

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.

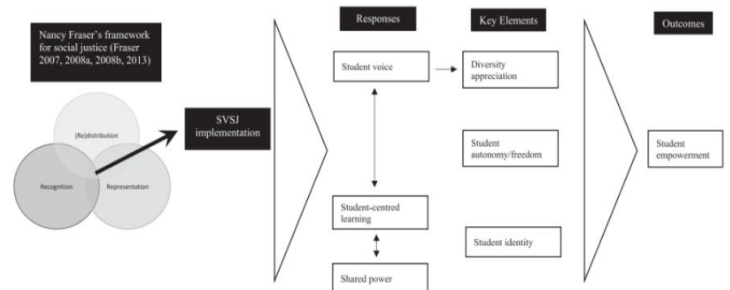


Figure 1. Essential elements of the SVSJ pedagogical method.

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

