

## **Study on Challenges, Effective Policies, and Best Practices of Mainstream Schools in Educating Students with Special Educational Needs in Hong Kong**

The Centre has successfully granted with the Equal Opportunities Commission (EOC) commissioned research project entitled “Study on Challenges, Effective Policies, and Best Practices of Mainstream Schools in Educating Students with Special Educational Needs in Hong Kong (2019-21)”. Integrated education has been implemented in Hong Kong for almost two decades. The targets and beneficiaries of integrated education include not only students with special educational needs (SEN) but also other students, parents, and the community at large. Over the past years, various measures have been introduced to support the learning and teaching of SEN students in mainstream schools. The latest policy measure is to provide each public sector mainstream primary/ secondary school with an additional graduate post in the teaching staff establishment to facilitate the assignment of a designated teacher by schools as Special Educational Needs Coordinators (SENCO) for supporting integrated education by different phases. Although the aforementioned policy initiatives could support the learning and teaching of students with SEN, the rights to inclusive education and equal education opportunities of this group of students have not been adequately addressed, thus there is a need for related research on reviewing the effectiveness of integrated education policy. Hence, CELT has been commissioned by the Equal Opportunity Commission to conduct the captioned research project. The project aims to (1) identify major challenges faced by mainstream schools in educating students with SEN, (2) assess the effectiveness of Government policies currently in place to facilitate integrated education, and (3) collect data of good practices of integrated education pioneered by school professionals that would serve as a reference for recommending further policy interventions.

