

The Legislative Council Meeting on 20 December 2012
Motion on “Reviving the quality of local education and
stopping the blind industrialisation of education”

Progress Report

At the Legislative Council Meeting held on 20 December 2012, the motion on “Reviving the quality of local education and stopping the blind industrialisation of education” moved by Hon Regina IP as amended by Hon Claudia MO, Dr Hon Helena WONG, Hon IP Kin-yuen, Hon MA Fung-kwok and Hon Paul TSE was carried. The wording of the motion is at Annex. This report informs Members of the follow-up actions taken by the Administration in respect of the motion.

2. “All-round Education and Lifelong Learning” is the overall goal of education in Hong Kong. We are committed to fostering the moral, intellectual, physical, social and aesthetic development of students through education and training, with a view to cultivating their adaptive, creative and lifelong learning capabilities as well as independent, multi-perspective and critical thinking skills. We believe that everyone has potential, and education and training should be so designed as to enable students with diverse abilities, interests and aptitudes to unleash their full potential and become well-equipped to meet the challenges posed by globalisation and a knowledge-based economy. Education and training should also nurture students’ moral qualities and courage to take up their family and civic responsibilities.

Multiple Pathways

3. The Government is committed to providing our young people with flexible and diversified study pathways with multiple entry and exit points. At present, 17 local degree-awarding institutions in Hong Kong are offering about 550 undergraduate programmes, and 390 sub-degree programmes, continuing education programmes and vocational education and training programmes covering a variety of academic and professional disciplines, to cater for the development needs of our society and students. Young people can choose the pathway that best suits their abilities and aspirations and allows them to develop their potential to the full. The Government has also launched the Yi Jin Diploma Programme since the 2012/13 academic year to provide an alternative pathway for Secondary 6 school leavers under the New Academic Structure (NAS) as well as adult learners to obtain a formal qualification for the purposes of employment and further study.

4. The Government adopts a two-pronged strategy of promoting the parallel development of the publicly-funded sector and the self-financing sector. Starting from the 2012/13 academic year, the number of University Grants Committee (UGC)-funded first-year-first-degree places has increased to 15 000 for each cohort (i.e. a total of 15 150 publicly-funded first-year-first-degree places per annum). The number of senior year intake places will also gradually double to 4 000 per annum with a view to providing meritorious sub-degree graduates with more opportunities for articulation to the last two years of an undergraduate programme under the NAS. As for self-financing top-up degree programmes, the number of intake places has doubled to 6 500 in the 2012/13 academic year.

5. We envisage that in two years, over one-third of our young people in the relevant age cohort will have the opportunity to pursue degree-level education. Taking sub-degree places into account, nearly 70% of young people will have access to post-secondary education, thus nurturing talents for the future development of Hong Kong.

6. Sub-degree graduates are equipped with skills for employment at elementary management level or associate professional level. In this connection, the Government has taken the lead to recognise sub-degree qualifications. At present, sub-degree graduates may apply for jobs in about 80 civil service grades. For employment in the private sector, the Government will continue to promote the sub-degree qualification and enhance its recognition in the job market. Looking ahead, we will continue to explore the development of a vertical credit accumulation and transfer system in line with the UGC's recommendation in its Report on Higher Education Review in 2010 to facilitate articulation from sub-degree programmes to senior year undergraduate entry.

Quality Assurance and Monitoring

7. The Government attaches great importance to the quality of education and has put in place rigorous quality assurance mechanisms and monitoring measures, which include requiring all local post-secondary programmes to undergo accreditation by the relevant quality assurance bodies; drawing up a set of common descriptors for Associate Degree and Higher Diploma programmes in terms of programme structure, entry requirements, exit qualifications, etc. for observance by the institutions and accrediting bodies; and publishing a Handbook on Good Practices in Quality Assurance for the sub-degree sector.

8. Besides, the Government is investing heavily to enhance the quality of post-secondary education. To tie in with the implementation of NAS in the higher education sector, the annual recurrent grants for UGC-funded institutions has substantially increased by \$3 billion to around \$14 billion. The Government has also provided the self-financing post-secondary education sector with a basket of support measures, including offering land at

nominal premium under the Land Grant Scheme for institutions to construct purpose-built premises. Moreover, the Government has introduced the Start-up Loan Scheme to provide interest-free loans for building school premises or improving teaching environment and facilities. Furthermore, the Government has established the \$3.5 billion Self-financing Post-secondary Education Fund to provide scholarships to students pursuing self-financing sub-degree and undergraduate programmes, step up quality assurance efforts, support institutions in quality enhancement, and fund initiatives aiming at improving the quality of self-financing post-secondary education. In 2012, the Government also allocated \$2.5 billion to launch the Sixth Matching Grant Scheme in order to support the development of publicly-funded and self-financing post-secondary institutions.

9. In response to the recommendation of the UGC's Report on Higher Education Review 2010, the Committee on Self-financing Post-secondary Education was established in April 2012 to oversee and to advise the Government on the strategic development of the self-financing sector. Having regard to the concern of the community to enhance the financial transparency of the self-financing sector and to explore means to ensure that any surpluses generated should be used for the benefit of students, the Committee on Self-financing Post-secondary Education has been invited to discuss possible measures to enhance transparency and promote good practices. To further enhance the quality assurance mechanism, the Education Bureau (EDB) has accepted the UGC's recommendations in its Report on Higher Education Review 2010 and will actively explore the possibility of eventually setting up a single quality assurance body.

10. The Government is very much concerned about last year's incident related to the admission and arrangement of the self-financing programmes offered by the Community College at Lingnan University and Lingnan Institute of Further Education, and has been closely monitoring the progress made in dealing with the incident. We have carefully scrutinised the inquiry panel report submitted by Lingnan University and the recommendations therein. Comprising representatives from the EDB, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Joint Quality Review Committee and the Quality Assurance Council, the Liaison Committee on Quality Assurance has recently studied and discussed the report. The EDB and the Liaison Committee on Quality Assurance note that the inquiry panel report has provided detailed observations and recommendations. The Committee is also aware that the governing body of Lingnan University will consider the report shortly. We will request Lingnan University to submit a progress report on the implementation of the inquiry panel's recommendations and inform us the latest plan on the admission and arrangements of the Community College at Lingnan University and Lingnan Institute of Further Education for 2013.

11. Adopting a “sunshine policy”, we have also implemented measures to enhance the transparency of post-secondary programmes, including publicising on the Information Portal for Accredited Post-secondary Programmes (iPASS) the estimated intake places of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2013/14 academic year.

12. As regards the proposal of setting up an independent inter-institutional appeal mechanism, the UGC has developed the guidelines of best practices in redress mechanisms for reference by institutions. The specific recommendations include the appointment of mediators, stipulating the time limits for handling grievances, guarding against retaliation and the involvement of external parties in the final level of appeal. We note that most of the institutions have already completed the reviews of their grievance procedures and have incorporated the UGC’s specific recommendations.

Internationalisation and Admission of Non-local Students

13. The Government endeavours to enhance the position of Hong Kong as a regional education hub so as to nurture talents for other industries and sharpen Hong Kong’s competitive edge. To this end, we strive to internationalise and diversify the higher education sector. In the course of internationalisation, we will well cater for the needs of local students. Under the existing policy, UGC-funded institutions may admit non-local students to their sub-degree, undergraduate and taught postgraduate programmes up to a level not exceeding 20% of the approved student number targets for these programmes. This quota comprises 4% within the approved student number targets and 16% outside the targets. At present, non-local students are primarily admitted on top of the approved student number targets. Therefore, they will not directly compete with local students. As for the self-financing sector, locally-accredited self-financing sub-degree and undergraduate programmes are mainly satisfying the needs of local students for their further pursuance of studies. In the 2011/12 academic year, non-local students constituted less than 2% of the total enrolment of these programmes.

14. Regarding research programmes, institutions admit students on a merit basis, taking into account students’ academic results, research capability, and so on, but not their places of origin. No quota restriction is imposed on the admission of non-local students in publicly-funded research postgraduate programmes. In the 2011/12 academic year, about 25% of the applications for research programmes by local students were admitted by institutions, whilst about 9% of non-local applicants were admitted.

15. In recent years, our efforts to promote the internationalisation of our higher education have started to bear fruit. In the 2011/12 academic year, non-local students from

over 70 countries and regions studied post-secondary programmes in Hong Kong. It shows that the geographical origins of our students are very diverse. Moreover, institutions are active in promoting exchange activities. Over the past five years, the number of students participating in such activities has increased by more than 50%. In the 2011/12 academic year, there were over 4 400 incoming exchange students in the UGC-funded sector, with students from Asia, Europe and America each constituting about one third of this number. In the same year, there were more than 4 200 outgoing students on exchange. These exchange activities not only broaden the horizons of the outgoing students, but also internationalise local campuses by bringing in more non-local students, which is beneficial for local students.

Financial Assistance and Support for Students

16. To ensure that no student is deprived of education for lack of means, the Government has established a number of student finance schemes to help post-secondary students pursue further studies, which include the means-tested Tertiary Student Finance Scheme — Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students. These schemes provide financial assistance for poor local students to meet their tuition fees, academic expenses and living expenses. In the 2011/2012 academic year, a total of about \$1.9 billion grants and \$500 million living expenses loans were disbursed under the two schemes to around 50 000 post-secondary students. The average grant and loan amount disbursed were about \$38,000 and \$29,000 respectively.

17. In the 2011/12 academic year, the Government implemented a series of measures to improve the means-tested financial assistance schemes, which included relaxing the income ceiling for full level of assistance, adjusting the existing tiers of assistance and providing an additional amount of academic expenses grant of up to \$1,000. Following the implementation of the improvement measures, the percentage of post-secondary students receiving full level of assistance increased from 37% to 62% while those not on full assistance also received additional financial assistance. All in all, after the implementation of the improvement measures, the grant received by each post-secondary student had increased by nearly 20%. In the 2012/13 academic year, the Government has also implemented a series of measures to improve the Financial Assistance Scheme for Post-secondary Students, which include relaxing the age limit from 25 to 30, removing the restrictions on prior academic qualification for the purpose of applying for assistance and removing the grant repayment requirement under which students who fail to obtain the intended qualification are required to repay the grants. Through these measures, we have increased the assistance offered to students of self-financing post-secondary programmes. Furthermore, in a bid to relieve the repayment burden of student loan borrowers, the Government completed a review of the interest rate and repayment period of various loan schemes in 2012. The annual interest rate of the means-tested loan schemes was lowered

from 2.5% to 1% and the standard repayment period was extended from 5 years to 15 years. Based on the median loan amount of \$40,110 of the Tertiary Student Finance Scheme — Publicly-funded Programmes in the 2010/11 academic year, and taking into account the reduced interest rate and extended repayment period, the monthly repayment amount of a borrower will be reduced significantly by 66% from \$713 to \$240. These measures have benefited about 73 000 people.

Research

18. About one fourth of the annual block grant of about \$14 billion provided by the UGC to its funded institutions is allocated for research purpose. Furthermore, the Government set up an \$18 billion Research Endowment Fund in 2009 and injected another \$5 billion to the Fund at the beginning of 2012 to provide long-term and stable funding to both publicly-funded and self-financing higher education institutions.

19. The UGC and the Research Grants Council (RGC) encourage institutions to conduct researches in areas where they are strong so as to enhance their competitiveness and promote the development of Hong Kong towards a knowledge-based economy. For instance, under the Research Endowment Fund, the investment return of \$4 billion is used to fund theme-based researches so that institutions may work on long-term research proposals which are strategically beneficial to the development of Hong Kong. Apart from this, the RGC has launched the Areas of Excellence Scheme to encourage institutions to strive for excellence and maintain the status as world leader in areas with competitive edge. Moreover, the UGC supports the transfer of knowledge from higher education institutions to society for the sake of bringing economic or social benefits as well as generating innovative and economically beneficial activities. It has earmarked an annual provision of \$52.8 million for institutions to strengthen and broaden their knowledge transfer in the 2012/13 to 2014/15 triennium.

20. In addition to the efforts of the UGC and RGC, the Government has also set aside resources to support local research and development (R&D) activities as well as attract local and overseas academics to conduct applied R&D projects in Hong Kong. Related support measures include:

Funding Support for Applied R&D

- (a) Established in 1999, the Innovation and Technology Fund (ITF) provides funding support for applied R&D projects with a view to promoting local innovation and technology development. As at end 2012, the ITF has supported more than 3 100 projects at an approved funding of over \$7 billion. We will continue to provide assistance to R&D stakeholders and

further enhance the ITF in order to strengthen support for the realisation/commercialisation of R&D results. The enhanced measures include:

- (i) extending the scope of funding to cover the production of prototypes/samples and conducting of trial schemes in the public sector;
 - (ii) allowing up to 50% of the project expenditure on R&D work to be incurred outside Hong Kong to tie in with the globalisation of innovation and technology activities;
 - (iii) increasing the funding ceiling for all ITF projects from \$21 million to \$30 million, except for those with specific funding ceilings; and increasing the funding ceiling for projects under the Small Entrepreneur Research Assistance Programme of the ITF from \$4 million to \$6 million; and
 - (iv) increasing the monthly allowance for interns under the Internship Programme of the ITF by nearly 20%. Since its implementation, the programme has funded training for over 1 130 interns.
- (b) Launched in 2010, the Research and Development Cash Rebate Scheme provides a cash rebate on an enterprise's investments in applied R&D projects. The scheme covers ITF projects and projects undertaken by enterprises in partnership with designated local research institutions. To enhance its effectiveness, we have increased the level of cash rebate from 10% to 30% since 1 February 2012.

Setting up R&D Centres

The Government set up R&D centres in 2006 to drive and co-ordinate applied R&D in five focus areas, namely nanotechnology and advanced materials; textiles and clothing; automotive parts and accessory systems; logistics and supply chain management enabling technologies; and information and communications technologies. The R&D centres also partner with the university and industry sectors to conduct applied R&D projects and promote technology transfer with a view to advancing the innovation and technology capability of local industries. Over the past six years or so, the R&D centres have conducted over 504 R&D projects, involving a total approved funding of more than \$2.5 billion. We expect

that with their continuous development, the R&D centres will take a more active part in related activities such as technology transfer and commercialisation of R&D results. As such, in May 2012, we sought the Finance Committee's approval of an additional commitment of \$275.3 million to extend the operation of four R&D centres up to end-March 2015 and 2017 respectively.

To facilitate technology transfers and the realisation of R&D results, six local universities have set up their own technology transfer offices to deal with the complicated process of commercialising R&D results. In the 2013-14 Budget, the Financial Secretary further proposed that these six universities be each provided with a subvention of up to \$12 million through the ITF for a period of three years from 2013-14 onwards to support the work of their technology transfer offices.

21. To enable institutions to recruit talents from around the world and flexibly adjust their remuneration packages having regard to the institutions' own roles and missions as well as changes in local and international scenes, the Finance Committee of the Legislative Council approved the deregulation of staff salaries in UGC-funded institutions with effect from July 2003. Since then, the UGC-funded institutions have been free to decide their own remuneration systems that best suit their needs and situation, while being held accountable for such decisions.

22. Moreover, the RGC plans to implement an Early Career Scheme with funding of up to \$100 million to ensure that more research funding will be provided to nurture junior/new academics. The RGC also established the Hong Kong PhD Fellowship Scheme in 2009 to attract quality students from around the world to pursue PhD programmes in Hong Kong.

Humanities and Liberal Arts Education

23. We will provide an additional funding of \$20 million per year to the RGC to improve its funding arrangements for humanities and social sciences (HSS) academics, including the introduction of a new fellowship scheme for outstanding academics in HSS disciplines.

International Schools

24. The Government is committed to developing a vibrant international school sector to meet the education needs from local and overseas families living in Hong Kong and families coming to Hong Kong for work or investment. International schools offering non-local curriculum mainly operate on the market-led principle. Some schools have introduced different schemes to raise funds for their capital and development projects. The education

authorities have all along urged school sponsoring bodies to consult parents and stakeholders before introducing such schemes and clearly explain to them the justifications and specific arrangements for introducing debenture schemes so as to seek consensus among all parties. We also encourage schools to offer scholarships and introduce fee assistance schemes to provide financial support to families in need.

25. Our position is that debentures and levy are private financial arrangements between schools and parents. Since they are not mandatory, most of them will be repaid when students leave school. We note that most of the debentures are not transferable and serve the purpose of raising funds to meet expenditure on capital projects. There are just a few transferable debentures, some of which can only be transferred when specific conditions are met. We will closely monitor the arrangements for debenture and levy in international schools.

Professional Development and Support Measures for Local English Teachers

26. The EDB has always attached great importance to the quality of local English teachers. To ensure that all English teachers possess at least basic language proficiency, all serving English teachers holding a permanent post in primary and secondary schools have to meet the Language Proficiency Requirement. Further, the Government accepted the recommendation of the Standing Committee on Language Education and Research (SCOLAR) that language teachers should be adequately prepared in terms of proficiency, subject knowledge and pedagogy. In 2004, it was announced that all newly recruited English teachers holding a permanent post in primary and secondary schools should hold a degree and a recognised teacher training qualification, both majoring in English Language.

27. To improve classroom teaching, the EDB has, over the past few years, allocated substantial resources to implement an array of support measures for English teachers, including the following:

- (a) every year, the EDB provides a range of professional development programmes for teachers to enhance the quality of English language teaching. 275 professional development programmes were organised by the EDB between the 2009/10 and 2011/12 school years. A further 78 professional development programmes will be organised in the 2012/13 school year, 23 of which were completed as at end of December 2012;
- (b) to encourage English teachers who have joined the profession before the 2004/05 school year to strengthen their subject knowledge and pedagogy, the SCOLAR has set up the Professional Development Incentive Grant

Scheme for Language Teachers. Each eligible applicant may receive a grant of up to \$30,000. Over 8 200 teachers have been awarded the grant so far. On the whole, in the 2011/12 school year, about 69% of the English teachers have fulfilled the SCOLAR requirements;

- (c) the SCOLAR also launched the English Enhancement Grant Scheme for Primary Schools in 2009 to provide a time-limited grant for primary schools to formulate school-based English enhancement measures and strengthen the learning and teaching of English. The maximum amount of grant per school is capped at \$500,000. A total of 475 eligible schools (about 90%) have taken part in the scheme so far. Among them, 185 schools have allocated some of the resources for the professional development of English teachers;
- (d) the Government injected \$880 million in 2006 and over \$300 million in 2010 into the Language Fund to launch the English Enhancement Scheme and the Refined English Enhancement Scheme for secondary schools respectively. The schemes aimed at enhancing teachers' professional competence in teaching English and in using English to teach non-language subjects. More than 430 eligible schools joined the English Enhancement Scheme and over 380 eligible schools took part in the Refined English Enhancement Scheme. Both schemes will be completed at the end of the 2013/14 school year;
- (e) high priority has been given to projects related to the theme of "Effective Learning and Teaching of Languages" in the application for the Quality Education Fund since 2009 to provide reference for teachers and to encourage schools to implement English enhancement plans. 16 projects have been financed by the Quality Education Fund so far. In 2013-14, this theme will continue to be recommended as one of the priority themes for enhancing the learning and teaching effectiveness of language subjects to help students enhance their language proficiency;
- (f) the EDB has implemented the Native-speaking English Teacher (NET) Scheme in public-sector secondary and primary schools. NETs employed under the Scheme are additional manpower for the English Language subject in their schools and serve as resource teachers for the subject. They provide support mainly through introducing a variety of pedagogical approaches and collaborating with local English teachers in facilitating the implementation of the curriculum and the development of subject-related

tasks, which include assisting in the design of the school-based English Language curriculum, enriching the English language environment in schools, enhancing the professional development of English teachers, developing learning and teaching materials and establishing resource banks, as well as organising relevant extra-curricular activities, etc;

- (g) the EDB has set up the Language Learning Support Section (LLSS) and the School-based Professional Support Section to provide school-based support services to individual schools so as to improve their school-based English Language curriculum, develop curriculum leadership of English teachers as well as to enhance the quality of classroom teaching through engaging teachers in activities such as collaborative lesson preparation, lesson observation and evaluation and action research. Theme-based seminars and workshops are also organised regularly to enrich English teachers' professional knowledge and skills in specific areas. The experiences and good practices generated are shared with the school sector through publications and professional development activities; and
- (h) the EDB set up the Scholarship for Prospective English Teachers in the 2010/11 school year to attract persons proficient in English to pursue relevant local bachelor degree and/or teacher education programmes, which will qualify them to become English teachers on graduation. So far, about 180 students have been selected for the award of scholarship, 17 of whom have completed their respective study programmes and joined the teaching profession.

28. In the 2013-14 Budget, the Financial Secretary proposed to inject \$5 billion into the Language Fund to facilitate its longer term planning for providing financial support for projects and activities aimed at promoting bi-literacy and tri-lingualism among our people, including programmes to support non-Chinese speaking students in learning Chinese.

Education Bureau
February 2013

(Translation)

**Motion on
“Reviving the quality of local education and
stopping the blind industrialization of education”**

**Moved by Hon Mrs Regina IP
at the Council meeting of 19 December 2012**

**Motion as amended by Hon Claudia MO, Dr Hon Helena WONG,
Hon IP Kin-yuen, Hon MA Fung-kwok and Hon Paul TSE**

That, since the former Chief Executive proposed in 2009 to develop education services, profit-making has become the objective of quite a number of tertiary institutions; for example, the successive uncovering of the over-enrollment and inadequate facilities of the community colleges affiliated to the Lingnan University and to the University of Hong Kong has reflected that in recent years, local post-secondary colleges have, for the sake of chasing profits, concentrated their resources on offering a lot of self-financing degree and associate degree programmes with high tuition fees but recognition of their qualifications in doubt, thus causing local students holding such qualifications upon graduation to face the quandary of having their academic qualifications questioned by employers, and to bear huge amounts of debt due to high tuition fees; besides, since some private universities and the community colleges affiliated to various major institutions have concentrated their limited resources on programmes which aim at attracting mainland students to study in Hong Kong, many local students face the difficult problem of being unable to receive appropriate tertiary education owing to insufficient places despite their fulfillment of the entry requirements; worse still, the Government's sale of precious land resources to international school groups at nominal prices and its permission for such schools to charge overseas students high tuition fees for profiteering not only cannot help attract foreign investment but also dilute local students' share of educational resources; the aforesaid practices actually cannot help students to devote themselves to society, are not conducive to upgrading the academic standards of local tertiary institutions, and undermine Hong Kong's long-term development; in this connection, this Council urges the Government to adopt the following measures:

- (1) to reiterate to society that education is for upgrading students' quality in the five areas of personality, intellectuality, physicality, sociability and aesthetics, increasing upward mobility opportunities for the middle class and the grassroots, narrowing the rich-poor gap and fostering social progress, and is not a profit-making tool for the highest bidder;

- (2) to draw up a policy for regulating tertiary institutions on programme offers and student admission to ensure that the academic standards of the degree programmes offered are recognized by the Government's Qualifications Framework; and, all things being equal, to accord admission priority to local students who meet the entry requirements, so as to satisfy local people's keen demand for education as far as possible;
- (3) to ensure that public money is used for upgrading the qualifications of teachers, scientific research capability and campus facilities of local publicly-funded universities, assisting local poor students who meet entry requirements, and financing local outstanding students' participation in exchange programmes at overseas universities, so as to uphold the principle of public resources for public use; and, to further equip Hong Kong people to meet the ever-growing challenges in the international community, promote Hong Kong's global competitiveness and maintain Hong Kong's status as a first-class world city;
- (4) to adopt appropriate policies to encourage universities to concentrate their resources on upgrading their scientific research capability and academic standards, and to assist local universities in inviting first-class academics from outside Hong Kong to conduct exchanges and even engage in teaching in Hong Kong;
- (5) by drawing on the experience of advanced countries, to allocate more resources for facilitating research co-operation between the academia and the industries, and to assist universities in obtaining more technological research funding through high technology industrialization to form a value-added 'technological research — industry chain', so as to enable Hong Kong tertiary institutions to add value to themselves and facilitate the upgrading and transformation of Hong Kong industries; and
- (6) to enhance the English proficiency of university students, allocate more resources for training local English language teachers, and raise the admission percentage of overseas students, so as to ensure that local universities achieve genuine 'internationalization', in contrast to the current situation where over 80% of the non-local students admitted to programmes funded by the University Grants Committee come from Mainland China;
- (7) to encourage institutions to increase and develop humanities subjects and implement liberal arts education;

- (8) to review the policy direction of sub-degree programmes and conduct a study on providing more subsidies to associate degree students for offering education opportunities to all persons who have an aspiration to learn and to obtain grants and scholarships through different channels, so as to encourage them to pursue studies from which no economic burden will arise; and to design associate degree programmes conducive to career development and ensure programme quality, so as to effectively enhance graduates' competitiveness and enable associate degree graduates failing to enroll in undergraduate programmes to have clear career prospects; and
- (9) to review the number and percentage of non-local students enrolling in research postgraduate programmes offered by local funded-institutions, and to reserve a sufficient number of postgraduate programme places in graduate schools for local university undergraduates, so as to provide opportunities to students who have an aspiration to pursue further studies and nurture local academic research talents;
- (10) to implement the recommendation in the Report on the Higher Education Review 2010 on the setting up of a single oversight body for the non-publicly funded part of the post-secondary education system;
- (11) to review the current situation of Mainland Chinese students accounting for as high as 65% of the student enrollment in research postgraduate programmes heavily-subsidized by public funding amid the shortage of places in the institutions funded by the University Grants Committee; to internationalize the admission of non-local students as much as possible and at the same time, to admit more local students to publicly-funded degree programmes, so as to nurture local young talents;
- (12) to increase research funding to strengthen research on local issues, so as to make tertiary education and research more diversified; to create an environment conducive to research and teaching, so as to attract first-class local and non-local academics to conduct research or teach in Hong Kong, and at the same time, to strive to nurture local young academics at tertiary institutions; and
- (13) to enhance the democratization of university governance, and set up an independent inter-institutional appeal mechanism for handling complaints about academic research, contracts and dismissal, etc.;
- (14) to review the existing policy on industrialization of education, and further promote it only on the premise of perfecting the various ancillary measures and meeting the needs of local students;

- (15) to avoid the over-commercialization of tertiary education, and perfect the existing measures to assist students with financial difficulties in admitting to tertiary institutions;
- (16) to avoid a lopsided admission policy towards overseas students, enhance the transparency of governance of the relevant institutions and make public their accounts for public monitoring; and
- (17) to increase the number of subsidized tertiary education places, and formulate a clear and reasonable percentage for overseas students, so as to maintain the educational opportunities for local students meeting the admission requirements amid the internationalization of education; and
- (18) to review and enhance the regulation of the mode and practices of international schools' issuance and sale of debentures as well as connivance of speculation in such debentures, so as to protect parents' rights and interests.