



Hong Kong Unison Limited
香港融樂會有限公司

2013 年 7 月 9 日會議討論文件 (修訂版)

立法會教育事務委員會

少數族裔學生教育

各位親愛的議員：

香港融樂會萬分感謝各議員多年來對少數族裔教育的關注，尤其是中文教育。議員對政府當局的監察及提問促使當局作出必要的回應，即使當局對改善少數族裔的學習處境的意願和決心仍十分有限，唯本會盼望立法會能夠繼續扮演倡議的角色，為少數族裔學童爭取有效的中文教育及消除公共教育制度中的種族隔離現象，使他們可以享有平等機會，融入香港社會，貢獻社會，使公義得以彰顯。本會草擬以下問題(英文版請見第 5 至 9 頁)，盼望議員敦促教育局以口頭及書面回應。附有*號的問題十分重要，特別希望教育局以書面回應。本會亦附上立場書(英文版)，請見此文件第 10 至 14 頁。

1. 「指定學校」

1.1 教育局在為這次會議提交立法會的文件第十一段中提及，課程政策是提供平等機會，幫助所有香港學生在社會和經濟上共融發展。在第三段中，教育局亦承認「指定學校」內缺乏沉浸的中文語言環境，或未能輔助非華語學生學中文。可是，根據當局提供的資料(請見 http://www.legco.gov.hk/yr12-13/chinese/fc/fc/w_q/edb-c.pdf 中第 150 個答覆)，目前 31 所「指定學校」當中有 13 所的學生超過 80% 是少數族裔，有些學校更有 99% 學生是少數族裔，例如油蔴地街坊會學校、屯門伊斯蘭學校等，雖然教育局最近把四個字的「指定學校」改名為三十一個字的「獲教育局提供經常撥款用於加強校本支援以照顧非華語學生需要的學校」，



融樂會認為改名並沒有解決實質(de facto)的種族隔離現象，違反了《種族歧視條例》第 4(1)及 4(3)條。

***問題 1：李陞（大坑）學校、李鄭屋官立小學、官立嘉道理爵士小學、油蔴地街坊會學校、伊斯蘭鮑伯濤紀念小學等有超過 90%學生是少數族裔，政府當局認為這是否違反《種族歧視條例》？**

1.2 教育局指，少數族裔學生集中於「指定學校」是「家長選擇」所致。在為此會議提交的文件第三段中，教育局承認「指定學校」內缺乏沉浸的中文語言環境，或未能輔助非華語學生學中文。教育局明知「指定學校」（實質種族隔離學校）政策影響學生學習中文，亦有種族隔離現象。

***問題 2：當局如何平衡所謂「家長選擇」與兒童發展權利（如融入本地社會權利）？**

***問題 3：當局有否考慮《兒童權利公約》第三條中政府在有關兒童的一切行動應以兒童的最大利益為一種首要考慮的要求？**

***問題 4：教育局會否考慮及推行一些具體行政措施以吸引華人學生入讀「指定學校」或以其他方法消除公共教育制度中的種族隔離現象？（例如為「指定學校」翻新校舍、提供額外外籍英文教師(NET)、准許該等學校以英語作教學語言、以廣告等形式向公眾推廣校內種族共融）**

問題 5：教育局有甚麼具體行政措施去解決「指定學校」缺乏中文語境的問題？

***問題 6：教育局有否定下消除公共教育制度中的種族隔離效應的時間表、財政預算及行動綱領？**



2. 「中文作為第二語言」課程

2.1 教育局在就這次會議提交的文件的註釋 5 中提到，2012 年 510 名應考中學文憑試的非華語學生中，只有 10 名以文憑試中文科成績經大學聯招辦法獲得取錄，其餘獲取錄的非華語學生以其他較低程度的中文科資歷獲取錄。教育局亦同時指出，非華語學生如果能得到適切的支援，學習進度和成果不會比本地學生遜色。但絕大部分少數族裔學生（融樂會估計超過八成）完成 12 年中、小學教育後，只能夠應付 GCSE（中文）試，當中考取最高成績（A*）的學生的中文程度只等於本地小二程度左右，嚴重限制他們升學及就業機會。

問題 7：這是否代表教育政策並未給予少數族裔學生平等機會？

***問題 8：主流學校的課程假設少數族裔學生的母語是中文，教育局又未為少數族裔提供足夠中文學習支援，不但中文科，連其他用中文學習的科目（例如數學及常識）也未能學好，最終不能和華裔學童平等地受惠於教育。融樂會認為這違反了《種族歧視條例》有關間接歧視的第 4(1)(b) 條，教育局有何回應？**

***問題 9：「指定學校」的「校本課程」大多只為少數族裔學生應考只有約小二程度的 GCSE（中文）試而設，課程為學生預設了極低中文程度，完全沒有和華裔學童公平競爭的機會。融樂會認為這違反了《種族歧視條例》有關直接歧視的第 4(1)(a) 條，教育局有何回應？**

2.2 教育局在就是次會議提交的文件第 5 段中提到，所有提供津貼的學校均須採用專為非華語學生發展的「中國語文校內評估工具」，為其非華語學生訂定具體的學習目標和教學策略。



問題10：這工具及學習目標是由教育局還是由學校各自訂定？教育局如何確保工具及學習目標適切？有甚麼準則及成效指標？

2.3 在就是次會議提交的文件第7段中，教育局指會與語常會研究籌備資助計劃，以提升中文科教師教授非華語學生學習中文的專業能力。過去教育局曾舉辦的短期培訓已證明成效不大。

問題11：此資助計劃的具體內容為何？會否着重長期培訓、有甚麼誘因（如增加職薪點、資助課程學費、課程是否能提升專業認可資格等）鼓勵教師參與？教育局會如何監察培訓成效？

問題12：教育局會否調配資源，使學校能聘請曾受教授少數族裔學生中文專業訓練的額外中文教師？

3. 幼兒教育

問題13：教育局就是次會議準備的文件第17段提及的「大學—學校支援計劃」為期3年，教育局有否檢視過去一年成效及會否把計劃常規化延伸至全港招收少數族裔學童的幼稚園/幼兒園？

問題14：在香港某些私立或非牟利的幼稚園，差不多全部教師都是少數族裔，這些教師大多不會中文（例如灣仔愛群道的穆斯林幼稚園），這些幼稚園在教授非華語學生中文時尤其需要教育局支援，「大學—學校支援計劃」會否涵蓋這些幼稚園，或教育局會否以其他方式提供專業及有系統的支援？



English version of the questions above

The asterisked questions are more important and we especially hope the Education Bureau will give a written answer to them.

1 “Designated schools”

1.1 In paragraph 11 of the paper submitted by the Education Bureau for this meeting, it is stated that the curriculum policy is in support of equal opportunity and the social and economic integration for all students in Hong Kong. Also, in paragraph 3 of the same paper, the Education Bureau admits that there is a lack of an immersed Chinese environment in most “designated schools”. However, according to the Education Bureau (please refer to question serial no 150 in http://www.legco.gov.hk/yr12-13/english/fc/fc/w_q/edb-e.pdf), in 13 out of the 31 “designated schools”, up to 80% of the students are ethnic minorities. In some schools such as Yaumati Kaifong Association School and Islamic Primary School, the proportion of ethnic minorities is as high as 99%. Although the Education Bureau has recently changed the name of “designated school” (2 words) into “school provided with recurrent funding by the Bureau to enhance school-based support in servicing the needs of non-Chinese speaking students’ (20 words), Unison maintains that this does not address the de facto racial segregation effect in the public education system, which is in violation of s4(1) and s4(3) of the Race Discrimination Ordinance.

***Question 1: In Li Sing Tai Hang School, Li Cheng Uk Government Primary School, Sir Ellis Kadoorie (Sookunpo) Primary School, Yaumati Kaifong Association School, Islamic Dharwood Pau Memorial Primary School, etc, ethnic minorities account for over 90% of the student**



population. Could the Education Bureau comment on whether this is in violation of the Race Discrimination Ordinance?

1.2 The Education Bureau claims that the concentration of ethnic minority students in “designated schools” is a result of “parental choice”. As stated above, in paragraph 3 of the paper submitted by the Education Bureau for this meeting, the Education Bureau admits that there is a lack of an immersed Chinese environment in most “designated schools”. There is also de facto racial segregation in the public education system.

***Question 2: How does the Education Bureau balance “parental choice” and the development of children (such as their right of integration)?**

***Question 3: Has the Education Bureau taken into account Article 3 of the Convention on the Rights of the Child, which provides that the best interests of the child shall be a primary consideration of the government in all actions concerning children?**

*** Question 4: Will the Education Bureau consider concrete administrative measures (such as renovating the premises of “designated schools”, providing extra NET teachers, allowing these schools to use English as the medium of instruction, promoting racial harmony in schools through advertisements) to encourage Chinese students to attend “designated schools” so as to eliminate the de facto racial segregation in the public education system?**



Question 5: What concrete measures will the Education Bureau take to address the lack of a Chinese-speaking environment in “designated schools”?

***Question 6: Has the Education Bureau set a concrete timeline, budget and action plan for eliminating the de facto racial segregation in the public education system?**

2. “Chinese as a Second Language” curriculum

2.1 According to footnote 5 of the paper submitted by the Education Bureau for this meeting, in 2012, only 10 out of 510 non-Chinese speaking DSS candidates attending public sector and DSS schools received offers under JUPAS with the DSE Chinese results. Other NCS students with offers under JUPAS took alternative assessments, whose levels are much lower than that of the DSE. Also, a vast majority (over 80% as estimated by Unison) of ethnic minority students can only sit for the GCSE (Chinese) examination after 12 years of education. The highest grade (A*) in the GCSE (Chinese) examination is more or less equivalent to the level of local primary 2. On the other hand, the Education Bureau in paragraph 12 of its paper states that, with support and due empowerment, NCS students can learn at a pace and achieve results on par with those of Chinese students.

Question 7: In this regard, could the Education Bureau comment on whether the education policy gives ethnic minority students equal opportunities?



***Question 8: The curriculum of mainstream schools falsely assumes that the mother tongue of ethnic minority students is Chinese. The Education Bureau also fails to provide adequate support in Chinese learning for ethnic minority students. As a result, the Chinese level of a vast majority of ethnic minority students after 12 years of education is only that of primary 2. Also, ethnic minorities cannot manage other subjects taught in Chinese. As a result, ethnic minorities cannot equally benefit from the education policy as Chinese students do. Unison maintains that the Education Bureau has violated s4(1)(b) of the Race Discrimination Ordinance on indirect discrimination. Could the Education Bureau please comment on this?**

***Question 9: The “school-based” curricula of “designated schools” mostly prepare ethnic minority students for the GCSE (Chinese) examination and pre-set a level as low as that of primary 2 for secondary school graduates. The Chinese level of a vast majority of ethnic minority students after 12 years of education is only that of primary 2. This deprives ethnic minorities of equal opportunities. Unison maintains that the Education Bureau has violated s4(1)(a) of the Race Discrimination Ordinance on direct discrimination. Could the Education Bureau please comment on this?**

2.2 The Education Bureau states in the paper submitted for this meeting that schools in receipt of the additional recurrent grant are required to adopt the “Chinese Language Assessment Tools” tailor-made for NCS students to set learning targets for their NCS students (paragraph 5).

Question 10: Are these ‘Chinese Language Assessment Tools’ and the learning targets said by the Education Bureau or schools individually?



How can the Education Bureau ensure the tools and targets set are suitable?

What are the effectiveness indicators?

2.3 In paragraph 7 of its paper for this meeting, the Education Bureau states that it is planning to launch an incentive grant scheme which aims to enhance the professional capability of Chinese Language teachers in teaching non-Chinese speaking students in collaboration with SCOLAR. From past experience, we learn that short-term training programmes are ineffective.

Question 11: What are the details of the scheme? Does the scheme focus on long-term training? Will there be incentives for teachers such as salary increments after taking training, tuition fee subsidies and professional recognition? How will the Education Bureau monitor the effectiveness of the professional training?

Question 12: Will the Education Bureau allocate resources to schools specifically for employing extra Chinese Language teachers who have received training in teaching ethnic minority students Chinese?

3. Kindergartens

Question 13: For the three-year ‘University-School Support Programme’ mentioned in paragraph 17 of the paper of the Education Bureau submitted for this meeting, has the Education Bureau monitored its effectiveness in the past year? Also, does the Education Bureau plan to continue the programme and extend it to all kindergartens with ethnic minority students in the long run?



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Question 14: There are almost no Chinese teachers in some kindergartens, both for profit or not. One example is Muslim Community Kindergarten on Oi Kwan Road, Wanchai. Most of these teachers are not proficient in Chinese. These kindergartens may particularly need support from the Education Bureau in teaching students Chinese. Would the Education Bureau extend the ‘University-School Support Programme’ and provide structured, professional support to these kindergartens?



Submissions to the Panel on Education on the education of ethnic minorities

Unison is concerned about two major issues related to the education of ethnic minorities, namely the lack of a “Chinese as a Second Language” curriculum and racial segregation in the public education system. In this paper, we first set out our position and then questions for the Education Bureau (both in Chinese and English).

The Education Bureau has also submitted a paper for the meeting. In the paper, the Education Bureau often compares non-Chinese speaking students vis-à-vis ‘local students’. This is inappropriate because Chinese students are not the only local students. Ethnic minority students are part of the Hong Kong family too. We hope the language of the Education Bureau is not a manifestation of the view that ethnic minorities are not local and therefore do not deserve equal opportunities under our education policy.

The lack of a “Chinese as a Second Language” curriculum

We hope the EDB appreciates the fact that ethnic minorities are not lazy or unmotivated, especially in learning Chinese. Also, substantive equality rather than formal equality should be the principle on which our education system is based. This view is endorsed in the Race Discrimination Ordinance and the United Nations Human Rights Committee, which showed concern over the lack of a “Chinese as a Second Language” curriculum for ethnic minorities in Hong Kong in its Concluding Observations in March 2013.

The Education Bureau should also gather evidence on a systemic basis on the education policy for ethnic minorities. In particular, it should gather evidence



on whether alternative Chinese qualifications, namely the IGCSE, GCSE and GCE results are sufficient for the requirements of the job market.

We appreciate the consideration of the Education Bureau of the development of a more systematic Chinese Language curriculum framework with learning objectives. Also, we appreciate the recognition of the Education Bureau that under this systematic curriculum framework, students who can reach proficiencies on par with their Chinese counterparts could migrate to the mainstream curriculum (please refer to paragraph 14 of the paper submitted by the Education Bureau for this meeting) and that this framework would not pre-set a low level for ethnic minority students.

We maintain that a “Chinese as a Second Language” curriculum is essential and propose the following specifically:

1. Launching a three-year pilot scheme of structured Chinese language support classes for mainstream primary schools. Ethnic minority students in these classes will have more lessons in Chinese than native Chinese speakers. They will learn about other subjects with special focus on the use of Chinese in these subjects during the Chinese language support classes. The support classes should be taught by teachers who have received postgraduate trained in teaching Chinese as a second language. Unison has submitted a proposal to the Chief Executive in December 2012. Please refer to Appendix 1 for details.
2. Setting up a “Chinese as a Second Language” centre: The EDB should set up a CSL centre within its bureau. Drawing expertise from scholars and



teachers, this CSL centre will gather evidence on the Chinese learning of ethnic minorities. It will develop a standardized CSL curriculum, teaching materials, benchmarks and an assessment mechanism. This addresses the current problem that curricula and teaching materials used by individual schools vary greatly. This will also facilitate the development of scholarship in the subject.

As admitted by the Education Bureau in its paper for this same meeting, there is a lack of a Chinese-speaking environment in “designated schools”. Therefore, the issue of segregation is closely related to the Chinese learning of ethnic minorities.

Segregation in the public education system

In some public “designated schools”, up to 99% of the students are ethnic minorities (please see reply serial no 150 in http://www.legco.gov.hk/yr12-13/english/fc/fc/w_q/edb-e.pdf). This jeopardizes the integration of ethnic minority students into mainstream society. Also, there is gender segregation in some designated schools. That hinders the personal development of ethnic minority girls.

The Education Bureau claims that the concentration of ethnic minority students in “designated school” is a result of “parental choice”. However, ethnic minority parents and students have no real choice because there is a lack of support in their Chinese learning in mainstream schools. In particular, it is extremely difficult for students who have attended “designated” primary schools to attend mainstream secondary schools because the gap in the Chinese level is usually huge.



In the paper submitted to the Panel on Education for this meeting on 9 July 2013, the Education Bureau is silent on how to eliminate the de facto racial segregation in the public education system. This de facto racial segregation will not vanish by itself; administrative measures are needed to eliminate it.

The Education Bureau addresses the issue by changing the name of “designated schools” to “schools provided with recurrent funding by the Bureau to enhance school-based support in servicing the needs of non-Chinese speaking students” (20 words) and extending this title to 100 schools. However, there is nothing to change the concentration of ethnic minority students in the original 31 designated schools. The United Nations Human Rights Committee requested the government to submit information on progress of improving the education of ethnic minorities by March 2014. We hope the government will not bring shame on Hong Kong by claiming that the de facto segregation is eliminated by the change of name of “designated schools”.

We propose the following:

1. Ethnic minority parents may not know that many “designated schools” teach a relatively low level of Chinese. A pilot scheme of Chinese sessions for ethnic minority parents in kindergartens and primary schools will engage parents and coach them in navigating the education system in Hong Kong. Please refer to Appendix 2 for details.
2. The Education Bureau should encourage more Chinese students to attend these schools.



3. When ethnic minorities consult the Education Bureau about school choice, the Education Bureau would give them a list of designated schools and schools with adapted Chinese curriculum or minority languages (mostly designated schools). The Education Bureau should not facilitate the racial segregation in this way.

Demand

We request the Education Bureau to set the budget, timeline and action plan for implementing a “Chinese as a Second Language” curriculum and eliminating the racial segregation in the public education system.

Appendices

1. Unison’s proposal of a three-year pilot scheme of structured Chinese support classes (also submitted to the Chief Executive in December 2012)
2. Unison’s proposal of a pilot scheme of Chinese sessions for ethnic minority parents and students (also submitted to the Chief Executive in December 2012)



Appendix 1

Unison's proposal of a three-year pilot scheme of structured Chinese language support classes for mainstream primary schools

This scheme should be launched for primary school ethnic minority students because they generally do not have a good foundation in Chinese built in the early primary school years and increasingly lag behind students of Chinese ethnicity.

The social cost for rectifying this defect in the education policy increases along the education ladder. At the end of the pilot project, the government can evaluate its design and implementation, which will facilitate the development of a “Chinese as a Second Language” curriculum for primary schools and other stages of education in the long run.

A. Characteristics of the scheme

a. Structured Language Classes

We stress that the Chinese language support classes should be structured. Ethnic minority students from primary one to three should be placed in these support classes for all Chinese lessons, with two teachers who have received post-graduate training in teaching Chinese as a second language in multi-cultural context (i.e. have some basic knowledge and sensitivity in south and south-east cultures) in each class.

Ethnic minority students in these classes will have more lessons in Chinese than native Chinese speakers. They will learn about other subjects with special focus



on the use of Chinese in these subjects during the Chinese language support classes. With appropriate and adequate teaching materials and pedagogy, ethnic minority students will learn both Chinese and other subjects effectively in this way.

b. Small Class Learning

In each class there should be **15 and**, in any event, ***not more than 20 students***, and the number of teachers in the class will be adjusted accordingly. We observe that when schools start to provide extra support to ethnic minority students, the school population risks becoming increasingly racially segregated. We hope to strengthen Chinese language support in mainstream schools through this project, and a racially segregated environment will undermine the effectiveness of this program.

We suggest that such a program would be more effective if there are no more than 15 students in the structured Chinese language support class. The Education Bureau should invite more schools to participate in this program if a school district has many ethnic minority students.

c. Transitional Nature of the Classes

The purpose of the Chinese language support classes is to prepare ethnic minority students' transition to the mainstream Chinese curriculum for native Chinese speakers. Ethnic minority students from primary one to primary three will attend the classes, with primary-one students spending the greatest number of hours in Chinese language support classes and primary-three students spending the least.



As mentioned above, the teachers of the Chinese language support classes should have post-graduate training in teaching Chinese as a second language. This will ensure they have the right teaching methods and cultural sensitivity. We suggest that the government sponsors institutes to offer master's degrees in teaching Chinese as a second language in multi-culture context.

d. Research and Evaluation

The government should also commission an independent institute such as a university to research on and develop the curriculum, assessment and pedagogy, which are vital for establishing a quality "Chinese as a Second Language" programme in Hong Kong.

B. Resources required

Teacher Salary – currently there are about 1,200 ethnic minority students admit to primary one every year. If the pilot scheme is launched, the distribution of ethnic minority students across mainstream and "designated schools" will vary. We are unable to estimate precisely how the distribution will change. We broadly assume that about 50% of the ethnic minority students, i.e. 600 students, will enter primary one of mainstream schools. In each grade level in Hong Kong there will be 40 Chinese language support classes with 15 students each.

Teachers participating in this pilot program should receive training on teaching Chinese as a second language in a multi-cultural context, and receive a two-point salary increment after the training in recognition of their expertise. We estimate the spending in teacher salary as follows:

a. Teacher salary – 5-year experience: point 22



Training as CSL teacher: +2points = 24 points = \$36,205 a month

\$36,205 * 80 teachers * 3 years = **\$104,270,400**

- b. **Curriculum Development** – For commissioning an independent institute to research on and develop teaching materials, curriculum and pedagogy, we estimate that around **20 million dollars** is needed.
- c. **Teacher Training** – For teachers' post-graduate training, we estimate that the programme fee for the master's degree will be around **\$90,000 per teacher**. There will be 80 teachers studying for the degree. The amount of sponsorship by government will be 7.2 million dollars.

Total estimated expenditure for the 3-year pilot scheme:

Teacher Salary: \$104,270,400

Curriculum Development: \$20,000,000

Teacher Training Subsidies: \$7,200,000

Total: \$131,470,400



Appendix 2

Unison's proposal of a pilot scheme of Chinese sessions for parents and students at kindergartens and primary schools

Many ethnic minority parents in Hong Kong do not have a good understanding of the education system in Hong Kong and thus cannot help their children in navigating the education system as well as Chinese parents do. There are programmes run by non-governmental organisations which engage women, but most do not focus on engaging parents in education-related matters.

Furthermore, as many ethnic minority parents currently do not speak or write Chinese well, they do not understand whether the Chinese level of their children reaches the required standard, let alone guide their children in Chinese. These sessions will alleviate such problems.

Foreign models (such as the Even Start Family Literacy Program in the USA <http://www2.ed.gov/programs/evenstartformula/index.html>) can also serve as examples.

Hong Kong Unison once organised such sessions in a small scale for a year. The participants showed keen interests throughout the year and found the sessions very useful in learning Chinese and engaging in the Chinese education of the children.

Overview:



We propose a pilot scheme (to engage ethnic minority parents, especially stay-at-home mothers, in their children's education) of weekly Chinese after-school or weekend sessions held at kindergartens and primary schools for ethnic minority parents and students.

Ten kindergartens and ten primary schools will participate in the scheme, with two non-governmental organisations running these Chinese sessions for them. At the end of the pilot scheme, the design and implementation of these sessions will be evaluated.

This will include three components:

1. Ethnic minority parent Chinese classes
2. Coaching ethnic minority parents in navigating the Hong Kong education system and planning their children's educational path
3. Coaching ethnic minority parents in engaging in their children's education at home, especially in aiding their Chinese language learning outside of school.

In the first part of these sessions, parents will form one class to learn oral and written Chinese. In the second part of these sessions, parents and students will learn Chinese together, and in the process parents can be coached on how to continue the education in the home environment.

Through these sessions proposed by us, ethnic minority parents may observe and participate in the learning process in a Hong Kong classroom setting, so that they can "visualise" the school environment of their children and thus better help their children navigate the school system and environment. They will thus



engage more in the education, particularly Chinese learning, of their children. Ethnic minority parents' trust towards the school makes it a suitable venue for such Chinese sessions. Moreover, these sessions will potentially lay the foundations for the Chinese education of ethnic minority adults.

Resources required

There will be two non-governmental organisation teams running the programmes, each responsible for five kindergartens and five primary schools. Each team will comprise an Assistant Social Work Officer (ASWO) with two years of experience, a Social Work Assistant (SWA) with two years of experience and two ethnic minority workers. Their salaries in the one-year pilot scheme amount to:

Monthly salary of an ASWO with two years of experience: around \$27,000

Monthly salary of an SWA with two years of experience: around \$17,000

Monthly salary of an ethnic minority worker: around \$12,000

Total salaries for a year (including MPF):

$$\begin{aligned} & \$ (27,000 + 17,000 + 12,000 * 2 \text{ people}) * 12 \text{ months} * 1.05 \text{ (MPF)} \\ & = \$856,800 \end{aligned}$$

There will be two volunteers teaching Chinese in each school. Each session will last for two hours. There will be 40 classes for each school in a year. With \$50 subsidies per hour for each volunteer, the subsidies will amount to:

$$\begin{aligned} & \$ 50 \text{ subsidies per hour} * 2 \text{ hours} * 2 \text{ volunteers} * 40 \text{ classes} * 20 \text{ schools} \\ & = \$160,000 \end{aligned}$$

Programme fees will amount to \$50,000. Administration and logistics will cost \$50,000.

Total estimated expenditure for the 1-year pilot scheme:

Staff salaries:	\$856,800
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Volunteer subsidies:	\$160,000
Programme fees:	\$50,000
Administration and logistics:	\$50,000
Total:	\$1,116,800