

Non-local Student Mobility in Colleges and Universities in Hong Kong, China: Background, Features, and Trends

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ABSTRACT

Cross-border mobility of students in higher education is receiving increasing attention. Research has found that the driving factors for the Hong Kong government to promote the recruitment of non-local students are the absorption of talents to promote economic income and industrial upgrading, as well as the creation of the "Study in Hong Kong, China" brand. The features of non-local student mobility in colleges and universities in Hong Kong, China show that the scale of non-local student mobility has been increasing year by year. Non-local students come from diverse sources, mainly mainland Chinese students, and have a wide range of professional choices, with a focus on science, business and other disciplines. However, the problem of non-local student mobility in colleges and universities in Hong Kong, China is that: the scale of Hong Kong's "study abroad economy" is relatively small, and the international higher education hub needs to be further formed; the reliance on Asia as the source of non-local students is excessive; and the efforts to cultivate non-local innovative technology talents need to be improved. In the future, the government of Hong Kong, China will strengthen policy support for non-local student mobility, accelerate the development of the North University Education City, and accelerate the introduction and cultivation of innovative talents.

Keywords: *Non-local students, Colleges and universities, Hong Kong, China, Features.*

1. INTRODUCTION

In the era of knowledge economy, talent has become the most critical and scarce factor in promoting high-quality economic development.¹ Despite the complex and ever-changing international political and economic situation, the cross-border mobility of students in higher education has not weakened. Therefore, the cross-border mobility of students in higher education has also received increasing attention. Since the return, with the development of marketization, popularization, and accessibility of higher education, the government of Hong Kong, China has actively taken the initiative to build regional education hubs. This idea is regarded as an important strategy for the development of higher

education in the Hong Kong Special Administrative Region under the framework of "One Country, Two Systems". As a result, the number of non-local students studying in Hong Kong universities has been increasing. In this context, what are the background, features, problems, and future development trends of non-local student mobility in colleges and universities in Hong Kong, China? These issues are worth exploring.

2. BACKGROUND OF NON-LOCAL STUDENT MOBILITY IN COLLEGES AND UNIVERSITIES IN HONG KONG, CHINA

2.1 Absorbing Talents to Promote Industrial Upgrading and Optimization

Here, the authors use the push-pull theory to explain that the driving factor for the government of Hong Kong, China to promote the recruitment of

1. Wang Yifan, Cui Can, Wang Qiang, et al., Migration of human capital in the context of vying for talent competition: A case study of China's "first-class" university graduates [J]. Geographical Research, 2021,40(03): 743-761.

non-local students is to attract talents to promote economic income generation and industrial upgrading. The issue of industrial structure is a key problem for economic development of Hong Kong, China. Due to the narrow economic foundation of Hong Kong, China, coupled with the profit seeking nature of capital and its global flow and allocation, it is easy for the economy in Hong Kong, China to be severely affected in financial crises. The economic structure of Hong Kong, China is highly service-oriented, with the service industry accounting for over 90% of the local GDP.² Against the backdrop of this hollowing out of industries, the government of Hong Kong, China is urgently concerned about the transformation and upgrading of industries in Hong Kong, China. In view of this, the 2009 Economic Challenge Task Force submitted a document to the Legislative Council officially designating education services as one of the six pillars of economy of Hong Kong, China.³ The reasons for this are twofold: the first is to attract talents to develop and strengthen talent pool of Hong Kong, China, promote industrial upgrading and optimization; the second is to promote the industrialization of education to develop economic benefits.

2.2 Gathering International High-end Talents to Build the Brand of "Studying in Hong Kong, China"

Another major driving factor is that since the 21st century, the marketization, popularization, and accessibility of higher education have accelerated competition among colleges and universities. Colleges and universities, as talent reservoirs and gathering hubs, can promote the formation of international high-end talent gathering hubs through talent cultivation and attraction. Although Hong Kong, China has become a gathering place for science and education resources intensive talents with numerous high-level higher education institutions. However, as mentioned earlier, Hong Kong, China needs to address issues such as imbalanced industrial structure, aging population, and shortage of technological innovation talents. According to the 2027 human resources projection, it is expected that there will be a shortage of

approximately 170,000 people in overall labor force of Hong Kong, China.⁴ Given that cultivating and attracting non-local students to create the "Study in Hong Kong, China" brand can not only change Hong Kong's talent structure and economic model, but also occupy a leading position in the high-end education market. Therefore, the government's policy of Hong Kong, China address has repeatedly emphasized the need to attract more non-local students to study in Hong Kong, China.

2.3 Unique Advantages of Studying in Hong Kong, China

The main factors that attract non-local students to study in Hong Kong, China are as follows: firstly, it is the support of education policies. With the continuous deepening of education cooperation between mainland China and Hong Kong, China, eight universities in Hong Kong, China began to recruit self-funded undergraduate students from mainland China in 2002. Subsequently, the number of mainland Chinese applicants and students studying in Hong Kong, China has been increasing year by year, which has led to a wave of studying in Hong Kong, China.⁵ Secondly, the tuition fee is low and the education system is short. By comparison, most master's programs in colleges and universities of Hong Kong, China are one-year, which means that students can enter the workforce earlier with less cost, saving time and financial costs. Thirdly, there is a vast network for learning and communication. Hong Kong, China has a unique advantage of "the intersection of East and West", and its universities can maintain a high degree of openness to the outside world, enabling students to participate in a vast learning and exchange network. Fourthly, there are various types of scholarships available. In order to give full play to the unique advantages of Hong Kong's higher education under the "one country, two systems" policy and make every effort to promote Hong Kong, China as an international education hub, the government of Hong Kong, China has implemented a series of measures, including increasing the number of "the Belt and Road Scholarships" and "Hong Kong Doctoral Scholarship Scheme". In short, Hong Kong, China has world-class universities and the advantage of teaching in English, which has led to a

2. Hong Kong Government Official Website. 2015 Policy Address [EB/OL]. (2015-2-13) [225-5-10]. <https://www.policyaddress.gov.hk/2015/sim/press.html>.

3. Yang Xin, Li Shengbing, Rebuilding Hong Kong region as a Regional Education Hub: From a Student Hub to a Knowledge Hub [J]. Modern University Education, 2023,39(04):74-81.

4. Hong Kong Government Official Website. 2019 Policy Address [EB/OL]. (2019-10-31) [2025-4-27]. <https://www.policyaddress.gov.hk/2019/sim/supplement.html>.

5. Zhang Yaqu, Perspective on the Hot Enrollment of Hong Kong Universities in Mainland China [J]. Henan Education (Higher Education), 2005,(06): 30-31.

thriving trend of non-local students studying in Hong Kong, China.

3. FEATURES OF NON-LOCAL STUDENT MOBILITY IN COLLEGES AND UNIVERSITIES IN HONG KONG, CHINA

3.1 The Scale of Non-local Student Mobility Has Been Increasing Year by Year, Mainly Consisting of Undergraduate Students

International student education has become a globally recognized emerging industry and new economic growth point.⁶ Under the relevant policy background, the number of non-local students studying in Hong Kong increased from 3,204 in the 2003/04 academic year⁷ to 26,611 in the 2024/25 academic year (see “Table 1”). In the 2024/25 academic year, the percentage of non-local students in total enrollment is 25.0%.⁸ During the academic years of 2015-2025, the number of non-local undergraduate and graduate students in Hong Kong's higher education has been increasing year by year, and even during the pandemic, non-local students have achieved a slight increase. The number of non-local undergraduate students has increased from 9,644 in 2015 to 17161 in 2025; The number of non-local graduate students has increased from 5,925 in 2015 to 9,448 in 2025 (see “Table 2”).

3.2 Non-local Students Come from Diverse Countries and Regions, Mainly from Mainland China

The sources of non-local students in Hong Kong, China are relatively diverse, mainly divided into degree students and non-degree students. Non-degree students refer to exchange students studying in Hong Kong, mainly from Europe, mainland China, North America, other countries or regions in

Asia, etc. Taking the 2023/2024 academic year as an example, there were 5,137 exchange students sponsored by the UGC to exchange in Hong Kong, China, with 2,411 mainly from Europe, accounting for 46.9%, followed by 1096 from mainland China, accounting for 21.3% (see “Table 3”). Academic students mainly come from mainland China. Taking the 2024/2025 academic year as an example, there are 26,643 non-local students (including 32 part-time students) in Hong Kong universities, and 21,103 non-local students from mainland China, accounting for 79.2%; There are 4,643 people in other regions of Asia, accounting for 17.4%; There are 897 people in other regions, accounting for 3.7%. It can be seen that the non-local students in Hong Kong, China are mainly concentrated in Asia, with mainland students being the main source.⁹

6. Tan Xiaojian, Shift in International Students' Education from the Pursuit of Political Influence to that of Economic Benefit [J]. Journal of Yunnan Normal University(Teaching & Studying Chinese as a Foreign Language Edition), 2013,11(05):18-25.

7. Hong Kong UGC, Statistical Data [EB/OL]. (2025-8-7) <https://cdcf.ugc.edu.hk/cdcf/searchStatSiteReport.action>.

8. The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

9. The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

Table 1. Number and proportion of non-local students in higher education from 2015 to 2025 in Hong Kong, China

Academic year	Number of non-local students	Total number of students	Proportion of non-local students
2015/16 academic year	15644	95418	16.4%
2016/17 academic year	16391	96859	16.9%
2017/18 academic year	17003	97384	17.6%
2018/19 academic year	18036	98079	18.4%
2019/20 academic year	19166	98940	19.4%
2020/21 academic year	19430	99255	19.6%
2021/22 academic year	20344	99156	20.5%
2022/23 academic year	21656	100169	21.6%
2023/24 academic year	23052	102726	22.4%
2024/25 academic year	26611	107366	25.0%

a Source: The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

Table 2. Number and proportion of non-local undergraduate and graduate in higher education from 2015 to 2025 in Hong Kong, China

Academic year	Number of non-local undergraduate students	The percentage increase compared to the previous year	Number of non-local graduate students	The percentage increase compared to the previous year
2015/16 academic year	9644	-	5925	-
2016/17 academic year	10283	6.6%	6107	3.1%
2017/18 academic year	10798	5.0%	6205	1.6%
2018/19 academic year	11601	7.4%	6435	3.7%
2019/20 academic year	12249	5.6%	6917	7.5%
2020/21 academic year	12476	1.9%	6955	0.5%
2021/22 academic year	13253	6.2%	7090	1.9%
2022/23 academic year	14147	6.7%	7509	5.9%
2023/24 academic year	14756	4.3%	8295	11.1%
2024/25 academic year	17161	16.3	9448	13.9%

a Source: The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

Table 3. Number of exchange students sponsored by the UGC to exchange in Hong Kong, China for the 2023/2024 academic year

Source	The number of exchange students who came to Hong Kong, China for exchanges	Percentage
Mainland China	1096	21.3%
Other countries or regions in Asia	594	11.6%
North America	849	16.5%
Middle and South America	26	0.5%
Europe	2411	46.9%
Oceania	152	3.0%
Africa	9	0.2%
Total	5137	100.0%

a Source: The Education Committee, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

Table 4. Non-local students' enrollment in UGC funded courses divided by level of study and main subject categories in eight schools in Hong Kong, China for the 2024/25 academic year

Course completion level	Classification of main disciplines							Total
	Medical, Dental, and Nursing Department	Jurisprudence Department	Engineering and Technology Department	Business and Management	Social Science Department	Liberal Arts and Humanities Science Department	Education Department	
Associate Degree Program	-	-	-	-	-	-	1	1
Bachelor's degree program	314	4684	3778	4148	2578	1426	233	17161
Study courses at the research institute	-	5	54	-	35	10	31	135
Research courses at the research institute	1345	2738	3070	579	758	532	291	9313
Total	1659	7428	6902	4727	3371	1968	556	26611

a Source of Information: The UGC, Data statistics [EB/OL]. (2025-8-29) [2025-12-10]. <https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>. (The eight schools in Hong Kong refer to the University of Hong Kong, Hong Kong Polytechnic University, Hong Kong University of Science and Technology, Lingnan University, The Education University of Hong Kong, City University of Hong Kong, Hong Kong Baptist University, and The Chinese University of Hong Kong)

3.3 Non-local Students Have a Wide Range of Major Choices, with a Focus on Science, Business, and Economics

The major choices for non-local students visiting the eight schools in Hong Kong, China mainly focus on science, engineering and technology, business and management, while humanities and social sciences are relatively less attractive to non-local students. Taking the 2024/25 academic year as an example, there are 26,611 non-local students in the eight universities in Hong Kong, China. Among them, the number of undergraduate and graduate students who choose majors mainly in science, engineering and technology, business and management is 19057, accounting for 71.6% (see "Table 4"). Among them, the number of graduate students who choose majors mainly in science, engineering and technology is 5808, accounting for 62.3%.¹⁰

10. The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10].

4. PROBLEMS OF NON-LOCAL STUDENT MOBILITY IN COLLEGES AND UNIVERSITIES IN HONG KONG, CHINA

4.1 The Number of Non-local Students Needs to Be Increased, and the International Higher Education Hub Needs to Be Further Formed

In 2024, the Hong Kong "Policy Address" explicitly stated the need to promote the construction of an international tertiary education hub, cultivate future talents, and build the "Study in Hong Kong, China" brand.¹¹ However, the number of non-local students in Hong Kong, China needs to be increased. Since the return, the proportion of

<https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

11. Hong Kong Government Official Website. 2024 Policy Address [EB/OL]. (2024-10-25) [2025-6-20]. <https://www.policyaddress.gov.hk/2024/sc/index.html>.

non-local students in colleges and universities in Hong Kong, China has been increasing year by year, but by the 2024/25 academic year, the number of non-local students studying only accounts for 25.0% of the total number of students.¹² One of the main reasons is the limited operating space of colleges and universities in Hong Kong, China. Although there are five of the world's top 100 universities in Hong Kong, China, their operating areas are generally relatively small. As the largest public university in terms of area, The Chinese University of Hong Kong covers only 137.3 hectares, which is about one-third of Tsinghua University and one-fifth of Zhejiang University in mainland China; Not to mention the Hong Kong Polytechnic University with only 9.35 hectares and the City University of Hong Kong with 15.6 hectares. The limited educational space greatly restricts the further development of colleges and universities in Hong Kong, China.¹³

4.2 Non-local Students Come from Diverse Sources, But Overly Rely on Asia

As an important construction node of "the Belt and Road" initiative, the central government strongly supports Hong Kong, China to play its advantages and role in the "the Belt and Road" construction. Despite the government's proposal in Hong Kong, China to build an international higher education hub, current universities are more attractive to students from Asia. In 2024, 100 students from 21 countries or regions jointly building "the Belt and Road" won "the Belt and Road Scholarship" for the first time,¹⁴ and the Hong Kong government began to increase efforts to attract students from "the Belt and Road" countries or regions to study in Hong Kong, China. However, as mentioned earlier, in the 2024/2025 academic year, the number of non-local students in colleges and universities in Hong Kong, China, including mainland students and students from other parts of Asia, was 25746, accounting for 96.6% of non-local students in colleges and universities in Hong

Kong, China, and mainland students accounted for 79.2%.¹⁵ It can be seen that although the source of students of colleges and universities in Hong Kong, China is relatively diverse, as an important construction node in "the Belt and Road" map, Hong Kong still needs to continue to increase efforts to attract students to study in Hong Kong, China, consolidate the status of the existing international financial center, and create new competitive advantages¹⁶ to become an international high-end talent gathering highland.

4.3 The Efforts to Cultivate Non-local Innovative Technology Talents Need To Be Improved

Innovative technology is an important engine for activating the high-quality development of Hong Kong's economy.¹⁷ However, as a small economy, it is difficult for Hong Kong to meet its economic development needs solely by cultivating local talents. It is necessary to be more proactive in absorbing more non-local talents and enriching Hong Kong's talent pool.¹⁸ Although non-local students mainly choose majors in science, engineering, technology, business, and management in the eight schools in Hong Kong, China, the government of Hong Kong, China still lacks the ability to attract and cultivate innovative talents in technology. According to the historical data analysis of the Hong Kong Innovation and Technology Talent Index 2023, it is estimated that the number of employees in the innovation and technology industry will be 56,600 in 2027, and will reach 65,000 in 2032. This means that the shortage of creative and technological talents in Hong Kong, China is constantly expanding, from about 3,400 in 2027 to about 35,000 in 2032.¹⁹

12. The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10].
<https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

13. Pengpai Net, How can Hong Kong build the Beidou University Education City? [EB/OL]. (2025-7-22)[2025-12-23].
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https://www.sznews.com/news/content/2024-04/26/content_30895367.htm?prolongation=1.

15. The UGC, Data Statistics [EB/OL]. (2025-8-29) [2025-12-10].
<https://cdcf.ugc.edu.hk/stat/index.html#/topic/internationalisation>.

16. Zhang Zhuohua, Chen Peng, Hong Kong: Taking Advantage of the Belt and Road Initiatives [J]. International Economic Review, 2015,(02): 80-89+6.

17. Hong Kong Government Official Website. 2022 Policy Address [EB/OL]. (2022-10-22) [2025-8-15].
<https://www.policyaddress.gov.hk/2022/sc/webcast.html>.

18. Hong Kong Government Official Website. 2021 Policy Address [EB/OL]. (2021-10-06) [2025-8-20].
<https://www.policyaddress.gov.hk/2021/chi/index.html>.

19. Sina website. Hong Kong's innovation and technology talent is highly scarce in the short term, and the gap may expand to 35000 people in the future [EB/OL]. (2023-12-20) [2025-11-23].
https://k.sina.com.cn/article_6192937794_17120bb42020024so1.html.

Therefore, the government of Hong Kong, China needs to overcome the talent bottleneck in the high-quality development of the innovative technology industry, coordinate and promote the integrated development of education and technology talents, increase the cultivation of non-local innovative technology talents, and further promote the gathering of international high-end talents in Hong Kong.²⁰

5. THE DEVELOPMENT TREND OF NON-LOCAL STUDENT MOBILITY IN COLLEGES AND UNIVERSITIES IN HONG KONG, CHINA

5.1 Strengthening Policy Support for Non-local Student Mobility

Education service trade has become the engine of Hong Kong's economic growth. In order to accelerate the construction of an international education hub, the mobility of non-local students in Hong Kong, China will receive more policy support. The first is to adjust the organizational structure. In 2025, the government's "Policy Address" of Hong Kong, China explicitly stated that the Education Bureau will establish a "Study in Hong Kong Special Class" to strengthen the promotion of higher education in Hong Kong, China in collaboration with the University Grants Committee (UGC), the Innovation and Technology Bureau, the Hong Kong Talent Service Office, tertiary institutions, overseas economic and trade offices, and mainland offices.²¹ The second is to strengthen financial support for promoting enrollment. The 2025 "Policy Address" explicitly proposes to allocate 40 million yuan from the UGC to support eight universities in increasing international and mainland publicity, as well as recruiting teachers and students. The Education Bureau will take the lead in promoting more summer study tours in tertiary institutions to attract non-local high school students to experience Hong Kong, China.²² The third is to relax the admission restrictions for self-funded students. Given the rapid growth in the

number of non-local students applying to colleges and universities in Hong Kong, China on a self-funded basis. In the future, non-local students who come to Hong Kong, China to study at their own expense will be allowed to increase their non-funded aid quotas. According to the 2025 Policy Address, starting from the 2026/27 academic year, the maximum number of self-funded non-local students in each subsidized tertiary institution will increase from 40% to 50% of the local student enrollment.²³

5.2 Accelerating the Development of the Beidou University Education City

In an era of deepening economic globalization and highly internationalized educational services, higher education has long transcended the traditional scope of knowledge dissemination to become a key force driving the export of regional soft power, serving as an engine for technological innovation and economic growth.²⁴ Against this backdrop, the government of Hong Kong, China will accelerate the planning and construction of the Beidou University Education City. First, a planning and construction task force for the University City will be established. The 2025 "Policy Address" stated that a dedicated research team, led by the Chief Secretary for Administration, will be established to study development models for the Beidou University City. The team will conduct on-site visits to examine successful models of university towns in various regions, solicit input from presidents or representatives of renowned local, mainland, and international universities, and formulate strategies to attract leading mainland and international universities or research centers to establish a presence there.²⁵ Second, it is to strengthen cooperation with renowned Chinese and international institutions. Both the 2023 and 2024 Policy Addresses proposed the development of the Beidou University Education City, encouraging higher education institutions to strengthen cooperation with renowned Chinese and international universities, and to enhance synergies through resource sharing and industrial

20. Hong Kong Government Official Website. 2024 Policy Address [EB/OL]. (2024-10-25) [2025-6-20]. <https://www.policyaddress.gov.hk/2024/sc/index.html>.

21. Hong Kong Government Official Website. 2025 Policy Address [EB/OL]. (2026-04-01) [2026-4-20]. <https://www.policyaddress.gov.hk/2025/tc/press.html>.

22. Hong Kong Government Official Website. 2025 Policy Address [EB/OL]. (2026-04-01) [2026-4-20]. <https://www.policyaddress.gov.hk/2025/tc/press.html>.

23. Hong Kong Government Official Website. 2025 Policy Address [EB/OL]. (2026-04-01) [2026-4-20]. <https://www.policyaddress.gov.hk/2025/tc/press.html>.

24. Pengpai Net. Beidou University Education City introduces renowned mainland universities to boost Hong Kong's economy [EB/OL]. (2022-8-21) [225-11-20]. https://m.thepaper.cn/baijiahao_31453875.

25. Hong Kong Government Official Website. 2025 Policy Address [EB/OL]. (2026-04-01) [2026-4-20]. <https://www.policyaddress.gov.hk/2025/tc/press.html>.

collaboration within the region.²⁶ Hong Kong's current educational space is relatively limited, necessitating the full utilization of spatial resources in the Beidou and other new development areas to attract higher education institutions.²⁷ Driven by relevant policies, efforts will be made to promote the "Study in Hong Kong, China" brand.

5.3 Accelerating the Introduction and Cultivation of Innovative and Scientific Talents

Talents are crucial for Hong Kong, China to establish an international innovation and technology center. Hong Kong, China has a world-class university ecosystem and strong basic research capabilities, and its overall research level is highly recognized by the country and even internationally.²⁸ In 2022, Hong Kong released the "Hong Kong Innovation and Technology Development Blueprint", which clearly proposes to enrich the resources of innovation and technology talents, and plans to increase the number of employees in the innovation and technology industry from the current about 45,000 to no less than 100,000 by 2032.²⁹ In this context, colleges and universities in Hong Kong, China continue to optimize higher education and place greater emphasis on targeted and effective talent development. For example, in 2025, the University of Hong Kong established the School of Computing and Data Science and the School of Innovation, aiming to focus on cutting-edge disciplines and provide undergraduate courses covering different fields such as artificial intelligence, data science and statistics, and innovative technology. In addition, starting from the 2024/25 academic year, the quota for non-local students in government-subsidized higher education institutions in Hong Kong, China will be increased to 40%. The government of Hong Kong, China also encourages

the UGC to sponsor universities to offer courses that are more closely related to future economic development. By the 2026/27 academic year, approximately 35% of students in UGC funded universities will be studying subjects related to STEAM (Science, Technology, Engineering, Arts, and Mathematics).³⁰ In short, talent, especially in STEM disciplines, is one of the main driving factors for technological innovation and is crucial for Hong Kong to form an international education highland.

6. CONCLUSION

Hong Kong is facing the challenges of a rapidly aging population and a continuous decline in birth rates, as well as a shortage of human resources supply.³¹ In this context, accelerating the influx of non-local students can not only bring economic revenue to the government of Hong Kong, China, but also increase the reserve of talent pool. Therefore, in the future, the government in Hong Kong, China will continue to strengthen policy support for the mobility of non-local students, accelerate the expansion of the existing education pattern in the Beidou University Education City, and accelerate the introduction and cultivation of innovative talents to develop an international innovation and technology center, jointly promoting the formation of an international education hub.

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31. Hong Kong Government Official Website. 2021 Policy Address [EB/OL]. (2021-10-06) [2025-8-20]. <https://www.policyaddress.gov.hk/2021/chi/index.html>.

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