

For discussion
on 4 November 2022

Legislative Council Panel on Education

2022 Policy Address Education Bureau's Policy Initiatives

The Chief Executive delivered the 2022 Policy Address on 19 October 2022. This paper sets out the major education-related initiatives therein.

Better Education for Children

2. The prospects of individuals, the well-being of families, the qualities of people and the progress of civilisation all hinge on education. By providing quality kindergarten, primary, secondary and special education, and diversified post-secondary education, the Education Bureau (EDB) caters for the learning needs of students at different stages and helps them become lifelong learners who are virtuous and able, with knowledge and insights, a sense of responsibility, a global perspective, positive values and attitudes, love for the country and the city, as well as being ready for future challenges and opportunities.

3. The HKSAR Government has all along been investing heavily in education, making continuous improvement in the school curriculum and enhancing the quality and effectiveness of education. The estimated total government expenditure on education in 2022-23 is \$111.9 billion, and \$101.9 billion of which is recurrent expenditure, accounting for about 18% of the estimated total government recurrent expenditure. The recurrent expenditure on education has increased by 61% over the past decade, with an average growth rate of about 5.4% per annum, which demonstrates precisely the Government's long-term commitment to investing in education.

4. Hong Kong has sound education infrastructure, world-renowned universities and outstanding research talents. The quality of our teaching and learning has ranked among the top in various international comparative studies. Building on this solid foundation, Hong Kong would be able to better integrate into the overall development of the country and leverage our strengths to contribute to the country's needs. The 20th National Congress has highlighted the strategy of "invigorating the country through science and education and developing a strong workforce for the modernisation drive". Our country will continue to give high priority to the development of education, build China's

self-reliance and strength in science and technology, and rely on talent to pioneer and propel development. It will fully implement the strategy of invigorating the country through science and education, and steadily foster new growth drivers and new strengths. Now that Hong Kong has entered into the stage of advancing from stability to prosperity, the HKSAR Government should, given the opportunities brought about by the latest development of the country, make development plans for education from an overall and long-term perspective, and build on our unique status and advantages under “one country, two systems” to nurture quality talents.

5. Looking ahead, we will build on our achievements with consolidation and reinforcement, along with the broad direction of invigorating the country through science and education. We will strengthen our education system on three fronts: unleashing the potential of students, improving the effectiveness of teaching and learning, and creating strong impetus for growth. We will implement the policy of “enhancing the education system to better prepare for the future” as put forward by the Chief Executive in his election manifesto. We will also maintain close communication with different stakeholders and work in partnership with them to promote with concerted efforts the continuous improvement of education in Hong Kong, and strive ahead with perseverance by capitalising on Hong Kong’s unique position, consolidating our existing advantages and developing new strengths.

Major Initiatives

I. STEAM (Science, Technology, Engineering, the Arts and Mathematics) Education

6. Building on the foundation of the implementation of STEM education, the EDB will step up the promotion of STEAM education “for all”, “for fun” and “for diversity” in primary and secondary schools to build in students a solid foundation in science, technology and mathematics and unleash their potential in innovation as well as equip them with the 21st Century competencies, so as to nurture talents in alignment with the policy direction of further promotion of innovation and technology (I&T). We will promote I&T learning for all students through various support measures.

7. We will incorporate more learning elements of I&T into the curriculum for nurturing students’ interest and capabilities in science and technology from an early age. We aim to have at least three-quarters of publicly-funded schools implementing the enriched coding education at the upper primary level, and incorporating learning elements of I&T (e.g. artificial intelligence) in the junior secondary curriculum by the 2024/25 school year.

8. In tandem, we will enhance teacher professional training to strengthen the professional capacity of school leadership and co-ordination of STEAM education, and build up a team of teachers keeping abreast of the latest development of I&T. Starting from this school year, all publicly-funded schools should designate a co-ordinator to holistically plan STEAM education within and beyond the classroom. Schools should arrange teachers to participate in professional development training on I&T in an orderly manner. Our target is to have at least three-quarters of publicly-funded schools participating in such training by the 2023/24 school year.

9. The EDB encourages schools to provide a wide variety of STEAM learning activities for students so as to cultivate an atmosphere conducive to the learning of STEAM, and to identify and nurture talented students. Schools can deploy the recurrent Life-wide Learning Grant to organise more out-of-classroom experiential learning activities. Starting from the next school year, all publicly-funded schools should annually organise or arrange students to participate in quality STEAM activities of reasonable scale. Upon the easing of the epidemic, the EDB will resume the Mainland exchange tours to let students have exchanges with science researchers, with a view to enhancing their understanding of the outstanding achievements of our country, widening students' horizons as well as cultivating their sense of national identity.

10. While stepping up the promotion of STEAM education, we would cultivate students' positive values and attitudes, in particular on enhancing their media and information literacy in the digital era, so that they can become ethical users of information technology. Further to the release of "Information Literacy for Hong Kong Students" Learning Framework (Updated Version) (Draft), we are developing relevant learning resource materials.

11. We would enhance the collaboration with The Hong Kong Gifted Academy to offer enriched training programmes for gifted students of primary and secondary levels. We would also provide various advanced training courses on I&T (e.g. Big Data, quantum computing) with the support of Gifted Education Fund: Off-school Advanced Learning Programmes, so as to nurture those talents in STEAM areas.

12. The EDB will continue to collaborate with I&T institutes, tertiary institutions, professional bodies, etc., to provide students with the opportunities of integrating and applying STEAM knowledge and skills for unleashing their potential in innovation. Schools have to actively offer a wide variety of learning activities to broaden students' STEAM learning experiences beyond the classroom.

II. Vocational and Professional Education and Training (VPET)

13. We will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach to further promote VPET as a pathway parallel to conventional academic education, encouraging the alignment of classroom education with industry needs and collaboration between businesses and education institutions, and providing diversified learning and employment opportunities, with a view to nurturing more high-quality talents with applied skills and creating a strong impetus for the development of Hong Kong.

14. We will expand the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) in phases starting from the 2023/24 academic year. Specifically, we will include top-up degree programmes for the first time starting from the 2023/24 academic year, involving about 1 000 undergraduate programme places. To tie in with the review of and amendments to the Post Secondary Colleges Ordinance (Cap. 320), we also plan to increase in phases about 1 000 self-financing higher diploma programme places and about 1 000 self-financing undergraduate programmes places, with a view to catering for the demand from students of self-financing post-secondary institutions under the proposed unified regulatory framework. Overall speaking, depending on the progress of the relevant work and the supply of programmes from relevant institutions, the total number of subsidised places under the SSSDP will increase by 60% from the existing total of about 5 000 per cohort to about 8 000 per cohort in total, in order to meet the keen manpower demand of designated industries (such as nursing and information technology).

15. At the same time, priority will be accorded to programmes of applied nature that involve industry-institution collaboration when selecting programmes to be covered under the SSSDP. The implementation details of the SSSDP and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) will also be rationalised to benefit students from different backgrounds. For instance, while most places under the SSSDP will continue to be allocated through the Joint University Programmes Admissions System (JUPAS), the number of non-JUPAS local students that may be admitted by institutions will be increased, which may also take place in parallel with JUPAS admission. There will also be greater flexibility for the eligibility of the NMTSS to allow more students meeting the admission criteria of the relevant programmes to receive subsidies, such as students admitted to first-year-first-degree programmes with VPET qualifications, or students admitted to top-up degree programmes with sub-degree qualifications that are not in exactly the same disciplines.

16. Moreover, to strengthen the positioning of VPET at the degree level, we have launched the Pilot Project on the Development of Applied Degree Programmes. The four degree programmes participating in the Project have been launched smoothly in the 2022/23 academic year¹. Overall speaking, applied degree programmes have an applied focus blending theory and practice, helping graduates acquire qualifications recognised by the relevant trades and preparing them for employment in relevant disciplines through providing substantial internships and work-based learning experiences and the strong industry involvement. The related programmes also adopt more flexible admission requirements, taking into account relevant factors apart from academic results. We will continue to review the implementation of the Project and actively explore the introduction of more applied degree programmes.

17. Furthermore, we will launch the Diploma of Applied Education (DAE) programme on a regular basis from the 2023/24 academic year, which will replace the existing Diploma Yi Jin programme to provide an alternative pathway for secondary 6 school leavers and adult learners to obtain a formal qualification for the purposes of employment and further study. The DAE programme will incorporate substantial VPET elements and facilitate the articulation to other VPET programmes to enhance the employability of students.

18. To further develop flexible vocational progression pathways for practitioners, we will also work with the industries in expediting the development of the Vocational Qualifications Pathway under the Qualifications Framework to increase the number of industries covered from six (such as the elderly care service industry and the property management industry) to at least 18 in the next five years. We will also further refine the Recognition of Prior Learning mechanism, with a view to facilitating practitioners' progression in learning and careers and to addressing the needs of the industries.

19. To enhance the public's positive understanding of VPET and promote its professional image, we will organise an array of promotion activities, including supporting the Vocational Training Council to organise the Future Skills Community Event this December, to make VPET an attractive and valued progression pathway.

¹ The four applied degree programmes selected to participate in the Project include the Bachelor of Nursing (Honours) programme by Caritas Institute of Higher Education; the Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme by the Hong Kong Metropolitan University; the Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme by the Technological and Higher Education Institute of Hong Kong of the Vocational Training Council; and the Bachelor of Science (Honours) in Applied Gerontology programme by Tung Wah College.

20. Moreover, we launched the Review of Sub-degree Education in December 2020 to more sharply differentiate the VPET and academic pathways, and to enhance the positioning of VPET at the sub-degree level. Taking into account the feedback received during the Review, we have updated the Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure (Common Descriptors) together with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and consulted stakeholders on the proposed updates. The two-month consultation period ended in September 2022. We are reviewing and considering the views received, and we expect to promulgate the updated Common Descriptors within 2022.

III. Post-secondary Education and Research

21. Post-secondary education is the cradle of talents and helps provide a strong impetus for the development of Hong Kong. The Government will strengthen the talent pool in key areas such as innovation and technology. In the coming five years, our target is that 60% of the University Grants Committee (UGC)-funded universities' students will be studying subjects relevant to Hong Kong's development into the "eight centres" in the 14th Five-Year Plan, and 35% will be studying STEAM subjects.

22. As announced in the 2021 Policy Address, the Government invited the UGC to conduct a review to assess the supply of and demand for publicly-funded research postgraduate (RPg) places and consider the feasibility of increasing the number of such places. The review has completed. The Government will progressively increase the number of publicly-funded RPg places from the existing 5 595 to 7 200 in the 2024/25 academic year. Together with the gradual uplift of the over-enrolment ceiling of RPg places from 70% to 100% from last year onwards, the capacity of the UGC-funded universities in enrolling RPg students will increase by more than 50%, paving a solid foundation for the universities to conduct various scientific research activities and nurture relevant talents.

23. In addition to local pathways for further studies, we also provide financial support to local students who attend universities on the Mainland through the Mainland University Study Subsidy Scheme (MUSSS). The subsidy level of MUSSS will be increased by about 5% to 16% from the current academic year onwards.

24. Apart from nurturing local talents, Hong Kong will also attract talents from abroad to the city for their own development in order to strengthen our position as a regional education hub. The Government will collaborate with

institutions to further promote the Belt and Road Scholarship to countries outside the Association of Southeast Asian Nations, so as to attract more outstanding students along the Belt and Road to come to Hong Kong for their studies and development.

25. In addition, as one of the measures to attract talents, we will also relax the limit of stay under the Immigration Arrangements for Non-local Graduates (IANG)² from 12 months to 24 months to allow more time for the non-local graduates to seek employment opportunities in Hong Kong. Furthermore, with the development of the Guangdong-Hong Kong-Macao Greater Bay Area (GBA), it has become a trend for Hong Kong universities to set up campuses in Mainland cities of the GBA through joint ventures, and their graduates will become an important source of talents in the GBA. The Government will extend IANG on a pilot basis to cover graduates with a bachelor's degree or higher qualification from Hong Kong universities' campuses in Mainland cities of the GBA, so as to attract outstanding talents from these institutions to come to Hong Kong for employment and further boost Hong Kong's human resources and competitiveness, thereby helping promoting talent flows in the GBA. The above extension will be implemented on a pilot basis for two years.

26. The Working Family and Student Financial Assistance Agency (WFSFAA) administers five student financial assistance schemes providing loans to tertiary students³. To ease the financial burden of student loan repayments amidst the epidemic of COVID-19, the Government has implemented interest-free deferral of loan repayment for four years since 1 April 2020. All student loan repayments who have commenced their loan repayments (except defaulters against whom legal recovery action has been taken) and new loan repayments who would graduate and commence their student loan repayments during the four-year suspension period do not need to repay the interest and principal before 31 March 2024. Their loan repayment period will also be extended correspondingly. About 200 000 repayments could benefit from the deferral arrangement. To further ease the financial burden of student loan repayments, the Government will further extend the current interest-free deferral of loan repayment arrangement for another year until 31 March 2025. The

² The Government introduced IANG in 2008 to allow non-local students (including Mainland, Macao and Taiwan students) to work in Hong Kong after graduating from tertiary institutions in Hong Kong, with a view to attracting non-local graduates to stay and flourish in Hong Kong, thereby enhancing the quality of our manpower resources and alleviating manpower demand. Non-local students who have obtained a bachelor's degree or higher qualification through full-time locally-accredited programmes in Hong Kong may apply to stay or return to work in Hong Kong under this arrangement.

³ Including two means-tested financial assistance schemes (i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students) providing loans to students for meeting their living expenses, and three non-means-tested loan schemes (i.e. the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme) providing loans to students for paying tuition fees.

implementation parameters and eligibility criteria will follow those of the current arrangement.

IV. Professional Development of Teachers

27. Teachers are the foundation and key of education. Teachers are responsible for fostering positive values and a sense of national identity in students, and should therefore possess professional capabilities and uphold professional conduct. The EDB will continue to step up the management of teachers' professional conduct on various fronts such as appointment, management and training, and to enhance the effectiveness of learning and teaching. To promote teachers' correct understanding of the Basic Law, starting from the 2022/23 school year, newly-appointed teachers in public sector schools are required to pass the Basic Law Test in order to be considered for appointment. Starting from the 2023/24 school year, the test requirement will be extended to cover all Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme. The test will cover the Basic Law and the National Security Law. Apart from regular teachers, newly-appointed teachers remunerated with cash grants are also required to pass the test.

28. The EDB will promulgate the guidelines on professional conduct within this year to clearly set out the professional conduct and behaviour required of teachers to be role models for students, and to uphold the professionalism of the teaching force. The EDB will make reference to the guidelines in handling misconduct cases of teachers in a serious manner.

29. On teacher training, we will continue to enhance teachers' understanding of the Constitution, the Basic Law and national security education as well as teachers' professional conduct through systematic training programmes. Newly-joined teachers in publicly-funded schools and teachers aspiring for promotion in public sector schools will be required to participate in the Mainland study tours. Moreover, serving teachers will be offered more Mainland study opportunities to understand the development of our country. Meanwhile, we are strengthening collaboration with teacher education universities to enhance the standard and requirement of pre-service training.

V. National Education

30. The EDB will enhance the adoption of the well-established "multi-pronged and co-ordinated" approach, and continue to adopt diversified and specific measures, including providing curriculum guides, developing learning

and teaching resources, offering training for teachers and organising life-wide learning activities for students, to fully support schools in planning and implementing national education in a holistic and systematic manner within and beyond the classroom, with a view to deepening teachers' and students' understanding of our country, strengthening their sense of belonging towards the nation, national identity and national pride, as well as developing an awareness of and a sense of responsibility for safeguarding national security together to foster patriotic values. At the system level, the EDB will continue to produce different modes of learning and teaching resources and organise activities for teachers and students to enhance their understanding of our country's history and culture, the Constitution, the Basic Law and national security, thereby creating a conducive atmosphere and rallying concerted efforts. The "Onsite Teacher Workshop on National Security Education" is being organised for all primary and secondary schools implementing the local curriculum in Hong Kong, and all publicly-funded primary and secondary schools are required to participate in it.

31. To cultivate teachers and students' sense of belonging to the country and national identity, national education must be rooted in schools. Under the spirit of empowerment and accountability in school-based management, school management has the responsibility to plan and monitor the work of schools, including the promotion of national education and follow-up on its implementation and continuous improvement. The EDB will implement the "enhanced School Development and Accountability framework" in the 2022/23 school year to bolster the accountability of staff in publicly-funded schools in providing quality school education and enhancing the national education through the adoption of a whole-school approach. All publicly-funded schools should assign a co-ordinator to lead the overall planning work in this school year. Planning at the school level will facilitate promoting cross subject/ team collaboration, enhancing the quality of learning and teaching in national and national security education, and strengthening parent education and home-school co-operation.

32. Under the leadership of the EDB, Government schools will set a good example by taking the lead to launch a series of inter-school activities under the theme of "Love Our Home, Treasure Our Country" in the 2022/23 school year. The diversified learning activities will deepen students' understanding of Chinese culture, national development and achievements, as well as cultivate in them a sense of nationhood, national identity and affection for the nation. The EDB will also encourage other school sponsoring bodies to play an active and leading role in organising and supporting schools to implement inter-school national education activities.

33. Besides, the EDB will strengthen the connection between Hong Kong and Mainland schools. Since its implementation in 2004, the Sister School Scheme has become an important platform for facilitating exchanges between schools in Hong Kong and the Mainland. There are currently around 780 publicly-funded primary and secondary schools with over 2 100 sister schools pairs established with their Mainland counterparts. We will expand the network of sister schools in Hong Kong, with an aim of achieving an increase of 10% in the number of publicly-funded schools that have paired up with their Mainland counterparts as sister schools by the end of 2023. Through mutual visits and joint participation in cultural exchange and sports activities, etc., more Hong Kong students will be able to enhance friendship with their sister schools' counterparts, broaden their horizons and deepen their understanding of the Mainland, so as to enhance their sense of national identity.

34. The Government attaches great importance to the quality of the teaching profession and has been providing a variety of professional development programmes and activities for teachers to support their promotion of national education. Starting from the 2020/21 school year, the Constitution, the Basic Law and national security education have been included in the core training for newly-joined teachers and teachers aspiring for promotion to deepen their understanding of the constitutional status of and the rule of law in Hong Kong. Subject to the development of the epidemic situation, all newly-joined teachers in publicly-funded schools and teachers aspiring for promotion in public sector schools will be required to participate in the Mainland study tours. Moreover, serving teachers will be offered more Mainland study opportunities to understand the development of our country, thereby strengthening their capabilities of nurturing a sense of national identity in students.

VI. Primary and Secondary Education

Macro strategy

35. Hong Kong is experiencing a structural decline in school-aged population. The HKSAR Government will keep the actual situation under review in a decisive and responsible manner. We will adopt the target of “soft landing” and rationalise the demand and supply of school places in a pragmatic manner, with the interests of students and education quality as our priority considerations. We will provide a reasonable and stable environment for teaching and learning and ensure broad and balanced learning opportunities for students. In tandem, we will maintain close communication with school sponsoring bodies and assist the sector in planning ahead through strategies such as relocating and merging schools, etc., in response to the changes in

supply and demand of school places in various districts. This would enhance synergy and maintain a healthy education ecosystem for sustainable development, thus enabling us to focus on the optimal utilisation of resources to enhance education quality. The Government will continue to implement small class teaching (SCT) in public sector primary schools in a professional and orderly manner. In the coming two school years, the public sector primary schools implementing SCT will increase from about 80% at present to about 90% of these schools. We will pragmatically review the existing support measures, closely monitor the situation of teacher manpower, and enhance professional training for teachers so as to uphold the quality of learning and teaching.

Optimised curriculum

36. The recommendations set out in the review report of the Task Force on Review of School Curriculum have been implemented in a progressive manner and the follow-up work has been well undertaken. The measures to optimise the four senior secondary core subjects (Chinese Language, English Language, Mathematics and Citizenship and Social Development in lieu of Liberal Studies) came into effect from Secondary 4 in the 2021/22 school year and have been extended to Secondary 5 in the 2022/23 school year. Against this backdrop, the four core subjects take up no more than half of the total lesson time. Schools can capitalise on the released space to plan the curriculum more flexibly and provide diversified options for students, thereby catering for their diverse interests, abilities and aspirations. Following the implementation of the optimising measures, the majority of schools have arranged for Secondary 4 students to take an additional elective subject. In particular, the number of students taking subjects such as the Extended Part of Mathematics, Applied Learning and Other Languages is on the rise. More diversified Applied Learning courses and support measures are provided to facilitate students' all round development. The EDB will continue to gather information on schools' holistic curriculum planning under the optimising measures through various channels, as well as organise relevant teacher professional development programmes and develop learning and teaching resources to step up the support to schools in implementing the optimised curriculum so as to enrich students' learning experiences and foster their whole-person development and diverse talents.

37. The EDB released the Values Education Curriculum Framework (Pilot Version) in 2021, with emphasis on enhancing students' sense of belonging towards our country from an early age, helping them develop a correct understanding of Chinese history, appreciating Chinese culture and traditional values, respecting the national symbols and signs, and understanding the importance of the Constitution, the Basic Law and national security. This

is to cultivate in students a sense of national identity and help them understand their responsibility to protect our country as Chinese nationals. The 10 priority values and attitudes proposed by the EDB, namely Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence, are all rooted in Chinese culture and can help enhance students' sense of national identity and develop an affection for our country. In 2022, the EDB has launched a series of activities under the theme of "Teaching the History of the War of Resistance against Japanese Aggression" in the subjects of Chinese History and History, programmes on the Constitution and the Basic Law, as well as student competitions relating to Chinese culture. The music videos *My Motherland and I* and *On the Young China*, which feature students' performances, have received high acclaim. The EDB will continue to enhance the adoption of diversified strategies to support values education in schools.

38. The EDB released the Primary Education Curriculum Guide (PECG) (Pilot Version) (2022) prepared by the Curriculum Development Council for use by schools on 8 September 2022. The PECG with the theme "Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development" and the updated seven learning goals emphasise the importance of nurturing a sense of belonging to our country, Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and mental development. The three major directions and seven major renewed emphases⁴ for curriculum development are set out in the PECG. In consideration of the school contexts and students' needs, schools can make reference to the recommended strategies, examples of good use of learning time and enhancing curriculum planning, as well as resources developed by the EDB in different chapters of the PECG to take forward whole-school curriculum planning and continuously provide students with diversified, appropriate and meaningful learning experiences within and beyond the classroom to facilitate students' whole-person development in order to achieve the updated seven learning goals. The PECG is launched for schools' pilot implementation in the 2022/23 school year. School-based practices and reflections will be collected for further refinement of the curriculum guide.

⁴ The seven major renewed emphases are strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; enhancing assessment literacy for promoting learning and teaching effectiveness.

Life planning and Business-School Partnership

39. The EDB will continue to strengthen support for schools in implementing life planning education through various measures, including providing additional regular teaching posts for public sector schools, providing diversified professional development activities for teachers, promoting district-based development networks, and mobilising and assisting schools to start implementing life planning education early at the upper primary and junior secondary levels, etc. Moreover, the EDB will encourage schools to make optimum use of the My Life Planning Portfolio online learning system on the Life Planning Information Website to facilitate students' life planning. The system provides handy tools for students to conduct career aptitude assessments and create learning portfolios.

40. To further promote the co-operation between the business sector and schools, the EDB has launched the Business-School Partnership Programme 2.0 in the 2022/23 school year. The EDB is actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees (including those of emerging industries) under the Qualifications Framework to encourage their member organisations to join the Programme and provide more and a wider range of career exploration and work experience activities for students to help them gain an initial understanding of the workplace. A series of Holiday Work Experience Programmes will be arranged during major school holidays (e.g. summer holidays, Christmas holidays and Easter 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. Study Tours to the GBA will also be launched to enhance the understanding of senior secondary students on the economic development, education as well as further studies, career development, etc., in the GBA. The EDB is targeting to increase the number of business partners by 15% (about 60 business partners) in the 2022/23 school year.

Parent Education

41. Parents play a vital role in their children's development and learning. Therefore, the EDB has all along been attaching great importance to parent education. We have been implementing the measures as recommended by the Task Force on Home-School Co-operation and Parent Education progressively, which include, among others, the launch of the territory-wide Positive Parent Campaign to promote parent education through extensive and diversified channels, with a view to fostering positive thinking among parents to help children grow up happily. We will further enhance the promotion of parent education, including organising a territory-wide "Play with Your Children Day"

in the end of 2022 to arouse public's awareness of positive parent education and home-school co-operation. Meanwhile, subsequent to the launch of the Curriculum Framework on Parent Education (Kindergarten) in September 2021, we will introduce the Curriculum Framework on Parent Education (Primary School) in the end of 2022, and start to develop the framework for secondary schools, with a view to enabling parents to acquire the necessary knowledge and skills for nurturing their children at different stages in a more systematic manner. Besides, the EDB will make reference to the Curriculum Framework on Parent Education (Kindergarten) introduced in 2021 to organise parent education courses and provide support for kindergartens in organising parent education programmes, in order to help parents foster the healthy and happy growth of their children since early childhood.

e-Learning

42. To support schools and teachers in implementing the blended mode of learning and teaching, the EDB will continue to implement the "Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support" for loaning mobile computer devices and Internet access facilities to financially needy students through their schools. The response from the school sector is positive. In the first year (2021/22 school year), over 700 schools have participated in the programme. In the 2022/23 school year, the EDB will continue to implement the programme so that public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding through simplified procedures. Besides, in order to support tertiary institutions and school sponsoring bodies in developing e-learning ancillary facilities for the school sector, the "Quality Education Fund e-Learning Ancillary Facilities Programme" has been launched in the 2021/22 school year, and the application results are expected to be announced by the end of 2022.

VII. Kindergarten (KG) Education

43. The implementation of the Kindergarten Education Scheme (the Scheme) since the 2017/18 school year has been smooth in general, winning extensive support of the sector. The measures implemented have achieved the objectives of providing highly affordable KG education, and enhancing the accessibility of students to different modes of services that suit their specific needs, while maintaining the flexibility, diversity and vibrancy of the KG sector in responding to the changing needs of the society and parents. Upon a comprehensive review of the Scheme, we have been progressively implementing various enhancement measures. For example, measures implemented in the 2021/22 school year include enhancing teachers'

professional development, streamlining administrative work, assisting KGs in improving the school environment, strengthening parent education and support for families in need, etc. The EDB will continue to support the sustainable development of KGs in various ways. Upcoming major measures include —

- (a) Enhancing support for KGs to promote students' learning of Chinese culture: provide a one-off grant of \$60 million in total to all KGs joining the Scheme to organise school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity;
- (b) Assisting KGs in digitalising school administration and enhancing work efficiency: provide a one-off grant of \$60 million in total to all KGs joining the Scheme to assist their development into “smart KGs”;
- (c) Support for KGs to continue improving the ventilation of school premises: provide a one-off grant of \$30 million in total to all KGs joining the Scheme to assist their creation of “Healthy Schools”;
- (d) Encouraging more KGs to relocate for further improvement of their school environment: provide 10 school premises by the end of 2023 for eligible bodies to apply for the reprovisioning or operation of KGs with a view to further improving the school environment; besides, double the renovation grant to \$3 million per KG in the 2022/23 school year, and extend the provision of the grant by one year to the 2023/24 school year; and
- (e) Streamlining administrative procedures: adopt simplified application procedures from the 2023/24 school year, allowing KGs that meet the prescribed requirements to be approved to join the Scheme for a valid period of two years, instead of having to submit an application every year, so as to save KGs' administrative work.

VIII. Support for students with diverse needs

Students with special educational needs (SEN)

44. We have all along been attaching great importance to supporting students with SEN. The expenditure on integrated education has increased by 147% from about \$1.5 billion in the 2017-18 financial year to about \$3.7 billion in the 2022-23 financial year; and the expenditure on special education has increased by 44% from about \$2.5 billion in the 2017-18 financial year to about

\$3.6 billion in the 2022-23 financial year. As regards integrated education, starting from the 2019/20 school year, the EDB has implemented a series of enhanced measures, including enhancing the Learning Support Grant and providing additional regular teaching post; upgrading the rank of Special Educational Needs Coordinators (SENCOs); extending the Enhanced School-based Educational Psychology Service (Enhanced SBEPS); creating school-based speech therapist (SBST) posts to implement the Enhanced School-based Speech Therapy Service (SBSTS); and providing the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs. Since the 2020/21 school year, the EDB has been implementing the Project of Enhanced Support for Students with Autism Spectrum Disorder (ASD). We will expand the Strength-based Programme under the Project on Whole School Approach to Providing Tiered Support for Students with ASD in the 2022/23 school year to help senior secondary students with ASD unleash their potential and strengthen life planning. It is expected that around 100 secondary schools will benefit from the programme. The number of public sector ordinary schools provided with the Enhanced SBEPS will be increased from about 200 in the 2020/21 school year to about 350 in the 2022/23 school year; and the number of public sector ordinary schools provided with SBST posts to implement the Enhanced SBSTS will be increased from about 550 in the 2021/22 school year to about 700 in the 2022/23 school year. Besides, starting from the 2022/23 school year, we will strengthen the professional development of the SENCOs to dovetail with the enhanced measure in respect of the SENCOs benefitting all public sector ordinary schools.

45. As regards special education, in the past two school years, we have improved the staff establishment of boarding sections of aided special schools as well as their non-teaching staff establishment, and allowed flexibility for staff appointment. Starting from the 2022/23 school year, we have improved the senior secondary education services of hospital schools. The resources for hospital schools have been increased and their manpower provision has been enhanced to provide hospitalised students suffering from injuries or diseases with a holistic senior secondary curriculum and enhanced life planning education, with a view to facilitating their re-integration into mainstream schools after recovery. To improve the implementation of various measures, we will keep reviewing the implementation of integrated education and special education, and listening to the views of different stakeholders.

Non-Chinese speaking (NCS) students

46. The EDB has provided all-encompassing support for NCS students from pre-primary to secondary education through a series of measures, and the expenditure in the 2021/22 school year is about \$560 million in total. In addition to the provision of additional funding to schools as well as major

curriculum-related learning and teaching resources, teacher training and professional support, thereby strengthening the support for NCS students to learn Chinese and the creation of an inclusive learning environment, the EDB has also implemented other supplementary measures, which include encouraging parents of NCS children to enrol their children in local kindergartens so that they would adapt to the local education system and to expose them to the learning of the Chinese language as early as possible; providing summer bridging programmes to help NCS students at the junior primary levels adapt to the classroom setting and consolidate their Chinese learning at the junior primary levels; providing Chinese remedial programmes for NCS students at the primary and secondary levels after school hours or during holidays as necessary; arranging career exploration activities to facilitate their preparation for further studies and career pursuits; and providing parent education programmes especially for parents of NCS students so that they would support and encourage their children to master the Chinese language as well as gain better understanding of the multiple pathways available to their children, etc. With the implementation of the series of enhanced measures for supporting NCS students since the 2014/15 school year, the number of primary and secondary schools admitting NCS students has increased from about 590 in the 2013/14 school year to about 660 in the 2021/22 school year, accounting for about 70% of the schools in the territory. Besides, the number of special schools admitting NCS students is about 60 in the 2021/22 school year, accounting for about 90% of the special schools in the territory.

IX. Use Information Technology to Improve Services

47. In line with the “Smart Government” strategy, the EDB will implement comprehensive digitalisation of primary one and secondary one admission by phases starting from early 2023, with a view to providing better quality school places allocation services by enhancing the service efficiency and user-friendliness of the application process and announcement of allocation results. We expect that parents can submit their applications, through the e-Platform, for secondary one discretionary places for the Secondary School Places Allocation 2023 and make school choices at the central allocation stage for the Primary One Admission 2023 respectively as early as January or February 2023. The e-Platform supports both commonly used computer operating systems/browsers and mobile devices. Along with the promotion of the “Smart Government” and as the use of “iAM Smart” becomes more popular, parents can more easily and conveniently go through the entire admission application process and receive the allocation result of their children through the e-Platform. In addition, WFSFAA will continue to enhance its e-service platform for student financial assistance and strengthen its publicity

efforts so as to encourage the public to submit applications and upload supplementary documents online, with a view to improving the efficiency of processing student financial assistance applications.

X. Indicators

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

Views Sought

49. Members are invited to note and comment on the contents of this paper.

Education Bureau
28 October 2022

Indicators

1. Step up promotion of STEAM (Science, Technology, Engineering, the Arts, Mathematics) education by:

- implementing the enriched coding education and incorporating learning elements of I&T (e.g. Artificial Intelligence) in the relevant curricula at the upper primary and junior secondary levels respectively in **at least 75%** of publicly-funded schools **by the 2024/25 school year**;
- designating a STEAM co-ordinator in **all** publicly-funded schools **starting from the 2022/23 school year**;
- arranging the STEAM co-ordinator/teachers to undergo core professional development training on I&T for **at least 75%** of publicly-funded schools **by the 2023/24 school year**; and
- organising or participating in quality STEAM activities of reasonable scale at the school, inter-school, territory-wide or international level by **all** publicly-funded schools **starting from the 2023/24 school year**.

2. Enhance post-secondary education:

- Continue to broaden the pathways for students and enhance post-secondary education so that **at least 50%** and **80%** of secondary school leavers will have access to degree-level and post-secondary education (including Vocational and Professional Education and Training (VPET) programmes) respectively.
- Encourage the University Grants Committee (UGC)-funded universities to increase relevance of their programmes to future economic development such that:
 - students in the UGC-funded universities studying in STEAM disciplines will reach **around 35%** in the **next five years**.

- students in the UGC-funded universities studying in disciplines relevant to “the eight centres” will reach **around 60%** in the **next five years**.
- Increase the number of publicly-funded research postgraduate places in UGC-funded universities from existing 5 595 to **7 200** in the **2024/25 academic year**.

3. Promote Mainland and international exchanges:

- Increase the number of publicly-funded schools having sister school pairs established with the Mainland counterparts by **10% by end-2023**.
- Provide more opportunities for students to participate in the Mainland study tours, subject to the resumption of quarantine-free travel, with the following targets:
 - participating in **at least one** subsidised Mainland exchange programme each in their primary and secondary stages under the Mainland Exchange Programme for Junior Secondary and Upper Primary Students and Mainland Exchange Programme for Secondary School Students for **all** students in publicly-funded schools;
 - participating in a Mainland study tour for **all** students taking the senior secondary Citizenship and Social Development subject; and
 - providing opportunities of learning experience outside Hong Kong for **around 50%** of local undergraduate students of UGC-funded universities **by the 2025/26 academic year**.

4. Strengthen national education:

- Assign a dedicated co-ordinator to lead the strategic planning of national education (including national security education) based on a whole-school approach in **all** publicly-funded schools **by the 2022/23 school year**.

- Complete the Education Bureau’s onsite teacher workshops on national security education for **all** publicly-funded schools **by the 2022/23 school year**.
- Organise quality whole-school national education activities and participate in national education activities at the inter-school, territory-wide or national levels every year by **all** publicly-funded schools, **starting from the 2022/23 school year**.
- Participate in the Mainland study tours by **all** newly-joined teachers in publicly-funded schools and teachers aspiring for promotion in public sector schools, subject to the resumption of quarantine-free travel to the Mainland.
- Organise at least one school-based activity relating to Chinese culture every year by **all** kindergartens joining the Kindergarten Education Scheme, **starting from the 2022/23 school year**.
- Organise at least one activity relating to national education for parents by **all** publicly-funded schools, **starting from the 2022/23 school year**.

5. Improve quality of education

- Implement small class teaching in public sector primary schools in a professional and orderly manner. In the **coming two school years**, the public sector primary schools implementing SCT will increase from about 80% at present to **about 90%** of these schools.

6. Attracting talents

- Relax the limit of stay under the Immigration Arrangements for Non-local Graduates (IANG) and expand, on a pilot basis, IANG to graduates of the campuses of Hong Kong’s universities in the Guangdong-Hong Kong-Macao Greater Bay Area within 2022.