

# Education Hub - Concepts, Targets, and Policy Implications: The Case of Hong Kong

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# Background

- Many countries/regions aspire to become an education hub.
- Hong Kong Government suggested developing education into a “Pillar Industry”.
- Internationalization in the tertiary education sector is considered important.
- What exactly constitute an education hub is not always clear.
- The determinants for a successful education hub are even less clear.

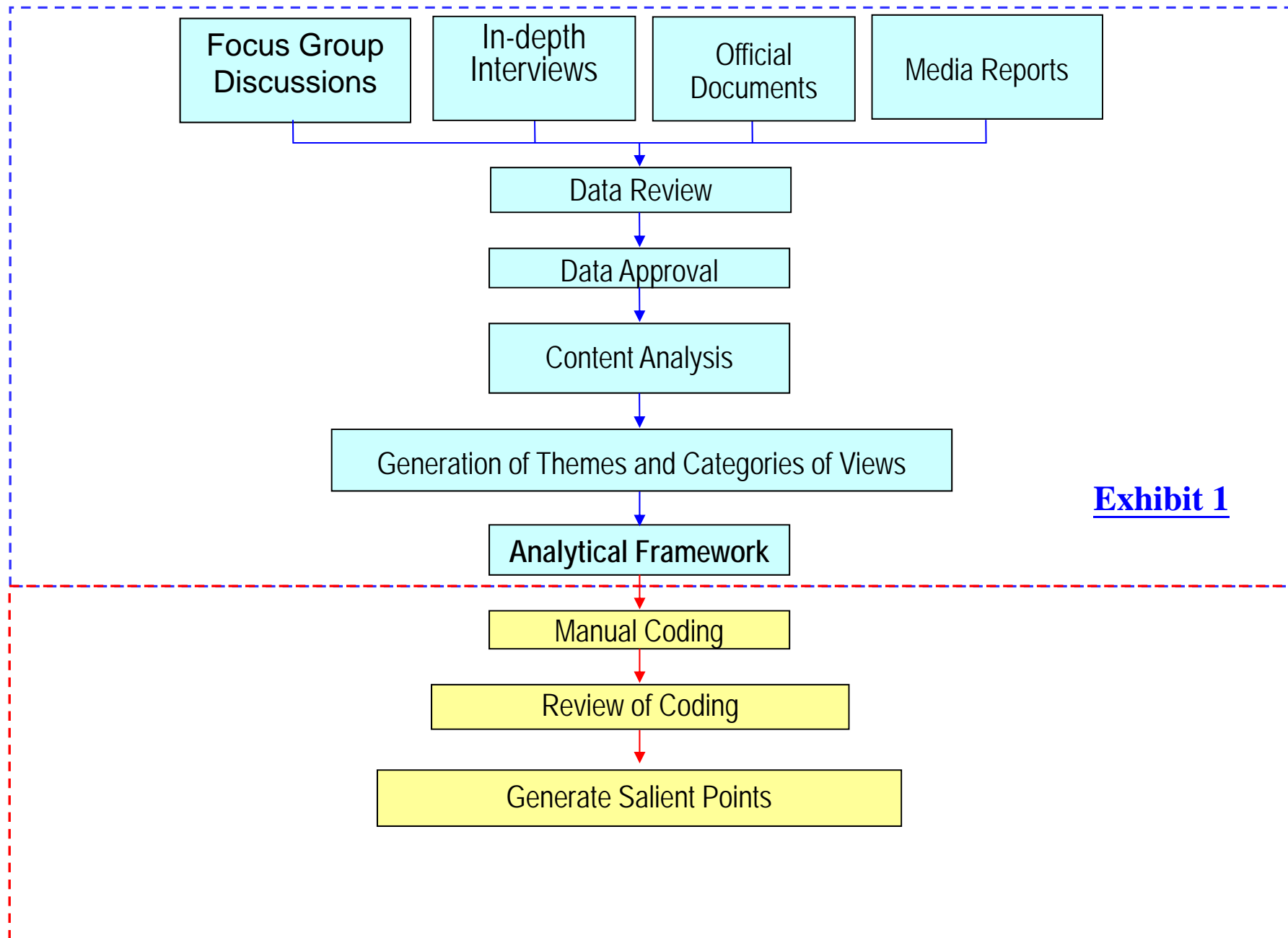
# Research Questions

- What are the different modes of education services?
- Which particular mode(s), according to major stakeholders, should the region pursue?
- What factors are conducive to the development of a particular mode?
- What are the barriers?

# Methodology

- A data-driven approach – the Grounded Theory approach – key issues are derived from the collected data.
- Views of stakeholders/informants are collected.
- The generation of key issues is described below and illustrated in Exhibit 1.

# Development of Analytical Framework and Coding Process for Qualitative Data Analysis

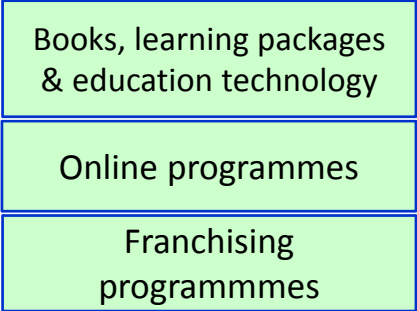
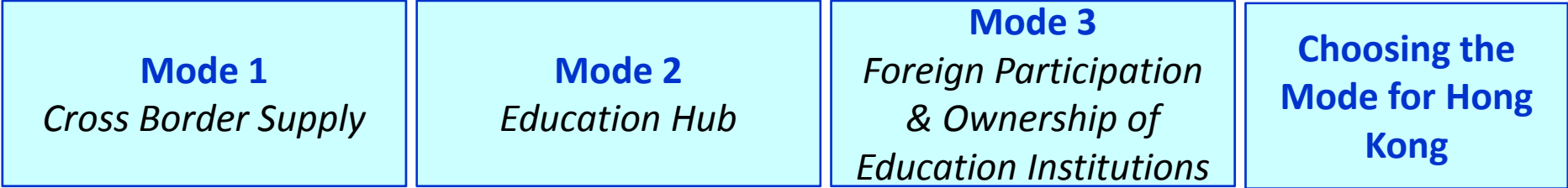


**Exhibit 1**

# Informants

- Senior staff of self-financing institutions.
- Senior staff of public universities.
- Senior staff of other tertiary institutions – e.g. Open U, Vocational Training Council.
- Senior staff of foreign universities with campus/programmes in Hong Kong.
- Academics of educational institutions of selected countries (e.g. Chinese Mainland, Thailand).
- Students from selected countries.
- Representations from the Education Bureau of Hong Kong Government.

# Analytical Framework



**Reasons**

**Conducive Factors to Development**

*Government Policies/ Objectives*

Measures by Providers

Other Conducive Factors

**Targets**

Short/medium term targets

Long-term targets

**Other Views**

**Ad's/Disad's**

**Ad's/Disad's**

**Ad's/Disad's**

Enabling Practices	Barriers
Government policies/objectives	
Resources	Accreditation
Academic issues	Market issues
Tuition fee	Medium of instruction
Motivation to study	Policies of target country

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**Other Views**

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# Results I

- Lack of a clear objective on the part of Government.
- Underpinning policies are not there.
- Funding model led institutions to focus too much on research.



# Results II

## Mode 2

### Education Hub

- Of the modes, Mode 2, attracting large numbers of international students is most suitable for Hong Kong
- Top-notch Chinese Mainland students are attracted to HK, given its international environment .

# Results II (Cont'd)

## Mode 2

### Education Hub

- World-class universities with world-class professors.
- HK should emulate Boston in building world-class private universities.
- HK should emulate Singapore in building a genuine education hub.
- There is market for southeast Asian students who are attracted to HK.
- English as teaching medium.
- Close to Chinese Mainland.
- Academic freedom.
- Generous funding from Government.

# Results II (Cont'd)

## Mode 2

### Education Hub

#### *Enabling Factors*

- Increasing funding for postgraduate students, including those from abroad.
- Increase funding for self-financing institutions.
- Extend land supply to institutions, especially self-financing ones.
- HK should act as springboard for Chinese mainland in an effective way.
- Strengthen PRC aids to southeast Asian countries so that latter could secure funding for their students to study in HK.

# Results II (Cont'd)

## Mode 2

## Education Hub

### *Stifling Factors*

- No concrete education policy in step with demographic studies and immigration policy.
- Public universities are unlikely to grow due to the lack of additional funding to attract world-class academics and to build large campuses.
- Inadequate hostels.
- Not feasible to use taxpayers' money to support foreign students.

# Results II (Cont'd)

## Mode 2

## Education Hub

### *Stifling Factors*

- Antiquated legislation for private institutions, e.g. NCR mechanisms and accreditation and validation under HKCAAVQ.
- Non-local quota is only 20 %.
- Most prefer going to US, Canada, UK and Australia.
- Not enough promotion abroad.
- Education hub deemed target rather than valuing it as outcome.

# Results III

## Mode 1

### **Cross-border supply of education products and services**

- Not likely to develop in a major way.
- No incentives for academics to devote time and effort on such activities.
- Local demand is small.
- China does not recognize qualifications from outside on-line providers.
- Hong Kong universities' Chinese Mainland ventures have limited success.

# Results IV

## Mode 3

### Foreign participation and ownership of education institutions

- Not likely to develop in a major way either.
- Rigid government policies – e.g. cannot recruit mainland Chinese students.
- High fees.
- Many foreign universities doing franchising are not top-tier universities, and do not put in resources or effort.
- Singapore and Malaysia offer better terms.

# Conclusions

- Despite having good universities and many conducive factors to be an education hub, Hong Kong is not well-equipped to progress this in a major way.
- Government needs to have clear objectives and policies to support this.



# Questions