

INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA

國際化及與內地加強連繫



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In an age of rapid globalisation and intense regional and international competition, 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 dialogues, the UGC and the institutions have achieved better understanding on the importance of the two initiatives and the best practices in pursuing them, having regard to institutional autonomy and the institutions' plans and policies that are already in place.

After completion of the strategic dialogues, the UGC has identified a number of strengths of the institutions 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, there are tremendous opportunities for institutions to further develop the two initiatives.

In order to motivate the UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme (involving funding from the Education Bureau, UGC and the eight institutions) of \$30 million to support four new initiatives on internationalisation

在全球化急速擴展及地區和國際競爭加劇的年代，教資會認為，走向國際化及加強與內地的連繫，對香港未來至為重要，各教資會資助院校均應積極落實相關工作。

為了就國際化及與內地加強連繫的相關工作擬訂未來路向，並定出落實優次，教資會在2012年與大專校長會及各院校展開了一系列策略性對話。在尊重院校自主並顧及院校現有計劃和政策的前提下，教資會與院校藉策略性對話，就上述兩個方針的重要性及相關良好做法，取得進一步共識。

策略性對話結束後，教資會確認院校在落實兩個方針方面各有所長，這主要體現於出色的領導層、來自世界各地的教學人員、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，各院校仍有很大空間循這兩個方針進一步發展。

為了鼓勵資助院校更銳意落實國際化，以期把該概念融入整個教資會界別的文化與思維，教資會推出了由三方撥款的資助計劃（撥款來自教育局、教資會及八大院校），資助額達3,000萬元，在2013/14及2014/15學年支援四項有關國際化的新措施。該四項源

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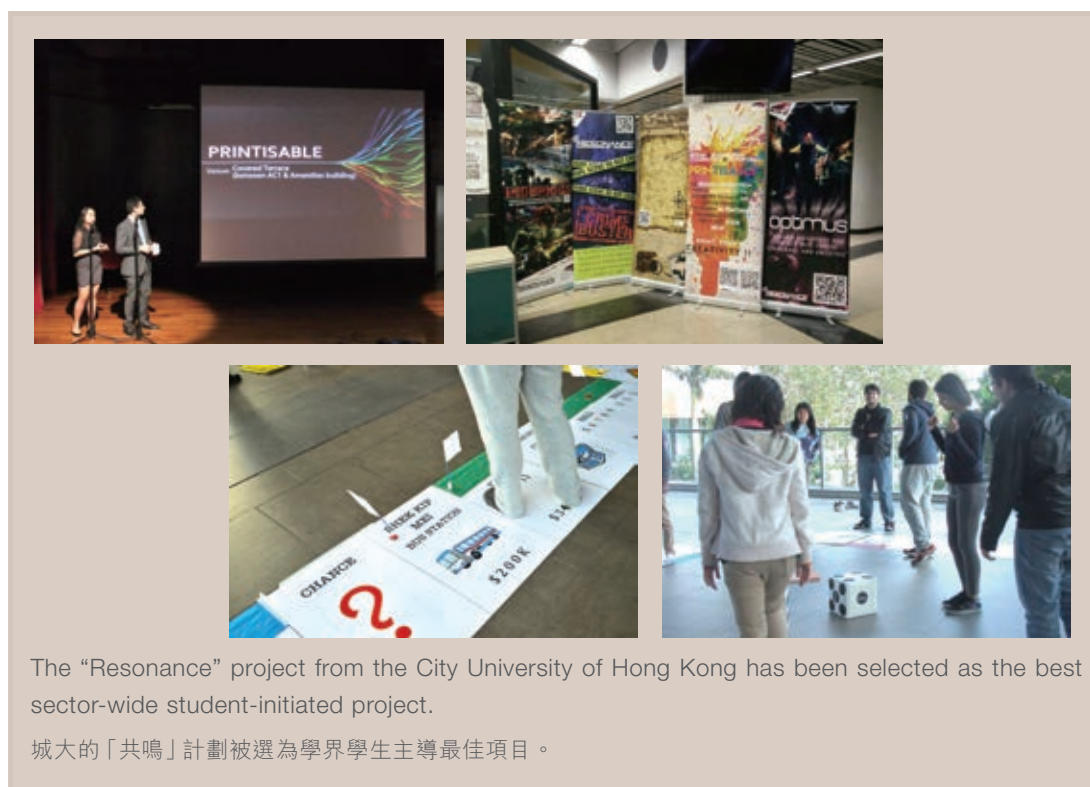
in the 2013/14 and 2014/15 academic years. Four initiatives originated from the strategic dialogues have been implemented. First, funding was provided for student-initiated projects that encouraged multi-cultural integration. Responses from students were encouraging and a total of 94 projects were. Of eight best projects nominated by the institutions themselves, the UGC selected the “Resonance” project from the City University of Hong Kong to be the best sector-wide project. “Resonance” was a six-month project involving organisation of five events selected from proposals originated from students on an event day, including games requiring science and forensic knowledge, 3D printing design workshop and competition, treasure hunt, life-size monopoly, etc. More than 200 local and non-local students participated in the project, of which around 80 were organisers and volunteers. Secondly, the UGC has helped to promote Hong Kong's higher education sector as a united entity by taking the lead in setting up a Hong Kong Pavilion in international conferences. By the end of 2014/15 academic year, the Hong Kong Pavilion has been set up in five international education conferences. They are the Asia-Pacific Association for International Education (APAIE) 2014 held in Seoul in March 2014, the NAFSA: Association of International Educators (NAFSA) Annual Conference & Expo 2014 in San Diego, California in May 2014, the European Association for International Education (EAIE) Conference 2014 in Prague in September 2014, the APAIE 2015 in Beijing in March 2015 and the NAFSA 2016 Annual Conference & Expo in Boston in May 2015. Similar pavilion will also be set up in the EAIE Conference in Glasgow in September 2015. Thirdly, a sector-wide search engine has been established at www.hotcoursesabroad.com/hongkong/ and www.studyinhongkong.edu.hk to provide

自策略性對話的措施已相繼落實。第一，教資會資助由學生主導、鼓勵多元文化融合的項目或計劃。學生對此反應良好，共有94個相關項目獲得資助。教資會在分別由八間院校提名的八個優秀計劃之中選取了城大的「共鳴」計劃為學界最佳項目。「共鳴」計劃為期六個月，在活動日舉辦五個源自學生的項目，包括考驗科學及鑑證知識的遊戲、三維打印設計工作坊及比賽、尋寶遊戲及真人大小的「大富翁」遊戲等。超過200名本地及外地學生參與活動，當中約80人協助組織工作或擔任義工。第二，教資會在國際博覽會中設立香港館，推廣整個香港高等教育界。截至2014/15學年，教資會已於五個國際博覽會設立香港館。這些博覽會包括2014年3月於韓國首爾舉行的2014亞太國際教育協會年會、2014年5月於美國加州聖地牙哥舉行的2014美洲教育者年會暨教育展、2014年9月於布拉格舉行的2014歐洲國際教育者年會、2015年3月於在北京舉行的2015亞太國際教育協會年會以及2015年5月在波士頓舉行的2015美洲教育者年會。教資會亦會在2015年9月於格拉斯哥舉行的歐洲國際教育者年會設置展館。第三，教資會在網頁www.hotcoursesabroad.com/hongkong/及www.studyinhongkong.edu.hk設立跨院校搜尋器，讓有可能來港就讀的學生更易搜尋有關資訊。第四，教資會透過提供資助，為學生（特別是無法應

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easier access to information for prospective students. Fourthly, more exchange opportunities for students, in particular those who lack the means to travel abroad, were introduced through the provision of subsidies. Each eligible student was provided with a subsidy up to \$15,000 to go on exchanges. The UGC hoped that these initiatives would help bring long-term policy changes to strengthen the development on this front.

付外遊開支的清貧學生) 提供交流機會，每名合資格學生最多可獲資助1.5萬元參加交流。教資會期望上述新措施有助院校調整其長遠政策，促進這方面的發展。



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

除了學生交流活動外，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、較長時間的實習及遊學等。

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 by level.

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、學位和研究院修課課程)的收生限額，定於各級核准學額指標的20%。

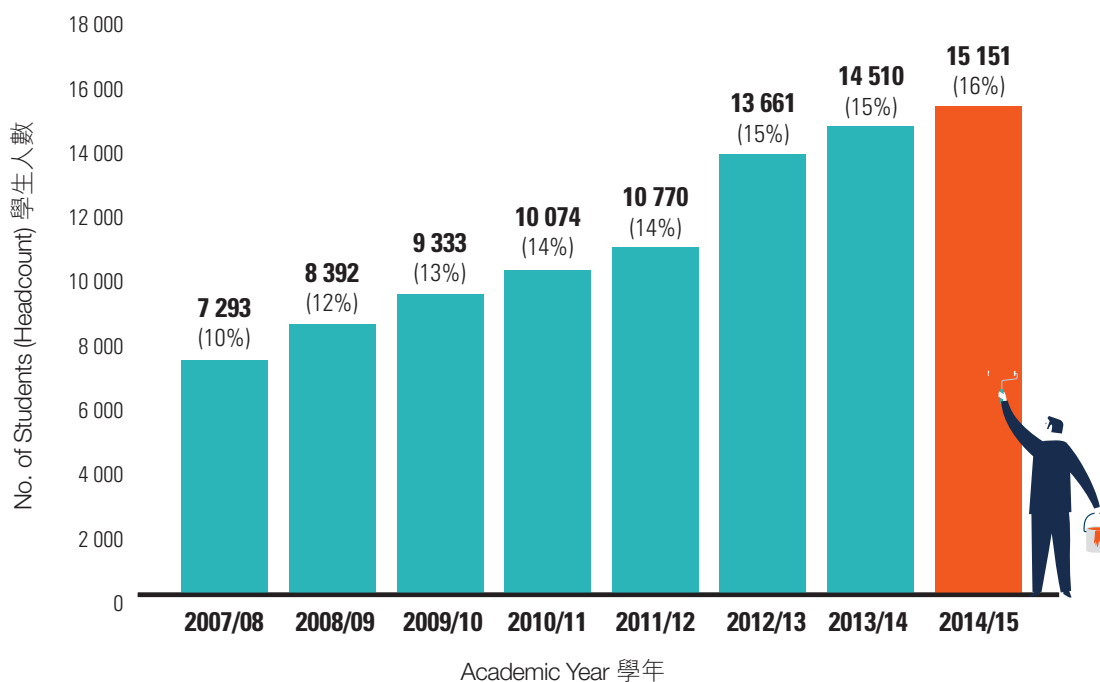
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In 2014/15, the eight institutions recruited a total of 2 560 first-year-first-degree (FYFD) non-local students from the Mainland and other places, accounting for about 17% of the planned intake. It is certainly a leap from the 1% and the 10% as recorded in 2000/01 and 2006/07 academic years respectively.

2014/15學年，八所資助院校一共錄取了2 560名來自內地及其他地區的非本地學生修讀第一年學士學位課程，約佔計劃收生人數的17%，遠高於2000/01學年的1%及2006/07學年的10%。

Chart 1 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes, 2007/08 to 2014/15

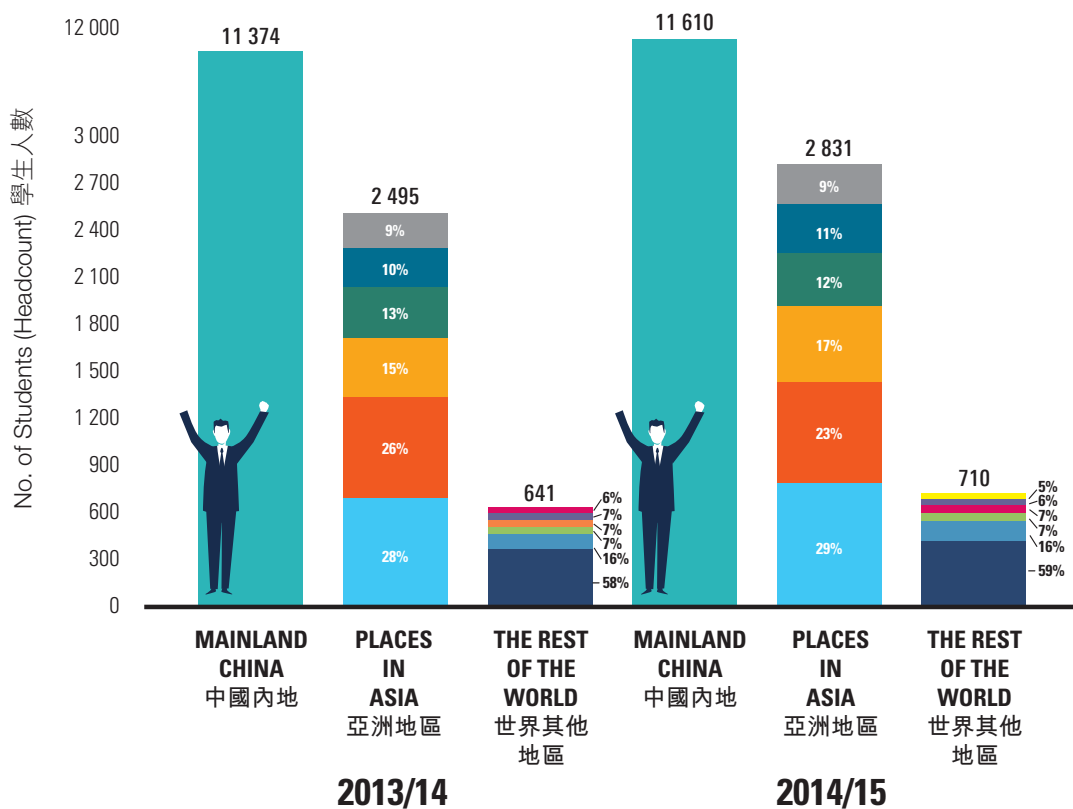
圖一： 2007/08至2014/15學年修讀教資會資助課程的非本地學生人數



- Note: 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。

Chart 2 : Non-local Student number by place of origin, 2013/14 and 2014/15

圖二： 2013/14及2014/15學年按學生原居地劃分的教資會資助課程非本地學生人數



Mainland China 中國內地

Places in Asia other than the Mainland of China 亞洲地區

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

The Rest of the World 世界其他地區

Canada 加拿大 France 法國 Germany 德國 Italy 意大利 Portugal 葡萄牙
USA 美國 Others 其他地區

Chart 3 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution and Place of Origin, 2014/15

圖三： 2014/15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

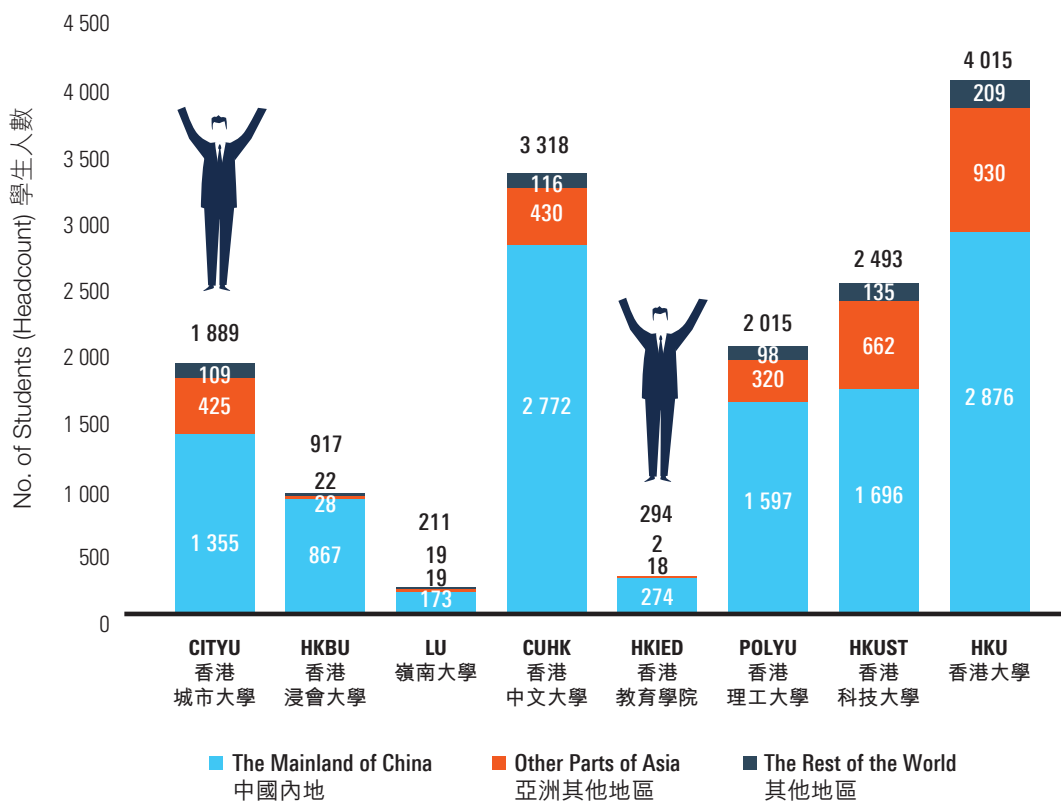


Chart 4 : Distribution of Incoming Exchange Students by Place of Origin, 2013/14

圖四： 2013/14學年按原居地劃分的來港交流生比例

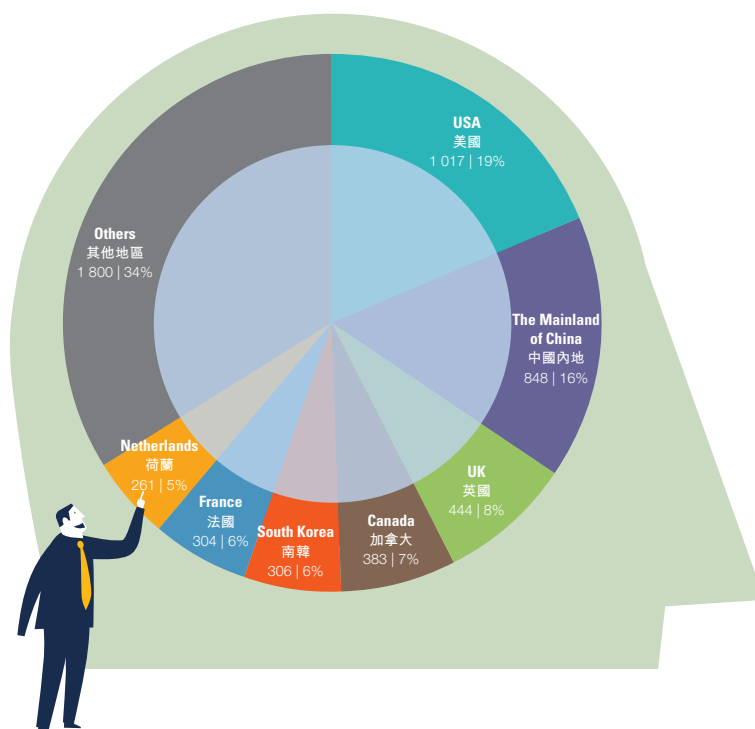


Chart 5 : Distribution of Outgoing Exchange Students by Destination, 2013/14

圖五： 2013/14學年按目的地劃分的離港交流生比例

