

For information on
14 June 2010

Legislative Council Panel on Education
Matters Relating to Education under the
Framework Agreement on Hong Kong/Guangdong Co-operation

Purpose

This paper briefs members on the specific measures on education under the Framework Agreement on Hong Kong/Guangdong Co-operation (the Framework Agreement) and the existing co-operation on education between Hong Kong and Guangdong Province.

Background

2. The National Development and Reform Commission (NDRC) promulgated in January 2009 the “Outline of the Plan for the Reform and Development of the Pearl River Delta (PRD)” (the Outline), which elevates the development of the PRD region to the strategic level of national development, specifying Hong Kong/Guangdong co-operation as a national policy.

3. During their meeting in Beijing in March 2009, the Chief Executive of the Hong Kong Special Administrative Region (HKSAR) and the Party Secretary of Guangdong Province reached important consensus on the work relating to deepening Hong Kong/Guangdong co-operation. One of the important tasks was the joint formulation of the Framework Agreement, which would become an official agreement between the two governments.

4. In the past year, Hong Kong and Guangdong forged ahead with the formulation of the Framework Agreement. Bureaux and departments of the HKSAR Government and the Guangdong Provincial Government held many rounds of discussions on the draft agreement, and extensively consulted the relevant ministries and commissions of the Central Government. With the assistance and support from various parties, the Framework Agreement was endorsed by the State Council. On 7 April 2010, top leaders of Hong Kong and Guangdong signed the Framework Agreement in Beijing, witnessed by the State Leaders.

Composition of the Framework Agreement and measures on education

5. The Framework Agreement consists of two parts, i.e. the main text and the list of annual major initiatives. The main text contains 11 chapters, covering a wide range of topics, including the preamble, cross-boundary infrastructural facilities, modern service industries, manufacturing industries and innovation and technology, business environment, quality living area, education and talent, major co-operation areas, regional co-operation plans, as well as mechanisms and arrangements. Measures on education set out in the main text and the list of annual major initiatives are listed in Annex 1 and Annex 2 of this paper respectively.

Implementation of measures on education

6. In recent years, exchanges and co-operation on education between Hong Kong and the Mainland, especially Guangdong Province, have been strengthening. In the recently signed Supplement VII to the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA), the two sides agreed to, among others, strengthen exchanges, communication and exchange of information in respect of education; strengthen co-operation in training, organisation of visits, etc.; and support Mainland's education institutions and Hong Kong's higher education institutions in jointly providing education programmes, establishing joint research facilities and nurturing talents at undergraduate level or above in the Mainland. This reflects the great importance that Hong Kong and the Mainland attach to co-operation on education.

Higher Education

7. Under the Regulations on Chinese-Foreign Co-operation in Running Schools, Hong Kong's higher education institutions are allowed to run schools in the Mainland in collaboration with their Mainland counterparts. One example is the United International College in Zhuhai jointly operated by Hong Kong Baptist University and Beijing Normal University. Besides setting up institutions, Hong Kong and Mainland institutions also jointly provide education programmes in the Mainland, and co-operate closely in research. Apart from joint research projects, ten laboratories (including one in Shenzhen) of our University Grants Committee (UGC)-funded institutions have been designated by the Ministry of Science and Technology as State Key Laboratories in recognition of their achievements and important roles in the country's advancement in the respective fields.

8. As our nation develops rapidly, tertiary institutions in Hong Kong and academic institutions worldwide are actively taking forward co-operation projects in the Mainland. We encourage and provide support for Hong Kong tertiary institutions to seek further co-operation on education and research in the Mainland with a view to broadening their networks, improving their quality and enhancing exchanges with Mainland institutions. This will allow the two places to complement each other's strengths, and consolidate Hong Kong's status as a regional education hub for nurturing talents for Hong Kong and the nation, thus boosting our competitiveness and supporting the long-term development of Hong Kong, the PRD region and the nation.

Vocational Education

9. Hong Kong/Guangdong co-operation on vocational education mainly covers teacher training, student exchanges, in-service training for employees of Hong Kong enterprises operating in Guangdong and joint provision of education programmes. Since 2005, the Vocational Training Council (VTC) of Hong Kong has provided in-service training for about 1 000 employees of Hong Kong enterprises in Guangdong, and also provided training for about 400 vocational education teachers in the province. The VTC plans to provide regular professional training programmes for certain technical schools in Guangdong from 2010 onwards. It is expected that training will be provided for a total of 60 outstanding teachers of technical schools in Guangdong in two batches this year. In the 2008/09 academic year, about 8 000 students of the VTC and its technical institutes visited various technical schools and universities in the Guangdong province.

10. In addition, the Hong Kong Institute of Vocational Education (Haking Wong) under the VTC and Shenzhen Polytechnic has since the 2008/09 academic year jointly operated a 3-year higher diploma programme in electrical services engineering. In early 2009, the VTC was also invited to co-operate with the Department of Human Resources and Social Security of Guangdong Province in establishing the Hong Kong Design Institute (Guangdong Industrial Design Training Institute) in Nanhai, Guangdong to train up talents for the industrial design and creative industries. The first-stage construction works are nearing completion and the institute is expected to start its programmes in September 2010.

11. The VTC will continue to maintain close liaison with the relevant departments and commissions of Guangdong Province and co-operate with them in offering joint programmes, teacher training and academic exchanges with a view to nurturing talents and contributing to society.

Basic Education

12. Apart from higher education and vocational education, Hong Kong and Guangdong have made good progress in enhancing exchanges and collaboration on basic education in recent years. To make it more convenient for children residing in Shenzhen to go to school in Hong Kong, the HKSAR Government has implemented a series of arrangements, including opening up the Lo Wu Control Point and Lok Ma Chau Spur Line Public Transport Interchange for their use, and providing cross-boundary school coach and on-board clearance services.

13. As for teacher collaboration and exchanges, since 1999, immersion programmes have been organised by Guangdong Province annually for Putonghua teachers from Hong Kong, while training courses have been run in Hong Kong by the Education Bureau (EDB) for English teachers from Guangdong. In addition, language teachers/experts nominated by Guangdong Province are attached to Hong Kong primary and secondary schools for professional exchange with local teachers. This year, Hong Kong has also sent on a pilot basis English teachers to Guangdong for exchanges and collaboration with their peers there.

14. Since the introduction of the Sister Schools Scheme in 2005 between Hong Kong and Guangdong, over 170 primary and secondary schools in each of the two places have paired up as sister schools. Through various exchange activities, the sister schools can strengthen mutual understanding and communication between their students, parents, teachers, principals and management personnel, heighten mutual cultural awareness and work together to enhance the quality of education.

15. Proper and comprehensive arrangements have also been made to make it easier for Hong Kong children in Shenzhen to further their studies back in Hong Kong when necessary. The EDB and its Shenzhen counterpart have agreed that two Shenzhen schools, namely the Luohu School for Hong Kong Children and Shenzhen Oriental School for Hong Kong Children, can participate in the Secondary School Places Allocation (SSPA) system of Hong Kong, so that eligible primary six students studying in these two primary schools can be allocated secondary one places in Hong Kong secondary schools. The arrangement will commence from 2008/10, applicable to students entering Hong Kong secondary schools in September 2010. This scheme will be extended to three other private schools in Shenzhen, which will start operating P1 to P4 classes for Hong Kong children in the autumn of 2010, and P5 and P6 classes in subsequent years, eventually joining the SSPA system on a pilot basis.

The Way Forward

16. With the Framework Agreement further strengthening co-operation between Hong Kong and Guangdong, we will continue to liaise closely with the Department of Education of Guangdong Province on the above matters relating to co-operation on education.

17. Members are invited to note the specific measures on education under the Framework Agreement.

Education Bureau
June 2010

「粵港合作框架協議」主體文本
與教育有關的內容

第七章 教育與人才

深化教育培訓合作，共同推進專業資格互認、區域人力資源開發和專業人才流動，打造亞太區域人才教育樞紐。

第一條 教育

一、探索多種形式的合作辦學模式和運作方式，積極探索香港高等學校在廣東辦學的新形式、新途徑。

二、支持雙方高等學校合作辦學，共建實驗室和研究中心，擴大互招學生規模，聯合培養本科或以上高層次人才。

三、推動雙方中小學教育資源相互開放，繼續開展教師協作與培訓交流合作，逐步擴大共識及合作領域。為在深圳居住的跨境學童提供通關、交通等便利。

四、推動青少年國民教育交流合作，支持開展粵港青年交流活動，探討舉辦粵港青年高峰論壇。

第二條 培訓

一、加強職業教育培訓合作，研究合作舉辦動漫、物流、酒店、工業設計、電子商務等職業培訓項目，建立高等職業技術學

院、中等職業技術學校、技工學校師資和職業培訓師資交流合作制度。

二、支持廣東高等職業技術學院、中等職業技術學校、技工學校、職業培訓學校與香港有關組織、企業和機構合作，建立職業技能實習實訓基地，優化職業技能培訓資源配置，提供貼近企業需求的專業課程和人才培養項目，共建香港知專設計學院廣東工業設計培訓學院。

三、支持香港國際教育機構與內地機構合作在廣東開展職業培訓服務。

《粵港合作框架協議》2010 年重點工作
與教育有關的內容

六、教育與人才

(一) 支持香港名牌高校在廣州、深圳、珠海、佛山、東莞等珠江三角洲地區與內地教育機構試行合作設立高等教育機構。

(二) 鼓勵雙方高校合作開展科技創新，建立粵港聯合產學研合作基地，推進建設聯合實驗室、聯合工程研究中心、人文社科研究基地、聯合科學創新園，支持兩地高校共同承擔國家和省部級重點科研項目。

(三) 香港職業訓練局所屬專業訓練機構為廣東培訓技工教育優秀教師。從 2010 年起，定期對廣東省技工學校教師進行培訓。

(四) 共同推進技能人才實訓基地建設，廣東引進或聘請香港優秀教師、技術能手等到人才實訓基地擔任指導老師，推進高技能人才培养。在 2011 年，在香港選擇 1 至 2 所大型企業建立技師工作站，擴大廣東省技師工作站規模。

(五) 廣東省職業技能鑒定指導中心和香港職業訓練局合作建設香港知專設計學院廣東工業設計培訓學院。將學院發展成為集工業設計職業研發、培訓認證、創意實驗、成果轉化、創業孵化、展覽交流六大功能一體的國際一流工業設計綜合培訓學院和培訓產業基地。
