

校園「文化祭」： 團結校園內的 多種族文化

CELEBRATING CULTURAL DIVERSITY IN A MULTI-ETHNIC SCHOOL IN HONG KONG

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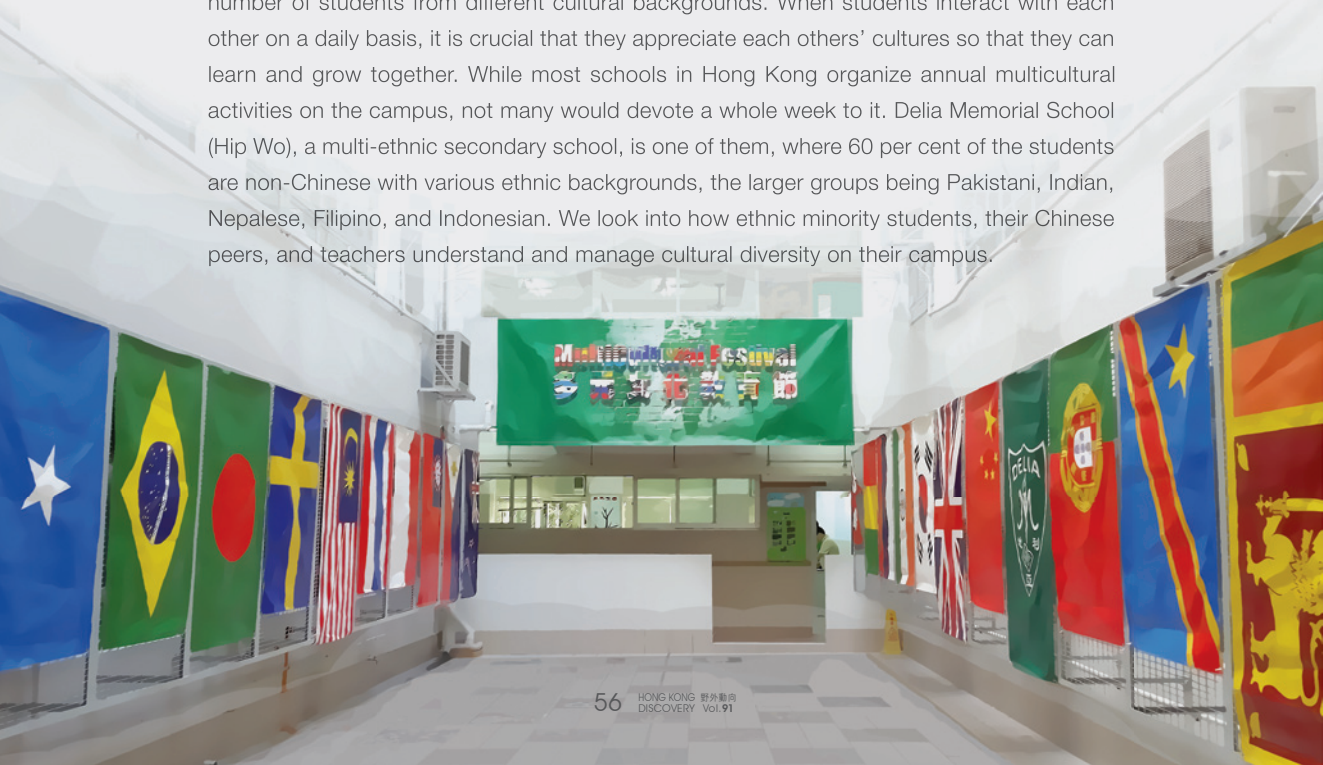
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一家學校，如果取錄大量來自不同文化背景的學生，那麼如何維繫校園內的多元文化，就是校方最關心的問題。同學們天天在校園內相處，必須懂得尊重別人的文化，以便一同學習、一同成長。在香港，大部分學校每年都會在校園舉辦多元文化活動，但像地利亞修女紀念學校（協和）般為時一整個星期的卻屬少數。協和是一家本地中學，但它的非華人學生佔六成之多，主要的少數族裔族群包括巴基斯坦、印度、尼泊爾、菲律賓和印尼。來看看他們的少數族裔學生、華人學生和老師們如何互相了解和維繫校園內多姿多采的文化吧！

Managing cultural diversity is a fundamental concern for schools which admit a large number of students from different cultural backgrounds. When students interact with each other on a daily basis, it is crucial that they appreciate each others' cultures so that they can learn and grow together. While most schools in Hong Kong organize annual multicultural activities on the campus, not many would devote a whole week to it. Delia Memorial School (Hip Wo), a multi-ethnic secondary school, is one of them, where 60 per cent of the students are non-Chinese with various ethnic backgrounds, the larger groups being Pakistani, Indian, Nepalese, Filipino, and Indonesian. We look into how ethnic minority students, their Chinese peers, and teachers understand and manage cultural diversity on their campus.



「多元文化週」是這家學校每年最讓全校同學興奮的重頭戲：那段期間，學校會舉辦一系列活動，如閱讀、少數民族音樂演奏、才藝表演、遊戲、民族藝術、電影欣賞和講座等，不過最具看頭的，還是全校參與的「不穿校服日」、民族美食節和多元文化綜藝表演。適逢創校金禧紀念，今年他們的文化週規模更是空前盛大。

The Multicultural Week is highly thought of by the whole school as the most exciting event on campus. It consists of a series of activities including reading, playing ethnic music, talent shows, games, ethnic art, movie appreciation and talks. Above all, the major highlights are the no-uniform day, ethnic food fair, and the multicultural variety show, which mobilize the entire school. This year the scale was unprecedented as it celebrated the golden jubilee of the school.



團結，因為不一樣
We Are Together Because We Are Different

雖然「多元文化週」是為了慶祝學校擁有不同的文化而誕生，但我們看到的不僅僅是「不同」，而是更深一層的「在差異中彰顯團結」。所有活動都要求學生組隊參與，隊員來自不同背景。以閃避球比賽為例，每隊裡有分別來自高低年級的男女隊員，有些說中文，也有說其他語言的。又拿「畫花臉」活動來說，華人和非華人學生首先互相在各自的半邊臉畫上彩繪；另一邊臉則可選擇自己完成，或找其他人畫上。這樣的活動固然突顯了不同文化，但同時又要所有隊員合作才可完成，由此展現「團結」。

While diversity was celebrated in this Multicultural Week, what stood out was not only diversity, but more deeply, "unity in diversity." For all the activities, students formed themselves into teams that comprised members of different backgrounds. For instance, dodge ball competition had teammates of junior and senior students, boys and girls, Chinese and non-Chinese speakers. For face painting, Chinese and non-Chinese students painted half of each other's faces. Students could either paint the remaining half themselves or have someone else to paint it. Diversity was celebrated but the task could only be accomplished by collaboration of all team members, and as such, "unity in diversity".



類似活動還有Wefie和WeTube。兩者都強調「我們」(We)的參與：「Wefie」是「selfie(自拍)」的「眾數」，學生跟不同年級、性別、種族背景的同学自拍大合照，並把合照拿去參賽。WeTube則是Wefie的影片版。這裡的「我們」雖然象徵一個團體，可是團體裡的成員並非一模一樣，而是多元化得來卻十分和諧。

Wefie and WeTube are activities that show how diversity is embraced under unity. The "we" is emphasized in both: Wefie is the plural form of selfie; students took group photos of, again, fellows from different grade levels, genders and ethnic backgrounds to enter a competition. In a similar vein, WeTube is the video version of Wefie. The "we" symbolizes a group identity, but that "we" is not homogeneous but rather diverse and yet harmonious.



他們之所以能和諧共處，要歸功於日常的溝通和培養出的同理心。在講求團隊協作的活動中，由邀請組員加入到討論細節，每個階段都需要溝通才能成事，同學們可互相了解並增進友誼。當他們體會過自身以外的文化，就會建立起同理心，多元文化週最後一天（也是整週高潮所在）的重點節目——不穿校服日、美食節和綜藝表演，就給予了他們這個機會。

That harmony was achieved by cultivating communication and empathy. Communication was necessary to complete those activities that required group collaboration in different stages, from inviting members to planning and discussing. It thus enhanced understanding and cultivated friendship. Empathy was reinforced

through experiencing other cultures, which was epitomized on the last day when students enjoyed the highlights of the Multicultural Week including no-uniform day, food fair and variety show.



不穿校服日 NO-UNIFORM DAY

這天，同學們不用穿校服，民族服當然成為主角，不過最絕妙的是同學們不一定要穿上屬於自己民族的服飾，而是穿甚麼都可以。於是，我們看到很多有趣的場景，例如穿著和服或紗麗的中國女孩，或穿韓服的菲律賓學生。還有一些穿牛仔褲的，聲稱自己就是穿著美國服飾。當天穿著的民族服都是同學們互相商借和分享得來的。



Ethnic clothing was highlighted on the no-uniform day, but the most fascinating was that students did not necessarily wear clothing of their own ethnicity. They could wear any ethnic dress of their own choice. So we had such interesting combinations as Chinese students wore kimono or Sari, and Filipino students wore hanbok. We also had students wearing jeans claiming to be dressing

American. These ethnic clothings were borrowed and shared among students.





美食節 FOOD FAIR

當日，學校天台化身成「大牌檔」式的露天美食廣場。跟其他人分享食物是一種善意的邀請，若被請者接受，就是承認這種文化的強力信號。所有美食攤檔由老師和學生負責，團隊同樣由不同年級和種族的同學組成，他們也可自由發揮，烹煮自己民族以外的菜式。

The roof-top of the school building was turned into an outdoor food court like a Tai Pai Dong. Offering food is a gracious gesture of invitation; accepting the food is a powerful signal of recognition. Teachers and students were in charge of all food stalls.

Again, each group consisted of students from different grade levels and ethnic backgrounds. And again, they could cook any

cuisine they liked and were not necessarily limited to their own ethnic dishes.



綜藝表演 VARIETY SHOW

包括歌舞等表演，不過同學們最愛的環節，莫過於所有人一同自由跳舞的時間。「這是代表團結同心的一刻。我們可以邀請任何人跳任何舞。所有人可能跳著不同的舞蹈，但同樣享受著這個時光。」

The variety show consisted of different performances including dancing and singing. What the students liked most was the time when everyone was involved in free dancing. "It was a time of togetherness. We could invite anyone to dance whatever dance. Everyone might be dancing different dances, but we were all enjoying the moment together."





值得一提的是，老師們都像同學們一樣落力參與：有份烹調食物、穿自己選擇的民族服，也在綜藝表演上「露兩手」。因此，文化週的意義不只在於展示自己的文化，更重要是透過體驗來理解別家的文化。當中，參與是最關鍵的。比如說，有位女孩之前從來沒聽說過海靈草彩繪，但在文化週裡，一位印度同學教會了她，之後她還在彩繪比賽中得了獎呢。

It is noteworthy that teachers participated as much as the students; they cooked food, dressed in an ethnic clothing of their own choice, as well as performed in the variety show. So the week was not just about showing your own culture, but more about understanding other cultures by experiencing them. Participation was the key. For example, a girl had never heard about henna drawing but after the Week she learnt from her fellow Indian schoolmates. She even won a prize in a henna drawing competition.



文化大使 Cultural Ambassadors

這些活動都是由一群活躍學生自薦擔任的「文化大使」所策劃。重點在於，這些背景各異的學生必須踴躍參與並互相合作，才能跨越過程中的所有障礙。一位文化大使對我說：「同心合力是最重要的。我希望每個人都有同樣的付出，放下歧視，理解各自不一樣的文化。」

The activities were designed by a group of engaging students who volunteered to be cultural ambassadors. The significance is that all activities required active participation and collaboration of students from different backgrounds in order to overcome challenges. As a student culture ambassador told me, "Being together is the most important. I want everyone to do the same and have no discrimination and understand each other's cultures."

這個改變令人印象深刻。之前說過，文化週希望展示「在差異中彰顯團結」，而從我研究這家學校的經驗告訴我，這是個全新的概念，因為在此之前，校園內明顯是「差異」多於「團結」。五年前，我首次參與這家學校的多元文化週，發現非華人學生比華人學生更加投入。有華人學生跟我說，覺得多元文化週所介紹的非主流文化和他們沒有關係。但這情況今年終於有所改變，更多的華人學生不僅會主動向非華人學生介紹中華文化，還願意感受別個國家的文化。

This is an impressive direction of change. As I have mentioned before, this Multicultural Week exemplifies unity in diversity. From my experience of doing research in this school, it is something new. Before that, diversity was more apparent than unity. When I first visited the school's Multicultural Week about five years ago, I noticed that the non-Chinese students were more involved than the Chinese students. As the Chinese students told me then, they thought Multicultural Week was not relevant to them because it was about non-mainstream cultures. But this has changed. This year the school witnessed the active participation of many more Chinese students who were eager not only to tell non-Chinese students more about Chinese culture, but to experience firsthand other cultures.

一位學生大使向我解釋，在這家學校裡，把所有學生團結在一起是必須的。多元文化週正好提供了這個機遇。例如，兩位華人女生努力地研究錫克教的頭巾是甚麼一回事，她們本來覺得這些頭巾很怪異，後來一位錫克教徒學生告訴她們頭巾的意義，更主動示範如何包頭巾。兩位女生十分欣賞他的坦誠，她們了解到頭巾的故事後，便不再覺得怪異了。「現在我知道，頭巾原來是他們十分重要的宗教標記，代表他們的信仰，也代表著愛、奉獻、自我尊重、勇氣與虔誠。是很值得尊重的。」

As a student cultural ambassador explained to me that it would be necessary for all students to bond with each other. The Multicultural Week drew everybody's attention to cultivating understanding between different groups. For instance, two Chinese girls shared their experience of finding out about turban wearing. Before that they had no idea what turban was about and found it strange. A Sikh student explained to them the meanings of turban and even took the initiative to demonstrate how to knot it. The girls highly appreciated his openness. They no longer found it strange, "Now I understand the turban is their religious symbol of faith which symbolizes love, dedication, self-respect, courage and piety. It is respectable."

透過同學們一同舉辦盛大而成功的活動，並將之當作傳統般延續下去，從而感受到團結，他們就更容易互相了解。一位華人學生大使說，文化週像一個跳板，讓學生與學生之間更加親密。因為文化週而得到的快樂，讓友誼的種子萌芽，也使得這種團結可以延續到文化週結束之後。大部分和我談過的學生，都說他們在文化週交到朋友，至今依然保持著友誼。在學年的其他時間，一些規模較小的類似活動也有繼續舉行，以維持這種集體參與和團結的意識。

That understanding was further enhanced by the feeling of unity as they participated in a high event together to make it a success and to carry on the tradition. As one Chinese ambassador said, the Multicultural Week was like a springboard for them to reach another level of intimacy and form closer ties. The feeling of togetherness extends beyond the multicultural week. The friendship knot that is tied at the moment of communal joy could be sustained. Most students I talked to said they made new friends during the Week and kept the relationship. There were other smaller scale activities throughout the year to maintain that sense of participation and unity.

重新認識多元文化主義 A New Understanding of Multiculturalism

最後，我問同學們，「多元文化主義是甚麼？」有意思的是，他們說多元文化的意義並不限於文化，而是更廣闊的「接納不同」：不同的種族、宗教、性別、年齡或觀點。

Finally, when I asked the students how they understood multiculturalism, interestingly, they said multiculturalism is not limited to culture, but a broader meaning of acceptance of differences, be it different ethnicity, religion, gender, age, or point of view. ✨

還有一點有趣的：文化週過後，同學們都說自己沒有特別增強了種族認同，反而覺得自己有了「多重身分」，意思是在不同的環境中，他們有著不同的身分和角色。一位女同學這樣說：「我是菲律賓人，也是香港人、一位女性、一位女兒、一位朋友，一個學生。」

Another interesting point is that students almost invariably said after the Multicultural Week they did not have a stronger ethnic identity, but a stronger multiple identity. They relate to different identities and different roles in different contexts. As a student said, "I am Filipina, but also a Hongkonger, a female, a daughter, a friend, a student." ✨