Executive Summary -
Ethnic Minority Youth Aspirations, Challenges and Identity

Profile of interviewees

253 youth
53% females
47% males

Ethnicity
- Pakistanis (34.8%)
- Nepalis (21.4%)
- Indians (16.1%)
- Filipinos (13.7%)

Income
HK$20,000 or below
71% had household income of HK$20,000 or below per month

Average Household Size
4.74
The average number of individuals in a respondent’s household was 4.74. This is 1.69 times more than the average size of a domestic household of 2.8 in Hong Kong

Residential Districts
- Eastern
- Kwun Tong
- Yau Tsim Mong
- Sham Shui Po
- Islands

Full report available on www.zubinfoundation.org
Key Observations and Findings:

64% of all ethnic minority youth are born in Hong Kong.

14% of Pakistani youth are born in Pakistan; 9% of Nepali youth are born in Nepal; 6% of Filipinos are born in the Philippines; 3% of Indians are born in India.

84% of ethnic minority youth are happy all or most of the time despite the challenges they describe. This demonstrates their resilience.

84% of the youth say that language (52.1%) is their greatest challenge, followed by discrimination (9.6%) and career prospects (9.6%).

Top Opportunity EM Youth feel living in HK provides them with is Education (32.9%), followed by Career/Jobs (22.7%), diversity (11.9%), Freedom (10.2%) and Quality of Life in Hong Kong (9.9%).

In 10 years’ time, over one fifth of ethnic minorities see themselves married with children.

Almost half of the youth hope to leave Hong Kong in 10 years’ time, 25% would like to live in an English speaking environment.

51% vs 43%
EMs themselves have a “Hierarchy of Race”: with Caucasians and Chinese at the bottom.

Although 52% of ethnic minority youth are okay with the term “ethnic minority,” 89.3% would prefer to be called something else. The term most preferred makes no reference to their ethnicity, race or religion: Hong Konger 42.2%.

Recommendations

**Education**

1. Put a stop to segregation in schools (HKSARG).
2. Provide schools with tools on how to embrace ethnic minorities and foster inclusion.
3. Make university and vocational school language requirements fair and transparent.
4. Set up a “Top Up Chinese Language Fund” (pilot) to give ethnic minority youth an opportunity to learn Chinese and access jobs and education, post HKDSE (HKSARG).
5. Develop Chinese as an additional language curriculum (HKSARG).
6. Develop and implement compulsory teacher training in diverse learner needs & ethnic minority inclusion.
7. Keep records of complaints on EDB hotline and review school admissions policies and actual practices.

**Perception, Visibility and Language**

1. Public education campaign to end racial discrimination and stereotyping of ethnic minorities (HKSARG).
2. Representation of ethnic minorities in publicity of the HKSARG and related bodies (HKSARG).
3. Media literacy campaign to train media about appropriate use of language and visuals in reporting involving ethnic minorities.
4. Stakeholder consultation to change the term “ethnic minority” (HKSARG).

**Suggested New Terminology**

Hong Kong+ Non-Chinese
Hong Kong+ Pakistani
Hong Kong+ Nepali
Hong Kong+ Indian
Hong Kong+ Filipino

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