

Hong Kong - Shenzhen Education Cooperation

(Report Summary)

April 2009

A brief introduction to the course and results of the study

In March 2008, the Bauhinia Foundation Research Centre (BFRC) launched a research project entitled "Hong Kong-Shenzhen Cooperation in Education". BFRC Chairman, Mr Anthony Wu, acted as the Convenor of the project and set up a Study Group comprising 10 members. Dr Zhu Wenhui, Senior Research Fellow of BFRC, coordinated two research teams, namely the Department of Education Studies, Hong Kong Baptist University and the China Development Institute (Shenzhen-China) to conduct independent studies and produced relevant reports. Dr Zhu, after consolidating the research results of the two teams, compiled a main report. The research lasted for one year; interviews were conducted with Hong Kong and Shenzhen government officials, experts, scholars, education administrators and teachers. Questionnaire surveys were conducted with students and their parents. The Main Report and seven Thematic Reports on "Hong Kong-Shenzhen Education Cooperation" were produced after consulting the Study Group.

1. Background and emphases of the study

1.1 Since 2007, the Governments of Hong Kong and Shenzhen have reached a consensus to speed up cooperation and jointly build a world-class metropolis. This consensus has formed the basis of public opinions. Subsequent to the National Development and Reform Commission's announcement of "Framework for Development and Reform Planning for Pearl River Delta Region" in 2009, the issue of cooperation between Guangdong-Hong Kong and Hong Kong-Shenzhen has become a hot topic in the Annual Sessions of National People's Congress (NPC) and Chinese People's Political Consultative Conference this year. Premier Wen Jiabao advocated in the "Work Report of NPC Standing Committee" the needs to "constantly expand the depth and breadth of cooperation among Guangdong, Hong Kong and Shenzhen; speed up the construction of the proposed bridge connecting Hong Kong, Macao, and Zhuhai, direct rail link between Hong Kong International Airport and Shenzhen Airport¹, Guangzhou-Shenzhen-Hong Kong Express Rail Link and other infrastructure and open the Mainland service industries to Hong Kong and Macao". Against this background, a higher

¹ Firstly initiated by BFRC in its Study Report "Building a Hong Kong-Shenzhen Metropolis" released on 8 August 2007.

level of economic cooperation and interaction between Hong Kong and the Mainland are about to begin.

- 1.2 The subject of how to broaden the business development of the internationally advanced service industries of Hong Kong, including education and healthcare, by making reference to the experience of other developed regions and using market forces to promote the rapid development of advantaged industries, will be important in enhancing the overall competitiveness and sustainable development of Hong Kong. Against this background, the promotion of substantive cooperation in education between Hong Kong and Shenzhen appears particularly urgent and essential. From broader perspectives, through enhanced education cooperation, Hong Kong and Shenzhen will be able to establish a foothold in the field of education internationally. The objective of educational development in Hong Kong is to become an important regional education hub. Hong Kong has unique advantages to achieve this goal though it also faces difficulties and challenges. Partnering with Shenzhen just across the river will be an effective way to materialize enhanced education cooperation. Taking into account the special provisions of "one country, two systems", educational sovereignty and ideological considerations, coupled with the fact that education is related to the use of public funds, cooperation education between Hong Kong and Shenzhen is confronted with many challenges. The close cooperation between the two places is required in order to seek solutions.
- 1.3 The objectives of this study are, based on the common educational resources and the respective advantages of Hong Kong and Shenzhen, the status quo and prospects of their education cooperation, to explore how education policies may adapt to new trends of development, reduce barriers, realize as early as possible the mutual sharing of educational resources as to construct a regional education hub. We focus on how Hong Kong and Shenzhen may cooperate to form a win-win vision, realize the complement in their educational functions, seek support from the Central Government and promote cooperation in education between Hong Kong and Shenzhen to the depth and breadth of development. Since we need to face up to the problem of cross-boundary students in Hong Kong, the issue becomes one of the Study's focuses. Of course, the cooperation between Hong Kong and Shenzhen is not exclusive.

Strengthening Hong Kong-Shenzhen education cooperation marks the beginning of similar endeavors between Hong Kong, the Mainland and other parts of the Pearl River Delta. It will provide substantial experience and lessons for the next phase of cooperation.

2. The status quo and assessment of Hong Kong-Shenzhen education cooperation

2.1 Since reunification, exchange activities between the education units in Hong Kong and the Mainland have become increasingly frequent. Education units in Hong Kong, at all levels, are maintaining close exchanges with students, teachers and school principals in places like Beijing, Shanghai, Guangdong and Shenzhen through professional training, personnel exchanges, experience sharing, study visits and other activities. The cooperation among units of higher education is particularly active and cooperative activities can be summarized into the following three areas: first, the movement of teaching and research staff northward or southward; second, the increase in cross-boundary enrollments of tertiary students between Hong Kong and the Mainland; third, the initiation of mutual recognition arrangements on academic qualifications. Although cooperation at the levels of secondary and primary schools has commenced, it is still at an experimental stage.

2.2 The initiation of the Hong Kong-Guangdong Cooperation Joint Conference has provided an institutionalized platform for educational cooperation between Guangdong and Hong Kong, enabling their cooperation in education to start at the government level. Under the framework of the Joint Conference, a task force on educational cooperation between Guangdong and Hong Kong was set up. Since 2003, there had been some important results in the Guangdong-Hong Kong education cooperation: first, mutual recognition of academic degrees, facilitating students in Guangdong (the Mainland) and Hong Kong to study across-boundary; second, the provision of training for teachers, while Guangdong provides Putonghua courses for teachers in Hong Kong and Hong Kong offered English language training for teachers in Guangdong; third, primary and secondary schools in Guangdong and Hong Kong engaged in partnership as sister schools; fourth, forums on education administration were held.

- 2.3 Exchanges in basic education at government level began in 2006. In May 2006, the initiation ceremony for “sister schools” was held in Hong Kong and Shenzhen. Each of the two sides had selected 40 primary and secondary schools to participate in the programme. Education cooperation between Hong Kong and Shenzhen manifests the following characteristics: first, schools in the stage of basic education in both places continue to be closely related, exchanges between teachers and students are becoming more frequent; second, exchanges and cooperation in the field of basic education between Hong Kong and Shenzhen continue to expand; third, guiding principles are set for schools established for Hong Kong children in Shenzhen.
- 2.4 In the late 1980s, Shenzhen began to cooperate with Hong Kong in the higher education sector. In 2005, the Shenzhen Municipal Government signed cooperation agreements with the Chinese University of Hong Kong and the Hong Kong University of Science and Technology respectively. Some universities in Hong Kong jointly established research institutes with universities in Shenzhen, mainly engaged in science and technology research and studies at master's degree level or higher. Shenzhen founded a virtual university campus in 2000, which has become an important avenue for Hong Kong tertiary institutions to enter Shenzhen. However the means for Hong Kong tertiary institutions to enter Shenzhen are relatively unitary. They can either set up joint research institutions with the Government, local colleges and universities and provide training for talents under the name of scientific research institutions, or register as independent research institutions and offer postgraduate education, advanced training classes for talent education. Undergraduate education has been greatly constrained.
- 2.5 The cooperation in vocational education between Hong Kong and Shenzhen has also made progress in many areas and the modes of cooperation have tended to be diversified: Shenzhen universities/colleges and vocational educational institutions in Hong Kong jointly organized various types of training; Shenzhen related research institutions cooperated with Hong Kong universities/colleges; Hong Kong universities/colleges registered in Shenzhen and established Research & Development centres or organized independent classes in conjunction with enterprises, etc. From the standpoint of Shenzhen, the Hong

Kong-Shenzhen cooperation in vocational education is still in the introductory stage, there is still a lack of uniformity in institutional arrangements.

2.6 Overall assessment of the status quo of Hong Kong-Shenzhen cooperation in education. First, with the accelerated pace of urbanization and industrialization in Shenzhen, Hong Kong-Shenzhen cooperation in education has commenced gradually and their cooperation is initially in the form of multi-level, multi-specification and multi-style. Second, the overall educational cooperation between the two places remains in its infancy. Although the voice for intensifying cooperation in education between Hong Kong and Shenzhen is loud in the community, due to specific policy constraints and operational difficulties, as well as differences in laws and regulations in educational management, specific breakthrough and innovative arrangement for Hong Kong-Shenzhen cooperation in education on the policy level have yet to be arranged. Third, Hong Kong and Shenzhen are in different economies and administrative regions, Hong Kong-Shenzhen cooperation in education must be carried out under the "one country, two systems" framework and cooperation in education also involves the educational sovereignty and ideology, it also involves the use of public funds and other sensitive issues. Fourth, people from all walks of life in Hong Kong and Shenzhen need to be fully aware that, as Hong Kong and Shenzhen residents are becoming more and more integrated in their daily lives and work, education has increasingly become an important issue in the cooperation of livelihood between the people of the two places. The governments of both places, while forming education-related public policies, need to give due consideration to the interests of various sectors and balance different demands. Fifth, from the point of view of urban development and sustainable competitiveness, education has become an important part of the long-term and sustainable competitiveness of Hong Kong and Shenzhen individually as well as the integration of the two places. Hong Kong's proclaimed objectives to develop into a regional education hub; Shenzhen's introduction of postgraduate schools of domestic and overseas universities for the promotion of integration of education and research; as well as the proposition of the "Shenzhen-Hong Kong Innovation Circle" are all aimed at the creation of sustainable competitiveness of Hong Kong and Shenzhen. However, these

practices have not been systematically integrated as the core policy for Hong Kong and Shenzhen cooperation in education and thus limited its effects. Sixth, from the perspective of education itself, Hong Kong and Shenzhen have a great complement in their educational resources; however, such complement has not been fully realized. Shenzhen and Mainland students put more weights in their choice of schools in Europe, America and even Singapore than in Hong Kong. Hong Kong and Shenzhen cooperation in education may help Hong Kong penetrate further in the Mainland education market, directly impacting on the positioning of Hong Kong as a regional education hub.

3. The origins and development of cross-boundary students

3.1 The origins of cross-boundary students - Since the 1980s, many Hong Kong people have commuted frequently on both sides. More and more people started to lead a cross-boundary life and the rate of cross-boundary marriages has grown very rapidly. Owing to various reasons, their children have opted to live in Shenzhen and study in Hong Kong, resulting in 'cross-boundary students'. In the 1990s, there were only a few hundred cross-boundary students. In 2008, the number of such students increased to 6,869. These students have to face problems of adaptation to their studies and daily lives. There will be a lot of barriers in their personal growth, adapting to the local mode of studies, integrating into school life and setting up social networks. Because of the differences in systems and background between Hong Kong and the Mainland, the culture, general social environments, ideological indoctrination and value systems that they face are quite different from those of Hong Kong. Cross-boundary students have to face different cultural and ideological impacts. In their daily lives, the greatest problem confronting the cross-boundary students is in traffic. In addition, safety issues are also important considerations to their families. In short, the related social problems as created by difficulties confronting the cross-boundary students brought about by their studies, psychological burden and cross-boundary commuting during their course of adaptation will aggravate with the dramatic increase in the number of cross-boundary students.

- 3.2 Recommendations and measures as proposed by Hong Kong society and Government concerning the problems of cross-boundary students - The mostly discussed issues in Hong Kong concerning cross-boundary students focused on traffic, for example, transport costs; travelling time and the possible risks of transportation. Naturally, solutions or suggestions for improvement will be targeted at traffic problems: 1. Increasing the number of point-to-point cross-boundary school buses for school children to avoid interchange; 2. Improving the services of cross-boundary bus and lowering the bus fares; 3. Establishing designate counters to expedite the processing time of boundary crossing of students on boundary crossing arrangements; 4. Encouraging cross-boundary students to study in their vicinity; 5. Setting up Hong Kong style schools in Shenzhen for Hong Kong children.
- 3.3 Government measures in solving the problem of cross-boundary students - Related Hong Kong government departments have taken relevant measures to alleviate the problems of cross-boundary students including: 1. Setting up e-Channels for cross-boundary students; 2. Providing "special quota" to cross-boundary school bus operators to enable them to lower the operating costs so that fares may be lowered; 3. Taking Hong Kong-style schools in Shenzhen as points for pilot run. With the close link between Hong Kong and Shenzhen, cross-boundary schooling and the derived negative effects have aroused growing concerns in the community. As a result of the increasing demand for cross-boundary schooling due to factors such as the increase in cross-boundary marriage, cross-boundary students will face even greater adaptation difficulties in their studies and daily lives if the Government and schools do not provide them with adequate supportive educational facilities. The Government should proceed promptly with the study on the various feasible proposals in order to fight for the best rights for the cross-boundary school children.
- 3.4 The issue of establishing schools in Shenzhen for the children of Hong Kong people - Respondents explored this issue from various perspectives and their positions are varied. Discussions have covered the following: 1. Problems in policy coordination; 2. Geographical constraints and the problem of allocation of resources; 3. The issues of legal protection for teachers, general staff and students; 4. Whether or not the Hong Kong-style schools will meet the expectations of the parents

and students' development; 5. Whether a corresponding mechanism on assessment will be in place; 6. Whether school curriculum match with locality of Hong Kong environments; 7. The matching of suitable curriculum and quality assurance; 8. The issue of convergence with curriculum offered in Hong Kong and mechanisms for further studies. Some parents and people from the community have certain expectations towards the establishment of schools in Shenzhen for the children of Hong Kong people, and think that it meets the needs of some parents. To promote the establishment of such schools, it requires careful deployment and policy support from the two governments. Relevant authorities must plan well before taking actions, giving careful considerations to the impacts on the above-mentioned important factors. As for the establishment of Hong Kong-style schools in Shenzhen, they can be classified into three different models according to their working capital and operating agencies: First, government-run Hong Kong-style schools; Second, private Hong Kong-style schools; Third, jointly operated Hong Kong-style schools, such as multi-systems in one school.

4. The market demand for and barriers in Hong Kong-Shenzhen cooperation in education

4.1 The strengthening of cooperation in education has reached consensus in both Hong Kong and Shenzhen. With further economic and social interactions between Hong Kong and the Mainland, the two places have reached a consensus and strongly desired to strength cooperation in education. First, in basic education, Hong Kong needs the cooperation of Shenzhen to help solve the problem of cross-boundary students; Hong Kong and Shenzhen need to jointly resolve the over-supply of places in Hong Kong and the shortage of places in Shenzhen; Second, at the tertiary educational level, universities/colleges of Hong Kong require sources of outstanding students from Shenzhen and the Mainland. Hong Kong also needs the neighboring platform from Shenzhen in terms of land, research projects, and transformation of results, etc. The provision of higher education resources is seriously inadequate in Shenzhen and they have been striving for years for closer cooperation with different universities in Hong Kong. If universities in Hong Kong can independently recruit students in Shenzhen, it will have a significant meaning in education in Shenzhen. Third, in vocational education, Hong

Kong is characterized by being government-led, systemically complete, socially run, rich in substance, practical in objectives and flexible in academic systems. There exists quite a gap between vocational education in Shenzhen and Hong Kong. The market demand for Hong Kong's vocational training in Shenzhen is comparatively larger. The cooperation with concerned training institutions in Shenzhen should be strengthened so that Hong Kong's vocational training may benefit a bigger market share there. Fourth, from the viewpoints of the Mainland as well as Shenzhen, Hong Kong has special educational resources, namely the professional and international examinations, as well as international schools. In lack of such, Mainland is potentially a big market demand. If Hong Kong and Shenzhen can joint-handedly find a suitable way to bring into play the business of conducting tests and examinations, it will help driving the development of relevant training industry on the one hand and further enhance Hong Kong's international position as the district education hub on the other.

- 4.2 Hong Kong-Shenzhen cooperation in education is constrained by state laws and regulations. 1. The national commitments on WTO educational services are partial. Compulsory education and unique education are not included in educational services. The above-mentioned state commitments to WTO on commercial education services apply to Hong Kong. The requirement for Hong Kong's educational institutions entering into the Mainland is subject to a large degree of constraints. 2. There are specific restrictions on Sino-foreign cooperative education. In 2003, the State Council issued the "Regulations of the People's Republic of China on Sino-Foreign Cooperative Education" which clearly stipulated that "Cooperation between education institutions from Hong Kong Special Administrative Region, Macao Special Administrative Region and Taiwan region and the educational institutions in the Mainland shall be carried out in the light of the provisions of these Regulations." 3. Relevant policy constraints of Hong Kong and Shenzhen on cooperation in education. Hong Kong adopts a non-portable welfare policy, making it impossible for Hong Kong students studying overseas to obtain timely financing. This to some extent forms a constraint on cooperation in education between Hong Kong and Shenzhen. Shenzhen implemented in January 2006 "Management of Children of Temporary Residents of Shenzhen Receiving Compulsory Education (Provisional)", prescribing for five

specific requirements for the children of temporary residents to study in Shenzhen public schools. Judging from the practical requirements of this arrangement, it is targeted at the children of the Mainland temporary residents in Shenzhen, the children of Hong Kong residents are excluded, thus restricting the children of the people of Hong Kong to enroll in public schools in Shenzhen.

- 4.3 Hong Kong-Shenzhen cooperation in education needs to overcome barriers from the differences in systems. Hong Kong-Shenzhen education cooperation is the sort of cross-boundary cooperation. Because of the existence of "one country, two systems", the political systems and management models in the two places and the derived education management systems and mechanisms are very different. During the course of practical cooperation, the existence of differences in education systems and models of education management between Hong Kong and Shenzhen affect, to some extent, their educational cooperation. Moreover, Hong Kong and Shenzhen cooperation in education would objectively undermine the interests of some Hong Kong people. For instance, many Hong Kong people are worried that the opportunities of their children to go to school will be minimized. With the signing of the Protocol allowing mutual recognition of academic qualifications between the Mainland and Hong Kong, quite a number of Hong Kong parents are worried that students from the Mainland would affect the education opportunities for local students.
- 4.4 There exist problems of operations and implementation in Hong Kong-Shenzhen cooperation in education. There are two problems in the cooperation in basic education: First, the problem of cross-boundary schooling for students; Second, the issue of convergence in modes and means of teaching. There are three main problems in the cooperation in higher education: First, the inappropriate allocation of resources in higher education; Second, the problem of teaching staff and curriculum; Third, colleges and universities in Hong Kong operating in Shenzhen are confronted with problems of differences in systems and concepts, funding application, use of funds, taxation and educational cooperation support and management. There are three main problems in the cooperation in vocational education: First, differences in vocational education (training) systems and operating mechanisms constitute constraints on the

cooperation between Hong Kong and Shenzhen; Second, the issue of benefits is one of the difficulties in Hong Kong-Shenzhen vocational education (training) cooperation; Third, the existence of cognitive differences of the people of Hong Kong and Shenzhen about the market of vocational education (training).

5. Policy recommendations for deepening Hong Kong-Shenzhen education cooperation

5.1 The scope and contents of Hong Kong-Shenzhen cooperation in education. Hong Kong and Shenzhen should commence cooperation focusing on the following areas: 1. Collaboration on education administration and management. Hong Kong-Shenzhen cooperation in education is a systemic, long-term project, requiring the establishment of a stable, multi-level communication mechanism. The two Governments may consider establishing a coordinating body to coordinate relevant issues in education cooperation between the two places at a time when conditions are mature. 2. Collaboration of educational support system. Educational support system is mainly composed of exchange of information, infrastructure and related supportive facilities. Hong Kong has distinct advantages in the aspects of international information whereas Shenzhen has advantages in the aspects of information on Mainland China. The two sides should strengthen cooperation in this regard. 3. Interfacing of education and examination systems. Hong Kong and Shenzhen should coordinate and communicate with each other so as to strengthen the mutual understanding of education systems, and effectively guide students and parents in their selections. 4. Exchanges and communication of teaching staff and students. An institutionalized, regular and deep-level exchange mechanism should be established for the communication of Hong Kong and Shenzhen secondary and primary schools and teachers. Educational institutions or schools or education authorities should organize regular and long-term exchange activities. The policy recommendations made in this study are in two main aspects. The first one covers recommendations to win the support of state policies to make special arrangements for Hong Kong-Shenzhen cooperation in education, the other covers recommendations for further strengthening the cooperation between Hong Kong and Shenzhen under existing policies. It should be noted that in some respects, the purpose of this

study is not to recommend a specific proposal, but to list the pros and cons of various proposals and then assess their practical feasibility with a view to induce systematic and rational discussions and considerations in society, and to prompt the Government to formulate far-sighted, rational and feasible policies.

5.2 To seek special state arrangements for cooperation in education between Hong Kong and the Mainland. A high degree of emphasis must be attached to the specificity and uniqueness of their respective localities; special arrangements must be made with innovative thinking. Not just the feature of "one country, two systems" in Hong Kong and Shenzhen must be visible; the "domestic and abroad" feature of Hong Kong must also be visible. At the national and ministerial levels, it is necessary to tidy up the foreign-related education laws and regulations, and affairs related to education cooperation between the Mainland and Hong Kong / Macao after the handover should be excluded from foreign-related education laws and regulations. Alternatively, new laws and regulations should be formulated to provide for special arrangements for Hong Kong and Macao higher educational institutions to enter and operate independently in the Mainland. Alternatively, the regional uniqueness should be considered and authorities be delegated to the provincial governments (such as Guangdong Province) to act with flexibility in accordance with practical needs. It is necessary to avoid handling Hong Kong and Macao affairs globally as foreign, so that adequate legal basis is provided for educational institutions in Hong Kong and Macao to enter into the Mainland, especially Guangdong Province. In fact, the CEPA Supplementary Protocol in 2008 and part of the contents of the Hong Kong/Guangdong Co-operation Joint Conference have started to reflect this trend. The moving of the University of Macao to Zhuhai demonstrated a good case for more institutions of higher education in Hong Kong and Macao to enter the Pearl River Delta and Shenzhen.

5.3 To grasp and utilize various avenues to promote Hong Kong-Shenzhen cooperation in education. While fighting for national arrangements for Hong Kong-Shenzhen cooperation in education, Hong Kong and Shenzhen should also take full advantage of the various avenues to effectively promote educational cooperation between Hong Kong and Shenzhen: 1. Hong Kong should incorporate the entry requirements of

education services into the Mainland as the key contents of the next CEPA negotiations and strive to reflect them in future CEPA Supplemental Agreements; 2. Hong Kong should, in conjunction with Guangdong in its proposition for the establishment of a "Guangdong-Hong Kong-Macao Cooperative Work Area", consider taking educational cooperation as its important component and strive for a pilot operation in Shenzhen; 3. Actively respond to "The Outline of the Plan for the Reform and Development of the Pearl River Delta" and develop Guangdong-(Shenzhen)-Hong Kong educational cooperation under the framework of the "Outline"; 4. Include Hong Kong-Shenzhen cooperation in education as one of the key elements of contents in Shenzhen's current application for a comprehensive education reform pilot area; 5. Promote cooperation in education between Hong Kong and Shenzhen while taking the benefits of Shenzhen's construction of a national innovation-oriented city.

- 5.4 To set up and improve the regular educational exchange and cooperation mechanisms between Hong Kong and Shenzhen. The education authorities of Hong Kong and Shenzhen should establish and improve the regular exchange mechanism, mainly including the following: 1. Set up a coordinating body for Hong Kong and Shenzhen cooperation in education; 2. Set up an institutionalized, regular and deep-level exchange mechanism for primary and secondary schools and teachers in Hong Kong and Shenzhen; 3. Set up incentive training funds for Hong Kong and Shenzhen talents.
- 5.5 Phased solution to the issue of cross-boundary students. Under the premises of the unchanged current state of cross-boundary students, the short-term emphasis should be put on solving the cross-boundary traffic problem of students. In the long run, emphasis should be put on solving the adaption problem of study life on the basis of solving the problem in cross-boundary traffic so as to arrive at a comprehensive and systematic solution to the problem of cross-boundary students. Short-term solutions include the following main aspects: 1. Planning transport network and the gradual improvement of the traffic layout; 2. Reviewing the mode of boundary crossing and the arrangements for cross-boundary students; 3. Strengthening the mass transit system; 4. Coordinating the operations of nanny vans; 5. Increasing resources to schools near the

boundary; 6. Operating subsidized service agencies or centres; 7. Modifying curriculum. Long-term solutions for tackling the problem of cross-boundary students include the following: 1. Creating an inclusive multi-cultural atmosphere; 2. Re-examining and planning road networks; 3. Studying and planning for the "Integrated Support System in Shenzhen"; 4. Setting up an interfacing system for curriculum between Hong Kong and the Mainland. In addition, this study also proposes to set up hostels in schools in North District of the New Territories so that part of the cross-boundary students can take boarding in these schools from Mondays to Fridays. By doing so, they can dispense with the chores of cross-boundary commuting and experience the life and culture in Hong Kong. Relevant government departments should consider the actual family circumstances of cross-boundary students and critically study the feasibility of this proposal.

- 5.6 To subsidize educational agencies to establish schools or run classes in Shenzhen for children of Hong Kong people. Another line of thoughts in solving the problem of cross-boundary students is to allow Hong Kong students in Shenzhen to attend nearby schools locally. Shenzhen has a higher degree of internationalization in education and is in a leading position in Guangdong Province both in terms of quality and standards of teaching. Hong Kong students studying in primary and secondary schools in Shenzhen are quite a realistic option. At present, Hong Kong students studying in private / public primary and secondary schools may take part in the "National joint entrance examination for Hong Kong, Macao and Taiwan students" which carries a lower degree of difficulty in entering Mainland universities. In addition, there are two other ways. One is the establishment of schools in Shenzhen for the children of Hong Kong people; the other is to run different types of classes in Shenzhen schools for the children of Hong Kong people. The Central Government has agreed that schools for the children of Hong Kong people may be established in Guangdong and the policy is thus no longer an obstacle. It should be noted that there are two ways for operating Hong Kong-style schools in Shenzhen. One is by top-down means adopted by the schools for children of Taiwanese businessmen in Dongguan, having complete access to the support of national and local resources. The other is the bottom-up means implemented by the Education Bureau of Hong Kong. However, this means may not be able to gain full access to

the assistance and support from the Shenzhen Government. This study considers that a line of thoughts combining the above two means should be adopted in operating Hong Kong-style schools in Shenzhen. Such operations should not be considered as commercial in nature, it requires the joint efforts of Governments of the two places to take a leading role in the resolution. Hong Kong Government should make reference to the mode of operation of school in Dongguan for the children of Taiwan businessmen and subsidize relevant educational agencies to run non-profit making schools, according to prescribed standards for children of Hong Kong people. Since privately run Hong Kong-style schools have been opened up, Hong Kong Government should focus on working closely with the Shenzhen Municipal Government, actively gain the policy support from the Central Government and the Guangdong Provincial Government and acquire resources from other sources and subsidize intensively the running of such schools for the children of Hong Kong people. At the same time, “classes for the children of Hong Kong people” can also be operated in schools in Shenzhen. Based on the distribution of Hong Kong residents in Shenzhen and the age of the school children, classes may be operated by leasing classrooms, and educational equipment / facilities from those schools in Shenzhen. Classes may be based on the Hong Kong model including the educational materials and employing Hong Kong or Shenzhen teachers. We must, of course, take into consideration the affordability of Shenzhen, and arrange reasonable payments to them as appropriate.

- 5.7 To open up part of Hong Kong basic education to Shenzhen and the Mainland according to market principles. It is proposed to open up part of the basic education on a self-financing basis to Shenzhen (the Mainland). Hong Kong may learn from Singapore's experience and focus on long-term development and open up part of its basic education to Shenzhen (Mainland) on the principle of self-financing, while adopting mainstream schools as the main line of development. In the meantime, the Government may coordinate in terms of policy adjustments, giving school operators more rooms. The other reason of opening up basic education is the stringent supply of high school places in Shenzhen while the corresponding supply in Hong Kong is ample. Therefore, Hong Kong has the prerequisite to help Shenzhen in solving the problem of inadequate high school places and in the mean time; its educational

resources may also be put into full play. The more well-off families in Shenzhen are able to bear the costs of attending high schools in Hong Kong, generating a definite market demand. In addition, the Governments of Hong Kong and Shenzhen may consider co-financing some international schools that are prepared to expand their scale of operation. Arrangements can be made for these schools to operate and enroll students on the cross-boundary basis.

5.8 To intensify cooperation in higher education between Hong Kong and Shenzhen from the export and import aspects. Hong Kong-Shenzhen cooperation in higher education can be divided into two parts: One is the cooperation on the aspect of "export", namely, the universities in Hong Kong export courses or professional knowledge through cooperation with Shenzhen or other areas in the Mainland. The other is the "import" aspect of cooperation, including the admission of students from Shenzhen or other places in the Mainland to university courses or career-oriented courses, or to the provision of higher level graduate training (master's or doctorate) for Mainland scholars or professionals. In addition, the accreditation of academic and professional qualifications is also an important element in attracting Mainland students. Mainland students enrolled in universities of Hong Kong also treasure the "springboard" function of these universities. There are various reasons in the background promoting such educational arrangements: First, students can be absorbed from other regions, strengthening interactions and exchanges; Second, it is favorable to the long-term development of Hong Kong and helps Hong Kong to retain talents. From a macro point of view, the speeding up of the development of higher educational cooperation between Hong Kong and Shenzhen poses a significant meaning to the development of Hong Kong as an international education hub.

5.9 To promote the independent operations or setting up of campus by colleges and universities of Hong Kong in Shenzhen. The bottleneck constraint of shortage of land in Hong Kong confronting local universities/colleges and the inadequacy of resources in Shenzhen universities/colleges create even stronger complement in Hong Kong-Shenzhen cooperation in higher education. Owing to policy barriers, despite the loud voice in the community for colleges and

universities in Hong Kong to operate independently in Shenzhen by setting up branches or campuses, and the very positive attitude of the two places, various operational restrictions have unduly delayed the implementation of such a proposal. In this regard, Hong Kong should play a more active role and strive for national approval and support of the Guangdong Province to promote Hong Kong's tertiary institutions to set up wholly owned branches in Shenzhen. The Hong Kong and Shenzhen Governments should give full consideration to their respective economic and social demands, rationally determine the proportion of student for recruitment and identify a specified number of places for the admission of Shenzhen students. It is worth mentioning that since the Shenzhen Municipal Government provides resources in the Hong Kong-Shenzhen educational cooperation, universities of Hong Kong operating in Shenzhen may critically consider providing a definite proportion of places in Shenzhen campuses for Shenzhen residents. In addition, Hong Kong and Shenzhen may consider constructing an education cooperative area at the forthcoming joint development in the Loop area. Relying on the higher educational resources on both sides, Hong Kong and Shenzhen may jointly establish a high level Hong Kong-Shenzhen academic institution or joint Hong Kong-Shenzhen graduate school. Alternatively, Shenzhen universities and Hong Kong colleges and universities may set up campus in the Loop area to provide curriculum in line with international standards, so that students in the Pearl River Delta region and nearby provinces may go there to study. At the same time the University City in the Loop area may serve as a bridge for the joint construction of the "Hong Kong-Shenzhen Education Circle".

- 5.10 Extension of Hong Kong's business in professional and international examinations using Shenzhen as a base. The professional examination business in Hong Kong is one of the important resources and it is necessary to further expand the business and its coverage. So far, some Mainland students taking part in foreign examinations offered in Hong Kong and have successfully enrolled in Anglo-American colleges/universities with these examination results. Therefore, expanding the scope of examinations offered in Hong Kong (examination centres may be located in Hong Kong, the Loop area or Shenzhen), may allow more opportunities for the Mainland students to take advantage of the examinations offered in Hong Kong. Through the business

extension of professional and international examinations, the business of pre-examination training may be promoted. Moreover, Hong Kong can also serve as an accreditation centre for international qualifications and act as intermediaries of international examinations. Practically speaking, the following two methods may be considered: First, Hong Kong may cooperate with Guangdong Province to form a Sino-foreign cooperative educational examination body, using Shenzhen as a base to carry out related examination business, enabling the external extension of Hong Kong's business in professional and international examination and taking Shenzhen as a channel to strive for the coverage of the Pearl River Delta area. Second, allow ample rooms for Hong Kong-Shenzhen cooperation in education at the Loop area. The Hong Kong Examinations and Assessment Authority may set up offices in the Loop area to process examination applications for intending examination entrants, provide information and advisory services so that Hong Kong and Shenzhen may become important channels for professional and international examination entrants.

- 5.11 Hong Kong and Shenzhen to integrate jointly markets of vocational (training) education. 1. To seek convergence of vocational training systems of Hong Kong and Shenzhen. In view of the scattered management of vocational training in Shenzhen and its poor convergence with Hong Kong, it is recommended that Shenzhen should integrate vocational training institutions in various categories and levels and conduct accreditation on these training institutions, establish the Shenzhen Vocational Training Authority to proceed with a unified and orderly regulation on vocational training in Shenzhen. We should integrate the superiority of Hong Kong in its high degree of internationalization in vocational training, matured and advanced training experience with the immense training market of Shenzhen to form a regional training system with common academic system, mutual recognition of certificates/diplomas and sharing of teaching staff, basing on the requirements of international vocational certificates / diplomas as standards, directed by market demands and backed by the high-quality vocational training institutions in Shenzhen. 2. Hong Kong is to export to Shenzhen with emphasis on vocational curriculum and standards. Hong Kong and Shenzhen should cooperate on the establishment of relevant professions or courses, based on market demand situations for talents, or

adjust the existing professions or curriculum and train up technical personnel to suit the market demand. Focus may be put on cooperation between training institutions of the two places; it may also be put on cooperation between higher vocational colleges. Cooperation between enterprises and higher vocational colleges may also be carried out to realize the sharing of resources in prestigious professions training (courses), methods, means, teaching staff and practice base.

In terms of educational development in Hong Kong, we should explore from a broader background and at a more intensive level, the possibility and trends of development. Hong Kong, supported by Mainland China at its back, is an international logistics and financial centre with internationally recognized institutions and talents from all places. Its special historical environments have laid a very solid foundation for the construction of a regional education hub. Hong Kong should from now on start to accept multiculturalism and form a more inclusive and cosmopolitan educational strategy. This is the cornerstone for intensifying and expanding cooperation in education between Hong Kong and Shenzhen. To effectively promote education cooperation between Hong Kong and Shenzhen, it will require Hong Kong to forge an international vision.