

For discussion on
23 November 2016

Legislative Council Subcommittee on Rights of Ethnic Minorities

Education for Children of Ethnic Minorities

Purpose

The Government is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students¹ (notably ethnic minority (EM) students) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. This paper aims to set out for the Subcommittee the admission of NCS students in schools² and support measures provided by the Education Bureau (EDB) for schools and NCS students to learn the Chinese language systematically, in particular the enhanced support measures implemented starting from the 2014/15 school year including implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”).

Kindergarten Education

2. NCS students’ early start in learning the Chinese language will facilitate their adaptation to mainstream curriculum and integration into the community, the earlier the better. We encourage parents of NCS students to send their children to kindergartens (KGs)³ with an immersed Chinese language environment as early as possible to facilitate their learning of the Chinese language. While ensuring adequate provision of places in KGs offering the local curriculum, we note that some parents of NCS students are concerned if their children’s Chinese proficiency would be taken into consideration for

¹ For the planning of educational support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

² This paper is based on the situation of the 2015/16 school year as information of the current school year (2016/17) is being compiled.

³ “Kindergartens” refer to kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes. In the 2015/16 school year, there were about 12 000 NCS students studying at K1 to K3 (including those studying at kindergartens run by the English Schools Foundation and other international kindergartens), of which about 4 900 were studying at KGs under the Pre-primary Education Voucher Scheme.

admission. To ensure equal education opportunities for all children regardless of their race, gender and ability, EDB has advised schools (including KGs) through different channels including school circulars and briefing sessions, that their school-based admission mechanism should be fair, just and open, and in compliance with the existing legislation (including the Race Discrimination Ordinance (RDO) and other anti-discrimination ordinances in force) as well as circulars and guidelines issued by EDB. KGs are required to inform parents in advance of the details of their admission mechanism through effective channels (e.g. guidance notes to complete the application forms, admission guidelines/leaflets, school website, etc.). Besides, KGs should set up effective communication channels and provide assistance to NCS students/parents (such as arranging interpretation services) as far as possible. EDB will continue to organise, in collaboration with the Equal Opportunities Commission, briefing sessions for KGs on the RDO and important points to note in admission.

3. EDB will implement the free quality KG education policy with effect from the 2017/18 school year. Under the new policy, EDB will enhance its school-based professional support services to help KGs strengthen their professional capability in teaching NCS students Chinese for a smooth transition to primary education. All KGs can apply for the support services regardless of the number of NCS students admitted. Besides, a grant comparable to the recommended salary of one KG teacher will be provided to KGs admitting eight or more NCS students. With the additional resources, KGs can strengthen manpower support and professional training for teachers and develop effective strategies to help NCS students learn through the Chinese medium so as to lay a foundation for studying in local primary schools. KGs should also strengthen communication with parents of NCS students and enhance home-school cooperation.

4. In tandem, the Curriculum Development Council is reviewing and revising the Guide to the Pre-primary Curriculum (2006). The revised curriculum guide will set out the principles and direction for facilitating integration of NCS children into the school settings, and introduce specific strategies and relevant resources on how teachers can help NCS children learn Chinese. EDB will also strengthen the training for KG teachers to further enhance their professional capability in teaching Chinese to NCS students. The Quality Education Fund has funded the University of Hong Kong to conduct the project entitled “Development of Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in

Hong Kong”⁴. Upon completion of the project, EDB will consider the follow-up actions as appropriate in the light of the findings.

Admission to Primary and Secondary Schools

5. Starting from the 2006/07 school year, EDB has made available information on admission to schools in major EM languages⁵ with a view to facilitating NCS students’ early adaptation to the local education system. Dedicated briefing sessions with simultaneous interpretation services have been organised for parents of NCS students. A designated webpage on the education services for NCS students has also been set up. Alongside the support in the curriculum and professional training, various support measures⁶ have been implemented to facilitate NCS students’ mastery of the Chinese language. To avoid over-concentration of NCS students in a few primary and secondary schools, we have revised the funding arrangement⁷ for schools admitting NCS students since the 2013/14 school year to remove the misconception arising from the “designated school” label, which is in fact a misnomer, and to raise schools’ awareness to support NCS students in learning the Chinese language. Under the revised funding arrangement, all schools admitting 10 or more NCS students have been provided with an annual additional funding, depending on the number of NCS students admitted, to enhance their support for Chinese learning and teaching of NCS students.

Enhanced Support for NCS Students in Learning the Chinese Language

6. The 2014 Policy Address announced a series of measures to step up the support for EMs. Specifically, in addition to ensuring equal opportunities in admission to public sector primary and secondary schools⁸ for all eligible

⁴ The project on “Development of Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong” would be completed in mid-2017.

⁵ Prevailing information and publications available in major EM languages are set out at [Annex 1](#).

⁶ Other support measures for facilitating NCS students’ learning of the Chinese language implemented since the 2006/07 school year are set out at [Annex 2](#).

⁷ Starting from the 2006/07 school year, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with EDB to develop school-based support measures and share experience with other schools have been provided with a special grant (which has been turned into additional recurrent funding ranging from \$300,000 to \$600,000 since the 2008/09 school year) as well as professional support to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. This mode of support is generally known as the so-called “designated schools” system.

⁸ In the 2015/16 school year, there were about 17 700 NCS students (including 8 900 primary and 8 800 secondary students) attending public sector schools and schools under the Direct Subsidy Scheme.

students (including NCS students), EDB implemented the “Learning Framework” in primary and secondary schools from the 2014/15 school year. The “Learning Framework” aims to help NCS students overcome the difficulties of 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.

Learning and Teaching Resources, Teachers’ Professional Development and School-based Professional Support

7. Before the start of the 2014/15 school year, EDB has provided schools with practical tools and steps by phases to help them master the use of the “Learning Framework” and reference materials in learning and teaching second language. The reference materials, including a series of Chinese as a Second Language Learning Packages covering the primary and secondary curricula, have been delivered to schools and students in the form of textbooks. Other complementary resources such as the Chinese Language Assessment Tools in conjunction with the “Learning Framework” and teaching reference materials have been uploaded onto the EDB webpage and will be updated where necessary.

8. EDB has been organising diversified and progressively advanced professional development programmes for teachers since June 2014 to help schools implement the “Learning Framework”, and ensure that all teachers are provided with adequate training opportunities to enhance their professional capability in teaching Chinese as a second language. Besides, EDB has launched the “Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)” under the Language Fund in 2014 to provide subsidies to serving Chinese Language teachers to encourage them to join the scheme with a view to further enhancing their professional capability in teaching the Chinese language to NCS students.

9. 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.

Implementation of “Learning Framework” in Primary and Secondary Schools

10. To facilitate schools’ implementation of the “Learning Framework” and the creation of an inclusive learning environment in schools, EDB has, starting from the 2014/15 school year, provided all schools admitting 10 or more NCS students with the enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted⁹ to adopt diversified intensive learning and teaching modes as appropriate such as pull-out teaching, split-class / group learning, after-school consolidation, etc. with a view to helping NCS students bridge over to mainstream Chinese Language classes as early as possible. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2014/15 school year, these schools may have an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes.

11. In the 2015/16 school year, 197 schools (including 112 primary schools and 85 secondary schools) admitting 10 or more NCS students, constituting an increase by 24 schools compared with the 2014/15 school year, were provided with the enhanced funding ranging from \$800,000 to \$1,500,000¹⁰.

12. To ensure schools concerned make optimal use of the enhanced funding to support their NCS students’ learning of the Chinese language, a dedicated team has been set up in EDB, starting from the 2014/15 school year, to examine the annual plans submitted by the schools concerned, conduct supervisory visits to the schools, collect feedback from major stakeholders (including the principal and the co-ordinator of the enhanced support measures for NCS students, Chinese Language teachers teaching NCS students, parents of NCS students, NCS students and non-governmental organisations in collaboration with the schools concerned) through questionnaires, interviews, etc. and verify them against their annual school reports. According to the verified annual school

⁹ The funding model is as follows:

<u>Number of NCS students</u>	<u>Additional funding (\$ million)</u>
10 – 25	0.80
26 – 50	0.95
51 – 75	1.10
76 – 90	1.25
91 or more	1.50

¹⁰ The provisional number of schools provided with the additional enhanced funding ranging from \$800,000 to \$1,500,000 in the 2016/17 school year is 213 (including 116 primary and 97 secondary schools).

reports for the 2014/15 school year and the annual school plans for the 2015/16 school year¹¹, most of the schools deployed the additional funding to employ additional teaching staff (over 70% of the schools concerned appointed 3 or more additional teaching staff) and implement diversified intensive learning and teaching modes to cater for the diverse learning progress and needs of their NCS students. About 90% of the schools concerned adopted two or more intensive learning and teaching modes with a relatively large number of schools having arranged 2 or more teachers for co-teaching. Besides, about 20% of schools deployed about 10% of the additional funding to appoint EM teaching assistants (a total of about 70) and/or provide translation services to strengthen communication with parents of NCS students with a view to helping their children in learning the Chinese language and organise multi-cultural activities. Details are at [Annex 3](#).

Special Schools Admitting NCS Students

13. Starting from the 2014/15 school year, we have extended the coverage of the additional funding to special schools admitting NCS students¹². In the 2015/16 school year, 25 special schools were provided with the additional funding. Among these schools, a few schools which offer ordinary school curriculum have strengthened the support for their NCS students' learning of Chinese with reference to the "Learning Framework". As regards special schools which are not offering the ordinary school curriculum, the consultation version of the "Chinese Language Curriculum Second Language Adapted Learning Framework" (for NCS Students with Intellectual Disabilities) ("Adapted Framework") was released in December 2015 for trial. We will continue to collect feedback from various stakeholders in the 2016/17 school year for refinement of the "Adapted Framework".

14. On the other hand, school-based professional support services have been provided to special schools admitting NCS students with Intellectual Disabilities (ID) through the School Support Partners (Seconded Teacher) Scheme. Participating schools having taken into account their school-based development and learning difficulties of NCS students with ID have collaborated with EDB's curriculum development officers and the seconded

¹¹ The schools concerned are required to submit the annual school reports for the 2015/16 school year by the end of November 2016.

¹² The funding model for special schools offering an ordinary school curriculum and admitting 10 or more NCS students is the same as that for ordinary schools (i.e. footnote 9). Special schools offering an ordinary school curriculum and admitting 6 to 9 NCS students, and special schools offering an adapted Chinese curriculum and admitting 6 or more NCS students are both provided with an additional funding of \$650,000.

teachers to conduct collaborative lesson planning and lesson observation cum reflection to develop learning and teaching resources as well as teaching aids suitable for NCS students with ID with a view to enhancing the effectiveness of their learning of the Chinese language. The schools concerned, taken into consideration of their school-based circumstances, have adopted small group learning, individual tutoring or pull-out learning during Chinese Language lessons to support their NCS students' learning of Chinese, and/or formed professional learning communities and created an inclusive learning environment for NCS students with ID to raise their awareness of local customs and culture.

Articulation to Multiple Pathways

Applied Learning Chinese (for NCS Students)

15. NCS students have different needs and aspirations for Chinese learning. Starting from the 2014/15 school year, EDB has provided the Applied Learning Chinese (for NCS Students) (ApL(C))¹³ pegged at the Qualifications Framework Levels 1 to 3 for NCS students at the senior secondary levels. The results would be recorded in the Hong Kong Diploma of Secondary Education (HKDSE). This enables NCS students to have an additional channel to acquire an alternative Chinese qualification, which would be useful for their further studies and career pursuits.

Other Flexible Arrangements

16. On the other hand, eligible NCS students¹⁴ will continue to be subsidised to attain the internationally recognised alternative Chinese Language qualifications¹⁵ for admission to the University Grants Committee (UGC)-funded institutions and post-secondary institutions (including Vocational

¹³ There were about 180 senior secondary students taking ApL(C) in both the 2014/15 and 2015/16 school years.

¹⁴ Eligible NCS students are those who have fulfilled the following specified circumstances:

- (a) students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; or
- (b) students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in local schools.

¹⁵ NCS students will continue to be subsidised to obtain 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). The examination fees of these examinations are on par with that of HKDSE (Chinese Language) Examination. Needy NCS students may be granted full or half remission of the subsidised examination fees.

Training Council). Besides, for eligible NCS students taking the HKDSE (Chinese Language) Examination but not reaching Level 3 or above, the UGC-funded institutions may have flexibility for the Chinese Language requirement and consider their applications for admission on a case-by-case basis. The relevant arrangements have been uploaded to “Frequently Asked Questions on University Entrance Requirements” for students’ reference.

17. In 2016, out of 1 150 Secondary 6 NCS students attending public sector and Direct Subsidy Scheme schools offering the local curriculum, 1 046 took the HKDSE Examination. 30.6% of them (i.e. 320, and 295 of them having used alternative Chinese Language qualifications) met the general entrance requirements of the UGC-funded undergraduate programmes. 224 NCS candidates (i.e. about 21.4%, and 205 of them having used alternative Chinese Language qualifications) eventually received the offers for admission through the Joint University Programmes Admissions System (JUPAS). Compared with 2015 where 17.5% (i.e. 145) of NCS candidates received the JUPAS offers, there was an increase in terms of both the number and percentage of NCS candidates receiving the JUPAS offers in 2016.

Vocational Chinese Language Courses

18. 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.

Evaluation

19. EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and refine them as appropriate, with a view to facilitating NCS students’ mastery of the Chinese language and integration into the community.

Education Bureau
November 2016

**Information/Publications Related to Admission to Schools
Available in Major Ethnic Minority Languages**

- Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong
- Notes on Education Support Measures for Non-Chinese Speaking Students
- Helping Your Children of Kindergarten Age – Parental Booklet
- Leaflet on Free Quality Kindergarten Education Scheme
- Leaflet on Admission Arrangements for Nursery Classes in Kindergartens for the 2017/18 School Year
- Poster on Free Quality Kindergarten Education Scheme - Application for the 2017/18 School Year Registration Certificate for Kindergarten Admission
- Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission 2017/18
- Leaflet on Pre-primary Education Voucher Scheme
- Leaflet on Household Application for Student Financial Assistance Schemes
- Tips for Parents of Non-Chinese Speaking Students (Kindergarten)
- Tips for Parents of Non-Chinese Speaking Students (Primary)
- Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students
- Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”
- Primary One Admission – Notes to Parents on Central Allocation
- Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students
- Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions
- Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places
- Secondary School Places Allocation System – Notes for Parents on Central Allocation

Notes :

- (1) Major ethnic minority languages refer to Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai and Nepali.
- (2) The Education Bureau has set up a hotline for non-Chinese speaking students and their parents with telephone interpretation arranged through the CHEER Centre funded by the Home Affairs Department.

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Other support measures for facilitating non-Chinese speaking students' learning of the Chinese language

Other measures implemented by the Education Bureau (EDB) to support non-Chinese speaking (NCS) students' learning of Chinese are as follows:

(1) Support services for newly arrived NCS students

- EDB has all along provided support services for newly arrived children (including NCS children). The support includes school placement services for those aged 6 to 15, and providing school information for those aged 15 or above to help them find the appropriate study pathways. Other support measures include a six-month full-time Initiation Programme, a 60-hour Induction Programme commissioned to non-governmental organisations, and the School-based Support Scheme Grant for public sector and Direct Subsidy Scheme schools to facilitate schools to arrange various school-based support measures. The above services aim to help newly arrived children integrate into the local community and overcome learning difficulties.

(2) Chinese Language Learning Support Centres

- EDB has commissioned a university to operate the Chinese Language Learning Support Centres to support NCS students (particularly those who have a late start in learning the Chinese language) by offering after-school remedial programmes. The Centres also develop related learning and teaching resources and organise experience-sharing workshops for Chinese Language teachers, as well as workshops for parents of NCS students where appropriate.

(3) Summer Bridging Programme

- The Summer Bridging Programme is provided by EDB for NCS students proceeding to Primary 1 and Primary 2 to Primary 4. Starting from 2013, the Summer Bridging Programme for NCS students has been refined to allow parents of NCS students to

accompany their children to attend. Through parent-school collaboration, NCS students would be better supported in learning Chinese and improving their Chinese proficiency.

(4) Promotion of early adaptation

- With the support of the Language Fund, the Standing Committee on Language Education and Research has collaborated with non-governmental organisations to organise district-based programmes for NCS children aged 3 to 9 for motivating them to learn Chinese through fun activities such as games and creative art.

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Implementation of the “Chinese Language Curriculum Second Language Learning Framework” in Primary and Secondary Schools

The following findings are based on the annual school reports of the 2014/15 school year as verified and the school plans for the 2015/16 school year in respect of the schools provided with the enhanced funding:

Implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”)

- All schools concerned have implemented the “Learning Framework” and assigned a dedicated teacher as the coordinator to oversee the overall support strategies for non-Chinese speaking (NCS) students.
- About 70% of the schools concerned assigned middle managers (such as vice-principals, panel heads, etc.) to coordinate the planning and deployment of school resources and manpower (especially in allocation of additional lesson time for Chinese Language if necessary), and ensure sustainable development of the support measures.
- About 50% of the schools concerned embedded contents of Chinese culture, moral and affective development, etc. into the Chinese Language classes through simplified literature, historical stories, idioms, etc. to help NCS students understand the Chinese traditional culture with a view to enabling them to bridge over to mainstream Chinese Language classes.
- About 80% of the schools concerned arranged experienced Chinese Language teachers to teach NCS students; Chinese Language teachers of about 50% of these schools had more than 4 years’ experience in teaching NCS students.

Teachers’ Professional Development

- All schools concerned had arranged their teachers to participate in the training programmes related to the implementation of “Learning Framework”. Findings of the post-course evaluation surveys showed that over 98% of the participating teachers were satisfied with the professional development programmes and considered that the knowledge gained could benefit their practical teaching. Besides, individual teachers had applied for the “Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)” funded by the Language Fund and/or attended the five-week programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students” run by the Education University of Hong Kong.

- The Education Bureau (EDB) has also provided the school-based professional support services to individual schools (including on-site support provided by EDB professional support teams and support rendered through the University-School Support Programmes (USP), Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme, etc. financed by the Education Development Fund). Data collected through annual evaluation revealed that the school-based professional support services had enhanced teachers' pedagogy and NCS students' learning effectiveness. Besides, based on participating teachers' observations, NCS students were more motivated in learning the Chinese Language, which in turn enhanced the mutual understanding of NCS students and their Chinese-speaking counterparts. In tandem, some USP projects have been making significant contributions to the development of teaching strategies for NCS students with more in-depth understanding of NCS students' learning of the Chinese Language.
- Besides, more than 80% of the schools concerned enhanced their Chinese Language teachers' capability in teaching NCS students through peer lesson observation, collaborative lesson preparation and/or professional sharing with other schools.

Intensive Learning and Teaching Modes for Learning Chinese

- All schools concerned adopted diversified modes of intensive learning and teaching, including pull-out learning, split-class/group learning, after-school consolidation, etc.¹ and about 90% of the schools concerned continued to adopt two or more modes, with more schools arranged 2 or more teachers/teaching assistants for co-teaching (i.e. increased from about 20% of the schools concerned in the 2014/15 school year to about 40% in the 2015/16 school year) to cater for the diverse learning progress and needs of their NCS students.
- Similar to the deployment of the additional funding in the 2014/15 school year, in the 2015/16 school year, schools mainly used the funding for appointing additional teaching staff to implement the intensive learning and teaching modes for NCS students (more than 70% of the schools concerned

¹ The major intensive learning and teaching modes adopted by schools in the 2015/16 school year are summarised as follows:

Intensive learning and teaching modes adopted	Number of primary schools	Number of secondary schools	Total number of schools
Pull-out learning	67	54	121
Split-class/group learning	36	35	71
After-school consolidation	107	67	174
Increasing Chinese Language lesson time	30	18	48
Learning Chinese across the curriculum	15	8	23
Co-teaching with 2 or more teachers / teaching assistants to provide in-class support	51	19	70

appointed 3 or more additional teachers/teaching assistants).

- In the 2015/16 school year, Chinese Language teachers in more than 70% of the schools concerned adapted learning and teaching materials from the mainstream curriculum and/or developed school-based learning and teaching materials (the so-called “textbooks”) with reference to the “Learning Framework” and the reference materials provided by EDB. Other schools made effective use of “textbooks” including learning software developed by publishers.

Creation of Inclusive Learning Environment in Schools

- The schools concerned generally deployed about 10% of the additional funding for appointing ethnic minority (EM) assistants and/or procurement of translation services to strengthen communication with parents of NCS students and organising multi-cultural activities. About 20% of the schools appointed EM assistants (about 70 EM assistants in total constituting an increase by 10 compared to the 2014/15 school year). Other schools also made use of other means available (such as procurement of translation services, soliciting support from other EM parents, making use of the EM languages interpretation services provided by the CHEER Centre funded by the Home Affairs Department) to strengthen the communication with parents of NCS students.
- The schools concerned provided bilingual version of major school circulars (i.e. in Chinese and English), and discussed with parents (including parents of NCS students) the learning progress of their children through diversified modes such as parents’ day, parent-child activities, etc..
- About 70% of the schools concerned had arranged their teachers to participate in the sharing session organised by EDB in collaboration with the Equal Opportunities Commission. Most schools concerned (about 90%) also raised the cultural sensitivity of teachers and Chinese-speaking students by promoting cultural diversity in schools through different modes (such as seminars, cultural exchange programmes, etc.).
- About 50% of the schools concerned collaborated with non-governmental organisations to facilitate NCS students’ integration into the local community. Besides, about 80% of the schools concerned engaged their NCS students in community activities (such as volunteer work) and uniformed groups with a view to enhancing their interaction with their Chinese-speaking peers and broadening their exposure to Chinese.
- In sum, schools concerned have made optimal use of the purpose-specific additional enhanced funding to implement intensive learning and teaching modes and create an inclusive learning environment in schools.

Feedback from Major Stakeholders

- Based on the feedback collected from major stakeholders through questionnaires in March 2016, in the 2015/16 school year, NCS students in more than 70% of the primary schools had studied in local kindergartens (KGs), compared with only 30% in secondary schools. It reflected that parents of NCS students were increasingly prepared to send their children to local KGs. More than 70% of the coordinators of the support for NCS students in schools considered that NCS students having studied in local KGs developed better listening and speaking skills, and more than 50% of them agreed that these NCS students could largely understand the contents of the Chinese reading materials.
- Most of the NCS students in the schools concerned (about 90%) found small group learning and learning with Chinese-speaking peers conducive to their effective learning of Chinese. Some of them (about 80%) pointed out that other outside classroom activities such as watching television programmes, reading Chinese stories, etc. could benefit their learning of Chinese.
- Most parents of NCS students (about 90%) indicated readiness to reshuffle their children's daily schedule for more opportunities to learn Chinese, such as participating in after-school extended Chinese learning programmes.
- In the 2014/15 school year, about 50% of the schools concerned remarked that some of their NCS students (about 1 000) had taken consecutive days of leave (more than 2 weeks), among which half of these schools had NCS students taken leave for more than 4 weeks, mainly for returning to their home country. Schools found that taking consecutive days of leave would adversely affect NCS students' learning effectiveness. 1 to 5 NCS students were involved in about 20% of the schools concerned while another 20% of these schools had 6 or more NCS students taken such extended leave. In individual schools, the number of NCS students taking extended leave was about 80. Schools will report in this regard for the 2015/16 school year in their annual school reports.
- More than 90% of the schools reported that their efforts in various aspects of supporting NCS students, including teachers' professional capability in teaching NCS students, adaptation of school-based curriculum and learning and teaching materials, adoption of intensive learning and teaching modes, enhancing NCS students' learning motivation, confidence in learning and performance, as well as creation of an inclusive learning environment in schools had gradually taken root.
- About 70% of the schools concerned revealed that communication with parents of NCS students had been improved.

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