

Report: Survey on Kindergarten Education for Ethnic Minority Students in Hong Kong

Hong Kong Unison

April 2012

Background

1. The Racial Discrimination Ordinance (RDO) was gazetted in 2008, specifying the rights of individuals to enjoy equal access to education irrespective of their race. Despite this domestic legislation, ethnic minorities in Hong Kong are not enjoying the same opportunities in education as their Chinese peers. According to the 2006 census, 3.2% pre-school students (5,452 students, excluding White students) are ethnic minorities. Yet as these students advance in their education career, this percentage drops to 1.1% in senior secondary school, and a mere 0.59% in tertiary education, a phenomenon that warrants serious attention to the current education system.
2. In April 2011 the Equal Opportunity Commission (EOC) published the document “Education for all: Report on the Working Group on Education for Ethnic Minorities” which was later submitted to the Education Bureau (EDB). The report states that ethnic minority students’ low Chinese proficiency is a major obstacle to the students’ advancement in education. Educators, NGOs, parents and students reflect to the EOC that the government provides inadequate support and resources to support ethnic minority students studying Chinese.
3. The EOC report echoes the viewpoint of many educators and psychologists that language acquisition is most effective at an early age, preferably during pre-school years. In providing better education to ethnic minorities in Hong Kong, the Government cannot neglect early childhood education. Furthermore, Hong Kong Unison finds that if a student is able to build a solid foundation in the Chinese language during the kindergarten years, parents tend to be more confident in placing their children into mainstream primary schools, thus aiding the children’s future integration into mainstream Hong Kong society.
4. For four school years from 2008 to 2012, Hong Kong Unison collaborated with the Hong Kong Institute of Education on the Chinese Language Enhancement Project for Non-Chinese Speaking Kindergarten Students¹. Through dialogues with kindergarten educators in the program, Hong Kong Unison collected a list of difficulties faced by kindergartens with ethnic minority students. Hong Kong Unison thus conducted the present study in order to systematically explore the common difficulties faced by kindergartens in teaching ethnic minority students.

¹ 《一齊同學，一齊同樂——非華語學童中文學習支援計劃》“Chinese Language Enhancement Project for Non-Chinese Speaking Kindergarten Students” The program organizes HKIEd students to conduct outreach Chinese-language support programs for ethnic minority students in participating kindergartens and primary schools

Research Purpose

5. To investigate the difficulties faced by kindergartens that admit ethnic minority children
6. To explore the measures taken by individual schools to help ethnic minority students
7. To collect kindergarten educators' opinions on the best strategies to help ethnic minority kindergarteners and the schools that admit them

Methodology

8. This quantitative study was conducted through written questionnaires.
9. Preliminary studies were done via conversations with kindergartens that participated in the Chinese Language Enhancement Project for Non-Chinese Speaking Kindergarten Students. We compiled a list of difficulties mentioned by kindergarten teachers and administrators, which formed the basis of the questionnaire questions used in this study.
10. This study targets all kindergartens that are registered with the Education Bureau. A written survey was sent out via fax by the Hong Kong Professional Teacher Union (PTU) to more than 900 registered kindergartens in November 2011. A reminder and a copy of the survey was attached to the PTU newsletter and mailed in February 2012.
11. All completed questionnaires were sent to the Hong Kong Unison office. 102 completed questionnaires were collected.
12. The questionnaire used multiply-choice questions to assess schools' difficulties in teaching ethnic minority students, their adaptive strategies and their opinion on government policies regarding early childhood education for ethnic minorities. For the full Chinese and English questionnaire, refer to Appendix B.

Results

School Backgrounds

13. 102 surveys were returned to the Hong Kong Unison office.
14. Out of the 102 responded kindergartens, 71 (70%) admitted ethnic minority students in the 2011-2012 school year.
15. A total of 1213 ethnic minority students were admitted in the 71 schools. While some schools only admitted one ethnic minority student, others have up to 124 ethnic minority students in the kindergarten. A breakdown by class year is listed below in Table 1:

Year	Total number of students	Average number of students per school	Range: number of students in a school
K1	382	5.38	1 - 43
K2	447	6.30	1 - 53
K3	384	5.41	1 - 44
Total	1213	17.08	1 - 124

Table 1: Breakdown of the numbers of ethnic minority students by school year

16. Among the ethnic minority students admitted by these 71 kindergartens, the largest ethnic group was Pakistani (35.5%). A breakdown by ethnicity is listed below in Table 2:

Ethnicity	Number of students	% out of total number of admitted ethnic minority students
Pakistani	407	35.5%
Filipino	214	18.7%
Indian	191	16.7%
Nepalese	172	15.0%
Indonesian	56	4.9%
Thai	32	2.8%
European	14	1.2%
North American	9	0.8%
African	5	0.4%
South American	2	0.2%
Others	45	3.9%

Table 2: Breakdown of the numbers of ethnic minority students by ethnicity

Difficulties faced by schools

17. The 70 schools that admitted ethnic minority students were asked about difficulties they faced regarding teaching ethnic minority students. Only 7% schools stated that they did not encounter difficulties. Most schools cited the varying Chinese language ability among ethnic minority students as a difficulty. A breakdown is listed below in Table 3:

Difficulties	Number of schools	% of schools
Chinese language ability varies greatly among ethnic minority students	48	69%
Language barriers between ethnic minority parents and teachers	41	59%
Ethnic minority parents can provide very limited academic assistance to their children	41	59%
Language barrier between ethnic minority students and teachers	39	56%
Learning ability and motivation varies greatly among ethnic minority students	38	54%
Teachers have to teach bilingually using simple English	37	53%
Teachers cannot provide the individual attention ethnic minority students require	35	50%
Teachers are unable to assess whether ethnic minority students understand the teaching content and conversations	30	43%
Teachers do not know concrete and effective teaching methods, and have to spend a lot of time to achieve their teaching objectives	24	34%
Others	6	9%
No difficulties	5	7%
Total responses	70	

Table 3: Difficulties faced by kindergartens that admit ethnic minority students. Schools can select multiple options that apply to them

18. About half of the schools with ethnic minority students encountered administrative difficulties in accommodating ethnic minority students, and 44% cited that they have to make translation arrangements for ethnic minority parents.

Does your school encounter any difficulties in administration?	Number of schools	% of schools
Yes	40	56%
No	32	44%
Total responses	72	

Table 4: Number of schools that encounter administrative difficulties

Administrative difficulties	Number of schools
Language barriers with parents (e.g. having to translate notices and conduct bilingual meetings, difficulties communicating with parents with poor English and Chinese abilities)	32
Difficulties arising from cultural differences (e.g. special dietary needs, parents being unfamiliar with Hong Kong systems)	6
Difficulties arranging extra manpower to cater to ethnic minority students' and parents' needs	4

Table 5: Administrative difficulties write-ins. Some schools wrote in more than one administrative difficulties.

Measures taken by schools

19. 31% of the schools with ethnic minority students needed to create tailored Chinese language curricula for ethnic minority students.
20. 41% of the schools with ethnic minority students provided no supporting measures for ethnic minority students. The breakdown of present supporting measures is listed below in Table 6. Table 7 lists the breakdown of write-in “other” supporting measures.
21. Only 36% schools had one or more measures that provided academic support for ethnic minority students. Academic support includes specially designed learning materials, employing ethnic minority teachers, teaching assistants and non-teaching staff, additional Chinese classes and increasing the number of total staff.

Present supporting measures for ethnic minority students (*academic support)	Number of schools	% of schools
No supporting measures are provided, they receive the same support as Chinese students	27	41%
Others	17	26%
Provide racial harmony/ inclusive activities to ethnic minority students	15	23%
*Provide specially designed learning materials to ethnic minority students	11	17%
*Ethnic minority staff are employed as teachers/ teaching assistants	8	12%
*Provide additional Chinese tuition/ after-class tuition classes to ethnic minority students	9	14%
*Increase the number of total staff	6	9%
*Ethnic minority staff are employed for non-teaching duties	4	6%
Total responses	66	

Table 6: Schools' current supporting measures for ethnic minority students. Schools may select all options that apply

"Other" present supporting measures include:	Number of schools
Strengthening communication with parents (e.g. explaining school notices in person, inviting parents to be volunteer translators, providing English notices)	10
Participating in programs organized by other organizations (e.g. racial harmony programs, Chinese programs for non-Chinese speaking students)	7
Making curriculum and assessment accommodations	1

Table 7: Write-ins of present supporting measures for ethnic minority students

Staff training and ethnic minority staff members

22. Most teachers did not receive professional training on teaching ethnic minority students. Only two schools (2% of all responded schools) had teachers that received professional training on teaching ethnic minority students. The teachers in one of the said schools only received one hour of Chinese-language teaching training.
23. 88% schools did not employ ethnic minority teachers, teaching assistants or non-teaching staff. Even among kindergartens that enrolled ethnic minority students, 87% of them did not employ ethnic minority staff members.

Government policies and resources

24. 89% of schools thought that support from the government was inadequate (53%) or very inadequate (36%). On a scale from 1 to 4 where 1 is “very inadequate” and 4 is “very adequate,” on average the schools gave the government a score of 1.74.
25. About 80% of the kindergartens thought that the government should provide funding to hire ethnic minority teachers and teaching assistants. Listed below in Table 8 is the breakdown on other forms of support that schools thought the government should provide:

Measures the government should take	Number of schools	% of schools
Fund ethnic minority teachers/ teaching assistants	80	81%
Teacher training on teaching skills	49	49%
Teacher training on cultural sensitivity	45	45%
Teaching materials	44	44%
A special fund	42	42%
Additional Chinese-learning class	40	40%
Fund additional Chinese language teachers	35	35%
Establish a Chinese-as-a-second-language curriculum and related teaching materials	28	28%
Others	8	8%
Total responses	99	

Table 8: Measures the government should take to support ethnic minority students in kindergarten education. Schools may choose all options that apply

26. The kindergartens were asked to rate the effectiveness of some suggested policies that might help ethnic minority students learn Chinese. The responded kindergartens believed that it will be most effective if the government allocates more resources to allow schools to employ ethnic minority teacher assistants and Chinese language teachers to teach ethnic minority students. Below in Table 9 is the breakdown of schools that rated these policies as most effective or second most effective (marked “1” or “2” in the questionnaire).

Suggested measures in assisting ethnic minority student in learning Chinese	Rated most effective by % schools
The government to provide funding for schools to hire ethnic minority teacher assistants	64%
The government to allocate more resources to allow schools to employ additional Chinese language teachers to teach ethnic minority students	59%
Teacher training organization to provide more training to frontline teachers	43%
To have ethnic minority students and Chinese students study in the same class, but have ethnic minority students stay after school for additional Chinese tuition classes	25%
Other suggestions	3%

Table 9: Effectiveness of measures that assist ethnic minority students in learning Chinese

Discussion and Analysis

27. The majority of kindergartens encountered difficulties teaching ethnic minority students. Only 7% of the kindergartens expressed that they did not encounter difficulties.
28. Most kindergartens encountered difficulties teaching ethnic minority students mainly because of the students' varying Chinese abilities and language barriers between parents and teachers, and felt that they did not receive sufficient support from the government on this front. Many schools only had limited measures supporting ethnic minority students, and they wished that the government would provide more support on hiring and training teachers.
29. Chinese abilities: Most kindergartens faced difficulties related to ethnic minority students' low Chinese abilities, and yet most did not have the resources to cope with these difficulties. For 69% kindergartens, the difficulties lied in the fact that ethnic minority students have varying Chinese language abilities, and some students do not have enough Chinese ability to function well in school. Similarly, in 50% schools teachers found it difficult to assess how much ethnic minority students were able to understand in the classroom. These are unique difficulties pertaining to teaching ethnic minority students.
30. And yet, few schools have measures in place to cope with these difficulties. Only 13% schools with ethnic minority students provided additional Chinese classes to ethnic minority students to help them catch up with the difference in Chinese ability, and almost in none of

the schools had teachers received professional training on how to teach ethnic minority students. Employing ethnic minority staff members could help alleviate the difficulties, but even then only 13% schools employed ethnic minority staff members, and that number includes schools that employed staff from English-speaking backgrounds.

31. Working with parents: In early childhood education, parent-school collaboration is especially important, and yet language barriers pose great difficulties to kindergartens that admit ethnic minority students. 59% kindergartens faced language barriers between teachers and ethnic minority parents; and an equal number of kindergartens found that ethnic minority parents cannot help with their children's homework. While only 13% kindergartens employed ethnic minority staff members, others have to invite parents to help translate messages to parents with poor Chinese and English. 80% out of the schools that encountered administrative difficulties cited that having to translate notices and meetings into English also posed heavy administrative burdens onto schools.
32. More government support: 86% kindergartens thought that government support was not enough. Many schools had not provide support to ethnic minority students, and many schools that did could not provide systematic and long term measures such as employing a comprehensive learning support for ethnic minority students and employing ethnic minority teaching and non teaching staff. 81% schools thought that the government should provide funding to hire ethnic minority teachers and teaching assistants, and almost half of the schools also wished that the government provide teachers' trainings.

Policy Suggestions

33. The Education Bureau (EDB) should give concrete responses to the recommendations made by the Equal Opportunities Commission Working Group on Education for Ethnic Minorities and create a concrete action timeline. Currently, the Education Bureau encourages ethnic minority students to integrate into the mainstream Hong Kong society, but, as stated by in the EOC report, fails to provide adequate and comprehensive support to students, teachers and schools.
34. The EDB should provide comprehensive Chinese-language teaching support to kindergartens with ethnic minority students. Such support should include Chinese teaching materials for

ethnic minority kindergarteners and support to schools in hiring extra Chinese-language teachers. The EDB should also fund and support organizations that provide extra Chinese-language training for ethnic minority students.

35. The EDB should provide special funding for kindergartens to employ ethnic minority teachers and teaching assistants in order to assist in classroom teaching and facilitate communications with parents.
36. HKIEd and VTC early childhood education programs should recruit ethnic minorities as professional kindergarten teachers and teaching assistants. For the ethnic minorities who are currently working in the field without professional qualifications, these training institutions should also provide certificated field-specific vocation training.
37. The EDB should open the on-the-job professional training programs (currently administered by HKIEd and HKU) on cultural sensitivity and teaching non-Chinese-speaking students to pre-primary teachers, and provide the same sponsorship as that for primary school teachers. Alternatively the EDB should open similar programs specifically for kindergarten teachers.
38. The new government under C.Y. Leung should fulfill their election promises and provide assistance to ethnic minority kindergarten children learning Chinese as soon as possible, and prevent the flawed system from ruining the future of yet another generation of young ethnic minority children.

Appendix A

Results to each survey question

Question 1: Has your school admitted any ethnic minority students (non-Chinese speaking) this school year (2011/2012)?

	no.	%
Yes	71	70%
No	31	30%
Total	102	

If yes, how many ethnic minority students were admitted?

	no.	average per school	range
K1	382	5.38	0-43
K2	447	6.30	0-53
K3	384	5.41	0-44
total	1213	17.08	

Question 2: Please describe the distribution of the ethnic minority students (please state the number of students)

	no.	% out of all total number of EM students
Pakistani	407	35.5%
Filipino	214	18.7%
Indian	191	16.7%
Nepalese	172	15.0%
Indonesian	56	4.9%
Thai	32	2.8%
European	14	1.2%
North American	9	0.8%
African	5	0.4%
South American	2	0.2%
Others	45	3.9%
total	1147	

Question 3: What difficulties do your school teachers encounter when teaching ethnic minority students? (You may choose more than one option)

	no.	%
C. Greater variation in the Chinese language ability of ethnic minority students	48	69%
H. Language barriers between ethnic minority parents and teachers	41	59%
I. Ethnic minority parents can provide very limited academic assistance to their children	41	59%
A. Language barrier between ethnic minority students and teachers	39	56%
B. Greater variation in the learning abilities and motivation of ethnic minority students	38	54%
F. Teachers have to use simple English and teach in both Chinese and English	37	53%
G. Teachers cannot provide the individual attention ethnic minority students require	35	50%
D. Teachers are unable to assess whether ethnic minority students understand the teaching content and dialogue	30	43%
E. Teachers do not know what specific and effective teaching methods are available to them, there they have to spend a lot of time to achieve the teaching objective	24	34%
J. Others	6	9%
K. No difficulties encountered	5	7%
total	70	

Question 4: Does your school encounter any difficulties in administration?

	no.	%
Yes	40	56%
No	32	44%
total	72	

Q4: What are the administrative difficulties?

Administrative difficulties	no.
Language barriers with parents (e.g. having to translate notices and conduct bilingual meetings, difficulties communicating with parents with poor English and Chinese abilities)	32
Difficulties arising from cultural differences (e.g. special dietary needs, parents being unfamiliar with Hong Kong systems)	6
Difficulties arranging extra manpower to cater to ethnic minority students' and parents' needs	4

* Some schools cited more than one administrative difficulties.

Question 5: Does your school have to create a tailor-made Chinese language curriculum to cater to the learning needs of ethnic minority students?

	no.	%
Yes	22	31%
No	48	69%
total	70	

Question 6: Did your school's teachers receive any special teacher training in teaching ethnic minority children?

	no.	%
Yes	2	2%
No	96	98%
	98	

If yes, the number of training hours is ____ and the training organization is _____

Number of hours	1
Organization	香港大學現龍小組

Question 7: Has your school employed any ethnic minority teachers/ teaching assistants/ non-teaching staff to assist in daily teaching and administrative tasks?

Total schools with ethnic minority staff members	no.	%
Yes	12	12%
No	88	88%
total	100	

average number of EM staff	2.8
min number of EM staff in one school	1
max number of EM staff in one school	6

Among schools with ethnic minority students:

Schools with ethnic minority staff members	no.	%
Yes	9	13%
No	61	87%
total no. of schools with ethnic minority students	70	

Question 8: What present supporting measures does your school provide for the ethnic minority students?

	no.	%
H. no supporting measures are provided, they receive the same support as Chinese students	27	41%
G. others	17	26%
F. provide racial harmony/ inclusive activities to ethnic minority students	15	23%
E. provide specially designed learning materials to ethnic minority students	11	17%
A. ethnic minority staff are employed as teachers/ TA	8	12%
D. provide additional Chinese tuition/ after class tuition classes to ethnic minority students	9	14%
C. increase in the number of total staff	6	9%
B. ethnic minority staff are employed for non teaching duties	4	6%
total responded	66	

Q8: Number of schools that provide academic support:

	#	%
# with one or more academic or Chinese support	26	29%
# with supporting measures but not academic	18	20%
# without any supporting measures	47	52%
total	91	

Q8: “Other present supporting measures” write-ins include:

	no.
Strengthening communication with parents (e.g. explaining school notices in person, inviting parents as volunteer translators, providing English notices)	10
Participating in programs organized by other organizations (e.g. racial harmony programs, Chinese programs for non-Chinese speaking students)	7
Making curriculum and assessment accommodations	1

Question 9: In your school’s opinion, are the supporting measures provided by the government to ethnic minority kindergarten students adequate?

	no.	%
Very adequate	0	0%
Adequate	10	11%
Inadequate	50	53%
Very inadequate	34	36%
total	94	
Average score (1=very inadequate; 4=very adequate)	1.74	

Question 10: What measures should the government provide to ethnic minority students in kindergarten education? (You may choose more than one option)

	no.	%
G. Fund ethnic minority teachers/ teaching assistants	80	81%
B. teaching skills training	49	49%
A. Cultural sensitivity teacher training	45	45%
C. Specially designed teaching and learning materials	44	44%
E. a special fund	42	42%
D. additional Chinese learning class	40	40%
F. Fund additional Chinese language teachers	35	35%
H. Establish a Chinese as a second language curriculum and related teaching materials	28	28%
I. Others	8	8%
total	99	

Q10: “Other measures” write-ins include:

	no.
Ethnic minority staff support (e.g. provide ethnic minority teaching assistants and staff, systematic translation support, subsidize ethnic minority staff salary)	5
Parent-supporting programs (e.g. parents’ Chinese classes, child-care classes)	3

Question 11: Please rate the effectiveness of the following suggested measures in assisting ethnic minority students in learning Chinese: (1=most effective; 5=least effective)

	average score
government allocates more resources to enable schools to employ additional Chinese language teachers for teaching ethnic minority students	1.64
government provide funding for schools to hire ethnic minority teacher assistants	2.10
provide more training to front line teachers by teacher training organizations	2.31
ethnic minority students and Chinese students study in the same class, but ethnic minority students have to stay after school for additional Chinese tuition class	2.99
other suggestions	3.65
total	97

Question 11: List of “other suggestions”

Education for parents on the importance of Chinese language and integration into Hong Kong mainstream society:

- 教導家長與他們說中文及多看中文電視節目
- 對少數族裔家長的教育，以幫助他們更快融入社區
- 應從家長教育出發，讓他們明白香港文化、習慣及學習方法等
- 家長一同參與學習中文課(可課後)

Education for parents on the Hong Kong education system

- 舉行家長講座，讓家長了解兒童在不同階段的成長特徵和發展需要，加強家長對學前教育學費資助的資訊及幼稚園與小學銜接的重要性
- 由教育局各地區統籌家長講座，多講解(要有翻譯)香港情況，可配合邀請校長作高中分享

Other support for ethnic minority parents:

- 政府亦需要給予少數族裔的家長講座
- 政府應增撥資源為少數族裔學生作親子教育
- 提供少數族裔行政助理支援，翻譯通告及學校文件給家長，另作口頭翻譯(溝通橋樑)

District-based support resources

- 一位專科老師走 3-4 間學校，每週協助幾次，如學生不多學校可能只有 1-2 位少數族裔學生
- 每區設有一些中心集中協助區內不同學校的少數族裔學生學習中文
- 設地區性家長資源中心，課後輔導班等
- 組織支援網絡，令學校可以須作出合適的轉介，培訓查詢，組織活動(識字班)得一站式服務基地，將資源能妥善的運用和有到位的服務安排

Other suggestions:

- 增加學習媒體，如教育電視，網上平台中

Appendix B:

Questionnaire sample

Jointly Organised by Hong Kong Unison & Hong Kong Professional Teachers' Union
(HKPTU)

Survey of Kindergarten Education of Ethnic Minority Students 2011

Dear Principal / Person-in-charge,

The Education Bureau (EDB), Schools, Front-line Teachers and parents are paying particular attention to the effectiveness of integrating Ethnic Minority Students into the mainstream education system and the Chinese language learning of Ethnic Minority Students.

In order to understand the situation facing front-line kindergarten teachers and schools, your school is invited to participate in a survey, jointly conducted by Hong Kong Unison and HKPTU, of the Kindergarten Education of Ethnic Minority Students. The survey takes about 10 minutes to complete. Your invaluable response will assist us in making recommendations to the EDB for supportive measures to cater the special needs of EM students.

The results of this survey will be announced in April 2012. Thank you very much for your assistance.

Hong Kong Unison

Please submit the completed questionnaire to Hong Kong Unison on or before 30th November, 2011 by the following methods:

- 1. By Fax : 2789-1767**
- 2. By Email: service@unison.org.hk**
- 3. By Post: Room 1303, 13/F, Wang Yip Industrial Building, 1 Elm Street, Tai Kok Tsui, Kowloon**

Should you have any queries, please feel free to contact our Social Worker, Miss Queenie Choi of Hong Kong Unison (Tel: 2789-3246).

Survey of Kindergarten Education of Ethnic Minority Students 2011

Please put a in the appropriate box and/or write down your opinion:

1. Has your school admitted any Ethnic Minority students (i.e. Non-Chinese speaking) in this school year (2011/12)?

- Yes No (Please skip to Question 6)

If yes, how many students were admitted?

K1: _____ K2: _____ K3: _____

2. Please describe the distribution of the Ethnic Minority students is (Please state the no. of students):

Indonesian: _____ Pakistani: _____ Indian: _____ Nepalese: _____ Filipino: _____

Thai: _____ African: _____ European: _____ North American: _____ South American: _____

Others (Please specify): _____

3. What difficulties do your school teachers encounter any difficulties when teaching Ethnic Minority students? (You may choose more than 1 option)

- Language barrier between Ethnic Minority students and teachers.
 Greater variation in the learning abilities and motivation of Ethnic Minority students.
 Greater variation in the Chinese language ability of Ethnic Minority students.
 Teachers are unable to assess whether Ethnic Minority students understand the teaching content and dialogue.
 Teachers do not know what specific and effective teaching methods are available to them, there they have to spend a lot of time to achieve the teaching objectives.
 Teachers have to use simple English and teach in both Chinese and English.
 Teachers cannot provide the individual attention Ethnic Minority Students require.
 Language barriers between Ethnic Minority parents and teachers
 Ethnic Minority parents can provide very limited academic assistance to their children
 Others (please specific): _____
 No difficulties are encountered

4. Does your school encounter any difficulties in administration?

- Yes No

If yes, please specify what these difficulties are: _____

5. Does your school have to create a tailor-made Chinese language curriculum to cater the learning needs of the Ethnic Minority students?

- Yes No

6. Did your school's teachers receive any special teacher training in teaching Ethnic Minority children?

- Yes No

If yes, the number of training hours is around _____ hours, and the training organisation is _____

7. Has your school employed any Ethnic Minority Teachers / Teaching Assistants / Non-teaching posts to assist in daily teaching and administrative tasks?

- Yes, Total no.: _____ No

8. What present supporting measures does your school provide for the Ethnic Minority students? (You may choose more than 1 option)
- Ethnic Minority staff are employed as the Teachers / Teacher Assistants
 - Ethnic Minority staff are employed for non-teaching duties (eg. administrative support, communication with EM parents and etc.)
 - Increase in the number of total staff
 - Provide additional Chinese tuition / After-class tuition classes to Ethnic Minority students
 - Provide specially-designed learning materials to Ethnic Minority students
 - Provide racial harmony / inclusive activities to Ethnic Minority students
 - Others (please specific): _____
 - No supporting measures are provided to Ethnic Minority students, they receive the same support as Chinese students.
9. In your school's opinion, are the supporting measures provided by the Government to Ethnic Minority Kindergarten Students adequate?
- Very adequate Adequate Inadequate Very inadequate
10. What measures should the Government provide to Ethnic Minority students in Kindergarten Education? (You may choose more than 1 option)
- Cultural sensitivity teacher training
 - Teaching skills training
 - Specially-designed teaching and learning materials
 - Additional Chinese learning classes
 - A Special fund
 - Fund additional Chinese language Teachers
 - Fund Ethnic Minority Teachers/ Teaching Assistants
 - Establish a Chinese as the Second Language Curriculum and related teaching materials
 - Others (please specify): _____
11. Please rate the effectiveness of the following suggested measures in assisting Ethnic Minority students in learning Chinese:
- (1 – the most effective way 5 – the least effective way)
- Government allocates more resources to enable schools to employ additional Chinese language teachers for teaching EM students.
 - Provide more training to front-line teachers by Teacher Training Organisations.
 - Government provides funding for schools to hire Ethnic Minority Teacher Assistants
 - Ethnic Minority students and Chinese students study in the same class, but Ethnic Minority students have to stay after-school for additional Chinese tuition class
(_____ times for 1 week, _____ hours for each meeting)
 - Other suggestions: _____

***End of the questionnaire
Thank you!***

如 貴校之前已填寫過此問卷，並已提交予香港融樂會，則無需理會這個邀請。如有引起貴校不便，敬請原諒！

香港融樂會及香港教育專業人員協會合辦

本港少數族裔學童學前教育情況調查 2011-12

致 貴校校長/負責人：

本港少數族裔學童的人數愈益增加，對於如何能有效協助這些學童學習中文和融入主流教育系統，對教育局、整個教育界(包括學校及前線教師)、家長以致學童本身均是很值得關注的課題。

爲了掌握前線教師及學校在推行少數族裔學前教育的實際情況，現誠邀 貴校參與一項由融樂會及教協會合作的「本港少數族裔學童學前教育情況」問卷調查，提供寶貴資料以協助我們向教育當局建議適切可行的支援措施予有需要的幼稚(兒)園老師及少數族裔學生。是次調查結果將會於 4 月上旬作新聞發佈。

衷心感謝 貴校的協助！本問卷調查需時約 10 分鐘。

* 提交已完成的問卷方法：

填妥問卷後，請把問卷於 **2012 年 3 月 9 日或之前** 傳真、電郵或郵寄至香港融樂會

1. 傳真號碼：2789 1767
2. 電郵：service@unison.org.hk
3. 郵寄地址：九龍大角咀榆樹街 1 號宏業工業大廈 13 樓 1303 室
4. 如有任何查詢，請致電 2789 3246 香港融樂會社工 蔡樂婷姑娘



學校名稱：_____

請在適當地地方以 或文字表示：

2. 貴校於本學年 2011/12 有否取錄少數族裔 (非華語) 學童？

有 沒有 (→ 請跳至第 6 題)

如有，請問共取錄了多少名少數族裔學童？ 幼兒班：_____人 低班 / 或稱中班：_____人 高班：_____人

3. 少數族裔學童的族裔人數分佈是多少？(請填上實際人數)：

印尼：_____人 巴基斯坦：_____人 印度：_____人 尼泊爾：_____人 菲律賓：_____人

泰國：_____人 非洲：_____人 歐洲：_____人 北美洲：_____人 南美洲：_____人

其他 (請註明所屬種族)：_____

4. 貴校老師在教導少數族裔學童過程中有否遇到困難？(可選多項)

- 少數族裔學童與教師語言不通，未能溝通
- 少數族裔學童學習能力、動機差異極大
- 少數族裔學童的中文水平差異極大
- 老師未能了解學童是否明白教學及對話內容
- 不知道有甚麼具體及有效教學方法，要花費很多時間才能達到效果
- 教師需要以簡單英語作雙語教學
- 要顧及全班學生進度，未能兼顧個別學童
- 教師與少數族裔家長語言不通，未能溝通
- 少數族裔家長未能協助學童的課業
- 其他 (請列明)：_____
- 沒有困難

5. 貴校在行政上有否困難？
 有 (請說明：_____) 沒有
6. 貴校有否需要剪裁中文課程，以配合少數族裔學童的需要或中文程度？
 有 沒有
7. 貴校的教師會否接受任教少數族裔學童的專業培訓？
 有 (培訓時數大約為_____ 小時，培訓機構：_____) 沒有
8. 貴校現時有否聘請少數族裔老師 / 助教 / 非教學人員協助日常教學和行政工作？
 有，共有_____ 名 沒有
9. 貴校現時為少數族裔學童提供的額外支援，包括哪些措施？(可選多項)
 聘請少數族裔人士擔任教學/教學助理工作
 聘請少數族裔人士擔任非教學工作 (如行政支援、家長溝通等)
 增聘整體人手
 為此類學童提供額外的中文班/課後功課輔導
 為此類學童提供特別的教材/學習材料
 為此類學童提供共融活動/課程
 其他 (請列明)：_____
 沒有特別的支援，與本地生所獲得的支援相同
10. 貴校認為政府現時提供予少數族裔幼稚(兒)園學生的學習支援是否足夠？
 非常足夠 足夠
 不足夠 非常不足夠
11. 貴校認為有關當局應該提供甚麼支援予少數族裔學童的學前教育？(可選多項)
 文化敏感度教師培訓
 教學技巧教師培訓
 教材及學習材料
 額外中文班
 特別資助金額
 資助額外中文教師名額
 資助少數族裔教學助理/教師
 設立以中文作為第二語言的課程及相關教材
 其他，請說明：_____
12. 貴校認為下列的方案是否能有效幫助少數族裔學童學習中文：
 (請依序排列，於方格中填上 1 至 5，1 為最可行)
 政府增撥資源讓學校能聘請額外中文教師，專責教授少數族裔學生
 教師培訓機構增加對前線老師的專業培訓
 政府資助校方聘請少數族裔教學助理
 少數族裔學生與華語學生一同常規上課，但少數族裔學生放學後留校接受額外中文輔導
 (一星期_____ 次，每次_____ 小時)
 其他可行建議：_____

全卷完，多謝！