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Policy Forum on School Transition and Readiness for College and Career in the Greater Bay Area (GBA)

PROGRAMME

6 June 2025
Hong Kong, China

Organiser:

Research Consortium of Education Policy and Development in Greater Bay Area
(ReCEPD-GBA)

Sponsors:

Tin Ka Ping Foundation
Hong Kong Institute of Educational Research

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PROGRAMME SCHEDULE

6 June 2025, Friday
Venue: LT5, Cheng Yu Tung Building, CUHK

Time (GMT+8)	Schedule
8:30-8:45	Registration
8:45-9:05	Welcome Speeches <i>Dean Xitao FAN (The Chinese University of Hong Kong)</i> <i>Prof. Kenneth K. WONG (Brown University)</i> <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>
9:05-9:15	Group Photo

Session One: STEM Learning and Educational Equity

Moderator: Prof. Kenneth K. WONG (Brown University)

Time (GMT+8)	Schedule
9:15-10:40	When AI Knows Everything: Educating for Epistemic Insights Beyond Content <i>Prof. Yun DAI (The Chinese University of Hong Kong)</i>
	Enhancing the Secondary-Tertiary Mathematics Transition Toward STEM Talent Development in the Greater Bay Area <i>Prof. Oi Lam NG (The Chinese University of Hong Kong)</i>
	From Classroom to Career: Evaluating the Impact of Hong Kong's Secondary Education Reform <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>
	Discussant <i>Prof. Yu ZHANG (Tsinghua University)</i>
10:40-10:55	Coffee break

6 June 2025, Friday
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Session Two: Student Academic and Social Growth toward College and Career Readiness

Moderator: Prof. Yan CAO (Guangzhou University)

Time (GMT+8)	Schedule
10:55-12:20	Future-proofing Students in Hong Kong and Macau: The Role of Social-emotional Skills <i>Prof. Ronnel KING (The Chinese University of Hong Kong)</i> <i>Prof. Yi WANG (Macau University of Science and Technology)</i>
	Redshirting in Hong Kong and Macau <i>Ms. Maggie FOK (The Chinese University of Hong Kong)</i>
	How to Enhance Students' Career Readiness in Hong Kong Secondary Schools: The Role of School-level Adoption of Hong Kong Benchmarks for Career and Life Development (HKBM) <i>Prof. Stephen CHIU (The Education University of Hong Kong)</i>
	Discussant <i>Prof. Ran LIU (University of Wisconsin-Madison)</i>
12:20-13:30	Lunch

6 June 2025, Friday
Venue: LT5, Cheng Yu Tung Building, CUHK

Session Three: Higher Education Access and Labor Market Opportunities
Moderator: Prof. Dongshu OU (The Chinese University of Hong Kong)

Time (GMT+8)	Schedule
13:30-14:55	<p style="text-align: center;">Balancing Scales: Higher Education as a Multi-Scalar Quasi-Public Good in the Greater Bay Area, China <i>Prof. Bingqin LI (University of New South Wales)</i> <i>Prof. Zhonghan WANG (Xi'an Jiaotong University)</i></p>
	<p style="text-align: center;">Bridging the Divide: Unraveling the Impact of Higher Education Expansion on Educational Income Inequality in Greater Bay Area <i>Prof. Yan CAO (Guangzhou University)</i></p>
	<p style="text-align: center;">A Study on Multidimensional Comparison of Salary Competitiveness in High School Teachers and its Effect: Based on the Analysis of Nine Cities in Guangdong Province, Greater Bay Area <i>Prof. Ping DU (Beijing Normal University)</i></p>
	<p style="text-align: center;">Discussant <i>Prof. Kun DAI (The Chinese University of Hong Kong)</i></p>
14:55-15:10	Coffee break

6 June 2025, Friday
Venue: LT5, Cheng Yu Tung Building, CUHK

**Panel Discussion: Issues in Secondary Education Transition and Readiness
for Post-secondary Opportunities**

Moderator: Dr. Chui Shan Tracy WU (The Chinese University of Hong Kong)

Time (GMT+8)	Schedule
15:10-16:30	<i>Principal Sandra LEE (Kowloon True Light School)</i> <i>Prof. David Yongqin CHEN (The Chinese University of Hong Kong, Shenzhen)</i> <i>Mr. Raymond YEUNG (Founder, FutureNow Data Technology Ltd.)</i>
16:30-16:40	Concluding remarks <i>Prof. Kenneth K. WONG (Brown University)</i> <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>
16:40-17:40	Reception

ABSTRACTS

SESSION ONE: STEM LEARNING AND EDUCATIONAL EQUITY

When AI Knows Everything: Educating for Epistemic Insights Beyond Content

Yun DAI¹

Abstract

As generative AI systems increasingly demonstrate the capacity to store, retrieve, and synthesize vast amounts of content knowledge, the traditional emphasis on knowledge acquisition in education faces a fundamental challenge. When machines can simulate expertise by accessing extensive training data, what remains distinctive—and indispensable—is the human capacity for epistemic insight: the ability to question, interpret, justify, and situate knowledge within broader social and disciplinary contexts. This presentation argues that education must shift from delivering factual knowledge to cultivating epistemic practices that support critical thinking, sense-making, and reflexive judgment. To ground this argument, we present a case study from AI literacy education that explores how student learning can be expanded from a focus on content to engagement at the epistemic level. This work contributes to a broader rethinking of educational aims in the age of AI, emphasizing the development of learners who can navigate, critique, and create knowledge in complex and uncertain contexts.

¹ Yun DAI, Department of Curriculum and Instruction, The Chinese University of Hong Kong.

Enhancing the Secondary-Tertiary Mathematics Transition Toward STEM Talent Development in the Greater Bay Area

Oi Lam NG¹, Biyao LIANG², Chunlian JIANG³, Xinrong YANG⁴, Wei LIN⁵

Abstract

As Hong Kong strengthens its position as an international innovation and technology hub, high-quality mathematics education is essential for sustaining a competitive STEM workforce. Mathematics serves as a foundational discipline for STEM fields, yet research highlights persistent gaps in students' preparedness for tertiary-level mathematics. These misalignments between secondary and tertiary mathematics education pose challenges for higher education institutions and industries reliant on STEM talent. While government-led curricular reforms have aimed to address these issues, there remains a lack of empirical data on how well secondary graduates meet university expectations and workforce demands. These gaps have significant policy implications, as they affect Hong Kong's ability to cultivate a robust STEM pipeline and contribute to regional economic development within the Greater Bay Area (GBA).

This study's objectives are three-fold: (1) To analyze the expectations of pre-tertiary mathematical competence by higher education institutions in the STEM disciplines, as well as current secondary school students' mathematics competence in the GBA to identify gaps in secondary-tertiary transitions and provide policy recommendations for aligning curricula with workforce and higher education needs; (2) To develop a standardized mathematics assessment tool for secondary school graduates pursuing a higher degree in STEM in the GBA, ensuring alignment with industry and academic expectations to support evidence-based policy decisions on curriculum and competency benchmarks; and (3) To conduct a comparative study of pre-tertiary mathematical competence across Hong Kong, Macau, and Guangzhou, generating data-driven insights to inform regional education policies and foster cross-border coherence in STEM education.

The study employs a mixed-methods research design, incorporating in-depth interviews with university academics (n=24), surveys with in-service mathematics teachers (n=20), and quantitative assessments of STEM students (n=300). These empirical findings will support evidence-based policymaking aimed at enhancing mathematics curricula, refining instructional strategies, and fostering a stronger STEM talent pipeline. Ultimately, the research will contribute to regional education reforms by aligning secondary and tertiary mathematics education, ensuring that students in Hong Kong and the wider GBA are equipped with the necessary skills for STEM success.

¹ Oi Lam NG, Department of Curriculum and Instruction, The Chinese University of Hong Kong.

² Biyao LIANG, The University of Hong Kong.

³ Chunlian JIANG, University of Macau.

⁴ Xinrong YANG, University of Macau.

⁵ Wei LIN, Guangdong University of Education.

From Classroom to Career: Evaluating the Impact of Hong Kong's Secondary Education Reform

Dongshu OU¹, Zitong WANG², Terry Quong³

Abstract

This study evaluates the long-term effects of Hong Kong's 2009 New Senior Secondary (NSS) curriculum reform on postsecondary and early labor market outcomes. The reform aimed to broaden learning opportunities by removing the traditional arts/science streaming and instituting a standardized core curriculum across all senior secondary students. Using a fuzzy regression discontinuity design and microdata from the 2016 and 2021 Hong Kong Population Census, we estimate the causal impact of the reform on university enrollment, field-of-study choices, job-major match ("field-of-study and occupation match"), and income.

Our findings indicate that in a long term the NSS reform significantly increased university participation and the probability of students choosing STEM majors. Additionally, the reform led to stronger job-major match, particularly in STEM-related occupations. Employment and labor force participation rates also improved among the post-reform cohorts. However, the reform was associated with a modest decline in average income levels especially for the early career period, suggesting a possible tradeoff between broader access to education and the intensity or specialization of academic training. Our paper provides the first rigorous causal evidence on the NSS reform's long-term impacts. These results contribute to global discussions on curriculum design and workforce preparedness, and they offer policy-relevant insights for Hong Kong and Greater Bay Area authorities seeking to design inclusive, future-ready education systems.

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.

³ Terry Quong, The Education University of Hong Kong.

SESSION TWO: STUDENT ACADEMIC AND SOCIAL GROWTH TOWARD COLLEGE AND CAREER READINESS

Balancing Scales: Higher Education as a Multi-Scalar Quasi-Public Good in the Greater Bay Area, China

Ronnel KING¹, Yi WANG²

Abstract

Socio-emotional skills have been found critical to individual success in the 21st century. They are becoming even more important in the job market and are positively associated with numerous employment outcomes. The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework includes five key socio-emotional skills: responsible decision-making, self-management, self-awareness, social awareness, and relationship skills. Much of the prior work has focused on understanding how these skills shape key outcomes. However, few studies have been conducted to explore the predictors that facilitate or hinder these skills. To address this gap, this study used an ecological lens to examine the role of classroom, school, and family-related predictors in predicting socio-emotional skills. Participants were 6,037 15-year-old Hong Kong Chinese students. We combined machine learning (i.e., random forest) and conventional statistics (i.e., hierarchical linear modelling). Out of the 22 predictors, school factors (i.e., school belonging and learning attitudes) and family factors (i.e., socioeconomic status and learning support from parents) emerged as common key predictors of socio-emotional skills. Instructional style, emotional support from parents, and feedback from teachers were uniquely important to specific socio-emotional skills. This study has important implications for understanding the role of social ecology in students' socio-emotional skills and provides potential intervention targets for practitioners interested in enhancing students' socio-emotional skills.

¹ Ronnel KING, Department of Curriculum and Instruction, The Chinese University of Hong Kong.

² Yi WANG, University International College, Macau University of Science and Technology.

Redshirting in Hong Kong and Macau

Maggie FOK¹

Abstract

This study investigates the prevalence and impacts of redshirting in Hong Kong and Macau using PISA 2015 and 2018 data. Propensity score matching is adopted in the analysis. Divergent trends in redshirting were observed in the two regions. While there was a 4.1 percentage point increase in the likelihood of delaying primary school entry in Hong Kong, a declining trend was observed in Macau. In Hong Kong, redshirting was associated with significant declines in academic performance across all test domains, notably a 29.47 percentage point decrease in reading performance. Conversely, in Macau, deferred school entry correlated with improved academic outcomes. Regarding non-academic outcomes, redshirting affected student wellbeing and behavior positively in Hong Kong, but no significant wellbeing effects were observed in Macau.

¹ Maggie FOK, The Chinese University of Hong Kong.

How to Enhance Students' Career Readiness in Hong Kong Secondary Schools: The Role of School-level Adoption of Hong Kong Benchmarks for Career and Life Development (HKBM)

Stephen CHIU¹, Yam Wing Stephen YIP², Wai Kai HOU³, Wei FANG⁴, Wai Sun Derek CHUN⁵

Abstract

In the Greater Bay Area (GBA), young individuals encounter increasingly intricate transitions from school to work, influenced by economic integration, technological advancements, and shifts in the labor market following the rise of artificial intelligence (AI). Secondary schools play a crucial role in equipping students through Career and Life Development (CLD) activities, yet many face challenges in implementing comprehensive programs. This study explores the correlation between the adoption of the Hong Kong Benchmarks for Career and Life Development HKBM at the school level under the CLAP@JC project, student participation in CLD activities, and their career readiness. Analyzing data from 50 secondary schools, the results indicate significant advancements in career readiness among students in HKBM schools. The adoption of HKBM not only directly enhanced career readiness but also did so indirectly by increasing participation in CLD activities. These findings emphasize the effectiveness of HKBM in promoting career readiness through a systemic, “whole-school” approach. The study provides valuable insights for policymakers and educators, highlighting the necessity of integrated CLD frameworks to better prepare students for the dynamic labor market in the GBA.

¹ Stephen CHIU, Department of Social Sciences and Policy Studies, The Education University of Hong Kong.

² Yam Wing Stephen YIP, Research Development Office, The Education University of Hong Kong.

³ Wai Kai HOU, Department of Psychology, The Education University of Hong Kong.

⁴ Wei FANG, Research Development Office, The Education University of Hong Kong.

⁵ Wai Sun Derek CHUN, Research Development Office, The Education University of Hong Kong.

SESSION THREE: HIGHER EDUCATION ACCESS AND LABOR MARKET OPPORTUNITIES

Balancing Scales: Higher Education as a Multi-Scalar Quasi-Public Good in the Greater Bay Area, China

Zhonghan WANG¹, Bingqin LI²

Abstract

Grounded in theories of internationalisation and regionalisation of higher education as a quasi-public good, this paper examines the evolving dynamic of higher education in the Greater Bay Area (GBA) amid global and regional transformations, particularly after COVID. Using a multi-scalar framework, it explores three key themes: the interplay between university development, international rankings, and regional goals; the alignment of universities' internationalisation and regionalisation strategies with local economic and social needs; and the dynamics between localised knowledge production, regional collaboration, and global knowledge dissemination. This analysis provides fresh insights into the expansion and governance of higher education in the GBA. We argue that, despite strong governmental backing, GBA universities face tensions similar to those encountered by Western institutions, such as balancing global competitiveness with local responsibilities, inherent to the quasi-public good nature of higher education. At the same time, GBA faced dual-regionalisation which poses extra challenges. The paper concludes with policy recommendations for aligning global ambitions with regional integration and local needs.

¹ Zhonghan WANG, School of Public Policy and Administration, Xi'an Jiaotong University.

² Bingqin LI, Social Policy Research Centre, University of New South Wales.

Bridging the Divide: Unraveling the Impact of Higher Education Expansion on Educational Income Inequality in Greater Bay Area

Yan CAO¹, Dongshu OU², Kenneth WONG³

Abstract

This study examines the dynamic relationship between higher education expansion and income inequality in Guangdong and Hong Kong, two regions with shared cultural and geographical proximity but distinct institutional contexts. This study employed a longitudinal dual-cases comparative analysis of Guangdong's rapid, policy-driven education expansion and Hong Kong's incremental, demand-driven higher education expansion. Using multi-source data (macroeconomic statistics, household surveys), the research reveals divergent impacts on income inequality. In Guangdong, rapid expansion led to wage compression, reducing the education premium for high-skilled workers by 54.7% due to market saturation and competition, while also elevating low-skilled wages through skill-upgrading. Conversely, Hong Kong's gradual expansion initially amplified education returns but eventually followed an inverted U-shaped trajectory, aligning with Knight and Sabot's theory of composition and wage compression effects. The study highlights the moderating role of institutions: Guangdong bypassed the composition phase due to policy intervention, while Hong Kong's alignment with labor market needs fostered nonlinear dynamics. Theoretically, the findings enrich Knight and Sabot's framework by emphasizing institutional context as a critical moderator, while practically informing policymakers in the Greater Bay Area to balance education equity with economic efficiency through targeted vocational programs in Guangdong and demand-driven reforms in Hong Kong.

¹ Yan CAO, School of Education (Teachers College), Guangzhou University.

² Dongshu OU, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

³ Kenneth WONG, Department of Education, Brown University.

A Study on Multidimensional Comparison of Salary Competitiveness in High School Teachers and its Effect: Based on the Analysis of Nine Cities in Guangdong Province, Greater Bay Area

Ping DU¹, Qian HE², Xutong SUN³, Jing YANG⁴

Abstract

Teachers' salary competitiveness plays a crucial role in attracting and retaining high-quality high school teachers, thereby significantly impacting the improvement of high school education quality and the promotion of human capital accumulation. This study focuses on nine cities in the Pearl River Delta region of the Guangdong-Hong Kong-Macao Greater Bay Area(the GBA-9M), conducting a multidimensional assessment of high school teachers' salary competitiveness, and explores its impact on the quality of teaching staff within the region as well as potential spillover effects on neighboring counties and cities. Results show that: (1) High school teachers' salaries in nine cities of the Pearl River Delta have a competitive edge across regional, international, and industry comparisons; (2) The salary competitiveness contributes to the improvement of regional teacher workforce qualifications and gender balance;(3) The significant salary differences between the core cities of the GBA-9M and surrounding counties may lead to an imbalance in the allocation of regional teacher resources. Based on these findings, the study recommends that Establish a well-structured per-student funding mechanism for high schools; And optimize the Three-Tier Fiscal Support System of“Provincial Guarantee-Municipal Coordination -County-Level Incentives”to ensure educational equity while stimulating regional development vitality etc.

¹ Ping DU, Faculty of Education, Beijing Normal University.

² Qian HE, Faculty of Education, Beijing Normal University.

³ Xutong SUN, Faculty of Education, Beijing Normal University.

⁴ Jing YANG, Faculty of Education, Beijing Normal University.

BRIEF INTRODUCTION OF SPEAKERS

Prof. Yan CAO

Bachelor in Business Administration (Nanjing University), Master of Management (Beijing Normal University), PHD in Education (The Chinese University of Hong Kong). *Dr. Cao* is an Associate Professor and Master's Supervisor at the Institute of Education Economics in Guangzhou University; Previously she has been visiting Scholar at the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong and had been worked in East China Normal University for ten years. With years of research experience in education economics and education finance, she is specialized in quantitative research methods, with a focus on global and Greater Bay Area education quality and income inequality, educational tracking and opportunity in China, and subject selection decisions under the new college entrance examination system. Her research has been supported by National Social Science Fund of China (NSSFC) and National Education Science Research Project. Her research outputs include over 30 articles published in SSCI and CSSCI journals such as *The Asia-Pacific Education Researcher*, *Peking University Education Review*, *Journal of East China Normal University (Educational Sciences)*, *Education Development Research*, and *China Higher Education Research*. Nearly 10 papers have been reprinted in full by *Xinhua Digest* and *Renmin University Copying Materials*. She has been Awarded the Second Prize for Outstanding Achievement in Philosophy and Social Sciences (Paper Category) at the 14th Shanghai Philosophy and Social Sciences Awards, and has been rewarded twice of the prize for the Outstanding Academic Achievement Award at the National Forum on Empirical Education Research.

Prof. Yongqin David CHEN

Dr. Yongqin David Chen is currently the Master of Muse College and a professor of the School of Humanities and Social Science at The Chinese University of Hong Kong (CUHK), Shenzhen. He is also a professor and former Chairman of the Department of Geography and Resource Management at CUHK. He has been featured every year in the Stanford University's World Top 2% Scientists' List and the Top Scientists by Research.com. He has been active in serving in various capacities in several universities, professional societies and government advisory committees at local, national, and international levels Department of Geography and Resource Management at CUHK. He has been featured every year in the Stanford University's World Top 2% Scientists' List and the Top Scientists by Research.com. He has been active in serving in various capacities in several universities, professional societies and government advisory committees at local, national, and international levels.

Prof. Wing Kai Stephen CHIU

Stephen Chiu is currently Chair Professor in Sociology, and Associate Dean (International Engagement) of the Faculty of Liberal Arts and Social Sciences, the Education University of Hong Kong. Prior to joining EdUHK, he was Professor in the Department of Sociology and Co-Director of the Institute of Asia-Pacific Studies in The Chinese University of Hong Kong (CUHK). Professor Chiu obtained his Bachelor and MPhil degrees at The University of Hong Kong, and his Master and Doctorate degrees from Princeton University.

He is an active researcher, experienced academic administrator and an enthusiastic teacher. He has produced voluminous publications containing co-authored books, book chapters, monographs and refereed journal articles. His research areas include the sociological studies of Hong Kong and East Asian development, social inequality, youth, social movement, film industry and sociology of traditional Chinese medicine. He has secured substantial externally funded competitive grants and attracted a number of commissioned projects funded by, among others, Central Policy Unit and Education Bureau.

Prof. Kun DAI

Dr. Kun Dai is an Assistant Professor at the Department of Educational Administration and Policy, The Chinese University of Hong Kong. His research interests include international and comparative education, transnational higher education, and education policy. Dr Dai's work has appeared in several international journals, such as *Higher Education*, *Studies in Higher Education*, *Journal of Studies in International Education*, *Higher Education Research & Development*, and *Assessment & Evaluation in Higher Education*. He also (co)authors five scholarly books.

Prof. Yun DAI

Dr. Dai is an Assistant Professor of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). Before joining CUHK, she served as a Postdoctoral Fellow in engineering education at the Viterbi School of Engineering, University of Southern California. Her work explores the evolving intersection of technology, education, and human development. She is particularly interested in developing innovative theoretical and methodological frameworks to address the challenges posed by technological advancements. Her current research focuses on (1) AI literacy and ethics, (2) human agency in AI-augmented environments, and (3) AI as an epistemic tool in engineering design. Her work on AI literacy earned recognition in 2023 as the Most Cited Article and Most Downloaded Article in the *Journal of Engineering Education*—the flagship publication of the American Society for Engineering Education. Beyond her academic work, Dr. Dai is committed to community outreach. Since 2022, she has led an AI education initiative, AI Literacy for All (AILFA), which provides accessible and inclusive AI education to underprivileged students in Hong Kong and Shenzhen. She is also an expert reviewer for AI curriculum development in cities such as Beijing and Shenzhen.

Prof. Ping DU

Ping Du currently serves as Professor in the College of Education Administration, Faculty of Education, Beijing Normal University. Her research areas include education economics, education finance and School Effectiveness Evaluation. She is the author/co-author of 5 edited books and 70 journal articles and book chapters, and have led over 10 research projects. Her research has been supported by National Education Science Research Project of China ,Bei Jing Social Science Fund and The United Nations Children's Fund etc. She is currently investigating the impact of school resources on the cognitive and non-cognitive development of high school students in Guangdong Province.

Ms. Maggie FOK

Maggie Fok is an academic researcher specializing in Labor Economics and Applied Econometrics. She earned a Master of Research in Economics from the University of Warwick and a Master of Philosophy in Economics from the Chinese University of Hong Kong. Her professional experience includes roles as a Research Assistant, as well as teaching positions as a Teaching Assistant and Lecturer in Hong Kong and the United Kingdom. Her current research investigates the impact of macroeconomic conditions and life shocks on academic performance and health.

Prof. Ronnel B. KING

Ronnel B. KING, PhD, SFHEA is an Associate Professor in the Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong. He is an educational psychologist interested in motivation, socio-emotional learning, and well-being. He is also passionate about using positive psychology and education interventions to help individuals and communities thrive. He has won numerous awards including the ‘Rising Star’ award by the Association for Psychological Science, the Michael Bond Early Career Award for Social Psychology by the Asian Association of Social Psychology, and the Highly Commended PhD Award by the International Self-concept Enhancement and Learning Facilitation (SELF) Research Centre. He is identified as a Highly Ranked Scholar, putting him at the top 0.05% (5 out of 10,000) in his field, a top 1% highly-cited author according to Clarivate Analytics, one of the Top 100 psychology researchers in Greater China, the most productive early career educational psychology researcher in Asia (Fong et al., 2022), and among the world’s top 2% most highly-cited researcher both in terms of lifetime and recent-year citations in the world according to Stanford University. Currently, he is Associate Editor of *The Asia-Pacific Education Researcher*, *Psychology in the Schools*, and the *British Journal of Educational Psychology*.

Principal Sandra Lee

Ms. Lee Yi Ying graduated from The Chinese University of Hong Kong, where she received her BA, MA, and MEd degrees. Having worked in the education sector for many years, Ms. Lee has successively served as the principal of two secondary schools. Currently, as the Head Principal of the Secondary, Primary, and Kindergarten Sections of Kowloon True Light School, Ms. Lee has dedicated herself to cultivating capable and virtuous talents who are bilingual and have a love for our country. Under her leadership, Kowloon True Light School has won numerous awards in recent years, including the Chief Executive's Award for Teaching Excellence and the Outstanding Teaching (Character Education) Awards. Committed to promoting art, literature, and reading, Ms. Lee has served as a consultant for the Hong Kong Book Fair for several years. Meanwhile, she has actively participated in regional and educational affairs. She has served as a member of several district committees and was the former chairperson of the Kowloon City District School Principals' Liaison Committee. Ms. Lee has been awarded a commendation certificate by the Home Affairs Bureau for her contributions to the sector. To further enhance the professional development of the industry, Ms. Lee has become the Chairperson of the Hong Kong Subsidized Secondary Schools Council and an instructor for training courses for aspiring principals. In recent years, she has been invited to serve as a member of the Curriculum Development Council of the Education Bureau, a member of the Quality Education Fund Steering Committee, a member of the Chief Executive's Award for Teaching Excellence Assessment Working Group, and a member of the Hong Kong Council on Smoking and Health. Additionally, she has been appointed as a fellow of the Academy for Educational Development and Innovation at The Education University of Hong Kong.

Prof. Bingqin LI

Bingqin Li is Professor at the Social Policy Research Centre, UNSW Sydney. She holds PhDs in Social Policy (LSE) and Economics (Nankai University) and has over two decades of academic experience across LSE, ANU, and UNSW. Her research focuses on social policy governance in China and Australia, with work on collaborative governance, CALD disability services, mental health equity, and aging. She has published over 99 peer-reviewed journal articles, 37 book chapters, and 15 policy reports. She serves on the Executive Boards of the Australian Social Policy Association and the Foundation for Australian Studies in China (FASIC) and is Chair of the East Asian Social Policy Research Network. She is an Associate Editor of *Urban Governance* and sits on the editorial or advisory boards of *Social Policy & Administration*, *Environment & Urbanisation*, *Housing Studies*, *Poverty and Social Justice*, and others. She is also a member of the Academic Committee of Volunteering Australia and advises the NSW Government on collaborative governance and gambling harm minimisation.

Prof. Ran LIU

Ran Liu is an Assistant Professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Her research examines gender disparities in STEM education and school-to-work linkages. More broadly, she utilizes national and cross-national student assessment and survey datasets to investigate educational inequality and stratification at the intersections of race, gender, class, and immigration status. She is also interested in integrating innovative data sources with existing national datasets to generate new insights in education research. Her recent work has been published in *Social Science Research*, *Educational Researcher*, *European Sociological Review*, *American Educational Research Journal*, and *Comparative Education Review*. Ran earned her Ph.D. in Sociology and a dual M.A. in Statistics from the University of Pennsylvania, and her B.S.Sc. in Sociology from the Chinese University of Hong Kong.

Prof. Oi Lam NG

Ng is an Associate Professor in the Department of Curriculum and Instruction at The Chinese University of Hong Kong, where she also serves as the Programme Coordinator for the Bachelor of Education in Mathematics and Mathematics Education (BMED) Programme. With a PhD in Mathematics Education from Simon Fraser University, her research focuses on technology-enhanced mathematics teaching and learning, constructionist learning and computational thinking education, and multimodality in mathematics discourse. Dr. Ng has led several funded projects exploring innovative pedagogies, including 'learning as Making' and supporting ethnic minority learners in technology-enhanced environments. She is a member of the editorial boards for several journals, including *Journal of Mathematical Behavior*, *Journal of Educational Computing Research*, and *Educational Studies in Mathematics*.

Prof. Dongshu OU

B. Econ. (Sun Yat-sen University), M.A., M.Phil., Ph.D.(Columbia University). *Dr. Ou* specializes in economics of education. Previously she has been visiting scholar at the University of Cambridge (2016/7) and is a Life Member of Clare Hall, University of Cambridge. She is Associate Director at the Hong Kong Institute of Educational Research and an Assembly Fellow at Chung Chi College. She is a trustee of the Yale-China Association and an advisor of Lingnan (University) College Board of Trustees. She also serves for Yale-China Education Committee, the Economics Steering Group of Worldwide Universities Network, the Global China Research Programme at CUHK, and is a Faculty Affiliate at the Centre for Population Research. Her two core areas of interest are the impact and consequences of educational reforms, and the interactions of human capital and immigrant integration. Her research has been supported by the British Academy, Hong Kong Research Grant Council, Tin Ka Ping Foundation and the Worldwide Universities Network. She has extensive research and consultancy experience on educational policy for major organizations including Centre for Economic Performance at the London School of Economics, UNICEF, the Ford Foundation, and New Visions for Public Schools. She teaches graduate and undergraduate courses on educational policy, education and development and educational finance.

Prof. Yi WANG

Dr. Wang Yi is an Assistant Professor at the University International College of the Macau University of Science and Technology. She obtained her PhD in Education from the University of Macau and subsequently served as a Research Coordinator at The Chinese University of Hong Kong. Her research interests encompass well-being, motivation, and the application of machine learning in large-scale educational assessments. Additionally, she is keen on integrating technology into educational practices.

Prof. Zhonghan WANG

Prof. Zhonghan Wang is an Assistant Professor at the School of Public Policy and Administration, Xi'an Jiaotong University, and a recipient of the university's Young Talent Support Program. He holds a PhD in Social Policy from Zhejiang University and was supported by the China Scholarship Council as a visiting scholar at the London School of Economics and Political Science (LSE). His research explores the challenges and responses of China's social policies in the context of social transformation. His interests include precarious labor and the gig economy, vocational education and educational stratification, and the globalization of higher education. He has published in the Oxford Review of Education and leading Chinese journals including Academic Research and Social Security Studies. Prof. Wang has participated in several research projects funded by UNICEF, the Asian Development Bank, and the British Academy. His policy recommendations have been adopted by national ministries and provincial legislatures in China. He is a member of the East Asian Social Policy Research Network and a reviewer for Journal of Chinese Governance and other peer-reviewed journals. He has been invited to present his research at LSE, Kyoto University, and the University of Johannesburg.

Prof. Kenneth K. WONG

Kenneth K. Wong is the Walter and Leonore Annenberg Chair of Education Policy and Director of the Urban Education Policy Program at Brown University. Professor Wong has conducted extensive research in education policy and school governance. He has authored or co-authored several books, including *Successful School and Educational Accountability*. His edited books include *Whole Child/Youth Development at the Center of Global Education Reform*. Professor Wong has frequently applied social science research to improve policy and practice. He was a key architect of the State of Rhode Island's school funding formula. He is an elected fellow of the National Academy of Public Administration in the U.S.

Dr. Chui Shan Tracy WU

Dr. Chui Shan Tracy Wu is an experienced School Development Officer and a member of the Executive Committee at QSIP. She is the Head of Communications and represents the team in liaising with partners and foundations for collaborations. She also takes part in overseeing the coordination of large-scale projects under QSIP. While serving at QSIP, Dr. Wu has worked with approximately 200 primary and secondary schools with diverse backgrounds, focusing on nurturing middle-level leaders and enhancing learning and teaching, particularly in the development of Personal, Social and Humanities Education. In recent years, Dr. Wu has assisted a significant number of schools in enhancing student support systems, Values Education, and parent education for student well-being, particularly in the areas of strengthening grade-level collaboration and class-ethos building, where she has achieved significant achievements. Dr. Wu initially obtained a Bachelor's degree in Economics and Finance. She later entered the field of education and acquired qualifications including a Postgraduate Diploma in Education, Master of Arts in School Improvement and Leadership, and a Doctorate in Education (Curriculum and Instruction). Before joining QSIP, Dr. Wu served as the Head of Social Studies Department and an Economics teacher at a secondary school. Over the past decade, she has been a writer of teaching materials for Life and Society and has conducted numerous training workshops for Economics teachers organised by the Curriculum Development Institute of the Education Bureau. Dr. Wu has also served as a member of the Incorporated Management Committee in a secondary school.

Mr. Raymond YEUNG

Raymond Yeung is a transformative figure in education and youth development, dedicated to preparing the next generation for a rapidly changing world. As the founder of FutureNow Data Technology Ltd., he has pioneered an international experiential learning platform that redefines how individuals acquire critical “softskills” such as public speaking, entrepreneurship, leadership, and character development. His mission is to bridge the gap between traditional education and the dynamic demands of the modern workplace, empowering youth to thrive in an ever-evolving environment. With over 20 years of senior executive experience at global giants like SAP and HP, Raymond amassed deep expertise in digital transformation, innovation, and business strategy. Known as a “Company Doctor,” he provided solutions for large organizations, gaining profound insights into the skills needed for success. These insights now fuel his passion for reshaping education. His corporate foundation powers his visionary approach, inspiring him to create learning experiences that are practical, impactful, and transformative. Beyond his professional achievements, Raymond is a fervent advocate for youth empowerment. As Chairman of the Central & Western District Youth Development Association and Vice President of the Cyberport Startups Alumni Association etc., he actively promotes entrepreneurship, innovation, and leadership among young people. These roles reflect his commitment to nurturing the next generation of changemakers and fostering resilience and creativity. At the heart of Raymond’s vision lies FutureNow, where he has developed flagship programs such as the InnoDream Journey and Youth Entrepreneur Mindset Workshops. These initiatives leverage cutting-edge technology to spark creativity, cultivate entrepreneurial thinking, and unlock personal potential. By making learning engaging and hands-on, FutureNow empowers participants to grow through real-world experiences, equipping them with the tools for success. Raymond’s philosophy is encapsulated in FutureNow’s slogan: “Play. Learn. Shine.” He believes learning should be an inspiring journey that ignites curiosity, fosters growth through practice, and allows individuals to shine in their unique ways. His vision goes beyond imparting knowledge—it’s about creating unforgettable experiences that unleash boundless potential. Through his leadership, Raymond Yeung is shaping a future where education serves as a catalyst for personal and professional success. His work inspires students, professionals, and communities to embrace change, pursue their dreams, and lead with purpose. As he continues to drive innovation in education, Raymond remains steadfast in his belief: every individual has the potential to shine, and through experiential learning, they can truly unleash their greatness.

Prof. Yu ZHANG

Dr. Yu ZHANG, Professor and Chair of School of Education, Tsinghua University. She also serves as the Vice Chairman of the Education Evaluation Professional Committee, Chinese Society of Educational Development Strategy, Executive Council Member of the Learning Sciences Branch, China Association of Higher Education, Deputy Director of the Capital Education High-Quality Development Policy Research Base, and the Program Chair of the "Brain, Neuroscience, and Education" Special Interest Group, American Educational Research Association (AERA). Her research focuses on learning sciences and future education, and educational economics, integrating cognitive neuroscience and artificial intelligence in interdisciplinary innovations. She has special interests in learning theories, educational paradigm innovation, and methodological advancements in education research.

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W-Fi Guest Account Information Slip

Wi-Fi Name (SSID) : CUguest

Identity : Conference Guests

User ID : gba2025

Password : forum@2025

How to Connect

1. Select **CUguest** from the list of available Wi-Fi networks on your device.
2. You will be prompted to sign in. Alternatively, visit any webpage to get the sign in prompt.
(CUHK homepage, www.cuhk.edu.hk, is viewable without sign in.)
3. Select your **identity** and enter **User ID/Password**, then click the **Login** button.
4. Enjoy. Remember to observe the terms and conditions below and do not use the Wi-Fi network for the exchange of sensitive or personal Information.

Google Map

Cheng Yu Tung Building, CUHK

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