



**GRANT SCHOOLS COUNCIL**  
**補助學校議會**

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Diocesan Boys' School  
拔萃男書院

Diocesan Girls' School  
拔萃女書院

Heep Yunn School  
協恩中學

La Salle College  
喇沙書院

Maryknoll Convent School  
瑪利諾修院學校

Marymount Secondary School  
瑪利曼中學

Methodist College  
循道中學

Sacred Heart Canossian College  
嘉諾撒聖心書院

St Clare's Girls' School  
聖嘉勒女書院

St Francis' Canossian College  
嘉諾撒聖方濟各書院

St Joseph's College  
聖若瑟書院

St Mark's School  
聖馬可中學

St Mary's Canossian College  
嘉諾撒聖瑪利書院

St Paul's College  
聖保羅書院

St Paul's Co-ed. College  
聖保羅男女中學

St Paul's Convent School  
聖保祿學校

St Paul's Secondary School  
聖保祿中學

St Stephen's Girls' College  
聖士提反女子中學

Wah Yan College, HK  
香港華仁書院

Wah Yan College, Kln  
九龍華仁書院

Ying Wa College  
英華書院

Ying Wa Girls' School  
英華女學校

## **The viewpoints of GSC on MOI issue**

It is our position that the strict and inflexible position of demarcating schools according to EMI and CMI is neither productive nor educationally justifiable. We believe that local autonomy is the best policy. The schools themselves must be entrusted with the professional responsibility of evaluating the preferred mode of instruction according to its student cohort, taking into account its demography, background, and educational philosophy. The only prerequisite in this choice is the adherence to the three criteria as listed in the Report on Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation which was released in December 2005. The extent to which schools use English or Chinese must be decided at provider level. It may be the case that schools choose English or Chinese in different disciplines according to the perceived needs of the student population through consultation with parent and community stakeholders.

The goals of language policy have been espoused clearly over the past ten years. In order for Hong Kong to remain a world city the stated goals of bi-literacy and tri-lingualism must be our common goal. The government has already allocated significant financial and human resources towards achieving this policy. The arbitrary bifurcation of language policy into CMI and EMI creates a perceived two-tiered system in the mind of the Hong Kong population. More than this, the goal of entry into a wide range of tertiary studies is often restricted by language choice. A more flexible policy would allow students to encounter a two-track system where those who intend to pursue tertiary education may choose courses which are taught in language appropriate media. Similarly, those students who intend to move into vocational areas that do not require second language proficiency may choose accordingly.

The doctrine of fairness in resource allocation has long been embedded in Hong Kong educational policy. In recent years, there seems to be a marked shift in resource allocation towards one particular group often at the expense of another. Clearly this policy is untenable and creates a discriminatory attitude towards resource allocation. This is



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not the tradition of Hong Kong education nor should it be its future direction. The Grant Schools Council feels strongly that its member schools, servicing large numbers on a per capita student teacher ratio, need the support of the Education Bureau in order to nurture and develop the talent of students who are able to learn through the English medium. This will allow students from Grant Council Schools to continue to make their strong contribution towards Hong Kong society.

Which language of instruction policy will serve Hong Kong best—CMI or EMI? The answer, of course, is both and neither. Each school, each district, each community must make its choice based on decisions at local level, choosing whether individual subjects or disciplines are done entirely in English, entirely in Chinese, or depending upon the level, in both English and Chinese. In fact, this same situation occurs presently. We naturally have in Hong Kong, our cosmopolitan home, a mixture that is entrenched in our school system due to our history – English and Chinese co-exist naturally in both our educational and wider community. This arbitrary separation of EMI and CMI has been a divisive factor rather than a unifying one. While the policy first put in place in 1998 of separating schools into EM I and CMI was done with the best educational and political will, it has translated into a host of difficulties both in reality and in community perception. Now is the time, as evidenced by Mr. Suen's view of local choice as the way of the future, for us to re-evaluate our direction forward. We support his vision and hope that by doing so, that the freedom of choice will return to each individual school.

Overwhelmingly, parents know what is best for their children. They experience their growth, their challenges and their opportunities on a daily basis. So too, do local schools become the extended family of their community. Friendship groups, parent groups, and community groups all form through and around our schools. It is clear, then, that just as parents make the best decisions for their own children, local schools will make the best decision for the language policy of their own students.

The Grant Schools Council support individual schools right to individual choice, and we applaud Mr. Suen's policy direction of school-based arrangements whether articulated through the English or Chinese medium.