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香港基督教服務處

HONG KONG CHRISTIAN SERVICE

**Opinion on  
Education for children of ethnic minorities**

(For the meeting of Panel on Education of the Legislative Council on 10 July 2006)

Hong Kong Christian Service is a non-governmental organization dedicated to serve ethnic minorities in Hong Kong and to promote racial harmony. We believe that every person has an equal opportunity to receive education regardless of the race. The followings are our views on the education for children of ethnic minorities (EM):

**1. More Choices of School**


Traditionally, there are 7 primary schools and 3 secondary schools admitting a greater number of EM students. Since 2004, EM students can also be admitted to mainstream (Chinese medium) schools via Central Allocation Policy. It is really a good turning point for EM students to have more choices of school. On top of the existing policy, the suggestion of “*resource schools*” proposed by EMB is worth considering. Yet, *the allocation of schools in electoral constituencies should not only confine to five and it must be based on the demographic data of each region*. For example, if one of the five electoral constituencies has many EM students living there, the allocation of resource schools may be more than one in order to minimize the traveling time of going to school. Meanwhile, *traveling subsidies* must be provided for those EM students who are deprived and need to travel far away to school.

Besides, *extra resources should be given to schools for employing EM teachers or staff* to enhance the communication between school personnel and EM parents who do not know both Chinese and English. Though the resource schools can centralize their expertise in teaching EM students, they should continue to offer *tutorial support* to EM students in learning all Chinese related subjects. In addition, a *comprehensive and close monitoring system* should be developed to ensure the resource schools providing good quality education for EM students.

**2. Standardized Alternative Chinese Language Curriculum**

EMB should take a lead in developing a standardized alternative Chinese language curriculum for EM students. The curriculum should be bridged with a *tailor-made public*

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*examination for non-Chinese speaking students* that can be accredited by universities and employers. In addition, the universities or tertiary institutions should **review their entrance requirement and relax Chinese language requirement for EM students.**

#### 3. In-service Training to Teachers

Adequate in-service training for teachers must be provided in understanding more about the cultural characteristics of EM. The universities and the Hong Kong Institute of Education should equip their students **the skills in teaching EM students and the skills of teaching Chinese as a second language of EM students.**

#### 4. Wide range of undergraduate courses and vocational training opportunities

The tertiary institutions and vocational training schools should offer **different English taught courses** for EM students in order to meet their multifarious needs of learning and development.

#### 5. Continuous support to schools

Additional resources should be provided for schools or NGOs to organize **after-school tutorial classes** for EM students studying in either CMI or EMI schools. Besides, in supporting the EM students to learn, EMB can take a **more active role to encourage mutual support among schools**, such as building networks among schools in the region and organize secondary students to assist EM students in learning Chinese.

#### 6. Ample Information of Education Policies

Many EM parents are lacking information and understanding on the Education Reform. Some of them even have no idea on the newly proposed “3+3+4” academic system. The government should further promote the new system to parents through publishing pamphlets and organizing briefing sessions in ethnic languages.

#### 7. Conclusion

We strongly believe that a long term and comprehensive education policy for EM students is a must and pre-requisite for them to integrate into our society. EM students deserve truly equal opportunities for education and development.