



**Policy Forum on  
Education Reform &  
Workforce Mobility  
in the Greater Bay Area, China**

**PROGRAMME**

6-7 June 2022  
Hong Kong, China

**Organiser:**

Hong Kong Institute of Educational Research

**Sponsors:**

The Chinese University of Hong Kong  
Tin Ka Ping Foundation

## **SCIENTIFIC CHAIRS**

Prof. Dongshu OU (The Chinese University of Hong Kong)

Prof. Kenneth K. WONG (Brown University)

## **ORGANISING COMMITTEE**

Ms. Kit Yu Dorothy CHU (The Chinese University of Hong Kong)

Ms. Sui Yan Maggie FOK (The Chinese University of Hong Kong)

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## PROGRAMME SCHEDULE

**DAY 1: 6 June 2022, Monday**

**Venue: YIA LT4**

**Zoom Meeting ID: 930 3654 5910    Zoom Passcode: 838608**

Time (GMT+8)	Presentation
8:30-8:40	<b>Welcoming Remarks</b> <i>Dean Xitao FAN (The Chinese University of Hong Kong)</i> <i>Prof. Heung Sang Stephen WONG (The Chinese University of Hong Kong)</i>
8:40-8:50	<b>Overview on GBA research consortium &amp; the policy forum</b> <i>Prof. Kenneth K. WONG (Brown University)</i> <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>

### **Session One: Higher Education Development**

Time (GMT+8)	Presentation
9:00-10:30	<b>Understanding Hong Kong youths' cross-border labor mobility intentions: An "ability-motivation-opportunity" perspective</b> <i>Prof. Ka Ho Joshua MOK (Lingnan University)</i> <i>Dr. Yin MA (Lanzhou University)</i>
	<b>Research productivity of returnee and domestic faculty: Evidence from an accelerated research university in the GBA</b> <i>Prof. Li YU (South China university of Technology)</i>
	<b>Discussion</b> <i>Prof. Bingqin LI (The University of New South Wales)</i> <i>Prof. Chen LI (The Chinese University of Hong Kong)</i> <i>Prof. Yisu ZHOU (University of Macau)</i>

**DAY 1: 6 June 2022, Monday**

**Venue: YIA LT4**

**Zoom Meeting ID: 930 3654 5910    Zoom Passcode: 838608**

**Session Two: Education & Labour Market Outcomes**

Time (GMT+8)	Presentation
10:40-12:00	<b>Overtaught but underpaid? Expansion of higher education and educational mismatch in Hong Kong</b> <i>Prof. Wing Kai Stephen CHIU</i> <i>(The Education University of Hong Kong)</i>
	<b>Returns to education and economic assimilation of migrant workers: A comparative study on Guangdong and Hong Kong</b> <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>
	<b>Discussion</b> <i>Prof. Yan CAO (East China Normal University)</i> <i>Prof. Huacong LIU (Shanghai Jiao Tong University)</i>

**DAY 2: 7 June 2022, Tuesday**  
**Venue: YIA LT4**  
**Zoom Meeting ID: 965 9330 6815    Zoom Passcode: 658072**

**Session Three: Youth Development, Well-Being & National Identity**

Time (GMT+8)	Presentation
08:30-10:30	<p><b>Mobility, cross-border higher education and national identity: An empirical analysis based on 2021-2022 sample data in Guangdong-Hong Kong-Macao greater bay</b>  <i>Prof. Changqing XU (Sun Yat-sen University)</i></p>
	<p><b>The directionality between cyberbullying and cybervictimisation under the influence of problematic social media use</b>  <i>Prof. Ying Him Anthony FUNG (The Chinese University of Hong Kong)</i>  <i>Prof. Sui Chu Esther HO (The Chinese University of Hong Kong)</i></p>
	<p><b>Child development among left-behind and non-left-behind children in rural Guangdong: Boarding schools vs. non-boarding schools</b>  <i>Prof. Sara ZHONG (The Chinese University of Hong Kong)</i></p>
	<p><b>Discussion</b>  <i>Dr. Michael HANSEN (The Brookings Institution)</i>  <i>Prof. Ran LIU (University of Wisconsin-Madison)</i></p>
10:30-10:40	<p><b>Closing Remarks</b>  <i>Prof. Dongshu OU (The Chinese University of Hong Kong)</i>  <i>Prof. Kenneth K. WONG (Brown University)</i></p>

## ABSTRACTS

### SESSION ONE: HIGHER EDUCATION DEVELOPMENT

#### *Understanding Hong Kong youths' cross-border labor mobility intentions: An "ability-motivation-opportunity" perspective*

Ka Ho MOK<sup>1</sup>, Genghua HUANG<sup>2</sup>, Yin MA<sup>3</sup>

#### **Abstract**

The present article sets out against the broader political-economy context to critically examine how young people in Hong Kong assess the development opportunities in the GBA mainland cities. The specific research questions include: what factors will affect the intention of Hong Kong young people to work in the GBA mainland cities? What are their decision-making mechanisms regarding cross-border employment? The study conducted a questionnaire survey between March 25, 2019 and April 1, 2019. We collected data on young people aged 18 to 35 living in the 18 districts of Hong Kong. Based on the ability-motivation-opportunity theory, we built a research model and employed structural equation modeling to analyze the questionnaire responses. The results reveal Hong Kong youths' optimism about the prospects of the GBA is positively related to their intention to work in the GBA mainland cities. This research also finds that opportunities to work in mainland GBA cities have a positive association with Hong Kong youths' intention to work there. A lack of employment opportunities in Hong Kong and dissatisfaction with the public service policies of the Hong Kong government are the push factors, while the facilitation measures for Hong Kong residents to live and work in the GBA mainland cities are the pull factors. Interestingly, our study shows that the correlation between a proactive personality and the intention to work in mainland GBA cities is not significant. This paper contributes to our understanding of Hong Kong youths' intentions to work in the GBA mainland cities, and its findings will promote further scholarly discussion on cross-border labor mobility. Policy recommendations arising from this study will help promote the employment of Hong Kong Youth in the GBA mainland cities, which will contribute to social integration within the GBA.

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<sup>1</sup> Ka Ho MOK, Department of Sociology & Social Policy, Lingnan University.

<sup>2</sup> Genghua HUANG, School of Graduate Studies & Institute of Policy Studies, Lingnan University.

<sup>3</sup> Yin MA, School of Philosophy and Sociology, Lanzhou University.

***Research productivity of returnee and domestic faculty: Evidence from an accelerated research university in the GBA***

**Li YU<sup>1</sup>, Yongye LIU<sup>2</sup>, Yue YAN<sup>3</sup>**

**Abstract**

This paper examines the role of returnees and domestic faculty on research productivity in an accelerated university under the background of higher education reform in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA). Using the person-year panel data and difference-in-differences identification strategy, we find that the returnees' research productivity is significantly higher than domestic faculty and the gaps tend to narrow down over time. By exploring the potential mechanisms through which returnee faculty play roles, we provide the evidence of significantly negative spillover effects on individual outcomes and significant positive effects on departmental-level outcomes. Understanding these spillover effects sheds light on higher education reform policies designed to improve the whole scientific research efficiencies within the university.

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<sup>1</sup> Li YU, the Center of Higher Education Research, Southern University of Science and Technology.

<sup>2</sup> Yongye LIU, the Center of Higher Education Research, Southern University of Science and Technology.

<sup>3</sup> Yue YAN, the Faculty of Finance, City University of Macao.

We acknowledge support from the National Natural Science Foundation in China (No. 71904055).

## SESSION TWO: EDUCATION & LABOUR MARKET OUTCOMES

### *Overtaught but underpaid? Expansion of higher education and overeducation in Hong Kong*

Wing Kai Stephen CHIU<sup>1</sup>, Haoxin YU<sup>2</sup>

#### **Abstract**

This study investigates the incidences of educational mismatch and its impacts on employees' wages and job satisfaction in Hong Kong. Unlike previous relevant studies in Hong Kong, this study adopts indirect self-assessment (ISA) measurement to measure the incidences of overeducation and undereducation. This would be the first study to examine the impacts of overeducation on employees' job satisfaction in Hong Kong. This study compares the situation of educational mismatch between different cohorts, which allows us to understand the trend of overeducation in Hong Kong. The study analyses a large-scale survey dataset focusing on Hong Kong full-time employees born between 1970 and 1995. ISA measurement is adopted to measure educational mismatch in both their first job and the current job. The Verdugo-Verdugo model is employed to estimate the impacts of overeducation on wages, while binary logistic regression analysis is conducted to study the impacts of overeducation on job satisfaction. Our key findings show no visible trend across different cohorts regarding the first job overeducation rates of employees with different post-secondary levels. However, the overall first job overeducation rate is rising as the proportion of employees with post-secondary levels increase over the years. Among employees whose educational level are post-secondary and above, those without a university degree have a much higher incidence of overeducation compared with their counterparts with university degree(s). Overeducation still has significant negative impacts on both wages and job satisfaction of employees after controlling for demographic backgrounds and occupations. Our results show that employees with post-secondary non-degree educational level is the "sandwich class" in the labour market, suffering from the most significant overeducation problem. This is a point often lost in public discussions, and this study would hope to fill in the knowledge gap.

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<sup>1</sup> Wing Kai Stephen CHIU, Department of Social Sciences, The Education University of Hong Kong.

<sup>2</sup> Haoxin YU, The Education University of Hong Kong.

***Returns to education and economic assimilation of migrant workers: a comparative study on Guangdong and Hong Kong***

**Dongshu OU<sup>1</sup>, Zitong WANG<sup>2</sup>, Kenneth K. WONG<sup>3</sup>**

**Abstract**

This paper examines the changing earnings gaps among native and migrant male workers in Guangdong Province and Hong Kong after 2010 and compare the two labour markets. Using data from the 2011 and 2016 years of the Hong Kong Population Census, we provide an updated picture for Hong Kong, building upon earlier works by Lam and Liu (2002) and Ou and Pong (2013). Different than previous studies, the high-skilled immigrants in our study are more educated than high-skilled native workers. Consistent with previous research, we found earnings divergence for all workers. However, earnings convergence is found for both high-skilled and low-skilled workers. Returns to education for high-skilled immigrant workers have been increased along with their earnings assimilation with high-skilled native workers. But we found no statistically significant returns to education for low-skilled immigrant workers in Hong Kong. Using 2010 and 2018 data from China Family Panel Studies and China Migrants Dynamic Survey, we found that migrant workers in Guangdong have higher earnings than Guangdong natives, but the gap also narrows over time. Returns to education decreases overtime for all workers, but returns for natives were consistently higher than that for immigrants. A decomposition analysis suggested that the relative skill prices cannot explain the overtime change in the relative mean-earnings gaps by nativity. Research results have implications on the changing profiles of migrant workers in both Guangdong and Hong Kong and help us to understand the reward of the human capital in the labour market of GBA area.

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<sup>1</sup> Dongshu OU, Department of Educational Administration and Policy, The Chinese University of Hong Kong.

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<sup>3</sup> Kenneth K. WONG, Education Department, Brown University.

## SESSION THREE: YOUTH DEVELOPMENT, WELL-BEING & NATIONAL IDENTITY

### *Mobility, cross-border higher education and national identity: An empirical analysis based on 2021-2022 sample data in Guangdong-Hong Kong-Macao greater bay*

Changqing XU<sup>1</sup>, Yuhui YUAN<sup>2</sup>

#### **Abstract**

The study focused an empirical analysis on the relationships among mobility, cross-border higher education and national identity, aiming to analyze the main factors affecting the national identity of cross-border students, enhance students' national identity through cross-border higher education, and promote the regional integrated development of the Guangdong-Hong Kong-Macao Greater Bay Area. Drawing upon the data from a cross-sectional survey with 503 college students, the results of the analyses suggested: the scale of cross-border higher education in Guangdong-Hong Kong-Macao Greater Bay Area continued to expand, and the willingness of cross-border learning was increasing, the learning motivations and demands of cross-border students were different, and the overall satisfaction tended to be positive; Factors like age, gender and category had no significant impact on cross-border students' national identity, which means national identity is malleable and can be cultivated in appropriate ways; There was a significant correlation between family socioeconomic status and national identity and father's education level and occupation had a significant impact on national identity; Mobility frequency had a significant impact on national identity, while traveling time did not; The national identity of Hong Kong and Macau students was basically consistent with that of mainland students, but the latter possessed a more stable sense of national identity, and the overall level was slightly higher than that of Hong Kong and Macau students; Cross-border education experience, including peer relationships, language and cultural adaptation, were closely related to the formation of national identity. Based on the conclusions with robustness and reliability, the study put forward policy suggestions for the government and higher education institutions to strengthen the cultivation ability and improve students' national identity.

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*The directionality between cyberbullying and cybervictimisation under the influence of problematic social media use*

Ying Him Anthony FUNG<sup>1</sup>, Sui Chu Esther HO<sup>2</sup>

**Abstract**

Our presentation is part of the Health Behaviour in School-aged Children study, a student survey is designed to monitor the health behaviours of children aged 11, 13, and 15 across the globe very 4 years. What is presented is a comparison between the Hong Kong (HK) and Netherland (NL) children with data collected in 2017/2018. We focus on how problematic social media use (PSMU) influence Cyber-bullying (CB) -induced-Cyber-victimisation (CV), and influence CV-induced-CB. Uncovering the mystery helps policy makers decide whether to invest the limited resource in interventions against children CB or CV.

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<sup>1</sup> Ying Him Anthony FUNG, School of Journalism and Communication, The Chinese University of Hong Kong.

<sup>2</sup> Sui Chu Esther HO, Department of Educational Administration and Policy, The Chinese University of Hong Kong.

***Child development among left-behind and non-left-behind children in rural Guangdong: Boarding schools vs. non-boarding school***

**Hua ZHONG<sup>1</sup>, Nicole W.T. CHEUNG<sup>2</sup>**

**Abstract**

The urbanization of mainland China shapes the dualistic urban rural structure and the rural labour migration to cities in Chinese society. As a result, the educational space has been divided into two forms which respectively located in urban and rural areas. A great number of rural adolescents are studying at boarding schools and these schools become the pivotal and unique living space for rural teenagers in their daily life. Some previous studies criticize such boarding schools with concerns on the parent-child relationship or psychological well-being of these boarding students, while the potential positive effects of boarding schools on the higher school achievement of these student are neglected. Based on the social bonding, differential association, and opportunity theories, we analyze the 1,421 rural junior middle school students from Guangdong Province in China, comparing their child development status (psychological well-being, academic performance and delinquent behavior/victimization) in boarding schools and non-boarding schools. The preliminary results reveal that rural boarding schools are beneficial to reduce the family disadvantages of left-behind children. Rural boarding schools are also useful to improve the academic performance for all types of rural children. In terms of students' psychological well-being, there is no significant difference between these two types of schools. With such solid empirical evidence, the rural schools' re-mapping adjustment policy is supported. In all rural areas of Greater Bay Area, we shall try to provide more support for such rural schools.

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## BRIEF INTRODUCTION OF SPEAKERS

### **Prof. Yan CAO**

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

### **Prof. Li CHEN**

*Prof. Li Chen* is an Associate Professor at the Centre for China Studies, The Chinese University of Hong Kong (CUHK). He is also a Research Fellow (by courtesy) at CUHK's Lau Chor Tak Institute of Global Economics and Finance (IGEF). Prof Li Chen has researched, written and taught on a wide range of issues in China's political economy, development strategy, public policy, institutional reforms and business environment in the global context, such as China's state-owned-enterprise reform, financial regulatory reform, government-business relations and industrial & regional development policies. He received his PhD and MPhil in development studies from the University of Cambridge and dual bachelor degrees of law and economics from Peking University. He has been frequently interviewed by international and local media, with views quoted by *Fortune*, *Wall Street Journal*, *The Economist*, *Lianhe Zaobao* (Singapore) and *South China Morning Post*, among others. He also regularly contributes opinion pieces to *China Daily*.

**Prof. Wing Kai Stephen CHIU**

*Stephen W.K. Chiu* is Chair Professor in Sociology, Department of Social Sciences, and Associate Dean, The Faculty of Liberal Arts and Social Sciences, The Education University of Hong Kong. Prior to joining the Education University in 2017, he had served as the Co-Director of the Institute of Asia-Pacific Studies. He completed his PhD from Princeton University and has been focusing his research on the sociological study of Hong Kong from a comparative and historical perspective. His current research topics include education, social stratification and inequality, cultural industries, youth identities and traditional Chinese medicine. He is also an active contributor to public discussions of policy issues in Hong Kong through the news media.

**Prof. Anthony Y.H. FUNG**

*Anthony Y.H. Fung* is Professor in the School of Journalism and Communication at the Chinese University of Hong Kong and Professor in the School of Art and Communication at Beijing Normal University at Beijing. His research interests and teaching focus on popular culture and cultural studies, popular music, gender and youth identity, cultural industries and policy, and digital media studies. He published widely in international journals, and authored and edited more than 20 Chinese and English books. His recent books are *Global Game Industries and Cultural Policy* (2016 under Palgrave Macmillan), *Hong Kong Game Industry, Cultural Policy and East Asian Rivalry* (2018 under Rowman & Littlefield), and *Made in Hong Kong: Studies in Popular Music* (Routledge, 2020).

### **Prof. Michael HANSEN**

*Dr. Michael Hansen* holds the Herman and George R. Brown Chair in Governance Studies and is a Senior Fellow in the Brown Center on Education Policy at the Brookings Institution. A labor economist by training, Dr. Hansen has conducted original research on a wide array of education policy issues, with a specialization in teacher policy and school accountability. Findings from Dr. Hansen's research have received media coverage from prominent outlets including *the New York Times*, *the Washington Post*, *the Atlantic*, *Wall Street Journal*, *the Economist*, *Politico*, and *Education Week*. His work has also been published in peer-reviewed research journals including *American Economic Review*, *Education Finance and Policy*, *Economica*, *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, among others. He is also editor for the Brown Center Chalkboard, the Brookings Institution's blog on domestic education policy and research. Dr. Michael Hansen is an Eisenhower Fellow (2020 Zhi-Xing China program) and holds a Ph.D. in Economics from the University of Washington.

Hansen is co-author of the recent book, *Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom* (Harvard Education Press, 2021).

### **Prof. Esther Sui Chu HO**

*Esther Sui Chu Ho* is Professor in the Department of Educational Administration and Policy, and Director of the Hong Kong Centre for International Student Assessment at The Chinese University of Hong Kong. She has been the National Project Manager of HKPISA 2000+, 2003, 2006, 2009, 2012 and 2015. She had previously been a teacher in respectively primary and secondary schools in Hong Kong; Fulbright Scholar at Pennsylvania State University (2004) and Johns Hopkins University (2010); Research Associate of the project Education and Development in South China; Teaching Assistant and Research Assistant at the University of British Columbia, Canada; Teaching Consultant of the World Bank in the District Primary Educational Program, India. Her research interests focus on international student assessments, longitudinal study of adolescents and young adults, parental involvement in children's education, home-school community collaboration, health and well being, school effectiveness and school reform, decentralization and school-based management, research methodology in education, multilevel analysis in educational research.

**Prof. Bingqin LI**

*Bingqin Li* is Professor in Social Policy at UNSW. She is also an Honorary Professor at the China Studies Centre at Sydney University. Her research is on social policy and governance. Her current projects include age friendly community, old age volunteerism, socially responsive social services to culturally and linguistically diverse population and people with disability. Beyond her academic research, she has written and conducted interviews with the media advocating equal and caring education environment for international students in Australia. She has worked in higher education institutions in the UK and Australia. She has acted as Education Director at Crawford School at ANU. She has served as program reviewers for public policy and urban studies programs for universities in Australia and in Hong Kong. She is on the advisory board of multiple research centres in Asia.

**Prof. Huacong LIU**

*Huacong Liu* is an associate professor at the School of Education, Shanghai Jiao Tong University (SJTU). Before joining SJTU in 2021, she held multiple research positions overseas, including the University of Hamburg (2018-2021), UNESCO Institute for Lifelong Learning (2018-2021), the UNESCO Global Monitoring Report Team (2018), and the OECD's directorate of education and skills (2017). Her prior research focuses on skill returns, skills inequality in the labor market, and how education policies such as the secondary-school tracking policies affect skills inequality. Currently, she is investigating a series of secondary school policies and practices in China, including the change of school admissions policy, upper-secondary-school tracking policy as well as regional school improvement practices.

**Prof. Ran LIU**

*Ran Liu* is an Assistant Professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Her research examines cross-national differences in gender inequality in STEM education, with a particular focus on East Asian societies. More broadly, she studies inequality and stratification based on the intersection of race, gender, class, and immigration status in education and the labor market. She is also interested in applying innovative data and quantitative methods to educational research. Her recent publications appear in *Social Forces*, *American Educational Research Journal*, *Comparative Education Research*, and *AERA Open*. Ran received her PhD in sociology from the University of Pennsylvania. She also holds a dual M.A. in statistics from the Wharton School, University of Pennsylvania, and an M.Phil and B.S.Sc. in Sociology from the Chinese University of Hong Kong. Before joining UW-Madison, she worked as a People Research Scientist at Facebook.

**Prof. Yin MA**

*Dr. MA Yin* is currently Research Professor in School of Philosophy and Sociology, Lanzhou University, China. He occasionally serves as the guest editor for the *Frontiers in Psychology*. His main research interests are education, work, aging and social policy. His work has been published in *Technological Forecasting & Social Change*, *Higher Education Research & Development*, *Ageing & Society*, *Journal of Career Assessment*, *Journal of Career Development*, *Education & Training*, and *Journal of Education & Work*, etc.

### **Prof. Ka Ho Joshua MOK**

*Professor Joshua Mok Ka-ho* is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Hong Kong Institute of Education, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor Mok was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom. Professor Mok is no narrow disciplinary specialist but has worked creatively across the academic worlds of sociology, political science, and public and social policy while building up his wide knowledge of China and the region. He has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways, not the least of which has been his leadership and entrepreneurial approach to the organisation of the field. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia.

### **Prof. Dongshu OU**

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

**Prof. Kenneth K. WONG**

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

**Prof. Changqing XU**

*Changqing Xu*: Professor, Doctoral mentor, Director and Research fellow in the Center for International Bay Area Higher Education, Institute of Guangdong, Hong Kong and Macao Development Studies, Sun Yat-sen University, Research interests include Economics of education, International Economics, Hong Kong, Macau and International Comparative Higher Education.

**Prof. Li YU**

*Li Yu* is a research professor at the Institute of Public Policy, South China University of Technology. She earned a Ph.D. degree in Economics and Education from Teachers College, Columbia University. Her research interests mainly include Economics of Education, Program Evaluation, and Academic Profession.

**Prof. Sara ZHONG**

*Dr. Hua (Sara) Zhong* is an Associate Professor at the Department of Sociology and the director of Gender Studies Programme at The Chinese University of Hong Kong. She has been a visiting scholar at Cambridge University, Australian National University and University of California Irvine. Her research and teaching interests include crime and delinquency, social development, youth studies, and gender studies. Her publications have appeared in *Criminology*, *Journal of Research in Crime and Delinquency*, *Journal of Criminal Justice*, *Journal of Interpersonal Violence*, *Feminist Criminology*, and *Journal of Youth and Adolescence* etc.

**Prof. Yisu ZHOU**

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

## PARTICIPANT INFORMATION

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## AUDIENCE GUIDELINES UNDER COVID-19

For the safety of all our guests participating in the event, please follow the below Audience Guidelines under COVID-19:

- Except for exempted or recovered persons, all guests are required present a Vaccine Pass (i.e. having received the 3rd dose of COVID-19 vaccine), and register with ID card when entering CUHK.
- Guests are also required to scan the "LeaveHomeSafe" QR code when entering the lecture theatre. Our Project Team will keep the registration records for 31 days. Please refer to CUHK Act Together Against COVID-19 website (<https://againstcovid19.cuhk.edu.hk/>) and the Government's COVID-19 Thematic Website (<https://www.coronavirus.gov.hk/eng/vaccine-pass.html>) for the most up-to-date information.
- Guests are required to undergo infrared temperature check before entering the venue. Guests who feel unwell or display any COVID-19-like symptoms such as fever ( $\geq 37^{\circ}\text{C}$ ), cough, sore throat or shortness of breath are recommended to seek medical advice immediately and stay home.
- Guests who have been in contact with COVID-19 patients within the last 14 days may not attend the forum.
- Please wear masks at all times during your visit.
- Always maintain social distancing and follow the seating instructions of our helpers.
- No drinking or eating is allowed.

Updates will be provided through e-mail in case of any changes due to COVID-19. Please feel free to contact us at [maggiefok@cuhk.edu.hk](mailto:maggiefok@cuhk.edu.hk) if you have any enquiries.