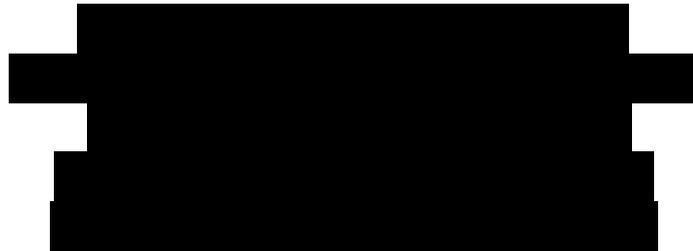


**GEYS 4010**  
**Term Paper**



**Group 4:**



## 1. Problem description

Quality education undoubtedly is a fundamental and indispensable tool for human development. It is a basic right we all wish for each and every child to have, yet unfortunately we are quite far from that dream. Let alone the underdeveloped regions, even Hong Kong, being a major financial hub and highly developed territory, has unacceptable flaws in its education system.

It is widely seen that ethnic minority (EM) students in Hong Kong are struggling to catch up with their local peers. The problem is persistent throughout all levels of education: primary, secondary, and post-secondary. For instance, EM students are least represented in local institutions of higher education (2016 Population By-census). Moreover, it's not just reflected in education, but also naturally in their further career pursuits and employment opportunities in the job market. According to the Government's Hong Kong Poverty Situation Report on Ethnic Minorities 2016, the majority of South Asian EMs work in "low-paid elementary positions." (Chu, 2020)

Being less likely to access, persist and complete the university education, EMs end up being locked in the cycle of poverty with limited opportunities to succeed. It's worth noting that ethnic minorities comprise 8% of total Hong Kong population (Leung, 2019) and the number of EM citizens aged from 15 to 24 has more than doubled from 2006 to 2016 (Chu, 2020). So, they are an integral part of Hong Kong society representing great opportunities for workforce, economy, and city's development overall. Yet unfortunately, according to the Equal Opportunities Commission's report (Closing the gap report 2019), there are several major hurdles in EM students' education path.

The main problem, at the heart of the whole issue, is the language barrier. At most schools, the medium of instruction for most subjects is Chinese and this presents a huge challenge for EMs who are learning Chinese as their second or most probably even third language. On top of that, language assistance and curriculum adaptation for these students is minimal, if not absent at all. Hong Kong Policy Research Institute found that EMs understand only 70% of syllabus in essential non-language subjects because of weak language foundation (Leung, 2019). Maths is one of such important subjects. In fact, it is one of the core subjects considered for general university requirements for admission. Because of poor foundation, EM students tend to do badly in HKDSE Maths Exam and this in turn leads to low university enrolment rate within this group or them not being able to study their preferred programmes.

Furthermore, it presents a financial burden for EM families to arrange extra classes by private tutors as according to the Government's Hong Kong Poverty Situation Report, one in five EM families are living below poverty line (Chu, 2020). This also adds to students' learning stagnation. Other than what's mentioned above, there are other serious problems such as lack of necessary training for teachers who teach Chinese as a second language, lack of proper control mechanism for teachers' training, inadequate learning materials, lack of Chinese

proficiency qualification ladder for EMs, little access to school information for EM parents, and many others.

## **2. Business Framework**

### **2.1 Target Market & Customers**

Determining a company's target market is critical to the formulation and implementation of a successful marketing strategy. We initially targeted a specific group of possible clients for our project because of the narrowness of our emphasis. Our target service receivers are high-school students regarded as ethnic minorities in Hong Kong. Due to educational aforementioned constraints, ethnic minorities students would benefit substantially from our service and would be, as expected, highly interested in our product.

### **2.2 Strategic Partners & Channels**

Our partners would perform three different functions. First, we expect The CUHK YMCA under the OSA's Student Development & Resources Section to be our strategic partner. We would have their assistance in reaching out to university students - volunteers. The organisation would be an integral part of our student recruitment operations.

Second, Wu Yee Sun College would be a huge supporter for our efforts in establishing ourselves as a student entity. We hope that the College would provide us the ability to grant Social Responsibility certificates or thank you letters to university students who have contributed significantly to the lives of high school students who are going through an important stage.

Third, Non-Governmental Organizations in Hong Kong, such as the New Arrivals Ministry, the United Muslim Association of Hong Kong, and the Zubin Foundation, could assist us in reaching out to potential high school students. All of the mentioned NGOs have a mission of improving the lives of Hong Kong's ethnic minorities by eliminating suffering and providing opportunities - to put it another way, these organisations would be a big part of our advertisement and promotion activities.

### **2.3 Key Activities**

The key activities of our project include: 1. Starting an actual HKDSE preparation with the main focus on Maths; 2. Examining the progress of the tutoring; 3. Receiving true feedback from high-school students; 4. Reaching out to partners with detailed methods of our scheme and real feedback; 5. Conducting Advertisement and Promotion activities in both directions (hiring tutors and attracting high-schoolers); 6. Finding interested students-tutors; 7. Approving and training tutors; 8. Conduct tutoring activities.

## **2.4 Key Resources**

The key resources of our project include Virtual, Intellectual and Human resources. Virtual Class Platforms like Zoom, Classin or Google Meetings are considered virtual resources we would no doubt need. The intellectual resources we plan to use are digital books and exam preparation materials. Human resources for Unitutor are University students with a solid expertise.

## **2.5 Cash inflows and outflows**

This area is not applicable for our business model.

# **3. Course of actions**

## **3.1 Establishing Organisational Fundamentals**

First and foremost, our group laid the foundation for the future organisation. In the mid-February, we formed the executive committee, assigning the following key duties: marketing and PR, strategic development, HR and operations management. After Unitutor was created, we conducted several strategic meetings, where we designed our Business Model Canvas (Appendix 1) and outlined our future course of actions. We also reached out to the University Office of Student Affairs in order to register Unitutor as an official organisation under the Chinese University of Hong Kong. The Office redirected us to the Wu Yee Sun College Office, as the project we were involved in was conducted by them. The response is yet to be received.

## **3.2 Promotion**

In order to build media presence and increase Unitutor's exposure, we organised both online and offline promotion. In the beginning of March we started advertising the organisation through our Instagram page where we highlighted our activities, outlined Unitutor's mission (Appendix 2). Apart from that, we created a Unitutor website for prospective students and their parents further reference (Appendix 3). We also distributed Unitutor's poster through CUHK Mass Mails in order to attract potential tutors and prospective committee members (Appendix 4).

A few weeks after submitting our Project Proposal, we were advised to reach out to volunteering NGOs across Hong Kong to raise exposure to our organisation. We offered our future services to several volunteering and charity establishments around Hong Kong to ensure full-scale coverage. The recipients included: United Muslim Association, Hands on Hong Kong and Zubin Foundation (Appendix 5). Another way of expanding our network and discovering new students was through personal connections with a teacher from Ethnic

Minority school and a project manager from a similar government-funded DSE tutoring program. As a result, we received around 15 responses from students/parents, interested in our services.

### **3.3 Curriculum Development**

Considering our tutors' solid STEM background, we decided to focus solely on Maths exam preparation. When searching for appropriate teaching materials, we came across two very comprehensive lecture and practice books (*“Getting 5\*\* in 9 weeks: Mathematics”*, *“Mathematics 1000”*). While the lecture book covers all necessary topics for the exam, the practice book is a complimentary book which contains around 1000 test questions from all the topics, thus constituting perfect preparation material. We utilised these books as a reference and designed our own 8-week curriculum subject to changes based on our students' needs. In this curriculum, we put strong emphasis on practice questions, so that students could learn in a more effective way and build solid problem-solving skills (Appendix 6).

### **3.4 Tutor Recruitment**

In the beginning of March we started searching for volunteering tutors by reaching out to previously mentioned organisations. We also announced the hiring process for prospective volunteering tutors through our Instagram page. Due to the small scope of organisation in the beginning stages, we did not receive many responses from the interested parties, thus we decided to proceed with 2 tutors. Soon after we conducted a survey to get feedback and discover potential tutor candidates. As we saw huge demand for official certificates of completion from potential volunteers, we therefore engaged in negotiations with Wu Yee Sun College regarding this issue.

### **3.5 Teaching Process**

We aimed at delivering quality 1-on-1 preparation, so having limited resources with 2 tutors on the team, we focused on a more personalised mode of teaching and onboarded a total of 5 students. After conducting a mock level exam, we assigned students to tutors according to their academic levels and particular academic weaknesses that needed more attention. Three students were studying individually, while we also formed a group of two. We allocated 1.5-2 hours of class per week for the group and each individual student, however not restricting our communication with students to classes only and regularly provided them with feedback and support. Due to COVID restrictions, our classes were conducted through online platforms like Zoom and GoogleMeet. Overall, we successfully finished 6 weeks of our curriculum, starting in mid March and finishing the week before the first exam on April 25th.

## **4. Future Plans**

To sustain the value of the project, we have developed a strategic plan for the next academic year. We have agreed to prioritise feasibility over grandiose schemes, as this approach has not only proven to be fruitful but also fits the uncertainty of us graduating from the CUHK and being more distant from the student community.

As stated in the proposal, we have successfully achieved our first short-term goal as we started tutoring students in March. The next goal is to find more volunteering tutors during the summer to continue our expansion. By addressing this need before the academic semester starts, we can rest assured to take time with recruitment and preparation. Moreover, we expect to find tutors capable of teaching other examinational subjects, including Cantonese. We have given ourselves time until November 2022 to develop new curriculums accordingly and start tutoring services in winter.

Our primary long-term goal is to become a registered CUHK organisation. It will significantly contribute to our credibility and, most importantly, have more exposure to potential tutors and leads towards mentees.

As we move forward, our marketing campaigns and pursuit of new connections will be continuous.

We grew this project from our shared pain point, and as we addressed it, the project helped us grow as individuals.

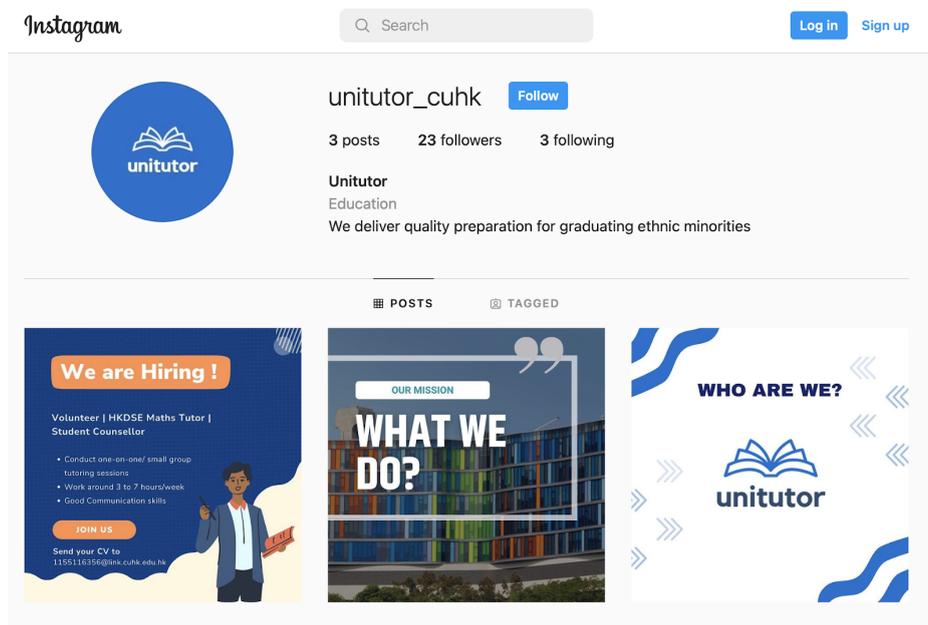
We will strive to develop Unitutor and help ethnic minority youth of Hong Kong to the best of our ability.

# Appendices:

## Appendix 1

UNITUTOR				
KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
University: CUHK YMCA under The Student Development & Resources Section of OSA - reaching out to students	Reaching out to partners	Creating equal learning opportunities	Personal assistance	S5 & S6 students regarded as ethnic minorities in Hong Kong
	Advertisement & Promotion		Personalized learning	
	Finding interested tutors	Trusted & capable tutors	Partnership development email	
	Approving & training tutors			
	HKDSE preparation: Math			
Examining the progress				
Receiving feedback				
NGOs: New Arrivals, UMAH, Zubin Foundation, HKIA - Advertisement & Promotion	KEY RESOURCES	Assisting university students in developing leadership in terms of morality and skills	CHANNELS	
	Virtual: Virtual Class Platform - Classin/ Google meetings		Volunteers	
Intellectual: Digital books, Exam preparation materials	Personal network			
Wu Yee Sun College	Human: University students with a solid math background		Key Partners Outlets	
			Social Media (Instagram, Facebook)	
			Marketing activities in schools & colleges	
COST STRUCTURE		REVENUE STREAMS		
Technological equipment		Not Applicable		
Human resources				
Advertisement & Promotion				

## Appendix 2



## Appendix 3

## Welcome to UNITUTOR

At UNITUTOR, we support you at every step of the way, because we share the same experience. By providing intensive subject tutoring and counselling to school students from ethnic minorities in Hong Kong, our organisation aims at creating equal learning opportunities for underrepresented members of society.



 Let's Chat!

### Appendix 4



COUNSELLING  
HKDSE MATHS

# INTENSIVE TUTORING

We deliver quality preparation for graduating ethnic minorities

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Reach us at  
6728 3026  
5982 1065 or unitutor.hk

To view the curriculum,  
visit our Instagram  
[@unitutor](#)

### Appendix 5

## Intensive Tutoring for Ethnic Minorities

To:

 Intensive Tutoring.pdf  
46.71 KB

To whom it may concern,

We are Unitutor, student-led volunteering organization going through the establishment process in CUHK campus right now.

Our goal is to deliver quality preparation for graduating ethnic minority students in HKDSE exams. Apart from that we provide student counselling for university applicants, facilitating their admission process. We understand how challenging it may be for ethnic minorities high school students in Hong Kong due to language barrier and Chinese medium of instruction in educational institutions to prepare for exams and enrol at universities, therefore we strive to create equal learning opportunities for underrepresented members of Hong Kong society.

We believe that our curriculum, designed specifically for second or third language learners will cater to their educational needs which are not always met with the mainstream curriculum. Those include presenting students with adequate learning materials and English or/and their native language medium for classes. Hence, our program will equip NCS students with basic academic skills and knowledge required for successful pass of examinations and university admission.

We would like to offer our volunteering services to ethnic minorities organizations around Hong Kong to ensure the full-scale coverage.

## Appendix 6

Time	Topic	Lecture Book	Practice Book
Week 1	HKDSE 2013 Paper 2		
Week 2	Number Systems, Estimation and Variables	Chapter 1 + Supplementary	Chapter 1 & 3
	Percentages and Fractions	Chapter 2 + Supplementary	Chapter 12
	Identities, Factorization and Formulas	Chapter 3	Chapter 2
	Equations	Chapter 5	Chapter 4
Week 3	Polynomials	Chapter 4	Chapter 11
	Functions and Graphs	Chapter 8	Chapter 5
	Exponential and Logarithmic Functions	Chapter 9	Chapter 7
	Rates, Ratios and Variations	Chapter 10	Chapter 13
Week 4	Problem Solving + Calculator Using Tips		
	Straight Lines and Rectilinear Figures I	Chapter 6	Chapter 16
	Straight Lines and Rectilinear Figures II	Chapter 6	Chapter 16
	Trigonometry I	Chapter 15	Chapter 6 & 20
Week 5	Trigonometry II	Chapter 15	Chapter 6 & 20
	More About Equations	Review	Chapter 8
	Sequences	Chapter 11	Chapter 14
	Inequalities and Linear Programming	Chapter 20	Chapter 9
Week 6	More About Graphs of Functions	Review	Chapter 10
	Coordinate Geometry	Chapter 14	Chapter 19
	Circles	Chapter 13	Chapter 17
	Locus	Web resources	Chapter 18
Week 7	Problem Solving + Calculator Using Tips		
	More about Trigonometry	Review	Chapter 19
	Permutation and Combinations	Chapter 17	Chapter 21
	Sets and Probability I	Chapter 18	Chapter 22
Week 8	Probability II	Chapter 18	Chapter 22
	Statistics	Chapter 19	Chapter 23
	HKDSE + Problem Solving Tips		
	HKDSE + Problem Solving Tips		

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