



Legislative Council of the
Hong Kong Special Administrative Region
Delegation of the Panel on Education

Report on the duty visit to
Shanghai and Suzhou

12 to 15 August 2024

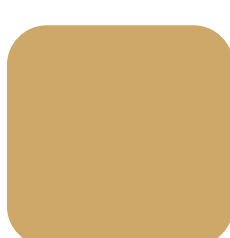
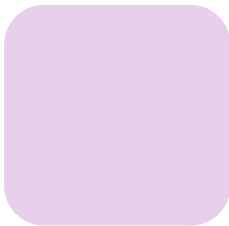
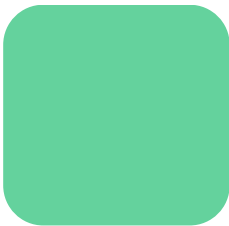


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CHAPTER 1 — INTRODUCTION

1.1 Prof Hon Priscilla LEUNG Mei-fun, Chairman of the Legislative Council Panel on Education (“the Panel”), led a delegation on a four-day duty visit to Shanghai and Suzhou from 12 to 15 August 2024. This report gives an account of the highlights of the Delegation’s duty visit, as well as Members’ observations and recommendations.

Background and purpose of the visit

1.2 In his report to the 20th National Congress of the Communist Party of China (“CPC”), President XI Jinping puts forward the development strategy of invigorating the country through science and education, emphasizing that education, technology and talent are key to the country’s future development. The Panel has all along been concerned about how education in Hong Kong can echo the strategy of invigorating the country through science and education, including developing Hong Kong into an international education hub, promoting patriotic education, reinforcing STEAM education, promoting innovative scientific research, assisting universities in playing the role of technology and production bases, nurturing talents, etc.

1.3 Shanghai and Suzhou have made outstanding achievements in enhancing the high-quality development of education, promoting artificial intelligence (“AI”) technologies and industry-academia/research institute collaboration, activating transformation of research and development (“R&D”) outcomes, as well as improving the cultivation of talents. In view of the many lessons that could be learnt from Shanghai and Suzhou, the Panel decided to conduct a duty visit to the two cities. The aim of the visit is to gain a deeper understanding of their latest development in taking forward the relevant work in the aforesaid areas, with a view to nurturing Hong Kong’s new generation with love for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities.

Members of the Delegation

1.4 The Delegation comprised 14 Members, including

Panel members

Prof Hon Priscilla LEUNG Mei-fun, GBS, JP (Chairman and
Delegation Leader)

Dr Hon CHOW Man-kong, JP (Deputy Chairman)

Dr Hon Starry LEE Wai-king, GBS, JP
 Hon CHU Kwok-keung
 Dr Hon TIK Chi-yuen, SBS, JP
 Hon Stanley NG Chau-pei, SBS, JP
 Hon LAM Chun-sing
 Hon LAM San-keung, JP
 Hon Lillian KWOK Ling-lai
 Hon TANG Fei, MH
 Prof Hon LAU Chi-pang, BBS, JP

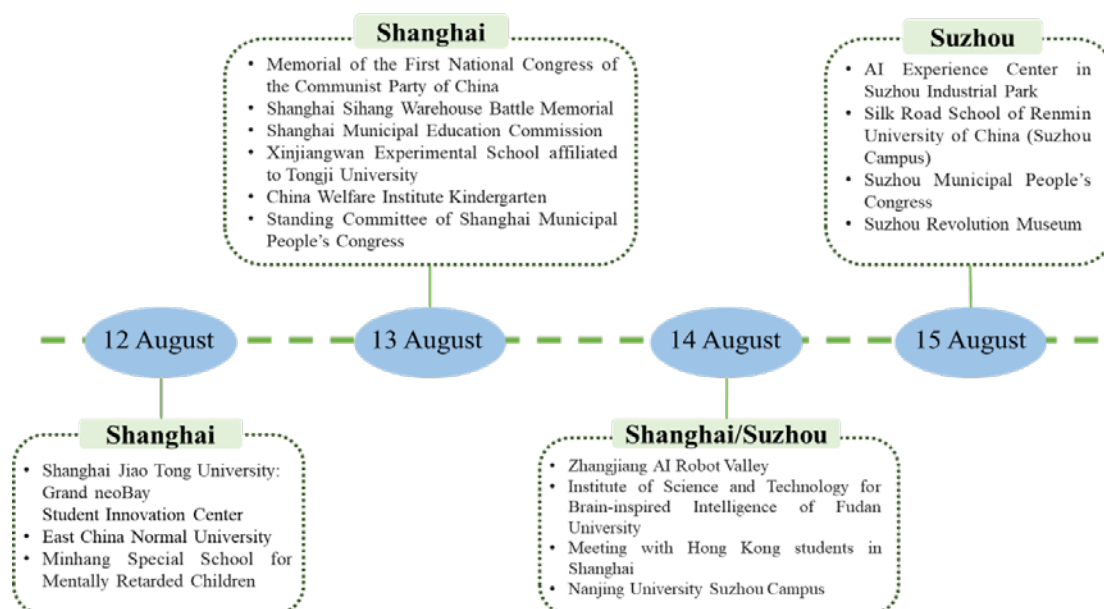
Non-Panel Members

Ir Dr Hon LO Wai-kwok, GBS, MH, JP
 Dr Hon Junius HO Kwan-yiu, BBS, JP
 Dr Hon NGAN Man-yu

1.5 At the invitation of the Panel, the Secretary for Education, Dr CHOI Yuk-lin, joined the Delegation's visit to Shanghai. In addition, the Delegation was accompanied by three staff members from the Legislative Council Secretariat, namely, Ms Angel WONG, Clerk to the Panel, Ms Yvonne YU, Senior Council Secretary, and Ms Rachel WONG, Council Secretary.

Visit programme

1.6 On the morning of 12 August 2024, the Delegation departed for Shanghai and stayed there for two days. The Delegation then travelled to Suzhou and returned to Hong Kong on the evening of 15 August. The detailed visit programme is in the **Appendix**.



CHAPTER 2——VISITS AND EXCHANGES

Patriotic education

Memorial of the First National Congress of the Communist Party of China

2.1 The Memorial of the First National Congress of the Communist Party of China (“CPC First National Congress Memorial”) is the birthplace of CPC. On 23 July 1921, CPC held its first National Congress here and adopted its First Programme and First Decision, proclaiming the official establishment of CPC.



2.2 The CPC First National Congress Memorial, being one of the first patriotic education demonstration bases in China, consists of the site of the CPC First National Congress, the Oath Hall and a newly built exhibition hall. The name of the standing exhibition is:



2.3 The exhibition is set against a timeline and consists of five main sections, with the theme of “Staying true to the original aspiration and founding mission of the Party”.



2.4 In the Memorial, the birth of CPC and its century-long struggle are vividly displayed through various modes of display including cultural relics, pictures and charts, oil paintings and sculptures, real-life restorations and multi-media audiovisuals. All these make each and every step of the audience closer to the history and stories of the historical event. Various historical literature and documents are also displayed in the Memorial, with the Chinese translation of the Communist Manifesto published in 1920 and the special issue of “La Jeunesse” (New Youth magazine) designed for Marxist studies drawing the most attention.





2.5 Through the visit to the CPC First National Congress Memorial, the Delegation acquires a profound understanding of the historical roots of the country's patriotic spirit, its historical development, the strong conviction of the leaders of the CPC Central Committee in striving for the well-being of the people, as well as the spirit of the Chinese people of self-strengthening and unrelenting nationalism. Before leaving, Members expressed their views on the Memorial and their well wishes for the country on the message board.



Shanghai Sihang Warehouse Battle Memorial

2.6 The Sihang Warehouse Battle Memorial is a cultural relics protection entity of the Shanghai Municipality. Featuring an exhibition on the Defence of Sihang Warehouse in the Battle of Shanghai during the War of Resistance against Japanese Aggression, the Memorial is the only memorial in Shanghai and one of the few in China built on the original site of a battlefield.

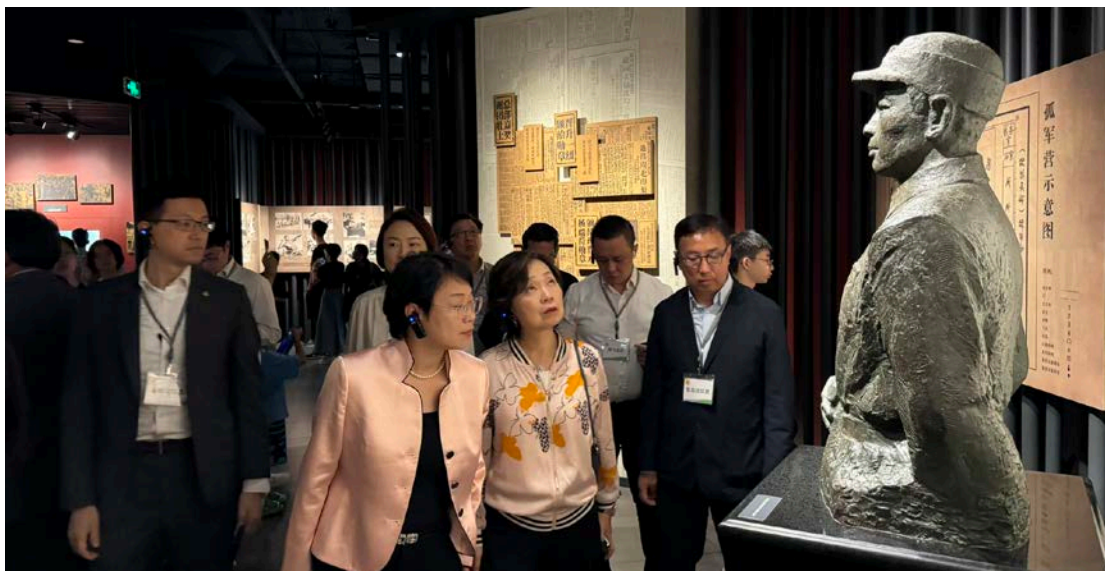
2.7 The Delegation visited the Memorial on 13 August 2024, which marks the 87th anniversary of the Battle of Shanghai, and met crowds of students from the Mainland and Taiwan. Looking at the bullet holes and shell holes on the outer wall of the Memorial, it was not difficult for them to imagine how fierce and dangerous the battle was at that time. Members

of the Delegation were deeply moved and called on each other not to forget history and to work together to safeguard national security.



2.8 Through the docent's introduction and viewing of exhibits, re-enacted battle scenes, sand table models, miniature landscape boxes, oil paintings, sculptures, interactive games and films, the Delegation has gained a deep understanding of the history of people's participation in the national war of resistance and their fight against foreign aggression. Moreover, the Delegation learned about the tributes paid to the heroic deeds of the "800 Heroes" by all sectors of the community both at home and abroad. With the Memorial re-enacting the classic scenes of the Defence of Sihang Warehouse by restoring the whole picture of history, Members of the Delegation felt as if they were actually in the battlefield.





2.9 During the visit, the Delegation was deeply touched by the spirit of the “800 Heroes” who sacrificed their lives for the country without hesitation, and in particular, the letter written by Lieutenant Colonel XIE Jinyuan of the 88th Division to his wife and family before engaging in the Battle of Shanghai. Taking to heart the torments and hardships of the Chinese people during the War of Resistance, Members of the Delegation reflected that today’s good life was not easy to come by. We should draw strength from history to strive for progress, stay true to the original aspiration and founding mission, and strive to discharge our duties properly so as to contribute to the development of Hong Kong and the country.



Suzhou Revolution Museum

2.10 The Suzhou Revolution Museum is a provincial base for patriotic education, party history teaching, social science popularization demonstration, national defence education as well as youth science and technology education demonstration.



2.11 The Suzhou Revolution Museum carries a distinctive revolutionary commemorative theme, as well as a strong historical and cultural atmosphere. Through historical photographs, sculptures, oil paintings, drawings, prints, landscape boxes, charts, models, texts and relics of the Revolution, Members of the Delegation took a glimpse of the glorious road of revolution, development, reform and opening-up travelled by the people of Suzhou under the leadership of CPC.





2.12 During the visit, the Delegation met students of a local kindergarten who showed keen interest towards the Museum's exhibitions.

The Delegation considers it necessary to start patriotic education as early as possible in order to cultivate patriotism in children.



2.13 All Members of the Delegation sing praises for the above three patriotic education bases as regards their high standards in terms of layout and display of cultural relics, as well as their role as an important medium for learning about the modern history of China and cultivating a sense of national identity. Members of the public should visit such facilities more often.

Industry-academia/research institute collaboration

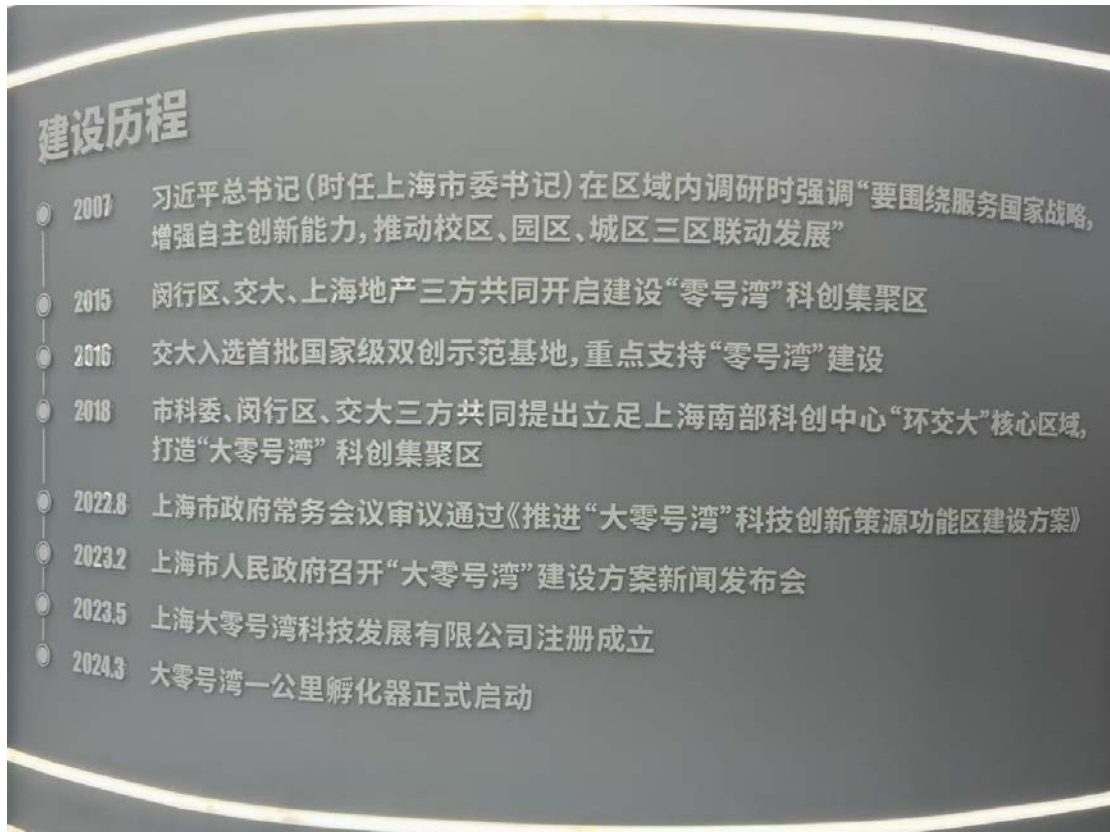
Shanghai Jiao Tong University

Grand neoBay

2.14 The Grand neoBay is one of the four innovation parks in Shanghai. Jointly developed by Shanghai Jiao Tong University (“SJTU”), Minhang District People’s Government of Shanghai, and Shanghai Land (Group) Co., Ltd. since 2015, the Grand neoBay comprehensively promotes the transfer of scientific and technological achievements, with focus on three leading industries, namely biomedicine, AI and high-end equipment, while actively striving for digital economy, green and low-carbon as well as metaverse development.

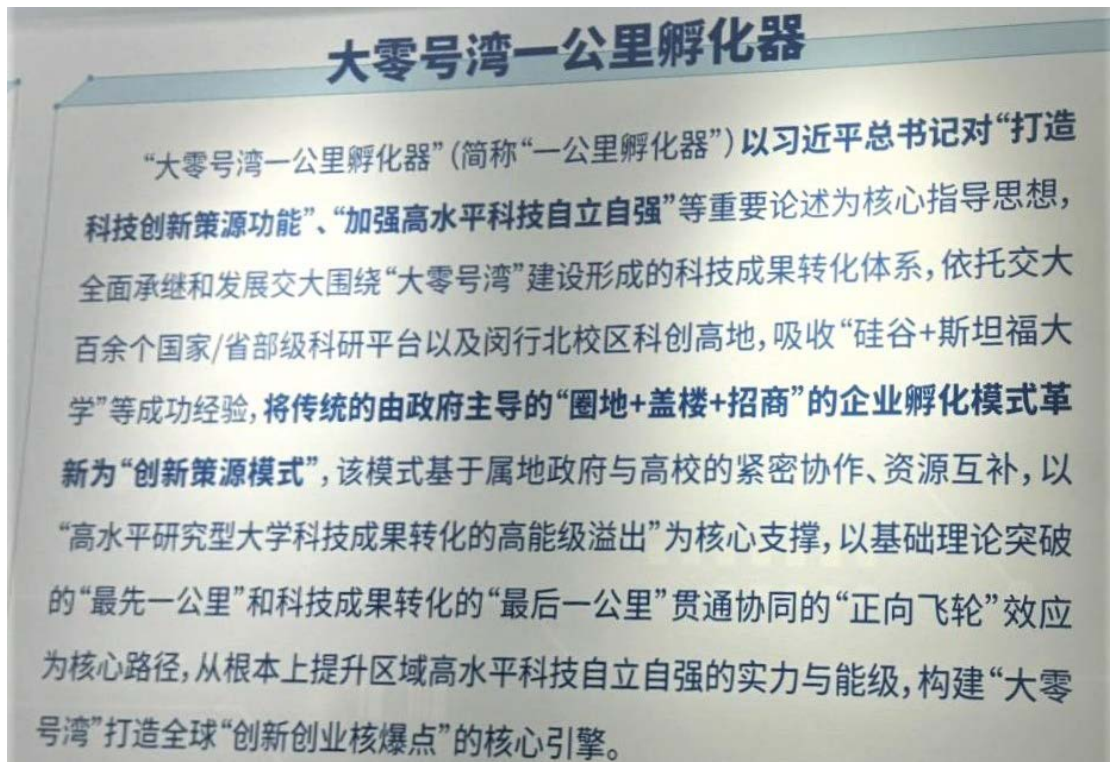


2.15 With the successive establishment of the Shanghai Grand neoBay Technology Development Co., Ltd. and the Zero Kilometer Incubator within several years, a vast number of enterprises and institutions have benefited from a better environment for development. In July 2024, the Shanghai Municipal Government officially announced its plan to build the Grand neoBay into a world-class innovation and technology (“I&T”) bay area.



2.16 Accompanied by LIU Weidong, Vice President of SJTU, and LIU Ning, Director of the Project Office of the Grand neoBay, the Delegation has toured around the Grand neoBay to learn about the overall situation and operation mode of the Grand neoBay, as well as the usage of the Zero Kilometer Incubator, thereby acquiring first-hand experience in the innovative and entrepreneurial ecosystem of the Grand neoBay.





2.17 The Delegation notes that the name “Grand neoBay” embodies the value of striving for entrepreneurship of I&T startups from zero to one, while manifesting the target of inspiring innovation and entrepreneurship through zero distance between the Park and the campus. All along, the Grand neoBay has been welcoming small and micro-enterprises to set up businesses in the Park at low or even zero rent, tapping into the resources of alumni network to build up a huge pool of technological talents, attracting entrepreneurial teams formed by both domestic and foreign university graduates, establishing a venture capital investment mentor pool as well as an entrepreneurial mentor group, promoting the development and enhancement of the innovation entrepreneurship system, as well as drawing high-quality entrepreneurship funds and startup incubators to the Park.





2.18 At present, the Grand neoBay has a cluster of over 4 000 technology enterprises and over 600 high-tech enterprises, of which as many as 60% are SJTU-based I&T enterprises. In 2023, there were a total of 72 commercialization projects for R&D outcomes of universities.

2.19 In recent years, SJTU and the City University of Hong Kong (“CityU”) have deepened their collaboration by launching an innovation and entrepreneurship programme, the “HK Tech 300” programme, to provide support for aspiring entrepreneurs among CityU students, alumni, research staff and others to launch startups. The programme aims to create 300 startups in three years to help translate CityU’s R&D outcomes and intellectual property into practical applications.



Student Innovation Center

2.20 Formally established in 2016 to dovetail with the needs of new economic development, the SJTU Student Innovation Center proactively responds to national strategic needs by tapping into the Grand neoBay's development to explore the formation of a synergized talent cultivation model through the integration of "class-competition-creation" (i.e. curriculum teaching-I&T competition-innovation and entrepreneurship). The Center has successfully realized promoting learning and innovations through competitions. With significant enhancement in their innovative ability and practical skills, SJTU students have pocketed many awards in innovation and entrepreneurship competitions both at home and abroad, contributing to the cultivation of innovative and entrepreneurial talents for the country. In 2022, SJTU became one of the first batch of national-grade innovation and entrepreneurship institutions.



2.21 Through the Student Innovation Center's entrepreneurship education, more than 10 high-growth enterprises have been established in areas such as AI, integrated computer and bio-engineering, with a total amount of financing exceeding RMB1 billion, setting a new paradigm of education-industry integration for school-enterprise win-win.

2.22 After the visit, the Delegation met and exchanged views with personnel of SJTU, including LIU Weidong, Vice President of SJTU; LIU Shengli, Director of the Student Innovation Center; LIU Ning, Director of the Project Office of the Grand neoBay; YIN Haitao, Director of the Office for Hong Kong, Macao and Taiwan Affairs; ZHANG Jie, Secretary General of the Overseas Friendship Association; ZHU Yifan, Deputy Director of the Office for Hong Kong, Macao and Taiwan Affairs; CHEN Yun, Director of the Office of the Student Innovation Center, and WU Jiaxing, Project Manager of the Office for Hong Kong, Macao and Taiwan Affairs. They had in-depth and productive discussions on various issues, including attracting talents and entrepreneurial teams to the Park, incubating creative projects, fostering in-depth industry-academia/research institute collaboration, showcasing achievements, as well as nurturing students' abilities in innovation and entrepreneurship.



2.23 The Delegation agrees that the visit is very fruitful. Given that Hong Kong is actively pursuing the development of an international I&T centre as well as new quality productive forces according to local conditions, Members consider that the development of the Grand neoBay, as well as its high efficiency in the transfer and application of R&D outcomes can serve as useful references for Hong Kong. The Delegation hopes that more exchanges and collaborations similar to the “HK Tech 300” programme will be organized jointly with the Grand neoBay in the future, so that Hong Kong can further benefit from the successful

experience of the Mainland in industry-academia/research institute collaboration.

Institute of Science and Technology for Brain-inspired Intelligence of Fudan University

2.24 The Institute of Science and Technology for Brain-inspired Intelligence (“the Brain Institute”) of Fudan University (“FU”), which established in 2015, is one of the earliest advanced interdisciplinary institutions for brain research established by Mainland universities. Leveraging FU’s repository of resources, the Brain Institute has gathered scientific research strengths both at home and abroad to form international interdisciplinary research teams, harnessing its position as a world-class advanced institution for brain research and I&T.



2.25 The Delegation also visited the Zhangjiang Brain Imaging Centre (“ZIC”) within the Brain Institute. ZIC is equipped with the world’s most advanced and Asia’s largest super-high-end scientific research-type magnetic resonance imaging (“MRI”) system, contributing significantly to the early screening of Alzheimer’s disease and providing a new direction for addressing brain-related diseases in the future. The Delegation finds the visit most insightful as Members not only experienced the world-leading equipment up close, but also observed the whole process of conducting MRI experiments.



浙江国际影像中心
Zhejiang International Imaging Center

中山大学
SUN YAT-SEN UNIVERSITY

浙江国际影像中心
Zhejiang International Imaging Center

5.0T 超高场人体全身磁共振成像系统

Ultra-high field Human whole body MRI scanner

uMR Jupiter 是世界首款5.0T人体全身磁共振系统，开启超高场磁共振全身应用新纪元，助力全身多器官联合研究。我中心是国内高校首台装机运行该机型的单位。

- 全身临床科研应用（神经、关节、体部、心血管、多核）
- 超高性能梯度系统(120mT/m & 200T/m/s)
- 8通道容积发射系统，支撑全身成像
- 96通道全数字谱仪，宽频多核平台支持10种核素成像



实验室管理员：蔡敬巍 19512113741

3.0T 科研型人体全身磁共振成像系统

Human whole body MRI scanner

Prisma 3.0T 科研型人体全身磁共振成像系统，是全球超过70%脑科学研究单位选择的科研利器。我中心是国内首台配置了128接收通道的该机型，使图像的信噪比和分辨率达到3T磁共振的极致，进而实现高时间分辨率高清脑功能成像。




- 磁体系统均匀性可达 40 cm DSV- 0.1 ppm
- 强大的梯度系统实现可同时达到80 mT/m、200 T/m/s
- 64 通道头颅线圈，可实现高分辨率颈部血管及脑功能成像
- 配套磁共振兼容经颅磁刺激神经调控系统
- 配套磁共振兼容脑电监测系统
- 配套磁共振兼容脑功能视听觉刺激系统
- 配套磁共振兼容眼动/头动监测系统

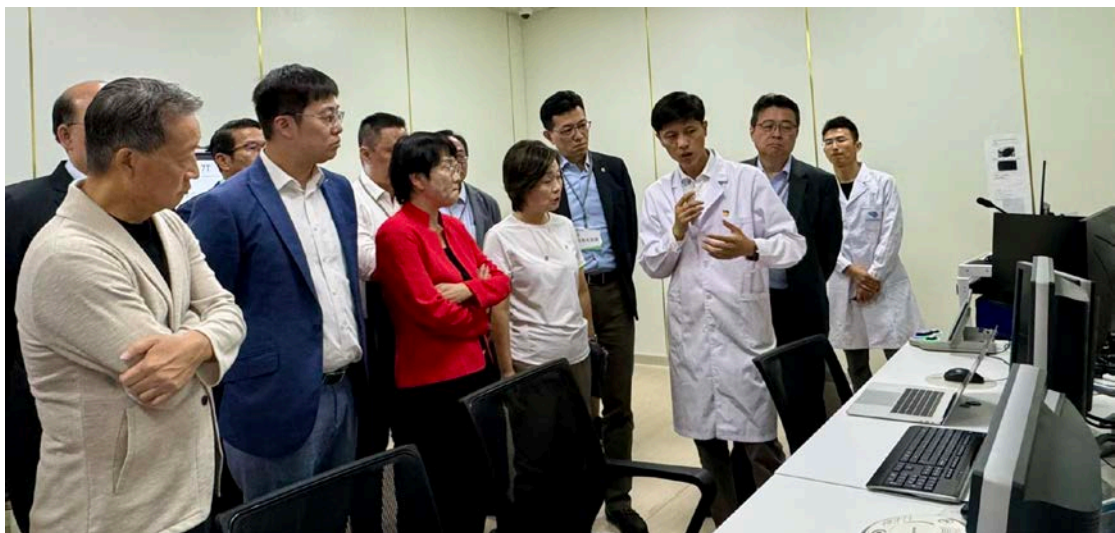


3.0T 人体磁共振成像系统

Human whole body MRI scanner

全球首款“生命感知”磁共振，我中心是国内高校首台运行该机型的单位。搭载了生命感知矩阵系统（BioMatrix System），磁共振能真切地感受到被试解剖、呼吸、磁场等人体信息，不仅大幅度提高病人扫描的舒适性，还保证心脏等运动脏器极高成像质量。





2.26 The Delegation learned that in respect of R&D outcome transformation, the Brain Institute has been partnering with leading enterprises to take forward research-academic-industry projects in major socio-economic and livelihood areas such as smart grid, smart logistics and autonomous driving. In 2020, the Brain Institute established a joint AI laboratory in collaboration with FAW (Nanjing) Technology Development Co., Ltd., focusing on AI big data and AI autonomous driving technologies. In the future, the industrial production of the country's first pure vision level L4 autonomous driving fleet will be realized.

2.27 After the visit, the Delegation met with personnel of FU, including JIN Li, President of FU and Academician of the Chinese Academy of Sciences; FENG Jianfeng, Dean of the Brain Institute; SHEN Guolin, Director of the Office for Hong Kong, Macao and Taiwan Affairs; XU Xiaochuang, Vice Dean of the Institute of Science and Technology; ZHAO Weijie, Deputy Director of the University Office, and WANG He, Director of ZIC. The Delegation has not only gained an in-depth understanding of various research outcomes and technological features of the Brain Institute, but also exchanged views with FU on nurturing talents, sci-tech ethics, AI application in healthcare as well as international cooperation.



2.28 During the visit to ZIC, the Delegation was deeply impressed by its numerous state-of-the-art equipment—a promising sign of AI's significant contribution to healthcare technology. Members consider that universities in Hong Kong can collaborate with ZIC in the research and

development of advanced medical devices, thereby helping to alleviate the manpower shortage of healthcare professionals in Hong Kong.

Zhangjiang AI Robot Valley

2.29 With rapid technological advancement, robotics has become the powerhouse in driving social progress. President XI Jinping has stated that the R&D, manufacture and application of robots is an important indicator for measuring a country's scientific and technological innovation and high-end manufacturing.

2.30 Completed in November 2020, the Zhangjiang AI Robot Valley is one of the first batches of distinctive industrial parks in Shanghai, integrating R&D, demonstration and education functions for the intelligent robot industry featuring humanoid robots. The Valley is developed along the strategy of one core (high-end medical robots) and two focuses (specialty industrial robots and intelligent service robots). Over the past few years, the Valley has attracted the presence of over 80 leading enterprises and I&T startups in the robotics industry.



2.31 During a tour of the Future Experience Hall, Members were dazzled by the array of intelligent robots, including intelligent portrait drawing robots, robotic arms that can quickly reset a Rubik's Cube, soft robots that can dive 10 000 metres under the ocean, water rescue robots, robots for microsurgeries, as well as robots for helping the recovery of paralysed patients. Straddling the realms of medical care, services and industry, these robots gradually help to respond to the needs of an ageing society, bringing benefits to the community at large.





2.32 The visit has enriched Members' understanding of the latest technologies. Moreover, they were given to know that the Experience Hall will be further expanded to accommodate a greater scale of R&D, strengthen cooperation with international research institutes and promote the commercialization of robotics. The Delegation eagerly looks forward to the fruition of more innovations in the future, so that human society can continue to benefit from greater convenience and progress.

Artificial Intelligence Experience Centre in the Suzhou Industrial Park

2.33 In September 1992, Mr LEE Kuan Yew, the then Senior Minister of Singapore, led a delegation to China and expressed intent for an industrial park through Sino-Singapore cooperation. In February 1994, the State Council approved the development of the Suzhou Industrial Park ("SIP") through cooperation between Suzhou Municipality and the Singaporean authorities. Construction for SIP commenced in May of the same year. For many years, the Park's comprehensive development index has been ranking among the top national-grade development zones, attracting the presence of many quality enterprises and providing a platform and opportunities for entrepreneurs.



2.34 The Artificial Intelligence Experience Centre in SIP, which officially opened in January 2024, showcases more than 50 types of AI exhibits from outstanding enterprises in the Park. The exhibits cover various fields such as industrial manufacturing, healthcare, cultural tourism and finance. The Experience Centre deploys various high-tech means, such as virtual reality, augmented reality and digital humans, to vividly present the latest I&T outcomes achieved by AI enterprises in the Park.



2.35 The Delegation was excited to experience the functions of various types of intelligent products, enjoy coffee with latte art prepared by a coffee robot, make detailed enquiries about the innovation highlights and market outlook of the relevant products, and gain first-hand experience on the convenience and efficiency offered by AI. Members of the Delegation all marvelled at the rapid pace of technological advancement. The visit has left them with great interest and a deep impression on the innovative development of AI in SIP.





2.36 Given the rapid development of smart products, the Delegation considers that while AI will undoubtedly impact on the labour market, it can also create opportunities for students in special schools. For example, students in special schools can learn to operate coffee robots and become self-reliant.

Tertiary Education

East China Normal University

2.37 Founded in 1951, East China Normal University (“ECNU”) is the first teacher training university built after the establishment of New China. ECNU is committed to the core mission of “Education, Civilization, Development”, while adhering to the spirit of the University’s motto: “Seek Truth, Foster Originality, and Live up to the Name of a Teacher”. ECNU also attaches great importance to the development of AI education. In 2020, ECNU established the Shanghai Institute for AI Education jointly with the Shanghai Municipal Education Commission to promote the integrated development of AI education involving the government, the industry, the academia, research institutes and end-users.



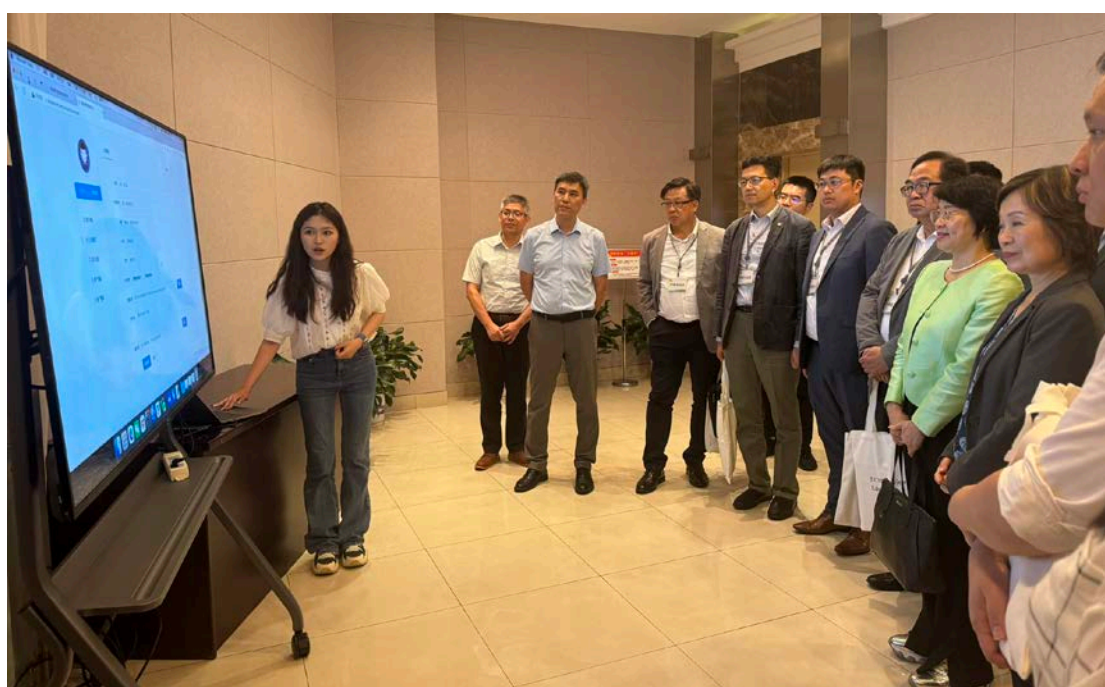
2.38 The Delegation was received by MEI Bing, Secretary of CPC ECNU Committee, and MENG Zhongjie, Deputy Secretary of CPC ECNU Committee. Other personnel joined the discussion, including YUAN Zhenguo, Dean of the Faculty of Education; ZHANG Huihong, Standing Committee Member of CPC ECNU Committee and Director of the University Office; CHEN Shuangye, Executive Deputy Dean of the Faculty of Education; LI Zhengtao, Director of the Training Centre for Secondary School Principals of the Faculty of Education; KUA I Shuguang, Director of International Cooperation and Exchange Division; TIAN Lei, Professor of the Law School and Vice-President of the Hong Kong, Macao, Taiwan Legal Studies Association of the Shanghai Law Society; WANG

Subin, Director of the Office for Hong Kong, Macao and Taiwan Affairs; JIANG Li, Chief Executive Officer of the Shanghai Chinese Overseas Friendship Association; CHEN Chao, Executive Vice-President of Minhang Chinese Overseas Friendship Association; WANG Weiming, Director-General of the Department of Educational, Scientific and Technological Affairs of the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region ("HKSAR"), and CHEN Zhilu, Deputy Division Director of the Department of Educational, Scientific and Technological Affairs of the Liaison Office of the Central People's Government in HKSAR.

2.39 During the exchanges, both sides engaged in earnest discussion on various topics, such as patriotic education, nurturing teachers' qualities, application of AI education and digital transformation of primary and secondary education. ECNU is deeply convinced that teacher is always the embodiment of education, no matter in which country of the world. Hence, their concepts, ideas and behaviour would have the most profound, extensive and long-lasting impact on students. Teacher training must surely be the core issue from all perspectives, and in particular the promotion of patriotic education. ECNU's view is echoed by the Delegation.



2.40 After the discussion, the Delegation attended ECNU's demonstrations on the "Intelligent essay grading system", "Intelligent classroom analysis system", "Mathematics adaptive learning system", "Psychological health chatbot" and other AI education application systems under the "ELion" brand. The Delegation is deeply impressed by the potentials of AI education in realizing large-scale personalized education.



2.41 The Delegation considers that the visit is of great significance towards strengthening education cooperation between Hong Kong and Shanghai, thereby bringing into full play their respective strengths in working together to serve the country. Both sides are of the unanimous view that cooperation in areas such as nurturing students and undertaking joint R&D projects can be further promoted in the future.



Nanjing University Suzhou Campus

2.42 Led by TAN Tieniu, Party Secretary of Nanjing University (“NJU”) and Academician of the Chinese Academy of Sciences, the Delegation toured around the Nanjing University Suzhou Campus, including the Center for International Academic Exchange, the Academicians’ Trees, Nanyong Building and Xihe Plaza.



2.43 According to NJU, the Suzhou Municipal Government and NJU signed an agreement for the construction of the NJU Suzhou Campus in March 2019. In just four years, the University’s East Campus which combines traditional Suzhou landscaping with new modern buildings was

officially opened in September 2023, providing both teachers and students with a very comfortable teaching, learning and research environment. The Delegation greatly appreciates the exceptional efficiency and high standard of construction works of NJU.



2.44 The Academicians' Trees is a special feature of the campus, where academicians will be invited to plant a ginkgo tree, signifying science, innovation, dedication, inheritance and hope. At present, more than 40 ginkgo trees have been planted by over 40 academicians.



2.45 After visiting the campus, the Delegation met and exchanged views with TAN Tieniu, Party Secretary of NJU and Academician of the

Chinese Academy of Sciences and others, including SUO Wenbin, Vice President of NJU, Secretary of the Party Work Committee of the Suzhou Campus and Director of the Management Committee; GU Cheng, Director of the International Affairs Office (Office of Taiwan, Hong Kong and Macao Affairs); GU Gongliang, Deputy Secretary of the Party Work Committee of the Suzhou Campus and Deputy Director of the Management Committee; GAO Yang, Secretary of the Party Committee and Executive Dean of the School of Intelligence Science and Technology; WANG Xuan, Deputy Director of the Office of Innovation and Achievement Transformation and Director of Suzhou Campus Office of Innovation and Achievement Transformation, and SU Dandan, Deputy Director of the International Affairs Office (Office of Taiwan, Hong Kong and Macao Affairs).



2.46 At the seminar, the Delegation received an introduction on the NJU Suzhou Campus which focuses on emerging industries with the Internet and high technology as the core. The campus is committed to promoting industry-academia/research institute collaboration in five disciplines, namely AI and information technology (“IT”), functional materials and intelligent manufacturing, biochemical medicine and health sciences, earth system and future environment, as well as digital economy and management science, while striving to nurture innovative and technological talents for the country.

2.47 Both sides then engaged in further discussion on various topics such as the deepening of industry-academia/research institute collaboration, digital transformation of education, patriotic education, AI in education, internationalization of universities, curriculum development and technological innovation. They also sought to explore cooperation in

areas of campus construction, discipline distribution, talent attraction, student enrolment and nurturing, platforms for conversion of R&D outcomes and basic education.

2.48 The Delegation is of the view that NJU's long history, profound heritage and outstanding reputation has enabled it to contribute to the deepening of industry-academia/research institute collaboration, patriotic education, AI in education, as well as other related areas, which is worthy of recognition. The Delegation hopes that the visit can serve as an auspicious start to furthering exchanges, deepening cooperation and promoting mutual exchange of talents in the future.



Silk Road School of Renmin University of China (Suzhou Campus)

2.49 In 2018, Renmin University of China ("RUC") established the Silk Road School ("SRS") to actively support the country's Belt and Road ("B&R") Initiative in an education context by taking forward the Education Action Plan for the B&R Initiative issued by the Ministry of Education of the People's Republic of China. SRS, which aims at "welcoming all talents from China and abroad, and cultivating elites for the Belt and Road Initiative", is the first one among all the "Double First-Class Universities" named after "Silk Road". It is also the first one to offer degree programmes that incorporate contemporary Chinese politics, economy, law and culture study.



2.50 The Delegation has learnt that in September 2018, SRS admitted the first batch of about 100 master's degree students from the B&R countries and regions. Starting from 2023, various scholarships have been offered to outstanding students, with a view to attracting students from all around the world. At present, most of SRS students come from Southeast Asian countries, followed by Central Asia, South America, Eastern Europe, Western Europe and Russia. The career path of SRS graduates is diverse, ranging from politics to trade and business, entrepreneurship and further studies. Some students may choose to work in China for a period of time to gain experience before returning to their countries to start their own business or enter into politics.

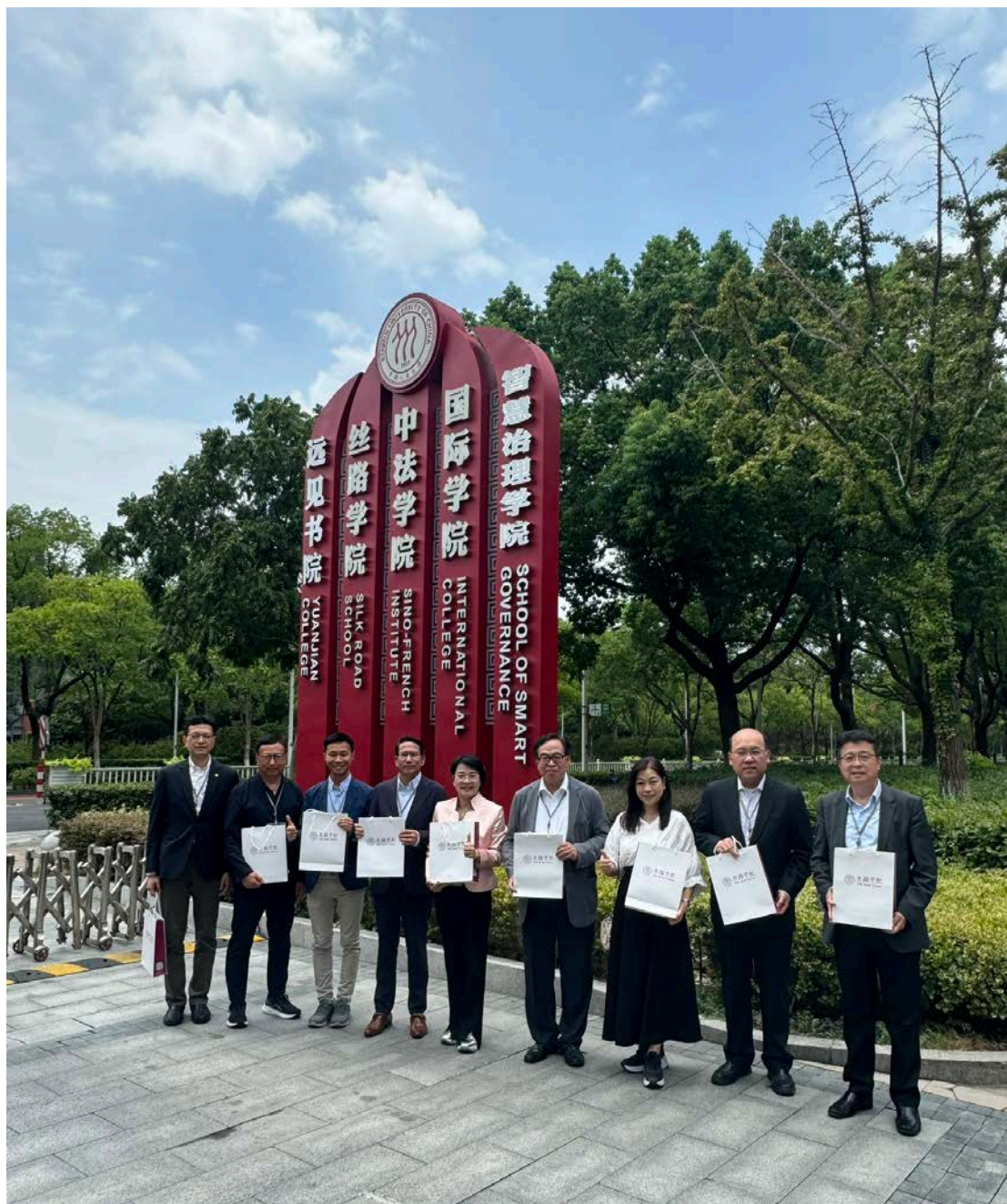




2.51 After the campus tour, the Delegation met and exchanged views with JIN Xingchu, Vice Secretary of the Party Committee and Secretary of the Discipline Inspection Committee of the Suzhou Campus of RUC; JIANG Xiaoli, Deputy Director of the Suzhou Campus Management Committee and Deputy Dean of SRS, and JIANG Luqiang, Secretary of International Student Affairs of SRS. Members pointed out that with SRS' rich educational resources and advanced experience in international development, it would be beneficial to strengthen degree articulation and student exchange between SRS and institutions in Hong Kong, so as to further promote connectivity of education and flow of talents between the two places, facilitating mutual development.



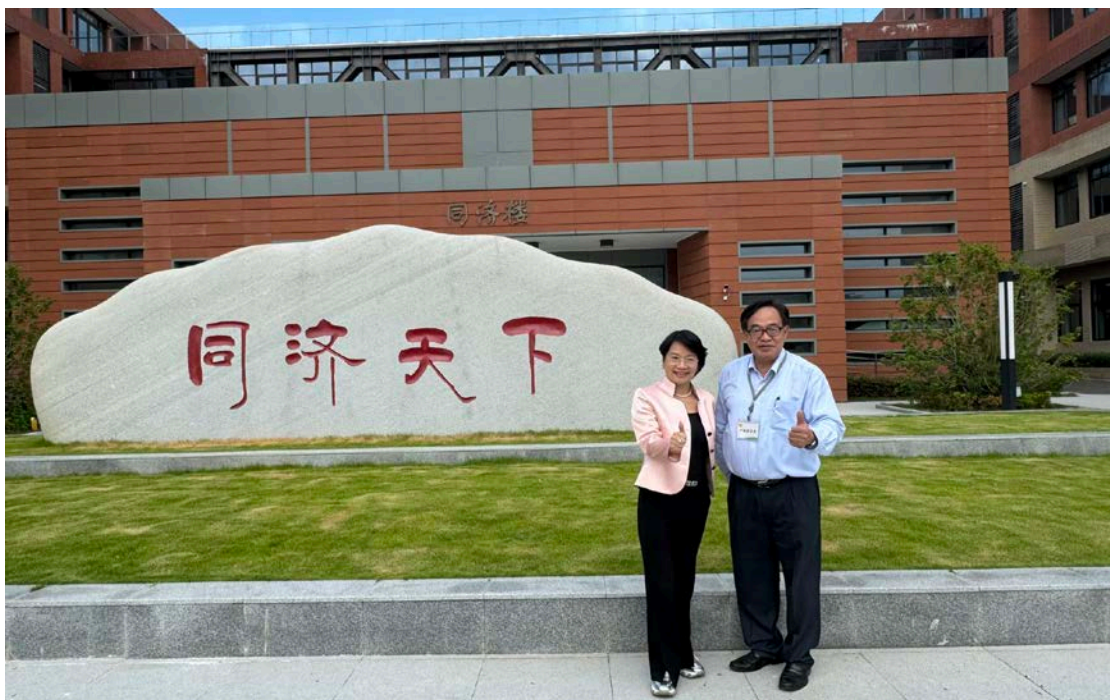
2.52 Through the exchanges, the Delegation gains insights into the international development of SRS, as well as the potential for education cooperation between Hong Kong and the Mainland, especially in nurturing international talents and promoting cultural exchanges between China and foreign countries.



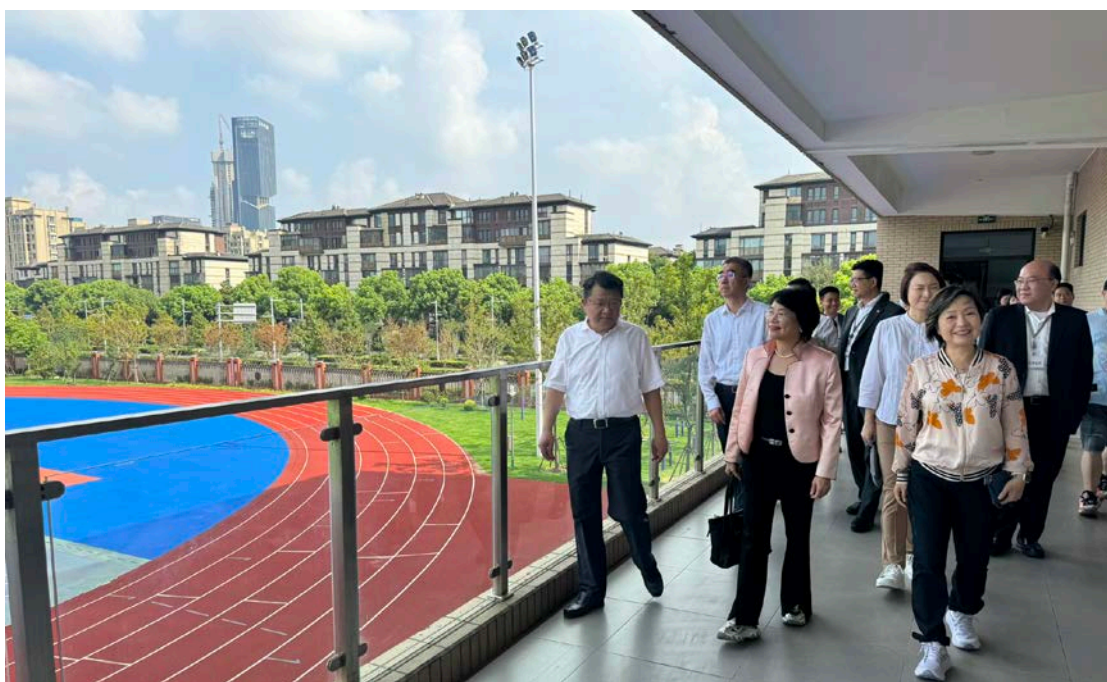
Basic Education

Xinjiangwan Experimental School affiliated to Tongji University

2.53 Xinjiangwan Experimental School affiliated to Tongji University (“Tongji Affiliated School”) is a nine-year coherent style public school co-founded by the Shanghai Yangpu District People’s Government and Tongji University. With the rich resources and excellent teaching team of Tongji University, Tongji Affiliated School has made remarkable achievements in implementing STEAM programmes and cultivating students’ I&T literacy, setting up a model for integrated training of talents in the primary, secondary and tertiary levels.



2.54 Touring around the campus of Tongji Affiliated School, the Delegation has gained an in-depth understanding of its hardware and campus culture. The spacious campus is house to an array of innovation laboratories under various themes including “Artificial Intelligence”, “Gene Code”, “Rain Garden”, and “Qinqing Miaoyuan Intelligent Plant Warehouse”. Moreover, the school is equipped with facilities such as ceramics art room, dream theatre, calligraphy gallery, art gallery and indoor gymnasium for the students’ whole-person development. While singing praises for the comprehensive and advanced hardware facilities of the campus, the Delegation values greatly the immense role played by Tongji University’s resources in pivoting basic education.



2.55 While appreciating the works of students, the Delegation learned that Tongji Affiliated School also taught subjects on robot programming, as well as subjects on modelling and popular science in collaboration with Tongji University. Students can use various materials to design and construct models in class and learn the principles of mechanical and structural engineering. They can also combine painting and technology to create artworks with technological elements.



2.56 During the discussion, the two sides not only exchanged views on the new development of STEAM education and the characteristics of the education system in the two places, but also explored the scope of mutual cooperation in education. The Delegation hopes that in the future, the excellent programmes of Tongji Affiliated School can also be shared with schools in Hong Kong, so that schools in the two places can work in tandem on the road of developing the country through science and education. The discussion was attended by WANG Hao, Deputy Director Mayor of Yangpu District; ZHOU Han, Section Chief of Foreign Affairs Office of Yangpu District; HE Jinsong, Deputy Secretary of the Educational Work Party Committee of Yangpu District and Director of the Education Bureau of Yangpu District; WU Qunying, Deputy Director General of the Education Bureau of Yangpu District; LI Yingzong, Director of the Office of the Education Bureau of Yangpu District; XU Xiang, Principal of Tongji Affiliated School; TIAN Ying, Vice Principal of Tongji Affiliated School, and ZHENG Jianfang, Vice Principal of Tongji Affiliated School.



China Welfare Institute Kindergarten

2.57 China Welfare Institute (“CWI”) Kindergarten was founded in 1949 by Madam SOONG Ching-ling, the Honorary President of the People’s Republic of China and founder of CWI. As one of the first batch of model kindergartens in Shanghai, CWI Kindergarten is also the practice base school of ECNU, Shanghai Normal University and Shanghai Pre-school Education Research Association.

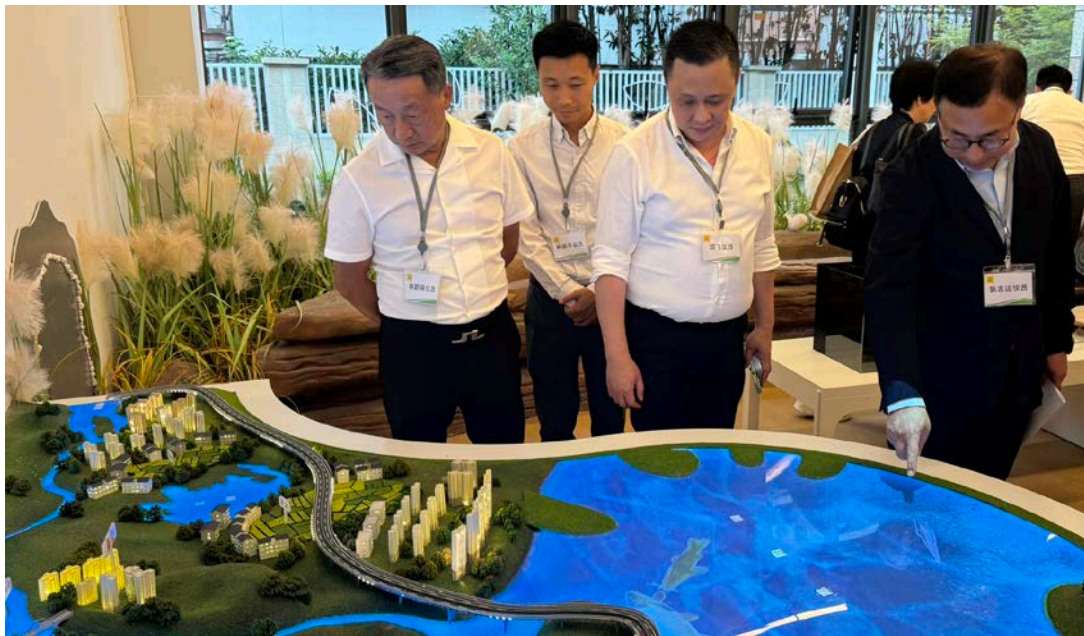
2.58 For more than 70 years, CWI Kindergarten has adhered to Madam SOONG's educational aspiration of "Letting the sapling grow healthily", as well as the work standard of "Giving the most precious things to children", affirming its founding philosophy of "Letting every child grow up happily". CWI Kindergarten endeavours to nurture children's caring heart, autonomy and cultural affection, so as to lay a solid foundation for their lifelong development.



2.59 ZHANG Xiaomin, Vice Chairman, Secretary of Party Group and Secretary General of CWI; XU Shu, Deputy Director of the External Communication and Cooperation Department of CWI; GAO Yin, Deputy Director of the Office of CWI; FENG Wei, Principal of CWI Kindergarten, and SHEN Hongfei, Vice Principal of CWI Kindergarten, led the Delegation on a tour of the kindergarten.



2.60 CWI Kindergarten is spacious and provides a pleasant environment for the children. It houses a wide range of innovative facilities, including life scene simulation room, creative art room, playroom, LEGO activity room and library. To let the children get in touch with the natural ecology and learn about the diversity of living creatures, the kindergarten is also equipped with a number of aquariums and fish ponds. Members are awe-inspired by the provision of such comprehensive hardware facilities in the kindergarten, which demonstrates clearly the founding philosophy of “Giving the most precious things to children”.



2.61 The Delegation learned that in respect of early childhood education, Shanghai not only attaches importance to basic education in early childhood, but also focuses on nutrition education for young children, so as to lay a good foundation for children's health starting from at an early age. Members consider that Hong Kong has much to learn in this regard.



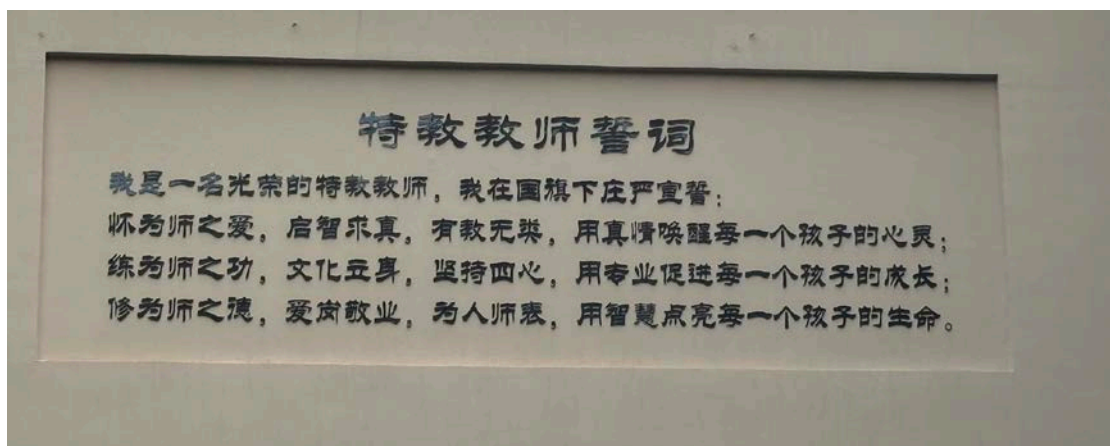
Minhang Special School for Mentally Retarded Children

2.62 Founded in 1993, Minhang Special School for Mentally Retarded Children (“Minhang Special School”) is a special school providing nine-year compulsory education for students with intellectual disabilities or multiple disabilities in Minhang District. Minhang Special School is also a sister school of TWGHs Kwan Fong Kai Chi School in Hong Kong.





2.63 On arrival at the campus, the first thing came in sight was the Oath of Special Education Teachers. The Oath, though short, fully demonstrates the teachers' passion and love for the children, and Members were deeply moved. The Delegation was given to understand that an oath-taking ceremony for teachers would be held at the beginning of each school year as a reminder of the teachers' original intent of educating students.



2.64 Minhang Special School has developed a series of programmes that integrate teaching and rehabilitation training (including “three types of supplementary teaching activities” for professional language rehabilitation training, art-based therapy programmes in Chinese painting and wood carving, as well as sports rehabilitation programmes in swimming,

basketball, yoga, etc.). The school has also kept a dedicated digital file for individual special students, which includes all records of their medical, rehabilitation and healthcare services for regular review, so as to form a tracking and dynamic growth file for the students.

2.65 In order to enable students to be self-reliant and integrate into the community, the campus has set up simulations of various real-life facilities such as supermarket, hospital and zebra crossing.



2.66 In addition, students' paintings are displayed all over the campus. The school will also use the works of students to make souvenirs in order to boost students' self-esteem and confidence.





2.67 In recent years, Minhang Special School has further expanded to cover pre-school and vocational education. To help students gradually develop the necessary vocational skills and build up social adaptability, the school has launched a coffee-making practical training programme and set up the “Love Garden” Coffee Shop for them to acquire job knowledge and skills in coffee making.





2.68 During the visit, the Delegation was met by YANG Xin, Deputy Governor of Minhang District in Shanghai; CHEN Chao, Deputy Minister of the United Front Work Department of the Minhang District Committee, Party Secretary of the Federation of Overseas Chinese and Director of the Overseas Chinese Affairs Office; DAI Yumei, Vice Principal of Minhang Special School; HUI Minxia, Secretary of the Party Work Committee of the Education Bureau of the District; ZHANG Jianxin, Director of the Street Office of Jiangchuan Road, and ZHAO Sisi, Deputy Director of the Minhang District Office and Foreign Affairs Office of the Minhang District Government.



2.69 Both sides then discussed and exchanged views on various issues, covering policy protection, employment situation, personalized education, exchange and cooperation, as well as prospects of special education (“SE”) in Shanghai and Hong Kong. The Delegation notes that the state provides statutory job protection and free training on vocational

skills for students in special schools. For instance, enterprises which employ graduates from special schools are entitled to tax deductions. Moreover, the benefits for teachers in special schools are more favourable than those for teachers in mainstream schools, so as to stabilize the teaching force. Hence, there is no wastage of manpower. The Delegation hopes that interaction and exchanges between Shanghai and Hong Kong can be strengthened to promote joint development of SE in both places.

Meeting with leaders of the Shanghai Municipal Education Commission

2.70 The Delegation met and discussed with leaders of the Shanghai Municipal Education Commission (“SMEC”). Representatives of SMEC attending the meeting included ZHOU Yaming, Director of SMEC; ZHOU Qanjian, Director of the Hong Kong, Macao and Taiwan Affairs Office; ZHU Yu, Director of the Department of Basic Education; FAN Renhua, Director of the Department of Science and Research; YU Wenda, Deputy Director of the Department of Vocational Education; YANG Xue, Deputy Director of the Department of Higher Education, and CHEN Hao, Deputy Director of the Hong Kong, Macao and Taiwan Affairs Office. The two sides had spirited discussions on topics such as industry-academia/research institute collaboration, SE, patriotic education, AI education, contemplating the future of education in Hong Kong and exploring areas of cooperation.



2.71 ZHOU Yaming, Director of SMEC, introduced the exchanges and cooperation between Hong Kong and Shanghai in the realm of education while sharing Shanghai’s experience and practices that were

relevant to the Delegation's areas of study. Pointing out that both Shanghai and Hong Kong are international metropolises, Mr ZHOU hoped that exchanges among young students and flow of talents between the two cities can be enhanced to achieve more extensive cooperation in various education initiatives.



2.72 The Delegation has high regard for the achievements made by Shanghai's education sector in recent years, highlighting the long-standing close relationship between the two places. In 2023, the two cities signed a Memorandum of Understanding on Education Cooperation to actively promote mutual exchanges and cooperation. Members earnestly look forward to closer ties between Hong Kong and Shanghai, with a view to achieving more diversified development through broader and higher-level cooperation in education to benefit students in both places.



Meeting with leaders of the Standing Committee of the Shanghai Municipal People's Congress

2.73 The Delegation visited the Office of the Standing Committee of the Shanghai Municipal People's Congress ("SCSMPC"). Members met and exchanged views with HUANG Hong, Director of the Overseas Chinese, Ethnic and Religious Affairs Committee of SCSMPC; FEI Jian, Deputy Director; SHI Yin, Director of the Office; LUO Jie, Deputy Director of the Office, and GAO Ling, Director of the Legislation Department of the Education, Science, Culture and Public Health Committee of SCSMPC.



2.74 HUANG Hong, Director of the Overseas Chinese, Ethnic and Religious Affairs Committee of SCSMPC, introduced the Delegation to the composition of the delegates of the Shanghai Municipal People's Congress ("SMPC"), the main functions exercised by SMPC and its Standing Committee within its administrative region, as well as the major work of SMPC and its Standing Committee in recent years, including targeted initiatives on public health, epidemic prevention and control, business environment improvement, promotion of socio-economic development, long-term development planning and strengthening of budgetary scrutiny and oversight.



2.75 According to SCSMPC, there have been frequent exchanges and cooperation between Hong Kong and Shanghai in the areas of economy, trade, finance and shipping. In recent years, exchanges and cooperation in the area of I&T has continued to flourish. While Shanghai may be leading Hong Kong by a slight margin in respect of I&T development for the time being, further cooperation and exchanges will surely lead both places to a bright future by advancing shoulder to shoulder.



2.76 Members consider that both Hong Kong and Shanghai are full of confidence in the future, particularly as regards development opportunities in various aspects. They hope that through more exchanges and cooperation, the two places can learn from each other and forge ahead with one heart and one mind to make even greater contribution to the development of the country.



Meeting with leaders of the Suzhou Municipal People's Congress

2.77 The Delegation also met with leaders of the Suzhou Municipal People's Congress. Participating leaders included LI Yaping, Director of the Standing Committee of the Suzhou Municipal People's Congress; HUANG Jing, Deputy Director of the Standing Committee of the Suzhou Municipal People's Congress; LU Lijin, Deputy Secretary General of the Standing Committee of the Suzhou Municipal People's Congress; JIN Weikang, Director of the Foreign Affairs, Ethnic and Religious Affairs, Overseas Chinese and Taiwan Working Committee of the Standing Committee of the Suzhou Municipal People's Congress; WEI Shujie, Director of the Foreign Affairs Office (Hong Kong and Macao Office) of the Suzhou Municipality; YANG Junda, Deputy Director of the Suzhou Education Bureau, and JIN Xingchu, Vice Secretary of Party Committee and Secretary of Discipline Inspection Committee of SRS of RUC (Suzhou Campus).



2.78 LI Yaping, Director of the Standing Committee of the Suzhou Municipal People's Congress, took Members through the vibrant economic development of Suzhou as its GDP ranked 6th in China last year. Suzhou's development is closely tied with the participation of Hong Kong compatriots. In fact, Hong Kong and Suzhou have a long history of friendly relations, culminating in numerous fruitful cooperation outcomes. Apart from economic and trade cooperation, the two places have a solid foundation for further cooperation in areas such as digital economy, innovative industries, as well as science and technology education. Looking forward to the promotion of common development of the two places, Mr LI called for actions to deepen academic exchanges and R&D collaboration, and build up a platform for exchanges and interactions in various fields such as economy and trade, finance and talents.



2.79 Members agree unequivocally that Suzhou's rapid development has brought about significant achievements in the areas of higher education and manpower training. They hope that in future, more Hong Kong universities and scientific research institutions will seek development opportunities in Suzhou, so as to broaden the scope of mutual exchanges and cooperation. In terms of industry-academia/research institute collaboration, Hong Kong is now at a critical stage in synergizing industry-academia/research institute collaboration for the transformation of R&D outcomes and can gain useful insights drawing on Suzhou's experience. In particular, the hugely successful SIP can shed light on how Hong Kong can speed up the commercialization and industrial production of R&D outcomes. In the future, Hong Kong and Suzhou will certainly create a new win-win situation through cooperation in various areas such as industry, education and talents.

Meeting with Hong Kong communities and students in Shanghai

2.80 The Delegation held a luncheon meeting for exchanges with Hong Kong communities in Shanghai, Hong Kong students studying and under internship in Shanghai, representatives of graduates who stayed to work in Shanghai, as well as representatives of employers. The aim is to gain first-hand understanding of the situation of Hong Kong young people in Shanghai, and to share with them the development opportunities in both Shanghai and Hong Kong.



2.81 During the luncheon meeting, the Delegation was briefed by Andrew YAO, Hong Kong Deputy to the National People's Congress, Chairman of the Federation of Hong Kong-Shanghai Associations, and Honorary Founding Chairman of the Shanghai Hong Kong Association, on the overall situation of promoting Shanghai-Hong Kong cooperation by Shanghai-based associations. A number of leaders of Shanghai-Hong Kong associations took Members through the activities they organized for Hong Kong students, including the "Hong Kong-Shanghai Joint Internship Programme", "C919 Carrying Hong Kong Students on First Flight Abroad" and "One Million Young People's High-speed Rail Tour to the Motherland". The Delegation recognized and commended the efforts made by various organizations for Hong Kong communities in Shanghai.

2.82 During exchanges with students studying in Shanghai, the Delegation was pleased to learn that some students managed to get internships that matched with their studies, so that they could continue to build up their abilities. Some Hong Kong students studying in Shanghai had become Youth Ambassadors of the Hong Kong Immigration Department, acting as a bridge between young people from the Mainland and Hong Kong. Meanwhile, a youngster from Hong Kong had chosen to stay in Shanghai after graduation to set up his own business and become a non-Mainland speech therapist with local professional qualifications.



2.83 The Delegation was greatly encouraged by the courageous spirit of Hong Kong youngsters in Shanghai who stepped out of the comfort zone to pursue their dreams. Accompanied by a harmonica and a Hawaiian ukulele, Members of the Delegation sang "Pearl of the Orient" to

encourage the students to aspire to greatness and contribute to the prosperity and development of Hong Kong, while continuously enhancing their own qualities and knowledge, paying attention to the development and progress of society, and giving full play to their strengths.



2.84 Some Members suggested that the HKSAR Government should strengthen its support for Hong Kong communities in Shanghai and consider extending to Shanghai the policy measures currently in place to

encourage Hong Kong people to take up employment and retire in the Guangdong-Hong Kong-Macao Greater Bay Area.

CHAPTER 3——

OBSERVATIONS AND RECOMMENDATIONS

3.1 Driven by the conviction of enhancing the quality of different fields of education in Hong Kong, the Delegation raced against time in 4 days with a tightly packed itinerary of visits to nearly 20 organizations and earnestly engaged in in-depth exchanges with their leaders, gaining rewarding experience in the process.



3.2 The Delegation sees the need for the HKSAR Government to step up efforts in areas such as patriotic education, industry-academia/research institute collaboration, post-secondary education and basic education, with innovation in both hardware and software as the guiding principle. Specifically, Members would like to put forth the following observations and recommendations of the duty visit to the HKSAR Government for consideration:

Patriotic education

3.3 President XI Jinping attaches great importance to the inheritance and promotion of outstanding historical culture and revolutionary culture, stressing that “patriotism is the core of our national spirit, and is the spiritual bond of the Chinese nation’s unity, struggle and self-reliance”. The ubiquitous patriotic education bases in the country have enabled members of the public to learn about the true

history of the country in person through valuable documents, photos and objects on display, thereby developing a sense of patriotism.

3.4 During the trip, apart from visiting patriotic education bases, the Delegation also had inspiring exchanges with leaders of different educational institutions on the implementation of patriotic education.

Helping the public gain a good grasp of history

- ★ **Leveraging Hong Kong's intangible cultural heritage, historic buildings, relics and monuments, traditional villages**, as well as **traditional arts and crafts** to inspire a sense of national identity among the people;
- ★ **Increasing the number of museums** (for example, building a time tunnel museum), including supporting the establishment of private museums and subsidizing heritage preservation, in particular war relics, by patriotic organizations in the community;
- ★ Continuously **enriching the contents of museums**, and organizing thematic exhibitions on a regular basis alongside educational activities, so as to make the museum-going experience more interesting and interactive (for example, setting up message areas in the museums as in the case of museums in Shanghai and Suzhou);
- ★ Considering **deployment of high-tech means of display** (for example, projection of simulated three-dimensional images in exhibition halls and online guided tours in the light of the relatively small size of museums in Hong Kong) to enhance viewing experience;
- ★ **Strengthening collaboration with Mainland museums**, such as forming alliances to promote exchanges and cooperation, as well as publicity and promotion, and constantly reviewing museum curation and the effectiveness of publicity and promotion; and
- ★ Introducing, in phases, **sign language guided tours** in all museums to help hearing impaired persons learn and experience history together.

Promoting patriotic education with schools as the carrier

- ★ Formulating a **comprehensive implementation roadmap** to **cultivate patriotism** among students **at an early age** (in kindergarten education), integrating patriotic education into the daily curriculum, and helping students learn Chinese history, appreciate Chinese culture and traditional values correctly, holistically and systematically from an early age, thereby infusing them with the spirit of patriotism;
- ★ **Deepening exchanges and experience sharing with the Mainland** on the contents of the relevant curriculum as schools in the Mainland have already put in place a comprehensive patriotic education curriculum, which will help enrich the curricula of subjects such as Humanities in primary schools, as well as Chinese History and Citizenship and Social Development in secondary schools;
- ★ Providing teachers with proper training to **strengthen** their **patriotic sentiments**, so that teachers can become invisible textbooks for students and guide them towards loving their country on their own initiative; and
- ★ **Enhancing parent education** and continuously upgrading their patriotic awareness so that parents can inspire the patriotic spirit of their children.

Focusing on activities and experiences rather than hard-selling

- ★ Optimizing the use of patriotic education resources in the Mainland and **organizing Mainland exchange and study tours** for students on an ongoing basis, so that they can experience in person the development and achievements of the country from different perspectives, thereby enhancing their sense of belonging and identification with the country;
- ★ **Arranging tours of various anti-Japanese martyrs' monuments in Hong Kong** (such as the Cenotaph for Martyrs in Wu Kau Tang) for students in a systematic manner to instill patriotic education;
- ★ **Organizing patriotic activities in schools**, including memorial ceremonies, national flag-raising ceremonies, as well as thematic exhibitions of display boards and objects on campus;

- ★ **Training students**, in collaboration with the museums, to **become museum docents**, thereby deepening their understanding of the country through their role-change from story listener to storyteller;
- ★ **Interacting with young people** and promoting patriotic education through popular channels, such as social media platforms like Little Red Book and YouTube;
- ★ **Helping students** broaden their international outlook, and guiding them **to be proactive in international exchanges**, thereby facilitating the dissemination of Chinese culture; and
- ★ **Strengthening exchanges and cooperation between schools in the two places**, for example, encouraging diversified and high-quality exchanges between schools in Hong Kong and their sister schools in the Mainland, inviting seasoned speakers from the Mainland to share practical experience in promoting patriotic education, stories of revolutionary martyrs, the history of the Communist Party, etc.

Forging a community-wide consensus

- ★ Complementing the national policy and the Patriotic Education Law, integrating patriotic education into people's daily lives to **create a patriotic atmosphere in society**, raising the public's awareness of patriotism and ingrain patriotic sentiments among the people;
- ★ Promoting patriotic education **gradually and subtly** in society in a planned and targeted manner through collating, planning, integrating and utilizing resources in Hong Kong;
- ★ **Converging the strengths of different sectors of the community** to actively take forward patriotic education at different levels through a diversified and all-rounded approach;
- ★ Continuously enriching the contents and innovative pedagogical methods of patriotic education to **promote wider participation** and enhance promotional effectiveness, for example, by making good use of commemoration activities for major historical events and traditional festivals to organize and arrange folk and cultural activities with unique features;

- ★ Supporting the creation or introduction of theatre, music and other cultural works with the theme of national patriotism to **promote** patriotic education **in a lively manner**;
- ★ Stepping up publicity and telling good patriotic stories **through television, newspapers and magazines, the Internet**, etc.; and
- ★ **Supporting/collaborating** with patriotic education **organizations**, arts groups, district groups, etc. to organize various patriotic education activities, thus making patriotic education more down-to-earth and diversified.

Industry-academia/research institute collaboration

3.5 With the implementation of industry-academia/research institute collaboration being its top priority, the country strongly supports technological innovation and attaches great importance to innovation and entrepreneurship development among young talents. During the 4-day trip, the Delegation notes that universities in the Mainland have been vigorously promoting industry-academia/research institute collaboration; and capitalizing on the concentration of resources in science and technology, education and talents. Mainland universities have also allocated massive complementary resources and maintained close cooperation with enterprises to achieve fruitful transformation of R&D outcomes. As Hong Kong is actively developing into an international I&T centre and promoting the development of the Hong Kong-Shenzhen Innovation and Technology Park in the Loop into a world-class industry-academia-research platform, the experience of Shanghai and Suzhou can serve as valuable reference.

Enhancing the effectiveness of industry-academia/research institute collaboration

- ★ Vigorously catching up and **changing** its previous **conservative approach** towards I&T development, while proactively dovetailing with the national I&T innovation strategy, so as to encourage enterprises to seek progress and enhanced competitiveness;
- ★ **Drawing on the Mainland's experience** in promoting industry-academia/research institute collaboration to improve

our deficiencies and actively explore the integration of scientific and technological talents;

- ★ **Increasing investment** in R&D and I&T innovation, and further building an ecosystem of industry-academia/research institute collaboration, thereby enabling the Hong Kong Science Park, Cyberport, etc. to join hands with science and technology parks in the Mainland to nurture high-calibre I&T talents and establish a new pattern of integration and innovation, with a view to achieving high-quality development of cutting-edge technologies;
- ★ Considering **co-funding by the Government and enterprises** to promote the joint establishment of development centres for industry-academia/research institute collaboration by universities and enterprises;
- ★ Finding out the land and resource needs of universities and research institutes for industry-academia/research institute collaboration, and providing them with **better ancillary facilities**; and
- ★ Optimizing the policies on supporting innovation and entrepreneurship, as well as providing greater incentives to **encourage startups to move into science and technology parks in Hong Kong**, for example, by providing startups with concessionary rents.

Strengthening connections

- ★ Promoting **collaboration between tertiary institutions and enterprises** to further strengthen R&D capabilities in technologies such as AI and robotics, and to jointly foster technological innovation in robotics to accelerate the development of new quality productive forces;
- ★ Encouraging **close collaboration between tertiary institutions in Hong Kong and higher education institutions in the Mainland**, particularly in areas such as manpower training and transformation of R&D outcomes, so as to accelerate Hong Kong's progress towards becoming an international I&T centre;
- ★ **Encouraging close liaison between teaching staff of tertiary institutions and the industrial sector**, so that research

outcomes and manpower training can better meet the needs of the sector; and

- ★ **Fully leveraging alumni networks** to build up a pool of technological talents, with a view to accelerating the transformation of R&D outcomes.

Facilitating the commercialization of research outcomes

- ★ **Assisting in the commercialization of R&D outcomes** from private small and medium I&T enterprises, as well as startups/spinoffs established by university R&D teams, for example, by providing pilot facilities to support I&T enterprises in transforming R&D outcomes to the production stage, according priority to the procurement of products derived from local R&D outcomes;
- ★ Exploring the **localization of investment**, so that investors with production lines for transforming Hong Kong's R&D outcomes must ensure that a certain percentage of such production lines stay in Hong Kong (such as industrial parks and science parks in Hong Kong) to ensure adequate provision of local employment opportunities;
- ★ Studying the **establishment of a patent auction mechanism for I&T outcomes** by drawing reference from the practices in the Mainland; and
- ★ Organizing events to **showcase I&T applications**, thus enabling the public to experience the fruits of technology and understand how the transformation of R&D outcomes can enhance quality of life.

Education development

3.6 As strengthening education takes precedence over strengthening a nation, the HKSAR Government must therefore attach even greater importance to education. Having visited a number of education institutions in Shanghai and Suzhou, the Delegation not only resonates deeply with their education philosophy and pedagogical approaches, but is also immensely impressed by the standard of campus facilities and the speed of school construction in the Mainland. While

acknowledging that land is precious in Hong Kong and the size of school premises cannot be compared with those in the Mainland, the Delegation considers that the Education Bureau should endeavour to make improvement, so as to enhance the sense of well-being among students.

Promoting high-quality development of education

- ★ **Allocating resources** to actively nurture educational talents, conduct researches on education, take part in international cooperation and exchanges, etc.;
- ★ Building a fair, inclusive and caring learning environment with concrete measures to **cater for the learning needs** of different students, so as to enable them to realize their potentials;
- ★ Focusing on the **integration between vocational education and the needs of society**, strengthening training in technical skills and developing high-quality vocational education;
- ★ Exploring ways to fully **utilize the professional and resource advantages of tertiary institutions** to establish schools with special characteristics, with a view to improving the quality of basic education in primary and secondary schools, for example, by sharing curriculum materials, as well as inviting university professors and university students to meet with primary and secondary school students on a regular basis, with a view to providing students with one-stop nurturing; and
- ★ Raising the standard of teachers, focusing on teacher training and development, as well as **attaching the most importance to teacher ethics**, in a bid to build a teaching force with moral integrity, professionalism, as well as love for our country and Hong Kong.

Arousing students' interest in learning

- ★ **Promoting “happy learning”** throughout the entire learning stage of students, taking care of the development needs of every child and providing timely support with love, especially paying attention to the pattern of young children's physical and mental development, while ensuring that playing is the main component of early childhood education to avoid the teaching of primary school curriculum in pre-primary education;

- ★ Providing for children a rich variety of extra-curricular activities with focuses on their cognitive, language and emotional development, so as to cultivate their creativity, imagination, curiosity, innovation and team spirit to **better prepare them for future challenges in society**; and
- ★ Requiring schools to **proactively communicate and cooperate with parents**, so that both sides can join hands to closely monitor children's development and give full play to the benefits of home-school co-education.

Enhancing exchanges and cooperation

- ★ Encouraging **Hong Kong tertiary institutions** to **engage their Mainland counterparts** to **provide education services** either in the Mainland or in Hong Kong, with a view to accelerating the introduction of new subjects, the establishment of industry-academia/research institute collaboration mechanisms and the training of talents to dovetail with the economic structure and employment situation of the two places;
- ★ **Increasing the number of university alliances** to amplify the effects of alliance interaction and promote further exchange and cooperation in education between the two places; and
- ★ Encouraging **the academic sector to strengthen exchanges with the Mainland** for new insights, so as to achieve complementarity with the Mainland on talent cultivation and establish training pathway for engineering talents in Hong Kong, thereby advancing Hong Kong's global competitive edge.

Facilities in school premises

- ★ Paying greater attention to details in the **provision of innovative facilities** catering to students' needs when constructing or reprovisioning of school premises in order to create a better learning environment for students; and
- ★ **Compressing the works programme** of school premises.

Special education

3.7 The country attaches great importance to the allocation of resources for SE. In Shanghai, students in special schools not only enjoy fair access to education and professional services which cater for their physical and psychological needs, but also have chances to develop their potentials and grow up happily. The Delegation considers that Hong Kong can institute reforms in the light of its own circumstances.

Enhancing the quality of special education

- ★ Improving coordination, planning and resource allocation to ensure that **special schools** have **adequate resources and manpower** (including professionals) to provide students with appropriate education and professional services;
- ★ Making full use of new technologies such as the Internet, cloud computing, big data, virtual reality and AI to **propel the development of smart campuses and smart classrooms for SE** to enhance the quality of SE; and
- ★ Strengthening the **exchange and cooperation** mechanism **with Mainland and international SE institutions**, with a view to introducing quality SE for the benefit of students with special education needs (“SEN”).

Optimizing the mode of teaching and learning

- ★ Promoting a teaching mode based on students’ abilities and **formulating tailored learning plans**, personalized support and accommodation measures for each student;
- ★ Organizing **diversified programmes/activities** (such as arts and sports activities) to open up students’ potentials, thus improving their physical and mental health;
- ★ Fostering **integration** of special school students **with ordinary students** (for example, through integration activities co-organized with government-subvented organizations) to enhance the social skills and confidence of students in special schools, while promoting a more understanding and inclusive attitude among ordinary children;

- ★ **Promoting concern on SE** among various sectors of community, and enhancing the support and care for SEN students and their parents; and strengthening home-school cooperation so that parents can better support the development of their children; and
- ★ Considering the introduction of a teaching mode for **medical-teaching integration** in the long run to provide students with more comprehensive support and assistance.

Protecting students' employment opportunities

- ★ **Helping students explore a suitable pathway for further studies or career development** according to their strengths and interests (for example, cooperating with industrial and commercial organizations to provide students with diversified career exploration activities for better interface between education and employment);
- ★ Liaising closely with enterprises to provide students with different career-oriented programmes (for example, in business, IT, etc.) and to **enhance pre-employment training and internship opportunities** for students;
- ★ Training **SE teachers with vocational education skills**, providing training in employment skills and enhancing the service mode of sheltered workshops; and
- ★ **Encouraging** enterprises to **employ special school graduates** (for example, by offering tax concessions); and in the long run, consulting stakeholders and exploring whether legislation should be enacted to protect the employment opportunities of special school graduates.

Enhancing teacher quality and stabilizing teaching force

- ★ **Increasing the provision of SE programmes** and training places, and raising the percentage of teachers receiving SE to 100%;
- ★ Emphasizing in SE training for teachers the philosophy of SE, as well as the original intent of special teachers to nurture students, i.e. **lighting up children's lives with genuine love**,

professionalism and wisdom;

- ★ **Continuously enhancing professional training** for teachers to equip them with up-to-date knowledge and skills in catering for SEN students, together with counselling skills in students' life planning, further education and career development, as well as the knowledge of related pathways;
- ★ **Offering support to teachers**, for example, schools should provide teachers with immediate counselling and support whenever they encounter difficulties at work or emotional problems; and
- ★ **Improving the remuneration packages** of special school teachers and enhancing the recognition of work experience in special schools, etc., to attract outstanding talents to pursue a career in SE and **reduce teacher wastage**.

Digitalization of education

3.8 President XI Jinping has pointed out the direction for promoting educational reform and innovation, and accelerating the development of education as a means to strengthen the country, with emphasis on the need to “promote the digitalization of education and build a society and country of learning where lifelong learning is pursued by all”. As part of the Digital China strategy, promoting the digitalization of education is vital to the implementation of the strategy of invigorating the country through science and education.

3.9 The Delegation notes that in the Mainland, AI has already been widely applied in teaching. As a result, education resources can be utilized in a more efficient manner, the strengths and weaknesses of students can be grasped more accurately to cater for their different needs, thus achieving truly personalized education. Moreover, the Mainland has become concerned with the ethical and governance issues of AI. In this connection, the AI-Philosophy, Politics and Economics Research Center under the Shanghai AI-Finance School of ECNU will be established soon.

Diversified promotion of digitalization of education

- ★ Proactively pushing forward digital transformation in education by following the general trend of modernized education, as well as **dovetailing with the education development strategy of the country**;
- ★ **Optimizing digital infrastructure** such as campus network, cloud computing, big data, etc. and promoting the development of quality digital teaching resources by schools and teachers;
- ★ **Attaching great importance to promoting STEAM/AI education** and providing schools with a favourable initiation environment (for example, developing a broadly-based AI education curriculum) by means of policy support and resource integration;
- ★ **Encouraging secondary school students to take subjects related to mathematics and science**, and proactively promoting the development of vocational and professional education and training to enable more young people to pursue development in areas relating to science, technology or engineering in the future;
- ★ Continuously collaborating with the education sector to **organize cross-disciplinary STEAM activities** and encourage students' participation, so as to arouse their interest in STEAM curriculum and enhance their all-roundness and innovation, with a view to nurturing new digital scientific and technological talents for the future;
- ★ Facilitating greater exposure of students in areas such as big data, AI, etc., **arousing** young people's **interest** in taking part in **I&T development**, and helping them integrate into the country's overall development (for example, NJU is considering making AI a mandatory module, which is also worthy of reference by Hong Kong institutions);
- ★ Encouraging students to **actively participate in international I&T competitions** to realize the philosophy of "promoting teaching, learning and innovation through competitions";
- ★ **Demonstrating** to the public, especially students and parents, **the importance of I&T education**, in order to rally full cooperation among different sectors in nurturing talents

conductive to development in society; and

- ★ **Increasing teachers' capabilities** to integrate technology/digital education into academic contents and teaching, and nurturing innovative talents equipped with scientific spirit, scientific mindset and scientific tactics.

Enhancing artificial intelligence literacy

- ★ Teaching students **the basic principles for ethical AI**, including ethics and morality, intellectual property rights, law and order, etc., to avoid students being instilled with unethical values;
- ★ Formulating, amidst the rapid development of AI technology, **ethical standards and laws on technology** to clearly define the responsibilities and obligations of AI technologies developers, users and regulators;
- ★ Incorporating **AI ethics education** into subjects such as IT, science and society, etc. to enable students' understanding of moral and social issues of AI while acquiring scientific knowledge; and
- ★ Setting up a **dedicated research centre** in the long run to study ethical issues in technology development and offer dedicated AI ethics courses to cultivate students' moral awareness and sense of responsibility.

CHAPTER 4——CONCLUSION

4.1 Through site visits and exchanges with various Mainland units, the Delegation is greatly impressed by the country's massive resource allocation and efforts in areas such as promotion of patriotic education, attraction and retention of talents, commercialization of the outcomes of academic and scientific research, digital transformation in education, etc. The visit not only allows Shanghai, Suzhou and Hong Kong to walk as one in nurturing world-class talents, but also opens up a new vision of joint exploration in I&T development.

4.2 Looking ahead, the Delegation hopes that the HKSAR Government will:

- ★ continue to expand and deepen cooperation with the Mainland, converge the wisdom of the two places, draw on each other's experience, realize complementarity of advantages, and jointly promote development in areas such as talent cultivation, technological innovation and cultural exchanges;
- ★ leverage its international advantages, take proactive measures for reforms, seize opportunities, make decisions soon after discussions, soon act after making decisions, and seek changes and progress by adopting an innovative mindset;
- ★ grasp the country's rapid development opportunities and put concerted efforts to provide quality education; and
- ★ cultivate and encourage young people to firmly believe in national rejuvenation, make strenuous efforts to become responsible nationals and dedicate themselves to the cause of national rejuvenation.

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- ♥ the Federation of Hong Kong-Shanghai Associations for arranging the meeting with representatives from Hong Kong communities and students in Shanghai to facilitate the Delegation's first-hand understanding about their life in Shanghai and their future plans; and
- ♥ Dr CHOI Yuk-lin, Secretary for Education, for joining the visit upon the Delegation's invitation, thereby enhancing the relationship between the Executive Authorities and the Legislature, achieving good governance and building consensus between both parties in various areas of work.



Panel on Education

Duty visit to Shanghai and Suzhou from 12 to 15 August 2024

Visit programme

12 August 2024 (Monday) Shanghai (research-academic-industry/special education)		
Morning	08:20	Flight to Shanghai
	11:05	Arrive at Shanghai Pudong Airport
Afternoon	14:30 – 15:30	Visit to the Grand neoBay of Shanghai Jiao Tong University
	15:45 – 16:45	Visit to Shanghai Jiao Tong University Student Innovation Center
	17:00 – 18:00	Visit to Minhang Special School for Mentally Retarded Children
	18:30 – 19:15	Meeting with the leaders of East China Normal University on patriotic education, and digital transformation in primary and secondary education
Evening	19:15 – 20:30	Dinner with the leaders of East China Normal University
13 August 2024 (Tuesday) Shanghai (patriotic education/experimental school)		
Morning	09:00 – 10:00	Visit to patriotic education base (1): Memorial of the First National Congress of the Communist Party of China
	10:30 – 11:30	Visit to patriotic education base (2): Shanghai Sihang Warehouse Battle Memorial
Afternoon	12:00 – 14:00	Lunch meeting with the leaders of the Shanghai Municipal Education Commission
	14:45 – 15:45	Visit to the Xinjiangwan Experimental School affiliated to Tongji University
	16:00 – 17:00	Visit to the China Welfare Institute Kindergarten
	17:45 – 19:45	Dinner meeting with the representatives of the Standing Committee of Shanghai Municipal People's Congress

14 August 2024 (Wednesday) Shanghai/Suzhou (entrepreneurship/artificial intelligence (“AI”) education)		
Morning	09:30 – 10:15	Visit to the Zhangjiang AI Robot Valley
	10:30 – 11:30	Visit to the Institute of Science and Technology for Brain-inspired Intelligence of Fudan University
Afternoon	12:00 – 14:00	Lunch with representatives from Hong Kong communities and students in Shanghai
	14:00 – 16:00	Depart for Suzhou
	16:00 – 17:45	Visit to Nanjing University Suzhou Campus
	17:50 – 19:00	Dinner meeting with the leaders of Nanjing University
15 August 2024 (Thursday) Suzhou (industry/talent development)		
Morning	09:30 – 10:00	Visit to AI Experience Center in the Suzhou Industrial Park
	10:15 – 11:15	Visit to Silk Road School of Renmin University of China (Suzhou Campus)
	11:30 – 13:00	Lunch meeting with the leaders of the Suzhou Municipal People’s Congress
Afternoon	13:45 – 14:45	Visit to patriotic education base (3): Suzhou Revolution Museum
	14:45 – 17:00	Depart for Shanghai
Evening	17:00	Arrive at Shanghai Pudong Airport