

**For discussion  
on 4 November 2017**

**Legislative Council House Committee  
Subcommittee on Children's Rights**

**Human Rights of Children under Poverty**

**Preamble**

Education in Hong Kong from kindergarten to higher education is heavily subsidised by the Government. Apart from kindergartens, primary and secondary schools, and tertiary education institutions, the Government also provides funding to non-governmental organisations (NGOs) to offer various support services to students of specific needs as well as direct financial assistance to needy students.

**(I) Financial Assistance**

**(i) Student Finance**

2. The Government's student finance policy is to ensure that no students will be denied access to education because of a lack of means. The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency administers various student financial assistance schemes (see **Appendix 1**), covering students from pre-primary to post-secondary levels and those pursuing continuing education. SFO adopts a standard income test mechanism which operates on an "Adjusted Family Income (AFI)" formula for all means-tested student financial assistance schemes. The level of student financial assistance receivable and the eligibility of applicants is determined using the AFI formula which takes into account the annual income of the family and the number of family members. The income ceilings of various AFI groups under the AFI mechanism are adjusted annually in accordance with the movement of the Consumer Price Index (A). The AFI mechanism is not based on the median domestic household income and is characterised by a number of adjustments (e.g. only 30% of the annual income of unmarried children residing with an applicant is counted). At present, students who receive full level of assistance (from pre-primary to post-secondary levels) account for about 60% of the total beneficiaries.

3. In the 2016/17 school year, SFO has disbursed around \$6.1 billion under various student financial assistance and loan schemes benefitting more than 320 000 students. Out of the \$6.1 billion subsidies disbursed, around \$4.5 billion (including low-interest loan of around \$400 million) is disbursed under the means-tested schemes, while about \$1.6 billion is under the non-means-tested schemes.

4. Further, the Government has been implementing various new measures in recent years to strengthen the support to needy families. For example, the Government implemented a “Subsidy Scheme for Internet Access Charges” in the 2010/11 school year with an aim to reducing the burden on needy families in meeting the internet access charges for their children's e-learning at home. Besides, in order to continue enhancing the support for low-income families in meeting school-related expenses of their children, the previous assistance programme under the Community Care Fund which offered an enhanced flat rate grant under the School Textbook Assistance Scheme has been incorporated into the Government’s regular assistance programme starting from the 2014/15 school year. In addition, the Government provides a “Grant for School-related Expenses for Kindergarten Students” to eligible kindergarten students to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year.

(ii) Utilising the Community Care Fund for Poverty Alleviation

5. On top of the existing student financial assistance schemes, the Education Bureau (EDB) has, through the use of Community Care Fund (CCF), enhanced its support to needy students by creating favourable conditions for them to grow up healthily and realise their potential. Since the establishment of CCF, EDB has implemented 13 assistance programmes with the total funding provision of about \$2.4 billion (see **Appendix 2**).

(iii) School-based After-school Learning and Support Programmes

6. To support needy students to participate in after-school activities, EDB has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and NGOs are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance (SFA) Schemes. To enhance the opportunities of needy students to participate in after-school activities, EDB has, starting from the 2014/15

school year, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFA but identified by schools as needy students as well requiring extra care and support. Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with incentive funding under the School-based Grant (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision).

7. In the 2016/17 school year, the total funding earmarked for the Programme is about \$240 million, including about \$118 million for the School-based Grant and about \$122 million for the Community-based Project Grant. For the School-based Grant, 896 schools which constitute about 90% of all the schools in the territory with 217 120 eligible students have participated in the Programme. Regarding the Community-based Project Grant, the 510 projects organised by 173 NGOs are targeted at a total of 103 000 eligible students. The provision of the Programme is complementary in nature. Apart from the Programme, the Government has launched various funding schemes to support schools and NGOs to organise after-school activities, including after-school tutorial services, to cater for the diverse needs of needy students. EDB encourages schools to deploy flexibly the various grants provided and to collaborate with NGOs for providing needy students with after-school activities based on their needs.

8. EDB will continue to provide schools and NGOs with funding through the Programme to increase the opportunities of needy students in primary and secondary schools to participate in after-school activities, and to enhance the effectiveness of these activities through the synergy achieved, so as to facilitate the whole-person and all-round development of these students.

#### (iv) Life-wide Learning Activities

9. EDB and the Hong Kong Jockey Club Charities Trust (the Club's Charities Trust) jointly established the "Hong Kong Jockey Club Life-wide Learning Fund" (the Fund) in 2002 to subsidise financially needy students in primary and secondary schools to participate in Life-wide Learning activities organised or recognised by schools, so that their financial difficulties would not deprive them of learning opportunities for unleashing potentials or for whole-person development. Up to the 2016/17 school year, the Club's Charities Trust has donated in total more than \$800 million. In the past three school years, over 930 schools have participated in the Fund with more than 210 000 student beneficiaries each year.

## **(II) Other Assistance Provided for Students (Including Students under Poverty)**

### **(i) Kindergarten Education**

10. The Government has implemented the free quality kindergarten education policy starting from the 2017/18 school year. The policy objectives are to provide good quality and highly affordable kindergarten education for all eligible children aged between three and six, and enhance the accessibility of students to different modes of services that suit their specific needs. Under the new policy, the Government provides kindergartens with a direct subsidy for the provision of three-year quality half-day service for all eligible children. In principle, government subsidy should be sufficient for kindergartens to provide free quality half-day services. For whole-day and long whole-day services, the fees should be at a low level in the light that additional subsidy is already provided by the Government. In the 2017/18 school year, about 745 kindergartens have joined the Scheme. Among them, about 500 kindergartens are providing half-day service, of which about 90% are free; about 610 kindergartens are providing whole-day and long whole-day services, of which about 70% charge at or below \$1,000 per month.

11. To ensure that no children will be denied access to kindergarten education due to a lack of means, SFO continues to implement the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) to provide fee remission to needy families which can pass the means test. In addition to fee remission, kindergarten students who meet the same eligibility criteria under the KCFRS and pass the means test are provided with a grant for school-related expenses to defray the school-related expenses incurred from the students' kindergarten education.

### **(i) Vocational Training**

12. We strive to provide equal educational opportunities for students from different backgrounds. For example, the Vocational Training Council (VTC) provides various vocational and professional education and training (VPET) courses for young people to complement the Government's effort in strengthening the development and promotion of VPET; and help young people to join the workforce and enhance upward mobility.

13. For financial assistance schemes, course applicants and students with financial needs may apply for a deferral of tuition fee payment. Eligible students may also apply for the financial assistance schemes offered by the Government or VTC. For example, VTC students of full-time Diploma of

Foundation Studies/ Diploma of Vocational Education programmes may apply for the “VTC Tuition Fee Remission Scheme” to receive full or 50% reimbursement of the tuition fees paid. If the study duration is more than a year, students may also apply for a flat-rate academic expenses grant. More than 2 000 students per year have received tuition fee remission and flat-rate academic expenses grant in academic years 2014/15 and 2016/17.

14. VTC also provides a number of scholarships, grants and award schemes to encourage active learning and participation in extra-curricular activities. Besides, VTC provides its students with adequate academic and learning support, career advisory and student counselling services.

#### (iii) Enhancing Quality of Education - Applied Learning Courses at Senior Secondary Level

15. At the senior secondary level, we offer students with a variety of learning opportunities to cater for their diverse learning needs. One example is Applied Learning (ApL) courses.

16. To strengthen the support for senior secondary students, with effect from the 2016/17 school year, full subsidy has been provided for each senior secondary student to take a maximum of two ApL courses, and the subsidy rate of the Diversity Learning Grant for Other Languages for each student has also been increased from \$3,500 to \$3,900. Over 9 000 enrolments of students benefited from taking ApL courses with a total subsidy of over \$60 million, and over 1 500 students benefited from taking Other Languages with a total subsidy of around \$6 million in the 2016/17 school year.

#### (iv) Students with Special Educational Needs

17. The Government attaches great importance to the provision of appropriate education for students with special educational needs (SEN). They enjoy equal opportunities for admission to schools as their counterparts. The Government and schools also provide support and care based on their needs. The education of students with SEN will not be affected by the financial situation of their families.

18. EDB has all along been adopting a dual-track mode in implementing special education. EDB will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools. Others students with SEN will attend ordinary schools.

(a) Special Schools

We have set up different types of special schools for students with more severe or multiple disabilities. Brief information on special schools and further support to them since the inauguration of the current-term Government are attached at **Appendix 3**.

(b) Integrated Education

On the other hand, we have all along been providing public sector ordinary primary and secondary schools with additional resources, professional support and teacher training to help schools implement the Whole School Approach to integrated education (IE) and cater for the needs of students with SEN. Funded by the Community Care Fund, EDB has launched a three-year pilot project since the 2015/16 school year, under which a cash grant is provided for public sector ordinary schools with relatively more students with financial needs and students with SEN to strengthen their teaching team and arrange a designated teacher to coordinate matters relating to SEN in school. Students with financial needs benefit from the special educational needs coordinator (SENCO) provision first in this regard. Since the inauguration of the current-term Government, a series of priority measures to support quality education were rolled out immediately, including the regularisation of the aforesaid pilot project by providing to each public sector primary and secondary school with an additional graduate post in the staff establishment, starting from the 2017/18 school year by phases in three years, to facilitate school's assignment of a designated teacher to take up the role of SENCO to implement IE and support the students with SEN in school.

(v) Gifted Education

19. EDB has been adopting a school-based approach to nurture gifted students in all schools with reference to the "Three-tier Implementation Model". Among the provisions, gifted education at school-based level enables every student in schools to benefit from it. For off-site support services and programmes designed for exceptionally gifted students, gifted students can enroll in EDB-funded programmes offered by The Hong Kong Academy for Gifted Education free of charge. Besides, various tertiary institutes and NGOs also provide relevant programmes where fee subsidies are provided for

students in need. EDB will continue to strive to provide appropriate educational services to gifted students regardless of their ethnic groups or family economic conditions.

(vi) Support Services for Newly Arrived Children from the Mainland

20. EDB strives to assist newly arrived children, including children under poverty from the Mainland, in integrating into Hong Kong society and overcoming learning barriers. Details are at **Appendix 4**.

(vii) Cross-boundary Students

21. The school life of cross-boundary students (CBS) is no different from that of local students in that all students have equal access to the teaching resources and facilities in schools, and equal opportunities to participate in class and extra-curricular activities. Since travelling expenses of CBS may be relatively high, the Government currently provides needy CBS who have passed the means test with travel subsidies through the Student Travel Subsidy Scheme. Regarding the support for newly arrived CBS in integrating into the local community and overcoming learning difficulties, there is no difference from the support provided for newly arrived students from the Mainland.

(viii) Education for Non-Chinese Speaking Students

22. EDB is committed to encouraging and supporting non-Chinese speaking (NCS) students' (including needy NCS students') early integration into the community, including facilitating their adaptation to the local education system and mastery of the Chinese language, as well as creation of an inclusive learning environment in schools. Details are at **Appendix 5**. NCS students differ in no way from their Chinese-speaking counterparts in enjoying equal access to the substantially subsidised pre-school to higher education services provided by the Government. To meet NCS students' diverse needs and expectations in the learning of Chinese, the Government provides examination subsidies to NCS students pursuing internationally recognised alternative Chinese Language qualifications. Eligible NCS students will be subsidised to attain the internationally recognised alternative Chinese Language qualifications, including those under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate in Education (GCE), for admission to the University Grants Committee-funded institutions and post-secondary institutions. The examination fees of these examinations will be on par with that of the Hong Kong Diploma of Secondary Education (Chinese Language) Examination. In addition, needy NCS students may also

be granted full or half remission of the subsidised examination fees.

(ix) Support Services for Non-attendance Students

23. According to requirements, schools have to report cases of student's non-attendance to EDB on the 7th day of the students' continuous absence. EDB will examine the non-attendance cases reported by schools and provide support services to the students, including children under poverty, and their parents as appropriate. For non-attendance students at primary and junior secondary levels aged below 15, EDB will offer support services to the students and their parents in collaboration with the guidance personnel and social workers of schools, and prepare these students for resumption of schooling with appropriate arrangement so as to uphold their rights to education. For non-attendance students at senior secondary levels, EDB will try to arrange school resumption for them according to the choices of parents and students. Alternatively, EDB will refer these students to enroll in short-term programmes run by NGOs to better prepare them for resumption of schooling, attending vocational training or seeking employment.

(x) Measures for Prevention of School Bullying

24. EDB will not tolerate any act of discrimination, bullying and violence in schools. In this connection, circulars and guidelines have been issued requiring all schools to take the matter seriously and implement proactive measures to ensure the safety of students (including children under poverty) at school. The School Administration Guide sets out guidelines on the handling and prevention of bullying cases for reference to all schools. Schools are advised to adopt the Whole School Approach in formulating and implementing strategies against discrimination, bullying and violence, including clear stance on zero tolerance, proper reporting mechanism and handling procedures, highly transparent monitoring as well as proactive and serious attitude in handling each bullying incident.

25. Students and staff's awareness against discrimination, bullying and violence is also enhanced through preventive education, training programmes and various guidance and discipline activities. Schools are required to augment the personal development education and life education elements in various domains of their school curriculum to instil in students a sense of respect for others and help them acquire communication, social and conflict-management skills. Starting from the 2011/12 school year, EDB has launched the Harmonious School – Anti-bullying Campaign, under which schools will organise Anti-bullying Day/Week with the provision of teaching/promotional materials, an anti-bullying charter and training for Peace



Ambassadors on conflict management and peer mediation skills. EDB has also launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and good practices so as to reduce the occurrence of discrimination, bullying and violence.

### **Advice Sought**

26. Members are invited to note the content of this paper.

**Education Bureau  
October 2017**

## Appendix 1

### **Student Financial Assistance Schemes 2016/17 School Year**

<b>Education Level</b>	<b>Financial Assistance Schemes</b>	<b>No. of beneficiaries</b>
Pre-primary	Kindergarten and Child Care Centre Fee Remission Scheme	41 532
Primary and secondary	School Textbook Assistance Scheme	208 316
	Student Travel Subsidy Scheme	144 424
	Examination Fee Remission Scheme	15 956
	Subsidy Scheme for Internet Access Charges	133 711 (family-based)
	Flat-rate Academic Expense Grant (for full-time students under Diploma Yi Jin)	1 351
	Diploma Yi Jin	3 073#
	Financial Assistance Scheme for Designated Evening Adult Education Courses	557#
Post-secondary	Tertiary Student Finance Scheme - Publicly-funded Programme	23 364
	Financial Assistance Scheme for Post-secondary Students	20 236
	Student Travel Subsidy Scheme	37 398
	Non-means-tested Loan Scheme for Full-time Tertiary Students	11 504
	Non-means-tested Loan Scheme for Post-secondary Students	13 702
Continuing Education*	Extended Non-means-tested Loan Scheme	6 338

Note: Position as at 31 August 2017.

\* Not including courses reimbursed by the Continuing Education Fund under the purview of the Labour and Welfare Bureau.

# Financial assistance is disbursed on a reimbursement basis. The applications for the 2016/17 school year are still being processed and reimbursement will complete around early 2018.

### **Community Care Fund (CCF) Assistance Programmes Implemented by EDB**

EDB has implemented 13 CCF assistance programmes. Nine of them have been incorporated into the Government's regular assistance programmes / completed and four are still in progress (see Tables 1 and 2). "The Chief Executive's 2017 Policy Address" mentions that CCF will be invited to consider providing subsidy to needy primary and secondary students for purchasing tablet computers to facilitate e-learning. EDB is now following up on this initiative. The programme and the implementation details will be discussed by the CCF Task Force and the Commission on Poverty.

**Table 1 Assistance Programmes Incorporated into the Government's Regular Assistance Programmes / Completed**

	<b>Funding Provision (million)</b>	<b>No. of Beneficiaries (persons/ person-times)</b>	<b>Remarks</b>
1. School-based Fund (Cross-Boundary Learning Activity)	191.47	74 115	Completed in June 2014
2. Subsidy to Meet Lunch Expenses at Schools	434.57	178 076	Incorporated into the Government's regular assistance programme in September 2014
3. Enhancement of the Flat Rate Grant under the School Textbook Assistance Scheme	263.16	312 332	Incorporated into the Government's regular assistance programme in September 2014
4. Enhancement of the Financial Assistance for Needy Students Pursuing Programmes below Sub-degree Level	50.60	7 303	Incorporated into the Government's regular assistance programme in September 2014
5. Extra Travel Subsidy for Needy Special School Students	3.47	3 463	Incorporated into the Government's regular assistance programme in September 2014
6. After-school Care Pilot Scheme	136.33	40 018	Completed in July 2016
7. Provision of a One-off Special Subsidy for Students on Full Grant under the School Textbook Assistance Scheme before the Launch of the Low-income Working Family Allowance Scheme	501.20	129 135	Completed in July 2016
8. Provision of a One-off Grant for School-related Expenses to Kindergarten Students	157.65	41 853	Completed in August 2017
9. Provision of Funding for Ordinary Schools to Arrange Special Educational Needs Coordinators	218.84	10 220	Incorporated into the Government's regular assistance programme in September 2017

**Table 2 Assistance Programmes in Progress  
(position as at September 2017)**

	<b>Funding Provision (million)</b>	<b>No. of Beneficiaries (persons/person-times)</b>
1. Providing Hostel Subsidy for Needy Undergraduate Students	194.70	17 660
2. Increasing the Academic Expenses Grant under the Financial Assistance Scheme for Post-secondary Students	176.95	71 756
3. Enhancing the Academic Expenses Grant for Students with Special Educational Needs and Financial Needs Pursuing Post-secondary Programmes	12.46	304
4. Subsidy for Persons Holding Non-local Qualifications to Conduct Qualifications Assessment	8.67	New programme - figures not yet available

**Special Schools***Brief information*

Special schools operate smaller classes. Apart from the provision of teachers, schools are provided with various types of specialist staff, such as occupational therapists, physiotherapists, speech therapists, registered nurses, educational psychologists and social workers etc. to cater for the special needs of students. Under the New Senior Secondary academic structure, special school students will graduate from school upon the completion of Secondary 6. For those who need to extend their years of study, arrangements will be made by schools in accordance with the established mechanism.

*Further support to special schools since the inauguration of the current-term Government*

In the last few years, EDB introduced various improvement measures to enhance the ability of schools to support their students. Since the inauguration of the current-term Government, we have enhanced the support to the special schools promptly, including the provision of an Assistant Primary School Master/Mistress (Curriculum Development) to special schools that operate less than six approved primary classes, an Occupational Therapist and an Occupational Therapist Assistant to relevant schools, a speech therapist to the school for children with visual impairment and schools for social development, and the provision of additional grant to support day students and day students cum boarders with medical complexity.

### **Support services for newly arrived children from the Mainland**

For newly arrived children from the Mainland, they can attend the full-time Initiation Programme (IP) before they enroll into mainstream schools. IP lasts for six months and the curriculum includes Chinese, English, learning skills and social adaptation. Parents may choose to enroll them into this programme first. As to the vast majority of the newly arrived students who choose to study in mainstream schools, schools can also make use of the School-based Support Scheme Grant to organise school-based support programmes such as arranging tutorial classes, organising orientation programmes and guidance activities. EDB also subvents NGOs to run a 60-hour Induction Programme at night or weekend for newly arrived students studying in mainstream schools, so as to help them understand the community and local culture, as well as master learning skills. Furthermore, as a holistic approach to assist students in meeting their learning needs, schools may flexibly utilise various kinds of EDB resources to address students' learning diversities and help them integrate into the learning environment. If there are any challenges in learning, social life, behavioural and emotional developments, students may seek help from school social workers or student guidance personnel who may render assistance according to students' needs and, where necessary, refer their cases to other service units for provision of appropriate services.

### **Education for non-Chinese speaking students**

EDB has implemented a series of measures announced in the 2014 Policy Address to step up the support for non-Chinese speaking (NCS) students to facilitate their effective learning of the Chinese language and the creation of an inclusive learning environment in schools.

Based on the research framework drawn up in light of advice from research and language experts, EDB continues to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

#### *The “Chinese Language Curriculum Second Language Learning Framework”*

EDB has, starting from the 2014/15 school year, implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools. The “Learning Framework” aims 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 and master the Chinese language.

EDB has provided practical tools and steps by phases prior to the start of the 2014/15 school year to facilitate schools’ implementation of the “Learning Framework”. Reference materials for the learning and teaching of second language, which include Chinese as a Second Language Learning Packages covering the curricula at the primary and secondary levels, have been distributed to schools and students in the territory in the form of textbooks. Other resources such as the “Chinese Language Assessment Tools” and teaching reference materials, including the series on picture book reading, writing, Chinese festivals, etc., have been uploaded onto EDB’s webpage and will be constantly updated.

#### *Applied Learning Chinese (for NCS students)*

Besides, to meet NCS students’ diverse needs and expectations in the learning of Chinese, starting from the 2014/15 school year, EDB has provided Applied Learning Chinese (for NCS students) (ApL(C)) at the senior secondary levels to provide NCS students with an additional channel to acquire an alternative Chinese Language qualification. ApL(C) results are reported in the Hong Kong Diploma of Secondary Education (HKDSE). In addition to the HKDSE qualification, ApL(C) is also pegged at the Qualifications Framework Levels 1-3 to prepare students for further studies and career pursuits.

The course is designed from the perspective of second language learners and provides a simulated language application context for students to learn Chinese through different activities. The duration of ApL(C) is 270 contact hours in total, extending over three school years at the senior secondary level.



On the other hand, eligible NCS students will continue to be subsidised to attain the internationally recognised alternative Chinese Language qualifications, including those under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate in Education (GCE), for admission to the University Grants Committee-funded institutions and post-secondary institutions. The examination fees of these examinations will be on par with that of HKDSE (Chinese Language) Examination. In addition, needy NCS students may also be granted full or half remission of the subsidised examination fees.

To facilitate the implementation of the “Learning Framework” and creation of an inclusive learning environment in schools, EDB has significantly increased the additional funding to schools to about \$200 million per year. All schools admitting 10 or more NCS students are provided with an additional funding ranging from \$0.8 million to \$1.5 million per year, while schools admitting less than 10 NCS students may also have an additional funding on a need basis for organising diversified modes of after-school support for learning Chinese to consolidate their NCS students’ learning of the language in an immersed Chinese language environment.

#### *Teacher Professional Development*

EDB also provides teaching materials, professional development programmes and school-based professional support services to help schools implement the “Learning Framework”. EDB continues to organise diversified and advanced teacher professional development programmes to ensure that all teachers teaching NCS students are provided with adequate training opportunities for the implementation of the “Learning Framework”. In addition, EDB has launched the “Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)” under the Language Fund in 2014 to encourage serving Chinese Language teachers to attend professional development programmes to enhance their pedagogical knowledge and skills in teaching Chinese to NCS students.

#### *School-based Professional Support Services*

EDB provides school-based professional support services to schools admitting NCS students through diversified modes, including on-site support provided by EDB professional support teams and support rendered through the University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme, with a view to enhancing teachers’ professional capacity and helping NCS students learn the Chinese language more effectively, as well as facilitating experience sharing among schools through development of professional learning communities.

#### *Vocational Chinese Language Courses*

To enhance the employability of NCS school leavers, the Standing Committee on Language Education and Research has commissioned two organisations to operate the “Vocational Chinese Language Courses for NCS School Leavers”

pegged at Level 1 or 2 of the Qualifications Framework. The courses have been implemented since April 2016. 85% of the tuition fee will be reimbursed to the course participants who have fulfilled the attendance or assessment requirements upon completion of the course.