

**For discussion on
14 March 2008**

Legislative Council Panel on Home Affairs

National Education and Human Rights Education

Purpose

This paper sets out the work on the promotion of national education and human rights education by the Government.

Background

2. The Government's work on national education and human rights education is mainly shared amongst several policy bureaux including the Education Bureau (EDB), the Constitutional and Mainland Affairs Bureau (CMAB) and the Home Affairs Bureau (HAB).

National Education

EDB

3. EDB has plans to strengthen its national education work in the following areas -

(a) School Curricula and Learning & Teaching Materials

The existing curricula and its approach to national education are drawn on the need for meeting the cognitive and affective development of the students, which correspond with their age level and maturity. EDB will continue to strengthen the Chinese elements in various curricula through:

- making regular review and update relevant curricula with national education elements with reference to latest Mainland curricula and context of Hong Kong;

- making the study of the core modules in Liberal Studies compulsory for all senior secondary students in 2009 on areas like China's reform and opening-up and Chinese culture and modern life. By so doing, students could be able to relate the position of Hong Kong in China and the role of China in the globalised world through the study of these core modules on Hong Kong and Globalisation respectively;
- providing timely learning and teaching resources that capitalise on contemporary achievements of Mainland like “thirty years of gaige kaifang 改革開放三十年”, space development, Three Gorges Project, 2008 Olympic Games and other social and economic progress for teachers of say, Primary General Studies, Chinese History, Science to enhance students' national pride and national identity; and
- collaborate with Mainland experts, professional organisations, universities or adapt Mainland resources in order to develop learning and teaching materials that suit relevant subjects and help promote Chinese culture and values.

(b) Flag Raising and flag-guard teams

In order to enable schools to attach more importance to flag-raising, we will advise schools to display national flags more frequently apart from special occasions and important days and support more schools to form flag guard teams by training up more flag-raising teams in schools;

(c) Mainland study trips and exchange programmes for youths

Apart from continuing to organise successful exchange programmes and visits to the Mainland, more cross-border study trip and/or exchange programmes with clear curricular/learning objectives for both primary and secondary students would be organised and promoted. These programmes would include:

- National Education Exchange Programme for Student Leaders;
- National Education Exchange Programme for Senior Secondary Students; and

- National Education Exchange Programme for junior secondary and primary school students.

The above new programmes funded directly by EDB, together with existing ones, will support about 14,000 more students to visit the Mainland each year with effect from 2008/09. Meanwhile, professional advice and support would also be given to schools which will run self-initiated national education related exchange activities, and organisations running similar activities funded by other sources.

(d) Teacher professional development

- More knowledge enrichment courses on national education, with appropriate curriculum themes will be organised in the nearby Provinces for teachers. It is hoped that around 1,000 cross-border exchange places could be offered every year.
- Support and professional advice would also be provided to non-governmental organisations running relevant national education programmes in the Mainland and Hong Kong.
- “Delegation for the National Day of the Hong Kong education sector” will be organised annually. A total of about 200 persons from the educational sector will participate in this interflow activity each year.

4. Currently, EDB is setting aside an annual provision of about \$38 million for implementing various existing national education initiatives. We have earmarked an additional \$10 million on a recurrent basis from within our financial envelope to meet the funding requirements of the proposed new programmes from 2008-09 onwards. The Quality Education Fund also has plans to support more programmes related to national education for students and schools in future. Should circumstances so warrant, we would seek to obtain additional financial resources to step up the promotion of national education in schools.

CMAB

5. Basic Law education is an integral part of the national education programme, serving to familiarize the public with our constitutional document and raise their awareness in the importance of the rule of law as the foundation of Hong Kong’s stability and prosperity.

6. Since the re-unification, we have been promoting the Basic Law through civic education, school education and training for civil servants. The Constitutional and Mainland Affairs Bureau is the policy bureau responsible for coordinating such promotional efforts among the relevant government bureaux/departments.

7. The main objectives with regard to the promotion of the Basic Law are –

- (a) to promote the public understanding of how the Basic Law, as a constitutional document, underpins the constitutional set up of the “One Country, Two Systems” as well as the constitutional relationship between the Central People’s Government and the Hong Kong Special Administrative Region (HKSAR);
- (b) to enhance the public awareness of the concrete aspects of how the Basic Law protects the various rights and freedom of Hong Kong people;
- (c) to encourage public participation in the Basic Law promotional activities; and
- (d) to enhance the sense of national identity among the people of Hong Kong, so as to raise their interest to learn more about the Basic Law and the deeper meaning of the “One Country, Two Systems”.

8. To provide a steer on the overall programme and strategy for promoting the Basic Law both locally and overseas, the Government established in January 1998 the Basic Law Promotion Steering Committee (BLPSC). There are five working groups under the BLPSC. Each working group focuses on promotional work of different target groups, namely local community; teachers and students; civil servants; industrial, commercial and professional sectors; and overseas community. A Task Group on Promotional Messages of the Basic Law was also set up in 2006 to formulate the contents and messages of the Basic Law materials and activities.

9. The Government has been promoting proactively the Basic Law in the past decade. Since the establishment of the HKSAR, the Government as a whole has allocated over \$60 million (from 1998-99 to

2007-08) for the promotion of the Basic Law. The total provisions for the promotion of the Basic Law from various bureaux/departments have increased from over \$12M in 2007-08 to over \$20M in 2008-09.

10. Apart from the organisation of sectoral promotional activities by relevant bureaux, we have sought to enhance the public understanding over the fundamental principles in the Basic Law, e.g. “One Country, Two Systems”, “Hong Kong people ruling Hong Kong” and a high degree of autonomy through a variety of channels in the past decade. For example, we have:

- (a) produced 20 Announcement of Public Interests (APIs) introducing the concepts as contained in various articles of the Basic Law, for example, the right to display the regional flag and regional emblem in addition to the national flag and national emblem (Article 10), and the “One Country, Two Systems” principle (Articles 1, 2 and 42);
- (b) made use of TV documentaries to introduce the historical background of the establishment of the HKSAR, the constitutional relationship between the Central People’s Government and the HKSAR, as well as the frequent economic interaction between Hong Kong and the Mainland;
- (c) organised quiz shows on TV and radio to promote understanding of the Basic Law in an interactive way;
- (d) composed Basic Law theme songs and set up the Basic Law website to promote the Basic Law in a lively manner;
- (e) organised roving exhibitions at the district level and seminars by inviting renowned personalities as speakers with a view to presenting the content of and the in-depth concepts as enshrined in the Basic Law in an educational and informative manner. Promotional materials including leaflets will be distributed; and
- (f) provided sponsorship to co-organising activities with non-governmental organisation in promoting the Basic Law and national education. Activities included cultural performances, seminars, exhibitions and competitions, which aimed at enhancing the national identity and the

understanding of the Basic Law among the youths.

11. In 2008-09, we will continue to step up our efforts in further promoting the Basic Law. In particular, we would like to promote in-depth messages including the “One Country” concept, the relationship between the Central Authorities and the Special Administrative Region, etc. We are prepared to devote more resources for the purpose. Our initial plan is to adopt the following three promotional strategies:

- (a) continue to use the electronic media as our key promotion channel. Planned projects include TV documentary, drama episodes and radio quiz show. We would introduce the more macro and concrete aspects of the Basic Law to the general public, including the historical background and the drafting of the Basic Law and the constitutional set up of the “One Country, Two Systems”;
- (b) enhance the public awareness and understanding of the Basic Law through promotional activities at district levels, such as roving exhibitions, carnivals and variety shows; and
- (c) strengthen the co-operation with community organisations in organising promotional activities, such as debate, inter-school quiz, singing contest and seminar. This would not only help to embrace a wider catchment of innovative ideas in our promotion efforts, but also enable us to reach a wider audience.

HAB

12. A wide range of activities and programmes have been organized by HAB to promote national education outside schools. Currently, an annual provision of about \$10 million is allocated for implementing various existing national education initiatives. They include –

- (a) Television announcements in the public interest (TV API) series on “Our Home Our Country” (心繫家國) which is Hong Kong’s first API featuring the national anthem for broadcasting before prime time evening news. So far a total of 4 APIs were broadcast since October 2004 with the last one launched in October 2007;

- (b) Implementation of annual promotional programme on Basic Law (featuring contests, workshops and roving exhibition etc.) for the Working Group on Local Community under the BLPSC;
- (c) Study tours and youth exchange programmes to help enhance participants' understanding of China, including its culture, history, peoples, and current development. For example, the Working Group on National Education, jointly set up by the Committee on the Promotion of Civic Education (CPCE) and the Commission on Youth (COY), is responsible for the operation of the Community Participation Scheme for Organizing Study Tours to the Mainland which aims to enhance Hong Kong youth's knowledge of China and to promote exchanges between young people in Hong Kong and on the Mainland, and to foster a stronger sense of national identity among them. 169 projects were sponsored in 2007-08, with 7,000 participants aged between 12 and 29;
- (d) Publications and promotional materials on "National Flag, National Emblem and National Anthem", teaching kits and materials, animated stories, Basic Law booklets, and messages in youth magazines; and
- (e) Tracking surveys on the sense of national identity.

13. We have earmarked an additional \$23 million from within our financial envelope to meet the funding requirements of the proposed new programmes in 2008-09. HAB will continue to work closely with CPCE and COY to strengthen national education in the community, particularly among the youths. We would seek additional resources to step up the promotion of national education in the community where necessary.

14. The 2008-09 programmes would be more wide-ranging, for example,

- (a) We have capitalised on the 2008 Olympic Games which Beijing will be hosting in 2008 and adopted this major event as the main theme for promoting national education e.g. organization of large-scale territory-wide youth activities (e.g. exhibitions, celebration/cultural/sports activities, Mainland exchange visits and competitions);
- (b) We will sponsor community organisations to carry out more

projects at district level, and sponsor youth community organisations to organise more study tours to Mainland for youths, to enhance their understanding of the various aspects of China and build up ties with their counterparts in the Mainland. Organizations would be encouraged to accord priority to those who have not visited the Mainland before;

- (c) We will continue to promote flag-raising, including collaboration with relevant departments to encourage more youth groups to develop their flag-raising teams and conduct more flag-raising ceremonies. We are also working on a pilot scheme for uniformed groups to raise the national flag at the Golden Bauhinia Square and suitable locations regularly after receiving proper training from the Police;
- (d) We will continue to explore the possibility of optimizing various forums and channels to do the promotion and publicity work in consultation with relevant bureaux and departments.

15. At the district level, national education is promoted as part of the promotion of civic education. Of the 18 districts, committees or working groups to promote civic education were set up in 15 districts. Their funding mainly comes from the District Councils and the annual provision in 2007 ranged from \$47,500 to \$347,000 per district. They will continue to organise activities to promote national education to foster the sense of belonging in the community.

Human Rights Education

16. Since the re-organisation of the Government Secretariat on 1 July 2007, CMAB is responsible for co-ordinating government's policies on human rights. Given the broad spectrum of policies and issues covered, individual policy bureaux are involved in promoting public awareness of the relevant human rights¹. EDB and HAB have included general human rights education as part and parcel of their subjects at schools and outside schools respectively while CMAB is focused more on the

¹ With regards to statutory bodies, the Equal Opportunities Commission is responsible for implementing the Sex Discrimination Ordinance, the Family Status Discrimination Ordinance and the Disability Discrimination Ordinance and, in that context, also for promoting the concept of equal opportunities through education and promotion. In implementing the Personal Data (Privacy) Ordinance, the Office of the Privacy Commissioner for Personal Data also promotes public awareness on protection of personal data privacy through promotion and publicity programmes.

promotion of the rights of persons against racial discrimination, the rights of children and equal opportunities for people of different sexual orientations. The activities in public education on human rights organised by the major Bureaux involved are outlined below.

EDB

17. EDB will continue to promote human rights education in schools through the following channels:

(a) Curriculum coverage in different subjects of respective Key Learning Areas of the primary and secondary curricula.

For example, the Primary General Studies Curriculum has already embedded concepts like society and citizenship; rights and duty and respect for other cultures & religions etc. The Personal, Social and Humanities Education Key Learning Area embraces various humanity subjects in which most of the topics related to human rights education are touched upon in both junior and senior curricular. To cite a few examples, at junior secondary level, ideas like society and citizenship would have more elaboration in the Economic and Public Affairs curriculum; in History, the origin of democracy will be touched on when teaching about Greco-Roman period; the ideas on freedom of speech and equality when teaching on the American and French Revolutions. In the Key Learning Area of Technology Education, consumer rights will be the focus of attention for junior secondary students. At senior secondary level, the Liberal Studies Curriculum provides a discussion platform for students to debate on issues regarding human rights, so as to develop students' enquiry mind and critical thinking skills to become an informed and responsible citizen. For example, one of its modules suggests a discussion thread on how human right is being safeguarded under the Basic Law.

(b) Class periods, service learning, project learning in schools

EDB suggests schools introduce to students the concept of human rights through arranging various types of learning activities so as to enhance their understanding of human rights education.

(c) Professional development programmes for teachers

From 2002 to 2007, EDB has organized a total of 74 training programmes for teachers regarding human rights education and its related core values. 28 of them are for primary school teachers while 46 are for secondary school teachers. In future, EDB will continue support this kind of training programmes either through commissioned course to higher institutes or invited experienced school professionals and experts in the fields to share their experience with teachers and the strategy and methodology to promote human rights education in schools. The budget of all commissioned courses and training programmes would be absorbed under the recurrent funding account of EDB.

(d) Resource support

The Liberal Studies website holds a rich collection of photos, video clips, explanatory notes on concepts and learning and teaching resources on human rights. Besides developing resource packages, EDB has been working closely with non-governmental organisations and intra-government bodies on building up resource support in this area. For example, the government has produced TV APIs which focus on specific provision of the Basic Law on freedom of speech, equality etc. and the EDB homepage also provides hyperlinks to various organizations such as ICAC Moral Education Web to provide references for teachers. Most of the resources are available at the EDB homepage for teachers to download while others were distributed to schools either in CD or DVD format or in pamphlets.

18. On the way forward, EDB will continue to enhance students' awareness on human rights education and would put forth in its second Five Year Plan to use "life events" to stimulate students' discussion on this issue. For example, teacher may use the real life example such as reporting improper behaviors of peers or cheating to introduce the idea of 'integrity' to junior secondary students or using examples on recent criminal cases to illustrate to senior secondary students the importance of Intellectual Property Rights. Further elaboration could be made on

family life on how to deal with violence at home. Teachers could make use of some social issues to design relevant teaching materials to be used in class for students' debates and reflections.

CMAB

19. CMAB implements a range of measures to promote racial harmony, enhance public understanding of ethnic minorities in Hong Kong and promote awareness of and respect for the rights of people against racial discrimination. The major measures include –

- (a) *Equal Opportunities (Race) Funding Scheme*: the funding scheme is an annual programme to encourage community-based initiatives to promote awareness and to encourage contact between the minorities and the majority population;
- (b) *hotline for complaints and enquiries*: the hotline receives enquiries from ethnic minorities and complaints on racial discrimination. To promote this service, the Race Relations Unit (RRU) has published a guide to its procedures in Chinese, English, Thai, Indonesian, Nepali and Urdu to explain how to make a complaint, describes the investigation process, and provides answers to frequently asked questions;
- (c) *talks*: the RRU gives talks to schools, NGOs and government departments to provide briefing on the concept of racial harmony, examples of cases that the RRU handled and the culture of ethnic minorities in Hong Kong;
- (d) *storybooks for school children*: the RRU published two storybooks, which target at primary students and secondary students respectively, to arouse students' awareness and interest in the subject of racial harmony;
- (e) *an education kit*: the kit was designed for teachers to use in the classroom. It includes a teacher's guidebook, a CD-ROM for presentation and information on inter-active class activities;
- (f) *exhibitions*: the RRU has roving boards which it lends to schools and youth centres for display. They help foster

respect for people of different ethnicities and facilitate understanding of the culture and lifestyles of Hong Kong's minority communities;

- (g) ***Harmony Scholarship:*** the scholarship aims to award and recognise schools that have made special efforts in diversifying their enrolment and in promoting integration of ethnic minorities;
- (h) ***Community Organiser Training Programme:*** the programme helps community organisers to assist the minority communities and to promote racial harmony;
- (i) ***Sensitivity kit:*** the self-learning sensitivity kit for front-line civil servants helps understanding of ethnic minority cultures and promotes cultural sensitivity in dealing with them; and
- (j) ***Forums:*** CMAB organises the Human Rights Forum and the Ethnic Minorities Forum to maintain communication with relevant organisations and ethnic minority communities.

20. As regards the rights of children, CMAB continues to sponsor awareness-raising initiatives, such as the Children's Council. It implements the Children's Rights Education Funding Scheme to provide financial support to non-governmental organisations for promotion of public education on children's rights. It also maintains the Children's Rights Forum to provide a direct channel of communication for exchange of views with children and concerned organisations.

21. On sexual orientation, CMAB's Gender Identity and Sexual Orientation Unit continues to promote equal opportunities for people of different sexual orientation. The Unit is responsible for launching publicity and education programmes to promote equal opportunities, implementing the Equal Opportunities (Sexual Orientation) Funding Scheme which is an annual programme to support worthwhile community projects on promotion of equal opportunities for people of different sexual orientation, and maintaining a hotline for enquiries and complaints in relation to sexual orientation and gender identity. CMAB also maintains communication with relevant organisations through the Sexual Minorities Forum.

HAB

22. Civic education covers a wide range of subjects including –
- (a) Fostering good citizenship;
 - (b) Promoting civic awareness and civic responsibilities;
 - (c) Promoting national education and enhancing the sense of belonging among the community;
 - (d) Promoting understanding of and respect for human rights and the rule of law; and
 - (e) Promoting the Basic Law in the local community.
23. Over the years, HAB works closely with the CPCE in promoting the understanding of and respect for human rights through various publications and publicity materials including teaching kits, pamphlets, booklets and other audio and visual materials targeting at the youths and students. We have also provided and will continue to provide sponsorship to the community organizations to promote education on human rights including the rule of law and the Basic Law.

Education Bureau
Constitutional and Mainland Affairs Bureau
Home Affairs Bureau
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