

# Appendices

## Appendix 3.1

### *In-Depth Interview Schedule*

‘Out of School’ Ethnic Minority Young People in Hong Kong: Who, Why and How They Are?

Focus: to understand what are the reasons for being ‘out of school’ ethnic minority children

Identity of the participants:

students/teachers/Head teachers/guardians/Education Bureau officials/NGO officials/ethnic minority community leaders.

age, gender, ethnicity, citizenship

#### **Interview Agenda:**

1. Individual factors
2. Family, school, community and peer factors
3. Socio-economic factors
4. Socio-cultural factors
5. Citizenship/migration factors
6. Significant stories
7. Any racial discrimination experience/aware of any racial discrimination happened against ethnic minority young people

## **Appendix 3.2**

### ***Case Study Schedule***

**'Out of School' Ethnic Minority Young People in Hong Kong: Who, Why and How They Are?**

Focus: to understand what is the life of 'out of school' ethnic minority young people.

Identity of the case study participants:

age, gender, ethnicity, citizenship

#### **Case Study (Based on Interview and Observation) Agenda:**

1. What has made them 'out of school' (Individual factors; Family, school, community and peer factors; Socio-economic factors; Socio-cultural factors; Citizenship/migration factors)
2. What they are doing since being 'out of school'
3. What is the family, social, economic and work (if any) context of their lives
4. Significant stories
5. Family history
6. Any racial discrimination experience

# References

- 2014 Policy Address. (2014, January 27). *Support for the disadvantaged: Ethnic minorities*. Retrieved from <http://www.policyaddress.gov.hk/2014/eng/p74.html>
- Adair, J., & Pastori, G. (2011). Developing qualitative coding frameworks for educational research: Education, immigration, and the Children Crossing Borders project. *International Journal of Research and Method in Education*, 34(1), 31–47.
- Ainsworth, M., Beegle, K., & Koda, G. (2005). The impact of adult mortality and parental deaths on primary schooling in North-Western Tanzania. *The Journal of Development Studies*, 41(3), 412–439.
- Allmark, P. J., Boote, J., Chambers, E., Clarke, A., McDonnell, A., Thompson, A., & Tod, A. (2009). Ethical issues in the use of in-depth interviews: Literature review and discussion. *Research Ethics Review*, 5(2), 48–54.
- Ames, P. (2004). *Schooling for girls in rural Peru*. id21 [Internet]. Retrieved from <http://www.id21.org/id21text/insightsedu3art7.html>
- Arora, R. K. (2005). *Race and ethnicity in education – Monitoring change in education*. Aldershot: Ashgate Publishing Limited.
- Atzaba-Poria, N., Pike, A., & Deater-Deckard, K. (2004). Do risk factors for problem behaviour act in a cumulative manner? An examination of ethnic minority and majority children through an ecological perspective. *Journal of Child Psychology and Psychiatry*, 45(4), 707–718.
- Aud, S., Fox, M. A., & Ramani, A. K. (2010). *Status and trends in the education of racial and ethnic groups*. Washington, DC: National Centre for Educational Statistics, U. S. Department of Education.
- Banks, J. A. (2008). *An introduction to multicultural education* (4th ed.). Boston: Pearson/Allyn and Bacon.
- Barbulescu, R. (2013). *The politics of immigrant integration in post-enlargement Europe: Migrants, co-ethnics and European citizens in Italy and Spain*. Unpublished PhD thesis. European University Institute, Florence.
- Bauböck, R. (2011). Temporary migrants, partial citizenship and hypermigration. *Critical Review of International Social and Political Philosophy*, 14(5), 665–693.
- Bekerman, Z., & Geisen, T. (2012). *International handbook of migration, minorities and education: Understanding cultural and social differences in processes of learning*. Dordrecht: Springer.
- Bell, D. (1980). Brown v. Board of Education and the interest convergence dilemma. *Harvard Law Review*, 93, 518.

- Bell, D. A., & Piper, N. (2005). Justice for migrant workers?: The case of foreign domestic workers in Hong Kong and Singapore. In B. He & W. Kymlicka (Eds.), *Multiculturalism in Asia* (pp. 196–222). Oxford: Oxford University Press.
- Benitez, M. A. (2011, October 24). Fears for minority students. *The Standard*.
- Bhowmik, M. K. (2012a). Conquering Chinese: One for all? *Ethnic Voice Weekly*, 1(3), 1–5.
- Bhowmik, M. K. (2012b). Ethnic minority community leader calls for working together. *Ethnic Voice Weekly*, 1(7), 8–9.
- Bhowmik, M. K. (2013). Looking outside the school: ‘Out of school’ ethnic minority children in Hong Kong. *Comparative Education Bulletin*, 15(1), 34–46. Retrieved from [http://www.fe.hku.hk/cerc/ceshk/doc/CEB2013\\_15.pdf](http://www.fe.hku.hk/cerc/ceshk/doc/CEB2013_15.pdf)
- Bhowmik, M. K. (2014). ‘Out of school’ ethnic minority young people in Hong Kong. Unpublished PhD thesis. The Hong Kong Institute of Education.
- Bhowmik, M. K., & Kennedy, K. J. (2012, February). ‘No Child Left Behind’: Does it apply to ethnic minority students in Hong Kong? Paper presented at the Comparative Education Society of Hong Kong Annual conference 2012. The University of Hong Kong, Hong Kong.
- Bhowmik, M. K., & Kennedy, K. J. (2013). Equitable educational provision for Hong Kong’s ethnic minority students: Issues and priorities. *Educational Research Journal*, 27(1 & 2), 27–49.
- Bloemraad, I., Korteweg, A., & Yurdakul, G. (2008). Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual Review of Sociology*, 34, 153–179.
- Borman, G., & Dowling, M. (2010). Schools and inequality: A multilevel analysis of Coleman’s equality of opportunity data. *Teachers College Record*, 112, 1201–1246.
- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71(2), 195–207.
- Breslau, J. (2010). *Does poor health contribute to dropping out of high school?* California dropout research project. Santa Barbara: University of California.
- Caballero, C., Haynes, J., & Tikly, L. (2007). Researching mixed race in education: Perceptions, policies and practices. *Race Ethnicity and Education*, 10(3), 345–362.
- Carol, C. C. W. (2012). *The Alienating school: An ethnographic study of school dropout and education quality in poor, rural China*. Unpublished PhD thesis. University of Hong Kong, Hong Kong. Retrieved from <http://hub.hku.hk/bitstream/10722/173836/1/FullText.pdf?accept=1>
- Castles, S. (2002). Migration und community formation under conditions of globalization. *International Migration Review*, 36(4), 1143–1168.
- Census and Statistics Department. (2002). *2001 population census, thematic report: Ethnic minorities*. The Government of the Hong Kong Special Administrative Region. Retrieved from <http://www.statistics.gov.hk/pub/B11200332001XXXXB0200.pdf>
- Census and Statistics Department. (2007). *2006 population by-census, thematic report: Ethnic minorities*. The Government of the Hong Kong Special Administrative Region. Retrieved from [http://www.censtatd.gov.hk/freedownload.jsp?file=publication/stat\\_report/population/B11200502006XXXXB0100.pdf&title=Hong+Kong+2006+Population+By-census+Thematic+Report+%3a+Ethnic+Minorities&issue=-&lang=1&c=1](http://www.censtatd.gov.hk/freedownload.jsp?file=publication/stat_report/population/B11200502006XXXXB0100.pdf&title=Hong+Kong+2006+Population+By-census+Thematic+Report+%3a+Ethnic+Minorities&issue=-&lang=1&c=1)
- Census and Statistics Department. (2009). *Thematic household survey, report no 39: Racial acceptance*. The Government of the Hong Kong Special Administrative Region. Retrieved from [http://www.censtatd.gov.hk/products\\_and\\_services/products/publications/statistical\\_report/social\\_data/index\\_cd\\_B1130239\\_dt\\_latest.jsp](http://www.censtatd.gov.hk/products_and_services/products/publications/statistical_report/social_data/index_cd_B1130239_dt_latest.jsp)
- Census and Statistics Department. (2011). *2011 population census*. The Government of the Hong Kong Special Administrative Region.
- Census and Statistics Department. (2012). *2011 population census, thematic report: Ethnic minorities*. The Government of the Hong Kong Special Administrative Region. Retrieved from <http://www.statistics.gov.hk/pub/B11200622012XXXXB0100.pdf>
- Centre for Civil Society and Governance, & Policy 21 Limited. (2012). *Study on racial encounters and discrimination experienced by South Asians*. Hong Kong: Equal Opportunities Commission. Retrieved from [http://www.eoc.org.hk/EOC/Upload/UserFiles/File/ResearchReport/201203/Race\\_eFull%20Report.pdf](http://www.eoc.org.hk/EOC/Upload/UserFiles/File/ResearchReport/201203/Race_eFull%20Report.pdf)

- Chagas Lopes, M., & Medeiros, J. (2004, September). *School failure and intergenerational "Human Capital" transmission in Portugal*. Paper submitted at ECER 2004 Conference. Retrieved from [http://mpra.ub.uni-muenchen.de/26764/1/MPRA\\_paper\\_26764.pdf](http://mpra.ub.uni-muenchen.de/26764/1/MPRA_paper_26764.pdf)
- Cheng, J. (2011, October 10). Rita Fan urges good language training. *South China Morning Post*.
- Chong, S. (2011). Critical perspective on new arrival children from Mainland China in Hong Kong: Government policies, school practices and teacher responses. In J. Phillion, M. T. Hue, & Y. Wang (Eds.), *Minority students in east Asia: Government policies, school practices and teacher responses* (pp. 105–123). New York: Routledge, Taylor and Francis Group.
- Chugh, S. (2004). *Why children dropout: Case study of a metropolitan city*. New Delhi: Bookwell.
- Chung, H., & Leung, K. (2011). The migrant as a nexus of social relations: An empirical analysis. In T. Wong & J. Rig (Eds.), *Asian cities, migrant labour and contested spaces* (pp. 47–65). New York: Routledge.
- Chwaszcza, C. (2008). Beyond cosmopolitanism: Towards a non-ideal account of transnational justice. *Ethics & Global Politics*, 1(3), 115–138.
- Claude, M. S. (1997). The threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613–629.
- Codjoe, H. M. (2001). Fighting a 'Public Enemy' of black academic achievement—The persistence of racism and the schooling experiences of black students in Canada. *Race, Ethnicity and Education*, 4(4), 343–375.
- Colclough, C., Rose, P., & Tembon, M. (2000). Gender inequalities in primary schooling: the roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20, 5–27.
- Committee on the Rights of the Child. (2013). *Concluding observations on the combined third and fourth periodic reports of China (including Hong Kong and Macau Special Administrative Regions), adopted by the Committee at its sixty-fourth session (16 September – 4 October 2013)*. Retrieved from: [http://www2.ohchr.org/english/bodies/crc/docs/co/CRC\\_C\\_CHN\\_CO\\_3-4.doc](http://www2.ohchr.org/english/bodies/crc/docs/co/CRC_C_CHN_CO_3-4.doc)
- Connelly, R., & Zheng, Z. (2003). Determinants of school enrollment and completion of 10 to 18 year olds in China. *Economics of Education Review*, 22(4), 379–388.
- Connelly, J., Gube, J., Thapa, C. (2012) (In press). Hong Kong's ethnic minorities: An evaluation of educational support measures. In E. L. Brown (Ed.), *Immigrants and displaced multinational, multiethnic, undocumented*, Vol. 6. In E. L. Brown, R. Craven, & G. McLean (Eds.), Book series, *International advances in education: global initiatives for equity and social justice*. Kentucky: Information Age Publishing.
- Crul, M., & Vermeulen, H. (2003). The second generation in Europe. *International Migration Review*, 37, 965–986.
- Curriculum Development Council. (2001). *Learning to learn: Lifelong learning and whole-person development*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China.
- Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingual Education.
- d'Addio, A. C. (2007). *Intergenerational transmission of disadvantage: Mobility or immobility across generations?: A review of the evidence for OECD countries*. Retrieved from <http://www.oecd.org/health/health-systems/38335410.pdf>
- D'Amico, R. (1984). Does employment during high school impact academic progress? *Sociology of Education*, 57, 152–164.
- Dalton, B., Glennie, E., & Ingels, S. J. (2009). *Late high school dropouts: Characteristics, experiences, and changes across cohorts*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Delgado, R. (Ed.). (1995). *Critical race theory: The cutting edge*. Philadelphia: Temple University Press.
- Deng, A. (2011a, October 19). EDB criticized over minority group failures. *China Daily Hong Kong Edition*.

- Deng, A. (2011b, October 21). Language issues plague outstanding minority students. *China Daily Hong Kong Edition*.
- Dentler, R. A., & Hafner, A. L. (1997). *Hosting newcomers: Structuring educational opportunities for immigrant children*. New York: Teachers College Press.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage.
- Duncan, M., & Corner, J. (2012). *Severe and multiple disadvantage: A review of key texts*. London: LankellyChase Foundation.
- Education Bureau [EDB]. (2011a). *Brief on education support measures for non-Chinese speaking (NCS) students*. The Government of the Hong Kong Special Administrative Region. Retrieved from [http://www.edb.gov.hk/FileManager/EN/Content\\_4247/brief\\_ncs%20support%20measures%20--%20english%20fair.pdf](http://www.edb.gov.hk/FileManager/EN/Content_4247/brief_ncs%20support%20measures%20--%20english%20fair.pdf)
- Education Bureau [EDB]. (2011b). *Legislative council panel on education progress of support measures for non-Chinese speaking students*. LC Paper No. CB(2)1213/10-11(01). Retrieved from <http://www.legco.gov.hk/yr10-11/english/panels/ed/papers/ed0314cb2-1213-1-e.pdf>
- Education Bureau [EDB]. (2012). *Brief on education support measures for non-Chinese speaking (NCS) students*. The Government of the Hong Kong Special Administrative Region. Retrieved from [http://www.edb.gov.hk/attachment/en/student-parents/ncs-students/about-ncs-students/Brief\\_NCS%20support%20measures\\_English\\_Final\\_7.3.13.pdf](http://www.edb.gov.hk/attachment/en/student-parents/ncs-students/about-ncs-students/Brief_NCS%20support%20measures_English_Final_7.3.13.pdf)
- Education Bureau [EDB]. (2014). *General information on DSS*. Retrieved from <http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/direct-subsidy-scheme/index/info-sch.html>
- Education Commission [EC]. (1999). *Learning for life – Education blueprint for the 21st century*. Hong Kong. Retrieved from [http://www.e-c.edu.hk/eng/online/on4\\_2nd2.html](http://www.e-c.edu.hk/eng/online/on4_2nd2.html)
- Education Commission [EC]. (2000). *Learning for life, learning through life: Reform proposals for the education system in Hong Kong*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China. Retrieved from <http://www.e-c.edu.hk/eng/reform/annex/Edu-reform-eng.pdf>
- Education Commission [EC]. (2002). *Progress report on the education reform (1): Learning for life, learning through life*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China. Retrieved from [http://www.e-c.edu.hk/eng/reform/report\\_pdf\\_eng.html](http://www.e-c.edu.hk/eng/reform/report_pdf_eng.html)
- Education Commission [EC]. (2003). *Progress report on the education reform (2): Learning for life, learning through life*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China. Retrieved from [http://www.e-c.edu.hk/eng/reform/progress\\_pdf\\_eng.htm](http://www.e-c.edu.hk/eng/reform/progress_pdf_eng.htm)
- Education Commission [EC]. (2004). *Progress report on the education reform (3): Learning for life, learning through life*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China. Retrieved from [http://www.e-c.edu.hk/eng/reform/progress003\\_pdf\\_eng.html](http://www.e-c.edu.hk/eng/reform/progress003_pdf_eng.html)
- Education Commission [EC]. (2006). *Progress report on the education reform (4): Learning for life, learning through life*. Hong Kong: Hong Kong Special Administrative Region of the People's Republic of China. Retrieved from [http://www.e-c.edu.hk/eng/reform/progress004\\_pdf\\_eng.htm](http://www.e-c.edu.hk/eng/reform/progress004_pdf_eng.htm)
- Equal Opportunities Commission [EOC]. (2011). *Education for all – Report on the working group on education for ethnic minorities*. Hong Kong. Retrieved from <http://www.eoc.org.hk/EOC/Upload/UserFiles/File/EducationReportE.pdf>
- Ersado, L. (2005). Child labor and schooling decisions in urban and rural areas: comparative evidence from Nepal, Peru, and Zimbabwe. *World Development*, 33(3), 455–480.
- Evans, S. (2000). Hong Kong's new English language policy in education. *World Englishes*, 19(2), 185–204. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1467-971X.00168/pdf>
- Fine, M. (1991). *Framing dropouts*. Albany: State university of New York Press.

- Finn, J. D., Fish, R. M., & Scott, L. A. (2008). Educational sequelae of high school misbehavior. *Journal of Educational Research, 101*, 259–274.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*(2), 219–245. doi:10.1177/1077800405284363.
- Fontana, A., & Frey, J. H. (1994). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 361–376). Thousand Oaks: Sage.
- Foss, S. K., & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done dissertation*. Lanham: Rowan & Littlefield Publishers.
- Fulgini, A. J. (1998). The adjustment of children from immigrant families. *Current Directions in Psychological Science, 7*(4), 99–103.
- Gao, F., & Shum, S. K. (2010). Investigating the role of bilingual teaching assistants in Hong Kong: An exploratory study. *Educational Research, 52*(4), 445–456. doi:10.1080/00131881.2010.524753.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Glaser, B. L. (1978). *Theoretical sensitivity*. Mill Valley: Sociology Press.
- Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). Don Mills: Longman.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researcher: An introduction*. White Plains: Longman.
- Growing Together: Hong Kong's Special Education Needs Community for Language and Ethnic Minorities. (2008). *A reply to EDB's response to the legislative council panel on education regarding progress of support measures for non-Chinese speaking students including ethnic minority students*. LC Paper No. CB(2)2244/07-08(01). Retrieved from <http://www.legco.gov.hk/yr07-08/english/panels/ed/papers/ed0612cb2-2244-1-e.pdf>
- Gu, M., & Patkin, J. (2013). Heritage and identity: Ethnic minority students from South Asia in Hong Kong. *Linguistics and Education, 24*(2), 131–141. doi:10.1016/j.linged.2012.12.008.
- Haque, Z. (2000). The ethnic minority 'underachieving group'? Investigating the claims of 'underachievement' amongst Bangladeshi pupils in British secondary schools. *Race, Ethnicity and Education, 3*(2), 145–168.
- He, B., & Kymlicka, W. (2005). Introduction. In W. Kymlicka & B. He (Eds.), *Multiculturalism in Asia* (pp. 1–21). Oxford: Oxford University Press.
- He, M. F., Phillion, J., Chan, E., & Xu, S. J. (2008). Immigrant students' experience of curriculum. In F. M. Connelly, M. F. He, & J. Phillion (Eds.), *Handbook of curriculum and instruction*. Thousand Oaks: Sage.
- Heung, V. (2006). Recognizing the emotional and behavioral needs of ethnic minority students in Hong Kong. *Preventing School Failure, 50*(2), 29–36. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ744737&site=ehost-live>, <http://www.heldref.org/psf.php>
- Ho, W.-Y. (2008). Teaching Islam to educate multiethnic and multicultural literacy: Seeking alternative discourse and global pedagogies in the Chinese context. *Asian Ethnicity, 9*(2), 77–95. doi:10.1080/14631360802041893.
- Home Affairs Bureau [HAB]. (2004). *Legislating against racial discrimination – A consultation paper*. Retrieved from [http://www.hab.gov.hk/file\\_manager/en/documents/policy\\_responsibilities/public\\_consultation/LARD.pdf](http://www.hab.gov.hk/file_manager/en/documents/policy_responsibilities/public_consultation/LARD.pdf)
- Home Affairs Bureau [HAB]. (2006). *Race discrimination bill*. Retrieved from [http://www.hkhrm.org.hk/racial%20discrimination/database/eng/RaceDiscriminationBill\\_e.pdf](http://www.hkhrm.org.hk/racial%20discrimination/database/eng/RaceDiscriminationBill_e.pdf)
- Hong Kong Legislative Council. (2009). *Official records of proceedings* (LC Paper No: CB(2)579/08-09(06))
- Hong Kong Organisations. (2009). *Joint submission from Hong Kong organisations to the United Nations Committee on the elimination of racial discrimination on the report by the government*

- of the Hong Kong special administrative region. Hong Kong. Retrieved from [http://www.google.com.hk/url?sa=t&rct=j&q=Joint+Submission+from+Hong+Kong+Organisations++to+the+United+Nations+Committee+on+the+Elimination+of+Racial+Discrimination+on+the+Report+by+the+Government+of+the+Hong+Kong+Special+Administrative+Region&source=web&cd=1&ved=0CCUQFjAA&url=http%3A%2F%2Fwww2.ohchr.org%2Fenglish%2Fbo dies%2Fcerd%2Fdocs%2Fngos%2FJointSubmission\\_China75.doc&ei=G3ZoT8a6BoGXiAfSr9ioCg&usq=AFQjCNE3Z6n2h6o-SIptDQOmvi36wPsAw](http://www.google.com.hk/url?sa=t&rct=j&q=Joint+Submission+from+Hong+Kong+Organisations++to+the+United+Nations+Committee+on+the+Elimination+of+Racial+Discrimination+on+the+Report+by+the+Government+of+the+Hong+Kong+Special+Administrative+Region&source=web&cd=1&ved=0CCUQFjAA&url=http%3A%2F%2Fwww2.ohchr.org%2Fenglish%2Fbo dies%2Fcerd%2Fdocs%2Fngos%2FJointSubmission_China75.doc&ei=G3ZoT8a6BoGXiAfSr9ioCg&usq=AFQjCNE3Z6n2h6o-SIptDQOmvi36wPsAw)
- Home Affairs Bureau [HAB]. (2008). *Race discrimination ordinance*. Retrieved from [http://www.legislation.gov.hk/blis\\_pdf.nsf/6799165D2FEE3FA94825755E0033E532/7B5C41B095863F7C482575EF0020F30A/\\$FILE/CAP\\_602\\_e\\_b5.pdf](http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/7B5C41B095863F7C482575EF0020F30A/$FILE/CAP_602_e_b5.pdf)
- Hong Kong SAR. (1997). *Immigration ordinance*. Hong Kong. Retrieved from [http://www.legislation.gov.hk/blis\\_pdf.nsf/6799165D2FEE3FA94825755E0033E532/ED717360D64A043E482575EE003DBF1A/\\$FILE/CAP\\_115\\_e\\_b5.pdf](http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/ED717360D64A043E482575EE003DBF1A/$FILE/CAP_115_e_b5.pdf)
- Hong Kong SAR. (2003). *Registration of persons ordinance*. Hong Kong. Retrieved from [http://www.legislation.gov.hk/blis\\_pdf.nsf/6799165D2FEE3FA94825755E0033E532/0EDBD1BCF4C54B0D482575EE0049BE58/\\$FILE/CAP\\_177\\_e\\_b5.pdf](http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/0EDBD1BCF4C54B0D482575EE0049BE58/$FILE/CAP_177_e_b5.pdf)
- Hong Kong SAR Government. (2008). *Administration's response to the outstanding general issues on education raised by members of the Bills Committee*. LC Paper No. CB(2)2308/07-08(01). Retrieved from <http://www.legco.gov.hk/yr06-07/english/bc/bc52/papers/bc520614cb2-2308-1-e.pdf>
- Hong Kong Special Administrative Region. (1997). *Education ordinance*. [http://www.legislation.gov.hk/blis\\_pdf.nsf/6799165D2FEE3FA94825755E0033E532/8338564FED45F302482575EE0055FBF6/\\$FILE/CAP\\_279\\_e\\_b5.pdf](http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/8338564FED45F302482575EE0055FBF6/$FILE/CAP_279_e_b5.pdf)
- Hong Kong Special Administrative Region. (2013). *The 2013 policy address: Seek change maintain stability serve the people with pragmatism*. Retrieved from <http://www.policyaddress.gov.hk/2013/eng/pdf/PA2013.pdf>
- Hong Kong Unison Limited. (2009). *Submission to the panel on constitutional affairs: Hong Kong unison response to the report of the Hong Kong special administrative region under the international convention on the elimination of all forms of racial discrimination*. LC Paper No. CB(2)1905/08-09(01). Retrieved from <http://www.legco.gov.hk/yr08-09/english/panels/ca/papers/ca0615cb2-1905-1-e.pdf>
- Hong Kong Unison Limited. (2010). *Use of language fund to enhance Chinese language proficiency of EM people in HK*. LC Paper No. CB(2)2118/09-10(01) retrieved from <http://www.legco.gov.hk/yr09-10/english/panels/ed/papers/ed0513cb2-2118-1-e.pdf>
- Hong Kong Unison Limited. (2011). *Comments on education bureau's support measures for non-Chinese speaking students*. LC Paper No. CB(2)1258/10-11(01). Hong Kong.
- Hong Kong Unison Limited. (2012a). *Racial acceptance survey report*. Retrieved from <http://www.unison.org.hk/DocumentDownload/R201203%20Racial%20Acceptance%20Survey%20Report.pdf>
- Hong Kong Unison Limited. (2012b). *Report: Survey on kindergarten education for ethnic minority students in Hong Kong*. Retrieved from <http://www.unison.org.hk/DocumentDownload/Researches/R201204%20Kindergarten%20Survey%20Report.pdf>
- Hue, M. T. (2011). Building a culturally responsive school: Cross-curricular experiences of ethnic minority students in Hong Kong schools. In J. Phillion, M. T. Hue, & Y. Wang (Eds.), *Minority students in East Asia: Government policies, school practices and teacher responses* (pp. 141–154). New York: Routledge, Taylor and Francis Group.
- Hunt, F. (2008). *Dropping out from school: A cross country review of literature* (CREATE pathways to access research monograph, no. 16). Brighton: University of Sussex.
- Hunter, N., & May, J. (2003). *Poverty, shocks and school disruption episodes among adolescents in South Africa* (CSDS Working Paper, No. 35). Durban: School of Development Studies, University of Natal.
- Jackson, T. (2000). *Equal access to education: A peace imperative for Burundi*. London: International Alert.



- Kabeer, N. (2011). *Policy brief: MDGs, social justice and the challenge of intersecting inequalities, issue 3*. London: Centre for Development Policy and Research.
- Kapai, P. (2011). *Education of ethnic minority children* (LC Paper No. CB(2)570/11-12(02)). Hong Kong: Centre for Comparative and Public Law, Faculty of Law, The University of Hong Kong. Retrieved from <http://www.legco.gov.hk/yr11-12/english/panels/ed/papers/ed1212cb2-570-2-e.pdf>
- Katyal, K. R., & King, M. (2011). 'Outsiderness' and 'insiderness' in a Confucian society: Complexity of contexts. *Comparative Education*, 47(3), 327–341.
- Kennedy, K.J. (2011a, November). *The 'No Loser' principle as policy in Hong Kong's education reform: Does it apply to ethnic minority students?*. Keynote paper presented at curriculum and instruction conference. The Hong Kong Institute of Education, Hong Kong.
- Kennedy, K. J. (2011b). The "Long March" toward multiculturalism in Hong Kong: Supporting ethnic minority students in a Confucian state. In J. Phillion, M. T. Hue, & Y. Wang (Eds.), *Minority students in east Asia: Government policies, school practices and teacher responses* (pp. 155–173). New York: Routledge, Taylor and Francis Group.
- Kennedy, K. J. (2012). The 'no loser' principle in Hong Kong's education reform: Does it apply to ethnic minority students? *Hong Kong Teachers' Centre Journal*, 11, 1–23.
- Kennedy, K. (2013, November 27). Five easy steps to supporting our ethnic minority students. *South China Morning Post*. Retrieved from <http://www.scmp.com/comment/insight-opinion/article/1367199/five-easy-steps-supporting-our-ethnic-minority-students>
- Kennedy, K. J., & Hue, M. T. (2011). Researching ethnic minority students in a Chinese context: Mixed methods design for cross cultural understandings. *Comparative Education*, 47(3), 343–354.
- Kennedy, K. J., Hue, M. T., & Tsui, K. T. (2008). *Comparing Hong Kong teachers' sense of efficacy for teaching Chinese and non-Chinese students*. Paper presented at the annual conference of Comparative Education Society of Hong Kong, Hong Kong Institute of Education, Hong Kong.
- Kennedy, K., Hue, M.T., & Bhowmik, M. K. (2015). Multicultural teaching in Hong Kong schools: Classroom assessment and learning motivation for ethnic minority students. *Assessment Matters*, 8, 53–75.
- Khan, S., & VanWynsberghe, R. (2008). Cultivating the under-mined: Cross-case analysis as knowledge mobilization. *Forum: Qualitative Social Research*, 9(1), Art. 34. <http://www.qualitative-research.net/index.php/fqs/article/view/334/729>
- Koopmans, R., Michalowski, I., & Waibel, S. (2012). Citizenship rights for immigrants: National political processes and cross-national convergence in western Europe, 1980–2008. *AJS American Journal of Sociology*, 117(4), 1202–1245. Retrieved from <http://0-search.ebscohost.com.edlis.ied.edu.hk/login.aspx?direct=true&db=cmedm&AN=22594120&site=eds-live&scope=site&groupid=Test>
- Ku, H. B., Chan, K. W., Ling, C. W., & Yee, L. W. (2003). *A research report on the life experiences of Pakistanis in Hong Kong*. Hong Kong: Centre for Social Policy Studies, The Hong Kong Polytechnic University.
- Ku, H. B., Chan, K. W., & Sandhu, K. K. (2005). *A research report on the education of South Asian ethnic minority groups in Hong Kong*. Hong Kong: Centre for Social Policy Studies, Department of Applied Social Sciences, The Hong Kong Polytechnic University and Unison Hong Kong.
- Ku, H. B., Chan, K. W., & Sandhu, K. K. (2006). *A research report on the employment of South Asian ethnic minority groups in Hong Kong*. Hong Kong: Centre for Social Policy Studies, The Hong Kong Polytechnic University.
- Ku, H. B., Chan, K. W., Lo, S. L., & Singh, T. (2010). *(Re)understanding multiracial Hong Kong: Eight stories of South Asians in Hong Kong*. Hong Kong: Department of Applied Social Sciences, Hong Kong Polytechnic University.
- Kymlica, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford: Oxford University Press.

- Kymlicka, W. (2005). Liberal multiculturalism: Western models, global trends, and Asian debates. In W. Kymlicka & B. He (Eds.), *Multiculturalism in Asia* (pp. 22–55). Oxford: Oxford University Press.
- Kymlicka, W. (2007). *Multicultural odysseys – Navigating the new international politics of diversity*. Oxford: Oxford University Press.
- Kymlicka, W., & He, B. (Eds.). (2005). *Multiculturalism in Asia*. Oxford: Oxford University Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American students*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (2007). Culturally responsive teaching: Theory and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (6th ed., pp. 221–245). Hoboken: Wiley.
- Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47–68.
- Lather, P. (2007). *Getting lost: Feminist efforts towards a double(d) science*. Albany: SUNY Press.
- Law, K. Y., & Lee, K. M. (2012). The myth of multiculturalism in ‘Asia’s world city’: Incomprehensive policies for ethnic minorities in Hong Kong. *Journal of Asian Public Policy*, 5(1), 117–134.
- Lee, D., & Li, M. (2011). Being young and a minority: A study of the challenges encountered by young minorities in Hong Kong. *Journal of Youth Studies*, 14(2), 42–53.
- Leventhal, T., & Brooks-Gun, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 126, 309–337.
- Lewin, K. (2007). *Improving access, equity and transitions in education: Creating a research agenda* (CREATE pathways to access research monograph, no. 1). Brighton: University of Sussex.
- Liu, F. (2004). Basic education in China’s rural areas: A legal obligation or an individual choice? *International Journal of Educational Development*, 24, 5–21.
- Lock, G., & Detaramani, C. (2006). Being Indian in post-colonial Hong Kong: Models of ethnicity, culture and language among Sindhis and Sikhs in Hong Kong. *Asian Ethnicity*, 7(3), 267–284.
- Lofland, J. (1971). *Analyzing social settings*. Belmont: Wadsworth.
- Loper, K. (2004). *Race and equality: A study of ethnic minorities in Hong Kong’s education system: Project report and analysis*. Hong Kong: Centre for Comparative and Public Law, University of Hong Kong.
- López, G. R. (2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly*, 39(1), 68–94. doi:10.1177/0013161X02239761.
- Luk, B. H.-K. (1991). Chinese culture in the Hong Kong curriculum: Heritage and colonialism. *Comparative Education Review*, 35(4), 650–668. Retrieved from <http://www.jstor.org/stable/pdfplus/1188110.pdf?acceptTC=true>
- Mansouri, F., & Trembath, A. (2005). Multicultural education and racism: The case of Arab-Australian students in contemporary Australia. *International Education Journal*, 6(4), 516–529.
- McCarthy, S. K. (2009). *Communist multiculturalism: Ethnic revival in southwest china* (1st ed.). Seattle: University of Washington Press.
- Monahan, K., Lee, J. M., & Steinberg, L. (2011). Revisiting the impact of part-time work on adolescent adjustment: Distinguishing between selection and socialization using propensity score matching. *Child Development*, 82, 96–112.
- Ngo, J. (2013, September 28). 1.3 million Hongkongers live in poverty, government says, but offers no solution. *South China morning post*. Retrieved from <http://www.scmp.com/news/hong-kong/article/1319984/hong-kong-draws-poverty-line-13-million-living-below-it?page=all>
- Nieto, S. (2008). *Affirming diversity – The sociopolitical context of multicultural education* (5th ed.). Boston: Pearson.
- Novianti, D. (2007). *Meeting the challenges of the ethnic minorities, refugees and asylum seekers in Hong Kong*. UNEAC Asia Papers No. 17. Australia: University of New England Asia Centre.

- O'Connor, P. (2011). Everyday hybridity and Hong Kong's Muslim youth. *Visual Anthropology*, 24(1–2), 203–225.
- OECD. (2007). *International migration outlook: SOPEMI 2007 edition*. Paris: OECD Publications. Retrieved from <http://www.oecd.org/els/migration/imo>
- Opheim, V. (2004). *Equity in education. Country analytic report, Norway*. Oslo: NIFU: Norwegian Institute for Studies in Research and Higher Education. Retrieved from <http://www.nifu.no/files/2012/11/NIFUrapport2004-7.pdf>
- Pajares, F. (2007). Culturalizing educational psychology. In F. Salili & R. Hoosain (eds.), *Culture, motivation and learning – A multicultural perspective* (pp. 19–42). Charlotte: Information Age Publishing.
- Patrinos, H. A., & Psacharopoulos, G. (1995). Educational performance and child labor in Paraguay. *International Journal of Educational Development*, 15(1), 47–60.
- Peters, S. J. (2003). *Education for all: Including children with disabilities* (Education Notes). Washington, DC: World Bank.
- Phillion, J., Hue, M. T., & Wang, Y. (2011). *Minority students in east Asia: Government policies, school practices and teacher responses*. New York: Routledge, Taylor and Francis Group.
- Plüss, C. (2000). Transnational identities: The Hong Kong Indians. *The International Scope Review*, 2(4), 1–19.
- Plüss, C. (2005). Constructing globalized ethnicity. *International Sociology*, 20(2), 201–224. doi:10.1177/0268580905052369.
- Plüss, C. (2006). Becoming different while becoming the same: Re-territorializing Islamic identities with multi-ethnic practices in Hong Kong. *Ethnic and Racial Studies*, 29(4), 656–675.
- Portes, A., & Rumbaut, R. (2001). *Legacies: The story of immigrant second generation*. Berkeley: University of California Press.
- Pridmore, P. (2007). *Impact of health on education access and achievement: A crossnational review of the research evidence* (CREATE pathways to access no 26). Brighton: University of Sussex.
- PROBE. (1999). *Public report on basic education in India; the PROBE team*. New Delhi: Oxford University Press.
- Programme for International Student Assessment. (2004). *Learning for tomorrow's world: First results from PISA 2003*. Paris: Organisation for Economic Co-operation and Development (OECD) Publishing. Retrieved from <http://www.pisa.oecd.org>
- Programme for International Student Assessment. (2006). *Where immigrant students succeed: A comparative review of performance and engagement in PISA 2003*. Paris: Organisation for Economic Co-operation and Development (OECD) Publishing. Retrieved from <http://www.pisa/oecd.org>
- Ramakrishna, K. (2008). *Opening address. (Un)problematic multiculturalism and social resilience*. Report of a Conference Organized by the Centre Of Excellence For National Security (CENS) at the S. Rajaratnam School Of International Studies (RSIS) Retrieved from. [http://www.rsis.edu.sg/publications/conference\\_reports/Unproblematic%20Multiculturalism.pdf](http://www.rsis.edu.sg/publications/conference_reports/Unproblematic%20Multiculturalism.pdf)
- Rassool, N. (1999). Flexible identities: Exploring race and gender issues among a group of immigrant pupils in an inner-city comprehensive school. *British Journal of Sociology of Education*, 20(1), 23–36.
- Roebuck, M. C., French, M. T., & Dennis, M. L. (2004). Adolescent marijuana use and school attendance. *Economics of Education Review*, 23, 133–141.
- Ruiz-de-Velasco, J., Fix, M., & Clewell, B. C. (2000). *Overlooked and underserved. Immigrant students in US secondary schools*. Washington, DC: The Urban Institute Press.
- Rumberger, R. W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal*, 32(3), 583–625.
- Rumberger, R. W. (2001, May). *Why students drop out of school and what can be done*. Paper prepared for the Conference, “Dropouts in America: How severe is the problem? What do we know about intervention and prevention?”. Harvard University.

- Rumberger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Cambridge: Harvard University Press.
- Rumberger, R. W., & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years of research*. Santa Barbara: California dropout research project, University of California.
- Russell, G. M., & Kelly, N. H. (2002). Research as interacting dialogic processes: Implications for reflexivity. *Forum: Qualitative Social Research*, 3(3). Retrieved from <http://www.qualitative-research.net/fqs-texte/3-02/3-02russellkelly-e.htm>
- Rutter, J. (1994). *Refugee children in the classroom: Including a comprehensive information briefing on refugees in Britain*. London: Trentham Books.
- Ryan, G. W., & Bernard, H. R. (2000). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 769–802). Thousand Oaks: Sage.
- Schofield, J. W., Alexander, K., Bangs, R., & Schauenburg, B. (2006). *Migration background, minority-group membership and academic achievement research evidence from social, educational, and developmental psychology* (AKI research review 5). Berlin: Programme on Intercultural Conflicts and Societal Integration (AKI), Social Science Research Center.
- Serbin, L. A., & Karp, J. (2004). The intergenerational transfer of psychosocial risk: Mediators of vulnerability and resilience. *Annual Review of Psychology*, 55, 333–363.
- Silverman, D. (2001). *Interpreting qualitative data: Methods for analysing talk, text and interaction* (2nd ed.). London: Sage Publications.
- Silverman, D. (2011). *Interpreting qualitative data: A guide to the principles of qualitative research* (4th ed.). London: SAGE.
- Sinding, C., & Aronson, J. (2003). Exposing failures, unsettling accommodations: Tensions in interview practice. *Qualitative Research*, 3(1), 95–117.
- Skerrett, A., & Hargreaves, A. (2008). Student diversity and secondary school change in a context of increasingly standardized reform. *American Educational Research Journal*, 45(4), 913–945.
- So, D. W. C. (1998). *One country, two cultures and three languages: Sociolinguistic conditions and language education in Hong Kong* (Teaching language & culture: Building Hong Kong on education). Hong Kong: Longman. Retrieved from <http://www.freewebs.com/philomanian/Sociolinguistics/one%20country%20two%20culture%20and%20three%20languages.pdf>
- Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23–44. doi:10.1177/107780040200800103.
- South China Morning Post. (2006, October 5). Minority interest. *South China Morning Post*.
- Stake, R. E. (1994). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 236–247). Thousand Oaks: Sage.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks: Sage.
- Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 435–454). Thousand Oaks: Sage.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: Sage.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks: Sage.
- Student Financial Assistance Agency. (2013). *Pre-primary education voucher scheme (PEVS)*. Hong Kong SAR. Retrieved from <http://www.sfaa.gov.hk/eng/schemes/pevs.htm#b>
- Sweeting, A., & Vickers, E. (2007). Language and the history of colonial education: The case of Hong Kong. *Modern Asian Studies*, 41(1), 1–40. doi:10.1017/S0026749X04001635. Retrieved from <http://journals.cambridge.org/action/displayFulltext?type=1&fid=573336&jid=ASS&volumeId=41&issueId=01&aid=573332>
- Tam, S. M. (2010). Dealing with double marginalization: Three generations of Nepalese women in Hong Kong. *Asian Journal of Women's Studies*, 16(2), 32–59.
- Taylor, E. (2009). The foundations of critical race theory in education: An introduction. In E. Taylor, D. Gillborn, & G. Ladson-Billings (Eds.), *Foundations of critical race theory in education* (pp. 3–13). New York: Routledge.

- Thapa, C. B. (2012). Nurture the talents of EM students. *Ethnic Voice Weekly*, 1(3), 4.
- The Hong Kong Council of Social Services. (2012). *Scholl dropout rate (in percentage)*. Social Indicators of Hong Kong. Retrieved from <http://www.socialindicators.org.hk/en/indicators/children/29.14>
- The World Bank. (2012). *The World Bank data centre, catalog sources world development indicators*. Retrieved from <http://data.worldbank.org/indicator/SE.PRM.UNER.FE/countries/HK--XR>
- Thomson, M., & Crul, M. (2007). The second generation in Europe and the United States: How is the transatlantic debate relevant for further research on the European second generation? *Journal of Ethnic and Migration Studies*, 33, 1023–1041.
- Tsung, L., Zhang, Q., & Cruickshank, K. (2010). Access to majority language and educational outcomes: South Asian background students in postcolonial Hong Kong. *Diaspora, Indigenous, and Minority Education*, 4(1), 17–32.
- Ullah, R. (2012). *A critical review on the provision of Chinese language education for NCSS in Hong Kong*. Unpublished PhD thesis. University of Hong Kong, Hong Kong. Retrieved from <http://hub.hku.hk/bitstream/10722/173839/1/FullText.pdf?accept=1>
- UN. (2000). *The millennium development goals*. New York: United Nations.
- UN Population Division. (2006). *International migration and development report 2006*. New York: UN Publications.
- UNESCO. (2000, April 26–28). *The Dakar framework for action, education for all: meeting our collective commitments adopted by the world education forum*, Dakar, Senegal. Paris: UNESCO. para 7.
- UNESCO. (2010). *Education for all (EFA) global monitoring report 2010, reaching the marginalized*. Retrieved from <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>.
- UNESCO. (2011). *Education for all (EFA) global monitoring report 2011, the hidden crisis: Armed conflict and education*. Retrieved from <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>
- UNESCO Institute for Statistics. (2011). *Global education digest 2011: Comparing education statistics across the world*. Montreal: UNESCO Institute for Statistics.
- UNESCO. (n.d.). *The flagship on education for all and the right to education for persons with disabilities: Towards inclusion*. Retrieved from: [http://www.unesco.org/education/efa/know\\_sharing/flagship\\_initiatives/depliant\\_flagship.pdf](http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/depliant_flagship.pdf)
- UNICEF and the UNESCO Institute for Statistics. (2010). *All children in school by 2015, global initiative on out-of-school children*. Montreal: UIS.
- United Nations. (1948). *The universal declaration of human rights*. Retrieved from <http://www.un.org/en/documents/udhr/index.shtml>
- Vaid, K. N. (1972). *The overseas Indian community in Hong Kong*. Hong Kong: Centre of Asian Studies.
- Warren, J. R., & Lee, J. C. (2003). The impact of adolescent employment on high school dropout: Differences by individual and labor market characteristics. *Social Science Research*, 32, 98–128.
- Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report*, 12(1), 82–101. Retrieved from <http://www.nova.edu/ssss/QR/QR12-1/watt.pdf>
- White, R. M. (1987). Hong Kong: Nationality, immigration and the agreement with China. *International and Comparative Law Quarterly*, 36(3), 483–503.
- White, M. J., & Kaufman, G. (1997). Language use, social capital and school completion among immigrants and native born ethnic groups. *Social Science Quarterly*, 78, 385–398.
- Yang Memorial Methodist Social Service. (2000). *Educational needs and social adaptation of ethnic minority youth in Hong Kong*. Hong Kong: Yang Memorial Methodist Social Service.
- Yang Memorial Methodist Social Service. (2002). *A study on outlets of the South Asian ethnic minority youth in Hong Kong*. Hong Kong: Yang Memorial Methodist Social Service.
- Zhao, S. (2011, October 25). Racism in the classroom? *Time Out Hong Kong*. Retrieved from <http://www.timeout.com.hk/big-smog/features/46441/racism-in-the-classroom.html>
- Zimmer-Gembeck, M. J., & Mortimer, J. T. (2006). Adolescent work, vocational development, and education. *Review of Educational Research*, 76, 537–566.

# Index

## A

- Absenteeism, 102, 150, 155, 212
- Academic achievement, 55, 118, 132–133, 150, 169, 192–193, 195, 199, 209–213, 215, 220, 225–228
- Academic failure, 118, 210, 238
- Academic schooling, 110, 111, 198
- Accessibility, 63, 74
- Admissions, 9–11, 25, 30, 33–35, 41, 51, 61, 97, 98, 105, 127, 147, 169, 225, 229, 237, 239, 240
- Admissions procedures/system, 10, 11, 240
- A' levels, 126–128, 130
- Allocation, 27, 30, 193
- Assessment, 10, 20, 30–33, 35, 37, 80, 199, 226, 239, 243
- Attendance issue, 155, 169, 209, 212, 228

## B

- Bangla, 68, 136, 177
- Bangladesh Association of Hong Kong, 67, 74
- Bangladesh/Bangladeshi, 2, 67, 74, 85, 101, 104, 136–138, 140, 142, 143, 145, 155, 171–173, 175, 178, 181, 184, 365
- Bangladesh Students Association of Hong Kong, 172
- Behavior/behavioral problems/issues, 74, 98, 122, 123, 129, 134, 140, 148, 150, 157, 163, 168, 177, 179, 195, 202, 206, 209, 213, 214, 218, 225, 226, 230
- Bridging course, 110
- British Council, 2, 3

## C

- Categories, 21, 52, 54, 59, 63, 67, 72, 82, 112
- Census
  - data, 5, 6, 12, 17, 31, 59, 75, 79, 80, 83, 85, 87, 89, 91, 93–95, 111, 112, 206, 216
  - statistics, 57, 71
- Central Chinese Curriculum Framework (CCCCF), 36
- Chief Executive, 22, 24, 34, 35, 38, 89, 229
- China, 5, 9, 19, 56, 81, 136, 188, 190
- Chinese
  - medium, 30, 106, 144, 160, 162, 167, 174, 212
  - proficiency, 31, 37, 238
- Chinese language
  - curriculum, 35
  - instruction low participation rates, 36
  - learning, 27, 32, 35, 193, 194
  - programme, 38, 164
  - support, 63, 162
- Citizens, 5, 9, 10, 18, 20, 21, 52, 208, 224, 243
- Citizenship, 3, 11, 21, 23, 50–52, 223, 224, 228, 231, 238
- Civic citizenship, 11, 50, 51, 224
- Coding, 49, 62, 72
- Committee on the Promotion of Racial Harmony of Race Relations, 185, 186
- Committee on the Rights of the Child, 31, 32
- Communication skills, 177
- Community, 2, 3, 11, 18, 22, 25, 55, 57, 58, 62, 63, 67, 68, 74, 75, 110, 116, 132, 138, 145, 149, 150, 177, 184–186, 189, 190, 192–194, 196–202, 222, 225, 238, 242

- Comprehensive Social Security Assistance (CSSA), 154, 189
- Compulsory education, 74, 81, 92, 98, 112, 191, 192, 220, 221, 240
- Computer dependency, 200
- Confucian heritage culture research, 239
- Confucian philosophy, 39
- Convention on the Rights of Persons with Disabilities (CRPD), 4, 9
- Convention on the Rights of the Child (CRC), 4, 9, 32
- Critical discourse, 50
- Critical race theory, 50, 60–62, 70, 72, 76, 208, 225, 231, 241, 242
- Cross-case analysis, 71
- Cultural barriers, 39, 40, 243
- Cultural differences, 28, 52, 55, 150, 222, 242
- Cultural gap, 140
- Culturalization, 52
- Cultural values, 213
- Culture, 2, 18, 26, 41, 50, 52, 118, 133, 142, 194, 195, 222, 238
- Curriculum, 2, 3, 10, 11, 36–38, 108, 168, 198, 199, 226, 229, 239, 240, 243
- D**
- Dakar Goals, 12, 207
- Democracy, 19, 20
- Democratic, 19, 52
- Demographics, 18, 19, 55, 83
- Descriptive statistics, 71
- Designated primary school, 100, 103, 121, 137, 169
- Designated schools, 30–32, 34, 40, 63, 72, 95, 97, 117, 150, 193, 194, 219, 220, 228, 229
- Designated school status, 105, 160
- Designated secondary schools, 104, 105, 117, 126, 132, 138, 141, 145, 184, 185
- Deviance, 55
- Differential behavior, 139, 155, 156, 166, 168, 225
- Disability discrimination ordinance (DDO), 4, 9
- Discrimination, 3–5, 9–10, 25, 28, 29, 31–33, 61, 179, 180, 187, 240
- District council, 186
- Diversity, 2, 4, 18–20, 37, 207, 230, 239, 241
- Document analysis, 1, 57
- Domestic helpers, 19, 22, 216
- Drop out, 7, 98, 106, 190, 191, 199, 211, 214, 217, 218, 221, 226
- Drug trafficking, 147, 189, 200, 202, 232
- E**
- Educational Bureau (EDB), 5, 11, 30, 31, 34, 35, 58, 81, 82, 88, 89, 101, 109, 111, 186, 187, 190–192, 196, 199, 200, 206–208, 226, 230
- Educational support programmes, 2
- Education for All, 11, 12, 29, 31, 80, 187, 207, 243
- Education provision, 25, 27, 32, 197, 229
- Employment, 10, 25, 30, 32, 112, 134, 169, 197, 214, 240
- Engagement, 55, 156, 198, 212
- English medium, 30, 33, 106–108, 160, 165, 167, 193
- English School Foundation (ESF), 193
- Enrolment data, 58, 59, 62, 63, 71, 95, 97, 101, 239
- Equal educational opportunities, 32, 240
- Equal opportunities, 4, 24, 28
- Equal Opportunitites Commission (EOC), 3–8, 10, 29, 37–39, 187, 189, 191, 192, 194, 223, 238
- Equity, 6, 8–9, 42, 53
- Ethics, 25, 70, 73
- Ethnic citizenship, 51
- Ethnic community leaders, 203
- Ethnic minority, 7–12, 21–24, 27–41, 79–112, 115–151, 153–170, 183–203, 205–233, 238–240
- Ethnicity, 9, 10, 21, 26, 67, 84, 102, 107, 179, 192
- Ethnization, 52
- Ethno-linguistic groups, 56
- Exclusion, 6, 11, 50, 53, 56, 93, 94, 193, 227, 230
- F**
- Failed courses, 55
- Family
- poverty, 178, 217, 223
  - practices, 55, 140, 218
  - resources, 55, 218
  - structure, 55, 218
- Fieldwork, 1, 23, 112, 207
- Financial support, 198
- Five Dimensions of Exclusion, 6, 11, 50, 53, 54, 93, 94

Friendships, 122, 126, 164  
 Full-time courses, 87  
 Full-time education, 91

## G

Gang involvement, 202, 214  
 Gangs, 98, 99, 104, 122, 123, 132, 138, 147, 157, 202, 210, 214, 216  
 Gender, 7–9, 55, 56, 61, 67, 102, 191, 196, 227, 228  
 Global Education Digest, 80, 81  
 Globalization, 18  
 Goals, 9, 12, 55, 207  
 Growth, 8, 18, 83, 84

## H

Harassment, 138, 211, 220, 221  
 Harnessing Opportunities and Potentials for Ethnic Minorities (HOPE), 188, 191  
 Health, 156, 169, 196, 209, 215, 226  
 Health issues, 215, 226  
 Heritage languages, 33, 61  
 Hindi, 68, 117, 136  
 Home Affairs Department (HAD), 185, 186  
 Hong Kong, 10–11, 23–42, 80–82, 86–88, 91–95, 116–119, 121–129, 131–134, 137–142, 144–148, 205–233, 238–240  
 Hong Kong Certificate of Education Examination (HKCEE), 99, 117, 118  
 Hong Kong Diploma in Secondary Education (HKDSE), 108, 111, 112, 143, 146, 150, 162, 163, 166, 169  
 Hong Kong Nepalese Foundation, 74  
 Hong Kong Special Administrative Region (HKSAR), 9, 20, 22–24, 34, 39, 80, 82, 84, 91, 185, 186, 201  
 Household, 8, 56, 89, 159, 178, 214, 217  
 Human rights, 21, 27, 53, 179

## I

Immigrants, 5, 18, 19, 21, 25, 51, 190, 219, 221, 225, 243  
 Immigration (policy), 3, 11, 18, 25, 50, 55, 116, 173, 178, 179, 181, 213, 224  
 Inclusion, 3, 24, 51, 56, 60  
 Income, 56, 150, 173, 179, 198, 216  
 Inconsistencies, 89, 91, 95, 206  
 Indian, 22, 26, 28, 33, 84–86, 92, 111, 119–121, 145, 155, 157, 191, 208  
 Injustice, 156

Institute of vocational education (IVE), 110, 150  
 Integrated Family Service Centre (IFSC), 191  
 Integrated Vocational Development Centre (IVDC), 125  
 Intergenerational gap, 140, 141  
 International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), 4, 32  
 International Covenant on Economic, Social and Cultural Rights (ICESCR), 4, 32  
 International data, 206  
 International human rights, 27, 241  
 International literature, 7  
 International section, 117, 129, 132, 137, 138  
 International Social Service Hong Kong (ISSHK), 188

## K

Kindergarten, 30, 36, 41, 137, 160, 164, 167, 171, 172, 174, 175, 178, 181, 185, 190–192, 216, 223, 229, 232

## L

Legislative Council (LegCo), 3, 4, 32, 41, 88, 89  
 Liberal democratic theory, 19  
 Liberalism, 19  
 Limitations, 57, 75, 241, 242  
 Low/lower academic achievement, 72, 150, 169, 209–211, 215, 225, 227, 228  
 Low academic achievers, 191  
 Low education aspiration, 121, 209, 212, 226  
 Low expectation, 72, 162, 169, 209, 212, 221, 228, 230

## M

Mainstream, 32–34, 41, 185, 187–189, 194, 219, 229  
 Marginalized, 26, 56, 60  
 Medium of instruction, 40, 96, 105, 160, 161, 164, 193, 194  
 Methodological level, 241  
 Migrant, 18, 19, 23, 51, 52, 223  
 Migration, 18, 51, 52, 184, 223  
 Millennium Development Goals (MDGs), 207  
 Monitoring, 33, 80, 140  
 Multicultural/multiculturalism, 4, 5, 18–20, 24–26, 39, 41, 61, 117, 207, 229, 239, 241



- Multicultural education, 20, 33, 39, 239, 241  
 Multi-level, 238  
 Multiple perspectives, 60, 241
- N**  
 Nationalism/nationalist, 18, 51  
 Nationality, 23, 24  
 Native English teacher, 188  
 Naturalization, 51  
 Nepal/Nepalese, 22, 25, 26, 28, 33, 67, 84–86, 92, 99, 102, 103, 111, 112, 116, 117, 119, 120, 126, 130, 132, 134, 135, 145, 155, 157, 177, 184, 191, 196, 200, 208  
 NGOs, 11, 30, 67, 75, 175, 188, 202, 239, 241  
 Non-Chinese, 7, 19, 21, 22, 35, 40, 63, 96, 100, 143, 145, 162, 191, 229, 230  
 Non-speaking Chinese students (NCS), 7, 34, 35
- O**  
 Observations, 1, 19, 57, 59, 60, 63, 68, 70, 75, 130, 135, 136  
 Out of school, 41–42, 52–54, 79–112, 119–120, 124–125, 129–130, 135–136, 142–143, 148–150, 183–203, 205–233  
 Over-age, 56, 122, 211
- P**  
 Pakistan/Pakistani, 2, 25, 26, 28, 40, 65, 67, 84–86, 92, 169, 177, 203  
 Parental education, 217  
 Parental factors, 198, 209  
 Parental practices, 150  
 Participation, 6, 8–10, 29, 41, 42, 52, 54, 140, 187, 207, 217, 218, 238, 240, 243  
 Peer factors, 128, 141, 147, 157, 199, 216  
 Peers, 55, 106, 117, 118, 122, 147, 162, 199, 211, 216, 240  
 Permanent, 3, 19–20, 23, 24, 51  
 Policy level, 228, 232, 240  
 Population, 4, 7, 10, 17, 19, 20, 22, 61, 67, 75, 84–87, 185, 186, 188, 189, 241  
 Post-positivist paradigm, 60  
 Post-secondary, 6, 7, 28, 29, 54, 58, 82, 87, 89, 93, 94, 99, 112, 187, 238, 242  
 Poverty, 8, 178, 179, 216, 241  
 Practice level, 241
- Pre-primary education voucher scheme (PEVS), 172, 174, 179, 181, 192, 223, 242  
 Privacy, 73  
 Private tutors, 139, 146, 161  
 Provision, 3–5, 9, 12, 50, 72, 193, 197, 209, 229, 240  
 Pseudonyms, 63  
 Psychological, 177  
 Public examinations, 11, 118, 147, 240
- Q**  
 Qualitative design, 57, 75  
 Quality, 6, 8, 27, 31, 56, 95, 110, 220, 240  
 Quality assurance, 31, 39, 201, 209
- R**  
 Race, 9, 10, 22, 60  
 Race Discrimination Ordinance (RDO), 4, 32  
 Racial discrimination, 5  
 Racial Discrimination Bill, 4  
 Racism, 3, 60, 61, 69, 70, 119, 123, 134, 141, 150, 157, 162, 166, 168, 169, 179, 201, 203, 225, 228, 230, 238, 241  
 Religious values, 28  
 Repetition, 145, 211, 212  
 Residents/residence, 9, 23, 26, 51, 189, 216  
 Resource support, 33, 239  
 Retentions, 55, 207, 208, 211, 212  
 Right of abode, 24, 179  
 Rural-urban locations, 56, 224
- S**  
 Schema, 49, 71, 72  
 School attendance, 91, 92, 191, 212  
 School enrolment data, 98, 106, 109, 112  
 School failure racism, 242, 243  
 School failures, 133, 194–199, 202, 209–211, 213, 214, 217–220, 227–228, 238, 241, 243  
 School placement, 27  
 School policy, 72, 100, 220, 230  
 Second language, 32, 38, 68, 229  
 Segregation, 31, 32, 72  
 Self-perceptions, 55  
 Sensitivity, 73  
 Seven Zones of Exclusion, 94

- Sex Discrimination Ordinance (SDO), 4, 9
- Social-economic factors, 68
- Socialization, 177
- Social scientists, 61
- Socio-cultural factors, 52, 55, 223
- South Asian, 2, 3, 8, 22, 24, 25, 28, 33, 40, 41, 61, 67, 68, 70, 75–77, 84–86, 93, 117, 118, 121, 126, 143, 144, 148, 184–186, 188, 193, 197, 198, 208, 216, 222, 223, 225, 231, 239
- Special Educational Needs, 196
- Spoken language policy, 165, 169, 209
- Statistical reports, 1, 58, 62
- Stereotypes, 9, 25, 28, 30, 189, 190, 195, 222, 223, 227, 228
- Struggle, 25, 38, 133, 161, 168, 169
- Student Financial Assistance Agency (SFAA), 172, 174
- Student mobility, 215
- Supervision, 33, 39, 140, 187, 218, 239
- Support measures, 2, 10, 11, 22, 27, 32, 38–40, 91, 207, 228, 239, 240, 242, 243
- T**
- Teacher low expectation, 72, 162, 169, 209, 221, 228, 230
- Theoretical sampling, 62
- Transcribed/transcription, 69, 71, 73
- Transculturality, 52
- Transmigration, 52
- Transnational, 18, 21
- Transnationalism, 52
- Triad societies, 200
- U**
- United Nations, 18, 20, 31, 32
- Upper secondary, 29, 42, 58, 82, 87, 92–94, 112, 187, 189, 207, 238
- Urdu, 68, 154, 155, 159, 160, 163, 165, 166
- V**
- Verbal consent, 73
- Vocational bridging courses  
Attendance, 202
- Vocational Training Council (VTC),  
110, 111
- W**
- Withdraw students, 101
- Y**
- Young people, 7–12, 79–112, 115–151, 183–203, 205–233, 238–239