

INTERNATIONALISATION  
AND ENGAGEMENT  
WITH MAINLAND CHINA  
國際化及與內地加強連繫



The Higher Education Review (HER) Report issued in December 2010 stated that internationalisation should become one of the central themes of all UGC-funded institutions and should permeate the whole gamut of institutional activities. In an age of rapid globalisation and intense regional and international competition, the UGC believes there is an urgent need to take forward the two initiatives. The UGC sees internationalisation and engagement with Mainland China as the key to Hong Kong's future, and believes that it should be actively pursued by the UGC-funded institutions.

To map the way forward and set priorities for internationalisation and engagement with Mainland China, the UGC convened a series of strategic dialogues in 2012 with the Heads of Universities Committee (HUCOM) and the institutions. Through the dialogue, the UGC and the institutions have achieved better understanding on the importance and best practices to pursue the two initiatives, having regard to institutional autonomy and the institutions' plans and policies that are already in place.

After completion of the strategic dialogue in September 2012, the UGC was encouraged to have identified a number of strengths institutions have in developing the two initiatives, including, among others, strong leadership, international faculty, substantial percentage of non-local students and relative open-mindedness of local students to non-local students. At the same time, it also came to our realization that there are tremendous opportunities for institutions to further develop the two initiatives.

With the availability of additional funding, the UGC proposed in 2013 four new initiatives on internationalisation and engagement with the Mainland that echo recommendations arising from the strategic dialogue. The goal is to motivate institutions to strengthen their pursuit of internationalisation, particularly by addressing the challenges as identified, with a view to embedding internationalisation as part and parcel of the culture, mindset and DNA of the entire UGC sector. First of all, the UGC proposed, in the 2013/14 academic year, to fund student-initiated projects or initiatives that encourage multi-cultural integration. Secondly, to help promote Hong Kong's higher education sector as a united entity, the UGC proposed to devote part of the new funding to take

2010年12月發表的高等教育檢討報告指出，國際化應成為所有教資會資助院校的發展重點之一，並應滲透院校所有活動。在全球化急速擴展和地區及國際競爭加劇的年代，教資會認為極需循上述兩個方向推行措施。此外，教資會認為，走向國際化及加強與內地的連繫，對香港未來至關重要，各資助院校均應積極落實。

為了就有關國際化及與內地加強連繫的工作擬訂未來路向，並定出各項工作的緩急先後，教資會在2012年與大學校長會及各院校展開了一系列策略對話。在尊重院校自主並顧及院校現有計劃和政策的前提下，教資會與院校在策略對話中就上述兩個方針的重要性，以及有關的良好做法取得進一步共識。

策略對話於2012年9月結束後，教資會欣然發現院校在落實兩個方針方面各有所長，這主要體現在出色的領導層、來自世界不同地方的教學人員、佔一定比例的非本地學生，以及本地學生對非本地學生的相對包容。同時，我們也總結認為各院校在進一步發展這兩方面有很多的機會。

由於有額外的款項，教資會在2013年提出四項有關國際化及與內地加強連繫的新措施，以回應策略對話所得出的建議。新措施旨在鼓勵院校加強落實國際化，特別是應對所預見的挑戰，以期將國際化的概念融入資助院校的文化、思維及核心元素。教資會的第一項建議措施，是在2013/14學年資助由學生主導、鼓勵多元文化融合的項目或計劃。第二，教資會建議投放部分新增款項，在國際有關教育的博覽會中設立香港館，聯合八所院校的力量，推廣整個香港高等教育界。第三，為有可能來港就讀的

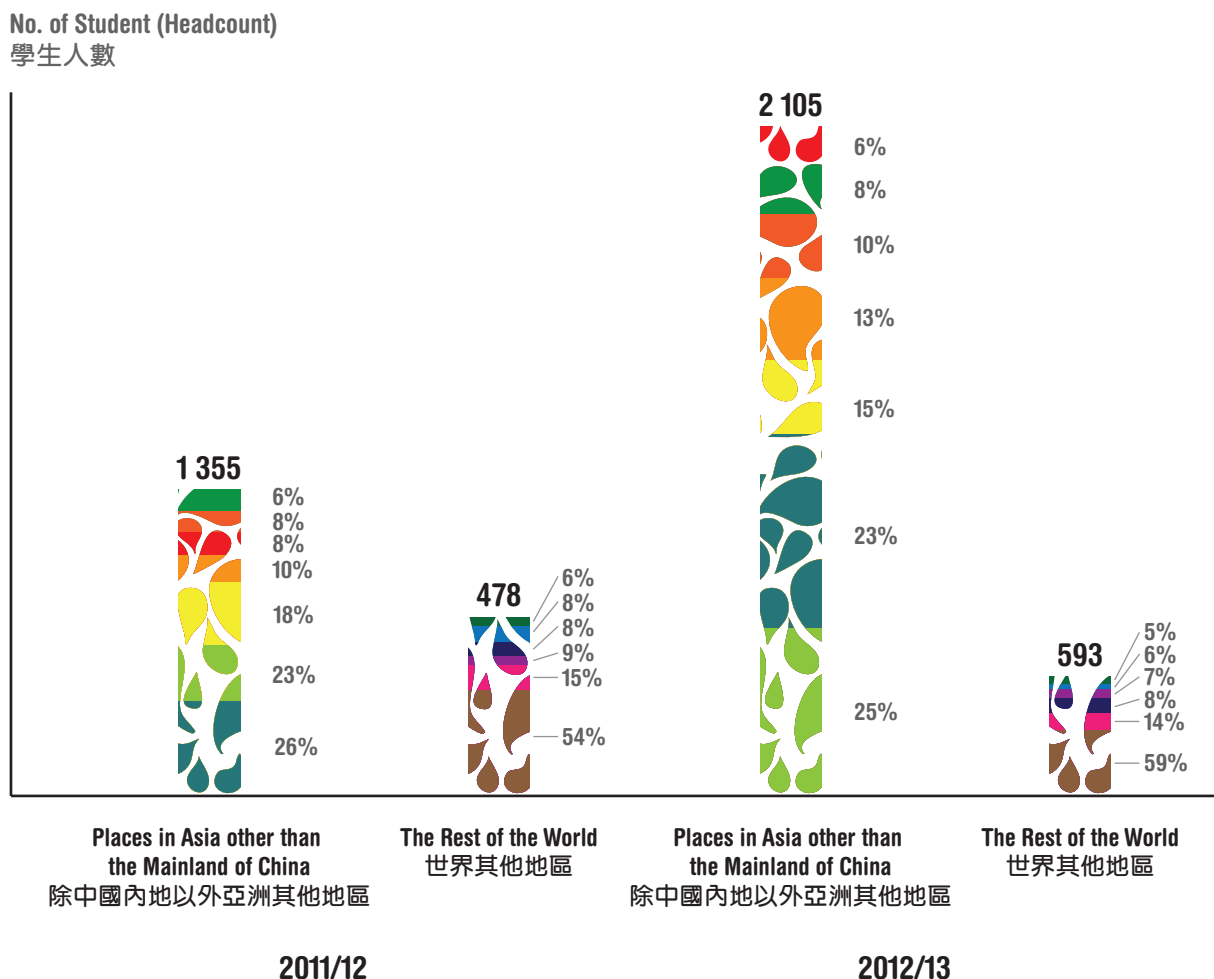
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the lead in setting up a Hong Kong Pavilion in international education conferences. Thirdly, to establish a sector-wide search engine to provide easier access to information for prospective students. Fourthly, to bring about more exchange opportunities for more students, in particular those who lack the means to travel abroad, the UGC proposed to use part of the new funding to finance student exchanges. The UGC is hopeful that these initiatives could help bring long-term policy changes to strengthen the development on this front.

學生設立跨院校的搜尋器，令他們更易獲取有關資訊。第四，教資會建議利用部分新增撥款資助學生交流活動，藉此為更多學生（特別是無法應付外遊開支的清貧學生）提供交流機會。教資會期望上述新措施有助院校調整其長遠政策，促進此範疇的發展。

**Chart 1: Non-local Students from Places Other Than the Mainland of China, 2011/12 and 2012/13**

圖一：2011/12及2012/13學年非本地學生人數（來自中國內地除外）



Place in Asia other than the Mainland of China 除中國內地以外亞洲其他地區

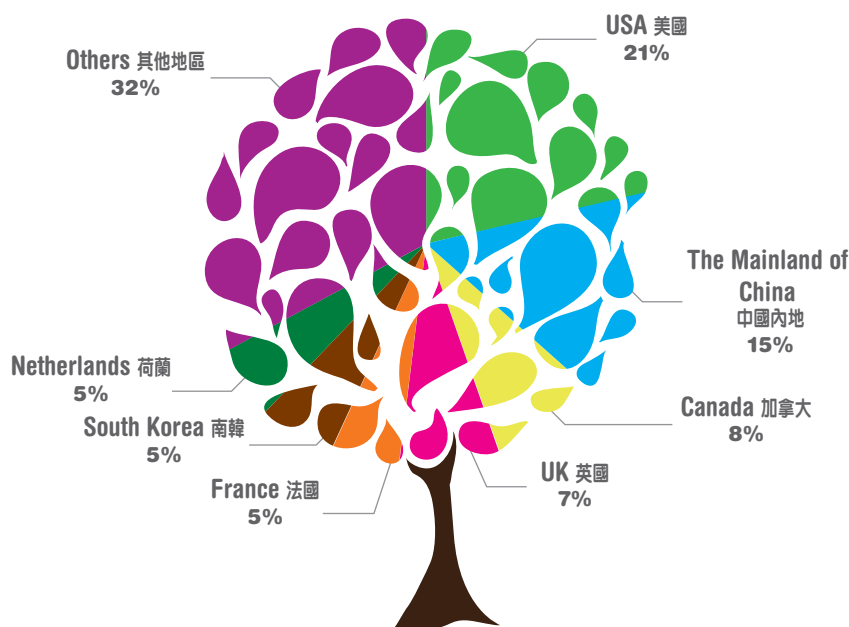
■ Macau 澳門 ■ India 印度 ■ Taiwan 台灣 ■ Malaysia 馬來西亞 ■ South Korea 南韓 ■ Indonesia 印尼 ■ Other Asian Countries 其他亞洲國家

The Rest of the World 世界其他地區

■ UK 英國 ■ Germany 德國 ■ Portugal 葡萄牙 ■ Canada 加拿大 ■ USA 美國 ■ Others 其他地區

Chart 2: Distribution of Incoming Exchange Students by Place of Origin, 2011/12

圖二：2011/12 學年按原居地劃分的來港交流生比例



Other than student exchange activities, it is also believed that students could grow and learn from international experiences in other ways too, such as service abroad, extended internships abroad and study trips etc.

In terms of non-local student recruitment, the non-local student quota for publicly-funded programmes at the sub-degree, degree and taught postgraduate levels of UGC-funded institutions is at 20% of the approved student number targets. The percentage of non-local students in institutions has been constantly on the rise:

除學生交流活動外，教資會認為其他形式的國際經驗亦有助學生成長和學習，例如海外服務、較長時間的海外實習及遊學等。

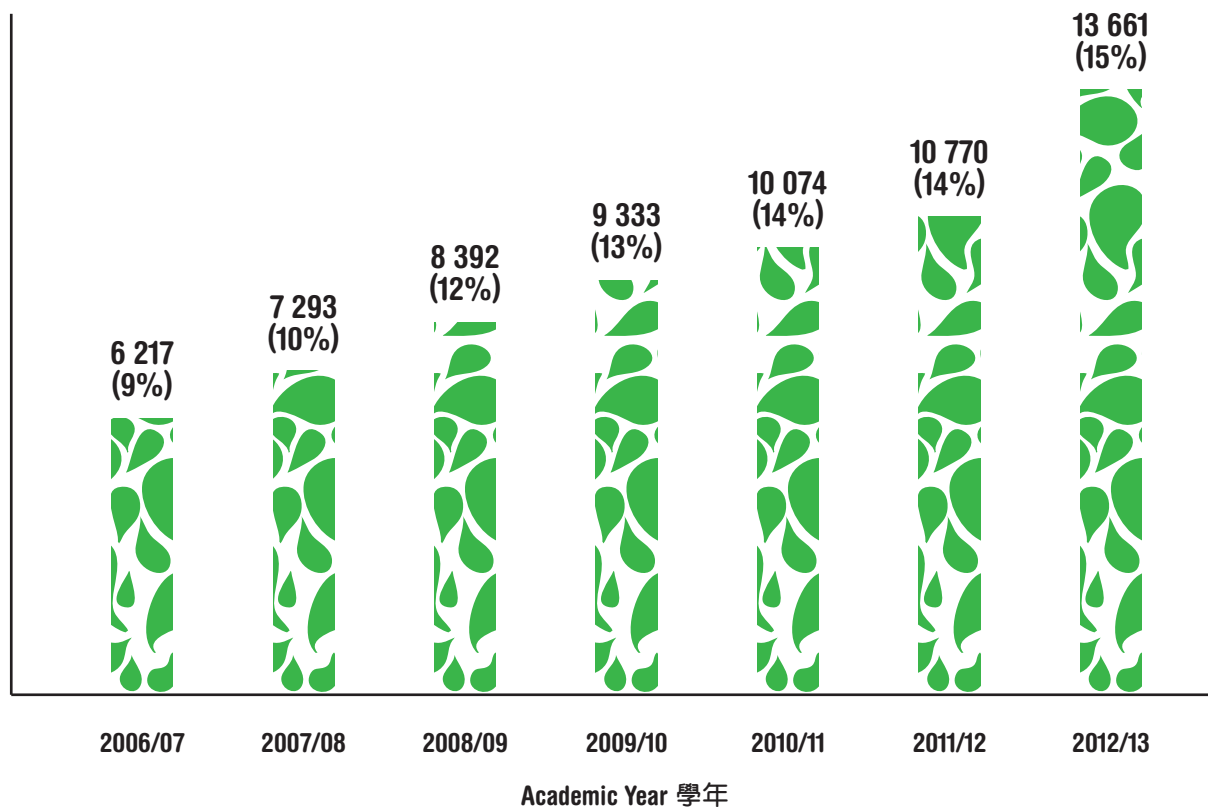
在招收非本地學生方面，資助院校錄取非本地學生修讀公帑資助課程（包括副學位、學士學位和研究院修課課程）的收生限額為20%。近年院校的非本地學生比例持續上升，詳見下圖：

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**Chart 3: Non-local Student Enrolment (Headcount) of UGC-funded Programmes, 2006/07 to 2012/13**

圖三：2006/07至2012/13學年修讀教資會資助課程的非本地學生人數

No. of Student (Headcount)  
學生人數



Notes: 1. Figures in brackets denote percentages of non-local students to total student enrolment.  
2. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

註： 1. 括號內的數字是非本地學生佔學生總人數的百分比。  
2. 為配合新學制的實施，院校在2012/13學年同時取錄新學制及舊學制的學生。

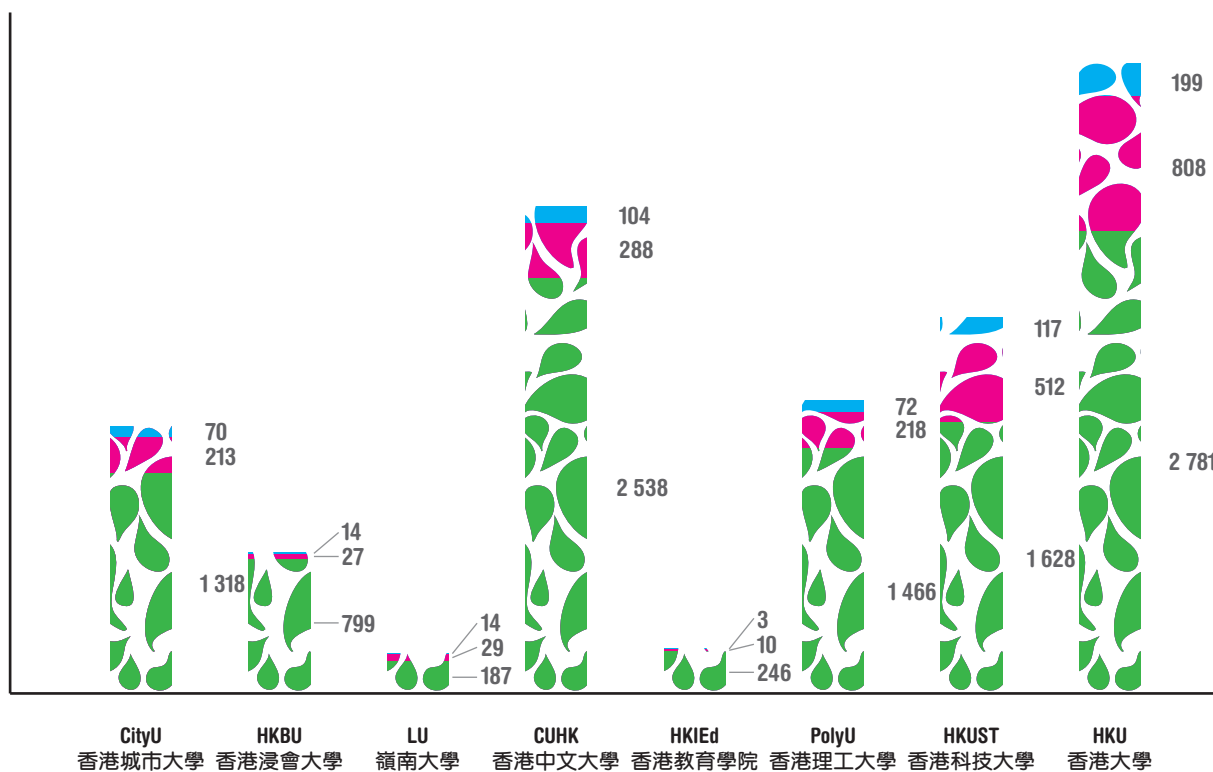
In 2012/13, the eight institutions recruited a total of 4 104 first-year-first-degree (FYFD) non-local students from the Mainland and other places, accounting for about 14% of the planned intake. It is certainly a leap from the 1% and the 10% as recorded in 2000/01 and 2006/07 respectively.

在2012/13學年，八所院校一共錄取了4 104名來自內地及其他地區的學生修讀第一年學士學位課程，約佔計劃收生人數的14%，遠高於2000/01學年的1%及2006/07學年的10%。

Chart 4: Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution and Place of Origin, 2012/13

圖四：2012/13學年按院校及學生原居地劃分的教資會資助課程非本地學生人數

No. of Student (Headcount)  
學生人數



■ The Mainland of China 中國內地 ■ Other Parts of Asia 亞洲其他地區 ■ The Rest of the World 其他地區

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Chart 5: Distribution of Outgoing Exchange Students by Destination, 2011/12

圖五：2011/12學年按目的地劃分的離港交流生比例

