

**Legislative Council Subcommittee on Rights of Ethnic Minorities
Meeting held on 27 February 2018**

Supplementary Information provided by the Education Bureau

Purpose

In response to the views and concerns raised by the members at the Legislative Council Subcommittee on Rights of Ethnic Minorities (EMs) meeting held on 27 February 2018, supplementary information and relevant responses are provided in this paper.

Suggestion of members: universities to offer Chinese bridging courses to non-Chinese speaking (NCS) students as an elective module

2. We have, through the University Grants Committee Secretariat, relayed the relevant suggestion to universities.

Percentage of NCS students and Chinese-speaking peers admitted to universities

3. In 2017, 1 072 NCS students attending Secondary 6 in public sector schools and Direct Subsidy Scheme schools offering the local curriculum took the Hong Kong Diploma of Secondary Education (HKDSE) examination, among which 277 (i.e. about 25.8%) received offers for admission to post-secondary programmes through the Joint University Programmes Admissions System (JUPAS). In the same school year, out of 53 167 students^{Note} (including NCS students) who took the HKDSE Examination for the first time, 21 599 (i.e. about 40.6%) received JUPAS offers.

Drop-out rate of NCS students and Chinese-speaking peers after completing junior secondary level

4. Under the existing mechanism, schools must report all students' non-attendance and departure cases to the Education Bureau (EDB). However, schools are not required to indicate whether the students involved are NCS students in their report to EDB. Besides, cases of students' departure involve

Note: The Hong Kong Examinations and Assessment Authority does not have the breakdown of figures by Chinese-speaking and NCS candidates.

different factors and some students would resume schooling later. Therefore, we cannot provide the information requested.

Kindergarten (KG) Education

(a) Number of NCS children (including those studying in mainstream KGs with an immersed Chinese environment, and those in KGs admitting more NCS children)

5. According to the information collected through the annual Student Enrolment Survey, there are about 5 300 NCS children studying in KGs joining the KG education scheme (the Scheme) in the 2017/18 school year. Detailed statistics are at [Appendix](#).

(b) Suggestion of members: to provide additional funding to KGs admitting less than eight NCS children on a pro rata basis

6. At present, EDB helps KGs in supporting their NCS children through various modes (including additional funding and professional support). All KGs admitting NCS children (regardless of the number) could apply for school-based professional support and teacher training. Regarding school-based professional support, to cater for the needs of individual KGs, EDB provides diversified modes of support services including on-site support services provided by EDB professional support teams, and support rendered through the University-School Support Programmes, etc.

7. As regards teacher training, the Education University of Hong Kong offers a series of relevant programmes including Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children and the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children programme. Besides, in the 2017/18 school year, we commissioned the University of Hong Kong to offer KG teachers a basic training programme on support to NCS children's learning of Chinese. We have also set specific targets for teacher training on supporting NCS children. For each of the KGs joining the Scheme and receiving the grant for supporting NCS children, there should be at least one teacher who has completed the basic training programme as recognised by EDB by the end of the 2018/19 school year; and all KGs participating in the Scheme and admitting NCS children (regardless of the number) should meet this requirement by the

end of the 2020/21 school year. In this connection, a supply teacher grant will be provided starting from the 2018/19 school year to facilitate KGs in arranging teachers to attend the relevant specified training courses. We will keep in view KGs' support to their NCS children, maintain communication with the KG sector and review the support measures as necessary.

(c) Suggestion of members: EDB should collaborate with schools to help EM parents complete the application forms (e.g. providing schools with a template of application forms), and to make available information on the school support measures for the learning and teaching of NCS children

8. KGs are reminded to provide both Chinese and English versions of their application form, information on school-based application arrangements and admission criteria, etc. to parents of NCS children. Bilingual templates of these documents on admission arrangements, as well as relevant materials published by EDB, such as leaflets, posters, application forms and guidance notes on "Application for Registration Certificate for KG Admission", which are available in seven major EM languages, have been uploaded onto the EDB webpage for reference of KGs and parents. Besides, KGs are reminded to create an icon or provide a simple message in English on the school webpage to facilitate NCS parents' access to information on admission arrangements.

9. In addition, the "Profile of Kindergartens and Kindergarten-cum-Child Care Centres" (KG Profile), available in both English and Chinese versions, provides information of individual KGs for parents' reference in making school choices. Starting from 2018, a new column "Support to NCS Students" will be included in the KG Profile for KGs to set out the support provided to their NCS students.

(d) Suggestion of members: EDB should adopt a standardized format for assessment reports on Chinese learning progress and performance of NCS children

10. A child's development is a gradual process and each child develops at his/her own pace. Similar to Chinese-speaking children, NCS children in KGs learn Chinese in real-life contexts through thematic and play-based learning, instead of learning Chinese as a subject. KG teachers should adapt the pedagogy according to the learning needs of NCS children and flexibly adopt various modes of assessment as appropriate to acknowledge their abilities and

build up their confidence in using the Chinese language, rather than assessing the learning performance of NCS children and other children with standardised criteria/report format.

(e) Suggestion of members: EDB should organise workshops/briefing sessions on the local education system for parents of NCS children

11. EDB has been organising briefing sessions in English for parents of NCS children to facilitate their understanding of K1 admission. In addition, EDB has organised briefing sessions in collaboration with the Support Service Centres for EMs funded by the Home Affairs Department with a view to better reaching out to parents of NCS children. Simultaneous interpretation services in major EM languages are provided as appropriate in the afore-mentioned briefing sessions. In addition, we also disseminate the information on KG admission through non-governmental organisations which have established networks with the NCS communities.

(f) Suggestion of members: EDB should compile statistical information on the admission of NCS children to KGs (including the number of applications from NCS children, the number of NCS children who got interviewed and the number of NCS children who were admitted to the KGs concerned)

12. As student admission is a school-based matter, we would not collect information from KGs on the number of applications received, applicants' background (including spoken language at home), the number of applicants interviewed, the number of children admitted each year and their background, etc. We collect the number of EM children and NCS children enrolled at each KG level through the annual Student Enrolment Survey. To monitor KG's compliance with EDB's guidelines, we have specified in the terms for joining the Scheme that Scheme-KGs should comply with the guidelines and/or standing administrative directives on admission arrangements issued by EDB from time to time. Besides, we monitor KGs' compliance through annual survey on K1 admission, school visits and examination of relevant information.

Number of kindergartens (KGs) under the KG education scheme (the Scheme) with NCS children, number of NCS children and percentage of NCS children among all children in the 2017/18 school year

Number of NCS children admitted	0	1-7	8-25	26-50	51 or above	Total number of NCS children
Number of KGs	357	232	115	22	22	5 274

Percentage of NCS children among all children	0%	>0% -10%	>10% -20%	>20% -30%	>30% -40%	>40% -50%	>50%	Percentage of NCS children among all children
Number of KGs	357	311	37	11	12	3	17	3.8%

Notes:

1. Figures refer to the position as at September 2017.
2. Figures include students studying in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those children whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
4. The total number of NCS children is calculated on the basis of KGs joining the Scheme.