



賽馬會

友趣學中文

C-for-Chinese@JC

拉闊文化 拉近距離

Joyful Learning for Inclusive Community



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香港是個多元文化的城市... Hong Kong is a multicultural city...

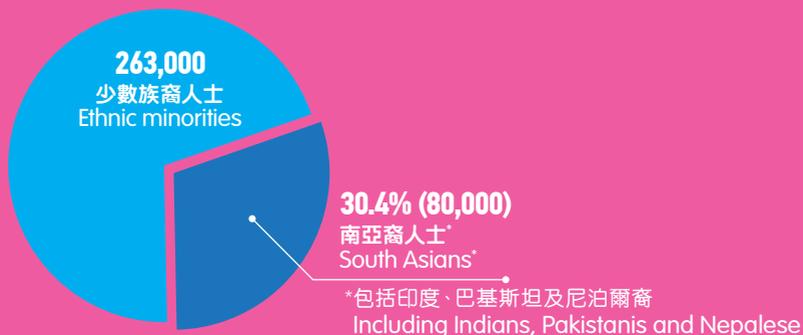
...匯聚了不同族裔的人士，當中少數族裔佔全港人口約3.8%。少數族裔人士積極貢獻香港，可是中文能力影響他們的教育及工作機會，同時影響他們能否融入社會。

我們相信及早介入是語言學習的關鍵，消除語言障礙能有效地幫助少數族裔孩子融入學校和社會。

...with people across diverse ethnicities, and ethnic minorities (EMs) make up about 3.8% of the whole population. Many EMs are active contributors to Hong Kong, yet Chinese proficiency affects their educational and employment opportunities, and ultimately affects their integration into the society.

We believe that early intervention is essential in language learning. When language barrier is torn down, EM children could integrate better into school and society.

居港少數族裔人士 Ethnic minorities in Hong Kong



以上數字不包括外籍家庭傭工
Figures excluding foreign domestic helpers

數據來源：2018年施政報告
Data source: 2018 Policy Address

「賽馬會友趣學中文」計劃：讓少數族裔孩子學好中文以融入社會

C-for-Chinese@JC: Supporting ethnic minority children's learning of Chinese for social integration

「賽馬會友趣學中文」計劃由香港賽馬會慈善信託基金策劃及捐助，並由本地三間大學及兩間非政府組織聯合策動。本計劃為期五年，自2016年起透過「家庭、學校、社區」的結合，以及實證為本的創新模式，營造具文化回應、愉快而有意義及高效的教與學情境，以強化非華語幼兒中文能力的發展，從而讓他們更順利地銜接小學的學習生活，並促進社會共融。

"C-for-Chinese@JC" is created and funded by The Hong Kong Jockey Club Charities Trust, and co-created by three local universities and two non-governmental organisations. Since 2016, this five-year Project has adopted a "home-school-community" collaborative and evidence-based model to foster culturally responsive and pleasurable learning for the non-Chinese speaking kindergarten students. It also aims to facilitate effective teaching so that students' Chinese proficiency can be enhanced for better transition to primary education and early integration with the Hong Kong society.

計劃特色：營造文化回應學與教環境

Project feature: Creating culturally responsive learning and teaching environment



18套故事圖書及學與教資源套具備文化回應內容和少數族裔文化

18 sets of storybooks and learning-teaching resource package filled with culturally responsive contents and EM cultures



少數族裔青年擔任多元文化教學助理，連結學校、家庭與社區

EM youths as Multicultural Teaching Assistants to connect schools with the families and the communities



多元文化學習中心在不同種族背景的家庭之間建立新的關係

Multicultural Learning Hubs foster new relationships amongst families of diverse ethnic backgrounds



綜合培訓增強老師及家長能力以支援孩子的學習

Integrated trainings empower teachers and parents to support children's learning

20間
幼稚園
Kindergartens

>1,600名
少數族裔學童及其家庭
EM students and their families



80%
老師
Teachers

提升了教授少數族裔學生的知識及方法
improved their knowledge and practices in teaching EM students



92%
少數族裔學生
EM students

語文分數比參與計劃前進步
showed improvement in language score



80%
少數族裔家長
EM parents

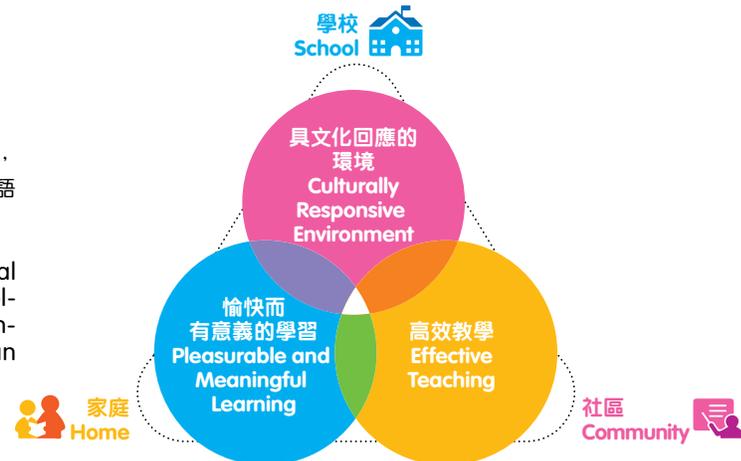
在支援子女學習和銜接小一方面更有信心
reported being more confident in supporting their child's learning and transition to primary one

資料截至2020年11月
Information updated as of 11.2020

如有意了解或索取計劃的文化回應教材、故事圖書及「家庭、社區」活動手冊，請與我們聯絡。

To learn more about or receive the Project's culturally responsive teaching materials, storybooks and "home and community" activity handbooks, please contact us.

c4chinese@hkjc.org.hk





「我的孩子交到本地朋友！」 “My child has made local friends!”

Samia看見女兒Samrah參加了「賽馬會友趣學中文」計劃後，與兄姊有很大分別。小小年紀的Samrah說中文時琅琅上口、充滿自信。Samia說：「現在Samrah可以替我翻譯本地家長的說話，令我其他的女兒都想學中文。」

她續說：「我的孩子在學校交到本地朋友，她會與鄰居的孩子玩。我們的鄰居邀請我們一起慶祝農曆新年，他們也對我們的文化感興趣。」Samia感受到一份新的歸屬感，她總結道：「現在，香港是我們的家！」

Samia has seen huge differences between her daughter Samrah, who participated in C-for-Chinese@JC, and her elder siblings. At a young age, Samrah is confident of communicating with others in Chinese. “Now, Samrah can translate what local parents are saying, my other daughters want to learn Chinese too,” said Samia.

“My child has made local friends in school, and she would play with neighbour kids. We were invited to celebrate Chinese New Year by our neighbours, who were also keen to learn about our culture,” said Samia who found a new sense of belonging. “Hong Kong feels like our home now!” Samia concluded.

「以家、社、校合作的模式去建構我們的教學系統並不容易，但計劃團隊以實證研究，證明此模式行之有效，以及有理想的效果。」

“The idea of using a home-school-community collaborative model to build our education system is a challenging one. We have produced evidence that proved its feasibility and desired outcome.”

周一嶽（計劃督導委員會主席）
York Chow, Project's Steering Committee Chairperson

「教師培訓確實提高了我與少數族裔孩子溝通的能力，在課堂內外培育起一股接納的氣氛。」

“The Project's training truly improved my ability to engage with EM children and foster an atmosphere of acceptance in my classroom and beyond.”

馬佩瑜（計劃幼稚園教師）
Joey Ma, Project kindergarten teacher

「我有一個非華語的朋友。我們很喜歡一起玩。」

“I have a non-Chinese speaking friend. We love playing together.”

陳潔旻（計劃幼稚園本地學童）
Pierre Chan, local student in Project kindergarten



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