

1 NO POVERTY



SDG 01

End poverty in all its forms everywhere

The Education University of Hong Kong (EdUHK) recognises that education is the cornerstone of social mobility and one of the most potent tools for eradicating poverty in all its forms. Our commitment to reducing poverty is embedded in a multi-pronged strategy that addresses both the immediate needs of students facing financial hardship and the long-term, systemic causes of intergenerational poverty within our community.



14

7



14

FWCI:1.72



732
participants



3
events

Developing a Critical Understanding of Global Challenges

The University equips students with a global perspective on sustainable development through dedicated courses such as '**Economic Growth and Sustainable Livelihood in China**'. This undergraduate module offers a comprehensive analysis of the nation's development, examining its rapid economic growth alongside associated social challenges and environmental impacts. Furthermore, it provides critical insights into the complex relationship between poverty and historical and contemporary development processes, placing China's experience within a global context.

Research Spotlight: Leveraging Big Data to Enhance Anti-Poverty Governance

Research undertaken at the University has examined how big data technologies can be deployed to overcome endemic challenges in poverty alleviation programmes, such as corruption and information asymmetry. The study's findings highlight the critical role of an 'information commons'—a shared data resource accessible to all policy stakeholders—as a key mechanism for improving outcomes. This innovative approach creates a platform that translates raw data into policy-relevant information and, ultimately, into actionable knowledge. The research demonstrated that this process significantly enhances bureaucratic competence by improving the accuracy of policy implementation and the efficiency of coordination between different agencies. Furthermore, it strengthens accountability by making it easier to investigate and prevent corruption. The conclusions were drawn from extensive field interviews in a Chinese province that has pioneered the country's first big data platform for monitoring anti-poverty policies, illustrating the profound importance of the data-information-knowledge chain in advancing effective governance for poverty reduction.

Source: Zhu, J., Xiao, H., & Wu, B. (2024). From big data to higher bureaucratic capacity: Poverty alleviation in China. *Public Administration*, 102(1), 61–78.

Promoting a Culture of Reuse and Resource Sharing



In partnership with local non-governmental organisations, the University hosts a regular programme of on-campus events that encourage a circular economy. These initiatives provide opportunities for students, staff, and the wider campus community to donate and exchange pre-loved items, such as books and clothing. This fosters a strong sense of community and promotes sustainability by encouraging reuse, while also improving access to resources for those in need.

Enhancing Social Mobility through Language Education

The Hong Kong Special Administrative Region of the People's Republic of China (HKSAR) is home to a rapidly growing and diverse population, with many residents from various cultural backgrounds now into their second or third generation. As this population expands, their empowerment and integration have become a key societal priority, particularly as the average annual growth rate of poverty for ethnic minorities has been significantly higher than for the whole population. For many, Chinese language proficiency presents a major barrier to social inclusion, as well as to academic and career progression, highlighting the critical need for effective language support from an early age.

In response, the University, through its Centre for Child and Family Science, is playing a leading role in this area. The 'C-for-Chinese@JC' project, led by Professor Kevin Kien Hoa Chung and funded by the Hong Kong Jockey Club Charities Trust, is a collaborative initiative designed to foster a culturally responsive and inclusive educational environment for kindergarten pupils. The project works with partner universities and non-governmental organisations to implement its unique 'home-school-community' model.

This model aims to enhance the Chinese language proficiency of non-Chinese speaking (NCS) students while simultaneously improving the social competence of their Chinese peers. Building on its initial success, the project's second phase began in 2022, introducing a set of 'Culturally Responsive Education Benchmarks'. This practical framework seeks to improve language and social-emotional skills for all children, smoothing their transition to primary education. By 2026, the project aims to have supported 42,000 kindergarten students, making a significant and lasting contribution to social integration.



1 NO POVERTY



Ensuring Access to Digital Learning Tools

To foster an inclusive learning environment, the University is committed to eliminating technological barriers that may hinder academic progress. Through our Centre for Learning, Teaching and Technology and the Office of the Chief Information Officer, the University offers a free and accessible loan service for essential digital devices. This service provides students with equipment such as laptops and tablets, ensuring that all learners, regardless of their economic background, can fully participate in online and technology-enhanced learning activities. By providing the necessary hardware, this initiative directly supports students and promotes the digital literacy that is vital for modern education.

Pioneering AI-Powered Tutoring Support



To bridge educational attainment gaps, the University has developed an innovative AI-driven tutoring application specifically designed to support pupils from low-income families. This initiative, developed in collaboration with partners and launched in 2024, provides personalised learning assistance, interactive exercises, and tailored feedback. The system, known as AceiTeach, features a question bank of over 10,000 items and uses AI to generate new questions based on a student's performance, allowing them to learn at their own pace and build academic confidence. This application aims to provide sustainable and high-quality educational resources, making a significant social impact by addressing the specific needs of underprivileged students in Hong Kong, China.

Ensuring Equal Access through Comprehensive Financial Support

Our foremost commitment is to ensure that financial hardship is never a barrier to accessing or succeeding in higher education. We provide a comprehensive suite of financial aid, actively assisting students in applying for government funding and offering a wide range of University-administered bursaries and loans as follows:

- **Government Grants and Loans:** The university actively assists students in applying for government schemes such as the Tertiary Student Finance Scheme – Publicly-funded Programmes.
- **University Bursaries and Loans:** A wide range of bursaries and loans are administered directly by the University to assist students facing financial challenges. This support is tailored to specific needs, with dedicated bursaries available for general living costs, hall residence, language immersion programmes, and for students with special educational needs.
- **Emergency Financial Assistance:** For students who encounter sudden and unforeseen financial difficulties, emergency grants and loans are available for application throughout the academic year, providing a crucial safety net.
- **Special Support Bursary:** A dedicated bursary is also in place to provide targeted support for students experiencing exceptional personal or family-related hardship.

2 ZERO HUNGER



SDG 02

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

The Education University of Hong Kong is deeply committed to addressing the complex challenges of food security, nutrition, and sustainable food production. Through a multi-pronged strategy that integrates education, innovative research, and hands-on community engagement, the University is contributing to the development of resilient and equitable food systems in the Hong Kong Special Administrative Region of the People's Republic of China (HKSAR) and beyond.

Understanding the Human Dimensions of Sustainability

The Department of Social Sciences and Policy Studies advances the University's sustainability mission by examining the critical intersections of society, policy, and the environment. The introductory course on Cultural and Human Geography investigates the processes and spatial patterns that underlie resource utilisation and cultural diversity in a globalising world. It places particular emphasis on how socio-economic activities, such as agriculture and food systems, impact the environment. The course explores pathways to improve food security, promote sustainable farming practices, and ensure responsible resource management, aligning directly with the United Nations' Sustainable Development Goals.

The Department's commitment is further demonstrated through its active research agenda. Faculty members and post-doctoral fellows are engaged in studies that address critical sustainability challenges. Recent research includes a quantitative analysis of government agricultural spending and its direct impact on food security and productivity in developing nations. Another significant study investigated microplastic contamination in packaged beverages in Hong Kong, China, raising public awareness and informing policy discussions on food safety and packaging standards. This research enriches the curriculum and ensures students are engaged with contemporary, real-world sustainability issues, empowering them with the critical awareness needed to contribute to a more sustainable future.



Courses

11

4



Researchers



Research Outputs

22

FWCI:1.26

740
participants



Outreach

4
events



Experiencing Ecological Sustainability in a Metropolitan City

The on-campus Eco-Garden, established in 2016, serves as a cornerstone of the University's commitment to sustainability education, providing a practical platform to demonstrate essential concepts of ecological sustainability. This Eco-Garden, which includes organic farmland, ecological ponds, a constructed wetland, and aquaponics systems, offers students vital experiential learning opportunities. The design of the Eco-Garden has been recognised for its energy-saving features, recycling and re-use of resources, and biodiversity conservation.



A key initiative, the "**Eco-Garden Farmer and Biodiversity Surveyor**" programme, recruits around 30 students and staff annually for specialised training in organic farming, biodiversity surveying, and environmental research. Participants engage in hands-on activities, from cultivating crops to conducting ecological tours for local schools, allowing them to witness firsthand the interaction between living organisms and their environment. This immersive experience fosters a profound connection with nature and equips students with practical skills. As one student reflected, the programme boosted their self-confidence and provided new avenues for personal development. Another noted that it nurtured a sense of belonging to the university.

Building on these experiences, students collaborate to create educational materials that promote a deeper understanding of sustainable agricultural practices. This work is complemented by the Department's wider research, such as a project focused on recycling food and yard waste into high-quality compost on Lantau Island to enhance soil fertility and support local agriculture. Through this embedded, reflective approach, students and researchers alike explore the roles of various stakeholders in fostering ecological sustainability within a metropolitan context.



Pioneering Urban Food Futures: Integrating Technology and Care in High-Tech Urban Farming

In response to the escalating challenges of climate change, urbanisation, and population growth, ensuring a sustainable and secure food supply for Hong Kong is a critical priority. The University is at the forefront of addressing this challenge through pioneering research in high-tech urban agriculture. This work not only explores technological solutions but also emphasises the vital role of care in creating equitable and resilient urban food systems.

A key project, "**Situating Care in Sustainable High-technological Urban Farming**," led by Dr Wang, Ying Jamie of the Department of Literature and Cultural Studies, moves beyond a purely agrotechnological perspective. Framed within the interdisciplinary field of Environmental Humanities, the research brings social and cultural insights into dialogue with agrotechnology and environmental science. It investigates emerging high-technology farming landscapes in Hong Kong, China, which often include hydroponic or aquaponic practices, the use of LED lighting, and controlled-environment automation.

Along with examining how such technologies may offer a potential pathway to climate-resilient local food sources, this project uniquely focuses on how "care" is practised and understood within these systems. Using qualitative methods such as site visits and interviews, the research explores how a critical "care ecology" can be developed. This innovative approach aims to ensure that technological advancements in urban farming lead to equitable access to nutritious food, enhance the resilience of the city's food systems, and support local communities.

The insights generated will provide a critical social and cultural understanding of high-tech urban farming, strengthening Hong Kong's capacity to expand these practices sustainably. This research directly addresses the core challenges of making cities sustainable, food security and resource efficiency, aligning with the United Nations' Sustainable Development Goal of Sustainable Cities and Communities, and ending hunger and ensuring access to safe and sufficient food for all.



An AI-generated image using DALL-E 3: futuristic indoor controlled farming



Low-Carbon Cultural Exploration: The Food Tasting Tour

In addition to its core operational responsibilities, the EdUHK Estates Office organises cultural activities that promote sustainability and community connection. A popular example is the "Low-CO₂ Food Tasting Tour," which offers staff and students an opportunity to explore the diverse culinary traditions within local neighbourhoods. These tours are designed to be low-carbon by encouraging walking and the patronage of local, family-run eateries, thereby reducing the environmental footprint associated with travel and large-scale food production.

The tours serve as engaging platforms for cultural exchange, allowing participants to learn about different cuisines, the histories behind them, and the social practices tied to food in Hong Kong, China. By highlighting local establishments, traditional recipes, and community stories, these events foster a greater understanding and appreciation of cultural diversity.



Closing the Loop: Food Waste Reduction and Repurposing



EdUHK actively promotes sustainable consumption and production through robust initiatives focused on food waste. The University conducts comprehensive waste audits across its campus facilities, including pantries and restaurants, to identify the primary sources and quantities of food waste. The insights gained from these audits are crucial for developing targeted strategies to reduce waste at its source, encouraging more efficient food management, and minimising our environmental impact.

Complementing these prevention efforts, the campus implements systematic food waste collection programmes. Through these schemes, surplus or uneaten food is gathered and repurposed rather than being sent to landfill. These efforts not only divert significant amounts of waste but also support wider community needs by enabling the redistribution of edible food to those in need. Together, these initiatives foster a campus-wide culture of sustainability and social responsibility, demonstrating a practical commitment to creating a circular economy.



3 GOOD HEALTH AND WELL-BEING



SDG 03

Ensure healthy lives and promote well-being for all at all ages

The Education University of Hong Kong is dedicated to promoting good health and well-being through its comprehensive approach to education, research, campus life, and community engagement. Our initiatives are designed to address the physical, mental, and social dimensions of health, nurturing a resilient and thriving community both within and beyond the University.



197

110



Researchers



Research Outputs

215

FWCI:1.79

11,481
participants



Outreach

60
events

Advancing Mental Health, Positive Psychology, and Scientific Innovation

Recent efforts have concentrated on understanding and managing stress arising from traumatic or crisis events. Educational programmes now emphasise recognising post-crisis stress and equipping individuals with coping strategies to address mental health challenges effectively. These initiatives seek to enhance resilience and support psychological recovery in affected populations.

In addition, there has been increasing focus on positive psychology, which investigates the scientific study of human strengths and well-being. This approach promotes fostering positive emotions, engagement, and meaningful relationships, thereby contributing to improved mental health and life satisfaction across communities.



Regarding educational advancements, the University recently hosted its inaugural series of workshops centred on functional near-infrared spectroscopy (fNIRS). This cutting-edge technology enables researchers and practitioners to gain deeper insights into brain activity associated with cognitive and emotional processes, supporting progress in neuroscience and mental health research.

Furthermore, Professor So Kwok-fai, a distinguished figure in ophthalmology, was appointed as a prestigious Honorary Professor at EdUHK. His appointment marks a strengthening of scientific and research collaborations, with a focus on youth education and health. As part of the university's scientific and research initiatives aimed at young learners, this partnership aspires to advance health sciences and inspire future generations.

Pioneering Research in Health and Well-being

Recent studies emphasise the multifaceted nature of health and well-being in the context of global challenges. Dr. Kwok Kuen Tsang's studies explore the emotional labour undertaken by teachers during the COVID-19 pandemic, highlighting how the emotional demands placed on educators can lead to stress and burnout, thereby impacting mental health. Supporting teachers' psychological well-being is vital for fostering healthy educational environments and, by extension, community health.

Concurrently, environmental research by Prof Ming Hung Wong underscores the serious health risks posed by heavy metal contamination in soils surrounding coal power plants. Such pollution not only damages ecosystems but also poses significant health threats to local populations, including neurological and respiratory diseases. Addressing these environmental hazards is essential for safeguarding public health.

Furthermore, Dr. Huinan Liu's research provides evidence that disruptions to daily routines during the pandemic are strongly linked to increased psychiatric symptoms across diverse populations worldwide. Maintaining routines and social connections can help mitigate these mental health challenges, highlighting the importance of accessible mental health support during crises. Complementing these findings, the EdUHK research team has initiated programmes in Sri Lanka to promote awareness about indoor air quality. Improving indoor environments through education can prevent respiratory illnesses and enhance overall health, especially in regions reliant on polluting fuels.

Source:

1 Tsang, K. K., & Wu, H. (2022). Emotional labour as alienated labour versus self-actualized labour in teaching: Implications of the outbreak of the COVID-19 pandemic for the debate. *Educational Philosophy and Theory*, 57(4), 297–301.

2 Kravchenko, E., Minkina, T., Mandzhieva, S., Bauer, T., Lacynnik, E., Wong, M. H., & Nazarenko, O. (2025). Ecological and health risk assessments of heavy metal contamination in soils surrounding a coal power plant. *Journal of Hazardous Materials*, 484, Article 136751.

3 Liu, H., Tao, T.J., Chan, S.K.Y. et al. Daily routine disruptions and psychiatric symptoms amid COVID-19: a systematic review and meta-analysis of data from 0.9 million individuals in 32 countries. *BMC Med* 22, 49 (2024).

The Integrated Centre for Wellbeing (I-WELL)

The **Integrated Centre for Wellbeing (I-WELL)** at EdUHK functions as a comprehensive resource hub dedicated to promoting holistic health among students, staff, and the wider community. It offers a wide range of programmes, workshops, and support services aimed at enhancing physical health, mental resilience, and emotional well-being. I-WELL collaborates with various departments and external partners to develop innovative initiatives that address diverse health needs, including stress management, healthy lifestyles, and mental health awareness. By fostering an environment that prioritizes well-being, I-WELL plays a pivotal role in embedding health promotion into the university's culture, ensuring healthy lives and promoting well-being for all.



Fostering Wellbeing, Inclusivity, and Gratitude

The inaugural **‘Caring for Life’ Day**, held as part of EdUHK’s 30th Anniversary, brought together management, faculty, staff, and community partners for a day of celebration, collaboration, and appreciation on 2 February 2024. The event highlighted the importance of values education, a supportive working environment, and the University’s commitment to a pet-friendly campus. Activities ranged from traditional Chinese New Year workshops and calligraphy demonstrations to sporting activities and a pet fun fair, engaging all staff in festivities that underscored the University’s people-oriented ethos and focus on holistic health.



Building on this momentum, EdUHK hosted the second **‘Caring for Life and Wellness’ Carnival** on 18 February 2025, further reinforcing the importance of mental and physical wellbeing, balanced lifestyles, and positive energy. The Carnival featured performances, workshops, sporting sessions with elite alumni, and dedicated zones for pet companionship, strengthening a culture of care, inclusivity, and joy on campus.



Further, the Wellness Expo held at the Tai Po campus introduced staff and faculty to occupational wellness, preventive health, and digital fitness tools. The **‘Go Further Go Together’ Pilot Programme**, launched at the Expo, underlines EdUHK’s deep investment in continuous improvement of workplace wellbeing through regular events and wellness initiatives for staff and faculty alike.



Promoting a Supportive and Healthy Campus Environment

The University provides extensive support for student well-being through the Student Affairs Office, which offers free and confidential psychological counselling services to help students navigate personal, academic, and emotional challenges. A wide array of mental wellness programmes, including the Psychological Wellness Festival, Mental Health First Aid training, and peer caring workshops, are organised throughout the year to equip students with practical strategies for maintaining their mental health and supporting their peers.



The **Tutoring and Counselling Programme** is a dedicated initiative aimed at supporting students experiencing mental health challenges. The programme offers personalised academic tutoring alongside professional counselling services, ensuring students receive comprehensive support tailored to their individual needs. By fostering a caring and understanding environment, the initiative seeks to enhance students' emotional well-being, resilience, and overall academic performance. It also aims to raise awareness about mental health issues within the university community, reduce stigma, and promote early intervention. Through these efforts, EdUHK demonstrates a strong commitment to safeguarding students' mental health and creating a supportive campus atmosphere conducive to both personal and academic growth.

The **Positive Education Festival 2025**, themed '**Embrace Gratitude, Embrace Life**', was another major initiative supporting sustainability through positive psychology and values education. Over 470 primary students and 400 university participants engaged in immersive workshops, seminars, and activities focused on gratitude, positive emotions, values, and character strengths. These initiatives, co-organised by students and educators, have helped embed gratitude and wellbeing into the daily lives of EdUHK's community and the broader public.



SDG Living Laboratory @ Tai-po – Community Well-being

The **EdUHK SDG Living Laboratory @ Tai-po – Community Well-being** project integrates interdisciplinary academic research, knowledge transfer, and community collaboration to provide comprehensive health support for older adults. This initiative highlights EdUHK's commitment to sustainable development, focusing on promoting health and well-being among the elderly population in the Tai Po community where the university is located. Over the past year, it has delivered various physical activity workshops attended by nearly 300 elders, conducted free cognitive screenings using the Hong Kong, China version of the Montreal Cognitive Assessment (HK-MoCA) for nearly 1,000 seniors, and organised the One-Day Student Experiential Programme to reconnect elders with campus life.



The project's success relies on extensive partnerships with 12 district councillors, nine care teams, and five community organisations, reflecting a collaborative effort to foster a friendly and healthy community environment. Through sustained engagement, EdUHK aims to promote well-being, support active ageing, and contribute to the sustainable development goals within the Tai Po community and beyond.



Promoting Healthy Ageing and Well-being

The University continues to advance its commitment to physical and psychological well-being among older adults through its strong focus on light volleyball (LVB). Supported by the Research Impact Fund, a recent research project has demonstrated that LVB significantly enhances lower-body strength, agility, and dynamic balance. This evidence underpins the growing popularity of LVB as an effective exercise modality for healthy ageing.

To date, the project has successfully trained over 300 LVB instructors, organised numerous classes, and hosted competitions across Chinese Mainland and Hong Kong. A highlight of these efforts was the first International Light Volleyball Competition for Older Adults, held on 18 and 19 July 2025 at EdUHK's Tai Po Campus. The event welcomed 12 teams and more than 120 participants, aged between 55 and 72, representing Australia, Japan, Malaysia, Chinese Mainland, Hong Kong, and other regions, showcasing the sport's wide-reaching appeal and international impact.



Advancing Physical Education and Sporting Culture

The University continues to champion sustainable education by integrating physical wellbeing, sporting culture, and community engagement into its core programmes and outreach initiatives. In July 2025, EdUHK inaugurated the **‘EdUHK Ping Pong @ School Education Programme’**, led by Olympic medallist Miss Lee Ho-ching. This initiative aims to benefit 1,000 local primary students by offering accessible, interactive table tennis education. Through partnerships with professional athletes, the Hong Kong Table Tennis Association, and the Education Bureau, the programme promotes not only physical activity but also fosters unity, perseverance, and self-confidence among young learners.

Alongside this, EdUHK recently conferred an Honorary Professorship upon Dr Shen Jinkang, the former head coach of the Hong Kong Cycling Team, acknowledging his significant contributions to the development of sports, particularly cycling. This recognition coincided with a new Memorandum of Understanding with the Cycling Association of Hong Kong (CAHK), under which EdUHK will enhance cycling education, introduce a ‘Train the Trainer’ programme, and expand internship opportunities for sports science students. These collaborative efforts aim to cultivate safe cycling habits, popularise the sport, and provide students with practical and research-focused learning experiences.



4 QUALITY EDUCATION



SDG 04

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

As Hong Kong's leading institution for teacher education, the Education University of Hong Kong has been recognised for its commitment to professionalism in education and educational research. Our mission is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This is achieved through a steadfast commitment to nurturing outstanding and caring educators, advancing pedagogical innovation through research, and fostering an educational environment that is accessible, technologically advanced, and responsive to the needs of a changing world.



382

176



Researchers



370

FWCI:2.61

1,999
participants



Outreach

23
events

Fostering a Sustainable Future Through Inclusive and Targeted Education

The University demonstrates a profound commitment to sustainability, deeply embedding its principles into the core of its academic offerings. This is prominently showcased through specialised programmes and courses designed to equip future educators and professionals with the knowledge and skills to address global challenges.

A cornerstone of this commitment is the Minor in Inclusive Education, which directly addresses the diverse learning needs of students with special educational needs (SEN). This programme is designed to translate the ethos of inclusive education into practical classroom strategies, whole-school programmes, and policy implementation. The curriculum provides a pathway for graduates to pursue careers in both general and special education settings and meets a growing community demand for professionals trained in special education.

Further reinforcing its dedication to global sustainability, EdUHK offers a comprehensive undergraduate course titled **"The Sustainable Development Goals and Education"**. This course provides a critical examination of the 17 SDGs, with a particular focus on SDG 4, which advocates for inclusive and equitable quality education for all. It explores the pivotal role of education in tackling pressing global issues such as poverty, inequality, climate change, and environmental degradation. The course moves beyond a narrow focus on economic progress to embrace a more humanistic and holistic vision of development. Students are encouraged to consider education's impact on personal development, social and cultural advancement, national progress, and global cooperation, including fostering intercultural tolerance and planetary stewardship.



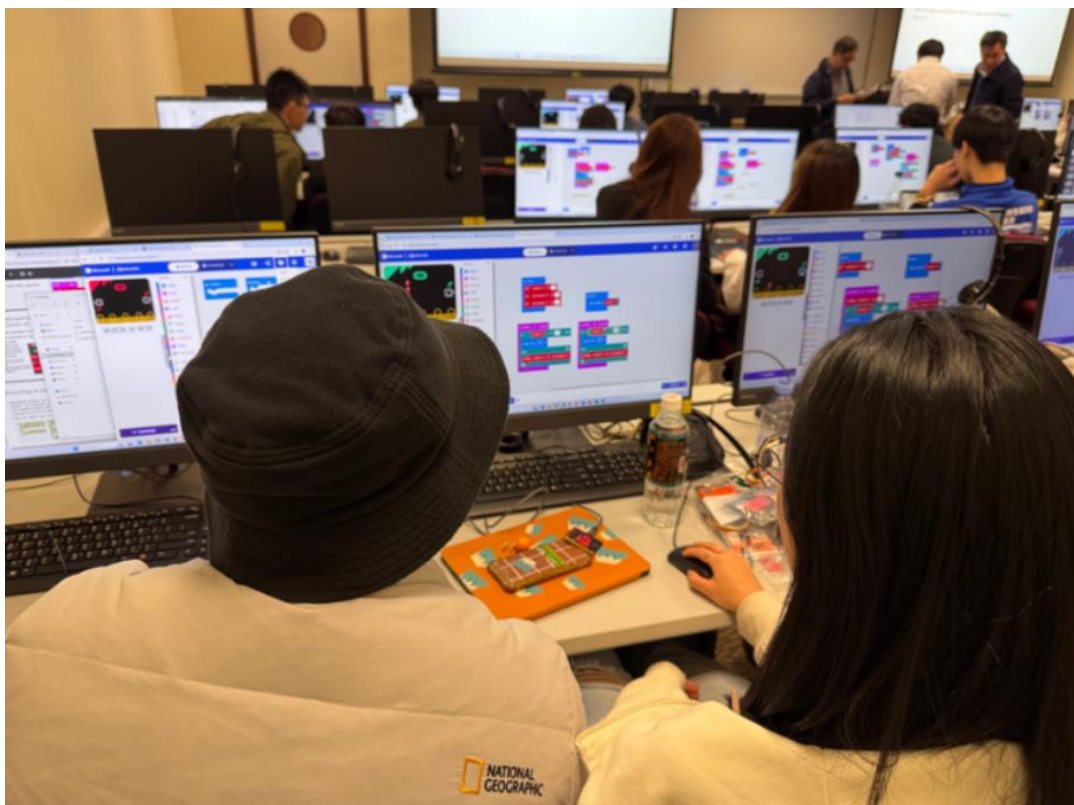
Integrating Technology and Digital Citizenship for a Sustainable Future

Through targeted undergraduate courses, the University is embedding critical competencies in technological innovation and responsible digital citizenship. This strategic focus ensures that graduates are equipped not only with technical skills but also with the ethical framework to apply them for the betterment of society.

A key component of this strategy is the "**Designing STEM Activities with Integrated Sciences and Technology**" course, which empowers students to become innovators and problem-solvers.

The course provides extensive hands-on opportunities with modern technologies such as coding, 3D printing, and data visualisation, encouraging students to devise solutions for real-world challenges. By fostering these practical skills, the course prepares students to contribute to industries of the future. This approach to STEM education is crucial for developing the creative and analytical capacities needed to tackle pressing global issues.

Complementing this focus on technological creation is the "**Digital Literacy for Future Citizenship**" course, which addresses the human and societal dimensions of our digital world. This programme develops students' abilities to find, evaluate, create, and communicate information responsibly using digital technologies. It moves beyond technical proficiency to critically examine issues such as digital rights, online security, and the ethical use of information, which is vital for preventing misinformation and cyberbullying. By integrating advanced technological training with a deep-seated understanding of ethical digital citizenship, the University is cultivating well-rounded leaders. These graduates are prepared to drive innovation and promote a safe, equitable, and sustainable digital environment for all.



Enhancing Educational Quality Through Research in Teacher Development and Cultural Identity

The University demonstrates its steadfast commitment not only through its teaching programmes but also through impactful, globally-recognised research that seeks to enhance the quality and equity of education. By investigating critical areas such as teacher preparedness and the role of arts in cultural identity, the University's scholars are generating vital knowledge to inform policy and practice. This research underscores the foundational elements of quality education: well-prepared educators and learning experiences that are holistic and culturally responsive.

A significant contribution from EdUHK researchers addresses a worldwide challenge in early childhood education (ECE): the inadequate preparation of teachers in music education. A position paper co-authored by scholars from EdUHK's Department of Early Childhood Education highlights that most countries fail to sufficiently train ECE teachers to meet the music-related expectations of modern curricula, which can negatively affect young children's development. The research summarises teachers' learning needs and proposes a series of sustainable, low-cost, and scalable strategies to strengthen teacher education in this key area.

Furthering the University's contribution to a holistic and inclusive education, another study involving an EdUHK researcher explores how participation in a traditional Chinese orchestra can shape the cultural identity of primary school students. This line of inquiry is crucial as it delves into how arts education can foster personal and emotional development, creativity, and a deeper connection to cultural heritage. Understanding these dynamics is essential for creating learning environments that are not only academically rigorous but also enriching and affirming of students' identities. The research also highlights the importance of student-centred, adaptive pedagogical methods that enhance engagement and creativity.



Figure 2. The school's physical environment.

Source: Guan, T., Liu, J., & Luo, N. (2025). Exploring the changes in cultural identity of primary school students in a Chinese orchestra. *International Journal of Music Education*, 43(1), 22–38

Pioneering Teacher Development in the Age of Artificial Intelligence

The University is at the vanguard of educational innovation, conducting pioneering research into the integration of Artificial Intelligence (AI) to enhance teaching quality and professional development. A systematic review led by the University's scholars provides critical insights into how AI technologies are reshaping the educational landscape. This research is fundamental to ensuring that as educational tools evolve, the teachers who use them are adequately prepared, supported, and empowered to deliver high-quality, equitable, and effective learning experiences.

The comprehensive review synthesises global research on AI's role in both classroom teaching and the continuous professional growth of educators. It identifies a significant gap in the existing literature, noting that while 65% of studies focus on the application of AI for student learning—such as through AI-driven assessment systems and immersive technologies—only 35% explore AI's potential to support teachers' own development. This finding highlights a critical need, which EdUHK is actively addressing, to focus on the professional development requirements of educators as they integrate these complex technologies into their practice. By examining the benefits and challenges of AI, the review offers a crucial roadmap for the effective and ethical implementation of AI tools, ensuring they support personalised learning and improve instructional strategies.

The study emphasises that for AI to be a true catalyst for educational innovation, its implementation must be balanced, considering not just the impact on student learning but also the essential need to support and train teachers. Through this forward-thinking research, EdUHK is helping to build a future where technology and pedagogy are seamlessly integrated to create inclusive and high-quality learning environments for all.



Elements and factors influencing teacher professional development in AI technology.



Leadership in Regional Educational Innovation and Lifelong Learning

The UNESCO Chair at EdUHK plays a vital role in the UNITWIN/UNESCO Chairs Programme, advancing the United Nations Sustainable Development Goals (SDGs) through global university partnerships. Under the leadership of Professor John Lee Chi-Kin, the University's president and a highly cited expert in curriculum and environmental education, EdUHK drives major educational and social projects across Chinese Mainland, Hong Kong, and internationally, reinforcing its commitment to lifelong learning and regional development.

EdUHK's strategic collaborations with Peking University (PKU) and the UNESCO Institute for Information Technologies in Education (UNESCO IITE) have been central to fostering innovation in learning and sustainable educational practices. This partnership has pioneered a series of forums on learning innovations and emerging technologies, providing a dynamic platform for educators, researchers, and policymakers to exchange knowledge and explore digital and AI-driven advances transforming education.

The ongoing forum series, hosted at EdUHK and beyond, highlights the University's role as a regional leader in educational innovation. It emphasises the importance of technology integration, regional cooperation, and capacity building to create resilient, inclusive, and adaptive education ecosystems. These initiatives demonstrate EdUHK's dedication to supporting learners of all ages in navigating the challenges and opportunities of the digital era.



Driving Educational Innovation and Professional Development Through Technology



The University is at the forefront of educational innovation, leveraging artificial intelligence (AI), entrepreneurship, and research to transform teaching and learning while promoting social equity. Central to this vision is the Artificial Intelligence Research and Education Alliance (AIREA), which fosters collaboration among academia, educators, and industry to create AI-driven solutions that enrich educational experiences.

Alongside AI initiatives, EdUHK has established the Centre for Entrepreneurship and Research to cultivate innovation and social impact. This centre supports projects aimed at economic growth and community development, demonstrating EdUHK's commitment to driving societal progress through research and enterprise.



To enhance educational leadership, the university launched the Principals and Teachers Synergistic Innovation Training Centre, which offers specialised training for Hong Kong's school principals and teachers. This centre focuses on nurturing innovative leadership and teaching methods aligned with modern educational demands.

Through these initiatives, EdUHK continues to lead in integrating technology into education, fostering innovation, and ensuring inclusive access to quality learning opportunities for all students.



Strengthening Global Educational Partnerships

The University is forging robust international partnerships that enhance educational quality and foster intercultural understanding. Through strategic collaborations with institutions in Kazakhstan, a key nation in the Belt and Road Initiative, EdUHK is creating impactful opportunities for academic exchange, joint research, and teacher development, thereby contributing to the global education landscape.

A pivotal moment in this partnership was the **"Hong Kong Meets Kazakhstan: A Humanities Cultural Crossroads within the Belt & Road"** event hosted by EdUHK's Faculty of Humanities. This flagship event served as a dynamic platform for academic and cultural exchange, bringing together approximately 100 participants in Hong Kong, China and 80 online from Kazakhstan. The forum featured keynote speeches and discussions on diverse topics such as multilingual education, literature, and media studies, fostering a deeper mutual understanding and laying the groundwork for future joint research and academic partnerships.

Building on this foundation of mutual respect and academic curiosity, EdUHK has entered a landmark collaboration with Abai Kazakh National Pedagogical University (Abai KazNPU) and the Kazakh National Women's Teacher Training University (KNWTTU) to establish the EdUHK-Kazakh Academy of Education. Inaugurated in February 2025, the Academy represents a new era of educational cooperation. It will facilitate academic exchange and joint projects in crucial areas including artificial intelligence in education, inclusive education, educational leadership, and assessment. This initiative directly supports the enhancement of teacher quality and educational standards, with Mr Sayasat Nurbek, the Minister of Science and Higher Education of the Republic of Kazakhstan, describing the Academy as beneficial for raising academic standards in both regions.



Innovating Curriculum Design to Foster Scientific Literacy and Creativity

By creating accessible, engaging, and comprehensive learning frameworks in Science and STEM, the University is empowering both teachers and students, ensuring the delivery of high-quality, equitable, and future-focused education. A prime example of this commitment is the **"SWEETIE blended STEM curriculum,"** developed by Dr Peter Wan Zhihong from the Department of Curriculum and Instruction. Showcased at the Learning and Teaching Expo 2024, this engineering design-driven curriculum systematically nurtures student creativity by structuring activities around the four stages of the Industrial Revolution. The SWEETIE methodology guides students through a process of situational introduction, wondering, envisioning, exploration, thinking-back, innovation, and extension. Already implemented in over 60 schools, the programme has been lauded for its systematic approach and its practical, blended learning model that significantly lowers the barrier for teachers to deliver effective STEM education, requiring just two hours of training. The curriculum's success was recognised by the Secretary for Education, Dr Choi Yuk-lin, who praised its potential for widespread promotion.

Further demonstrating its leadership in curriculum development, EdUHK's Department of Curriculum and Instruction has launched a pioneering science curriculum for senior primary students, titled **'From Arctic Exploration to Marine Ecological Sustainable Development and Global Citizenship'** (ESDGC14). Spearheaded by Dr Margaret Ng Cheuk-wing, this initiative is designed to prepare schools for the Education Bureau's new science curriculum framework. The ESDGC14 curriculum enriches the existing STEAM framework by integrating diverse learning experiences, including insights from Arctic expeditions, English Medium Instruction (EMI) science lessons, and cross-sector mentorship programmes. It aims to cultivate scientific literacy and a sense of global citizenship by connecting classroom learning to real-world ecological challenges.



5 GENDER EQUALITY



SDG 05

Achieve gender equality and empower all women and girls

As an institution founded on the principles of equity and social betterment, the Education University of Hong Kong strives to eliminate all forms of discrimination and empower women and girls through transformative education, pioneering research, and a supportive and inclusive campus environment.

Advancing Gender Equality through Undergraduate Education

The University offers dedicated undergraduate courses designed to promote understanding and awareness of gender equality and sexual health. These courses aim to cultivate critical thinking, challenge gender stereotypes, and foster respectful attitudes towards gender and sexuality.

The courses on Sexual Health and Human Sexuality and Language and Gender serve as essential platforms for advancing gender equality through education. The Sexual Health and Human Sexuality course seeks to deepen students' comprehension of human sexuality, sexual rights, and health, while dispelling common myths and stereotypes. Employing interactive lectures, case studies, and discussions, students are encouraged to critically examine social norms surrounding sexuality and to develop respectful communication skills.

Similarly, the Language and Gender course explores how language both reflects and sustains gender identities and inequalities. Through critical discourse analysis, group projects, and reflective writing, students gain heightened awareness of how language can either reinforce gender stereotypes or promote inclusivity.

Together, these courses enhance awareness of gender issues, nurture critical thinking, and encourage respectful dialogue, thereby contributing to a more inclusive and equitable society. To amplify their impact, integrating experiential learning opportunities and adopting interdisciplinary approaches could further deepen student engagement with gender and equality matters. Overall, these educational initiatives play a vital role in shaping informed, respectful, and socially conscious individuals prepared to challenge gender-based discrimination and champion equality across diverse settings.



11

31



39

FWCI:1.59



818

participants



7
events



Advancing Inclusive Language Education for Gender Equality

Dr. Pramod Sah of English Language Education at EdUHK and his team have foregrounded important insights in the thematic issue titled “**Considering Emotions as Entanglements in Applied Linguistics**”. This special issue offers a nuanced understanding of emotions in language education by conceptualising them as “entanglements”—complex, relational, and deeply socioculturally embedded phenomena. Moving beyond traditional individualistic and psychodynamic frameworks, it highlights how emotions intersect with social identities such as race and gender, power dynamics, ideologies, spatial-temporal contexts, and collective practices.

Through diverse methodologies and global perspectives, the contributions show how emotions influence experiences of belonging, agency, resistance, and inequality within multilingual and educational environments. The issue critiques earlier cognitive and dualistic paradigms and promotes a social constructionist view that regards emotions as active forces shaping power relations and social norms.

Central themes include emotional dimensions of inclusion and exclusion, power and inequality, agency and solidarity, and the transformative potential of emotions in creating inclusive, culturally responsive, and equitable language education. The entanglement framework provides valuable tools for analysing and challenging oppressive structures, advancing social justice, and reimagining educational spaces as arenas of resistance and transformation. Overall, this collection advocates for a critical and compassionate approach that recognises emotions as vital to understanding and reforming language teaching and learning.

Source: Sah, P. K., KC, M., & De Costa, P. I. (2025). Considering Emotions as Entanglements in Applied Linguistics. *International Journal of Applied Linguistics*, 35(3), 959–964

Empowering Female Sports Team

EdUHK actively champions gender equality by empowering female students to participate fully and equally in sports, recognising the importance of cultivating an inclusive environment that encourages women’s leadership and active engagement. The University has taken deliberate measures to authorise female students to form, lead, and manage sports teams, ensuring they enjoy the same opportunities, resources, and support as their male counterparts.

This commitment fosters confidence, teamwork and leadership skills, and is reflected in the outstanding success of our female athletes. The EdUHK Women’s Rugby Sevens team has demonstrated remarkable skill and determination, delivering an impressive performance at The University Sports Federation of Hong Kong (USFHK) Rugby Sevens Competition 2024-2025. Similarly, the Women’s Volleyball team achieved a significant milestone, finishing as runners-up in the USFHK Volleyball Competition.

These accomplishments exemplify the talent and competitive spirit of our students and reflect the University’s steadfast commitment to creating equal opportunities. By celebrating and nurturing women’s participation and leadership in sport, EdUHK contributes meaningfully to broader societal progress towards gender equality, reinforcing the vital role of athletics in empowering women and shaping inclusive communities.



5 GENDER
EQUALITY



Celebrating Women's Sporting Spirit

The University has partnered with Tianjin University of Sport (TJUS) to host the **National Glory – Exhibition on the Spirit of the China Women's Volleyball Team**. This collaboration aims to celebrate and promote the values of perseverance, teamwork, and resilience exemplified by the esteemed volleyball team.

The exhibition, held from 17 June to 1 July 2024 on EdUHK's Tai Po campus, features artefacts such as the 1981, 2003 and 2019 Women's Volleyball World Cups, gold medals from the 1984 Los Angeles, 2004 Athens, and 2016 Rio Olympic Games, as well as match-worn kits and shoes, all provided and loaned by TJUS. The exhibition serves as an educational platform, inspiring students, staff, and the wider community by showcasing the team's exceptional achievements and the enduring spirit that fosters national pride.

In addition, the Tianjin Women's Volleyball Team—winners of the national volleyball league championship 16 times and contributors of numerous players to the China Women's Volleyball Team—played an exhibition match against the Hong Kong Women's Volleyball Team, the EdUHK women's team, and the champions of the Hong Kong Schools Jing Ying girls' volleyball tournament. The match attracted an enthusiastic response, with nearly 400 EdUHK students, staff, alumni, and members of the public attending.



Fostering an Equal and Supportive Campus Culture

EdUHK is dedicated to maintaining an equal opportunities campus where all members of our community can thrive, regardless of gender. Our policies are designed to create a safe, respectful, and inclusive environment. The University has a zero-tolerance stance on discrimination and harassment, underpinned by a robust Equal Opportunities Policy and clear procedures for handling any complaints with strict confidentiality.

To support the diverse needs of our staff and students, we have implemented family-friendly measures, including provisions for maternity and paternity leave and lactation breaks, creating a workplace that is responsive to the responsibilities of modern family life.

By prominently displaying messages that celebrate diversity and gender parity, alongside targeted media campaigns, EdUHK ensures that students, staff, and the broader community remain well informed and engaged with ongoing gender equality initiatives. This multifaceted approach not only fosters a positive and respectful campus atmosphere but also amplifies the University's message beyond its boundaries, encouraging wider societal understanding and support for gender equity.



6 CLEAN WATER AND SANITATION



SDG 06

Ensure availability and sustainable management of water and sanitation for all

Through a combination of specialised education, responsible campus management, and a commitment to research, the Education University of Hong Kong is nurturing a new generation of environmentally conscious leaders and actively contributing to the sustainable future of water for all.

Fostering Water Sustainability Through Education

The University actively equips students with the knowledge and skills to address pressing water and environmental challenges. Two highlighted courses exemplify our dedication in this area. The **Pollution Control and Waste Management** course, offered by the Department of Science and Environmental Studies, provides students with a comprehensive understanding of pollution sources, control strategies, and waste management techniques. It emphasises practical approaches for minimising environmental impacts and promotes responsible practices aligned with sustainable development goals. The course curriculum includes case studies, technological innovations, and policy frameworks to prepare students to tackle real-world environmental issues. This course directly supports multiple SDGs, including SDG 6, by focusing on the prevention and management of water pollution.

Furthermore, the **Assessing Environmental Impacts: Policies and Approaches** module offers an in-depth exploration of methodologies for evaluating the environmental consequences of various projects and policies. It underscores the importance of environmental impact assessments (EIAs) as a critical tool for sustainable decision-making. Students learn to analyse potential environmental risks, develop mitigation strategies, and understand the policy frameworks that govern environmental protection. This equips them with the necessary skills to contribute to the responsible planning and execution of projects, minimising their impact on water resources and the wider environment.



5

7

97
FWCI:1.56732
participants3
events

Advancing Coastal Sustainability

As part of its commitment to global sustainability, The University actively supports and conducts research that addresses critical environmental challenges. A recent study by university scholars, published in *Forest Ecology and Management*, sheds new light on the complex dynamics of mangrove ecosystems, which are vital for carbon storage and protecting coastlines from storms.

The research, titled "**Machine learning-based monitoring of mangrove ecosystem dynamics in the Indus Delta**," employed advanced remote sensing and machine learning techniques to analyse changes in mangrove coverage over 35 years, from 1988 to 2023. The investigation revealed a significant expansion of mangrove areas within the delta, with an average annual growth rate of nearly 19%. This growth is primarily attributed to natural processes, such as tidal currents influenced by monsoon waves that help create suitable habitats, alongside targeted restoration efforts in certain areas.

However, the study also underscores the persistent threats these essential ecosystems face, particularly from rising sea levels and erosion caused by powerful storms. The findings emphasise the critical importance of understanding the interplay between natural and human-led factors that shape these coastal forests. This research from EdUHK provides invaluable insights that support global strategies to protect and restore these crucial ecosystems, aligning with international conservation goals and the principles of sustainable environmental management.

Source: Zhou, Y., Dai, Z., Liang, X., & Cheng, J. (2024). Machine learning-based monitoring of mangrove ecosystem dynamics in the Indus Delta. *Forest Ecology and Management*, 571, Article 122231



Promoting Water Stewardship Through Smart Technology and Best Practices

The University is dedicated to upholding the highest standards of water quality and promoting responsible consumption across campus. In line with this commitment, the University has participated in the Water Supplies Department's Quality Water Supply Scheme for Buildings since 2020. This involvement highlights our dedication to implementing comprehensive water safety plans and maintaining our plumbing systems, ensuring the health and well-being of the entire University community.

As a key part of our sustainable water management strategy, we have introduced innovative behaviour-activated showerheads in a joint-university pilot programme at the Grantham and Robert Black student halls. These smart showerheads are equipped with integrated LED lighting and water usage monitors that provide real-time visual feedback. The light changes colour based on the volume of water used, which serves as a gentle behavioural nudge to encourage conservation and discourage overuse.

By integrating smart water-saving technologies into residential life, this initiative aims to significantly reduce water consumption on campus. It not only conserves a valuable natural resource and minimises our environmental impact but, more importantly, promotes a lasting culture of sustainable living for the next generation.



7 AFFORDABLE AND CLEAN ENERGY



SDG 07

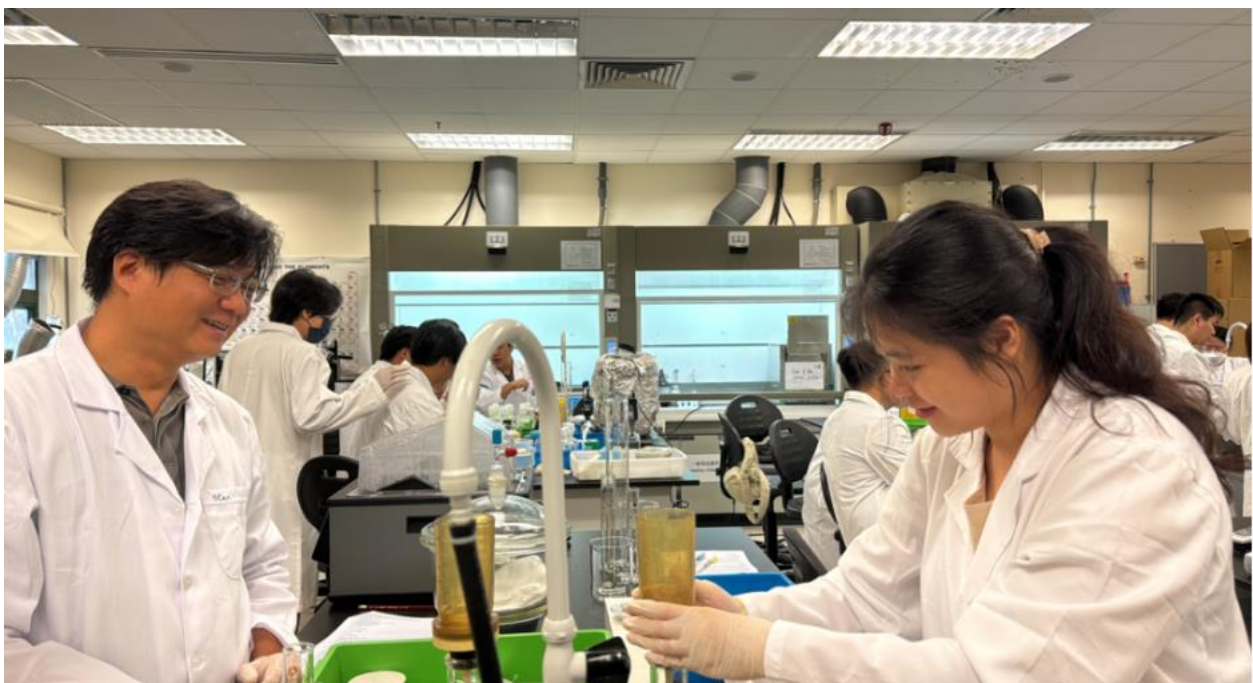
Ensure access to affordable, reliable, sustainable and modern energy for all

The Education University of Hong Kong is dedicated to ensuring access to affordable, reliable, sustainable, and modern energy. Through a multi-faceted strategy that encompasses on-campus renewable energy generation, comprehensive energy-saving measures, and impactful research, the University is actively reducing its carbon footprint and promoting a culture of energy conservation.

Cultivating Environmental Leaders Through Interdisciplinary Science Education

The University is committed to equipping students with the scientific knowledge and practical skills required to address complex environmental issues. A key component of this is the **Minor in Science for Environmental Management**, a programme that champions interdisciplinary learning by integrating core scientific principles with contemporary management practices. This programme directly supports the United Nations' Sustainable Development Goals by fostering an understanding of responsible resource use, renewable energy, and environmental stewardship.

The curriculum is designed to prepare students to contribute meaningfully to sustainability through a blend of hands-on laboratory work, immersive fieldwork, and in-depth case studies of pressing environmental challenges. Furthermore, it encourages interdisciplinary projects that bridge the gap between science and policy, empowering students to develop holistic and effective solutions. By nurturing this deep, practical understanding of environmental science, EdUHK is preparing a new generation of professionals to lead and innovate in the field of sustainability.



8

9



Researchers

Research
Outputs140
FWCI:2.75756
participants

Outreach

3
events

Driving Sustainable Urban Futures

Pioneering research from scholars at EdUHK is providing critical insights into the drivers of urban carbon emissions, offering a scientific foundation for creating more sustainable cities. A recent study examining the period from 2011 to 2021 analysed the spatial patterns and underlying causes of carbon emissions from residential buildings in the major city of Fuzhou, China.

The research reveals that residential carbon emissions are highly concentrated in the city centre and its surrounding districts, with emission levels gradually decreasing towards peripheral areas. This distinct radial pattern highlights the significant impact that urban density and the structure of development have on energy consumption and emission levels.

Using sophisticated spatial analysis with ArcGIS and the STIRPAT model to identify key drivers, the study determined that economic and demographic factors are crucial in influencing emissions. Specifically, increases in GDP per capita, the rate of urbanisation, and the resident population were all associated with higher emissions. The analysis quantified this relationship, finding that a 1% rise in GDP per capita led to a 0.66% increase in residential carbon emissions, underscoring the strong link between economic growth and environmental impact in the urban residential sector.

This research provides an essential evidence base for policymakers to develop targeted strategies aimed at reducing emissions and promoting energy efficiency in residential buildings. By understanding both the spatial distribution and the principal drivers of carbon emissions, decision-makers can formulate more effective, district-specific reduction targets. The insights from this EdUHK-supported study serve as a valuable reference for other developing cities striving to balance economic growth with sustainable urban development, thereby contributing to regional low-carbon initiatives and broader climate change mitigation efforts.

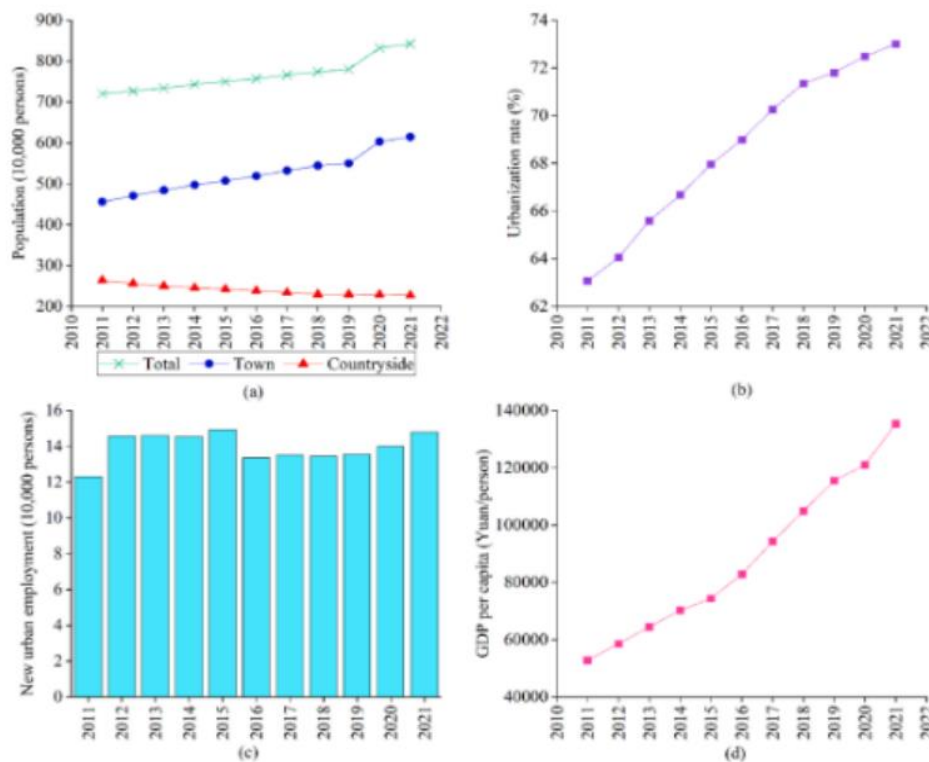


Fig. 6. Trends in important carbon emission drivers of Fuzhou in 2011–2021.

Source: Li, X., Lin, C., Lin, M., & Jim, C. Y. (2024). Drivers and spatial patterns of carbon emissions from residential buildings: An empirical analysis of Fuzhou city (China). *Building and Environment*, 257, Article 111534

Advancing Sustainable Mobility and Renewable Energy

In line with the University's ongoing commitment to sustainability and carbon reduction, the Estates Office has installed over 150 **electric vehicle (EV) chargers** in the campus car park. This major infrastructure enhancement encourages the campus community to switch to electric vehicles, which emit no tailpipe pollution. By providing convenient and accessible charging facilities, EdUHK aims to support a transition away from fossil fuel-reliant transportation, thereby contributing directly to climate change mitigation efforts. This initiative is consistent with the University's vision of fostering a greener, more sustainable campus and aligns with broader city-wide objectives to reduce urban air pollution and promote sustainable mobility solutions.

Further demonstrating its dedication to carbon emission reduction, EdUHK has extended the application of renewable energy across the campus. The installation of **photovoltaic (PV) panels** on the covered walkway was completed in 2022, a project successfully approved and supported by CLP Power Hong Kong Limited under the Renewable Energy Feed-in Tariff Scheme. Expansion of the PV panels along the covered walkway is currently underway, with completion anticipated in 2025. Through these initiatives, EdUHK continues to advance its sustainable development goals by integrating clean energy solutions into campus infrastructure.



8 DECENT WORK AND ECONOMIC GROWTH



SDG 08

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

The Education University of Hong Kong is dedicated to promoting inclusive and sustainable economic growth, full and productive employment, and decent work for all. This commitment is realised through our dual role as a responsible employer that invests in its people and as an educational leader that empowers students for future success, while driving innovation to benefit the wider community.

Cultivating Global Perspectives on Sustainable Economic Growth and Decent Work

As part of its commitment to fostering a global understanding of sustainable development, The University offers academic programmes that critically examine the world's most significant economic transformations. A key example is the course, "**Economic Growth and Sustainable Livelihood in China**," which provides an in-depth exploration of the country's economic evolution and its profound implications for sustainable development and employment.

The course examines the drivers of China's rapid growth—including industrialisation, urbanisation, and technological innovation—whilst critically assessing the need to ensure that such progress is equitable and benefits all segments of society. It places a strong emphasis on the necessity of inclusive policies that promote decent work, fair wages, and safe working conditions, directly addressing contemporary challenges such as automation and the evolution of labour markets. Furthermore, the curriculum critically analyses China's efforts to balance economic expansion with environmental sustainability, exploring national investments in green technologies and renewable energy.

Through detailed case studies and practical examples, students investigate successful initiatives that foster sustainable livelihoods in various regions, highlighting the crucial roles of education, innovation, and social protection systems.



57

10



58

FWCI:1.78



783

participants



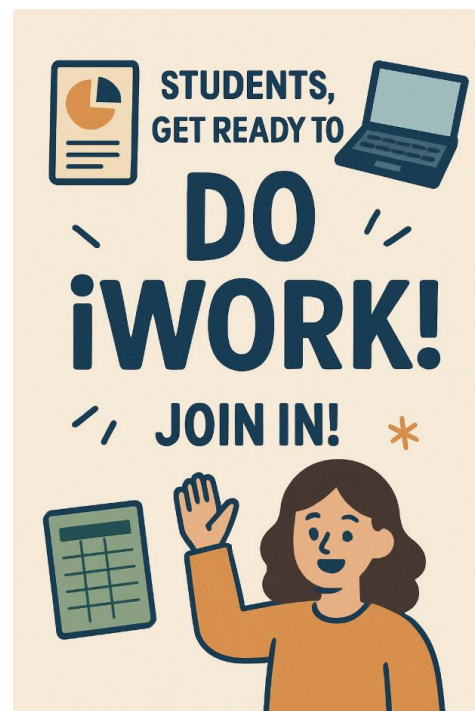
6

events

Empowering Students for Productive Employment and Career Success

A central part of our mission is to prepare students for meaningful and productive careers. The Student Affairs Office provides extensive career development services, including advising, mentorship schemes, and internship programmes. Through the "Ed Job Plus" online platform, students and recent graduates have access to thousands of employment opportunities from both the education and private sectors. This dedicated portal offers a one-stop shop for job searching, career planning resources, and direct application services

Furthermore, the "Specific Student Empowerment Work Scheme (Specific SEWS)" is designed to enhance students' whole-person development by providing on-campus, high-level project-based work opportunities. It directly promotes the principles of decent work by offering structured, experiential learning that goes beyond traditional employment, empowering students to take ownership of their work. A unique feature of SEWS is that it allows students, not just staff, to initiate projects, fostering a sense of responsibility, initiative, and self-directed learning. This approach helps students recognize their capabilities and prepares them for future productive employment, thus contributing to sustainable economic growth by developing a skilled and proactive workforce.



Career Event Highlights

Networking Session



CV Clinic



Professional Portrait-taking Session



Interview Makeup Session



Career Sharing by Mr. Yan Wei-chu,
Deputy Director of Operations at GBA
(Guangdong) I&E Incubation Base



Guided Tours (4 to 7 Mar)



Informing Climate Policy Through Advanced Carbon Emission Modelling

Research from scholars at EdUHK is providing crucial, evidence-based guidance for effective climate action and regional sustainable development. A study published in the *Journal of Cleaner Production* investigates the key factors that influence carbon emissions in China's Fujian Province, offering a robust model for policy development.

The research, "**Drivers, Scenario Prediction, and Policy Simulation of the Carbon Emission System in Fujian Province (China)**," uses advanced modelling techniques to achieve three key objectives: identifying the primary drivers of emissions, predicting future emission scenarios based on different socio-economic pathways, and simulating the potential impact of various policy interventions.

The findings highlight the critical need for targeted policy measures that are carefully designed to reduce carbon emissions while simultaneously considering the necessity of regional economic growth and development. This work provides invaluable insights for policymakers who face the challenge of balancing environmental sustainability with pressing economic objectives. The study serves as a vital tool to support China's ambitious goals of achieving carbon neutrality and fulfilling its sustainable development commitments.

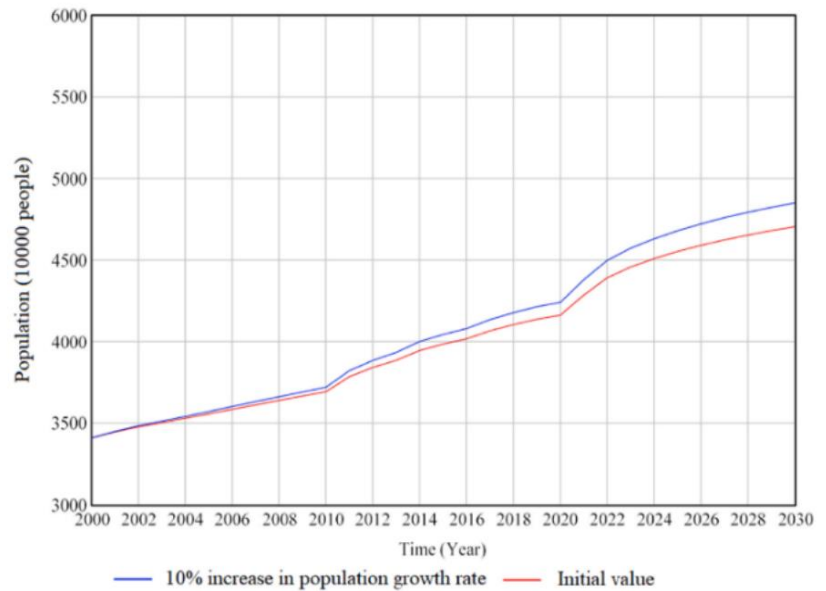


Fig. A4. Sensitivity test for the population size of Fujian in 2000–2030.

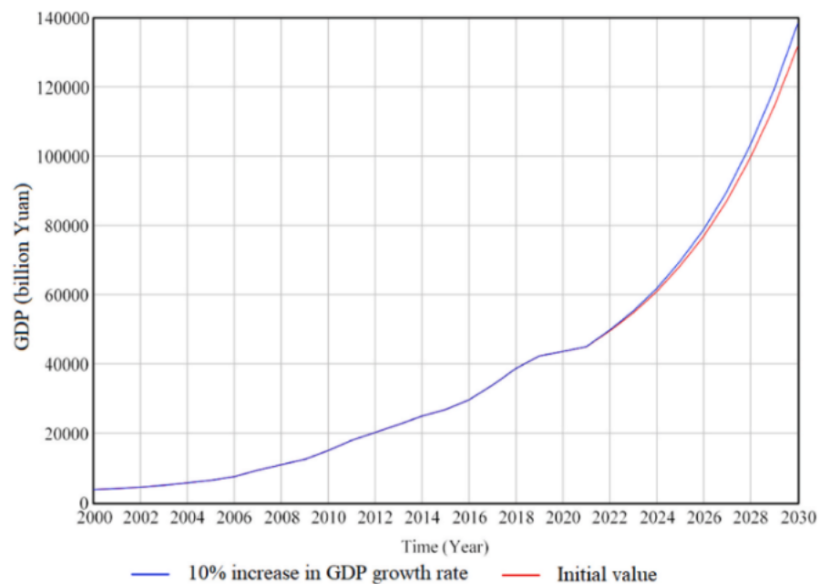


Fig. A5. Sensitivity test for the GDP of Fujian in 2000–2030.

Source: Li, X., Lin, C., Lin, M., & Jim, C. Y. (2024). Drivers, scenario prediction and policy simulation of the carbon emission system in Fujian Province (China). *Journal of Cleaner Production*, 434, Article 140375

Commitment to Staff: Ensuring Decent Work and Well-being

EdUHK believes its staff are its greatest asset and is committed to providing a supportive, fair, and enriching work environment. The University champions inclusivity and equal opportunities, with a zero-tolerance policy against any form of discrimination or harassment. This is reinforced by a robust **Equal Opportunities Policy** that ensures fair treatment for all employees.

To promote staff well-being and work-life balance, EdUHK offers competitive compensation and a comprehensive benefits package, including generous leave entitlements, medical and dental coverage, and housing benefits for eligible staff. Acknowledging that a fulfilling career is built on an enriching life, the University provides a Staff Assistance and Wellness programme offering confidential support and resources to help employees thrive personally and professionally. Continuous professional growth is a key priority, with numerous opportunities for upskilling, reskilling, and career advancement through staff development sponsorships, sabbatical leave, and a wide range of in-house training workshops.



Driving Economic Growth Through Knowledge Transfer and Innovation

EdUHK actively contributes to the region's economic vitality by translating its academic and research expertise into practical solutions with societal impact. A notable example is the University's collaboration with the New Home Association to promote financial management skills among children. This partnership aims to instil responsible financial habits from a young age, fostering crucial life skills and supporting the broader goal of community development.

To support the evolution of educational and cultural technology, the University's Knowledge Transfer Sub-office has launched the EdUHK Technology & Innovation Community (ETIC). This vibrant, collaborative platform builds a thriving ecosystem that connects academia with industry leaders, fostering dynamic, cross-sector knowledge exchange and co-creation. ETIC aims to leverage collective expertise to develop practical, forward-thinking solutions to real-world challenges, driving collaborative initiatives and ensuring a sustainable and transformative impact on society.





SDG 09

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

The Education University of Hong Kong is committed to building resilient infrastructure, promoting inclusive and sustainable industrialisation, and fostering a vibrant culture of innovation. As a hub of educational excellence, we leverage our expertise to create a sustainable campus, drive technological advancement through pioneering research, and translate new knowledge into impactful solutions that benefit industry and society.

Pioneering Education for Sustainable Industry and Technological Advancement

The University's programmes emphasise the importance of fostering technological literacy and sustainable development through targeted initiatives. A key example is the **"AI Literacy Programme for Secondary Students,"** offered by EdUHK's Centre for Learning, Teaching and Technology. This initiative aims to equip secondary school students with the essential skills to understand and apply artificial intelligence in various contexts, thereby promoting innovation and technological advancement. Supported by the Li Ka Shing Foundation and the UGC Research Matching Grant Scheme, the programme provides participants with a robust understanding of AI concepts, from machine learning to ethical considerations. This is part of a broader commitment that includes programmes for teachers and parents to build AI awareness across the community.

In parallel, EdUHK is embedding sustainability principles into specialised fields. The academic programme in Sustainable Tourism is being developed to ensure that future industry professionals are equipped with the knowledge to create resilient and sustainable infrastructure. These initiatives demonstrate a strong commitment to bridging education with industry needs, fostering a culture of innovation, and supporting the development of infrastructure that can adapt to evolving societal and economic challenges. By emphasising interdisciplinary learning and practical applications, these programmes contribute to building a knowledgeable workforce capable of driving sustainable industrial growth and technological progress.



Courses

8

30



Researchers

Research
Outputs

87

FWCI:2.26

1,146
participants

Outreach

11
events

Facilities

Artificial Intelligence
Education Laboratory
(E-1/F-07)Metaverse Education
Lab
(E-P-12)STEM Innovation Hub
(C-LP-06)Extended Reality Room
(CAVE)
(C-2/F-01Q)Mobile Computing
Laboratory
(E-P-13)

Hi There



Advancing Sustainable Construction through Digital Innovation

Research from scholars at EdUHK is delivering significant advancements in sustainability for the construction industry by tackling the critical challenge of carbon emissions. A study published in the journal *Resources, Conservation and Recycling* introduces an innovative digital platform designed to accurately monitor and reduce the carbon footprint of prefabricated buildings.

The research, titled "**Integrated BIM-IoT platform for carbon emission assessment and tracking in prefabricated building materialization**," presents a scalable system that combines Building Information Modelling (BIM) with the Internet of Things (IoT). This integrated platform enables the precise, real-time assessment and tracking of carbon emissions throughout the entire production and assembly process of prefabricated buildings. By using IoT sensors for automated data collection and BIM for detailed modelling, the system provides a clear and comprehensive picture of a building's carbon impact.

The evaluation of the platform has yielded impressive results, demonstrating that it improves the accuracy of real-time carbon tracking by approximately 30% when compared with traditional methods. More significantly, the system facilitates overall carbon reductions of between 30% and 50%, with a potential for reductions of up to 60%.

This pioneering work offers a practical and effective framework for carbon control within the construction sector. It provides invaluable insights for creating sustainable policies and highlights the transformative potential of integrating digital technologies to drive the low-carbon transition of the industry.

Source: Xiaojuan Li, Ming Jiang, Chengxin Lin, Rixin Chen, Meng Weng, C.Y. Jim, Integrated BIM-IoT platform for carbon emission assessment and tracking in prefabricated building materialization, *Resources, Conservation and Recycling*, Volume 215, 2025, 108122, ISSN 0921-3449

Promoting Knowledge Transfer and Industry Collaboration

EdUHK actively translates its research into practical applications, viewing knowledge transfer as a third pillar of the University's development alongside teaching and research. Since 2018, our researchers have won a total of 190 awards at international invention competitions, and the University has supported the filing or granting of more than 50 patents.

The Knowledge Transfer Sub-office plays a crucial role in this process by empowering faculty to address industry and societal problems by transforming their research into market-ready solutions. The team provides mentorship, training, and a co-working space to connect research teams with industry partners. To cultivate an entrepreneurial mindset among students and alumni, the University has supported over 22 start-up teams since 2018 through initiatives like the **Education+ and Social Entrepreneurs (EASE) Fund Scheme**. These efforts bridge the gap between academia and industry, ensuring that our innovations contribute to sustainable economic development and create a lasting positive impact on the community.

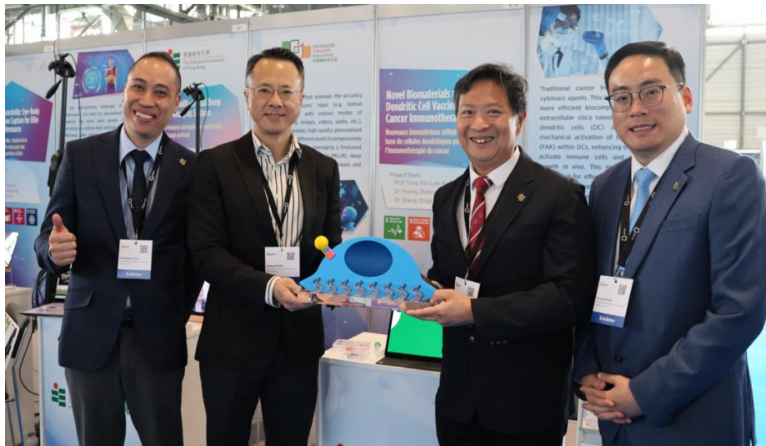


Driving Innovation for Sustainable Industry and Infrastructure

The University is actively developing innovative technologies with real-world impact. At the Silicon Valley International Invention Festival (SVIIF) in 2025, our teams won nine awards—including two Special Prizes and four Gold Medals, reflecting our ongoing commitment to delivering solutions that support sustainable industrial and societal development.

At the 50th International Exhibition of Inventions Geneva, EdUHK secured nine awards, including two International Special Merit Awards and multiple Gold and Silver Medals, for innovations in AI, biomaterials, and educational technology.

Central to these achievements is our investment in research facilities like the new University Research Facility of Data Science and Artificial Intelligence (UDSAI) and University Research Facility of Human Behavioural Neuroscience (UHBN), which are to promote interdisciplinary research, such as among the fields of artificial intelligence, biology and neuroscience, early childhood education, curriculum and instruction, learning sciences, and linguistics.



Advancing Sustainable Futures: Technological and Pedagogical Innovations

The University has developed **state-of-the-art STEM facilities** to support innovative teaching and research in science, technology, engineering, and mathematics. These facilities, including a STEM Innovation Hub, a Makerspace with 3D printers and laser cutters, and an Artificial Intelligence Education Laboratory, are designed to encourage hands-on learning and promote practical skills among students, equipping them for future careers in STEM disciplines.

In a significant collaboration, EdUHK has partnered with Tencent to develop the innovative mobile application "趣學普通話" ("JoyLearning PTH Journey"). This charitable initiative aims to revolutionise Putonghua (Mandarin) learning by merging education with entertainment to foster students' interest in the language. Supported by the Government of the Hong Kong Special Administrative Region of the People's Republic of China (HKSAR)'s Education Bureau, the platform utilises AI speech assessment technology for pronunciation evaluation and integrates localised the HKSAR contexts into its learning materials. The application employs gamification to create an engaging and interactive experience for primary school students. Furthermore, it includes a class management function that allows teachers to monitor student progress, enabling them to provide more targeted teaching support. This partnership exemplifies a cross-sectoral synergy between education and technology, showcasing how EdUHK actively integrates knowledge and technology to contribute to the community.

Extended Reality Room (CAVE) (C-2/F-01C)



Metaverse Education Lab (E-P-12)



STEM Innovation Hub (C-LP-06)



Driving Educational Innovation and Global Dialogue

Innovation is a cornerstone of EdUHK's identity, with a strong emphasis on applying research to solve real-world challenges. The University has established a powerful ecosystem to support this mission, spearheaded by centres such as the Centre for Learning, Teaching and Technology (LTTC). The LTTC is at the forefront of integrating emerging technologies like Artificial Intelligence (AI) and the metaverse into educational practices, offering workshops on AI literacy, coding, and STEM education to enhance digital competency.

Our researchers are making significant breakthroughs in various fields. In response to the rapid development of AI, EdUHK has established the **Artificial Intelligence Research and Education Alliance (AIREA)** to foster global collaboration and drive innovation in the education sector.

Demonstrating its leadership in the field, EdUHK proudly hosted the inaugural "**2025 Annual Conference of the Global Chinese Academy for Science Education Research**" from 3 to 4 January 2025. Under the theme "**Sustainable Science Education: Shaping a Brighter Future**", the conference brought together over 400 experts, scholars, teachers, and educational researchers from around the world. This prestigious event provided a vital platform for sharing cutting-edge research and fostering collaboration on the latest advancements in science education.

The conference covered a wide range of critical topics, including STEM education, curriculum development, innovative teaching methodologies, and the application of AI in science education. It also featured a special "**Greater Bay Area Science Education Forum**" to strengthen regional collaboration and the integration of research and practice. By hosting this event, EdUHK underscores its commitment to advancing science education research and aligning with the national strategy of "**Invigorating the Country through Science and Education**", showcasing Hong Kong's unique educational advantages on a global stage.



10 REDUCED INEQUALITIES



SDG 10

Reduce inequality within and among countries

The Education University of Hong Kong strives to reduce inequality by fostering a deeply inclusive and equitable environment. Our mission is to ensure that every member of our community has the opportunity to thrive, irrespective of their background. This principle is woven into our institutional fabric, from our admissions and employment policies to our specialised student support services, community engagement, and pioneering research.



61

72



111
FWCI:2.43



4,323
participants



44
events

Championing Inclusive Education for a Diverse Future

The University is proactively shaping the future of learning by embedding the principles of quality education and reduced inequality into its core strategy. This commitment is exemplified by a major curriculum reform and targeted initiatives designed to create versatile, empathetic educators who can foster inclusive environments for all learners.

A cornerstone of this vision is the "**Education Futures, Diverse Talents**" curriculum reform, set to launch in the 2025/26 academic year. This transformative initiative will revamp existing Bachelor of Education programmes into comprehensive double degrees, enabling students to combine their pedagogical studies with a complementary discipline. This innovative structure is designed to broaden students' knowledge and skills, equipping them to address diverse student needs and reduce educational inequalities by becoming more versatile and professionally adept teachers. The inclusion of internships in non-education fields further enriches their practical experience, supporting equitable opportunities in both their training and future career development.

This strategic overhaul is supported by specific courses such as "**Developing an Inclusive Classroom for Diverse Learning**". Offered by the Department of Special Education and Counselling, this course equips future educators with the practical strategies and philosophical understanding necessary to create educational environments that cater to students with diverse abilities, cultural backgrounds, and learning styles. It focuses on tangible teaching skills for modifying and differentiating the curriculum to ensure all students can access quality education.

Fostering Global Partnerships to Reduce Educational Inequalities

The University is committed to reducing inequalities by fostering robust international partnerships and leading critical global conversations on educational equity. This commitment is demonstrated through strategic collaborations and pioneering events that bring together policymakers, academics, and practitioners to drive meaningful change.

A landmark event in this endeavour was the **international conference on Equity, Diversity, and Inclusion(EDI) in Education**, hosted on 4 May 2024. A first of its kind in the Hong Kong Special Administrative Region (HKSAR), the conference, titled “**Impact for Educational Equity: Dialogues and Pathways for Diversity and Inclusion**”, was co-hosted by the University’s Department of Education Policy and Leadership and the School of Education at the University of Southampton, UK. The event convened nearly 100 participants, including influential figures from the HKSAR’s Education Bureau and the Equal Opportunities Commission, alongside schools, NGOs, and academics, to elevate research and scholarship for the advancement of EDI in education. This conference provided a vital platform for meaningful dialogue and reaffirmed a collective commitment to fostering equitable and inclusive educational environments.



Extending its expertise beyond Hong Kong, China, EdUHK is actively collaborating with international partners to address specific educational inequalities. Following the signing of a Memorandum of Understanding in May 2024, the University welcomed a delegation from Brunei's Ministry of Education and Universiti Brunei Darussalam (UBD) in late June 2024. This partnership focuses specifically on crucial areas for reducing inequality, such as special education and early childhood education. During their visit, the Brunei delegation engaged in in-depth discussions with EdUHK’s Department of Special Education and Counselling and the Department of Early Childhood Education. The visit included tours of local special education schools and kindergartens, providing the delegates with a deeper understanding of Hong Kong's diverse educational practices. This collaboration represents a crucial step in sharing knowledge, resources, and best practices to support the development of inclusive education systems and enhance teacher training along the Belt and Road.



Pioneering Research for Equitable and Inclusive Education

At the Education University of Hong Kong, our research is fundamentally geared towards addressing the multifaceted nature of educational equity and social justice. Scholars at the University are actively engaged in examining how educational policies and pedagogical practices can be intentionally designed to reduce disparities among diverse student populations. Our work analyses policy frameworks and classroom practices to identify strategies that foster equal opportunities for learners from all socio-economic backgrounds.

Key areas of investigation include the development of inclusive curricula, the promotion of equitable resource distribution, and the implementation of culturally responsive teaching methods that validate and respect the diverse backgrounds of all students. The research "The Student Voice for Social Justice Pedagogical Method" analyses policy frameworks and classroom practices that can either mitigate or exacerbate existing inequalities. The study underscores the role of educators and policymakers in creating inclusive environments that promote fairness, respect, and social cohesion, contributing to the reduction of inequalities within and among countries.

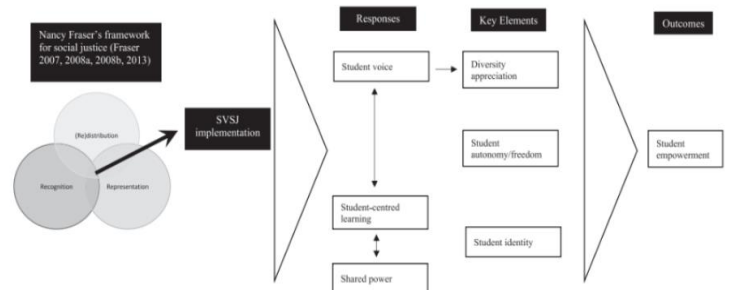


Figure 1. Essential elements of the SVSJ pedagogical method.

Source: Carla Briffett Aktaş, Koon Lin Wong, Wing Fun Oliver Kong & Choi Pat Ho (2025) The student voice for social justice pedagogical method, *Teaching in Higher Education*, 30:1, 1-18

Fostering an Inclusive and Empathetic Community

The University is deeply committed to reducing inequality and fostering a culture of inclusivity. A testament to this commitment is the 'Inclusion & Diversity Award - Education Sector' recently bestowed upon the University by the Dialogue in the Dark (Hong Kong) Foundation. This award recognises the significant impact of the '**Caring, Appreciation, Respect and Empathy Scheme**' (EdUHK CARES), an initiative run by the University's Centre for Religious and Spiritual Education (CRSE).

Launched in 2022 in strategic partnership with the Lee Hysan Foundation, the "**EdUHK CARES**" programme promotes the core values of care, appreciation, respect, and empathy among in-service and pre-service teachers, as well as primary school students. The initiative aligns with the guidelines of the Education Bureau and aims to cultivate an inclusive and harmonious campus environment.

A key and innovative component of the programme involves immersive activities at the Dialogue in the Dark Jockey Club Dialogue Experience Place. These experiences provide participants with a profound, first-hand understanding of the daily lives of visually and hearing-impaired individuals. This practical application of empathy



Is designed to foster genuine social inclusion and enhance the professional development of teachers. The empathy-related courses have also been integrated into the general education curriculum, ensuring that a wider body of EdUHK students can benefit from this valuable learning experience. Through such multifaceted initiatives, EdUHK actively works to reduce social inequalities and build a more compassionate and cohesive society.

Advancing Inclusion and Social Equity through Education and Community Engagement

On 8 November 2024, the University hosted a charity stage production entitled **A Kid Story** at the Hong Kong City Hall Theatre. The event sought to raise awareness of special education and inclusive education, emphasising the importance of supporting children with special educational needs (SEN), particularly those diagnosed with Autism Spectrum Disorder (ASD). Funds raised from the event were allocated to Project Aspire, a programme committed to supporting students with ASD, as well as their families and educators. As the only university specialising in teacher education in Hong Kong, EdUHK actively cultivates an inclusive environment through initiatives such as Project Aspire, offering specialised support and professional services to students with ASD.



In addition, EdUHK actively tackles social inequalities through community-centred projects, exemplified by its simulated high-speed train journey initiative designed to promote intergenerational integration by supporting seniors with swallowing difficulties. This project fosters awareness and empathy for vulnerable elderly populations, encouraging inclusive attitudes across different generations. By addressing the specific challenges faced by seniors, EdUHK contributes to reducing social and health inequalities, thereby empowering marginalised groups within the community.



Fostering Inclusivity through the Diversity Festival 2025

The **Diversity Festival 2025** at EdUHK was held from 18 February to 7 March. The festival, themed "**Better than You Think — You CAN When You BELIEVE**," brought together over 430 students, staff, and community members in activities that fostered respect, acceptance, and appreciation for students with special educational needs (SEN). By involving participants in SEN game booths, guide dog interaction sessions, and creative workshops, the festival provided firsthand experiences that raised awareness of the daily challenges faced by individuals with SEN, thus encouraging empathy and inclusiveness within the campus community.

Diversity Festival Booth Day 2025



A key highlight of the festival was the "**Uni-Minds (Theatre in Education)**" performance, which presented real stories of university students with SEN. The interactive theatre session sparked meaningful dialogue about understanding, inclusiveness, and ways to build a supportive learning environment. Such initiatives encourage the broader university community to engage in reflective discussions around diversity and inclusion, fostering a campus culture that actively reduces inequalities and promotes social integration.

"Uni-Minds" Theatre in Education



11 SUSTAINABLE CITIES AND COMMUNITIES



SDG 11

Make cities and human settlements inclusive, safe, resilient and sustainable

The Education University of Hong Kong is dedicated to making cities and human settlements inclusive, safe, resilient, and sustainable. Our approach integrates sustainable campus development, pioneering research in urban sustainability, robust community engagement, and a profound commitment to preserving cultural heritage, ensuring we contribute positively to the fabric of Hong Kong, China and beyond.



Courses

77



Researchers

55



Research Outputs

88

FWCI:1.02

1,332
participants



Outreach

31
events

Integrating Education for Sustainable Urban Development

Education serves a crucial function in advancing sustainable urban development by equipping students with essential knowledge and skills to address contemporary urban challenges. At EdUHK, specialised programmes such as the **Minor in Urban Sustainability** enable learners to explore principles for establishing environmentally friendly, socially inclusive, and economically sustainable urban environments. This programme emphasises an interdisciplinary approach, melding perspectives from environmental science, urban planning, and social policy, while promoting experiential learning through case studies and project-based activities.

Additionally, courses like **Urbanisation and Transportation: Theory and Policy** provide students with a thorough understanding of how transportation systems shape urban growth and development. These academic offerings cultivate critical thinking and innovative problem-solving abilities, preparing future professionals to design and implement policies that enhance the resilience and sustainability of urban areas.



Preserving Our Past, Informing Our Future

EdUHK is committed to fostering a deep appreciation for cultural heritage and its role in sustainable development. Through the course '**Issues in Heritage Conservation and its Policy**', the University delves into the complexities of preserving cultural legacy amidst the pressures of modern society.

Offered by the Department of Social Sciences and Policy Studies, the course examines the cultural, historical, and social significance of heritage in all its forms, from tangible architecture to intangible practices. It addresses the critical challenges facing conservation efforts, including urbanisation, environmental impacts, and the need to balance preservation with contemporary community needs.



Students critically analyse local, national, and international policies, including UNESCO conventions, to understand the principles of sustainable conservation. The course underscores the vital role of education in raising public awareness and fostering a conservation ethic that can be carried into professional life. Through detailed case studies and policy analysis, students develop the skills to evaluate conservation initiatives and contribute to effective, sustainable heritage management. This aligns with the University's goal of nurturing graduates with a strong sense of ethical responsibility and global perspective, equipped to build strong, culturally rich institutions for the future.

A Living Laboratory for Sustainable Urban Living

EdUHK's campus serves as a model for sustainable infrastructure and community living. The University is committed to green building practices, ensuring that new constructions and major renovations adhere to recognised environmental standards like the **BEAM Plus certification scheme**. This commitment is formalised through our green policies and guidelines, which aims to minimise energy and water consumption while enhancing indoor environmental quality. Our campus features extensive green spaces, including an Eco-garden with an aquaponics system and organic farmland, which functions as both a recreational area and a platform for environmental education.

To promote sustainable practices within our community, EdUHK has implemented comprehensive **waste management and recycling programmes**. Clearly marked 3-colour and 8-in-1 recycling bins are conveniently located across the campus to facilitate the separation of paper, plastics, and metals. We also provide collection points for food waste and used clothing. Through the Centre for Environment and Sustainable Development, EdUHK develops educational resources and programmes to promote environmental awareness and action on waste reduction among students and the wider school community.



Integrating Biodiversity into Sustainable Urban Futures

Research from EdUHK is contributing vital insights into the development of sustainable cities by examining the intricate relationships between urban populations and the natural environment. This work is crucial for fostering more inclusive and resilient urban spaces that recognise and respect biodiversity.

A notable example is an influential study by a University scholar on the free-roaming bovids in Hong Kong, published in the *European Journal of Cultural Studies*. The research investigates the complex dynamics of ecological coexistence and promotes the broader concept of extending care to non-human life within dense urban settings. By analysing the interactions between city residents and these animals, the study provides a deeper understanding of how to cultivate harmonious human-environment relationships.

Such pioneering research from EdUHK underscores the critical significance of integrating ecological considerations into urban planning and policy. It advocates for systemic approaches that support the development of truly sustainable and liveable cities, not just for people, but for the diverse species with whom we share our environment.

Source: Zhang, Z. (2025). Free-roaming bovids in Hong Kong, worlding the more-than-human care. *European Journal of Cultural Studies*

Preserving and Promoting Cultural Heritage

A key component of a sustainable community is the preservation of its cultural identity. EdUHK is deeply committed to safeguarding and promoting cultural heritage. The Department of Linguistics and Modern Language Studies leverages digital techniques to document and promote local languages and cultures, which is crucial for the sustainability of urban environments. The Centre for Religious and Spirituality Education has implemented the **"ICH@Schools" project**, bringing the rich traditions of intangible cultural heritage (ICH) into 21 primary and secondary schools through courses and experiential activities. This initiative not only broadens students' horizons but also strengthens their sense of cultural identity and pride.

In January 2025, Grantham Hall organised a visit to Mei Ho House Museum in Shek Kip Mei for 19 student-residents, including four inbound exchange students. As one of Hong Kong's earliest public housing blocks, Mei Ho House offers a unique perspective on the city's post-war resettlement and urban development. Through guided tours and exhibits, students explored the architectural evolution and social impact of public housing in fostering community resilience, gaining insights into the importance of accessible housing and thoughtful urban design in creating cohesive, liveable communities.



The visit encouraged cross-cultural dialogue and reflection on inclusive urban planning and housing equity.

SUSHUM Builds EdUHK's First Film Society for Sustainability through Storytelling to Explore Community History

Establishing the Society on Film and Sustainability, a sub-project of the **Sustainable Humanities (SUSHUM) Project**, continues to pioneer creative approaches to sustainability, using storytelling as a dynamic tool to connect EdUHK's campus with surrounding communities. Recent workshops and community tours have empowered students and staff to discover, document, and share everyday stories and evolving landscapes that make EdUHK unique. By encouraging participants to use their mobile phones to record changes, stories, and hidden corners, the project has made filmmaking accessible, meaningful, and participatory. Over recent months, student and staff-produced content has reached an impressive 6,166 views, demonstrating strong collective interest in the stories shaping our campus and neighbourhoods. Using film to document, connect, and reflect, the project is building a living archive of EdUHK's evolving story while nurturing a more sustainable, inclusive, and resilient campus culture.



Broadening Horizons through Experiential Learning: The Dr Li Dak Sum Scholarship Programme

The **Dr Li Dak Sum Experiential Learning Scholarship Programme (LDS)** is a ten-year initiative aimed at broadening students' perspectives through immersive experiential learning in Chinese Mainland. Selected students deepen their understanding of recent developments in education, the economy, history, culture, and urban planning, aligning with the Sustainable Development Goals (SDGs) of quality education and sustainable cities and communities. The programme seeks to promote cultural heritage and values through education, preparing students for their future roles as educators. This year, 39 students have been selected to form groups and submit proposals for their experiential learning tours. Each student will be awarded a scholarship upon fulfilling all requirements, including participation in the outbound tour approved by the Student Affairs Office, delivering a post-tour presentation to EdUHK students, and submitting a report to the donor.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG 12

Ensure sustainable consumption and production patterns

The Education University of Hong Kong is deeply committed to ensuring sustainable consumption and production patterns. Through a holistic strategy that encompasses robust institutional policies, innovative campus initiatives, and impactful education, the University is actively minimising its environmental footprint and fostering a community dedicated to the principles of a circular economy.

Educating Future Leaders in Environmental Management

A cornerstone of the University's commitment to sustainability is the cultivation of the next generation of environmental leaders. Our Bachelor of Science (Honours) in **Integrated Environmental Management** programme is central to this mission.

The programme is specifically designed to provide students with a multidisciplinary education that encompasses the scientific, socioeconomic, and regulatory dimensions of environmental challenges. Emphasising innovative teaching and learning approaches, the curriculum integrates real-world applications through experiential learning opportunities such as internships and field trips. This provides students with a profound understanding of responsible consumption and production patterns. This rigorous training equips graduates with the critical knowledge and practical skills necessary to address pressing environmental challenges, empowering them to build a more sustainable future.



Harnessing Psychological Research to Promote Sustainable Action

Research from EdUHK is providing critical insights into the psychological drivers that underpin sustainable action. A study by Dr Liman Man Wai Li, published in the *British Journal of Social Psychology*, explores how egoistic values can influence pro-environmental attitudes and behaviours. The research reveals that individuals with stronger egoistic values are more likely to engage in environmentally responsible actions when they perceive environmental problems as psychologically close or personally relevant.

These findings have significant implications for how sustainability initiatives are communicated, underscoring the importance of framing environmental challenges to highlight their direct impact on individuals. This work provides a valuable evidence base for developing more effective strategies. By understanding and appealing to these personal stakes, communicators and policymakers can more effectively motivate pro-environmental behaviours across diverse communities.

Source: Lou, X., Li, L. M. W., & Ito, K. (2024). Egoistic value is positively associated with pro-environmental attitude and behaviour when the environmental problems are psychologically close. *British Journal of Social Psychology*, 63(4), 1640–1657



Courses

27

17



Researchers



Research Outputs

85

FWCI:1.20

895

participants



Outreach

9

events

Strategic Framework for Responsible Resource Management

The **University's Waste Management Policy** establishes a comprehensive framework to effectively manage and reduce waste generated on campus, aligning with the "**Use Less, Waste Less**" principle. This is complemented by a Sustainable Procurement Policy, which guides the University to purchase products and services with minimal environmental and social impact. These guidelines prioritise avoiding single-use items, selecting products with high recycled content and energy efficiency, and supporting fair trade and social enterprises where feasible.

Water conservation is another key pillar of our strategy, governed by a dedicated Water Management Policy. The University monitors water consumption, incorporates water-saving technologies in all new and major refurbishment projects, and actively promotes mindful water usage among the campus community.

Furthermore, Green Guidelines for campus events provide a framework for organising activities that minimise environmental impact, including waste reduction and resource conservation. The Environmental Conservation Society, a student-led organisation, plays a crucial role in advocating for ecological sustainability, organising campaigns, and raising awareness within the campus community. Collectively, these operational measures contribute to embedding sustainability into the university's daily operations and cultivating a culture of environmental stewardship.

Innovating to Reduce Waste and Promote Circularity



The University has implemented a comprehensive strategy to **manage food waste**, combining practical campus infrastructure with creative community engagement. The Estates Office has strategically established dedicated food waste collection points across the campus, conveniently located near the Canteen, the Learning Commons, and in office pantries during lunch hours. This system facilitates the proper segregation of food waste, which is then collected by the Environment Protection Department for treatment at the Organic Resources Recovery Centre in Hong Kong, China. By diverting organic matter from landfills, this initiative directly contributes to climate change mitigation by preventing the generation of methane, a potent greenhouse gas, thereby reducing the University's carbon footprint.

Complementing these operational measures, EdUHK actively fosters a culture of sustainability and circular thinking. A prime example is a creative workshop hosted by the Estates Office on 15 January 2025, which demonstrated how



everyday food waste, such as fruit peels and vegetable scraps, can be upcycled into intricate accessories. The hands-on session was designed to shift mindsets, encouraging staff and students to view food waste not as refuse, but as a valuable resource. It promoted the principles of a circular economy and inspired participants to integrate innovative, eco-friendly practices into their daily lives, actively supporting both climate action and responsible consumption.

Pioneering Sustainable Consumption and Waste Management on Campus

The University has implemented innovative, technology-driven initiatives to significantly reduce waste and foster a campus-wide culture of sustainability. A key component of this effort is the **Lunchbox Lending Programme**, a joint-university initiative under the Jockey Club Sustainable Campus Consumer Programme (JCSCCP) that has been operational since September 2023. Through state-of-the-art, AI-driven machines, campus users can easily borrow and return reusable lunchboxes, directly tackling the issue of single-use container and plastic waste. Demonstrating its commitment to continuous improvement, the programme expanded its offerings in October 2024 to include new round soup bowls, providing the campus community with more sustainable options for a wider variety of meals.

Building on this momentum, the Estates Office further enhanced the University's waste management infrastructure in March 2025. Three innovative smart recycling bins, provided by the Hong Kong Environmental Protection Department, have been installed to collect waste paper, metals, and plastics. These units feature advanced sensor monitoring, which automatically measures and records the weight of materials, allowing users to earn GREEN\$ points that can be redeemed for gifts. This incentivised, self-service system exemplifies a commitment to innovative solutions that foster environmental responsibility.

Furthermore, a dedicated collection point has been established for recycling beverage cartons, diverting this often-overlooked packaging waste from landfills. Together, these initiatives work in concert to improve waste segregation, increase recycling rates, and cultivate a lasting culture of responsible resource use among all members of the EdUHK community.



Cultivating Sustainable Lifestyles through Campus Engagement

As part of its deep commitment to the Jockey Club Sustainable Campus Consumer Programme (JCSCCP), The University has actively engaged its campus community through high-impact events designed to foster a culture of sustainability and responsible consumption.

On 15 January 2025, the University hosted the **Low-CO₂ Food Tasting Tour**, an initiative aimed at raising awareness of the environmental impact of food choices. The free event showcased a diverse range of low-carbon dishes from local vendors and campus caterers, emphasising the significant benefits of selecting local, seasonal, and plant-based foods. Through engaging activities and games, over 500 staff and students were inspired to adopt greener eating habits, learning how their individual dietary choices can reduce personal carbon footprints and contribute to global climate goals.

This focus on mindful consumption was further extended by the **Zero-waste Living Fair**, a flagship JCSCCP event held on 20 March 2025. The fair provided over 200 participants with practical skills and knowledge through interactive workshops, educational booths, and hands-on activities. Demonstrations on upcycling, repairing, and responsible recycling empowered individuals with tangible methods to minimise waste in their daily routines.



A Commitment to Excellence in Resource Management and Campus Wellbeing

The University demonstrates a profound and long-term commitment to the highest standards of environmental stewardship across its operations, with a particular focus on resource management and community wellbeing.

This dedication is exemplified by the University's continuous recognition with the WastewiSe Certificate in the prestigious **"Class of Excellence" category**, an honour held since 2009. This longstanding accolade acknowledges EdUHK's comprehensive and successful efforts to minimise waste generation, promote effective recycling, and embed environmentally responsible policies throughout all campus functions. Maintaining this top-tier certification for over a decade underscores our unwavering dedication to the principles of responsible consumption and production and to fostering an environmentally conscious campus culture.



Complementing this focus on waste reduction is an equally strong commitment to ensuring the quality and safety of our water resources. Since 2020, EdUHK has been an active participant in the **Quality Water Supply Scheme for Buildings—Fresh Water (Management System)**, an initiative by the Water Supplies Department. Our participation signifies a pledge to implementing rigorous water safety plans and meticulously maintaining the integrity of our internal plumbing systems, thereby safeguarding the health and wellbeing of our entire University community.

13 CLIMATE ACTION



SDG 13

Take urgent action to combat climate change and its impacts

The Education University of Hong Kong is taking urgent and decisive action to combat climate change and its wide-ranging impacts. Recognising our profound responsibility as an institution of higher learning, we are committed to integrating climate action across our operations, research, and educational mission. Our strategy focuses on mitigating our own carbon footprint, enhancing campus resilience, and empowering our community with the knowledge and skills to lead the transition to a low-carbon future.



12

22



83

FWCI:1.93



847

participants



8

events

Empowering Educators for a Sustainable Future

Central to the mission of EdUHK is empowering educators to spearhead sustainability within their professional practice. Our **Master of Arts in Education for Sustainability** is specifically designed to equip teachers and educational professionals with the advanced knowledge and pedagogical skills required to integrate these crucial themes into their work. The programme fosters a deep understanding of environmental consciousness and climate awareness, enabling educators to cultivate a sense of responsibility and active engagement among their learners.

This is complemented by specialised coursework, such as the module on **Climate Change and Global Warming**, which provides students with a robust understanding of the scientific principles driving climate phenomena, as well as their global impacts and potential mitigation strategies. Through these integrated theoretical and practical approaches, EdUHK is cultivating a new generation of educators and learners who are informed, motivated, and capable of contributing positively to addressing the world's most pressing environmental challenges.

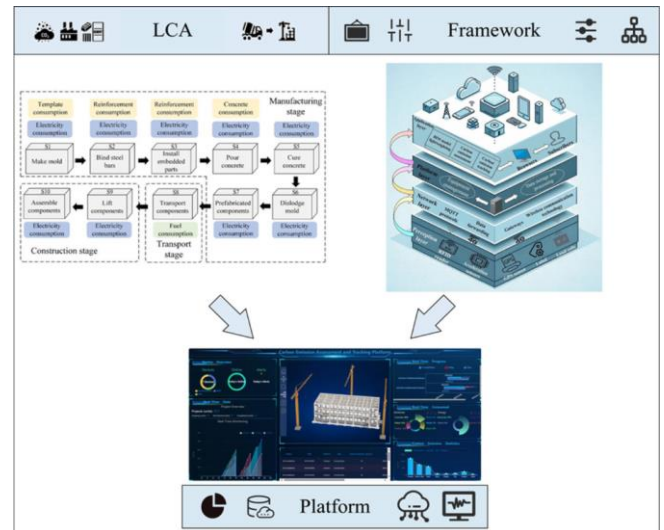


Pioneering Digital Solutions for a Low-Carbon Built Environment

Scholarly innovation at EdUHK is driving significant advancements in sustainable construction. Research involving Professor C.Y. Jim has led to the development of an integrated Building Information Modelling (BIM) and Internet of Things (IoT) platform, designed to assess and monitor carbon emissions during the materialisation of prefabricated building components.

Published in the leading journal *Resources, Conservation and Recycling*, this cutting-edge system facilitates the real-time tracking of environmental impacts throughout the construction supply chain. By providing accurate and dynamic data, the platform empowers the construction industry to precisely measure and manage its carbon footprint. This innovation is instrumental in promoting more sustainable building practices, supporting the transition to a low-carbon built environment and contributing to global climate action goals.

Source: Xiaojuan Li, Ming Jiang, Chengxin Lin, Rixin Chen, Meng Weng, C.Y. Jim, Integrated BIM-IoT platform for carbon emission assessment and tracking in prefabricated building materialization, *Resources, Conservation and Recycling*, Volume 215, 2025, 108122, ISSN 0921-3449



26th Primary STEAM Project Exhibition Exploring Climate Change

The 26th Primary STEAM Project Exhibition, titled "**Exploring Climate Change**," served as an innovative platform for young students to engage deeply with one of the most urgent environmental challenges facing the world today. By providing an interactive and educational space, the exhibition encouraged children to explore the causes, effects, and potential solutions related to climate change through hands-on activities, creative projects, and collaborative learning experiences. This early exposure aimed to cultivate a sense of environmental responsibility and awareness among young learners, fostering critical thinking and problem-solving skills essential for addressing future climate challenges.

The exhibition also promoted interdisciplinary learning, integrating science, technology, engineering, arts, and mathematics to help students understand complex climate issues from multiple perspectives. Such initiatives are vital in nurturing environmentally conscious citizens who are informed and motivated to participate in



sustainable practices and climate action from an early age. Ultimately, by inspiring curiosity and understanding about climate change, the exhibition contributes to building a generation equipped with the knowledge and values necessary to protect our planet.



EdUHK Research Team Promotes Indoor Air Quality Education in Sri Lanka

In addition, an EdUHK research team has played a vital role in promoting indoor air quality education in Sri Lanka, a project that significantly contributes to improving public health and environmental sustainability in the region. By collaborating with local communities, government agencies, and educational institutions, the team has facilitated the dissemination of critical knowledge about the importance of maintaining healthy indoor environments and reducing exposure to air pollutants. Their efforts include organising workshops, developing educational materials, and raising awareness about the sources of indoor air pollution and practical measures to mitigate its impact.

This initiative not only helps to support healthier living conditions for vulnerable populations, such as children and the elderly, but also aligns with broader global efforts to combat environmental health risks associated with poor indoor air quality. Through this project, EdUHK demonstrates its commitment to applying research for social good, fostering cross-cultural understanding, and addressing pressing environmental health issues in developing regions. Ultimately, these efforts contribute to building resilient communities capable of adopting sustainable practices that improve quality of life and reduce health disparities linked to environmental factors.



49 EdUHK Scholars Named World's Top 2% Scientists by Stanford University

Recognising the global impact of scientific excellence, 49 EdUHK scholars have been named among the world's top 2% scientists by Stanford University, a prestigious accolade that underscores the university's research prowess and commitment to advancing knowledge across various disciplines. This recognition is based on rigorous criteria, including research productivity, citation impact, and contributions to innovation and societal development. The achievement not only highlights the individual scholarly excellence of these researchers but also reflects EdUHK's broader capacity to foster a vibrant academic environment that encourages high-impact research aimed at addressing pressing global challenges, including climate change, environmental sustainability, and social development. The recognition elevates the university's reputation on the international stage, positioning it as a centre for innovative research and thought leadership that can contribute meaningfully to global efforts in tackling climate and environmental issues. Furthermore, such accolades inspire continued investment in research excellence and collaborative projects, reinforcing EdUHK's role in generating impactful solutions and advancing sustainable development goals through scholarly contributions.



Leading the Green Transition through Education and Collaboration

Recognising the urgency of the climate crisis, EdUHK is fostering partnerships specifically aimed at promoting a sustainable future. Our UNEVOC Centre (Hong Kong) is at the forefront of this effort. In February 2024, the Centre, with support from the UNESCO Beijing office, held a major symposium titled **'Empowering Youth – Skills for Green Innovation: Fostering Green Transition to a Sustainable Future'**. The symposium brought together a diverse group of stakeholders, including representatives from industry, youth organizations, educators, and students, to examine the role of education in implementing the SDGs. It served as a crucial first step towards developing joint projects and shared strategies for green innovation. A key focus was on empowering youth, who are perceived as the most active agents of change in supporting the green transition. This event marked the beginning of a long-term, project-based platform to be jointly implemented by UNESCO and the UNEVOC Centre at EdUHK, ensuring sustained momentum in this critical area.



A Strategic Approach to Energy Efficiency and Climate Action

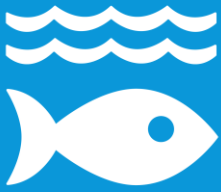
The University is dedicated to enhancing energy efficiency across its campus and mitigating its climate impact through a comprehensive and forward-looking strategy. Our commitment is demonstrated through a wide range of energy-saving initiatives. These include the systematic replacement of traditional lighting with energy-saving LED fixtures and the deployment of smart control technologies, such as motion and occupancy sensors, which automatically switch off air conditioning systems when spaces are unoccupied. Furthermore, we have upgraded to high-efficiency equipment, improved the insulation of air-conditioning pipework to minimise thermal loss, and continuously optimised building services systems to ensure effective energy management.

To guide these efforts, the University has embedded climate change measures into its core policies and planning processes, establishing key performance indicators that focus on greenhouse gas emissions and electricity consumption. We have set clear and ambitious targets, committing to reduce per capita greenhouse gas emissions by 30% in Scope 1 (direct emissions) and Scope 2 (indirect emissions from electricity) by the 2030/31 academic year. Alongside this, the University aims to reduce electricity consumption per capita by 8% within the same timeframe. These targets reflect EdUHK's firm commitment to climate action, aligning with global and local sustainability goals.

Looking to the future, EdUHK will continue to replace lighting with LEDs and upgrade heating, ventilation, and air conditioning (HVAC) systems as required. We will also actively explore further energy-saving opportunities, including the retro-commissioning of existing building systems and expanding the use of smart control sensors to optimise system operations even more effectively.



14 LIFE BELOW WATER



SDG 14

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

The Education University of Hong Kong is dedicated to the conservation and sustainable use of our oceans, seas, and marine resources. Through targeted research, preventative operational measures, and specialised educational outreach, the University is actively contributing to the protection of marine ecosystems and fostering a deeper understanding of the vital role they play for our planet.

Fostering Environmental Stewardship Through Innovative Education

In support of Sustainable Development Goal 14 (Life Below Water) and broader environmental objectives, The University is at the forefront of cultivating environmental literacy and action through pioneering educational initiatives.

A key component of this strategy is the course on **Environmental Science and Urban Sustainability**, which equips future educators with a comprehensive understanding of ecological systems, urban environmental challenges, and sustainable practices. The course integrates real-world case studies and data interpretation to build critical thinking skills, empowering students to translate theoretical knowledge into practical solutions for a more sustainable future.

Furthering this commitment, the Department of Curriculum and Instruction has launched a new **Senior Primary Science Curriculum**, developed to align with the Education Bureau's latest framework. Titled '**From Arctic Exploration to Marine Ecological Sustainable Development and Global Citizenship**', this innovative curriculum moves beyond traditional classroom learning. It incorporates diverse teaching methods, including insights from Arctic research expeditions, to connect scientific concepts with real-world exploration and foster a deeper understanding of global marine ecological challenges.

Scheduled for a pilot in the 2024/25 academic year, the curriculum uses illustrated journals from Arctic explorations, English-medium science lessons, and social service activities to spark curiosity and a sense of global citizenship among pupils. This approach is designed not only to enhance scientific literacy but also to empower students to devise strategic conservation plans and to prepare them for a seamless transition to secondary education.



Courses

5

3



Researchers



Research Outputs

168

FWCI:1.26

890
participants



Outreach

11
events



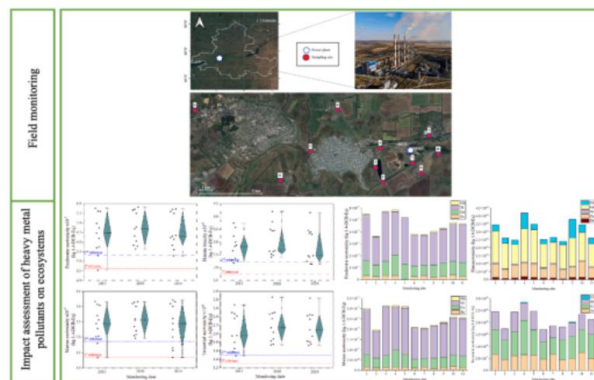
掃描QR碼了解遊戲說明。
Scan QR code for game instructions.



Informing Policy to Safeguard Aquatic Ecosystems from Industrial Pollutants

Research excellence at EdUHK contributes vital knowledge to the global effort to protect marine and aquatic ecosystems. A 2025 study published in the *Journal of Hazardous Materials*, co-authored by Professor M.H. Wong of EdUHK, investigates the environmental and health risks posed by heavy metal contamination from industrial activities.

The research focused on soils surrounding a coal power plant, revealing that concentrations of lead, zinc, copper, nickel, manganese, cadmium, and chromium exceeded established safety thresholds. Although primarily examining terrestrial ecosystems, the findings have profound implications for marine environments. The study highlights that heavy metals can leach from contaminated soil into water bodies, posing a significant threat to aquatic biodiversity. This contamination can enter the food chain, leading to bioaccumulation that ultimately affects human health. The life cycle assessment within the research indicated that ecotoxicity in marine and freshwater environments increased by over 30% compared to average pollutant levels, with nickel being the main contributor.



This research underscores the critical necessity for stringent monitoring and management of pollutant emissions from industrial sources. By providing robust scientific evidence on the long-term consequences of heavy metal accumulation, this work directly supports the objectives of Sustainable Development Goal 14—to conserve and sustainably use the oceans, seas, and marine resources—and informs strategies to protect these vital ecosystems.

Source: Kravchenko, E., Minkina, T., Mandzhieva, S., Bauer, T., Lacynnik, E., Wong, M. H., & Nazarenko, O. (2025). Ecological and health risk assessments of heavy metal contamination in soils surrounding a coal power plant. *Journal of Hazardous Materials*, 484, Article 136751

Advancing Marine Science and Conservation through Research

The University is dedicated to advancing marine conservation and the sustainable use of aquatic resources through pioneering research. This commitment is reflected in the global standing of our researchers, with 49 EdUHK scholars named in Stanford University's 2024 list of the world's top 2% most-cited scientists. This cohort includes leading experts such as Professor Rudolf Wu Shiu-sun, the inventor of the groundbreaking 'artificial mussels' used to monitor radioactive contamination in waters worldwide, underscoring our institutional focus on protecting life below water.

This research excellence translates into practical, award-winning solutions. At the 3rd Asia Innovation and Invention Exhibition, a gold medal was awarded to a project 'Rapid Quantification of Microplastics Using Total Organic Carbon Analysis with Simple Sample Pretreatment' by Dr Tsang Yiu-fai for a device that rapidly quantifies microplastic pollution in water. A silver medal was awarded to a 'Nano-Sensor System for Meat and Seafood Monitoring' developed by Professor Stephen Chow Cheuk-fai, which monitors seafood freshness to help reduce waste. These achievements highlight our commitment to developing tangible solutions that protect our oceans and contribute to a sustainable future.



Fostering Marine Stewardship Through Citizen Science

The University is actively fostering a deeper community connection to marine conservation through interdisciplinary dialogue and hands-on citizen science. A key initiative is the **"Citizen Science Sustainability Dialogue and Practice"** stream, part of the University's Sustainable Humanities Project (SUSHUM). This project, generously funded by EdUHK's Central Reserve Allocation Committee, brings together humanities scholars and natural scientists to address the urgent challenges of climate change.

Under this framework, the **"Waters Will Know: Inter-disciplinary Citizen Science Workshop"** series was launched in 2024. Held across May, July, and August, these workshops focus specifically on Hong Kong's water biodiversity under climate change. In partnership with a local NGO, the project features three fieldwork sessions studying the coastal ecology and marine environments of Hong Kong's offshore islands.

This initiative provides a vital platform where community members, university students, and researchers collaborate to monitor and understand fragile aquatic ecosystems. Through hands-on fieldwork, participants are empowered to contribute directly to conservation efforts while gaining a greater understanding of the threats posed by climate change and biodiversity loss. By bridging scientific research with community engagement, EdUHK not only enhances scientific literacy but also inspires meaningful public action to safeguard our precious marine resources.



Nurturing Environmental Stewards through Community Action

The University, through its Student Affairs Office, actively fosters environmental responsibility through the **EdUTEer “Eco Master!” programme**. This green volunteer and community education initiative is designed to cultivate a profound understanding of ecological issues and promote conservation action among our students.

In collaboration with expert organisations such as Outdoor Wildlife Learning Hong Kong (OWLHK), the programme provides students with immersive, hands-on learning experiences. Recent activities included a **'Forest Ecology Activity Day'** and a **'Free Ocean Day'**, which combined theoretical knowledge with practical fieldwork.

During the 'Forest Ecology Activity Day', students participated in thematic talks on biodiversity and engaged with interactive learning tools before undertaking a field trip to the Tai Po Kau Nature Reserve. A key component of this initiative was equipping our students with pedagogical theories on environmental education, empowering them to design and deliver effective, engaging activities for primary school pupils.

The 'Free Ocean Day' focused on marine conservation, taking students to the ecologically significant mudflats of Ting Kok, a designated Site of Special Scientific Interest. Participants studied coastal wildlife and the detrimental impact of plastic pollution on marine habitats. The day culminated in a shoreline clean-up and a marine debris survey, where students collected and analysed waste to better understand the sources of local ocean pollution and reflect on solutions.



From Campus to Coastline: Cultivating Champions for Marine Conservation

The University is committed to fostering a profound understanding of and sense of responsibility for our marine environments. This commitment is vividly demonstrated through the impactful careers of our alumni, who translate their academic learning into tangible conservation action.

A compelling example is Kelvin So, a graduate of EdUHK's Bachelor of Arts (Honours) in Education for Sustainability programme. Now serving as the Manager of Ocean Conservation at WWF-Hong Kong, Kelvin is at the forefront of local marine protection efforts. His work involves advocating for the government to designate 30% of Hong Kong's waters as Marine Protected Areas (MPAs) by 2030, a significant increase from the current 5%.

Inspired by a SCUBA diving experience during his studies at EdUHK, Kelvin actively raises awareness about the surprising richness of Hong Kong's marine biodiversity. He highlights that local waters, such as those around the Ninepin Group in Sai Kung, host vibrant and diverse coral communities comparable to renowned international diving locations. Through the dedication of alumni like Kelvin, EdUHK's influence extends beyond the campus, empowering a new generation of leaders to protect and preserve our vital marine ecosystems for a sustainable future.



15 LIFE ON LAND



SDG 15

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

The Education University of Hong Kong is committed to protecting, restoring, and promoting the sustainable use of terrestrial ecosystems. Our approach is rooted in our unique position as a university with a remarkably biodiverse campus, which we leverage as a living laboratory for education, research, and community engagement to foster a deep and lasting respect for life on land.

Cultivating Ecological Awareness Through the Lens of Cinema

The University champions innovative interdisciplinary approaches to environmental education. A prime example is the '**Eco-cinema and Sustainable Community**' course, offered by the Department of Literature and Cultural Studies, which fosters a sophisticated understanding of ecological issues through the powerful mediums of film and creative practice.

The course guides students to critically analyse how cinema reflects and promotes the protection, restoration, and sustainable use of terrestrial ecosystems. By examining themes of biodiversity, environmental justice, and the 'more-than-human' world within both local and global contexts, it encourages a profound awareness of the urgent need to conserve land and natural resources.

Crucially, the curriculum moves beyond theoretical discussion to encompass practical application. Students engage directly with sustainable communities and are tasked with producing their own ecological short films. This hands-on experience empowers them to contribute actively to the preservation and ethical management of land ecosystems, shaping them into environmentally conscious citizens and communicators.



29

12



56

FWCI:0.80



874

participants



19
events

Strategic Research to Inform Conservation of Endangered Species

Research from EdUHK is providing critical data to inform conservation strategies for endangered species, directly supporting the aims of Sustainable Development Goal 15 (Life on Land). A 2024 study in the journal *Scientific Reports*, co-authored by Professor C.Y. Jim of EdUHK's Department of Social Sciences and Policy Studies, utilised advanced species distribution models to predict suitable habitats for *Ormosia microphylla*, an endangered tree species in China. The research identified crucial environmental factors for the species' survival, including specific ranges for precipitation and temperature.

By pinpointing regions with optimal environmental conditions, the study offers invaluable information for targeted conservation, supporting efforts to halt biodiversity loss. The findings help in prioritising key areas for habitat protection and restoration. Furthermore, the research projects how climate change could shift these suitable habitats, underscoring the importance of developing adaptive land management strategies to maintain ecosystem resilience.

This work exemplifies how ecological modelling at EdUHK can inform evidence-based conservation efforts, ensuring sustainable land use practices and contributing to the global goal of restoring and safeguarding terrestrial ecosystems for future generations.

Source: Wei, L., Wang, G., Xie, C. et al. Predicting suitable habitat for the endangered tree *Ormosia microphylla* in China. *Sci Rep* 14, 10330 (2024)

A Campus Rich in Biodiversity

Nestled in a scenic area of Hong Kong, China, the EdUHK campus is a recognised biodiversity hotspot, home to more than 380 species of trees, plants, insects, birds, and other wildlife. This rich natural heritage provides an unparalleled environment for learning and teaching. The University has distinguished itself in the Inter-University City Nature Challenge, an international effort to document urban wildlife, by recording the highest number of observations and species among several tertiary institutions in the region. This achievement underscores our community's engagement and our campus's significant ecological value.

At the heart of our hands-on educational efforts is the campus Eco-Garden. This vibrant space, which includes organic farmlands, ecological ponds, a constructed wetland, and aquaponics systems, serves as an authentic platform for sustainability education and environmental studies. The Eco-Garden facilitates field-based learning and research, emphasising resource recycling, energy-saving design, and biodiversity conservation.



Fostering Ecological Stewardship Through Citizen Science and Community Engagement

Through the "**Sustainable Humanities Project**," the University fosters a nuanced understanding of sustainability by forging connections between artistic expression, scientific inquiry, and cultural research.

A key component of this initiative "**Citizen Science Sustainability Dialogue and Practice**" invites the public to become citizen scientists by documenting and mapping the biodiversity within their own living environments. This participatory project encourages residents to use species recognition tools to record the co-living species in their immediate surroundings, fostering a greater awareness of urban and domestic micro-biodiversity and promoting a more sustainable interaction with local ecosystems.

In parallel, another initiative offers guided forest walking tours in partnership with conservation scientists. These immersive excursions provide a unique opportunity for participants to explore Hong Kong's natural forests alongside experts, offering deep insights into local ecology. The tours focus on ecological education, highlighting the importance of conserving native flora and fauna and fostering a deeper public connection with the region's terrestrial ecosystems. Through these hands-on activities, EdUHK empowers the wider community with the knowledge and tools to appreciate and protect the rich natural heritage of Hong Kong, China.

Extending Compassion into the Community



The University is dedicated to nurturing a sense of social responsibility and compassion that extends to all members of our community, including animals. A year-long programme "**EdUHK Paws and Me**" was launched to enhance students' awareness of stray animal welfare and equip them with the skills to become active advocates.

The programme was structured in two phases. In the first phase, participants engaged in intensive workshops and training sessions held on 20 October 2024 at the Luk Heung Campus and on 9 November 2024 at the House of Joy and Mercy animal shelter. These sessions provided students with essential skills for animal-related volunteer work and offered deep insights into the current situation facing stray animals and the operational realities of animal shelters.



In the second phase, empowered by their new knowledge, our students took the initiative to educate the next generation. Between February and May 2025, a dedicated group of eight EdUHK students organised and delivered three in-school educational talks. These presentations, which reached a total of 427 primary school pupils, focused on promoting the adoption of stray animals and raising public awareness of the associated issues. This initiative not only provided practical support for animal welfare but also demonstrated the powerful role of education in fostering a more compassionate and responsible society.

Fostering Global Citizenship and Sustainable Awareness

The University is committed to preparing students for a complex and interconnected world through initiatives like the 'Global Lens' programme. Managed by the Student Affairs Office, the programme is designed to equip students with the essential knowledge and skills for a global perspective, encouraging them to step beyond their comfort zones and engage with the world.

The programme provides culturally engaging opportunities that encourage students to be aware of their own culture, recognise critical global issues, and understand their interconnections. In alignment with this objective, the majority of workshops are knowledge-based, covering a diverse range of topics from various cultures to key themes within the Sustainable Development Goals (SDGs). This includes focused discussions on significant regional and international frameworks such as the Greater Bay Area (GBA) and the Belt and Road Initiative (BRI).

Throughout the 2024-25 academic year, the Student Affairs Office delivered 14 distinct webinars and workshops. The initiative saw substantial engagement, with a total of 744 EdUHK students participating—347 in the first semester and 397 in the second. The 'Global Lens' initiative has been met with positive feedback from participants, affirming its success in broadening their horizons and fostering a deeper understanding of global dynamics.



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



SDG 16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The Education University of Hong Kong is steadfast in its commitment to promoting peaceful and inclusive societies for sustainable development, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels. This commitment is woven into the fabric of the University's governance, research, educational ethos, and community life.

Cultivating Social Justice in the Classroom

The University is dedicated to preparing educators who can build a more equitable and sustainable world. A key component of this commitment is the undergraduate course '**Promoting Social Justice in Schools**'. This course equips future teachers with the essential knowledge and practical skills to foster inclusive and socially just learning environments.

Offered by the Department of Education Policy and Leadership, the course guides students to explore fundamental concepts of equity, fairness, and diversity. Participants critically analyse how policies, curricula, and school practices can affect different social groups, learning to identify and challenge systemic injustice. The curriculum covers a wide range of current issues, from poverty and minority rights to equal opportunities for students with special needs.

By emphasising inclusive pedagogy and community engagement, the course prepares educators to implement teaching strategies that accommodate students from varied socio-economic and cultural backgrounds. Ultimately, it inspires and empowers a new generation of teachers to act as agents of positive social change, capable of taking a leading role in promoting justice within their schools and the wider community.

Advancing Justice and Governance through Education and Research

As a leading educational institution, EdUHK plays a pivotal role in advancing the principles of justice and good governance through its academic programmes and research. The University offers a **Minor in Law and Society**, which provides students with a multidisciplinary perspective on the theory and practice of law in local, regional, and global contexts. This programme equips students to understand major legal discourses and controversies, preparing them for careers where a strong sense of justice is indispensable.

Furthermore, EdUHK actively participates in city-wide initiatives to promote the rule of law. University members have joined the "**Rule of Law Education (ROLE) Stars Train-the-Leaders Programme**," a government initiative designed to enhance understanding of the legal system and empower future educators to promote the rule of law in the community.



Courses

47

37



Researchers

Research
Outputs

44

FWCI:1.15

2,571
participants

Outreach

22
events

Fostering Global Dialogue on Equity and Citizenship

As part of its commitment to addressing pressing global challenges, the University hosted a significant public lecture on 15 October 2024 titled '**Global Migration, Failed Citizenship, and the Quest for Equity**'. Delivered by the distinguished scholar Professor James A. Banks, the lecture offered an in-depth exploration of how international migration challenges traditional notions of citizenship, often leaving racial, ethnic, and cultural groups structurally excluded from their nation-states.

Professor Banks presented his typology of citizenship—failed, recognised, participatory, and transformative—and critically examined the vital role of the school in reducing 'failed citizenship' and empowering marginalised communities to become active participants in society. The event, which included a discussion panel of EdUHK's own leading academics, underscored the University's role in fostering a nuanced understanding of social justice and equity. By engaging with such complex global issues, EdUHK encourages critical thinking about how policies can be reformed to promote fairness and build more inclusive, cohesive societies.



Harnessing Big Data for Effective Poverty Alleviation

Academics at EdUHK are at the forefront of research exploring how technological innovation can enhance governance and address critical societal challenges. This commitment is exemplified in a 2024 study published in the journal *Public Administration*.

The research, titled "**From big data to higher bureaucratic capacity: Poverty alleviation in China**," investigates how the utilisation of big data technologies has significantly enhanced the capacity of government agencies to implement effective poverty alleviation programmes. The study demonstrates that the shift from traditional administrative methods to data-driven approaches allows for more precise targeting of impoverished populations, improved allocation of resources, and greater transparency in policy execution.

By facilitating real-time monitoring and evaluation, this technological transformation fosters more responsive governance and reduces systemic inefficiencies. The study underscores the profound potential of big data to revolutionise public administration and directly support the Sustainable Development Goals concerning poverty reduction and social equity.

This research from EdUHK provides valuable, policy-relevant insights into how technological innovation can be leveraged to bolster governance and advance social justice, offering a model for policymakers worldwide who seek to optimise administrative functions and achieve a more equitable society.

Source: Zhu, J., Xiao, H., & Wu, B. (2024). From big data to higher bureaucratic capacity: Poverty alleviation in China. *Public Administration*, 102(1), 61–78

Strengthening Higher Education for a Sustainable Future

The University has taken a significant step to enhance the quality and sustainability of higher education by establishing the Centre for Higher Education Leadership and Policy Studies (CHELPS). As the first of its kind in Hong Kong, China, the centre is dedicated to advancing research and practice in higher education governance, leadership, and policy.

CHELPS aims to foster innovative approaches to university management, support evidence-based policy development, and nurture the next generation of leaders among educators and administrators. Housed within the University's Academy for Applied Policy and Educational Futures, the centre provides a vital platform for collaboration between scholars, policymakers, and institutional leaders to address the complex challenges facing the sector, including quality assurance, internationalisation, and sustainable development.

The establishment of CHELPS reflects EdUHK's firm commitment to strengthening higher education systems, not only in the Greater Bay Area and Hong Kong, China but also across Asia and the wider world. Through cutting-edge research, rigorous policy analysis, and professional development programmes, such as a new Master of Arts in Global Higher Education, the centre is poised to influence positive change and promote excellence and resilience in higher education leadership and policy.



Championing Integrity Through Governance and Student Action

EdUHK operates under a robust governance framework designed to ensure transparency, accountability, and the highest ethical standards. As a public body, the University and its employees are bound by the Prevention of Bribery Ordinance in Hong Kong, China, which strictly prohibits the solicitation or acceptance of advantages. A clear policy guides staff, who receive regular reminders of their responsibilities and are mandated to report any offered bribes to the Independent Commission Against Corruption (ICAC).

To embed these values within the student body, the Student Affairs Office partners with the ICAC to run the **ICAC Ambassador Programme**. This initiative actively involves students in promoting the core values of justice and integrity throughout the University community. Each year, selected students are appointed as ICAC Ambassadors and are empowered to organise on-campus activities that foster an anti-corruption culture. This year, ten ambassadors led a series of engaging events, including game booths, workshops, and activities symbolically incorporating coffee, which is linked to the ICAC's work.

These student-led initiatives effectively reinforce the importance of integrity, inspiring the entire community to uphold justice and ethical behaviour while cultivating a campus-wide culture of honesty and accountability.



(Latte Art Workshop)



(Phone Charm Workshop)



(Coffee Distribution Booth)



(Game Booths at Central Plaza)

17 PARTNERSHIPS FOR THE GOALS



SDG 17

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

In recognition that the ambitious 2030 Agenda for Sustainable Development can only be realised through collective action, the Education University of Hong Kong is deeply committed to Partnerships for the Goals. We actively forge and nurture multi-stakeholder partnerships at local, regional, and international levels, creating a powerful network for knowledge exchange, capacity building, and collaborative innovation.



10

41



Researchers



Research Outputs

54

FWCI:1.22

963

participants



Outreach

6

events

Driving Climate Action Through Inclusive Partnership

Recent analysis by a scholar from EdUHK highlights the critical need for a fundamental shift in our approach to the global climate crisis. In the article "**COP28: Loss and damage, fossil fuels and the limits of climate diplomacy**," Professor Paul G. Harris of the Department of Social Sciences and Policy Studies argues that traditional climate diplomacy has proven inadequate in the face of escalating climate disasters.

The research contends that despite decades of negotiations, international agreements have failed to deliver the urgent action required, signalling that a new approach is necessary. This perspective reinforces the importance of the social dynamics within climate action. For collaborative efforts to be effective, they must ensure the inclusive and equitable engagement of all stakeholders, from local communities to international organisations.

This involves creating intentional strategies for shared decision-making and investing in capacity-building initiatives. Such measures are crucial for enabling marginalised groups to participate meaningfully in the transition to a sustainable future, thereby fostering greater ownership and long-term success of climate projects. Through its scholarly contributions, EdUHK is shaping the discourse on climate governance, advocating for more just and effective solutions to this pressing global challenge.

Source: Harris PG (2024) COP28: Loss and damage, fossil fuels and the limits of climate diplomacy. *PLOS Clim* 3(1): e0000351

A Global Platform for Sustainable Educational Reform

Reinforcing its commitment to global partnership and sustainable educational development, EdUHK is at the forefront of international dialogue on education reform. A landmark initiative in this area is the establishment of the Global Research Institute for Finnish Education (GRIFE), a significant collaboration between Finland and Hong Kong, China designed to integrate research findings into educational practice and policy.

The institute's inaugural flagship event, the **GRIFE Conference 2024**, was held in June, bringing together over 150 scholars, educators, and practitioners from Chinese Mainland, Hong Kong and overseas. With the theme **“Educational Reforms through the Perspectives of Chinese and Finnish Education,”** the conference provided a unique platform for in-depth academic discussion. It drew on Finland's renowned system of innovative, active, and equitable learning to foster a rich dialogue on educational challenges and opportunities. Key themes included meeting societal demands for sustainable development, navigating education in an era of digital transformation, and the role of education in shaping the future.

The conference serves as a catalyst for long-term, sustainable impact. Building on the fruitful discussions, five dedicated special interest groups have been formed to continue this important work. These groups—covering Media Education and Digital Competence, Early Childhood Education and Special Needs Education, STEM Education, and Higher Education and Teacher Education—will spearhead sustainable projects designed to generate significant and lasting impacts on educational practice, research, and policy, both locally and globally.



Fostering Educational Development along the Belt and Road

EdUHK is deeply committed to the Belt and Road Initiative as a pivotal strategy for national development and a conduit for international educational exchange. Our engagement with countries along the Belt and Road is multifaceted, focusing on building interdisciplinary research networks, organising academic symposiums, and conducting collaborative research.

A significant highlight is the **‘Bridging Borders Through Technology: Belt & Road Conference on Special Education’** in May 2025. Organised by our Integrated Centre for Wellbeing (I-WELL) and the Department of Special Education and Counselling, this hybrid conference was held in collaboration with Suleyman Demirel University (SDU) in Kazakhstan and Sultan Idris Education University (UPSI) in Malaysia. The event brought together nearly 250 scholars, educators, and industry experts from Chinese Mainland, Hong Kong, Central Asia, and Southeast Asia to explore the integration of AI and educational technology in special education.

Our leadership has actively pursued deeper ties within the region. In May 2024, a high-level delegation led by President Professor John Lee Chi-Kin visited Brunei and the Philippines. This visit resulted in the signing of a formal Memorandum of Understanding (MoU) with Universiti Brunei Darussalam to deepen collaboration in early childhood education and special needs education. Discussions with the Ministry of Education of Brunei Darussalam and institutions in the Philippines have laid a strong foundation for future partnerships, demonstrating EdUHK's growing influence and commitment to educational development in ASEAN countries. These collaborations are supported by the Government of the Hong Kong Special Administrative Region's broader strategy, which includes offering Belt & Road Scholarships to students from countries like Kazakhstan, further strengthening educational ties.



Anchoring Partnerships: The UNESCO Chair and Global Alliances

A cornerstone of our international engagement is the prestigious **UNESCO Chair in Regional Education Development and Lifelong Learning**. Having been renewed for the 2023-2027 term under the continued leadership of Professor John Lee Chi-Kin, the Chair is a key participant in the UNITWIN/UNESCO Chairs Programme. This platform is instrumental in supporting our partnerships with universities worldwide to advance the SDGs. It provides a robust framework for our international activities, focusing on knowledge sharing, capacity building, and collaborative research in critical areas of education.

In a landmark event in late 2024, EdUHK, in partnership with Central China Normal University (CCNU), established the **Global Alliance of Educational Leaders and Department Heads (GAELDH)**. This alliance was inaugurated during the First Global Heads Forum in Education, which brought together over 200 education leaders from around the world. The forum, themed “Digitalisation and AI-Empowerment of Child Education: Changes, Challenges, and Chances,” aims to foster cross-cultural collaboration, advance educational reform, and shape educational policies at all levels. By creating this vibrant network, EdUHK is facilitating a global dialogue on the future of education, ensuring that it is inclusive, equitable, and empowered by technology to meet contemporary challenges.

Furthermore, our global engagement extends to forums that tackle specific educational challenges. In June 2024, EdUHK's early childhood education scholars participated in a premier roundtable forum uniting experts from across the globe to bridge the intellectual expanse between East and West. This gathering focused on the urgent topic of AI and digital tools in early education, aiming to spark meaningful discussions that will influence future educational strategies and policymaking.



Deepening Integration within the Guangdong-Hong Kong-Macau Greater Bay Area (GBA)

As a leading university in the region, EdUHK is actively contributing to the development of the Greater Bay Area. We strive to build impactful collaborations with GBA institutions to advance teaching, research, and knowledge transfer. A key initiative is the **'Guangdong-Hong Kong-Macau University Chinese Language Education Alliance,'** established with Jinan University and Macau University of Science and Technology to promote resource sharing and collaborative research in Chinese language education.

In our commitment to providing students with diverse learning experiences, from the 2023/24 academic year, EdUHK has introduced a compulsory **"Greater Bay Area Study Tour"** for all full-time undergraduate programs. These tours, tailored to different courses, provide our students with first-hand experience and a deeper understanding of the region's development.

Our partnerships in the GBA also focus on cultural enrichment and innovative pedagogy. The **"Guangdong-Hong Kong-Macau Greater Bay Area 'Characteristic Affection, Classical Aspirations' Teaching Development Research Project,"** funded by the Tin Ka Ping Foundation, concluded its first phase in June 2025. This project successfully reached over 100 primary and secondary schools across the GBA, using technology like generative animations to revitalize classical poetry and enhance students' cultural identity. A second phase is already underway, aiming to expand the network and establish a cross-border teacher training platform.



Forging Strong Community Partnerships for Sustainable Impact

EdUHK is deeply committed to the principle of partnership, embedding community engagement into the core of its educational mission to nurture socially caring and globally aware leaders. This commitment is realised through a dual approach that combines professional partnerships in the education sector with broad, student-led community service initiatives.

At the forefront of this effort is the School Partnership and Field Experience Office (SPFEO), which coordinates and strengthens the University's policies and practices in school partnerships, mentorship, and field experience. The Office establishes and maintains mutually beneficial relationships with an extensive network of local schools, collaborating with school sponsoring bodies and principals' associations to build a strong mentoring force and enhance the professional development of teachers. This structured engagement ensures that EdUHK student teachers gain invaluable experience in authentic classroom settings while contributing to innovation and improvement within the education sector.

Beyond the formal school setting, EdUHK fosters a strong sense of civic responsibility through a wide array of service-learning programmes. Managed by the Student Affairs Office, these initiatives are designed to nurture students as "Community Carers," equipping them with a caring heart and an open mind to contribute to society. Students are empowered to act as participants, service leaders, and project organisers, applying their academic knowledge to address real-world challenges. These projects, often in collaboration with non-profit organisations, allow students to engage directly in community development, particularly within the local Tai Po and Northern Districts, helping to build a more inclusive and better community.

