



19 January 2021

**Submission on the Follow-up Work by the Education Bureau on
the School Curriculum Review**

1. Hong Kong Unison is a non-governmental organization that focuses on the education rights of local ethnic minorities and issues pertaining to Chinese language learning. This submission focuses on the education support for non-Chinese speaking (NCS) students, cultural sensitivity training of school teachers, and support measures for NCS “to appreciate Chinese culture”.

Education support for non-Chinese speaking students

2. Chinese language curriculum for NCS students has not been discussed and/or followed up by the Task Force. We urge the Panel to include this item in the “list of follow up actions”.

3. The current "Chinese Language Curriculum Second Language Learning Framework" ("Framework") for NCS students does not have a second language learning element. The ‘small step’ approach in the Framework is based on the Chinese Language Learning Framework for learners whose mother tongue is Chinese. It is not a curriculum. The government should develop a comprehensive "Chinese as a second language" education policy, covering Chinese language education for NCS students from kindergarten to primary school and secondary school. This policy should include a "Chinese as a Second Language" curriculum completed with stage learning objectives, performance indicators, monitoring and evaluation methods, professional development, and home-school cooperation, and not just a Framework for NCS Chinese learning.

4. De-facto segregation is still a problem in Hong Kong. Although the "designated school" policy has been cancelled by the government, there is still a very large number of ethnic minority concentrated in these "former designated schools." Although these schools use the Framework, the level of Chinese taught is very easy because stage learning objectives are not established. Hence, a "Chinese as a Second Language" curriculum completed with stage learning objectives is necessary.

Cultural sensitivity training of school teachers

5. To promote whole-person development of NCS students, the Education Bureau (EDB) should strengthen cultural sensitivity training of teachers including career



masters to support life planning of NCS students. They should avoid stereotypes that restrict ethnic minority students to certain types of employment when guiding them. In addition, the EDB should also develop English life planning training and resources to help teachers who do not read and write Chinese.

Support measures for NCS students “to appreciate Chinese culture”

6. The School Curriculum Review Task Force recommends “cultivate in students early appreciation of Chinese literature and classics”, and “examine the learning needs of NCS students”. NCS students are currently receiving the same Chinese culture and Chinese language education as mainstream students. Hence, “examining the learning needs of NCS students”, which is closely related to the Chinese language curriculum for NCS students, is an issue that needs to be resolved. Hong Kong Unison urges the government to submit a timetable on this at the earliest and introduce support measures to the relevant learning needs of NCS students.

Developing Chinese morals and culture in value education

7. In “Promoting Values Education”, the EDB “prepare more ‘life events’ exemplars and resource materials to support teachers in helping students develop the universal core values underpinning Chinese morals and culture”. The emphasis on “Chinese” sentiment may have overlooked the multicultural and ethnic diversity of Hong Kong students, and may push minority students further to the edge on their identities. The government should emphasize the multicultural and diverse historical background of Hong Kong, and explain more that the contribution of various ethnic groups in this land is the way to enhance the ethnic group's sense of belonging to Hong Kong. The way to enhance ethnic group's sense of belonging to Hong Kong is to highlight the multicultural historical background of Hong Kong and the contributions of various ethnic groups to Hong Kong.

8. While compiling relevant teaching materials, especially those relating to Hong Kong’s diverse ethnicities, the government should be more culturally sensitive to avoid stereotyping. Racial integration and racial harmony should be an important part of values education.