

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.

