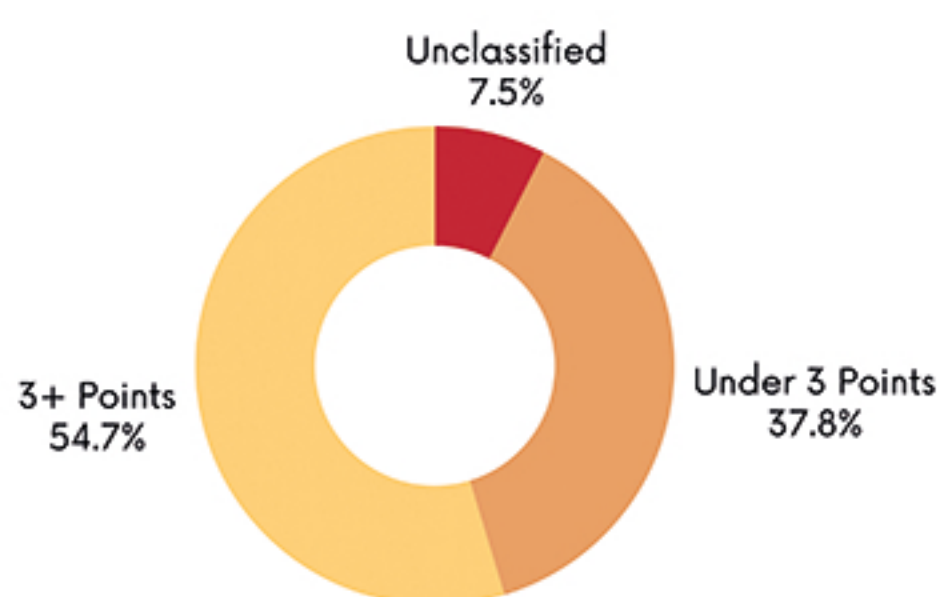


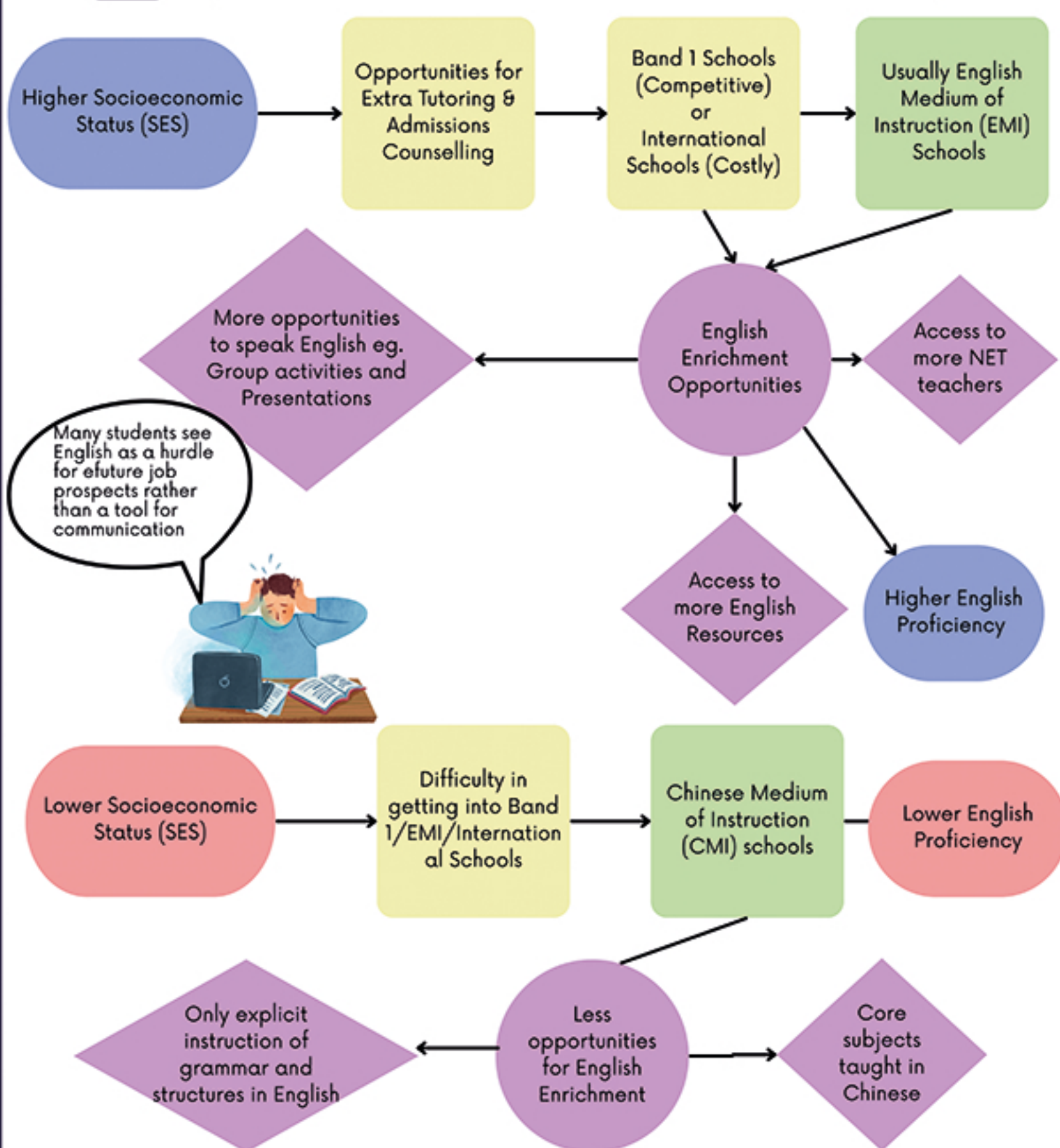
Breaking Barriers: Promoting Equal English Learning Opportunities

A. High Stakes, High Pressure

- English proficiency is crucial for university admission.
- 45.3%** of students **fail to meet the English Language requirement** of UGC-funded **4-year tertiary institutions** in HK - atleast a **3** in the HKDSE Examinations. (Hong Kong Examinations and Assessment Authority (HKEAA), 2021)



B. Cycle of Inequalities



C.

Kids4Kids Impact

Between April 2023 - March 2024, Kids4Kids engaged with a total of

78 primary and secondary schools
5000 students
685 volunteers



KIDS4KIDS
童協基金會

Cross-age Peer-assisted Learning

- Informal pedagogical practice
- enables **'multifaceted interactions'** for potentially marginalised children (Moriarty, 2017).

Project-Based Service Learning

- Organically improve critical thinking, teamwork, and social responsibility (Shi, 2024)
- The service-oriented nature of PBL prompts English proficiency through rewarding hands-on volunteerism (Lee et al., 2017).

Language Learning through Whole-Person Development

- Concerned with the general future-readiness of students (Mollaei & Rahnama, 2012)
- encourages students to explore multiple intelligences and wellbeing through language practice (Derekhshan & Faribi, 2015).

Buddy Reading Programme

- Empowers secondary school volunteers to develop ESL teaching skills
- Cultivating interest in English reading among children from low-resourced schools and community centres.

Young Entrepreneur Programme

6-month mentorship and funded execution of winning community project

Youth Summit

Annual forum that empowers students to collaborate in teams and pitch practical ideas to address existing community issues

My Story Creation

Students trained through creative writing workshops to create, illustrate and publish their own stories

Power Your Future

English interactive workshops for low-resourced schools on confidence, emotional literacy and communication skills

Powered to Transform Workshops

Interactive workshops for educators on teaching methodologies and emotional intelligence

D. Gaps in Existing Services

- Lack of manpower/ support
- Fail to meet needs of local students (Letters & Letters, 2025)
- Disparity between EMI schools and CMI schools (Lin & City University of Hong Kong, 1997; Chan & Walsh, 2023)

E.

Significance & Suggestions

- Equitable access to quality education and future opportunities
- Preserve cultural identity (Kot & Kot, 2025; Peng & Guangdong University of Foreign Studies, 2005)
- Bilingual and Multilingual Learners Program (Kot & Kot, 2025)
- Enhance English programs
- Teacher training

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