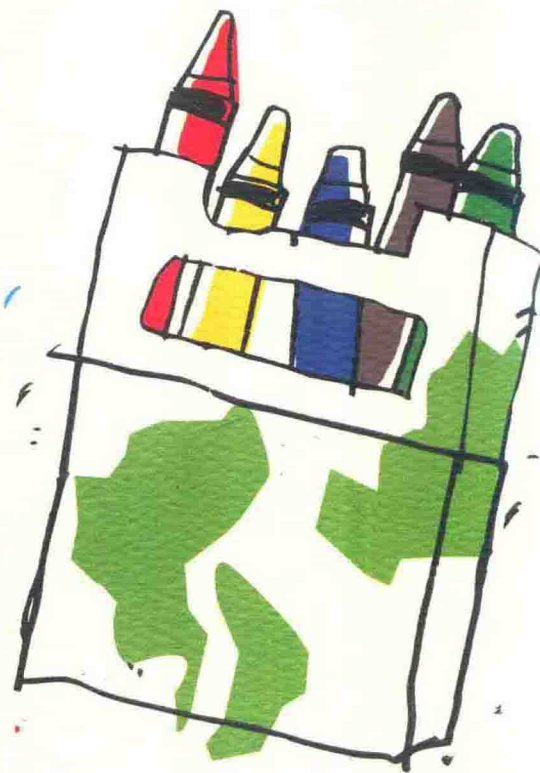


小童·大同

香港少數族裔兒童的世界

Kids Alike

World of Children in Hong Kong



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Kids Alike

A World of Children in Hong Kong

樂施相集

透過影像和文字

觀照貧窮及發展狀況

提供另類視點

挑戰固有觀念

改變慣常思考方法

樂施會是一個發展及救援機構，而不是出版社，出版叢書和相集的目的，是要以香港為出發點，促進發展中國家與發達國家、南方與北方之間的認識和理解，以尋求一個更公平、更公義的世界。

Oxfam Hong Kong is an independent development and relief agency, not a publishing company. The aim of our books is to bridge developing and developed countries, building more understanding, so as to achieve a fairer world.

融合與教育

羅百津

油麻地街坊會學校校長

我相信學習是終其一生且無界限的。小學教育是一個很重要的過程，透過實踐及認識生活和教育之間的多變性，擴闊學生的知識層面。我同時相信應該排除歧視，根據學生的學習進度、興趣及能力，讓他們除了參與正式的課堂外，更以不同的方式去學習。

每個人都享有平等的教育機會，這並不只是冠冕堂皇的理念。除了提供硬件上的配套給學童，更要用一種合適的方法讓他們學習。這才是教育的真正理念。

此外，要達到更快更好的社會融合，需要兩種過程：第一，提升學生及他們家人的生活水平；第二，要令公眾知道，學生有潛力及才幹參與社會，尤其是在學的少數族裔。

在過往六年，雖然缺乏資源，但是油麻地街坊會學校持續為新來港人士及不同族裔學生提供合適課程。這些努力和付出都得到香港大眾越來越多的認同。我們學校亦是少數承擔教育少數族裔學生責任的政府資助小學之一。作為一所教育機構，我們看到還有空間可以對現有課程作出調整，以填補學生在現實生活及學習範疇之間的空隙。

在這裡我要感謝樂施會推行這個關於非華裔學童的計劃。這個計劃令非華裔學生有機會表達更多他們在香港生活的感受，以及他們以文字及圖畫發揮的創意。相信這本圖書，會令讀者認識到非華裔人士以及他們在香港生活的情況。

學習、信心與自我觀

謝煥欽

伊斯蘭學校校長

記得在回歸初期，有大批的南亞裔學童未能入讀官立、津貼小學。伊斯蘭學校基於自身的宗教及有教無類的辦學理念，毅然收納了大量南亞裔學童入讀本校。在開始的時候，學校面對著很多困難，例如協助學生解決語言的障礙及文化背景的差異。另外，由於學校本身已有一定數目的華籍學童，在學校行政上可謂「一校兩制」。無論在課程的編排、日常的通告、手冊，以至早會的宣佈都要中、英兼備。以上校務都令本已繁重的工作百上加斤。尤幸同工都能本著敬業樂業的專業精神，加上多年來的經驗累積與敢於創新，總算將困難一一克服，我在這裡要再次多謝他們的貢獻。

南亞裔學童的學習動機較華籍學童為低，但在一些關於自我觀的研究中，南亞裔學童的「非學業自我觀」及「整體自我觀」均比華籍學童為高。事實上，據老師們的觀察，雖然他們的學業成績不大理想，但他們大多都是天性樂觀、充滿自信、勇於表達、樂於助人的活潑小孩。

我們為了盡量發揮他們的優點，於是在日常教學及行政上作出配合，例如藉著他們樂於助人的精神，在學校營造關愛的文化；實施「大哥哥和大姐姐計劃」及參加社區義務工作。在課堂上，老師的教學策略也需不時調整，藉以提高他們的自信及學習動機。另外，為了增加華籍學童與南亞裔學童的溝通，我們在本年度已在一些科目如體育、視藝，實行混合上課，初步都得到不錯的成效。

政府近年來已關注到這些南亞裔學童的學習問題，並為他們提供支援，例如舉辦小一適應課程，定期召開有關支援南亞裔學童學習的工作坊、教學分享會及研討會等。對於關注南亞裔學童的人士來說，這實在是一個好的開始，希望政府的支援能夠繼續下去。

最後，我要向樂施會致以衷心的敬意。他們今次能成功地完成這計劃及出版這本有意義的刊物，相信背後已付出了很大的努力。刊物前部分的南亞裔學童作品，不但讓讀者能加深對南亞裔學童在學習上的認識，而且更給予同學們很大的鼓舞；在刊物後部分的相關文章，相信對日後關注香港少數族裔的有心人士，會有一定的參考價值。

Integration and education

Law Pak-tsun

Principal, Yaumati Kaifong Association School

I believe that learning is life-wide and life-long, and that primary education is a significant period in which to inspire students to experience and understand the dynamics between education and real life. I also believe that students should be allowed to learn according to their own pace, interests, and intelligence, and without discrimination. They should also be able to learn through means other than formal classroom learning.

Equal education for all is not just a high-sounding ideal. It means providing a place for children to learn, and allowing them to learn in an appropriate way - that is my philosophy of education.

Facilitating faster and better social integration of ethnic minorities should be a two-way process: first, enhance the living standards of students and their families, and second, raise public awareness of students' potential and talents.

In the past six years, despite limited resources, the Yaumati Kaifong Association School has been welcoming ethnic minority students, and new arrivals from Mainland China. These endeavors have been receiving increasing recognition, as the school is one of the few government-aided primary schools in Hong Kong that fully commits itself to educate students of ethnic minorities. As an educational institution, we have found a need to modify the existing curriculum and to fill in the gap between the learning context and the real life environment of our students.

I would like to thank Oxfam Hong Kong for conducting this project about non-Chinese students. It has given students of ethnic minorities the opportunity to express their feelings about their lives in Hong Kong and it has inspired them through art and word. This book also allows readers to learn more about non-Chinese people in Hong Kong.

Preface

Learning, confidence and self-esteem

Tse Woon-yam

Principal, Islamic Primary School

I remember that shortly after the 1997 handover, many South Asian students were barred from entering government-subsidised schools in Hong Kong. Islamic Primary School, given its religious faith and the conviction in "education for all", made a bold decision to admit a larger number of South Asian children into our school. In the beginning, the school was confronted with many difficulties, including the problem of cultural differences and language barriers among the students, since most of our students are local Chinese. We decided to adopt a "One School, Two Systems" scheme: The school curriculum, notices, handbook and the morning assembly would all be provided in both Chinese and English. With this initiative, the workload was even heavier than usual. Fortunately, given the devotion and professional spirit of the teachers, in addition to their years of experience and their positive, innovative attitudes, these difficulties were overcome. I would like to further express my gratitude to my colleagues for their contributions.

According to some recent self-esteem studies results, South Asian students in Hong Kong have a higher level of self-esteem in non-academic aspects and in general performance than local Chinese students. Although these South Asian children may be weaker in academic achievements and may have lower motivation, most are optimistic, confident, active, helpful and willing to express themselves.

To further develop their strengths, we were tried to improve our school's coordination in teaching and administration. We also strived to build a caring culture in the school, launching a "Big Brothers-Big Sisters Mentoring Scheme". We also encouraged South Asian students to participate in

community voluntary work. In class, our teachers modified their teaching strategies from time to time with the aim of enhancing the students' self-confidence and learning motivation. In 2004, to facilitate communication between local Chinese students and South Asian students, we adopted a mixed learning mode, in which they study certain subjects together, such as physical education and visual arts so far, the results have been satisfactory.

The Government has been more aware of the learning problems of South Asian students in recent years. It has provided various support programmes, such as adaptation courses for primary one students, holding regular learning workshops, teachers' sharing sessions and seminars, etc. It is a good start and we hope that the Government will continue its assistance and support.

My heartfelt gratitude also goes to Oxfam Hong Kong. They put in a lot of effort and did a great job in completing this meaningful book. The South Asian students' writings shown in the first part of the book can help enhance readers' awareness of the learning and social problems of South Asian students. What's more, the book gives a strong encouragement to the students. The articles in the latter part of the book serve as a good reference for people concerned with ethnic minority issues.

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一個想像的族群

莫逸風

《小童・大同》執行編輯

「任何人都不應因為其性別、種族、殘疾或其他身分而受壓迫或邊緣化。」——樂施會工作目標五

小朋友待人接物的態度是最真誠的，他們根本不會理會別人是什麼族裔，只要大家語言上能夠溝通，大塊兒就會一起玩耍。這是我在幾個月來到訪學校的觀察。

然而，在我們成人的世界裡，種族與種族之間是區分得那麼清楚。而且，在一個地方，佔多數的族群所享用的社會資源，往往比佔少數的族群為多。更甚的是，他們都默默接受著社會大眾對自身的歧視。

我們究竟從何時開始，有意識地區分種族？

報章、雜誌、書籍，以及其他傳播媒體所作出的報道及資訊傳遞，都為我們建立著種族的概念。而傳播媒體所作出的報道選擇都有所偏頗。某類負面消息的報導往往與某一族群有關，但傳媒對正面的消息卻往往置若罔聞。

正如社會學家Benedict Anderson所說：「印刷出來的文字發明了民族主義。」我們透過以上媒體，才會想像出一個我們所屬於的族群。然而，在香港這個自稱多元文化的社會，我們想像的這個族群，其實已將其他不同膚色的人排拒於外。

最真誠的聲音

記得曾有一個這樣的電視節目特輯：有一個香港小孩放學後與一些非華籍的小朋友玩耍，卻被母親斥責不要與「壞人」一起。電視台後來訪問那位香港小孩：「其實他們

並不壞呢。」

小孩的表達是最真誠的。既然主流媒體對少數族裔印象的呈現或有所偏差，因此我們計劃出版一本圖書，由少數族裔學生運用圖畫及文字去表達自己；從他們自身的角度出發，看看他們的世界究竟是怎麼樣的？

正如上述，有時候家長與小朋友對事物的看法是不同的。在進行這個計劃時，有些家長試圖改變孩子的意願，例如希望孩子寫出將來自己的志願是醫生、律師等。這些現象都是我們預期之內，畢竟作為父母都是為孩子好，希望達到他們認為的成功。可是，成年人的價值觀未必一定來得正確。反之，小朋友往往能在沒有什麼概念的情況下，表達出最真摯的感情。所以，我們向家長解釋，最後大部分家長都同意，就讓小孩喜歡畫什麼就讓他們畫好了。此外，圖書亦保留了小孩的手寫原稿，令讀者更能明白到他們所表達的意思。

這本圖書同時收錄了關於香港少數族裔的文章，以幫助讀者理解少數族裔這個課題之餘，明白到香港以及世界上大部分地方，都是民族多元化的社會，所有人都不應該受到歧視的對待。

同一天空下

Tessa Boudrie

社會工作者，《小童・大同》執行編輯

我從來沒有想過自己會是少數族裔，但嚴格來說也算了。我是外國人，來自荷蘭，到香港生活已有半年，在亞洲生活超過兩年。我在荷蘭是當青年工作的，服務來自不同文化背景的青年人。二〇〇二年，我毅然放棄工作，到東南亞遊歷一段時期，二〇〇三年留在柬埔寨，在當地一間名為Mith Samlanh的非政府組織工作，擔當一名社工，負責訓練當地社工處理街頭兒童。

到過巴西後，我來到香港。由於我不會說中文，所以要找一份支薪的工作可謂十分困難，最後終於在樂施會服務。構思製作這本書的時候，有人想起了我，邀請我訪問小朋友，了解他們對文化差異的感受或看法。訪問以英語進行，我毋須用中文溝通，加上自己在青年工作的經驗，對訪問工作很有幫助。

這本書的製作並不是一帆風順的。每當有重大決定，組員之間都要經過多番討論才能達成共識。即使是同一組內，也會發現彼此存在著文化差異。

我們討論的其中一個問題，就是應否刊登那些小朋友的手寫原文，還是經編輯修改後的版本。我一直認為沒有修改的必要，即使文中有任何錯漏（無論是文法或拼字），我們都應該尊重小朋友的原創性。我的同事卻擔心讀者會因此而得到一個「香港的非華裔學童英語能力不大好」的錯誤印象，並擔心那些學童父母不高興，看到自己的小朋友的錯誤被刊登出來。

我覺得這是難以理解的。小朋友在學習階段犯錯是很正常的，做父母的應該包容。可是，當我到不同家庭做家訪後，發覺同事之言不無道理。有些家長為了子女寫好文章，要他們寫完一遍又一遍，對他們造成很大壓力。

最後，我們決定保留小朋友親手寫的原文，因為我們認為他們「寫什麼」比「怎樣寫」更加重要，並讓他們知道，我們是尊重他們的作品。在我們的心目中，所有小朋友的作品都是珍貴的、出色的。

我很高興能訪問那些小朋友，他們和家人都十分合作和熱情，給我家訪的機會，讓我可以更了解他們的國家；我們到訪的學校也提供了不少幫助。在此，我衷心感謝各小朋友的出色作品，感謝家長們的熱情款待，以及各學校的通力合作。

參與製作這本書是一次難得的經驗。我是社工，從沒有出版的經驗，所以我對事情的看法與有豐富出版經驗的同事截然不同，加上我來自不同的文化背景，所以與香港的同事有時會有意見分歧，這點也反映出每個人都面對著人際間的文化和教育背景的差異。

我們認為這本書可以幫助大家進一步互相了解和認識彼此的異同，從而明白到我們都是生活在地球上的一份子。

An imagined community

Mok Yat-fung

Managing editor, Kids Alike

"Gender, ethnicity, minority status, or disability should never be a justification for suppression or marginalisation." - Oxfam Hong Kong's Aim 5.

The way children get along with people is the most sincere. They really do not care about race or ethnicity. If they can communicate with each other, they will play together. This is what I observed when visiting schools over the last few months.

However, in the world of adults, race and ethnicity are clearly classified. In society, resources enjoyed by the majority are often greater than those available to minority groups. And worse, ethnic minorities often accept discrimination silently.

When do we start becoming conscious of race and ethnicity?

Information from newspapers, magazines, books and other media helps us to establish our concept of race, but this has limitations: too often, negative news appears regularly about people of a particular nationality, while positive news remains hidden.

Sociologist Benedict Anderson said, "print language invents nationalism". Through this language, we create the image of the group in which we belong, and this community often excludes people with different skin colour.

The most sincere voice

I remember a television programme in which a Hong Kong

child played with non-Chinese children after school. His mother scolded him, telling him not to hang out with "bad guys". A reporter later interviewed the child, who said "actually they are not bad".

Children's voices are the most sincere. As the perception of ethnic minorities presented by mainstream media may be different from the reality, Oxfam Hong Kong decided to publish a book of drawings and words by students of ethnic minority. We wanted to ask: What is the world like from their perspective?

Sometimes the views of parents differed from their children's. During the project, some parents were trying to change their children's wishes, such as prompting their children to write that they wanted to be doctors or lawyers in the future. This phenomenon is what we expected; after all, parents do what they feel is for their children's good. However, parents' choices are not always sincere. Conversely, children usually present what is truly in their hearts, without any preconceived ideas. So we explained to parents, and most of them came to understand and agree with us, to just let children draw what they liked. This book retains the children's handwriting to show readers their original expressions.

This book also contains some articles about ethnic minorities in Hong Kong. We hope readers can learn more about this issue, can appreciate diversity more, and help make society more sincere, without bias and without discrimination.

Living on the same planet

Tessa Boudrie

Social worker, and managing editor, Kids Alike

I have never thought of myself as a member of an ethnic minority, but technically I am. I am of non-Chinese background; I am from the Netherlands. I have been living in Hong Kong for half a year and in Asia for more than two years. In the Netherlands I worked as a youth worker, with youngsters from several different cultural backgrounds; I left that job in 2002, travelled for a while in South East Asia, and in 2003, ended up in Cambodia. I worked for a Cambodian non-governmental organisation called Mith Samlanh as a social worker, training the local staff to work with street children.

After a trip to Brazil, I came to Hong Kong. Because I don't speak Chinese yet, it was very hard for me to find a paid job. I decided to offer my services to Oxfam Hong Kong. When the idea of making this book came up, luckily someone thought of me. My role in this project was to help children to express their feelings and thoughts about cultural diversities and similarities. I didn't need to communicate in Chinese but English, and my experience in working with young people was useful.

A lot of things happened while making the book. We had many discussions within the team to get some major decisions made. Even within the team we could find cultural differences and similarities!

One of the issues was whether we would use the original handwritten pieces of the children, or edited versions. I had never thought of the possibility of changing the children's words, even if those words contained mistakes (in grammar or spelling). I saw the written pieces by the children as their work, of which the originality should be respected. My colleagues feared that the reader would get the impression that the non-Chinese students in Hong Kong would be labeled as "not very good in the English language" in this book. They also worried that the parents wouldn't be happy to see their children's mistakes published.

I found that very difficult to understand. All parents would allow their children to make mistakes, because youngsters are in the process of learning - aren't we all? But later on, when I had done some more home visits to different families, I saw the point my colleagues were making. Some parents indeed put a lot of pressure on their children, to make sure the work looked nice in the book. One child even had to do one piece over again!

In the end, we decided to keep the original handwritten words, because we think WHAT has been written is more important than HOW. And we want to show the children that we respect their work. In our view, all the work of the children is precious, and all the work is of fantastic quality.

I had a great time working with the children. All of them, and their families, were extremely cooperative and enthusiastic. They gave me the chance to visit their homes and the opportunity to learn a lot about their countries of origin. The people in the schools we visited were very helpful as well. I would like to thank the children for their great work, the parents for their hospitality, and the schools for their cooperation!

Working on this book was a wonderful experience. Being a social worker, I was never involved in making a book before. That's why I sometimes had a totally different view on matters than my colleagues, who are experienced publication officers. I am from another cultural background, so my views sometimes differ from my colleagues here in Hong Kong. This reflects that everyone struggles sometimes with our different cultural and educational backgrounds.

We think that this book can help people to understand each other better. We think that seeing each others' differences and similarities will make us realise that we all are just people living on the same planet.