The background features several large, overlapping, semi-transparent swirls in shades of purple, green, and blue. Scattered throughout are numerous small, yellow, triangular shapes, some pointing towards the center and others pointing outwards, creating a dynamic and celebratory feel.

**Committee on the Promotion of
Racial Harmony:
notes of the meeting on 20 July 2005**

Annex

The background features several large, overlapping, colorful swirls in shades of purple, green, and blue. Scattered throughout are numerous small, yellow, triangular shapes that resemble confetti or starbursts.

Hong Kong Christian Service

Project Connection

*~ after-school support for ethnic minority
children & their parents*

Ms Yvonne Chak, Principal Coordinator
Ms Viola Tsang, Supervisor



1. Background Information of the Project

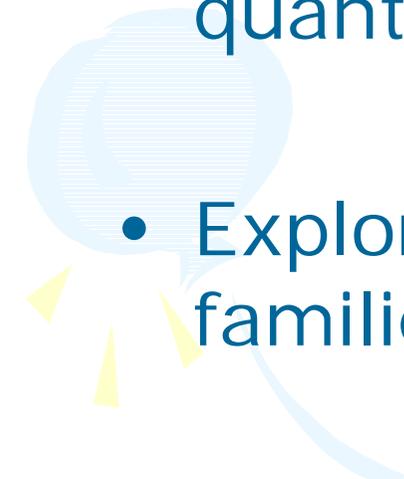
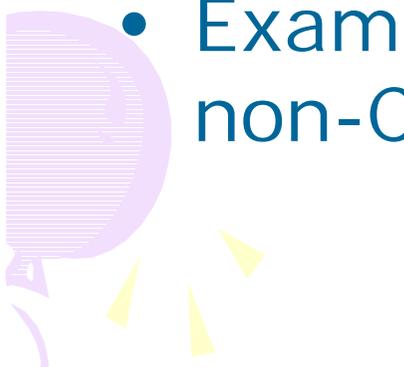
- The project has been launched since **Nov, 2004**.
- **Tutorial classes** have been held for non-Chinese speaking students who are studying mainly in CMI schools.
- **Weekend programs** have been designed for both students and parents.
- **School supportive service** has been provided for teachers.
- **Hotline service** has been launched.
- **Quantitative feedback** from students and parents were collected quarterly.

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- **12** classes have been conducted in five districts, **Tsimshatsui (4)**, **Shamshuipo (2)**, **Kwun Tong (1)**, **Tuen Mun (2)**, **Yuen Long (3)**.
 - **113** students had been served and now there are 91 students remaining in the classes.
 - **43** students come from **CMI** and 48 come from EMI.
 - **89%** of parents feel satisfied with the logistics arrangement of tutorial classes.
 - **93%** of parents agree that the tutors are helpful to their kids and can facilitate them in learning Chinese.
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- A decorative graphic on the left side of the slide features three overlapping speech bubbles in light green, light blue, and light purple. From the top and bottom of these bubbles, several yellow triangular rays emanate outwards, creating a sunburst effect.
- **94%** of students agree that the tutorial classes are very helpful to them in learning Chinese.
 - **95%** of students like attending the tutorial classes.
 - **83%** of parents feel stronger social support after their children joining the Project.
 - **93%** of teachers find that the training workshop can help them to understand more about the culture of ethnic minorities.
 - **86%** of teachers agree that the training can enhance their skills in relating with parents.



2. Aims of the focus group

- Collecting the feedback from both parents and tutors in order to supplement the quantitative findings.
 - Explore the service needs of NCS and their families.
 - Examine the Chinese learning situation of non-Chinese speaking (NCS) students.
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3. Data Collection



3.1 Parents (45)

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- Overall understanding on the project objectives.
 - Evaluation on projective objectives.
 - Evaluation on staff performance.
 - Perception and planning on social integration.
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3.2 Tutors (6)

- Expectation and attitude toward the service user.
- Problems and difficulties.



3.3 Students (61)

- Chinese learning situation through different tests – comprehension, card matching and word pronunciation.
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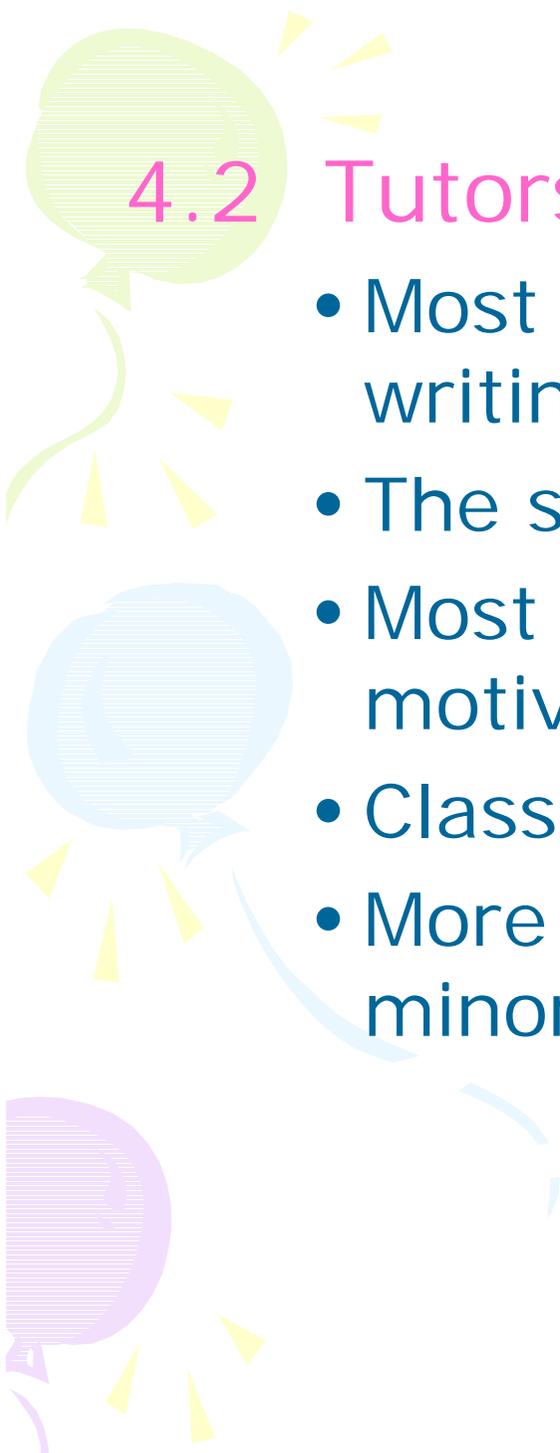


4. Results



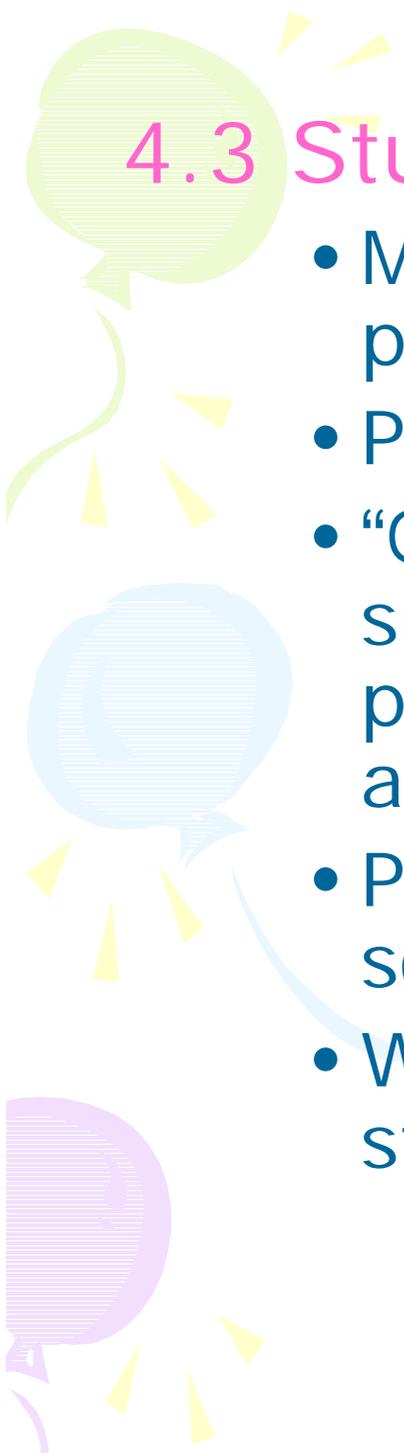
4.1 Parents

- They agree that the Project can help their kids to learn Chinese.
 - Academic and social performance in Chinese has been improved.
 - Help them to release tension in teaching their kids' Chinese homework.
 - Satisfied with our staff performance and frequently contact with our staff.
 - Their kids can integrate into Hong Kong society easily if Chinese is good.
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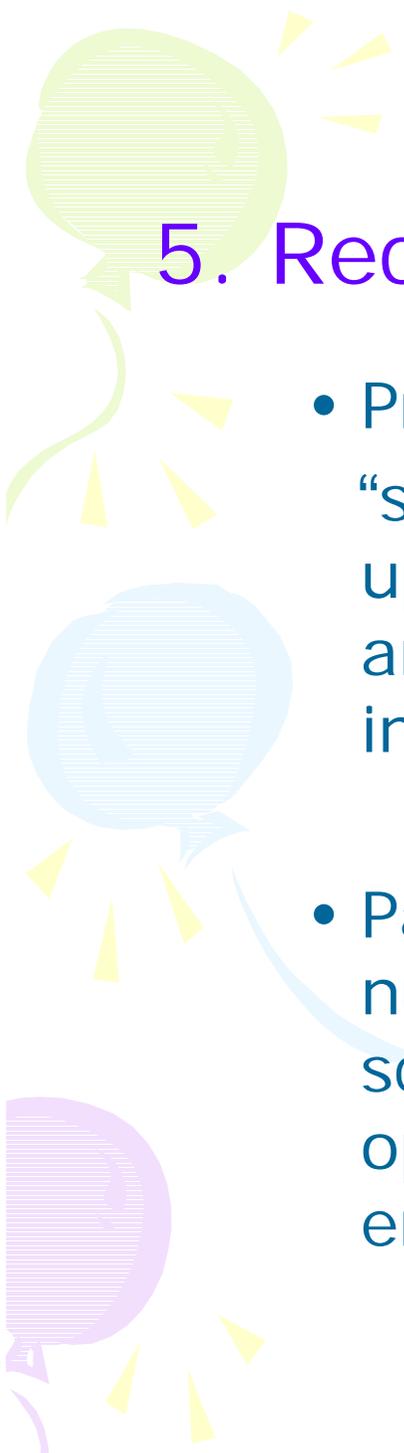
4.2 Tutors

- Most of the NCS are weak in Chinese writing and reading.
- The speaking ability is relatively good.
- Most of the NCS have a strong motivation to learn Chinese.
- Classroom discipline is tutors' concern.
- More understanding towards ethnic minorities after teaching the NCS.



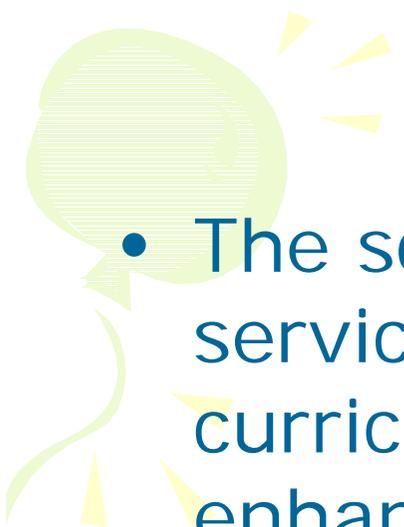
4.3 Students

- Most of the NCS have a gradual progress in Chinese language ability.
- Performance of female NCS is better.
- “Quality of stay in HK” has a significant relationship with the performance of Chinese learning ability.
- Performance of students in CMI schools is better.
- Worksheet, theme study and activity study are attractive to students.



5. Recommendation

- Promote an idea to the parents –
“studying in CMI school is a good way to upgrade their kids’ Chinese language ability and strengthen their capacity to integrate into Hong Kong society in the future”.
- Parents should send their kids to local nurseries or kindergartens at their pre-school stage in order to give them more opportunities to expose to Chinese learning environment.

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- The school and after-school support service should design tailor-made curriculum and teaching method for enhancing the kids' interest and motivation of learning Chinese.

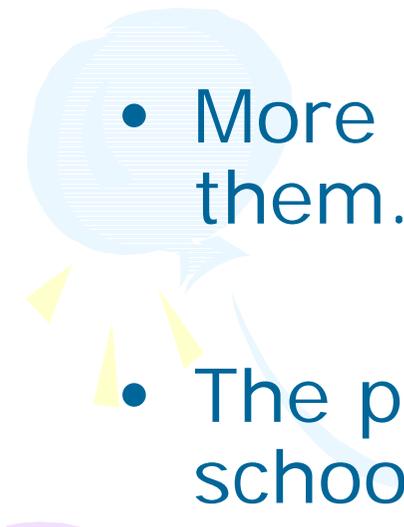
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- In-service training to teachers to understand the culture of ethnic minorities.

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- Employ South Asian teaching assistant to liaise with parents.



- Provide more information about HK education system to parents.

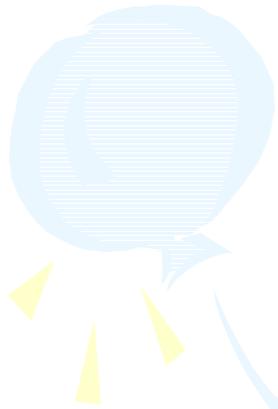
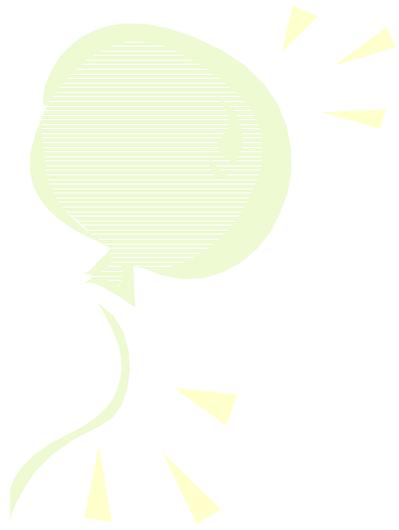
- Use a holistic approach to provide services for ethnic minority.



- More manpower to run the services for them.



- The program should extend to NCS in EMI schools because they also encounter the same problems in learning Chinese.



Thank you !