





## Chapter VII

# Nurturing Talent

## My Belief

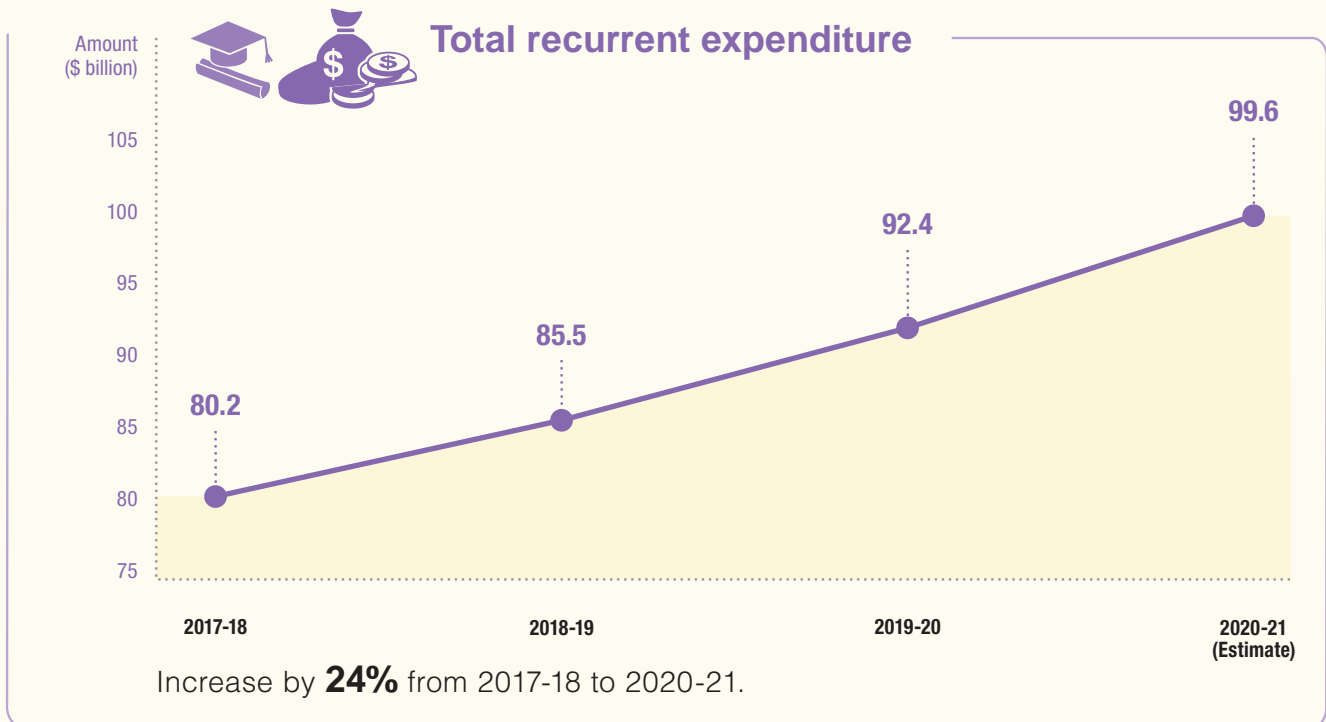
“My vision for education is to ensure that our children in Hong Kong will grow up to be persons with a sense of national identity and a love for our nation, and to become honest and sincere persons with a good character and a sense of responsibility towards society. On the Government level, I firmly believe that talent is the most important element in the future development of Hong Kong and that education is the key to nurturing talent. With this in mind, I would like to say that expenditure on education is the most meaningful investment of the Government for the future.”

“When I ran for the post of Chief Executive, I pledged to allocate \$5 billion for education. Over the past three years, the allocation has been increased repeatedly so as to introduce more education improvement measures. Currently, new resources invested into education amount to over \$13 billion in recurrent expenditure and much of the funding is provided in response to the long-standing aspirations of the education sector. To create a stable, caring, inspiring and satisfying teaching and learning environment for students, teachers, parents and school principals, we must start with ‘treating our teachers better’. I wish to have a sincere conversation with our education practitioners and establish a partnership with the sector. Together, we will strive for the enhancement of education quality in Hong Kong so that education will re-emerge as education and our school campus

will no longer be embroiled in political disputes or radical social acts.”

“The role of the Government in education is not only confined to the provision of resources. From the academic structure to the curriculum, and from teacher training to student assessment, the Government has a vital and indispensable role to play.”

# Growth in Expenditure on Education



## Diversified Avenues for Higher Education (undergraduate places)

(number of places/recipients in 2019/20 academic year)



Hong Kong Diploma of Secondary Education Examination candidates

- 1 University Grants Committee (UGC)-funded First-year-first-degree places **(15 000)**
- 2 Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong<sup>^</sup> **(16 032)**
- 3 Study Subsidy Scheme for Designated Professions / Sectors **(3 176<sup>\*</sup>)**
  - Admission to over 120 Mainland universities via Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions **(617)**
  - Mainland University Study Subsidy Scheme **(3 218)**
- 5 UGC-funded Senior Year Intake places<sup>#</sup> **(5 000)**
- 6 Hong Kong Scholarship for Excellence Scheme places **(100)**



<sup>^</sup> Including top-up degrees for eligible sub-degree holders

<sup>\*</sup> The number of subsidised undergraduate places under the Scheme

<sup>#</sup> For eligible sub-degree holders

# Manpower Resources

The first Talent List of Hong Kong has come into effect since August 2018.

## 11 Professions in Talent List



**Waste Treatment Specialists**



**Asset Management Professionals**



**Marine Insurance Professionals**



**Creative Industries Professionals**



**Fintech Professionals**



**Actuaries**



**Innovation and Technology Experts**



**Data Scientists & Cyber Security Specialists**



**Marine Engineers & Superintendents of Ships**



**Naval Architects**



**Dispute Resolution Professionals & Transactional Lawyers**

## Nurturing Innovation and Technology Talent



### Primary School and Secondary School

- One-off STEM education grant
- IT Innovation Lab in Secondary Schools initiative

### University and postgraduate programmes

- Research funding schemes under the Research Grants Council (RGC)
- Hong Kong PhD Fellowship Scheme
- Tuition Waiver for Local Research Postgraduate Students
- STEM Internship Scheme
- Technology Start-up Support Scheme for Universities

### Researchers

- Fellowship Schemes under the RGC
- Postdoctoral Hub
- Researcher Programme
- Reindustrialisation and Technology Training Programme

In the past three years, the Government has invested over **\$6.8 billion** in training programmes for **I&T talent**.



## Progress Made

A total of 39 new initiatives were announced since July 2017 and all have been completed or are progressing on schedule.

Key initiatives completed or major progress made are as follows:

### Investment for the Future

- Allocated a total of over \$13 billion recurrent expenditure for implementing various measures to promote quality education. (EDB)

### Latest Development in Education

- Provided a Promotion of Reading Grant to all public sector primary and secondary schools starting from the 2018/19 school year, and regularised the Pilot Scheme on the Promotion of Reading Grant for Kindergartens starting from the 2019/20 school year. (EDB)
- Provided a recurrent Life-wide Learning Grant to public sector schools and schools under the Direct Subsidy Scheme (DSS) to support primary and secondary schools in taking forward life-wide learning with enhanced efforts starting from the 2019/20 school year. (EDB)
- Set up in 2019 a \$2.5 billion Student Activities Support Fund to support students with financial needs in public sector schools and DSS schools to participate in out-of-classroom learning activities organised or recognised by schools. (EDB)
- Set aside \$3 billion from the Quality Education Fund (QEF) for the implementation of a four-year Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year for launching school-based curriculum and/or student support measures, as well as relevant school improvement works and/or procurement of supplies. As at September 2020, the QEF has approved more than 930 applications with a funding amount of over \$700 million. (EDB)
- Made Chinese History an independent compulsory subject to be taught at the junior secondary level starting from the 2018/19 school year. The revised curriculum framework has been implemented progressively in all schools from Secondary One with effect from the 2020/21 school year. (EDB)
- Allowed aided secondary schools with surplus teachers arising from the reduction of Secondary One classes from the 2013/14 to 2017/18 school years to apply for extension of the retention period of the surplus teachers concerned to the 2021/22 school year to stabilise the teaching force. (EDB)

- Allowed aided primary schools to apply for retaining the redundant teachers arising from class reduction due to the decline in Primary One student population up to a maximum of three school years starting from the 2019/20 school year. Besides, starting from Primary One in the 2019/20 school year, for schools with class reduction after the annual student headcount, the basis for calculating the number of approved classes will be adjusted downward from 25 to 23 students per class. The adjusted basis will be applied to that cohort of students progressively until they have reached Primary Six. (EDB)
- Starting from the 2017/18 school year, the teacher-to-class ratio is improved, providing around 2 200 additional regular teaching posts. (EDB)
- Completed the review carried out by eight task forces set up to conduct in-depth studies in various aspects of quality education in accordance with the spirit of professional leadership and active engagement of stakeholders. (EDB)

## Professional Development of Teachers

- Implemented in one go the all-graduate teaching force policy in public sector primary and secondary schools starting from the 2019/20 school year. (EDB)

## School-based Management

- Provided at least one full-time school-stationed school executive officer in each public sector and DSS school starting from the 2019/20 school year to strengthen the administrative support for schools. In addition, a new recurrent School-based Management Top-up Grant is offered to these schools for enhancing the operation of their management committees/ incorporated management committees/ school management committees (SMCs) and strengthening the training of school managers/SMC members. (EDB)

## Parent Education and Home-School Co-operation

- Provided Parent-Teacher Associations (PTAs) of schools and Federations of PTAs with additional resources for enhancing home-school co-operation and promoting parent education starting from the 2019/20 school year. (EDB)

## Enhancing Teaching Facilities in Primary and Secondary Schools

- Provided a subsidy for all public sector and DSS schools to cover operational expenses of the school's air-conditioning facilities starting from the 2018/19 school year. New air conditioning systems have been installed for teaching facilities without such provision. (EDB)
- Commenced a time-limited minor works programme for carrying out simple minor internal conversion works at some 600 aided school premises constructed according to past building standards to facilitate more flexible use of existing space by schools, thereby enhancing the teaching and learning environment and efficacy. (EDB)



## Healthy Development of Post-secondary Education

- Approved in one go \$10.3 billion for 15 hostel projects to provide around 13 000 hostel places in University Grants Committee-funded universities. (EDB)
- Earmarked \$16 billion for enhancing or refurbishing university campus facilities. (EDB)
- Allocated \$1.26 billion for the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education. (EDB)
- Implemented the eighth Matching Grant Scheme costing \$2.5 billion. (EDB)
- Regularised the Hong Kong Scholarship for Excellence Scheme starting from the 2019/20 academic year, with the maximum amount of scholarship set at \$300,000 per awardee per annum. (EDB)
- Increased the number of scholarships offered under the Belt and Road Scholarship Scheme from the initial 10 to 100 now per year, covering all countries along the Belt and Road (B&R). (EDB)
- Increased the number of subsidised places in undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors to about 3 000 per cohort starting from the 2018/19 academic year. The Scheme has been expanded to cover sub-degree programmes with about 2 000 subsidised places per cohort starting from the 2019/20 academic year. In the 2019/20 academic year, about 7 900 undergraduate programme students and 2 500 sub-degree programme students benefited under the Scheme. (EDB)

- Launched the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, up to \$32,100 per student per year (for the 2020/21 academic year), benefiting about 16 000 undergraduates in the 2019/20 academic year. (EDB)
- Revamped the Committee on Self-financing Post-secondary Education with effect from November 2019 with a strengthened role and functions to offer strategic and policy advice on the development of the self-financing post-secondary education sector. (EDB)
- Launched the Targeted Taught Postgraduate Programmes Fellowships Scheme in the 2020/21 academic year on a pilot basis for five cohorts. The Scheme will benefit 4 500 meritorious students in total. (EDB)

## Nurturing Technology Talent

- Injected \$20 billion into the Research Endowment Fund; set up a \$3 billion Research Matching Grant Scheme; increased by \$190 million recurrent funding for three new Fellowship Schemes to enhance research capability of the higher education sector. (EDB)
- Injected \$3 billion into the Research Endowment Fund to provide non-means-tested tuition waiver for local research postgraduate students. In 2019/20, about 1 700 students benefited from the scheme. (EDB)

- Launched in August 2018 the Technology Talent Scheme (comprising the Postdoctoral Hub and the Re-industrialisation and Technology Training Programme) and in June 2020 the STEM Internship Scheme, as well as streamlined and merged in July 2020 the Researcher Programme and Postdoctoral Hub to become the Research Talent Hub to nurture and bring together more technology talent. Since July 2017, over 8 000 technology talents in total have benefited under these schemes. (ITB)
- Launched the Technology Talent Admission Scheme in June 2018 and expanded the coverage and applicable technology areas in January 2020 to fast-track the admission of technology talent. (ITB)
- Established the InnoHK research clusters to promote developing Hong Kong as the hub for global research collaboration. The first batch of research and development centres are expected to commence operation in the fourth quarter of 2020/ the first quarter of 2021. (ITB)
- Launched the IT Innovation Lab in Secondary Schools Programme for three years starting from 2020/21 school year, with a total funding of \$500 million to provide more resources for secondary schools to conduct information technology (IT)-related extra-curricular activities to enable students to better master and apply IT. (ITB)

## Vocational and Professional Education and Training

- Regularised the Pilot Training and Support Scheme of the Vocational Training Council (VTC) starting from the 2019/20 academic year. The Scheme offers 1 200 training places per year under the “Earn and Learn” model to enable trainees to join industries which require specialised skills. (EDB)
- Followed up on the recommendations made by the Task Force on Promotion of Vocational and Professional Education and Training (VPET), including the establishment of the Steering Committee on Promotion of VPET and Qualifications Framework in September 2020 to strengthen co-ordination of the overall strategy to promote VPET, foster closer industry partnership, and further promote VPET in an innovative and co-ordinated manner. (EDB)
- Provided subsidies for trainees under the Training and Support Scheme of VTC for three years starting from the 2020/21 academic year to take part in study and exchange programmes outside Hong Kong, attend short-term skills and practical courses and visit institutions/ enterprises in those places, with a view to facilitating skills exchange and broadening their exposure. If the Scheme proves to be effective, we will consider extending it to cover students of suitable VPET programmes in the VTC and other institutions. (EDB)
- Promulgated the report of Manpower Projection to 2027 in December 2019 to support the planning and development of VPET. (LWB)

## Supporting Students with Different Needs

- Restructured the various funding programmes for integrated education and extended the Learning Support Grant to all public sector ordinary schools with an increase in grant rate for tier-3 support. (EDB)
- Provided a special educational needs co-ordinator (SENCO) to every public sector ordinary school. For schools with a comparatively large number of students with special educational needs, the SENCO post has been upgraded to a promotion rank. (EDB)
- Extended the School-based Educational Psychology Service to all public sector ordinary schools. Starting from the 2019/20 school year, school-based speech therapist posts are created in public sector ordinary schools in phases. (EDB)
- Enhanced the support for students with autism spectrum disorders (ASD) by assisting public sector ordinary primary and secondary schools to deploy a 3-tier intervention model with proven effectiveness in phases from the 2020/21 school year, which is expected to benefit about 10 000 students with ASD. The support will also include the provision of tier-2 support by non-governmental organisations on school-based small group training on social adaptive skills. (EDB)
- Enhanced the staff establishment of the boarding sections of aided special schools starting from the 2020/21 school year to provide better services to boarders. Measures include upgrading the ranks of warden and assistant warden of boarding sections with a capacity of 40 or above, and increasing the number of assistant wardens and houseparents-in-charge; improving the Saturday and Sunday manning ratios; and providing an additional grant to the boarding sections of schools for children with physical disability, moderate intellectual disability (ID), severe ID and visual impairment cum ID to employ personal care workers or hire related services. (EDB)
- Provided sufficient resources to each public sector primary school for employing at least one graduate social worker and enhancing the provision of school social workers in special schools to better cater for the needs of the students. (EDB)
- Injected \$800 million into the Gifted Education Fund in 2019 for generating investment income to support the service enhancement of the Hong Kong Academy for Gifted Education, implement measures recommended by the Advisory Committee on Gifted Education, and to encourage gifted education providers to provide quality advanced learning programmes for gifted students. (EDB)
- Implemented various measures to strengthen support for non-Chinese speaking students (please refer to Chapter VIII for details). (EDB)

## Hong Kong Examinations and Assessment Authority

- Made a new commitment of about \$360 million in early 2019 to provide funding support to enable the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Hong Kong Diploma of Secondary Education Examination for four cohorts from 2019 to 2022. A study on possible options to resolve the long-term financial problem of the HKEAA is being conducted. (EDB)

## Kindergarten Education

- Adjusted the salary-related portion of the subsidies for teaching staff according to the annual civil service pay adjustment starting from the 2018/19 school year. The two-year tide-over grant (2017/18 to 2018/19 school years) has also been extended by three years to the 2021/22 school year. (EDB)
- Implemented measures to strengthen the professional development of principals and teachers in kindergartens. Starting from the 2018/19 school year, each principal and teacher of kindergartens joining the kindergarten education scheme should participate in 60 hours of continuous professional development activities for every three-year cycle. (EDB)
- Conducted consultation on a review of the new kindergarten education policy, including exploring the feasibility of putting in place a salary scale for kindergarten teachers. (EDB)

## Qualifications Framework

- Injected \$1.2 billion into the Qualifications Framework Fund in 2018 for the continued implementation of various initiatives of the Qualifications Framework. Over 2 500 practitioners and 400 education and training providers benefited in 2019–20. (EDB)

## Continuing Education

- Injected an additional \$10 billion into Continuing Education Fund (CEF) in 2018 and implemented a series of enhancement measures in 2019. Over 9 800 registered CEF courses are available as compared with 7 800 registered courses before enhancement. (LWB)

## Facilitation Measures for Non-local Talents

- Continue to make arrangements to facilitate non-local talents and professionals to undertake certain short-term activities in designated sectors in Hong Kong, including the pilot scheme launched in June 2020 to facilitate eligible overseas persons to take up short-term assignments in arbitration proceedings in Hong Kong. In addition, professionals and skilled persons coming to Hong Kong for employment are welcome to come with their family members under the dependant visa regime. (SB, DoJ)

## Training Initiatives

- Implemented new facilitation measures to empower training institutions in the public sector<sup>1</sup> to contribute to developing Hong Kong as a Regional Training Hub. Over 5 600 non-local trainees from B&R countries, Greater Bay Area cities and other overseas countries attended training courses/academic programmes provided by these institutions in 2018 and 2019. (ICAC, CSB, SB, THB)

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<sup>1</sup> The training institutions are: the Independent Commission Against Corruption; Civil Service Training and Development Institute; Fire and Ambulance Services Academy; Hong Kong Police College; Hong Kong International Aviation Academy; and MTR Academy.

# New Initiatives

## Striving for Quality Education

- Strengthen the Government's role in policy making, implementation and monitoring, with reviews and enhancements in such areas as education policy, teachers' quality and curriculum design. In the coming year, the major tasks include:
  - review the implementation of the existing education policies to ensure effective monitoring and accountability in school management, administration, finance and implementation of rules and regulations. By enhancing communication with school sponsoring bodies and training for school managers, the Education Bureau (EDB) will specify the powers, responsibilities and requirements of all parties concerned to strengthen school management and administration, as well as enhance the management and quality of the teaching force;
  - enhance the quality of teachers by measures covering the entry to the profession, training and management. EDB will enhance liaison with teacher education institutions putting heavier emphasis on teachers' professional conduct in pre-service training for prospective teachers; and step up training requirements for newly appointed and serving teachers and teachers to be promoted, covering professional roles, values and conduct of teachers; education development at the local, national and international levels; national education; national security education, etc.;
  - continue to handle cases involving teachers' misconduct or illegal behavior according to the Education Ordinance (Cap. 279) and established practices. Appropriate penalty will be imposed on substantiated cases in a fair and reasonable manner. EDB will also continue to support schools on stringent selection and enhanced management of staff to guard against appointment of improper persons to serve as teachers; and
  - continue to optimise the school curriculum, taking into account the six directional recommendations put forward by the Task Force on Review of School Curriculum. (EDB)
- Promote national security education in schools to cultivate among students a correct understanding of the concepts of national security through relevant subjects and learning activities inside and outside classroom; provide guidelines as well as teacher training and resource materials to schools on school administration and education to facilitate school personnel and students to understand and comply with the National Security Law; and work with post-secondary institutions to promote national security education at the post-secondary level. (EDB)
- Launch public consultation in late-2020 on the proposed legislative amendments to the Post Secondary Colleges Ordinance (Cap. 320), following the recommendation of the Task Force on Review of Self-financing Post-secondary Education. (EDB)

## Attracting Talent

- Task the Chief Secretary for Administration, through the Human Resources Planning Commission under his chairmanship, to co-ordinate with relevant policy bureaux in reviewing and enhancing Hong Kong's talent attraction regime in a holistic manner, taking into account views from the business sector and stakeholders. (CSO)
- Review the coverage of the Talent List and the weight of the score awarded to the qualified talents of the relevant professions in the overall scores of the Quality Migrant Admission Scheme to better reflect the latest trends in the employment market, without prejudice to the training and employment opportunities of local talents. (LWB)
- Work in partnership with relevant agencies, including the Hong Kong Science and Technology Park, Cyberport, the Hong Kong Productivity Council, universities, the five research institutes, the West Kowloon Cultural District, the Financial Services Development Council and the financial services regulators, etc., to adopt a strategic approach to promote actively around the world the opportunities in Hong Kong for high quality talents, focusing on attracting those in demand. Promotion will also be undertaken in Hong Kong to raise the awareness of local talents of the same opportunities where applicable, and help students and young professionals prepare themselves for the future. (CEDB, Relevant bureaux)

## Provision of New Teaching Facilities

- Support the provision of new teaching facilities and student hostel for the Hong Kong Academy for Performing Arts on Hong Kong Island to enrich teaching and learning infrastructure and experience and foster the long-term development of tertiary education in performing arts. (HAB)
- Continue to improve the teaching and learning environment of public sector schools by building new school premises or providing for in-situ expansion. At present, a total of 10 public sector school projects are at the construction stage, whereas another 23 projects are under planning (including two special schools in Kowloon Tong, of which one has boarding facilities). (EDB)

## Vocational and Professional Education and Training

- Work closely with the Steering Committee on Promotion of VPET and Qualifications Framework established in September 2020 to further promote VPET in an innovative and co-ordinated manner, taking account of recommendations of the Task Force on Promotion of VPET. (EDB)
- Launch a pilot scheme in the 2020/21 academic year, under which an external consultant will be engaged to provide one-stop professional service on VPET for teachers of selected secondary schools, in order to enhance the promotion of VPET in secondary education. The Government will also encourage PTAs and Federations of PTAs to organise more VPET promotion activities to strengthen parent education and facilitate parents' acceptance of their children's decisions to pursue VPET pathways. (EDB)

- Commence a review on sub-degree education and launch a pilot project on applied degrees in late-2020. (EDB)

## **Embracing Blockchain Technology**

- Launch the pilot implementation by the Joint Universities Computer Centre of a common online platform to facilitate verification of higher education qualification using blockchain technology starting from mid-2021. (ITB)

## **Promotion of Applied Learning**

- Further promote Applied Learning as a valued senior secondary elective subject, and provide students with the subsidy and more diversified courses to broaden their studies and learning experience, so as to facilitate their diversified development. (EDB)