

Education for Children of Ethnic Minorities

Meeting of Legislative Council Panel on Education on 10 July 2006

~ Submission from the Equal Opportunities Commission~

Purpose

The views of the Equal Opportunities Commission (EOC) on education for children of ethnic minorities have been provided to Members in our previous submission to the Panel (LC Paper No. CB(2)774/05-06(01)) made in December 2005. This paper provides two supplementary points for Members' information.

Embedding Racial Equality Issues into Curriculum

2. In a Research on Content Analysis of Textbooks and Teaching Materials in Respect of Stereotypes commissioned by the EOC, it was found that textbooks only include a few countries, nationalities and ethnicities in their texts. Most Asian countries are absent except for Japan. Most countries mentioned are developed countries and the cities are mostly metropolitan centres.

3. Textbooks, educational materials and school curriculums are created through the efforts of many people. These learning resources influence the ideas and concepts students have of themselves and others. Where practical and appropriate, students who open a textbook or encounter other educational materials should see positive images of themselves, as well as their families, and cultural, ethnic and social groups, presented in a factual, supportive and encouraging way reflective of the society at large. Good learning resources should also encourage students to be aware, and appreciative of differences among themselves and others in their immediate community and the broader world.

4. The EOC suggests the Government to pay more attention on mainstreaming multicultural and anti-racist education into the planning and delivery of the various stages of curriculum.

Parental Participation

5. Starting from the 2004, EM students admitting to Primary 1 or Secondary 1 are given the choice of opting for mainstream schools or schools that traditionally admit a larger number of EM students. However, the level of EM parental participation in key

decision-making education organisations such as the Education Commission, the Committee on Home-school Cooperation, the Curriculum Development Council, and the Standing Committee on Language Education and Research is very limited at the moment.

6. The EOC considers the identification of models of EM parental participation within institutional and community environments would be very useful since they can provide inputs from a users' perspective. Therefore, we urge the Government to do so as a matter of priority.

Equal Opportunities Commission
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