

Final Report of Project

Project No. : 2015 / 0070

Part A

Project Title: Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation

Name of Organization/School: Department of Rehabilitation Sciences, The Hong Kong Polytechnic University

Project Period: From September/2016 (month/year) to November/2018 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

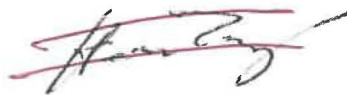
Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: ~~Prof. Hector W.H. Tsang~~

Name of Grantee*: ~~Prof. Hector W.H. Tsang~~

Signature:



Signature:



Date: 8/3/2019

Date: 8/3/2019

** Final Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



1. Attainment of Objective

Please refer to the attached file named “Final report: Attainment of Objective – 20150070”

2. Project Impact

A holistic approach was adopted in the project which i) School Management and Teachers, ii) all the Students, and iii) NCS Parent were invited, and such approach was a new attempt in supporting NCS students in the local school sector. The completed project made remarkable impact in several aspects to achieve better transition of NCS students:

(1) Professional development for teachers to facilitate the development of NCS students

First, the public lectures implemented at phase 1 successfully raised teachers’ awareness on stigmatization of NCS students and increased their knowledge on stress management. It broadened teachers’ horizons in regard of the stress of NCS student on L2 learning difficulties and inadequate social network. Second, the Trainers programs implemented in phase II provided substantial training opportunities for teachers to advance their knowledge in cultivating a multicultural friendly campus. The overwhelmed enrollment number in the phase II were encouraging, and we deliberately provide two training programs and additional seminars to cater the huge demand from teachers. In the training workshops, school managements and teachers acquired useful and practical skills including relaxation exercises, emotional management, cognitive behavioral treatment, and social skill training. More importantly, kindergartens and primary schools teachers shared their frontline experiences together in class, and this provided them with insight and deeper understanding in facilitating the smooth transition of NCS students from kindergarten to primary schools. Third, school managements had full autonomy in the initiation of the school-based programs in phase III according to the needs of their schools. Project team provided assistance and support in phase IV to carry out their implementation plans. Various approaches of school implementation plans were adopted under this project, e.g., NCS students’ training, teachers’ professional workshops, NCS parents’ talks, buddy program for higher form student leaders, and Qigong training for NCS students. The diversified showcase of school implementation programs enabled the teachers, who participated in the sharing conference in phase V, to acquire multiple perspectives in supporting NCS students.

(2) Training the NCS students to better meet the social and developmental needs

Most of the existing support for the L2 learning of NCS student focused on teaching pedagogy in Chinese language. However, the project adopted a psychosocial approach. The design of the student program *至 Friend 好朋友* had three components: (1) Cognitive Behavioral based story, (2) Social Skill training and (3) Self-managed stress reduction skills. The Cognitive Behavioral based stories were introduced to adjust false beliefs of NCS students in L2 learning and friendship development. The Role Play in the Social Skill training helped the NCS students to rehearse their daily life situations.



Dialogues frequently used in daily life, e.g., “唔該，你可以幫我嗎？” were embedded in the training sessions. Peers’ friendship between Local and NCS students encouraged more communication and understanding. The friendship network was beneficial for language acquisition, and both the teachers’ reports and our evaluation confirmed that most NCS students transform from “Before word stage” to “Language emerging stage”, thus not yet to “Conversational language stage”. Regulation of emotion and self-managed stress reduction skills were also introduced to enhance the resilience of NCS students for future adversity. All these elements provided a foundation for the long term self-initiated learning environment and supporting network for the better development of NCS students.

(3) Including the collaboration of NCS parents

Reflected by the NCS parents, most of them felt helpless in the parenting issue. Intense focus was addressed on the language development of their children while the whole-person development topic was seldom discussed. As stress and tension increased in their parent-children relationship, they did not know how to handle the misbehaviors of their children. In order to assist the NCS parents, two topics were shared in our parent talks: (1) The Parent-child Stress Management and (2) Positive Parent Education. As reflected by the school management and teachers, our parent talks received overwhelmed positive feedbacks within the NCS parents groups. The NCS parents were enlightened by the parenting skills and had deeper understanding of the developmental needs of their children. Besides, the stress reduction programs helped them to release stress in daily life and develop closer bond with their children. School management perceived this as the new direction in connecting the NCS parents. Previously, they just mainly focused on the information of local school system and language support, but now they were aware that psycho-emotional needs and parenting skills were also helpful for NCS parents.

3. Cost-effectiveness

The Opening Lectures in Phase I attracted 143 teachers, and the Train the Trainers program and seminars in Phase II had involved 230 teachers. Added with 695 teachers involved in the teacher training workshops in Phase IV and the mini conference in phase V, there were a total of 925 teachers participated in our project which largely exceeded the proposed 190 teachers. For the students, the 18 school-based student programs included 290 students, which also fully fulfilled the proposed 200 target. Nevertheless, parent was primarily not included in our proposal, however, PL team also provided additional support to 518 parents. In order to calculate the unit cost for the direct beneficiaries, all the participants at all phases should be counted. Thus, the unit cost for direct beneficiaries was \$1,216.6 (Total Cost/Number of Participants).



		Proposed No.	Actual Participant No.
	Teacher	190	925
	Student	200	290
	Parent	0	518
Total no. of Participants		390	1733
Approved Budget	HK\$	2,141,800	N/A
Actual Expense		N/A	HK\$ 2,108,313
Unit Cost (Total Cost /No. of participants)		HK\$ 5,491.8	HK\$ 1,216.6

To encourage the cultivation of Multicultural friendly campus, promotion materials in form of DVDs and booklets were produced. The booklet with DVD consolidated details of the theoretical knowledge and the application procedures of our programs. 1000 sets of Booklets and DVDs were distributed to some kindergarten and primary schools in Hong Kong in late July 2018. Furthermore, in order to fulfill the demand from the schools, extension of project was approved and extra 500 sets were produced and distributed to all kindergartens and some more primary schools in November 2018. The DVD and booklet were considered as one of the sustainable components of the project. Since there were 56 teachers completed the training in Phase II, they could assist the NCS students in their own schools with the help of the DVD and booklet. For those who were not trained in the Phase II, school implementation programs shared in the Mini-conference in Phase V were uploaded to the website <http://www8.rs.polyu.edu.hk/ncs/research-ncs/> which was hosted to the university network. No extra maintenance fee was needed and interested schools or parties can download information for free. Therefore, it is strongly believed that the implementation programs in the project could be sustained.

Lastly, ongoing collaborations continued after the completion of project with various parties to form NCS supporting communities:

Fields of interest for collaboration	Collaborate parties
Strategies to engage and facilitate NCS parents for the promotion of social inclusion and positive parent education	<ol style="list-style-type: none"> 1. The Hong Kong Jockey Club 2. Equal Opportunities Commission 3. Sun Island Kindergarten Group 4. Po Leung Kuk Tin Ka Ping Millennium Primary School 5. Department of Social Work (CUHK) 6. Faculty of Education (HKU) 7. Department of Early Childhood Education (HKEdU)



	<p>8. Department of Chinese & Bilingual Studies (PolyU)</p> <p>9. Hong Kong Christian Service</p> <p>10. Hong Kong Sheng Kung Hui Lady MacLehose Centre</p>
Strategies to provide home-based support for NCS student	<p>1. Guideposts Educational Foundation Ltd.</p> <p>2. Guideposts Kindergarten (Mei Foo)</p> <p>3. Guideposts Kindergarten (Tuen Mun Branch)</p> <p>4. Guideposts Kindergarten 3rd Branch (Tin Shui Estate)</p> <p>5. Guideposts Kindergarten Second Branch (Kin Sang Estate)</p>
Strategies to reduce learning anxiety of children with special needs and NCS students	Po Leung Kok (Consist of 24 Kindergarten and 25 Primary Schools)

With the knowledge and skills gained in the teachers' training and the growing understanding of the NCS students and their parents, the Project Leader Team managed to line up NGOs or co-partners from various disciplines to help the transition of NCS students. Diversified implementation plans would be expected to support the NCS students with lower cost and the impact of this project could be sustained.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$ 1,954,800.00	1,931,496.77	-1.19%
General expenses	\$149,000.00	\$152,048.68	2.05%
Audit fee	\$15,000.00	\$7,500.00	-50.00%
Contingency	\$5,500.00	\$0	-100.00%
Equipment	\$17,500.00	\$17,268.00	-1.33%

4. Deliverables and Modes of Dissemination

About 1500 sets of booklets and DVDs on “Facilitating the smooth transition of NCS student from Kindergarten to Primary schools” (“人際溝通破隔膜，你我共創共融樂”) were distributed to all the kindergartens and some primary schools in Hong Kong via mailing in July and Nov 2018. The booklet and DVD included details of our program concerning the student, parent, and teacher training programs or workshops, as well as the theoretical knowledge and the application procedures. The DVDs demonstrated the cognitive behavior treatment and the social skills training for NCS students, which could facilitate the self-implementation among schools. 20 sets of booklets and DVDs were reserved for Quality Education Fund for future demonstration.

5. Activity List

Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	Others	
2 Open Lectures (Phase I)	<ul style="list-style-type: none"> Date: 1 Dec 2016 Venue: The Hong Kong Polytechnic University Theme: Lecture 1- Stress Management for Teachers Teaching NCS Students Lecture 2- Reducing Social Stigma and Empowerment for NCS students 	88: Including 43 Kindergartens and 45 Primary Schools	143	N/A	N/A	<ul style="list-style-type: none"> 91% of teachers felt satisfied of the open lectures; 83% agreed that they knew more about stress on NCS; 85% agreed that the open lectures complied with their needs in the daily teaching environment 87% would promote similar NCS program to other teachers

<p>2 Trainers Programs (Phase II)</p>	<ul style="list-style-type: none"> Date: From 8 Feb 2017 to 24 Mar 2017 Venue: The Hong Kong Polytechnic University Sessions: 2 Programs each consist of 6 lessons: “For Principals and Management Level and “For Frontline Teachers” Theme: Trainer Program on nurturing Multicultural Friendly Campus and facilitating the better development of NCS students <p>Content of the “Train the Trainer” Program:</p> <table border="1" data-bbox="398 598 1010 1010"> <thead> <tr> <th>Session</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Anxiety of second language learning and Muscle relaxation</td> </tr> <tr> <td>2</td> <td>Destigmatization and Cognitive Behavioral Therapy</td> </tr> <tr> <td>3</td> <td>Stress resistance and Acupressure</td> </tr> <tr> <td>4</td> <td>Anxiety of Second Language Learning and Qigong Training</td> </tr> <tr> <td>5</td> <td>Social Skills Training</td> </tr> <tr> <td>6</td> <td>Management for School Reform / Curriculum Development</td> </tr> </tbody> </table>	Session	Content	1	Anxiety of second language learning and Muscle relaxation	2	Destigmatization and Cognitive Behavioral Therapy	3	Stress resistance and Acupressure	4	Anxiety of Second Language Learning and Qigong Training	5	Social Skills Training	6	Management for School Reform / Curriculum Development	N/A	56	N/A	N/A	<ul style="list-style-type: none"> 88-100% of teachers felt satisfied of the workshop 80-100% agreed that the workshop complied with their needs in the daily teaching environment 80-100% agree that the workshop increased their self-efficacy in teaching NCS 92-100% agreed that the skills and technique learnt in the workshop were useful to reduce stress 80-100% agreed that the CBT technique learnt in the workshop were useful for assisting NCS
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<p>2 Seminars joint with HKU (Phase II)</p>	<ul style="list-style-type: none"> Date: 22 April 2017 and 29 June 2017 Venue: The University of Hong Kong Theme: Seminar 1: the Learning and Teaching of Chinese for Multicultural Learners Seminar 2: Effective Transition from Kindergarten to Primary School for NCS children 	N/A	174	N/A	N/A	<ul style="list-style-type: none"> 91-100% of teachers felt satisfied of the workshop 88-100% agreed that the workshop increased their self-efficacy in teaching NCS 														



Preparation meetings with Schools (Phase III)	<ul style="list-style-type: none">• Date: From April 2017 to July 2017• Venue: The Hong Kong Polytechnic University• 23 Proposals received, including 17 proposals from the School in the Train the Trainer Program	23	N/A	N/A	N/A	<ul style="list-style-type: none">• 100% agreed that the program enabled the participants to understand the important of foreign language proficiency and social integration• 100% agreed that the challenges to achieve the foreign language proficiency and social integration were covered in the program• 100% agreed that strategies of coping the challenges were discussed in the program• 100% agreed that knowledge and skills learnt from the Train the Trainer program were illustrated
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<p>18 School-based Student Programs (Phase IV)</p>	<ul style="list-style-type: none"> Date: From Oct 2017 to Jun 2018 Summary of School and the Student Programs <table border="1"> <thead> <tr> <th>Name of School</th> <th>No. of Session</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">幼稚園 (n=12)</td> </tr> <tr> <td>懷恩浸信會幼稚園 Class 1</td> <td>6</td> <td rowspan="10">「至 FRIEND 好朋友」學生課程 (CBT-based SST & L2 enhancement Program for Mixed cultural students)</td> </tr> <tr> <td>懷恩浸信會幼稚園 Class 2</td> <td>6</td> </tr> <tr> <td>偉思幼稚園</td> <td>6</td> </tr> <tr> <td>竹園區神召會太和康樂幼兒學校 Class 1</td> <td>6</td> </tr> <tr> <td>竹園區神召會太和康樂幼兒學校 Class 2</td> <td>6</td> </tr> <tr> <td>聖公會聖巴拿巴堂幼稚園</td> <td>6</td> </tr> <tr> <td>遵道幼稚園 Class 1</td> <td>6</td> </tr> <tr> <td>遵道幼稚園 Class 2</td> <td>6</td> </tr> <tr> <td>西貢樂育幼稚園 Class 1</td> <td>6</td> </tr> <tr> <td>西貢樂育幼稚園 Class 2</td> <td>6</td> </tr> <tr> <td>救世軍陳昆棟幼稚園</td> <td>6</td> </tr> <tr> <td>東華三院方樹福堂幼稚園</td> <td>6</td> </tr> <tr> <td colspan="3" style="text-align: center;">小學 (n=6)</td> </tr> <tr> <td>寶覺小學</td> <td>12</td> <td>Qigong training Buddy Program</td> </tr> <tr> <td>天主教聖安德肋小學 Class 1</td> <td>10</td> <td rowspan="4">「至 FRIEND 好朋友」學生課程</td> </tr> <tr> <td>天主教聖安德肋小學 Class 2</td> <td>6</td> </tr> <tr> <td>雲泉小學</td> <td>6</td> </tr> <tr> <td>保良局陳維周小學</td> <td>6</td> </tr> <tr> <td>樂善堂小學</td> <td>6</td> </tr> </tbody> </table>	Name of School	No. of Session	Content	幼稚園 (n=12)			懷恩浸信會幼稚園 Class 1	6	「至 FRIEND 好朋友」學生課程 (CBT-based SST & L2 enhancement Program for Mixed cultural students)	懷恩浸信會幼稚園 Class 2	6	偉思幼稚園	6	竹園區神召會太和康樂幼兒學校 Class 1	6	竹園區神召會太和康樂幼兒學校 Class 2	6	聖公會聖巴拿巴堂幼稚園	6	遵道幼稚園 Class 1	6	遵道幼稚園 Class 2	6	西貢樂育幼稚園 Class 1	6	西貢樂育幼稚園 Class 2	6	救世軍陳昆棟幼稚園	6	東華三院方樹福堂幼稚園	6	小學 (n=6)			寶覺小學	12	Qigong training Buddy Program	天主教聖安德肋小學 Class 1	10	「至 FRIEND 好朋友」學生課程	天主教聖安德肋小學 Class 2	6	雲泉小學	6	保良局陳維周小學	6	樂善堂小學	6	N/A	N/A	290: Including: NCS student: 120; Local student 156	N/A	<p>Average attendance rate of the programs was over 97.4%</p> <table border="1"> <thead> <tr> <th>Factors</th> <th>Kindergarten (n=13)</th> <th>Primary School (n=5)</th> </tr> </thead> <tbody> <tr> <td>Agreed that the NCS students had increased their emotional-awareness (e.g. different feelings, stress and anxiety) in learning Chinese as foreign language.</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Agreed that the NCS student had gained more insight and strategies (e.g. Qigong, spaghetti dance, blow the balloon) in coping the stress and anxiety in L2 learning.</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Agreed that the case sharing/puppet play and the discussion can help the NCS students to share their anxiety in daily hassle and L2 learning.</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Agreed that the Role play in Social skill training can help the NCS students to build up strength and capacity in countering the stress in life situations.</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Agreed that the NCS students will practice the coping strategies or the alternated thought pattern when they encountered difficulties in the future.</td> <td>86%</td> <td>91%</td> </tr> <tr> <td>Agreed that the motivation of learning Chinese are increased among the NCS students.</td> <td>94%</td> <td>86%</td> </tr> </tbody> </table>	Factors	Kindergarten (n=13)	Primary School (n=5)	Agreed that the NCS students had increased their emotional-awareness (e.g. different feelings, stress and anxiety) in learning Chinese as foreign language.	100%	100%	Agreed that the NCS student had gained more insight and strategies (e.g. Qigong, spaghetti dance, blow the balloon) in coping the stress and anxiety in L2 learning.	98%	100%	Agreed that the case sharing/puppet play and the discussion can help the NCS students to share their anxiety in daily hassle and L2 learning.	98%	100%	Agreed that the Role play in Social skill training can help the NCS students to build up strength and capacity in countering the stress in life situations.	100%	100%	Agreed that the NCS students will practice the coping strategies or the alternated thought pattern when they encountered difficulties in the future.	86%	91%	Agreed that the motivation of learning Chinese are increased among the NCS students.	94%	86%
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<p>19 School-based Parent Talks (Phase IV)</p>	<ul style="list-style-type: none"> Date: From Oct 2017 to Jun 2018 Summary of the Theme: <table border="1" data-bbox="414 363 1041 544"> <thead> <tr> <th></th> <th>Parent-Child Stress management</th> <th>Positive Parent Education</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>11</td> <td>5</td> </tr> <tr> <td>Primary School</td> <td>3</td> <td>0</td> </tr> <tr> <td>Total:</td> <td colspan="2" style="text-align: center;"><u>19</u></td> </tr> </tbody> </table> 		Parent-Child Stress management	Positive Parent Education	Kindergarten	11	5	Primary School	3	0	Total:	<u>19</u>		N/A	N/A	N/A	Parent: 518 (0)	<p>Overall questionnaire result of the parent workshops (19 sessions):</p> <table border="1" data-bbox="1568 343 2145 502"> <thead> <tr> <th>Factors</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>❖ Agreed that the workshop complies with their needs in the daily parenting environment</td> <td>98.4%</td> </tr> <tr> <td>❖ Felt satisfied of the workshop</td> <td>98.9%</td> </tr> <tr> <td>❖ Agreed that the workshop can be helpful in solving the pressure faced by NCS students</td> <td>94.9%</td> </tr> </tbody> </table>	Factors	%	❖ Agreed that the workshop complies with their needs in the daily parenting environment	98.4%	❖ Felt satisfied of the workshop	98.9%	❖ Agreed that the workshop can be helpful in solving the pressure faced by NCS students	94.9%
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<p>1 Mini-conference (Phase V)</p>	<ul style="list-style-type: none"> Date: 6 July 2018 Venue: The Hong Kong Polytechnic University Theme: <ol style="list-style-type: none"> Showcasing the school implementation plans Sharing of school experiences 	21	48	8	Parent: 2 NGOs: 24	<p>Summary of the Evaluation of the Mini-conference</p> <table border="1" data-bbox="1568 630 2145 845"> <thead> <tr> <th>Factors</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% of teachers felt satisfied of the mini-conference</td> <td>80.4%</td> </tr> <tr> <td>Agreed that they gain more insight on developing the social skill of student and boost multi-cultural friendship</td> <td>95.1%</td> </tr> <tr> <td>Agreed that the mini-conference promote inclusion culture</td> <td>87.8%</td> </tr> <tr> <td>Agreed the mini-conference increase their awareness in: <ul style="list-style-type: none"> anxiety in teaching regarding the teaching-effectiveness in L2 curriculum </td> <td>80.4%</td> </tr> <tr> <td> <ul style="list-style-type: none"> ways to pave the smoothing transition of NCS students from Kindergarten to Primary schools </td> <td>80.4%</td> </tr> <tr> <td> <ul style="list-style-type: none"> explore more interactive strategies for NCS in learning Chinese </td> <td>80.4%</td> </tr> </tbody> </table>	Factors	Percentage	% of teachers felt satisfied of the mini-conference	80.4%	Agreed that they gain more insight on developing the social skill of student and boost multi-cultural friendship	95.1%	Agreed that the mini-conference promote inclusion culture	87.8%	Agreed the mini-conference increase their awareness in: <ul style="list-style-type: none"> anxiety in teaching regarding the teaching-effectiveness in L2 curriculum 	80.4%	<ul style="list-style-type: none"> ways to pave the smoothing transition of NCS students from Kindergarten to Primary schools 	80.4%	<ul style="list-style-type: none"> explore more interactive strategies for NCS in learning Chinese 	80.4%						
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6. Difficulties Encountered and Solutions Adopted

Throughout the project period, the PL team encountered several difficulties:

- **Schedule for activities**

In the Open lectures of Phase I, in order to broaden teachers' horizons, an international distinguished ~~Professor Patrick Corrigan~~ was invited to be the keynote speaker to share the US experience in building multicultural friendly campus. To fit his schedule, the open lectures were postponed from September to December 2016. A new item "Honorarium for speaker" in "Workshop expense" (HK\$4,080; i.e. \$1,020 x 4 hours) was added in the budget for such honorable invitation.

After the open lectures, overwhelmed responses for the training programs from the kindergarten sectors were received. We deliberately divided the Train the Trainer program into two series, one for the principals and management level and the other one for the frontline teachers. With the extension of various series in phase II, the schedule was prolonged to June 2017. However, we successfully rearranged the schedule of project by hosting the preparation meetings for the school-based implementation programs of Phase III on one hand, and preparing the Train the trainer workshops in Phase II on the other hand. Finally, both Phase II and III could be completed by July, just before the school summer holiday.

- **Target participant in regard of program and evaluation method**

This project facilitated transition from kindergarten to primary schools and much attention were put on primary sector in the proposal. However, the huge demand from kindergarten was out of our expectation, and thus new teaching materials and evaluation methods were introduced to align with the developmental stages of children from 3 to 5 years old. Stories and Puppet play were employed in the cognitive behavioral treatment and social skill training. New instruments to assess the psychosocial and behavioral changes of NCS students were put forward, e.g.:

- (a) Multi-response Racial Attitude Measure (MRA; Doyle & Aboud, 1995) and
- (b) Intended behavior measure (Cameron et al., 2006)

Home-school teachers participated in the role of both instructors and observers in the student training program. Class observation rating scales were completed by them for the kindergarten participants.

- **Manpower resources with related to the school demand**

The target participants listed in the proposal was around 400. However, our project finally covered over 1700 participants. The manpower resources were tight in related to the overwhelmed demand from school sectors. To fulfil all the school needs, Project Leader allocated extra manpower resources from other research projects to support most of the tasks in different phases. However, this problem reoccurred with the resignation of our Project Associate ~~Ms. Zheng Yiyi~~ on 15 Jul 2018. To complete the project, we successfully obtained the approval of extension of project period for additional 3 months from the QEF secretaries. Finally, extra copies of Booklet and DVD were produced which could facilitate more NCS students.

