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Admitting Ethnic Minority Kindergarteners: Overcoming Challenges and Identifying Opportunities

Research Report

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Executive Summary

Background

1. Various organisations and researchers have pointed out the unwillingness of many kindergartens to admit ethnic minority (EM) students due to various gaps in policy, financial provision, and kindergartens' capabilities and approaches. However, few have taken a more in-depth look at the approaches and strengths of kindergartens towards overcoming the obstacles and enabling success for all.
2. Since the 2019/20 academic year, the Government has introduced a five-tiered subsidy for kindergartens joining the Kindergarten Education Scheme (KES) according to the number of non-Chinese speaking (NCS) students admitted. Thus, the School of Education and Languages, Hong Kong Metropolitan University, and the Hong Kong Child-Rity Association were funded by the Equal Opportunities Commission to conduct this research project on “Admitting Ethnic Minority Kindergarteners: Overcoming Challenges and Identifying Opportunities” to:
 - explore the reasons for kindergartens admitting/not admitting EM children in the face of the changing policy;
 - understand the strengths of kindergartens in admitting and supporting EM students, in terms of their Capability, Aspirations, Resources, and Engagement; and
 - identify the strategies and opportunities of kindergartens of different subsidy tiers in working with EM students.
3. To achieve these objectives, we collected the views of participants from 161 kindergartens participating in the KES in the 2020/21 academic year via an online questionnaire survey between May and July 2021. The sample represented nearly a quarter of all KES kindergartens in Hong Kong. About 70% of the responding kindergartens had worked with EM students and parents in the academic year. Follow-up telephone interviews were also conducted in July 2021 with representatives of 10 kindergartens purposely selected, which provided a variety of perspectives and experiences.

Key Findings

4. Our findings show that the Government's new subsidy for kindergartens admitting NCS students did help increase a higher level of acceptance of EM students among Hong Kong kindergartens. Among the 107 kindergartens that reported they had EM students, about half (49.5%) agreed that they had admitted more EM students due to the increased financial subsidy. Among the 46 kindergartens that did not have EM students, most (67.4%) did not receive any applications from EM students, or the EM families rejected the places they were offered (10.9%). Only 3 kindergartens indicated that they would not consider admitting EM students. All 3 of them pointed out that their staff's English proficiency, school-based resources, and training in handling EM students were insufficient. Noteworthy, 2 of these respondents were unaware of the five-tiered subsidy which has been introduced by the Government since 2019/20.
5. In terms of Capability, we found that the responding kindergartens recognised their various capabilities in attracting and supporting EM students, including their visions and missions, the programme modes they offered, and their school-based curricula (*M*s between 4.17 and 4.83 out of a maximum of 6, $\geq 80.8\%$ agreed). However, Chi-square tests and one-way ANOVAs revealed significant differences among different tiers of kindergartens in terms of their locations ($\chi^2 = 13.814, p = .017; F = 3.283, p = .008$); experiences ($\chi^2 = 12.827, p = .012; F = 4.472, p = .002$) and training ($\chi^2 = 13.642, p = .009; F = 2.705, p = .035$) in supporting EM students; and the availability of EM staff members to provide a helpful hand to students ($\chi^2 = 10.852, p = .028; F = 4.963, p = .003$) and parents ($\chi^2 = 9.845, p = .043; F = 5.742, p = .001$). Post hoc Tukey's tests showed that kindergartens with more EM students (16 or above; i.e., Tier 4 and Tier 5 kindergartens) were more likely to have the above advantages.
6. Concerning Aspirations of kindergartens in different tiers, almost all of our respondents agreed that cultivating a racially inclusive environment was essential to the development and growth of both EM and ethnic Chinese students, teachers' professional development, home-school relationships, and the overall development of the kindergartens (*M*s between 4.86 and 5.32, $\geq 93.2\%$ agreed). They were also willing to put more effort into teaching, administration, and staff training (*M*s between 4.34 and 4.91, $\geq 88.6\%$ agreed). While no

significant differences in Aspirations were found between kindergartens with and without EM students except in their activeness in recruiting EM students ($\chi^2 = 10.096, p = .001$), their positive attitudes were maintained by the availability of Government subsidies to a certain extent.

7. Regarding Resources, our respondents from kindergartens with EM students commonly saw the Government ($M = 4.45, 89.1\%$ agreed) and EM parents ($M = 4.21, 76.5\%$ agreed) as the most prominent resource providers. However, they were ambivalent about the likelihood of receiving support from ethnic Chinese parents ($M = 3.76, 62.1\%$ agreed), social service organisations ($M = 3.60, 58.5\%$ agreed) and tertiary institutions ($M = 3.49, 51.1\%$ agreed). They generally did not think they could receive support from other kindergartens ($M = 3.03, 35.1\%$ agreed), primary or secondary schools ($M = 2.54, 21.3\%$ agreed), and commercial organisations ($M = 2.47, 15.1\%$ agreed). When asked whether the overall support was sufficient, they remained relatively neutral ($M = 3.59, 57.1\%$ agreed). Those who thought the support was not enough especially hoped to receive more resources from the Government (94.7%), social service organisations (84.2%), and tertiary institutions (50.0%) for different types of support.
8. In terms of Engagement, kindergartens with EM students typically (97.8%) involved EM and ethnic Chinese students in the same classroom activities. They also provided additional support to EM students (98.9%) and their parents (94.4%). Although all were likely to use the subsidy to purchase teaching materials (overall: 80.0%) and organise racial inclusive activities (overall: 64.4%), kindergartens with 8 or more EM students (i.e., Tiers 3 to 5) often ($\geq 73\%$) hired a full-time teaching staff member to provide additional support with the more generous funding support. In contrast, their peers with fewer EM students tended to spend the subsidies on purchasing external services (including document translation services, Tier 1: 48.1%, Tier 2: 58.8%; and other supporting services, Tier 1: 25.9%, Tier 2: 47.1%) and hiring part-time teaching staff (Tier 1: 37.0%, Tier 2: 64.7%). Respondents commonly agreed that supporting EM students and parents helped increase their Capabilities (90.8%), Aspirations (97.7%), and Resources (88.4%). Nonetheless, they ranked the lack of human resources as their top obstacle, and most of the time, they had to rely on themselves to overcome any difficulties.

Recommendations

9. The research team recognises and appreciates the Government's increased financial support for kindergartens and considers it essential to encourage acceptance of EM students among Hong Kong kindergartens. However, we recommend that additional assistance could be provided for kindergartens on a need basis with relatively little experience working with EM students to enable them to establish the groundwork for promoting racial harmony. We also suggest the Government enhance its promotion of the new five-tiered subsidy among kindergartens, particularly among those without EM students at the moment, so that they would know about the new funding opportunity.
10. In addition to funding, pedagogical and resource support is also very important. We realise that kindergartens, the Government, and community sectors are, in fact, providing support of different natures to EM students. However, we opine that it would be helpful to assist kindergartens to develop a supportive network with other kindergartens, schools, social service and commercial organisations to utilise community resources better. We also recommend that the Government improves the accessibility of reference materials and resources for all kindergartens through different electronic means.
11. It is understandable for non-governmental organisations (NGOs) and research institutions to target mainly kindergartens with a higher proportion of EM students. Nevertheless, with more and more kindergartens starting to admit these students, perhaps more attention should be placed on kindergartens with fewer EM students (i.e., below 16 EM students).

報告摘要

背景

1. 曾有不同團體及研究指出，由於政府政策、財政撥款、幼稚園能力和校方取態等方面的差異，令不少幼稚園不願招收少數族裔學生。然而，很少有人更深入地研究幼稚園在教育和照顧少數族裔兒童方面的優勢及如何克服有關挑戰。
2. 由 2019/20 學年開始，政府為參加幼稚園教育計劃的幼稚園，按取錄非華語學生的人數提供五個層階的資助。有見及此，香港都會大學教育及語文學院及香港惠苗協會獲平等機會委員會資助，開展本項名為「招收少數族裔幼稚園學生：克服挑戰 確認機遇」的研究，以：
 - 探討幼稚園在政策轉變的情況下取錄或不取錄少數族裔學生的原因；
 - 了解幼稚園在能力、志向、資源和投入四方面對招收和支援少數族裔學生的優勢；及
 - 識別獲不同層階資助的幼稚園在支援少數族裔學生的策略和機遇。
3. 為達致上述目標，我們在 2021 年 5 月至 7 月透過網上問卷調查收集 2020/21 學年參與幼稚園教育計劃的 161 間幼稚園代表的意見，佔全港參加幼稚園教育計劃的幼稚園約四分之一，當中大約 70% 有在該學年取錄少數族裔學生。另外，研究團隊在同年 7 月選取當中 10 所幼稚園的代表進行了後續電話訪談，以更深入了解不同幼稚園教學人員的觀點和經驗。

主要研究結果

4. 研究結果顯示，政府為取錄非華語學生的幼稚園提供的新資助確實有助提高香港幼稚園對少數族裔學生的接納程度。樣本中 107 間有取錄少數族裔學生的幼稚園，約有一半(49.5%)承認因新增的資助而取錄更多的少數族裔學生。另一方面，46 間沒有取錄少數族裔學生的幼稚園大多數是因為沒有收到他們的報名(67.4%)，或是

因為少數族裔家庭回絕了幼稚園提供的學位(10.9%)。只有 3 間幼稚園表明不會考慮取錄少數族裔學生，並稱其員工的英語水平、校本資源和處理少數族裔學生的培訓不足。值得注意的是，當中兩間幼稚園的受訪者並不知悉政府自 2019/20 年度起已按幼稚園取錄非華語學生的人數提供五個層階的資助。

5. 能力方面，調查中的幼稚園普遍認同它們具備吸引和支援少數族裔學生的辦學理念、校本課程以及課程模式（以 6 分為滿分，同意平均值 4.17-4.83，80.8%或以上受訪者同意）。然而，卡方檢定 (Chi-square tests) 及單因子變異數分析 (one-way ANOVAs) 的結果顯示獲不同層階資助的幼稚園在所處地區 ($\chi^2 = 13.814$, $p = .017$; $F = 3.283$, $p = .008$)；支援少數族裔學生的經驗 ($\chi^2 = 12.827$, $p = .012$; $F = 4.472$, $p = .002$) 和培訓 ($\chi^2 = 13.642$, $p = .009$; $F = 2.705$, $p = .035$)；以及是否有少數族裔教職員以支援少數族裔學生 ($\chi^2 = 10.852$, $p = .028$; $F = 4.963$, $p = .003$) 和家長 ($\chi^2 = 9.845$, $p = .043$; $F = 5.742$, $p = .001$) 均有顯著分別。事後杜奇檢定 (post hoc Tukey's tests) 指出少數族裔學生較多 (16 人或以上；即第四至五層階) 的幼稚園更有可能具備上述優勢。
6. 志向方面，幾乎所有的受訪者都同意，建立一個種族共融的環境對少數族裔和本地華裔學生的發展和成長、教師的專業發展、家校關係，以及幼稚園整體發展至關重要 (同意平均值 4.86-5.32，93.2%或以上受訪者同意)，並願意在教學、管理和員工培訓方面投入更多時間和資源 (同意平均值 4.34-4.91，88.6%或以上受訪者同意)。受訪者在支援少數族裔學生的志向未有因有否取錄少數族裔學生而有顯著分別，但有取錄少數族裔學生的受訪者明顯較積極地招收少數族裔學生 ($\chi^2 = 10.096$, $p = .001$)。在一定程度上，受訪者對招收和支援少數族裔學生的正面態度是取決於政府的資助。
7. 資源方面，有取錄少數族裔學生的幼稚園受訪者普遍認為政府 (同意平均值 4.45，89.1%同意) 和少數族裔家長 (同意平均值 4.21，76.5%同意) 是最重要的資源提供者，但對能否獲得華裔家長 (同意平均值 3.76，62.1%同意)、社福機構 (同意平均值 3.60，58.5%同意) 和大專院校的支援 (同意平均值 3.49，51.1%同意) 則不置可否，而且普遍認為不能得到其他幼稚園 (同意平均值 3.03，35.1%同意)、中小學 (同意

平均值 2.54，21.3%同意)和商業機構(同意平均值 2.47，15.1%同意)的支援。當被問及整體所獲得的資源和支援是否足夠應付所需時，受訪者保持相對中立(同意平均值 3.59，57.1%同意)。認為所得資源不足的受訪者希望能從政府(94.7%)、社福機構(84.2%)和大專院校(50.0%)獲得更多不同類型的支援。

8. 投入方面，絕大多數幼稚園會安排少數族裔和華裔學生一同參與課堂活動(97.8%)，幼稚園亦會為少數族裔學生(98.9%)及其家長(94.4%)提供額外支援。雖然幼稚園都會以政府的資助購買教材(整體：80.0%)和舉辦種族共融活動(整體：64.4%)，但取錄了8名少數族裔學生或以上的幼稚園(即第三至五層階)因有較多資助而傾向聘請全職教員以提供額外支援(73%或以上)。相比之下，少數族裔學生人數較少的幼稚園傾向將資助用於購買翻譯文書服務(第一層階幼稚園：48.1%，第二層階幼稚園：58.8%)或其他支援服務(第一層階幼稚園：25.9%，第二層階幼稚園：47.1%)，以及增加兼職教學人手(第一層階幼稚園：37.0%，第二層階幼稚園：64.7%)。另外，受訪者大多認為支援少數族裔學生和家長有助於提高他們的能力(90.8%)、志向(97.7%)和資源(88.4%)。儘管如此，受訪者認為他們首要面對著人手短缺的問題；在大多情況下，他們不得不依靠自己來克服所面對的困難。

建議

9. 研究團隊認同及讚賞政府增加對幼稚園的資助，並認為其有助鼓勵香港幼稚園接納少數族裔學生。我們建議政府可對少數族裔學生較少的幼稚園按需要提供額外協助，並加強有關新設的五個層階資助的宣傳，尤其是對目前沒有少數族裔學生的幼稚園，讓它們了解新的資助機會。
10. 除資助外，教學和物質支援也很重要。我們明白現時不同幼稚園、政府、社區都為少數族裔學生提供不同性質的支援，我們認為政府可協助幼稚園與其他幼稚園、學校、社會服務及商業機構建立支援網絡，以便有效地運用社區資源。另外，政府應加強以不同電子媒介提供參考資料及資源。

11. 非政府組織和研究機構目前的服務和研究主要針對少數族裔學生人數較多的幼稚園這是理解的。不過，隨著愈來愈多的幼稚園開始招收這些學生，有關組織和機構未來應該更多地關注取錄較少少數族裔學生（16 人以下）的幼稚園。

Chapter 1. Introduction and Background

Introduction

- 1.1. Even though increasing the support for ethnic minority (EM)/ non-Chinese speaking (NCS) is one of the foci of the Kindergarten Education Scheme (KES), which has been implemented by the Education Bureau (EDB) since 2017, the Equal Opportunities Commission (EOC) has recently expressed concern about the unwillingness of many kindergartens to admit EM students (EOC, 2017; 2018). In addition, organisations such as Hong Kong Unison (2018; 2019) and Oxfam Hong Kong (2018) have also pointed out that such unwillingness could be due to various gaps in policy and financial provision.
- 1.2. Indeed, between 2017 and 2019, kindergartens under KES, which account for about 75% of all kindergartens in Hong Kong, did receive additional financial support comparable to the salary of one teacher if they admitted 8 or more NCS students (EDB, 2016). In the 2018/19 academic year, kindergartens that received additional subsidies from the EDB would need to have at least one teacher completing the basic training for supporting NCS students. Nonetheless, statistics showed that NCS students continued to be concentrated in a few kindergartens, and about 60% of KES kindergartens that had admitted NCS students had fewer than 8 NCS students (Oxfam Hong Kong, 2018).
- 1.3. The highly skewed distribution of NCS students implied two problems: (1) the concentration of EM students in only a handful of kindergartens would contribute to “de facto racial segregation” (Hong Kong Unison, 2015, p.1) and (2) the kindergartens that admitted fewer than 8 NCS students would not acquire any additional resources (Oxfam Hong Kong, 2018). Moreover, while non-governmental organisations (NGOs) and research institutions have been working to enhance the quality of kindergarten education NCS students receive, particularly in the area of Chinese language learning, their programmes often target only kindergartens with a higher proportion of NCS students. Kindergartens with fewer NCS students, thus, are again left out and further demotivated to admit EM students.
- 1.4. While more and more studies have been conducted to understand the support of EM students in Hong Kong, most of them focus on students in primary and secondary schools

(see: EOC, 2019; Oxfam Hong Kong, Loh, & Hung, 2020, commissioned by EOC). Prior research on Hong Kong kindergartens almost exclusively utilises a deficit perspective in understanding the admission (e.g., EOC, 2018; Hong Kong Unison, 2015) and educational situations of EM students, paying much attention to the difficulties and problems — in terms of educational access, language support, and availability of resources — encountered by children and parents (e.g., Hong Kong Unison, 2019; 香港樂施會, 2014) as well as kindergartens (e.g., Hong Kong Unison, 2012). The findings unanimously called attention to the Government’s insufficient support and guidance to kindergartens, especially those with fewer than 8 NCS students. They also revealed the resistance of some kindergartens to providing additional language support to facilitate the school application and education of NCS students. Together with the strong advocacy of different pressure groups, these discoveries have successfully driven an improvement in Government policy and financial provision. Starting from the 2019/20 academic year, the Government has introduced a five-tiered subsidy for KES kindergartens according to the number of NCS students admitted (Table 1.1; EDB, 2019). Kindergartens admitting fewer than 8 NCS students can also receive additional support from the Government. Those with 16 or more NCS students can obtain even more financial subsidies.

Table 1.1. Increased support for kindergartens admitting NCS students.

Tier	Number of NCS students	Grant rate	Provisional full-year grant rate for 2019/20 (\$)
1	1 to 4	New cash grant of \$50,000 per year	50,000
2	5 to 7	New subsidy at a rate of 0.5 teacher	193,860
3	8 to 15	Subsidy at a rate of 1 teacher	387,720
4	16 to 30	Increased subsidy at a rate of 1.5 teachers	581,580
5	31 or above	Increased subsidy at a rate of 2 teachers	775,440

Source: EDB, 2019.

- 1.5. However, researchers have rarely taken a more in-depth look at the approaches and strengths of stakeholders, especially kindergartens, towards overcoming the obstacles and enabling success for all. Yuen (2016) conducted a case study to examine the beliefs and perceptions of kindergarten teachers and principals of two kindergartens, with

significant differences in the numbers of EM students, towards the education of EM students in their settings. The results revealed a remarkable difference in the school cultures, curricular and pedagogical approaches, and engagement strategies in supporting young EM children and their families, contributing to the different challenges faced by EM students and their families.

- 1.6. Following the introduction of the strengthened financial support, the research team determined it would be the best time to adopt a strength-based perspective to systematically investigate how KES kindergartens, with different numbers of EM students, perceived the education of EM students and the approaches they used to promote the equity of education. **Thus, the purpose of this research was not just to find out the challenges, as previous studies had done, in admitting and supporting young EM children, but to examine the strengths of kindergartens and how they overcame the challenges and perceived opportunities by admitting and supporting EM students.**

Specific Objectives

- 1.7. Specifically, this research project had three objectives:
 - To explore the reasons for kindergartens admitting/not admitting EM children in the face of the changing policy
 - To understand the strengths of kindergartens in admitting and supporting EM students, in terms of their Capability, Aspirations, Resources, and Engagement (see Chapter 2); and
 - To identify the strategies and opportunities of kindergartens of different subsidy tiers in working with EM students.

Research Questions

- 1.8. Three research questions (RQs), therefore, guided this research with each of them corresponding to one of the above objectives :
 - RQ1. Did the policy change translate into a higher level of acceptance of EM students in kindergartens?

RQ2. What were the strengths of kindergartens in admitting and supporting EM students, in terms of their Capability, Aspirations, Resources, and Engagement?

RQ3. Did kindergartens of different subsidy tiers have different strategic patterns and opportunities for working with EM students?

- 1.9. The answers to these questions would better illustrate kindergartens' strengths, strategies, and opportunities and help build a solid basis for developing educational and policy strategies to **empower kindergartens to better embrace and respect racial diversity in early childhood settings.**

Chapter 2. Research Methodology

Conceptual Framework

- 2.1. While the strength-based approach has rarely been used in understanding the support of EM students in Hong Kong kindergartens, it has been widely adopted in human services and advocated by governments overseas (e.g., AMP Mentoring Resource Support, 2013; Department of Health and Social Care, 2019; Stavros & Hinrichs, 2009). It focuses on the strengths of the subjects, specifically seeing them as resourceful and resilient when they are in adverse conditions.
- 2.2. Informed by the strength-based frameworks developed, local studies mentioned above (particularly EOC, 2018; Hong Kong Unison, 2012; 2019; and Yuen, 2016), along with relevant research and policy documents, we have developed a *CARE* framework — *Capability, Aspirations, Resources, and Engagement* — to investigate the support of EM students in Hong Kong kindergartens after the new governmental policy has been in place. *Capability* refers to the current ability, uniqueness, strengths, and achievement of the kindergarten and what it can build on. *Aspirations* concern the kindergarten’s values and aspirations in the education and support for EM students. *Resources* look at the availability of resources and support from the Government, the community, other kindergartens and schools, and parents to support the kindergarten’s Aspirations. Finally, *Engagement* focuses on the strategies of the kindergarten and how it realises the opportunities in relation to its Capability, Aspirations, and Resources.
- 2.3. The CARE framework formed the basis of the development of the questionnaire.

The Questionnaire

- 2.4. Informed by the studies mentioned above along with relevant research and policy documents, as well as initial interviews with Hong Kong Child-Rity Association’s kindergarten teacher and principal members, a self-administered and “responsive” questionnaire was developed to solicit kindergartens’ Capability, Aspirations, Resources, and Engagement (i.e., the CARE framework) in admitting and supporting EM children after the new governmental policy was in place in the academic year of 2019/20. A

“responsive” questionnaire is a digital survey that can respond to users’ input by displaying different follow-up questions and the users’ device by changing the size of question and answer choice text, buttons, checkboxes and text input boxes. The questionnaire was uploaded to Qualtrics (an online survey platform, URL: <https://www.qualtrics.com/>) to allow respondents to complete the questionnaire online. The unit of analysis was individual kindergarten, meaning each kindergarten only needed to fill in the questionnaire once.

2.5. The questionnaire was divided into two major parts: the first part contained questions that asked for the basic information of the respondents and their kindergartens (e.g., district of the kindergarten; the total number of students; the number of EM teachers and students; respondent’s position and qualification). Based on their answers to the questions in the first part, the respondents would be directed to either version (Version 1, for kindergartens without any EM students, or Version 2, for kindergartens with EM students) of the second part, which consisted of questions that were organised according to the CARE framework:

- Version 1 focused on understanding why the kindergartens did not have any EM students and how they differed from other kindergartens. It contained some of the CARE questions available in Version 2 to allow comparisons between these kindergartens with other kindergartens that had admitted EM children in terms of Capability, Aspirations, Resources, and Engagement. The questions were relevant to their circumstance. Furthermore, kindergartens were asked to reflect on how the problems could be solved and whether they would like to admit EM students if the problems could be solved.
- Version 2 contained the complete set of CARE items to identify the strengths of the kindergartens, how they utilised the financial support, the strategies they used to overcome their challenges, and the opportunities of admitting EM students for their kindergartens.

2.6. Most CARE items were six-point Likert-type (1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, 6 = strongly agree), but multiple-choice and ranking questions, where appropriate (could mainly be found in the Engagement part), were also available to facilitate data analysis. For the multiple-choice questions,

other than the preset choices, respondents could add their own choices if they deemed appropriate. There were also two to three open-ended questions to elicit kindergartens' suggestions so as to encourage more kindergartens to admit EM children, explore the good practices of the kindergartens (Version 2 only), and any additional comments. As an ethical practice and a way to improve data quality (Sischka, Décieux, Mergener, Neufang, & Schmidt, 2020), respondents were allowed to answer or skip a question if they wanted to. Both versions of the questionnaire were piloted with kindergarten teachers and principals. The refined questionnaire was checked by kindergarten teachers, principals, and early childhood experts to ensure validity. Appendix 1 shows the complete set of the questions.

Procedures

- 2.7. A list of all registered kindergartens participating in the KES in the 2020/21 academic year was first obtained from the Government's *Profiles of Kindergartens and Kindergarten-um-Child Care Centres* website (<https://kgp2020.azurewebsites.net/edb/>). Then, since it was prevalent in Hong Kong for some kindergartens to register as different kindergartens but share location and resources and operate as one kindergarten, the research team visited the 750 registered KES kindergartens' websites one by one to obtain a total of 672 email addresses. However, 11 of them did not work. So eventually, we obtained 661 valid email addresses.
- 2.8. Together with the project poster, an invitation letter was sent to the 661 email addresses on 20 April 2021. The poster was also uploaded to Hong Kong Child-Rity Association's Facebook page (<https://www.facebook.com/香港惠苗協會-HKCRA-115937415757808/>). In addition, five email reminders were sent on 3 May 2021, 25 May 2021, 9 June 2021, 29 June 2021, and 12 July 2021.
- 2.9. The research team also solicited help from the supervisors/ heads of early childhood services of the following major kindergarten service providers:
 - Po Leung Kuk
 - Caritas
 - Tung Wah Group of Hospitals
 - Hong Kong & Kowloon Kaifong Women's Association

- The Women’s Welfare Club (Eastern District) Hong Kong
- New Territories Women & Juveniles Welfare Association
- Elementi

2.10. Given the COVID-19 pandemic situation, telephone interviews were conducted with the representatives of the participating kindergartens — who indicated on the questionnaires their interest in follow-up interviews — in July 2021. Out of the 16 kindergartens that indicated their interests, around one to three kindergartens from each of the five subsidy tiers were selected, leading to a sample of 10 kindergartens. Since the follow-up interviews were only used to further elaborate on the statistical results obtained from the questionnaire survey, we did not prepare a one-for-all interview guide. Instead, questions were asked based on the respondents’ questionnaire answers. The length of the interviews varied from 15 to 30 minutes.

Data Analysis

2.11. Quantitative data were analysed using IBM SPSS Statistics V26. “Negatively phrased” Likert-type items (e.g., “Ethnic minority students did NOT apply to our kindergarten due to our location”) were first reversely coded to make all variables consistent. Then, descriptive analyses were conducted on items related to RQ1 (e.g., whether kindergartens had admitted more EM students after the Government provided the new subsidies, reasons for not admitting them, etc.). Descriptive analyses (% and mean scores) were also applied to CARE items and analysed by the tiers/ numbers of EM students of the kindergartens (Table 1.1) to answer RQ2. Generally speaking, the mean scores (*M*s, see Chapter 4) indicate the participants’ degrees of agreeability to the Likert-type CARE items. The closer an *M* towards 6, the more strongly the participants agreed with the item. Conversely, the closer an *M* towards 1, the more strongly the participants disagreed with the item. Therefore, an *M* of 3.5 reflects that the participants were relatively neutral towards the item. Finally, for RQ3, independent samples *t*-tests, one-way ANOVAs (based on a 6-point Likert scale), and Chi-square tests (between agreeing and disagreeing) were conducted to determine any statistically significant differences based on the tiers/ numbers of EM students on relevant CARE items. For the above analyses, a *p*-value less than 0.05 suggested a statistically significant difference was found.

2.12. RQs 2 and 3 were also addressed by looking at the qualitative data of the questionnaire, which were first analysed using a general inductive approach and reviewed multiple times to crosscheck the information, annotate the text, and develop initial codes (Saldana, 2013). The data were then coded accordingly to quantify the responses and allow descriptive analyses using IBM SPSS Statistics V26.

2.13. Excerpts of the follow-up interviews with the representatives of the 10 kindergartens were selected to better illustrate and elaborate the statistical results.

Chapter 3. Characteristics of Study Participants

- 3.1. A total of 161 participants responded to the questionnaire. The response rate was 24.4%, higher than most surveys with Hong Kong kindergartens without incentives, which typically achieving around a 10% response rate (e.g., see *星島日報*, 2021). Our sample, thus, was calculated to obtain a confidence level of 95% and a confidence interval of 7% using Qualtrics' sample size calculator (<https://www.qualtrics.com/au/experience-management/research/determine-sample-size/>). Most of the participants were principals (65.8%) and headteachers (20.5%). Around 90% of the respondents had more than 10 years of experience in early childhood education (ECE). Nearly 50% of them had worked in their present kindergartens for over 10 years. In addition, about 96% of the respondents had a Bachelor's or above qualification in ECE. Therefore, the responses obtained in this survey were given by a sample of experienced educators who were both familiar with the field and their own kindergartens (Table 3.1).
- 3.2. An analysis of the distribution of the respondents' kindergartens by districts shows that the distribution matched the population's (Table 3.2). Their background information is summarised in Table 3.3.
- 3.3. Among the 107 kindergartens that reported they had EM students, 31.7% had 1 to 4 EM students (Tier 1), 17.7% had 5 to 7 EM students (Tier 2), 15.0% had 8 to 15 EM students (Tier 3), 23.4% admitted 16 to 30 EM students (Tier 4), and 12.1% admitted 31 or more EM students in their kindergartens (Tier 5). In other words, almost half of the kindergartens with EM students had fewer than 8 EM students and were newly benefited from the revised government subsidy (see: Table 1.1). However, 8 kindergartens did not indicate whether they had EM students and thus their second parts of the questionnaire were skipped. The numbers of respondents for each questionnaire item (*Ns* and *ns*) were shown in the tables in Chapter 4.
- 3.4. The profiles of the kindergartens of the 10 participants who participated in follow-up interviews are shown in Table 3.4. One of the kindergartens (Kindergarten A) did not have any EM students. The remaining were three Tier 1 kindergartens, one Tier 2 kindergarten, two Tier 3 kindergartens, two Tier 4 kindergartens, and one Tier 5 kindergarten. Eight of the interviewees were the principals of the kindergartens. Another

one was the supervisor (of Kindergarten G). The remaining one was a frontline teacher (of Kindergarten E). The selection of participants aimed to offer the perspectives of educators of different kindergartens from different angles.

Table 3.1. Demographic information of the respondents ($N = 161$).

Item	Respondent %
Position	
Supervisor	0.6%
Chief principal	1.2%
Principal	65.8%
Vice-principal	2.5%
Headteacher	20.5%
Teacher	9.3%
Experience as kindergarten practitioners	
5 years or less	3.8%
6-10 years	6.8%
11-15 years	14.5%
16-20 years	13.3%
21 years or more	61.6%
Years in present kindergarten	
5 years or less	36.1%
6-10 years	18.3%
11-15 years	17.8%
16-20 years	7.5%
21 years or more	20.9%
Highest professional qualification attended	
Certificate of Education in Early Childhood Education	4.3%
Bachelor of Education in Early Childhood Education	61.5%
Postgraduate Diploma in Education (Early Childhood Education)	0.6%
Master of Education in Early Childhood Education	28.6%
Others	5.0%

Table 3.2. Distribution of the participating kindergartens in all 18 districts of Hong Kong ($N = 161$).

District	Population %	Sample %
Central and Western	3.3%	3.7%
Eastern	7.1%	8.1%
Islands	3.3%	2.5%
Southern	2.5%	2.5%
Wan Chai	2.0%	2.5%
Kwai Tsing	7.6%	10.6%
Tsuen Wan	4.3%	5.0%
Tuen Mun	7.9%	8.7%
Yuen Long	9.0%	6.2%
North	5.5%	4.3%
Sha Tin	7.9%	8.7%
Tai Po	3.2%	4.3%
Kowloon City	6.3%	11.2%
Kwun Tong	9.7%	6.8%
Sai Kung	5.3%	3.1%
Sham Shui Po	5.9%	6.2%
Wong Tai Sin	5.6%	5.0%
Yau Tsim Mong	3.4%	0.6%

Table 3.3. Background information of the respondents' kindergartens in 2020/21.

Item	<i>n</i>	Respondent %
Programme mode		
Half-day only	31	19.3%
Whole-day only	55	34.2%
Mix	75	46.6%
Religion		
Catholicism	10	6.2%
Christianity	67	41.6%
Buddhism	3	1.9%
Taoism	1	0.6%
No religious belief	80	49.7%
Number of students		
Below 100	41	26.8%
100 – 199	61	39.9%
200 – 299	27	17.6%
300 or above	24	15.7%
With/ Without EM students		
With	107	69.9%
Without	46	30.1%
Average number of teachers		
With EM students	106	15.1 (<i>SD</i> = 7.78)
Without EM students	45	18.3 (<i>SD</i> = 15.96)
Average number of teachers who completed the recognised course(s) on supporting NCS students		
With EM students	106	2.2 (<i>SD</i> = 2.35)
Without EM students	45	0.6 (<i>SD</i> = 1.03)
Average number of EM staff members		
With EM students	107	1.2 (<i>SD</i> = 3.09)
Without EM students	45	0.2 (<i>SD</i> = 0.69)

Table 3.4. Profiles of the 10 interviewees' kindergartens.

Item	Kindergartens									
	A	B	C	D	E	F	G	H	I	J
District	Tuen Mun	Tai Po	Sham Shui Po	Islands	Sham Shui Po	Wong Tai Sin	Eastern	Sha Tin	Kwun Tong	Kowloon City
Programme mode	Whole-day only	Mix	Mix	Mix	Mix	Whole-day only	Whole-day only	Mix	Mix	Mix
Religion	Buddhism	Christianity	--	Christianity	--	Catholicism	--	Christianity	Christianity	--
Tier	--	1	5	3	4	1	1	3	2	4
Received government subsidies in 2020/21	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of teachers	12	40	12	5	20	30	13	23	12	13
Number of teachers who completed the recognised course(s) on supporting NCS students	0	2	9	3	1	10	2	10	2	3
Number of EM staff members	0	0	2	0	0	0	1	0	0	1
Number of students	100	545	210	28	350	222	81	180	100	170
Number of EM students	0	2	50	13	16	2	3	10	5	20

Chapter 4. Key Findings

4.1 This chapter shows the key findings of the questionnaire survey and is structured to answer the three research questions. First, RQ1 (whether the policy change translated into a higher level of acceptance of EM students) was answered by looking at the numbers of newly admitted ethnic minority students in kindergartens and kindergartens' reasons for admitting or not admitting them. Second, RQ2 (the strengths of kindergartens in general) and RQ3 (the strategic patterns and opportunities in working with EM students of kindergartens of different tiers) were analysed and presented according to the CARE framework, i.e., their Capability, Aspirations, Resources, and Engagement. In addition, excerpts of the follow-up interviews with the representatives of the 10 kindergartens were selected to better illustrate and elaborate the statistical results.

RQ1: Acceptance of Ethnic Minority Students among Kindergartens

4.2 Overall, the kindergartens in our sample showed a high level of acceptance of EM students. Among the 107 kindergartens that reported they had EM students, about half (49.5%; $n = 51$) of them agreed that they had admitted more EM students since the 2019/20 academic year due to the increased financial subsidy for NCS students (Tables 4.1 & 4.2). On average, each kindergarten had admitted 5.7 more EM students ($SD = 6.06$).

Table 4.1. Numbers of additional ethnic students admitted due to the increased financial subsidy since 2019/20 ($N = 51$)

Number of additional EM students admitted	Respondent %
1-3	46%
4-6	32%
7-9	6%
10-20	12%
21 or more	4%

Table 4.2. Average numbers of additional EM students admitted by tiers ($N = 51$)

Tier	$M (SD)$
1: 1-4 EM students ($n = 10$)	1.9 (0.88)
2: 5-7 EM students ($n = 9$)	4.11 (2.42)
3: 8-15 EM students ($n = 9$)	3.67 (1.32)
4: 16-30 EM students ($n = 16$)	9.50 (8.52)
5: 31+ EM students ($n = 7$)	7.43 (6.13)

4.3 Among the 46 kindergartens that reported they did not have any EM students, only 32.6% ($n = 15$) admitted that they did receive applications from EM students. However, instead of being unwilling to admit these students, 5 respondents (33.3%) pointed out that the parents eventually did not choose them, even though a place was offered. Indeed, the 15 kindergartens expressed various other difficulties that hindered them from admitting EM applicants, including insufficient school-based resources (20.0%), inadequate training in handling EM students (13.3%), and uncertainty about where to seek external resources (6.7%). The reported reasons for not admitting EM students are displayed in Table 4.3.

Table 4.3. Reasons for not admitting the EM applicants ($N = 15$)

Reasons	Respondent %
A place was offered, but the parents did not take it eventually	33.3%
The child's interview performance did not meet the admission requirements of the kindergarten	20.0%
Insufficient school-based resources	20.0%
Inadequate training in handling EM students	13.3%
Unsure where to find external support/purchase services	6.7%
Insufficient language proficiency of teaching staff	6.7%
The parents did not understand Chinese	6.7%
The location of the kindergarten was inconvenient	6.7%

4.4 These 15 kindergartens considered government agencies (53.3%), social service organisations (33.3%), EM parents (26.7%), and other kindergartens (20%) to be the potential bodies that could help them solve the above problems. Once they could

overcome the barriers and receive assistance from these parties, they would generally be happy to admit EM students ($M = 4.59, SD = 0.712$).

- 4.5 Among the 31 kindergartens that did not receive any applications from EM students, they would generally be willing to admit them if they applied to their kindergartens ($M = 4.74, SD = 0.893$). For example, in the follow-up interview, the principal of Kindergarten A, a Buddhist kindergarten that did not have any EM students, emphasised that, if there were any applied to her kindergarten, she would be happy to “invest more resources in these students” and “have native English- and Putonghua-speaking teachers to assist them in learning and adapting to the local education system”.
- 4.6 Only 3 of the 31 kindergartens indicated that they would not consider admitting EM students. All 3 of them pointed out that their staff’s English proficiency, school-based resources, and training in handling EM students were insufficient. Noteworthily, 2 of these respondents — who were the principals of their kindergartens — were unaware that kindergartens admitting fewer than 8 NCS students could receive financial support from the Government under the new five-tiered subsidy system since 2019/20 (see Table 1.1), and argued the Government should provide more financial support to them if they had to admit these students.

RQ2 and RQ3: The Strengths and Strategic Patterns of Kindergartens of Different Tiers

Capability

- 4.7 The responding kindergartens generally recognised various Capabilities that might help them attract EM students (Table 4.4). For example, they were most confident about their visions and missions (M of kindergartens without EM students = 4.83; M of kindergartens with EM students = 4.37), the programme modes they offered (M of kindergartens without EM students = 4.50; M of kindergartens with EM students = 4.30), and their school-based curricula (M of kindergartens without EM students = 4.34; M of kindergartens with EM students = 4.17). However, generally speaking, the kindergartens remained relatively neutral about the attractiveness of their religious backgrounds (M of kindergartens without EM students = 3.80; M of kindergartens with EM students = 3.46).

- 4.8 In addition, the more EM children the kindergartens had, the more likely they were to consider their location as a strength (Tier 1's $M = 3.48$, Tier 2's $M = 3.79$, Tier 3's $M = 4.07$, Tier 4's $M = 4.48$, Tier 5's $M = 4.75$). Although independent samples t -tests and Chi-square tests did not reveal significant differences between the five common items of kindergartens with and without EM students (see Table 4.4; $ps > .05$), both the Chi-square test ($\chi^2 = 13.814$, $p = .017$) and one-way ANOVA ($F = 3.283$, $p = .008$) showed a significant difference concerning the locations of the kindergartens among the five tiers. Furthermore, post hoc comparisons using Tukey's test confirmed that kindergartens with more EM students (16 or above) were more likely to agree that their locations helped attract EM students.
- 4.9 For those kindergartens with EM students, they generally agreed that their teaching staff had sufficient language proficiency in handling the needs of EM students ($M = 4.23$) and parents ($M = 4.11$; see Table 4.4). However, both the Chi-square tests and one-way ANOVAs revealed significant differences among different tiers of kindergartens in terms of their experiences ($\chi^2 = 12.827$, $p = .012$; $F = 4.472$, $p = .002$) and training ($\chi^2 = 13.642$, $p = .009$; $F = 2.705$, $p = .035$) in supporting EM students and the availability of EM staff members to provide a helpful hand to students ($\chi^2 = 10.852$, $p = .028$; $F = 4.963$, $p = .003$) and parents ($\chi^2 = 9.845$, $p = .043$; $F = 5.742$, $p = .001$). Post hoc Tukey's tests showed that, again, kindergartens with more EM students (16 or above) were more likely to have the above advantages. In the follow-up interview, the principal of Kindergarten C, which had 50 EM students, reported the following:

Our kindergarten had more than 20 years of experience in supporting ethnic minority students. In terms of our teachers' quality, our kindergarten has always provided relevant training since the beginning. All of our teachers have rich experience in supporting the learning of ethnic minority students.

- 4.10 Across different tiers, the kindergartens were either neutral or slightly agreed (M s between 3.60 and 4.32) that they had sufficient teaching staff to handle the needs of EM students and parents (Table 4.4). For example, the principal of Kindergarten H (Tier 3 with 10 EM students) reported in the follow-up interview that her kindergarten had "at least one trained teacher in each class to make sure the EM students receive sufficient

support”. However, she still hoped to recruit more EM staff to help communicate and understand the needs of these students and their parents.

Table 4.4. Capability to Attract EM Students by Types of Kindergartens

% agreed (<i>M</i>)		The kindergarten's capability attribute that might attract EM students	% agreed (<i>M</i>)				
Without EM students (Reversely coded) (<i>n</i> = 30)	With EM students (<i>n</i> = 104)		Tier 1 1-4 EM students (<i>n</i> = 33)	Tier 2 5-7 EM students (<i>n</i> = 19)	Tier 3 8-15 EM students (<i>n</i> = 15)	Tier 4 16-30 EM students (<i>n</i> = 25)	Tier 5 31 or above EM students (<i>n</i> = 12)
83.3% (4.83)	81.8% (4.37)	Vision and mission	72.7% (4.15)	89.5% (4.58)	80.0% (4.27)	84.0% (4.32)	91.7% (4.83)
53.3% (3.73)	70.2% (4.01)	Location	51.5% (3.48)	63.2% (3.79)	80.0% (4.07)	84.0% (4.48)	91.7% (4.75)
66.6% (4.37)	82.7% (4.17)	School-based curriculum	66.7% (3.82)	100% (4.47)	73.3% (4.07)	96.0% (4.40)	83.3% (4.33)
83.3% (4.50)	80.8% (4.30)	Programme modes available (half-day/whole-day/long whole-day)	78.8% (4.30)	84.2% (4.26)	66.7% (4.00)	88.0% (4.48)	83.3% (4.33)
56.6% (3.80)	53.9% (3.46)	Religious background	57.6% (3.55)	42.1% (3.11)	46.7% (3.40)	64.0% (3.72)	50.0% (3.33)
--	69.3% (4.04)	Sufficient teaching staff to handle the needs of EM students	69.7% (4.15)	78.9% (4.32)	60.0% (3.67)	72.0% (4.04)	58.3% (3.75)
--	67.3% (3.93)	Sufficient teaching staff to handle the needs of EM parents	66.7% (4.00)	78.9% (4.11)	53.3% (3.60)	64.0% (3.92)	75.0% (3.92)
--	81.8% (4.23)	Sufficient language proficiency of teaching staff in handling the needs of EM students	78.8% (4.21)	100% (4.42)	80.0% (4.13)	76.0% (4.28)	75.0% (4.00)
--	73.1% (4.11)	Sufficient language proficiency of teaching staff in handling the needs of EM parents	72.7% (4.15)	84.2% (4.16)	73.3% (4.13)	64.0% (4.00)	75.0% (4.08)
--	57.6% (3.70)	Experience in teaching EM students	39.4% (3.21)	42.1% (3.21)	73.3% (4.00)	76.0% (4.32)	75.0% (4.17)
--	57.6% (3.55)	Sufficient training on working with students	33.3% (3.09)	57.9% (3.42)	80.0% (4.00)	68.0% (3.84)	75.0% (3.83)
--	79.1% (4.44)	EM staff helped support EM students	33.3% (2.67)	88.9% (4.33)	66.7% (4.33)	88.2% (4.88)	100% (5.40)
--	79.1% (4.56)	EM staff helped support EM parents	33.3% (2.67)	77.8% (4.11)	83.3% (4.67)	88.2% (5.18)	100% (5.40)

Aspirations

- 4.11 Our respondents generally had a very positive attitude toward cultivating a racially inclusive environment (Table 4.5). Regardless of the presence of EM students in their kindergartens, almost all of them considered it was essential to the development and growth of both EM and ethnic Chinese students, the professional development of teachers, home-school relationships, and the overall development of the kindergartens (M s between 4.86 and 5.32, $\geq 93.2\%$ agreed). They were also willing to put more effort into teaching, administration, and staff training (M s between 4.34 and 4.91, $\geq 88.6\%$ agreed). For instance, the principal of Kindergarten F (Tier 1 with 2 EM students) mentioned in the follow-up interview that her kindergarten's vision was to "let all our students, including EM students, live a happy life". Thus, while it only had 2 EM students, its staff members actively attended "different workshops on teaching EM students" and shared their "teaching experience with other kindergartens".
- 4.12 Independent sample t -tests showed small but statistically significant differences between kindergartens with and without EM students in terms of the degrees of the importance they ascribed to cultivating a racial inclusive learning environment for their overall development ($t = -2.145, p = .034$), their activeness in recruiting EM students ($t = -3.358, p = .001$), willingness to spend more time and resources on teaching ($t = -2.903, p = .004$) and administration ($t = -2.512, p = .013$). However, when we looked at if there was actually a difference between the numbers of respondents who agreed and disagreed with these Aspirations items, the Chi-square tests only found a difference in the activeness in recruiting EM students between kindergartens with and without EM students ($\chi^2 = 10.096, p = .001$). No statistically significant differences were found in the above items among the five tiers of kindergartens with EM students using both the Chi-square tests and one-way ANOVAs.
- 4.13 Nonetheless, when they were asked to consider the scenario that the Government withdrew the subsidies for NCS students, there was a noticeable drop in willingness to recruit and support EM students among kindergartens *who previously agreed* that they actively recruited EM students (from 100% agreed dropped to 70.0% and 78.7% for kindergartens without and with EM students, respectively), were willing to spend more time and resources on teaching (from 100% agreed dropped to 64.9% and 84.7% for

kindergartens without and with EM students, respectively) and administration (from 100% agreed dropped to 63.2% and 83.7% for kindergartens without and with EM students, respectively), and were willing to receive more training (from 100% agreed dropped to 68.3% and 86.0% for kindergartens without and with EM students, respectively; Table 4.5). The principal of Kindergarten J (Tier 4 with 20 EM students) explained the declines in willingness in the follow-up interview:

The government subsidies have a significant impact on advertising, organising activities, staffing, and resources of our kindergarten. Our kindergarten holds the philosophy of “leaving no child behind”. We would love to provide adequate support to all of our students. However, without the subsidies from the Government, we might have become less capable, and hence less motivated, to support ethnic minority students and parents.

4.14 The declines were especially apparent among kindergartens without any EM students (time/resources on teaching: $\chi^2 = 6.424$, $p = .011$; on administration: $\chi^2 = 6.703$, $p = .010$; receive more training: $\chi^2 = 5.889$, $p = .015$). The results provide further evidence to show that the extra government subsidies provided in the new scheme starting from 2019/20 helped lead to greater acceptance of EM students among kindergartens in Hong Kong.

Table 4.5. Values and Aspirations to Attract EM Students by Types of Kindergartens

% agreed (<i>M</i>)		The kindergarten's values and aspirations that might attract EM students	% agreed (<i>M</i>)				
Without EM students (<i>n</i> = 44)	With EM students (<i>n</i> = 104)		Tier 1 1-4 EM students (<i>n</i> = 33)	Tier 2 5-7 EM students (<i>n</i> = 19)	Tier 3 8-15 EM students (<i>n</i> = 15)	Tier 4 16-30 EM students (<i>n</i> = 25)	Tier 5 31 or above EM students (<i>n</i> = 12)
100% (5.32)	98.1% (5.23)	Cultivating a racial inclusive learning environment was essential to EM students' development and growth	100% (5.27)	94.7% (5.05)	93.3% (5.33)	100% (5.32)	100% (5.08)
97.7% (5.18)	98.1% (5.14)	Cultivating a racial inclusive learning environment was essential to ethnic chinese students' development and growth	97.0% (5.06)	100% (5.11)	93.3% (5.00)	100% (5.28)	100% (5.27)
97.7% (5.14)	98.1% (5.17)	Cultivating a racial inclusive learning environment was essential to teachers' professional development	97.0% (5.06)	100% (5.16)	93.3% (5.13)	100% (5.24)	100% (5.45)
97.7% (5.07)	99.0% (5.28)	Cultivating a racial inclusive learning environment was essential to home-school relationships	100% (5.30)	100% (5.21)	93.3% (5.13)	100% (5.32)	100% (5.45)
93.2% (4.86)	98.1% (5.16)	Cultivating a racial inclusive learning environment was essential to the kindergarten's overall development	97.0% (5.09)	100% (5.05)	93.3% (5.13)	100% (5.24)	100% (5.36)
45.5% (3.36)	72.8% (4.07)	Actively recruiting EM students	66.7% (3.94)	68.4% (3.79)	80.0% (4.20)	76.0% (4.24)	81.8% (4.36)
88.6% (4.34)	96.1% (4.77)	Willing to spend more time/resources on teaching for EM students	93.9% (4.58)	100% (4.84)	93.3% (4.87)	96.0% (4.80)	100% (5.00)
90.5% (4.43)	97.1% (4.77)	Willing to spend more time/resources on administration for EM students	97.0% (4.61)	100% (4.79)	93.3% (4.80)	95.8% (4.88)	100% (5.00)
100% (4.76)	99.0% (4.91)	Willing to receive more training for EM students	100% (4.84)	100% (4.89)	93.3% (4.80)	100% (5.00)	100% (5.09)
70.0% (3.95)	78.7% (4.24)	Would still actively admit EM students even if the Government cancelled the subsidies (<i>n</i> = 95)	86.4% (4.36)	92.3% (4.69)	50.0% (3.33)	73.7% (4.05)	88.9% (4.89)
64.9% (3.92)	84.7% (4.42)	Would still be willing to spend more time/resources on teaching even if the Government cancelled the subsidies (<i>n</i> = 135)	87.1% (4.45)	89.5% (4.47)	71.4% (4.00)	78.3% (4.26)	100% (5.09)
63.2% (3.87)	83.7% (4.41)	Would still be willing to spend more time/resources on administration even if the Government cancelled the subsidies (<i>n</i> = 136)	87.1% (4.45)	94.7% (4.53)	78.6% (4.36)	69.6% (4.13)	90.9% (4.73)
68.3% (3.93)	86.0% (4.49)	Would still be willing to receive more training even if the Government cancelled the subsidies (<i>n</i> = 141)	96.9% (4.69)	89.5% (4.53)	71.4% (4.21)	70.8% (4.12)	100% (5.00)

Resources

- 4.15 Table 4.6 shows the participants' responses to the Resources items. Unsurprisingly, the Government ($M = 4.45$, 89.1% agreed) was seen as the most prominent resource provider by kindergartens that had EM students, supporting them financially (58.5%, not shown in Table 4.6) and in terms of teacher training (59.8%, not shown in Table 4.6). In addition, EM parents ($M = 4.21$, 76.5% agreed), especially those who could speak English and/or Chinese, could assist the kindergartens in their communication with other EM parents (65.3%, not shown in Table 4.6), parent training (43.1%, not shown in Table 4.6), and students' learning support (63.9%, not shown in Table 4.6), were also considered a main source of help. However, survey participants were ambivalent about the likelihood of receiving support from ethnic Chinese parents ($M = 3.76$, 62.1% agreed) and tertiary institutions ($M = 3.49$, 51.1% agreed).
- 4.16 While kindergartens that did not have any EM students generally thought they would be able to obtain help from social service organisations ($M = 4.11$, 78.4% agreed), kindergartens that had experiences with EM students ($M = 3.60$, 58.5% agreed) were less optimistic about it ($\chi^2 = 4.555$, $p = .033$; $t = -2.259$, $p = .026$). Also, both types of kindergartens commonly did not consider commercial organisations as their resource providers (M of kindergartens without EM students = 3.27, 35.1% agreed; M of kindergartens with EM students = 2.47, 15.1% agreed), but those who actually had EM students seemed to be more pessimistic about it ($\chi^2 = 6.487$, $p = .011$; $t = 2.877$, $p = .006$). Finally, few participants thought they would/ could receive support from other kindergartens (M of kindergartens without EM students = 3.54, 48.6% agreed; M of kindergartens with EM students = 3.03, 35.1% agreed), primary and secondary schools (M of kindergartens without EM students = 3.00, 35.1% agreed; M of kindergartens with EM students = 2.54, 21.3% agreed).
- 4.17 Among the five tiers of kindergartens with EM students, no statistically significant differences ($ps > .05$) were found in the items in Table 4.6 using both the Chi-square tests and one-way ANOVAs.
- 4.18 When asked whether the overall support was sufficient (Table 4.6), the kindergartens with EM students remained relatively neutral ($M = 3.59$, 57.1% agreed). Those who

thought the support was not enough especially hoped to receive resources from the Government (94.7%; see Figure 4.1), social service organisations (84.2%), and tertiary institutions (50.0%) for recruiting additional staff (84.2%; see Figure 4.2), student support (81.6%), financial support (73.7%), and teacher training (73.7%).

Table 4.6. Resources to Attract EM Students by Types of Kindergartens

% agreed (<i>M</i>)		Resource providers that kindergartens were likely to receive support from	% agreed (<i>M</i>)				
Without EM students (<i>n</i> = 40)	With EM students (<i>n</i> = 98)		Tier 1 1-4 EM students (<i>n</i> = 30)	Tier 2 5-7 EM students (<i>n</i> = 19)	Tier 3 8-15 EM students (<i>n</i> = 15)	Tier 4 16-30 EM students (<i>n</i> = 23)	Tier 5 31 or above EM students (<i>n</i> = 11)
60.0% (3.90)	76.5% (4.21)	EM parents	76.7% (4.17)	84.2% (4.42)	73.3% (4.27)	69.6% (4.00)	81.8% (4.36)
59.0% (3.82)	62.1% (3.76)	Ethnic chinese parents	62.1% (3.90)	64.7% (3.71)	66.7% (3.67)	60.9% (3.70)	54.5% (3.73)
48.6% (3.54)	35.1% (3.03)	Other kindergartens	37.9% (3.28)	35.3% (3.06)	26.7% (2.33)	43.5% (3.43)	20.0% (2.40)
35.1% (3.00)	21.3% (2.54)	Primary and secondary schools	13.8% (2.41)	23.5% (2.82)	13.3% (2.13)	30.4% (2.74)	30.0% (2.60)
64.9% (3.76)	51.1% (3.49)	Tertiary institutions	44.8% (3.48)	35.3% (3.35)	53.3% (3.40)	60.9% (3.57)	70.0% (3.70)
78.4% (4.11)	58.5% (3.60)	Social service organisations	37.9% (3.24)	76.5% (4.06)	60.0% (3.40)	65.2% (3.78)	70.0% (3.70)
35.1% (3.27)	15.1% (2.47)	Commercial organisations	17.2% (2.62)	11.8% (2.41)	6.7% (2.00)	13.6% (2.50)	30.0% (2.80)
80.0% (4.17)	89.1% (4.45)	Government	86.2% (4.45)	88.2% (4.35)	86.7% (4.27)	90.5% (4.62)	100% (4.50)
--	57.1% (3.59)	Enough support	53.6% (3.64)	58.8% (3.71)	53.3% (3.40)	61.9% (3.71)	60.0% (3.30)

Figure 4.1. Providers that participants wished to receive more resources from ($N = 38$).

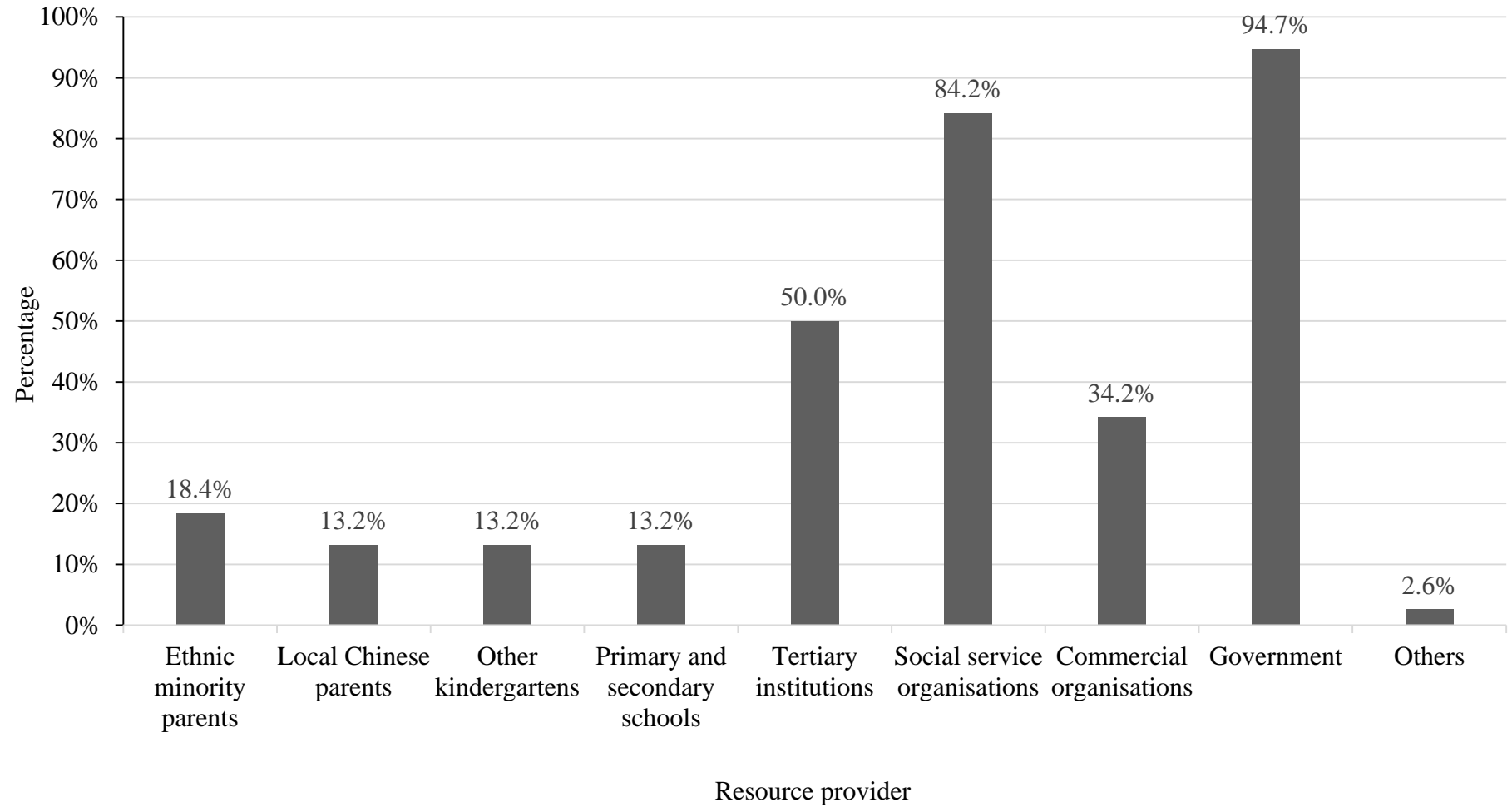
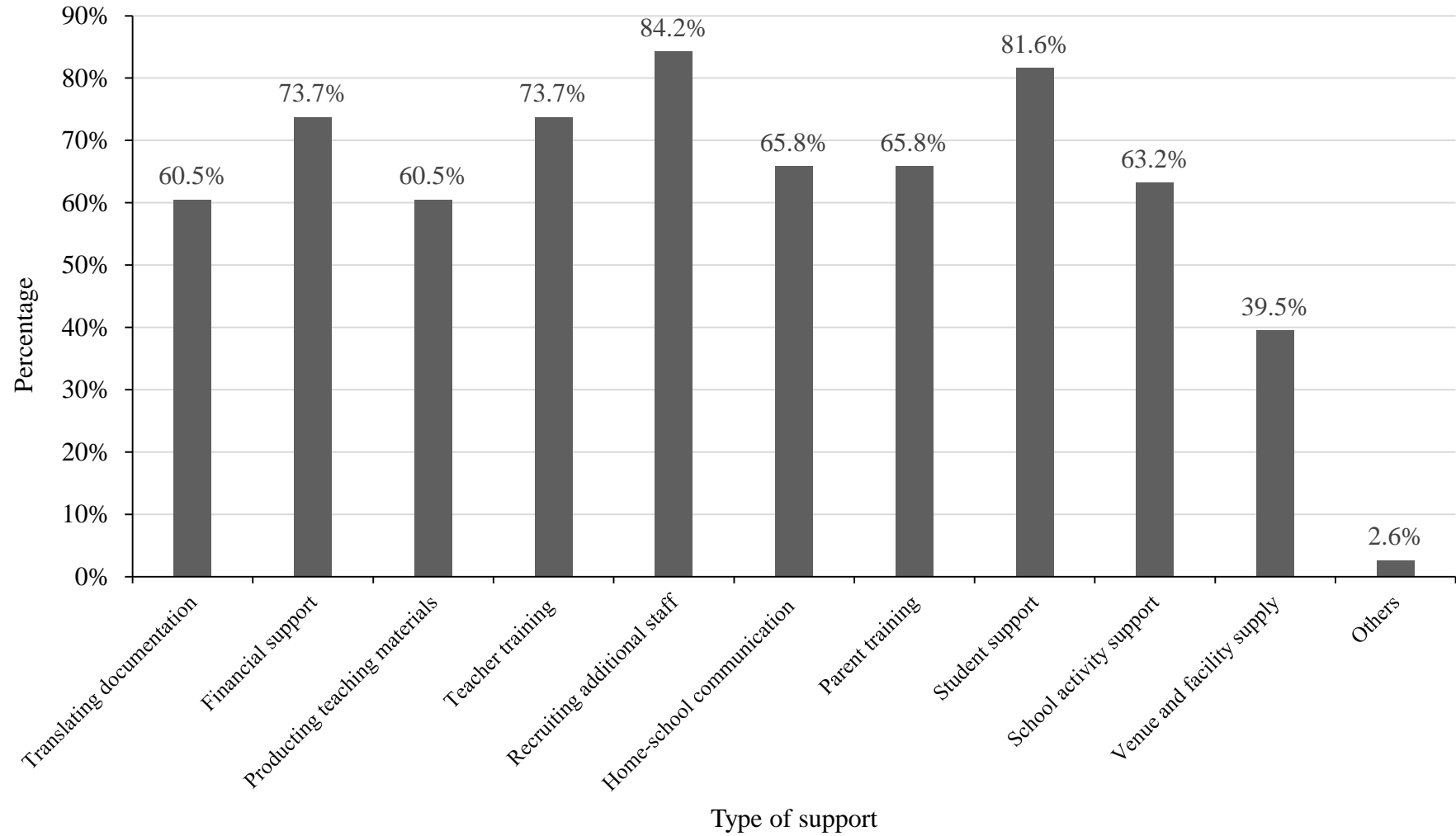


Figure 4.2. The types of support that the participants wished to receive ($N = 38$).



Engagement

4.19 Table 4.7 shows the participants' responses to the Engagement items. Most kindergartens (97.8%) involved EM and ethnic chinese students in the same classroom activities. They also provided additional support to EM students (98.9%) and their parents (94.4%). However, kindergartens of different tiers tended to have different strategies for utilising the government subsidies (Figure 4.3). For example, although all were likely to use the subsidy to purchase teaching materials (overall: 80.0%, Tier 1: 85.2%, Tier 2: 82.4%, Tier 3: 86.7%, Tier 4: 61.9%, Tier 5: 90.0%) and organise racial inclusive activities (overall: 64.4%, Tier 1: 51.9%, Tier 2: 70.6%, Tier 3: 66.7%, Tier 4: 76.2%, Tier 5: 60.0%), kindergartens with 8 or more EM students often hired a full-time teaching staff member to provide additional support with the more generous funding support ($\geq 73\%$ across Tiers 3 to 5). In contrast, their peers with fewer EM students tended to spend the subsidies on purchasing external services (including document translation services, Tier 1: 48.1%, Tier 2: 58.8%; and other supporting services, Tier 1: 25.9%, Tier 2: 47.1%) and hiring part-time teaching staff (Tier 1: 37.0%, Tier 2: 64.7%).

4.20 Those participants ($N = 27$) who responded to the open-ended questions at the end of the questionnaire added that they emphasised “communication and care” (40.7%) and that they always communicated closely with EM parents and made sure their staff fully understood their cultures and needs. In the follow-up interview, the teacher of Kindergarten E (Tier 4 with 16 EM students) stated that her kindergarten “held different workshops for EM parents” to keep them up-to-date about the recent happenings. The participants also noted in the questionnaire that they “organised different activities” (37.0%), such as inviting EM parents to share the food from their culture and introduce their festivals to ethnic chinese students, birthday parties, Mid-Autumn Festival celebrations, and volunteer work, to promote racial harmony and understanding. In the follow-up interview, the supervisor of Kindergarten G (Tier 1 with 3 EM students) pointed out:

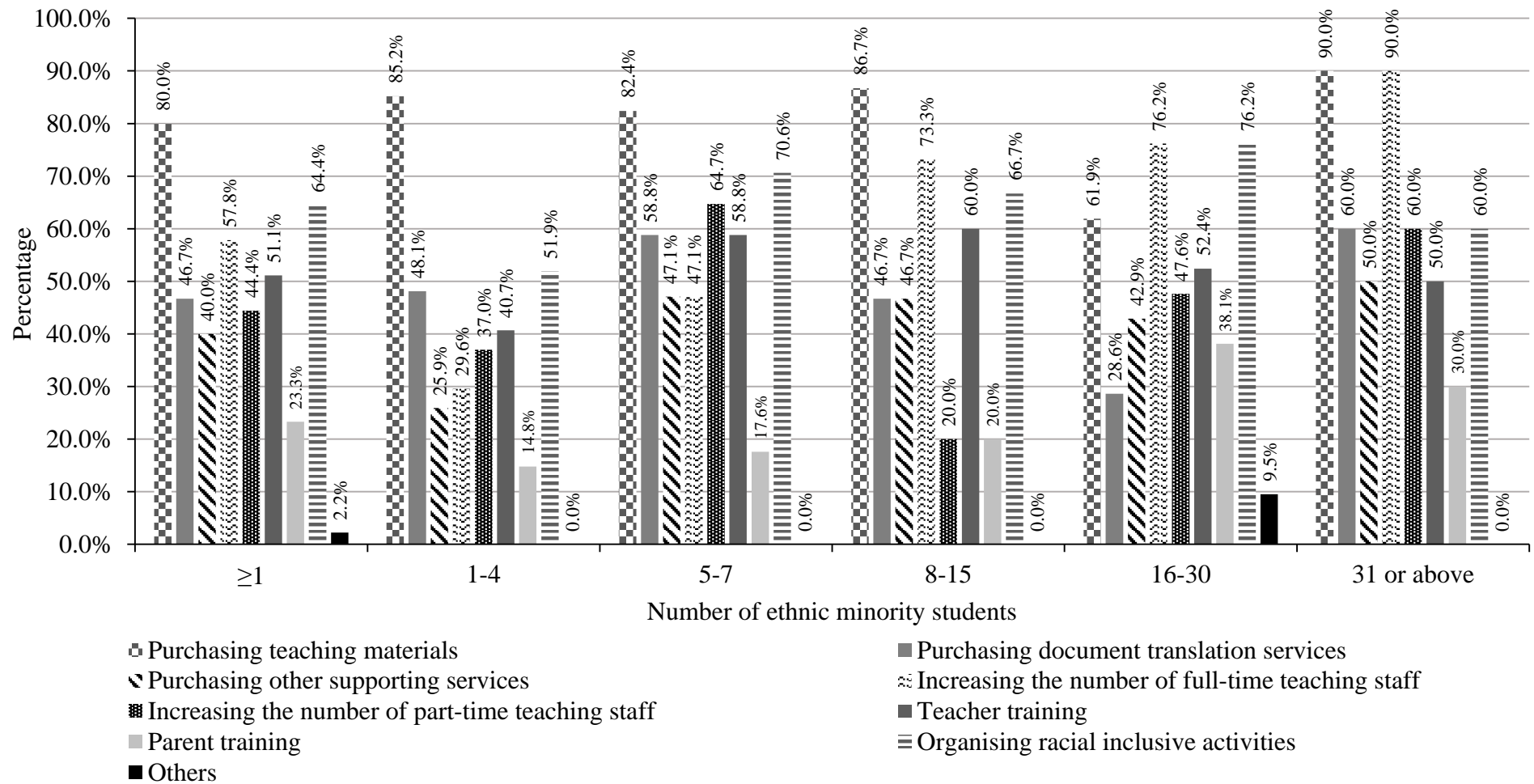
Our kindergartens celebrate the National Days of our ethnic minority students' home countries. We have also purchased books that introduce their home countries so that the ethnic chinese students may learn about their cultures more. This, in turn, helps our ethnic minority students to develop a sense of pride in their heritage.

Another 11.1% of the survey respondents focused mainly on improving students' Chinese language skills through different means.

Table 4.7. Engagement in Supporting and Attracting EM Students by Types of Kindergartens

% agreed (<i>M</i>)		Strategies, challenges, and opportunities for supporting EM students and parents	% agreed (<i>M</i>)				
Without EM students	With EM students (<i>n</i> = 90)		Tier 1 1-4 EM students (<i>n</i> = 27)	Tier 2 5-7 EM students (<i>n</i> = 17)	Tier 3 8-15 EM students (<i>n</i> = 15)	Tier 4 16-30 EM students (<i>n</i> = 21)	Tier 5 31 or above EM students (<i>n</i> = 10)
--	97.8% (5.36)	EM students and ethnic chinese students attended class together	96.3% (5.26)	100% (5.47)	100% (5.53)	95.2% (5.38)	100% (5.10)
--	98.9% (4.80)	Provided additional support for EM students	96.3% (4.70)	100% (4.71)	100% (4.87)	100% (4.95)	100% (4.80)
--	94.4% (4.56)	Provided additional support for EM parents	96.2% (4.58)	82.4% (4.35)	93.3% (4.67)	100% (4.52)	100% (4.80)
--	87.6% (4.34)	Encountered challenges	73.1% (3.96)	82.4% (4.18)	100% (4.47)	95.2% (4.67)	100% (4.70)
--	67.1% (3.88)	Able to overcome the challenges	52.6% (3.63)	50.0% (3.58)	60.0% (3.87)	85.0% (4.15)	90.0% (4.20)
--	90.8% (4.41)	Improved the kindergarten's Capabilities	88.5% (4.23)	86.7% (4.47)	100% (4.33)	85.7% (4.52)	100% (4.70)
--	97.7% (4.70)	Enhanced the kindergarten's Aspirations	100% (4.76)	100% (4.60)	93.3% (4.60)	95.2% (4.67)	100% (4.90)
--	88.4% (4.30)	Brought more Resources to the kindergarten	76.0% (4.04)	100% (4.33)	86.7% (4.07)	95.2% (4.67)	90.0% (4.50)

Figure 4.3. Participants' utilisation of the government subsidies (N = 90).



- 4.21 Overall, the participants agreed that supporting EM students and parents helped increase their Capabilities ($M = 4.41$, 90.8% agreed), Aspirations ($M = 4.70$, 97.7% agreed), and Resources ($M = 4.30$, 88.4% agreed) (Table 4.7).
- 4.22 Nonetheless, it was typical for kindergartens of all tiers to encounter challenges in their journey of supporting EM students and parents, even though they tended to slightly agree that they could eventually overcome the challenges ($M = 3.88$). In fact, the Chi-square tests did suggest that, when considering only the numbers of respondents who either agreed or disagreed with the items in Table 4.7, a significant difference was found among the five tiers of kindergartens on whether they had encountered challenges ($\chi^2 = 10.174$, $p = .038$). However, the one-way ANOVAs did not show statistically significant differences in their degrees of agreeability on the 6-point Likert scale. The respondents felt that a major obstacle was the lack of human resources, and it appeared that most of the time, they had to rely on themselves to overcome any difficulties (Table 4.8).
- 4.23 We asked our participants in one of the open-ended questions about how kindergartens could be encouraged to admit EM students and promote racial harmony. Out of the recommendations we received from 57 kindergartens, 56.1% suggested “increasing the amount of financial support”, which would allow them to buy more teaching props, books, and other supporting equipment. Also, 43.9% mentioned the need to “increase staff numbers” to ease the burden of document translation and the preparation of teaching materials. In addition, EM staff members could be particularly helpful in supporting EM students and facilitating home-school communication. In the follow-up interview, the principal of Kindergarten J (Tier 4 with 20 EM students) mentioned:

We have an ethnic minority teaching assistant who helps with the verbal and written translation so that ethnic minority parents can understand more about their children’s everyday school life and activities. Also, she provides care and a sense of security to our ethnic minority students and helps them integrate into this new environment, since she has a similar appearance or religious background to our ethnic minority students.

- 4.24 Other suggestions are summarised in Table 4.9.

Table 4.8. Participants' rankings on the obstacles they faced and the parties that might help them overcome the obstacles.

	Overall ranking	Mean rank
Obstacles in supporting EM students (<i>n</i> = 76)		
Human resources	1	4.07
Home-school communication	2	4.24
Translation of documentation	3	4.30
Parent training	4	5.01
Students' learning support	5	5.17
Teacher training	6	5.32
Production of teaching materials	7	5.67
Financial resources	8	5.95
School activity support	9	7.13
Venue and facilities	10	8.28
Others	11	10.87
Parties that might help them (<i>n</i> = 51)		
Themselves	1	2.00
EM parents	2	3.96
Social service organisations	3	4.45
Government	4	4.55
Tertiary institutions	5	4.86
Other kindergartens	6	6.31
Primary and secondary schools	7	6.86
Commercial organisations	8	7.35
Others	9	9.86

Table 4.9. Participants' suggestions on how kindergartens could be encouraged to admit EM students and promote racial harmony ($N = 57$).

Suggestion	Explanation	% mentioned
Increase the amount of financial support	Direct financial subsidies could allow kindergartens to increase the resources available for EM students and improve the overall environment and equipment.	56.1%
Increase staff numbers	Having more staff, including EM teachers, within the kindergartens could allow more support to EM students and ease the burden on existing staff.	43.9%
Provide other support	This includes other resources from different providers, such as translation services from social welfare organisations and workshops and tips from experts about teaching EM students effectively.	19.3%
Enhance early childhood educators' sense of mission	Early childhood educators must be open-minded. They should be the first to accept EM students and respect diversity. They also needed to perceive cultivating a racial-caring environment as a sense of mission and take the initiative to understand the needs of these children.	12.3%
Improve staff training	Training should be provided in different forms, such as in-service and pre-service teacher training, and made freely available to allow more teachers to receive training.	10.5%
Invest additional effort	Kindergartens should actively promote racial harmony through different means, such as organising more activities and developing a long-term strategic plan for supporting and admitting EM students.	8.8%

Chapter 5. Implications and Recommendations

Summary of Findings and Implications

- 5.1 In response to RQ1, generally speaking, our findings show that the revised government subsidies for NCS students did help increase a higher level of acceptance of EM students among Hong Kong kindergartens. Under the new five-tiered subsidy scheme, kindergartens, with and without EM students, were willing to admit more EM students. In fact, across all five tiers of kindergartens with EM students, many admitted that they had admitted more EM students due to the increased financial subsidy. Meanwhile, among those that did not have EM students, most did not receive any applications from EM students, or the EM families rejected the places they were offered.
- 5.2 In response to RQ2, our sample kindergartens recognised their strengths in Capability, Aspirations, Resources, and Engagement in recruiting and supporting EM students. For instance, they were confident about their visions and missions, programme modes, and school-based curricula. They also agreed that cultivating a racially inclusive environment was essential to the development and growth of both EM and ethnic Chinese students, teachers' professional development, home-school relationships, and the overall development of the kindergartens. They generally considered the Government as their primary resource provider, and indeed, its increased subsidies appeared to motivate them to spend more time and resources on teaching and administration and undergo more training for EM students. It was also encouraging to see that EM and ethnic Chinese students were usually arranged to participate in the same classroom activities. The inclusive learning environment would be beneficial to the promotion of racial harmony. Those respondents with experience with EM students commonly agreed that supporting ethnic minority students and parents helped increase their Capabilities, Aspirations, and Resources.
- 5.3 In response to RQ3, contrary to what some previous studies suggested, our findings reveal that there might be more similarities than differences among different tiers of kindergartens in terms of their Capabilities, Aspirations, Resources, and Engagement in admitting and supporting EM students. Kindergartens with EM students differed from

their peers without EM students mainly in their Aspirations (or precisely their activeness in recruiting EM students) rather than their perceived Capabilities and Resources.

- 5.4 Nevertheless, kindergartens with more EM students (16 or above, i.e., Tier 4 and Tier 5) did seem to have better advantages in terms of location, experiences, training, and the availability of helpful EM staff members. Some of these could be contributed by (a) the more generous funding support from the Government and (b) the fact that many kindergartens with fewer EM students only started to work with these students after the implementation of the new five-tiered scheme.
- 5.5 However, this did not mean the kindergartens with larger EM student bodies encountered fewer problems during the educational process. Quite the contrary, almost all of them indicated that they had come across challenges. Kindergartens across all five tiers pointed out the lack of human resources as their primary obstacle, and most of the time, they had to rely on themselves to overcome any difficulties.
- 5.6 It appears that a supportive *network* for kindergartens continued to be missing, even though they did receive more financial resources and teacher training from the Government. Often, kindergartens did not know where and how they could obtain help besides from the Government and/or their own EM parents. As a result, the kindergartens in our sample seemed to have few people to turn to when they were in need.

Key Recommendations

- 5.7 The research team recognises and appreciates the Government's increased financial support for kindergartens and considers it essential to encourage acceptance of EM students among Hong Kong kindergartens. However, as many kindergartens have relatively little experience working with EM students, they may need more resources to establish the groundwork for promoting racial harmony. Thus, we recommend that additional assistance be provided for kindergartens on a need basis to enable them to enhance the support for EM students.
- 5.8 While the revised subsidy scheme has been in place since the 2019/2020 academic year, a couple of our principal respondents were still unaware of it at the time of our data

collection in 2021. Therefore, we suggest that the Government enhances its promotion among kindergartens, particularly among kindergartens without EM students at the moment, so that they would know about the new funding opportunity.

- 5.9 As the kindergartens in our sample commonly indicated that they came across various challenges and had to rely on themselves to overcome them, we opine that it would be helpful to assist kindergartens to develop a supportive network with other kindergartens, schools, social service and commercial organisations to utilise community resources better. For example, kindergartens with more experience with EM students can be “mentors” for other kindergartens in the community. “Sister schools” may also be formed to promote exchanges (in the forms of school visits or short-term staff exchanges), mutual learning, and reflective culture.
- 5.10 While it has become increasingly common for kindergartens to have EM students, perhaps it is time for the Government to actively encourage the academia and the early childhood sector to conduct local research and develop evidence-based early childhood practices that meet the needs of kindergartens and the EM community, in areas of curricula, service delivery models, and human resources. “Support for EM students” could be made a priority theme under the Quality Education Fund to encourage individual school projects. It is understandable for NGOs and research institutions to currently target mainly kindergartens with a higher proportion of EM students. Nevertheless, with more and more kindergartens starting to admit these students, perhaps more attention should be placed on kindergartens with fewer EM students (below 16 EM students).
- 5.11 We realise that kindergartens, the Government, and community sectors are, in fact, providing support of different natures to EM students. Therefore, we recommend that the Government improves the accessibility of reference materials and resources for all kindergartens through different electronic means, such as providing a one-stop platform for disseminating the good practices and innovative pedagogies of different types of kindergartens, the latest local research findings, information on relevant services provided by social service and commercial organisations, etc. In addition, there should be more publicity about the various support services to reach out to more kindergartens.

Conclusions

5.12 This study has limitations, including the reliance on the respondents' self-reports and the lack of other stakeholders' perspectives. However, it provides crucial data on Hong Kong kindergartens' perceived Capability, Aspirations, Resources, and Engagement in supporting EM students and their families. Furthermore, it illustrates the strengths and opportunities of kindergartens of different subsidy tiers and reveals the need to improve cooperation and support among kindergartens and resource providers in the community. It is hoped that, with concerted efforts by the public and private sectors, all young children will be empowered to develop their full potential, and racial harmony will not be a dream.

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Appendix 1. The Questionnaire

招收少數族裔幼稚園學生：克服挑戰，確認機遇

隨著幼稚園教育計劃的推行，不論政府、幼兒教育業界以至公眾對少數族裔/非華語學生在幼稚園的支援及學習情況日益關注，有見及此，香港公開大學教育及語文學院及香港惠苗協會展開本項名為「招收少數族裔幼稚園學生：克服挑戰，確認機遇」的研究，全面探討在幼稚園教育計劃下幼稚園如何看待招收及支援少數族裔學生時所面對的挑戰和機遇，數據將有助我們改善對幼教同工的培訓和支援，並為政策制定作出建議，使不同種族的幼兒能發展潛能。是項研究由平等機會研究項目資助計劃2020/21全數資助。

不論貴校有否招收少數族裔學生，我們誠意邀請貴校填寫一份簡單的問卷，需時約15分鐘，本問卷採取不記名方式進行，但需要貴校提供一些簡單的基本資料以作數據統計，內容僅供學術研究分析，不會用作其他用途，並且絕對保密。貴校只需填寫問卷一次。

是此參與純屬自願參與性質，貴校可以隨時複查已提交的資料或終止參與是項研究，我們會應貴校要求刪除有關記錄，不會因此引致任何不良後果。我們會採取一切措施確保貴校所提供的資料絕對保密，及只作研究項用途。所有數據將以不記名方式安全地存儲於研究團隊受密碼保護的電腦中，只有項目相關的研究人員才能夠存取。所有數據將在研究結果公佈後12個月銷毀。

如貴校希望獲得更多有關是項研究的資料，請與香港公開大學教育及語文學院研究助理湯善儀小姐聯絡（電郵：syton@ouhk.edu.hk）。如貴校欲獲取更多有關研究參加者的權益，請與香港公開大學倫理審查委員會聯絡（電話：2768 6251）。

另外，如貴校有招收少數族裔學生並有任何值得推廣的支援少數族裔幼兒的工作成果願意與同工分享，我們誠邀貴校參與「CARE種愛幼稚園」獎勵計劃，計劃詳情將在問卷末頁提供。（本研究與「CARE種愛幼稚園」獎勵計劃獨立運作，是次問卷的回覆不會影響獎勵計劃的評審資格，請安心作答）

本校已閱讀並理解上述研究項目資料。本校同意參與這項研究。

第一部分：基本資料

1. 您的身份：

- 校監 總校長 校長 副校長
 主任 教師 其他，請註明：_____

2. 幼教行業年資：(請填寫數字)

3. 在 貴校任職年資：(請填寫數字)

4. 您的最高專業資歷：

- CE(ECE) BEd(ECE) PGDE(ECE) MEd(ECE)
 其他，請註明：_____

5. 貴校位於：

- | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> 中西區 | <input type="checkbox"/> 港島東區 | <input type="checkbox"/> 南區 | <input type="checkbox"/> 灣仔區 |
| <input type="checkbox"/> 九龍區 | <input type="checkbox"/> 觀塘區 | <input type="checkbox"/> 深水埗區 | <input type="checkbox"/> 黃大仙區 |
| <input type="checkbox"/> 油尖旺區 | <input type="checkbox"/> 離島區 | <input type="checkbox"/> 葵青區 | <input type="checkbox"/> 北區 |
| <input type="checkbox"/> 西貢區 | <input type="checkbox"/> 沙田區 | <input type="checkbox"/> 大埔區 | <input type="checkbox"/> 荃灣區 |
| <input type="checkbox"/> 屯門區 | <input type="checkbox"/> 元朗區 | | |

6. 貴校提供甚麼模式的課程？

- 半日 全日 同時開辦半日及全日

7. 貴校的宗教信仰：

- 天主教 基督教 伊斯蘭教 佛教
 道教 其他，請註明：_____ 本校沒有宗教信仰

8. 現時教師總人數：(請填寫數字)

9. 完成教育局認可支援非華語學童基礎課程的教師人數：(請填寫數字)

10. 少數族裔教職員總人數：(請填寫數字)

11. 現時學生總人數：(請填寫數字)

12a. 當中有否少數族裔學生？

- 有 沒有

12b. 如有，現時 K1-K3 少數族裔學生總人數：(請填寫數字)

13a. 政府自 2019/20 學年起分五個層階提供非華語學童的資助，與之前相比，貴校有否因此取錄更多少數族裔學生？

有

沒有

13b. 如有，多取錄了多少少數族裔學生？(請填寫數字)

第二部分：版本一（有取錄少數族裔學生的幼稚園）

Capability 能力：有關 貴校當前招收和教授少數族裔學生的能力、獨特性、優勢和成就

請選出 貴校對以下句子的同意程度。

	非常不同意	不同意	有點不同意	有點同意	同意	非常同意
WC1. 貴校的 <u>辦學理念</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC2. 貴校 <u>位處的地區</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC3. 貴校所提供的 <u>校本課程</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC4. 貴校所提供的 <u>課程模式</u> (半日/全日/長全日)有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC5. 貴校的 <u>宗教信仰(或沒有宗教信仰)</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC6. 貴校現時的教職員 <u>人手數目</u> 足夠應付少數族裔 <u>學生</u> 的需要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC7. 貴校現時的教職員 <u>人手數目</u> 足夠應付少數族裔 <u>家長</u> 的需要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC8. 貴校現時的教職員的 <u>語文水平</u> 足夠應付少數族裔 <u>學生</u> 的需要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC9. 貴校現時的教職員的 <u>語文水平</u> 足夠應付少數族裔 <u>家長</u> 的需要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC10. 貴校有許多年教授少數族裔學生的 <u>經驗</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC11. 貴校有足夠教職員曾接受針對教授少數族裔學生的 <u>各類培訓</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC12. 貴校現時的 <u>少數族裔教職員</u> 有助支援少數族裔 <u>學生</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WC13. 貴校現時的 <u>少數族裔教職員</u> 有助支援少數族裔 <u>家長</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspirations 志向：對少數族裔學生的教育和支援的價值觀與志向

請選出 貴校對以下句子的同意程度。

	非常不同意	不同意	有點不同意	有點同意	同意	非常同意
WA1. 貴校認為建立一個種族共融的學習環境對 <u>少數族裔學生的發展成長</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA2. 貴校認為建立一個種族共融的學習環境對 <u>本地華裔學生的發展成長</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA3. 貴校認為建立一個種族共融的學習環境對 <u>教師的專業發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA4. 貴校認為建立一個種族共融的學習環境對 <u>家校關係發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA5. 貴校認為建立一個種族共融的學習環境對 <u>貴校的整體發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA6. 貴校 <u>積極地招收</u> 少數族裔學生？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA7. 貴校願意為少數族裔學生在 <u>教學上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA8. 貴校願意為少數族裔學生在 <u>行政上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA9. 貴校願意為少數族裔學生 <u>接受更多培訓</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA10. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意積極地招收</u> 少數族裔學生？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA11. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生在 <u>教學上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA12. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生在 <u>行政上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WA13. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生 <u>接受更多培訓</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources 資源：來自政府、社區、其他學校、家長、學生及其他的資源

WR1a. 在支援少數族裔學生上，貴校可以獲得少數族裔家長的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

WR2a. 在支援少數族裔學生上，貴校可以獲得本地華裔家長的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

WR3a. 在支援少數族裔學生上，貴校可以獲得其他幼稚園的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

WR4a. 在支援少數族裔學生上，貴校可以獲得中、小學的資源或支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

WR5a. 在支援少數族裔學生上，貴校可以獲得大學/大專院校的資源或支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

WR6a. 在支援少數族裔學生上，貴校可以獲得社福機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

WR7a. 在支援少數族裔學生上，貴校可以獲得商業機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

WR8a. 在支援少數族裔學生上，貴校可以獲得政府機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)

場地設施 財政援助 其他，請註明：

WR9a. 在支援少數族裔學生上，貴校現時所獲得的資源和支援足夠應付需要？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了非常不同意/不同意/有點不同意，請回答以下問題。

9b. 貴校希望從哪裡得到更多的資源或支援？（可選多於一項）

- 少數族裔家長 本地華裔家長 其他幼稚園 中、小學
 大學/大專院校 社福機構 商業機構 政府機構
 其他，請註明：_____

9c. 貴校希望得到哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例如：
擔當活動工作人員/義工)
 場地設施 財政援助 其他，請註明：

Engagement 投入：支援少數族裔學生的策略，以及如何體現與能力、志向及資源相關的機遇

WE1. 貴校如何運用政府提供的非華語學童資助？（可選多於一項）

- | | | | |
|---------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> 購買教材 | <input type="checkbox"/> 購買翻譯文書服務 | <input type="checkbox"/> 購買其他支援服務 | <input type="checkbox"/> 增加全職教學人手 |
| <input type="checkbox"/> 增加兼職教學人手 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 舉辦種族共融活動 |
| <input type="checkbox"/> 其他，請註明：_____ | | | |

WE2. 在貴校，少數族裔學生與一般本地華裔學生一起上課？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

WE3. 在貴校，少數族裔學生與一般本地華裔學生一起上課的時間百分比（100%為所有時間一起，0%為完全沒有時間一起）？

_____ %

WE4. 貴校為少數族裔學生提供額外的支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

WE5. 貴校為少數族裔家長提供額外的支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

WE6a. 在支援少數族裔學生和家長的過程中，貴校曾遇到困難？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 對 貴校來說，哪方面最困難？（請排列，1 為最困難，11 為最容易）

- () 翻譯文書 () 教材製作 () 教師培訓 () 教學人手
() 家校溝通 () 家長培訓 () 學生學習支援 () 學校活動支援
() 場地設施 () 財政資源 () 其他，請註

明：_____

c. 貴校能克服有關困難？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

d. 誰最有助 貴校克服有關困難？（請排列，1 為最有助，10 為最沒有幫助）

- () 靠本校自己能 () 少數族裔家長 () 本地華裔家長 () 其他幼稚
力
() 中、小學 () 大學/大專院校 () 社福機構 () 商業機構
() 政府機構 () 其他，請註明：_____

WE7. 支援少數族裔學生和家長的過程提升了 貴校的能力？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

WE8. 支援少數族裔學生和家長的過程更堅定了 貴校對建立一個種族共融的學習環境的志向？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

WE9. 支援少數族裔學生和家長的過程為 貴校帶來更多的資源？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

WL1. 您認為有甚麼方法能鼓勵業界招收少數族裔學生，加強種族共融？

WL2. 在支援少數族裔學生和家長方面，貴校有甚麼良好的實踐，值得業界借鏡？(同時誠邀貴校參與「CARE 種愛幼稚園」獎勵計劃，有關獎勵計劃詳情將在問卷末頁提供)

WL3. 其他意見。

WL4a. 我們將邀請部份參加者就以上內容與作一約 30 分鐘的電話/Zoom/面對面/Whatsapp 訪談，您是否願意參與？

願意 不願意

如上題選擇了願意，請提供以下資料。

b. 多謝您的支持，哪種方法較適合您？

電話 Zoom 面對面 Whatsapp

其他，請註明：_____

c. 如有需要，我們將與您聯絡，請在以下位置留下您的稱呼和聯絡方法：

十分感謝您的參與！

第二部分：版本二（沒有取錄少數族裔學生的幼稚園）

01a. 過去三年，有否少數族裔幼兒向 貴校提交入學申請？

- 有 沒有

如第一題選擇了沒有，請回答以下問題。

bi. 假設有少數族裔學生報讀，貴校願意取錄？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

bii. 如上題選擇了非常不同意/不同意/有點不同意，為甚麼？（可選多於一項）

- 有關幼兒不懂中文 有關家長不懂中文 教職員語文能力不足
 針對教授少數族裔學生 其他校本配套不足 不熟悉少數族裔文化的培訓不足
 不知道可在哪裡找到校外支援/購買服務 不知道政府現已分五個層階資助非華語學童 其他，請註明：_____

biii. （如 bi 選擇了非常不同意/不同意/有點不同意）貴校認為誰可幫助 貴校解決以上問題？（可選多於一項）

- 少數族裔家長 本地華裔家長 其他幼稚園 中、小學
 大學/大專院校 社福機構 商業機構 政府機構
 其他，請註明：_____

biv. （如 bi 選擇了非常不同意/不同意/有點不同意）假設上述的困難得以解決，貴校願意取錄少數族裔學生？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

bv. （如 biv 選擇了非常不同意/不同意/有點不同意）如不願意，為甚麼？

如第一題選擇了有，請回答以下問題。

ci. 為何沒有取錄有關少數族裔幼兒？（可選多於一項）

- | | | |
|---|--|---|
| <input type="checkbox"/> 有關幼兒不懂中文 | <input type="checkbox"/> 有關家長不懂中文 | <input type="checkbox"/> 教職員語文能力不足 |
| <input type="checkbox"/> 針對教授少數族裔學生 | <input type="checkbox"/> 其他校本配套不足 | <input type="checkbox"/> 不熟悉少數族裔文化的培訓不足 |
| <input type="checkbox"/> 不知道可在哪裡找到校外支援/購買服務 | <input type="checkbox"/> 不知道政府現已分五個層階資助非華語學童 | <input type="checkbox"/> 其他，請註明：
_____ |

cii. 貴校認為誰可幫助貴校解決以上問題？（可選多於一項）

- | | | | |
|---------------------------------------|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> 少數族裔家長 | <input type="checkbox"/> 本地華裔家長 | <input type="checkbox"/> 其他幼稚園 | <input type="checkbox"/> 中、小學 |
| <input type="checkbox"/> 大學/大專院校 | <input type="checkbox"/> 社福機構 | <input type="checkbox"/> 商業機構 | <input type="checkbox"/> 政府機構 |
| <input type="checkbox"/> 其他，請註明：_____ | | | |

ciii. 假設上述的困難得以解決，貴校願意取錄少數族裔學生？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

civ. （如 ciii 選擇了非常不同意/不同意/有點不同意）如不願意，為甚麼？

Capability 能力：有關 貴校當前招收少數族裔學生的能力、獨特性、優勢和成就

請選出 貴校對以下句子的同意程度。

	非常不同意	不同意	有點不同意	有點同意	同意	非常同意
OC1. 貴校的 <u>辦學理念</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OC2. 貴校 <u>位處的地區</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OC3. 貴校所提供的 <u>校本課程</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OC4. 貴校所提供的 <u>課程模式</u> (半日/全日/長全日)有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OC5. 貴校的 <u>宗教信仰(或沒有宗教信仰)</u> 有助吸引少數族裔學生報讀？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspirations 志向：對少數族裔學生的教育和支援的價值觀與志向

請選出 貴校對以下句子的同意程度。

	非常不同意	不同意	有點不同意	有點同意	同意	非常同意
OA1. 貴校認為建立一個種族共融的學習環境對 <u>少數族裔學生的發展成長</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA2. 貴校認為建立一個種族共融的學習環境對 <u>本地華裔學生的發展成長</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA3. 貴校認為建立一個種族共融的學習環境對 <u>教師的專業發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA4. 貴校認為建立一個種族共融的學習環境對 <u>家校關係發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA5. 貴校認為建立一個種族共融的學習環境對 <u>貴校的整體發展</u> 十分重要？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA6. 貴校 <u>積極地招收</u> 少數族裔學生？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA7. 貴校願意為少數族裔學生在 <u>教學上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA8. 貴校願意為少數族裔學生在 <u>行政上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA9. 貴校願意為少數族裔學生 <u>接受更多培訓</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA10. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意積極地招收</u> 少數族裔學生？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA11. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生在 <u>教學上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA12. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生在 <u>行政上</u> 花更多時間/投入更多資源？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OA13. <u>假設政府取消對非華語學童的資助</u> ，貴校 <u>仍然願意</u> 為少數族裔學生 <u>接受更多培訓</u> ？	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources 資源：來自政府、社區、其他學校、家長、學生及其他的資源

OR1a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得少數族裔家長的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

OR2a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得本地華裔家長的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

OR3a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得其他幼稚園的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

OR4a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得中、小學的資源或支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

OR5a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得大學/大專院校的資源或支援？

- | | | |
|--------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> 非常不同意 | <input type="checkbox"/> 不同意 | <input type="checkbox"/> 有點不同意 |
| <input type="checkbox"/> 有點同意 | <input type="checkbox"/> 同意 | <input type="checkbox"/> 非常同意 |

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

OR6a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得社福機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

OR7a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得商業機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- 翻譯文書 教材製作 教師培訓 額外的教學人手
 家校溝通 家長培訓 學生學習支援(例如：
額外的中文學習支援) 學校活動支援(例
如：擔當活動工作人員
/義工)
 場地設施 財政援助 其他，請註明：

OR8a. 假設現時 貴校需要支援少數族裔學生， 貴校可以獲得政府機構的資源或支援？

- 非常不同意 不同意 有點不同意
 有點同意 同意 非常同意

如上題選擇了有點同意/同意/非常同意，請回答以下問題。

b. 貴校可以獲得哪方面的資源或支援？（可選多於一項）

- | | | | |
|-------------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 翻譯文書 | <input type="checkbox"/> 教材製作 | <input type="checkbox"/> 教師培訓 | <input type="checkbox"/> 額外的教學人手 |
| <input type="checkbox"/> 家校溝通 | <input type="checkbox"/> 家長培訓 | <input type="checkbox"/> 學生學習支援(例如：
額外的中文學習支援) | <input type="checkbox"/> 學校活動支援(例
如：擔當活動工作人員
/義工) |
| <input type="checkbox"/> 場地設施 | <input type="checkbox"/> 財政援助 | <input type="checkbox"/> 其他，請註明：
_____ | |

OL1. 您認為有甚麼方法能鼓勵業界招收少數族裔學生，加強種族共融？

OL2. 其他意見。

OL3a. 我們將邀請部份參加者就以上內容與作一約 30 分鐘的電話/Zoom/面對面/Whatsapp 訪談，您是否願意參與？

- 願意 不願意

如上題選擇了願意，請提供以下資料。

b. 多謝您的支持，哪種方法較適合您？

- 電話 Zoom 面對面 Whatsapp
- 其他，請註明：_____

c. 如有需要，我們將與您聯絡，請在以下位置留下您的稱呼和聯絡方法：

十分感謝您的參與！