



香港社會服務聯會  
The Hong Kong Council of Social Service

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The Chief Executive the Hon. Donald TSANG Yam-kuon Ms. Christina M. S. FANG

1 September 2010

Hon Cyd HO Sau-lan  
Chairperson, Panel on Education  
Legislative Council  
c/o Legislative Council Secretariat  
Fax: 2537 1851

Dear *Cyd*,

### Education Support to Ethnic Minority Parents and Students

The welfare sector is concerned about the education support to ethnic minority students. Recently our Council has conducted a comparative study of ethnic minority (EM) parents and local Chinese parents, to examine their involvement in their children's education and the difference of their children's schooling opportunities. Though the finding showed that most of the EM parents were very concerned about their children's education, they were less equipped with adequate knowledge on the local education system. Language barrier and weak social network attributed to their inadequacy. These factors also adversely affected the schooling opportunities of their children.

To solve the difficulties encountered by the EM parents and their children, our Council has proposed a number of improvement programs as enclosed for your perusal. To arouse more public concern, we look forward to the captioned issue being brought up in the Panel on Education for discussion in the upcoming legislative year.

For further enquiry about the aforementioned study and our proposal, please feel free to contact our officer Ms Lynn Law (Tel.: 2876 2424).

With best regards,

Yours sincerely,

Moses Mui  
Chief Officer (Family & Community)  
Service Development

Encl.



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**The Hong Kong Council of Social Service**  
**Highlight of Recommendations**  
**related to Ethnic Minority Students and their Parents**

**Setting up of Resource Centres / Outreaching Teams to Support Ethnic Minority Parents**

According to the HKCSS study on parent involvement for education advancement for ethnic minority (EM) and local parents conducted in 2009, it was found that though most of the EM parents are very concerned about their children's education, they were less equipped with knowledge on the local education system. Language barrier and weak support network attributed to their inadequacy. These factors adversely affected their children's school opportunities.

***Recommendation:***

- i. It is suggested to establish four resource centres under the existing Education Bureau Regional Education Offices. The aim of the resource centres is to help EM parents to understand HK education system by means of providing parent talks, consultation, enquiry hotline, interpretation service. Besides, website, video, handbook and leaflet could be launched in EM languages.
- ii. Set up EM Outreaching Teams to support EM parents in both mainstream and designated schools with the aim to facilitate them to build up social networks with local parents.
- iii. Set up regular EM teaching assistant post in non-designated school where it has over 30 non-Chinese speaking (NCS) students or NCS contribute to 5% of the school population, to support the EM students and facilitate their parents to communicate with the schools.
- iv. Introduce multicultural education in all schools to widen students' understanding, respect and acceptance of cultural differences. The curriculum should cover different cultures, religions and traditions, and visit to mosques and ethnic minority service centres.
- v. Offer after-school tutorial classes for EM students to learn Chinese.
- vi. Develop a standardized curriculum with course materials on 'Learning Chinese as a second language' and arrange public examination with results recognized by universities and employers.

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新聞稿

30/5/2010

## 六成少數族裔家長不認識本港教育制度

### 「家長對子女升學的參與:少數族裔及本地家長比較研究」

根據統計處普查數字，全港約有 28,000 名少數族裔學生就讀全日制課程，但他們能夠升讀專上學府的比例卻非常低。為了解少數族裔學生的學習支援與本地家庭有何差異，香港社會服務聯會（社聯）於去年底開展一項比較研究，調查對象為小學四至六年級學生的家長，合共收回 380 份有效問卷（191 為本地家長、189 為少數族裔家長），並且與學校進行了三個深入訪談，比較他們對本港教育制度的認識。

社聯總研究主任黃健偉表示，研究發現少數族裔家長非常關注子女教育，例如少數族裔家長定期接觸子女的班主任及老師的頻密程度平均得分為 3.66 分（1-5 分，1 分為最低分），較本地家庭的 3.35 為高。在家庭參與方面，有 55% 少數族裔家長每天協助子女做功課、41% 經常與子女討論學業及前途問題，比本地家長的 42% 及 23% 還多。

然而，相對於本地家長，少數族裔家長對香港教育制度的認識則較少：

	本地家長 平均得分	少數族裔家長 平均得分
◇ 香港的小學主要分為直接資助小學、官立及津貼小學	3.63	2.43
◇ 2009 年香港推行「三三四」學制	3.62	1.23
◇ 本港現時有八間大學	3.01	1.42
◇ 職業訓練局及副學士先修課程是初中畢業學生普遍的升學選擇	2.12	1.66

形成資訊落差的原因與語言障礙和缺乏社區網絡有關，研究顯示 74% 少數族裔家長因語言障礙，令他們難以從學校獲取升學的資訊。受訪的少數族裔家長在閱讀中文的得分平均只有 1.56 分、書寫中文則為 2.01 分，而且他們的社交網絡只限於自己族群，64% 少數族裔家長認識少於五個華裔香港朋友。調查結果亦發現這些家長在學校的參與，多為一些較被動參與的場合或無須太高溝通技巧的活動。

社聯行政總裁方敏生憂慮這些落差會影響少數族裔為子女提供學業上的支援和指導，長遠對子女升學及前途很不利。



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為提升少數族裔家長指導子女學業的能力，社聯少數族裔服務網絡主席潘永樂建議教育局：

1. 設立一站式教育諮詢中心
  - 在教育局轄下四個區域教育服務處各設立一站式教育諮詢中心，特別為少數族裔家長及學童提供家長講座、查詢服務、個案諮詢、熱線及傳譯服務等。中心亦會支援老師提高對不同種族、文化的敏銳性及溝通能力。
2. 設立四個少數族裔外展服務隊
  - 支援少數族裔家長在社區建立社交網絡及家長互助網絡，舉辦學校及社區共融活動，並同時向主流學校及有非華語學生的學校提供服務。
3. 增設少數族裔教師助理
  - 為有超過 30 個非華語學生或超過 5% 非華語學生的主流學校增設少數族裔教師助理，以加強學校與少數族裔家長間的溝通。
4. 加插多元文化教育
  - 在學校課程加插多元文化教育，促進學生對不同文化的認識和尊重，內容可包括對南亞及東南亞國家的文化、宗教及傳統習俗的認識，並舉辦參觀及探訪活動。
5. 開設中文科課後補習班
  - 由教育局推動及統籌，針對主流學校的非華語學童，輔助他們學習中文。
6. 制定「以中文為第二語言」政策
  - 為非華裔學生開設中文課程及認可的公開考試，鼓勵非華裔學生有效地學習中文，以增加晉升大學及專業發展的機會。

下載新聞稿、相片及研究圖表

[http://www.hkcss.org.hk/cm/cc/press/20100530\\_em.html](http://www.hkcss.org.hk/cm/cc/press/20100530_em.html)

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傳媒查詢：

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