

Community Study Series Learning Resources¹

Theme (1): Looking at the Rights of the Child and Diversity and Inclusiveness from Children’s Playgrounds

I. Related topics

【Independent Subject Mode】

Life and Society Curriculum Guide (Secondary 1-3) (2010)

Module	Topic	Learning Points
Core module (9): One World One Family 【Foundation part】	Appreciating Diversity of Values	<ul style="list-style-type: none"> ▪ Respect people of different classes and cultural background, and holding different traditions and values; understand the positive benefits brought by a pluralistic society ▪ Proper attitudes of getting along with people from different background ▪ Ways and considerations in expressing care to the needy
Core Module (21): Rights and Responsibilities of Citizens 【Foundation part】 【Extended part】	Rights, Responsibilities and the Rule of Law Rights of the Child	<ul style="list-style-type: none"> ▪ Different categories of Hong Kong residents ▪ Rights and responsibilities applicable to Hong Kong residents ▪ Protection of the rights of Hong Kong residents by major principles of the rule of law ▪ Basic rights of children as delineated by the United Nations <i>Convention on the Rights of the Child</i>, including the right to

¹ The original design was developed by Mr CHAN Kwok-bong (Supervisor), Mr NG Sze-long (Centre-in-charge) and Mr WONG Kon-chi (Community Curriculum Development Officer) of the Boys’ and Girls’ Clubs Association of Hong Kong.

		<p>survival, to development, to protection, and to participation</p> <ul style="list-style-type: none"> ▪ Impact of the respect for the views of children and their rights to participate fully in family, cultural and social life on the future development of Hong Kong’s citizenship
<p>Core Module (23): Upholding the Core Values of Our Society 【Extended part】</p>	<p>“Diversity & Inclusiveness”</p>	<ul style="list-style-type: none"> ▪ Level of “diversity & inclusiveness” in Hong Kong ▪ Ways and measures to safeguard and promote “diversity & inclusiveness ▪ Importance of “diversity & inclusiveness” to the pursuit of fairness, freedom and liberty

【Mixed Curriculum Organisation Mode – Integrated Curriculum】

Personal, Social and Humanities Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)²

Core Elements/Essential Content for Learning in the PSHE KLA Curriculum	Key Stage 3	Strand 1: Personal and Social Development	<ul style="list-style-type: none"> • social skills for developing relationships and resolving conflicts with peers, family members and people of different backgrounds (e.g. ethnicity, race, religion)
		Strand 6: Social Systems and Citizenship	<ul style="list-style-type: none"> • local level <ul style="list-style-type: none"> - importance of the Basic Law - the identity, rights and responsibilities of citizens • cross-level <ul style="list-style-type: none"> - importance of justice - embodiment of diversity and inclusiveness

² If the mixed curriculum organisation mode has been adopted and an integrated curriculum (e.g. Integrated Humanities) has been offered at junior secondary level, schools should make reference to the Core Elements/Essential Content for Learning at Key Stage 3 in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2017)*.

II. Background information for students' reading

A. Related to the *Convention on the Rights of the Child*

Convention on the Rights of the Child

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Source: Web page of the Constitutional and Mainland Affairs Bureau

Combined Third and Fourth Reports of the People's Republic of China under the Convention on the Rights of the Child – Part Two: Hong Kong Special Administrative Region (2010)

Part II: VII. EDUCATION, LEISURE AND CULTURAL ACTIVITIES (Articles 28, 29 and 31 of the Convention)

Children play facilities

518. The [Leisure and Cultural Services Department (LCSD)] provides about 680 outdoor children's playgrounds and about 30 indoor children's play rooms for

children's use. These children play facilities are well patronised.

519. The design, production and installation of play equipment in children playgrounds comply with internationally-recognised safety standards. Depending on their physical conditions, children with disabilities may choose to use play equipment that suit them. In planning and selecting play equipment for the existing and new leisure venues, the LCSD will consult the District Councils concerned.

Source: Web page of the Constitutional and Mainland Affairs Bureau

Every Child (2013)

10 Obstacles that Stop Children from Play Globally

- Adults unaware of the importance of play
- Parents' fears of child safety
- Excessive pressure for educational achievement
- Too many structured, programmed leisure time
- Technology and the commercialisation of children's play
- Growing role of electronic media
- Lack of access to nature
- Neglect of the right to play in development programmes
- Resistance to children's use of public spaces
- Unsafe play environments

Benefits of Play

Combat child obesity

Child obesity has been already getting increased attention. It cannot be overcome simply by exhorting children to eat a healthier diet and exercise. A successful anti-obesity effort must involve more active play. Play is essential to maintaining a healthy weight.

Foster emotional development

Play not only makes children happy, but also fosters the emotional development and well-being of children. Play can help children regulate emotional responses to disturbance, reduce stress levels, enhance their ability to cope with uncertainty and allow for the development of other skills.

Better behave and learn more

Play supports novel neural connections and changes the architectural structure of brain regions through its own value and that of fabulation. According to the study from medical journal *Pediatrics*, children who have more time for recess in school are better behaved and learn more.

True play should be ...

Child-oriented

Children have the right to decide what and how to play, rather than following instructions given by adults all the time. Active exploration is a key to play, invent and create.

Anytime & anywhere

A flat refusal when children want to play may have negative impact on children. Adults should support and facilitate children's play whenever they express the will to play.

Playable space

It includes playgrounds, recreational facilities and spaces designated for children, reflecting parental attitudes towards play, enhancing children's opportunity to play and choose what and how to play.

Growing fun and healthy

Every child needs to play. Happiness as a result of play is crucial to children's development as it helps relax and relieve stress.

Source: *Every Child* Issue 34 (Fall/Winter 2013), Hong Kong Committee for UNICEF

B. Related to the *International Convention on the Elimination of All Forms of Racial Discrimination*

International Convention on the Elimination of All Forms of Racial Discrimination

Article 5

In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:

...

- (f) The right of access to any place or service intended for use by the general public, such as transport hotels, restaurants, cafes, theatres and parks.

Source: Web page of the Constitutional and Mainland Affairs Bureau

Fourteenth to Seventeenth Reports of the People's Republic of China under the International Convention on the Elimination of All Forms of Racial Discrimination - Part Two : Hong Kong Special Administrative Region (2017)

Article 5

Article 5(f) - right of access to services

5.72 The position remains the same as explained in paragraph 160 of the initial report. That is, by virtue of Article 22 of the [Hong Kong Bill of Rights] all laws that regulate the right of access to any place or service intended for use by the general public, such as transport, hotels, restaurants, cafes, theatres and parks, must not be discriminatory either in their terms or in their practical application. Additional safeguards have also been provided by the [Race Discrimination Ordinance] to ensure the right of access to services by ethnic minorities.

Source: Web page of the Constitutional and Mainland Affairs Bureau

C. Related to the *Convention on the Rights of Persons with Disabilities*

Convention on the Rights of Persons with Disabilities

Article 9 – Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:
 - a. Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
 - b. Information, communications and other services, including electronic services and emergency services.

Article 19 – Living independently and being included in the community

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

- a. Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- b. Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- c. Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Source: Web page of the Labour and Welfare Bureau

Initial Report of the Hong Kong Special Administrative Region of the People's Republic of China under the United Nations Convention on the Rights of Persons with Disabilities (2018)

30.24 [Leisure and Cultural Services Department (LCSD)] provides a wide variety of recreation and sports facilities (such as basketball courts, badminton courts, squash courts, turf pitches, tennis courts, swimming pools, parks and playgrounds) for use by the public of all ages and abilities including persons with disabilities ... At present, all Government cultural, recreation and sports venues constructed after 2008 are in compliance with the requirements of the [Design Manual: Barrier Free Access 2008]. We will continue to further enhance the barrier-free access facilities of the existing venues where technically feasible and practicable.

Source: Web page of the Labour and Welfare Bureau

D. Related to the idea of “Inclusive Design”

Universal Accessibility: Best Practices and Guidelines (2004)

1.1.1 Hong Kong Profile

Hong Kong is a dynamic city and nothing remains static for long. This is true with our population status. According to the household survey conducted in 2003 by the Census and Statistics Department of HKSAR Government, the elderly population in Hong Kong is on the upward trend. The percentage of total population with the age of 65 and above in 2003 was 11.7% i.e. 369,300 people. The projected percentage of population aged 65 and over in mid 2031 is 24% and the aging population trend is also reflected by the median age of the population increasing from 37 in 2001 to 46 in 2031.

This, together with the survey result from a report on Persons with Disabilities and Chronic Diseases published in 2001 by the Census and Statistics Department, give a picture of the changing population profile in Hong Kong. The report estimated that the percentage of total population with disability, that is, restriction in body movement, visual impairment, hearing impairment, speech impairment, mental illness and/or autism is about 4.0% of the total population, or 269,500 persons.

The issue of disability is a degree of relativity to a fit and able-bodied adult in his lifetime. A fit person who has twisted his ankle or suffered from more serious injury could be considered as temporarily disabled in some aspects. The temporary disablement implies that the person cannot negotiate steps and changes in level without crutches or even a wheelchair is required for access. An infant has to be taken care of by an adult who has to rely on an “assisted device” like a pram or pushchair. Some are dependent on assisted devices for a long period of their life e.g. a short sighted person has to rely on corrective glasses and as people get older, the visual impairment become more apparent. At the other end of the scale, there are ambulant people with disabilities and wheelchair users.

1.1.2 Accessibility in Hong Kong

In the past, the accessibility needs of the above sectors are sometimes overlooked, as most provisions tend to cater for the fit and able-bodied who are most mobile and vocal. If access to a facility is not barrier free, it would prohibit easy use. In this age of advance information and technology, we should strive to build a sustainable environment with facilities and services that facilitate universal accessibility.

In order to address the accessibility issues, various concepts and design principles have been developed and promoted under the umbrella of “Universal Design” and “Inclusion by Design”. Designers around the world have taken up the challenge and provided solutions to facilitate accessibility. For example, more thought is given to the design of automatic doorways and ramps to address various groups of users and to facilitate accessibility. Accessible toilet facilities are designed with baby safety seats, adult and child size fittings, and special support rails for the elderly and special support rails for the elderly and infirm.

Source: Web page of Architectural Services Department

Universal Accessibility for External Areas, Open Spaces & Green Spaces (2007)

3.4.2 Play Areas and Play Equipment

3.4.2.1 Outdoor Children Play Areas

Every child should have equal access to the leisure and pleasure offered by public play areas.

Play areas should be designed to offer opportunities for children to explore and learn. Whilst the notion of play zone segregation to suit different age groups and stages of development is important, the social experience amongst different age groups during playtime is equally vital since most children nowadays come from small families. According to figures from the Census and Statistics Department, the average domestic household size in the year 2006 is 3.01.

...

3.4.2.3 “4-i” Approach for Public Children Playgrounds

The design setting and layout should encourage children to take the initiative and get self-motivated for exploration and physical exercise within a safe and secure environment. Playground is an outdoor space where children can test their own limits (physically, socially, intellectually and mentally), extend their interests/hobbies and also develop an appreciation of beauty in life and nature. The place, as a whole, should be challenging, educational and encourage social interaction and fond memories. Above all, playgrounds should be fun to every visitor.

The approach of universal accessibility in designing public children playgrounds involves four inter-related key issues. They are:

Integrative

Interactive

Imaginative

Inclusive

...

3.4.2.4 Key Design Factors

...

(c) Accessibility for children with different abilities

- An inclusive approach should be adopted in the design of any designated play area within a public park. Interaction amongst children, irrespective of their physical or mental ability, should be encouraged. Opportunity should be provided for children to have options and choices according to their age, physical strength and ability level.

...

- Being part of the action or the experience of sharing the same play equipment with others has great psychological and social impact on a child's development...

(d) Signage

...

- The message should be clear and multi-media information should be provided to allow users with different abilities to receive the message.
- Provide information and instructions for use in bilingual text and graphics to facilitate comprehension by all potential users including children.

...

(f) Spatial planning

...

- Appropriate spatial planning and design is critical in supporting various unstructured spontaneous play. Children with different physical or mental strength/ability enjoy many common children activities such as running/chasing, riding, playing ballgames, and flying kites, etc. Adequate space for such play should be allowed where possible. Some physically and mentally challenged children may also require close adult supervision, hence due spatial considerations should be given to those users.

...

(h) Other design considerations

...

- Other supporting amenity facilities such as toilets, drinking fountains, washing basins, first-aid facilities, etc. should be provided in close proximity for comfort and convenience and they should be accessible to all users.
- Any other built elements within the play areas such as ramps, seating, entrances/exits, etc. should be accessible to all users old and young. Relevant good practices on universal accessibility should be followed.

Source: Web page of Architectural Services Department

III. Learning and teaching strategies

A. Pre-study discussion³

1. What are the elements of a children's playground that will meet your needs?

2. What are the essential requirements of an inclusive children's playground?

3. Which of the following rights of the child is relevant to the children's playgrounds?
 - A. Right to survival: to have access to clean drinking water, healthy food and appropriate medical services
 - B. Right to protection: to be free from long working hours, armed conflicts, abuse, violence and discrimination
 - C. Right to development: to receive education and to enjoy cultural activities, leisure and entertainment
 - D. Right to participation: to express their opinions on things around them
4. According to the definition of the *Convention on the Rights of the Child*, what is the defining age of a child?
 - A. Below 12
 - B. Below 16
 - C. Below 18
 - D. Below 21

³ Under the e-learning mode, teachers may request students to draw and share their answers to questions 1 and 2 by using relevant apps.

B. Community Study – Children’s Playground near School

Worksheet (1): Children’s Playground and Children’s Development

(i) Field Study

Activities:

- 1 (a) Taking photos/recording videos:
 - the most attractive play facility/device to me

- (b) Reason(s) for finding the play facility/device attractive: (may select more than one)
 - beautiful appearance
 - fun
 - novel
 - personal interest
 - assisting physical exercises that stretch body and mind
 - carrying out group activities
 - others, please specify

- (c) What age group(s) of users will be attracted to use the play facility/device? (may select more than one)
 - aged below 2
 - aged between 2-5 years
 - aged between 6-12 years
 - teens aged above 12
 - middle-aged
 - elderly

- (d) What is the most suitable number of people to use the play facility/device together? _____

- (e) Taking photos/recording videos:
 - the most novel way to use the play facility/device

- 2 (a) Taking photos/recording videos:
 - the least attractive play facility/device to me

- (b) What age group(s) of users will be attracted to use the play facility/device? (may select more than one)
- aged below 2
 - aged between 2-5 years
 - aged between 6-12 years
 - teens aged above 12

3 **【Interview a user of the playground】**

- (a) Age:
- below the age of 5
 - aged between 6-12 years
 - aged above 12

- (b) Do you come to the playground by yourself?
- yes
 - no

- (c) How many time a week do you come to the playground? _____

- (d) How long do you usually stay in the playground? _____

- (e) Which play facility/device do you like most? _____

- (f) Which is the most boring play facility/device? _____

- (g) Do you like this playground? like dislike

Why? _____

(ii) Lesson Summary and Reflection

【with reference to the interview results in Part 3 in Field Study】

- What are the users' opinions on the play facilities/devices on the playground?
- Is the playground found to be suitable for children of different ages and their parents for play and relaxation?
- Who should listen to the voices and opinions of the users? How is listening to the users related to the “right to development” and the “right to participation” mentioned in the *Convention on the Rights of the Child*?

Worksheet (2): Continuous Improvement of Children’s Playground

(i) Field Study

Activities:

【search for a play facility/play device that needs to be revamped】

- 1 (a) Taking photos/recording videos: • the play facility/device that I want improvement the most
- (b) Reason(s) for wanting improvement: damaged/being vandalized
(may select more than one) boring
 not in sync with the theme of the playground
 unsafe
 others, please specify

- (c) Suggestion on how to improve the play facility/device: rebuild
 demolish
 renew and revamp
 others, please specify

- (d) Taking photos/recording videos: • announcement or special notice of maintenance (if applicable)

【finding channels for giving opinions and suggestions for improvement】

- 2 (a) Taking photos/recording videos: • name of the management company
• office address
• contact information
- (b) How long does it take for you to get the above information? _____

(ii) Lesson Summary and Reflection

- What play facilities/devices in children’s playgrounds would you suggest to add or remove in order to make the playground inclusive for children of different physical and psychological needs?
- Do you think designers of children’s playgrounds have listened to the opinions of children who are the users of the playgrounds? Why should the users’ opinions be listened to?
- Are the channels for expressing opinions easily accessible? How is it related to the “right to participation” mentioned in the *Convention on the Rights of the Child*?

Worksheet (3): Monitoring of Children's Playground

(i) Field Study

Activities:

【taking photos of notices/regulations posted in the playground】

- 1 (a) Taking photos:
 - the place with the most of notices/regulations in the playground

- (b) Taking close-up photos:
 - the regulation that is easiest to understand
 - the most confusing regulation to me
 - the regulation that forbids me to play joyfully
 - the regulation that I am required to obey strictly
 - the regulation that I wish to be abolished

(ii) Lesson Summary and Reflection

- Show the notices/regulations collected from the playground.

- Vote for:
 - the regulation that is easiest to understand
 - the most confusing regulation
 - the regulation that forbids me to play joyfully
 - the regulation that I am required to obey strictly
 - the regulation that I wish to be abolished

- Are these regulations protecting or restricting the rights of the child? To whom are they beneficial?

- If children are involved in writing the regulations, how will the regulations be changed? How is it related to the “right to participation” mentioned in the *Convention on the Rights of the Child*?

Worksheet (4): Searching for Inclusive Children's Playground

(i) Field Study

Pre-study preparation: Arrange the class in groups of 4 to 6. Each group will take on a role selected from the list below and completes related activities by playing the role selected: **【Be mindful of the safety of other users in the playground during the activities】**

Roles:

- a nine-year-old child using a wheelchair
- a six-year-old child with hearing impairment
- a fourteen-year-old child with visual impairment
- a parent with a three-year-old kid in a pram

Activities:

Taking photos/recording videos:

- a. the play facility/device that suits me the most
- b. the play facility/device that I find most difficult to use
- c. a facility (other than play facility) that is designed according to my needs
- d. the most inconvenient entrance and exit to me
- e. a place that allows five persons who have the same needs as mine, to gather together

Overall assessment:

Does this playground cater for my physical needs? yes no

(ii) Lesson Summary and Reflection

【according to the group and the role taken on by the group during field study】

- Show the photos/video clips taken.
- According to the role taken on by the group:
 - In my opinion, which facility needs improvement the most? Why?
 - In order to cater for my needs, how can the facility be revamped?

(iii) Extended Activities

Visit the following web site to view the picture of “Universal Design in the Playground”:

https://www.unicef.org/sowc2013/universal_design.html

- What are the characteristics of the “universal design” adopted by the picture of “Universal Design in the Playground”?
- Is the “universal design” adopted for the facility/device in the children’s playground visited in this field study?
- The inclusive playground in Tuen Mun Park opened for public use on 3 December 2018. Below is an extract from the HKSAR Government press release dated 29 November 2018:

The Northern Portion is designed as a Water Lily Park with three zones: the Flower Dew Plaza, the Contour Play Zone and the Musical Zone. The Flower Dew Plaza is a water play area with a light and shadow effect, providing flower-shaped splash pads and water cascade facilities for children to enjoy the fun of playing with water in the park freely. Equipped with balancing facilities like spinning plates and a trampoline, the undulating Contour Play Zone gives challenges to children to practise their balancing skills. The Musical Zone, where giant musical instruments such as chimes and drums are installed, can stimulate the sense of hearing of the children.

The Southern Portion comprises four zones under the design concept of “Reptile Fun” as inspired by the Reptile House in the park. The four zones are the Egg Hunter area, the Reptile Paradise, the Spinning Zone and the Sensory Zone. A sand pit and a sand play table have been set up at the Egg Hunter area where children can play egg-hunting, with a view to encouraging children's creativity and social interaction. In the Reptile Paradise, children can enjoy challenges on the climbing tower and nets with different heights and difficulty levels, as well as have fun on different types of slides. While in the Spinning Zone and the Sensory Zone, various types of swaying and spinning play equipment, sensory walls and other tactile movable parts can appeal to children's senses of sight and touch.

A swing area is also provided adjacent to the Southern Portion of the playground, featuring two sets of swings including a nest swing, a swing seat and a parent-child swing to cater for the needs of different users. It will be fun for parents to ride with their kids face-to-face on the parent-child swing.

Answer the following questions according to the role taken on during the field study:

- Which facility in the inclusive playground in Tuen Mun Park is most suitable for my use?
- What features of the “universal design” are shown by that facility?
- How can the “universal design” promote diversity and inclusiveness?

IV. Related articles of the Basic Law

The United Nations Human Rights Council conducts a Universal Periodic Review on the human rights situation of all member states of the United Nations. The HKSAR's report has been submitted to the United Nations as part of China's report. A total of 15 United Nations human rights treaties apply to Hong Kong. Seven entail a reporting requirement. Eight treaties that do not entail that requirement.

The treaties that entail a reporting requirement are:

- *International Covenant on Civil and Political Rights (ICCPR)* (provisions of the Covenant as applied to Hong Kong remain in force since 1 July 1997)
- *International Covenant on Economic, Social and Cultural Rights (ICESCR)* (provisions of the Covenant as applied to Hong Kong remain in force since 1 July 1997)
- *International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)* (applicable to the HKSAR since 1 July 1997)
- *Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)* (applicable to the HKSAR since 1 July 1997)
- *Convention on the Rights of the Child (CRC)* (applicable to the HKSAR since 1 July 1997)
- *Convention on the Elimination of All forms of Discrimination against Women (CEDAW)* (continue to be applicable to Hong Kong since 1 July 1997)
- *Convention on the Rights of Persons with Disabilities (CRPD)* (entered into force for the People's Republic of China, including HKSAR, since 31 August 2008)

Related articles of the *Basic Law*:

Basic Law

Article 39

The provisions of the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, and international labour conventions as applied to Hong Kong shall remain in force and shall be implemented through the laws of the Hong Kong Special Administrative Region.

The rights and freedoms enjoyed by Hong Kong residents shall not be restricted unless as prescribed by law. Such restrictions shall not contravene the provisions of the preceding paragraph of this Article.

Basic Law

Article 153

The application to the Hong Kong Special Administrative Region of international agreements to which the People's Republic of China is or becomes a party shall be decided by the Central People's Government, in accordance with the circumstances and needs of the Region, and after seeking the views of the government of the Region.

International agreements to which the People's Republic of China is not a party but which are implemented in Hong Kong may continue to be implemented in the Hong Kong Special Administrative Region. The Central People's Government shall, as necessary, authorize or assist the government of the Region to make appropriate arrangements for the application to the Region of other relevant international agreements.

END