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The current guideline for Education deals with the Chinese as a Second language curriculum, enhanced teacher training for those teaching NCS students Chinese and providing funding. But I want to look at the points made on teacher training. The guideline states that diversified and advanced development programs will be provided to raise their cultural and religious sensitivity. However, there is no detailed information on the topic of cultural awareness and sensitivity, with even the framework simply highlighting that it includes curriculum planning, and Learning framework, teaching and assessment stages.

But it is not just the Chinese subject, which has failed to integrate ethnic minorities students, the education system as a whole has not been able to maximize the learning environment for the EM students with them underperforming compared to their local counterparts. This could be because of the teachers' lack of cultural awareness as most are not even aware of their students' cultures and traditions, with most teachers not reaching the adaption and integration stages of their ethno-relative state, which means having successful attempts and ability to incorporate their students' culture and experiences into the class environment to create an inclusive and optimal learning environment. The absence of this would mean students continue to feel alienated in the education system and see it as the teachers are not willing to understand them. Some teachers demotivate EM students themselves by saying they have no future due to their poor academic results and their inability to speak fluent Cantonese. Even in my university, there is no strong emphasis on learning about the cultural diversity though the topics of SENs and different types of learners are covered, meaning teachers-in-training are relatively aware on dealing with the above cases. And yet, they are almost oblivious to the community surrounding them for more than a decade. Rather than just focusing on Chinese language, I think we should also focus on the education system as a whole to improve the understanding of EM students' needs in all subjects with "Cultural Sensitivity and Awareness" being a Professional Core Course for all teachers-in-training irrespective of the subject they are teaching. Moreover, if we were to follow the guideline, perhaps a more strong emphasis and explanation on how they are going to increase the cultural and religious sensitivity needs to be discussed.

One prominent question would be why has the textbooks , especially for language subjects, failed to incorporate the ethnic culture ever so present in our society, and instead focus on the only the western cultures and traditions? This would allow students to learn about the society that they live in and provide students and teachers' the knowledge to be more culturally aware.