

# The Transition and Development of Ethnic Minority Young People in Hong Kong

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***(1) Jockey Club Lab for Cultural Diversity; (2) JC A-Connect Family Support; and (3) CARing Kids***

*Research interests: Suicidal Behaviour; Mental Health; Youth Withdrawn Behaviour; Human-Animal Interactions*

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# Jockey Club Lab for Cultural Diversity Study (2016-2019)

A **3-year multi-disciplinary endeavor** involving the Faculty of Social Sciences at The University of Hong Kong and the Hong Kong Jockey Club Charities Trust.



策劃及捐助 Initiated and Funded by:



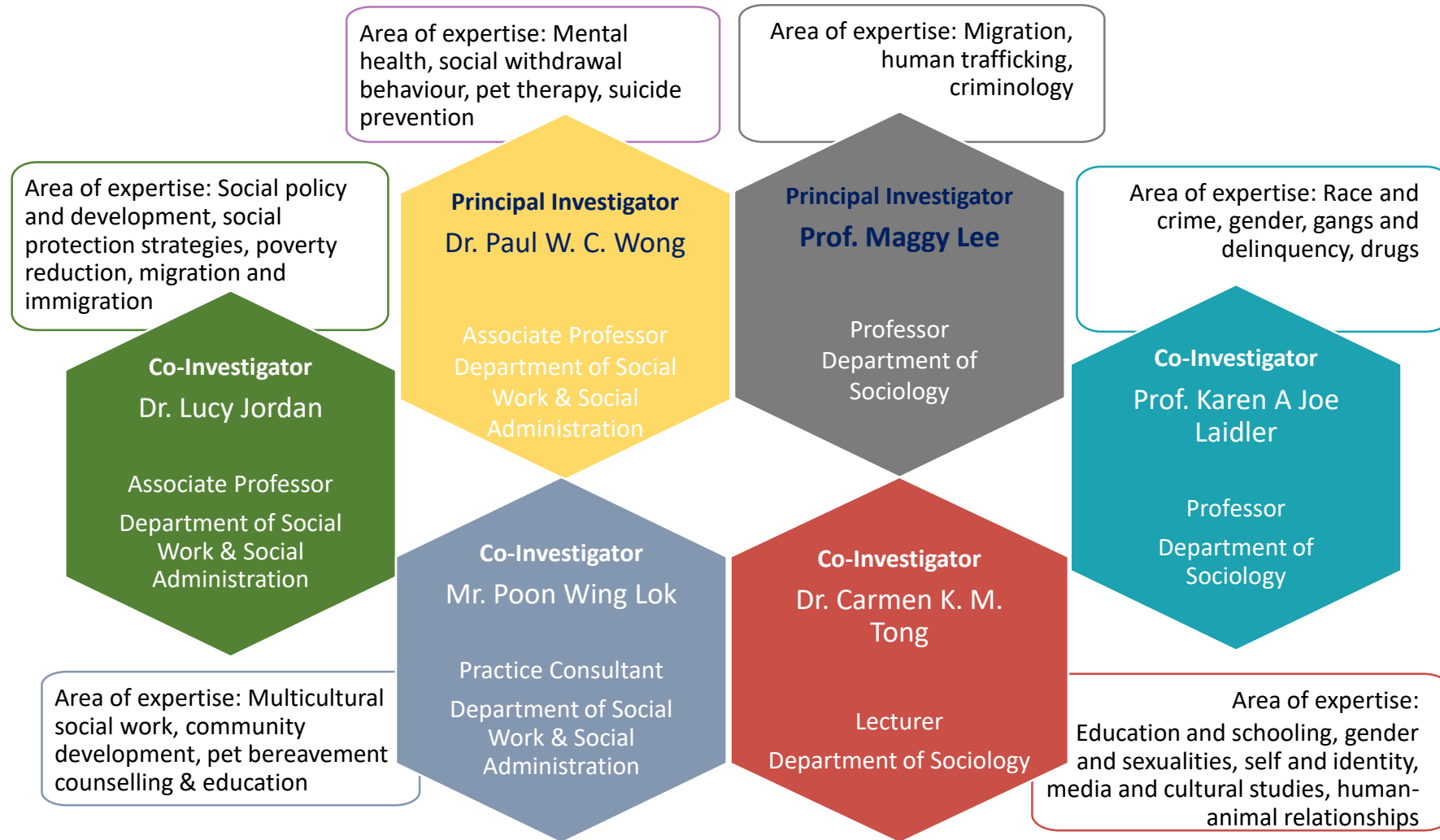
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同心同步 RISE RIDING HIGH TOGETHER

聯合策劃 Co-created by



Faculty of  
Social Sciences  
The University of Hong Kong  
香港大學社會科學學院

# Our Team



# Acknowledgement

## Core research team members

Ms. Ada Kot

Dr. Gizem Arat

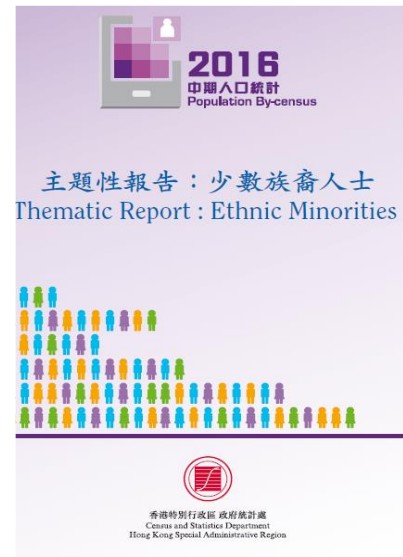
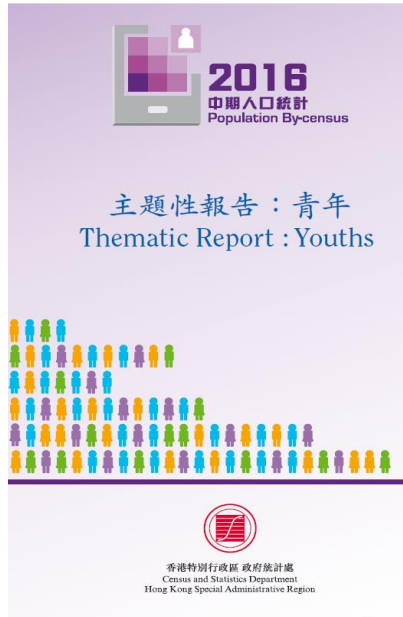
Ms. Merina Sunuwar

Dr. Wong Wai Ling

# Our aim

- To **identify and document** the perspectives, everyday experiences and coping strategies of ethnic minority youth in transitions, and the range of social factors that shape their inclusion or exclusion in various domains of life.
- To **understand, consolidate, and promote** socially inclusive and culturally sensitive **evidence-based practices** for ethnic minority youth.
- To **develop a positive youth development framework** for local EM youth service in collaboration with NGOs and evaluate its impact.
- To **foster engagement** among EM youth, community stakeholders, and wider Hong Kong society with various types of multimedia initiatives.

# An update on EM YOUTH (15-24) Demographics in HK



2.3 In terms of the proportion of youths to the total population, its percentage dropped continuously from 18.4% in 1986 over the past 30 years to 11.1% in 2016.

2.7 The ethnic composition of the youth population was similar to that of the whole population in 2016. 96.4% of youths were Chinese in 2016, which was slightly lower than the corresponding percentage of 98.5% in 2006. Although the overall youth population decreased in the past 10 years, the population of non-Chinese youths increased by more than one-fold from 13 117 (1.5%) in 2006 to 27 651 (3.6%) in 2016.

## A systematic review of studies on ethnic minority youth development in Hong Kong: an application of the ecological framework

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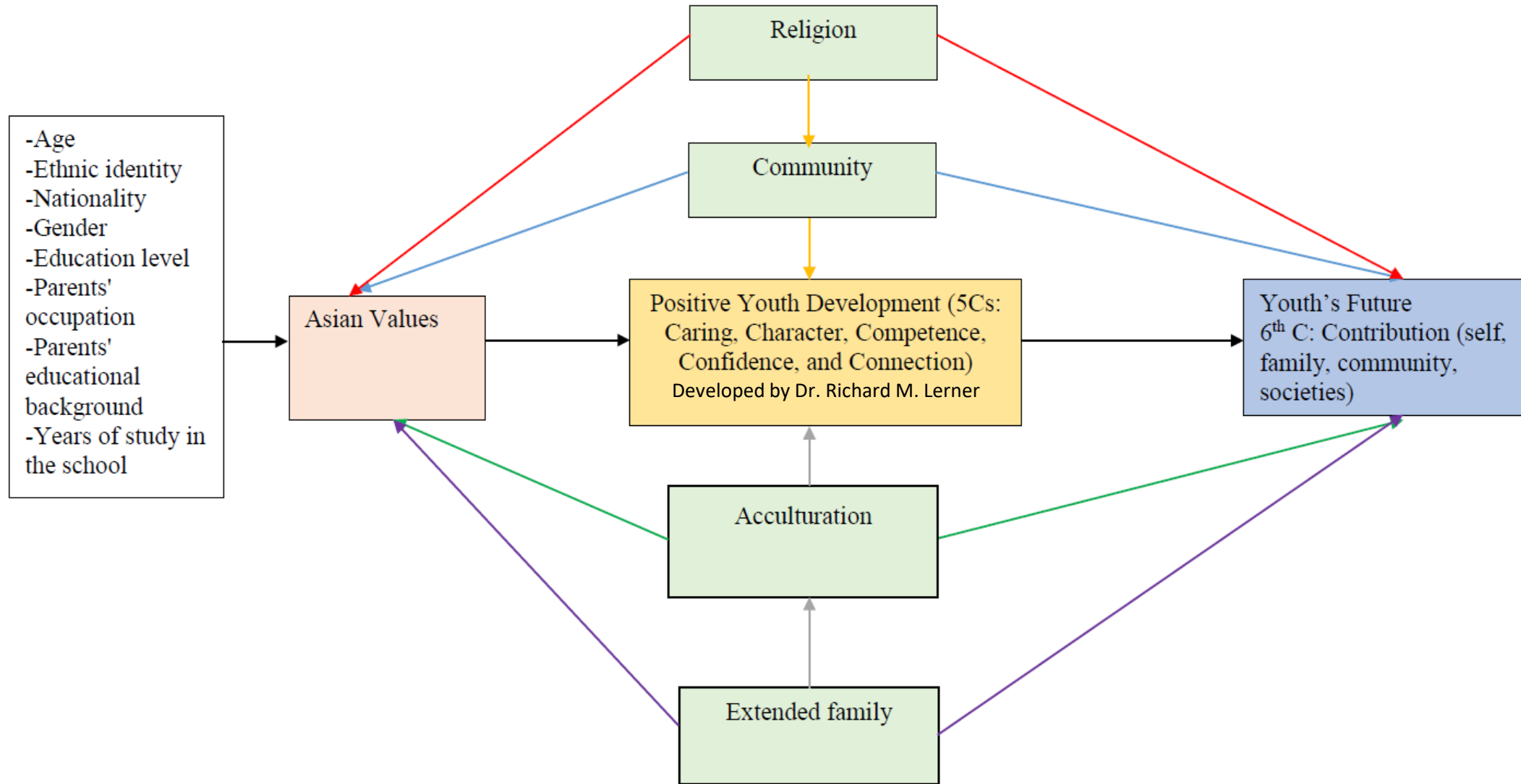
### ABSTRACT

Ethnic minority young people play a significant role in the socio-economic growth of an ageing society with a decreasing fertility rate. The successful social integration of individuals with diverse cultural backgrounds within a society is a core value of the social work profession. This study examines the understanding of ethnic minority youth development in Hong Kong using a systematic review methodology. Risk prevention and positive promotion factors were identified using Bronfenbrenner's ecological framework. Articles were searched through multiple databases in English, and 36 academic articles were reviewed. These studies mainly examined the risks of academic failure of these students in Hong Kong while few focused on the positive directions of multidimensional youth development. Future social work research and practice should examine positive youth development for ethnic minorities which can inform social work practice in Hong Kong and within other East Asian traditionally ethnically homogeneous societies undergoing significant changes in ethnic diversity.

### KEYWORDS

Ethnic minority young people; youth development; ecological framework; social work practice; Hong Kong

# Our conceptual framework





# Two main streams of our project

## 1. Ethnic minority youth **NEEDS** assessment

- Promotion of positive youth development (PYD)
  - Mixed-methods research design (sequential exploratory research design)
    - Qual >QUAN
    - Development of a PYD intervention programme with a youth focused NGO
    - A quasi experimental study with a committed school

## 2. **TRANSITION** from youth to adulthood

- Longitudinal study (15-20 young people for 1 year)
- Oral history interviews (50 EM individuals)

# **1. Ethnic minority youth NEEDS assessment (sequential quali (n=64)-QUAN (n=about 300 EM, n=about 300 CHINESE) methodology)**

<b>Sample composition</b>	<b>Types of interview for data collection</b>	<b>Number of participants</b>	<b>Ethnicity (Gender)</b>
Service Providers	Individual interview	6	2 Nepalese (male), 3 HK Chinese (2 female, 1 male), 1 Indian (male)
Religious / community leaders	Individual Interview	5	1 Islam/Pakistani (male), 1 Nepalese (male), 1 Christian/Nepalese (male), 1 Sikh/Indian (male) 1 African/Catholic (male)
Youth	Focus group	5	Pakistani, Indian, Nepalese (male)
		4	Pakistani, Indian, Nepalese (male)
		7	Pakistani, Indian, Nepalese (female)
		5	Filipino (female)
		7	Filipino (male)
		5	Thai (mixed gender)
Parents	Focus group	9	Pakistani, Indian (female)
		3	Pakistani, Indian (male)
		7	Nepalese (female)
	Individual interview	3	Indian (male), Pakistani (male), Pakistani (female)

# Summary findings from the interviews

- EM Youth - We observed both the **commonalities** (e.g., importance of family and peers in all ethnic groups) and **differences** (e.g., individual traits as being optimistic only among Thais) regarding the conceptualization of PYD among ethnic minority youth.
- EM Parents - Concerns regarding challenges faced by most EM youth including Chinese **language difficulty, negative school experiences, and unemployment** were also raised by most parents.
- Religious/community leaders - Some religious leaders (e.g., Muslim, Sikh) emphasized the **significance of negotiation skills** (between families and EM youth) that may help promote PYD.
- Social service providers - Negotiation or compromising appears to be emphasized and **too much emphasis on differences in cultures may be counterproductive** for social integration

## **Quantitative study:**

Inclusion criteria:

- Only students with South Asian (Pakistani, Indian, or Nepalese) and/or Southeast Asian (Thai or Filipino) backgrounds
- eligible for the Right of Abode in the HKSAR
- attending S2 and S3 secondary schools in Hong Kong

Exclusion criteria:

- Domestic workers, asylum seekers, refugees, or illegal immigrants, individuals with other ethnic backgrounds, i.e., Africans, Whites

## **Procedure (and CHALLENGES to have a representative sample)**

-7 trained student helpers (undergraduate students, mostly with social sciences backgrounds) were recruited to make phone calls, to follow-up, and sent invitation letters to all secondary schools in mid-July 2018.

## Acknowledgment: Participating schools (N=14)

Levels of ethnic minority concentrated schools	District
<b>Low</b> (0-9 ethnic minorities per school) <b>(N=4 schools)</b>	<ol style="list-style-type: none"> <li>1. Kwai Tsing</li> <li>2. Kwun Tong</li> <li>3. Kwun Tong</li> <li>4. Central and Western</li> </ol>
<b>Medium</b> (10-89 ethnic minorities per school) <b>(N=6 schools)</b>	<ol style="list-style-type: none"> <li>1. Kwai Tsing</li> <li>2. Tuen Muen</li>   <li>3. Sham Shui Po</li> <li>4. Sham Shui Po</li> <li>5. Islands</li>   <li>6. Central and Western</li> </ol>
<b>High</b> (90≥ ethnic minorities per school) <b>(N=4 schools)</b>	<ol style="list-style-type: none"> <li>1. Kwun Tong</li>   <li>2. Islands</li>   <li>3. Kwun Tong</li> <li>4. Eastern</li> </ol>

Descriptive findings **(N=708)**

Ethnic groups	Number (%)
<b>Chinese</b>	<b>415 (58.6)</b>
Hong Kong Chinese	268 (37.9)
Mainland Chinese	147 (20.8)
<b>Ethnic Minorities</b>	<b>291 (41.4)</b>
<b>South Asians</b>	<b>222 (31.4)</b>
Pakistanis	160 (22.6)
Indians	31 (4.4)
Nepalese	31 (4.4)
<b>Southeast Asians</b>	<b>71 (10.0)</b>
Filipino	61 (8.6)
Thai	10 (1.4)

Note. The power analysis of our pilot study suggested for the sample size is **N=226** per EM and Chinese.

## Sociodemographic backgrounds

	Overall	Chinese		Ethnic Minority				
	Overall total	Hong Kong Chinese	Mainland Chinese	South Asian	Southeast Asian	X <sup>2</sup>	df	p
Characteristics	N(%)	N(%)	N(%)	N(%)	N(%)			
Gender						.213	3	.454
Male	409(57.8)	163(60.8)	84(57.1)	126(56.8)	36(50.7)			
Female	295(41.7)	104(38.8)	62(42.2)	94(42.3)	35(49.3)			
Age (in years)						4.897	3	<.001*
11-13	159(22.5)	69(25.7)	5(3.4)	65(29.3)	20(2.8)			
14-16	463(65.4)	168(62.7)	98(66.7)	147(66.2)	50(70.4)			
17-19	58(8.2)	23(8.6)	24(16.3)	10(4.5)	1(1.4)			
M(SD)	14.52(1.3)	14.35(1.3)	15.52(1.2)	14.22(1.2)	14.32(1.1)			
Level of ethnic minority concentrated school						8.164	3	<.001*
Low	13(1.8)	6(2.2)	N/A	6(2.7)	1(1.4)			
Medium	212(29.9)	138(51.5)	20(13.6)	50(22.5)	4(5.6)			
High	483(68.2)	124(46.3)	127(86.4)	166(7.48)	66(93.0)			

Note. \*p<.001 statistically significant



	Overall	Chinese		Ethnic Minority				
	Overall total	Hong Kong Chinese	Mainland Chinese	South Asian	Southeast Asian	X <sup>2</sup>	df	p
Characteristics	N(%)	N(%)	N(%)	N(%)	N(%)			
Hong Kong residency						15.972	3	<.001*
Yes	485(68.5)	222(82.8)	27(18.4)	185(83.3)	51(71.8)			
No	218(30.8)	46(17.2)	119(81.0)	33(14.9)	20(28.2)			
Mother's highest level of education						20.183	3	<.001*
No education	41(5.8)	5(1.9)	1(0.7)	34(15.3)	1(1.4)			
Primary school	162(22.9)	58(21.6)	41(27.9)	60(27.0)	3(4.2)			
High school	372(52.5)	162(60.4)	90(61.2)	91(41.0)	29(40.8)			
Bachelor's degree	68(9.6)	22(8.2)	9(6.1)	21(9.5)	16(22.5)			
Graduate degree (Master, PhD, etc)	31(4.4)	8(3.0)	3(2.0)	5(2.3)	15(21.1)			

Note. \*p<.001 statistically significant

	Overall	Chinese		Ethnic Minority				
	Overall total	Hong Kong Chinese	Mainland Chinese	South Asian	Southeast Asian	X <sup>2</sup>	df	p
Characteristics								
Father's highest level of education						9.741	3	<.001*
No education	20(2.8)	6(2.2)	2(1.4)	11(5.0)	1(1.4)			
Primary school	115(16.2)	42(15.7)	24(16.3)	45(20.3)	4(5.6)			
High school	414(58.5)	172(64.2)	93(63.3)	121(54.5)	28(39.4)			
Bachelor degree	82(11.6)	23(8.6)	25(17.0)	19(8.6)	15(21.1)			
Graduate degree (Master, PhD, etc)	39(5.5)	9(3.4)	1(0.7)	13(5.9)	16(22.5)			
Mother's employment status						11.025	3	<.001*
Unemployed	334(47.2)	97(36.2)	49(33.3)	174(78.4)	14(19.7)			
Employed	360(50.8)	162(60.4)	97(66.0)	45(20.3)	56(78.9)			
Father's employment status						2.31	3	<.001*
Unemployed	92(13.)	31(11.6)	20(13.6)	37(16.7)	4(5.6)			
Employed	595(84.0)	224(83.6)	122(83.0)	184(82.9)	65(91.5)			

Note: p < .001 statistically significant

	Overall	Chinese		Ethnic Minority				
	Overall total	Hong Kong Chinese	Mainland Chinese	South Asian	Southeast Asian	X <sup>2</sup>	df	p
Characteristics	N(%)	N(%)	N(%)	N(%)	N(%)			
Religious beliefs						115.66	3	<.001*
Buddhist	78(1.0)	28(10.4)	30(20.4)	12(5.4)	8(11.3)			
Christian	59(8.3)	30(11.2)	2(1.4)	4(1.8)	23(32.4)			
Catholic	52(7.3)	14(5.2)	3(2.0)	N/A	35(49.3)			
Muslim	167(23.6)	6(2.2)	N/A	160(72.1)	1(1.4)			
Sikh	18(2.5)	N/A	N/A	18(8.1)	N/A			
None	278(39.3)	165(61.6)	102(69.4)	10(4.5)	1(1.4)			
Hindu	18(2.5)	5(1.9)	N/A	11(5.0)	2(2.8)			
Other	21(3.0)	13(4.9)	7(4.8)	1(0.5)	N/A			

Note. \*p<.001 statistically significant

## Next step

- Examining the **similarities and differences** among **FOUR** ethnic groups in relation to our conceptual framework
- Sharing information with KELY Support Group to **co-create, implement, and evaluate** the pilot PYD intervention group in mid-February 2019

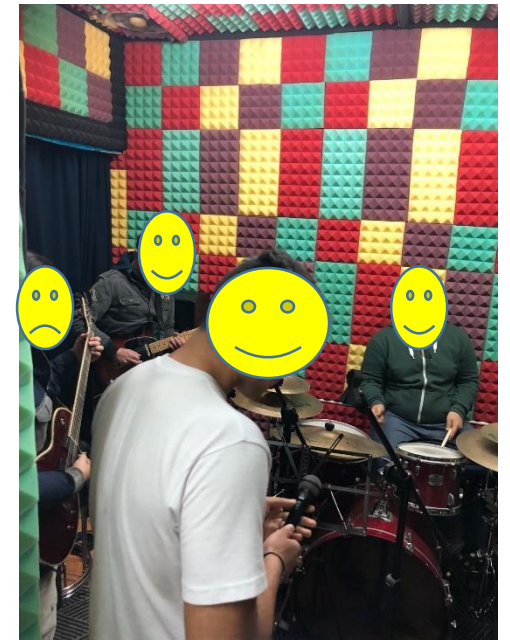
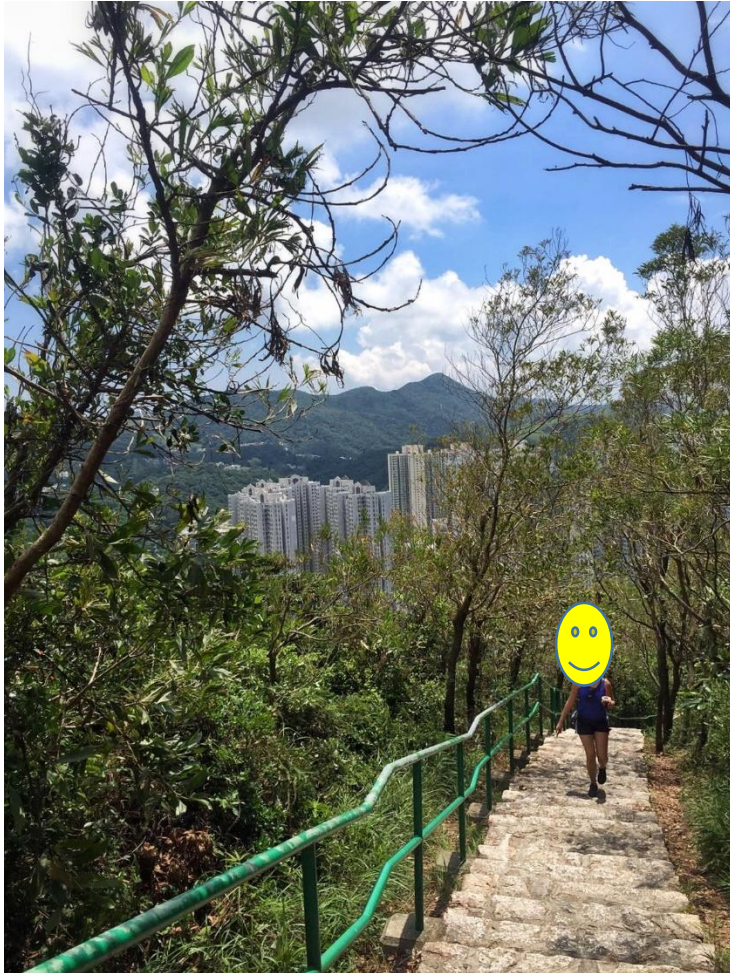
## 2. TRANSITION from youth to adulthood

# Longitudinal study

Aim:

- to track the changes of ethnic minority youth **transitioning** to adulthood such as their education, work, relationships, aspirations
- Inclusion criteria:
  - Age range:17-26
  - Ethnic background: South Asian/Southeast Asian; parents South/east Asian backgrounds (intermarriage among South/east Asians)
  - Eligible to for the Right of Abode in the HKSAR
- First wave interviews (N=20) between August-September 2017; Second wave interviews (N=15) between August-early October 2018
- **Innovation - Photovoice**

# Common interests (e.g., hiking, basketball, band music)



## Acknowledgement: FOSS

Social Sciences Summer School Programme (SSSSP) as a way to build a social inclusive campus and expanding the horizon of EM secondary school students from low SES families

**HKU**  
**SOCIAL**  
**SCIENCES**  
SUMMER PROGRAMME 2018  
July 16 - 20, 2018





# SSSP Scholarship

## 1. Year 2017

- 5 scholarship awardees, updated in 2018:
  - 1 changed to international school for IB
  - 1 all pass in DSE and obtained conditional offer from HKBU
  - 1 will further study in university at Canada
  - 1 obtained good result in DSE (SCMP)
  - 1 will further study Yi-jin program

# SSSP Scholarship

## 2. Year 2018

- 9 scholarship awardees and 2 MTA
- Will follow-up with 9 of them after 6-month
  - Students have submitted their goals for the coming 6 months in a form of a letter which will be posted back to them. Upon receiving the letter students are expected to report their progress.
  - Aim of this is to encourage students set short terms goals to achieve long term educational goals and stay in track.

# Coming Up

- Human Library
- Community Walks
- Multilingual Booklet
- International Conference on Social Inclusion (June 2019)





The End

**Thank You for all the  
goodwill of our  
collaborators and  
stakeholders and  
funder**

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