EMAP

GROUP A09

INTERETHNIC COMMUNION

INHERITANCE

COMMUNITY MAP
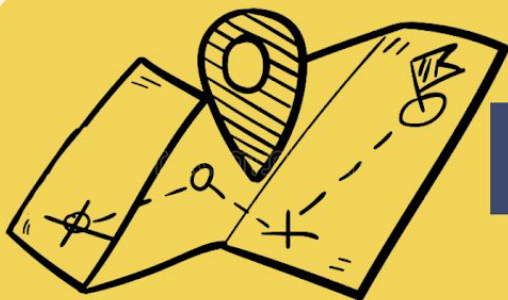
Table of Content

1 About EMap

Our project can be summarised by three elements, interethnic communion, inheritance of culture and community map. Recognising the distant relationship between different ethnicities within the city due to stereotyping and language barriers, we wish to create dialogue among different ethnicities, creating interethnic communion. Other than that, many ethnic youth feel a disconnect between their heritage culture while attempting to adapt to local Hong Kong culture, causing weak links to their roots. We aim to enhance these issues through community mapping which promotes racial harmony and interethnic integration.

Our objective and vision in the end, is to promote integration among different ethnic groups in Hong Kong. We also wish that youth from different ethnic groups can gain better understanding of themselves through reflecting on their stories and experiences in Hong Kong through self-actualisation. To raise awareness of different ethnicities' long community history in Hong Kong is also important for the integration of the society. We believe this can be achieved through interaction, creating dialogue and co-creating. This way, people of different ethnicities can start to understand and respect each other and realise the similarities they share.

1.1 Objectives and value of project

Three social issues we addressed through our project. One being the little interaction between different ethnic groups which we enhanced by providing an opportunity for dialogue and interaction through the Human Library workshop. The second is the complex identity issues faced by non-ethnic Chinese which was improved through facilitating participants to reflect on their experiences in Hong Kong. Lastly, the issue of stereotyping of the non-ethnic Chinese was ameliorated through dialogue. Participants saw non-ethnic Chinese from a new perspective and changed their image of them. By taking the first step in the pilot scheme, we improved these three prominent social issues regarding ethnic integration, making our project valuable.

Table Summary of our visions and the activities planned to achieve it.

Vision	Description	Activities to achieve it
Interaction	To create opportunity for EM and ethnic Chinese Hongkongers to meet and interact	Human library / Storytelling
Co-creation	enable different ethnicities to create something meaningful together,	Creating community map during human library

	develop mutual understanding	
Community History	Facilitate EM to share their stories about living in Hong Kong	Community map
Self-actualisation	Empower EM to actualise their sense of belongings to the community	Storytelling
Integration	Let society understand EM heritage in Hong Kong, how they are linked to HK	Social media awareness

1.2 Innovation and creativity
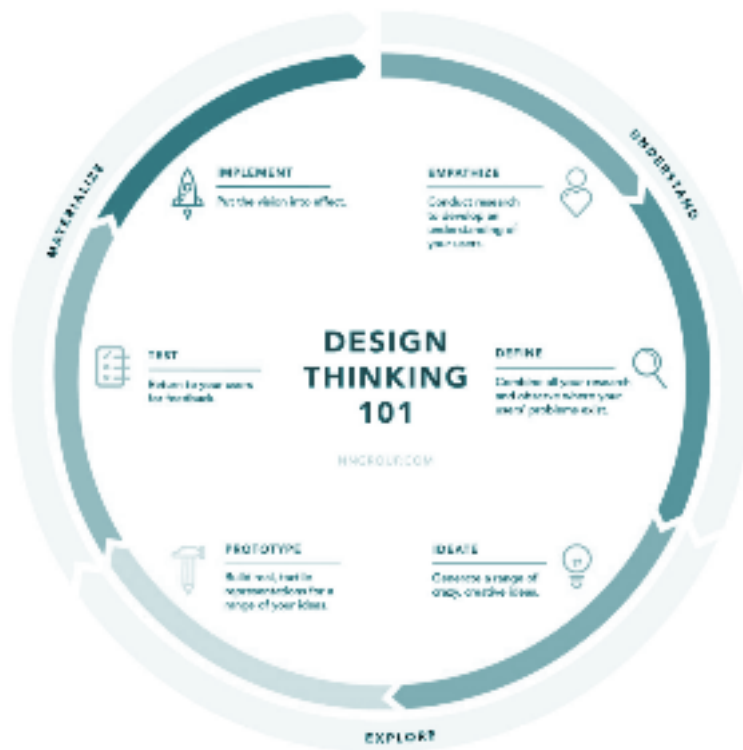
(Gibbons, 2016)

Design thinking approach is a discipline that uses the designer's sensibility and methods to match users' needs with what a viable business strategy can convert into customer value and market opportunity" (Brown 2008, p. 86). The three pillars of

design thinking focus on the prioritizing and uncovering the unmet needs of service users, mitigating risk associated with creating new ideas and initiatives
focusing on revolutionary solutions over incremental improvements.
There are five steps in total, which are define, ideate, prototype, test and implement. Design thinking is a systematic innovation process generating person-centered, comprehensive and effective solutions that empowers and encourages service users to fully understand the problem and develops new ideas that will have a strong influence on our community (IDEO, 2011a, 2011b, 2012). Design thinking is an innovative model compared with traditional planning models such as strategic planning and rational comprehensive, which started from identifying the problem and goal to implementation, while seldom investigating how to create a prototype to fit the needs of the participants. Even though participants are the recipients of the project, the program coordinator seldom adopts their opinion in the decision-making. Therefore, we would like to integrate different methodologies of engagement with a design thinking approach together to facilitate the cultural shift and to embrace co-working with our participants, connecting them closer to the community. Core members in this project played an indispensable role in facilitating interaction between the young participants and the Indian HongKongers to foster and cultivate the creativity and innovation capacity of the young generation. We have also provided a platform and channel by organizing capacity building and intercultural communication and sensitivity training, community maps workshops to embark on a change journey, assisting participants to engross in working out the new means to co-work with ethnic minorities. There are different methods used in design thinking among practitioners, and the methods most widely applicable to our program are empathy and radical collaboration (Roberts, Fisher, Trowbridge & Bent, 2016). We have distributed pre questionnaires to understand participant's expectations and unmet needs. We have also interviewed with some participants' during the capacity building session to find out their main concern and comments about the program arrangement. This person-centered thinking model inspires us to think out of the box and create many new ideas to cater the ever changing participants' needs.

1.3 Entrepreneurship

We will evaluate our project's successiveness with the entrepreneurial elements and project's sustainability, feasibility and viability.

1.3.1 Entrepreneurial Elements

Entrepreneurship can be divided into 4 aspects: Seize opportunities, foresee challenges, overcome resource constraints and keep improving (The Entrepreneur Africa, 2017). The way how they are included in our project are as follows:

(1) Seize opportunities
Hong Kong has insufficient integration policies. Racial discrimination are emphasized but not social integration (Hue, 2013). We seize this opportunity to implement our

project by encouraging interactions between different ethnic groups in Hong Kong through our programme, in the hope to integrate ethnic minorities with the society.

(2) Foresee challenges

Due to the Covid-19 pandemic, face-to-face workshops are restricted to meet social distancing requirements. We conducted the workshops through online platforms (e.g. Zoom) in the assistance of online tools (e.g. Quizizz) during the initial phase. Since the workshops are conducted online, we foresaw challenges that interaction between participants might be obstructed. Therefore, we have added more interactive elements, such as games and roleplay, to provide opportunities for interactions between participants.

(3) Overcome resource constraints

We did not have sufficient financial and human resources to support our project at the beginning. We will explore more sources of income, such as funding and participation fee (at later stage) to support our daily operation. For instance, we will apply for the I·CARE Social Service Projects Scheme (I·CARE Center, 2020), Social Enterprise Startup Scheme (I·CARE Center, 2020), and the Sunny Passion Program (Wu Yee Sun College, 2020). Moreover, we will minimize our budget, like seeking help from different social media pages to promote our projects and recruiting volunteers at the later stage to replace paid advertising. In such a way, we believe our project can overcome resource constraints.

(4) Keep improving

With the feedback received from participants through the questionnaires, we are able to adjust the content in light of improving our project. We will keep monitor the effectiveness of social media promotion and workshops regularly with the key performance indicators (see section 3.5), to ensure that our project is effective and able to reach our target audiences.

1.3.2 Project Sustainability, Feasibility and Viability

For sustainability, we have collected participant' comments from the pilot scheme, and we can adjust the content of the workshops in the future, including matching their expectations and format of the programme under different conditions. We are considering people from different ethnic backgrounds as our storytellers during the human library sessions to further promote interethnic communication. Besides, we are planning to add more artistics elements in the workshops, and publish the community map products to schools and NGOs in order to further promote multiculturalism.

We can see that our project is feasible and viable in the following aspects:

(1) Financial management

Since the pilot scheme is conducted virtually, we only have limited expenditure during the initial phase. With the achievements after evaluating our programme's effectiveness, we have potential to secure our financial resources through applying fundings. We will also have income directly from participants in the later stages supporting our operation.

(2) Resource management

We have invited Indian Hongkongers as the storytellers and a professor in intercultural communication profession during the initial phase. With our network, we can invite storytellers from different ethnicities and professionals sharing experiences on intercultural communication in the later stages. We will invite NGOs and more social media platforms to promote our project.

(3) Technology

We have familiarized ourselves with the functions and features of the online platforms including Zoom, Google Map and Quizizz during the initial phase in replacing face-to-face workshops and there are no serious issues. We will ensure the event rundown is smooth and will investigate different platforms that can further enhance participants' experience in the future workshops if it is conducted online.

(4) Schedule

Till now, our pilot scheme is near the end. We have proposed a brief schedule for future extension. We will fill up the details to monitor our progress in the meantime, ensuring that the project is on the right track and will not lack behind the schedule.

1.4 Project Milestones

There are four milestones in our project. Firstly, before starting the project, we analyzed the social issues by distributing a questionnaire survey to investigate people's understanding and acceptance of culturally diverse people. We also did background research on multiculturalism, integration policies in Hong Kong. Interviews were also conducted with NGOs to learn more about the stories of ethnic non-Chinese.

This analysis stage also helped to define the current social problem which correlated with the "define" element of Design Thinking. This stage also correlates with the "empathise" element which helped us have a better understanding of the needs of the targeted service group to develop suitable strategies for action. By using different person-centered and empathetic engagement such as attentive listening and non-judgemental attitude with the ethnic minority most affected by the policy and knowledgeable about a service specifically for ethnic minorities that needs changing. These two steps helped us put service users' concerns and collected information gathered from the empathize stage for analysis and synthesis so as to review the definition of the core problems.

The second phase was to raise awareness of issues with current integration measures, showing society that the heritage of culturally diverse people is linked with the history of Hong Kong through sharing posts related to ethnic minorities on social media. This stage correlates to "Ideate" form Design Thinking. Through interacting with young people on social media, we got more ideas on how to proceed with our vision. In addition to inviting local CUHK students to join our workshops, we have invited students from other schools and different disciplines to join the discussion such as freelance social worker and Postgraduate student from Education (PGDE). The participation of a diverse group of participants helped generate ideas of alternative ways of achieving preferred results for the problem.

Next was our workshop series where university students were recruited. In the first workshop (3rd Oct) they were given cultural sensitivity training by Dr Loretta Tam, a renowned linguist anthropologist to practice and train about the interview which will happen on the second workshop. In the second workshop (10th , 17th Oct), participants interviewed culturally diverse people, got to know their stories in Hong Kong, and created a community map. In the third workshop (17th Oct), the participants shared their community maps and what they have learnt through this experience. This series of workshops in the Pilot Scheme acted as our *prototype* (Design Thinking element) which set the foundation for all future activities. As it was an experimental phase to test the effectiveness of our project, we have scaled down its size to target at Indian HongKongers first. It also *test* (tested) our knowledge and ideas through the feedback mechanism by collecting participants' opinions and suggestions for further improvement. We will base on the prototype to make alterations and refinements in the later stage.

Lastly, we wish to implement (correlating to *implement* from Design Thinking) workshops with storytellers of other ethnicities after this Pilot scheme. We also plan to share the community maps as a booklet to NGOs, government offices, schools to spread the message of inclusivity and multiculturalism.

2 Background research: Value for our project

2.1 Questionnaire

2.1.1 Past Questionnaire Research

Youth Research Centre, The Hong Kong Federation of Youth Groups (HKFYG) conducted a survey in 2016 on Chinese teenagers as a part of their research Challenges Faced by Ethnic Minorities in Hong Kong (HKFYG, 2016). Interviewees were asked about their acceptance, knowledge and interactions with ethnic minorities. From the result, about two-thirds had not interacted with any ethnic minorities in a year. About two-thirds have little idea on the culture of ethnic minorities. One-third of them would not sit next to an ethnic minority on public transports.

Another research conducted by Unison (2012) focused on acceptance of Chinese towards ethnic minorities in various aspects, including community, education and personal life. Pakistani, Napali and Indonesians had the least acceptance rate, while Americans, Japanese and Chinese are receiving much higher rates.

2.1.2 Initial Market Research

We conducted an initial market research in the light to investigate people's understanding and acceptance of Indians in Hong Kong, as we picked Indians as our target group in the pilot scheme. This questionnaire is therefore focused on questions about Indians in Hong Kong and consists of three parts:
  (1) Understanding of Indians: questions on languages, cultures of Indians and overview of Indians in Hong Kong
  (2) Acceptance towards Indians in Hong Kong: questions adapted from Unison (2012) and HKFYG (2016) on their comfortness being with Indians in daily situations
  (3) Personal Information

The questionnaire was forwarded through Whatsapp messenger group chats. We received 152 responses mainly from Undergraduate students, some Secondary School students and adults. From the responses, we have the following summary:
  (1) Respondents have little understanding of Indians. They have preimage and stereotypes on Indians, like "Indians fast regularly", which is a false statement.
  (2) Respondents have high acceptance towards Indians in daily life situations, with average rates between 7 and 8 out of 10.

Based on the two findings, we aim to enhance integration in the society through interactions and co-creations with Indians during the pilot scheme as a short-term goal. As a result, people's understanding of them can be enhanced, and we can form cohesiveness and communion in the community.

2.2 Background of Ethnic Minorities in Hong Kong

In this section, we summarize the statistics of ethnic minorities in Hong Kong from the 2016 Population By-census Thematic Report on Ethnic Minorities published by the Census and Statistics Department, Hong Kong Special Administrative Region (2017).

(1) Population

Ethnic minorities constituted 8.0% (or 584,383) of the population in Hong Kong in 2016. Filipinos and Indonesians are the majority, accumulating more than half of the ethnic minorities in Hong Kong. However, taking note that more than half (5.4% out of 8.0%) of the ethnic minorities are foreign domestic helpers, we also consider the statistics without foreign domestic helpers. South Asians is the largest ethnic minority group after excluding foreign domestic workers. 14.0% (or equivalently 81,964) of the ethnic minorities were born in Hong Kong. This is more than a double compared with that in 2006 (Census and Statistics Department, 2017).

(2) Languages

About half (45.6%) of the ethnic minorities in Hong Kong can speak English and use English as their major spoken language. 30.3% of them speak Cantonese and use Chinese. The remaining ethnic minorities use their own language (Census and Statistics Department, 2017).

(3) Economic characteristics

Ethnic minorities have a higher labour force participation rate (85.7%) compared with that of the whole population (60.8%) in Hong Kong. Ethnic minorities constituted 12.0% (or equivalently 450,340) of the whole working population in 2016. Three quarters were engaged in elementary occupations, specifically in the "Miscellaneous social and personal services" sector. This is in light of more than half of the ethnic minorities being foreign domestic workers in Hong Kong (Census and Statistics Department, 2017).

2.3 Multiculturalism

According to Sandercock (1998), multiculturalism refers to the acknowledgement of merits of differences in both social and cultural facets. Different races, ethnicities construct a multicultural society which comprises the celebration of differences, idiosyncratic traditions, cultures, languages and arts are shared.

2.3.1. Theories of Multiculturalism

With regard to the study of multiculturalism, there are two main theories, namely the "Salad Bowl theory" and the "Melting Pot" theory (Chan, Li & Wong, 2017).
The former theory is more applicable to the Western contexts where multicultural policies are well-established (Qadeer, 1997; Finney, 2010; Thompson, 2003). The Salad Bowl Theory refers to a mosaic of cultures, with distinctive fragments but each

stands distinguishable (Ashworth et al., 2007). It can be understood as either particularist or pluralist (Ashworth et al., 2007). For particularists, it aspires to retain the integrity and originality of various ethnic groups while for pluralists, it hopes to attain inclusion of different ethnic groups (Ashworth et al., 2007).

The latter theory is more applicable to Asian contexts and Hong Kong as well, reflects the Melting Pot theory. The theory itself refers to the integration of different cultures into a new culture (Chan, Li & Wong, 2017). This can be portrayed by the statement put forward by Tung Chee Hwa[1] which expressed that Hong Kong is an Asia's world city with a melting pot of both Chinese and Western cultures (Ho & Chu, 2014). However, it is seen that the "melted" cultures were decolonized rather than renationalized (Chan, Li & Wong, 2017). This has led to the underrepresentation of the social status of ethnic minorities and the neglect of their specific needs and cultures. In view of this, EMap aims at promoting their cultures and histories through story-telling and promotion of social media platforms. Though generating dialogues between ethnic Chinese and ethnic minorities, it can enhance the mutual understanding between the two groups so that their needs can be apprehended and not diminished.

2.4. Non-ethnic Chinese's Sense of Belonging to Hong Kong

In the field of psychology, belongingness is defined as "the human and emotional need to be an accepted member of a group" or "an emotional attachment to the community" (Hoffman, Richmond, Morrow and Salomone, 2002).

2.4.1 Associations of high sense of belonging

93.4% of ethnic Pakistanis in Hong Kong like Hong Kong "very much" or " fairly like" Hong Kong. Ethnic minorities born and brought up in Hong Kong even tend to like Hong Kong more than their ethnic countries (Chan, Li & Wong, 2017).
Not knowing Chinese or not having inter-ethnic social networks are not a barrier to having a strong sense of belonging to Hong Kong. However, racism, less sociocultural adaptation, low perceptions on Hong Kong's inclusivity, and lack of social benefits are associated with low degree of sense of belonging(Ng, Kenneth & Hue, 2019).

2.4.2 Language and sense of belonging

Boxer (2008) relates language practices and attitudes to one's identity and sense of belonging.
Even though their heritage languages were looked down upon and associated with a lower social class, Form 5 and 6 South Asian students valued their heritage languages greatly. Since they had lower than satisfactory Cantonese abilities, they had a lower sense of belonging towards Hong Kong culture (Gu and Patkin, 2013).

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[1] The first Chief Executive of Hong Kong

Ethnic minorities who do not speak Cantonese have a higher chance of not feeling welcomed and develop a sense of isolation (Gao, Lai & Halse, 2019). Yuen and Leung (2019) also noted that Cantonese acts as a "unifying agent for Hong Kong identity" (Pg 430). Not knowing Cantonese results in othering, hindering them from maintaining friendships with locals. In a study by Gao, Lai & Halse (2019), NCS (non-Chinese Speaking) students were not limited by their low Chinese proficiency and actively participated in social matters to create a new identity and place-less belonging of "international multilinguals". Ang (2001, pg 14) notes the importance of constructing a more positive sense of belonging with a "more open and inclusive space of 'togetherness-in-difference' " (Gao, Lai & Halse, 2019) despite language abilities.

2.4.3 Neither here nor there, in-between positions

Most of the South Asians in Gu and Patkin's research held an "in-between" position (between their ethnic origin and Hong Kong). They lived most of their lives in Hong Kong but mainly only socialise with people of the same ethnic community. On the other hand, they spend minimal time in their ethnic origin, not enough to feel a strong sense of belonging there, creating a confusing self-positioning (Gu & Patkin, 2013).

2.4.4 Religion and sense of belonging

Having a strong religious support contributes to having more aspirations about the future and positive feelings about the host city, even showing interest in having a "higher degree of Hongkongization in the future" (pg. 433) according to research by Yuen and Leung (2019). Religion acts as comfort in uncertain times like navigating their sense of belonging and identity.

In conclusion, ethnic minorities' sense of belonging to Hong Kong strongly affects social cohesion. While higher Chinese language abilities are associated with a stronger sense of belonging, developing a better Chinese as a second language curriculum for ethnic minorities cannot solve all problems. Members of the society need to be more inviting towards cultures of ethnic minorities to develop a stronger sense of belonging.

2.5. Intercultural communication

Intercultural communication refers to the communication among people of different cultural identities which help to induce a higher self-awareness (Martin & Nakayama, 2010). To operationalize intercultural communication, there is an emergence of Intercultural Communicative Competence (ICC). It helps to understand one's capability to communicate effectively and sensitively under different cultural situations and contexts (Martin & Nakayama, 2010). The main elements are motivation, self- and other knowledge and tolerance for uncertainty.

Motivation demonstrates the desire of a person to take part in intrinsic or extrinsic inter-ethnic conversations and engage in intercultural relationships (Martin & Nakayama, 2010).

Knowledge consists of both self- and other-awareness, mindfulness and cognitive flexibility (Martin & Nakayama, 2010). To engender self-knowledge, it is needed to listen to people who are different from us while to develop other-knowledge, it can be obtained by having direct and pensive experiences with other cultures (Martin & Nakayama, 2010). These can help to improve our mindfulness and cognitive complexity in building our ICC (Pusch, 2009).

Regarding tolerance for uncertainty, it means the level of attitude and comfort of a person under uncertain situations (Martin & Nakayama, 2010). According to Pusch (2009), when a person has a higher level of tolerance for uncertainty, he or she will show more patience and be more willing to acquire information, hence, can know more about the situation. Contrastingly, when a person has a lower level of tolerance for uncertainty, his or her level of discomfort increases which may make them less competent during intercultural conversations (Pusch, 2009).

According to Bednarz (2010), experiential learning and reflective practices are two vital ways to cultivate ICC. In order to discover knowledge and skills as well as motivate one to engage in improving his or her ICC, attitudes have to be nurtured (Bennett, 2009). To achieve the nurtured attitudes, it is required to have curiosities and wonder with regard to various cultures (Opdal, 2001). This assists in developing a higher level of tolerance for uncertainty. To ascertain knowledge, one can discover more about his or her cognitive styles through congregating information, establishing interpretation and applying knowledge. It is also vital to empathize, assemble information about cultures and resolve conflicts (Bennet, 2009).

On the whole, one can cultivate intercultural communication via his or her attitudes and personal experiences. With knowledge, cultural awareness and the capability to interact and discover with different people are salient in nurturing ICC. There is no inclusion without conversation. Only through communication can one understand the stories of others. Considering this, we hope to provide skills training in nurturing ICC and encourage dialogues in our workshops. This can help to lead to social inclusion by eradicating false assumptions.

2.6 Human Library

Human library was first introduced in Denmark in 2000 by Ronni Abergel and his colleagues. They aimed to promote diversities, inclusiveness and cohesiveness in the community having different cultural, religious, social and ethnic backgrounds (The Human Library, 2019). It is a meeting where storytellers as "books" share their

content and readers have conversations with the "books". They can begin, pause or end a conversation at their own will (Human Library NL, 2017).

The Human Library emphasizes 'Don't judge a book by its cover' since having prejudices, stereotypes and stigmas is normal as a human being. The Human Library hopes participants to reflect on these after interacting with "books" (UNITED for Intercultural Action, 2010).

Besides readers, storytellers also benefit a lot form the human library. A research The joy of being a book: Benefits of participation in the human library (Dobreski & Huang, 2016) conducted interviews on 69 human books in a few human library events. About half of them reported making connections as their greatest benefit after the human library. They overcame social distances and made new friends from different backgrounds. Most benefits are self-enhancements of storytellers themselves, like learning new knowledge and ideas from the readers and made reflections on themselves. They also enjoyed making positive changes to the readers (Dobreski & Huang, 2016).

2.7 Community Mapping

Community mapping refers to the process of map-making, which aimed to illustrate the connection between the local community and land, by presenting the geographic information, sociocultural knowledge, and history of the community (IFAD, 2009).

A community map can preserve and integrate local history and geography. Through showing the cultural elements, such as people's stories and knowledge about the land that is not shown on a typical map, local history appears to be closer to community members, so that they can be preserved and passed on to the next generation (IFAD, 2009). Community mapping is also a method to strengthen bonding between participants with the community. For instance, storytellers can share stories behind some traditional places with participants, and participants can record down things in the community that they think are important (Fahy et al., 2009). The process of community mapping can raise their interests to the local community, and thus strengthen their connection and establish their sense of identity with the community (IFAD, 2009). In addition, community members can share thoughts together, enhancing community cohesion between different parties and reinforcing collaboration between participants (IFAD, 2009). Therefore, community mapping provides an opportunity for ethnic minorities and ethnic Chinese Hongkongers to interact. For instance, EM can share their stories and ideas with participants, and create a meaningful community map together.

For the process of creating a community map. Participants first need to understand what community mapping is, such as the process of community mapping, and training on community mapping tools (IFAD, 2009). Before creating the map,

participants need to discuss the purpose of community mapping and identify some highlighted locations (IFAD, 2009). Participants can then collect information through oral history interviews, observation, and research (Mitchell & Elwood, 2012). After collecting information, participants can select the features to be displayed and create the map with discussion.

3 Pilot Scheme

3.1 Social Media Promotions

We have set up an Instagram page (@_emaphk_) and a Facebook page (一步一腳印 EMap). We promote the following content in both pages:

(1) Introduction on EMap's visions and missions	(2) Short text on ethnic minority history, heritage and culture

(3) Information for Workshop	(4) Promotion for workshop

We also promoted our project and workshops in other platforms like CUHK Secret, CUHK Info Page, Wu Yee Sun College Sunny Weekly and LINK Centre.

Promotion from CUHK Secret	Promotion from CUHK info page (中大人資訊專頁)
Source: Wu Yee Sun College Sunny Weekly (28/9/2020)	Promotion from LINK Centre

We distributed an E-certificate to participants upon the completion of the programme. This serves as an incentive to join our workshop and participate throughout the process.

3.2 Workshop 1: Capacity Building

Event Date: 3/10 (Sat)
Type of Event: Capacity Building
Venue: Zoom

Time	Details	Objectives
14:25-14:30	1. Distribute Pre-workshops questionnaire for participants 2. By using Koester & Olebe, 1998 Measurements of intercultural competence, it helps us evaluate participants in six stages including cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competency and cultural proficiency	1. Investigate participants' understanding and acceptance towards Indians in Hong Kong before joining the workshop 2. Assess participants' cross-cultural competence
14:30-14:40	Introduction to our project	1. Enhance participants' understanding and appreciation towards our project 2. Feeling interest and curious to our project leads to active participation
14:40-15:00	Ice-breaking games and form groups 1st game: Emoji Guess Using a series of emojis and symbols to construct some vocabulary items. Several emoji will be shown up on the PowerPoint, and participants are required to interpret the meaning of the emoji to guess the whole word. 2nd game: Draw something One selected participant will be given a word/ phrase, he/she are required to draw a picture to illustrate the meaning of the word for other participants to guess	1. Understand the difference of interpretation on the meaning of emoji among different culture/ ethnicity 2. Realized the importance of verbal communication while sending message to others 3. Understanding Indian culture and history in Hong Kong by guessing the words

15:00-15:25	Mini quiz	1. Know more about fun facts of Indian Hong Konger 2. To debunk the myths of Indian cultures
15:25-15:30	Break	
15:30-16:15	Dr Loretta Tam talk on intercultural communication and cultural sensitivity	Facilitate knowledge transfer
16:15-17:00	Roleplay	Apply knowledge and skills into practice
17:00-17:05	Introduction to community mapping through Google Map	Introduce related skills and technique for community mapping

Illustration of the ice-breaking game 1 -Emoji Game

Items	Context
Process	Participants take turns to guess the answer of some emoji questions. They will introduce themselves after guessing.
Facilitator's Role	Facilitator will encourage participants to try on those emoji questions. They can also give some feedback after the participant introduced him/herself.
examples	Include places in Hong Kong: 1. 👮🧑‍🤝‍🧑🛍️ 2. 🐍🎇😂🦐 3. 🏙️👨🍺🧑‍🦰♀️💋
Purpose	As participants will cooperate to create a community map, it allows participants get to know each other, to warmed them up and get ready to cooperate.

Illustration of the ice-breaking game 2- Draw Something

Items	Context

Process	Participants take turns to draw a vocabulary related to EM or Indians on Zoom's white board, and the others will guess it.
Facilitator's Role	Facilitator will send the vocab to participants through a private message. Facilitators also introduce briefly on the vocab after the guessing.
examples	Include food, movie, and place related to Indian or EM: Samosa, 3 Idiots, Chungking Mansions, Kowloon Mosque...
Purpose	It encourages participants to speak up, creating a friendly and welcoming atmosphere. Participants can get some understanding of Indian & EM as well.

Illustration of the Mini-quiz

Items	Context
Process	Using an online quiz platform (Quizlet), participants will answer questions about Indian and EM, and write down their impression on EM in Hong Kong.
Facilitator's Role	Facilitator will host the mini-quiz session and control the online quiz platform. Answers to the questions will be explained briefly.
Examples	Q: Correct statement about Indians in Hong Kong A: Majority of Indians do not eat beef
Purpose	It test participants' understanding of Indians in Hong Kong in a relaxing way. Participant's impression on EM in Hong Kong is also collected.

Please try to describe Indians in your impression.

Photo shown the participants' impression on Hong Kong EM

Intercultural Communicative Competence

1. **Savoirs** (Knowledge)
2. **Savoir comprendre** (Skills of interpreting and relating)
3. **Savoir s'engager** (Critical cultural awareness)
4. **Savoir apprendre/faire** (Skills of discovery and interaction)
5. **Savoir être** (Attitudes)

The Intercultural Communicative Competence Model by Michael Byram (1997)

Photo shown the powerpoint slides of Intercultural communication and cultural sensitivity training

Illustration of the role play

Items	Context
Process	1. Facilitators introduce the 2 cases to participants 2.Applying the skills learned in the training, participants ask questions 3.Dr. Tam provides feedback and suggestions
Facilitator's Role	Facilitator will pretend either Case1 and Case 2 then have a conservation with the participants.
Examples	Case 1 : Lily 25/F An indian Hongkonger grew up in a family of indian cultural background Shares her everyday live and indian culture in her youtube channel Case 2 : V 30/M An indian Hongkonger, graduated from university with a degree in communication

	As a stand-up comedian, he shares happiness to his audience
Purpose	It tests participants' interpretation of cross-cultural knowledge in a practical way. Participant's attitude towards on EM in Hong Kong is also collected. Dr. Tam can give comments on participants' performance afterward.

Picture shown the skills and techniques of creating community map through google map

After taking the workshop, which of these skills have you acquired or improved? *

☐ I am confident for the interview workshop
☐ I am aware of sensitive topics in culture
☐ I am aware of my biases and assumptions towards other people
☐ I am more curious about others' worldviews
☐ 其他:

Skills competence

Statement	Count
I am confident for the interview workshop	9
I am aware of sensitive topics in culture	3
I am aware of my biases and assumptions towards other people	4
I am more curious about others' worldviews	6

Table shown skills competence of paricipants after the Capacity Building Workshop

To what extent were the following segments useful? (1 = Not useful can omit, 5 = Very useful)   1 = Not useful can omit,

Mini-Quiz	Ice-breaking	Draw something	Talk by Dr Tam	Role-playing	Overall	
3.93	3.27	3.2	3.8	3.8	3.67	Average score
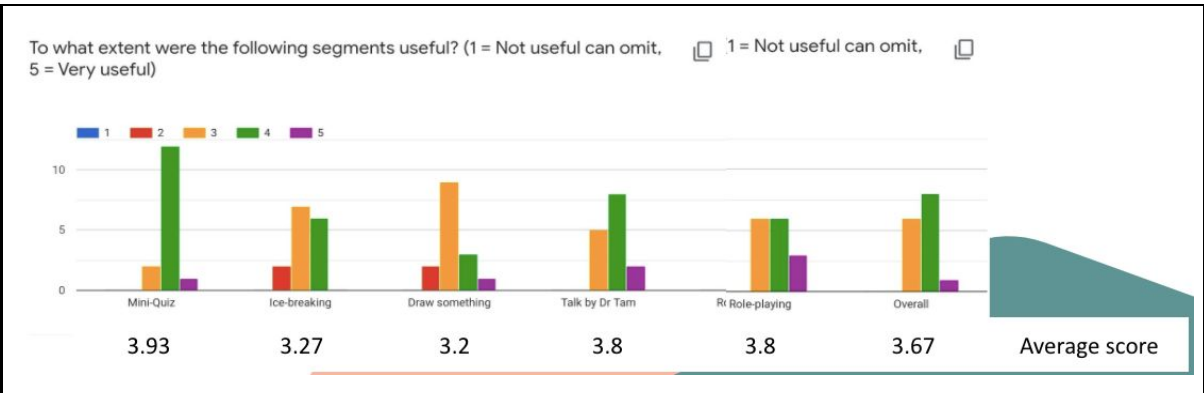
Chart shown participants' Feedback - Content of the Workshop
- Mini-quiz has the highest rating while they found Ice-breaking (guess emoji) and Draw something is not as useful.
- In general the workshop is useful for participants.

Please provide us some feedback so we can improve our next workshops (in terms of operation, communication, etc) *

您的回答

Photo shown the question for collecting participants' feedback,below are the

overall feedback and comments from participants for capacity building workshop
1. Quite good
2. Network problem
3. can have a earlier notification of the time and rundown
4. The voice pitch can high
5. good
6. maybe we can have more communicate games
7. a longer break
8. The guidelines about what kind of questions we should ask in the role play section are not really clear for me. Should we ask about the custom/cultural difference? Or we should ask the interviewee something about his life in order to finish the community map?
9. More first-person experience sharing rather than solely one-way delivery.
10. Communication time can longer
11. Network problem
12. Communication time can longer
13. The voice pitch can high

Possible Improvement in Workshop 1 -Capacity Building	
Content of the Workshop	**Ice-breaking Games** -Longer duration -More communicative **Miniquiz** -More interactive elements **Sharing** -Include more personal experience **Roleplay** -Provide more guidelines & sample questions
Logistics, Operations, Communications	-Earlier pre-workshop notification with workshop details -Louder voice -Stable network

3.3 Workshop 2: Human Library

Event Date: 10/10 (Sat); 17/10 (Sat)
Type of Event: Meet the Storytellers (Human Library)
Venue: Zoom

Time	Details	Objectives
14:00-14:15; 11:30-11:45	Introduction of the storytellers	Provide orientation for students to draft the interview questions

14:15-15:00; 11:45-12:30	Human library - Story sharing and interview	allow students experience interethnic communication and applied the skills that have learnt before
15:00-15:30; 12:30-13:00	Drafting the community map	Students can co-create the community map with the storytellers through using Google Map

Introduction of Jonny-Civil Servant

Story Outline of Jonny

Storyteller mainly shares about his family heritage, explaining why ethnic Indians moved to HK in 60s and 70s, his childhood experience, being an EM in 70s, relations with neighbours in public estates ,career experience, relationship with colleagues and leisure activities, eg hiking, swimming .

Introduction of NEWDELLILY - Influencer

Story Outline of NEWDELLILY - Influencer

NEWDELLILY Storyteller mainly shares about leisure activities ,favourite places to go in Hong Kong, travelling experience and tips in India, cultural differences between India and Hong Kong etc. The storyteller help students debunk some myths about India e.g. Caste system learning experiences - e.g. how to learn Chinese at young age.

Introduction of GURPREET SINGH- Indian HongKonger and Student

Story outline of GURPREET SINGH

Storyteller mainly shares about his school experience, extra-curricular activities ,volunteering experiences and experiences of conducting speech therapy

To what extent were the following segments useful? (1 = Not useful can omit, 5 = Very useful)

	Recap of the interview skills	Human Library	Co-creation of Community Map	Overall	
Average score	3.79	3.86	3.36	3.64	Average score
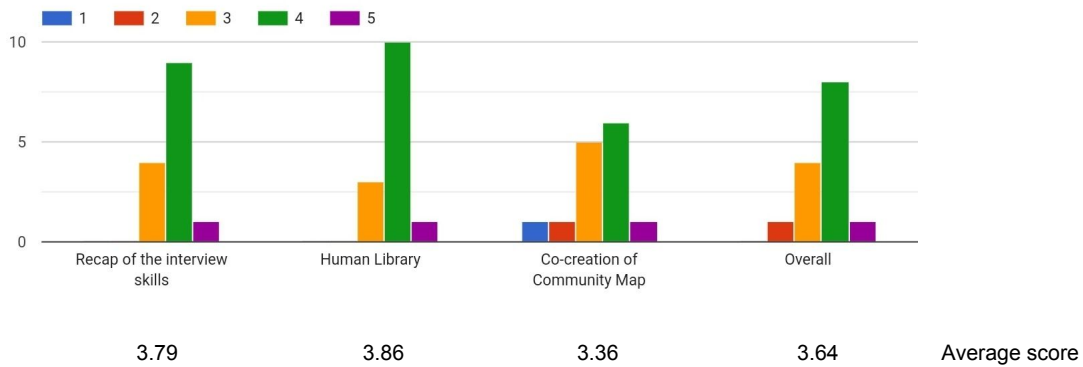
Chart shown participants' Feedback - Content of the Workshop
- The Human Library has the highest rating while they found co-creation of community maps are not as useful.
- In general the workshop is useful for participants.

How would you describe your experience using Google map format for community mapping? *

Statement	Count
Hard to learn and use, confusing	5
Good substitute for hand-drawing	2
Hard to collaborate with group mates	4
Does not look as good as hand drawing	3
I prefer hand drawing	0
I do not mind Google map format	5

Evaluation on the use of Google Map
- Concerns about difficulty of collaborating with groupmates
- Difficult to learn and use

To what extent did the online format of human library (interview) hinder your experience? *

	1	2	3	4	5	
A lot of hindrance. I would have had a much better experience if it was in-person	○	○	○	○	○	No hindrance. If it was in-person, I would have the same experience

To what extent did the online format of human library (interview) hinder your experience?

14 則回應
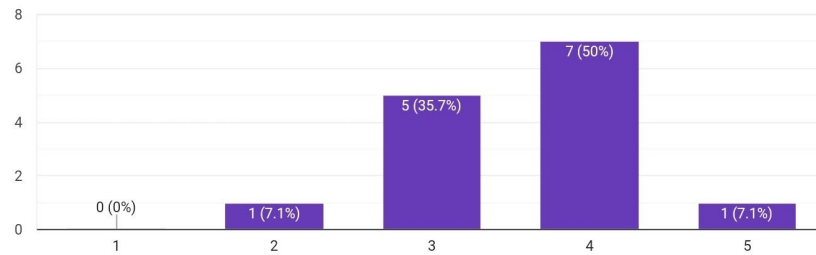
Human Library format
● despite being online, participants did not find the format of the human library workshop to be a hindrance to communication

To what extent did today's Workshop meet your expectations? *

	1	2	3	4	5	
Did not meet my expectations	○	○	○	○	○	Exceeded my expectations

To what extent did today's Workshop meet your expectations?

14 則回應
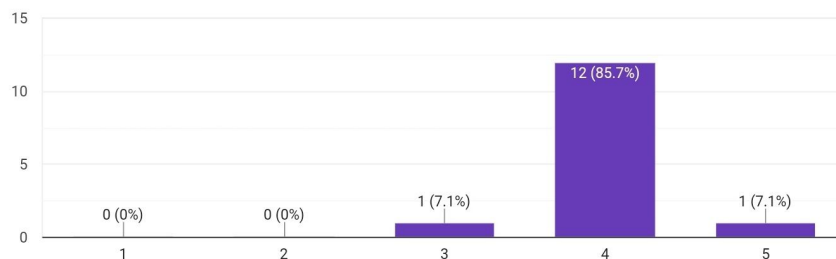
Expectations
● all participants thought the workshop met their expectations
● majority of students gave a score of 4 out of 5

After taking the workshop, which of these skills have you acquired or improved? *

Statement	Count
Interview skills	4
Communicate with people from various cultural backgrounds	7
Respect different cultures	11
Collaboration with others, act as a good team player	2

Improvement of skills

Please provide some feedback so we can improve our next workshops (eg. what sections we can omit, what sections we should add, some comments on the content) *

您的回答

Photo shown the question for collecting participants' feedback, below are the overall feedback and comments from participants for Human Library:
1. Can consider the usage of other device of the Google Map Annotation.
2. Hosting skill can be improved.
3. 可能整map嘅時候可以比個時間淨係grpmate自己一齊傾一齊做
4. Nice sharing and understand more different culture
5. More photos :)
6. Very good
7. Google map section needs more communication or division of work

Possible Improvement in Workshop 2 - Human Library	
Content of the Workshop	**Human library** -More photos -More clearer guidelines on what to ask -include more ethnicities **Google Map**

	-Needs more communication and division of work -usage of different devices with the annotation function
Logistics, Operations, Communications	-Earlier pre-workshop notification with workshop details

3.4 Workshop 3: Community Mapping and Sharing

Event Date: 17/10 (Sat)
Type of Event: Community Mapping and Sharing
Venue: Zoom

Time	Details	Objectives
14:30-15:00	Preparation for group sharing -Students will be divided to 3 groups and sent to breakout room for discussion	1. Deepen the understanding of participants to our community and EM 2. Learn the way to get along with EM 3. Train students' communication and collaboration skills to develop a sense of belonging and pride to the community 4. Let students reflect on interethnic communion 5. Students could share their experience and new insights with others
15:00-15:30	Group Sharing- Participants will present their community map, stories and insights	
15:30-15:40	Debriefing -Recap the main point and reinforce the learning -Game 1 Bingo :consolidate learning and joining the participants together	
15:40-16:00	Game 2: Show up your Emoji: -Participants sharing their emotions for these three workshops -Self-evaluation on their takeaways and impact	

17/10 EMap Works...

(無標題的圖層)
- johnny work's place 石壁
- Johnny lives here 愛民邨
- Where Johnny Born-Kowloon
- Jonny plays here水庫球場
- Sikh Temple
- Lung Tsai
- Wellington School
- Johnny hikes here 1大東山
- Johnny hikes here 2 鳳凰徑
- Johnny hikes here 3 分流
- Johnny hikes here 4 老虎頭
- Johnny hikes here 5貝澳去愉景灣
- 赤柱監獄職員宿舍
- Johnny plays here 旺角
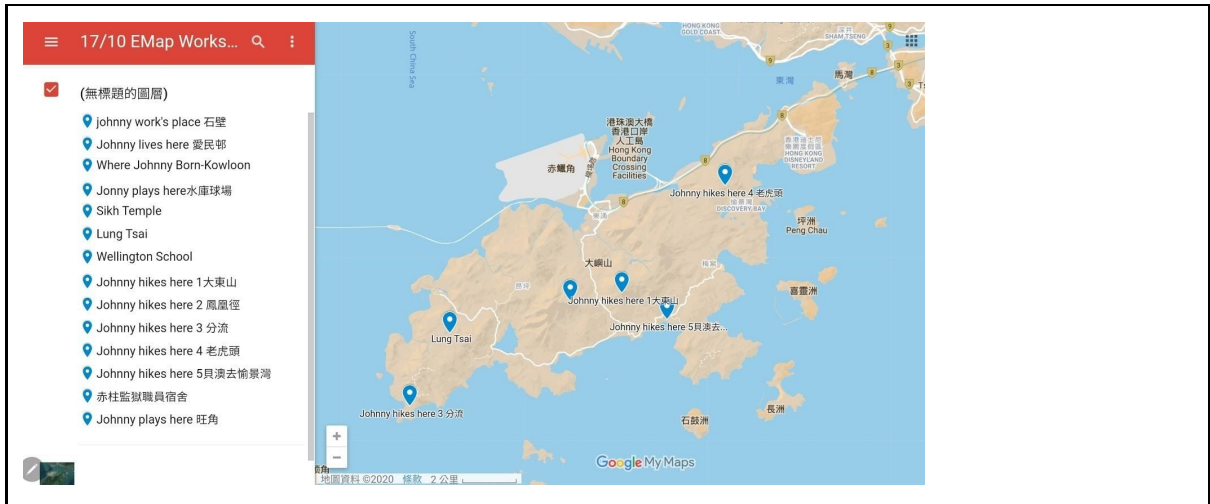
Community Map from Jonny's stories

17/10 EMap Works...

瀏覽次數：127 次
分享 編輯

(無標題的圖層)
- Woodlands Indian Vegetarian Res...
- 下長沙泳灘
- lily dating place 怡和午炮
- Bathers Restaurant & Bar
- lily worship 印度廟
- 正宗印度餐廳及酒吧
- The Pulse
- 香港迪士尼樂園
- lily relaxing place 銅鑼灣避風塘
- 印度廟
- Braemar Hill Peak
- NUTTEA 堅果奶茶 太古坊店
- lily gathering with friends Sai Kun...
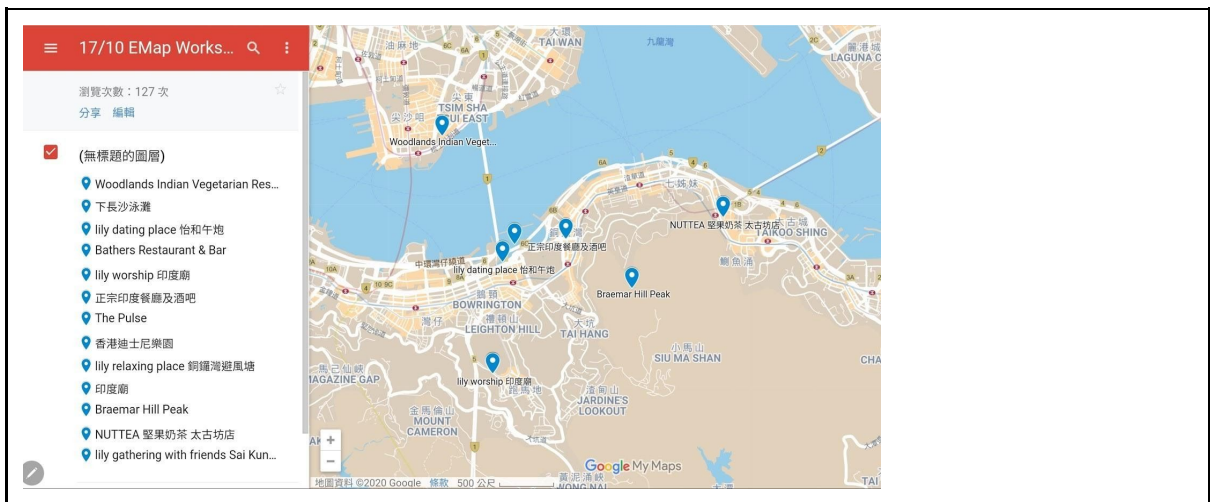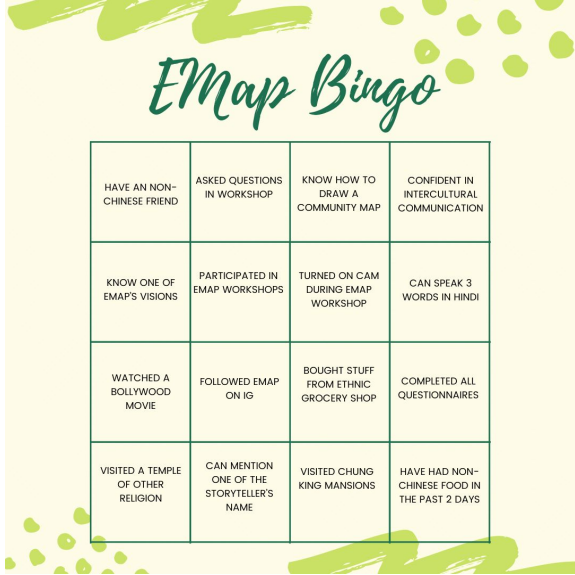
Community Map from NEWDELLILY's stories

10/10 EMAP works...

瀏覽次數：91 次
分享 編輯

(無標題的圖層)
- 點 3
- Gurpreet's Home!
- 海濱
- Gurpreet's University
- Gupreet's Secondary School
- Gupreet practices hockey

(無標題的圖層)
- 京士柏曲棍球場
- 玫瑰崗學校小學部
- 聖士提反書院
- 利瑪竇宿舍
- 美利樓
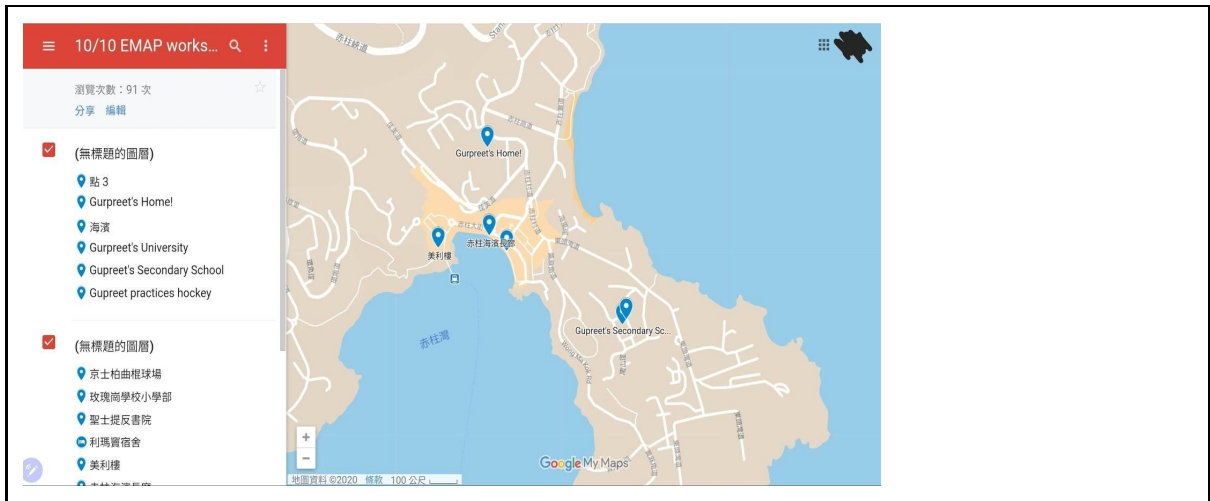
Community Map from GURPREET SINGH's stories

Illustration of game 1 - Bingo

Items	Context
Process	1. Facilitators show up a EMap Bingo table on the screen 2.Invite participants' using annotated function to circle the box which they have experienced the items or knew about it after joining the workshop EMap Bingo | HAVE AN NON-CHINESE FRIEND	ASKED QUESTIONS IN WORKSHOP	KNOW HOW TO DRAW A COMMUNITY MAP	CONFIDENT IN INTERCULTURAL COMMUNICATION
KNOW ONE OF EMAP'S VISIONS	PARTICIPATED IN EMAP WORKSHOPS	TURNED ON CAM DURING EMAP WORKSHOP	CAN SPEAK 3 WORDS IN HINDI
WATCHED A BOLLYWOOD MOVIE	FOLLOWED EMAP ON IG	BOUGHT STUFF FROM ETHNIC GROCERY SHOP	COMPLETED ALL QUESTIONNAIRES
VISITED A TEMPLE OF OTHER RELIGION	CAN MENTION ONE OF THE STORYTELLER'S NAME	VISITED CHUNG KING MANSIONS	HAVE HAD NON-CHINESE FOOD IN THE PAST 2 DAYS	
Facilitator's Role	-Facilitator will invite participants' rethink about their learning in these three workshops -Encourage members to recap what they have learnt before
examples	All stated that they are confident in intercultural communication after communicating with Indian Hong Konger in the human library . They said Indian Hong Konger are hilarious, nice and easy-going, they are very enthusiastic to share their own culture and story to others. Some participants expressed that they wanted to learn Hindi and tried more Indian cuisine as the workshops raised their interest in Indian culture.
Purpose	-Helps participants to consolidate their learning, and have more involvement

	and participation in the workshop -Help participants' transfer of learning reflection about acquisition of skills, knowledge and changed/consolidated attitude

Illustration of game 2 - Show up your Emoji

Items	Context
Process	1. Facilitators show up different emoji with different feeling on the screen 2. Invite participants' using annotated function to circle one emotion which is equivalent to participant's feelings towards the whole program
Facilitator's Role	-Facilitator will stimulate participants' thinking and sort out their emotions -Encourage members to express openly and acknowledge their diversified emotions
examples	All are positive feelings associated with happy experiences throughout the workshops and participants tend to have similar feelings arising from workshop termination. For example, quite a number of participants feel passionate about serving ethnic minorities after understanding more their need in the human library.
Purpose	-Helps members to identify emotional theme in the group, and develop strategies for highlighting and facilitating them (e.g. What I can do in daily life to replicate these moment?) -It elicits the thoughts and value behind

	the emotion

3.5 Key Performance Indicators (KPI)

Key Performance Indicators (KPI) is a quantifiable measure used to evaluate the success of our project in meeting the objectives for performances.

3.5.1 KPI on Media Promotion

Our promotions and posts through social media pages have reached over 1000 members of the public. We measure effectiveness through the number of followers, reach rate and engagement rate.

    (1) Number of followers

We have set up an Instagram page to promote our project since September. It has more than 100 followers now.

    (2) Reach rate and engagement rate

We recruited storytellers and participants through social media platforms. During the recruitment process, the promotion has reached at least 300 people.

Reach of content on raising awareness and about our vision and mission are much less than reach of workshop promotion. Promotion posts have a higher reach mainly due to sharing of posts.

The engagement rate is relatively low (about 10% of the number of reaches). Below is one of the posts promoting the programme, which is about introducing one of our storytellers during the human library session. The reach rate is 246 but engagement rate is only 25. This may due to little interactions can be done with readers through sharing the contents.

3.5.2 KPI on Workshop

During the pilot scheme, we have get in touch with 18 undergraduates from 5 schools including CUHK, CIHE, HKCC, HKBU, HKU, coming from different discipline such as Life Science, Social Work, Translation, Government and Public Administration; 1 postgraduate student from CUHK PGDE and 1 freelance lecturer teaching social work came from HKCC. We have invited 3 Indian-HongKonger storytellers coming from different generations, occupations and culture backgrounds. We have conducted a total of 4 surveys during the whole series of workshops. We will compare the following 2 measurements before and after the programme:

(1) Measurement of understanding and acceptance towards Indians in Hong Kong

(2) Measurement of cross-cultural competence

The two measurements appear in Questionnaire A (Before Workshop 1: Capacity Building) and Questionnaire D (After Workshop 3: Community Map Creation and Sharing). A brief description for both questionnaires is shown below. Details are shown in section B.2 (Descriptions and Objectives of Workshop Questionnaires).

Questionnaire	A
Time of distribution	Before Workshop 1: Capacity Building
Description	The questionnaire is divided into 3 parts: (1) Measurement of understanding and acceptance towards Indians in Hong Kong (2) Measurements of cross-cultural competence (3) Personal information

Questionnaire	D
Time of distribution	After Workshop 3: Community Map Creation and Sharing
Description	The questionnaire is divided into 5 parts: (1) Measurement of understanding and acceptance towards Indians in Hong Kong (2) Measurements of cross-cultural competence (3) Content of the Workshop (4) Logistics, operation and communication (5) Personal information

For measurement of understanding and acceptance towards Indians in Hong Kong, our questions are adapted from the questionnaire of research on acceptance of Chinese towards ethnic minorities conducted by Unison (2012) and the research Challenges Faced by Ethnic Minorities in Hong Kong conducted by Youth Research Centre, The Hong Kong Federation of Youth Groups (2016).

喺日常生活中，你有幾經常做以下嘅行為？

		1. 經常	2. 間中	3. 甚少	4. 從不	88. 不知/ 難講	99. 拒絕 回答
[V05]	乘搭交通工具時，不會選擇坐少數族裔的身旁						
[V06]	主動與少數族裔人士打招呼						
[V07]	用貶義別稱/花名稱呼少數族裔人士						
[V08]	主動與少數族裔人士交談						

The survey of Challenges Faced by Ethnic Minorities in Hong Kong conducted by Youth Research Centre, The Hong Kong Federation of Youth Groups (2016)

附件二: 問卷樣本　《我對香港不同少數族裔的接受程度》　By HK Unison on date: _____
Sex: M/ F　Age: _____　Ethnic: _____

甲部
1. 甚麼叫 '香港人' ？ _____

2. 當有人提起香港的少數族裔, 你想到甚麼? _____

乙部 (請用 ✓ 表示)	美國	非洲	日本	巴基斯坦	菲律賓	尼泊爾	印度	中國	歐洲
1. 我接受與_____人同住一個社區	( )	( )	( )	( )	( )	( )	( )	( )	( )
2. 我接受與_____人同住一層樓	( )	( )	( )	( )	( )	( )	( )	( )	( )
3. 我接受與_____人同讀一間學校	( )	( )	( )	( )	( )	( )	( )	( )	( )
4. 我接受與_____人在同一課室上課	( )	( )	( )	( )	( )	( )	( )	( )	( )
5. 在公共交通工具上, 我接受_____人坐我隔離位	( )	( )	( )	( )	( )	( )	( )	( )	( )
6. 我接受與_____人做同事	( )	( )	( )	( )	( )	( )	( )	( )	( )
7. 我接受與_____人做朋友	( )	( )	( )	( )	( )	( )	( )	( )	( )
8. 我接受我的家人與_____人結婚	( )	( )	( )	( )	( )	( )	( )	( )	( )
9. 我接受與_____人結婚	( )	( )	( )	( )	( )	( )	( )	( )	( )
10. 我接受我的子女與_____人同讀一間學校	( )	( )	( )	( )	( )	( )	( )	( )	( )
11. 我接受我的子女與_____人在同一課室上課	( )	( )	( )	( )	( )	( )	( )	( )	( )
12. 我接受我的子女與_____人做朋友	( )	( )	( )	( )	( )	( )	( )	( )	( )
13. 我接受的子女與_____人結婚	( )	( )	( )	( )	( )	( )	( )	( )	( )

The questionnaire of research on acceptance of Chinese towards ethnic minorities conducted by Unison (2012)

We have asked 8 questions for them to rate in Part 1 of Questionnaire A (before the workshop series) and Part 1 of Questionnaire D (After Workshop 3: Community Map Creation and Sharing). The questions are listed below. We only collect the responses that one has participated in all 3 workshops and filled in both Questionnaire A and Questionnaire D for the following analysis. We compared the average score they rated before and after the workshops.

Sample size = 11 = number of responses that a participant has attended all 3 workshops and filled in both Questionnaire A and Questionnaire D		Average score	
Question	Rating (1 - 10)	Pre-workshop	Post-workshop

如有機會跟印度裔香港人交流，你有興趣更深入了解他們嗎？If there is a chance for you to interact with Indian Hongkongers, are you interested in understanding more about them?	1: Not interested 10: Very interested	8	8.55
您認為自己對印度裔香港人的認識有多深？How would you rank your understanding of Indian Hongkonger?	1: very little 10: very well	3.82	5.82
你會否介意拜訪印度人的住處？How comfortable would you feel visiting an Indian's house?	1: very uncomfortable 10: very comfortable	8.69	8.09
你是否介意在巴士上坐印度人旁邊？How comfortable would you feel sitting next to an Indian on a bus?	1: very uncomfortable 10: very comfortable	7.94	7.64
你會否介意與印度人交朋友？How comfortable would you feel making friends with Indians?	1: very uncomfortable 10: very comfortable	8.69	9.09
你經常與印度裔香港人接觸嗎？How often do you contact with Indian Hongkongers?	1: never 10: always	2.82	4.09
你經常與來自不同文化背景的人接觸嗎？How often do you contact with people from different cultural backgrounds?	1: never 10: always	4.75	5.45
與不同文化背景的人溝通時，你會否感到困難？Do you think it is difficult to communicate with people from different cultural backgrounds?	1: no difficulties 10: very difficult	5.13	4.27

From the above table, we can see that the programme aroused participant's interest in understanding Indian Hongkongers. Note that the rating of the entry "If there is a chance for you to interact with Indian Hongkongers, are you interested in understanding more about them?" is 8/10 before the programme, we can see that participants are interested in knowing them. This is in fact one of the reasons they chose to join our programme.

The greatest increase goes to the entry "How would you rank your understanding of Indian Hongkonger?", from 3.82/10 (pre-workshop) to 5.82/10 (post-workshop). This shows that our programme has brought sufficient opportunities for participants to communicate and know about Indian Hongkongers through mini-quizzes and human library sessions, and hence greatly improved their understanding of Indian Hongkongers.

The table also shows that participants are more comfortable to communicate with people from different cultural backgrounds. The rating of the entry "Do you think it is difficult to communicate with people from different cultural backgrounds?" has

decreased from 5.13/10 to 4.27/10. This shows that participants feel easier to talk with people under interethnic environments after the programme. Moreover, participants are very comfortable to make friends with Indians, as we can see from the highest rating among all entries ("How comfortable would you feel making friends with Indians?", 9.09/10 for post-workshop).

On the other hand, we can see that participants rated a lower score of comfortness with Indians in daily situations after completing the workshops. For example, the rating of "How comfortable would you feel visiting an Indian's house?" has decreased from 8.69/10 (pre-workshop) to 8.09/10 (post-workshop), showing that they are less comfortable in visiting an Indian's house even after understanding more about Indians and more willing to make friends with them. Participants might rate a more accurate score after knowing more about Indian cultures and communicating with Indian Hongkongers during our programme, and result in a decrease.

For measurement of cross-cultural competence, our project adapted the research results of cross-cultural competence carried out by Koester, J. and Olebe, M. (1988), which the indexes included several abilities such as cross-cultural communication, professional knowledge, professional skills, and interpersonal skills (Koester, J., and Olebe, M., 1988).

CC01	I like to communicate with people from different cultural backgrounds.
CC02	I can properly resolve conflicts with people from different cultural backgrounds.
CC03	When people from different cultural backgrounds need help, I will make suggestions in a way that they can understand.
CC04	In different cultural backgrounds, I can tolerate higher uncertainty.
CC05	In different cultures, I refuse to do what I don't want to do.
CC06	Under different cultural backgrounds, I will take the initiative to introduce myself to the people I want to know.
CC07	When communicating with people from different cultural backgrounds, I am very confident.
CC08	When communicating with people from different cultural backgrounds, I will reflect and provide feedback on the conversation.
CC09	When communicating with people from different cultural backgrounds, I will change my position.
CC10	When communicating with people from different cultural backgrounds, I can express my views clearly.
CC11	When communicating with people from different cultural backgrounds, I will actively express my ideas.

Measurement entries of cross-cultural competence (Koester, J. and Olebe, M., 1988).

We have asked 9 questions for them to rate in Part 2 of Questionnaire A (before the workshop series) and Part 2 of Questionnaire D (After Workshop 3: Community Map Creation and Sharing). The questions are listed below. We only collect the responses that one has participated in all 3 workshops and filled in both Questionnaire A and Questionnaire D for the following analysis. We compared the average score they rated before and after the workshops.

Sample size=11	Average score	
Statements (1: Strongly disagree, 10: Strongly agree)	Pre-works hop	Post-work shop
我樂意與來自不同背景的人溝通。 I like to communicate with people from different backgrounds.	8.5	8.55
我能夠與不同文化背景的人共同解決分歧。 I can help to resolve conflicts with people from diverse cultural backgrounds.	7.06	8
我自信能與來自不同文化背景的人溝通。I feel very confident when communicating with people from different cultural backgrounds.	7	8
與來自不同背景的人交流時，我會給予反饋並延續對話。 I will give feedback and continue the conversation when communicating with people from different cultural backgrounds.	7.31	8.09
我能在多元文化對話中清楚表達自己的觀點與想法。 I can express my thoughts and views clearly during multicultural conversations.	7	7.45
與來自不同文化背景的人對話時，我會主動並積極地表達己見。I will take the initiative to express my ideas freely and actively when communicating with people from different cultural backgrounds.	6.44	7.82
當來自不同文化背景的人需要幫忙時，我會提供建議。When people from different cultural backgrounds need help, I will make suggestions to them.	7.63	8.18
與來自不同背景的人溝通時，我有改變自己的傾向。 I tend to change my position when communicating with people from different cultural backgrounds.	7.25	7.73
在跨文化背景的交流中，我會主動向我想認識的人介紹自己。 I will take the initiative to introduce myself to people that I am eager to know under various cultural backgrounds.	7	8.18

From the above table, we can see that all measurement entries have increased after the programme. This shows that participants have a better cross-cultural competence after joining our programme.

We can see that the entry "I like to communicate with people from different backgrounds" has the highest rating (8.55/10) among all post-workshop columns. Note that the rating only increased slightly. This showed having conversations with people from different backgrounds might be a factor attracting participants to join the programme, as they like to do so.

On the other hand, the rating of the entry "I will take the initiative to introduce myself to people that I am eager to know under various cultural backgrounds" has the greatest increase, from 7/10 to 8.18/10. Second greatest increase goes to the entry "I feel very confident when communicating with people from different cultural backgrounds", from 7/10 to 8/10. The two increases shows that participants are more confident to communicate under the interethnic environment, and are willing to take initiatives to begin a conversation.

3.5.3 Achievements

In the pilot scheme implementation, we have achieved the followings responding to our visions and objectives:

(1) Interaction: We created an opportunity for EM and ethnic Chinese Hongkongers to meet and interact through human libraries. After the workshops, ethnic Chinese Hongkongers are more willing to talk with people from different backgrounds and could take initiatives to share their thoughts and ideas.

(2) Co-creation: We enabled different ethnicities to create something meaningful together, and develop mutual understanding during the community mapping process. Participants understand more about people from different backgrounds and are more curious in knowing people from different backgrounds

(3) Community History: We have created a medium to facilitate EM to share their stories in Hong Kong through the community map product. This makes participants understand more about people from different backgrounds and places having elements of their culture.

(4) Self-actualisation: We empowered EM to actualise their sense of belongings to the community through storytelling. This makes both EM and ethnic Chinese Hongkongers take initiatives to share and promote more interactions with people from different backgrounds.

4 Future extension

4.1 Future Plan

We would like to extend our program in the future by revising the program activity, target groups and number of beneficiaries. First, we will kick off the second stage of our program in January by adding new elements and activities above the original one. There will be more interactive workshops and training for the young participants before interviewing with storytellers. For example, more than a run-off talk or seminars provided by a guest speaker, we will consider having experiential learning and virtual travel tours for participants to know more about the customs and traditional culture of specific ethnic minorities groups. If face to face activities can be resumed, we will invite participants to try local cuisine and clothing of that culture to enrich participants' knowledge about that minority. Second, we will shift our target group from Indian HongKonger to Pakistan. We would invite storytellers who are from Pakistan and born in Hong Kong. Famous Pakistan like RTHK journalist Nabela Qoser and Hong Kong cricketer Waqas Khan could be invited as well to raise youngsters' interest in joining the workshops. We would also collaborate with
Pakistan Association of Hong Kong and Unison Hong Kong to connect and approach more Pakistan HongKongers for interviews. Finally, we will expand the whole size of the program. The total number of workshops' hours will be increased from 5.5 to 10. The number of participants will be increased from 20 to 40, plus recruiting more secondary school students to join. Lastly, the number of storytellers will be increased from 3 to 8. Some of them will be invited to be the tour guide of the community tour as well.

To depict the process of future program planning, we have adopted a theory of change logic model to plan the expected outputs and outcomes in our next stages of implementation plan (7-18 months) (Nichols, 2002). First, we fill in the expected process objectives, outcome objectives in the below table and explain the logic connecting program conditions with the desired program results (Pearson, 1991). A comprehensive description and illustration of how to achieve the long term outcome step by step and why a desired change is expected to happen in the program context will be followed. When working back from the desired long-term goals to identify the necessary conditions for awaring the goals, it enables us to understand how changes will happen in the coming months and provide a basis for identifying how community maps and human library will lead to the desired outcomes. The below table also helped us articulate the assumptions and hypothesis about the change process. We used formal knowledge and evidence-based theory for informing the theory of change. We have taken different program proposals from social work setting for a reference and analyze its prescriptive theories in leading programs. Person-centered theory which uses empathy, unconditional positive regards and genuine to build up rapport with the participants will be used to achieve the outcome objectives. With the prescriptive theories, we can summarize a collection of assumptions and hypotheses about how our program works effectively.

It also justifies the certain conditions and process objectives that will probably produce the expected outcome. Finally, generating the contextual or environmental factors that will support or hinder progress towards the realization of outcomes. With the below clear definitions and assertions about the connections between the long, medium and short term outcomes, it provides us a clear picture about our future plan.

Input	Activity	Process Objective (theory of change)	Outcome		
			Short Term (1-6 month)	Medium Term (7-12 month)	Long Term (13-18 month)
1.Core members in EMap 2.Technical supporters 3.Guest Speaker 4.Three Storytellers 5.Equipment and Material about skills training and capacity building	1.Workshops of making community maps by participants on using different tools and functions on Google map 2.Gatherings for participants to get along with each other 3.Sharing of participants' and storytellers' creations and invite the others participants to give comment on it	Participants can interact with different age group of Indian Hong Konger in the community and think more about social issue Members and Indian Hong Kongers collaborate with participants to design, make and share their creations (i.e. participants-lead) Both member and participants	Community History-Raise participants' awareness on the need of the Indian HongKonger community Both members and participants acquire knowledge and techniques on Intercultural communication and cultural sensitivity training Co-creation -enable different ethnicities to	Participants contribute to improve their communities Interaction -Participants apply intercultural communication and cultural sensitivity skills into practice Participants utilize knowledges and techniques learnt to engage EM in response to the changes in the society	Integration-mutual respect and understand of EM and participants Self-actualization -Empower EM and participants to actualize their sense of belongings to the community Bring changes on current service planning for young people and EM

	4.Cross-culture communication and culture sensitivity training 5.Human library 6.Community tour lead by ethnic minority volunteers	have more understanding on design thinking, Indian culture and history	create something meaningful together, develop mutual understanding Facilitate members to reflect on current social policy and service for EM		

Assumption(values and belief of the program)	External factors (influence the effectivity of the delivery of program)
Person-centered theory Strength-based approach Experiential learning Empowerment Concept of social capital Social Inclusion Design thinking	COVID-19 pandemic Weather Bandwidth and network Other agencies - cooperating Participant physical and psychological condition

4.2 Budget

In our pilot scheme, we invited 3 Indian-HongKonger as the storytellers in the human library workshop of the pilot scheme. A $300 coupon is provided for each storyteller as an appreciation. For media promotion, we spent $500 on Instagram promotion for our workshop series.

To sustain our sources of income, we are going to apply for the I·CARE Social Service Projects Scheme with the funding amount of $20000. We would also apply for the Sunny Passion Program with the funding amount of $10000 for daily operation in stage 1.

In addition to funding, we would like to look for other sources of income as well. For instance, we are planning to implement face-to-face workshops with storytellers of

other ethnicities and we may charge a participation fee of $30 for each workshop series.

In stage 1 of future extensions (1-6 months), we will hold face-to-face workshops as mentioned above, the estimated cost of each face-to-face workshop is $3200, which includes venue rental, workshop materials and inviting storytellers.

In stage 2 (7-12 months) and 3 (13-18 months), we may apply funding from SIE fund impact incubator which can cover all expenditure spent on the workshops, production of map, community tours and exhibition. We will register as an unlimited company to expand our project size and spread the impact to more beneficiaries in the future. The detailed budget plans are shown in the tables below.

Budget plan for stage 1 (1-6 month)

Budget Plan for Emap			
Milestone 3 - Pilot Scheme			
	Quantity	Amount ($)	Total ($)
Income			
Expenditure			
Inviting Storytellers	3	300	900
Instagram Promotion	1	500	500
			1400
Net Income/Loss			
			-1400
Milestone 4 - Future Extension (Stage 1)			
Income			
I·CARE Social Service Projects Scheme	1	20000	20000
Sunny Passion Program	1	10000	10000
Face-to-face Workshop Participation Fee	40	30	1200
			31200
Expenditure			
1. Face-to-face Workshop Expense			3200
1.1 Venue Rental	3	200	600
1.2 Workshop Materials	1	200	200
1.3 Inviting Storytellers	8	300	2400
			3200
Net Income/Loss			
			28000

Budget plan for stage 2 (7-12 month) and stage 3 (13-18 month)

Projected Profit and Loss Account	HK$	Breakdown and Other Remarks
(1) Sales/Revenue	+15,500	(i) Map Fee : $1 x 15000 = $15000 (ii) Exhibition "pay as you like" : 500 participants x 10% Participants' ticket fee x $10/Ticket Fee = $500
Funding support	+21156	Funding from SIE Fund - Impact incubator -Cost based reimbursement scheme
(2) Operating Expenses		

| (a) Salaries and allowances | -105,500 | Stage 2 (7-12 month) Community Map Production Fee
(i) Salary of Map Designer :$15,000/ one map design（size: A3, 2 pages）
(ii) Salary of Sound Engineer :$2000/ Story x 12 Stories = $24,000
(iii) Transportation fee of the speaker : $500/session x24 people =$12,000
Stage 3 (13-18 month) (Community tour and story Exhibition) Salary
(i) Salary of one program coordinator ＝ $18,000
(ii) Exhibition Production House :$1,5000/hour x 16 hours = $24,000
(iii) Salary of Photographers : $300/hour x 5 hours ＝$1,500
(v) Transportation fee of storytellers :$500/session x6 people =$3,000
(vi) Salary of tour guide : Community tour : $1000/per workshop x 8 = $8,000 |
| (b)Website design and other software | -18,945 | Wix.com website service fee : USD150/year x 7.8 x 1.5 year = $1,755
Gmail G-Suite: USD4.2/month x 7.8 x 18 month= $590
Adobe creative cloud: $618/month x 18 month = $11,124
Powtoon: USD228/year x 7.8 x 1.5 year = $2,668
Zoom: USD20/month x 7.8 x 18year = $2,808 |

(c) Hardware equipment	-33,850	Short Term 6-12 months (Equipment for human library and Map production) Photography and video equipment: Canon M50*2 + EF-M 18-150mm f/3.5-6.3 IS STM = ($3,280+$4,380) x 2packages = $15,320 Batteries: Canon Battery Pack LP-E12 = $390 x 2 items = $780 Recording equipment: RodeLink filmmaker kit = $2,980 x 2packages =$5,960 and RODE VideoMic Pro= $1,970 Tripod: K&F Concept Tripod=$700 SD cards: SanDisk 128GB Extreme SD Card: $260/SD card x 2 items = $520 Lighting equipment: Neewer 2 Pieces Bi-color 660 LED Video Light and Stand Kit=$1,400 Long Term 12-18 months (Equipment for exhibition) Rode PodMic = $1,200 x 6 = $7,200
(3) Other Expenses		
(i) Map printing cost	-8,790	EMap map printing cost: A3 size double slide map printing fee: $0.585/page x 15,000 items=$8,790 Stage2（7-12 moth）: 7500 Stage 3 （13-18 month）: 7500
(ii) Transport (Map Distribution)	-2,000	stage 2 （7-12 month）:$2,000 for 4 days and 23 stops
(iii) Transportation expense	-2,000	Stage 3（13-18 month）: exhibition: $1000/one way x 2＝$2,000

(iv) Exhibition fees	-32,250	(i) Stage set: $200/set x 8 items＝$1,600; background set = $1,000 (ii) Insurance : $1,000 （CMA Insurance Agent Limited quotation） (iii) Miscellaneous (Stationary、Name Tag、refreshments): $1,000 (iv) T-shirt: exhibition :$60/pcs x 40 pcs = $2,400 (v) Rental fee of exhibition venue: Leisure and Cultural Services Department community hall (590 m2 square)： 8 hours x 2 days = $25,250
(v) Advertisement fees	-12,400	(i) Stage 2 (7-12 month): Create archive and social media promotion platform : Google AdWords: Cost per click $5 x number of click 50＝$500 （per month）x 18 ＝$4,500; Facebook advertisement: $153.85/day x 26 days = $4,000;Instant telegram ad = $70/day x 30 days = $2100 (ii) Stage 2 (7-12 month): Create social platform and archive: Search engine optimization（SEO）$100/key word x 18 month＝$1,800
(vi) Audit fees	-11,000	Annual audit and tax return : $5,500 x 2 = $11,000
(vii) Annual return	-210	Companies Registry Fees : $105/year x 2 = $210
(4) Operating Surplus / Deficit	**0**	

4.3 Personnel

	Chan Hoi Ying Sabrina	Dilpreet Sambali	Lau Wang Chi	Mo Ka Kit	Wong Sin Nga
Outreach		v			

Social media	v	v	v	v	v
Finance				v	v
Technical	v		v	v	
Group Facilitator	v	v			v
Future extension	v	v	v	v	v

5 Needs of target audience

There are two main target groups in our program. One is youngsters studying in university in Hong Kong and one is ethnic minority inhabilitating in Hong Kong permanently.

There are three needs of ethnic minority, including need for public acceptance, elimination of discrimination and actualisation of self. They aspire to be accepted by the mainstream and receive equal opportunity in career development. According to the 2006 Population By-census, there are about 340,000 ethnic minorities living in Hong Kong, which constitutes about 5% of the whole population (Hong Kong Census, & Statistics Dept, 2007). A research study talking about related issues conducted by the Hong Kong Unison and the City University of Hong Kong in 2003 revealed that the unemployment rate of ethic minority amounted to 40%. Such a figure was much higher than the overall unemployment rate in Hong Kong of 7.8% in the period (Kam, et al., 2003). Even though some may proceed to secondary school even university qualifications and good command of Cantonese, Ethnic Minorities are turned down in job hunting due to stigma, discriminations, labeling and communication difficulties and incapability of Chinese writing(The University of Hong Kong, 2005) . The mentioned employment barriers hinder numerous adolescents with high potential to develop their careers and lives, becoming unemployed or doing some labour-intensive work, even relying on government assistance. It is no doubt that ethic minorities are in great need of an employment support service especially during the global economic crisis and Covid-19. Anti-discrimination and anti-stigma of the ethnic minorities promotion is of paramount importance to increase public and employee acceptance to them. Therefore, we particularly invite Indian HongKonger Youtubers to share their plight in seeking jobs in Hong Kong. And explaining the reasons why they devoted themselves to creative media and innovative industry. Their stories of pursuing dreams and developing their own career in Hong Kongcan help dismiss public's misunderstanding about ethnic minorities such as only being blue-collar or replying to public assistance. What' s more, there will be more recognition of their effort and contribution to society. People are more willing to appreciate their contribution after hearing their stories in human libraries. Ethnic racial harmony events. They can actualise their sense of belongings to the community through our program to meet their own needs.

For the needs of local youngsters, they would like to build bridges between ethnic minorities and Chinese youth. Meanwhile, they would like to find out their self-identity and value ethnic minorities as part of Hong kong (Erikson, 1993). Recently more non-Chinese students are now attending "mainstream" schools so racial harmony between Chinese and non-Chinese young people has recently been the focus of attention. In the Chinese University of Hong Kong, there are more non-Chinese students studying mainstream courses using Cantonse for communication. Youngsters in Hong Kong are inevitable to communicate and co-work with others

from other cultural backgrounds. Therefore, cross-cultural communication and cultural sensitivity knowledge can help students avoid mentioning taboo of ethnic minorities and get along with ethnic minorities very well. What's more, there do have some language barriers between Chinese and non-Chinese HongKonger, raising awareness and respect for racial and cultural diversity among the Chinese majority can prevent them feeling embarrassed when communicating with ethnic minorities. Lastly, our questionnaire results showed Hong Kong youngsters are curious about the culture and cuisine of ethnic minorities. Participants can know more about the traditional practice and customs of ethnic minorities through the human library. They can find out the commonalities between the ethnic groups and enhance social integration and cohesion as well.

6 Problem-solving

Throughout the project, we faced a number of difficulties which required our problem solving. Through thinking of effective and viable ways to solve the issues, we had a lot of learning opportunities.

One of the difficulties faced was the inability to hold face-to-face workshops. Since we planned to create community maps, thinking of an online medium to create them posed a challenge to us. After many ideas, we chose to use the format of Google maps to create community maps. This format allowed participants in the same group to add locations and annotate on the map in real time. Other than that, the participants could also add images and create routes on the map which helps to convey the stories onto the maps more efficiently. This way, we were able to use the strengths of the new mapping medium to avoid the threat of not being able to hand draw community maps.

Other than that, due to the online medium of all the workshops, we could not see the participant's reactions and whether they were paying attention. Without this instant feedback, we had difficulty engaging with participants well. As a result, we remedied the situation by making full use of the functions on Zoom platform to engage with our participants. We encouraged participants to use the emoji response function to give us live feedback. In addition, we also added a games section starting from Workshop 2. We transformed this weakness into a strength.

Another problem we encountered was the insufficient technical knowledge for storytellers to use Zoom. For example, one of our storytellers did not have knowledge of using Zoom and was apprehensive in joining our project. To solve this issue, one team member accompanied the storyteller in person for the whole session. This way, we will not be limited to invite storytellers of a certain age and technical skill only.

Lastly, despite posting frequently on social media, we were hindered to reach our target participants, resulting in low number of followers and engagement in the earlier stages. To counter this issue, we tried to use paid promotion techniques to target people within a specific age range and interests to view our content and follow us.

*Table SWOT and TOWS analysis (*Leiber, 2018)

	Strengths ● Encouraging feedback ● Knowledgeable advisor ● Passionate team	Weakness ● Time constraints of members ● Hosting skills
Opportunity ● Cultural tours with other organisations ● Extend project to other ethnicities ● publish leaflets ● hire designer	As we have a generally positive response, we will continue to hold similar workshops inviting storytellers of different ethnicities We will take advantage of having a knowledgeable advisor and learn how to publish leaflets from him	Cultural tours can be collaborated with organisations such as Walk In Hong Kong. Collaboration means that we will not have to host the tours ourselves
Threat ● low visibility on SM ● no face-to-face workshops ● Participants do not know usage of Zoom	Although we are faced with a lot of threats, as a passionate team, we can overcome them with creativity and passion to minimise the threats	On the long run, our members will learn hosting skills through classes to minimise our weakness and avoid threats

7 Limitations / Delimitations

In this project, there are a few limitations observed.

Firstly, we are unable to carry out face-to-face workshops because of the serious pandemic situation. The nature of online workshops lessens participants' interaction and engagement with one another.
Besides, both participants and storytellers are more inclined to younger generations due to the technological requirements. We attempted to expand our age span and invite older storytellers but as they did not know how to use the Zoom platform, they rejected our invitation. Therefore, we aim to conduct face-to-face workshops when the COVID-19 situation improves.

Secondly, due to the online medium, Google Map is used to replace hand-drawn maps. However, it is not aesthetically pleasing. Also, as some participants used mobile phones to attend our workshops, the limited screen size has inhibited them to illustrate on the map. Therefore, as group facilitators, we have shared our screens and through verbal communication, we helped them to add descriptions and locations on it. In the future, we plan to invite professional designers to help design our maps. Yet, the most ideal situation is to carry out physical workshops to allow participants to draw the maps.

Thirdly, for our pilot scheme, the workshops are conducted in Cantonese and therefore, only Indian HongKongers are invited to be our storytellers. In order to further expand our target audience to English-speaking participants and storytellers, we will recruit international school students in the future. Moreover, to diversify the ethnicities of our storytellers, we will recruit people of different ethnicities to join our human library session and share their stories in the future.

8 Justify project with past projects, similar projects

8.1 Projects for Cultural Integration

While ideating, we took reference to other projects working towards the same goal of integration. We analysed their initiatives to identify some positives we can learn from and some limitations in their projects which we can cover in our project. Most projects such as Link Centre, Cheer (Centre for Harmony and Enhancement for Ethnic Minorities) and Hope (Harnessing Opportunities and Potentials for Ethnic Minorities) focus on helping non-ethnic Chinese to adapt to Hong Kong culture through language classes, culture classes and employment help, etc. These projects seem to narrate ethnic minorities as people needing help from others and underprivileged. The narrative is one-sided and aims to integrate EM into the society but does not prepare the society to be more accepting. Recognising this limitation of other projects, we aimed to create a two-way platform where ethnically non-Chinese and locals can start a dialogue and begin to understand one another.

We looked closely at two other initiatives, United Colours of Hong Kong and Multiculturalism in Action (MIA). United Colours of Hong Kong aims to enhance awareness and tell a more positive story of the non-Chinese Hong Kong community. They adopt a storytelling element to portray the stories of different non-Chinese on their social media page. We admire this element as it makes people empathise with members of the community and get to know them from a personal perspective. We also adopted the storytelling approach in our project. However, there is no room for dialogue or interaction as it follows a blog format.

Multiculturalism in Action is a partnership among different ethnic communities and aims to empower different communities through intercultural experiences and foster intercultural awareness over time. The project uses a variety of workshops to enhance intercultural relations and encourages people from different backgrounds to communicate. We were inspired by MIA to hold a variety of workshops and invite storytellers from different communities.

8.2 Projects for Human Library

The Human Library Organization started the first human library event in 2000 on a small patch of grass at a local music festival, with more than 50 different people published. It is expanded to over 80 countries worldwide. The Human Library then expanded to include a more variety of topics based on prejudices to provide more choices for readers to choose, as well as discovering more diverse groups in the community. (The Human Library, 2019)

In Hong Kong, Human Library Hong Kong has organized more than 100 human library workshops on different social issues in Hong Kong including mental health,

homeless people, ethnic minorities, career planning and new immigrants (Human Library Hong Kong, 2019).

Human Library projects is related to two visions of our project:
(1) Interaction: Human library session allows participants to interact with ethnic minorities directly.
(2) Self-actualization: Ethnic minorities as storytellers can actualise their sense of belongings to the community through storytelling.

8.3 Projects for Community Mapping

8.3.1 Community Mapping Project in Seattle

The 5-week project aimed to investigate the effectiveness of small group digital community mapping on increasing civic participation among early adolescents (Mitchell & Elwood, 2012). An interactive web platform was used to map the community, which consists of functions similar to Google Map (Mitchell & Elwood, 2012). For instance, participants can annotate significant sites with icons, comments, and additional media, like photos, videos, and sketches (Mitchell & Elwood, 2012). We referenced the utilization of the online platform in this project and used Google Map for community mapping in our project.

In the later part of the project, a sharing session was included for participants to reflect on the things they had learned with others (Mitchell & Elwood, 2012). They also shared their community maps and some video documentaries with teachers, parents, and community members in Seattle (Mitchell & Elwood, 2012). We referenced the outline of this community mapping project and included a community map sharing session in the last workshop of our pilot scheme.

8.3.2 iDiscover

It is a travel app that provides authentic travel experiences to users through tour guides featuring local heritage, culture, and community (iDiscover, 2014). For instance, it showed community maps of districts in Hong Kong and incorporated historical sites in the districts into the maps, helping tourists to discover more about the cultural perspective of Hong Kong (iDiscover, 2014). Don Mak, One of the map designers, shared that it is important to maintain a balance between decorative elements and practicability when illustrating the community maps (Pop, 2016). For instance, fine details on the map can be used to make the map more attractive, like cartoons of marching police representing police stations (Pop, 2016). Learning from the example of iDiscover, we used cartoons and special logos for annotation and will consider adding artistic elements in the community maps for sharing with the community in the future.

9 Learn from other groups and outstanding projects

9.1 Learn from Other Groups

9.1.1 Heirloom Hong Kong

We took reference from Heirloom Hong Kong, which is a social project aimed at connecting young people and unpopular industries in Hong Kong. They incorporated the design thinking double diamond model in their project design. At the early stage, they conducted questionnaires and interviews to discover the problem, followed by interviews with people within the industries. At the later stage, they designed the Heirloom Model (awareness, participation, and heritage), prototyped, tested, and refined it. In light of this, we utilized design thinking skills in our project. For instance, to emphasize and define the problems faced by ethnic minorities in Hong Kong through research and questionnaires at an early stage. Later, we carried out a pilot scheme through a workshop series to prototype and test.

They also utilized the key performance index to evaluate the effectiveness of their project. Learning from them, we designed questionnaires and distributed them to participants in the pilot scheme, collecting feedback on workshop contents and rundown, so as to evaluate the effectiveness and make improvement.

9.1.2 Familiar

Familiar is a social project aimed at familiarizing families through social media activities and workshops. Their Instagram account has reached nearly a hundred followers in December. In terms of their social media activities, they posted content related to family relationships and engage people through Instagram filters, which are interesting and interactive. Learning from them, we can consider posts with interactive elements and Instagram filters in the future, enriching the content of the posts in order to gain more awareness. We will also keep updating our social media platforms in the future, like one to two posts per week, so that we can approach more people. Short videos on IGTV about ethnic minorities in Hong Kong will be considered as well to further raise people's interest in our project.

They also hold three workshops in their pilot scheme, such as Shall We Talk and Identity. Each activity or game in the workshops has taken references from other similar projects, and the rundown of the workshops was explained in detail. Learning from them, we took references from other similar projects for human library and community mapping and included a summary of the rundown for each workshop in our pilot scheme.

9.1.3 5 Mates

5 Mates is a project aimed at creating a multi-functional online platform for CUHK students. They mentioned limitations and constraints of their project in the presentations, such as limited budget, language barrier for non-local students, and

bandwidth. This can help to improve the project in the future extension. Learning from them, we have included one part discussing our project limitations and possible solutions in our reports and presentations.

In addition, they had performed alpha testing and beta testing before launching their online platform, in order to test out the technical problems and collect feedback on user experience. Gaining insight from them, we may practice once before each workshop so that we can get ourselves familiar with the online platforms (such as Zoom and Google Map) that will be used in the workshops, and spot out potential problems.

9.2 Learn from Outstanding Projects

9.2.1 伍．再拖

The project aimed to discuss the situation, causes, and solutions to the problem of procrastination among CUHK students (伍．再拖, 2018). In their pilot scheme, interviews with CUHK professors were conducted to collect comments about the project and the promotion methods. After the interviews, different channels of promotion were suggested and some concerns about the project were raised (伍．再拖, 2018). Taking reference from this project, we will conduct interviews with professionals for background research on the problem faced by ethnic minorities in Hong Kong. Besides workshop questionnaires, we may conduct interviews with storytellers and participants after the workshop series in the future, so that detailed feedback and suggestions from different parties can be collected to make further improvement.

9.2.2 口約緣荷

We have took the Best FYP project in the year of 18-19 The Voice of History for a reference.The United Nations Sustainable Development Goals (UN SDGs) defined 17 goals with 169 targets that all UN Member States have agreed to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030 (UNHCR, 2017). The vision was integrated with the 17 SDGs so as to balance social, economic and environmental sustainability in the development. As global citizens, Wu Yee Sun College students are also responsible to reach these important targets (UNHCR, 2017). The Voice of History have integrated its goal into their project, applied three Sustainable Development Goals (SDGs) into their workshops and program, including Quality education, Reduce inequalities and Sustainable cities and communities (口約緣荷, 2018).

To achieve these three sustainable goals, they have collaborated with different professions, included participants from different backgrounds and advocated social inclusion respectively. First, they have invited seasoned journalists and radio drama broadcasters to impart skills and techniques to primary students in interviewing the elderly and creating radio drama, which gave primary students a chance to learn

how to make radio drama and inherit community history with the elders. With the collaboration with experienced and skilled trainers, the workshops enrich the learning of the participants, which achieved the goal of quality education. Second, they organized an instant communication platform for the green and grey generation to exchange information and communicate with each other which inherited the old-fashioned community anecdotes, allowing the green generation to be aware of the community to achieve equality among different generations. Lastly, by broadcasting the stories of the elders presented by primary students and expanding ideas to reach different parts of Hong Kong, it can promote an inclusive and age-friendly city. It achieved the goal of sustainable cities and communities. We found their program not only caters to the needs of primary students, elders,the Mei Ho community in Hong Kong, but also achieves the collective global goal to promote prosperity of the city. Their project provided us insight and inspiration to aim at achieving these three Sustainable Development Goals throughout the workshops.

We aspire to use creativity, competence and strength to achieve the SDGs in Quality education, Reduce inequalities and Sustainable cities and communities areas. First, we invited Dr Loretta Tam, a renowned linguist anthropologist to give a talk to enrich participants' knowledge about intercultural communication and cultural sensitivity. As an experienced researcher and lecturer in teaching college students, she is good at explaining real life culture practice to help students' interpretation on the value and philosophy behind culture. It is no doubt that her comments on our project facilitate our project's success.

Secondly, the human library was an effective way to inherit oral history that the history book does not record. Human library was a means to reflect with non-mainstream community records and a footprint which contains high historical value. Human libraries was a people-oriented and person-centered approach that created a respectful and comfortable environment for Indian Hong Kongers to share their stories without threat. We emphasized both interviewers and storytellers had equal opportunity to ask and listen during the human library session which reduced inequality or domination of speech.

Thirdly, our project aims at recognizing the effort and contribution that Indian HongKonger have made to raise Hong Konger acceptance to the community. Indian HongKonger contributed and established prominent schools in Hong Kong such as the Hong Kong University, the Ruttonjee Hospital and the famous Star Ferry (Consulate General of India, 2019). The large Indian community has been inhabited in Hong Kong for more than 150 years and is witnessing the transformation of Hong Kong' from the emergence labour-intensive cener to a global finance hub. Owing to their long presence, the third generation of Indian Hong Kongers have been able to integrate themselves into the mainstream Hong Kong society, for example, proficient at Cantonese. However, there are some new immigrants Indian who don't understand Cantonese still facing challenges of integration to the society. Our project

hopes to increase the public's acceptance of different ethnicities and recognise their dignity and contribution to Hong Kong. Plus, we would like to build up enthicity's sense of fulfilment and self-actualization, which has a sense of belonging to Hong Kong. In the long run, HongKongers and different ethnicities are equally proud of its dual heritage and of its diversity of culture, thus achieving the goal of sustainability.

10 Response to queries

10.1 Other groups of ethnic minorities

Some students asked if we will invite other groups of ethnic minorities for cultural exchange in the future, such as ethnic minorities in Hong Kong and overseas. For now, we would like to focus on bridging the network between ethnic Chinese and non-ethnic Chinese in Hong Kong first. We believe there is still a long way to accomplish social integration in Hong Kong and hence, in the near future, we would not think of ethnic minorities overseas.

10.2 Delivery of workshop content

Some students ask if participants could have more exchange with speakers. In the capacity building workshop, we found out that it is a bit focused on one direction information provision, and participants do not have much time to interact with our speaker Dr. Tam during the roleplay. In the future, we will introduce more interactive activities to let participants speak and learn together, and we will communicate with the speaker to design some activities related to the sharing for them to exchange each other's ideas.

10.3 Face-to-face workshops

Some students expressed their concerns about face-to-face workshops that we planned to hold in the future after the pandemic. For the venues of face-to-face workshops, we have considered holding them in universities, secondary schools, community centers, and other places, depending on the costs and availability. For the format and activities to be held in the face-to-face workshops, besides human library and community mapping, other activities like cultural community tours and interactive games with different ethnicities can be considered as well in the future.

10.4 Media promotion

Some students have asked us about the effectiveness of our media promotion, particularly on Facebook. The reason that the coverage of Facebook is smaller than Instagram is that we believe that Instagram can reach more youngsters when compared to Facebook. Therefore, with our limited budget, we only put advertisements on Instagram for our pilot scheme. However, for future extension, we will also put advertisements on Facebook and Google to improve the effectiveness of our media promotion.

10.5 Background and feedback of participants

Some students would like to know more about the participants' background information and their feedback regarding our workshops. They are all mentioned in

the presentation and report. The details of these inquiries can be addressed with reference to 3.5.2 KPI on workshop.

10.6 Human Resource

Some students expressed their concerns that as the project expands, we may not have sufficient human resources in the future. In terms of human resources, we will recruit volunteers as EMap ambassadors through social media platforms. They will be helping us with face-to-face workshops, especially when there are a large number of participants. Besides, some participants may be interested in helping us as well.

10.7 Sustainability of the project

Some students are curious about how we will sustain our impact of EMap. In the future, we will continue to carry out the workshop series. Besides, we will continue to update our social media platform regularly to promote the cultures of minority groups. In addition, we will also invite ethnic minorities to help and guide community tours and visit different ethnic stores and restaurants, to let participants have a clearer picture of their cultures. Furthermore, we aim at promoting other interactive acts which include sports and music culture such as cricket classes, movie sharing, etc. Through increasing the variety of the activities, we hope to attract more participants to join.

Some students also asked if we will target other age groups in future workshops. In our pilot scheme, we targeted students from local universities as our participants. In the future, we may consider other target groups as well, like primary school students and older people.

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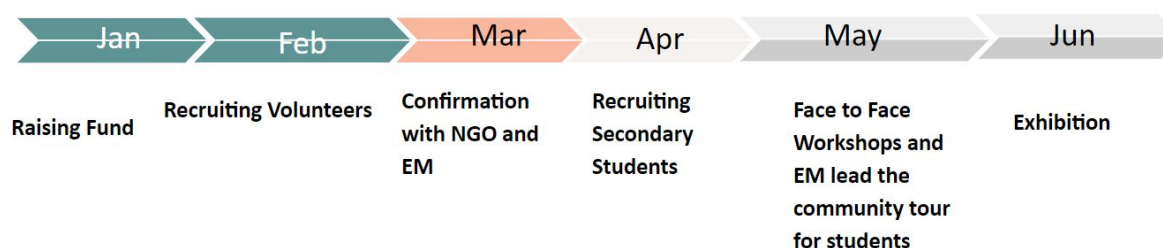sg=AOvVaw3Wf_7p4-PDNLY-caSBRSCj

B Appendix

B.1 Project Timeline

1. Project Timeline in 2020

2. Project Timeline in the future (2021)

B.2 Descriptions and Objectives of Workshop Questionnaires

Questionnaire	A
Time of distribution	Before Workshop 1: Capacity Building

The questionnaire is divided into 3 parts:

(1) Measurement of understanding and acceptance towards Indians in Hong Kong

Participants were required to self-evaluate their acceptance towards Indians in Hong Kong, their frequencies of getting in touch with Indians in Hong Kong, people with different cultural backgrounds, and list some possible difficulties or challenges they face under these situations.

Objective: A measurement for evaluating our workshop's effectiveness

(2) Measurements of cross-cultural competence

Participants were required to self-evaluate their cross-cultural competence by 9 questions.
Objective: A measurement for evaluating our workshop's effectiveness

    (3) Personal information
Participants were asked to fill in their name, school and how they know about this event.
Objective: Compare their self-evaluations after the workshop series help us evaluate our programme's effectiveness.

Questionnaire	B
Time of distribution	After Workshop 1: Capacity Building

The questionnaire is divided into 2 parts:

(1) Content of the Workshop
Participants were asked to rate the usefulness of each activity in the workshop and give feedback for improvements.
Objective: Understand their expectation of the workshop, fine-tune the activities in later workshops in order to satisfy their needs.

(2) Logistics, operation and communication
Participants were asked to comment and give feedback on the pre-workshop notifications, duration of workshop, style of presentation and network issues.
Objective: Know if the arrangement is fine with participants and solve the technical problems when they encounter.

Questionnaire	C
Time of distribution	After Workshop 2: Human Library

The questionnaire is divided into 2 parts:

(1) Content of the Workshop
Participants were asked to rate the usefulness of each activity in the workshop and give feedback for improvements.
Objective: Understand whether their expectations are met in the human library, fine-tune the activities in the next workshop to consolidate what they have learnt.

(2) Logistics, operation and communication
Participants were asked to comment and give feedback on the pre-workshop notifications, duration of workshop, style of presentation and network issues.
Objective: Know if the arrangement is fine with participants and solve the technical problems when they encounter.

Questionnaire	D

Time of distribution	After Workshop 3: Community Map Creation and Sharing

The questionnaire is divided into 5 parts:

(1) Measurement of understanding and acceptance towards Indians in Hong Kong

Participants were required to self-evaluate their acceptance towards Indians in Hong Kong, their frequencies of getting in touch with Indians in Hong Kong, people with different cultural backgrounds, and list some possible difficulties or challenges they face under these situations.

Objective: A measurement for evaluating our workshop's effectiveness

(2) Measurements of cross-cultural competence

Participants were required to self-evaluate their cross-cultural competence by 9 questions.

Objective: A measurement for evaluating our workshop's effectiveness

(3) Content of the Workshop

Participants were asked to rate the usefulness of each activity in the workshop, whether the activities meet their expectations and give feedback for improvements.

Objective: Understand whether their expectations are met in the workshop, fine-tune the activities in the next workshop to cater their needs.

(4) Logistics, operation and communication

Participants were asked to comment and give feedback on the pre-workshop notifications, duration of workshop, style of presentation and network issues.

Objective: Know if the overall arrangement is fine with participants and solve the technical problems when they encounter.

(5) Personal information

Participants were asked to fill in their name, school and how they know about this event.

Objective: Name and school as uniquely identifiers can let us compare their self-evaluations. Their names will be marked on the certificate as well.