

Support measures for non-Chinese speaking students

- ◆ Public-sector schools with intake of non-Chinese speaking (NCS) children (including ethnic minority children) newly joining the local education system are provided with the School-Based Support Scheme Grant to arrange school-based programmes such as orientation, intensive and/or remedial teaching, and personal development training to meet the learning and adaptation needs of the newly arrived NCS students. The Grant is at the rate of \$2,633 and \$3,906 per student per annum at primary and secondary level respectively for the 2006/07 school year.
- ◆ Schools with NCS students admitted to Primary 1 are also provided with funds to run the 4-week summer Bridging Programmes to familiarize NCS students with the school environment and to raise their interest in the learning of Chinese. Starting from 2007, the programmes will be extended to cover also NCS students proceeding to Primary 2, Primary 3 and Primary 4 to consolidate what they have learnt at the foundation stage, i.e. Key Learning Stage (Primary 1 - Primary 3) and to prepare for smooth transition to Key Learning Stage 2 (Primary 4 - Primary 6).
- ◆ To optimize the effective use of resources, EMB has encouraged schools with NCS students to flexibly deploy the different resources (in the form of block grants) currently provided for meeting students' diverse learning needs, such as Remedial Teaching, Intensive Remedial Teaching Programme, Capacity Enhancement Grant, Student Guidance Service Grant, etc. By adopting a whole school approach, schools should be able to map out more systematic and effective support strategies to address the learning needs of NCS students.
- ◆ To further enhance the learning and teaching particularly in the Chinese Language of the NCS students, we have decided to centralize our support through the intensive on-site support to schools. 10 primary and 5 secondary schools have been designated in the 2006/07 school year.
- ◆ Our intensive on-site support to the designated schools includes regular visits by professional officers to conduct collaborative lesson planning with teachers to develop the school-based Chinese Language curriculum, learning and teaching strategies, school-based teaching resources / materials, learning activities and assessment designs, etc. School-based

and inter-school professional development activities are also provided to enhance the effectiveness of learning and teaching of the designated schools and to share experiences.

- ◆ Action is also in hand to commission tertiary institutions to run a Chinese Learning Support Centre. The Centre will participate in the development of related teaching resources and provide professional advice. To support NCS students who are less proficient in Chinese, in particular the late starters, the Centre will offer remedial programmes for these students after school hours or during holidays, borrowing premises of relevant designated schools.
- ◆ We will also commission tertiary institutions(s) to run training programmes for Chinese language teachers in the designated schools, beginning from the second half of 2006/07 school year.
- ◆ Other measures to further strengthen our educational support services for NCS students are at the Appendix.

Other educational support services for NCS students

- (a) Since 2004, NCS children have been provided with a choice of opting for local schools, or schools that traditionally admit a large number of NCS students for admission to Primary 1 and Secondary 1 and NCS students are encouraged to study both English and Chinese languages in schools.
- (b) Efforts have been stepped up in encouraging NCS parents to enroll their children in kindergartens which give sufficient exposure to the Chinese language for early immersion.
- (c) To further understand the integration of students of ethnic minorities in the school community, we have commissioned a local university to conduct a three-year longitudinal study in November 2004. The study will track the development and adaptation of these students newly allocated to primary 1 in local schools in the 2004/05 school year until they complete Primary 3 in the 2006/07 school year.
- (d) To meet the specific needs of the ethnic minority communities, we are also planning to make available a vacant school premises in Yuen Long for the operation of more support programmes for these children and non-government organizations have been invited to suggest specific uses.
- (e) Knowing that individual NCS students would like to be provided with the avenue to attain alternative qualifications in Chinese, necessary arrangements will be made for interested NCS students to participate in the General Certificate of Secondary Education (GCSE) (Chinese) examination in Hong Kong starting from 2007.
- (f) Given the growing demand for vocational training from NCS students, the Vocational Training Council (VTC), the Construction Industry Training Authority (CITA), the Clothing Industry Training Authority and other non-publicly funded post-secondary institutions are prepared to provide suitable flexibility in implementing any Chinese Language requirement when considering NCS students' applications. VTC and CITA would

recruit speakers for the main minority languages (e.g. Urdu and Nepali) as interpreters in vocational training courses, and to translate courses materials into minority languages. The actual number of such classes and the implementation time-frame will be adjusted in the light of actual demand for the classes and cost for their provision.

- (g) For those NCS individuals who are not proficient in Chinese but have gone past the stage of learning Chinese in schools, a Workplace Chinese programme (with appropriate courses and qualifications) will be developed to enhance their employability.