



For information on 16 July 2014

Submissions to the Panel on Education of the Legislative Council
on “Chinese as a Second Language” Education

The Chief Executive announced in the latest Policy Address several policy initiatives related to the learning of Chinese of non-Chinese speaking (NCS) students, including the Chinese Language Curriculum Second Language Learning Framework (“Learning Framework”) to be implemented as soon as September. Hong Kong Unison worries that the policy initiatives have not been effectively designed and that attempts to implement what appears to be a very ‘loose’ framework without much details to guide stakeholders are likely to lead to chaos in September. It appears that the Education Bureau (EDB) only yielded to political pressure very reluctantly and without sincerity in their attempts to introduce initiatives to provide equal opportunities to ethnic minority students.

Policy gaps and the critical lack of details regarding the proposed Learning Framework

Hong Kong Unison is very concerned about the policy gaps and the critical lack of details regarding the proposed Learning Framework. Please refer to the Appendix for a table of setting out clearly the policy gaps of the EDB.

Indeed, in its Concluding Observations on the implementation of the International Covenant on Economic, Social and Cultural Rights in Hong Kong published in May this year, the United Nations Committee on Economic, Social and Cultural Rights showed concern over the fact that, despite the announcement of the implementation of the Learning Framework and allocation of additional funding, non-Chinese speaking students continue to be de facto discriminated in the public education system. The Committee recommended that the government urged the government to intensify its efforts to ensure high-quality education in Chinese as a second language.

Hong Kong Unison and the Centre for Comparative and Public Law at the University of Hong Kong jointly held a Roundtable on “Chinese as a Second Language” Education-- the Way Forward in May 2014, gathering stakeholders including scholars, principals, teachers, ethnic minority parents and students. Participants at the Roundtable consistently expressed concern and anxiety over the fact that, despite the impending implementation of the Learning Framework in 4 months’ time, many significant details crucial to the success of the Learning Framework, including the policy goal, outcome indicators, concrete curriculum, benchmarks, teaching materials, assessment and monitoring mechanisms, were absent and unavailable to the relevant stakeholders.

Moreover, although the Learning Framework provides ‘objectives and expected learning outcomes’ which are essentially a ‘breakdown’ of the objectives and expected learning outcomes of the



mainstream curriculum, it seems that the EDB has left it for teachers to set the actual learning targets and expected learning outcomes for students. For example, if a student's Chinese language ability is at level 2 of the framework, what level should the student achieve at the end of the school year or when they graduate? The Learning Framework does not provide guidance. Some may say that the Learning Framework does not include guidance on setting learning targets because schools should adapt the Framework according to individual learner's needs. This is not a good reason for the EDB not to set learning targets. In fact, under the 'old' system which has been in place before the announcement of the 2014 Policy Address and will continue to be implemented till September 2014, one of the major problems in the Chinese language teaching of ethnic minorities is that there is no learning target, which is why different schools teach Chinese language at a different level, and which is why students graduate from secondary school with Chinese levels that are too low. Some teachers have expressed to us their concern that these 'small steps' and 'objective and expected learning outcomes' in the Learning Framework are just descriptions for measuring which level in the mainstream curriculum a student's Chinese language proficiency matches and that teachers are provided no guidance on what target they are expected to meet for students of a certain grade level, not even a flexible one covering a range of these 'small steps'.

Also, although the EDB claims that its policy objective is to enable NCS students to bridge over to mainstream Chinese Language classes, they seem to provide no guidance at all on how exactly the bridging over is to be done or how to determine when a student can bridge over. The EDB does not provide much guidance on the pedagogy to teachers. Currently, ethnic minority students are taught very different levels of Chinese in different schools, leading to a wide range of Chinese language levels among ethnic minority students, which teachers find hard to manage. This problem will only persist given the lack of standard learning targets set by the EDB and the lack of guidance on when students can bridge over.

Furthermore, given the fact that the EDB leaves it to the school to decide what teaching methods to adopt and the practice can vary greatly across schools, the EDB does not set a mechanism for schools to regularly inform parents about the lesson plans they adopt and the progress of their children.

The EDB still reminds schools to follow the Supplementary Guide, which shows a misunderstanding of equal opportunities and inclusion

Even though the EDB has introduced the Learning Framework, it still reminds the school management to follow widely criticized 2008 Supplementary Guide to the Chinese Language Curriculum for NCS students as the first step. However, the Guide takes an erroneous approach. It suggests to schools that when deciding which level of Chinese to teach, teachers should ask whether an NCS student intends to pursue further study in Hong Kong. The government does not suggest schools to ask Chinese-speaking students this question. Does the government think that Chinese



students and only Chinese students would surely stay in Hong Kong for good? Moreover, many ethnic minority students see Hong Kong as their home and wish to stay here for good, but the lack of opportunities to learn Chinese means that they have no choice but to leave Hong Kong. The government should provide equal opportunities for ethnic minority children to learn Chinese so that they have equal higher education and employment opportunities, rather than ask our children what they want to do and then teach them a lower level of the Chinese language. This is also inconsistent with the policy goal of enabling NCS students to sit for the HKDSE examination announced in the 2014 Policy Address.

Applied Learning (Chinese) qualification not widely recognized

It is also doubtful whether the EDB has taken any concrete and effective measure to ensure that the Applied Learning (Chinese) qualification will be recognized by employers.

Consultation of stakeholders

Moreover, many stakeholders, particularly ethnic minority parents and students, felt that the EDB had done little to consult them, causing much discontent among those for whom much is at stake if the initiatives fail. The limited time remaining until the start of the new school year and the continued failure of the EDB to provide details has caused anxiety and a critical loss of confidence among stakeholders that the new policy will lead to meaningful change in the education of ethnic minority children.

Desegregation

In 2012/13, in at least 8 public schools, over 90% of the students were NCS. In 22 public schools, over half of the students were NCS. The government refused to provide such data in the 2013/14 school year to the Legislative Council on the ground that its policy objective is to promote the integration of NCS students, which is equivalent to saying that because it wishes to be healthy, it does not do body checks. The government claims that the *de facto* segregation is a result of parental choice. However, such choice is not an informed choice based on complete information about the education system. Also, the change of funding mode will not be effective in eliminating this *de facto* segregation. This difficulty faced by ethnic minority students to choose mainstream schools under the school place allocation system before 2005 means that many ethnic minority parents and students have been programmed by the earlier education policy to choose certain schools. The EDB has to take active steps to rectify this undesirable effect of the earlier education policy, including but not limited to proactively informing ethnic minority parents regularly of the development of the Learning Framework and the lesson plans of different schools. Moreover, for the schools whose student population is already largely from ethnic minority backgrounds, if the government does not have measures to create more mixed environments in these schools, the problem of *de facto* racial segregation will still persist in these schools despite the new funding mode.



Moreover, the EDB does not seem to have any measure such as racial sensitivity training for teachers of all subjects to promote inclusion in mainstream schools.

Our demands

Chinese as a second language education

1. Hong Kong Unison urges the EDB to conduct more in-depth consultation with a wider range of stakeholders immediately and to make public the details of the Learning Framework, including the timetable and action plan, policy goal, outcome indicators, concrete curriculum, benchmarks, teaching materials, assessment and monitoring mechanisms as soon as possible.
2. The EDB should set a mechanism for schools to regularly inform NCS parents of their progress of their children (for example when their children can bridge over) and the lesson plans of different schools.
3. The EDB should inform the public of measures it has taken or will take to promote ensure employers recognize the Applied Learning (Chinese) qualification.

Desegregation and inclusion

1. We once again call for the EDB to take immediate, effective measures to eliminate the *de facto* racial segregation in the public education system to meet the requirements of the Race Discrimination Ordinance and international human rights treaties that are binding on Hong Kong.
2. The EDB should publicize data disaggregated by race related to education, including the proportion of ethnic minorities students enrolled in each school.
3. The EDB should promote inclusion in mainstream schools, for example by conducting racial sensitivity training for teachers of all subjects.

July 2014

Hong Kong Unison



Appendix

Support for Ethnic Minorities in Learning the Chinese Language as Announced

since the 2014 Policy Address

Below is a summary of 1) existing measures prior to the 2014 Policy Address announcement related to teaching Chinese language to ethnic minority students, 2) the Policy Address policy aims, 3) proposed measures outlined in the Policy Address 2014, and 4) the gaps in the proposed measures.

Policy Address policy Aim:	<ul style="list-style-type: none"> To enhance education support for non-Chinese speaking students in learning Chinese language, enhance their ability to listen to, speak, read and write Chinese in order to aid their integration into the community and develop their careers.^{i ii} To ensure that all NCS students in the public sector and DSS schools, in particular those of ethnic minority groups, will enjoy equal opportunities to learn Chinese alongside their Chinese counterparts and contribute to building up an inclusive school environment.ⁱⁱⁱ To enable them to bridge over to mainstream Chinese Language classes.^{iv}
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Early Childhood Education:

1) Existing measures:	<ul style="list-style-type: none"> The University-School Support Programme project: “Supporting Kindergartens in the Teaching and Learning of Chinese for Non-Chinese Speaking (“NCS”) Children” <ul style="list-style-type: none"> Who: Commissioned to the HKU Faculty of Education “Centre for Advancement of Chinese Language Education and Research” (“HKU-CACLER”) When: Commission period: 2012-15 school years (3 years).^v What: Supports kindergartens in the learning and teaching of Chinese for NCS students.^v How: Components include intensive school-based support, teacher development courses, research and dissemination of researches.^{vi} As of 2013/14 school year, supports 17 “seed schools” and engages 9 “network schools”.^{vi} \$10 million earmarked for 3 year period.^v Summer Bridging Programme for NCS parents
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- 3) Policy Address proposals**
- “We encourage NCS parents to send their children to kindergartens offering a local curriculum.”^{xii}
 - “We will continue to invite all kindergartens annually to participate in the school-based support programmes offered by subject experts of the Bureau.”^{vii}
 - “In parallel, we have enhanced the school-based professional support services for kindergartens admitting NCS children through the ‘University-School Support Programme’.”^{vii}
 - “Besides, we will continue to invite, through the Language Fund, NGOs to organise district-based programmes for NCS children aged 3 to 9 to motivate them to learn Chinese through fun activities such as games and creative arts.”^{vii}
- 4) Policy gap**
- The EDB should step up structured support to kindergartens. Early childhood education is a crucial period in a child’s language learning and heavily affects the child’s ability to catch up with the Chinese curriculum in the future. Children’s Chinese ability in kindergarten also affects whether parents will be comfortable to place their children in Chinese-medium primary schools. Moreover, 43% ethnic minority students are studying in kindergarten in 2013/14 (12029 students in K1-K3, compared to 27895 in K1 to S.6). This shows that it is increasingly common for kindergartens to encounter ethnic minority students.

Teaching CSL – implementation

- 1) Exiting measures**
- EDB provides the “Supplementary Guide to the Chinese Language Curriculum for NCS students” (“Supplementary Guide”)
 - What: it is a 50-page guide (excluding appendices)
 - What: Issued “to help teachers tackle, in particular, the difficulties of second-language learners in learning Chinese graphemes, tones, vocabulary, classifiers, word order, etc., as affected by their respective mother languages.”^{viii}
 - How: Recommends four curriculum modes of ‘immersion in Chinese Language lessons’, ‘bridging/ transition’, ‘specific learning purposes’ and ‘integration’ to cater for the diverse needs and aspirations of NCS students and to support their learning of the Chinese Language at different stages of development.”^{viii}
 - When: Issued in November 2008^{viii}



- Where: available online and disseminated to schools
- School-based professional support services
 - Helps teachers develop curriculum and materials.^{viii}
- Sharing Networks
 - Territory-wide workshops and seminars for professional sharing among schools and teachers.^{viii}
- The University-School Support Program (USP)
 - What: The “Supporting Secondary Schools in the Teaching and Learning of Chinese for Non-native Learners (2013-2015)”
 - When: current commission project is from 2013 to 2015. The programme started in 2008.
 - Who: Commissioned to the HKU-CACLER^{ix}
 - How: Operate Chinese Language Learning Support Centres for NCS students in various districts. The HKU has been sharing its experiences and practices as well as T&L materials developed in this regard with schools.^{ix}
 - How: Services of the “Student Support Project on Chinese Language for non-Chinese speaking Students 2010-12” (“SSP”) include tutorial classes for NCSs, seminars and professional development workshops for teachers and the development of teaching materials.^x
- Assessment tools
 - “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, develop teaching strategies and communicate expectations to parents.^{viii}
 - “EDB commissioned tertiary institutions to design internal assessment tool according to the Chinese standards could be achieved by NCS students in Hong Kong. Exemplars on assessment tool has been developed after school pilot and uploaded to EDB school intranet in December 2010.”^{xi}

2) Policy
Address
Aim

- To help NCS students overcome the difficulties in learning Chinese as a second language with a view to enabling them to bridge over to mainstream Chinese Language classes and sit for the HKDSE Examination.^{vii}



**3) Policy
Address
Proposals**

- The “Chinese Language Curriculum Second Language Learning Framework” which is to be implemented starting from the 2014/15 school year and developed from the perspective of second language learners, setting out:
 - the progressive learning targets and outcomes at different stages,
 - learning and teaching exemplars,
 - supporting learning and teaching materials as well as
 - assessment toolstailor-made to help NCS students overcome the difficulties in learning Chinese as a second language with a view to enabling them to bridge over to mainstream Chinese Language classes and sit for the HKDSE Examination.^{vii}
- “Premised on having no alternative Chinese Language curriculum and public examination with pre-set simpler contents and lower standards, the ‘Learning Framework’ applicable in the learning and teaching of Chinese at school is a ‘learning Chinese as a second language’ curriculum.”^{xii}
- School-based professional support will be provided by the EDB’s school-based support teams, University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teachers) Scheme.^{xii}
- (June 2014): Teachers may set progressive learning targets, learning progress and expected learning outcomes using a “small-step” learning approach.^{iv}
- (June 2014): Planning tools for school principals, middle managers as well as the subject panel to decide on different modes of implementing the Learning Framework, such as grouping by levels, split class, after school tutorial, learning Chinese across the curriculum according to the learning diversity of NCS students in terms of language competencies, age and other needs.ⁱⁱⁱ
- (July 2014): A Working Group on “Chinese Language Curriculum Second Language Learning Framework” was set up in May 2014 under the Curriculum Development Council Committee on Chinese Language Education to advise the EDB on the development of the Framework.^{xiii}

**4) Policy
gaps**

The proposed measures lack:

- Concrete and measurable policy goals
- A detailed implementation plan and timeline
- Outcome indicators and goals (both for individual students and for the policy)



- Concrete mechanism to monitor and evaluate policy
- Measures to ensure transparency of monitoring mechanism
- Clear guidelines and requirements on the identification of students with CSL needs
- Mechanisms to notify parents of the details and implications of receiving CSL support
- Assessment mechanism or guideline on whether a student is ready to “bridge over” to the mainstream language classes, and the support that will be available to these students after they “bridge over”

Examinations and Qualifications:

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|------------------------------------|---|
| 1) Existing Measures | <ul style="list-style-type: none">• Subsidize students in school to take alternative Chinese qualification examinations (GCE, GCSE and IGCSE Chinese)• UGC-funded university programmes accepts the above alternative Chinese qualifications.• Civil Service Bureau: the above alternative Chinese qualifications are accepted as alternatives to local qualifications. However, in order to maintain a fully biliterate and tri-lingual Civil Service, Heads of department/grade stipulate the language proficiency requirements for each grades. So far grades that have relaxed Chinese language proficiency requirements include Workman and Artisan and Motor Driver.^{xiv}• “The Pilot Scheme on Workplace Chinese Language programmes pegged to the Qualification Framework with a view to enhancing NCS students’ competitiveness in the workplace was rolled out in the 2011/12 school year. NCS students studying at senior secondary levels are welcome to join.”^{xvi} |
| 2) Policy Address Aims | <ul style="list-style-type: none">• To enhance ethnic minority school leavers’ employability.^{i,ii,vii,xv} |
| 3) Policy Address Proposals | <ul style="list-style-type: none">• “From the 2014/15 school year, the EDB will, in stages, provide an Applied Learning (Chinese Language) subject for ethnic minority students at senior secondary levels. The subject will be pegged at Levels 1 to 3 of the Qualifications Framework.”ⁱ• “The EDB is also developing Vocational Chinese Language courses for ethnic minority school leavers to enhance their employability.”ⁱ• “We are co-operating with different stakeholders to ensure that the relevant |



qualifications for NCS would be recognized for employment and further studies to multiple pathways.”^{vii}

- The EDB will continue to subsidize eligible NCS students to obtain other internationally recognized Chinese qualifications. These qualifications are accepted for admission to local post-secondary institutions and universities.^{iv}
- (June 2014): Schools could use the assessment tools to provide guidance to NCS students on choosing among the multiple paths.ⁱⁱⁱ

4) Policy gaps

- The proposed measures still lack recognition by education institutions and employers.
- The proposed measures still lack recognition by Civil Service Bureau and other government departments.

Funding:

1) Existing measures

- In the 2013/14 school year: Additional funding ranging from \$300,000 to \$600,000 to schools admitting 10 or more NCS students, estimated to benefit about 100 schools.^{viii} Schools receiving the grant would deploy flexibly the additional grant to meet different needs of NCS students in learning the Chinese Language.^{xvi}
- Funding model in the 2013/14 school year for schools admitting 10 or more NCS students^{xii}:

Number of NCS students	Additional Recurrent Funding (\$ million)
10 - 30	0.3
31 – 60	0.4
61 – 90	0.5
91 or more	0.6

- Schools can apply for the “Project of After-school Extended Chinese Learning” funded by the Language, 50,000 to 300,000^{xvi} for not less than 15 NCS students^{xvii}.
- Individual NCS students may join the remedial courses after school or during holidays conducted by the Chinese Language Learning Support Centre (Centre) commissioned to the University of Hong Kong.^{xvi}

2) Policy Address Aim

- To enable schools admitting 10 or more NCS students to cater for the diverse needs and aspirations of their NCS students and incorporate the learning and teaching modes which are effective into their regular learning



and teaching plans.^{vii}

3) Policy

Address

Proposals

- “Annual funding of approximately \$200 million will be provided from the 2014/15 school year to enhance school support...”ⁱ
- Funding amount starting from the 2014/15 school year:^{xii}

Number of NCS students	Additional Recurrent Funding (\$ million)
10 - 25	0.80
26 – 50	0.95
51 – 75	1.10
76 – 90	1.25
91 or more	1.50

- “For special schools which do not offer the ordinary curriculum and have admitted 6 or more NCS students, and those which offer the ordinary curriculum but have admitted only 6 to 9 NCS students, an additional recurrent funding of about \$650,000 will be provided.”^{xii}
- Use of funding: The additional recurrent funding should enable schools to meeting the following requirements:^{xii}
 - Assign a dedicated teacher to coordinate the implementation of the “Learning Framework”;
 - Create an inclusive environment in schools through appointment of additional EM assistants or procurement of translation services as appropriate;
 - Appoint additional teaching staff for implementing different intensive learning modes.
- Requirements of schools receiving additional recurrent funding:^{xii}
 - The funding will be solely used to support NCS students in learning Chinese.
 - Schools will be required to submit an annual plan on support on their NCS students, which should cover profile of student performances, teaching strategies, progress and expenditure involved, overall summative assessment results of student performance at the end of the year etc.
- “The Project of After-school Extended Chinese Learning for NCS Students currently funded by the Language Fund will be regularized and subsumed in the additional recurrent funding for eligible schools from the 2014/15 school year.”^{xii}
- For schools admitting a handful of NCS students (i.e. less than 10): the EDB proposes providing a formal platform for these schools to apply for additional



funding for organizing diversified after-school activities. Note: Under the Project of After-school Extended Chinese Learning for NCS Students, schools with 15 to 19 participating NCS students are provided an additional funding of about \$50,000 per annum.^{xiii}

- 4) Policy Gaps**
- The proposed measures lack guidelines on how schools can and should effectively use the additional funds towards advancing students' Chinese proficiency. This makes it difficult for schools (especially those with little to no experience teaching ethnic minorities) to effectively advance students' Chinese proficiency.
 - The funding should separate funding towards advancement of Chinese in accordance to the curriculum, and funding in support of ethnic minority students' various other needs (e.g. cultural sensitivity, parental communication etc).
 - The proposed measures lack monitoring mechanism and accountability on the effectiveness of funding

Teacher Training:

- 1) Existing Measures**
- The commissioned HKU-CACLER University-School Support Programme “provides intensive on-site support to schools for collaborative lesson planning meetings, lesson observations and post conferencing meetings.”^{xviii}
 - EDB’s Support Network (Education Services for non-Chinese Speaking Students) consists of 58 primary schools and 13 secondary schools.^{xix} The schools share their experience on a regular basis. The last sharing session was held in May 2012.^{xx}
- 2) Policy Address Aim**
- To enhance the professional capability of schools and teachers in teaching Chinese as a second language.ⁱ
- 3) Policy Address Proposals**
- “Professional Enhancement Grant Scheme will be launched under the Language Fund in the first quarter of 2014.”^{vii}
 - “It is estimated that during the first three years of implementation, about 450 teachers would benefit from the Scheme.”^{xv}
 - “At the same time, more training courses and experience sharing opportunities on teaching Chinese as a second language would be provided for 2 000 teachers from about 500 schools admitting NCS students.”^{xv}
 - (June 2014): Before the end of August 2014, by a series of professional development programmes for school leaders, middle managers and teachers that



would enable every primary and secondary school admitting NCS students to have the professional development opportunity to understand the underpinning philosophies and mastery of the pedagogy, including in the interpretation of the Learning Framework and the use of the assessment tools and planning tools.^{iii iv}

- (June 2014): From the 2014/15 school year onwards, professional development programmes will be organized regularly.ⁱⁱⁱ

4) Policy gaps

- It lacks incentives for teachers to participate in training
- To foster the growth of CSL and to retain experienced teachers, teaching CSL should be professionalized and made into a specialty
- It lacks training on cultural sensitivity for all teachers-in-training
- It lacks professional racial sensitivity training of teachers of subjects other than Chinese Language

Teaching materials:

1) Existing Measures

- Two full sets of L&T (Learning and Teaching) materials in the form of textbooks
 - Covers primary to secondary levels
 - Distributed to schools and NCS students in 2009 and 2010 respectively.^{vi}
- School-based professional support service on developing teaching materials.^{vi}

4) Policy gaps

- It lacks teaching materials designed on the basis of benchmarks from kindergarten to secondary level

Monitoring and Evaluation

1) Current Measures

- Student Enrolment Survey:
The EDB has, “starting from 2006, collected information about students’ spoken language at home through the Student Enrolment Survey as reference when formulating a series of support measures, particularly the provision of school-based support services to schools.”^{viii}
- Measuring student progress:
“Under the School Development and Accountability Framework, we have collected relevant information about schools admitting NCS students including



statistics on the Territory-wide System Assessment (TSA) and public examinations, students' progression to further studies (including admission to the Vocational Training Council and tertiary institutions) and through the implementation of Supporting Secondary Schools in the Teaching and Learning of Chinese for Non-native Learners commissioned to the University of Hong Kong (HKU) under the University-School Support Programme in which we have collected baseline data of NCS students before the provision of support and findings of students' performance across the years during the period of support. We also studied the relevant data and analyses on students' performance as collected by the HKU in the development of the assessment tools for NCS students' learning of the Chinese language.”^{viii}

- 3) Policy Address Proposals**
- “We will set up a dedicated team in EDB to put in place and monitor the enhanced funding support for schools.”^{vii}
 - “We will also formulate a research framework to facilitate the evaluation of the effectiveness of various support measures for NCS students to ensure the quality of the support services and refine individual measures.”^{vii}
 - (June 2014): The EDB will require schools to arrange NCS students to sit for the TSA (Chinese) with a view to collecting relevant objective data on their basic competencies for research purposes, which would in turn help review the implementation of the Learning Framework. NCS students' performance will not be included in schools' overall attainment rates in basic competency.^{iv}
 - (June 2014): Schools are required to submit their school plan on the support for NCS students, which should cover NCS students' overall learning performance measured with the Assessment Tools, teaching strategies to be adopted, the expenditure involved, overall summative assessment results of all NCS students, etc, in November each year.^{iv}
- 4) Policy gaps**
- Involvement of stakeholders and experts in the monitoring and evaluation progress
 - Transparency of monitoring mechanism

Racial Segregation

- 3) Policy Address Proposal**
- “It is worth to note that, we have changed our mode of support to schools (especially the provision of additional funding to offer school-based support for NCS students) in the 2013/14 school year to the effect that the support is no longer confined to a certain number of schools so as to abolish the so-called “designated schools” system. Instead, all schools admitting 10 or more NCS students have been provided with the additional funding. We



envisage that the enhanced funding support to schools to take effect from the 2014/15 school year for supporting NCS students' learning of Chinese Language could in tandem further dampen the perception of the so-called "designated schools". In the long run, NCS parents' school choices would be widened with NCS students' integration into mainstream schools and mastery of the Chinese language."^{vii}

4) Policy gaps

- Measures to resolve the existing *de facto* racial segregation, especially in the schools already with a disproportionately large number of ethnic minority students.
- Mechanism of informing NCS parents and students the lesson plans of different schools
- Mechanism of promoting inclusion in mainstream schools

ⁱ Policy Address 2014, <http://www.policyaddress.gov.hk/2014/eng/p76.html>

ⁱⁱ Policy Agenda 2014, http://www.policyaddress.gov.hk/2014/eng/pdf/Agenda_Ch3.pdf

ⁱⁱⁱ Dr KK Chan's blog on EDB website, 15th June, 2014, <http://www.edb.gov.hk/en/about-edb/press/insiderperspective/insiderperspective20140615.html>.

^{iv} Education Bureau Circular No. 8/2014, 5th June, 2014, EDB(EC)5/2041/07

^v Education Bureau, EDB275, "Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2013-14", http://www.legco.gov.hk/yr12-13/english/fc/fc/w_q/edb-e.pdf

^{vi} Centre for Advancement of Chinese Language Education and Research, Faculty of Education The University of Hong Kong, 大學-學校支援計劃：非華語幼兒的中文教與學, <http://kgusp.cacler.hku.hk/main/introduction.php>

^{vii} Legislative Council Panel on Education, 27th Jan, 2014, LC Paper No. CB(4)323/13-14(01)

^{viii} Education Bureau, 9 July 2013, Legislative Council Panel on Education, Progress on Enhancing the Education Support for Non-Chinese Speaking Students, LC Paper No. CB(4)852/12-13(05)

^{ix} Education Bureau, 9 Jan 2012, CB(2)773/11-12(01)
<http://www.legco.gov.hk/yr11-12/english/panels/ed/papers/ed1212cb2-773-1-e.pdf>

^x HKU SSP http://www.dragonwise.hku.hk/ssp/ssp_2010/missionAndVision.php



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- ^{xi} Education Bureau, “Chinese Language Assessment Tool for Non-Chinese Speaking Students”,
<http://www.edb.gov.hk/en/student-parents/ncs-students/support-to-school/chinese-language-assessment-tool-for-ncs.html>
- ^{xii} Education Bureau, 14 April 2014, Legislative Council Panel on Education: Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, LC Paper NO. CB(4)545/13-14(02)
<http://www.legco.gov.hk/yr13-14/english/panels/ed/papers/ed0414cb4-545-2-e.pdf>
- ^{xiii} Education Bureau, July 2014, Legislative Council Panel on Education, Implementation of the “Chinese Language Curriculum Second Language Learning Framework” and professional support, LC Paper No. CB(4)913/13-14(05)
- ^{xiv} Civil Service Bureau, April 2013, LegCo Panel on Public Service, LC Paper No. CB(4)545/12-13(05)
- ^{xv} Policy Address “Support for Ethnic Minorities” webpage: <http://www.policyaddress.gov.hk/2014/eng/EM.html>
- ^{xvi} Education Bureau, August 2013 “For Parents: Education Support Measures for Non-Chinese Speaking Students (2013/14 School Year)”,
http://www.edb.gov.hk/attachment/en/student-parents/ncs-students/about-ncs-students/Brief_NCS%20support%20measures_2013%2008_E.pdf
- ^{xvii} Education Bureau Circular Memorandum No. 108/2010, Support for Non-Chinese Speaking Students Project of After-school Extended Chinese Learning
http://www.edb.gov.hk/attachment/en/student-parents/ncs-students/support-to-parents-and-students/cm_after-school%20chi%20extended%20learning%2023%20jun10%20eng.pdf
- ^{xviii} HKU, USP School-based support
http://usp.cacler.hku.hk/cms/index.php?option=com_content&view=article&id=8&Itemid=29
- ^{xix} EDB, “List of schools joining the support network”,
<http://www.edb.gov.hk/tc/student-parents/ncs-students/support-network/network-school.html>
- ^{xx} EDB, 2012, Support Network (Education Services for Non-Chinese speaking students),
<http://www.edb.gov.hk/en/student-parents/ncs-students/support-network/index.html>