
Chapter 4

Professional-led Quality Education

Preamble

We firmly believe that talent, in particular young people, are the single most important element underpinning Hong Kong's development, and education is the key to nurturing talent. Government expenditure on education is therefore the most meaningful investment for our future.

Our education policy objective is to nurture future generations to become citizens who are socially responsible and equipped with a sense of national identity, a love for Hong Kong and an international perspective. Through learning, young people will be able to explore their potential, cultivate their interests and enhance their strengths. Well-equipped for the future, they are set to contribute to the community.

In the first year of its inception, the current-term Government introduced a package of measures, which cover education manpower, funding and hardware, to improve the quality of education. The total education expenditure in the current financial year has significantly increased by 28.4% and the Government has also reserved \$3.4 billion recurrent provision for educational use, which fully reflect our long-term commitment in education. Among the eight in-depth reviews proposed in the 2017 Policy Address, two have been completed. The others are also well under way. Following this proactive start, we, together with education experts, will continue to pursue necessary reforms and effective programmes so as to further achieve quality education. During the process, we will continue to engage and listen

to the views of teachers, students and parents, and provide more resources to areas that need additional provisions.

Policy Initiatives

Comprehensive Review Led by Professionals

- To allow time for the Government and the Hong Kong Examinations and Assessment Authority (HKEAA) to study how to alleviate serious operating deficit resulting from the continuously declining number of candidates and increase in part of the operating cost (such as the provision of special examination arrangements for candidates with special educational needs), and to work out a long-term solution, the Government will provide HKEAA with a non-recurrent funding of \$360 million for a period of four years to enable HKEAA to sustain the administration of the Hong Kong Diploma of Secondary Education Examination during the period. (EDB) [\(New Initiative\)](#)
- To nurture the younger generation, we have invited education experts to lead and have set up task forces to review and follow up on the following issues:

- enhancing the professional development of teachers, which includes studying feasible options for establishing a professional ladder for teachers; the ranking arrangement of school management of primary, secondary and special schools; and the timetable for an all-graduate teaching force. The Task Force on Professional Development of Teachers has completed a two-month consultation on its directional recommendations in September 2018. As the implementation of the all-graduate teaching force policy soonest possible gained wide support during the consultation, the Task Force has recommended that the Government should first implement the policy. The Task Force aims to submit its report with specific recommendations on other issues to the Government in early 2019. The Government has adopted the Task Force's suggestion relating to the full implementation of the all-graduate teaching force;
- reviewing the existing curricula, inculcating in students a stronger sense of national identity and an international perspective, providing opportunities for students' all-round development in culture, arts, sports, science, technology, engineering, mathematics, etc., and instigating innovative thinking. The Task Force on Review of School Curriculum set up in November 2017 has identified four pivotal areas, namely catering for learner diversity, multiple pathways, whole-person development and Science, Technology, Engineering and Mathematics (STEM) Education, for in-depth deliberation. The task force anticipated that the review would be completed in about two years and a report with directional recommendations will be submitted to the Government by end-2019;

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- promoting vocational and professional education and training (VPET). The Task Force on Promotion of Vocational and Professional Education and Training was established in April 2018 to review how VPET can be better promoted through life planning education in secondary schools to cater for students' diverse abilities and interests, and how closer business-school collaboration can be fostered through the Business-School Partnership Programme to meet the manpower needs of Hong Kong. The task force is expected to submit its recommendations to the Government in about a year's time;
 - reviewing the role and positioning of self-financing post-secondary institutions. Since its establishment in October 2017, the Task Force on Review of Self-financing Post-secondary Education has looked into the relevant issues and published its consultation document in end-June 2018 to gauge stakeholders' and the public's views on its initial observations. The task force plans to publish its final report and make recommendations to the Government by end-2018;
 - clarifying the Education Bureau's relationship with school sponsoring bodies and schools, forging ahead with school-based management, and removing encumbrances for the education sector to provide more room for studies and exchanges on education policies. The task force set up to study this issue has initially proposed improvement measures for enhancing school-based management, strengthening the administration capabilities of schools and streamlining school administration arrangements to create room for the education sector. Views of stakeholders have also been gauged. It is anticipated that the relevant work will be completed by the first quarter of 2019;

- attaching importance to parent education and strengthening home-school co-operation to discourage the culture of excessive competition so that children can grow up happily and healthily. The task force set up to study this issue has initially proposed directions, strategies and improvement measures for enhancing home-school co-operation and parent education, and gauged the views of stakeholders and members of the public. It is anticipated that the relevant work will be completed by the second quarter of 2019; and
- reviewing the overall research policy and funding strategy for the University Grants Committee funded sector. The Task Force on Review of Research Policy and Funding has completed the review and submitted a report to the Government. The Government has accepted and will follow up on the task force's recommendations as appropriate. (EDB)

New Style through Active Listening

- The first Chief Executive Summit on Quality Education was successfully held in June 2018. We will continue to organise the summit every year and invite stakeholders of the education sector to the Summit to chart the future together. (EDB)

Kindergarten Education

- Adjust the salary-related subsidies for teaching staff under the kindergarten education scheme on a school year basis according to the annual civil service pay adjustment starting from the 2018/19 school year. (EDB)

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- Extend the two-year tide-over grant (2017/18 to 2018/19 school years) for three more years up to the 2021/22 school year so that kindergartens may retain their long serving teachers with higher salaries within the reference salary range promulgated under the kindergarten education scheme. The Government has started to review the salary arrangements for kindergarten teachers to explore the feasibility of putting in place a salary scale for them. (EDB)
 - The Standing Committee on Language Education and Research is making use of the Language Fund to provide Chinese and English enhancement programmes for kindergarten teachers (including training on skills in teaching Chinese to non-Chinese speaking students) in order to dovetail with the launch of the updated Kindergarten Education Curriculum Guide. (EDB)

Primary and Secondary Education

- Based on the advice of the Task Force on School-based Management Policy, the Government will provide additional resources starting from the 2019/20 school year to strengthen the administrative support for public sector and Direct Subsidy Scheme (DSS) schools. (EDB) [\(New Initiative\)](#)
- Provide a new Life-wide Learning Grant, starting from the 2019/20 school year, to support public sector and DSS schools to substantially expand their existing provision of life-wide learning, enabling students to learn in authentic contexts and broaden their horizons. Besides, the provision of enlivened and enriched learning experiences and the opportunities to apply what students have learned will help them develop positive values and attitudes. (EDB) [\(New Initiative\)](#)

- Set up a \$2.5 billion Student Activities Support Fund in place of the existing Hong Kong Jockey Club Life-wide Learning Fund to generate investment income for providing schools with a subsidy to support students with financial needs to participate in out-of-classroom learning activities starting from the 2019/20 school year. (EDB) [\(New Initiative\)](#)
- Based on the recommendations of the Task Force on Professional Development of Teachers, the Government will implement in one go the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation by the 2020/21 school year. Meanwhile, to tie in with the development of whole-day schooling and implementation of the all-graduate teaching force policy in primary schools, the Government will earmark a recurrent allocation of \$500 million to rationalise the salaries for principals and vice-principals and to improve the manpower at the middle management level in primary schools. (EDB) [\(New Initiative\)](#)
- Inject \$800 million into the Gifted Education Fund for generating more investment income to support the development of gifted education in Hong Kong. (EDB) [\(New Initiative\)](#)
- Earmark a provision of \$2 billion and set up a dedicated team to expedite installation of lifts for public sector schools as needed to build barrier-free campuses. (EDB) [\(New Initiative\)](#)

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- Upgrade the hardware and software provided for schools, including the provision of air-conditioning in standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls of public sector schools to create a better learning environment. Starting from the 2018/19 school year, a recurrent Air-conditioning Grant is provided for all public sector schools for the related daily expenses. In addition, depending on the actual situation of individual schools, we will install air-conditioning systems in the related facilities as necessary in phases. DSS schools will also benefit from the initiative. (EDB)
 - Enhance the learning and teaching environment of existing school premises and in this regard, improve the facilities of “matchbox-style school premises” as agreed with the sector. The relevant improvement works were commenced in the 2017 summer break, with five improvement works items drawn up in light of the unique architectural design of these school premises scheduled for completion by the 2019 summer break. In addition, among the 28 public sector primary schools currently operating in “matchbox-style school premises”, six have been allocated with new school premises/vacant school premises for reprovisioning through the school allocation mechanism. (EDB)

- Provide a non-recurrent funding of \$500 million to support suitable projects under the T-excel@hk strategic work plan of the Committee on Professional Development of Teachers and Principals and to implement various measures and the relevant work to enhance the professional development of teachers and principals in the coming 10 years starting from the 2018/19 school year, with an annual disbursement of around \$50 million. Teachers and students of primary and secondary schools, kindergartens and special schools may all benefit from the initiative. The Education Bureau (EDB) has taken forward a range of professional development programmes progressively, such as strengthening teachers' mentorship schemes, creating space for teachers' professional development, promoting professional learning circles, etc. to support the diverse professional development needs of teachers. It will also formulate appropriate professional development programmes in accordance with the recommendations and report to be submitted by the Task Force on Professional Development of Teachers in early 2019. (EDB)
- Implement a three-year paid non-local study leave scheme on a pilot basis for serving secondary school teachers to broaden their professional perspective and keep them abreast of the latest trend in global education development by taking part in professional development activities, such as specific courses or overseas experiential learning attachment programmes. The first batch of three programmes covering three different themes, namely Interdisciplinary Learning & Entrepreneurship Education, Catering for Students with Special Educational Needs and STEM Education, were held in Finland, Australia and the United Kingdom respectively in the 2017/18 school year. (EDB)

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- Enhance the support for English learning in primary schools through the use of the Language Fund by the Standing Committee on Language Education and Research (SCOLAR) to provide a grant to primary schools for enriching the language environment on campuses and refining the school-based English Language curriculum, catering in particular for the transition from kindergarten to junior primary as well as learner diversity with equal emphasis on more able and less able students. (EDB)
 - The SCOLAR has made use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing vocational and professional education and training or prepared to join the workforce, so as to enhance their English proficiency and provide opportunities for attaining the relevant recognition that is beneficial to further studies and employment. (EDB)
 - Capitalise on the advantage of Hong Kong as an international city to further co-operate and exchange in the realm of education with countries along the Belt and Road (B&R) to facilitate the understanding of students on the diverse cultures of different ethnic groups, and the development and opportunities of these countries and cities. We will continue to support schools with different measures, including the provision of suitable learning and teaching resources, widening the opportunities for students to learn foreign languages, and encouraging student visits and exchange activities on the Mainland, countries along the B&R and other overseas countries. (EDB)
 - On the premise of stabilising the teaching force and facilitating the sustainable development of schools, the Government will continue to discuss with primary and secondary schools measures to cope with the fluctuation of student-age population. (EDB)

- Continue to facilitate the development of international schools and monitor the supply and demand situation of school places, especially for meeting the demand from non-local families coming to Hong Kong for work or investment, and allocate vacant school premises and greenfield sites for the development of international schools when necessary. (EDB)
- To sustain the promotion of STEM education in primary and secondary schools, we will further enhance teacher professional training, including continuous provision of intensive training programmes on STEM education for school leaders and middle managers in phases. We will also continue to implement support initiatives such as organising STEM learning activities for students and developing the relevant learning and teaching resources for schools. (EDB)
- Support the implementation of Chinese history as an independent compulsory subject at junior secondary level and help schools prepare for implementing the revised junior secondary curricula of Chinese History and History. We will continue to enhance teacher training, provide learning and teaching resources and promote life-wide learning, so as to enrich students' experience, foster their interest in and understanding of Chinese history and culture, as well as broaden their international perspectives. (EDB)

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- Promotion of the Basic Law is an on-going task of the EDB. Learning elements related to the Basic Law and the concept of “one country, two systems” have long been embedded in the curricula of primary and secondary schools. The major renewed emphases of the Secondary Education Curriculum Guide include “strengthening values education (including moral and civic education and Basic Law education)”. The EDB will continue to encourage schools to strengthen their school-based planning on Basic Law education and continue to provide multiple support, including principal/teacher training, authentic learning and teaching resources, Basic Law online course, diversified learning activities, Mainland exchange programmes, etc., for principals/teachers and students to have a comprehensive understanding of the Basic Law. (EDB)
 - In alignment with the curriculum renewal, we will continue to organise Mainland exchange programmes or subsidise those organised by schools so as to provide primary and secondary students with life-wide learning experience aiming to broaden their horizons, deepen their understanding of the history and culture of our country, as well as to appreciate and inherit the distinctive Chinese culture and national spirit. Having regard to the development strategies of our country, we will enhance the exchange programmes to enable students to gain first-hand experience of our country’s latest development and reflect on the opportunities brought about through visiting B&R related provinces and cities, the Guangdong-Hong Kong-Macao Greater Bay Area and enterprises in the innovation and technology sector. (EDB)

- In view of the positive feedback from schools, the three-year Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland is regularised with effect from the 2018/19 school year. Recurrent grant and professional support are provided to public sector and DSS primary and secondary schools as well as special schools that have formed sister schools with their counterparts on the Mainland. (EDB)
- Continue to provide secondary schools with support for implementing life planning education and related guidance services. We will also strengthen the professional development of teachers and mobilise more business organisations to organise career exploration activities for students through district development networks so as to help secondary students better understand the career world and prepare themselves for further studies and employment in future. The consultant commissioned by the EDB is conducting a comprehensive review on life planning education and Business-School Partnership Programme. The EDB will map out the way forward in light of the findings of the review. (EDB)

Home-school Co-operation and Parent Education

- Based on the advice of the Task Force on Home-school Co-operation and Parent Education, the Government will provide more funding to Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools from the 2019/20 school year for organizing more parent education programmes or activities. (EDB) [\(New Initiative\)](#)

Post-secondary Education

- Follow-up on the recommendations made by the Task Force on Review of Research Policy and Funding, including an injection of \$20 billion into the Research Endowment Fund; implementing a new Research Matching Grant Scheme with a total commitment of \$3 billion for three years; and introducing three new fellowship schemes for outstanding academics. (EDB) [\(New Initiative\)](#)
- Launch the eighth round of Matching Grant Scheme with a commitment of up to \$2.5 billion for eligible publicly-funded post-secondary institutions to apply. (EDB) [\(New Initiative\)](#)
- To expedite the development of student hostels for University Grants Committee-funded universities, we have established a \$10.3 billion Hostel Development Fund and will disburse funding to universities by end-2018. We expect that outstanding hostel shortfall can be fully filled within 10 years. (EDB)
- Continue to encourage students from regions along the B&R to enrol in post-secondary programmes in Hong Kong. The Government plans to gradually increase the quota of the Belt and Road Scholarship (covering undergraduate and research postgraduate students). (EDB)
- Based on the advice of the Task Force on Review of Self-financing Post-secondary Education, the Government will expand the coverage of the Study Subsidy Scheme for Designated Professions/Sectors. Starting from the 2019/20 school year, about 2 000 students per cohort will be subsidised to pursue designated full-time locally accredited self-financing sub-degree programmes in selected disciplines. (EDB) [\(New Initiative\)](#)

Supporting Students with Different Needs

- Improve the support initiatives under the integrated education policy by restructuring the additional resources provided for all public sector ordinary schools under the Learning Support Grant, Intensive Remedial Teaching Programme and Integrated Education Programme, upgrading the rank of Special Educational Needs Coordinators (SENCOs) in schools with a greater concentration of students with special educational needs (SEN), extending the Enhanced School-based Educational Psychology Service and enhancing the School-based Speech Therapy Services. (EDB) [\(New Initiative\)](#)
- Provide more resources for public sector primary schools from the 2018/19 school year onwards to implement the policy of “one school social worker for each school” according to their school-based circumstances with a view to strengthening school social work and guidance services. (EDB) [\(New Initiative\)](#)
- To support integrated education, the Government has been providing each public sector ordinary primary and secondary school with an additional Assistant Primary School Master/Mistress post or Graduate Master/Mistress post in the teaching establishment to facilitate the assignment of a designated teacher as SENCO in phases over three years from the 2017/18 school year. The rank of SENCOs in schools with concentration of students with SEN will be upgraded starting from the 2019/20 school year. The Government will keep in view the implementation of the SENCO provision, including the teaching load arrangement, etc. (EDB)

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- Continue to develop in the 2018/19 school year an evidence-based model with strategies and related teaching and learning resources for supporting the learning and development of students with autism having average to high intelligence, based on a support model developed in phases for primary to junior secondary school students with autism. (EDB)
 - Continue to provide additional resources, professional support and teacher training to help primary and secondary schools cater for their students with SEN, and adjust the rates of the Learning Support Grant on an annual basis according to the established mechanism; continue to provide the School-based Educational Psychology Service for all public sector primary and secondary schools, and provide enhanced service for schools with a large number of students with SEN progressively. (EDB)
 - Continue to implement improvement measures in special schools, including the provision of additional teaching staff, allied health staff and resources to enhance support for students in special schools. (EDB)
 - The Department of Health (DH) is preparing for the setting up of a new Child Assessment Centre (CAC) to handle the increasing caseloads. DH expects that, with the completion and full operation of the new CAC, the waiting time for child assessment service will be shortened. As an interim measure before the completion of the new CAC, DH has set up a temporary CAC in Ngau Tau Kok, which commenced service in January 2018. (FHB)
 - Continue to strengthen the support for non-Chinese speaking students (notably ethnic minority students). Please refer to Chapter 6 for details of these measures. (EDB)

Vocational Education

- Provide funding for the Vocational Training Council (VTC) to regularise the Pilot Training and Support Scheme from the 2019/20 school year, to provide 1 200 training places per year in order to encourage more students to receive professional training and join industries with a keen demand for manpower under the "Earn & Learn" model. (EDB) (New Initiative)
- Improve facilities and policy support for vocational education, such as supporting the expansion of VTC campuses. To further enhance the facilities for vocational and professional education and training, the Government is carrying out planning work of a site identified in Cha Kwo Ling, Kowloon East to develop a sizeable VTC campus with state-of-the-art facilities. In addition, the Government supports the VTC in principle to construct an Aviation and Marine Engineering Centre on the site of the Hong Kong Institute of Vocational Education (Tsing Yi). (EDB)
- Explore with the VTC how the future findings of the new round of manpower projection can be applied for enhancing the planning and design of vocational and professional education and training programmes in order to nurture the required manpower for different sectors in a more focused manner. The related projection work commenced in the fourth quarter of 2017. (LWB)
- Continue to provide funding for the VTC in the coming three years to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to provide tuition fee subsidy for a total of 5 600 students admitted to designated professional part-time programmes in the designated disciplines. (EDB)

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- Support the Construction Industry Council to construct the Hong Kong Institute of Construction at the existing Tai Po Training Ground to train more high-calibre and professional construction practitioners to cope with the increasing use of innovative construction technologies for enhancing productivity, thereby attracting new blood for the continued development of the local construction industry. (DEVB)

Qualifications Framework

- Play an active role in the setting up of the country's Qualifications Framework (QF) and share our experience in the implementation of QF in Hong Kong and provide advice where needed. We will also continue to explore opportunities for co-operation with other countries or places in the development of QF, with a view to enhancing the international image and recognition of Hong Kong QF and supporting mobility of learners and labour. (EDB)

Continuing Education

- Implement a series of enhancement measures for the Continuing Education Fund from April 2019, including raising the subsidy ceiling and expanding the scope of courses so as to encourage the public to pursue continuing learning. (LWB)