

For discussion  
on 3 October 2025

## **Legislative Council Panel on Education**

### **The Chief Executive's 2025 Policy Address Education Bureau's Policy Initiatives**

This paper sets out the major education-related initiatives in the 2025 Policy Address delivered by the Chief Executive on 17 September 2025.

#### **Promoting the Integrated Development of Education, Technology and Talents and Advancing the Development of a Leading Country in Education on All Fronts**

2. The integrated development of education, technology and talents is a foundational and strategic pillar for progress in the new era, which helps enhance Hong Kong's competitiveness. The "2024-2035 master plan on building China into a leading country in education" (the Master Plan) was promulgated in January 2025, setting out the goal of developing China into a leading country in education by 2035; strengthening the supporting role of education for technology and talents; aligning closely with the development of the innovation and technology hub in the Guangdong-Hong Kong-Macao Greater Bay Area and building a high-calibre talent hub and platform for talent attraction and retention, thereby enhancing innovation.

3. The Government has been investing heavily in education and striving to develop Hong Kong into an international hub for education and high-calibre talents, and to cultivate and attract talents and foster technology development in a co-ordinated manner. In 2025-26, the Government's recurrent expenditure on education amounts to \$102.9 billion, representing a cumulative increase of 36% over the past ten years. This demonstrates the Government's determination and commitment to investing in education. To tie in with the country's goal to develop into a leading country in education and the national strategy of invigorating the country through science and education, we will give full play to the unique advantages of Hong Kong's highly internationalised and diversified education system under "One Country, Two Systems", and forge new competitive edges in development through digitalisation of education. The major education-related initiatives as stated in the 2025 Policy Address include:

- (1) Develop an International Education Hub and Talent Hub
- (2) Promote Digital Education and Enhance the Quality of Teaching and Learning
- (3) Cultivate Values and Strengthen Sense of Belonging to our Country
- (4) Enhance Physical and Mental Health and Promote Parent Education
- (5) Strengthen Professionalism of Teachers and Nurture a High-quality Teaching Force
- (6) Cater for Students with Diverse Learning Needs and Provide Support for Non-Chinese Speaking Students

## **Major Initiatives**

### **(1) Develop an International Education Hub and Talent Hub**

4. Post-secondary education plays a leading role in building a leading country in education. In the 2023 Policy Address, the Chief Executive announced the development of Hong Kong into an “international education hub and a cradle for future talents”. Subsequently, the 2024 Policy Address further announced that the Government strives to establish the “Study in Hong Kong” brand to promote the nurturing of local talents and attract outstanding students and scholars to study and work in Hong Kong. With the Government’s continuous commitment to investing in education, and proactively leading the post-secondary education sector in Hong Kong to expand capacity and enhance quality, revolution through optimisation, seeking changes through innovation, and the support of a series of policy measures for building world-class universities and academic subjects, there has been significant progress in building an international hub for post-secondary education. Hong Kong’s overall education competitiveness ranked second globally and our post-secondary institutions are highly internationalised and diversified, boasting five of the world’s top 100 universities, and achieving new heights in the newly published 2026 Quacquarelli Symonds (QS) World University Rankings, particularly in academic influence, research standards, and internationalisation. Four universities ranked among the world’s top ten most international universities, with six subjects also securing spots in the global top ten.

### *Further Relax the Restrictions on Admission of Self-financing Students*

5. Hong Kong’s quality post-secondary education has been highly popular among Mainland and overseas students. Starting from the 2024/25 academic year (AY), the admission quota for non-local students in publicly-

funded post-secondary institutions (applicable to taught programmes) has been doubled from 20% to 40% of the local student places. After implementing this initiative, there was a double-digit year-on-year increase in the number of non-local applicants for the eight University Grants Committee (UGC)-funded universities. The institutions have actively made good use of the expanded quota to recruit more non-local students to pursue education in Hong Kong, and have also endeavoured to adjust and enhance high-quality teaching and supporting facilities, enabling the institutions to attract talents while providing local students with more qualitative and international learning experience. In the light of the earlier sudden policy changes regarding higher education overseas, the UGC-funded universities have provided comprehensive support for affected students and scholars with a view to attracting more outstanding talents to study and conduct research in Hong Kong. To support the post-secondary education sector to continuously expand capacity and enhance quality, starting from the 2026/27 AY, the Government will raise the enrolment ceiling for self-financing non-local students for taught programmes of each funded-post-secondary institution from the level equivalent to 40% of local student places to 50%; and the over-enrolment ceiling of self-financing places of funded research postgraduate programmes will be increased from 100% to 120%. The post-secondary institutions will continue to take into account their own circumstances to progressively attract more non-local (especially from Belt and Road countries) and Mainland students to study in Hong Kong. Under the prevailing policy, UGC-funded universities enroll non-local students by over-enrolment, and set the tuition fee levels for non-local students of taught programmes at a level which is at least sufficient to recover all additional direct costs. Therefore, increasing the non-local student quota will not reduce the subsidised quota for local students. The Government will not use public money to subsidise non-local students to pursue UGC-funded taught programmes. As regards the self-financing post-secondary sector, the Government will also continue to proactively explore with the Mainland further enhancements to the arrangements for admitting Mainland students to degree programmes of self-financing post-secondary institutions, in accordance with an orderly and progressive approach and having regard to the actual circumstances of institutions.

### *Increase the Supply of Student Hostels*

6. The sufficient supply of student hostels is an important supporting measure to continuously attract non-local students to study in Hong Kong. Amongst others, the UGC-funded universities will continue to take forward the hostel projects under the Hostel Development Fund. To date, the eight completed projects provide 7 647 publicly-funded hostel places and 136 privately-funded hostel places in total. The remaining seven projects which are under construction involve 6 532 hostel places, including

5 840 publicly-funded hostel places and 692 privately-funded hostel places. The Education Bureau (EDB) and the Development Bureau (DEVB) also launched the Hostels in the City Scheme in July 2025 to facilitate the market in converting existing commercial buildings (including hotels) into student hostels by obviating the need for rezoning and allowing excessive plot ratio be retained, with a view to joining hands with market forces to flexibly increase the supply of student hostels. Effective from 17 September 2025, apart from cases involving the conversion of commercial buildings, cases involving redevelopment of original commercial buildings into new student hostels can also enjoy the facilitation measures under the scheme, including retaining excessive plot ratio. The EDB and the DEVB will continue to maintain liaison with and provide necessary assistance as appropriate to developers/operators that are interested in participating in the scheme. The Government will also earmark new sites (zoned as commercial or otherwise) this year for building new hostels, and will invite the market to submit expressions of interest.

*Attract More International Teaching and Research Talents and Students*

7. To further promote higher education in Hong Kong to the world, and to attract outstanding non-local students and renowned scholars to Hong Kong, the EDB will establish the Task Force on Study in Hong Kong, bringing together the UGC, the Innovation, Technology and Industry Bureau, the Hong Kong Talent Engage, post-secondary institutions, Economic and Trade Offices, the Mainland Offices etc. to achieve synergy and step up promotion of higher education in Hong Kong by –

- (i) Rolling out the “Hong Kong: Your World-class Campus” large-scale publicity campaign to promote Hong Kong’s quality resources in areas such as academic studies, scientific research and international co-operation;
- (ii) Providing funding support of \$40 million by the UGC for the eight funded universities to enhance publicity, as well as teacher and student recruitment overseas and in the Mainland. The EDB will also take the lead in encouraging post-secondary institutions to organise more summer study tours to attract non-local senior secondary school students to come experience Hong Kong; and
- (iii) Encouraging post-secondary institutions to roll out more high value-added “Study Tour in Hong Kong” activities to promote the “Study Tour in Hong Kong” brand.

### *Organise Large-scale International Conference and Mega Events*

8. The Government has all along supported the UGC-funded universities in strengthening international exchanges and ties, establishing strategic partnerships with academic institutions in various places, and seizing the development opportunities of the country. To promote internationalisation, UGC has all along been funding the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI) which involved the eight UGC-funded universities to promote the universities' participation in and organisation of various activities outside Hong Kong, including to jointly set up a Hong Kong pavilion to promote the "Study in Hong Kong" brand in the annual NAFSA Association of International Educators Annual Conference & Expo, the annual conference of the European Association for International Education and the annual Asia Pacific Association for International Education (APAIE) Conference and Exhibition. UGC provided a funding of around \$40 million to HUCOMSCI in the 2025-28 triennium, and also earmarked about \$10 million to support HUCOMSCI in promoting Hong Kong's higher education to the Belt & Road countries, including formulating publicity and promotion strategies and producing publicity materials and videos. Apart from promoting outside Hong Kong, we also actively support institutions to organise events in Hong Kong. The Research Grants Council under the UGC will organise the first "Research Summit" in end-2025. Moreover, we fully support the Chinese University of Hong Kong to co-host the APAIE Conference and Exhibition in Hong Kong with the other seven universities funded by the UGC in 2026, which brings together international renowned educators, university leaders, relevant industry representatives and experts etc., to jointly discuss important topics and emerging trends in higher education.

### *Build the Northern Metropolis University Town (NMUT)*

9. The Government will establish the Working Group on Planning and Construction of the University Town (WG) under the Committee on Development of the Northern Metropolis, to be led by the Chief Secretary for Administration. The WG will set up a research task force to study the development mode for NMUT, and conduct field trips on the successful models of university towns elsewhere, seeking views from presidents and representatives of local, Mainland, and other internationally renowned universities. It will also explore the possible way forward to deeply integrate industry development with the academic sectors where Hong Kong has an edge, alongside the strategies for attracting leading universities and research institutes in the Mainland and overseas to establish a base in Hong Kong.

10. Three batches of sites for NMUT will be available for use in 2026

(Hung Shui Kiu), 2028 (Ngau Tam Mei) and 2030 (New Territories North New Town) respectively at the earliest. The WG will make recommendations on the positioning and vision regarding the development of these sites, and consider an industry-led approach. The land in the Hung Shui Kiu/Ha Tsuen New Development Area, for example, will integrate with nearby, high-end professional services as well as vocational and professional education and training facilities for joint development. The land in Ngau Tam Mei can dovetail with the overall innovation and technology development of the San Tin Technopole and the Loop, amongst others, life and health technology industries, and to be used for joint development with the third medical school and an integrated medical teaching and research hospital.

*Advance the Development of Universities of Applied Sciences (UAS)*

11. The Government has granted the UAS designation to two universities, putting into practice the principle that "every trade has its masters". Through targeted measures, we will continue to support the two existing UAS to collaborate with the Government, the industries, and stakeholders to elevate the status of vocational and professional education and training at the degree level, as well as supporting more self-financing post-secondary institutions that can and aspire to become UAS to develop along that direction and make relevant planning. To further promote the development of UAS, we will encourage UAS to deepen collaboration with leading enterprises in the Mainland and overseas, fostering industry-education collaboration and joint promotion. The Alliance of UAS in Hong Kong will also explore the feasibility of co-operating with leading polytechnic institutions in Guangdong Province to jointly establish a Greater Bay Area exchange platform.

*Implement the Arrangement on Mutual Recognition of Vocational and Professional Qualifications with the Mainland*

12. In a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education, we will continue exploring with the Mainland the implementation of the mutual recognition of sub-degree level qualifications between Hong Kong and the Mainland. This aims to facilitate cross-boundary job-seeking and the pursuit of further studies by graduates of vocational and professional programmes in both places.

*Support the Development of Self-financing Post-secondary Institutions*

13. Following the passage by the Legislative Council and gazettal of the Post Secondary Colleges (Amendment) Ordinance 2025, the amended Post

Secondary Colleges Ordinance (Cap. 320) will officially come into operation on 1 August 2026, with a view to improving governance of the self-financing post-secondary education sector and supporting self-financing institutions to expand capacity and enhance standard, so as to contribute more proactively to developing Hong Kong into an international hub for post-secondary education. The EDB will actively assist with the migration of self-financing post-secondary institutions to the enhanced regulatory framework by leveraging the two-year transitional period from the commencement date, and further support, through targeted measures such as the Self-financing Post-secondary Education Fund and the Land Grant Scheme, the healthy and sustainable development of the self-financing post-secondary education sector.

*Allow Schools under the Direct Subsidy Scheme to Apply for Increasing the Number of Non-local Students*

14. The EDB will, on a trial basis, allow schools under the Direct Subsidy Scheme to apply for increasing the number of classes and the number of students per class in order to admit more self-financing non-local students with student visas to further expand basic education and build an international education hub.

*Promote the International Recognition of the Hong Kong Diploma of Secondary Education (DSE) Examination*

15. We will promote the international recognition of DSE to various sectors through a range of local and overseas education exhibitions and events, enabling DSE candidates to have more options for further education. The EDB will step up efforts in cracking down on the irregular provision of DSE programmes or the operation of “shell schools”, and has set up a reporting mechanism and conducted surprise inspections, and has further clarified the entry requirements for private candidates taking the 2026 DSE Examination. In addition, we will formulate the Code of Practice for Private Schools by end-2025 to improve the standards of operation of the private schools offering formal curriculum and publish the Private School List to make public a list of compliant private schools.

*Develop International Schools*

16. The Government is committed to developing a vibrant international school sector to meet the demand for education from non-local families living in Hong Kong as well as families coming to Hong Kong for work or investment. In response to the short-term fluctuations in demand for international schools arising from non-local families, including those of incoming talents, the EDB has allocated two vacant school premises through the School Allocation

Exercise to offer some 1 000 school places. To address long-term needs, the EDB has reserved sites in the Northern Metropolis for the development of international schools. To better meet the diverse needs of non-local students, we encourage international schools to increase their admission quotas. We will also remove barriers and ease restrictions, allowing quality international schools to build new facilities and enhance existing ones, including student boarding facilities, at their school sites on a self-financing basis.

(2) Promote Digital Education and Enhance the Quality of Teaching and Learning

*Promote Digital Education*

17. The Master Plan proposes implementing the national strategy for educational digitalisation to promote the use of artificial intelligence (AI) in driving educational transformation. The EDB is vigorously promoting digital education in primary and secondary schools to enhance the quality of teaching and learning, and supporting the country in nurturing innovation and technology (I&T) talents. We will release the Blueprint for Digital Education in Primary and Secondary schools in 2026, setting out strategic measures to promote digital education. These include optimising the interface between primary and secondary curricula of Information Technology (IT) and I&T education, and setting out an “AI literacy” learning framework. The EDB will also earmark \$2 billion under the Quality Education Fund (QEF) to support related measures<sup>1</sup> proposed by the Steering Committee on Strategic Development of Digital Education. The QEF Steering Committee has preliminarily endorsed the proposal to set aside the funding for promoting digital education.

18. The medium- to long-term teaching goal of promoting digital education is to enable teachers to harness AI to assist in teaching and learning of all subjects, pursue teaching innovation and enhance students’ learning. The EDB (including relevant sections and the Digital Education Centre of Excellence) will collaborate with various organisations, including Hong Kong Education City and relevant sectors, to systematically launch a series of professional training courses on AI. These courses will enable principals and teachers to have an understanding of the development of AI and its application. We will also collaborate with the Hong Kong Jockey Club Charities Trust to

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<sup>1</sup> At the meeting of the Legislative Council Finance Committee (FC) on December 12, 1997, the Finance Committee approved the funding for establishing the QEF, and the then Education and Manpower Bureau or Education Department was allowed to make application for funds from the QEF. While the then Education Department had indicated in the Public Accounts Committee Report No. 37 in February 2002 that it would cease making applications for the QEF and would instead seek funding through other channels, such as the FC, the EDB will resume applying for funding from the QEF in view of the compelling need to advance the development of digital education and the tight fiscal position.



launch a pilot scheme to promote AI education, which includes strengthening the application of Generative AI in learning and teaching.

19. A robust foundation in mathematics and science education is the key prerequisite for cultivating talents in I&T. We will strengthen the nurturing of students studying science and mathematics at the senior secondary level to lay a strong foundation for their further learning in science and I&T, and will set up an ad-hoc committee under the Curriculum Development Council to initiate a review on the curriculum structure for implementing senior secondary science and mathematics subjects and their curriculum setting within the overall curriculum. Concrete recommendations are planned to be set out by 2026, so as to create favourable conditions for more senior secondary students to concurrently pursue more science subjects and the Extended Part of Mathematics.

20. In addition, the QEF will progressively launch more than 20 quality e-learning platforms or tools under the “e-Learning Ancillary Facilities Programme” for use by schools, with the aim of enhancing the effectiveness of learning and teaching, promoting digital education and driving the local development of educational technology. The Fund will also launch a new phase of the Dedicated Funding Programme for Publicly-funded Schools, under which the cumulative funding ceiling for publicly-funded schools and kindergartens joining the Kindergarten Education Scheme will be raised to enhance the quality of education. Meanwhile, we encourage schools to enrich artificial intelligence elements in learning and teaching, as well as school administration and management, by implementing the “enhanced School Development and Accountability framework”. We will also conduct inspections and school visits to keep in view schools’ progress in promoting digital education, and collect and disseminate effective practices.

*Foster Financial Education and Entrepreneurial Spirit and Promote the School-based Mission of Nurturing Students through School Mottos and Songs*

21. Financial education and cultivating entrepreneurial spirit aim to equip students with relevant knowledge and skills, foster their development of proper values, attitudes and behaviours, and prepare them to navigate an increasingly fast-changing world. School mottos and songs of primary and secondary schools in Hong Kong embody the educational goals and missions of their sponsoring bodies and the schools. As treasured assets for implementing school-based values education, they are well worth promoting. To this end, the EDB encourages publicly-funded schools to leverage various funding programmes to organise learning activities with the themes of school mottos and songs, as well as those related to financial education and entrepreneurial spirit, thereby fostering whole-person development of students.

## *Promote Language Education*

22. The EDB attaches great importance to the development of students' biliteracy and trilingualism and fostering a conducive environment for nurturing talents proficient in both Chinese and English, enabling Hong Kong to fully leverage the distinctive advantage of "strong support of the motherland and close connection with the world". To further promote students' learning of English and Putonghua, the EDB will build on the support measures introduced in the 2024 Policy Address and develop a self-directed English learning resource portal and a Putonghua self-learning platform in the 2025/26 school year, with the aim to encourage students to use these resources to extend their classroom learning and enhance their language proficiency. We will also organise a territory-wide reading award scheme to encourage multimodal reading, cultivate an interest in extensive reading, and develop an active reading habit among students, with a view to enhancing their language literacy.

### (3) Cultivate Values and Strengthen Sense of Belonging to our Country

23. The EDB has been supporting schools in integrating patriotic education into daily learning and teaching through a "multi-pronged and co-ordinated" approach. This includes ongoing optimisation of the curriculum, provision of training for teachers, and organisation of a wide variety of life-wide learning activities for students, with the aim of deepening students' affection for and sense of belonging to our country. We will continue to strengthen the Constitution and Basic Law Student Ambassadors Training Scheme to enhance their understanding of our country.

24. To tie in with the "Curriculum Framework of National Security Education in Hong Kong" and the curriculum frameworks for subjects in 2025, the EDB will continue to provide professional development programmes for teachers and organise relevant student activities to deepen teachers' and students' understanding of national security for further supporting schools in their promotion of national security education. We will also introduce the optimised curriculum frameworks for senior secondary Chinese History and History subjects, enabling students to develop a comprehensive and accurate understanding of national history and Chinese culture, thereby deepening their sense of national identity. We also plan to announce the final version of the Values Education Curriculum Framework in the 2025/26 school year, with emphasis on the role of Chinese culture as the backbone of values education, for use by schools to strengthen the promotion of values education.

25. We will also design itineraries for students to experience the founding history of the country and provide at least 40 routes with "red resources" through the Mainland exchange programmes and study tours

starting from the 2025/26 school year, so as to enhance students' understanding of the revolutionary stories and struggles of revolutionary predecessors, and nurture their national spirit by arranging visits to historical sites, museums, thematic memorial halls, etc. In addition, we will conduct focus inspections on national education in at least 50 schools in the 2025/26 school year to evaluate schools' effectiveness in using the self-evaluation cycle, thereby promoting the continuous development of national education. Through sharing inspection findings and promoting good practices, we will enhance the quality and effectiveness of national education, and deepen students' sense of patriotism.

26. Besides, the “Love Our Home, Treasure Our Country” series of activities will be regularised and popularised starting from the 2025/26 school year. The EDB will continue to lead government schools and work with more school sponsoring bodies (including Tung Wah Group of Hospitals, Po Leung Kuk, Hong Kong Council of the Church of Christ in China, The Lok Sin Tong Benevolent Society, Kowloon, Hong Kong Sheng Kung Hui and Catholic Diocese of Hong Kong) and school councils to jointly plan and implement the “Love Our Home, Treasure Our Country” series of activities, and strive to foster patriotic education in schools through collaboration across school sponsoring bodies and among schools, so as to further enhance students' national identity and cultural confidence.

#### (4) Enhance Physical and Mental Health and Promote Parent Education

27. The Master Plan points out the need to promote students' healthy growth and all-round development. The EDB is committed to promoting student mental health from a multi-pronged approach, and continues to strengthen the synergy through cross-departmental and cross-sector collaboration to enhance schools' efforts in promoting student mental health. The Government put in place the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong for early identification of and support for students with higher suicidal risk in December 2023. The Mechanism was enhanced and extended till end-December 2025. After reviewing the relevant circumstances and gauging the views of the sector, the Government, through the cross-departmental collaboration of the EDB, the Health Bureau and the Social Welfare Department, regularises the implementation of the Mechanism in all secondary schools, and extends it on a trial basis to Primary Four to Six in the 2025/26 school year, to help early identification of students in need in primary and secondary schools and strengthen support for them. Furthermore, the EDB will step up the promotion of mental health through the “4Rs Mental Health Charter” in primary and secondary schools, encouraging more school staff to receive training related to mental health first aid to strengthen their capacity in

providing appropriate support for students with mental health needs. We will also encourage more tertiary institutions to promote mental health on campus.

28. 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 will launch the Workplace Parent Education Programme in the 2025/26 school year to encourage working parents to participate in parent education activities, alongside the consolidation of parent education resources to further cater for the needs of parents with diverse backgrounds through multiple platforms, to assist parents to acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health. Besides, following the launch of the Parent Education Resource Package for Primary Schools in 2024, the EDB will launch the Parent Education Resource Package for Secondary Schools in 2026 to further support schools in implementing school-based parent education programmes.

(5) Strengthen Professionalism of Teachers and Nurture a High-quality Teaching Force

29. Teachers are the cornerstone of education development. The EDB attaches great importance to the professional development of teachers. In line with the initiatives of putting educators' spirits into practice for cultivating souls and nurturing a dedicated and capable teaching force as set out in the Master Plan, as well as to strengthen teachers' professionalism and competency, and to enhance teachers' social standing, the EDB will continue to implement various measures, including continuing the collaboration with Mainland education experts and institutions to organise systematic training for teachers and principals, and providing them with opportunities to participate in overseas training and exchange activities to enhance their professional capacity; continue to strengthen the spirit of cultivating values and nurturing people among teachers, facilitate teachers' integration of their pursuit of professionalism and commitment to upholding high moral standards, strengthen teachers' cultivation of morality and ethics, as well as to update the Guidelines on Teachers' Professional Conduct as and when appropriate and support activities that promote teachers' professional ethics. In response to the society's high expectation on teachers' professionalism, with a view to enhancing teachers' professional status, the EDB will enhance the teacher registration mechanism and explore amending the Education Ordinance to introduce the practising certificate and regular renewal requirements, so as to ensure that all school teachers in Hong Kong are fit and proper persons, thus upholding professionalism of the teaching force.

(6) Cater for Students with Diverse Learning Needs and Provide Support for Non-Chinese Speaking (NCS) Students

30. The Government is committed to encouraging and supporting the integration of NCS students into the community by 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 support measures. In the 2024/25 school year, the expenditure incurred for providing various measures and the additional funding for supporting NCS students is about \$680 million in total. With the implementation of various enhanced support measures, the number of schools admitting NCS students has gradually increased. At present, most of the publicly-funded schools in the territory have admitted NCS students, which account for about 75% of primary and secondary schools, 90% of special schools and 70% of kindergartens joining the Kindergarten Education Scheme. In addition, more than 30% of the NCS school candidates entering for DSE met the general entrance requirements of UGC-funded undergraduate programmes, which is comparable to the territory-wide rate of about 40% for day school candidates. This demonstrates that the Government's policy intent of encouraging and supporting the integration of NCS students into the community, including facilitating their early adaptation to the local education system, is being attained progressively.

31. The 2024 Policy Address sets out a number of measures to strengthen Chinese learning support and parental assistance for NCS students, which have all been completed on schedule. The measures include providing after-school Chinese language courses for primary NCS students, enhancing Online Chinese Language Self-learning Resources, organising cross-school, teacher-learning communities, providing more diversified parent education activities and support for parents of NCS students, and launching the "Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students" to help them support their children's whole-person development. In the 2026/27 school year, the EDB will introduce the HSK Chinese Proficiency Test learning materials tailored for NCS students from primary to the junior-secondary level in the 2026/27 school year to provide them with tailor-made teaching materials, and continue to provide after-school Chinese language courses and organise cross-school, teacher-learning communities, with a view to improving the Chinese language proficiency of NCS students.

(7) Indicators

32. The Government has set 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**.

## Ongoing Initiatives

33. Apart from the above key policy priorities/new initiatives, the EDB will continue to implement the major initiatives set out below.

### Primary and Secondary Education

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

34. The EDB has been strengthening support for schools in implementing life planning education in recent years through different measures, including providing additional resources/manpower and professional support, enhancing professional training for teachers, developing online resources, facilitating business-school partnership, etc. To complement the Hong Kong's "eight centres" positioning as established in the National 14th Five-Year Plan, the EDB will enhance the Business-School Partnership Programme (BSPP) 2.0 in the 2025/26 school year, by actively liaising with chambers of commerce and organisations of the "eight centres"-related industries to join the BSPP. Through the provision of diversified career exploration and work experience programmes, students will have an initial understanding of relevant industries. Meanwhile, the EDB will also promote the "Mentorship Programme" (the Programme) to business partners, actively encouraging them to provide activities to students through the Programme in order to help students better understand the authentic workplace situations, and explore their interests and career aspirations at an early stage.

#### *Expedite the Implementation of Small Class Teaching (SCT)*

35. To further enhance teaching and learning quality, the EDB is expediting the implementation of SCT in public sector primary schools to create a teaching environment that encourages teachers to design diversified learning activities and promote teacher-student interactions, thereby enhancing the effectiveness of classroom teaching. In the past few years, the number of public sector primary schools implementing SCT has continued to increase. Taking into account the seven schools that will start implementing SCT in the 2026/27 school year, it is expected that over 95% of public sector primary schools will be implementing SCT by then. We will continue to review the situation and foster the implementation of SCT at the earliest opportunity in a pragmatic manner.

### Kindergarten (KG) Education

36. 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, all Scheme-KGs have been provided with the one-off grant in the 2024/25 school year to strengthen support for KGs to promote national education through home-school co-operation. Besides, the “Relocation Grant” has been regularised starting from the 2024/25 school year to encourage and support more KGs to apply for relocation to government-owned premises. In addition, the EDB will continue to take forward the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme”, increasing the number of beneficiary Hong Kong KGs to 150 in the 2025/26 school year, to deepen professional exchanges and collaboration among KG teachers of the two places, with a view to enhancing the quality of KG education. We will continue to maintain communication with the sector pragmatically, with a view to supporting the sustainable development of KGs.

## **Conclusion**

37. “Education is the key to a hundred-year plan.” It is also the key to nurturing talents, who is the foundation for a strong nation and national rejuvenation. We will continue to maintain close liaison and communication with different stakeholders and pool together the efforts of various parties, so as to strengthen high-quality development of education in Hong Kong and forge ahead towards the strategic goal of developing China into a leading country in education.

## **Views Sought**

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

**Education Bureau**  
**September 2025**

**Indicators**

**A. New Indicators**

**1. Develop an International Education Hub and Talent Hub**

- Release the Northern Metropolis University Town Development Conceptual Framework **within 2026**.

**2. Promote Digital Education**

- Release the Blueprint for Digital Education in Primary and Secondary Schools **within 2026**; and
- **40** primary and secondary schools to participate in a pilot scheme on the promotion of AI education **in the 2025/26 and 2026/27 school years**, with the scheme gradually expanding to cover more than 200 schools.

**3. Cultivate Values and Strengthen Sense of Belonging to our Country**

- Provide at least **1 000** teacher training places relating to national security education **in the 2025/26 school year**;
- Organise various activities on national education for participation by students **in the 2025/26 school year**, with an expected attendance of no less than **200 000**; and
- Provide **1 500** teacher training places and continue to provide learning and teaching resources for the senior secondary Chinese History and History curricula **in the 2026/27 school year**.

**4. Enhance Physical and Mental Health and Promote Parent Education**

- Regularise the Three-Tier School-based Emergency Mechanism in all secondary schools across the city, and extend the Mechanism on a trial basis to the upper primary levels of all primary schools **in the 2025/26 school year**;
- Launch the Workplace Parent Education Programmes **in the 2025/26 school year** to encourage working parents to participate in parent education activities; and
- Launch the Parent Education Resource Package for Secondary Schools **in 2026** to further support schools in implementing school-based parent education programmes.



## **B. Ongoing and Valid Indicators for Specified Tasks Introduced in the 2024 Policy Address**

1. Participate in **three** international education exhibitions annually to promote the “Study in Hong Kong” brand via collaboration with local post-secondary institutions, with a view to promoting the development of an international post-secondary education hub.
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**;
  - Students in UGC-funded universities studying in disciplines relevant to “the eight centres” will reach around **60% by the 2026/27 academic year**; and
  - 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**.
3. Promote STEAM education in primary and secondary schools:
  - Provide at least **8 000** places for relevant competitions and training organised by the Hong Kong Academy for Gifted Education **in the 2025/26 school year**;
  - At least **700** schools to participate in the Quality Education Fund e-Learning Funding Programme annually **in the 2025/26 to 2026/27 school years**; 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. 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; and
  - 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.

5. Continue to promote patriotic education on and off campus **within the 2025/26 school year**:
- Conduct focus inspections on national education in at least **50** schools to enhance the quality and effectiveness of national education;
  - Provide training places for about **1 000** junior secondary Chinese History teachers who are not major in History;
  - Provide no less than **40** itineraries for students to experience the founding history of our country through Mainland exchange programmes and study tours; and
  - Arrange for no less than **30 000** participants to join in activities under the “Love Our Home, Treasure Our Country” series.