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WHO NEEDS INTERCULTURAL EDUCATION? MAKING CULTURAL DIVERSITY WORK FOR HONG KONG

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Abstract

This paper examines an intercultural education project which involves South Asian youth and Chinese university students in a long term program to promote positive ethnic relations in Hong Kong. The program applies concepts of Participatory Action Research (PAR) which involves collaboration between university researchers and community members, in the process making available to participants the opportunities to transform their communities. This study identifies three types of participation: inactive participation, passive participation, and critical participation, and explores the underlying factors that affect the patterns of participation.

Keywords: Participatory Action Research (PAR), Intercultural Education, Ethnic Minorities, Hong Kong.