid jobs; only the best candidates are selected for the jobs. Ethnic minorities should not feel that they are treated unfairly, we should understand Hong Kong's growing economic strength, we should be proud of being here and try our best to receive education and training so that we can get a better economic position. It is our own failure not trying to learn but to blame others saying that there are unfair treatment and discrimination. Social organisations and the Hong Kong Government have already put a lot of money and resources for the economic and social integration of ethnic minorities into Hong Kong's local society. We EMs must try to assess our abilities and to explore the right fields to develop our careers to improve our economic and social status.

Interviewer: I really appreciate your positive attitude and optimism.

Interviewee: Thank you!

Interviewer: It's the end of our discussion. Thank you for your participation, valuable time and opinions. Your opinions and views are very important for my research. Once again, thank you so much.

Interviewee: Thank you too ... thank you for giving me an opportunity to express my viewpoints.

Interviewer: Finally, I would like to reassure you of confidentially and anonymity of the research. Thank you.

Interviewee: Thank you too and I trust your commitment.

APPENDIX V(C): SAMPLE INTERVIEW TRANSCRIPT

Face-to-face Interview with a less-educated Pakistani male aged 50-59
Interviewee Code: P3

Interviewer: Hello!
Interviewee: Hello!
Interviewer: I'm here to give you a face-to-face interview for a research project.
Interviewee: Yes, I know.
Interviewer: Last time, I gave you a questionnaire to fill in. Do you remember?
Interviewee: Yes, yes.
Interviewer: This interview is particularly based on the questionnaire.
Interviewee: Okay, yes.
Interviewer: One thing I want to tell you is that this entire interview will be audio recorded and all the information obtained will be treated with strict confidential and used for research purposes only.
Interviewee: Okay.
Interviewer: Ah... I would like to welcome you to the interview.
Interviewee: Thank you.
Interviewer: After this, we will talk about your personal information. What is your ethnicity?
Interviewee: My ethnicity is Pakistani.
Interviewer: How old are you?
Interviewee: I am 50 years old.
Interviewer: Are you married and have children?
Interviewee: Yes, you are right.
Interviewer: How many children do you have?
Interviewee: Three children.
Interviewer: Is your wife here in Hong Kong?
Interviewee: Yes, she is here with me.
Interviewer: Where in Hong Kong do you live?
Interviewee: Kwun Tong.
Interviewer: Were you born in Hong Kong?
Interviewee: No, I was born in Pakistan.
Interviewer: For how long have you been living in Hong Kong?
Interviewee: Thirty-five years.
Interviewer: Ah… thirty-five years. Okay, then, after coming to Hong Kong and up to your current moment, how is your economic and social status?

Interviewee: Not good. I have many problems. The Chinese language is my biggest problem. At the workplace, the Chinese get higher salaries than we do for the same job. Besides, the Chinese do not understand us. They dislike our food and express disgust by clipping theirs noses with their fingers. However, they enjoy the same food in Pakistani restaurants. Normally, Chinese supervisors do not allow us to pray during working hours.

Interviewer: What is your highest level of education?

Interviewee: It is normal… high school ... primary.

Interviewer: Do you mean primary school?

Interviewee: Yes, primary school.

Interviewer: After this, now I am going to ask you questions about your employment experience.

Interviewee: Yes, okay.

Interviewer: Did you face any problem in finding jobs when you first came to Hong Kong thirty-five years ago?

Interviewee: Yes, a lot. The biggest problem was that of the Cantonese language. Wherever I went, no one could understand Urdu or English and I did not know Cantonese. No interpreters were available at that time. We invite our Chinese friends to participate in our festivals but they do not do so reciprocally. When jobs are open, they are advertised in the Chinese language in Chinese newspapers. They do not get published in our newspapers. Job vacancy information does not go to our churches, mosques or temples. Our ethnic newspapers in the Urdu language do not have any job information.

Interviewer: Are you working now?

Interviewee: Yes.

Interviewer: Full-time or part-time?

Interviewee: Full-time.

Interviewer: What is your job now?

Interviewee: I work in a security company.

Interviewer: What were you jobs before this security job?

Interviewee: I have done a lot of work before. I worked in the construction field. It was very hard work. The salary was too low for me and more for local Chinese. I was given hard work and the Chinese people were given easy work. I also worked as a waiter in a Pakistani hotel but the salary there too was very low as the employer said very few customers came to the hotel and he had no profit so he did not pay a good salary to me.

Interviewer: What were the ways of looking for jobs at that time? How were jobs available to you?

Interviewee: It was difficult due to the lack of language proficiency but more jobs were available as the population at that time was lower than today.

Interviewer: Then, how did you apply for and get jobs?

Interviewee: Normally, I ask some friends of my ethnicity who are working if they know about any job vacancies. They would then tell me about the job vacancies they knew and even help me secure them by talking to their supervisors or bosses. Those friends who could speak Chinese were the best source and channel of getting jobs. I got the first job through a friend whom I knew long time ago. Up till now, we have been dependent on friends in looking for jobs. This is a very common way of finding jobs for us. The only problem with me, all along, is that I cannot speak Cantonese and thus cannot look for jobs by myself. From the beginning up to now, this is the same. If we go to the Housing Department and want to apply for public housing, it is the same system. No one helps us to fill in the forms. No interpreter is available. So, it is all because of our inability in speaking and understanding Cantonese. Those who can speak Cantonese can get their work done fast and those who cannot speak it should wait and wait and wait.

Interviewer: That means, while seeking jobs, is Chinese language the most important factor?

Interviewee: Yes. However, if we have an interpreter, then it is much easier. If English or Urdu is used in the interpretation, I can understand.

Interviewer: Do you have any other problems besides language? Do you need better training for Cantonese language?

Interviewee: Yes, training is required for getting better jobs.

Interviewer: What are the problems at your current job?

Interviewee: I'm working as a security guard now. The salary is low. Cantonese is a problem. We are given harder work with less pay. I am paid hourly and the employer cuts my working hours and gives more days off. But they give many hours' jobs to Chinese people. It is a very big problem as I am not able to pay for my basic needs with my monthly income.

Interviewer: Does the supervisor or employer give you break time for prayers?

Interviewee: Hardly do I get time for prayers. I know that some bosses allow us to pray during working hours but some others who have no understanding of our culture do not.

Interviewer: Do you get the break time to pray in your current job?

Interviewee: Fortunately, I am given breaks for prayers in the present job. This is an attractive factor for me to stay in this job, as I quit some jobs in the past because the employers did not give me breaks for prayers.

Interviewer: As you mentioned, you were given lower pay than your Chinese colleagues at the same job, so you think that you have faced some unfair treatment?

Interviewee: Yes, unfair treatment exists in my company now.

Interviewer: Do you have any ethnic minority colleagues at your current job?

Interviewee: Yes, but only one Indian and the rest are Chinese.

Interviewer: How many total employees are there now at your current job?

Interviewee: About twelve men.

Interviewer: How much average monthly salary do you get?

Interviewee: About HK$9,000 to HK$10,000.

Interviewer: How many hours a day you have to work to get that salary?

Interviewee: Eleven hours a day.

Interviewer: How many days you have to work in a month?

Interviewee: Twenty-eight days minimum to make HK10,000 to HK$11,000 monthly salary. If I take more days off, then they will cut my salary.

Interviewer: Okay, you have said something about your employment situation. The next topic will be training needs of ethnic minorities, okay?

Interviewee: Okay.

Interviewer: What should those ethnic minority people who have low education level do to get better salary or better jobs? Is it that they need to take some better skill-based training?

Interviewee: Yes, training is very important, but the Government has to develop a system of training for ethnic minority trainees. They should establish a centre for ethnic minority people. They should provide translation services in, for example, Urdu, Hindi or Nepalese languages. Cantonese language courses should be offered to us as well. A standard certificate of training should be issued and it should be recognised by all employers in Hong Kong.

Interviewer: What kind of training have you taken in Hong Kong?

Interviewee: I have not taken any high-skilled training except basic safety training for construction work and security guard's training.

Interviewer: Are you making your living easier with this training and your own interpersonal skills?

Interviewee: Actually, I am living with both skills, haha…

Interviewer: What are the ways you think can get better jobs for better living?

Interviewee: I am thinking to take training but if it is offered in English or Urdu or Cantonese with an Urdu interpreter. I want to improve my Cantonese and for that I want to join a centre where this can be taught through English.

Interviewer: Do you have any idea if any good course is available in English or Cantonese with an Urdu interpreter?

Interviewee: No, no idea. I have no spare time to check with this [training] and, even if I wish, to I do not know whom to ask. I am very busy working. I need to work hard to earn a salary that can fulfil my basic needs.

Interviewer: Okay. How often do you go to the mosque? And do you talk about the training or job situation with your friends when you meet them in the mosque?

Interviewee: I go to the mosque once a week and meet my friends there but we never talk about the job situation. Neither do we talk about any training courses or Cantonese language courses. Our ethnic newspapers in the Urdu language do not have any job information. So, our community resource centre is not doing anything for our job-seeking process. We just chat and gossip but never share anything about jobs. We even do not know where jobs are open. Those who speak Cantonese look for jobs by themselves, but those who cannot do so have to rely on friends who can talk to Chinese employers in Chinese. So, most of us rely on friends in seeking jobs.

Interviewer: Then, what do you think the Government should do to help ethnic minorities find jobs?

Interviewee: The Government should open a Cantonese learning centre where they can even take more skill-based trainings. There should be enough Urdu interpreters in the learning centre, the Government departments, public service centres so that we can better understand the rules and processes.

Interviewer: What do you think the companies with job vacancies should do?

Interviewee: They should give quotas to the ethnic minorities, for example, so and so number of people from Nepalese, from Indian, from Pakistanis, and so on when giving advertisements of job vacancies. They can advertise jobs not only in Chinese but also in English and Hindi, Urdu, Nepalese newspapers. Up to now this is not happening. The reason is our people are not able to talk to them about our problems. The Government and the Labour Department should give instructions to the companies to make job vacancy information available in ethnic languages as well.

Who can listen to us? Who can help us? No one… no one is there to help us.

Interviewer: What are your suggestions to the Government, training providers and the companies?

Interviewee: First, open an ethnic minority centre. Give Cantonese classes using English or Urdu interpretation services. Then, keep interpreters in public offices like the Housing Department. Offer better training in English language and offer jobs with better salaries to the ethnic minorities. These are my suggestions. Pay equally to all in the same job. Equal distribution of work to all the workers, not difficult jobs to ethnic minorities and easy jobs to Chinese!

Interviewer: Do you have any experience in which any employer said that you did not have Cantonese skills so they would not offer a job to you?

Interviewee: No, no experience because I did not and even now do not know the Cantonese language. So, I never went to any Chinese employer directly. But some employers asked us to work hard and longer hours without Cantonese skills but we were paid far lower than Chinese workers at the same job.

Interviewer: Do you think your community is able to help yourselves?

Interviewee: Well, those who have good jobs do not have time for others. And those who have time but do not have job are very desperate and frustrated and they do not like to talk to anyone. But our community can provide manpower for interpretation services.

Interviewer: How do you express your dissatisfaction?

Interviewee: The biggest complaint of mine is not having time to pray at the company where I work. I would like to ask the Government to instruct the companies to allow us some time to pray as it is a very important element of our living. Our children who came from Pakistan must get into school to study here but it is sometimes very hard to get into school. Even if we talk to the teachers, they speak Cantonese and I do not talk Cantonese, so again problems arise. So, schools should manage interpreters.

Interviewer: What do you want to do to change this situation and make it better?

Interviewee: We can just request or ask the Government. We can supply interpreters but cannot do more than that.

Interviewer: Do you have any place for learning Cantonese? Have you heard of it?

Interviewee: No, not at all.

Interviewer: What are the challenges that hinder you from having a very better life?

Interviewee: The same, Cantonese, less opportunity for better training, less job vacancies to ethnic minorities etc.

Interviewer: How do you assess your living standard then and now?

Interviewee: Well, rent is increasing, prices of goods are increasing but the salary is the same now as it was ten years ago. So, the salary does not match the price rise. So, my life is not much changed. It is always the same and troublesome.

Interviewer: How do you see your children's future in Hong Kong?

Interviewee: Well, I am not that optimistic. They will be victims like me due to language barriers.

Interviewer: Who do you think is more responsible for having this kind of life, the Government, the companies, or your community?

Interviewee: My community is more responsible because our people do not talk about the problems and do not seem to be ready to take some initiative to solve the problems. We do not share our problems with local people and do not involve the Government in solving our problems. We just express our feelings in the temples or at homes but not in a place where it is valued much.

Interviewer: Then how about unfair treatment you faced in social life?

Interviewee: Yes. For instance, in supermarket, discount board is close to the items but we do not understand and do not get benefit. Only Chinese is written, so Chinese get benefits but we are unlucky.

Interviewer: What do you think can be done to help ethnic minorities to achieve economic and social integration?

Interviewee: Economic factors affect social factors very much. If the salary is too low, there will be no savings and we cannot afford better living standards such as apartment houses, cars, etc. Life will be miserable. We cannot send money to our family members who are in trouble in Pakistan. We will not have money left for treating guests and relatives. So, our social status will be lowered due to low economic status. Salaries should be increased. Language should be taught. Opportunities should be given to us. Otherwise, the problem will be an ongoing process and we will suffer for posterity. The rate of the price increase of goods is higher than that of the salary increase.

Interviewer: Do you have any other things you would like to tell me?

Interviewee: No, not at all.

Interviewer: Okay. Then, our talk will end here. Thank you for your time and valuable sharing.

Interviewee: Thank you too.

Interviewer: Once again, I would like to reassure you of confidentially and anonymity. I mean I am the only one who can access the information you provided, and the information will be used only for my research, and your identity will not be known by others. Thank you.

Interviewee: Okay, thank you, I understand.