



新聞稿

**香港融樂會促請教育局局長吳克儉
於記者會澄清落實「中文作為第二語言」政策若干問題**

1. 本會重申教育乃基本人權，特區政府有責任令少數族裔能享有平等教育權利。讓少數族裔子弟達到所需的中文程度，是融入社會，公平競爭的先決條件。
2. 本會歡迎政府改變思維，承認少數族裔學童需要以「第二語言」方式學習中文及認同政府應提供協助及提早介入，本會認為方向正確。
3. 本會仔細查閱了《施政報告》及《施政綱領》，留意到《施政報告》使用的語言是新的，反映新的思維，但是《施政綱領》的措施卻與現時的政策和處理方法似乎沒有大分別，本會擔心《施政報告》只是以華麗文字把舊酒包裝成新酒的伎倆，換湯不換藥，把少數族裔教育問題繼續拖延；似乎是長官意志多於教育局的真正承擔及執行意願。
4. **於是，本會有以下若干重要而根本性問題極需教育局局長盡快澄清：**
 - a. 就《施政綱領》「改善為少數族裔提供的支援」第1點，當局如何制訂「中國語文課程第二語言學習架構」，以提供各校？會否邀請社會人士及專業界參與制訂過程？「架構」計劃何時完成？
 - b. 提供「中國語文課程第二語言學習架構」，與設立「中文作為第二語言」課程有什麼不同？當局選擇前者，理由是什麼？
 - c. 就《施政綱領》「改善為少數族裔提供的支援」第4點，當局有沒有計劃策劃及設立「中文作為第二語言」K1至S6的課程，在主流學校教授？如有，詳情如何？是否會邀請社會人士及專業界參與？是否能及時在2014/15年度完成及推行？
 - d. 就《施政綱領》「改善為少數族裔提供的支援」第4點，當局如何幫助學校發展有效學習支援模式，及如何有效監察學校撥款是否用得其所，加強問責？
 - e. 就《施政綱領》「改善為少數族裔提供的支援」第7點，當局會否為學生提供個人化學習進度評估及支援？
 - f. 當局提出的各項支援措施是在有「中文作為第二語言」課程下還是在沒有課程情況下提供？
 - g. 綱領提出的各項措施和當局現時的做法有甚麼根本性的不同？
 - h. 教育局消除公共制度中的種族隔離現象的具體措施及時間表是甚麼？（註：目前有最少8間政府資助學校有超過9成學生是少數族裔，違反《種族歧視條例》）



5. 本會重申完整的「中文作為第二語言」課程才能讓少數族裔有效學好中文，其中包括：
- a. 成立「中文作為第二語言」的教與學研究中心，由對少數族裔教育有承擔、有相關專業發展及認受性的專家學者、前線老師等組成進行研究，以證據為本(Evidence-based)監察成效。中心的工作目標應包括：
 - i. 編寫及發展具質素和有系統的「第二語言」課程及教材；
 - ii. 制定學習階段目標及評估工具；
 - iii. 制訂成效指標（outcome indicators）和檢討機制；
 - iv. 教師專業發展及認受性；
 - v. 為學校提供專業支援及
 - vi. 制定資源運用監察機制。
 - ii. 教育局成立包括獨立人士的專責小組監察學校落實第二語言政策及資源運用的情況，包括為學校制定適切的指引成效監察和匯報機制。
6. 本會期望得到教育局澄清及回應。另外，本會將會緊密監察政策推行和落實過程，不排除爭取平機會開展正式調查或法律行動。本會同時研究及準備採取法律行動的可能性。

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Press release

Hong Kong Unison urges the Secretary for Education to clarify in his press conference certain issues about the “Chinese as a Second Language” policy

1. Hong Kong Unison maintains that education is a basic human right; the government has the obligation to have equal education opportunities. Chinese proficiency is the prerequisite for ethnic minorities to integrate into society and compete on a level playing field.
2. We welcome the change of mentality of the government and its acceptance that ethnic minority students need to learn Chinese as a second language and that the government should provide support and intervene early. This is the correct direction.
3. We have studied the Policy Address and the Policy Agenda. The language in the Policy Address is new and shows a new mentality, but the measures mentioned in the Policy Agenda do not depart much from the current policy and practice of the Education Bureau. We are worried that the Policy Address only decorates pre-existing measures and practice with grand language. This will only delay the solving of the problems in the education policy. It seems the Policy Address reflects the will of the most senior government officials rather than the genuine commitment and will of the Education Bureau.
4. As such, we have several important and fundamental questions for the Secretary for Education:
 - a. About point 1 under Improving Services for Ethnic Minorities, how will the Bureau devise the “Chinese Language Curriculum Second Language Learning Framework” for each school? Will it invite the community and experts to participate in the devising of the framework? When will the framework be completed?
 - b. What is the difference between providing the “Chinese Language Curriculum Second Language Learning Framework” and setting up a “Chinese as a Second Language” curriculum? Why has the government chosen the former?
 - c. About point 4 under Improving Services for Ethnic Minorities, does the Bureau have any plan to set up a “Chinese as a Second Language” from K1 to S6 to be adopted at mainstream schools? If yes, what are the details? Will the Bureau invite the community and experts to participate? Will the curriculum be drawn up and implemented in 2014/15?



- d. About point 4 under Improving Services for Ethnic Minorities, how will the Bureau assist schools in developing an effective mode of learning support? Also, how will the use of funding to schools be monitored to enhance accountability?
 - e. About point 7 under Improving Services for Ethnic Minorities, will the Bureau provide individualized support and progress review to students?
 - f. Are the various measures mentioned in the Policy Address supporting the learning of the Chinese language of ethnic minority students implemented in the presence or in the absence of a “Chinese as a Second Language” policy?
 - g. How are the various measures mentioned in the Policy Agenda fundamentally different from the measures already in place?
 - h. What concrete measures will the Bureau take to eliminate the de facto racial segregation in the public education system? What is the timeline? (Currently, in at least 8 public schools, ethnic minority students account for over 90% of the student population. This violates the Race Discrimination Ordinance.)
5. We maintain that only a comprehensive “Chinese as a Second Language” policy can enable ethnic minority students to learn Chinese well. A comprehensive policy would include:
- a. A “Chinese as a Second Language” teaching and learning centre, gathering actors including recognized experts and teachers who are committed to improving the education of ethnic minorities. The centre should develop the following based on evidence:
 - i. Quality and systematic “second language” curriculum and teaching materials;
 - ii. Stage learning objectives and assessment tools;
 - iii. Outcome indicators and review mechanism;
 - iv. Professional teacher training;
 - v. Professional support for schools; and
 - vi. Monitoring system about the use of resources.
 - b. The Education Bureau should set up a task force with independent members to implementation of the policy and monitor the use of resources with, inter alia, appropriate guidelines for schools and a reporting mechanism.
6. Hong Kong Unison hopes that the Education Bureau will respond to the above questions. Moreover, we will closely monitor the formulation and implementation of the policy. We do not rule out the possibility of urging the Equal Opportunities Commission to initiate a formal investigation or legal action. Hong Kong Unison also studies the possibility of and prepares for taking legal action.

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