

CHAPTER FIVE

RECOMMENDATIONS AT THE SYSTEM LEVEL

The development of Hong Kong as an education hub of the region is a complex issue related to the internationalization of higher education and its impact goes beyond higher education to society as a whole. With reference to the findings presented in the previous chapters, this chapter discusses the issues and implications at the system level. These fall into three policy areas impacting on different sectors of society: (1) the strategic issues and structural arrangements; (2) the higher education policy; and (3) support from other sectors of society.

5.1 Strategic issues and structural arrangements

The complexities of the internationalization of higher education lie in its various underpinning rationales, strategies, benefits and risks to HEIs and the wider society of Hong Kong. The high-level inter-bureau Steering Committee chaired by the Chief Secretary for Administration has been operational since 2006 to examine strategic issues related to the development of Hong Kong as an education hub.

5.1.1 Strategic issues

The current moment is critical for Hong Kong to position herself as a key presence in the world map of higher education in face of the rising global demand for international education and the keen competition with other higher education exporting countries. Taking together the recent policy development (Chapter 4), the strategies recommended by various stakeholder groups (Chapter 4) and information about policies and practices of other higher education exporting countries (Chapter 1), the project team recommends the Steering Committee be more proactive in the following strategic issues:

- a. Clarifying the aims of the development of Hong Kong as the regional hub of education;
- b. Leading policy formulation in the internationalization of higher education and linking this policy to land policy, immigration, economic development, trade plans and other relevant social policies;
- c. Co-ordinating various sectors of the territory to support the development of Hong Kong as an education hub, including the higher education sector,

government and non-government executive bodies, other relevant industry and service sectors, etc.;

- d. Entering into policy dialogues and international agreements related to higher education policy, for example in the form of a Memorandum of Understanding, at the Government-to-Government (G-to-G) level, etc.; and
- e. Monitoring and evaluating the progress of various facets of the development of Hong Kong as an education hub, and the community reaction to it.

5.1.2 Structural arrangements

It is recommended that the Inter-bureau Steering Committee acting as a leading and co-ordinating body meet regularly to oversee coherence in the complex formulation and implementation of various policies and measures. The provision of additional resources is essential to enable the different government and non-government executive bodies to undertake corresponding measures recommended in this chapter.

Under current arrangements, it is recommended that the promotion of Hong Kong's higher education services to non-local stakeholders can be enhanced by the concerted efforts of the EDB, HUCOM, HEIs, and HKTDC.

5.1.2.1 Establishing a designated agency

In the long run, the Steering Committee can also take the lead to consider the desirability and the possible time frame of setting up a designated agency which co-ordinates the implementation of policies and measures related to the development of Hong Kong as an education hub with focus on promoting Hong Kong's higher education services to non-local markets. One of the possible options is to form a designated agency like British Council, Australian Education International and Singapore Tourism Board with a formal and central role to facilitate the goal of exporting Hong Kong higher education. This agency can be supported by all the interested parties including the HKTDC, Hong Kong Tourism Board, Hong Kong HEIs, the EDB and the industry. This will be a crucial step to establish and promote Hong Kong as a regional education hub. The major responsibilities of this agency are as follows:

- a. **Undertaking generic promotion abroad:** One of the major responsibilities of the designated agency is to undertake generic promotion abroad on behalf of the Hong Kong HEIs and training industry to carry out the following activities:

- Promoting and marketing Hong Kong Education overseas,
 - Developing the education export market as a leading services sector,
 - Promoting Hong Kong education and training services in partnership with the industry,
 - Coordinating promotion of the industry with broader international education activities and government-to-government education programs,
 - Developing a coordinated approach to promote higher education at both the government and national levels,
 - Aiding more quality educational institutions in Hong Kong to develop their business and set up campuses overseas, and
 - Attracting more internationally renowned educational institutions to set up campuses in Hong Kong.
- b. Collaborating with other institutions and organizations:** The designated agency can serve as an agent in collaboration with UGC-funded HEIs to provide services for international students, ranging from orientation programmes for new non-local students to help them assimilate into the new environment and to education counseling services for students who would like to learn more about available courses in Hong Kong. There is also a facility for student feedback that would serve to enhance the educational experience for the international student community. It can also provide a walk-in facility for non-local students looking for the services mentioned above.

The designated agency can also team up with the international organizations such as the Overseas Students' Association to provide student members with opportunities to develop and foster intellectual, cultural, social athletic and recreational interests and skills. Main duties include providing education counseling services; orientation programmes for international students and collecting student feedback.

Alumni associations are important tool in this exportation of higher education exercise as people networking and word of mouth are important channels of information dissemination reported by the respondents in the target market. Therefore, the designated agency may examine how it can gain most values from further fostering alumni relations in the context of Hong Kong.

In addition, the agency can collaborate with local educational consultants and

agents. According to the studies of the target markets, local educational consultants or agents are acknowledged as the key partners in promoting international education. The designated agency may consider providing training and qualifying programmes for agents and, where possible and appropriate, extend training opportunities to other target markets.

- c. **Establishing a quality database:** The designated agency can establish a free up-to-date and user-friendly quality database of Hong Kong education information for the general public in the target markets. The key target audiences will include educational stakeholders such as prospective non-local students, parents, representatives from the industry and other interested individuals and organizations. The database can be advertised by an English-Chinese bilingual website of the designated agency on Hong Kong education with links of individual UGC-funded HEIs, the EDB and other agents/partners in Hong Kong.

The website can help disseminate detailed information on issues and concerns about studying in Hong Kong including niche and uniqueness of Hong Kong higher education, introduction to the education system as a whole with general admission requirements, scholarships, assistantships, job opportunities, diet and leisure etc. It is important to highlight the curriculum and instruction features of all UGC-funded and non-UGC-funded programmes and contact details and websites of individual institutions in Hong Kong. Lastly, the website can be served as a platform for information exchange and advertising programmes via broadcasting in television and radio channels especially in the target markets.

- d. **Engaging in research and strategic development:** In line with the call and commitment to make Hong Kong as an emerging destination for internationalization of higher education, the designated agency can collaborate with representatives from all HEIs to conduct market research. The research can be on understanding the fast changing push-pull factors affecting the student choice of countries for overseas study especially in the target markets. For example, possible relating topics include the changing demographics and programme profiles of the target markets. Besides, needs analysis studies may also be conducted with reference to the international and domestic environments in these markets. Research projects can aim at articulating the objectives of generic promotion of Hong Kong as a society choice for study and addressing the issues of concern to the broader industry and community.

Additionally, the designated agency can continue to engage in research and strategic development. To make Hong Kong education brand marketable and competitive, a multi-year strategic plan proposed highlighting the various aspects of Hong Kong's comparative advantages in international education services is critical. The plan can study and recommend strategies by which Hong Kong positions itself in the medium term, the appropriate types of assistance for providers and sectors, and reflect available resources.

The designated agency can also engage in developing education industry especially in the areas of brand and communications positioning, global trend and competitive analysis, upgrading industry capabilities and crisis management. Examples are advertising and publicizing Hong Kong education brand, establishing multi-links with higher education institutions in overseas. The designated agency can also provide more commercial services of direct benefits to individual providers where these service types are consistent with its objectives and missions, subject to the resolution of funding issues.

- e. **Developing a formal performance management framework:** Finally, to help the designated agency to better articulate its objectives, it can develop a formal performance management framework endorsed by the Government to provide a basis for a stronger transparent partnership with the industry. This framework can involve developing suitable high level stretching outcomes as well as intermediate objectives in promoting and marketing Hong Kong higher education overseas.

5.2 Higher education policy

It is important to keep in mind that, although policies and practices of other exporting countries (Chapter 1) provide further insights for higher education policy, the recommendations for the higher education sector in this section have to be considered in the context of the changing academic structure in Hong Kong. The government has to ensure that the various higher education policy units / committees in the EDB, the HUCOM, the UGC (including the "3+3+4 Group" formed in January 2008) are mutually informed about each others' work. Besides, it is necessary for the government to ensure coherence between the development of Hong Kong as an education hub and the transition of higher education to the "3+3+4" academic structure.

5.2.1 Enhancing the international competitiveness of Hong Kong's higher education

To be a regional education hub, the higher education sector needs to build on its existing high quality and good reputation, strive for sustainable improvement, and ensure that the higher education service is internationally competitive especially when compared to the higher education services of other exporting countries. As shown in Chapter 1, where the effort made by Australian and Singaporean governments to attract non-local students to study in their higher education institutions is described, Hong Kong lags behind these two exporting countries in terms of its level of research funding as a share of GDP, and the percentage of its local population getting access to full-time studies at the Ug level.

5.2.1.1 Increase in research funding

To enable Hong Kong's higher education service to be internationally competitive in order to attract non-local students at the RPg level of study, an increase in research funding is necessary.

5.2.1.2 Increase in undergraduate enrolment rate

Singapore, by its expansion of subsidized university places (Chapter 1) and its strategic move in recruiting overseas students sets an example that emphasizes the importance of providing access to higher education to a significant portion of the local student population, with a proper mix of local and non-local students in HEIs. There is a need for Hong Kong's higher education sector to review the current situation that 18% of the local student population at the relevant age-group gets access to 14,500 publicly-funded first-year Ug places. An increase of the Ug enrolment rate is recommended. An increase in public funding of higher education at the Ug level and the development of private universities are ways to raise the Ug enrolment ratios.

5.2.2 Increasing admission quota for non-local students

The increase in admission quotas of non-local students from 10% to 20% of the approved student numbers for publicly funded programmes from the 2008-2009 academic year is an important step forward to expand the non-local student population size. It is recommended that a further increase in the admission of

non-local students (if appropriate at all) could be done by increasing the total number of UGC-funded places while keeping the admission quota of non-local students at the 20% level.

At the operational level, while the additional student number targets fall outside the UGC-funded places, the increased admission quota for non-local students may lead to a concentration of non-local students in those highly competitive programmes that are very attractive to both local and non-local students. Consequently, it is worthwhile to consider the desirability of limiting the extent of (over) enrolment of non-local students in highly competitive programmes. This will help ensure that the admission of non-local students is less likely to reduce the chance of local students getting admitted to these programmes, and that a proper mix of local and non-local students will result in these programmes. Besides, it is recommended that the aforementioned increase in the total number of UGC-funded places can be skewed towards UG places in these highly competitive and highly attractive programmes..

As apparent in the current composition of the non-local student population, the predominant number of students are from the Chinese Mainland (Chapter 3). There needs to be a review of this situation and measures put in place to attract non-local students from the other Asian countries and other parts of the world to fully utilize the increase in admission quota from the 2008/09 academic year onwards.

5.2.3 Increasing student accommodation

Hostel life is an integral part of university education. Inadequate hostel accommodation is a constraint on the export of Hong Kong's higher education (Chapter 4). The government and HEIs are already aware of the urgent need of finding ways to accommodate non-local students. Measures like the building of more hostels, the construction of "joint hostels", provision of accommodation subsidies, are being considered and some need to be in place as soon as possible. In the process, the needs of specific non-local student groups, e.g. non-local students with spouse / family, have to be accommodated.

It is considered that hostel life in different HEIs can constitute worthwhile experiences in the long run for both local and non-local students and reflect the unique characteristics of individual HEIs in a diversified higher education system in Hong Kong.

5.2.4 Maintaining quality assurance of higher education

To enable Hong Kong's higher education service to be competitive in the international arena and to enhance the sustainability of its exports, the quality assurance of higher education is vital to the credibility of higher education services in the Asian countries. Quality assurance mechanisms and measures of the higher education sector at the institutional and system levels play a crucial role in maintaining the high standard of Hong Kong's higher education service (Chapter 4).

Drawing experience from recent controversies over quality issues related to Associated Degrees, it is recommended that the higher education sector sustains and enhances the quality assurance responsibilities of the QA Council, the HKCAAVQ, the JQRC, and the NLHPEC. Two aspects are especially important. First, it is recommended that relevant bodies enhance quality assurance measures in regard to the international dimension of higher education such as programme and organizational dimensions of HEIs related to the recruitment of non-local students, their studies and different aspects of life, etc. Second, it is important to provide clear, full and reliable information about HEIs and their programmes as well as about the quality assurance system to local and non-local stakeholders.

5.2.5 Qualifications recognition, credit transfer system and partnership arrangements

Financial assistantship, qualifications recognition, the presence of credit transfer systems across HEIs and across borders are regarded as critical issues of concern (Chapter 4). It is recommended that the government enters into policy dialogues and international agreements regarding these issues in the form of a Memorandum of Understanding with the Ministry of Education of selected Asian countries at the Government-to-Government (G-to-G) level. The dialogues and agreements can cover broad issues like reciprocity in government-sponsored overseas studies between Hong Kong and the selected Asian countries, qualifications recognition, licensure for professional practice, credit transfer systems, and partnership between higher education sectors.

With the international agreements at the G-to-G level, the HUCOM can take the lead to hold regular higher education forums which provide a platform for Hong Kong's higher education service providers and key universities and post-secondary

institutions of selected countries to negotiate the aforementioned issues at more operational levels.

5.3 Support from other sectors of society

The development of Hong Kong as an education hub goes beyond the concern of the higher education sector. We learn that Hong Kong itself has attractions to non-local students and there are a number of inadequacies of exporting Hong Kong's higher education that need to be overcome by the concerted efforts of the higher education sector and other sectors of the wider society (Chapter 4).

5.3.1 Sustaining Hong Kong's attractions to non-local students

Various stakeholder groups viewed that Hong Kong has its strength as a first-class international city which possesses economic, political, social and cultural attractions to non-local students. Policies and measures, taken by the government and other sectors of the wider society to make Hong Kong a good place to live in, such as combating air pollution, keeping Hong Kong clean and enhancing freedom of speech, are necessary (Chapter 4).

5.3.2 Creating facilitating conditions to attract non-local students to study in Hong Kong

Various stakeholder groups (Chapter 4) recommended financial support in the form of scholarships and / or bank loans, work during studies, internship opportunities, stay after graduation as facilitating conditions that attract students from the Asian countries.

Since the promulgation of the 2007 Policy Address, the government's setting up of an endowment fund for scholarship provision, employment-related initiatives and measures for retaining non-local students to stay and work in Hong Kong help create facilitating conditions to attract non-local students from the Asian countries.

Beyond the public sector, other sectors can also be involved in creating facilitating conditions for non-local students to pursue studies in Hong Kong. Such involvement includes support from the banking sector by offering loans to non-local students with financial need and support from industry and service sectors to provide internship opportunities for non-local students.

5.3.3 Promoting community understanding and social integration

The creation of these facilitating conditions involves adjustment to government policies regarding population and immigration, and support from other sectors of society, because they will have profound impact on both the higher education sector and the wider society of Hong Kong. Community reaction needs to be carefully considered.

Measures need to be undertaken to prepare the community for these changes and ensure its readiness to integrate non-local students into different walks of local life during and after their studies in Hong Kong. It is necessary to promote the local community's understanding of the rationale and potential benefits of the internationalization of higher education, its related policy changes and its impact on various sectors of the local community.

Measures such as local home-stay arrangements for non-local students and other forms of community activities that encourage the social integration of local students / citizens and non-local students can be taken to provide incentives for the integration of non-local students into the different walks of life of the local community. The change in population composition engendered by the development of Hong Kong as an education hub will have profound impact on the wider society. However the integration of non-local students during their studies and after their graduation into the different walks of life in Hong Kong is very important to the harmony of society.

5.4 Summary

To facilitate developing Hong Kong as an education hub in the region, this chapter has made recommendations regarding different policy areas at the system level, namely strategic issues and structural arrangements, the higher education policy, as well as social policies and support from other sectors of society.

CHAPTER SIX

RECOMMENDATIONS AT THE INSTITUTIONAL LEVEL

With reference to the findings in previous chapters, this chapter makes recommendations at the institutional level for the development of Hong Kong as a regional education hub. They are divided into three groups: (1) organizational recommendations (2) programme recommendations about language policy and other similar issues; and (3) recommendations which address the social and cultural needs of non-local students.

6.1 Organizational dimensions

6.1.1 Position-taking of individual HEIs

International higher education has been increasingly seen as a global positional commodity that facilitates people's mobility and changing identity. The global capacity of an individual HEI depends on its global position and its position-taking (Marginson, 2006). Hong Kong HEIs in general have already been taking an active role in upgrading their global position and positioning themselves in the policy context of developing Hong Kong as a regional education hub. They recruited 6217 non-local students in 2006/07 (Chapter 3). Self-financed programmes offered by some UGC and non-UGC-funded institutions also succeeded in attracting a handsome number of non-local students (Chapter 3). Considerable progress in global capacity among the HEIs since the Chief Executive's visioning of Hong Kong as an education hub in 2004 is evident.

Currently most of our non-local students come from the Chinese Mainland and a few are from the Asian countries (Chapter 3). However, there are global competition forces in development of education hub in the Asian countries, especially from adjacent regions such as Singapore and Australia.

It is recommended that individual HEIs take a further in-depth analysis of the existing and potential strengths of their institutions so as to develop strategic positioning plans and optimize their potentials in the global operation. These include, for example, researching the choices of Asian countries for specific programmes, examining the modes of exporting their programmes and developing strategies of

market entry into selected Asian countries. To different HEIs, their positioning and strategies may be different.

6.1.2 Collaboration among institutions to build the image of HK higher education

Despite the fact that three universities in Hong Kong ranked in the *Times Higher Education Supplement* among the world's top 100 universities in 2007, findings of the present study show that Hong Kong's higher education is virtually invisible in some Asian countries (Chapter 3). It appears that the attractiveness of an HEI not only depends on its own reputation but also on the overall perception of the quality of higher education in its country because many students tend to separate countries rather than institutions into reputation tiers (OECD, 2004). The literature shows that some higher education exporting countries have their own organization to promote their higher education overseas. For example, Universities UK has worked with its 131 partner universities and encourages them to share findings and skills with business (Universities UK, 2007). The concerted effort of the institutions is beneficial to the promotion of the overall image of higher education services.

It is recommended that HEIs could create more regional opportunities in Hong Kong to enhance the visibility of the academic excellence of Hong Kong's HEIs and establish the image of Hong Kong higher education. For example, more inter-institutional, regional conferences could be organized in Hong Kong to disseminate regional research outputs and professional products. Hong Kong HEIs could collaborate to host more seminars and conferences with international schools of APEC and ASEAN countries so as to develop a leading position for Hong Kong's higher education services in the region.

6.1.3 Developing shared vision among stakeholders

Effective implementation of the internationalization of higher education in an HEI requires a shared vision among its stakeholders at different levels. There was concern that all academic staff had developed the same perspectives of internationalizing of higher education as their senior management. Local students' attitudes towards internationalization were also in question as some inbound students reported difficulties in integrating with local students (Chapter 4).

It is understandable that different stakeholders vary in their departure points when Hong Kong is in a transition period of internationalizing its higher education. To

facilitate the development of a shared vision, it is recommended that multiple channels such as forums, surveys and chat rooms need to be organized for all stakeholders in the institutions to deliberate and debate on their views and plans about bringing in non-local students to the campus. Some major issues that need to be discussed are:

- a. The integration of an international dimension involves not only change of perspectives but also resources. What are the incentives and support to integrate the international dimension to those courses that already have excessive demand from local students?
- b. There are various purposes in exporting higher education services. Is it for profit-making, is it for attracting talent to Hong Kong or for nurturing global citizenship?
- c. Non-local students tend to have concentrated enrollment in specific disciplines in the universities. What is an equitable balance between non-local and local students in the same high demand courses and institutions?
- d. While more diversity is envisaged for the campus, there are different views concerning the medium of instruction (MOI) in HEIs among different stakeholders. What are the guiding principles for the choice of MOI at the module, programme and institutional levels?

6.1.4 Establishing communication networks between institutional units for international education

In response to the internationalization of higher education, most HEIs have developed international offices or centres to support international education. Given the rapid development of international education in recent years, various units have been established in the HEIs for the management of UGC-funded undergraduate and postgraduate programmes, student exchange as well as programmes in the CPE arms (Chapter 3).

To facilitate the planning, marketing and implementation of international higher education, it is recommended that more communication networks between the institutional units for international education have to be developed. It is expected that the intra and inter-institutional collaboration for international education in HEIs

can be enhanced when there is an efficient information flow. This will also improve the liaison between the HEIs and relevant government / non-government and executive bodies which co-ordinate policies and resource provision for the internationalization of higher education.

6.2 Programme dimensions

6.2.1 Developing a flexible MOI policy

The use of English as a medium of instruction is commonly accepted as important in all HEIs in Hong Kong and institutions have been proactive in developing a MOI policy that is aligned with their strategic development plans. However some of the non-local students from selected Asian countries indicated a concern over the quality of the language proficiency of some academic staff and they found Cantonese the dominant language used by the local students (Chapter 4).

Institutional capacity in English is essential to effective international higher education. At the same time, the importance of Putonghua has been pointed out as it is spoken by more than one billion people (Marginson & van der Wende, 2007). With its unique position as a city where East meets West, it is important that HEIs can optimize their potential to attract non-local students by providing an English-rich and Putonghua-rich learning environment in the campus.

It is recommended that HEIs develop a flexible MOI policy as to whether English, Putonghua or Cantonese be used as MOI at programme level so as to maximize the niches of individual programmes in their institutions and cater for the needs of both local and non-local students. For example, different MOIs can be adopted in different modules or programmes in an institution. Language courses and courses on academic writing can be provided to non-local students whose mother tongue is non-English. The provision for non-local students to do internship or practicum in their home countries will help overcome the language barrier problems in certain programmes.

6.2.2 Developing flexible programmes, delivery modes and tuition fees system

The proposed '3+3+4' academic system, which comprises a three-year junior, three-year senior secondary education and a four-year Ug degree, requires students to spend one more year in the undergraduate studies as compared with the current '3+2+2+3' British academic structure (Secondary One to Three, Secondary Four to Five [HKCEE], Secondary Six to Seven [A level] plus a three-year Ug degree).

Many HEI stakeholders expressed their worries that the change of the academic structure will make Hong Kong higher education studies more costly and less attractive, especially to those students in Malaysia and India because they adhere to the British education structure (Chapter 4)

To enhance the attractiveness of Ug studies when the '3+3+4' academic structure exerts its impact on Hong Kong's HEIs in 2012, it is recommended that institutions devise flexible programme structure and delivery modes, which go with a flexible tuition fees system to accommodate both students' learning needs and financial considerations. Credit exemption for studies of A-levels in students' home countries and a modular system are some possible measures to reduce the length of study in Hong Kong. Financial subsidies such as scholarships and studentships can be introduced to attract talented students in developing countries. Twinning programmes, mixed modes of distance education with interactive internet-based delivery mode and some form of face-to-face pedagogical or administrative contact can also reduce the cost for non-local students. Nevertheless, related funding implications of such measures to the HEIs need to be properly addressed.

6.3 Social and cultural dimensions

6.3.1 Raising multicultural awareness and social support

While the security of the campus in Hong Kong has been highly praised by non-local students, some inbound students from the Asian region suffered from being homesick, voiced concerns about social integration and the lack of their familiar diets (Chapter 4). Multicultural awareness needs to be raised in the campus and social support to non-local students needs to be enhanced to attract overseas students. This could be done through formal and informal curricula. It also needs to involve the cultural awareness of academic and administrative staff, as well as the local students and the community at large.

It is recommended that a whole-campus approach should be adopted to promote multicultural awareness and social support to non-local students.

- a. The perspective of being multicultural as a comparative advantage for HEIs needs to be nurtured among academic and administrative staff, supporting services providers and local students in the campus. Multicultural education modules, which develop deeper understanding of one's own culture and cultural identity, as

well as racial and cross-cultural consciousness and the respect of cultural diversities, can be promoted in the formal curriculum such as General Education.

- b. Cohort dynamics has to be considered in the arrangement of tutorial groups and hostel assignments to promote cultural mix and build students' intercultural awareness, knowledge and competence. However, a delicate balance with non-local students' emotional need for companionship with their own ethnic groups needs to be considered.
- c. The Hindi and Islamic religious backgrounds of the students from the Asian countries need to be attended to. Prayers rooms need to be created on campus. More variations in the choice of food in the student canteens and the provision of information about ethnic restaurants can create a more inviting social environment for the non-local students.
- d. A Student Affairs Office (SAO) in the HEIs can play an active role in recruiting families for home-stay arrangements during holidays to ease students' homesick and help them enjoy their stay in Hong Kong.
- e. More inter-culturally sensitive activities for local and non-local students can be organized by the student unions or SAOs. International Student Clubs can be established to enrich students' cultural exposure and extend their social network.

6.4 Summary

To enhance the capacity of developing Hong Kong as an education hub and an exporter of higher education, seven recommendations are made to the HEIs from the organizational, programme, social and cultural dimensions. The HEIs should (1) develop strategic positioning plans in the global operation; (2) strengthen inter-institutional collaboration to build the image of Hong Kong higher education; (3) establish multiple channels for stakeholders to deliberate and develop a shared vision on international higher education, (4) establish communication networks among institutional units for an efficient information flow and better liaison, (5) develop a flexible MOI policy as to whether English, Putonghua or Cantonese be used as MOI at the programme level to cater for student needs, (6) devise a flexible programme structure, delivery modes and tuition fee systems, and (7) adopt a whole-campus approach to promote multicultural awareness and social support to non-local students.

CONCLUDING REMARKS

This technical report has presented the findings and recommendations of a preliminary study of the development of Hong Kong as a regional education hub. It covers an overview of the current situation of internationalizing and exporting higher education services in Hong Kong, the views of non-local students in selected Asian countries, the experiences of Singapore and Australia in exporting higher education services overseas, and an analysis of issues and challenges in exportation of higher education services. The analysis provides policy and strategy implications for making recommendations at both system and institutional levels in the hope that the prospect of Hong Kong's development as a regional education hub could be enhanced.

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