

**DEGREE OF DOCTOR OF EDUCATION,
*honoris causa***

Dr JING Degang



Mr Pro-Chancellor,

Confucius, a renowned educationalist in ancient China, advocated the educational philosophy of “education for all” to increase accessibility to education. By doing so, the right to education was made available to commoners. This was a pioneering educational undertaking in Chinese history which played a major role in advancing social progress. Hong Kong Metropolitan University, formerly The Open University of Hong Kong, upholds Confucius’s educational philosophy of “education for all” and has all along been committed to providing opportunities in higher education to people from all socioeconomic levels in Hong Kong to foster talent for the development of society.

Dr Jing Degang, the President of the Open University of China, has made remarkable achievements in promoting the employment of higher-education institution (HEI) graduates, as well as vocational education and lifelong education for all in mainland China. Born in Shandong, the hometown of Confucius, in 1967, Dr Jing has been engaged in education since he graduated from Jilin University with a PhD in Political Economy. Dr Jing currently serves as the Secretary of the Party Committee and President of the Open University of China, Deputy President of the Vocational Education Association of China, member of the Second Education Digitalisation Expert Group of the Ministry of Education, and National Inspector for Education in the 11th Session.

Dr Jing is one of the formulators of new policies, an agent of reform, a theoretical researcher, and a practical organiser of employment system reforms for HEI graduates in mainland China. From 1990 to 1995, Dr Jing worked in the Student Office of the Education Committee of Hebei Province, where he was responsible for handling job deployment for college graduates and specialised secondary school graduates. During the period from 1998 to 2019, when Dr Jing

served at the Ministry of Education, he actively participated in the formulation of a series of policies for employment system reform for HEI graduates in China. He directly encouraged university students to start their own businesses and actively contributed to helping university students in mainland China secure jobs and form start-ups.

Dr Jing also published papers, such as “A Study of the Employment Model of HEI Graduates in Foreign Countries”, “A Review and Reflection of the Employment and Work of HEI Graduates”, and “The Employment Situation and Roles of University Students from a New Normal Perspective”. In these papers, he not only made an outstanding contribution to theoretical studies and practical exploration, but also enhanced the formulation of employment and entrepreneurship policies, and the system of employment and entrepreneurship services for HEI graduates in China.

Dr Jing is a reformer, pioneer and promoter of vocational education in Qinghai Province. During his three years' service from 2016 to 2019, he adaptively explored the possibility of a modern vocational education system with the special Qinghai characteristics, by eliminating the offering senior high school education by secondary vocational schools. With dedication, he developed open accessibility, joint school-enterprise collaboration, and market-oriented operation of vocational education. Dr Jing carried out with full force the “National Vocational Education Reform Implementation Plan”, and successfully organised and established a vocational education alliance, led for the first time by enterprises. In addition, he made a great effort to enlist support from various sectors to launch the Education Conference of Qinghai Province.

With the implementation of a programme to build vocational schools in development zones, he helped to connect professions along the industry chain. Dr Jing carried out a number of other reform measures by coordinating industry experts to pioneer a school-enterprise cooperation platform and arranging industry experts to go to vocational schools as on-site supervisors. With his valuable involvement in drafting papers such as “Some Opinions on Further Acceleration of Modern Vocational Education Reform Development by the People's Government of Qinghai Province”, and “Views on the Implementation of Deepening the Integration between Industry and Education by the General Office of the People's Government of Qinghai Province”, Dr Jing actively promoted the reform of vocational education in Qinghai and tremendously improved development opportunities for vocational education in Qinghai. In May 2019, Qinghai's vocational education was recognised and announced by the General Office of the State Council, indicating that Dr Jing's contribution in vocational education was widely acclaimed in society.

As a leading figure in the transformation of the operations of the Open University of China, Dr Jing led the institutional reform and innovation, and implemented diverse plans. Since his appointment as the Secretary of the Party Committee and President of the Open University of China in July 2019, he has played a strong role in the creation of a consensus on the development of open and vocational education. Dr Jing convened the First Party Congress of the Open University of China, at which he proposed setting the “three-step” goal of achieving the first-class open university, setting ten key task areas for the next five years, and implementing the “1233” project, with the goal of “creating excellence and enhancing quality” as its core. Dr Jing advanced the transformation of the open university system by organising and drafting the “Open University Comprehensive Reform Plan” and facilitating the renaming of 39 provincial-level radio and television universities in China as “Open University”. In addition, Dr Jing consolidated and optimised educational resources and launched a platform for international academic exchange.

Dr Jing inaugurated the upgrading and transformation of the radio and television universities and the development of high quality open universities. He has strictly enforced rules and regulations on teaching quality in open education, and placed strong emphasis on such crucial issues as the design of specialised courses, online teaching outcomes, the training of talent, and quality enhancement. Dr Jing launched 121 teaching-reform projects by implementing full online teaching mode in a pilot project with full online teaching for various subjects. He also implemented major reforms in student enrolment, teaching and examinations. By regulating student enrolment, examinations and teaching, and launching an “internet cleanup campaign”, Dr Jing aimed to maintain the quality of open education and raise the standards. In collaboration with the Evaluation Centre of the Ministry of Education, Dr Jing directed open university assessment and the quality assurance work for the entire open university system. He resolved the shortcomings in the quality-assurance system of open universities by enabling the publication of annual quality reports and encouraging the universities to accept voluntary monitoring. He also strengthened information technology support and encouraged these educational institutions to take advantage of new technologies, such as the fifth generation mobile technology, or 5G, and artificial intelligence. With the construction of smart campuses, based on the principle of “one road, one internet, one platform”, Dr Jing strengthened the deep integration of information technology and education.

Dr Jing was appointed as President of the Open University of China during the COVID-19 pandemic. He adopted a proactive approach in response to the pandemic by exploiting the full advantage of integrating online education and learning resources at the university. Dr Jing made available over 50,000 five-minute videos, as well as over 5,000 virtual courses online to provide over 800 educational institutions with a digitalised learning-resource sharing service. His endeavours achieved the goal of “suspending classes without suspending teaching and learning”. Dr Jing devoted a great deal of effort to the creation of a “credit bank”, eventually leading to the official opening and operation of the National Credit Bank for Vocational Education. This initiative was highly valued and strongly supported by the State Council and the leaders of the Ministry of Education. To chart new horizons in educational enterprises, Dr Jing explored a development model for the education of older people, which embodies “health, care of the elderly, learning and holidaying” as an integral whole. Under the open education system, 29 provinces, 216 prefectures (cities), and 889 counties (cities, districts) have established universities for older adults across the nation. Furthermore, 6,856 townships (subdistricts), and 46,698 villages (communities) have set up learning sites for older people. Under the helm of Dr Jing, the Open University of China runs a resource-sharing platform for universities for older adults of central state organs, serving more than 20,000 retired cadres from China’s state organs. Dr Jing has dedicated himself to creating skills-training brands, represented by teaching, home economics, information technology and calligraphy. He is dedicated to exploring new mechanisms and models of social training, which are market oriented and serve the nation. In sum, Dr Jing has forged a new image for social training with three development directions: education for academic qualifications, skills training for the community, and education of the elderly.

Under the leadership of Dr Jing, student enrolment in the Open University of China has grown 13%, its internal administrative system has been strengthened, its governance capabilities have been greatly enhanced, and its overall quality has been continually boosted. All of these improvements have helped open education move forward along the high-quality path. In April 2021, the Open University of China was awarded the King Hamad Bin Isa Al-Khalifa Prize for the Use of ICT in Education by the United Nations Educational, Scientific and Cultural Organisation. This is worldwide recognition of the contribution made by the Open University of China in the area of lifelong education for all.

The Open University of China (OUC) and Hong Kong Metropolitan University (HKMU) started exchange activities and mutual visits as early as 2000. In the past, many OUC scholars visited HKMU to conduct educational research and academic exchanges. Both universities have also co-organised international conferences on “open and innovative education” on many occasions. The Open University of China and Hong Kong Metropolitan University have all along maintained a close partnership and will continue to join hands to promote higher education development in China, especially in the areas of innovative teaching and lifelong education.

Mr Pro-Chancellor, Dr Jing has demonstrated devotion and unwavering dedication to education in mainland China, and his significant contribution to open education is unparalleled. May I invite our President to present Dr Jing Degang for the conferment of the degree of Doctor of Education, *honoris causa*.

Chinese citation written and to be delivered by Professor Philips Wang Fu-lee

榮譽教育博士

荊德剛校長

副校監先生：

中國古代著名的教育家孔子提倡「有教無類」的教育理念，擴大受教育範圍，平民百姓因此得到受教育的權利。這是中國歷史上的教育創舉，推動了社會的進步。香港都會大學前身香港公開大學，秉承孔子「有教無類」的教育理念，一直致力為本港不同階層提供高等教育機會，為社會發展培育人才。

荊德剛博士作為國家開放大學校長，於中國內地推動高校畢業生就業、職業教育和全民終身學習，在各方面均成就卓越。荊校長 1967 年出生於孔子故鄉山東，他年少時經過艱苦努力，取得吉林大學政治經濟學博士學位，一直秉承孔子的教育思想，從事教育工作。荊博士身兼國家開放大學黨委書記和校長、中國職業教育學會副會長、教育部第二屆教育資訊化專家組成員和第十一屆國家督學顧問。

荊博士是中國內地高校畢業生就業制度改革方面的參與制訂者、改革推動者、理論研究者和實踐組織者。1990 年至 1995 年期間，荊博士在河北省教育委員會學生處負責大中專畢業生的工作分配。1998 年至 2019 年期間，荊博士任職教育部，從事高等學校畢業生就業工作，直接推動中國內地大學生創業，為他們的就業和創業作出積極貢獻。荊博士發表了《國外高校畢業生就業模式研究》、《高校畢業生就業工作回顧與反思》、《新常態視角下的大學生就業形勢與任務》等文章，他在理論研究和實踐探索的建樹，促進了中國高校畢業生就業創業的政策和服務體系建設。

荊博士是青海省職業教育的改革者、創新者和推進者。他於 2016 年至 2019 年在青海省工作三年期間，因地制宜探索當地特色現代職業教育體系，破除中職“高中化”，推動開門辦職教、校企合作辦職教、以及面向市場辦職教，全面落實《國家職業教育改革實施方案》，成功組織並成立首個由企業牽頭的職教聯盟。爭取多方支持，參與辦青海省教育大會，落

實「把職業院校建在開發區裡、把專業建在產業鏈上」。荊博士推動了多項改革措施，包括結合專業調整專業開拓校企合作平台，安排產業專家到職校指導等。此外，他也組織起草了多份重要文件，包括《青海省人民政府關於進一步加快現代職業教育改革發展的若干意見》、《青海省人民政府辦公廳關於深化產教融合的實施意見》。他的積極努力為青海職業教育的改革注入動力，大大提高青海職業教育發展的機遇。2019年5月，青海職業教育得到國務院辦公廳通報表揚，可見荊博士在職業教育的貢獻贏得社會廣泛認可。

荊博士是國家開放大學辦學體系轉型發展的領導者，帶領組織改革創新，實行多元方案。自2019年7月出任國家開放大學黨委書記、校長以來便凝聚發展共識，主持召開國家開放大學第一屆黨代會，提出建成世界一流開放大學的「三步走」奮鬥目標，確立未來五年的十大工作重點，實行以「創優提質」為核心的「1233」工程。荊博士更進一步推進體系轉型，組織及起草了《國家開放大學綜合改革方案》，促進了中國39所省級廣播電視大學統一更名為「開放大學」。荊博士不僅整合優化教育資源，更建設平台促進國際學術交流。

荊博士拉開了廣播電視大學轉型升級和開放大學高品質發展的序幕，他嚴格規管教育教學質素，針對專業設置、線上教學效果、人才培養質素提升等關鍵問題，同時啟動了121個教學改革專案，以全網教學模式作試點，深入推進招生、教學、考試等重點環節的改革。他更著力於整治招生、考試、教學，開展「清網行動」，以維持開放教育的質素和提升標準。另一方面，荊博士也聯同教育部評估中心開展辦學評估，乃至到整個辦學體系展開質素保證工作，公開發佈年度品質報告，主動接受監督，改善了開放大學質素保障體系不完善之處。此外，他加強了資訊科技支援，帶領學校利用第五代流動通訊技術（5G）、人工智慧等新技術，建設「一路一網一平台」智慧校園，促進了資訊科技與教育教學深度融合。

荊博士在2019冠狀病毒疫情期間接任國家開放大學校長，他積極主動應對疫情，充分發揮學校線上教育和學習資源融合的優勢，將5萬多個五分鐘短視頻、5千多門網絡課程全部上線，為800多家教育機構提供數碼化學習資源共享服務，切實做到了「停課不停教，停課不停學」。荊博士積極推動成立學分銀行，正式開通職業教育國家學分銀行，並得到國務院、教育部領導高度重視和大力支持。另外，他為構建事業發展帶來新局面，探究集「康養學遊」於一體的老年教育發展模式，開放大學體系於全國29個省、216個地（市）、889個縣（市、區）成立了老年大學，在全國6,856個鄉鎮（街道）、46,698個村（社區）設立了老年教育學習點，帶領學校承辦中央國家機關老年大學資源分享平台，服務國家部委2萬多名退休幹部。此外，他建立了以教師、家政、資訊科技（IT）、書法等為代表的

技能培訓品牌，探索了面向市場服務國家的社會培訓新機制新模式。荊校長創造了學歷教育、社會培訓、老年教育三大方向發展的新面貌。

國家開放大學在荊博士領導下，學生人數增長達 13%，大學內部治理體系得以加強，管治能力大為提升；這些進步都標誌著大學整體質素持續提升，開放教育事業邁向高品質軌道。2021 年 4 月，國家開放大學獲聯合國教科文組織頒授「2020 年度教育資訊化哈馬德·本·伊薩·阿勒哈利法國王獎」(King Hamad Bin Isa Al-Khalifa Prize for the Use of ICT in Education)，足證國家開放大學服務全民終身學習的貢獻得到了全球認同。

國家開放大學和香港都會大學早於 2000 年已展開交流和互訪活動，之前也有不少國開學者到都大進行教育科研活動和學術交流。雙方亦多次合作舉辦有關「開放及創新教育」的國際研討會。國家開放大學和香港都會大學一直保持緊密合作關係，兩家大學將繼續攜手促進中國高等教育發展，尤其是在創新教學和終身教育方面。

副校監先生，荊博士為中國內地教育事業盡心盡力，對教育事業貢獻不容置疑。在此本人謹恭請校長引薦荊德剛博士接受本大學榮譽教育博士學位。

中文贊辭由王富利教授撰寫及宣讀