



少數族裔學生教師資源手冊

Teacher Resources Handbook about Ethnic Minority Students



香港融樂會 Hong Kong Unison

www.unison.org.hk

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Basic Facts about Ethnic Minority in Hong Kong 少數族裔小知識

Who are 'Ethnic Minorities'? 誰是少數族裔?

According to the census report 2011(Thematic report: Ethnic Minority), Ethnic minority refer to **'non-Chinese' ethnicity**.

根據人口普查 2011(主題性報告:少數族裔人士)，少數族裔人士指「非華裔人士」。

What are the populations of Ethnic Minority in Hong Kong?

少數族裔在香港的人口如何?

A total of 451 183 ethnic minorities, constituting **6.4%** of the whole population in Hong Kong, were living in Hong Kong in 2011.

在 2011 年共有 451183 名少數族裔人士居住在香港，佔全港人口的 **6.4%**。

Excluding foreign domestic helpers, there are around 19.7 thousand ethnic minorities, constituting **2.9%** of the population.

不計算外籍家庭傭工，居港少數族裔人士共有約 19.7 萬人，佔全港人口的 **2.9%**。

如不不包括外籍 家庭傭工，少數族裔人口分佈如下：

Excluding foreign domestic helpers, Ethnic minority population are as follows:

	White	白人	28.0%
	Indian	印度人	13.4%
	Pakistani	巴基斯坦人	9.1%
	Nepalese	尼泊爾人	8.2%
	Filipino	菲律賓人	7.9%
	Japanese	日本人	6.4%
	Other Asian	其他亞洲人	5.9%
	Thai	泰國人	4.4%
	Indonesian	印尼人	1.7%
	Others	其他	15.1%



Remarks 請留意:

- ✦ *Ethnic minority are not only limited to ‘South Asian’*

少數族裔不只是「南亞裔」。

- ✦ Many Ethnic Minorities are the 3rd or 4th generation settled in Hong Kong. Thus, *non-Chinese speaking students are also local students and Hongkongers*

少數族裔在香港已有深遠歷史，有些在港已到第三、四代，視香港為家。所以很多非華語學生也是本地學生和香港人。

- ✦ This teacher resources kit is prepared to let teacher have a **preliminary** understanding on the ethnic minority background, culture, things to keep in mind during organizing activities and other useful resources.

這本資源手冊目的為教師提供少數族裔背景、文化的初步認識，以及舉辦活動時留意的地方及有關的社區資源。

- ✦ Some may have certain distinctive practice within one culture. Please do not over-generalize the students by their ethnicity but value but look into the *uniqueness* of individual students, so as to *avoid further stereotyping*.

即使在同一個族裔及文化背景下，每個人也有自己的生活習慣及方式。請留意個別同學的獨特性，及避免過份簡化他們的特性。

- ✦ **Avoid mixing up culture and characteristics:** many non-Chinese students grow up in Hong Kong, thus their *behavior does not necessarily reflects their own culture* but rather their individual personality.

避免混淆文化及性格：很多非華語學生在港長大，學生的行為並不全部反映他們的文化，而是個別學生的性格。

I. Cultural Understanding 文化認識篇

The Philippines Cultural Tour 菲律賓文化之旅

Filipinos have lived in Hong Kong since 1960s and mostly worked in music industry. Since 1980s some Filipinos come to Hong Kong working as domestic helpers and few of them married with Hong Kong people and then stay in Hong Kong.

菲律賓人早於60年代已在香港生活，多從事音樂工作。自80年代起，有大量菲律賓傭工來港工作，少數亦會與香港人結婚，落地生根以香港為家。



Language 語言

- The majority speak English & Tagalog
英語、他加祿語

Main Resided Area 主要居住地區

- Central & Western Districts, Wan Chai, Kowloon City, Southern & Eastern District
中西區、東區、灣仔、九龍城、南區



Religion 宗教

- Most are Catholics
大部份信奉天主教



Difficulties Facing in HK 在港面對的困難

- Filipinos in Hong Kong is working in various industries but many people have the misconception that all Filipino in Hong Kong are employed as foreign domestic helpers. 很多香港人都誤解菲律賓人在香港只從事外傭工作，事實上在港定居的菲律賓人從事不同的行業。
- Many local people called Philippines domestic helpers "Bun Mui" or "Bun Bun". 很多本地人稱呼菲律賓女傭為「賓妹」或「賓賓」。

Indonesia Cultural Tour 印尼文化之旅

Indonesian in Hong Kong generally works as domestic helpers and their number is rising. Some are Indonesian-Chinese, and few of them married with Hong Kong people and then stay in Hong Kong.

印尼人在香港大部份都從事外傭工作，而印傭數目亦不斷增加。部分居港的印尼人是印尼華僑，也有少數和香港人結婚，落地生根以香港為家。



Religion 宗教

- Most Indonesians are Muslims. 信奉伊斯蘭教為主，被稱為穆斯林或回教徒。

Main Resided Area 主要居住地區

- Eastern District, Sha Tin, Sai Kung, Yuen Long, Kowloon City
東區、沙田、西貢、元朗、九龍城



Traditional Food 傳統食物

- 1. Tempe - 豆餅**
Fried tempe, made of peanuts, look like crisps.
用花生作材料的豆餅，炸後像薯片一樣。
- 2. Curry chicken - 咖喱雞**
Different to other curry, it only contains chicken and eggs, yellow in color.
黃色的印尼咖喱雞與一般咖喱不同，只有雞和蛋。
- 3. Sate - 沙爹肉串**
Meat cubes roasted on a skewer, served with peanuts sauce.
一串肉類，沾上花生醬來吃。
- 4. Sosro tea - Sosro茶**
Indonesian popular tea
印尼著名茶。



Language 語言

- Indonesian, many of them could speak Cantonese in HK
印尼語、許多能講廣東話



Difficulties Facing in HK 在港面對的困難

- 1. Employment:**
Some Indonesian domestic helpers in Hong Kong suffer from under-payment and long working hours, some of them even suffer from physical abuse.
1. 工作：
印尼外傭面對同工不同酬及過長工時的問題，部份甚至遭受虐待。
- 2. Access to facilities:**
Some of them are banned to use the facilities like club, swimming pool and even lift.
2. 使用設施：
部份印傭被禁止使用屋苑的會所、泳池甚至升降機。

This short guide only contains information on a few ethnicities and cultures.
We encourage you to find out about more from other sources about other ethnicities and cultures.
我們只列出五個國家的文化作為參考。如需更詳細的資料或其他國家的文化，請自行搜尋有關資料。

India Cultural Tour 印度文化之旅

Indians have been living in Hong Kong for over 100 years. They came to Hong Kong mainly for business and join the disciplinary and military forces in the colonial times. Nowadays, many Indian families have settled in Hong Kong for generations.

印度人早於百多年前已在香港居住及經商。亦有部份人從開埠初期已在港任職軍人和警察。今天，不少印度家庭已在香港住上數代，他們早已視香港為家。



Traditional Holidays 重要節日

- Diwali is the most significant holiday in Hinduism and Sikhism for celebrating the victory of good over evil, and the uplifting of spiritual of darkness. Indian families will decorate their home with lights, fireworks and distribute sweets and gifts.

印度燈節(Diwali)，是印度最重要的節日，等於印度新年。印度燈節在印度曆中最黑暗的一天舉行，多在十月與十一月之間，象徵光明戰勝黑暗，而所有家庭會在家點燈，派發糖果和禮物。

Eating Habit 飲食習慣

- Indians like not only curry, but also emphasize '6 flavors' in food including sweet, salty, bitter, sour, hot and spicy. Traditionally they have meals with their right hand.

飲食著重「六味」，甜、鹹、苦、酸、辛、辣，不吃喇哩。因視左手為不潔，僅用右手用餐。

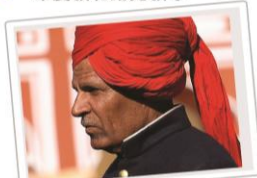


Language 語言

- Hindi, Punjabi and Tamil
印度語及其他方言

Religion 宗教

- Including Hindu and Sikh
- 印度教和錫克教等



5 Ks of male Sikhism 錫克教徒(男性)的五真(5 Ks)

- Kesh
For keeping uncut hair and beard
蓄長髮及鬍子
- Kanga
A comb
一把梳子
- Kara
Bracelet made of steel
鋼制手鐲
- Kirpan
Premium short sword
特制短劍
- Kaccha
Premium short pant
特制短褲

Main Resided Area 主要居住地區

- Central and Western, Yau Tsim Mong, Kowloon City
中西區、油尖旺、九龍城



Difficulties Facing in HK 在港面對的困難

- Indians are sometimes called by the racial slur "Ah Cha".
印度人有時被稱為「阿差」。

Pakistan Cultural Tour 巴基斯坦文化之旅

Pakistanis (They were Indians before 1947) have been living in Hong Kong for more than a century. Many of the Pakistanis are able to speak and listen Cantonese. Many of them are enthusiastic about their religion and have very strong family ties in which generations will live together under the same roof.

巴基斯坦人(1947年前是印度人)早於一百年前已到港定居，很多人也能說和聽廣東話。他們很多對宗教的態度虔誠，家庭觀念濃厚，喜歡與幾代的家人一起聚居。



Traditional Holidays 傳統節日

- Ramadan - 9th month of Islamic Calendar, last for 30 days. Muslims are refrained from eating and drinking from dawn until sunset. Fasting is meant to teach the Muslim patience, modesty and spirituality. The first day after Ramadan is Eid. 齋戒月 - 在回曆九月，為期三十日。信徒只許在日出前和日落後進餐，齋戒月結束後，便會慶祝新年Eid。齋戒培育信徒的忍耐、謙卑和靈性。



Main Resided Area 主要居住地區

- Kwai Tsing, Yau Tsim Mong, Yuen Long
葵青、油尖旺、元朗

Religion 宗教

- National religion - Islam, and Over 95% are Muslims. 國教是伊斯蘭教，九成半以上是穆斯林(即回教徒)。

Language 語言

- Urdu, Hindi and Punjabi.
烏都語、印度語和旁遮普語。

Islam 伊斯蘭教

- Pray 5 times a day, Friday is the Holy Day. Eat only Halal meat (Pork is prohibited.)
一天五次禮拜麥加城，週五聖日。他們不吃豬肉，其他肉類烹調前須念經



Difficulties Facing in HK 在港面對的困難

1. Employment: Many Pakistani residents engage in elementary occupation, facing under-payment and long working hours.
1. 工作：多從事低技術工作，並面對同工不同酬、過長工時的情況。
2. Discrimination: Cultural and religious differences lead to misunderstanding, bias and discrimination by some local Chinese people.
2. 歧視：因文化和宗教差異，部份本地華人對巴基斯坦人存有誤解和歧視。



Nepal Cultural Tour 尼泊爾文化之旅

Most Nepalese in Hong Kong are the relatives of ex-Gurkhas who delivered services to British Army's Brigade of Gurkhas; which was based in Hong Kong from the 1970s until the handover.

在港英政府年代，大量尼泊爾軍人在港服役，當啞噤兵。1997年香港回歸中國，他們很多連同下一代紮根香港。

Traditional Holidays 重要節日

- Dashain, the national festival of Nepal, empathizes on family gatherings and renewal of community ties. Family members will reunite from all parts of the world to celebrate together.

Dashain為尼泊爾的節慶，家庭會聚首一堂，吃一頓豐富的晚飯、互相祝福和交換禮物。



Religion 宗教

- Most are Hindus and Hindu-Buddhists.
主要信奉印度教和印度佛教

Main Resided Area 主要居住地區

- Yau Tsim Mong, Yuen Long, Wan Chai
油尖旺、元朗、灣仔



Language 語言

- Nepali, and due to the influences of Indian culture, especially movies, some can speak Hindi.

尼泊爾語，受印度文化及電影影響，部分能聽和講印度語



Difficulties facing in HK 在港面對的困難

1. Education:
Some Nepalese residents who studied in Nepal do not have their qualifications recognized in HK.
1. 教育：
因兩地教育制度的不同，一些在尼泊爾就學的朋友不能銜接香港教育。
2. Employment:
Some Nepalese residents could only seek the low-skilled and low-paid jobs due to the low proficiency in Chinese and English.
2. 工作：
基於中英文不流利，加上學歷和教育資格又未獲認可，一些尼泊爾人在香港只能從事低技術、低收入的工作。

多D認識，少D認色！

共建種族和諧的社會

聯合國《世界人權宣言》第一條指出，人人生而自由，有平等尊嚴和權利。香港融樂會相信，要達至真正的種族平等，除了透過立法禁止種族歧視與制定良好政策，公民教育也同樣重要。後者可讓社會上大多數，認識、了解、接納與欣賞少數族裔的文化。

香港融樂會一直努力推動種族和諧教育，透過不同形式活動，包括講座、工作坊、劇場與展覽等，向學生、居民、專業人士、以至不同政府部門(如警隊)，介紹、推廣少數族裔文化。少不了的，還有一年一度的種族和諧月(三月)的活動。

People don't discriminate by nature; they learn it!

Building a racially inclusive society

Article 1 of the Universal Declaration of Human Rights stipulates that "all human beings are born free and equal in dignity and rights". Hong Kong Unison believes that, to achieve racial equality, we should not only rely on legislation and policies, but also public education. The latter would enable the majority in the society to know, understand, accept and appreciate the cultures of different ethnic groups.

Over the past years, we have been working hard in racial harmony education. Through a variety of means, such as seminars, workshops, theatres and exhibition, we have been promoting ethnic minority cultures to Chinese students, residents, professionals and civil servants (including the Police Force). One of the highlights is the annual Racial Harmony Month (March).

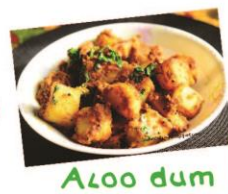
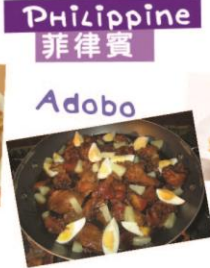
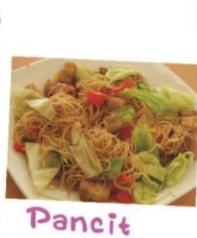
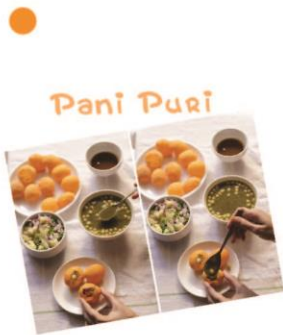




Food 飲食文化

Here are parts of the cuisines from different cultures. Even among the same country, the food types are diverse among various region of the country. Some Indian, Pakistani and Nepalese dishes are similar as well.

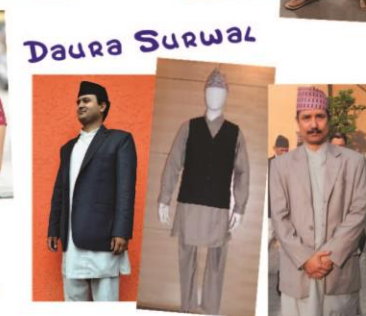
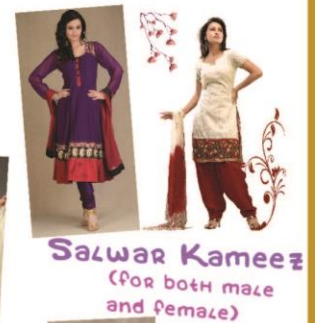
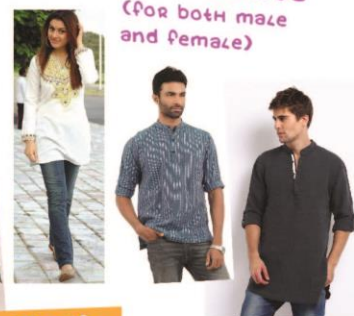
同一個國家的食品於不同地區中會有不同烹飪方法，而印度、巴基斯坦、尼泊爾的部份食物文化相似。



Like the food culture, some Indian and Pakistani dresses styles are similar. Some ethnic minorities will wear their traditional costume during special occasions, festival celebration or events, and some may be wearing in daily life. Nowadays casual dress is also popular among the population, like jeans and t-shirts.

部份印度及巴基斯坦的傳統服飾相似。少數族裔有時會在一起傳統日子或特別節日中穿著自己的傳統服飾，有的則在平日生活中穿。時至今日，穿著休閒服裝(如T恤牛仔褲等)亦十分普遍。

Clothing 衣著文化



Remarks 一般相處要點

General Principle 一般原則

平常心 + 互相尊重、接納、包容 + 和而不同 + 平等對待
Mutual respect, Harmony in Diversity

Language 語言

- Can learn 1-2 sentences in different languages to start a conversation and show a friendly gesture 可學會一兩句學生的語言，以友好態度打開話題

	烏都語(巴基斯坦) Urdu(Pakistan)	Nepali 尼泊爾語	Hindi 印度語	Tagalog (Phillipines) 他加祿語 (菲律賓)
打招呼「你好!」 Hello	'asalam walaykum'	'Na Ma Ste!'	'Na Mas Kar!'	'Kamasta ka'
手勢 Gesture	握手: 男→男/女→女	雙手合十	雙手合十	

- Urdu and Hindi are similar in pronunciation, while Nepali and Hindi are similar in written script
烏都語及印度語的發音相似，而尼泊爾語及印度語的文字相似
- Non-Chinese students may lack a Chinese-learning environment(due to the use of language at home and media language, thus schools can arrange different activities or chances for students to use Chinese)
非華語學生在校外多缺乏中文學習的環言環境（家中溝通語言或接觸的媒介並非中文），可安排一些不同機會或活動讓同學多運用中文



Clothing 衣著打扮

- Different ethnicity will have different clothing or accessory arrangements, like scarf, long trousers, bangles, necklace, bindi etc.
不同宗教會有不同服飾要求，如頭巾、長褲、手鐲、項鍊、留鬚等
- Teachers are encouraged to take initiative to contact parents directly if you have particular questions about the clothing, and discuss the meaning and necessity of it. 如老師對同學的衣著有疑問，可主動與家長溝通，了解該服飾的意義，及商討該服飾的必要性
- If there are special clothes arrangement in certain school activities (like dancing, drama etc), students should be informed about the requirement for their consideration. 如活動需要特定的服裝安排（如跳舞、話劇等），可在選擇活動時通知同學，作為參考或考慮因素
- The Equal Opportunities Commission has introduced a Guide on “Racial Equality and School Uniforms” (June 2014) to provide guidance to schools in the development and implementation of uniform rules in accordance with the principles of equality.
平等機會委員會於 2014 年 6 月推出了《種族平等與校服》指引，作為學校按照平等原則制定並實施校服規則的指引。



<http://www.eoc.org.hk/eoc/GraphicsFolder/ShowContent.aspx?ItemID=12298>

Food arrangement 食物安排

- Check the ingredients listed on the food packet carefully
留意食物成份（如回教徒不可進食含魚膠粉、雞粉等的食物，如啫喱、薯片等）
- Check if the food ordering service/canteen provide suitable food for students
留意訂飯服務有可適的食物供同學選擇
- Certain food are restricted to people of different culture and religion- like Muslims can only eat Halal meat and pork is prohibited for them whereas Hindus do not eat beef.
每個宗教或傳統都有一些不可進食的食物，例如回教徒不可吃豬肉及只吃經清真方式屠宰的肉類，而印度教徒則不吃牛肉。
- School can choose to order some food which **all** students can enjoy in activity day, like vegetable and fruit
學校活動可訂一些所有同學也合適的食物，例如蔬果類
- Can encourage parents to prepare the food for their children
或可鼓勵家長自行準備食物



Religion 宗教禮儀



- Try to look up and remember the festival dates of different religion, avoid overlapping these important date with the school activity date. (eg. Diwali, Dashain, Eid, Ramadan (eg. Cannot eat or drink between sunrise to sunset))
安排學校活動時可注意避免相撞不同宗教的節日或日子（如：回教的齋戒月（自日出後到日落前不能吃喝，包括水），排燈節等等）。
- Be mindful of the prayer format and time of different religion, if possible, can consider setting up a ‘prayer corner’ or arrange recess time to match with it.
留意不同宗教的祈禱形式及時間，如學校能配合可劃出祈禱閣或安排相應的小息時間。

2. Teaching Tips 教學小貼士

How to help NCS students in integrating to school life?

如何協助學生融入校園生活

Build up a multi cultural environment

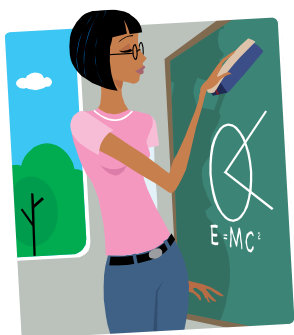
建立多元文化環境

Facilitate their Chinese and English ability and interest

加強學生中文/英文能力和興趣

Joint effort to build up multi cultural environment

學校各方齊心合力，以多元文化為驕傲



老師 **T e a c h e r s**

⌚ 有教無類，因材施教

Positive attitude

⌚ 正面態度及身教 (關心、耐性、創意無限)

Be patient and creative

⌚ 老師間互相支持及交流

Mutual support and sharing among teachers

⌚ 參與教師培訓 Join teacher training

⌚ 善用學生資源 (特別是高年級)

Make good use of resources(eg. senior class, support centres)

⌚ 主動介入

⌚ Take initiative 與其他專業緊密合作(如學校社工)

Cooperation with different profession, like social worker

⌚ 多鼓勵、多欣賞、多讚賞

More encouragement and appreciation.

校長及管理層

P r i n c i p a l a n d M a n a g e m e n t l e v e l

⌚ 制訂種族和諧校園政策，推動種族平等、融和訊息 Set up racial harmony school policy to promote racial equality and integration message

⌚ 聘請少數族裔教學助理 Hire EM staff

- 他們在輔助學生的課堂準備、課堂及課後學習、家長溝通、招收新生等方面都起了積極作用 assist in different aspect (eg. Parents communication, lesson preparation, learning needs, recruitment etc)
- 建議可聘請一些在港長期居住，甚至是土生土長的少數族裔青年。由於他們在港接受教育，故此較認識香港的教育情況 can consider ethnic minority who have grown up in Hong Kong, so they can be more familiar with the local education system.
- 可向社會服務機構 (尤其有提供就業服務)、勞工處提供職位空缺

Can find suitable candidates through Labour Department or NGOs providing EM services

⌚ 善用教育局及社區資源 Make good use of EDB and social resources

⌚ 彈性運用資源支援老師 Support teacher by allocation of resource and provide space

⌚ 編制年度計劃時，在不同科目中加入種族教育原素 When setting year plan, add 'racial equality' elements in different subjects

⌚ 提升學校整體的種族敏感度 Cultural awareness of all staffs including office/admin staff



學生 S t u d e n t s

- ⌘ 大哥哥大姐姐功輔計劃 Big brother and sister scheme
- ⌘ 同伴計劃 Buddy Scheme
- ⌘ 主動關心幫助 Be active and open
- ⌘ 擴闊多元文化視野 Multi culture perspective

家長 P a r e n t s

- ⌘ 教育華裔家長 Educate both Chinese and non-Chinese parents
- ⌘ 分配恰當角色，不同族裔家長互相認識交流、齊合作 (如舉辦多元文化親子活動) Facilitate the cooperation between all parents
- ⌘ 善用不同族裔家長資源 Explore the potential of parents who can contribute in schools activity
- ⌘ 給予機會參與學校事務，投身為學校一份子 (如成為家長義工) Let parents take some role in school (volunteers)
- ⌘ 尋找「帶頭人」，產生「雪球效應」 Find the right person to start, make snow ball effect
- ⌘ 不能一步到位，但可循序漸進 May not see the effect in short time, but progress will be done day by day



Common questions 常見問題：

- Some teachers reflect the misbehavior and lateness as a trademark of ethnic minority students. Actually it is also a kind of stereotype since every student has their unique characteristics. However, in case you face the below situation, you can also read the following as reference.
有老師反映教授少數族裔學生時有秩序混亂及遲到的情況，因為每位學生的特性不一樣，這種想法對學生亦成了偏見。但如遇以下情況，也可按以下做法作參考。

Q1. 課室管理---如何有效管理秩序?

Classroom management – How to do it effectively?

- ⌘ 開學時：抓緊此時此刻，訓練由最小開始
start when they are in junior class
- ⌘ 一起訂下合約，約法三章
Set rules and consequences together with students
- ⌘ 全民參與，公佈天下，顯、淺而易見
Whole class participation, make it explicit
- ⌘ 設計簡單手勢，以控制課室秩序 (e.g. 拍掌 3 下=全班肅靜)
Use simple gesture for different rules (eg. Clap hands for 3 times = quiet)



Q2. 面對過度活潑可愛 + 精力旺盛的學生?

How to deal with active students?

- ⌘ 逐一擊破，建立個人關係
Build up individual relationship
- ⌘ 分配角色，搖身一變老師小助手
Give roles to students, be active helper
- ⌘ 放大學生強項長處，發揮學生潛能
Strength approach to discover students' potential



Q3. 學生遲到/ 請假?

Students are not on time?

⌚ 與家長會面，先了解家庭背景，查看是否有照顧困難、紅白二事...

Meet with parents, understand family background and see if there is any hidden needs

⌚ 教家長學習時間管理，計算返校所需時間

Let parents understand the consequences and set improvement plan together

⌚ 開學時：抓緊此時此刻→務必舉辦小一/中一迎生家長會（通常是家長們最緊張的時間），清楚列明缺課的後果與弊端，使學生蒙上損失，趕不上學習進度（謹記他們並不知道香港教育課程的急與趕!）

Make message clear in first year of school, let parents understand the loss and negative effect on students of being late (*Parents may not understand the ‘rush’ and ‘tight’ local curriculum)



Q4. 與家長雞同鴨講?

Not able to communicate with parents?

⌚ 找高年班學生作溝通橋樑

Try to use senior students as a bridge for communication for non-personal matter

⌚ 切記在填寫緊急聯絡人一欄上填上一個可溝通的親戚/朋友/鄰居

Write an extra contact (who can communicate with schools. eg. relatives, friends, neighbor etc) as emergency contact

⌚ 使用坊間的翻譯服務/TA，製作幾款常用的簡易溝通便條（印有他們母語）如見家長、操行、欠功課等

Use the **interpretation and translation service available** in different NGOs, make some commonly use communication notes in their language (eg. meeting parents, misbehavior, no homework etc)

⌚ 因每個家庭的分工角色不一，聯絡家長時，可找出學生合適的家庭成員作溝通對象（不一定是父親、母親，也有可能是哥哥或姐姐）

Try to explore who is the most effective person teacher can talk to related to student’s performance as each family may have different roles within the family.



Q5. 想進一步了解有關非華語人士融入的概念?

Want to know more about different integration models?

⌚ 參考「跨文化適應策略」Please refer to the book: (Acculturation Strategy) by Berry’s model on the four positions of acculturation strategies (Berry et al., 1987; Berry, 1990, 1992, 1997; Berry & Sam, 1997)



3. Social Resources 社區資源篇

1. Interpretation and Translation Service

翻譯服務

Hong Kong Christian Service CHEER 香港基督教服務處

Translation and interpretation includes 8 languages

- Telephone Interpretation service (TELIS)- free of charge ; Mon-Sun 8am – 10pm
3755 6811 Bahasa Indonesia, Tagalog and Thai 印尼語、菲律賓語及泰語
3755 6822 Hindi and Nepali 印度語及尼泊爾語
3755 6833 Punjabi and Urdu 旁遮普語及烏爾都語
- On-site (Escort) interpretation service- nominal service fees; advance booking required
- Simultaneous Interpretation service (SIS)- for workshop, seminar and group work
- Translation service (TS)
- Proofreading service (PS)

HKSKH Lady MacLehose Centre 香港聖公會麥理浩夫人中心

Translation and interpretation includes 20 languages

24235101 Hong Kong TransLingual Services 香港翻譯通服務

- Telephone interpretation service
- On-site interpretation
- Written translation/Proofreading
- One-stop service for translation, design and printing)

2. Support Service Centres for Ethnic Minorities

少數族裔人士支援服務中心

Provide various tailor-made learning classes and after-school tutorial classes, as well as counselling and referral services, integration programmes, etc., to help ethnic minorities integrate into the community. 開辦不同的專設學習班和課後輔導班，並提供輔導及轉介、融和活動等服務，協助少數族裔人士盡早融入社會。

Operators / Addresses	Enquiry	Leaflet
<p>Hong Kong Christian Service CHEER Centre Unit 3, 6/F, Futura Plaza, 111-113 How Ming Street Kwun Tong, Kowloon Email address: cheer@hkcs.org</p>	3106 3104	 
<p>Free Telephone Interpretation Service</p> <ul style="list-style-type: none"> • Bahasa Indonesia, Tagalog and Thai • Hindi and Nepali • Punjabi and Urdu 	3755 6811 3755 6822 3755 6833	
<p>New Home Association HOME Centre (Yau Tsim Mong Centre) Shop B, G/F & 1/F, Sun Wah Building 73 Battery Street Yau Ma Tei, Kowloon Email address: homeytm@nha.org.hk</p>	3610 4418	
<p>HOME Centre (Sham Shui Po Sub-centre) Shop A, G/F, South Ocean Building 130 Kiu Kiang Street Sham Shui Po, Kowloon Email address: homessp@nha.org.hk</p>	3610 4428	
<p>International Social Service - Hong Kong Branch HOPE Centre 3/F Tak Lee Commercial Building, 113-117 Wanchai Road, Wan Chai, Hong Kong Email address: ethnic_centre@isshk.org</p>	5188 8044 2836 3598	

<p>Hong Kong Community Network <u>LINK Centre</u> Shop B-E, G/F, Cheong Nin Building, 1013-1033 Kwai Chung Road, Kwai Chung, N.T. Email address: link@hkcen.org.hk</p>	<p>3955 1555</p>	
<p>Christian Action <u>SHINE Centre</u> Room 12, 15, 20 & 21, G/F Tuen Mun Central Square 22 Hoi Wing Road Tuen Mun, N.T. Hong Kong Email address: shine@christian-action.org.hk</p> <p>SHINE Centre Community Development Team, 3/F & 4/F, Lee Kong Commercial Building 115 Woosung Street Jordan, Kowloon Email address: emisc@christian-action.org.hk</p>	<p>3188 4555</p> <p>3422 3820</p>	
<p>The Neighbourhood Advice-Action Council <u>TOUCH Centre (Tung Chung Sub-centre)</u> Left Wing, 1/F, Tung Chung Community Services Complex 420 Tung Chung Road Tung Chung, Lantau Island Email address: scem@naac.org.hk</p>	<p>2988 1422</p>	
<p><u>Yuen Long Town Hall</u> <u>Support Service Centre for Ethnic Minorities</u> Shop K, G/F, Tung Fat Building, 9 Ping Wui Street, Yuen Long, N.T., Hong Kong Email address: info@sscem.org</p>	<p>2479 9757</p>	
<p>Chomolongma Multicultural Community Team Wing Ning Village Yung Yuen Road Ping Shan, Yuen Long New Territories Email address: info@sscem.org</p>	<p>2617 1369</p>	

3. Scholarships 獎學金

<p>香港融樂會 — 少數族裔獎學金 Hong Kong Unison's Scholarship Schemes for Ethnic Minority Students</p>	<p>to financially assist ethnic minority youngsters to pursue their post-secondary studies. 幫助經濟有困難的少數族裔青年一圓其讀書夢。 For undergraduate students in the Degree/ Sub-degree programme 對象為就讀學士/副學士學位課程之少數族裔學生</p>	<p>27893246</p>
<p>民政事務局種族關係組 — 融和獎學金 Race Relations Unit of Home Affairs Department - Harmony Scholarship</p>	<p>to recognise students' academic results, conduct and their participation in school and community services (particularly activities promoting racial harmony). 表揚學生的學業成績、品行、及在學校和社區服務(尤其是促進種族融和的活動方面)有傑出表現。</p>	<p>2835 1747</p>



4. Resources for racial harmony/Chinese support activities

舉辦種族共融/中文支援活動的資源

Grants 資源	Details 詳情	Contact 聯絡
<p>School-based After School Learning and Support Programmes 校本課後學習及支援計劃</p>	<p>Provide assistance and opportunities for students to broaden their learning experiences outside the classroom, develop social life, self-awareness and enhance self-confidence. 擴闊學生在課堂以外的學習經驗，同時讓他們在群體活動中學習與別人相處、發展自我，提升自信心。</p>	<p>EDB: 2863 4753 http://www.edb.gov.hk/index.aspx?nodeID=4649&langno=1</p>
<p>School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children 為有取錄新來港兒童的學校提供校本支援計劃津貼</p>	<p>To strengthen the support for schools with intake of newly arrived children 為有取錄新來港兒童的學校提供更多支援。 To enable schools to flexibly design programmes to cater for the specific needs of these children. 讓學校能夠因應這些兒童的需要而靈活安排支援服務。</p>	<p>EDB: 2892 6189 http://www.edb.gov.hk/en/student-parents/newly-arrived-children/subsidy-resources/index.html</p>
<p>Quality Education Fund 優質教育基金</p>	<p>Organize activities which promote multicultural environment 開展推廣多元文化的活動</p>	<p>Phone no: 2921 8833 www.qef.org.hk</p>

Grants 資源	Details 詳情	Contact 聯絡
<p>EOC: Community Participation Funding Programme</p> <p>平等機會社會參與資助計劃</p>	<p>Encouraging eligible organizations to carry out projects which promote public understanding of equal opportunities.</p> <p>鼓勵舉辦活動，以提高公眾對平等機會的認識，消除歧視態度</p>	<p>http://www.eoc.org.hk/eoc/graphicsfolder/showcontent.aspx?content=eoc%20funding%20programme</p>
<p>Committee on the Promotion of Civic Education</p> <p>公民教育委員會</p> <p>Community Participation Scheme</p> <p>「公民教育活動資助計劃」</p>	<p>sponsoring projects that promote core civic values. They include (1) National Education, (2) Promotion of the Basic Law, (3) Upholding the Rule of Law and Social Justice, (4) Human Rights Education, (5) Moral Education, and other specific topics relating to civic education.</p> <p>撥款資助以推廣社會核心價值的活動，包括(一)國民教育、(二)推廣《基本法》、(三)維護法治精神及社會公義、(四)人權教育、(五)道德教育，或其他與公民教育有關的重要課題</p>	<p>http://www.cpce.gov.hk/main/en/cpscheme_detail.htm</p> 

5. Support Service for newly arrival children

新來港兒童教育及支援服務

<p>on programme 「啟動課程」</p>	<p>en newly arrived from the mainland, newly n-Chinese speaking children and returnee an choose to attend this Full-time Initiation e before enrolling in a mainstream school for 6 (start in September or March)</p> <p>剛抵港的兒童，可選擇在入讀常規學校之前，先行修讀這個全日制「啟動課程」。每年的九月和三月開班，每班為期約六個月。</p> <ul style="list-style-type: none"> - enhance the standard of their English and Chinese languages - 提高兒童的英語及中文水平 - foster personal and social development - 幫助他們適應香港社會和個人發展 - strengthen their learning experience / exposure to real classroom situation - 提供實際的本地課堂學習經驗 	<p>EDB Enquiries: 2892 6190</p> <p>http://www.edb.gov.hk/en/student-parents/newly-arrived-children/services/initiation-program/index1.html</p>
<p>Induction programme 適應課程</p>	<p>To help newly arrived children adapt to the local social environment and education system</p> <p>幫助新來港兒童適應本港環境及教育制度。</p> <p>Newly arrived NCS children aged 6 to 18, who have arrived Hong Kong for less than one year or have studied in local schools for less than one year are eligible</p> <p>課程由教育局資助非政府機構開辦，每班為期六十小時，供年齡介乎六歲至十八歲，來港定居不足一年或在本地學校接受教育不足一年的非華語兒童可報讀，費用全免。</p>	<p>EDB Enquiries: 2892 6190</p> <p>http://www.edb.gov.hk/en/student-parents/newly-arrived-children/services/induction-program/index.html</p>



6. Public Service for Ethnic Minority

政府部門(教育統籌局、民政事務局)、非政府機構均有為在港的少數族裔居民提供服務。當中，他們就不同的範疇提供服務：

Public Service 公共服務	Category 類別	Phone number 電話	Address/Website 地址/網址
Education Bureau 教育統籌局	Non Chinese Speaking students Support 非華語學童教育-適應課程、銜接課程、學位分配、支援網絡...	Language Support Section 語文教學支援組 On-site Curriculum Development Support 到校支援服務(語文教學支援計劃) 36983979 Consultancy Support 專業諮詢服務(語文教學支援計劃) 3698 4003 Placement & Support Section 學位安排及支援組 2863 4713	http://www.edb.gov.hk/tc/student-parents/ncs-students/about-ncs-students/index.html
Home Affairs Department -Race Relations Unit 民政事務局 種族關係組	Community Education Resources 社區資源 公眾教育：適合學校借用及派發的刊物如漫畫書、教材套、學校展覽板、自學錦囊、種族和諧學校講座等	2835 1747	http://www.had.gov.hk/rru/
Student Financial Assistance Agency (SFAA) 學生資助辦事處	Students financial assistance 學生資助	2802 2345 (24 hours hotline)	http://www.sfaa.gov.hk/
Labour Department 勞工處	Employment 就業	Contact No. of different job centers of the employment services division are different. Details can be found at http://www.labour.gov.hk/en/tele/es3.htm Youth Employment and Training Programme (YETP) 「展翅青見計劃」 2112 9932	http://www.jobs.gov.hk/ YETP: http://www.yes.labor.gov.hk/en/yetp_app_details.htm

Public Service 公共服務	Category 類別	Phone number 電話	Address/Website 地址/網址
The Family Planning Association of Hong Kong 家庭計劃指導會	Family Planning 生育/家庭計劃	Services Hotline: 2572 2222 Education Division 2919 7734	http://www.famplan.org.hk/ Headquarters: 10/F., Southorn Centre, 130 Hennessy Road, Wanchai, HK
Social Welfare Department 社會福利署	Family Service 家庭服務	2343 2255	www.swd.gov.hk
平等機會委員會 Equal Opportunities Commission	Discrimination and equal opportunities issues 歧視及平等機會	2511 8211	www.eoc.org.hk
Pakistan Islamic Welfare Union Incorporated(HK) Ltd 巴基斯坦社區支援小組	Serving Pakistani Community 服務巴基斯坦社群	3543 2786	www.had.gov.hk/rru/tc_chi/programmes/programmes_comm_cstec.html
Hong Kong Integrated Nepalese Society(HINS) 尼泊爾社區支援小組	Serving Pakistani Community 服務尼泊爾社群	35472415	



4. About Hong Kong Unison 香港融樂會簡介

我們相信 We Believe

- 人類是生而平等的，不應因其種族、文化、語言、經濟或社會階級的不同，而被排斥於平等的社會參與之外。
- People are born EQUAL, where no one should be excluded from the equal social participation due to differences in race, culture, language, economic or social status.
- 我們致力幫助本港少數族裔居民融入香港社會，承擔社會義務，以及獲得平等的教育、就業、法律、房屋、社會及醫療服務，和其他香港居民應有的權利。
- Our endeavor is to help the local ethnic minority community in integrating into the Hong Kong society, shoulder the social responsibilities, and access to equal education, employment, legal, housing, social and medical services, and any rights that Hong Kong residents are entitled.

- 消除種族歧視 Elimination of racial discrimination
- 平等的教育機會 Equal education opportunities
- 平等的就業及培訓機會 Equal employment & training opportunities
- 提升文化及種族敏感度 Enhancement of Cultural & racial sensitivity
- 平等使用公共服務 Equal access to public services
- 自助充權及社會參與 Empowerment & social participation

我們關注 We Concern

我們的使命 Our Missions

我們的工作策略 Our Working Strategies

- 社會服務 Direct social services
- 服務聯繫 Services referral
- 政策倡議 Policy advocacy
- 公眾教育 Public education
- 組織工作 Community organizing

融樂會的公眾教育工作 Unison's Public Education

- 發揚種族平等的人道精神 To promote racial equality
- 推廣跨種族、跨文化的了解和交流
To promote cross-racial and cross-cultural understanding and communications
- 提供社會服務，協助本港少數族裔居民參與社會
To provide social services and assist ethnic minority residents in participating in the Hong Kong society
- 推廣不分種族的社會服務
To promote equal access to social services regardless of race
- 動員所有具同樣心志的社會人士，無分種族，參與義務工作；
發揚跨種族的互助精神
To unite people of different races who share common goals to work together through the participation in volunteer services; and to encourage cross-racial collaboration

Occasion 時間	Activity 活動	Content 內容
Every two months 每雙月份	融樂會講座 Unison Talk	內容包括本會工作手法，少數族裔面對的困難等，費用全免。 Contents include working strategies, and problems ethnic minority face. Free of charge. Enrollment: www.unison.org.hk/MonthlyTalks.php
By appointment 須預約	提升種族文化 敏感度講座 Cultural Sensitivity Talk	介紹香港少數族裔文化，可針對機構/團體所需而制定內容，讓聽眾從瞭解中學會互相尊重，如有興趣，請致電 2789 3246 與本會職員聯絡 Introduce ethnic minority culture and situation in Hong Kong, Talks content can be customized according to organization/ groups needs.) For more information, please contact our staff at 2789 3246.

We have also developed a **Resources Kit for teachers on teaching Ethnic Minority related topics of Liberal Studies**. Please visit our website



香港融樂會
Hong Kong Unison



QR Code for Unison website!

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Fax: 27891767

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Website: www.unison.org.hk