

**立法會 CB(2)1069/17-18(04)號文件**  
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- One in five ethnic minorities are entrapped in the web of poverty, being unable to liberate themselves from the intergenerational cycle of poverty.
- Racial segregation within Hong Kong's education is to be blamed.

Problem in education structure:

- There is an evident lack of Chinese as Second Language curriculum for ethnic minority students.
- Teachers are not well equipped and trained as to how to teach ethnic minorities Cantonese.
- From a young age, ethnic minority students are separated from the Chinese students. They are not taught Cantonese in the same way as the locals who receive more help and attention from Chinese teachers.
- From my personal experience, I and my other ethnic minority friends had always been segregated from my Chinese classmates. We had separate Chinese classes which was far lower than my Chinese peers' standard of Chinese classes. The lessons were not beneficial to us as the lessons were more of play time than a serious class.
- 62% kindergartens used Chinese exclusively as the language for interview which made it a struggle for ethnic minority students to get into kindergartens.
- Privately-run kindergartens are reluctant to give application forms to non-Chinese parents.
- Some schools do not provide an alternative to HKDSE Chinese first language exams such as French or GCE A-level Chinese. Thus, some ethnic minority students are compelled to take up the HKDSE Chinese first language which is a core subject used to get into tertiary education. With the lack of support to ethnic minority students in Chinese, they are unable to score well in Chinese and thus, it becomes difficult to get into tertiary education for them.
- In spite of some schools claiming to be an English medium schools, many of them do not use English as the medium of teaching if there is a few number of non-Chinese students. Many of my friends had to change school or even self-study in certain subjects due to the teacher using Chinese as the medium of teaching.

Consequences:

- As Cantonese language proficiency is a core requirement for some jobs such as civil service, many ethnic minorities are unable to find jobs as they do not know Chinese.
- Their career prospects are narrowed due to their inability to speak Chinese.
- The difficulty of finding a job facilitates the inescapable cycle of intergenerational poverty as even the youth cannot have a decent income in spite of receiving more education in Hong Kong than their parents.

Solutions:

- Better training of teachers teaching ethnic minority students
- Eradicate Chinese interviews in kindergartens
- Provide Chinese lessons from kindergarten
- No segregation between non-Chinese and Chinese children since kindergarten. Same Chinese lessons to be given to both so that they can start learning same level of Chinese from a young age.
- Extra Chinese support to be given to ethnic minority students, for instance, students should be given more Chinese classes during school and after school as well.
- Race Discrimination Ordinance should take action in ensuring English as the medium of instruction in schools as depriving them of the knowledge in English is a means of racial discrimination in education.