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Replies to initial questions raised by Legislative Council Members in examining the Estimates of Expenditure 2026-27

Director of Bureau : Secretary for Education

Session No. : 14

Consolidated e-file name : EDB-1-e1.docx

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CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 1850)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Education for children is the “prime concern” of high-calibre talent from Mainland and overseas in considering settlement in Hong Kong. At present, Hong Kong has limited world-class basic education resources with the provision of full boarding services. In the meantime, due to a low birth rate, some of the primary and secondary school premises in Hong Kong have been left idle. Will the Government consider developing a “quality international boarding basic education centre”, in particular to complement the development of the Northern Metropolis University Town? Such a move is more than an economical one to make use of vacant school premises in Hong Kong and foster diversification of our industries, meanwhile retaining our talent.

Asked by: Hon CHAN Hiu-fung, Nick (LegCo internal reference no.: 27)

Reply:

Various talent schemes introduced by the Government in recent years are aimed at attracting diversified talent to develop and settle in Hong Kong. For children of incoming talent who arrive in Hong Kong as dependants, they would normally live with their parents for better care and adaptation. The children of incoming talent can also enrol to various type of schools like other local students. If those dependants have the need for boarding services, their parents may choose schools that provide boarding services. If need be, where the school premises, space and complementary conditions permit, individual schools may submit applications to the Education Bureau (EDB) to provide boarding facilities on a self-financing basis.

As announced by the Chief Executive in the 2025 Policy Address, international schools are encouraged to increase their admission quotas. We will 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. We will consider the applications based on the actual needs. EDB will closely monitor the residential needs of non-local students, as well as the impacts and opportunities from the University Town and other developments, and maintain communication with the education sector to review the related arrangements in a timely manner.

It is also mentioned in the 2025 Policy Address that, on a trial basis, schools under the Direct Subsidy Scheme (DSS) will be allowed to apply for increasing the number and size of classes, expanding their intake of non-local students with student visas to study on a self-financing mode. Given that boarding facilities are of crucial consideration to non-local students with student visas to study in Hong Kong, EDB permits schools to apply simultaneously for a higher percentage share of school fee income be transferred to the reserve for above-standard facilities, thereby catering for the construction or expansion of boarding facilities. EDB will continuously review the supply and demand of boarding facilities in DSS schools, and offer advice and support when appropriate.

Regarding vacant school premises, when such premises are not required to be retained for primary or secondary school use, EDB will release the relevant sites for the Planning Department's consideration of suitable alternative uses, including public and private housing development, social welfare facilities, parks, art centres and vocational training centres, or for short-term uses by various government departments. Since the implementation of the Central Clearing House mechanism in 2011, EDB has released around 260 vacant or to-be-vacant school premises sites.

- End -

CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 1690)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Kindergarten Education Scheme (the Scheme), please provide the following information by district –

- i. the number of subsidised half-day (HD), whole-day (WD), and long whole-day (LWD) kindergartens (KGs) in Hong Kong, the number of their students, the percentage share of their students among eligible students in the district concerned, as well as their median school fee in the past 3 years; and
- ii. the number of HD, WD, and LWD KGs which do not join the Scheme in Hong Kong, the number of their students, the percentage share of their students among eligible students in the district concerned, as well as their median school fee in the past 3 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 12)

Reply:

- i. From the 2023/24 to 2025/26 school years, the number of KGs joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs), the number of their eligible students and the percentage share of these students among eligible students in the district concerned, as well as their median annual school fee, by district and class type are tabulated at Annex 1. As only a very small number of half-day (HD) Scheme-KGs in Hong Kong collect school fees, it is more appropriate to provide information about the median school fee on a territory-wide basis (instead of a district basis). For HD Scheme-KGs that collect school fees, the median school fee is \$4,100, \$4,200 and \$4,200 from the 2023/24 to 2025/26 school years respectively.
- ii. From the 2023/24 to 2025/26 school years, the number of KGs not joining the Scheme (non-Scheme KGs), the number of their students and the percentage share of these students among non-Scheme KG students in the district concerned, as well as their median annual school fee, by district and class type are tabulated at Annex 2.

**Number of Scheme-KGs, number of their eligible students,
percentage share of these students among eligible students in the district concerned and
their median annual school fee by district and class type
from the 2023/24 to 2025/26 school years**

2023/24 school year

District	HD class			WD class				LWD class			
	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)
Central & Western	15	2 595	74.5%	8	376	10.8%	11,300	9	511	14.7%	15,600
Wan Chai	8	1 736	73.0%	4	236	9.9%	15,800	6	407	17.1%	15,600
Eastern	36	2 715	56.4%	27	1 270	26.4%	13,200	15	825	17.2%	15,600
Southern	12	643	38.0%	10	527	31.1%	8,100	8	524	30.9%	17,300
Sham Shui Po	30	3 971	55.1%	25	2 012	27.9%	9,100	13	1 222	17.0%	15,300
Yau Tsim Mong	10	1 693	53.5%	3	231	7.3%	4,800	14	1 239	39.2%	14,800
Kowloon City	30	5 466	68.9%	18	1 476	18.6%	15,400	14	991	12.5%	11,900
Wong Tai Sin	24	1 755	39.1%	20	1 443	32.2%	6,900	17	1 288	28.7%	14,200
Kwun Tong	45	4 268	48.6%	39	2 882	32.8%	10,500	24	1 633	18.6%	13,800
Tsuen Wan	20	2 856	64.6%	9	625	14.1%	11,900	10	940	21.3%	11,900
Tuen Mun	38	5 437	63.7%	31	1 827	21.4%	9,900	19	1 274	14.9%	11,900
Yuen Long	51	8 283	66.9%	34	2 405	19.4%	6,300	18	1 691	13.7%	11,000
North	30	3 949	58.3%	28	2 007	29.6%	8,100	10	819	12.1%	11,700
Tai Po	15	2 206	55.7%	13	948	24.0%	6,100	9	804	20.3%	18,700
Sha Tin	38	4 929	58.1%	29	1 946	22.9%	9,800	20	1 610	19.0%	13,000
Sai Kung	29	3 123	59.2%	22	1 273	24.1%	11,100	13	880	16.7%	14,900
Islands	21	1 603	55.5%	17	1 001	34.7%	10,000	5	283	9.8%	8,100
Kwai Tsing	41	3 274	49.5%	35	2 072	31.3%	8,600	19	1 270	19.2%	9,800

2024/25 school year

District	HD class			WD class				LWD class			
	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)
Central & Western	15	2 764	77.1%	8	311	8.7%	13,000	9	512	14.3%	15,900
Wan Chai	8	1 760	73.1%	4	271	11.3%	15,800	6	376	15.6%	16,400
Eastern	33	2 081	51.0%	27	1 207	29.6%	11,700	15	792	19.4%	15,600
Southern	10	436	30.9%	10	529	37.5%	9,600	8	446	31.6%	17,500
Sham Shui Po	32	3 153	49.6%	26	2 085	32.8%	9,800	13	1 123	17.7%	15,600
Yau Tsim Mong	10	1 454	51.1%	3	247	8.7%	5,400	14	1 147	40.3%	16,300
Kowloon City	28	5 186	68.6%	19	1 432	18.9%	13,300	14	941	12.4%	11,900
Wong Tai Sin	25	1 297	33.1%	23	1 415	36.1%	8,400	17	1 209	30.8%	14,200
Kwun Tong	44	3 484	45.6%	39	2 711	35.5%	11,500	24	1 442	18.9%	14,200
Tsuen Wan	22	2 526	62.2%	10	597	14.7%	11,900	10	940	23.1%	11,900
Tuen Mun	36	4 731	61.4%	32	1 752	22.7%	11,100	19	1 228	15.9%	11,600
Yuen Long	50	7 303	64.3%	35	2 383	21.0%	7,300	18	1 674	14.7%	11,600
North	30	3 278	52.9%	28	2 139	34.5%	8,100	10	784	12.6%	13,200
Tai Po	15	1 890	50.0%	13	1 065	28.2%	5,900	9	822	21.8%	19,600
Sha Tin	38	4 011	53.1%	31	1 972	26.1%	11,300	20	1 573	20.8%	12,800
Sai Kung	29	2 703	55.0%	22	1 376	28.0%	11,700	13	833	17.0%	14,400
Islands	20	1 466	55.0%	16	917	34.4%	10,200	5	284	10.6%	9,600
Kwai Tsing	41	2 666	45.8%	35	1 963	33.7%	9,900	18	1 195	20.5%	10,600

2025/26 school year

District	HD class			WD class				LWD class			
	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)	No. of Scheme-KGs	No. of eligible students	Percentage share among eligible students in the district concerned	Median annual school fee (\$)
Central & Western	14	2 496	74.2%	7	353	10.5%	16,000	9	514	15.3%	16,200
Wan Chai	8	1 644	72.3%	4	280	12.3%	17,300	5	349	15.4%	17,800
Eastern	30	1 659	48.3%	24	1 063	31.0%	12,900	15	712	20.7%	15,900
Southern	10	346	27.8%	10	475	38.2%	11,100	8	423	34.0%	17,800
Sham Shui Po	30	2 362	43.7%	26	2 051	38.0%	10,400	13	990	18.3%	16,200
Yau Tsim Mong	12	1 247	47.6%	4	311	11.9%	6,900	14	1 063	40.6%	16,600
Kowloon City	28	4 825	68.9%	19	1 344	19.2%	11,900	14	832	11.9%	12,100
Wong Tai Sin	22	840	25.9%	23	1 342	41.4%	9,900	17	1 062	32.7%	14,500
Kwun Tong	42	2 735	41.8%	41	2 522	38.6%	11,900	24	1 281	19.6%	14,500
Tsuen Wan	21	2 050	58.5%	12	582	16.6%	12,100	10	875	25.0%	11,900
Tuen Mun	35	3 765	56.5%	32	1 717	25.8%	11,700	19	1 183	17.7%	13,500
Yuen Long	49	6 283	61.1%	36	2 382	23.2%	8,800	18	1 616	15.7%	11,800
North	30	2 574	47.6%	28	2 083	38.5%	10,700	10	750	13.9%	13,400
Tai Po	15	1 410	42.7%	14	1 113	33.7%	8,000	9	776	23.5%	19,600
Sha Tin	35	3 216	48.4%	29	1 960	29.5%	11,700	20	1 472	22.1%	13,100
Sai Kung	29	2 377	53.6%	22	1 274	28.7%	12,700	13	781	17.6%	15,200
Islands	19	1 314	54.5%	16	841	34.9%	10,200	5	258	10.7%	11,000
Kwai Tsing	37	2 111	42.4%	34	1 764	35.4%	11,300	18	1 107	22.2%	11,600

Notes:

1. The number of KGs refers to the position as at December of the respective school years. The number of eligible students refers to the position as at September of the respective school years. EDB will disburse monthly provisional subsidies according to student information reported by Scheme-KGs in the Kindergarten Education Scheme System, and subsequently adjust the amount of subsidies disbursed based on the updated student attendance information reported by KGs (if any). Figures for the 2023/24 and 2024/25 school years are actual figures; those for the 2025/26 school year are provisional figures. Percentages of the number of students may not add up to 100 owing to rounding.
2. Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes of KG-cum-child care centres.
3. KGs with both HD and WD/LWD classes are concurrently counted in the respective columns of HD and WD/LWD classes.
4. LWD KGs (i.e. former aided child care centres) refer to aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
5. Figures on school fees are rounded to the nearest hundred, excluding KGs not charging school fees.
6. School districts are delineated by the District Council districts of the school premises.

**Number of non-Scheme KGs, number of their students,
percentage share of these students among non-Scheme KG students in the district concerned and
their median annual school fee by district and class type
from the 2023/24 to 2025/26 school years**

2023/24 school year

District	HD class				WD class			
	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)
Central & Western	23	1 273	95.2%	115,400	6	64	4.8%	150,700
Wan Chai	15	3 200	92.8%	71,500	2	250	7.2%	95,900
Eastern	25	2 874	91.2%	78,400	9	279	8.8%	104,100
Southern	13	1 220	92.1%	112,200	4	105	7.9%	174,000
Sham Shui Po	10	1 440	94.2%	51,200	4	89	5.8%	144,000
Yau Tsim Mong	14	1 505	86.2%	86,400	9	241	13.8%	130,100
Kowloon City	47	9 043	94.5%	69,600	17	530	5.5%	114,000
Wong Tai Sin	2	594	87.7%	45,000	1	83	12.3%	47,800
Kwun Tong	3	137	95.1%	72,600	1	7	4.9%	118,600
Tsuen Wan	8	1 194	94.0%	60,000	2	76	6.0%	54,500
Tuen Mun	6	560	65.3%	44,200	6	298	34.7%	100,300
Yuen Long	11	973	91.2%	69,600	6	94	8.8%	106,800
North	5	301	73.1%	61,400	3	111	26.9%	54,100
Tai Po	11	596	67.5%	66,000	7	287	32.5%	92,400
Sha Tin	20	2 174	93.4%	72,600	7	154	6.6%	85,600
Sai Kung	27	1 806	83.5%	82,800	12	358	16.5%	104,100
Islands	11	596	79.0%	96,900	4	158	21.0%	120,100
Kwai Tsing	5	872	93.2%	86,400	1	64	6.8%	83,100

2024/25 school year

District	HD class				WD class			
	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)
Central & Western	22	1 282	94.3%	111,900	6	78	5.7%	197,500
Wan Chai	14	3 208	92.9%	83,900	2	247	7.1%	97,400
Eastern	23	2 788	91.9%	81,200	8	247	8.1%	104,100
Southern	13	1 121	86.3%	112,200	4	178	13.7%	193,500
Sham Shui Po	7	962	94.1%	80,600	3	60	5.9%	144,000
Yau Tsim Mong	12	1 428	86.5%	87,300	7	223	13.5%	126,200
Kowloon City	43	8 509	94.1%	70,400	16	531	5.9%	141,000
Wong Tai Sin	1	535	100.0%	47,000	0	0	0.0%	Not applicable
Kwun Tong	3	115	91.3%	76,100	1	11	8.7%	118,600
Tsuen Wan	6	874	98.2%	65,800	1	16	1.8%	112,500
Tuen Mun	6	513	64.4%	70,200	6	283	35.6%	139,200
Yuen Long	10	912	90.9%	69,600	4	91	9.1%	106,800
North	3	202	77.1%	68,200	2	60	22.9%	96,800
Tai Po	10	490	63.2%	68,200	7	285	36.8%	96,800
Sha Tin	16	1 992	91.5%	75,700	5	184	8.5%	85,600
Sai Kung	27	1 653	82.9%	86,400	12	342	17.1%	108,700
Islands	10	610	77.8%	100,200	6	174	22.2%	127,400
Kwai Tsing	5	831	89.9%	90,000	1	93	10.1%	85,800

2025/26 school year

District	HD class				WD class			
	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)	No. of Non-Scheme KGs	No. of students	Percentage share among non-Scheme KG students in the district concerned	Median annual school fee (\$)
Central & Western	20	1 222	93.8%	116,400	7	81	6.2%	206,500
Wan Chai	14	3 136	92.8%	79,200	2	244	7.2%	97,400
Eastern	22	2 585	91.3%	81,200	7	247	8.7%	146,100
Southern	13	1 037	85.1%	118,600	4	181	14.9%	210,900
Sham Shui Po	6	990	96.1%	82,300	2	40	3.9%	144,000
Yau Tsim Mong	9	1 288	84.6%	90,000	6	234	15.4%	129,500
Kowloon City	38	7 970	93.8%	75,800	16	531	6.2%	120,800
Wong Tai Sin	1	537	100.0%	47,000	0	0	0.0%	Not applicable
Kwun Tong	3	95	34.4%	77,600	2	181	65.6%	235,800
Tsuen Wan	6	816	98.6%	68,500	1	12	1.4%	117,800
Tuen Mun	6	513	62.6%	73,300	7	306	37.4%	108,500
Yuen Long	10	787	88.9%	71,300	5	98	11.1%	105,000
North	3	219	78.8%	71,500	2	59	21.2%	102,300
Tai Po	10	428	60.0%	71,500	6	285	40.0%	102,300
Sha Tin	17	1 865	90.6%	77,000	6	194	9.4%	85,600
Sai Kung	26	1 600	82.7%	86,400	13	335	17.3%	135,000
Islands	9	560	78.4%	109,100	5	154	21.6%	132,500
Kwai Tsing	5	805	88.5%	90,000	1	105	11.5%	89,100

Notes:

1. The classes of Non-Scheme KGs are classified into HD and WD.
2. The number of KGs refers to the position as at December of the respective school years and the number of students refers to the position as at mid-September of the respective school years.
3. Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes of KG-cum-child care centres.
4. KGs with both HD and WD classes are concurrently counted in the respective columns of HD and WD classes.
5. Figures on school fees are rounded to the nearest hundred. "Not applicable" means that there is no KG of that class in the District Council district concerned.
6. School districts are delineated by the District Council districts of the school premises.

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 2499)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), please advise this Committee of –

- (1) the numbers of subsidised places, actual intakes, annual tuition fees and expenditures involved under SSSDP in the past 3 years (with a breakdown by institution and programme);
- (2) the programmes added to or removed from SSSDP in the past 3 years; and
- (3) the employment-related statistics for graduates of the above programmes over the past 3 years (with a breakdown by institution and programme), including the respective percentages of those securing employment in industries related to their programmes, commencing employment immediately upon graduation, employed within 6 months after graduation, and remaining unemployed 1 year after graduation.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 41)

Reply:

Information on the programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the 2023/24 to 2025/26 cohorts is set out at Annex 1 (undergraduate programmes) and Annex 2 (sub-degree programmes). The expenditures of SSSDP in the 2023/24 and 2024/25 academic years are \$972 million and \$1.089 billion respectively. The revised estimate for the 2025/26 academic year is \$1.256 billion.

The addition and removal of programmes under SSSDP from the 2023/24 to 2025/26 academic years is set out at Annex 3 (programmes added) and Annex 4 (programmes removed) respectively.

Participating institutions under SSSDP are required to conduct graduate surveys within 9 months after completion of programmes, so as to enable EDB to analyse the data uniformly across the entire scheme. According to the survey results, graduate respondents are generally able to secure employment in relevant industries and/or consider completion of such programmes beneficial for their further studies and career development. Relevant data are as follows –

		Degree programme	Sub-degree programme
Graduate survey of the 2021/22 academic year	Employed in related fields, and/or found the study relevant/useful to further study/job	1 235 (89.4%)	1 000 (82.0%)
	Total no. of respondents	1 382	1 220
Graduate survey of the 2022/23 academic year	Employed in related fields, and/or found the study relevant/useful to further study/job	1 184 (81.7%)	968 (78.8%)
	Total no. of respondents	1 449	1 229
Graduate survey of the 2023/24 academic year	Employed in related fields, and/or found the study relevant/useful to further study/job	1 659 (85.6%)	994 (83.5%)
	Total no. of respondents	1 939	1 190

Note: The graduate survey of the 2024/25 academic year is underway.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2023/24 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount**

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	60	9	72,865	44,950
		Top-up degree (TUD)	45	26	73,713/ 75,410	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	89,595	78,280
		TUD	18	24	90,458/ 86,840	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	40	38	89,595	78,280
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	18	24	90,458/ 86,840	
	Bachelor of Science with Honours in Computer Science	FYFD	40	46	79,560	44,950
		TUD	55	96	79,560	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	25	33	79,560	44,950
		TUD	15	28	79,560	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	60	42	81,560	44,950
		TUD	35	50	81,560	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	67	102,400	78,280
		TUD	30	30	102,400	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	60	19	87,680	78,280
		TUD	42	19	86,400/ 85,120	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	30	19	92,382	44,950
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	6	92,382	
	Bachelor of Nursing with Honours in General Health Care	FYFD	385	383	129,280	78,280

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	132	129,280	78,280
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	102	167,600	78,280
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	57	167,600	78,280
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management (Note 3)	FYFD	40	18	92,382	44,950
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	13	92,382	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 4)	FYFD	40	46	92,382	44,950
	Bachelor of Sports and Recreation Management with Honours	TUD	94	135	92,382	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	50	51	111,480	78,280
		TUD	5	0	111,480	
	Bachelor of Science with Honours in Analytical Testing Science (Note 5)	FYFD	30	16	84,080	78,280
	Bachelor of Science with Honours in Testing Science and Certification	TUD	24	11	84,080	
	Bachelor of Science with Honours in Food Testing Science	FYFD	55	22	86,840	78,280
		TUD	35	36	86,840	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 6)	FYFD	60	29	92,382	44,950
	Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	40	92,382	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	13	75,694	44,950
		TUD	19	4	75,694	

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Saint Francis University (Note 7)	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	1	80,965	44,950
		TUD	9	3	82,693/ 84,320	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	10	81,930	44,950
		TUD	15	6	81,930	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	10	81,930	44,950
		TUD	7	2	81,930	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640 (Note 8)	639	116,870	78,280
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	33	93,905	44,950
		TUD	30	19	99,680	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	32	116,480	78,280
		TUD	10	10	118,403/ 122,250	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	20	93,905	44,950
		TUD	25	14	99,680	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	41	93,905	44,950
		TUD	30	21	99,680	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	17	93,905	44,950
		TUD	15	5	95,830/ 99,680	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	104	93,905	44,950
		TUD	60	54	99,680	
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	FYFD	400	399	123,600	78,280
		TUD	130	134	144,590	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	50	14	83,450	44,950
		TUD	50	20	83,450	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	44	148,380	78,280
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	60	156,930	78,280
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	62	159,630	78,280
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	20	153,290	78,280
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	20	7	72,000	44,950
		TUD	11	7	75,000	

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	20	4	104,775	44,950
		TUD	23	12	104,775	
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	25	0	108,570	78,280
		TUD	100	133	107,250	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	40	11	113,520	78,280
		TUD	70	98	113,520	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	25	4	104,775	44,950
		TUD	27	15	104,775	
	Bachelor of Science (Honours) in Surveying	FYFD	40	5	104,775	44,950
		TUD	30	12	104,775	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	40	14	108,570	78,280
		TUD	24	11	105,765	
	Bachelor of Arts (Honours) in Product Design	FYFD	20	5	108,570	78,280
		TUD	15	9	105,765	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	30	11	113,520	44,950
		TUD	90	107	113,520	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	20	7	104,775	44,950
		TUD	15	12	104,775	
Total			4 695	4 040		

* SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: The programme was renamed from Bachelor of Engineering with Honours in Civil and Environmental Engineering to Bachelor of Engineering with Honours in Civil Engineering in the 2023/24 academic year.

Note 2: The programme was renamed from Bachelor of Business Administration with Honours in Financial Technology and Innovation to Bachelor of Business Administration with Honours in Finance and Financial Technology in the 2023/24 academic year.

Note 3: The programme was renamed in Chinese only in the 2023/24 academic year.

Note 4: The programme was renamed from Bachelor of Sports and Recreation Management with Honours to Bachelor of Business Administration with Honours in Sports and Recreation Management in the 2023/24 academic year.

Note 5: The programme was renamed from Bachelor of Science with Honours in Testing Science and Certification to Bachelor of Science with Honours in Analytical Testing Science in the 2023/24 academic year.

Note 6: The programme was renamed from Bachelor of International Hospitality and Attractions Management with Honours to Bachelor of Business Administration with Honours in International Hospitality and Attractions Management in the 2023/24 academic year.

Note 7: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 8: The number of intake was increased from 520 to 640 upon approval by the Nursing Council of Hong Kong and Hong Kong Council for Accreditation of Academic and Vocational Qualifications in February and April 2023 respectively.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2024/25 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	13	74,245	45,810
		TUD	45	2	75,110/ 76,840	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	91,280	79,770
		TUD	30	14	92,170/ 88,480	
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44	91,280	79,770
	Bachelor of Engineering with Honours in Civil Engineering (Note 1) / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30	92,170/ 88,480	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17	120,000	45,810
	Bachelor of Science with Honours in Computer Science	FYFD	45	60	81,070	45,810
		TUD	80	65	81,070	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43	81,070	45,810
		TUD	30	22	81,070	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41	83,080	45,810
		TUD	55	41	83,080	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22	108,000	45,810
		TUD	15	12	108,000	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80	104,330	79,770
		TUD	30	30	104,330	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35	89,320	79,770
		TUD	30	19	88,040/ 86,730	
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25	94,130	45,810

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2) / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7	94,130	
	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418	131,730	79,770
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135	131,730	79,770
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63	170,710	79,770
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	55	170,780	79,770
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21	94,130	45,810
		TUD	17	12	94,130	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (<i>Applied Degree Programme</i>)	FYFD	40	49	94,130	50,810
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) / Bachelor of Sports and Recreation Management with Honours (<i>Applied Degree Programme</i>)	TUD	114	125	94,130	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	55	69	113,590	87,770
		TUD	15	5	113,590	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30	85,650	79,770
	Bachelor of Science with Honours in Analytical Testing Science (Note 4) / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9	85,650	
	Bachelor of Science with Honours in Food Testing Science	FYFD	30	45	88,460	79,770
		TUD	50	35	88,460	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37	94,130	45,810
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 5) / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51	94,130	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14	77,132	45,810
		TUD	19	2	77,132	
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13	82,495	45,810
		TUD	10	7	84,257/ 85,915	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25	83,480	45,810
		TUD	10	5	83,480	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17	83,480	45,810
		TUD	10	4	83,480	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640	640	119,090	87,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63	160,260	79,770
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (<i>Applied Degree Programme</i>)	FYFD	15	26	82,495	50,810
		TUD	9	4	84,257/ 85,915	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47	95,685	45,810
		TUD	30	24	101,570	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40	118,690	79,770
		TUD	10	9	120,650/ 124,570	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45	95,685	45,810
		TUD	25	8	101,570	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43	95,685	45,810
		TUD	30	16	101,570	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27	95,685	45,810
		TUD	15	3	101,570	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106	95,685	45,810
		TUD	60	58	101,570	
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25	18	72,180	50,810
		TUD	15	10	81,290	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	404	125,940	79,770
		TUD	130	130	147,330	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40	12	85,030	50,810
		TUD	40	42	85,030	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45	151,190	79,770
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68	159,910	79,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59	162,660	79,770
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19	73,200	45,810
		TUD	10	8	76,200	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3	73,200	45,810
		TUD	10	3	76,200	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10	106,755	45,810
		TUD	23	13	106,755	
	Bachelor of Engineering (Honours) in Building Services Engineering (<i>Applied Degree Programme</i>)	FYFD	10	7	110,550	87,770
		TUD	120	100	109,230	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13	115,665	79,770
		TUD	90	104	115,665	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	15	8	106,755	50,810
		TUD	27	15	106,755	
	Bachelor of Science (Honours) in Surveying	FYFD	15	11	106,755	45,810
		TUD	25	14	106,755	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17	110,550	79,770
		TUD	24	16	107,745	
	Bachelor of Arts (Honours) in Product Design	FYFD	15	5	110,550	79,770
		TUD	15	10	107,745	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24	115,665	45,810
		TUD	110	92	115,665	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7	106,755	45,810
		TUD	15	13	106,755	
Total			4 825	4 365		

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry was renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 2 Entry in the 2024/25 academic year.

Note 4: Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry was renamed as Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.

Note 5: Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	11	75,600	46,780
		TUD	40	4	76,467/78,200	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	28	93,190	81,450
		TUD	25	10	94,100/90,330	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45	59	93,190	81,450
		TUD	35	23	94,100/90,330	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	32	122,520	46,780
		TUD	10	3	122,520	
	Bachelor of Science with Honours in Computer Science	FYFD	50	52	82,770	46,780
		TUD	75	65	82,770	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	36	82,770	46,780
		TUD	30	28	82,770	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	50	84,820	46,780
		TUD	55	30	84,820	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40	33	110,260	81,450
		TUD	25	11	110,260	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	88	106,520	81,450
		TUD	30	16	106,520	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30	25	91,190	81,450
		TUD	30	30	89,880/88,550	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25	31	96,100	46,780
		TUD	10	15	96,100	
	Bachelor of Nursing with Honours in General Health Care (Applied Degree Programme)	FYFD	410	410	134,490	89,620

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Nursing with Honours in Mental Health Care (<i>Applied Degree Programme</i>)	FYFD	130	130	134,490	89,620
	Bachelor of Science with Honours in Medical Laboratory Science (<i>Applied Degree Programme</i>)	FYFD	60	64	174,290	89,620
	Bachelor of Science with Honours in Physiotherapy (<i>Applied Degree Programme</i>)	FYFD	55	57	174,360	89,620
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40	62	96,100	46,780
		TUD	25	26	96,100	
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	38	96,100	46,780
		TUD	17	9	96,100	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) (<i>Applied Degree Programme</i>)	FYFD	50	61	101,100	51,880
		TUD	115	143	101,100	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	80	94	123,970	89,620
		TUD	15	4	123,970	
	Bachelor of Science with Honours in Food Testing Science	FYFD	40	44	90,310	81,450
		TUD	40	40	90,310	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40	55	96,100	46,780
		TUD	52	51	96,100	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science	FYFD	30	23	94,076	46,780
		TUD	10	6	94,076	
	Bachelor of Commerce (Honours) in Financial Technology	FYFD	25	26	78,751	46,780
		TUD	15	6	78,751	
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	5	9	84,223	46,780
		TUD	10	0	86,020/ 87,715	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25	46	85,230	46,780
		TUD	10	10	85,230	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15	14	85,230	46,780
		TUD	10	3	85,230	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640	747	122,900	89,620
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	60	163,620	81,450
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (<i>Applied Degree Programme</i>)	FYFD	25	26	85,380	51,880
		TUD	15	10	87,203/ 88,920	
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	55	46	97,690	46,780
		TUD	25	20	103,700	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	42	121,175	81,450
		TUD	10	3	123,177/ 127,180	
	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50	58	97,690	46,780
	Bachelor of Management Science and Information Management (Honours)	TUD	25	3	103,700	46,780
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60	65	97,690	46,780
		TUD	30	18	103,700	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	45	97,690	46,780
		TUD	15	3	103,700	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	126	97,690	46,780
		TUD	60	49	103,700	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25	22	73,690	51,880
		TUD	15	17	82,990	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	518	128,580	81,450
		TUD	130	129	150,420	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40	30	86,810	51,880
		TUD	40	24	86,810	
	Bachelor of Science (Honours) in Medical Imaging	FYFD	30	30	169,480	81,450
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	47	154,360	81,450
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	58	163,260	81,450
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	60	166,070	81,450
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	21	159,480	81,450
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	18	74,730	46,780
		TUD	20	9	75,750/ 77,790	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	4	74,730	46,780
		TUD	10	6	77,790	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	7	106,425	46,780
		TUD	20	14	108,900	
	Bachelor of Engineering (Honours) in Building Services Engineering (<i>Applied Degree Programme</i>)	FYFD	10	7	116,160	89,620
		TUD	150	83	116,160	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	14	117,975	81,450
		TUD	90	104	117,975	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	15	5	112,200	51,880
		TUD	27	23	112,200	
	Bachelor of Science (Honours) in Surveying	FYFD	15	7	108,900	46,780
		TUD	20	33	108,900	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Arts (Honours) in Fashion Design	FYFD	20	14	110,295	81,450
		TUD	20	7	109,890	
	Bachelor of Arts (Honours) in Product Design	FYFD	10	8	110,295	81,450
		TUD	15	16	109,890	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20	19	117,975	46,780
		TUD	100	78	117,975	
	Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	6	117,975	46,780
		TUD	15	12	117,975	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10	2	108,900	46,780
		TUD	15	8	108,900	
Total			4 916	4 892		

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry has been renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4: Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5: Bachelor of Management Science and Information Management (Honours) - Year 1 Entry has been renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2023/24 academic year)**

**Designated sub-degree programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11	74,320	39,140
	Higher Diploma in Film and Media Production	30	16	61,170	39,140
	Higher Diploma in Health Care	160	150	66,570	39,140
	Higher Diploma in Pharmaceutical Dispensing	120	119	70,515	39,140
	Higher Diploma in Hospitality Management	50	12	66,945	22,480
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42	58,520	22,480
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24	61,140	39,140
	Higher Diploma in Health and Social Care	50	44	61,140	39,140
	Higher Diploma in Medical and Health Products Management	120	93	61,140	39,140
	Higher Diploma in Nutrition and Food Management	120	83	61,140	39,140
	Higher Diploma in Sport and Recreation Management	120	116	59,720	22,480
	Higher Diploma in Sport Coaching and Sport Performance	160	173	59,720	22,480
	Higher Diploma in Hotel Management	90	52	59,720	22,480
	Higher Diploma in Tourism and Events Management	90	34	59,720	22,480
	Higher Diploma in Tourism and Hospitality Management	90	62	59,720	22,480
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23	58,520	22,480
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25	58,520	39,140
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) (Note 1)	120	27	58,520	22,480

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32	68,050	39,140
	Higher Diploma in Digital Fashion Creation	15	18	63,700	39,140
	Higher Diploma in Interior Design	30	30	63,700	39,140
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	102,465	39,140
	Higher Diploma in Health Care	370	439	70,140	39,140
	Higher Diploma in Resort and Theme Park Management	30	23	63,700	22,480
	Higher Diploma in Tourism and Airline Studies	30	19	63,700	22,480
	Higher Diploma in Tourism and Hospitality Studies	25	16	63,700	22,480
Saint Francis University (Note 2)	Higher Diploma in Enrolled Nursing (General)	35	35	99,100	39,140
Tung Wah College	Higher Diploma in Health Science	50	43	83,350	39,140
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0	54,780	22,480
Total		2 238	1 813		

Note 1: The programme was renamed from Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) in the 2023/24 academic year.

Note 2: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Study Subsidy Scheme for Designated Professions/Sectors

(for the cohort admitted in the 2024/25 academic year)

Designated sub-degree programmes, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	40	28	75,725	39,890
	Higher Diploma in Film and Media Production	30	28	62,330	39,890
	Higher Diploma in Health Care	200	187	67,830	39,890
	Higher Diploma in Pharmaceutical Dispensing	130	118	71,850	39,890
	Higher Diploma in Hospitality Management	25	18	68,210	22,910
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	38	59,631	22,910
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	13	62,300	39,890
	Higher Diploma in Food Science and Safety	45	21	59,000	39,890
	Higher Diploma in Health and Social Care	50	44	62,300	39,890
	Higher Diploma in Medical and Health Products Management	120	87	62,300	39,890
	Higher Diploma in Nutrition and Food Management	90	32	59,000	39,890
	Higher Diploma in Sport and Recreation Management	120	124	60,850	22,910
	Higher Diploma in Sport Coaching and Sport Performance	160	174	60,850	22,910
	Higher Diploma in Hotel Management	85	65	60,850	22,910
	Higher Diploma in Tourism and Events Management	80	48	60,850	22,910
	Higher Diploma in Tourism and Hospitality Management	85	64	60,850	22,910
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37	59,631	22,910
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	11	68,155	22,910
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	59,631	39,890
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36	59,631	22,910

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39	69,300	39,890
	Higher Diploma in Digital Fashion Creation	15	14	64,900	39,890
	Higher Diploma in Interior Design	30	31	64,900	39,890
	Higher Diploma in Nursing Studies (Mental Health Care)	55	55	104,410	39,890
	Higher Diploma in Health Care	400	451	71,450	39,890
	Higher Diploma in Resort and Theme Park Management	30	23	64,900	22,910
	Higher Diploma in Tourism and Airline Studies	30	28	64,900	22,910
	Higher Diploma in Tourism and Hospitality Studies	25	29	64,900	22,910
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35	100,980	39,890
Tung Wah College	Higher Diploma in Health Science	50	48	84,930	39,890
	Higher Diploma in Nursing	80	86	100,810	39,890
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	0	54,780	22,910
Total		2 330	2 043		

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
HKCT Institute of Higher Education	Higher Diploma in Cybersecurity (Testing and Compliance) (Note 1)	35	27	69,586	23,390
	Higher Diploma in Fitness, Coaching and Sports Management	50	50	60,883	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	20	19	63,600	40,730
	Higher Diploma in Food Science and Safety	45	16	60,230	40,730
	Higher Diploma in Health and Social Care	50	46	63,600	40,730
	Higher Diploma in Medical and Health Products Management	110	82	63,600	40,730
	Higher Diploma in Nutrition and Food Management	60	18	60,230	40,730
	Higher Diploma in Sport and Recreation Management	130	110	62,120	23,390
	Higher Diploma in Sport Coaching and Sport Performance	170	162	62,120	23,390
	Higher Diploma in Hotel Management	80	34	62,120	23,390
	Higher Diploma in Tourism and Events Management	70	32	62,120	23,390
	Higher Diploma in Tourism and Hospitality Management	80	66	62,120	23,390
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	60,883	23,390
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	32	60,883	40,730
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50	42	60,883	23,390
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	40	38	70,750	40,730
	Higher Diploma in Nursing Studies (Mental Health Care)	56	55	106,600	40,730
	Higher Diploma in Health Care	400	457	72,950	40,730
	Higher Diploma in Health and Molecular Testing	25	35	72,950	40,730
	Higher Diploma in Resort and Theme Park Management	30	32	66,250	23,390
	Higher Diploma in Tourism and Airline Studies	30	43	66,250	23,390

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Higher Diploma in Tourism and Hospitality Studies	25	38	66,250	23,390
Saint Francis University	Higher Diploma in Design (Note 2)	35	39	77,310	40,730
	Higher Diploma in Enrolled Nursing (General)	35	35	103,100	40,730
	Higher Diploma in Film and Media Production (Note 2)	30	33	63,630	40,730
	Higher Diploma in Health Care (Note 2)	200	240	69,250	40,730
	Higher Diploma in Hospitality Management (Note 2)	25	20	69,635	23,390
	Higher Diploma in Pharmaceutical Dispensing (Note 2)	130	126	73,350	40,730
Tung Wah College	Higher Diploma in Health Science	50	52	86,710	40,730
	Higher Diploma in Nursing	80	78	102,920	40,730
Total		2 221 (Note 3)	2 085		

Note 1: The programme has been operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

Note 2: As Caritas Bianchi College of Careers has become an academic school of Saint Francis University with effect from 1 July 2025, the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University starting from the 2025/26 academic year.

Note 3: Excluding 55 subsidised places of the 2 programmes (Higher Diploma in Digital Fashion Creation, and Higher Diploma in Interior Design) that ceased to be offered by Li Ka Shing School of Professional and Continuing Education of Hong Kong Metropolitan University in the 2025/26 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(from the 2023/24 to 2025/26 academic years)**

List of added programmes

Academic year	Undergraduate degree/ sub-degree	Institution	Programme
2023/24	Undergraduate degree	Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development
			Bachelor of Engineering with Honours in Civil Engineering
			Bachelor of Science with Honours in Computer Science
			Bachelor of Science with Honours in Medical Laboratory Science
		Saint Francis University (Note)	Bachelor of Arts (Honours) in Translation Technology
		Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Engineering (Honours) in Building Services Engineering
2024/25	Undergraduate degree	Hong Kong Metropolitan University	Bachelor of Arts with Honours in New Music and Interactive Entertainment
			Bachelor of Science with Honours in Construction Management and Quantity Surveying
		Saint Francis University	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management
		Tung Wah College	Bachelor of Health Information and Services Management (Honours)
		UOW College Hong Kong	Bachelor of Maritime Services and Operations Management (Honours)
	Sub-degree	HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Science and Safety
		Hong Kong College of Technology	Higher Diploma in Cybersecurity (Testing and Compliance)
		Tung Wah College	Higher Diploma in Nursing
2025/26	Undergraduate degree	Hong Kong Metropolitan University	Bachelor of Business Administration with Honours in Aviation Services Management
		Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science
		Tung Wah College	Bachelor of Science (Honours) in Medical Imaging
		Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Social Sciences (Honours) in Sports Coaching
	Sub-degree	Hong Kong Metropolitan University, Li Ka Shing School of Professional and Continuing Education	Higher Diploma in Health and Molecular Testing

Note: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

**Study Subsidy Scheme for Designated Professions/Sectors
(from the 2023/24 to 2025/26 academic years)
List of removed programmes**

Academic year	Undergraduate degree/ sub-degree	Institution	Programme
2023/24	Undergraduate degree	Hong Kong Chu Hai College	Bachelor of Science (Honours) in Computer Science
			Bachelor of Arts (Honours) in Communication and Crossmedia
		Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology
	Sub-degree	Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Nursing Studies (General Health Care)
			Higher Diploma in Aviation and Ramp Management
		Tung Wah College	Higher Diploma in Nursing
2024/25	No programmes were removed		
2025/26	Undergraduate degree	Hong Kong Metropolitan University	Bachelor of Science with Honours in Analytical Testing Science
	Sub-degree	YMCA College of Careers	Higher Diploma in Hotel and Tourism Management

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 2834)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the support for special educational needs (SEN) in mainstream schools, please advise of –

- (i) the numbers of students with SEN studying in public sector ordinary primary and secondary schools by SEN type, and the respective numbers of students requiring Tier-2 and Tier-3 support in the past 5 years; and
- (ii) the educational psychologist establishment of the Education Bureau, the actual numbers of educational psychologists employed, the staff wastage, and the numbers of new recruits in the past 5 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 14)

Reply:

(i)

The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by SEN type from the 2020/21 to 2024/25 school years are set out at Annex.

All public sector ordinary schools are required to adopt the Whole School Approach to support students through the 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classrooms. Tier-2 support refers to additional support/“add-on” intervention for students with persistent learning or adjustment difficulties, such as small group learning, after-school remedial programmes and pull-out remedial programmes. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans. The numbers of students in public sector ordinary primary and secondary schools requiring Tier-2 and Tier-3 support from the 2020/21 to 2024/25 school years are tabulated below –

Tier of support required by students	School level	No. of students ^(Note)				
		2020/21	2021/22	2022/23	2023/24	2024/25
Tier-2 support	Primary	28 609	30 028	30 653	32 084	33 381
	Secondary	23 033	24 377	25 645	27 260	29 531
Tier-3 support	Primary	2 252	2 324	2 316	2 358	2 380
	Secondary	1 671	1 836	1 890	1 916	1 982

Note: Schools submit relevant information to the Education Bureau (EDB) for approval after scrutinising the SEN type and the tier of support required by students in the middle of the school year. Figures refer to the position as at January in the respective school years following approval.

(ii)

The educational psychologist (EP) establishment of EDB, the numbers of EPs employed, the staff wastage, and the numbers of new recruits from the 2020/21 to 2024/25 school years are tabulated below –

School Year	2020/21	2021/22	2022/23	2023/24	2024/25
EP establishment	85	97	101	101	101
EPs employed ^(Note 1)	87	92	79	89	96
Staff wastage ^(Note 2)	2	12	16	4	9
New recruits ^(Note 3)	5	17	3	14	16

Notes:

- Figures refer to the position as at 15 September in the respective school years, including the number of EPs outside the establishment.
- “Staff wastage” refers to EPs who were serving in EDB as at 15 September in the preceding school year but were no longer serving in EDB as at 15 September in the school year concerned, including the number of EPs outside the establishment.
- “New recruits” refers to EPs who were not serving in EDB as at 15 September in the preceding school year but were serving in EDB as at 15 September in the school year concerned, including the number of EPs outside the establishment.

**Numbers of students with SEN studying in public sector ordinary primary and secondary schools
from the 2020/21 to 2024/25 school years** ^(Note 1)

School Year	School Level	Intellectual Developmental Disorder	Autism Spectrum Disorder	Attention Deficit/ Hyperactivity Disorder	Mental Illness (Note 2)	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620
2022/23	Primary	1 090	6 850	5 750	160	12 190	100	40	350	3 380
	Secondary	800	5 840	9 290	1 010	12 950	150	50	260	700
2023/24	Primary	1 170	6 970	5 670	170	12 920	80	40	360	3 650
	Secondary	850	6 310	9 650	1 110	14 040	130	50	290	760
2024/25	Primary	1 230	7 400	5 720	200	13 350	80	40	370	3 860
	Secondary	900	6 790	10 040	1 330	15 250	130	50	310	820

Notes:

- Figures refer to the position as at September in the respective school years.
- Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 3294)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the support for students with special educational needs (SEN) in mainstream schools, please give a breakdown of the following by kindergarten, primary and secondary schools –

- i. the numbers of students with SEN and their percentage shares in the total number of students in the past 3 years; and
- ii. the numbers of teachers with special education training and their percentage shares in the total number of teachers in the past 3 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 13)

Reply:

i.
The Government has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide various services for children with special needs through the concerted efforts of different bureaux and departments. The Social Welfare Department provides pre-school rehabilitation services; while the Education Bureau (EDB) provides learning support to primary and secondary students with special educational needs (SEN). EDB does not keep information on local kindergarten (KG) students with special needs.

The numbers of students with SEN studying in public sector ordinary primary and secondary schools, and their respective percentage shares in the number of students studying in public sector ordinary primary and secondary schools from the 2022/23 to 2024/25 school years are tabulated below –

School Year	2022/23	2023/24	2024/25
Primary	29 910 (11.2%)	31 030 (12.0%)	32 250 (12.9%)
Secondary	31 050 (12.4%)	33 190 (13.1%)	35 620 (13.6%)

Note: Figures refer to the position as at September in the respective school years.

ii.

EDB has been providing KG teachers with basic training on catering for students with special needs since the 2015/16 school year. The numbers of teachers in KGs joining the Kindergarten Education Scheme (Scheme-KGs) with special education basic training, and their percentage shares in the total number of teachers in Scheme-KGs from the 2022/23 to 2024/25 school years are tabulated below –

School Year	2022/23	2023/24	2024/25
Kindergarten	2 280 (20%)	1 674 (16%)	2 062 (20%)

As for public sector ordinary primary and secondary schools, EDB launched a teacher professional development framework on integrated education in the 2007/08 school year to enhance teachers' professional capacity in catering for students with SEN. The numbers of teachers with special education training in public sector ordinary primary and secondary schools, and their percentage shares in the total number of teachers serving in public sector ordinary primary and secondary schools from the 2022/23 to 2024/25 school years are tabulated below –

School Year	2022/23	2023/24	2024/25
Primary	11 971 (54%)	13 453 (62%)	14 880 (70%)
Secondary	10 143 (44%)	12 234 (53%)	14 311 (62%)

- End -

CONTROLLING OFFICER'S REPLY

EDB006

(Question Serial No. 2823)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As stated under Programme (6) of Head 156 in the Estimates, the Education Bureau will continue to develop a variety of learning and teaching resources for promoting national education, national security education and patriotic education, facilitating students' accurate and more comprehensive understanding of our country, including national history and geography, Constitution and the Basic Law, the national flag, the national emblem, the national anthem, the regional flag and the regional emblem. In this connection, please advise this Committee of –

- (1) the actual expenditure on national education, national security education and patriotic education in 2025-26; and the estimated expenditure thereon in 2026-27; and
- (2) whether the Government has any plans to use artificial intelligence to assist in promoting national education, national security education and patriotic education; if yes, the specific measures, as well as the estimated expenditure and staff establishment.

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 15)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to the implementation of national education, national security education and patriotic education. The progress and outcomes achieved in this regard in recent years are widely recognised. We have been supporting schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing students into talents with an affection for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”.

To align with the national strategy of invigorating the country through science and education, EDB has introduced various measures to promote digital education and support pedagogical innovation, with the aim of equipping schools and teachers to apply innovative technology

(including artificial intelligence (AI)) to assist in the learning and teaching (L&T) in different subjects/Key Learning Areas and cross-disciplinary curriculum areas (including national education, national security education and patriotic education). We will continue to provide related training for teachers and develop L&T resources to incorporate more AI elements into different subjects with a view to supporting the L&T of Chinese history, Chinese culture, national geography, national affairs and so on. For example, through AI technology, students are enabled to engage in interactive dialogues with virtual veterans of the War of Resistance against Japanese Aggression so as to enhance their understanding of the history of the War of Resistance; through virtual geography field trips, students are supported in exploring and analysing the natural landscape. Meanwhile, EDB will also organise life-wide learning activities that integrate technology with national education, national security education and patriotic education to provide students with more comprehensive learning experiences, thereby enhancing learning effectiveness.

The expenditure, estimates and staff establishment for the implementation of the above initiatives are subsumed under the recurrent expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB007

(Question Serial No. 3282)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In paragraph 179 of the section under International Education Hub of the 2026-27 Budget Speech, it is mentioned that \$10 billion will be earmarked for providing loans to support campus development in the Northern Metropolis University Town (NMUT). In this connection, will the Government advise this Committee of the following –

- (1) What are the specific eligibility requirements? What are the factors of consideration for loan approval (e.g. whether the areas of disciplines can dovetail with the strategies for NMUT development, repayment ability of institutions, and the estimated number of students to be accommodated)?
- (2) What are the specific arrangements for the terms of the loans? What are the interest rate, repayment period, commencement date of loan repayment, and maximum repayment period (in terms of years)? Is there an interest-free repayment period or a grace period for the loans?
- (3) What is the interrelation between the loans and other funding? Are institutions provided with the loans still eligible for other government funding (e.g. research funding and recurrent grants)? Will the loan amount affect the eligibility or funding allocation of institutions in other government funding schemes?

Asked by: Hon CHAN Pui-leung (LegCo internal reference no.: 43)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 3283)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned under Matters Requiring Special Attention in 2026-27, the Education Bureau will continue to carry out the Three-tier School-based Emergency Mechanism, mental health first aid related training, and gatekeeper training for parents. In this connection, will the Government advise this Committee of –

- (1) the actual expenditures on gatekeeper training for parents and mental health first aid training, and the respective numbers of trained teachers and parents since the launch of the programme; whether the amount of reserved provision and the target number of trainees for 2026-27 have increased or decreased compared to their averages in the past 2 years;
- (2) the number of cases in which at-risk students were successfully identified by trained parents or teachers and referred since the launch of the programme; how will the Government evaluate the actual effectiveness of these training on the early identification of students' problems, and whether specific outcome-based indicators have been set (such as the identification rates and the successful rates of follow-up actions for referrals); and
- (3) apart from training expenses, whether funding has been reserved for hiring additional school-based educational psychologists, purchasing off-campus support services or the urgent expenditure for handling high-risk cases; if yes, of the amount involved and its specific use?

Asked by: Hon CHAN Pui-leung (LegCo internal reference no.: 44)

Reply:

(1) to (3)

EDB attaches great importance to student mental health, consistently providing teachers with a wide array of professional training, including territory-wide or district-based seminars and thematic talks and thematic course for teachers which focuses on the needs of students with

mental illness. This equips teachers to promote mental health in schools, enabling them to early identify and support students with mental health needs. EDB has also set up the “Mental Health @School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen the professional training for teachers, EDB will continue to provide multiple training workshops for school personnel, with a more intense focus on enhancing their knowledge and skills for caring for students with mental health needs. In the 2024/25 and 2025/26 school years, EDB organised a total of 35 mental health first aid related programmes, providing 1 260 training places for teachers.

As for parents, EDB is committed to providing gatekeeper training for parents to help them identify and take care of students with mental health needs at an early stage. Each year, EDB organises the “Online Workshop on Parent Gatekeeper Training” to enhance parents’ understanding of mental health and their own psychological well-being, strengthen their knowledge and ability to early identify and support children with mental health problems, and introduce relevant community resources for their reference. The workshop is designed for parents of primary and secondary school students in Hong Kong, offering approximately 3 000 places every year. Over 90% of the participating parents agreed that the workshop is informative, and effectively deepened their understanding of mental health.

In addition to gatekeeper training, EDB also organises parent education talks. In the 2024/25 and 2025/26 school years, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students. The talks cover topics related to mental health of children, aiming to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health. In the 2024/25 school year, approximately 7 600 parents enrolled for the talk series. Besides, EDB has produced educational videos for parents and provided them with the “Prevent Youth Suicide” factsheet, along with pamphlets with brief introduction on various types of mental illness. Parents can also continuously obtain relevant information to support their children’s physical and psychological development through the one-stop student mental health information website, “Mental Health @School”, as well as the one-stop parent education website “Smart Parent Net” and its social media platforms, so as to early identify their children’s emotional problems and respond to their mental health needs. In the 2026/27 school year, EDB will continue to organise gatekeeper training for parents and mental health first aid related training for teachers. The number of training places will remain comparable to the current school year.

As the expenditures of the above training are subsumed under EDB’s recurrent expenditure, no breakdown is available.

Schools have all along been adopting the Whole School Approach (WSA) and multi-disciplinary collaboration (including school-based educational psychologists (EPs), guidance personnel and school social workers) to provide comprehensive support services to students with special educational needs (SEN) (including those with mental health needs) through the 3-Tier Intervention Model. On top of regular subvention provided to public sector ordinary schools, EDB also provides schools with additional resources, professional support and teacher training. As such, EDB is not able to review the actual effectiveness regarding the early identification of students’ problems solely based on these trainings. In addition, since early identification and intervention for students with emotional disturbance and mental

health problems are ongoing tasks of schools, EDB does not collect data and information relating to referral cases.

The Learning Support Grant (LSG) is a major additional resource to help schools cater for students with SEN. Since the 2017/18 school year, LSG has covered students with mental illness. Schools can utilise LSG to enhance their support for the needs of these students, including hiring professional support or guidance services, employing additional staff to assist teachers in designing learning activities and materials, providing behavioural or emotional counselling and social training at school, with a view to helping students with mental illness adjust to school life. As schools may flexibly and strategically deploy additional manpower, and pool together other school-based and community resources to provide appropriate support (including hiring professional services) to students with mental illness, no breakdown is available.

As for professional support, starting from the 2016/17 school year, all public sector primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS), and EDB has implemented progressively the Enhanced SBEPS for public sector ordinary primary and secondary schools with a comparatively large number of students with SEN. EPs adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. In accordance with the principle of WSA, EPs collaborate with teachers and school social workers by adopting a multi-disciplinary approach to jointly support students in need, so as to enhance the effectiveness of support measures. In the 2026/27 school year, the estimated expenditure for the SBEPS (including the Enhanced SBEPS) is \$264 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 1945)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 that the Education Bureau will continue to renew the Primary School curriculum and enhance teaching and learning support to nurture students to meet modern needs through measures including taking forward various digital education related initiatives. In this connection, will the Government advise this Committee of the following –

- (1) the manpower and expenditure for the programmes/initiatives implemented in the past 2 years to support primary schools in promoting digital education (encompassing artificial intelligence), including the details of the programmes, and the numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support; and
- (2) the staff establishment and estimated expenditure for the programmes/initiatives to be implemented in 2026-27 to support primary schools in promoting digital education (encompassing AI), including the details of the programmes, and the expected numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support?

Asked by: Hon CHAN Siu-hung (LegCo internal reference no.: 39)

Reply:

(1) and (2)

In the past two years, the Education Bureau (EDB) has adopted diversified strategies to support primary schools in promoting digital education, including artificial intelligence (AI) education. Relevant initiatives include improving the hardware in schools, providing curriculum resources, organising teacher training and student activities, and offering school-based support, etc. These initiatives enable schools to devise school-based plans for promoting digital education, tailored to their specific circumstances and developmental needs,

and enhance learning and teaching effectiveness across different subjects by leveraging digital technologies, including AI.

In view of the importance of digital education, the Quality Education Fund (QEF) has earmarked \$2 billion to promote digital education. EDB also established the Steering Committee on Strategic Development of Digital Education (SCSDDE) in January 2025, drawing on the experience from the Chinese Mainland and overseas, to set key focuses and directions for the promotion of digital education in Hong Kong. Acting on the directional recommendations of SCSDDE, we continue to optimise the curricula, strengthen professional training for teachers and encourage pedagogical innovation. Moreover, we launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to support school-based planning and implementation of digital education.

Meanwhile, we optimise digital education ancillary infrastructure, provide resource support (such as e-learning platform, e-learning resources for different subjects) for schools and strengthen ties between local, Chinese Mainland or international innovation and technology institutions, tertiary institutions and relevant sectors, as well as enhance their synergy so as to promote high-quality development of digital education. In the past two years, EDB introduced and has been taking forward these initiatives which benefit teachers and students in all publicly funded primary and secondary schools (including special schools) in Hong Kong and lay a solid foundation for the gradual digital transformation in school education.

In the coming years, EDB will continue to plan according to the recommendations of SCSDDE and make announcement in due course.

Regarding the expenditures involved in the aforesaid digital education related initiatives, the funding of about \$500 million for the Funding Programme will be drawn from the \$2 billion earmarked under QEF, while those for other initiatives are/will be subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 1946)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 that the Education Bureau will continue to promote the use of artificial intelligence (AI) in learning and teaching in subjects, and take forward various digital education related initiatives. In this connection, please advise this Committee of the following –

- (1) the manpower and expenditure for the programmes/initiatives implemented in the past 2 years to support secondary schools in promoting digital education, including the details of the programmes, and the numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support;
- (2) the manpower and expenditure for the programmes/initiatives implemented in the past 2 years to support secondary schools in using AI in learning and teaching in various subjects, including the details of the programmes, and the numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support;
- (3) the staff establishment and estimated expenditure for the programmes/initiatives to be implemented in 2026-27 to support secondary schools in promoting digital education, including the details of the programmes, and the numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support; and
- (4) the staff establishment and estimated expenditure for the programmes/initiatives to be implemented in 2026-27 to support secondary schools in using AI in learning and teaching in various subjects, including the details of the programmes, and the numbers of student beneficiaries, participating schools and teachers, with breakdowns into digital

education infrastructure and ancillary facilities, teacher training, subsidies for student participation in activities, and other teaching and learning support.

Asked by: Hon CHAN Siu-hung (LegCo internal reference no.: 40)

Reply:

(1) to (4)

In the past two years, the Education Bureau (EDB) has adopted diversified strategies to support secondary schools in promoting digital education, including artificial intelligence (AI) education. Relevant initiatives include improving the hardware in schools, providing curriculum resources, organising teacher training and student activities, and offering school-based support, etc. These initiatives enable schools to devise school-based plans for promoting digital education, tailored to their specific circumstances and developmental needs, and enhance learning and teaching effectiveness across different subjects by leveraging digital technologies, including AI.

In view of the importance of digital education, the Quality Education Fund (QEF) has earmarked \$2 billion to promote digital education. EDB also established the Steering Committee on Strategic Development of Digital Education (SCSDDE) in January 2025, drawing on the experience from the Chinese Mainland and overseas, to set key focuses and directions for the promotion of digital education in Hong Kong. Acting on the directional recommendations of SCSDDE, we continue to optimise the curricula, strengthen professional training for teachers and encourage pedagogical innovation. Moreover, we launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to support school-based planning and implementation of digital education.

Meanwhile, we optimise digital education ancillary infrastructure, provide resource support (such as e-learning platform, e-learning resources for different subjects) for schools and strengthen ties between local, Chinese Mainland or international innovation and technology institutions, tertiary institutions and relevant sectors, as well as enhance their synergy so as to promote high-quality development of digital education. In the past two years, EDB introduced and has been taking forward these initiatives which benefit teachers and students in all publicly-funded primary and secondary schools (including special schools) in Hong Kong and lay a solid foundation for the gradual digital transformation in school education.

In the coming years, EDB will continue to plan according to the recommendations of SCSDDE and make announcement in due course.

Regarding the expenditures involved in the aforesaid digital education related initiatives, the funding of about \$500 million for the Funding Programme will be drawn from the \$2 billion earmarked under QEF, while those for other initiatives are/will be subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 2830)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2026-27 that the Education Bureau will continue to advance the development of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level. In this connection, will the Government advise this Committee of –

- (1) the work carried out by the Government and the Alliance of UAS to foster industry-education collaboration and joint promotion in the past 2 years, and details on the manpower and expenditures involved;
- (2) the work to be carried out by the Government and the Alliance of UAS for 2026 to 2027 to nurture talent to meet the future industry needs (including artificial intelligence) in Hong Kong and foster industry-education collaboration and joint promotion, as well as the staff establishment and estimated expenditure involved.

Asked by: Hon CHAN Siu-hung (LegCo internal reference no.: 41)

Reply:

The Government has allocated \$100 million as a start-up fund in November 2024 to support the establishment of the Alliance of Universities of Applied Sciences (the Alliance). The 2 universities of applied sciences (UAS) (i.e. Hong Kong Metropolitan University and Saint Francis University) are full members, while Tung Wah College and the Technological and Higher Education Institute of Hong Kong, both of which aspire to become UAS, are associate members. EDB has established the Steering Committee on the Alliance to advise on the development and strategy of the Alliance, as well as approving and supervising the use of the start-up fund.

The Alliance has gathered 80 supporting organisations from different sectors and actively organised exchange activities since its establishment. For example, a visit to the Greater Bay Area (GBA) was arranged in 2025 to learn about the operation mode of Mainland polytechnic institutions and implementation of industry-education collaboration. The Alliance also held the first International Symposium in February this year, gathering experts

and scholars from overseas, the Mainland and Hong Kong to explore the development trend of UAS, strengthen the connection between vocational and professional education and training (VPET) and conventional academic education, promote industry-education collaboration and encourage cross-border co-operation between institutions and enterprises.

Looking ahead, the Alliance will look into strengthening the promotion of applied education at post-secondary level, such as initiating collaboration and research between institutions and the relevant sectors. The Alliance will also explore the feasibility of co-operating with leading polytechnic institutions in Guangdong Province to jointly establish a GBA exchange platform to facilitate the sharing of resources and collaborative development. The expenditures borne by the start-up fund for the events in the past 2 financial years are as follows –

Financial year*	Expenditure (\$ million)
2024-25	0.56
2025-26^	0.83

*According to the established practice of the Secretariat of the Alliance (HKMU), the financial year runs from 1 September of a year to 31 August of the following year.

^ Estimated expenditure as at 31 January 2026.

The Government will continue to closely monitor the latest development and trend of VPET, and actively support the Alliance's efforts through the Steering Committee on the Alliance, including strengthening the partnership with Mainland and overseas institutions and enterprises. The Government will, through sharing of experience and resources, enhance the quality and recognition of VPET, promote the development of applied degree programmes that meet societal needs, and nurture high-quality talent with applied knowledge and skills. EDB will use its existing resources in supporting the work of the Steering Committee on the Alliance, and the expenditure involved is subsumed under EDB's overall expenditure. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 2270)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programme (7) of the Estimates that the Government will continue to implement the Hostels in the City Scheme (the Scheme). In this connection, will the Government advise this Committee of –

- (1) the manpower and estimated expenditures earmarked by the Education Bureau for the co-ordination and promotion of the Scheme in 2026-27;
- (2) whether the Government has projected the shortfall of student hostel places for 2026-27 after the relaxation of enrolment ceiling for non-local students; and of the respective shortfall figures of student hostel places for local students and non-local students; and
- (3) the accommodation of non-local students in the past 3 years, with a tabulated breakdown by type of accommodation, including hostels provided by institutions, rented local flats, rented flats on the Chinese Mainland, friends' or relatives' flats in Hong Kong, and others?

Asked by: Hon CHAN Wing-yan, JoePHY (LegCo internal reference no.: 15)

Reply:

The Government has provided one-off capital grants of about \$10.3 billion in total under the Hostel Development Fund (HDF) for 6 University Grants Committee (UGC)-funded universities with hostel shortfalls to carry out 15 student hostel projects. So far, 8 projects have been completed, providing a total of around 7 800 student hostel places. As for the remaining 7 projects with construction works in progress, they are anticipated to be completed gradually over the next few years, involving more than 6 500 student hostel places. Taking into account the future supply from HDF projects and the availability of privately-funded and temporary hostel places, the number of hostel places is expected to gradually increase to around 50 000 in the coming few years to cater for the needs of students, including those arising from additional intakes.

Currently, the universities allocate hostel places in accordance with their respective mechanisms. We have always encouraged them to optimise resources with regard to practical needs and educational benefits, and continue reviewing the priorities of different student groups for hostel allocation flexibly.

According to the data provided by the 8 UGC-funded universities, the total numbers of student hostel places allocated to non-local students in the past 3 academic years (from the 2023/24 to 2025/26 academic years) are tabulated below. We do not maintain information other than hostel accommodation of non-local students of the UGC-funded universities.

	2023/24 academic year	2024/25 academic year	2025/26 academic year
Total number of student hostel places allocated to non-local students of the 8 UGC-funded universities	18 308	21 168	23 944

Through the Scheme, the Government has streamlined development control procedures to encourage and facilitate the market to convert commercial buildings into student hostels or newly constructed hostels on a self-financing and privately-funded basis. By leveraging efficient market forces, this can broaden students' accommodation options and increase the supply of hostel places. EDB will deploy existing resources to co-ordinate and promote the Scheme. As the manpower and expenditure involved are subsumed within the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 1595)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally. The “Study in Hong Kong” week, which was held recently, featured key events including the Asia-Pacific Association for International Education Conference and Exhibition (APAIE 2026), which is one of the world’s top three international higher education conferences, and the International Symposium of the Alliance of Universities of Applied Sciences (UAS). In this connection, will the Government advise this Committee of the following –

- (1) How has the Task Force operated over the past year (i.e. since its inception) in terms of division of labour among cross-departmental members, number of meetings convened, major promotional measures implemented or planned (e.g. overseas publicity, teacher and student recruitment, and summer study tours), and co-ordination with the University Grants Committee (UGC), the funded universities and other relevant organisations?
- (2) Regarding the organisation and implementation of the “Study in Hong Kong” week, including APAIE 2026 and the International Symposium of the Alliance of UAS, what are the past and current expenditures involved?
- (3) Regarding the funding support of around \$40 million provided by UGC for the 8 funded universities to promote the “Study in Hong Kong” brand in the 2025-28 triennium, how do EDB and the Task Force co-ordinate and monitor the use of this funding? Over the past year, how much of this funding has been spent by the various universities on the “Study in Hong Kong” week or related activities? Are there plans to increase direct financial support for the Task Force to enhance a co-ordinated promotional approach of joining forces to venture into the global market, thereby preventing universities from acting independently?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 4)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices (ETOs) and the Mainland Offices. Its first meeting was held on 10 November 2025 for discussion of work plans.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education (APAIE) Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and

- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

To further consolidate Hong Kong's status as an international education hub, and promote Hong Kong's higher education and the "Study in Hong Kong" brand globally, the Government designated February 23 to March 1, 2026, as Study in Hong Kong Week. Major events included the APAIE Conference and Exhibition and the first International Symposium of the Alliance of Universities of Applied Sciences (UAS). As a flagship event of the Study in Hong Kong Week, the APAIE Conference and Exhibition, themed "Asia-Pacific Partnerships for the Global Good", attracted exhibitors from over 600 universities and organisations. It featured nearly 130 sessions of high-level seminars and welcomed over 3 500 education leaders and experts from 72 countries and regions to Hong Kong. With the largest scale and highest number of participants in APAIE's history since 2004, it showcased Hong Kong's unique strengths as an international post-secondary education hub. During the event, the Secretary for Education met with representatives from various countries and regions to exchange views on the development, co-operation, and promotion of international higher education. In addition, the Chairman of the UGC exchanged views with global higher education leaders on challenges in the global higher education landscape and the promotion of cross-territory collaboration, while the Secretary-General of the UGC presented research achievements and impacts of Hong Kong's higher education sector.

As for the first International Symposium of the Alliance of UAS, themed "Academic-Industry-Government Collaboration in Advancing Vocational and Applied Education", it gathered experts, scholars and industry representatives from the Chinese Mainland, Hong Kong and overseas to explore how UAS can foster cross-sector collaboration in driving innovation and nurturing talent. Serving as an important platform for scholars from around the world, this symposium highlighted Hong Kong's strengths in vocational and professional education and training, attracting more high-calibre students to pursue applied sciences in Hong Kong.

During the Study in Hong Kong Week, the UGC-funded universities meticulously organised a series of campus tours, which not only provided participants with the opportunity to personally explore distinctive campuses for a close look at the modern teaching and learning facilities, but also included specially designed non-academic experiential sessions. These sessions featured a diverse range of activities that allowed visitors to immerse themselves in the unique campus cultures and vibrancy of the institutions. The tours also fostered interactions and exchanges between participants from different regions, enhancing their overall understanding of the strengths of Hong Kong's higher education. Meanwhile, the UGC and the institutions stepped up their promotional efforts through multimedia channels, publishing over 200 posts to showcase the strengths of Hong Kong's post-secondary education, further promoting the "Study in Hong Kong" brand.

In addition, ETOs and the Mainland Offices promoted the strengths of Hong Kong's post-secondary education during Lunar New Year celebratory events. EDB will integrate the "Study in Hong Kong" theme into various activities throughout the year and sustain promotional efforts on multiple fronts to create a favourable atmosphere, consolidate Hong Kong's status as an international education hub, and tell good stories of Hong Kong's education.

As the Study in Hong Kong Week was taken forward using EDB's existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 1596)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

According to Volume I – General Revenue Account of the Estimates, during 2026-27, the Vocational Training Council (VTC) will continue to arrange study trips for its students to the Greater Bay Area (GBA), implement the pilot Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) programme, operate the Pilot International Study Programme (ISP) under the Training and Support Scheme (TSS) for trainees, implement TSS, strengthen the promotion of the “professional” attributes of vocational and professional education and training and its “through-train” progression pathway, strengthen and deliver an inspiring STEAM education within VTC and across the local community, implement the industrial attachment programme, and implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme). In this connection, will the Government advise this Committee of –

- (1) the expenditures incurred by VTC in the past 5 years in arranging study trips for students to GBA, implementing the pilot DVE(SSC) programme, ISP and TSS, strengthening and delivering STEAM education, operating the industrial attachment programme, and implementing the Pilot Subsidy Scheme, as well as the specific details of each measure and the respective numbers of students/trainees benefitted; and
- (2) the estimated expenditures of VTC for continuing to implement the aforesaid measures in 2026-27, and the estimated numbers of beneficiaries or scopes of coverage?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 5)

Reply:

(1) and (2)

Short-term learning programmes under “GBA Explorer Trip” project

Starting from the 2023-24 financial year, the Education Bureau (EDB) has provided the Vocational Training Council (VTC) with a five-year funding totalling \$10 million for operating short-term learning programmes under the “GBA Explorer Trip” project. The exchange activities under the project cover, inter alia, national education, seminars on the development in the Mainland, visits to enterprises and exchange activities with Mainland students, with a view to enhancing students’ understanding of GBA as well as the employment opportunities therein. In view of the positive reception of the project since its launch, EDB provided VTC with an additional funding of \$5.2 million in 2025 for the purpose of extending the duration (in terms of day) and destinations of study visits to further enhance the depth and impact of the project, thereby assisting students in seizing the opportunities brought by the development in GBA. It is expected that a total of around 8 000 students enrolled in VTC’s Higher Diploma and Diploma programmes as well as trainees under the Training and Support Scheme (TSS) will benefit from the project from the 2023-24 to 2027-28 financial years. The number of participating students and the expenditure of the project in the 2023-24, 2024-25 and 2025-26 financial years are as follows –

Financial year	No. of participating students	Expenditure (\$ million)
2023-24	1 154	1.9
2024-25	1 479	2.5
2025-26 [^]	1 349	2.5

[^] Figures as at 28 February 2026.

VTC will continue to operate the project in the 2026-27 financial year to further support students’ exchange activities in GBA. It is estimated that about 1 780 students will participate in the project, and the expenditure involved is about \$3.5 million.

The pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme

In the 2023/24 academic year, VTC launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon completion of the programme, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. Under the pilot project, VTC offered courses covering 2 subject areas, namely “Hospitality” and “Information Technology”, from the 2023/24 to 2025/26 academic years. The number of participating secondary schools and participating students and the government funding approved are as follows –

Academic year	No. of participating secondary schools	No. of newly participating students	Government funding approved (\$ million)
2023/24	3	51	1.3
2024/25	9	152	3.2
2025/26	6	120	2.3

The pilot project will be extended for 3 academic years starting from the 2026/27 academic year, benefitting more students. VTC will continue to maintain close liaison with EDB in continuously reviewing the effectiveness of the pilot project.

TSS and the Pilot International Study Programme

The Government has implemented the pilot TSS through VTC since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year, which aims to attract and retain talent for industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways.

Starting from the 2020/21 academic year, the Government has provided a non-recurrent funding to VTC for 3 years to launch the Pilot International Study Programme (ISP) for trainees under TSS. ISP was officially launched in the 2022/23 academic year due to the pandemic, and was subsequently extended for 2 years until the 2024/25 academic year.

The amount of government funding approved under TSS and ISP in the past 5 financial years are as follows –

Financial year	Amount of government funding approved under TSS (\$ million)	Amount of government funding approved under ISP (\$ million)
2021-22	73.5	_*
2022-23	69.1	2.8
2023-24	76.1	3.6
2024-25	67.6	5.3
2025-26	69.1	2.2

The number of trainees participating in TSS and ISP in the past 5 academic years are as follows –

Academic year	No. of new trainees participating in TSS	No. of trainees participating in ISP
2021/22	957	_*
2022/23	1 078	153
2023/24	979	169
2024/25	1 008	148
2025/26	897 [^]	-

[^] Figures as at 28 February 2026.

* ISP was formally launched in the 2022/23 academic year. Therefore, no trainees participated in the 2021/22 academic year; nor was government funding involved in the 2021-22 financial year.

In the 2026-27 financial year, 1 200 training places will be provided under TSS, with the expenditure estimated to be around \$88.1 million.

Promotion of STEAM education

To tie in with the Government's policy to promote STEAM education, VTC has been delivering inspiring STEAM education to enhance the development of Hong Kong. VTC established the VTC STEM Education Centre in 2017 (which was renamed as the VTC STEAM Education Centre in 2023 with the inclusion of arts elements) and the Smart City Innovation Centre in 2021, providing its students with industry-related innovation and technology (I&T) knowledge and a cross-disciplinary learning platform, where the latest I&T knowledge is integrated into its pedagogy in order to cultivate future I&T talents. A total of over 100 STEAM workshops were organised for 3 000 participants by the 2 centres in the 2024/25 academic year.

To further promote STEAM education and arouse students' interest in the relevant fields, VTC consistently organises a wide array of activities such as workshops, online seminars, summer camps and competitions, and encourages students to engage in project learning and collaboration with industries through participation in major local and international competitions. VTC will continue to proactively collaborate with industry partners and encourage students to take part in the thematic projects of different industries to apply the smart technology that they have mastered in STEAM programmes, thereby further fostering the development and application of STEAM education. As the above-mentioned work is part of VTC's regular routine, the expenditure involved is subsumed under the overall account and a breakdown is not available.

Industrial attachment programme

Starting from the 2014/15 academic year, the Government has allocated an annual recurrent funding of about \$18 million to VTC to provide industrial attachment opportunities for about 9 000 students studying Higher Diploma programmes and certain Diploma of Vocational Education/Diploma of Vocational Baccalaureate programmes (including students studying in the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hong Kong Institute of Information Technology, International Culinary Institute, Chinese Culinary Institute and Youth College), with a view to enhancing graduates' employability and helping them adapt to the workplace environment as early as possible. VTC will continue to implement the attachment programme in the 2026/27 academic year.

Pilot Subsidy Scheme for Students of Professional Part-time Programmes

The Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Subsidy Scheme) with a funding of \$200 million to provide a tuition fee subsidy for practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. The Government injected an additional funding of \$234 million and \$425 million in 2019 and 2024 respectively to continue implementing the Subsidy Scheme till the 2028/29 academic year. In addition, the Subsidy Scheme has been expanded to cover creative industry and health and life science programmes, with the amount of tuition fee subsidy capped at \$36,000 per person for these newly covered programmes. The number of

trainees under the Subsidy Scheme and subsidy recipients and the amount of tuition fee subsidy granted in the past 5 academic years are as follows –

Academic year	No. of trainees	No. of subsidy recipients^{#^}	Tuition fee subsidy granted (\$ million) [^]
2020/21	2 618	2 528	51.6
2021/22	2 512	2 428	49.3
2022/23	2 518	2 450	48.2
2023/24	2 310	2 230	35.3
2024/25	2 363	1 769	16.7

[^] Figures as at 28 February 2026.

[#] To receive the tuition fee subsidy, the applicant must meet the relevant criteria, including the requirement that the applicant must be a Hong Kong permanent resident who has successfully enrolled in a designated part-time programme offered by VTC for the first time; also, the applicant must not have applied for or been granted any other form of subsidy or financial assistance from the Government or his/her employer for the same programme. Each applicant may apply for tuition fee reimbursement for not more than 2 programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon applicant's completion of a term of study.

In the 2026-27 financial year, approximately \$75 million of tuition fee subsidy is expected to be granted under the Subsidy Scheme to around 9 100 practitioners admitted to designated professional part-time programmes in the disciplines of construction, engineering and technology; creative industry; and health and life science.

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 2246)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

According to Volume I General Revenue Account of the Estimates, during 2026-27, the Education Bureau (EDB) will implement the amended Post Secondary Colleges Ordinance (Cap. 320) to improve governance of the self-financing post-secondary education sector and further support its healthy and sustainable development through targeted measures, including actively facilitating the migration of self-financing post-secondary institutions to the enhanced regulatory framework, continue to advance the development of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level, continue to implement the Hostels in the City Scheme to increase the supply of student accommodation, continue to implement measures to enhance Hong Kong's development as an international hub for post-secondary education, and continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the measures taken by EDB to implement the amended Post Secondary Colleges Ordinance, facilitate the development of UAS, support the exchanges and promotion of the Alliance of UAS, include eligible programmes of UAS into the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and provide additional subsidies, implement the Hostels in the City Scheme, enhance Hong Kong's development as an international hub for post-secondary education, and collaborate with the Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, what were the expenditures involved and the specific measures taken for the past 5 years?
- (2) Regarding the measures to be taken by EDB to implement the amended Post Secondary Colleges Ordinance, advance the development of UAS, accord priority to eligible programmes of UAS for inclusion under SSSDP and provide additional subsidies, continue to implement the Hostels in the City Scheme, enhance Hong Kong's development as an international hub for post-secondary education, and collaborate with the Mainland authorities to take forward the mutual recognition of sub-degree level

qualifications, what are the estimated expenditures and the specific measures for 2026-27?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 1)

Reply:

With its major provisions coming into operation on 1 August 2026, the Post Secondary Colleges (Amendment) Ordinance 2025 (Amendment Ordinance) serves to improve the regulatory and quality assurance mechanisms of self-financing post-secondary institutions and facilitate the healthy and sustainable development of the self-financing post-secondary sector. Upon the commencement of the Amendment Ordinance, there will be a transitional period of around 2 years, until 31 July 2028, during which relevant institutions currently not registered under the Post Secondary Colleges Ordinance (Cap. 320) can complete the registration procedures. The Education Bureau (EDB), in collaboration with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, will continue to maintain close liaison with self-financing institutions to ensure the smooth implementation of the enhanced regulatory framework and relevant transitional arrangements.

Meanwhile, EDB actively promotes vocational and professional education and training (VPET) as a pathway parallel to conventional academic education through the strategy of fostering industry-institution collaboration and diversified development, complementing the policy objective of developing Hong Kong into an international post-secondary education hub. Relevant specific measures include –

- (a) Fostering the development of universities of applied sciences (UAS) – In order to elevate the status of VPET at degree level and enhance the VPET articulation pathways, the Government has promoted the establishment of UAS to provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors. Hong Kong Metropolitan University and Saint Francis University have become the first 2 UASs in Hong Kong after undergoing stringent procedures and reviews. We will continue to provide a series of financial and support measures to encourage other post-secondary institutions to develop and plan along the relevant direction;
- (b) Supporting the Alliance of UAS – The Government has allocated \$100 million as a start-up fund in November 2024 to support the establishment of the Alliance of UAS. The Alliance has gathered 80 supporting organisations from different sectors and actively organised exchange activities since its establishment. For example, a visit to Guangzhou and Shenzhen was arranged in 2025 to learn about the operation mode of Mainland polytechnic institutions and implementation of industry-education collaboration. The Alliance also held the first International Symposium in February this year, gathering experts and scholars from overseas, the Mainland and Hong Kong to explore the development trend of UAS, strengthen the connection between VPET and conventional academic education, promote industry-education collaboration and encourage cross-border co-operation between institutions and enterprises. Looking ahead, the Alliance will look into strengthening the promotion of applied education at post-secondary level, such as initiating collaboration and research between institutions and the relevant sectors. The Alliance will also explore the feasibility of co-operating with leading

polytechnic institutions in Guangdong Province to jointly establish an exchange platform for the Guangdong-Hong Kong-Macao Greater Bay Area to facilitate the sharing of resources and collaborative development. The Government will continue to closely monitor the latest development and trend of VPET, and actively support the Alliance's efforts through the Steering Committee on the Alliance;

- (c) Developing applied degree programmes – To strengthen the VPET progression pathway at degree level, the Government has earlier on launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes. The total expenditure on the Pilot Project from 2021-22 to 2025-26 is approximately \$15 million. To encourage institutions to offer more applied degree programmes with an applied focus and enhance enrolment incentive of students, EDB has provided additional tuition fee subsidies for students enrolled in applied degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) starting from the 2024/25 academic year. The total amount of additional subsidies provided from 2024-25 to 2025-26 is around \$49 million; and
- (d) Working with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications – With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening the articulation pathways for young people, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

As regards promoting Hong Kong's development as an international post-secondary education hub, the Chief Executive put forward in the 2023 Policy Address the development of Hong Kong into an "international education hub and a cradle for future talents", and the 2024 Policy Address further announced that the Government would strive to establish the "Study in Hong Kong" brand. The number of non-local students enrolled in programmes funded by the University Grants Committee (UGC) has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places. In addition, the Development Bureau and EDB jointly launched the Hostels in the City Scheme in July 2025, streamlining development control procedures to encourage and facilitate the market to convert commercial buildings into student hostels or newly constructed hostels on a self-financing and privately-funded basis. By leveraging efficient market forces, this can broaden students' accommodation options and increase the supply of hostel places.

In 2026-27, EDB will continue to take forward the relevant work in pursuance of the abovementioned policy objectives. Specific measures and the relevant expenditures are set out below –

- (a) Strengthening the promotion of the "Study in Hong Kong" brand – The Chief Executive announced in the 2025 Policy Address the establishment of the Task

Force on Study in Hong Kong by EDB to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices. To support universities in strengthening the promotion of the “Study in Hong Kong” brand, UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the 8 UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, UGC has provided funding of about \$10 million to support HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or UGC Secretary-General delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaboration between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. HUCOMSCI encouraging the 8 UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Annual Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference and Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Annual Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the 8 UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand; and
- iv. the 8 UGC-funded universities actively stepping up student recruitment in the Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. Targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa in recent years, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along B&R, in an effort to recruit more students from around the world.

- (b) Providing addition subsidies for applied degree programmes – The Government will continue to provide additional subsidies for students enrolled in applied degree programmes under SSDDP. It is estimated that \$54.9 million of additional subsidies will be provided in 2026-27.

Regarding the abovementioned measures for which expenditure or estimated expenditure figures are not provided, they will be taken forward using EDB's existing resources, with the expenditure involved subsumed under its overall expenditure. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB016

(Question Serial No. 2786)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) provides support for eligible students, including the Hong Kong Scholarship for Excellence Scheme, which supports outstanding students studying at renowned universities outside Hong Kong; the Mainland University Study Subsidy Scheme, which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions; and the Hong Kong Future Talents Scholarship Scheme for Advanced Studies, which provides scholarship for local students to pursue designated taught postgraduate programmes offered by self-financing universities (including universities of applied sciences). In this connection, will the Government advise this Committee of the following –

- (1) the number of student beneficiaries and the total amount involved in each of the schemes in the past 5 years; and
- (2) the estimated expenditures of EDB on the above-mentioned student support schemes and the specific measures in 2026-27, as well as the ways to further enhance enrolment incentive?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 2)

Reply:

(1) to (2)

Hong Kong Scholarship for Excellence Scheme

The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students in pursuing studies at world-renowned universities outside Hong Kong. With up to 100 students subsidised per cohort starting from the 2015/16 academic year, the HKSES has been regularised since the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a

ceiling of \$200,000 per student per annum, for covering living and other study-related expenses.

From the 2021/22 to 2025/26 academic years, the scholarship quota of 100 places was fully utilised for all cohorts, and the numbers of student beneficiaries and total amounts of subsidies are tabulated as follows –

Academic year	No. of student beneficiaries ⁽¹⁾	Total amount of subsidy (\$ million) ⁽²⁾
2021/22	298	75.3
2022/23	315	81.1
2023/24	308	84.1
2024/25	327	93.7 ⁽³⁾
2025/26 ⁽⁴⁾	318	85.2

Notes:

- (1) Including awardees of the current cohort and the renewals.
- (2) Manpower resources involved in the implementation of HKSES are subsumed under the recurrent expenditure of the Education Bureau.
- (3) Actual figures revised from last year's estimates.
- (4) Relevant number of student beneficiaries and total amount of subsidy are provisional figures.

HKSES nurtures a top cadre of talents with global vision, international network and world-class education. For the 2026/27 academic year, the Government continues to subsidise up to 100 students, and the estimated expenditure is comparable to that for the 2025/26 academic year.

Mainland University Study Subsidy Scheme

The Mainland University Study Subsidy Scheme (MUSSS) aims to support Hong Kong students in pursuing undergraduate studies on the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means. The MUSSS is not subject to any quota, and the subsidy is granted on a yearly basis. The subsidised period is the normal duration of the undergraduate programme pursued by the student concerned in a designated Mainland institution.

The numbers of student beneficiaries and the total amounts of subsidy disbursed under MUSSS in the past 5 years are tabulated below –

Academic year	2021/22	2022/23	2023/24	2024/25	2025/26 (as at the end of February 2026)
Total no. of student beneficiaries	4 422	4 551	4 601	4 137	3 447 ⁽⁵⁾
Total amount of subsidy (\$ million)	56	62	63	55	46 ⁽⁶⁾

- (5) About 260 applications for the 2025/26 academic year are currently being processed. About 3 600 students are expected to benefit from MUSSS during the year.
- (6) The total estimated amount of subsidy to be disbursed during the year is around \$48 million.

The MUSSS provides subsidies for students aspiring to pursue further studies on the Mainland. The Government envisages that the expenditure and the number of student

beneficiaries of the 2026/27 academic year are comparable to those of the 2025/26 academic year.

Hong Kong Future Talents Scholarship Scheme for Advanced Studies

Starting from the 2025/26 academic year, the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) offers scholarships each year to up to 1 200 local students enrolling in designated taught postgraduate programmes at the 8 University Grants Committee (UGC)-funded universities or self-financing universities (including universities of applied sciences). The scholarship is subject to a cap of \$100,000 per student (for the whole taught postgraduate programme, regardless of the actual study period of the programme and mode of study). According to the latest information provided by the 8 UGC-funded universities, a total of 990 students were awarded with scholarships of about \$99 million in the 2025/26 academic year. As for self-financing universities (including universities of applied sciences), a total of 150 students were awarded with scholarships of about \$15 million.

The FTSS attracts more local students to pursue advanced studies in priority areas conducive to the development of Hong Kong and expands the pool of high-calibre talents for various domains. The Government has set aside a provision of \$120 million for the implementation of FTSS for the 2026/27 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 2787)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the 2026-27 Budget that “in the 2025/26 to 2027/28 triennium, the University Grants Committee (UGC)-funded universities will introduce a total of 27 undergraduate programmes related to STEAM, including AI, creative industries, data science, etc. As regards self-financing post-secondary institutions, AI-related programmes will be given priority to be included in the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2027/28 academic year. Meanwhile, the Vocational Training Council (VTC) also includes AI application in the compulsory modules on Information Technology for all of its Higher Diploma programmes”, and related educational and talent nurturing measures are specified. In this connection, will the Government advise this Committee of –

- (1) the estimated total expenditure on the 27 STEAM-related undergraduate programmes newly introduced by the 8 UGC-funded universities in the 2025/26 to 2027/28 triennium, and the expected number of students to be benefitted;
- (2) the financial support arrangement for the priority inclusion of AI-related programmes offered by self-financing post-secondary institutions under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) starting from the 2027/28 academic year, and the expected number of AI-related programmes and self-financing post-secondary institutions to be benefitted; and
- (3) the expenditure on including AI application in the compulsory modules on Information Technology for all VTC Higher Diploma programmes in the 2026/27 and 2027/28 academic years, the number of Higher Diploma programmes involved and the expected number of students to be benefitted?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 14)

Reply:

(1)

In the 2025-28 triennium, the 8 University Grants Committee (UGC)-funded universities introduce a total of 27 undergraduate programmes related to STEAM and “the eight centres”. These programmes cover emerging sectors which have developed rapidly in recent years and are widely popular among young people, such as artificial intelligence (AI), cybersecurity, creative industries, sustainable development, and data science. This can consolidate Hong Kong’s development in innovation and technology and “the eight centres” while creating opportunities for young people to develop their strengths and promoting greater diversification in society and the economy.

UGC will only determine the approved student number targets by university and study level under the current triennial planning mechanism. Apart from the disciplines of education, healthcare and social work, the Government does not specify the number of student places for each discipline or programme. The universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants which are allocated in the form of a block grant, to determine the programmes to be offered and the allocation of student places among different disciplines. For the 2025/26 academic year, the numbers of first-year-first-degree and senior year student admission (provisional figures) of newly introduced programmes related to STEAM and “the eight centres” are 670 and 120 respectively.

(2)

As with other programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), students enrolled in AI-related programmes included in SSSDP are eligible for the subsidies during the normal duration of the programmes concerned. The subsidies are categorised into laboratory-based programmes and non-laboratory-based programmes based on their nature. Additional subsidies are provided for students enrolled in applied degree programmes that have undergone relevant accreditation.

The Education Bureau will consult policy bureaux on according priority to more AI-related programmes for inclusion under SSSDP in the 2027/28 academic year. The Government will take into account other factors such as the AI programmes and number of places offered by participating institutions, manpower demand indicators of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes in making an overall assessment before determining the number of AI-related programmes and places to be included in SSSDP.

The subsidy amounts and the list of programmes under SSSDP for the 2027/28 academic year are expected to release in September 2026.

(3)

The Vocational Training Council (VTC) has included relevant AI content in the compulsory modules on Information Technology for its Higher Diploma (HD) programmes starting from the 2025/26 academic year, and all of its HD programmes will be covered by the 2026/27 academic year. Over 100 HD programmes are expected to be covered in each academic year, benefitting about 16 000 students enrolled in HD programmes. Each discipline will also gather information on the current developments and planning of AI application in the sector through the industry advisory committees concerned for timely introduction of relevant AI technology to respective HD programmes.

With its annual recurrent funding, VTC supports the teaching of AI application covered by the compulsory modules on Information Technology in HD programmes by means of regular review of the teaching content related to Information Technology, as well as timely upgrading and acquisition of related software and hardware facilities. The expenditure is subsumed under the overall account and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 1374)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government provides funding to primary and secondary schools admitting non-Chinese speaking (NCS) students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) for NCS students, including those with special educational needs (SEN), to learn Chinese. In addition, the Government encourages parents of pre-school children to make early integration arrangements for their children, provides professional support to schools, and enhances teacher training to improve teaching effectiveness. In this connection, please advise this Committee of the following –

- (1) What are the actual expenditures, the number of beneficiary schools and NCS students, and the staff establishment involved in each of the past 5 years?
- (2) What specific indicators or assessment tools (e.g. the Territory-wide System Assessment, school-based assessment frameworks) has the Government employed to quantitatively measure the progress of NCS students (including students with SEN) in learning Chinese over the past 5 years? What are the relevant data?
- (3) In view of the above assessment results, has the Chinese language proficiency (e.g. reading, writing, listening, and speaking) of NCS students shown tangible improvement? Will the Government please provide longitudinal data or detailed analysis from the past 5 years to illustrate the effectiveness of the relevant funding and the Learning Framework?
- (4) How does the Government monitor the teaching effectiveness of individual schools in utilising the funding to implement the Learning Framework? What follow-up or remedial measures has the Government taken for student groups whose Chinese language proficiency has not demonstrated significant improvement over a long period?
- (5) In relation to the enhancement of teachers' professional capability, how has the training provided for principals and teachers over the past 5 years helped teachers accurately

assess the learning difficulties and areas for improvement of NCS students? Has the Government evaluated the actual impact of such training on enhancing students' learning outcomes in Chinese language learning?

- (6) What specific measures has the Government introduced to encourage parents of NCS students (particularly at the pre-school stage) to support their children in learning Chinese? Over the past 5 years, what have been the numbers of participants in these measures, and how has the Government assessed their impact on students' adaptation to learning Chinese and their learning effectiveness in primary school?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 40)

Reply:

(1)

The numbers of public sector and Direct Subsidy Scheme (DSS) schools admitting non-Chinese speaking (NCS) students and offering local curriculum (including special schools), and the respective numbers of NCS students from the 2020/21 to 2024/25 school years are tabulated as follows –

School year	2020/21	2021/22	2022/23	2023/24	2024/25
No. of schools	709	721	739	749	768
No. of NCS students	20 664	20 773	20 880	21 342	22 036

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures for NCS students include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

The Education Bureau (EDB) has been providing NCS students with all-encompassing learning support from pre-primary to secondary levels through diverse strategies to help them master the Chinese language and integrate into the community. These measures vastly benefit schools, teachers, NCS students and their parents. The measures to support NCS students' learning and their actual expenditures from the 2020/21 to 2024/25 school years are tabulated at Annex. As the manpower involved in these measures is subsumed under EDB's overall expenditure and/or different funds, a breakdown of expenditure is not available.

(2) to (4)

EDB has implemented the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework), complemented by learning and teaching materials, in primary and secondary schools since the 2014/15 school year to support NCS students in learning Chinese. With reference to the Learning Framework, teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school level for NCS students with different starting points to help them learn Chinese progressively. Schools need to review the learning progress of NCS students at different learning stages as described in the Learning Framework, and adjust the learning targets and teaching strategies as appropriate. Schools understand NCS students' Chinese proficiency by means of internal assessments and observations of classroom performance. EDB also engages with schools, through school visits and exchanges with teachers, to keep in view schools' formulation of learning

objectives, curriculum planning, the appropriateness of teaching materials and strategies adopted, the assessment of language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning, and provide feedback and recommendations.

Regarding additional funding, all public sector and DSS schools offering local curriculum and admitting NCS students are provided with additional funding according to the number of NCS students admitted. We have been providing schools with professional advice and support through different means, including requiring schools to report on their use of the additional funding, engaging in exchanges with schools and conducting school visits to ensure the prudent and proper use of the additional funding. Schools generally use the above funding to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. They may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs and exercise flexibility in deploying various resources (including the additional funding for NCS students) to provide appropriate support for NCS students. Most of the schools consider that the additional funding facilitates the implementation of various school-based measures to provide appropriate support for NCS students, including enhancing the professional capacity of teachers in teaching Chinese to NCS students, developing school-based curriculum/teaching materials, adopting and adapting the complementary resources, setting appropriate learning targets for students, etc.

Generally speaking, schools can effectively use the additional funding and implement various school-based measures to provide appropriate support for NCS students. We understand that there are other factors affecting the learning effectiveness of NCS students, such as parents' expectations and co-operation and students' learning attitude. Based on observations and surveys, most of the school teachers consider that NCS students show gradual improvements in Chinese learning performance in school as well as increased interest and confidence in learning Chinese. Most NCS students express their desire to better master the Chinese language and report that they enjoy school life. Parents of NCS students are also generally satisfied with the support provided by the schools for Chinese language learning. In addition, NCS students' good performance in Chinese in various activities and competitions organised by EDB further demonstrates the positive impact of the relevant support measures.

(5)

To enhance the professional capabilities of Chinese Language teachers in teaching NCS students, EDB has been providing diversified professional development programmes on an ongoing basis. These include seminars, workshops and online self-learning courses, covering areas such as curriculum and assessments, learning and teaching strategies, language learning and cultural inclusion, as well as experience sharing by frontline teachers. These programmes enable teachers to master the use of the "Chinese Language Assessment Tools for NCS Students" to assess students' performance and, in response to students' learning difficulties and needs, adjust the learning and teaching strategies with reference to the Learning Framework, thereby enhancing students' learning effectiveness. Participating teachers generally agreed that the professional development programmes could help them adapt the Chinese Language curriculum with reference to the Learning Framework and master the strategies for learning and teaching Chinese as a second language.

(6)

Starting from the 2020/21 school year, EDB has been providing a series of parent education programmes tailored for parents of NCS students (including parents of pre-school children). These programmes, comprising talks, workshops, exhibitions, community exploration and interviews, are aimed at helping parents of NCS students support their children's learning, encourage their children to master the Chinese language, and have a more comprehensive understanding of the multiple pathways available to their children. Besides, we have launched the "Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students" in 2024. The Resource Booklet, which is available in 10 different language versions, has been disseminated through various platforms, including EDB website and the "Smart Parent Net" website, helps parents of NCS students support their children's learning and whole-person development. As the purpose of education programmes for parents of NCS students is not confined to helping these parents support their children in mastering the Chinese language, a breakdown and the effectiveness data for related measures are not available.

**Education support measures provided for NCS students
and actual expenditures from the 2020/21 to 2024/25 school years**

Support measure	Actual expenditure (\$ million) (Note 1)				
	2020/21 school year	2021/22 school year	2022/23 school year	2023/24 school year	2024/25 school year
Provision of a grant to kindergartens (KGs) joining the Kindergarten Education Scheme and admitting NCS students according to the number of NCS students admitted.	117.8	125.4	133.4	151.1	162.7
Provision of specific training courses on supporting NCS students for KG teachers. (Note 2)	1.0 (Note 3)	3.5 (Note 3)	1.6	1.6	1.6
Development of the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) and the supporting resources, including designing the Online Chinese Language Self-learning Resources for NCS students to provide diversified learning materials.	3.0	3.0	3.0	3.0	3.0
Provision of training programmes for Chinese Language teachers teaching NCS students.	(Note 4)	(Note 4)	(Note 4)	(Note 4)	(Note 4)
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for KGs and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students. School-based professional support services include organising cross-school, teacher-learning communities.	14.2 (Note 5)	13.5 (Note 5)	9.2 (Note 5)	- (Note 6)	- (Note 6)
Provision of funding to public sector and DSS primary and secondary schools offering the local curriculum and special schools according to the number of NCS students admitted, and enhancement of school-based professional support services to facilitate schools’ implementation of the Learning Framework and support for NCS students’ learning of Chinese, as well as the creation of an inclusive learning environment in schools.	357.1	363.1	381.4	406.6	436.5

Support measure	Actual expenditure (\$ million) (Note 1)				
	2020/21 school year	2021/22 school year	2022/23 school year	2023/24 school year	2024/25 school year
Provision of the Grant for Supporting NCS Students with Special Educational Needs (SEN) for public sector ordinary primary and secondary schools admitting NCS students with SEN.	30.4	34.5	36.1	41.8	44.9
Commissioning non-governmental organisations (NGOs) to provide school-based life planning education support services and arrange career exploration activities for NCS students to help them make informed choices for further studies and career pursuits, set personal goals and plan their future. The number of schools receiving school-based support services on “life planning” for NCS students has been increased starting from the 2023/24 school year.	1.4	1.6	1.6	1.7	2.1
Provision of Student Grant for Applied Learning Chinese (for NCS students).	5.9	6.6	7.1	7.1	7.3
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language).	6.2 (Note 7)	6.9 (Note 7)	7.9 (Note 7)	8.3 (Note 7)	6.3
Provision of a series of parent education programmes for parents of NCS students to help them support their children’s learning, encourage their children to master the Chinese language, and help them have a more comprehensive understanding of the multiple pathways available to their children. In addition, the “Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students”, which is available in 10 different language versions, was launched in the 2024/25 school year to facilitate parents of NCS students to	2.0 (Note 8)	2.3 (Note 8)	3.7 (Note 8)	3.9 (Note 8)	2.0 (Note 8)

Support measure	Actual expenditure (\$ million) (Note 1)				
	2020/21 school year	2021/22 school year	2022/23 school year	2023/24 school year	2024/25 school year
support their children's whole-person development.					
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children. The programme has been expanded to cover NCS students progressing to Primary 5 and Primary 6 starting from the 2023/24 school year.	0.3 (Note 9)	2.0	0.5 (Note 10)	2.4	2.9
Organising district-based programmes in collaboration with NGOs under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art.	0.7 (Note 11)	1.0 (Note 11)	2.3	2.1	3.0 (Note 12)
Organising after-school Chinese Language courses for primary NCS students using adapted learning materials for the Youth Chinese Test. The pilot scheme has been implemented on a continuous basis starting	-	-	-	2.0	3.3
Development of "The Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)" and the supporting resources.	2.3	1.9	2.0	1.4	1.4
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers.	4.6	4.9	0.6 (Note 13)	- (Note 14)	- (Note 14)

Notes:

- (1) As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB's overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
- (2) Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses for supporting NCS students has been included in the actual expenditure.
- (3) Due to the impact of the COVID-19 epidemic, some courses in the 2019/20 school year were postponed to the 2020/21 school year. These courses and all the courses for the 2020/21 school year were completed by August 2021, with a blended mode of face-to-face and online courses. All the courses for the 2021/22 school year were completed on schedule with a blended mode of face-to-face and online courses.
- (4) As the programmes are subsumed under EDB's recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
- (5) As the related services are implemented simultaneously in KGs and schools, a breakdown of expenditure for KGs and schools is not available.

- (6) Starting from the 2022/23 school year, the expenses for the relevant measure are covered by the Quality Education Fund.
- (7) With the Government paying the examination fees for school candidates of the 2021 to 2024 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned from the 2020/21 to 2023/24 school years was waived accordingly.
- (8) The initiative involves non-recurrent funding totalling about \$15 million for 5 years. Upon exhaustion of the funding in the 2025-26 financial year, EDB will continue to deploy resources to organise parent education programmes with greater diversities so as to better meet the needs of the NCS parents.
- (9) There was a drop in the enrolment due to the impact of the COVID-19 epidemic.
- (10) The summer holidays had been advanced to March and April 2022 and the 2021/22 school year was extended to August 2022. As a result, the duration of and number of students enrolled for the 2022/23 Summer Bridging Programme (which took place before the 2022/23 school year commenced) were lower.
- (11) Due to the COVID-19 epidemic, classes, face-to-face classes and school activities had to be suspended and some of the originally scheduled activities were cancelled.
- (12) The actual expenditures for the 2024/25 school year are subject to confirmation in the audited accounts.
- (13) In the 2022/23 school year, the support services provided by Chinese Language Learning Support Centres only included teacher workshops.
- (14) In view of a series of enhanced support measures provided for NCS students in learning the Chinese Language in recent years, the resources have been fully consolidated from the 2023/24 school year after review to ensure that resources are used in a more effective manner. Therefore, a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 1384)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget mentions that the Government will roll out 3 sites in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development. When vetting applications for campus development, will the Government establish a scoring mechanism and require applicant universities to meet specified requirements, such as providing specific indicators for transformation of research and development outcomes or engaging in partnership projects with prospective enterprises in the San Tin Technopole, to ensure their integration into the entire innovation and technology ecosystem of the Northern Metropolis? If yes, what are the specific details of the scoring mechanism and the estimated expenditure involved?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 10)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 3085)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Quality Education Fund has earmarked \$2 billion to take forward digital education in primary and secondary schools by offering school-based AI education programmes and subsidising students to participate in related activities. Also, AI training for teachers will be provided. In this connection, please advise this Committee of the following –

- (a) the distribution of the \$2 billion in detail;
- (b) the plans to incorporate AI education into the core curriculum and the estimated expenditure;
- (c) the plans to enhance AI training for teachers and the estimated expenditure; and
- (d) whether evaluation will be made on the effectiveness of promoting digital education in primary and secondary schools or incorporating AI education into the primary and secondary curricula; if yes, of the evaluation methods and details; if no, of the reasons.

Asked by: Hon CHONG Ho-fung (LegCo internal reference no.: 13)

Reply:

(a)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching (L&T). Successful applicant schools will receive a one-off funding of

\$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB. Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

(b) to (d)

In recent years, the application of AI in basic education has advanced rapidly. EDB has also set AI as a key direction of support in its efforts to promote digital education in primary and secondary schools, actively assisting teachers and students to integrate AI into L&T of all subjects (i.e. AI for ALL subjects) to enhance the quality of L&T. We encourage teachers of various subjects to appropriately apply AI in teaching according to the characteristics of their subjects and pedagogical needs, and guide students to practise “using to achieve learning, learning through using, effectively using” AI during their course of learning to enhance their AI literacy. EDB is formulating the Blueprint for Digital Education Development in Primary and Secondary Schools, which will include an AI literacy learning framework and relevant teaching guidelines for teachers' reference.

EDB has been progressively launching the “Digital Education AI in Education Series”, professional training programmes covering areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools' professional capacity in planning and implementing AI education. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices to help teachers effectively apply AI in L&T.

EDB will collect information through various modes of school visits, focus group meetings with teachers and teacher-student activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

The expenditure involved in the aforementioned work items is subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 0166)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The 2026-27 Budget mentioned that \$10 billion be earmarked for providing loans to support campus developments in the Northern Metropolis (NM) University Town. Regarding the overall student capacity planning, programme positioning, and development of core competitiveness of the NM University Town (NMUT), please advise this Committee of the following –

- (1) What is the projected total student population of NMUT upon its full completion? As regards the 3 campus sites to be rolled out shortly as proposed in the Budget, what is the number of students to be accommodated upon completion of campuses, the distribution of quotas among undergraduate programmes/postgraduate programmes/applied technology programmes, and the corresponding size of staff establishment?
- (2) To tie in with the positioning of NM as a “new international innovation and technology city” and the target industries for priority development in San Tin Technopole and the Hetao Shenzhen-Hong Kong Science and Technology Innovation Co-operation Zone, such as life and health technology, artificial intelligence and data science, advanced manufacturing and new energy technologies, will the Government require applicant institutions to offer specialised programmes that are highly aligned with the industry development of NM and develop branded joint programmes with top institutions from the Mainland and overseas? What are the specific guidelines and eligibility requirements?
- (3) What specific measures are in place to prevent programmes to be offered in NMUT from becoming homogenous to those offered by existing institutions of higher education in Hong Kong and to enhance their core competitiveness, for example, how will the Government promote an in-depth integration of the industry, academic and research sectors, liaise with enterprises in the area to provide platforms for internships and transformation of research and development outcomes, and support talent who stay in Hong Kong for employment and entrepreneurship, so as to attract more outstanding local, Mainland and overseas students to study there?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 5)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Working Group will make recommendations on the positioning and vision regarding the development of the relevant sites, and consider an industry-led approach. The land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK/HT NDA), 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, including life and health technology industries, and can be used for joint development with the third medical school and an integrated medical teaching and research hospital.

The Government will roll out 3 sites for post-secondary education purposes in HSK/HT NDA shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 0168)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the \$10 billion earmarked for providing loans to support campus development for the Northern Metropolis University Town (NMUT) as mentioned in the 2026-27 Budget, please advise this Committee of the progress of preparing the NMUT Development Conceptual Framework, as well as the key initiatives, estimates and manpower arrangements for 2026-27 –

- (1) It is mentioned in the Northern Metropolis Action Agenda that the Government plans to publish the NMUT Development Conceptual Framework in the first half of 2026. What is the progress of the preparatory work? Will the core content be updated in the light of the \$10 billion loan arrangements and the rollout of 3 campus sites as mentioned in this Budget? What are the official timetable and arrangements for the release of the NMUT Development Conceptual Framework? Will the results of public consultation and the incorporation of feedbacks be disclosed concurrently?
- (2) What are the key initiatives specifically in taking forward the development of NMUT in 2026-27, including the schedule of rolling out the 3 campus sites, eligibility requirements for application, assessment criteria and timeframe for granting approval; the application details, approval mechanism, disbursement and monitoring arrangements for the \$10 billion loan; and the co-ordination of campus supporting infrastructure and medical teaching and research facilities in taking forward the development? Please specify the relevant timeline and the departments responsible for each initiative.
- (3) What are the estimated overall expenditure and breakdown of the estimates for taking forward the initiatives of NMUT in 2026-27? What are the staff establishment and organisational structure of the dedicated team responsible for co-ordination, as well as the co-ordination mechanism among bureaux and departments (including the division of labour among the Education Bureau, the Development Bureau, the Innovation, Technology and Industry Bureau, and the Northern Metropolis District Co-ordination Office)?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 13)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town (NMUT), and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

The Working Group will continue to put forward recommendations on the development mode and specific facilities of NMUT, proactively explore the strategies for attracting leading universities and research institutes to establish a base in Hong Kong, and 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, so as to attract world-class scholars and outstanding students to Hong Kong, facilitating Hong Kong's development into an international education hub.

EDB will use its existing resources to take forward NMUT development, and the expenditure involved is subsumed under EDB's overall expenditure. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB023

(Question Serial No. 0169)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the admission planning, population distribution and interfacing arrangements of the Northern Metropolis University Town (NMUT) –

- (1) In connection with the overall admission planning of NMUT and the admission arrangements of the programmes to be offered at the first 3 campus sites mentioned in the Budget, what is the specific plan in place in determining the proportion of quotas for local and non-local students? Will the Government accord priority to securing the admission quota of local students, while allocating quota to non-local students appropriately to attract young talent from around the world and the Greater Bay Area to build the Northern Metropolis (NM) into an international hub for innovation and technology talents?
- (2) Will the Government provide subsidised places, scholarships and living allowances for local students of programmes that align with the major industries of NM, so as to encourage more local students to further their studies at NMUT and stay at NM for long-term development? What specific plans are in place?
- (3) When catering for the students and teaching staff of NMUT as well as their population size, how will the Government systematically align the population distribution of NMUT with the overall planning of accommodating a 2.5 million population in NM? What are the planning and implementation timetables for the related residential facilities (including staff quarters and student hostels), transportation infrastructure, community facilities and healthcare services? Additionally, will specific measures be developed to encourage NMUT graduates to remain in NM for employment and entrepreneurship, thereby achieving “home-job balance” and contributing to the long-term industry development in NM?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 14)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town (NMUT), and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

The Working Group will continue to put forward recommendations on the development mode and specific facilities of NMUT, proactively explore the strategies for attracting leading universities and research institutes to establish a base in Hong Kong, and 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, so as to attract world-class scholars and outstanding students to Hong Kong, facilitating Hong Kong's development into an international education hub.

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 0177)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

This year's Budget places strong emphasis on promoting artificial intelligence (AI) education. By enrolling in AI programmes, working individuals can enhance their competitiveness as well as "preserving and adding value" to the talent pool of Hong Kong. Will the Government advise this Committee of –

- (1) over the past 3 financial years, what was the total expenditure spent by the Government on subsidising working individuals' enrolment in AI application-related programmes through various channels (such as subsidies under the Qualifications Framework);
- (2) in view of the Government's active promotion of the development of the digital economy, whether there are any plans to increase the budget for subsidising working individuals' enrolment in AI programmes in the next 3 financial years? If so, what will be the rate of increase and the estimated number of additional beneficiaries?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 104)

Reply:

Regarding the artificial intelligence (AI) training for all proposed in the Budget, in terms of post-secondary education, the 8 University Grants Committee-funded universities will introduce a total of 27 undergraduate programmes related to STEAM and "the eight centres" in the 2025-28 triennium. These programmes cover emerging sectors which have developed rapidly in recent years and are widely popular among young people, such as AI, cybersecurity, creative industries, sustainable development, and data science. This can consolidate Hong Kong's development in innovation and technology and "the eight centres" while creating opportunities for young people to develop their strengths and promoting greater diversification in society and the economy.

Furthermore, the Vocational Training Council (VTC) has included relevant AI content in the compulsory modules on Information Technology for its Higher Diploma (HD) programmes starting from the 2025/26 academic year, and all of its HD programmes will be covered by the 2026/27 academic year. Over 100 HD programmes are expected to be covered each

academic year, benefitting about 16 000 students enrolled in HD programmes. Each discipline will also gather information on the current developments and planning of AI applications in the sector through the industry advisory committees concerned for timely introduction of related AI technology to respective HD programmes.

Besides, self-financing AI-related post-secondary programmes will be given priority for inclusion under the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2027/28 academic year. Eligible students can receive tuition fee subsidies during the normal duration of the programmes concerned. The subsidy amounts and the list of programmes for the 2027/28 academic year are expected to release in September 2026.

In addition, the Qualifications Framework (QF) is a seven-level hierarchy framework with a Qualifications Register (QR) that records quality assured qualifications recognised under QF to facilitate the search of these qualifications by the public. The Government established the QF Fund in 2014 to support the sustainable development and implementation of QF. In particular, programme operators (including non-degree programmes related to AI) may obtain subsidies through the Accreditation Grant Scheme or the Programme Development Grant Scheme under the QF Fund, for the purpose of programme accreditation or development. They may also, through the QR Subsidy Scheme, obtain subsidies to cover registration and hosting fees for programmes or qualifications accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and registered on QR.

- End -

CONTROLLING OFFICER'S REPLY

EDB025

(Question Serial No. 0179)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the promotion of the internationalisation of the Hong Kong Diploma of Secondary Education Examination (HKDSE), will the Government inform this Committee –

1. in each of the past three financial years, of the details of the efforts made by the Education Bureau and the Hong Kong Examinations and Assessment Authority to enhance the international recognition of HKDSE (including liaising with overseas universities, participating in international education exhibitions, and organising promotional activities) and set out such information by the number of relevant seminars and briefing sessions held, the number of international education exhibitions and conferences attended, the number of participants involved, as well as the expenditures and manpower involved; and
2. whether the Government has plans to allocate dedicated funding and manpower for the implementation of relevant initiatives with a view to further promoting the internationalisation of HKDSE and attracting more overseas young talents to enrol in HKDSE programmes; if so, of the details; if no, of the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 106)

Reply:

1.
The Hong Kong Examinations and Assessment Authority (HKEAA), a financially independent statutory body, is responsible for administering the Hong Kong Diploma of Secondary Education Examination (HKDSE) and promoting its international recognition. HKEAA also reports regularly to the Education Bureau (EDB) on the progress of such work. Since the introduction of HKDSE in 2012, HKEAA has been committed to promoting the HKDSE qualification to governments, higher education institutions, international assessment bodies and employers around the world, with a view to securing wider recognition and expanding diversified pathways for candidates in further studies and employment.

With the COVID-19 epidemic largely subsiding in 2023 and society returning to full normalcy, HKEAA has actively participated in different major local and overseas education exhibitions and conferences, as well as the Mainland Higher Education Expo co-organised by the Ministry of Education and EDB, through exhibition booths and meetings with representatives of overseas institutions to deepen understanding of the HKDSE's academic credentials across different sectors. HKEAA has also proactively liaised with official representatives from various countries to promote recognition of the HKDSE qualification.

Currently, over 2 100 non-local higher education institutions have listed their general admission requirements for HKDSE results on the HKEAA website and/or their official websites, with this number continuing to grow. Among them, 165 Mainland higher education institutions have admitted Hong Kong students on the basis of their HKDSE results. Official education authorities in six European countries, including Ireland, Sweden, the Netherlands, Spain, Germany, and Austria, accept eligible students applying directly to all public universities in their respective countries using HKDSE results. The Association of Indian Universities, representing over 1 000 higher education institutions in India, has recognised that the HKDSE qualification is equivalent to India's high school graduation qualification, allowing candidates to apply directly to Indian higher education institutions and universities with their HKDSE results.

Details of HKEAA's work on promoting the international recognition of HKDSE from the 2022-23 to 2025-26 financial years, including the number of activities, number of participants, expenditure and manpower involved, are tabulated below –

Financial year¹	Promotional activity	No. of activities	No. of participants	Expenditure	Manpower
2022-23	Seminars	3	approx. 1 230	\$55,600	20
	Local education exhibitions and conferences	1	approx. 100	\$0	2
	Meetings with consulates and/or non-local official bodies	2	10	\$0	10
	International education exhibitions and conferences	0	0	\$0	0
	Sub-total	6	approx. 1 340	\$55,600	32
2023-24	Seminars	3	approx. 2 200	\$84,312	24
	Local education exhibitions and conferences	2	approx. 13 100	\$54,310	16
	Meetings with consulates and/or non-local official bodies	4	16	\$0	20
	International education exhibitions and conferences	1	approx. 2 500	\$310,523	7

Financial year¹	Promotional activity	No. of activities	No. of participants	Expenditure	Manpower
	Sub-total	10	approx. 17 816	\$449,145	67
2024-25	Seminars	4	approx. 1 800	\$125,700	26
	Local education exhibitions and conferences	2	approx. 13 100	\$51,131	16
	Meetings with consulates and/or non-local official bodies	3	12	\$0	12
	International education exhibitions and conferences	1	approx. 7 300	\$448,116	6
	Sub-total	10	approx. 22 212	\$624,947	60
2025-26 (as at the end of December 2025)	Seminars	2	approx. 1 330	\$0	9
	Local education exhibitions and conferences	1	approx. 100	\$0	2
	Meetings with consulates and/or non-local official bodies	2	5	\$541	6
	International education exhibitions and conferences	1	approx. 7 000	\$157,269	2
	Sub-total	6	approx. 8 435	\$157,810	19
Total		32	approx. 49 803	\$1,287,502	178

Note:

1 The financial year of HKEAA runs from 1 September each year to 31 August of the following year.

2.

HKEAA has incorporated the promotion of international recognition of HKDSE into its corporate strategic development plan. The relevant financial and manpower resources have been included in HKEAA's annual operating budget.

- End -

CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 0180)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Quality Education Fund has earmarked \$2 billion to promote digital education, of which approximately \$500 million has already been allocated to the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme). In this connection, will the Government advise this Committee of –

- (1) the latest progress of the Funding Programme;
- (2) whether the Government has any measures to ensure that the funding is effectively channelled to schools and students in need to avoid duplication or wastage of resources; if yes, of the details, if no, of the reasons;
- (3) whether the Government has clearly defined the purposes of the remaining funding of \$1.5 billion, and the usage of the funding in this school year?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 114)

Reply:

(1) to (3)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools. About \$500 million of the funding has been allocated for the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) launched by the Education Bureau (EDB) in December 2025. The Funding Programme invites applications from publicly funded primary and secondary schools (including special schools) to facilitate the incorporation of artificial intelligence (AI) elements in schools, thereby empowering education through technology to enhance the effectiveness of learning and teaching.

The response to the Funding Programme has been overwhelming. All eligible publicly funded primary and secondary schools (including special schools) have applied and received confirmations of approval from EDB. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy.

The Funding Programme has set clear requirements. All successful applicant schools are required to incorporate the "Development of AI-empowered Education" initiative into the School Development Plan and/or the Annual School Plan. Participating schools must also commit to fulfilling the following requirements: implementing AI-assisted teaching in at least 3 subjects/curriculum areas (with each area covering at least 2 levels), and developing at least 6 examples or sets of learning and teaching resources with the application of AI; conducting at least 3 open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); organising at least 3 experience-sharing sessions on AI-assisted teaching (within or outside the school); and hosting or arranging for students to participate in at least 2 student activities focusing on enhancing students' AI literacy.

In line with the principle of school-based management, participating schools are required to observe relevant guidelines issued by EDB when using the funding and are held accountable for its use. Schools have to draw up an implementation plan on the use of the funding and incorporate it into the Annual School Plan for endorsement by their School Management Committees (SMCs)/Incorporated Management Committees (IMCs). Schools are required to regularly evaluate the use of the funding and include the "Interim Report" and "Final Report" of the Funding Programme with details of the subsidised items or activities, relevant expenses and evaluations in the Annual School Report for endorsement by their SMCs/IMCs. To enhance transparency, and in accordance with the established arrangement, schools are required to upload the endorsed Annual School Plan and School Report (containing the implementation plan and the reports respectively) to the school webpage and submit the "Interim Report" and "Final Report" of the Funding Programme to EDB before the deadlines.

EDB will collect information through various modes of school visits, focus group meetings with teachers and teacher training activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB027

(Question Serial No. 2318)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Since the promulgation and implementation of the Patriotic Education Law in the Mainland, the Hong Kong Special Administrative Region Government has been actively implementing the spirit of the law as well as patriotic education on various fronts. Will the Government advise this Committee of –

- (1) the government expenditures on promoting patriotic education at various levels involving pre-primary, primary, secondary, special, post-secondary, and vocational and professional education and training (VPET) over the past 3 years; and
- (2) the number of teacher training sessions on patriotic education provided for the above schools/institutions, as well as the number of participants and training hours, and the expenditure involved?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 102)

Reply:

(1) and (2)

National education has been one of the goals of the school curriculum and an indispensable part of school education. It has already incorporated the elements and spirit of patriotic education, covering learning contents such as Chinese history, national affairs, Chinese culture, national geography, Constitution and Basic Law education, and national security education. These learning contents, dovetailing with the Patriotic Education Law of People's Republic of China, have been embedded in the Hong Kong school curriculum, and are closely intertwined with values education and life-wide learning activities to provide essential learning experiences for students.

The Education Bureau (EDB) has been adopting a “multi-pronged and co-ordinated” approach to promoting patriotic education. Through continuously optimising the curriculum (including the release of the updated Curriculum Framework of National Security Education in Hong Kong and the curriculum frameworks of National Security Education for 27 subjects, the implementation of Primary Humanities and the optimised Senior Secondary Chinese History and History subjects), developing learning and teaching resources, providing teacher

training, and organising a wide range of engaging life-wide learning activities for students, EDB aims to provide schools with comprehensive, all-round, interdisciplinary and cross-key stage support to integrate patriotic education into daily learning and teaching, with a view to deepening students' understanding of our country, developing their sense of national identity, and enhancing their national awareness and affection for our country.

Promoting patriotic education is a routine task for schools and a shared responsibility of teaching staff across different levels, and thus teachers' professional competence is of paramount importance. In alignment with curriculum optimisation, EDB continues to provide professional training for teachers through various means, including face-to-face and online courses, study visits, experience sharing sessions, and learning circles, thereby enhancing teachers' professional capacity and facilitating curriculum implementation in schools. EDB also provides teachers with more opportunities for study tours to the Mainland, enabling them to gain first-hand experience of the development of our country, deepening their understanding of national history and culture, and enhancing their national awareness, so as to strengthen their ability in fostering students' sense of national identity.

Regarding higher and post-secondary education, all institutions have implemented a series of measures since the 2021/22 academic year to incorporate national education and national security education into students' learning, including organising seminars, sharing sessions, workshops, forums and study tours. The Government has included "enriching whole-person development and character building" into one of the 6 strategic directions adopted in the 2025-28 triennium of the University Grants Committee (UGC), requiring universities to continuously strengthen education on the Constitution, the Basic Law and the National Security Law, as well as learning activities on national and moral education, and professional ethics. These are integral elements of values education for nurturing future leaders with a strong sense of integrity, law-abidingness, civic responsibility, work ethics and mutual respect in order to meet the highest professional standards and societal expectations. Given the considerable benefits of experiential learning for facilitating whole-person development and broadening the horizons of the young generation, various universities are required to incorporate relevant elements more distinctly into the core components of the undergraduate curriculum and campus life.

In the past 3 school years, i.e. the 2022/23, 2023/24 and 2024/25 school years, EDB provided around 586, 583 and 568 sessions of professional development and training activities (including Mainland study tours) for teachers (including principals) in kindergartens, primary and secondary schools (including special schools) respectively, with a total approximate attendance of 57 640, 64 350 and 55 780. As there is a wide range of modes of activities, the total number of hours is not available. Moreover, some professional development and training activities are not limited to certain types of schools, a breakdown is hence not available.

Promoting patriotic education has been an important regular task for EDB, and the work involved is subsumed under its estimated recurrent expenditure. Therefore, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 2975)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In relation to facilitating the participation of schools for Hong Kong children in the Guangdong-Hong Kong-Macao Greater Bay Area in the Hong Kong Diploma of Secondary Education Examination (HKDSE) programme, will the Government advise this Committee of –

1. the numbers of participating schools, candidates entered, candidates sitting the examination, and candidates who met the minimum entrance requirements for undergraduate degree programmes in the past 3 years;
2. the manpower and expenditure involved in taking forward this initiative in the past 3 years;
3. whether the Education Bureau (EDB) has evaluated the effectiveness of this initiative; if yes, of the details; if no, of the reasons;
4. whether EDB will further expand the scope of this initiative in the current financial year; if yes, of the details; if no, of the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 107)

Reply:

1.
The Hong Kong Diploma of Secondary Education Examination (HKDSE) administered in Mainland cities of the Greater Bay Area (GBA) aims to cater for Hong Kong families residing and working in the Mainland. It enables Hong Kong children to pursue the Hong Kong curriculum and sit for HKDSE in Mainland cities, fostering cross-boundary educational co-operation between Hong Kong and the Mainland. With the support of the Ministry of Education, the Education Bureau (EDB) and the Department of Education of Guangdong Province introduced a pilot scheme through the Hong Kong Examinations and Assessment Authority (HKEAA) to administer HKDSE in Mainland cities of GBA starting from 2024. As a pilot implementation, examination centres have been set up in Mainland cities of GBA

for a period of 3 years (i.e. 2024 to 2026). During this period, a maximum of 4 schools for Hong Kong/Hong Kong and Macao children will be accepted as participating schools, while the number of centre schools will be maintained at 3.

The number of participating schools, centre schools, candidates entered and candidates who sat the examination from 2024 to 2026 are tabulated as follows –

Year of Examination	Number of participating schools	Number of centre schools	Number of candidates entered	Number of candidates sat
2024	2	2	111	111
2025	4	3	241	238
2026 ¹	4	3	478 (provisional figure)	No data

Note:

- 1 Candidates may request withdrawal or changes to personal particulars with HKEAA until the end of the HKDSE examination period, which may result in subsequent adjustments to the number of candidates entered. Moreover, since the written examinations for 2026 HKDSE have not commenced, the actual number of candidates sitting the examination is not currently available.

In order to safeguard the interests of schools and candidates, HKEAA only compiles statistics on the overall performance of day-school candidates and all candidates. No comparisons or comments regarding the performance of individual participating schools or schools in specific regions will be made.

2.

HKEAA will assign examination personnel and staff according to the number of candidates from each school to provide on-site support, ensuring that all examination duties are carried out in a timely and proper manner. Generally, HKEAA will appoint its staff as Centre-in-charge and Deputy Centre-in-charge at each centre school, and will recruit examination personnel from Hong Kong to carry out invigilation duties. Schools will also assign to their teaching staff invigilation duties in other centre schools.

This initiative involves multiple parties and various elements, making it challenging to segregate and itemise every aspect of the work involved in “facilitating the participation of schools for Hong Kong children in GBA in HKDSE”. In addition, this initiative necessitates co-ordination and collaboration among various government departments, schools and relevant organisations. Some of the supporting work is integrated into the daily operations of the respective parties, and the costs are absorbed by them accordingly. HKEAA has not compiled information or statistics on this matter, hence a comprehensive breakdown of figures is not available.

3.

Following the conclusion of the examination each year, HKEAA gathers feedback from centre schools and holds working meetings with EDB and relevant Mainland authorities to evaluate the overall arrangements and implementation experience of administering HKDSE in Mainland cities of GBA. Discussions also take place regarding examination administration and preparatory work for the coming year to ensure the smooth conduct of the examination annually.

4.

As a pilot implementation, the setting up of examination centres in Mainland cities of GBA is scheduled for a 3-year period starting from 2024. The way forward for administering HKDSE in Mainland cities will be further assessed based on the experience gained from this pilot scheme and a basket of relevant factors.

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 2976)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government attaches great importance to the development of vocational and professional education and training (VPET). As a major VPET provider in Hong Kong, the Vocational Training Council (VTC) has been cultivating a diversified workforce for Hong Kong and proactively exploring collaboration with Mainland and non-local VPET institutions in different areas. In this connection, will the Government advise this Committee of –

- (1) details of the collaboration between Hong Kong and Mainland institutions in VPET in the past 3 years;
- (2) the estimated costs and manpower involved in the collaboration between Hong Kong and Mainland institutions in VPET in the past 3 years; and
- (3) the collaboration plans for this year and whether there will be plans to expand the collaboration; if yes, of the details; if no, of the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 108)

Reply:

(1) and (2)

The Vocational Training Council (VTC) has proactively aligned its work with the Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area and the national development direction of vocational education to comprehensively promote the synergistic development of vocational and professional education and training (VPET) of the Mainland and Hong Kong. In the past 3 years, VTC continuously deepened its collaboration with Mainland institutions, with key areas of work including operating joint training programmes in collaboration with Mainland institutions; attracting Mainland students to pursue further studies in VTC institutions; organising mutual visits for faculty and students, teaching observations, and professional exchange activities; participating in and co-organising skill competitions; exploring the alignment of standards of vocational competencies and mechanisms for mutual recognition of qualifications; and arranging Mainland study tours and internships for VTC students.

At present, VTC has established collaborative partnerships with more than 110 institutions, government departments and organisations on the Mainland, and arranges Mainland exchange activities for over 2 500 students every year. Amongst others, VTC has also signed memoranda of understanding with the provincial departments of education and human resources of Guangdong, Guangxi, Zhejiang, Shandong, etc., to jointly promote the high-quality development of VPET.

In addition, VTC established its first Mainland operation centre, which commenced operation in March 2023, in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) Vocational Education Park in Nanshan District, Shenzhen. The centre provides educational advisory services, convention and exhibition services, and workspace facility services for entrepreneurship, as well as organising arts and cultural exchange activities. It also provides activity venues and office areas for VTC staff and students, including shared workspace, multi-function activity rooms and conference rooms. Equipped with the Innovation and Technology Co-creation Centre, it fosters collaboration between VTC and Mainland industries in nurturing talent specialising in innovation and technology.

The above-mentioned work is part of the established duties of VTC. As the expenditure involved is subsumed under the overall account, a breakdown is not available.

(3)

To align its work with the national 15th Five-Year Plan and Hong Kong's development direction, VTC will further deepen its collaboration with Mainland institutions in the VPET sector.

As regards student exchanges, the GBA Student Exchange Alliance, jointly established by VTC and vocational institutions in GBA, will continue to expand and attract more institutions to join as members. It will encourage the sharing of education resources and cultural integration by organising diversified exchange activities. As for curricula and teaching staff, VTC will strengthen curricular collaboration with Mainland institutions and promote mutual visits and sharing of teaching experience among faculty members to enhance the teaching quality and professional competence of both sides. Meanwhile, VTC will continue to foster the deep integration of industries and education to create Mainland internship opportunities across a wider range of industries for students, enabling them to gain an in-depth understanding of industrial chain operation on the Mainland and enhancing their employability.

VTC will continue to maintain close liaison with relevant government departments, educational institutions and industry representatives on the Mainland to expand diversified collaborative projects and create more opportunities for young people of Hong Kong to study and take up internships on the Mainland, thereby assisting them in integrating into the overall development of the country and promoting Hong Kong's development into a key talent hub connecting the international world and the Mainland.

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 2977)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In light of the wide public concern over students' resilience in recent years, and the importance of cultivating positive values in nurturing future talents, please advise this Committee on the following –

- (1) the Education Bureau (EDB)'s estimated expenditures and manpower involved in cultivating students' positive values in the past 3 years, broken down into pre-primary education, primary education, secondary education, special education, and post-secondary, vocational and professional education and training;
- (2) in taking forward the relevant objectives, list out the details and the number of participants of the top 5 activities with the highest participation rates; and
- (3) whether EDB has any plans to introduce new initiatives in the current year to address the relevant challenges; if so, the details; if not, the reasons.

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 109)

Reply:

(1) to (3)

Promoting values education to help students cultivate proper values and positive attitudes towards life has long been an important goal of the curriculum from kindergarten to primary and secondary school levels. Relevant learning elements have been incorporated into classroom learning across various Key Learning Areas/subjects and cross-disciplinary domains. For instance, the Primary Humanities curriculum equips students with skills to cope with pressure and setbacks, while fostering respect for and cherishing life. The Citizenship, Economics and Society curriculum at the junior secondary level helps students understand themselves, become individuals with self-esteem and self-confidence, enhance resilience, develop various life skills, and embrace an optimistic and positive outlook on life.

Moreover, EDB supports schools in promoting values education through a “multi-pronged and coordinated” approach, which includes updating curriculum guides, developing learning and teaching (L&T) resources, providing teacher training, and organising diversified student activities. Schools can provide students with holistic learning experiences by integrating relevant elements into various school contexts, including classroom teaching across different subjects, class teacher periods, weekly assemblies, school-based moral education lessons, personal growth lessons, cross-curricular learning activities, life-wide learning activities, as well as school-based discipline and guidance programmes and activities. Furthermore, post-secondary institutions are encouraged to infuse values education into learning activities at varying levels to nurture future leaders with high ethical standards, a strong sense of civic responsibility, professional integrity and mutual respect.

In addition, EDB has been organising diversified learning and promotional activities to help students develop positive attitudes towards life and enhance their self-confidence, positive energy and resilience. For instance, the Values Education Promotional Campaign: “My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic” is held annually to encourage schools to foster a positive school culture through school-based collective pledges and related learning activities. Furthermore, the “Active Students, Active People” Campaign was launched in the 2021/22 school year to support schools in promoting physical activities in a holistic manner, encouraging students to develop proper values and attitudes such as perseverance and courage to take on challenges. EDB has also been continuously organising diversified student development programmes, such as the Enhanced Smart Teen Project, the “WE” Positive Dynamic Scheme and the Pupil Ambassador Scheme on Positive Living, to enhance students’ resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. Information on some of the activities in the 2024/25 school year is set out below. However, since the number of participants in various activities is affected by factors such as the purpose, nature, format, theme, content, and venue, it is not appropriate to make direct comparisons.

Activity and Content	No. of Participants
“My Pledge to Act” (2024/25)	229 038
MVPA60 Award Scheme (2024/25)	92 933
2024/25 Chinese Classic Sayings – Territory-wide Primary and Secondary Schools Online Game Competition	22 301
2025 Hong Kong Reading for All Day – “讀萬卷書結合行萬里路” Shared Reading Session cum Joint Primary and Secondary School 30-minute Read	18 775
“SOW Inspiring” Book Gifting Competition	17 520

EDB will continue to strengthen its support for schools in promoting values education, including the promulgation of the final version of the Values Education Curriculum Framework in the 2025/26 school year, with the enhancement of life education as one of the major focuses of the Curriculum. Meanwhile, EDB will continue to provide relevant teacher professional development programmes, L&T resources and student activities to support

schools in helping students adopt a positive attitude when encountering opportunities and challenges as they grow.

Values education remains a regular and important task of EDB. As the expenditures on the relevant work are subsumed under EDB's estimated recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 2978)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is learnt that, under the overarching principle of resource optimisation, the Education Bureau (EDB) decided to freeze the other operating cost portion of “unit subsidy” for kindergartens without making any downward adjustments, while consolidating the 2 existing grants. In this connection, please advise this Committee of the following –

1. the total amount of expenditure that can be saved from this decision;
2. whether EDB has consulted the sector on this decision; and whether any assessments have been made on its impact on the sector; if yes, of the details; if no, of the reasons; and
3. in the context of funding cuts in primary and secondary schools as well as universities, how the Government balance the needs of different stages of education in resource allocation.

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 110)

Reply:

1. to 3.

The Education Bureau (EDB) set up the Task Force on Optimising Grants for Schools (Task Force) last year to optimise and integrate the use of educational resources in an innovative approach. This includes the enhancement measures to optimise the use of grants by schools. The aim is to enable schools to deploy resources more flexibly according to their development needs and priorities, thereby further enhancing efficiency and continuing to cater for students' needs at different stages. Over the past year, the Task Force has deliberated on the usage of the various subsidies and widely consulted the education sector. Based on the principles of enabling flexible deployment; increasing efficiency as well as using public funds prudently, the Task Force has come up with various enhancement measures to facilitate the development needs and long-term planning of schools. After thorough consideration of the KG sector's concerns and their operational needs, EDB decided that the other operating cost portion of the unit subsidy under the Kindergarten Education Scheme (the Scheme) would not be adjusted

downwards in the 2026/27 school year for the sector's flexible deployment. Concurrently, EDB will consolidate the Kindergarten Activity Grant and the Relief Grant for Appointment of Kindergarten Supply Teachers. While KGs may retain the unspent balance of the 2 grants for continued flexible deployment in accordance with the original ambit, they may also flexibly deploy the unit subsidy and other available resources according to school-based needs. Following the consolidation, KGs will no longer be required to submit annual reports on the 2 grants, thereby reducing school administrative work.

Under the Scheme, the requirement of the overall teacher-to-pupil ratio for KGs has been enhanced from 1:15 (including the principal) to 1:11 (not including the principal), enabling schools to flexibly deploy manpower according to school-based needs. If it is necessary to employ supply teachers, KGs may make use of the unit subsidy to cover the related expenses based on school-based needs. Furthermore, in light of the KG sector's needs, starting from the 2018/19 school year, the Supply Teacher Grant has been provided for KGs joining the Scheme (Scheme-KGs) to facilitate their arrangement for teachers to attend the specified training courses provided by EDB for 3 or more consecutive days on catering for students with developmental needs and supporting Non-Chinese Speaking (NCS) students. Starting from 2019, EDB has also been offering a Staff Relief Grant for Staff Taking Paid Maternity Leave to KGs for employment of supply teachers and substitute staff to temporarily take up the duties of the staff eligible for taking paid maternity leave (14 weeks).

Regarding the arrangement of experiential learning activities, KGs may make good use of various free community and government venues (such as the Lions Nature Education Centre and the Hong Kong Wetland Park). EDB also provides useful information to KGs through various channels from time to time. Moreover, EDB is constructing a KG education centre in Siu Sai Wan to provide, free of charge, an environment conducive to learning through play and free exploration, as well as a venue for KG teacher training and parent education activities.

Under the Scheme, the Government provides funding for Scheme-KGs according to the number of eligible students in the form of a unit subsidy. Unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. In addition, school-specific grants, including premises related grants and Grant for Support to NCS Students, are also provided to cater for the diverse needs of individual KGs or students.

In response to the development and operational needs of the KG sector, EDB has addressed their concerns in a timely manner and supported the sustainable development of KGs in various ways. The major measures implemented/being implemented from the 2022/23 to 2025/26 school years include –

- (a) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in the 2022/23 school year to assist Scheme-KGs in developing into “smart KGs”; the expenditure involved was around \$57 million;
- (b) promoting professional development of teachers: a one-off Professional Capacity Enhancement Grant (PCEG) was provided to Scheme-KGs in the 2022/23 school year, which was enhanced in the 2023/24 school year to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of

teachers and facilitate their professional development. KGs may use the grant to plan and implement school-based programmes, for example, hiring outside services to arrange professional development programmes for teachers; hiring consultancy services to establish learning circles in the school and enhance the curriculum; arranging exchange activities with Mainland KGs; and subsidising teachers taking courses or attending international conferences on KG education. The expenditure involved in the Enhanced PCEG is around \$177 million.

- (c) enhancing support for KGs to organise school-based activities that promote national education: a one-off Grant for Promotion of Chinese Art and Culture was provided to Scheme-KGs in the 2022/23 school year. The grant was enhanced in the 2023/24 school year to, inter alia, increase the subsidy amount and extend the deployment period. Another one-off Grant for Promotion of National Education through Home-school Co-operation was disbursed in the 2024/25 school year. The above grants strengthened the support for Scheme-KGs to organise more diversified school-based activities with a view to fostering students' understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation. The total expenditure involved is about \$288 million. In view of the KG sector's active promotion of national education activities and parent education programmes in recent years, and the valuable experience accumulated, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-school Co-operation into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

The Government will continue to invest in education and is committed to provide high quality education for students at different education stages. We will also continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing students with quality KG education.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 2979)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the development of the Northern Metropolis University Town, it is indicated that \$10 billion has been earmarked for providing loans to support campus development. In this connection, will the Government advise this Committee of the following –

- (1) What are the repayment mechanism, interest rate arrangements, and risk control measures for the loans?
- (2) Will the loans increase the Government's financial pressure in the future?
- (3) Given previous applications for deferred loan repayment to the Government and this Committee due to failure to make scheduled repayment, has the Government learnt from these experiences and enhanced safeguards against similar occurrences? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 111)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB033

(Question Serial No. 2980)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Student Language Ambassador Programme (the Programme), please advise this Committee of –

- (1) the numbers of applicants and selected participants and the estimated expenditure over the past 3 years;
- (2) the expenditure involved in the launch of the self-directed English learning platform integrating elements of artificial intelligence, its current progress and its anticipated effectiveness; and
- (3) whether a monitoring mechanism is in place to take forward the above initiatives and evaluate how they contribute to enhancing students' strengths in biliteracy and trilingualism; if yes, of the details; if no, of the reasons.

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 112)

Reply:

(1) and (3)

To promote the importance of biliteracy and trilingualism in Hong Kong, the Education Bureau (EDB) and the Standing Committee on Language Education and Research (SCOLAR) officially launched the Student Language Ambassador Programme (the Programme) in the 2025/26 school year. All primary and secondary schools in Hong Kong have been invited to nominate students as Student Language Ambassadors (SLAs). This school year, a total of 2 763 students nominated by their schools have been appointed as SLAs. The Programme is funded by the Language Fund and does not incur any estimated expenditure from EDB.

Under the Programme, students not only actively participate in a wide array of language activities, but also demonstrate their multi-faceted practical experiences in language use in acquiring and practising biliteracy and trilingualism through their roles as SLAs, sharing their stories within and beyond the campus. Schools assist SLAs in showcasing their

achievements and the outcomes of engaging in language activities within and beyond the campus on school websites or social media platforms for wider publicity. In addition to keeping in view the progress of SLAs through activity record forms regularly submitted by schools, EDB and SCOLAR invite SLAs to participate in large-scale language promotion activities, enabling the public to witness their growth and conveying the importance of biliteracy and trilingualism to the community.

(2) and (3)

In the 2025/26 school year, a self-directed English learning resource portal (the Portal) will be launched to provide primary and secondary students with related resources to further support them in extending language learning within and beyond the classroom. EDB has commissioned a contractor to develop the online portal and is closely monitoring the relevant work and progress. Taking into consideration the feedback from schools and the learning needs of students, EDB will introduce the learning resources in phases, enhance the Portal over time, and explore the feasibility of integrating artificial intelligence to provide students with a more personalised and interactive self-directed learning experience, thereby enhancing their interest, confidence and ability in English learning. As the relevant expenditure has been subsumed under EDB's recurrent expenditure, a breakdown is not available. Through various channels such as communication with schools during school visits and questionnaire surveys, EDB will keep in view the utilisation and effectiveness of the Portal among schools and students, and review and enhance the relevant learning and teaching resources in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 2981)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government plans to adjust the general subvention for publicly-funded schools in 2 phases in 2026-27 and 2027-28, with an annual reduction of about 2%. In this connection, will the Government advise this Committee of –

1. whether evaluation has been made on the impacts of the reduction on schools' daily operations, teaching quality and teachers' morale; if yes, of the details; if no, of the reasons;
2. whether the education sector has been consulted regarding the reduction; if yes, of the details; if no, of the reasons;
3. whether any complementary measures have been considered to mitigate the potential impacts; if yes, of the details; if no, of the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 113)

Reply:

1. to 3.

The Education Bureau (EDB) set up the Task Force on Optimising Grants for Schools (Task Force) last year to reform and integrate various subsidies to schools in an innovative approach. Over the past year, the Task Force has deliberated on the usage of the various subsidies and widely consulted the education sector, including inviting representatives from aided schools, special schools, schools under the Direct Subsidy Scheme, government schools, and kindergartens to participate in Task Force meetings and 6 focus group meetings between April and July. In February this year, the Task Force also met with representatives from major school sponsoring bodies, school councils and regional school heads associations to introduce measures for optimising resources and continue to collect views from the sector.

Having regard to the feedback and suggestions from the sector, the Task Force has, based on the principles of “streamlining administration and delegating authority”; “removing barriers and restrictions”; “enabling flexible deployment”; “increasing efficiency” as well as “using

public funds prudently”, come up with various enhancement measures to facilitate the development needs and long-term planning of schools. Major measures include enhancing the Expanded Operating Expenses Block Grant to include more individual grants and disbursing them in the form of a block grant to achieve synergy; consolidating some individual grants that are similar in nature and ambit to enhance efficiency; relaxing the restrictions on the usage of grants to facilitate schools’ flexible deployment; streamlining the requirements on financial reporting to alleviate school administration work; and extending the usage period of various one-off grants. With the enhancement measures, schools can deploy resources more flexibly according to their development needs and priorities. The aforementioned measures will create room for adjusting general subvention for publicly-funded schools in 2 phases in 2026-27 and 2027-28 (with an annual reduction by about 2%), while maintaining the salaries grant unchanged.

Hong Kong’s education sector has always demonstrated adaptability, and various enhancement measures will provide schools with more flexibility in deploying various grants, thereby enabling versatile use of resources across various purposes. While consulting the sector, EDB noted that schools are able to adjust their budgets in a timely manner, exercise expenditure control, and make good use of surpluses to support school development, as well as leverage other resources from the Government and/or non-governmental organisations and the community to support student learning and promote school development. EDB will maintain communication with the sector, and offer advice and support when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 3267)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 under Programme (3) that during 2026-27, the Education Bureau will continue to carry out various measures, including the Three-tier School-based Emergency Mechanism (the Mechanism), mental health first aid related training, and gatekeeper training for parents, to promote student mental health and strengthen support for those in need. In this connection, will the Government advise this Committee of –

- (1) the estimated staffing and expenditures for measures such as the Mechanism, mental health first aid related training and gatekeeper training for parents; and
- (2) the relevant measures and estimates for the current year, given that the Government will continue to step up the promotion of mental health at schools through the 4Rs Mental Health Charter?

Asked by: Hon CHUANG Ka-pun, Albert (LegCo internal reference no.: 55)

Reply:

(1) and (2)

The Government attaches great importance to student mental health and has been encouraging schools to adopt the Whole School Approach to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk).

To promote mental health in schools in a more comprehensive and systematic manner, EDB continues to make every effort to promote the 4Rs Mental Health Charter (4Rs Charter) in schools in the 2025/26 school year. With “Resilience” being the core theme this year, schools are provided with more services, activities and programmes. Besides, a designated “Resilience” webpage was launched on the “Mental Health @School” website, providing schools, students and parents with more relevant resources to better prepare students to face adversity with courage and manage the emotions arising from setbacks and stress. EDB has

also launched the Mental Health Literacy Resource Packages (resource packages) for different key learning stages, helping students understand the strategies for maintaining sound mental health, learning about common mental health disorders and effective treatments, reducing the stigma against people with mental illness, as well as raising the awareness of help-seeking among them. Relevant resource packages have been uploaded to the “Mental Health @School” website, enabling teachers and school personnel to promote mental health literacy in class. To assist schools to master the contents of the resource packages and the techniques in implementation, EDB provides school-based training and consultation to primary and secondary schools in the 2025/26 school year, facilitating the use of the resource packages in a collaborative mode according to schools’ needs.

EDB provides a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the gatekeeper training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. To further strengthen relevant training, EDB has been providing more than 40 additional training workshops for school personnel every year since the 2023/24 school year, with a more intense focus on enhancing their capacity for caring for students with mental health needs. In addition, EDB organised a total of 35 mental health first aid related programmes in the 2024/25 and 2025/26 school years, providing 1 260 training places for teachers.

Through the inter-departmental collaboration among EDB, the Health Bureau and the Social Welfare Department, the Three-tier School-based Emergency Mechanism (the Mechanism) has been implemented in all secondary schools in Hong Kong since December 2023. By pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services, schools, parents and other stakeholders in society are encouraged to work together to achieve early identification of and offer support to students at higher suicidal risk. As announced in the 2025 Policy Address, the Government has regularised the Mechanism in secondary schools and has extended it on a trial basis to Primary 4 to 6 in the 2025/26 school year to strengthen support for those in need.

As for parents, EDB is committed to providing gatekeeper training for parents to help them identify and take care of students with mental health needs at an early stage. Each year, EDB organises the “Online Workshop on Parent Gatekeeper Training” to enhance parents’ understanding of mental health and their own psychological well-being, strengthen their knowledge and ability to early identify and support children with mental health problems, and introduce relevant community resources for their reference. In the 2024/25 and 2025/26 school years, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students. The talks cover topics related to mental health of children, aiming to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health. Besides, EDB has produced educational videos for parents and provided them with the “Prevent Youth Suicide” factsheet, along with pamphlets with brief introduction on various types of mental illness. Parents can also continuously obtain relevant information to support their children’s physical and psychological development through the one-stop student mental health information website, “Mental Health @School”, as well as the one-stop parent education website “Smart Parent Net” and its social media

platforms, so as to early identify their children's emotional problems and care for their mental health needs.

As the above expenditures are subsumed under EDB's recurrent expenditure, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 1228)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in the Brief Description of this Programme that the Education Bureau (EDB) will implement and strengthen values education at the primary level in domains of national education, patriotic education, national security education, environmental education, and sex education. In this connection, will EDB advise this Committee of the following –

- (1) What is the implementation progress of each domain of values education in primary schools, including national education, patriotic education, and national security education? Will EDB consider enriching curriculum resources by organising additional activities, such as inter-school exchange programmes?
- (2) Regarding the various domains of values education mentioned above, what were the average numbers of lesson hours and activity hours spent on each domain over the past 3 school years, and what were the expenditures involved? How does EDB plan to strengthen the promotion of the aforesaid domains, and what is the amount of additional funding to be allocated?
- (3) In respect of values education currently implemented in primary schools, what is the number of examples of learning and teaching materials on national education which are acknowledged by EDB for schools' use, as well as the number of hours of relevant lesson time? Besides, will EDB consider further enriching learning and teaching materials on national education which are acknowledged by the HKSAR Government, for example, by adapting the contents of white papers such as "China's National Security in the New Era" and "Hong Kong: Safeguarding China's National Security Under the Framework of One Country, Two Systems" into learning and teaching resources suitable for primary and secondary schools in the coming financial year?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 7)

Reply:

(1) and (2)

The Education Bureau (EDB) has been encouraging schools to adopt a holistic and integrated approach to foster proper values, attitudes and behaviour in students. EDB has adopted “values education” to integrate various cross-curricular domains (including national education, patriotic education, national security education, environmental education and sex education) since 2017. Schools are advised to promote values education through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”, having regard to the developmental characteristics and learning needs of students at different key stages. The cross-curricular domains of values education are closely intertwined, covering personal, family, social, community, national and global aspects of life.

The Task Force on Review of School Curriculum set up by the Government in 2017, conducted a curriculum review and explicitly stated that promoting values education through a holistic and integrated approach remained appropriate. In fact, learning elements related to values education, instead of being implemented as separate domains, have long been embedded in classroom learning across various subjects, life-wide learning, service learning and experiential activities, as well as the creation of a conducive whole-school atmosphere. Therefore, it is not appropriate to segregate the domains of values education into lesson time or activity hours. In addition, schools, with reference to their visions and missions and student needs, have been implementing values education through a cross-curricular and integrated approach in lessons across different subjects, class teacher periods, weekly assemblies, school-based moral education lessons, personal growth lessons, cross-curricular learning activities, life-wide learning activities, school-based guidance and discipline schemes and activities, etc.

In respect of enriching curriculum resources through organising additional activities such as inter-school exchange programmes, EDB, apart from arranging regular teacher professional development programmes, also organises professional development activities that facilitate inter-school exchange, such as the “Primary Humanities Learning Circle” and the “Learning Circle of National Education”. Through mutual learning and exchanges, lesson observations and experience sharing, teachers engage in discussions on pedagogy and worksheet design, which are shared for reference and use, thereby enhancing their professional capacity.

EDB has all along kept in view of the implementation of national education (including Constitution and Basic Law education, and national security education) in schools through channels such as inspections, school visits and ongoing communication with schools. Based on schools’ performance, EDB provides recommendations for improvement to support their continuous development. According to the inspection findings in the 2024/25 school year, schools actively implemented national education by adopting a whole-school approach. Through cross-curricular collaboration in designing learning activities, students’ understanding of our country’s development and achievements in various aspects was deepened. Schools also provided rich and diversified life-wide learning activities to enhance students’ understanding of our country through experiential learning, thereby strengthening their sense of national identity, as well as their affection for and sense of belonging to our country.

Looking ahead, EDB will build on the existing foundation to step up its support for schools in promoting values education. We will announce the final version of the Values Education Curriculum Framework in the current school year and work closely with various stakeholders (including relevant government departments and non-governmental organisations), to continue to implement a wide array of measures, such as the development of learning and teaching (L&T) resources, the provision of teacher training and the organisation of diversified life-wide learning activities for students. As an ongoing effort, EDB will continue to optimise the curriculum and provide schools with resources and subsidies, with a view to supporting them in a comprehensive, all-round, interdisciplinary and cross-key stage manner to integrate values education, including national education, patriotic education and national security education, into daily L&T, hence developing students from an early age into good nationals with a sense of belonging to our country.

As the expenditures on the above-mentioned work have already been subsumed under EDB's estimated recurrent expenditure, a separate breakdown is not available.

(3)

EDB has also been adopting diversified strategies to enhance the learning of Chinese culture, national history, national affairs, national geography and national security among students. EDB continues to support schools in integrating relevant learning elements into the L&T of various Key Learning Areas and subjects as well as flexibly incorporating different learning activities within and beyond the classroom through holistic curriculum planning, with a view to strengthening a sense of belonging to our country, an affection for the Chinese people and a sense of national identity among students from an early age in a comprehensive and systematic manner.

To foster students' sense of national identity and awareness of safeguarding national security, EDB has made continuous efforts to develop diversified L&T resources on national education, including online learning platforms, National Security Education Exhibition Boards, learning resource packages, multimedia resources and online games. Examples include the "National Education One-stop Portal", teaching resources on the Constitution of the People's Republic of China, the thematic webpage "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", the National Security Education Online Learning Platform, and "Life Event" Exemplars and animation resources in relation to the learning of traditional Chinese culture. EDB will also continue to produce "Chinese Civilisation – National Education and National Security Education Learning and Teaching Resources" for primary and secondary schools.

In addition, to further enrich L&T resources on national education, EDB has distributed to schools various quality L&T resources on national education and national security education, such as the book series "My Home is in China" and the National Security Education Book Series. Schools are informed of the latest L&T resources (including those on national education for various subjects) developed for teachers' reference and flexible use in classroom learning activities through monthly EDB circular memoranda. To keep abreast of the times and our country's latest development, EDB also provides up-to-date curriculum documents and L&T resources in a timely manner. For example, the "Curriculum Framework of National Security Education in Hong Kong" and the curriculum frameworks of National Security Education for subjects were updated and enhanced in 2025 in line with the white paper titled "China's National Security in the New Era", and L&T resources were developed

for different subjects with reference to the white paper titled “Hong Kong: Safeguarding China’s National Security Under the Framework of One Country, Two Systems”, with a view to further cultivating in students a sense of belonging to our country and a sense of national identity, as well as an affection for our country.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 1230)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the Enhanced School-based Educational Psychology Service (SBEPS) will be provided for public sector primary schools with a comparatively large number of students with special educational needs (SEN) to strengthen schools' remedial and preventive work. In this connection, will the Government advise this Committee of the following –

- (1) What specific service domains and service frequency adjustments will be “enhanced” and “strengthened” in the coming year? Based on its student size and the proportion of students with SEN, what extra manpower and service hours would each public sector primary school be provided with?
- (2) Over the past 3 school years, how many students in public sector primary schools in each of the 18 districts received school-based speech therapy assessment and school-based psychological assessment and completed the relevant treatment services, and what was the duration of case follow-up?
- (3) For public sector primary schools with a comparatively large number of students with SEN, what additional customised resource support will the Government provide, apart from the Enhanced SBEPS and the Enhanced School-based Speech Therapy Service? What is the amount of subvention to be involved?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 9)

Reply:

(1) to (3)

The Enhanced School-based Educational Psychology Service (Enhanced SBEPS)

Starting from the 2016/17 school year, the Education Bureau (EDB) has been progressively providing the Enhanced SBEPS to public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs (SEN), with a view to providing more comprehensive and regular follow-up and intervention service for students,

while also strengthening schools' preventive and development work. In the 2025/26 school year, 300 public sector ordinary primary schools are receiving the Enhanced SBEPS. Each Educational Psychologist (EP) generally serves 4 to 6 schools (including primary and secondary schools). The average number of visit days paid by EPs to each school is around 20 per school year. As for schools receiving the Enhanced SBEPS, the average number of visit days to each school is around 30 per school year.

While the number of students requiring support from EPs varies across schools, the level and frequency of support that individual students need also differ. EPs adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. According to the principle of Whole School Approach, EPs need to work with teachers and social workers from time to time to jointly support students in need, and their services also benefit students at large, a breakdown of the duration of case follow-up is not available.

The Enhanced School-based Speech Therapy Service (Enhanced SBSTS)

The Enhanced SBSTS has been fully implemented in all public sector ordinary schools, with a total of about 410 school-based speech therapist (ST) posts created to provide schools with more stable, sustainable and comprehensive services in the domains of prevention, intervention and development. Schools can immediately refer students in need to school-based STs for follow-up according to the students' conditions. STs would, based on students' need, provide appropriate support with their expertise. STs also strengthen the knowledge among teachers and parents about speech and language problems, enabling them to early identify and support students with speech and language problems and integrate the support strategies into everyday teaching and daily life, benefitting all students, including students with speech and language impairment (SLI). As the support received by students is generally integrated into classroom learning, individual or group training and school activities at various levels, a breakdown of the duration of case follow-up is not available.

The numbers of student with SLI in public sector ordinary primary schools from the 2022/23 to 2024/25 school years are tabulated below –

School year	No. of students with SLI ^{Note}
2022/23	27 390
2023/24	27 930
2024/25	29 010

Note: Including students with SLI comorbid with other types of SEN.

EDB does not maintain figures regarding the numbers of students in public sector ordinary primary schools receiving SBEPS and SBSTS, broken down into 18 districts, in the past 3 years.

Other support

In addition to the above professional support services, EDB has been providing schools with additional manpower and resources on top of regular subvention, including Special Educational Needs Coordinators, Special Educational Needs Support Teachers and the Learning Support Grant (LSG). Among them, LSG is a major additional resource, and the amount of grant is calculated based on the number of students with SEN in a school and the

tier of support these students require. In the 2025/26 school year, the revised estimated expenditure of EDB in respect of the provision of LSG for public sector ordinary primary schools is about \$530 million. Schools may flexibly and strategically deploy additional manpower and resources, and pooling together school resources to provide appropriate support services, such as employing additional teachers and teaching assistants or hiring professional services, according to school-based circumstances and students' needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 1243)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 180 of the Budget Speech that the Task Force on Study in Hong Kong has been established to attract high-calibre students globally. The recently held Study in Hong Kong Week featured key events including the Asia-Pacific Association for International Education Conference and Exhibition (APAIE 2026), which is one of the world's top three international higher education conferences, and the International Symposium of the Alliance of Universities of Applied Sciences. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the recently held Study in Hong Kong Week, what are the details of its specific initiatives, implementation timetable, manpower requirements and expenditure?
- (2) Has the Government compiled statistics on the number of countries and regions covered by the various promotional activities of the Study in Hong Kong Week, and what are the targets for student admission and institutional collaboration to be achieved through these activities? Will the Government consider focusing future promotional efforts on countries along the Belt and Road and Association of Southeast Asian Nations (ASEAN) member states? If so, how many promotional activities will be held in these regions in the coming year, and what is the promotional budget for each region?
- (3) Has the Government formulated indicators for evaluating the effectiveness of the Study in Hong Kong Week (e.g. the number of institutions showing interest in collaboration and the number of enquiries from non-local students)? If so, what are the details? If not, what are the reasons?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 32)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices (ETOs) and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education (APAIE) Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and

- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

To further consolidate Hong Kong's status as an international education hub, and promote Hong Kong's higher education and the "Study in Hong Kong" brand globally, the Government designated February 23 to March 1, 2026, as Study in Hong Kong Week. Major events included the APAIE Conference and Exhibition and the first International Symposium of the Alliance of Universities of Applied Sciences (UAS). As a flagship event of the Study in Hong Kong Week, the APAIE Conference and Exhibition, themed "Asia-Pacific Partnerships for the Global Good", attracted exhibitors from over 600 universities and organisations. It featured nearly 130 sessions of high-level seminars and welcomed over 3 500 education leaders and experts from 72 countries and regions to Hong Kong. With the largest scale and highest number of participants in APAIE's history since 2004, it showcased Hong Kong's unique strengths as an international post-secondary education hub. During the event, the Secretary for Education met with representatives from various countries and regions to exchange views on the development, co-operation, and promotion of international higher education. In addition, the Chairman of the UGC exchanged views with global higher education leaders on challenges in the global higher education landscape and the promotion of cross-territory collaboration, while the Secretary-General of the UGC presented research achievements and impacts of Hong Kong's higher education sector.

As for the first International Symposium of the Alliance of UAS, themed "Academic-Industry-Government Collaboration in Advancing Vocational and Applied Education", it gathered experts, scholars and industry representatives from the Chinese Mainland, Hong Kong and overseas to explore how UAS can foster cross-sector collaboration in driving innovation and nurturing talent. Serving as an important platform for scholars from around the world, this symposium highlighted Hong Kong's strengths in vocational and professional education and training, attracting more high-calibre students to pursue applied sciences in Hong Kong.

During the Study in Hong Kong Week, the UGC-funded universities meticulously organised a series of campus tours, which not only provided participants with the opportunity to personally explore distinctive campuses for a close look at the modern teaching and learning facilities, but also included specially designed non-academic experiential sessions. These sessions featured a diverse range of activities that allowed visitors to immerse themselves in the unique campus cultures and vibrancy of the institutions. The tours also fostered interactions and exchanges between participants from different regions, enhancing their overall understanding of the strengths of Hong Kong's higher education. Meanwhile, the UGC and the institutions stepped up their promotional efforts through multimedia channels, publishing over 200 posts to showcase the strengths of Hong Kong's post-secondary education, further promoting the "Study in Hong Kong" brand.

In addition, ETOs and the Mainland Offices promoted the strengths of Hong Kong's post-secondary education during Lunar New Year celebratory events. EDB will integrate the "Study in Hong Kong" theme into various activities throughout the year and sustain promotional efforts on multiple fronts to create a favourable atmosphere, consolidate Hong Kong's status as an international education hub, and tell good stories of Hong Kong's education.

As the Study in Hong Kong Week was taken forward using EDB's existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places.

We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB039

(Question Serial No. 1250)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has introduced diversified measures to encourage local students to gain an in-depth understanding of national development and the associated opportunities, while enhancing their global vision and international network. Such measures include offering the Mainland University Study Subsidy Scheme (MUSSS), which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions, and the Hong Kong Scholarship for Excellence Scheme (HKSES), which supports eligible students studying at internationally renowned universities. In this connection, will the Government advise this Committee of –

- (1) the total number of eligible students who have received subsidies under MUSSS since its launch in the 2014/15 academic year, and the total number of Hong Kong students who have pursued further studies on the Mainland through various pathways to date;
- (2) the total number of awardees of HKSES since its launch in the 2014/15 academic year; and
- (3) the expenditures on subsidies for eligible post-secondary students enrolled in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong in each of the past 3 academic years, the specific indicators or methods that the Government employs to evaluate the effectiveness of these exchange programmes, and how timely optimisations and adjustments are made to the content of these programmes based on the evaluation results to further enhance students' participation experience and learning effectiveness?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 34)

Reply:

(1)

The Mainland University Study Subsidy Scheme (MUSSS) aims to support Hong Kong students in pursuing undergraduate studies on the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means. MUSSS is not

subject to any quota, and the subsidy is granted on a yearly basis. The subsidised period is the normal duration of the undergraduate programme pursued by the student concerned in a designated Mainland institution. Over 37 000 applications (including new and renewal applications) have been approved under MUSSS since its launch.

According to the information provided by the Ministry of Education, as at December 2025 (the latest figures), 33 866 Hong Kong students were studying at higher education institutions and research institutes on the Mainland.

(2)

The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students in pursuing studies at world renowned universities outside Hong Kong, with a view to nurturing a top cadre of talent with global vision, international network and world class education. Since the launch of HKSES, 1 070 students have been awarded scholarships to pursue undergraduate or postgraduate studies at renowned universities outside Hong Kong.

(3)

The Education Bureau (EDB) provides subsidies for eligible post-secondary students enrolled in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange activities outside Hong Kong through the following schemes. Participating post-secondary institutions implement and administer these schemes and arrange exchange activities in accordance with the operational guides issued by EDB. Funding is disbursed by EDB to the institutions in each subsidised period.

The expenditures involved in various schemes from the 2023/24 to 2025/26 academic years are as follows –

Scheme	Academic year	Expenditure (\$ million)
(1) Scheme for Subsidy on Exchange for Post-secondary Students	2023/24	14.7
	2024/25	14.4 ⁽¹⁾
	2025/26	58.5 ⁽²⁾
(2) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)	2023/24	3.4
	2024/25	3.5 ⁽¹⁾
	2025/26	18.9 ⁽²⁾
(3) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)	2023/24	4.2
	2024/25	5.1 ⁽¹⁾
	2025/26	18.9 ⁽²⁾
(4) Mainland Experience Scheme for Post-secondary Students	2023/24	3.4
	2024/25	4.1 ⁽¹⁾
	2025/26	19.4 ⁽²⁾

(1) Actual figures revised from last year's estimates

(2) Provisional figures

Participating institutions will submit reports to EDB at the end of each subsidised period. In light of the content of the reports and the number of participating students, EDB reviews the effectiveness of the abovementioned schemes from time to time to consider suitable enhancements, including expanding the scope of eligible exchange activities under the subsidies starting from the 2024/25 academic year, with a view to enriching students' learning experience and broadening their global horizons.

- End -

CONTROLLING OFFICER'S REPLY**EDB040****(Question Serial No. 2342)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

Regarding the support services for special educational needs (SEN) in public sector primary and secondary schools as mentioned in the Programmes, will the Government advise this Committee of –

1. the numbers of students with SEN studying in public sector primary and secondary schools, and their percentage shares in the total number of students in each of the past 3 years;
2. the numbers of teachers with special education training and their percentage shares in the total number of teachers in the past 3 years, as well as the amount of expenditure involved; and
3. the actual numbers of educational psychologists employed by the Education Bureau, the staff wastage, and the numbers of new recruits in the past 3 years?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 22)Reply:

1.

From the 2022/23 to 2024/25 school years, the numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, and their respective percentage shares in the total number of students studying in public sector ordinary primary and secondary schools are tabulated below –

School Year	2022/23	2023/24	2024/25
Primary	29 910 (11.2%)	31 030 (12.0%)	32 250 (12.9%)
Secondary	31 050 (12.4%)	33 190 (13.1%)	35 620 (13.6%)

Note: Figures refer to the position as at September in the respective school years.

2.

From the 2022/23 to 2024/25 school years, the numbers of teachers with special education training in public sector ordinary primary and secondary schools, and their percentage shares in the total number of teachers serving in public sector ordinary primary and secondary schools are tabulated below –

School Year	2022/23	2023/24	2024/25
Primary	11 971 (54%)	13 453 (62%)	14 880 (70%)
Secondary	10 143 (44%)	12 234 (53%)	14 311 (62%)

To enhance teachers’ professional capacity in supporting students with SEN, the Education Bureau (EDB) has been providing teachers in ordinary schools with structured professional training programmes pitched at three levels, i.e. the Basic, Advanced and Thematic Courses (BAT Courses). EDB has also been arranging Professional Development Programme for Special Educational Needs Coordinators for teachers who have yet to receive relevant training, as well as organising seminars, workshops, and experience-sharing sessions related to special education on a need basis. From the 2022/23 to 2024/25 school years, the overall expenditures related to teacher training on special education for public sector ordinary primary and secondary schools are tabulated below –

School Year	2022/23	2023/24	2024/25
Expenditure (\$ million)	90.2	95.2	108.9 ^(Note)

Note: As a new round of 3-year BAT Courses was launched in the 2024/25 school year, relevant expenditure has increased compared to the past.

3.

From the 2022/23 to 2024/25 school years, the numbers of educational psychologists (EPs) employed by EDB, staff wastage, and numbers of new recruits are tabulated below –

School Year	2022/23	2023/24	2024/25
No. of EPs ^(Note 1)	79	89	96
Staff wastage ^(Note 2)	16	4	9
New recruits ^(Note 3)	3	14	16

Notes:

- Figures refer to the position as at 15 September in the respective school years.
- “Staff wastage” refers to EPs who were serving in EDB as at 15 September in the preceding school year but were no longer serving in EDB as at 15 September in the school year concerned.
- “New recruits” refers to EPs who were not serving in EDB as at 15 September in the preceding school year but were serving in EDB as at 15 September in the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 3047)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned under these Programmes, the Life-wide Learning and Sister School Grant will be provided for public sector and Direct Subsidy Scheme (DSS) primary and secondary schools to organise learning activities in line with the learning goals and curriculum areas and conduct Mainland exchange activities with sister schools, etc. In this connection, will the Government advise this Committee of the following –

1. the expenditures involved in organising Mainland exchange activities for local primary and secondary students and that for the Sister School Scheme in the past 3 years; and the average amount of funding granted to each primary and secondary school;
2. whether key performance indicators have been set for Mainland exchange activities for local primary and secondary students in the past 3 years; if yes, of the effectiveness; if no, of the reasons; and
3. the estimated number of places to be provided for public sector and DSS primary and secondary students to participate in Mainland exchange activities and the Sister School Scheme in the coming year, as well as the expenditure involved?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 17)

Reply:

1.

Life-wide Learning Grant/Life-wide Learning and Sister School Grant

To encourage schools to provide students with more diversified experiential learning opportunities in alignment with the school curriculum, starting from the 2019/20 school year, the Education Bureau (EDB) has provided the recurrent Life-wide Learning Grant (LWLG) for all public sector schools (including special schools) annually to support them in taking forward life-wide learning on the present foundation with enhanced efforts. The provision to schools under the Direct Subsidy Scheme (DSS) is subsumed in the DSS unit subsidy rates. Starting from the 2025/26 school year, EDB has consolidated LWLG, the Grant for the Sister School Scheme and the Outdoor Education Camp Scheme subsidy into the Life-wide Learning and Sister School Grant (LWLSSG), with a view to improving flexibility, utilisation

and synergy. Schools will be able to deploy LWLSSG more flexibly to organise student learning activities outside the classroom (including Mainland educational exchange activities, local and non-local study tours, and outdoor education camps), and to arrange exchange activities with Mainland sister schools to enrich students' learning experience, help them develop lifelong learning capabilities and achieve the aim of whole-person development. The amounts of LWLG/LWLSSG disbursed to public sector schools (including special schools) from the 2023/24 to 2025/26 school years are set out as follows –

School year	Amount of the grant (\$ million)
2023/24*	853
2024/25*	856
2025/26 [#]	961

* Includes the recurrent LWLG disbursed to all public sector schools (including special schools). The provision to DSS schools is subsumed in the DSS unit subsidy rates and is therefore not included in the above amounts.

[#] Provisional figure. Includes the consolidated LWLSSG provided to all public sector schools (including special schools) and DSS schools.

Mainland Exchange Programmes for Students

EDB has been organising Mainland Exchange Programmes for Students in line with our country's latest development and the school curriculum, enabling students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. The Mainland Exchange Programmes for Students include the Mainland Exchange Programme for Secondary School Students, the Mainland Exchange Programme for Junior Secondary and Upper Primary Students, the Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme - "Understanding Our Motherland", and the Senior Secondary School Students Exchange Programme Subvention Scheme. The expenditures for the exchange programmes from the 2023/24 to 2025/26 school years are set out as follows –

School year	Expenditure (\$ million)[@]
2023/24 ^{&}	78.0
2024/25 ⁺	127.4
2025/26 ⁺⁺	123.7

[&] EDB resumed Mainland exchange programmes for students in the 2023/24 school year

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

Mainland study tours for the subject of Citizenship and Social Development

Besides, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the CS subject are fully subsidised to participate in such tours organised by EDB once. The expenditures on CS Mainland study tours from the 2023/24 to 2025/26 school years are set out as follows –

School year	Expenditure (\$ million)[@]
2023/24	70.8
2024/25 ⁺	78.6
2025/26 ⁺⁺	84.3

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

Grant for the Sister School Scheme

EDB has implemented the Sister School Scheme (the Scheme) to enhance professional exchanges and collaboration among local and Mainland schools. Under the Scheme, schools may arrange exchange activities at different levels with their sister schools in the light of their school-based development needs. From the 2018/19 to 2024/25 school years, EDB provided the Grant for the Sister School Scheme for each local public sector and DSS school (including special school) that had formed sister school pair(s) with its counterpart(s) in the Mainland. The total numbers of schools provided with the grant from EDB and the expenditures involved for the 2023/24 and 2024/25 school years are set out as follows –

School year[#]	Total no. of schools applied for and provided with the grant[@]	Expenditure on the grant (\$ million)
2023/24	922	148.32
2024/25	967	158.86

[#] Starting from the 2025/26 school year, the Grant for the Sister School Scheme, LWLG and the Outdoor Education Camp Scheme subsidy have been consolidated into LWLSSG.

[@] Only the number of schools that applied for the grant is shown. Some schools have formed sister school pairs with their Mainland counterparts but did not apply for the grant.

2. and 3.

Mainland exchange programmes and study tours for students form an important part of national education, delivering remarkable learning outcomes since their launch. According to the results of questionnaire survey, feedback from teachers and students on these programmes are very positive. They generally consider that Mainland exchange and study tours have extended classroom learning and deepened students' understanding of our country's history, culture and technological development, etc, thereby instilling in them a sense of belonging to our country and enhancing their sense of national identity; facilitated friendship building through exchanges between local and Mainland students; and enhanced students' understanding of the rapid development of our country to help them seize future development opportunities.

In the 2026/27 school year, the estimated number of students participating in Mainland exchange programmes and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2026/27 ⁺⁺	107 000	110.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺⁺ Estimated figures

As for CS Mainland study tours, EDB has arranged for a cumulative total of more than 140 000 senior secondary students to take part in the study tours in the past 3 school years (from the 2022/23 to 2024/25 school years). The estimated number of students joining CS Mainland study tours and the expenditure involved in the 2026/27 school year are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2026/27 ⁺⁺	50 000	116.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 3050)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government plans to step up the promotion of Science, Technology, Engineering, the Arts and Mathematics (STEAM) education in primary and secondary schools across Hong Kong. In this connection, please advise this Committee of –

- (1) the manpower and expenditure involved in promoting STEAM education in primary and secondary schools across Hong Kong in the past 3 years, set out in tabular form;
- (2) the details of the professional training programmes offered to STEAM teachers and the expenditure involved in the past 3 years; and whether the outcomes have been regularly reviewed; if yes, of the details; if no, of the reasons.

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 21)

Reply:

(1) and (2)

The Education Bureau (EDB) has been implementing diversified strategies to step up the promotion of Science, Technology, Engineering, the Arts and Mathematics (STEAM) education in primary and secondary schools, so as to strengthen students' interest and abilities in science, mathematics, and innovation and technology (I&T), as well as to cultivate their innovativeness. Relevant measures include renewing curriculum, providing learning and teaching (L&T) resources, enhancing professional development of teachers, and organising STEAM learning activities for students in collaboration with professional bodies and I&T organisations.

Over the past 3 years, EDB has collaborated with different I&T organisations, tertiary institutions and professional bodies to organise professional development programmes, so as to assist STEAM co-ordinators and teachers in keeping abreast of the latest developments in I&T and digital education. These programmes have been well-received. They include the Professional Development Programme on I&T for STEAM Co-ordinators of Schools, district-based leadership workshops for STEAM co-ordinators in secondary schools, professional development programmes in media and information literacy, and Core Professional

Development Training on I&T, all designed to enable co-ordinators and teachers to adeptly plan and implement teaching strategies for I&T/STEAM education.

To promote the high-quality development of I&T/STEAM education, EDB has deepened collaboration with local, Mainland and international I&T organisations to organise large-scale teacher training activities, aiming at broadening teachers' horizons and enhancing their professional capacity to implement I&T education. These activities include the 2025 Annual Conference of the Global Chinese Academy for Science Education Research, the 3rd "Future Hong Kong" International STEM Education Forum, and the Exchange cum Training Programme for Hong Kong STEAM Education Leaders co-organised with the Teacher Education Centre under the auspices of UNESCO.

Through various channels, including school visits and questionnaire surveys, EDB gathers information on the participation of school STEAM co-ordinators and teachers in STEAM-related training, as well as their training needs. Schools and teachers generally respond positively to the professional programmes organised by EDB, acknowledging that they are well-aligned with the needs of I&T education.

EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. Moreover, starting from the 2025/26 school year, EDB has consolidated the Life-wide Learning Grant, the Grant for the Sister School Scheme and the Outdoor Education Camp Scheme subsidy into the Life-wide Learning and Sister School Grant (LWLSSG), with a view to improving flexibility, utilisation and synergy. Schools will be able to deploy the LWLSSG more flexibly to organise more diversified experiential learning activities (including STEAM learning activities) in line with the school curriculum, and arrange exchange activities with Mainland sister schools.

Furthermore, EDB provides diversified resource support to promote STEAM and digital education. From the 2022/23 to the 2024/25 school years, the Quality Education Fund (QEF) approved around 80 STEAM education-related projects, with total funding exceeding \$60 million. In addition, QEF has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme (the Programme) to develop e-learning ancillary facilities, including learning platforms and resources, tailored to local L&T needs through co-operation between the education sector and technology enterprises. A total of 22 projects were funded under the Programme, involving a subsidy totalling around \$240 million. These projects, initiated at the start of the 2023/24 school year, deploy innovative technologies such as big data and artificial intelligence to enhance L&T effectiveness across various subjects/areas. The project deliverables under the Programme have been released progressively since June 2025. These resources are made available to schools for subscription via the Hong Kong Education City, with subscription fees of publicly-funded schools subsidised by QEF. To date, EDB has launched 9 quality e-learning platforms or tools for use by schools, while the remaining project deliverables will be released in the 2025/26 and 2026/27 school years.

With the exception of the above grants/funding programmes, the manpower and expenditure involved in the promotion of STEAM education in primary and secondary schools (including special schools) are subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB043

(Question Serial No. 1199)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The total expenditure on education in 2026-27 is estimated to be \$112 billion, accounting for 13.3% of the total government expenditure, which is the lowest proportion in nearly 20 years. What is the Government's forecast for the trend in the proportion of expenditure on education over the next 3 years? In view of the continued decline in school-age population, what specific strategies will the Government adopt to ensure the efficiency in the use of educational resources?

Asked by: Hon FAN Hoi-kit, Alex (LegCo internal reference no.: 8)

Reply:

With the changing demographic structure of Hong Kong towards an ageing society and a structural decline in the school-age population, an increase in the proportion of government expenditure on health and social welfare is anticipated. Despite that, education expenditure continues to take up a significant share of the overall government expenditure. The estimated total education expenditure for 2026-27 is \$112 billion, accounting for about 13.3% of the total government expenditure. It includes \$102.3 billion of recurrent education expenditure, which is \$300 million higher than the revised estimate for 2025-26.

The Education Bureau (EDB) will optimise and integrate the use of educational resources in an innovative approach. This includes the enhancement measures to optimise the use of grants by schools based on the principles of streamlining administration and delegating authority; removing barriers and restrictions; enabling flexible deployment; increasing efficiency as well as using public funds prudently. Schools can deploy resources more flexibly according to their development needs and priorities, thereby further enhancing efficiency. EDB will also implement various new initiatives in 2026-27, endeavouring to develop an international education hub, promote digital education, strengthen students' capabilities, promote physical and mental well-being, strengthen professionalism of teachers, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB044

(Question Serial No. 2017)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To better address the decline in student population and optimise resource utilisation to provide higher-quality and sustainable educational services for students and parents, please advise this Committee of the following –

1. the numbers of school-age primary and secondary students, schools and serving teaching staff, and the related operating expenditures on education in the past 10 years;
2. the projected numbers of school-age primary and secondary students for the next 10 years, and the Government's overall response strategies;
3. the proactive measures and incentives in place to encourage primary and secondary schools facing under-enrolment for various reasons to merge or voluntarily cease operation, and the efforts to garner support for such arrangements from the affected students and parents;
4. the measures in place to sustain quality primary and secondary schools that are popular with parents in nurturing talents for Hong Kong, despite the overall decline in student population; and
5. the measures in place to encourage and assist quality primary and secondary schools that are popular with parents to admit more high-calibre students from the Mainland and overseas, provided that the interests of local students are safeguarded or even enhanced, thereby deepening the development of Hong Kong's education industry and expanding its talent pool.

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 36)

Reply:

1.
The numbers of primary and secondary schools, students and teachers from the 2020/21 to 2024/25 school years are tabulated at Annex 1. The operating expenditures on primary education and secondary education under the General Revenue Account for the 5 financial years from 2020-21 to 2024-25 are tabulated at Annex 2.

2.

The projected mid-year school-age populations aged 6 and 12 residing in Hong Kong from 2026 to 2035 are tabulated at [Annex 3](#). The Education Bureau (EDB) will keep a close watch on the latest changes in student population and conduct ongoing assessments of the demand and supply of school places, while rationalising the demand and supply among districts through more flexible netting arrangements.

3.

In view of the structural decline in the school-age population, the Government has adopted a multi-pronged strategy for the long-term planning of school place supply. Through a soft-landing approach, the Government reviews the actual circumstances of Hong Kong and implements timely, tailored measures to reduce surplus school places in a steady and orderly manner, so as to tie in with the evolving education ecosystem and facilitate the healthy and sustainable development of schools. EDB has intensified its support in recent years for school sponsoring bodies (SSBs) to plan ahead and explore ways to consolidate their resources in an orderly manner, enhancing synergy and the quality of learning and teaching to ensure the well-being of students. Merger options have been refined and made available for application by all schools or their SSBs. Schools operating subsidised Primary One (P1) classes upon merger will receive a one-off additional allowance of at most \$1 million, while schools that continue to operate Secondary One (S1) classes will be provided with a one-off additional allowance in the amount of \$500,000 for each merging level to cover the additional expenses incurred due to the merger. If there are redundant/surplus teachers in the school that continues to operate subsidised P1 or S1 classes in the school year of the merger, the school will be allowed to retain, for 3 years, the incumbent teachers on the approved teaching staff establishment related to the levels under merger of the 2 schools in the school year preceding the merger. This arrangement will allow time for the school to adjust the staff strength through natural wastage and other means. EDB will discuss merger proposals with SSBs based on the schools' circumstances and provide facilitation as far as practicable to ensure the smooth implementation and transition of the approved mergers. While processing applications and considering approvals for school merger, EDB will review the modes, schedules and various details of the merger as agreed upon by the related SSBs and Incorporated Management Committees/School Management Committees. Before submitting merger proposals to EDB, schools should inform the major stakeholders (including teachers and parents) and respond to their views and enquiries.

We understand that even when a school faces extreme difficulties with student admission, various stakeholders may still endeavour to obtain government funding for continuous operation. However, if the student population in each level or the overall number of classes is too small, it not only hinders students' social development, but also affects the effectiveness of education as a whole. Therefore, we encourage SSBs to prioritise student well-being and, taking into account school-specific circumstances, consider ceasing the operation of the entire school or specific class levels in cases of under-enrolment. This allows students to transfer to other schools and adapt to new learning environments as early as possible. EDB will provide practical and appropriate support to facilitate students' transfer to other public sector schools.

4. and 5.

For public sector secondary schools, in order to better address parents' preferences, allowing the relevant schools to offer quality education for more parents and students, and increase

opportunities for parents to enrol their children in their preferred schools, EDB launched a pilot scheme in the 2025/26 school year, allowing schools participating in the Secondary School Places Allocation (SSPA) with 4 classes to participate in SSPA with 5 S1 classes in the following school year, where conditions permit. Following the principle of “small-step, high-threshold and rigorous-screening”, EDB will keep the relevant arrangement under review according to the actual situations, keep refining the arrangement, and make timely announcement regarding the future development of the policy.

For schools under the Direct Subsidy Scheme (DSS), the Chief Executive announced in the 2025 Policy Address that they would be allowed, on a trial basis, to apply for increasing the number and size of classes, thereby expanding their intake of non-local students with student visas to study on a self-financing mode. The additional school places created are designated for “exclusive use”, ensuring that local students’ opportunities to enrol in the DSS schools of their preference and pursue local or non-local curricula remain unaffected. This initiative also helps advance the development of Hong Kong into an international education hub by expanding the scope to cover basic education, enriching the Hong Kong’s talent pool.

For international schools, the Government is committed to supporting the development of a vibrant international school sector to meet the demand for international school places from non-local families living in Hong Kong and those coming to Hong Kong for work or investment. This policy objective is crucial in attracting talent for reinforcing Hong Kong’s role as an international cosmopolitan with global connectivity. The Chief Executive announced in the 2025 Policy Address that EDB had allocated 2 vacant school premises via the School Allocation Exercise, thereby increasing the number of international school places by around 1 000 in the short term. To meet long-term needs, the Government has also reserved sites in the Northern Metropolis for the development of international schools. Moreover, EDB encourages existing international schools to increase their admission quotas. EDB 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. We will release land in an orderly manner according to actual circumstances so as to enable quality international schools to construct campuses and increase school places, thereby supporting the long-term development of the international school sector.

EDB’s policy objective is to provide children with quality primary and secondary educational services through various types of schools. Despite the structural decline in the school-age population, EDB remains steadfast in its commitment to education, and will continue to implement various new measures to help schools enhance and optimise the quality of education, pushing forward our education towards high-quality development and building Hong Kong into an international hub for high-calibre talent.

**Numbers of primary and secondary schools, students and teachers
from the 2020/21 to 2024/25 school years**

School year	No. of schools	No. of students	No. of teachers
Primary schools			
2020/21	589	364 257	28 069
2021/22	591	348 994	27 811
2022/23	593	333 551	27 407
2023/24	594	325 564	26 971
2024/25	590	319 447	26 701
Secondary schools			
2020/21	506	329 011	29 602
2021/22	508	325 927	29 609
2022/23	510	321 162	29 586
2023/24	512	328 474	29 700
2024/25	512	340 607	30 015

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary and secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (3) To ensure a timely and pertinent response to the question, we only provide the relevant information for the past 5 years.

**Operating expenditures on primary education and secondary education
under the General Revenue Account (GRA)
from 2020-21 to 2024-25**

Education area	Operating expenditure under GRA				
	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual \$ million	Actual \$ million	Actual \$ million	Actual \$ million	Actual \$ million
Primary education	23,564	23,481	23,814	25,049	24,989
Secondary education	30,752	30,674	30,594	32,178	32,772

Note:

- (1) To ensure a timely and pertinent response to the question, we only provide the relevant information for the past 5 years.

**Projected mid-year school-age populations aged 6 and 12
residing in Hong Kong from 2026 to 2035**

Year	Projected mid-year population	
	6 years old	12 years old
2026	47 000	53 700
2027	40 600	55 000
2028	37 800	53 900
2029	31 500	54 300
2030	34 100	51 500
2031	37 500	49 800
2032	38 800	47 700
2033	40 100	41 500
2034	39 100	38 700
2035	38 300	32 300

Notes:

- (1) The projections of the school-age population are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age populations aged 6 and 12 are considered appropriate for receiving primary and secondary education respectively (i.e. P1 and S1). Persons under or over the age of 6 may also enrol for P1, and persons under or over the age of 12 may also enrol for S1.
- (3) Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY

EDB045

(Question Serial No. 0332)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To foster exchanges and collaboration on education between Hong Kong and Belt and Road (B&R) countries/regions, and attract more outstanding students to come to Hong Kong for further studies and development, will the Government advise this Committee of the following –

- (1) Since the launch of the B&R Scholarship, what is the total number of applications received, as well as the total number of awardees with a breakdown by place of origin, age and discipline?
- (2) The B&R Scholarship for Designated Countries covers students from Indonesia, Malaysia, Thailand, Myanmar, Mongolia and Kazakhstan. What are the criteria and mechanism for selecting these 6 countries? Are there any plans to expand the coverage of the B&R Scholarship for Designated Countries to other B&R countries?
- (3) Besides the B&R Scholarship, are other government scholarships or subsidy schemes (e.g. the HKSAR Government Scholarship Fund, the Self-financing Post-secondary Education Fund, and the Hong Kong PhD Fellowship Scheme) currently open to application for students from B&R countries/regions? If yes, what are the numbers of awardees from B&R countries/regions and their respective percentage shares in the total number of awardees in each of the past 3 years?
- (4) Is there a mechanism in place for compiling statistics on the profiles of the awardees staying in Hong Kong for development (including employment and further studies) upon graduation? If yes, what are the relevant statistical methods and data? If no, what are the reasons?
- (5) Besides tuition fee subsidies, are there any measures in place to support the B&R Scholarship awardees in integrating into local society and joining cultural exchange activities? Are there any plans to allocate more resources to enhance relevant complementary measures, thereby increasing these students' sense of belonging to Hong Kong as well as their incentive to stay here? If yes, what is the expenditure involved?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 36)

Reply:

(1)

Launched in the 2016/17 academic year, Belt and Road (B&R) Scholarship has been offered to non-local students from countries and regions along B&R to pursue publicly-funded full-time undergraduate and research postgraduate programmes in Hong Kong. The annual quota for the B&R Scholarship has been gradually increased from the initial 10 places to 150 places with effect from the 2024/25 academic year. Thus far, more than 1 700 nominations from a total of 9 institutions have been received. Over 830 students from 57 B&R countries have been awarded. A breakdown of the number of awardees by place of origin and discipline is set out at Annex. The Education Bureau (EDB) does not maintain data on the age of the awardees.

(2)

EDB has signed 10 Memoranda of Understanding (MoU) on education co-operation with countries along B&R, demonstrating the Government's efforts in strengthening educational ties and exchanges with these countries. According to the terms of individual MoUs, EDB set up the B&R Scholarship (Designated Countries) for 6 of these countries with some scholarship places set aside for them. EDB will continue to maintain liaison, with other countries along B&R and sign MoU where appropriate to deepen education exchanges and co-operation.

(3)

(i) HKSAR Government Scholarship Fund (the Fund)

The B&R Scholarship is one of the scholarships granted under the Fund. Apart from the B&R Scholarship, the other 4 scholarships/awards (i.e. Scholarships for Outstanding Performance, Talent Development Scholarship, Reaching Out Award, and Endeavour Merit Award) under the Fund accept applications from both local and non-local students. The number of awardees of the other 4 scholarships/awards from countries/regions along B&R in the past 3 years (from the 2022/23 to 2024/25 academic years) are set out in the table below –

Academic year	HKSAR Government Scholarship Fund ⁽¹⁾	
	No. of awardees from B&R countries/regions	Percentage in the total no. of awardees
2022/23	600	11.12%
2023/24	633	11.27%
2024/25	721	12.57%

Note:

(1) The number of awardees of some scholarships/awards in the 2025/26 academic year is to be finalised pending completion of reports by institutions. Therefore, only relevant figures from the 2022/23 to 2024/25 academic years are available.

(ii) Self-financing Post-secondary Education Fund (SPEF)

The Self-financing Post-secondary Scholarship Scheme (SPSS) under the SPEF offers scholarships to local or non-local students pursuing full-time locally-accredited self-financing sub-degree or bachelor degree (including top-up degree) programmes at non-profit-making institutions.

The number of the SPSS awardees from countries/regions along B&R in the past 3 years (from the 2022/23 to 2024/25 academic years) are set out in the table below –

Academic year	Self-financing Post-secondary Education Fund ⁽²⁾	
	No. of awardees from B&R countries/regions	Percentage in the total no. of awardees
2022/23	2	0.06%
2023/24	5	0.12%
2024/25	2	0.05%

Note:

- (2) The number of awardees of some scholarships/awards in the 2025/26 academic year is to be finalised pending completion of reports by institutions. Therefore, only relevant figures from the 2022/23 to 2024/25 academic years are available.

(iii) Hong Kong PhD Fellowship Scheme (HKPFS)

The HKPFS aims to attract outstanding talent across the world to pursue PhD programmes offered by the University Grants Committee (UGC)-funded universities in Hong Kong. The number of the HKPFS awardees from countries/regions along B&R in the past 3 years (from the 2023/24 to 2025/26 academic years) are set out in the table below –

Academic year	Hong Kong PhD Fellowship Scheme	
	No. of awardees from B&R countries/regions	Percentage in the total no. of awardees
2023/24	53	18%
2024/25	48	14%
2025/26	41	10%

(4)

The 9 participating institutions of the B&R Scholarship (including the 8 UGC-funded universities and the Hong Kong Academy for Performing Arts) have conducted voluntary surveys starting from the 2024/25 academic year to collect statistics as to the employment or further studies of B&R Scholarship awardees after graduation. For the 2024/25 academic year, the number of awardees in employment and pursuing further studies is 30 and 3 respectively. As the responses to the surveys are provided on a voluntary basis, the statistics concerned are for reference only.

(5)

The Government and institutions have implemented various measures to encourage non-local students (including the B&R Scholarship awardees) to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised an exchange session on further studies in Hong Kong for new awardees each year starting from the 2024/25 academic year to help them learn about different opportunities in Hong Kong and establish a platform for them to support each other. It is also hoped that, through the sharing by awardees who have graduated and stayed in Hong Kong, new awardees will be encouraged to consider staying in Hong Kong for development upon graduation. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Starting from 2026, with the assistance from the overseas Hong Kong Economic and Trade Offices (ETOs), the awardees who have returned to their places of origin will be invited to attend events held by the ETOs so that they can keep ties and maintain exchanges with Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

As the estimated expenditure on the above initiatives is subsumed within EDB's recurrent expenditure, a breakdown is not available. The Government will continue to review the effectiveness of various measures, with a view to attracting non-local students to stay in Hong Kong for development.

**Number of the Belt and Road Scholarship awardees
from the 2016/17 to 2025/26 academic years**

(i) Distribution by place of origin

Place of origin	No. of awardees	Place of origin	No. of awardees
1. Argentina	1	30. Kyrgyzstan	7
2. Armenia	2	31. Malaysia	101
3. Azerbaijan	4	32. Maldives	1
4. Bangladesh	59	33. Mongolia	19
5. Belarus	2	34. Morocco	1
6. Bosnia and Herzegovina	1	35. Myanmar	60
7. Bulgaria	1	36. Nepal	14
8. Cambodia	1	37. New Zealand	1
9. Cameroon	1	38. Nigeria	8
10. Chile	1	39. Pakistan	66
11. Costa Rica	1	40. Palestine	1
12. Cyprus	2	41. Philippines	27
13. Dominican Republic	1	42. Poland	4
14. Egypt	7	43. Romania	1
15. Ethiopia	26	44. Russia	20
16. Georgia	2	45. Serbia	2
17. Ghana	21	46. Singapore	4
18. Greece	2	47. South Africa	1
19. Grenada	1	48. Sri Lanka	11
20. India	2	49. Tajikistan	3
21. Indonesia	107	50. Tanzania	1
22. Iran	4	51. Thailand	90
23. Israel	1	52. Türkiye	10
24. Italy	4	53. Uganda	1
25. Jamaica	1	54. Ukraine	1
26. Jordan	1	55. Uzbekistan	7
27. Kazakhstan	59	56. Vietnam	40
28. Kenya	2	57. Zambia	1
29. Korea	13		
Total		833 awardees from 57 countries/regions	

(ii) Distribution by discipline

Discipline	No. of awardees
Architecture	3
Arts	20
Design and Performing Arts	13
Business Administration	195
Computer and Information Technology	59
Education	12
Engineering and Technology	239
Journalism and Communication	17
Law	9
Medicine and Health	29
Sciences	165
Social Sciences	72
Total	833

- End -

CONTROLLING OFFICER'S REPLY

EDB046

(Question Serial No. 0608)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (113) Administration

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided secondary schools with the Career and Life Planning Grant, which has been converted into regular teaching posts since the 2019/20 school year. In the following years, the Government has been continuously strengthening its ties with the commercial and industrial sectors by launching the Business-School Partnership Programme and various internship schemes in the Greater Bay Area.

Nonetheless, as the Hong Kong economy undergoes transformation, the Government has been vigorously promoting the development of the “eight centres” (such as the innovation and technology centre and East-meets-West centre for international cultural exchange). There is public concern as to whether the prevailing life planning education remains confined to “visits and seminars”, thereby resulting in talent mismatches. In particular, under the current pressure on public finances, it is necessary for the Legislative Council to question EDB: Have quantifiable key performance indicators (KPIs) been set for this initiative as its annual recurrent expenditure amounts to hundreds of millions of dollars? How can it be demonstrated that students, after receiving guidance, are better equipped to enter Hong Kong's strategic industries in need of talents more precisely, rather than pursuing further studies blindly?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 8)

Reply:

The Education Bureau (EDB) has all along been attaching great importance to life planning education (LPE), actively implementing LPE in schools and strengthening support for schools through different measures, to help students enhance self-understanding, identify their interests, abilities and orientations at an earlier stage, as well as equip them with relevant information on the multiple pathways and workplace so as to help them set goals and make better planning and preparation for further studies and career pursuits.

Since the launch of the Business-School Partnership Programme (BSPP) in 2005, EDB, in collaboration with different business corporations, government departments and community

organisations, has been providing students with diversified career exploration activities, including career talks, workshops, workplace visits, career expos, work experience opportunities, etc., with a view to equipping them with knowledge and information about different industries so that they can better understand the workplace, develop positive work attitudes and get well prepared for further studies and career pursuits.

EDB has also implemented the initiative of the 2022 Policy Address. In the 2022/23 school year, EDB further promoted co-operation between the business sector and schools through the launch of BSPP 2.0 with more business partners covering more industries and arranged a series of Holiday Work Experience Programmes during major school holidays to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as explore their interests and career aspirations. Besides, EDB has enhanced 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 BSPP. Through the provision of diversified career exploration and work experience programmes, students will have an initial understanding of relevant industries. Since the launch of BSPP (as at February 2026), the business partners have collaborated with EDB to organise over 14 500 career exploration activities, benefitting over 1.8 million student participants.

Moreover, the Government has been encouraging the University Grants Committee (UGC)-funded universities to offer programmes that meet the development needs of Hong Kong, so as to enlarge the talent pool in key areas and enhance Hong Kong’s competitiveness. We have set the key performance indicators that by the 2026/27 academic year, there will be 35% of students in UGC-funded universities pursuing STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects, and 60% in subjects relevant to Hong Kong’s development into the “eight centres” under the 14th Five-Year Plan. The Government and UGC will continue to nurture more talents to meet Hong Kong’s strategic development needs through the triennial Planning Exercise.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 0609)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Since the implementation of the Hong Kong National Security Law and the completion of the Basic Law Article 23 legislation (i.e. the Safeguarding National Security Ordinance) in 2024, Hong Kong has entered a new phase of advancing from stability to prosperity. In the budgets over the past few years, the Government has allocated funding for the expenditure on safeguarding national security and channelled considerable resources into education and publicity, including implementing national security education in primary and secondary schools, organising the National Security Education Day and producing multimedia promotion videos.

What is the government expenditure on national security education and related publicity? How can the effectiveness of such publicity and education be evaluated? Are there any quantitative indicators in this regard?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 9)

Reply:

The Education Bureau (EDB) has been adopting a “multi-pronged and co-ordinated” approach to promote national security education in recent years. This includes continuously optimising the curriculum, developing learning and teaching resources, providing teacher training, and organising a wide range of engaging life-wide learning activities for students to support schools in a comprehensive, all-round, interdisciplinary and cross-key stage manner to integrate national security education into daily learning and teaching. The related work is set out as follows –

Curriculum development

EDB continues to strengthen national security education. Related learning elements have long been embedded in various subjects of the primary and secondary curricula, such as Primary Humanities, junior secondary Citizenship, Economics and Society, and senior secondary Citizenship and Social Development, all of which cover topics related to national

security. In addition, EDB announced the updated Curriculum Framework of National Security Education in Hong Kong (the Curriculum Framework) and the Subject Curriculum Frameworks covering eight Key Learning Areas (KLAs) and the subject of Citizenship and Social Development in 2025 to enable national security education to keep abreast of the times as well as provide teachers with clearer and more comprehensive guidelines, thereby helping schools further promote national security education building on the existing solid foundation.

Learning and teaching resources

EDB has produced diversified learning and teaching resources, including multimedia resources such as teaching resources on the Constitution of the People's Republic of China, the thematic webpage "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", the National Security Education Online Learning Platform, National Security Education Exhibition Boards, "Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources" for primary and secondary schools, sample lesson plan design for national security education, the Constitution and Basic Law Online Learning Course for Upper Primary and Junior Secondary Students, the Constitution and Basic Law Online Course for Secondary School Students' Self-directed Learning, and learning and teaching resources related to the Safeguarding National Security Ordinance, with the aim of developing students' awareness of safeguarding national security.

Professional training for teachers

Starting from the 2020/21 school year, EDB has incorporated contents about the Constitution, the Basic Law and national security education in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion, with a view to deepening teachers' understanding of the rule of law in Hong Kong, the contents and spirit of the laws concerned, as well as national security, among others. EDB has also been actively collaborating with expert organisations to organise thematic training, such as organising the Thematic Course on "Reinforcing the Rule of Law" in the 2025/26 school year, to enhance principals' and teachers' understanding of topics like the constitutional status and the rule of law of Hong Kong, as well as their responsibility in safeguarding national security in a systematic manner.

In addition, EDB has completed the organisation of onsite teacher workshops and enrichment seminars on national security for all primary and secondary schools in Hong Kong implementing the local curriculum, which were well received. Following the updating of the Curriculum Framework in 2025, EDB conducted 12 briefing sessions to introduce the major updates and highlights of the Curriculum Framework to stakeholders such as representatives of school sponsoring bodies, school supervisors, principals and teachers, and elucidate how the elements of national security education could be integrated into various KLAs. In the current school year, nearly 160 related training activities, including courses, study visits and sharing sessions, with an attendance of over 15 600, have been organised across KLAs. In the 2025/26 school year, EDB will also provide no less than 1 000 teacher training places relating to national security education. The training programmes include online courses on the Constitution, the Basic Law, and national education/national security education. EDB will seek to understand teachers' training needs through channels such as evaluation questionnaires and exchanges with teachers during these courses.

Life-wide learning activities

EDB continues to organise diversified activities, including Mainland exchanges, quiz competitions on the Constitution and the Basic Law as well as infographic design competitions. Through the Student Ambassadors Training Scheme, activities such as film appreciation sessions and seminars are also offered. These initiatives have yielded positive results. Besides, EDB has jointly organised the “Let’s Join Hands in Safeguarding National Security” Programme with the Security Bureau (SB) for five consecutive years, involving a cumulative total of over 206 000 participants. EDB has also joined hands with the Department of Justice, SB and the Shine Tak Foundation to organise the “Territory-wide Inter-school National Security Knowledge Challenge”, which attracted over 132 000 student participants in the 2025/26 school year. In tandem with the National Security Education Day, EDB has also held for the first time the “National Security Education Day: Territory-wide Inter-school Drone Show Design Competition” in this school year, drawing over 8 700 student participants. Further, EDB compiles and releases an annual “National Education — Event Planning Calendar” to assist schools in organising related learning activities. For the 2025/26 school year, our target is to engage no fewer than 200 000 student participants in competitions incorporating learning elements of national education. As at March 2026, over 220 000 primary and secondary students have already participated in these competitions.

EDB continues to lead government schools and work with more school sponsoring bodies and school councils to plan and implement at least 30 inter-school national education activities under the theme of “Love Our Home, Treasure Our Country” in the 2025/26 school year, striving 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. Starting from the 2025/26 school year, the “Love Our Home, Treasure Our Country” series of activities has been regularised and popularised, with a target annual attendance of no less than 30 000.

Home-school co-operation

EDB has been encouraging schools to maintain close contact with parents and foster home-school co-operation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students’ awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards. Moreover, EDB disseminates information related to national security and promotes Chinese culture through the one-stop parent education website “Smart Parent Net” (parent.edu.hk) and its social media platforms, enabling parents to learn alongside their children about the importance of national security and cultivate in their children a sense of national identity.

Specific administration guidelines for schools and ongoing school inspections

To support schools in taking forward national security education, upon the implementation of the Hong Kong National Security Law, EDB has issued detailed administration and education guidelines to schools in a timely manner, requiring schools to establish school-based

mechanisms and formulate appropriate measures in accordance with their school-based circumstances and needs, with a view to preventing and suppressing acts and activities that endanger or are detrimental to national security. Schools are also required to submit annual reports and work plans to EDB to report on the implementation of school-based measures on safeguarding national security and promoting national security education.

In addition, starting from the 2023/24 school year, EDB has been conducting regular focus inspections on national education of at least 50 schools, and continuously reviewing the implementation and effectiveness of relevant measures through various channels, such as school visits and daily communication with schools, while providing timely advice and instructions. EDB also shares and promotes good practices to enhance the quality and effectiveness of national security education.

As national security education for primary and secondary schools is part of the ongoing work of EDB and the expenditure involved is subsumed under the overall estimated expenditure, a breakdown is not available. With the strong support from EDB and the active implementation by schools, national security education has been smoothly implemented in schools. The efforts of schools in promoting national security education deserve recognition and the outcomes are evident to all.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 0611)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In view of the impact of emerging technologies (such as generative AI) on the job market in 2026, has the Education Bureau allocated additional provision specifically for teacher training in life planning education (LPE)? What is the percentage of the relevant expenditure in the total LPE estimate?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 12)

Reply:

The Education Bureau (EDB) regularly organises the “Life Planning Education (LPE) Conference”, inviting professionals as keynote speakers to facilitate exchanges and exploration on topics related to life planning, such as the challenges and opportunities arising from the latest developments in artificial intelligence (AI) across various industries. EDB also offers teachers a range of professional development activities and organises thematic seminars, including a thematic seminar on the trends of the working world and emerging industries, to enhance their capabilities to support students in life planning. Starting from the 2022/23 school year, EDB has organised a two-day study tour to the Greater Bay Area (GBA) for teachers annually. The study tour would visit information technology (IT), financial corporations, biotechnology, civil aviation authority and tertiary institutions in the Mainland cities of GBA to enhance teachers’ understanding of the latest opportunities for further studies and career pursuit in the Mainland cities of GBA, with the aim of assisting the teachers to implement LPE in schools. Furthermore, EDB collaborates with the Vocational Training Council to organise career exploration and experiential workshops on different themes, including IT metaverse, cybersecurity, AI, robotics, etc., to help teachers understand the job nature, talent needs and latest developments of different industries, and broaden their career horizons. As the expenditure involved in the implementation of LPE in schools (including relevant professional training for teachers) has been subsumed under EDB’s overall expenditure, there is no breakdown of relevant figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 0616)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (113) Administration

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Currently, the Career and Life Planning Grant is mostly deployed by schools at their discretion. Will the Government consider allocating a portion of the resources as “competitive funding” to encourage schools to organise in-depth internship programmes with innovation and technology enterprises in the Northern Metropolis or enterprises in other Greater Bay Area cities, instead of limiting activities to talks or visits?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 21)

Reply:

Since the 2014/15 school year, the Education Bureau (EDB) has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a Career and Life Planning Grant (CLPG) to enhance the Life Planning Education (LPE) elements for students. To provide more stable teacher manpower for schools to enhance LPE development and related guidance service, public sector schools are given the option to convert CLPG into regular teaching posts starting from the 2016/17 school year. Since the 2022/23 school year, all public sector schools have fully converted CLPG into regular teaching posts for empowering schools and the responsible teaching teams to implement LPE.

Moreover, EDB has implemented the “Greater Bay Area Career Exploration Tours” Programme (the Programme) from the 2023/24 to 2025/26 school years, under which public sector schools and DSS schools offering local curriculum can arrange study tours, such as career exploration activities and enterprise visits, in the Greater Bay Area (GBA) for senior secondary students. Schools may either join the study tours under the Programme organised by EDB or apply for a grant of \$100,000 to arrange their own school-based study tours. Through personal observation and experience gained in these tours, senior secondary students can deepen their understanding of the latest developments of various industries in GBA (such as the innovative technology industries, the Chinese medicine technology industries, the cultural and creative industries, etc.), and know more about the talent needs of various

industries in GBA, the development of Hong Kong enterprises in other GBA cities and the collaboration among enterprises in the two places.

- End -

CONTROLLING OFFICER'S REPLY

EDB050

(Question Serial No. 0617)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (235) School extra-curricular activities, programmes, grants and prizes

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget proposes to enhance life planning education in primary and secondary schools. Please advise on the relevant total expenditures in the past 3 years, and how can the effectiveness of these initiatives be measured? Has the Government conducted any follow-up studies showing whether students benefitted from the relevant subsidy schemes are better able to align their choices of university programmes or career paths with the industries related to the eight key areas for the development of Hong Kong (such as innovation and technology, and East-meets-West cultural exchange)?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 22)

Reply:

Since the 2014/15 school year, the Education Bureau (EDB) has been providing each public sector school and Direct Subsidy Scheme school operating classes at senior secondary levels with a Career and Life Planning Grant (CLPG) to enhance the Life Planning Education (LPE) elements for students. To provide more stable teacher manpower for schools to enhance LPE development and related guidance service, public sector schools are given the option to convert CLPG into regular teaching posts starting from the 2016/17 school year. Since the 2022/23 school year, all public sector schools have fully converted CLPG into regular teaching posts. As the relevant expenditure has been subsumed under EDB's overall expenditure, there is no breakdown of relevant figures.

Since the launch of the Business-School Partnership Programme (BSPP) in 2005 with the aim of promoting co-operation between the business sector and schools, EDB, in collaboration with different business corporations, government departments and community organisations, has been providing students with diversified career exploration activities, including career talks, workshops, workplace visits, career expos, work experience opportunities, etc. It leads students out of the classroom to gain a wider perspective of the world, equipping them with knowledge and information about different industries, as well as facilitating their adaptation to economic and social changes, and to make wise choices about their further studies/career pursuit.

EDB has implemented the initiative of the 2022 Policy Address. In the 2022/23 school year, EDB further promoted co-operation between the business sector and schools through the launch of BSPP 2.0 with more business partners covering more industries and arranged a series of Holiday Work Experience Programmes during major school holidays to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as explore their interests and career aspirations. Besides, EDB has enhanced 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 BSPP. Through the provision of diversified career exploration and work experience programmes, students will have an initial understanding of relevant industries.

Moreover, the Government has been encouraging the University Grants Committee (UGC)-funded universities to offer programmes that meet the development needs of Hong Kong, so as to enlarge the talent pool in key areas and enhance Hong Kong’s competitiveness. We have set the key performance indicators that by the 2026/27 academic year, there will be 35% of students in UGC-funded universities pursuing STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects, and 60% in subjects relevant to Hong Kong’s development into the “eight centres” under the 14th Five-Year Plan. The Government and UGC will continue to nurture more talents to meet Hong Kong’s strategic development needs through the triennial Planning Exercise.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 2639)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget announces that \$2 billion has been earmarked under the Quality Education Fund to promote digital education in primary and secondary schools, and the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint) is to be released this year.

Given that information technology infrastructure and teachers' proficiency in using artificial intelligence (AI) in teaching vary among schools, will the Government formulate a more detailed phased implementation timetable in the Blueprint and set up standardised assessment benchmarks (such as AI literacy learning framework) to quantitatively assess the learning outcomes of students at different class levels to ensure that the allocation of resources can effectively narrow the digital divide among schools?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 1)

Reply:

The Education Bureau (EDB) continues to step up the promotion of artificial intelligence (AI) education in primary and secondary schools, and actively assists teachers and students to integrate AI into learning and teaching (L&T) of all subjects (i.e. AI for ALL subjects) to enhance the quality of L&T. We encourage teachers of various subjects to appropriately apply AI in teaching according to the characteristics of their subjects and pedagogical needs, and guide students to practise "using to achieve learning, learning through using, effectively using" AI during their course of learning to enhance their AI literacy. To tie in with the Chief Executive's 2025 Policy Address and support schools in promoting AI integration in L&T, EDB is formulating the Blueprint for Digital Education Development in Primary and Secondary Schools, which will include an AI literacy learning framework and relevant teaching guidelines for teachers' reference.

EDB provides focused support for primary and secondary schools to empower education with AI, including the provision of AI education resources and a one-off grant. These support measures, based on a fair and inclusive principle, benefit all publicly funded primary and secondary schools (including special schools) in Hong Kong. For example, 22 project

deliverables of the e-Learning Ancillary Facilities Programme funded by the Quality Education Fund (QEF) have been successively released since mid-2025, enabling schools, based on their school context and developmental needs, to deploy innovative technologies such as big data and AI to enhance L&T effectiveness across various subjects/areas. To drive towards fairness and inclusiveness, QEF also subsidised the subscription fees of publicly funded schools. EDB will continue to work with the Hong Kong Education City to provide schools, teachers and students with quality one-stop digital learning, reading, and assessment resources and services through a more intelligent development approach.

We also launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 for applications by all publicly funded primary and secondary schools (including special schools). Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources (including self-developed school-based teaching exemplars and resources), and to subsidise students' participation in activities that enhance their AI literacy, with a view to accelerating the development of digital education. The response to the Funding Programme has been overwhelming. All eligible publicly funded primary and secondary schools (including special schools) have applied and received confirmations of approval from EDB.

To enable teachers to grasp the latest developments of AI and its application in teaching, EDB has been progressively launching the “Digital Education AI in Education Series”, professional training programmes covering areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools' professional capacity in planning and implementing school-based AI education.

Given that school contexts and development priorities vary among schools, each school has its own characteristics in terms of focus and direction in implementing digital education. Apart from providing quality resources and professional training for teachers on an ongoing basis, EDB also actively fosters learning and collaboration among schools through school-based support, inter-school experience exchanges and resource sharing activities to enrich school-based characteristics. In addition, the Digital Education Centre of Excellence (CoE) of EDB, which is staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including implementation strategies for enhancing students' digital literacy and making effective use of AI tools.

As mentioned above, EDB provides schools with fair and inclusive support through diversified support measures to promote steady development of digital education in joint efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 2640)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

What is the actual expenditure on the Career and Life Planning Grant provided for secondary schools by the Education Bureau in the past 3 years? What are the estimated resources to be deployed by the Government in 2026-27 to enhance the internship programmes in the Greater Bay Area? Please set out the number of student beneficiaries and the expected performance targets.

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 11)

Reply:

Since the 2014/15 school year, the Education Bureau (EDB) has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a Career and Life Planning Grant (CLPG) to enhance the Life Planning Education (LPE) elements for students. To provide more stable teacher manpower for schools to enhance LPE development and related guidance service, public sector schools are given the option to convert CLPG into regular teaching posts starting from the 2016/17 school year. Since the 2022/23 school year, all public sector schools have fully converted CLPG into regular teaching posts. As the relevant expenditure has been subsumed under EDB's overall expenditure, there is no breakdown of relevant figures.

EDB has implemented the "Greater Bay Area Career Exploration Tours" Programme (the Programme) from the 2023/24 to 2025/26 school years, under which public sector schools and DSS schools offering local curriculum can arrange study tours, such as career exploration activities and enterprise visits, in the Greater Bay Area (GBA) for senior secondary students. Schools may either join the study tours under the Programme organised by EDB or apply for a grant of \$100,000 to arrange their own school-based study tours. Through personal observation and experience gained in these tours, senior secondary students can deepen their understanding of the latest developments of various industries in GBA (such as the innovative technology industries, the Chinese medicine technology industries, the cultural and creative industries, etc.), and know more about the talent needs of various industries in GBA, the development of Hong Kong enterprises in other GBA cities and the collaboration among

enterprises in the two places. The estimated expenditure for 2026-27 is about \$5.67 million, benefitting around 5 800 students.

According to the feedback provided by the schools to EDB, the study tours under the Programme received positive comments from teachers and students. They generally considered that the study tours under the Programme could achieve the expected learning objectives and they were satisfied with the visits to the enterprises and the tour arrangements. Both teachers and students agreed that visits to the enterprises could help them understand the relevant industries, talent needs, and the opportunities for development in the Mainland so as to plan for their future development pathways. All public sector and DSS secondary schools (with the exception of a few owing to individual circumstances) have participated in the Programme in the 2023/24, 2024/25 and 2025/26 school years. At present, EDB also provides students with various Mainland exchange/study activities. EDB will review the implementation of the Programme, consolidate resources and adjust deployment of resources accordingly in a timely manner with a view to optimising the use of public resources. Schools can, based on their school-based needs, arrange relevant activities on their own or participate in the Mainland study activities organised by EDB to deepen students' understanding of the developments of industries in GBA or various provinces and cities in the Mainland.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 2642)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the national security education arranged by the Education Bureau (EDB) for teachers, please advise this Committee of –

- (1) the organisations commissioned by EDB to deliver the training in national security education for teachers (if any), the number of talks held, the number of participating schools and participants, as well as the annual expenditures in the past 5 years; and
- (2) how the Government assesses the effectiveness of the training in national security education for teachers.

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 37)

Reply:

(1)

Starting from the 2020/21 school year, the Education Bureau (EDB) has incorporated contents about the Constitution, the Basic Law and national security education (NSE) in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion, and provided relevant training to principals with a view to deepening their understanding of the rule of law in Hong Kong, the contents and spirit of the laws concerned, as well as national security, among others. EDB has also been actively collaborating with other organisations (e.g. Endeavour Education Centre Limited) to organise more in-depth thematic training, such as organising the Thematic Course on “Reinforcing the Rule of Law” in the 2025/26 school year, to enhance principals’ and teachers’ understanding of topics like the constitutional status and the rule of law of Hong Kong, as well as their responsibility in safeguarding national security in a systematic manner. From the 2021/22 to 2025/26 school years (as at the end of February 2026), a total of 109 training sessions were organised by EDB, with 29 320 teachers and principals attending.

In addition, EDB continues to organise professional training activities in line with the curriculum in different modes for in-service teachers. In the past 5 school years, a total of 2 693 training sessions related to national education and NSE were organised across various

Key Learning Areas (KLAs) through delivery modes including courses, study visits, and sharing sessions for over 280 000 principals and teachers. Such training included a total of 562 sessions of “Onsite Teacher Workshop on NSE” in the 2021/22 and 2022/23 school years for all primary and secondary schools (including special schools) in Hong Kong implementing the local curriculum, with an attendance of over 53 000 principals and teachers. With a view to deepening teachers’ understanding of the holistic view of national security, EDB collaborated with other organisations (e.g. International Probono Legal Services Association Limited and the Patriotic Education Centre) in organising nearly 80 sessions of “Onsite Enrichment Seminars on NSE” in the 2023/24 and 2024/25 school years for primary and secondary schools implementing the local curriculum so as to strengthen teachers’ professional capability in the implementation of NSE through different KLAs/subjects. Around 8 800 primary and secondary school teachers participated in the “Onsite Enrichment Seminars on NSE”. Furthermore, in the 2022/23 to 2025/26 school years, EDB has organised “NSE Learning Circles” for primary and secondary schools to facilitate sustained enhancement and implementation of NSE in schools. Nearly 50 activity sessions have been held so far, with the participation of around 1 300 primary and secondary school teachers.

Since the expenditures and estimates involved in principal and teacher training are subsumed within the overall expenditure of EDB, a breakdown of annual expenditures is not available.

(2)

EDB has put in place regular mechanisms to evaluate the training activities through different means including holding quality assurance meetings with the service providers, attending the activities to observe the appropriateness of the contents, conducting questionnaire surveys, etc., so as to gauge participants’ feedback for the activities and review training effectiveness.

- End -

CONTROLLING OFFICER'S REPLY

EDB054

(Question Serial No. 1017)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

1. Please set out the numbers of operating classes, accommodation and student enrolment in primary schools by grade, district and sector in the past 3 school years.
2. Please set out the numbers of teachers, average teacher-to-class ratio and average student-to-teacher ratio in public sector and Direct Subsidy Scheme primary schools in the past 3 school years.
3. As Hong Kong's birth rate continues to decline to an extremely low level, the impending shortage of students in primary schools has become a pressing concern. The Education Bureau (EDB) has acknowledged the "structural" decline in our school-age population and has forewarned primary schools about the potential crisis of class reduction, school closure, and merger of government schools. Given the Government's consideration of gradually ceasing the operation of or reprovisioning schools in districts with a prolonged substantial surplus of school places, has EDB assessed the number of teachers that could be affected? What plans does EDB have in place for redeployment?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 24)

Reply:

1.
For the numbers of operating classes, accommodation and student enrolment in primary schools by grade, district and sector from the 2022/23 to 2024/25 school years, please refer to Tables 3.5 to 3.7 of the Report on Student Enrolment Statistics (https://www.edb.gov.hk/en/about-edb/publications-stat/figures/index_1.html) published for the respective school years.
2.
The numbers of teachers, class-to-teacher ratio and teacher-to-student ratio in public sector and Direct Subsidy Scheme (DSS) primary schools from the 2022/23 to 2024/25 school years are tabulated as follows –

Sector	No. of teachers	Class-to-teacher ratio	Teacher-to-student ratio
2022/23 school year			
Public sector primary schools	22 196	1:2.1	1:12.0
DSS primary schools	1 319	1:2.5	1:11.8
2023/24 school year			
Public sector primary schools	21 717	1:2.1	1:11.9
DSS primary schools	1 343	1:2.5	1:11.8
2024/25 school year			
Public sector primary schools	21 268	1:2.1	1:11.8
DSS primary schools	1 369	1:2.5	1:11.7

Note: Figures refer to the position as at mid-September of the respective school years.

3.

In the light of the structural decline in school-age population, the future demand for school places will correspondingly decrease. The Education Bureau (EDB) will continuously review the arrangements and support measures related to class structure. With the aim of “soft landing”, all schools are encouraged to plan their way forward as early as possible, taking into consideration the district and school circumstances, such as merging with schools to consolidate resources and enhance synergy, with a view to ensuring the quality of learning and teaching.

EDB has intensified its support in recent years for other school sponsoring bodies (SSBs) to plan ahead and explore ways to consolidate their resources in an orderly manner, enhance synergy and the quality of learning and teaching, ensuring the well-being of students. The merger option has been refined and made available for applications by all aided primary schools or their respective SSBs. If there are redundant teachers in the school that continues to operate subsidised Primary 1 classes in the year(s) of the merger, the school will be allowed to retain, for 3 years, the incumbent teachers on the approved teaching staff establishment related to the levels under merger of the 2 schools in the school year preceding the merger. This arrangement will allow time for the school to adjust its staff strength through natural wastage and other means. SSBs also have the option to cease the operation of aided primary schools under their sponsorship after considering the overall situation of Hong Kong as well as the district and school circumstances. They can choose to cease the operation of all classes in a single school year or cease the school operation gradually.

Depending on the schedule of school merger or operation cessation, SSBs should manage matters related to redundant teachers resulting from class reduction due to merger or gradual cessation of school operation, or from complete cessation of school operation, in accordance with the prevailing mechanism. SSBs operating more than 1 school should arrange in the first instance to redeploy their own redundant teachers to fill the available vacancies in schools under their sponsorship (including teaching posts outside the approved staff establishment).

EDB attaches great importance to the quality of school operations and manpower deployment in government schools. With the upcoming structural decline in the school-age population, a corresponding decrease in the demand for teachers is anticipated. EDB is dynamically assessing the situation and may transfer school staff employed on civil service terms to other government schools to continue their service if necessary. EDB will closely monitor the deployment of teachers in government schools to ensure the quality of education services.

As SSBs have the option to apply for merger or cessation of operation of aided schools under their sponsorship based on their resources and planning, EDB is unable to provide an estimate of the number of teachers to be affected.

Regarding the arrangements for teachers after school reprovisioning, since reprovisioning generally does not involve a change in SSBs, the relevant staff may continue their service under the original terms of appointment at the reprovisioned schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 1018)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has enhanced the student guidance service since the 2018/19 school year under a new funding mode for public sector and Direct Subsidy Scheme (DSS) primary schools by implementing the policy of “one school social worker for each school”. A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services. Will the Education Bureau advise of the number of public sector and DSS primary schools that have employed school-based registered graduate social worker since the implementation of the aforementioned guidance service, and their percentage share in the total number of public sector and DSS primary schools in Hong Kong?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 26)

Reply:

The Education Bureau (EDB) provides comprehensive student guidance and support services to primary schools through the implementation of Whole School Approach and multi-disciplinary collaboration. EDB has enhanced the student guidance service in public sector primary schools since the 2018/19 school year under a new funding mode by implementing the policy of “one school social worker for each school”. A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services. In the 2025/26 school year, a total of 417 public sector primary schools have employed school-based registered graduate social workers, accounting for over 90% of public sector primary schools in Hong Kong. As Direct Subsidy Scheme schools make their own arrangements for social work services, EDB does not collect the relevant information.

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 1019)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB), through the annual provision of the Home-School Co-operation Grants (the Grants) to the Federations of Parent-Teacher Associations (FPTAs) in each district and the Parent-Teacher Associations (PTAs) of schools, encourages schools to set up PTAs and organise diversified home-school co-operation and parent education activities, thereby deepening home-school co-operation, fostering parent participation, and supporting students' whole-person development. Please set out the operating expenses and staff establishment for FPTAs and PTAs in organising home-school co-operation and parent education programmes or activities over the past 5 school years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 33)

Reply:

Parents play a vital role in their children's development and learning. The Education Bureau (EDB) is committed to fostering home-school co-operation. The Home-School Co-operation Grants (the Grants) are provided for Parent-Teacher Associations (PTAs) of all kindergartens, kindergarten-cum-child care centres, primary and secondary schools (including special schools) and the Federations of PTAs (FPTAs) in the 18 districts each year for promoting home-school co-operation and parent education through diversified activities. The home-school co-operation and parent education activities organised by PTAs and FPTAs aim at promoting the establishment and development of PTAs, facilitating the co-operation and communication between parents and schools, training parents to support the learning activities in schools, enhancing parenting skills, and assisting parents to support their children for joyful learning and healthy development. For the home-school co-operation and parent education programmes or activities subsidised by EDB and organised by PTAs and FPTAs from the 2020/21 to 2024/25 school years, as the operating expenses and staff establishment involved are subsumed under EDB's recurrent expenditure and existing staff establishment, no breakdown is available. The total amounts of the Grants are tabulated as follows –

School year	Total amount of the Grants (\$ million)
2020/21	49
2021/22	50
2022/23	50
2023/24	52
2024/25	54

- End -

CONTROLLING OFFICER'S REPLY

EDB057

(Question Serial No. 1020)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Please list the resources and promotional initiatives for implementing Constitution and Basic Law education in primary and secondary schools and post-secondary institutions by the Education Bureau (EDB) in the past 5 school/academic years. Will EDB consider increasing resources for or expanding the scope of the initiatives in the future?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 34)

Reply:

The Education Bureau (EDB) attaches great importance to the implementation of Constitution and Basic Law education and has all along been adopting diversified strategies to enhance students' learning. The progress and outcomes achieved in this regard in recent years are widely recognised. We will continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing students into talents with an affection for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities through the approaches of "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom" and "whole-school participation". The related measures to implement Constitution and Basic Law education in primary and secondary schools are set out as follows –

Curriculum development

Learning elements related to Constitution and Basic Law education have long been embedded in various subjects of the primary and secondary curricula, such as Humanities/General Studies, Chinese History, History, Geography as well as Citizenship and Social Development (CS). EDB continues to optimise the curriculum and enrich relevant learning elements, including the implementation of Primary Humanities at Primary 1 and Primary 4 starting from the 2025/26 school year; the gradual implementation of the junior secondary Citizenship, Economics and Society curriculum from Secondary 1 in the 2024/25 school year; and the full implementation of the senior secondary CS subject from Secondary 4 to 6. The

curriculum content of the CS subject is closely related to national affairs and development, and Mainland study tours were launched in April 2023. All students taking the CS subject are fully subsidised once to participate in such tours organised by EDB.

In 2025, EDB updated the Curriculum Framework of National Security Education in Hong Kong (the updated Framework) and the curriculum frameworks of National Security Education for 27 subjects, covering eight Key Learning Areas and the CS subject, for adoption by schools starting from the 2025/26 school year. The updated Framework integrates the related learning elements into different strands for the four key stages (lower primary, upper primary, junior secondary and senior secondary), including the Constitution, “one country, two systems”, the Hong Kong Basic Law and National Security, thereby supporting schools in further promoting national security education covering the Constitution and the Basic Law building on the existing solid foundation.

Besides, with Chinese culture as the backbone, the *Values Education Curriculum Framework (Pilot Version)* (the Curriculum Framework) is the guiding document for schools to implement values education. The Constitution and the Basic Law, Chinese culture, national education, etc. are the major focuses of the Curriculum Framework and respective learning expectations are proposed for each key stage. EDB continues to collect views from stakeholders on values education and is compiling the final version of the Curriculum Framework, which will be released in the 2025/26 school year.

As can be seen from the above, Constitution and Basic Law education is already embedded in the school curriculum with ongoing enhancements. We will continue to review the curriculum and take forward its optimisation in accordance with the existing mechanism as necessary.

Professional training for teachers

Starting from the 2020/21 school year, EDB has incorporated contents about the Constitution, the Basic Law and national security education in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion, and provided relevant training to principals with a view to deepening teachers’ and principals’ understanding of the rule of law in Hong Kong, the contents and spirit of the laws concerned, as well as national security, among others. EDB has also been actively collaborating with expert organisations to organise more in-depth thematic training, such as organising the Thematic Course on “Reinforcing the Rule of Law” in the 2025/26 school year to enhance teachers’ and principals’ understanding of topics like the constitutional status and the rule of Law of Hong Kong, as well as their responsibility in safeguarding national security in a systematic manner. From the 2020/21 to 2025/26 school years (as at end-February 2026), around 29 320 teachers and principals have participated in the relevant training.

EDB also continues to organise knowledge enrichment/advanced online courses for teachers on the Constitution and the Basic Law, and Online Knowledge Enrichment Programmes on national education and national security education for teachers. Further, EDB will continue to arrange different modes of training activities which tie in with the curriculum for in-service teachers in the 2026/27 school year.

Learning and teaching resources

EDB continues to provide learning and teaching (L&T) resources in relation to Constitution and Basic Law education, such as the Constitution and Basic Law Online Course for Secondary School Students' Self-directed Learning, teaching resources on the Constitution of the People's Republic of China, the theme-based resources webpage "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", and the National Security Education Online Learning Platform. Besides, we continue to optimise and enrich the web-based resource platform "National Education One-stop Portal", which covers themes such as Constitution and Basic Law education and national security education, national symbols and signs (including the national flag, the national emblem and the national anthem), Chinese history and culture, as well as museum learning, to facilitate reference and learning by teachers and students.

Life-wide learning activities

EDB has been organising diversified learning activities on Constitution and Basic Law education for primary and secondary students, including the Constitution and Basic Law Territory-wide Inter-school Competition, the Inter-school Constitution Speech Competition, and the Territory-wide Inter-school National Security Knowledge Challenge.

Further, starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme (the Scheme) to fully support schools in implementing Constitution and Basic Law education within and beyond the classroom through the provision of diversified life-wide training activities, such as film appreciation sessions on themes about our country and thematic seminars, thereby fostering a sense of national identity among students. In the 2025/26 school year, over 10 000 students from more than 470 schools are participating in the Scheme. EDB has also organised leadership training workshops to help student ambassadors perform their leadership roles more effectively in assisting teachers to promote a diverse range of national education activities in schools. In the 2025/26 school year (as at end-February 2026), over 57 000 students have participated in various training activities. EDB will continue to enhance the aforesaid training activities in the 2026/27 school year.

In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to further optimise the aforementioned diversified measures, with a view to providing enhanced support for schools to promote Constitution and Basic Law education. EDB will also continue to strengthen the Constitution and Basic Law Student Ambassadors Training Scheme, and organise diversified life-wide training activities and competitions to enhance students' understanding of our country.

As regards post-secondary institutions, a series of measures has been implemented since the 2021/22 academic year to incorporate national education and national security education into students' learning, including organising seminars, sharing sessions, workshops, forums and study tours, etc. The Government has included "enriching whole-person development and character building" into one of the 6 strategic directions adopted in the 2025-28 triennium of the University Grants Committee, requiring universities to continuously strengthen education on the Constitution, the Basic Law and the National Security Law, as well as learning

activities on national and moral education, and professional ethics. These are integral elements of values education for nurturing future leaders with a strong sense of integrity, law-abidingness, civic responsibility, work ethics and mutual respect in order to meet the highest professional standards and societal expectations. Given the considerable benefits of experiential learning for facilitating whole-person development and broadening the horizons of the young generation, various universities are required to incorporate relevant elements more distinctly into the core components of the undergraduate curriculum and campus life.

As the expenditure involved in promoting Constitution and Basic Law education is subsumed under EDB's estimated recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB058****(Question Serial No. 1021)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau currently offers various regular subsidies for students with financial needs through the School-based After-school Learning and Support Programmes, the Student Activities Support Grant, and the Free Lunch at Schools. Please set out the numbers of applications and beneficiaries, the average amounts of subsidies received, and the total amounts of subsidies for the aforementioned 3 programmes or grants over the past 5 school years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 36)Reply:

The Education Bureau (EDB) currently offers additional support for students with financial needs through the School-based After-school Learning and Support Programmes, the Student Activities Support Grant, and the Free Lunch at Schools. The applications for the aforementioned 3 programmes or grants from the 2021/22 to 2025/26 school years are tabulated below –

(a) School-based After-school Learning and Support Programmes (SALSP)

School year	No. of applications		No. of eligible student beneficiaries (Note 1)	Average amount of subsidy received (Note 2)	Total amount of subsidy (\$ million)
	No. of schools	No. of non-governmental organisations (NGOs)			
2021/22	899	156	198 400	N/A	150
2022/23	908	142	200 700	N/A	170
2023/24	911	146	197 200	N/A	190
2024/25	909	140	172 000	N/A	234 (Note 3)
2025/26	912	141	156 500	N/A	185 (Note 3)

Notes:

- The numbers of students are rounded to the nearest hundred.
- The beneficiaries of the grant under SALSP disbursed through schools are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the Student Financial Assistance (SFA) Schemes, or

students with financial needs as identified by schools according to their school-based criteria. The amount of grant is calculated with reference to the number of students in receipt of CSSA or a full grant under the SFA Schemes in a school. Subject to schools' grant utilisation rate in the previous year, the annual grant rate for an eligible student is \$400 or \$600. Schools may also collaborate with NGOs to organise various activities for eligible student beneficiaries. Since an eligible student beneficiary may participate in multiple subsidised activities, the average amounts of subsidy cannot reflect the actual student beneficiary position.

3. The figures refer to the provision for the respective school years. As audited accounts for the 2024/25 school year are still being processed by some NGOs, the actual amount of subsidy is not available. The actual amount of subsidy for the 2025/26 school year will be available when the schools and NGOs concerned submit their final reports and audited accounts by the end of the school year.

(b) Student Activities Support Grant (SASG)

School year	No. of applications (No. of schools)	No. of eligible student beneficiaries (Note 1)	Average amount of subsidy received (Note 2)	Total amount of subsidy (\$ million)
2021/22	928	161 500	N/A	81
2022/23	929	151 700	N/A	77
2023/24	932	140 600	N/A	72
2024/25	928	131 900	N/A	68
2025/26 (Note 3)	930	122 300	N/A	63

Notes:

1. The numbers of students are rounded to the nearest hundred.
2. The beneficiaries of SASG disbursed through schools are students in receipt of CSSA or a full grant under the SFA Schemes. The amount of grant is calculated based on the number of students in receipt of CSSA or a full grant under the SFA Schemes in a school. The annual grant rate for an eligible primary student is \$350 and that for secondary student is \$650. Since an eligible student beneficiary may participate in multiple subsidised activities, the average amounts of subsidy cannot reflect the actual student beneficiary position.
3. Information as at 31 January 2026.

(c) Free Lunch at Schools

School year	No. of applications (No. of schools)	No. of student beneficiaries (Note 1)	Average amount of subsidy received (Note 2)	Total amount of subsidy (\$ million)
2021/22	525	30 900	N/A	85
2022/23	528	53 200	N/A	131
2023/24	529	46 200	N/A	158
2024/25	525	40 800	N/A	152
2025/26	525	40 000 (Note 3)	N/A	204 (Note 3)

Notes:

1. The numbers of students are rounded to the nearest hundred.
2. The funding is disbursed by EDB to the participating schools direct for their arrangement and payment of lunch expenses on behalf of student beneficiaries for each school year. The amount of subsidy for student beneficiaries to be disbursed is calculated based on the actual amount of daily lunch expenses and number of days with school lunch arrangements. As the amount of subsidy for individual student beneficiaries varies, the average amount of subsidy cannot reflect the actual student beneficiary position.
3. The figures refer to the estimated number of students and total provision for the 2025/26 school year. The actual figures will be available when the schools concerned submit their audited accounts and reports by the end of the school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 2285)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), please set out the institutions, numbers of subsidised places, actual intakes, average annual tuition fees (before deduction of subsidy), and annual subsidy amounts for the designated self-financing undergraduate and sub-degree programmes in the past 5 years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 29)

Reply:

Information on the programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the 2021/22 to 2025/26 cohorts is set out at Annex 1 (undergraduate programmes) and Annex 2 (sub-degree programmes).

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2021/22 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	60	14	71,500	44,100
	Bachelor of Science (Honours) in Computer Science	30	2	71,500	44,100
	Bachelor of Arts (Honours) in Communication and Crossmedia	30	1	71,500	44,100
Hong Kong Metropolitan University (Note 2)	Bachelor of Computing with Honours in Internet Technology	60	16	78,120	44,100
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	78,120	44,100
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	35	80,120	44,100
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	52	100,560	76,800
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	21	86,110	76,800
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	40	7	90,704	44,100
	Bachelor of Nursing with Honours in General Health Care	325	348	126,920	76,800
	Bachelor of Nursing with Honours in Mental Health Care	125	140	126,920	76,800
	Bachelor of Science with Honours in Physiotherapy	40	51	164,600	76,800
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	8	90,704	44,100
	Bachelor of Sports and Recreation Management with Honours	40	41	90,704	44,100
	Bachelor of Engineering with Honours in Testing and Certification	100	7	109,480	76,800
	Bachelor of Science with Honours in Food Testing Science	30	32	85,320	76,800
	Bachelor of Science with Honours in Testing Science and Certification	30	16	82,600	76,800
	Bachelor of International Hospitality and Attractions Management with Honours	80	16	90,704	44,100

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	30	10	74,280	44,100
Saint Francis University (Note 3)	Bachelor of Science (Honours) in Artificial Intelligence	30	13	80,400	44,100
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	80,400	44,100
	Bachelor of Nursing (Honours)	400	400	114,690	76,800
	Bachelor of Science (Honours) in Physiotherapy	50	59	154,350	76,800
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	60	33	91,855	44,100
	Bachelor of Arts (Honours) in Art and Design	40	37	114,005	76,800
	Bachelor of Management Science and Information Management (Honours)	65	49	91,855	44,100
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	47	91,855	44,100
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	20	91,855	44,100
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	114	91,855	44,100
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	390	121,300	76,800
	Bachelor of Science (Honours) in Medical Laboratory Science	45	46	142,775	76,800
	Bachelor of Science (Honours) in Occupational Therapy	60	60	151,000	76,800
	Bachelor of Science (Honours) in Physiotherapy	50	50	153,600	76,800
	Bachelor of Science (Honours) in Radiation Therapy	15	15	147,500	76,800
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	11	71,500	44,100
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	40	8	102,960	44,100
	Bachelor of Engineering (Honours) in Civil Engineering	50	14	111,540	76,800
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	50	7	102,960	44,100
	Bachelor of Science (Honours) in Surveying	50	15	102,960	44,100
	Bachelor of Science (Honours) in Information and Communications Technology	40	11	85,800	44,100
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	2	102,960	44,100
	Bachelor of Arts (Honours) in Fashion Design	50	12	106,755	76,800

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Arts (Honours) in Product Design	45	15	106,755	76,800
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	50	14	111,540	44,100
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	8	102,960	44,100
Total		3 200	2 292		

Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.

Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2022/23 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	60	8	71,718	44,240
	Bachelor of Science (Honours) in Computer Science	20	1	71,718	44,240
	Bachelor of Arts (Honours) in Communication and Crossmedia	20	6	71,718	44,240
Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology	60	16	78,320	44,240
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	78,320	44,240
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	30	80,320	44,240
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	69	100,840	77,040
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	28	86,360	77,040
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	15	90,940	44,240
	Bachelor of Nursing with Honours in General Health Care	385	398	127,280	77,040
	Bachelor of Nursing with Honours in Mental Health Care	125	122	127,280	77,040
	Bachelor of Science with Honours in Physiotherapy	50	50	165,050	77,040
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	18	90,940	44,240
	Bachelor of Sports and Recreation Management with Honours	40	37	90,940	44,240
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 1) (<i>Applied Degree Programme</i>)	50	22	109,760	77,040
	Bachelor of Science with Honours in Food Testing Science	55	37	85,520	77,040
	Bachelor of Science with Honours in Testing Science and Certification	55	16	82,800	77,040
	Bachelor of International Hospitality and Attractions Management with Honours	80	15	90,940	44,240
	Bachelor of Commerce (Honours) in Financial Technology	30	24	74,502	44,240

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Saint Francis University	Bachelor of Science (Honours) in Artificial Intelligence	30	11	80,640	44,240
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	80,640	44,240
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	520 (Note 2)	519	115,030	77,040
	Bachelor of Science (Honours) in Physiotherapy	50	60	154,810	77,040
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	60	44	92,435	44,240
	Bachelor of Arts (Honours) in Art and Design	40	35	114,650	77,040
	Bachelor of Management Science and Information Management (Honours)	65	30	92,435	44,240
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	48	92,435	44,240
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	14	92,435	44,240
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	99	92,435	44,240
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	340	121,660	77,040
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	50	5	82,140	44,240
	Bachelor of Science (Honours) in Medical Laboratory Science	45	44	146,050	77,040
	Bachelor of Science (Honours) in Occupational Therapy	60	64	154,460	77,040
	Bachelor of Science (Honours) in Physiotherapy	50	55	157,120	77,040
	Bachelor of Science (Honours) in Radiation Therapy	20	20	150,880	77,040
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	7	71,500	44,240
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	25	3	103,125	44,240
	Bachelor of Engineering (Honours) in Civil Engineering	30	9	111,870	77,040
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	25	8	103,125	44,240
	Bachelor of Science (Honours) in Surveying	25	11	103,125	44,240
	Bachelor of Arts (Honours) in Fashion Design	40	9	106,920	77,040
	Bachelor of Arts (Honours) in Product Design	25	8	106,920	77,040

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	12	111,870	44,240
	Bachelor of Arts (Honours) in Culinary Arts and Management	25	9	103,125	44,240
Total		3 195	2 401		

Note 1: The programme was renamed from Bachelor of Engineering with Honours in Testing and Certification to Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification in the 2022/23 academic year.

Note 2: The number of intake was increased from 400 to 520 upon approval by the Nursing Council of Hong Kong and Hong Kong Council for Accreditation of Academic and Vocational Qualifications in January and February 2022 respectively.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2023/24 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	60	9	72,865	44,950
		Top-up degree (TUD)	45	26	73,713/ 75,410	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	89,595	78,280
		TUD	18	24	90,458/ 86,840	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	40	38	89,595	78,280
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	18	24	90,458/ 86,840	
	Bachelor of Science with Honours in Computer Science	FYFD	40	46	79,560	44,950
		TUD	55	96	79,560	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	25	33	79,560	44,950
		TUD	15	28	79,560	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	60	42	81,560	44,950
		TUD	35	50	81,560	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	67	102,400	78,280
		TUD	30	30	102,400	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	60	19	87,680	78,280
		TUD	42	19	86,400/ 85,120	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	30	19	92,382	44,950
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	6	92,382	
	Bachelor of Nursing with Honours in General Health Care	FYFD	385	383	129,280	78,280
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	132	129,280	78,280

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	102	167,600	78,280
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	57	167,600	78,280
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management (Note 3)	FYFD	40	18	92,382	44,950
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	13	92,382	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 4)	FYFD	40	46	92,382	
	Bachelor of Sports and Recreation Management with Honours	TUD	94	135	92,382	44,950
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	50	51	111,480	
		TUD	5	0	111,480	
	Bachelor of Science with Honours in Analytical Testing Science (Note 5)	FYFD	30	16	84,080	78,280
	Bachelor of Science with Honours in Testing Science and Certification	TUD	24	11	84,080	
	Bachelor of Science with Honours in Food Testing Science	FYFD	55	22	86,840	78,280
		TUD	35	36	86,840	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 6)	FYFD	60	29	92,382	44,950
	Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	40	92,382	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	13	75,694	44,950
		TUD	19	4	75,694	

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	1	80,965	44,950
		TUD	9	3	82,693/ 84,320	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	10	81,930	44,950
		TUD	15	6	81,930	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	10	81,930	44,950
		TUD	7	2	81,930	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640 (Note 7)	639	116,870	78,280
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	33	93,905	44,950
		TUD	30	19	99,680	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	32	116,480	78,280
		TUD	10	10	118,403/ 122,250	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	20	93,905	44,950
		TUD	25	14	99,680	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	41	93,905	44,950
		TUD	30	21	99,680	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	17	93,905	44,950
		TUD	15	5	95,830/ 99,680	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	104	93,905	44,950
		TUD	60	54	99,680	
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	FYFD	400	399	123,600	78,280
		TUD	130	134	144,590	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	50	14	83,450	44,950
		TUD	50	20	83,450	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	44	148,380	78,280
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	60	156,930	78,280
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	62	159,630	78,280
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	20	153,290	78,280

Institution	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	20	7	72,000	44,950
		TUD	11	7	75,000	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	20	4	104,775	44,950
		TUD	23	12	104,775	
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	25	0	108,570	78,280
		TUD	100	133	107,250	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	40	11	113,520	78,280
		TUD	70	98	113,520	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	25	4	104,775	44,950
		TUD	27	15	104,775	
	Bachelor of Science (Honours) in Surveying	FYFD	40	5	104,775	44,950
		TUD	30	12	104,775	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	40	14	108,570	78,280
		TUD	24	11	105,765	
	Bachelor of Arts (Honours) in Product Design	FYFD	20	5	108,570	78,280
		TUD	15	9	105,765	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	30	11	113,520	44,950
		TUD	90	107	113,520	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	20	7	104,775	44,950
		TUD	15	12	104,775	
Total			4 695	4 040		

* SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: The programme was renamed from Bachelor of Engineering with Honours in Civil and Environmental Engineering to Bachelor of Engineering with Honours in Civil Engineering in the 2023/24 academic year.

Note 2: The programme was renamed from Bachelor of Business Administration with Honours in Financial Technology and Innovation to Bachelor of Business Administration with Honours in Finance and Financial Technology in the 2023/24 academic year.

Note 3: The programme was renamed in Chinese only in the 2023/24 academic year.

Note 4: The programme was renamed from Bachelor of Sports and Recreation Management with Honours to Bachelor of Business Administration with Honours in Sports and Recreation Management in the 2023/24 academic year.

Note 5: The programme was renamed from Bachelor of Science with Honours in Testing Science and Certification to Bachelor of Science with Honours in Analytical Testing Science in the 2023/24 academic year.

Note 6: The programme was renamed from Bachelor of International Hospitality and Attractions Management with Honours to Bachelor of Business Administration with Honours in International Hospitality and Attractions Management in the 2023/24 academic year.

Note 7: The number of intake was increased from 520 to 640 upon approval by the Nursing Council of Hong Kong and Hong Kong Council for Accreditation of Academic and Vocational Qualifications in February and April 2023 respectively.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2024/25 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	13	74,245	45,810
		TUD	45	2	75,110/ 76,840	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	91,280	79,770
		TUD	30	14	92,170/ 88,480	
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44	91,280	79,770
	Bachelor of Engineering with Honours in Civil Engineering (Note 1) / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30	92,170/ 88,480	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17	120,000	45,810
	Bachelor of Science with Honours in Computer Science	FYFD	45	60	81,070	45,810
		TUD	80	65	81,070	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43	81,070	45,810
		TUD	30	22	81,070	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41	83,080	45,810
		TUD	55	41	83,080	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22	108,000	45,810
		TUD	15	12	108,000	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80	104,330	79,770
		TUD	30	30	104,330	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35	89,320	79,770
		TUD	30	19	88,040/ 86,730	
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25	94,130	45,810

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2) / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7	94,130	
	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418	131,730	79,770
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135	131,730	79,770
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63	170,710	79,770
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	55	170,780	79,770
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21	94,130	45,810
		TUD	17	12	94,130	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (<i>Applied Degree Programme</i>)	FYFD	40	49	94,130	50,810
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) / Bachelor of Sports and Recreation Management with Honours (<i>Applied Degree Programme</i>)	TUD	114	125	94,130	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	55	69	113,590	87,770
		TUD	15	5	113,590	
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30	85,650	79,770
	Bachelor of Science with Honours in Analytical Testing Science (Note 4) / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9	85,650	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Science with Honours in Food Testing Science	FYFD	30	45	88,460	79,770
		TUD	50	35	88,460	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37	94,130	45,810
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 5) / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51	94,130	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14	77,132	45,810
		TUD	19	2	77,132	
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13	82,495	45,810
		TUD	10	7	84,257/ 85,915	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25	83,480	45,810
		TUD	10	5	83,480	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17	83,480	45,810
		TUD	10	4	83,480	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640	640	119,090	87,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63	160,260	79,770
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (<i>Applied Degree Programme</i>)	FYFD	15	26	82,495	50,810
		TUD	9	4	84,257/ 85,915	
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47	95,685	45,810
		TUD	30	24	101,570	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40	118,690	79,770
		TUD	10	9	120,650/ 124,570	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45	95,685	45,810
		TUD	25	8	101,570	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43	95,685	45,810
		TUD	30	16	101,570	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27	95,685	45,810
		TUD	15	3	101,570	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106	95,685	45,810
		TUD	60	58	101,570	
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25	18	72,180	50,810
		TUD	15	10	81,290	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	404	125,940	79,770
		TUD	130	130	147,330	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40	12	85,030	50,810
		TUD	40	42	85,030	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45	151,190	79,770
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68	159,910	79,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59	162,660	79,770
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	25	156,200	79,770
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19	73,200	45,810
		TUD	10	8	76,200	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3	73,200	45,810
		TUD	10	3	76,200	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10	106,755	45,810
		TUD	23	13	106,755	
	Bachelor of Engineering (Honours) in Building Services Engineering (<i>Applied Degree Programme</i>)	FYFD	10	7	110,550	87,770
		TUD	120	100	109,230	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13	115,665	79,770
		TUD	90	104	115,665	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	15	8	106,755	50,810
		TUD	27	15	106,755	
	Bachelor of Science (Honours) in Surveying	FYFD	15	11	106,755	45,810
		TUD	25	14	106,755	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17	110,550	79,770
		TUD	24	16	107,745	
	Bachelor of Arts (Honours) in Product Design	FYFD	15	5	110,550	79,770
		TUD	15	10	107,745	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24	115,665	45,810
		TUD	110	92	115,665	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7	106,755	45,810
		TUD	15	13	106,755	
Total			4 825	4 365		

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry was renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 2 Entry in the 2024/25 academic year.

Note 4: Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry was renamed as Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.

Note 5: Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	11	75,600	46,780
		TUD	40	4	76,467/ 78,200	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	28	93,190	81,450
		TUD	25	10	94,100/ 90,330	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45	59	93,190	81,450
		TUD	35	23	94,100/ 90,330	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	32	122,520	46,780
		TUD	10	3	122,520	
	Bachelor of Science with Honours in Computer Science	FYFD	50	52	82,770	46,780
		TUD	75	65	82,770	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	36	82,770	46,780
		TUD	30	28	82,770	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	50	84,820	46,780
		TUD	55	30	84,820	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40	33	110,260	81,450
		TUD	25	11	110,260	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	88	106,520	81,450
		TUD	30	16	106,520	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30	25	91,190	81,450
		TUD	30	30	89,880/ 88,550	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25	31	96,100	46,780
		TUD	10	15	96,100	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Nursing with Honours in General Health Care (Applied Degree Programme)	FYFD	410	410	134,490	89,620
	Bachelor of Nursing with Honours in Mental Health Care (Applied Degree Programme)	FYFD	130	130	134,490	89,620
	Bachelor of Science with Honours in Medical Laboratory Science (Applied Degree Programme)	FYFD	60	64	174,290	89,620
	Bachelor of Science with Honours in Physiotherapy (Applied Degree Programme)	FYFD	55	57	174,360	89,620
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40	62	96,100	46,780
		TUD	25	26	96,100	
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	38	96,100	46,780
		TUD	17	9	96,100	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) (Applied Degree Programme)	FYFD	50	61	101,100	51,880
		TUD	115	143	101,100	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Applied Degree Programme)	FYFD	80	94	123,970	89,620
		TUD	15	4	123,970	
	Bachelor of Science with Honours in Food Testing Science	FYFD	40	44	90,310	81,450
		TUD	40	40	90,310	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40	55	96,100	46,780
		TUD	52	51	96,100	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science	FYFD	30	23	94,076	46,780
		TUD	10	6	94,076	
	Bachelor of Commerce (Honours) in Financial Technology	FYFD	25	26	78,751	46,780
		TUD	15	6	78,751	
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	5	9	84,223	46,780
		TUD	10	0	86,020/ 87,715	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25	46	85,230	46,780
		TUD	10	10	85,230	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15	14	85,230	46,780
		TUD	10	3	85,230	
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640	747	122,900	89,620
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	60	163,620	81,450
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (<i>Applied Degree Programme</i>)	FYFD	25	26	85,380	51,880
		TUD	15	10	87,203/ 88,920	
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	55	46	97,690	46,780
		TUD	25	20	103,700	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	42	121,175	81,450
		TUD	10	3	123,177/ 127,180	
	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50	58	97,690	46,780
	Bachelor of Management Science and Information Management (Honours)	TUD	25	3	103,700	46,780
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60	65	97,690	46,780
		TUD	30	18	103,700	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	45	97,690	46,780
		TUD	15	3	103,700	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	126	97,690	46,780
		TUD	60	49	103,700	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25	22	73,690	51,880
		TUD	15	17	82,990	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	518	128,580	81,450
		TUD	130	129	150,420	
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40	30	86,810	51,880
		TUD	40	24	86,810	
	Bachelor of Science (Honours) in Medical Imaging	FYFD	30	30	169,480	81,450
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	47	154,360	81,450
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	58	163,260	81,450
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	60	166,070	81,450
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	21	159,480	81,450
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	18	74,730	46,780
		TUD	20	9	75,750/ 77,790	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	4	74,730	46,780
		TUD	10	6	77,790	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	7	106,425	46,780
		TUD	20	14	108,900	
	Bachelor of Engineering (Honours) in Building Services Engineering (<i>Applied Degree Programme</i>)	FYFD	10	7	116,160	89,620
		TUD	150	83	116,160	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	14	117,975	81,450
		TUD	90	104	117,975	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	15	5	112,200	51,880
		TUD	27	23	112,200	
	Bachelor of Science (Honours) in Surveying	FYFD	15	7	108,900	46,780
		TUD	20	33	108,900	

Institution	Programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Bachelor of Arts (Honours) in Fashion Design	FYFD	20	14	110,295	81,450
		TUD	20	7	109,890	
	Bachelor of Arts (Honours) in Product Design	FYFD	10	8	110,295	81,450
		TUD	15	16	109,890	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20	19	117,975	46,780
		TUD	100	78	117,975	
	Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	6	117,975	46,780
		TUD	15	12	117,975	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10	2	108,900	46,780
		TUD	15	8	108,900	
Total			4 916	4 892		

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry has been renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4: Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5: Bachelor of Management Science and Information Management (Honours) - Year 1 Entry has been renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2021/22 academic year)
Designated sub-degree programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	26	72,940	38,400
	Higher Diploma in Health Care	120	113	65,340	38,400
	Higher Diploma in Pharmaceutical Dispensing	100	96	69,205	38,400
	Higher Diploma in Hospitality Management	80	5	65,705	22,050
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management (Note 1)	80	24	57,426	22,050
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	25	60,000	38,400
	Higher Diploma in Health and Social Care	30	28	60,000	38,400
	Higher Diploma in Medical and Health Products Management	120	98	60,000	38,400
	Higher Diploma in Nutrition and Food Management	160	89	60,000	38,400
	Higher Diploma in Sport and Recreation Management	120	119	58,600	22,050
	Higher Diploma in Sport Coaching and Sport Performance	160	184	58,600	22,050
	Higher Diploma in Hotel Management	100	62	58,600	22,050
	Higher Diploma in Tourism and Events Management	100	54	58,600	22,050
	Higher Diploma in Tourism and Hospitality Management	100	74	58,600	22,050
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	29	57,426	22,050
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	57,426	38,400
	Higher Diploma in Tourism Management (Airline Services / Culinary/ Hospitality / Tourism and Event Management)	160	19	57,426	22,050

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education) (Note 2)	Higher Diploma in Engineering (Civil Engineering)	20	17	66,780	38,400
	Higher Diploma in Digital Fashion Creation	15	8	62,560	38,400
	Higher Diploma in Interior Design	30	28	62,560	38,400
	Higher Diploma in Nursing Studies (General Health Care)	63	63	100,620	38,400
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	100,620	38,400
	Higher Diploma in Health Care	330	374	68,890	38,400
	Higher Diploma in Aviation and Ramp Management	20	13	62,560	22,050
	Higher Diploma in Resort and Theme Park Management	30	21	62,560	22,050
	Higher Diploma in Tourism and Airline Studies	30	13	62,560	22,050
	Higher Diploma in Tourism and Hospitality Studies	25	16	62,560	22,050
Saint Francis University (Note 3)	Higher Diploma in Enrolled Nursing (General)	50	50	97,250	38,400
Tung Wah College	Higher Diploma in Health Science	50	21	81,800	38,400
	Higher Diploma in Nursing	150	155	97,100	38,400
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	6	54,780	22,050
Total		2 516 (Note 4)	1 913		

Note 1: The programme has been operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology since the 2021/22 academic year.

Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 4: Excluding 30 subsidised places of a programme (Higher Diploma in Popular Music and Music Production) that ceased to be offered by Li Ka Shing School of Professional and Continuing Education of Hong Kong Metropolitan University in the 2021/22 academic year.

Study Subsidy Scheme for Designated Professions/Sectors

(for the cohort admitted in the 2022/23 academic year)

Designated sub-degree programmes, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	28	73,155	38,520
	Higher Diploma in Film and Media Production	30	29	60,210	38,520
	Higher Diploma in Health Care	120	149	65,530	38,520
	Higher Diploma in Pharmaceutical Dispensing	100	111	69,410	38,520
	Higher Diploma in Hospitality Management	50	12	65,895	22,120
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	80	22	57,598	22,120
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	40	13	60,180	38,520
	Higher Diploma in Health and Social Care	50	44	60,180	38,520
	Higher Diploma in Medical and Health Products Management	120	106	60,180	38,520
	Higher Diploma in Nutrition and Food Management	160	81	60,180	38,520
	Higher Diploma in Sport and Recreation Management	120	110	58,780	22,120
	Higher Diploma in Sport Coaching and Sport Performance	160	155	58,780	22,120
	Higher Diploma in Hotel Management	90	57	58,780	22,120
	Higher Diploma in Tourism and Events Management	90	37	58,780	22,120
	Higher Diploma in Tourism and Hospitality Management	90	64	58,780	22,120
	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	57,598	22,120
Hong Kong College of Technology	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	28	57,598	38,520
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	120	18	57,598	22,120

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	20	26	66,980	38,520
	Higher Diploma in Digital Fashion Creation	15	11	62,740	38,520
	Higher Diploma in Interior Design	30	21	62,740	38,520
	Higher Diploma in Nursing Studies (General Health Care)	63	61	100,890	38,520
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	100,890	38,520
	Higher Diploma in Health Care	360	354	69,090	38,520
	Higher Diploma in Resort and Theme Park Management	30	29	62,740	22,120
	Higher Diploma in Tourism and Hospitality Studies	25	19	62,740	22,120
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	50	50	97,540	38,520
Tung Wah College	Higher Diploma in Health Science	50	48	82,040	38,520
	Higher Diploma in Nursing	150	153	97,390	38,520
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	25	2	54,780	22,120
	Total	2 451 (Note)	1 918		

Note: Excluding 50 subsidised places of 2 programmes (Higher Diploma in Aviation and Ramp Management, and Higher Diploma in Tourism and Airline Studies) that ceased to be offered by Li Ka Shing School of Professional and Continuing Education of Hong Kong Metropolitan University in the 2022/23 academic year.

Study Subsidy Scheme for Designated Professions/Sectors

(for the cohort admitted in the 2023/24 academic year)

Designated sub-degree programmes, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11	74,320	39,140
	Higher Diploma in Film and Media Production	30	16	61,170	39,140
	Higher Diploma in Health Care	160	150	66,570	39,140
	Higher Diploma in Pharmaceutical Dispensing	120	119	70,515	39,140
	Higher Diploma in Hospitality Management	50	12	66,945	22,480
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42	58,520	22,480
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24	61,140	39,140
	Higher Diploma in Health and Social Care	50	44	61,140	39,140
	Higher Diploma in Medical and Health Products Management	120	93	61,140	39,140
	Higher Diploma in Nutrition and Food Management	120	83	61,140	39,140
	Higher Diploma in Sport and Recreation Management	120	116	59,720	22,480
	Higher Diploma in Sport Coaching and Sport Performance	160	173	59,720	22,480
	Higher Diploma in Hotel Management	90	52	59,720	22,480
	Higher Diploma in Tourism and Events Management	90	34	59,720	22,480
	Higher Diploma in Tourism and Hospitality Management	90	62	59,720	22,480
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23	58,520	22,480
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25	58,520	39,140
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) (Note)	120	27	58,520	22,480
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32	68,050	39,140
	Higher Diploma in Digital Fashion Creation	15	18	63,700	39,140
	Higher Diploma in Interior Design	30	30	63,700	39,140
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	102,465	39,140
	Higher Diploma in Health Care	370	439	70,140	39,140

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
	Higher Diploma in Resort and Theme Park Management	30	23	63,700	22,480
	Higher Diploma in Tourism and Airline Studies	30	19	63,700	22,480
	Higher Diploma in Tourism and Hospitality Studies	25	16	63,700	22,480
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35	99,100	39,140
Tung Wah College	Higher Diploma in Health Science	50	43	83,350	39,140
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0	54,780	22,480
Total		2 238	1 813		

Note: The programme was renamed from Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) in the 2023/24 academic year.

Study Subsidy Scheme for Designated Professions/Sectors

(for the cohort admitted in the 2024/25 academic year)

Designated sub-degree programmes, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	40	28	75,725	39,890
	Higher Diploma in Film and Media Production	30	28	62,330	39,890
	Higher Diploma in Health Care	200	187	67,830	39,890
	Higher Diploma in Pharmaceutical Dispensing	130	118	71,850	39,890
	Higher Diploma in Hospitality Management	25	18	68,210	22,910
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	38	59,631	22,910
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	13	62,300	39,890
	Higher Diploma in Food Science and Safety	45	21	59,000	39,890
	Higher Diploma in Health and Social Care	50	44	62,300	39,890
	Higher Diploma in Medical and Health Products Management	120	87	62,300	39,890
	Higher Diploma in Nutrition and Food Management	90	32	59,000	39,890
	Higher Diploma in Sport and Recreation Management	120	124	60,850	22,910
	Higher Diploma in Sport Coaching and Sport Performance	160	174	60,850	22,910
	Higher Diploma in Hotel Management	85	65	60,850	22,910
	Higher Diploma in Tourism and Events Management	80	48	60,850	22,910
	Higher Diploma in Tourism and Hospitality Management	85	64	60,850	22,910
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37	59,631	22,910
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	11	68,155	22,910
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	59,631	39,890
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36	59,631	22,910

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39	69,300	39,890
	Higher Diploma in Digital Fashion Creation	15	14	64,900	39,890
	Higher Diploma in Interior Design	30	31	64,900	39,890
	Higher Diploma in Nursing Studies (Mental Health Care)	55	55	104,410	39,890
	Higher Diploma in Health Care	400	451	71,450	39,890
	Higher Diploma in Resort and Theme Park Management	30	23	64,900	22,910
	Higher Diploma in Tourism and Airline Studies	30	28	64,900	22,910
	Higher Diploma in Tourism and Hospitality Studies	25	29	64,900	22,910
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35	100,980	39,890
Tung Wah College	Higher Diploma in Health Science	50	48	84,930	39,890
	Higher Diploma in Nursing	80	86	100,810	39,890
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	0	54,780	22,910
Total		2 330	2 043		

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)**

Designated sub-degree programmes, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
HKCT Institute of Higher Education	Higher Diploma in Cybersecurity (Testing and Compliance) (Note 1)	35	27	69,586	23,390
	Higher Diploma in Fitness, Coaching and Sports Management	50	50	60,883	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	20	19	63,600	40,730
	Higher Diploma in Food Science and Safety	45	16	60,230	40,730
	Higher Diploma in Health and Social Care	50	46	63,600	40,730
	Higher Diploma in Medical and Health Products Management	110	82	63,600	40,730
	Higher Diploma in Nutrition and Food Management	60	18	60,230	40,730
	Higher Diploma in Sport and Recreation Management	130	110	62,120	23,390
	Higher Diploma in Sport Coaching and Sport Performance	170	162	62,120	23,390
	Higher Diploma in Hotel Management	80	34	62,120	23,390
	Higher Diploma in Tourism and Events Management	70	32	62,120	23,390
	Higher Diploma in Tourism and Hospitality Management	80	66	62,120	23,390
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	60,883	23,390
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	32	60,883	40,730
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50	42	60,883	23,390
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	40	38	70,750	40,730
	Higher Diploma in Nursing Studies (Mental Health Care)	56	55	106,600	40,730
	Higher Diploma in Health Care	400	457	72,950	40,730
	Higher Diploma in Health and Molecular Testing	25	35	72,950	40,730
	Higher Diploma in Resort and Theme Park Management	30	32	66,250	23,390
	Higher Diploma in Tourism and Airline Studies	30	43	66,250	23,390
	Higher Diploma in Tourism and Hospitality Studies	25	38	66,250	23,390

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Saint Francis University	Higher Diploma in Design (Note 2)	35	39	77,310	40,730
	Higher Diploma in Enrolled Nursing (General)	35	35	103,100	40,730
	Higher Diploma in Film and Media Production (Note 2)	30	33	63,630	40,730
	Higher Diploma in Health Care (Note 2)	200	240	69,250	40,730
	Higher Diploma in Hospitality Management (Note 2)	25	20	69,635	23,390
	Higher Diploma in Pharmaceutical Dispensing (Note 2)	130	126	73,350	40,730
Tung Wah College	Higher Diploma in Health Science	50	52	86,710	40,730
	Higher Diploma in Nursing	80	78	102,920	40,730
Total		2 221 (Note 3)	2 085		

Note 1: The programme has been operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

Note 2: As Caritas Bianchi College of Careers has become an academic school of Saint Francis University with effect from 1 July 2025, the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University starting from the 2025/26 academic year.

Note 3: Excluding 55 subsidised places of the 2 programmes (Higher Diploma in Digital Fashion Creation, and Higher Diploma in Interior Design) that ceased to be offered by Li Ka Shing School of Professional and Continuing Education of Hong Kong Metropolitan University in the 2025/26 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 2889)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

- (1) Please set out the number of Primary 1 students by district in the past 5 school years.
- (2) Please set out the number of newly admitted students from the Mainland in primary schools by district in the past 5 school years.
- (3) Please set out the number of primary students residing in the Mainland in each district and their percentage share in the total number of school places in each district in the past 5 school years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 25)

Reply:

- (1) The numbers of Primary 1 (P1) students by district from the 2020/21 to 2024/25 school years are tabulated at Annex 1.
- (2) The numbers of newly admitted students from the Mainland in primary schools by district from the 2020/21 to 2024/25 school years are tabulated at Annex 2.
- (3) The numbers of primary students who were residing in the Mainland and travelled daily across the boundary to attend schools by district and their percentage shares in the total numbers of school places in the 2022/23, 2023/24 and 2024/25 school years are tabulated at Annex 3. As for the 2020/21 and 2021/22 school years, due to the impact of the COVID-19 epidemic as well as the restrictions imposed by the anti-epidemic measures and cross-boundary travel in Hong Kong and the Mainland, some students who were residing in the Mainland and travelled daily across the boundary to attend schools resided in Hong Kong temporarily to attend face-to-face classes in schools, but a majority of cross-boundary students (CBS) still stayed in the Mainland and were not able to travel daily across the boundary to attend schools in Hong Kong. As such, the Education Bureau (EDB) is not able to gather data on the number of CBS travelling daily across the boundary in the said 2 school years based on the criteria before the epidemic. Therefore, in October 2020 and September 2021, EDB collected

information via schools on the number of students studying in primary schools in each district but residing in the Mainland during the said 2 school years. The numbers of students residing in the Mainland by district and their percentage shares in the total numbers of school places in respective districts are tabulated at Annex 4.

Number of P1 students from the 2020/21 to 2024/25 school years by district

District	School Year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Central & Western	2 006	1 790	1 767	1 676	1 577
Wan Chai	2 279	2 229	2 185	1 891	1 984
Eastern	3 613	3 388	3 097	3 148	3 017
Southern	2 749	2 683	2 585	2 531	2 468
Sham Shui Po	4 052	3 758	3 783	3 676	3 504
Yau Tsim Mong	2 674	2 546	2 436	2 397	2 034
Kowloon City	5 714	5 592	5 382	5 238	5 227
Wong Tai Sin	2 692	2 464	2 331	2 221	2 105
Kwun Tong	4 224	4 060	3 968	3 705	3 449
Tsuen Wan	2 206	2 034	1 904	1 819	1 644
Tuen Mun	3 830	3 646	3 518	3 466	3 279
Yuen Long	5 126	4 827	4 785	4 593	4 465
North	2 622	2 407	2 628	2 540	2 476
Tai Po	2 578	2 390	2 242	2 197	2 168
Sha Tin	5 385	5 054	4 862	4 456	4 275
Sai Kung	3 173	2 965	2 890	2 780	2 769
Islands	1 449	1 309	1 207	1 208	1 323
Kwai Tsing	3 055	2 977	2 749	2 529	2 458
All districts	59 427	56 119	54 319	52 071	50 222

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools.
- (3) School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.

**Number of newly admitted students from the Mainland in primary schools by district
from the 2020/21 to 2024/25 school years**

District	School Year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Central & Western	32	30	41	56	70
Wan Chai	20	20	36	85	31
Eastern	94	97	100	145	200
Southern	51	52	38	43	47
Sham Shui Po	275	287	379	502	476
Yau Tsim Mong	167	159	215	314	283
Kowloon City	160	158	179	336	409
Wong Tai Sin	203	167	171	254	248
Kwun Tong	322	334	361	513	494
Tsuen Wan	180	186	223	316	362
Tuen Mun	163	167	145	253	252
Yuen Long	310	262	251	345	390
North	388	349	309	519	494
Tai Po	116	97	102	152	169
Sha Tin	169	139	183	248	268
Sai Kung	61	59	60	85	85
Islands	53	33	43	35	62
Kwai Tsing	211	179	170	287	274
All districts	2 975	2 775	3 006	4 488	4 614

- Notes: (1) Figures refer to newly admitted students from the Mainland on a One-way Permit in ordinary primary schools (excluding special schools and international schools) during the 12-month period prior to October of the respective school years.
- (2) School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.

**Number of CBS studying in primary schools but residing in the Mainland and
their percentage share in the total number of school places
from the 2022/23 to 2024/25 school years by district**

Table 1 (2022/23 and 2023/24 school years)

District	No. of students	Percentage share in the total no. of school places
2022/23 school year		
Wong Tai Sin	83	0.5%
Tsuen Wan	5	0.0%
Tuen Mun	543	2.3%
Yuen Long	1 002	3.1%
North	3 024	16.3%
Tai Po	897	5.5%
Sha Tin	91	0.3%
Tung Chung	230	4.4%
Kwai Tsing	126	0.7%
2023/24 school year		
Wong Tai Sin	8	0.0%
Tuen Mun	249	1.1%
Yuen Long	422	1.3%
North	2 227	12.7%
Tai Po	398	2.6%
Sha Tin	40	0.1%
Tung Chung	96	1.9%
Kwai Tsing	27	0.1%

- Notes: (1) Figures for the 2022/23 school year refer to the position as at February 2023; figures for the 2023/24 school year refer to the position as at October 2023.
- (2) Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Wong Tai Sin, Tsuen Wan, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin, Tung Chung and Kwai Tsing districts.
- (3) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Figures include ordinary primary schools, but not special schools.
- (4) Districts with no CBS in the respective school years are not shown in the above table.

Table 2 (2024/25 school year)

District	No. of students	Percentage share in the total no. of school places
2024/25 school year		
Central & Western	3	0.0%
Yau Tsim Mong	1	0.0%
Wong Tai Sin	1	0.0%
Kwun Tong	1	0.0%
Tuen Mun	144	0.6%
Yuen Long	240	0.8%
North	1 904	11.5%
Tai Po	220	1.5%
Sha Tin	20	0.1%
Islands	41	0.5%
Kwai Tsing	2	0.0%

- Notes: (1) Since the governments of Shenzhen and Hong Kong relaxed the eligibility criteria for taking cross-boundary school coaches to all CBS attending kindergartens, primary schools and secondary schools in Hong Kong starting from the 2024/25 school year, EDB has been collecting data related to CBS via schools across Hong Kong. Figures for the 2024/25 school year refer to the position as at September 2024. Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Hong Kong in the 2024/25 school year.
- (2) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Figures include ordinary primary schools, but not special schools.
- (3) Districts with no CBS in the respective school years are not shown in the above table.

**Number of students studying in primary schools in Hong Kong
but residing in the Mainland and their percentage share
in the total number of school places
in the 2020/21 and 2021/22 school years by district**

Table 1 (2020/21 school year)

District	No. of students	Percentage share in the total no. of school places
2020/21 school year		
Central & Western	9	0.1%
Wan Chai	20	0.1%
Eastern	51	0.2%
Southern	14	0.1%
Sham Shui Po	42	0.2%
Yau Tsim Mong	48	0.3%
Kowloon City	52	0.1%
Wong Tai Sin	324	1.8%
Kwun Tong	30	0.1%
Tsuen Wan	37	0.3%
Tuen Mun	1 768	7.1%
Yuen Long	2 917	8.6%
North	6 474	34.4%
Tai Po	2 356	13.7%
Sha Tin	449	1.3%
Sai Kung	24	0.1%
Islands	417	4.5%
Kwai Tsing	341	1.7%

Note: Figures for the 2020/21 school year are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS returned to Hong Kong from the Mainland and temporarily stayed in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS in the 2022/23, 2023/24 and 2024/25 school years set out at Annex 3.

Table 2 (2021/22 school year)

District	No. of students	Percentage share in the total no. of school places
2021/22 school year		
Central & Western	16	0.1%
Wan Chai	6	0.0%
Eastern	29	0.1%
Southern	13	0.1%
Sham Shui Po	29	0.1%
Yau Tsim Mong	12	0.1%
Kowloon City	22	0.1%
Wong Tai Sin	231	1.3%
Kwun Tong	22	0.1%
Tsuen Wan	27	0.2%
Tuen Mun	970	3.9%
Yuen Long	1 672	5.1%
North	4 480	24.2%
Tai Po	1 472	8.7%
Sha Tin	287	0.9%
Sai Kung	20	0.1%
Islands	320	3.5%
Kwai Tsing	256	1.3%

Note: Figures for the 2021/22 school year are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in September 2021. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS returned to Hong Kong from the Mainland and temporarily stayed in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS in the 2022/23, 2023/24 and 2024/25 school years set out at Annex 3.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 2890)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Please set out the average amounts of government subsidy per primary student, secondary student, student receiving special education, and student of post-secondary institutions for each of the past 5 school years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 27)

Reply:

The amounts of resources (excluding expenditure on public works) per student provided by the Government to subvented organisations for the 5 financial years from 2021-22 to 2025-26 are set out in the **Annex**.

Resources per student provided by the Government to subvented organisations¹

Category of subvented organisations	Financial year				
	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual \$	Actual \$	Actual \$	Actual \$	Revised Estimate \$
Government primary schools ²	87,131	91,870	97,767	102,349	105,410
Aided primary schools	74,352	77,782	83,348	86,333	88,980
English Schools Foundation junior schools ³	57,776	N.A.	N.A.	N.A.	N.A.
Primary schools under the Direct Subsidy Scheme ⁴	72,232	74,847	80,281	82,725	84,370
Government secondary schools ²	92,609	94,362	98,641	100,389	103,850
Aided secondary schools	95,193	95,486	97,889	99,041	96,890
Caput schools	88,048	87,721	92,448	88,575	92,900
English Schools Foundation secondary schools	29,345	29,590	31,118	32,608	35,330
Secondary schools under the Direct Subsidy Scheme ⁴	81,016	80,584	87,643	88,534	88,400
Aided special schools	345,455	359,280	383,768	393,234	394,590
Vocational Training Council ⁵	115,300	121,600	126,700	132,000	133,000
University Grants Committee-funded universities ⁶	251,715	261,265	272,601	281,303	274,820

Notes

1. Excluded expenditure on public works.
2. The resources provided to government primary and secondary schools include expenditure chargeable to Head 156 – Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
3. According to the arrangements agreed between the Government and English Schools Foundation (ESF), the annual recurrent subvention provided by the Government for ESF's mainstream junior and secondary schools will be phased out progressively in 13 years starting from the 2016/17 school year until the 2028/29 school year (i.e. subvention starting to phase out from the 2016/17 school year and the 2022/23 school year for junior and secondary schools respectively), but the subvention for rates and Government rent and students with special educational needs will remain unchanged for the time being. Starting from the 2021/22 school year, apart from a small number of subsidised special education school places, the Government has completely phased out the subvention provided for ordinary school places in ESF's junior schools.
4. The figures for schools under the Direct Subsidy Scheme reflect only the government subsidy portion.
5. Calculated on an academic year and a full-time-equivalent basis.
6. Calculated based on the recurrent grants (i.e. excluding non-recurrent grants and fellowships) provided to the universities in the academic year divided by the total number of student places on a full-time equivalent basis. Since universities (i) can over-enrol students according to the existing mechanism; (ii) have other sources of income (e.g. tuition fees); and (iii) can flexibly deploy the block grants to conduct University Grants Committee-funded activities other than teaching (e.g. research), such figures do not reflect the actual teaching cost per capita for the universities in each academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB062****(Question Serial No. 2891)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

- (1) Please set out the number of students subsidised, the amount of subsidy, and the total amount of subsidies disbursed under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong in the past 5 academic years.
- (2) Please set out the total amount of scholarships awarded and the number of awardees under the Self-financing Post-secondary Scholarship Scheme in the past 5 academic years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 30)Reply:

(1)

The number of students subsidised, the amount of subsidy, and the total amount of subsidies disbursed under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong from the 2021/22 to 2025/26 academic years are tabulated below –

Academic year	No. of students subsidised	Amount of subsidy (\$)	Total amount of subsidies disbursed (\$ million)
2021/22	15 348	33,100	499.5
2022/23	13 452	33,200	439.7
2023/24	11 654	33,740	388.2
2024/25	12 461	34,390	420.2
2025/26 (As at February 2026)	14 047	35,120	489.7

(2)

The total amount of scholarships awarded and the number of awardees under the Self-financing Post-secondary Scholarship Scheme under the Self-financing Post-secondary Education Fund from the 2020/21 to 2024/25 academic years are tabulated below –

Academic year	Total amount of scholarships (\$ million)	No. of awardees
2020/21	69.0	3 677
2021/22	67.6	3 251
2022/23	70.7	3 517
2023/24	77.1	4 122
2024/25	80.1	4 399

Applications for the 2025/26 academic year are being processed.

- End -

CONTROLLING OFFICER'S REPLY

EDB063

(Question Serial No. 2893)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the numbers of students and total tuition fees for full-time locally accredited self-financing undergraduate programmes in the past 5 academic years, with a breakdown by institution and place of origin.
- (2) Please provide the numbers of programmes, actual intakes, and total tuition fees for locally accredited self-financing research postgraduate programmes with a breakdown by institution, as well as the numbers of students with a breakdown by their place of origin, in the past 5 academic years.
- (3) Please provide the numbers and percentages of students in full-time locally accredited self-financing sub-degree and undergraduate (including top-up degree) programmes who benefitted from the Study Subsidy Scheme for Designated Professions/Sectors and Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong implemented by the Education Bureau, with a breakdown by institution, in the past 5 academic years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 31)

Reply:

(1)

The average annual tuition fees and the numbers of students of full-time locally-accredited self-financing undergraduate (Ug) programmes by institution and place of origin from the 2021/22 to 2025/26 academic years (AYs) are set out at [Annex 1](#).

(2)

The total tuition fees, numbers of programmes and actual intakes of locally-accredited self-financing research postgraduate (RPg) programmes by institution, as well as the numbers of students by place of origin from the 2021/22 to 2025/26 AYs are set out at [Annex 2](#).

(3)

The numbers of beneficiaries of the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) by institution, as well as their percentages in the total numbers of beneficiaries, from the 2021/22 to 2025/26 AYs are set out at Annex 3 (Ug programmes) and Annex 4 (sub-degree programmes) respectively. Relevant figures of the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) are set out at Annex 5.

**Average annual tuition fees and numbers of students of
full-time locally-accredited self-financing Ug programmes ^[1] by
institution and place of origin ^[2] from the 2021/22 to 2025/26 AYs
(tuition fee not yet deducted by any applicable subsidy)**

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
2021/22	Centennial College ^[3]	-	12	0	0	12
	City University of Hong Kong ^[3]	-	18	1	7	26
	City University of Hong Kong – School of Continuing and Professional Education	82,800 – 124,200	484	0	0	484
	Gratia Christian College	70,000 – 72,700	147	0	0	147
	HKCT Institute of Higher Education	87,195 – 91,266	121	0	0	121
	Hong Kong Art School	99,690	109	0	3	112
	Hong Kong Baptist University	86,250	66	12	0	78
	Hong Kong Baptist University – School of Continuing Education / College of International Education	58,720 – 111,420	1 742	220	0	1 962
	Hong Kong Chu Hai College ^[4]	71,500 – 74,000	216	137	3	356
	Hong Kong Institute of Technology	48,000 – 76,000	381	0	0	381
	Hong Kong Metropolitan University	77,960 – 164,600	8 157	1 605	8	9 770
	Hong Kong Nang Yan College of Higher Education	71,000 – 82,000	144	0	0	144
	Hong Kong Shue Yan University	74,280	3 374	391	0	3 765
	Lingnan University	90,000 – 140,000	17	166	0	183
	Saint Francis University ^[5]	79,460 – 154,350	2 130	12	4	2 146
	The Education University of Hong Kong	98,000	320	59	2	381
	The Hang Seng University of Hong Kong	91,855 – 115,893	5 698	329	2	6 029
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	78,750 – 104,580	1 618	209	3	1 830
	The Hong Kong University of Science and Technology	259,500	10	13	136	159

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
	The University of Hong Kong – School of Professional and Continuing Education	61,600 – 112,500	337	1	10	348
	Tung Wah College	69,525 – 153,600	2 698	19	1	2 718
	UOW College Hong Kong	71,500 – 96,000	281	0	1	282
	Vocational Training Council ^[6]	66,880 – 111,540	3 863	35	9	3 907
	Yew Chung College of Early Childhood Education	93,135 – 93,140	142	0	1	143
2022/23	City University of Hong Kong ^[3]	-	18	1	7	26
	City University of Hong Kong – School of Continuing and Professional Education	85,200 – 124,200	264	0	0	264
	Gratia Christian College	70,200 – 72,900	177	0	0	177
	HKCT Institute of Higher Education	87,457 – 91,540	181	1	0	182
	Hong Kong Art School	99,980	109	0	5	114
	Hong Kong Baptist University	-	2	0	0	2
	Hong Kong Baptist University – School of Continuing Education / College of International Education	58,720 – 111,420	1 571	217	2	1 790
	Hong Kong Chu Hai College ^[4]	71,718 – 74,225	173	77	5	255
	Hong Kong Institute of Technology	48,000 – 76,000	407	0	0	407
	Hong Kong Metropolitan University	78,160 – 165,050	8 091	1 447	8	9 546
	Hong Kong Nang Yan College of Higher Education	71,200 – 82,250	139	0	0	139
	Hong Kong Shue Yan University	74,502 – 89,000	3 166	427	2	3 595
	Lingnan University	90,000 – 140,000	65	340	1	406
	Saint Francis University ^[5]	79,695 – 154,810	2 464	3	5	2 472
	The Education University of Hong Kong	98,000	154	38	2	194
	The Hang Seng University of Hong Kong	91,855 – 120,330	5 369	399	3	5 771
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	80,700 – 107,235	1 415	179	1	1 595
	The Hong Kong University of Science and Technology	264,250	11	10	125	146

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
	The University of Hong Kong – School of Professional and Continuing Education	60,600 – 112,500	270	1	27	298
	Tung Wah College	69,730 – 157,120	2 833	20	2	2 855
	UOW College Hong Kong	71,500 – 96,000	270	0	2	272
	Vocational Training Council ^[6]	67,032 – 111,870	2 985	49	6	3 040
	Yew Chung College of Early Childhood Education	93,410	110	0	0	110
2023/24	City University of Hong Kong ^[3]	-	8	1	5	14
	City University of Hong Kong – School of Continuing and Professional Education	126,000	150	0	0	150
	Gratia Christian College	71,250 – 85,950	207	0	0	207
	HKCT Institute of Higher Education	88,856 – 93,005	204	1	0	205
	Hong Kong Art School	101,480	103	0	4	107
	Hong Kong Baptist University – School of Continuing Education / College of International Education	59,900 – 114,000	1 391	210	2	1 603
	Hong Kong Chu Hai College ^[4]	72,865 – 75,410	139	109	4	252
	Hong Kong Institute of Technology	48,760 – 77,200	414	0	0	414
	Hong Kong Metropolitan University	79,400 – 167,600	8 556	1 584	9	10 149
	Hong Kong Nang Yan College of Higher Education	71,200 – 92,270	144	0	0	144
	Hong Kong Shue Yan University	75,694 – 90,424	3 029	641	6	3 676
	Lingnan University	90,000 – 140,000	121	446	1	568
	Saint Francis University ^[5]	80,965 – 157,280	2 968	3	3	2 974
	The Education University of Hong Kong	98,000	117	15	1	133
	The Hang Seng University of Hong Kong	93,905 – 122,250	5 146	505	3	5 654
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	82,650 – 109,890	1 263	180	1	1 444
	The Hong Kong University of Science and Technology	274,878	16	8	131	155

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
	The University of Hong Kong – School of Professional and Continuing Education	60,600 – 112,500	200	1	15	216
	Tung Wah College	70,840 – 159,630	3 097	59	2	3 158
	UOW College Hong Kong	72,000 – 96,000	190	0	2	192
	Vocational Training Council ^[6]	68,096 – 113,520	2 644	336	3	2 983
	Yew Chung College of Early Childhood Education	94,900	103	0	2	105
2024/25	City University of Hong Kong – School of Continuing and Professional Education ^[3]	-	48	0	0	48
	Gratia Christian College	72,600 – 87,500	218	0	0	218
	HKCT Institute of Higher Education	90,543 – 94,771	225	4	0	229
	Hong Kong Art School	103,306	79	0	3	82
	Hong Kong Baptist University – School of Continuing Education / College of International Education	62,304 – 99,660	1 450	213	0	1 663
	Hong Kong Chu Hai College ^[4]	74,245 – 76,840	121	152	2	275
	Hong Kong Institute of Technology	49,600 – 78,600	464	0	0	464
	Hong Kong Metropolitan University	80,900 – 170,780	9 426	2 088	16	11 530
	Hong Kong Nang Yan College of Higher Education	71,200 – 92,270	158	0	0	158
	Hong Kong Shue Yan University	77,132 – 92,142	3 079	851	7	3 937
	Lingnan University	90,000 – 145,000	159	529	3	691
	Saint Francis University ^[5]	82,495 – 160,260	3 359	0	5	3 364
	The Education University of Hong Kong	98,000	115	2	0	117
	The Hang Seng University of Hong Kong	90,610 – 124,570	5 163	773	4	5 940
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	90,000 – 120,915	1 289	460	3	1 752
	The Hong Kong University of Science and Technology	290,469	21	9	128	158
	The University of Hong Kong – School of Professional and Continuing Education	68,800 – 119,250	140	0	11	151

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
	Tung Wah College	72,180 – 166,000	3 190	271	1	3 462
	UOW College Hong Kong	73,200 – 97,800	186	0	4	190
	Vocational Training Council ^[6]	63,882 – 115,665	2 706	472	7	3 185
	Yew Chung College of Early Childhood Education	99,300	92	0	1	93
2025/26 (Provisional figures)	City University of Hong Kong – School of Continuing and Professional Education ^[3]	-	6	0	0	6
	Gratia Christian College	74,050 – 89,300	221	0	6	227
	HKCT Institute of Higher Education	92,444 – 96,761	284	3	0	287
	Hong Kong Art School	105,474	69	0	2	71
	Hong Kong Baptist University – School of Continuing Education / College of International Education	63,550 – 101,852	1 417	237	1	1 655
	Hong Kong Chu Hai College ^[4]	75,600 – 78,200	106	192	3	301
	Hong Kong Institute of Technology	50,640 – 79,800	335	0	0	335
	Hong Kong Metropolitan University	82,590 – 174,360	11 176	2453	22	13 651
	Hong Kong Nang Yan College of Higher Education	71,200 – 92,270	168	0	0	168
	Hong Kong Shue Yan University	78,751 – 95,000	3 463	1 180	20	4 663
	Lingnan University	100,000 – 160,000	178	594	5	777
	Saint Francis University ^[5]	84,223 – 163,620	3 935	0	8	3 943
	The Education University of Hong Kong	98,000	130	0	0	130
	The Hang Seng University of Hong Kong	97,690 – 127,180	5 253	1 369	8	6 630
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	83,250 – 125,708	1 523	808	3	2 334
	The Hong Kong University of Science and Technology	314,515	23	9	109	141
	The University of Hong Kong – School of Professional and Continuing Education	68,800 – 119,250	121	0	3	124
	Tung Wah College	73,690 – 239,220	3 637	460	8	4 105
	UOW College Hong Kong	74,730 – 99,840	199	0	2	201

AY	Institution	Average annual tuition fees (\$)	No. of students			
			Place of origin ^[2]			Total
			Local	Chinese Mainland	Other non-local	
	Vocational Training Council ^[6]	43,482 – 117,975	2 908	451	13	3 372
	Yew Chung College of Early Childhood Education	101,380	79	0	2	81

Notes:

- [1] Figures include students of first-year-first-degree and top-up degree programmes.
- [2] The place of origin refers to the nationality or place of residence of the non-local students.
- [3] There was no student intake in that AY. The number indicates students who were admitted in previous AYs but have not graduated.
- [4] Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.
- [5] Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.
- [6] Figures include those of School for Higher and Professional Education and Technological and Higher Education Institute of Hong Kong of the Vocational Training Council.
- “-” Denotes that the relevant programmes were not offered by the institution in that AY.

**Total tuition fees, numbers of programmes and actual intakes of
locally-accredited self-financing RPg programmes ^[1] by institution and
numbers of students by place of origin from the 2021/22 to 2025/26 AYs**

AY	Institution	Total tuition fees (\$)	No. of programmes	Actual intakes in the AY	No. of students			
					Place of origin ^[2]			Total
					Local	Chinese Mainland	Other non-local	
2021/22	CityU	@	@	585	134	1 548	131	1 813
	HKBU	@	@	48	47	195	17	259
	LU	@	@	12	6	8	9	23
	CUHK	@	@	146	276	557	44	877
	EdUHK	@	@	0	6	7	5	18
	PolyU	@	@	293	197	850	130	1 177
	HKUST	@	@	367	246	1 045	151	1 442
	HKU	@	@	212	304	469	58	831
	HKMU	@	3	6	27	4	1	32
	HKSYU	138,000 – 207,000	12	11	18	2	0	20
2022/23	CityU	@	@	469	139	1 754	113	2 006
	HKBU	@	@	49	56	228	19	303
	LU	@	@	17	12	16	8	36
	CUHK	@	@	179	272	650	41	963
	EdUHK	@	@	0	3	7	11	21
	PolyU	@	@	478	242	1 064	127	1 433
	HKUST	@	@	270	229	1 072	133	1 434
	HKU	@	@	191	323	551	57	931
	HKMU	@	3	9	30	7	1	38
	HKSYU	138,000 – 207,000	12	37	17	9	1	27

AY	Institution	Total tuition fees (\$)	No. of programmes	Actual intakes in the AY	No. of students			
					Place of origin ^[2]			Total
					Local	Chinese Mainland	Other non-local	
2023/24	CityU	@	@	444	163	1 922	84	2 169
	HKBU	@	@	139	69	315	17	401
	LU	@	@	20	15	33	5	53
	CUHK	@	@	144	283	688	44	1 015
	EdUHK	@	@	4	5	10	8	23
	PolyU	@	@	531	268	1 299	105	1 672
	HKUST	@	@	275	212	1 184	100	1 496
	HKU	@	@	210	333	639	57	1 030
	HKMU	@	3	24	53	8	0	61
	HKSYU	138,000 – 207,000	12	17	24	15	0	39
2024/25	CityU	@	@	416	154	1 993	77	2 224
	HKBU	@	@	125	76	355	21	452
	LU	@	@	20	15	41	6	62
	CUHK	@	@	212	317	751	47	1 115
	EdUHK	@	@	5	8	13	9	30
	PolyU	@	@	601	312	1 765	104	2 181
	HKUST	@	@	287	215	1 166	92	1 473
	HKU	@	@	214	313	730	59	1 102
	HKMU	@	3	42	50	58	2	110
	HKSYU	138,000 – 207,000	12	15	25	23	0	48
2025/26 (Provisional figures)	CityU	@	@	368	174	1 878	70	2 122
	HKBU	@	@	101	83	419	29	531
	LU	@	@	30	13	53	5	71
	CUHK	@	@	250	345	842	38	1 225
	EdUHK	@	@	1	7	8	3	18
	PolyU	@	@	777	302	2 438	87	2 827
	HKUST	@	@	335	225	1 252	91	1 568
	HKU	@	@	270	326	829	50	1 206
	HKMU	@	4	*	*	*	*	*
	HKSYU	138,000 – 207,000	12	*	*	*	*	*

Notes:

- [1] Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The actual intakes and the numbers of students in the table above cover students of self-financing programmes and students of programmes financed by both University Grants Committee (UGC) and external funds in UGC-funded universities (these students are counted based on the proportion of external funds). Figures may not add up to the corresponding totals due to rounding. The tuition fees above are based on the normal study period.
- [2] The place of origin refers to the nationality or place of residence of the non-local students.
- “@” Denotes that the relevant information is not available from the institution.
- “*” Denotes that the institution has yet to provide the relevant information for that AY.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
HKMU	Hong Kong Metropolitan University	HKSYU	Hong Kong Shue Yan University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Numbers of SSSDP beneficiaries (Ug programmes) by institution and
their percentages in the total numbers of beneficiaries
from the 2021/22 to 2025/26 AYs**

Institution	No. of beneficiaries (percentage in the total no. of beneficiaries)				
	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
Hong Kong Chu Hai College (Note 1)	100 (1.1%)	77 (0.8%)	92 (0.7%)	73 (0.5%)	66 (0.4%)
Hong Kong Metropolitan University (Note 2)	3 321 (37.5%)	3 511 (37.6%)	4 930 (39.3%)	5 398 (39.6%)	6 104 (40.4%)
Hong Kong Shue Yan University	16 (0.2%)	40 (0.4%)	52 (0.4%)	59 (0.4%)	135 (0.9%)
Saint Francis University (Note 3)	1 615 (18.3%)	1 976 (21.1%)	2 476 (19.7%)	2 802 (20.6%)	3 225 (21.3%)
The Hang Seng University of Hong Kong	1 074 (12.1%)	1 099 (11.8%)	1 275 (10.1%)	1 247 (9.2%)	1 324 (8.7%)
Tung Wah College	2 060 (23.3%)	2 215 (23.7%)	2 744 (21.8%)	2 956 (21.7%)	3 220 (21.3%)
UOW College Hong Kong	27 (0.3%)	33 (0.4%)	44 (0.3%)	64 (0.5%)	81 (0.5%)
Vocational Training Council – Technological and Higher Education Institute of Hong Kong	635 (7.2%)	396 (4.2%)	962 (7.7%)	1 024 (7.5%)	978 (6.5%)
Total	8 848 (100.0%)	9 347 (100.0%)	12 575 (100.0%)	13 623 (100.0%)	15 133 (100.0%)

Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.

Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Numbers of SSSDP beneficiaries (associate degree programmes) by institution and their percentages in the total numbers of beneficiaries from the 2021/22 to 2025/26 AYs

Institution	No. of beneficiaries (percentage in the total no. of beneficiaries)				
	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
Caritas Bianchi College of Careers	435 (12.3%)	544 (15.2%)	554 (16.2%)	649 (17.9%)	N/A (Note 1)
HKCT Institute of Higher Education	24 (0.7%)	43 (1.2%)	61 (1.8%)	78 (2.2%)	109 (2.8%)
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 391 (39.4%)	1 312 (36.7%)	1 274 (37.3%)	1 266 (34.8%)	1 186 (30.3%)
Hong Kong College of Technology	163 (4.6%)	129 (3.6%)	130 (3.8%)	187 (5.2%)	193 (4.9%)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education) (Note 2)	1 115 (31.5%)	1 084 (30.3%)	1 118 (32.7%)	1 212 (33.5%)	1 331 (34.1%)
Saint Francis University (Note 3)	50 (1.4%)	100 (2.8%)	85 (2.5%)	68 (1.9%)	858 (21.9%)
Tung Wah College	347 (9.8%)	359 (10.0%)	190 (5.6%)	163 (4.5%)	236 (6.0%)
YMCA College of Careers	10 (0.3%)	6 (0.2%)	2 (0.1%)	0 (0%)	N/A (Note 4)
Total	3 535 (100.0%)	3 577 (100.0%)	3 414 (100.0%)	3 623 (100.0%)	3 913 (100.0%)

Note 1: As Caritas Bianchi College of Careers has become an academic school of Saint Francis University with effect from 1 July 2025, the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University starting from the 2025/26 academic year.

Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 4: YMCA College of Careers has withdrawn from SSSDP since the 2025/26 AY.

**Numbers of NMTSS beneficiaries by institution and
their percentages in the total numbers of beneficiaries
from the 2021/22 to 2025/26 AYs**

Institution	No. of beneficiaries (percentage in the total no. of beneficiaries)				
	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
Gratia Christian College	57 (0.4%)	78 (0.6%)	145 (1.2%)	178 (1.4%)	173 (1.2%)
HKCT Institute of Higher Education	57 (0.4%)	94 (0.7%)	180 (1.5%)	198 (1.6%)	241 (1.7%)
Hong Kong Art School	22 (0.1%)	22 (0.2%)	29 (0.2%)	27 (0.2%)	23 (0.2%)
Hong Kong Chu Hai College (Note 1)	78 (0.5%)	49 (0.4%)	25 (0.2%)	25 (0.2%)	22 (0.2%)
Hong Kong Institute of Technology	126 (0.8%)	150 (1.1%)	303 (2.6%)	339 (2.7%)	253 (1.8%)
Hong Kong Metropolitan University (Note 2)	4 046 (26.3%)	3 675 (27.2%)	2 981 (25.7%)	3 592 (28.7%)	4 578 (32.5%)
Hong Kong Nang Yan College of Higher Education	11 (0.1%)	7 (0.1%)	86 (0.7%)	99 (0.8%)	97 (0.7%)
Hong Kong Shue Yan University	2 710 (17.7%)	2 416 (17.9%)	2 592 (22.2%)	2 742 (22.0%)	3 132 (22.3%)
Saint Francis University (Note 3)	320 (2.1%)	304 (2.3%)	450 (3.9%)	494 (4.0%)	604 (4.3%)
The Hang Seng University of Hong Kong	4 020 (26.2%)	3 565 (26.4%)	2 891 (24.9%)	2 823 (22.7%)	2 933 (20.9%)
Tung Wah College	510 (3.3%)	498 (3.7%)	247 (2.1%)	245 (2.0%)	286 (2.0%)
UOW College Hong Kong	249 (1.6%)	223 (1.7%)	135 (1.2%)	106 (0.9%)	108 (0.8%)
Vocational Training Council – School for Higher and Professional Education	1 628 (10.6%)	1 250 (9.3%)	1 163 (10.0%)	1 154 (9.3%)	1 117 (8.0%)
Vocational Training Council – Technological and Higher Education Institute of Hong Kong	1 379 (9.0%)	1 020 (7.6%)	329 (2.8%)	349 (2.8%)	405 (2.9%)
Yew Chung College of Early Childhood Education	132 (0.9%)	101 (0.8%)	98 (0.8%)	90 (0.7%)	75 (0.5%)
Centennial College	3 (0.0%)	N/A (Note 4)			
Total	15 348 (100.0%)	13 452 (100.0%)	11 654 (100.0%)	12 461 (100.0%)	14 047 (100.0%)

Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.

Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 4: Centennial College has withdrawn from NMTSS since the 2022/23 AY.

- End -

CONTROLLING OFFICER'S REPLY

EDB064

(Question Serial No. 2894)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

1. Please provide information about the changes in the number of Mainland students travelling across the boundary to study in each type of schools (including kindergartens, primary schools, secondary schools and post-secondary institutions) in Hong Kong, and the number of those who dropped out of school in the past 5 years.
2. Please provide information about the changes in the number of overseas students (excluding those from the Chinese Mainland) who studied in international schools in Hong Kong, and the number of those who dropped out of school and left Hong Kong in the past 5 years.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 35)

Reply:

1. The numbers of cross-boundary students (CBS) in kindergartens (KGs), primary schools and secondary schools in the 2022/23, 2023/24 and 2024/25 school years are tabulated at Annex (Table 1). As for the 2020/21 and 2021/22 school years, due to the impact of the COVID-19 epidemic as well as the restrictions imposed by the anti-epidemic measures and cross-boundary travel in Hong Kong and the Mainland, some CBS temporarily resided in Hong Kong to attend face-to-face classes in schools, but a majority of them still stayed in the Mainland and were not able to travel daily across the boundary to attend schools in Hong Kong. As such, the Education Bureau (EDB) is not able to gather data on the number of CBS travelling daily across the boundary in the said 2 school years based on the criteria before the epidemic. In October 2020 and September 2021, EDB collected information via schools on the number of students studying in KGs (including kindergarten-cum-child care centres (KG-cum-CCCs)), primary schools and secondary schools in each district and residing in the Mainland at that time. The numbers of students residing in the Mainland, categorised according to KGs, primary schools and secondary schools are tabulated at Annex (Table 2). EDB, the University Grants Committee and the Vocational Training Council do not gather information on the enrolment of CBS in post-secondary institutions. In addition, EDB does not collect data on the number of CBS who dropped out of school.

2. The numbers of non-local students (excluding those from the Chinese Mainland, Macao and Taiwan) studying in international schools from the 2020/21 to 2024/25 school years are tabulated below. EDB does not have figures on non-local students who dropped out of school and left Hong Kong.

School year	2020/21	2021/22	2022/23	2023/24	2024/25
Number of students	27 029	26 655	24 774	25 173	26 105

- Note: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than the HKSAR Passport. Students not covered by the aforementioned definition are all regarded as non-local students.
- (3) Figures do not include the special school operated by the English Schools Foundation.

Table 1: Number of CBS from the 2022/23 to 2024/25 school years in KGs, primary schools and secondary schools

School level	Number of students in respective school years		
	2022/23	2023/24	2024/25
KG (including KG-cum-CCC)	364	355	388
Primary school	6 001	3 467	2 577
Secondary school	9 395	10 670	13 174

Note: (1) Figures for the 2022/23 school year refer to the position as at February 2023; figures for the 2023/24 school year refer to the position as at October 2023. These figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Wong Tai Sin, Tsuen Wan, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin, Tung Chung and Kwai Tsing districts in the 2022/23 and 2023/24 school years.

(2) Since the governments of Shenzhen and Hong Kong relaxed the eligibility criteria for taking cross-boundary school coaches to all CBS attending KGs, primary schools and secondary schools in Hong Kong starting from the 2024/25 school year, EDB has been collecting data related to CBS via schools across Hong Kong. Figures for the 2024/25 school year refer to the position as at September 2024. These figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Hong Kong in the 2024/25 school year.

Table 2: Number of students studying in schools in Hong Kong but residing in the Mainland in the 2020/21 and 2021/22 school years, categorised according to KGs, primary schools and secondary schools

School level	Number of students in respective school years	
	2020/21	2021/22
KG (including KG-cum-CCC)	2 243	1 074
Primary school	15 373	9 884
Secondary school	9 355	7 302

Note: Figures for the 2020/21 and 2021/22 school years are based on the surveys on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020 and September 2021 respectively. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS returned to Hong Kong from the Mainland and temporarily stayed in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out at [Annex \(Table 1\)](#).

CONTROLLING OFFICER'S REPLY

EDB065

(Question Serial No. 0598)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong Scholarship for Excellence Scheme, will the Government advise this Committee of the following –

- (1) the number of awardees in each of the past 5 academic years, with a breakdown by (i) type of secondary school (i.e. (a) government, (b) aided, (c) Direct Subsidy Scheme and (d) private secondary schools), (ii) type of secondary curriculum pursued (i.e. (a) Hong Kong Diploma of Secondary Education, (b) International Baccalaureate Diploma, (c) General Certificate of Education (Advanced Level) and (d) other curricula) and (iii) country chosen for further studies;
- (2) the amount of scholarships awarded in each of the past 5 academic years;
- (3) the number of awardees granted means-tested bursaries in each of the past 5 academic years;
- (4) the number of awardees who fulfilled the undertaking to return to work in Hong Kong in each of the past 8 academic years; and whether statistics have been compiled on how many of them have chosen to stay in Hong Kong for career development after the specified working period; and
- (5) the respective numbers of applications processed and approved by the Government in each of the past 8 academic years for deferring or waiving the undertaking to return to work in Hong Kong, with a breakdown of the reasons submitted by the awardees.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 1)

Reply:

(1)

The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at world-renowned universities outside Hong Kong, with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. Starting from the 2015/16 academic year with up to 100 students subsidised per cohort, HKSES has been regularised since the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses.

From the 2021/22 to 2025/26 academic years, the scholarship quota of 100 places was fully utilised for all cohorts. A breakdown of the awardees by type of secondary school, type of secondary curriculum pursued and country chosen for further studies is set out at **Annex 1**.

(2)

The respective amounts of scholarships awarded from the 2021/22 to 2025/26 academic years are set out as follows –

Academic year	Amount of scholarships (\$ million)
2021/22	73.1
2022/23	79.1
2023/24	81.9
2024/25	92.4
2025/26	84.4 ⁽¹⁾

Note:

(1) Provisional figures

(3)

The respective numbers of awardees granted means-tested bursaries from the 2021/22 to 2025/26 academic years are set out as follows –

Academic year	Number of awardees granted means-tested bursaries ⁽¹⁾
2021/22	17
2022/23	15
2023/24	19
2024/25	8
2025/26	8

Note:

(1) Including renewals

(4)

The respective numbers of awardees who fulfilled the undertaking to return to work in Hong Kong from the 2018/19 to 2025/26 academic years are set out as follows –

Academic year	Number of awardees who fulfilled the undertaking to return to work in Hong Kong
2018/19	8
2019/20	11
2020/21	42
2021/22	16
2022/23	24
2023/24	29
2024/25	23
2025/26	27 ⁽¹⁾

Note:

(1) Provisional figures

Awardees have signed an undertaking to complete the specific study programmes and return to Hong Kong upon graduation to work for at least 2 years or a period equivalent to the duration of receiving the scholarship, whichever is the longer. The Education Bureau (EDB) does not maintain employment information on awardees after fulfilment of the undertaking to return to work in Hong Kong.

(5)

EDB has the flexibility to decide, upon application on a case-by-case basis, whether the requirement to undertake to return to work in Hong Kong could be suitably deferred or waived under exceptional circumstances. EDB has not received any applications for waiving the undertaking to return to work in Hong Kong from the 2018/19 to 2025/26 academic years. A breakdown of the applications processed by EDB for deferring the undertaking to return to work in Hong Kong in each academic year, based on the reasons provided by the awardees in their applications, is set out at **Annex 2**.

**Number of awardees of the Hong Kong Scholarship for Excellence Scheme
from the 2021/22 to 2025/26 academic years**

(i) By type of secondary school

Academic year	Type of secondary school				
	Government	Aided	Direct Subsidy Scheme	Private	Others ⁽¹⁾
2021/22	6	25	37	5	27
2022/23	3	17	53	10	17
2023/24	1	16	45	13	25
2024/25	1	19	36	20	24
2025/26	2	14	35	12	37

Note:

(1) Including international schools and secondary schools outside Hong Kong.

(ii) By type of secondary curriculum pursued ⁽¹⁾

Academic year	Secondary curriculum ⁽²⁾			
	Hong Kong Diploma of Secondary Education	International Baccalaureate Diploma	General Certificate of Education (Advanced Level)/ International Advanced Levels	Others ⁽³⁾
2021/22	33	31	11	44
2022/23	20	30	24	31
2023/24	12	36	27	45
2024/25	13	41	23	24
2025/26	7	39	20	53

Notes:

(1) Applicants of postgraduate programmes are not required to provide public examination results at the time of application, and the table above therefore includes only a breakdown of the awardees of undergraduate degree programmes.

(2) Some awardees studied more than 1 type of secondary curriculum.

(3) Including other non-local curricula.

(iii) By country chosen for further studies

Academic year	Country				
	United Kingdom	United States	Australia	Canada	Others ⁽¹⁾
2021/22	60	34	1	3	2
2022/23	70	25	3	0	2
2023/24	67	27	2	4	0
2024/25	69	28	1	0	2
2025/26	61	35	1	2	1

Note:

(1) Including France, the Netherlands and Singapore.

**Number of applications processed
for deferring the undertaking to return to work in Hong Kong
under the Hong Kong Scholarship for Excellence Scheme
from the 2018/19 to 2025/26 academic years**

Academic year	Reasons for application	Number of applications received ⁽¹⁾	Number of applications approved
2018/19	Pursuing further studies after graduation	22	22
	Working outside Hong Kong after graduation	7	7
	Deferment of studies	0	0
	Others ⁽²⁾	0	0
2019/20	Pursuing further studies after graduation	27	27
	Working outside Hong Kong after graduation	11	11
	Deferment of studies	1	1
	Others ⁽²⁾	1	1
2020/21	Pursuing further studies after graduation	21	21
	Working outside Hong Kong after graduation	7	7
	Deferment of studies	10	10
	Others ⁽²⁾	0	0
2021/22	Pursuing further studies after graduation	51	50
	Working outside Hong Kong after graduation	22	21
	Deferment of studies	7	7
	Others ⁽²⁾	0	0
2022/23	Pursuing further studies after graduation	27	27
	Working outside Hong Kong after graduation	13	13
	Deferment of studies	9	9
	Others ⁽²⁾	1	1
2023/24	Pursuing further studies after graduation	46	46
	Working outside Hong Kong after graduation	29	28
	Deferment of studies	2	2
	Others ⁽²⁾	1	1

Academic year	Reasons for application	Number of applications received ⁽¹⁾	Number of applications approved
2024/25	Pursuing further studies after graduation	54	53
	Working outside Hong Kong after graduation	32	31
	Deferment of studies	1	1
	Others ⁽²⁾	2	2
2025/26 ⁽³⁾	Pursuing further studies after graduation	46	45
	Working outside Hong Kong after graduation	26	25
	Deferment of studies	4	4
	Others ⁽²⁾	4	3

Notes:

- (1) Some awardees submitted more than 1 application.
- (2) Including health and other reasons.
- (3) The numbers of applications received and approved are provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 0631)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Senior Secondary Applied Learning (ApL) subjects, will the Government advise this Committee of the following –

- (1) the information of ApL subjects offered by secondary schools in the past 3 school years and in the 2026/27 school year, with a breakdown by school type (i.e. (i) government secondary school, (ii) aided secondary school, (iii) Direct Subsidy Scheme (DSS) secondary school, and (iv) private secondary school) and the number of ApL courses offered (i.e. (i) 0, (ii) 1 to 10, (iii) 11 to 20, (iv) 21 to 30, (v) 31 to 40, (vi) 41 to 50, and (vii) 51 or above);
- (2) the expenditures involved in the implementation of ApL subjects in each of the past 3 school years, with a breakdown by ApL course; and
- (3) as indicated in its reply to a question raised by a Member of the Legislative Council on 25 September last year that the Government was exploring with the Hong Kong Examinations and Assessment Authority the feasibility of optimising the results reporting of ApL, the progress and expected completion time of the relevant work?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 2)

Reply:

(1)

Applied Learning (ApL) courses are Category B subjects of the Hong Kong Diploma of Secondary Education Examination (HKDSE), which complement Category A Senior Secondary subjects (subjects under the Key Learning Areas) and Category C subjects (Other Languages subjects), thereby enriching students' subject choices. With dual emphasis on theory and practice, ApL courses are linked to vocational and professional fields, helping students gain a deeper understanding of vocational and professional education and training (VPET), and preparing them for further studies and work in future. The numbers of secondary schools offering ApL courses (including Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) in the past 3 school years are set out in the table below. As the course application process for the 2026/27 school year has not yet completed, the relevant information is not available at this stage.

No. of ApL courses offered	School year	(a) Government secondary school		(b) Aided secondary school#		(c) DSS secondary school		(d) Private secondary school	
		(x)	(n)	(x)	(n)	(x)	(n)	(x)	(n)
(i) 0	2023/24	2	31	41	376	14	59	26	29
	2024/25	2	30	37	375	12	58	29	32
	2025/26*	3	30	38	375	12	57	30	33
(ii) 1-10	2023/24	12	31	176	376	18	59	2	29
	2024/25	15	30	181	375	20	58	3	32
	2025/26*	18	30	186	375	25	57	2	33
(iii) 11-20	2023/24	9	31	112	376	19	59	1	29
	2024/25	7	30	112	375	20	58	0	32
	2025/26*	4	30	107	375	15	57	1	33
(iv) 21-30	2023/24	8	31	45	376	6	59	0	29
	2024/25	6	30	43	375	5	58	0	32
	2025/26*	4	30	39	375	5	57	0	33
(v) 31-40	2023/24	0	31	2	376	2	59	0	29
	2024/25	0	30	2	375	1	58	0	32
	2025/26*	1	30	5	375	0	57	0	33
(vi) 41-50	2023/24	0	31	0	376	0	59	0	29
	2024/25	0	30	0	375	0	58	0	32
	2025/26*	0	30	0	375	0	57	0	33
(vii) 51 or above	2023/24	0	31	0	376	0	59	0	29
	2024/25	0	30	0	375	0	58	0	32
	2025/26*	0	30	0	375	0	57	0	33

Note: “x” denotes the number of secondary schools offering such number of ApL course(s) in the respective school years; “n” denotes the total number of such type of secondary schools in the respective school years.

Aided secondary schools set out in the above table include caput schools and special schools offering the ordinary senior secondary curriculum.

* Figures as at the middle of the 2025/26 school year.

(2)

The Education Bureau (EDB) provides the Diversity Learning Grant for ApL and the Student Grant for ApL(C) for public sector and DSS secondary schools to support them in arranging for students to take ApL courses and ApL(C) courses respectively. The amount of grant allocated to schools is equal to the total course fees of ApL courses enrolled by eligible students. ApL course fees in the past 3 years are set out in the relevant annexes to EDB circular memoranda (<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/secondary/learning-teaching-resources/dlg.html>), and the expenditures involved in the past 3 school years are set out in the table below –

Grant	Total expenditure (\$ million)		
	2023/24 school year (actual expenditure)	2024/25 school year (actual expenditure)	2025/26 school year (revised estimate)
Diversity Learning Grant for ApL	169.1	170.3	176.9
Student Grant for ApL(C)	7.1	7.3	6.4

As the course commencement year, course content and fees, as well as the number of student enrolment vary among different ApL courses, it is not appropriate to directly compare the amount of grant provided by the Government for students to enrol in each ApL course. Apart from the above grants, there are other expenditures involved in the support measures for promoting ApL. These expenditures are subsumed under the recurrent expenditure of EDB, and a breakdown is therefore not available.

(3)

Currently, the results for students' performance in ApL subjects (except for ApL(C)) are reported in 3 levels, namely, "Attained", "Attained with Distinction (I)" and "Attained with Distinction (II)". Performance of "Attained with Distinction (I)" is deemed comparable to Level 3 of Category A subjects of HKDSE; and "Attained with Distinction (II)" is deemed comparable to Level 4 or above of Category A subjects of HKDSE. As for ApL(C), students' performance is reported in 2 levels as "Attained" and "Attained with Distinction".

Regarding optimising the results reporting of ApL, apart from the technical factors concerning adjustment of course content and assessment, consideration has to be given holistically to a host of factors. These include cost-effectiveness, the impact on the overall school curriculum and the existing ApL courses, recognition of standards, choices of parents and students, interests of course providers and resource needs, and development priorities of other education initiatives. At this stage, EDB needs to continue collecting views from various stakeholders, including schools, relevant committees of the Curriculum Development Council, course providers, post-secondary institutions and parents for a comprehensive analysis to formulate a practical and feasible plan.

- End -

CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 0632)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), will the Government advise this Committee of the following –

- (1) What is the number of scholarship awardees in the 2025/26 academic year, with a breakdown by the university and programme attended by awardees; and the total amount of scholarships awarded?
- (2) What are the estimated expenditures required for the implementation of FTSS in the 2026/27 academic year?
- (3) Scholarship applicants are required by the Government to submit a proposal at the application stage, expounding on how they will contribute to the priority areas of Hong Kong and their commitment to contribute to the relevant industries or sectors either through full-time employment or entrepreneurial activities in Hong Kong or within the Greater Bay Area upon graduation; what measures does the Government have in place to follow up on whether the awardees carry out and fulfil their proposals during their period of study?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 3)

Reply:

Launched in the 2025/26 academic year, the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) offers scholarships each year to up to 1 200 local students enrolling in designated taught postgraduate programmes at the 8 University Grants Committee (UGC)-funded universities or self-financing universities (including universities of applied sciences). The scholarship is subject to a cap of \$100,000 per student (for the whole taught postgraduate programme, regardless of the actual study period of the programme and mode of study). According to the information provided by the UGC-funded universities, a total of 990 students were awarded with scholarships of about \$99 million in the 2025/26 academic year. As for self-financing universities (including universities of applied sciences), a total of 150 students were awarded with scholarships of about

\$15 million. The number of scholarship awardees by university is set out at Annex. The Government has earmarked \$120 million for FTSS for the 2026/27 academic year.

FTSS aims to nurture talents for the development of Hong Kong. All awardees must sign a written undertaking that they would contribute towards relevant industries/sectors either through relevant full-time employment or entrepreneurial activities in Hong Kong or within the Guangdong-Hong Kong-Macao Greater Bay Area upon graduation. The Government will maintain close liaison with the universities to continuously review whether the scholarship awardees have honoured their undertaking upon graduation.

**Hong Kong Future Talents Scholarship Scheme for Advanced Studies
(for the cohort admitted in the 2025/26 academic year)
Number of scholarship awardees by university**

(I) University Grants Committee-funded universities

University		Name of programme	Number of scholarship awardees
City University of Hong Kong	1	MSc Venture Creation	87
	2	MFA Creative Media	
	3	Master of Laws in Arbitration and Dispute Resolution	
	4	MSc Energy and Environment	
	5	MSc Artificial Intelligence	
	6	MSc Artificial Intelligence in Business	
	7	MSc Computer Science	
	8	MSc Health Sciences and Management	
	9	Master of Public Health	
	10	MSc Electronic Information Engineering	
	11	MA Creative Media	
	12	Master of Laws	
	13	MSc Data Science	
	14	MSc Biomedical Engineering	
	15	Master of Social Work	
	16	MSc Construction Management	
	17	MSc Digital Transformation and Technological Innovation	
	18	MSocSc Counselling	
	19	MSc Materials Engineering and Nanotechnology	
	20	MA Public Policy and Management	
	21	MSc Professional Accounting and Corporate Governance	
	22	MA Communication and New Media	
	23	MSc Mechanical Engineering	
Hong Kong Baptist University	1	Master of Chinese Medicine	100
	2	MSocSc in Counselling	
	3	MSc in Analytical Chemistry	
	4	MSc in Finance (FinTech and Financial Analytics)	
	5	MSc in AI and Digital Media	
	6	MA in Producing for Film, Television and New Media	
	7	MSc in Environmental and Public Health Management	
	8	MSc in Personal Health Management (Chinese Medicine)	
	9	MSocSc in Sport & Leisure Management	
	10	MA in Music	
	11	MSc in Marketing for the Creative Economy	
	12	MSc in Data Analytics and Artificial Intelligence	

University		Name of programme	Number of scholarship awardees
	13	MA in Translation and Bilingual Communication	
	14	MFA in Film, Television and Digital Media	
	15	Master of Public Administration	
	16	MSc in Green Technology (Energy)	
	17	MA in Visual Arts	
	18	MSocSc in Psychology	
	19	MSocSc in Smart, Resilient and Sustainable Cities	
	20	MSc in Corporate Governance and Compliance	
	21	MA in Creative Writing for Cultural Professionals	
Lingnan University	1	Master of Cultural Studies	20
	2	Master of Science in Business Innovation and Entrepreneurship	
	3	Master of Arts in Curating and Art History	
	4	Master of Science in Marketing and International Business	
	5	Master of Arts in Creative and Media Industries	
	6	Master of Science in Artificial Intelligence and Business Analytics	
	7	Master of Science in Work and Organisational Psychology	
	8	Master of Arts in Chinese	
	9	Master of China and Regional Development Studies	
	10	Master of Social Sciences in Comparative Social Policy (International)	
The Chinese University of Hong Kong	1	Master of Science in Artificial Intelligence	230
	2	Master of Science in Financial Technology	
	3	Master of Science in Geoinformation Science and Smart Cities	
	4	Master of Science in Musculoskeletal Medicine, Rehabilitation and Geriatric Orthopaedics	
	5	Master of Science in Finance	
	6	Master of Laws in International Economic Law	
	7	Master of Science in Mathematics Education	
	8	Master of Social Science in Advertising	
	9	Master of Science in Information and Technology Management	
	10	Master of Science in Stroke and Clinical Neurosciences	
	11	Master of Public Health	
	12	Master of Arts in Intercultural Studies	
	13	Master of Arts in Fine Arts	
	14	Master of Science in Risk Management Science and Data Analytics	
	15	Master of Science in Sports Science and Physical Activity	
	16	Master of Science in Genomics and Bioinformatics	
	17	Master of Laws in Energy and Environmental Law	
	18	Master of Arts in English (Applied English Linguistics)	

University		Name of programme	Number of scholarship awardees
	19	Master of Laws in Chinese Business Law	
	20	Master of Science in Accreditation Chemistry	
	21	Master of Science in Biochemical and Biomedical Sciences	
	22	Master of Science in Information Engineering	
	23	Master of Science in New Media	
The Education University of Hong Kong	1	Master of Education	50
	2	Master of Science in Artificial Intelligence and Educational Technology	
	3	Master of Science in Educational Neuroscience	
	4	Master of Science in Educational Speech-Language Pathology and Learning Disabilities	
	5	Master of Science in Artificial Intelligence for Executive Professionals	
	6	Master of Arts in Chinese Values-Based Leadership Education	
	7	Master of Social Sciences in Therapeutic Play and Well-Being	
	8	Master of Arts in Educational Counselling	
	9	Master of Arts in STEM Education STEM	
	10	Master of Arts in Cultural Heritage Education and Management	
	11	Master of Arts in Music Education	
	12	Master of Arts in Positive Psychology in Education	
	13	Master of Arts in Teaching English to Speakers of Other Languages	
	14	Master of Social Sciences in Sports Coaching and Management	
	15	Master of Arts in Visual Arts Education and Creative Practice	
	16	Master of Social Sciences in Psychology (Schools and Community Settings)	
	17	Master of Arts in Mathematics and Pedagogy	
The Hong Kong Polytechnic University	1	Master of Social Work	180
	2	Master of Science in Building Services Engineering	
	3	Master of Science in Information Technology	
	4	Master of Science in Electrical Engineering	
	5	Master of Speech Therapy	
	6	Master of Science in Nursing	
	7	Master of Science in Medical Imaging and Radiation Science	
	8	Master of Science in Mechanical Engineering	
	9	Master of Science in Artificial Intelligence and Big Data Computing	
	10	Master of Science in Health Informatics	
	11	Master of Science in ESG and Sustainability	
	12	Master of Science in Medical Physics	
	13	Master of Science in Business Analytics	

University		Name of programme	Number of scholarship awardees
	14	Master of Science in Global Supply Chain Management	
	15	Master of Science in Innovative Multimedia Entertainment	
	16	Master of Science in Nutrition and Healthy Ageing / Master of Science in Nutrition and Healthy Ageing (Nutrition in Practice)	
	17	Master of Design	
	18	Master of Arts in Global Fashion Management	
	19	Master of Science in Geomatics	
	20	Master of Science in Global Food Safety Management and Risk Analysis	
	21	Master of Science in International Hospitality Management	
	22	Master of Science in Aviation Engineering and Operations Management	
The Hong Kong University of Science and Technology	1	Master of Science in Artificial Intelligence	107
	2	Master of Science in Biotechnology	
	3	Master of Science in Big Data Technology	
	4	Master of Science in Information Systems Management	
	5	Master of Science in Financial Mathematics	
	6	Master of Science in Information and Cyber Security Management	
	7	Master of Science in Civil Infrastructural Engineering and Management	
	8	Master of Science in Financial Technology	
	9	Master of Science in Family Office and Family Business	
	10	Master of Science in Business Analytics	
	11	Master of Science in Finance	
	12	Master of Science in Environmental Science and Management	
	13	Master of Science in Biomolecular Engineering and Health Informatics	
	14	Master of Science in Data-Driven Modeling	
	15	Master of Science in Intelligent Building Technology and Management	
	16	Master of Science in Integrated Circuits	
	17	Master of Science in Environmental Engineering and Management	
	18	Master of Science in Drug Regulatory Affairs and Policy	
	19	Master of Science in Global Finance	
	20	Master of Science in Engineering Enterprise Management	
	21	Master of Science in Accounting	
	22	Master of Arts in Arts and Machine Creativity	

University		Name of programme	Number of scholarship awardees
The University of Hong Kong	1	Master of Nursing	216
	2	Master of Social Work	
	3	Master of Science in Engineering (Civil Engineering)	
	4	Master of Science in Computer Science	
	5	Master of Science in Engineering (Building Services Engineering)	
	6	Master of Social Sciences in the field of Counselling	
	7	Master of Public Health	
	8	Master of Medical Sciences	
	9	Master of Science in Nursing	
	10	Master of Data Science	
	11	Master of Finance	
	12	Master of Social Sciences in the field of Sustainability Leadership and Governance	
	13	Master of Science in Real Estate	
	14	Master of Arts in the field of Chinese Historical Studies	
	15	Master of Science in Business Analytics	
	16	Master of Laws in Compliance and Regulation	
	17	Master of Statistics	
	18	Master of Economics	
	19	Master of Science in Technology, Design and Leadership for Learning	
	20	Master of Global Management	
	21	Master of Expressive Arts Therapy	
	22	Master of Laws in Corporate and Financial Law	
	23	Master of Science in Marketing	

(II) Self-financing universities (including universities of applied sciences)

University		Name of programme	Number of scholarship awardees
Hong Kong Metropolitan University	1	Master of Nursing (with specialisation in Advanced Respiratory Nursing / Extensive End-of-Life Care / Management and Leadership)	63
	2	Master of Applied Science in Medical Laboratory Science	
	3	Master of Corporate Governance and Compliance	
	4	Master of Computing	
	5	Master of Nursing (with specialisation in Chinese Medicinal Nursing / Executive Administration)	
	6	Master of Arts in Creative Writing	
	7	Master of Arts in Chinese Literature	
	8	Master of Applied Science / Master of Science in Intelligent Construction and Building Information Modelling	
	9	Master of Education in Educational Technology and Innovation	
	10	Master of Chinese Medicinal Pharmacy	
	11	Master of Science in Global Environmental Management for Sustainable Development	
	12	Master of Arts in Cultural and Heritage Tourism	
	13	Master of Science in Chinese Environmental Studies	
	14	Master of Arts in Applied English Linguistics	
	15	Master of Professional Management in Global Business and Marketing	
	16	Master of Accountancy	
	17	Master of Professional Management in Wealth Management	
	18	Master of Education in Teaching Chinese as an International Language	
	19	Master of Arts in Creative Industries and Cultural Assets	
Hong Kong Shue Yan University	1	Master of Science in Game Development and Management	61
	2	Master of Social Work	
	3	Master of Social Sciences in Play Therapy	
	4	Master of Social Sciences in Counselling Psychology	
	5	Master of Social Sciences in Adversity and Trauma Psychology	
	6	Master of Social Sciences in Psychology	
The Hang Seng University of Hong Kong	1	Master of Science in Data Science and Artificial Intelligence	14
	2	Master of Arts in Theatre Studies	
	3	Master of Science in Global Supply Chain Management	
	4	Master of Science in Insurance	
	5	Master of Arts in Translation (Business and Legal)	
	6	Master of Science in Risk Analytics	

University		Name of programme	Number of scholarship awardees
	7	Master of Science in Digital Innovation and Technology Management	
	8	Master of Arts in Translation (Computer-Aided Translation)	
Saint Francis University	1	Master of Corporate Governance	12

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 2742)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme, will the Government advise this Committee of –

- (1) the information on (i)(a) the names, (b) the numbers of student places, and (c) the number of enrolments, of participating secondary schools in relation to the implementation of the pilot programme in each academic year starting from the 2023/24 academic year; and (ii) the expenditure involved in offering the programmes;
- (2) the numbers of students who have withdrawn from the programme before completion in each academic year starting from the 2023/24 academic year and the reasons for withdrawal; and
- (3) how will the Government evaluate the effectiveness of the programme, and whether performance indicators will be established in respect of student recruitment, enrolment and completion rates, further studies and employment, etc.?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 4)

Reply:

(1) and (2)

In the 2023/24 academic year, the Vocational Training Council (VTC) launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) (the Pilot Project) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon completion of the programme, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. The Pilot Project received Government funding of about \$6.8 million from the 2023/24 to 2025/26 academic years.

Under the Pilot Project, VTC offered courses in 2 subject areas, namely “Hospitality” and “Information Technology”, in the 2023/24, 2024/25 and 2025/26 academic years. The list of participating secondary schools, the number of newly participating students and the number of students who have withdrawn are as follows –

	Participating secondary schools	No. of newly participating students	Accumulative no. of students who withdrew in the 2025/26 academic year	No. of current students in the 2025/26 academic year
2023/24 academic year (first cohort)	Jockey Club Government Secondary School	51	6*	45
	Kowloon Technical School			
	Sir Ellis Kadoorie Secondary School (West Kowloon)			
2024/25 academic year (second cohort)	Jockey Club Government Secondary School	152	10 [#]	142
	HKSKH Bishop Hall Secondary School			
	SKH St. Simon’s Lui Ming Choi Secondary School			
	SKH Holy Carpenter Secondary School			
	Kowloon Technical School			
	Sir Ellis Kadoorie Secondary School (West Kowloon)			
	S.K.H. Li Ping Secondary School			
	TWGHs Yow Kam Yuen College			
	The Hong Kong Taoist Association Ching Chung Secondary School			
2025/26 academic year (third cohort)	Jockey Club Government Secondary School	120	-	120
	HKSKH Bishop Hall Secondary School			
	SKH St. Simon’s Lui Ming Choi Secondary School			
	SKH Holy Carpenter Secondary School			
	S.K.H. Li Ping Secondary School			
	TWGHs Yow Kam Yuen College			

* 2 students dropped the relevant HKDSE Examination Category A elective subject or Applied Learning subject, 2 students transferred to DVE programme offered by the Youth College, and 2 students dropped out of the secondary schools.

[#] 2 students repeated Secondary 4 and hence withdrew from the project, 6 students transferred to DVE programme offered by the Youth College, and 2 students dropped out of the secondary schools.

(3)

The Pilot Project has been well received since its launch. A review conducted by VTC on the project has also confirmed that the Pilot Project has achieved its goal in enabling senior secondary school students to explore suitable pathways for further articulation or employment at an early stage, and broadening their VPET articulation pathways. The implementation of the Pilot Project will be extended for 3 academic years from the 2026/27 academic year, benefitting more students. VTC will continue to maintain close liaison with the Education Bureau in continuously reviewing the effectiveness of the project.

- End -

CONTROLLING OFFICER'S REPLY

EDB069

(Question Serial No. 2743)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), will the Government advise this Committee of –

- (1) the respective numbers of subsidised places, enrolments and actual intakes of the 8 applied degree programmes introduced under the Pilot Project on the Development of Applied Degree Programmes (including first-year-first-degree programmes and top-up degree programmes) in the 2025/26 academic year; and
- (2) whether the Government has compiled statistics on the number and percentage of students who received subsidies under SSSDP and pursued a career in the relevant fields after graduation; if yes, of the details; if no, how the effectiveness of SSSDP is assessed?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 5)

Reply:

(1)

The numbers of subsidised places and actual intakes of the 8 applied degree programmes introduced under the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) and included under SSSDP in the 2025/26 academic year are set out at **Annex**. The Education Bureau (EDB) does not maintain the number of enrolments for the relevant programmes.

(2)

As the first round of the Pilot Project was launched in the 2022/23 academic year, most of the students will graduate in 2026. EDB will conduct a graduate survey in 2027 to have an understanding of their employment situation and progression to further study.

**Information on subsidisation of the 8 applied degree programmes
(in the 2025/26 academic year)**

Institution	Applied degree programme	Programme type	No. of subsidised places	No. of actual intakes
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	First-year-first-degree (FYFD)	80	94
		Top-up degree (TUD)	15	4
	Bachelor of Business Administration with Honours in Sports and Recreation Management	FYFD	50	61
		TUD	115	143
Saint Francis University	Bachelor of Nursing (Honours)	FYFD	640	747
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management	FYFD	25	26
		TUD	15	10
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology	FYFD	40	30
		TUD	40	24
	Bachelor of Health Information and Services Management (Honours)	FYFD	25	22
		TUD	15	17
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	15	5
		TUD	27	23
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	10	7
		TUD	150	83

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 0235)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned in paragraph 46 of the Budget Speech, the Quality Education Fund (QEF) has earmarked \$2 billion for promoting digital education in primary and secondary schools by offering and subsidising school-based artificial intelligence education programmes and activities. In this connection, please advise on the following –

- (1) What is the amount of QEF funding allocated for digital education in primary and secondary schools in the past 2 financial years? Please tabulate relevant programmes and the amounts involved.
- (2) How many years is the allocation of \$2 billion expected to be spread over? What is the actual amount of funding to be allocated in 2026-27?
- (3) How will the funding be allocated to different programmes? What are the amount and expected target of each programme? What are the estimated numbers of participating schools and students?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 14)

Reply:

(1) to (3)

The Education Bureau (EDB) has been supporting schools' development needs and enhancing education quality through the Quality Education Fund (QEF). The funding of \$2 billion earmarked under QEF aims to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

EDB allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary

and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

EDB also encourages schools to make optimal use of the additional resources provided under various funding programmes of QEF to implement school-based innovative projects related to digital education. In the past 2 school years, QEF approved more than 160 projects supporting development in the areas related to information technology education and STEAM education for primary and secondary schools, with a funding amount of about \$80 million. In the 2025/26 school year, QEF has included digital education under the priority themes for application to implement related projects.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 0236)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 46 of the Budget Speech that the Government will provide artificial intelligence (AI) training for teachers. What are the estimated expenditures on AI training for teachers in the coming 3 years? What are the respective estimated numbers of teachers to be provided with AI training in primary and secondary schools, kindergartens, and special schools in the coming 3 years? What is the training mode (e.g. online courses and workshops)? Will the Government establish an AI competency framework or professional standards for teachers to ensure that they can effectively apply AI in teaching?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 15)

Reply:

The Education Bureau (EDB) mainly provides professional training and support services for teachers to help them effectively apply AI in teaching. In the coming three school years, EDB will continue to provide AI-related training for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The modes of training include online self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops, enabling teachers to grasp the latest developments of AI and its applications in teaching.

EDB has been progressively launching the “Digital Education AI in Education Series”, professional training programmes covering areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices to help teachers effectively apply AI in learning and teaching.

The expenditure involved in the above training and support services is/will be subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

The content of the kindergarten (KG) curriculum should focus on events that align with children's abilities. Over-reliance on technology in teaching will deprive children of the opportunity to learn from the real world, which is not conducive to their social development and health. Therefore, it is not appropriate to introduce AI education at KG stage. Through diversified channels, including organising teacher professional development programmes and developing learning and teaching resources for KG teachers, EDB will continue to support them in fostering children's curiosity and exploratory spirit as well as organising interesting activities with a view to helping children grasp mathematical concepts, develop problem-solving abilities, and explore and understand the environment by means of observation, prediction and comparison. These learning experiences will lay an important foundation for "digital education" to be implemented at primary level.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 0237)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of funding for public sector and Direct Subsidy Scheme (DSS) primary and secondary schools offering the local curriculum and admitting non-Chinese speaking (NCS) students to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework), please set out the numbers of public sector and DSS primary and secondary schools admitting NCS students, the numbers of NCS students (by school type), as well as the numbers of schools implementing the Learning Framework together with the respective numbers of students over the past 3 school years. How will the Government evaluate students' progress in Chinese language proficiency, and what related statistics (if any) are available over the past 3 school years?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 18)

Reply:

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 Education Bureau (EDB) has been providing NCS students with all-encompassing learning support from pre-primary to secondary levels through diverse strategies to help them master the Chinese language and integrate into the community.

The numbers of public sector and Direct Subsidy Scheme (DSS) schools admitting NCS students and the numbers of NCS students admitted from the 2022/23 to 2024/25 school years are tabulated as follows –

School year	Public sector school				DSS school			
	Primary		Secondary		Primary		Secondary	
	No. of schools	No. of NCS students	No. of schools	No. of NCS students	No. of schools	No. of NCS students	No. of schools	No. of NCS students
2022/23	352	9 334	268	5 621	15	914	46	4 457
2023/24	356	9 554	277	5 834	16	932	46	4 409
2024/25	361	9 927	288	6 191	16	958	47	4 302

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures for schools include public sector and DSS primary and secondary schools offering the local curriculum, but exclude special schools.
- (3) Figures for NCS students include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

Ordinary primary and secondary schools admitting 10 or more NCS students are required to implement the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework). The respective numbers of schools from the 2022/23 to 2024/25 school years are 272, 276 and 294, with the respective totals of 18 920, 19 218 and 19 899 NCS students admitted. As regards schools admitting a relatively small number of NCS students, they can optimise the use of their immersed Chinese language environment and implement the Learning Framework as appropriate to cater for NCS students’ learning needs and facilitate their mastery of the Chinese language.

EDB has implemented the Learning Framework, complemented by learning and teaching materials, in primary and secondary schools since the 2014/15 school year to support NCS students in learning Chinese. With reference to the Learning Framework, teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school level for NCS students with different starting points to help them learn Chinese progressively.

Schools need to review the learning progress of NCS students at different learning stages as described in the Learning Framework, and adjust the learning targets and teaching strategies as appropriate. Schools understand NCS students’ Chinese proficiency by means of internal assessments and observations of classroom performance. EDB also engages with schools through school visits and exchanges with teachers to keep in view schools’ formulation of learning objectives, curriculum planning, the appropriateness of teaching materials and strategies adopted, the assessment of language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning, and provide feedback and recommendations. We understand that there are other factors affecting the learning effectiveness of NCS students, such as parents’ expectations and co-operation, and students’ learning attitude. Nonetheless, reflecting on various activities and competitions organised by EDB for NCS students, their performance in Chinese was good.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 2288)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the sites in the New Development Areas for the Northern Metropolis University Town, will the Government advise this Committee of –

- (1) the specific details of the loans, such as how the terms on the repayment period, interest rate and grace period for repayment are determined; and
- (2) the eligibility requirements and approval criteria for loan applications; and how the Government will assess the repayment capability of the applicant universities?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 12)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB074

(Question Serial No. 2921)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the 27 STEAM-related undergraduate programmes newly introduced, what is the estimated number of places to be provided in total? Will the new places replace or represent an increase from the existing ones? In relation to self-financing post-secondary institutions, will the Government consider earlier inclusion of AI-related programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to increase the supply of places?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 3)

Reply:

In the 2025-28 triennium, the 8 University Grants Committee (UGC)-funded universities will introduce a total of 27 undergraduate programmes related to STEAM and “the eight centres”. These programmes cover emerging sectors which have developed rapidly in recent years and are widely popular among young people, such as artificial intelligence, cybersecurity, creative industries, sustainable development, data science, etc. This can consolidate Hong Kong’s development in innovation and technology and “the eight centres” while creating opportunities for young people to develop their strengths and promoting greater diversification in society and the economy.

Since the 2012-15 triennium, the number of UGC-funded places of first-year-first-degree programmes has remained at 15 000 per year. The Government will only determine the approved student number targets by university and study level during the triennial Planning Exercise. Apart from disciplines with specific manpower requirements (i.e. the disciplines of education, healthcare and social work for the 2025-28 triennium), the Government does not specify the number of student places for individual disciplines or programmes. The universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants, which are allocated in the form of a block grant, to determine the programmes to be offered and the allocation of student places among different disciplines. For the 2025/26 academic year, the numbers of first-year-first-degree and senior year student admission of newly introduced programmes related to STEAM and “the eight centres” are 670 and 120 respectively.

As regards self-financing post-secondary institutions, programmes included under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) cover 10 disciplines with keen manpower demand. One of the disciplines is computer science that is directly related to AI. The programmes to be included under SSSDP in the 2026/27 academic year were announced in the latter half of 2025, including 6 undergraduate programmes in the discipline of computer science with 375 places to be provided in total and 3 sub-degree programmes with 100 places to be provided in total.

The Education Bureau will consult policy bureaux on according priority to AI-related programmes for inclusion under SSSDP for the 2027/28 academic year. The Government will take into account factors such as the AI programmes and number of places offered by participating institutions, manpower demand indicators of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes in making an overall assessment before determining the number of AI-related programmes and places to be included under SSSDP. The subsidy amounts and the list of programmes under SSSDP for the 2027/28 academic year are expected to release in September 2026.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 2922)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the \$2 billion funding under the Quality Education Fund, will the Government advise this Committee of the following –

- (1) Has the Government formulated a specific allocation plan? Have any performance indicators been established (for example, the number of participating students and the coverage rate of schools) to evaluate the effectiveness of implementing digital education in primary and secondary schools?
- (2) In relation to the AI training provided for teachers, what are the anticipated number of teachers to be trained and the related expenditure? What are the specific mode, duration and content outline of the training programmes?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 4)

Reply:

(1) and (2)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools. About \$500 million of the funding has been allocated for the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) launched by the Education Bureau (EDB) in December 2025. The Funding Programme invites applications from publicly funded primary and secondary schools (including special schools) to facilitate the incorporation of artificial intelligence (AI) elements in schools, thereby empowering education through technology to enhance the effectiveness of learning and teaching.

The response to the Funding Programme has been overwhelming. All eligible publicly funded primary and secondary schools (including special schools) have applied and received confirmations of approval from EDB. Successful applicant schools will receive a

one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy.

The Funding Programme has set clear requirements. All successful applicant schools are required to incorporate the “Development of AI-empowered Education” initiative into the School Development Plan and/or the Annual School Plan. Participating schools must also commit to fulfilling the following requirements: implementing AI-assisted teaching in at least 3 subjects/curriculum areas (with each area covering at least 2 levels), and developing at least 6 examples or sets of learning and teaching resources with the application of AI; conducting at least 3 open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); organising at least 3 experience-sharing sessions on AI-assisted teaching (within or outside the school); and hosting or arranging for students to participate in at least 2 student activities focusing on enhancing students' AI literacy.

EDB will collect information through various mode of school visits, focus group meetings with teachers and teacher-student activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

To enable teachers to grasp the latest developments of AI and its applications in teaching, EDB has been progressively launching the “Digital Education AI in Education Series” to provide AI training courses for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The training series covers areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools' professional capacity in planning and implementing school-based AI education. The modes of training include online self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including the implementation strategies for enhancing students' digital literacy and making effective use of AI tools.

The expenditure involved in the above initiatives is subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 2672)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in Matters Requiring Special Attention in 2026-27 that the Education Bureau (EDB) will continue to develop a variety of learning and teaching resources for promoting national education, national security education and patriotic education, facilitating students' accurate and more comprehensive understanding of our country. In this connection, please advise this Committee of the following –

- (1) Please tabulate the promotion activities related to national education, national security education and patriotic education organised by EDB in the past year, along with the number of participating schools and students for each activity.
- (2) What is EDB's staff establishment and expenditures involved in promoting national education?
- (3) When evaluating the effectiveness of schools in implementing national education, apart from ongoing school inspections, will EDB conduct independent surveys or online assessments of students to ensure a more comprehensive evaluation?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 25)

Reply:

(1) to (3)

The Education Bureau (EDB) attaches great importance to the implementation of national education, national security education and patriotic education. The progress and outcomes achieved in this regard in recent years are widely recognised. We continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing students into talents with an affection for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”. The related measures are set out as follows –

Mainland exchange programmes and study tours for students form an important part of national education, including national affairs education, enabling students to enhance their understanding of the history and culture of our country and national affairs through first-hand experience. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. From the 2022/23 to 2024/25 school years, the number of participating senior secondary students accumulated to over 140 000. It is expected that around 50 000 senior secondary students will join CS Mainland study tours in the 2025/26 school year. Currently, Mainland exchange programmes for students and CS Mainland study tours both cover diverse themes and various visiting spots, enabling students to gain first-hand experience of our country's development and achievements in different aspects from multiple perspectives. In the 2026/27 school year, EDB will further explore a wider range of suitable visiting spots and step up its efforts in supporting students to gain an understanding of our country's history and culture, latest development and achievements, so as to strengthen their sense of national identity. In the 2026/27 school year, the estimated expenditures on Mainland exchange programmes for students and CS Mainland study tours are \$110 million and \$116 million respectively.

EDB has been organising diversified learning activities on national education, national security education and patriotic education for primary and secondary students, including quiz competitions, short speech competitions, exhibitions of visual arts work, concerts, picture book creating competitions, calligraphy events and e-reading award schemes, etc. **Examples** of learning activities held over the past year are tabulated below –

Name of learning activity	No. of participating schools (approximate)	No. of participating students (approximate)
Territory-wide Inter-school National Security Knowledge Challenge (2025/26)	650	132 000
2025 Constitution and Basic Law Territory-wide Inter-school Competition	500	99 000
Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture	250	59 000
2025 Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture	200	48 100
2025 History e-Reading Award Scheme	180	36 300
2025 Chinese Classic Sayings: Territory-wide Primary and Secondary Schools Online Game Competition	330	22 300
Celebrating the 76th Anniversary of the Founding of the People's Republic of China: "Understanding the High-quality Development of the Country" Online Learning Activity	240	16 000
Primary Humanities Chinese Historical Figures Reading Activity Competition (2025/26)	100	11 000
"From War to Peace: Life Lessons from Modern Chinese History" — "AI Fighters of the War of Resistance against Japanese Aggression" School Roving Exhibition	30	10 300

Name of learning activity	No. of participating schools (approximate)	No. of participating students (approximate)
“2026 Let’s Join Hands in Safeguarding National Security” Programme: National Security Short Speech Competition	240	8 700
National Security Education Day: Territory-wide Inter-school Drone Show Design Competition (2025/26)	100	8 700

Further, starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme (the Scheme) to foster a sense of national identity among students through the provision of diversified life-wide training activities, such as film appreciation sessions on themes about our country and thematic seminars. In the 2025/26 school year, over 10 000 students from more than 470 schools are participating in the Scheme. EDB has also organised leadership training workshops to help student ambassadors perform their leadership roles more effectively in assisting teachers to promote a diverse range of national education activities in schools. In the 2025/26 school year (as at end-February 2026), over 57 000 students have participated in various training activities. EDB will continue to enhance the aforesaid training activities in the 2026/27 school year.

EDB continues to lead government schools and work with more school sponsoring bodies and school councils to plan and implement at least 30 inter-school national education activities under the theme of “Love Our Home, Treasure Our Country” in the 2025/26 school year, striving 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. Starting from the 2025/26 school year, the “Love Our Home, Treasure Our Country” series of activities has been regularised and popularised, with a target annual attendance of no less than 30 000.

EDB keeps in view the implementation of school work (including national education) through channels such as inspections, school visits and daily communication with schools. Starting from the 2023/24 school year, EDB has been conducting regular focus inspections of at least 50 schools on their implementation of national education (including Constitution and Basic Law education), sharing inspection findings and promoting good practices to enhance the quality and effectiveness of national education.

Schools can continue to make good use of the Grant for Promotion of Chinese Culture Immersion Activities until the end of the 2026/27 school year to organise a variety of activities and programmes related to Chinese culture. In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to further optimise the aforesaid diversified measures, with a view to providing enhanced support for schools to promote national education. EDB will also continue to strengthen the Constitution and Basic Law Student Ambassadors Training Scheme, and organise diversified life-wide training activities and competitions to enhance students’ understanding of our country.

As the expenditure and staff establishment involved in national education are subsumed under EDB’s estimated recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB077

(Question Serial No. 1125)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 179 of the Budget Speech that the Government will earmark \$10 billion for providing loans to support campus development for the Northern Metropolis University Town (NMUT). In this connection, please advise this Committee of –

- (1) the progress and timetable for drafting the NMUT Development Conceptual Framework;
- (2) the mode of application, repayment period, interest rate calculation and allocation mechanism of the \$10 billion loans;
- (3) the Government's plan to deepen collaboration between local post-secondary institutions and their renowned counterparts from the Mainland and overseas in promoting the development of joint campuses/institutions in the Northern Metropolis; and the manpower establishment and estimated expenditure involved; and
- (4) whether the Government will explore incentives such as land premium waivers and staged payment of land premium, in addition to the loans, to promote collaboration among local post-secondary institutions, financial institutions and developers in jointly developing NMUT; if yes, of the details; if no, of the reasons.

Asked by: Hon LAU Ka-keung (LegCo internal reference no.: 11)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town (NMUT), and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

The Working Group will continue to put forward recommendations on the development mode and specific facilities of NMUT, proactively explore the strategies for attracting leading universities and research institutes to establish a base in Hong Kong, and 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, so as to attract world-class scholars and outstanding students to Hong Kong, facilitating Hong Kong's development into an international education hub.

EDB will use its existing resources to take forward NMUT development, and the expenditure involved is subsumed under EDB's overall expenditure. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 3109)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 180 of the Budget Speech that the Education Bureau has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally. In this connection, please advise this Committee of –

- (1) the annual non-local student enrolment figures of University Grants Committee (UGC)-funded programmes (by university and place of origin of students in tabular form) in the past 3 years (2023-24 to 2025-26);
- (2) the enrolment figures of non-local students to be admitted to UGC-funded programmes (by university and place of origin of students in tabular form) in 2026-27;
- (3) the staff establishment and estimated expenditure involved in taking forward the work of the Task Force in 2026-27; and
- (4) how the Task Force will establish and promote the “Study in Hong Kong” brand in the coming 3 years; and the staff establishment and estimated expenditures involved in relevant promotional activities (in tabular form).

Asked by: Hon LAU Ka-keung (LegCo internal reference no.: 12)

Reply:

(1) to (2)

The non-local student enrolment figures of University Grants Committee (UGC)-funded programmes by university and place of origin from the 2023/24 to 2025/26 academic years are set out at **Annex**.

Starting from the 2024/25 academic year, the enrolment ceiling of non-local students in publicly-funded post-secondary institutions (applicable to taught programmes) has been doubled from 20% to 40% of local student places. The number of non-local students enrolled in UGC-funded programmes has increased from 26 600 in the 2024/25 academic year to about 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of 14%. To support the post-secondary education sector to continuously expand capacity and enhance quality, starting from the 2026/27 academic year, 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%. UGC-funded universities will continue to progressively attract more students from the Mainland and overseas (especially the Belt and Road (B&R) countries or regions) to study in Hong Kong.

(3) to (4)

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the B&R. Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;

- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As the initiatives of the Task Force were taken forward using EDB's existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available.

**Non-local student enrolment of UGC-funded programmes
by university and place of origin
from the 2023/24 to 2025/26 academic years**

(Headcount)

University	Place of origin ¹	2023/24 academic year	2024/25 academic year	2025/26 academic year (provisional figures)
City University of Hong Kong	Chinese Mainland	1 975	2 161	2 596
	Other parts of Asia	726	765	779
	Other regions	130	117	123
Sub-total		2 831	3 043	3 499
Hong Kong Baptist University	Chinese Mainland	926	1 292	1 750
	Other parts of Asia	186	204	232
	Other regions	90	81	89
Sub-total		1 202	1 577	2 071
Lingnan University	Chinese Mainland	416	551	731
	Other parts of Asia	61	62	55
	Other regions	21	22	25
Sub-total		498	635	811
The Chinese University of Hong Kong	Chinese Mainland	3 475	3 872	4 276
	Other parts of Asia	729	728	836
	Other regions	104	101	111
Sub-total		4 308	4 701	5 223
The Education University of Hong Kong	Chinese Mainland	516	713	1 018
	Other parts of Asia	69	64	78
	Other regions	10	9	11
Sub-total		595	786	1 107
The Hong Kong Polytechnic University	Chinese Mainland	3 549	4 624	4 658
	Other parts of Asia	457	508	746
	Other regions	110	126	206
Sub-total		4 116	5 258	5 610
The Hong Kong University of Science and Technology	Chinese Mainland	2 047	2 330	2 783
	Other parts of Asia	1 052	1 115	1 152
	Other regions	148	165	200
Sub-total		3 247	3 610	4 135
The University of Hong Kong	Chinese Mainland	4 960	5 562	6 136
	Other parts of Asia	1 131	1 197	1 444
	Other regions	211	276	345
Sub-total		6 302	7 034	7 924
All universities	Chinese Mainland	17 864	21 104	23 947
	Other parts of Asia	4 411	4 643	5 322
	Other regions	824	897	1 110
Total ²		23 098	26 644	30 379

Notes:

1. Non-local students refer to those whose places of origin (i.e. their nationalities or places of residence) are outside Hong Kong.
2. The number of students of UGC-funded research postgraduate (RPg) programmes refers to the students financed by UGC funds within the normal study period. If the RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 0710)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2026-27 that the Vocational Training Council (VTC) will strengthen and deliver an inspiring STEAM education within VTC and across the local community in support of the Government's policy to promote STEAM education and to enhance the development of Hong Kong. In this connection, please advise this Committee of the following –

- (1) Will dedicated funding be set up for professional programmes on architecture, planning and other relevant disciplines?
- (2) Will the Government set aside resources to develop teaching materials that integrate architectural design with innovative technology, and organise teacher training workshops, such as those on the use of 3D printing technology to enable students to materialise their architectural design concepts and experience the process of turning virtual construction into physical form, with a view to nurturing the next generation of interdisciplinary professionals equipped with spatial thinking skills, aesthetic literacy and technology application capabilities? If yes, please set out the amount of funding for 2026-27 and the project details? If no, what are the reasons?

Asked by: Hon LAU Man-kwan, Julia (LegCo internal reference no.: 13)

Reply:

(1) and (2)

Programmes on architecture, planning and other relevant disciplines offered by the Vocational Training Council (VTC) in the 2025/26 academic year are set out below –

Discipline	Higher Diploma
Design	• Higher Diploma in Architectural Design • Higher Diploma in Interior Design • Higher Diploma in Landscape Architecture
Engineering	• Higher Diploma in Civil Engineering • Higher Diploma in Surveying • Higher Diploma in Geospatial Science and Land Surveying • Higher Diploma in Building Studies • Higher Diploma in Architectural Studies • Higher Diploma in Architectural Technology and Design

VTC's member institutions are equipped with modern training facilities to help students acquire professional skills that meet industry needs. Taking architectural design as an example, students can make use of the advanced equipment available on campus to learn relevant techniques, ranging from Building Information Modelling (BIM), 3D printing and modelling techniques to virtual project presentation. This enables them to go through the entire workflow from design concept to project showcase. As the abovementioned work is VTC's regular routine, the expenditure involved is subsumed under the overall account.

- End -

CONTROLLING OFFICER'S REPLY

EDB080

(Question Serial No. 2226)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As an international education hub, Hong Kong offers diverse opportunities for further studies. In this connection, please advise this Committee of the following –

- (1) the numbers of Hong Kong students who have completed secondary education and enrolled in local undergraduate programmes, associate degree programmes, and Diploma in Foundation Studies programmes, as well as their percentage shares in the total number of secondary education graduates in Hong Kong over the past 3 years;
- (2) the numbers and percentages of students who have completed secondary education in Hong Kong and pursued further studies locally and in the Mainland over the past 3 years; and
- (3) the intake quotas, actual intakes, and tuition fee levels for first-year-first-degree programmes, associate degree programmes, and top-up degree programmes offered by each self-financing post-secondary institution in the current academic year.

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 15)

Reply:

- (1) The numbers of Hong Kong Secondary 6 graduates who were enrolled in local undergraduate programmes and other full-time post-secondary programmes from the 2022/23 to 2024/25 academic years (AYs) are tabulated below –

AY	Enrolled in local undergraduate programmes and other full-time post-secondary programmes	
	No. of Secondary 6 graduates	Percentage share
2022/23	34 927	82.1%
2023/24	35 994	84.0%
2024/25 (provisional figures)	38 187	84.7%

Note: The figures cover all Secondary 6 graduates of local ordinary secondary day schools offering local curriculum in Hong Kong, and refer to the position as at October of the year of graduation. The percentage share figures represent the proportion of Secondary 6 graduates pursuing further studies out of those enrolled in the local curriculum.

- (2) The numbers of Hong Kong Secondary 6 graduates who pursued further studies locally and in the Mainland from the 2022/23 to 2024/25 AYs are tabulated below –

AY	Further studies locally		Further studies in the Mainland	
	No. of Secondary 6 graduates	Percentage share	No. of Secondary 6 graduates	Percentage share
2022/23	34 927	82.1%	1 431	3.4%
2023/24	35 994	84.0%	1 339	3.1%
2024/25 (provisional figures)	38 187	84.7%	1 259	2.8%

Note: The figures cover all Secondary 6 graduates of local ordinary secondary day schools offering local curriculum in Hong Kong, and refer to the position as at October of the year of graduation. The percentage share figures represent the proportion of Secondary 6 graduates pursuing further studies out of those enrolled in the local curriculum.

- (3) The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (SD) (including associate degree and higher diploma), first-year-first-degree (FYFD) and top-up degree (TUD) programmes by institution in the 2025/26 AY are set out at [Annex](#).

**Estimated intake places, actual intakes and average annual tuition fees of
full-time locally-accredited self-financing SD, FYFD and TUD programmes
by institution in the 2025/26 AY**

Institution	Estimated intake places ^[1]			Actual intakes ^[2]			Average annual tuition fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Gratia Christian College	165	80	90	111	41	36	56,400 - 83,000	74,050 - 85,700	76,900 - 89,300
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 645	-	-	1 447	-	-	60,230 - 63,600	-	-
Hong Kong Adventist College	95	-	-	@	-	-	98,400	-	-
Hong Kong Art School	-	20	45	-	@	@	-	105,474	105,474
Hong Kong Baptist University – School of Continuing Education / College of International Education	1 703	228 ^[3]	503 ^[4]	1 787	213 ^[5]	467 ^[6]	56,456 - 71,495	63,550 - 101,852	86,922 - 91,278
Hong Kong Chu Hai College	-	500	235	6	81	8	29,000	75,600	76,467 - 78,200
Hong Kong College of Technology and HKCT Institute of Higher Education	312	45	45	408	47	71	60,883 - 88,473	92,444 - 95,301	93,000 - 96,761
Hong Kong Institute of Technology	170	45	270	179	55	220	56,000	50,640 - 73,957	50,640 - 79,800
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 577	2 315	1 711	1 761	3 277	1 559	66,250 - 106,600	82,770 - 174,360	82,590 - 123,970
Hong Kong Nan Yan College of Higher Education	-	65	20	-	44	13	-	71,200 – 82,250	71,200 - 92,270
Hong Kong Shue Yan University	-	980	440	-	1 235	623	-	78,751 - 95,000	78,751 - 94,076
Lingnan University	-	138	190	-	116	119	-	100,000 - 160,000	100,000 - 145,000
Lingnan University – Lingnan Institute of Further Education	276	-	-	324	-	-	65,500 - 68,500	-	-
Saint Francis University	721^	871	169	836^	1054	158	62,090 - 103,100^	84,223 - 163,620	84,540 - 88,920
The Chinese University of Hong Kong – School of Continuing and Professional Studies	698	-	-	664	-	-	61,380 - 99,400	-	-
The Education University of Hong Kong	-	-	55	-	-	61	-	-	98,000
The Hang Seng University of Hong Kong	-	1 210	1 185	-	1 446	866	-	97,690 - 121,175	99,693 - 127,180
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	3 485	-	1 150	3 941	175	928	72,900 - 88,485	83,250 - 99,304	93,600 - 125,708
The Hong Kong University of Science and Technology	-	39	-	-	33	-	-	314,515	-
The University of Hong Kong	@	@	@	@	@	@	-	218,000	-
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	6 200	23	54	6 986	48	20	62,000 - 86,000	68,800	70,000 - 119,250
Tung Wah College	330	865	320	356	1 052	269	64,390 - 106,545	73,690 - 169,480	79,910 - 239,220
UOW College Hong Kong	525	45	110	463	21	94	61,425 - 90,400	74,730	75,750 - 99,840
Vocational Training Council ^[7]	-	290	1 990	-	229	1 798	-	90,713 - 117,975	43,482 - 117,975
Yew Chung College of Early Childhood Education	120	35	80	78	11	21	79,500 - 90,500	101,380	101,380
YMCA College of Careers	30	-	-	36	-	-	54,780 - 79,500	-	-

Notes:

- [1] Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.
- [2] Provisional figures as at October 2025. Final actual intakes may vary.
- [3] The figure covers only the estimated intake places of FYFD and TUD programmes offered by the Hong Kong Baptist University (HKBU) School of Continuing Education. The HKBU College of International Education does not offer FYFD programmes.
- [4] The figure covers only the estimated intake places of TUD programmes offered by the HKBU College of International Education.
- [5] The figure covers only the actual intakes of FYFD and TUD programmes offered by the HKBU School of Continuing Education. The HKBU College of International Education does not offer FYFD programmes.
- [6] The figure covers only the actual intakes of TUD programmes offered by the HKBU College of International Education.
- [7] Including member institutions of the Vocational Training Council, namely the School for Higher and Professional Education, the Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute / Hong Kong Institute of Information Technology.
- “-” Denotes that the relevant programmes were not offered by the institution in that AY.
- “^” With effect from the 2025/26 AY, Caritas Bianchi College of Careers has become an academic school of Saint Francis University, and the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University.
- “@” Denotes that the relevant information is not available from the institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB081

(Question Serial No. 0696)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the “Promotion of Reading Grant”, will the Government advise this Committee of the following –

- (1) According to school types, namely kindergartens, primary schools, secondary schools, and special schools, what are the amounts of grant that have been disbursed (or are proposed to be disbursed) over the past 3 years and the coming year? Will consideration be given to increasing the grant amount in light of Hong Kong Reading for All Day? If not, what are the reasons?
- (2) How effective has the grant been in supporting schools in strengthening the promotion of reading and encouraging students to cultivate reading habits in recent years?
- (3) Given that a new version of the Values Education Curriculum Framework is under formulation and expected to be released in the current school year, how will the Education Bureau leverage this opportunity to encourage schools to use reading more extensively as a medium and make good use of the rich learning and teaching resources in school libraries to support the promotion of values education?

Asked by: Hon LEE Ka-kui, Elvin (LegCo internal reference no.: 20)

Reply:

(1) and (2)

Over the years, the Education Bureau (EDB) has been committed to promoting reading by providing the “Promotion of Reading Grant for Kindergartens” for kindergartens and the “Promotion of Reading Grant” for primary and secondary schools. The amount of grant for kindergartens is calculated on a tiered basis with reference to the school’s approved number of students, and the amounts of grants for primary and secondary schools is calculated on a tiered basis based on the school’s number of approved classes. Special schools are provided with a standardised amount. The amounts of the grant disbursed in the past 3 school years (2023/24, 2024/25 and 2025/26) are as follows –

	Amount of Grant		
	2023/24 school year	2024/25 school year	2025/26 school year
Kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes	\$10,519 to \$21,038	\$10,677 to \$21,354	\$10,677 to \$21,354
Primary schools	\$21,733 to \$43,464	\$22,059 to \$44,116	\$22,059 to \$44,116
Secondary schools	\$54,332 to \$76,064	\$55,147 to \$77,205	\$55,147 to \$77,205
Special schools	\$32,599	\$33,088	\$33,088

Schools have been utilising the grants to procure reading resources and to organise and participate in school-based reading activities of various forms. These include activities in support of the Reading for All Day, and the hiring of service providers, such as writers and professional storytellers, to conduct talks, storytelling sessions, parent-child reading activities, so as to promote reading on different occasions and foster a reading atmosphere on campus. According to the information collected by EDB from school visits, focus group interviews and regular contact with schools, the sector generally agrees that the grants have enriched the variety of books in school libraries, helped broaden students' reading horizons, and enabled schools to organise activities that enhance students' interest in reading, thereby having a positive impact on promoting reading and cultivating good reading habits among students.

Furthermore, EDB set up the Task Force on Optimising Grants for Schools last year and formulated a range of enhancement measures. These include consolidating more individual grants into block grants (such as the Expanded Operating Expenses Block Grant) to provide schools with flexibility in deploying resources, thereby enabling versatile use of resources across various purposes and achieving greater synergy. Details of the school grants for the 2026/27 school year will be announced in due course.

(3)

Values education emphasises teachers' use of diverse learning and teaching strategies to enhance students' learning at the cognition, affection and action levels. EDB has all along advised schools, taking into account subject themes, students' cognitive development, as well as their developmental and learning needs, to make good use of resources in school or public libraries to arrange reading activities, and to recommend suitable reading materials, such as picture books, biographies of notable figures and novels, to students in order to foster proper values and attitudes. To tie in with the forthcoming release of the finalised Values Education Curriculum Framework in the current school year, EDB will continue to organise student activities and teacher professional development programmes related to values education, including activities that promote values education through reading, thereby further leveraging reading as a medium to promote values education and cultivate students' proper values, attitudes and behaviour.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 0697)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (3) Primary Education,
(4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding teacher registration, will the Government advise this Committee of –

1. (i) the number of in-service registered teachers (and their percentage share in the total number of teachers) and (ii) the number of in-service permitted teachers (and their percentage share in the total number of teachers), broken down by length of teaching service and school type (i.e. (a) kindergartens, (b) special schools, (c) public sector and Direct Subsidy Scheme (DSS) primary schools and (d) public sector and DSS secondary schools);
2. (i) the number of departures of registered teachers (and their percentage share in the total number of departures) and (ii) the number of departures of permitted teachers (and their percentage share in the total number of departures) in the current school year and each of the past 4 school years, broken down by length of teaching service and school type (i.e. (a) kindergartens, (b) special schools, (c) public sector and DSS primary schools and (d) public sector and DSS secondary schools); and
3. (i) the number of newly-joined registered teachers (and their percentage share in the total number of newly-joined teachers) and (ii) the number of newly-joined permitted teachers (and their percentage in the total number of newly-joined teachers) in the current school year and each of the past 4 school years, broken down by school type (i.e. (a) kindergartens, (b) special schools, (c) public sector and DSS primary schools and (d) public sector and DSS secondary schools)?

Asked by: Hon LEE Ka-kui, Elvin (LegCo internal reference no.: 21)

Reply:

1.

The numbers of in-service registered teachers and permitted teachers and their percentage shares in the total number of teachers in the 2025/26 school year, broken down by length of teaching service and school type, are set out at Annex 1.

2.

The numbers of drop-out registered teachers and permitted teachers and their percentage shares in the total number of drop-out teachers from the 2021/22 to 2025/26 school years, broken down by length of teaching service and school type, are set out at Annex 2.

3.

The numbers of newly-recruited registered teachers and permitted teachers joining the teaching profession for the first time and their percentage shares in the total number of newly-recruited teachers joining the teaching profession for the first time (newly-joined teachers) from the 2021/22 to 2025/26 school years are set out at Annex 3.

Numbers of in-service teachers, registered teachers and permitted teachers
in local kindergartens (KGs), public sector and Direct Subsidy Scheme (DSS)
primary schools, public sector and DSS secondary schools, and special schools
in the 2025/26 school year
(broken down by length of teaching service)

	Total no. of in-service teachers	Registered teachers	Proportion among all teachers (%)	Permitted teachers	Proportion among all teachers (%)
Local KGs					
≤5 years	2 256	2 174	96%	34	2%
>5 years to ≤10 years	2 174	2 142	99%	16	1%
>10 years to ≤15 years	1 546	1 535	99%	5	<0.5%
>15 years	3 511	3 494	100%	9	<0.5%
Total	9 487	9 345	99%	64	1%
Primary schools (government, aided and DSS)					
≤5 year	4 779	3 698	77%	933	20%
>5 years to ≤10 years	4 567	4 477	98%	78	2%
>10 years to ≤15 years	2 672	2 638	99%	29	1%
>15 years	10 179	10 108	99%	45	<0.5%
Not specified	22	17	77%	3	14%
Total	22 219	20 938	94%	1 088	5%
Secondary schools (government, aided, caput and DSS)					
≤5 year	8 302	4 622	56%	3 263	39%
>5 years to ≤10 years	3 355	3 239	97%	107	3%
>10 years to ≤15 years	3 167	3 113	98%	39	1%
>15 years	12 512	12 261	98%	150	1%
Not specified	24	18	75%	5	21%
Total	27 360	23 253	85%	3 564	13%
Special schools					
≤5 year	446	400	90%	45	10%
>5 years to ≤10 years	447	445	100%	2	<0.5%
>10 years to ≤15 years	408	408	100%	0	0%
>15 years	860	856	100%	4	<0.5%
Not specified	3	3	100%	0	0%
Total	2 164	2 112	98%	51	2%

Notes:

- (1) Figures refer to the position as at mid-September 2025.
- (2) The sum of the numbers of registered teachers and permitted teachers is less than the total number of teachers mainly because some teacher registration applications were still being processed.
- (3) Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes in KGs and KG-cum-child care centres registered with the Education Bureau (EDB), but not special child care centres registered under the Social Welfare Department (SWD).
- (4) Figures are provisional.

Numbers of drop-out teachers, registered teachers and permitted teachers
in local KGs, public sector and DSS primary schools, public sector and
DSS secondary schools, and special schools from the 2021/22 to 2025/26 school years

Local KGs

School year	Length of teaching service	No. of drop-out teachers				
		Total no.	Registered teachers	Proportion among all drop-out teachers (%)	Permitted teachers	Proportion among all drop-out teachers (%)
2021/22	≤5 years	653	612	94%	20	3%
	>5 years to ≤10 years	363	346	95%	6	2%
	>10 years to ≤15 years	94	86	91%	3	3%
	>15 years	582	580	100%	0	0%
	Total	1 692	1 624	96%	29	2%
2022/23	≤5 years	797	751	94%	20	3%
	>5 years to ≤10 years	505	491	97%	5	1%
	>10 years to ≤15 years	148	142	96%	1	1%
	>15 years	701	692	99%	3	<0.5%
	Total	2 151	2 076	97%	29	1%
2023/24	≤5 years	871	816	94%	22	3%
	>5 years to ≤10 years	566	542	96%	9	2%
	>10 years to ≤15 years	181	172	95%	2	1%
	>15 years	563	557	99%	1	<0.5%
	Total	2 181	2 087	96%	34	2%
2024/25	≤5 years	690	658	95%	10	1%
	>5 years to ≤10 years	404	398	99%	2	<0.5%
	>10 years to ≤15 years	152	147	97%	3	2%
	>15 years	456	455	100%	0	0%
	Total	1 702	1 658	97%	15	1%
2025/26*	≤5 years	564	544	96%	9	2%
	>5 years to ≤10 years	333	327	98%	2	1%
	>10 years to ≤15 years	160	156	98%	0	0%
	>15 years	454	452	100%	1	<0.5%
	Total	1 511	1 479	98%	12	1%

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) The sum of the numbers of registered teachers and permitted teachers is less than the total number of teachers mainly because some teacher registration applications were still being processed.
- (3) “Drop-out teachers” in KGs refer to the teachers who were serving in KGs in the preceding school year but were no longer serving in any KGs in the school year concerned. Teachers who have changed to working as a supply/temporary teacher or switched to only teaching children aged 2 to 3 in a KG-cum-child care centre are not counted as drop-out teachers.
- (4) Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes in KGs and KG-cum-child care centres registered with EDB, but not special child care centres registered under SWD.

* Figures are provisional.

Primary schools (government, aided and DSS)

School year	Length of teaching service	No. of drop-out teachers				
		Total no.	Registered teachers	Proportion among all drop-out teachers (%)	Permitted teachers	Proportion among all drop-out teachers (%)
2021/22	-	1 712	1 577	92%	112	7%
2022/23	-	2 036	1 847	91%	153	8%
2023/24	-	1 878	1 674	89%	137	7%
2024/25	≤5 years	445	279	63%	123	28%
	>5 years to ≤10 years	196	182	93%	9	5%
	>10 years to ≤15 years	107	102	95%	2	2%
	>15 years	866	860	99%	4	<0.5%
	Not specified	66	54	82%	8	12%
	Total	1 680	1 477	88%	146	9%
2025/26*	≤5 years	445	275	62%	148	33%
	>5 years to ≤10 years	145	140	97%	5	3%
	>10 years to ≤15 years	79	74	94%	4	5%
	>15 years	759	751	99%	7	1%
	Not specified	12	4	33%	5	42%
	Total	1 440	1 244	86%	169	12%

Secondary schools (government, aided, caput and DSS)

School year	Length of teaching service	No. of drop-out teachers				
		Total no.	Registered teachers	Proportion among all drop-out teachers (%)	Permitted teachers	Proportion among all drop-out teachers (%)
2021/22	-	2 140	1 933	90%	183	9%
2022/23	-	2 665	2 390	90%	220	8%
2023/24	-	2 229	1 841	83%	297	13%
2024/25	≤5 years	551	259	47%	217	39%
	>5 years to ≤10 years	120	115	96%	5	4%
	>10 years to ≤15 years	124	121	98%	3	2%
	>15 years	1 001	969	97%	21	2%
	Not specified	102	83	81%	11	11%
	Total	1 898	1 547	82%	257	14%
2025/26*	≤5 years	587	266	45%	254	43%
	>5 years to ≤10 years	114	105	92%	6	5%
	>10 years to ≤15 years	96	93	97%	3	3%
	>15 years	1 002	973	97%	18	2%
	Not specified	19	10	53%	6	32%
	Total	1 818	1 447	80%	287	16%

Special schools

School year	Length of teaching service	No. of drop-out teachers				
		Total no.	Registered teachers	Proportion among all drop-out teachers (%)	Permitted teachers	Proportion among all drop-out teachers (%)
2021/22	-	190	188	99%	2	1%
2022/23	-	237	233	98%	3	1%
2023/24	-	198	192	97%	4	2%
2024/25	≤5 years	48	44	92%	4	8%
	>5 years to ≤10 years	20	20	100%	0	0%
	>10 years to ≤15 years	20	20	100%	0	0%
	>15 years	79	78	99%	1	1%
	Not specified	4	4	100%	0	0%
	Total	171	166	97%	5	3%
2025/26*	≤5 years	43	40	93%	3	7%
	>5 years to ≤10 years	23	23	100%	0	0%
	>10 years to ≤15 years	10	10	100%	0	0%
	>15 years	62	62	100%	0	0%
	Not specified	1	1	100%	0	0%
	Total	139	136	98%	3	2%

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) The sum of the numbers of registered teachers and permitted teachers is less than the total number of teachers mainly because some teacher registration applications were still being processed.
- (3) “Drop-out teachers” of primary, secondary and special schools refer to the teachers who were serving in a local school in the preceding school year but were no longer serving in any of the local schools in the school year concerned. Teachers having changed from ordinary schools to special schools or from special schools to ordinary schools are also counted as drop-out teachers.
- (4) As EDB started collecting information on the length of service of in-service primary, secondary and special school teachers from the 2023/24 school year, relevant statistics on drop-out teachers are only available from the 2024/25 school year onwards.

* Figures are provisional.

Numbers of newly-joined teachers, registered teachers and permitted teachers in local KGs, public sector and DSS primary schools, public sector and DSS secondary schools, and special schools from the 2021/22 to 2025/26 school years

School year	No. of newly-joined teachers				
	Total no.	Registered teachers	Proportion among all newly-joined teachers (%)	Permitted teachers	Proportion among all newly-joined teachers (%)
Local KGs					
2021/22	698	634	91%	10	1%
2022/23	817	693	85%	11	1%
2023/24	824	711	86%	8	1%
2024/25	674	628	93%	11	2%
2025/26*	432	394	91%	9	2%
Primary schools (government, aided and DSS)					
2021/22	1 049	620	59%	367	35%
2022/23	1 338	616	46%	570	43%
2023/24	1 015	479	47%	400	39%
2024/25	889	554	62%	292	33%
2025/26*	717	432	60%	194	27%
Secondary schools (government, aided, caput and DSS)					
2021/22	1 674	758	45%	812	49%
2022/23	2 145	702	33%	1 179	55%
2023/24	1 810	650	36%	843	47%
2024/25	1 572	586	37%	881	56%
2025/26*	1 419	498	35%	661	47%
Special schools					
2021/22	-	-	-	-	-
2022/23	88	81	92%	5	6%
2023/24	111	100	90%	11	10%
2024/25	124	115	93%	9	7%
2025/26*	87	77	89%	10	11%

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) The sum of the numbers of registered teachers and permitted teachers is less than the total number of teachers mainly because some teacher registration applications were still being processed.
- (3) “Newly-joined” teachers of KGs refer to teachers who had not served in any KGs before but were serving in KGs in the school year concerned. “Newly-joined” teachers of primary, secondary and special schools refer to teachers who had not served in any local schools before but were serving in local schools in the school year concerned.
- (4) As EDB started collecting information of newly-joined teachers in special schools by category from the 2022/23 school year, relevant statistics are only available from that school year onwards.

* Figures are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB083

(Question Serial No. 0698)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs (SEN), will the Government advise this Committee of the following –

1. What are the numbers of students with SEN studying in public sector ordinary primary and secondary schools by SEN type in each of the past 3 school years?
2. What are the numbers of school places and students in each type of aided special schools by school type in each of the past 3 school years?
3. What is the amount of expenditure incurred (or to be incurred) by the Government on promoting integrated education in ordinary schools over the past 3 school years and in the coming school year?
4. Drawing on experiences from outside Hong Kong, to enhance support for students with SEN studying in ordinary schools, some schools have adopted virtual reality technology (to help students adapt to different social scenarios), speech generators (to support students with dyslexia), and handheld communication aids, to strengthen their learning confidence. Will the Government consider leveraging the resources of the Quality Education Fund e-Learning Ancillary Facilities Programme to encourage collaboration between tertiary institutions and primary and secondary schools in developing more technological products that can support the learning of students with SEN and enhance their learning effectiveness? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEE Ka-kui, Elvin (LegCo internal reference no.: 22)

Reply:

1. to 3.

To help public sector ordinary schools cater for students with special educational needs (SEN), on top of regular subvention, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. In the 2022/23 to

2024/25 school years, on top of regular subvention, the expenditures on additional support and services provided for students with SEN in public sector ordinary schools are \$3.75 billion, \$3.97 billion, and \$4.16 billion respectively. The estimated expenditure for the 2026/27 school year is \$4.43 billion. The numbers of students with SEN studying in public sector ordinary primary and secondary schools by SEN type from the 2022/23 to 2024/25 school years are set out at [Annex 1](#).

As for aided special schools, the numbers of school places and students in each type of aided special schools from the 2022/23 to 2024/25 school years are set out at [Annex 2](#).

4.

The Quality Education Fund (QEF) has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme (the Programme) to develop e-learning ancillary facilities, including learning platforms and resources, tailored to local learning and teaching (L&T) needs through co-operation between the education and business sectors. A total of 22 projects were funded under the Programme. These projects, initiated at the start of the 2023/24 school year, deploy innovative technologies such as big data and artificial intelligence to enhance the learning and teaching effectiveness across various subjects/areas. Some of the projects involve technological products to support the learning of students with SEN, leveraging technologies such as virtual reality and speech generation to help them learn more effectively. The project deliverables under the Programme have been released progressively since June 2025. To date, EDB has launched 9 quality e-learning platforms or tools for use by schools, while the remaining project deliverables will be released in the 2025/26 and 2026/27 school years. EDB is closely monitoring the implementation of the Programme, and will review its effectiveness in a timely manner, with a view to planning for ongoing development of strategies tailored to local L&T needs (including supporting the learning of students with SEN).

**Numbers of students with SEN studying in public sector ordinary primary and secondary schools
from the 2022/23 to 2024/25 school years** ^(Note 1)

School Year	School Level	Intellectual Developmental Disorder	Autism Spectrum Disorder	Attention Deficit/Hyperactivity Disorder	Mental Illness (Note 2)	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2022/23	Primary	1 090	6 850	5 750	160	12 190	100	40	350	3 380
	Secondary	800	5 840	9 290	1 010	12 950	150	50	260	700
2023/24	Primary	1 170	6 970	5 670	170	12 920	80	40	360	3 650
	Secondary	850	6 310	9 650	1 110	14 040	130	50	290	760
2024/25	Primary	1 230	7 400	5 720	200	13 350	80	40	370	3 860
	Secondary	900	6 790	10 040	1 330	15 250	130	50	310	820

Notes:

- (1) Figures refer to the position as at September in the respective school years.
- (2) Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.

Numbers of school places and students in each type of aided special schools
from the 2022/23 to 2024/25 school years ^{Note 1}

School type	2022/23		2023/24		2024/25	
	No. of school places	No. of students	No. of school places	No. of students	No. of school places	No. of students
Visual Impairment	212	122	212	124	212	126
Hearing Impairment	110	61	110	67	110	70
Physical Disability	1 020	854	1 000	862	990	838
Mild Intellectual Developmental Disorder ^{Note 2}	3 555	3 418	3 585	3 513	3 630	3 572
Moderate Intellectual Developmental Disorder ^{Note 2}	2 470	2 329	2 520	2 449	2 620	2 571
Severe Intellectual Developmental Disorder ^{Note 2}	848	728	848	735	848	736
School for Social Development	1 164	588	1 176	633	1 176	686
Hospital School ^{Note 3}	352	289	352	364	352	352

Notes:

- (1) Figures refer to the position as at September in the respective school years.
- (2) If a school for children with intellectual developmental disorder operates classes for children with different levels of intellectual developmental disorder, such figures are categorised according to the respective class types.
- (3) Due to the high turnover of hospitalised children, there were also instances where the number of students admitted outnumbered the places in Hospital School.

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 0699)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), will the Government advise this Committee of the following –

- (1) the designated programmes, numbers of subsidised places, actual intakes (for the 2025/26 academic year), and annual subsidy amounts under SSSDP for the 2025/26 and 2026/27 academic years, with a breakdown by institution, level of study and academic programme category;
- (2) the expenditure on SSSDP for the 2025/26 academic year and the estimated expenditure for the 2026/27 academic year; and
- (3) whether the scope of SSSDP will be expanded to include more self-financing programmes related to the cultural and creative industries to offer financial assistance to young people aspiring to enter these industries; and whether the Government will collaborate with self-financing institutions to align with industry trends (e.g. arts technology and heritage conservation) in planning and developing relevant bachelor's and master's degree programmes, as well as determining the number of places, in order to nurture local cultural and creative talent in support of the long-term development of these industries in Hong Kong; if so, of the details; if not, of the reasons?

Asked by: Hon LEE Ka-kui , Elvin (LegCo internal reference no.: 23)

Reply:

Information on the designated programmes, numbers of subsidised places, actual intakes (if applicable) and annual subsidy amounts under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the 2025/26 and 2026/27 cohorts is set out at **Annex 1** (undergraduate programmes) and **Annex 2** (sub-degree programmes). The revised estimates for the 2025/26 academic year and the estimates for the 2026/27 academic year for SSSDP are approximately \$1.256 billion and \$1.409 billion respectively.

To cater for Hong Kong's social and economic development needs, the Education Bureau (EDB) encourages self-financing post-secondary education sector to offer programmes in 10 disciplines which cover creative industries (including creative culture and arts) through SSDDP. In the 2026/27 academic year, SSDDP will subsidise 8 undergraduate programmes and 4 sub-degree programmes under the discipline of creative industries, providing a total of 582 subsidised places.

EDB, in consultation with policy bureaux and with reference made to Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under SSDDP every year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes, number of subsidised places,
actual intakes and annual subsidy amounts**

Institution	Discipline	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	20	11	46,780
			Top-up degree (TUD)	40	4	
Hong Kong Metropolitan University	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	28	81,450
			TUD	25	10	
		Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45	59	81,450
			TUD	35	23	
		Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	32	46,780
			TUD	10	3	
	Computer Science	Bachelor of Science with Honours in Computer Science	FYFD	50	52	46,780
			TUD	75	65	
		Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	36	46,780
			TUD	30	28	
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	50	46,780
			TUD	55	30	
		Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40	33	81,450
			TUD	25	11	
		Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	88	81,450
			TUD	30	16	
		Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30	25	81,450
			TUD	30	30	
	Financial Technology	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25	31	46,780
			TUD	10	15	
	Health Care	Bachelor of Nursing with Honours in General Health Care (<i>Applied Degree Programme</i>)	FYFD	410	410	89,620
		Bachelor of Nursing with Honours in Mental Health Care (<i>Applied Degree Programme</i>)	FYFD	130	130	89,620

Institution	Discipline	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
		Bachelor of Science with Honours in Medical Laboratory Science (Applied Degree Programme)	FYFD	60	64	89,620
		Bachelor of Science with Honours in Physiotherapy (Applied Degree Programme)	FYFD	55	57	89,620
	Logistics	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40	62	46,780
			TUD	25	26	
		Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	38	46,780
			TUD	17	9	
	Sports and Recreation	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) (Applied Degree Programme)	FYFD	50	61	51,880
			TUD	115	143	
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Applied Degree Programme)	FYFD	80	94	89,620
			TUD	15	4	
		Bachelor of Science with Honours in Food Testing Science	FYFD	40	44	81,450
			TUD	40	40	
	Tourism and Hospitality	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40	55	46,780
			TUD	52	51	
Hong Kong Shue Yan University	Computer Science	Bachelor of Science with Honours in Applied Data Science	FYFD	30	23	46,780
			TUD	10	6	
	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	FYFD	25	26	46,780
			TUD	15	6	
Saint Francis University	Computer Science	Bachelor of Arts (Honours) in Translation Technology	FYFD	5	9	46,780
			TUD	10	0	
		Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25	46	46,780
			TUD	10	10	
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15	14	46,780
			TUD	10	3	
	Health Care	Bachelor of Nursing (Honours) (Applied Degree Programme)	FYFD	640	747	89,620
			FYFD	60	60	81,450

Institution	Discipline	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
	Tourism and Hospitality	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Applied Degree Programme)	FYFD	25	26	51,880
			TUD	15	10	
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	FYFD	55	46	46,780
			TUD	25	20	
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	FYFD	40	42	81,450
			TUD	10	3	
	Financial Technology	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50	58	46,780
			TUD	25	3	
		Bachelor of Management Science and Information Management (Honours)	FYFD	60	65	46,780
			TUD	30	18	
		Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60	65	46,780
			TUD	30	18	
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	45	46,780
			TUD	15	3	
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	126	46,780
			TUD	60	49	
Tung Wah College	Health Care	Bachelor of Health Information and Services Management (Honours) (Applied Degree Programme)	FYFD	25	22	51,880
			TUD	15	17	
		Bachelor of Health Science (Honours) in Nursing	FYFD	400	518	81,450
			TUD	130	129	
		Bachelor of Science (Honours) in Applied Gerontology (Applied Degree Programme)	FYFD	40	30	51,880
			TUD	40	24	
		Bachelor of Science (Honours) in Medical Imaging	FYFD	30	30	81,450
		Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	47	81,450
		Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	58	81,450
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	60	81,450
		Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	21	81,450

Institution	Discipline	Programme	Programme type *	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
UOW College Hong Kong	Logistics	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	18	46,780
			TUD	20	9	
		Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	4	46,780
			TUD	10	6	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	7	46,780
			TUD	20	14	
		Bachelor of Engineering (Honours) in Building Services Engineering (Applied Degree Programme)	FYFD	10	7	89,620
			TUD	150	83	
		Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	14	81,450
			TUD	90	104	
		Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Applied Degree Programme)	FYFD	15	5	51,880
			TUD	27	23	
		Bachelor of Science (Honours) in Surveying	FYFD	15	7	46,780
			TUD	20	33	
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	FYFD	20	14	81,450
			TUD	20	7	
		Bachelor of Arts (Honours) in Product Design	FYFD	10	8	81,450
			TUD	15	16	
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20	19	46,780
			TUD	100	78	
		Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	6	46,780
			TUD	15	12	
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10	2	46,780
			TUD	15	8	
Total				4 916	4 892	

*SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry has been renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4: Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry has been renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5: Bachelor of Management Science and Information Management (Honours) - Year 1 Entry has been renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2026/27 academic year)
Designated undergraduate programmes, number of subsidised places,
and annual subsidy amounts**

Institution	Discipline	Programme	Programme type *	No. of subsidised places	Annual subsidy amount (\$)
Hong Kong Chu Hai College	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	FYFD	20	46,780
			TUD	15	
Hong Kong Metropolitan University	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	81,450
			TUD	15	
		Bachelor of Engineering with Honours in Civil Engineering (<i>Applied Degree Programme</i>)	FYFD	55	89,620
			TUD	30	
		Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	30	46,780
			TUD	10	
	Computer Science	Bachelor of Science with Honours in Computer Science	FYFD	55	46,780
			TUD	65	
		Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	45	46,780
			TUD	30	
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	45	46,780
			TUD	40	
		Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	35	81,450
			TUD	12	
		Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	81,450
			TUD	20	
		Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	81,450
			TUD	25	
	Financial Technology	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	25	46,780
			TUD	12	
	Health Care	Bachelor of Nursing with Honours in General Health Care (<i>Applied Degree Programme</i>)	FYFD	410	89,620
		Bachelor of Nursing with Honours in Mental Health Care (<i>Applied Degree Programme</i>)	FYFD	100	89,620
		Bachelor of Science with Honours in Diagnostic Radiography (<i>Applied Degree Programme</i>)	FYFD	30	89,620
		Bachelor of Science with Honours in Medical Laboratory Science (<i>Applied Degree Programme</i>)	FYFD	60	89,620
		Bachelor of Science with Honours in Physiotherapy (<i>Applied Degree Programme</i>)	FYFD	55	89,620

Institution	Discipline	Programme	Programme type *	No. of subsidised places	Annual subsidy amount (\$)
	Logistics	Bachelor of Business Administration with Honours in Aviation Services Management (<i>Applied Degree Programme</i>)	FYFD	45	51,880
			TUD	30	
		Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	46,780
			TUD	10	
	Sports and Recreation	Bachelor of Business Administration with Honours in Sports and Recreation Management (<i>Applied Degree Programme</i>)	FYFD	55	51,880
			TUD	125	
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (<i>Applied Degree Programme</i>)	FYFD	80	89,620
			TUD	10	
		Bachelor of Science with Honours in Food Testing Science	FYFD	45	81,450
			TUD	40	
	Tourism and Hospitality	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (<i>Applied Degree Programme</i>)	FYFD	40	51,880
			TUD	52	
Hong Kong Shue Yan University	Computer Science	Bachelor of Science with Honours in Applied Data Science	FYFD	20	46,780
			TUD	15	
	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	46,780
			TUD	10	
Saint Francis University	Computer Science	Bachelor of Arts (Honours) in Translation Technology	FYFD	15	46,780
			TUD	5	
		Bachelor of Science (Honours) in Artificial Intelligence	FYFD	30	46,780
			TUD	15	
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	46,780
			TUD	5	
	Health Care	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640	89,620
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	81,450
	Tourism and Hospitality	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (<i>Applied Degree Programme</i>)	FYFD	30	51,880
			TUD	10	
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	FYFD	55	46,780
			TUD	25	
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	FYFD	40	81,450
			TUD	10	
	Financial Technology	Bachelor of Science (Honours) in Business Analytics and Information Management	FYFD	60	46,780

Institution	Discipline	Programme	Programme type *	No. of subsidised places	Annual subsidy amount (\$)
		Bachelor of Management Science and Information Management (Honours) (Note 1)	TUD	10	46,780
		Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	65	46,780
			TUD	20	
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	40	46,780
			TUD	5	
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	110	46,780
			TUD	50	
Tung Wah College	Health Care	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25	51,880
			TUD	15	
		Bachelor of Health Science (Honours) in Nursing	FYFD	400	81,450
			TUD	130	
		Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	25	51,880
			TUD	40	
		Bachelor of Science (Honours) in Medical Imaging	FYFD	30	81,450
		Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	81,450
		Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	81,450
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	81,450
		Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	81,450
UOW College Hong Kong	Logistics	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	46,780
			TUD	20	
		Bachelor of Maritime Services and Operations Management (Honours)	FYFD	5	46,780
			TUD	10	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	10	46,780
			TUD	25	
		Bachelor of Engineering (Honours) in Building Services Engineering (<i>Applied Degree Programme</i>)	FYFD	15	89,620
			TUD	115	
		Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	81,450
			TUD	90	
		Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (<i>Applied Degree Programme</i>)	FYFD	10	51,880
			TUD	25	
		Bachelor of Science (Honours) in Surveying	FYFD	10	46,780
			TUD	25	

Institution	Discipline	Programme	Programme type *	No. of subsidised places	Annual subsidy amount (\$)
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	81,450
			TUD	10	
		Bachelor of Arts (Honours) in Product Design	FYFD	15	81,450
			TUD	15	
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	10	46,780
			TUD	20	
		Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	46,780
			TUD	10	
		Bachelor of Social Sciences (Honours) in Sports Therapy	FYFD	10	46,780
			TUD	70	
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	5	46,780
			TUD	15	
Total				4 781	

*SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Bachelor of Management Science and Information Management (Honours) - Year 3 Entry will be renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 3 Entry in the 2027/28 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes, number of subsidised places,
actual intakes and annual subsidy amounts**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
HKCT Institute of Higher Education	Computer Science	Higher Diploma in Cybersecurity (Testing and Compliance) (Note 1)	35	27	23,390
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	50	50	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	20	19	40,730
		Higher Diploma in Food Science and Safety	45	16	40,730
		Higher Diploma in Health and Social Care	50	46	40,730
		Higher Diploma in Medical and Health Products Management	110	82	40,730
		Higher Diploma in Nutrition and Food Management	60	18	40,730
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	130	110	23,390
		Higher Diploma in Sport Coaching and Sport Performance	170	162	23,390
	Tourism and Hospitality	Higher Diploma in Hotel Management	80	34	23,390
		Higher Diploma in Tourism and Events Management	70	32	23,390
		Higher Diploma in Tourism and Hospitality Management	80	66	23,390
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	23,390
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	32	40,730
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50	42	23,390

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	40	38	40,730
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	56	55	40,730
		Higher Diploma in Health Care	400	457	40,730
	Testing and Certification	Higher Diploma in Health and Molecular Testing	25	35	40,730
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	32	23,390
		Higher Diploma in Tourism and Airline Studies	30	43	23,390
		Higher Diploma in Tourism and Hospitality Studies	25	38	23,390
Saint Francis University	Creative Industries	Higher Diploma in Design (Note 2)	35	39	40,730
		Higher Diploma in Film and Media Production (Note 2)	30	33	40,730
	Health Care	Higher Diploma in Enrolled Nursing (General)	35	35	40,730
		Higher Diploma in Health Care (Note 2)	200	240	40,730
		Higher Diploma in Pharmaceutical Dispensing (Note 2)	130	126	40,730
	Tourism and Hospitality	Higher Diploma in Hospitality Management (Note 2)	25	20	23,390
Tung Wah College	Health Care	Higher Diploma in Health Science	50	52	40,730
		Higher Diploma in Nursing	80	78	40,730
Total			2 221 (Note 3)	2 085	

Note 1: The programme has been operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

Note 2: As Caritas Bianchi College of Careers has become an academic school of Saint Francis University with effect from 1 July 2025, the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University starting from the 2025/26 academic year.

Note 3: Excluding 55 subsidised places of the 2 programmes (Higher Diploma in Digital Fashion Creation, and Higher Diploma in Interior Design) that ceased to be offered by Li Ka Shing School of Professional and Continuing Education of Hong Kong Metropolitan University in the 2025/26 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2026/27 academic year)
Designated sub-degree programmes, number of subsidised places,
and annual subsidy amounts**

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (\$)
HKCT Institute of Higher Education	Computer Science	Higher Diploma in Cybersecurity (Testing and Compliance)	30	23,390
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	55	23,390
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline and Airport Operations / Culinary / Hospitality (Note 1)	50	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Computer Science	Higher Diploma in Applied Intelligent Technologies	35	23,390
	Health Care	Higher Diploma in Community Nutrition (Note 2)	25	40,730
		Higher Diploma in Food Health and Business Management	20	40,730
		Higher Diploma in Food Science and Safety	25	40,730
		Higher Diploma in Health and Social Care	50	40,730
		Higher Diploma in Medical and Health Products Management	100	40,730
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	130	23,390
		Higher Diploma in Sport Coaching and Sport Performance	170	23,390
	Tourism and Hospitality	Higher Diploma in Hotel Management	45	23,390
		Higher Diploma in Tourism and Events Management	45	23,390
		Higher Diploma in Tourism and Hospitality Management	75	23,390
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	35	23,390
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	40,730
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	40	40,730
	Creative Industries	Higher Diploma in Creative Culture and Arts Practice	45	40,730
	Health Care	Higher Diploma in Health Care	400	40,730
		Higher Diploma in Nursing Studies (Mental Health Care)	56	40,730
	Testing and Certification	Higher Diploma in Health and Molecular Testing	20	40,730
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	23,390

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (\$)
		Higher Diploma in Tourism and Airline Studies	25	23,390
		Higher Diploma in Tourism and Hospitality Studies	20	23,390
Saint Francis University	Creative Industries	Higher Diploma in Design	35	40,730
		Higher Diploma in Film and Media Production	30	40,730
	Health Care	Higher Diploma in Enrolled Nursing (General)	35	40,730
		Higher Diploma in Health Care	180	40,730
		Higher Diploma in Pharmaceutical Dispensing	130	40,730
	Tourism and Hospitality	Higher Diploma in Hospitality Management	25	23,390
Tung Wah College	Health Care	Higher Diploma in Health Science	50	40,730
		Higher Diploma in Nursing	80	40,730
Total			2 131	

Note 1: The programme will be renamed from Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) to Higher Diploma in Tourism Management (Airline and Airport Operations / Culinary / Hospitality), and operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2026/27 academic year, subject to approval by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

Note 2: The programme will be renamed from Higher Diploma in Nutrition and Food Management to Higher Diploma in Community Nutrition in the 2026/27 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 0701)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is clearly stated in the Chief Executive's 2025 Policy Address that the Quality Education Fund (QEF) has set aside \$2 billion to support digital education in primary and secondary schools, and it has also outlined a number of specific tasks, including the release of a blueprint for digital education, formulation of an "artificial intelligence (AI) literacy" learning framework and incorporation of AI education into the core curriculum, etc. However, in examining the 2026-2027 Budget, while it has mentioned allocating \$50 million to public organisations and tertiary institutions to organise AI application courses, there is no clear explanation about the detailed allocation of the \$2 billion funding, the implementation progress of the relevant policy, and how it aligns with the strategic initiatives presented in the Policy Address. Since promotion of digital education is fundamental to nurturing future innovation and technology talents in Hong Kong, it is of great concern to the public. In this connection, please advise this Committee of the following –

- (1) As it is clearly stated in the Policy Address that the QEF has set aside \$2 billion to support digital education in primary and secondary schools while there is no detailed explanation on this matter in the Budget, will the Government provide the specific plan and schedule for the allocation of the \$2 billion funding, including the estimated expenditure for each measure (such as the release of the blueprint for digital education and formulation of an "AI literacy" learning framework, etc.)?
- (2) What is the progress of drafting the Blueprint for Digital Education in Primary and Secondary Schools? When will the Government expect to complete it and make it public? Will the Blueprint cover a specific implementation timetable, performance indicators and accountability mechanism?
- (3) Regarding the incorporation of AI education into the core curriculum, what is the latest progress of discussion with the Curriculum Development Council? When will the revision of curriculum framework be expected to complete and the relevant guidelines be issued to all schools across Hong Kong?

- (4) What is the relationship between the \$50 million earmarked for organising AI application courses as mentioned in the Budget and the \$2 billion funding under the QEF? Will there be any overlap in their functions or duplication of resources?
- (5) What mechanisms are in place to ensure that the above two funding allocations can create synergy? For example, will the \$50 million allocated to provide AI training for the public be aligned with digital education in primary and secondary schools, enabling students, teachers and members of the public to share training resources?
- (6) Given that the initiatives have been announced in the Policy Address for several months while the Budget has yet to provide implementation details, will the Government report the latest progress to the Legislative Council Panel on Education as soon as possible to enable Members to follow up and monitor the situation in a timely manner?

Asked by: Hon LEE Ka-kui, Elvin (LegCo internal reference no.: 25)

Reply:

(1)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

(2), (3) and (6)

In line with the Chief Executive's 2025 Policy Address, the working group set up by EDB is currently formulating the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint). Work progress is on schedule and the Blueprint is expected to be released within 2026. The Blueprint will outline implementation strategies covering short- to mid-term and sustainable development projects for the 4 key focus areas set out by SCSDDE. Following the release of the Blueprint, EDB will progressively implement the key tasks outlined in the Blueprint over the next three to five years and will report the latest progress to the Legislative Council Panel on Education in a timely manner. We will, through promoting continuous school self-evaluation, the Survey on Digital

Education and various modes of school visits, including curriculum development visits, inspections and focus groups meetings, etc., understand, review and support schools in implementing digital education, including the learning and teaching situation as well as students' learning effectiveness.

EDB is currently formulating the Blueprint. The AI literacy learning framework and relevant teaching guidelines, covering issues such as ethics and morality in the applications of AI, will be included in the Blueprint for teachers' reference. We will continue to listen to the views of SCSDDE and the Curriculum Development Council and its Committees, and continue to refine the draft Blueprint.

(4) and (5)

Under the policy objective of "AI Training for All", the Budget has set out a host of AI education and training programmes to be implemented by various policy bureaux. The relevant policy bureaux will maintain close communication in order to achieve the best results.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 2999)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

With regard to the latest situation and measures concerning Hong Kong's development as an international hub for post-secondary education, will the Government advise this Committee of the following –

- (1) What is the number of non-local students enrolled in University Grants Committee-funded programmes in the 2025/26 academic year, broken down by university, place of origin, level of study and discipline, and what is this number expressed as a percentage of local student places?
- (2) What are the percentages of local students and non-local students (categorised into “students from the Mainland, Macao and Taiwan” and “other non-local students”) enrolled in programmes offered by self-financing post-secondary institutions in the 2025/26 academic year, broken down by institution, level of study and discipline? Furthermore, what is the percentage of “students from the Mainland, Macao and Taiwan” relative to the total student enrolment for these programmes in the previous academic year?
- (3) What is the number of Belt and Road Scholarship awardees in the 2025/26 academic year, broken down by participating institution, awardees' place of origin, level of study and discipline, and what is the total amount of scholarships awarded by the Government?
- (4) In the coming year, what are the work plans of the Task Force on Study in Hong Kong, and what are the details of the activities and expenditure for promoting the “Study in Hong Kong” and “Study Tour in Hong Kong” brands?

Asked by: Hon LEE Ka-kui, Elvin (LegCo internal reference no.: 24)

Reply:

(1)

The non-local student enrolment figures of University Grants Committee (UGC)-funded programmes and the corresponding percentages relative to local student places by university, level of study, broad academic programme category and place of origin in the 2025/26 academic year are set out at **Annex 1**.

(2)

The local and non-local student enrolment figures of full-time locally-accredited self-financing local sub-degree, undergraduate, research postgraduate and taught postgraduate programmes and their percentage shares by institution, level of study and academic programme category in the 2024/25 academic year are set out at **Annex 2 to 3**. Relevant figures for the 2025/26 academic year are still being collected and are therefore not available.

(3)

In the 2025/26 academic year, 150 students have been awarded the Belt and Road (B&R) Scholarship totalling an estimated amount of \$64.4 million. Breakdowns of the number of awardees by participating institution, place of origin of awardee, type and discipline of study programme enrolled is set out at **Annex 4**.

(4)

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices (ETOs) and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along B&R. Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International

Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);

- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As regards “Study Tour in Hong Kong”, the Government encourages local post-secondary institutions to organise more high value-added study tour activities to attract students from the Mainland and overseas. These quality study tour experiences enable students to deepen their understanding of Hong Kong, provide new sources of students for local post-secondary institutions, and attract talent to Hong Kong. EDB will assist institutions in promoting the relevant scheme through the publicity channels of, inter alia, overseas ETOs and the Mainland Offices.

Apart from summer study tours, UGC-funded universities have been actively providing students with more exchange and learning opportunities outside Hong Kong during the academic year to enhance cross-cultural exchanges on campuses, thereby creating a diverse and inclusive international learning environment. As at the end of November 2025, UGC-funded universities have signed more than 2 700 (provisional figure) student exchange agreements with institutions around the world.

As the initiatives of the Task Force were taken forward using EDB’s existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available.

**Non-local student enrolment of UGC-funded programmes
by university, level of study, broad academic programme category and place of origin
in the 2025/26 academic year (provisional figures)**

(Full-time equivalent)

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
City University of Hong Kong	Undergraduate (Ug)	Medicine, Dentistry and Health	9	12	2	24	22.7%
		Sciences	508	294	29	830	
		Engineering and Technology	321	134	11	466	
		Business and Management	393	201	22	615	
		Social Sciences	181	80	13	275	
		Arts and Humanities	65	18	3	86	
		Sub-total	1 477	739	81	2 297	
	Research Postgraduate (RPg) ⁴	Medicine, Dentistry and Health	44	4	1	49	Not applicable ⁵
		Sciences	398	14	11	423	
		Engineering and Technology	456	12	6	474	
		Business and Management	94	4	4	101	
		Social Sciences	75	4	8	87	
		Arts and Humanities	53	2	12	67	
		Sub-total	1 119	40	42	1 202	
	Sub-total		2 596	779	123	3 499	Not applicable ⁵

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
Hong Kong Baptist University	Ug	Medicine, Dentistry and Health	28	2	- ⁶	30	27.8%
		Sciences	404	71	10	485	
		Engineering and Technology	1	0	- ⁶	1	
		Business and Management	331	62	23	416	
		Social Sciences	410	52	25	488	
		Arts and Humanities	241	30	11	283	
		Education	14	1	- ⁶	16	
		Sub-total	1 430	219	70	1 719	
	RPg ⁴	Medicine, Dentistry and Health	41	1	-	42	Not applicable ⁵
		Sciences	175	3	2	180	
		Engineering and Technology	4	0	1	5	
		Business and Management	21	- ⁶	1	22	
		Social Sciences	33	5	6	44	
		Arts and Humanities	45	4	9	58	
		Education	1	0	0	2	
		Sub-total	320	13	19	352	
	Sub-total		1 750	232	89	2 071	Not applicable ⁵

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
Lingnan University	Ug	Sciences	15	7	0	22	29.2%
		Engineering and Technology	5	1	0	7	
		Business and Management	228	10	2	240	
		Social Sciences	163	21	5	188	
		Arts and Humanities	251	7	3	260	
		Sub-total	661	46	10	717	
	RPg ⁴	Sciences	25	1	1	27	Not applicable ⁵
		Business and Management	14	1	2	17	
		Social Sciences	13	7	8	28	
		Arts and Humanities	18	- ⁶	4	22	
		Sub-total	70	9	15	94	
	Sub-total		731	55	25	811	Not applicable ⁵
The Chinese University of Hong Kong	Ug	Medicine, Dentistry and Health	21	15	1	37	19.4%
		Sciences	620	176	15	811	
		Engineering and Technology	330	169	7	506	
		Business and Management	403	236	9	647	
		Social Sciences	498	135	20	652	
		Arts and Humanities	163	24	5	192	
		Education	29	5	- ⁶	34	
		Sub-total	2 063	759	56	2 878	
	RPg ⁴	Medicine, Dentistry and Health	467	13	7	487	Not applicable ⁵
		Sciences	595	19	15	629	
		Engineering and Technology	558	23	10	591	

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
		Business and Management	107	1	- ⁶	108	
		Social Sciences	259	13	13	285	
		Arts and Humanities	151	7	10	168	
		Education	76	1	- ⁶	77	
		Sub-total	2 213	77	55	2 345	
	Sub-total		4 276	836	111	5 223	Not applicable ⁵
The Education University of Hong Kong	Sub-degree (SD)	Education	1	2	- ⁶	3	0.4%
		Sub-total	1	2	- ⁶	3	
	Ug	Medicine, Dentistry and Health	9	2	- ⁶	11	17.8%
		Sciences	109	11	1	121	
		Engineering and Technology	64	8	1	72	
		Business and Management	43	1	- ⁶	44	
		Social Sciences	133	8	- ⁶	141	
		Arts and Humanities	231	14	1	245	
		Education	192	15	1	208	
		Sub-total	780	57	4	841	
	Taught postgraduate (TPg)	Sciences	6	0	0	6	18.8%
		Engineering and Technology	4	- ⁶	- ⁶	4	
		Arts and Humanities	18	0	0	18	
		Education	65	1	0	67	
		Sub-total	94	2	1	96	
	RPg ⁴	Education	103	17	6	126	Not applicable ⁵
		Sub-total	103	17	6	126	
	Sub-total		978	78	11	1 066	Not applicable ⁵

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
The Hong Kong Polytechnic University	Ug	Medicine, Dentistry and Health	20	7	2	29	31.1%
		Sciences	1 164	264	51	1 479	
		Engineering and Technology	1 177	250	59	1 486	
		Business and Management	651	128	28	807	
		Social Sciences	39	3	1	42	
		Arts and Humanities	209	56	10	275	
		Sub-total	3 260	708	151	4 119	
	RPg ⁴	Medicine, Dentistry and Health	69	3	9	80	Not applicable ⁵
		Sciences	336	7	7	350	
		Engineering and Technology	701	25	17	744	
		Business and Management	134	1	6	141	
		Social Sciences	44	1	10	55	
		Arts and Humanities	114	1	6	120	
		Sub-total	1 398	38	55	1 491	
	Sub-total		4 658	746	206	5 610	Not applicable ⁵
The Hong Kong University of Science and Technology	Ug	Medicine, Dentistry and Health	1	_ ⁶	_ ⁶	1	30.7%
		Sciences	613	282	36	931	
		Engineering and Technology	393	334	56	784	
		Business and Management	305	348	44	697	
		Social Sciences	129	59	8	195	
		Arts and Humanities	18	2	0	20	
		Sub-total	1 459	1 024	145	2 628	

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
	RPg ⁴	Sciences	524	40	17	580	Not applicable ⁵
		Engineering and Technology	678	74	30	782	
		Business and Management	59	5	2	65	
		Social Sciences	36	7	6	48	
		Arts and Humanities	27	3	2	31	
		Sub-total	1 324	128	55	1 507	
	Sub-total		2 783	1 152	200	4 135	Not applicable ⁵
The University of Hong Kong	Ug	Medicine, Dentistry and Health	92	70	10	172	35.1%
		Sciences	1 092	404	54	1 550	
		Engineering and Technology	550	341	58	949	
		Business and Management	584	232	40	855	
		Social Sciences	701	231	93	1 025	
		Arts and Humanities	246	69	23	338	
		Education	4	1	0	5	
		Sub-total	3 268	1 348	278	4 894	
	TPg	Medicine, Dentistry and Health	2	- ⁶	- ⁶	2	3.7%
		Engineering and Technology	4	4	- ⁶	8	
		Social Sciences	16	1	4	21	
		Education	4	- ⁶	- ⁶	4	
		Sub-total	26	5	4	35	
	RPg ⁴	Medicine, Dentistry and Health	723	39	17	779	Not applicable ⁵
		Sciences	741	22	19	782	
		Engineering and Technology	813	15	11	839	

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
		Business and Management	85	2	- ⁶	87	
		Social Sciences	270	6	7	283	
		Arts and Humanities	82	7	7	96	
		Education	124	1	2	127	
		Sub-total	2 839	91	63	2 993	
	Sub-total		6 133	1 444	345	7 922	Not applicable ⁵
All universities	SD	Education	1	2	- ⁶	3	0.4%
		Sub-total	1	2	- ⁶	3	
	Ug	Medicine, Dentistry and Health	181	107	15	303	27.1%
		Sciences	4 524	1 509	196	6 230	
		Engineering and Technology	2 840	1 238	192	4 271	
		Business and Management	2 937	1 216	169	4 322	
		Social Sciences	2 253	587	165	3 005	
		Arts and Humanities	1 425	219	57	1 700	
		Education	238	23	2	263	
		Sub-total	14 398	4 900	795	20 093	
	TPg	Medicine, Dentistry and Health	2	- ⁶	- ⁶	2	5.6%
		Sciences	6	0	0	6	
		Engineering and Technology	8	4	- ⁶	12	
		Social Sciences	16	1	4	21	
		Arts and Humanities	18	0	0	18	
		Education	69	1	0	71	
		Sub-total	120	7	5	131	

University	Level of study	Broad academic programme category (APC) ¹	Non-local student enrolment ²				Equivalent percentage points relative to local student places ³
			Chinese Mainland	Other parts of Asia	Other regions	Total	
	RPg ⁴	Medicine, Dentistry and Health	1 344	59	34	1 437	Not applicable ⁵
		Sciences	2 794	105	71	2 971	
		Engineering and Technology	3 210	150	75	3 434	
		Business and Management	514	14	15	542	
		Social Sciences	730	41	58	829	
		Arts and Humanities	490	24	49	563	
		Education	304	19	8	331	
		Sub-total	9 385	413	310	10 108	
	Total		23 904	5 321	1 110	30 336	Not applicable ⁵

Notes:

1. Since some UGC-funded programmes are mapped to more than one APC, students of these programmes are counted across the APCs concerned on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding. '0' denotes less than 0.5.
2. Non-local students refer to those whose places of origin (i.e. their nationalities or places of residence) are outside Hong Kong.
3. Figures for the "equivalent percentage points relative to local student places" refer to the enrolment of non-local students relative to the total number of local student places at that level of study.
4. The number of students of UGC-funded RPg programmes refers to the students financed by UGC funds within the normal study period. If the RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Hence, figures may not add up to the corresponding totals due to rounding.
5. Universities may admit both local and non-local students for the RPg student places allocated to them. Hence, there is no enrolment ceiling for non-local students. In the 2025/26 academic year, there are 7 200 student places for UGC-funded RPg programmes.

"-" Denotes nil.

**Numbers and percentages of local and non-local students
in full-time locally-accredited self-financing local sub-degree and undergraduate programmes
by institution, level of study and academic programme category in the 2024/25 academic year**

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year ^{1, 2}
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Caritas Bianchi College of Careers	Arts, Design & Performing Arts	99	0	0	0	-	-	-	-	0.7%
	Business and Management Studies	114	5	1	6	-	-	-	-	
	Languages & Related Studies	16	0	0	0	-	-	-	-	
	Studies Allied to Medicine and Health	576	0	0	0	-	-	-	-	
	Total	805	5	1	6	-	-	-	-	
Gratia Christian College	Business and Management Studies	2	8	0	8	-	-	-	-	10.2%
	Education	4	0	0	0	-	-	-	-	
	Humanities	-	-	-	-	17	0	0	0	
	Social Sciences	117	29	2	31	201	0	0	0	
	Total	123	37	2	39	218	0	0	0	
HKCT Institute of Higher Education	Architecture and Town Planning	46	3	0	3	-	-	-	-	3.3%
	Arts, Design & Performing Arts	79	3	0	3	225	4	0	4	
	Total	125	6	0	6	225	4	0	4	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
HKU SPACE Po Leung Kuk Stanley Ho Community College	Business and Management Studies	634	135	1	136	-	-	-	-	9.7%
	Computer Science and Information Technology	55	20	0	20	-	-	-	-	
	Law	93	2	0	2	-	-	-	-	
	Media, Journalism and Communications	134	76	0	76	-	-	-	-	
	Social Sciences	1 078	22	1	23	-	-	-	-	
	Studies Allied to Medicine and Health	455	0	1	1	-	-	-	-	
	Total	2 449	255	3	258	-	-	-	-	
Hong Kong Adventist College	Studies Allied to Medicine and Health	119	0	0	0	-	-	-	-	0.0%
Total	119	0	0	0	-	-	-	-		
Hong Kong Art School	Arts, Design & Performing Arts	69	0	0	0	-	-	-	-	0.0%
Total	69	0	0	0	-	-	-	-		
Hong Kong Baptist University – School of Continuing College of Education / Academy of Film	Arts, Design & Performing Arts	827	77	1	78	97	55	0	55	9.6%
	Biological Sciences	128	4	0	4	-	-	-	-	
	Business and Management Studies	660	122	0	122	89	50	0	50	
	Computer Science and Information Technology	112	28	0	28	-	-	-	-	
	Education	112	0	0	0	440	2	0	2	
	Humanities	226	5	1	6	41	20	0	20	
	Languages & Related Studies	149	12	1	13	-	-	-	-	
	Media, Journalism and Communications	365	5	0	5	45	29	0	29	
	Physical Sciences	44	3	0	3	-	-	-	-	
	Social Sciences	714	29	0	29	305	57	0	57	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Total	Studies Allied to Medicine and Health	91	1	0	1	433	0	0	0	
		3 428	286	3	289	1 450	213	0	213	
Hong Kong Chu Hai College	Architecture and Town Planning	5	0	0	0	69	6	0	6	59.1%
	Business and Management Studies	-	-	-	-	16	70	2	72	
	Computer Science and Information Technology	-	-	-	-	6	14	0	14	
	Engineering and Technology	-	-	-	-	6	7	0	7	
	Languages & Related Studies	-	-	-	-	3	15	0	15	
	Media, Journalism and Communications	-	-	-	-	21	40	0	40	
	Total	5	0	0	0	121	152	2	154	
Hong Kong College of Technology	Arts, Design & Performing Arts	91	16	2	18	-	-	-	-	27.4%
	Business and Management Studies	56	0	0	0	-	-	-	-	
	Computer Science and Information Technology	84	72	0	72	-	-	-	-	
	Languages & Related Studies	54	3	0	3	-	-	-	-	
	Social Sciences	75	0	0	0	-	-	-	-	
	Total	360	91	2	93	-	-	-	-	
Hong Kong Institute of Technology	Business and Management Studies	41	1	0	1	-	-	-	-	0.8%
	Computer Science and Information Technology	181	1	0	1	-	-	-	-	
	Studies Allied to Medicine and Health	37	0	0	0	-	-	-	-	
Total		259	2	0	2	-	-	-	-	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	Architecture and Town Planning	-	-	-	-	17	1	0	1	19.9%
	Arts, Design & Performing Arts	131	73	0	73	1 121	199	0	199	
	Biological Sciences	37	16	0	16	385	73	0	73	
	Business and Management Studies	182	248	0	248	1 873	1 179	9	1 188	
	Computer Science and Information Technology	-	-	-	-	528	105	2	107	
	Education	106	0	0	0	641	21	1	22	
	Engineering and Technology	67	4	0	4	761	94	2	96	
	Languages & Related Studies	51	0	0	0	492	124	0	124	
	Mathematical Sciences	-	-	-	-	162	148	1	149	
	Physical Sciences	-	-	-	-	145	43	0	43	
	Social Sciences	157	38	0	38	621	97	0	97	
	Studies Allied to Medicine and Health	1 629	8	0	8	2 680	5	0	5	
	Total		2 360	387	0	387	9 426	2 089	15	
Hong Kong Nang Yan College of Higher Education	Languages & Related Studies	-	-	-	-	4	0	0	0	0.0%
	Social Sciences	2	0	0	0	154	0	0	0	
	Total		2	0	0	0	158	0	0	
Hong Kong Shue Yan University	Business and Management Studies	-	-	-	-	579	422	3	425	23.2%
	Computer Science and Information Technology	-	-	-	-	37	57	1	58	
	Humanities	-	-	-	-	203	22	0	22	
	Languages & Related Studies	-	-	-	-	364	107	1	108	
	Law	-	-	-	-	36	57	0	57	
	Media, Journalism and Communications	-	-	-	-	519	104	0	104	
	Social Sciences	-	-	-	-	1 341	82	2	84	
Total		-	-	-	-	3 079	851	7	858	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Lingnan University and its Lingnan Institute of Further Education	Arts, Design & Performing Arts	-	-	-	-	6	63	0	63	56.3%
	Business and Management Studies	104	31	0	31	3	181	2	183	
	Education	3	0	0	0	-	-	-	-	
	Humanities	96	3	0	3	-	-	-	-	
	Languages & Related Studies	-	-	-	-	4	5	0	5	
	Social Sciences	274	5	0	5	146	280	1	281	
Total		477	39	0	39	159	529	3	532	
Saint Francis University	Business and Management Studies	-	-	-	-	53	0	0	0	0.1%
	Computer Science and Information Technology	59	2	0	2	106	0	5	5	
	Education	62	0	0	0	67	0	0	0	
	Languages & Related Studies	-	-	-	-	50	0	0	0	
	Social Sciences	238	0	0	0	431	0	0	0	
	Studies Allied to Medicine and Health	97	0	0	0	2 652	0	0	0	
Total		456	2	0	2	3 359	0	5	5	
The Chinese University of Hong Kong – School of Continuing and Professional Studies	Business and Management Studies	173	2	0	2	-	-	-	-	10.0%
	Computer Science and Information Technology	109	54	0	54	-	-	-	-	
	Education	156	6	0	6	-	-	-	-	
	Humanities	58	4	0	4	-	-	-	-	
	Languages & Related Studies	276	36	0	36	-	-	-	-	
	Media, Journalism and Communications	43	34	0	34	-	-	-	-	
	Social Sciences	105	0	0	0	-	-	-	-	
	Studies Allied to Medicine and Health	216	3	0	3	-	-	-	-	
Total		1 136	139	0	139	-	-	-	-	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
The Education University of Hong Kong	Education	-	-	-	-	113	1	0	1	1.5%
	Social Sciences	-	-	-	-	2	1	0	1	
	Total	-	-	-	-	115	2	0	2	
The Hang Seng University of Hong Kong	Arts, Design & Performing Arts	-	-	-	-	283	17	0	17	13.7%
	Business and Management Studies	-	-	-	-	3 247	558	2	560	
	Computer Science and Information Technology	-	-	-	-	239	0	0	0	
	Humanities	-	-	-	-	176	46	0	46	
	Languages & Related Studies	-	-	-	-	279	74	0	74	
	Mathematical Sciences	-	-	-	-	353	3	0	3	
	Media, Journalism and Communications	-	-	-	-	450	69	0	69	
	Social Sciences	-	-	-	-	136	7	1	8	
	Total	-	-	-	-	5 163	774	3	777	
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	Architecture and Town Planning	-	-	-	-	74	0	0	0	7.4%
	Arts, Design & Performing Arts	291	2	0	2	68	8	1	9	
	Business and Management Studies	3 041	231	1	232	366	274	0	274	
	Computer Science and Information Technology	963	26	0	26	136	13	0	13	
	Engineering and Technology	1131	16	0	16	243	17	0	17	
	Humanities	133	1	0	1	-	-	-	-	
	Languages & Related Studies	451	14	0	14	82	120	0	120	
	Mathematical Sciences	-	-	-	-	26	8	0	8	
	Media, Journalism and Communications	85	2	0	2	-	-	-	-	
	Physical Sciences	382	6	1	7	-	-	-	-	
	Social Sciences	1 202	5	0	5	211	22	0	22	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Total	Studies Allied to Medicine and Health	315	0	0	0	83	0	0	0	
		7 994	303	2	305	1 289	462	1	463	
The Hong Kong University of Science and Technology	Business and Management Studies	-	-	-	-	21	9	128	137	5.8%
	Total	-	-	-	-	21	9	128	137	
HKU SPACE Community College	Architecture and Town Planning	64	1	0	1	-	-	-	-	7.0%
	Arts, Design & Performing Arts	2 101	136	0	136	-	-	-	-	
	Biological Sciences	704	17	1	18	-	-	-	-	
	Business and Management Studies	2 324	312	0	312	-	-	-	-	
	Computer Science and Information Technology	300	6	0	6	-	-	-	-	
	Dentistry	91	0	0	0	-	-	-	-	
	Engineering and Technology	1 065	55	0	55	-	-	-	-	
	Humanities	360	3	0	3	-	-	-	-	
	Languages & Related Studies	385	13	0	13	-	-	-	-	
	Law	110	5	0	5	-	-	-	-	
	Media, Journalism and Communications	114	4	0	4	-	-	-	-	
	Social Sciences	1 185	16	0	16	-	-	-	-	
	Studies Allied to Medicine and Health	1 214	10	0	10	-	-	-	-	
	Total		10 017	578	1	579	-	-	-	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Tung Wah College	Business and Management Studies	-	-	-	-	61	164	0	164	8.0%
	Education	19	4	1	5	42	23	0	23	
	Medicine	-	-	-	-	47	0	0	0	
	Social Sciences	12	10	0	10	38	66	1	67	
	Studies Allied to Medicine and Health	447	0	0	0	3 002	18	0	18	
	Total	478	14	1	15	3 190	271	1	272	
UOW College Hong Kong	Arts, Design & Performing Arts	56	4	0	4	-	-	-	-	10.0%
	Business and Management Studies	189	40	3	43	68	0	1	1	
	Computer Science and Information Technology	136	22	1	23	-	-	-	-	
	Engineering and Technology	28	1	1	2	-	-	-	-	
	Languages & Related Studies	115	18	1	19	69	0	0	0	
	Social Sciences	255	12	0	12	-	-	-	-	
	Total	779	97	6	103	137	0	1	1	
Vocational Training Council ³	Architecture and Town Planning	-	-	-	-	408	7	0	7	23.5%
	Arts, Design & Performing Arts	-	-	-	-	214	21	1	22	
	Biological Sciences	-	-	-	-	21	1	0	1	
	Business and Management Studies	10	0	0	0	92	335	0	335	
	Computer Science and Information Technology	-	-	-	-	88	13	0	13	
	Engineering and Technology	-	-	-	-	303	56	1	57	
	Physical Sciences	-	-	-	-	19	1	0	1	
	Social Sciences	-	-	-	-	288	2	1	3	
	Studies Allied to Medicine and Health	-	-	-	-	110	36	2	38	
	Total	10	0	0	0	1 543	472	5	477	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year 1, 2
		Sub-degree				Undergraduate				
		Local students	Non-local			Local students	Non-local			
			Chinese Mainland, Macao & Taiwan (MMT) students	Other non-local students	Total		MMT students	Other non-local students	Total	
Yew Chung College of Early Childhood Education	Education	78	29	2	31	92	1	0	1	12.1%
Total		78	29	2	31	92	1	0	1	
YMCA College of Careers	Business and Management Studies	10	0	0	0	-	-	-	-	0.0%
	Social Sciences	35	0	0	0	-	-	-	-	
Total		45	0	0	0	-	-	-	-	

Notes:

1. According to the current quota of MMT students applicable to the self-financing post-secondary sector, for the 2024/25 academic year or before, the relevant percentage refers to the percentage of these MMT students in the total student enrolment in relevant programmes in the preceding academic year. Starting from the 2025/26 academic year, the calculation has been enhanced based on each institution's total estimated intakes for the respective academic year.
2. For the number of MMT students in some self-financing institutions which has exceeded the relevant quota, EDB has liaised with these institutions to understand the admission situation, and has requested the institutions to provide explanations and to strictly adhere to the prevailing requirements for admitting MMT students.
3. Figures include those of the member institutions of the Vocational Training Council, namely the Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Hong Kong Institute of Information Technology.

“-” Denotes that the relevant programmes were not offered by the institution.

**Numbers and percentages of local and non-local students
in full-time locally-accredited self-financing research postgraduate¹ and taught postgraduate² programmes
by institution, programme level and academic programme category in the 2024/25 academic year**

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
			MMT students	Other non-local students	Total		MMT students	Other non-local students	Total	
City University of Hong Kong	Architecture and Town Planning	-	-	-	-	11	277	0	277	128.3%
	Arts, Design & Performing Arts	-	-	-	-	12	80	1	81	
	Biological Sciences	-	-	-	-	24	110	2	112	
	Business and Management Studies	-	-	-	-	295	2 448	14	2 462	
	Computer Science and Information Technology	-	-	-	-	39	248	1	249	
	Engineering and Technology	-	-	-	-	134	1 451	3	1 454	
	Humanities	-	-	-	-	36	291	2	293	
	Languages & Related Studies	-	-	-	-	56	744	0	744	
	Law	-	-	-	-	213	693	16	709	
	Mathematical Sciences	-	-	-	-	8	212	0	212	
	Media, Journalism and Communications	-	-	-	-	21	334	2	336	
	Physical Sciences	-	-	-	-	10	181	0	181	
	Social Sciences	-	-	-	-	443	760	3	763	
	Studies Allied to Medicine and Health	-	-	-	-	7	55	0	55	
	Total	-	-	-	-	1 309	7 884	44	7 928	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
MMT students	Other non-local students		Total	MMT students	Other non-local students		Total			
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	Arts, Design & Performing Arts	-	-	-	-	29	245	2	247	71.6%
	Business and Management Studies	-	-	-	-	220	508	35	543	
	Computer Science and Information Technology	-	-	-	-	80	282	9	291	
	Education	-	-	-	-	63	126	4	130	
	Engineering and Technology	-	-	-	-	12	62	0	62	
	Humanities	-	-	-	-	6	88	1	89	
	Languages & Related Studies	-	-	-	-	54	206	2	208	
	Mathematical Sciences	-	-	-	-	2	82	0	82	
	Media, Journalism and Communications	-	-	-	-	27	425	0	425	
	Physical Sciences	-	-	-	-	82	116	0	116	
	Social Sciences	-	-	-	-	240	291	5	296	
	Studies Allied to Medicine and Health	-	-	-	-	187	226	1	227	
	Total	-	-	-	-	1 002	2 657	59	2 716	
Hong Kong Chu Hai College	Architecture and Town Planning	-	-	-	-	55	3	0	3	100.7%
	Arts, Design & Performing Arts	-	-	-	-	0	52	1	53	
	Business and Management Studies	-	-	-	-	4	118	1	119	
	Engineering and Technology	-	-	-	-	4	11	0	11	
	Humanities	-	-	-	-	2	6	0	6	
	Languages & Related Studies	-	-	-	-	17	1 104	0	1 104	
	Media, Journalism and Communications	-	-	-	-	4	133	4	137	
	Social Sciences	-	-	-	-	2	130	0	130	
Total	-	-	-	-	88	1 557	6	1 563		

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
MMT students	Other non-local students		Total	MMT students	Other non-local students		Total			
Hong Kong Metropolitan University	Business and Management Studies	-	-	-	-	81	1 262	8	1 270	105.9%
	Computer Science and Information Technology	-	-	-	-	20	33	0	33	
	Education	-	-	-	-	39	133	0	133	
	Engineering and Technology	-	-	-	-	12	1 412	5	1 417	
	Humanities	50	58	2	60	10	77	0	77	
	Languages & Related Studies	-	-	-	-	21	351	1	352	
	Mathematical Sciences	-	-	-	-	3	9	0	9	
	Physical Sciences	-	-	-	-	55	2	0	2	
	Social Sciences	-	-	-	-	15	45	0	45	
	Studies Allied to Medicine and Health	-	-	-	-	111	42	0	42	
Total	50	58	2	60	367	3 366	14	3 380		
Hong Kong Shue Yan University	Business and Management Studies	2	4	0	4	0	63	0	63	51.5%
	Humanities	10	8	0	8	-	-	-	-	
	Languages & Related Studies	4	4	0	4	-	-	-	-	
	Social Sciences	9	7	0	7	198	19	2	21	
Total	25	23	0	23	198	82	2	84		
Lingnan University	Arts, Design & Performing Arts	-	-	-	-	15	149	0	149	128.2%
	Biological Sciences	-	-	-	-	0	26	0	26	
	Business and Management Studies	-	-	-	-	22	1 282	14	1 296	
	Computer Science and Information Technology	-	-	-	-	2	69	0	69	
	Education	-	-	-	-	1	178	5	183	
	Engineering and Technology	-	-	-	-	1	36	0	36	
	Humanities	-	-	-	-	8	71	0	71	
	Languages & Related Studies	-	-	-	-	6	101	0	101	
	Media, Journalism and Communications	-	-	-	-	3	74	0	74	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
			MMT students	Other non-local students	Total		MMT students	Other non-local students	Total	
	Social Sciences	-	-	-	-	68	632	14	646	
	Studies Allied to Medicine and Health	-	-	-	-	18	168	8	176	
Total		-	-	-	-	144	2 786	41	2 827	
Saint Francis University	Business and Management Studies	-	-	-	-	46	0	0	0	0.0%
	Studies Allied to Medicine and Health	-	-	-	-	3	0	0	0	
Total		-	-	-	-	49	0	0	0	
The Chinese University of Hong Kong	Architecture and Town Planning	-	-	-	-	13	48	1	49	54.6%
	Arts, Design & Performing Arts	-	-	-	-	167	3	0	3	
	Biological Sciences	-	-	-	-	51	91	1	92	
	Business and Management Studies	-	-	-	-	344	1 672	36	1 708	
	Computer Science and Information Technology	-	-	-	-	139	227	2	229	
	Education	-	-	-	-	559	276	1	277	
	Engineering and Technology	-	-	-	-	74	739	2	741	
	Humanities	-	-	-	-	373	377	3	380	
	Languages & Related Studies	-	-	-	-	336	337	2	339	
	Law	-	-	-	-	386	569	20	589	
	Mathematical Sciences	-	-	-	-	248	204	1	205	
	Media, Journalism and Communications	-	-	-	-	86	181	1	182	
	Physical Sciences	-	-	-	-	36	137	1	138	
	Social Sciences	-	-	-	-	711	533	2	535	
	Studies Allied to Medicine and Health	-	-	-	-	1 974	157	19	176	
Total		-	-	-	-	5 497	5 551	92	5 643	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
MMT students	Other non-local students		Total	MMT students	Other non-local students		Total			
The Education University of Hong Kong	Biological Sciences	-	-	-	-	5	35	0	35	114.2%
	Education	0	2	0	2	655	2 478	9	2 487	
	Humanities	-	-	-	-	0	41	0	41	
	Social Sciences	-	-	-	-	47	355	2	357	
	Total	0	2	0	2	707	2 909	11	2 920	
The Hang Seng University of Hong Kong	Arts, Design & Performing Arts	-	-	-	-	4	64	1	65	100.7%
	Business and Management Studies	-	-	-	-	41	310	4	314	
	Computer Science and Information Technology	-	-	-	-	4	63	0	63	
	Languages & Related Studies	-	-	-	-	6	197	0	197	
	Media, Journalism and Communications	-	-	-	-	2	93	1	94	
	Social Sciences	-	-	-	-	4	30	0	30	
	Total	-	-	-	-	61	757	6	763	
The Hong Kong Academy for Performing Arts	Arts, Design & Performing Arts	-	-	-	-	83	113	5	118	70.2%
	Total	-	-	-	-	83	113	5	118	
The Hong Kong Polytechnic University	Architecture and Town Planning	-	-	-	-	171	70	0	70	67.6%
	Arts, Design & Performing Arts	-	-	-	-	21	165	3	168	
	Biological Sciences	-	-	-	-	16	137	2	139	
	Business and Management Studies	-	-	-	-	789	2 415	43	2 458	
	Computer Science and Information Technology	-	-	-	-	174	845	1	846	
	Education	-	-	-	-	24	13	0	13	
	Engineering and Technology	-	-	-	-	842	1 201	2	1 203	
	Humanities	-	-	-	-	2	91	0	91	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
MMT students	Other non-local students		Total	MMT students	Other non-local students		Total			
Total	Languages & Related Studies	-	-	-	-	73	483	1	484	83.8%
	Law	-	-	-	-	59	9	0	9	
	Mathematical Sciences	-	-	-	-	5	81	0	81	
	Media, Journalism and Communications	-	-	-	-	11	88	0	88	
	Physical Sciences	-	-	-	-	81	155	0	155	
	Social Sciences	-	-	-	-	418	226	1	227	
	Studies Allied to Medicine and Health	-	-	-	-	1 227	233	2	235	
		-	-	-	-	3 913	6 212	55	6 267	
The Hong Kong University of Science and Technology	Biological Sciences	-	-	-	-	50	162	4	166	83.8%
	Business and Management Studies	-	-	-	-	514	1 455	118	1 573	
	Computer Science and Information Technology	-	-	-	-	79	344	14	358	
	Education	-	-	-	-	7	80	0	80	
	Engineering and Technology	-	-	-	-	378	758	15	773	
	Languages & Related Studies	-	-	-	-	1	67	2	69	
	Mathematical Sciences	-	-	-	-	24	164	1	165	
	Physical Sciences	-	-	-	-	68	144	2	146	
	Social Sciences	-	-	-	-	29	376	1	377	
	Studies Allied to Medicine and Health	-	-	-	-	12	23	1	24	
Total		-	-	-	-	1 162	3 573	158	3 731	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
			MMT students	Other non-local students	Total		MMT students	Other non-local students	Total	
The University of Hong Kong and its School of Professional and Continuing Education	Architecture and Town Planning	-	-	-	-	258	444	6	450	69.5%
	Arts, Design & Performing Arts	-	-	-	-	71	102	4	106	
	Biological Sciences	-	-	-	-	9	187	1	188	
	Business and Management Studies	-	-	-	-	942	3 043	82	3 125	
	Computer Science and Information Technology	-	-	-	-	466	1 173	13	1 186	
	Dentistry	-	-	-	-	23	13	22	35	
	Education	-	-	-	-	298	416	7	423	
	Engineering and Technology	-	-	-	-	833	1 662	6	1 668	
	Humanities	-	-	-	-	274	598	26	624	
	Languages & Related Studies	-	-	-	-	133	593	2	595	
	Law	-	-	-	-	584	472	10	482	
	Mathematical Sciences	-	-	-	-	215	502	11	513	
	Media, Journalism and Communications	-	-	-	-	15	190	1	191	
	Medicine	-	-	-	-	22	0	0	0	
	Physical Sciences	-	-	-	-	131	116	3	119	
	Social Sciences	-	-	-	-	1 095	1 017	15	1 032	
	Studies Allied to Medicine and Health	-	-	-	-	1 027	229	24	253	
Total		-	-	-	-	6 396	10 757	233	10 990	

Institution	Academic programme category	No. of students								Percentage of MMT students in the total student enrolment in relevant programmes in the preceding academic year
		Research postgraduate (RPg) ¹				Taught postgraduate (TPg) ²				
		Local students	Non-local			Local students	Non-local			
			MMT students	Other non-local students	Total		MMT students	Other non-local students	Total	
Technological and Higher Education Institute of Hong Kong of the Vocational Training Council#	Business and Management Studies	-	-	-	-	5	380	0	380	^
Total		-	-	-	-	5	380	0	380	

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The number of students of fully self-financing RPg programmes are not included.
 2. Self-financing TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of 1 year, Postgraduate Diploma, Master's and Doctoral degree programmes.
- “-” Denotes that the relevant programmes were not offered by the institution.
- “#” Figures as at January 2025.
- “^” Denotes that the relevant programmes were not offered in the preceding academic year, thus the relevant percentage is not available.

Number of the Belt and Road Scholarship awardees in the 2025/26 academic year**(i) Breakdown by participating institution**

Participating institution	No. of awardees
City University of Hong Kong	12
Hong Kong Baptist University	18
Lingnan University	6
The Chinese University of Hong Kong	26
The Education University of Hong Kong	4
The Hong Kong Polytechnic University	27
The Hong Kong University of Science and Technology	28
The University of Hong Kong	28
The Hong Kong Academy for Performing Arts	1
Total	150

(ii) Breakdown by place of origin

Place of origin (in alphabetical order)	No. of awardees
1. Argentina	1
2. Azerbaijan	1
3. Bangladesh	13
4. Belarus	2
5. Cambodia	1
6. Chile	1
7. Egypt	2
8. Ethiopia	6
9. Georgia	1
10. Ghana	2
11. Greece	1
12. Grenada	1
13. Indonesia	11
14. Jamaica	1
15. Kazakhstan	10
16. Kenya	1
17. Korea	2
18. Kyrgyzstan	1
19. Malaysia	12
20. Mongolia	5
21. Myanmar	10
22. Nepal	5
23. Nigeria	1
24. Pakistan	14
25. Philippines	6
26. Russia	1

Place of origin (in alphabetical order)	No. of awardees
27. Singapore	1
28. South Africa	1
29. Sri Lanka	2
30. Tanzania	1
31. Thailand	10
32. Uzbekistan	6
33. Vietnam	17
Total	150

(iii) Breakdown by programme type

Programme type	No. of awardees
Undergraduate programme	125
Research postgraduate programme	25
Total	150

(iv) Breakdown by discipline

Discipline	No. of awardees
Arts	2
Design and Performing Arts	4
Business Administration	42
Journalism and Communication	4
Computer and Information Technology	17
Education	2
Engineering and Technology	38
Medicine and Health	5
Sciences	23
Social Sciences	13
Total	150

- End -

CONTROLLING OFFICER'S REPLY**EDB087****(Question Serial No. 0072)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

Regarding the Chinese Culinary Institute and the International Culinary Institute of the Vocational Training Council, please advise this Committee of the following –

- (1) the number of applications received for enrolment in full-time programmes of the 2 institutes for the 2025/26 academic year, the number of students enrolled eventually and the enrolment rate;
- (2) the employment situation of students graduating from the 2 institutes in the 2025/26 academic year in the local catering industry; and
- (3) whether the Government will consider increasing the intake places of the 2 institutes to train more talents and alleviate the shortage of manpower in the local catering industry; if yes, of the details; if no, of how it will assist the industry in solving the shortage.

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 11)Reply:

(1) and (2)

The provisional figures of the new intake and enrolment rate of the full-time programmes of the Chinese Culinary Institute (CCI) and the International Culinary Institute (ICI) of the Vocational Training Council (VTC) in the 2025/26 academic year are as follows –

(a) Intake places	(b) No. of new intake	(b)/(a) Enrolment rate
758	600	79.2%
Note: The provisional figures above refer to the position as at March 2026 because some programmes of the 2025/26 academic year of the 2 institutes have not yet commenced.		

VTC does not maintain information on the number of applications received by the 2 institutes. As the 2025/26 academic year has not concluded yet, VTC does not have the employment figures of the graduates of the 2025/26 academic year for the time being.

(3)

CCI and ICI are committed to providing diversified training programmes to meet the manpower demand of the catering industry and nurture outstanding talents in support of the sustainable development of the catering, hospitality and tourism industries in Hong Kong. The institutes plan their annual intake places by taking into account different factors, including manpower demand of the industry, estimated numbers of applications, student demographic changes and changes in the macro environment, with a view to catering for the manpower and training needs of the industry.

The 2 institutes have proactively stepped up promotion efforts and opened up publicity channels to attract students to enrol in relevant programmes. On promotion strategies, the institutes have emphasised their features and values, including excellent trainers, multiple progression pathways for further study, as well as various overseas exchange, internship and employment opportunities. Through different publicity channels, the institutes promote the image of the catering and tourism industries, indirectly increasing the attractiveness of their programmes and diversifying their intake base. For example, the “Taste Hong Kong” Campaign has been recently launched with the Hong Kong Tourism Board, in which master-level alumni chefs are invited to showcase Hong Kong’s food culture to Mainland and overseas visitors through online and offline means.

In addition, the two-year part-time programme on “Diploma in Chinese Cuisine” offered by CCI has been included in the “Training and Support Scheme”. This enables students to work with professionals in the sector in an authentic working environment and gain invaluable job experience, thereby further enhancing the attractiveness of the programme and its recognition in the industry. The 2 institutes will continue to expand their student recruitment activities and outreach channels to promote public understanding of their catering-related programmes, and reach out to potential students of different backgrounds as well as their parents, so as to attract students to enrol in relevant programmes and nurture more high-quality talents for the catering industry.

- End -

CONTROLLING OFFICER'S REPLY

EDB088

(Question Serial No. 0073)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In tandem with the endeavour to attract overseas talent, there is an increase in the demand for international school places. In this connection, please advise this Committee of –

- (1) the number of school places and fill-up rate as well as the current numbers of local students and non-local students of international schools in the 2024/25 school year;
- (2) whether the Government has plans to allocate vacant school premises or greenfield sites for international school development for the coming 3 years; if yes, the numbers of international schools and school places involved; if no, whether the Government has projected if the number of international school places can meet the demand for the coming 3 years; and
- (3) the resources involved in monitoring the supply and demand of international school places.

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 12)

Reply:

(1)

The number of school places and fill-up rate as well as the numbers of local students and non-local students of international schools in the 2024/25 school year are tabulated below –

School year	No. of school places	Fill-up rate	No. of local students	No. of non-local students
2024/25	47 530	91.7%	14 982	28 599

Notes: (1) The Education Bureau (EDB) collects data from international schools via the Student Enrolment Survey every year for planning and administrative purposes. The consolidated data is presented above. Considering the purposes of data collection, we are unable to provide the data of individual schools.

(2) Figures refer to the position as at mid-September of the school year.

(3) Figures do not include the special school operated by the English Schools Foundation.

(4) Figure on school places refers to the planned number of school places offered by the schools concerned.

(5) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than HKSAR Passport. Students not covered by this definition are all regarded as non-local students.

(2) and (3)

EDB collects and consolidates data from international schools via the Student Enrolment Survey every year to closely monitor the actual supply and demand of international school places in Hong Kong. Consultancy studies are also commissioned every few years to review the latest situation and project future supply and demand of international school places. The consultancy study report published in early 2024 forecasted that Hong Kong would have some 4 400 surplus school places among international schools by the 2028/29 school year. The expenditure on that consultancy study was \$1,303,000. As other regulatory and monitoring work related to international schools is part of EDB's routine, a breakdown of expenditures is not available. When there is a projected shortfall of international school places, the Government will allocate greenfield sites or vacant school premises (VSPs) at nominal premium or rent for international school use via an open and fair bidding process for school sponsoring bodies' participation, so as to increase the provision of international school places.

The Chief Executive announced in the 2025 Policy Address that EDB had allocated 2 VSPs via the School Allocation Exercise, thereby increasing the number of international school places by around 1 000 in the short term. To meet long-term needs, the Government has also reserved sites in the Northern Metropolis for the development of international schools. Moreover, EDB encourages existing international schools to increase their admission quotas. EDB 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. We will release land in an orderly manner according to actual circumstances so as to enable quality international schools to construct campuses and increase school places, thereby supporting the long-term development of the international school sector.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 0074)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Due to a continuous decline in the birth rate, the number of school-age children has been decreasing. In the 2025/26 school year, the number of kindergarten (KG) students reduced by nearly 10% compared with that in the 2024/25 school year and the number of KGs (including kindergarten-cum-child care centers) also dropped by 22 to 958. In this connection, will the Government advise this Committee of the following –

- (1) the districts in which the 22 KGs concerned were located and the number of affected students at each class level; and
- (2) whether the Government has any measures to assist the affected students; if yes, of the details and the expenditures involved; if no, of the reasons?

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 13)

Reply:

(1) to (2)

It is natural that decline in student population leads to corresponding adjustment to the number of KGs. All KGs are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy issues. In the 2024/25 school year, the overall number of KGs decreased by 22, with 29 KGs that ceased operation due to various factors and 7 newly registered KGs. The Education Bureau (EDB) does not maintain statistics on the number of students of KGs that ceased operation. The number of KGs that ceased operation by District Council district is tabulated at Annex.

EDB has all along been concerned about students' learning. In case a KG ceases to operate, apart from providing support to the KG as appropriate, EDB would offer assistance to affected parents and students, including uploading the vacancy information of KGs in the district concerned onto EDB's website for parents' enquiries. If necessary, parents may make enquiries to EDB about KG vacancies in the district. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

**Number of KGs that ceased operation by District Council district
in the 2024/25 school year**

District	KGs that ceased operation
Central & Western	3
Wan Chai	1
Eastern	6
Southern	0
Sham Shui Po	3
Yau Tsim Mong	1
Kowloon City	3
Wong Tai Sin	1
Kwun Tong	0
Tsuen Wan	0
Tuen Mun	2
Yuen Long	1
North	0
Tai Po	1
Sha Tin	3
Sai Kung	1
Islands	1
Kwai Tsing	2
All districts	29

Note:

- (1) Figures refer to the position as at December 2025.
- (2) Figures include KGs joining and not joining the Kindergarten Education Scheme.
- (3) Figures include KGs that ceased operation owing to a variety of factors (including relocation).

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 0075)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the kindergartens (KGs) newly established in the 2025/26 school year, please advise this Committee of the following, with a breakdown by whether or not they have joined the Kindergarten Education Scheme (the Scheme) –

1. the number of whole-day (WD) classes and the number of students at each class level;
2. the number of half-day (HD) classes and the number of students at each class level in the AM and PM sessions;
3. whether the Government will consider increasing the number of WD KG classes to help children adapt to WD primary schooling as early as possible; if yes, of the details; if no, of the reasons; and
4. the manpower resources and expenditure involved in supporting KGs to join the Scheme.

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 14)

Reply:

1. to 2.

The number of students at each class level in the AM, PM and WD sessions of kindergartens (KGs) newly established in the 2025/26 school year, covering those joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) and those not joining the Scheme (non-Scheme KGs), are tabulated below. As the planning of pre-primary services is based on the number of places instead of the number of classes, information on operating classes in KGs is not available.

Session	Scheme-KGs			Non-Scheme KGs		
	No. of students			No. of students		
	Nursery (K1)	Lower KG (K2)	Upper KG (K3)	Nursery (K1)	Lower KG (K2)	Upper KG (K3)
AM	98	105	123	0	0	0
PM	32	46	47	0	0	0
WD	38	52	41	87	85	0

Notes:

1. Figures refer to the position as at mid-September 2025.
2. Including new KGs, as well as those re-registered and re-opened due to relocation.

3.

The KG sector is characterised by its adaptability and diversity, with operational flexibility that enables KGs to respond promptly to social changes and parents' needs. KGs have always been able to flexibly deploy their rooms as needed to operate HD classes, WD classes, or a combination of both. If a KG needs to increase its WD places, it may apply to EDB under the established mechanism to operate or add such places, provided that its school premises and classrooms meet the relevant statutory requirements.

4.

Each year, EDB invites application from eligible KGs to join the Scheme. KGs wishing to join the Scheme are required to submit an application. EDB will consider relevant factors including operational performance of the school to prudently assess whether the school's application for joining the Scheme and its validity period should be approved. For enquiries, KGs may contact the respective sections of EDB. As EDB is using its existing resources to carry out the relevant work, and the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 0076)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In 2026-27, the Education Bureau will support kindergartens (KGs) joining the Kindergarten Education Scheme in their work to promote national education, deepen professional exchanges between the Mainland and Hong Kong KGs, and enhance the professional development of teachers, etc. Will the Government advise this Committee of the details and targets of these initiatives, as well as the manpower resources and expenditures involved?

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 15)

Reply:

The Education Bureau (EDB) is committed to supporting kindergarten (KG) teachers in enhancing their professional competencies. Through participation in training, formation of learning communities, experience sharing and cross-boundary exchanges, etc., teachers can continuously update their professional knowledge, skills, values and attitudes in response to the changing times, trends in curriculum development and provision of proper care for developmental needs of children, with a view to enhancing the effectiveness of KG education.

National education forms an important part of values education and is an indispensable part of the school curriculum. In this regard, EDB has been supporting KGs in promoting national education through various means, including providing KGs joining the Kindergarten Education Scheme (Scheme-KGs) with a one-off Grant for Promotion of Chinese Art and Culture in March 2023, which was enhanced in March 2024 with the amount of subsidy increased and the deployment period of the grant extended, and another one-off Grant for Promotion of National Education through Home-school Co-operation in February 2025, so as to strengthen support for Scheme-KGs in organising more diversified school-based activities, thereby fostering students' understanding and appreciation of Chinese culture from an early age, and promoting national education through home-school co-operation. The total expenditure involved is about \$288 million. In view of the KG sector's active promotion of national education activities and parent education programmes in recent years, and the valuable experience accumulated, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-

school Co-operation into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

Besides, to strengthen the connection between Mainland and Hong Kong KGs in early childhood education, EDB has launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and the Department of Education of Guangdong Province invited 50 Scheme-KGs and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. In the 2025/26 school year, the beneficiary KGs from Guangdong and Hong Kong have increased to 300 altogether, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. Meanwhile, EDB also provides participating Hong Kong KGs with professional support, by assisting KGs to identify their needs and facilitating KGs to organise exchange activities with Mainland KGs and disseminate good practices, among others. EDB will continue to take forward the Exchange Programme in the 2026/27 school year. As EDB is using its existing resources to carry out the relevant work, and the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

Regarding the professional development of KG teachers, EDB refined the programme frameworks for the Certificate in Early Childhood Education, Bachelor of Education and Postgraduate Diploma in Early Childhood Education in 2018. Under the revised frameworks, EDB has strengthened the practicum requirements, and enriched the curriculum elements of catering for children’s diversity (particularly non-Chinese speaking students and students at risk of developmental delay), with a view to nurturing teachers who can effectively facilitate children’s learning and provide them with timely and proper care. EDB has also refined the framework for the Certification Course for KG principals, so as to enhance serving principals’ capability in leading schools’ continuous development, and to well equip aspiring principals for discharging their duties. From the 2021/22 school year onwards, structured learning programmes of a longer duration (e.g. lasting for several weeks) have been provided for experienced teachers, senior teachers or teachers aspiring for senior posts for in-depth study on various education issues, and subsidies for supply teachers have been provided in this regard.

As for continuous professional development (CPD) of KG principals and teachers, starting from the 2018/19 school year, principals and teachers may participate in 60 hours of CPD activities according to their needs in every 3-school-year cycle. KGs may make school-based decisions on the activities to be held, and the modes may include structured learning and other professional development activities. EDB has also introduced training programmes on various themes, which cover the aspects of school administration and financial management, school self-evaluation and continuous development, child development as well as curriculum planning and implementation, etc., with a view to catering for the work and professional development needs of teachers. EDB has also provided KG

principals and teachers with more Mainland and overseas training programmes, such as visits and exchange programmes to Australia, Beijing, Shanghai, Zhejiang, Jiangxi and New Zealand. EDB endeavours to support teachers' CPD on various fronts to enhance the professional capacity of in-service teachers and principals, and broaden their horizons, which will help enhance the attractiveness of the teaching profession and retain talents.

Moreover, we provided Scheme-KGs with a one-off Professional Capacity Enhancement Grant (PCEG) in 2022, and enhanced it in March 2024 to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of teachers and facilitate their professional development. KGs may use the grant to plan and implement school-based programmes by, for example, hiring outside services to arrange professional development programmes for teachers; hiring consultancy services to establish learning circles in the school and enhance the curriculum; arranging exchange activities with Mainland KGs; and subsidising teachers to take courses or attend international conferences on KG education. The expenditure involved in the Enhanced PCEG is around \$177 million.

We will continue to adopt diversified modes to support KGs and enhance the quality of teachers, so as to provide students with quality KG education.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 0077)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education,
(5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the performance indicators in respect of primary and secondary education, some teachers in government and aided primary and secondary schools are still without teacher training qualification. In this connection, please advise this Committee of –

- (1) the number of teachers without teacher training qualification and the reasons for not having teacher training qualification;
- (2) how the Government will ensure the teaching quality of teachers without teacher training qualification; and
- (3) whether the Government will encourage these teachers to acquire teacher training qualification for enhancing teaching quality; if yes, of the details; if no, of the reasons?

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 16)

Reply:

(1) to (3)

At present, over 90% of teachers in government and aided primary and secondary schools (including special schools) have teacher training qualification. A small number of schools may have employed teachers without teacher training qualification due to individual reasons (such as a lack of suitable candidates for individual subjects). Nevertheless, most of them have an undergraduate degree qualification relevant to the subjects they teach. In the 2024/25 school year, there were about 46 300 primary and secondary school teachers, of whom about 3 700 did not have teacher training qualification.

In the triennial planning for the 2025/26 to 2027/28 triennium, the Education Bureau (EDB) has, through the University Grants Committee, provided teacher education universities with approximately 4 200 places for part-time Postgraduate Diploma in Education programmes, which is a significant increase from last triennium. This serves to encourage teachers who aspire to long-term career development in education but do not yet have teacher training

qualification to receive teacher training to master effective teaching strategies and enhance teaching effectiveness.

EDB has always attached great importance to the professionalism of the teaching force and is committed to enhancing the overall quality of education by elevating teachers' professional capabilities through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has laid down a training framework and related requirements for newly-joined teachers and in-service teachers. Newly-joined teachers are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. In-service teachers are required to spare a minimum of 30 hours, in each three-year cycle, to take part in 2 categories of professional development programmes/activities, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than 6 hours spent on each category. The training helps teachers understand their professional roles, as well as knowledge and skills in education policies, curricula, teaching and assessment, so that they can suitably apply them in teaching. At the school level, through professional development activities such as induction programmes for newly-joined teachers and mentorship schemes, school sponsoring bodies and schools help new teachers adapt to the teaching environment as soon as possible and promote professional growth.

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 0078)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To promote the development of Hong Kong into an international hub for post-secondary education, the Government and the University Grants Committee actively engage in international education expos, online publicity and open days to attract students from the Mainland, Southeast Asia and the Belt and Road countries to study in Hong Kong. In this connection, please advise this Committee of the following –

- (1) the respective numbers of students from different countries in various post-secondary institutions in the 2024/25 and 2025/26 academic years;
- (2) whether the Government has evaluated the promotional measures such as engaging in education expos and online publicity and organising open days; if yes, of the effectiveness; and
- (3) the work targets and the resources involved in the continued implementation of relevant measures by the Education Bureau to promote the development of Hong Kong into an international hub for post-secondary education in 2026-27?

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 17)

Reply:

The non-local student enrolment figures of University Grants Committee (UGC)-funded programmes by university and place of origin from the 2024/25 to 2025/26 academic years are set out at Annex. The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of local student places.

As regards promoting Hong Kong's development as an international hub for post-secondary education, the Chief Executive put forward in the 2023 Policy Address the development of Hong Kong into an "international education hub and a cradle for future talents", and the 2024 Policy Address further announced that the Government would strive to establish the "Study in Hong Kong" brand.

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the "Study in Hong Kong" brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong's higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on "Study in Hong Kong" at various education expos to promote Hong Kong's competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong's higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the "Study in Hong Kong" brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and

participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and

- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

**Non-local student enrolment of UGC-funded programmes
by university and place of origin
from the 2024/25 to 2025/26 academic years ¹**

(Headcount)

University	Place of origin ²	2024/25 academic year	2025/26 academic year (provisional figures)
City University of Hong Kong	Chinese Mainland	2 161	2 596
	Other parts of Asia	765	779
	North America	12	11
	Central America and South America	9	9
	Europe	69	73
	Oceania	5	3
	Africa	24	27
Sub-total		3 043	3 499
Hong Kong Baptist University	Chinese Mainland	1 292	1 750
	Other parts of Asia	204	232
	North America	7	12
	Central America and South America	10	12
	Europe	46	49
	Oceania	- ³	1
	Africa	18	15
Sub-total		1 577	2 071
Lingnan University	Chinese Mainland	551	731
	Other parts of Asia	62	55
	North America	2	3
	Central America and South America	4	4
	Europe	7	8
	Africa	9	10
Sub-total		635	811
The Chinese University of Hong Kong	Chinese Mainland	3 872	4 276
	Other parts of Asia	728	836
	North America	22	24
	Central America and South America	6	6
	Europe	46	54
	Oceania	6	7
	Africa	21	20
Sub-total		4 701	5 223

University	Place of origin ²	2024/25 academic year	2025/26 academic year (provisional figures)
The Education University of Hong Kong	Chinese Mainland	713	1 018
	Other parts of Asia	64	78
	North America	1	2
	Central America and South America	2	2
	Europe	2	1
	Oceania	1	1
	Africa	3	5
Sub-total		786	1 107
The Hong Kong Polytechnic University	Chinese Mainland	4 624	4 658
	Other parts of Asia	508	746
	North America	23	25
	Central America and South America	15	18
	Europe	36	77
	Oceania	5	7
	Africa	47	79
Sub-total		5 258	5 610
The Hong Kong University of Science and Technology	Chinese Mainland	2 330	2 783
	Other parts of Asia	1 115	1 152
	North America	27	43
	Central America and South America	24	21
	Europe	78	92
	Oceania	9	8
	Africa	27	36
Sub-total		3 610	4 135
The University of Hong Kong	Chinese Mainland	5 562	6 136
	Other parts of Asia	1 197	1 444
	North America	50	73
	Central America and South America	21	23
	Europe	133	155
	Oceania	23	29
	Africa	50	65
Sub-total		7 034	7 924
All universities	Chinese Mainland	21 104	23 947
	Other parts of Asia	4 643	5 322
	North America	143	194
	Central America and South America	91	95
	Europe	416	510
	Oceania	48	56
	Africa	198	257
Total		26 644	30 379

Notes:

1. The numbers of non-local students tabulated cover all levels of study, with the figures of UGC-funded research postgraduate (RPg) students referring to students funded by UGC within their normal study periods. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. “-” denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 0079)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The 2024 Policy Address announced the launch of a pilot scheme 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, thereby increasing the supply of student hostels. In this connection, please advise this Committee of the following –

- (1) the number of applications received since the Hostels in the City Scheme (the Scheme) opened for applications in July 2025, the progress of vetting and approval, and the estimated number of additional hostel places to be provided;
- (2) whether the Government has assessed the supply and demand of hostel places for the next 5 years; if yes, of the details; and
- (3) the resources involved in the vetting and approval of applications under the Scheme.

Asked by: Hon LEUNG Chun, Jonathan (LegCo internal reference no.: 18)

Reply:

The Hostels in the City Scheme (the Scheme) has been well-received. As at 28 February 2026, 27 applications involving around 6 100 hostel places have been received, most of which are located in urban areas, including Hung Hom, Kwun Tong, Sham Shui Po, Sheung Wan and other districts. Apart from the 2 applications which involve the construction of new student hostels on private land, the remaining applications are for conversion of existing buildings, the majority of which are wholesale conversion cases. Out of the 27 applications, 25 have been confirmed eligible under the Scheme, with the remaining 2 under processing. The proponents of these 25 cases are seeking approvals under the relaxed development control procedures of the Scheme. Relevant departments are processing these applications at full steam.

To expedite the development of student hostels, the Government has provided one-off capital grants of about \$10.3 billion in total under the Hostel Development Fund (HDF) for 6 University Grants Committee-funded universities with hostel shortfalls to carry out 15 student hostel projects that provide around 14 300 hostel places in total. So far, 8 projects have been completed, providing a total of around 7 800 student hostel places. As for the remaining 7 projects with construction works in progress, they are anticipated to be completed gradually over the next few years, involving more than 6 500 student hostel places. Taking into account the future supply from HDF projects and the availability of privately-funded and temporary hostel places, the number of hostel places is expected to gradually increase to around 50 000 in the coming few years to cater for the needs of students, including those arising from additional intakes.

We expect that the development of Hong Kong into an international post-secondary education hub will attract more students from different regions to study in Hong Kong, and that the demand for student accommodation will increase.

Through the Scheme, the Government has streamlined development control procedures to encourage and facilitate the market to convert commercial buildings into student hostels or newly constructed hostels on a self-financing and privately-funded basis. By leveraging efficient market forces, this can broaden students' accommodation options and increase the supply of hostel places.

EDB will deploy existing resources to process the applications. As the expenditure involved is subsumed within the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 0019)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the estimated expenditures and staff establishment of the Learning Support Grant (LSG) for special education, will the Government advise this Committee of the following –

- (1) the total amounts of LSG disbursed in each of the past 3 school years and the respective unit grant rates by tier (Tier-2 and Tier-3);
- (2) the numbers of public sector ordinary schools provided with LSG and the numbers of student beneficiaries in each of the past 3 school years;
- (3) the staff establishment and vacancy rates of Special Educational Needs Coordinators and Special Educational Needs Support Teachers in public sector ordinary schools over the past 3 school years;
- (4) the Government's estimated expenditures for supporting special education in the current (2025/26) and next (2026/27) school years; and
- (5) how does the Government monitor schools' use of the grant in accordance with the principle of "individual calculation and holistic deployment"? Has the Government conducted any inspections or audits in this regard? If yes, how many related cases of non-compliance have been identified? What measures does the Government take to ensure that the grant is fully and directly used to support students with special educational needs?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 28)

Reply:

(1), (2) and (4)

Schools are requested to adopt the Whole School Approach (WSA) to support students with special educational needs (SEN) through the 3-tier Intervention Model, taking into account their support needs. To help public sector ordinary schools cater for students with SEN, on

top of regular subvention, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The Learning Support Grant (LSG) is a major additional resource. The amount of LSG received by each public sector ordinary school is calculated based on the number of students with SEN requiring Tier-2 and Tier-3 support, as well as the tier of support these students require, enabling schools to provide appropriate support for students with SEN who have persistent or severe learning or adjustment difficulties. In the 2025/26 school year, the grant rates for each student requiring Tier-2 and Tier-3 support are \$16,016 and \$64,064 respectively. From the 2022/23 to 2024/25 school years, all public sector ordinary primary and secondary schools were provided with LSG. The numbers of public sector ordinary schools and the expenditures involved are tabulated below –

School year	2022/23	2023/24	2024/25
Primary	456	456	453
Secondary	388	388	386
Expenditure (\$ million)	806.2	829.8	858.5

The numbers of students requiring Tier-2 and Tier-3 support from the 2022/23 to 2024/25 school years are tabulated below –

Tier of support required by students	School level	No. of students		
		2022/23	2023/24	2024/25
Tier-2 support	Primary	30 653	32 084	33 381
	Secondary	25 645	27 260	29 531
Tier-3 support	Primary	2 316	2 358	2 380
	Secondary	1 890	1 916	1 982

As for providing additional support and services for students with SEN in public sector ordinary schools, the revised estimated expenditure and estimated expenditure for the 2025/26 and 2026/27 school years are around \$4.3 billion and \$4.4 billion respectively.

(3)

Starting from the 2017/18 school year, EDB has provided, in phases of 3 years, each public sector ordinary school with an additional graduate teaching post in the establishment to facilitate schools' assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to co-ordinate the formulation, implementation and review of school-based integrated education (IE) policies and measures. Since the 2019/20 school year, all public sector ordinary schools have been provided with a SENCO. From that school year onwards, if the total amount of LSG reaches a specific threshold, the school can have 1 to 3 additional regular teaching posts converted/provided in the teaching staff establishment. Those teaching posts are titled as Special Educational Needs Support Teacher (SENST). In light of school contexts and actual needs, schools may flexibly arrange for more than 1 graduate teacher in the establishment to share the work of SENST. From the 2022/23 to 2024/25 school years, the establishment of SENCO and SENST in public sector ordinary schools is tabulated below –

School year	SENCO	SENST
2022/23	844	1 303
2023/24	844	1 355
2024/25	839	1 408

All public sector ordinary schools have assigned a designated teacher to take up the role of SENCO. As for SENSTs, schools will give thorough consideration to a teacher's length of teaching service, work experience and relevant qualifications when assigning them to the role of SENST. They will fill the vacant SENST posts in a timely manner through internal deployment or recruitment based on the actual circumstances and students' needs. EDB does not maintain information about these vacancies.

(5)

EDB has issued circulars to schools on the use of LSG, providing clear guidelines and setting out details such as disbursement arrangements, usage, evaluation and accountability. Under the School Development and Accountability Framework, schools are required to evaluate the effectiveness of their policies, measures and use of resources through an annual self-evaluation mechanism. This includes submitting a self-evaluation report on the implementation of WSA to IE at the end of each school year, which will be validated through External School Review by EDB. To further enhance transparency, schools are required to account for the use of resources to support students with SEN in their Annual School Reports and upload such information onto their school websites, so as to keep the public and stakeholders informed. With regard to the accounting arrangements, schools should keep a separate ledger account for all income and expenditure under LSG. In addition, to step up our efforts to monitor and remind schools of the proper use of the additional resources, professional staff of EDB also conduct regular school visits to advise on the use of resources to support students with SEN, and organise professional development activities to facilitate experience sharing among schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB096

(Question Serial No. 2785)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

There have been concerns over student mental health in recent years. In this connection, will the Government advise this Committee of –

- (1) the respective proportions of the actual expenditure on the promotion of universal preventive measures (such as activities related to the 4Rs Mental Health Charter, Mental Health Literacy Resource Packages, School Mental Health Day) and that on “medical support” (such as medical referrals under the Three-tier School-based Emergency Mechanism) in the past 3 years; and
- (2) the total provision for supporting student mental health in 2026-27; and the specific support measures to be implemented?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 37)

Reply:

(1)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the curriculum, information dissemination, activities, training and professional support.

At the “Universal level”, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. EDB has been providing curriculum documents, organising professional development programmes and producing learning and teaching resources to encourage schools to provide students with diversified learning experiences within and beyond the classroom, thereby fostering their whole-person development and physical and psychological well-being. EDB has also been continuously promoting diversified student development programmes, so as to enhance students’ resilience through adventure-based, team-building

and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditures on student development programmes from the 2022-23 to 2024-25 were \$87 million, \$91 million and \$90 million respectively.

To promote mental health in schools in a more comprehensive and systematic manner, EDB continues to make every effort to promote the 4Rs Mental Health Charter (4Rs Charter) in schools in the 2025/26 school year. With “Resilience” being the core theme this year, schools are provided with more services, activities and programmes. Schools participating in the 4Rs Charter will also become the participating schools of the Whole School Health Programme taken forward by the Department of Health, so as to address students’ physical activities, healthy eating, mental health and social well-being, thereby taking care of students’ health in a more comprehensive manner. To further promote student mental health, EDB has launched the Mental Health Literacy Resource Packages (resource packages) for different key learning stages. Relevant resource packages have been uploaded to the “Mental Health @School” website, enabling teachers and school personnel to promote mental health literacy in class. To assist schools to master the contents of the resource packages and the techniques in implementation, EDB provides school-based training and consultation to primary and secondary schools in the 2025/26 school year, facilitating the use of the resource packages in a collaborative mode according to schools’ needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, no breakdown is available.

Parents play a crucial role in supporting children’s development and learning, as well as nurturing positive values and fostering whole-person development in children. In December 2023, EDB provided an additional funding of “One-off Grant for Mental Health of Parents and Students” (the Grant) for the Parent-Teacher Association (PTA) of all publicly-funded primary and secondary schools to encourage schools to collaborate with PTAs, making use of the Grant to organise activities related to the promotion of students’ and parents’ mental health and parent education programmes in the 2023/24 and 2024/25 school years. In addition, EDB runs the territory-wide Positive Parent Campaign every year to promote parent education through extensive and diversified channels. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 and 2025/26 school years. EDB has also promoted positive parent education and enhanced parents’ awareness of children’s mental health through diversified modes such as district-based film gala presentation cum sharing sessions. In addition, EDB has launched the one-stop parent education website “Smart Parent Net” and its social media platforms to provide parents with easy access to information on supporting the physical and psychological development of students. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, no breakdown is available.

To achieve early identification of and offer support to students at high suicidal risk, through the inter-departmental collaboration among EDB, the Health Bureau (HKB) and the Social Welfare Department (SWD), the Three-tier School-based Emergency Mechanism (the Mechanism) has been implemented in all secondary schools in Hong Kong since December 2023. As announced in the 2025 Policy Address, the Government has regularised the Mechanism in secondary schools and has extended it on a trial basis to Primary 4 to 6 in the

2025/26 school year. For the third tier of the Mechanism, the Hospital Authority (HA) strengthens psychiatric specialist outpatient services as necessary, and referrals are screened and triaged according to severity and urgency, so as to ensure that students at high suicidal risk as referred by school principals can receive timely treatment and follow-up care. As the above expenditure is subsumed under HA's recurrent expenditure, no breakdown is available.

(2)

In the 2026/27 school year, EDB will, through cross-departmental and cross-sectoral collaboration, continue to implement the aforementioned measures at the "Universal level", as well as the following measures at the "Selective" and "Indicated" levels –

At the "Selective level", EDB provides a wide array of training for teachers, parents and students to enable early identification of and offer support to students with mental health needs. The training includes the "gatekeeper" training, thematic course for teachers, which focuses on the needs of students with mental illness, and "the Peer Power – Student Gatekeeper Training Programme" for secondary students. Moreover, EDB has set up the "Mental Health @School" Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB will continue to provide multiple training workshops for school personnel, with a more intense focus on enhancing their capacity for caring for students with mental health needs.

At the "Indicated level", EDB has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, HHB, in collaboration with EDB, HA and SWD, has launched the "Student Mental Health Support Scheme" to provide appropriate support services for students with mental health needs. Meanwhile, schools' multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. The Government will continue to closely monitor the operation of the Mechanism, maintain communication with the sector, and review the relevant arrangement when appropriate.

As the expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, relevant figures on the total provision for supporting student mental health are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 2199)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 180 of the Budget Speech that the Education Bureau has established the Task Force on Study in Hong Kong to attract top-notch students globally. The “Study in Hong Kong” week, which was recently held, featured key events including the Asia-Pacific Association for International Education Conference and Exhibition (APAIE 2026), which is one of the world’s top 3 international higher education conferences, and the international symposium hosted by the Alliance of Universities of Applied Sciences. In this connection, will the Government advise this Committee of –

- (1) the respective numbers of minor students coming to Hong Kong on student visas to study in private primary and secondary schools, English Schools Foundation schools, and Direct Subsidy Scheme primary and secondary schools over the past 2 school years, as well as their distribution by year of study;
- (2) whether there are performance indicators for 2026 on the intake number of non-local students and the direct economic benefits brought to Hong Kong by these students; if yes, of the indicators?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 18)

Reply:

(1)

The Government is committed to supporting the development of a vibrant international school sector to meet the demand for international school places from non-local families living in Hong Kong and those coming to Hong Kong for work or investment. This policy objective is crucial in attracting talent for reinforcing Hong Kong’s role as an international cosmopolitan with global connectivity. The Chief Executive announced in the 2025 Policy Address that the Education Bureau (EDB) had allocated 2 vacant school premises via the School Allocation Exercise, thereby increasing the number of international school places by around 1 000 in the short term. To meet long-term needs, the Government has also reserved sites in the Northern Metropolis for the development of international schools. Moreover, EDB encourages existing international schools to increase their admission quotas. EDB 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. We will release land in an orderly manner according to actual circumstances so as to enable quality international schools to construct campuses and increase school places, thereby supporting the long-term development of the international school sector.

In the 2025/26 school year, international schools have admitted 44 745 students. Among them, 29 603 are non-local students, accounting for nearly 70% of the total number of students in these schools. In the past 2 years (i.e. 2024 and 2025), a total of 1 935 applications for student visa/entry permit were approved by the Immigration Department (ImmD) for non-local children aged 17 or below coming to Hong Kong for education ^{Note}. Hence, majority of non-local students in international schools are dependants. Student visa/entry permit holders only account for a small share.

Note: ImmD and EDB do not maintain statistics on the types of schools admitting these students.

(2)

Developing Hong Kong into an international post-secondary education hub can attract top-notch students and teaching staff to our city, enhance the quality of the local workforce and promote economic development, thereby strengthening our overall competitiveness and providing impetus for the development of Hong Kong's economy. Promoting a more diversified campus culture enables local students to benefit from an internationalised learning environment and broaden their horizons during their studies in local campuses, as well as enhancing their competitiveness in culturally diverse and globalised settings. EDB has not set performance indicators for the intake number of non-local students and the direct economic benefits brought to Hong Kong by these students.

- End -

CONTROLLING OFFICER'S REPLY

EDB098

(Question Serial No. 2611)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 46 of the Budget that “the Quality Education Fund has earmarked \$2 billion to take forward digital education in primary and secondary schools by offering school-based AI education programmes and subsidising students to participate in related activities. We also provide AI training for teachers.” In this connection, will the Government inform this Committee of –

- (1) whether specific performance indicators have been set to evaluate the effectiveness of AI training for students and teachers; if yes, of the details;
- (2) the funding ratios of AI training for students and teachers respectively;
- (3) whether AI education programmes with subject-specific contents tailored for teachers of different subjects will be provided?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 21)

Reply:

(1) to (3)

In recent years, the application of artificial intelligence (AI) in basic education has advanced rapidly. The Education Bureau (EDB) has also set AI as a key direction of support in its efforts to promote digital education in primary and secondary schools, actively assisting teachers and students to integrate AI into learning and teaching (L&T) of all subjects (i.e. AI for ALL subjects) to enhance the quality of L&T. We encourage teachers of various subjects to appropriately apply AI in teaching according to the characteristics of their subjects and pedagogical needs, and guide students to practise “using to achieve learning, learning through using, effectively using” AI during their course of learning to enhance their AI literacy. EDB is formulating the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint). The AI literacy learning framework and relevant teaching guidelines, covering issues such as ethics and morality in the applications of AI, will be included in the Blueprint for teachers’ reference. To enable teachers to grasp the latest developments of AI and its applications in teaching, EDB has been progressively

launching the “Digital Education AI in Education Series” to provide AI training courses for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The training series covers areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. The modes of training include online self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops.

Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including the implementation strategies for enhancing students’ digital literacy and making effective use of AI tools. EDB will conduct surveys upon completion of the training programmes to evaluate their effectiveness.

We will, through promoting continuous school self-evaluation, the Survey on Digital Education and various modes of school visits, including curriculum development visits, inspections and focus groups meetings, etc., understand, review and support schools in implementing digital education, including L&T situation as well as students’ learning effectiveness.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 0552)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that during 2026-27, the Education Bureau (EDB) will enhance the teacher registration mechanism and explore amending the Education Ordinance to introduce the practising certificate and regular renewal requirements, with full implementation planned for the 2028/29 school year. In this connection, will the Government advise this Committee of –

- (a) the estimated expenditure and manpower required for handling teacher registration and registration renewal each year; and
- (b) whether EDB will allocate funds from the commitment for “enhancing the professional development of teachers and principals” to assist teachers in meeting the relevant requirements?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 19)

Reply:

(a)

The Chief Executive has announced in the 2025 Policy Address that the Education Bureau (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. The introduction of the requirement on the practising certificate aims to enhance teachers' professional status, encourage teachers to keep pace with the times, and strengthen teacher management.

EDB will draw up guidelines on application for the practising certificate, enabling applicants and schools to fully understand the application procedures, documents required, application fee, vetting time, notification of application results, etc. EDB is preparing to develop an electronic system for handling teachers' applications for practising certificates. At the same time, EDB will deploy manpower for vetting applications to ensure that in-service teachers will have met the statutory requirement of acquiring practising certificates before the

legislation takes full effect. As the manpower required for the work and the associated staff costs are absorbed by the existing resources of EDB, a breakdown is not available.

(b)

EDB has all along been organising diversified training programmes for teachers, including lectures, seminars, workshops, Mainland study tours, training and non-local exchange activities, training resource packages, and learning circles. In addition, EDB offers diversified professional development opportunities to teachers through various professional development platforms, such as school-based support services, professional exchanges between Mainland and Hong Kong teachers and inter-school professional learning communities, to enhance their professional competencies and promote continuous school development.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 2770)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Education Bureau (EDB) is responsible for implementing various measures pertaining to the professional requirements for teachers, which include organising the Basic Law and National Security Law Test (BLNST) for newly-joined teachers and relevant education workers, to ensure that members of the education sector have a basic understanding of the constitutional order and laws relating to national security. Please advise this Committee of –

- (1) EDB's expenditures on BLNST for teachers in the past 3 years;
- (2) the number of test sessions held by EDB, the number of candidates who registered for BLNST, and the passing rate in the past 3 years; and
- (3) the quantity of resources to be earmarked by EDB for the continued administration of BLNST in 2026-27.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 30)

Reply:

(1) to (3)

Starting from the 2023/24 school year, all newly-appointed teachers in public sector schools, Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme (including newly-joined teachers and teachers changing schools) are required to pass the Basic Law and National Security Law Test (BLNST) in order to be considered for appointment. From the 2022/23 to 2024/25 school years, the Education Bureau (EDB) conducted a total of 16 rounds of BLNST, which were arranged for degree holders and non-degree holders respectively, with an attendance of 55 570 candidates in total and a passing rate of over 90%.

With the launch of the Digitalised BLNST (Degree/Professional Grades) by the Civil Service Bureau (CSB) in May 2025, teachers can take the Digitalised BLNST organised by CSB according to their needs and schedules starting from the 2025/26 school year. Those with a

pass result in BLNST issued by CSB will be deemed to have met the relevant requirement. On the other hand, EDB will continue to organise 1 round of BLNST (non-degree level) in the 2025/26 school year.

As the expenditures and estimates involved in BLNST are subsumed under the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB101

(Question Serial No. 3232)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Despite the Vocational Training Council's implementation of the pilot Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) programme for senior secondary school students to promote vocational and professional education and training (VPET) at an early stage, non-Chinese speaking (NCS) students and students with special educational needs (SEN) might have limited understanding of VPET. In this connection, will the Government advise this Committee of –

- (1) the numbers of NCS students and students with SEN participating in the pilot DVE(SSC) programme and their percentage shares in the past 3 school years; and
- (2) whether EDB has provided aided secondary schools with specific teaching materials for implementing life planning education to assist NCS students and students with SEN in understanding VPET at an early stage?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 20)

Reply:

To strengthen the support in equipping non-Chinese speaking (NCS) students with knowledge about various articulation pathways, local work culture and the operation of different industries in Hong Kong, starting from the 2018/19 school year, the Education Bureau (EDB) has commissioned a non-governmental organisation to provide school-based life planning education support services and arrange career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits, work experience programmes, etc. This is to assist them to learn more about the job market and the knowledge and skills required by individual industries, develop positive work attitudes, set personal goals and plan for their future based on their interests and abilities and make appropriate choices for further studies and career pursuit. In addition, EDB has been promoting collaboration between schools and business corporations (including training providers of vocational and professional education and training and organisations in the relevant industries) under the Business-School Partnership Programme (BSPP) to provide

students (including NCS students and students with special educational needs (SEN)) with career exploration opportunities. Schools may apply, on behalf of their students, for participation in the activities under BSPP in the light of their learning needs.

In the past 3 school years, the number of NCS students participating in the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme accounted for about 9% of the total number of participating students. The Vocational Training Council does not maintain relevant figures regarding students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 3233)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programme (7) of the Estimates that the Vocational Training Council (VTC) will “implement the pilot Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) programme for senior secondary school students to promote vocational and professional education and training (VPET) as a preferred option at an early stage” in 2026-27. Moreover, the Education Bureau will offer reimbursement of tuition fees and provide a flat rate academic expenses grant for needy students pursuing eligible programmes such as Diploma of Vocational Education where appropriate. In this connection, will the Government advise this Committee of the following –

- (1) For the pilot DVE(SSC) programme, what is the number of student places to be offered for 2026-27? What is the amount of funding and manpower reserved for the programme? What indicators are in place to assess whether the programme has promoted VPET as a “preferred option” for senior secondary school students?
- (2) Has the Government offered any incentive to encourage the industry to provide employment arrangements for the graduates of the programme?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 21)

Reply:

(1) and (2)

In the 2023/24 academic year, the Vocational Training Council (VTC) launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) (the Pilot Project) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon completion of the programme, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. The Pilot Project received Government funding of about \$6.8 million from the 2023/24 to 2025/26 academic years.

The Pilot Project has been well received since its launch. A review conducted by VTC on the project has also confirmed that the Pilot Project has achieved its goal in enabling senior secondary school students to explore suitable pathways for further articulation or employment at an early stage, and broadening their VPET articulation pathways. The implementation of the Pilot Project will be extended for 3 academic years from the 2026/27 academic year. It is expected that there will be 160 newly participating students in each academic year, involving Government funding of about \$3.15 million. VTC will continue to maintain close liaison with the Education Bureau in continuously reviewing the effectiveness of the project.

- End -

CONTROLLING OFFICER'S REPLY

EDB103

(Question Serial No. 0149)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau implements the enhanced Learning Support Grant to provide permanent teaching posts in order to help schools cater for students with special educational needs (SEN). There are views from the sector that regular teachers cannot be solely relied on to cater for all students with SEN, and training for other teachers are equally important. In this connection, will the Government advise this Committee of –

1. the number of permanent teaching posts created to cater for students with SEN in the past 3 years;
2. whether ordinary teachers were provided with training programmes on catering for students with SEN in the past 3 years; if yes, of the details, number of participants and expenditure; and
3. the average number of students with SEN admitted to public sector secondary schools, as well as the numbers of students with SEN enrolled and the percentage shares among the top 10 secondary schools admitting students with SEN in the past 3 years?

Asked by: Hon MAN Wing-yee, Ginny (LegCo internal reference no.: 2)

Reply:

1.

The Education Bureau (EDB) encourages schools to implement the Whole School Approach to integrated education (IE). To help public sector ordinary schools cater for students with special educational needs (SEN), on top of regular subvention, EDB has been providing schools with additional resources, professional support and teacher training. Schools may flexibly and strategically deploy additional manpower, and pool together other school-based and community resources to provide appropriate support to students with SEN.

Starting from the 2017/18 school year, EDB has provided, in phases of three years, each public sector ordinary school with an additional graduate teaching post in the establishment to facilitate school's assignment of a designated teacher to take up the role of Special

Educational Needs Coordinator (SENCO) to co-ordinate the formulation, implementation and review of school-based IE policies and measures. Since the 2019/20 school year, all public sector ordinary schools have been provided with a SENCO. From that school year onwards, EDB has been providing schools with an additional Learning Support Grant (LSG) based on the number of students with SEN in a school in each school year and the tier of support they require. If the total amount of LSG reaches a specific threshold, the school can have 1 to 3 additional regular teaching posts converted/provided in the teaching staff establishment. Those teaching posts are titled as Special Educational Needs Support Teacher (SENST).

The establishment of SENCO and SENST in public sector ordinary schools from the 2022/23 to 2024/25 school years is tabulated below –

School year	School level	SENCO	SENST
2022/23	Primary	456	831
	Secondary	388	472
2023/24	Primary	456	852
	Secondary	388	503
2024/25	Primary	453	881
	Secondary	386	527

2.

To enhance teachers' professional capacity in supporting students with SEN, EDB has been providing teachers in ordinary schools with structured professional training programmes pitched at three levels, i.e. the Basic, Advanced and Thematic Courses (BAT Courses). EDB has also been arranging Professional Development Programme for those SENCOs who have not yet received relevant training, as well as organising seminars, workshops and experience-sharing sessions related to special education on a need basis. The numbers of participating teachers and the overall expenditures related to training on special education from the 2022/23 to 2024/25 school years are tabulated below –

	School year		
	2022/23	2023/24	2024/25
No. of participants	23 297	22 549 ^(Note 1)	20 670 ^(Note 1)
Expenditure (\$ million)	90.2	95.2	108.9 ^(Note 2)

Notes:

- EDB has consolidated and restructured some training activities and their formats in recent years, the number of training participants has thus been slightly adjusted.
- As a new round of 3-year BAT courses was launched in the 2024/25 school year, relevant expenditure has increased compared to the past.

3.

The numbers of students with SEN studying in public sector ordinary secondary schools, and their respective percentage shares in the number of students studying in public sector ordinary secondary schools from the 2022/23 to 2024/25 school years are tabulated below –

School year	2022/23	2023/24	2024/25
No. of students	31 050 (12.4%)	33 190 (13.1%)	35 620 (13.6%)

Notes: Figures refer to the position as at September in the respective school years.

As the school size and enrolment of students with SEN differ in each public sector ordinary secondary school, it is inappropriate to make comparisons on student enrolments across public sector ordinary secondary schools with a comparatively larger number of students with SEN, as well as provide the average number of students with SEN admitted to each public sector ordinary secondary school.

- End -

CONTROLLING OFFICER'S REPLY**EDB104****(Question Serial No. 0150)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

Children with more severe learning difficulties or multiple disabilities can be referred to special schools. While the number of public sector special schools remains at 62, the student enrolment for the 2026/27 school year is estimated to be 9 300 students. In this connection, will the Government advise this Committee of –

1. the total numbers of children referred to public sector special schools in the past 3 years; and
2. any assessment has been made on whether public sector special school places can meet the demand for the coming years.

Asked by: Hon MAN Wing-ye, Ginny (LegCo internal reference no.: 3)Reply:

1.

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools (special schools) for intensive support services. Other students with special educational needs (SEN) will attend ordinary schools to receive integrated education. The total numbers of students studying in public sector special schools from the 2023/24 to 2025/26 school years are tabulated below –

School year	2023/24	2024/25	2025/26
No. of students ^{Note}	8 747	8 951	9 240

Note: Figures refer to the position as at mid-September in the respective school years.

2.

EDB has been reviewing the supply and demand of school places in aided special schools and exploring relevant measures based on the actual demand. In response to the growing demand for school places in special schools among students with SEN in recent years, EDB

is currently constructing 2 new special school campuses at Renfrew Road, Kowloon Tong, with a view to increasing the supply of school places. The project is expected to be completed in 2026 (third quarter) the earliest. It is anticipated that the overall supply of school places in special schools is sufficient to meet the demand for the coming few years.

- End -

CONTROLLING OFFICER'S REPLY

EDB105

(Question Serial No. 0151)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) provides scholarships for local students to pursue designated taught postgraduate programmes offered by self-financing universities, with a view to incentivising local students to pursue advanced studies in priority areas conducive to the development of Hong Kong. Starting from the 2025/26 academic year, scholarships will be awarded each year to up to 1 200 local students. In this connection, please advise this Committee of –

- (1) the number of local students who successfully applied for FTSS and the amount involved;
- (2) whether there are plans to expand the scope of FTSS to include more full-time degree programmes; if yes, of the details.

Asked by: Hon MAN Wing-yee, Ginny (LegCo internal reference no.: 5)

Reply:

The Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) aims 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, while further promoting the development of our city into an international hub for post-secondary education. FTSS offers scholarships each year to up to 1 200 local students enrolling in designated taught postgraduate (TPg) programmes at the 8 University Grants Committee (UGC)-funded universities or self-financing universities (including universities of applied sciences). The scholarship is subject to a cap of \$100,000 per eligible student.

According to the information provided by the 8 UGC-funded universities, in the 2025/26 academic year (i.e. the first cohort of FTSS), a total of 990 local students were awarded with scholarships of about \$99 million. As for self-financing universities (including universities of applied sciences), a total of 150 local students were awarded with scholarships of about \$15 million.

FTSS focuses on high-quality programmes dovetailing with Hong Kong's positioning as the "eight centres", especially those on innovation and technology, culture and art as well as other key areas such as law and intellectual property trading, etc. FTSS, on the one hand, nurtures local high-calibre talents for the future development of Hong Kong, and on the other hand, encourages universities to offer more postgraduate programmes related to the said areas. Eligible programmes to be included in FTSS should be related to one or more of the following 8 "priority areas" conducive to the development of Hong Kong –

- (i) "STEM" (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution and intellectual property trading;
- (v) East-meets-West cultural exchanges and humanities;
- (vi) Creative industries;
- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

Without setting a limit on the number of designated full-time or part-time TPg programmes to be included, the Government assesses the TPg programmes proposed for inclusion in FTSS based on the following criteria –

- (i) Relevance to the 8 "priority areas";
- (ii) Market needs/demands and long-term sustainability;
- (iii) Alignment with universities' strengths and vision; and
- (iv) Uniqueness and interdisciplinary collaboration.

The Government will maintain close liaison with the universities to continuously review the implementation and effectiveness of FTSS.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 2310)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) is taking forward various digital education related initiatives to nurture students to meet modern needs. In this connection, will the Government advise this Committee of the following –

- (1) the relevant initiatives taken forward by EDB, as well as the manpower and expenditure involved in the past 3 years;
- (2) the initiatives taken forward by EDB in relation to digital education training for teachers, as well as the manpower and expenditure involved in the past 3 years.

Asked by: Hon MAN Wing-ye, Ginny (LegCo internal reference no.: 1)

Reply:

(1) and (2)

In the past three years, the Education Bureau (EDB) has adopted diversified strategies to support primary and secondary schools in promoting digital education, including artificial intelligence (AI) education. Relevant initiatives include improving the hardware in schools, providing curriculum resources, organising teacher training and student activities, and offering school-based support, etc. These initiatives enable schools to devise school-based plans for promoting digital education, tailored to their specific circumstances and developmental needs, and enhance learning and teaching effectiveness across different subjects by leveraging digital technologies, including AI.

In view of the importance of digital education, the Quality Education Fund (QEF) has earmarked \$2 billion to promote digital education. EDB also established the Steering Committee on Strategic Development of Digital Education (SCSDDE) in January 2025, drawing on the experience from the Chinese Mainland and overseas, to set key focuses and directions for the promotion of digital education in Hong Kong. Acting on the directional recommendations of SCSDDE, we continue to optimise the curricula, strengthen professional training for teachers and encourage pedagogical innovation. Moreover, we launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to support school-based planning and implementation of digital education.

To enable teachers to grasp the latest developments of AI and its applications in teaching, EDB has been progressively launching the “Digital Education AI in Education Series” to provide AI training courses for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The training series covers areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. The modes of training include online self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including the implementation strategies for enhancing students’ digital literacy and making effective use of AI tools.

Meanwhile, we optimise digital education ancillary infrastructure, provide resource support (such as e-learning platform, e-learning resources for different subjects) for schools and strengthen ties between local, Chinese Mainland or international innovation and technology institutions, tertiary institutions and relevant sectors, as well as enhance their synergy so as to promote high-quality development of digital education. In the past three years, EDB introduced and has been taking forward these initiatives which benefit teachers and students in all publicly funded primary and secondary schools (including special schools) in Hong Kong and lay a solid foundation for the gradual digital transformation in school education.

Regarding the expenditures involved in the aforesaid digital education related initiatives, the funding of about \$500 million for the Funding Programme will be drawn from the \$2 billion earmarked under QEF, while those for other initiatives are subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB107****(Question Serial No. 2311)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

Since the Chief Executive proposed the establishment of universities of applied sciences (UAS) in the 2023 Policy Address, 2 universities have been approved for designation as UAS. In addition, the Education Bureau continues to advance the development of UAS, accords priority to eligible programmes of UAS for inclusion under the Study Subsidy Scheme for Designated Professions/Sectors, and provides additional subsidies for qualified applied degree programmes. In this connection, will the Government advise this Committee of –

- (1) the numbers of qualified applied degree programmes that received additional subsidies in the past 3 years, and the amounts of subsidies involved;
- (2) whether any policies have been introduced to assist universities in securing new land for campus expansion, having regard to promoting the development of UAS; if yes, of the details?

Asked by: Hon MAN Wing-ye, Ginny (LegCo internal reference no.: 6)Reply:

(1)

Starting from the 2024/25 academic year, the Education Bureau has provided additional subsidies to full-time local students enrolled in applied degree programmes that have undergone relevant accreditation under the Study Subsidy Scheme for Designated Professions/Sectors. The number of programmes and the amounts of subsidies involved are set out below –

	2024/25 academic year	2025/26 academic year
No. of programmes	8	12
Subsidy amount	Around \$17.54 million	Around \$31.72 million (Revised estimate)

(2)

Through the Land Grant Scheme (LGS), land sites have been granted at nominal premium, or vacant government premises have been leased at nominal rent, to non-profit making organisations (including the 2 universities of applied sciences (UAS)) for operating locally-accredited self-financing post-secondary programmes. The Government will continue to support UAS to develop and enhance its campuses through LGS, thereby further advancing the overall development of UAS.

- End -

CONTROLLING OFFICER'S REPLY

EDB108

(Question Serial No. 2963)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) is enhancing the teacher registration mechanism and exploring the introduction of the practising certificate and regular renewal requirements. This policy will result in an increase in EDB's workload. In this connection, will the Government advise this Committee of –

1. whether it has projected the additional manpower and administrative costs arising from the work of processing applications for practising certificates and regular renewal; if yes, of the details;
2. whether it is necessary to create permanent civil service posts for processing applications for practising certificates; and
3. whether it has budgeted for the provision of new training programmes, given that participation in training will be a prerequisite for renewal of practising certificates under the said mechanism; if yes, of the details?

Asked by: Hon MAN Wing-yee, Ginny (LegCo internal reference no.: 4)

Reply:

1. to 2.

The Chief Executive has announced in the 2025 Policy Address that the Education Bureau (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. The introduction of the requirement on the practising certificate aims to enhance teachers' professional status, encourage teachers to keep pace with the times, and strengthen teacher management.

EDB will draw up guidelines on application for the practising certificate, enabling applicants and schools to fully understand the application procedures, documents required, application fee, vetting time, notification of application results, etc. EDB is preparing to develop an

electronic system for handling teachers' applications for practising certificates. At the same time, EDB will deploy manpower for vetting applications to ensure that in-service teachers will have met the statutory requirement of acquiring practising certificates before the legislation takes full effect. As the manpower required for the work and the associated staff costs are absorbed by the existing resources of EDB, a breakdown is not available.

3.

EDB has all along been organising diversified training programmes for teachers, including lectures, seminars, workshops, Mainland study tours, training and non-local exchange activities, training packages, and learning circles. In addition, EDB offers diversified professional development opportunities to teachers through various professional development platforms, such as school-based support services, professional exchanges between Mainland and Hong Kong teachers and inter-school professional learning communities, to enhance their professional competencies and promote continuous school development.

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 0513)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding Item 851, "Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education" (ESGS) under Subhead 700 "General non-recurrent", will the Government advise this Committee of –

- (1) the staff establishment for administering ESGS by the Education Bureau (EDB) in 2025-26, and the estimated staff establishment for 2026-27;
- (2) the numbers of applications received and projects approved, the amounts of grants approved, and the average processing time for applications in the past 3 financial years set out in the form of a table;
- (3) the sectors involved with projects not approved in the past 3 financial years, and the main reasons for their rejection; and
- (4) whether EDB has maintained communication with the applicants of rejected projects, with a view to achieving the goal of "helping institutions better develop their own strengths and niche areas, while strengthening strategic co-ordination among institutions"?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 21)

Reply:

The Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS) launched by the Education Bureau (EDB) aims to support institutions in developing and enhancing programmes that meet market needs but require high start-up costs.

The numbers of applications received and approved, as well as the amounts of grants approved, under ESGS in the past 3 financial years are set out below –

Financial year	No. of applications received	No. of applications approved	Amount of grants approved (\$ million)
2022-23	8	2	56.6
2023-24	11	3	91.8
2024-25	7	2	47.6

EDB accepts applications from institutions annually from December to April of the following year. Upon completion of the relevant assessment procedures, the results are announced and project agreements are signed with the approved institutions from October onwards. EDB handles the relevant work using existing resources. As the manpower and expenditure involved are subsumed within the overall expenditure of EDB, a breakdown is not available.

Under ESGS, the Committee on Self-financing Post-secondary Education (CSPE) will advise the Secretary for Education on the merits of the applications, having regard to the following –

- (a) whether a programme under application is able to nurture talent for a specific industry that has been identified with a strong human resources need/gap that has not been filled;
- (b) whether a programme under application is in line with the relevant institution's strategic positioning in the sector and its academic development plan; and
- (c) the programme design, costs, financial viability, student admission plan, and any other relevant factors.

The Secretary for Education will consider the recommendations of CSPE and all relevant factors, and assess applications on a meritorious basis, when making funding approval under ESGS. In the past 3 financial years, a total of 19 projects were not approved, covering sectors such as business administration, psychology, early childhood education, innovative technology, artificial intelligence, creative industry, and allied health.

For projects that are not approved, EDB will inform the institutions of the areas for improvement and maintain ongoing communication with them to facilitate development of programmes that better align with their strengths and niche areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0515)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned in Programmes (3) and (4) of the Estimates, the Government will provide the Life-wide Learning and Sister School Grant for public sector and Direct Subsidy Scheme schools to organise Mainland exchange activities with sister schools. In this connection, will the Government advise this Committee of the following –

- (a) the estimated total expenditure of the Education Bureau in 2026-27 for co-ordinating and subsidising Mainland exchange programmes for primary and secondary students (including Mainland study tours for the senior secondary subject of Citizenship and Social Development), as well as the estimated amounts of the dedicated funding and the grant, with a breakdown into primary and secondary schools;
- (b) whether any reference indicators for expenditure have been provided for vetting tenders for the Mainland exchange activities of schools to prevent contractors from profiteering; and
- (c) the amount of expenditure earmarked for subsidising newly-joined teachers and in-service teachers to participate in Mainland study tours in 2026-27, and the estimated total number of principals and teachers participating in the study tours?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 23)

Reply:

(a) to (c)

Starting from the 2025/26 school year, the Education Bureau (EDB) has been providing the Life-wide Learning and Sister School Grant to enable schools to deploy the block grant more flexibly in organising student learning activities outside the classroom (including Mainland educational exchange activities, local and non-local study tours, and outdoor education camps) and arranging sister school exchange activities to enrich students' learning experience, help them develop lifelong learning capabilities and achieve the aim of whole-person development. Besides, EDB has been organising the Mainland Exchange Programmes for Students in line with our country's latest development and the school curriculum, enabling

students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity. The Mainland Exchange Programmes for Students include the Mainland Exchange Programme for Secondary School Students, the Mainland Exchange Programme for Junior Secondary and Upper Primary Students, the Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme - “Understanding Our Motherland”, and the Senior Secondary School Students Exchange Programme Subvention Scheme. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. The estimated number of students joining Mainland exchange programmes and the expenditure involved in the 2026/27 school year are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2026/27 ⁺	107 000	110.0

[@] Relevant expenditures include expenses on transportation, accommodation, learning activities and teaching materials; and manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Estimated figures

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the local senior secondary curriculum are fully subsidised once to participate in CS Mainland study tours organised by EDB. The estimated number of senior secondary students joining CS Mainland study tours and the expenditure involved in the 2026/27 school year are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2026/27 ⁺	50 000	116.0

[@] Relevant expenditures include expenses on transportation, accommodation, learning activities and teaching materials; and manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Estimated figures

EDB has been actively providing teachers with opportunities for Mainland training and professional exchanges, such as organising Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers, with a view to enabling them to gain a deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country’s development through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites. The estimated number of teachers joining Mainland study tours and the expenditure involved in the 2026/27 school year are set out as follows –

School year	No. of teachers (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2026/27 ⁺	4 700	29.3

[@] Manpower resources involved for the provision of Mainland professional exchange activities are subsumed under the recurrent expenditure of EDB

⁺ Estimated figures

As for tendering, EDB has all along been following the established government procedures for service procurement and with assessment and approval made under the principles of fairness, openness and impartiality. Service providers must have relevant experience in organising Mainland exchanges and study tours for students. During tender evaluation, EDB will take into account both technical factors (including pro-innovation proposals) and price factors, and may not necessarily award contracts to the lowest bidders. EDB will also regularly review the performance of the service providers concerned and monitor the progress and implementation of their work through field inspections and work reports, etc. Any cases of unsatisfactory performance of service providers will be handled by EDB according to the established mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB111

(Question Serial No. 0516)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programme (6) of the Estimates that the Education Bureau (EDB) will “continue to develop a variety of learning and teaching resources for promoting national education, national security education and patriotic education”. In aligning with the National 15th Five-Year Plan’s goal of building a culturally strong nation, will the Government advise this Committee of the following –

- (a) the number of activities subsidised by the Life-wide Learning Grant (LWLG) for the “learning and appreciation of the prestigious Chinese traditional culture” in the past 3 school years, as well as the amount of funding involved, in tabular form;
- (b) whether EDB will consider allocating additional resources to fund a universal education programme on “mastering Chinese penmanship” in all primary and secondary schools in Hong Kong, and whether it will further specify the required lesson time for hard-pen and brush calligraphy; and
- (c) whether the Government will consider expanding the scope of the existing LWLG or providing extra funding to encourage schools to regularly organise inter-school or intra-school calligraphy competitions, and to hold calligraphy exhibitions on campus?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 25)

Reply:

(a) to (c)

To encourage schools to provide students with more diversified experiential learning opportunities in alignment with the school curriculum, starting from the 2019/20 school year, the Education Bureau (EDB) has provided the recurrent Life-wide Learning Grant (LWLG) to all public sector schools (including special schools) annually to support them in taking forward life-wide learning with enhanced efforts. The provision to schools under the Direct Subsidy Scheme (DSS) is subsumed in the DSS unit subsidy rates.

Starting from the 2025/26 school year, EDB has consolidated LWLG, the Grant for the Sister School Scheme and the Outdoor Education Camp Scheme subsidy into the Life-wide Learning and Sister School Grant (LWLSSG), with a view to improving flexibility, utilisation and synergy. Schools will be able to deploy LWLSSG more flexibly to organise student learning activities outside the classroom (including the learning and appreciation of the prestigious Chinese traditional culture, such as calligraphy and the way of tea), and to arrange exchange activities with Mainland sister schools, providing students with numerous learning experiences related to the prestigious Chinese traditional culture. The amounts of LWLG/LWLSSG disbursed to public sector schools (including special schools) from the 2023/24 to 2025/26 school years are set out as follows –

School year	Amount of grant (\$ million)
2023/24*	853
2024/25*	856
2025/26 [#]	961

* Includes the recurrent LWLG disbursed to all public sector schools (including special schools). The provision to DSS schools is subsumed in the DSS unit subsidy rates and is therefore not included in the above amounts.

Provisional figure. Includes the consolidated LWLSSG provided to all public sector schools (including special schools) and DSS schools.

Schools may flexibly deploy LWLSSG, in conjunction with the resources provided by EDB and others where appropriate, to holistically plan and arrange diversified life-wide learning activities (including Mainland educational exchange activities, local and non-local study tours, and outdoor education camps) in line with the learning goals and curriculum areas, as well as to conduct exchange activities with Mainland sister schools at various levels. In line with the principle of school-based management, schools are required to incorporate their plan on the use of LWLG/LWLSSG for the school year into their Annual School Plan for endorsement by their Incorporated Management Committee, and upload the relevant report to the school websites. EDB does not keep separate records on individual activities, including information on activities related to the “learning and appreciation of the prestigious Chinese traditional culture” organised by schools in the past 3 years.

Calligraphy is a treasure of Chinese culture. The Chinese Language curriculum advocates cultivating students’ interest in writing from an early age. At the primary level, students are required to learn the techniques for holding and using hard pens and brushes (Chinese calligraphy), as well as to develop proper and good writing habits. The Visual Arts curriculum advocates that primary and secondary schools select learning materials from various cultural contexts, ancient and modern, Chinese and foreign, such as Chinese art (including calligraphy), to broaden students’ perspectives and nurture their aesthetic sensitivity, as well as their abilities in art appreciation and art making.

EDB has consistently adopted diversified strategies to actively promote the teaching and art of calligraphy, including organising various large-scale calligraphy events, such as the “Calligraphy 1000+”, the “Blessing Hong Kong” Primary and Secondary School Calligraphy Activity, and the “Chinese Classic Sayings: Selected Famous Couplets” Calligraphy Collection Activity for Teachers and Students. Furthermore, the annual “Exhibition of Student Visual Arts Work” features a Chinese Calligraphy Grand Prize to encourage students to create Chinese calligraphy and paintings. To assist schools in further strengthening the learning of Chinese culture, EDB has disbursed the “One-off Grant for Promotion of Chinese

Culture Immersion Activities” (the Grant) of \$300,000 to each public sector school and DSS school. Based on their school contexts and development needs, schools may flexibly utilise the Grant until the end of the 2026/27 school year in alignment with the curriculum to organise various activities and programmes related to Chinese culture, including calligraphy and other traditional cultural learning activities so as to provide students with multifarious cultural learning experiences. EDB has also developed a number of learning and teaching resources related to calligraphy for teachers’ use and students’ practice. Furthermore, EDB has distributed the “Calligraphy Learning Series” to all primary and secondary schools in Hong Kong and uploaded it to EDB website for teachers’ reference. In addition, EDB collaborates with various organisations to offer calligraphy courses for teachers to support schools in promoting calligraphy education. This demonstrates that the Hong Kong school curriculum attaches great importance to the art of calligraphy. In fact, apart from some schools that incorporate calligraphy into classroom teaching, many schools have already been actively implementing calligraphy education through activities and school-based curricula. Taking into account factors such as the overall allocation of lesson time and teaching expertise, it may not be appropriate to specify lesson time for calligraphy at this stage for the current situation in Hong Kong schools. Schools are generally able to make good use of the aforementioned grants to organise learning activities related to traditional culture, enhancing students’ development of their aesthetic sense, appreciation for Chinese culture, and sense of national identity.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 2233)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated under Programme (6) of the Estimates that the Education Bureau (EDB) will “continue to oversee the strategic development of the Hong Kong Examinations and Assessment Authority and its optimisation of the various arrangements for public examinations, as well as the promotion of international recognition of the Hong Kong Diploma of Secondary Education Examination (DSE)”. Regarding the development and implementation of an “international version of the DSE curriculum”, will the Government advise this Committee of the following –

- (a) What funding and staff provisions has EDB earmarked for 2026-27 to promote the development of the “international version of the DSE curriculum” and co-ordinate such work with the relevant Mainland authorities?
- (b) With the introduction of the “international version of the DSE curriculum”, an increase in non-local students applying to local universities with this qualification is anticipated. Has the Government estimated the number of non-local students who will pursue studies in Hong Kong through this pathway?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 19)

Reply:

(a) and (b)

With the implementation of national policies such as “Study in China” and local initiatives like “Study in Hong Kong”, the Education Bureau (EDB) is collaborating with relevant authorities to explore the establishment of an international version of the Diploma of Secondary Education Examination. Our long-term goal is to develop an internationally benchmarked public examination of its kind to facilitate foreign students’ access to higher education institutions both in the Mainland and Hong Kong. Currently, studies on the relevant arrangements are still underway.

As the manpower and related staff expenses for the above studies are absorbed by existing EDB resources, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB113

(Question Serial No. 2714)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is indicated under Programme (7) of the Estimates that the Education Bureau will “continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications” in 2026-27. In this connection, will the Government advise this Committee of –

- (1) the recurrent expenditure and staff establishment earmarked for 2026-27 for the collaborative work with the Mainland authorities;
- (2) the progress of the discussion about the mutual recognition of sub-degree level qualifications; whether an initial consensus has been reached on the standards and framework of the mutual recognition of qualifications; whether there is a specific timetable;
- (3) how the Government aligns sub-degrees, which are at Level 4 under the Hong Kong Qualifications Framework, with the qualification accreditation system on the Mainland?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 24)

Reply:

With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening the articulation pathways for young people, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

Separately, to differentiate the vocational and professional education and training (VPET) pathway from the academic route, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines. The updated guidelines enhanced the positioning of VPET at sub-degree level, including supporting higher

diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes, thereby providing flexible and diversified articulation pathways for young people.

It is part of the established duties of EDB to take forward the mutual recognition of sub-degree level qualifications, and hence relevant work has been undertaken with EDB's existing resources. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB114

(Question Serial No. 0568)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraphs 176 to 180 of the Budget Speech that the Government will take forward the development of Hong Kong as an “international education hub”. In this connection, will the Government advise this Committee of the following –

- (a) What is the total amount of new or dedicated funding allocated for attracting and supporting non-local students in the 2026-27 Estimates? Under which Programme and Subhead is this funding accounted for in the Estimates of the Education Bureau (Head 156)? What is the breakdown of the estimated expenditure by initiative, such as publicity, student services and scholarships?
- (b) With regard to the dedicated funding for attracting non-local students, what quantifiable key performance indicators are in place to measure its effectiveness? (Such indicators may include the number of students admitted with scholarships supported by the funding, breakdowns by place of origin/institution type, the number of collaborating institutions/joint projects, and the reach of related publicity campaigns.)
- (c) In the 2026-27 Estimates, how has the Education Bureau assessed and mitigated the impact of the potential demand from non-local students on the local education system and urban amenities, including but not limited to the supply of study places and the provision of additional hostel places, teaching staff and support personnel? If a capacity/risk assessment has been conducted, please provide its main assumptions, key findings and the timetable for the corresponding measures, along with the associated funding amounts and their justifications.

Asked by: Hon NG Kam-wah, Webster (LegCo internal reference no.: 1)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation, endeavouring to develop Hong Kong into an international post-secondary education hub. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and

- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of local student places. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

In addition, to expedite the development of student hostels, the Government provided one-off capital grants of about \$10.3 billion in total under the Hostel Development Fund (HDF) for six UGC-funded universities with hostel shortfalls to carry out 15 student hostel projects, providing a total of around 14 300 hostel places. So far, eight student hostel projects have been completed, providing a total of around 7 800 student hostel places. The remaining seven projects with construction works under progress are expected to be completed progressively over the next few years, involving 6 500-plus student hostel places. Taking into account the future supply from HDF projects, and the universities' self-funded and temporary hostel places, the number of hostel places is expected to gradually increase to around 50 000 in the coming few years to cater for the needs of students, including those arising from additional intakes.

Furthermore, EDB and the Development Bureau jointly launched the Hostels in the City Scheme (the Scheme) in July 2025. The Scheme facilitates conversion of commercial buildings into student hostels by private developers/operators through relaxed development control, so as to increase the supply of student hostel places. Subsequently, the 2025 Policy Address announced that the Scheme would be expanded to cover newly built and redeveloped student hostels as well. The Scheme has been well-received. As at 28 February 2026, 27 applications involving around 6 100 hostel places have been received. Of these applications, 25 have been confirmed eligible under the Scheme, with the remaining two under processing. The proponents of these 25 cases are seeking approvals under the relaxed development control procedures of the Scheme. Relevant departments are processing these applications at full steam.

We expect that the development of Hong Kong into an international post-secondary education hub will attract more students from different regions to study in Hong Kong, and that the demand for student accommodation will increase. We will maintain communication with institutions, keep monitoring the state of affairs regarding non-local students pursuing studies in Hong Kong and consider the measures to be taken accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB115

(Question Serial No. 0569)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the titles, estimated total amounts of subsidy, main expenditure items (such as programme operation, remuneration of teaching staff, and allowances for trainees), and estimated numbers of training places of the major schemes for vocational, professional and skills training under the purview of the Education Bureau (e.g., relevant programmes of the Vocational Training Council, and programmes under the Study Subsidy Scheme for Designated Professions/Sectors) as indicated in the 2026-27 Estimates.
- (2) Has the Government formulated and regularly released universal performance indicators (including but not limited to programme completion rate, graduates' employment rate upon completion of programmes, median salaries, compatibility of field of study and occupation) for the aforesaid schemes? If yes, please provide the information on recent years. If no, will it draw up and publish the details of a performance tracking mechanism, the definitions of indicators and a disclosure timetable within 2026-27?

Asked by: Hon NG Kam-wah, Webster (LegCo internal reference no.: 4)

Reply:

(1)

The Training and Support Scheme and the Pilot Incentive Scheme to Employers

The Government has implemented the pilot Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year, which aims to attract and retain talent for industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. TSS covers 6 industries with a keen manpower demand, namely Engineering and Technology; Transportation; Healthcare Services; Testing and Certification; Design, Jewellery and Creative Industries; and Hospitality. 1 200 training places are offered under TSS annually, with the relevant expenditure estimated to be around \$88.1 million in 2026-27.

The Government has implemented the Pilot Incentive Scheme to Employers (PISE) under TSS since the 2019/20 academic year. PISE mainly encourages employers to conduct workplace learning and assessment for TSS trainees. Employers will conduct structured assessment for trainees, evaluating trainees' competence and performance through direct workplace assessment and observation. This enables employers to keep track of trainees' learning progress and make timely adjustments to the training content based on the assessment results, thereby effectively enhancing the trainees' overall performance. To encourage employers' participation in PISE, the Government provides participating employers with a subsidy of up to \$36,000 per trainee. 1 000 places are provided under PISE each academic year, and the estimated expenditure for 2026-27 is \$36 million.

Pilot Subsidy Scheme for Students of Professional Part-time Programmes

The Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Subsidy Scheme) with a funding of \$200 million to provide a tuition fee subsidy for practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. The Government injected an additional funding of \$234 million and \$425 million in 2019 and 2024 respectively to continue implementing the Subsidy Scheme till the 2028/29 academic year. In addition, the Subsidy Scheme has been expanded to cover creative industry and health and life science programmes, with the amount of tuition fee subsidy capped at \$36,000 per person for these newly covered programmes.

Study Subsidy Scheme for Designated Professions/Sectors

Since the 2024/25 academic year, the Education Bureau (EDB) has provided, under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), additional tuition fee subsidies for students enrolled in applied degree programmes that have undergone relevant accreditation, with a view to encouraging institutions to offer more applied degree programmes with an applied focus as well as enhancing the enrolment incentives of students and parents. The estimated expenditure for providing the additional subsidies in 2026-27 is approximately \$54.9 million.

The institutions offering accredited applied degree programmes under SSSDP in the 2026/27 academic year, programme names, programme types and the number of subsidised places are set out at **Annex**.

(2)

TSS and PISE

To evaluate the effectiveness of these 2 schemes, trainees and employers participating in TSS are invited to complete a questionnaire upon completion of the apprenticeship training. The questionnaire sheds light on the percentage of TSS graduates joining the respective industries and the satisfaction levels of employers and trainees participating in PISE.

Percentage of TSS graduates joining the respective industries

The percentage of trainees staying in respective industries for career development after having completed apprenticeship training under TSS from the 2022/23 to 2024/25 academic years are tabulated below –

Year of graduation	2022/23	2023/24	2024/25
Percentage of trainees indicating that they will stay in the respective industries in the survey ^{Note}	90%	94%	86%

Note: Some trainees did not respond to the survey. As the 2025/26 academic year has not ended, relevant figures for 2025/26 are not available yet.

Level of satisfaction towards PISE

The satisfaction levels of trainees and employers participating in TSS towards PISE from the 2022/23 to 2024/25 academic years are tabulated below –

Year	Satisfaction rate of PISE trainees and employers		
	2022/23	2023/24	2024/25
Employers	97%	90%	96%
Trainees	77%	80%	86%

Note: Some trainees did not respond to the survey. As the 2025/26 academic year has not ended, relevant figures for 2025/26 are not available yet.

The Subsidy Scheme

To evaluate the effectiveness of the Subsidy Scheme, participating trainees and/or graduates are invited to complete a questionnaire upon completion of respective programmes. The questionnaire findings of trainees' and/or graduates' views on the Subsidy Scheme for the past 3 years are presented below –

Survey year	2023	2024	2025
Respondents of annual questionnaire survey agreed that the Subsidy Scheme was generally practical and effective	94%	94%	94%

Note: Some trainees/graduates did not respond to the survey.

Respondents of annual graduate questionnaire survey agreed that completion of the subsidised programmes –	Survey year		
	2023	2024	2025
Allowed them access to more promotion opportunities at work	85%	87%	85%
Allowed them access to better remuneration packages	78%	81%	81%
Helped them switch to a more ideal job	84%	86%	85%

Note: Some graduates did not respond to the survey.

SSSDP

As the first 4 applied degree programmes were launched in the 2022/23 academic year, most of the students will graduate in 2026. EDB will conduct a graduate survey in 2027 to understand their employment situation and progression to further study.

Applied degree programmes under SSSDP (in the 2026/27 academic year)

Institution	Applied degree programme	Programme type	No. of subsidised places (intake at entry level)
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	First-year-first-degree (FYFD)	80
		Top-up degree (TUD)	10
	Bachelor of Business Administration with Honours in Sports and Recreation Management	FYFD	55
		TUD	125
	Bachelor of Nursing with Honours in General Health Care	FYFD	410
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	100
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60
	Bachelor of Science with Honours in Physiotherapy	FYFD	55
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	45
		TUD	30
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	40
		TUD	52
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	55
		TUD	30
	Bachelor of Science with Honours in Diagnostic Radiography	FYFD	30
Saint Francis University	Bachelor of Nursing (Honours)	FYFD	640
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management	FYFD	30
		TUD	10
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology	FYFD	25
		TUD	40
	Bachelor of Health Information and Services Management (Honours)	FYFD	25
		TUD	15
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	10
		TUD	25
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	15
		TUD	115
Total			2 127

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 0929)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Kindergarten Education Scheme, will the Government advise this Committee of the following –

- a) the unit subsidy rates in respect of various subsidies from the 2024/25 to 2026/27 school years, with breakdowns by half-day (HD)/whole-day (WD) service; and the adjustment mechanism for the subsidy rates (e.g. whether and how the Composite Consumer Price Index, salary adjustments, rental movements will be taken into account, and whether there are any “ceiling” or “top-up” arrangements);
- b) the distribution of school fee levels among kindergartens (KGs) joining the Kindergarten Education Scheme (e.g. percentile/median of school fees, as well as HD/WD service); the median of actual school fees paid by parents after deducting government subsidies in the above years; and how the changes reflect the actual burden on parents; and
- c) the information of the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) in the 2024/25 school year in the following areas: (i) the number of applications; (ii) the number of applications approved and the total amount involved; (iii) the average remission amount approved per application; and (iv) the major types of applications rejected and reasons for refusal (e.g. exceeding the income limit, insufficient supporting documents, etc.); and how such information reflects the coverage and approval efficiency of KCFRS?

Asked by: Hon NG Kam-wah, Webster (LegCo internal reference no.: 2)

Reply:

a)

Under the Kindergarten Education Scheme (the Scheme), the Government provides KGs joining the Scheme (Scheme-KGs) with direct subsidy according to the number of eligible students in the form of a basic HD unit subsidy. KGs offering WD and long whole-day (LWD) services will receive an additional subsidy of 30% and 60% respectively. Unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. In addition, school-specific grants, including premises related grants and the Grant for Support

to Non-Chinese Speaking (NCS) Students, are also provided to cater for the diverse needs of individual KGs or students. The major subsidies for Scheme-KGs and the relevant adjustment mechanism from the 2024/25 to 2025/26 school years are set out as follows –

	Subsidy	Unit	Unit subsidy rate (\$) (Note 1)		Adjustment mechanism
			2024/25 school year	2025/26 school year	
(a)	Basic HD unit subsidy	per student per annum	39,200	38,780 (Note 2)	The teaching staff salary portion is generally adjusted according to the annual civil service pay adjustment on a school year basis, while the other operating cost portion is generally adjusted annually based on the movements of the Composite Consumer Price Index.
(b)	WD unit subsidy	per student per annum	50,960	50,410 (Note 2)	
(c)	LWD unit subsidy	per student per annum	62,720	62,050 (Note 2)	
(d)	Grant for Support to NCS Students	per KG per annum	The subsidy is calculated based on the number of NCS students admitted.		Tier-1 grant rate is generally adjusted annually based on the movements of the Composite Consumer Price Index, while Tier-2 to Tier-5 grant rates are generally adjusted according to the annual civil service pay adjustment on a school year basis.
(e)	Rental subsidy	per KG per annum	The subsidy is calculated on the basis of the types of KGs, actual rent paid, rent assessed by the Rating and Valuation Department (if applicable), and the number of students.		Not applicable

Notes:

(1) As the 2026/27 school year has yet to commence, the relevant figures are not available.

(2) In the 2025/26 school year, EDB adjusted the subsidies under the Scheme in accordance with the Government's Productivity Enhancement Programme.

b)

In the 2024/25 and 2025/26 school years, around 90% of the HD programmes offered by Scheme-KGs are free of charge. For WD programmes, premised on the principle of co-payment between the Government and parents, parents need to pay part of the school fees. With additional subsidy from the Government, the school fees for WD programmes are maintained at a low level (the median school fee per instalment for the 2024/25 school year is \$998 and that for the 2025/26 school year is \$1,090). As the 2026/27 school year has yet to commence, the figure is not available. Families with financial needs may apply for fee remission under KCFRS and the Grant for School-related Expenses to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under

KCFRS has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees.

The number of Scheme-KGs as well as the number and the weighted average, median, lowest and highest school fees of KGs operating programmes with approval to charge school fees by programme in the 2024/25 and 2025/26 school years are set out at Annex.

c)

Figures on KCFRS in relation to KG students in the 2024/25 school year are tabulated as follows –

	2024/25 school year
No. of applications	28 894
No. of student beneficiaries (Note)	17 767
Total amount of assistance disbursed (\$ million)	220.8
Average amount of assistance disbursed (\$)	12,429

Note: The figure does not include 6 354 students who passed the means test but needed not pay school fees under the Scheme. If this type of students is included, the total number of student beneficiaries amounts to 24 121, representing 83.5% of the total number of applications.

The Government's policy on student finance is to ensure that no student is denied access to education due to a lack of means. In the 2024/25 school year, the major reason for unsuccessful applications was that the applicants' family income had exceeded the ceiling, resulting in their failure to pass the means test.

**Number of Scheme-KGs as well as the number and
the weighted average, median, lowest and highest school fees of
KGs operating programmes with approval to charge school fees by programme
in the 2024/25 and 2025/26 school years**

Programme (Note 2)	No. of Scheme-KGs (Note 3)	Annual school fee level of KGs operating programmes with approval to charge school fees (Note 1)				
		No. of KGs charging school fees (Note 3)	Weighted average school fee (\$)	Median school fee (\$)	Lowest school fee (\$)	Highest school fee (\$)
2024/25 school year						
HD	486	36	4,600	4,200	100	11,700
WD	381	364	10,500	10,200	200	28,100
LWD (Note 4)	242	231	14,200	13,600	200	30,400
2025/26 school year						
HD	466	36	4,800	4,200	100	11,700
WD	381	365	11,500	11,400	1,200	29,500
LWD (Note 4)	241	233	14,700	14,200	200	30,400

Notes:

- (1) Figures are rounded to the nearest hundred. They do not include KGs not charging school fees.
- (2) KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD programmes.
- (3) The number of KGs refers to the position as at December of the respective school years. The number of KGs charging school fees includes only KGs operating classes with actual student intake.
- (4) KGs operating LWD classes (i.e. former aided child care centres) refer to aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours. In the 2025/26 school year, 1 KG operating LWD classes is not included in the number of KGs due to relocation and failing to complete re-registration by December of that school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 0930)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the provision for Programme (3) Primary Education and Programme (4) Secondary Education under Head 156 of the Estimates, will the Government advise this Committee of the following –

- a) What are the breakdowns of provision for each Programme (e.g. recurrent funding, school-based grants, support services, special measures, etc.) from 2024-25 to 2026-27, and have the changes in provision been adjusted in line with changes in the student population and the number of classes?
- b) What are the impacts on the teaching establishment, supporting manpower (e.g. teaching assistants, social workers, special educational needs (SEN) support), and the school-based grants if class structural adjustments/mergers/closures are involved (please illustrate by grade level and type of measure)?
- c) What measures has the Government implemented to prevent a decline in support for underprivileged students (including students with SEN, students from low-income families, non-Chinese speaking students, and newly-arrived children) arising from resource redeployment? What are the relevant safeguard arrangements and monitoring indicators?

Asked by: Hon NG Kam-wah, Webster (LegCo internal reference no.: 3)

Reply:

a)
The total provision under Programmes (3) Primary Education and (4) Secondary Education represents the funding provided to various types of publicly-funded primary and secondary schools (including government schools, aided schools, schools under the Direct Subsidy Scheme, etc.), which is generally correlated with the numbers of students and classes. Schools can flexibly utilise such funding for paying the salaries of their teaching and non-teaching staff and other operational expenses according to school-based operational needs. The Education Bureau (EDB) does not maintain a breakdown of schools' expenses.

b)

Generally speaking, the staffing and resources required of public sector schools depend on the number of classes they operate. Under the existing mechanism, EDB will, based on the Codes of Aid and the principles set out in relevant circulars, provide schools with regular teaching and non-teaching staff on the approved establishment. EDB has also been allocating extra resources to provide additional regular teaching posts under various initiatives, as well as cash grants that allow flexible deployment for schools to hire additional contract teachers and auxiliary staff outside the approved establishment and/or procure outside services according to their school-based development and operational needs.

If the number of approved classes in an aided school is downward adjusted due to under-enrolment after the September headcount, resulting in redundant/surplus regular teachers or laboratory technicians, their posts may be temporarily retained for that school year. If an aided school is approved for merger, and there are redundant/surplus teachers in the school that continues to operate subsidised Primary 1 or Secondary 1 classes in the year(s) of merger, the school will be allowed to retain, for three years, the incumbent teachers on the approved teaching staff establishment related to the levels under merger of the two schools in the school year preceding the merger. This arrangement will allow time for the schools to adjust the staff strength.

c)

Among the grants that EDB disburses annually to publicly-funded schools, some are earmarked for specified purposes and/or designated beneficiaries (e.g. students with special educational needs, students with financial needs, and non-Chinese speaking students). Schools should compile a separate ledger to handle all income and expenditure related to such grants, in order to ensure that the resources can directly benefit targeted students.

EDB also provides publicly-funded schools admitting newly-arrived children with the School-based Support Scheme Grant, which they can utilise to organise activities such as after-school supplementary lessons, orientation activities and guidance programmes, thereby helping them adapt to learning in Hong Kong and integrate into the community as soon as possible. As the grant targets designated beneficiaries, schools must ensure proper use of resources and report on their utilisation in the school annual report.

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 0931)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding student mental health and support services, will the Government advise of the following –

- (a) What are the approved establishment, the numbers of new regular and contract posts, and the corresponding total provision and major breakdowns (e.g. salaries and operating expenses) for school-based guidance services, educational psychology service, school social work services, and related student support services for the 2026-27 Estimates? (broken down by the relevant Programmes under Head 156 for illustration)
- (b) What are the coverage rates of related services (broken down by government, aided, and Direct Subsidy Scheme schools, as well as by primary and secondary school levels), the total number of cases handled, the average and median waiting times, and the Government's annual targets and implementation measures for reducing such waiting times?
- (c) How does the Government address referral bottlenecks among the education, healthcare, and social welfare sectors? This includes whether there are unified referral guidelines, service level agreements, and cross-departmental collaboration mechanisms. If yes, please provide the key points, details of resource co-ordination among the departments involved, and the latest performance data (e.g. referral success rates and cross-departmental case processing times).

Asked by: Hon NG Kam-wah, Webster (LegCo internal reference no.: 5)

Reply:

(a) to (c)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach (WSA) and multi-disciplinary collaboration (including student guidance personnel (SGP), school-based educational psychologists (EP), and school social workers (SSW)) to provide comprehensive

guidance and support services according to students' needs through the 3-Tier Intervention Model.

For student guidance services, EDB has enhanced the student guidance services in public sector primary schools since the 2018/19 school year under a new funding mode by implementing the policy of "one school social worker for each school". A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services; while some public sector primary schools maintain the established arrangement to employ Student Guidance Teachers (SGT). In addition, schools may, according to students' needs and school-based circumstances, flexibly deploy or pool together different resources to employ additional qualified SGP (including SSW) or procure related services from organisations, thereby strengthening the support for students. The numbers of social workers and SGTs serving in public sector primary schools are 684 and 44 respectively in the 2025/26 school year. The revised estimated total expenditure on student guidance services for 2025-26 is \$514 million. As for secondary schools, Social Welfare Department (SWD) has implemented the measure of "two school social workers for each school" since the 2019/20 school year. There are 912 social workers providing school social work services in secondary schools in 2025-26, and the revised estimated expenditure involved is \$826 million. As schools can, having regard to their school-based needs, change the funding mode for student guidance services or employ additional SGP in a timely manner, data on manpower providing such services in public sector primary schools for the 2026/27 school year is not available. All along, schools can refer students to SSW for follow-up according to students' circumstances, and the students concerned do not need to wait for school-based guidance services. The number of guidance and discipline cases handled in public sector primary schools for the 2024/25 school year was 7 855, while the number of cases under school social work services in secondary schools for 2024-25 was 30 132.

As for the School-based Educational Psychology Service (SBEPS), all public sector ordinary primary and secondary schools have been provided with SBEPS since the 2016/17 school year. In the 2025/26 school year, the numbers of public sector primary and secondary schools receiving SBEPS are 453 and 386 respectively, while the EP establishment is 200 and the revised estimated expenditure involved is \$219 million. The EP establishment for SBEPS for the 2026/27 school year will remain similar, with an estimated expenditure of \$264 million.

EPs adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity in catering for students' diverse educational needs. In general, EPs adopt a multi-disciplinary approach to collaborate with teachers, social workers, etc., to jointly support students in need, in accordance with the principle of WSA. Their services also benefit students at large. EDB has all along encouraged schools to adopt the "intervention before assessment" principle to provide appropriate support for students displaying learning or emotional-behavioural difficulties without having to wait for the completion of assessment. In the past 5 school years (from the 2020/21 to 2024/25 school years), an average of about 85% of the cases referred to school-based EPs in public sector ordinary primary and secondary schools (including cases with mental health needs) were assessed within 2 months. School-based EPs would also adjust priorities for handling student cases according to their individual needs.

As schools under the Direct Subsidy Scheme make their own arrangements for educational psychology service, EDB does not have the related information.

As for student mental health support, the Government has all along been supporting student mental health through cross-departmental and cross-sectoral collaboration. Schools' multi-disciplinary teams (including school-based EP, SSW, and SGP) provide intervention services covering assessments, support, and counselling for students with mental health needs, as well as match students with relevant community services according to their needs, and refer students to receive diversified and appropriate follow-up services, such as the psychiatric specialist services of the Hospital Authority (HA), Integrated Family Service Centres, and the Integrated Community Centre for Mental Wellness. Meanwhile, school staff will maintain close communication and co-ordination with professionals from relevant departments or organisations and parents, with a view to taking care of students with mental health needs. The Government has established the Advisory Committee on Mental Health (ACMH) in December 2017 to advise the Government on mental health policies. EDB, Department of Health, SWD, and HA have also appointed representatives as ex-officio members of ACMH to facilitate information sharing among departments, with a view to enhancing cross-departmental collaboration and synergy.

- End -

CONTROLLING OFFICER'S REPLY

EDB119

(Question Serial No. 0252)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 under this Programme that the Education Bureau will “continue to strengthen gifted education by enhancing support for the Hong Kong Academy for Gifted Education and offering more off-school educational services for gifted students in targeted fields, such as STEAM, through training, activities and competitions at the territory-wide, national and international levels”. Will the Government inform this Committee of the work undertaken on the promotion of gifted education (especially in the field of STEAM) in the past year, as well as the expenditure and the effectiveness thereof? What is the expenditure on the promotion of gifted education in 2026-27? Are there specific work plans and key performance indicators in place? Are there any plans to allocate additional resources to enhance STEAM education to meet the long-term needs of Hong Kong’s development of innovation and technology industry?

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 22)

Reply:

The Education Bureau (EDB) has been providing ongoing support for the Hong Kong Academy for Gifted Education (HKAGE) to take forward more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international competitions and activities related to science and innovation and technology (I&T), so that gifted students will have more opportunities to showcase their talents. For those exceptionally gifted, more advanced programmes specific to STEAM-related areas have been provided. EDB has also been subsidising various organisations to provide Off-school Advanced Learning Programmes (OSALPs) for exceptionally gifted primary and secondary students.

In the past school year (2024/25), a total of around 9 900 gifted students participated in the advanced programmes organised by the HKAGE and OSALPs offered by external professional organisations. They have won many awards and prizes in territory-wide/cross-territory/national/international competitions. The HKAGE aims to continue to provide at least 8 000 places for relevant competitions and training. In the 2024/25 and

2025/26 school years, the amounts of grants awarded under the Gifted Education Fund are around \$76 million and \$74 million respectively. The estimated expenditure in the 2026/27 school year is expected to be comparable to that in the 2025/26 school year.

In addition, EDB continues to support schools in setting up and making effective use of school-based student talent pool through ongoing efforts such as organising teacher professional development events and compiling curriculum resources, with a view to facilitating schools' identification and grooming of gifted talents (including gifted students with potential in STEAM). At present, almost all publicly-funded primary and secondary schools have set up school-based student talent pool to identify and nurture more students with potential.

In the 2026/27 school year, apart from the work mentioned above, EDB will continue to step up the promotion of STEAM education in primary and secondary schools, and strengthen the integration of Information Technology (IT) and I&T with education for the development of digital education. By continuous improvement of the curriculum such as optimising the interface between primary and secondary curricula of IT and I&T education, enhancing teacher training, and organising STEAM/I&T-related learning activities in collaboration with relevant I&T organisations, EDB is committed to creating a learning atmosphere of science, mathematics and I&T and cultivating students' interests and ability in learning these subjects as well as their digital literacy from an early age, so as to enable students to embrace the opportunities brought by the development of I&T, ultimately providing talent support for developing Hong Kong into an international I&T hub.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 2719)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

One of the aims of the Education Bureau (EDB) under this programme is to promote national education, which includes “offering opportunities for students to join Mainland exchange programmes and arranging professional exchange programmes for teachers”. Also, as mentioned in Matters Requiring Special Attention in 2026-27, EDB will “continue to develop a variety of learning and teaching resources for promoting national education, national security education and patriotic education, facilitating students’ accurate and more comprehensive understanding of our country, including national history and geography, Constitution and the Basic Law, the national flag, the national emblem, the national anthem, the regional flag and the regional emblem”. Please advise this Committee of the expenditure on promoting national education in 2025-26, as well as the work undertaken and the effectiveness thereof. Please also advise on the specific work plans for 2026-27, as well as the estimated expenditure, manpower and key performance indicators thereof.

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 21)

Reply:

The Education Bureau (EDB) attaches great importance to the implementation of national education. The progress and outcomes achieved in this regard in recent years are widely recognised. We will continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing students into talents with an affection for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”. The related measures are set out as follows –

Curriculum development

Learning elements related to national education have long been embedded in various subjects of the primary and secondary curricula, such as Humanities/General Studies, Chinese History, History, Geography as well as Citizenship and Social Development (CS). EDB continues to optimise the curriculum and enrich relevant learning elements, including the implementation of Primary Humanities at Primary 1 and Primary 4 starting from the

2025/26 school year; the gradual implementation of the junior secondary Citizenship, Economics and Society curriculum from Secondary 1 in the 2024/25 school year; and the full implementation of the senior secondary CS subject from Secondary 4 to 6. The curriculum content of the CS subject is closely related to national affairs and development, and Mainland study tours were launched in April 2023. All students taking the CS subject are fully subsidised once to participate in such tours organised by EDB. Further, EDB announced the Optimised Senior Secondary Chinese History and History Curriculum Frameworks (the Frameworks) in October 2025. It is planned that the Frameworks will be implemented at Secondary 4 in the 2027/28 school year.

In 2025, EDB updated the Curriculum Framework of National Security Education in Hong Kong (the updated Framework) and the curriculum frameworks of National Security Education for 27 subjects, covering eight Key Learning Areas and the CS subject, for adoption by schools starting from the 2025/26 school year. The updated Framework integrates the related learning elements into different strands for the four key stages (lower primary, upper primary, junior secondary and senior secondary), including the Constitution, “one country, two systems”, the Hong Kong Basic Law and National Security, thereby supporting schools in further promoting national security education covering the Constitution and the Basic Law building on the existing solid foundation.

Besides, with Chinese culture as the backbone, the *Values Education Curriculum Framework (Pilot Version)* (the Curriculum Framework) is the guiding document for schools to implement values education. Strengthening students’ sense of nationhood from an early age is one of the curriculum emphases and respective learning expectations are proposed for each key stage. EDB continues to collect views from stakeholders on values education and is compiling the final version of the Curriculum Framework, which will be released in the 2025/26 school year.

As can be seen from the above, national education is already embedded in the school curriculum with ongoing enhancements. We will continue to review the curriculum and take forward its optimisation in accordance with the existing mechanism as necessary.

Professional training for teachers

Starting from the 2020/21 school year, EDB has incorporated contents about the Constitution, the Basic Law and national security education in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion, and provided relevant training to principals with a view to deepening their understanding of the rule of law in Hong Kong, the contents and spirit of the laws concerned, as well as national security, among others. EDB has also been actively collaborating with expert organisations to organise more in-depth thematic training, such as organising the Thematic Course on “Reinforcing the Rule of Law” in the 2025/26 school year, to enhance teachers’ and principals’ understanding of topics like the constitutional status and the rule of law of Hong Kong, as well as their responsibility in safeguarding national security in a systematic manner. In the 2025/26 school year (as at end-February 2026), around 2 840 teachers and principals participated in the above training. Participants in general considered that the training was conducive to their understanding of the contents related to the Constitution, the Basic Law and national security education. In the 2026/27 school year, EDB plans to provide around 4 600 training places.

Moreover, EDB arranges Mainland study tours for teachers and the Leadership Enhancement Programme (LEP) for Primary and Secondary School Principals for newly appointed principals. Through talks and seminars delivered by expert scholars, visits to schools, enterprises and cultural sites, these training activities serve to deepen the participants' understanding of national affairs and historical culture as well as the country's development and achievements, and strengthen their sense of belonging to the country, thereby enhancing their capacities in nurturing students' sense of national identity. In the 2025/26 school year (as at end-February 2026), around 1 600 teachers and 75 principals participated in the above Mainland study tours and the LEP respectively. On the whole, the participating teachers and principals gave positive feedback and considered that the Mainland study tours and the LEP enabled them to gain a deeper understanding of our country's latest developments in various aspects. In the 2026/27 school year, EDB plans to provide around 3 560 and 80 places for the Mainland study tours for teachers and the LEP respectively.

EDB has been providing training places for about 1 000 junior secondary Chinese History teachers who are not History majors over a period of three years starting from the 2024/25 school year. The training programme, organised by EDB in collaboration with the Mainland and local tertiary institutions, provides each of these teachers with a total of 30 hours of professional training courses, which comprise thematic seminars, local and Mainland study tours, application of digital humanities, etc., with a view to strengthening teachers' professional competence in Chinese history education, enhancing learning and teaching (L&T) effectiveness, and fostering students' sense of national identity.

EDB also continues to organise knowledge enrichment/advanced online courses for teachers on the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on national education and national security education for teachers, the online course on L&T in Music Lesson: The Learning of the National Anthem, etc. Further, EDB will continue to arrange different modes of training activities that align with the curriculum for in-service teachers in the 2026/27 school year.

Learning and teaching resources

EDB continues to provide L&T resources in relation to national education, such as the Constitution and Basic Law Online Course for Secondary School Students' Self-directed Learning, teaching resources on the Constitution of the People's Republic of China, the theme-based resources webpage "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", the National Security Education Online Learning Platform, card games on "National History and Chinese Culture" and "National Geography", and L&T resources on the 60th Anniversary of Dongjiang Water Supply to Hong Kong – "Sense of Gratitude for the Source". Besides, we continue to optimise and enrich the web-based resource platform "National Education One-stop Portal", which covers themes such as Constitution and Basic Law education and national security education, national symbols and signs (including the national flag, the national emblem and the national anthem), Chinese history and culture, as well as museum learning, to facilitate reference and learning by teachers and students.

Life-wide learning activities

Mainland exchange programmes and study tours for students form an important part of national education, including national affairs education, enabling students to enhance their

understanding of the history and culture of our country and national affairs through first-hand experience. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary CS subject. All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. From the 2022/23 to 2024/25 school years, the number of participating senior secondary students accumulated to over 140 000. It is expected that around 50 000 senior secondary students will join CS Mainland study tours in the 2025/26 school year. Currently, Mainland exchange programmes for students and CS Mainland study tours both cover diverse themes and various visiting spots, enabling students to gain first-hand experience of our country's development and achievements in different aspects from multiple perspectives. In the 2026/27 school year, EDB will further explore a wider range of suitable visiting spots and step up its efforts in supporting students to gain an understanding of our country's history and culture, latest development and achievements, so as to strengthen their sense of national identity. In the 2026/27 school year, the estimated expenditures on Mainland exchange programmes for students and CS Mainland study tours are \$110 million and \$116 million respectively.

EDB has been organising diversified learning activities on national education for primary and secondary students. The activities held or to be held from 2025-26 to 2026-27 include the Constitution and Basic Law Territory-wide Inter-school Competition, the Inter-school Constitution Speech Competition, the Territory-wide Inter-school National Security Knowledge Challenge, and the "Let's Join Hands in Safeguarding National Security" Programme.

Further, starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme (the Scheme) to fully support schools in implementing Constitution and Basic Law education within and beyond the classroom through the provision of diversified life-wide training activities, such as film appreciation sessions on themes about our country and thematic seminars, thereby fostering a sense of national identity among students. In the 2025/26 school year, over 10 000 students from more than 470 schools are participating in the Scheme. EDB has also organised leadership training workshops to help student ambassadors perform their leadership roles more effectively in assisting teachers to promote a diverse range of national education activities in schools. In the 2025/26 school year (as at end-February 2026), over 57 000 students have participated in various training activities. EDB will continue to enhance the aforesaid training activities in the 2026/27 school year.

EDB continues to lead government schools and work with more school sponsoring bodies and school councils to plan and implement at least 30 inter-school national education activities under the theme of "Love Our Home, Treasure Our Country" in the 2025/26 school year, striving 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. Starting from the 2025/26 school year, the "Love Our Home, Treasure Our Country" series of activities has been regularised and popularised, with a target annual attendance of no less than 30 000.

In 2026-27, schools can continue to make good use of the Grant for Promotion of Chinese Culture Immersion Activities to organise a variety of activities and programmes related to Chinese culture.

Assessment

EDB keeps in view the implementation of school work (including national education) through channels such as inspections, school visits and daily communication with schools. Starting from the 2023/24 school year, EDB has been conducting regular focus inspections of at least 50 schools on their implementation of national education (including Constitution and Basic Law education), sharing inspection findings and promoting good practices to enhance the quality and effectiveness of national education.

In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to further optimise the aforesaid diversified measures, with a view to providing enhanced support for schools to promote national education. We will also continue to strengthen the Constitution and Basic Law Student Ambassadors Training Scheme, and organise diversified life-wide training activities and competitions to enhance students' understanding of our country.

As the expenditure and staff establishment involved in national education are subsumed under EDB's estimated recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 0441)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To promote the “Study in Hong Kong” brand, will the Government consider establishing a PhD Fellowship on innovation and technology in addition to organising exhibitions, with a view to attracting more top-notch young research talent from around the world to pursue further studies in Hong Kong and conduct research in universities?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 3)

Reply:

Currently, the Hong Kong PhD Fellowship Scheme (the Scheme) of the Research Grants Council (RGC) aims to attract the world's best and brightest students to pursue research-based PhD programmes in Hong Kong, so as to enhance and strengthen the training of researchers, and to step up the research capacity of Hong Kong's higher education sector as a whole. In the 2023 Policy Address, the Chief Executive announced that starting from the 2024/25 academic year, the quota of the Scheme would be increased gradually from 300 to 400 places per academic year to attract more outstanding talent to study and conduct research in Hong Kong.

In addition, the RGC Junior Research Fellow Scheme (JRFS) encourages local and overseas doctoral graduates to pursue research career at the University Grants Committee (UGC)-funded universities in Hong Kong. JPFS provides these promising postdoctoral researchers with support at an initial stage to advance their research career, and further supports their transition in taking up Assistant Professor or Research Assistant Professor positions during the fellowship period, so as to nurture, maintain and expand the research talent pool with a view to propelling research and development in Hong Kong and fostering a research culture.

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 0466)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2026-27 that the Education Bureau (EDB) will enhance the teacher registration mechanism and explore amending the Education Ordinance to introduce the practising certificate and regular renewal requirements during 2026-27. Will EDB advise this Committee of –

- (1) whether additional staff will be required for the vetting work in amending the Education Ordinance to introduce the practising certificate and regular renewal requirements; if yes, of the estimated number of additional staff and the expenditure involved;
- (2) the specific legal provisions of the Education Ordinance that will be amended; and
- (3) how EDB will ensure that the reform can enhance teachers' professionalism without placing an undue burden on the teaching force or triggering large-scale staff turnover?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 4)

Reply:

(1) to (3)

The Chief Executive has announced in the 2025 Policy Address that the Education Bureau (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. The introduction of the requirement on the practising certificate aims to enhance teachers' professional status, encourage teachers to keep pace with the times, and strengthen teacher management.

EDB will draw up guidelines on application for the practising certificate, enabling applicants and schools to fully understand the application procedures, documents required, application fee, vetting time, notification of application results, etc. In addition, EDB is preparing to develop an electronic system for handling teachers' applications for practising certificates. At the same time, EDB will deploy manpower for vetting applications to ensure that in-service

teachers will have met the statutory requirement of acquiring practising certificates before the legislation takes full effect. As the manpower required for the work and the associated staff costs are absorbed by the existing resources of EDB, a breakdown is not available.

EDB has commenced working on the amendments to the Education Ordinance and will continue to consult the Department of Justice to finalise the amendments to the legislative provisions. EDB has been consistently adhering to the guiding principle of balancing the requirements expected of the education profession and the actual operational needs of schools and will continue to listen to and study the views of the sector carefully for formulating the specific implementation details that are reasonable and conducive to achieving the objectives.

- End -

CONTROLLING OFFICER'S REPLY

EDB123

(Question Serial No. 0468)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

According to the details of expenditure by subhead, the establishment of the Education Bureau (EDB) as at 31 March 2026 will be 6 368 posts. It is expected that there will be a net decrease of 131 posts in 2026-27. Please advise this Committee of –

- (1) the specific distribution of the 131 deleted posts, and the affected ranks and areas; and
- (2) the impact of the deletion of these posts on various services and operational efficiency of EDB in 2026-27.

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 6)

Reply:

(1) and (2)

Having considered factors such as overall service demand, operational needs, vacancy situations and the Government's efforts to reduce the civil service establishment, the Education Bureau (EDB) has planned a net deletion of 131 posts for 2026-27, including 3 time-limited posts that will lapse. The posts to be deleted are no longer operationally required (such as those adjusted in response to consolidation in government schools), and amongst which, about 13% are junior ranking civil service posts (generally within Points 0 to 15 on the Master Pay Scale), about 85% are middle ranking civil service posts (generally within Points 16 to 33 on the Master Pay Scale), about 2% are senior ranking civil service posts (generally within Points 34 to 49 on the Master Pay Scale and the Directorate Pay Scale).

EDB reviews the functions and work of different posts from time to time. Through measures like capitalising on technology solutions, streamlining of work processes, work re-prioritisation and structural reorganisation, EDB seeks to enhance efficiency and optimise the use of manpower resources, while continuing to take forward various existing services and new initiatives.

- End -

CONTROLLING OFFICER'S REPLY

EDB124

(Question Serial No. 0474)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

According to the 2026-27 Estimates of Expenditure for education, the provision for post-secondary, vocational and professional education is 4.0% higher than the revised estimate for 2025-26. Will the Government advise this Committee of the following –

- (1) What specific items or initiatives will the additional provision be allocated to?
- (2) How does the Government ensure that the additional resources can be precisely directed to enhancing the quality and diversified development of local post-secondary education to meet the long-term demand for talent and industry development in Hong Kong?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 7)

Reply:

(1)

The 2026-27 estimate under Programme (7) Post-secondary, Vocational and Professional Education is \$216.2 million (4.0%) higher than the 2025-26 revised estimate. This is mainly due to the increase in the estimated expenditures for the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS). The reasons are as follows –

- (i) SSSDP provides tuition fee subsidies for students pursuing designated self-financing undergraduate and sub-degree programmes in selected disciplines and encourages self-financing post-secondary institutions to offer programmes in selected disciplines that meet Hong Kong's social and economic needs. Since the 2024/25 academic year, the Education Bureau (EDB) has provided additional tuition fee subsidies for students enrolled in applied degree programmes that have undergone relevant accreditation, with a view to encouraging institutions to offer more applied degree programmes with an applied focus as well as enhancing the enrolment incentives of students and parents. With the increase in the number of applied degree programmes covered by SSSDP, more students are expected to enrol in these programmes and be granted additional subsidies

in the 2026/27 academic year. Therefore, an increased estimate is required to meet the relevant expenditure.

- (ii) NMTSS provides a non-means-tested subsidy for students enrolled in eligible full-time self-financing first-year-first-degree and top-up degree programmes. These programmes should be locally accredited and offered by post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320) and individual institutions¹. With the major provisions of the Post Secondary Colleges (Amendment) Ordinance 2025 coming into operation on 1 August 2026, we expect that students of colleges newly registered under Cap. 320 will become eligible for the subsidy in the 2026/27 academic year the soonest. Therefore, an increased estimate is required to meet the relevant expenditure.

(2)

EDB, in consultation with policy bureaux and with reference made to Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under SSSDP every year, with a view to nurturing talent in support of industries with keen manpower demand. Policy bureaux will take into account factors such as the programmes and number of places offered by institutions, student intake, manpower demand indicators of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes in making an overall assessment.

¹ That is, Hong Kong Metropolitan University, Hong Kong Art School, Hong Kong Institute of Technology and the School for Higher and Professional Education and the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council.

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 0475)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As stated under the Programmes of Primary Education, Secondary Education, Special Education, and Other Educational Services and Subsidies, the Education Bureau (EDB) provides various support measures for non-Chinese speaking (NCS) students, including funding for schools to facilitate their implementation of the “Chinese Language Curriculum Second Language Learning Framework” and creation of an inclusive learning environment in schools. Will EDB advise this Committee of the following –

- (1) How does EDB conduct long-term tracking and evaluation of the specific improvements in NCS students' Chinese language learning outcomes brought about by these measures?
- (2) Has regular data tracking been conducted over the past 5 years on the progress of NCS students in Chinese language proficiency, academic performance, and social integration, to ensure the resources allocated achieved the expected results?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 8)

Reply:

(1) and (2)

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 Education Bureau (EDB) has been providing NCS students with all-encompassing learning support from pre-primary to secondary levels through diverse strategies to help them master the Chinese language and integrate into the community.

Regarding additional funding, all public sector schools and Direct Subsidy Scheme schools offering the local curriculum and admitting NCS students are provided with additional funding according to the number of NCS students admitted. We have been providing schools with professional advice and support through different means, including requiring schools to report on their use of the additional funding, engaging in exchanges with schools

and conducting school visits to ensure the prudent and proper use of the additional funding. Schools generally use the above funding to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. They may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs and exercise flexibility in deploying various resources (including the additional funding for NCS students) to provide appropriate support for NCS students. Most of the schools consider that the additional funding facilitates the implementation of various school-based measures to provide appropriate support for NCS students, including enhancing the professional capacity of teachers in teaching Chinese to NCS students, developing school-based curriculum/teaching materials, adopting and adapting the complementary resources, setting appropriate learning targets for students, etc.

In respect to the curriculum and teaching, EDB has implemented the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework), complemented by learning and teaching materials, in primary and secondary schools since the 2014/15 school year to support NCS students in learning Chinese. With reference to the Learning Framework, teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school level for NCS students with different starting points to help them learn Chinese progressively. Schools need to review the learning progress of NCS students at different learning stages as described in the Learning Framework, and adjust the learning targets and teaching strategies as appropriate. Schools understand NCS students' Chinese proficiency by means of internal assessments and observations of classroom performance. EDB also engages with schools, through school visits and exchanges with teachers, to keep in view schools' formulation of learning objectives, curriculum planning, the appropriateness of teaching materials and strategies adopted, the assessment of language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning, and provide feedback and recommendations.

Generally speaking, schools can effectively use the additional funding and implement various school-based measures to provide appropriate support for NCS students. We understand that there are other factors affecting the learning effectiveness of NCS students, such as parents' expectations and co-operation and students' learning attitude. Based on observations and surveys, most of the school teachers consider that NCS students show gradual improvements in Chinese learning performance in school as well as increased interest and confidence in learning Chinese. Most of the NCS students express their desire to better master the Chinese language and report that they enjoy school life. Parents of NCS students are also generally satisfied with the support provided by the schools for Chinese language learning. In addition, NCS students' good performance in Chinese in various activities and competitions organised by EDB further demonstrates the positive impact of the relevant support measures.

In recent years, with the implementation of various support measures, the number of schools admitting NCS students has increased from about 590 in the 2013/14 school year to about 720 in the 2025/26 school year, accounting for over 75% of primary and secondary schools and reaching 90% of special schools in the territory. In addition, more than 30% of the NCS school candidates entering for the Hong Kong Diploma of Secondary Education Examination

met the general entrance requirements of University Grants Committee-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.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 0476)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As stated in Matters Requiring Special Attention in 2026-27, small class teaching (SCT) will be rolled out in public sector primary schools where conditions permit. Will the Education Bureau (EDB) advise this Committee of the following –

- (1) It is mentioned in the Estimates that the implementation of SCT should be rolled out “where conditions permit”. What are the specific criteria determining “where conditions permit”?
- (2) What support programmes does EDB provide for schools where “conditions not permitting” due to insufficient campus space or other reasons?
- (3) The purpose of implementing SCT is to enhance the quality of teaching and learning. How can EDB support schools in terms of teacher quality, classroom resources, and pedagogical adjustments to ensure that SCT successfully enhances students’ learning effectiveness?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 9)

Reply:

(1)

At present, over 90% of public sector primary schools in Hong Kong have implemented small class teaching (SCT). With 7 additional public sector primary schools to start implementing SCT in the 2026/27 school year, it is expected that over 95% of public sector primary schools will implement SCT by then. The implementation of SCT in public sector primary schools is primarily determined by factors including whether there exists certain demand for school places in individual school nets, and that vacant classrooms are available in the school nets concerned for operating the additional classes needed due to reduction in the number of students allocated to each class. In addition, the Education Bureau (EDB) must assess the additional recurrent expenditure involved in the implementation of SCT and strike a balance when prioritising various education measures, so as to ensure the proper use of public resources and continuously enhance the overall quality of education in Hong Kong. EDB

will continue to review relevant factors and implement SCT in a pragmatic and prudent manner.

(2) and (3)

To support teachers in making an effective use of the small class environment thereby enhancing learning and teaching, EDB has organised various professional development activities, which include building learning communities and organising seminars, workshops and experience sharing sessions. These activities seek to help teachers devise appropriate pedagogical strategies and apply different teaching modes in an SCT environment. We also gather the sector's feedback on the effectiveness of SCT from time to time through channels like school visits and lesson observations. Principals and teachers generally agreed that SCT can enhance students' participation in class and provide teachers with greater flexibility in adopting different pedagogical strategies and catering for learner diversity, thereby bringing an overall benefit to learning and teaching.

For schools maintaining 30 students per class, EDB has provided additional Assistant Primary School Master/Mistress posts by phases based on the total number of approved classes. This is an interim measure to facilitate the implementation of school-based measures that would provide teachers with appropriate classroom teaching conditions to enhance the quality of learning and teaching. All along, we have also encouraged these schools to participate in SCT professional development activities, enabling their teachers to devise appropriate pedagogical strategies and prepare for the future implementation of SCT.

- End -

CONTROLLING OFFICER'S REPLY

EDB127

(Question Serial No. 0480)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 180 of the Budget Speech that the Education Bureau (EDB) has established the Task Force on Study in Hong Kong to attract top-notch students globally. Will the Education Bureau advise this Committee of –

- (1) the specific and targeted measures adopted for attracting students from the Belt and Road (B&R) countries to study in Hong Kong, the relevant expenditure and effectiveness for the past 3 years; and
- (2) the number of students from B&R countries currently studying in Hong Kong and the specific goals ahead?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 11)

Reply:

The Government and the University Grants Committee (UGC)-funded universities strive to seize the opportunities brought about by the Belt and Road (B&R) Initiative and encourage more outstanding students from countries or regions along the B&R to study in Hong Kong through various measures including the B&R Scholarship. The annual quota of the B&R Scholarship has been increased from 100 to 150 places starting from the 2024/25 academic year. Thus far, over 830 students from 57 B&R countries have been awarded.

Currently, many non-local students of the eight UGC-funded universities come from countries or regions along the B&R. In the 2025/26 academic year, the number of non-local students from the B&R countries or regions is close to 5 000 (provisional figure), including students from Korea, Indonesia and Kazakhstan.

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and

Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the B&R. Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB128

(Question Serial No. 0483)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programmes (3) and (4) that the Education Bureau (EDB) will renew the primary and secondary school curricula and enhance teaching and learning support. Relevant measures include taking forward various digital education initiatives and promoting the use of artificial intelligence (AI) in learning and teaching across secondary school subjects. Earlier media reports regarding the suspected misuse of AI by individual students during an examination assessment have aroused public concern over student academic integrity. In this connection, will EDB advise this Committee of the following –

- (1) Regarding the planned implementation of AI education programmes in primary and secondary schools and the relevant funding, has EDB set aside a specific budget for the teaching of ethical topics such as AI ethics and academic integrity? If yes, what is the estimated expenditure for such initiatives, and what is its proportion in the overall funding earmarked for AI education?
- (2) Regarding teachers' professional development, will EDB provide additional training programmes to assist teachers in identifying students' improper use of AI, and refine the guidelines on examination administration and invigilation processes in an AI-driven environment?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 14)

Reply:

(1)

The Education Bureau (EDB) has been vigorously promoting artificial intelligence (AI) education in primary and secondary schools to enhance digital education. In line with the Chief Executive's 2025 Policy Address and to support schools in promoting AI integration in learning and teaching, EDB is formulating the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint). The AI literacy learning framework and relevant teaching guidelines, covering issues such as ethics and morality in the applications of AI, will be included in the Blueprint for teachers' reference.

Moreover, EDB has incorporated into the current edition of the “Information Literacy for Hong Kong Students” Learning Framework the literacy area, namely “Recognise the Ethical Issues Arising from the Application of Emerging and Advanced Information Technologies”, which includes the understanding of issues relating to laws and regulations, academic integrity and excessive dependence arising from innovation and technology such as AI technologies. The aim is to nurture students into ethical information technology users who are able to cope with the challenges brought by new technologies.

The expenditure involved in the above initiatives is subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

(2)

To enable teachers to grasp the latest developments of AI and its applications in teaching, including ethical issues such as AI ethics and academic integrity, as well as the ways to deal with improper use of AI, EDB has been progressively launching professional training programmes which covers areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including the implementation strategies for enhancing students’ digital literacy and making effective use of AI tools.

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 0641)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 46 of the Budget Speech that the Quality Education Fund (QEF) has earmarked \$2 billion to take forward digital education in primary and secondary schools by offering school-based artificial intelligence (AI) education programmes, and provide AI training for teachers. In the context of the overall tightening of recurrent education expenditure and changes in demographic structure, the dedicated funding is of considerable scale. In this connection, will the Education Bureau (EDB) advise this Committee of the following –

- (1) What is the specific timetable for the disbursement of the funding of \$2 billion? What are the criteria for selecting the first batch of schools/programmes to receive the funding? Will there be quota arrangement for different types of schools (primary, secondary and special schools)?
- (2) How will EDB evaluate the long-term effectiveness of these school-based AI education programmes? Are there any quantitative indicators set for the items such as the enhancement level of students' digital literacy, the proportion of teachers using AI in teaching or the changes in students' academic performance?
- (3) Upon completion of the multi-year programmes supported by the fund, if schools lack sustained funding to maintain the AI-related equipment and training, what are the follow-up support measures or transitional arrangements to ensure that the fruitful outcomes of digital education will not be lost as a result of a funding gap?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 24)

Reply:

(1) and (2)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

The Funding Programme has set clear requirements. All successful applicant schools are required to incorporate the "Development of AI-empowered Education" initiative into the School Development Plan and/or the Annual School Plan. Participating schools must also commit to fulfilling the following requirements: implementing AI-assisted teaching in at least 3 subjects/curriculum areas (with each area covering at least 2 levels), and developing at least 6 examples or sets of learning and teaching resources with the application of AI; conducting at least 3 open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); organising at least 3 experience-sharing sessions on AI-assisted teaching (within or outside the school); and hosting or arranging for students to participate in at least 2 student activities focusing on enhancing students' AI literacy.

In line with the principle of school-based management, participating schools are required to observe relevant guidelines issued by EDB when using the funding and are held accountable for its use. Schools have to draw up an implementation plan on the use of the funding and incorporate it into the Annual School Plan for endorsement by their School Management Committees (SMCs)/Incorporated Management Committees (IMCs). Schools are required to regularly evaluate the use of the funding and include the "Interim Report" and "Final Report" of the Funding Programme with details of the subsidised items or activities, relevant expenses and evaluations in the Annual School Report for endorsement by their SMCs/IMCs. To enhance transparency, and in accordance with the established arrangement, schools are required to upload the endorsed Annual School Plan and School Report (containing the implementation plan and the reports respectively) to the school webpage and submit the "Interim Report" and "Final Report" of the Funding Programme to EDB before the deadlines.

EDB will collect information through various mode of school visits, focus group meetings with teachers and teacher-student activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

(3)

EDB launched the Funding Programme with the aim of providing schools with a one-off funding to acquire basic equipment and tools required for integrating AI into learning and teaching. Schools are advised to make prudent and effective use of the one-off funding of \$500,000 and other relevant resources provided by EDB, including the flexible deployment of the recurrent Composite Information Technology Grant to purchase and enhance various kinds of teaching hardware and software, so as to continuously support the development of school-based digital education. EDB will continue to maintain communication with the school sector to review the use of the above one-off funding and the actual needs of schools. We will also assess the need to provide schools with financial support and related arrangements in the long run, taking into account relevant factors including the Government's financial position, priorities of resource utilisation and schools' development needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 0654)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 under Programme (3) that the Education Bureau (EDB) will provide gatekeeper training for parents to strengthen their capability in the identification of, and support for, students with emotional and mental health needs. In this connection, please advise this Committee of the following –

- (1) How does EDB ensure that participating parents can, having completed the gatekeeper training, effectively identify their children's emotional or mental health risks? Are there any follow-up support mechanisms to assist parents in applying what they have learnt in real situations?
- (2) What is the implementation mode of the training programme? What are the estimated numbers of participating parents and primary schools involved, and the related estimated expenditures in each year?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 29)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to student mental health, and is committed to providing gatekeeper training for parents to help them identify and take care of students with mental health needs at an early stage. Each year, EDB organises the "Online Workshop on Parent Gatekeeper Training" to enhance parents' understanding of mental health and their own psychological well-being, strengthen their knowledge and ability to early identify and support children with mental health problems, and introduce relevant community resources for their reference. The workshop is designed for parents of primary and secondary school students in Hong Kong, offering approximately 3 000 places every year. Over 90% of the participating parents agreed that the workshop is informative, and effectively deepened their understanding of mental health.

In addition to gatekeeper training, EDB also organises parent education talks. In the 2024/25 and 2025/26 school years, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students. The talks cover topics related to mental health of children, aiming to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health. Besides, EDB has produced educational videos for parents and provided them with the “Prevent Youth Suicide” factsheet, along with pamphlets with brief introduction on various types of mental illness. Parents can also continuously obtain relevant information to support their children’s physical and psychological development through the one-stop student mental health information website, “Mental Health @School”, as well as the one-stop parent education website “Smart Parent Net” and its social media platforms, so as to early identify their children’s emotional problems and respond to their mental health needs.

Schools’ multi-disciplinary teams (including school-based educational psychologists, guidance personnel, and school social workers) have been providing appropriate support for students with mental health needs. If parents find their children require further support for mental health concerns, they can communicate with the school in due course. School staff will refer them to professionals for appropriate follow-up in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development.

As the above expenditures are subsumed under EDB’s recurrent expenditure, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB131

(Question Serial No. 0658)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned in Matters Requiring Special Attention in 2026-27 under Programme (4), the Education Bureau (EDB) will renew the Secondary School curriculum and enhance teaching and learning support, including promoting the use of artificial intelligence (AI) in subjects and taking forward various digital education related initiatives. In this connection, please advise this Committee of the following –

- (1) What are the specific details of “promoting the use of AI in subjects”? Has EDB formulated any teaching framework or guidelines on AI? Will all core subjects be covered? Are schools required to develop their own teaching materials, or will resources be centrally provided by EDB?
- (2) What measures will EDB adopt to prevent disparities in resources and technological capabilities between schools?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 30)

Reply:

(1) and (2)

In recent years, the application of artificial intelligence (AI) in basic education has advanced rapidly. The Education Bureau (EDB) has also set AI as a key direction of support in its efforts to promote digital education in primary and secondary schools, actively assisting teachers and students to integrate AI into learning and teaching (L&T) of all subjects (i.e. AI for ALL subjects) to enhance the quality of L&T. We encourage teachers of various subjects to appropriately apply AI in teaching according to the characteristics of their subjects and pedagogical needs, and guide students to practise “using to achieve learning, learning through using, effectively using” AI during their course of learning to enhance their AI literacy. EDB is formulating the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint). The AI literacy learning framework and relevant teaching guidelines, covering issues such as ethics and morality in the applications of AI, will be included in the Blueprint for teachers’ reference.

EDB provides focused support for primary and secondary schools to empower education with AI, including the provision of AI education resources and the one-off grant. These support measures, based on a fair and inclusive principle, benefit all publicly funded primary and secondary schools (including special schools) in Hong Kong. For example, 22 project deliverables of the e-Learning Ancillary Facilities Programme funded by the Quality Education Fund (QEF) have been successively released since mid-2025, enabling schools, based on their school context and developmental needs, to deploy innovative technologies such as big data and AI to enhance L&T effectiveness across various subjects/areas. To drive towards fairness and inclusiveness, QEF also subsidised the subscription fees of publicly funded schools. EDB will continue to work with the Hong Kong Education City to provide schools, teachers and students with quality one-stop digital learning, reading, and assessment resources and services through a more intelligent development approach.

We also launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 for applications by all publicly funded primary and secondary schools (including special schools). Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources (including self-developed school-based teaching exemplars and resources), and to subsidise students' participation in activities that enhance their AI literacy, with a view to accelerating the development of digital education. The response to the Funding Programme has been overwhelming. All eligible publicly funded primary and secondary schools (including special schools) have applied and received confirmations of approval from EDB.

Moreover, EDB has been progressively launching a series of AI professional training programmes which cover the core AI literacy areas required by school leaders and teachers, including "AI Literacy" (including the skills to apply AI in teaching), "AI+Subjects" and "AI Leadership", with a view to enhancing the overall capability in planning and implementing school-based AI education.

Given that school contexts and development priorities vary among schools, each school has its own characteristics in terms of focus and direction in implementing digital education. Apart from providing quality resources and professional training for teachers on an ongoing basis, EDB actively promotes learning and collaboration among schools through school-based support, inter-school experience exchanges and resource sharing activities to enrich school-based characteristics. Besides, EDB's Digital Education Centre of Excellence (CoE) explores with teachers the pedagogical applications of AI in various subjects through thematic seminars, on-site professional support, lesson observations and sharing of practical experiences by experienced teachers, etc., effectively promoting peer professional learning and enhancing teachers' confidence and capacity in AI-assisted teaching.

As mentioned above, EDB provides schools with fair and inclusive support through diversified support measures to promote steady development of digital education in joint efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 0662)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 under Programme (5) that the Education Bureau (EDB) will provide teacher training related to the planning and implementation of a 12-year curriculum in special schools; and develop learning and teaching resources for supporting students with intellectual developmental disorder. In this connection, please advise this Committee of the following –

- (1) How does EDB evaluate the impact of the 12-year curriculum on student development? Are there any learning outcome indicators?
- (2) What were the exit pathways of graduates in terms of further studies, employment and community integration in the past 3 years? Will the relevant data be released regularly?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 31)

Reply:

(1)

The Curriculum Guide for Special Schools (CGSS) (2024), prepared by the Curriculum Development Council, provides special schools with the guiding principles on school curriculum development, as well as recommendations and strategies on curriculum adaptation, allowing special schools to further optimise the planning and implementation of the 12-year school curriculum, with an aim to better cater for the learning needs of students with special educational needs (including those with intellectual developmental disorder (IDD)). To cater for the learning needs of students with special educational needs at different stages (such as key learning stages), while taking into account their intellectual abilities and cognitive levels, the Education Bureau (EDB) continues to update the curriculum of different subjects and develop learning and teaching (L&T) resources, and regularly organises teacher professional development programmes (such as seminars, training workshops and experience sharing sessions) to enhance the effectiveness of L&T.

Pursuant to the L&T principles and recommendations provided in the CGSS, special schools (including school for children with IDD) should regularly review and optimise their school-based curriculum, including setting short-, medium-, and long-term learning objectives based on students' abilities and special educational needs, and designing appropriate L&T and assessment strategies to help students develop their potential. Moreover, special schools should, based on the recommendations of the CGSS, enhance life planning education to help students prepare for post-school transition and adulthood.

By collecting information on curriculum development in special schools through various channels such as school visits, focus group meetings and school-based support programmes, EDB reviews schools' curriculum planning and implementation, evaluates student learning progress, and provides timely professional feedback and support to help schools continuously optimise their curriculum development.

(2)

In general, after finishing their studies in special schools, students with IDD with higher ability are likely to opt for receiving vocational training, entering the employment market or pursuing further studies. As for the less able ones, parents usually help them apply for vocational rehabilitation services/day training or other adult services. Based on the information collected from special schools, the exit pathways of special school leavers^{Note} from the 2022/23 to 2024/25 school years are tabulated as follows –

	Open employment	Further studies	Vocational training	Vocational Rehabilitation Services/Day Training	Others	Total
2022/23	48	62	152	263	141	666
2023/24	51	41	169	286	148	695
2024/25	31	48	233	256	148	716

Note: Depending on service requirements and parental preferences, special school students may be waitlisted for relevant adult services as early as age 15. Hence, the above figures include not only Secondary 6 graduates but also school leavers from other grade levels.

EDB has no plan at present to release data on the exit pathways of special school leavers regularly. Nevertheless, it will continue to provide the Social Welfare Department and the Vocational Training Council with the estimated number of special school leavers annually as a reference for planning various services for special school leavers.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 2984)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As mentioned in paragraph 179 of the Budget Speech, for the development of the Northern Metropolis University Town (NMUT), the Government will roll out 3 sites in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee (UGC)-funded universities and universities of applied sciences (UAS) for campus development, and earmark \$10 billion for providing loans to support campus development. Will the Education Bureau advise this Committee of the following –

- (1) Regarding the \$10-billion loans, what are the eligibility requirements for application and what assessment criteria and selection mechanisms have been drawn up specifically for allocation of the loans to UGC-funded universities and UAS wishing to establish a base in NMUT?
- (2) What are the specific terms of the loans (e.g. the interest rate and repayment period)? How will the Government set up a regulatory mechanism to ensure that this huge sum of public money is transparently and effectively channelled into NMUT development?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 10)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 2147)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 179 of the Budget Speech that, for the development of the Northern Metropolis University Town (NMUT), the Government will roll out 3 sites in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development. The Government will earmark \$10 billion for providing loans to support campus development. In this connection, will the Government advise this Committee of –

- (1) the estimated total construction cost of the campuses on these 3 sites, as well as the interest rate and repayment period of the loans;
- (2) the loan recovery or safeguard measures in place should the institutions fail to repay the loans on schedule; and
- (3) whether an assessment has been conducted on the potential contributions to the surrounding economy and related tax revenue upon the completion of NMUT, and the expected economic benefits to be generated?

Asked by: Hon NGAI Ming-tak, Michael (LegCo internal reference no.: 11)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 3132)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 180 of the Budget Speech that the Education Bureau has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally. The “Study in Hong Kong” week featured key events including the Asia-Pacific Association for International Education Conference and Exhibition (APAIE 2026), which is one of the world’s top three international higher education conferences, and the International Symposium of the Alliance of Universities of Applied Sciences. In this connection, please advise this Committee of –

- (1) the annual operating costs and staff establishment of the Task Force;
- (2) the total expenditure and estimates allocated for organising the “Study in Hong Kong” week; and
- (3) whether the Government has formulated long-term financial planning for the “Study in Hong Kong” brand, and whether recurrent funding will be earmarked in the future for the ongoing promotion of recruitment of international students.

Asked by: Hon NGAI Ming-tak, Michael (LegCo internal reference no.: 12)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices (ETOs) and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education (APAIE) Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

To further consolidate Hong Kong’s status as an international education hub, and promote Hong Kong’s higher education and the “Study in Hong Kong” brand globally, the Government designated February 23 to March 1, 2026, as Study in Hong Kong Week. Major events included the APAIE Conference and Exhibition and the first International Symposium of the Alliance of Universities of Applied Sciences (UAS). As a flagship event of the Study in Hong Kong Week, the APAIE Conference and Exhibition, themed “Asia-

Pacific Partnerships for the Global Good”, attracted exhibitors from over 600 universities and organisations. It featured nearly 130 sessions of high-level seminars and welcomed over 3 500 education leaders and experts from 72 countries and regions to Hong Kong. With the largest scale and highest number of participants in APAIE’s history since 2004, it showcased Hong Kong’s unique strengths as an international post-secondary education hub. During the event, the Secretary for Education met with representatives from various countries and regions to exchange views on the development, co-operation, and promotion of international higher education. In addition, the Chairman of the UGC exchanged views with global higher education leaders on challenges in the global higher education landscape and the promotion of cross-territory collaboration, while the Secretary-General of the UGC presented research achievements and impacts of Hong Kong’s higher education sector.

As for the first International Symposium of the Alliance of UAS, themed “Academic-Industry-Government Collaboration in Advancing Vocational and Applied Education”, it gathered experts, scholars and industry representatives from the Chinese Mainland, Hong Kong and overseas to explore how UAS can foster cross-sector collaboration in driving innovation and nurturing talent. Serving as an important platform for scholars from around the world, this symposium highlighted Hong Kong’s strengths in vocational and professional education and training, attracting more high-calibre students to pursue applied sciences in Hong Kong.

During the Study in Hong Kong Week, the UGC-funded universities meticulously organised a series of campus tours, which not only provided participants with the opportunity to personally explore distinctive campuses for a close look at the modern teaching and learning facilities, but also included specially designed non-academic experiential sessions. These sessions featured a diverse range of activities that allowed visitors to immerse themselves in the unique campus cultures and vibrancy of the institutions. The tours also fostered interactions and exchanges between participants from different regions, enhancing their overall understanding of the strengths of Hong Kong’s higher education. Meanwhile, the UGC and the institutions stepped up their promotional efforts through multimedia channels, publishing over 200 posts to showcase the strengths of Hong Kong’s post-secondary education, further promoting the “Study in Hong Kong” brand.

In addition, ETOs and the Mainland Offices promoted the strengths of Hong Kong’s post-secondary education during Lunar New Year celebratory events. EDB will integrate the “Study in Hong Kong” theme into various activities throughout the year and sustain promotional efforts on multiple fronts to create a favourable atmosphere, consolidate Hong Kong’s status as an international education hub, and tell good stories of Hong Kong’s education.

As the initiatives of the Task Force were taken forward using EDB’s existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available. EDB will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(Question Serial No. 3133)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2026-27 that the Government will continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. In this connection, please advise this Committee of –

- (1) the work progress on taking forward the mutual recognition of sub-degree level qualifications, and the administrative expenditures and staff establishment involved;
- (2) the specific timetable of implementing the mutual recognition of qualifications on trial for selected pilot areas, and the estimates allocated for these pilot areas; and
- (3) how the implementation of the mutual recognition of sub-degree qualifications facilitates talent exchanges in the two places, and how this will impact on the local labour market.

Asked by: Hon NGAI Ming-tak, Michael (LegCo internal reference no.: 15)

Reply:

With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening young people's articulation pathways, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

Separately, to differentiate the vocational and professional education and training (VPET) pathway from the academic route, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines. The updated guidelines enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either

immediate employment at the para-professional level or articulation to specialised degree programmes, thereby providing flexible and diversified articulation pathways for young people.

It is part of the established duties of EDB to take forward the mutual recognition of sub-degree level qualifications, relevant work has been undertaken with EDB's existing resources. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 2203)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government implements a host of measures for promoting student mental health at the school level. In this connection, will the Government advise this Committee of –

- (1) the numbers of fatal suicide and attempted suicide cases among primary, secondary and university students and their percentage shares in the total number of students at each stage of education in each of the past 5 years; whether the causes of student suicides and suicide attempts have been explored;
- (2) the numbers of assistance requests received by schools from students regarding emotional disturbance and mental health problems in the past 5 years; whether the reasons for seeking help have been analysed; and
- (3) the specific measures taken by the Government to promote student mental health in the past year, and the respective expenditures and effectiveness?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 1)

Reply:

(1) and (2)

The Education Bureau (EDB) has all along required primary and secondary schools to report fatal suspected student suicide cases in order to provide appropriate professional support to the schools concerned. EDB does not collect information regarding fatal suspected suicide cases of university students and the numbers of attempted suicide cases among primary, secondary and university students. The numbers of fatal suspected student suicide cases of primary and secondary students reported in the past 5 years (2021 to 2025) are tabulated as follows –

Year	No. of cases
2021	25
2022	25
2023	32
2024	28
2025	31

Both international and local studies have suggested that suicide (including attempted suicide) is a complex issue influenced by the interplay of various factors, mainly related to interpersonal relationships (including family, social or relationship problems) and personal issues (such as learning and school adjustment, depressed mood and mental illness). Each case has its unique underlying reasons.

Schools have all along been adopting the Whole School Approach (WSA) and multi-disciplinary collaboration (including school-based educational psychologists, guidance personnel and school social workers) to provide comprehensive student guidance and support services according to students' needs and through the 3-Tier Intervention Model. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs through quality teaching in regular classrooms. Tier-2 support refers to additional support/"add on" intervention for students with persistent learning or adjustment difficulties. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, and professional referrals in a timely manner for further follow-up. Since early identification and intervention for students with emotional disturbance and mental health problems are ongoing tasks of schools, EDB does not collect information from schools regarding the number of requests received and the reasons for help-seeking. Therefore, relevant figures and information are not available.

(3)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt WSA directed at 3 levels, namely "Universal", "Selective" and "Indicated", as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the curriculum, information dissemination, activities, training and professional support.

At the "Universal level", to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. EDB has been providing curriculum documents, organising professional development programmes and producing learning and teaching resources to encourage schools to provide students with diversified learning experiences within and beyond the classroom, thereby fostering their whole-person development and physical and psychological well-being. EDB has also been continuously promoting diversified student development programmes, so as to enhance students' resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditure for 2024-25 was about \$90 million.

To promote mental health in schools in a more comprehensive and systematic manner, EDB continues to make every effort to promote the 4Rs Mental Health Charter (4Rs Charter) in

schools in the 2025/26 school year. With “Resilience” being the core theme this year, schools are provided with more services, activities and programmes. Schools participating in the 4Rs Charter will also become the participating schools of the Whole School Health Programme taken forward by the Department of Health, so as to address students’ physical activities, healthy eating, mental health and social well-being, thereby taking care of students’ health in a more comprehensive manner.

To further promote student mental health, EDB has launched the Mental Health Literacy Resource Packages (resource packages) for different key learning stages. Relevant resource packages have been uploaded to the “Mental Health @School” website, enabling teachers and school personnel to promote mental health literacy in class. To assist schools to master the contents of the resource packages and the techniques in implementation, EDB provides school-based training and consultation to primary and secondary schools in the 2025/26 school year, facilitating the use of the resource packages in a collaborative mode according to schools’ needs.

As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, no breakdown is available.

At the “Selective level”, EDB provides a wide array of training for teachers, parents and students to enable early identification of and offer support to students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental Health @School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB has been providing more than 40 additional training workshops for school personnel every year since the 2023/24 school year, with a more intense focus on enhancing their capacity for caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, no breakdown is available.

At the “Indicated level”, EDB has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau, in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. To achieve early identification of and offer support to students at higher suicidal risk, the Government regularises the Three-tier School-based Emergency Mechanism in all secondary schools in Hong Kong, and extends it on a trial basis to Primary 4 to 6 in the 2025/26 school year. As the expenditure on the above initiatives is subsumed under the Government’s recurrent expenditure, no breakdown is available.

Parents play a crucial role in supporting children's development and learning, as well as nurturing positive values and fostering whole-person development in children. EDB has all along been promoting home-school co-operation and parent education, and runs the territory-wide Positive Parent Campaign every year to promote parent education through extensive and diversified channels. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health, EDB organises the "Caring for Their Heart and Soul, Growing along with Your Children" Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 and 2025/26 school years. EDB has also promoted positive parent education and enhanced parents' awareness of children's mental health through diversified modes such as district-based film gala presentation cum sharing sessions. In addition, EDB has launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. EDB's expenditure in 2024-25 on promoting home-school co-operation and parent education is about \$79 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 1500)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the projected decline in the number of Secondary 1 to 3 students in the 2026/27 school year, please advise on the following –

1. The Education Bureau previously launched a pilot scheme which allowed secondary schools that meet certain requirements to operate 1 additional Secondary 1 class, bringing the number of Secondary 1 classes to 5. Will the Government implement the scheme again this year? If yes, what are the details? If no, what are the reasons?
2. Among the 5 secondary schools approved under the scheme last year, 3 are located in the North District, reflecting a shortage of school places in that district. Will the Government adopt a targeted approach to allow more schools in the North District to operate additional classes? If yes, what are the details? If no, what are the reasons?
3. With the increasing supply of residential units in the Northern Metropolis, how will the Government assess the future demand for school places in the district in the light of the latest development? What are the plans to ensure that students can attend schools within the district?

Asked by: Hon TAM Chun-kwok (LegCo internal reference no.: 10)

Reply:

1. and 2.

The provision of public sector secondary school places is planned on a territory-wide basis. In order to better address parents' preferences, allowing the relevant schools to offer quality education for more parents and students, and to increase opportunities for parents to enrol their children in their preferred schools, the Education Bureau (EDB) launched a pilot scheme in the 2025/26 school year. This scheme allows schools participating in the Secondary School Places Allocation (SSPA) with 4 classes to participate in SSPA with 5 Secondary 1 classes in the following school year, where conditions permit. Upon receipt of the applications from schools, EDB will holistically assess a basket of factors, including the overall demand and supply of school places in Hong Kong, and the actual situation of the

districts where the schools are located, the relevant facilities of the schools, the track record of school's governance and preference of parents etc., when considering whether to approve the schools' applications. Approving these applications does not serve to address the shortage of school places in individual districts. Following the principle of "small-steps, high-threshold and rigorous-screening", EDB will keep the relevant arrangement under review according to the actual situations, keep refining the arrangement, and make timely announcement regarding the future development of the policy.

3.

The provision of public sector secondary school places is planned on a territory-wide basis. When preparing town plans and planning large-scale residential development areas, the Government reserves sites for school development having regard to the planned population intake and the needs for community services in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines. In accordance with this mechanism, EDB has reserved school sites in the Northern Metropolis to meet the demand for school places in the new development areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 1501)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has abolished the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year, strategically allocating resources to projects that directly enhance education quality, and making financial support measures more precise and targeted. Subsequent to the abolition of the student grant of \$2,500, please advise this Committee of the following –

- (1) For students who are not eligible for any means-tested subsidy schemes (such as “non-grassroots and non-affluent” students), has the Government assessed or noted from available data whether these students encounter difficulties in meeting educational expenses? How can they be assisted?
- (2) Regarding various government means-tested student financial assistance schemes (such as the School Textbook Assistance Scheme, the Student Travel Subsidy Scheme and the Subsidy Scheme for Internet Access Charges), what are the estimated numbers of student beneficiaries and their percentage shares in the total number of students in Hong Kong?
- (3) The total provision for pre-primary, primary and secondary education has factually decreased in 2026-27 (decreased by 8.6%, 1.8% and 0.7% respectively as compared with the original estimates of the previous year). Under such circumstances, are the resources saved being re-allocated to education? If no, what are the reasons?

Asked by: Hon TAM Chun-kwok (LegCo internal reference no.: 5)

Reply:

- (1) The student grant was one of the relief measures introduced by the Government in 2019 in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To further align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, has abolished the student grant

from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students with financial needs will continue to receive appropriate assistance through student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA).

- (2) The Student Finance Office (SFO) under the WFSFAA administers various financial assistance schemes for pre-primary, primary and secondary students with financial needs. The numbers of student beneficiaries and their percentage shares in the respective total numbers of students for each financial assistance scheme in the 2025/26 school year are tabulated as follows (as the 2025/26 school year has not yet ended, the SFO can only provide the relevant figures as at 31 January 2026) –

	School year
	2025/26
	(as at 31 January 2026)
<i>Pre-primary level</i>	
Kindergarten and Child Care Centre Fee Remission Scheme	
No. of student beneficiaries [^]	14 994
Percentage share in total no. of kindergarten students	13.2%
Grant for School-related Expenses for Kindergarten Students	
No. of student beneficiaries	19 233
Percentage share in total no. of kindergarten students	17.0%
<i>Primary and secondary levels</i>	
School Textbook Assistance Scheme	
No. of student beneficiaries	164 069
Percentage share in total no. of primary and secondary students	27.2%
Student Travel Subsidy Scheme (primary and secondary students)	
No. of student beneficiaries	121 015
Percentage share in total no. of primary and secondary students	19.6%
Subsidy Scheme for Internet Access Charges*	
No. of family beneficiaries	113 411
Percentage share in total no. of primary and secondary students	N.A.
Examination Fee Remission	
No. of student beneficiaries	11 736 (Figures for the 2024/25 school year) [#]
Percentage share in total no. of candidates	24.3% [#]

[^] The figure does not include 4 212 students who passed the means test but needed not pay school fees under the Kindergarten Education Scheme. If this type of students is included, the total number of student beneficiaries amounts to 19 206, representing 17.0% of the total number of kindergarten students.

* Application is household-based.

[#] The vetting process for examination fee remission for the 2025/26 school year is still underway.

- (3) In 2026-27, besides making corresponding adjustments to the funding provided to schools arising from the changes in student numbers, the Education Bureau (EDB) will optimise and integrate the use of educational resources in an innovative approach. This

includes the enhancement measures to optimise the use of grants by schools based on the principles of streamlining administration and delegating authority; removing barriers and restrictions; enabling flexible deployment; increasing efficiency as well as using public funds prudently, so as to better address schools' development needs. While further enhancing productivity, EDB will implement various new initiatives in 2026-27, endeavouring to develop an international education hub, promote digital education, strengthen students' capabilities, promote physical and mental well-being, strengthen professionalism of teachers, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB140

(Question Serial No. 1408)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has implemented the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year. To understand the specific implementation progress of the relevant initiatives and the allocation of resources, will EDB advise this Committee of the following –

1. What is the number of kindergartens (KGs) that have formed sister KG pairs as at the 2025/26 school year since the launch of the Exchange Programme?
2. Please list Mainland KGs joining the Exchange Programme by their current geographical distribution. Are they mainly located in the core cities of the Greater Bay Area (e.g. Shenzhen and Guangzhou)? On promotion of forming sister KG pairs, has EDB strategically encouraged KGs to establish connections with their counterparts in different areas of the Guangdong Province (e.g. non-core cities), with a view to expanding the diversity and breadth of exchanges? If yes, what are the details? If no, what are the reasons?
3. Please list in detail the major modes of exchanges (e.g. teaching demonstrations, and sharing on administration and management) among the KGs joining the Exchange Programme. Has EDB evaluated the actual effectiveness of these activities in enhancing the teaching quality of local KGs and broadening teachers' horizons? If yes, what are the details? If no, what are the reasons?
4. In 2026-27, what is the provision set aside by EDB for the Exchange Programme? Apart from increasing the number of participating KGs, what are the specific strategies to expand the depth of exchanges?

Asked by: Hon TANG Fei (LegCo internal reference no.: 3)

Reply:

1. to 4.

To strengthen the connection between Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) and the Department of Education of Guangdong Province (GDED) have launched the “Guangdong-Hong Kong Sister

Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and GDED invited 50 KGs joining the Kindergarten Education Scheme and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. In the 2025/26 school year, the beneficiary KGs from Guangdong and Hong Kong have increased to 300 altogether, covering KGs from different cities in the Guangdong Province, including Shenzhen, Guangzhou, Shaoguan, Meizhou, Zhanjiang, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. Apart from organising the Signing Ceremony-cum-Annual Exchange Activity for the Exchange Programme every year, representatives from KGs in the Guangdong Province participating in the Exchange Programme are arranged to visit Hong Kong KGs and learn from them, with the aim of continuously learning among KGs in the two places. Meanwhile, EDB also provides participating Hong Kong KGs with professional support, by assisting KGs to identify their needs and facilitating KGs to organise exchange activities with Mainland KGs and disseminate good practices, among others. Feedback from participating KGs on the Exchange Programme was positive. EDB will continue to take forward the Exchange Programme in the 2026/27 school year. As EDB is using its existing resources to carry out the relevant work, and the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 1409)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has stepped up efforts to promote various talent admission schemes (including the Top Talent Pass Scheme) over the past year, resulting in a growing educational need among accompanying dependants. To ensure that the education resources planning for 2026-27 neatly meets the actual demand, please advise this Committee of the following –

1. Despite the Government's earlier indication that schools are not required to report admissions figures on the dependants of migrant talent, will the Education Bureau (EDB) review the current reporting mechanism in the new financial year to require regular reporting by schools for resource planning purpose?
2. Will EDB provide the latest estimates on (i) the total number of dependants of migrant talent under various admission schemes who are studying in local schools (including primary and secondary schools); (ii) a breakdown of the numbers of these students by school type (government school, aided school, Direct Subsidy Scheme (DSS) school, private school and international school) and grade level?

Asked by: Hon TANG Fei (LegCo internal reference no.: 4)

Reply:

1.

Under the prevailing arrangements, persons who are permitted to reside in Hong Kong as dependants (including but not limited to dependants of successful applicants under various talent admission schemes) are not required to obtain prior permission from the Director of Immigration for receiving education in Hong Kong. They may choose to enrol in primary and secondary schools of different finance types (including publicly-funded schools and private schools offering formal curriculum). As dependants enjoy educational opportunities comparable to those of local students, including the eligibility for subsidies to enrol in publicly-funded schools, these schools are not required to report to the Education Bureau.

2.

According to Immigration Department's information, the numbers of applications with unmarried dependent children under the age of 18 permitted to come to Hong Kong as dependants under various talent admission schemes from 2023-24 to 2025-26 (as at February 2026) were 59 506, 55 207 and 40 674 respectively.

These dependants are not required to obtain prior permission from the Director of Immigration for receiving education in Hong Kong. Hence, the Immigration Department does not have statistics on the number of relevant dependants studying in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB142

(Question Serial No. 1410)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) provide the total number of classes, demand for school places, supply of school places, cross-district students, surplus/shortage of school places, as well as the percentage of surplus/shortage over the supply of school places in different districts by breakdown and Hong Kong as a whole –

1. the supply and demand of Secondary One (S1) places under the Secondary School Places Allocation (SSPA) System from the 2023/24 to 2025/26 school years, as well as the latest projection of the supply and demand of S1 places under SSPA for the 2026/27 school year;
2. the supply and demand of Primary One (P1) places under the Primary One Admission (POA) System from the 2023/24 to 2025/26 school years, as well as the latest projection of the supply and demand of P1 places under POA for the 2026/27 school year;
3. further to the replies in (1) and (2), the respective surplus or shortage of school places in various districts/school nets in the recent 3 years and the projection for the 2026/27 school year;
4. further to the replies in (1) and (2), the number of school places netted, the number of school places allocated, the number and percentage of school places netted from other districts against the actual number of places registered in the recent 3 years and the projection for the 2026/27 school year?

Asked by: Hon TANG Fei (LegCo internal reference no.: 6)

Reply:

(1) to (4)

Secondary One (S1) places

The Secondary School Places Allocation (SSPA) System is divided into 2 stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may, without restriction on districts, apply to not more than 2 participating secondary schools for

their children. The CA stage comprises 2 parts, namely unrestricted school choices and restricted school choices. The secondary school net of students is determined by the location of the primary schools they attend rather than their place of residence. As parents may choose schools in other districts during the DP and CA stages, and some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year, statistics on the number of cross-district students, including the actual number of places registered, are not available.

The numbers of students participated in SSPA 2023 to SSPA 2025, i.e. for admission to S1 from the 2023/24 to 2025/26 school years respectively, are 50 508, 51 393 and 48 011 respectively. A breakdown by students' school net is at [Annex 1](#). The respective numbers of S1 operating classes, places and students in public sector schools by district from the 2023/24 to 2025/26 school years are at [Annex 2](#). As SSPA 2026 has not yet completed, relevant figures for the 2026/27 school year are not available.

The provision of public sector S1 places is planned on a territory-wide basis. To ensure an adequate supply of S1 places to meet the demand and to provide parents with more choices, netting of S1 places from other districts to districts with a relatively smaller number of secondary schools and/or school places is a long-established arrangement which can also strike a balance and address the concerns and needs of different stakeholders as far as practicable. When making netting arrangements, the Education Bureau (EDB) takes into consideration a basket of factors, such as the demand and supply of school places in different districts, the distribution of school types, the location of schools and the associated transport facilities, as well as the established netting pattern of S1 places. The school places netted in the CA stage, if applicable, are included in the number of places offered by secondary schools and the projected number of school places in the school nets of SSPA 2023 to SSPA 2026, and are set out in the Secondary School Lists of the respective years for parents' reference. Some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the actual number of places registered by cross-district students are not available.

Primary One (P1) places

The Primary One Admission (POA) System is divided into 2 stages: DP and CA. During the DP stage, parents may apply to any one of the public sector primary school unrestricted by the school net in which they reside. Children who have not secured a discretionary school place may participate in CA, which comprises 2 parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover 2 districts. As parents may choose schools from other districts/school nets in the DP and CA stages, and some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year, statistics on the number of cross-district students, including the actual number of places registered, are not available.

The numbers of children participated in POA 2023 to POA 2025, i.e. for admission to P1 from the 2023/24 to 2025/26 school years respectively, and were allocated a P1 place, i.e. participating in POA eventually, are 41 546, 39 784 and 39 643 respectively. A breakdown by applicant children's school net is at [Annex 3](#). The respective numbers of P1 operating classes, places and students in public sector schools by district from the

2023/24 to 2025/26 school years are at Annex 4. As POA 2026 has not yet completed, relevant figures for the 2026/27 school year are not available.

The provision of public sector primary school places is planned on a district basis. Under POA, the demand and supply of P1 school places in individual school nets may vary across years. Providing sufficient school places for parents' selection by netting places from school nets that have surplus places is a long-established arrangement. When netting school places, EDB follows the established mechanism, which includes thoroughly considering the situation of schools in the school nets concerned, location of schools, the transportation available to facilitate students travelling to and from school, etc. The provisional number of CA places offered by schools, including those offered by schools in other school nets, is set out in the Choice of Schools List by School Net for CA of POA 2023 to POA 2026 for parents' reference. Each year, the actual number of school places netted and the situation of students' actual registration in relevant districts/school nets could be affected by different factors, including the unrestricted school choices made by parents during the CA stage. Relevant statistics are not available.

Numbers of students participating in SSPA 2023 to SSPA 2025

School net	2023	2024	2025
Central & Western	1 386	1 487	1 413
Wan Chai	1 516	1 457	1 466
Eastern	2 786	3 010	2 810
Southern	975	1 027	988
Sham Shui Po	3 153	3 146	2 997
Yau Tsim Mong	1 804	1 909	1 761
Kowloon City	4 574	4 838	4 719
Wong Tai Sin	2 253	2 282	2 144
Kwun Tong	4 247	4 372	3 910
Tsuen Wan	1 743	1 695	1 650
Tuen Mun	3 981	3 845	3 676
Yuen Long	4 876	4 731	4 316
North	3 524	3 482	3 097
Tai Po	2 103	2 264	1 989
Sha Tin	4 981	5 018	4 674
Sai Kung	2 178	2 206	2 142
Islands	1 027	1 103	979
Kwai Tsing	3 401	3 521	3 280
Total	50 508	51 393	48 011

Note: Figures exclude late applicants.

Numbers of S1 operating classes, places and students in public sector schools from the 2023/24 to 2025/26 school years

District	2023/24 school year			2024/25 school year			2025/26 school year		
	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students
Central & Western	39	1 316	1 242	39	1 316	1 230	39	1 316	1 255
Wan Chai	51	1 676	1 485	51	1 643	1 505	50	1 643	1 523
Eastern	89	2 899	2 596	90	2 932	2 796	87	2 833	2 633
Southern	44	1 405	1 096	44	1 339	1 181	44	1 339	1 148
Sham Shui Po	73	2 373	2 297	73	2 373	2 320	73	2 373	2 294
Yau Tsim Mong	60	1 848	1 775	61	1 914	1 842	60	1 881	1 766
Kowloon City	128	4 296	4 061	128	4 296	4 124	128	4 296	4 023
Wong Tai Sin	83	2 643	2 431	84	2 676	2 580	82	2 610	2 332
Kwun Tong	112	3 597	3 417	113	3 630	3 515	112	3 597	3 309
Tsuen Wan	50	1 674	1 599	50	1 674	1 639	50	1 674	1 598
Tuen Mun	138	4 402	4 114	139	4 435	4 145	138	4 402	3 906
Yuen Long	137	4 478	4 314	138	4 478	4 330	136	4 478	4 072
North	93	3 128	3 048	93	3 128	3 082	91	3 026	2 939
Tai Po	69	2 211	2 095	70	2 244	2 191	70	2 244	2 110
Sha Tin	153	4 875	4 675	155	4 941	4 830	155	4 941	4 699
Sai Kung	70	2 305	1 943	70	2 305	2 024	69	2 239	1 949
Islands	27	797	745	30	863	823	29	797	764
Kwai Tsing	122	3 960	3 589	123	3 960	3 808	122	3 960	3 578
All districts	1 538	49 883	46 522	1 551	50 147	47 965	1 535	49 649	45 898

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
 (2) Figures include government, aided and caput ordinary secondary day schools, but not special schools.
 (3) Figures on places refer to the planned number of school places offered by the schools concerned.
 (4) School districts are delineated by the District Council districts of the school premises.

Numbers of students allocated a P1 school place in POA 2023 to POA 2025

P1 school net	2023	2024	2025
11	973	896	1 017
12	758	842	876
14	1 024	929	932
16	1 295	1 193	1 183
18	868	806	790
31	779	746	759
32	805	721	726
34	1 475	1 552	1 535
35	623	597	642
40	2 622	2 449	2 308
41	688	670	687
43	807	726	652
45	1 117	1 115	1 096
46	1 002	953	857
48	2 537	2 379	2 216
62	1 799	1 704	1 726
64	716	696	722
65	1 102	1 030	1 040
66	986	961	989
70	2 003	1 918	1 876
71	1 297	1 191	1 220
72	2 196	2 165	2 060
73	843	769	732
74	1 406	1 339	1 383
80	883	889	890
81	1 407	1 350	1 308
83	32	32	33
84	1 804	1 756	1 787
88	960	872	863
89	1 142	1 087	1 125
91	2 013	1 892	1 882
95	2 382	2 183	2 398
96	34	17	23
97	100	103	84
98	803	888	760
99	69	68	93
Total	41 350	39 484	39 270

Note: Figures are based on the school net of applicant children and not inclusive of the cross-boundary students allocated a P1 place.

Numbers of P1 operating classes, places and students in public sector schools from the 2023/24 to 2025/26 school years

District	2023/24 school year			2024/25 school year			2025/26 school year		
	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students
Central & Western	44	1 210	1 172	45	1 125	1 111	48	1 200	1 145
Wan Chai	44	1 185	1 186	49	1 250	1 170	50	1 225	1 182
Eastern	89	2 225	2 099	87	2 150	1 971	87	2 150	1 998
Southern	28	675	574	25	625	517	25	575	492
Sham Shui Po	86	2 360	2 351	82	2 260	2 169	77	2 110	2 054
Yau Tsim Mong	67	1 850	1 788	68	1 775	1 657	69	1 700	1 554
Kowloon City	114	3 055	2 921	113	3 005	2 855	113	2 945	2 835
Wong Tai Sin	82	2 025	1 849	79	1 900	1 711	74	1 850	1 687
Kwun Tong	139	3 475	3 300	133	3 275	3 036	126	3 075	2 858
Tsuen Wan	73	1 915	1 819	70	1 700	1 644	73	1 775	1 694
Tuen Mun	135	3 395	3 223	131	3 225	3 037	133	3 225	3 063
Yuen Long	176	4 425	4 235	171	4 240	4 079	166	4 115	3 976
North	106	2 575	2 540	102	2 525	2 476	101	2 500	2 485
Tai Po	72	1 845	1 734	72	1 820	1 734	72	1 775	1 705
Sha Tin	156	3 900	3 703	145	3 725	3 508	145	3 700	3 520
Sai Kung	84	2 050	1 859	81	2 000	1 739	85	2 100	1 800
Islands	43	1 025	942	46	1 125	1 004	43	1 004	893
Kwai Tsing	106	2 600	2 441	103	2 525	2 366	105	2 600	2 393
All districts	1 644	41 790	39 736	1 602	40 250	37 784	1 592	39 624	37 334

Notes: (1) Figures refer to the position as at mid-September of the respective school years.

(2) Figures include government and aided ordinary primary schools, but not special schools.

(3) Figures on places refer to the planned number of school places offered by the schools concerned.

(4) The enrolment cap per class is set at 10% above the standard class size, and the number of students admitted could be greater than the number of school places in individual schools.

(5) School districts are delineated by the District Council districts of the school premises.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 1411)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Hong Kong has been actively developing into an international education hub in recent years, with an increasingly diverse student population. To assess the utilisation of resources in the current public examination system and the university admission mechanism, please provide this Committee with the following statistics from the 2022/23 to 2025/26 academic years –

1. the number of individuals registering for the Hong Kong Diploma of Secondary Education Examination (HKDSE) each year and their respective percentages in the total number of candidates, broken down into the following categories (i) “local candidates” holding Hong Kong Identity Cards, (ii) “non-local candidates” holding passports/travel documents, and (iii) dependent children of entrants admitted to Hong Kong under talent admission schemes;
2. the number of individuals applying for undergraduate programmes offered by University Grants Committee-funded universities and the number of them admitted, broken down into the following 4 categories –
 - (a) local HKDSE candidates applying via the Joint University Programmes Admissions System (JUPAS) and the non-JUPAS route, and their respective proportions;
 - (b) local non-HKDSE candidates holding international qualifications (such as IB, GCE A-Level) applying via the non-JUPAS route, and their proportion;
 - (c) non-local HKDSE candidates applying with HKDSE results (whether via JUPAS or the non-JUPAS route), and their proportion; and
 - (d) non-local international students holding overseas qualifications applying via the non-JUPAS route, and their proportion.

Asked by: Hon TANG Fei (LegCo internal reference no.: 7)

Reply:

1.

There are no restrictions on the nationality of candidates for the Hong Kong Diploma of Secondary Education Examination (HKDSE). Candidates are categorised only as “school candidates” or “private candidates”. They are not required to use a specified type of identity document for registration, nor are they required to declare whether they are dependent children of entrants admitted to Hong Kong under talent admission schemes (dependents). When registering for HKDSE, individual candidates may, depending on their circumstances, provide valid identity documents other than Hong Kong Identity Cards (HKID cards). Therefore, whether a candidate is a local candidate or a dependent cannot be confirmed solely on the basis of the type of identity document concerned. As personal data is involved, the Hong Kong Examinations and Assessment Authority does not collect information on whether a candidate holds a dependent visa and other related information.

The numbers of individuals who registered for HKDSE with HKID cards and with identity documents other than HKID cards, along with their respective percentages in the total number of candidates from the 2022/23 to 2025/26 academic years, are tabulated as follows –

Year of Examination	Total no. of candidates (A)	No. of candidates who registered with HKID cards (B)	(B) as a percentage of (A)	No. of candidates who registered with identity documents other than HKID cards (C)	(C) as a percentage of (A)
2023	50 511	50 257	99.5%	254	0.5%
2024	50 591	50 022	98.9%	569	1.1%
2025	55 489	54 536	98.3%	953	1.7%
2026 (Provisional figures)	58 496	57 606	98.5%	890	1.5%

2. (a) to (d)

The Joint University Programmes Admissions System (JUPAS) is the main route for local students with past and/or current HKDSE results to apply for admission to post-secondary programmes. These programmes include University Grants Committee (UGC)-funded full-time bachelor’s degree programmes, self-financing full-time bachelor’s degree programmes of the Hong Kong Metropolitan University (HKMU), the UGC-funded full-time higher diploma programme of the Education University of Hong Kong (EdUHK), and designated first-year-first-degree (FYFD) programmes offered by participating institutions under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP). For the 2022/23 to 2025/26 academic years (as at the application deadline in December), the numbers of JUPAS applicants¹ are 39 450, 39 298, 42 916 and 45 273 respectively.

The student intakes of UGC-funded undergraduate programmes² by place of origin, main admission qualification and application route are tabulated as follows –

Place of origin ³	Main admission qualification	Application route	2022/23 academic year	2023/24 academic year	2024/25 academic year	2025/26 academic year (Provisional figures)
Local	HKDSE	JUPAS	12 178	12 591	11 836	11 501
		Non-JUPAS	6	2	1	2
	Non-HKDSE		8 908	8 831	9 333	10 101
Non-local	HKDSE		13	20	43	65
	Non-HKDSE		3 919	3 794	5 595	6 456

Notes:

- 1 Applicants can apply for admission to any programme covered by JUPAS, i.e. UGC-funded full-time bachelor's degree programmes, self-financing full-time bachelor's degree programmes of HKMU, the UGC-funded full-time higher diploma programme of EdUHK, and designated FYFD programmes offered by participating institutions under SSSDP.
- 2 Figures include first-year and senior-year student intakes of undergraduate programmes.
- 3 Place of origin refers to the nationality or place of residence of non-local students.

The numbers of applications for admission to UGC-funded FYFD programmes via the non-JUPAS⁴ route by place of origin from the 2022/23 to 2025/26 academic years are tabulated as follows –

Place of origin ⁵	2022/23 academic year	2023/24 academic year ⁶	2024/25 academic year ⁶	2025/26 academic year ⁶ (Provisional figures)
Local	39 644	32 458	35 759	45 332
Non-local	87 320	71 105	82 042	110 975

Notes:

- 4 Each applicant may submit multiple applications to different universities at the same time, so the actual number of applicants is lower than the number of applications. However, UGC-funded universities do not maintain any information on the number of applicants.
- 5 Place of origin refers to the nationality or place of residence of non-local students.
- 6 Starting from the 2023/24 academic year, if a student submits more than one application for FYFD programmes to a UGC-funded university via the non-JUPAS route, the university concerned will only report it as one application.

The Education Bureau does not maintain a breakdown of applications for admission to UGC-funded FYFD programmes via the non-JUPAS route by main admission qualification.

- End -

CONTROLLING OFFICER'S REPLY

EDB144

(Question Serial No. 1412)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is indicated in Programme (3) that the estimated provision for primary education in 2026-27 is \$24.445 billion, which is 1.8% lower than the original estimate for the previous year. Meanwhile, the number of primary students is expected to drop from 317 200 in the 2025/26 school year to 307 300 in the 2026/27 school year, representing a decrease of about 3.1%. Will the Education Bureau advise this Committee of the following –

1. the major items accounting for the decrease in the estimates, and the expenditures involved; and
2. given that the number of whole-day government and aided primary classes is expected to decrease from 9 948 to 9 477 (with a reduction of 471 classes), the specific fiscal measures in place to redeploy the resources arising from packing of classes, so as to ensure stability of education quality and the education ecology?

Asked by: Hon TANG Fei (LegCo internal reference no.: 8)

Reply:

1.
The 2026-27 estimate under Programme (3) Primary Education is 1.8% lower than the 2025-26 original estimate. This is mainly due to the corresponding adjustment (including the establishment of regular teachers in public sector schools and the related provision) arising from the decrease in the overall number of primary students and classes.

2.
The number of approved classes of public sector schools is subject to the headcount of students in September. In the event that individual schools have downward adjustment in the number of approved classes due to under-enrolment, class grants and other related grants will be adjusted according to the revised class structures. In the light of the structural decline in school-age population, the Government accords top priority to the interests of students when planning for the future development of education. With the aim of “soft landing”, the Government will review relevant policies and the effectiveness of utilisation of public

resources, and redeploy and consolidate existing resources, with a focus on enhancing the overall quality of education to better meet the various learning needs of students.

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 1413)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) is committed to providing mental health support for students through multi-disciplinary collaboration and enhanced training. In this connection, will EDB advise this Committee of –

- (1) the total estimated amounts of salaries and allowances for school social workers and School-based Educational Psychology Service in the 2026-27 Estimates; the educational psychologist-to-school/student ratios by school type (i.e. primary/secondary/special schools) in the past 3 school years and the budget year; whether EDB has reserved resources to further improve the ratios; if yes, of the details; if no, of the reasons;
- (2) regarding mental health first aid training and gatekeeper training for parents, please set out the cumulative numbers and percentages of teachers and parents of public sector and Direct Subsidy Scheme primary and secondary schools across the territory who have completed relevant training in the past 3 school years, as well as the specific items and expenditures involved; and
- (3) the estimated expenditures on relevant training contents or the organisation of training programmes in the 2026-27 Estimates; whether EDB has set any specific key performance indicators; if yes, of the details; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 11)

Reply:

(1)

EDB has enhanced the student guidance services in public sector primary schools since the 2018/19 school year under a new funding mode by implementing the policy of “one school social worker for each school”. A school may, having regard to its own circumstances, employ at least one school-based registered graduate school social worker with professional qualifications to further enhance the overall quality of guidance services; while some public sector primary schools maintain the established arrangement to employ Student Guidance

Teachers. In addition, schools may, according to students' needs and school-based circumstances, flexibly deploy or pool together different resources to employ additional qualified student guidance personnel (including school social workers) or procure related services from organisations, thereby strengthening the support for students. The estimated expenditure on student guidance services in 2026-27 is about \$503 million. As for secondary schools, Social Welfare Department (SWD) has implemented the measure of "two school social workers for each school" since the 2019/20 school year. According to the information from SWD, the estimated expenditure on school social work services in secondary schools in 2026-27 is about \$803 million.

In terms of the School-based Educational Psychology Service (SBEPS), all public sector ordinary primary and secondary schools have been provided with the SBEPS since the 2016/17 school year. From the same year, EDB also began to progressively provide the Enhanced SBEPS to public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. Over the past 3 school years and the budget year, each Educational Psychologist (EP) generally serves 4 to 6 schools. In the 2026/27 school year, the estimated expenditure involved in the SBEPS (including the Enhanced SBEPS) for public sector ordinary primary and secondary schools is \$264 million. In addition, aided special schools (excluding Hospital School) have all along been provided with EP posts within the approved establishment under the Code of Aid for Special Schools. Over the past 3 school years and the budget year, each EP generally serves 2 to 4 special schools. EDB will continue to keep in view the overall service needs of schools and, where feasible, extend the Enhanced SBEPS to more public sector ordinary primary and secondary schools while enhancing relevant manpower resources for aided special schools as needed.

(2) and (3)

EDB attaches great importance to student mental health, consistently providing teachers with a wide array of professional training, including territory-wide or district-based seminars and thematic talks and thematic course for teachers which focuses on the needs of students with mental illness. This equips teachers to promote mental health in schools, enabling them to early identify and support students with mental health needs. EDB has also set up the "Mental Health @School" Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB has been providing more than 40 additional training workshops for school personnel every year since the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills for caring for students with mental health needs. In the 2024/25 and 2025/26 school years, EDB organised a total of 35 mental health first aid related programmes, providing 1 260 training places for teachers.

As for parents, EDB is committed to providing gatekeeper training for parents to help them identify and take care of students with mental health needs at an early stage. Each year, EDB organises the "Online Workshop on Parent Gatekeeper Training" to enhance parents' understanding of mental health and their own psychological well-being, strengthen their knowledge and ability to early identify and support children with mental health problems, and introduce relevant community resources for their reference. The workshop is designed for parents of primary and secondary school students in Hong Kong, offering approximately 3 000 places every year. In the 2024/25 and 2025/26 school years, EDB also organises the "Caring for Their Heart and Soul, Growing along with Your Children" Parent Education Talk

Series for parents of primary and secondary school students. The talks cover topics related to mental health of children, aiming to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health. Approximately 7 600 headcounts of participants enrolled in the 2024/25 school year. Besides, EDB has produced educational videos for parents and provided them with the "Prevent Youth Suicide" factsheet, along with pamphlets with brief introduction on various types of mental illness. Parents can also continuously obtain relevant information to support their children's physical and psychological development through the one-stop student mental health information website, "Mental Health @School", as well as the one-stop parent education website "Smart Parent Net" and its social media platforms, so as to early identify their children's emotional problems and respond to their mental health needs.

In the 2026/27 school year, EDB will continue to organise gatekeeper training for parents and mental health first aid related training for teachers. The number of training places will remain comparable to the current school year. As the relevant expenditures are subsumed under EDB's recurrent expenditure, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 1414)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the planning and school places allocation mechanism of special education, please advise this Committee of –

1. the distribution of various types of special schools (visual impairment, hearing impairment, physical disability, intellectual developmental disorder, school for social development, etc.) and the number of students at each grade level, broken down into 18 districts;
2. whether the Education Bureau (EDB) has, in respect of “cross-district schooling”, compiled statistics on students with special educational needs (SEN) having to commute to schools in other districts; if yes, of the details; if no, of the reasons;
3. whether EDB has, against the backdrop of the structural decline in school-age population, evaluated the relationship between the “decline in overall population” and the “growing SEN”; if yes, of the details; if no, of the reasons; and
4. whether EDB will take this opportunity to adjust the future planning of school places, so as to address the misallocation of resources arising from the prolonged shortage of special schools in certain districts, resulting in students’ cross-district schooling?

Asked by: Hon TANG Fei (LegCo internal reference no.: 14)

Reply:

1. to 4.

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools (special schools) for intensive support services. Under the referral mechanism for special schools, each special school has its own primary catchment area (PCA) to provide education for students residing in that area. Generally speaking, parents arrange for their children to attend schools near their homes. However, some parents prefer to enrol their

children in special schools outside the PCA for various reasons, such as entrusting their children to the care of relatives and friends, religious considerations or children receiving long-term treatment at a certain district. EDB does not maintain information on special school students having to commute to schools in other districts.

As mentioned above, referral and placement of students to special schools depend on a basket of factors, including the specialist assessment and parental preference. Also, given the variations in percentage shares of the number of students with special educational needs (SEN) in the total student population among years, the number of students attending special schools is not necessarily related to the overall student population. In the 2025/26 school year, the numbers of schools and students in primary and secondary sections in various types of special schools are tabulated at Annex. Considering the relatively small number of children required to attend different types of special schools and their scattered places of residence, the establishment of special schools and supply of school places planned based on the overall needs of Hong Kong rather than individual districts, as well as the common practice for special schools to adopt flexible groupings across grades to cater for the SEN of individual students, it is not appropriate to present the numbers of schools and students in different types of special schools by district and grade level respectively. EDB will continue to review the demand and supply of school places in special schools to ensure that the overall supply of school places is sufficient to meet the demand.

Numbers of schools and students in various types of aided special schools
in the 2025/26 school year ^(Note 1)

School Type	No. of Schools			No. of Students	
Visual Impairment	2			Primary Section	61
				Secondary Section	74
Hearing Impairment	1			Primary Section	26
				Secondary Section	43
Physical Disability	7			Primary Section	346
				Secondary Section	489
Mild Intellectual Developmental Disorder ^(Note 2)	12	6		Primary Section	1 781
				Secondary Section	1 843
Moderate Intellectual Developmental Disorder ^(Note 2)	14	2	1	Primary Section	1 431
				Secondary Section	1 285
Severe Intellectual Developmental Disorder ^(Note 2)	8			Primary Section	350
				Secondary Section	402
School for Social Development	8			Primary Section	188
				Secondary Section	507
Hospital School	1			Primary Section	210
				Secondary Section	204

Notes:

- (1) Figures refer to the position as at mid-September in the respective school year.
- (2) If a school for children with intellectual developmental disorder operates classes for children with different levels of intellectual developmental disorder, such figures are categorised according to the respective class types.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 1415)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In view of the reduced provision for education, and with a view to conducting a comprehensive assessment of the effectiveness and trends in the allocation of public funds across different stages of education and operation modes, will the Education Bureau provide the respective figures, in the form of a table, for 2022/23 to 2025/26 (actual expenditure) and for 2026/27 (estimated expenditure), under the following categories –

1. Post-secondary education: University Grants Committee-funded universities, Vocational Training Council;
2. Primary and secondary education (please set out separately): government schools, aided schools, schools under the Direct Subsidy Scheme, caput schools, English Schools Foundation;
3. Kindergartens joining the Kindergarten Education Scheme;
4. Aided special schools;
5. Financial Assistance Scheme for Designated Evening Adult Education Courses?

Asked by: Hon TANG Fei (LegCo internal reference no.: 17)

Reply:

The respective financial provisions under the General Revenue Account (GRA) for the 5 financial years from 2022-23 to 2026-27 are set out in the **Annex**.

Respective Financial Provisions under GRA

Category of Subventions ¹	Financial Provision				
	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual \$ million	Actual \$ million	Actual \$ million	Revised Estimate \$ million	Estimate \$ million
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	5,740	5,800	5,286	4,813	4,481
Government primary schools	1,625	1,705	1,737	1,842	1,823
Aided primary schools	21,075	21,963	21,867	21,615	21,190
English Schools Foundation junior schools ²	17	17	17	17	17
Primary schools under the Direct Subsidy Scheme	1,162	1,262	1,337	1,374	1,374
Government secondary schools	1,883	1,978	2,016	2,079	2,074
Aided secondary schools	24,806	25,600	26,036	25,455	25,159
Caput schools	109	115	121	129	127
English Schools Foundation secondary schools ²	158	139	116	94	72
Secondary schools under the Direct Subsidy Scheme	3,531	4,049	4,198	4,342	4,433
Aided special schools	3,482	3,751	3,886	3,959	3,998
Vocational Training Council	2,891	3,694	3,042	3,036	2,935
University Grants Committee-funded universities ³	21,446	22,480	23,618	23,605	23,207

Notes

1. There is no direct government funding allocated to adult education providers. Students taking courses under the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.
2. According to the arrangements agreed between the Government and English Schools Foundation (ESF), the annual recurrent subvention provided by the Government for ESF's mainstream junior and secondary schools will be phased out progressively in 13 years starting from the 2016/17 school year until the 2028/29 school year (i.e. subvention starting to phase out from the 2016/17 school year and the 2022/23 school year for junior and secondary schools respectively), but the subvention for rates and Government rent and students with special educational needs will remain unchanged for the time being. Starting from the 2021/22 school year, apart from a small number of subsidised special education school places, the Government has completely phased out the subvention provided for ordinary school places in ESF's junior schools.
3. The amounts pertain to the grants to University Grants Committee (UGC)-funded universities. They do not include the refund of rates and government rent to UGC-funded universities and the housing-related expenses other than Home Financing Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 1416)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 259 of the Budget that the civil service establishment will be reduced by two per cent in each of the coming two financial years. According to the Estimates of Expenditure for 2026-27, the establishment of the Education Bureau will be reduced from 6 368 posts as at 31 March 2026 to 6 237 posts as at 31 March 2027, representing a net decrease of 2.1%. Please advise this Committee of the following –

- (1) the details of the posts in the above reduction of establishment by grade and rank;
- (2) the original divisions/sections or work areas concerned in the above reduction of establishment;
- (3) whether any existing services will be cancelled/scaled down/replaced by other services upon the completion of the above reduction of establishment; if yes, whether the Government has assessed the number of service users affected and whether alternative services will be provided.

Asked by: Hon TANG Fei (LegCo internal reference no.: 18)

Reply:

(1) to (3)

Having considered factors such as overall service demand, operational needs, vacancy situations and the Government's efforts to reduce the civil service establishment, the Education Bureau (EDB) has planned a net deletion of 131 posts for 2026-27, including 3 time-limited posts that will lapse. The posts to be deleted are no longer operationally required (such as those adjusted in response to consolidation in government schools), and amongst which, about 13% are junior ranking civil service posts (generally within Points 0 to 15 on the Master Pay Scale), about 85% are middle ranking civil service posts (generally within Points 16 to 33 on the Master Pay Scale), about 2% are senior ranking civil service posts (generally within Points 34 to 49 on the Master Pay Scale and the Directorate Pay Scale). The original work areas of these posts involve implementation of education

initiatives or services, and logistics support duties. Since these posts are no longer operationally required, the original service users will not be affected by their deletion.

EDB reviews the functions and work of different posts from time to time. Through measures like capitalising on technology solutions, streamlining of work processes, work re-prioritisation and structural reorganisation, EDB seeks to enhance efficiency and optimise the use of manpower resources, while continuing to take forward various existing services and new initiatives.

- End -

CONTROLLING OFFICER'S REPLY

EDB149

(Question Serial No. 2286)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As indicated in the Budget, the estimate of the financial provision for pre-primary education is \$4.52 billion, which is lower than the revised estimate for 2025-26 by 6.6% (or lower than the original estimate by 8.6%). Regarding the impact of budget cut on school operation, closure risks and stability of teacher manpower, please advise this Committee on the following –

1. the number of kindergartens (KGs) receiving the Kindergarten Activity Grant and the amount of provision involved in each of the past 3 school years (2023/24, 2024/25 and 2025/26); the cumulative total of the unspent balance to date; and the estimated average balance of each school;
2. the numbers of KGs receiving the Relief Grant for Appointment of Kindergarten Supply Teachers and the amount of provision involved in each of the past 3 school years (2023/24, 2024/25 and 2025/26); the cumulative total of the unspent balance to date; and the estimated average balance of each school; and
3. whether the Education Bureau (EDB) has compiled statistics on the average balance of the unit subsidy available for other operating costs after deducting the teaching staff salaries in the past 3 years; if yes, of the details; if no, how EDB assesses whether the balance is sufficient to support the normal operation of KGs.

Asked by: Hon TANG Fei (LegCo internal reference no.: 2)

Reply:

1. to 3.

From the 2023/24 to 2025/26 school years, kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) have received the Kindergarten Activity Grant and the Relief Grant for Appointment of Kindergarten Supply Teachers. The expenditures involved are tabulated as follows –

School year	Kindergarten Activity Grant (\$ million)	Relief Grant for Appointment of Kindergarten Supply Teachers (\$ million)
2023/24	27	16.7
2024/25	25	15.9
2025/26	22	14.3

Note: The Kindergarten Activity Grant is calculated based on the number of students, while the Relief Grant for Appointment of Kindergarten Supply Teachers is calculated based on the number of teachers required under the teacher-to-pupil ratio of 1:11 (excluding the principal).

Since the amount of the above 2 grants received by each Scheme-KGs is different and they may, having regard to their school-based circumstances and actual needs, deploy the grants to arrange activities and manpower, we have not compiled statistics on the unspent balance of the grants of each school.

Regarding unit subsidy under the Scheme, the Government provides Scheme-KGs with direct subsidy according to the number of eligible students in the form of a basic half-day (HD) unit subsidy. KGs offering whole-day (WD) and long whole-day services will receive an additional subsidy of 30% and 60% respectively. Scheme-KGs may deploy the unit subsidy to cover their general needs, including the salaries of teaching and non-teaching staff and related expenses, as well as daily operating costs. 60% of the unit subsidy is prescribed as teaching staff salary portion, which must be used on teaching staff salaries and related expenses (such as Mandatory Provident Fund and long service payment). KGs may deploy any portion of the remaining 40%, which is used for other operating expenses, for teaching staff salaries and related expenses, but not vice versa. Given the diverse modes of operation of KGs, the operating costs and expenses vary among KGs. Hence, we have not compiled statistics on the expenditures of KGs on teachers' salaries and other operating expenses. KGs may make optimal use of existing resources and apply for fee revision according to their actual needs. In the 2025/26 school year, around 90% of the HD programmes offered by Scheme-KGs are free of charge. For WD programmes, premised on the principle of co-payment between the Government and parents, parents need to pay part of the school fees. With additional subsidy from the Government, the school fees for WD programmes are maintained at a low level (the median school fee per instalment for the 2025/26 school year is \$1,090).

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 2895)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is indicated in Programme (2) that the number of kindergarten (KG) students is expected to decrease from 125 400 in the 2024/25 school year to 105 800 in the 2026/27 school year, and there is a downward trend in the number of non-profit-making KGs joining the Kindergarten Education Scheme. The sector is facing a tough challenge in view of the structural decline in school-age population. In this connection, will the Education Bureau (EDB) advise this Committee of –

1. the total number of KGs operating in Hong Kong, the number of KGs joining the free Kindergarten Education Scheme and their percentage share among all KGs from the 2022/23 to 2025/26 school years;
2. the latest situation regarding KG vacancy and the actual enrolment in the 2025/26 school year by 18 districts in Hong Kong and class level (K1 to K3), and whether EDB has assessed the risk of having surplus KG places in each district; if yes, of the details; if no, of the specific reasons;
3. whether EDB will review the restrictions on use of subsidy under the Kindergarten Education Scheme to enable schools to deploy resources more flexibly to reduce the financial burden brought by the decreased number of students; if yes, of the details; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 1)

Reply:

1. and 2.

The total number of KGs in Hong Kong and the number of KGs joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) from the 2022/23 to 2025/26 school years are tabulated as follows –

School year	Total no. of KGs	No. of Scheme-KGs (Percentage share among all KGs)
2022/23	1 026	749 (73%)
2023/24	1 009	738 (73%)
2024/25	980	734 (75%)
2025/26	958	722 (75%)

Note: The number of KGs refer to the position as at December of the respective school years.

The number of KG places and the number of KG students, which as percentage of school places, by district and class level in the 2025/26 school year are tabulated as follows –

District	K1			K2			K3		
	School places	No. of students	No. of students as percentage of school places	School places	No. of students	No. of students as percentage of school places	School places	No. of students	No. of students as percentage of school places
Central & Western	2 281	1 578	69.2%	2 457	1 724	70.2%	1 884	1 387	73.6%
Wan Chai	2 324	1 873	80.6%	2 549	2 017	79.1%	2 279	1 778	78.0%
Eastern	2 973	1 938	65.2%	3 423	2 206	64.4%	3 348	2 196	65.6%
Southern	1 151	683	59.3%	1 465	929	63.4%	1 401	853	60.9%
Sham Shui Po	2 454	1 925	78.4%	2 867	2 189	76.4%	3 420	2 583	75.5%
Yau Tsim Mong	1 910	1 394	73.0%	1 805	1 374	76.1%	1 941	1 413	72.8%
Kowloon City	6 230	4 836	77.6%	6 723	5 185	77.1%	7 012	5 573	79.5%
Wong Tai Sin	1 366	1 041	76.2%	1 708	1 241	72.7%	2 055	1 504	73.2%
Kwun Tong	2 753	1 908	69.3%	3 214	2 222	69.1%	4 078	2 760	67.7%
Tsuen Wan	1 826	1 267	69.4%	2 136	1 486	69.6%	2 398	1 586	66.1%
Tuen Mun	2 826	2 185	77.3%	3 199	2 443	76.4%	3 884	2 866	73.8%
Yuen Long	4 228	3 364	79.6%	4 682	3 674	78.5%	5 365	4 200	78.3%
North	1 970	1 600	81.2%	2 273	1 789	78.7%	2 968	2 307	77.7%
Tai Po	1 602	1 213	75.7%	1 779	1 315	73.9%	1 965	1 491	75.9%
Sha Tin	3 691	2 764	74.9%	3 775	2 860	75.8%	4 275	3 095	72.4%
Sai Kung	2 873	2 114	73.6%	2 921	2 140	73.3%	3 018	2 117	70.1%
Islands	1 292	997	77.2%	1 530	1 163	76.0%	1 326	964	72.7%
Kwai Tsing	2 362	1 774	75.1%	2 645	1 948	73.6%	3 054	2 172	71.1%

Notes:

- Figures refer to the position as at mid-September 2025.
- Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes in KG-cum-child care centres.
- Figures on school places do not include vacant classrooms and vacant child care centre portions.
- School districts are delineated by the District Council districts of the school premises.

It is natural that a decline in student population will lead to corresponding adjustment in the number of KGs. All KGs are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy issues.

While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Apart from making available more Government-owned premises, starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-owned KG premises.

Moreover, we have doubled the amount of the Relocation Grant for KGs since the 2022/23 school year to \$3 million for each school and extended the provision of the Grant to the 2023/24 school year. Starting from the 2024/25 school year, the Relocation Grant has been regularised to further encourage KGs in districts with ageing population to relocate to new development areas, and those KGs at rented private premises to relocate to lower rent premises or Government-owned school premises, so as to improve their learning and teaching environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts.

3.

Under the Scheme, the Government provides Scheme-KGs with direct subsidy according to the number of eligible students in the form of a basic half-day unit subsidy. KGs offering whole-day and long whole-day services will receive an additional subsidy of 30% and 60% respectively. Unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. In addition, school-specific grants, including premises related grants and Grant for Support to Non-Chinese Speaking Students, are also provided to cater for the diverse needs of individual KGs or students.

KGs may all along deploy the unit subsidy to cover their general needs, including the salaries of teaching and non-teaching staff and related expenses, as well as daily operating costs. In other words, KGs may flexibly deploy the unit subsidy to meet various operational needs. The salary-related subsidies for teaching staff under the Scheme are adjusted according to the annual civil service pay adjustment on a school year basis, while other subsidies are generally adjusted annually based on the movements of the Composite Consumer Price Index.

To support Scheme-KGs in deploying resources flexibly to meet school-based needs, starting from the 2021/22 accounting year, EDB has combined the teaching staff salary portion (60%) and the other operating cost portion (40%) when calculating the reserve ceiling for the accumulated surplus of unit subsidy, i.e. the calculation of the reserve ceiling is based on the whole unit subsidy. A special arrangement has also been made in the 2021/22 to 2025/26 accounting years to uplift the reserve ceiling of the unit subsidy from 12 months to 18 months of the provision.

Last year, in response to the views of the sector, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-school Co-operation into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing students with quality KG education.

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 2896)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In light of the structural changes in Hong Kong's school-age population, and with a view to ensuring the proper use of education resources, will the Education Bureau advise this Committee of the following –

- (1) the respective numbers of school-age students attending Primary One (P1) classes in each school net and in the territory from 2022/23 to 2025/26;
- (2) regarding the demographic changes in student population, small class teaching (SCT) and the arrangement for allocating more students per P1 class, the number of primary schools implementing SCT with a class size of 25 by school net in each district and its percentage share in the total number of primary schools in the respective districts; the total number of primary schools, school places and students in the respective districts; and the total number of schools, schools implementing SCT, P1 places and P1 students in each school net;
- (3) the number of schools not implementing SCT in each district, the percentage share in the total number of primary schools in the respective districts, and the total number of schools offering P1 classes in the respective districts?

Asked by: Hon TANG Fei (LegCo internal reference no.: 5)

Reply:

(1)

As statistics on the number of students have always been collected on a district basis, a breakdown of such figures by school net is not available. The numbers of Primary One (P1) students in public sector schools in each district from the 2022/23 to 2025/26 school years are tabulated at Annex 1.

(2) and (3)

In the 2025/26 school year, the Education Bureau (EDB) has implemented small class teaching (SCT) in over 90% (420 schools) of public sector primary schools in Hong Kong. With 7 additional public sector primary schools to start implementing SCT in the 2026/27 school year, it is expected that over 95% of public sector primary schools will implement SCT by then. As statistics on the numbers of school places and students have always been collected on a district basis, a breakdown of such figures by school net is not available. The breakdown by district is tabulated at Annex 2. In the 2025/26 school year, no schools have been temporarily allocated more students to each P1 class (i.e. “temporarily allocating more students”).

**Numbers of P1 students in public sector schools in each district from
the 2022/23 to 2025/26 school years**

District	2022/23 school year	2023/24 school year	2024/25 school year	2025/26 school year
Central & Western	1 211	1 172	1 111	1 145
Wan Chai	1 254	1 186	1 170	1 182
Eastern	2 188	2 099	1 971	1 998
Southern	666	574	517	492
Sham Shui Po	2 400	2 351	2 169	2 054
Yau Tsim Mong	1 833	1 788	1 657	1 554
Kowloon City	3 018	2 921	2 855	2 835
Wong Tai Sin	1 989	1 849	1 711	1 687
Kwun Tong	3 510	3 300	3 036	2 858
Tsuen Wan	1 899	1 819	1 644	1 694
Tuen Mun	3 276	3 223	3 037	3 063
Yuen Long	4 432	4 235	4 079	3 976
North	2 628	2 540	2 476	2 485
Tai Po	1 838	1 734	1 734	1 705
Sha Tin	4 086	3 703	3 508	3 520
Sai Kung	2 009	1 859	1 739	1 800
Islands	927	942	1 004	893
Kwai Tsing	2 654	2 441	2 366	2 393
All districts	41 818	39 736	37 784	37 334

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government and aided ordinary primary schools, but not special schools.
- (3) School districts are delineated by the District Council districts of the school premises.

**Total numbers of students and school places in public sector primary schools
in each district in the 2025/26 school year**

District [school nets under the Primary One Admission (POA) System]	No. of public sector primary schools	No. of schools with SCT [%]	No. of schools with 30 students per class under POA [%]	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	16 [100.0]	0 [0.0]	1 200	1 145	7 565	7 143
Wan Chai [School Net 12]	14	14 [100.0]	0 [0.0]	1 225	1 182	7 590	7 386
Eastern [School Nets 14 & 16]	24	24 [100.0]	0 [0.0]	2 150	1 998	14 264	13 188
Southern [School Net 18]	9	9 [100.0]	0 [0.0]	575	492	4 290	3 662
Sham Shui Po [School Net 40]	22	13 [59.1]	9 [40.9]	2 110	2 054	14 435	14 035
Yau Tsim Mong [School Nets 31 & 32]	18	18 [100.0]	0 [0.0]	1 700	1 554	11 332	10 703
Kowloon City [School Nets 34, 35 & 41]	35	29 [82.9]	6 [17.1]	2 945	2 835	18 570	18 173
Wong Tai Sin [School Nets 43 & 45]	21	21 [100.0]	0 [0.0]	1 850	1 687	12 650	11 722
Kwun Tong [School Nets 46 & 48]	32	32 [100.0]	0 [0.0]	3 075	2 858	21 408	20 448
Tsuen Wan [School Net 62]	18	18 [100.0]	0 [0.0]	1 775	1 694	11 614	11 168
Tuen Mun [School Nets 70 & 71]	34	34 [100.0]	0 [0.0]	3 225	3 063	20 475	19 705
Yuen Long [School Nets 72, 73 & 74]	45	41 [91.1]	4 [8.9]	4 115	3 976	26 909	25 591
North [School Nets 80, 81 & 83]	30	30 [100.0]	0 [0.0]	2 500	2 485	16 000	16 112
Tai Po [School Net 84]	19	19 [100.0]	0 [0.0]	1 775	1 705	11 685	11 386
Sha Tin (Note 3) [School Nets 88, 89 & 91]	39	32 [82.1]	7 [17.9]	3 700	3 520	24 731	23 550
Sai Kung [School Net 95]	23	23 [100.0]	0 [0.0]	2 100	1 800	12 950	11 127
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	0 [0.0]	1 004	893	6 509	5 889
Kwai Tsing [School Nets 64, 65 & 66]	31	31 [100.0]	0 [0.0]	2 600	2 393	16 685	15 861
Total in Hong Kong	446	420 [94.2]	26 [5.8]	39 624	37 334	259 662	246 849

Notes:

- (1) Figures on the number of schools refer to those participating in POA 2025.
- (2) Figures on total number of P1 students refer to enrolment in public sector schools by district instead of POA school net in September of the 2025/26 school year.
- (3) A total of 7 public sector primary schools in the Sha Tin District will start implementing SCT in the 2026/27 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 2897)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the establishment and wastage of teachers in public sector schools (government, aided and caput schools), please advise this Committee of the following –

1. Please tabulate the respective numbers of teachers (including principals) who left upon reaching the retirement age and before the retirement age in the past 3 school years (2023/24, 2024/25 and 2025/26), broken into “secondary schools” and “primary schools”;
2. Regarding the vacancies arising from teacher wastage, has the Government compiled statistics on the subjects that schools have greatest difficulties in recruiting teachers; if yes, what are the details; if no, what are the reasons?
3. Will policy measures be launched in the coming financial year to assist schools with tackling difficulties in recruitment and minimising the impact of teacher wastage on the quality of teaching; if yes, what are the details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 9)

Reply:

1.
The numbers of teachers (including principals) in public sector secondary schools (government, aided and caput) and primary schools (government and aided) who left the education profession before and upon reaching the retirement age from the 2023/24 to 2025/26 school years are as follows –

School year	No. of teachers who left the education profession before the retirement age			No. of teachers who left the education profession upon reaching the retirement age		
	Primary school	Secondary school	Total	Primary school	Secondary school	Total
2023/24	1 380	1 440	2 820	370	430	800
2024/25	1 220	1 190	2 410	360	430	790
2025/26 [#]	1 000	1 080	2 080	360	450	810

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Numbers of teachers are rounded to the nearest 10.
- (3) Teachers who left the education profession before the retirement age refer to the teachers who were serving in ordinary schools in the preceding school year but were no longer serving in any local ordinary schools and had not reached the retirement age in the school year concerned.

[#] Figures are subject to revision.

2. to 3.

Schools may, by taking into account their school-based circumstances and needs, select and appoint qualified and suitable teachers to fill relevant teaching vacancies to cater for the development and operational needs of the schools. The Education Bureau (EDB) does not have the statistics on the recruitment of teachers by different subjects in schools.

EDB has all along been committed to maintaining a teaching profession of high quality, and has been closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. In order to raise the professional quality and status of teachers, and attract and retain talent for the teaching profession, EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the all-graduate teaching force policy in the 2019/20 school year; improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools starting from the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers' promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals and broaden their horizons with measures such as curriculum development visits, school-based support and production of learning and teaching resources.

EDB will continue to monitor the manpower situation of teachers and maintain close communication with the school sector.

- End -

CONTROLLING OFFICER'S REPLY

EDB153

(Question Serial No. 2898)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Given the concerns over student mental health, regarding the resources and effectiveness of regularising the Three-tier School-based Emergency Mechanism (the Mechanism), will the Education Bureau (EDB) advise this Committee of –

- (1) the specific amount of provision for the 2026-27 estimates allocated for maintaining and optimising the Mechanism, the projects involved and their respective allocation ratios;
- (2) the estimates for projects launched by EDB in collaboration with the Hospital Authority and the Social Welfare Department; whether EDB has set up a mechanism to ensure that the databases or referral systems across departments could be effectively matched to avoid duplication of resources or failure to take timely follow-up actions; if yes, of the details; if no, of the reasons;
- (3) whether the expenditure for optimising the inter-departmental information sharing system has been incorporated into the estimates; if yes, of the details; if no, of the reasons; and
- (4) whether EDB has set specific key performance indicators to evaluate the actual benefits of using public money; if yes, of the details; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 10)

Reply:

(1) to (4)

The Government has always attached great importance to the mental health of young people and has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of the Education Bureau (EDB), Health Bureau and Social Welfare Department (SWD) in all secondary schools in Hong Kong since December 2023. By pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services, schools, parents and other stakeholders in society are

encouraged to work together to achieve early identification of and offer support to students at higher suicidal risk. As announced in the 2025 Policy Address, the Government has regularised the Mechanism in secondary schools and has extended it on a trial basis to cover Primary 4 to 6 students in the 2025/26 school year to strengthen support for those in need.

The first-tier mechanism aims to early identify and offer support to students at higher suicidal risk, as well as to provide students concerned with timely assistance and help them seek professional counselling or treatment services as early as possible. EDB provides gatekeeper training for teachers, parents, and students to prepare them for early identification of and response to students at higher suicidal risk. The second-tier mechanism is for the “off-campus support network” team, formed by the non-governmental organisations commissioned by SWD, to provide schools with enhanced support to students at higher suicidal risk in the short term. The third-tier mechanism is to refer students at high suicidal risk to the Hospital Authority (HA) to receive psychiatric specialist outpatient services.

In terms of implementation, the responsible personnel at the second-tier and third-tier maintain close communication and collaboration, as well as mutual co-ordination with school personnel and parents, with a view to ensuring information exchange. Schools first discuss with the school’s inter-disciplinary team (including guidance masters/mistresses, guidance personnel, school social workers and school-based educational psychologists). Subsequent to the identification and school-based intervention, if the school confirms that a student at higher suicidal risk needs further support, the school can directly contact the “off-campus support network” team in its respective regional district to arrange crisis intervention, support and appropriate follow-up services for the student. If a student is assessed by the “off-campus support network” team to have a high risk of suicide after contact and assessment, the team will discuss with the parents whether it is necessary to refer the student to HA’s psychiatry specialist services for follow-up treatment through the third-tier mechanism. As the relevant expenditure on the Mechanism is subsumed under the Government’s recurrent expenditure, no breakdown is available.

Through the implementation of the Mechanism, by pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services, schools, parents and other stakeholders in society are encouraged to work together to achieve early identification of and offer support to students at higher suicidal risk. The Government will continue to closely monitor its operation and maintain communication with the sector, and review the relevant arrangement when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 2899)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has been promoting the development of “Universities of Applied Sciences” vigorously in recent years and is committed to raising the status of vocational and professional education and training (VPET). Regarding the effectiveness of promoting Applied Learning (ApL) courses at the secondary school level, please advise this Committee of the following –

- (1) Please set out the number of Hong Kong Diploma of Secondary Education Examination (HKDSE) candidates enrolled in ApL courses, as well as the withdrawal and completion rates in the past 3 school years (2023/24 to 2025/26).
- (2) Has the Education Bureau (EDB) compiled statistics on the ratio of students who subsequently pursue post-secondary programmes (particularly applied degree programmes) which are relevant to the ApL courses they completed? If yes, what are the details? If no, what are the reasons?
- (3) To tie in with the development of universities of applied sciences, will resources be earmarked in 2026-27 for the review and revamp of the existing ApL curriculum framework? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 12)

Reply:

(1)

ApL courses are Category B subjects of the HKDSE, which complement Category A Senior Secondary subjects (subjects under the Key Learning Areas) and Category C subjects (Other Languages subjects), thereby enriching students' subject choices. In the 2022-24, 2023-25 and 2024-26 cohorts, a total of 52, 58 and 59 ApL courses were offered respectively, with corresponding student enrolments of approximately 9 700, 10 100 and 10 000. Regarding students' completion of ApL courses, based on the registration information for ApL subjects in HKDSE, about 7 800 and 8 000 candidates entered for the relevant subjects in 2024 and 2025 respectively, accounting for approximately 80.4% and 79.2% of the student enrolment. The corresponding statistics for 2026 have yet to be released. As students may choose suitable ApL courses as senior secondary elective subjects in accordance with their

aspirations, abilities and interests, some students may decide to withdraw from ApL subjects during their course of study due to various factors and individual needs.

(2)

ApL courses are linked to vocational and professional fields to help students deepen their understanding of VPET. Through learning with dual emphasis on theory and practice, students acquire foundational knowledge of the relevant industries. ApL is not pre-vocational or vocational training, but, like any other subjects, emphasises the development of students' generic skills and the cultivation of proper values and attitudes, thereby supporting students in pursuing multiple pathways. After completing ApL courses, students may choose their articulation pathways for further studies taking into consideration factors such as their aspirations, abilities, interests and academic results. These pathways may not necessarily be directly related to the ApL courses they have taken. As such, EDB does not compile statistics on the ratio of students pursuing post-secondary programmes (particularly applied degree programmes) relevant to the ApL courses they completed; hence, the relevant information is not available. Nonetheless, recent surveys conducted by EDB revealed that more than half of the students who completed ApL courses and continued their studies found that their current programmes to be related to the ApL courses they had taken. They also acknowledged that ApL had prepared them for future studies and career development.

(3)

ApL courses are diverse in content, covering 6 Areas of Studies, namely Creative Studies; Media and Communication; Business, Management and Law; Services; Applied Science; and Engineering and Production. These courses help students aspiring to pursue programmes at universities of applied sciences explore their development pathways and lay a solid foundation for further studies.

EDB has institutionalised a standing mechanism to continuously review and update ApL courses. Among others, the Committee on ApL and related Ad Hoc Committees under the Curriculum Development Council are responsible for co-ordinating and planning the development of ApL courses, which include advising on policies pertaining to ApL courses, curriculum framework and relevant measures, reviewing the content and development of ApL courses, and evaluating the effectiveness of the promotion. EDB continues to refine ApL through regular exchanges with course providers and encouraging them to strengthen the engagement of industry partners in ApL course development, so as to keep the course content more closely linked to the latest developments of different professional and vocational fields, enabling ApL courses to keep up with the times for meeting the social, economic and technological developments and needs, as well as catering for students' needs for further studies and employment. The expenditure involved in optimising ApL has been subsumed under EDB's estimated recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 2900)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) launched the “AI for Science Education” Funding Programme (the Programme) in the 2024/25 school year. Under the Programme, schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Given that applications for the Programme have closed, will EDB advise this Committee of the following –

- (1) the respective numbers of applications received and approved under the Programme, and the total amount of funding involved;
- (2) whether EDB has analysed the main reasons for schools not applying or having their applications rejected; if yes, of the details; if no, of the reasons;
- (3) the greatest obstacle faced by schools in implementing artificial intelligence (AI) in teaching, as identified by EDB when reviewing the implementation of the Programme; and
- (4) whether the “AI for Empowering Learning and Teaching” Funding Programme, newly launched at the end of 2025, has put forward targeted solutions to address the aforementioned challenges; if yes, of the details; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 13)

Reply:

(1) to (4)

The Education Bureau (EDB) launched the “AI for Science Education” Funding Programme (the Programme) in the 2024/25 school year to pilot AI-assisted teaching in junior secondary Science. Funded by the Quality Education Fund, the Programme received applications from 221 publicly-funded secondary schools (including special schools), all of which were approved. The estimated total expenditure is \$22.1 million. Schools are currently using

the allocated funds to support teachers in attending AI-related training and to pilot AI-assisted teaching in junior secondary Science.

EDB keeps in view the piloting of AI-assisted teaching in schools through various channels, including school visits and focus group discussions. While teachers generally focus on how to effectively apply AI in teaching to facilitate student learning, schools are concerned with the resource needs for AI-assisted teaching.

In addition to supporting teachers in attending short courses on AI-assisted teaching, the Programme requires participating schools to develop teaching examples or resources that incorporate AI in Science subject. To promote these classroom practices and equip more teachers with effective implementation strategies on the use of AI in teaching, the Programme also require schools to conduct open classes, classroom demonstrations and experience-sharing sessions (both within or outside the school) on the use of AI-assisted teaching.

As for the “AI for Empowering Learning and Teaching” Funding Programme launched in December 2025, the response from the school sector has been overwhelming. All eligible publicly-funded schools (including special schools) have applied and received confirmation of approval from EDB. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students’ participation in activities that enhance their AI literacy. This programme provides schools with further support to meet their resource needs for AI-assisted learning and teaching. Moreover, the funding can be used for a wide range of purposes beyond junior secondary Science.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 2901)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The number of students attending public sector special schools is predicted to be on the rise from 8 951 in the 2024/25 school year to 9 300 in the 2026/27 school year. In the meantime, the teacher wastage rate of public sector special schools in the 2026/27 school year is estimated to be 6.6%. As mentioned in “Matters Requiring Special Attention”, the Education Bureau (EDB) will explore and implement measures to optimise grants for schools. In this connection, will EDB advise this Committee of the following –

1. Please provide the numbers of drop-out teachers in special schools in the past 3 years (from the 2023/24 to 2025/26 school years). Has EDB analysed the main causes? If yes, what are the details? If no, what are the reasons?
2. In light of the increasing number of students, apart from providing training in 2026-27, what are the specific measures to attract and retain teachers with special education qualification? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 15)

Reply:

1. to 2.

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality, and has been closely monitoring the manpower situation of teachers in public sector special schools (special schools) with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. The reasons for teacher wastage in special schools mainly include changing to teach in other types of schools, retirement, and leaving the post due to other personal reasons, etc. From the 2023/24 to 2025/26 school years, the numbers of drop-out teachers in special schools are tabulated as follows –

School year	2023/24	2024/25	2025/26
No. of drop-out teachers	198	171	139

Notes:

- (1) Figures refer to the position as at mid-September in the respective school years.
- (2) “Drop-out teachers” refer to the teachers who were serving in public sector special schools in the preceding school year but were no longer serving in any of the public sector special schools in the school year concerned.
- (3) Figure for the 2025/26 school year is subject to revision.

EDB has implemented quite a number of measures to support the development of schools (including special schools) and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the all-graduate teaching force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of deputy heads/vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers’ promotion prospects starting from the 2022/23 school year.

Moreover, EDB has, having regard to the circumstances of special schools, implemented additional measures to enhance their staff establishment. These measures include improving the conversion arrangements for determining the headship ranking and provision of deputy heads/vice-principals in special schools in the 2020/21 school year; improving the promotion arrangement for deputy heads at the rank of Senior Primary School Master/Mistress in primary section of special schools in the 2022/23 school year; and fine-tuning the requirement of working experience for appointment/substantive promotion to Primary School Master/Mistress in special schools, as well as strengthening the establishment of resource teachers for the primary and secondary sections of special schools in the 2024/25 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB157

(Question Serial No. 2902)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs (SEN) or severe emotional and behavioural problems, ordinary schools are currently provided with subsidies, such as the Learning Support Grant, on a headcount basis. However, the sector has reflected that when students are transferred to schools for social development (SSD) during a school year, relevant subsidies remain with the original school as the amount of funding is generally based on the student headcount early in the school year. As a result, the resources concerned are not readily available for SSD receiving day students to provide appropriate support. In this connection, will the Education Bureau (EDB) advise this Committee of the following –

1. Please list the numbers of students referred from ordinary schools to SSD in the past 3 school years.
2. Will EDB review the disbursement and calculation mechanism of relevant student support grants in the 2026-27, such as exploring whether a mechanism can be set up to transfer such grants to the receiving schools on a pro rata basis according to the month in which the student is transferred, or providing SSD with an additional “transitional support grant”, to ensure that resources actually follow the students; if yes, of the details; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 16)

Reply:

1. and 2.

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools (special schools) for intensive support services. Other students with special educational needs (SEN) will attend public sector ordinary schools (ordinary schools) to receive integrated education. From the 2022/23 to 2024/25 school years, the numbers of students referred to schools for social development (SSD) are tabulated below –

School year	2022/23	2023/24	2024/25
No. of students ^{Note}	588	633	686

Note: Figures refer to the position as at September in the respective school years.

To enhance the support for the needs of students in special schools (including SSD), EDB has been providing the schools with additional manpower and resources. Like other types of special schools, the class size of SSD is comparatively smaller than that of ordinary schools. In addition to the provision of teachers on the establishment calculated according to the teacher-to-class ratio, EDB has also catered for the diverse needs of students by providing the schools with additional regular teachers such as resource teachers to provide learning support for children comorbid with autism spectrum disorder, as well as specialist staff and auxiliary staff such as speech therapists, educational psychologists and school social workers. Moreover, on top of regular subvention, EDB provides special schools (including SSD) with additional resources according to the needs of schools and students, such as the one-off Grant on New Technology in Classroom, Improvement of Care and Support Grant and Intensive Support Grant, etc.

Each measure or grant provided by EDB to schools serves its specific purpose and intended usage. The Learning Support Grant is a major additional resource that helps ordinary schools cater for students with SEN, which is not applicable to special schools. EDB will, from the perspective of the education profession and with due consideration of the learning needs of students, continue to review the development of special education and enhance various measures so that special schools can have sufficient resources and manpower to effectively support the various needs of students.

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 2903)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

In light of the Education Bureau (EDB)'s recent announcement of the list of schools under the Direct Subsidy Scheme (DSS) participating in "DSS Expansion", and with a view to comprehensively assessing the capacity and ancillary facilities of Hong Kong's primary and secondary schools to enrol non-local students, will EDB advise this Committee of –

1. the numbers of underage students holding student visas/entry permits who came to Hong Kong to study over the past 3 school years (2023/24 to 2025/26), broken down by the following school types and grade levels (lower primary, upper primary, junior secondary, senior secondary);
 - (a) DSS schools;
 - (b) private schools; and
 - (c) schools under the English Schools Foundation;
2. whether EDB has conducted a specific assessment of the accommodation needs of non-local students arising from "DSS Expansion", given the anticipated increase in the number of non-local primary and secondary school students upon its implementation; if yes, of the details; if no, of the reasons;
3. the support measures to be introduced by EDB to facilitate the aforementioned "DSS Expansion", and the estimated expenditure and staff establishment for relevant measures in 2026-27; and
4. whether EDB has established specific key performance indicators (KPIs) and a timetable for evaluating the effectiveness of this pilot scheme; if yes, of the details; if no, of the reasons.

Asked by: Hon TANG Fei (LegCo internal reference no.: 20)

Reply:

1.

In the past 3 years (2023 to 2025), a total of 2 472 applications for student visa/entry permit were approved by the Immigration Department (ImmD) for non-local children aged 17 or below coming to Hong Kong for education (see Annex). ImmD and the Education Bureau (EDB) do not maintain statistics on the types of schools admitting these students.

2. to 4.

Building on the robust development of internationalisation in post-secondary education in Hong Kong, the Government would like to further expand basic education to advance the development of Hong Kong as an international education hub, promoting the “Study in Hong Kong” brand to primary and secondary schools. In this connection, EDB, on a trial basis, has allowed schools under the Direct Subsidy Scheme (DSS schools) to ride on existing arrangements, apply for increasing the number and size of classes in expanding their intake of non-local students with student visas to study on a self-financing mode. In accordance with the prevailing policy, non-local students holding student visas do not receive government subsidies.

Under DSS, schools are allowed to have greater flexibility in various areas including resources deployment. Besides government subsidies, DSS schools may collect school fees for the provision of additional support services and school facilities. Given that boarding facilities are of crucial consideration to non-local students with student visas to study in Hong Kong, EDB permits schools, when applying for the “DSS Expansion”, to apply simultaneously for a higher percentage share of school fee income be transferred to the reserve for above-standard facilities, thereby catering for the construction or expansion of boarding facilities. In addition, EDB maintains close contact and collaboration with DSS schools, such as participating in international education expos and arranging duty visits to promote the scheme. EDB also introduces overseas parents to Hong Kong’s high-quality, diversified, and internationally recognised basic education with the assistance of Hong Kong Talent Engage and overseas Hong Kong Economic and Trade Offices.

Operating on a trial basis, “DSS Expansion” represents the first step in progressively expanding the development of Hong Kong into an international education hub to cover basic education. EDB will closely monitor its implementation and optimise it as needed. The manpower and relevant staff costs required for the various support measures of “DSS Expansion” are absorbed by the existing resources of EDB.

Number of applications approved for student visa/entry permit

From 2023 to 2025, among the number of applications approved for student visa/entry permit, the breakdown by age for non-Mainland residents is tabulated below –

Age	No. of applications approved		
	2023	2024	2025
5 years 8 months to 11 years	44	25	29
12 years to 17 years	493	711	1 170
Total	537	736	1 199

Note: In accordance to the prevailing policy, non-local applicants aged 5 years and 8 months to 11 years are eligible to apply for primary school admission, while those under 20 years of age are eligible to apply for secondary school admission. However, approved applications from applicants aged 12 to 17 years may also include programmes outside secondary education curricula.

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 2904)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government is committed to developing Hong Kong into an “international education hub” and promoting the “Study in Hong Kong” brand. In this connection, please advise this Committee of the following –

- (1) Has the Government assessed the specific contributions to Hong Kong’s economy by non-local students; if yes, what are the details; if no, what are the reasons?
- (2) What is the Government’s forecast of growth targets in the numbers of non-local students for the coming 3 academic years?
- (3) Apart from tuition fee revenue, has the Government estimated the additional economic benefits in terms of accommodation, expenditure and relevant service industries generated by these students to Hong Kong each year; if yes, what are the details; if no, what are the reasons?
- (4) Has the Government established key performance indicators (KPIs) such as indicators to track the specific situation of non-local graduates staying and working in Hong Kong upon completion of their studies; if yes, what are the details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 21)

Reply:

The internationalisation of the post-secondary sector can attract top-notch students and teaching staff to our city, enhance the quality of the local workforce and promote economic development, thereby strengthening our overall competitiveness. Promoting a more diversified campus culture enables local students to benefit from an internationalised learning environment and broaden their horizons during their studies in local campuses, as well as enhancing their competitiveness in culturally diverse and globalised settings.

Under the principle of institutional autonomy, universities may set the tuition fee levels for non-local students as they see fit, having regard to their own circumstances, and ensure that

the relevant tuition fees are at a level which is at least sufficient to recover all additional direct costs. The Education Bureau does not maintain data on the income from tuition fees for non-local students.

The aim of increasing the enrolment ceiling for non-local students is to consolidate the competitive edge of the high degree of internationalisation and diversity in the post-secondary sector, with a view to attracting top talent from around the world, enhancing institutions' capacity for scientific research and teaching, and expanding the talent pool of Hong Kong in support of local economic development. Increasing the income from tuition fees is not a policy objective.

Hong Kong's quality post-secondary education has been highly popular among Mainland and overseas students. To support the post-secondary education sector in continuously expanding capacity and enhancing quality, starting from the 2026/27 academic year (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%. In the 2025/26 AY (provisional figures), the number of non-local students enrolling in University Grants Committee-funded programmes has further increased to approximately 30 400. Among them, around 20 100 students enrol in undergraduate programmes, which is equivalent to about 27.1% of local student places. The Government will continue to maintain close communication with the post-secondary institutions to ensure that the increase in the non-local student intake will be implemented in a progressive manner in the light of their respective capacity, while taking forward adequate supporting measures for both local and non-local students.

In 2008, the Government introduced the Immigration Arrangements for Non-local Graduates (IANG) to allow non-local students who have obtained an undergraduate or higher qualification in a full-time and locally-accredited programme in Hong Kong to apply to stay/return and work in Hong Kong under IANG, thereby enhancing local human resources and competitiveness. To further attract and retain quality talent, the Chief Executive announced in his 2022 Policy Address that the limit of stay under IANG would be relaxed from the then 12 months to 24 months, and that IANG would be extended to cover graduates of Hong Kong universities' campuses in Mainland cities of the Guangdong-Hong Kong-Macao Greater Bay Area on a pilot basis. As announced in the Chief Executive's 2024 Policy Address, relevant measures would continuously be piloted for 2 years.

Local post-secondary institutions have been committed to supporting non-local students through different channels in planning their further studies or career development in Hong Kong upon graduation. Respective faculties and student affairs offices of the institutions will provide relevant information and diversified support services, which include recruitment seminars, job-seeking training workshops, career counselling and consultation services, and mentorship programmes. They will also contact alumni associations and employers of different industries to provide employment and internship opportunities for students. The Government will continue to review the effectiveness of various measures, with a view to attracting non-local students to stay in Hong Kong for development.

- End -

CONTROLLING OFFICER'S REPLY

EDB160

(Question Serial No. 2905)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 180 of the Budget Speech that the Education Bureau (EDB) has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally, with relevant promotional activities underway. In this connection, please advise this Committee of the following –

- (1) Please set out the detailed organisation and staff establishment of the Task Force, as well as the respective numbers of posts of current staff.
- (2) Are the above posts new permanent posts or time-limited posts, or is the manpower made available through internal redeployment of EDB? In the case of internal redeployment of existing manpower, will the original service and operations be affected?
- (3) Please provide a breakdown of the estimated expenditures and the respective items involved with the Task Force for 2026-27.
- (4) Has EDB set any specific key performance indicators (KPIs) in respect of the effectiveness of the Task Force? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 22)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As the initiatives of the Task Force were taken forward using EDB’s existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places.

We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB161

(Question Serial No. 2906)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To enhance the teacher registration mechanism, the Education Bureau (EDB) will explore amending the Education Ordinance to introduce the practising certificate and regular renewal requirements. However, the estimated provision for Other Educational Services and Subsidies for 2026-27 is \$1.4688 billion, which is 2.8% lower than the original estimate and 1.2% lower than the revised estimate for 2025-26. In this connection, please advise this Committee of the following –

1. What are the estimated manpower involved in implementing the initiatives related to teachers' practising certificates and the estimated expenditures on system development and administrative work?
2. As the new policy mentioned above will involve enormous administrative work, why is there a decrease instead of an increase in the overall estimates for this Programme? Has EDB cut the expenditures on other services to offset the costs for the new policy? If yes, what are the specific items involved in the expenditure cut, as well as the estimated expenditures involved?

Asked by: Hon TANG Fei (LegCo internal reference no.: 23)

Reply:

1.

The Chief Executive has announced in the 2025 Policy Address that the Education Bureau (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. The introduction of the requirement on the practising certificate aims to enhance teachers' professional status, encourage teachers to keep pace with the times, and strengthen teacher management.

EDB will draw up guidelines on application for the practising certificate, enabling applicants and schools to fully understand the application procedures, documents required, application

fee, vetting time, notification of application results, etc. In addition, EDB is preparing to develop an electronic system for handling teachers' applications for practising certificates. At the same time, EDB will deploy manpower for vetting applications to ensure that in-service teachers will have met the statutory requirement of acquiring practising certificates before the legislation takes full effect. As the manpower required for the work and the associated staff costs are absorbed by the existing resources of EDB, a breakdown is not available.

EDB has commenced working on the amendments to the Education Ordinance and will continue to consult the Department of Justice to finalise the amendments to the legislative provisions. EDB will also continue to listen to and study the views of the sector carefully for formulating the specific implementation details.

2.

EDB will implement various new initiatives in 2026-27, endeavouring to develop an international education hub, promote digital education, strengthen students' capabilities, promote physical and mental well-being, strengthen professionalism of teachers, etc. In addition, based on the principles of streamlining administration and delegating authority; removing barriers and restrictions; enabling flexible deployment; increasing efficiency as well as using public funds prudently, EDB has come up with various enhancement measures to optimise the use of resources. With the enhancement measures, schools can deploy resources more flexibly according to their development needs and priorities, thereby further enhancing efficiency. EDB will continue to press ahead in taking forward various enhancement measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB162

(Question Serial No. 3115)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 180 of the Budget Speech that, in order to establish the “Study in Hong Kong” brand, the Education Bureau has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally. In this connection, please advise of the following –

- (1) Has the Government formulated comprehensive promotion strategies and measures, and strengthened collaboration with local post-secondary institutions, so as to develop Hong Kong into an international post-secondary education hub? If yes, what are the details? If no, what are the reasons?
- (2) What are the staff establishment and estimated expenditures of the Task Force for the 2026-27 financial year?

Asked by: Hon TANG Ming-sum, Michelle (LegCo internal reference no.: 5)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation, endeavouring to develop Hong Kong into an international post-secondary education hub. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided

funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong's higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong's competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong's higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As the initiatives of the Task Force were taken forward using EDB's existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB163

(Question Serial No. 2022)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget Speech mentioned the provision of various types of skill-based training courses, including artificial intelligence (AI) application. In this connection, will the Government advise this Committee of –

- (1) whether the Government will establish a standalone Vocational Qualifications Pathway (VQP) for AI application, or incorporate the VQP into the qualifications framework of existing industries through a cross-sectoral and cross-industry approach.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 5)

Reply:

The Qualifications Framework (QF) is a clear and well-defined seven-level hierarchy covering qualifications in the academic, vocational, professional, and continuing education sectors. The implementation of the Vocational Qualifications Pathway (VQP) is industry-led. VQP acts as a learning and career progression roadmap for different industries, along which learners and practitioners can progress at various levels within the industry through attainment or acquisition of various occupation-based qualifications. When developing and updating the description of each principal job role under VQPs of various industries, we will, having regard to the actual needs of respective industries and where appropriate, incorporate Units of Competency related to the application of technology, such as the application of AI, with a view to assisting industry talent to keep abreast of the times.

At present, there are a total of 14 industries that have already adopted VQP, namely Arboriculture and Horticulture, Automotive, Banking, Property Management, Elderly Care Service, Printing and Publishing, Insurance, Logistics, Information and Communications Technology (ICT), Retail, Security Services, Import and Export, Human Resource Management and Travel. Among them, ICT industry has developed VQPs related to AI application at the technical practitioner level.

We will continue to collaborate closely with industries and, in light of the progress of industry consultations and discussions, consider whether to incorporate elements and the latest developments of AI application into VQP to meet future demands of industries.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 2024)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, including the higher diploma qualifications, and will put the arrangement on trial for selected pilot areas. In this connection, please advise this Committee of –

- (1) the specific arrangements implemented by the Government to this end in the past 3 years and the progress thereof;
- (2) the areas of study covered by the mutual recognition of sub-degree level qualifications currently under discussion with the Mainland authorities, and whether priority will be given to vocational and professional fields (such as financial technology, innovation and technology, shipping, and aviation) related to the development of the “eight centres” in Hong Kong and national development strategies;
- (3) whether there is a specific timetable or an interim target, e.g. when the first batch of mutually recognised qualifications is expected to be implemented;
- (4) the Government's plans to promote the strengths of Hong Kong sub-degree graduates to Mainland enterprises and education institutions to seize development opportunities for these graduates to pursue further studies or careers on the Mainland.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 9)

Reply:

With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening the articulation pathways for young people, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

Separately, to differentiate the vocational and professional education and training (VPET) pathway from the academic route, the Education Bureau completed the Review of Sub-degree Education and promulgated the updated programme guidelines. The updated guidelines enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes, thereby providing flexible and diversified articulation pathways for young people.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2029)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government is currently exploring and implementing measures to optimise grants for schools. In this connection, will the Government advise this Committee whether there are other specific plans to reform and consolidate the school grants system, apart from disbursing various grants in the form of block grants to allow schools to utilise resources flexibly based on their needs and priorities?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 20)

Reply:

The Education Bureau (EDB) set up the Task Force on Optimising Grants for Schools (Task Force) last year to reform and integrate various subsidies to schools in an innovative approach. Over the past year, the Task Force has deliberated on the usage of the various subsidies and widely consulted the education sector. Based on the principles of “streamlining administration and delegating authority”, “removing barriers and restrictions”, “enabling flexible deployment”, “increasing efficiency” as well as “using public funds prudently”, the Task Force has come up with various enhancement measures to facilitate the development needs and long-term planning of primary and secondary schools. Major measures include enhancing the Expanded Operating Expenses Block Grant to include more individual grants and disbursing them in the form of a block grant to achieve synergy; consolidating some individual grants that are similar in nature and ambit to enhance efficiency; relaxing the restrictions on the usage of grants to facilitate schools’ flexible deployment; streamlining the requirements on financial reporting to alleviate school administration work; and extending the usage period of various one-off grants. EDB will maintain communication with the sector, and offer advice and support when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 2034)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the development of the Northern Metropolis University Town (NMUT), it is mentioned that 3 sites in Hung Shui Kiu/Ha Tsuen New Development Area (HSK/HT NDA) will be rolled out shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and that \$10 billion will be earmarked for providing loans to support campus development. Please advise this Committee of –

- (1) the details of the 3 sites in HSK/HT NDA, including their locations, areas, plot ratios and expected uses;
- (2) how the HSK/HT NDA sites that will be rolled out shortly for education purposes will serve the “industry-led” objective, given that “industry-led” is a major objective and strategy in developing NMUT; and whether the Government has identified any target industries to tie in with the development of the sites in HSK/HT.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 26)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere in seeking a broad spectrum of views. 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.

The Working Group will make recommendations on the positioning and vision regarding the development of the relevant sites, and consider an industry-led approach. The land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK/HT NDA), 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, including life and health technology industries, and can be used for joint development with the third medical school and an integrated medical teaching and research hospital.

The Government will roll out 3 sites for post-secondary education purposes in HSK/HT NDA shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 2042)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 41 under Programme (7) that, during 2026-27, the Education Bureau will support the Alliance of Universities of Applied Sciences (the Alliance) to foster collaboration among member institutions and their counterparts on the Mainland and overseas, and to conduct joint promotion to enhance the status of vocational and professional education and training (VPET) in society and among parents and students. In this connection, will the Government advise this Committee of the following –

- (1) What is the estimated total amount reserved for the Government's future work on supporting the said efforts on collaboration and promotion of the Alliance? What are the financial commitments involved in the Alliance's promotion efforts, such as publicity, international exchanges and brand building, and the specific expenditure items? How will the Government assess the cost-effectiveness of the relevant expenditures?
- (2) As regards fostering collaboration between member institutions and their counterparts on the Mainland and overseas, will the Government provide dedicated funding to support joint programmes, mutual recognition of credits, exchange activities for teaching staff and students or collaboration in scientific research? If yes, what will be the funding ceiling and assessment criteria for such projects? If no, what are the reasons?
- (3) Regarding future work plans and strategic directions, what is the Government's medium- to long-term development blueprint for promoting the development of VPET? Will the Government set specific performance indicators on, among others, the number of intake, the graduates' employment rate and the number of projects involving industrial collaboration?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 37)

Reply:

The Government has allocated \$100 million as a start-up fund in November 2024 to support the establishment of the Alliance of University of Sciences (the Alliance). The 2 university of sciences (UAS) (i.e. Hong Kong Metropolitan University (HKMU) and Saint Francis University) are full members, while Tung Wah College and the Technological and Higher Education Institute of Hong Kong, both of which aspire to become UAS, are associate members. EDB has established the Steering Committee on the Alliance to advise on the development and strategy of the Alliance, as well as approving and supervising the use of the start-up fund.

The Alliance has gathered 80 supporting organisations from different sectors and actively organised exchange activities since its establishment. For example, a visit to the Greater Bay Area (GBA) was arranged in 2025 to learn about the operation mode of Mainland polytechnic institutions and implementation of industry-education collaboration. The Alliance also held the first International Symposium in February this year, gathering experts and scholars from overseas, the Mainland and Hong Kong to explore the development trend of UAS, strengthen the connection between vocational and professional education and training (VPET) and conventional academic education, promote industry-education collaboration and encourage cross-border co-operation between institutions and enterprises. The expenditures borne by the start-up fund for the events in the past 2 financial years are as follows –

Financial year*	Expenditure (\$ million)
2024-25	0.56
2025-26^	0.83

*According to the established practice of the Secretariat of the Alliance (HKMU), the financial year runs from 1 September of a year to 31 August of the following year.

^ Estimated expenditure as at 31 January 2026.

Looking ahead, the Alliance will look into strengthening the promotion of applied education at post-secondary level, such as initiating collaboration and research between institutions and the relevant sectors. The Alliance will also explore the feasibility of co-operating with leading polytechnic institutions in Guangdong Province to jointly establish a GBA exchange platform to facilitate the sharing of resources and collaborative development.

The Government will continue to closely monitor the latest development and trend of VPET, and actively support the Alliance's efforts through the Steering Committee on the Alliance, including strengthening the partnership with Mainland and overseas institutions and enterprises. The Government will, through sharing of experience and resources, enhance the quality and recognition of VPET, promote the development of applied degree programmes that meet societal needs, and nurture high-quality talent with applied knowledge and skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 2947)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 46 of the Budget Speech that the Quality Education Fund (QEF) has earmarked \$2 billion to take forward digital education in primary and secondary schools. In addition to the earlier announced \$500 million setting aside for the AI for Empowering Learning and Teaching Funding Programme, will the Government advise this Committee of the specific programmes to which the remaining funding of QEF will be allocated, the breakdown of expenditure, as well as the details of the specific programmes and implementation timetables?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 6)

Reply:

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

- End -

CONTROLLING OFFICER'S REPLY**EDB169****(Question Serial No. 2949)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms May CHAN)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under this Programme that the Education Bureau will continue to monitor the supply and demand of international school places. In this connection, will the Government advise this Committee of –

- (1) the numbers of school places and students and the fill-up rate of each international school in Hong Kong in the past 3 school years and, additionally, the respective numbers and proportions of local students and non-local students; and
- (2) the current development progress of the first non-profit-making private school offering a Mainland curriculum in Hong Kong, and when it will admit the first cohort of students?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 11)Reply:

(1)

The numbers of school places and students and the fill-up rates of international schools in the past 3 school years, along with the figures of local and non-local students are tabulated below –

School year	No. of school places	No. of students	Fill-up rate	No. of local students (percentage)	No. of non-local students (percentage)
2023/24	46 526	42 074	90.4%	14 684 (34.9%)	27 390 (65.1%)
2024/25	47 530	43 581	91.7%	14 982 (34.4%)	28 599 (65.6%)
2025/26	48 413	44 745	92.4%	15 142 (33.8%)	29 603 (66.2%)

Notes: (1) The Education Bureau (EDB) collects data from international schools via the Student Enrolment Survey every year for planning and administrative purposes. Consolidated data is presented above. Considering the purposes of data collection, we are unable to provide the data of individual schools.

(2) Figures refer to the position as at mid-September of the school year.

(3) Figures do not include the special school operated by the English Schools Foundation.

(4) Figures on school places refer to the planned number of school places offered by the schools concerned.

(5) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than HKSAR Passport. Students not covered by this definition are all regarded as non-local students.

(2)

EDB has been liaising closely with the relevant school sponsoring body (SSB) in the establishment of the first non-profit-making private school offering a Mainland curriculum in Hong Kong. It is understood that the SSB is actively taking forward the school building project. The actual school year in which the Mainland curriculum school will commence operation is dependent upon factors such as the progress of the school construction works and the relevant preparation work.

- End -

CONTROLLING OFFICER'S REPLY

EDB170

(Question Serial No. 2952)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To further establish the “Study in Hong Kong” brand and attract top-notch students globally, the Education Bureau (EDB) has established the Task Force on Study in Hong Kong and held its first meeting. In this connection, will the Government advise this Committee of the following –

- (1) A breakdown of the numbers and the respective proportions of local students and non-local students enrolling in University Grants Committee-funded programmes by institution, level of study and place of origin in the past 3 years.
- (2) A breakdown of the numbers and the respective proportions of local and non-local students enrolling in full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes by institution and place of origin in the past 3 years.
- (3) How will the government measure the effectiveness of the various measures implemented to attract non-local students to study in Hong Kong and what are the enhancement measures to be implemented? What are the details of these measures and the implementation timetable?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 19)

Reply:

(1)

The numbers of students of the University Grants Committee (UGC)-funded programmes by university, level of study and place of origin from the 2023/24 to 2025/26 academic years are set out at **Annex 1**.

(2)

The numbers and percentages of students of locally-accredited full-time self-financing local sub-degree and undergraduate (including top-up degree) programmes by institution and place of origin from the 2023/24 to 2025/26 academic years are set out at **Annexes 2 to 3**.

(3)

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation, endeavouring to develop Hong Kong into an international post-secondary education hub. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas

recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and

- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

Annex 1

**Numbers of students of UGC-funded programmes by university, level of study and place of origin
from the 2023/24 to 2025/26 academic years**

(No. of students)

Academic year	University	Level of study	Place of origin ¹									
			Local student		Chinese Mainland		Other areas in Asia		Other areas		Total	
			No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion
2023/24	CityU	Sub-degree (SD) programme	6	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	6	100.0%
		Undergraduate (Ug) programme	9 957	84.0%	1 137	9.6%	687	5.8%	77	0.6%	11 858	100.0%
		Taught postgraduate (TPg) programme	53	84.1%	8	12.7%	- ²	- ²	2	3.2%	63	100.0%
		Research postgraduate (RPg) programme ³	52	5.4%	830	85.4%	39	4.0%	51	5.2%	972	100.0%
		Sub-total	10 068	78.1%	1 975	15.3%	726	5.6%	130	1.0%	12 899	100.0%
	HKBU	Ug programme	6 499	87.3%	704	9.5%	168	2.3%	71	1.0%	7 442	100.0%
		TPg programme	186	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	186	100.0%
		RPg programme ³	59	18.6%	222	69.8%	18	5.7%	19	6.0%	318	100.0%
		Sub-total	6 744	84.9%	926	11.7%	186	2.3%	90	1.1%	7 946	100.0%
	LU	Ug programme	2 584	85.7%	372	12.3%	52	1.7%	7	0.2%	3 015	100.0%
		RPg programme ³	15	18.1%	44	53.8%	9	11.0%	14	17.1%	82	100.0%
		Sub-total	2 599	83.9%	416	13.4%	61	2.0%	21	0.7%	3 097	100.0%
	CUHK	Ug programme	15 400	86.8%	1 656	9.3%	643	3.6%	45	0.3%	17 744	100.0%
		TPg programme	930	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	930	100.0%
		RPg programme ³	394	16.7%	1 819	77.1%	86	3.6%	59	2.5%	2 358	100.0%
		Sub-total	16 724	79.5%	3 475	16.5%	729	3.5%	104	0.5%	21 032	100.0%
	EdUHK	SD programme	2 340	99.5%	12	0.5%	- ²	- ²	- ²	- ²	2 352	100.0%
		Ug programme	5 348	92.4%	398	6.9%	42	0.7%	2	0.0% ⁴	5 790	100.0%
		TPg programme	594	94.0%	35	5.5%	2	0.3%	1	0.2%	632	100.0%
		RPg programme ³	24	19.0%	71	56.1%	25	19.4%	7	5.5%	127	100.0%
		Sub-total	8 306	93.3%	516	5.8%	69	0.8%	10	0.1%	8 901	100.0%

Academic year	University	Level of study	Place of origin ¹									
			Local student		Chinese Mainland		Other areas in Asia		Other areas		Total	
			No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion
	PolyU	SD programme	85	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	85	100.0%
		Ug programme	13 330	81.9%	2 472	15.2%	410	2.5%	63	0.4%	16 275	100.0%
		RPg programme ³	191	14.0%	1 077	79.1%	47	3.5%	47	3.5%	1 362	100.0%
		Sub-total	13 606	76.8%	3 549	20.0%	457	2.6%	110	0.6%	17 722	100.0%
	HKUST	Ug programme	8 498	80.8%	1 012	9.6%	909	8.6%	101	1.0%	10 520	100.0%
		RPg programme	223	15.4%	1 035	71.4%	143	9.9%	47	3.2%	1 448	100.0%
		Sub-total	8 721	72.9%	2 047	17.1%	1 052	8.8%	148	1.2%	11 968	100.0%
	HKU	Ug programme	14 403	79.4%	2 607	14.4%	996	5.5%	125	0.7%	18 131	100.0%
		TPg programme	968	90.9%	79	7.4%	10	0.9%	8	0.8%	1 065	100.0%
		RPg programme ³	414	14.3%	2 274	78.7%	125	4.3%	78	2.7%	2 891	100.0%
		Sub-total	15 785	71.5%	4 960	22.5%	1 131	5.1%	211	1.0%	22 087	100.0%
	All universities	SD programme	2 431	99.5%	12	0.5%	- ²	- ²	- ²	- ²	2 443	100.0%
		Ug programme	76 019	83.7%	10 358	11.4%	3 907	4.3%	491	0.5%	90 775	100.0%
		TPg programme	2 731	95.0%	122	4.2%	12	0.4%	11	0.4%	2 876	100.0%
		RPg programme ³	1 373	14.4%	7 372	77.1%	492	5.1%	322	3.4%	9 558	100.0%
		Total	82 554	78.1%	17 864	16.9%	4 411	4.2%	824	0.8%	105 652	100.0%
2024/25	CityU	Ug programme	10 334	83.6%	1 223	9.9%	730	5.9%	74	0.6%	12 361	100.0%
		TPg programme	53	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	53	100.0%
		RPg programme ³	44	4.2%	938	88.4%	35	3.3%	43	4.1%	1 060	100.0%
		Sub-total	10 431	77.4%	2 161	16.0%	765	5.7%	117	0.9%	13 474	100.0%
	HKBU	Ug programme	6 362	83.9%	974	12.8%	182	2.4%	62	0.8%	7 580	100.0%
		TPg programme	185	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	185	100.0%
		RPg programme ³	50	12.2%	318	77.8%	22	5.4%	19	4.6%	409	100.0%
		Sub-total	6 597	80.7%	1 292	15.8%	204	2.5%	81	1.0%	8 174	100.0%
	LU	Ug programme	2 623	82.5%	494	15.5%	56	1.8%	7	0.2%	3 180	100.0%
		RPg programme ³	18	18.8%	57	59.4%	6	6.3%	15	15.6%	96	100.0%
		Sub-total	2 641	80.6%	551	16.8%	62	1.9%	22	0.7%	3 276	100.0%

Academic year	University	Level of study	Place of origin ¹									
			Local student		Chinese Mainland		Other areas in Asia		Other areas		Total	
			No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion
	CUHK	Ug programme	15 537	85.8%	1 864	10.3%	652	3.6%	48	0.3%	18 101	100.0%
		TPg programme	1 031	99.9%	1	0.1%	- ²	- ²	- ²	- ²	1 032	100.0%
		RPg programme ³	356	14.3%	2 007	80.5%	76	3.1%	53	2.1%	2 492	100.0%
		Sub-total	16 924	78.3%	3 872	17.9%	728	3.4%	101	0.5%	21 625	100.0%
	EdUHK	SD programme	2 301	99.4%	13	0.6%	- ²	- ²	- ²	- ²	2 314	100.0%
		Ug programme	5 353	89.9%	552	9.3%	44	0.7%	3	0.1%	5 952	100.0%
		TPg programme	646	90.3%	64	9.0%	4	0.6%	1	0.1%	715	100.0%
		RPg programme ³	27	20.5%	84	63.6%	16	12.1%	5	3.8%	132	100.0%
		Sub-total	8 327	91.4%	713	7.8%	64	0.7%	9	0.1%	9 113	100.0%
	PolyU	SD programme	8	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	8	100.0%
		Ug programme	13 505	78.1%	3 235	18.7%	468	2.7%	82	0.5%	17 290	100.0%
		RPg programme ³	177	10.7%	1 389	84.2%	40	2.4%	44	2.7%	1 650	100.0%
		Sub-total	13 690	72.3%	4 624	24.4%	508	2.7%	126	0.7%	18 948	100.0%
	HKUST	Ug programme	8 783	79.9%	1 114	10.1%	974	8.9%	119	1.1%	10 990	100.0%
		RPg programme ³	270	16.1%	1 216	72.7%	141	8.4%	46	2.8%	1 673	100.0%
		Sub-total	9 053	71.5%	2 330	18.4%	1 115	8.8%	165	1.3%	12 663	100.0%
	HKU	Ug programme	14 541	77.6%	2 930	15.6%	1 075	5.7%	199	1.1%	18 745	100.0%
		TPg programme	1 049	92.5%	72	6.3%	9	0.8%	4	0.4%	1 134	100.0%
		RPg programme ³	412	13.1%	2 560	81.1%	113	3.6%	73	2.3%	3 157	100.0%
		Sub-total	16 002	69.5%	5 562	24.1%	1 197	5.2%	276	1.2%	23 036	100.0%
	All universities	SD programme	2 309	99.4%	13	0.6%	- ²	- ²	- ²	- ²	2 322	100.0%
		Ug programme	77 038	81.8%	12 386	13.1%	4 181	4.4%	594	0.6%	94 199	100.0%
		TPg programme	2 964	95.0%	137	4.4%	13	0.4%	5	0.2%	3 119	100.0%
		RPg programme ³	1 354	12.7%	8 568	80.3%	449	4.2%	298	2.8%	10 669	100.0%
		Total	83 665	75.8%	21 104	19.1%	4 643	4.2%	897	0.8%	110 309	100.0%

Academic year	University	Level of study	Place of origin ¹									
			Local student		Chinese Mainland		Other areas in Asia		Other areas		Total	
			No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion
2025/26 (Provisional figures)	CityU	Ug programme	10 670	82.3%	1 477	11.4%	739	5.7%	81	0.6%	12 967	100.0%
		TPg programme	53	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	53	100.0%
		RPg programme ³	50	4.0%	1 119	89.4%	40	3.2%	42	3.4%	1 252	100.0%
		Sub-total	10 773	75.5%	2 596	18.2%	779	5.5%	123	0.9%	14 272	100.0%
	HKBU	Ug programme	6 343	78.7%	1 430	17.7%	219	2.7%	70	0.9%	8 062	100.0%
		TPg programme	80	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	80	100.0%
		RPg programme ³	50	12.4%	320	79.6%	13	3.2%	19	4.7%	402	100.0%
		Sub-total	6 473	75.8%	1 750	20.5%	232	2.7%	89	1.0%	8 544	100.0%
	LU	Ug programme	2 749	79.3%	661	19.1%	46	1.3%	10	0.3%	3 466	100.0%
		RPg programme ³	18	16.1%	70	62.3%	9	8.1%	15	13.5%	112	100.0%
		Sub-total	2 767	77.3%	731	20.4%	55	1.5%	25	0.7%	3 578	100.0%
	CUHK	Ug programme	15 732	84.5%	2 063	11.1%	759	4.1%	56	0.3%	18 610	100.0%
		TPg programme	1 200	100.0%	- ²	- ²	- ²	- ²	- ²	- ²	1 200	100.0%
		RPg programme ³	332	12.4%	2 213	82.7%	77	2.9%	55	2.1%	2 677	100.0%
		Sub-total	17 264	76.8%	4 276	19.0%	836	3.7%	111	0.5%	22 487	100.0%
	EdUHK	SD programme	2 899	99.8%	4	0.1%	2	0.1%	- ²	- ²	2 905	100.0%
		Ug programme	5 351	86.4%	780	12.6%	57	0.9%	4	0.1%	6 192	100.0%
		TPg programme	919	87.3%	131	12.4%	2	0.2%	1	0.1%	1 053	100.0%
		RPg programme ³	26	17.2%	103	67.7%	17	11.2%	6	4.0%	152	100.0%
		Sub-total	9 195	89.3%	1 018	9.9%	78	0.8%	11	0.1%	10 302	100.0%
	PolyU	Ug programme	13 631	76.8%	3 260	18.4%	708	4.0%	151	0.9%	17 750	100.0%
		RPg programme ³	203	12.0%	1 398	82.5%	38	2.2%	55	3.2%	1 694	100.0%
		Sub-total	13 834	71.1%	4 658	24.0%	746	3.8%	206	1.1%	19 444	100.0%
	HKUST	Ug programme	8 953	77.3%	1 459	12.6%	1 024	8.8%	145	1.3%	11 581	100.0%
		RPg programme ³	318	17.4%	1 324	72.6%	128	7.0%	55	3.0%	1 825	100.0%
		Sub-total	9 271	69.2%	2 783	20.8%	1 152	8.6%	200	1.5%	13 406	100.0%
	HKU	Ug programme	14 840	75.2%	3 268	16.6%	1 348	6.8%	278	1.4%	19 734	100.0%
		TPg programme	1 314	97.3%	28	2.1%	5	0.4%	4	0.3%	1 351	100.0%
		RPg programme ³	416	12.2%	2 840	83.3%	91	2.7%	63	1.8%	3 409	100.0%
		Sub-total	16 570	67.6%	6 136	25.0%	1 444	5.9%	345	1.4%	24 494	100.0%

Academic year	University	Level of study	Place of origin ¹									
			Local student		Chinese Mainland		Other areas in Asia		Other areas		Total	
			No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion	No. of students	Proportion
	All universities	SD programme	2 899	99.8%	4	0.1%	2	0.1%	- ²	- ²	2 905	100.0%
		Ug programme	78 269	79.6%	14 398	14.6%	4 900	5.0%	795	0.8%	98 362	100.0%
		TPg programme	3 566	95.4%	159	4.3%	7	0.2%	5	0.1%	3 737	100.0%
		RPg programme ³	1 413	12.3%	9 386	81.5%	413	3.6%	310	2.7%	11 522	100.0%
		Total	86 147	73.9%	23 947	20.6%	5 322	4.6%	1 110	1.0%	116 526	100.0%

Notes:

1. Non-local students refer to those whose places of origin (i.e. their nationalities or places of residence) are outside Hong Kong.
2. “-” denotes nil.
3. The number of students of UGC-funded RPg programmes refers to the number of students financed by UGC funds within the normal study period. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.
4. “0.0%” denotes less than 0.05%.
5. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Numbers and percentages of students of
locally-accredited full-time self-financing local sub-degree programmes
by institution and place of origin from the 2023/24 to 2025/26 academic years**

Academic year	Institution	No. of students			
		Place of origin			Total (%)
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
2023/24	Caritas Bianchi College of Careers	668 (99.3%)	2 (0.3%)	3 (0.4%)	673 (100.0%)
	Caritas Institute of Community Education	10 (100.0%)	0 (0.0%)	0 (0.0%)	10 (100.0%)
	Gratia Christian College	123 (78.3%)	34 (21.7%)	0 (0.0%)	157 (100.0%)
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 380 (90.7%)	241 (9.2%)	2 (0.1%)	2 623 (100.0%)
	Hong Kong Adventist College	118 (100.0%)	0 (0.0%)	0 (0.0%)	118 (100.0%)
	Hong Kong Art School	64 (98.5%)	0 (0.0%)	1 (1.5%)	65 (100.0%)
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	3 283 (90.4%)	349 (9.6%)	1 (0.0%)	3 633 (100.0%)
	Hong Kong Chu Hai College	5 (100.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)
	Hong Kong College of Technology and HKCT Institute of Higher Education	399 (91.9%)	33 (7.6%)	2 (0.5%)	434 (100.0%)
	Hong Kong Institute of Technology	248 (98.4%)	4 (1.6%)	0 (0.0%)	252 (100.0%)
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	2 061 (89.8%)	233 (10.2%)	0 (0.0%)	2 294 (100.0%)
	Hong Kong Nang Yan College of Higher Education	3 (100.0%)	0 (0.0%)	0 (0.0%)	3 (100.0%)
	Lingnan University – Lingnan Institute of Further Education	399 (90.5%)	42 (9.5%)	0 (0.0%)	441 (100.0%)
	Saint Francis University ¹	433 (99.8%)	1 (0.2%)	0 (0.0%)	434 (100.0%)
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	1 295 (93.1%)	96 (6.9%)	0 (0.0%)	1 391 (100.0%)
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	8 752 (98.4%)	141 (1.6%)	2 (0.0%)	8 895 (100.0%)
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	7 943 (95.9%)	336 (4.1%)	1 (0.0%)	8 280 (100.0%)
	Tung Wah College	381 (99.2%)	2 (0.5%)	1 (0.3%)	384 (100.0%)
	UOW College Hong Kong	686 (84.5%)	118 (14.5%)	8 (1%)	812 (100.0%)
	Vocational Training Council ²	196 (100.0%)	0 (0.0%)	0 (0.0%)	196 (100.0%)
	Yew Chung College of Early Childhood Education	117 (82.4%)	22 (15.5%)	3 (2.1%)	142 (100.0%)
	YMCA College of Careers	31 (100.0%)	0 (0.0%)	0 (0.0%)	31 (100.0%)

Academic year	Institution	No. of students			
		Place of origin			Total (%)
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
2024/25	Caritas Bianchi College of Careers	805 (99.3%)	5 (0.6%)	1 (0.1%)	811 (100.0%)
	Gratia Christian College	123 (75.9%)	37 (22.8%)	2 (1.2%)	162 (100.0%)
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 449 (90.5%)	255 (9.4%)	3 (0.1%)	2 707 (100.0%)
	Hong Kong Adventist College	119 (100.0%)	0 (0.0%)	0 (0.0%)	119 (100.0%)
	Hong Kong Art School	69 (100.0%)	0 (0.0%)	0 (0.0%)	69 (100.0%)
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	3 428 (92.2%)	286 (7.7%)	3 (0.1%)	3 717 (100.0%)
	Hong Kong Chu Hai College	5 (100.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)
	Hong Kong College of Technology and HKCT Institute of Higher Education	485 (83.0%)	97 (16.6%)	2 (0.3%)	584 (100.0%)
	Hong Kong Institute of Technology	259 (99.2%)	2 (0.8%)	0 (0.0%)	261 (100.0%)
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	2 360 (85.9%)	387 (14.1%)	0 (0.0%)	2 747 (100.0%)
	Hong Kong Nang Yan College of Higher Education	2 (100.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)
	Lingnan University – Lingnan Institute of Further Education	477 (92.4%)	39 (7.6%)	0 (0.0%)	516 (100.0%)
	Saint Francis University ¹	456 (99.6%)	2 (0.4%)	0 (0.0%)	458 (100.0%)
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	1 136 (89.1%)	139 (10.9%)	0 (0.0%)	1 275 (100.0%)
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	7 994 (96.3%)	303 (3.7%)	2 (0.0%)	8 299 (100.0%)
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	10 017 (94.5%)	578 (5.5%)	1 (0.0%)	10 596 (100.0%)
	Tung Wah College	478 (97.0%)	14 (2.8%)	1 (0.2%)	493 (100.0%)
	UOW College Hong Kong	779 (88.3%)	97 (11.0%)	6 (0.7%)	882 (100.0%)
	Vocational Training Council ²	10 (100.0%)	0 (0.0%)	0 (0.0%)	10 (100.0%)
	Yew Chung College of Early Childhood Education	78 (71.6%)	29 (26.6%)	2 (1.8%)	109 (100.0%)
	YMCA College of Careers	45 (100.0%)	0 (0.0%)	0 (0.0%)	45 (100.0%)

Academic year	Institution	No. of students			
		Place of origin			Total (%)
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
2025/26 (Provisional figures)	Caritas Bianchi College of Careers	^	^	^	^
	Gratia Christian College	135 (68.2%)	55 (27.8%)	8 (4%)	198 (100.0%)
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 539 (92.6%)	201 (7.3%)	1 (0.0%)	2 741 (100.0%)
	Hong Kong Adventist College	110 (100.0%)	0 (0.0%)	0 (0.0%)	110 (100.0%)
	Hong Kong Art School	36 (100.0%)	0 (0.0%)	0 (0.0%)	36 (100.0%)
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	3 183 (94.3%)	192 (5.7%)	2 (0.1%)	3 377 (100.0%)
	Hong Kong Chu Hai College	7 (100.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
	Hong Kong College of Technology and HKCT Institute of Higher Education	626 (86.0%)	99 (13.6%)	3 (0.4%)	728 (100.0%)
	Hong Kong Institute of Technology	279 (96.5%)	10 (3.5%)	0 (0.0%)	289 (100.0%)
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	2 607 (81.1%)	599 (18.6%)	7 (0.2%)	3 213 (100.0%)
	Hong Kong Nang Yan College of Higher Education	2 (100.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)
	Lingnan University – Lingnan Institute of Further Education	564 (92.8%)	44 (7.2%)	0 (0.0%)	608 (100.0%)
	Saint Francis University ¹	1 513^ (98.7%)	19 (1.2%)	1 (0.1%)	1 533^ (100.0%)
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	1 151 (89.4%)	136 (10.6%)	0 (0.0%)	1 287 (100.0%)
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	7 508 (97.6%)	188 (2.4%)	0 (0.0%)	7 696 (100.0%)
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	12 262 (94.5%)	715 (5.5%)	1 (0.0%)	12 978 (100.0%)
	Tung Wah College	590 (90.5%)	62 (9.5%)	0 (0.0%)	652 (100.0%)
	UOW College Hong Kong	819 (86.3%)	122 (12.9%)	8 (0.8%)	949 (100.0%)
	Vocational Training Council ²	2 (100.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)
	Yew Chung College of Early Childhood Education	71 (56.3%)	46 (36.5%)	9 (7.1%)	126 (100.0%)
	YMCA College of Careers	63 (100.0%)	0 (0.0%)	0 (0.0%)	63 (100.0%)

Notes:

1. Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.
2. Figures include those of the member institutions of the Vocational Training Council, namely the School for Higher and Professional Education, the Technological and Higher Education Institute of Hong Kong, and Hong Kong Institute of Vocational Education / Hong Kong Design Institute / Hong Kong Institute of Information Technology.

^ With effect from the 2025/26 academic year, Caritas Bianchi College of Careers has become an academic school of Saint Francis University, and the programmes previously offered by Caritas Bianchi College of Careers have been operated by Saint Francis University.

**Numbers and percentages of students of
locally-accredited full-time self-financing local undergraduate¹ programmes
by institution and place of origin from the 2023/24 to 2025/26 academic years**

Academic year	Institution	No. of students			Total (%)
		Place of origin			
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
2023/24	City University of Hong Kong	8 (57.1%)	1 (7.1%)	5 (35.7%)	14 (100.0%)
	Gratia Christian College	207 (100.0%)	0 (0.0%)	0 (0.0%)	207 (100.0%)
	HKCT Institute of Higher Education	204 (99.5%)	1 (0.5%)	0 (0.0%)	205 (100.0%)
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 368 (86.6%)	210 (13.1%)	2 (0.1%)	1 580 (100.0%)
	Hong Kong Chu Hai College	139 (55.2%)	109 (43.3%)	4 (1.6%)	252 (100.0%)
	Hong Kong Metropolitan University	8 556 (84.3%)	1 584 (15.6%)	9 (0.1%)	10 149 (100.0%)
	Hong Kong Nang Yan College of Higher Education	144 (100.0%)	0 (0.0%)	0 (0.0%)	144 (100.0%)
	Hong Kong Shue Yan University	3 029 (82.4%)	641 (17.4%)	6 (0.2%)	3 676 (100.0%)
	Lingnan University	121 (21.3%)	446 (78.5%)	1 (0.2%)	568 (100.0%)
	Saint Francis University ²	2 968 (99.8%)	3 (0.1%)	3 (0.1%)	2 974 (100.0%)
	The Education University of Hong Kong	117 (88.0%)	15 (11.3%)	1 (0.8%)	133 (100.0%)
	The Hang Seng University of Hong Kong	5 146 (91.0%)	505 (8.9%)	3 (0.1%)	5 654 (100.0%)
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 263 (87.5%)	180 (12.5%)	1 (0.1%)	1 444 (100.0%)
	The Hong Kong University of Science and Technology	16 (10.3%)	8 (5.2%)	131 (84.5%)	155 (100.0%)
	Tung Wah College	3 097 (98.1%)	59 (1.9%)	2 (0.1%)	3 158 (100.0%)
	UOW College Hong Kong	154 (98.7%)	0 (0.0%)	2 (1.3%)	156 (100.0%)
	Vocational Training Council ³	1 474 (81.3%)	336 (18.5%)	3 (0.2%)	1 813 (100.0%)
	Yew Chung College of Early Childhood Education	103 (98.1%)	0 (0.0%)	2 (1.9%)	105 (100.0%)
2024/25	Gratia Christian College	218 (100.0%)	0 (0.0%)	0 (0.0%)	218 (100.0%)
	HKCT Institute of Higher Education	225 (98.3%)	4 (1.7%)	0 (0.0%)	229 (100.0%)
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 450 (87.2%)	213 (12.8%)	0 (0.0%)	1 663 (100.0%)
	Hong Kong Chu Hai College	121 (44.0%)	152 (55.3%)	2 (0.7%)	275 (100.0%)

Academic year	Institution	No. of students			Total (%)
		Place of origin			
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
	Hong Kong Metropolitan University	9 426 (81.8%)	2 088 (18.1%)	16 (0.1%)	11 530 (100.0%)
	Hong Kong Nang Yan College of Higher Education	158 (100.0%)	0 (0.0%)	0 (0.0%)	158 (100.0%)
	Hong Kong Shue Yan University	3 079 (78.2%)	851 (21.6%)	7 (0.2%)	3 937 (100.0%)
	Lingnan University	159 (23.0%)	529 (76.6%)	3 (0.4%)	691 (100.0%)
	Saint Francis University ²	3 359 (99.9%)	0 (0.0%)	5 (0.1%)	3 364 (100.0%)
	The Education University of Hong Kong	115 (98.3%)	2 (1.7%)	0 (0.0%)	117 (100.0%)
	The Hang Seng University of Hong Kong	5 163 (86.9%)	773 (13%)	4 (0.1%)	5 940 (100.0%)
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 289 (73.6%)	460 (26.3%)	3 (0.2%)	1 752 (100.0%)
	The Hong Kong University of Science and Technology	21 (13.3%)	9 (5.7%)	128 (81%)	158 (100.0%)
	Tung Wah College	3 190 (92.1%)	271 (7.8%)	1 (0.0%)	3 462 (100.0%)
	UOW College Hong Kong	137 (99.3%)	0 (0.0%)	1 (0.7%)	138 (100.0%)
	Vocational Training Council ³	1 543 (76.4%)	472 (23.4%)	5 (0.2%)	2 020 (100.0%)
	Yew Chung College of Early Childhood Education	92 (98.9%)	0 (0.0%)	1 (1.1%)	93 (100.0%)
	2025/26 (Provisional figures)	Gratia Christian College	221 (97.4%)	0 (0.0%)	6 (2.6%)
HKCT Institute of Higher Education		284 (99.0%)	3 (1%)	0 (0.0%)	287 (100.0%)
Hong Kong Baptist University – School of Continuing Education / College of International Education		1 417 (85.6%)	237 (14.3%)	1 (0.1%)	1 655 (100.0%)
Hong Kong Chu Hai College		106 (35.2%)	192 (63.8%)	3 (1%)	301 (100.0%)
Hong Kong Metropolitan University		11 176 (81.9%)	2 453 (18%)	22 (0.2%)	13 651 (100.0%)
Hong Kong Nang Yan College of Higher Education		168 (100.0%)	0 (0.0%)	0 (0.0%)	168 (100.0%)
Hong Kong Shue Yan University		3 463 (74.3%)	1 180 (25.3%)	20 (0.4%)	4 663 (100.0%)
Lingnan University		178 (22.9%)	594 (76.4%)	5 (0.6%)	777 (100.0%)
Saint Francis University ²		3 935 (99.8%)	0 (0.0%)	8 (0.2%)	3 943 (100.0%)
The Education University of Hong Kong		130 (100.0%)	0 (0.0%)	0 (0.0%)	130 (100.0%)
The Hang Seng University of Hong Kong		5 253 (79.2%)	1 369 (20.6%)	8 (0.1%)	6 630 (100.0%)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development		1 523 (65.3%)	808 (34.6%)	3 (0.1%)	2 334 (100.0%)
The Hong Kong University of Science and Technology		23 (16.3%)	9 (6.4%)	109 (77.3%)	141 (100.0%)

Academic year	Institution	No. of students			Total (%)
		Place of origin			
		Local (%)	Chinese Mainland (%)	Other non-local (%)	
	Tung Wah College	3 637 (88.6%)	460 (11.2%)	8 (0.2%)	4 105 (100.0%)
	UOW College Hong Kong *	199 (99.0%)	0 (0.0%)	2 (1.0%)	201 (100.0%)
	Vocational Training Council ³	1 781 (79.3%)	451 (20.1%)	13 (0.6%)	2 245 (100.0%)
	Yew Chung College of Early Childhood Education	79 (97.5%)	0 (0.0%)	2 (2.5%)	81 (100.0%)

Notes:

1. Figures include students of first-year-first-degree and top-up degree programmes.
2. Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.
3. Figures include those of the member institutions of the Vocational Training Council, namely the School for Higher and Professional Education, the Technological and Higher Education Institute of Hong Kong, and Hong Kong Institute of Vocational Education / Hong Kong Design Institute / Hong Kong Institute of Information Technology.

* Figures cover those of non-local programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB171

(Question Serial No. 2955)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS), will the Government advise this Committee of –

- (1) the numbers of students who pursued further studies at Mainland universities through MUSSS, the total amounts of subsidy disbursed, and the amount of subsidy per person in the past 3 years, broken down by subsidy type (e.g. distance between the location of institutions and Hong Kong and whether a means test was conducted);
- (2) a breakdown of the number of student beneficiaries of MUSSS in the past 3 years by Mainland city and university; and
- (3) whether expansion of eligibility will be considered to cover Hong Kong students pursuing postgraduate studies on the Mainland, given that only those pursuing undergraduate studies on the Mainland are subsidised currently?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 29)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) aims to support Hong Kong students in pursuing undergraduate studies on the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means. MUSSS is not subject to any quota, and the subsidy is granted on a yearly basis. The subsidised period is the normal duration of the undergraduate programme pursued by the student concerned in a designated Mainland institution.

MUSSS comprises two components: “means-tested subsidy” and “non-means-tested subsidy”. Eligible applicants can only receive either a means-tested subsidy or a non-means-tested subsidy in the same academic year. The amount of subsidy disbursed is determined according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of student beneficiaries and the total amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic year Type of subsidy	2023/24			2024/25			2025/26 (as at the end of February 2026)		
	I	II	III	I	II	III	I	II	III
No. of students receiving full-rate means-tested subsidy	1 588	744	337	1 373	658	251	1 163	524	199
No. of students receiving half-rate means-tested subsidy	581	229	139	497	217	120	371	178	93
No. of students receiving non-means-tested subsidy	430	120	433	449	119	453	389	111	419
Total no. of student beneficiaries	4 601			4 137			3 447*		
Total amount of subsidy (\$)	63 million			55 million			46 million@		

* About 260 applications for the 2025/26 academic year are currently being processed. About 3 600 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$48 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 3** respectively.

The Government will continue to subsidise Hong Kong students aspiring to pursue further studies on the Mainland through MUSSS and review the implementation of the scheme as appropriate.

Mainland University Study Subsidy Scheme**Breakdown of the number of students receiving subsidies by institution
in the 2023/24 academic year**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
<u>Category I</u>			
Sun Yat-sen University	87	33	57
Shantou University	1	1	2
Southern Medical University	14	2	11
Xinghai Conservatory of Music	7	3	1
Shenzhen University	30	9	20
South China Normal University	15	10	18
South China University of Technology	4	1	5
Jinan University	1 326	462	225
Guangzhou University	2	1	2
Guangzhou University of Chinese Medicine	80	47	80
Guangzhou Academy of Fine Arts	8	2	4
Guangzhou Medical University	0	4	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	4	2	2
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	0	0
Guangdong Medical University	2	0	0
Guangdong Pharmaceutical University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
<u>Category II</u>			
China Three Gorges University	1	0	1
Central South University	7	2	14
Zhongnan University of Economics and Law	20	1	21
Wuhan University	15	4	16
Wuhan University of Technology	1	0	1
Nanchang University	6	0	3
Hainan University	1	0	0
Hainan Normal University	0	0	1
Hunan University	14	2	12
Hunan University of Technology	0	1	0
Hunan Normal University	11	7	2
Xiangtan University	1	0	0
Huazhong University of Science and Technology	6	2	3
Central China Normal University	11	4	12
Huaqiao University	602	191	6
Jimei University	4	1	0
Xiamen University	10	8	20
Fuzhou University	9	1	3
Fujian University of Traditional Chinese Medicine	2	1	0
Fujian Normal University	7	2	2
Fujian Medical University	2	0	1
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	13	2	2
<u>Category III</u>			
Shanghai University	3	0	1
Shanghai University of Traditional Chinese Medicine	20	2	24
Shanghai International Studies University	3	1	6
Shanghai Jiao Tong University	1	1	10

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai Normal University	2	4	4
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	13	11	15
Shandong University of Traditional Chinese Medicine	0	1	0
Central Academy of Fine Arts	2	0	5
Central University of Finance and Economics	1	1	8
The Central Academy of Drama	1	0	1
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	13	3	16
China Conservatory of Music	1	0	0
Ocean University of China	1	0	1
Communication University of China	1	0	3
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	15	8	36
Beijing University of Chinese Medicine	48	19	61
Beijing Foreign Studies University	2	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	6	0	1
University of Science and Technology Beijing	0	0	1
Beijing Normal University	3	2	8
Beijing Institute of Technology	2	1	1
Beijing University of Posts and Telecommunications	2	1	7
Beijing Film Academy	1	0	1
Beijing Language and Culture University	1	3	4
Beijing Sport University	1	2	3
Sichuan University	12	1	18
Sichuan Normal University	7	4	0
Jilin University	5	1	9
Tongji University	4	7	3
Chengdu University of Traditional Chinese Medicine	1	0	1
Northwest University	2	2	6
Xi'an Jiaotong University	3	4	3
Southwest University	2	0	0
Southwest University of Political Science and Law	7	3	7
Southwestern University of Finance and Economics	3	1	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	0	4
Donghua University	9	7	5
Henan University	1	0	0
Chang'an University	0	0	2
Nanjing University	4	1	9
Nanjing University of Chinese Medicine	15	6	5
Nanjing Normal University	17	5	12
Nankai University	3	3	9
Chongqing University	20	8	6
Capital Normal University	1	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Zhejiang University	1	2	1
Zhejiang Normal University	4	0	2
Zhejiang Sci-Tech University	6	2	3
Communication University of Zhejiang	0	1	1
Tsinghua University	8	2	29
Fudan University	10	2	19
East China University of Political Science and Law	5	0	10
East China Normal University	6	2	5
East China University of Science and Technology	5	5	5
Yunnan University	0	0	1
Yunnan Normal University	4	2	0
Wenzhou Medical University	2	0	3
University of Electronic Science and Technology of China	1	0	2
University of International Business and Economics	3	1	5
Zhengzhou University	8	1	8
Liaoning University of Traditional Chinese Medicine	0	1	0
Lanzhou University	1	0	0
Total	2 669	949	983

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2024/25 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
<u>Category I</u>			
Sun Yat-sen University	53	15	45
Shantou University	3	1	2
Southern Medical University	16	2	10
Xinghai Conservatory of Music	6	2	3
Shenzhen University	31	11	27
South China Normal University	10	4	21
South China University of Technology	4	2	5
South China Agricultural University	0	0	2
Jinan University	1 159	410	225
Zhaoqing University	1	0	0
Guangzhou University	5	1	3
Guangzhou University of Chinese Medicine	66	38	96
Guangzhou Academy of Fine Arts	10	4	3
Guangzhou Medical University	0	2	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	3	1	2
Guangdong University of Finance	1	1	0
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	0	0	1
Guangdong Medical University	2	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong Pharmaceutical University	1	0	0
<u>Category II</u>			
China Three Gorges University	1	0	0
Central South University	7	4	17
Zhongnan University of Economics and Law	12	1	14
China University of Geosciences (Wuhan)	0	1	2
Wuhan University	13	4	13
Wuhan University of Technology	0	2	2
Nanchang University	3	0	2
Hainan University	0	0	2
Hainan Normal University	0	0	1
Hunan University	13	1	14
Hunan University of Technology	1	1	0
Hunan Normal University	11	4	4
Xiangtan University	1	0	0
Huazhong University of Science and Technology	8	2	4
Central China Normal University	13	2	11
Huaqiao University	537	184	5
Jimei University	2	2	0
Xiamen University	10	4	17
Fuzhou University	7	1	6
Fujian University of Traditional Chinese Medicine	2	0	1
Fujian Normal University	5	2	0
Fujian Medical University	2	0	2
Guangxi University	2	0	1
Guangxi University of Chinese Medicine	8	2	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
<u>Category III</u>			
Shanghai University	3	0	0
Shanghai University of Traditional Chinese Medicine	17	6	27
Shanghai International Studies University	2	1	4
Shanghai Jiao Tong University	2	2	13
Shanghai Normal University	0	3	4
Shanghai University of Finance and Economics	1	0	5
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	7	8	15
Shandong University of Traditional Chinese Medicine	0	1	0
Central Academy of Fine Arts	1	0	3
Central University of Finance and Economics	1	0	4
The Central Academy of Drama	1	0	1
Renmin University of China	0	0	4
Civil Aviation University of China	0	1	0
China University of Petroleum	0	1	1
China University of Political Science and Law	7	2	19
China Conservatory of Music	1	0	0
Ocean University of China	1	0	3
Communication University of China	1	0	3
Tianjin University	2	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tianjin University of Traditional Chinese Medicine	1	3	0
Tianjin Foreign Studies University	0	0	2
Peking University	13	9	46
Beijing University of Chinese Medicine	35	16	61
Beijing Foreign Studies University	2	1	1
Beijing Institute of Fashion Technology	5	0	1
University of Science and Technology Beijing	0	0	1
Beijing Normal University	2	1	4
Beijing Institute of Technology	2	1	4
Beijing University of Posts and Telecommunications	0	0	5
Beijing Film Academy	0	0	1
Beijing Language and Culture University	1	2	4
Beijing Sport University	1	2	2
Sichuan University	9	1	18
Sichuan Normal University	5	2	0
Jilin University	5	1	10
Tongji University	3	3	5
Chengdu University of Traditional Chinese Medicine	0	1	0
Northwest University	2	1	9
Xi'an Jiaotong University	2	2	3
Southwest University of Political Science and Law	6	1	7
Southwestern University of Finance and Economics	2	0	4
Northeast Normal University	0	0	1
Southeast University	0	0	2
Donghua University	5	6	5
Henan University	1	0	0
Chang'an University	0	0	1
Nanjing University	2	1	6

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Nanjing University of Chinese Medicine	11	5	9
Nanjing Normal University	14	4	12
Nankai University	3	2	10
Chongqing University	16	6	9
Capital Normal University	0	1	2
Zhejiang University	1	1	2
Zhejiang University of Technology	0	1	0
Zhejiang Normal University	2	0	2
Zhejiang Sci-Tech University	4	1	1
Communication University of Zhejiang	0	1	3
Tsinghua University	8	3	33
Fudan University	11	2	23
East China University of Political Science and Law	3	2	7
East China Normal University	6	1	5
East China University of Science and Technology	5	3	6
Yunnan University	0	0	2
Yunnan Normal University	1	1	0
Wenzhou Medical University	2	0	2
University of Electronic Science and Technology of China	1	0	0
Ningbo University	0	1	1
University of International Business and Economics	0	2	4
Zhengzhou University	11	2	6
Liaoning University of Traditional Chinese Medicine	0	1	0
Lanzhou University	1	0	1
Total	2 282	834	1 021

Mainland University Study Subsidy Scheme**Breakdown of the number of students receiving subsidies by institution
in the 2025/26 academic year
(as at the end of February 2026)**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
<u>Category I</u>			
Sun Yat-sen University	21	12	34
Shantou University	4	0	2
Southern Medical University	14	4	9
Xinghai Conservatory of Music	5	1	2
The Chinese University of Hong Kong, Shenzhen	0	1	3
The Hong Kong University of Science and Technology (Guangzhou)	0	0	2
Shenzhen University	47	10	24
South China Normal University	9	3	13
South China University of Technology	3	2	6
South China Agricultural University	0	0	2
Jinan University	978	306	175
Zhaoqing University	2	0	0
Guangzhou University	1	0	5
Guangzhou University of Chinese Medicine	58	24	102
Guangzhou Academy of Fine Arts	9	3	3
Guangzhou Medical University	2	1	2
Guangdong University of Technology	3	2	2
Guangdong University of Foreign Studies	2	1	2
Guangdong University of Finance	0	1	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong Medical University	4	0	1
Guangdong Pharmaceutical University	1	0	0
<u>Category II</u>			
Central South University	7	3	18
Zhongnan University of Economics and Law	11	1	14
China University of Geosciences (Wuhan)	0	0	2
Wuhan University	10	2	17
Wuhan University of Technology	1	2	1
Nanchang University	0	0	1
Hainan University	0	0	1
Hainan Normal University	0	0	1
Hunan University	9	1	12
Hunan University of Technology	2	0	0
Hunan Normal University	10	2	3
Huazhong University of Science and Technology	4	0	6
Central China Normal University	14	2	9
Huaqiao University	429	159	3
Xiamen University	7	3	15
Fuzhou University	5	1	5
Fujian University of Traditional Chinese Medicine	1	0	1
Fujian Normal University	6	1	0
Fujian Medical University	2	0	1
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	5	1	1
<u>Category III</u>			
Shanghai University of Traditional Chinese Medicine	10	5	30
Shanghai International Studies University	1	0	2

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai Jiao Tong University	4	3	16
Shanghai Normal University	0	0	1
Shanghai University of Finance and Economics	0	0	4
Dalian University of Technology	0	0	1
Shandong University	7	5	10
Central Academy of Fine Arts	1	0	3
Central University of Finance and Economics	0	0	5
The Central Academy of Drama	2	0	1
Renmin University of China	0	0	4
Civil Aviation University of China	0	1	1
China University of Petroleum	0	1	1
China University of Political Science and Law	3	1	17
China Academy of Art	0	0	1
China Conservatory of Music	1	0	0
Ocean University of China	1	0	2
Communication University of China	1	0	2
Tianjin University	2	0	2
Tianjin University of Traditional Chinese Medicine	1	1	0
Tianjin Foreign Studies University	0	0	1
Peking University	13	6	27
Beijing University of Chinese Medicine	32	18	69
Beijing Foreign Studies University	2	1	3
Beijing Institute of Fashion Technology	5	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
University of Science and Technology Beijing	0	0	1
Beijing Normal University	2	1	5
Beijing Institute of Technology	2	2	5
Beijing University of Posts and Telecommunications	0	0	4
Beijing Language and Culture University	1	1	3
Beijing Sport University	3	2	1
Sichuan University	5	1	17
Sichuan Normal University	4	0	0
Jilin University	4	3	5
Tongji University	3	1	8
Chengdu University of Traditional Chinese Medicine	0	1	0
Northwest University	1	0	4
Northwestern Polytechnical University	1	0	0
Xi'an Jiaotong-Liverpool University	0	0	1
Xi'an Jiaotong University	1	0	1
Southwest University of Political Science and Law	3	1	6
Southwestern University of Finance and Economics	1	0	5
Southeast University	1	0	1
Donghua University	1	5	5
Chang'an University	0	0	1
Nanjing University	2	1	2
Nanjing University of Chinese Medicine	8	2	5
Nanjing Normal University	9	5	11
Nankai University	1	3	9
Chongqing University	11	3	9
Capital Normal University	0	0	1
Zhejiang University	3	1	3
Zhejiang Normal University	1	0	0
Zhejiang Sci-Tech University	2	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Communication University of Zhejiang	0	1	4
Tsinghua University	6	3	40
Fudan University	14	3	28
East China University of Political Science and Law	4	2	5
East China Normal University	2	0	2
East China University of Science and Technology	3	2	5
Yunnan University	0	0	1
Wenzhou Medical University	2	0	2
University of Electronic Science and Technology of China	1	0	1
Ningbo University	1	1	1
University of Nottingham Ningbo China	0	0	1
University of International Business and Economics	0	2	6
Zhengzhou University	10	3	3
Liaoning University of Traditional Chinese Medicine	0	1	0
Lanzhou University	0	0	2
Total	1 886	642	919

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 2956)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

As stated in paragraph 20 under Programme (4), during 2025-26, the Education Bureau (EDB) will continue to renew the Secondary School curriculum and enhance teaching and learning support to nurture students to meet modern needs through measures including promoting the use of artificial intelligence (AI) in subjects and taking forward various digital education related initiatives. In this connection, please advise this Committee of the following –

- (1) What is the overall estimate earmarked by EDB for initiatives related to promoting AI and digital education in the next 3 years?
- (2) Regarding professional training for teachers, how much resources will the Government allocate for enhancing teachers' AI and digital teaching capacities? How many teachers will benefit? Has a mechanism been put in place to evaluate the effectiveness of the training programmes?
- (3) How will the Government assess the cost-effectiveness of the above initiatives, including the enhancement of students' learning effectiveness, the nurturing of digital literacy and the long-term return on human capital?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 35)

Reply:

(1) to (3)

In line with the Chief Executive's 2025 Policy Address, the working group set up by EDB is currently formulating the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint). Work progress is on schedule and the Blueprint is expected to be released within 2026. The Blueprint will outline implementation strategies covering short- to mid-term and sustainable development projects for the 4 key focus areas set out by Steering Committee on Strategic Development of Digital Education. Following the release of the Blueprint, EDB will progressively implement the key tasks outlined in the Blueprint over the next three to five years.

To enable teachers to grasp the latest developments of AI and its applications in teaching, EDB has been progressively launching the “Digital Education AI in Education Series” to provide AI training courses for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The training series covers areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. The modes of training include online self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops.

Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices, including the implementation strategies for enhancing students’ digital literacy and making effective use of AI tools. EDB will conduct surveys upon completion of the training programmes to evaluate their effectiveness.

We will, through promoting continuous school self-evaluation, the Survey on Digital Education and various modes of school visits, including curriculum development visits, inspections and focus groups meetings, etc., understand, review and support schools in implementing digital education, including the learning and teaching situation as well as students’ learning effectiveness.

The expenditure involved in the above initiatives is subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 2957)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2026-27 under Programme (7) that the Education Bureau will collaborate with the Mainland to take forward the mutual recognition of sub-degree level qualifications. In this connection, please advise this Committee of –

- (1) whether the mutual recognition framework involves the alignment of qualifications, co-ordination of quality assurance mechanism and adjustment of assessment criteria; as well as the expenditures and staff establishment involved in the above work;
- (2) the estimated number of student beneficiaries each year; whether the Government has assessed the impact on the admission of local students at sub-degree level, articulation pathway and employment direction.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 40)

Reply:

With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening young people's articulation pathways, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

Separately, to differentiate the vocational and professional education and training (VPET) pathway from the academic route, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines. The updated guidelines enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree

programmes, thereby providing flexible and diversified articulation pathways for young people.

It is part of the established duties of EDB to take forward the mutual recognition of sub-degree level qualifications, and hence relevant work has been undertaken with EDB's existing resources. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 2111)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 that the Bureau will continue to implement the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme), benefitting more eligible kindergartens, to deepen professional exchanges and collaboration between Mainland and Hong Kong kindergartens. In this connection, please advise this Committee of the following –

- (a) How will the Bureau continue to implement the Exchange Programme? Please provide specific plans and a detailed breakdown of expenditure allocation.
- (b) As the Exchange Programme shows initial success in the Guangdong Province, has the Government drawn up a timetable and specific strategies to gradually expand the geographical scope of co-operation to neighbouring provinces and municipalities outside the Guangdong Province? If yes, what are the provinces and municipalities planned to be included, the estimated number of paired kindergartens and the amount of additional expenditure involved? What are the criteria for selecting the cities?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 48)

Reply:

(a) to (b)

To strengthen the connection between Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) and the Department of Education of Guangdong Province (GDED) have launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and GDED invited 50 KGs joining the Kindergarten Education Scheme and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. In the 2025/26 school year, the beneficiary KGs from Guangdong and Hong Kong have increased to 300 altogether, covering KGs from different cities in the Guangdong Province, including Shenzhen, Guangzhou, Shaoguan, Meizhou, Zhanjiang, with a view to deepening

professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. Apart from organising the Signing Ceremony-cum-Annual Exchange Activity for the Exchange Programme every year, representatives from KGs in the Guangdong Province participating in the Exchange Programme are arranged to visit Hong Kong KGs and learn from them, with the aim of continuously learning among KGs in the two places. Meanwhile, EDB also provides participating Hong Kong KGs with professional support, by assisting KGs to identify their needs and facilitating KGs to organise exchange activities with Mainland KGs and disseminate good practices, among others. EDB will continue to take forward the Exchange Programme in the 2026/27 school year. There are no plans at this stage to expand the Exchange Programme to cities outside the Guangdong Province. As EDB is using its existing resources to carry out the relevant work, and the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 2113)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The wastage rate of kindergarten (KG) teachers has remained high, reaching 15.3% in the current year. Please provide the following information –

- (a) the respective salary ranges, average salaries and median salaries of teachers serving in KGs that operate half-day, whole-day and long whole-day classes in each of the past 3 school years (broken down by rank and length of service);
- (b) the wastage figure and wastage rate of KG teachers, as well as the length of service, academic qualifications and salaries of the teachers involved;
- (c) whether consideration will be given to establishing a salary scale for KG teachers or introducing a salary increment mechanism based on the length of service to improve the retention rate of KG teachers; if so, the specific timetable; if not, the reasons;
- (d) whether consideration will be given to providing dedicated funding for KGs to employ administrative support staff to alleviate the work pressure of KG teachers.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 18)

Reply:

(a)

The salary ranges for teachers of kindergartens (KGs) under the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) from the 2023/24 to 2025/26 school years are set out at Annex. As some teachers serving in KGs that provide both half-day (HD) and whole-day (WD) services teach in both HD and WD classes, it is inappropriate for us to provide information on teacher salaries by KGs operating HD, WD and long whole-day classes. In addition, unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. The ranks we proposed (e.g. senior teacher, vice-principal) are for KGs' reference only and KGs may establish their own ranks in the light of school-based needs. Hence, an analysis of teacher salaries by rank is not available.

The average and median salaries of teachers in Scheme-KGs by length of service from the 2023/24 to 2025/26 school years are tabulated below –

Length of service	Monthly salary of teachers	2023/24 School year	2024/25 School year	2025/26 School year (provisional figures)
≤10 years	Average salary	\$28,610	\$29,339	\$29,630
	Median salary	\$27,405	\$28,067	\$28,225
>10 years to ≤20 years	Average salary	\$35,601	\$36,401	\$36,410
	Median salary	\$34,955	\$35,593	\$35,523
>20 years	Average salary	\$37,038	\$38,146	\$38,415
	Median salary	\$36,852	\$38,220	\$38,220

Note: Figures refer to the position as at mid-September of the respective school years.

(b) to (d)

The number of drop-out teachers and wastage rates of Scheme-KGs, their average years of service, average monthly salaries and academic qualifications from the 2023/24 to 2025/26 school years are tabulated below –

Drop-out teachers (Note)	2023/24 School year	2024/25 School year	2025/26 School year (provisional figures)
No. of drop-out teachers	1 839	1 406	1 317
Wastage rate (Note)	19.3%	15.9%	15.4%
Average years of service	11.2	11.3	12.6
Average monthly salary	\$29,053	\$29,940	\$30,838
No. of teachers with Certificate in Early Childhood Education (C(ECE)) or above qualifications	1 778	1 377	1 293

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in local KGs in the preceding school year. “Drop-out teachers” of KGs refer to teachers who were serving in a Scheme-KG in the preceding school year but were no longer serving in any KG in the school year concerned.

It is natural that a decline in KG student population leads to a corresponding decrease in the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

On retaining and attracting quality teachers, Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated, including having set salary ranges for teachers of different ranks; requesting Scheme-KGs to remunerate their teachers within the prescribed salary ranges and following up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers’ salary portion, which must be used on teachers’ salaries and related expenses. KGs may deploy any portion of the remaining 40% for

teachers' salaries and related expenses, but not vice versa. If the accumulated surplus of the teachers' salary portion causes that of the whole unit subsidy to exceed the reserve ceiling, the excess accumulated surplus will be clawed back to EDB. The above measures encourage schools to make optimal use of the subsidy on teachers' salaries.

On teachers' career ladder, given the diversity of the sector, KGs are allowed to take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of 5 class teachers, 1 may be upgraded to senior teacher; and for KGs having 3 or more senior teachers, 1 of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangements of teachers. Besides, as KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs, but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

Moreover, in view of the operational needs of the KG sector, we have been reducing the administrative work of KGs in various ways, while striving for a balance between effective monitoring and streamlining administration. For example, to reduce the administrative work of schools, we have continuously simplified the procedures for annual fee revision applications by Scheme-KGs starting from the 2021/22 school year, bringing greater convenience to schools with the coverage of the simplified procedures further expanded. In the 2025/26 school year, about 85% of Scheme-KGs have benefitted from the simplified procedures and the number of schedules to be completed by KGs adopting the general procedures has also been reduced. Besides, a one-off "Smart KG" Grant was disbursed in the 2022/23 school year to assist Scheme-KGs in digitalising school administration and enhancing work efficiency.

Starting from the 2023/24 school year, the applications procedures for joining the Scheme have also been simplified, allowing KGs that meet the relevant requirements to be approved to join or remain in the Scheme for a validity period of 2 years, instead of having to submit an application every year. By streamlining other administrative work and strengthening relevant training, we provide the means for the responsible school personnel to better understand the relevant principles thereby enabling them to promptly and accurately submit the required information when making various applications. EDB also provides an online platform to support KGs in processing various school administrative work such as reporting and updating student information, and submitting annual audited accounts.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing better KG education to students.

**Salary ranges for teachers under the Kindergarten Education Scheme (the Scheme)
from the 2023/24 to 2025/26 school years**

Rank of teaching staff	Salary range		
	2023/24 School year	2024/25 School year	2025/26 School year
Class Teacher	\$24,330 – \$43,270	\$25,060 – \$44,570	\$25,060 – \$44,570
Senior Teacher	\$32,460 – \$51,400	\$33,430 – \$52,940	\$33,430 – \$52,940
Vice Principal	\$40,560 – \$56,800	\$41,780 – \$58,500	\$41,780 – \$58,500
Principal II	\$45,990 – \$63,570	\$47,370 – \$65,480	\$47,370 – \$65,480
Principal I	\$54,100 – \$71,690	\$55,720 – \$73,840	\$55,720 – \$73,840

Notes:

- (1) The salary ranges for teaching staff apply to teachers with C(ECE) or above qualifications.
- (2) Starting from the 2018/19 school year, the salary-related subsidies for teaching staff and the salary ranges for teaching staff under the Scheme are adjusted according to the annual civil service pay adjustment on a school year basis. As the Government announced a pay freeze for civil servants in 2025-26, the salary ranges for teaching staff in Scheme-KGs remain unchanged in the 2025/26 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB176

(Question Serial No. 2114)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will continue to subsidise kindergartens to organise school-based activities to promote national education for students and parents. Please provide the following information –

- (a) the total expenditure on subsidising kindergartens to implement national education (including Chinese culture, national development, national security education and home-school co-operation projects, etc.) in each of the past 3 years;
- (b) whether the Government will consider strengthening the relevant professional training for teachers to enhance their knowledge of and capacity for implementing national education (including national security education); if yes, of the details;
- (c) whether a systematic framework is in place for assessing national education in kindergartens; and whether the relevant assessment covers non-Chinese speaking students and children from different family or multi-cultural backgrounds.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 19)

Reply:

(a)

The Education Bureau (EDB) has been supporting kindergartens (KGs) in promoting national education through various means, including providing KGs joining the Kindergarten Education Scheme (Scheme-KGs) with a one-off Grant for Promotion of Chinese Art and Culture in March 2023, which was enhanced in March 2024 with the amount of subsidy increased and the deployment period of the grant extended, and another one-off Grant for Promotion of National Education through Home-school Co-operation in February 2025, so as to strengthen support for Scheme-KGs in organising more diversified school-based activities, thereby fostering students' understanding and appreciation of Chinese culture from an early age, and promoting national education through home-school co-operation. The total expenditure involved is about \$288 million. In view of the KG sector's active promotion of national education activities and parent education programmes in recent years, and the

valuable experience accumulated, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-school Co-operation, into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

(b)

EDB has all along attached great importance to enhancing teachers' knowledge and capacity for promoting national education in KGs and organises relevant professional development activities for KG teachers in an ongoing manner. For example, "Workshops on National Flag Raising Ceremony" have been conducted to enhance teachers' knowledge and skills in holding a national flag raising ceremony in KGs, thereby cultivating in children a sense of belonging to and an affection for our country. EDB will also, in response to the needs and views of teachers, continue to organise and update courses such as "Implementation of National Education in Kindergartens", "Joyful Reading of Chinese Culture" and "Enhancing Children's Sense of National Identity through Reading", and invite representatives from the KG sector and professional trainers to share learning and teaching strategies. These enable teachers to foster children's development of a basic understanding of our country and Chinese culture, and cultivate in them a sense of national identity through activities such as daily theme-based learning, play and reading.

(c)

EDB has provided information on assessment for learning, which covers the purposes, principles, recommendations for implementation and emphases of assessment, for KG teachers in Chapter 4 of the Kindergarten Education Curriculum Guide (the Curriculum Guide). This helps teachers adopt appropriate assessment methods to understand children's performance in various developmental objectives and inform the planning of learning and teaching, thereby facilitating children's learning. The relevant recommendations have duly addressed the diversity of children, covering non-Chinese speaking students and children from different family or multi-cultural backgrounds. Chapter 2 of the Curriculum Guide and the regularly updated "Information Sheet on National Education, Patriotic Education and National Security Education for Learning and Teaching at Kindergarten Level" recommend schools to implement national education through natural connection and organic integration, and provide examples of learning expectations and elements of national education at the KG stage, such as learning focuses on children's acquisition of a basic understanding of Chinese culture, the national flag, national anthem, national emblem and their Chinese identity. They help KGs evaluate the effectiveness of national education and provide a basis and reference for assessing children's performance in these areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB177

(Question Serial No. 2115)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

According to the Budget, the 2026-27 estimated provision for “Pre-primary education” is \$4.52 billion, marking a substantial decrease of 8.6% compared to the 2025-26 original estimate. Please provide the following information –

- (a) the reasons for the year-on-year decrease in the 2026-27 estimates for pre-primary education;
- (b) the adjusted expenditure items (e.g. subsidies under the Kindergarten Education Scheme, teacher professional development, Grant for Promotion of National Education through Home-school Co-operation, support to non-Chinese speaking students, school premises maintenance/rental subsidies, etc.);
- (c) whether any provisions have been reserved in the Budget (such as tide-over grants or relocation grants) to assist the consolidation or transformation of affected schools.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 20)

Reply:

(a) to (c)

Under the Kindergarten Education Scheme (the Scheme), the Government provides funding for kindergartens (KGs) joining the Scheme (Scheme-KGs) according to the number of eligible students in the form of a unit subsidy. School-specific grants, including premises related grants and Grant for Support to Non-Chinese Speaking Students, are also provided to cater for the diverse needs of individual KGs or students. Most funding under the Scheme is calculated based on the number of eligible students. It is natural that a decline in student population leads to corresponding adjustment in the overall expenditure (mostly from unit subsidy) under the Scheme.

A structural decline in the school-age population will naturally lead to corresponding adjustment in the number of KGs. All KGs are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social

changes and parents' needs. While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Apart from making available more Government-owned premises, starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-owned KG premises.

In addition, starting from the 2024/25 school year, the Relocation Grant has been regularised to further encourage KGs in districts with ageing population to relocate to new development areas, and those KGs at rented private premises to relocate to lower rent premises or Government-owned school premises, so as to improve their school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts. As at the 2024/25 school year, a total of 23 KGs have been approved for the grant. For the 2025/26 school year, a total of 7 KGs have been approved for or have confirmed acceptance of the grant. The expenditures for the years 2024-25 and 2025-26 are \$3 million and \$18 million respectively.

In response to the development and operational needs of the KG sector, the Education Bureau (EDB) has addressed their concerns in a timely manner and supported the sustainable development of KGs in various ways. The major measures implemented/being implemented from the 2022/23 to 2025/26 school years include –

- (i) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in the 2022/23 school year to assist Scheme-KGs in developing into “smart KGs”; the expenditure involved was around \$57 million;
- (ii) promoting professional development of teachers: a one-off Professional Capacity Enhancement Grant (PCEG) was provided to Scheme-KGs in the 2022/23 school year, which was enhanced in the 2023/24 school year to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of teachers and facilitate their professional development. KGs may use the grant to plan and implement school-based programmes, for example, hiring outside services to arrange professional development programmes for teachers; hiring consultancy services to establish learning circles in the school and enhance the curriculum; arranging exchange activities with Mainland KGs; and subsidising teachers taking courses or attending international conferences on KG education. The expenditure involved in the Enhanced PCEG is around \$177 million.
- (iii) enhancing support for KGs to organise school-based activities that promote national education: a one-off Grant for Promotion of Chinese Art and Culture was provided to Scheme-KGs in the 2022/23 school year. The grant was enhanced in the 2023/24 school year to, inter alia, increase the subsidy amount and extend the deployment period. Another one-off Grant for Promotion of National Education through Home-school Co-operation was disbursed in the 2024/25 school year. The above grants strengthened the support for Scheme-KGs to organise more diversified school-based activities with a view to fostering students' understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation. The total expenditure involved is about \$288 million. In

view of the KG sector's active promotion of national education activities and parent education programmes in recent years, and the valuable experience accumulated, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-school Co-operation into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing students with quality KG education.

- End -

CONTROLLING OFFICER'S REPLY

EDB178

(Question Serial No. 2116)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in the Estimates that the provision for Primary Education in 2026-27 estimate is 1.8% lower than the 2025-26 revised estimate, please provide information on –

- (a) the reasons for the reduction in expenditure for government and aided primary schools;
- (b) the comparison between the 2025-26 revised estimate and the 2026-27 estimate, broken down by expenditure item (such as school operating grants, repair and maintenance subsidies, other recurrent grants), and set out the changes in amount and percentage for each item;
- (c) how the Education Bureau ensures that the quality of STEAM education and national education in primary schools will not be compromised under the reduction in resources?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 21)

Reply:

- (a) The 2026-27 estimate under Programme (3) Primary Education is 1.8% lower than the 2025-26 revised estimate. This is mainly due to the corresponding adjustment (including the establishment of regular teachers in public sector schools and the related provision) arising from the decrease in the overall number of primary students and classes.
- (b) The total provision under Programme (3) Primary Education represents the funding provided to various types of publicly-funded primary schools (including government schools, aided schools, and schools under the Direct Subsidy Scheme), which is generally correlated with the numbers of students and classes. Schools can flexibly utilise such funding for paying the salaries of their teaching and non-teaching staff and other operational expenses according to school-based operational needs. The Education Bureau (EDB) does not maintain a breakdown of schools' expenses.

- (c) EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. In addition, based on the principles of streamlining administration and delegating authority; removing barriers and restrictions; enabling flexible deployment; increasing efficiency as well as using public funds prudently, EDB has come up with various enhancement measures to optimise the use of resources. Schools can, according to their development needs and priorities, implement STEAM education and national education in alignment with the school curriculum, and cater for the needs of different students.

Meanwhile, from the 2022/23 to the 2024/25 school years, the Quality Education Fund (QEF) approved around 80 STEAM education-related projects, with total funding exceeding \$60 million. In addition, QEF has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme to develop e-learning ancillary facilities, including learning platforms and resources, tailored to local learning and teaching needs through co-operation between the education sector and technology enterprises.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 2132)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To promote Hong Kong's development as an international hub for post-secondary education, the Government has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally by participating in international education conferences and exhibitions, and encouraging local institutions to collaborate and exchange with counterparts around the world. Will the Government advise this Committee of –

- (1) the number of non-local students admitted by University Grants Committee-funded universities and their percentage shares in the past 3 years, broken down by the students' country/region of origin (e.g. Chinese Mainland, the Association of Southeast Asian Nations (ASEAN), the Middle East, Europe and the Americas, and others);
- (2) the total budget allocated to the promotion of the "Study in Hong Kong" Brand this year;
- (3) the respective expenditures incurred by the Task Force as at the end of February this year on various items, including worldwide publicity plans, activities in support of overseas Economic and Trade Offices (ETOs), summer study tours and the "Study Tour in Hong Kong" scheme, as well as administrative and operating costs;
- (4) whether the Government will consider increasing the staff establishment of overseas ETOs in key source regions of students (e.g. ASEAN and the Middle East) to provide dedicated manpower for education promotion, so as to proactively liaise with secondary schools and universities and conduct admission talks directly;
- (5) the Government's criteria for determining the priority of resource allocation when selecting target markets for promotion, and the approximate ratio of promotional expenditures targeting Belt and Road countries to those targeting traditional European and American markets in the Estimates;
- (6) whether the Government will set specific goals for the Task Force, such as the expected number of overseas students to be attracted to study in Hong Kong each year, and formulate corresponding targeted strategies for different regions; and

- (7) whether the Government will set soft performance indicators for the Task Force (e.g. the number of collaborative projects with overseas institutions, international visibility, the number of participants in teaching and research exchanges, the number of non-local secondary students participating in study tours, and the number of international teachers or scholars coming to Hong Kong for exchange), and establish a mechanism for evaluating its effectiveness?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 1)

Reply:

The non-local student enrolment figures of University Grants Committee (UGC)-funded programmes by place of origin from the 2023/24 to 2025/26 academic years are set out at Annex.

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the UGC, the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices (ETOs) and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;

- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As regards “Study Tour in Hong Kong”, the Government encourages local post-secondary institutions to organise more high value-added study tour activities to attract students from the Mainland and overseas. These quality study tour experiences enable students to deepen their understanding of Hong Kong, provide new sources of students for local post-secondary institutions, and attract talent to Hong Kong. EDB will assist institutions in promoting the relevant scheme through the publicity channels of, inter alia, overseas ETOs and the Mainland Offices.

Apart from summer study tours, UGC-funded universities have been actively providing students with more exchange and learning opportunities outside Hong Kong during the academic year to enhance cross-cultural exchanges on campuses, thereby creating a diverse and inclusive international learning environment. As at the end of November 2025, UGC-funded universities have signed more than 2 700 (provisional figure) student exchange agreements with institutions around the world.

As the initiatives of the Task Force were taken forward using EDB’s existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

**Non-local student enrolment of UGC-funded programmes
by place of origin from the 2023/24 to 2025/26 academic years**

(Headcount)

Place of Origin ¹	2023/24		2024/25		2025/26 (Provisional figures)	
	Enrolment	Percentage in total enrolment	Enrolment	Percentage in total enrolment	Enrolment	Percentage in total enrolment
Chinese Mainland	5 250	17.2%	7 387	22.5%	7 634	22.1%
Other parts of Asia	1 072	3.5%	1 407	4.3%	1 855	5.4%
North America	46	0.2%	40	0.1%	84	0.2%
Central America and South America	25	0.1%	25	0.1%	27	0.1%
Europe	112	0.4%	127	0.4%	194	0.6%
Oceania	17	0.1%	17	0.1%	17	0.0% ²
Africa	54	0.2%	72	0.2%	92	0.3%
Total ³	6 576	21.5%	9 075	27.7%	9 903	28.6%

Notes:

1. Non-local students refer to those whose places of origin (i.e. their nationalities or places of residence) are outside Hong Kong.
2. "0.0%" denotes less than 0.05%.
3. Figures may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB180

(Question Serial No. 2133)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Education Bureau will continue to advance the development of universities of applied sciences (UAS) and support the Alliance of UAS (the Alliance) to conduct joint promotion to enhance the status of vocational and professional education and training in society and among parents and students. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the collaboration among member institutions and their counterparts on the Mainland and overseas, what specific strategies does the Government have, in relation to the development of “mutual recognition of credits” and “dual degree programmes” in particular, to facilitate international recognition of qualifications awarded by local UAS?
- (2) As regards the Alliance formed with the Government’s fund of \$100 million, what is the proportion of the funding used and what are the major items to which the funding has been allocated?
- (3) Will the Government set up a dedicated subsidy scheme for UAS students to support them in undertaking in-depth internships on the Mainland or overseas?
- (4) What plans does the Alliance have for this year to achieve synergy among members for promoting the development of UAS?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 2)

Reply:

(1) and (3)

In order to elevate the status of vocational and professional education and training (VPET) at degree level and enhance the VPET articulation pathways, the Government has promoted the establishment of universities of applied sciences (UAS) to provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors. Hong Kong Metropolitan University (HKMU) and Saint Francis University have become the first 2 UASs in Hong Kong after undergoing stringent procedures and reviews. UAS provide

applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, demonstrating a clear division of labour with traditional academic research universities.

Applied degree programmes are equal in standing as with other conventional degree programmes. Applied degree programmes at undergraduate level are pitched at Qualifications Framework Level 5, and the quality assurance arrangement for conventional undergraduate's degree programmes also applies to applied degree programmes to ensure their equal quality, standing and recognition.

The Ministry of Education and the Education Bureau (EDB) signed the Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education (MoU), which stipulates that the Mainland and Hong Kong will, premised on respecting the autonomy of higher education institutions in student admission in accordance with relevant regulations, identify academic degrees awarded by their respective recognised higher education institutions. The lists of institutions in MoU include those offering applied degree programmes. When there are any updates to the lists, both parties will notify each other to ensure that the other party maintains the latest lists of higher education institutions for mutual recognition.

To encourage institutions to offer more applied degree programmes with an applied focus and enhance enrolment incentive of students, students enrolled in applied degree programmes could receive a subsidy that is no less than that of the subsidy provided for students enrolled in other self-financing programmes. For learning and internship outside Hong Kong, a scholarship of \$10,000 is granted to meritorious students nominated by eligible institutions (including the 2 UASs) under the Reaching Out Award of the Self-financing Post-secondary Scholarship Scheme to support students' participation in learning, internship or service programmes, as well as national, regional or international events and competitions, that are conducted outside Hong Kong and organised/endorsed by institutions. Besides, EDB has provided additional tuition fee subsidies for students enrolled in applied degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2024/25 academic year.

(2) and (4)

The Government has allocated \$100 million as a start-up fund in November 2024 to support the establishment of the Alliance of UAS (the Alliance). The 2 UASs are full members, while Tung Wah College and the Technological and Higher Education Institute of Hong Kong, both of which aspire to become UAS, are associate members. EDB has established the Steering Committee on the Alliance to advise on the development and strategy of the Alliance, as well as approving and supervising the use of the start-up fund.

The Alliance has gathered 80 supporting organisations from different sectors and actively organised exchange activities since its establishment. For example, a visit to the Greater Bay Area (GBA) was arranged in 2025 to learn about the operation mode of Mainland polytechnic institutions and implementation of industry-education collaboration. The Alliance also held the first International Symposium in February this year, gathering experts and scholars from overseas, the Mainland and Hong Kong to explore the development trend of UAS, strengthen the connection between VPET and conventional academic education,

promote industry-education collaboration and encourage cross-border co-operation between institutions and enterprises. The expenditures borne by the start-up fund for the events in the past 2 financial years are as follows –

Financial year*	Expenditure (\$ million)
2024-25	0.56
2025-26^	0.83

*According to the established practice of the Secretariat of the Alliance (HKMU), the financial year runs from 1 September of a year to 31 August of the following year.

^ Estimated expenditure as at 31 January 2026.

Looking ahead, the Alliance will look into strengthening the promotion of applied education at post-secondary level, such as initiating collaboration and research between institutions and the relevant sectors. The Alliance will also explore the feasibility of co-operating with leading polytechnic institutions in Guangdong Province to jointly establish a GBA exchange platform to facilitate the sharing of resources and collaborative development.

The Government will continue to closely monitor the latest development and trend of VPET, and actively support the Alliance’s efforts through the Steering Committee on the Alliance, including strengthening the partnership with Mainland and overseas institutions and enterprises (such as exploring the further development of “mutual recognition of credits” and “dual-degree programmes” with Mainland and overseas institutions). The Government will, through sharing of experience and resources, enhance the quality and recognition of VPET, promote the development of applied degree programmes that meet societal needs, and nurture high-quality talent with applied knowledge and skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB181

(Question Serial No. 2134)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Government will continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. Please advise this Committee of –

- (1) the specific progress to date; when the first batch of mutually recognised qualifications is expected to be implemented; the estimated manpower and expenditures involved;
- (2) whether an initial consensus has been reached on the pilot regions/institutions/disciplines (such as specific provinces and cities in the Greater Bay Area, specific institutions or industries);
- (3) whether Hong Kong sub-degree graduates can directly apply for admission to “top-up” programmes of Mainland higher education institutions to pursue undergraduate studies on the Mainland under the mutual recognition mechanism;
- (4) whether consideration is given to the mutual recognition of qualifications between applied degree programmes in Hong Kong and vocational undergraduate programmes on the Mainland in addition to sub-degree qualifications.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 3)

Reply:

(1) to (3)

With a view to expanding the vocational and professional talent pool of Hong Kong, creating strong impetus for growth for Hong Kong, broadening the articulation pathways for young people, and aligning with the national policy of promoting the high-quality development of modern vocational education, the HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and will continue to follow up this matter with them actively.

Separately, to differentiate the vocational and professional education and training (VPET) pathway from the academic route, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines. The updated guidelines enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes, thereby providing flexible and diversified articulation pathways for young people.

It is part of established duties of EDB to take forward the mutual recognition of sub-degree level qualifications, and hence relevant work has been undertaken with EDB's existing resources. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

(4)

The Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education (MoU) stipulates that the Mainland and Hong Kong will, premised on respecting the autonomy of higher education institutions in student admission in accordance with relevant regulations, respectively identify recognisable higher education institutions and update the lists regularly. The higher education institutions listed in the Annex of MoU include those that offer applied degree programmes. When there are any updates to the lists, both parties will notify each other to ensure that the other party maintains the latest lists of higher education institutions for mutual recognition.

- End -

CONTROLLING OFFICER'S REPLY

EDB182

(Question Serial No. 2135)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Sister School Scheme (the Scheme) has been well-received among schools since its implementation. The mutual visits and exchanges of teachers and students between the two places facilitate professional collaboration and interflow, enhance the quality of teaching, broaden Hong Kong students' horizons, as well as strengthening their sense of national identity. To enhance the breadth and depth of the Scheme, will the Government advise this Committee of the following –

- (1) the information on local primary and secondary schools that formed sister school pairs with their Mainland counterparts in the past 3 school years, including the number of schools with sister school pairs, their proportion relative to the total number of schools in Hong Kong, the distribution of the provinces and municipalities where these sister schools are located and how the effectiveness of the Scheme is evaluated; and the expenditure and manpower involved in each year;
- (2) whether measures are in place to encourage more local schools to form sister school pairs with their counterparts outside Guangdong Province, thereby enabling students to experience the education and culture of different provinces and municipalities; if yes, of the details; if no, of the reasons;
- (3) as some local schools have formed multiple sister school pairs, whether the Government will consider increasing the amount of grant on a pro-rata basis to encourage schools to pair up with more Mainland schools;
- (4) whether the Government will consider strengthening collaboration with Mainland authorities to take the lead in organising more joint sister school exchange activities and launching large-scale joint school activities covering various aspects such as sports, arts, innovation and technology, and academics, thereby deepening the exchanges of teachers and students between the two places; if yes, of the details; if no, of the reasons.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 4)

Reply:

(1) and (3)

According to the information submitted by schools, as of March 2026, almost all local publicly-funded schools have formed sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools). The numbers of local publicly-funded schools that have formed sister school pairs for the 2023/24 to 2025/26 school years (as of March of the school years concerned) are set out in the table below –

School year (As of March of the school year concerned)	No. of local publicly-funded schools that have formed sister school pairs			
	Primary schools	Secondary schools	Special schools	Total
2023/24	452	422	58	932
2024/25	468	437	60	965
2025/26	472	443	61	976

The distribution of the provinces/municipalities to which the Mainland sister schools belong is set out as follows –

Province/Municipality	No. of sister school pairs	Province/Municipality	No. of sister school pairs
Guangdong Province	1 837	Guangxi Zhuang Autonomous Region	29
Beijing Municipality	459	Chongqing Municipality	25
Zhejiang Province	371	Jilin Province	20
Sichuan Province	207	Jiangxi Province	20
Shanghai Municipality	203	Tianjin Municipality	16
Jiangsu Province	166	Inner Mongolia Autonomous Region	16
Shandong Province	151	Liaoning Province	14
Fujian Province	95	Ningxia Hui Autonomous Region	13
Shaanxi Province	60	Gansu Province	11
Hainan Province	52	Anhui Province	8
Hubei Province	50	Shanxi Province	6
Guizhou Province	39	Hebei Province	5
Henan Province	38	Xinjiang Uygur Autonomous Region	5
Hunan Province	38	Heilongjiang Province	3
Yunnan Province	32	Qinghai Province	3

From the 2018/19 to 2024/25 school years, the Education Bureau (EDB) provided the above local schools with the Grant for the Sister School Scheme. The total numbers of schools provided with the grant from EDB and the expenditures involved in the past 3 school years, broken down by school year, are set out in the table below –

School year	Total no. of schools applied for and provided with the Grant for the Sister School Scheme[#]	Expenditure of the grant (\$ million)
2022/23	830	129.31
2023/24	922	148.32
2024/25	967	158.86

[#] Only the number of schools that applied for the grant is shown. Some schools have formed sister school pairs with their Mainland counterparts but did not apply for the grant.

Starting from the 2025/26 school year, the Grant for the Sister School Scheme, the Life-wide Learning Grant and the Outdoor Education Camp Scheme subsidy have been consolidated into the Life-wide Learning and Sister School Grant. Schools are able to flexibly deploy the grant to organise life-wide learning activities and arrange exchange activities with Mainland sister schools at different levels, and plan the relevant activities in a holistic manner to enhance effectiveness and synergy. EDB will continually evaluate the use of the consolidated grant by schools and review related arrangements in a timely manner.

EDB is using its existing resources to carry out the work of the Scheme. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

As for the evaluation of effectiveness, schools provided with the grant(s) are required to review annually whether the intended objectives of the exchange activities have been met and incorporate the details of the sister school exchanges held (including the review findings) and the financial reports in the School Reports. The School Reports should be submitted to their Incorporated Management Committee/School Management Committee for endorsement and uploaded onto the homepage of the schools. In addition, EDB commissions service contractor(s) to collect feedback from participating schools through different means (e.g. surveys) to review the effectiveness of the Scheme. The schools concerned generally consider that exchanges not only enhance teachers' professionalism and broaden students' horizons, but also facilitate the development of both local and Mainland schools effectively.

(2) and (4)

EDB has been actively promoting the Scheme, providing local publicly-funded schools with additional resources and professional support, and assisting them in forming sister school pairs, so that schools can conduct mutual visits and professional exchanges at school management, teacher and student levels with the use of school-based resources to suit individual schools' development goals.

Cities and schools in different regions of the Mainland have their own cultural characteristics or advantages. EDB encourages local schools to form sister school pairs with schools in different provinces/municipalities in the Mainland in accordance with their development needs, so as to allow students to understand at first hand the landscapes, customs and traditions of different provinces/municipalities and enhance multi-faceted cultural exchanges. At present, there are sister schools throughout the Mainland covering different provinces/municipalities. Due to geographical proximity and the ease of on-site reciprocal visits and exchange activities, most local schools prefer to form sister school pairs with schools in Guangdong as a start, and gradually expand their sister school networks to other provinces and municipalities.

EDB collects and disseminates effective implementation strategies and exchange cases through various channels, including holding experience sharing sessions on different themes, conducting school visits, producing booklets and enhancing the thematic website on the Scheme, etc., so as to encourage local schools to form sister school pairs with schools in different provinces/municipalities, as well as promoting and supporting schools in organising joint sister school exchange activities. EDB also organises joint sister school exchange activities, for example, the Guangdong-Hong Kong Sister School Choral Speaking Competition in collaboration with the Department of Education of Guangdong Province, with the aim of facilitating exchanges and collaboration among students in the two places, enriching their understanding of Chinese culture, and providing opportunities for observation and learning among sister schools. EDB will continue to maintain close communication with Mainland education authorities to enhance sustainable and diversified development of sister school exchanges.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 2136)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Promoting national history and geography education is conducive to nurturing future pillars of society with an affection for their home and country as well as a global perspective. In this connection, will the Government advise this Committee of the following –

- (1) What is the current percentage of Chinese History teachers possessing a relevant degree or teacher training qualifications among all Chinese History teachers in Hong Kong? Regarding non-subject-trained teachers currently teaching Chinese History, has the Government set aside resources to provide them with in-depth training to ensure the professionalism of national history education?
- (2) Will the Government strengthen co-operation with the technology sector by providing dedicated funding to develop quality online platforms for national history and geography, or leverage virtual reality (VR) and augmented reality (AR) technologies to recreate historical scenes and geographical marvels, thereby enabling students to learn about national history and geography in an interactive and interesting manner?
- (3) What monitoring mechanisms are in place to ensure that the historical and geographical information in textbooks is accurate and keeps pace with the latest national developments?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 5)

Reply

(1)

Currently, approximately 60% of all Chinese History teachers in Hong Kong possess a relevant degree or teacher training qualifications. To enhance the professional capacity of Chinese History teachers, the Education Bureau (EDB) has set aside resources to provide systematic training for non-subject-trained teachers currently teaching Chinese History. These include providing professional training places for 1 000 junior secondary Chinese History teachers not majoring in History over a period of 3 years starting from the

2024/25 school year. The training programme, organised by EDB in collaboration with Mainland and local tertiary institutions, offers non-History-major junior secondary Chinese History teachers with professional training courses of 30 hours in total, including thematic talks, local and Mainland study tours, and the application of digital humanities. Launched in May 2025, the training programme has enabled teachers to have a comprehensive and in-depth understanding of the junior secondary Chinese History curriculum and learning and teaching strategies, with a view to ensuring the professionalism of national history education. As at March 2026, EDB has provided various types of training programmes with a cumulative total of over 2 600 training places, which is sufficient for 1 000 junior secondary Chinese History teachers not majoring in History to receive relevant training. The training programme will continue to offer training places.

(2)

EDB has long attached great importance to the use of innovative technology to enhance the teaching effectiveness and quality of national history and geography education, while enabling students to learn national history and geography knowledge in an interactive and interesting manner. Regarding national history education, the Chinese History subject team, in collaboration with professional bodies, has established two online platforms, namely the “‘Think and Innovate’ Chinese History Student Self-learning Platform” and “JoyfulChist: Student Online Platform for Senior Secondary Chinese History”, to support junior and senior secondary students in Hong Kong respectively in learning Chinese History. EDB also collaborates with post-secondary institutions and professional bodies to continuously organise professional training programmes on the use of digital technology to facilitate the learning and teaching of Chinese History. These programmes enable teachers to master the use of virtual reality (VR) and augmented reality (AR) technologies in the classroom to vividly present historical scenes and enhance learning motivation.

As for national geography education, EDB continues to make use of various digital technologies to help students deepen their understanding of national geography. EDB has produced 11 audiobooks titled “Learning and Teaching Series on Geography of China” to help students gain an in-depth understanding of the geographical environment and recent developments of our country through vivid and interesting animations. Furthermore, EDB has, in collaboration with the technology sector, developed the “Geography Online Game Platform for Understanding Our Motherland”, which provides interactive games on different themes to enhance students’ interest in learning national geography. EDB has also provided schools with 3 sets of AR maps of China, which vividly present our country’s territory, diverse terrains and landforms, and how climate influences daily life. These resources transform national geography knowledge into a 3-dimensional interactive experience, which helps strengthen students’ understanding of national geography and enhance their learning motivation.

Furthermore, the Quality Education Fund (QEF) has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme (the Programme) to develop e-learning ancillary facilities, including learning platforms and resources, that meet local teaching needs through collaboration between the education and business sectors. Since the commencement of the Programme at the beginning of the 2023/24 school year, a

total of 22 projects has successfully been granted funding from QEF. These projects include technology products that support the learning of national history and geography, and apply VR and AR technologies for use in the History and Geography subjects, enabling students to learn about national history and geography in an interactive and interesting manner. The project deliverables of the Programme have been progressively released since June 2025, and EDB has thus far launched 9 quality e-learning platforms or tools for schools' selection and use.

(3)

EDB has established a textbook review mechanism and a monitoring mechanism under the Textbook Committee, which have been effective for years in ensuring that textbooks reviewed and included on the Recommended Textbook List are accurate in content (including historical and geographical information), aligned with the aims and objectives of the curriculum, of good quality, and suitable for student learning. EDB has compiled the Guiding Principles for Quality Textbooks, Guidelines on Submission of Textbooks for Review, and Textbook Writing Guidelines for individual subjects to serve as important references for publishers in writing textbooks. EDB also organises talks to explain to publishers the requirements for writing textbooks in accordance with the relevant subject curriculum guidelines. Upon receiving the review reports, publishers must make corresponding revisions and submit the printed copies to EDB for review. Only after confirmation that the textbooks have met the required standards can they be included on the Recommended Textbook List for schools to select and use. EDB also reminds publishers through various channels to continuously review, revise and update textbook content in response to national and societal development, the ongoing optimisation of the curriculum, and latest information such as national maps, history or research outcomes.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 2137)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Education Bureau (EDB) is committed to enhancing professionalism of teachers and principals by implementing training requirements for newly-joined and in-service teachers and teachers to be promoted, covering areas such as national security education. In this connection, please advise this Committee of –

- (1) the actual expenditures on “professionalism of teachers and principals” in the past 3 school years;
- (2) the respective numbers of newly-joined teachers, in-service teachers and teachers to be promoted who completed the training programmes required by EDB in each of the past 3 school years, and among them, the numbers of those who did not meet the relevant training requirements as scheduled; as well as the follow-up mechanism in place;
- (3) the number of Mainland study tours organised for newly-joined teachers and teachers to be promoted, as well as the Mainland provinces or cities most visited; and the number of Mainland study tours to be organised and the estimated number of places to be offered in the 2026/27 school year; and
- (4) the expenditure on recognition schemes for teachers with excellent performance last year, such as the Chief Executive's Award for Teaching Excellence, and whether there are any plans to expand the scope of recognition.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 6)

Reply:

(1) to (2)

The Education Bureau (EDB) attaches great importance to the professionalism of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has laid down a training framework and related requirements for teachers. Newly-joined teachers and teachers aspiring for promotion are required to complete specified core training provided by EDB.

Newly-joined teachers are required to complete specified core training programmes within the first 3 years of service, including Workshop on Teachers' Professional Identity; "T-standard⁺" Online Course; Training Programme on the Constitution, the Basic Law and National Security Education; and Mainland Study Tours for Newly-joined Teachers.

Teachers aspiring for promotion are required to complete specified core training programmes within 5 years prior to promotion, including Workshop on Professional Conduct and Values; Training Programme on the Constitution, the Basic Law and National Security Education; Professional Vision and Growth of School Leaders; Reflection and Practice of Professional Leadership; and School Administration and Management.

The number of newly-joined teachers and teachers aspiring for promotion who completed specified core training programmes in the past 3 school years are tabulated below –

	Core training programme	2022/23 school year	2023/24 school year	2024/25 school year
Newly-joined teachers	Workshop on Teachers' Professional Identity	3 010	2 630	2 730
	"T-standard ⁺ " Online Course	3 710	3 200	3 440
	Training Programme on the Constitution, the Basic Law and National Security Education	1 580	2 020	1 820
	Mainland Study Tours for Newly-joined Teachers	820	3 430	3 090
Teachers aspiring for promotion	Workshop on Professional Conduct and Values	3 220	2 610	1 900
	Training Programme on the Constitution, the Basic Law and National Security Education	3 210	2 640	1 890
	Professional Vision and Growth of School Leaders	2 760	2 400	1 490
	Reflection and Practice of Professional Leadership	2 850	2 470	1 690
	School Administration and Management	670	420	470

[^] Figures rounded to the nearest 10.

In addition, EDB has also developed a core training framework for in-service teachers. Under the training framework, teachers are required to take part in different professional development activities under 2 categories, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”, in the form of conferences, seminars, thematic lectures, workshops, online courses, study tours within or outside Hong Kong, etc., based on their professional development needs and aspirations. Teachers should submit records to their respective schools for verification and confirmation. EDB does not maintain the relevant data, and will check school records and follow up when necessary.

For newly-joined teachers who fail to meet the core training requirements after the end of the training period, EDB will follow up seriously and take appropriate actions, which include reviewing the registrations of relevant teachers from the perspective of professional conduct, and issuing warning or advisory letters to the teachers concerned as appropriate. In addition, the school management will be required to provide explanations for the teachers’ failure to meet the requirements and to review and strengthen the supervisory mechanism in schools. In the past 3 school years, a total of 35 newly-joined teachers received warning/advisory letters from EDB for failing to meet the core training requirements after the end of the training period.

As the expenditures and estimates involved in the training of principals and teachers are subsumed within the overall expenditure of EDB, a breakdown is not available.

(3)

The core training programmes for newly-joined teachers include Mainland study tours of 3 to 4 days. Starting from the 2023/24 school year, all public sector school teachers who are substantively promoted to a higher rank must participate in the Mainland Study Tours for Promoted Teachers within 2 years of their substantive promotion in order to meet the training requirements for promotion. Locations where the Mainland study tours are held in various cities, including Beijing, Shanghai, Nanjing, Hangzhou, Wuhan, Changsha and the Greater Bay Area. Activities include thematic seminars on national education development by expert scholars, visits to various types of schools featuring lesson observations, as well as visits to enterprises and cultural sites. In the past 3 school years, EDB organised a total of 60 Mainland Study Tours for Newly-joined Teachers and 27 Mainland Study Tours for Promoted Teachers, in which a total of approximately 7 340 newly-joined teachers and 2 760 promoted teachers took part respectively. For the 2026/27 school year, EDB has planned to organise around 30 Mainland study tours, providing about 3 560 training places.

(4)

The Chief Executive’s Award for Teaching Excellence is organised by EDB with funding support from the Quality Education Fund, and the relevant expenditures are not included in EDB’s estimates of expenditure. Two new awards, namely Award for Budding Teachers and Award for Education Innovation, have been introduced in the Chief Executive’s Award for Teaching Excellence (2024/2025) to give recognition to more outstanding teachers, further enhancing teachers’ professional image and the culture of pursuing excellence.

- End -

CONTROLLING OFFICER'S REPLY

EDB185

(Question Serial No. 2138)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

To keep pace with the times, the Government has been proactively promoting digital education in recent years, expediting digital transformation in Hong Kong schools through measures such as enhancing artificial intelligence (AI) training for teachers and launching funding programmes. In this connection, will the Government advise this Committee of the following –

- (1) Given that the AI for Empowering Learning and Teaching Funding Programme will provide one-off funding of \$500,000 to approved schools, what mechanism is in place to monitor the effectiveness of the funding and ensure its proper use?
- (2) How will the Government ensure that schools can make long-term and sustainable arrangements for updating equipment, renewing AI software contracts, safeguarding cybersecurity, and maintaining the operation of relevant platforms?
- (3) Regarding the enhancement of AI training for teachers, how many training places will be provided in the 2026/27 school year, and what is the estimated expenditure? Are there any key performance indicators, such as a timeline for a specific percentage of teachers in Hong Kong to complete AI training?
- (4) Will the Government consider a more forward-looking approach by setting up an incentive scheme for teachers' professional development to provide full-pay study leave to serving teachers with potential, enabling them to pursue advanced programmes in digital education?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 7)

Reply:

(1) to (3)

The Education Bureau (EDB) launched the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) with the aim of providing schools with a one-off funding to acquire basic equipment and tools required for integrating artificial intelligence (AI) into learning and teaching (L&T). To ensure the effectiveness of the Funding Programme, all successful applicant schools are required to incorporate the “Development of AI-empowered Education” initiative into the School Development Plan and/or the Annual School Plan. Participating schools must also commit to fulfilling the following requirements: implementing AI-assisted teaching in at least 3 subjects/curriculum areas (with each area covering at least 2 levels), and developing at least 6 examples or sets of L&T resources with the application of AI; conducting at least 3 open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); organising at least 3 experience-sharing sessions on AI-assisted teaching (within or outside the school); and hosting or arranging for students to participate in at least 2 student activities focusing on enhancing students’ AI literacy.

In line with the principle of school-based management, participating schools are required to observe relevant guidelines issued by EDB when using the funding and are held accountable for its use. Schools have to draw up an implementation plan on the use of the funding and incorporate it into the Annual School Plan for endorsement by their School Management Committees (SMCs)/Incorporated Management Committees (IMCs). Schools are required to regularly evaluate the use of the funding and include the “Interim Report” and “Final Report” of the Funding Programme with details of the subsidised items or activities, relevant expenses and evaluations in the Annual School Report for endorsement by their SMCs/IMCs. To enhance transparency, and in accordance with the established arrangement, schools are required to upload the endorsed Annual School Plan and School Report (containing the implementation plan and the reports respectively) to the school webpage and submit the “Interim Report” and “Final Report” of the Funding Programme to EDB before the deadlines.

We encourage schools to make effective use of the one-off funding of \$500,000 and other relevant resources provided by EDB, including the flexible deployment of the recurrent Composite Information Technology Grant to purchase and enhance various kinds of teaching hardware and software, so as to continuously support the development of school-based digital education. EDB will continue to maintain communication with the school sector to review the use of the above one-off funding and the actual needs of schools. We will also assess the need to provide schools with financial support and related arrangements in the long run, taking into account relevant factors including the Government’s financial position, priorities of resource utilisation and schools’ development needs. EDB will collect information through various modes of school visits, focus group meetings with teachers and teacher-student activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

To enable teachers to grasp the latest developments of AI and its applications in teaching, EDB has been progressively launching the “Digital Education AI in Education Series”, professional training programmes which cover areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing school-based AI education. The modes of training include online

self-learning courses, webinars, seminars, forums, teaching demonstrations and workshops. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices to help teachers effectively apply AI in L&T. It is expected that in the 2026/27 school year, around 55 000 training places for AI courses will be provided for all in-service teachers in publicly funded primary and secondary schools (including special schools) in Hong Kong. The expenditure involved in the above training and support services is subsumed under the overall expenditure of EDB. A breakdown is therefore not available.

(4)

EDB has always attached great importance to the professionalism of the teaching force and is committed to enhancing the overall quality of education by elevating teachers' professional capabilities through diversified professional development programmes and activities. Furthermore, to recognise the achievements and contributions of accomplished principals and teachers and support them to enhance their professionalism through engaging in overseas professional development activities, EDB is implementing the Pilot Project on "i-Journey" Scholarship from the 2024/25 to 2026/27 school years. Priority will be given to applicants who plan to attend overseas training related to specific themes such as digital education. Each scholarship awardee will receive an amount of \$50,000 and a maximum of 15 days of full-pay study leave during which funding for employing daily-rated supply teachers will be provided for the awardee's school on a reimbursement basis. Awardees should complete the training within 2 years. They should also submit a written report and give a presentation to share the insights gained with the education community.

- End -

CONTROLLING OFFICER'S REPLY

EDB186

(Question Serial No. 2139)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education, (3) Primary Education,
(4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

Regarding the utilisation of resources and planning of school places across kindergartens, primary schools, secondary schools and special schools in Hong Kong, will the Government advise this Committee of the following –

- (1) Please set out the figures of the following items for kindergartens, primary schools, secondary schools (in the category of government, aided, Direct Subsidy Scheme, caput, international schools and schools under the English Schools Foundation) and special schools for the past 3 school years –
 - (i) average unit cost per school place;
 - (ii) number of classes;
 - (iii) number of school places and students;
 - (iv) class-to-teacher ratio and teacher-to-student ratio.
- (2) Please set out the population projections for school-age students attending Primary One and Secondary One classes across 18 districts and in the territory from the 2027/28 to 2036/37 school years.

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 9)

Reply:

(1)(i)

The unit costs per subsidised student under the General Revenue Account (GRA) for the 3 financial years from 2022-23 to 2024-25 are set out at Annex 1.

(1)(ii) to (iv)

The numbers of classes, school places, students, class-to-teacher ratios and teacher-to-student ratios for publicly-funded kindergartens, primary schools, secondary schools and special schools from the 2022/23 to 2024/25 school years are set out at Annex 2.

(2)

The projected mid-year school-age populations aged 6 and 12 by district from 2027 to 2031 are set out at Annex 3. As the Planning Department has not compiled projections of population distribution by district for 2032 or beyond, the relevant projection figures from 2032 to 2036 are not available.

Unit costs per subsidised student under GRA

Category of subventions	Unit cost ¹		
	2022-23	2023-24	2024-25
	Actual \$	Actual \$	Actual \$
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	50,668	54,969	54,488
Government primary schools ²	91,870	97,767	102,349
Aided primary schools	77,782	83,348	86,333
English Schools Foundation junior schools ³	N.A.	N.A.	N.A.
Primary schools under the Direct Subsidy Scheme ⁴	74,847	80,281	82,725
Government secondary schools ²	94,362	98,641	100,389
Aided secondary schools	95,486	97,889	99,041
Caput schools	87,721	92,448	88,575
English Schools Foundation secondary schools	29,590	31,118	32,608
Secondary schools under the Direct Subsidy Scheme ⁴	80,584	87,643	88,534
Aided special schools	359,280	383,768	393,234

Notes:

- (1) The unit costs are calculated on a financial year basis.
- (2) The unit costs of government primary and secondary schools include expenditure chargeable to Head 156 – Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
- (3) According to the arrangements agreed between the Government and English Schools Foundation (ESF), the annual recurrent subvention provided by the Government for ESF's mainstream junior and secondary schools will be phased out progressively in 13 years starting from the 2016/17 school year until the 2028/29 school year (i.e. subvention starting to phase out from the 2016/17 school year and the 2022/23 school year for junior and secondary schools respectively), but the subvention for rates and Government rent and students with special educational needs will remain unchanged for the time being. Starting from the 2021/22 school year, apart from a small number of subsidised special education school places, the Government has completely phased out the subvention provided for ordinary school places in ESF's junior schools. Therefore, the unit cost is not applicable starting from the 2022-23 financial year.
- (4) The unit costs of schools under the Direct Subsidy Scheme reflect only the government subsidy portion.

**Numbers of classes, school places, students,
class-to-teacher ratios and teacher-to-student ratios for
publicly-funded kindergartens, primary schools, secondary schools and special schools
from the 2022/23 to 2024/25 school years**

Category of subventions	No. of classes	No. of school places	No. of students	Class-to-teacher ratio	Teacher-to-student ratio
2022/23 school year					
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	N.A.	139 860	109 735	N.A.	1:9.2
Government primary schools	807	21 821	19 750	1:2.0	1:12.4
Aided primary schools	9 995	270 083	246 900	1:2.1	1:12.0
English Schools Foundation junior schools	205	6 120	6 017	1:1.7	1:16.7
Primary schools under the Direct Subsidy Scheme	537	16 513	15 544	1:2.5	1:11.8
Government secondary schools	697	23 690	19 071	1:2.3	1:11.8
Aided secondary schools	8 671	276 311	230 407	1:2.4	1:10.9
Caput schools	42	1 396	1 232	1:2.4	1:12.1
English Schools Foundation secondary schools	298	7 110	6 949	1:1.8	1:12.6
Secondary schools under the Direct Subsidy Scheme	1 598	56 342	43 892	1:2.6	1:10.6
Aided special schools	856	9 731	8 389	1:2.5	1:4.1
2023/24 school year					
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	N.A.	130 210	102 489	N.A.	1:9.6
Government primary schools	787	20 996	18 846	1:2.0	1:12.1
Aided primary schools	9 741	260 566	238 829	1:2.1	1:11.9
English Schools Foundation junior schools	205	6 120	6 085	1:1.7	1:16.9
Primary schools under the Direct Subsidy Scheme	538	16 605	15 803	1:2.5	1:11.8
Government secondary schools	685	23 382	18 882	1:2.3	1:11.9
Aided secondary schools	8 661	278 190	233 896	1:2.4	1:11.0
Caput schools	42	1 403	1 337	1:2.5	1:13.0
English Schools Foundation secondary schools	308	7 258	7 062	1:1.8	1:12.8
Secondary schools under the Direct Subsidy Scheme	1 613	55 632	45 870	1:2.6	1:10.9
Aided special schools	862	9 803	8 747	1:2.6	1:4.2

Category of subventions	No. of classes	No. of school places	No. of students	Class-to-teacher ratio	Teacher-to-student ratio
2024/25 school year					
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	N.A.	122 354	94 298	N.A.	1:9.3
Government primary schools	750	19 541	17 996	1:2.0	1:12.1
Aided primary schools	9 488	248 661	232 309	1:2.1	1:11.7
English Schools Foundation junior schools	205	6 120	6 110	1:1.8	1:16.6
Primary schools under the Direct Subsidy Scheme	538	16 692	16 031	1:2.5	1:11.7
Government secondary schools	673	23 041	19 061	1:2.3	1:12.1
Aided secondary schools	8 642	279 157	241 182	1:2.5	1:11.3
Caput schools	42	1 410	1 365	1:2.6	1:12.6
English Schools Foundation secondary schools	314	7 268	7 176	1:1.8	1:12.8
Secondary schools under the Direct Subsidy Scheme	1 623	55 284	48 276	1:2.6	1:11.3
Aided special schools	874	9 938	8 951	1:2.6	1:4.2

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures on kindergartens include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes of kindergartens and kindergarten-cum-child care centres. Figures on school places exclude vacant classrooms and vacant child care centre portions. Figures on students include students who are not holders of Registration Certificate for Kindergarten Admission. As planning on pre-primary services is based on the number of school places instead of the number of classes, figures on the number of classes for kindergartens are not available.
- (3) Figures on primary and secondary schools include ordinary primary schools, secondary day schools, and the special school operated by ESF, but not other special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. Figures on school places refer to the planned number of school places offered by the schools concerned. Figures on the number of classes and school places exclude the special school operated by ESF.
- (4) Figures on the number of classes for ordinary primary schools and secondary day schools refer to operating classes, while those for aided special schools refer to approved classes.

Projected mid-year school-age population aged 6 by district from 2027 to 2031

District	2027	2028	2029	2030	2031
Central & Western	1 100	1 000	800	800	800
Wan Chai	700	600	500	400	400
Eastern	2 100	1 800	1 500	1 500	1 400
Southern	1 200	1 100	900	1 000	1 100
Sham Shui Po	2 500	2 300	1 900	2 000	2 100
Yau Tsim Mong	1 500	1 300	900	900	800
Kowloon City	2 400	2 300	1 900	1 900	2 000
Wong Tai Sin	1 700	1 600	1 400	1 600	1 800
Kwun Tong	3 300	3 100	2 700	2 900	3 300
Tsuen Wan	1 700	1 600	1 200	1 200	1 100
Tuen Mun	3 300	3 100	2 500	2 700	3 000
Yuen Long	4 100	3 800	3 300	3 800	4 500
North	2 400	2 400	2 100	2 500	2 800
Tai Po	2 100	1 900	1 500	1 600	1 800
Sha Tin	3 500	3 200	2 600	2 700	3 000
Sai Kung	3 100	2 900	2 400	2 600	2 900
Islands	1 600	1 600	1 600	1 800	2 300
Kwai Tsing	2 500	2 300	1 900	2 100	2 300
All districts	40 600	37 800	31 500	34 100	37 500

Notes:

- (1) The above projections of school-age population are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age population aged 6 is considered appropriate for receiving primary education (i.e. Primary One (P1)).
- (3) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 6 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under or over the age of 6 may also enrol for P1.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

Projected mid-year school-age population aged 12 by district from 2027 to 2031

District	2027	2028	2029	2030	2031
Central & Western	1 600	1 500	1 500	1 400	1 300
Wan Chai	1 000	900	800	700	700
Eastern	3 200	3 100	2 900	2 700	2 500
Southern	1 800	1 700	1 700	1 600	1 500
Sham Shui Po	3 400	3 400	3 400	3 200	3 100
Yau Tsim Mong	2 000	1 900	1 800	1 500	1 300
Kowloon City	3 500	3 500	3 400	3 100	2 800
Wong Tai Sin	2 400	2 400	2 400	2 300	2 200
Kwun Tong	4 900	4 800	4 800	4 500	4 300
Tsuen Wan	2 400	2 300	2 300	2 200	2 100
Tuen Mun	4 000	4 000	4 100	4 000	3 900
Yuen Long	5 000	5 000	5 100	5 100	5 300
North	2 700	2 800	2 900	3 000	3 100
Tai Po	2 400	2 500	2 500	2 500	2 400
Sha Tin	5 500	5 400	5 300	4 900	4 500
Sai Kung	3 800	3 700	3 700	3 500	3 500
Islands	1 900	1 900	2 100	2 100	2 200
Kwai Tsing	3 300	3 300	3 300	3 200	3 100
All districts	55 000	53 900	54 300	51 500	49 800

Notes:

- (1) The above projections of school-age population are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age population aged 12 is considered appropriate for receiving secondary education (i.e. Secondary One (S1)).
- (3) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 12 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under or over the age of 12 may also enrol for S1.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB187

(Question Serial No. 3099)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget proposes the introduction of a total of 27 STEAM-related undergraduate programmes by the University Grants Committee (UGC)-funded universities, priority inclusion of AI-related programmes under the Study Subsidy Scheme for Designated Professions/Sectors, and inclusion of AI application in the compulsory modules on Information Technology for all Higher Diploma (HD) programmes by the Vocational Training Council (VTC). In this connection, will the Government advise this Committee of the following –

- (1) Regarding the STEAM-related undergraduate programmes to be introduced by the UGC-funded universities, please set out the institutions, disciplines (AI, data science, creative industries, etc.), and the number of new student places offered in each academic year.
- (2) In which academic year does VTC expect to fully implement the inclusion of AI content in all of its HD programmes, and what are the estimated total number of programmes involved and the number of students to be benefitted in each academic year?
- (3) Will the Government allocate more resources to upgrade VTC's hardware facilities and ensure that there are sufficient qualified teachers to teach AI content, so as to meet the demand of numerous students using AI tools simultaneously?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 8)

Reply:

(1)

In the 2025-28 triennium, the 8 University Grants Committee (UGC)-funded universities introduce a total of 27 undergraduate programmes related to STEAM and “the eight centres”. These programmes cover emerging sectors which have developed rapidly in recent years and are widely popular among young people, such as artificial intelligence (AI), cybersecurity, creative industries, sustainable development, and data science. This can consolidate Hong Kong's development in innovation and technology and “the eight centres” while creating

opportunities for young people to develop their strengths and promoting greater diversification in society and the economy.

UGC will only determine the approved student number targets by university and study level under the current triennial planning mechanism. Apart from the disciplines of education, healthcare and social work, the Government does not specify the number of student places for each discipline or programme. The universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants which are allocated in the form of a block grant, to determine the programmes to be offered and the allocation of student places among different disciplines. For the 2025/26 academic year, the numbers of first-year-first-degree and senior year student admission (provisional figures) of newly introduced programmes related to STEAM and “the eight centres” are 670 and 120 respectively.

(2) and (3)

The Vocational Training Council (VTC) has included relevant AI content in the compulsory modules on Information Technology for its Higher Diploma (HD) programmes starting from the 2025/26 academic year, and all of its HD programmes will be covered by the 2026/27 academic year. Over 100 HD programmes are expected to be covered in each academic year, benefitting about 16 000 students enrolled in HD programmes. Each discipline will also gather information on the current developments and planning of AI application in the sector through the industry advisory committees concerned for timely introduction of relevant AI technology to respective HD programmes.

With its annual recurrent funding, VTC supports the teaching of AI application covered by the compulsory modules on Information Technology in HD programmes by means of regular review of the teaching content related to Information Technology, as well as timely upgrading and acquisition of related software and hardware facilities. The relevant modules will be taught by the teaching staff from Hong Kong Institute of Information Technology to achieve specialised teaching. VTC will also provide compulsory AI courses for all relevant teaching staff to ensure that all teaching staff master the application of AI in learning and teaching. The expenditure is subsumed under the overall account and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 1983)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau states that study trips to the Greater Bay Area (GBA) will continue to be arranged for students of the Vocational Training Council (VTC) in 2026-27 to broaden their learning experience from the perspective of vocational and professional education and training and enhance their understanding of the development of GBA. Please advise this Committee of –

- (1) the number of VTC students participating in study trips to GBA in 2025-26 and the expenditures involved; and
- (2) whether collaboration with enterprises will be sought to launch short-term internship programmes that will enable VTC students to gain work experience and acquire a deeper understanding of the work culture in GBA.

Asked by: Hon WONG Kwok, Kingsley (LegCo internal reference no.: 25)

Reply:

(1)

Starting from the 2023-24 financial year, the Education Bureau (EDB) has provided the Vocational Training Council (VTC) with a five-year funding totalling \$10 million for operating short-term learning programmes under the “GBA Explorer Trip” project. The exchange activities under the project cover, inter alia, national education, seminars on the development in the Mainland, visits to enterprises and exchange activities with Mainland students, with a view to enhancing students’ understanding of GBA as well as the employment opportunities therein. In view of the positive reception of the project since its launch, EDB provided VTC with an additional funding of \$5.2 million in April 2025 for the purpose of extending the duration (in terms of day) and destinations of study visits to further enhance the depth and impact of the project, thereby assisting students in seizing the opportunities brought by the development in GBA. It is expected that a total of around 8 000 students enrolled in VTC’s Higher Diploma and Diploma programmes as well as trainees under the Training and Support Scheme (TSS) will benefit from the project from the 2023-24 to 2027-28 financial

years. The number of participating students and the expenditure of the project in the 2025-26 financial year are as follows –

Financial year	No. of participating students	Expenditure (\$ million)
2025-26 [^]	1 349	2.5

[^] Figures as at 28 February 2026.

(2)

From the 2022/23 to 2024/25 academic years, VTC arranged internships in GBA for students during summer holidays in collaboration with enterprises and organisations, such as The Hong Kong Chinese Enterprises Association, Hong Kong Zhongshan Youth Association and Hong Kong Youths Unified Association. A total of over 160 students participated in the 3 academic years. VTC will continue to arrange internships in GBA for students in the 2025/26 academic year, and will proactively seek collaboration with more enterprises, with a view to deepening students' understanding of national development through first-hand experiences.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 2077)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Budget proposed an allocation of \$50 million to promote artificial intelligence (AI) education. To nurture talent in support of “new industrialisation”, digital education should not be confined to on-screen software programming. Instead, it should encompass hands-on operations integrating software and hardware (such as advanced teaching aids like smart building blocks and robots equipped with sensors and internet connectivity) to simulate real-world industrial logic. In this connection, will the Government advise this Committee of the following –

- (a) What is the total expenditure on the Composite Information Technology Grant and various STEM-specific grants disbursed by the Education Bureau to primary and secondary schools in Hong Kong in the past 3 years? Does the Government have any mechanism in place or conduct sampling surveys to evaluate the proportion of grants used by schools for the procurement of programming hardware versus application software?
- (b) Regarding the new \$50 million funding introduced in the Budget for AI education, will the Government formulate a “recommended procurement list” or specific guidelines to encourage schools to designate a portion of the funding specifically for procuring smart teaching aids equipped with AI or Internet of Things (IoT) sensing capabilities, thereby enabling students to gain hands-on engineering experience?
- (c) As such advanced smart teaching aids integrating software and hardware require relatively high levels of equipment maintenance and pedagogical skills, has the Government earmarked dedicated resources and manpower in the 2026-27 financial year to provide frontline teachers with training on the operation of AI hardware? What is the estimated expenditure on such training and the expected number of teachers benefitted?

Asked by: Hon WONG Wing-wai, Ray (LegCo internal reference no.: 36)

Reply:

(a) to (c)

Under the policy objective of “AI Training for All”, the Budget has set out a host of AI education and training programmes to be implemented by various policy bureaux. Details will be announced by the relevant bureaux in due course.

The Education Bureau (EDB) has been providing all public sector schools with the Composite Information Technology Grant (CITG). The rate of CITG depends on the school type and the number of classes. Schools may deploy the grant flexibly, according to their school-based pedagogical needs, to purchase and enhance various kinds of hardware and software (including AI-assisted tools) for teaching, subscribe to Wi-Fi services, and strengthen their information technology staffing support. The total expenditure of CITG is about \$1.4 billion for the past 3 school years (2022/23 to 2024/25). In addition, EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant, relevant subject resources and the grant for life-wide learning, facilitating their flexible deployment of resources to promote STEAM education. As there is no dedicated grant for STEM, figures are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 0431)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 46 of the Budget Speech that the Quality Education Fund (QEF) has earmarked \$2 billion to take forward digital education in primary and secondary schools, and AI training will be provided for teachers. In this connection, please advise this Committee of the following –

- (1) The Government mentioned earlier that approximately \$500 million of the funding has been allocated to launch the three-year AI for Empowering Learning and Teaching Funding Programme starting from the 2025/26 school year. How many schools have successfully applied for the funding to date?
- (2) Project deliverables developed under QEF e-Learning Ancillary Facilities Programme are released in phases for subscription and use by schools. What is the specific timetable?
- (3) Will the Government announce more information about the AI training for teachers, such as the specific training plans and expected outcomes?
- (4) How many primary and secondary schools will be enabled to launch school-based AI education programmes with the \$2 billion funding? How many primary and secondary students will be covered by the programmes?

Asked by: Hon WU Yingpeng (LegCo internal reference no.: 1)

Reply:

(1) and (4)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching (L&T). Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

As one of the indicators of the Funding Programme requires participating schools to incorporate the “Development of AI-empowered Education” initiative into the School Development Plan and/or the Annual School Plan, all publicly funded primary and secondary schools are expected to build on their existing foundation to enhance the provision of school-based AI education programmes and to promote the integration of AI into L&T across various subjects and class levels, thereby benefitting all students.

(2)

Earlier on, QEF has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme (the Programme) to develop e-learning ancillary facilities, including learning platforms and resources, tailored to local L&T needs through co-operation between the education sector and technology enterprises. A total of 22 projects were funded under the Programme and initiated at the start of the 2023/24 school year. The project deliverables under the Programme have been released progressively since June 2025. These resources are made available to schools for subscription via the Hong Kong Education City. The first batch of 3 project deliverables has been put into use in schools since September 2025, while the second batch of 6 project deliverables was released in January 2026. The remaining project deliverables will be released in the 2025/26 and 2026/27 school years.

(3)

EDB has been progressively launching the “Digital Education AI in Education Series”, professional training programmes covering areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools' professional capacity in planning and implementing school-based AI education. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices to help teachers effectively apply AI in L&T.

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 0437)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Programme that the Education Bureau will encourage universities of applied sciences (UAS) to deepen collaboration with leading enterprises on the Mainland and overseas, fostering industry-education collaboration and joint promotion. In this connection, please advise this Committee of –

- (1) the overall timetable for promoting the development of UAS and the estimated number of institutions concerned;
- (2) the specific areas of collaboration between UAS and leading enterprises on the Mainland and overseas, and the number of enterprises and projects concerned;
- (3) how the Government assesses the effectiveness of industry-education collaboration, and of the quantifiable indicators adopted for the assessment (such as internship places, employment rate, and level of industry recognition).

Asked by: Hon WU Yingpeng (LegCo internal reference no.: 10)

Reply:

(1) to (3)

The Government promulgated the criteria for qualifying as universities of applied sciences (UAS) along with the relevant mechanisms in February 2024. Hong Kong Metropolitan University (HKMU) and Saint Francis University have become the first 2 UAS in Hong Kong after undergoing stringent procedures and reviews. We will continue to provide a series of financial and support measures to encourage other post-secondary institutions to develop and plan along the relevant direction.

The Government has allocated \$100 million as a start-up fund in November 2024 to support the establishment of the Alliance of UAS (the Alliance). The 2 UASs (i.e. Hong Kong Metropolitan University and Saint Francis University) are full members, while Tung Wah College and the Technological and Higher Education Institute of Hong Kong, both of which

aspire to become UAS, are associate members. EDB has established the Steering Committee on the Alliance to advise on the development and strategy of the Alliance, as well as approving and supervising the use of the start-up fund.

The Alliance has gathered 80 supporting organisations from different sectors and actively organised exchange activities since its establishment. For example, a visit to the Greater Bay Area (GBA) was arranged in 2025 to learn about the operation mode of Mainland polytechnic institutions and implementation of industry-education collaboration. The Alliance also held the first International Symposium in February this year, gathering experts and scholars from overseas, the Mainland and Hong Kong to explore the development trend of UAS, strengthen the connection between vocational and professional education and training (VPET) and conventional academic education, promote industry-education collaboration and encourage cross-border co-operation between institutions and enterprises.

Looking ahead, the Alliance will look into strengthening the promotion of applied education at post-secondary level, such as initiating collaboration and research between institutions and the relevant sectors. The Alliance will also explore the feasibility of co-operating with leading polytechnic institutions in Guangdong Province to jointly establish a GBA exchange platform to facilitate the sharing of resources and collaborative development.

The Government will continue to closely monitor the latest development and trend of VPET, and actively support the Alliance's efforts through the Steering Committee on the Alliance, including strengthening the partnership with Mainland and overseas institutions and enterprises. The Government will, through sharing of experience and resources, enhance the quality and recognition of VPET, promote the development of applied degree programmes that meet societal needs, and nurture high-quality talent with applied knowledge and skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB192

(Question Serial No. 2991)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Financial Secretary mentioned in the Budget Speech the establishment of the “Study in Hong Kong” brand, and that the Education Bureau had set up the Task Force on Study in Hong Kong (Task Force). In this connection, will the Government advise this Committee of the following –

- (1) How much manpower is expected to be allocated and what is the estimated expenditure of the Task Force?
- (2) What are the Government’s detailed work plan and timetable for promoting the “Study in Hong Kong” brand and attracting students globally to study in Hong Kong?
- (3) Will key performance indicators be developed for the initiative to evaluate its effectiveness? If yes, what are the details? If no, what are the reasons?

Asked by: Hon WU Yingpeng (LegCo internal reference no.: 23)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau (EDB) to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided

funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong's higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong's competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong's higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

As the initiatives of the Task Force was taken forward using EDB's existing resources, with the manpower and expenditure involved subsumed under its overall expenditure, a breakdown is not available.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places.

We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB193

(Question Serial No. 0140)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has collaborated with bureaux and departments, including the Innovation, Technology and Industry Bureau, the overseas Hong Kong Economic and Trade Offices, the Hong Kong Talent Engage, and the Belt and Road Office, in setting up a cross-departmental Task Force on Study in Hong Kong. In 2026-27, the Government will earmark a one-off funding of around \$40 million for establishing the Task Force on Study in Hong Kong and stepping up global promotion of higher education in Hong Kong.

- (1) What are the details of the funding allocation? What are the expenditures to be involved in forging new collaborations with overseas or Mainland offices this year?
- (2) Will the relevant expenditure be regularised and subsumed under the recurrent expenditure in the coming year?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 11)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the "Study in Hong Kong" brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong's higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 0141)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government has planned to delete a total of 156 posts in the Education Bureau and its departments in 2026-27. Please advise this Committee of the following –

- (1) What is the distribution of the posts concerned by function? Are frontline education service or student support posts involved?
- (2) How will the Government ensure that the relevant services and work will remain unaffected upon the deletion of posts?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 12)

Reply:

(1) and (2)

Having considered factors such as overall service demand, operational needs, and vacancy situations, and in line with the Government's efforts to reduce the civil service establishment, the Education Bureau (EDB) and its departments have planned to delete a total of 156 posts in 2026-27. These posts are no longer operationally required (such as those adjusted in response to consolidation in government schools), and amongst which, about 28% are junior ranking civil service posts (generally within Points 0 to 15 on the Master Pay Scale), and about 72% are middle ranking civil service posts (generally within Points 16 to 33 on the Master Pay Scale).

EDB and its departments review the functions and work of different posts from time to time. Through measures like capitalising on technology solutions, streamlining of work processes, work re-prioritisation and structural reorganisation, EDB and its departments seek to enhance efficiency and optimise the use of manpower resources, while continuing to take forward various existing services and new initiatives.

- End -

CONTROLLING OFFICER'S REPLY

EDB195

(Question Serial No. 0142)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Government will earmark \$10 billion for providing loans to support campus development on 3 sites in Hung Shui Kiu/Ha Tsuen New Development Area for the Northern Metropolis University Town. What will be the repayment mechanism, interest rate arrangements and repayment period of the loans? Will the financial stability of the participating universities be affected? Will the Government consider offering partial interest-free loans or subsidies to alleviate the burden on the institutions?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 13)

Reply:

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of the Northern Metropolis and establish the Working Group on Planning and Construction of the University Town (the Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town, and conduct field trips on the successful models of university towns elsewhere and seek views. 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.

The Government will roll out 3 sites for post-secondary education purposes in Hung Shui Kiu/Ha Tsuen New Development Area shortly for application by University Grants Committee-funded universities and universities of applied sciences for campus development, and \$10 billion will be earmarked for providing loans to support campus development. Details of land allocation and loan arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 0143)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The general subvention for publicly-funded schools will be adjusted in phases in 2026-27 and 2027-28, with annual reduction by about 2% (for a period of 3 years). How much savings can be achieved through these adjustments? Will they affect schools' daily operations, particularly placing greater financial pressure on those with a larger number of students?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 15)

Reply:

The Education Bureau (EDB) set up the Task Force on Optimising Grants for Schools (Task Force) last year to reform and integrate various subsidies to schools in an innovative approach. Over the past year, the Task Force has deliberated on the usage of the various subsidies and widely consulted the education sector. Based on the principles of "streamlining administration and delegating authority", "removing barriers and restrictions", "enabling flexible deployment", "increasing efficiency" as well as "using public funds prudently", the Task Force has come up with various enhancement measures to facilitate the development needs and long-term planning of primary and secondary schools. Major measures include enhancing the Expanded Operating Expenses Block Grant to include more individual grants and disbursing them in the form of a block grant to achieve synergy; consolidating some individual grants that are similar in nature and ambit to enhance efficiency; relaxing the restrictions on the usage of grants to facilitate school's flexible deployment; streamlining the requirements on financial reporting to alleviate school administration work; and extending the usage period of various one-off grants. With the enhancement measures, schools can deploy resources more flexibly according to their development needs and priorities. The aforementioned measures will create room for adjusting general subvention for publicly-funded schools in 2 phases in 2026-27 and 2027-28 (annual reduction by about 2%), while maintaining the Salaries Grant unchanged.

Hong Kong's education sector has always demonstrated adaptability, and various enhancement measures will provide schools with more flexibility in deploying various grants, thereby enabling versatile use of resources across various purposes. While consulting the sector, EDB noted that schools are able to adjust their budgets in a timely manner, exercise

expenditure control, and make good use of surpluses to support school development, as well as leverage other resources from the Government and/or non-governmental organisations and the community to support student learning and promote school development. EDB will maintain communication with the sector, and offer advice and support when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB197

(Question Serial No. 0145)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The 8 University Grants Committee-funded universities jointly set up the Heads of Universities Committee's Standing Committee on Internationalisation, and established the "Study in Hong Kong" brand to promote higher education of Hong Kong. Will the Government advise this Committee of the developments since then?

- (1) What is the specific progress of the relevant initiatives implemented in the past few years? In addition to reviewing the initiatives implemented, what are the specific estimated expenditures for organising international education conferences and expos for the coming year?
- (2) How will the provision be allocated? What is the expected number of students to be attracted from outside Hong Kong to participate in these events or to study in Hong Kong's institutions? How will the Government capitalise on the advantage of the Northern Metropolis University Town to encourage local post-secondary institutions to introduce more research collaboration and exchange projects with renowned Mainland and overseas institutions in an innovative manner, thereby further establishing "Study in Hong Kong" brand?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 19)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the “Study in Hong Kong” brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided funding of about \$10 million to support the HUCOMSCI in promoting Hong Kong’s higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong’s competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong’s higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of local student places. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

The Northern Metropolis (NM) provides Hong Kong's post-secondary education with immense development opportunities, playing a strategically important role in advancing the development of Hong Kong into an international post-secondary education hub.

The Chief Executive's 2025 Policy Address has announced that the Government will accelerate the development of NM and establish the Working Group on Planning and Construction of the University Town (Working Group), which is led by the Chief Secretary for Administration. The Working Group will study the development mode for the Northern Metropolis University Town (NMUT), and conduct field trips on the successful models of university towns elsewhere and seek views. 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.

The Working Group will put forward recommendations on the development mode and specific facilities of NMUT, proactively explore the strategies for attracting leading universities and research institutes to establish a base, and 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, so as to attract world-class scholars and outstanding students to Hong Kong, thereby further promoting the "Study in Hong Kong" brand.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 2338)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will consolidate the Kindergarten Activity Grant and the Relief Grant for Appointment of Kindergarten Supply Teachers. Schools may only retain the current unspent balance of the 2 grants, while utilising the “unit subsidy” and other existing resources. What are the specific reasons? Will this measure affect the quality of kindergarten education? Will the abolishment of the Relief Grant for Appointment of Kindergarten Supply Teachers add burden on schools? How long is the freeze expected to last?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.:16)

Reply:

The Education Bureau (EDB) set up the Task Force on Optimising Grants for Schools (Task Force) last year to reform and integrate various subsidies to schools in an innovative approach. Over the past year, the Task Force has deliberated on the usage of the various subsidies and widely consulted the education sector. Based on the principles of enabling flexible deployment; increasing efficiency as well as using public funds prudently, the Task Force has come up with various enhancement measures to facilitate the development needs and long-term planning of schools. After thorough consideration of the kindergarten (KG) sector's concerns and their operational needs, EDB decided that the other operating cost portion of the unit subsidy under the Kindergarten Education Scheme (the Scheme) would not be adjusted downwards in the 2026/27 school year for the sector's flexible deployment. Concurrently, EDB will consolidate the Kindergarten Activity Grant and the Relief Grant for Appointment of Kindergarten Supply Teachers. While KGs may retain the unspent balance of the 2 grants for continued flexible deployment in accordance with the original ambit, they may also flexibly deploy the unit subsidy and other available resources according to school-based needs. Following the consolidation, KGs will no longer be required to submit annual reports on the 2 grants, thereby reducing school administrative work.

Under the Scheme, the requirement of the overall teacher-to-pupil ratio for KGs has been enhanced from 1:15 (including the principal) to 1:11 (not including the principal), enabling schools to flexibly deploy manpower according to school-based needs. If it is necessary to employ supply teachers, KGs may make use of the unit subsidy to cover the related expenses

based on school-based needs. Furthermore, in light of the KG sector's needs, starting from the 2018/19 school year, the Supply Teacher Grant has been provided for KGs joining the Scheme (Scheme-KGs) to facilitate their arrangement for teachers to attend the specified training courses provided by EDB for 3 or more consecutive days on catering for students with developmental needs and supporting Non-Chinese Speaking (NCS) students. Starting from 2019, EDB has also been offering a Staff Relief Grant for Staff Taking Paid Maternity Leave to KGs for employment of supply teachers and substitute staff to temporarily take up the duties of the staff eligible for taking paid maternity leave (14 weeks).

Regarding the arrangement of experiential learning activities, KGs may make good use of various free community and government venues (such as the Lions Nature Education Centre and the Hong Kong Wetland Park). EDB also provides useful information to KGs through various channels from time to time. Moreover, EDB is constructing a KG education centre in Siu Sai Wan to provide, free of charge, an environment conducive to learning through play and free exploration, as well as a venue for KG teacher training and parent education activities.

Under the Scheme, the Government provides funding for Scheme-KGs according to the number of eligible students in the form of a unit subsidy. Unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. In addition, school-specific grants, including premises related grants and Grant for Support to NCS Students, are also provided to cater for the diverse needs of individual KGs or students.

In response to the development and operational needs of the KG sector, EDB has addressed their concerns in a timely manner and supported the sustainable development of KGs in various ways. The major measures implemented/being implemented from the 2022/23 to 2025/26 school years include –

- (a) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in the 2022/23 school year to assist Scheme-KGs in developing into “smart KGs”; the expenditure involved was around \$57 million;
- (b) promoting professional development of teachers: a one-off Professional Capacity Enhancement Grant (PCEG) was provided to Scheme-KGs in the 2022/23 school year, which was enhanced in the 2023/24 school year to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of teachers and facilitate their professional development. KGs may use the grant to plan and implement school-based programmes, for example, hiring outside services to arrange professional development programmes for teachers; hiring consultancy services to establish learning circles in the school and enhance the curriculum; arranging exchange activities with Mainland KGs; and subsidising teachers taking courses or attending international conferences on KG education. The expenditure involved in the Enhanced PCEG is around \$177 million.
- (c) enhancing support for KGs to organise school-based activities that promote national education: a one-off Grant for Promotion of Chinese Art and Culture was provided to Scheme-KGs in the 2022/23 school year. The grant was enhanced in the 2023/24 school year to, inter alia, increase the subsidy amount and extend the deployment period. Another one-off Grant for Promotion of National Education through Home-school

Co-operation was disbursed in the 2024/25 school year. The above grants strengthened the support for Scheme-KGs to organise more diversified school-based activities with a view to fostering students' understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation. The total expenditure involved is about \$288 million. In view of the KG sector's active promotion of national education activities and parent education programmes in recent years, and the valuable experience accumulated, EDB has consolidated the One-off Parent Education Grant, the Grant for Promotion of Chinese Art and Culture, the Enhanced Grant for Promotion of Chinese Art and Culture, and the Grant for Promotion of National Education through Home-school Co-operation into the Consolidated One-off Grant with effect from 15 October 2025. The usage period of the consolidated grant has been extended/consolidated until the end of the 2026/27 school year (i.e. until 31 August 2027) in order to enhance the flexibility, effectiveness and synergy of relevant grants, thereby further promoting and deepening national education, home-school co-operation and parent education, while reducing school administrative work.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing students with quality KG education.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 3036)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Quality Education Fund has earmarked \$2 billion to promote digital education in primary and secondary schools. Of which, approximately \$500 million is allocated to the AI for Empowering Learning and Teaching Funding Programme to disburse a one-off funding of \$500,000 to each publicly-funded school.

- (1) As it covers curriculum enhancement, teacher training, optimisation of digital infrastructure and provision of resources, what is the proportion of the funding allocated to each of these areas?
- (2) What are the specific uses of the remaining funding of \$1.5 billion? Will an evaluation mechanism be established to monitor the effectiveness of funding utilisation?

Asked by: Hon YAO Cho-fai, Andrew (LegCo internal reference no.: 14)

Reply:

(1) and (2)

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools. About \$500 million of the funding has been allocated for the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) launched by the Education Bureau (EDB) in December 2025. The Funding Programme invites applications from publicly funded primary and secondary schools (including special schools) to facilitate the incorporation of artificial intelligence (AI) elements in schools, thereby empowering education through technology to enhance the effectiveness of learning and teaching.

The response to the Funding Programme has been overwhelming. All eligible publicly funded primary and secondary schools (including special schools) have applied and received

confirmation of approval from EDB. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy.

The Funding Programme has set clear requirements. All successful applicant schools are required to incorporate the "Development of AI-empowered Education" initiative into the School Development Plan and/or the Annual School Plan. Participating schools must also commit to fulfilling the following requirements: implementing AI-assisted teaching in at least 3 subjects/curriculum areas (with each area covering at least 2 levels), and developing at least 6 examples or sets of learning and teaching resources with the application of AI; conducting at least 3 open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); organising at least 3 experience-sharing sessions on AI-assisted teaching (within or outside the school); and hosting or arranging for students to participate in at least 2 student activities focusing on enhancing students' AI literacy.

In line with the principle of school-based management, participating schools are required to observe relevant guidelines issued by EDB when using the funding and are held accountable for its use. They have to draw up an implementation plan on the use of the funding and incorporate it into the Annual School Plan for endorsement by their School Management Committees (SMCs)/Incorporated Management Committees (IMCs). Schools are required to regularly evaluate the use of the funding and include the "Interim Report" and "Final Report" of the Funding Programme with details of the subsidised items or activities, relevant expenses and evaluations in the Annual School Report for endorsement by their SMCs/IMCs. To enhance transparency, and in accordance with the established arrangement, schools are required to upload the endorsed Annual School Plan and School Report (containing the implementation plan and the reports respectively) to the school webpage and submit the "Interim Report" and "Final Report" of the Funding Programme to EDB before the deadlines.

EDB will collect information through various mode of school visits, focus group meetings with teachers and teacher training activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 0201)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

The Quality Education Fund (QEF) has earmarked \$2 billion to take forward digital education in primary and secondary schools by offering school-based AI education programmes and subsidising students to participate in related activities. In this connection, please advise this Committee of the allocation of the \$2 billion funding under the QEF. Will it be allocated centrally by the Government or will schools be required to submit individual applications?

Asked by: Hon YIM Kong, Erik (LegCo internal reference no.: 21)

Reply:

The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching. Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB201

(Question Serial No. 0207)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Education Bureau (EDB) has established the Task Force on Study in Hong Kong (Task Force) to attract top-notch students globally. The recently held "Study in Hong Kong" week featured key events including the Asia-Pacific Association for International Education Conference and Exhibition (APAIE 2026), which is one of the world's top three international higher education conferences, and the International Symposium of the Alliance of Universities of Applied Sciences. In this connection, please advise this Committee of –

- (1) the operating budget of the Task Force for the coming year; and
- (2) how the Government measures the cost-effectiveness of various promotional events of studying in Hong Kong (e.g. the proportionate increase in number of student applicants for each \$1 million spent).

Asked by: Hon YIM Kong, Erik (LegCo internal reference no.: 32)

Reply:

The Chief Executive announced in the 2025 Policy Address the establishment of the Task Force on Study in Hong Kong (Task Force) by the Education Bureau to step up the promotion of higher education in Hong Kong, including its quality resources in academic studies, scientific research and international co-operation. The Task Force is chaired by the Secretary for Education, with members including the University Grants Committee (UGC), the Innovation, Technology and Industry Bureau, Hong Kong Talent Engage, post-secondary institutions, the overseas Economic and Trade Offices and the Mainland Offices.

To support universities in strengthening the promotion of the "Study in Hong Kong" brand, the UGC has provided funding of around \$40 million in the 2025-28 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which involves the eight UGC-funded universities, to organise and participate in various activities and visit different places to recruit students. Moreover, the UGC has provided

funding of about \$10 million to support HUCOMSCI in promoting Hong Kong's higher education to countries along the Belt and Road (B&R). Specific initiatives include –

- i. the Secretary for Education and/or the Secretary-General of the UGC delivering keynote speeches on “Study in Hong Kong” at various education expos to promote Hong Kong's competitive edges as an international higher education hub to overseas partners, encouraging more exchanges and collaborations between Hong Kong and the rest of the world; as well as visiting local higher education institutions and meeting education officials and experts to exchange views on institutional development and promote collaboration, thereby further enhancing the international reputation of Hong Kong's higher education sector;
- ii. the HUCOMSCI encouraging the eight UGC-funded universities to organise and participate in various activities outside Hong Kong. The international education expos organised/participated in 2026 include the Asia-Pacific Association for International Education Conference and Exhibition (held in Hong Kong in February), the NAFSA Annual Conference & Expo (to be held in Orlando, the United States, in May), and the European Association for International Education Conference and Exhibition (to be held in Glasgow, Scotland, in September);
- iii. the eight UGC-funded universities jointly setting up a Hong Kong Pavilion at international expos to promote the “Study in Hong Kong” brand;
- iv. the eight UGC-funded universities actively stepping up student recruitment in the Chinese Mainland and overseas by participating in education expos, leveraging existing networks to connect with local chambers of commerce and enterprises, and organising seminars for prospective students and their parents. In recent years, targeting students from countries in regions such as Central Asia, East Asia, Southeast Asia, Eastern Europe, the Middle East and Africa, the universities have organised joint overseas recruitment tours, holding talks/workshops in Vietnam, Thailand, Kazakhstan, and participated in education expos. For the 2025/26 academic year, nearly 150 recruitment activities have been planned, many of which are targeted at Association of Southeast Asian Nations member states along the B&R, in an effort to recruit more students from around the world; and
- v. strengthening the promotion of various initiatives (including the B&R Scholarship) through the above activities to attract more students to study in Hong Kong.

The number of non-local students enrolled in UGC-funded programmes has increased from 23 100 in the 2023/24 academic year to 30 400 (provisional figure) in the 2025/26 academic year, representing an increase of more than 30%. These students come from over 100 countries and regions. Among them, around 20 100 students are enrolled in undergraduate programmes, which is equivalent to about 27.1% of the local student places. We will continuously review the effectiveness of the activities to inform our consideration of resource allocation.

- End -

CONTROLLING OFFICER'S REPLY

EDB202

(Question Serial No. 3042)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that \$2 billion has been earmarked for the Quality Education Fund to take forward digital education in primary and secondary schools by offering school-based artificial intelligence (AI) education programmes and subsidising students to participate in related activities. In this connection, will the Government advise this Committee of –

1. the detailed plans, breakdown of expenditure and expected coverage of schools and teachers for digital education programmes and teacher training; and
2. how it ensures that the incorporation of AI education into the curriculum will not affect traditional education; and whether there are any monitoring mechanism, guidelines and effectiveness evaluation arrangements?

Asked by: Hon YIU Ming (LegCo internal reference no.: 14)

Reply:

1.
The Quality Education Fund (QEF) has set aside \$2 billion to support schools in implementing digital education and taking forward the strategic measures proposed by the Steering Committee on Strategic Development of Digital Education (SCSDDE), which cover optimising the curricula, strengthening professional training for teachers, enhancing digital infrastructure and providing resource support for schools.

The Education Bureau (EDB) allocated about \$500 million of the above funding to launch the AI for Empowering Learning and Teaching Funding Programme (the Funding Programme) in December 2025 to facilitate the incorporation of artificial intelligence (AI) elements in publicly funded primary and secondary schools (including special schools), with a view to empowering education through technology to enhance the effectiveness of learning and teaching (L&T). Successful applicant schools will receive a one-off funding of \$500,000 to acquire AI tools and resources, and to subsidise students' participation in

activities that enhance their AI literacy. The response to the Funding Programme has been overwhelming. All eligible publicly funded schools (including special schools) have applied and received confirmations of approval from EDB.

EDB has been progressively launching the “Digital Education AI in Education Series”, professional development programmes covering areas of “AI Literacy”, “AI+Subjects” and “AI Leadership”, with a view to enhancing schools’ professional capacity in planning and implementing AI education. Besides, the Digital Education Centre of Excellence (CoE) of EDB, staffed by in-service teachers with successful experiences in implementing digital education, is offering training and on-site support services to other schools and sharing good practices to help teachers effectively apply AI in L&T.

Regarding other allocations of the aforesaid \$2 billion funding reserved under QEF, EDB will take further steps to plan according to the recommendations of SCSDDE. Announcement will be made in due course.

2.

In recent years, the application of AI in basic education has advanced rapidly. EDB has also set AI as a key direction of support in its efforts to promote digital education in primary and secondary schools, actively assisting teachers and students to integrate AI into L&T of all subjects (i.e. AI for ALL subjects) to enhance the quality of L&T. We encourage teachers of various subjects to appropriately apply AI in teaching according to the characteristics of their subjects and pedagogical needs, and guide students to practise “using to achieve learning, learning through using, effectively using” AI during their course of learning to enhance their AI literacy. EDB is formulating the Blueprint for digital education development. The AI literacy learning framework and relevant teaching guidelines, covering issues such as ethics and morality in the applications of AI, will be included in the Blueprint for teachers’ reference.

EDB will collect information through various modes of school visits, focus group meetings with teachers and teacher training activities to review the implementation of the Funding Programme and provide schools with professional feedback as necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB203

(Question Serial No. 0732)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms May CHAN)

Director of Bureau: Secretary for Education

Question:

- (1) In respect of talent nurturing for Hong Kong's tourism industry, please provide the latest enrolment figures for master's degree, bachelor's degree, associate degree and diploma programmes in tourism and hospitality offered by various post-secondary institutions and the Vocational Training Council (VTC), the proportions of local and non-local students, as well as the number of graduates entering the tourism industry.
- (2) Please provide the respective numbers of candidates who took and passed the Tourism and Hospitality Studies (THS) subject in the 2025 Hong Kong Diploma of Secondary Education Examination. Are there any plans to encourage collaboration between the education sector and the tourism industry to provide more experiential opportunities for THS students, thereby enhancing their knowledge about the tourism industry?
- (3) It is mentioned in Matters Requiring Special Attention in 2026-27 under Programme (7) that "VTC will continue to implement the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme for senior secondary school students to promote Vocational and Professional Education and Training (VPET) as a preferred option at an early stage"; "implement the Training and Support Scheme with a view to providing 1 200 training places per cohort as well as the related pilot workplace assessment"; and "strengthen the promotion of the 'professional' attributes of VPET and its 'through-train' progression pathway to support the Government in the promotion of VPET". Please inform this Committee of the details and relevant estimates of the above 3 initiatives.

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 15)

Reply:

(1)

Regarding University Grants Committee (UGC)-funded undergraduate programmes and full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), undergraduate and taught postgraduate programmes (including those offered by the member institutions of the Vocational Training Council (VTC), namely the School for Higher and Professional Education and the Technological and Higher Education Institute of Hong Kong) in tourism and hospitality, a breakdown of the number of actual intakes and percentage of local and non-local students by institution for the 2024/25 academic year is set out at **Annex**. The Education Bureau (EDB) does not maintain figures for other diploma programmes offered by the relevant institutions or those for graduates entering the tourism industry.

As for the full-time funded higher diploma and various diploma programmes related to hotel, tourism, hospitality as well as exhibition and convention offered by VTC (excluding the School for Higher and Professional Education and the Technological and Higher Education Institute of Hong Kong) in the 2024/25 academic year, the number of actual intakes and percentage of local and non-local students are tabulated as follows –

Programme type	No. of actual intakes		
	Local students (%)	Non-local students (%)	Total (%)
Higher Diploma	249 (99.2)	2 (0.8)	251 (100)
Diploma of Foundation Studies and Diploma of Vocational Education	696 (100)	0 (0)	696 (100)
Other Diploma	69 (100)	0 (0)	69 (100)

As the graduate employment survey for the 2024/25 academic year has not been completed, relevant employment data are not available at this stage. Drawing on the data from the graduate employment survey for the 2023/24 academic year, among the higher diploma graduate respondents, 37 were employed while 71 pursued further studies. Of the 37 employed graduates, 19 joined the catering and hotel industries, accounting for 51% of those employed.

As for the other group of younger students (including those enrolled in the Diploma of Foundation Studies, Diploma of Vocational Education, and other diploma programmes), they generally choose to progress to Higher Diploma or above programmes before entering the workforce. Among the graduates who responded to the survey, 424 pursued further studies, while 48 chose to enter the workforce, of whom 25 were employed in the catering, hotel, and related industries, accounting for 52% of those employed.

(2)

The Tourism and Hospitality Studies (THS) subject is one of the Category A elective subjects in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. There were 4 659 candidates registering for THS in the 2025 HKDSE, of whom 3 276 attained Level 2 or above. EDB has been committed to maintaining close collaboration with the education

sector and the industry to provide THS students with diverse learning experiences through different student activities, thereby enhancing their knowledge about Hong Kong's tourism industry and enriching their experiential opportunities.

EDB has co-organised the Hong Kong Tourism Industry Student Summit with the Hong Kong Tourism Board since 2023. This summit aims to enhance THS students' understanding of local tourism development and promotional efforts. It includes thematic talks by industry professionals and scholars, the Inter-school Project Learning Competition, and the newly introduced Inter-school Photo Contest in 2026. Through these activities, students can explore and create new tourism experiences in Hong Kong, thereby promoting the sustainable development of the industry. Previous summits have featured themes of "Cultural Tourism", "Sustainable Tourism", "In-depth Tourism: Journey into New Travel Experiences", and "Tourism is Everywhere: Showcasing the Uniqueness and Charm of Hong Kong", reflecting the dynamic change in the tourism industry in recent years. The summit has consistently garnered enthusiastic support from the education sector and the industry. The 2026 summit hit a record high, with a total of 65 schools and over 2 000 students taking part. Participating teachers and students remarked that the summit, through industry sharing, enabled them to gain practical experience, broadened their perspectives, and deepened their understanding of the tourism industry.

EDB has also co-organised the "THS In-depth Learning Journey 2025" with the School of Hotel and Tourism Management of The Chinese University of Hong Kong in the 2025/26 school year. This initiative aims to deepen students' understanding of the different facets of the tourism industry through a series of distinguished speaker sharing sessions and diverse experiential learning activities, thereby stimulating their interest in THS and encouraging them to pursue further development in the tourism industry in the future. The activity has attracted enthusiastic participation and support from schools, teachers, and students. Over 450 students from 40 schools attended the first two sharing sessions and experiential activities. More learning activities will be organised in the second term of the school year to provide students with diverse experiential learning opportunities.

In addition, Applied Learning (ApL) courses related to the tourism industry such as "Airport Operations and Services" and "Hotel Operations" are also offered under the Category B elective subjects (ApL) of HKDSE, providing students with experiential learning opportunities that enhance their knowledge about the tourism industry and prepare them for future studies and employment.

(3)

The pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme

In the 2023/24 academic year, VTC launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the HKDSE curriculum. Upon completion of the programme, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. Under the pilot project, VTC offered courses covering 2 subject areas, namely "Hospitality" and "Information Technology", from the 2023/24 to 2025/26 academic years.

The number of participating secondary schools and participating students and the government funding approved are as follows –

Academic year	No. of participating secondary schools	No. of newly participating students	Government funding approved (\$ million)
2023/24	3	51	1.3
2024/25	9	152	3.2
2025/26	6	120	2.3

The pilot project will be extended for 3 academic years starting from the 2026/27 academic year, benefitting more students.

The Training and Support Scheme and the Pilot Incentive Scheme to Employers

The Government has implemented the pilot Training and Support Scheme (TSS) through VTC since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year, which aims to attract and retain talent for industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. TSS covers 6 industries with a keen manpower demand, namely Engineering and Technology; Transportation; Healthcare Services; Testing and Certification; Design, Jewellery and Creative Industries; and Hospitality. In the 2026-27 financial year, 1 200 training places will be provided, with the expenditure estimated to be around \$88.1 million.

The Government has implemented the Pilot Incentive Scheme to Employers (PISE) under TSS since the 2019/20 academic year. PISE mainly encourages employers to conduct workplace learning and assessment for TSS trainees. Employers will conduct structured assessment for trainees, evaluating trainees' competence and performance through direct workplace assessment and observation. This enables employers to keep track of trainees' learning progress and make timely adjustments to the training content based on the assessment results, thereby effectively enhancing the trainees' overall performance. To encourage employers' participation in PISE, the Government provides participating employers with a subsidy of up to \$36,000 per trainee. 1 000 places are provided under PISE each academic year, and the estimated expenditure for 2026-27 is \$36 million.

Strengthening the promotion of the “professional” attributes of VPET and its “through-train” progression pathway

VTC actively supports the Government's VPET promotional strategies by showcasing the professional and practical attributes of VPET, as well as the strength of its flexible and seamless articulation pathway, to different sectors of the community through multi-media publicity and outreach activities. In addition to leveraging digital platforms, social media, and outdoor advertising, VTC also organises various types of experiential workshops, guided campus tours, seminars on further studies, and career exploration activities. These initiatives allow students, parents, teachers, and other stakeholders to experience firsthand VTC's state-of-the-art teaching facilities, and demonstrate the close linkage between its programmes and industry development, thereby deepening public understanding of VPET. The above-mentioned work is part of the established duties of VTC. As the expenditure involved is subsumed under the overall account, a breakdown is not available.

Furthermore, with the support of EDB, VTC also successfully organised the second VTC Skills Fiesta in October 2025, promoting VPET to over 17 000 members of the public with nearly 22 000 participants took part in booth activities. The event allowed members of the public to experience the fun of skill learning, deepened their understanding of the value of VPET, its related learning opportunities, and employment pathways. VTC will hold this large-scale event again in 2027, at an estimated expenditure of about \$10 million, to further promote the value and professional strengths of VPET to the public through interactive skills workshops and performances.

Numbers of actual intakes and percentages of local and non-local students in UGC-funded undergraduate programmes and full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes in tourism and hospitality¹ by institution for the 2024/25 academic year

Institution	No. of actual intakes			No. of actual intakes			No. of actual intakes		
	Sub-degree			Undergraduate ²			Taught postgraduate ³		
	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)
UGC-funded programmes									
The Chinese University of Hong Kong	No relevant programmes			56 (94.9)	3 (5.1)	59 (100.0)	No relevant programmes		
The Hong Kong Polytechnic University				228 (81.1)	53 (18.9)	281 (100.0)			
Self-financing programmes									
Hong Kong Baptist University – School of Continuing Education / College of International Education	35 (100.0)	0 (0.0)	35 (100.0)	-	-	-	-	-	-
Caritas Bianchi College of Careers	18 (90.0)	2 (10.0)	20 (100.0)	-	-	-	-	-	-
Hong Kong Institute of Technology	-	-	-	10 (100.0)	0 (0.0)	10 (100.0)	-	-	-
Hong Kong College of Technology and HKCT Institute of Higher Education	34 (100.0)	0 (0.0)	34 (100.0)	-	-	-	-	-	-
The Chinese University of Hong Kong	-	-	-	-	-	-	2 (3.8)	50 (96.2)	52 (100.0)
Saint Francis University	-	-	-	30 (100.0)	0 (0.0)	30 (100.0)	-	-	-
HKU SPACE Po Leung Kuk Stanley Ho Community College	174 (100.0)	0 (0.0)	174 (100.0)	-	-	-	-	-	-
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	-	-	-	3 (100.0)	0 (0.0)	3 (100.0)	-	-	-
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	54 (75.0)	18 (25.0)	72 (100.0)	172 (94.5)	10 (5.5)	182 (100.0)	1 (2.6)	38 (97.4)	39 (100.0)

Institution	No. of actual intakes			No. of actual intakes			No. of actual intakes		
	Sub-degree			Undergraduate ²			Taught postgraduate ³		
	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)
The Hong Kong Polytechnic University	-	-	-	-	-	-	14 (8.3)	155 (91.7)	169 (100.0)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	322 (97.9)	7 (2.1)	329 (100.0)	50 (59.5)	34 (40.5)	84 (100.0)	-	-	-
Vocational Training Council ⁴	-	-	-	88 (67.7)	42 (32.3)	130 (100.0)	-	-	-

Notes:

1. Programmes in tourism and hospitality refer to those whose English titles contain the keywords “Hospitality”, “Hotel”, “Tourism” or “Travel”.
2. Undergraduate programmes cover first-year-first-degree and top-up degree programmes.
3. Self-financing taught postgraduate programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of 1 year, Postgraduate Diploma, Master’s and Doctoral degree programmes.
4. Figures include those of VTC’s member institutions, namely the School for Higher and Professional Education and the Technological and Higher Education Institute of Hong Kong.

“-” Denotes that the relevant programmes were not offered by the institution in that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB204

(Question Serial No. 1242)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Regarding the ongoing concerted efforts to recover student loans in arrears as mentioned in Matters Requiring Special Attention under the Programme, will the Government inform this Committee of the following –

- (1) What are the total amounts in default and the number of default cases under various student financial assistance schemes as of now? What are the ages and numbers of the student loan defaulters, the reasons for their overdue repayments and the average amounts in default?
- (2) As regards the student loans in arrears, has the Government looked into the reasons behind the overdue repayments? For those who are unable to repay loans under such student financial assistance schemes due to financial pressure, will the Government provide further support, such as allowing them to suitably defer the repayment where reasonable, so as to help them tide over economic difficulties? If so, what are the details? If not, what are the reasons?
- (3) In fact, under the existing social security system, family members pursuing post-secondary education cease to receive assistance from the Comprehensive Social Security Assistance (CSSA) Scheme. Post-secondary students from CSSA families can only apply for low-interest loans at an interest rate of 1% per annum from the

Government to cover their living expenses. In the past 5 years, were there any requests for deferral of loan repayment from such CSSA students or even default cases involving them? Will the above arrangement be reviewed in discussion with relevant departments in the future, with a view to expanding the scope of the CSSA Scheme to cover the living expenses of full-time post-secondary students and address their basic needs?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 20)

Reply:

(1)&(2)

The Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency administers 5 student financial assistance schemes for providing loans to tertiary and post-secondary students (i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS)). Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The amounts in default and the number of default cases under the 5 schemes as at 31 January 2026 are tabulated below:

A. TSFS	
Amount in default (\$ million) @	12.47
Number of default cases	913
B. FASP	
Amount in default (\$ million) @	11.43
Number of default cases	1 168
C. NLSFT	
Amount in default (\$ million) @	11.62
Number of default cases	1 144
D. NLSPS	
Amount in default (\$ million) @	39.00
Number of default cases	2 572
E. ENLS	
Amount in default (\$ million) @	51.07
Number of default cases	4 041
Total	
Amount in default (\$ million) @	125.59
Number of default cases	9 838

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years

The number of defaulters and the average amount in default per person, broken down by age, as at 31 January 2026 are tabulated below:

Age	Below 30	30 to 39	40 to 49	50 to 59	60 or above
Number of defaulters*	1 836	3 561	1 820	666	611
Average amount in default (\$)	6,400	11,800	26,800	18,500	17,400

*As at 31 January 2026, there were 9 838 default cases, involving 8 494 defaulters.

For student loan borrowers who apply for deferment of loan repayment, the main reasons include financial hardship, serious illness and further full-time study. SFO has always appealed to student loan borrowers to actively contact SFO for assistance if they have difficulties in repaying their loans due to practical hardship. For defaulters who have genuine difficulties in repaying their loans, SFO will provide assistance as appropriate, including negotiations on deferment of loan repayment or loan restructuring.

(3)

To enable post-secondary students with financial needs to finish their studies, SFO provides eligible applicants with financial assistance such as tuition fee grants, academic expenses grants, hostel subsidies and student travel subsidies through the TSFS and the FASP. The two schemes also provide low-interest loans to help students cover their living costs during their studies. The interest rate for the loans is set at 1% per annum, which is calculated only from the date the loan borrowers have finished their studies and start repayment (i.e. interest-free during their studies), and the standard repayment period is 15 years. To ease the financial burden of student loan borrowers right upon their graduation and allow them more time to secure a stable job, they are given the option of commencing loan repayment one year after they have completed their studies. Loan borrowers with proven repayment difficulties (e.g. financial hardship, serious illness or further full-time study) may apply for interest-free deferment of loan repayment for a maximum of 2 years, i.e. a repayment period of up to 17 years. The SFO does not maintain separate statistics or breakdowns on cases regarding requests for deferral of loan repayment from CSSA students or default cases involving CSSA students.

When providing financial assistance to students, the Government must strike an appropriate balance between public expenditure and the students' financial burden. The existing assistance arrangements have taken into account a number of factors to ensure that no student is denied access to education due to lack of means. There is currently no plan to make any changes.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 1207)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (-) Not specified

Programme: (-) Not specified

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure and service performance of the Working Family and Student Financial Assistance Agency (WFSFAA), will the Government inform this Committee of –

- (1) the total numbers of posts in the approved establishment of the WFSFAA in the past 3 years, the anticipated net increase or decrease in the number of posts in 2026-27 and the respective numbers of civil service (established) posts and non-civil service contract staff (supernumerary) posts among such posts;
- (2) the numbers of applications processed by the WFSFAA under various student financial assistance schemes, the average processing time and the average administrative expenses involved in each application in the past 3 years, with a breakdown by scheme; and
- (3) as regards the recovery of student loans in arrears:
 - (a) the total amount of student loans in arrears and the number of default cases involved as at late February 2026;
 - (b) the amounts of default loans successfully recovered by the WFSFAA and the numbers of default cases involved in the past 3 years; and
 - (c) the annual expenditure and staff establishment involved in the recovery of default loans?

Asked by: Hon FAN Hoi-kit, Alex (LegCo internal reference no.: 18)

Reply:

(1)

The total numbers of posts in the approved establishment of the Working Family and Student Financial Assistance Agency (WFSFAA) in the past 3 years are as follows:

Financial year	2023-24	2024-25	2025-26
Total number of posts in the establishment	1 372	1 362	1 353

It is anticipated that there will be a net decrease of 27 civil service posts in 2026-27. The WFSFAA will employ non-civil service contract staff according to service and operational needs.

(2)

The numbers of applications and the processing time under various student financial assistance schemes from the 2023/24 to 2025/26 academic years are tabulated below. As the staff who handle the applications are also responsible for other duties, the WFSFAA does not maintain data on the administrative expenses required to handle each application.

Financial assistance scheme	Number of applications			Processing time
	2023/24	2024/25	2025/26 (as at 31 January 2026)	
Pre-primary level				
Kindergarten and Child Care Centre Fee Remission Scheme	36 889	30 411	25 671	If complete information is provided by the applicant, the WFSFAA will normally finish vetting the application within 2 months and notify the applicant of the result starting from around August each year.
Grant for School-related Expenses for Kindergarten Students	35 171	28 894	24 443	
Primary and secondary level				
School Textbook Assistance Scheme	192 466	182 073	171 520	If complete information is provided by the applicant, the WFSFAA will normally finish vetting the application within 3 months and notify
Student Travel Subsidy Scheme	167 778	160 917	152 027	
Subsidy Scheme for Internet Access Charges*	135 411	127 068	118 297	
Examination Fee Remission Scheme	Not applicable^	11 896	Not available	

Financial assistance scheme	Number of applications			Processing time
	2023/24	2024/25	2025/26 (as at 31 January 2026)	
			(The vetting process for examination fee remission for the 2025/26 academic year is still underway)	the applicant of the result starting from around August each year.
Diploma of Applied Education (DAE)/ Diploma Yi Jin (DYJ) Tuition Fee Reimbursement	6 474	6 132 [#]	Not available (Reimbursement of tuition fees for the 2025/26 academic year will begin in April 2026)	The WFSFAA will reimburse the tuition fees to eligible students pursuing the DAE/DYJ Programmes or attending designated evening adult education courses within 6 weeks upon receipt of confirmation from institutions the student information and their satisfactory completion of the subjects.
Financial Assistance Scheme for Designated Evening Adult Education Courses	481	509 [#]		
<i>Post-secondary and tertiary level</i>				
Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	18 904	17 759	15 985	If complete information is provided by the applicant, the WFSFAA will normally notify the applicant of the result within 60 calendar days from the issuance date of the “Acknowledgement of Receipt of Application”.
Financial Assistance Scheme for Post-secondary Students (FASP)	15 462	15 034	15 159	
Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)	14 684	15 862	15 311	If complete information is provided by the applicant, the

Financial assistance scheme	Number of applications			Processing time
	2023/24	2024/25	2025/26 (as at 31 January 2026)	
Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)	12 912	14 908	15 648	WFSFAA will normally notify the applicant of the result within 3 weeks from the issuance date of the “Acknowledgement of Receipt of Application”.
Extended Non-means-tested Loan Scheme (ENLS)	6 324	6 685	5 185	If complete information is provided by the applicant, the WFSFAA will normally notify the applicant of the result within 3 weeks from receipt of application.
Continuing Education Fund (CEF)[@]	51 911	60 141	59 986	In general, the processing time of application for reimbursement claim for existing account holders and account opening together with first reimbursement claim for new applicants under the CEF is 6 weeks and 8 weeks respectively.

* Application is household-based.

[^] The Government paid the examination fees for school candidates sitting for the 2024 Hong Kong Diploma of Secondary Education Examination, as well as eligible non-Chinese speaking students sitting for the General Certificate of Secondary Education (Chinese) Examination, the International General Certificate of Secondary Education (Chinese) Examination, the General Certificate of Education (GCE) Advanced Subsidiary-Level (Chinese) Examination and GCE Advanced-Level (Chinese) Examination. Hence, there was no need for needy students to apply for examination fee remission in the 2023/24 academic year.

[#] Some applications for reimbursement of tuition fees are still under processing. Listed above are figures as at 31 January 2026.

[@] CEF is open to applications throughout the year. The figures shown here relate to financial rather than academic years. An application may involve claim for reimbursement of one or more CEF courses. The Labour and Welfare Bureau oversees the operation of the CEF.

(3)

The Student Finance Office (SFO) under the WFSFAA administers 5 student financial assistance schemes for providing loans to tertiary and post-secondary students (i.e. TSFS,

FASP, NLSFT, NLSPS and ENLS). Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

(a) & (b)

The total amount in default and the total number of default cases under the 5 schemes as at 31 January 2026 are tabulated below:

Total amount in default (\$million)[@]*	125.59
Total number of default cases	9 838

[@] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years.

^{*} There is no direct correlation between the total amount in default and the amount recovered (see table below) in the same academic year. The former reflects the position of default as at the end of the academic year concerned, while the latter is the amount recovered by SFO in the same academic year through recovery actions taken.

The amounts recovered from the defaulters and their indemnifiers by SFO as well as the numbers of cases involved are tabulated below:

Academic year	2023/24[#]	2024/25[#]	2025/26 (as at 31 January 2026)
Amount recovered (\$m)	19.49	38.96	42.13
Number of cases	2 298	2 171	9 239

[#] In view of the interest-free deferral of loan repayment arrangement implemented by the Government from 1 April 2020 to 31 March 2025, the figures relating to recovery of student loans in arrears were relatively low (but repayers with defaulted loans before the suspension period were still required to settle the arrears).

(c)

In the 2025/26 academic year (as at 31 January 2026), about 120 staff from SFO and the Department of Justice are tasked to handle work relating to student loan recovery. The overall operating expenditure involved (including the expenditure on the remuneration of the staff concerned) is around \$19.5 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB206

(Question Serial No. 0894)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Gilford LAW)

Director of Bureau: Secretary for Education

Question:

The Working Family and Student Financial Assistance Agency provides means-tested grants under the School Textbook Assistance Scheme (STAS) for needy students. In this connection, will the Government advise this Committee of the following –

- (a) in tabular form, the numbers of applicants under the STAS, with a breakdown by grade level of applicant (Primary 1 to 6, Secondary 1 to 3, Secondary 4, Secondary 5 and Secondary 6) and level of assistance (full or half), in the past 3 school years;
- (b) in tabular form, the numbers of applicants and the average amounts of subsidy of the applications under the Student Travel Subsidy Scheme, with a breakdown by residential district of applicant, in the past 3 years;
- (c) the average processing time for each application in the past year; and
- (d) given the views that applicants are only classified as eligible for “full”/“half” level of assistance or “ineligible” under the prevailing means test mechanism, rendering some “borderline families” with income marginally above the limit unable to receive any support, whether the Government will conduct a comprehensive review of the prevailing means test criteria and consider putting in place a more refined tiered assistance system (such as introducing 1/4 and 3/4 levels of assistance)?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 18)

Reply:

- (a) The numbers of student applicants and the numbers of students approved for full grant/half grant under the School Textbook Assistance Scheme (STAS), broken down by grade level, from the 2023/24 to 2025/26 school years (as at 31 January 2026) are tabulated below –

	2023/24 school year	2024/25 school year	2025/26 school year (as at 31 January 2026)
Primary 1 to 6			
Number of student applicants	95 208	87 386	81 193
Number of students approved for full grant	49 956	44 566	41 152
Number of students approved for half grant	41 607	39 279	36 887
Secondary 1 to 3			
Number of student applicants	52 505	51 754	49 013
Number of students approved for full grant	30 467	29 319	27 012
Number of students approved for half grant	19 690	20 014	19 723
Secondary 4			
Number of student applicants	16 485	15 282	15 206
Number of students approved for full grant	9 663	8 856	8 837
Number of students approved for half grant	6 031	5 678	5 619
Secondary 5			
Number of student applicants	15 165	14 567	13 571
Number of students approved for full grant	8 812	8 385	7 839
Number of students approved for half grant	5 602	5 440	5 065
Secondary 6			
Number of student applicants	13 103	13 084	12 537
Number of students approved for full grant	7 473	7 572	7 273
Number of students approved for half grant	4 957	4 856	4 662

- (b) The numbers of primary and secondary students approved for student travel subsidy and the average amounts of subsidy, broken down by residential district of applicant, from the 2023/24 to 2025/26 school years (as at 31 January 2026) are tabulated below (the numbers of applicants are not available):

Residential district of applicant	2023/24 school year		2024/25 school year		2025/26 school year (as at 31 January 2026)	
	Number of students approved for subsidy*	Average amount of subsidy (\$)	Number of students approved for subsidy*	Average amount of subsidy (\$)	Number of students approved for subsidy*	Average amount of subsidy (\$)
Central and Western	1 283	2,416	1 149	2,421	1 037	2,526
Wan Chai	799	2,358	768	2,376	711	2,551
Eastern	5 927	2,150	5 546	2,140	5 030	2,235
Southern	2 971	2,213	2 786	2,268	2 587	2,416
Sham Shui Po	10 370	2,255	9 840	2,247	9 226	2,329

Residential district of applicant	2023/24 school year		2024/25 school year		2025/26 school year (as at 31 January 2026)	
	Number of students approved for subsidy*	Average amount of subsidy (\$)	Number of students approved for subsidy*	Average amount of subsidy (\$)	Number of students approved for subsidy*	Average amount of subsidy (\$)
Yau Tsim Mong	2 820	2,306	2 655	2,326	2 364	2,414
Kowloon City	4 885	2,645	3 445	2,425	4 616	2,752
Wong Tai Sin	8 750	2,210	8 571	2,228	7 807	2,255
Kwun Tong	18 188	2,397	17 968	2,472	15 272	2,481
Tsuen Wan	3 785	2,603	3 735	2,631	3 671	2,778
Tuen Mun	11 022	1,528	10 462	1,512	10 020	1,539
Yuen Long	12 813	1,892	12 112	1,958	11 327	2,029
North	8 840	2,851	8 222	2,862	7 770	2,938
Tai Po	4 114	2,343	4 544	2,430	4 580	2,517
Sha Tin	12 790	2,314	12 004	2,334	11 020	2,423
Sai Kung	4 415	2,355	4 217	2,401	4 058	2,461
Islands	3 933	3,261	3 735	3,314	3 528	3,396
Kwai Tsing	10 222	2,213	10 079	2,250	9 792	2,380

*Excluding the figures for cross-boundary students.

- (c) If complete information is provided by the applicant, the Working Family and Student Financial Assistance Agency (WFSFAA) will normally finish vetting the application within 3 months and notify the applicant of the result starting from around August each year.
- (d) The Student Finance Office under the WFSFAA uses the “Adjusted Family Income” mechanism as the means test to assess the eligibility of an applicant for student financial assistance and the level of assistance. The family income ceilings under the mechanism are adjusted annually in accordance with the movement of the Consumer Price Index. The Government reviews the mechanism from time to time, including relaxing the income ceilings for full level of assistance under the mechanism in the 2011/12 school year. For instance, in the 2023/24 to 2025/26 school years (as at 31 January 2026), the annual successful rate of applications under the STAS exceeded 95%, with nearly 60% of beneficiary students receiving full grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB207

(Question Serial No. 1731)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

One of the aims of the University Grants Committee (UGC) is to monitor the efficiency and cost-effectiveness of the universities' UGC-funded activities. In this regard, will the Government inform this Committee of the following –

- (1) the total annual operating expenditures and breakdowns of expenditures of the medical school of the University of Hong Kong (HKU) and the Chinese University of Hong Kong (CUHK) in each of the past five financial years;
- (2) the total annual operating expenditures and breakdowns of expenditures of the school of Chinese medicine of the Hong Kong Baptist University, HKU and CUHK in each of the past five financial years; and
- (3) the average cost of training a graduate in Medicine and an undergraduate in Chinese medicine in each of the past five financial years?

Asked by: Hon CHAN Wing-kwong (LegCo internal reference no.: 6)

Reply:

(1) to (2)

Under the prevailing mechanism, the Government allocates recurrent grants to the 8 University Grants Committee (UGC)-funded universities in the form of a block grant. Universities may, in accordance with the principle of institutional autonomy, flexibly deploy the block grant for different units, programmes and academic activities. As such, we do not have total annual operating expenditures and breakdowns of expenditures of the medical school of the University of Hong Kong (HKU) and the Chinese University of Hong Kong (CUHK), and that of the school of Chinese medicine of the Hong Kong Baptist University, HKU and CUHK.

(3)

According to the per capita expenditure-related figures of students reported by UGC-funded universities, in each of the academic years between 2020/21 and 2024/25, the annual average teaching expenditures per undergraduate student under the academic programme category of “medicine” are as follows:

2020/21	2021/22	2022/23	2023/24	2024/25
\$264,000	\$250,000	\$270,000	\$264,000	\$287,000

UGC does not separately collect annual average teaching expenditure per undergraduate student under the academic programme category of “Chinese medicine”.

- End -

CONTROLLING OFFICER'S REPLY

EDB208

(Question Serial No. 1599)

Head: (190) University Grants Committee

Subhead (No. & title): (000) Operational expenses

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the initiatives to nurture high-calibre local talents and promote the development of an international hub for post-secondary education as mentioned in the 2026-27 Budget, including the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) and the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), as well as the provisions involved, will the Government inform this Committee of the following –

- (1) As an initiative newly introduced in 2025/26, the FTSS is provided with an annual provision of \$120 million for offering scholarships each academic year to up to 1 200 local students enrolling in designated postgraduate programmes. What is the actual amount allocated for the FTSS from this provision? What is the detailed breakdown of the expenditure? In addition, what was the expenditure involved in 2025/26 for the TPgFS launched on a pilot basis?
- (2) In 2026/27, the second cohort (2026/27 intake) of the FTSS will continue to be implemented with up to 1 200 scholarship places. How many financial resources have been earmarked in total for the FTSS and the TPgFS in the 2026-27 Budget?
- (3) What is the mechanism in place to evaluate the effectiveness of both schemes, including the actual numbers of awardees, the average amounts of fellowship and scholarship awards, the employment rates of graduates or their contribution to Hong Kong's priority areas in the past year? Does the Government have any plans to further increase the numbers of fellowship and scholarship places or the amounts of awards, and adjust the estimates in the future? Will the Government request the University Grants Committee to report to the Legislative Council regularly on the detailed expenditures, investment returns and performance indicators of both schemes?
- (4) How are the two schemes co-ordinated with other talent cultivation initiatives to avoid duplication of resources?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 9)

Reply:

(1)

The University Grants Committee (UGC) introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme on a pilot basis for 5 years starting from 2020, offering up to 1 000 local students each year pursuing designated taught postgraduate programmes at the eight UGC-funded universities a maximum fellowship of \$120,000. The fifth cohort (i.e. the final cohort of the pilot scheme) concluded after the end of the 2024/25 academic year.

Drawing reference from the above pilot scheme, the Government has introduced the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (the Scheme) starting from the 2025/26 academic year to provide scholarships to up to 1 200 local students each year enrolling in designated taught postgraduate programmes. The number of scholarship places has increased from 1 000 under the pilot scheme to 1 200, and the Scheme has been further extended to self-financing universities (including universities of applied sciences), with the scholarship amount adjusted to a maximum of \$100,000. According to the latest information provided by the eight UGC-funded universities, in the 2025/26 academic year, a total of 990 students were awarded scholarships amounting to about \$99 million. As regards self-financing universities (including universities of applied sciences), a total of 150 students were awarded scholarships totalling about \$15 million.

(2)

The Government has earmarked \$120 million for the Scheme in the 2026/27 academic year.

(3) to (4)

The Scheme fully aligns with the Government's strategic direction of gathering and nurturing talents to expand the pool of high-calibre talents for various domains in Hong Kong. Universities are required to submit a report on the Scheme after the end of each academic year, and the Government will continue to maintain close liaison with the universities to regularly review the Scheme in light of its implementation, including priority areas, eligible programmes, and the number of scholarship places.

- End -

CONTROLLING OFFICER'S REPLY

EDB209

(Question Serial No. 1395)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the funding schemes under the Research Grants Council –

1. What were the respective numbers of applications received and approved for research project funding, the average and longest time taken to process each application, and the amounts of funding involved in the past year?
2. Will the funding amount for each approved project under different funding schemes be increased in 2026-27? If so, what are the details, including the schemes involved, as well as the percentage and amount of increase?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 24)

Reply:

1. The Research Grants Council (RGC) currently administers over 10 competitive research funding schemes. In 2025/26, more than 1 600 projects were awarded total funding of \$2.362 billion under various schemes. The numbers of applications and funded projects, and the funding amounts under the RGC's major research funding schemes¹ are tabulated below –

¹ Refer to those with a total funding amount exceeding \$10 million.

Research funding schemes	2025/26 Number of applications	2025/26 Number of funded projects	2025/26 Funding amounts (\$ million)
Research funding schemes and joint research schemes for University Grants Committee (UGC)-funded universities			
General Research Fund	3 844	1 164	1,043.2
Theme-based Research Scheme	88	6	320.0
Collaborative Research Fund	617	42	250.0
Areas of Excellence Scheme	33	3	186.3
Early Career Scheme	594	195	139.4
Strategic Topics Grant	29	5	130.0
National Natural Science Foundation of China and RGC Joint Research Scheme / Collaborative Research Scheme	642	61	94.4
Research Impact Fund	195	13	75.0
Research funding schemes for the local self-financing degree sector			
Faculty Development Scheme/ Institutional Development Scheme/ Inter-institutional Development Scheme	470	132	90.0
Total	6 512	1 621	2,328.3

The funding cycle of each of the above competitive research funding schemes is one year. The relevant institutions will submit research proposals in separate batches in order to apply for different schemes. Generally speaking, the assessment process (including academic assessment and selection interviews) will be completed within six to nine months.

- Under the RGC's existing funding mechanism, applicants of competitive research funding schemes are required to submit a budget regarding their research proposals. When considering the applications, the RGC will take into account, among other things, the funding requirements of individual research projects for allocation of project funding. The funding schemes do not pre-set a fixed funding amount for individual projects.

- End -

CONTROLLING OFFICER'S REPLY

EDB210

(Question Serial No. 1399)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Hong Kong Future Talents Scholarship Scheme for Advanced Studies, will the Government advise of the following –

- (1) What are the respective numbers of applicants and scholarship awardees each year since the launch of the Scheme? What is the success rate of applications?
- (2) Please set out in tabular form the distribution of scholarship awardees by institution (including the eight universities funded by the University Grants Committee and other self-financing universities) and by academic field (e.g. arts, humanities, business administration, engineering and technology).
- (3) Following the award of the scholarship, has the Government conducted regular interviews with the awardees? How are their career development and study progress?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 29)

Reply:

(1)

Under the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), scholarships will be awarded each year to up to 1 200 local students enrolling in designated taught postgraduate programmes at the eight University Grants Committee (UGC)-funded universities or self-financing universities (including universities of applied sciences) starting from the 2025/26 academic year. According to the information provided by the eight UGC-funded universities, 990 students have been awarded scholarships since the launch of the FTSS in the 2025/26 academic year. As for self-financing universities (including universities of applied sciences), there are 150 scholarship awardees in total. Each year, the universities will invite suitable local students enrolling in eligible programmes to apply for

the FTSS. Applications will be assessed on a meritorious basis, with a view to awarding scholarships to the most suitable local students.

(2)

For the 2025/26 academic year, the eligible programmes under the FTSS should be related to one or more of the following areas conducive to the development of Hong Kong –

1. “STEM” (Science, Technology, Engineering, and Mathematics);
2. Digital transformation and innovation;
3. Hong Kong as an international trading and financial centre;
4. Law, dispute resolution and intellectual property trading;
5. East-meet-West cultural exchanges and humanities;
6. Creative industries;
7. Healthy living and caring community; and
8. Sustainable city and regional development.

The numbers of scholarship awardees, by university, are as follows –

UGC-funded university	Number of scholarship awardees
City University of Hong Kong	87
Hong Kong Baptist University	100
Lingnan University	20
The Chinese University of Hong Kong	230
The Education University of Hong Kong	50
The Hong Kong Polytechnic University	180
The Hong Kong University of Science and Technology	107
The University of Hong Kong	216

Self-financing university	Number of scholarship awardees
Hong Kong Metropolitan University	63
Hong Kong Shue Yan University	61
The Hang Seng University of Hong Kong	14
Saint Francis University	12

(3)

The FTSS aims to nurture talents for the development of Hong Kong. All scholarship awardees are required to sign an undertaking to engage in full-time employment or entrepreneurship in the relevant industries/fields in Hong Kong or the Guangdong-Hong Kong-Macao Greater Bay Area after graduation.

- End -

CONTROLLING OFFICER'S REPLY

EDB211

(Question Serial No. 1400)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation situation of the Research Matching Grant Scheme, will the Government provide the following information –

- (1) For the \$5.77 billion raised in the debut round of the scheme, please set out in tabular form the specific amounts used for purchasing research equipment, paying salaries of research personnel, providing research fellowships, patent applications, technology transfers, etc.
- (2) What is the current application situation of the new round of the scheme totalling \$1.5 billion? How many projects have been approved or are under vetting, and what are the amounts involved?
- (3) Compared to the debut round, what specific enhancements and adjustments have been made to the eligibility criteria, vetting process and monitoring mechanism of the new round of the scheme to address issues encountered during the debut round?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 30)

Reply:

- (1) Under the debut round of the Research Matching Grant Scheme, the eight University Grants Committee (UGC)-funded universities (including their self-financing/affiliated post-secondary organisations) and 11 local self-financing degree-awarding institutions had secured around \$5.77 billion from various community sectors, and received a total of \$3 billion in matching grants from the Government. According to the applications submitted by post-secondary institutions concerned, the specific use of the \$5.77 billion donations/funds raised in the debut round of the scheme are tabulated as follows –

Specific uses of donations/funds received by universities/institutions ^{Note 1}

	Research project-related expenses ^{Note 2}	Setting up research facilities	Support for student participation in research activities (including scholarships)	Procurement of transferable research equipment or research-related software/technology licence	Other research purposes (including funding for research scholars/students to participate in academic conferences)	General research purposes ^{Note 3}	Total (\$ million)
Amount (\$ million)	3,469.9	194.0	163.4	193.4	82.7	1,670.6	5,774.1

Notes:

1. Figures may not add up to the total due to rounding.
2. Include payment of salaries for research personnel and purchase of research equipment.
3. Part of the donations received and the related matching grants were for combined-research purposes at the time of application, and were not individually categorised.

- (2) As at 11 November 2025, under the new round of the scheme, eligible post-secondary institutions had successfully attracted over \$900 million in donations/funds from non-public organisations, charitable foundations, trusts, non-governmental organisations and individual donors, and were then awarded a total of \$300 million in matching grants, covering 278 projects/items. The relevant matching grants were fully disbursed to the post-secondary institutions concerned in March 2026, and the next application cycle will close in early May this year.
- (3) The new round of the scheme has adopted the same eligibility criteria as the debut round. To promote continuous collaboration between the post-secondary institutions concerned and interdisciplinary sectors, and to encourage the former to sustain efforts in expanding research funding sources, for each financial year within the 4-year period of the new round of the scheme, a suitable upper limit has been applied to the total amount of matching grants to be disbursed; i.e. \$300 million for the first financial year (2025-26), and \$400 million for each of the subsequent 3 financial years (2026-27 to 2028-29). In addition, as a new arrangement, each post-secondary institution concerned may receive a maximum of \$60 million matching grants in each financial year. As regards the vetting process and monitoring mechanism, the Government, as in the debut round, obligates post-secondary institutions concerned to submit well-prepared application documents and relevant certification materials, and the UGC will continue to co-ordinate reporting matters with the post-secondary institutions concerned. The latter are required to disclose in their annual accounts the accumulated amounts of donations/matching grants received, as well as the income generated with a breakdown of uses. They will also be required by the Research Grants Council to report on the deployment progress of the matching grants, as well as the related research output.

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 1401)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the universities funded by the University Grants Committee will introduce 27 degree programmes related to STEAM within the new triennium. What are the name, the institution concerned, the field of study, the anticipated year of commencement, the estimated total expenditure and the number of places offered for each of the 27 programmes?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 31)

Reply:

During the 2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the “eight centres”. These programmes cover rapidly developing and highly popular emerging fields among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification.

Under the current triennial planning mechanism, the UGC will only determine the approved student number targets by university and study level. Except for the three disciplines of education, healthcare and social work, the Government does not specify the number of student places for individual disciplines or programmes. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants allocated in the form of a block grant to determine the programmes to be offered and the allocation of student places among different disciplines. In the 2025/26 academic year, the intakes (provisional figures) of new first-year-first-degree programmes and senior-year programmes related to STEAM and the “eight centres” are about 670 and 120 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB213

(Question Serial No. 0178)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In recent years, hundreds of applications involving falsified academic qualifications have been uncovered by Hong Kong's higher education institutions. Some unlawful intermediaries charge hundreds of thousands to over a million RMB for "guaranteed admission to prestigious universities", posing threats to our society's integrity system. Will the Government advise this Committee –

1. whether it has publicised among students and parents the harmful impacts and legal consequences of falsifying academic qualifications through different channels? If yes, what are the details? If no, what are the reasons? And what are the manpower and expenses involved in such efforts?
2. whether it has any current plan to apply AI technology to enhance the verification of relevant certificates and documents, or to use AI technology to analyse patterns of such falsification cases in order to step up efforts to address the issue. If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHU Lap-wai (LegCo internal reference no.: 105)

Reply:

Fraudulent academic qualifications can seriously affect student admission of Hong Kong's higher education institutions and Hong Kong's hard-earned international reputation. Falsifying or furnishing fraudulent academic qualifications is a serious offence liable to a maximum penalty of 14 years' imprisonment. The Government and the University Grants Committee (UGC)-funded universities have zero tolerance towards fraudulent academic qualifications.

All eight UGC-funded universities have academic boards/senates to oversee academic matters, while their registries and/or graduate schools are responsible for the administration

and gatekeeping of student admission, with extensive experience in processing admission applications. The universities' admission mechanisms operate under the principles of merit, fairness and impartiality, with strict admission standards and procedures as well as clear guidelines for rigorously vetting academic qualifications, public examination results and relevant documents of the applicants. If any violation is found, universities will take decisive disciplinary actions, including rescission of admission offers or expulsion, and refer the cases to relevant law enforcement and visa-issuing authorities for follow-up as appropriate. The Government and the UGC-funded universities have all along clearly demonstrated their zero tolerance towards fraudulent academic qualifications for admission and explained the serious consequences of falsifying academic qualifications through multiple channels, including websites, statements, etc. The universities have also been paying closer attention to the unscrupulous intermediary agencies regarding their false claims for "guaranteed admission", mis-information they provided as well as their illegal advice. The universities have actively provided clarifications on their websites, social media and in application forms, reminding applicants that all application materials must be accurate. Unlawful conduct will not be tolerated. The manpower and expenditures involved in the relevant work are subsumed under the recurrent expenditure and have not been itemised.

The UGC has been in close contact with the eight UGC-funded universities and supporting them in strengthening their admission measures and gatekeeping responsibilities. Generally, the universities are making use of various channels, such as requiring direct dispatch of relevant proof of study (e.g. transcripts) by the respective awarding institutions to the universities concerned, checking credible platforms, verifying the results with the relevant examination boards directly, or requiring direct dispatch of the applicants' results by the relevant examination boards to the universities concerned. In the light of technological advancements, the universities are also actively exploring AI technologies to assist in handling admission-related matters, including verifying application documents, detecting applicants' facial expressions and movements during online interviews to prevent impersonation, etc., so as to enhance detection capability and further ensure the authenticity of the academic qualifications of the applicants. The UGC will continue to maintain close contact with the funded universities and support their continuous efforts in improving the relevant arrangements in view of the latest situation, with a view to safeguarding Hong Kong's academic reputation.

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 1244)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2026-27 under the programme that the University Grants Committee will continue to allocate fellowship award places under the Hong Kong PhD Fellowship Scheme (HKPFS) to attract outstanding talents to study and conduct research in Hong Kong. Will the Government advise this Committee of the following –

1. Please provide, in tabular form, the numbers of applications and awardees of the HKPFS in the past 5 years, as well as the countries or regions of origin of the awardees;
2. Over the past 5 years, for students who have come to Hong Kong to pursue PhD degrees and conduct research under the HKPFS, how many of them have chosen to stay in Hong Kong upon graduation to pursue development here, and what is their overall employment rate?
3. Regarding students who have stayed and worked in Hong Kong through the HKPFS in the past 5 years, has the Government compiled statistics on the industries they are engaged in and their incomes so as to measure and review the actual effectiveness of the HKPFS in attracting outstanding talents to pursue development in Hong Kong? If yes, please provide such information in tabular form. If no, what are the reasons?

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 24)

Reply:

1.
In the 5 academic years (AYs) from 2021/22 to 2025/26, the numbers of applicants and awardees of the Hong Kong PhD Fellowship Scheme (HKPFS), as well as the number of awardees by place of origin, are set out at **Annex 1**.

2. to 3.

The eight University Grants Committee (UGC)-funded universities have collected employment statistics of HKPFS PhD graduates through voluntary employment surveys, covering awardees who graduated between 1 September of each year and 31 August of the following year. A general profile for the past 5 years (from the 2020/21 to 2024/25 AYs) is set out in **Annex 2**. As responses to the surveys are provided on voluntary basis, the statistics concerned are for reference only. The universities and the UGC do not have available information on the industries that these graduates work in or their incomes.

HKPFS applicants and awardees in the 2021/22 to 2025/26 academic years

Academic year	Number of applicants	Number of awardees
2021/22	6 780	300
2022/23	7 178	300
2023/24	6 772	300
2024/25	8 497	350
2025/26	9 765	400

**The numbers of the HKPFS awardees
in the 2021/22 to 2025/26 academic years by place of origin**

Region	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
China					
Mainland	162	164	185	231	279
Hong Kong	38	37	41	40	58
Macao	2	3	-	1	-
Taiwan	1	2	2	2	-
Armenia	1	-	-	1	-
Australia	1	1	1	1	-
Austria	1	-	-	-	-
Bangladesh	4	6	4	-	3
Bhutan	1	-	-	-	-
Bosnia and Herzegovina	-	1	-	-	-
Brazil	4	1	1	1	-
Brunei	-	1	-	-	-
Burkina Faso	-	-	-	-	1
Canada	2	1	1	4	3
Chile	-	1	-	-	-
Colombia	-	-	1	-	-
Czechia	1	-	-	-	-
Denmark	-	-	-	-	1
Ecuador	1	-	1	-	-
Egypt	2	2	3	-	1
Ethiopia	2	4	7	6	2
Finland	-	-	1	-	-
France	-	4	1	1	-

Region	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
Germany	-	3	1	2	4
Ghana	8	4	4	7	2
Greece	-	-	1	2	-
India	3	4	2	4	2
Indonesia	10	4	4	3	4
Iran	2	-	1	1	2
Ireland	1	-	-	1	-
Israel	-	-	1	-	-
Italy	5	3	2	2	4
Jamaica	1	-	-	-	-
Japan	1	3	-	1	-
Kazakhstan	1	2	-	1	-
Kenya	-	1	-	-	-
Kosovo	-	1	-	-	-
Kyrgyzstan	-	1	1	-	-
Lithuania	-	1	1	-	-
Malaysia	4	6	4	2	4
Maldives	-	-	1	-	-
Mexico	1	1	4	2	1
Myanmar	-	-	-	2	-
Nepal	2	-	-	1	-
Netherlands	1	-	-	1	2
New Zealand	1	-	-	1	-
Nigeria	3	2	-	1	-
Pakistan	4	-	2	3	1
Palestine	-	1	-	1	-
Philippines	1	2	4	2	2
Portugal	-	2	-	1	-
Serbia	-	1	2	-	-
Russia	2	3	5	1	4
Seychelles	-	-	1	-	-
Singapore	-	1	-	1	2
South Africa	-	1	-	-	-
South Korea	5	5	1	5	3
Spain	1	1	-	1	-
Sri Lanka	3	1	-	1	-
Sweden	-	-	1	1	-
Switzerland	-	-	1	-	-
Syria	1	-	-	-	-
Tajikistan	-	-	1	-	-
Tanzania	1	-	-	-	-
Thailand	-	2	-	1	2
Türkiye	-	-	1	-	1
Turkmenistan	-	1	-	-	-
Uganda	1	-	-	-	2

Region	2021/22 AY	2022/23 AY	2023/24 AY	2024/25 AY	2025/26 AY
Ukraine	1	-	-	-	-
United Kingdom	6	6	1	5	1
United States	3	6	2	2	4
Vietnam	3	3	2	3	5
Zambia	1	-	-	-	-
Total	300	300	300	350	400

**Graduated HKPFS awardees who have stayed in Hong Kong for development
(including taking up employment, undertaking further studies or starting up
businesses) in the 2020/21 to 2024/25 academic years**

Academic year#	Taking up employment	Undertaking further studies	Starting up businesses	Others*
2020/21	21	23	-	17
2021/22	34	36	2	25
2022/23	36	31	-	39
2023/24	44	32	-	21
2024/25	32	36	1	34

Note: The employment statistics of the PhD students under the HKPFS, which were collected through a voluntary employment survey, could only reflect a general profile.

: Others* includes those who were undecided on career choice/seeking employment, etc., at the time.

: Academic year# refers to 1 September of the respective year to 31 August of the following year during which the HKPFS awardees graduated.

- End -

CONTROLLING OFFICER'S REPLY**EDB215****(Question Serial No. 2343)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Matters related to non-local students are discussed in the programme under the internationalisation of Hong Kong's higher education sector and its engagement with the Chinese Mainland. In this connection, please advise this Committee of the following:

1. Please provide in tabular form with a breakdown by region the numbers of non-local students pursuing University Grants Committee (UGC)-funded undergraduate programmes in the past three academic years.
2. Please provide in tabular form the numbers of non-local graduates who chose to stay in Hong Kong for development (including further studies, employment and entrepreneurship) after completing their undergraduate and postgraduate studies in UGC-funded universities in the past three years.

Asked by: Hon FAN Chun-wah, Andrew (LegCo internal reference no.: 23)Reply:

1.

The non-local student enrolment figures of University Grants Committee (UGC)-funded undergraduate programmes by place of origin from the 2023/24 to 2025/26 academic years are as follows:

Place of origin ¹	2023/24 academic year	2024/25 academic year	(Headcount)
			2025/26 academic year (Provisional figures)
Chinese Mainland	10 358	12 386	14 398
Other parts of Asia	3 907	4 181	4 900
North America	90	109	155

Place of origin¹	2023/24 academic year	2024/25 academic year	2025/26 academic year (Provisional figures)
Central and South America	48	63	75
Europe	254	296	381
Oceania	31	39	51
Africa	68	87	133
Total	14 756	17 161	20 093

Note:

1. The place of origin refers to the nationality or place of residence of the non-local students.

2.

The employment situation of non-local graduates of the UGC-funded full-time programmes by level of study from the 2021/22 to 2023/24 academic years is set out in the following table. The information was collected through the Graduate Employment Surveys conducted by the UGC-funded universities annually, which covered only the responded non-local graduates. The UGC does not have the information on the 2024/25 academic year.

(Headcount)

Academic year	Employment situation	Undergraduate programmes	Taught postgraduate programmes	Research postgraduate programmes	Total
2021/22	Full-time employment ^{1, 2}	883	34	907	1 824
	Local further studies ¹	652	1	118	771
	Others ³	848	10	518	1 376
	Responded graduates ⁴	2 383	45	1 543	3 971
2022/23	Full-time employment ^{1, 2}	787	34	1 068	1 889
	Local further studies ¹	617	1	139	757
	Others ³	986	9	569	1 564
	Responded graduates ⁴	2 390	44	1 776	4 210
2023/24	Full-time employment ^{1, 2}	777	37	1 243	2 057
	Local further studies ¹	720	1	152	873
	Others ³	1 034	18	689	1 741
	Responded graduates ⁴	2 531	56	2 084	4 671

Notes:

1. “Full-time employment” and “local further studies” do not include non-local graduates who returned to their country of origin for working or further studies respectively.
2. “Full-time employment” includes non-local graduates who were employed locally or elsewhere.

3. “Others” include (i) unemployed; (ii) underemployed; (iii) graduates who were not seeking employment for the time being; (iv) graduates who pursued further studies outside Hong Kong; and (v) non-local graduates who returned to their country of origin for further studies or employment.
4. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2755)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 44 of the Budget Speech that in the 2025/26 to 2027/28 triennium, the University Grants Committee-funded universities will introduce a total of 27 undergraduate programmes related to STEAM, including artificial intelligence, creative industries, data science, etc. Please set out the number of relevant undergraduate programmes, their names, commencement dates and the numbers of places. How much funding will be granted to each programme? How will the Government ensure that the curricula align with the needs of local industries, and will the universities be required to review their curricula regularly to ascertain they keep pace with industry development? If so, what are the details; if not, what are the reasons?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 16)

Reply:

During the 2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the “eight centres”. These programmes cover rapidly developing and highly popular emerging fields among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification.

Under the current triennial planning mechanism, the UGC will only determine the approved student number targets by university and study level. Except for the three disciplines of education, healthcare and social work, the Government does not specify the number of student places for individual disciplines or programmes. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants allocated in the form of a block grant to determine the programmes to be offered or discontinued, and the allocation of student

places among different disciplines. In the 2025/26 academic year, the intakes (provisional figures) of new first-year-first-degree programmes and senior-year programmes related to STEAM and the “eight centres” are about 670 and 120 respectively.

In undertaking the planning exercise for the 2025-28 triennium, the UGC has introduced the Policy Guidance on Strategic Talent Development and the Strategic Platform on Talent Development in Higher Education (Strategic Platform) to strengthen interaction among the Government, industry and academic sectors. These initiatives provide an interface for relevant policy bureaux, departments and the eight UGC-funded universities for engagement and support the universities in refining their curriculum design in responding to the Government’s policy directives, market demands and industry trends, thereby meeting Hong Kong’s development needs and nurturing the specialised talent. The UGC has also requested each university to elaborate in detail in its Planning Exercise Proposal how it will introduce new programmes or enhance existing ones to respond to policy and market needs.

Through the triennial planning exercise, the UGC will continue to proactively guide the universities to take into account societal development and the strategic directions laid down by the Government in formulating appropriate programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB217

(Question Serial No. 0453)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraphs 42 to 44 of the 2026-27 Budget Speech that the Government will invite public organisations to organise artificial intelligence (AI) application courses in collaboration with technology enterprises and tertiary institutions, and the University Grants Committee (UGC)-funded universities will introduce a total of 27 undergraduate programmes related to STEAM. Will the Government inform this Committee:

1. of the number of places, applications and intake of the additional 27 undergraduate programmes related to STEAM in this academic year;
2. of the master's and doctoral degree programmes related to STEAM currently offered by the UGC-funded universities; and
3. whether the Government will provide policy incentives to attract technology enterprises to jointly offering AI-related undergraduate programmes with tertiary institutions?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 16)

Reply:

1.
During the 2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the "eight centres". These programmes cover rapidly developing and highly popular emerging fields among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong's development in innovation and technology and the "eight centres", but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification.

Under the current triennial planning mechanism, the UGC will only determine the approved student number targets by university and study level. Except for the three disciplines of education, healthcare and social work, the Government does not specify the number of student places for individual disciplines or programmes. The UGC allocates recurrent funding to the eight UGC-funded universities in the form of a block grant on a triennial basis. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants allocated in the form of a block grant to determine the programmes to be offered and the allocation of student places among different disciplines. In the 2025/26 academic year, the intakes (provisional figures) of new first-year-first-degree programmes and senior-year programmes related to STEAM and the “eight centres” are about 670 and 120 respectively.

2.

Under the existing policy, taught postgraduate programmes in the UGC-funded sector should, in general, be operated on a self-financing mode. The Government subsidises a small number of taught postgraduate programmes in disciplines with specific manpower demand or those related to specific fields, with a view to meeting specific manpower needs and providing comprehensive training for certain professionals such as teachers, dentists, lawyers, architects, landscape architects, and clinical psychologists. In addition, since the 2025/26 academic year, the Government has launched the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), offering scholarships each year to up to 1 200 local outstanding students enrolling in designated taught postgraduate programmes. FTSS focuses on high-quality programmes dovetailing with Hong Kong’s positioning as the “eight centres”, especially those in such key areas as innovation and technology, and culture and art, thereby nurturing local high-calibre talents for the future development of Hong Kong.

As for research postgraduate programmes, the eight UGC-funded universities also offer nearly 200 UGC-funded programmes in STEAM-related fields, covering such areas as Biological Sciences, Physical Sciences, Mathematical Sciences, Computer Science and Information Technology, Engineering and Technology, Architecture and Town Planning, as well as Art, Design and Performing Arts.

3.

The Chief Executive proposed in the 2025 Policy Address that, in order to strengthen talent exchanges among the industry, academic and research sectors, the Government will launch the Innovation and Technology Talents Exchange Scheme for Industry and Academic Sectors, encouraging university professors to engage in corporate research and development (R&D) activities for a better grasp of industry needs. Senior management of technology enterprises and technical experts will also be invited to teach and help develop curriculum, thereby strengthening the collaborative development of the industry, academic and research sectors. The UGC will continue to encourage universities to engage with the industry, and to provide insights on professions and sectors that deserve attention for Hong Kong’s future development. Furthermore, we encourage universities to offer programmes which align with Hong Kong’s development needs, and to further deepen collaboration with the industry on curriculum development and R&D.

- End -

CONTROLLING OFFICER'S REPLY

EDB218

(Question Serial No. 2227)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

To develop Hong Kong into an international education hub, the Government has implemented policy measures such as establishing the “Task Force on Study in Hong Kong” and promoting the “Study in Hong Kong” brand to attract outstanding overseas students. Please inform this Committee:

1. As of 2025, how many overseas activities have been organised and participated by the Heads of Universities Committee's Standing Committee on Internationalisation jointly set up by the eight UGC-funded universities?
2. What is the enrolment situation of non-local students in the eight UGC-funded universities for the current academic year (categorised by country or region of origin of these students)?
3. What are the costs and tuition fee levels (per student) for UGC-funded undergraduate programmes, categorised by discipline, for the current academic year and the past two academic years?
4. What is the employment situation of non-local students in UGC-funded programmes, categorised by level of study, for the past two academic years?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 17)

Reply:

1.

To support the University Grants Committee (UGC)-funded universities in further promoting Hong Kong's higher education and the “Study in Hong Kong” brand, as well as attracting more quality non-local students to study in Hong Kong, the UGC has allocated around \$20 million and \$40 million in the 2022-25 and 2025-28 triennia respectively to the Heads of

Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), a Committee involving the eight UGC-funded universities, to visit different countries for participation in international conferences and expositions, seminars and related activities on higher education.

In 2025, the HUCOMSCI made use of the allocation to participate in several international conferences and expositions on higher education and set up a Hong Kong Pavilion, including the Asia-Pacific Association for International Education Conference and Exhibition in Delhi, India; the NAFSA Annual Conference & Expo in San Diego, the United States; the European Association for International Education Conference and Exhibition in Gothenburg, Sweden; and the China Education Expo in Beijing, with a view to expanding the network of student exchanges and academic collaborations. Moreover, the Secretary-General of the UGC and representatives of the eight UGC-funded universities met with the delegation of French universities at the France-Hong Kong Day in Paris, France to exchange views on the latest developments in the higher education sector and discuss how to deepen and consolidate the long-term France-Hong Kong collaboration. The HUCOMSCI has also conducted overseas recruitment activities proactively, visiting various cities in Vietnam and the Middle East and promoting the "Study in Hong Kong" brand. In the 2024/25 academic year, the UGC-funded universities organised nearly 200 overseas recruitment activities to attract more students to pursue study in Hong Kong.

2.

The actual intakes¹ of non-local students of UGC-funded programmes by university and place of origin in the 2025/26 academic year (provisional figures) are as follows:

University	Place of Origin ²			(Headcount)
	Chinese Mainland	Other Parts of Asia	Other Regions	Total
CityU	887	219	35	1 142
HKBU	635	73	27	735
LU	293	18	7	318
CUHK	1 331	273	38	1 642
EdUHK	415	30	3	448
PolyU	1 093	356	102	1 551
HKUST	1 066	343	82	1 491
HKU	1 915	543	119	2 577
Total	7 634	1 855	414	9 903

Notes:

1. The numbers of non-local students tabulated cover all levels of study, with the figures of UGC-funded research postgraduate (RPg) students referring to students funded by UGC within their normal study periods. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.
2. The place of origin refers to the nationality or place of residence of non-local students.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

3.

The average teaching expenditure per student for UGC-funded undergraduate programmes by academic programme category from the 2022/23 to 2024/25 academic years is set out in the following table. The UGC does not have the information on the 2025/26 academic year.

(\$)

Academic Programme Category	2022/23 Academic Year	2023/24 Academic Year	2024/25 Academic Year
Medicine	270,000	264,000	287,000
Dentistry	298,000	277,000	248,000
Studies Allied to Medicine and Health	172,000	166,000	168,000
Biological Sciences	176,000	180,000	175,000
Physical Sciences	182,000	186,000	184,000
Mathematical Sciences	147,000	149,000	149,000
Computer Science and Information Technology	154,000	151,000	152,000
Engineering and Technology	180,000	175,000	179,000
Architecture and Town Planning	127,000	127,000	122,000
Business and Management Studies	136,000	139,000	141,000
Social Sciences	132,000	132,000	137,000
Law	153,000	152,000	146,000
Media, Journalism and Communications	147,000	142,000	147,000
Languages and Related Studies	130,000	133,000	134,000
Humanities	136,000	136,000	134,000
Arts, Design and Performing Arts	168,000	167,000	171,000
Education	136,000	136,000	148,000
Total	157,000	157,000	160,000

4.

The employment situation of non-local graduates of the UGC-funded full-time programmes by level of study from the 2022/23 to 2023/24 academic years is set out in the following table. The information was collected through the Graduate Employment Surveys conducted by the UGC-funded universities annually, which covered only the responded non-local graduates. The UGC does not have the information on the 2024/25 academic year.

(Headcount)

Academic year	Employment situation	Undergraduate programmes	Taught postgraduate programmes	Research postgraduate programmes	Total
2022/23	Full-time employment ^{1, 2}	787	34	1 068	1 889
	Further studies ¹	1 047	1	186	1 234
	Others ³	556	9	522	1 087
	Responded graduates ⁴	2 390	44	1 776	4 210
2023/24	Full-time employment ^{1, 2}	777	37	1 243	2 057
	Further studies ¹	1 102	2	221	1 325
	Others ³	652	17	620	1 289
	Responded graduates ⁴	2 531	56	2 084	4 671

Notes:

1. “Full-time employment” and “further studies” do not include non-local graduates who returned to their country of origin for working or further studies respectively.
2. “Full-time employment” includes non-local graduates who were employed locally or elsewhere.
3. “Others” include (i) unemployed; (ii) underemployed; (iii) graduates who were not seeking employment for the time being; and (iv) non-local graduates who returned to their country of origin for further studies or employment.
4. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.

- End -

CONTROLLING OFFICER'S REPLY

EDB219

(Question Serial No. 0512)

Head: (190) University Grants Committee

Subhead (No. & title): (000) Operational expenses

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimate that the “honoraria for non-local members” under Subhead 000 Operational expenses for 2026-27 amount to \$54.86 million, an increase of nearly 78% from the revised estimate of \$30.9 million for 2025-26. In addition, the “meeting expenses of the University Grants Committee (UGC), Research Grants Council and Quality Assurance Council” have also increased by more than 61% from \$36.78 million to \$59.46 million. In this connection, will the Government advise this Committee of the following:

- (a) What are the specific reasons for the increase in “honoraria for non-local members” and “meeting expenses” respectively?
- (b) Please provide a breakdown of the estimate for “meeting expenses of UGC, Research Grants Council and Quality Assurance Council”.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 20)

Reply:

(a)

The marked increase in the estimates for “honoraria for non-local members” and “meeting expenses” in 2026-27 is mainly due to the Research Assessment Exercise (RAE) to be conducted by the University Grants Committee (UGC) every six years. The RAE assesses the research performance and research capabilities of universities through global peer review, so as to reflect the relative strengths of individual universities and make recommendations for further improvements. As over 200 experts and scholars around the world will come to Hong Kong to take part in the assessment exercise, a corresponding increase in honoraria and meeting expenses is expected.

(b)

A number of sub-committees and panels are established under the UGC, Research Grants Council and Quality Assurance Council to assist in their work. As some members are appointed concurrently to more than 1 committee or panel, a breakdown of the estimates for the meeting expenses concerned is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 0514)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that 400 fellowships will be awarded under the Hong Kong PhD Fellowship Scheme in the 2026/27 academic year. In this connection, will the Government advise this Committee of the following:

- (a) What is the estimated total expenditure on the administrative expenses related to the selection of these 400 fellowship awardees in 2026-27?
- (b) Specifically, what were the proportions of local, Mainland and overseas students in the 400 award places provided annually in each of the past 3 academic years?
- (c) Amid the prevailing global competition for research talents, has an assessment been made on whether the current fellowship amount remains internationally competitive?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 22)

Reply:

(a)

The estimated administrative expenditure of the Hong Kong PhD Fellowship Scheme (HKPFS) is subsumed under the recurrent expenses of the University Grants Committee, and hence a breakdown of the expenditure is not available.

(b)

The number of awardees of the HKPFS by place of origin and their percentage shares in the past three academic years (AYs) from 2023/24 to 2025/26 are set out in **Annex**.

(c)

The HKPFS selects applicants on a meritorious basis by taking into account their academic achievements and research capabilities, etc. In the 2025/26 AY, over 9 700 applications for

the HKPFS were received, indicating the exceptional international competitiveness of the scheme.

**The Number and Percentage Share of the HKPFS Awardees
in the 2023/24 to 2025/26 AYs by Place of Origin**

AY	Place of Origin			Total Number of Awardees
	Local (Percentage)	Mainland (Percentage)	Other Non-local (Percentage)	
2023/24	41 (13.7%)	185 (61.7%)	74 (24.7%)	300
2024/25	40 (11.4%)	231 (66.0%)	79 (22.6%)	350
2025/26	58 (14.5%)	279 (69.8%)	63 (15.8%)	400

Note: The sum may not add up to 100% due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB221

(Question Serial No. 2985)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 44 of the Budget Speech that, in the 2025/26 to 2027/28 triennium, the University Grants Committee (UGC)-funded universities will introduce a total of 27 undergraduate programmes related to STEAM, including AI, creative industries, data science. Would the Government inform this Committee of the following:

- (1) What is the detailed breakdown of the 27 STEAM-related undergraduate programmes?
- (2) Considering the high costs of computing resources for AI teaching and research, will the Government provide an additional one-off allocation to universities for upgrading supercomputing facilities and global recruitment of experts in related disciplines?

Asked by: Hon NG Wun-kit (LegCo internal reference no.: 12)

Reply:

- (1) During the 2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the “eight centres”. These programmes cover emerging fields that have been rapidly developing and highly popular among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification.
- (2) Under the existing mechanism, the UGC will provide recurrent funding for the eight UGC-funded universities in the form of a block grant on a triennial basis. The recurrent funding is allocated as a block grant for universities to deploy according to the principle of institutional autonomy. The universities may, under the principle of

institutional autonomy, flexibly deploy their recurrent grants allocated in the form of a block grant to determine the programmes to be offered, the allocation of student places among different disciplines and the deployment of resources.

In addition, the UGC launched the Fund for Innovative Technology-in-Education (FITE) with a funding allocation of \$100 million in 2023. The FITE aims to provide an impetus for universities to harness innovative and breakthrough technologies in transforming pedagogies and enriching student learning experiences, and to nurture a digitally competent and technologically responsible generation, for the future success of their students in the digital economy. The UGC-funded universities may utilise the FITE for different initiatives under the following 4 key themes:

1. Driving transformation in pedagogies, curriculum, assessment and student development;
2. Advancing digital competency for all;
3. Promoting technological social responsibilities and academic integrity; and
4. Fostering academia-industry collaboration for authentic learning experiences.

The universities may also make use of the funding for other initiatives aiming at advancing the use of technology in teaching and learning. The FITE allocation includes \$20 million specifically for inter-institutional collaborative activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB222

(Question Serial No. 2148)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government has launched the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) since the 2025/26 academic year for local students pursuing self-financed taught postgraduate programmes offered by the University Grants Committee-funded universities. The first cohort of the FTSS covers 161 programmes with 1 000 scholarship places, providing each selected student with a subsidy of no more than \$100,000 to offset the tuition fee. In this connection, please inform this Committee of:

1. the number of scholarship awardees under the FTSS by university and programme, as well as the total expenditure involved;
2. the specific criteria adopted by the Government in assessing whether to include individual programmes into the FTSS, and the updating frequency of the programmes; and
3. whether there is any long-term fiscal planning for the FTSS, and how the Government measures the effectiveness of the fiscal resources allocation in enhancing local supply of human resources.

Asked by: Hon NGAI Ming-tak, Michael (LegCo internal reference no.: 13)

Reply:

According to the information provided by the eight University Grants Committee-funded universities, 990 students have been awarded scholarships totalling around \$99 million since the launch of the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) in the 2025/26 academic year. The number of scholarship awardees by university is set out in Annex.

The FTSS focuses on high-quality programmes dovetailing with Hong Kong's positioning as the "eight centres", especially those on innovation and technology, art and culture, as well as

other key areas such as law and intellectual property trading, so as to nurture local high-calibre talents for the future development of Hong Kong, and on the other hand, encourage universities to offer more postgraduate programmes related to the said areas. In the 2025/26 academic year, eligible programmes under the FTSS should be related to one or more of the following “priority areas” conducive to the development of Hong Kong:

- (i) “STEM” (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution, and intellectual property trading;
- (v) East-meets-West cultural exchanges and humanities;
- (vi) Creative industries;
- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

The Government will consider the inclusion of taught postgraduate programmes in the FTSS proposed by the universities based on the following criteria:

- (i) relevance to the above eight “priority areas”;
- (ii) market needs and demands, as well as long-term sustainability;
- (iii) alignment with the strengths and vision of the universities; and
- (iv) uniqueness and interdisciplinary collaboration.

The universities are required to submit a report for the FTSS at the end of each academic year. The Government will continue to maintain close liaison with the universities and review the FTSS regularly in light of its implementation, including the priority areas, eligible programmes, number of scholarship places, etc.

**Number of Scholarship Awardees by University under
the Hong Kong Future Talents Scholarship Scheme for Advanced Studies
(2025/26 intake)**

University		Programme	Number of Awardees
City University of Hong Kong	1	MSc Venture Creation	87
	2	MFA Creative Media	
	3	Master of Laws in Arbitration and Dispute Resolution	
	4	MSc Energy and Environment	
	5	MSc Artificial Intelligence	
	6	MSc Artificial Intelligence in Business	
	7	MSc Computer Science	
	8	MSc Health Sciences and Management	
	9	Master of Public Health	
	10	MSc Electronic Information Engineering	
	11	MA Creative Media	
	12	Master of Laws	
	13	MSc Data Science	
	14	MSc Biomedical Engineering	
	15	Master of Social Work	
	16	MSc Construction Management	
	17	MSc Digital Transformation and Technological Innovation	
	18	MSocSc Counselling	
	19	MSc Materials Engineering and Nanotechnology	
	20	MA Public Policy and Management	
	21	MSc Professional Accounting and Corporate Governance	
	22	MA Communication and New Media	
	23	MSc Mechanical Engineering	
Hong Kong Baptist University	1	Master of Chinese Medicine	100
	2	MSocSc in Counselling	
	3	MSc in Analytical Chemistry	
	4	MSc in Finance (FinTech and Financial Analytics)	
	5	MSc in AI and Digital Media	
	6	MA in Producing for Film, Television and New Media	
	7	MSc in Environmental and Public Health Management	
	8	MSc in Personal Health Management (Chinese Medicine)	
	9	MSocSc in Sport & Leisure Management	
	10	MA in Music	
	11	MSc in Marketing for the Creative Economy	
	12	MSc in Data Analytics and Artificial Intelligence	
	13	MA in Translation and Bilingual Communication	
	14	MFA in Film, Television and Digital Media	
	15	Master of Public Administration	
	16	MSc in Green Technology (Energy)	
	17	MA in Visual Arts	

University		Programme	Number of Awardees
	18	MSocSc in Psychology	
	19	MSocSc in Smart, Resilient and Sustainable Cities	
	20	MSc in Corporate Governance and Compliance	
	21	MA in Creative Writing for Cultural Professionals	
Lingnan University	1	Master of Cultural Studies	20
	2	Master of Science in Business Innovation and Entrepreneurship	
	3	Master of Arts in Curating and Art History	
	4	Master of Science in Marketing and International Business	
	5	Master of Arts in Creative and Media Industries	
	6	Master of Science in Artificial Intelligence and Business Analytics	
	7	Master of Science in Work and Organisational Psychology	
	8	Master of Arts in Chinese	
	9	Master of China and Regional Development Studies	
	10	Master of Social Sciences in Comparative Social Policy (International)	
The Chinese University of Hong Kong	1	Master of Science in Artificial Intelligence	230
	2	Master of Science in Financial Technology	
	3	Master of Science in Geoinformation Science and Smart Cities	
	4	Master of Science in Musculoskeletal Medicine, Rehabilitation and Geriatric Orthopaedics	
	5	Master of Science in Finance	
	6	Master of Laws in International Economic Law	
	7	Master of Science in Mathematics Education	
	8	Master of Social Science in Advertising	
	9	Master of Science in Information and Technology Management	
	10	Master of Science in Stroke and Clinical Neurosciences	
	11	Master of Public Health	
	12	Master of Arts in Intercultural Studies	
	13	Master of Arts in Fine Arts	
	14	Master of Science in Risk Management Science and Data Analytics	
	15	Master of Science in Sports Science and Physical Activity	
	16	Master of Science in Genomics and Bioinformatics	
	17	Master of Laws in Energy and Environmental Law	
	18	Master of Arts in English (Applied English Linguistics)	
	19	Master of Laws in Chinese Business Law	
	20	Master of Science in Accreditation Chemistry	
	21	Master of Science in Biochemical and Biomedical Sciences	
	22	Master of Science in Information Engineering	
	23	Master of Science in New Media	
The Education University of Hong Kong	1	Master of Education	50
	2	Master of Science in Artificial Intelligence and Educational Technology	
	3	Master of Science in Educational Neuroscience	

University	Programme	Number of Awardees
	4 Master of Science in Educational Speech-Language Pathology and Learning Disabilities	
	5 Master of Science in Artificial Intelligence for Executive Professionals	
	6 Master of Arts in Chinese Values-Based Leadership Education	
	7 Master of Social Sciences in Therapeutic Play and Well-Being	
	8 Master of Arts in Educational Counselling	
	9 Master of Arts in STEM Education	
	10 Master of Arts in Cultural Heritage Education and Management	
	11 Master of Arts in Music Education	
	12 Master of Arts in Positive Psychology in Education	
	13 Master of Arts in Teaching English to Speakers of Other Languages	
	14 Master of Social Sciences in Sports Coaching and Management	
	15 Master of Arts in Visual Arts Education and Creative Practice	
	16 Master of Social Sciences in Psychology (Schools and Community Settings)	
	17 Master of Arts in Mathematics and Pedagogy	
The Hong Kong Polytechnic University	1 Master of Social Work	180
	2 Master of Science in Building Services Engineering	
	3 Master of Science in Information Technology	
	4 Master of Science in Electrical Engineering	
	5 Master of Speech Therapy	
	6 Master of Science in Nursing	
	7 Master of Science in Medical Imaging and Radiation Science	
	8 Master of Science in Mechanical Engineering	
	9 Master of Science in Artificial Intelligence and Big Data Computing	
	10 Master of Science in Health Informatics	
	11 Master of Science in ESG and Sustainability	
	12 Master of Science in Medical Physics	
	13 Master of Science in Business Analytics	
	14 Master of Science in Global Supply Chain Management	
	15 Master of Science in Innovative Multimedia Entertainment	
	16 Master of Science in Nutrition and Healthy Ageing / Master of Science in Nutrition and Healthy Ageing (Nutrition in Practice)	
	17 Master of Design	
	18 Master of Arts in Global Fashion Management	
	19 Master of Science in Geomatics	
	20 Master of Science in Global Food Safety Management and Risk Analysis	
	21 Master of Science in International Hospitality Management	
	22 Master of Science in Aviation Engineering and Operations Management	

University		Programme	Number of Awardees
The Hong Kong University of Science and Technology	1	Master of Science in Artificial Intelligence	107
	2	Master of Science in Biotechnology	
	3	Master of Science in Big Data Technology	
	4	Master of Science in Information Systems Management	
	5	Master of Science in Financial Mathematics	
	6	Master of Science in Information and Cyber Security Management	
	7	Master of Science in Civil Infrastructural Engineering and Management	
	8	Master of Science in Financial Technology	
	9	Master of Science in Family Office and Family Business	
	10	Master of Science in Business Analytics	
	11	Master of Science in Finance	
	12	Master of Science in Environmental Science and Management	
	13	Master of Science in Biomolecular Engineering and Health Informatics	
	14	Master of Science in Data-Driven Modeling	
	15	Master of Science in Intelligent Building Technology and Management	
	16	Master of Science in Integrated Circuits	
	17	Master of Science in Environmental Engineering and Management	
	18	Master of Science in Drug Regulatory Affairs and Policy	
	19	Master of Science in Global Finance	
	20	Master of Science in Engineering Enterprise Management	
	21	Master of Science in Accounting	
	22	Master of Arts in Arts and Machine Creativity	
The University of Hong Kong	1	Master of Nursing	216
	2	Master of Social Work	
	3	Master of Science in Engineering (Civil Engineering)	
	4	Master of Science in Computer Science	
	5	Master of Science in Engineering (Building Services Engineering)	
	6	Master of Social Sciences in the field of Counselling	
	7	Master of Public Health	
	8	Master of Medical Sciences	
	9	Master of Science in Nursing	
	10	Master of Data Science	
	11	Master of Finance	
	12	Master of Social Sciences in the field of Sustainability Leadership and Governance	
	13	Master of Science in Real Estate	
	14	Master of Arts in the field of Chinese Historical Studies	
	15	Master of Science in Business Analytics	
	16	Master of Laws in Compliance and Regulation	
	17	Master of Statistics	

University		Programme	Number of Awardees
	18	Master of Economics	
	19	Master of Science in Technology, Design and Leadership for Learning	
	20	Master of Global Management	
	21	Master of Expressive Arts Therapy	
	22	Master of Laws in Corporate and Financial Law	
	23	Master of Science in Marketing	

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 2149)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

An annual provision of the Teaching Development and Language Enhancement Grant (TDLEG) has been allocated by the University Grants Committee (UGC) to the UGC-funded universities for enhancing teaching quality and language proficiency of students. For the 2025-28 triennium, to strengthen support for excellence in teaching and learning, the TDLEG allocation for the UGC-funded universities has been increased by \$100 million, raising the total to \$919.8 million. With \$50 million dedicated to inter-institutional collaborative activities, the UGC strives to foster closer relationships among universities and cultivate a vibrant ecosystem within Hong Kong's higher education sector. In this connection, please inform this Committee of the following:

1. Of the additional \$100 million in allocation, \$50 million is dedicated to inter-institutional collaborative activities. Has the Government delineated any specific scope of funding for this allocation and how does it ensure the amount is used for fostering closer relationships among universities?
2. What are the Government's criteria for distributing the additional allocation among the UGC-funded universities?
3. How will the \$919.8 million allocation be assessed for its effectiveness in enhancing teaching quality and language proficiency of students? Are there any key performance indicators for assessing the effectiveness of resource utilisation?

Asked by: Hon NGAI Ming-tak, Michael (LegCo internal reference no.: 14)

Reply:

1. The University Grants Committee (UGC) attaches great importance to quality teaching and learning. With a view to enhancing teaching quality and language proficiency of students, the Teaching Development and Language Enhancement Grant (the TDLEG)

has been increased by \$100 million, raising the total to \$919.8 million in the 2025-28 triennium, which includes \$869.8 million for institutional initiatives and \$50 million for inter-institutional collaborative activities (IICAs).

To align with the development in teaching and learning and societal needs, the TDLEG for the 2025-28 triennium aims to respond to the changes and challenges in teaching and learning by focusing on the three key themes below:

- (a) Addressing evolving challenges in teaching and learning (including integration of generative artificial intelligence and innovative technologies, sharing of exemplary practices in teaching and learning, and students' well-being and personal growth);
- (b) Strengthening partnerships and collaborative learning; and
- (c) Enhancing global competencies through language studies.

For the allocation dedicated to IICAs, the UGC encourages collaboration among the UGC-funded universities and their collaboration with self-financing institutions for closer partnerships and more effective utilisation of resources. The IICAs should be projects for teaching development and language enhancement and are in line with the above themes. To ensure the allocation dedicated to IICAs can be used to strengthen partnerships among universities, universities may not use funds reserved for IICAs for individual institutional initiatives, but may redeploy funding from their institutional portion to support IICA projects as circumstances require.

2. The Government determines the amount of the TDLEG for each university based on an established formula, taking into account different institutional needs, to ensure an appropriate allocation of the TDLEG.
3. Since the introduction of the TDLEG, the universities have been required to submit to the UGC an overall plan, an interim report and a triennium-end report with respect to the use of the TDLEG. These plans and reports are reviewed by international experts engaged by the UGC. The UGC will share the experts' recommendations with universities to support continuous enhancement of the overall teaching quality and ensuring the effective use of resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 1417)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In order to review comprehensively the diversity of student sources from undergraduate to postgraduate levels and the effectiveness of public funding under the policy of “international education hub”, please tabulate the following information for the past four academic years (2022/23 to 2025/26) respectively by funded institution (the eight universities) and place of origin of student (such as Hong Kong, Chinese Mainland, other Asian regions and other regions):

1. taught postgraduate (TPg) programmes: the respective student intakes of (a) University Grants Committee (UGC)-funded and (b) self-financed programmes;
2. research postgraduate (RPg) programmes: the respective student intakes of (a) UGC-funded and (b) self-financed programmes;
3. undergraduate programmes: the respective student intakes of (a) UGC-funded and (b) self-financed programmes.

Asked by: Hon TANG Fei (LegCo internal reference no.: 19)

Reply:

The actual intakes of University Grants Committee (UGC)-funded programmes by level of study, university and place of origin from the 2022/23 to 2025/26 academic years are at Annex 1. The actual intakes of full-time locally-accredited self-financing undergraduate (Ug) programmes, taught postgraduate (TPg) programmes and research postgraduate (RPg) programmes offered by the UGC-funded universities by university and place of origin from the 2022/23 to 2025/26 academic years are at Annex 2.

**Actual Intakes of University Grants Committee (UGC)-funded Programmes
by Level of Study, University and Place of Origin
from the 2022/23 to 2025/26 Academic Years**

(Headcount)

Level of Study	University	Place of Origin ¹	2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
Ug programmes	City University of Hong Kong	Local	2 932	3 082	3 198	3 219
		Chinese Mainland	274	275	389	535
		Other parts of Asia	180	186	188	203
		Other regions	28	23	13	23
		Sub-total	3 414	3 566	3 788	3 980
	Hong Kong Baptist University	Local	1 948	1 988	1 924	1 968
		Chinese Mainland	211	207	339	534
		Other parts of Asia	46	47	54	69
		Other regions	17	12	14	20
		Sub-total	2 222	2 254	2 331	2 591
	Lingnan University	Local	729	779	727	843
		Chinese Mainland	125	136	204	266
		Other parts of Asia	8	17	16	15
		Other regions	3	2	2	2
		Sub-total	865	934	949	1 126
	The Chinese University of Hong Kong	Local	3 787	3 943	3 743	3 792
		Chinese Mainland	426	430	557	599
		Other parts of Asia	122	140	213	249
		Other regions	10	20	12	15
		Sub-total	4 345	4 533	4 525	4 655
	The Education University of Hong Kong	Local	1 635	1 569	1 588	1 581
		Chinese Mainland	89	111	242	271
		Other parts of Asia	6	9	15	24
		Other regions	- ³	2	1	1
		Sub-total	1 730	1 691	1 846	1 877
	The Hong Kong Polytechnic University	Local	4 275	4 266	4 224	4 166
		Chinese Mainland	698	685	1 307	678
		Other parts of Asia	93	105	175	344
		Other regions	16	30	33	83
		Sub-total	5 082	5 086	5 739	5 271
	The Hong Kong University of Science and Technology	Local	2 263	2 218	2 315	2 420
		Chinese Mainland	241	280	347	590
		Other parts of Asia	246	252	263	301
		Other regions	35	26	34	57
		Sub-total	2 785	2 776	2 959	3 368

Level of Study	University	Place of Origin ¹	2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
	The University of Hong Kong	Local	3 523	3 579	3 451	3 615
		Chinese Mainland	761	578	790	1 022
		Other parts of Asia	254	195	343	519
		Other regions	43	46	87	101
		Sub-total	4 581	4 398	4 671	5 257
	All universities	Local	21 092	21 424	21 170	21 604
		Chinese Mainland	2 825	2 702	4 175	4 495
		Other parts of Asia	955	951	1 267	1 724
		Other regions	152	161	196	302
		Sub-total	25 024	25 238	26 808	28 125
TPg programmes	City University of Hong Kong	Local	53	53	53	53
		Chinese Mainland	- ³	8	- ³	- ³
		Other regions	- ³	2	- ³	- ³
		Sub-total	53	63	53	53
	Hong Kong Baptist University	Local	101	105	99	- ³
		Sub-total	101	105	99	- ³
	The Chinese University of Hong Kong	Local	499	620	612	794
		Chinese Mainland	- ³	- ³	1	- ³
		Sub-total	499	620	613	794
	The Education University of Hong Kong	Local	340	401	383	674
		Chinese Mainland	22	22	54	105
		Other parts of Asia	- ³	2	3	1
		Other regions	- ³	1	- ³	1
		Sub-total	362	426	440	781
	The University of Hong Kong	Local	557	601	657	859
		Chinese Mainland	36	49	33	24
		Other parts of Asia	14	6	6	2
		Other regions	1	7	1	4
		Sub-total	608	663	697	889
	All universities	Local	1 550	1 780	1 804	2 380
		Chinese Mainland	58	79	88	129
		Other parts of Asia	14	8	9	3
		Other regions	1	10	1	5
		Sub-total	1 623	1 877	1 902	2 517
RPg programmes ²	City University of Hong Kong	Local	8	12	8	15
		Chinese Mainland	148	288	377	352
		Other parts of Asia	10	7	13	16
		Other regions	11	17	8	12
		Sub-total	176	325	406	396
	Hong Kong Baptist University	Local	29	10	15	8
		Chinese Mainland	82	55	126	101
		Other parts of Asia	5	5	8	4

Level of Study	University	Place of Origin ¹	2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
		Other regions	4	4	6	7
		Sub-total	120	74	155	120
	Lingnan University	Local	8	4	13	3
		Chinese Mainland	14	22	25	27
		Other parts of Asia	2	5	- ³	3
		Other regions	4	4	6	5
		Sub-total	28	35	44	38
	The Chinese University of Hong Kong	Local	125	125	107	114
		Chinese Mainland	482	620	658	732
		Other parts of Asia	30	19	24	24
		Other regions	20	11	11	23
		Sub-total	657	775	800	893
	The Education University of Hong Kong	Local	5	8	8	4
		Chinese Mainland	22	28	23	38
		Other parts of Asia	6	6	2	3
		Other regions	2	2	1	1
		Sub-total	35	44	34	46
	The Hong Kong Polytechnic University	Local	56	51	49	54
		Chinese Mainland	273	364	634	415
		Other parts of Asia	16	11	8	12
		Other regions	12	14	17	19
		Sub-total	357	440	708	500
	The Hong Kong University of Science and Technology	Local	72	75	118	147
		Chinese Mainland	335	375	475	476
		Other parts of Asia	45	34	49	42
		Other regions	13	15	14	25
		Sub-total	464	499	656	689
	The University of Hong Kong	Local	113	119	107	110
		Chinese Mainland	577	718	808	869
		Other parts of Asia	32	26	27	22
		Other regions	18	16	20	14
		Sub-total	740	879	962	1 015
	All universities	Local	415	405	426	455
		Chinese Mainland	1 933	2 469	3 124	3 009
		Other parts of Asia	146	113	131	126
		Other regions	84	83	83	107
		Sub-total	2 577	3 070	3 764	3 697

Notes:

1. The place of origin refers to the nationality or place of residence of non-local students.
2. The figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.
3. “-” denotes nil.

Actual Intakes of Full-time Locally-accredited Self-financing Ug Programmes, TPg Programmes and RPg Programmes Offered by the UGC-funded Universities by University and Place of Origin from the 2022/23 to 2025/26 Academic Years

Level of Study	University	Place of Origin ¹	Actual Intakes			
			2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
Ug programmes ²	Lingnan University	Local	51	63	51	30
		Chinese Mainland	191	162	190	203
		Other non-local	1	- ⁵	2	2
		Sub-total	243	225	243	235
	The Education University of Hong Kong	Local	58	40	59	61
		Chinese Mainland	3	- ⁵	- ⁵	- ⁵
		Sub-total	61	40	59	61
	The Hong Kong University of Science and Technology	Local	3	8	10	5
		Chinese Mainland	2	3	2	3
		Other non-local	39	41	38	25
		Sub-total	44	52	50	33
	All universities	Local	112	111	120	96
		Chinese Mainland	196	165	192	206
		Other non-local	40	41	40	27
		Sub-total	348	317	352	329
TPg programmes ³	City University of Hong Kong	Local	707	742	698	@ ⁶
		Chinese Mainland	4 053	4 154	7 309	@ ⁶
		Other non-local	28	27	42	@ ⁶
		Sub-total	4 788	4 923	8 049	@ ⁶
	Hong Kong Baptist University	Local	664	587	522	@ ⁶
		Chinese Mainland	2 250	2 262	2 454	@ ⁶
		Other non-local	62	60	59	@ ⁶
		Sub-total	2 976	2 909	3 035	@ ⁶
	Lingnan University	Local	91	77	92	@ ⁶
		Chinese Mainland	1 722	1 839	2 576	@ ⁶
		Other non-local	23	27	38	@ ⁶
		Sub-total	1 836	1 943	2 706	@ ⁶
	The Chinese University of Hong Kong	Local	2 713	2 718	2 702	@ ⁶
		Chinese Mainland	3 513	4 208	4 879	@ ⁶
		Other non-local	65	67	99	@ ⁶
		Sub-total	6 291	6 993	7 680	@ ⁶
	The Education University of Hong Kong	Local	321	367	446	@ ⁶
		Chinese Mainland	1 315	1 671	2 619	@ ⁶
		Other non-local	8	9	11	@ ⁶
		Sub-total	1 644	2 047	3 076	@ ⁶

Level of Study	University	Place of Origin ¹	Actual Intakes			
			2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
	The Hong Kong Polytechnic University	Local	1 625	1 598	1 529	@ ⁶
		Chinese Mainland	3 056	3 650	4 789	@ ⁶
		Other non-local	45	42	67	@ ⁶
		Sub-total	4 726	5 290	6 385	@ ⁶
	The Hong Kong University of Science and Technology	Local	511	472	521	@ ⁶
		Chinese Mainland	2 412	2 366	2 834	@ ⁶
		Other non-local	82	69	109	@ ⁶
		Sub-total	3 005	2 907	3 464	@ ⁶
	The University of Hong Kong	Local	2 888	2 832	2 790	@ ⁶
		Chinese Mainland	5 530	6 885	8 801	@ ⁶
		Other non-local	170	257	215	@ ⁶
		Sub-total	8 588	9 974	11 806	@ ⁶
	All universities	Local	9 520	9 393	9 300	@ ⁶
		Chinese Mainland	23 851	27 035	36 261	@ ⁶
		Other non-local	483	558	640	@ ⁶
		Sub-total	33 854	36 986	46 201	@ ⁶
RPg programmes ⁴	City University of Hong Kong	Local	25	19	20	38
		Chinese Mainland	423	417	387	319
		Other non-local	20	9	9	11
		Sub-total	469	444	416	368
	Hong Kong Baptist University	Local	9	12	10	11
		Chinese Mainland	40	124	110	86
		Other non-local	- ⁵	3	5	4
		Sub-total	49	139	125	101
	Lingnan University	Local	7	3	5	2
		Chinese Mainland	10	17	13	28
		Other non-local	- ⁵	- ⁵	2	- ⁵
		Sub-total	17	20	20	30
	The Chinese University of Hong Kong	Local	40	40	56	60
		Chinese Mainland	139	98	150	187
		Other non-local	- ⁵	6	6	3
		Sub-total	179	144	212	250
	The Education University of Hong Kong	Local	- ⁵	2	1	- ⁵
		Chinese Mainland	- ⁵	2	4	1
		Sub-total	- ⁵	4	5	1
	The Hong Kong Polytechnic University	Local	44	30	37	37
		Chinese Mainland	403	481	545	726
		Other non-local	31	20	19	14
		Sub-total	478	531	601	777

Level of Study	University	Place of Origin ¹	Actual Intakes			
			2022/23	2023/24	2024/25	2025/26 (Provisional Figures)
	The Hong Kong University of Science and Technology	Local	37	35	34	34
		Chinese Mainland	207	229	240	286
		Other non-local	26	11	13	14
		Sub-total	270	275	287	335
	The University of Hong Kong	Local	56	65	48	63
		Chinese Mainland	127	139	158	204
		Other non-local	7	6	8	3
		Sub-total	191	210	214	270
	All universities	Local	219	205	210	245
		Chinese Mainland	1 349	1 507	1 606	1 837
		Other non-local	85	55	62	49
		Sub-total	1 653	1 767	1 879	2 131

Notes:

1. The place of origin refers to the nationality or place of residence of the non-local students.
2. Include students of first-year-first-degree and top-up degree programmes.
3. Self-financing TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of one year, Postgraduate Diploma, Master's and Doctoral degree programmes.
4. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The actual intakes tabulated cover students pursuing self-financing programmes, as well as students pursuing programmes financed by UGC-funded universities using both UGC and external funds (the number of intakes is counted by external funds on a pro-rata basis). Figures may not add up to the corresponding totals due to rounding.
5. “-” denotes nil.
6. “@” denotes that the institution has yet to provide the relevant information for that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB225

(Question Serial No. 3176)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the planning of student places and the funding for Postgraduate Diploma in Education (PGDE) programmes, please inform this Committee of the following:

1. the numbers of approved student places and actual intakes as well as the average unit costs of University Grants Committee-funded and self-financed PGDE programmes in the past three academic years (2023/24, 2024/25 and 2025/26 academic years), with a breakdown by full-time programme and part-time programme;
2. the distributions of student intakes of PGDE programmes in the past three academic years (2023/24, 2024/25 and 2025/26 academic years), with a breakdown by major subject (such as Chinese Language, English Language, Mathematics, Science, Humanities and Special Education); and
3. whether an assessment has been carried out to identify the subjects that are facing shortage or surplus in teacher training places. If so, what are the details? If not, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 40)

Reply:

1.
The numbers of intake places and the actual numbers of total admissions of University Grants Committee (UGC)-funded and locally-accredited self-financing Postgraduate Diploma in Education (PGDE) programmes for the academic years from 2023/24 to 2025/26 are tabulated below:

(Headcount)

UGC-funded PGDE programmes				
		Academic year		
		2023/24	2024/25	2025/26
Full-time	Intake places	445	445	424
	Actual total admissions	449	480	497*
Part-time	Intake places	933	905	1 481
	Actual total admissions	950	936	1 524*
Locally-accredited self-financing PGDE programmes				
Full-time	Intake places	Not applicable	Not applicable	Not applicable
	Actual total admissions	49	38	Information for this academic year has not been provided by the institutions yet
Part-time	Intake places	Not applicable	Not applicable	Not applicable
	Actual total admissions	14	17	Information for this academic year has not been provided by the institutions yet

* Provisional figures.

UGC-funded PGDE programmes are taught postgraduate programmes, the average unit costs of which for the academic years from 2023/24 to 2025/26 are tabulated below. The Education Bureau (EDB) does not maintain statistics on the average unit cost of locally-accredited self-financing PGDE programmes.

Academic year		
2023/24 (Actual)	2024/25 (Actual)	2025/26 (Estimate)
\$242,547	\$238,981	\$233,630

Note: The above unit cost figures are calculated by dividing the recurrent grants (i.e. excluding non-recurrent grants and fellowships) provided for the universities in the academic year by the total number of student places on a full-time equivalent basis. Since universities (i) can over-enrol students according to the existing mechanisms; (ii) have other sources of incomes (e.g. tuition fees); and (iii) can flexibly deploy the block grants to conduct UGC-funded activities other than teaching (e.g. research), such unit cost figures do not reflect the actual teaching cost per capita for the universities in each academic year.

2.

The actual numbers of total admissions of UGC-funded PGDE programmes for the academic years from 2023/24 to 2025/26, by Key Learning Area, are tabulated below:

(Headcount)

Mode of study	Key Learning Area	Academic year		
		2023/24	2024/25	2025/26 (Provisional figures)
Full-time	Primary and secondary education; Arts Education; Chinese Language; English Language; Citizenship and Social Development; Mathematics;	417	449	461

Mode of study	Key Learning Area	Academic year		
		2023/24	2024/25	2025/26 (Provisional figures)
	Personal, Social and Humanities Education; Physical Education; Science Education; Technology Education; and General Studies			
	Early Childhood Education	32	31	36
	Sub-total	449	480	497
Part-time	Primary and secondary education: Arts Education; Chinese Language; English Language; General Studies; Mathematics; Personal, Social and Humanities Education; Physical Education; Science Education; Special Needs; Citizenship and Social Development; and Technology Education	863	854	1 439
	Early Childhood Education	67	61	65
	Vocational and Professional Education and Training	20	21	20
	Sub-total	950	936	1 524

The EDB does not maintain statistics on the student intakes of locally-accredited self-financing PGDE programmes by major subject.

3.

The EDB is committed to maintaining a teaching force of high quality and has exercised prudence in the planning for teacher education (TE) places. The overall planning of the government-funded TE programmes is made under a triennial planning cycle. In planning the TE places for the 2025-28 triennium, we have taken into account a basket of factors, including the overall demand and supply of teachers, the sustainable development of TE universities, the quality of TE programmes, the need to build an outstanding teaching force and the ways to enhance the capacity of TE universities to respond to future social changes, curriculum updates and emerging education issues. The UGC will, under the prevailing mechanisms, review the Planning Exercise Proposals submitted by the universities and seek the EDB's comments to determine the allocation of TE places to each university.

Given the substantial increase in the number of untrained newly-joined teachers in recent years, and having regard to the demand and supply for TE programmes of various subjects as well as the latest developments and trends of the education policies, the EDB has decided to increase the number of student places of part-time PGDE programmes in the 2025-28 triennium. This will allow untrained teachers aspiring to a long-term career in the teaching profession to better equip themselves and obtain the TE qualifications required as soon as possible, thereby raising the overall quality of education.

- End -

CONTROLLING OFFICER'S REPLY

EDB226

(Question Serial No. 3117)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 44 of the Budget Speech that in the 2025/26 to 2027/28 triennium, the University Grants Committee (UGC)-funded universities will introduce a total of 27 undergraduate programmes related to STEAM, including artificial intelligence (AI), creative industries, data science. In this connection, please provide the following information:

1. Please provide in tabular form the following information regarding the STEAM-related undergraduate programmes offered by the UGC-funded universities in the 2023/24 and 2024/25 academic years: (i) the institutions offering these programmes; (ii) the titles of the programmes; (iii) the number of subsidised places; (iv) the actual intakes; (v) the average annual tuition fees before deduction of subsidy; and (vi) the annual subsidy amounts.
2. Has the Government formulated a three-year estimate of the expenditures related to the introduction of the 27 undergraduate programmes mentioned above? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Ming-sum, Michelle (LegCo internal reference no.: 6)

Reply:

1. to 2.

The Government has set the target in the 2022 Policy Address to continue to enhance post-secondary education by encouraging the University Grants Committee (UGC)-funded universities to offer programmes with greater relevance to the future economic development, such that students from the UGC-funded universities studying in disciplines related to STEAM (Science, Technology, Engineering, the Arts, and Mathematics) will reach around 35% and those studying in disciplines related to Hong Kong's development into the "eight centres" in the 14th Five-Year Plan will reach around 60% by the 2026/27 academic year.

During the 2025-28 triennium, the eight UGC-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the “eight centres”. These programmes cover emerging fields that have been rapidly developing and highly popular among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development, and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification. The levels of tuition fees of relevant programmes are no different from those of other UGC-funded programmes, namely \$42,100 per year for the 2024/25 academic year or before.

Whether in the 2022/23 to 2024/25 triennium or the 2025/26 to 2027/28 triennium, under the triennial planning mechanism, the UGC will provide recurrent funding for the eight UGC-funded universities in the form of a block grant. The universities may, under the principle of institutional autonomy, flexibly deploy their recurrent block grants to determine the programmes to be offered, the allocation of student places among different disciplines and the deployment of resources. Hence, the introduction of new programmes by the UGC-funded universities does not involve additional expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB227

(Question Serial No. 3210)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The “Global STEM Professorship Scheme” (Scheme) aims to attract world-renowned Science, Technology, Engineering and Mathematics (STEM) scholars to take up appointments in Hong Kong, thereby contributing to the city’s development of scientific research. Please advise on the following:

- (a) What are the respective numbers of world-renowned innovation and technology scholars appointed to the 8 funded universities under the Scheme, and the total amount of subsidies provided for the scholars’ remuneration, research teams and costs of setting up laboratories as at February this year?
- (b) What is the proportion of remuneration borne by the universities and the Government respectively under the Scheme, as well as the average remuneration received by each scholar?
- (c) Will the Government further enhance the Scheme (e.g. by adjusting the eligibility criteria for subsidies or incentive measures) to strengthen its attractiveness to world-class scientific research talent? If so, what are the details?

Asked by: Hon WONG Kam-leung, Ken (LegCo internal reference no.: 22)

Reply:

As at the end of February 2026, the Global STEM Professorship Scheme (Scheme) has supported 68 selected scholars to join University Grants Committee-funded universities in Hong Kong, involving approximately \$329 million of remuneration subsidy. In addition, selected scholars under the Scheme can receive subsidy from the Research Talent Hub (RTH) for recruiting up to 4 research team members to assist in their research and development work over a period of up to 3 years. As of end February 2026, the total amount of subsidy provided under the RTH is around \$350 million.

The Hong Kong Jockey Club Charities Trust also provided subsidy to relevant selected scholars in need for setting up laboratories. The total amount of such subsidy provided is around \$500 million.

The Scheme provides universities employing selected scholars with remuneration subsidy, which is capped at 50% of the actual remuneration offered by the university and subject to an annual ceiling of \$1 million for each selected scholar, for a period of up to 5 years. The remuneration subsidy over the subsidised period for each arrived selected scholar on average is about \$4.83 million.

The Government will maintain close liaison with the universities and review the implementation of the Scheme as and when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB228

(Question Serial No. 1980)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the University Grants Committee (UGC), one of the Matters Requiring Special Attention in 2026-27 is to “continue to work with universities in the 2025-28 triennium to implement the strategic directions of the Government”. A target was also set in the 2022 Policy Address for 60% of students in the UGC-funded universities to study in disciplines relevant to the “eight centres” by the 2026/27 academic year. In this connection, please provide the following information:

1. What is the current percentage of students in the UGC-funded universities studying in disciplines relevant to the “eight centres”?
2. The Education Bureau mentioned earlier that the UGC-funded universities would offer more new programmes relevant to the “eight centres” in 2025-28. Does this involve any additional expenditure by the UGC or grants to the universities? If yes, what are the details?
3. In the past three years, have any disciplines been cancelled due to the offering of more new programmes relevant to the “eight centres”? If yes, what are these disciplines?
4. Please provide a list of disciplines relevant to the “eight centres” offered by the UGC-funded universities. Please set out the names of the funded universities, names of the disciplines and their respective numbers of places.

Asked by: Hon WONG Kwok, Kingsley (LegCo internal reference no.: 21)

Reply:

According to the provisional figures for the 2025/26 academic year, the overall proportion of students pursuing studies in disciplines related to the positioning of the “eight centres” has already met the 60% target set out in the 2022 Policy Address. During the

2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively offer more than 300 undergraduate programmes related to the “eight centres” in each academic year, of which 27 are related to STEAM and the “eight centres”. These programmes cover rapidly developing and highly popular emerging fields among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification. The introduction of these new programmes does not involve additional government expenditure.

Under the current triennial planning mechanism, the UGC will only determine the approved student number targets by university and study level. Except for the three disciplines of education, healthcare and social work, the Government does not specify the number of student places for individual disciplines or programmes. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants allocated in the form of a block grant to determine the programmes to be offered or discontinued and the allocation of student places among different disciplines. In the 2025/26 academic year, the intakes (provisional figures) of new first-year-first-degree programmes and senior-year programmes related to STEAM and the “eight centres” are about 670 and 120 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB229

(Question Serial No. 3041)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that a total of 27 undergraduate programmes related to STEAM will be introduced in the 2025/26 to 2027/28 triennium, and the Study Subsidy Scheme for Designated Professions/Sectors will be enhanced by prioritising support for artificial intelligence (AI)-related programmes. Furthermore, the Government has earmarked \$2 billion to take forward digital education in primary and secondary schools. In this connection, will the Government advise this Committee of the distribution of the 27 new undergraduate programmes by discipline (e.g. AI, data science and creative industries), the list of universities offering these programmes, and the estimated number of intake places of these programmes?

Asked by: Hon YIU Ming (LegCo internal reference no.: 13)

Reply:

During the 2025-28 triennium, the eight University Grants Committee (UGC)-funded universities collectively introduce 27 new undergraduate programmes related to STEAM and the “eight centres”. These programmes cover rapidly developing and highly popular emerging fields among young people in recent years, such as artificial intelligence, cybersecurity, creative industries, sustainable development and data science. They will not only consolidate Hong Kong’s development in innovation and technology and the “eight centres”, but also create opportunities for young people to give full play to their strengths, thereby promoting greater social and economic diversification.

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different disciplines. In the 2025/26 academic year, the intakes (provisional figures) of new first-year-first-degree programmes and senior-year programmes related to STEAM and the “eight centres” are about 670 and 120 respectively.

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