



- Research Insight
- Overview on the Progress of Advocacy in Education
- Action Project



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Research Insight



1) Overall Language Proficiency on Chinese A STUDY ON ETHNIC MINORITY'S MOST CONCERNED ISSUES AND OTING BEHAVIOR 2017

➔ 62.8% Limited Chinese ability

Most Concern Issue:

- 7.23/10 Difficult to finding Job due to strictly high Chinese Language requirements
- 6.93/10 Insufficient provision of Chinese Language Course for adult/ not in school EMs
- 6.86/10 Ineffective Chinese Language Education for EM Students
- 6.81/10 Education is the most concern out of other 4 domains Employment, Housing, Accessibility to Public Service

**Recommendations on Strategies and Policy Measures for
Social Development of Hong Kong for the Coming 5 Years. 2017**



**8 recommendation to promote
“Equal opportunities to ensure racial equality and
inclusion”**



The Framework on Chinese as Second Language

1. Relevant assessment indicators
2. Improve the transparency of school-based support and the accountability
3. Developing teaching materials and publishing textbooks



Parent support and cultural sensitivity training for school staff

1. Training for teachers and managerial staff
2. Teaching Chinese as a second language an optional module for Chinese teachers

Non-Chinese speaking students have equal opportunity for school admission

Meanwhile:

1. At least one Chinese teacher who has received training in teaching Chinese as a second language
2. Assist ethnic minorities in improving their Chinese proficiency as early as possible
3. Extend relevant support to the kindergarten

2017 - 2022

Strengthen Kindergarten (KG) support for NCS students*

2017/18	<ul style="list-style-type: none">• Providing \$360,000 (i.e. 1 KG teacher) for admitting ≥ 8 NCS students
2019/20	<ul style="list-style-type: none">• Providing a 5-tiered grant for KG admitting different number of students
2017 Feb	<ul style="list-style-type: none">• Seminar/workshops on catering for learner diversity are organized• Launching the KG Education Curriculum Guide on how schools could support NCS students, with a section specifically on Chinese learning for NCS children
2019/20	<ul style="list-style-type: none">• Strengthening professional development for teachers on support to NCS children

Develop The “Chinese Language Curriculum Second Language Learning Framework” (The Frame) for KG, Primary School and Secondary School*

2016 Sep to 2020	<ul style="list-style-type: none">• Seven programs available in EduHK or HKU for Professional Development on the Teaching of Chinese Language for NCS Children
2017 Dec	<ul style="list-style-type: none">• Commissioning a tertiary institution to develop 8 sets of “textbooks” pegged at Levels 2 and 3 of the “Learning Framework” for NCS students at P3 & P4
2019 Aug	<ul style="list-style-type: none">• Commissioning a tertiary institution to develop a series of teaching materials including student textbooks, workbooks and teaching reference materials, for NCS students at P1-3
2019/20	<ul style="list-style-type: none">• No. Of schools serving NCS students in 2019/20 = 630• No. Of schools serving NCS students in 2013/14 = 590

Support schools with <10 NCS students admitted

2020/21

- Providing a new 2-tiered subsidy for schools admitting
 - ◇ 1-5 \$150,000
 - ◇ 6-9 \$300,000

Promote EM parents' participation in NCS students' education**

2018 Sep	<ul style="list-style-type: none">• Setting up a hotline (28926676) for parents of NCS children to facilitate their enquiries about admission to KG
2018/19	<ul style="list-style-type: none">• Adding a separate column on “Education Support for NCS Students” to the School Profiles
2019/20	<ul style="list-style-type: none">• Enhancing the newly added column by requesting the schools concerned to provide more details of the relevant support services• Organizing workshops for parents of NCS students in supporting NCS students' Chinese learning

Research Insight



The focus group – we did 6 groups for HKID Index in September 2022

The group discussion in Deliberation Day (Oct 21, 2022 @ DWSSB)

1. The promotion ladder for teachers who teach EM
2. Subsidies for School on EM students Enrollment
3. Career masters in secondary school often provide advices
4. Chinese they learnt in their school were too low level for them, as those classes often starts with baby level



THE
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CHARITABLE FOUNDATION

Project for **A**daptation, **I**nclusion and **S**ocial
integration for **E**thnic minorities



NGO Partners

- HKSKH Lady MacLehose Centre (LMC)
- Yuen Long Town Hall (YLTH)



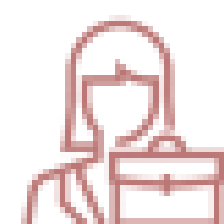
Vision 2030



Change EM from **PASSIVE** service users to **ACTIVE** change agents for their own future



Set up a **self-help platform**, make them able to adapt to school, job, hospital and housing environment



Create a **generational change** of the EM community

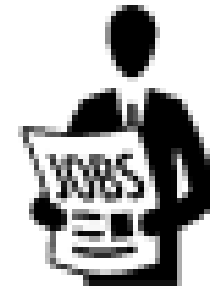
Strategy

- Adopt an **ownership EMpowerment** approach – bottom-up, people-centered, family-based
- **EM driven** (gradually) – to encourage a sense of ownership and empowerment
- Facilitate deeper **engagement** with essential parties in society (e.g. schools, hospital) for holistic integration

Core Project Components



Component A



Employment



Education Support



Communication Facilitation

Component B



Community Induction



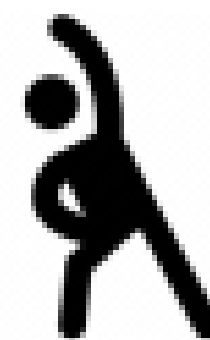
Integration

Component C



Family and Gender

Component D



Health Education and Promotion



Component E



Housing

Appendix – Component A

Employment, Education and Community Facilitation



A1. Employment Supports

Target: youth, working fathers

- Leverage HKCSS's network for job opportunities
- Promote inclusion at workplaces
- Provide cultural sensitivity training (religion, custom and food) for employers and colleagues
- Encourage corporates to provide placement supports to EM staff
- Run upskill courses for low-skill fathers
- Assist to set clear career path; support for job searching
- Persuade community employers (e.g. bakery, hair salon, catering etc) to offer apprenticeship and part-time job opportunities
- Provide individual career counselling
- Conduct families' needs assessment and matching

A2. Education Tutorial Small Group Classes

Target: pupils/kids, parents

- Grow interest and increase motivation in learning in an early stage
- Work with schools/kindergartens to provide weak language learners after-school small group tutorial support using the proven IBET model
- Facilitate mutual learning for kids and parents
- Reinforce parent role in children education and future
- Form Young Parents Club, engage parents in monthly talks and parent feedback sessions to understand more about the importance of education, schooling system and how they can help at home

A3. Translation for Schools

Target: parents

- Seek technology firms' invention on phone-based translation software
- Mobilize more minorities
- Bridge communication between schools and families
- Train educated young mothers or school graduates to be translators
- Provide on-site interpretation service during Parents' Day and translation of school notices and teachers for regular feedback on students' school performance

A4. Community Scholarship for Girls

Target: female youth

- Offer 50 scholarships annually – 5 in each selected school of the selected 10
- HK\$500-800/semester/student
- Mobilize corporate and individuals to expand scholarships
- Nominate by teachers and recommend by social work based upon academic performance, level of parent support and involvement in schools, community participation and volunteer services