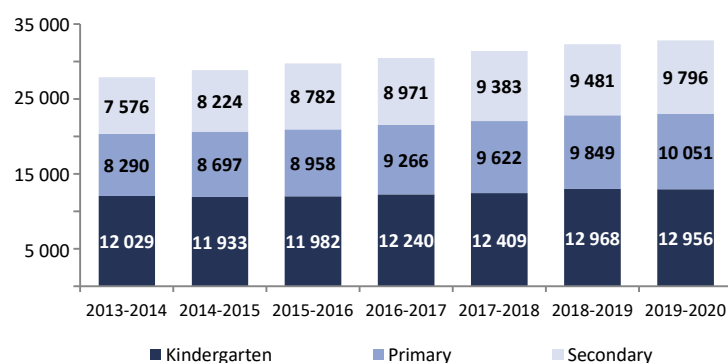


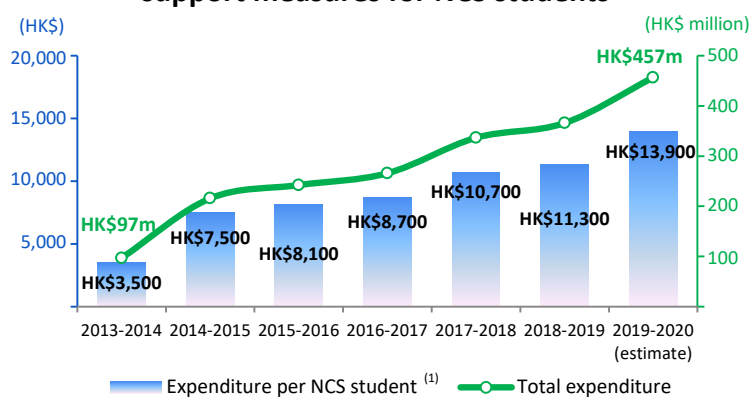
## Educational support for non-Chinese speaking students

**Figure 1 – No. of NCS students in local kindergartens<sup>(1)</sup> and primary/secondary schools<sup>(2)</sup>**



- Notes: (1) The figures include kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes.  
(2) The figures include public sector schools and Direct Subsidy Scheme schools, but not special schools.

**Figure 2 – Additional government expenditure on support measures for NCS students**



- Note: (1) The figures are rounded off to the nearest hundred.

**Figure 3 – Additional funding for local kindergartens and primary/secondary schools with NCS students**

Kindergartens		Primary/secondary schools	
No. of NCS students admitted	Annual subsidy (HK\$) <sup>(1)</sup>	No. of NCS students admitted	Annual funding (HK\$) <sup>(2)</sup>
1 to 4 <sup>(2)</sup>	50,000	1 to 9	50,000
5 to 7 <sup>(2)</sup>	0.2 million	10 to 25	0.8 million
8 to 15	0.4 million	26 to 50	0.95 million
16 to 30	0.6 million	51 to 75	1.1 million
31 or above	0.8 million	76 to 90	1.25 million
		91 or more	1.5 million

- Notes: (1) The figures refer to the subsidy/funding for the 2019-2020 school year.  
(2) The subsidies for these two tiers have been newly provided starting from the 2019-2020 school year.

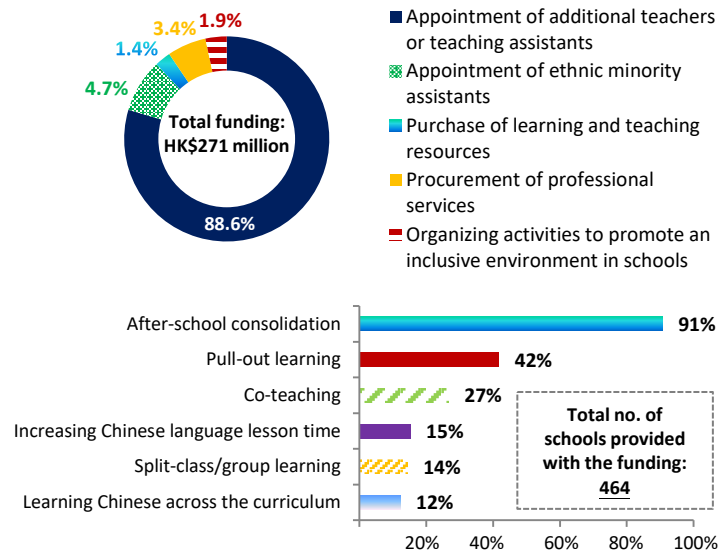
## Highlights

- As at 2019-2020, there are some 33 000 non-Chinese speaking ("NCS") students attending local kindergartens and primary/secondary schools in Hong Kong (**Figure 1**). Yet, some NCS students may encounter difficulties in acquiring Chinese as a second language. This language barrier might present a challenge for NCS students in adapting to the local education system and progressing to further studies or employment.
- It is the Government's policy to ensure equal opportunities in education for all eligible children in public sector schools. Since 2014, the Government has implemented the Chinese Language Curriculum Second Language Learning Framework in local primary/secondary schools to help NCS students master the language and bridge over to mainstream classes. The specific measures include (a) disbursing additional funding to local kindergartens and primary/secondary schools with NCS students; (b) supporting NCS students to acquire alternative Chinese language qualifications apart from the Hong Kong Diploma Secondary Examination (Chinese Language); and (c) providing resources in teaching and professional development. Reflecting this, the Government's additional per capita expenditure on educational support for NCS students have increased by almost fourfold, from HK\$3,500 in 2013-2014 to HK\$13,900 in 2019-2020 (**Figure 2**).

- Most of the funding for NCS students is disbursed to eligible schools on a tiered basis ranging from HK\$50,000 to HK\$1.5 million according to the number of NCS students admitted (**Figure 3**). Yet, there have been concerns that schools with fewer than 10 NCS students are provided with inadequate funding support. For primary/secondary schools in particular, the amount of funding received is one-sixteenth that of schools with 10 to 25 NCS students.

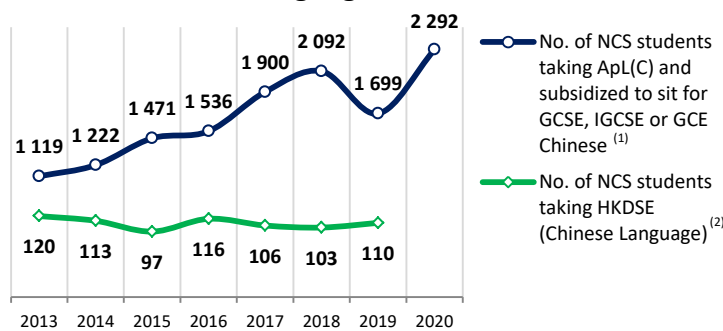
## Educational support for non-Chinese speaking students (cont'd)

**Figure 4 – Use of funding and adoption of teaching modes<sup>(1)</sup> for NCS students<sup>(2)</sup>**



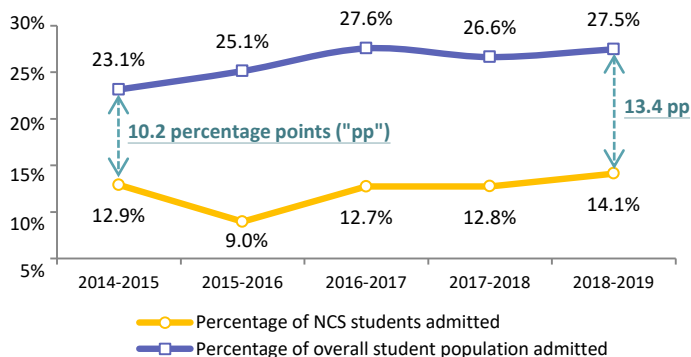
Notes: (1) Each school can adopt more than one teaching mode.  
(2) Provisional figures for the 2019-2020 school year.

**Figure 5 – No. of NCS students sitting for alternative Chinese language examinations**



Notes: (1) The first Apl(C) examinations took place in 2017.  
(2) There is no information available on the number of NCS students taking HKDSE (Chinese Language) in 2020.

**Figure 6 – Percentage of NCS students admitted to UGC-funded post-secondary programmes through JUPAS**



## Highlights

- The additional funding to primary/secondary schools is mainly used to appoint more teachers or assistants, which has in turn enabled the schools to adopt various intensive teaching modes such as after-school consolidation (91%) and pull-out learning (42%) (Figure 4). The support measures seem to have met with limited success. For instance, a survey in 2019 found that, due in part to inadequate professional support, only 38% of Chinese language teachers reported having confidence in teaching NCS students. Moreover, according to the latest figures available, the Government unveiled that only some 13% of NCS students had bridged over to mainstream Chinese classes in 2015-2016. This has given rise to views that more performance indicators are needed to gauge the effectiveness of the support measures.
- Apart from the support for intensive teaching, the Government also subsidizes NCS students who are in senior secondary and less proficient in Chinese to acquire alternative Chinese language qualifications under the General Certificate of Secondary Education ("GCSE"), International General Certificate of Secondary Education ("IGCSE") or General Certificate of Education ("GCE"). Since 2014-2015, Applied Learning (Chinese) ("Apl(C)") has also been offered as an alternative qualification pathway under the Hong Kong Diploma of Secondary Education ("HKDSE"). From 2013 to 2020, the number of NCS students sitting for the above examinations has doubled from 1 119 to 2 292 (Figure 5). The qualifications they obtain can be used to fulfil the general entrance requirements for University Grant Committee ("UGC") funded post-secondary programmes under the Joint University Programmes Admissions System ("JUPAS").
- Probably reflecting the effectiveness of additional qualification pathways, the percentage of NCS students admitted to UGC-funded post-secondary programmes has increased modestly from 12.9% in 2014-2015 to 14.1% in 2018-2019 (Figure 6). Yet, there is still a noticeable gap in the admission rate between NCS students and the overall student population. This is indicative of the remaining language barrier, alongside other social and educational challenges, faced by NCS students in their pursuit for further studies.

Data sources: Latest figures from the Education Bureau and Equal Opportunities Commission.

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