

EdUHK Forum on Inclusive and Equitable Education for All in Hong Kong

How EdUHK Assists Minority Students

Briefing Paper No. 5

The Education University of Hong Kong

26th October 2018



EdUHK UNESCO Chair
Minorities Project

Summary of Forum Series

Minority language students face a number of challenges from the current education system. Whilst the number of minority language students, including South Asians (e.g. Pakistani, Nepalese and Indian) and Southeast Asians (e.g. Filipino, Thai, Indonesian) attending school full-time in Hong Kong has increased since 1997, the number of schools offering English as a medium of instruction has reduced.

Many minority language students attend government schools where Cantonese is the medium of instruction or attend schools (formerly known as “designated” schools) where they are streamed into English-medium of instruction classes. Provision for learning Cantonese as a second language at such schools is often limited. This places minority language students at a disadvantage when applying for jobs and higher education (academic and vocational) in Hong Kong.

This forum series was developed by the EdUHK as a way for stakeholders to meet to discuss how education can be improved for minority language students and the role of the University as the trainer of many of Hong Kong’s teachers.

This series of Briefing Papers presents the findings of these Forums.

Inclusive and Equitable Education for All in Hong Kong: Briefing Papers Series
Editors: Bob Adamson and Will Douglas (Education University of Hong Kong)

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Executive Summary of the Fifth Forum

The forum talks and discussions resulted in the following recommendations for implementation:

1) Many English medium (EMI) courses are taught in Cantonese even when there are non-Chinese speaking students (NCS) in the classes. Guest speakers are invited to EMI courses who speak in Chinese.

Recommendation: EMI needs to be implemented in accordance with University policy.

2) There are pioneer programmes for minorities such as the Diploma for Kindergarten Teaching Assistants for minority children.

Recommendation: EdUHK should consider extending these programmes to provide Teaching Assistants for primary and secondary schools.

3) Staff and students need to be more aware of cultural and language issues so minority needs can be accommodated and a greater sense of multiculturalism can be engendered.

Recommendations: EdUHK should provide formal guidelines on cultural issues so staff can accommodate minority needs on a formal basis. A mentoring programme could be introduced with minority mentors offering support on language and cultural issues to staff and students.

4) Publicity regarding programmes that are available to local non-Chinese speakers is weak and not reaching the targeted groups.

Recommendations: EdUHK should do more to promote the programmes that are available to local non-Chinese speakers. There needs to be more outreach into minority communities to enable understanding of needs and expectations from tertiary education.

7) Students from minority groups need different levels and different domains (social, academic and professional) of Chinese which the Chinese enhancement programmes do not offer.

Recommendation: The University needs to ensure that the language enhancement programmes cater for the diverse needs of minority students.

8) Minority students report that they face discrimination when they want to be student representatives because they cannot speak Cantonese.

Recommendation: The University needs to encourage NCS students to serve as student representatives.

9) Food availability has not been addressed. There has been some recent improvement but many students require halal cuisine and choices that are guaranteed free of pork or beef.

Recommendations: EdUHK should seek to make further improvements in the range of food available on campus, The University should consider facilitating minority/overseas student representation on the EdUHK Catering Committee.

Background

Minority language students face a number of challenges, in particular access and language barriers. There are cultural issues such as provision of suitable food and social issues such as integration with Cantonese speakers. The University accepts a number of alternative Chinese language exams to entry to the University in addition to the HKDSE which has improved access to non-mother tongue Chinese speakers and has a policy of providing 80% of courses in English Medium of Instruction.

This Forum is the fifth in an ongoing series on Inclusive and Equitable Education for All in Hong Kong organised by the UNESCO Chair in TVET and Lifelong Learning. The forum was hosted by the Education University of Hong Kong (EdUHK) on 26 October 2018.

The first Forum was held in October 2015, which identified a number of priority areas in education for minority language students in Hong Kong. One area was the role of the EdUHK in enhancing pre-service and in-service teachers' cultural sensitivity and competence in handling classes of students with diverse ethnic and linguistic backgrounds.

The second Forum in May 2016 continued dialogue on issues raised by the first Forum, and focused upon the specific theme of raising awareness of multiculturalism and diversity through teacher education programmes at EdUHK.

The third Forum explored examples of good teaching methods that have had success in the classroom and received positive feedback from minority students. The aim was to lead to development of ideas as to how the University could improve our teacher education programmes, particularly for teachers of minority language students.

The fourth Forum continued on the same theme by inviting stakeholders recall their experiences of teaching and learning, and also to briefly review a draft of a teaching module for student teachers to learn how to be more sympathetic with the needs of minority students.

This fifth Forum brought together 26 stakeholders and specialists from the EdUHK. These included academics, researchers, project staff and students. The purpose of this Forum was to identify areas where the University provides support to minority and overseas students and to seek suggestions and discussions on areas that can be improved.

The Forum was introduced and facilitated by Professor Bob Adamson, Chair Professor in Curriculum Reform, EdUHK.

Copies of earlier forum Briefing Papers are available from:
<https://www.eduhk.hk/unescochair/view.php?secid=50362&u=u>

As additional background information a video series of interviews with minority students is available. The links for these videos are:

<https://www.youtube.com/watch?v=p76uvQHQuOo&feature=youtu.be>

<https://www.youtube.com/watch?v=PgcCNBB4fIQ&feature=youtu.be>

<https://www.youtube.com/watch?v=5Mz8RyMEIjc&feature=youtu.be>

<https://www.youtube.com/watch?v=iqsKIGQxwnc&feature=youtu.be>

<https://www.youtube.com/watch?v=6dBRliHrWNw&feature=youtu.be>

Forum Proceedings

Introduction

Dr Miron Bhowmik -Diversity, Equity and Inclusion Specialist

Dr Bhowmik welcomed the participants and introduced his recently appointed role as Faculty of Education and Human Development (FEHD) Diversity, Equity and Inclusion Specialist. He welcomed the opportunity to explore what is being done within and across departments to work towards Government policy of improving education and employment opportunities for minorities in Hong Kong. This appointment provides an opportunity to streamline initiatives within the University to this aim.

Dr Bhowmik recapped the findings of the 2011 Equal Opportunities Commission Report that showed minority representation in the tertiary education sector was disproportionately low. This situation has not changed to date indicating access is still an issue. There is also evidence that minorities who attain a higher qualification still do not have equal opportunities in the job market. All the universities have a responsibility to address this issue.

Dr Bhowmik has a remit to look at quality outcomes focussing initially on minority students but with a broadening scope to include socio-economic status, gender, orientation etc. The aim is to create an environment in the Faculty where minority students can flourish. There are four specific areas:

- 1) Support – academic and emotional
- 2) Research into the creation of a conducive learning environment
- 3) Teaching – embedding diversity and cultural sensitivity
- 4) Appraising the University of cultural issues as needed

EdUHK's Mission to Enhance Internationalization and Globalization

Professor May Cheng AVP(AC)

The University needs to address the needs of minority students. Greater cultural and linguistic diversity on campus is an important step towards ensuring that students become international talents, with multicultural and multilinguistic skills. The mission statement of the University explicitly states the importance of internationalization:

“...to develop students' international perspectives and knowledge so that they will be well-equipped to become caring global citizens and professionals in their own fields.

The University has also been building its team of teaching staff whose teaching and research address regional and global issues with the objective of

making an impact on educational change, social progress and enhancement of human well-being.

This University's efforts are devoted to integrating different dimensions of internationalization into our way of life”.

The University has a responsibility to bring more local minority students into tertiary education and, in particular, to attract them into the teaching profession. Diversity on campus enhances the rich and vibrant culture that students, staff and visitors experience, enjoy and learn from. Enhancing students' learning through developing their global awareness and perspectives is one of the most important generic learning outcomes the University is promoting.

Local minority teachers are underrepresented in Hong Kong schools and there are serious concerns about inequalities in the education system for those who are not mother-tongue Chinese speakers. There is a need for more local minority teachers to help school students from minority backgrounds.

In order to facilitate the recruitment of students from the local minority groups, and to provide more opportunities for eligible students to benefit from a university education, EdUHK has the following initiatives:

- at the policy level, the University has established the International and Greater China Affairs Committee to formulate, oversee, and review policies and strategies in promoting internationalization. The position of University Equal Opportunities and Disability Access Officer at the Human Resources Office was established;
- UGC Universities accept alternative entrance qualifications in Chinese Language - specifically GCE, GCSE, IGCSE, and DSE Applied Learning Chinese for NCS students - for all programmes except those where good command of Chinese is an integral part of the programme. There has been an increase in enrolment of local minority students in programmes such as the B.Ed in English Language Education;
- the University has introduced a programme to train local minority students as Kindergarten Teaching Assistants;
- the University policy is for English medium of instruction for 80% of courses which makes many programmes available to international and local non-Chinese speakers;
- there are a wide range of services and activities including orientation, a buddy scheme, community and cultural exploration activities, festivals, group activities and personal guidance to help all students gain a better understanding of diversity;
- the University is also active in research and projects in minority languages, equity issues, globalization, and internationalization in Hong Kong and overseas. The UNESCO Chair initiated two major strands in

minority education and internationalization, in order to further our contributions to the United Nations Sustainable Development Goal No.4 which aspires to provide quality learning for all. An investigation led by Professor John Lee and Professor Bob Adamson found that there were over 400 courses with globalization elements in our programmes and that our students consider themselves to have a high level of understanding of global issues and global awareness;

- in order to provide better support for research and outreach projects, FEHD recently appointed a Diversity, Equity and Inclusion Specialist, Dr Miron Bhowmik, to instigate community outreach, on-campus support and research projects;
- the Global Learning Enhancement Fund provides a subsidy to students to take part in overseas learning experiences. There is the Reaching Out Award which provides support for students to participate in the University's outreach activities; and
- the University seeks to create a campus that facilitates cultural diversity and a closer integration of local and non-local students. There is a greater choice of food available in the canteen and other catering outlets.

Working towards being a genuine multicultural, multilingual and international campus is a comprehensive and ambitious undertaking, and much responsibility rests with Senior Management, the Global Affairs Office, the Student Affairs Office and at the faculty and departmental levels to ensure progress towards this mission.

Initiatives of the Global Affairs Office on Internationalizing EdUHK

Dr Simon Xu, Global Affairs Office

The Global Affairs Office (GAO) works towards the strategy of capitalizing on local and international talent. This focuses on establishing a learning environment that provides a multi-cultural curriculum framework, and opportunities that shape learning in response to increasing mobility of students, and strengthens links in the region and worldwide.

The University Strategy for Internationalization promotes collaborations with partner universities/institutions, internationalizing curriculum, enhanced learning experience, on-campus student integration and regional leadership.

Participation in the non-local experiential learning has increased over the years. This includes activities by GAO, SAO and Faculties/Departments. A key Performance Indicator (KPI) shows participation in these learning activities has increased from 744 in 2010/11 to 2,729 in 2016/17. The Global Learning Enhancement Fund (GLEF) supports all full-time undergraduate students with a subsidy up to HK\$10,000 for joining learning activities outside Hong Kong.

The Initiative on Training Multicultural Classroom Assistants

Dr Tikky To-Chan, Dept. of Early Childhood Education

The University offers the award-bearing one-year full-time programme “Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children Programme). The programme is supported by The Hong Kong Jockey Club Charities Trust under a Trust-Initiated Project titled C-for-Chinese@JC (Project). As one of the project partners, EdUHK is responsible for capacity building of kindergarten professionals and minority youth as Multicultural Classroom Assistants (MTAs).

The Diploma programme provides a new career pathway for working as MTAs in kindergartens supporting minority students for a better transition into primary education and early integration in the local community. This Diploma is the first award-bearing TA programme in Hong Kong.

The Diploma is accredited at Level 3 under the Hong Kong Qualifications Framework. As the entry requirement for the Diploma is 6-points or above in HKDSE subjects, it provides a second chance for those who have failed to obtain the minimum 10-points in the HKDSE for the higher diploma entry.

The sponsorship provided allows for three programme cohorts. The first cohort in 2017/18 had 27 graduates. The enrolment in 2018/19 is 26. The 2019/20 programme will be the final cohort. The admission quota per year is 42. Outreach to EM schools and communities is needed to promote the programme.

The MTAs assist class teachers during group work time, prepare learning materials, implement and evaluate small group learning in different learning areas. They are care givers in the classroom taking care of young children’s needs. They can translate in class helping children understand instructions and coping with unfamiliar cultures, and in parent-teacher meetings.

The programme develops a new generation of teaching assistants with the language and pedagogical skills, and positive attitudes to support teachers and community service workers.

The Diploma is well received by graduates. Below are some positive comments quoted from the MTA focus group interviews:

- participants gave highly positive comments to the course “Chinese for Specific Purpose”. They found the course very useful. The good course design and his professional teaching enabled students to correct their pronunciation and they also learnt more Chinese vocabulary. The course enhanced the students’ confidence to initiate and maintain conversations in Chinese;
- participants found the course “Promoting Equity and Social Inclusion in Home-School-Community” of practical use. Participants believed that equity was an important topic and they appreciated that the teacher included their cultural background into the course; and

- some participants found the practicum useful because of the hands-on experience. They thought this was a valuable experience because they could practice and learn from their mistakes.

Below are two selected stories told by MTAs in the focus group interviews as conducted by the evaluation team.

To facilitate NCS children learning Chinese:

E: There was once, this boy wasn't listening, and then the teacher asked him to colour. And then he, I don't know what happened, he usually talks in English he understands, and then when the teacher was speaking... uh he didn't listen. And then I told him like, in English I said colour this, do this. And he was, he was not even... because he was, he was sick actually, he came in uh, I think in the middle, so I was like, okay, I said in my language, I told him hold this pen and colour like this, colour.... He didn't, he didn't, if you colour on the white spaces, in our language I said, colour here and here, and then we go play, like some... something like that, he started colouring then, he listened to me in our language.

To mediate communication between school and NCS parents:

B: For example, the school holds a Christmas party - they have a Christmas party, so they ask me to ask the children's parents... on the day they go, they asked me to ask the parents, "Can they bring their own cultural food to school?". When I ask them, they are so willing and welcoming. They replied they will bring their food. That's how... I talked to them. I found that sometimes... Chinese...not Chinese actually, some people cannot eat spicy food. They asked me to tell parents not to bring spicy food. That's what I translate that and we have some cultural food.

Q and A

Shahid Karim: This is a promising initiative. Does the University have any plans to extend this, or similar schemes to include Chinese teachers in understanding and working with minority students?

Tikky To-Chan: This programme is a specifically funded project for minority kindergarten teaching assistants.

Zhao Zhenzhou: I would like to express an opinion that communication is not just about language. There needs to be a sense of trust between the teacher and child. We should also be helping teachers deconstruct the cultural differences between Chinese and minority students to build this trust.

Tikky To-Chan: This rationale is very important. We are training multicultural assistants to help with teaching Chinese and they have different backgrounds and knowledge which makes our training challenging. We are trying to provide more learning in Chinese language and culture.

Gloria Lau: Integration between Chinese and non-Chinese people is very important. That can facilitate cultural exchange and learning of Chinese language.

Carla Briffet Aktas: There should be similar programmes to assist mainland Chinese school students who need the same help and understanding.

Hue Ming Tak: Similar programmes should be offered at primary and secondary levels with support for more teachers and parents. It should also be aimed at local students to help integration

Bob Adamson: Tikky's work is pioneering. There are other areas where the University needs to implement more strategic plans.

Managing Diversity and Ethnic Minority Education at EdUHK

Professor Hue Ming Tak, Dept. of Special Education and Counselling

EdUHK needs to evaluate what it is doing to address diversity, ethnic minority education, and cultural inclusion. Many schools are working very hard on translating these multicultural goals into practice.

Minorities are often excluded from their desired careers on language grounds, for example from the police force. The education system should facilitate equal employment opportunities for all.

School is a place where the potential of students can be developed; and wherein their dreams are cultivated. The diverse learning needs of ethnic minority students need fulfilling so that they can reach their academic potential. Putting this into practice is something many schools find challenging.

This University has a leading role in the promotion of ethnic minority education and should be role model not only for local schools but also for the community and society.

The EdUHK campus has increasing numbers of students with different cultural, racial and ethnic backgrounds. Now is the time for more work to cater for diversity and creating a culturally responsive environment.

A divide between the majority and the minority must be avoided to lessen the social power of the majority.

The University must accommodate learning for all students. In a wider context of "international" and "global" environments, these transform "local" learners to "international" or "global" learners.

The majority and the minority must interact dynamically and mutually to understand each other. A breakthrough of the boundary between cultures into "new" cultures of others must be achieved.

Gloria Ladson-Billings (1992) suggests pedagogy should "empower students to maintain cultural integrity", and "to recognize and honour their own cultural

beliefs and practices”; and help them “access to the wider culture”. This “wider culture” can be regarded as internationalization and globalization and it is not necessary to limit to the wider culture of the majority.

Culturally responsive teaching is needed. This gives ideas of “how to teach”. Rooted in differentiated instruction principles, it aims to link content - from teaching strategies to assessment - with students’ diverse cultural backgrounds; and suggests skills at teaching in a cross-cultural or multicultural setting. According to Geneva Gay, culturally responsive teaching is inclusive, multidimensional, empowering, transformative, emancipating, humanistic and ethical.

James Banks suggests five dimensions of its implementation. The first dimension is content integration of different cultures in the curriculum and teaching. The second is knowledge construction. Students are taught to question and critically analyse their learning. In the third dimension, cross-cultural interactions are facilitated so as to reduce prejudice. The fourth dimension is the adoption of culturally relevant teaching strategies. The fifth dimension is to create an empowered school culture for culture responsiveness.

Having reviewed the three approaches of culturally relevant pedagogy, culturally responsive teaching, and multicultural education, the questions are: to what extent has EdUHK put these principles into practice and created the culturally responsive environment for teaching and learning? And: is the University doing enough?

The following are some voices of ethnic minority students, at EdUHK:

The first voice is about addressing students’ cultural and religious needs:

“It is quite appealing to hear that the university values students’ diversity and aims to internationalize the student body but it is not a good sign if students are unable to fulfil their basic cultural or religious requirements. Such lack of facilitation may discourage potential applicants or demotivate the existing ones to be the university ambassadors and a source of motivation for others.”

The second voice talks about catering for diverse cultural and religious dietary needs and practices:

“During my on-campus life, I always had to think about the food. Although I am open-minded and do not strictly follow the religious obligations, I did not enjoy the kind of food that was available at the campus cafeteria. Since I am not good at cooking, I often had to make compromises on my daily food requirements. This undoubtedly affected my health and wellbeing.”

The third voice is about interpersonal relations with others and the campus culture:

“I sometime felt ignored or unattended in the canteen, restaurant and convenience store on campus. Perhaps language was an issue but more so was lack of cultural sensitivities on the part of staff of third party service providers on campus. And indeed the University has a responsibility to make

sure third party service providers show strong cultural sensitivities to all customers.”

[Authors note: the convenience store on campus is operated by Rehabilitation Alliance Hong Kong, which gives training to people with disabilities and rehabilitated patients]

While the university is moving towards internationalization and globalization, the voices of these students need to be heard. As informed by the literature, to successfully promote cultural inclusion and ethnic minority education, attitudes and beliefs of our students, tutors, staff and service providers need to change. The organizational culture and the campus atmosphere need to change to better accommodate not only the learning needs of students with diverse ethnic and racial backgrounds, but also their spiritual, religious and dietary needs.. The journey towards achieving this will be long and everyone has to be involved in building a more culturally responsive university for all students, regardless of the majority, the minority, or their cultural and racial backgrounds.

Q and A

Dana Abdrasheva: I am from Kazakhstan which has people from 130 countries. At school I knew very little about other cultures, such as holidays. I thought only the events we celebrated at national level were important. How can education help the majority learn about minority cultures?

Hue Ming Tak: Schools should be the starting point. At the university we can do raise awareness through programmes and research. We need to have more students with different cultural backgrounds. That would be a force for change so everybody can address the issue.

Carla Briffet Aktas: There should be training so staff know when students have cultural needs, for example holidays. There should be a workshop for teaching staff to spread this information.

Hue Ming Tak: There should be guidelines on cultural diversity to make everyone aware.

Shahid Karim: We are aware of Samuel Huntington [American political scientist, adviser and academic who argued that future wars would be fought between cultures not countries]. What we have on campus is a lack of knowledge about others. How can we extend this idea of multicultural education on and beyond the campus to have an environment and structure where everyone is open to learn and be sensitive about others?

Miron Bhowmik: This University has over 200 students who are not Chinese. There are more food options now but this still does not address the needs of minority students. Most other universities cater better for minorities.

Samaira Rehmat: There are language issues with access to education. I was turned down from programmes because of this despite having good grades. Many English medium classes often quickly turn to Cantonese which is frustrating. I do not think I am receiving my education in English. For guest

speakers [using Cantonese] I can see the difficulty but at the same time there are other professionals out there who can handle the topics in English.

Initiatives to Assist Non-Cantonese Speaking Students

Dr Pamela Leung, Centre for Language in Education

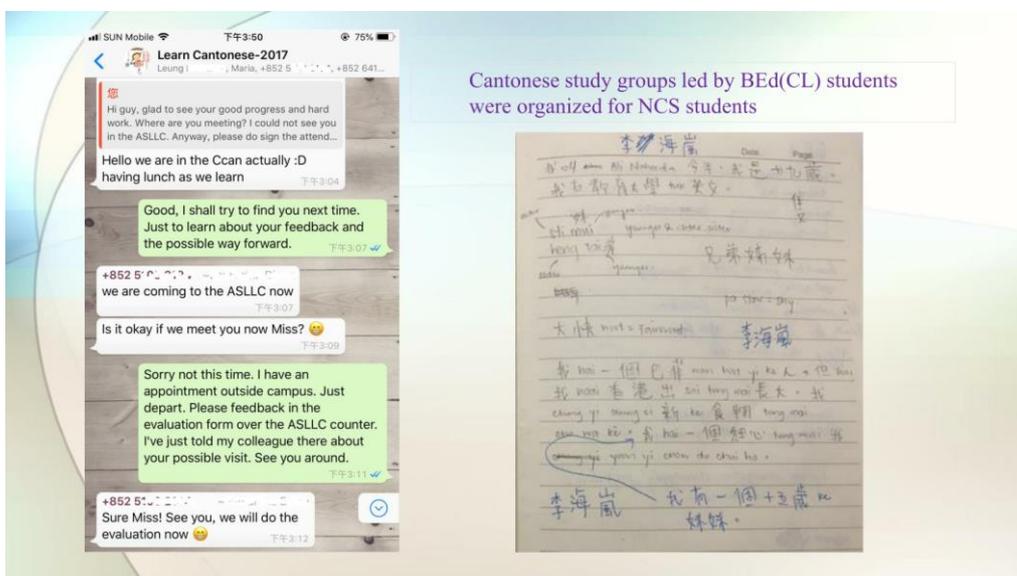
The Centre for Language in Education (CLE) is responsible for providing language enhancement support for all students.

There are three teaching teams for Cantonese, Putonghua and English. NCS can enrol in Cantonese or Putonghua courses which are credit bearing.

There is formal support with courses for undergraduate NCS in Cantonese and Putonghua and Chinese for Specific Purpose for sub-degree students. The latter is currently for the ECE diploma students.

Non-formal support is provided through workshops in Cantonese and Putonghua for beginners (Making a New Friend and Travelling Around Town) and survival Cantonese workshops. Students can request specific learning requirements which CLE tries to accommodate within University guidelines, for example on minimum student numbers for formal courses. For small numbers CLE will try to provide specific help.

Cantonese study groups led by B.Ed. (Chinese Language) students are organised for small groups of NCS to assist with language practice.



Example of informal group learning

There are online resources available, for example there are two self-learning packages for Cantonese, one developed by the Department of Linguistics and Modern Language Studies. There is the Shi-Tu Scheme organized by the Student Affairs Office which enables sharing between mentors and mentees and helps bridge cultural boundaries. There are other actions such as a poetry reading contest, assistance with Chinese text books, classroom activities in

schools and shopping activities organized by students. Local students are also encouraged to learn some basic phrases in minority languages.

General Discussion

Linnie Wong: There should be more showcasing of activities and engaging more with the communities, for example fund raising activities. There should also be more cross-faculty and cross-departmental dialogue and collaboration.

Carla Briffet Aktas: When we talk about minorities we tend to mean “visible” minorities which is not strictly accurate. China has 55 ethnic minority groups that look similar but have different cultures and needs. We need to broaden our vision.

Shahid Karim: The University should consider having multicultural teaching assistants to help motivate non-Chinese speaking students. Many minorities do not see the benefit of university for future employment. We should engage with secondary schools students with potential to see how we can help them to access further education. Language is one area for support but there are other areas as well. There should also be engagement with employers.

Zhao Zhenzhou: We may consider purposely inviting some non-Chinese students to serve as the student representatives to better reflect on the diverse backgrounds of the student population and also let the university know their educational needs.

Samaira Rehmat: I am paying the same tuition fee so I am frustrated when I attend EMI classes that are conducted Cantonese. I have to attend classes [even when given in Cantonese] to maintain my attendance record. If it is stated that a course is in English then it should be in English. I would not be able to recommend this University to family and friends because I am having a difficult time.

[Authors’ note: The University policy is for 80% of courses to be delivered in EMI, and EMI courses should be delivered in EMI.]

Gloria Lau: The University has implemented the Equal Opportunities Policy and developed a webpage on Equal Opportunities Campus with various resources, including multi-cultural campus. We have organized workshops on discrimination. I would like to arrange some activities such as talks or videos and facilitate collaboration with departments.

Miron Bhowmik: The University should follow Government’s initiative in providing guidance on non-discrimination. There may be a need for sensitivity training.

Bob Adamson: There is a problem with terminology. English language does not translate well as terms such as “minority” and “non-Chinese Speaker” do not adequately describe the situation. We need a more positive description that reflects the potential and talent in the community. It is not a case of assimilation or “fitting in”. Multiculturalism makes an important contribution to society.

Benji Chang: There is a disconnect between policy and what is happening in terms of multiculturalism. It is still considered a deficit to be linguistically or culturally different. It is seen as something that needs to be fixed in a similar way as a special educational need. Multiculturalism is not just something to acknowledge but it needs building upon. I do not know the best way to bring this to our colleagues understanding but it may be possible to link this with how we measure quality and achievement, or be linked to teaching awards or performance appraisals. The RAE assesses journal publications and staff are also asked to report on impact in the community, which is a change. This could provide the opportunity in this area to combine the practicalities and give the policies some reality.

Jamie Vitto: There is the idea that most minority students are accepted for the English Education Programme. What is the University doing to promote other programmes [to minorities]?

Shahid Karim: On the issue of terminology there seems a preference for terms such as Indian-Hong Kong. I am interested in promoting multiculturalism to our teachers and others so they can become more open-minded. Teachers could have mentors from different cultural backgrounds to support language and learn about other cultures. On campus food culture needs addressing, such as provision of halal food, and food not containing pork or beef.

Bob Adamson: There does not seem to be minority student representation on our EdUHK Catering committee.

Pamela Leung: There are different needs for language as I see from the students who consult me. Some students want academic level Chinese which our Chinese enhancement programmes do not offer. This is an area for further investigation. We need to provide language enhancement that assists people in their careers after leaving university.

Shin Kataoka: Although English is prevalent at the University I believe Cantonese and Putonghua are very important. Myself and colleagues have produced a web-site for learning Chinese.

I would be interested to know how many of our students have experience teaching minorities [for example from the teaching practicum]. There should be more research into our own students' off-campus experiences with language issues.

Tikky To-Chan: For my programme we have connected with schools that have minority students. I would like to stress how outreach activities are very important for harmony in a multicultural society.

Conclusion

The speakers' talks and the following discussion identified a number of areas where the University assists the needs of non-Chinese speaking students in terms of programmes and support services. It also indicated areas where further measures are required.

An area of considerable importance is a change of mindset. Cultural and linguistic differences are viewed as “different” and considered a problem to be solved. Diversity should be viewed from the positive elements it represents in terms of bringing international and global perspectives to the campus and opening the minds of all students. This in turn will move into schools and classrooms where many of the University’s students make their careers.

A major issue is that some programmes designated as English medium of instruction often have Chinese content in lessons, in discussions, from guest speakers and assignments even when there are non-Chinese speaking students in the class. EMI needs to be EMI in accordance with University policy. Some students are not receiving the education programmes they expect and this could result in negative feedback about the University to other prospective students.

There are pioneer programmes for minorities such as the Diploma for Kindergarten Teaching Assistants for minority children. There should be more programmes, for example for primary and secondary schools.

Guidelines should be provided on cultural issues such as holidays so staff can accommodate needs on a more formal basis rather than this being left to individuals.

There is the idea that most minority students are accepted for the English Education Programme. The University should do more to promote other programmes that are available to non-Chinese speakers.

A mentoring programme should be introduced with minority mentors offering support on language and cultural issues to teachers and students.

There should be more outreach into minority communities to enable understanding of needs and expectations from tertiary education.

Different needs for Chinese language were identified. Some students want academic level Chinese which the Chinese enhancement programmes do not offer. The University should provide language enhancement that assists people in their careers after leaving university – for example for a career in Government. This should be further investigated.

The issue of food for minority students on campus has not been adequately addressed. There has been improvement with the new vegetarian and vegan food provider but many students want halal cuisine which is still lacking on campus. There also need to be choices that are guaranteed free of pork or beef. There needs to be minority/overseas student representation on the EdUHK Catering Committee.

Contact details:

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Appendix One: Forum programme

Fifth Forum on Inclusive and Equitable Education for All in Hong Kong

How EdUHK Encourages and Enhances the Learning Process for Minority Language Students

Friday 26 October 2018 9:15am-12:40pm

Location: Block A, 4/F, Council Chamber

Programme

9:15-9:30am

Arrival, refreshments

9:30am

Welcome and introduction by Dr Miron Bhowmik, FEHD Diversity, Equity and Inclusion Specialist

Introduction of speakers by Professor Bob Adamson

9:45am

Professor May Cheng AVP(AC) – EdUHK’s Mission to Enhance Internationalization and Globalization

10:00am

Dr Simon Xu, GAO, Initiatives of the Global Affairs Office on Internationalizing EdUHK

10:15am

Dr Tikky To-Chan, ECE, The Initiative on Training Minority Classroom Assistants

10:30am

Professor Hue Ming Tak, SEC, Managing Diversity and Ethnic Minority Education at EdUHK

10:45am

Dr Pamela Leung, CLE, Initiatives to Assist non-Cantonese Speaking Students

11:00am

Break

11:30am

Discussion session – Open forum discussion on the issues that may exclude minorities from going to EdUHK, how these have improved and how access can be further enhanced.

12:30pm

Summary and thanks to participants (Prof Bob Adamson)

12:40pm

End of forum

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