



For information on 13 February, 2017

**Submission on “Employment support services for ethnic minorities” to the  
Legislative Council Subcommittee on Rights of Ethnic Minorities**

**Courses for ethnic minorities funded by the Government**

One of the major barriers of ethnic minorities in finding jobs is language; not only for new comers to Hong Kong and those who do not complete education locally; but also for job seekers who graduate from Form 6 or even higher education, because they were not taught the level of Chinese required in the mainstream Hong Kong society.

The Government responded by supporting different departments, bureaux, and organizations to organize courses to ethnic minority school leavers, to enhance their Chinese proficiency and increase their employability. Such support includes but not limited to the Employees Retraining Board (ERB), Vocational Training Council (VTC), Labour and Welfare Bureau, Ethnic Minority Support Centres funded by the Home Affairs Department, and institutions such as City University School of Continuing and Professional Education. However, admission requirements are not clear and there is no benchmark and accreditation across the board, making it difficult for learners to progress to advanced classes.

Without benchmarking, many ethnic minorities opined that it is difficult for them to select the right course for their level of proficiency. Unison encountered cases of ethnic minority students who attained GCSE A\* and wanted to enhance their Chinese proficiency. However, they did not know which level of Chinese course they should apply to at different organizations because there is no benchmarking. Alternative Chinese qualifications are not pegged to the Qualifications Framework, which makes it difficult when selecting Chinese courses to enhance their proficiency.

1. Will the Government please provide the comprehensive list of all Government supported courses for ethnic minorities including admission requirements, number of hours, part-time, full-time, level, fees, etc. in 2015/16 and 2016/17?



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Funding source	Course provider	Course name	Admission requirements	Entrance test	No. of hours	Level of Chinese	Class size	Qualifications (if any)	Fees	No. of classes conducted in 2016/17	Attendance rate

2. Are there any qualification requirements for teachers/instructors in teaching the above courses? If so, what are they?
3. What is the progression ladder among the courses listed in the table? Can a student who completed Level 1 offered by Provider A take Level 2 offered by Provider B? What is the highest level of Chinese offered from each course provider?
4. Is there a coordinating body to coordinate and assess the level of all Chinese courses from various funding sources, as well as monitoring their teaching and course quality? If yes, who is the coordinating body? If no, why?
5. Whether there is any mechanism to consult the ethnic minority community at large to make sure the ethnic minority members are substantively represented to reflect their needs?