Policy Forum on

Student Access & School Quality

in the Greater Bay Area, China:
Research on Student Subgroups from
Kindergarten to Secondary School

PROGRAMME

5 December 2023
Hong Kong, China

Organiser:
Hong Kong Institute of Educational Research
Sponsors:
The Chinese University of Hong Kong
Tin Ka Ping Foundation

ORGANISING COMMITTEE

Prof. Dongshu OU (scientific co-chair, CUHK)
Prof. Kenneth K. WONG (scientific co-chair, Brown)

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Ms. Shiyan JIANG (student helper, CUHK)
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CONTENT

PROGRAMME SCHEDULE

5 December 2023, Tuesday
Venue: ELB LT2
Zoom Meeting ID: 991 0753 6401   Zoom Passcode: 608387

Time (GMT+8)	Presentation
8:45-9:00	**Registration**
9:00-9:20	**Welcome Speeches** *Dean Xitao FAN (The Chinese University of Hong Kong)* *Prof. Heung Sang Stephen WONG (The Chinese University of Hong Kong)* *Prof. Kenneth K. WONG (Brown University)* *Prof. Dongshu OU (The Chinese University of Hong Kong)*
9:20-9:30	**Group Photo**

Session One: International Benchmarks and Student Assessment
Moderator: Prof. Kenneth K. WONG (Brown University)

Time (GMT+8)	Presentation
9:30-10:30	**Monitoring Education Quality: Challenges, Results, and Analytical Approaches** *Prof. Kit-Tai HAU (The Chinese University of Hong Kong)*
	Educational Equality for Whom: Comparing Hong Kong and Macao to OECD Countries *Prof. Yuko NONOYAMA-TARUMI (Musashi University)*
	Discussion *Prof. Ran LIU (University of Wisconsin-Madison)* *Prof. Yisu ZHOU (University of Macau)*
10:30-10:45	**Coffee break**

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Session Two: Learning Opportunities for Migrant Children
Moderator: Prof. Dongshu OU (The Chinese University of Hong Kong)

Time (GMT+8)	Presentation
10:45-11:45	**Current Situation and Reflection on the Education Development of Migrant Children Under the "Double Reduction" Policy** *Prof. Jialing HAN (Beijing Academy of Social Sciences)* **An Inclusive Education Approach to Promote AI Literacy Among Cross-Border Students in Hong Kong** *Prof. Yun DAI (The Chinese University of Hong Kong)* **Discussion** *Prof. Yu ZHANG (Tsinghua University)*
11:45-12:00	**Coffee break**

Session Three: Patterns of Social Mobility: Comparing Native-born and Immigrant Students
Moderator: Prof. Yan CAO (East China Normal University)

Time (GMT+8)	Presentation
12:00-13:00	**Dominant Language as a Channel of Upward Mobility? English Language Skills of Children from Native and Mainland Immigrant Families after Hong Kong's Handover to China** *Prof. Yuying TONG (The Chinese University of Hong Kong)* **Four Decades of Educational Mobility** *Prof. Dongshu OU (The Chinese University of Hong Kong)* **Discussion** *Prof. Huacong LIU (Shanghai Jiao Tong University)* *Dr. Jie WANG (South China Normal University)*
13:00-14:30	**Lunch break**

5 December 2023, Tuesday
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Panel Discussion: Leadership Perspectives on Access and Quality in Education

Moderator: Prof. Fan Sing HUNG (The Chinese University of Hong Kong)

Time (GMT+8)	Presentation
14:30-15:30	*Principal Dion CHEN (Ying Wa College)* *Principal Wing Sun Vincent KWONG (Christian Alliance S W Chan Memorial College)* *Dr. Minh TRAN (Goodnotes)*
15:30-15:45	**Concluding Remarks** *Prof. Kenneth K. WONG (Brown University)* *Prof. Dongshu OU (The Chinese University of Hong Kong)*
15:45-16:45	**Cocktail Reception**

ABSTRACTS

SESSION ONE: INTERNATIONAL BENCHMARKS AND STUDENT ASSESSMENT

Monitoring Education Quality: Challenges, Results, and Analytical Approaches

Kit-Tai HAU[1]

Abstract

This article discusses a few critical issues in large-scale educational monitoring, focusing on the OECD Programme for International Student Assessment (PISA). It addresses common misconceptions and provides insights into global educational systems by comparing students from various regions and backgrounds. It challenges stereotypes, such as the belief that Asian students predominantly rely on rote learning, revealing that memorization is more common in some Western countries. The importance of maximizing the benefits of intrinsic and extrinsic motivation in different cultural contexts is highlighted. Using PISA results over a decade, the article also discusses the role of information technology in learning. Lastly, it underscores the evolving nature of educational monitoring, advocating for a comprehensive approach that includes contemporary issues and fundamental health and well-being factors.

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[1] Kit-Tai HAU, Department of Educational Psychology, The Chinese University of Hong Kong.

Educational Equality for Whom: Comparing Hong Kong and Macao to OECD Countries

Yuko NONOYAMA-TARUMI[1]

Abstract

Educational inequality has been a central theme in sociology of education in many countries. However, much of the research has focused on the magnitude of educational inequality, for example by examining the SES achievement gap or the SES gradient, but less attention is given to educational (in)equality for whom. In this presentation, I engage with the question of educational (in)equality for whom, by examining the relative size of achievement gaps at the lower-tail (50/10 percentile) versus upper-tail (90/50 percentile) of SES distribution within a society, using the OECD PISA (Programme for International Student Assessment) data. The findings will be relevant to the K-12 education in GBA, as the measure enables to identify where the educational inequality is relatively large within the society's SES distribution, Hong Kong and Macao respectively, and to gauge the extent through cross-national comparison with OECD countries.

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[1] Yuko NONOYAMA-TARUMI, Department of Sociology, Musashi University.

SESSION TWO: LEARNING OPPORTUNITIES FOR MIGRANT CHILDREN

Current Situation and Reflection on the Education Development of Migrant Children Under the "Double Reduction" Policy

Ran GU[1], Wenwen QIAN[2], Haoran ZHOU[3], Lin NONG[4], Jialing HAN[5]

Abstract

This paper conducts a study on migrant children in the Greater Bay Area region, exploring the impact of the implementation of the "double reduction" policy on migrant children and their parents. In terms of the implementation of the "double reduction" policy, this study finds that the "double reduction" policy has produced a series of positive impacts, including the effective alleviation of migrant children's learning pressure, the reduction of the burden of education expenditure on their families, the number of schools that provide after-school services, and the increase in student participation. etc. At the same time, this study also notes that the implementation of after-school services varies significantly, and that after-school service programs do not fully meet the current needs of migrant children and their parents. This study further explores the impact of the "double reduction" on family education, and finds that differences in parental education patterns reinforce the reproduction of unequal access to education for their children, and the "double dilemma" of educational disadvantage is further strengthened. This has increased the educational anxiety of parents of migrant children, which has led them to adopt further "burden-raising strategies". This study proposes policy recommendations for further optimization of the "double reduction" policy in order to facilitate its implementation.

[1] Ran GU, School of Sociology, Nanjing University.
[2] Wenwen QIAN, Institute of Economics and Society, Jinan University.
[3] Haoran ZHOU, Institute of Economics and Society, Jinan University.
[4] Lin NONG, Department of Sociology The Chinese University of Hng Kong.
[5] Jialing HAN, Beijing Academy of Social Sciences

An Inclusive Education Approach to Promote AI Literacy Among Cross-Border Students in Hong Kong

Yun DAI[1], Ziyan LIN[2]

Abstract

The digital age presents significant opportunities and challenges for educators worldwide. As Artificial Intelligence (AI) rapidly permeates various sectors, equipping students with foundational AI literacy becomes imperative. This study seeks to facilitate the integration of AI education in upper elementary schools, focusing on cross-border students in Hong Kong, a unique group facing distinct challenges and opportunities in the educational landscape.

Cross-border students are those who live in mainland China but commute to Hong Kong for schooling. This group often encounters linguistic, cultural, and curriculum differences. With the ubiquity of AI applications, it's crucial for these students to understand and leverage AI's capabilities, ensuring they remain competitive and informed in an ever-evolving digital world.

Against this background, we propose design-based research (DBR) study with an aim to promote AI literacy among cross-border students in HK. Design-based research (DBR) involves a collaborative, iterative process between researchers and practioners (schoolteachers) in designing, implementing, testing, and refining interventions in real-world settings. The DBR study has two objectives:
1. To design an inclusive AI education curriculum tailored to the unique needs of cross-border students.
2. To evaluate the effectiveness of the proposed curriculum in promoting AI literacy and inclusivity.

[1] Yun DAI, Department of Curriculum and Instruction, The Chinese University of Hong Kong.
[2] Ziyan LIN, Department of Curriculum and Instruction, The Chinese University of Hong Kong.

SESSION THREE: PATTERNS OF SOCIAL MOBILITY: COMPARING NATIVE-BORN AND IMMIGRANT STUDENTS

Dominant Language as a Channel of Upward Mobility? English Language Skills of Children from Native and Mainland Immigrant Families after Hong Kong's Handover to China

Dan CHEN[1], Yuying TONG[2]

Abstract

Children's language ability is an important channel of upward social mobility, especially among immigrant families. In Asian's international cities, the governments often intend to encourage mother tongue retention while parents emphasize the functional values of the international language in facilitating children's upward mobility. In this study, we use the Hong Kong context to examine the temporal variations of children's language abilities across locals and mainland Chinese immigrant families over the period when mother tongue education policy takes effect after Hong Kong's handover to China. Our results show that parental immigrant status is positively associated with children's both English and Putonghua abilities, but parental education exhibits a disparity on the association between parental immigrant status and children's language ability across English and Putonghua. Moreover, the mother tongue education policy may have an equalization effect on children's Putonghua acquisition across locals and immigrant families, but the equalization effect mainly manifests in lower educated groups.

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[1] Dan CHEN, South China University of Technology.
[2] Yuying TONG, Department of Sociology, The Chinese University of Hong Kong.

Four Decades of Educational Mobility

Dongshu OU[1], Zitong WANG[2]

Abstract

The persisting associations between parents' educational attainments and children's educational outcomes have been well documented in the developed world (Torche, 2019), although until recently the literature was primarily focused on such persistence from fathers to children (Azam, 2016). The role played by mothers in their children's education has been increasingly recognized in the study of intergenerational social mobility studies (Beller, 2009; Minello and Blossfeld, 2017). However, there is still too little research on intergenerational education mobility in Hong Kong (Lam and Liu, 2019). Our paper is the first to document the degree of intergenerational transmission of education over the last four decades. In particular, we investigate whether parent-child educational persistence differ for sons and daughters and how such difference has evolved over time. Besides gender differentiation, our study examines the heterogeneous effects of intergenerational education mobility, in terms of immigration status, as well as at different levels of education. We found that

1. The intergenerational education persistence has decreased over the years in Hong Kong, which implies that there is a high intergenerational education mobility. This speaks directly about the positive impact of Hong Kong's education expansion policies in the past three decades and benefits of the increased educational opportunities.

2. Different than previous literature in other countries, intergenerational education mobility is higher for daughters than for sons.

3. Parent's education, especially mother's education has been increased sharply from less than primary level (4-5 years) to post-compulsory level (10-11 years) in the past three decades, the association of mother's education with children's educational attainment has become stronger than that of father's education. The father-son association is stronger than mother-daughter association in educational persistence until 2021.

4. Consistent with Lam and Liu (2019), we find that second-generation Mainlander immigrants have a higher intergenerational education mobility than Hong Kong natives.

5. However, in terms of predicted probability of getting a higher level of education than their parents' attainment for the children, native Hong Kong with better parental educational background seems to have the best chance to move upward in their educational attainment.

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[1] Dongshu Ou, Department of Educational Administration and Policy, The Chinese University of Hong Kong.
[2] Zitong WANG, Department of Educational Administration and Policy, The Chinese University of Hong Kong.

BRIEF INTRODUCTION OF SPEAKERS

Prof. Yan CAO

Cao Yan is an Associate Professor at the Faculty of the Institute of Higher Education, Assistant Director of the Education Economics Laboratory, and Assistant Director of the Faculty of Education at East China Normal University. Dr. Cao specializes in economics of education and educational finance. Her two core areas of interest are regional opportunities for higher education in China and scholars' academic productivity. Relevant research studies have been published in top academic journals in China such as *Peking University Education Review Journal of East China Normal University* (*Education Sciences*) and were reprinted several times by *Xinhua Digest* and *China Social Science Excellence*. One of the academic papers was awarded the second prize of the 14th Philosophy and Social Sciences Outstanding Achievement Award in Shanghai. For teaching, she is in charge of developing and constructing two undergraduates' core-courses: *Quantitative Thinking and Reasoning in Education and Education* and *Economics and Development.* Other related courses include *Regression Analysis*, *Quantitative Methods Application and Practice, Casual Inference in Education*, and *Higher Education Finance.*

Principal Dion CHEN

Mr. Dion Chen obtained a bachelor's degree in accounting & financial analysis from the University of Newcastle Upon Tyne, UK, and a master's degree from the University of Newcastle, Australia. He has also obtained a Postgraduate Diploma in Education and a Professional Diploma in Management of Extra-Curricular Activities from universities in Hong Kong. He started his career in education in a special school in 2002. Two years later, he joined YMCA of Hong Kong Christian College as a Business Teacher. During his 17 years at the school, he took up various leadership responsibilities and was appointed Principal in 2013. In 2021, he was appointed as the Principal of Ying Wa College. He is passionate about nurturing young people and developing their talents, as well as fostering the pursuit of the emotional and academic well-being of the whole person, excellence, community service and responsibility. Mr. Chen actively serves the community. He is currently Chairman of Hong Kong Direct Subsidy Scheme Schools Council, Chairman of the Hong Kong Principals' Institute, School Manager of SWCS YMCA of Hong Kong Christian School, Chairman of the Islands District Youth Development & Civic Education Committee, the Deputy Regional Commissioner of New Territories Region, Scout Association of Hong Kong, Committee Member of Canoe Polo and Committee of the International Canoe Federation.

Prof. Yun DAI

Dr. Dai is an Assistant Professor of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). Before joining the CUHK in 2019, she worked as Postdoc Fellow in engineering education at the University of Southern California. Her research interests broadly revolve around artificial intelligence (AI) as a subject matter in the K-12 education and as a learning tool in higher education. Her current research focuses on: (1) teaching and learning artificial intelligence in the K-12 context, (2) personal epistemology of STEM teachers, and (3) generative AI in higher education.

Prof. Jialing HAN

Han Jialing, Ph.D. in Sociology, Peking University, research fellow at the Institute of Sociology, Beijing Academy of Social Sciences. Since 1991, she has been engaged in the work and research on the social development and support network of the rural disadvantaged people, and has invested in practical programs such as education and social development for the poor and disadvantaged people. Her main research areas include rural development, population migration, rural education, and social development. Research achievements include Stories of Change in Rural Small-Scale Schools, Educational Science Publishing House, (2019); and Blue Book of China's Migrant Children, Social Science Literature Publishing House, (2020). She was awarded the China Poverty Eradication Award in 2004 for her outstanding research and practice in the field of poverty alleviation.

Prof. Kit-Tai HAU

Kit-Tai Hau is a Professor of Educational Psychology and former Vice-President of the Chinese University of Hong Kong. He is a Fellow of the American Educational Research Association and the International Applied Psychology Association. He has served as a consultant for various education, curriculum reform, and technical advisory groups, including those of OECD PISA, TIMSS, and various governments.

Prof. Fan Sing HUNG

Fan-sing HUNG: PhD, University of Sydney. Presently Adjunct Assistant Professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong. Formerly Senior Graduate Master in HK secondary school, Senior Lecturer at Sir Robert Black College of Education, Assistant Professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong and Visiting Scholar at the University of Sydney. His research interests include educational returns, international education, and education in economic transition. He has been involved in several large-scale projects and studies on these topics and has published as an author or co-author in numerous journal articles, edited books, book chapters, monographs, and consultancy reports.

Principal Wing Sun Vincent KWONG

Principal Kwong obtained both his bachelor's degree and master's degree from the Chinese University of Hong Kong. His major was Economics during his undergraduate and Education at the master's level. He is the Principal of Christian Alliance SW Chan Memorial College, a secondary school in Fanling that just celebrated its 25th anniversary. Principal Kwong is the Hon. Secretary of The Hong Kong Subsidized Secondary Schools Council, a professional education body with more than 350 member schools.

Prof. Huacong LIU

Huacong Liu, an associate professor at the School of Education, Shanghai Jiao Tong University (SJTU), previously held various overseas research positions, including at the University of Hamburg (2018-2021), UNESCO Institute for Lifelong Learning (2018-2021), UNESCO Global Monitoring Report Team (2018), and OECD's Directorate of Education and Skills (2017). Her past research focused on skill returns, labour market skills inequality, and the impact of education policies, such as secondary school tracking, on skills inequality. Currently, she investigates secondary school policies in China, including school-to-school collaboration, tracking policies, and regional school improvement practices.

Prof. Ran LIU

Ran Liu is an Assistant Professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Her research focuses on gender disparities in STEM education and school-to-work linkages. More broadly, she utilizes national and cross-national student assessment and survey datasets to examine education inequality and stratification based on the intersection of race, gender, class, and immigration status. She is also interested in connecting innovative data sources and existing national datasets to provide new insights into education research. Her ongoing project, funded by the AERA-NSF research grant, links social network data from Facebook and the Stanford Education Data Archive (SEDA) to investigate education inequality embedded in social networks. Her recent publications appear in Social Forces, American Educational Research Journal, Comparative Education Research, and AERA Open. *Ran* received her PhD in sociology from the University of Pennsylvania. She also holds a dual M.A. in statistics from the Wharton School, University of Pennsylvania, and both an M.Phil and B.S.Sc. in Sociology from the Chinese University of Hong Kong. Before joining UW-Madison, she worked as a People Research Scientist at Facebook to tackle workplace diversity issues.

Prof. Yuko NONOYAMA-TARUMI

Yuko Nonoyama-Tarumi is a Professor in the Sociology Department at Musashi University. She is a sociologist whose research interest is inequality in student achievement, with primary focus on family background, family structure, and parenting. She uses quantitative methods, mostly large-scale cross-national data as well as national data. Dr. Nonoyama-Tarumi is interested in policy-relevant questions and is currently a member of the Expert Committee of National Achievement Study. She has worked as a staff at JICA (Japan International Cooperation Agency) and UNICEF, and as a consultant to OECD and UNESCO Global Monitoring Report. Her interest has always been in inequality among countries and within countries, and how to improve the educational situation of economically disadvantaged students.

Prof. Dongshu OU

Dongshu Ou is an Associate Professor and Associate Director of Hong Kong Institute of Educational Research at the Faculty of Education, CUHK. She specializes in economics of education. Her two core areas of interest are the impact and consequences of educational reforms, and the interactions of human capital and immigrant integration. Dr. Ou has published in various leading international journals such as *Research in Higher Education*, *Population and Development Review*, and *Economics of Education Review*. Her current projects examine the impact of maternal education on children's well-being, the assimilation of recent Chinese immigrants in Hong Kong and the impact of education expansion in developing economies.

Prof. Yuying TONG

Tong Yuying is a Sociology Professor at the Chinese University of Hong Kong. She specializes in several research areas, including social demography, migration and immigration, family and life course, gender, and population health/well-being. Since 2016, she has served as the Center for Chinese Family Studies (CCFS) director at the Hong Kong Institute of Asia-Pacific Studies at the Chinese University of Hong Kong and as Assistant Dean (Research) in the Faculty of Social Science. She extensively studied demographic issues in China and Hong Kong and has published over 50 articles in world-leading journals and book chapters in her study field. She serves as an editorial board member for multiple leading sociology journals.

Dr. Minh TRAN

Dr. Minh Ngan Tran is currently the Vice President of Operations and Academic Affairs at Goodnotes, a beloved digital note-taking app that won Apple's 2022 iPad App of the Year and is enjoyed by more than 24 million monthly users around the world. With a BA in Psychology from Yale University and a Doctorate in Education from HKU, Dr. Tran's career has spanned the globe, from teaching 5th grade in Los Angeles to literature at CUHK to advising governments around the world on large-scale assessment and training projects. Before Goodnotes, he was the founding Executive Director of Bloom KKCA Academy, a new Hong Kong bilingual school of innovation. Dr. Tran is on a Board Trustee of CUHK's New Asia College and the Yale-China Association.

Dr. Jie WANG

Dr Jie Wang is a research fellow (specially appointed) at the Department of Educational Economics and Administration, School of Politics and Public Administration, South China Normal University (Guangzhou). He studied Sociology at Nanjing University for a bachelor's and a master's degree. He then studied for a PhD at the Social Policy Research Centre, University of New South Wales (Sydney). Before taking the current position, he was a research associate at the School of Government, Sun Yat-sen University (Guangzhou). His research interest is primarily in educational policy and children and young people's development and well-being. As PI, He is working on the shadow education regulation policy study supported by the Youth Project of the National Social Science Fund of P. R. China.

Prof. Kenneth K. WONG

Kenneth K. Wong is the Walter and Leonore Annenberg Professor of Education Policy and directs the Urban Education Policy Program at Brown University. Professor Wong has conducted extensive research in education policy, governance, innovation, and accountability. Author of over 100 scholarly articles, Professor Wong's books include The Education Mayor: Improving America's Schools and Successful School and Educational Accountability. The National Academy of Public Administration recently awarded Professor Wong and his collaborators the outstanding book award for their 2020 publication on the administrative presidency and federalism. He is an elected fellow of the National Academy of Public Administration. Professor Wong has used his social science research to inform and improve policy and practice. He advised U.S. cabinet secretaries on issues pertaining to Native Indian education. He was a key architect of the State of Rhode Island's 2010 school funding formula, which continues to receive broad support. He was the lead researcher of a global education project at the Forum of Federations that led to the publication of an edited book, Federalism and Education: Ongoing Challenges and Policy Strategies in Ten Countries. He is a member of the Mayor's children's cabinet to improve schooling opportunity for all students in Providence, RI., USA.

Prof. Yu ZHANG

Prof. Zhang Yu is an Associate Professor in Economics of Education at Tsinghua University's Institute of Education (IOE). She focusses on quantitative evaluation of policy innovation that improves education equity and quality. She recently attempts to integrate cognitive neuroscience and AI to innovate education evaluation paradigm. Her track record includes over twenty research projects including for China's National Nature Science Foundation, three authored books and over sixty journal articles and book chapters. Her research is highly cited, and its policy impact has been recognized across China. Broader leadership contributions to Tsinghua and China have included establishing a high-profile international internship program, coordinating IOE graduate student affairs, and mentoring student leaders. She serves as the Vice Dean of IOE, Vice President of the Education Evaluation Professional Committee of the China Society of Educational Development Strategy, standing director of the Learning Science Research Branch of the Chinese Society of Higher Education, and the Deputy Director of the Beijing Capital Education High Quality Development Policy Research Base.

Prof. Yisu ZHOU

Yisu Zhou is an associate professor at the University of Macau's Faculty of Education and the Department of Sociology, by courtesy. He has researched diverse areas of people and institutions in the educational setting. Zhou's research stems from his lifelong interest in understanding people and places, which he developed since his days as a rural schoolteacher in 2005. He has published in the American Journal of Education, Discourse, Journal of Contemporary China, Journal of School Health, Sociological Methods and Research, etc. Zhou has been serving the UM community for more than a decade. Notably, he has served, by election, as FED representative to the university senate from 2014-20, during which he was elected as the senate officer from 2018-19. Zhou's longstanding love for reading and books led him to the university library committee, which he served as a member during 2013-20. Professionally, he actively engaged in the scholarly community and received an Outstanding Reviewer award from Educational Researcher in 2015. Zhou's service work reflected his thinking of higher education as an ecology of knowledge experts. He penned the FED's five-year strategic plan (2020-25), advised on the University Library's strategic plan (2020-25) and architected FED's Doctoral of Education program.

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