

For Information on 22 June 2006

**Subcommittee to Study the Subject of Combating Poverty**

**Progress of the**

**School-based After-school Learning and Support Programmes**

**Purpose**

This paper informs Members of the progress made in the implementation of the School-based After-school Learning and Support Programmes (the Programmes) since its launch in the 2005/06 school year.

**Background**

2. The Chief Executive announced in the 2005 Policy Address that it is the Government's policy objective to endeavour to reduce inter-generation poverty. In this connection, a recurrent provision of \$75 million has been earmarked from the 2005-06 financial year to enable schools and Non-governmental Organisations (NGO) to organize the Programmes for disadvantaged students whose families cannot afford fee-charging activities for their children. We expect the Programmes will increase the learning effectiveness of the participating students, broaden their learning experiences outside the classroom, and raise their understanding of the community and sense of belonging.

3. Under the Programmes, the target students are those Primary 1 to Secondary 7 students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance (SFA) Scheme. Recognizing the varying needs of students, schools are given the discretion to offer an additional 10% of the proposed places reserved for target students in the Programmes for other needy students, so that schools can have the discretion to decide on how to identify disadvantaged students suitable for the Programmes, such as those from

needy families not receiving CSSA. To minimize the labeling effect on students if the Programmes are restricted to those from disadvantaged families only, we have encouraged schools and NGOs to open up the Programmes to all students. While the target students will receive the service free, other students participating in the Programmes have to pay a full fee.

## **Progress of the Programmes**

### *Progress of the 2005/06 Programmes*

4. In the 2005/06 school year, schools and NGOs were invited to submit proposals to bid for funds for running the Programmes. To avoid undue additional workload on teachers, schools were encouraged to work in partnership with NGOs which had rich experience in running support programmes and could bring in their backend support to schools.

5. A committee comprising representatives from the school sector, parents associations, NGOs, Social Welfare Department and Education and Manpower Bureau (EMB) was set up to formulate the vetting criteria and consider all applications. The ground rules and requirements of the Programmes are at Annex A.

6. A total of 930 applications were received. As the funding requested far exceeded the total allocated sum for the Programmes, approval of the applications was based on the priority set by the said committee. Among them, a total of 285 applications, i.e. 284 from schools and one from an NGO were successful, which involved 303 participating schools and benefited about 55,720 target students. The amount of grant received by the successful applicant schools and NGO ranged from \$10,000 to \$770,000, with an average grant of around \$1,350 per target student involved. The details of the successful applications by districts, by range of funds granted, etc. are at Annex B.

7. Starting in the summer of 2005/06, the Programmes included a diversity of activities such as school tuition classes, cultural activities, leadership training, personal growth, extra-curricular activities and visits. According to the interim reports, schools and NGO were of the views that the participating students had, in general, steady improvements in terms of

learning effectiveness, personal and social development and community involvement. The initial findings are at Annex C.

### *Evaluation*

8. More detailed analysis will be available when schools and the NGO concerned submit their final evaluation reports on the effectiveness of the project on completion of the Programmes in September 2006. The final report will assess the extent to which the goal has been achieved, the participation and completion rate, feedback from students and parents on the Programmes and other outcome measures included in the programme plan, as well as any academic or affective outcome such as engagement in learning, academic attainment, attitudes etc.

### **Implementation for the 2006/07 school year**

#### *Revised mode of funding*

9. Having reviewed the implementation of the 2005/06 Programmes in consultation with stakeholders including school heads, teachers, parents and NGOs, as well as taking account of the administrative work incurred on schools / teachers, we have revised the mode of funding for the 2006/07 school year. To satisfy the claim for “equity”, we decide to provide schools which would offer the Programmes a fixed amount of school-based grant that is computed at a rate of \$200 for each student from Primary 1 to Secondary 7 in receipt of the CSSA or full grant under the SFA Scheme. Schools may make use of this grant to complement subsidies / services currently provided by the Government and other agencies for helping students from disadvantaged families. The remaining provision, i.e. about \$30 million, is to be used for community-based projects. With such revision, it is estimated that over 200,000 target students will benefit in the 2006/07 school year. Compared with the 55,720 students in the 2005/06 school year, the proportion of beneficiaries will increase from around 22% of the target students in 2005/06 to 100% of the target students for 2006/07.

#### *School-based Subsidy*

10. A circular was issued on 8 May 2006 to invite all public sector primary and secondary schools, including government, aided, caput and

Direct Subsidy Scheme schools, to apply for the school-based grant to offer the Programmes. The grant will be disbursed to each participating schools in July 2006.

11. Provided that the activities to be organized are in line with the basic principles outlined in Annex A, schools will be granted full discretion in deploying the grant.

#### *Community-based Projects*

12. The purpose of the Community-based Projects is to provide support to target students in their neighbourhood and to establish a service network in the long run. It is expected that, through the Community-based Projects, schools can turn their meaningful and sustainable projects in the 2005/06 into community-based ones so as to benefit more target students.

13. EMB is inviting interested NGOs to apply for funding to organize community-based or district-wise activities. The project grant for each district will initially be apportioned according to the number of target students in each of the districts. The established committee mentioned in paragraph 5 above will vet the applications with due consideration given to the nature of the proposed activities, their relevance to the needs of the particular districts, sustainability etc., and deploy funds to each district flexibly.

14. Members are invited to note the content of this paper for information.

Education and Manpower Bureau  
June 2006

## **Ground Rules and Requirements for the School-based After-school Learning and Support Programmes**

### **Objective**

The focus of the School-based After-school Learning and Support Programmes (Programmes) is to provide more assistance and opportunities to the disadvantaged students to improve their learning effectiveness, broaden their learning experiences outside classroom and raise their understanding of the community and sense of belonging.

### **Target Students**

2. The target students are Primary 1 to Secondary 7 students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or full-grant assistance under the Student Financial Assistance (SFA) Scheme.
3. Schools are also given the discretion to offer not more than 10% of the allocation for other disadvantaged students who are not receiving CSSA/SFAS full grant.

### **Core Programme Components**

4. In view of the diversity of needs, a spectrum of after-school programmes, including tuition classes, personal development and skills training with reference to the needs of the target students may be offered. The Programmes should be designed in such a way that activities will focus not only on academic work related to the school curriculum but also on developing the self-directed learning capacity of the students, including goal setting, study skills, and self-reflection. The Programmes are expected to nurture self-esteem and self-reliance in disadvantaged students.

5. To this end, the grant should be utilized to organise/complement programmes with the following core components –

- (a) developing study skills with emphasis on strategies for

- organizing, retaining and applying knowledge;
- (b) fostering self-worth and developing self-management skills;
- (c) developing personal, interpersonal and social skills; and
- (d) developing self-esteem and co-operation with others.

## **Basic Principles**

6. The basic principles in deploying the grant to organize the Programmes are as below :

- (a) the Programmes are to build up the capacity and self-esteem of the disadvantaged students, providing them with after-school remedial learning support and other activities conducive to improvement of life skills (e.g. communication skills, self-confidence, etc);
- (b) the Programmes should be sustainable and lead to fundamental changes to the attitudes of the students and the parents;
- (c) the grant is to complement subsidies/services currently provided by the Government and other agencies for helping students from disadvantaged families;
- (d) the Programmes to be supported by the grant should not overlap with or replace any similar existing services (e.g. the grant should not be used for subsidising students' participation in activities that are covered by the Jockey Club Life-wide Learning Fund and etc);
- (e) the Programmes should be school-based (not necessarily confined to the school premises though) and custom-made to suit the needs of students concerned, and be conducted outside normal school hours; and
- (f) the grant should not be used for providing material assistance to students (e.g. school uniform, musical instruments, etc).

## **Monitoring and Evaluation**

7. The successful applicant schools and NGOs are required, upon completion of the programmes, to submit an evaluation report on the outcome. Other than a financial statement to account for the usage of the fund, the report should assess the extent to which the goal has been achieved, the participation and completion rate, feedback from students and parents on the Programmes and any outcome measures included in the programme plan, as well as any academic or affective outcome such as engagement in learning, academic attainment, attitudes etc.

8. The arrangement for submission of annual evaluation reports from successful applicant schools has been revised in the 2006/07 school year, schools in receipt of the school-based grant for the Programmes should include in their Annual School Plan the Programmes for the specific purpose of poverty alleviation for disadvantaged students instead. The actual number of disadvantaged students served and the effectiveness of the Programmes, in terms of students' learning and affective outcomes, should also be reported in their Annual School Report.

END

## No. of schools and students benefited from Programmes by districts in 2005/06

		Primary				Secondary				Special				Total			
Region	District	No. of Schools benefited	% of Schools benefited	No. of Students benefited	%of Students benefited	No. of Schools benefited	% of Schools benefited	No. of Students benefited	%of Students benefited	No. of Schools benefited	% of Schools benefited	No. of Students benefited	%of Students benefited	No. of Schools benefited	% of Schools benefited	No. of Students benefited	%of Students benefited
HK	C&W	1	0.33%	93	0.17%	1	0.33%	248	0.45%	0	0.00%	0	0.00%	2	0.66%	341	0.65%
	HKE	7	2.31%	767	1.38%	5	1.65%	851	1.53%	0	0.00%	0	0.00%	12	3.96%	1618	3.10%
	WCH	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Is	5	1.65%	1230	2.21%	5	1.65%	682	1.22%	1	0.33%	20	0.04%	11	3.63%	1932	3.71%
	SOU	3	0.99%	369	0.66%	3	0.99%	446	0.80%	0	0.00%	0	0.00%	6	1.98%	815	1.56%
KLN	KC	3	0.99%	305	0.55%	4	1.32%	646	1.16%	0	0.00%	0	0.00%	7	2.31%	951	1.82%
	KT	11	3.63%	2510	4.50%	12	3.96%	2608	4.68%	1	0.33%	62	0.11%	24	7.92%	5180	9.94%
	SK	0	0.00%	0	0.00%	4	1.32%	880	1.58%	1	0.33%	50	0.09%	5	1.65%	930	1.78%
	SSP	14	4.62%	2063	3.70%	6	1.98%	915	1.64%	0	0.00%	0	0.00%	20	6.60%	2978	5.71%
	WTS	5	1.65%	853	1.53%	6	1.98%	1274	2.29%	0	0.00%	0	0.00%	11	3.63%	2127	4.08%
	YTM	0	0.00%	0	0.00%	2	0.66%	595	1.07%	0	0.00%	0	0.00%	2	0.66%	595	1.14%
NTE	N	28	9.24%	3227	5.79%	11	3.63%	2813	5.05%	1	0.33%	46	0.08%	40	13.20%	6086	11.68%
	ST	16	5.28%	2348	4.21%	12	3.96%	2709	4.86%	0	0.00%	0	0.00%	28	9.24%	5057	9.70%
	TP	10	3.30%	921	1.65%	9	2.97%	2221	3.99%	0	0.00%	0	0.00%	19	6.27%	3142	6.03%
NTW	KwT	10	3.30%	1570	2.82%	16	5.28%	4623	8.30%	2	0.66%	134	0.24%	28	9.24%	6327	12.14%
	TM	27	8.91%	4078	7.32%	17	5.61%	4241	7.61%	0	0.00%	0	0.00%	44	14.52%	8319	15.96%
	TW	6	1.98%	561	1.01%	2	0.66%	681	1.22%	0	0.00%	0	0.00%	8	2.64%	1242	2.38%
	YL	23	7.59%	4481	8.04%	13	4.29%	3600	6.46%	0	0.00%	0	0.00%	36	11.88%	8081	15.50%
<b>Total</b>		<b>169</b>	<b>55.78%</b>	<b>25376</b>	<b>45.54%</b>	<b>128</b>	<b>42.24%</b>	<b>30033</b>	<b>53.90%</b>	<b>6</b>	<b>1.98%</b>	<b>312</b>	<b>0.56%</b>	<b>303</b>	<b>100.00%</b>	<b>55721</b>	<b>100.00%</b>



**Range of grant approved in 2005/06**

<b>Range of Grant Allocation</b>	<b>No of Applications</b>
\$10,000 - \$100,000	37
\$100,001 - \$200,000	68
\$200,001 - \$300,000	73
\$300,001 - \$400,000	63
\$400,001 - \$500,000	15
\$500,001 - \$600,000	22
\$600,001 - \$700,000	6
\$700,001 - \$800,000	1
<b>Total:</b>	<b>285</b>

## Summary on types of activities offered by schools &amp; NGO in 2005/06

Category*	Types of Activities	Projects by Schools /NGO								Total (e)
		Primary (a)	% (a)/(e)	Secondary (b)	% (b)/(e)	Special (c)	% (c)/(e)	NGO (d)	% (d)/(e)	
Tuition	After-school Remedial Learning Courses	123	59	81	39	3	1	1	0.5	208
Cultural Activities	Art and Craft ( eg. Calligraphy, painting, Clay work, Chess)	48	70	19	28	2	3	0	0	69
	Musical Programmes	54	53	45	45	2	2	0	0	101
	Dance	37	61	23	38	1	2	0	0	61
	Drama	21	55	17	45	0	0	0	0	38
Training	Leadership Training Programmes	11	23	37	77	0	0	0	0	48
	Adventure Activities	25	41	34	56	2	3	0	0	61
	Languages Courses (eg. Creative Writing, Reading and Writing Skills)	36	47	41	53	0	0	0	0	77
	Effective Learning Strategies Training (e.g. Memory and Mental, Mathematics Training)	59	58	43	42	0	0	0	0	102
	Computer and Science Workshop	29	78	7	19	1	3	0	0	37
Personal	Emotion and Social Skills Training Courses	59	48	61	50	2	2	1	0.8	123
Growth	Communication Skills Training Courses (e.g. News Reporter Training Courses and volunteer training)	30	45	37	55	0	0	0	0	67
Extra Curricular	Sports Games (eg. Swimming, Basket Ball, Soccer, Judo, Chinese Kung-fu)	85	59	57	40	1	1	1	1	144
Visits	HK Visit Tours	43	52	38	46	1	1	1	1	83
	China Visit Tours	16	48	17	52	0	0	0	0	33
Others	e.g. Magic, Cookery, etc	30	48	31	50	1	2	0	0	62

Remarks:

\*: A total of 257 project reports have been received, 28 reports are not yet available.

### Initial findings from the Interim Progress Reports\* 2005/06

	Improved			No change	Not Applicable #
	Significant	Moderate	Slight		
<b>Learning Effectiveness</b>					
a) Students' motivation for learning	15%	60%	21%	2%	2%
b) Students' study skills	12%	57%	26%	1%	4%
c) Students' academic achievement	6%	44%	38%	5%	8%
d) Students' learning experience outside classroom	40%	42%	38%	3%	7%
e) Overall view on students' learning effectiveness	12%	62%	24%	1%	2%
<b>Personal and Social Development</b>					
f) Students' self-esteem	18%	57%	19%	3%	4%
g) Students' self-management skills	18%	50%	24%	5%	5%
h) Students' social skills	21%	53%	21%	1%	5%
I) Students' interpersonal skills	20%	57%	17%	2%	4%
j) Students' cooperativeness with others	30%	47%	21%	1%	2%
k) Students' attitudes toward schooling	10%	53%	32%	2%	2%
l) Students' outlook on life	11%	43%	29%	6%	13%
m) Overall view on students' personal and social development	12%	63%	21%	1%	3%
<b>Community Involvement</b>					
n) Students' participation in extracurricular and voluntary activities	26%	30%	17%	5%	30%
o) Students' sense of belonging	23%	39%	17%	4%	21%
p) Students' understanding on the community	13%	28%	25%	5%	34%
q) Overall view on students' community involvements	12%	33%	21%	4%	33%

#### Remarks

\* A total of 257 project reports have been received, 28 reports are not yet available.

# 'Not Applicable' - no relevance to the goals set.