



# 科技、教育及人才資源工作小組

## Technology, Education & Human Resources Sub-group

### 工作目標及範圍

- (1) 就促進粵港兩地在科技、教育及人才資源培訓方面合作，提出政策及策略上建議；
- (2) 推動兩地的私營機構在科技及教育方面作更進一步合作；及
- (3) 與廣東省及各主要城市就有關範疇建立更緊密的聯繫。

### 工作進度

自從成立以來，小組已分別聽取了教育統籌局介紹目前在大珠三角地區之教育合作情況、創新科技署與內地的合作計劃及知識產權署在粵港保護知識產權方面的合作和推廣計劃。

經深入討論，就如何推進兩地進一步合作，小組擬訂了一系列工作計劃，包括：

- (1) 聽取更多參與機構的意見，如香港的大學，香港科技園，香港應用科技研究院等；
- (2) 與主要城市建立良好關係和探討在小組領域中的合作機會；及
- (3) 提交科技、教育及人才資源建議書。

### Objectives and scope of work

- (1) To advise on the policies and strategies on promoting Hong Kong/ Guangdong cooperation in technology, education and human resources development;
- (2) To forge closer technological and educational cooperation between the private sectors in both places; and
- (3) To establish a closer tie with the Guangdong Province and its major cities in related areas.

### Work progress

Since its establishment, the Sub-group has received briefings on various issues such as educational cooperation with GPRD by Education and Manpower Bureau, cooperation programmes with the Mainland by Innovation and Technology Commission, and cooperation and promotion programmes on protection of intellectual property rights in Hong Kong and Guangdong by Intellectual Property Department.

After thorough discussion, a work plan was drawn up to take the cooperation further by:

- (1) inviting more inputs from the stakeholders such as local universities, Hong Kong Science and Technology Parks, and Hong Kong Applied Science and Technology Research Institute (ASTRI);
- (2) nurturing good working relations with major cities and exploring cooperation opportunities within the ambit of the Sub-group; and
- (3) preparing and putting forward proposals on technology, education and human resources development.

為訂下工作計劃，小組於2004年6月17日與八所大學(香港大學、中文大學、科技大學、理工大學、城市大學、嶺南大學、浸會大學、公開大學)作初步了解並交換一些意見及現有經驗。於2005年3月10日，與八所大學及教育學院就教育加入CEPA項目再深入研究及探討現有合作項目中稅務及外匯的問題。

於2004年6月18日，小組與深圳市李鴻忠市長及市領導在香港作初步會談，討論如何加強深圳及香港在科技及教育方面的合作，得到深圳市政府的初步支持。為跟進有關討論事宜，小組於2004年7月21日探訪深圳大學、高新區科技園、集成電路設計產業化基地(包括一些香港的大學設於深圳的科研單位及舉辦之課程)、深圳市所辦的虛擬大學及清華大學研究院，大大提高了本小組對深圳市在科研及教育工作的認識。

## 小組的構思和意見

小組就粵港科技、教育及人才資源培育合作有以下構思及意見：

### 教育及人才資源培育

(1) 大珠三角地區經濟發展迅速，工商業一直依賴從發展比較緩慢的地區聘請大量廉價勞工，他們的教育程度亦比較低，在90年代對大珠三角區工商業發展有肯定貢獻。但在2000年代及對往後之長遠發展，卻有一定限制。大珠三角要保持長期競爭優勢，面對中國加入世貿後將引入國外競爭及與國際接軌，必需在教育及培訓方面作出更大努力，培養新進人才，提升現有員工學識水準和擴闊他們的視野，及挽留優秀及有經驗人才。

To facilitate the formulation of the work plan, the Sub-group held a meeting on 17 June 2004 with eight local universities (i.e. University of Hong Kong, Chinese University of Hong Kong, Hong Kong University of Science and Technology, Hong Kong Polytechnic University, City University of Hong Kong, Lingnan University, Hong Kong Baptist University and Open University of Hong Kong) to carry out an initial stocktaking and exchange views and experience. On 10 March 2005, the Sub-group had another meeting with the universities and the Hong Kong Institute of Education to discuss in greater depth a proposal to include education services in CEPA and explore the taxation and foreign exchange problems they encountered in their cooperation projects.

On 18 June 2004, the Sub-group had an initial discussion in Hong Kong with Mr. Li Hongzhong, the then Mayor of Shenzhen, and other senior Shenzhen officials on how to strengthen technological and educational cooperation between the two places. The Shenzhen Municipal Government expressed initial support to the cooperation. To follow up on the discussion, the Sub-group visited Shenzhen University, High New Technology Industrial Park, Shenzhen IC Base (including some R & D units set up and training classes organised in Shenzhen by Hong Kong's universities), Shenzhen Cyber University and the Research Institute of Tsinghua University in Shenzhen on 21 July 2004. The visit has significantly deepened our understanding of Shenzhen's effort in the fields of technological research and education.

## Propositions and recommendations

The Sub-group has the following propositions and recommendations on Hong Kong / Guangdong cooperation in technology, education and human resources development.

### Education and human resources training

(1) The business sector has been taking advantage of the cheap and abundant labour supply from the less-developed regions to underpin the rapid economic development in the GPRD region. The education level of these workers is relatively low. Despite their contribution to the industrial and commercial development in GPRD in the 1990s, there would be constraints for long term development in the 2000s and beyond. In order to sustain its competitive edges in the face of overseas competition emerged after China's accession to WTO and to link up with the world, the GPRD has to make greater efforts in promoting education and training, to nurture talents, to increase the knowledge level of serving staff and expand their horizons and to retain competent and experienced talents.

- (2) 香港在大珠三角地區投資、加工及管理的工廠僱用員工超過一千萬人，培訓商機龐大，香港有關機構應把握這些機會。
- (3) 大珠三角須提升教育及培訓的質與量，以配合經濟發展，而香港擁有世界一流師資及設施，包括專業及工商業長期及短期培訓，廣東省聯同香港在教育及培訓方面合作發展，將為兩地取得一定優勢。
- (4) 小組建議把教育服務包括大學、專上、專業、職業及短期培訓(正規及非常規教育)加入CEPA框架，以推動大珠三角地區教育服務的雙向交流合作，利用兩地地理及資源優勢，提供專才與國際工商管理接軌，應付加入世貿帶來的商機及新挑戰。
- (5) 雙方政府必須對兩地教育在監管確保素質條件下，對開辦各層次學位、學歷以及專業、職業培訓等課程採取一視同仁的態度，不加設限制，讓市場自行調節(義務教育和某些特殊專業除外)。認可辦學機構可自由獨資、合資或以合作形式在兩地辦學。
- (6) 兩地自由辦學應分期進行，如先從雙方認可辦學機構(大學及政府註冊為專上學院等)和本科以下的認可學科、課程及短期培訓(例如工商管理、工業工程、會計、商業英語等)開始，發展為全面專上教育及培訓。



- (2) The number of employees working in factories and outward processing operations set up or managed by Hong Kong enterprises in PRD exceeds 10 million. Educational institutions in Hong Kong should capitalise on the enormous business opportunity flowing from the great training demand of these employees.
- (3) To keep pace with its economic development, the GPRD should enhance its education and training services in both quality and quantity. With its world class teaching staff and facilities, Hong Kong could offer various kinds of training ranging from short to long-term professional, business and industry training. It would bring mutual benefits to both places if Hong Kong and Guangdong could work together on education and training development.
- (4) Education services including university and tertiary education, as well as professional, vocational and short-term training (formal and non-formal education) should be included in CEPA to facilitate exchange of and cooperation in education services in GPRD. The close proximity of the two places and the training resources available should be put to good use to cultivate talents conversant in international business management in support of the Mainland to embrace the opportunities and new challenges brought about by its accession to WTO.
- (5) The two governments should allow educational institutions in both places to run, on an equitable basis, multi-level and multi-disciplinary courses as well as professional and vocational training programmes as long as they were up to the required standard under an appropriate quality assurance mechanism. Their operation should be regulated by market forces with no restrictions imposed (except in the case of voluntary and certain special professional programmes). Authorised educational institutions should be given a free hand to operate in both places in sole proprietorship, joint venture or partnership.
- (6) The above liberalisation measures should be introduced in phases. For example, liberalisation may start with approved educational institutions (such as universities and registered post-secondary colleges) and approved subjects, courses and short-term training programmes below undergraduate level (e.g. business administration, industrial engineering, accounting and business English) before extending to all post-secondary education and training courses.



- (7) 為扶持教育服務作為不牟利事業的發展，中央政府應給予香港教育機構國民待遇，並在外匯和稅制等方面給予便利和優惠，以達到不遜於在CEPA框架下其它工商項目的投資條件。
- (8) 小組建議兩地政府應促進學術人才流通，包括提供出入境便利、異地短期學習、培訓、在職培訓和實習。
- (9) 小組亦建議加快兩地學歷、專業資格及課程互認和學分免修互相銜接，以及推廣兩地互相開放各種專業資格聯合考試，達到一試兩証及相關要求的上崗証。

## 科技合作

- (1) 聯合舉辦產品及設計有關的國際會議和論壇並提供專上（碩士等）及短期培訓課程，提高工商業對設計的認識。



- (2) 根據泛珠三角區域合作前景和創立大經濟圈發展所需，對各層次和各種專業的教育及人才培育作長遠的研究和規劃。
- (3) 兩地應加強在科技方面的溝通，共同研究確定科技合作和發展的重點領域，以明確目標，集中資源共同發展。
- (4) 加強科研產業化，完善各類科技園區，提高孵化能力，發展出新的產業群，為傳統產業提供新技術的支持。

- (7) To promote the development of non-profit making education services, the Central Government should provide Hong Kong educational bodies with the same treatment as that for their Mainland counterparts, and offer them tax incentives and concessionary treatment for foreign exchange arrangement, which would be no less favourable than the investment concessions granted to other businesses under CEPA.
- (8) The two governments should step up exchange of academics through facilitation measures for cross-boundary visit, short-term study, training including on-the-job training and practical training.
- (9) Mutual recognition of academic and professional qualifications, educational and training programmes as well as credits exemption should be expedited. Organisation of joint professional examinations should also be encouraged so that candidates who pass the relevant examination on either side could be issued with professional certificates and practicing licences in both places.

## Technological cooperation

- (1) Both sides should co-organise international conferences and forums in relation to products and design, as well as postgraduate (such as Master degree) courses and short-term training programmes to enable the industrial and business sectors to gain a better understanding of product design.
- (2) A long-term study and planning for professional education and training at all levels and for different fields should be carried out, having regard to the future development of Pan-PRD cooperation and the needs arising from the establishment of a greater economic circle.
- (3) Communication in technological development should be enhanced to identify key areas of technological cooperation and development, so that resources could be marshalled for the targeted joint development projects.
- (4) Further action should be taken to promote commercialisation of R & D deliverables. Science and technology parks should also be upgraded to enhance their incubation capability with a view to developing new clusters of industries and providing new technological support for traditional industries.

(5) 研究利用鄰近香港地區和香港大學師資優勢，開設科技教育城，允許香港教育機構在城內採取合作、合資和合作等多種形式辦學，作為特殊政策的試點，以獲取經驗。

## 未來工作

小組會繼續跟進及推動把教育項目納入CEPA框架的建議，及促進兩地大學在粵港獨資辦學；包括：

- 提交教育加入CEPA更具體的建議書；及
- 探討和推動與廣東省政府和各市合作辦學或提供獨資辦學的可行性。

在科研合作方面，小組會就上述的構思及意見作更深入研究，然後按優先次序與有關政府部門討論。

(5) Guangdong should consider capitalising on its proximity to Hong Kong and the quality teaching staff in Hong Kong's universities to develop "a City of Science Education". Hong Kong educational institutions should be allowed to operate in the city in sole proprietorship, joint venture or partnership as a trial scheme of this special policy to gain experience.

## Way forward

The Sub-group will follow up on the proposal to include education services in CEPA and facilitate operation of training ventures in sole proprietorship by Hong Kong/Guangdong universities in both places, including:

- Ê put forward a concrete proposal to include education services in CEPA; and
- Ê study the feasibility of and promote the establishment of educational institutions by Hong Kong universities in the Mainland either in collaboration with Guangdong Government and cities or in sole proprietorship.

The Sub-group will carry out in-depth study on the above propositions and recommendations in relation to technological cooperation, and raise them with the authorities concerned in order of priority.

