



SYMPOSIUM ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT
可持續發展教育研討會

PROGRAMME BOOK
會議手冊

December 5, 2024

二零二四年十二月五日

LT2, Yasumoto International Academic Park, CUHK

香港中文大學康本國際學術園地下2號演講廳

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第一節小組會議

GOALS AND OBJECTIVES

目標和目的

The Symposium on Education for Sustainable Development (ESD) strives to enhance the understanding and explore the engagement of ESD within general education and beyond. It serves as a platform for the exchange of exemplary practices for ESD specifically in higher education institutions (HEIs), with the larger goal to advance ESD in HEIs both within Hong Kong and internationally.

Aligned with the CUHK Strategic Plan 2021-2025, which underscores the institution's commitment to social responsibility and sustainable development, the Symposium places a strong emphasis on ESD. Drawing upon the United Nations Educational, Scientific and Cultural Organization's Roadmap, ESD emerges as a response to the imperative for education to address the mounting sustainability challenges faced globally. ESD employs innovative, action-oriented pedagogy to empower learners with the knowledge, awareness, skills and capacity to create transformative changes in society toward economic, social and environmental sustainability.

The Symposium gathers international educators, researchers, and other stakeholders to explore strategies for engaging and empowering youth, and examine the challenges and opportunities in teaching the concept of sustainability within classroom settings as well as in experiential learning activities outside the classroom. It will also foster synergistic collaboration among educators across a broad spectrum of disciplines, demonstrate successful practices from various institutions, and inspire participants to drive the advancement of ESD within their own institutions and broader communities. The Symposium will revolve around the following themes: Significance of ESD in HEIs, Incorporating ESD into Curricula of General Education and Beyond, ESD in Classroom, Experiential and Service Learning, and ESD Challenges, Opportunities and New Approaches.

可持續發展教育（ESD）研討會旨在加強各方對可持續發展教育的理解，並探討如何在通識教育及其他領域中開展可持續發展教育。這次研討會提供一個交流平台，讓與會者分享高等院校進行可持續發展教育的典範實踐，並進一步希望藉此推進香港以至國際在高等教育領域的可持續發展教育。

香港中文大學2021-2025戰略計劃重視本校為社會所承擔的責任和對可持續發展的承諾，是次研討會與此計劃目標一致，以可持續發展教育為要義。根據聯合國教科文組織的規劃，可持續發展教育的出現乃是為了回應全球日益嚴峻的可持續發展挑戰。可持續發展教育採用創新、以行動為導向的教學法，賦予學習者知識、自覺性、技能和能力，希望帶來經濟、社會和環境可持續性方面的變革。

這次研討會匯聚本地及國際教育工作者、研究人員及相關持分者，讓與會者探討在教學策略上吸引年輕人，為其賦能，並討論教授可持續性概念時面臨的挑戰和機遇。這包括在課堂內的教學，以及課外的體驗式學習活動。研討會將推動不同科學的教育工作者進行協同合作，展示來自各個機構的成功實踐，並啟發參與者在所屬機構和更廣泛的社群中，推進可持續發展教育。研討會將圍繞以下主題展開：「可持續發展教育在高等教育中的意義」、「將可持續發展教育融入通識教育及高等教育課程」、「課堂環境、體驗學習與服務學習」及「可持續發展教育的挑戰、機遇與新方法」。

ORGANISATION

組織



Organiser 主辦機構

Office of University General Education, The Chinese University of Hong Kong

香港中文大學大學通識教育部

Co-Organisers 協辦機構

Hong Kong Sustainable Campus Consortium (HKSCC)

The Hong Kong Chapter of the United Nations' Sustainable Development Solutions Network (SDSN Hong Kong)

Organising Committee 研討會籌備委員會

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ACKNOWLEDGEMENTS

鳴謝



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Funding Support 項目資助

Teaching Development and Language Enhancement Grant (2022-2025 Triennium),
The Chinese University of Hong Kong

Project: Advancing Sustainability Education at CUHK and Beyond via General Education and
Cross-sector Synergy

PROGRAMME

研討會日程



08:30 - 09:00	Registration 登記
09:00 - 09:15	Opening Remarks 開幕辭 <u>Professor Hector Sun-on CHAN 陳新安教授</u> Associate Vice-President (Education), The Chinese University of Hong Kong 香港中文大學協理副校長（教育） <u>Professor Amos Pui Kuen TAI 戴沛權教授</u> Co-convenor, Organising Committee of Symposium on Education for Sustainable Development 可持續發展教育研討會籌備委員會共同召集人
09:15 - 10:00	Opening Keynote Speech 開幕主題演講 <i>Education for the Unfolding of Ecological and Humane Urbanism: Experiences of the Urban Studies Programme at The Chinese University of Hong Kong</i> <i>推進生態與人文關懷城市主義的教育：香港中文大學城市研究課程的經驗</i> <u>Professor Mee Kam NG 伍美琴教授</u> Department of Geography and Resource Management, The Chinese University of Hong Kong 香港中文大學地理與資源管理系
	Open-floor Discussion 開放式討論
10:00 - 10:35	HKSCC Networking Coffee Break 茶歇及HKSCC聯網活動

PROGRAMME

研討會日程

10:35 - 12:15

Session 1 第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond

將可持續發展教育納入通識教育及高等教育課程

This session will delve into the multifaceted nature of ESD, exploring its dynamics across diverse knowledge streams including general education and academic disciplines, such as Humanities, Science, Social Science, Law, and more. The significance of incorporating ESD into HEI curricula and its symbiotic relationships with various knowledge streams will be discussed from a theoretical perspective.

本節會議將深入探討可持續發展教育的多面性，探索其在不同知識中的動態發展，包括通識教育、人文、科學、社會科學、法律等學科。講者將從學理層面探討可持續發展教育納入高等教育機構課程的重要性，其與各種知識的共生關係。

Dr Kenneth Ming LI 李明博士 (Moderator 主持人)

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Talent and Education Development Office,
City University of Hong Kong
香港城市大學優才及教育發展處

Panel / Open-floor Discussion 小組/開放式討論

12:15 - 14:00

Lunch Break 午餐

PROGRAMME

研討會日程

14:00 - 15:40

Session 2 第二節小組會議

ESD in Classroom, Experiential and Service Learning

課堂環境、體驗學習與服務學習

This session will focus on effectively integrating sustainability concepts into classroom settings while engaging the younger generation through experiential and service learning approaches. Panellists will share best practices and impactful projects that have harnessed experiential learning and community services to cultivate environmental and social responsibility among students. This session aims to inspire future pedagogical initiatives and synergizing efforts among educators by fostering collaboration.

本節討論聚焦於如何有效地將可持續性概念融入課堂，同時通過體驗式和服務式學習方法吸引年輕一代參與其中。小組成員將分享他們最佳的教育實踐和有影響力的項目，這些項目通過體驗和社區服務來培養學生對環境和社會的責任感。本節會議通過促進合作，啟發未來的教學計劃和激勵教育工作者之間的協同努力。

Dr Lisa LAM 林婉雯博士 (Moderator 主持人)

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Panel / Open-floor Discussion 小組/開放式討論

15:40 - 16:00

Coffee Break 茶歇

PROGRAMME

研討會日程

16:00 – 17:50

Session 3 第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

This session will engage in a comprehensive discussion on the practical challenges and opportunities associated with teaching and integrating sustainability concepts in higher education. Panellists will explore the economic, social, and environmental dimensions of teaching sustainability. The discussion will feature innovative strategies that have enabled educators to navigate the complexities of ESD effectively.

本節小組會議將討論在高等教育中教授和融入可持續發展理念所面臨的種種實際挑戰和機遇。小組成員將分享在可持續發展目標的三大層面——經濟、社會、環境上的教學。本節討論將展示創新策略，使教育工作者能夠有效應對可持續教育的複雜性。

Professor Lawrence Yoon Suk LEE 李倫碩教授 (Moderator 主持人)

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Panel / Open-floor Discussion 小組/開放式討論

PROGRAMME

研討會日程

17:50 - 18:25

Closing Keynote Speech 閉幕主題演講

Our Common Agenda and Mission 4.7

我們的共同議程與具體目標4.7

Professor Patrick Paul WALSH

Vice President of Education and Director,
SDG Academy

可持續發展學院院長及教育副總監

18:25 - 18:30

Closing Speech 閉幕辭

Dr Kenneth Ming LI 李明博士

Co-convenor,

Organising Committee of Symposium on Education for Sustainable Development

可持續發展教育研討會籌備委員會共同召集人

18:30

Closure of Symposium & Informal Networking 閉幕禮及聯網活動

OPENING KEYNOTE SPEECH

開幕主題演講

Education for the Unfolding of Ecological and Humane Urbanism: Experiences of the Urban Studies Programme at The Chinese University of Hong Kong

推進生態與人文關懷城市主義的教育：香港中文大學城市研究課程的經驗

Professor Mee Kam NG 伍美琴教授

Vice-chair, Department of Geography and Resource Management

Founding Director, Urban Studies Programme

The Chinese University of Hong Kong

香港中文大學地理與資源管理系副系主任

香港中文大學城市研究課程創始課程主任



Biography 講者簡介

Professor Mee Kam Ng is Vice-chair of the Department of Geography and Resource Management, the founding Director of the Urban Studies Programme and Associate Director of the Hong Kong Institute of Asia-Pacific Studies at The Chinese University of Hong Kong. She is a fellow of the Academy of Social Sciences and the Royal Town Planning Institute in the UK, and a fellow of the Hong Kong Institute of Planners (HKIP). In 2021, she was selected as an Honorary Member of the American Institute of Architects Hong Kong Chapter. Her publications have earned her seven HKIP Awards and the 2015 Association of European Schools of Planning Best Published Paper Award. She has been a consultant to the United Nations, the European Union and the Municipal Government of Shenzhen. The Urban Studies Programme she directed is a Partner of the UN-Habitat's World Urban Campaign, promoting the implementation of the New Urban Agenda.

伍美琴教授為香港中文大學地理與資源管理系副系主任和亞太研究所副所長。她也創立了中大的城市研究課程。她是英國社會科學院院士，英國皇家規劃會與香港規劃師學會會士。她曾七度獲得香港規劃師學會的年獎和歐洲規劃院校聯合會頒發「2015年最佳論文獎」。伍教授曾參與歐盟及聯合國的顧問工作。她創立的的城市研究課程是聯合國人居組織下全球城市運動的夥伴，積極推動21世紀新城市議程。

Abstract 摘要

Why: By 2050, approximately 70% of the world's population will live in cities. The increasing urban population means more cities than the existing ones are required to accommodate the growth. While existing cities only occupy about 3% of the earth's surface, they are responsible for about 70% of the carbon emissions. According to Oxfam (2024: 3), the five wealthiest men in the world have doubled their fortunes since 2020, while almost five billion people around the globe have become poorer at the same time. If we care about sustainable development, we need urbanists knowledgeable about ecological and socially just developments. The dire urban conditions across the globe intensify the need for urbanists who can tackle the entrenched wicked urban issues.

What: We need to train transdisciplinary urban leaders capable of perceiving, understanding, analysing and evaluating issues from multiple perspectives in devising collaborative and sustainable solutions courageously and creatively.

How: The Urban Studies Programme is an interdisciplinary programme co-organised by the Department of Geography and Resource Management and the School of Architecture at the Chinese University of Hong Kong. The Programme offers urban-related courses across faculties and departments, involving co-taught and co-developed courses. The curriculum is designed around sustainable development and all the courses are coded to align with the United Nations' Sustainable Development Goals (SDGs). Students have to indicate which SDGs they have covered in their assignments. The Programme emphasises both the theory and practice of sustainable development and includes a lot of project-based works related to the promotion of ecological and humane urban development, local and international field trips, research-informed course contents, involving practitioners in delivering lectures, the completion of a capstone thesis related to their areas of concentration, participation in internships and exchange programmes, nurturing students to pursue pathways towards becoming future urban leaders for sustainable development.

緣起：到2050年，世界上大約百分之七十的人口將居住市區。這意味著我們需要建造比現有更多的城市來容納城市人口的增長。雖然現有城市只佔地球表面約百分之三的面積，但它們卻造成約百分之七十的碳排放。據樂施會(2024:3)稱，自2020年以來，世界上最富有的五位男士的財富增加了一倍，而全球近50億人同時變得更加貧窮。如果我們關心永續發展，我們就需要更多了解生態和社會正義發展的城市主義者。全球嚴峻的城市狀況也加劇了對能夠解決根深蒂固的邪惡城市問題的城市主義者的需求。

內涵：我們需要培養跨學科的城市領導者，他們能夠從多個角度感知、理解、分析和評估問題，並在設計協作和永續解決方案時具有創造力和勇氣。

進路：城市研究課程是由地理與資源管理系和建築學院共同舉辦的跨學科課程。該課程提供跨學院和跨系的城市相關課程，包括共同教授和共同開發的課程。課程圍繞著永續發展的理念設計，所有課程均與聯合國永續發展目標（SDG）相關。學生必須指出他們的作業涵蓋了哪些永續發展目標。課程強調永續發展的理論和實踐，包括許多與促進生態和人文城市發展有關的課題、本地和國際實地考察、結合研究的課程內容、實踐者講授、與他們專業相關的畢業論文、參與實習和交流計劃，以培育學生走上成為未來城市永續發展領導者的道路。

SESSION 1

第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond 將可持續發展教育納入通識教育及高等教育課程

Moderator for Session 1

第一節小組會議主持人

Dr Kenneth Ming LI 李明博士

Lecturer, Office of University General Education
The Chinese University of Hong Kong
香港中文大學大學通識教育部講師



Biography 主持人簡介

Dr. Kenneth Ming LI is a Lecturer in the Office of University General Education, The Chinese University of Hong Kong. He obtained his Ph.D. in Biochemistry from CUHK. Dr. Li has taught GE at CUHK for over ten years, including courses in the GE Foundation, University GE, and College GE. Dr. Li is devoted to developing a diverse pedagogical approach, such as student-centred teaching, flipped classrooms, blended learning, peer-assisted learning, students as partners, and experiential learning. He is also an accredited Peer-Assisted Study Sessions (PASS) Supervisor and certified Supplemental Instruction (SI) Supervisor. In recent years, Dr. Li has endeavoured to develop education for sustainable development (ESD) at GE and disseminate the United Nations Sustainable Development Goals to teachers and students. He has significantly contributed to managing the SDG Study Scheme at the university GE curriculum, evaluating the SDG GE courses, researching sustainability consciousness, developing the SDG course inventory, and studying the SDG Landscape of CUHK. Dr. Li has received several awards, including the Exemplary Teaching Award in General Education, the Vice-Chancellor's Exemplary Teaching Award (General Education), the University Education Award (Teams), and the Positive Workplace Service Award (Individual Award).

李明博士是香港中文大學通識教育部的講師。他在香港中文大學獲得生物化學博士學位。李博士已在香港中文大學教授通識教育課程逾十年，教學涵蓋通識教育基礎、大學通識與書院通識等課程。李博士一直致力探究多元化教學方針，例如以學生為中心的教學、翻轉課堂、混合式學習、同儕協助學習、以「學生作夥伴」的教學及體驗學習。同時，李博士也是經認證的同儕輔導指導員（PASS）及輔導教學（SI）指導員。近年，李博士在通識教育的基礎上，大力推廣可持續發展教育（ESD），向師生傳遞聯合國可持續發展目標的理念。在此領域上，他也作出了諸多重大貢獻，包括：統整大學通識課程中的可持續發展目標學習計劃、評估相關課程、研究可持續意識、編制可持續發展目標課程大綱，以及探討中大倡導可持續發展目標的藍圖等。李博士曾獲多項殊榮，包括通識教育模範教學獎、校長模範教學獎（通識教育）、博文教學獎（團隊），以及正向員工服務獎（個人）等。

SESSION 1

第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond

將可持續發展教育納入通識教育及高等教育課程

Integrating ESD (Education for Sustainable Development) into General Education of Higher Education: Connotation, Literacy, and Pathways

可持續發展教育融入高等教育院校通識教育：內涵、素養與實踐途徑

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Director, Innovation Office of Education for Ecological Civilization and Sustainable Development, Beijing Academy of Educational Sciences

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美國國際教育榮譽學會桂冠學者



Biography 講者簡介

PhD from Moscow State Pedagogical University, Russia; former Deputy Director of the Educational Management Research Office at the Central Educational Science Research Institute; former Director of the Basic Education Research Institute and Director of the Educational Development Research Center at the Beijing Academy of Educational Sciences; Executive Director of the UNESCO China Education for Sustainable Development (ESD) Project; President of the Beijing Association for Education for Sustainable Development; currently holds the position of Director of the Innovation Office of Education for Ecological Civilization and Sustainable Development at the Beijing Academy of Educational Sciences, Director of the Asia-Pacific ESD Institute, Laureate of the International Honor Society for Education (KDP) in the United States; researcher, expert receiving a special government allowance from the State Council.

Since 1998, professor Gendong SHI has been responsible for designing, researching, and implementing China's ESD projects, engaging in theoretical research, policy research, and practical research on Education for Ecological Civilization and Sustainable Development, and has made numerous recommendations to the Ministry of Education and the Beijing Municipal Government to strengthen Education for Sustainable Development. He has long presided over the practical research of ESD in experimental zones and schools in Beijing, Shanghai, Guangdong, Inner Mongolia, Hebei, and other provinces and cities, and has followed up on the research and training of several national demonstration zones and nearly 100 ESD model schools. He has always focused on literature research and independent theoretical speculation, and has creatively compiled the "Chinese ESD Roadmap" and the "Conceptual Atlas of Education for Ecological Civilization and Sustainable Development." He has published more than 10 monographs and over 100 papers in Chinese and English in domestic and international journals such as *Educational Science Publishing House* and *Educational Research*, with a total word count of more than 5 million words. More than 30 domestic and foreign media have made special reports on the project's research results and experience, and he has been invited to UNESCO regional meetings and conducted educational academic exchanges in nearly 20 countries.

Over the past 20 years, he has carefully guided more than 30 educational master's interns in ESD research, help-

ing them grow into young ESD experts. Some of these individuals have completed their doctoral dissertation defenses, have been recommended to stay in Beijing or work for UNESCO institutions, and have been promoted in titles or positions, receiving various commendations and awards. As the main initiator, since 1999, he has organized the first to twelfth national ESD seminars and the first to seventh Beijing ESD International Forums. He has also collaborated with Professor Charles Hopkins from York University in Canada to establish the Asia-Pacific ESD Institute and initiated the first to sixth Asia-Pacific Sustainable Development Education Expert Meetings, inviting experts from nearly 30 countries to attend and present their ESD research results. He has presided over the compilation and release of a series of “Beijing Consensus” documents on Asia-Pacific ESD and has made suggestions on the direction and implementation strategies of international ESD on multiple occasions.

In 2009, the ESD research team led by him at the Beijing Academy of Educational Sciences was awarded the first prize for outstanding teaching achievements in basic education in Beijing. In 2012, the Beijing Association for Education for Sustainable Development, of which he was the president, received the UNESCO Education Innovation Wenhui Award. Due to Dr. Shi Gendong’s outstanding contributions over the years, he has been hailed by the media and peers as the “Standard-bearer of ESD in China” and the “The Father of Education for Sustainable Development in China.” In 2018, he was named one of the “Leading Figures in China’s Sustainable Development Education over the Past 20 Years.”

俄羅斯國立莫斯科師範大學哲學博士，曾任中央教育科學研究所教育管理研究室副主任，北京教育科學研究院基礎教育研究所所長，教育發展研究中心主任，聯合國教科文組織中國可持續發展教育項目執行主任，北京可持續發展教育協會會長，現任北京教育科學研究院生態文明與可持續發展教育創新工作室主任、亞太可持續發展教育中心主任、美國國際教育榮譽學會桂冠學者，研究員，國務院政府特殊津貼專家。

自1998年以來，史根東教授一直負責設計、研究與實施中國永續發展教育（ESD）項目，從事永續發展教育與生態文明教育理論研究、政策研究與實踐研究，多次向國家教育部、北京市政府建言加強永續發展教育。他常年主持北京、上海、廣東、內蒙、河北等一批省市實驗區與實驗學校的ESD實踐研究，追蹤研究與培養了多個ESD國家示範區和近100個ESD示範學校。他一直著重文獻研究與獨立的理論思辨，創意編製《中國永續發展教育路線圖》、《生態文明與永續發展教育概念圖譜》，已在教育科學出版社與《教育研究》等國內國際刊物發表《主體教育概論》、《永續發展教育基礎教學》、《永續發展教育的理論研究與實務探索》、《中國EPD教育概論》、《生態文明教育50問》、《加速發展生態文明與永續發展教育》、《ESD: Education toward Tomorrow》等10多部專著及中英文論文百餘篇，成果總字數逾500多萬字，約30多家國內國外媒體對該計畫研究成果與經驗做過專題報道，曾受邀赴UNESCO地區會議與近20個國家進行教育學術交流。

他在近20年中精心指導了30多名教育碩士實習生研究ESD，幫助他們成長為青年ESD專家，部分人員已完成了博士論文答辯、順利被薦留京或赴UNESCO機構就業並提升了職稱或職務，獲得了多種表彰與獎勵。他作為主要發起者，自1999年起組織舉辦了第一至第十二次國家ESD講習班、第一至第七屆北京ESD國際論壇，並且和加拿大約克大學教習Charles Hopkins教授合作創立了亞太永續發展教育中心，發起了第一至第六次亞太永續發展教育專家會議，共邀請近30個國家100人次專家出席會議並發表永續發展教育研究成果，主持撰寫發布系列亞太永續發展教育「北京共識」，多次對國際永續發展教育方向和實施策略提出建議。

2009年他領導的北京教科院研究ESD團隊獲評北京市基礎教育優秀教學成果一等獎，2012年他任會長的北京可持續發展教育協會獲UNESCO教育革新文暉獎。由於史根東博士多年來的突出貢獻，他被媒體與同行譽為「中國可持續發展教育旗手」，「中國ESD之父」。2018年，他被評為「中國可持續發展教育20年領導人物」。

Abstract 摘要

1. 2025-2030: Issues and Challenges
2. Epochal Connotation of Education for Sustainable Development
 - 2.1. Education promotes social sustainable development
 - 2.2. Education propels economic sustainable development
 - 2.3. Education facilitates environmental sustainable development
 - 2.4. Education promotes the sustainable development of humanity
 - 2.5. Education improves global governance for sustainable development
 - 2.6. Education advances the sustainable development of Scientific and technological innovation and digital

cooperation

- 2.7. Education enhances the harmonious coexistence between carbon-based life and silicon-based life
3. Sustainable development literacy that graduates should possess
 - 3.1. Basic sustainable development literacy
 - 3.2. Higher level sustainable development literacy
4. Three implementation paths of General Education in higher education
 - 4.1. To build a sustainable development university
 - 4.2. To create a subject curriculum and teaching and learning system
 - 4.3. To conduct a series of club activities for cultivating and awarding leaders in sustainable development
5. The professional literacy of higher education teachers

1. 2025-2030：議題與挑戰
2. 可持續發展教育的時代內涵
 - 2.1. 教育促進社會可持續發展
 - 2.2. 教育推動經濟可持續發展
 - 2.3. 教育促進環境可持續發展
 - 2.4. 教育推動人類可持續發展
 - 2.5. 教育完善全球治理以實現可持續發展
 - 2.6. 教育推進科技創新與數字合作的可持續發展
 - 2.7. 教育促進碳基生命與矽基生命的和諧共存
3. 畢業生應具備的可持續發展素養
 - 3.1. 基礎可持續發展素養
 - 3.2. 進階可持續發展素養
4. 大學通識教育可開展的三條實踐途徑
 - 4.1. 構建可持續發展校園
 - 4.2. 創建學科課程與教學體系
 - 4.3. 開展一系列學會活動，培養及表彰可持續發展領域的領導者
5. 高等教育院校教師的專業素養

SESSION 1

第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond

將可持續發展教育納入通識教育及高等教育課程

Cultivating Global Citizens through General Education

通識教育與世界公民的培育

Professor Mei Yee LEUNG 梁美儀教授

Senior College Tutor, Chung Chi College

Director, Office of University General Education (2012-2021)

The Chinese University of Hong Kong

香港中文大學崇基學院學院資深導師

香港中文大學大學通識教育部主任 (2012-2021)



Biography 講者簡介

Professor LEUNG Mei Yee was the Director of Office of University General Education (OUGE) in The Chinese University of Hong Kong (CUHK) from 2012 to 2021. Upon her retirement she serves as Senior College Tutor in Chung Chi College, CUHK, and help teaching a College General Education course. She studied history in CUHK (Bachelor of Arts), and received the training of historical research in Université de Paris I (Panthéon-Sorbonne, Master and Doctor in History), specialized in French social and cultural history of French Revolution. She joined CUHK since 1999, and from 2008 onward she led the development and implementation of the General Education Foundation (GEF) Program which required all undergraduates to read and to discuss classics across different cultures and disciplines. Under her leadership the GEF Program was recognized as Exemplary Program in 2015 by the Association of General and Liberal Studies (AGLS), USA, and the team also won the Hong Kong University Grant Committee Education Award for excellent teaching in 2016.

梁美儀教授於2012年至2021年為香港中文大學大學通識教育辦公室主任。退休後擔任香港中文大學崇基學院學院資深導師，教授學院通識教育課程。她於香港中文大學修習歷史（文學士），並於巴黎第一大學攻讀歷史學碩士及博士，專研法國大革命的法國社會文化史。她於1999年加入中大，並於2008年起領導制定和推行通識教育基礎課程（GEF），要求所有本科生閱讀和討論跨文化和學科的經典著作。在她的領導下，GEF課程於2015年獲美國通識與通識教育協會（AGLS）評為模範課程，團隊更於2016年榮獲香港大學教育資助委員會傑出教學獎。

Abstract 摘要

The environmental, political and ethical challenges humankind faces in the 21st century are unprecedented. What can educators do to prepare their students to tackle them?

We may categorise these problems into three types: technical problems, policy problems and identity problems. The technical problems would need scientific and technological knowledge to solve. Major studies of specialized knowledge training experts are essential. The policy problems need broadly educated leaders to address with informed judgement. Distributive model of general education can help expose students to different fields of

learning and to cultivate open mind-set.

However, the most fundamental problems concern identity: Why should we care about the problems of people elsewhere, and put an effort to solve the problems for and with those people who are so different from us? It is crucial to cultivate in our students a sense of identity with humanity as a whole which is connected to an understanding of the diversity of experiences, values and cultures of other peoples. A core requirement introducing to students some significant and common questions addressed in their own as well as in other cultures, religions, societies and approaches to knowledge will help them build up a global awareness which is articulated with their own identity, and will contribute to a solid foundation for developing global citizenship.

21世紀人類面臨前所未見的環境、政治和倫理的挑戰。教育工作者可以做些什麼來讓學生做好準備去解決問題？

我們可以將這些問題分為三類：技術問題、政策問題和身分認同問題。技術問題需要科學技術知識來解決。教授專門知識、培訓專家的專業研究不可或缺。政策問題需要受過廣泛教育的領導人以明智的判斷來解決。通識教育的分配模式有助於學生接觸不同的學習領域，培養開放的心態。

然而，最根本的問題涉及身份問題：我們為什麼要關心其他地方的人，並為那些與我們如此不同的人解決問題而共同努力？培養學生對整個人類的認同感至關重要；而這種認同感要建立在他們對其他民族的經驗、價值觀和文化多樣性的理解上。在通識教育中設置一個必修的核心課程，讓學生認識和思考一些在不同的文化、宗教、社會和知識態度下都曾被提出的重要而共同的課題，將有助他們建立與自己身份認同相關連的全球意識，為培養全球公民意識奠定堅實的基礎。

SESSION 1

第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond

將可持續發展教育納入通識教育及高等教育課程

A Transdisciplinary Approach to Education for Sustainability

跨學科實踐於可持續教育的應用

Prof. Shauhrat S. CHOPRA

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香港城市大學能源及環境學院副教授



Biography 講者簡介

Prof. Shauhrat S. Chopra, Associate Professor at the School of Energy and Environment, City University of Hong Kong (CityUHK), specializes in the sustainability and resilience of complex systems. His research develops quantitative assessment methods for critical infrastructure systems and emerging technologies, informing policy and investment decisions. He holds a PhD in Civil and Environmental Engineering from the University of Pittsburgh (2015) and conducted postdoctoral research on life cycle assessment and sustainable design at the University of Illinois at Chicago.

Shauhrat S. Chopra教授為香港城市大學能源及環境學院副教授，專門研究複雜系統的可持續性與韌性，量化分析關鍵基礎設施及新興技術，以支持政策制定和投資決策。他於2015年獲得了匹茲堡大學土木與環境工程博士學位，其後在伊利諾大學芝加哥分校針對生命週期評估和可持續設計開展了博士後研究工作。

Abstract 摘要

Interconnected sustainability challenges, from climate change to resource depletion, demand integrated solutions. Traditional disciplinary education often fails to equip learners with the holistic understanding and problem-solving skills necessary to address these complex issues. Echoing calls from numerous scholars and practitioners, this talk suggests a transdisciplinary approach to sustainability education, emphasizing systems thinking and knowledge co-creation as crucial for effective integration within higher education.

Systems thinking provides the foundation for understanding the interconnectedness of environmental, social, and economic systems. Learners who grasp concepts like feedback loops and emergent properties develop a deeper appreciation for the complexity of sustainability and the need for integrated solutions. This talk advocates for broader adoption of transdisciplinary education, showcasing practical applications already being implemented. These include: integrating diverse disciplinary perspectives (e.g., engineering, social sciences, humanities) into curriculum design; fostering industry-collaborative Final Year Projects (FYPs) that apply student knowledge

to real-world sustainability problems; creating international programs promoting cultural understanding and diverse sustainability perspectives through collaborations and exchanges (including joint research and study abroad); offering cross-disciplinary training, such as double degrees, combining expertise from different disciplines (e.g., engineering and management) to prepare future sustainability leaders; and facilitating inter-school collaboration to break down disciplinary silos, for example, through joint degree programs.

By embracing transdisciplinarity and systems thinking, higher education institutions can answer the call for transformative change and empower future sustainability leaders to create a more sustainable future.

從氣候變化到資源枯竭，可持續發展面臨的各項挑戰環環相扣，尋得一個全面的解決方案至關重要。要處理這些繁雜的問題，便需透徹理解議題全貌，具備一定的解難能力，然而，傳統學科教育難以培養學生透徹理解議題全貌，處理複雜的可持續發展問題的技能。響應一眾學者與從業者的呼籲，本次演講針對可持續發展教育提出了跨學科實踐，強調將系統思維及知識共創有效融入高等教育。

系統思維是學生理解環境、社會和經濟系統之間聯繫的基礎。對於學生而言，若他們能理解迴圈反饋與「湧現」特性等概念，就能深刻地認識到可持續議題的複雜性和綜合解決方案的必要性。本次演講提倡廣泛實踐跨學科教育，同時，展示其實際應用，包括：整合不同學科的視角（如工程、社會科學、人文學科）至課程設計中；推動與行業合作的畢業專題研習（FYP），讓學生靈活運用知識，解決現實中可持續發展面臨的挑戰；創建國際專案，通過合作與交流（包括聯合研究和留學）促進文化理解和可持續性的多元視角；提供跨學科培訓，如雙學位課程，結合不同學科的專業知識（如工程與工程管理），以培養未來可持續發展的領導者；以及促進學校之間的合作，如開設聯合學位項目，打破學科壁壘。

各高等教育機構通過跨學科實踐，建立起學生的系統思維，將能回應社會的變革呼喚，培養可持續發展領袖，攜手共創一個更持續的未來。

SESSION 1

第一節小組會議

Incorporating ESD into Curricula of General Education and Beyond

將可持續發展教育納入通識教育及高等教育課程

Facilitating SDG Integration in University Curricula

促進可持續發展目標在大學課程中的整合

Dr Leon Chi Un LEI 李志遠博士

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City University of Hong Kong

香港城市大學優才及教育發展處高級教育發展主任



Biography 講者簡介

Dr. Chi Un Leon LEI currently holds the position of Senior Education Development Officer at the Talent and Education Development Office (TED) at the City University of Hong Kong. As an IEEE Senior Member and an Advance HE Principal Fellow, he earned his Ph.D. in Electrical Engineering from the University of Hong Kong and his Ed.M. in Education Policy, Organization and Leadership from the University of Illinois Urbana-Champaign. He is also the Chair of the IEEE Region 10 (Asia-Pacific Region) Educational Activities Committee.

With extensive experience in digital learning initiatives, Leon has contributed to higher education and K-12 education throughout Hong Kong and the Asia-Pacific region. He has been awarded for his contributions to teaching, research, and service within universities and organizations. In addition, several of his educational development projects have been shortlisted in the QS Re-Imagine Education Award or the THE Awards Asia.

Leon's research interests encompass learning analytics, MOOC education in K12, generative AI for education, accessible learning and SDG education. He is the Associate Editor of the IEEE Transactions on Learning Technologies.

李志遠博士目前擔任香港城市大學優才及教育發展處（TED）的高級教育發展主任。他是IEEE高級會員和Advance HE首席院士，擁有香港大學電機工程博士學位和伊利諾伊大學香檳分校教育政策、組織與領導碩士學位。他還擔任IEEE第十區（亞太地區）教育活動委員會主席。

李博士在數碼學習推廣方面擁有豐富經驗，對香港及亞太地區的高等教育和中小學教育做出了貢獻。他在大學和組織中得到教學、研究和服務貢獻的獎項。此外，他的多個教育發展項目入圍QS Re-Imagine Education Award或THE Awards Asia。

李博士的研究興趣包括學習數據分析、中小學的MOOC教育、生成式人工智能的教學應用、無障礙學習和可持續發展教育。他是IEEE教育科技期刊的副編輯。

Abstract 摘要

The sharing focused on exploring the integration of the United Nations Sustainable Development Goals (SDGs) into university curricula in Hong Kong. Specifically, it discussed how machine learning has been utilized to classify educational resources in universities based on their relevance to different SDGs. This classification is aimed at improving resource accessibility and tracking progress toward SDG 4.7, which seeks to ensure that learners acquire the knowledge and skills necessary for sustainable development by 2030.

The sharing highlighted case studies, including an analysis of a Common Core Curriculum at a university, where machine learning was used to assess the SDG alignment of courses, revealing varying degrees of SDG relevance. It also addressed how educators responded to these findings, with some expressing interest in revising their courses while others opted to maintain their original curriculum. Furthermore, the sharing examined the broader efforts of Hong Kong universities to incorporate SDGs, emphasizing the diverse approaches taken to integrate SDG-related content.

In addition, the presentation featured initiatives like the cross-university GenAI Hackathon for SDGs and other programs that promote interdisciplinary student collaboration, aimed at enhancing student engagement with sustainability issues.

本次分享探討了聯合國可持續發展目標（SDGs）在香港各大學課程中的整合情況。具體而言，講者將探討如何利用機器學習對大學教育資源進行分類，根據其與不同SDG的相關性進行標籤。這種分類旨在提高大學教育資源的可訪問性並追蹤實現SDG4.7的進展，該目標致力於確保學生在2030年之前獲得促進可持續發展所需的知識和技能。

講者將介紹一些案例研究，包括對某大學共同核心（通識）課程的分析。機器學習被用來評估課程與各SDG的配合程度，結果顯示了不同課程對SDG的相關性存在差異。此外，講者將描述老師對這些發現的反應：有些教師表示有意修改課程內容，而另一些則選擇保持原有課程。此外，講者也將探討香港各大學如何採取不同策略將SDG概念納入課程設計。

此外，最後講者將介紹跨院校的生成式人工智能SDG駭客松及其他跨學科學習項目，並討論這些活動如何提高學生對可持續發展議題的參與度。

SESSION 2

第二節小組會議

ESD in Classroom, Experiential and Service Learning

課堂環境、體驗學習與服務學習

Moderator for Session 2

第二節小組會議主持人

Dr Lisa LAM, SFHEA 林婉雯博士，英國高等教育學會高級會士

Director, Centre for Innovative Service-Learning,
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香港浸會大學創新服務學習中心總監



Biography 主持人簡介

Dr Lisa Lam is the Director of the Centre for Innovative Service-Learning at Hong Kong Baptist University (HKBU), where she leads academic service-learning initiatives and oversees TriAngle, HKBU's first co-working space, and its co-curricular social innovation projects. She strongly believes in the transformative power of education and advocates for engaging and inclusive experiences that foster curiosity, critical thinking and understanding. For Dr Lam, service-learning and social innovation emphasize empathy, collaboration and actionable engagement, underscoring the importance of community involvement in promoting active citizenship and ethical, sustainable innovation. Beyond her directorship, she serves on various university committees and as a Court member at HKBU. Dr Lam represents the university in the United Nations Sustainable Development Solutions Network and the Hong Kong Sustainable Campus Consortium (Sustainability Education Working Group). Additionally, she frequently serves as a judge on local, regional and international award panels and shares her insights at summits and conferences. She has over 15 years of experience in teaching and managing programmes in the tertiary sector, with two teaching awards, prior to her roles as Assistant Director of General Education at HKBU and Registrar at the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. Dr Lam holds a PhD in Cultural Studies from the Chinese University of Hong Kong and is a Senior Fellow of the Higher Education Academy in the UK.

林婉雯博士是香港浸會大學創新服務學習中心總監，她負責帶領該校的服務學習計畫、TriAngle社創分享工作室（浸大首個共用工作空間）及其他社會創新項目。林博士堅信教育的變革力量，倡導共融的學習體驗，鼓勵學生多參與，以培養他們的好奇心、批判性思維及理解能力。林博士認為，服務學習與社會創新皆著重同理心、協作力與實踐參與，而社區參與對於培養公民責任感、倫理觀念及可持續創新至關重要。除了擔任中心主任外，林博士投身多個大學委員會，更是浸大諮議會成員。同時，她代表學校參與聯合國可持續發展解決方案網絡的相關工作、加入香港可持續校園聯盟（可持續發展教育工作小組）。此外，她經常受邀擔任本地、地區和國際獎項活動的評審，也常在峰會和會議上分享見解。林博士在擔任浸大通識教育部副主任與香港學術及職業資歷評審局評審主任前，已在高等教育界積累了逾15年的教學和管理經驗，曾榮獲兩項教學獎。林博士擁有香港中文大學文化研究博士學位，並為英國高等教育學會的高級會士。

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第二節小組會議

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Fostering Cross-Disciplinary Collaboration among Students for Enhanced Sustainability Education

促進學生間跨學科合作以增強可持續發展教育

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Biography 講者簡介

Dr. Lancelot Mui is a Lecturer at The Chinese University of Hong Kong (CUHK), specializing in health promotion. He received his Doctor of Philosophy in Public Health from The Chinese University of Hong Kong. He completed his Master of Public Health degree with a concentration in Epidemiology at Emory University. He also has a background in laboratory science with training in Genetics from the University of Wisconsin – Madison.

Dr. Mui is the Associate Director of the Centre for Health Education and Health Promotion at CUHK. He is heavily involved in academic program development and management as the Associate Director of the BSc in Biotechnology, Entrepreneurship and Healthcare Management program, and the Deputy Director of the BSc in Community Health Practice program.

Dr. Mui is very active in college affairs and is the Associate Dean of General Education, Chairman of the Campus Environment Committee and the Vice-chairman of College Health & Spiritual Well-being Committee of the Wu Yee Sun College, CUHK.

梅維浩博士是香港中文大學的講師，專攻健康促進。他在香港中文大學獲得公共衛生哲學博士學位。他在 Emory University 完成了公共衛生碩士學位，專攻流行病學。此外，他在美國威斯康辛大學麥迪遜分校接受過遺傳學的實驗室科學訓練。

梅博士是香港中文大學健康教育與健康促進中心的副主任。他在學術課程的開發和管理方面非常活躍，擔任生物技術、創業與健康管理學士學位課程的副主任以及社區健康實踐學士學位課程的副主任。

梅博士在書院事務中亦非常活躍，是香港中文大學伍宜孫書院的副通識教育主任、校園環境委員會主席以及書院健康生活委員會副主席。

Abstract 摘要

As the world grapples with complex sustainability challenges, there is a growing recognition of the need for collaborative approaches in education that transcend traditional academic boundaries. This talk delves into the critical role of cross-disciplinary collaboration among students in enhancing sustainability education within

university settings. Universities, as incubators of future leaders and innovators, are uniquely positioned to cultivate an environment where students from diverse fields can come together to address multifaceted environmental, social, and economic issues.

The presentation will highlight the substantial benefits of student-led interdisciplinary initiatives, including the development of holistic understanding and innovative solutions to sustainability problems. Despite the clear advantages, several challenges hinder effective cross-disciplinary collaboration at the student level. These include logistical issues like conflicting schedules, the lack of structured opportunities for interdepartmental interaction, and a general hesitance to venture outside one's academic comfort zone. This presentation will discuss how the college system at The Chinese University of Hong Kong is uniquely situated to help students overcoming these barriers.

In conclusion, the presentation will underscore the transformative potential of fostering cross-disciplinary collaboration among students, not only for enhancing sustainability education but also for preparing a workforce capable of tackling global challenges through united efforts. The goal is to inspire educational institutions to actively promote and facilitate such collaborations, paving the way for a more sustainable future.

隨著世界面臨複雜的可持續性挑戰，越來越多人認識到高等教育需要超越傳統學術界限的合作方法。本次演講嘗試探討在可持續發展教育中增強大學生間跨學科合作的重要性。作為未來領導者和創新者的孵化器，大學具有獨特的位置，可以提供一個培養學生共同應對環境、社會和經濟問題的有利環境。

演講將提出由學生主導的跨學科合作的益處，包括提升他們對可持續發展問題的理解和解決方案的創意。此外，儘管有明顯的優勢，但仍有幾個挑戰阻礙了在學生層面上有效的跨學科合作。這些挑戰包括日程安排衝突、缺乏學科間互動的機會，以及普遍對跨出學術舒適區的猶豫。本演講將討論香港中文大學的書院制度如何幫助學生克服這些障礙。

總之，演講將強調培育學生間跨學科合作的潛力，不僅能增強可持續發展教育，更能為未來應對全球可持續發展挑戰的人才做好準備。高等教育機構可積極推廣和促進這種合作，為更可持續的未來鋪平道路。

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Interdisciplinary Education for Sustainable Development (ESD)

面向可持續發展的跨學科教育

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講師

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Biography 講者簡介

Dr. Kristen Li is a lecturer in Computer Science. Her teaching and research interests span technology for sustainability, Design Thinking for social innovation, transdisciplinary education, and promoting inclusivity and diversity. As the Lead of Design for Sustainability, she oversees a platform where students from around the world collaborate on projects related to sustainable development. Dr. Li is also a social entrepreneur, advocating for inclusive education and equal opportunities. Her work has been recognized by local and international teaching and learning awards, including the 2024 UGC Teaching Award (General Faculty Members Category), the 2023 HKBU President's Award for Outstanding Performance in Individual Teaching, and the 2020 Learning Technologist of the Year Award (Highly Commended Team Award). Despite these accolades, Dr. Li remains deeply committed to her mission of fostering a more inclusive and sustainable world through transdisciplinary education.

李博士現為計算機科學系講師，她深耕於可持續技術、社會創新設計思維及跨學科教育，更著力推廣多元共融。身為可持續設計項目的領頭人，她帶導著一個國際交流平台，使來自全球不同地方的學生可匯聚在一起，探討可持續發展議題。李博士也是一位社會企業家，倡導融合教育及機會平等。李博士的卓越貢獻備受肯定，先後獲得本地和國際上多個教學與學習獎項，包括2024年教資會傑出教學獎（一般教學人員組別）、2023年香港浸會大學傑出教學表現獎，以及2020年度學習科技專家獎（高度表揚獎（團隊））。儘管屢獲殊榮，李博士仍矢志不移——以跨學科教育構建更包容、更可持續的世界。

Abstract 摘要

Dr. Li will share her experience in fostering interdisciplinary collaboration in sustainable development education. Emphasizing the importance of interdisciplinary creativity, Dr. Li believes it is a worthy goal in education, especially when facing complex global sustainability challenges. Empowering students to expand their vision, integrate diverse expertise, and foster innovative solutions is crucial for making a positive impact.

During this talk, Dr. Li will discuss how she develops her students' abilities to blend their disciplinary expertise with cutting-edge information technology. She has transformed her classroom into an incubator of creative and

passionate social impact leaders. By doing so, she not only nurtures their academic growth but also their capacity to drive social change.

Dr. Li will share several case studies to illustrate her approach. These include her innovative use of educational technology to reshape a senior-level General Education course into a comprehensive capstone project. Additionally, she organizes co-curricular learning events such as Design for Sustainability, where students from around the world collaborate on projects related to sustainable development.

Through these initiatives, Dr. Li demonstrates her commitment to integrating sustainability and social innovation into educational frameworks. Her work inspires students to pursue meaningful, impactful careers. The insights shared in the talk can be applied in various educational contexts.

李博士將分享自己在可持續發展教育中，倡導跨學科學習的寶貴經驗。尤其在應對當今紛繁複雜的全球可持續發展挑戰時，她堅信跨學科創新是教育界值得追求、別具意義的目標。啟發學生拓展視野、融匯多方專業知識，培養他們創意的解難思維，對孕育未來社會棟梁而言至關重要。

在今日的演講中，李博士將探討自己如何引領學生，將學科知識與尖端科技巧妙結合。在她的課堂上，學生不只是被動地接受知識，而是成長為富有熱情與社會影響力的新銳領袖。此舉不僅提升了學生的學術成就，更培養了他們推動社會變革的能力。

李博士更會分享多個案例，以展示她的教學方法。其中包括領導高年級通識教育課程改革，重塑課程成為全面的總結專題項目。此外，她還會組織跨學科學習活動，如「可持續設計」，讓世界各地的學生就可持續發展議題討論合作。

通過這些舉措，李博士展現出將可持續發展及社會創新融入教育體系的決心。她的教育能啟發學生追求有意義，且對社會具影響力的事業，其分享的見解也可應用於多種教育環境。

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第二節小組會議

ESD in Classroom, Experiential and Service Learning

課堂環境、體驗學習與服務學習

From Classroom to Community: Aligning Speech-Language Pathology Curriculum for Sustainable Development Goals through Community Capacity Building

從教室走進社區：透過社區能力建設調整言語治療課程以推動可持續發展

Professor Thomas Ka Tung LAW 羅家東教授

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Biography 講者簡介

Professor Thomas Law is an Assistant Professor in the Department of Otorhinolaryngology, Head and Neck Surgery, and the Chief of Division of the Division of Speech Therapy at The Chinese University of Hong Kong. He is the Programme Director of the Master of Science in Speech-Language Pathology. Professor Law is an active advocate of outcome-based assessment and competency-based education in speech-language pathology education. He has also recently incorporated sustainable development goals into the training of future speech pathologists.

羅家東教授是香港中文大學醫學院耳鼻喉—頭頸外科學系助理教授及言語治療科主任，也是言語語言病理學碩士課程主管。他積極推動成果導向評量，並將能力本位教育框架應用於言語語言病理學課程。羅教授近年還將可持續發展目標融入培訓言語治療學生中。

Abstract 摘要

The clinical curricula in Speech Language Pathology (SLP) has traditionally focused only on the direct delivery of assessment and management of individuals with communication and swallowing impairment. However, this limits the competence of graduates to practice in more challenging contexts. The Master of Science in Speech Language Pathology (MScSLP) programme at The Chinese University of Hong Kong integrates Community Capacity Building (CCB) into the clinical curriculum, with a particular emphasis on the Sustainable Development Goals (SDGs).

The CCB-WIL allows students to engage with diverse populations, travel to different geographic locations, and experience a range of clinical service delivery models. Students learn to creatively apply their theoretical knowledge to address the communication and swallowing needs of communities with limited resources and access. In this CCB-WIL, students aim to enhance the skills and resources of local communities and develop a sustainable plan for local service providers to continue to meet the communication and swallowing needs of local popula-

tions.

The CCB-WIL opportunity aligns with several SDGs, including Goal 3 (Good Health and Well-Being), Goal 4 (Quality Education), and Goal 17 (Partnership for the Goals) by ensuring that all people with needs have equitable access to speech-language pathology services.

The CUHK MScSLP Community Capacity Building Work-Integrated Learning is an example of an innovative educational approach that incorporates the SDGs. This model not only promotes students' professional development and sense of social responsibility, but also contributes to building resilient communities that can address their own communication and swallowing needs in a sustainable way.

傳統上，言語語言病理學（SLP）的臨床課程主要針對有交流或吞嚥障礙的患者，著重為他們提供直接評估與管理服務。但對於畢業生而言，如他們需面對更複雜的情景，這種教學模式或會令其實踐能力受到限制。香港中文大學言語語言病理學碩士課程不僅將社區能力建設（CCB）納入臨床教學，還特別注重融合各項可持續發展目標。

CCB-WIL讓學生接觸多元群體，前往不同地區實地工作，體驗各類臨床服務模式。學生學習將理論知識融會貫通，幫助資源受限社區，改善當區患者的交流及吞嚥問題。在CCB-WIL計劃中，學生旨在提升社區在相關領域的專業技能、優化其可用資源，制定可持續計劃，確保社區居民能持續獲得所需的專業服務，滿足他們的實際需求。

CCB-WIL與多項可持續發展目標相符，如目標3（良好健康與福祉）、目標4（優質教育）及目標17（促進目標實現的夥伴關係），以確保所有有需要的人，皆能平等地享有言語語言病理學相關的服務。

香港中文大學言語語言病理學碩士課程中，CCB-WIL結合了可持續發展目標，是一種創新的教育方式。這種模式不僅能促進學生的專業發展及社會責任感，更有助增強社區韌性，讓社區居民能「自足自立」，可持續地解決自身的交流及吞嚥問題。

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The Grounds for SDGsology: Our Primary Task at NFU

永續發展素養的啟動：虎尾科大通識教育的轉型嘗試

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國立虎尾科技大學永續發展處大學社會責任中心主任



Biography 講者簡介

Dr. Kang Shih-Hao is an Associate Professor at the Center for General Education at National Formosa University (NFU). Originally focused on, and still fascinated by, studies of post-Soviet social transformation in Eastern Europe, he has participated in numerous academic discussions on Russian and Slavic studies, underscoring his strong interest in bringing sociological views into international studies. His work in general education has led him to concentrate on interdisciplinary education, international relations, and global order. For over a decade, Dr. Kang has integrated his expertise into lectures on Globalisation, Sociology, and occasionally on Social Movement. Recently, Dr. Kang has also turned his focus toward the applied dynamics of UN's Sustainable Development Goals and the role of university social responsibility, which has led to his current roles as Director of the Center for General Education and NFU's USR Center.

Dr. Kang Shih-Hao and his wife, Nazarova Elena Viktorovna, have two lovely daughters.

康世昊博士現為國立虎尾科技大學通識教育中心的專任副教授。從事東歐國家的後蘇聯時期社會轉型研究是他的研究初衷與熱情。他參與過許多相關俄羅斯或斯拉夫研究學術討論，尤其是提供社會學分析與國際關係研究途徑的結合。而在通識教育中心的工作又引導他持續從國際關係、全球化等領域做出跨領域教學設計。十多年來，他持續教授全球化、社會學以及社會運動等課程。近幾年康博士著重於校園內介紹聯合國的永續發展（可持續發展）目標以及大學社會責任的實踐，並藉以引導與課程的雙向反思。他目前亦擔任虎科大的通識教育中心主任並兼任大學社會責任中心主任。

已婚，與妻子Nazarova Elena Viktorovna育有兩位可愛的女孩。

Abstract 摘要

For years, my lecture on Globalisation primarily aimed to challenge students' initial perceptions of the topic, but few students found these new perspectives helped them connect globalisation to their daily lives in a meaningful way. Integrating the Sustainable Development Goals (SDGs) into the lecture now offers students a structured framework to view the complex interconnections between global actions and global/national development is-

sues. The current globalisation (if that still truly exists) calls on our generation to revisit its ideas, resources, and the systematic contradictions across borders, and a practical introduction to SDGs could provide a meaningful approach to tackling global challenges. By exploring how globalisation fosters economic, social, and cultural transformations, students gain a clearer understanding of its critical role in sustainable development.

Recently, my lectures have centred on a project supporting newly immigrant women in Yunlin County, which vividly illustrates the impact of globalisation on local communities. The project directly addresses SDGs such as gender equality, reduced inequalities, and decent work and economic growth, as it empowers immigrant women through skill-building and community support. This project allows students to witness the social and cultural implications of globalisation, highlighting its dual effects: while it creates opportunities, it also reveals disparities and necessitates cultural adjustments for immigrants. Through examining the unique context of Taiwan and the potentials of these female immigrants, these redesigned lectures encourage students to reflect on globalisation's diverse impacts, deepening their understanding of how local initiatives can advance SDGs on a global scale.

多年來我的全球化課程主要在於挑戰通識課程學生們原本對全球化的天真理解，但回顧起來，很少學生會覺得這些省思觀點對其人生和職涯有所助益。自從我們嘗試將SDGs融合進課程中，學生們如今就有了現實的框架去觀察全球發展、國家發展面臨的問題與為何需要全球行動的複雜連結。當前的全球化困境（若它確實依然運作著）其實已招喚年輕一代重新省思全球化的初衷、動力以至於它在跨國國界上的系統性矛盾，與SDGs的連結則可以透過有意義的途徑去認識全球化挑戰。其課程效益就是讓學生探索全球化在經濟、社會和文化轉型上的角色，同時更清楚了解SDGs的背景。

這幾年我在學校主持一個雲林縣新住民的USR HUB計畫，該計畫也帶給課程修課生認識到全球化如何影響著我們的社會。這個計畫直接對應到包括性別平等、消除不平等，甚至也對應良好的工作和經濟增長等永續發展目標，因為其主旨是透過與新住民女性協同培力，強化其技能素質和社區連結。計畫一方面帶領學生見證全球化背後的文化與社會意涵，突顯其雙重效應：一方面是機會的創造，另一方面又反映新住民在文化融入上的韌性。通過介紹台灣的特殊情境及新移民女性的潛力，這些重新設計的課程鼓勵學生反思全球化的多樣影響，從而深化他們對地方行動如何推動全球SDGs的理解。

SESSION 3

第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

Moderator for Session 3

第三節小組會議主持人

Professor Lawrence Yoon Suk LEE 李倫碩教授

Associate Professor, Department of Applied Biology and Chemical Technology

The Hong Kong Polytechnic University

香港理工大學應用生物與化學科技學系副教授



Biography 主持人簡介

Dr. Lawrence Yoon Suk Lee holds a Ph.D. degree in Physical Chemistry from McGill University, Canada, which he earned under the supervision of Prof. Bruce R. Lennox in 2006. Following his postdoctoral training, he joined the Department of Applied Biology and Chemical Technology at the Hong Kong Polytechnic University in 2013 and now serves as an associate professor. He also serves as the Programme Leader of the Master of Science in Sustainable Technology for Carbon Neutrality.

Dr. Lee's research is focused on the development of innovative semiconductor nanomaterials and their composites for diverse applications, including photocatalytic and electrocatalytic water splitting, CO₂ reduction reactions, and advanced energy storage. His research has recently extended to the regeneration of Li-ion battery electrodes and the upcycling of battery materials to active electrocatalysts. His work revolves around comprehending the mechanisms of activation and deactivation exhibited by electrocatalysts under operational conditions, employing an atomic-scale perspective. This fundamental understanding serves as a guide in the design of catalysts, electrode materials, and electrochemical sensors for the next generation of energy conversion, energy storage devices, and related technologies.

在Bruce R. Lennox教授的指導下，李倫碩（Lawrence）博士於2006年獲得加拿大麥基爾大學物理化學博士學位。完成博士後培訓後，他於2013年加入香港理工大學應用生物與化學科技學系，現任副教授，並擔任碳中和可持續科技理學碩士課程負責人。李博士的研究重點是開發創新半導體奈米材料及其複合材料的多種應用，包括光催化和電催化水分解、二氧化碳還原反應和先進的能量儲存。他的研究最近擴展到鋰離子電池電極的再生和電池材料的升級回收為活性電催化劑。他的研究工作圍繞著從原子尺度的角度來理解電催化劑在操作條件下表現出的活化和失活機制。這個基本認知可以充當指導下一代能量轉換、能量儲存設備和相關技術的催化劑、電極材料和電化學感測器的設計。

SESSION 3

第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

Song of SDGs: The Teaching Practice for the Social Dimensions of SDGs

SDGs之歌：永續社會的教學實踐

Professor Ming-Hsiang CHEN 陳閔翔教授

Associate Professor, Center for General Education

National Taipei University of Business, Taiwan

國立臺北商業大學通識教育中心副教授



Biography 講者簡介

Dr. Chen is an associate professor at the center for general education at National Taipei University of Business (NTUB) in Taiwan. He received his Ph.D. from National Taiwan Normal University in June 2010 after completing a doctoral dissertation titled “A Study of Ronald Dworkin’s Democratic Thought of Law and Political Philosophy”, which was awarded the “Doctoral Thesis Prize” by the Taiwan Law Society. He is the co-author of the book *Habermas’s Democratic Theory* (2018). His current research is focusing on western social transformations and public philosophy in the thoughts of Alexis de Tocqueville, John Dewey, and Michael Sandel. Dr. Chen teaches democracy, human rights, the rule of law, civic education, and related subjects at NTUB. He was awarded “The Outstanding Award” of the Cultivating Citizens’ Core Competence Project in 2012 (funded by the Ministry of Education), and he has also received the “Innovative Teaching Award” three times at NTUB. In the age of social media, his educational ideas are inspired by Dewey’s concept of learning by doing. Over the past six years, he has tried to integrate SDGs and social innovation into general education through various teaching materials and methods, such as problem-based learning (PBL) or action learning (AL). In December 2020, he edited and published *The Re-orientation of Liberal Education*.

陳博士是國立臺北商業大學通識教育中心副教授（簡稱北商大，在臺灣）。2010年6月，他完成博士論文《論德沃金法政哲學中的民主觀》獲得臺灣師範大學博士學位，並榮獲2010年臺灣法學會「博士論文獎」。他是《哈伯馬斯的民主理論》（2018）一書的合著者。他目前的研究重心是西方社會轉型以及托克維爾、杜威和桑德爾思想中的公共哲學。陳博士在北商大教授民主、人權、法治和公民教育等課程，曾獲頒2012年教育部公民核心能力課程計畫「績優獎」，並三度榮獲北商大「創新教學獎」。在社群媒體時代，他的教育理念來自於杜威的做中學。最近這六年，他嘗試透過問題解決導向學習（PBL）或行動學習（AL）等教材教法將SDGs與社會創新融入通識教育。2020年12月，他主編出版《博雅教育新取向》。

Abstract 摘要

This lecture will share how the speaker systematically integrated four United Nations Sustainable Development Goals (SDGs)- focusing on gender equality (SDG5), reduced inequalities (SDG10), peace, justice and strong in-

stitutions (SDG16), and partnerships (SDG17) into the course “Civil Ethics and Multicultural Literacy” through discussion classes and diverse teaching materials and methods. First, I will explain that there are three dimensions of SDGs: social, economic, and environmental. For the goals of a sustainable society, general civic courses could adopt an “integrated course” model to promote SDGs topics or learning activities. Second, the curriculum design of problem-based learning (PBL) is well-suited for Education for Sustainable Development (ESD). I will share actual cases and student learning processes in my class. Finally, in the era of social networks, especially with today’s college students who are accustomed to using TikTok, Facebook, YouTube, and Instagram. Therefore, I design action learning (AL) activities as the final grades. The reports help students develop teamwork and express their opinions on sustainable society through performances or singing. I will share a song of the SDGs created by the team as an example of innovative SDGs teaching.

本場演講將分享講者在「公民倫理與多元文化」這門課程中，如何透過討論課及多元教材教法，有系統地融入四項聯合國永續發展目標（SDGs）——包括SDG5性別平等、SDG10減少不平等、SDG16和平正義及健全制度、SDG17夥伴關係。首先，我會說明SDGs有社會、經濟、環境三個面向，對於永續社會這個面向，公民通識課可採「融入型課程」模式，於課程主題或學習活動中融滲SDGs。其次，問題解決導向學習（PBL）的課程設計適合永續發展教育（ESD），我會分享課堂上的實際案例與學生學習過程。最後，在社群網路的時代，尤其現在的大學生都是看抖音、臉書、YouTube、Instagram長大，因此，我在期末採用行動展演報告方式，讓同學用演的、用唱的方式來表達他們對永續的看法並展現團隊合作精神。我會分享小組報告所作的永續之歌，作為SDGs創新教學的範例。

SESSION 3

第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

From Lecture Halls to Game Boards: Transforming Sustainability Education with Experiential Learning & Dealing with the New Challenges this Brings to Educators

從課堂到桌遊：以體驗式學習重塑可持續發展教育及應對其帶來的新挑戰

Dr Meike SAUERWEIN

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香港科技大學環境及可持續發展學部講師



Biography 講者簡介

Dr. Meike Sauerwein, a lecturer at the Division of Environment and Sustainability at The Hong Kong University of Science and Technology (HKUST), is a passionate educator dedicated to promoting environmental sustainability. Her research and teaching focuses on the holistic assessments of the environmental impacts through life cycle assessment (LCA) and how such knowledge can be utilized for sustainable product and circular system design, sustainable finance, consumer education as well as policy making.

Meike's commitment to interactive and engaging teaching has earned her recognition, including the Interdisciplinary Programs Office Teaching Excellence Award 2020 and the Common Core Course Excellence Award 2021 and the Times Higher Education Award Asia 2023 (Teaching and Learning Strategy of the Year). One of her innovative approaches is the development and incorporation of educational games such as "The L.O.O.P" and "MilkCo. - The Life Cycle Challenge" into her classes.

Meike is the academic lead of the HKUST Life Cycle Lab, and leads the Sustainability Education Community at HKUST as well as the Sustainability Education Working Group of the HK Sustainable Campus Consortium.

Meike Sauerwein博士是香港科技大學環境及可持續發展學部的講師，深耕於環境可持續性，是一位滿腔熱忱的教育工作者。她的研究與教學聚焦於生命周期評估（LCA），分析產品全生命周期內對環境的影響，並探究如何將這些知識應用於設計可持續產品及循環系統，推動可持續金融、消費者教育及政策制定。

Meike Sauerwein博士的互動式教育與生動有趣的課堂，獲得了廣泛認可，榮獲多個獎項，包括2020年跨學科學院傑出教學獎、2021年卓越核心課程教學獎，以及2023年泰晤士高等教育亞洲大獎（年度教學策略獎）。她其中一個創新教學方法，便是在課堂上引入遊戲，如「The L.O.O.P」和「MilkCo.-The Life Cycle Challenge」等，寓教於樂。

身為科大生命週期實驗室的教研負責人，Meike Sauerwein博士同時領導著科大的可持續發展教育社群及香港可持續校園聯盟的可持續發展教育工作小組。

Abstract 摘要

With decreasing attention spans and demands from students to go beyond a traditional lecturing styles there have been great efforts to embed experiential learning into our classrooms. Experiential learning is rooted in the idea that knowledge is best acquired through direct experience and reflection. It helps to bring a more dynamic and interactive engagement into the classroom and fosters a deeper understanding of sustainability concepts. This talk explores the transformative potential of experiential learning, particularly through the use of board games and other group activities, in sustainability education.

Board games and simulations can model complex systems and scenarios, allowing learners to experiment with variables and witness the consequences of their decisions in a risk-free environment. We developed educational games about Sustainable Consumption (The L.O.O.P.) and Life Cycle Thinking (MilkCo) which cover topics such as resource depletion, work&spend cycles, sustainable production and environmental impact management and illustrate the challenges and intricacies of sustainability, making abstract concepts tangible and relatable.

However, integrating experiential tools into academic curricula is not without challenges. One significant hurdle is the need for educators to be adept at facilitating these activities and debriefing their outcomes effectively and often the need for additional facilitators to manage the classroom setting. Additionally, aligning these activities with educational standards and learning outcomes requires careful planning and consideration.

This talk will delve into both the opportunities and challenges of using experiential learning for sustainability education. It will showcase successful case studies, highlight best practices, outline challenges and discuss strategies for overcoming implementation barriers. By embracing these engaging and interactive methods, educators can inspire a new generation of learners to become proactive stewards of sustainable development, equipped with the knowledge and skills to drive sustainable change.

隨著學生注意力減退，他們對傳統講授模式的需求也在變化。因此，我們致力於將體驗式學習融入課堂。體驗式學習的理念基於一個觀點—親身經歷與反思是獲取知識的最佳方法。該方法能讓課堂氛圍更活躍，互動感更強，借此加深對可持續發展理念的理解。

本次演講將討論體驗式學習的變革潛力，特別關注桌遊及其他小組活動，分析其在可持續發展教育中的應用。其中，桌遊與模擬遊戲可以複刻複雜的系統及情境，讓學生在低風險環境中多作嘗試，觀察其決策帶來的影響。我們開發兩款教育遊戲，包括關於可持續消費的「The L.O.O.P」和生命週期思維的「MilkCo.-The Life Cycle Challenge」。遊戲皆涵蓋資源枯竭、工作與消費週期、可持續生產及環境影響管理等主題，使抽象概念更具體，更易理解。然而，將體驗式學習融入學術課程雖有其優勢，但也面臨著一系列挑戰。尤其是對教師的能力要求較高，他們不僅要擅長引導活動，還要有效總結活動，期間或需額外分配助教，以協助管理課堂。此外，還需考慮如何確保活動與教育標準及學習成果保持一致。

因此，本次演講也將探討體驗式學習在可持續發展教育中的機遇與挑戰。演講將展示成功實例、分享最佳實踐方式、概述挑戰，及討論克服困難的方法。這些富有活力、互動性強的教學模式，能讓一眾教育工作者點燃學生對可持續發展的興趣，使他們得以裝備所需的知識與技能，以推動未來可持續發展。

SESSION 3

第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

Road to Sustainable and Green Finance Education at HKUST

香港科技大學可持續發展及綠色金融教育之路

Professor Veronique LAFON-VINAIS

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Co-Director, BSc in Sustainable and Green Finance Program

Associate Director, UG Programs and World Bachelor in Business Program

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香港科技大學商學院金融學系客座副教授

香港科技大學可持續發展及綠色金融理學士課程聯席課程主任

香港科技大學本科課程副主任以及全球工商管理學士課程副主任



Biography 講者簡介

Prof. Veronique Lafon-Vinais is now dedicating herself full time to education and teaching as Associate Professor of Business Education, Department of Finance, The Hong Kong University of Science and Technology (HKUST), where she teaches in the MBA/MSc programs as well as in the Undergraduate Programs, and professional training and consulting for the finance industry. She is the Executive Director, Career Development and Corporate Outreach for HKUST Business School, Co-Director of the BSc in Sustainable and Green Finance Program; Associate Director for the UG programs, Associate Director of the tri-degree World Bachelor in Business Program, and Associate Director of the Centre for Asian Financial Markets at HKUST and Project Director for the HKUST-NYU Stern MSc in Global Finance.

Prof. Lafon-Vinais is a seasoned market professional with over 20 years of banking and capital markets experience. She has worked in all the major financial markets: European markets (Paris, London, Madrid), North America (Chicago) and Asia (Hong Kong). She has extensive experience in all the major debt markets including loan syndications and assets sales (par and distressed debt), money markets, debt capital markets (including derivatives structured products distribution) and structured, trade and project finance. A seasoned loans and syndications specialist, Veronique developed the secondary market for loans at First Chicago in London and was involved in the development of the EMTN market at its inception. She arranged and syndicated plain vanilla and structured transactions in Europe, the US and Asia for sovereign, public and corporate entities including the Kingdom of Spain, Republic of Ireland, ICO, ARCO Chemicals, Sinopec, COSCO, Cathay Pacific, FECSA, Endesa, Motorola and numerous financial institutions. Veronique joined Credit Agricole in Paris in 1980 after graduating from HEC; she moved to First Chicago in London in 1984 then to Chicago in 1990; in 1991 Prof. Lafon-Vinais joined Union Investissements in Paris to work on various M&A and corporate finance advisory projects. Prof. Lafon-Vinais moved to Hong Kong in 1994 as Managing Director, Financial Markets, Asia Pacific for First Chicago. She joined Standard Chartered Bank plc as Head of Treasury Origination in 2000 and retired from banking in 2001.

Lafon-Vinais教授現為香港科技大學商學院金融學系副教授。她如今全身心地投入到教育教學事業中，除了在該校MBA/MSc以及本科項目中授課外，還深耕金融行業，致力於提供專業培訓及諮詢服務。她現任香港科大

商學院的就業發展及企業拓展執行總監，兼可持續發展及綠色金融理學士課程的聯席課程主任。另外，她也是本科課程副主任、全球工商管理學士課程（三所大學聯合課程）副主任，以及該校亞洲金融市場中心副主任。同時，她亦擔任由香港科技大學與美國紐約大學Stern商學院合辦的環球金融理學碩士課程的項目主任。

Lafon-Vinays教授是資深市場專家，於銀行業及資本市場行業，擁有逾20年的經驗。她曾在歐洲（巴黎、倫敦、馬德里）、北美（芝加哥）與亞洲（香港）等主要金融市場工作。她在各類主要債券市場都有豐富經驗，包括銀團貸款、資產出售（股票面額及不良債權）、貨幣市場、債務資本市場（包括衍生產品和結構性產品分銷）以及結構性貿易融資與項目融資。身為資深的貸款及銀團專家，她在倫敦芝加哥第一銀行開發了貸款次級市場，更參與了EMTN市場的初期發展。她曾在歐洲、美國和亞洲，為多個獨立國、公共及企業實體（包括西班牙王國、愛爾蘭共和國、ICO、ARCO Chemicals、中石化、中遠、國泰航空、FECSA、Endesa、摩托羅拉等）安排組織普通及結構性交易。1980年，Lafon-Vinays教授畢業於巴黎高等商業研究學院（HEC），隨即加入法國農業信貸銀行巴黎分行；1984年，轉至倫敦芝加哥第一銀行，1990年調到芝加哥；1991年加入巴黎Union Investissements，從事併購諮詢及企業融資項目。1994年，Lafon-Vinays教授前往香港，擔任芝加哥第一銀行亞太區金融市場董事總經理。2000年，她加入渣打集團擔任庫務部主管，並於2001年從銀行業引退。

Abstract 摘要

In 2022 HKUST Business School launched the first undergraduate education program in Sustainable and Green Finance, the interdisciplinary BSc in Sustainable and Green Finance “SGFN”, jointly offered by the Business School and the Division of Environment. This program was and still is at this stage the first undergraduate program in this discipline in Hong Kong, with a small but highly selective intake annually of 30 students. The first cohort will graduate in Spring 2026.

The launch of this innovative program is the result of a journey, which started with the establishment of The Division of Environment and Sustainability in 2010 with the interdisciplinary education program Environmental Management and Technology at then the Interdisciplinary Program Office (repositioned as the Academy of Interdisciplinary Studies, the fifth School at HKUST, in 2023). Meanwhile several initiatives were developed at the School of Business and Management around CSR and ethics. The university was awarded the Theme Based Research Grant for Sustainable and Green Finance in 2021 by the HKSAR Government to nurture academic and applied research in the field. The first Executive Certificate in Sustainable and Green Finance was launched in partnership with HKGFA in 2022 and is offering its fifth edition this Fall.

This journey is a story of innovation and interdisciplinary collaboration, and close cooperation with the industry and government to foster and nurture sustainable finance education in Hong Kong.

2022年，香港科大商學院與環境及可持續發展學部聯合推出首個可持續及綠色金融理學士（SGFN）本科課程。此跨學科課程每年錄取30名優秀學生，也是香港首個此類本科專業。首屆學生將於2026年春季畢業。

這一創新性課程的建立可以追溯至2010年環境及可持續發展學部的成立，以及於跨學科課程事務處（2023年改組為跨學科學院，為科大第五所學院）開設的環境管理及科技的跨學科教育課程。與此同時，商學院在企業社會責任與倫理方面開展了多項相關舉措。2021年，香港政府為倡導可持續及綠色金融領域的學術與應用研究，向香港科技大學頒發了主題研究資助。2022年，香港科技大學與香港綠色金融協會合作推出首個可持續及綠色金融行政證書課程，目前至今年秋季，已開辦到第五期。

這一歷程彰顯了香港科技大學的創新實踐、跨學科協作，及與業界和政府的緊密合作等，可見其不懈努力，力求從多方面推動可持續金融教育發展。

SESSION 3

第三節小組會議

ESD Challenges, Opportunities and New Approaches

可持續發展教育的挑戰、機遇與新方法

ESD in University General Education and College Whole-person Education: Practices and Experiences at CUHK-Shenzhen

大學通識教育和書院全人教育中的可持續發展教育：香港中文大學（深圳）的實踐和經驗

Professor David Yongqin CHEN 陳永勤教授

Master, Muse College

Professor, School of Humanities and Social Science

The Chinese University of Hong Kong, Shenzhen

香港中文大學(深圳)思廷書院院長

香港中文大學(深圳)人文社科學院教授



Biography 講者簡介

Dr. Yongqin David Chen is currently the Master of Muse College and a professor of the School of Humanities and Social Science at The Chinese University of Hong Kong (CUHK), Shenzhen, and a former Chairman of the Department of Geography and Resource Management at CUHK. He graduated from Sun Yat-sen University with B.S. and M.S. in the mid-1980s and later obtained his Ph.D. in 1996 from The University of Georgia in the USA. He has been selected annually by the Stanford University in the World's Top 2% Scientists' List and also by the Research.com as a top scientist.

陳永勤博士現任香港中文大學（深圳）思廷書院院長及人文社科學院教授，曾任香港中文大學地理與資源管理學系主任。八十年代中期，他於中山大學取得學士與碩士學位，後赴美留學，取得喬治亞大學博士學位。近年來，他每年都入選斯坦福大學發佈的全球前2%頂尖科學家及Research.com頂尖科學家榜單。

Abstract 摘要

This year The Chinese University of Hong Kong, Shenzhen (CUHK-Shenzhen) has reached a milestone of ten-year development since its establishment in 2014. It inherits and carries forward the fine tradition of university general education (UGE) and college whole-person education (CWPE) from CUHK as the “Two campuses” under “One brand” adopt the same academic system and standard. In this connection, Education for Sustainable Development (ESD) has been an important component in both UGE and CWPE on the two CUHK campuses. This talk will introduce and discuss the course offering and curriculum design in UGE for ESD, as well as the experiential and service learning programs developed and implemented by colleges for students to visit and study in urban and rural areas for the purpose of investigating and examining government policies and community practices for putting local and regional socio-economic development on a sustainable track. ESD plays a vital role in university education for students to not only acquire knowledge and broaden horizons, but also to culti-

vate their environmental awareness, social responsibility and global outlook.

香港中文大學（深圳）於2014年成立，至今已走過10個年頭，迎來其發展的重要里程碑。在「一個品牌，兩個校園」的理念以及一致的學術系統及標準下，香港中文大學（深圳）繼承發揚了香港中文大學在大學通識教育（**UGE**）和書院全人發展（**CWPE**）上的優良傳統。可持續發展教育在此框架下已成為兩校通識教育及書院全人發展的重要組成部分。

本次演講重點剖析其如何將可持續發展教育融入大學通識教育（**UGE**）課程與框架。同時，本演講也將討論各書院為學生而設的體驗式學習及服務學習項目，如開展社會實踐活動，讓學生走進城鄉地區，深入了解政府政策，探究推動本地與區域性可持續發展的方法。大學教育中，可持續發展教育發揮著關鍵作用，不僅能讓學生獲得有關知識，拓寬眼界，也培養了他們的環境意識、社會責任感與全球視野。

CLOSING KEYNOTE SPEECH

閉幕主題演講

Our Common Agenda and Mission 4.7

我們的共同議程與具體目標4.7

Professor Patrick Paul WALSH

Vice President of Education and Director, SDG Academy

Full Professor, International Development Studies

Director, M.Sc. in Sustainable Development, University College Dublin

President, Statistical and Social Inquiry Society of Ireland

可持續發展學院院長及教育副總監

愛爾蘭都柏林大學國際發展研究系正教授

愛爾蘭都柏林大學可持續發展碩士課程總監

愛爾蘭統計和社會調查協會會長



Biography 講者簡介

Patrick Paul Walsh is the Vice President of Education and Director of the SDG Academy at the UN Sustainable Development Solutions Network (SDSN). He is on secondment from University College Dublin where he remains a Full Professor of International Development Studies, Director of the UCD M.Sc. in Sustainable Development in partnership with the SDG Academy and President of the Statistical and Social Inquiry Society (SSISI) of Ireland. He received a Ph.D. in Economics from the London School of Economics and Political Science. He is a Government of Ireland Fellow, Marie Curie (Brussels) Fellow, IZA (Bonn) Fellow, RSA (London) Fellow, EIIR (Brussels) Fellow and REPOA (Tanzania) Fellow . He has held academic positions in Trinity College Dublin, K.U. Leuven, Harvard University and Columbia University. He has also held positions in the United Nations, European Commission, IMF and World Bank. His current focus is on Sustainable Development Education than is informed by Science, Practice and Policy.

Patrick Paul Walsh是聯合國可持續發展解決方案網絡（SDSN）的教育副總監兼可持續發展學院院長。他借調自愛爾蘭都柏林大學，現仍是該校國際發展研究系正教授，兼任可持續發展碩士課程（與可持續發展學院合作）總監，以及愛爾蘭統計和社會調查協會（SSISI）會長。他獲得了倫敦政治經濟學院的經濟學博士學位，為愛爾蘭政府，瑪麗·居里（布魯塞爾）、IZA（波恩）、RSA（倫敦）、EIIR（布魯塞爾）及REPOA（坦桑尼亞）的研究員。他也曾在都柏林聖三一學院、荷語天主教魯汶大學、哈佛大學與哥倫比亞大學擔任學術職位。除此之外，他曾任職於聯合國、歐盟委員會、國際貨幣基金組織及世界銀行。目前，他以科學、實踐及政策為依歸，專注於可持續發展教育。

Abstract 摘要

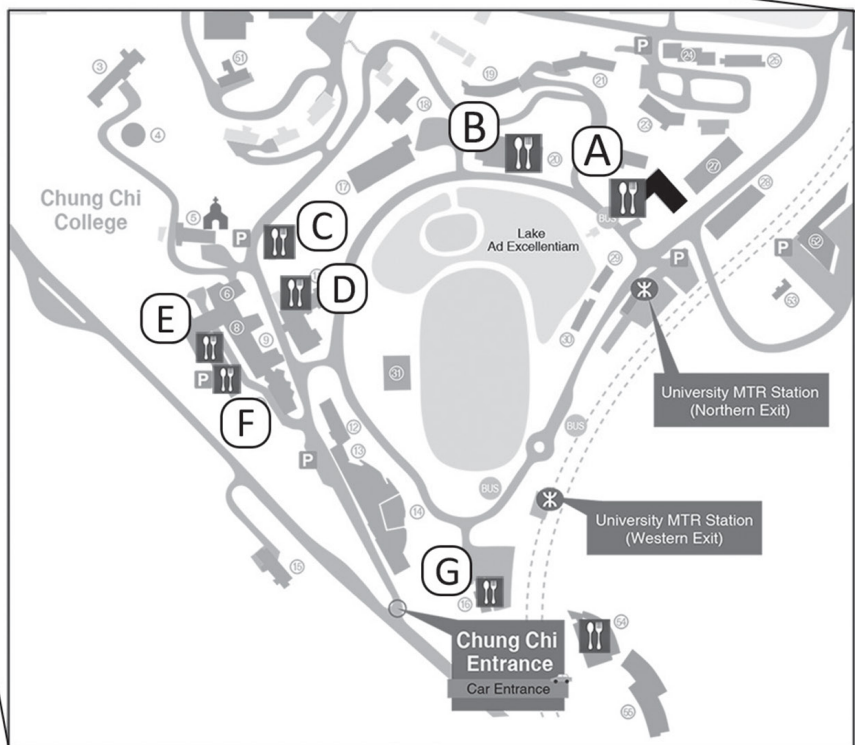
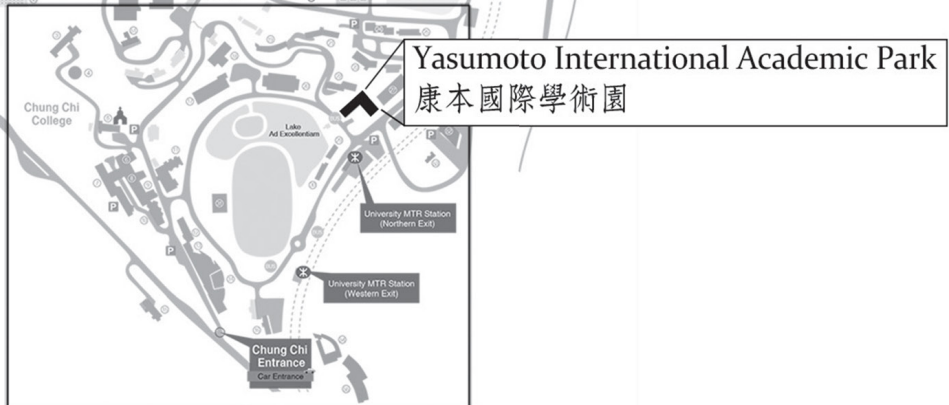
Education is argued to be the key enabler of the UN 2030 Agenda for Sustainable Development. Yet , the recent UN Pact of the Future seem to ‘overlook’ the key role of Education for Sustainable Development and lifelong learning. We argue ‘Our Common Agenda’ as an overall package, incorporates the outcomes of the Transforming Education Summit (TES) and the Political Declaration of the mid point review of the SDGs Both where strong on

Mission 4.7. Finally, the World Social Summit will also be strong on Global Citizen's Education in 2025. Overall Education is seen as the great enabler. We then explore now to fund and implement the mandate.

教育是實現聯合國2030年可持續發展議程的關鍵一環。然而，在聯合國最近公佈的《未來契約》中，該報告似乎「忽略」了可持續發展教育及終身學習的核心作用。在此背景下，我們回顧聯合國早前提出的《我們的共同議程》。我們認為這是一個全面計畫，它不僅整合了教育變革峰會（TES）的成果，也融合了可持續發展目標中期評估的政治宣言，兩者均高度強調了具體目標4.7。展望未來，在2025年的社會問題世界峰會上，全球公民教育或將成為一大亮點。可見，教育是這場變革的關鍵驅動力。因此，我們接下來要探討的，是如何為這一使命提供資金支持並付諸實踐。

CAMPUS MAP

校園地圖



- Legend**
- N
 - P Carpark
 - BUS Shuttle Bus Stop

LIST OF RESTAURANTS NEAR YASUMOTO INTERNATIONAL ACADEMIC PARK (YIA) 康本國際學術園附近餐廳



YIA Café

Address: 101A, 1/F, Yasumoto International Academic Park 康本國際學術園一樓101A

Chung Chi College Student Canteen 崇基學院學生膳堂

Address: Chung Chi Tang 眾志堂

Chung Chi College Staff Club 崇基學院教職員聯誼會會所

Address: Opposite the Chung Chi College Chapel 崇基學院禮拜堂對面

Orchid Lodge 蘭苑

Address: Next to Ho Tim Building 何添樓側

Li Wai Chun Building Café 李慧珍樓咖啡室


Address: G/F, Li Wai Chun Building 李慧珍樓地下

Li Wai Chun Building Halal Food Outlet 李慧珍樓清真餐廳

Address: Room G05, Li Wai Chun Building 李慧珍樓地下G05室

CAMPUS WIFI

校園無線網絡



In CUHK campus, visitors can access the Internet through WiFi connections which cover most of the campus, i.e. buildings, student hostels, canteens, libraries and several outdoor areas.

Please search and connect to SSID: Wi-Fi.HK via CUHK for a 4-hour free WiFi per device per day.

在中大校園內，用戶可透過無線網絡（WiFi）連接校園網絡及互聯網，信號覆蓋校園大部分區域，如大樓、學生宿舍、食堂、圖書館和特定室外區域。

請搜尋並連上SSID: Wi-Fi.HK via CUHK的免費WiFi服務連接互聯網（每個設備可每日享用4小時）。