



OUR HONG KONG
FOUNDATION
團結香港基金



公共政策研究院
PUBLIC POLICY INSTITUTE

Developing Hong Kong into an International Education Hub

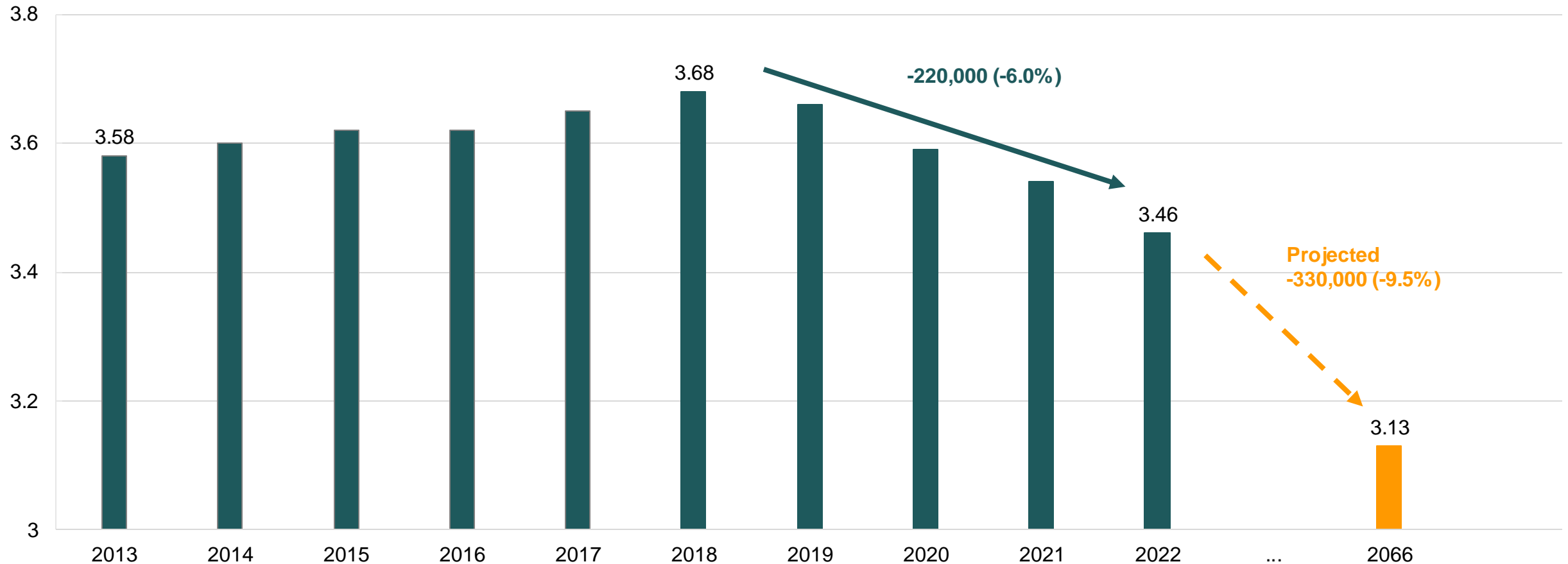
Our Hong Kong Foundation
September 2023

Research • Advocate • Engage
研究 • 倡議 • 推動



Hong Kong is facing talent shortage

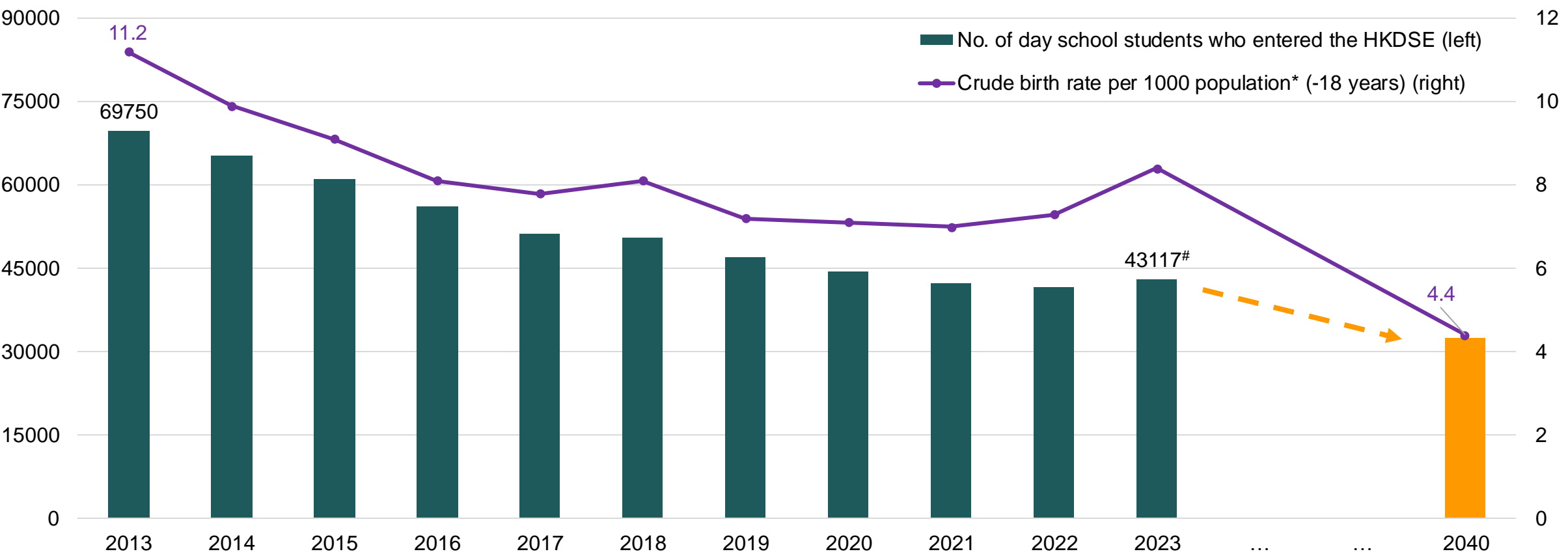
Shrinking labour force over the years (million)



Note: excluding foreign domestic helpers; 2066 number is based on C&SD 2017 labour force projections for 2017-2066 feature article, and have not taken into account the recent immigration policies
Source: Census and Statistics Department

Hong Kong is facing talent shortage

Number of HKDSE day school candidates falling as a result of lower birth rate



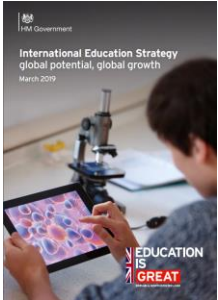
Note: *crude birth rates included are 18 years before the year of DSE, assuming most students are 18 years old when they take the exam

#2023 data includes candidates from all schools. The data for day school candidates is not available at the time of writing

Sources: Census and Statistics Department; Hong Kong Examinations and Assessment Authority

Predicted
using no. of
birth in 2022

Worldwide national policies trend: From basic education to gearing talent and economic development



United Kingdom

Initiative for International Education since **1999** to increase international students, contribute to economy



Australia

International education became Australia's biggest services export in **2007**; set up specific Council for International Education in **2016**



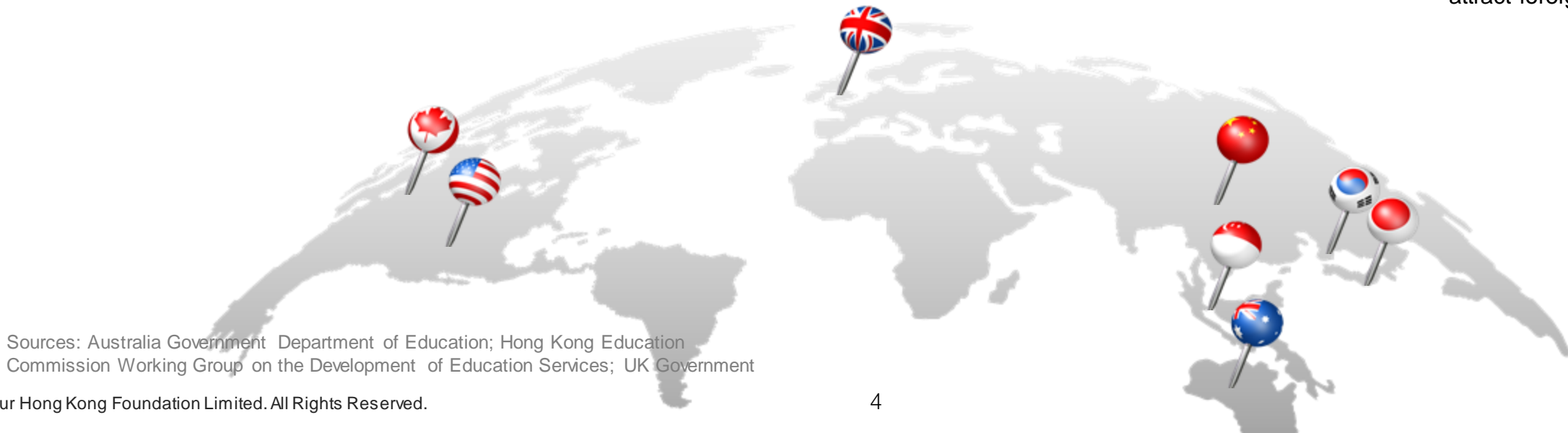
South Korea

Decided to build “the best education hub in Northeast Area” in Incheon Free Economic Zone (IFEZ) in **2007**



Japan

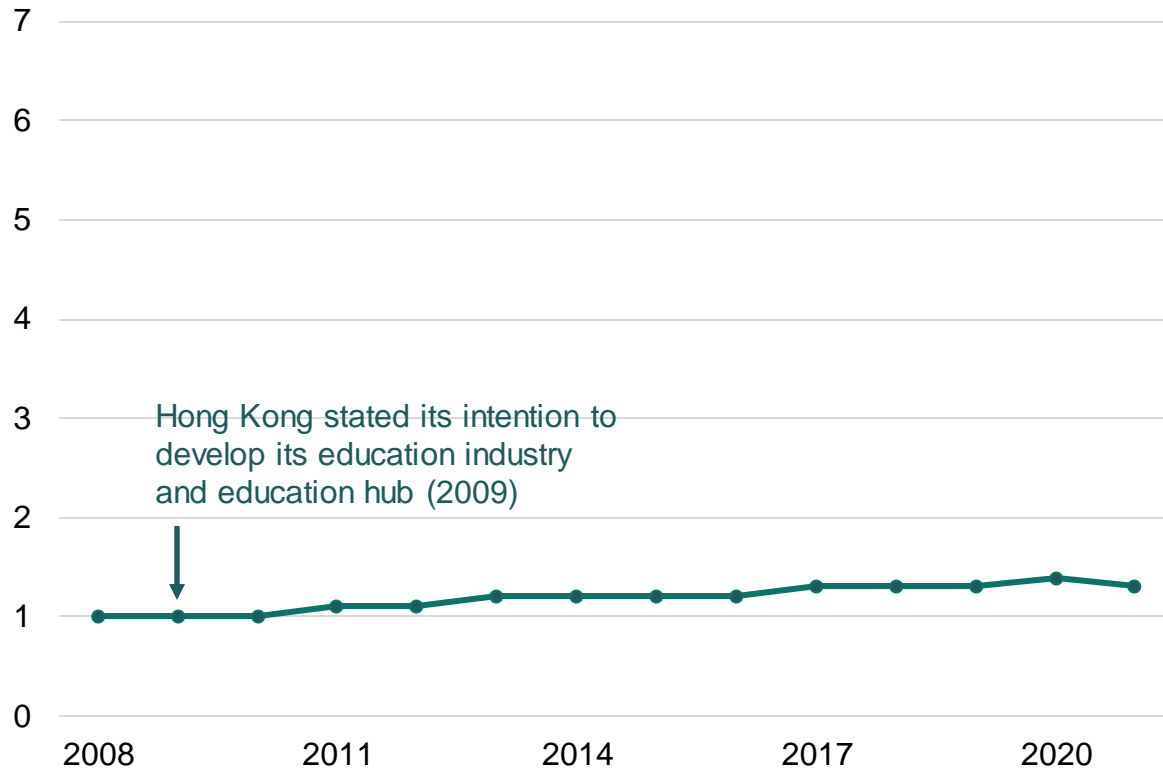
“300,000 foreign students plan” in **2008** & MEXT implemented “Global 30” in 2009 to develop unis as internationalization hubs to attract foreign students



Sources: Australia Government Department of Education; Hong Kong Education Commission Working Group on the Development of Education Services; UK Government

However, HK's education industry today is arguably still not well-developed

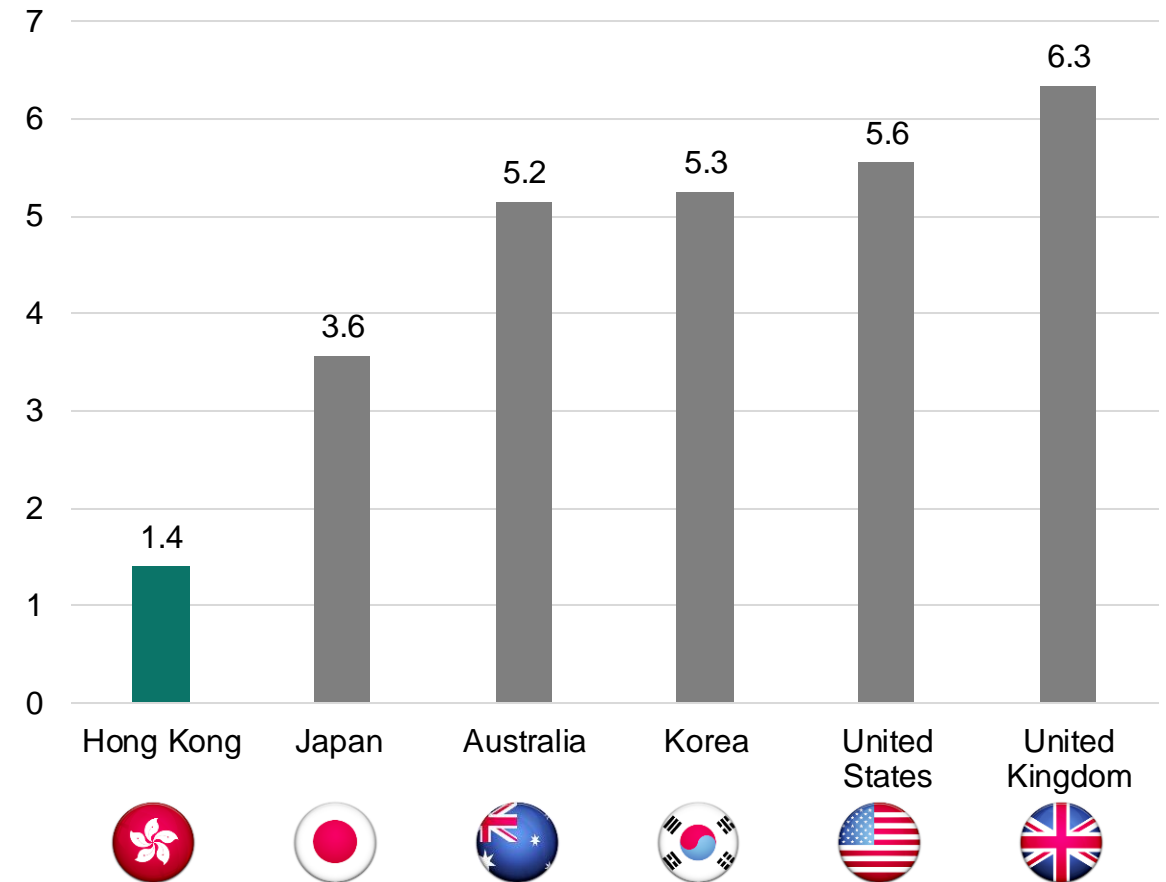
HK's education services value-added (% of GDP)



Source: Census and Statistics Department

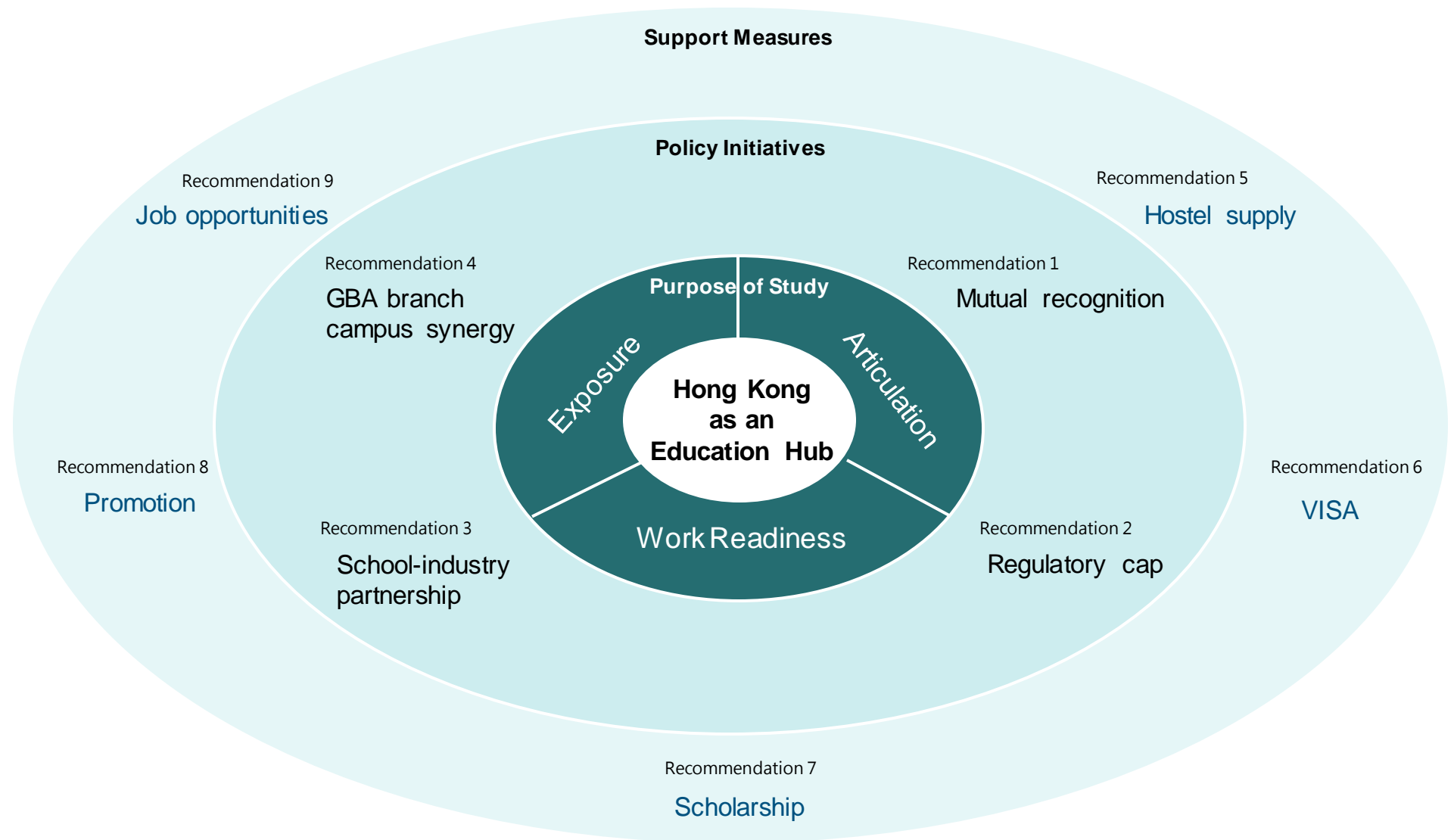
© Our Hong Kong Foundation Limited. All Rights Reserved.

Education services value-added internationally (% GDP) (2020)



Sources: C&SD; Organisation for Economic Co-operation and Development

Strategy to develop HK as an education hub, with a focus on Higher Education

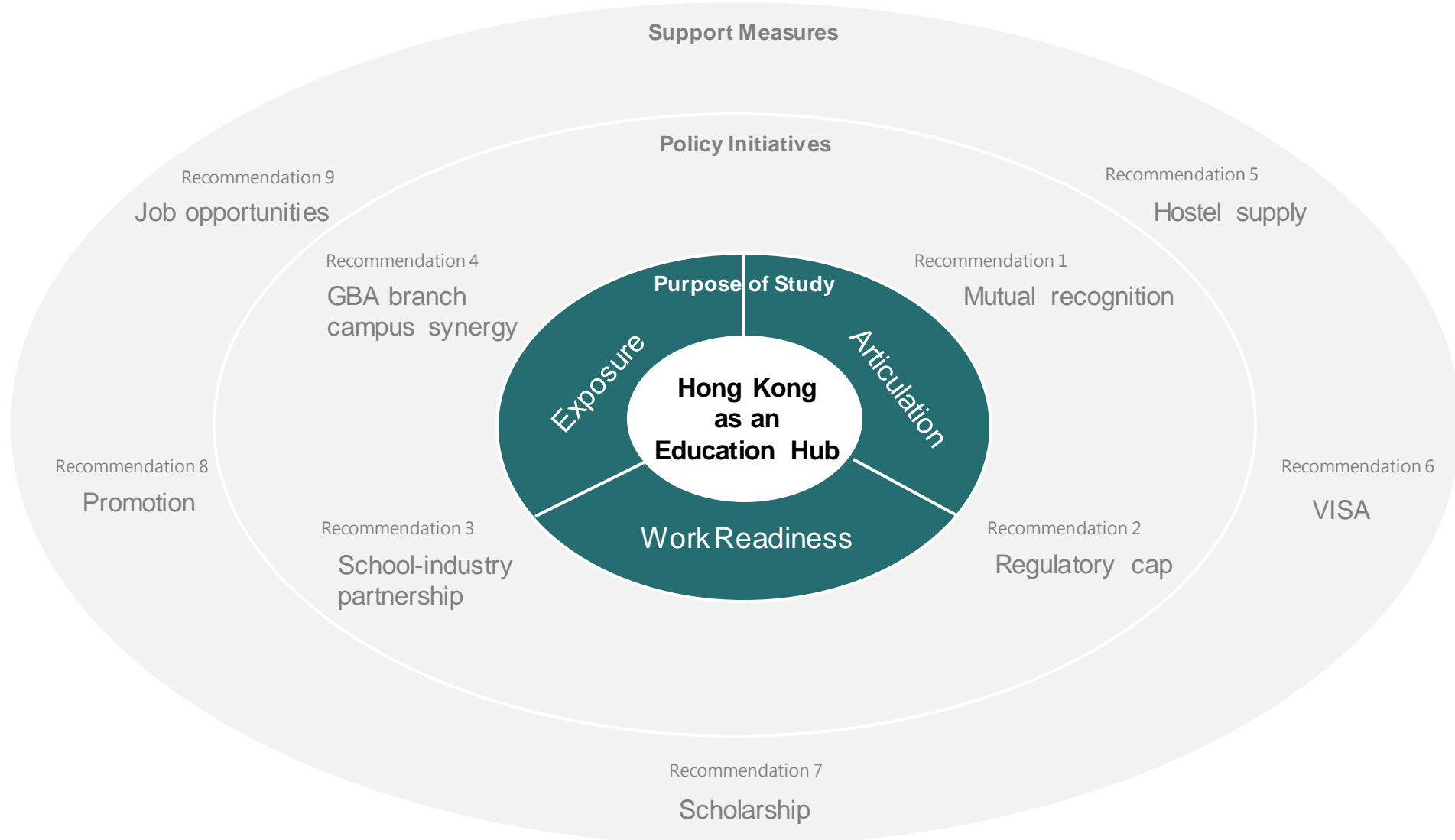


Part 1: Purpose

Why do international students come to HK?

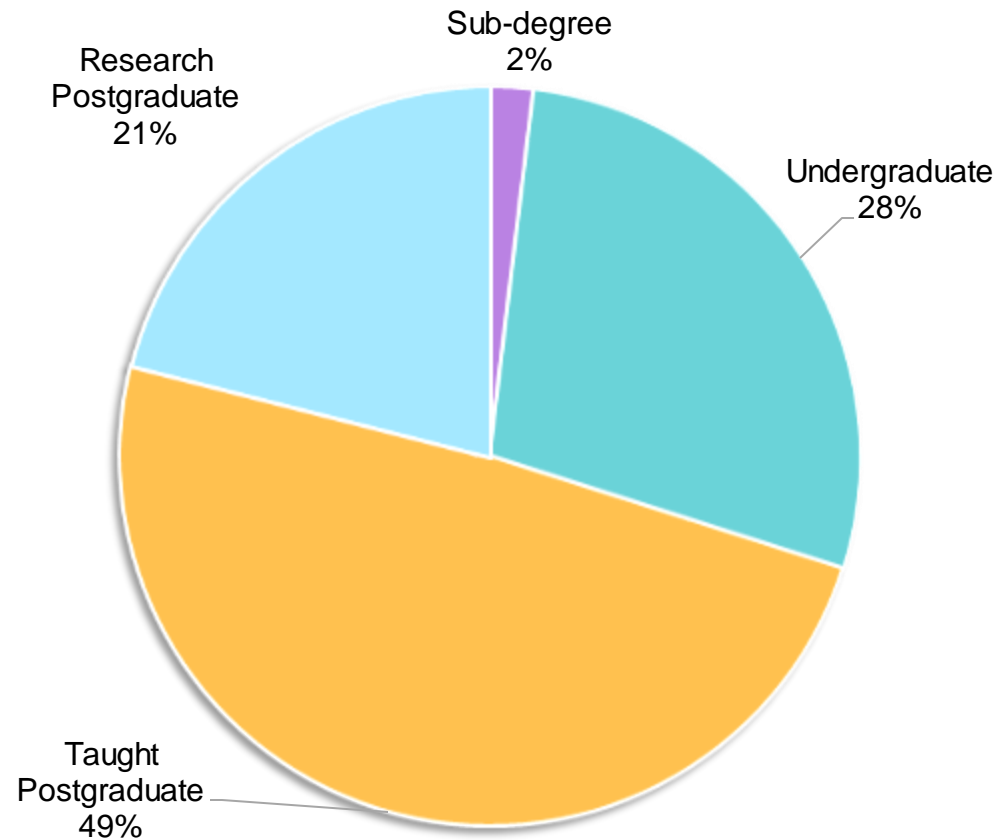


Why do international students come to Hong Kong?



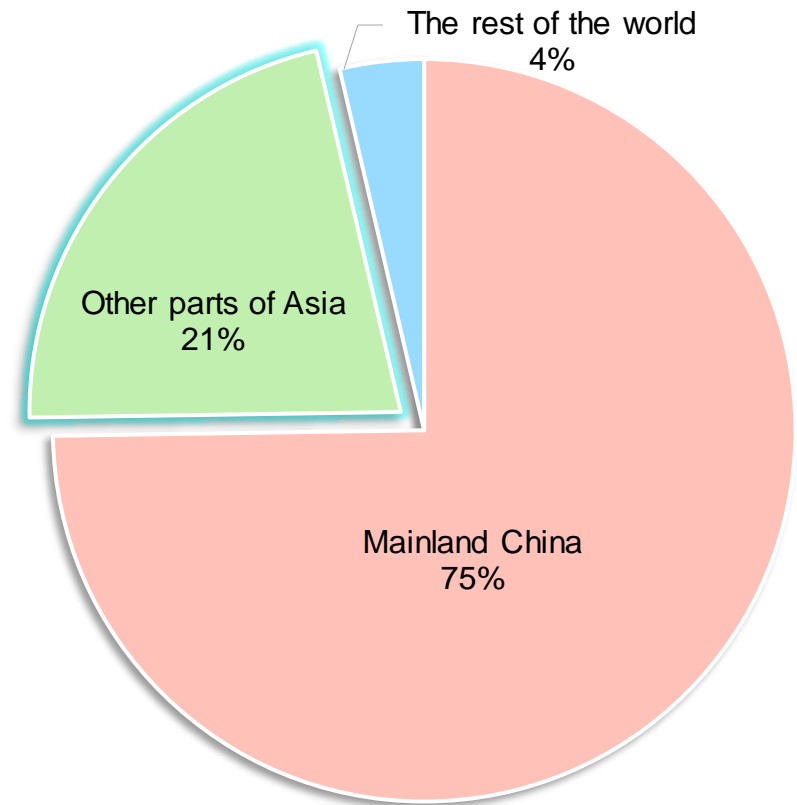
Who are the non-local students?

Level of study (UGC-funded unis & SFIs)



Source: Concourse (2022/23 Academic Year)

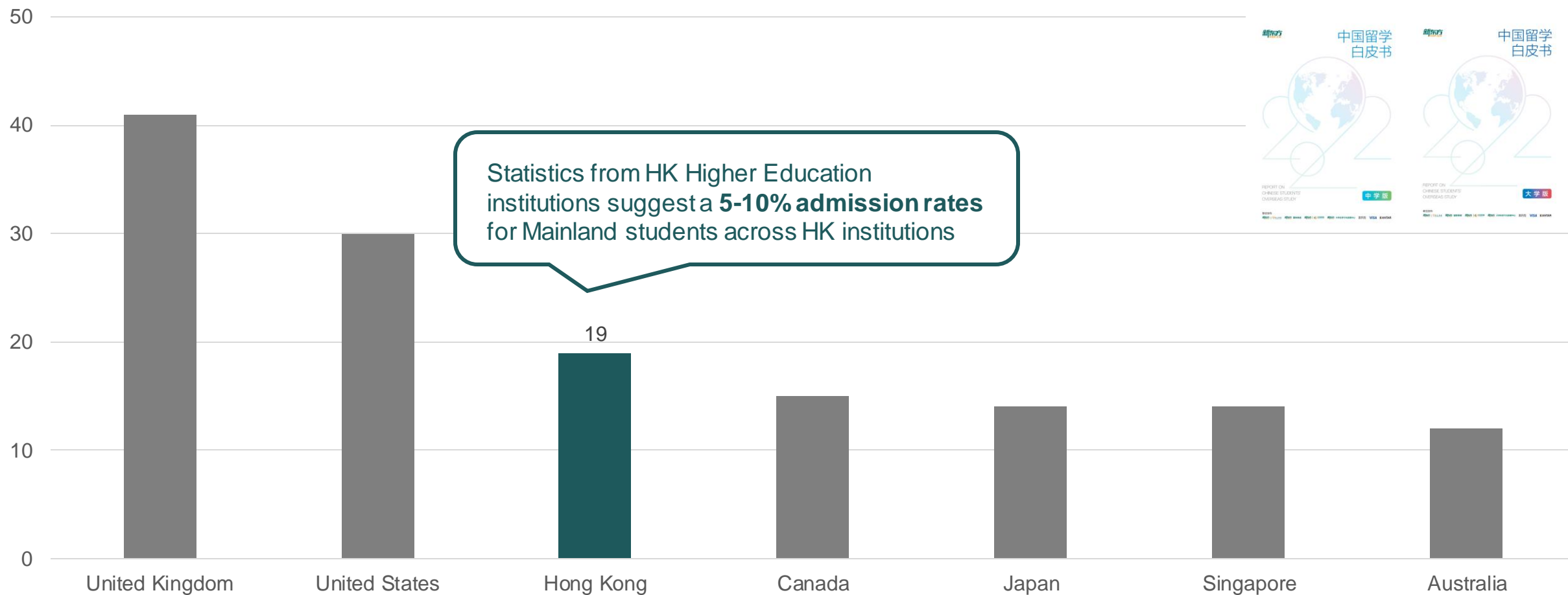
Enrolment by place of origin (UGC-funded unis)



Sources: University Grants Committee CDCF Data Mart (2022/23 Academic Year)

1. Articulation pathway for further studies

% of Mainland students intended study location across all levels of study (2022)



Source: 《2022中國留學白皮書》

1. Articulation pathway for further studies

A trend where more overseas students are going to East Asia



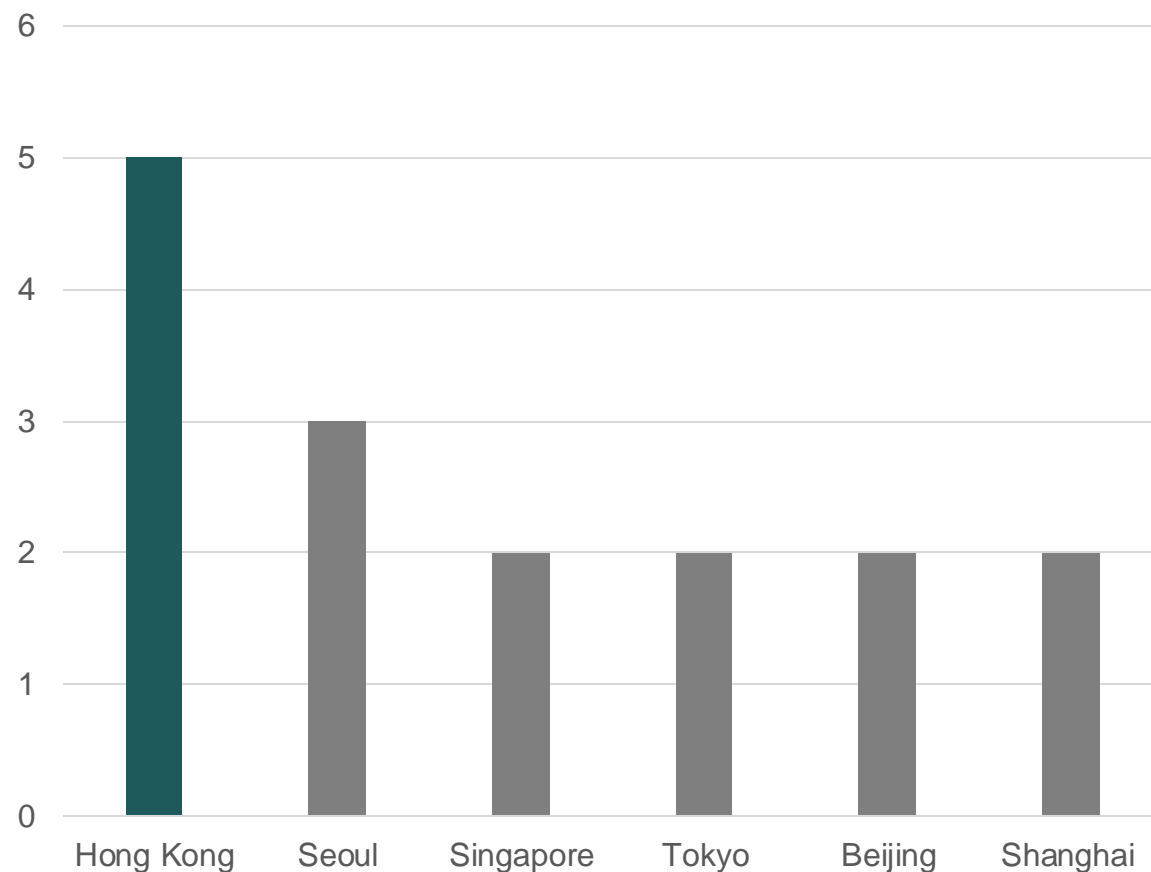
**Times
Higher
Education**

“What we’re now going to see is a shift of part of the [student] traffic that was going into North America, western Europe, the UK and Australia, going into other East Asian countries. That effect is likely to be permanent.”

- Leading global higher education scholar (Simon Marginson from University of Oxford, Director of the Centre for Global Higher Education)

Source: Times Higher Education (2020)

Asian cities with highest density of QS Top-100 universities (2023)



Source: QS World Rankings (2023)

2. Work readiness facilitated by school-industry partnership

Nurturing future talent for the development of “Eight Centre”



International Financial Centre

BASc in FinTech



International Innovation & Technology Hub

BSc (Hons) Biomedical Engineering



Centre for International Cultural Exchange

Bachelor of Arts (Honours) in Creative Arts and Culture



International Trade Centre

BBA (Honours) in Global Supply Chain Management



International Shipping Centre

BA (Honours) in International Shipping and Transport Logistics



International Aviation Hub

BEng in Aerospace Engineering



Centre for International Legal and Dispute Resolution Services

BSocSc (Government and Laws) & LLB



Regional Intellectual Property Trading Centre

Master of Laws in Technology & Intellectual Property



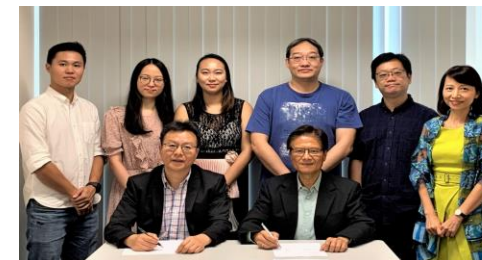
School-industry partnership for talent cultivation



HKUST – China Unicom Joint Laboratory on Smart Society
HKUST – Huawei Joint Laboratory



Aviation Services Research Centre



Partnership Research Programme on smart GeoAI solutions for mosquito-borne diseases

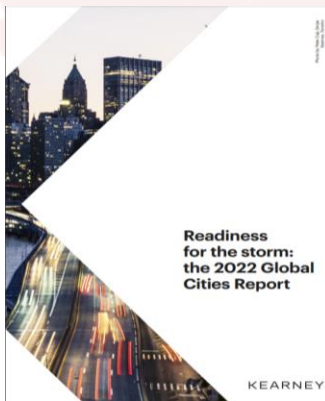


Source: Hong Kong University of Science and Technology; Hong Kong Polytechnic University; Lingnan University

3. Hong Kong as a bridge for both mainland and global exposure

Hong Kong International Rankings

World No. 1	Economic Openness
World No. 1	Investment environment
World No.1	Public transit system
World No.5 Asia-Pacific No.1	Hub for development of new technology
Asia No.2	Talent competitiveness



“2022 Global City Index”

Top 10 Leading Global Cities
4th in Asia Pacific

1st Global services firm
1st Number of international schools



“2022 International Communication Center City Index”

Top 6 International Communication Center City
3rd in Asia

5th Connectivity
6th City attractiveness and influence

Source: Brand Hong Kong (2023), Kearney (2022), 清華大學中國發展規劃研究院&德勤中國國際交往中心研究院 (2023)



OUR HONG KONG
FOUNDATION
團結香港基金

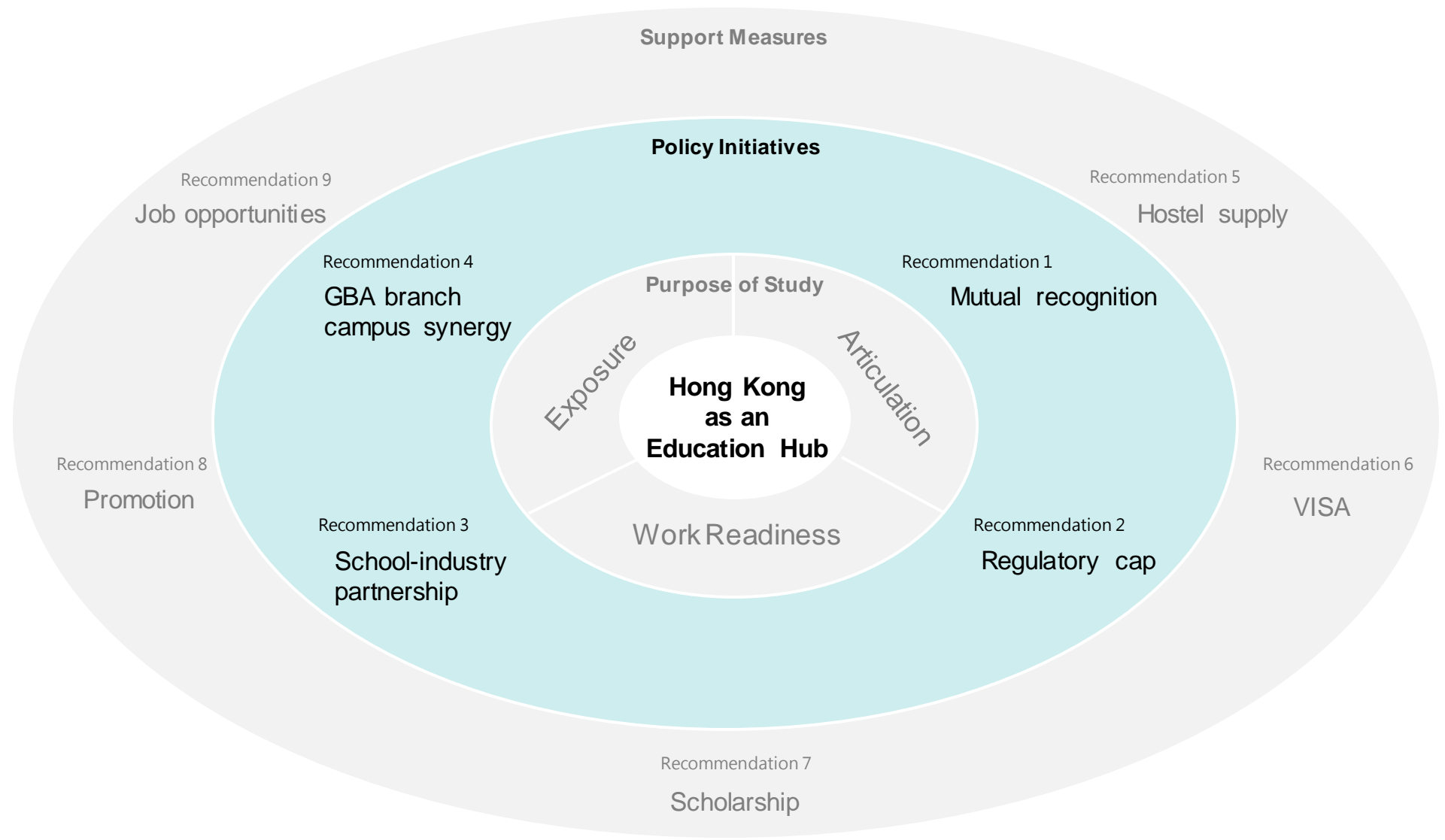


Part 2: Policy Initiatives

To amplify their purpose of studying in HK



Targeted policy initiatives to amplify their purpose of studying in HK



Recommendation 1: Seek mutual recognition of Higher Diploma qualifications between HK & Mainland

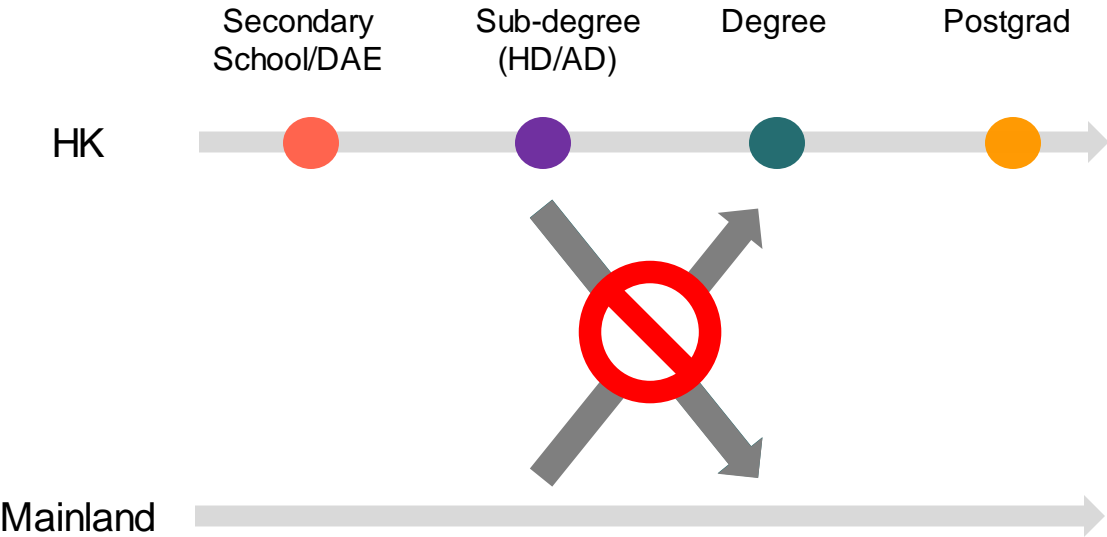
Existing mutual recognition agreement does not cover sub-degrees



Mainland MOU with:	Scope
Hong Kong (2004)	<div>✗</div> Sub-degree
	<div>✓</div> Degree and postgraduate
Macau (2019)	<div>✓</div> Sub-degree, degree, and postgraduate

Source: Ministry of Education of the People's Republic of China

Inability to use mainland sub-degree qualification in HK & vice versa



“ Few Mainland students come to Hong Kong to pursue sub-degrees, due to the impracticality of the qualification. ”

- A Hong Kong Sub-degree Education Provider

Recommendation 2: Raise the cap for non-local students across UGC-funded universities & SFIs

Regulatory caps limit the school places supply for non-locals

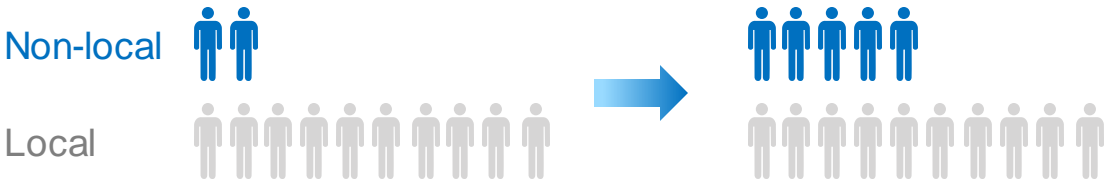
	UGC-funded	SFIs ¹
Sub-degree	20%	MMT ² : 10-20%
Degree	20%	MMT: 10-20%
Postgraduate	No limit ³	No limit

¹SFIs: self-financing institutions
²MMT: Mainland, Macau, Taiwan
³Except a 20% cap for publicly-funded taught postgraduate programmes
Source: info.gov.hk (2022b)

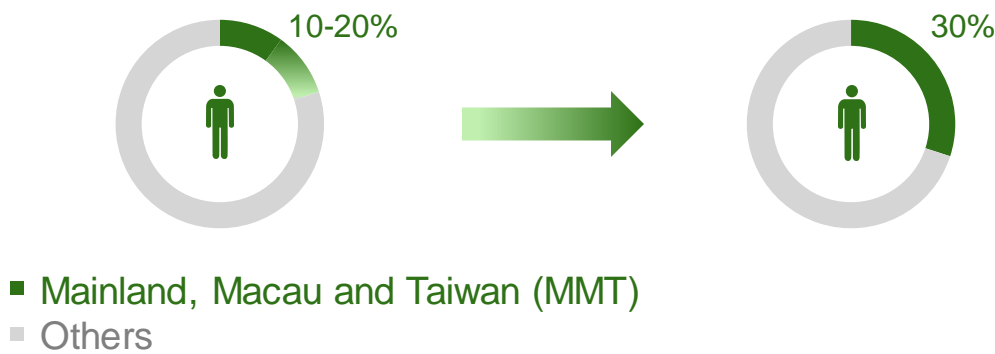
“The 20% UGC cap is the main barrier limiting undergraduate programmes’ non-local student intake and has room to expand.

- Faculty Dean at a UGC-funded university”

2.1. UGC: Adjust the non-local/local ratio from 20% to 50%



2.2. SFI: Adjust the MMT limit from 10-20% to 30%



↓
Increase the number of sub-degree/degree non-local students from **10% to 23%** of the total student population

Recommendation 2: Raise the cap for non-local students across UGC-funded universities & SFIs

No regulatory caps for non-locals at DAE/ secondary school level

Diploma of Applied Education / Secondary Schools	No such mechanism	
	UGC-funded	SFIs
Sub-degree	20%	MMT: 10-20%
Degree	20%	MMT: 10-20%
Postgraduate	No limit	No limit

Create a financially viable mechanism for admitting overseas student

Quota	<ul style="list-style-type: none"> Pilot schools Balancing supply for local students
Financial Sustainability	<ul style="list-style-type: none"> Tuition level referencing unit costs
Living facilities	<ul style="list-style-type: none"> Creation of “boarding schools”



Diploma of Applied Education



Secondary Schools

Recommendation 3: Leverage Northern Metropolis to boost school-industry partnership

3.1 University complex to foster closer school-industry partnership



Shared facilities (e.g., hostels, labs)



Internships and experiential learning



Example: Incheon Global Campus (IGC)



Under the South Korea Government's **Incheon Free Economic Zone (IFEZ)** development, IGC was developed in 2007 as a core strategy to build “the best education and research hub in Northeast Asia”.

Rich school-industry partnership

- Physically located next to IFEZ
- IGC universities have MOU with leading companies (e.g., SAMSUNG Biologics and Celltrion)

Shared facilities

- E.g., housing, library, auditorium, classroom, health centres

Unique programme model

- E.g., same degree as home campus, 1-year home campus experience

Source: Incheon Global Campus

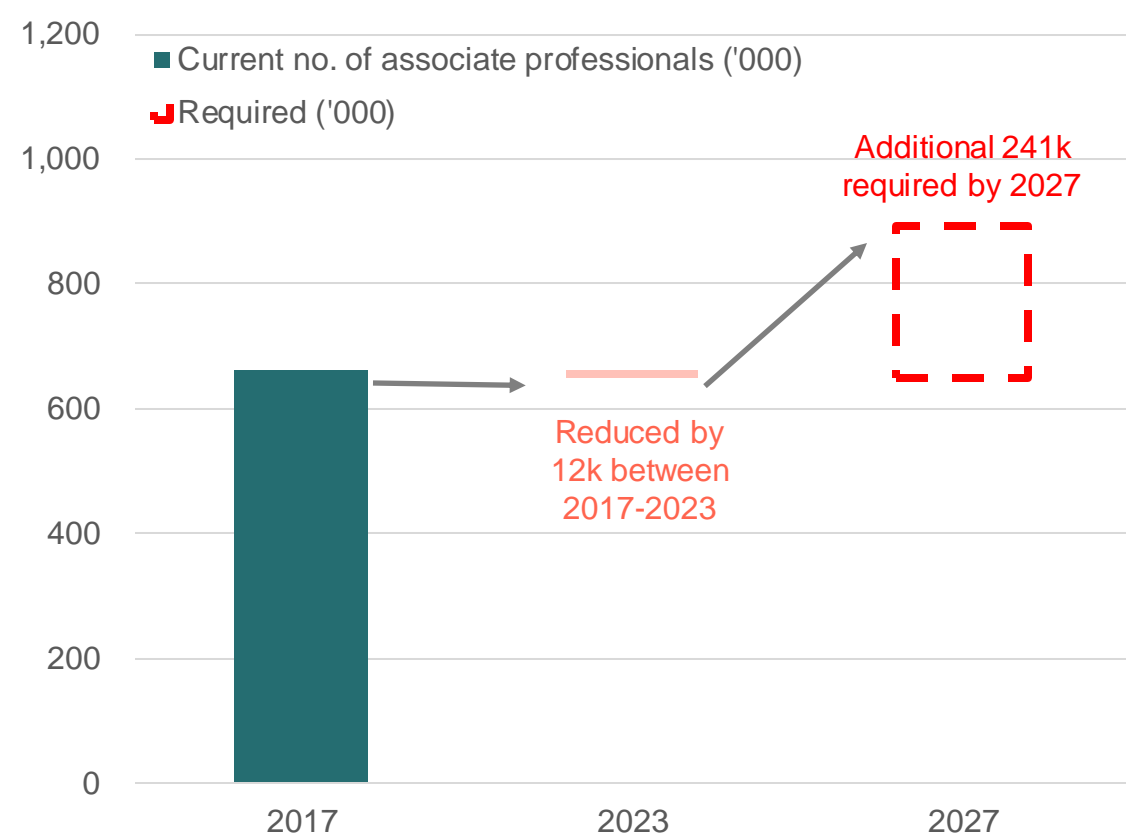
Recommendation 3: Leverage Northern Metropolis to boost school-industry partnership

Manpower surplus/ shortfall by occupational groups by 2027, in which associate professionals show a significant deficit



Sources: Census and Statistics Department; Labour and Welfare Bureau (2019)




3.2. Integrated complex for paraprofessional training in order to bridge the skills gap



Sources: Census and Statistics Department (2023b); Labour and Welfare Bureau (2019)

Recommendation 4: Enhance the synergy between HK & GBA branch campuses

Current GBA branch campuses in operation

			
	Beijing Normal University-Hong Kong Baptist University United International College	Chinese University of Hong Kong (Shenzhen)	The Hong Kong University of Science and Technology (Guangzhou)
Partnering University	Beijing Normal University	Shenzhen University	Guangzhou University
Year of establishment	2005	2014	2022
City	Zhuhai	Shenzhen	Guangzhou

- Financially & legally independent
- Credit transfer arrangements, e.g., for exchange programmes
- Visiting professor arrangements

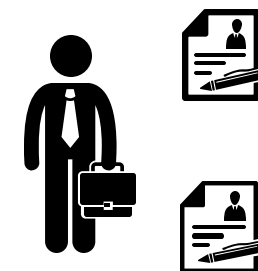
Strategic directions to deepen cross-campus synergy



Recommendation 4.1

Expand **dual-degree** programmes

- Reference CUHK x CUHK (Shenzhen)



Recommendation 4.2

Enable **faculty joint appointment arrangements**, including tax arrangements

- Reference HKU and HKU-Shenzhen Hospital arrangement



OUR HONG KONG
FOUNDATION
團結香港基金



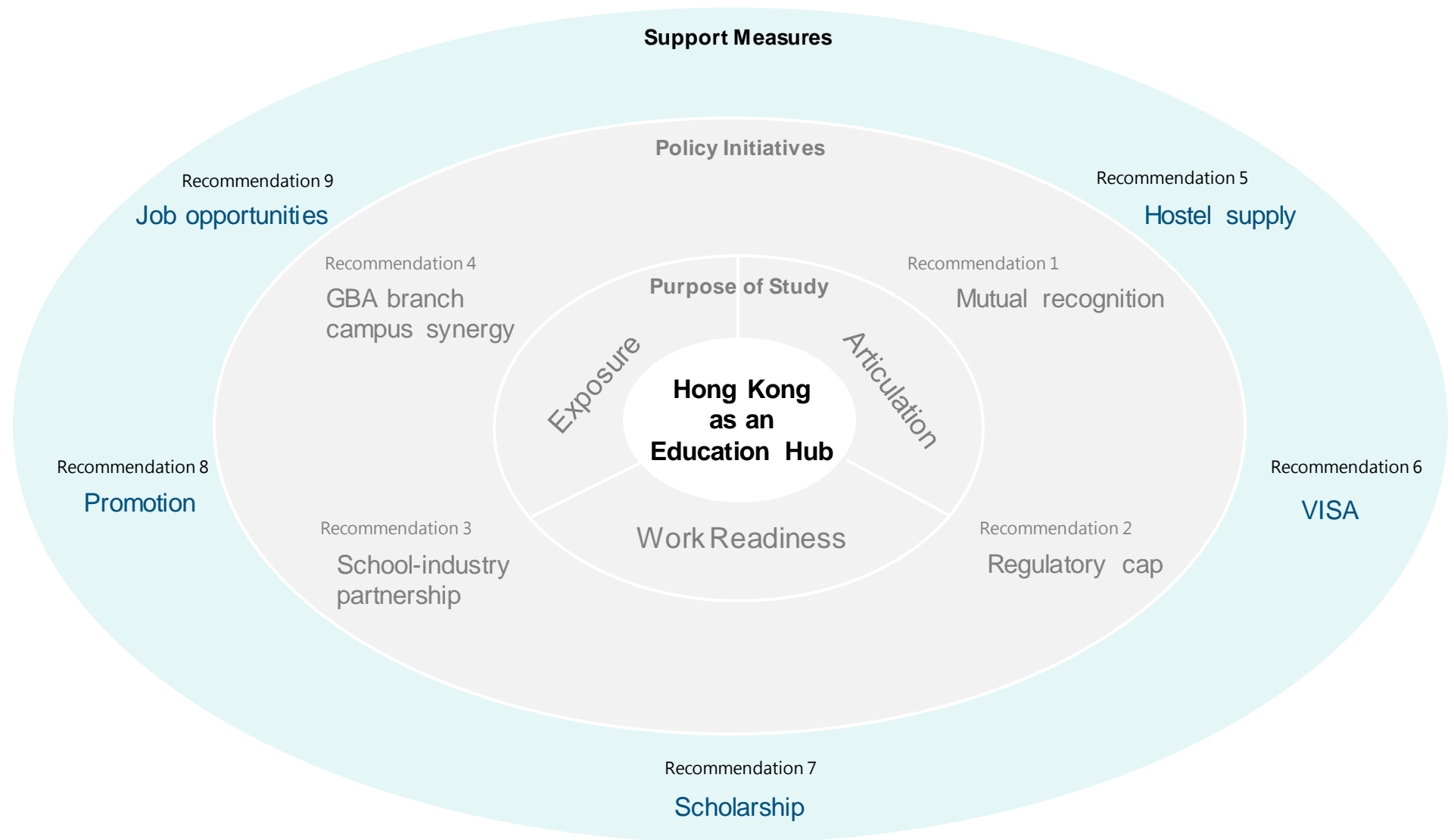
公共政策研究院
PUBLIC POLICY INSTITUTE

Part 3: Support Measures

To attract & retain non-local talent



Support measures necessary to attract & retain non-local talent



Recommendation 5:

Increase the supply of commercially-run student hostels

University-run hostels are insufficient to accommodate demand



Long construction time

- LegCo
- Donations (e.g., Matching Grant Scheme: \$1 government grant for every \$1 of private donations secured)
- Construction time 3-4 years



Financially unsustainable

- Students' contribution mostly cover the operating cost
- On-campus hostel fees ranges from HK\$5,000 to HK\$15,000/ semester

Leverage public-private partnership for sustainable supply



Specify required student hostel ratio

- to the Conditions of Sale in Government land tender & private lease modification/land exchange
- Reference Youth Hostel Scheme at Tung Chung Area 106A



Conversion of hotels, apartments, and unused schools into hostels

- Y83 (Hung Hom)
- Home² Youth Hostel (Tsuen Wan)
- BeLIVING Youth Hub (Wan Chai)

Note 1: Matching Grant Scheme: The matching of \$1 government grant for \$1 private donation up to \$60 million, beyond which is a \$1 for \$2 matching ratio, with an upper limit of \$600 million.

Sources: Education Bureau; LegCo (2019); LegCo (2023).

Note 2: Home² Youth Hostel: 4 levels of Nina Hotel Tsuen Wan West converted into youth hostel.

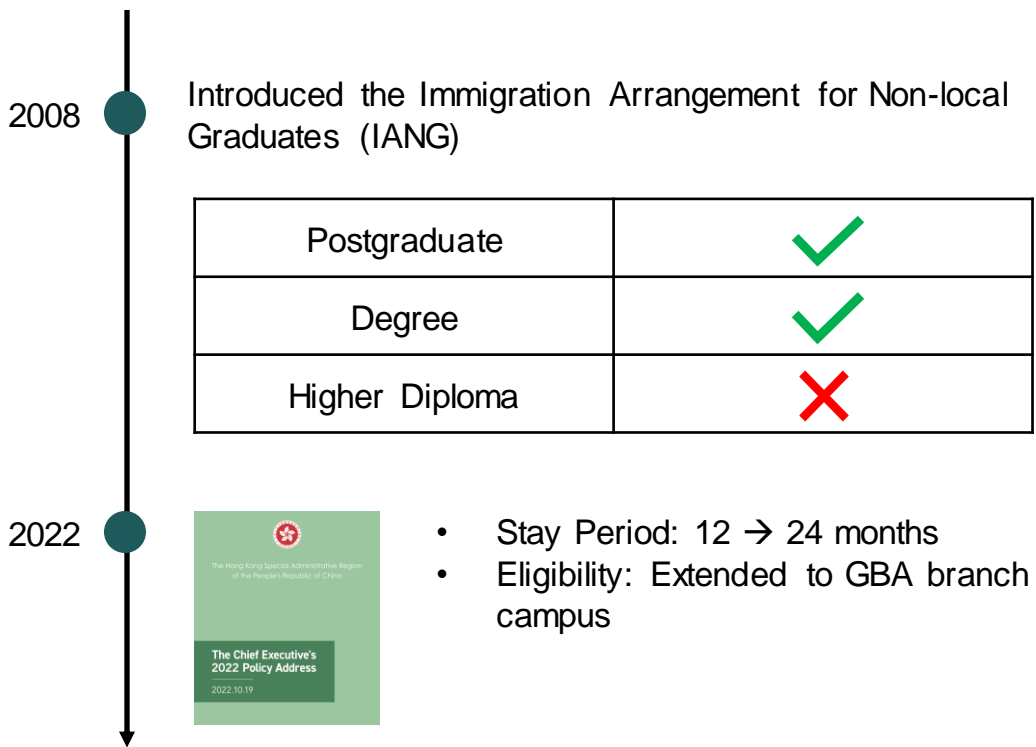
Note 3: BeLIVING Youth Hub: reprovisioned from the Hotel Ease.

Sources: Development Bureau; Y83 ; Home² Youth Hostel ; BeLIVING Youth Hub

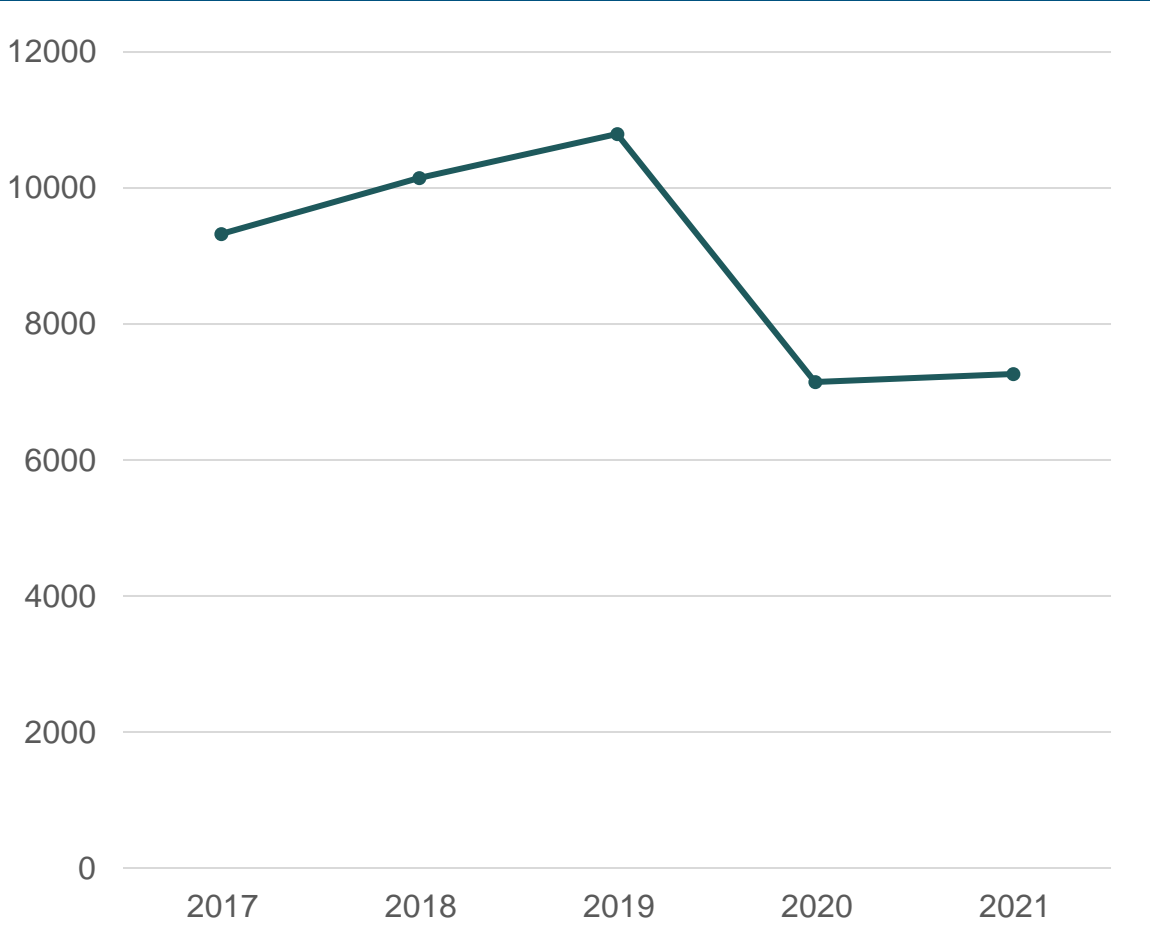
Recommendation 6: Extend visa schemes for non-local graduates & trainees

6.1. Expand Immigration Arrangements for Non-local Graduates (IANG) to Higher Diploma, to boost paraprofessional manpower

IANG Timeline



Approved IANG applications by year



Source: Immigration Department, info.gov.hk (2022d)

Sources: info.gov.hk (2021); LegCo Research Office (2022)

Recommendation 6: Extend visa schemes for non-local graduates & trainees

Training opportunities in Hong Kong is yet to be fully utilised

Hong Kong's institutions can be better utilised to provide training for non-locals to expand Hong Kong's role as an education hub. Enhancing training visa is a crucial step.

- Senior Management from an institutional training provider

6.2 Enhance the 12-month training visa

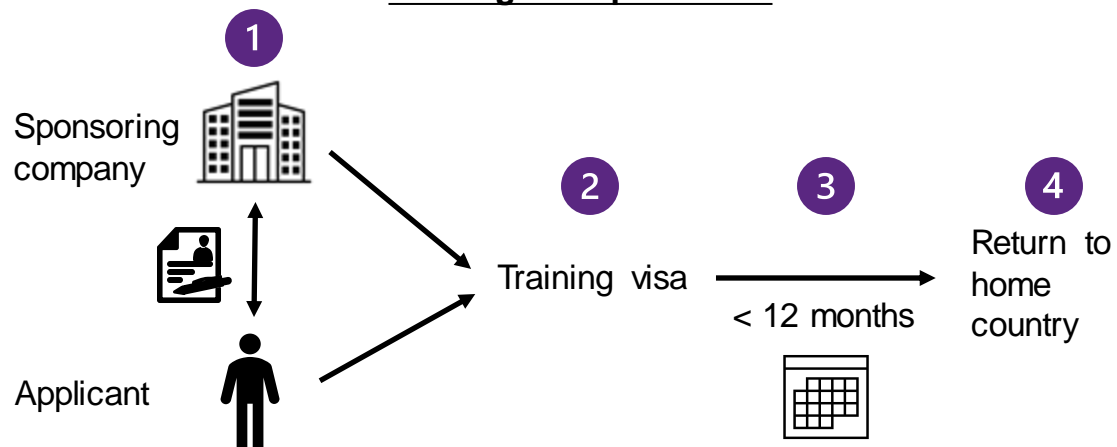


Extend training visa eligibility to Chinese residents



Enhance easier transition to work visa to retain talent

Training visa processes



Sources: Immigration Department, info.gov.hk (2022d)

Recommendation 7: Expand scholarships for ASEAN and Belt & Road students

Financial & geopolitical considerations for non-local students



ASEAN/Belt & Road student

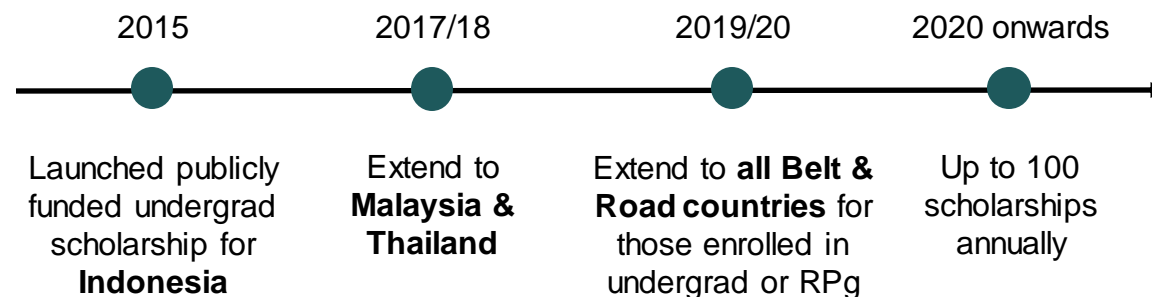
Example: **ASEAN Undergraduate Scholarship** funded by the Singapore Ministry of Education to attract students from ASEAN member states by lowering their cost of study.



- Offered by the National University of Singapore, Nanyang Technological University and Singapore Management University
- Scholarship benefits e.g., tuition fees, annual living allowance and accommodation allowance

Source: Ministry of Foreign Affairs Singapore

Increase Belt & Road scholarship to expand student diversity



Increase **Belt & Road Scholarship** quota for first-year publicly funded universities for Top 10% outstanding non-mainland students

100 → 300

Source: Education Bureau

Recommendation 8: Facilitate macro-level promotion & planning to raise the attractiveness of Higher Education institutions

Lack of government-led macro-level promotion

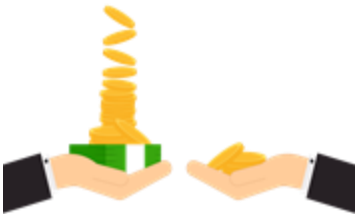


Disconnected macro-level promotion

- HKTDC's programmes for promoting Hong Kong's education services back in **2000s**
- E.g., 8 UGC-funded Institutions participated in the European Association for International Education (EAIE) Conference & Exhibition in Basel in **2006**

Lack of resources in SFIs

- Higher Education institutions have departments for promotion (e.g., CUHK's Office of Admissions and Financial Aid)
- Some SFIs are less well-resourced (e.g., SFIs stakeholders indicated their promotion in ASEAN countries were ineffective due to the lack of manpower)



Source: Education Commission (2011)

8.1 Facilitate overseas macro-level promotion and planning

Government-led large scale overseas education fairs, conferences, & on-campus activities, especially in **ASEAN and Belt & Road countries**

Examples:



China Education Expo

- Hosted by the China Education Association for International Exchange every year since 2000
- Active involvement by more than **20 national pavilions** (e.g., the UK, Australia, France, Korea)



Study in Malaysia Education Fair

- Hosted by Education Malaysia Global Services, a company under the purview of the Ministry of Higher Education Malaysia
- **Series of education fairs** in different countries (e.g., Sri Lanka, Vietnam, Indonesia)

Sources: China Education Expo ; Education Malaysia Global Services

Recommendation 8: Facilitate macro-level promotion & planning to raise the attractiveness of Higher Education institutions

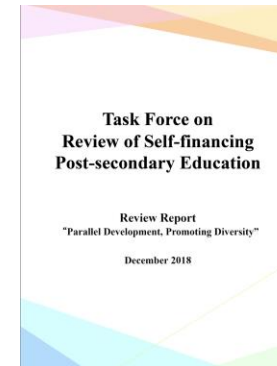
SFIs have the flexibility to scale up their programmes



- **High flexibility** (e.g., no regulatory cap for non-MMT students)
- **But low number of non-local students** due to relatively lower local & international reputation



8.2 Identify & empower SFIs develop unique programmes



- Macro-level coordination to “**identify and develop SFIs distinct character & niche areas**” (Task Force on Review of Self-financing Post-secondary Education, 2018)
- Provide relevant **financial support** to help build SFI programmes targeted at non-local students

Self-financing institutions have more flexibility than UGC-funded universities to recruit non-local students. To attract them [non-local students], there’s a need to target their specific interest (e.g., business, civil engineering).

- Associate Faculty Dean at a self-financing institution

Example:



B.Sc (Hons) in
Architecture



BEng (Hons) in Aircraft
Engineering



MSc in Global Supply
Chain Management

Source: Task Force on Review of Self-financing Post-secondary Education (2018)

Recommendation 9: Enhance talent retention by coordinating job opportunities

Talent loss due to the lack of STEM employment opportunities

“Most graduates leave HK after graduation because **HK doesn't have many opportunities for STEM**, accommodation is insufficient, and **salary is not competitive**, so they would rather go to other places for long-term development.

- Faculty Dean at a UGC-funded university”

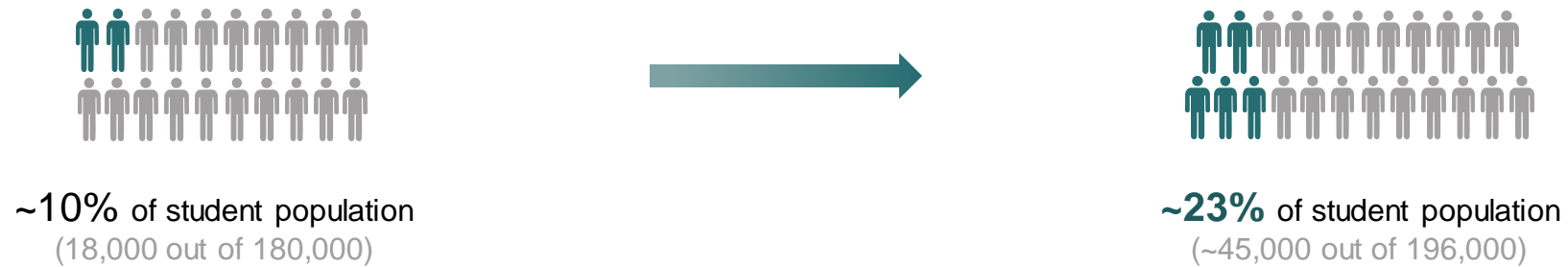


Leverage upcoming developments to increase job opportunities

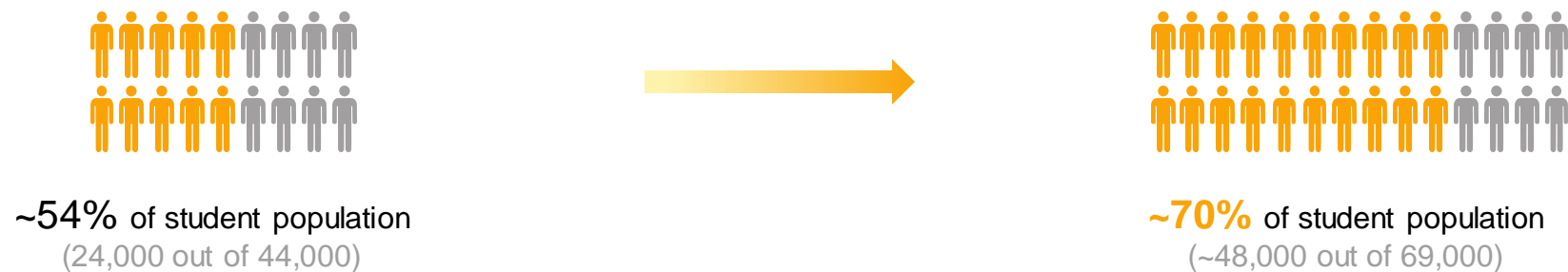


Increasing and diversifying non-local students to build an education hub

1) Non-local sub-degree / undergraduate students

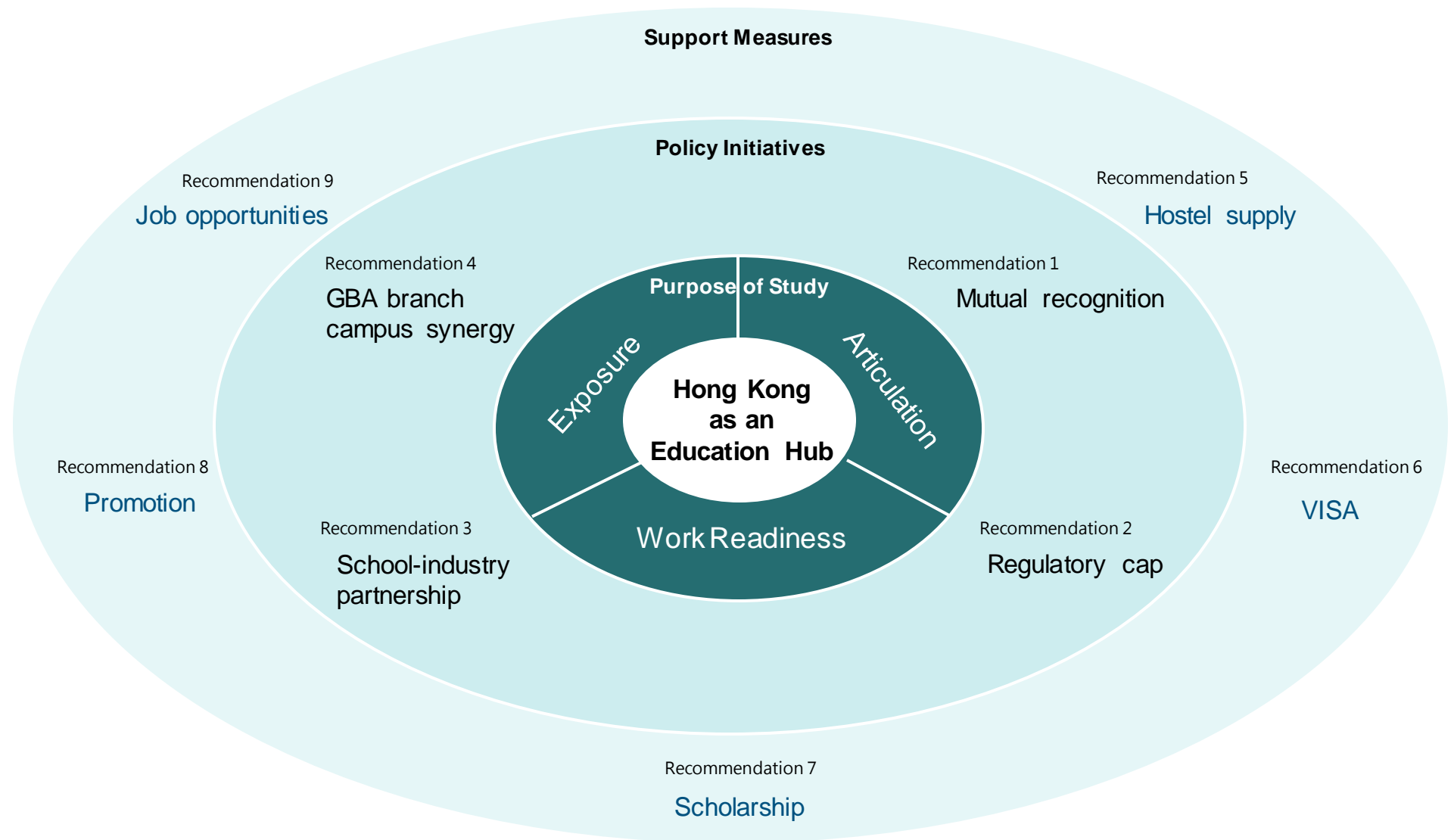


2) Non-local taught postgraduate students



Sources: Concourse for Self-financing Post-secondary Education; info.gov.hk (2022b)

Strategy to develop HK as an education hub





OUR HONG KONG
FOUNDATION
團結香港基金



公共政策研究院
PUBLIC POLICY INSTITUTE

Thank you

References

1. Australian Government Department of Education (n.d.). Council for International Education. <https://www.education.gov.au/council-international-education>
2. BeLIVING Youth Hub (n.d.). <https://www.belivingyouthhub.com/>
3. Brand Hong Kong (2023). Hong Kong Rankings. https://www.brandhk.gov.hk/docs/default-source/factsheets-library/hong-kong-themes/2023-05-02/Rankings_en.pdf
4. British Council (n.d.). Cost of studying and living in the UK. <https://study-uk.britishcouncil.org/moving-uk/cost-studying>
5. Census and Statistics Department (2017). Hong Kong Labour Force Projections for 2017 to 2066. https://www.censtatd.gov.hk/en/data/stat_report/product/FA100042/att/B71710FB2017XXXXB0100.pdf
6. Census and Statistics Department (2023a). Value added and employment in respect of the Selected Industries. https://www.censtatd.gov.hk/en/web_table.html?id=655-83001
7. Census and Statistics Department (2023b). Employed persons by industry and occupation of main employment. https://www.censtatd.gov.hk/tc/web_table.html?id=210-06308
8. Census and Statistics Department (2023c). Fertility Trend in Hong Kong, 1991 to 2021. https://www.censtatd.gov.hk/en/data/stat_report/product/FA100090/att/B72302FA2023XXXXB0100.pdf
9. China Daily (2021). Higher education is means to boost GBA advancement. <https://www.chinadailyhk.com/article/227130#Higher-education-is-means-to-boost-GBA-advancement>
10. China Education Expo (n.d.). <https://www.chinaeducationexpo.com/english/>
11. Concourse for Self-financing Post-secondary Education (2018). Task Force on Review of Self-financing Post-secondary Education, Review Report "Parallel Development, Promoting Diversity". https://www.cspe.edu.hk/resources/pdf/en/TF%20review%20report_EN.pdf
12. Concourse for Self-financing Post-secondary Education (n.d.). Key Statistics on Post-secondary Education. https://www.cspe.edu.hk/resources/pdf/tc/postsec_keystat.pdf
13. Constitutional and Mainland Affairs Bureau (n.d.). Education. <https://www.bayarea.gov.hk/en/opportunities/education.html>
14. CUHK x CUHK (Shenzhen) (n.d.). Interdisciplinary Data Analytics + X Double Major Programme. <https://admission.cuhk.edu.hk/dmp/>
15. Development Bureau (2023). Government announces 2023-24 Land Sale Programme. https://www.devb.gov.hk/en/sdev/press/index_id_11437.html
16. Diploma of Applied Education (n.d.). https://www.dae.edu.hk/daepublic/dae_intro.aspx
17. Education Bureau (n.d.). Study in Hong Kong Accommodation. <https://www.studyinhongkong.edu.hk/en/live-in-hong-kong/accommodation.php>
18. Education Bureau (n.d.). Study in Hong Kong Scholarships. <https://www.studyinhongkong.edu.hk/en/hong-kong-education/scholarships.php>
19. Education Commission Working Group on the Development of Education Services in Hong Kong (2011). Report on the Development of Education Services in Hong Kong. https://www.e-c.edu.hk/doc/en/publications_and_related_documents/education_reports/Report_Dev_Edu_Service_Eng.pdf
20. Education Malaysia Global Services (n.d.). <https://educationmalaysia.gov.my/events/>
21. Home² Youth Hostel (n.d.). <https://www.home2yh.hk/registration/web/index.php>
22. Hong Kong Examinations and Assessment Authority (2022). HKDSE Statistics of entries and results over the years. https://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat22_7.pdf
23. Hong Kong Examinations and Assessment Authority (2023). Registration Statistics of 2023 HKDSE. https://www.hkeaa.edu.hk/DocLibrary/Media/FactFigures/2023_HKDSE_Registration_as_at_20220126.pdf
24. Hong Kong Polytechnic University (n.d.). ASRC to support the aviation industry with world-class MRO solutions. https://www.polyu.edu.hk/rio/technology-platform/technology-and-collaborative-platform-list/aviation-services-research-centre/?sc_lang=en
25. Hong Kong Trade Development Council (n.d.). <https://home.hktdc.com/>
26. Hong Kong-Shenzhen Innovation and Technology Park (n.d.). <https://www.hsitp.org/en/about-us/index.html>
27. Immigration Department (n.d.). Immigration Arrangements for Non-local Graduates (IANG). <https://www.immd.gov.hk/eng/services/visas/IANG.html>
28. Immigration Department (n.d.). Training Visa. <https://www.immd.gov.hk/eng/services/visas/training.html>
29. Immigration Department (n.d.). Visas. <https://www.immd.gov.hk/eng/facts/visa-control.html>
30. Imperial College London (n.d.). <https://www.imperial.ac.uk/about/introducing-imperial/facts-and-figures/college-data-and-statistics/catalogue/college-overview/statistics-guide/student-numbers/full-time/>
31. Incheon Global Campus (n.d.). <https://www.igc.or.kr/en/igc01.do>
32. Info.gov.hk (2021). Attracting talents to come to Hong Kong. <https://www.info.gov.hk/gia/general/202109/08/P2021090800675.htm?fontSize=1>
33. Info.gov.hk (2022a). Loss of workforce. <https://www.info.gov.hk/gia/general/202211/30/P2022113000210.htm>
34. Info.gov.hk (2022b). Post-secondary institutions. <https://www.info.gov.hk/gia/general/202205/04/P2022050400282.htm?fontSize=1>
35. Info.gov.hk (2022c). LCQ18: Hong Kong students studying in the Mainland. <https://www.info.gov.hk/gia/general/201111/09/P201111090164.htm>
36. Info.gov.hk (2022d). LCQ11: Immigration Arrangements for Non-local Graduates. <https://www.info.gov.hk/gia/general/202211/16/P2022111600321.htm>
37. InnoHK (n.d.). <https://www.innohk.gov.hk/>
38. Kearney (2022). Readiness for the storm—the 2022 Global Cities Report. <https://www. Kearney.com/documents/291362523/293469161/Readiness+for+the+storm%F2%80%93the+2022+Global+Cities+Report.pdf/4d8684c4-3c33-d90e-3a76-40eb03f31a67?i=1666554433000>
39. King's College London (2021). Undergraduate and Postgraduate (Taught) Admissions Statistics. <https://www.kcl.ac.uk/campuslife/acservices/admissions/admissions-statistics-2021.xlsx>
40. Labour and Welfare Bureau (2019). Report on Manpower Projection to 2027. https://www.lwb.gov.hk/en/other_info/mp2027_en.pdf
41. LegCo Panel on Education (2019). Eighth Matching Grant Scheme. <https://www.legco.gov.hk/yr18-19/english/panels/ed/papers/ed20190104cb4-375-1-e.pdf>
42. LegCo Panel on Education (2023). Annual Progress Report on Implementation of the Hostel Development Fund. <https://www.legco.gov.hk/yr2023/english/panels/ed/papers/edcb4-652-1-e.pdf>
43. LegCo Research Office (2022). Talent attraction policies. <https://www.legco.gov.hk/research-publications/english/2022fs05-talent-attraction-policies-20221010-e.pdf>

References

44. LegCo Research Office (2023). Manpower. https://app7.legco.gov.hk/rpdb/en/uploads/2023/ISSH/ISSH13_2023_20230704_en.pdf
45. Lingnan University (2022). Lingnan University collaborates with industry on smart GeoAI solutions for mosquito-borne diseases. <https://www.ln.edu.hk/research-and-impact/whatsnews/lingnan-university-collaborates-with-industry-on-smart-geoai-solutions-for-mosquito-borne-diseases>
46. ManpowerGroup (2022). Hong Kong's 2022 Talent Shortage. https://go.manpowergroup.com/hubfs/Talent%20Shortage%202022/MPG_2022_TS_Infographic-Hong_Kong.pdf
47. ManpowerGroup (2023). 2023 Global Talent Shortage. https://go.manpowergroup.com/hubfs/MPG_TS_2023_Infographic_FINAL.pdf
48. Ministry of Education of the People's Republic of China (2004). Memorandum of Understanding on Mutual Recognition of Higher Education Degree Certificates between the Mainland and Hong Kong. https://thei.edu.hk/f/upload/3549/1_%E5%86%85%E5%9C%B0%E4%B8%8E%E9%A6%99%E6%B8%AF%E5%85%B3%E4%BA%8E%E7%9B%B8%E4%BA%92%E6%89%BF%E8%A4%E9%AB%98%E7%AD%89%E6%95%99%E8%82%B2%E5%AD%A6%E4%BD%8D%E8%AF%81%E4%B9%A6%E7%9A%84%E5%A4%87%E5%BF%98%E5%BD%95.pdf
49. Ministry of Education of the People's Republic of China (2019). Memorandum of Understanding on Mutual Recognition of Higher Education Degree Certificates between the Mainland and Macau. http://www.moe.gov.cn/s78/A20/tongzhi/gaogaotai/201910/t20191010_402586.html
50. Ministry of Foreign Affairs Singapore (n.d.) Singapore Scholarships. <https://www.mfa.gov.sg/Overs eas-Mission/Vientiane/Singapore-Scholarships>
51. OECD.Stat (n.d.). Value added and its component by activity. https://stats.oecd.org/Index.aspx?DataSetCode=SNA_TABLE6A#
52. Qatar Foundation (n.d.). Education City. <https://www.qf.org.qa/education/education-city>
53. QS World University Rankings 2023. <https://www.topuniversities.com/university-rankings/world-university-rankings/2023>
54. San Tin Technopole (n.d.). <https://nm-santintech.hk/en/>
55. Study in Hong Kong. (n.d.). <https://www.studyinhongkong.edu.hk/hk/faqs.php>
56. The Hong Kong Polytechnic University (2022). PolyU in Figures 2021/2022. https://www.polyu.edu.hk/ipao/-/media/department/ipao/publication/polyu-in-figures/pdf/euni_figure_2021-2022.pdf
57. The Hong Kong University of Science and Technology (2023). HKUST and China Unicom Establish Joint Laboratory to Empower Research and Development of Smart Society. <https://hkust.edu.hk/news/internationalization-and-partnership/hkust-and-china-unicom-establish-joint-laboratory-empower>
58. The Hong Kong University of Science and Technology (n.d.). Facts & Figures. <https://hkust.edu.hk/about/facts-figures>
59. The London School of Economics and Political Science (n.d.). Statistics on Students. <https://info.lse.ac.uk/staff/divisions/Planning-Division/Management-Information/Statistics-on-Students>
60. The University of Hong Kong (n.d.). The University Profile. <https://annualreport2021.hku.hk/the-university-profile/>
61. The University of Queensland (n.d.). <https://www.pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx>
62. The University of Sydney (2022). Annual Report 2021. <https://www.sydnevedu.au/content/dam/corporate/documents/about-us/values-and-vision/annual-report/annual-report-final.pdf>
63. Times Higher Education (2020a). Coronavirus: global student flows to suffer 'massive hit' for years. <https://www.timeshighereducation.com/news/coronavirus-global-student-flows-suffer-massive-hit-years>
64. Times Higher Education (2020b). Asia 'may compete with UK' on international students post-Covid. <https://www.timeshighereducation.com/news/asia-may-compete-uk-international-students-post-covid>
65. Times Higher Education (2023). The cost of studying at a university in Australia. <https://www.timeshighereducation.com/student/advice/cost-studying-university-australia>
66. UK Government (2019). International Education Strategy global potential, global growth. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799349/International_Education_Strategy_Accessible.pdf
67. University College London (n.d.). UCL Annual Review. <https://www.ucl.ac.uk/annual-review/facts-figures-and-statistics>
68. University Grants Committee CDCF Data Mart (n.d.). Key Statistics on UGC-funded Universities. <https://cdcf.ugc.edu.hk/cdcf/searchStatSiteReport.action#>
69. University of Cambridge (2021). International student data. <https://www.internationalstudents.cam.ac.uk/applyin/global-community/international-student-data>
70. University of Oxford (2022). Student Data Management and Analysis. https://public.tableau.com/views/UniversityofOxford-StudentStatistics/YearlySnapshotSummary?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
71. Y83 (n.d.). <https://ydotx.com/locations/y83/>
72. 新東方 (2022). 2022中國留學白皮書. https://liuxue.xdf.cn/special_zonghe/2022_report/
73. 清華大學中國發展規劃研究院&德勤中國國際交往中心研究院 (2023). 《國際交往中心城市指數2022》 <https://www2.deloitte.com/content/dam/Deloitte/cn/Documents/public-sector/deloitte-cn-ps-international-communication-center-city-index-2022-zh-230315.pdf>
74. 2009-10 Policy Address (2009). <https://www.policyaddress.gov.hk/09-10/eng/p26.html>