

立法會
Legislative Council

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LC Paper No. CB(2)1580/17-18
(These minutes have been seen
by the Administration)

Subcommittee on Rights of Ethnic Minorities

**Minutes of the fourteenth meeting
held on Tuesday, 27 February 2018, at 5:00 pm
in Conference Room 2 of the Legislative Council Complex**

Members present : Hon Paul TSE Wai-chun, JP (Chairman)
Hon Alice MAK Mei-kuen, BBS, JP (Deputy Chairman)
Hon Abraham SHEK Lai-him, GBS, JP
Hon Claudia MO
Hon LEUNG Che-cheung, SBS, MH, JP
Hon Dennis KWOK Wing-hang
Dr Hon Fernando CHEUNG Chiu-hung
Hon IP Kin-yuen
Hon POON Siu-ping, BBS, MH
Dr Hon CHIANG Lai-wan, JP
Hon Andrew WAN Siu-kin
Hon CHU Hoi-dick
Dr Hon Junius HO Kwan-yiu, JP
Hon Holden CHOW Ho-ding
Hon SHIU Ka-chun

Members absent : Hon KWOK Wai-keung, JP
Dr Hon Helena WONG Pik-wan

Public Officers attending : Dr CHOI Yuk-lin, JP
Under Secretary for Education

Ms Teresa CHAN Mo-ngan
Principal Assistant Secretary (Education Commission &
Planning)
Education Bureau

Mr Sheridan LEE Sha-lun
Principal Assistant Secretary (Curriculum
Development)
Education Bureau

Mrs Conny LI CHOW Yeuk-lan
Acting Principal Education Officer (Kindergarten
Education)
Education Bureau

Mr Cliff HO Yam-leung
Senior Education Officer (School Administration) 3
Education Bureau

Attendance by : Session One
invitation

Mr CHEUNG Mau-ching

Oxfam Hong Kong

Ms Bonnie LAM Lu-sai

We Superwomen

Miss Laiba SIDDIQ
Member

Catholic Workers Centre

Miss Ayub SEEMA
Member

Catholic Diocese of HK Diocesan Pastoral Centre for
Workers Kowloon

Mrs Abbas SAIRAH
Assistant Program Officer

Ms Luisa CASTRO

United Muslim Association of Hong Kong

Mr Ahmed RAHEEL
Chairperson

Society of Community Integration

Miss Mandy CHEUK Man-po
Project Manager

Hong Kong Unison

Ms Phyllis CHEUNG
Executive director

Miss Rabia RIAZ

Miss Noreen ASGHAR

Miss Nargas Sultana SHAKOOR

Mr Syed Shakeel AHMED

Mr Masood Ijaz MOHAMMAD

Mr Gurdev Singh SAHOTA

Mr Khalid Mohmood KHAN

Session Two

Ms Bidya SHRESTHA

Ms WONG Lok-yung

Ms Kristeen Anne ROMERO

Ms Nimrah Bibi KHAN

Ms Younis NEBRA

Ms Zafroon MEHVISH

Ms Payal BISWAS

Ms Fariha Salma Deiya BAKAR

Ms Bibi MARIAM

Ms Lamia Sreya RAHMAN

Ms Denselle Rose Sena LANCION

Ms Umme Habiba ASLAM

Mr Shakquail Andres MOHAMMAD

Ms Suskihanna GURUNG

Ms Umme Salma Saghir ASLAM

Mr Royal SUNAR

Ms Saseendran ANJALY

Ms Arlin L RAI

Ms Puja PARYANI

Tuen Mun Community Network

Mr WONG Tak-yuen
Spokesperson

DAB

Mr Dewan Saiful ALAM
Member of DAB Ethnic Minorities Committee

Mr WHY

Clerk in attendance : Ms Joanne MAK
Chief Council Secretary (2) 3

Staff in attendance : Miss Cindy HO
Senior Council Secretary (2) 3

Mrs Fonny TSANG
Legislative Assistant (2) 3

Action

I. Further discussion on education for children of ethnic minorities
[LC Paper Nos. CB(2)909/17-18(01) and CB(2)921/17-18(01)]

The Subcommittee deliberated (index of proceedings attached at **Annex I**).

2. The Subcommittee received views from 38 deputations/individuals attending the meeting. The Subcommittee noted the following major views/suggestions expressed by the deputations/individuals:

- (a) some deputations reported that it was not a common practice for kindergartens ("KGs") to offer bilingual admission interviews, and 62% of KGs used Chinese exclusively as the language for interview which made it difficult for non-Chinese speaking ("NCS") students to get into KGs. Besides, some privately-run KGs were found reluctant to give application forms to ethnic minority ("EM") parents. Some KGs provided information on the websites and leaflets mostly or only in Chinese, placing EM parents at a distinct disadvantage when it came to making a school choice;
- (b) EDB should provide schools with "Household Application for Student Financial Assistance Scheme" leaflets and template of application forms in six EM languages, and EDB should collaborate with schools to help EM parents complete these application forms;
- (c) schools that had received the additional funding to facilitate NCS students' learning of the Chinese language should be required to make available information, e.g. school-based support measures for the learning and teaching of NCS students, on their school websites. While a small number of schools had uploaded reports on the use of the additional funding, the information was available in Chinese only;
- (d) some deputations recounted their learning experiences in the past that they had separate Chinese classes and were taught a level of Chinese which was far lower than that of their Chinese-speaking peers' Chinese classes. It was suggested that same Chinese lessons should be given to NCS and Chinese-speaking children so that they could start learning the same level of Chinese from a young age;
- (e) some deputations suggested that a unified set of progressive learning targets should be set for all locally born NCS students at

different learning stages starting from KG education. They stressed that "differences in the starting points of learning Chinese and learning abilities among NCS students" should not be used as a pretext for not pursuing the matter further;

- (f) EDB should explore effective measures to assist NCS students in Cantonese learning (for example, development of mobile applications, online websites, translation of study materials into major EM languages and/or English Romanization);
- (g) some deputations opposed using Putonghua as the medium of instruction in teaching NCS students the Chinese language;
- (h) the alternative Chinese Language qualifications (e.g. General Certificate of Secondary Education, International General Certificate of Secondary Education and General Certificate in Education) were considered lower in standard. Many NCS students who had completed their secondary or tertiary education in Hong Kong had only attained a low level of Chinese proficiency which was unable to meet job requirements, thus adversely affecting their employability; and
- (i) some deputations considered that more training should be provided to teachers to help them teach the Chinese language to NCS students. Moreover, the cultural sensitivity of school teachers should be further boosted.

3. The Administration made the following initial response to the views and concerns expressed by deputations:

- (a) EDB issued guidelines on admission of children annually, with highlights on the requirement of bilingual information and support to NCS students during interviews. EDB had, starting from the 2017-2018 school year, implemented the new KG education policy. From the 2018-2019 school year, KGs receiving the grants under the new KG education policy were required to have at least one teacher in each school who had completed the training courses on support for NCS students;
- (b) EDB continued to conduct dedicated briefing sessions (with simultaneous interpretation services) for parents of NCS students (on KG education policy, KG admission and financial assistance for KG students). Moreover, EDB had arranged translation of key information (such as the Parent Information Package, leaflets on

KG education, K1 admission and support for NCS students, etc.) into major EM languages. To enhance communication between parents and KGs, commonly used school circulars in major EM languages had been provided for KGs' adaptation and cue cards with audio files in EM languages had been distributed to help teachers fostering a caring environment in daily communication with parents of NCS children. Besides, NCS students and their parents might visit the dedicated website (<http://www.edb.gov.hk/ncs>) or call the hotline (with interpretation services as necessary) for further information about the local education system;

- (c) EDB had implemented the "Chinese Language Curriculum Second Language Learning Framework" in primary and secondary schools starting from the 2014-2015 school year 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 as soon as possible. Teachers could set specific learning targets, learning progress and expected learning outcomes, as well as adapt and develop teaching materials for their NCS students having regard to their diversified learning needs to help them learn Chinese progressively in a "small-step" approach. Evaluation of school-based support measures offered by schools with additional funding would follow the prevailing School Development and Accountability Framework. Relevant information would be disseminated to the public through a variety of channels, including school websites, parents' day as well as school notices and school publications; and
- (d) there were clear guidelines for primary and secondary schools on whether to adopt Putonghua as the medium of instruction at certain levels/in specific classes having regard to their own circumstances, such as readiness of teachers, ability of students, language environment of schools and expectation of parents.

Follow-up actions required of the Administration

- Admin 4. The Administration was requested to:
- (a) relay members' suggestion to universities for consideration regarding offering Chinese bridging courses to NCS students as an elective module in universities;
 - (b) provide information on (i) the number of NCS students studying in

- mainstream KGs with an immersed Chinese environment, and those in KGs admitting more NCS students; (ii) the drop-out rate of NCS students after completing junior secondary level compared with that of the Chinese-speaking students; and (iii) the percentage of NCS students admitted to universities compared with their Chinese-speaking peers;
- (c) consider members' suggestion of providing additional funding to KGs which admitted less than eight NCS students on a pro rata basis;
 - (d) consider the views and suggestions made by members on early childhood education, including:
 - (i) on KG admission, EDB should collaborate with schools to help EM parents complete the application forms (e.g. providing schools with a template of application forms), and to make available information on the school support measures for the learning and teaching of NCS students;
 - (ii) a standardized format for assessment reports on Chinese learning progress and performance of NCS students should be adopted; and
 - (iii) workshops/briefing sessions on the local education system should be organized for parents of NCS students; and
 - (e) compile statistical information on the admission of NCS students to KGs, including (i) the number of applications from NCS children, (ii) the number of NCS children who got interviewed and (iii) the number of NCS children who were admitted to the KGs concerned.

Motions

5. The Chairman put the two motions moved by Ms Claudia MO and Mr Dennis KWOK respectively (wording of the motions at **Annex II**) to vote. Members present unanimously voted for the two motions. The Chairman declared that the two motions were passed. The Administration was requested to provide written response to the two motions.

Admin

(Post-meeting note: The Administration's response to the two motions was circulated to members vide LC Paper No. CB(2)1199/17-18 on 11 April 2018.)

II. Any other business

6. Members agreed to discuss "Issues relating to the employment of EMs" at the next meeting on 27 March 2018 at 4:30 pm with deputations and the Administration.

7. There being no other business, the meeting ended at 8:09 pm.

Council Business Division 2
Legislative Council Secretariat
11 June 2018

**Proceedings of the fourteenth meeting of the
Subcommittee on Rights of Ethnic Minorities
on Tuesday, 27 February 2018, at 5:00 pm
in Conference Room 2 of the Legislative Council Complex**

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
<i>Agenda item I - Further discussion on education for children of ethnic minorities</i>			
000816 - 001113	Chairman	Opening remarks	
001114 - 001417	Mr CHEUNG Mau-ching	Presentation of views	
001418 - 001755	Oxfam Hong Kong	Presentation of views [LC Paper No. CB(2)909/17-18(02)]	
001756 - 002105	We Superwomen	Presentation of views [LC Paper No. CB(2)1025/17-18(02)]	
002106 - 002316	Catholic Workers Centre	Presentation of views [LC Paper No. CB(2)1025/17-18(01)]	
002317 - 002641	Catholic Diocese of HK Diocesan Pastoral Centre for Workers Kowloon	Presentation of views [LC Paper No. CB(2)1025/17-18(03)]	
002642 - 002927	Ms Luisa CASTRO	Presentation of views	
002928 - 003239	United Muslim Association of Hong Kong	Presentation of views [LC Paper No. CB(2)1025/17-18(04)]	
003240 - 003559	Society of Community Integration	Presentation of views	
003600 - 003916	Hong Kong Unison	Presentation of views [LC Paper Nos. CB(2)944/17-18(01) and (02)]	
003917 - 004116	Miss Rabia RIAZ	Presentation of views	
004117 - 004254	Miss Noreen ASGHAR	Presentation of views	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
004255 - 004648	Miss Nargas Sultana SHAKOOR	Presentation of views	
004649 - 005001	Mr Syed Shakeel AHMED	Presentation of views [LC Paper No. CB(2)1069/17-18(01)]	
005002 - 005355	Mr Masood Ijaz MOHAMMAD	Presentation of views [LC Paper No. CB(2)1069/17-18(02)]	
005356 - 005647	Mr Gurdev Singh SAHOTA	Presentation of views	
005648 - 005957	Mr Khalid Mohmood KHAN	Presentation of views [LC Paper No. CB(2)1069/17-18(03)]	
005958 - 010557	Chairman Administration	The Administration's initial response to the views and concerns expressed by the deputations/individuals.	
010558 - 011149	Chairman Ms Claudia MO Administration	<p>Ms Claudia MO shared some deputations' views that EDB should provide a yardstick for teachers to evaluate the learning outcomes of non-Chinese speaking ("NCS") students at different learning stages. She did not support that NCS children in Hong Kong should learn Chinese in Putonghua as it might make it more difficult for them to learn the Chinese language.</p> <p>The Administration advised that:</p> <p>(a) EDB had implemented the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools starting from the 2014-2015 school year 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 as soon as possible, and it was developed from the perspective of second language learners; and</p> <p>(b) in respect of the medium of instruction for teaching the Chinese Language subject, there were clear guidelines for primary and secondary schools on whether to adopt Putonghua as the medium of instruction at certain levels/in specific classes having regard to their own circumstances, such as readiness of teachers, ability of students, language environment of schools and expectation of parents.</p>	
011150 - 011603	Chairman Mr Andrew WAN	The Administration advised that NCS students might acquire internationally recognized alternative Chinese Language	

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	Administration	<p>qualifications (including those under General Certificate of Secondary Education ("GCSE"), International General Certificate of Secondary Education ("IGCSE") and General Certificate in Education ("GCE")) or study Applied Learning Chinese (for NCS students) at senior secondary levels to meet the general entrance requirements for admission to University Grant Committee-funded universities.</p> <p>Mr Andrew WAN suggested that Chinese bridging courses should be offered to these NCS students as an elective module in universities to enhance their Chinese proficiency and help them meet job requirements upon graduation. The Administration agreed to relay the suggestion to universities for consideration.</p>	Admin (paragraph 4 of minutes)
011604 - 012021	Chairman Dr Fernando CHEUNG Administration	<p>Dr Fernando CHEUNG stressed the need to enhance the education opportunities for NCS children to facilitate their social mobility, adding that the prime time for language learning was in fact pre-primary. He requested the Administration to advise on the following:</p> <p>(a) how many NCS students were studying in mainstream kindergartens ("KGs") with an immersed Chinese environment, and how many were studying in KGs admitting more NCS students; and</p> <p>(b) (i) the drop-out rate of NCS students after completing junior secondary level compared with that of the Chinese-speaking students; and (ii) the percentage of NCS students being admitted to universities compared with their Chinese-speaking peers.</p> <p>The Administration advised that, in the 2017-2018 school year, about 19 000 NCS students were studying in public sector and Direct Subsidy Scheme primary and secondary schools, of which about 9 600 and 9 400 were in primary and secondary schools respectively. There were about 12 300 NCS students at KG levels, of which about 5 300 NCS students were studying in KGs joining the KG education scheme. In terms of integration of NCS students, NCS students were distributed in about 620 primary and secondary schools in the 2017-2018 school year. As for tertiary education, 277 out of 1 186 NCS students received offers for admission through the Joint University Programmes Admissions System. At the request of Dr CHEUNG, the Administration agreed to provide the requested information in writing after the meeting.</p>	Admin (paragraph 4 of minutes)

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
012022 - 012548	Chairman Mr Dennis KWOK Administration	<p>Mr Dennis KWOK's comments and enquiries:</p> <p>(a) there was feedback from EM parents that they were unable to know what support measures were adopted by those schools that had been provided with additional funding to facilitate NCS students' learning of the Chinese language. He suggested that such information should be provided on the schools' websites to enhance transparency; and</p> <p>(b) he sought details of the Administration's review of the Learning Framework.</p> <p>The Administration responded that:</p> <p>(a) information related to the support measures for the learning and teaching of NCS students would be disseminated through a variety of channels, including school websites, parents' day, other school activities and school publications; and</p> <p>(b) at the curriculum level, the Learning Framework would be reviewed in the light of operational experience after it had been implemented for three years. Overall performance of students would be considered in the evaluation of the Learning Framework. As the Learning Framework had addressed the differences in the starting points of learning Chinese of individual second language learners, in reviewing the Learning Framework, emphasis would be placed on the appropriateness of the learning objectives set at different stages as well as the pedagogy of teachers. EDB would consolidate the relevant experience during school visits and provide feedback to schools on how improvement could be made.</p>	
012549 - 012824	Chairman Mr POON Siu-ping Administration	<p>Mr POON Siu-ping suggested that additional funding support should be provided on a pro rata basis to those KGs that had admitted less than eight NCS students. The Administration explained that NCS students in these KGs could benefit from the immersed Chinese language environment and school-based professional support would continue to be provided by EDB. The Administration would continue to communicate with the sector in the light of operational experience and fine-tune relevant support measures as appropriate.</p>	Admin (paragraph 4 of minutes)
012825 - 013259	Chairman Deputy Chairman Administration	<p>The Deputy Chairman stressed the importance of early childhood education. She called on the Administration to do more in the following areas:</p>	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
		<p>(a) on KG admission, EDB should collaborate with schools to help EM parents complete application forms (e.g. providing schools with a template of application forms), and make available information on the school support measures for the learning and teaching of NCS students;</p> <p>(b) a standardized format for assessment reports on Chinese learning progress and performance of NCS students should be adopted; and</p> <p>(c) workshops/briefing sessions on the local education system should be organized for parents of NCS students.</p> <p>The Administration undertook to consider how to follow up the suggestion regarding KG application forms. In response to Ms MAK's further enquiry on whether consideration would be given to adjusting the method of providing additional funding to KGs on a pro rata basis, the Administration would continue to collect feedback from KGs and explore measures which could meet the actual needs of KGs.</p>	<p>Admin (paragraph 4 of minutes)</p>
<p>013300 - 013717</p>	<p>Chairman Mr SHIU Ka-chun Administration</p>	<p>Mr SHIU Ka-chun said that many EM parents, who were not conversant with English/Chinese, had complained about difficulties to fill out the application forms for KG admission. He enquired:</p> <p>(a) how school-based support measures in School Profiles were presented in a standard format to facilitate easy reference by EM parents;</p> <p>(b) whether and how the admission of NCS students to KGs would be monitored, e.g., whether the Administration would collate statistics on (i) the number of applications from NCS children, (ii) the number of NCS children who got interviewed and (iii) the number of NCS children who were admitted to the KGs concerned; and</p> <p>(c) whether the Administration would check KG websites on their compliance with the admission guidelines on a random basis.</p> <p>The Administration responded that:</p> <p>(a) concerning the format to be adopted for the School Profiles, EDB was following up with the Committee on Home-School Co-operation which was currently reviewing the content of the School Profiles;</p> <p>(b) and (c) for the admission of KG students (including NCS students), there were admission guidelines to be followed</p>	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
		<p>by KGs joining the KG education scheme, including uploading information on admission procedures and criteria on their websites in both English and Chinese. Besides, templates were available for KGs to facilitate them to follow the guidelines. EDB monitored KG's compliance through annual survey (say around October every school year), school visits and examination of relevant school information.</p> <p>Mr SHIU requested the Administration to compile statistical information on the admission of NCS students to KGs. The Administration agreed to see if such information was available.</p>	Admin (paragraph 4 of minutes)
013718 - 013840	Chairman Mr Masood Ijaz MOHAMMAD Administration	<p>The deputation's enquiries:</p> <p>(a) whether the Administration had considered introducing Cantonese jyutping system to teach NCS students;</p> <p>(b) whether any research had been done in this regard; and</p> <p>(c) what were the considerations of the Government of not introducing the jyutping system for Cantonese learning for students whose mother tongue was not Cantonese.</p> <p>The Administration advised that there was not a set of standard Romanization system in learning Cantonese and some NCS students might find themselves having a heavy burden if they were required to take up another system, and in particular, the use of jyutping system might not be conducive to the learning of Chinese by young children.</p>	
013841 - 014046	Chairman Ms Claudia MO Mr Dennis KWOK	Voting on two motions moved respectively by Ms Claudia MO and Mr Dennis KWOK	
<i>Break</i>			
014459 - 014749	Ms Bidya SHRESTHA	Presentation of views [LC Paper No. CB(2)1069/17-18(04)]	
014750 - 015057	Ms WONG Lok-yung	Presentation of views [LC Paper No. CB(2)1069/17-18(05)]	
015058 - 015409	Ms Kristeen Anne ROMERO	Presentation of views [LC Paper No. CB(2)1069/17-18(06)] [LC Paper No. CB(2)1170/17-18(01)]	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
015410 - 015636	Ms Nimrah Bibi KHAN	Presentation of views	
015637 - 015947	Ms Younis NEBRA	Presentation of views	
015948 - 020822	Ms Zafroon MEHVISH	Presentation of views [LC Paper No. CB(2)1069/17-18(07)]	
020823 - 020624	Ms Payal BISWAS	Presentation of views	
020625 - 020911	Ms Fariha Salma Deiya BAKAR	Presentation of views	
020912 - 021234	Ms Bibi MARIAM	Presentation of views [LC Paper No. CB(2)1069/17-18(08)]	
021235 - 021544	Ms Lamia Sreya RAHMAN	Presentation of views [LC Paper No. CB(2)1069/17-18(09)]	
021545 - 021814	Ms Denselle Rose Sena LANCION	Presentation of views [LC Paper No. CB(2)1069/17-18(10)]	
021815 - 022123	Ms Umme Habiba ASLAM	Presentation of views	
022124 - 022427	Mr Shakquail Andres MOHAMMAD	Presentation of views	
022428 - 022756	Ms Suskihanna GURUNG	Presentation of views [LC Paper No. CB(2)1069/17-18(11)]	
022757 - 023054	Ms Umme Salma Saghir ASLAM	Presentation of views	
023055 - 023424	Mr Royal SUNAR	Presentation of views [LC Paper No. CB(2)1069/17-18(12)]	
023425 - 023808	Ms Saseendran ANJALY	Presentation of views [LC Paper No. CB(2)1069/17-18(13)]	
023809 - 024055	Ms Arlin L RAI	Presentation of views [LC Paper No. CB(2)1069/17-18(14)]	
024056 - 024417	Ms Puja PARYANI	Presentation of views	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
024418 - 024711	Tuen Mun Community Network	Presentation of views	
024712 - 025023	Democratic Alliance for the Betterment and Progress of Hong Kong	Presentation of views [LC Paper No. CB(2)1025/17-18(05)] <i>(extension of meeting)</i>	
025024 - 025333	Mr WHY	Presentation of views [LC Paper No. CB(2)1069/17-18(15)]	
025334 - 025926	Chairman Administration	The Administration's initial response to the views and concerns expressed by the deputations/individuals.	
025927 - 030357	Chairman Ms Claudia MO Administration	Ms Claudia MO's comments/suggestions: (a) EDB should take measures to enhance the cultural sensitivity of school teachers; and (b) EDB was requested to follow up on deputations' concerns that the current alternative Chinese Language qualification of GCSE was at too low a level and a progressive Chinese language curriculum for NCS students in schools was required. In response, the Administration advised that EDB would step up professional training of teachers and raise their cultural sensitivity. The Learning Framework adopted since 2014-2015 school year had addressed the differences in the starting points of learning Chinese of individual NCS students with progressive learning ladder set out in eight learning stages. <i>(further extension of meeting)</i>	
030358 - 030815	Chairman Dr Junius HO Administration	Dr Junius HO expressed the view that with more NCS students admitted to tertiary institutions, Hong Kong should tap this pool of talent and provide necessary support to help NCS students learn Putonghua and Cantonese and enhance their ability in written Chinese. Consideration could be given to adopting a train-the-trainer approach for helping NCS students to learn Chinese more effectively. The Administration stressed that promoting social integration was all along the objective of the Administration's education policy.	

Time marker	Speaker(s)	Subject(s) / Discussion	Action required
<i>Agenda item II - Any other business</i>			
030816 - 030831	Chairman	Closing remarks Date of next meeting and discussion item	

Council Business Division 2
Legislative Council Secretariat
11 June 2018

少數族裔權益事宜小組委員會

在 2018 年 2 月 27 日的會議上

就議程第 I 項"進一步討論少數族裔兒童的教育"通過的議案

(議案中文措辭)

本小組委員會敦促政府當局盡快完成"中國語文課程第二語言學習架構"檢討，為制定中文作為第二語言政策設下時間表，並應積極研究設立小學第二語言先導計劃。另外，政府應提供更多課程以外學習中文的渠道，讓非華語學生有不同機會及平台學好中文，以全方位改善他們的"讀、寫、聽、講"能力。

動議人：毛孟靜議員

(English translation of the motion)

Subcommittee on Rights of Ethnic Minorities

Motion passed under agenda item I

**"Further discussion on education for children of ethnic minorities"
at the meeting on 27 February 2018**

This Subcommittee urges the Administration to complete expeditiously the review of the "Chinese Language Curriculum Second Language Learning Framework" and set a timetable for formulating the Chinese language as a second language policy, while the introduction of a pilot scheme on teaching second language in primary schools should be proactively explored. In addition, apart from the Chinese language curriculum, the Government should offer additional channels for learning the Chinese language, with a view to providing non-Chinese speaking students with different opportunities and platforms to master the Chinese language, as well as improving their "reading, writing, listening and speaking" abilities on all fronts.

Moved by : Hon Claudia MO

少數族裔權益事宜小組委員會

在 2018 年 2 月 27 日的會議上

就議程第 I 項 "進一步討論少數族裔兒童的教育" 通過的議案

(議案中文措辭)

本小組委員會促請教育局，就本地少數族裔學生中文學習設立階段學習目標，令學生在一定階段後融入主流課堂；並清晰地為教師提供從第二語言學生角度出發的學習領域課程指引，詳述本地少數族裔學生在各級應達至怎樣的中文水平。

動議人：郭榮鏗議員

和議人：張超雄議員

(English translation of the motion)

Subcommittee on Rights of Ethnic Minorities

Motion passed under agenda item I

**"Further discussion on education for children of ethnic minorities"
at the meeting on 27 February 2018**

This Subcommittee urges the Education Bureau to set learning targets by stages for local ethnic minority ("EM") students in learning the Chinese language, so that these students can bridge over to mainstream classes after attaining a certain stage; and provide clearly to teachers key learning area curriculum guides formulated from the perspective of second language learners, which set out in details the Chinese language level that should be attained by local EM students in different levels of classes.

Moved by : Hon Dennis KWOK Wing-hang

Seconded by : Dr Hon Fernando CHEUNG Chiu-hung