

For discussion  
on 1 November 2024

## **Legislative Council Panel on Education**

### **The Chief Executive's 2024 Policy Address Education Bureau's Policy Initiatives**

This paper sets out the major education-related initiatives in the 2024 Policy Address delivered by the Chief Executive on 16 October 2024.

#### **Developing a Leading Country in Education and a Talent Hub**

2. “When education thrives, the country thrives”. Education is the key to nurturing talents, who serve as the foundation for building a strong nation. Building a leading country in education, which is a pioneering task to provide sturdy basis and strategic support for the development of a strong nation and national rejuvenation through a Chinese path to modernisation, has been the dream of the Chinese nation since the advent of modern times. Advancing Chinese modernisation requires the co-ordinated implementation of three strategic pillars, namely invigorating the country through science and education, building of a talent-rich country, and driving development through innovation. To take forward various initiatives, we will integrate organically the development of education with science, technology and innovation as well as talent nurturing.

3. The Government has all along been investing heavily in education. Over the past decade, the Government's recurrent expenditure on education has been on the rise, totalling \$106.8 billion in 2024-25. This demonstrates the Government's determination and commitment to investing in education. In the coming year, echoing the strategy such as invigorating the country through science and education, we will build on our achievements and consolidate our experiences to promote quality education, and nurture young people to become responsible lifelong learners with aspirations, a sense of responsibility, global competitiveness, a strong will to strive ahead with diligence, and love for our country and the city, who are ready for future challenges and opportunities. Meanwhile, we will give full play to the unique advantages of Hong Kong's highly international and diversified education system under “One Country, Two Systems” to develop Hong Kong into an international hub for high-calibre talents, create new impetus for high-quality development of Hong Kong's economy and contribute to the development of a leading country in education. The major education-related initiatives as stated in the 2024 Policy Address

include:

- (1) Building an International Education Hub
- (2) Expanding Vocational and Professional Education and Training for Nurturing a Diversified Talent Pool
- (3) Enhancing Quality of Education through Innovation and Technology
- (4) Cultivating Values and Strengthening Sense of Belonging to our Country
- (5) Promoting Whole-person Development and Improving Physical and Mental Health
- (6) Strengthening Professionalism of Teachers and School Governance
- (7) Catering for Students with Diverse Learning Needs and Showcasing Advantages of our Education Development

## **Major Initiatives**

### (1) Building an International Education Hub

#### *Setting up the Committee on Education, Technology and Talents*

4. Solid promotion of education and technological development can provide and replenish talents and manpower for various trades and industries, boost socio-economic development, and render firm support for building an international hub for high-calibre talents. The 2024 Policy Address announced that the Government will set up the Committee on Education, Technology and Talents to be chaired by the Chief Secretary for Administration. The committee will be mainly responsible for playing a high-level steering and co-ordinating role, with leadership and co-ordination from the top-level to enhance the systemic, holistic and synergistic nature of policies, so as to better promote the integrated development of education, technology and talents. It will focus on three major strategies including enhancing various talent schemes and services; establishing an international hub for post-secondary education, and attracting talents in innovation and technology for synergy, thereby building an international hub for high-calibre talents.

#### *Developing an International Hub for Post-secondary Education*

5. The 2023 Policy Address has laid down the strategic goals of developing Hong Kong into an international education hub and a cradle for future talents, with a view to driving quality development of education in Hong Kong. Hong Kong has sound education infrastructure and our overall

competitiveness in education ranked top five in the world. Among which, Hong Kong's post-secondary education is highly internationalised and diversified, and we boast five of the world's top 100 universities with outstanding expertise and talents in research, making Hong Kong an international hub for exchange and collaboration among high-calibre talents. To fully leverage the distinctive advantages of the post-secondary education sector in Hong Kong under "One Country, Two Systems", and to facilitate Hong Kong in building an international hub for post-secondary education, the Government has been taking forward a series of specific policy initiatives including raising the enrolment ceiling of non-local students for publicly-funded post-secondary institutions; increasing the annual quota of the Belt and Road (B&R) Scholarship; gradually increasing the quota of the Hong Kong PhD Fellowship Scheme; and continuing with the implementation of the Hong Kong Scholarship for Excellence Scheme. The universities funded by the University Grants Committee (UGC) will continue to take forward various student hostel projects and will inject additional funding into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience to subsidise local students to participate in learning experience activities outside Hong Kong.

#### *Establishing the "Study in Hong Kong" brand*

6. To further develop Hong Kong into an international hub for post-secondary education, the 2024 Policy Address announced that the Government will endeavour to build the "Study in Hong Kong" brand by striving to host international education conferences and exhibitions in Hong Kong to bring together leaders and representatives of the higher education sector from around the world and to enhance post-secondary institutions' collaboration and exchanges with institutions from around the world, underlining Hong Kong's status as an international hub for post-secondary education; driving cooperation across institutions in promoting the "Study in Hong Kong" brand on a global scale to attract more non-local students. Moreover, the Government will attract more overseas students, especially those from ASEAN and other B&R countries, to study in Hong Kong through scholarships and other incentives, and step up the promotion of the B&R scholarship to support the B&R initiative and nurture more talents. At the same time, the Government will support post-secondary institutions to enhance their support measures, and make reference to best practices to promote cultural diversity on campus to facilitate student integration.

#### *Hong Kong Future Talents Scholarship Scheme for Advanced Studies*

7. To attract more local students to pursue advanced studies in priority areas conducive to the development of Hong Kong and expand the pool of high-

calibre talents for various domains, the Government will set up the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (SSAS) starting from the 2025/26 academic year, offering scholarships each year to up to 1 200 meritorious local students enrolling in designated postgraduate programmes. Riding on the experience and outcome of the Targeted Taught Postgraduate Programmes Fellowships Scheme implemented on pilot basis over the past five years, the SSAS will focus on programmes which dovetail with our positioning as the “eight centres”, especially those on STEAM (Science, Technology, Engineering, Art and Mathematics), digital transformation and innovation, finance and trade, East-meets-West culture, as well as other key areas such as law and intellectual property trading, etc., to nurture local high-calibre talents for the future development of Hong Kong. The SSAS will be further extended to encompass not only designated self-financing master’s programmes offered by the eight UGC-funded universities, but also designated master’s programmes of self-financing universities (including universities of applied sciences (UAS)). We expect there to be at least 100 programmes under the SSAS in each academic year to provide diversified options for students who aspire to pursue a career in different fields. We are formulating relevant details of the SSAS and will work closely with the universities for its smooth implementation.

### *Research Matching Grant Scheme*

8. In addition, the Government actively supports Hong Kong’s post-secondary institutions to foster more research collaboration with other sectors, including corporations within the Guangdong-Hong Kong-Macau Greater Bay Area, to consolidate and leverage Hong Kong’s strengths in research and development (R&D), with a view to strengthening and sustaining Hong Kong’s development as an international hub for post-secondary education, and building up a pool for talents and R&D strengths. To this end, the Government will provide \$1.5 billion of matching grants through a new round of the Research Matching Grant Scheme within its four-year period, to continuously support Hong Kong’s post-secondary education sector in expanding research funding sources; encourage more organisations to support the research endeavours of our institutions, including the provision of financial assistance; and further facilitate the industries to collaborate with the post-secondary education sector in carrying out more R&D. Details of the scheme are set out at **Annex I**.

### *Student hostels*

9. To address the additional demand for hostels arising from the continuous increase in the number of non-local students, we will join hands with market forces to flexibly increase the supply of student hostels. In this connection, the Education Bureau (EDB) and the Development Bureau

(DEVB) will launch a pilot scheme in the first half of 2025 to streamline the processing of applications in relation to planning, lands and building plans, so as to encourage the market to convert hotels and other commercial buildings into student hostels on a self-financing and privately-funded basis. The Government will also make available suitable sites for the private sector to build new hostels, having regard to market demand. The Development Projects Facilitation Office under DEVB will provide one-stop advisory and facilitation services for these projects.

### *Amendments to the Post Secondary Colleges Ordinance*

10. On the other hand, the Government will continue to support the parallel development of the self-financing and publicly-funded post-secondary education sectors. Self-financing institutions enjoy greater flexibility in programme development to respond to the ever-evolving manpower needs of different sectors of society and provide diversified articulation pathways, with potential to play a more important role as Hong Kong develops into an international hub for post-secondary education. To further promote the quality development of self-financing institutions, we will introduce a bill to amend the Post Secondary Colleges Ordinance (Cap. 320) into the Legislative Council for scrutiny within 2025 and promulgate the updated Institutional Review Manual, with a view to improving the regulatory and quality assurance mechanisms of self-financing post-secondary institutions. The relevant legislative amendment proposals are set out at **Annex II**.

### *Developing the Northern Metropolis University Town*

11. On the front of developing the Northern Metropolis University Town (NMUT), with new land, new population, excellent connectivity, development opportunities for different industries, and close connections with the Mainland, the Northern Metropolis (NM) will provide valuable opportunities for the post-secondary education sector. The Government has earmarked over 80 hectares of land in NM for NMUT, and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. We will retain flexibility in the planning process to facilitate development of student hostels. We plan to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026.

### (2) Expanding Vocational and Professional Education and Training for Nurturing a Diversified Talent Pool

12. The Government has all along been promoting the vocational and

professional education and training (VPET) pathway parallel to conventional academic education. We will continue to adopt the strategy of fostering industry-institution collaboration and diversified development in strengthening and enhancing the VPET articulation pathway, nurturing more high-quality talents with applied knowledge and skills, in order to support the development of industries and create impetus for our economy.

#### *Development of the UAS*

13. In his 2023 Policy Address, the Chief Executive announced that the Government would actively press ahead with the establishment of UAS in order to enhance the status of VPET at degree level and provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors. After the Government promulgated the criteria and mechanism for becoming UAS in February 2024, the Hong Kong Metropolitan University, having gone through the stringent review by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, became the first UAS in Hong Kong in March 2024. We are pleased to see that a number of institutions are actively developing along the direction of UAS.

#### *Establishment of the UAS alliance*

14. Furthermore, in order to support the joint promotion efforts by UAS, institutions aspiring to become UAS and also the industries, we pursue the establishment of an alliance of UAS (the Alliance) and have allocated \$100 million as a start-up fund for the Alliance, supporting the joint promotion by the relevant institutions, the industries and stakeholders, which include organising international conferences, strengthening the collaboration with applied sciences institutions from other places, and initiating collaboration and research on applied education at the post-secondary level. The Alliance will be officially established and commence operation in November 2024.

#### *Expanding our vocational talent pool*

15. The Government will also continue to support the development of VPET and expand our vocational talent pool at different levels. In particular, the Government will support the Vocational Training Council in developing and enhancing its campuses and VPET facilities, including building a campus for the newly established Hong Kong Institute of Information Technology, and developing the Lift and Escalator Technology Centre, so as to respond to society's demand for talent.

### (3) Enhancing Quality of Education through Innovation and Technology

#### *Setting up the Steering Committee on Strategic Development of Digital Education*

16. To dovetail with the national development of digital education and to nurture talents for the innovation and technology (I&T) sector, the Government will continue to step up the promotion of STEAM education in primary and secondary schools, and enhance information technology in education to facilitate the deep integration of I&T, including artificial intelligence (AI), in education. We will set up the Steering Committee on Strategic Development of Digital Education in this school year to tender advice and suggestions on promoting digital education.

#### *Stepping up the promotion of STEAM education*

17. In respect of curriculum, the Chief Executive announced in the 2023 Policy Address that the EDB would introduce Primary Science starting from the 2025/26 school year. Relevant teacher training and support measures are being implemented smoothly. The EDB will also renew the junior secondary Science curriculum to strengthen the interface between the primary and secondary levels for enhancing students' scientific thinking and fostering innovation. The updated curriculum will be implemented starting from the 2027/28 school year, and schools may try out the updated curriculum in the 2025/26 school year at the earliest.

18. With the rapid advancement of AI, the effective use of AI can facilitate learning and teaching. We will launch a pilot scheme to promote AI-assisted teaching in junior secondary Science in this school year. Schools are encouraged to arrange for teachers to participate in professional training and carry out classroom teaching practice with a view to enhancing the learning effectiveness of students.

19. Meanwhile, the EDB will foster exchanges and collaboration with local, Mainland and international I&T organisations and tertiary institutions to provide professional training for STEAM coordinators and teachers. We will host an international summit and a workshop series for teachers in this school year on the use of AI in the learning and teaching of languages and other subjects; strengthen the professional development programmes and on-site support services for IT in education; and collaborate with the Hong Kong Education City to further promote the effective use of electronic tools (including AI) in schools. At the same time, we will also continue to further improve the IT infrastructure of schools and optimise online learning platforms.

20. We will also promote the effective use of the school-based student talent pool for identifying and nurturing more students with talents to participate in territory-wide, cross-territory, national and international competitions and training arranged by the Hong Kong Academy for Gifted Education so that they will have the opportunities to further develop their potential.

#### *Enhancing language proficiency*

21. Hong Kong is a city where international talent gathers. The Government attaches great importance to nurturing students to become biliterate and trilingual talents with mastery of English and Putonghua. Over the years, the Government has been actively promoting Putonghua teaching with remarkable results. To further cultivate students to use Putonghua effectively to enhance their sense of national pride and confidence, we have reserved approximately \$200 million from the Language Fund for disbursing a one-off grant to each publicly-funded primary and secondary school in the 2024/25 school year to enrich the Putonghua language environment and enhance the Putonghua learning atmosphere.

22. In the 2024/25 school year, we will also provide an array of support measures to strengthen English learning and teaching. These include reserving about \$200 million from the Language Fund for disbursing a one-off grant to each publicly-funded primary and secondary school to enhance students' English language learning, develop school-based resources and enrich the English learning environment, thereby strengthening English learning and teaching. We will continue to conduct professional development programmes for teachers (including setting up theme-based teacher learning circles), offer diversified learning activities and learning and teaching resources, as well as organise an English promotional campaign for the school sector.

23. The Government attaches great importance to nurturing a new generation of global-minded and multilingual professionals to fully harness Hong Kong's distinctive advantages of enjoying strong support of the Motherland and being closely connected to the world. The EDB will implement a pilot scheme in the 2024/25 school year to encourage schools to apply for additional resources to provide opportunities for junior secondary students to learn "other languages" and enrich their learning experiences.

#### *Optimising learning and teaching materials*

24. In order to reduce parents' annual expenditure on purchasing textbooks, the EDB will explore enhancement measures related to textbook, such as exploring cost-cutting means with textbook publishers, standardising



the interval of publishing new textbook editions, providing more quality learning and teaching materials for free, and enhancing relevant guidelines on schools' selection of textbooks and curriculum resources, etc.

(4) Cultivating Values and Strengthening Sense of Belonging to our Country

*Updating the Curriculum Framework of National Security Education*

25. In line with the implementation of Patriotic Education Law of the People's Republic of China, the EDB has been supporting schools through “organic integration, natural connection”, “diversified strategies, mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation”, to strengthen a sense of national security and national pride among students and cultivate in them a sense of belonging to our country.

26. National security is the cornerstone for the development of our country and Hong Kong society. In light of the ongoing optimisation of the primary and secondary school curriculum, the Curriculum Framework of National Security Education and related subject frameworks on national security education will be updated accordingly for reference by schools for overall planning and implementation. We will also continue to provide quality learning and teaching resources, including supplementary teaching materials suitable for different learning stages, so as to further support schools in promoting national security education.

*Enriching national history and geography education*

27. Understanding national history and geography helps cultivate patriotism. In the 2024/25 school year, the EDB will provide professional training for junior secondary Chinese History teachers, develop learning circles for senior secondary school teachers, organise diversified training activities, and continue to optimise the implementation of history education, with a view to enhancing the national awareness and patriotism among teachers and students in a holistic manner. Meanwhile, we will also enhance national geography education, including launching a trial teaching scheme to demonstrate lesson practices for teaching national geography, developing a national geography resource portal and organising a series of national geography teacher training programmes, etc. to support schools in strengthening national geography education within and beyond the classroom.

*Promoting the “Love our Home, Treasure our Country 3.0”*

28. Besides, starting from the 2024/25 school year, we will incorporate more visiting spots with “red resources”, including historical sites, museums,

thematic memorial halls, etc., and related learning elements into the Mainland exchange programmes and study tours for students to foster their patriotism; and continue to lead government schools and work with school sponsoring bodies (including Tung Wah Group of Hospitals, Po Leung Kuk, Hong Kong Council of the Church of Christ in China and The Lok Sin Tong Benevolent Society, Kowloon) and school councils to plan and implement joint school and cross-sectoral collaborative activities under the “Love our Home, Treasure our Country 3.0” in the 2024/25 school year with a view to fostering patriotism of students and synergistic development of the school sector, and jointly promoting national education. Meanwhile, we will continue to conduct focus inspections on national education in at least 50 schools. Through sharing inspection findings and promoting good practices observed in the focus inspections, we will enhance the quality and effectiveness of national education.

### *Supporting kindergartens (KGs) to promote national education*

29. The Government has been actively supporting KGs joining the Kindergarten Education Scheme (Scheme-KGs) to promote national education through home-school co-operation, so as to deepen parents’ understanding of Chinese culture and national development, and assist them to nurture their children with a sense of belonging, pride and love for our country. The EDB has earmarked a provision of \$57 million to provide a one-off grant to Scheme-KGs in the 2024/25 school year to strengthen support for KGs to promote national education through home-school co-operation.

30. As for Sister KGs, we have been actively strengthening connections between the Mainland and Hong Kong in early childhood education, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the quality of KG education. The “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” has been launched by the EDB and the Department of Education of Guangdong Province since the 2023/24 school year. 50 Hong Kong Scheme-KGs and 50 KGs from different cities in the Guangdong Province were invited to participate in the Exchange Programme and form learning circles. The EDB will continue to take forward the Exchange Programme, increasing the number of beneficiary Hong Kong KGs to 100 in the 2024/25 school year, to deepen professional exchanges and collaboration among KG teachers of the two places. We will continue to maintain communication with the sector pragmatically, with a view to supporting the sustainable development of KGs.

(5) Promoting Whole-person Development and Improving Physical and Mental Health

*Promoting the 4Rs Mental Health Charter*

31. The EDB attaches great importance to students' mental health and is committed to promoting schools to support students' mental health in various aspects. We will continue to strengthen the synergy through inter-departmental and cross-sectoral collaboration to enhance schools' efforts in the promotion of students' mental health. In the 2024/25 school year, the EDB will promote the 4Rs Mental Health Charter in schools to foster the mental health of students, teaching staff and parents in a more holistic manner. Additional related services, activities and programmes are provided to schools through inter-departmental and cross-sectoral collaboration. Furthermore, the Three-tier School-based Emergency Mechanism will be extended to end-December 2025. Enhanced measures will also be implemented with a view to strengthening the collaboration among the school's multi-disciplinary team, off-campus supporting network and medical services for early identification and support of students with high risks.

*Launching the "Mental Health Literacy" resource packages*

32. Furthermore, the EDB will launch the "Mental Health Literacy" resource packages for senior secondary and lower primary levels in the 2024/25 school year. The content of the resource packages includes four areas, namely means to maintain good mental health; understanding mental illnesses and effective treatments; encouraging peers to seek help when they have mental health needs; and destigmatisation of people with mental illness, which will be useful for teachers to promote mental health literacy in class, and strengthen students' understanding of mental health. On training for teachers, the EDB will provide about 20 additional thematic training sessions to strengthen teachers' capacity in early identification and support for students with mental health needs. As for parent education, we will organise more thematic parent education programmes to assist them to acquire the knowledge and skills in supporting the healthy growth of their children and taking care of their mental health, and promote positive parental education and raise parents' awareness in children's mental health through diversified modes such as district-based film gala presentations.

*Strengthening physical education*

33. In addition, the EDB will include Physical Education in the "Internal Assessment" with effect from the 2026/27 school year to promote whole-person development, balanced learning and healthy growth of students. A

series of support measures, including organising briefing sessions for schools and parents, offering regular professional training for teachers, will be provided. We will also enhance the promotion of sports (including fencing, etc.) under the “Active Students, Active People” Campaign and encourage primary and secondary schools to make good use of resources to organise more sport activities.

(6) Strengthening Professionalism of Teachers and School Governance

*Providing a wide variety of professional development activities and training*

34. Nurturing a quality teaching force, strengthening the cultivation of teachers’ morality and ethics are the most important bases for building a leading country in education. The Government has all along attached great importance to the quality of the teaching profession and continued to deploy resources to support the provision of a variety of professional development programmes and activities for teachers. In the 2023/24 school year, 27 Mainland Study Tours for Newly-joint Teachers and 15 Mainland Study Tours for Promoted Teachers were organised by the EDB. The first Teacher Training and Exchange Base was established at the South China Normal University in January this year to launch more diversified and high quality teacher training programmes. It was also announced that the new Award for Budding Teachers and the Award for Education Innovation under the Chief Executive’s Award for Teaching Excellence would be introduced starting from the 2024/25 school year so as to give recognition to more teachers who have demonstrated outstanding performance.

*Setting up the Teacher Professional Development Fund*

35. To strengthen the teacher professional development in a more comprehensive and systematic manner, and enhance the professional capacity of teachers, we plan to allocate \$2 billion to set up the Teacher Professional Development Fund to provide a steady funding source for the long-term development of the teaching profession, so as to continuously enhance and launch teacher training and exchange programmes, thereby building a high-quality teaching force. Details of the relevant proposal are at **Annex III**. Subject to the Panel on Education’s support for the proposal, the EDB plans to seek the approval of the Finance Committee of the Legislative Council for the allocation of \$2 billion to set up the Fund within the current financial year.

*Establishing scholarship and the Navigators for Excellence in Education Training (NEXT) Programme*

36. Besides, capitalising on Hong Kong’s distinctive advantages of

enjoying strong support of the Motherland and being closely connected to the world, starting from the 2024/25 school year, we will implement the NEXT Programme on a pilot basis to nurture potential leading teachers and principals collaboratively by veteran Mainland and local experts, so as to identify education leaders; and establish the i-Journey Scholarship to encourage teachers to participate in overseas exchanges and training activities. Furthermore, we will conduct education research in collaboration with local teacher education universities and facilitate schools' participation to strengthen the education research practice; and expand the Mainland-Hong Kong Teachers Exchange and Collaboration Programme in terms of quality and quantity, including introducing cross-curricular support items such as patriotic education and STEAM education, to strengthen professional sharing and exchange among teachers of both places, thereby deepening collaboration and strengthening professional capacity.

### *Strengthening School Manager Training*

37. On enhancing school governance, starting from the 2024/25 school year, the EDB will introduce an array of measures to enhance the effectiveness of school governance by incorporated management committees. These measures include launching a one-stop school-based management thematic website, an online interactive learning courseware and an online school manager training record platform. This will facilitate school managers to master relevant information on school-based management and plan training, engage in self-learning as well as review learning progress according to their individual needs.

### (7) Catering for Students with Diverse Learning Needs and Showcasing Advantages of our Education Development

#### *Students with special educational needs*

38. From the perspective of the education profession and with due consideration of the learning needs of students, the EDB has been reviewing the development of special education and enhancing various measures so that special schools could have sufficient resources and manpower to further enhance the quality of their services. The EDB will replace the current Personal Care Worker Grant with the Personal Care Enhancement Grant for Boarders in the 2025/26 school year to allow special schools greater flexibility in using the grant to hire health workers or personal care workers, so that special schools could obtain additional and necessary manpower to enhance the personal care services provided for boarders.

## *Non-Chinese Speaking (NCS) Children*

39. In the 2023/24 school year, about 700 primary and secondary schools admitted NCS students, accounting for about 75% of primary and secondary schools in the territory. About 60 special schools admitted NCS students, accounting for about 90% of special schools in the territory. Besides, about 500 kindergartens joining the Scheme-KGs admitted NCS students, accounting for about 70% of the Scheme-KGs in the territory. The Government is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. The EDB provides all-encompassing support for NCS students at the learning stages from pre-primary to secondary education through a series of enhanced support measures. Among the support measures, the EDB has provided additional funding for all Scheme-KGs, publicly-funded primary and secondary schools offering the local curriculum and special schools according to the number of NCS students admitted to facilitate their implementation of relevant support measures and creation of an inclusive learning environment. The additional subsidy ranges from about \$50,000 to about \$1.6 million per year. In the 2023/24 school year, the expenditure incurred for providing various measures and the additional funding for supporting NCS students is about \$670 million in total.

40. The 2023 Policy Address sets out a number of measures to strengthen the support for NCS students to facilitate their learning of the Chinese Language and integration into the community. The measures include expansion of the Summer Bridging Programme to cover the whole primary level, launch of the Online Chinese Language Self-learning Resources for NCS students and after-school Chinese language courses for lower primary NCS students using adapted learning materials for the Youth Chinese Test, and strengthening school-based life planning support services, which have been completed on schedule. As regards parent education for NCS parents, the Government has been providing non-recurrent funding, totalling about \$15 million for five years, starting from the 2020/21 school year, to organise the parent education activities for NCS parents. Upon exhaustion of the funding in the 2025-26 financial year, the EDB will continue to deploy resources to organise parent education activities with greater diversities so as to better meet the needs of the NCS parents. As further put forward in the 2024 Policy Address, the Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students will be launched in the 2024/25 school year to facilitate them to support their children's whole-person development. The EDB will continue to strengthen Chinese learning support and parental assistance for NCS students, which include providing after-school Chinese language courses, enhancing the Online Chinese Language Self-learning Resources, organising cross-school teacher learning communities, etc., so as to support NCS students

in a holistic manner.

(8) Indicators

41. The Government has set indicators (including key performance indicators) for monitoring the progress and effectiveness of various initiatives for timely improvements. The indicators relating to the abovementioned education initiatives are listed in Annex IV.

### **Ongoing Initiatives**

42. Apart from the above key policy priorities/new initiatives, the EDB will continue to implement the initiatives set out in paragraphs 43 to 52 below.

(1) Primary and Secondary Education

#### *Life Planning and Business-School Partnership*

43. The EDB has been strengthening support for schools in implementing life planning education in recent years, including providing additional resources/manpower and professional support, enhancing professional training for teachers, developing online resources, promoting business-school partnership, etc. A thematic corner, titled “The Guangdong-Hong Kong-Macao Greater Bay Area (GBA)”, was added to the Life Planning Information Website in 2023 to provide information on further studies and careers in GBA cities. The EDB launched the Business-School Partnership Programme 2.0 in the 2022/23 school year, involving more business partners as well as covering more industries (including emerging industries such as AI, biotechnology, etc.), to widen students’ exposure and enhance life planning. Furthermore, starting from the 2023/24 school year, the EDB has implemented a five-year “Greater Bay Area Career Exploration Tours” Programme. Through personal observation and experience, senior secondary students will deepen their understanding of the latest developments and the talent needs of various industries in the GBA, the development of Hong Kong enterprises in the GBA and the collaboration among enterprises in Hong Kong and other GBA cities. In the 2023/24 school year, around 100 eligible secondary schools participated in the Programme. It is expected that around 200 eligible secondary schools will be subsidised to participate in the Programme in the 2024/25 school year.

#### *Expediting the implementation of Small Class Teaching (SCT)*

44. SCT is a teaching strategy aimed at enhancing students’ learning effectiveness and optimising learning and teaching process. Currently, over

90% of public sector primary schools in Hong Kong have implemented SCT, one year ahead of the target stated in the 2022 Policy Address. The EDB has also arranged nine schools to start implementing SCT in the 2025/26 school year. By then, the percentage of public sector primary schools implementing SCT will increase to nearly 95%. We will continue to prudently assess the circumstances of individual districts/school nets and maintain communication with schools to pragmatically and flexibly advance SCT in public sector primary schools as soon as possible, thereby further enhancing the quality of education and benefiting more primary school students.

45. In addition, the EDB continues to optimise the primary and secondary school curricula, including the implementation of Primary Science and Primary Humanities starting from the 2025/26 school year. We will continue to provide diversified teacher training programmes as well as learning and teaching resources to strengthen teachers' professional capacity in teaching relevant subjects so as to enhance learning and teaching.

## (2) Kindergarten (KG) Education

### *Supporting the sustainable development of KGs*

46. The EDB has all along supported the sustainable development of KGs in various ways, timely reviewed and enhanced the Kindergarten Education Scheme, and introduced various policy initiatives in view of the development and operational needs of the KG sector. For example, starting from the 2023/24 school year, all Scheme-KGs have been granted additional recurrent subsidies, which include the "Kindergarten Activity Grant" to encourage KGs to organise more experiential learning activities outside the classroom, and "Relief Grant for Appointment of Kindergarten Supply Teachers" for KGs to employ supply teachers to temporarily take up the duties of teachers on sick leave. Besides, the "Relocation Grant for Kindergartens" will be regularised from the 2024/25 school year to encourage more KGs to apply for relocation to government-owned premises.

### *Strengthening Chinese culture education*

47. We also provided all Scheme-KGs with two additional one-off grants in March 2024, including the "Enhanced Grant for Promotion of Chinese Art and Culture" to strengthen the support for KGs to organise more diversified school-based activities on Chinese culture and further promote students' understanding and appreciation of Chinese culture from an early age, and the "Enhanced Professional Capacity Enhancement Grant" for KGs to enhance teachers' capacity and professional development, such as arranging exchange activities or sharing of good practices with Mainland KGs, with the aims to



promote collaboration among KGs.

(3) Parent Education

*“Positive Parent Campaign”*

48. Parents are key stakeholders in the school education process, playing crucial roles in supporting students’ learning as well as fostering their positive values and whole-person development. The EDB has been running the territory-wide “Positive Parent Campaign” since June 2020 to promote parent education to the public through extensive and diversified channels, with a view to fostering positive thinking among parents to help children grow up happily. In 2024, the Campaign actively encourages parents and children to develop a healthy lifestyle, so that they can relax properly and take good care of their physical and psychological well-being for the healthy development of children.

*Curriculum Frameworks on Parent Education*

49. Meanwhile, the EDB launched the Curriculum Frameworks on Parent Education for kindergartens, primary and secondary schools in 2021, 2022 and 2024 respectively and provided a one-off grant of \$200,000 to publicly-funded secondary schools in 2024 to support schools to embark on structured school-based parent education programmes or activities. We will continue to commission post-secondary institutions or non-governmental organisations to organise parent education programmes and develop e-learning resources for parents in accordance with the Curriculum Frameworks on Parent Education, with a view to helping parents foster the healthy and happy growth of children.

(4) Professional Development and Support for Teachers

50. In addition to the measures relating to the enhancement of teacher professional development and support mentioned in paragraphs 34 to 36 above and **Annex III**, the EDB will continue to strengthen its gate-keeping role through teacher registration and school management, and handle cases of teachers’ professional misconduct in a serious manner, thereby safeguarding students’ well-being and upholding the dignity of the teaching profession; and obtain more comprehensive and accurate mastery of the latest information on registered teachers through the new Electronic Register for Registered Teachers and revamped registered teacher database; as well as continue to promote the Guidelines on Teachers’ Professional Conduct and provide training packages to support teachers to well integrate professionalism and self-cultivation so as to uphold the spirit of cultivating values and nurturing people.

## (5) Macro Strategy

51. The continuous decrease in school-age population is not transient but structural. It is an indisputable fact that the future demand for school places will decline correspondingly. The EDB will continue to closely monitor demographic changes in student population and conduct ongoing assessment of the demand and supply of school places. Aiming for a “soft landing”, we maintain close communication with the school sponsoring bodies, and support the sector to plan ahead and adopt appropriate measures. We would also adopt multi-pronged measures to consolidate and integrate resources to meet the changes in demand and supply of school places. The EDB will focus on the effective use of public resources to ensure that education expenditure is spent in a targeted and gainful manner to enhance the quality and efficacy of learning and teaching through initiatives, providing students with higher quality education.

52. Besides, we would continue to leverage on the excellent foundation of our international, diversified and high quality education system, along with the broad direction of invigorating the country through science and education, to nurture and attract talents to enhance Hong Kong’s overall competitiveness. For example, the Government and the education sector have implemented measures to assist talents admitted through different talent admission schemes and their children to learn about different categories of local schools as well as their operation and characteristics, so that families coming to Hong Kong could choose the schools suited to their needs. The EDB also assists new arrival children and encourages schools to provide appropriate support so as to help them adapt to the local education system and learning environment the soonest possible.

## **Conclusion**

53. Cultivating values and nurturing people is the core mission of education; and nurturing a new generation with love for the country and the city as well as good physical and mental health is our goal. We are working vigorously towards the goal of creating multiple pathways for our students to provide strong impetus for Hong Kong’s growth, leveraging Hong Kong’s role as an international education hub to contribute to the building of a leading country in education. Education, as an important and arduous mission, requires a professional and conscientious teaching force with a strong sense of mission and responsibility. We will make concerted efforts to implement various initiatives in the 2024 Policy Address, thereby strengthening high quality development of education in Hong Kong.

## **Views Sought**

54. Members are invited to note and comment on the content of this paper.

**Education Bureau  
October 2024**

## **Proposal on Launching the Research Matching Grant Scheme**

### **Background**

In 2019, the Government launched the Research Matching Grant Scheme (the Scheme) to expand more research funding sources for the higher education sector and strengthen the collaboration between the institutions and non-public organisations. Under the Scheme, the Government provided \$3 billion for applications from the local degree-awarding institutions<sup>1</sup>. The Scheme was successfully completed with all grants distributed. The relevant donations / funds came from private corporations, charity foundations, trusts, non-governmental organisations, individual donors, etc., totalling around \$5.77 billion. The Scheme has achieved resounding success in fostering collaborative research and development. In addition to the publication of research journal articles, monographs, conference papers, universities and institutions have also established research centres through the Scheme. There were also commercialised research output, or patents filed in various fields, including machine learning, artificial intelligence, big data analytics, applied physics, clinical medicine, biomedical engineering, electronics, environmental engineering, digital humanities, etc. Some research has received awards and accreditation, and are widely recognised and highly regarded internationally.

### **Proposal**

2. In the light of the fruitful outcome of the Scheme, the Government proposes to launch the Scheme again in 2025 with \$1.5 billion of matching grants to encourage the higher education sector to expand their research funding sources, and bolster support for the institutions' academic research endeavours. The Scheme will cover four years from mid-2025 to mid-2029. Details are set out below.

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<sup>1</sup> The Scheme covers the University Grants Committee (UGC)-funded universities and self-financing degree-awarding institutions. It covers all disciplines, and the donations and matching grants could be utilised for research-related purposes, including expenditure on research projects, purchase of research equipment, setting up of research facilities, support for students' research activities, establishment of research fellowships / awards, etc.

## **Institutions to be Covered**

3. The Scheme covers all local degree-awarding institutions <sup>2</sup>, including –

### Eight UGC-funded universities (including their self-financing / affiliated post-secondary organisations)

- (i) City University of Hong Kong (including the School of Continuing and Professional Education, CityU)
- (ii) Hong Kong Baptist University (including the School of Continuing Education, HKBU)
- (iii) Lingnan University (including Lingnan Institute of Further Education)
- (iv) The Chinese University of Hong Kong (including the School of Continuing and Professional Studies, CUHK)
- (v) The Education University of Hong Kong (including the EdUHK School of Continuing and Professional Education)
- (vi) The Hong Kong Polytechnic University (including the School of Professional Education and Executive Development, PolyU)
- (vii) The Hong Kong University of Science and Technology
- (viii) The University of Hong Kong (including the HKU School of Professional and Continuing Education)

### 13 local self-financing degree-awarding institutions

- (ix) Centennial College
- (x) Gratia Christian College
- (xi) Hong Kong Chu Hai College
- (xii) Hong Kong College of Technology Institute of Higher Education
- (xiii) Hong Kong Metropolitan University
- (xiv) Hong Kong Nang Yan College of Higher Education
- (xv) Hong Kong Shue Yan University
- (xvi) Saint Francis University
- (xvii) Technological and Higher Education Institute of Hong Kong
- (xviii) The Hang Seng University of Hong Kong
- (xix) Tung Wah College
- (xx) University of Wollongong College Hong Kong
- (xxi) Yew Chung College of Early Childhood Education

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<sup>2</sup> The Research Grants Council (RGC) may update the list of benefitting institutions as appropriate (e.g. to cover any newly established degree-awarding institutions).

## **Principles of Application**

4. All donations received by institutions and contract research commissioned / research expenditure met by the non-public sector during the period covered by the Scheme are eligible for applying for matching grants from the Government.

5. To ensure fairness in the provision of matching grants under the Scheme, “double matching” or “double subsidisation” is not allowed by the Government. In other words, projects which have been funded by public monies (e.g. the Innovation and Technology Fund, Research Endowment Fund, Research Impact Fund, the UGC’s Matching Grant Scheme, etc.), as well as donations which have been approved for matching by public funds pursuant to other matching grant schemes, are not eligible for applying for matching grants under this Scheme.

## **Matching Arrangements**

6. The arrangements of the Scheme will draw reference from the first round with appropriate adjustments. The UGC will consult the RGC and the universities / institutions under the Scheme on its matching details. The preliminary proposed matching arrangements are as follows –

- (a) To encourage all universities / institutions to apply for matching, a “floor” will be set aside for each university / institution over the four-year period, ensuring that the university / institution which has successfully secured the needed amount to be prioritised for matching grant provision;
- (b) To prevent universities / institutions with strong fund-raising ability from capturing a dominating share of the matching grant, the aggregated amount of the matching grant disbursed by the Government to each university / institution cannot exceed the upper limit (i.e. a “ceiling”);
- (c) Until the “floor” level has been reached, the matching grant could be disbursed to each university / institution on a dollar-for-dollar matching basis (i.e. \$1 government grant for every \$1 of donation secured by the universities / institutions). Above the “floor” and until the “ceiling”, matching grants would be disbursed through a \$1 for \$2 matching ratio (i.e. \$1 government grant for every \$2 of donations secured by the universities / institutions), while no matching will be made beyond the “ceiling”;

- (d) Applications for matching grants by the universities / institutions for donations above the “floor” will be vetted on a first-come-first-served basis; and
- (e) To promote continuous collaboration between the universities / institutions and interdisciplinary sectors, for each year within the four-year period, the UGC will apply a suitable upper limit to the total amount of matching grants to be disbursed, as well as the matching grants to be received by institutions. This will encourage the universities / institutions to sustain efforts in expanding research funding sources.

### **Uses**

7. Under the Scheme, donations and matching grants should only be used for universities / institutions’ research-related purposes and meeting research-related expenses (excluding capital works projects) regardless of disciplines.

### **Monitoring Mechanism**

8. Post-secondary institutions will be required to disclose in their annual accounts the accumulated amount of donations / matching grants received and the income generated with a breakdown of uses. Moreover, the uses of government matching grants and related donations received shall be subject to audit. The institutions are required to ensure that the matching grants are spent in a cost-effective manner, and only used to meet research-related expenses (excluding capital works projects). The institutions will also be required by the RGC to report on the deployment progress of the matching grants, as well as the related research output.

### **Financial Implications**

9. The proposal involves a non-recurrent funding of \$1.5 billion, and will have no recurrent financial implication for the Government.

### **Way Forward**

10. Subject to Members’ views, the Education Bureau plans to, after seeking funding approval from the Legislative Council, launch the subject Scheme in the 2025-26 financial year.

**Proposed Amendments to the Post Secondary Colleges Ordinance  
(Cap. 320)**

**Background**

It has all along been the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. The self-financing post-secondary education sector (self-financing sector) helps diversify our higher education system and provides more education opportunities for our secondary school graduates. In pursuance of this policy, the Education Bureau (EDB) exercises oversight of self-financing institutions, focusing on the institutions' transparency of operations, quality assurance, and good governance, while implementing a host of measures supporting the institutions as well as providing subsidies for students to promote a healthy and sustainable development of the self-financing sector.

2. Cap. 320<sup>1</sup> and its subsidiary legislation, the Post Secondary Colleges Regulations (Cap. 320A)<sup>2</sup>, were first enacted in 1960 to govern the registration and regulation of post secondary colleges (the Colleges). At present, 11 institutions are registered under Cap. 320<sup>3</sup>, including three universities and eight Colleges operating locally-accredited degree programmes.

3. Since the 1960s, the only major amendment to Cap. 320 took place in 2001 to allow the Colleges to award degrees with the prior approval of the Chief Executive in Council (CE-in-C)<sup>4</sup>. To further promote the quality development of self-financing institutions and support self-financing institutions in playing a more important role as Hong Kong develops into an international hub for post-secondary education, the Government proposes amending Cap. 320, with a view to improving the regulatory and quality assurance mechanisms of self-financing post-secondary institutions.

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<sup>1</sup> The current version of Cap. 320 is available at <https://www.elegislation.gov.hk/hk/cap320>.

<sup>2</sup> The current version of Cap. 320A is available at <https://www.elegislation.gov.hk/hk/cap320A>.

<sup>3</sup> The 11 institutions include Hong Kong Shue Yan University, The Hang Seng University of Hong Kong, Saint Francis University, Hong Kong Chu Hai College, Tung Wah College, Centennial College, HKCT Institute of Higher Education, Hong Kong Nang Yan College of Higher Education, Gratia Christian College, Yew Chung College of Early Childhood Education, and UOW College Hong Kong.

<sup>4</sup> Before the amendment in 2001, the Colleges registered under Cap. 320 could only award diplomas and certificates, but not degrees.



4. Having consulted the Committee on Self-financing Post-secondary Education and the Legislative Council (LegCo) Panel on Education<sup>5</sup>, and taking into account the views collected during the public consultation exercise<sup>6</sup>, EDB has enhanced and refined the legislative amendment proposals. The key legislative amendment proposals are highlighted in the following paragraphs, and the relevant extract is at the **Appendix** for ease of reference.

## **Purpose**

5. The 2023 Policy Address sets out clearly the strategic directions and objectives for enhancing the quality of education in Hong Kong, with a view to building Hong Kong into an international hub for post-secondary education and a cradle of future talent. Self-financing institutions enjoy greater flexibility in programme development to respond to the ever-evolving manpower needs of different sectors of society and provide diversified articulation pathways, having potential to play a more important role as Hong Kong develops into an international hub for post-secondary education. Therefore, through amending Cap. 320, we aim to further elevate the overall quality, recognition, and flexibility of self-financing post-secondary education, promote the healthy and sustainable development of self-financing institutions, and support the self-financing sector in playing a more proactive role in establishing Hong Kong as an international hub for post-secondary education.

6. Specifically, the proposed legislative amendments aim to **strengthen the regulatory regime** on the registration of Colleges, and provide for a **unified regulatory framework** for all institutions operating self-financing post-secondary education programmes at both the degree and sub-degree levels, with a view to ensuring an appropriate level of transparency and accountability in their operations in tandem with the academic and institutional governance expected of a modern higher education institution. Through stringent quality assurance, we envisage that the recognition of self-financing post-secondary education would be enhanced locally and internationally, while reinforcing the parallel positioning of the self-financing sector and publicly-funded sector.

7. At the same time, the revamped regulatory regime will also provide for **an effective and efficient regulatory mechanism** to uphold the quality of

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<sup>5</sup> EDB twice consulted the LegCo Panel on Education on the legislative amendment proposals on 5 March 2021 and 5 July 2022 respectively.

<sup>6</sup> The public consultation exercise on the legislative amendment proposals was conducted from 21 December 2020 to 20 March 2021. The consultation document is available at [https://www.edb.gov.hk/attachment/en/about-edb/press/consultation/Cap320\\_Consultation%20Document\\_Eng\\_final.pdf](https://www.edb.gov.hk/attachment/en/about-edb/press/consultation/Cap320_Consultation%20Document_Eng_final.pdf), and is enclosed at the annex to LC Paper No. CB(4)573/20-21(01) for discussion at the LegCo Panel on Education on 5 March 2021, for Members' reference.

self-financing post-secondary education by rationalising the arrangements for registration / cancellation of registration of institutions and awarding of degrees, as well as repealing obsolete and overly prescriptive provisions. Through suitably facilitating the relevant processes, we envisage that the self-financing sector could be provided with larger room for development, thereby better leveraging its operational flexibility to launch programmes meeting market needs. We also aim to support the quality enhancement and capacity expansion of self-financing institutions, so as to step up efforts in attracting non-local talent. On the other hand, the legislative amendment proposals also provide for a legal framework that moves with the times to facilitate local institutions to explore collaboration with renowned Mainland and overseas institutions in an innovative manner.

## **Key Legislative Amendment Proposals**

### *(a) Coverage of the Ordinance*

8. At present, some institutions offering self-financing post-secondary education programmes are not registered under Cap. 320, and are registered as schools under the Education Ordinance (Cap. 279) to offer sub-degree programmes (but not degree programmes)<sup>7</sup>. The coverage of Cap. 320 is proposed to be expanded such that **all institutions operating local self-financing post-secondary education programmes at both the degree and sub-degree levels would be subject to the unified regulatory framework**. In this connection, consequential amendments will also be made to Cap. 279.

### *(b) Governance Structure and Staff*

9. The statutory requirement on the governance structure of the Colleges is proposed to be **streamlined from a four-tier structure to a two-tier structure** comprising a Board of Governors as the supreme governing body and an Academic Board regulating academic affairs, with a consequential deletion of the requirements for a College Council and a Faculty Board.

10. Section 3 of Cap. 320 requires the Permanent Secretary for Education (PSED) to keep four registers, i.e. a register of Colleges; a register of members of Board of Governors; a register of members of College Council; and a register of teachers in Colleges. We propose rationalising the relevant registration procedures and requirements, including repealing the requirement for registration of members of College Council following the abovementioned changes to the governance structure, while requiring **the Presidents and Vice-**

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<sup>7</sup> There are currently seven registered schools operating sub-degree programmes.

**Presidents of the Colleges to be registered**, so as to ensure the accountability of the relevant key management officers.

***(c) Registration***

11. Ensuring the quality of the Colleges is of utmost importance to the sustainable development of the self-financing sector. Therefore, it is proposed to amend section 4 of Cap. 320 to reflect the following registration requirements –

- (a) the organisational and staffing structure and the constitution of a College are conducive to ensuring satisfactory academic and general standards and conduct, as well as **efficient and effective governance and management**;
- (b) the College has in place an open, transparent, and fair set of policy and procedures for ensuring that –
  - (i) the staff employed and appointed are fit and proper; and
  - (ii) the students admitted are qualified to pursue the relevant programmes;
- (c) the **number of students being admitted is sufficient enough to provide a meaningful learning environment and experience** that meet the learning objectives of the courses offered and consistent with the Colleges' strategic plans;
- (d) clearly specify that the Colleges should provide a **suitable environment conducive to teaching and learning**;
- (e) clearly specify that the Colleges should ensure that its operations **comply in all respects with the requirements of any applicable law**;
- (f) both the **finances and sustainability** of the Colleges should be considered;
- (g) a new subsection is needed to require that the Colleges attain and maintain an **institutional review status** from the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), to demonstrate the Colleges' competence to operate programmes at the sub-degree and/or degree level;
- (h) a new subsection is needed to require that **the development and institutional capabilities of the Colleges be consistent** with their strategic plans and academic standards; and

- (i) the following considerations under the existing Cap. 320 are removed –
  - (i) the requirement for offering major courses extending over at least four years; and
  - (ii) the age requirement for student admission.

12. To allow the institutions to have a better understanding of the specific registration requirements, EDB has been working closely with HKCAAVQ to comprehensively review its relevant institutional review guidelines, with a view to reflecting the updated registration requirements under the amended Cap. 320 and clearly specifying the related requirements in detail for the relevant institutions' reference. The updated guidelines will take effect after the implementation of the relevant legislative amendments. EDB and HKCAAVQ will also continue to maintain liaison with the relevant institutions on registration matters to provide assistance as appropriate.

13. At present, the majority of the statutory powers under Cap. 320 and Cap. 279, are exercised by PSED. It is proposed that certain more important statutory powers under Cap. 320 (such as the power to process **registration and cancellation of registration of the Colleges**) **be vested with the Secretary for Education (SED)**, with a view to strengthening EDB's regulatory oversight of the Colleges. PSED will continue to be responsible for other statutory powers of an operational nature.

***(d) Cancellation of Registration***

14. We propose amending section 6 of Cap. 320 to incorporate the following procedures and specify clear standards for the cancellation of registration of the Colleges, such that the **registration** of Colleges whose development and institutional capabilities fall short of their plans and prescribed standards after a reasonably long trial period **may be cancelled** –

- (a) where SED is not satisfied in respect of any of the matters specified in section 4 of Cap. 320 as amended (detailed in paragraph 11 above), he/she may issue a letter to the College, requesting it to provide explanations and remedies to his/her satisfaction and/or imposing conditions and/or restrictions as necessary on the operations of the College; and
- (b) if the College cannot provide explanations and remedies to the satisfaction of SED within a reasonable period of time as specified by him/her, or fails to comply with the imposed conditions and/or restrictions, SED may cancel the registration of the College.

15. When a College's registration is cancelled, it is proposed that PSED should have the power to serve an order on the Board of Governors of the College concerned to implement the relevant arrangements in accordance with such directions and requirements, in order to ensure a smooth teach-out in the best interests of students and the community in general.

16. Concerning the registration of individuals (such as members of Board of Governors, and the Presidents, Vice-Presidents and teachers of the Colleges), it is proposed to empower PSED to impose conditions and/or restrictions on an individual's registration and to suspend an individual's registration, taking into account the nature and gravity of the circumstances, in addition to the existing power of cancellation of registration. The relevant procedures largely resemble those of the cancellation of registration of the Colleges detailed above.

*(e) Approval of Names of Colleges and Awards of Degrees*

17. It is proposed that CE-in-C's approval be required only to register a College with a name that contains the word "University" or the Chinese words "大學". Other registrations can be approved by SED.

18. It is also proposed to **delegate the approving authority for a College to award degrees from CE-in-C to SED**, given EDB's role to foster strategic co-ordination in programme development among the self-financing institutions and the fact that all new degree programmes must first go through the established quality assurance mechanism. It is proposed that SED may reject such applications, having regard to the manpower needs of the relevant sectors, the sustainability of the programmes, the strategic plans and track record of the College, or any other relevant factors. The Colleges may appeal to the Chief Secretary for Administration against SED's decisions of rejecting the applications. The aforementioned mechanism will also apply to conferring honorary degrees, having regard to such factors as the maturity and track record of the College, whether the College has acquired a university title, etc.

*(f) Accountability and Transparency*

19. To enhance the transparency of the finances and major activities of the Colleges, it is proposed to require the Colleges to submit the following documents from time to time, and to publish extracts of the following documents –

- (a) **strategic plans** (containing academic development plans) – with expected goals and performance targets, to be prepared by the

Colleges at least once every five years and annually reviewed by the Board of Governors, and the Colleges may update the strategic plans from time to time having regard to circumstances; and

- (b) **annual reports** – a review of activities undertaken during the year, and the performance of the Colleges against their strategic plans.

20. It is also proposed to additionally require the Colleges to **make available to the public the relevant key financial information**, including the aggregate income, tuition fee income, aggregate income from other sources, aggregate expenditure, and aggregate reserve. Considering that financial information is sensitive to a certain extent, it is proposed to only require the Colleges to publish key information in aggregate amounts, instead of detailed breakdowns, with a view to striking a balance with the policy objectives.

***(g) Amendments to Other Requirements***

21. It is proposed to **amend the following obsolete requirements under the Ordinance**, with a view to rationalising the academic development and administrative management work of the Colleges –

- (a) to remove the requirement for evening colleges to be registered separately;
- (b) to remove the requirement of seeking PSED's approval for establishing institutes or departments of research or special studies; and
- (c) to remove the requirements concerning the health measures, dangerous experiments and equipment, age limit and academic requirements for student admission, and conduct of examinations.

***(h) Unified Regulatory Framework and Transitional Arrangements***

22. Apart from the institutions currently registered under Cap. 279 to offer sub-degree programmes mentioned in paragraph 8 above, EDB has also liaised with publicly-funded institutions to **support and facilitate the migration of the self-financing arms of publicly-funded institutions to the unified regulatory framework under the revamped Cap. 320 regime**<sup>8</sup>. In this connection, EDB has, in consultation with HKCAAVQ, formulated a set of implementation arrangements to support the migration of the relevant

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<sup>8</sup> A limited number of self-financing sub-degree and undergraduate programmes may still be offered by the publicly-funded institutions proper for justifiable strategic reasons as an exception. The current practice of the publicly-funded institutions proper offering self-financing postgraduate programmes will also not be affected.

institutions. We are pleased to note that the relevant institutions generally appreciate the policy intention of the legislative amendment and do not raise any in-principle objection to the proposed unified regulatory framework. EDB will continue to follow up with HKCAAVQ and relevant institutions on related matters.

23. It is proposed that the amended Cap. 320 to commence operation around one year after the passage of the relevant amendment bill by the LegCo for Colleges currently registered under Cap. 320 to make adaptations; and a two-year transitional period be provided after its commencement for the post-secondary institutions currently not registered under Cap. 320 to complete the requisite accreditation and registration procedures in a total of around three years' time. During the transitional period, the relevant institutions may continue operating local self-financing sub-degree and degree programmes in accordance with their prevailing legal frameworks. They will be required to comply with the amended Cap. 320 in full once their registration is completed.

### **Way Forward**

24. We plan to introduce the amendment bill into the LegCo for scrutiny within 2025 and promulgate the updated Institutional Review Manual for implementation in 2026.

**Post Secondary Colleges Ordinance (Cap. 320)  
Extract of Key Legislative Amendment Proposals**

<b>Statutory Requirement</b>		<b>Existing</b>	<b>Proposal</b>
<i>Coverage of the Ordinance</i>		<ul style="list-style-type: none"> <li>• 11 registered Colleges</li> </ul>	<ul style="list-style-type: none"> <li>• 11 registered Colleges</li> <li>• <b>Schools currently registered under the Education Ordinance (Cap. 279) and operating sub-degree programmes, as well as self-financing arms of publicly-funded institutions</b> (if operating local self-financing sub-degree and/or degree programmes) must register as Colleges under the amended Ordinance</li> </ul>
<b><i>Governance Structure and Staff</i></b>			
Governance Structure		<b>Four-tier</b> structure	<b>Two-tier</b> structure
	Board of Governors	✓	✓
	College Council	✓	Not a statutory requirement
	Academic Board	✓	✓
	Faculty Board	✓	Not a statutory requirement
Key Officers of Colleges	President	✓	✓
	Vice-President	✓	✓
	Chairman and Vice-Chairman of Board of Governors	✓	✓
	Chairman and Vice-Chairman of College Council	✓	Not a statutory requirement
	Chairman and Vice-Chairman of Academic Board	✓	✓



Statutory Requirement		Existing	Proposal
	Dean for each faculty	✓	✓ (Colleges can determine the titles of specific positions in accordance with actual circumstances)
	Other key officers	<i>Either</i> <ul style="list-style-type: none"> <li>• Academic Registrar</li> <li>• Bursar</li> <li>• Librarian</li> </ul> <i>Or</i> <ul style="list-style-type: none"> <li>• Dean of Studies</li> <li>• Registrar</li> <li>• Librarian</li> <li>• Comptroller</li> </ul>	<ul style="list-style-type: none"> <li>• Registrar</li> <li>• Bursar / Treasurer</li> <li>• Other officers are not statutory requirements (Colleges can determine the titles of specific positions in accordance with actual circumstances)</li> </ul>
Appointment of officers and teachers	Approval by Board of Governors required	✓	An open, transparent and fair set of policy and procedures required
Registers Kept by the Permanent Secretary for Education (PSED)		<ul style="list-style-type: none"> <li>• Colleges</li> <li>• Members of Boards of Governors</li> <li>• Members of College Councils</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Colleges</li> <li>• Members of Boards of Governors</li> <li>• Teachers</li> <li>• <b>Presidents and Vice-Presidents</b></li> </ul>
<b>Arrangements for Registration and Cancellation of Registration</b>			
Registration Requirements		<ul style="list-style-type: none"> <li>• The composition of the Board of Governors, College Council and teaching staff being such as to ensure satisfactory academic and general standards and conduct</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>organisational structure</b> of the Board of Governors and staffing structure being conducive to ensuring satisfactory academic and general standards and conduct, as well as <b>efficient and effective governance and management</b></li> </ul>
		<ul style="list-style-type: none"> <li>• The constitution of the College being satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• The constitution of the College being conducive to ensuring satisfactory academic and general standards and conduct, as well as <b>efficient and effective governance and management</b></li> </ul>
		<ul style="list-style-type: none"> <li>• The courses offered being suitable in all respects for Post Secondary Colleges</li> </ul>	<ul style="list-style-type: none"> <li>• The courses offered being suitable in all respects for Post Secondary Colleges meeting a community need</li> </ul>

Statutory Requirement	Existing	Proposal
	meeting a community need and including major courses extending over at least 4 years	
	<ul style="list-style-type: none"> <li>The number, qualifications, remuneration and conditions of service of staff being satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>Having in place <b>an open, transparent, and fair set of policy and procedures</b> for the employment and appointment of staff being fit and proper</li> </ul>
	<ul style="list-style-type: none"> <li>The conditions as to age and attainments of the students qualifying for admission, the standard of instruction and the final examination standards being satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>Having in place <b>an open, transparent, and fair set of policy and procedures</b> to ensure that students admitted are qualified to pursue the relevant programmes</li> </ul>
	<ul style="list-style-type: none"> <li>The number of students admitted being satisfactory having regard to the maintenance of status and standards, facilities available and community need</li> </ul>	<ul style="list-style-type: none"> <li>The <b>number of students admitted being sufficient enough to provide a meaningful learning environment and experience</b> that meet the learning objectives of the courses offered and consistent with the colleges' strategic plans</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate provision being made in the College for the encouragement of corporate and social life and for recreation</li> </ul>	<ul style="list-style-type: none"> <li>Adequate provision being made in the College for a <b>suitable environment conducive to teaching and learning</b>, encouragement of corporate and social life, and recreation</li> </ul>
	<ul style="list-style-type: none"> <li>The finances of the College being satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>The finances and <b>sustainability</b> of the College being satisfactory</li> </ul>
	Not applicable	<ul style="list-style-type: none"> <li>The College should ensure that its operations <b>comply in all respects with the requirements of any applicable law</b></li> </ul>
	Not applicable	<ul style="list-style-type: none"> <li>The College attain and maintain <b>an institutional</b></li> </ul>

Statutory Requirement		Existing	Proposal
			<p><b>review status</b> from the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)</p>
		Not applicable	<ul style="list-style-type: none"> <li>The <b>development and institutional capabilities</b> of the Colleges be consistent with their strategic plans and academic standards</li> </ul>
Approving Authority for Registration and Cancellation of Registration of Colleges		PSED	Secretary for Education (SED)
Cancellation of Registration Mechanism	Colleges	<ul style="list-style-type: none"> <li>PSED may cancel the registration of any College where he/she is not satisfied in respect of any matter specified in section 4</li> </ul>	<ul style="list-style-type: none"> <li>Where SED is not satisfied in respect of any matter specified in section 4, he/she may issue a letter to the College, requesting it to provide <b>explanations and remedies</b> to his/her satisfaction and/or <b>imposing conditions and/or restrictions</b> as necessary on the operations of the College</li> <li>If the College <b>cannot provide explanations and remedies to the satisfaction of SED within a reasonable period of time, or fails to comply with the imposed conditions and/or restrictions</b>, SED may cancel the registration of the College</li> </ul>
	Teach-out mechanism for a College with its registration cancelled	Not Applicable	<ul style="list-style-type: none"> <li>PSED may serve an order on the Board of Governors of the College concerned to implement the relevant arrangements in accordance with such directions and requirements in order to ensure a smooth teach-out</li> </ul>
	Relevant individuals	<ul style="list-style-type: none"> <li>PSED may cancel the registration of</li> </ul>	<ul style="list-style-type: none"> <li>Where PSED is satisfied that a person is not a fit and</li> </ul>

Statutory Requirement		Existing	Proposal
		any person as a member of a Board of Governors or College Council or as a teacher where it appears to him/her that such person is not a fit and proper person to act in that capacity or fails to comply with the provisions of this Ordinance	proper person to act as a member of a Board of Governors, a President, Vice-President, or teacher, or that such person fails to comply with the requirements of this Ordinance, PSED may, taking into account the nature and gravity of the circumstances, <b>impose conditions and/or restrictions</b> on the person's registration, <b>suspend</b> the person's registration, or cancel the person's registration
Names of Colleges that Require the Chief Executive in Council (CE-in-C)'s Prior Sanction		<ul style="list-style-type: none"> <li>• “University”</li> <li>• “大學”</li> <li>• “學院”</li> </ul>	<ul style="list-style-type: none"> <li>• “University”</li> <li>• “大學”</li> </ul>
Evening Colleges	Separate registration required	✓	✗
<b>Other Requirements</b>			
Award of Degrees	A College may award degrees with the prior approval of	CE-in-C	SED
	Relevant consideration factors	Not Applicable	Degrees (except honorary degrees) – <ul style="list-style-type: none"> <li>• Manpower needs of relevant sectors</li> <li>• Sustainability of the programmes</li> <li>• Strategic plans and track record of the College</li> <li>• Other relevant factors (such as accreditation reports)</li> </ul>
		Not Applicable	Honorary degrees – <ul style="list-style-type: none"> <li>• Maturity and track record of the College</li> <li>• Whether the College has acquired a university title</li> <li>• Other relevant factors</li> </ul>
Research and	Approval of	✓	✗

Statutory Requirement		Existing	Proposal
Special Studies	PSED required		
Premises	Requirements on premises	<ul style="list-style-type: none"> <li>• Be kept in a state of repair, cleanliness and safety</li> <li>• Be adequately ventilated, lighted, provided with water supply and latrine arrangements</li> <li>• Be adequately equipped with fire fighting appliances</li> </ul>	<ul style="list-style-type: none"> <li>• Be kept in a state of repair, cleanliness and safety</li> <li>• Be used and maintained <b>in compliance with the requirements of any law</b></li> </ul>
		Not applicable	Where PSED is not satisfied in respect of any of the aforementioned matters, he/she may – <ul style="list-style-type: none"> <li>• suspend the operation of the College in the premises</li> <li>• prohibit the use of any place for the purposes of a College</li> <li>• give such directions and make such requirements as necessary</li> </ul>
	Requirements on hostels	Required to provide sick rooms	✘
Length of Office of Auditor	One year and shall be eligible for re-appointment	✓	The length and re-appointment eligibility are not statutory requirements
Requirements on Health		✓	Replaced by the aforementioned requirements on premises
Requirements on Dangerous Experiments and Equipment		✓	Replaced by the aforementioned requirements on premises
Requirements on Admission and Age of Entry of Students		✓	Relevant programme arrangements are regulated by the external accreditation of HKCAAVQ
Requirements on Examinations		✓	Relevant programme arrangements are regulated by the external accreditation of HKCAAVQ
Plans and	Prepare and submit	✘	✓

Statutory Requirement		Existing	Proposal
Reports	strategic plans		
	Prepare and submit annual reports	x	✓
	Publish abstracts of strategic plans and annual reports	x	✓
Finance	Make available key financial information to the public	x	✓

**Proposal of Setting up  
the Teacher Professional Development Fund**

The 2024 Policy Address announced that the Government will allocate \$2 billion to set up the Teacher Professional Development Fund (the Fund) to provide a steady funding source for the long-term development of the teacher profession, so as to continuously enhance and launch teacher training and exchange programmes, thereby building a high-quality teaching force. This paper sets out the major details of the proposed Fund.

**Background**

2. Strengthening education takes precedence over strengthening a nation, and strengthening teachers takes precedence over strengthening education. Teachers play a pivotal role in the implementation of the national strategy for invigorating China through science and education, as well as the building of a leading country in education, technology, and talents. Strengthening the cultivation of teachers' morality and ethics, and nurturing a high-quality teaching force craft the direction of teacher professional development.

3. The Education Bureau (EDB) attaches great importance to the professional development of teachers, and has been enhancing their professional competencies through various measures and providing them with diversified training programmes to enhance their professional capacity and facilitate their professional growth. In 2013, the EDB set up the Committee on Professional Development of Teachers and Principals (COTAP)<sup>1</sup> which advises the Government on policies and measures relating to the professional development of teachers and principals. In

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<sup>1</sup> COTAP comprises members from the education and other sectors:  
For Membership: <https://www.cotap.hk/index.php/en/about-cotap/membership-list-cotap>  
For Terms of Reference: <https://www.cotap.hk/index.php/en/about-cotap/terms-of-reference-cotap>

2015, COTAP launched an overarching project, T-excel@hk<sup>2</sup>. The Government announced in the 2017 Policy Address that a non-recurrent funding of \$500 million would be allocated, with an annual provision of about \$50 million over a period of 10 years starting from the 2018/19 school year, for implementation of relevant projects under T-excel@hk, as well as various measures to enhance the professional development of teachers and principals and its related work<sup>3</sup>.

## **Policies and measures on continuing professional development**

4. The EDB has all along been encouraging all teachers, irrespective of their rank and position, to participate in no less than 150 hours of continuing professional development (CPD) activities in each three-year cycle. Premised on this direction, the EDB has set out more specific requirements in recent year:

- Starting from the 2020/21 school year, newly-joined teachers and teachers aspiring for promotion are required to complete 30 hours of core training offered by the EDB; while in-service teachers are required to take part in specified categories of professional development programmes or activities<sup>4</sup>;
- As the Chief Executive announced in the 2022 and 2023 Policy Addresses, newly-joined teachers in publicly-funded schools and teachers aspiring for promotion in public sector schools would be required to participate in the Mainland study tours while serving teachers would be offered more Mainland study opportunities to keep abreast of the latest development of the country and to guide

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<sup>2</sup> The overarching project, T-excel@hk, covers eight areas of focus, namely “T-standard<sup>+</sup>”, “T-dataset<sup>PD</sup>”, “T-train<sup>β</sup>”, “T-surf<sup>24/7</sup>”, “T-craft<sup>3</sup>”, “T-share”, “T-applause” and “T-bridge”. They have been implemented in phases according to priorities. For details, please refer to <https://www.cotap.hk/index.php/en/t-excel-hk>.

<sup>3</sup> Please refer to p.56 of the Policy Agenda of the 2017 Policy Address at [https://www.policyaddress.gov.hk/2017/eng/pdf/Agenda\\_Ch4.pdf](https://www.policyaddress.gov.hk/2017/eng/pdf/Agenda_Ch4.pdf).

<sup>4</sup> Newly-joined teachers are required to complete 30 hours of core training and not less than 60 hours of elective training within the first three years of service, while teachers aspiring for promotion must complete 30 hours of core training and 60 hours (for promotion to Primary School Master/Mistress or Senior Graduate Master/Mistress) of elective training or 100 hours (for promotion to Senior Primary School Master/Mistress or Principal Graduate Master/Mistress) within five years before promotion. As for serving teachers, they are required to spare a minimum of 30 hours, in each three-year cycle, to take part in two categories of professional development programmes/activities, namely Teachers’ Professional Roles, Values and Conduct, and Local, National and International Education Issues, with not less than six hours spent on each category.



students in building up a correct sense of belonging towards the country and a sense of national identity. In this regard, Mainland study tours have been incorporated into the core training for newly-joined teachers. In addition, starting from the 2023/24 school year, all public sector school teachers substantively promoted to a higher rank are required to complete the Mainland study tours organised by the EDB within first two years from the date of their substantive promotion;

- Regarding principals, starting from the 2002/03 school year, newly-appointed principals in publicly-funded schools are required to complete within the first three years of appointment the designated professional development programmes offered by the EDB, including the Professional Development Programmes for Newly-appointed Principals, and the Leadership Enhancement Programme for Primary and Secondary School Principals commissioned by the EDB and organised by the National Academy of Governance in Beijing. Serving principals are required to undertake about 50 hours of CPD activities per year and up to a minimum of 150 hours in a three-year cycle.

5. The above-mentioned training for teachers and principals at different professional stages, including the core training programmes and Mainland study tours, are arranged by the EDB, and some of them are provided by professional organisations, local tertiary institutions and Mainland teacher education institutions through commissioning exercises. Furthermore, the EDB will progressively extend the training requirements to other teachers to enhance the professional competence of the teaching force.

### **Professional development activities supported by non-recurrent funding**

6. With the support of the non-recurrent funding of \$500 million mentioned in Paragraph 3 above, the EDB has fully utilised the annual provision of about \$50 million to support the professional development activities of teachers and principals, and implemented projects under T-excel@hk in the 2018/19 school year, including a series of core training, Mainland study tours, training resource packages, commendation schemes

(such as the scholarship) and T-surf<sup>24/7</sup> One-stop Portal on Professional Development, as well as launched some new projects such as the Professional Development Programme on Supporting the Learning of Chinese for Non-Chinese Speaking Students in Kindergartens and Regional Teacher Network of Government Schools. Participants' comments on the arrangements for the training were positive.

7. Although some of the training projects that have been started have had to be suspended or adjusted due to the pandemic, with the enhanced training requirements and the resumption of normal travel between Hong Kong and the Mainland in 2023, professional development activities have been fully implemented, and professional exchange and development activities between teachers of Hong Kong and the Mainland have become more frequent, promoting more professional development activities in collaboration with Mainland education authorities or institutions. In addition to a series of Mainland study tours, we have also launched new initiatives such as the Greater Bay Area Forum on Teachers' Professional Ethics and the Leadership Enrichment and Advancement Programme for Experienced Principals, which have yielded fruitful results. Furthermore, the EDB has resumed the implementation of the Paid Non-local Study Leave Scheme for Teachers (i-Journey), continuing to provide teachers with non-local training opportunities.

8. From the 2018/19 to 2023/24 school years, the EDB has launched a number of programmes covering different focus under T-excel@hk, various types of schools (including primary and secondary schools, kindergartens and special schools) and teachers at different career stages (such as principals, middle leaders, and teachers at basic ranks). The number of participants in these courses and training projects has exceeded 70 000. Notably, some of these projects, such as the training packages for schools and one-stop portal, can benefit all teachers in Hong Kong (including pre-service teachers). Relevant details are set out in the **Appendix**. These training programmes were funded by the non-recurrent funding and well received by schools and teachers. Participating teachers also gave positive feedback, effectively enhancing the quality of the teaching profession.

9. In summary, the non-recurrent funding is the main source of funding for teachers' professional core training and non-local training and exchange activities. As at the 2023-24 financial year, the balance of the non-recurrent funding was \$399 million (which has not yet taken into account the annual expenditure of the 2023/24 school year). Starting from the 2023/24 school year, with the full implementation of the Mainland study tours and other training programmes, the relevant training expenditure for that single school year has increased significantly to about \$44.2 million. To implement the new measures on teacher professional development as set out in the 2024 Policy Address (as detailed in paragraph 10 below), a number of new training programmes will soon be launched, and the budget for training expenditure in the coming years will be significantly increased to an average of about \$100 million per year. We anticipate that the non-recurrent funding will be insufficient to cover the required training expenditure after the 2026/27 school year.

#### **New initiatives in the 2024 Policy Address**

10. As Hong Kong has entered a new stage of advancing from stability to prosperity, the EDB will continue to echo the strategy of invigorating the country through science and education and proactively take forward the work on various fronts to strive to enhance the quality of education, among which strengthening the building of teachers' morality and ethics as well as nurturing a high-quality teaching force are the key areas of work. A number of measures on enhancement of teachers' professional development policies are announced in the 2024 Policy Address. Apart from continuing to enhance the existing training programmes, such as the core training for newly-joined teachers and teachers aspiring for promotion, the Mainland study tours and training for principals, the EDB will keep abreast of the latest development and tie in with the development of the country, and continue to introduce new key projects under the framework of T-excel@hk, including:

- T-standard<sup>+</sup> – continue to promote the “Guidelines on Teachers’ Professional Conduct” and support activities promoting teachers’ professional ethics, encourage teachers to integrate the pursuit of professionalism with self-cultivation, and demonstrate the professional image of the teaching profession;
- T-train<sup>β</sup> – collaborate with the Teacher Training and Exchange Base at the South China Normal University to launch training

programmes for Hong Kong teachers; strengthen training on the development and application of Artificial Intelligence and big data to enhance the digital literacy of teachers; and launch diversified programmes of different modes to foster the continuing professional development of teachers;

- T-surf<sup>24/7</sup> – continue to develop and enhance the features of the one-stop e-platform for sharing of professional development information and resources, and encourage teachers to arrange their professional development according to individual progress;
- T-craft<sup>3</sup> – implement the Navigators for Excellence in Education Training (NEXT) Programme on a 3-year pilot basis and recruit 50 potential leading teachers and principals each year to receive collaborative training by veteran Mainland and local experts, so as to identify education leaders;
- T-share – nominate teachers to attend training organised by the Ministry of Education and different Mainland institutions or education departments, so as to establish more exchange platforms and develop a community of learning among Mainland and Hong Kong teachers; provide teachers with more opportunities to attend Mainland and international conferences, and provide them with wider professional exchange platforms to tell the good stories of Hong Kong; and encourage teachers to actively share their insights from educational research, innovations in pedagogy and school leadership through professional learning communities to promote interaction and exchange;
- T-applause – introduce the new Award for Budding Teachers and Award for Education Innovation under the Chief Executive’s Award for Teaching Excellence starting from the 2024/25 school year so as to give recognition to more teachers who have demonstrated outstanding performance; and establish the i-Journey Scholarship to recognise the achievements and contributions of outstanding school leaders and teachers, and support them to participate in overseas exchanges and training activities, so as to broaden their horizons and enhance their professional capacity;
- T-bridge – implement a guiding framework for teacher education (TE) programmes, enhance the commonality of TE programmes; maintain communication with local teacher education universities (TEUs) on the content of TE programmes and encourage them to

conduct relevant research to continuously update the design and arrangements for TE programmes; conduct education research in collaboration with local TEUs and facilitate schools' participation to strengthen the education research practice;

- T-dataset<sup>PD</sup> – obtain more comprehensive and accurate mastery of the latest information on registered teachers through the new Electronic Register for Registered Teachers and revamped registered teacher database, so as to provide useful statistical reference for the formulation of policies concerning teacher manpower planning and training.

### **Justifications for setting up the Teacher Professional Development Fund**

11. As mentioned in paragraphs 6 to 10 above, the core training under the Professional Ladder for Teachers and relevant training organised in collaboration with the Mainland and non-local counterparts in recent years are covered by the \$500 million non-recurrent funding which has a 10-year maturity (i.e. from the 2018/19 to the 2027/28 school years). Given that the funding demand for such training is expected to increase gradually, it is anticipated that the non-recurrent funding will be insufficient to cover the required training expenditure after the 2026/27 school year. It is therefore imperative for the EDB to plan ahead and find new sources of funding to meet the needs of teacher training in the 2027/28 school year and beyond, while ensuring the continuity, stability and development of training programmes, so as to effectively implement the policy measures for continuing professional development of teachers, and support the nurturing of talents. In this regard, the 2024 Policy Address announced that the Government will allocate \$2 billion to set up the Fund. The Fund will provide a clear and steady funding source for the long-term development of teacher training, thereby supporting the EDB to strengthen the teacher professional development in a more comprehensive and systematic manner. The justifications for setting up the Fund are as follows:

- The importance the Government attaches to the CPD of teachers: The Government has all along attached great importance to the quality of teachers and continued to deploy resources to support diversified

professional development activities and training for teachers. Since 2022, the current-term Government has continued to roll out a number of brand-new or enhanced teacher professional development measures, highlighting the Government's determination to build a professional teaching force with higher quality to provide quality education. To implement the various new initiatives in the Policy Addresses, the EDB has a duty to ensure that teachers are provided with ongoing professional training and development opportunities. The establishment of the Fund ensures the stability of the provision of the necessary financial resources, which is conducive to the long-term development of relevant education initiatives and indicates the long-term commitment of the Government. As it takes time for the Fund to earn investment income to meet the annual funding requirement, we will propose to the Finance Committee of the Legislative Council for the allocation of \$2 billion in 2024-25 to set up a new fund to generate investment income to support relevant professional training and development for teachers. According to the Government's Medium Range Forecast, the rate of investment return is assumed to be in the range of 2.9% to 4.1% a year for 2025 to 2028, that the annual investment income can be estimated to be in the range of about \$58 million to \$82 million, which is anticipated to be insufficient to support the estimated training demand of a single school years of 2027/28 and 2028/29. In this regard, it will be the opportune time to set up the Fund in advance in 2024-25 so as to allow sufficient time to invest and earn income to meet the funding needs to continuously support various teachers' professional development and training after the \$500 million non-recurrent funding is depleted. We expect that the funding needs will peak in the next few years and then maintain at an average of about \$80 million per year. The EDB shall follow the principle of keeping the expenditure within the limits of revenues in drawing up its budget and prudently manage and utilise the investment income of the Fund to support the required expenditure.

- Importance of CPD of teachers: Teaching is a learning profession. In face of the rapid development of technology with new knowledge coming up every day, teachers need to pursue ongoing professional development to keep abreast of the pace of the times and the latest development of the curriculum, and to update their professional knowledge, skills, values and attitudes, so as to promote school

development and student learning. It is necessary and important for the EDB to provide teachers with quality training, learning and opportunities for teachers to practise so as to enhance their professional competencies. Without sustainable and sufficient resources, it would be very difficult to deliver quality training.

- Trend of collaboration with the Mainland and non-local counterparts on teachers' professional development: Hong Kong and the Mainland have become more closely connected. In the field of education, there have been a number of collaborative measures with the Mainland in recent years to strengthen professional exchanges among teachers. In line with the training provided by the Ministry of Education for teachers and principals, the EDB actively collaborates with education authorities and institutions in different provinces and municipalities to provide diversified training opportunities for teachers and principals. Meanwhile, the EDB also supports teachers and principals to participate in non-local training to gain new knowledge, promote the advantages of education in Hong Kong, and tell the good stories of Hong Kong's education. To this end, the investment income of the Fund will support and facilitate the EDB's collaboration with different stakeholders to take forward more non-local professional development activities.

## **Financial implications**

12. We have already earmarked sufficient funds in the budget for 2024-25 to set up the proposed Fund. Should the funding proposal be approved, we will make appropriate investment arrangements for placement of the funds with the Hong Kong Monetary Authority in 2025 to generate investment income linked to the performance of the Hong Kong Exchange Fund so as to meet the funding requirements for the teachers' professional development projects for the 2027/28 school year and beyond. Generally, the expenses of all the teacher professional development programmes should be met by the investment income of the Fund, but in exceptional circumstances where the investment return cannot meet the requirement of related measures, we may use a small part of the principal of the Fund to finance the necessary programmes. We will continue to

review the operation of the Fund and the needs of the sector, and refine various strategies and measures in a timely manner.

### **Monitoring and management**

13. The Fund will be established in the form of a trust fund with the Permanent Secretary for Education Incorporated acting as the trustee. We will properly manage the Fund in accordance with the framework and salient points set out in the Trust Deed. We plan to entrust COTAP to advise the EDB on the management and development of the Fund. COTAP is a standing advisory body of the Government and its membership comprises experienced representatives from universities, secondary schools, primary schools, kindergartens, lay members and parents. All of them are professionals with rich experience. The annual report on the operation of the Fund will be submitted to COTAP for approval, and the audited accounts will be submitted to the Legislative Council every year.

### **Next steps**

14. Subject to Members' support of the above proposal, the EDB will propose to the Finance Committee for the creation of a new commitment of \$2 billion in the 2024-25 financial year for setting up the Teacher Professional Development Fund.



**T-excel@hk Projects (Examples)**  
**(2018/19–2023/24 school years)**

<b>Eight Areas of Focus</b>	<b>Project Title</b>	<b>Number of Beneficiaries<sup>^</sup></b>
<b>T-standard<sup>+</sup></b>  Unified set of standards for the teaching profession	– T-standard <sup>+</sup> Online Course (Newly-joined Teachers)	6 900
	– Training Package on “Teachers’ Professional Values and Conduct” for Schools	All teachers
<b>T-train<sup>β</sup></b>  New types and modes of training to be explored	– Leadership Enrichment and Advancement Programme for Vice-principals and Principals	100
	– Paid Non-local Study Leave Scheme for Teachers (i-Journey)	170
	– Professional Development Programme on Supporting the Learning of Chinese for Non-Chinese Speaking Students in Kindergartens	1 200
	– Core Training for Newly-joined Teachers (NJT) <ul style="list-style-type: none"> <li>• Mainland Study Tours for NJT</li> <li>• Other Core Training Courses</li> </ul>	4 240 13 160
	– Core Training for Aspiring School Middle Leaders and Vice-principals <ul style="list-style-type: none"> <li>• Mainland Study Tours for Promoted Teachers</li> <li>• Other Core Training Courses</li> </ul>	1 380 40 220
	– Mainland Study Tours for Serving Teachers	700
	– Greater Bay Area Forum on Teachers’ Professional Ethics	100
	– Workshops on Enhancement of Teachers’ Skills in Handling Difficult Parents/ Conflict Management	1 590
	– Sabbatical Leave Scheme for Professional Development of Teachers and Principals	30

	– School-based Teacher Development Scheme in Supporting Students with Developmental Needs in Kindergartens: A Positive Classroom	260
	– Consolidation and Enrichment of Knowledge and Skills of Teachers in Supporting Students with Special Educational Needs	10 participating schools
<b>Eight Areas of Focus</b>	<b>Project Title</b>	<b>Number of Beneficiaries<sup>^</sup></b>
<b>T-surf<sup>24/7</sup></b> One-stop portal for professional development	– T-surf <sup>24/7</sup> One-stop Portal	All teachers
<b>T-craft<sup>3</sup></b> Three-tier mentorship scheme	– School-based Training and Support Project for Middle Management of Primary Schools	30
	– CEATE Awardee Workshop	80
<b>T-share</b> Reinforcement of professional learning communities	– Regional Teacher Network of Government Schools	All teachers in government schools
	– T-excel@Social Media	All teachers
<b>T-applause</b> Promotional and contribution schemes	– Scholarship for Teachers (Pursuit of Master’s Degree Programmes)	140
<b>T-bridge</b> Feasibility studies on improvement of teacher preparation	– Developing a guiding framework for teacher education programmes with teacher education universities (TEUs)	Pre-service teachers of the Bachelor of Education programmes of TEUs

<b>T-dataset<sup>PD</sup></b> Dataset built on territory-wide system survey	– A Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders	All schools
	– A Pilot Study on Professional Standards for Teachers of Hong Kong and e-Survey	All schools
	<b>Total</b>	<b>70 300</b>

^ Figures are rounded to the nearest 10.

Indicators

**A. New Indicators**

**1. Promote the development of an international hub for post-secondary education**

- Set up the Hong Kong Future Talents Scholarship Scheme for Advanced Studies, under which up to **1 200** local students enrolling in designated postgraduate programmes will receive scholarships each year **starting from the 2025/26 academic year**;
- Participate in **three** international education exhibitions annually to promote the “Study in Hong Kong” brand with collaboration among the local post-secondary institutions;
- Strive to host more international education conferences and/or exhibitions in Hong Kong **within 2026**; and
- Introduce a bill to amend the Post Secondary Colleges Ordinance and promulgate the updated Institutional Review Manual **within 2025** for implementation **within 2026**.

**2. Promote STEAM (Science, Technology, Engineering, the Arts and Mathematics) education in primary and secondary schools**

- Establish the Steering Committee on Strategic Development of Digital Education **in the 2024/25 school year**;
- Promulgate the updated curriculum document for the Science subject (S1-3) **within the 2024/25 school year** for piloting by schools **in the 2025/26 school year** and implementation **starting from the 2027/28 school year**;
- Launch a pilot scheme **in the 2024/25 school year** to promote AI-assisted teaching in the junior secondary Science subject with the participation of at least **50** publicly-funded secondary schools, enabling teachers to take part in professional training and carry out classroom teaching practice;
- Host an international summit and workshop series on the use of AI **in the 2024/25 school year** with an attendance of no less than **1 000**;
- Collaborate with local, Mainland or international innovation and technology organisations and tertiary institutions to offer at least **800** training places **in the 2024/25 and 2025/26 school years**;

- Provide at least **200** professional development programmes related to information technology in education for teachers, as well as at least **100** times of on-site support service for schools **in the 2024/25 school year**;
- Launch an online learning platform for knowledge and skills related to AI and computational thinking **within 2025**, as well as a webpage featuring expert lecture videos;
- Provide at least **8 000** places for relevant competitions and training organised by the Hong Kong Academy for Gifted Education **in the 2024/25 and 2025/26 school years**; and
- At least **700** schools to participate in the Quality Education Fund e-Learning Funding Programme annually **in the 2024/25 to 2026/27 school years**.

### **3. Enhance support for schools, teachers and students**

- Arrange for at least **40** Mainland expert teachers to Hong Kong every school year and introduce cross-curricular support initiatives;
- Implement the Navigators for Excellence in Education Training Programme on a three-year pilot basis **starting from the 2024/25 school year** for **50** potential leading teachers and principals each year;
- Set up the Teacher Professional Development Fund **in the 2024/25 school year** to continuously enhance training and exchange programmes for teachers;
- Collaborate with the Teacher Training and Exchange Base at the South China Normal University **in the 2024/25 school year** to launch at least **three** structured training programmes throughout the year for about **1 500** participants;
- Set up **in the 2024/25 school year** (i) a one-stop school-based management thematic website with estimated number of visits reaching **50 000**; (ii) an online interactive learning courseware with estimated user sessions reaching **2 500**; and (iii) an online school manager training record platform which is estimated to benefit about **850** schools; and
- Launch the Parent Education Resource Booklet **in the 2024/25 school year** to help parents of NCS students support their children's whole-person development.

#### **4. Strengthen support for students' language learning**

- **In the 2024/25 school year:**
  - Launch enhanced support measures on English Language education for primary and secondary schools, including providing additional resources for publicly-funded primary and secondary schools (including special schools) to strengthen the English language learning environment, offering at least **5 000** professional development places for English teachers, and engaging at least **6 000** students from publicly-funded primary and secondary schools (including special schools) in related activities and competitions;
  - Provide additional resources for publicly-funded primary and secondary schools (including special schools) to enrich the Putonghua language environment and enhance the Putonghua learning atmosphere; and
  - Implement a pilot scheme to encourage all publicly-funded secondary schools to apply for funding to provide opportunities for junior secondary students to learn “Other Languages”.

#### **5. National security and patriotic education**

- Complete the updating of the “Curriculum Framework of National Security Education in Hong Kong” and the curriculum frameworks for related subjects **within 2025**.
- Promote patriotic education on and off campus and **in the 2024/25 school year:**
  - Launch the “Love Our Home, Treasure Our Country 3.0” series of inter-school national education activities with expected attendance reaching **25 000**;
  - Complete the trial teaching scheme and develop a resource portal for national geography;
  - Conduct focus inspections on national education in at least **50** schools to enhance the quality and effectiveness of national education; and
- **Starting from the 2024/25 school year:**
  - Provide at least **30** routes with “red resources” through the Mainland exchange programmes and study tours for students;
  - Organise one or more activities relating to national education

for parents each year by all kindergartens joining the Kindergarten Education Scheme;

- Provide training places within three years for about **1 000** junior secondary Chinese History teachers who are not major in History; and
- Provide at least **1 000** training places within two years in learning circles for senior secondary Chinese History teachers.

## **6. Mental health**

- Extend and enhance the Three-Tier School-based Emergency Mechanism until **end-December of 2025**.
- For schools:
  - At least **600** publicly-funded primary and secondary schools to join the 4Rs Mental Health Charter **in the 2024/25 school year**;
  - Launch the Mental Health Literacy resource packages for senior secondary and lower primary levels **in the 2024/25 school year**;
  - Organise about **20** additional thematic teacher training sessions **in the 2024/25 school year** to strengthen teachers' capacity in early identification and support for students with mental health needs; and
  - Organise thematic parent education programmes and district-based film gala presentation **in the 2024/25 school year** to promote positive parent education and enhance parents' awareness of children's mental health.

## **7. Support for students with special educational needs**

- Offer the Personal Care Enhancement Grant for Boarders to a total of **22** schools for children with physical disability, intellectual disability and visual impairment cum intellectual disability **starting from the 2025/26 school year**, benefitting about **1 200** boarders per year.

## **B. Ongoing and Valid Indicators for Specified Tasks Introduced in the 2023 Policy Address**

1. Conduct textbook reviews, provide **4 000** training places for teachers, and continue to provide learning and teaching resources **in the 2024/25 school year**, as well as introduce the subject of humanities at primary level **in the 2025/26 school year**.
2. Continue to enhance post-secondary education by encouraging University Grants Committee (UGC)-funded universities to increase relevance of their programmes to future economic development such that:
  - Students in UGC-funded universities studying in STEAM disciplines (Science, Technology, Engineering, the Arts and Mathematics) will reach around **35% by the 2026/27 academic year**; and
  - Students in UGC-funded universities studying in disciplines relevant to “the eight centres” will reach around **60% by the 2026/27 academic year**.
3. Continue to step up promotion of STEAM education:
  - Complete all tryout lessons under the pilot scheme on mathematical modelling at primary level **by the end of the 2024/25 school year**; and
  - Arrange for at least one Mathematics teacher in each publicly-funded secondary school to undergo professional development training on mathematical modelling **by the end of the 2025/26 school year**.
4. Provide opportunities of learning experience outside Hong Kong for around **50%** of local undergraduate students of UGC-funded universities **within the 2025/26 academic year**.