Chan Chui Shan, “Generation Differences of Chinese Migrant Workers’ Social Network and Occupational Mobility”

According to the National Bureau of Statistics of the People’s Republic of China, there are “269 million migrant workers” (2013), which represents more than 20% of Chinese population. In this significant group of Chinese, “over 60% belongs to second generation migrant workers” (National Bureau of Statistics of the People’s Republic of China, 2013), who “were born in or after 1980 with rural Hukuo but work in urban areas” (Pun and Lu, 2010). That means the new generation has been the mainstream of migrant workers.

Traditionally, scholars always believe that “migrant migrants (Nongmingong) in China use social network to find their job opportunities and they always use their social ties to bring themselves occupational upward mobility” (Liang, 2001; Wenjin Long, Simon Appleton, Lina Song, 2003). Nevertheless, second generation migrant worker shows another side of story and it leads us to think: does second generation Chinese migrant workers have different social network pattern than the first generation? If yes, what is the new pattern of social network? And, how the two generations’ social networks affect occupational mobility?

The above questions are important for both social network and generation theory in Chinese context. However, there were not much researches about generation difference on Chinese migrant workers social network and the effects on occupational mobility. To fill this research gap, this qualitative paper aims to give its academic contribution by providing thick descriptions of the two generations migrant workers’ social network similarities and differences; by that, studying how the two generations’ social networks affects their occupational mobility. As the result, it was found that there are different social patterns between two generations, and gender also makes a difference of their social pattern.

The post 80s migrant workers is the biggest labor force in China, if there is any change of their social network and employment patterns, it will be largely affect Chinese society. Thus, studying “the generation difference of Chinese migrant workers and how their different social networks affect their occupational mobility” contributes also a significant labor policy implication.

Keywords: Social Network, Migrant Worker, Employment Strain, Psychological Well-being
Jing Song, “Tracking Youth Respondents in Educational Migration” (Coauthors: Gina Lai, Odalia Wong, Xiaotian Feng)
Youth respondents are a particular group with high social and spatial mobility in social science research. Their geographic dispersion related with educational migration could have made them a group that is difficult to track and follow up. This study explores the possible ways to track youth respondents in a panel study given their high spatial mobility, and discussed the use of ICT tools such as mobile phone, QQ, web survey, e-mail to reduce attrition rates. The findings suggested that the use of ICT tools do not necessarily lead to the cooperation of youth respondents, and pointed out the importance of contextualizing the ICT use in a comprehensive understanding of youth culture and youth development.

China’s relatively recent rise in economic power has created a shift in thinking about educational choices faced by some expatriate parents in Hong Kong, and indeed parents around the world. Previously, expatriates living in non-English speaking countries sought to extend privileges to their children by sending them to elite private international schools (either at home or abroad) in which they would receive an education that followed the language, pedagogy and curriculum of their home countries, while providing a modicum of training in the dominant language and culture of the host country.

Parents who send their children to Cantonese speaking schools, however, seek to address the changing global order by providing their children with an education that they hope will allow them to traverse cultures and social classes, indicating a reconfiguration of cultural capital that is oriented to the new global economy. Ironically, they are only able to do so by leveraging their racial and class privileges and preserving the pedagogies with which they are most familiar.

By focusing on the changing definitions of cultural capital elucidated by this small population, we seek to shift current focus on the economic and political implications of China’s economic rise to the cultural, by looking at everyday decisions made by parents about their children’s futures.

Nie Tianzhu, “Cultural Affinity, Socioeconomic Status and Attitudes towards Immigrants: Evidence from Hong Kong”
In recent decades, the increasing volume of immigrants has dramatically changed the demographic profiles of many advanced economies. In this context, natives’ attitudes toward immigrants have crucial social and political implications. Previous studies
have shown that both cultural and socioeconomic forces have a significant impact on people’s attitude toward out-groups. However, they fail to consider whether the influences of cultural and socioeconomic factors would reinforce or offset each other in terms of attitudes toward immigrants. Using data from the Hong Kong Panel Study of Social Dynamics (HKPSSD), I attempt to answer this question in the context of Hong Kong, a society characterized by large and rising numbers of immigrants from Mainland China. Multiple regressions found that locals who born in Mainland China, compared with those born in Hong Kong, are more benign toward new arrivals, which is in line with the cultural affinity theory. More importantly, the effects of socioeconomic statuses on attitudes toward new arrivals are contingent on the birthplace. In particular, among Hong Kong-born natives, the more years of education they received, the less likely for them to welcome new arrivals, whereas the opposite pattern is true among Mainland-born locals. Similarly, among Hong Kong-born locals, people with higher occupational status are chillier toward new arrivals, while the occupational status has a positive effect on Mainland-born natives’ warmth toward new arrivals. Collectively, these imply that socioeconomic factors might reinforce the influences of cultural considerations on attitudes toward immigrants. This research also highlights the importance of considering cultural affinity and social classes simultaneously (i.e. the intersection of cultural and socioeconomic factors) if we want to understand how social forces shape people’s reception of immigrants.

Gizem Arat, “The articulation of culturally appropriate school practice for ethnic minorities in Hong Kong: A conceptual framework on positive youth development”

Hong Kong is an international city of Asia. However, this city seems to lag behind regarding culturally-relevant school practice for ethnic minorities compared to other global cities' efforts. This paper aims to describe ethnic groups' situation within local school practice and proposes a framework for the articulation of culturally appropriate school practice to foster positive ethnic minority youth development in the Hong Kong context.

The importance of cultural competency appears to be overlooked in the current school practice although ethnic minority students have frequently reported their adverse experiences in Hong Kong’s mainstream society and local education system in terms of social exclusion and segregation. Hong Kong scholars have noted that school practitioners tend to fail meeting ethnic groups' needs or best interests due to the extensive emphasis on Chinese societal values.

Along with the lack of culturally-competent school practice with ethnic minorities, the unofficial segregation in schools still appears to be present in Hong
Kong. Such segregation may have an adverse impact on the development of ethnic minority students such as mental health, well-being. Yet, both local empirical research and school service provision are solely limited to ethnic minorities' academic performance and schooling processes focusing more on risk assessment than strengths. This is not only a concern for positive youth development but also a matter of social justice and human right. This paper proposes a conceptual framework incorporating: (a) promotion of culturally relevant school practice with ethnic minorities, (b) articulation of resilience-based research and practice for ethnic minorities' best interests, (c) promotion of multilevel social capital dimensions of ethnic minorities.

This proposed framework will not only help scholars and school practitioners work with ethnic minorities but also be beneficial for policymakers to implement multicultural policies in which these individuals could be seen as an asset for Hong Kong's future.