

Existing and planned measures on the promotion of equality for ethnic minorities

Education

The Government is committed to supporting the early integration of non-Chinese speaking (NCS) students (notably ethnic minority (EM) students) into the community, including facilitating their adaptation to the local education system and mastery of the Chinese language. The enhanced support for EMs has been implemented starting from 2014. Specifically, the Education Bureau (EDB) has stepped up the support for NCS students to facilitate their effective learning of the Chinese language and the creation of an inclusive learning environment in schools. The policy intent is to encourage parents of NCS students to arrange their children to study in schools with an immersed Chinese language environment as early as possible to facilitate their mastery of the Chinese language while the Government ensures equal opportunities in school admission for all eligible children including NCS children in public sector schools. Details are set out below:

Chinese Language Curriculum Second Language Learning Framework

Services Concerned

- The Chinese Language Curriculum Second Language Learning Framework (Learning Framework) has been implemented in primary and secondary schools since the 2014/15 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.

Existing Measures

The Learning Framework

- Developed from the perspective of second language learners, the Learning Framework provides a systematic set of objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. This is to support teachers to set progressive learning targets, learning progress and expected learning outcomes to enhance the learning effectiveness of NCS students.
- Module exemplars, assessment tools, supporting learning and teaching materials as well as planning tools for school

leaders and teachers have been provided by phases starting from June 2014. A designated webpage for the Learning Framework collating all the supporting materials has been set up for delivering these resources. Different activities, such as lesson tryouts and experience sharing, etc. are organised to facilitate teachers' mastery of the learning and teaching strategies as appropriate. The complementary packages of the Learning Framework (including learning and teaching materials as well as assessment tools) will continue to be refined. In addition to the learning and teaching materials provided, EDB has commissioned a tertiary institution to collaborate with primary schools to develop a series of textbooks pegged at Levels 2 and 3 of the Learning Framework with the objective of issuing the first textbook to all schools and NCS students within 2017.

Professional Development for Teachers

- All teachers teaching NCS students are provided with adequate training opportunities. Diversified and advanced professional development programmes (PDPs) that include curriculum planning and the Learning Framework, assessment for learning and second language learning and teaching strategies are organised so as to enhance teachers' professional capacity in teaching Chinese as a second language and to raise their cultural and religious sensitivity.
- Besides, the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) under the Language Fund has been launched since 2014 to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language.

Enhanced Funding Support to Schools

- Starting from the 2014/15 school year, EDB has significantly increased the additional funding to schools to about \$200 million per year (schools admitting 10 or more NCS students are provided with an additional funding ranging from \$0.8 million to \$1.5 million per annum depending on the number of NCS students admitted) to facilitate schools' implementation of the Learning Framework (specifically the adoption of diversified

intensive learning and teaching modes as appropriate, such as pull-out learning, split-class/group learning, after-school consolidation, etc.) and the creation of an inclusive learning environment in schools (including the appointment of EM assistants and/or procurement of translation services to strengthen communication with parents of NCS students and organise multi-cultural activities).

- NCS students in schools admitting a handful of NCS students (i.e. 1 to 9) also benefit from the Learning Framework with an immersed Chinese language environment in schools. Starting from the 2014/15 school year, these schools may have an additional funding on a need basis to offer after-school support programmes in learning Chinese to consolidate what their NCS students have learnt in classes. NCS students in these schools also benefit from other support measures for NCS students.

School-based Professional Support Services

- Diversified school-based professional support services¹ are provided to support schools in adapting the curriculum according to the Learning Framework, developing learning and teaching materials and enhancing teachers' professional capacity through professional learning communities and experience sharing, with a view to helping NCS students learn the Chinese language more effectively. Schools may apply for the support services according to their circumstances and development needs.

Assessment
of Future
Work

- The EDB has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

Additional
Measures

- The EDB will continue to collect views from stakeholders and consider refinement of the support measures as

¹ Diversified school-based professional support services include intensive on-site support services provided by the EDB professional support teams and projects financed by the Education Development Fund such as University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme, etc..

Taken / To appropriate.
Be Taken

Articulation to Multiple Pathways

Services Concerned

- NCS students may choose to sit for the Hong Kong Diploma of Secondary Education (HKDSE) (Chinese Language) Examination or study Applied Learning Chinese (for non-Chinese speaking students) at senior secondary levels, and/or acquire internationally recognised alternative Chinese Language qualifications to meet their different needs and aspirations for further studies and career pursuits.

Existing Measures

Applied Learning Chinese (for non-Chinese speaking students) [ApL(C)]

- ApL(C), pegged at the Qualifications Framework Levels 1 to 3, has been introduced at senior secondary levels from the 2014/15 school year for NCS students. ApL(C) provides students with an opportunity to learn practical Chinese for daily life and work environment, and obtain a recognised alternative Chinese Language qualification for further studies and work. ApL(C) results are reported as “Attained” and “Attained with Distinction” in the HKDSE.

Alternative Chinese Language Qualifications

- Alternative Chinese Language qualifications include the Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) Advanced Subsidiary Level (AS-Level) and Advanced Level (A-Level) Examinations. Subsidy is provided to eligible NCS students to participate in these overseas Chinese examinations. With the subsidy, eligible NCS students are charged an examination fee level on par with the HKDSE (Chinese Language) Examination.

Others

- To enhance the employability of NCS school leavers, the Standing Committee on Language Education and Research launched in April 2016 the “Vocational Chinese Language

Courses for NCS School Leavers” pegged at Level 1 or 2 of the Qualifications Framework. Students meeting the relevant requirements could receive a subsidy of 85% of tuition fee.

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| Assessment of Future Work | <ul style="list-style-type: none"> • The alternative Chinese Language qualifications and ApL(C) are recognised for meeting the general entrance requirements for admission to University Grants Committee (UGC)-funded universities and most post-secondary institutions as well as appointment to basic ranks in the Civil Service. |
| Additional Measures Taken / To Be Taken | <ul style="list-style-type: none"> • For eligible NCS students taking the HKDSE (Chinese Language) Examination but not reaching Level 3 or above, the UGC-funded universities may exercise their discretion on the Chinese Language requirement and consider their applications for admission on a case by case basis. |

Other Support Measures

The Chinese Language Learning Support Centres

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| Services Concerned | <ul style="list-style-type: none"> • Remedial programmes after school hours or during holidays for NCS students have been offered since mid-2007 with a view to reinforcing the learning of the Chinese language of NCS students, in particular the late starters, and rendering professional support to teachers. |
| Existing Measures | <ul style="list-style-type: none"> • The Chinese Language Learning Support Centres (the Centres), commissioned to a university, continue to provide their services by operating at 22 venues in the 2016/17 school year. The Centres also develop related teaching resources and organise workshops for Chinese Language teachers as well as workshops for parents of NCS students in the support for NCS students’ learning of Chinese. • The number of NCS students enrolled in the Centres was about 1 060 in the 2016/17 school year. |
| Assessment of Future Work | <ul style="list-style-type: none"> • The after-school programmes for NCS students and workshops for teachers and parents will be kept under review in the light of changing circumstances alongside the |

provision of after-school support in learning the Chinese language by individual schools admitting NCS students with additional funding provided.

- Additional Measures Taken / To Be Taken
- The EDB will continue to offer the existing programmes and consider making refinements as appropriate.

Summer Bridging Programme

- Services Concerned
- Summer Bridging Programme aims to help NCS children adapt to the new learning environment, widen their learning experience and exposure in using Cantonese as the medium of instruction under real classroom situation and consolidate what they have learnt at Key Stage 1 and prepare for their transition to Key Stage 2.

- Existing Measures
- Starting from the summer of 2007, the 4-week Summer Bridging Programme has been extended to cover not only incoming NCS Primary 1 entrants, but also NCS students proceeding to Primary 2, 3 and 4.
 - Starting from the summer of 2013, the Summer Bridging Programme has been refined by allowing parents of NCS students to accompany their children during the Programme with a view to enhancing their exposure to, and use of, Chinese and support for their children.
 - In the 2016/17 school year, about 1 590 NCS students and 190 parents of NCS students participated in the programme.

- Assessment of Future work
- Additional Measures Taken / To Be Taken
- Review of the Summer Bridging Programme is conducted on an annual basis.
 - The EDB will continue to organise the Summer Bridging Programme.

Promotion of early adaptation

Services Concerned

- Parents of NCS children are encouraged to send their children to local kindergartens² for early exposure to an immersed Chinese environment conducive to NCS children's language learning and their smooth progression to mainstream primary schools.

Existing Measures

Kindergarten

- School-based support services are provided to support kindergartens to enhance teachers' professional capacity for the learning and teaching of Chinese language for NCS children and to facilitate their smooth transition from kindergartens to primary schools. Teacher training programmes on the teaching and learning of the Chinese language for NCS students in kindergartens will also be enhanced. Seminars/workshops on young children development and learner diversity are organised to enhance teachers' professional capacity.

Others

- In collaboration with non-governmental organisations, district-based programmes have been conducted since July 2012 for motivating NCS children to learn Chinese through fun activities.
- Parent briefing sessions on school admission dedicated for parents of NCS students are organised annually.

Assessment of Future Work

- Curriculum development visits and focus group interviews will continue to be conducted to collect information and good practices on catering for learner diversity, particularly on NCS children's learning of Chinese, for sharing.

Additional Measures Taken / To

- With the implementation of the free quality kindergarten education policy starting from the 2017/18 school year, a grant comparable to the salary of one teacher is provided to

² Kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes are referred to as "kindergartens".

Be Taken kindergartens admitting 8 or more NCS students for supporting NCS students. Professional development for teachers on support to NCS students in kindergartens is strengthened.

Information for NCS students and their parents

Services
Concerned • The objective is to help NCS students and their parents understand our school system, major education policies and the related education services, and facilitate parents of NCS students to make informed school choices.

Existing
Measures *Widening the school choices of parents of NCS students*

- The EDB abolished the so-called “designated schools” system in the 2013/14 school year (i.e. provision of additional recurrent funding to a certain number of schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the EDB to develop school-based support measures and share experiences with other schools) with a view to removing the misconception arising from the “designated schools” label which is in fact a misnomer and raising schools’ awareness to support NCS students’ learning of the Chinese language. Instead, all schools admitting 10 or more NCS students have been provided with an additional funding. Revising the funding arrangement will hopefully widen the school choice of parents of NCS students.

Dissemination of information

- The Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong (Information Package) published in major EM languages have been distributed to parents of NCS students through schools, Regional Education Offices, District Offices, Maternal and Child Health Centres and Support Services Centres for Ethnic Minorities funded by the Home Affairs Department to strengthen the support for NCS students and their parents.
- All relevant information (including, among others, admission to Primary and Secondary 1, and Household

Application for Student Financial Assistance Schemes) published in English and Chinese with translation into major EM languages has been provided to NCS students and their parents.

- Dedicated briefing sessions for parents of NCS students are organised to disseminate information of the support measures (including the implementation of the Learning Framework) and admission to the basic levels (i.e. Primary 1 and Secondary 1) of public sector schools.
- Interpretation services of major EM languages are provided when conducting briefing sessions.
- To facilitate parents of NCS students to grasp the basic information of individual public sector schools, the Committee on Home-school Co-operation, has delivered the English printed version of the School Profiles to kindergartens and primary schools for distribution to parents with children at the K3 and P6 level of the current school year starting from the 2015/16 school year.

Other measures to facilitate communication

- A dedicated website is available at <http://www.edb.gov.hk/ncs> to facilitate understanding of parents of NCS students of the education services available.
- For daily enquiries, hotline service has been put in place and interpretation services by means of telephone conferencing among the enquirer, the EDB and Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER), the support services centre for NCS population funded by the Government, have been offered since July 2010.

Assessment
of Future
Work

- The EDB will optimise the dedicated website on education services for NCS students. Relevant information leaflets will also be updated as and when necessary. Besides, schools will keep on enriching the contents of their English School Profiles and school websites to help parents of NCS students gather more information.

Additional
Measures
Taken / To
Be Taken

Admission to kindergartens

- While student admission in kindergartens continues to be school-based, kindergartens have been reminded that the application forms and relevant information should be provided in both Chinese and English. In this regard, the EDB has provided bilingual templates of relevant documents to kindergartens for reference.
- A set of cue cards with audio files in major EM languages has been provided for kindergartens to express care and concern for parents of NCS students in their daily contact in order to create a more inclusive school environment.
- Relevant publicity materials (such as leaflets, posters, application form and guidance notes on “Application for Registration Certificate for Kindergarten Admission”, as well as the subtitles of television announcements) have been translated into major EM languages for reference by parents of NCS students.
- Briefing session on admission to kindergartens was organised for non-governmental organisations serving the EM communities with a view to leveraging on their networks to disseminate information to parents of NCS students. The Equal Opportunities Commission is invited to brief kindergartens on equal opportunities in student admission.
- Under special circumstances, if individual NCS students encounter difficulties in applying for admission, EDB will make referrals as appropriate to kindergartens joining the Free Quality Kindergarten Education Scheme which still have vacancies.
- Templates of kindergartens’ commonly used circulars for parents have been translated into English and major EM languages and uploaded to EDB website to support kindergartens to enhance their communication with parents of NCS students.

Conclusion

We will update the above measures and include other new measures as and when appropriate.

Enquiries

For further enquiries, please contact SEO(EC) of the EDB at 3509 8561.

Education Bureau
October 2017