

**LEGISLATIVE COUNCIL BRIEF**

**HIGHER EDUCATION REVIEW AND  
ROLLING OVER THE 2001/02 TO 2003/04 TRIENNIUM  
TO THE 2004/05 ACADEMIC YEAR**

**INTRODUCTION**

At the meeting of the Executive Council on 26 November 2002, the Council ADVISED and the Chief Executive ORDERED that –

- (a) role differentiation among UGC-funded institutions should be strengthened to promote diversity and excellence (**paragraphs 3 and 4** below);
- (b) the funding mechanism by which the UGC allocates funding to the UGC-funded institutions should be sharpened to support role differentiation and to reward good performance (**paragraphs 5 and 6** below);
- (c) the funding base for higher education should be broadened to include more private sector support, and research projects funded by non-UGC sources should provide for full cost recovery (**paragraphs 7 and 8** below);
- (d) a Credit Accumulation and Transfer System should be introduced across UGC-funded institutions (**paragraphs 9 and 10** below);
- (e) additional second and third year places of undergraduate programmes should be created to restore the overall target participation rate of 18% of the 17-20 age cohort, and to provide further articulation routes for sub-degree graduates and others (**paragraph 11** below);
- (f) the UGC should be responsible for co-ordinating the overall development of the degree sector and the Manpower Development

Committee should be tasked to oversee the provision of sub-degree programmes (**paragraphs 12 and 13** below);

- (g) the universities should carry out a review of the fitness for purpose of their own governance and management structures, enhance external participation and transparency in their grievance procedures, and clarify their relationships with their continuing education arms or community colleges (**paragraphs 14 and 15** below);
- (h) the UGC should conduct periodic comprehensive audits on institutions (**paragraph 16** below);
- (i) university remuneration should be deregulated but institutions should be given the option to decide whether and when to introduce their own remuneration packages (**paragraphs 17 and 18** below);
- (j) taught postgraduate and sub-degree programmes should be put on a self-financing basis gradually, subject to specified exceptions (**paragraphs 19 to 22** below);
- (k) the quotas for non-local students should be increased to 4% of the publicly funded student places at undergraduate and taught postgraduate levels, and that for non-local research postgraduate students should be removed (**paragraphs 23 and 24** below); and
- (l) the current 2001/02 to 2003/04 triennium should be rolled over for one year to the 2004/05 academic year (**paragraph 25** below); and
- (m) the Administration should discuss with the UGC sector to achieve efficiency savings in line with other government departments in 2004/05 and in the 2005/06 to 2007/08 triennium (**paragraph 26** below).

## **JUSTIFICATIONS**

2. The UGC's original and final recommendations are summarized at **Annex A** and elaborated below.

**(A) Role differentiation**

3. Role differentiation aims to encourage universities to articulate a clear mission and to focus their efforts strategically so as to encourage diversity, and build the critical mass necessary for institutions to compete at the highest international levels. This will achieve maximum impact for limited resources. We agree with UGC that institutions should not be categorised upfront into “teaching” and “research” universities as both teaching and research are important for developing scholarship among academic staff.

4. We agree that UGC should adjust its funding mechanism to enlarge the differential in funding allocation to reward performance in accordance with role and let the institutions compete on the basis of merit in areas of teaching, research, governance, management and community service.

**(B) Adjustment to the funding methodology**

5. UGC has proposed a two-tier approach in respect of funding for teaching. The core funding would be based on student numbers to cover teaching activities. Additional funding would be granted based on performance, including a special scheme to reward good and innovative teaching. The latter aims to achieve a better balance of efforts devoted to teaching and research.

6. To reward performance in research, the UGC will introduce a multi-point scale for the Research Assessment Exercise, so that high quality research will receive considerably more resources. Funds would also be allocated to encourage the development of critical mass and centres of excellence.

**(C) Alternative sources of funding support**

7. We support the UGC’s recommendation that the funding base for higher education should be diversified by strengthening the fundraising capabilities of institutions and enhancing the transparency of UGC’s monitoring and assessment exercises so as to provide useful information to prospective donors and sponsors. The UGC will provide special funding to institutions to strengthen their fundraising capabilities. The Government will consider the use of matching grants and other incentives to increase the momentum for developing a stronger philanthropic culture in the community.

8. We also agree that, where appropriate, taught postgraduate and sub-degree programmes should be made self-financing. In terms of research, we accept the recommendation that for projects funded from sources other than the Research Grants Council (e.g. Quality Education Fund, Innovation and Technology Fund), the institutions should recover full costs, rather than just the direct costs from the sponsors. Full cost recovery is the norm in the United States and the trend in the United Kingdom.

#### **(D) Credit Accumulation and Transfer System (CATS)**

9. We support UGC's proposal to promote a Credit Accumulation and Transfer System (CATS) among UGC-funded institutions so as to facilitate student mobility within the sector and articulation of sub-degree programmes with the UGC-funded degree programmes within an overall qualifications framework.

10. During the public consultation period, stakeholders supported a common credit unit system, but expressed strong reservations against the concept of financial rebalancing (i.e. "money following the students"). There is a worry that if resources are to move with the students, some institutions may be tempted to attract students by lowering standards, thereby undermining quality. The smaller and newer institutions are also concerned that they will lose out to universities with a better perceived reputation. After careful consideration, the UGC recommended and we decided to drop the concept of financial rebalancing which is to account for individual student movement during the triennium but maintain the proposal of funding by a common system of credits among institutions.

#### **(E) Additional Year 2 and Year 3 places for undergraduate programmes**

11. The former ExCo decided in 1989 to provide subsidised university education for 18% of the 17-20 age cohort. Since 1995, the number of first year first degree (FYFD) places has remained at 14 500 full time equivalent (fte). With population growth, the participation rate has dropped to about 17% in 2002-03. To restore the 18% participation rate and to provide articulation for students outside the UGC sector we support, subject to the availability of resources, UGC's recommendation to create additional places in the second and third years of the undergraduate programmes by phases in the next triennium, and keep the FYFD at 14 500 fte to maintain intake quality. By introducing recruitment to senior years, there will be assured room for sub-degree holders and people with other qualifications to further their studies in the universities.

Furthermore, the practice of recruitment in senior years will provide an additional incentive for students already in the system to work harder.

**(F) Regulatory framework for degree and sub-degree sectors**

12. The UGC has also proposed to consider extending its remit to cover non-UGC funded degree awarding institutions such as the Open University of Hong Kong and the Hong Kong Shue Yan College when the landscape for higher education is better defined. We agree in principle that there should be one body overseeing and co-ordinating the overall development of the degree sector without extending the UGC's funding ambit. UGC will work out more specific proposals on its roles, responsibilities and functions in respect of these non-UGC funded degree awarding institutions and the timetable for implementation. As for the Hong Kong Academy for Performing Arts (HKAPA), the Culture and Heritage Commission has just commenced a public consultation exercise on the overall development of culture in Hong Kong. In order not to pre-empt the outcome of this exercise, we decided to put aside the question of the HKAPA coming under the UGC's umbrella for the time being.

13. The UGC recommends the establishment of a Further Education Council to oversee the provision of sub-degree programmes by both public and private providers. We agree that a separate entity should look after the growing sub-degree sector and in view of the need for co-ordination among the sub-degree, vocational training, and continuing education sectors, we decided that the tasks should be entrusted to the Manpower Development Committee (MDC), which advises the Government on the co-ordination and regulation of manpower training and retraining, instead of setting up another Further Education Council. We will discuss with the UGC on the timing and arrangements for transferring its responsibilities for sub-degree work to the MDC.

**(G) Institutional governance**

14. We support the UGC's recommendation that university councils should review their governance structures to ensure "fitness for purpose", drawing on the principles and international good practice set out in the review report. The University of Hong Kong has responded by appointing an international review panel for the task. We expect other institutions to conduct their own reviews. We also support the UGC's proposal that the institutions should clearly define their organisational, financial and quality assurance arrangements with their continuing education arms or community colleges.

15. The UGC has considered the proposal of extending the jurisdiction of the Ombudsman to UGC-funded institutions and received mixed reactions during public consultation. The management of universities opposed the idea whereas staff unions are supportive. Student bodies and the general public are ambivalent. In the absence of a clear preference, the UGC has decided not to pursue this recommendation but would encourage the institutions to increase external participation and transparency in their grievances procedures. We have no objection to the UGC's position. After all, the original proposal is unlikely to meet staff's concerns in full because under section 8 of the Ombudsman Ordinance (Cap. 397), the Ombudsman shall not undertake investigation in, among other things, personnel matters such as appointments, dismissals, pay and conditions of service etc.

16. We also accept the UGC's proposal to conduct periodic comprehensive audits on the institutions covering teaching, research, governance, management and community service, and to review its own role and operation when the landscape for higher education is better defined.

#### **(H) Deregulation of university remuneration**

17. The salary scales of universities have been linked to the civil service since the 1970s. The UGC considers that the linkage creates unnecessary rigidity and undermines institutions' competitiveness in global recruitment. The practice is obsolescent. Deregulation of university remuneration will give institutions the freedom to devise their own remuneration packages on the basis of merit and performance, and the flexibility to adapt to changing needs and circumstances. The institutions are concerned that deregulation would be a disguise for funding cuts and staff unions are generally not in favour of the proposal because of the uncertainty so caused.

18. We see merits in deregulating university pay and agree to remove the mandatory requirement to link with the civil service salary scale. To address the concerns of staff and management, we will give individual institutions the option to decide whether and when to introduce their own remuneration systems. We will provide strong assurance that this is a cost neutral exercise and ensure that overall, institutions adopting new pay packages would not be worse off than if they continue to maintain the link in terms of the public funding they receive. The UGC will follow this up with the institutions.

**(I) Review of the funding of sub-degree programmes**

19. The UGC recommends that in general sub-degree programmes should be self-financing except the following:

- (a) courses that require high start up and maintenance costs or access to expensive laboratories/equipment;
- (b) courses that meet specific manpower needs; and
- (c) courses that can be regarded as endangered species (i.e. those that lack market appeal to the provider and the average student, such as pure arts or science).

20. Institutions offering publicly-funded sub-degree courses are worried about the effect of this proposal on their programmes and possible redundancy of staff. Others are concerned about the ability of students and their families to pay for the self-financing courses.

21. We understand the concerns of stakeholders, the affected institutions and their staff. However, with an expanding post secondary sector, there is a need to free up resources so that more students may benefit from public subsidy in one form or another. In this respect we support the UGC proposal as it will help achieve a more equitable distribution of resources. To address the concern of stakeholders, the UGC would adopt a gradual approach and work with the affected institutions to review their sub-degree programmes based on the three criteria set out in paragraph 20 above taking into account views from the relevant industries. Meanwhile, students already enrolled in the publicly subsidized sub-degree programmes would not be affected by the change before they graduate. The Government also undertakes that most of the savings achieved would be used to benefit students in the sub-degree sector, for example, by enhancing the financial assistance scheme to a similar level as that for university students.

**(J) Review of the funding of taught postgraduate (TPg) programmes**

22. We accept UGC's recommendation that most TPg programmes should be run on a self-financing basis to reflect the benefits to the students' own career development. Programmes that meet specific manpower requirements and those which are required for providing full training of certain professionals (e.g. lawyers) would continue to be subsidised, but the cost

recovery rate might be increased progressively. The UGC would work with the institutions to develop a phased implementation programme.

**(K) Admission of non-local students**

23. During the consultation exercise, there were calls for local institutions to diversify their intake base to include outstanding students from Mainland China and other countries and to promote Hong Kong as a centre of excellence in higher education. At present, institutions are allowed to recruit non-local undergraduate and taught postgraduate students up to 2% of the publicly funded places plus another 2% using private funding but the actual number of non-local students is around 1.5%. We agree to the UGC's proposal to relax the quota to 4% of the publicly funded places at these levels to make it worthwhile to launch a recruitment campaign outside Hong Kong. This mild increase should not affect the educational opportunities for local students given the expansion in post-secondary places in recent years but the presence of more non-local students on the campus will stimulate competition and bring educational and cultural benefits.

24. For research students, the current rule is that non-local students should not exceed one third of the total numbers. Given the need to attract the best talents world-wide in order to enhance the quality of research in Hong Kong, we accept the UGC's recommendation to remove the restriction completely. This is also in line with international practice.

**(L) Roll over the 2001/02 to 2003/04 triennium to the 2004/05 academic year**

25. The recommendations arising from the Higher Education Review entail considerable changes to existing systems, in particular the funding formulas, which require careful design and consultation. Rather than deferring the implementation to the triennium after the next, we decided that the current triennium should "roll over" for one year to cover the 2004/05 academic year, postponing the new triennium to 2005/06 to 2007/08. A similar arrangement was made in 1991/92 to allow more time for the Administration to work out the expansion of the higher education sector. Rolling over implies no significant changes to the overall student numbers and funding pattern, other than to accommodate anticipated changes in manpower requirements for specific sectors.

26. Not arising from the higher education review but as a response to the latest efficiency drive across Government, we shall discuss with UGC the



amount of efficiency savings to be achieved in 2004/05 and in the 2005/06 to 2007/08 triennium. The total savings should not be less than the overall target applicable to the public sector. In line with the spirit of the triennium funding cycle, we do not propose to reduce the block grant for 2003/04, the final year in the current triennium. We will also discuss with UGC a practical way to fund student unit costs by level and by discipline, which the former ExCo has agreed in principle.

### **(M) Integration of institutions**

27. The UGC did not make any specific recommendation on the merger of universities, although the report is strongly in favour of role differentiation, mission focus, collaboration and strategic alliances. With the implementation of UGC's recommendations, the environment will be conducive for institutions to explore initiatives for greater cooperation like mergers. The Administration supports proposals from the institutions of complementary strengths to merge with the objectives of enhancing quality of teaching and research, widening student choice and building up critical mass in areas of excellence. The Chinese University of Hong Kong and Hong Kong University of Science and Technology have set up internal task forces to explore such possibility in consultation with their staff and students.

## **IMPLICATIONS OF THE PROPOSAL**

28. The proposal has economic, sustainability, financial and staffing implications as set out at **Annex B**.

29. The proposal is in conformity with the Basic Law, including the provisions concerning human rights. It has no productivity or environmental implications.

## **PUBLIC CONSULTATION**

30. The UGC has conducted an extensive public consultation exercise. The views of stakeholders have been taken into account in formulating its final recommendations.

## **PUBLICITY**

31. A press conference on the Administration's decisions will be held on 27 November. A special briefing will also be arranged for the LegCo Panel

on Education, together with the issue of a Legislative Council brief and a press release on the same day. A spokesman will be available to answer media and public enquiries.

## **BACKGROUND**

32. The last major review of higher education was conducted by the UGC in 1996. Since then, there have been significant changes in the local and international landscape of the higher education sector (e.g. the decision to expand post-secondary education to 60% participation by 2010 and the emergence of self-financing post-secondary education providers), which necessitated another review of higher education in Hong Kong. In May 2001, the then SEM commissioned the UGC to launch the review.

33. The UGC published the review report entitled “Higher Education in Hong Kong” (can be downloaded from the UGC’s website at [www.ugc.edu.hk](http://www.ugc.edu.hk)) in March 2002 for a two-month public consultation. The consultation period was later extended to 31 July 2002. The UGC received a total of 134 written submissions. A compendium setting out a list of organisations and persons making these submissions are at **Annex C**. After considering the views of stakeholders, the UGC submitted its final recommendations to the Secretary for Education and Manpower in September 2002.

## **ENQUIRIES**

34. In case of enquiry, please contact Mr Clement Leung, Principal Assistant Secretary for Education and Manpower, at 2810 3023.

**Education and Manpower Bureau**  
**November 2002**

**UGC's Original and Final Recommendations**

<b>UGC's Original Recommendations</b>	<b>UGC's Final Recommendations</b>
<p>1. That a small number of institutions be strategically identified as the focus of public and private sector support with the explicit intention of creating institutions capable of competing at the highest international levels.</p>	<p>1. A few institutions to be identified for focused public and private sector support according to the institutions' role and areas of strength.</p> <p>2. A three-pronged approach to gain more private sector support.</p> <p>3. The Government to consider the increased use of matching grants and other incentives to generate additional momentum for private sector participation in supporting higher education.</p>
<p>2. That, as the new landscape of the post-secondary sector is defined, the UGC conduct an internal review of its procedures, and publish a clear statement of its responsibilities in the light of new challenges, emphasizing an enhanced strategic role for steering the higher education sector.</p> <p>3. That a Further Education Council be established to oversee the provision of programmes at associate degree and comparable levels by both public and private providers.</p>	<p>4. A Further Education Council to look after associate degrees and life long learning. Upon setting up of the body, the UGC to transfer out all its responsibilities for Sub-degree work in an orderly manner, and subsequently extend its remit to cover 'all work at the degree level'.</p>
<p>4. That clear lines of financial accountability be established for all public sector funds used to support programmes at associate degree level, consistent with the Government's intention that associate degrees be predominantly funded by the private sector.</p> <p>5. That an adequate quality assurance system be established to oversee all programmes at associate degree level.</p>	<p>5. Taught postgraduate and sub-degree work to be put on a self-financing basis gradually, subject to specified exceptions.</p> <p>6. The institutions to consider stipulating and regulating their relationships with their continuation education arms or community colleges by franchising agreements and to create a joint, self-financing quality assurance body in due time.</p>

<p>6. That the governing body of each university carry out a review of the fitness for purpose of its governance and management structures. Such an exercise will necessarily include a review of the relevant Ordinances and, where appropriate, proposals for legislative changes should be made.</p>	<p>7. On institutional governance, the universities to start their own review in due course. The idea of subjecting institutions to the overview of the Ombudsman is withdrawn. Instead, the universities will be encouraged to increase external participation and transparency in their grievances procedures. A comprehensive audit on institutions by the UGC to be organized.</p> <p>8. The Government to take an early decision regarding the delinking of salaries but leave the timing for implementation to institutions.</p>
<p>7. That the UGC and the institutions jointly assess the need for staff in the sector to develop new skills to respond effectively to technological and other changes in higher education, and jointly support initiatives addressing these needs, including the dissemination of best practice across the sector.</p> <p>8. That the UGC's support for teaching and learning be informed by continued attention to the educational opportunities created by demographic changes in the demand for education, by the economic case for investment in education, and the technological revolution which is reshaping both the means of delivering education, and the opportunities for learning.</p>	<p>9. A two-tier approach to fund teaching, with the first level being 'core' to recognize 'teaching load', and the second level to reward 'performance according to role'.</p> <p>10. Credit Accumulation and Transfer System (CATS), minus the idea of 'money following the students', to be introduced.</p> <p>11. Additional places per annum at the second year of undergraduate programmes to be added to create the 'inverted trapezium' and help restore the age participation rate to 18%.</p>
<p>9. That the dual funding system for research be maintained whereby the RGC, as an integral part of the UGC, plays its part in enhancing the research base in the universities and in promoting research activities outside the UGC sector.</p> <p>10. That institutions should not use the UGC block grant to subsidise externally funded research, whether from private or public sources; and, as a corollary, that bodies funding research should accept their responsibility for funding research at full cost.</p>	<p>12. The Government to create more sources for research funding and to ask existing sources to fund projects on a full cost basis.</p>

<p>11. That, in consultation with the institutions, the UGC build on the success of the RAE in allocating research funds on the basis of research performance, and devise means to sharpen the RAE so that the highest levels of research excellence can be identified and funded accordingly.</p>	<p>13. The Research Assessment Exercise to be sharpened and a multi-point scale to be used. 'Critical mass funding' to be considered.</p>
<p>12. That the UGC conduct another review of higher education in Hong Kong five years from now, to assess the progress made in the expansion of the post-secondary sector, the interface with the school sector, the articulation arrangements between the community college and university sectors, and the implementation of specific recommendations in this report.</p>	<p>NA</p>
	<p>14. To implement funding by level and by discipline.</p> <p>15. To replace the '2% in and 2% out' quota for non-local undergraduate and taught postgraduate students with a straight 4% limit.</p> <p>16. To remove the current quota for non-local research students.</p> <p>17. To 'roll over' the current triennium for another year to cover the academic year 2004/2005, making the new triennium 2005/2006 to 2007/2008. Minimum changes to the funding pattern for 2004/2005, except to accommodate anticipated changes in manpower requirements or to reflect movement of price and salary levels.</p>



## **Implications of the Proposal**

### **Financial and Civil Service Implications**

Pending further discussion with the UGC sector on implementation details, we are not able to determine at this stage the exact financial implications of the entire package of proposals. Generally speaking, putting sub-degree and TPg programmes on a self-financing basis, increasing the cost recovery rate for publicly funded TPg programmes and efficiency enhancement in the sector from 2004/05 onwards will give rise to savings to the Government. The savings recovered from the sub-degree sector would be ploughed back mainly to benefit students in the sub-degree sector through measures such as improving the package of financial assistance to students of self-financing courses. We also intend to allow the UGC to keep savings from TPg programmes to fund special projects and to enhance support for research activities.

2. The provision of additional second and third year places of undergraduate programmes will require additional financial resources. Other decisions like changing the UGC's mechanism for allocating funding to the institutions to implement role differentiation and performance-based funding, introduction of CATS without financial rebalancing, relaxation of quota on non-local students, and promotion of institutional governance will not require additional funding from the Government. The decision to deregulate university salaries is cost-neutral.

3. The Administration will start discussion with the UGC on the criteria for determining recurrent funding for the 2004/05 academic year. We plan to make a submission to the Finance Committee before the end of 2003.

### **Economic Implications**

4. The proposal seeks to improve the quality of our higher education and to bring up the standard of our research. This will help enhance capability and competitiveness of the Hong Kong economy in regard to human resources at a higher level, for gearing up to pursuit of higher value added activities and orientation to a knowledge-based and innovation-prone setting. It will also promote diversity and competition within the

university sector, render better study choice for students and generally contribute to a better structured and more vibrant tertiary education segment as a whole.

### **Sustainability Implications**

5. The proposal is conducive to the sustainability principle of enabling individuals to fulfil their potential by providing access to adequate and appropriate educational opportunity. It would enhance the quality and competitiveness of our population in a more globalized economy and promote the efficient use of educational resources.



**List of organizations & persons making submissions in response to the HER Report**

<b>Item No.<sup>1</sup></b>	<b>Sender<sup>2</sup></b>
1.	香港浸會大學翻譯課程主任周兆祥博士
2.	Anonymous
3.	香港大學職員協會主席陳捷貴太平紳士
4.	香港青年大專學生協會 (Hong Kong Youth & Tertiary Students Association)
5.	東區區議員楊位醒先生 (Mr Yeung Wai-sing, Eastern District Councillor)
6.	灣仔區議員廖榮定先生, JP (Mr Stephen Liu, JP, Wanchai District Councillor)
7.	Lingnan University
8.	Prof Ho Lok Sang, Director, Centre for Public Policy Studies, Lingnan University, President, Hong Kong Economic Association and Managing Editor, Pacific Economic Review
9.	李思名教授, 香港浸會大學地理系系主任
10.	潘宗光教授, 香港理工大學校長
11.	Dr Kenneth Chan Ka-lok, Assistant Professor, Department of Government & International Studies, Hong Kong Baptist University
12.	Ms Gabriella Wong, Agency Director, Hong Kong Children & Youth Services (香港青少年服務處)
13.	Prof J Barton Starr (史百川教授)
14.	Mr Cliff Leung, a part-time university student
15.	Dr Lin Ping, Associate Professor, Department of Economics, Lingnan University
16.	Prof Chan Kwing Lam, Professor of Mathematics, Department of Mathematics, The Hong Kong University of Science and Technology (together with a group of staff at HKUST)
17.	Mr Simon So Kwan Kow, Coordinator, Concerned Group, Associate Degree Programs, Division of Commerce, City University of Hong Kong
18.	嶺南大學
19.	Mr Rajesh Sharma, Lecturer, School of Law, City University of Hong Kong
20.	蔡子強博士, 香港城市大學社會科學學部講師 (Dr Ivan Choy Chi-keung, Lecturer, Division of Social Studies, City University of Hong Kong)
21.	黃洪博士, 香港城市大學社會科學學部講師
22.	Hong Kong Polytechnic University Staff Association (香港理工大學教職員協會)
23.	Mr Nicholas Tam, Chairman, City University of Hong Kong Staff Association
24.	Tertiary Education Action Group (大學教育行動組)

1. Submissions are presented in chronological order.
2. Bilingual names are listed out if provided in the submissions.

Item No. <sup>1</sup>	Sender <sup>2</sup>
25.	香港教育工作者聯會 (Hong Kong Federation of Education Workers)
26.	岑嘉評教授, 香港高等院校教職員會聯會主席 (Prof K P Shum, Chairman, Federation of Hong Kong Higher Education Staff Associations)
27.	香港教育專業人員協會
28.	Dr Kwong Yim-tze, Lingnan University
29.	Dr Henry H L Hu, President, Hong Kong Shue Yan College (香港樹仁學院)
30.	Prof Frank Fu, Dean, Faculty of Social Sciences, Hong Kong Baptist University (傅浩堅教授, 香港浸會大學社會科學院院長)
31.	Mrs Ava S Y Ng, President, The Hong Kong Institute of Planners (香港規劃師學會)
32.	Mr Paul Sze, Faculty of Education, The Chinese University of Hong Kong (香港中文大學教育學院)
33.	Prof Joseph Lau Shiu-ming, Chair Professor of Translation and Head, Department of Chinese, Lingnan University
34.	Prof Tony Eastham, Associate Vice President, The Hong Kong University of Science and Technology (香港科技大學副校長(研究及發展))
35.	Mrs Monica Yuen, Acting Secretary, The Hong Kong Institution of Engineers (香港工程師學會)
36.	Prof Laurence Wong, Head, Department of Translation, Lingnan University
37.	民主黨教育政策小組, 民主黨立法會議員秘書處 (Secretariat of Legislative Councillors of the Democratic Party)
38.	Mr Bill Bowman, President, CPA Australia-Hong Kong China Division
39.	A Group of Chair Professors, City University of Hong Kong
40.	Prof Cheung Nai Ho, Professor of Physics, Department of Physics, Faculty of Science, Hong Kong Baptist University (張迺豪教授, 香港浸會大學理學院物理系教授)
41.	Prof H K Chang, President and University Professor, City University of Hong Kong (張信剛教授, 香港城市大學校長及大學講座教授)
42.	Prof Paul Chu, President, The Hong Kong University of Science and Technology
43.	Prof Felix Wu, Department of Electrical and Electronic Engineering, The University of Hong Kong
44.	潘玉瓊博士, 香港浸會大學教育學系助理教授
45.	陳成斌先生, 香港人文哲學會 (Mr Benedict Chan, Hong Kong Society of Humanistic Philosophy)
46.	Lingnan University

Item No. <sup>1</sup>	Sender <sup>2</sup>
47.	Prof Leonard K Cheng and Prof Francis T Lui, The Hong Kong University of Science and Technology
48.	Dr Vincent Cheng
49.	王耀宗博士, 嶺南大學政治及社會學系副教授
50.	Mr Chua Hoi Wai, Vice-President, Hong Kong Social Workers Association (香港社會工作人員協會)
51.	Prof Paul Morris, Director, The Hong Kong Institute of Education (莫禮時教授, 香港教育學院校長)
52.	Prof C K Poon, President, The Hong Kong Polytechnic University (潘宗光教授, 香港理工大學校長)
53.	Mr Jackson K S Yeung, Chairman, The Association of International Accountants – Hong Kong Branch (國際會計師公會 – 香港分會)
54.	Mr Lee Kai-fat, Registrar & Secretary-General, Hong Kong Society of Accountants (香港會計師公會)
55.	Prof Arthur K C Li, Vice-Chancellor, The Chinese University of Hong Kong
56.	Prof S W Tam, President, The Open University of Hong Kong (譚尚渭教授, 香港公開大學校長)
57.	Prof W I R Davies, Vice-Chancellor, The University of Hong Kong (戴義安教授, 香港大學校長)
58.	Prof C F Ng, President & Vice-Chancellor, Hong Kong Baptist University (吳清輝教授, 香港浸會大學校長)
59.	Mr Moses Cheng, Chairman, Board of Education (教育委員會)
60.	張國柱先生, 香港社會工作者總工會會長
61.	Mr Hak Chan, President, The Hong Kong Institute of Surveyors (香港測量師學會)
62.	The Revd. Dorothy Lau, Director, Sheng Kung Hui Diocesan Welfare Council (聖公會教區福利協會)
63.	余恩偉先生, 「高等教育檢討報告」理大學生關注小組發言人
64.	Mr Chan Kai Kwan, Chief Executive, The Church of United Brethren In Christ (基督教協基會)
65.	Ms Chang Siu Wah, Executive Secretary, American Baptist Mission (美浸信會)
66.	Ms Margaret Yiu, Superintendent, Pelletier Hall, Sisters of the Good Shepherd (善牧會培立中心)
67.	Ms E. Ng Sui Ching, Good Shepherd Sisters Marycove Centre (善牧會瑪利灣中心)

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68.	Ms Ivy Lam Pui Tsz, Acting General Secretary for Social Services, Christian & Missionary Alliance Church Union HK Ltd (基督教宣道會香港區聯會有限公司)
69.	Mr Moses Cheng, Council Chairman, Hong Kong Baptist University
70.	岑嘉評教授, 香港高等院校教職員會聯會主席 (Prof K P Shum, Chairman, Federation of Hong Kong Higher Education Staff Associations)
71.	Mr Mannars Chan, President, The Hong Kong Institution of Engineering Surveyors (香港工程測量師學會)
72.	Ms Christine M S Fang, Chief Executive, The Hong Kong Council of Social Service (香港社會服務聯會)
73.	Prof Alfred Chan, JP, Director, Asia Pacific Institute of Ageing Studies, Department of Politics and Sociology, Lingnan University (陳章明教授, 嶺南大學政治及社會學系教授)
74.	Dr Winnie Tang, Managing Director, ERSI Hong Kong Limited
75.	Mr Terence Leung
76.	Prof Lee Ngok, Executive Director, Vocational Training Council (職業訓練局)
77.	岑嘉評教授, 香港高等院校教職員會聯會主席 (Prof K P Shum, Chairman, Federation of Hong Kong Higher Education Staff Associations)
78.	Dr C W Chan, Chairman, Academic Staff Association, The University of Hong Kong (香港大學教職員會)
79.	譚鳳儀教授, 香港學者協會主席 (Prof Nora F Y Tam, Chairman, Society of Hong Kong Scholars)
80.	梁奠賢先生, 香港理工大學應用社會科學系, 畢業同學會主席
81.	張雙慶教授, 香港中文大學教師協會會長 (The Teachers' Association, The Chinese University of Hong Kong)
82.	鄭振偉博士
83.	伍占美先生
84.	Mr C P Tang, Secretary of Curriculum Development Council (課程發展議會)
85.	李永元先生, 香港中文大學職員協會會長
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87.	一群大學生家長：朱浩然、何美玲、張文堅
88.	一群大學生家長：梁麗芬、鍾嘉玲、鄧志強
89.	一群大學生家長：梁美玉、何子明、陳文傑
90.	一群大學生家長：任麗霞、李育強、梁志輝
91.	一群大學生家長：王妙玲、陳子明

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92.	一群大學生家長：陳玉冰、周文君、何敏、凌浩和、汪玉燕
93.	一群大學生家長：羅偉民、張國忠、陳浩
94.	一群大學生家長：李美珍、潘偉賢、張國強
95.	Dr Rosanna Wong Yick-ming, Chairman, Education Commission
96.	鄧毓華先生, 葵青區家長教師會聯會內務副主席 (Mr Ricky Tang, Vice Chairman, Joint Parent-Teacher Association of Kwai Tsing)
97.	Mr S S Tang (for six Unions in Vocational Training Council)
98.	民主黨立法會議員秘書處 (Secretariat of Legislative Councillors of the Democratic Party)
99.	Mr Victor Lo, Chairman, Federation of Hong Kong Industries (香港工業總會)
100.	Dr John Ure, Hon. Associate Professor and Director of the Telecommunications Research Project, Centre of Asian Studies, The University of Hong Kong
101.	Mr Terence Lo, Secretary, Hong Kong Polytechnic University Staff Association (香港理工大學教職員協會)
102.	香港中華基督教青年會天水圍會所青苗社
103.	香港青年大專學生協會
104.	黃嘉儀女士, 民主建港聯盟研究統籌主任
105.	余恩偉先生, 「高等教育檢討報告」理大學生關注小組發言人
106.	Prof Enoch C M Young, Director, School of Professional and Continuing Education, The University of Hong Kong (香港大學專業進修學院)
107.	Prof John C Y Leong, Chairman, Hong Kong Council for Academic Accreditation (梁智仁教授, 香港學術評審局主席)
108.	Ms Wendy Gan, Chairman, Standing Committee of Convocation, The University of Hong Kong (香港大學畢業生議會)
109.	香港教育專業人員協會 (Hong Kong Professional Teachers' Union)
110.	九龍明愛社區中心 X 聯盟青年小組
111.	Ms Anita Lee, Acting Chairperson, Postgraduate Student Association, The University of Hong Kong
112.	Prof W I R Davies, Vice-Chancellor, The University of Hong Kong (戴義安教授, 香港大學校長)
113.	Dr Ting Wai-fong, Convenor, Task Force on Higher Education Review, Department of Applied Social Sciences, The Hong Kong Polytechnic University
114.	Ms Susanna Lee, Honorary Secretary, Hong Kong Association for Lifelong Education (香港終身教育協會)

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115.	Ms Susanna Lee, Arts Educator
116.	Ms Wendy Chong, 新青年論壇 (New Youth Forum)
117.	梁善智先生, 嶺南大學學生會會長 (Mr Napo Leung, President of Lingnan University Students' Union)
118.	自由黨
119.	曾惠珍女士, 香港浸會大學校友會理事會會長
120.	Mr Desmond Lee Yu-tai, Chairman, The Hong Kong Association for Continuing Education and Mr Mervyn Cheung Man-ping, Chairman, Hong Kong Education Policy Concern Organization (香港成人及持續教育協會及香港教育政策關注社)
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122.	吳安兒女士, 香港教育工作者聯會 (Hong Kong Federation of Education Workers)
123.	Dr Yu Wing Yin, Senior Advisor to Rector, University of Macau
124.	Ms Helen Liu, Head of Hong Kong Affairs, The Association of Chartered Certified Accountants (英國特許公認會計師公會)
125.	Anonymous
126.	Anonymous
127.	Concerned professors at HKUST
128.	Mr Charles Wong, Chairman, Federation for Continuing Education in Tertiary Institutions
129.	Mr Alan Sze, Lecturer, Department of Applied Social Sciences, The Hong Kong Polytechnic University
130.	龍德屏先生 (Mr Lung Tak Ping)
131.	葉建源先生, 新力量網絡教育小組召集人 (SynergyNet)
132.	何秀蘭立法會議員辦事處 (Office of Legislative Councillor Cyd Ho S L, The Frontier)
133.	香港浸會大學學生會 (Hong Kong Baptist University Student Union)
134.	Dr W K Lo, Chairman, Advisory Committee for the Department of Industrial and Systems Engineering, The Hong Kong Polytechnic University