

LAW FOR CHANGE STUDENT COMPETITION 2018

TEAM 6	PROJECT TITLE Society Engaging Ethnic Minorities without Difference (SEED)
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EXECUTIVE SUMMARY

The SEED Project seeks to introduce a new curriculum of simplified moral concepts and legal principles into secondary schools of Hong Kong. The curriculum is positioned as an extra-curricular activity in schools. It would involve using classic fables and/or a simplified fact pattern of landmark case law or legislation, simplified established legal, critical analysis of the facts of such stories/cases, structured argumentation, and public speaking. In turn, students will be invited to draw linkages between their learnings from those concepts and principles to their daily lives, and responsibilities as pupils, and Hong Kong citizens.

A series of textbooks, each containing a simplified fable or case, summarised legal principles, and instructions for role-playing as counsel to argue for each side of the case, will be implemented in class. Local and ethnic minority (“EM”) students will be arranged in teams to work together. The language of the textbooks will be plain English and Chinese to allow students to improve their language capabilities.

To prove the feasibility and outcome of our SEED project, we plan to test the project in secondary schools, through NGOs which we have contact, including Unison. After the trial, we will revise any shortcomings identified or raised by participants. Gradually, the project will be introduced to other secondary schools, or even primary schools showing interest.

Problem

After conducting research through secondary data, mainly from reviews of government reports, we have the following key observations:

- a. Racial acceptance within the education system between local secondary school students and teachers, and EM students, remain low despite Government policy and NGO efforts [Thematic Household Survey Report No. 39, June 2009; Racial Acceptance Survey Report, Hong Kong Unison, March 2012]

- b. Racial acceptance within the workplace is notably lower than acceptance levels of locals, Whites, and Japanese [Racial Acceptance Survey Report, Hong Kong Unison, March 2012]
- c. The ability to read and write Chinese amongst EM population remains low, and much lower compared to local students [Thematic Household Survey Report No. 4, December 2000]
- d. The ability to read and write English amongst EM population is high, and considerably compared to local students [Thematic Household Survey Report No. 4, December 2000]
- e. The presence of South Asian EM in professional services remain low [Poverty of ethnic minorities in Hong Kong, Research Office, Legislative Council Secretariat]
- f. The median monthly personal earnings among South Asian EMs remains low, and a considerable proportion of South Asian EMs fall below the poverty line [Poverty of ethnic minorities in Hong Kong, Research Office, Legislative Council Secretariat]

After interviewing representatives from NGOs, and teachers of EM students, we have identified the following problems:

- a. EM students do not generally know their rights while living in Hong Kong, especially when facing police forces and discrimination matters.
- b. EM students and local students study in their own respective groups, with minimum interaction among them. Their secondary language skills, mainly Chinese and English language skills for EM and local students respectively, deteriorate gradually.
- c. EM students do generally feel they are Hong Kong citizens, but at the same time they do not feel a sense of belonging in Hong Kong, mainly due to the lack of interactions with the local students and the local society.

- d. Most EM students worry about their future prospect of getting a job, which can be difficult as their Chinese may not be up to the standard of most local jobs.
- e. EM students are often told they are unlikely to do well at school, hence the prospect of getting a professional qualification, like lawyers and doctors, are far fetched for them.

Aims

The SEED Projects pursues the following aims:

- a. To promote that no matter which ethnicity we belong, we all live in Hong Kong as one big family. All residents in Hong Kong are governed by one set of rules, which is the Hong Kong law;
- b. To make law accessible to both local and EM students in an interactive platform;
- c. To reduce the language barrier between local and EM student to facilitate their communication.

Proposed Solution

We propose to design a curriculum consisting of workbooks and workshops for secondary school students. The workbooks contains simplified case laws and modified classic fables to illustrate legal principles. It will be written in Chinese and English in opposite pages, presenting the same content. The workshop will provide opportunities for local and EM students to work together and apply the legal principles from the workbooks in mini-trials or debates in English.

Examples of legal principles included in the curriculum:

- a. The ‘Neighbour Principle’ - We are responsible for caring about the welfare of our neighbours and should take care not to harm them (Donoghue v Stevenson [1932] UKHL 100)
- b. Unilateral promises should be kept (Carlill v Carbolic Smokeball Company [1892] EWCA Civ 1)

- c. Time is of the essence. There can be serious consequence for being late (Union Eagle Ltd v Golden Achievement Ltd [1997] UKPC 5)
- d. Be responsible for the impact of our activities on the environment (Rylands v Fletcher [1868] UKHL 1)
- e. Discrimination (Ugly Duckling)
- f. The acts and state of mind in the crime of theft (Robin Hood)

In executing the proposed curriculum, the roles of the stakeholders are as follows:

- a. **Secondary schools and/or primary schools:** recruiting interested local and EM students, distributing and collecting feedback forms for organisers
- b. **NGO:** provide assistance for trial workshops, communicating with schools and help distribute workbooks to schools
- c. **Law students:** designing workbooks and workshops, and carrying out the activities.

LOOKING AHEAD

I. Methodology

PHASE 1 – Trial with NGOs: to gauge the feasibility of implementation of the curriculum and the level of interest among the students and parents in the subject matter of the curriculum.

PHASE 2 – Implementation in schools through network in NGO: introduce the Project into secondary schools that exist in the NGO network.

PHASE 3 – Implementation in primary schools through network in NGOs and secondary schools: Provided the implementation of secondary schools is reasonably successful, we will seek to introduce the Project into primary schools that are affiliated with the secondary schools.

PHASE 4 – Future- sustainability: To ensure the sustainability of the Project, the textbooks and curriculum can be published and sold to the public. Profits generated will be invested into further developing the curriculum and series (e.g. adding new cases), and other activities. The profits can also be

used to enlist the help of university law students to assist the development of the curriculum, supervise its implementation, and pose as legal mentors for students- particularly EM students.

II. Proposed Partners

At the early stage NGOs are our main partners, Unison being one of them. NGOs have established connection with secondary schools, and are able to leverage this connection to potential interested secondary schools for the implementation of the curriculum as their extracurricular activities.

Following implementation of the curriculum in secondary schools and ongoing evaluation during the process, at the later stage, secondary schools will become our main partners. Provided the implementation in secondary schools is reasonably successful, we will then seek to introduce the Project into primary school that are afflicted with secondary schools, again, leveraging the connections that are already in place.

III. Budget

Here is our proposed budget expenses:

Category	Description	Budgeted Expense (HK\$)
Publication	Publishing 500 books in colour (around 150 pages)	30,000
Design	Graphic and layout design for the publication	4,000
Advertisement	Advertising expense on several social media	7,000
Catering	Subsidies of catering for student volunteers	7,000
Miscellaneous fees	For administrative expenses incurred	2,000
TOTAL (HK\$):		50,000

IV. Innovation, Multiplier Effect Strategy And Sustainability

There are existing NGOs such as Oxfam and Unison, which aims to promote reforms in the long-term at a policy level, including legislative proposals and government policies; and in the short-term at the practical level, providing different aspects of familial support to underprivileged families. While these NGOs are mostly focused on serving the EM's needs, there is minimal integration between local and EM group at student level. The services SEED offers identified this weakness and aim to provide unique service that aims to bridge the cultural gap and foster integration by providing fun, interactive and informative workshop for both Chinese and EM students.

The SEED programmes' primary aim is to promote mutual understanding and integration between local and EM students. People are not born to discriminate, they learn to discriminate. We aim to reduce stereotyping by increasing exposure opportunities between the local and EM students. As the workshop is designed for local and EM students will be arranged in teams to work together, it would encourage understanding and enhance appreciation of the cultural diversity of EM students. In addition, since the language of the textbooks will be plain English and Chinese, the workshop encourages students to improve their language capabilities.

By using law as a channel of integration, we can enhance their knowledge and understanding of the law. In addition, we aim to train student's critical thinking skills by educating students on argumentation and critical analysis. This workshop provides opportunities for student to learn by "doing".

The Chinese and EM students would be taught how to draft their written arguments in a logical manner which is beneficial to their academic writing. Second, they will be required to do oral presentation which would enhance their public speaking skills and boost up their confidence. Feedback will then be given to them for any room of improvement.

Moreover, Hong Kong's current local education system have a significant deficit in providing basic legal knowledge. Through implementing the innovative SEED initiative and training their legal mindset, we aim to remind them the usefulness of being equipped with legal knowledge and the importance of following rules and being disciplined in their daily lives and studies. Ultimately, we hope to develop a sense of interest in pursuing a career in law among students at an early age, particularly EM students.

To ensure the sustainability of the SEED programme, we aim to engage university law students as volunteers to participate in social service activities through the SEED initiative. At the same time, this programme aims to cooperate with NGOs and its volunteers to enable cultural exchange between local university students and ethnic minorities.

A guideline for the workshop and curriculum will be supplied to student volunteers to ensure consistency in the legal concepts conveyed to the participants. The materials would also be updated by the law students to provide new stories and law into the SEED initiative and help sustain it in the future.

V. Project Evaluation

Prior to the implementation of the project: we would ask the host school to provide us with some feedback, including requests for clarification and concerns, upon their preliminary assessment on the feasibility of the project, in terms of difficulty, student interest, and implementation/logistics. For example, it would be helpful if the schools could provide a sample of English language and Chinese language learning materials, so that the language and content used in our workbooks can be in line with the learning requirements of the students.

Post-implementation of the project: we would ask the host school to provide us with some feedback upon review of the running of the workshop, areas for improvement, and overall feasibility of carrying the project out on a large scale (in terms of volume of participants, content, and different age groups). ■