

For discussion
on 2 October 2026

Legislative Council Panel on Education

The First Five-Year Plan for Economic and Social Development of the Hong Kong Special Administrative Region (2026-2030) The Chief Executive's 2026 Policy Address Strategic Directions and Policy Initiatives on Education

The Chief Executive announced the First Five-Year Plan for Economic and Social Development of the Hong Kong Special Administrative Region (2026-2030) (Hong Kong's First Five-Year Plan) and delivered the 2026 Policy Address on 16 September 2026. Hong Kong's First Five-Year Plan sets out the blueprint for the city's development over the next five years. Meanwhile, the 2026 Policy Address serves as an annual report and sets out the key policy priorities for the implementation of Hong Kong's First Five-Year Plan. This paper outlines the strategic directions and policy initiatives relating to education in the two documents.

Actively Aligning with the National 15th Five-Year Plan and Developing an International Hub for High-calibre Talent

2. The "Outline of the 15th Five-Year Plan for National Economic and Social Development of the People's Republic of China" (the National 15th Five-Year Plan) was promulgated in March 2026, which sets out the major objectives in the next five-year period, including significant achievements in high-quality development, substantial improvements in scientific and technological self-reliance and strength. It also explicitly backs Hong Kong in accelerating the development of the Northern Metropolis (NM) and building an international hub for high-calibre talent. To actively align with the National 15th Five-Year Plan, the Government has formulated Hong Kong's First Five-Year Plan, systematically mapping out the visions and strategic directions for Hong Kong's economic and social development in the next five years. In particular, we have formulated forward-looking, overarching strategic directions on education, promoting the integrated development of education, technology and talent, and better serving our country to develop into a leading country in education.

3. Quality education is the strategic cornerstone for enhancing competitiveness as well as the core engine propelling Hong Kong's rise as an international hub for education and high-calibre talent. The Government has been investing heavily in education, with recurrent expenditure on education

amounting to \$102.3 billion in 2026-27, representing a cumulative increase of 28% over the past ten years. In line with the national strategies of digitalisation of education and invigorating the country through science and education, we are advancing digital education and will continue to consolidate and develop the unique advantages of Hong Kong's highly internationalised and diversified education system under "One Country, Two Systems", thereby promoting the development of a high-quality education system.

Major Strategic Directions and New Initiatives

4. In terms of education, the strategic directions and relevant initiatives set out respectively in Hong Kong's First Five-Year Plan and the 2026 Policy Address cover the following major areas:

- (1) Develop an international hub for education and high-calibre talent
- (2) Deepen the development of the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) and create an international collaboration network
- (3) Drive the Northern Metropolis development with university towns and leading industry development through technology
- (4) Promote digital and STEAM education to enhance the quality of learning and teaching
- (5) Enhance the operating standards of schools and strengthen support for student development
- (6) Cultivate values and strengthen sense of belonging to our country
- (7) Enhance physical and mental health and cater for students with diverse learning needs
- (8) Strengthen professionalism of teachers and nurture a high-quality teaching force

(1) Develop an International Hub for Education and High-calibre Talent

Attract and Gather High-calibre Talent and Establish the "Study in Hong Kong" Brand

5. The National 15th Five-Year Plan sets out the coordinated efforts in the development of a leading country in education and talent, promoting the integrated development of education, technology and talent, and promoting the virtuous cycle of independent technological innovation and independent cultivation of talent. Building on Hong Kong's status as home to five of the world's top 100 universities, the Government is committed to promoting the

integrated development of education, technology and talent. By leveraging our strengths, we will enhance the mechanisms to coordinate and execute our education, technology and talent strategies. To this end, we propose in Hong Kong's First Five-Year Plan to establish the "Study in Hong Kong" brand. The Task Force on Study in Hong Kong will strengthen promotion of Hong Kong's quality resources in academic studies, scientific research and international cooperation, and promote the "Study in Hong Kong" and the "Study Tour in Hong Kong" brands, with a view to attracting high-quality students to pursue their studies or career in Hong Kong. At the same time, we will drive post-secondary institutions to actively organise more exchange activities, and make good use of various measures, such as the Funding Scheme for Chinese Mainland and Global Engagement and Student Learning Experience, to broaden the international horizons of Hong Kong students, enhance cross-cultural exchange on campus, and foster a diverse and inclusive international learning environment, while encouraging students to explore development opportunities both at home and abroad.

6. To promote post-secondary education in Hong Kong, the Education Bureau (EDB) organised the first "Study in Hong Kong Week" this year, as well as the largest-ever Asia-Pacific Association for International Education 2026 Conference and Exhibition. The first International Symposium of the Alliance of Universities of Applied Sciences (UAS) was also held, bringing global education leaders together to exchange views on critical issues and the latest trends in post-secondary education. The Government makes every effort in developing Hong Kong into an international hub for post-secondary education and high-calibre talent through the following measures:

- (i) Drive the "Hong Kong: Your World-class Campus" international promotion and organise exhibitions in target areas (such as countries and regions along the Belt and Road (B&R));
- (ii) The University Grants Committee (UGC)-funded universities plan to organise more than 160 recruitment activities in the Chinese Mainland and overseas in the 2026/27 academic year to attract outstanding students from around the world; and
- (iii) Extend for two years the pilot arrangement of including graduates from the GBA campuses of Hong Kong universities under the Immigration Arrangements for Non-local Graduates. This will allow more outstanding talent to remain in Hong Kong or come to our city for employment.

7. To attract outstanding students from B&R countries to pursue their

studies in Hong Kong, the Government's B&R Scholarship has benefitted students from 57 countries as of the 2025/26 academic year. We will increase the annual quota of the scholarships to 200 places, starting from the 2027/28 academic year.

8. The EDB will also continue to support exchanges outside Hong Kong and expand campus cross-cultural exchanges. The Funding Scheme for Chinese Mainland and Global Engagement and Student Learning Experience has benefitted over 74 000 students over the past three academic years. Starting from the 2026/27 academic year, the UGC will inject \$100 million into the Scheme to cover countries and regions along the B&R.

Vocational and Professional Education and Training (VPET)

9. To align with the core positioning of VPET in the National 15th Five-Year Plan of supporting new quality productive forces and the supply of strategic skilled talent, Hong Kong's First Five-Year Plan proposes building a platform for the integration of industry and education, encouraging institutions to upgrade into UAS and substantially increasing the provision of applied degree programmes, as well as encouraging UAS to offer programmes and conduct research projects in collaboration with institutions in the Mainland and overseas to enhance the overall quality and recognition of UAS, thereby nurturing applied talent with professional skills, innovative thinking and an international perspective.

10. The EDB has all along adopted the strategy of "fostering industry-institution collaboration and diversified development" under a multi-pronged approach to promote VPET as a pathway parallel to conventional academic education. In collaboration with the Alliance of UAS, the EDB will conduct publicity work on VPET early in secondary schools, to promote diversified pathways for students. We will also deepen collaboration with the GBA to explore, among others, the provision of joint programmes, cross-boundary internship and research collaboration, so as to support the goals of building a platform for the integration of industry and education and nurturing applied talent.

Direct Subsidy Scheme (DSS) and International School Development

11. As set out in Hong Kong's First Five-Year Plan, the Government supports the development of a vibrant international school sector to meet the demand for international school places among non-local families, thereby attracting and retaining non-local talent. The EDB continuously reviews the supply of international school places and plans to allocate sites in the NM or other areas next year for the development of international schools to meet

society's demand and support talent development.

12. We also continue to take forward the “DSS Expansion”, while strengthening publicity and attracting overseas students to encourage more DSS schools to admit non-local students. We will also support the Hong Kong DSS Schools Council in formulating the Code of Practice for Operating Student Hostels, setting relevant standards for compliance by operators intending to provide accommodation facilities for non-local students (especially minors), so as to ensure suitable living conditions for incoming students.

(2) Deepen the Development of the Guangdong-Hong Kong-Macao Greater Bay Area and Create an International Collaboration Network

13. To drive the collaborative development of education in the GBA, the Government sets out in Hong Kong's First Five-Year Plan the intention to strengthen cooperation between Hong Kong's higher education institutions and those in other GBA cities by establishing cross-disciplinary partnerships, facilitating scientific research, knowledge transfer and commercialisation, with a view to promoting high-level research. Moreover, the EDB continues to support Hong Kong's higher education institutions in forming alliances with their counterparts in the Mainland, and enhance the level of joint talent cultivation and exchanges between Guangdong and Hong Kong, fostering effective industry-academia-research collaboration between Hong Kong and the Mainland.

14. To mark the 10th anniversary of the Guangdong-Hong Kong-Macao University Alliance, the Government will continue to improve the mechanism for establishing alliances between higher education institutions in Hong Kong and the Mainland, deepening co-operation among member institutions in technological innovation and talent exchange.

(3) Drive the Northern Metropolis Development with University Towns and Leading Industry Development through Technology

15. The Government proposes in Hong Kong's First Five-Year Plan to expedite the development of the Northern Metropolis University Town (NMUT), promote capacity expansion and quality enhancement for post-secondary education, foster the integration of industry development with academic sectors where Hong Kong enjoys an edge, so as to further enhance the international standing of Hong Kong's post-secondary education. We will build high-quality university towns that are suitable for education, research, innovation and living. Adopting the strategic positioning that integrates the four pillars of “talent cultivation, scientific research, transformation of

outcomes, industry development”, we will drive the synergistic development among the Government, industries, academia, research and investment sectors, in a bid to achieve the integrated development of education, technology and talent.

16. We will develop the San Tin¹ (ST), Hung Shui Kiu² (HSK) and Ta Kwu Ling³ (TKL) university towns in the NM. The university towns are developed based on the concept of town area comprising campus area, technology area, industry area and living community area, and planned around “One Town, Five Elements” (education, technology, industry, talent and urban development), to drive the overall development of NMUT. The campus areas of the three university towns amount to about 300 hectares. Together with the surrounding technology areas, industry areas and living community areas, the overall planned areas will exceed 1 000 hectares.

17. The ST University Town will focus on the development of medicine, life and health technology, artificial intelligence (AI), robotics, microelectronics and emerging industries, with its campus area covering the land near the future Northern Link’s San Tin Station and Ngau Tam Mei Station. Its technology area and industry area will cover the Loop Hong Kong Park and San Tin Technopole. The Loop Hong Kong Park, which opened in 2025, is home to the established Greater Bay Area International Clinical Trial Institute (GBAICTI), which has been in operation. The GBAICTI is wholly owned by the Government, with the University of Hong Kong as the operator. The GBAICTI works in collaboration with the Greater Bay Area International Clinical Trials Center, located in the Shenzhen Park of the Hetao Shenzhen-Hong Kong Science and Technology Innovation Co-operation Zone, to promote medical innovation and clinical trial development. It also houses a biobank, jointly managed by the Hospital Authority and the Chinese University of Hong Kong. Building 1 of the Loop Hong Kong Park, scheduled for completion by the end of the year, will be positioned as the flagship project for launching of NMUT, bringing together the frontier research capabilities of leading local and non-local universities and institutions, including InnoHK and other new initiatives. It will promote interaction and connection between universities, research and development (R&D) and industries. In line with its strategic positioning, the building will be named “Loop Academy One”, which reflects the tripartite mission anchored by academia, with R&D a core part, and underpinned by technology. In addition, the Hong Kong Jockey Club Charities Trust will allocate \$3 billion to support the construction of another integrated teaching and scientific research building. It will focus on educational and scientific exchange, as well as the cultivation of scientific research talent, and

¹ Located in the San Tin Technopole and Ngau Tam Mei New Development Areas (NDAs).

² Located in the Hung Shui Kiu/Ha Tsuen NDA.

³ Located in the Ta Kwu Ling NDA (formerly known as the New Territories North New Town).

will make available its facilities for other institutions to use. The two buildings will complement one another, marking the start of a new chapter in the development of NMUT.

18. The campus area of the HSK University Town and its adjoining technology and industry areas (including Hung Shui Kiu Industry Park, the Lau Fau Shan Digital Technology Hub, Yuen Long InnoPark and the Hong Kong Microelectronics Research and Development Institute) will be developed as a “Centre for Applied Post-secondary Education in Smart Manufacturing and Global Talent Cultivation”. The Government has announced the release of three campus area sites at the HSK University Town and invited applications from eligible post-secondary institutions for the construction of campuses to kick-start the development of the HSK University Town campus area, with a view to announcing the institutions to be established in early-2027 for commencement of relevant works as soon as possible.

19. The TKL University Town will integrate arts and “blue-green” development elements. It will support comprehensively the development of emerging and traditional industries, as well as new industries. Strategic space will also be reserved for future development needs, establishing a university town with a unique style that integrates the “One Town, Five Elements”, along with an arts and leisure ecosystem.

20. The Working Group on Planning and Construction of the University Town, led by the Chief Secretary for Administration, will be upgraded to become the Committee on Construction and Development of the University Town, and include non-official expert members. The Committee will provide high-level steer with respect to the long-term strategic development of NMUT, while promoting inter-departmental collaboration, and facilitating the development of an internationally competitive university town.

21. To dovetail with the development of NMUT, and raise Hong Kong’s scientific research capabilities, the Government will support the capacity expansion and enhancement of post-secondary education:

- (i) Gradually increase the number of UGC-funded research postgraduate places by around 30% from the current level of 7 200 to 9 600 in the 2030/31 academic year, so as to support the vibrant development of basic research in Hong Kong.
- (ii) Starting from the 2027/28 academic year, gradually increase the annual quota of the Hong Kong PhD Fellowship Scheme from 400 to 550 places by the 2029/30 academic year.

- (iii) Starting from the 2027/28 academic year, an additional funding of \$20 million per academic year will be provided to support knowledge transfer, thereby accelerating the transformation of innovative outcomes.
- (iv) Starting from the 2029/30 academic year, \$40 million a year will be provided under the Fund for Innovative Technology-in-Education to promote the widespread use of AI and emerging technologies in the higher education sector.

(4) Promote Digital and STEAM Education to Enhance the Quality of Learning and Teaching

22. To closely align with the National 15th Five-Year Plan on the integrated development of education, technology and talent, and to advance the digital transformation strategy for education, Hong Kong's First Five-Year Plan proposes to promote digital education in primary and secondary schools, strengthen students' learning in mathematics, science and technology, holistically enhance students' AI literacy, advance school curriculum development to keep pace with the times, foster students' spirit of "Technology for Good" with humanistic qualities, and promote digitalisation in kindergarten education administration.

23. In line with the development of digital education, the EDB strives to enhance students' media and information literacy, fostering their critical thinking, as well as good moral character, sense of responsibility and sound judgement. Under the Values Education Curriculum Framework (2026), we will support schools in guiding students to make good and prudent use of AI tools and resources with proper values and attitudes. At the same time, the EDB will, in accordance with the previously released Blueprint for Digital Education Development in Primary and Secondary Schools, adhere to the rationale of "students as the foundation, teachers as the profession, schools as the base, and society as the partner" to formulate forward-looking strategies, and strengthen students' mathematics, science and technology education to enhance their scientific literacy and innovation capabilities, so as to reinforce talent cultivation, consolidate Hong Kong's advantages as an international education hub and contribute to building our country into a leading country in education.

24. In addition, we will review technology education in primary schools to optimise the interface of Information and Innovation Technology curricula between primary and secondary levels; and revise the senior secondary mathematics and science curricula. The EDB will also roll out a free digital-education learning resource platform equipped with AI Large Language

Models, while progressively extending the “AI Teaching Assistant” to more subjects to provide teaching support, harnessing technology to empower learning and teaching, and holistically enhancing students’ AI literacy.

25. For kindergartens, the EDB will promote digitisation in kindergarten education administration. This initiative aims to enhance the overall effectiveness of kindergartens in utilising innovative technology and AI, drive administrative efficiency, create more space for teachers, and build a professional teaching team equipped with digital literacy. At the same time, by combining parent education and home-school cooperation, it seeks to inspire young children’s curiosity, creativity and exploratory spirit, as well as cultivate correct values, attitudes and good living habits (including healthy use of digital technology products) to establish early digital literacy and lay the foundation for primary digital education. We will earmark funding under the Quality Education Fund to implement relevant measures, including enhancing digital equipment and AI tools of kindergartens, promoting technological ethics and digital literacy to parents, and providing training relevant to strengthening the knowledge and application of innovative technology and AI to enhance digital literacy, understanding and practical application among kindergarten teachers, principals and administrative staff.

(5) Enhance the Operating Standards of Schools and Strengthen Support for Student Development

26. To align with the National 15th Five-Year Plan which advocates expanding excellence and enhancing quality in basic education, while stepping up the dynamic adjustment of resources for basic education and their cross-level reallocation to address surpluses and shortfalls, Hong Kong’s First Five-Year Plan sets out a development direction for the continuous enhancement of the quality of basic education. This includes enhancing the mechanism for allocating education resources to tie in with demographic changes, enhancing the dynamic adjustment of resources for basic education and their re-allocation to address surpluses and shortfalls, stepping up efforts to encourage and support school sponsoring bodies to merge quality primary and secondary schools with potential. It also seeks to expedite resources consolidation for schools of a smaller scale, enhance the quality of primary and secondary education, provide a solid talent support for Hong Kong’s long-term development, and at the same time respond to parents’ aspirations for high-quality schools.

27. The EDB accords top priority to the interests of students, ensuring the healthy and sustainable development of the education system of Hong Kong. We will refine the Code of Practice for Private Schools and finalise the Code (Pilot Version) in the 2026/27 school year to establish regulatory standards, and update the Private School List, improving the operation standards and

transparency of private schools. Besides, we will launch the “Confluence and Elevation – School Excellence Project” for publicly-funded schools within the 2026/27 school year to further encourage and facilitate mergers of suitable publicly-funded primary and secondary schools, consolidating resources and enhancing education quality.

28. Furthermore, the Government has all along attached great importance to students’ biliterate and trilingual development. Hong Kong’s First Five-Year Plan puts forward strengthening biliterate and trilingual education and the learning of other languages to promote cross-cultural exchanges in support of Hong Kong’s role as an East-meets-West centre for international arts and cultural exchange and a base for fostering cultural exchanges between our country and the rest of the world, thereby enhancing Hong Kong’s competitiveness. To strengthen support for student development, we will develop a one-stop self-directed learning portal for Chinese Language Education, organise territory-wide English speaking activities for students, provide opportunities for junior secondary students to learn other languages and encourage schools to arrange diversified activities for students to use the languages. The EDB will also collaborate with companies and higher education institutions to enhance the financial literacy of students, thereby consolidating Hong Kong’s international advantages and supporting its integration into and serving the overall national development.

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

29. To align with the strategic initiative of “fostering virtue through education in the new era” under the 15th Five-Year Plan, Hong Kong’s First Five-Year Plan sets out deepening patriotic education, national education, national security education and values education, and integrating them into daily teaching, with a view to nurturing a new generation with both virtue and ability, an affection for our country and Hong Kong, cultural confidence, proper values and a global perspective.

30. The EDB has all along adopted a “multi-pronged and mutually co-ordinated” approach to enhancing students’ sense of national identity, building their cultural confidence and strengthening their sense of nationhood from an early age. In the 2026/27 school year, we will extend the promotion of activities for the Constitution and Basic Law Student Ambassadors Training Scheme to all publicly-funded primary and secondary schools to further enhance school participation. In addition, we will launch a new national security education online platform to tie in with the updated Curriculum Framework of National Security Education in Hong Kong, and provide more learning and teaching resources as well as teacher training courses on national geography to further facilitate the implementation and development of national

geography education at schools, and the deepening of students' understanding of our country, thereby strengthening their affection for and sense of belonging to our country.

31. Mainland exchange programmes and study tours for students form an important part of patriotic education. In line with our country's latest development and school curriculum, the EDB has been organising Mainland exchange programmes for primary and secondary students with diverse themes and subsidising those organised by schools. Starting from the 2022/23 school year, the EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development. This enables students to gain first-hand experience of the latest development and achievements of our country in different aspects from multiple perspectives, consolidate and deepen what they have learnt in class, strengthen their sense of national identity, and foster their affection for and sense of belonging to our country. In the 2026/27 school year, the EDB will increase the number of routes featuring "red resources" through the Mainland exchange programmes and study tours for students from 40 to at least 50, including routes visiting sites of the Revolutionary History, museums and thematic memorial halls, as well as routes relating to the commemoration of the 90th anniversary of the victory of the Red Army's Long March.

(7) Enhance Physical and Mental Health and Cater for Students with Diverse Learning Needs

32. To align with the National 15th Five-Year Plan on deepening the implementation of quality education, fostering students' healthy growth and all-round development, and popularising mental health education, the Government continues to strengthen the work on promotion of student mental health, facilitating the healthy growth and all-round development of students. The EDB will continue to implement the Three-Tier School-based Emergency Mechanism in Primary Four to Six on a trial basis in the 2026/27 school year and enhance the related support services, strengthening training for school professionals to facilitate early identification of and support for students with higher suicidal risk. In addition, the EDB will continue to provide teacher training on catering for students' mental health needs, and organise programmes relating to the physical and psychological well-being of teachers. To support schools to help parents early identify and take care of students with mental health needs, the EDB will launch a Mental Health Literacy Resource Package for Parents in this school year and organise parent education programmes relating to student mental health (including digital health).

33. The Government also strives to create an equal and caring society. We implement integrated education based on the premise of "equal

opportunities and catering for learner diversity” to support students with special educational needs. The EDB will launch the “Enhanced Support for Students with Attention Deficit/Hyperactivity Disorder” Project in the 2026/27 school year and pilot the Project for three years, starting from the 2027/28 school year. It will provide small-group training and other support services for students with Attention Deficit/Hyperactivity Disorder studying in public sector ordinary primary and secondary schools, thereby enhancing their performance in behavioural, social and learning adaptation.

34. In addition, the Government is committed to encouraging and supporting the integration of non-Chinese speaking (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 learning support for NCS students from pre-primary to secondary education stages through multiple strategies. In the 2025/26 school year, the expenditure incurred for providing support measures for NCS students amounts to about \$700 million in total.

35. The EDB is actively taking forward various enhanced support measures for NCS students, including continuing to provide after-school Chinese language courses for NCS students from Primary 1 to Secondary 3 by using the learning materials for the Youth Chinese Test and the Hanyu Shuiping Kaoshi Chinese Proficiency Test tailored for NCS students. Cross-school, teacher-learning communities will also be organised. The EDB will also provide suitable learning materials for NCS students through the one-stop self-directed learning portal for Chinese Language Education.

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

36. To align with the National 15th Five-Year Plan on promoting the spirit of outstanding educators and strengthening the cultivation of teachers’ morality and ethics, Hong Kong’s First Five-Year Plan proposes enhancing the teacher registration mechanism and refining the training framework for teachers to strengthen their professionalism and competencies.

37. As the statutory authority responsible for teacher registration, the EDB has been actively monitoring the professional qualifications and conduct of teachers in order to safeguard the well-being of students. We will amend the Education Ordinance to require a practising certificate as a prerequisite for teaching, and plan to introduce the Education (Amendment) Bill to the Legislative Council within 2026 to enhance the teacher registration mechanism, ensuring that all school teachers in Hong Kong are fit and proper persons, thereby upholding the professionalism of the teaching force. The EDB will

also improve the teacher training framework by setting specific training requirements to support the implementation of the practising certificate for teachers. Diversified training opportunities will be provided to enable teachers to keep pace with the times and enhance their professional capacity.

(9) Indicators

38. 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

39. Apart from the above new initiatives, the EDB will continue to implement the following major initiatives:

- (i) UGC-funded universities have all along been the top choices of Mainland and overseas students, with approximately a quarter of students enrolled in the UGC-funded programmes coming from areas outside of Hong Kong. The Government has increased the admission quota of non-local students from the 2024/25 academic year to attract more non-local students to pursue their studies in Hong Kong. Starting from the 2026/27 academic year, the enrolment ceiling for self-financing non-local students of each funded post-secondary institution will be raised from the level currently 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%. Apart from providing more student hostels for UGC-funded universities through the Hostel Development Fund, together with the Development Bureau, the EDB will continue the Hostels in the City Scheme, which encourages the market to convert and redevelop existing commercial buildings into student hostels on a self-financing and privately-run basis, with a view to addressing society's demand for student hostels.
- (ii) In terms of kindergarten education, the EDB has all along supported the sustainable development of kindergartens 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 kindergarten sector. The EDB will continue to

take forward the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme”, increasing the number of beneficiary Hong Kong kindergartens to 200 in the 2026/27 school year, to deepen professional exchanges and collaboration among kindergarten teachers of the two places, enhancing the quality of kindergarten education. We will continue to maintain communication with the sector pragmatically, with a view to supporting the sustainable development of kindergartens.

Conclusion

40. Education is the key to nurturing talent, and talent is the core of Hong Kong’s competitiveness. We will take forward more holistic and targeted policy initiatives on education in accordance with the strategic development directions set out in Hong Kong’s First Five-Year Plan. We will also work in concert with different stakeholders to advance the high-quality development of education in Hong Kong, with a view to strengthening talent support for the future development of the country and Hong Kong.

Views Sought

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

Education Bureau
September 2026

Indicators

A. New Indicators

1. Develop an International Hub for Education and High-calibre Talent

- Progressively drive the “Hong Kong: Your World-class Campus” international promotion **starting from the 2026/27 academic year**, which includes the production of a series of promotional materials and videos.
- **In the 2026/27 academic year**, target to increase the number of non-local students enrolled in locally accredited full-time post-secondary programmes in Hong Kong by **5%** to approximately **90 000**.
- **In the 2026/27 academic year**, the Alliance of Universities of Applied Sciences will organise **three** major promotional events targeting secondary schools, promoting the articulation between applied learning, vocational and professional education and training programmes, and applied degrees.

2. Drive the Northern Metropolis Development with University Towns and Leading Industry Development through Technology

- Upgrade the current “Working Group on Planning and Construction of the University Town” to become the “Committee on Construction and Development of the University Town” **in Q4 2026** to provide high-level steer to the long-term strategic development of the Northern Metropolis University Town; and set up a “Dedicated Vetting Group” to be led by the Chief Secretary for Administration to vet the campus development applications submitted by institutions.
- Gradually increase the number of University Grants Committee-funded research postgraduate places by around **30%** from the current level of **7 200** to **9 600 in the 2030/31 academic year**.
- **Starting from the 2027/28 academic year**, gradually increase the annual quota of the Hong Kong PhD Fellowship Scheme from 400 to **550** places **in the 2029/30 academic year**.
- **Starting from the 2027/28 academic year**, an additional funding of **\$20 million** per academic year will be provided to support knowledge transfer.

- **Starting from the 2029/30 academic year, \$40 million** will be provided under the Fund for Innovative Technology-in-Education per year for promoting the widespread use of AI and emerging technologies in the higher education sector.

3. Promote Digital and STEAM Education to Enhance the Quality of Learning and Teaching

- Progressively roll out a digital education learning resource platform equipped with Large Language Models **in the 2026/27 school year**, and develop “AI Teaching Assistants” for use in at least **two** different subjects.
- Launch the Information and Innovation Technology Curriculum Framework for Primary Schools **in the 2026/27 school year**.
- Release the revised curricula of senior secondary Physics, Chemistry and Biology **in the 2026/27 school year**, and the revised curriculum of the Extended Part of senior secondary Mathematics **in the 2027/28 school year**.
- **By 2027**, announce relevant support measures to promote digitalisation in kindergarten education administration.
- **By the end of the 2028/29 school year**, at least one teacher or administrator in every kindergarten joining the Kindergarten Education Scheme will have participated in training on innovative technologies/AI.

4. Enhance the Operating Standards of Schools and Strengthen Support for Student Development

- Finalise the Code of Practice for Private Schools (Pilot Version) **in the 2026/27 school year** to establish regulatory standards.
- Launch the “Confluence and Elevation – School Excellence Project” for publicly-funded schools **within the 2026/27 school year** to facilitate the consolidation of schools by School Sponsoring Bodies, strengthening the scale of publicly-funded secondary and primary schools, and promoting high-quality development of basic education.
- Launch a one-stop self-directed learning portal for Chinese Language Education **in the 2026/27 school year** and provide multi-modal learning resources for primary and secondary students.

- Establish dedicated social media channels **in the 2026/27 school year** to showcase English-language videos featuring primary and secondary students; and to engage **3 000** students in English-speaking activities.
- Organise activities **in the 2026/27 school year** for junior secondary students to showcase their achievements in learning other languages.
- Organise no fewer than **20** student activities related to values education **in the 2026/27 school year**.
- Announce the details of “Bringing Financial Education to Schools” Scheme **in the 2026/27 school year**.

5. Cultivate Values and Strengthen Sense of Belonging to our Country

- Launch a brand new national security education online platform **in the 2026/27 school year** for students’ use.
- Organise diversified learning activities **in the 2026/27 school year** for the Constitution and Basic Law Student Ambassadors, with an estimated student attendance of no less than **40 000**.
- Provide at least **1 000** teacher training places related to national geography education **in the 2026/27 school year**.

6. Enhance Physical and Mental Health and Cater for Students with Diverse Learning Needs

- Continue to implement the Three-Tier School-based Emergency Mechanism in Primary Four to Six on a trial basis **in the 2026/27 school year**.
- Launch a Mental Health Literacy Resource Package for Parents **in the 2026/27 school year**.
- Organise parent education programmes on supporting parents in catering for the mental health of their children **in the 2026/27 school year**.
- Provide teacher training on catering for students’ mental health needs **in the 2026/27 school year**.
- Organise programmes relating to teachers’ physical and psychological well-being **in the 2026/27 school year**.

- Launch the “Enhanced Support for Students with Attention Deficit/Hyperactivity Disorder” Project **in the 2026/27 school year** and pilot the Project for three years starting **from the 2027/28 school year**, to support a total of approximately **200** public sector ordinary primary and secondary schools, benefitting a total of about **6 500** students.

7. Strengthen Professionalism of Teachers and Nurture a High-quality Teaching Force

- Introduce the Education (Amendment) Bill on enhancement of the teacher registration mechanism to the LegCo **within 2026**.
- Introduce an enhanced teacher training framework **in the 2026/27 school year**.

B. Ongoing and Valid Indicators for Specified Tasks Introduced in the 2025 Policy Address

1. Continue to promote patriotic education on and off campus to strengthen students' sense of belonging to our country. 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**.
2. 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 hub for post-secondary education.
3. Promote digital education. **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.
4. Promote STEAM education in primary and secondary schools. At least **700** schools to participate in the Quality Education Fund e-Learning Funding Programme annually from **the 2025/26 to 2026/27 school years**.
5. Arrange for at least **40** Mainland expert teachers to come to Hong Kong every school year and introduce cross-curricular support initiatives.
6. 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.