

The Secondary School Closure Policy in the Hong Kong Special Administrative Region: A Shift in Resources or a Catastrophe for Education

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Abstract

Hong Kong Special Administrative Region Form 1 student population remains on the decline, with students due to drop from 58,800 to 51,500 from 2023 to 2030, down by 12.4%. In response to this "structural instead of transitional" shift in the populace, the Hong Kong Special Administrative Region Education Bureau in 2025 revealed that it would raise the cut-off point for vacancies of secondary school classes in two stages, from the current 25 per class to 27 students for the 2025/26 school year and then again to 29 students for the 2026/27 school year. The policy is regarded by the education sector as being the main reason for the third wave of "school closures". Legislative Council member Chu Kwok-keung states that one quarter of Hong Kong Special Administrative Region secondary schools can be closed in ten years' time. Starting with policy reform and incorporating empirical feedback from scholarships, this paper analyzes the deep impact of the school closure policy on students' rights, teachers' employment, educational diversity and social equality, and suggests structural reform proposals.

Keywords

School Closure Policy, Student Rights, Teacher Employment, Educational Diversity, Social Equality

1. Introduction

The policy of closing secondary schools in the Hong Kong Special Administrative Region has generated widespread controversy and attention recently. The policy aims to cut the problem of excess school places by shutting down some poor-performing schools so that resources can be reorganized. The impact of its application has created widespread controversy. With band 3 schools forced to close, diversity in the educational system is at risk. Children with different special educational needs and backgrounds are deprived of the opportunity to receive diverse education [1], resulting in a reversal of educational equity [2]. The majority of poor children usually come from economically poor backgrounds, and the school closure policy exposes them to greater education inequality, lack of adequate support and resources, and raises social inequality even higher. Teachers are dismissed due to school closures not only affecting their professional lives, but also denying the education sector experience and expertise, and consequently affecting the quality of teaching.

The policy has never dealt with the root question of how to make education better for all students in a shrinking population [3] but rather provided fuel to the crisis of the educational system. The policy of school closure of secondary schools can provide a solution for the problem of resource allocation on the short end, but its long-term consequence can cause an educational disaster. Later education policies must focus more on educational equity and diversity [4] in order to ensure that all students are exposed to pertinent education.

2. Background and Core Changes of the School Closure Policy

2.1 Demographic Structure Deterioration and Policy Shift

The secondary school-age population in the Hong Kong Special Administrative Region continues to decline, greatly affecting its educational system. According to statistics, the number of students aged 6 to 11 in 2023 will reduce by about 15% from what it was in 2013, not only indicating the current issue of the composition of population but also demonstrating that the number of students will continue to fall in the next few years. Specifically, from 2020 to 2022, the birth numbers have reduced for three years in a row, and the 2023 births have reached a new low since 1961, with only 32,500, indicating a drastic drop in the birth rate. This trend contributed significantly to the demand for degrees, causing the number of school admissions to decrease, which affects the distribution of education resources. The decrease in the population of school-going age has left most schools to eke out a living under hardships, especially some small or isolated schools. These could potentially not be able to maintain things in usual operation.

Therefore, the Education Bureau called this trend a "structural problem" and pointed out that educational resources must be reasonably adjusted in order to deal with this long-term trend. The Education Bureau pointed out that this structural issue requires not only short-term solutions but also a long-term solution to solve it. This can include re-examining the school's operational model, reshuffling the deployment of teacher resources, and even examining school mergers. Through these reforms, the Education Bureau will provide quality education services in times of tight resources and ensure that every student experiences quality opportunities for learning.

2.2 Dual Track Strengthening of the School Elimination Mechanism

There are two major adjustments in the new policy of the Education Bureau to address the issue of the continuous decline in the population of secondary school age. Firstly, it raises the class opening threshold. The main rationale behind this step is to improve the survival rate of classes so that schools can provide more stable teaching quality. With the new policy, the minimum number of students for opening a class in Form 1 will gradually increase from the current 25 to 29. Specifically, the transitional arrangement of 26 students to open two classes will be terminated, which implies that schools need more students to maintain the class operation. From the school year 2025/26, opening two classes will necessitate a minimum of 28 students (14 students per class), and from the school year 2026/27, a minimum of 30 students (15 students per class). This will make schools more proactive in student recruitment and attempt to enroll more students. This reform will not only help improve the courses' operating efficiency but also enable the reasonable allocation of the teacher resources, thereby improving students' learning experience.

The second revision is the tightening of school rescue measures, aimed at reducing schools' reliance on external resources to achieve self-sustaining development. The policy will eliminate the school rescue measures of "special inspection" and "co-organize courses with other schools", which have been implemented as interim measures to support low-enrollment schools. With regard to the "merger with other schools" measure, the Education Bureau will implement tighter prerequisites. For example, following the merger, all secondary schools must meet the need for 3 classes. Under such a requirement, schools will be inclined to conduct proper assessment and planning before the merger. For the "injection of extra resources" option, the policy mentions that it may only be applied once in six years. This move will encourage schools to concentrate more on internal management and effective use of resources and less on external intervention.

2.3 Resource Bias in the Policy of Raising Classes

As band 3 schools' living space is increasingly scarce, the Education Bureau has adjusted school opening class policy, allowing schools that have opened four classes in Form 1 to make an application for increasing to five classes. The policy has attracted a lot of controversy because many are sure that this is a "strong get stronger" resource concentration policy. The most problematic aspect of this policy is that renowned schools will have a capacity to admit more students, thereby exacerbating the problem of disadvantaged schools' enrollment even more. When some schools, because of their reputation and education capacity, admit substantially more students, other schools risk losing students, hence perpetuating a cycle of "snatching students from each other". Such an effect not only makes the economic operation of underprivileged schools complicated but can also lead to unequal distribution of education resources.

Members in the education sector have been disturbed by this, believing that the policy will compromise the equity of the education system. Secondary School Principals Association Chairman who believes that the policy is contrary to the agreement on the school space constraint and is technically "reversing education". He said that not only is this not conducive to the cultivation of inferior schools but may also lead to the overall quality of education worsening, because the convergence of resources will destroy the diversity of education. On such an occasion, how to balance the allocation of resources between popular schools and inferior schools is a matter of great importance.

The majority of professionals suggest that a more balanced policy on admissions should be established so that all schools have an opportunity to obtain a decent number of students and improve their learning environment. It will reduce inequality of learning resources and promote overall improvement of education quality. The new policy of the Education Bureau has stirred intensive controversy, reflecting complexity and hardness of educational resource allocation. It is imperative for related departments to care about the survival and development of underdeveloped schools and maintain educational fairness.

3. The Multi-Dimensional Impact of the School Closure Policy

3.1 The Survival Crisis of Disadvantaged Schools

The increase in the threshold for opening classes has directly impacted on schools that are facing difficulties in recruiting students. According to the data in 2025, 4 secondary schools in Hong Kong Special Administrative Region will only be allowed to open 2 Form 1 classes, and 65 schools will only be allowed to open 3 classes. These constraints make the schools face many difficulties in recruiting students, especially in the context of a diminishing number of students, and the pressure to survive in the future will be even more intense. Unless these schools can increase student enrollment within the near future, they will have to consider the prospects of class closure or reduction. The above situation is undoubtedly worse for disadvantaged schools. Policy has made it "no choice" for disadvantaged schools to make a decision. They have no other option but consolidation or closure. This kind of decision not only affects the running of the school but also damages students' right to education. The merger option needs these schools to find suitable partners and face the challenges in management and operation after the merger. Mergers can alleviate resource problems temporarily but also lead to conflicts among school cultures and inconsistencies in school philosophy, which in turn affect the quality of education.

Nevertheless, the class suspension may lead to the current students being unable to continue their learning, which is a massive psychological and learning shock, especially to the students who have already adapted to the life in school. Students will have to adapt to the new school after the suspension, which is harmful to their academic and mental

stability. The turn of events has triggered a basic rethinking of education policies. Policymakers need to consider how to keep underprivileged schools surviving and growing while elevating the threshold for opening classes. Perhaps more flexible admission policies need to be implemented to provide more support for underprivileged schools, avoid further educational resources gathering, and ensure that every student is provided with equal educational opportunities. This is not only a commitment to a school, but a promise to every student.

3.2 Matthew Effect on the Distribution of Educational Resources

The policy of increasing class sizes and raising class-opening standards has led to a dual-track imbalance in resource allocation, profoundly impacting education in the Hong Kong Special Administrative Region. The problem of concentration on resources has been increasingly prominent. The popular schools, after expanding classes, can still attract high-quality teachers and good students, which necessarily widens the gap between schools. These schools, by virtue of their reputation and teaching quality, can recruit more parents to choose them, thus a virtuous cycle is formed. The disadvantaged schools will face greater survival pressure with the difficulty in recruiting students and with less available resources. This disparity not only affects the operation of schools in the short run but can also solidify this inequality in the long run in the future, causing educational resources to continue to lean in favour of advantaged schools, setting up a situation where "the rich get richer, and the poor get poorer" in resources.

Secondly, diversity is also compromised during this process. Disadvantaged schools also bear social functions such as special educational needs (SEN), newly arrived immigrants, and ethnic minority students. These schools' services and support are crucial for these individuals. If these schools disappear due to a lack of investment, these students will lose their appropriate learning places and support systems. They will have greater challenges in integrating and even lose their opportunity to receive education. The school closure policy would make education in the Hong Kong Special Administrative Region "unique"-that is, it would lead to the collapse of an ecosystem where a multitude of teaching ideas coexist. This not only is a blow to disadvantaged students but also sabotages the education quality and innovation capability of the overall society. Education diversity is an important cornerstone of social progress. Without a diversified educational environment, it will be impossible to cultivate all-round talents.

Educational decision-makers need to rethink the policy of class size expansion and the standards for opening classes and seek a more rational and fair resource allocation program. Only in this way can every school have the opportunity to develop, and every student gets a good education in an environment suitable for them. Not only is this a search for equality in education, but it is also an obligation for the sake of the future of society.

3.3 Double Sacrifice of Students' Rights

The implications of the school closure policy for the students are immediate and long-term. The implications are not only limited to the operation of the school but also to all the processes of learning and life for all the students. Students who are forced to transfer schools will face tremendous adaptation difficulties. When the school is closed, the students need to adapt again to the new school life, which is an enormous test for the majority of students. Particularly, poor students, in addition to having to confront a new learning environment, need to bear additional expenses such as school uniforms, teaching materials and transportation. These additional financial burdens might put more pressure on their families, thus affecting their learning motivation and mental health.

The decrease in class size will lead to decreased peer interaction which is highly detrimental to the development of students' social skills. The Education Bureau also recognizes that a class size of less than 13 is disadvantageous to learning. Students in small classes do not enjoy diverse opportunities for interaction and thus their learning horizons will also be limited and social skills development. Not only does poor social skills affect the students' performance at school, but it can also have a negative impact on their future job and interpersonal relationships.

In the long run, closures of band 3 schools will further limit the options for class mobility. They typically cater to the grassroots, provide necessary learning infrastructure, and allow poor learners to climb through learning. When such schools are forced to close down, poor learners will not have the opportunity to enjoy a good education, hence water down their ability to alter their socioeconomic status in the future. Education must become a vehicle for social mobility [5], but as disadvantaged schools decline in number, this vehicle is getting increasingly narrower and narrower, and social inequality will be more severe.

The impact of the school closure policy is deep and complex. To students, either direct adjustment issues or long-term mobility obstacles, it reminds us that we ought to attach importance to education equity and reasonable resource use. Policymakers must consider how to protect the rights and interests of minority groups and ensure the quality of the education while making every student capable of developing and growing in a fair environment.

3.4 Corruption of the Teacher Professional Ecology

The loss of jobs of teachers caused by the wave of school closure has inbuilt structural contradictions, which not only endanger the income of teachers, but also disturb the stability and quality of the education system. The more classes are cut by the schools, the fewer staffed teachers will remain. Fewer senior teachers will be in danger of being sacked according to the rule of "late come first leave". That is to say, the most fragile category among the new young teachers

in the education field will be the first to lose their jobs. This situation not only affects their careers but also compels the entire education system to face the loss of human resources, especially some professional subjects or special education.

The labour market transferability of professional abilities of teachers is low and uneven, thus it is difficult for them to change employment. Most teachers have devoted their whole career lives to the teaching profession carrying out teaching and student management, yet the skills and experience acquired might not be easily transferable in other industries. Particularly middle-aged teachers find it harder to go back to the labour market due to age and reluctance to shift profession, thereby creating more aggravation of the employment problem of teachers. In addition, the Education Bureau cut down the Primary and Secondary School Operation and Management Grant (EOEBG) by 10% at the same time, which forced the reduction of auxiliary staff like school employees. These auxiliary positions are usually an essential part of the operations of the campus and are responsible for ensuring the day-to-day operation of the school. These positions are difficult to be substituted by AI, so they have a direct influence on the operational effectiveness of the campus. Reducing these positions will not only affect the normal operation of the campus but could also add more responsibilities to teachers, which would further frustrate them.

The problem of teacher unemployment caused by the trend of school closures is a complex structural contradiction between challenges in education policies, labour markets, and social resources. Policymakers need to confront how to ensure career security and opportunities for teachers' development [6] while constraining resources to tackle this problem. This is not only a responsibility to teachers, but also a responsibility to the entire education system so that everyone gets to study and grow in a high-quality schooling environment.

4. Responses from the Education Sector and Proposals for Alternative Solutions

4.1 Scholars' Doubt about the Policy being Valid

Most teachers are against the lack of transparency and consultation within the policymaking process, particularly emphasized in the new education reform. There is not enough communication, and that is the key issue that most teachers are concerned about. Secondary School Principals Association Chairman pointed out that the Education Bureau provided schools with advance notice of the major changes in a short period of time, leaving schools with limited time to effectively plan enrollment strategies. This hasty notice procedure gave principals and teachers a feeling of non-participation and helplessness to adequately prepare for the forthcoming changes. Principals even stated openly that the tone of the meeting was more a "notification" than a "consultation", which made schools bewildered during policy reforms and incapable of sharing positive views or options.

Secondly, there is no supporting action behind the policy. For weak schools in trouble, the policy does not provide sufficient transformation support, like there is not enough investment in the creation of vocational and professional education, leading to the "co-organization of courses with colleges and universities" plan becoming a mere formality most of the time. Significantly supported programs will not only be unsuccessful in helping weaker schools to become more competitive but can also become an exercise in futility waste of education resources and do not serve the purpose of improving student learning and development.

Teachers did severely complain about the openness and consultation process in policy formulation. The lack of effective communication and supporting measures created difficulties in the expansion of education reform and never properly responded to the needs of students and schools. In order to improve the quality of policies, departments involved must improve communication with the education sector and establish a more transparent consultative mechanism so that the voice of all parties can be heard, thus facilitating the sustainable development of education together.

4.2 Isolation of Population Policy and Educational Planning

The researchers emphasize that the problem of school closure [7] is the direct echo of the population problem at the educational level, and it should be resolved through inter-departmental collaboration. The potential of cross-border students has not been fully tapped yet. The policy will solve schools' dilemma due to insufficient student sources and provide cross-border families [8] with more educational options. Additionally, enrolling international students to study in the Hong Kong Special Administrative Region at their own expense can also enhance the global education image of the Region and boost the diversity and competitiveness of its schools.

However, there seems to be a mismatch between the education system and the talent policy in the Hong Kong Special Administrative Region. Talent-attracting initiatives by the Hong Kong Special Administrative Region do not seem to pay sufficient attention to the educational needs of incoming talents' children. For example, the majority of overseas senior talents would consider the educational environment of their children when they make decisions about where to work. Compared to Singapore's proactive international course promotion policy [9], Hong Kong Special Administrative Region lags in this area and lacks education support specifically for foreign families and children of talents. This gap not only affects talent attraction but also causes foreigners already working in Hong Kong Special Administrative Region to choose to leave, which further exacerbates the population structure problem. Therefore, the government needs to reconsider its talent policy so that it can combine with education policy to advance, in tandem, the sustainable development of society.

The solution to the problem of school closure must re-examine the problem of population and make a more comprehensive policy through inter-departmental coordination. By opening government schools, recruiting international students, and improving education supportive measures in talent policies, Hong Kong Special Administrative Region can better respond to the modern educational challenges and lay a good groundwork for the future.

4.3 Practical Possibilities of Alternative Routes

In order to respond to the structural issues brought about by the declining population, the educational sector has devised a number of mitigations plans to deal with the dilemmas faced by schools and improve the overall quality of education. The normalization of small class teaching is seen as an effective antidote. By reducing the teacher-student ratio, schools can carry out more individualized teaching, thus improving the quality of teaching. This model not only meets the diverse needs of students but also allows more interaction and understanding between teachers and students. Rather than the complete shutdown of schools, this can improve the teaching environment of schools while retaining existing schools, thereby improving students' learning outcomes and satisfaction.

Secondly, establishing characteristic curriculum transformation is also a basic step. The education sector suggests that specific schools such as career-directed classes, minority support, and environmental protection education should be highlighted to render schools more attractive. Not only can these specialized courses meet the needs of social diversity, but they can also attract more students to study at these schools. By introducing practical vocational skills education and cultural inclusive courses, schools can better serve student groups from different backgrounds and enhance the overall value of education.

Finally, regional school integration provides an effective way to reduce operational expenses. By sharing teachers and facilities such as laboratories and gymnasiums among schools, schools can achieve higher efficiency in the use of resources. This can not only save duplicative investment but also promote collaboration and resource sharing among different schools and improve overall education quality. This type of integration will not only improve the operating efficiency of schools, but also stimulate healthy competition among schools, and improve the quality of education services.

As a reaction to the structural issue of population decline, the education sector has proposed a number of mitigation policies, such as institutionalization of small-class teaching, special course reform, and regional school integration, with the aim of improving educational quality and school appeal. Policies can not only solve the present educational dilemma efficiently but also lay a solid groundwork for the development of education in the future. The government and Education Bureau must consider these suggestions actively to help the education of Hong Kong Special Administrative Region keep progressing and innovating.

5. Conflict between Market Logic and the Public Nature of Education

The policy of closing schools is essentially an expression of the heightened "marketization of education" ideology. In the name of "using public resources effectively", the government has left it to the "invisible hand" of "parental choice" to determine whether schools will live or die. There are two large-scale paradoxes underlying this argument, and they deserve some elaboration.

Education as a social mobility vehicle and cultural heritage [10] in the public sphere has been commodified as a supply-demand commodity under market rationality. This change undermined the public nature of education. Disadvantaged students were closed down because they did not "pull in" enough "customers," which ignored the important roles of these schools in society. Not only is learning the passing on of facts, but also the basis for cultural heritage and social justice. The moment education becomes an option dictated by the market, minority groups are undermined in terms of protection and subsidies, which therefore perpetuates social inequality [11].

Secondly, the policy failed to tackle long-term inequity in the distribution of resources [12]. With their brand strength, elite schools would easily be able to expand their class sizes and attract lots of high-quality students, but band 3 schools, despite being good in instructional quality, are at risk due to challenges such as population outflow. The scenario has also tilted educational resources towards elite schools, resulting in a deficit in educational equity. Policies should rethink how to ensure equal opportunities for education for each child within the market environment. Last but not least, Singapore's case can serve as a valuable reference.

Singapore also faces low birth rate but managed to improve the quality of education [13] through a state-financed merger system and foreign course exportation. With the merger, schools are able to increase the per capita resources for teachers, promote individualized education, and actively recruit Southeast Asian students in order to maintain the stability of the school system. This collection of activities not only improves the quality of education but also promotes the integration of students from various cultures. The approach taken by the Hong Kong Special Administrative Region is confined to the negative path of "cutting classes and closing schools," and lacks a broader vision for improving educational quality. It necessitates policymakers to rethink the character of education and search for more general and long-term solutions. By pooling resources and improving the quality of education, we can truly achieve educational equity and guarantee the development opportunity of every student.

6. Policy Recommendations

6.1 Short-run Buffer Mechanism

Facing the pressure of unbalanced educational resources [14] and regional differences in population structure, floating class opening lines and transitional subsidy programs are proposed as effective means to improve coping with the educational needs of different regions. First of all, drawing up floating class opening lines according to population structure differences between regions is an important control measure. Urban regions, due to the relatively large number of students, can maintain a greater class opening threshold to ensure teaching quality and the equitable allocation of resources [15]. However, in rural and grass-root communities, due to the current situation of population loss and insufficient resources, the threshold of class opening can be reasonably lowered. With such a flexible format, more students will have an opportunity to be educated and prevent the risk of school closure due to low enrollment. In the process, it can also facilitate the educational development of the community, assist in making families decide to settle and remain locally, and enhance community cohesion.

On the contrary, for those schools with a proportion of students with special educational needs (SEN) and ethnic minority students being high, initiating a transitional subsidy program can enable much-needed additional subsidy to subsidize the schools for such education cost of these students. These schools have to spend more resources on these students with other kinds of needs, including recruiting professional teachers, drafting extra instructional materials, and providing psychological counseling services. Through such subsidies, schools have the ability to utilize resources better so that every student can enjoy proper educational help, thereby improving the overall quality of teaching and learning results of students. This will not only allow for improvement in the quality of education but improve the overall development of society and create an even learning platform for every student. Policymakers are advised to take effective steps in adopting these measures so that they may make the education system more inclusive.

6.2 Medium and long-term Structural Reforms

Faced with the challenges of education resource allocation and demographic change, the following steps are called for to increase the adaptability and durability of the education system. In the first place, there is a need to establish a cross-departmental demographic forecasting model for the school-going population. Drawing on data from different departments, the model will integrate data and dynamically adjust the supply of degree accordingly. With accurate data analysis, policymakers will be able to better predict future population variation in school children and formulate related admission policies and resource allocation strategies. Not only does this avoid wastage of resources but also enables each student to obtain appropriate degrees and educational facilities.

Secondly, discussing the concept of "community school" in Finland [16], it also is of vital significance to make a new pattern of public-private partnership innovative. Transforming campuses into community learning centers and providing daytime formal courses and nighttime vocational training for adults is capable not only of maximizing the efficiency of campus utilization, but also of improving the educational resources of the community. A model like this might appeal to learners of different ages, boost the philosophy of lifelong learning, and improve the overall educational level of the population.

Finally, establishing the Greater Bay Area Education Alliance is another important step. By inviting mainland students to study Hong Kong Special Administrative Region courses at their own expense, Hong Kong Special Administrative Region can have an opportunity to enhance its influence while retaining its own educational characteristics. Additionally, this alliance can help Hong Kong Special Administrative Region export local education brands and enhance its competitiveness in the global education market. Therefore, Hong Kong Special Administrative Region not only can recruit more students but also be capable of carrying out cultural exchanges and cooperation between regions. All of these measures can not only address current issues but also lay a good foundation for future education development. Policymakers should actively take action to achieve a more inclusive and elastic education system and facilitate the overall development of society.

6.3 Sustaining the Professional Development of Teachers

In order to address the issues of education system reform and shortage of teaching resources, the following measures have been proposed for the sake of improving the professional development of teachers and efficient use of resources. The establishment of an excess teacher retraining fund is a significantly essential measure. This fund will subsidize teachers who are threatened with unemployment and help them become vocational and professional education teachers or community teachers. By means of professional training and skill upgrading, these teachers are not only capable of keeping their professional competence in the educational field but also gaining new career opportunities in the midst of newly arising vocational education needs. This will not only effectively reduce talent loss but also provide more education resources to the community and increase the overall development of society.

Secondly, carrying out the inter-school teacher pool plan will enhance teaching resources allocation. The plan promotes the employment of teachers among schools, especially in the development of distinctive courses, such as AI education [17] and cultural heritage conservation [18]. By sharing high-quality teaching resources, schools can increase course variety and quality and promote professional exchange and cooperation among teachers. This model not only can improve teachers' teaching capacity, but also enables students to access more learning materials, thereby improving

their comprehensive literacy and competitiveness. In addition, school collaboration can conserve education resources, promote benign competition between schools, and further improve overall education quality. Policymakers should actively advocate these programs for the purpose of advancing towards a more sustainable and inclusive education system and creating a positive learning environment for all students.

7. Conclusion

The policy of closing schools, implemented by the Hong Kong Special Administrative Region, reflects deep-seated contradictions within its education administration. Under fiscal prudence and population pressure, the government has preferred to replace public education responsibilities with the market ethic of "cutting the weak and keeping the strong". While this may address oversupply of schools in the short run, it undermines educational diversity, entitlements of marginalized groups and stability of the teaching profession. In addition, many poor students have lost good learning opportunities with the school closures, especially those students from financially poor families who are even more disadvantaged.

The loss of professional teachers has even driven the quality of teaching into a vicious circle. The real crisis is the policy failure to respond to the most fundamental problem: how to give each student a better-quality education under the condition of population decline. Singapore's experience shows that structural problems could be used as chances to improve the quality of education. Therefore, education policy in the Hong Kong Special Administrative Region must shift fundamentally from "managing school closures" to "ecological reconstruction," with a focus on student rights and social equity. Only in this way alone can we preserve every light of education and introduce real educational equity.

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