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Seminar on Ethnic Minority Livelihood in Hong Kong – Studying Australia's Experience

Moving towards a multicultural Hong Kong

28 March 2006

Study Visit on Services for EM in Sydney, Australia 9 – 13 January 2006



- **HKCSS** <Arrangement of visitation> – Mr Richard Pang
- **Christian Action** <Delegation Leader> – Dr Sharmila Gurung
- **Caritas** – Mr Bill Lay
- **Hong Kong Christian Service** – Ms Karrie Chan
- **Hong Kong Y.W.C.A** – Ms Candy Chan
- **Society of Community Organisation** – Ms Annie Lin
- **Social Welfare Department** – Mr Gary Cheung
- **YANG Memorial Methodist Social Service** – Ms Joyce Lee



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OBJECTIVES

- To exchange service provision in support of ethnic minority with Australian counterparts.
- To study Australia's experiences of governmental/social/community services to support the ethnic minority.
- To network with Australian counterparts for future collaboration.



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ORGANIZATIONS VISITED

1. GOVERNMENT ORGANIZATIONS

- Community Relations Commission (CRC)
- Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)
- Human Rights and Equal Opportunity Commission (HREOC)

ORGANIZATIONS VISITED

2. NON-GOVERNMENT ORGANIZATIONS

- Immigrant Women's Speakout
- The Smith Family
- St. George Migrants' Resource Centre
- Adult Multicultural Education Scheme (AMES)
- YWCA
- Ethnic Communities' Council of NSW

ORGANIZATIONS VISITED

3. ETHNIC COMMUNITIES
 - Muhammadi Welfare Association Inc.
 - Gurkha Nepalese Community



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Stories of Ethnic Minorities:

Real Life Stories of the ethnic groups
in HK & Australia



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Ethnic minorities

- **Groups of people who see themselves or are seen by others as sharing a distinctive and enduring collective identity**

Pakistanis living in Australia

- Majority of the Pakistanis started migrating since 1970's
- Working in professional field
- The second generation



Pakistani in Hong Kong

- Started migrating to Hong Kong since 1942
- Some of the first migrants were police officers
- At present some of them are third generation



Nepalese in Australia

- Majority of them went to Australia as students since early 1990's
- Started settling in Australia since recent years.



Nepalese in Hong Kong

- The first batch started migrating since 1948 as Gurkha's.
- The second batch (most of them the descendants of Gurkha's) started migrating back since early 1990's.



Difference between Australian and Hong Kong Ethnic Minorities (Pakistanis and Nepalese)

Australia	Hong Kong
Migrated only few decades ago	First batch migrated as early as 1948. The second batch as the fight of aboard clement
Feel socially accepted	Feel isolated and struggling to participate in the society
Minimum language barrier	Huge language barrier
About 90% EM women are working	Women are usually housewife
<ul style="list-style-type: none"> - See future in Australia - Perceive themselves as quality citizen and live quality life 	<ul style="list-style-type: none"> - Most of tehm see HK as transient place. - Doesn't have the same perception

OBSERVATIONS(1)

AUSTRALIA	HONG KONG
Multiculturalism	Ethnic Minority
Racial Discrimination Act passed in 1975	Racial Discrimination undergo legislating process
Integrated settlement service framework	Unclear framework
Break language barrier through TIS and English tuition	Have language barrier

OBSERVATIONS(2)

AUSTRALIA	HONG KONG
Providing multilingual information and use of different bilingual workers	Providing bilingual information (<i>specially in ethnic languages</i>) and limited use of bilingual workers
Nepalese and Pakistani are well-integrated into the mainstream	Nepalese and Pakistani are disadvantaged groups and marginalized from the mainstream

Factors associated with the success of EM in Australia

- Multicultural policy
- Integrated settlement service
- Centralized interpretation service
- Partnership among different sectors including Government departments, NGOs, commercial enterprises and the general public as well.
- Participation from the service recipient.



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Policy Leads – Multicultural Perspective

How can government policies frame a
multicultural society



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Policy Lead

History of Multiculturalism

- 1953 Immigration Act
- 1972 Non-discriminatory Policy



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Before the Policy of Multiculturalism

- 4 stages of policy change:
- 1950-64 Assimilation
- 1967-72 Integration
- 1974 Ethnic Affairs
- 1982 Mainstreaming
- Since 1989 Multiculturalism

Multiculturalism

- To recognize,
 - To accept,
 - To respect and
 - To celebrate
- ...cultural diversity





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Aims of Multiculturalism

- To maximize the social, cultural and economic benefits that cultural diversity brings to all Australians

Principles of Multiculturalism

the *Community Relations Commission and Principles of Multiculturalism Act 2000*

- 4 Principles:

Principle 1

- All Australian should have the greatest possible opportunity to contribute to, and participate in , all aspects of public life in which they may legally participate.



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Principle 2

- All individuals and institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language.



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Principle 3

- All individuals should have the greatest possible opportunity to made use of and participate in relevant activities and programs provided or administered by the Australian Government.



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Principle 4

- All institutions should recognize the linguistic and cultural assets in the population of Australia as a valuable resource and promote this resource to maximize the development of the State.

- Establishment of the Community Relations Commission for a Multicultural NSW
- The *Act 2000* is to constitute the Community Relations Commission



Some of the major functions of Commissions are:

- To promote the principles of multiculturalism.
- To assist, and assess the effectiveness of, public authorities in observing the principles of multiculturalism.
- To provide interpreting and translating services in **over 77 languages**
- To offer financial support to community-based organizations

DESCRIPTIVE LEVEL DESCRIPTION	ACTIVITY AREAS					OUTCOME ASSESSMENT
	Planning & evaluation	Program & service delivery	Staffing	Communication	Funded Services	
Agency has achieved the previous level and:	<p>5.1 Has EAPS fully integrated into the corporate planning and budget processes. Clear program objectives and budget allocations to deliver the EAPS outcomes.</p>	<p>5.1 Agency's programs and services meet the needs of culturally and linguistically diverse communities, and are based on appropriate data analysis, research and evaluation. Client community consultation and high level participation in the boards and committees approving resources and overall direction.</p>	<p>5.1 Achieves a staffing profile that is based on identified needs and is supported by sound recruitment and selection practices.</p> <p>5.2 Has a training program that fully integrates identified client needs within the appropriate functional area, such as management, policy development and client services.</p> <p>5.3 Positions staff language skills as a factual resource in its integrated communications strategy.</p>	<p>5.1 Has a fully developed (multicultural) communication strategy which is:</p> <p>5.2 informed by language learning and issue relevance.</p> <p>5.3 integrated into the overall communications program with a level of resources reflective of issue relevance.</p> <p>5.4 developed strategically, and evaluated regularly, matching the message, recipient and most appropriate medium.</p> <p>5.5 serviced by staff with appropriate language resources to meet client group needs in languages other than English.</p>	<p>5.1 Has funded services that are required to deliver ethnic affairs outcomes. These form an important part of resources and evaluation processes for grants and tenders.</p>	<p>Agency can demonstrate consistently high levels of client satisfaction in ethnic communities in relation to all program areas.</p>
Agency delivers and evaluates appropriate services in accordance with EAPS objectives.	<p>4.1 Has aligned its EAPS planning with the corporate planning process. Individual divisional plans include ethnic affairs planning.</p> <p>4.2 Client data, research and consultation directly influence design and funding of ethnic affairs initiatives.</p> <p>4.3 Ethnic affairs issues are a key feature of monitoring and evaluation processes.</p>	<p>4.1 Has policy and planning documents which reflect the expectation that ethnic communities will contribute to planning and evaluation processes through informed participation and representation at all levels.</p> <p>4.2 Has put in place participatory forums which contribute to the design and implementation of program and service delivery.</p> <p>4.3 Takes account of the needs of special needs groups (eg refugees, survivors of torture and trauma, isolated communities) program design, delivery and evaluation.</p>	<p>4.1 Ensures that training in areas where issues are incorporated within other functional training and is regularly evaluated and revised.</p> <p>4.2 Uses the CLAS program as an active strategy in meeting the communication needs of non-English speaking clients.</p> <p>4.3 Non-English communications strategies are part of mainstream communications and involve research, development and placements in the most appropriate communication channels.</p>	<p>4.1 Makes communications decisions and targets languages based on client group analysis and issue relevance.</p> <p>4.2 Has clear guidelines which are considered on a full range of communication strategies including CLAS, on-site interpreters and TLE.</p> <p>4.3 Non-English communications strategies are part of mainstream communications and involve research, development and placements in the most appropriate communication channels.</p>	<p>4.1 Has tender processes which specify that service providers need to have demonstrated knowledge and experience in working with people from diverse cultural and linguistic backgrounds.</p> <p>4.2 Requires service providers to collect ethnicity data on service consumers.</p> <p>4.3 Requires service providers to employ people to work with specific ethnic communities.</p> <p>4.4 Actively monitors the performance of service providers with reference to agreed performance criteria.</p>	<p>Agency has developed outcomes benchmarks and evaluation measures which it promotes and reports to clients and staff.</p>
Reporting systems within the agency to identify areas where resources committed to them.	<p>3.1 EAPS planning flows directly from the overall corporate plan.</p> <p>3.2 EAPS planning ensures that demographic and client data is used to influence resource allocation and regional priorities.</p> <p>3.3 Ensures that key managers' training, interests, availability, time and accountability for ethnic affairs which are incorporated into their workplans. Has ethnic affairs responsibilities integrated into EES agreements.</p>	<p>3.1 Organises planned consultations with ethnic communities and clients.</p> <p>3.2 Actively seeks ethnic community representation on boards and committees. The agency has developed guidelines for membership and has advertising strategies to seek representation from ethnic communities.</p> <p>3.3 Uses the outcomes of data analysis and research in the design and evaluation of services for the needs of linguistically and culturally diverse communities.</p> <p>3.4 Institutes a data collection process for service usage and program relevance.</p>	<p>3.1 Includes ethnic affairs requirements in all relevant position descriptions, staff selection, training and recruitment and selection guidelines.</p> <p>3.2 Includes cross cultural issues in all relevant training programs. Staff in public contact, policy and management positions are required to participate in such training.</p> <p>3.3 Promotes CLAS within the agency as a means of communicating with non-English speaking clients.</p>	<p>3.1 Undertakes translation of information documents, based on collected client data.</p> <p>3.2 CLAS program is fully regulated and reviewed regularly.</p> <p>3.3 Has an interpreting budget and provides guidelines on interpreter use.</p> <p>3.4 Screens and tests publicly available for cultural appropriateness.</p> <p>3.5 Uses a range of advertising media based on client research.</p>	<p>3.1 Incorporates ethnic affairs considerations in all funding processes including selection, language, appropriate promotion, assessment and monitoring.</p> <p>3.2 Requires the provision of language services to be built into funding agreements.</p> <p>3.3 Requires the application of performance indicators relating to cultural diversity in contracts.</p> <p>3.4 Collects relevant ethnicity data to inform funding decisions.</p>	<p>Agency can demonstrate systematic progress in increasing outcomes for ethnic communities.</p>
are resources committed to them.	<p>2.1 Has some organisational units allocating funds for EAPS initiatives.</p> <p>2.2 Collects some ethnicity data on clients.</p> <p>2.3 Requires some managers to take responsibility for implementing ethnic affairs initiatives.</p> <p>2.4 Undertakes staff consultations to inform EAPS planning.</p>	<p>2.1 Undertakes a few consultations with ethnic community groups.</p> <p>2.2 Has some ethnic community representation on agency boards and committees.</p> <p>2.3 Modifies some programs and services to make them accessible to larger ethnic communities.</p>	<p>2.1 Includes a reference to EAPS requirements for all relevant positions.</p> <p>2.2 Has included cross cultural training components in most relevant training areas.</p> <p>2.3 Pays CLAS to some staff if they apply for it.</p>	<p>2.1 Undertakes translation of information documents in languages based on MGN ABS data.</p> <p>2.2 Makes CLAS available to staff and circulates a list of CLAS recipients.</p> <p>2.3 Occasionally uses professional on-site interpreters.</p> <p>2.4 Translates advertisements for accuracy and consistency prior to placement.</p>	<p>2.1 Advises ethnic communities about funded services and tender opportunities through English language advertising.</p> <p>2.2 Identifies specific groups of people from non-English speaking backgrounds who need particular assistance from funded services.</p>	<p>Agency can show improvements in service delivery in some program areas.</p>
Agency has an EAPS plan and can demonstrate awareness of its basic responsibilities.	<p>1.1 Has a separate plan which makes mention of cultural diversity as a feature of the service environment.</p> <p>1.2 Has an EAPS plan, and reports on it in annual report.</p> <p>1.3 Circulates information about both the report and plan to staff.</p>	<p>1.1 Has some individuals on agency boards and committees who are members of ethnic communities.</p> <p>1.2 Programs and services address the needs of the mainstream community, with little further targeting of ethnic communities.</p>	<p>1.1 Includes a reference to relevant EAPS requirements for some positions in recruitment advertisements.</p> <p>1.2 Includes a signpost on some cultural issues in some training programs (prints for client contact).</p> <p>1.3 Uses the bilingual skills of staff on an informal basis.</p>	<p>1.1 Produces all formal documents in English only.</p> <p>1.2 Occasionally and informally uses bilingual staff for client communication.</p> <p>1.3 Invests in 1/2% non-English advertising spots without multilingual production.</p>	<p>1.1 Includes cultural diversity considerations in the documentation for funded or contracted services.</p>	<p>Agency can demonstrate its compliance to report on EAPS to Parliament.</p>



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Code of Practice

- Ethnic Affairs Priorities Statement (EAPS) Standard Framework

Immigration Policy

- planned and implemented by the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)
- Non racially discriminatory
- 23.1% overseas-born persons (the 2001 Census of Australia)
- “a healthy social mix of skilled migrants, family reunion migrants and refugees is desirable”



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Categories of Migrants

- Skilled migrant
- Family reunion migrant
- Humanitarian program entrant (refugee & asylum seeker)



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Settlement Services

- Positive investments that assist each individual to participate fully in the multicultural society, realize their personal aspirations, and benefit Australia.



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Settlement Services for Humanitarian Entrants

- the Australian Cultural Orientation Program
- the Integrated Humanitarian Settlement Strategy



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Other Settlement Programs (For All Types of Migrants)

- the Adult Migrant English Program
- the Translating and Interpreting Service
- Migrant Community Service



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Benefits to the Society

- Community Harmony and Social Cohesion
- Productive Diversity



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Language Support Services





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Aim of services:

- Encourage ethnic minorities to *participate* in community and meet their citizen obligations
- Promote *multicultural* society





- Promote *access* and *equity* to government services
- Promote *benefits* of a culturally diverse society



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Overview of services:



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Language Class

- Adult Migrant English Program (AMEP)
- 510 hours of English Classes to new migrants and refugees
- Certificate in Spoken and Written English (CSWE)

Interpreting Service

- Over **77** languages and dialects
- **24 hours** a day 7 days a week for interpreting service
- Answered within **30 seconds**





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- **User-pay basis (with exemption granted on needs basis).**
- **Available to Government Departments; Courts, Legal Aid, private and commercial sectors; community groups and individuals.**



- Translation services

i) *Translation of personal documents*

ii) *Transcription of tapes*

iii) *Technical and complex materials*

iv) *Multilingual documents.*



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Community Language Allowance Scheme (CLAS) Testing

- Allowance for government employees who can use non-English language to communicate.
- Examinations based.



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Video conferencing

- Provided in **rural areas** to improve accessibility



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Recognition of Overseas Nursing Qualification

- Committee set up to examine and remove barriers to employment of nurses trained overseas.
- Options considered: bridging courses and adopting overseas models.



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Online Language Services (OLS)

- Aiming at transacting electronically the full range of translation services and interpreter booking using the **Internet** (booking and payment).



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- Supply of interpreters for candidates **taking driver's license** tests.
- Supply of interpreters to clients in accessing **housing information**.
- Supply of interpreters for **legal procedures**.



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Qualification of the interpreters:



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Community Relations Commission For a multicultural NSW LANGUAGE SERVICES

*The Community Relations Commission
For a multicultural NSW
Code of Ethics for Interpreters and Translators*

Interpreters and translators are expected to:

- Act in accordance with standards of conduct appropriate to a professional, including being polite and courteous at all times and refraining from behaviour that would reasonably be regarded as unprofessional or dishonourable.
- Maintain confidentiality and not disclose information acquired in the course of their assignments.
- Only undertake work that they are competent to perform.
- Remain impartial and neutral in all situations and not allow personal opinion to influence their performance.
- Take reasonable care to be accurate.
- Take full responsibility for the quality of their work.

- All Interpreters and Translators are bound by **the codes of ethics** and conduct to ensure a high level of quality service.



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- All interpreters and Translators have to obtain a professional qualification (**At interpreter level and above**) through the National Accreditation Authority for Translators and Interpreters (NAATI).



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- **Partnership Works –**
*The positive outcome in
networking different
helping hands*



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- **Clear Policy towards Multiculturalism facilitates different forms of partnership among different sectors including Government departments , NGOs, Commercial enterprises and the general public as well**



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- **Government Departments like CRC (Community Relations Commission) and DIMIA (Department of Immigration and Indigenous Affairs) are actively involved in motivating cross-sectoral collaboration**

- DIMIA offers grants for NGOs in organizing settlement services like HTS (Home Tutor Scheme) and MRCs (Migrants' Resources Centre)



HTS:



- Part of the Adult Migrant English Programme (AMEP)
- AMEP is a programme aims at assisting migrants to develop basic English language skills through providing them with 510 hours of English classes



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- AMEP clients can choose from a range of learning options including: full-time, part-time classroom based tuition, distance learning courses, self-paced learning in individual Learning Centres etc.
- HTS is an option for those who are unable to attend formal classes, due to family or work commitment

- HTS matches trained volunteer tutors with the new arrivals to provide one-to-one English tuition in students' homes
- As well as learning English skills, HTS students learn about Australian society, culture and customs, thus facilitate their settlement

MRCs:

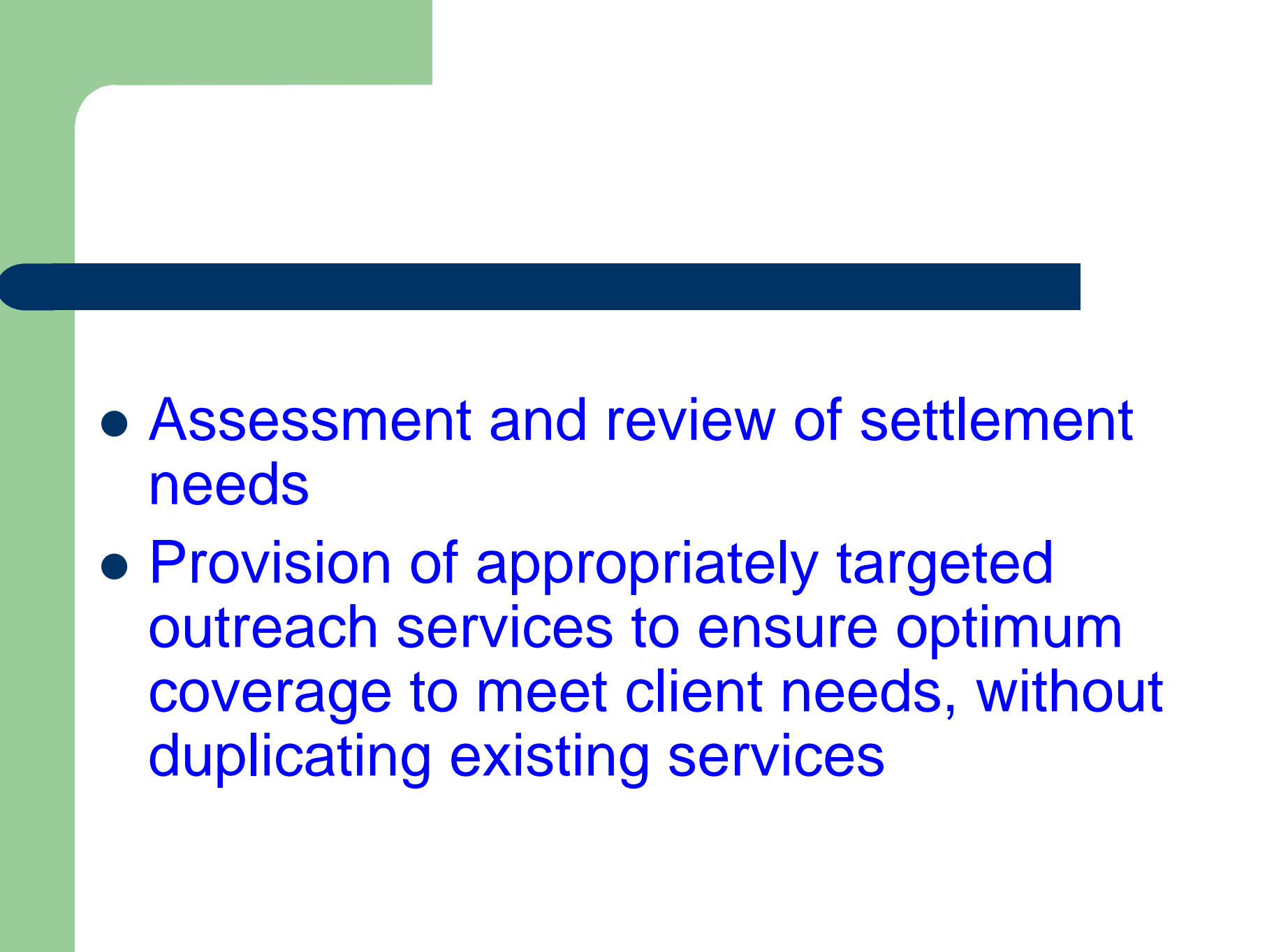
- DIMIA currently funds a network of 28 MRCs across Australia. MRCs provide settlement services to assist newly arrived migrants and refugees to participate equitably in Australian society as soon as possible after arrival



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Main roles of MRCs include:

- Provision of information, orientation and referral service
- Strategic coordination of DIMIA's funded settlement services with partnership with mainstream and other settlement services providers

- 
- Assessment and review of settlement needs
 - Provision of appropriately targeted outreach services to ensure optimum coverage to meet client needs, without duplicating existing services

- Many MRCs also receive Community Settlement Services Scheme (CSSS) grants from DIMIA for specific settlement services



CRC

- CRC facilitates district level cooperation among different parties by forming the **Canterbury Bankstown Harmony Round Table**

Objectives:

- To Promote **community harmony**
- To take action to strengthen **positive community relation**
- To build community's **ability to grow and sustain** community harmony
- To make recommendation to CRC on directions and approaches to **local community harmony issues**

Membership

- 13 community and religious leaders, young people, NGOs by nomination
- Councilors
- Representatives of CRC and the Department of Community Services (DoSC)

- CRC also holds the Multicultural Marketing Awards to recognize and encourage organizations in marketing their products and services to those from culturally and linguistically diverse backgrounds

7 Types of Awards

- 1) Commercial Big Business Award
- 2) Office of Fair Trading Commercial Small Business Award
- 3) Government Award
- 4) Integral Energy Community Award
- 5) Advertising Award
- 6) Technology Award
- 7) Export Award

- **CRC also invites businesses to sponsor the award**



- NGOs take initiative in networking with one and other so as to fully utilize the resources





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- By helping the AMES (Adult Multicultural Education Scheme) to hold the AMEP (Adult Migrant English Programme), the Smith Family can use the premises of the AMES as its service base

- NGOs also attempt to cooperate with Government departments so as to facilitate effective identification of the needy

- The Smith Family can get access to the data base of the DIMIA in identifying migrants in need
- Worker of the Smith Family stations in the Centrelink office once per week to engage the needy



- Both Government departments and NGOs try to get active involvement of the public by offering opportunities to participate





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- Be Sponsors eg. 95% of Smith Family's funding came from private sponsorship
- Be Volunteers eg. HTS
- Be Collaborates eg. Harmony Round Table
- Be Participants eg. Voices of Australia



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Voices of Australia:

- With regard to Australia's rich cultural diversity and to mark the importance of the 30th anniversary of the Racial Discrimination Act 1975



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- By inviting the public to submit their real-life stories, the Human Rights and Equal Opportunity Commission (HREOC) put together a magazine and audio CD about diversity and living together in contemporary Australia

Main objectives of Voices of Australia include:

1. Highlight the experiences of people from a variety of racial and cultural backgrounds and encourage greater understanding between people of different backgrounds living in Australia.



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2. Educate the broader community about the importance of the Racial Discrimination Act.
3. Produce a curriculum-linked educational resource for upper primary to secondary schools based on the publications and audio CD of Voices of Australia.

The Successful Factors:

- **Shared responsibility among different Government Departments**
 - Under the Ethnic Affairs Priorities Statement (EAPS), all departments are obliged to make the 4 principles of Multiculturalism parts of their core business



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- **For example, an EAPS usually shows how the agency will:**
 - deliver services, which are appropriate to a culturally diverse client group, as part of their core business;
 - put in place flexible and inclusive consultation processes that are integrated into agency planning;



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- provide training for staff on cultural diversity issues;
- provide language services and information in ways that will reach all clients.



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- **CRC is responsible in accessing and monitoring the performance of public sector agencies**



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- **State recognition generates public support**
 - State award with specific purpose in promoting multiculturalism; not only to commercial sector but Government departments, NGOs and community organizations as well



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- **Diverse opportunities for participation**
 - General public are encouraged to take an active part



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- **Creativity and Flexibility in partnership**
 - NGOs and Government departments are not competitors but partners working towards the shared goals

- Only shared responsibility and active participation of all parties can bring success to multiculturalism!
- <Government + NGOs + Commercial sectors + individuals >





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THANK YOU



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Forum – Implications to Hong Kong