# Enhancing student learning through Social Justice Education: Conceptual clarification, learning and teaching methods

## 2017/2018 TDG project (Ref: T0186)

## A Teaching Guidebook for Social Justice Educators

Prepared by:

Dr. Chong King Man, Assistant Professor, SSC, EdUHK

Mr. Pao Shun Shing, Research Assistant, SSC, EdUHK

Mr. Hu Jun Jim, Senior Research Assistant, SSC, EdUHK

# Contents

# Acknowledgements

**Dr. Chong King Man Eric**
Assistant Professor
Department of Social Sciences, The Education University of Hong Kong

**Mr. Pao Shun Shing**
Research Assistant
Department of Social Sciences, The Education University of Hong Kong

**Mr. Hu Hun Jim**
Senior Research Assistant
Department of Social Sciences, The Education University of Hong Kong

# Preface

Citizenship education includes various elements, including rights and responsibilities, participation, human rights education, education for democracy and, education for social justice, etc. However, in recent years, it has been a concern that citizenship education in Hong Kong schools focus on promoting either moral or nationalistic education, while other elements (e.g. human rights education, education for democracy and education for social justice) have been squeezed out from the mainstream curriculum in Hong Kong (Leung, 2008; Tse, 2007). Chong (2015) also argued that the official curriculum guidelines for Hong Kong secondary school show an inadequate proportion for social justice education. On the other hand, research found that many Hong Kong teachers believed there was an urge need of providing materials and training in civic education for the teachers in Hong Kong (Torney-Purta et al., 2001).

In response to the anti-National Education movement in 2012, a group of academics and teachers drew up the *Civic Education Guidelines from Civil Society 2012* (Leung, Cheung, Li, et al., 2012), which emphasizes open classroom culture, discussion of controversial issues, exchange of opinions, expression of attitudes, tolerance, mutual respect for differences of opinion and support of social justice as important for teaching civic education. This civil society's guideline saw a need to develop student civic values and attitudes in the controversies over identity, participation and the issues alike. After the Occupy Movement in 2014, it seems to have a need in re-conceptualizing and reconstructing civic education once again, and facing the political stalemate and social problems found in society.

The promotion of social justice in the classroom can develop students to possess a greater critical consciousness, a sense of awareness about inequality and the need for justice (Freire, 1970; Pitner and Sakamoto, 2005). A perspective of social justice can offer a citizenship angle in helping students to understand and analyze the current social issues at hand. Based on these premises, I wrote and implemented this TDG project at the Education University of Hong Kong which aims at designing social justice education curriculum and developing teaching materials, and to use the teaching materials to teach in two courses at undergraduate level to test the effectiveness during the 2017/2018 academic year.

This teaching guidebook not only presents the teaching approach and teaching materials of this TDG project, but it also reported the effectiveness of the teaching through analysis of the quantitative and qualitative evaluation data. This teaching guidebook can be served as a reference for any educators interested in social justice for their future teaching of social justice.

I would like to express my deep gratitude to The EdUHK for awarding the TDG in support of this work. Also, special thanks go to the Department of Social Sciences.


Dr. Chong King Man Eric

Assistant Professor, Department of Social Sciences,

Head, Resource Centre for Interdisciplinary and Liberal Studies

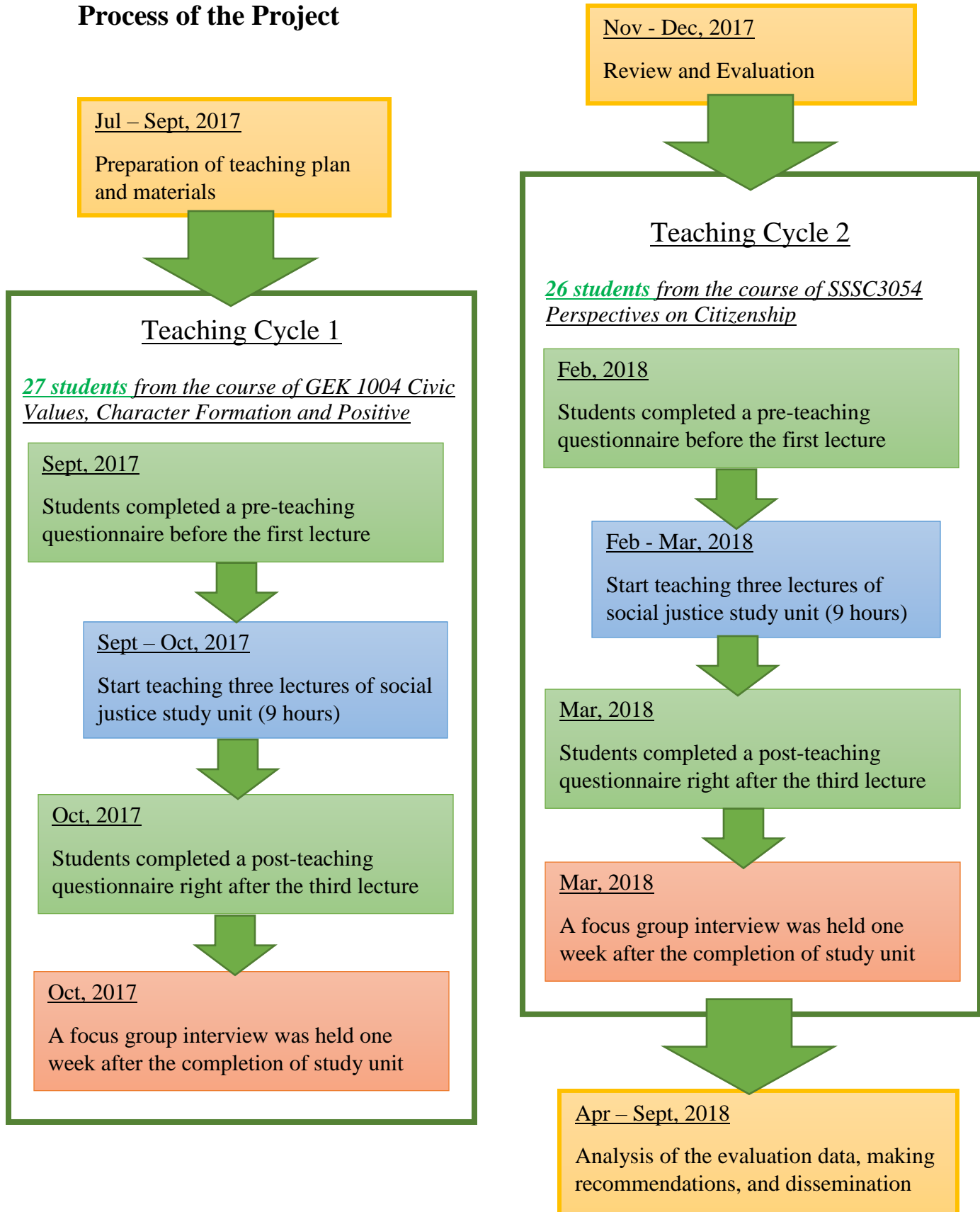The Education University of Hong Kong

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# Project Aims

By equipping undergraduate students with a conceptual lens and learning methods of 'social justice' as contributing to their learning, the EdUHK undergraduate students can be able to acquire a social justice perspective to form a value judgement which enables them to discern issues of social justice and fairness behind, and thus moving beyond common analytical method such as cost-benefits analysis and different perspectives. This also enable them to see the perspectives from others, especially those vulnerable or social disadvantaged groups. In fact, this TDG project helped to develop the ethical decision making of the EdUHK students, which is one of the EdUHK's Generic Intended Learning Outcomes (GILO). By GILO of ethical decision making, this TDG project will enable students to recognize ethical issues, evaluate different ethical perspectives or concepts, establish ethical intention, and apply ethical perspectives/ concept of social justice. Moreover, this project also facilitated to develop students the other aspects of GILO, including broadening their global perspectives and cultivating their critical thinking skills.

Generally, the main objectives of this project are:

(i)     Applying conceptual clarification methods on the concept of 'social justice', which can be a Generic Intended Learning Outcomes (GILO) of ethical decision making, in undergraduate learning.

(ii)    Applying social justice perspective as a teaching and learning method in analyzing and evaluating civic and citizenship issues.

(iii)   Facilitating student reflection on their previous assumption and even stereotypes on social issues and social groups, thus contributing to their development in GILO.

(iv)    Conducting course evaluation in order to find out the effectiveness of this project and finally disseminating the findings and our experience through making a teaching guidebook, publishing journals, and holding conferences and seminars for all social justice educators' reference.

**Process of the Project**

Jul – Sept, 2017

Preparation of teaching plan and materials

Nov - Dec, 2017

Review and Evaluation

## Teaching Cycle 1

*27 students from the course of GEK 1004 Civic Values, Character Formation and Positive*

Sept, 2017

Students completed a pre-teaching questionnaire before the first lecture

Sept – Oct, 2017

Start teaching three lectures of social justice study unit (9 hours)

Oct, 2017

Students completed a post-teaching questionnaire right after the third lecture

Oct, 2017

A focus group interview was held one week after the completion of study unit

## Teaching Cycle 2

*26 students from the course of SSSC3054 Perspectives on Citizenship*

Feb, 2018

Students completed a pre-teaching questionnaire before the first lecture

Feb - Mar, 2018

Start teaching three lectures of social justice study unit (9 hours)

Mar, 2018

Students completed a post-teaching questionnaire right after the third lecture

Mar, 2018

A focus group interview was held one week after the completion of study unit

Apr – Sept, 2018

Analysis of the evaluation data, making recommendations, and dissemination

## What is Social Justice?

Researchers have defined social justice in various ways, none of which can be considered as an exhaustive treatment of the topic. Various researchers have offered complex theories that illustrate the broad meaning of social justice. For example, Constantine et al. (2007) portrayed social justice as the fair and equal distribution of resources, rights and treatment for everyone, regardless of their immigration status, race, ethnicity, age, socioeconomic status, religious heritage, physical ability or sexual orientation. Rawls (1971) believed in two principles of justice, the equal liberty principle and the difference principle. The former principle emphasises that there should be an equal distribution of basic rights and liberties, including the political liberty to vote and run for office, freedom of speech and assembly, liberty of conscience, freedom of personal property and freedom from arbitrary arrest. The latter principle justifies social and economic inequalities only when they benefit the people who are worse off. North (2008) observed that social justice has mostly been defined in two ways. While some have concentrated their efforts on demands for equitable social processes, including the recognition of and dignity for marginalised or subjugated groups (e.g. Young, 1990, 2011), others have emphasised a fairer distribution of resources (e.g. Rawls, 1999, 2001). Recently, Bell (2016) stated that the above two approaches were intertwined. He believed that pursuing social justice necessarily involves both resources and recognition. Bell (2016) also claimed that social justice is both a goal and a process. He added that the goal of social justice is to build a world in which all social identity groups can fully and equitably participate in shaping a society that meets their mutual needs. Here, the process of achieving social justice should be based on principles that can be described as 'democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change' (Bell, 2016, 21).

The United Nations' 2006 document *Social Justice in an Open World: The Role of the United Nations* may offer a 'more official' definition of social justice. This stated that 'social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth' (United Nations, 2006, 7). It also maintained that 'the conception of social justice must integrate these dimensions, starting with the right of all human beings to benefit from a safe and pleasant environment; this entails the fair distribution among countries and social groups of the cost of protecting the environment and of developing safe technologies for production and safe products for consumption' (United Nations, 2006, 7). Moreover, the report emphasised sustainable growth and a respect for the integrity of the natural environment and resources so that future generations can enjoy a beautiful and hospitable world.

According to the above definitions, it seems that research has often led to somewhat different conceptions of social justice. Nevertheless, social justice has generally been equated with the notions of equality and equal opportunity, which promote a just society by challenging injustice and valuing diversity. Social justice also suggests an equitable distribution of fundamental resources and a respect for human dignity and diversity, such that no minority group's interests and struggles are undermined, and with forms of political participation enabling all groups become a voice for change. In practice, social justice looks at what sort of practices are fair. For instance, how do we ensure equal rights and opportunities, be they economic, political, educational or social? (CRESJ, 2016).

# Social Justice Education

Many people tend to confuse social justice education (SJE) with multicultural education, diversity and equity, using these terms interchangeably. (Lee, 2011). In fact, SJE has been confluent with concepts such as multicultural education, critical pedagogy, queer theory, postmodernism and post-colonialism (Adams, 2016). Additional concepts that reinforce the goals of SJE may pertain to inclusion, diversity, equality, the well-being of individuals and societies, critical analysis, transformative learning, feminism, development education and global citizenship education. Thus, SJE does not seem to be equivalent to any particular perspective or concept mentioned above and instead transcends and includes them all. Rather than just concentrating on accepting cultural diversity and promoting cultural integration, SJE focuses on broader areas, including systems of oppression, power, privilege and the processes that perpetuate social inequality (Hackman, 2005; Picower, 2011).

SJE focuses on perceptions of fairness, the differential rates of access and achievement visible across individuals and social groups and the issues related to learning and teaching (CRESJ, 2016). SJE courses not only impart content but also engage participants in examining the social identities, power, privilege and structural inequalities in both society and their own lives (Adams, 2016). Hackman (2005) agreed that SJE pays close attention to the systems of power and privilege that worsen social inequality, facilitating the learners' critical analysis of oppression on institutional, cultural and individual levels, and highlighting opportunities to engage in social change. Hackman summarised what an effective SJE course should look like: 'To be most effective, SJE requires an examination of systems of power and oppression combined with a prolonged emphasis on social change and student agency in and outside of the classroom' (Hackman, 2005, 104).

According to Bell (2016), the goals of SJE consist of four aspects:

1. Enabling individuals to develop the critical analytical tools necessary to understand the structural features of oppression and their own socialisation within oppressive systems
2. Helping participants to develop the awareness, knowledge and processes needed to examine issues of justice/injustice in their personal lives, communities, institutions and the broader society
3. Connecting analysis to action
4. Helping participants to develop a sense of agency and commitment, along with the skills and tools needed to work with others to interrupt and change oppressive patterns and behaviours in themselves and in the institutions and communities of which they are a part

The learning of social justice may stir strong emotions in some participants, especially when they are exposed to new information that contradicts their established beliefs. After learners reach a certain level, they may have developed a greater personal awareness and an ability to think critically, thus allowing them to counter dominant narratives, initiate change in themselves and even take action to remedy injustice. Therefore, social justice educators should be fully trained and prepared to anticipate these changes in learners and to help manage their strong emotions. To this end, educators need to develop a well-designed curriculum and appropriate pedagogical approaches for different levels of learners.

## Curriculum Design

For this TDG project, the design of the curriculum and pedagogy for the social justice study unit used SJE research as its theoretical basis. A well-designed curriculum is a powerful tool for effective facilitation. Marchesani and Adams (1992) identified four dimensions to consider when addressing diversity and equity in the context of a lecture, including instructor, students, curriculum, and pedagogy. Quite simply, these four dimensions address these questions: 'Who are we as instructors?' 'Who are our students?' 'What do we teach?' and 'How do we teach it?' In the planning and implementation of this TDG project, we considered the diversity of learning among participants and the issues of equity that surround student participation.

## Who are we as instructors?

Hackman (2005) stated that without the following areas of knowledge, educators are unable to provide students with necessary information and context. He described three kinds of content mastery that social justice educators must possess:

1. Factual information
2. Historical contextualisation
3. Macro-to-micro content analysis

According to Picower (2012), social justice educators should have a sense of injustice that points to the emerging nature of their understanding of inequality. They should have an understanding that injustice is morally wrong, and they should develop a sense of empathy for people whose life has been marked by pain and oppression. This awareness of injustice can motivate students to learn more about issues such as racism and poverty. SJE requires that educators are able to engage on three levels:

1. Using political analysis to recognise how injustice creates and maintains oppression on multiple levels;
2. Being willing and able to integrate social justice analysis into their classroom teaching;
3. Having the mindsets and skillsets to expand their social justice work outside the classroom as activists, in collaboration with students.

The lecturer of this TDG social justice education project has taught from the social justice perspective and used the ideas and principles described above. Some of the teaching highlights are shown below.

The above photo shows how the lecturer used a photo to explain the concept of social justice and its application in real lives. As a social justice educator, one should understand social justice concepts and be able to explain their definitions, content and historical contexts (Hackman 2005).



The above photo shows the lecturer describing the concept of the Gini Coefficient so that students can apply it to analyse social issues such as the poverty gap. Undoubtedly, using factual information and historical contexts is necessary for teaching topics in the social justice area. This study unit emphasised such a pedagogical approach, and it presented a macro-to-micro analysis of

social injustice to help students develop a sense of empathy for others. To develop an awareness of social justice among students, various perspectives were introduced in the first lecture, including those of John Rawls (1971), David Millar (1976) and the United Nations (2006). In the second and third lectures, four social injustice issues were introduced and the students were asked to examine them in relation to issues such as economic justice, racial justice, climate justice and food justice.

## Who are our students?

The participants in this TDG project, even as undergraduate students, may have a variety of backgrounds, interests, expectations, needs, experiences and learning preferences. Some of them may have been raised in families that discussed social issues, while others may be less comfortable with such discussions. Some of the participants may have had previous experience learning about social justice, while others may not even understand the basic concepts. Some may have had positive experiences while others may have had negative ones. Therefore, we should know more about our students to help us develop appropriate intended learning outcomes, teaching methods, learning materials and activities, thus allowing us to anticipate participants' reactions and student-student interactions. A different pedagogy may be adapted when teaching different participants. For example, for novice groups, one may consider focusing on clarifying concepts and definitions, while for experienced groups, one may review concepts and definitions as a prelude to applying social justice theories to real-life issues.

To know more about the participants, teachers may pose questions in a welcoming activity to obtain relevant information:

- Can you introduce yourself?
- Have you previously taken any course on social justice? If so, could you share some of those experiences with us?
- Do you like discussing controversial social issues with others? Why or why not?

For the TDG project study unit, we had expected that over a half of the participants would be novice because a quarter of them were mainland Chinese, and the learning of social justice is not common in mainland China. Therefore, the three-lecture study unit aimed to develop personal awareness, teaching the students to master the main social justice concepts. This included introducing social injustice issues and enabling the students to apply social justice theories to real-life cases of injustice. In fact, before teaching the first session, we asked the participants to fill in a pre-teaching questionnaire that included the item of whether they had previously had a social justice sesson. As expected, about half of them replied that they had never had such an experience.

However, when learning about social justice, the participants were often exposed to perspectives and information that contradicted what they believed or what they might have still regarded as the truth, beliefs shaped by family, school, religious authorities or the media. At that point, the participants sometimes questioned the instructor's authority or displayed a variety of emotions. As an educator, one should consider the participants' emotions and possible reactions before teaching. Adams (2016) listed some of the possible strong emotions of participants:

'Participants may feel a range of apparently contradictory feelings. Some may feel anxious that they will say or do something stupid or wrong, or that they will unintentionally insult or antagonize other participants. Others may feel excited about being able to share their perspectives and learn from their mistakes. Some may worry about exposing aspects of their own marginalized identities that they do not want to reveal to strangers—and/or they may feel relief at being able to discuss these issues in a supportive setting. Participants may be unsettled by the disconnect between what they learned at home or from peer groups about peoples from marginalized groups, and what they are now being exposed to in a social justice workshop or course—and they may feel relief and appreciation to find their questions and feelings reinforced and valued in SJE. Participants may feel fear of being overwhelmed by complex and challenging conceptual frameworks that are entirely new to them, and concepts that challenge their current world view—and they may eagerly welcome the opportunity to think deeply and explore new ideas. Participants may feel anger and outrage about historical and current instances of inequality and injustice' (Adams, 2016, 60).

## What do we teach?

Three main goals of SJE are as follows: to increase personal awareness, expand knowledge, and encourage action. First, it is crucial for educators to set intended learning outcomes for teaching (Adams, 2016). For example, a higher level of cognitive learning outcomes, such as critical analysis and critical thinking, is to be expected when teaching an experienced group. In contrast, when teaching a novice group, a lower level of cognitive learning outcomes is to be expected. Based on learning outcomes, educators can create the teaching materials and activities that best fit the needs of the group.

Fink (2013) suggested three questions for setting learning outcome goals:

- What do you want learners to know?
- What do you want learners to be able to do?
- What critical perspectives do we want learners to understand and practice using?

Using the TDG project study unit as an example, we can set clear and realistic learning outcome goals:

- What do we want learners to know?

We want the learners to become familiar with the concepts of social justice, and to develop an in-depth understanding of certain controversial real-life social injustice issues.

- What do we want learners to be able to do?

We want the learners to be able to apply the social justice perspective as a learning method for analysing and evaluating social and political issues, thus helping them to develop their ethical decision-making ability.

- What critical perspectives do we want learners to understand and practice using?

By equipping the learners with a conceptual lens and understanding of how methods of 'social justice' contribute to their learning, the participants can use the social justice perspective to form value judgements and to evaluate underlying issues of social justice and fairness, thus moving beyond common analytical methods such as cost-benefits analysis. This approach enables them to consider the perspectives of those who are socio-economically different from them, especially those in vulnerable or socially disadvantaged groups.

# How do we teach?

First, teachers should understand that SJE courses may likely combine learners with different ideas and engage them in discussion. These learners may have different academic capabilities and be of a different gender, race, social class or religion, and with different life experiences, thus resulting in divergent perspectives. Giving them the opportunity to share their views, especially if they come from different educational or ethnic backgrounds, is an effective learning method for creating an open classroom (Adams, 2016). In this process, learners may be shocked by the details of real-life cases that contradict what they believe, so much so that they may be unwilling to engage in discussion or dialogue. Thus, one may expect the participants to resist new knowledge and new opinions. One may also expect strong emotions from some participants because social justice perspectives may deny them their own platform on certain social issues. It is important to be patient and encourage discussion, rational dialogue, scientific inquiry and critical thinking.

### Developing a critical consciousness

Bell (2016) suggested that social justice learners build a critical consciousness. Critical consciousness means 'working in solidarity with others to question, analyze, and challenge oppressive conditions in their lives rather than blame each other or fate' (Bell, 2016, 38). Critical consciousness aims to build an awareness of the social and political factors that contribute to the creation of oppression; to analyse how oppression is perpetuated and how it affects various stakeholders in the system; and to take action that promotes social justice. Therefore, it is recommended that teachers analyse how social problems or even oppression can create and sustain the injustice faced by various stakeholders in the system. For teaching novice groups, it is good to teach basic concepts and raise controversial issues such as economic injustice, racial discrimination and climate injustice. This may stimulate the analysis of social injustice and link injustice to oppression.

### Open and democratic classrooms

The classroom environment is also an important factor. Picower (2012) emphasised that social justice educators have to be able to work both inside and outside of the classroom for social change. Inside the classroom, social justice educators should develop caring and respectful relationships with students, create a democratic atmosphere, and enable their students to analyse and challenge oppression. Teachers may create a socially just learning environment so that there is congruence between what the learners are learning and how they are learning it. For example, a lecturer may use class activities such as group discussions, group debates, mind maps and presentations to encourage students to voice their opinions and conclusions in front of others.

Outside the classroom, students may be advised to work as activists to take action and challenge the oppressive systems that create social injustice. Ludlow, Enterline and Cochran-Smith (2008) argued that teaching for social justice not only requires knowledge of content, pedagogy and culture, but also involves teachers' commitment to take part in social movements as activists. For this TDG project study unit, the lecturer shared his experience of social understanding, along with his experience outside the classroom, to remind students of their rights and responsibilities as Hong Kong citizens. For example, the lecturer shared his experience with voting and community service experience, along with his experience in conducting analyses from angles that accounted for the differing interests of various stakeholders. This can be an example of sharing the lecturer's experience of civic activism 'outside of the classroom'.

## Class activities

Class activities are essential when teaching social justice because the participants may have a variety of backgrounds, interests, expectations, needs, experiences and learning preferences, all of which may contribute to meaningful discussion. Examples of such activities include videos, small-group discussions, large-group discussions, group presentations, writing prompts, case studies, role playing, brainstorming and worksheets. Before one designs an activity, the following questions may be addressed:

- How large is the classroom?
- Do you have the right technology to conduct that activity?
- Do you need any additional equipment for the activity? Are there any logistical problems?
- Can you organise the activity outside the classroom?
- What time of day is the class? Outdoor activities may be affected by wind/rainfall/sunshine.

Teachers may also consider scheduling a low-risk activity before a high-risk one. This may help learners feel comfortable with their participation. For example, individual reflection, which is a lower risk activity, could be implemented before a group discussion, which is an activity with higher risk.
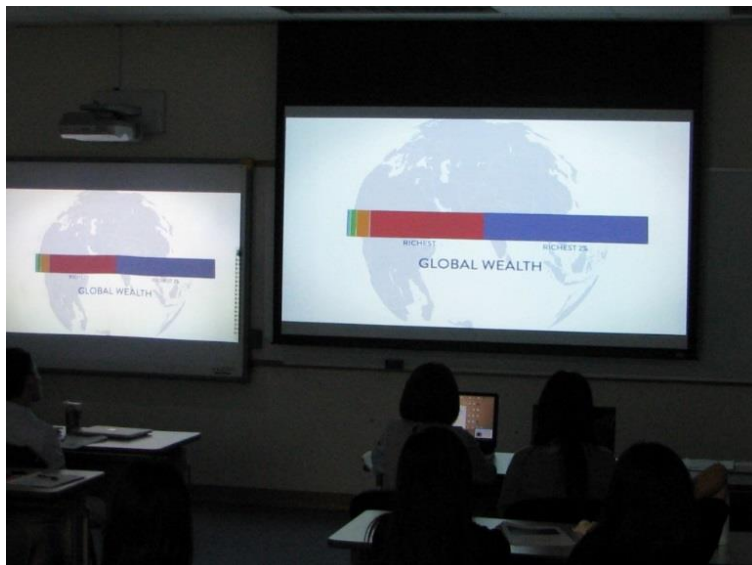
For the TDG project study unit, the lecturer utilized multiple methods to pass on factual information to the students. The above showed the students were watching a video which told them about the unequal distribution of global wealth.



Inside the classroom, an open and democratic classroom was created. Other that utilizing video to teach, the lecturer also utilized class activities, such as group discussion, group debates, mind map, and presentation, to encourage students express their thoughts with the other participants. The above showed that the lecturer was reviewing the answers for one of the groups in a group activity during lecture.
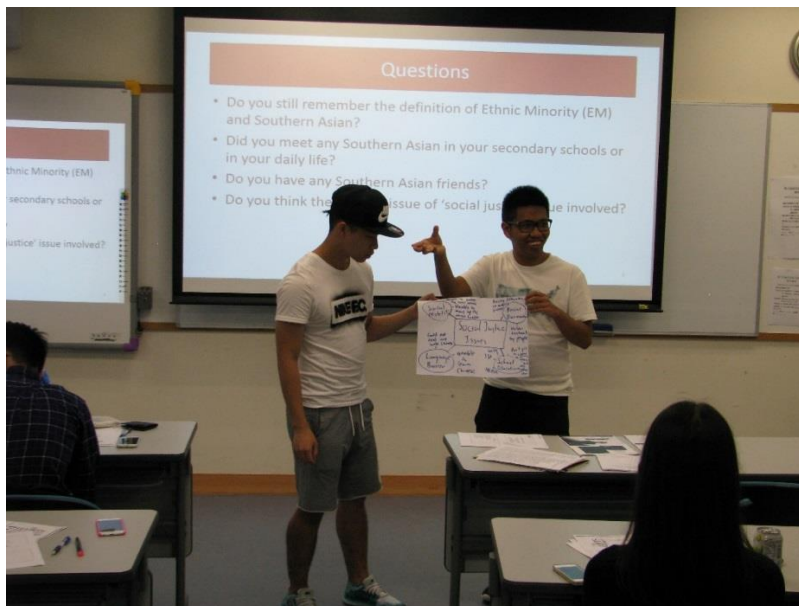


The above showed a group of students was presenting in front of the class after the learning of racial justice. That activity was a reflection activity. Students were grouped together for reflection

on what they have learnt and write down their consolidated learning in a concept map. Then, each group did a reflection presentation in front of other students.

**<u>Using everyday life examples</u>**

Freire (1970) suggested that the pedagogical materials should be drawn from the everyday lives of participants, and were recognizable and meaningful to them. Indeed, using examples which participants usually encounter in their real-life can facilitate participants' imagination and understanding of the concepts. For instance, the TDG project study unit used EdUHK as an example of promoting social justice. The lecture slides are as below:



As the participants of the study unit were EdUHK undergraduate students, the EdUHK's efforts toward social justice have been introduced. During the lecture, a leaflet was demonstrated to the participants. The leaflet showed how the EdUHK supported its students with difficulties.
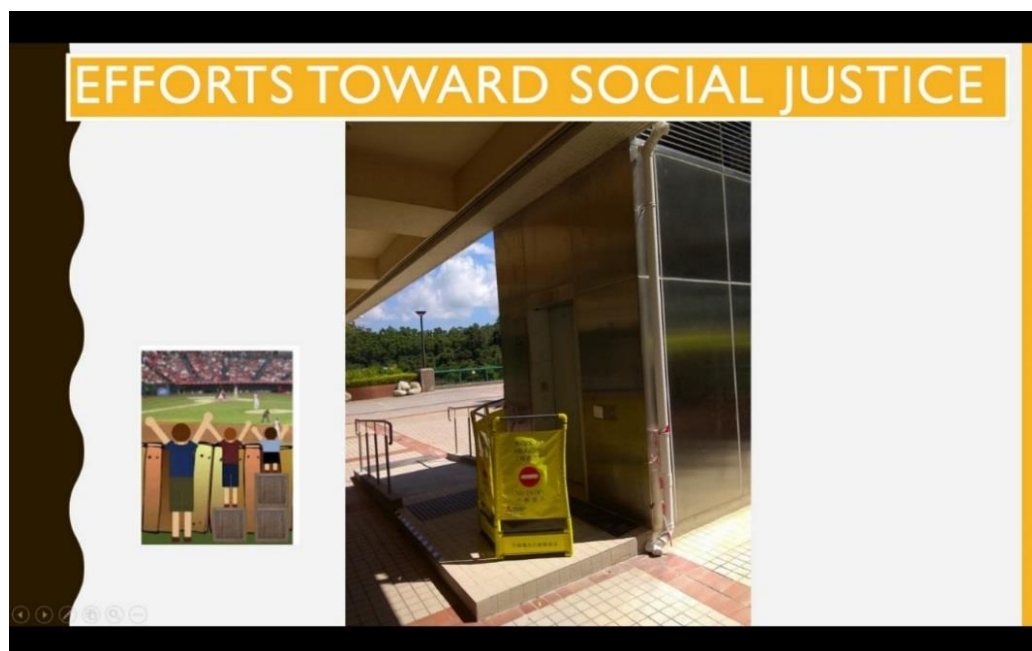
The EdUHK built a new lift at its main campus mainly for the disable people's conveniences. This is also an example to show how the EdUHK support the disable students.

Also, real-life example of poor family was demonstrated. The clear description of the family with picture shown facilitated the imagination of the participants. The lecture slides were shown below:

## WORKING POVERTY – CASE STUDY

Case study:

kum's family

4-people household family

阿琴
四人家庭
家庭月入約$16000

(TVB《星期五檔案》, 2016)

## WORKING POVERTY – CASE STUDY

- Kum's flat has no window and only have one single bed.
- Every night she sleeps with her two children. Her husband sleeps in the morning after work.
- Kum spent $4000 on her flat. Therefore, only $12,000 left for her to spend for her family's (four people's) living cost.
- Kum's family have applied public housing six years ago and they are still waiting.

(TVB《星期五檔案》, 2016)

(TVB《星期五檔案》, 2016)

# Sample Design for Teaching Social Justice

The below is a sample design for teaching social justice in 4 lectures. We suggest each lecture lasts for 3 hours. The below provides a reference for you to design a social justice curriculum.

## <u>Session 1</u>

1. Welcome Activity
2. Introductions
3. Creating Learning Community
4. Introducing Social Justice Theories and Concepts

### <u>Learning Objectives</u>

1. Developing a collaborative and respectful learning community, create a comfortable environment for learners, and set norms for the class.
2. Clarifying social justice concepts and distinguishing the difference between SJE and other related education (e.g. diversity education).
3. Introducing key social justice theories in depth

### <u>Key Concepts</u>

1. John Rawl's A Theory of Justice (1971)

The principle of equal basic liberty for all each person is to have an equal right to the most extensive basic liberty that is compatible with similar liberty for others, including freedom of thought, political liberties, freedom of speech and press, freedom of assembly, the liberty and integrity of the person, freedom of movement and choice regarding occupation.

The difference principle: Social and economic inequalities are allowed if these result in benefits for everybody, and in particular for the least advantaged members of society. * Society may undertake projects that require giving some people more power, income, status, etc. than others. For example, paying upper management more than assembly line workers provided that least advantaged people have access to these positions and the project will make life better for the people who are currently worse off.

2. David Miller's Principles of social justice (1976, 2003)

Miller proposes a pluralist account of social justice, arguing that there can be no single measure of justice. Miller argues that, while there needs to be a culture of social justice that pervades the major social institutions and guides politicians and officials and voters, it must also constrain people's everyday behavior even when they are not in a formal institutional role. Miller argues that principles of justice must be understood contextually, with each principle finding its natural home in a different form of human association. Miller states that the most 'just' distribution depends on the type of relationship between the people involved. Three principles of social justice (David Miller, 1976, 2003) includes: the principle of desert, the principle of need, the principle of equality.

**<u>Suggested Activities</u>**

**Welcome**: Participants introduce themselves one by one to let them know each other; you may introduce classroom norms and may remind learners to raise their hand when they feel 'injustice' and then start the teaching.

**Introduction:** You may ask the participants question 'What is social justice?' After you hear a few answers, you may explain it very briefly, and then start the teaching of theories.

**Introductory activity**: After explaining the definition of social justice, you may organize an introductory activity to check the learning progress of the participants and to strengthen their understanding of the concept of social justice. The below attached a sample introductory activity sheet and a sample introductory grouping activity sheet for your reference. (Please read page 25 – page 27)

**Closing activity:** You may ask the participants question again: 'What is social justice?'; You can review some key concepts of social justice theories, bring a closure to this segment before transitioning to a different topic.

**<u>Lecture Slides Sample (Sesson 1)</u>**

**SOCIAL JUSTICE CONCEPTS**

Dr. Chong King Man, Eric (莊璟珉)
Department of Social Sciences, EdUHK

- Citizens in this globalization era should be willing and competent to uphold **core values** such as democracy, human rights, rule of law, **social justice** (Westheimer and Kahne 2004).

But,
- What is 'social justice'?
- Is that a synonym of 'social equality'?

**WHAT CAN YOU NOTICE?**

Is this Justice?     Is this Justice?

**NAME THE CONCEPTS!**

Equality     Justice

**SOCIAL JUSTICE THEORIES**

- John Rawls (1971) *A theory of Justice*
- David Miller (1976) *Principles of social justice*
- United Nation (2006) *Social Justice in an Open World: The Role of the United Nations.*

**Principles of Social Justice**
David Miller

Product Details:
PAPERBACK
$34.00 - £26.38 - €30.50
ISBN 9780745620747
Publication: September 2004
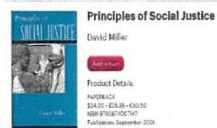
**JOHN RAWLS (1971): A THEORY OF JUSTICE**

- Rawls's hypothetical (假設性的) 'original position': the state in which no one knows what place he or she would occupy in the society to be created.

- This hypothetical original position can be approximated by using the thought experiment of the **veil of ignorance** (無知之幕)

- Veil of ignorance: Everyone was **behind the 'veil of ignorance'** and so no one knows in advance about their gender, race, age, intelligence, wealth, skills, education and religion, etc.

veil of ignorance

## JOHN RAWLS (1971) A THEORY OF JUSTICE

- If no one could know what place he or she would occupy in the society being formed, what arrangement of the society would a rational person choose?

- Rawls maintains that the choice would be for a social structure that would best benefit the unknowing chooser if she or he happened to end up in the least desirable position.

- Thinking: If you don't know you would be a dishwasher or a city banker, how do you view taxation? If you don't know your race, how do you view discrimination? If you don't know your gender, how do you view sexual harassment?

## JOHN RAWLS (1971) A THEORY OF JUSTICE

Rawls said a theoretical person, under "the veil of ignorance" would choose two general principles of justice.

| The principle of equal basic liberty for all | Each person is to have an equal right to the most extensive basic liberty that is compatible with similar liberty for others. Includes:<br>• Freedom of thought<br>• Political liberties<br>• Freedom of speech and press<br>• Freedom of assembly<br>• The liberty and integrity of the person<br>• Freedom of movement and choice regarding occupation |
|---|---|
| The difference principle | • Social and economic inequalities are allowed if these result in benefits for everybody, and in particular for the least advantaged members of society.<br><br>• Society may undertake projects that require giving some people more power, income, status, etc. than others. For example, paying upper management more than assembly line workers provided that least advantaged people have access to these positions and the project will make life better for the people who are currently worse off. |

## LIBERALITY V.S. RAWLS' JUSTICE

- Which ideological system could satisfy Rawl's Social Justice?

- Can Liberality satisfy Rawl's Social Justice?

- Liberality: free market, job opens to everyone, career opens to talent.

  - Rawls argued the result is not going to be fair. This will be biased in favor to affluent families because the children from affluent family have significantly higher chance to go into a good school and university and get a good degree. So, people start at different starting point that race is not going to be fair!

  Internet source

## MERITOCRATIC SYSTEM V.S. RAWLS' JUSTICE

- Then, can Meritocratic system make it fairer? The system suggests equal educational opportunities!

Meritocratic system:

1. Meritocratic advocates a fair equality of opportunity. In this system, it suggests that a society should set up institutions to provide equal educational opportunities to bring everyone to a similar starting point.

2. Power should be vested in individuals almost exclusively based on ability and talent; People with intelligence plus effort should be rewarded.

## MERITOCRATIC SYSTEM V.S. RAWLS' JUSTICE

- For Rawls' justice, even the system provides fair educational opportunity, it cannot go far enough in remedying or addressing the moral arbitrariness of the natural lottery. Rawls said that bringing everyone to the same starting point eliminate the influence of social contingencies and upbringing but **"it still permits the distribution of wealth and income to be determined by the natural distribution of abilities and talents".**

- To illustrate using the race scenario, although people start at a similar starting point, they finish by different orders due to some other factors, such as abilities and talents. That could be equal, but not just.

## EGALITARIAN V.S. RAWLS' JUSTICE

- How about Egalitarian system?

- Egalitarian: All humans should be equal in fundamental worth or social status (社會地位).

- To illustrate using the race scenario, Egalitarian advocacies would suggest to handicap the faster runners to level the distance between them and slower runners.

- Rawls replied by his Difference Theory. If everyone have same wage and social status, talent people would not have motivation to work and use their talent. So, people should have some differences in terms of their economic and social status, but these differences cannot be large. This arrangement could bring benefit to those 'least advantaged'. And this is the main idea of Rawls' difference principle.

- So, instead of handicapping the faster runners, Rawls suggests to encourage fast runners to make use of their talent the most and simultaneously to bring benefit to slower runners (e.g. Rich people pay more tax, and the government reassigns the tax income to the poor)

## DAVID MILLER (1976) PRINCIPLES OF SOCIAL JUSTICE

- *Principles of Social Justice*
- Miller proposes a pluralist account of social justice, arguing that there can be no single measure of justice.
- Miller argues that, while there needs to be a culture of social justice that pervades the major social institutions and guides politicians and officials and voters, it must also constrain people's everyday behavior even when they are not in a formal institutional role.
- David Miller argues that principles of justice must be understood contextually, with each principle finding its natural home in a different form of human association.
- Miller states that the most 'just' distribution depends on the type of relationship between the people involved.

## DAVID MILLAR (1976) PRINCIPLES OF SOCIAL JUSTICE

Three principles of social justice (David Miller, 1976):
1. the principle of desert
2. the principle of need
3. the principle of equality

Legal courts in Hong Kong

## DAVID MILLER (1976) PRINCIPLES OF SOCIAL JUSTICE

- In 'solidaristic communities,' where people identify themselves as holding a shared culture or belief, distributions should be made in accordance with need (e.g. family or church group).
- In 'instrumental associations', where people are acting together with a common purpose but each for their own good (and not necessarily sharing a common identity or 'conception of the good'), justice is best served by allocating by desert (e.g. in the workplace). Contributions should be recognised with proportionate (合乎比例的)rewards.
- In 'citizenship', where people are related through political and legal structures (結構), equality should prevail (佔優)(e.g. in countries). Miller's definition of equality involves equal status for members by the allocation of equal civil, political and social rights. Equal social rights entails the equal ability to make use of the political and civil rights, and therefore demands a welfare state and some redistribution of wealth.

## U.N. (2006) DEFINITION OF SOCIAL JUSTICE

- The term "social justice" was first appeared in the Declaration on Social Progress and Development (社會發展宣言) in 1969.
- The United Nations' 2006 document *Social Justice in an Open World The Role of the United Nations*, states that "Social justice may be broadly understood as the fair and compassionate distribution of the fruits(成果) of economic growth."
- "Currently, maximizing growth appears to be the primary objective, but it is also essential to ensure that growth is sustainable (可持續的), that the integrity(完整) of the natural environment is respected, that the use of non-renewable (不可再生) resources is rationalized(合理化), and that future generations are able to enjoy a beautiful and hospitable earth."
- "The conception of social justice must integrate these dimensions, starting with the right of all human beings to benefit from a safe and pleasant environment; this entails the fair distribution among countries and social groups of the cost of protecting the environment and of developing safe technologies for production and safe products for consumption."

## UN (2006) DEFINITION OF SOCIAL JUSTICE

- The United Nations, with its efforts to strengthen the role and contribution of civil society, is taking the lead and paving the way for international and global democracy, a prerequisite (先決條件) for global social justice.
- Two of the greatest indicators of progress during the past century are the increased equality of men and women and the growing recognition that human beings are both guests and custodians of the planet earth.

## REFERENCE

- David Millar (1976) Principles of social justice. USA: Harvard University Press.
- John Rawls (1971) A theory of Justice. USA: Harvard University Press.
- United Nation (2006) *Social Justice in an Open World The Role of the United Nations.* New York: United Nations. Online from: https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf
- Westheimer and Kahne (2004) What kind of citizen? The politics of educating for democracy. American educational research journal.

**<u>Introductory Individual Activity Sheet Sample (Session 1)</u>**

**<u>Equality vs Justice Exercise:</u>** Review the examples below. Does the situation described seem just? How is it unjust? If it doesn't seem fair, what are some things that could be done to make it more just? Note: there might be different solutions to reach a justice solution.

| Scenarios | Fair? If not, what could be done to make it more just? |
|---|---|
| A city has three times more park space per resident in its north part than in its south part. | |
| Access to computers and to the internet is not the same in all schools in the city. | |
| A city is having financial problems and has made a decision to cut its budget for its 25 community centres. It cuts the budget by having the same reduction in closing hours for all centres. | |
| A community with lower income and a higher percentage of people of colour compared to the rest of the city has the highest air pollution levels and the highest asthma hospitalization rates in the city. | |
| A meeting has been planned to discuss the clean-up of a contaminated site in a community; it will be held in English. However, approximately 25% of people in the community do not speak English as a first language. | |
| One community has less access to healthy and affordable food than the rest of the city and has requested funding and assistance to build a community garden. The City has recognized that there is an issue of historically unequal treatment in this neighbourhood and has agreed to the request. | |

**Equality vs Justice Exercise's teacher guide: Participants may have multiple ideas on how to respond Scenarios**

| Scenarios | Fair? If not, what could be done to make it more just? |
|---|---|
| A city has three times more park space per resident in its north part than in its south part. | No.<br>-Develop more park space in the southern part of the city |
| Access to computers and to the internet is not the same in all schools in the city. | No.<br>-Give more money to schools where there are less computers or less access to the internet<br>-Make sure that computer labs stay open for kids who may not have computers at home. |
| A city is having financial problems and has made a decision to cut its budget for its 25 community centers. It cuts the budget by having the same reduction in closing hours for all centers. | No.<br>-This is equal treatment but it assumes that all community centers need the same hours.<br>-Determine which communities might need more hours due to other concerns |
| A community with lower income and a higher percentage of people of color compared to the rest of the city has the highest air pollution levels and the highest asthma hospitalization rates in the city. | No.<br>-Government agencies work to reduce pollution in that area by tightening regulations<br>-Support the affected community to address pollution concerns |
| A meeting has been planned to discuss the cleanup of a contaminated site in a community; it will be held in English. However, approximately 25% of people in the community do not speak English as a first language | No.<br>-Hire translators<br>-Have one meeting in another language |
| One community has less access to healthy and affordable food than the rest of the city and has requested funding and assistance to build a community garden. The City has done some research and found that this area has a history of unequal treatment and agreed to the request. | Yes.<br>-The City is responding to fairness concerns. But this does not absolve them from solving other issues of inequity in the community |

**Introductory Grouping Activity Sample (session 1)**

**Develop you own scenario (5mins)**

| Scenario | Fair? If not, what could be done to make it more just? |
|---|---|
| | |

- Group a group of three
- Share your own designed example of equality and justice scenario to your groupmates.
- Discuss whether the scenarios are equality or justice, inequality or injustice.
- Instructor will then pick some of the group and that group need to read their favourite scenario of the group out loud to everyone!
- Instructor will pick some of them as the examples for next year's student!

# Session 2

1. Review of the main points of previous lecture
2. Introductions of economic justice
3. Measurement of Poverty: Gini Coefficient and Poverty Line
4. Local Poverty Problem
5. Efforts toward Economic Justice
6. Closing Activity

## Learning Objectives

- Understandings of local economic injustice problem in depth
- Learnings of the tools to measure poverty and economic injustice, such as Gini Coefficient and Poverty Line
- Reviewing how the government, NGOs and the others remedy the problem of economic injustice in Hong Kong
- Applying social justice theories into economic justice issue

## Key Concepts

U.N. (2006) reported that, in modern society, poverty reduction and overall improvements in the standard of living are attainable goals that would bring the world closer to social justice. The United Nations' 2006 document Social Justice in an Open World: The Role of the United Nations, states that "Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth.'' However, there is little indication of any real ongoing commitment to address existing inequalities. Regarding Hong Kong, the gradually increase of Gini coefficient of Hong Kong indicates the income inequality is continually increasing, from 0.518 in 1996 to 0.539 in 2016. The Census and Statistics Department (2017) reported that Hong Kong is the world's second-most unequal city in terms of income, according to the household income distribution.

## Glossary

- ▶ Economic Justice (經濟公義)
- ▶ Gini Coefficient (堅尼系數)
- ▶ Poverty Line (貧窮線)
- ▶ Social Stratification (社會分層)
- ▶ Relative Poverty (相對貧窮)
- ▶ Absolute Poverty (絕對貧窮)
- ▶ Working Poor (在職貧窮)

**Suggested Activities**

**Video**: Two videos are suggested to use in Session 2. The first one which is in Cantonese filmed several poor local families' lives in Hong Kong and showed what difficulties these families face. Instructors are suggested to calculate the living costs of those poor families with the participants. Another suggested video which is in English reported the unequal distribution of wealth in the world. You can show the video to the participants at the beginning of the lecture or at the middle of the lecture, depend on your curriculum design. You can use both or one of the videos depend on your teaching content (i.e. local poverty or global inequality). The suggested videos are as below:

- TVB《星期五檔案》(2016) 貧窮線上. Online from:
  https://www.youtube.com/watch?v=1bunNUR5WuY
- TheRulesOrg (2013) Global Wealth Inequality. Online from:
  www.youtube.com/watch?v=uWSxzjyMNpU

**Group discussion**: It can be arranged after you teach about certain concepts. For example, after you teach about poverty line of Hong Kong, you may ask the following question(s):

- What are the advantages of establishing a poverty line?
- Which poverty line (government / Oxfam) would you prefer?

**Closing activity**: one of the most important features for teaching social justice is to apply social justice theories into real-life social injustice issues. You may raise questions to lead the participants to apply the theories into the economic injustice issues. It can facilitate and consolidate the participants' learning of social justice and also for you to check the learning progress of the participants. A group discussion activity may be arranged for the closing activity. Then, each group may present their view after their discussion. An example question is as below:

Can you apply John Rawl's a theory of justice into the local poverty issue in Hong Kong?

The question may be answered by John Rawl's difference principle which claimed that social and economic inequalities are allowed if these result in benefits for everybody, and in particular for the least advantaged members of society. But, in Hong Kong, it seems not at all, right?

**Lecture Slides Sample (Session 2)**



## ECONOMIC JUSTICE

Dr. Chong King Man, Eric (莊璟珉)
Department of Social Sciences, EdUHK

## ECONOMIC JUSTICE

- Economic justice (經濟公義) is a component (元素) of social justice.

- Economic justice is a set of moral principles(道德原則) for building economic institutions, the ultimate goal of which is to create an opportunity for each person to create a sufficient (足夠的) material foundation upon which to have a dignified (尊嚴), productive(生產性), and creative (創意的)life beyond economics. \

- "... material goods, especially wealth, which most people would consider the most important concern of social justice" (David Millar, 1976, 22).

## ECONOMIC JUSTICE

- U.N. (2006) reported that, in modern society, poverty reduction and overall improvements in the standard of living are attainable goals that would bring the world closer to social justice. However, there is little indication of any real ongoing commitment to address existing inequalities.

- U.N. (2006) also reported that, when income and income-related inequalities (與收入有關的不平等) reach a certain level, those at the bottom of the socio-economic ladder are no longer in a position to enjoy many of their basic rights (基本權利). Inequalities tend to intensify and accumulate.

## ECONOMIC JUSTICE

- "It appears that in the majority of countries around the world, both income inequality and extreme poverty have increased ... In Asia, income inequality has grown very rapidly and dramatically in some countries, including China (whose Gini index is believed to have risen from 25 to 37.2 per cent between 1984 and 2000)" (United Nation, 2006, 30).

- How about HONG KONG?

### Hong Kong household income inequality rises to record high, census shows

Hong Kong's household income inequality rose to a record high last year, a government by census has shown.

The Census and Statistics Department announced that the city's socio-economic based on monthly household income in 2016 was 0.539. Higher scores represent greater inequality.

## BUT, WHAT ARE THE PROBLEMS?

Internet source

### What hope for the poorest? Hong Kong wealth gap hits record high.

## GINI COEFFICIENT (堅尼系數)

- Gini coefficients: a measure of statistical dispersion intended to represent the income or wealth distribution of a nation's residents, and is the most commonly used measure (量度) of inequality (不平等).

- It can theoretically (理論上) range from 0 (**complete equality**) to 1 (**complete inequality**).

- When the Gini coefficient increases, the inequality increases.

- To illustrate, in case of income, Gini coefficient = 0 means that everyone have the same wage in a specific society.

## GINI COEFFICIENT

Hong Kong's Gini coefficient : Original household income

| Year | Gini coefficient |
|------|------------------|
| 1996 | 0.518 |
| 2001 | 0.525 |
| 2006 | 0.533 |
| 2011 | 0.537 |
| 2016 | 0.539 |

Source: Census and Statistics Department

The gradually increasing Gini coefficient of Hong Kong indicates that the income inequality is continually increasing.

## GINI COEFFICIENT (堅尼系數)

The Census and Statistics Department (2017b) reported that Hong Kong is the world's second-most unequal city in terms of income, according to the household income distribution.

1. New York City (0.551)
2. Hong Kong (0.539)
3. Washington, DC (0.535)
4. Chicago (0.531)
5. Los Angeles (0.531)

Closing down of business because of high rent in Hong Kong (Oriental news)

## DISPARITY OF SALARIES

esults Announcemen

| Person/ Post | Monthly salary |
|--------------|----------------|
| Canning Fok Kin-ning (Employee of Cheung Kong Holdings and Hutchison Whampoa) | $16,666,666 |
| Chief Executive | $371,000 |
| Information Coordinator of Chief Executive Office | $240,000 |
| Social Work Officer | $63,095 |
| Police inspector | $40,880-$42,110 |
| University Lecturer | $42,000 |
| Executive Officer II | $29,560 |
| Assistant Clerical Officer | $13,120 |
| Workman II | $11,570 |
| Teaching Assistant | $10,000 – $15,000 |

Lee Ka Shing and Fok Kin-ning

Chief executive Carrie Lam

Source: Social Welfare Department (2015); AppleDaily (2017)

## MONTHLY SALARY OF LEADERS (IN HK DOLLARS)

HKSAR Chief Executive
$371,000

U.K. Prime Minister
$139,732

U.S. President
$259,000

P.R.C. President
$14,439

Source: Tinmars, 2015

## The ageing population of Hong Kong

- In 1981, those over 65 year-old were about 344,300, accounting for 6.6%.
- In 2003, the elderly rose to 798,200, accounting for 11.7%.
- An estimation is that at around 2031, elderly numbers can reach 2,120,000, thus accounting for 24.3%, or an average of one elderly per four persons
- The primary reasons are low birth rate and lower life expectancy

本港65歲及以上人口

## POVERTY LINE IN HONG KONG

- **Poverty line (貧窮線)** is the minimum level of income deemed adequate (足夠) in a particular country.

- **Absolute poverty** is a condition characterised by severe deprivation (嚴重匱乏) of basic human needs, including food, safe drinking water, sanitation (衛生) facilities, health, shelter, education and information. It depends not only on income but also on access to services.

- **Relative poverty** (相對貧窮) is the condition in which people lack the minimum amount of income needed in order to maintain the average standard (平均水平) of living in the society in which they live.

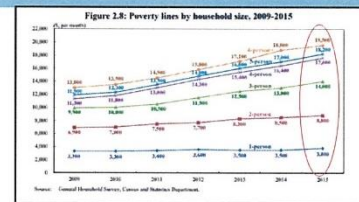- **Minimum Wage (最低工資)** is the offiical amount of wage in Hong Kong

## POVERTY LINE IN HONG KONG

- There are two mainstream approaches to setting a **poverty line**:

1. The concept of **absolute poverty** (絕對貧窮) identifies individuals who cannot meet a level of "minimum subsistence" or "basic needs" as poor.

2. The concept of **relative poverty** (相對貧窮) focuses on living standards below those of the general public, which is consistent with the guiding poverty alleviation (舒緩) principle of enabling different strata (階層) of the society to share the fruits of economic development.

## POVERTY LINE IN HONG KONG

- In 2013, Hong Kong government first established a **poverty line** for Hong Kong based on the concept of '**relative poverty**' (相對貧窮).

- A household who, **earns less than half of the median(中位數)** monthly household income, is under the poverty line. Noted that, the poverty line thresholds are set on the basis of <u>household income before policy intervention (i.e. before taxation and social welfare transfer)</u>.

- Therefore, the calculation does not include benefits, such as Comprehensive Social Security Assistance Scheme (CSSA)(綜合社會保障援助) and Old Age Living Allowance (長者生活津貼), and the Public Housing Subsidy. The government said this "avoids distortion by the Government's policy measures and reflect the most genuine situation of a household" (Government of the HKSAR, 2016).

## POVERTY LINE IN HONG KONG



Figure 2.8: Poverty lines by household size, 2009-2015

Source: General Household Survey, Census and Statistics Department.

## POVERTY LINE IN HONG KONG

- Based on the government's official poverty line:

- 970,000 citizens lived below the poverty line.

- Among them, almost 50% were working poverty, 32% were elderly.

- As Hong Kong has around 7,389,500 inhabitants in mid- 2017, almost 1,000,000 of them lived below the poverty line. So, around 1 in 8 people in Hong Kong lived under poverty line.

## POVERTY LINE IN HONG KONG

- As has been shown, in 2015, the census and statistics department announced the poverty line of Hong Kong as:
- one-person households: **HK$3,800**
- two-person households: **HK$8,800**

- After the announcement, the government faced tons of criticisms about the definition of poverty line.

## POVERTY LINE IN HONG KONG

Oxfam and many critics(批評) urged the government to set up a new official poverty line based on the principle of **absolute poverty** (絕對貧窮) rather than **relative poverty**. They argued that the poverty line set by the government was far not enough to reflect poverty in Hong Kong.

They studied 'the basic-cost-of living poverty line' of Hong Kong in 2013. They adapted the American official method to calculate and set up a '**basic-cost-of living poverty line**' for Hong Kong. They found that there should be a lot more than '1 in 8 people' in Hong Kong lived in poverty (e.g. Oxfam's poverty line for one person household is $7,344 for adults and $4,613 for elderly, comparing to the official's $3,800).

Table 6: Comparison between the basic-cost-of living poverty line and the 2013 poverty line

| Household size | Poverty line derived from the basic cost of living ($)(A) | 2013 poverty line ($)(B) | Difference (%) (A)-(B)/(B) |
|---|---|---|---|
| 1 | (Adults) 7,344 | 3,800 | 93.3 |
| | (Elderly) 4,613 | 3,800 | 21.4 |
| 2 | 9,083 | 8,500 | 6.9 |
| 3 | 12,704 | 12,700 | 0.0 |
| 4 | 15,776 | 15,550 | 1.5 |
| 5 | 17,606 | 16,500 | 3.1 |

Source: Oxfam (2014)

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## OXFAM(樂施會) METHODOLOGY OF POVERTY LINE

Using USA's daily nutritional guidelines to see how much foods should be daily consumed for different aged people.

After investigating the average price of supermarket, a minimum monthly food expenditure for different aged people had been calculated.

Table 3: Minimum monthly food costs for 5 age groups (outside dining spending included)

| | Infants (age 2-6) | Children (age 6-12) | Youth (age 12-18) | Adults (age 18-60) | Elderly (age 60 or above) |
|---|---|---|---|---|---|
| Minimum monthly food expenditure ($) | 1,002 | 1,280 | 1,926 | 1,638 | 1,621 |
| Minimum monthly food cost ($) | Children (age 2-12) 1,302 | | Adults (age 12-60) 1,632 | | Elderly (age 60 or above) 1,825 |

Source: Oxfam (2014)

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## POVERTY LINE IN HONG KONG

Hong Kong government's poverty line in 2015: **$3,800**
Oxfam's monthly food costs for an adult: **$1,632**

**Question:**
**How can the government expect a person to rent a place for living with only $3,800-$1,632= $2,168 in Hong Kong? Is it realistic?**

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## GROUP DISCUSSION (5 MINS)

1. What are the advantages of establishing a poverty line?
2. Which poverty line (government / Oxfam) would you prefer?

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## WORKING POVERTY(在職貧窮)

- The **working poor** are **working** people whose incomes fall below a given **poverty** line(貧窮線).

- Among the people below poverty line, 50% were working poor (在職貧窮人口).

- Therefore, there should be around 5 million working poor in Hong Kong.

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## WORKING POVERTY – CASE STUDY

Case study:
kum's family
4-people household family



闖琴
四人家庭
家庭月入約$16000

(TVB《星期日檔案》, 2016)

**WORKING POVERTY – CASE STUDY**

- Kum's husband works as a over-night taxi driver earns $16,000 per month.
- Kum takes care of her two child.
- Due to Kum's flat size, she takes her daughter to McDonald everyday after school to do homework and her son studies at home.

(TVB《晝明五味架》, 2016)



**WORKING POVERTY – CASE STUDY**

- Kum's flat has no window and only have one single bed.
- Every night she sleeps with her two children. Her husband sleeps in the morning after work.
- Kum spent $4000 on her flat. Therefore, only $12,000 left for her to spend for her family's (four people's) living cost.
- Kum's family have applied public housing six years ago and they are still waiting.

(TVB《晝明五味架》, 2016)    (TVB《晝明五味架》, 2016)



Bedspace apartment (床位電結)

Internet source    Internet source



Sub-divided housing unit (劏房)

Internet source    Internet source

Internet source



**EFFORTS TOWARD SOCIAL JUSTICE**

Example: What EdUHK have done?



**EFFORTS TOWARD SOCIAL JUSTICE**

**Slide 1**

## EFFORTS TOWARD SOCIAL JUSTICE

- Examples: What the HKSAR government have done?

**Social Security and related policies**

- Comprehensive Social Security Assistance (CSSA) Scheme
- Social Security Allowance (SSA) Scheme Disabled Dependent Allowance (傷殘津貼)
- Single Parent Allowance (單親家庭津貼)
- Low-income Working Family Allowance (低收入在職家庭津貼-低津計劃)
- 長者福利(生活津貼)
- Public Housing rent subsidy (公屋寬減租金)
- Etc...

**Slide 2**

## EFFORTS TOWARD SOCIAL JUSTICE

- Public housing in Hong Kong is a set of mass housing programmes through which the Government of Hong Kong provides affordable housing for lower-income residents.

- Eligible applicants will be put on the waiting list. There were about 150 200 general applications for PRH, and about 127 600 non-elderly one-person applications under the Quota and Points System. The average waiting time for general applicants was 4.7 years (Hong Kong Housing Authority, 2017).

Internet sources

**Slide 3**

Number of cases and applications by type of social security scheme

| Type of Scheme | | Number of cases (as at 31.7.2017) | Number of applications (1.4.2017 - 31.7.2017) |
|---|---|---|---|
| Comprehensive Social Security Assistance (CSSA) Scheme | | 235 306 | 13 641 |
| Portable CSSA Scheme | | 1 449 | 45 |
| Social Security Allowance (SSA) Scheme | Old Age Allowance | 240 919 | 6 998 |
| | Old Age Living Allowance | 480 057 | 15 127 |
| | Guangdong Scheme | 15 142 | 913 |
| | Disability Allowance | 144 494 | 9 256 |
| Criminal and Law Enforcement Injuries Compensation Scheme | | 409 | 84 |
| Traffic Accident Victims Assistance Scheme | | 6 176 | 2 650 |

Source: Social Welfare Department (2017c)

**Slide 4**

## COMPREHENSIVE SOCIAL SECURITY ASSISTANCE

Number of CSSA cases by nature of case (July 2017)

| Nature of case | Number of cases |
|---|---|
| Old Age | 144 612 |
| Permanent Disability | 17 273 |
| Ill Health | 23 914 |
| Single Parent | 26 722 |
| Low Earnings | 4 777 |
| Unemployment | 13 615 |
| Others | 4 393 |
| Total | 235 306 |

Source: Social Welfare Department (2017c)

**Slide 5**

## EFFORTS TOWARD SOCIAL JUSTICE

- Comparing the statistics of pre- and post- intervention of the government policies to examine the effectiveness of those schemes.

Figure 2.9: Poor population and poverty rate, 2009-2015
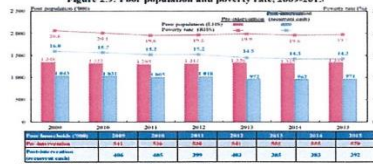


Source: General Household Survey, Census and Statistics Department.

**Slide 6**

## EFFORTS TOWARD SOCIAL JUSTICE

Table 2.2: Pre- and post-intervention poor households and population and their annual changes by economic characteristic of households, 2015

| | Poor households ('000) | | | | Poor population ('000) | | | |
|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | Annual change[a] | Change compared with 2009[a] | 2014 | 2015 | Annual change[a] | Change compared with 2009[a] |
| **Pre-intervention** | | | | | | | | |
| Economically active households | 230.9 | 228.3 | -1.6 | -24.3 | 759.2 | 755.2 | -4.0 | -74.2 |
| Working households | 209.0 | 207.3 | -0.6 | -5.9 | 705.5 | 704.7 | -0.9 | -20.5 |
| Unemployed households | 22.0 | 21.0 | -1.0 | -18.4 | 53.6 | 50.5 | -3.1 | -53.7 |
| Economically inactive households | 325.7 | 341.5 | +16.2 | +53.0 | 565.6 | 589.6 | +24.2 | -70.8 |
| **Overall** | 556.2 | 569.8 | +14.6 | +28.7 | 1 324.8 | 1 345.0 | +26.2 | -3.4 |
| **Post-intervention (recurrent cash)** | | | | | | | | |
| Economically active households | 164.3 | 158.7 | -5.6 | -35.0 | 536.8 | 520.6 | -16.2 | -113.6 |
| Working households | 145.6 | 141.1 | -4.5 | -19.3 | 491.7 | 477.4 | -14.2 | -65.8 |
| Unemployed households | 18.7 | 17.6 | -1.0 | -15.7 | 45.1 | 43.2 | -1.9 | -47.7 |
| Economically inactive households | 218.3 | 233.6 | +15.4 | +21.1 | 425.3 | 450.8 | +25.5 | -41.6 |
| **Overall** | 382.6 | 392.4 | +9.8 | -13.9 | 962.1 | 971.4 | +9.3 | -71.9 |

Note: (a): The changes are computed based on unrounded figures.
Source: General Household Survey, Census and Statistics Department

# **Session 3**

1. Review of the main points of previous lecture
2. Introductions of racial justice
3. Definitions of Ethnic Minorities and South Asians
4. Language Barriers: Biliteracy and Trilingualism
5. Low-level of upward social mobility
6. Efforts toward Racial Justice
7. Closing Activity

## **Learning Objectives**

- Recognizing the existence of local racial injustice problem in depth
- Analysis of the possible reasons of the racial injustice problem in Hong Kong
- Reviewing how the government, NGOs and the others remedy the problem of racial injustice in Hong Kong
- Applying social justice theories into racial justice issue

## **Key Concepts**

The advocacy of Mother-tongue education and Moral and National education might imply that the government forgot/ ignored a small group of Hong Kong residents in the society – Ethnic minorities, who are not Chinese and cannot speak in Cantonese or Mandarin. With more emphasis on 'biliteracy and trilingualism', failing to be proficient in Chinese would compromise academic performance and undermine the chance of getting into a post-secondary institution. Is this just? Students should consider those underprivileged Ethnic Minorities' situation.

## **Glossary**

- ▶ Racial justice (種族公義)
- ▶ Mother-tongue education (母語教學)
- ▶ Moral and National education (國民教育)
- ▶ Language barrier (語言的障礙 )
- ▶ Dialects (方言)
- ▶ Biliteracy and trilingualism (兩文三語)
- ▶ Elementary occupations (非技術工人)
- ▶ Social mobility (社會流動性)
- ▶ Policy address (施政報告)
- ▶ Community Outreach (社區外展)

## Suggested Activities

### Introduction

You may start the lecture with some questions to make the participants feel comfortable. The question may be as below:

- Did you meet any Southern Asian in your secondary school?
- Do you have any Southern Asian friends?

Then, you may clarify some definitions before you talk about the racial issues. You may again ask a question to be an icebreaker. For example, you may ask:

- Can you distinguish between Ethnic Minorities (EM) and Southern Asians?

After that, you are suggested to show a world map (or Google map) to the participants and explain what South Asians is. After clarifying the definition, you can start teaching of racial injustice issues in Hong Kong.

### Video

Two videos are suggested to use in Session 3. Both of the videos were filmed by local broadcasters and are in English. The first video briefly introduced what difficulties the ethnic minorities faced in Hong Kong, with interviewing some ethnic minorities, government officials, teachers of the ethnic minorities, NGOs, and protesters for racial justice. It is a good introductory video for an opening of the Session 3. The second video focused on the ethnic minorities' perspectives. It interviewed several ethnic minorities and reported their different situations. This video look deeper into the issue. The suggested videos are as below:

- RTHK (2013) The Pulse: Ethnic Minority Education, online from: https://www.youtube.com/watch?v=tuww6F07s68
- RTHK (2013) RTHK Hong Kong Connection - The Insurmountable Barrier, online from: https://www.youtube.com/watch?v=SgbDRGAaQVQ&t=169s

### Closing activities

**Reflection and group presentation activity:** After watching video about racial injustice in Hong Kong, you may group participants into several groups and then assign a reflection working sheet for each group. You may then ask them to work on it as a group. A group brainstorm may generate different ideas. After that, each group can assign two members to do a presentation for their product. (Please read page 45 – page 48)

**Group Discussion:** Again, the most important thing for teaching social justice is to apply social justice theories into certain social injustice issues. You may ask question to stimulate discussion. Example as below: How can we apply the social justice theories into the racial injustice issue?

## Lecture Slides Sample (Session 3)



香港教育大學
The Education University
of Hong Kong

### Racial Justice

Dr. Chong King Man, Eric (莊璟珉)
Department of Social Sciences, EdUHK

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### Glossary

- Racial justice (種族公義)
- Mother-tongue education (母語教學)
- Moral and National education (國民教育)
- Language barrier (語言的障礙)
- Dialects (方言)
- Biliteracy and trilingualism (两文三語)
- Elementary occupations (非技術工人)
- Social mobility (社會流動性)
- Policy address (施政報告)
- Community Outreach (社區外展)
- Detention centre (拘留中心)

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### Questions

- Do you still remember the definition of Ethnic Minority (EM) and Southern Asian?
- Did you meet any Southern Asian in your secondary school?
- Do you have any Southern Asian friends?

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### Racial justice

- **Racial justice** (種族公義) is a proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. ... A key indicator of **racial justice** is equality in the impacts and outcome across race (CURB, 2012).
- In Hong Kong, the advocacy of Mother-tongue education (母語教學) and Moral and National education (國民教育) might imply that the government forgot/ ignored a small group of people in the society - HK residence who:
  1. are not Chinese
  2. cannot speak in Cantonese.

They are Ethnic Minority.

---

### General Fact

- Hong Kong is a largely homogenous society, with about 93.5% of its people being Chinese, while EMs ii only made up 6.5% or 446 500 persons. In sum, Ethnic minorities can be classified into the following three major categories:

(i) Southeast Asians (around 280 000 persons): these comprised mainly Indonesians, Filipinos(菲律賓人) and Thais, who were mostly foreign domestic helpers (FDHs);

(ii) South Asians (SAs) (around 60 000 persons): these comprised mainly Indians, Pakistanis and Nepalese, while a minority were from Sri Lanka (斯里蘭卡), Bangladesh(孟加拉), etc.;

(iii) East Asians (東亞人士) (around 20 000 persons) and other foreigners (around 60 000 persons), these are mainly from developed and high-income economies, such as Whites, Japanese and Koreans.

- Excluding foreign domestic helpers (FDHs), there were around 114,000 South and South-East Asians in HK, represented 1.7% of the whole population.

HKCSS Poverty Report (2011)

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### General Fact



| YEAR | South and South-East Asian HKers |
|------|------|
| 2001 | 109,215 |
| 2011 | 113,815 ↑ |

Ethnic Breakdown of the HK Population

From left to right:
Indian, Pakistani, Nepalese, Filipino, Thai, Indonesian

### Poor South Asians?

▶ Among ethnic minorities in HK, Pakistani, Indonesian and Thai families are significantly poorer than the general population.
▶ The South Asians are prone to be in poverty, comparing to the locals.
▶ But, Why?

Poverty is a serious problem facing ethnic minorities- and so is child poverty

Pakistani
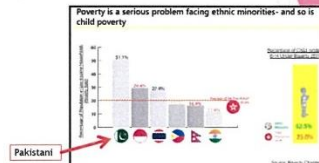
### 'Language Barrier'

▶ A **language barrier** is a figurative phrase used primarily to refer to linguistic **barriers** (語言的障礙) to communication, i.e. the difficulties in communication experienced by people or groups speaking different languages, or even dialects (方言) in some cases.

▶ Cantonese is the common language in Hong Kong; being unable to speak it means being unable to communicate with a large number of people in Hong Kong.

▶ However, ethnic minorities tend to be bad in Cantonese, especially writing and reading.

### 'Language Barrier'

Proportion of ethnic minorities aged 5 and over able to speak Cantonese
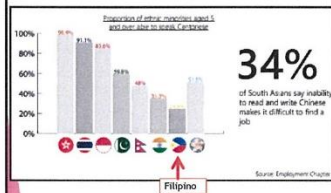
**34%**

of South Asians say inability to read and write Chinese makes it difficult to find a job

Meanwhile, **58%** of parents of South-Asian students reported that they could not read Chinese (Oxfam, 2014).

Due to poor proficiency of Chinese language, South-East Asians face **difficulties in living in HK, getting in an university, and getting a job.**

Filipino

### How if you do not know Chinese?

Internet source: Telling eligible elderly can receive a free oral examination, including fillings, teeth cleaning, dental X-Ray and extraction.

Internet source: No Dog in the estate, or being punished!

Internet source: Telling residents about recent burglar's strategy.

### And more...

Internet source: Regaining water supply from 7/F to 18/F, please turn on the tap for few minutes to make sure no dirty water.

Internet source: Scholarship application talk advertisement

### biliteracy and trilingualism

▶ 'Biliteracy and trilingualism' (兩文三語政策): Students can be biliterate (i.e. master written Chinese and English) and trilingual (i.e. speak fluent Cantonese, Putonghua and English).

▶ EMs do not have a good environment to learn Chinese. 58% of the parents reported that they could not read Chinese, and a quarter of them (26.6%) could not speak Cantonese. So, it is difficult for EM parents to help their children learn Chinese at home. Also, when studying at school, their classmates are mostly EMs.

Internet source

Internet source

## biliteracy and trilingualism

▶ With more emphasis on 'biliteracy and trilingualism', failing to be proficient in Chinese would compromise academic performance and undermine the chance of getting into a post-secondary institution.

▶ The choices of kindergarten are limited and they usually have to wait for a longer time to find a kindergarten, comparing to the locals.

Opportunity to receive university education for young people aged 19 to 22

Source: 2011 Census results, Hong Kong Institute of Education
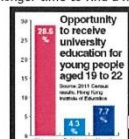
Source: China Daily
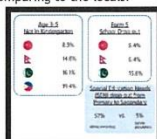
Source: Education Chapter

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## Low-level of upward social mobility

▶ Due to 'language barrier', Ethnic minorities have to face the problem of limited job choices. It is often the case that they are limited to manual, low-paying and dangerous jobs. This thus becomes an obstacle to their upward mobility in society, makes it difficult for them to make ends meet and could lead to poverty.

Source: Apple Daily

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Source: Labor Department

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## Cantonese as government job requirement

▶ In general, applicants for civil service posts at degree or professional level are required to obtain either Level 2 or Level 1 in the UE (Use of English) and UC (Use of Chinese) papers of the CRE (Common recruitment examination) for meeting the language proficiency requirements.

▶ The policy (CRE) once again hinders ethnic minorities from getting a government job.

---

For police constable (警員)
Language Proficiency Requirements

Candidates should have –

(b)    met the language proficiency requirements of

(i)    Level 2 (Note 3) or above in English Language in HKDSEE or HKCEE, or equivalent.

(ii)   Level 2 (Note 3) or above in Chinese Language in HKDSEE or HKCEE, or equivalent. Applicant without the minimum required Chinese language proficiency standard may also apply for the post They will be referred to sit for and must pass the Government Standard Examination, and

(iii)  be able to read and write Chinese and speak fluent Cantonese.

For police inspector (督察)
Language Proficiency Requirements

Candidates should have –

• met the language proficiency requirements of Level 1 results in the two language papers (Use of Chinese and Use of English) in the Common Recruitment Examination, or equivalent; or

• Level 2 (Note 3) or above in Chinese Language and English Language in HKDSEE or HKCEE, or equivalent; or

• Applicants not meeting the above requirement may still apply. They will be exempted from this requirement if they have a pass in the English Language Proficiency Test and Chinese Language Proficiency Test for Police Inspector recruitment exercise; and

• be able to read and write Chinese and speak fluent Cantonese.

---

## Elementary occupations (非技術工人)

▶ South-East Asians tend to engage in elementary occupations.

▶ Elementary occupations consist of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort. (e.g. selling goods in streets; cleaning, washing; taking care of buildings like hotels; washing windows; delivering goods; carrying luggage; door keeping; collecting garbage; sweeping streets; packing by hand, etc (International Labor Organization, 2004).

Ethnic minorities (except Indians) have a much higher chance of ending up in elementary occupations
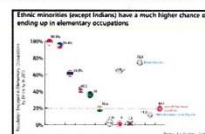
(i.e. FDH is included)

### Perceptions of South-East parents

▶ An absolute majority of parents deemed learning Chinese important for their children's educational advancement (80.4%), career advancement (68%) and integration into the local community (69.5%).

▶ 63.7% of parents planned on sending their children to mainstream primary schools. The chief reasons for their decision was that it could help their children learn Chinese (68.3%).

▶ Their insufficient proficiency in Chinese was not only an obstacle to helping their children in their studies, but also led to miscommunication between parents and schools. Consequently, parents were not able to fully understand their children's performance at school, learning progress and the information schools provide them.

Oxfam (2014)

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### Efforts toward social justice

• Since 2010, the funding for after-school Chinese learning has been continually increasing for non-Chinese speaker (NCSs) students.

• In the Initiatives in the 2014 Policy address, several policies focused on EMs.

• Five aspects, including education, employment, community outreach, health, and public education.



Language Fund for after-school extended Chinese learning for non-Chinese speaking students

Source: China Daily

Initiatives in the 2014 Policy Address
Support for Ethnic Minorities

Source: 2014 policy address

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### Efforts toward social justice

**1. Education aspect**

▶ Education Bureau announces Chinese Language Curriculum Second Language Learning Framework for the first time in the 2014 Policy Address in order to provide ethnic minority students with Chinese-language learning support.

▶ Providing supporting learning and teaching materials. It is tailor-made to help NCS students in primary and secondary schools learn Chinese as a second language with a view to bridging to mainstream Chinese Language classes.

▶ The support applies to NCS students from Primary One to Secondary Six.

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### Efforts toward social justice

▶ However, the curriculum does not cover pre-school students.

▶ In its publication 'Guide to the Pre-Primary Curriculum', the Curriculum Development Council of the Education Bureau stated that the period between birth and the age of 8 is the best time for learning. Disappointedly, the government has not taken advantage of this period to provide ethnic minority students with direct and regular support, thereby letting the opportunity of laying a solid foundation in Chinese slip through their fingers.

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### Efforts toward social justice

▶ NCS students may also join a subsidy scheme for sitting Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE). The results are internationally recognised and have also been accepted as alternative Chinese qualifications for consideration for admission to local post-secondary institutions and universities.

▶ Joint University Programmes Admissions System (JUPAS) accepts alternative Chinese qualifications as minimum language requirement.

---

### Efforts toward social justice

▶ Other educational initiatives:

▶ Launch the Professional Enhancement Grant Scheme to enhance Chinese teachers' professional capability in teaching Chinese as a second language in the first quarter of 2014.

▶ Encourage NCS parents to let their children start learning Chinese at the pre-primary stage. There are district-based projects/programmes to motivate NCS students aged 3-9 to learn Chinese through fun activities.

▶ Develop Vocational Chinese Language courses recognised under the QF for NCS school leavers.

## Efforts toward social justice

### 2. Employment

- EMs are being engaged as Police Community Liaison Assistants to enhance liaison with EM communities. To date, there are 15 Police Community Liaison Assistant positions in 14 Police Districts.

- Civil service entrance accepts alternative Chinese language qualifications (GCSE) as minimum language requirement for local minority students.

- All Labour Department (LD) job centres have special counters to provide EMs with job referral services. Tailor-made briefings are organised regularly to help EMs understand the local employment market and improve job search skills. EMs can meet Employment Advisors to obtain advice and customised employment services.

## Efforts toward social justice

- Project Gemstone:

- assisting EMs to overcome language barriers by providing regular Chinese language classes and other activities to them. Through enhancing their Chinese proficiency, the project assists them to minimize the difficulties they encountered due to language barrier, including integration into the community and pursuance of their desired career, such as joining the Force and the civil service.

## Efforts toward social justice

### 3. Community Outreach

- Six support service centres and three sub-centres providing tailor-made classes, counselling and integration programmes for EMs.

- Set up youth units in all support service centres and sub-centres to provide dedicated programmes such as sports and cultural activities for EMs.

- Implement a youth ambassador scheme to recruit around six full-time and 30 part-time ambassadors familiar with EM cultures and languages to reach out to EM youths to share their experience, offer advice and make referrals as necessary.

- Home Affairs Department will strengthen manpower support to implement these initiatives by recruiting five staffs who are familiar with EM cultures and languages.

## Efforts toward social justice

### 4. Health

- Ensure access to public health services by EMs is not denied due to language barriers

- Interpretation services for EM patients are now available in 17 languages in public hospitals and clinics under the Hospital Authority.

## Efforts toward social justice

### 5. Public education

- Co-operate with RTHK to produce TV documentary series and school outreach programme to help the public understand the cultures and customs of different ethnicities.

- Set up a dedicated EM Taskforce under the Equal Opportunities Commission to promote anti-discrimination.

## Efforts toward social justice

"This is our city too": From crook to social worker, one man's transformation

- After introduction of policies, an increasing social mobility of the new generation South Asians has been seen in recent years.

- Hong Kong-born Jeffrey Andrews, Indian by decent, is the first ethnic minority registered social worker according to the Social Workers Registration Board.

- He joined a triad when he was 16.

- He said he "wook up" when he was caught and first time inside a Wan Chai detention centre for stealing and fighting when he was 19 years of age.

- His social worker (Fermi Wong) at the time did not give up on him and found him a lawyer and reference letters for when the theft case made it to court.

Source: SCMP (2016)

**Efforts toward social justice**

- Other examples:



**Efforts toward social justice**

Government department supports EMs:
- Race Relation Unit

Non-governmental organizations helping EMs:
- Oxfam
- New Home Association
- Unison

香港融樂會
Hong Kong Unison

新家園協會
NEW HOME ASSOCIATION



**Homework**

Search the website of this NGO:
- Unison

And watch the founder of Unison, Fermi Wong's speech:
https://www.youtube.com/watch?v=uduCRmU0Ntk



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## Activity Sheet Samples (Session 3)

**Staying positive – Refugees in Hong Kong**

**Watch the PPT by Amnesty International**

**Activity 1**

How 'Disadvantaged' communities struggle: please critically examine social stereotyping on South Asians living in Hong Kong, especially those who are working as occasional jobs in Hong Kong.

1) Who are they? Can you tell who are they after watching the video?

They are asylum seekers.
Escaping from their countries, because they are ethnic group.

2) What are common perceptions of Hong Kong people on South Asian peoples?

Lack of awareness about ^how the refugees or poor people of South Asian people. live in HK.
Some people ~~fe~~ are afraid of them.

3) Why do such perceptions exist in Hong Kong? Please give some reasons

1. The media sometimes ~~print~~ misleading the people.
2. Stereotypes of people.

4) <u>Please draw some pictures of common Hong Kong people's perception towards South Asian!</u>



1

## Staying positive – Refugees in Hong Kong

**Watch the PPT by Amnesty International**

**Activity 1**

How 'Disadvantaged' communities struggle: please critically examine social stereotyping on South Asians living in Hong Kong, especially those who are working as occasional jobs in Hong Kong.

1) Who are they? Can you tell who are they after watching the video?

Refugee. Yes I can tell. They are not allowed to work, but they are only given very little allowance, thus the process to other countries is very slow.

2) What are common perceptions of Hong Kong people on South Asian peoples?

They like to gather together, sometime dangerous. Most of them are very hard-working.

3) Why do such perceptions exist in Hong Kong? Please give some reasons

Due to the relatively high crime rates related to them.

4) <u>Please draw some pictures of common Hong Kong people's perception towards South Asian!</u> most of the shops in 重慶大廈 are from,

Pakistan
India
Sikh
Nepal
Bhutan
Bangladesh
Myanmar
Laos
territories conflict
china
Hong Kong
Thailand
Vietnam
Cambodia
massage, Sunshine & beach
Very delicious Curry

1

**Activity 2**

What would be the possible factors or perception in hindering (妨礙) to achieve social justice for refugees in Hong Kong?

Factor 1: _Education System_
Factor 2: _Social Media_
Factor 3: _Institutions_
Factor 4: _Laws_
… (your inputs): _____

**Activity 3**

Can you do a bit further? Please categorize the above factors or perception into a concept map, or something which can be understood more easily below. Some keywords are:

- Causes
- Effects on Individual and families
- Social Impacts
- Humanitarian aids
- Rebuilding the homes
- Construction
- xxx

**Activity 2**

Institution, law.

What would be the possible factors or perception in hindering (妨礙) to achieve social justice for refugees in Hong Kong?

Factor 1: _Resources allowcation, selfish, illimited resources._
Factor 2: _Imcompatible with culture and context to create conflict_
Factor 3: _Social Media makes misconception of people._
Factor 4: _Discrimination. still._
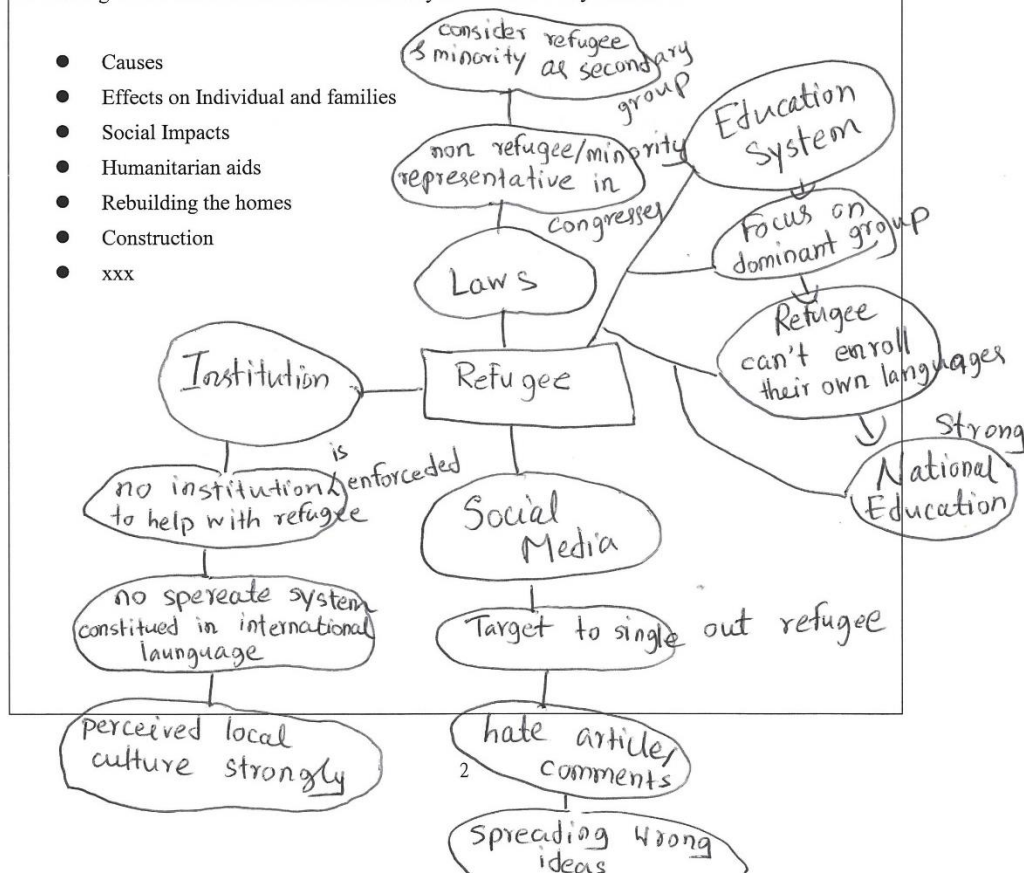… (your inputs): _____

**Activity 3**

Can you do a bit further? Please categorize the above factors or perception into a concept map, or something which can be understood more easily below. Some keywords are:

- Causes
- Effects on Individual and families
- Social Impacts
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- Construction
- xxx
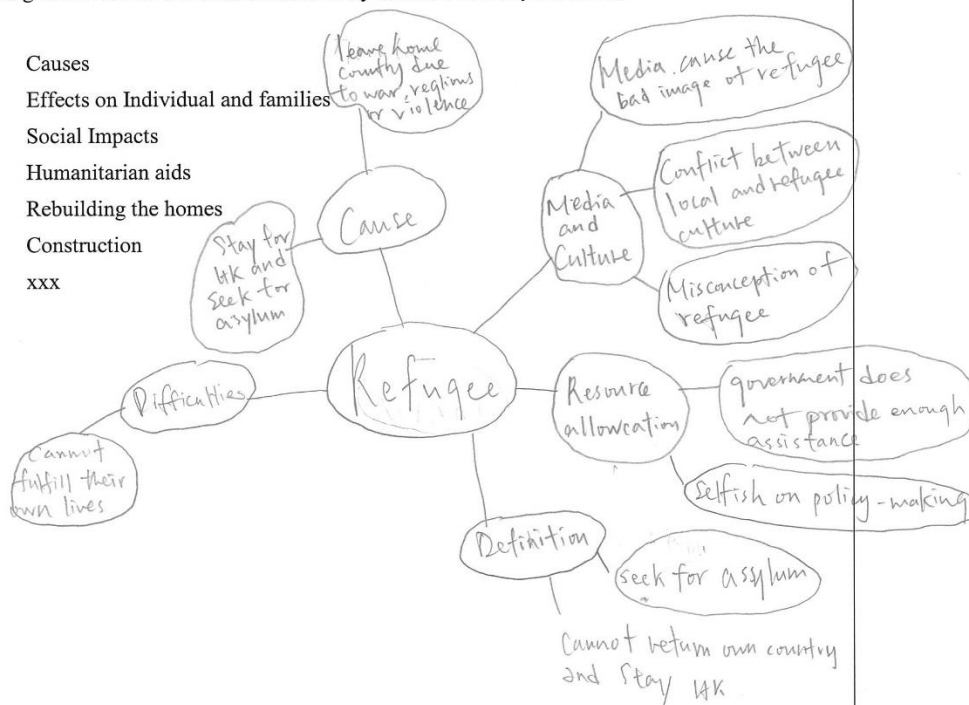
# Session 4

1. Review of the previous lecture
2. Introductions of climate justice and food justice
3. Analysis of the global deteriorated issues: climate justice and food justice
4. The relationships between climate justice and food justice
5. Efforts toward climate justice and food justice
6. Closing Activity

## Learning Objectives

- Recognizing the existence of the global climate injustice and food injustice in depth
- Analysis of the possible reasons of global warming and unequal food distribution
- Understandings of the logic behind the global climate injustice and food injustice issues
- Reviewing how the international organizations, the different governments, NGOs and the others remedy the global problem of climate injustice and food injustice
- Applying social justice theories into climate injustice and food injustice issue

## Key Concepts

There is enough food for everyone in the world. However, the food system is not working properly. Under this unfair system, 1 in 7 people in the world, or nearly nine hundred million people go hungry every day, 80% of them are small-scale food producers. Many of them are women (Oxfam, 2013). Among undernourished people, a large proportion of them are food producers, such as small-scale farmer, Pastoralist, and Fisherfolk. They are food producers. But, they are hungry. Is this just? On the other hand, over 50% of the population in more than half of industrialized countries are becoming overweight. It is because there are deep imbalances in the way resources are controlled.

The Earth's climate is rapidly changing, mainly as a result of increases in greenhouse gases caused by human activities. This is a common sense for you and me and the public. However, the poorest 50% of the world's population is responsible for just 10% of carbon emissions, while the world's richest 10% produce around 50% of all emissions (Oxfam, 2015). For instance, the total emissions of the poorest half of the population of China, around 600 million people, are only one-third of the total emissions of the richest 10 per cent in the United States, some 30 million people. More importantly, those poor countries accounted for less emission but being the most threatened by the catastrophic storms, droughts, and other severe weather shocks linked to climate change due to their poor infrastructure and disaster control. For example, in 2013, a super typhoon hit Philippines caused over 6,000 people died. Most of the secondary school students should have known the logic of global warming, but they may not know about the logic that the carbon emission per capita in poor countries is relatively low, such as Philippines. However, they are affected the most by climate changes. Is this just?

► Global justice (全球公義)
► Climate justice (氣候公義)
► Greenhouse effect (溫室效應)
► Food Justice (糧食公義)
► Undernourishment (營養不良)
► small-scale farmer (小規模農民)
► Sovereignty (主權)
► Supranational (超國家的)

**Suggested Activities**

**Video**

Two videos by Oxfam are suggested. The first one is an introductory video which briefly introduces the problems of climate justice issue. The second one is a longer video which talks about food justice issue analyzing the roots of the issue and also the stakeholders in a perceived unjust food production and consumption system. The suggested videos are as below:

- Oxfam (2015) 氣候變化 誰最受害?, online from:
  https://www.youtube.com/watch?v=AP0kTBBH_0c
- Oxfam (2012) Food & You - Oxfam's GROW video, online from:
  https://www.youtube.com/watch?v=hUveqzPnfmQ

**Group discussions**

You may group the participants into small groups and ask for a group discussion activity:

- What is the relationship between climate justice issue and food justice issue?
- What could be the possible

**Closing activities**

**Mind map exercise and group presentation:** You may group participants into several groups and then assign an A3 paper and a pen for each group. You may then ask each group to make a mind map for different topics: one for local economic justice issue, one for racial justice issue in Hong Kong, one for climate justice and one for food justice. A group brainstorming activity may generate different ideas on the sub-concepts and examples. After that, each group can assign one or two members to do a presentation for their mind map. As each group present different topics, it is a good chance for the whole class to review the concepts of previous lectures. The Mind Map exercise samples were attached below. (Please read page 58 and page 59)

## Lecture Slides Sample (Session 4)



**Slide 1:**

香港教育大學
The Education University of Hong Kong

# Global Justice

Dr. Chong King Man, Eric (莊璟珉)
Department of Social Sciences, EdUHK

**Slide 2:**

## Glossary

- **Global Justice (全球公義)**: is an issue in political philosophy arising from the concern that the world at large is unjust.
- **Extreme poverty (極端貧窮)**: also called absolute poverty, is a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.
- **Gini coefficients (堅尼系數)**: a measure of statistical dispersion intended to represent the income or wealth distribution of a nation's residents.
- **Climate Justice (氣候公義)**: is a term used for framing global warming as an ethical and political issue.
- **Greenhouse effect (溫室效應)**: is the process by which radiation from a planet's atmosphere warms the planet's surface to a temperature above what it would be without its atmosphere.
- **Food Justice (糧食公義)**: is a global issue related to access to healthy, nutritious, and culturally appropriate foods.
- **Undernourishment (營養不良)**: an individual is not getting enough calories, protein, or micronutrients.
- **small-scale farmer (小規模農民)**: famers who cultivate crops or livestock on a small-piece of land without using advanced and expensive technologies.
- **Sovereignty (主權)**: is a substantive(實在) term designating supreme authority over some polity.
- **Supranational (超國家的)**: is a type of multinational political union where negotiated power is delegated to an authority by governments of member states (e.g. European Union).
- **Covenant (盟約)**: a contract or an agreement.

**Slide 3:**

## Global Poverty

- Recall absolute poverty and relative poverty concepts:

- **Extreme poverty (極端貧窮)**, also called **Absolute poverty**, is a condition characterised by severe(嚴重) deprivation(缺乏) of basic human needs, including food, safe drinking water, sanitation (衛生) facilities, health, shelter, education and information. It depends not only on income but also on access to services (服務的取得).

- **Relative poverty** (比較貧窮) is the condition in which people lack the minimum amount of income needed in order to maintain the average standard (平均水平) of living in the society in which they live.

**Slide 4:**

## Global Poverty

- According to World Bank, international extreme poverty line is **below $1.90 US dollar a day.**
- Fewer people live in extreme poverty (極端貧窮) than before. Even as the world's population has grown, the number of poor has gradually fallen. In 1990, almost 4 in 10 people were living under the international extreme poverty line of $1.90 a day. In 2013, that figure had fallen to just over 1 in 10.
- That means that 1 in 10 people survive on less than US$2 a day. That still represents more than 767 million people. Poverty remains unacceptably high.

| Year | 1981 | 1990 | 2013 |
|------|------|------|------|
| World's population lived at or below $1.9 US dollar a day | 44% | 35% | 10.7% |

Source: World Bank Group (2016)

**Slide 5:**

## Global Poverty
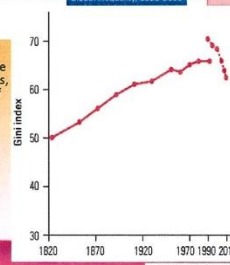
- Despite progress, extreme poverty remains unacceptably high, especially in Sub-Saharan Africa (撒哈拉非洲).
- The region now has the largest number of extreme poor in the world, 389 million, which accounts for half of the total number of extreme poor in the world.
- The decline (下降)in extreme poverty was largely fueled by the rapid advances in two regions – East Asia and the Pacific and South Asia –specifically in China, Indonesia, and India.

Internet source

**Slide 6:**

## Global Poverty

- Gini coefficients: a measure of statistical dispersion intended to represent the income or wealth distribution of a nation's residents, and is the most commonly used measure of inequality.
- Data since the 1990s show a substantial narrowing in inequality in income or consumption worldwide, irrespective of residence. This is the first such reduction since the industrial revolution. This unprecedented(首次) decline occurred during a period of increasing global integration.
- It means that wealth gap (or wealth inequality) between the rich and the poor become smaller.

Global inequality, 1820-2010

Source: World Bank Group (2016)

## Global Poverty

- From 1820 to the 1990s, global inequality steadily rose. Then, the Gini index fell to 62.5 in 2013, most markedly beginning in 2008, when the Gini was 66.8 (see blue line).

- Between-country inequality ⬇
- Within-country inequality ⬆



Global inequality, 1988-2010

Source: World Bank Group (2016)

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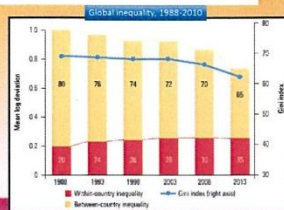
## Global Poverty

- Although the number of people live in extreme poverty has been decreasing, inequality is widespread in the world. Between 1988 and 2011, the incomes of the poorest 10% increased by just US$65, while the incomes of the richest 1% grew by US$11,800 (182 times as much) (Oxfam, 2017b).



internet source

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## Global Poverty

- In 2013, it was estimated that the richest 2% held 50% of the world's wealth. Also, the richest 300 people had more wealth than the poorest 3 billion.

- In 2017, Oxfam() (2017b) reported that inequality had become worse that the richest 8 people had more wealth than the poorest half of the human population, or 3.6 billion.

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## Group Activity – Mind Map

- please make a mind map for the learning about local and global poverty, as a summing up.

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## Another problem that requires our civic values: Global Warming

Youtube:
- **Green House Effect Definition, meaning Video for Kids**
- **Global Warming - A video by NASA**

=> What problems come up in your mind?

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## Climate Justice (氣候公義)

- Climate justice ... implies a fundamental right of each individual to an equitable share of the planet's aggregate natural resources and environmental services that are available on a sustainable basis for human use.

- Pursue an equitable distribution of welfare goods without sanctioning any excess use of natural or environmental services, including the planet's capacity for absorbing carbon.

Hayward (2007)

## Slide 1

### Climate Justice (氣候公義)

- Natural scientists have gathered strong evidence that human-induced climate change is happening. The Earth's climate is rapidly changing, mainly as a result of increases in greenhouse gases(溫室氣體) caused by human activities.
- There is compelling evidence that the rising levels of greenhouse gases (溫室氣體) will have a warming effect on the climate through increasing the amount of infrared radiation (heat energy) trapped by the atmosphere: "the greenhouse effect" (溫室效應) . Human activities are changing the composition of the atmosphere and its properties.

Stern (2006)

## Slide 2

### Climate Justice (氣候公義)

- Since pre-industrial times (around 1750), carbon dioxide (二氧化碳) concentrations have increased by over one third from 280 parts per million (ppm) to 380 ppm today, predominantly as a result of burning fossil fuels, deforestation (森林砍伐), and other changes in land-use.
- In total, the warming effect due to all greenhouse gases emitted by human activities is now equivalent to around 430 ppm of carbon dioxide and rising at around 2.3 ppm per year . Current levels of greenhouse gases are higher now than at any time in at least the past 650,000 years.

Stern (2006)

## Slide 3

### Climate Justice (氣候公義)

Oxfam Hong Kong

- The poorest 50% of the world's population is responsible for just 10% of carbon emissions, while the world's richest 10% produce around 50% of all emissions (Oxfam, 2015).
- Intergovernmental panel on climate change (IPCC) reported that the unstable rainfall, unpredictable seasons and extreme temperature are changing what farmers can grow and affecting their livelihoods (Kirtman et al, 2013).
- Those poor countries accounted for less emission(排放) but being the most threatened by the catastrophic storms, droughts, and other severe weather shocks(極端氣候轉變) linked to climate change due to their poor infrastructure and disaster control.

## Slide 4

### Climate Justice (氣候公義)

- Many companies from developed countries set up factories in developing countries. The carbon emissions seems to be high in those developing countries but they are actually producing products and the products are then sold to developed countries.
- The carbon emission per capita in poor countries is relatively low, such as Philippines. However, they are affected the most by climate changes. For example, in 2013, a super typhoon hit Philippines caused over 6,000 people died.

Internet source

Internet source

## Slide 5

### Climate Justice (氣候公義)

Oxfam (2015) *Extreme carbon inequality*, makes clear the extent of this inequality in emissions responsibility – globally, within and between countries. For example:

- Someone in the richest 1% of the world's population uses 175 times more carbon on average than someone from the bottom 10%.
- Someone in the richest 10% of citizens in India uses on average just one quarter of the carbon(碳排放) of someone in the poorest half of the population of the United States.
- The emissions of someone in the poorest half of the Indian population are on average just one-twentieth those of someone in the poorest half of the U.S. population.
- The total emissions of the poorest half of the population of China, around 600 million people, are only one-third of the total emissions of the richest 10 per cent in the United States, some 30 million people.

## Slide 6



**CLIMATE CHANGE: OUR WORLD OF INJUSTICE**

Source: Oxfam (2015)

**Percentage of CO₂ emissions by world population**

World population arranged by income (deciles)

| Richest 10% | 49% | Richest 10% responsible for almost half of total lifestyle consumption emissions |
| | 19% | |
| | 11% | |
| | 7% | |
| | 4% | |
| | 3% | |
| | 2.5% | |
| | 2% | |
| | 1.5% | |
| Poorest 50% | 1% | |

Poorest 50% responsible for only around 10% of total lifestyle consumption emissions

Source: Oxfam (2015)

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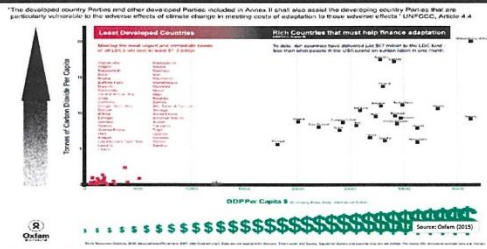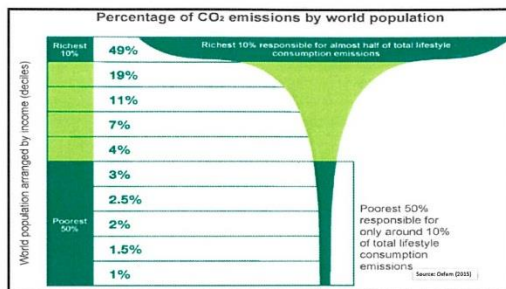
**Rich Countries VS Poor Countries**

| The Rich | The Poor |
| --- | --- |
| • Source of 80% of global greenhouse gas emissions in the last century | • Minimal greenhouse gas emissions |
| • Better equipped to adapt to and mitigate disasters, easier to control damage caused by extreme weather events | • Poor protection against disasters and insufficient adaptation resources, resulting in more severe damage by extreme weather events |
| • More resources for post-disaster recovery and reconstruction | • Lack of resources for post-disaster recovery |
| • Insufficient support to poor countries in adaptation and mitigation | • Lack of resources to promote mitigation and adaptation measures |
| • Unwilling to drastically reduce greenhouse gas emissions | • Despite increase in greenhouse gas emissions in recent years, per capita emissions remain much lower than that of developed countries |
| • Relocation of industrial production to poor countries, thereby exporting greenhouse gases to the poor | • Recent industrial development in poor countries lead to increased emissions, but many are foreign-investment funded industries with products made for export |

Source: Oxfam (2017a)

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## Food Justice

- Global food system is an enormously complex(複雜的) web of all the people, businesses, organisations and governments involved in the production, distribution, sale and consumption of food. Irrespective(不論是誰) of who or where we are, what we eat is made available by this global food system.
- There are enough food for everyone in the world. However, the food system is not working properly. Under this unfair system, 1 in 7 people in the world, or nearly nine hundred million people go hungry every day, 80% of them are small-scale food producers. Many of them are women (Oxfam, 2013).
- Over 50% of the population in more than half of industrialized countries becoming overweight(嚴重超標). It is because there are deep imbalances (不平均)in the way resources are controlled.

**Which food system would you choose?**

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## Food Justice

- Among undernourished (營養不良) people, a large proportion of them are food producers, such as small-scale farmer (小規模農民), Pastoralist (牧民), and Fisherfolk (漁民).

- They are food producers (糧食生產者). But, they are hungry. Why?

**WHERE ARE THE HUNGRY PEOPLE?**

Undernourishment by household type (2005 estimate, %)
- 20%
- 10%
- 20%
- 50%

Undernourishment by region (2010, millions)
- 239
- 578
- 37

Sources: UN Millennium Project (http://www.unmillenniumproject.org/reports/tf_hunger.htm), FAO (http://www.fao.org/hunger/en/)

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## Earning proportion in food industry

- 生產者（5%） • **Producer (5%)** e.g. Farmer, fisher
- 出口成本（4%） • Export cost (4%)
- 國際運輸（11%） • International transport (11%)
- 入口牌照費（9%） • Entrance fee (9%)
- 利潤（17%） • Profit (17%)
- 煮熟過程（5%） • Cooking process (5%)
- 稅收（15%） • Tax (15%)
- 分發及零售（34%） • Distribution and retail (34%)

資料來源：Internationalist, 1999)

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## Efforts toward Climate Justice

National level: Three main types (Price, 2005)

1. Completely voluntary: No serious pressure exerted by government compelling the entity(實體) to join and no consequences for not reaching stated goals.

2. Voluntary but have consequences or assistance: Implied or actual consequences for not meeting targets, and additional supporting policies offered by the government.

3. Energy/GHG taxes or strict regulations: Participation is virtually mandatory – Penalties for not reaching stated goals.

## Efforts towards Climate Justice

### 1. Completely voluntary (自願)
- Australia(澳洲): Greenhouse Challenge
- Canada (加拿大): Industry Program for Energy Conservation
- Finland (芬蘭): Action Programme for Industrial Energy Conservation and Agreements on Industrial Energy Conservation Measures
- France(法國): Voluntary Agreements on Carbon Dioxide Reductions
- Ireland (冰島): Self Audit Scheme
- South Korea(南韓): Voluntary Agreement System for Energy Conservation and Reduction of GHG Emissions
- Sweden (瑞典): EKO-Energi Programme
- Republic of China (Taiwan): Energy Auditing Program
- U.S.: ClimateVISION

## Efforts towards Climate Justice

### 2. Voluntary but have consequences or assistance
- Germany (德國): Declaration of Industry on Global Warming Prevention – Industries made a unilateral declaration with the expectation that government policy would give priority to voluntary initiatives over regulatory or fiscal climate instruments
- Netherlands (荷蘭): Long-Term Agreements on Industrial Energy Efficiency (工業能源效益) – in exchange for a commitment to "improve energy-efficiency as far as practically and economically feasible," the Dutch government agreed not to introduce new regulations on energy-efficiency
- Netherlands (荷蘭): Benchmarking Covenants – If an enterprise fails to meet its obligations under the agreement, the authorities will terminate the agreement and begin the process to tighten the facility's environmental license or to apply other instruments.
- New Zealand: VAs to Limit Carbon Dioxide Emissions – Industries participated in the agreements in an effort to delay or defer a low-level carbon charge that was being proposed at the time

## Efforts toward Climate Justice

### 3. Energy/GHG taxes or strict regulations
- New Zealand(新西蘭): Negotiated Greenhouse Agreements – In exchange for entering a binding agreement between a firm and the Government that commits the firm to moving towards world's best practice in managing greenhouse gas emissions, the Government provides a full or partial exemption from the emissions charge that is to be introduced by 2008.
- Switzerland (瑞士): CO2 Law Voluntary Measures – CO2 law (2000) – if voluntary measures to reduce CO2 emissions are insufficient to meet the country's reduction goals, then a CO2 tax(碳排放稅) will be introduced – If tax is introduced, energy-intensive companies can be exempted if they reach specified reduction targets.
- U.K.(英國): Climate Change Agreements – CO2 Climate Change Levy for industry – Companies can negotiate Climate Change Agreements – if they meet their targets, then they receive an 80% discount on the levy.

## Efforts toward Climate Justice

- Climate change is a global common problem that implies the need for international cooperation in tandem with local, national, and regional policies on many distinct matters.

- Because the greenhouse gases emissions of any agent (individual, company, country) affect every other agent, an effective outcome will not be achieved if individual agents advance (追求) their interests(利益) independently of others. International cooperation can contribute by defining and allocating rights and responsibilities with respect to the atmosphere (Edenhofer et al, 2014).

- International cooperation on climate change involves ethical considerations (道德考慮), including equitable effort-sharing (公平分擔). Countries have contributed differently to the build-up of greenhouse gases(溫室氣體) in the atmosphere, have varying capacities to contribute to mitigation and adaptation, and have different levels of vulnerability to climate impacts (Edenhofer et al, 2014).

## Efforts toward Climate Justice

**International level**

United Nations Framework Convention on Climate Change

- Kyoto Protocol (京都議定書) is an international agreement linked to the **United Nations Framework Convention on Climate Change**, which commits its Parties by setting internationally binding emission reduction targets. In the 2012 Doha Amendment to the Kyoto Protocol, 83 countries ratified (正式簽署) the protocol.
- _____ : is a USA-led technological operation to make fossil fuels (化石燃料)cleaner by introducing clean coal and nuclear power. Members cooperate to develop and transfer of technology which enables reduction of greenhouse gas(溫室氣體) emissions(排放).
- It also promotes the application and introduction of carbon sinks to reduce carbon dioxide emissions. Unlike Kyoto, it does not focus on emission reduction in a certain target year. The alternative to Kyoto now involves 6 members (i.e. the U.S., Australia, China, Japan, India and South-Korea).

## Limitation

- Sovereignty vs. Supranational
- **Supranational** is an international organization or union in which member states transcend national boundaries or interests to share in the decision making and vote on issues pertaining to the wider grouping. The European Union and the World Trade Organization are both supranational.
- Case: Brexit

BREXIT:
A CHANCE TO BRING BACK SOVEREIGNTY

Internet source

## Limitation

- Many International Covenants (國際盟約), such as, UDHR, ICCPR and ICESCR, leave a reservation that ensures the supremacy of state sovereignty. Under the reservation, states can choose to ratify or not ratify the treaties, conform or not conform to the norms according to their sovereign will (主權意志).
- Practically, many states used the excuse of 'sovereignty of state (國家主權)' to refuse to cooperate in many issues.
- For example, according to OHCHR (2013), the traditional Western superpowers, such as, the USA and the UK, do not sign for some of the covenant of human rights. The UK just ratifies for 13 treaties and rejects to signs 9 treaties, and the USA only ratifies for 5 treaties and does not ratify 16 treaties.

## Limitation

- Regarding climate issue, Kyoto Protocol(京都協議) is the world's only legally binding global emissions treaty.
- On December 1-11, 1997, the Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC) was held in Kyoto, Japan. More than 150 nations attend and adopt the first international treaty on controlling and reducing greenhouse gases.
- With the Protocol's 2008-2012 commitment period expiring, the Doha (多哈) Amendment to the Kyoto Protocol was agreed to, which establishes new commitments for the period 2013-2020. As of September 2017, 83 states have accepted this amendment.

## Limitation

- Even if states ratify the treaty, they still can refuse to follow the decision by the UN, or they could even quit the treaty.
- The highest emission of carbon dioxide per capita - the USA joined in 1997, but quitted in 2001.
- In 2011, Canada officially renounces the Kyoto Protocol. Environment Minister Peter Kent says Kyoto's goals are unworkable because the United States and China never agreed to Kyoto, and that a new pact is needed to address emissions.

## What can we do? Environmental Citizenship

- Law
- Rights
- Participation
- Duties in our lives

ELIMINATE TOXIC CHEMICALS

## What can we do? Environmental Citizenship

- Culture
  - Can we come out green in our lives?

- Ideology
  - A theoretical / philosophical
    - Environmentalism (環境主義)as an ideology
    - An argument

GREEN PEACE

綠色力量
GREEN POWER

## Activity – watching video on reflection

Finally, please watch a video, as a summing up.

**Why it's time for 'Doughnut Economics' | Kate Raworth | TEDxAthens**

Food Justice For All

報名參加
氣候變化 好難啃!
報名參加「雙食與氣候公義」公眾活動

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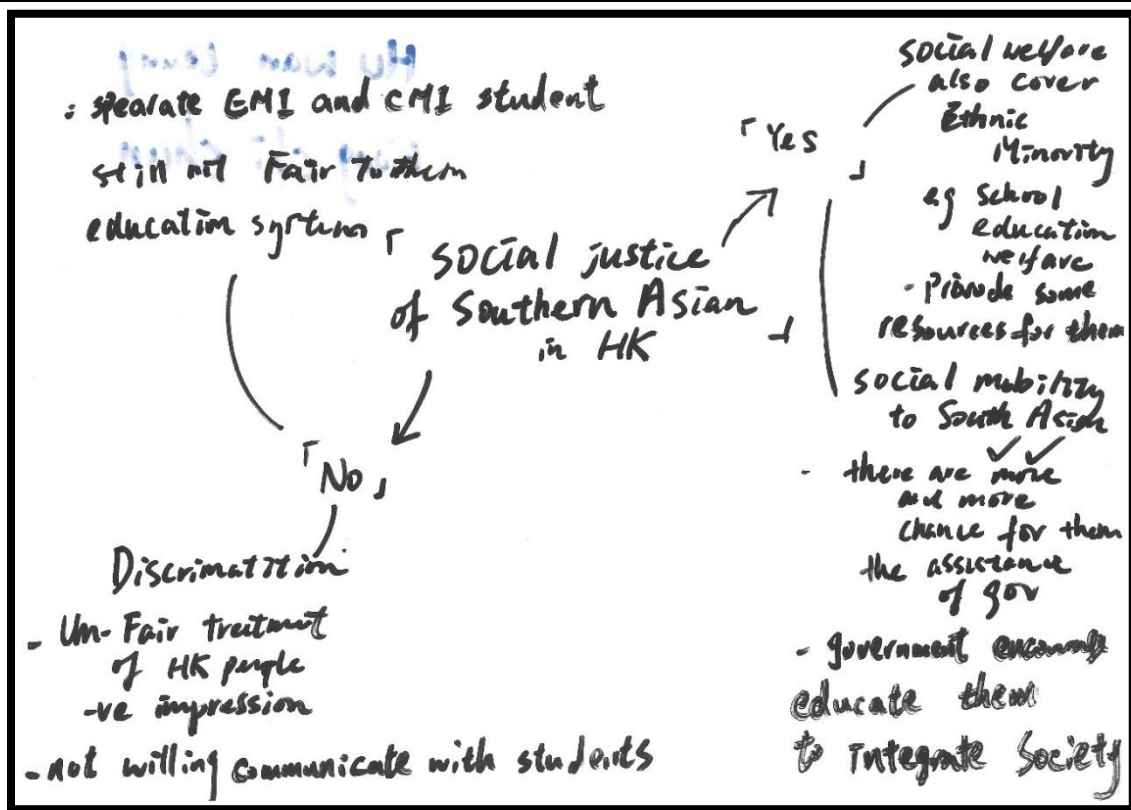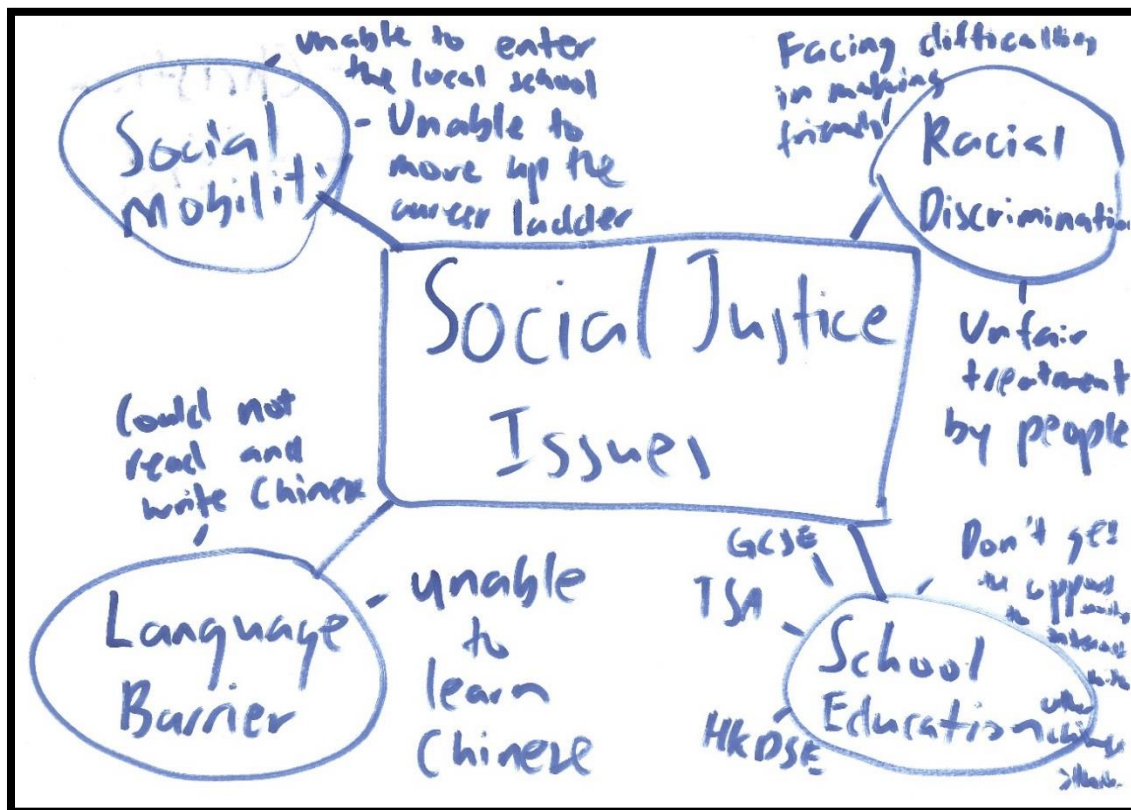- World Bank Group (2016) Poverty and shared prosperity 2016: taking on inequality. *Washington: The World Bank.* Retrieved from https://openknowledge.worldbank.org/bitstream/handle/10986/25078/9781464809583.pdf#page=55
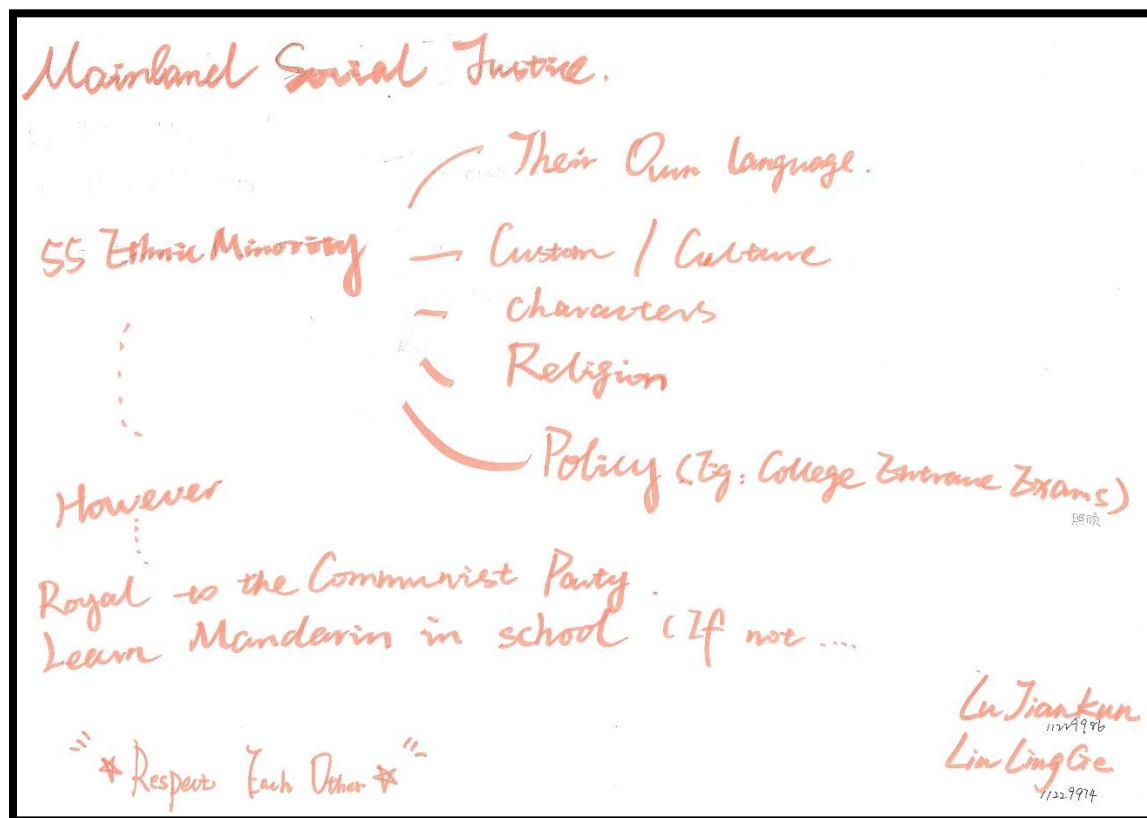- 林子倫. (2008). 後京都時代：氣候變遷的因應策略與挑戰. *新使者,* (106), 9-11.
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## Learning Activity (Mind Map) Samples (Session 4)



Unable to enter the local school
- Unable to move up the career ladder

Social Mobility

Facing difficulties in making friends!

Racial Discrimination

Social Justice Issues

Unfair treatment by people

Could not read and write Chinese

Language Barrier

- unable to learn Chinese

GCSE
TSA

School Education

HKDSE

Don't get the opportunity...



: separate EMI and CMI student
still not Fair to them education system

social justice of Southern Asian in HK

「Yes」

social welfare also cover Ethnic Minority
eg School education welfare
- Provide some resources for them
social mobility to South Asian ✓✓
- there are more and more chance for them the assistance of gov
- government encourage educate them to integrate society

「No」

Discrimination
- Un-Fair treatment of HK people
-ve impression
- not willing communicate with students

## Teaching Effectiveness

In both teaching cycles, the concept of 'social justice' have been defined and clarified by guiding undergraduate students in studying different social justice theories and interpretations, as well as putting the social justice concept into examining real-life social and political issues and debates, thus contributing to their analytical ability and ethical decision making. Second, students were engaged in active discussion, various learning activities such as mind-map and debates with application of social justice perspective. Their learning task sheets demonstrating their application and mastery of using social justice perspective in analysis and ethical decision making. Third, issues of social injustice have been discussed and analyzed, including economic injustice, food injustice, climate injustice, and global injustice. The international perspectives of social issues can widen the horizon of student participants. Fourth, student participants' own previous assumptions and even stereotypes on social issues and vulnerable or social disadvantaged groups have been reflected when examining the social justice issues at stake. This contributes to the development of reflective ability of the undergraduate students.

To analyze the effectiveness of the study unit, a mixed method of quantitative and qualitative research were adopted. For quantitative analysis, a pre-teaching questionnaire and a post-teaching questionnaire were designed and filled in by most of the participants. Some significant findings were discovered, including:

1. A majority of participants agreed that they do benefit from the teaching unit;
2. Most participants have changed their views on certain social issues
3. The Participants tended to hold a more positive perception about ethnic minorities such as South Asians;
4. The Participants tended to have known more about the society in which they have long lived and became more interested in community works;
5. The Participants tended to become more likely to empathize with individuals of racial or ethnic backgrounds different from theirs.

For qualitative research analysis, two focus groups were held to explore more in-depth insights into subjects' thinking of the study unit. Some aspects were discussed the most during the focus groups, including:

1. All participants held a positive perception on the social justice study unit;
2. All participants suggested that social justice course should be operated in the university in Hong Kong;
3. Some participants thought that the racial injustice situation should be promoted so as to let more people recognize the problem and find the solutions to solve the problem.
4. The participants mostly showed an understanding of the study unit's content.
5. The participants mostly suggested that lecture time should be extended to teach each social justice topics in more depth;
6. The participants mostly suggested that the study unit should be expended to broader context (e.g. secondary schools);
7. The participants mostly suggested that inviting practitioners (e.g. NGOs' staff) to share practical experience of pursuing social justice is a good way to teach social justice;

8. The participants mostly suggested that organizing experiential activities (e.g. site visit) is a good way to teach social justice.

The following three pages will show some excerpts from the two focus groups.

**Excerpt 1**

*I think learning social justice is very important in Hong Kong. It helps us to widen our horizon and to think from multiple perspectives of how to respect ourselves and respect others around us (Focus Group A, Chritian).*

**Excerpt 2**

*I was really surprised when I knew the situations of asylum seekers in Hong Kong. I was like shock, and also confused because the problem is really not easy to be solved. This is really worth for us to know about this issue (Focus Group A, Tina).*

**Excerpt 3**

*I think the most impressive part is learning about the genocide and refugees. I know the genocide in China such as the genocide in Nanjing. But for refugees, I do not know is there any refugee from other countries came to China because I have never met them. I think this class gives me some knowledge about refugee and what is their life in HK (Focus Group A, Lorna).*

**Excerpt 4**

*I really feel interested in learning about climate justice because I have never learnt about this topic during my secondary education. It is logical that there is climate injustice in the world. However, I have never gone that deep into the issue and have never deliberated the causes behind. This time, I have studied into the issue deeply and that may have a profound effect on my future teaching.   (Focus Group A, Sherry).*

**Excerpt 5**

*I think teaching social justice in the university is necessary. People living in the society are too busy and are rare to use a social justice perspective to judge certain social issues. During lecture, the lecturer taught us about the definition of social justice and applied it into certain social issues. The social justice study unit really provided me an opportunity to view the social controversial issues from a different angle (Focus Group A, Tina).*

**Excerpt 6**

*I hope the university can teach students about social justice. Particularly, I suggest that students who study General Studies and Liberal Studies should learn about social justice, because many of them will teach relevant topics in primary or secondary schools. They should have responsibility to deliver the message to the next generation. (Focus Group A, Sherry)*

**Excerpt 7**

*I have never learnt about the concept of social justice until I study in the university, maybe because I studied in Mainland China for my primary and secondary education. I think the university should teach the students about social justice. I also think it should be promoted in the universities in Mainland China. Social justice should exist in a society and I think learning social justice is meaningful (Focus Group B, Alex).*

**Excerpt 8**

*It is certainly necessary to teach social justice in the university. University is an institution which develops its students to build a better society by teaching unique knowledge at a deep level. This is what I expect to learn in the university. We should cherish the opportunity to learn about social justice (Focus Group B, Tony).*

**Excerpt 9**

*I still think although HK is an international society, people living here still have stereotype about like Mainland people or ethnic minorities. I think the schools need to have an instructor or a teacher to lead students into a more broaden way to widen their horizon to tell the people living in HK that the ethnic minorities are not that bad (Focus Group A, Lorna).*

**Excerpt 10**

*I am interested in Ethnic Minorities issues. In the university, also have many South Asian students. It is good to know deeply about what is the racial problem so that we can build a more united and harmonious society (Focus Group B, Tony).*

**Excerpt 11**

*I just wish that maybe there can be more courses about social justice so one course can teach more in depth about genocide and a course can teach more in depth about ethnic minorities, and a course can teach more about climate change, instead of like having a course that is too broad. If we have a course that is too broad, I think it might be hard for the students to study. So I think it can be narrowed down a bit. For example, they can cut down the climate change and focus on mainly ethnic minorities, genocide, and refugees in HK, so that it would be a more fruitful learning experience for the students. (Focus Group A, Chritian).*

**Excerpt 12**

*The study unit was mainly a theory-base introductory course and it did not discuss each social injustice issue in depth. For example, regarding climate injustice issue, did Hong Kong make worse on the global climate problem? Or is it a victim? It should be better if more lessons can be arranged so that such topics can be discussed more in depth (Focus Group A, Sherry).*

**Excerpt 13**

*I think this study unit can be adjusted to a junior level, so that it can be promoted to primary and secondary schools. This can benefit them (Focus Group A, Sherry).*

**Excerpt 14**

*I think social justice can be taught not only in the citizenship education course but also in a broader context, such as in another course. I think the study unit can be extended, maybe to General Education Foundation course, so that more people can know about the concept of social justice (Focus Group B, Alex).*

**Excerpt 15**

*In class, Eric just told me some concepts about ethnic minorities but we cannot experience their lives and we cannot hear about what do they think about their lives (Focus Group A, Lorna).*

**Excerpt 16**

*I think that this study unit has been developed very well. However, maybe some practical activities could be organised for this study unit, such as field trip. I think these kinds of activities can stimulate participants to think and also make the study unit more impressive (Focus Group A, Tina).*

# Conclusion

The two cycles of the social justice teaching unit have been completed with teaching and learning successes in terms of achieving the project aims of concept clarification and application of social justice as a perspective of analysis in making ethical decision making. This helps the students to broaden their knowledge horizon, as well as informing their ethical judgement when they come into contact with some social issues. Generally speaking, the course evaluation found a positive result for the study unit.  For more detail, please have a look of the full course evaluation report at the Appendix A.

In this teaching guide, we shared our own experience of teaching social justice in the two classes from curriculum design to course evaluation results. This teaching guide reminds social justice educators what you may consider when you prepare to teach and when you are teaching social justice. If you would like to know more about the teaching matters of this study unit or would like to have a soft copy of our teaching materials, please do not hesitate to contact us by email. You are welcome to contact either this project research assistant Mr. Pao Shun Shing (sspao@eduhk.hk) or the project leader Dr. Chong King Man Eric (kingman@eduhk.hk).


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# Appendix A - Full Course Evaluation Report

To analyze the effectiveness of the study unit, a mixed method of quantitative and qualitative research were adopted. For quantitative analysis, a pre-teaching questionnaire and a post-teaching questionnaire were designed and filled in by most of the participants. For qualitative analysis, two focus groups were held to explore more in-depth insights into subjects' thinking of the study unit. The following part will report the result of the quantitative evaluation.

## Quantitative Evaluation

A total of 53 students participated in the social justice education unit. They were asked to fill in a pre-teaching questionnaire (See Appendix B) before the teaching and a post-teaching questionnaire (See Appendix C) after the teaching of this social justice education unit. Both pre-teaching questionnaire and post-teaching questionnaire consist of 31 questions. The pre-teaching questionnaire has one particular question to ask whether participants have studied concepts of social justice before or not. The post-teaching questionnaire has also got a particular question to ask whether participants agree to participate in a focus group interview for subsequent qualitative research of focus group interview purpose. The rest of the questions are mostly the same. Please see Appendix B and Appendix C for details.

Eventually, 48 out of 53 student completed both pre-teaching and post-teaching questionnaires. Among them, 15 were male and 33 were female. Their mean age of the time they filled in the questionnaire was 19.92, with SD=1.38, range=19-25. The participants' ethnicity were diverse. Of the 48 participants, 35 were local Hong Kong Chinese students, 13 were Mainland Chinese students (three of them were exchange students from universities in China), and two were foreign students from Myanmar and the Philippines.

## Results

According to descriptive statistics, only 5 participants said they do not benefit from the teaching unit, while 19 of them (72%) said they do benefit from it.

| Table 1: Do you benefit from learning about social justice perspective? | | |
|---|---|---|
| | Frequency | Percent |
| Yes | 34 | 72.3 |
| No | 5 | 10.6 |
| Don't know | 8 | 17 |
| Total | 47 | 100 |

Thirty-seven (79%) reported that they have changed their views on certain social issues after the social justice teaching unit. Only 2 participants said he or she has not changed their view on certain social issues after the teaching unit.

Table 2: Does the course change your view on certain social issues?

| | Frequency | Percent |
|---|---|---|
| Yes | 37 | 78.7 |
| No | 2 | 4.3 |
| Don't know | 8 | 17 |
| Total | 47 | 100 |

A paired-samples t-test was run (see table 3). It found that the participants showed a significant increase in the expectations on three aspects: I will learn/ learned to apply concepts from my course to real situations, with t (47) = -2.38, p<0.05; I will become/ became more interested in a career in community work, with t (47) = -2.63, p<0.05; and I will learn/ learned about the community, with t (47) = -2.86, p<0.01.

Table 3: Paired Samples Test: Students' Course Satisfaction

| | | | 95% CI | | | |
|---|---|---|---|---|---|---|
| Pre-test – Post-test comparison | Mean | SD | Lower | Upper | t | Sig. |
| I will learn/ learned to apply concepts from my course to real situations | -.25 | .729 | -.462 | .038 | -2.38 | .022 |
| I will become/ became more interested in a career in community work | -.234 | .840 | -.481 | -.012 | -2.63 | .029 |
| I will learn/ learned about the community | -.333 | .117 | -.568 | -.099 | -2.86 | .006 |

Table 4 shows another two-tailed paired-sample t-test which compares the differences between pre-teaching test and post-teaching test. Regarding students' perception about South Asians, there was a significant difference between pre-test (M=6.14, SD=1.52) and post-test (M=6.58, SD=1.76) (i.e. larger score represents more positive perception), with t (47) = -2.16, p<0.05. It seems that students tended to hold a more positive perception towards South Asians after the completion of

the study unit. On the other hand, a two-tailed paired-sample t-test also compared participants' understanding of local charities or non-government organizations between pre-test and post-test. Result found that a significant difference between pre-test (M=2.88, SD=1.94) and post-test (M=3.71, SD=1.83), with t (47) = -4.20, p<0.001. Result indicates that participants tended to have more understandings about local charities or non-government organizations after the completion of the study unit.

Table 4: Paired Samples Test: Empathic Awareness Scale

| Pre-test – Post-test comparison | Mean | SD | 95% CI Lower | 95% CI Upper | t | Sig. |
|---|---|---|---|---|---|---|
| I am aware of how society differentially treats racial or ethnic groups other than my own. | -.25 | .86 | -.50 | .00 | -2.01 | .051 |
| I recognize that the media often portrays people based on racial or ethnic stereotypes. | -.27 | .77 | -.50 | -.04 | -2.37 | .022 |
| I can see how other racial or ethnic groups are systematically oppressed in our society. | -.44 | .77 | -.66 | -.21 | -3.94 | .000 |
| I am aware of institutional barriers (e.g., restricted opportunities for job promotion) that discriminate against racial or ethnic groups other than my own. | -.48 | 1.03 | -.78 | -.18 | -3.22 | .002 |

According to the quantitative evaluation, after the completion of the teaching unit, the majority of participants agreed that they did benefit from the teaching unit; most participants have changed their views on certain social issues; participants tended to hold a more positive perception about ethnic minorities such as South Asians minorities; they have known more about the society they have long lived and became more interested in community work; they became more likely to empathize with individuals of racial or ethnic backgrounds different from theirs. Undoubtedly, the positive result may indicate the successfulness of the project on certain extent.

## Qualitative Evaluation

A total of six participants agreed to join a focus group. Four of them were from class A, and another two were from class B. All six students were invited to participate in a focus group. The research assistant of this project worked as a moderator to hold a focus group in the first semester for the four participants from class A, and to hold another focus group in the second semester for the two participants from class B. Before the start of the focus group interview, the interviewees were provided clear explanation of the purposes of the focus group and were informed that the discussion were audio-recorded for research purpose. Next, the moderator assured the participants

that all interviewees were anonymous and the data gained will be treated confidential. After that, the moderator briefed the participants that the questions of the interview had not a model answer and encouraged them to express their genuine thoughts, feelings, and doubts through the interview.

# Results

In both groups, the participants generally showed a positive perception towards the teaching and learning of the study unit. Most of them indicated that they had learnt something during the study unit and showed an understanding on certain social injustice issues during the focus group interview. Some interviewees reported that they were impressed by the teaching of social justice concepts and application during the lectures, and were stimulated to reflect over social justice issues in the society and the world. A few of them even showed an interest in further exploration of social justice issues after the study unit. The related excerpts were as below:

**Related quotations**

**Excerpt 1**

*I think learning social justice is very important in Hong Kong. It helps us to widen our horizon and to think from multiple perspectives of how to respect ourselves and respect others around us (Focus Group A, Christian).*

**Excerpt 2**

*I was really surprised when I knew the situations of asylum seekers in Hong Kong. I was like shock, and also confused because the problem is really not easy to be solved. This is really worth for us to know about this issue (Focus Group A, Tina).*

**Excerpt 3**

*I think the most impressive part is learning about the genocide and refugees. I know the genocide in China such as the genocide in Nanjing. But for refugees, I do not know is there any refugee from other countries came to China because I have never met them. I think this class gives me some knowledge about refugee and what is their life in HK (Focus Group A, Lorna).*

**Excerpt 4**

*I really feel interested in learning about climate justice because I have never learnt about this topic during my secondary education. It is logical that there is climate injustice in the world. However, I have never gone that deep into the issue and have never deliberated the causes behind. This time, I have studied into the issue deeply and that may have a profound effect on my future teaching. (Focus Group A, Sherry).*

All interviewees agreed that social justice perspectives should be promoted in the university and teaching social justice in the undergraduate level is necessary. Interviewees mostly thought that

university students should realise social problems and be equipped with a social justice perspective. However, they have different reasons to support the promotion of social justice within the university. Some of them just said they thought learning about social justice perspectives is meaningful because they had not learnt about it before. A few of them thought that universities should teach students unique knowledge (e.g. social justice perspectives) for them to build a better society. A few of them believed that university students should learn about social justice perspectives so that they can deliver the message to the next generation. The related excerpts were as below:

**Related quotations**

**Excerpt 5**

*I think teaching social justice in the university is necessary. People living in the society are too busy and are rare to use a social justice perspective to judge certain social issues. During lecture, the lecturer taught us about the definition of social justice and applied it into certain social issues. The social justice study unit really provided me an opportunity to view the social controversial issues from a different angle (Focus Group A, Tina).*

**Excerpt 6**

*I hope the university can teach students about social justice. Particularly, I suggest that students who study General Studies and Liberal Studies should learn about social justice, because many of them will teach relevant topics in primary or secondary schools. They should have responsibility to deliver the message to the next generation. (Focus Group A, Sherry)*

**Excerpt 7**

*I have never learnt about the concept of social justice until I study in the university, maybe because I studied in Mainland China for my primary and secondary education. I think the university should teach the students about social justice. I also think it should be promoted in the universities in Mainland China. Social justice should exist in a society and I think learning social justice is meaningful (Focus Group B, Alex).*

**Excerpt 8**

*It is certainly necessary to teach social justice in the university. University is an institution which develops its students to build a better society by teaching unique knowledge at a deep level. This is what I expect to learn in the university. We should cherish the opportunity to learn about social justice (Focus Group B, Tony).*

Most of the interviewees showed a more positive perception towards ethnic minorities after finishing the study unit. They thought that the racial injustice situation should be promoted so as to let more people recognise the problem and find the solutions to solve the problem. The related excerpts were as below:

**Excerpt 9**

*I have a greater perception toward South Asians after the course. Maybe because I have more understanding about them and know more about their culture and hard lives in Hong Kong. (Focus Group A, Tina)*

**Excerpt 10**

*I still think although HK is an international society, people living here still have stereotype about like Mainland people or ethnic minorities. I think the schools need to have an instructor or a teacher to lead students into a more broaden way to widen their horizon to tell the people living in HK that the ethnic minorities are not that bad (Focus Group A, Lorna).*

**Excerpt 11**

*I am interested in Ethnic Minorities issues. In the university, also have many South Asian students. It is good to know deeply about what is the racial problem so that we can build a more united and harmonious society (Focus Group B, Tony).*

In both groups, most interviewees indicated that this social justice study unit could extend the number of sessions to go deeper on certain topics. Pertaining to this issue, the interviewees mostly emphasised that they benefited from the study unit. But, some of them reported that the class time was too short to cover several social justice issues and that made them felt a need to learn more on certain topics. They mostly suggested that more lecture time should be added so that the lecturer can have enough time to go into all topics in more depth. The related excerpts were as below:

**Excerpt 11**

*I just wish that maybe there can be more courses about social justice so one course can teach more in depth about genocide and a course can teach more in depth about ethnic minorities, and a course can teach more about climate change, instead of like having a course that is too broad. If we have a course that is too broad, I think it might be hard for the students to study. So I think it can be narrowed down a bit. For example, they can cut down the climate change and focus on mainly ethnic minorities, genocide, and refugees in HK, so that it would be a more fruitful learning experience for the students. (Focus Group A, Christian).*

**Excerpt 12**

*The study unit was mainly a theory-base introductory course and it did not discuss each social injustice issue in depth. For example, regarding climate injustice issue, did Hong Kong make worse on the global climate problem? Or is it a victim? It should be better if more lessons can be arranged so that such topics can be discussed more in depth (Focus Group A, Sherry).*

Some interviewees thought that social justice perspectives should be promoted to a broader context in Hong Kong. Particularly, they suggested that the study unit can be adjusted and be implemented in junior levels (i.e. Foundation course in universities, and even secondary and primary schools), so that more people can be benefited. The related excerpts were as below:

**Related quotations**

**Excerpt 13**

*I think this study unit can be adjusted to a junior level, so that it can be promoted to primary and secondary schools. This can benefit them (Focus Group A, Sherry).*

**Excerpt 14**

*I think social justice can be taught not only in the citizenship education course but also in a broader context, such as in another course. I think the study unit can be extended, maybe to General Education Foundation course, so that more people can know about the concept of social justice (Focus Group B, Alex).*

Finally, some participants implied that they would like to get in touch with those disadvantaged ethnic groups and that is a way to facilitate the learning of the topic in depth. Some of them suggested that experiential learning activities should be organized for participants of the study unit. The related excerpts were as below:

**Related quotations**

**Excerpt 15**

*In class, Eric just told me some concepts about ethnic minorities but we cannot experience their lives and we cannot hear about what do they think about their lives (Focus Group A, Lorna).*

**Excerpt 16**

*I think that this study unit has been developed very well. However, maybe some practical activities could be organised for this study unit, such as field trip. I think these kinds of activities can stimulate participants to think and also make the study unit more impressive (Focus Group A, Tina).*

# Discussion

## Findings and Implications

### Participants' positive perception towards the study unit

According to the data analysis, the participants tended to have a positive perception towards the social justice study unit. It can be reflected by a majority of the participants reporting that they benefited from learning about social justice perspective through the questionnaire. The above quantitative findings were supported by the qualitative findings. Qualitative findings revealed that all interviewees held a positive attitude on the teaching and learning of the teaching unit. The participants used different words to appreciate their learning in the study unit. For example, the below quotations showed their positive perceptions toward the study unit:

''It is really worth for us to know about the issue.''

''It helps us to widen our horizon.''

''That may have a profound effect on my future teaching.''

''We should cherish the opportunity to learn social justice.''

Moreover, all the participants agreed social justice should be taught in the university. Some of them even said 'it is necessary to teach social justice' to show their hope of having a social justice module in their undergraduate study. The above evidences demonstrate an affirmation of the positive learning impacts of study unit from the participants.

### Enhancement of students' social justice knowledge

Secondly, the study unit enhanced the students' knowledge about social justice and the community. As can be seen from the quantitative findings, most participants realised that they have changed their views on certain social issues after the completion of study unit. Also, most of them reported better-than-expected learning about the community and applying the social justice concepts into real-life situations. The above results demonstrated that the participants admitted their learning in this course changed their perceptions about the society and social groups such as ethnic minorities, which was significantly better than their expectation. Indeed, it is not easy for the students to apply their knowledge on analysing real life situations, especially under the examination culture of Hong Kong. The result may be attributed to the multi-approaches of teaching methods adopted in this social justice teaching unit, which includes lecturing, video analysis, mind map activity, group discussion and presentation, etc. All these statistical significant results are evidences indicating the students know more about the society.

Regarding the qualitative findings, although the interviewer did not test the interviewees on their knowledge gained on the contents of this study unit during the focus group interviews, the interviewees showed their understandings of the concepts of social justice and relevant social injustice issues. For example, an interviewee described his understanding of the concept of social justice and another interviewee interpreted how climate injustice occurred and the logic behind.

## Raising of empathic awareness

Thirdly, the participants were able to show their understandings on the difficulties faced by ethnic minorities in Hong Kong and their sense of empathy toward the ethnic minorities. Quantitatively, the statistical significant results showed that they tended to become more aware of how society have treated racial or ethnic groups different from themselves. They could recognize the media often portrayed people based on racial or ethnic stereotypes, and that they could see how other racial or ethnic groups could have been systematically ignored or even oppressed in our society. They were also aware of institutional barriers that discriminate against racial or ethnic groups. These results indicated that the participants have developed an improved understanding about the difficulties that ethnic minorities faced in Hong Kong after completing of the study unit. Moreover, a statistical significant result was found that the participants tended to hold a more positive perception towards South Asians in Hong Kong after finishing this study unit. This may be interpreted as participants realized how hard the ethnic minorities living in Hong Kong so that they developed a sense of empathy and compassion towards South Asians. It seems that the teaching has increased the participants' understandings about ethnic minorities in Hong Kong, facilitated them to empathize with the disadvantaged ethnic groups, and also improved their perceptions toward those ethnic minorities.

Qualitatively, most of the interviewees admitted that they held a more positive perception towards ethnic minorities in Hong Kong, mainly due to having more understanding about them. Both focus group interviews spent four minutes to discuss about racial injustice issues. This may be because four out of six participants were not local Hong Kong Chinese in the focus groups, with three Mainland Chinese students and one Filipino student. That could be a reason to explain why the focus group interviews discussed about racial injustice issues. Yet, the result is meaningful since a local Hong Kong Chinese participant showed a warm and positive response on the topic:

*''It is good to know deeply about what is the racial problem so that we can build a more united and harmonious society.'' (Focus Group B, Tony).*

## Increasing willingness to engage in community work

The quantitative evaluation found a significant result that the participants tended to feel more interested in choosing a career of community work after the completion of the study unit, comparing with the start of the study unit. Their changes may be due to the participants knew more about the social injustice issues in Hong Kong and developed a sense of empathy toward those disadvantaged groups suffering from poverty and racial discrimination. They would like to help them coming out of poor situations by considering a career of community work. In other words, the study unit may have developed a sense of social justice among the participants so that they have become more interested in working for lessening social injustice. The result is consistent with the findings of previous social justice research (e.g. Ngai 2009; Torres-Harding, Siers, & Olson, 2012). Torres-Harding et al (2012) found that people with higher social justice attitude and behavioral intentions tend to be more interested in public services. Ngai (2006) also found that people who would like to work towards social justice were more likely to consider a career of which they can serve others.

## Improvement of the study unit

During the focus group interviews, the participants provided some feedback for the evaluation of teaching in this study unit. First, most interviewees believed that the class time of the study unit was too short to cover several social justice issues and they suggested that it could be extended to include more sessions to go into certain topics in more depth. Indeed, the author agreed that a total of nine hours of this teaching unit was not enough to teach social justice in depth. However, the design of this study unit was to enable students to reorganize the concepts and application of 'social justice' and using 'social justice' as a perspective without affecting the original course contents, so as to achieve the project aims of exploring the effectiveness of applying social justice as a form of ethical decision making by engaging students in conceptual clarification and learning activities. After thorough design and consideration, the social justice study unit only utilized 3 lectures in order not to affect the overall course contents. Anyway, even though this 3-lecture study unit was not long in lecture time, both quantitative and qualitative results found positive learning in certain aspects. Therefore, this social justice teaching unit was meaningful and successful.

To provide a fruitful learning experience for students, in short, it is recommended that more class time should be offered to clarify the concepts clearly, to study social justice related issues in more depth, and to organize extra learning activities. In the university setting, in fact, there are some examples to teach social justice as a module, with over eight lectures, organized class activities, meaningful experiential learning activities and assessment. For example, a 'Social Justice and Education' module has been provided by the University of York, UK. That module was designed as a core module in the programme of Master of Arts in Social Justice and Education, which was comprised of nine seminars on different sub-topics of social justice and education and a written assessment in the academic year of 2018/2019 (The University of York, 2018). It could be a good reference for the tertiary institutions of Hong Kong.

Second, some interviewees suggested that experiential learning activities could be incorporated when teaching social justice. A participant said she had learnt some concepts about ethnic minorities but she could not experience their lives and could not hear about what the ethnic minorities were really thinking about their lives. Another participant said the design of this social justice education unit was excellent but it could be more impressive if the study unit included experiential learning activities. Undoubtedly, practical experiential learning activities can offer students a chance to learn in a real-world setting and bridge the gap between theory and practice when teaching about such kind of social justice issues. Previous research found that utilising experiential learning activities in the teaching of social justice has been proved as a feasible method (e.g. Adams, 2016). Adams (2016) believed that such kind of experiential activities are necessary when teaching social justice. In fact, when designing the current study unit, experiential learning activities were considered. However, due to the time limit of three-lecture for the study unit, one only experiential learning activity was included. It is suggested that social justice educators should make use of experiential learning activities to teach social justice after you have adequate time to teach the basic concepts of social justice. Combining classroom learning with experiential learning is always a good way to enhance student learning. In Hong Kong, many NGOs have organised field visit for students at different levels to promote different aspects of social understanding, which can be relate to the concept of social justice. Some NGOs who have long organised experiential learning activities for students include Food Angel and Oxfam. Also, Sikh Temple at

Wan Chai also provides guide tour for students to know more about their religion, culture and their social service role in Hong Kong.

Third, a participant pointed out that inviting professional practitioners from NGOs to give lecture may be a good method to teach about social justice. Undoubtedly, professional practitioners would have more practical experience in their professional field and their sharing should be very meaning to the students. In fact, inviting guest speaker is a common practice in tertiary institutions in Hong Kong and with more time available in a teaching unit, guest lecture would be a good choice. This method should really work in a social justice course, as the professional practitioners can share their valuable experience so that students can realise how practitioners work on the social injustice in a real-world setting. The related quotation as below:

*''Maybe he can invite some guest lecturers to give us lecture about how they work, for example, some NGOs staff.'' (Focus Group A, Lorna)*

Finally, some interviewees thought that social justice perspectives should be promoted to a broader context in Hong Kong so that more people can be benefited from it. In fact, social justice perspectives could be included in the Citizenship Education or Liberal Studies of Hong Kong secondary education. However, as has been criticized, in recent years, there has been a phenomenon that citizenship education in schools focus on promoting nationalistic education or moral education in recent decade, while other elements (e.g. human rights education, education for democracy and education for social justice) have been squeezed out from the mainstream civic education curriculum in Hong Kong. This is one of the reasons the author started to promote social justice perspectives within the EdUHK. Perhaps, this study unit could be adapted to junior level so that we can share the experience and teaching materials of this TDG project with the secondary and primary school teachers. However, it may require funding and manpower to run another project and the partnership scale of that proposed project would certainly be larger than the current TDG project.

## Limitations and future development direction of SJE

The limitation of this study may be small sample size. The sample size is not enough for us to compare the differences within groups, such as age, ethnicity, and religion, etc. Therefore, for future research direction, a larger and representative sample size should be recruited to engage in related action research. In addition, social justice perspectives should be taught in more depth and be promoted to a broader context in Hong Kong, such as secondary schools. It may be our future direction of promoting social justice perspectives. Also, as has been mentioned, experiential learning activities is vital in learning social justice. However, in some courses, teachers may not be allowed to organise experiential learning activities due to the lack of budget or time or other issues. In terms of this issue, the application of virtual reality (VR) technology could be considered in teaching and learning of social justice. VR is a modern tool for teaching and learning in various subjects in educational sector. Utilising this technology, a series of VR experiential activities can be developed so that learners can participate in VR experiential activities in the classroom. Therefore, another crucial future direction may be developing VR experiential activities specifically for SJE.

**<u>Conclusion</u>**

To sum up, according to the quantitative evaluation, after the completion of the teaching unit, the majority of participants agreed that they do benefit from the teaching unit; most participants have changed their views on certain social issues; participants tended to hold a more positive perception about ethnic minorities such as South Asians; they have known more about the society in which they have long lived and became more interested in community works; they became more likely to empathize with individuals of racial or ethnic backgrounds different from theirs. Thus, the overall positive results indicate the successfulness of this TDG project. During the focus groups, the participants mostly held a positive perception on the social justice study unit and suggested that social justice course should be operated in the university in Hong Kong. Moreover, they showed an understanding of the study unit's content. Participants commended a few suggestions for the study unit. For example, lecture time should be extended to teach each social justice topics in more depth; expending the study unit to broader context (e.g. secondary schools); Inviting practitioners (e.g. NGOs' staff) to share practical experience of pursuing social justice; Organizing experiential activities (e.g. site visit). The TDG study unit ended up with some significant positive result. In future, we will continually develop SJE curriculum for different levels of learners and may consider other methods to improve the current SJE promotion, such as the application of VR technology.

# Appendix B – Pre-teaching Questionnaire

![The Education University of Hong Kong logo] 香港教育大學
The Education University of Hong Kong

**Course mid-term survey: Social Justice Curriculum (week 5 – week 7)**

This questionnaire aims to assess your pre-lesson attitude and understanding about Social Justice in this G.E. course. This is designed to help us to improve the course. <u>Please tick in the circle 'O' for your preferred answer.</u> You have the right to withdraw from this questionnaire survey.

**A. Learning about academic field**

| Through the study unit I am taking this semester: | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| A1. I will gain a deeper understanding of things I learned about in this course. | O | O | O | O | O |
| A2. I will learn to apply concepts from my course to real situations. | O | O | O | O | O |
| A3. I will become more interested in the field contained in this course. | O | O | O | O | O |
| A4. I will better understand the role of a professional in this field. | O | O | O | O | O |
| A5. I will become more interested in a career in community work. | O | O | O | O | O |

**B. Learning about our society**

| Through the study unit I am taking this semester: | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| B1. I will learn about the community. | O | O | O | O | O |
| B2. I will learn how to work with others effectively. | O | O | O | O | O |
| B3. I will learn to appreciate different cultures. | O | O | O | O | O |
| B4. I will learn to see social problems in a new way. | O | O | O | O | O |

| | | | | | |
|---|---|---|---|---|---|
| B5. I will become more aware of the community of which I am a part. | ○ | ○ | ○ | ○ | ○ |

**C. Acceptance of different culture**

| | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| C1. I feel irritated when people of different racial or ethnic backgrounds speak their language around me. | ○ | ○ | ○ | ○ | ○ |
| C2. I feel annoyed when people do not speak standard Cantonese (<u>Or your own language</u>). | ○ | ○ | ○ | ○ | ○ |
| C3. I get impatient when communicating with people from other racial or ethnic backgrounds, regardless of how well they speak Cantonese (<u>Or your own language</u>). | ○ | ○ | ○ | ○ | ○ |
| C4. I do not understand why people want to keep their indigenous racial or ethnic cultural traditions instead of trying to fit into the mainstream. | ○ | ○ | ○ | ○ | ○ |
| C5. I don't understand why people of different racial or ethnic backgrounds enjoy wearing traditional clothing. | ○ | ○ | ○ | ○ | ○ |

**D. Empathic awareness**

| | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| D1. I am aware of how society differentially treats racial or ethnic groups other than my own. | ○ | ○ | ○ | ○ | ○ |
| D2. I recognize that the media often portrays people based on racial or ethnic stereotypes. | ○ | ○ | ○ | ○ | ○ |
| D3. I can see how other racial or ethnic groups are systematically oppressed in our society. | ○ | ○ | ○ | ○ | ○ |

| D4. I am aware of institutional barriers (e.g., restricted opportunities for job promotion) that discriminate against racial or ethnic groups other than my own. | ○ | ○ | ○ | ○ | ○ |

E**. General information**

1. Gender
   Male○    Female○

2. Age
   18○   19○   20○   21○   22○   23○   24○   25○   Other: _____

3. Ethnicity
   Local Hong Kong Chinese○    Mainland Chinese○    Other (please specify): _____

4. Religion
   Yes○    No○    Please specify, if you are willing:

5. Have you ever attended any course teaching about social justice before?
   Yes○    No○    Can't remember○

**F. Perceptions of social issues**

1. What is your perception about South Asians?
   Kind○          Easy-going○          Fearful ○    Hard-working○          Active○

   Violent○          They feel themselves inferior○          Being excluded by others○

   Lazy○          No feeling○          Don't know○    Other (please specify): _____

2. Overall, is your perception about South Asians incline towards positive or negative? Please use 0-10 for your answer (0=extremely negative, 5=normal, 10= extremely positive).
   _____

3. Would you actively communicate with South Asians if there is a chance?
   Yes○   No○   Don't know○
   Why? _____

4. What is the official poverty line for a 1-person household in Hong Kong?
   $3,000-$4,000○  $4,001-5,000○  $5,001-6,000○  $6,001-7,000○  Don't know○

5. Do you know the functions of below charities or non-government organizations?

Food angel (皆食堂) O

Crossroads foundation (國際十字路會) O

Po Leung Kuk (保良局) O

St. James' Settlement (聖雅各福群會) O

Justice Centre Hong Kong (香港公義中心) O

Harmony House (和諧之家) O

Tung Wah Group of Hospitals (東華三會)O

Oxfam (樂施會) O

Unison (融樂會) O

6. Do you expect you would be benefited from learning about social justice perspective?
Yes O     No O     Don't know O


If yes, what do you expect to benefit from applying social justice perspective?
_____


7. Do you expect the course would change your view on certain social issues?
Yes O     No O     Don't know O

Thank you! **Please give yourself an identifier such as 'CKM' for post-test comparison:
_____ (e.g. short form of your name)**

# Appendix C – Post-teaching Questionnaire

香港教育大學
The Education University
of Hong Kong

**Course mid-term survey: Social Justice Curriculum (week 5 – week 7)**

This questionnaire aims to assess your post-lesson attitude and understanding about Social Justice in this G.E. course. This is designed to help us to improve the course. <u>Please tick in the circle 'O' for your preferred answer.</u> You have the right to withdraw from this questionnaire survey.

**A. Learning about academic field**

| Through the study unit I am taking this semester: | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| A1. I gained a deeper understanding of things I learned about in this course. | O | O | O | O | O |
| A2. I learned to apply concepts from my course to real situations. | O | O | O | O | O |
| A3. I became more interested in the field contained in this course. | O | O | O | O | O |
| A4. I better understand the role of a professional in this field. | O | O | O | O | O |
| A5. I became more interested in a career in community work. | O | O | O | O | O |

**B. Learning about our society**

| Through the study unit I am taking this semester: | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| B1. I learned about the community. | O | O | O | O | O |
| B2. I learned how to work with others effectively. | O | O | O | O | O |
| B3. I learned to appreciate different cultures. | O | O | O | O | O |
| B4. I learned to see social problems in a new way. | O | O | O | O | O |

| | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| B5. I became more aware of the community of which I am a part. | ○ | ○ | ○ | ○ | ○ |

**C. Acceptance of different culture**

| | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| C1. I feel irritated when people of different racial or ethnic backgrounds speak their language around me. | ○ | ○ | ○ | ○ | ○ |
| C2. I feel annoyed when people do not speak standard Cantonese (Or your own language). | ○ | ○ | ○ | ○ | ○ |
| C3. I get impatient when communicating with people from other racial or ethnic backgrounds, regardless of how well they speak Cantonese (Or your own language). | ○ | ○ | ○ | ○ | ○ |
| C4. I do not understand why people want to keep their indigenous racial or ethnic cultural traditions instead of trying to fit into the mainstream. | ○ | ○ | ○ | ○ | ○ |
| C5. I don't understand why people of different racial or ethnic backgrounds enjoy wearing traditional clothing. | ○ | ○ | ○ | ○ | ○ |

**D. Empathic awareness**

| | Extremely agree(5) | | | | Extremely disagree(1) |
|---|---|---|---|---|---|
| D1. I am aware of how society differentially treats racial or ethnic groups other than my own. | ○ | ○ | ○ | ○ | ○ |
| D2. I recognize that the media often portrays people based on racial or ethnic stereotypes. | ○ | ○ | ○ | ○ | ○ |
| D3. I can see how other racial or ethnic groups are systematically oppressed in our society. | ○ | ○ | ○ | ○ | ○ |

| D4. I am aware of institutional barriers (e.g., restricted opportunities for job promotion) that discriminate against racial or ethnic groups other than my own. | ○ | ○ | ○ | ○ | ○ |
|---|---|---|---|---|---|

## E. General information

1. Gender
   Male○   Female○

2. Age

   18○  19○  20○  21○  22○  23○  24○  25○  Other: _____

3. Ethnicity

   Local Hong Kong Chinese○   Mainland Chinese○   Other (please specify): _____

4. Religion
   Yes○   No○   Please specify, if you are willing:

5. Have you ever attended any course teaching about social justice before?
   Yes○   No○   Can't remember○

## F. Perceptions of social issues

1. What is your perception about South Asians?
   Kind○            Easy-going○            Fearful ○      Hard-working○         Active○

   Violent○         They feel themselves inferior○      Being excluded by others○

   Lazy○            No feeling○      Don't know○    Other (please specify): _____

2. Overall, is your perception about South Asians incline towards positive or negative? Please use 0-10 for your answer (0=extremely negative, 5=normal, 10= extremely positive).

   _____

3. Would you actively communicate with South Asians if there is a chance?
   Yes○   No○   Don't know○
   Why? _____

4. What is the official poverty line for a 1-person household in Hong Kong?
   $3,000-$4,000○  $4,001-5,000○  $5,001-6,000○  $6,001-7,000○  Don't know○

5.  Do you know the functions of below charities or non-government organizations?

    Food angel (皆食堂)) ◯

    Crossroads foundation (國際十字路會) ◯

    Po Leung Kuk (保良局) ◯

    St. James' Settlement (聖雅各福群會) ◯

    Justice Centre Hong Kong (香港公義中心)◯

    Harmony House (和諧之家) ◯

    Tung Wah Group of Hospitals (東華三會)◯

    Oxfam (樂施會) ◯

    Unison (融樂會) ◯

6.  Do you benefit from learning about social justice perspective?
    Yes◯    No◯    Don't know◯


    If yes, what do you benefit from applying social justice perspective?
    _____


7.  Do the course change your view on certain social issues?
    Yes◯    No◯    Don't know◯

8.  Do you agree to participate in a focus group interview? The interview would last for 1 hour. If yes, please write down your phone number and email address:
    Tel: _____    Email: _____

    Thank you! **Please give yourself an identifier such as 'CKM' for post-test comparison:**
    **_____ (e.g. short form of your name)**