







## Chapter VII

# Nurturing Talent



# From Belief to Implementation

**“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. But the role of 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, Government has a vital and indispensable role to play.”**

The current-term Government has boosted recurrent education spending by 26% in the 5 years between 2017–18 and 2021–22. The additional money has benefited the education system at all levels, from kindergarten (KG) to senior secondary and post-secondary education.

We believe in early childhood education. Our policy is therefore to make highly affordable and good quality KG education accessible to all our children, irrespective of their family background. Under the kindergarten education scheme implemented since the 2017/18 school year, as many as 90% of the half-day KGs joining the scheme are providing free programmes.

Children have varied needs and we believe in early intervention. The highly effective On-site Pre-school Rehabilitation Services programme was regularised in October 2018 and the number of places has since been increased by phases from 3 000 to 8 000 in the 2020/21 school year, and will further increase to 10 000 by the 2022/23 school year meeting the special needs of pre-schoolers.

Teachers are critically important to quality education. We have put in place since the 2020/21 school year a more structured and robust programme to strengthen professional development amongst our teaching staff on a wide range of areas including professional values and conduct, worldwide education development, as well as national education and national security education. We have achieved an all-graduate teaching force since the 2019/20 school year.

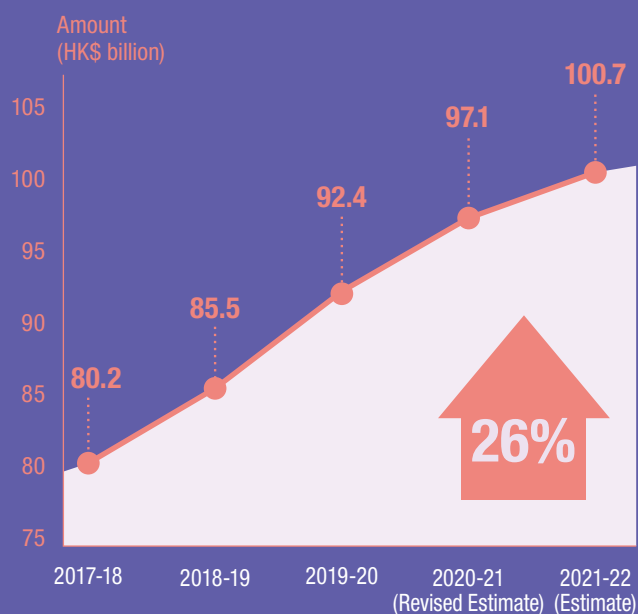
Education is a vital component in building national identity and cultivating a strong sense of duty towards society and the country. The current-term Government has made Chinese History an independent compulsory subject at the junior secondary level and replaced the “Liberal Studies” subject by the “Citizenship and Social Development” subject covering the three major components of Hong Kong under “One Country, Two Systems”, contemporary China and global issues.

Through a range of initiatives on higher education, starting from the 2017/18 academic year, all students attaining “3322” in the Hong Kong Diploma of Secondary Education Examination (DSE) and aspiring to study further will be guaranteed subsidised undergraduate education either through the first-year-first-degree places in University Grants Committee-funded institutions, subsidised places in self-financing institutions under the Study Subsidy Scheme for Designated Professions/Sectors or the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong. Non-means-tested and means-tested subsidies are also given to DSE students pursuing undergraduate education in the Mainland under the Mainland University Study Subsidy Scheme.

To create a talent pool for the fast-growing innovation and technology sector, the current-term Government has cultivated tech talents from primary and secondary schools besides attracting top performers from around the world. Schools have been provided with additional resources to go beyond the curriculum to engage in enrichment activities in artificial intelligence, robotics, coding, etc. Local STEM graduates are retained through tuition waiver for research postgraduate students, and publicly-funded Fellowship Schemes, STEM Internship Scheme, Technology Talent Scheme, etc. To attract non-local talents, the Technology Talent Admission Scheme and the Global STEM Professorship Scheme were introduced in June 2018 and June 2021 respectively.

# Education

## Recurrent Expenditure on Education Up 26% in Current Term Government

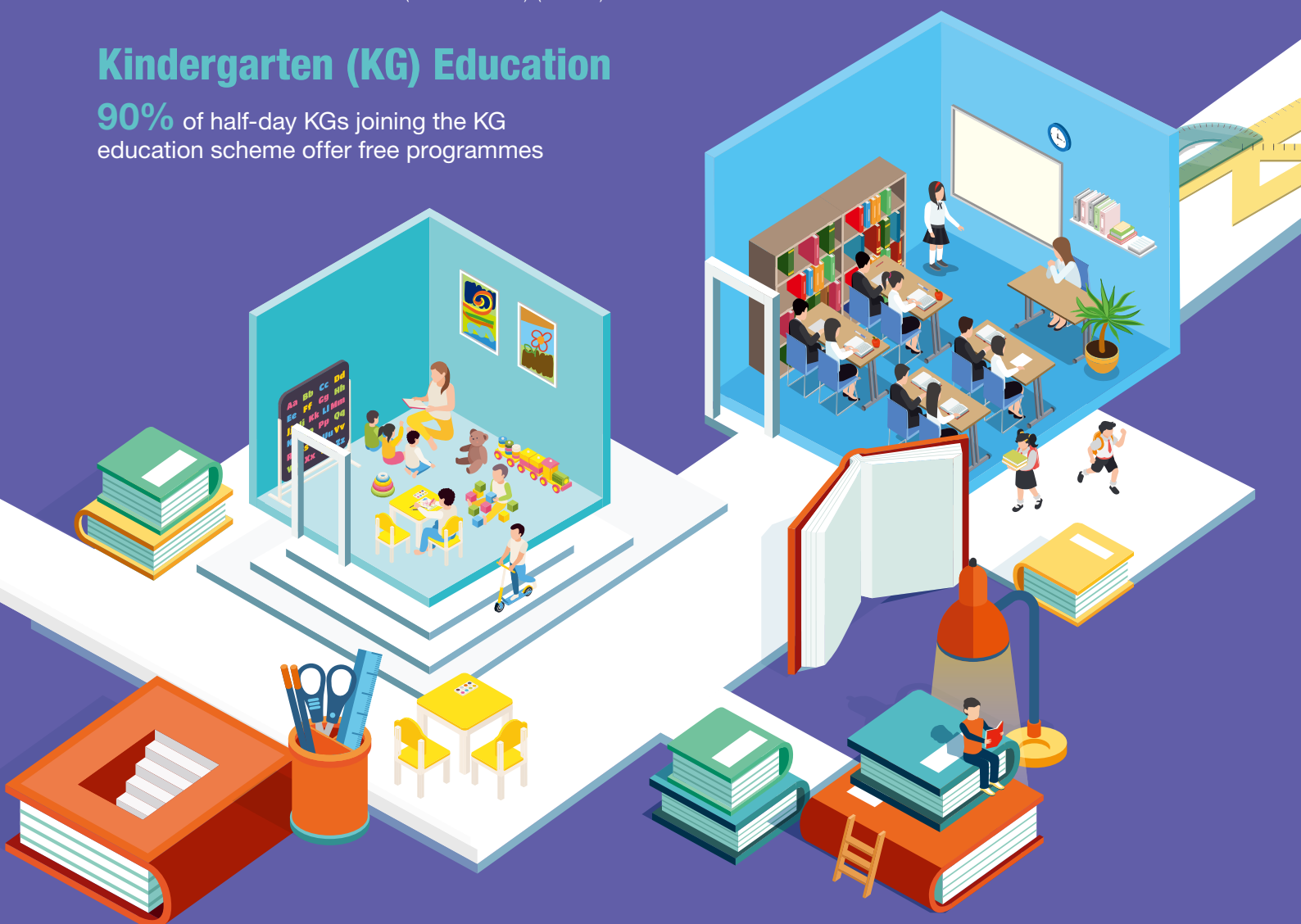


## Primary and Secondary Education

- Allocated more school-based grants to nurture all-rounded students
- Improved curriculum to strengthen moral and national education; replaced the subject of Liberal Studies by Citizenship and Social Development
- Strengthened teachers' professional development
- Improved teacher-to-class ratio by 0.1
- Achieved an all-graduate teaching force
- Exempted examination fees for 138 300 DSE candidates in past 3 years

## Kindergarten (KG) Education

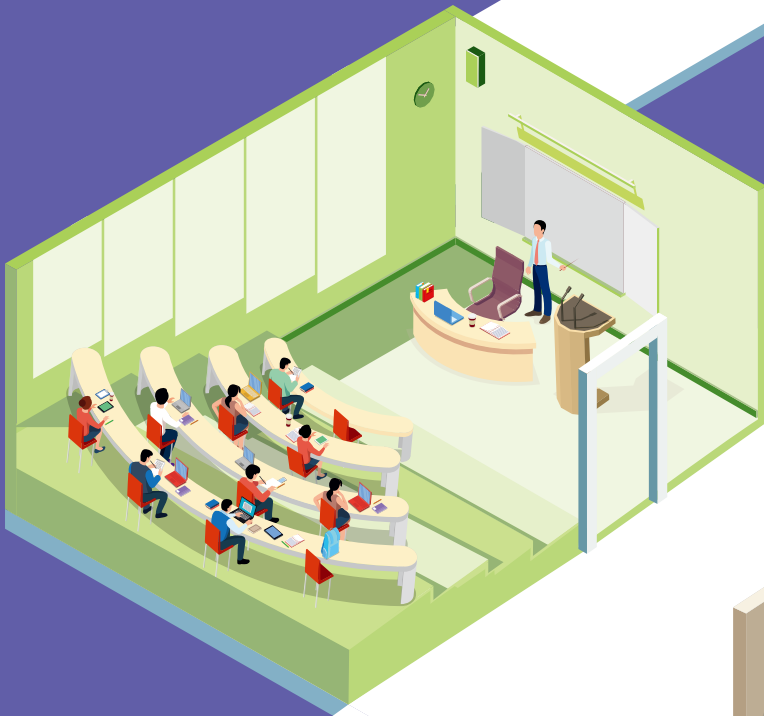
90% of half-day KGs joining the KG education scheme offer free programmes





## Vocational and Professional Education and Training

- Pilot Training and Support Scheme (Earn and Learn Scheme):  
About **4 300 trainees** since 2017/18 academic year
- Pilot Project on the Development of Applied Degree Programmes



## Post-secondary Education

### Multiple Pathways

**All** DSE graduates attaining “3322” may receive subsidised undergraduate education through:

UGC-funded First-year-first degree places

Subsidised Scheme for Self-financing Undergraduate Studies

Study Subsidy Scheme for Designated Professions/ Sectors (e.g. nursing)

Mainland University Study Subsidy Scheme

Hong Kong Scholarship for Excellence Scheme to study abroad

**5 local universities in World Top 100**  
(Quacquarelli Symonds World University Rankings 2022)

**RAE 2020** (About 16 000 research outputs)



• **25% “world leading”**

• **45% “internationally excellent”**

Benefited over **19 000 students**  
in the 2020/21 academic year



# Greater Professional Support to Cater for Diversity

- **Special Educational Needs (SEN) Support Teachers**
  - 724 (86%) schools benefited
- **Special Educational Needs Coordinator (SENCO)**
  - All schools benefited
- **School-based Educational Psychology and Speech Therapy Service**
  - All schools benefited
- **Grant for Supporting Non-Chinese Speaking Students with SEN**
  - All schools with such students benefited
- **Tiered Support for Students with Autism Spectrum Disorder**
  - 10 000 students benefited

Recurrent  
expenditure  
2017-18 to 2021-22

**+131.2%**



## Special Education

Since 2017/18 school year:

- **Enhanced provision of professional staff** (including occupational therapists, speech therapists, school nurses and social workers)
- **Enhanced grants** for supporting students with medical complexity and extra provision to employ personal care workers or hire related services
- **Upgraded ranks** of occupational therapist, physiotherapist, warden and assistant warden and created nursing officer posts

Recurrent  
expenditure  
2017-18 to 2021-22

**+44%**

# Achievements

## Strong Commitment to Quality Education

- Allocated over \$13.5 billion recurrent resources to implement improvement measures to promote quality education. (EDB)
- Increased recurrent government expenditure on education by 26% over the five years between 2017–18 and 2021–22. (EDB)
- Completed the reviews led by eight task forces set up to conduct in-depth studies of quality education and implemented recommendations progressively. (EDB)

## Quality Kindergarten Education

- Implemented the kindergarten education scheme (Scheme) since the 2017/18 school year. In the 2020/21 school year, about 90% of half-day kindergartens joining the Scheme were free. (EDB)
- 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 to the 2021/22 school year. (EDB)
- Strengthened the professional development of principals and teachers in kindergartens. Starting from the 2018/19 school year, each principal and teacher of kindergartens joining the Scheme should participate in 60 hours of continuous professional development activities for every three-year cycle. (EDB)

- Completed the review on the new kindergarten education policy, and started implementing the fine-tuned measures progressively. (EDB)
- Regularised the pilot scheme for promoting reading in kindergartens joining the Scheme, starting from the 2019/20 school year. (EDB)

## Enhancing Learning and Teaching in Schools

- Improved teacher-to-class ratio starting from the 2017/18 school year, providing around 2 200 additional regular teaching posts. (EDB)
- Continued to implement small class teaching in public sector primary schools with a view to reducing the allocation class size of the schools with big classes from 30 to 25 to enhance teaching and learning. (EDB)
- Replaced the subject of “Liberal Studies” by “Citizenship and Social Development” in the 2021/22 school year starting from Secondary Four. (EDB)
- Made Chinese History a compulsory subject for the junior secondary level starting from the 2018/19 school year and implemented the revised curriculum framework from Secondary One with effect from the 2020/21 school year. (EDB)
- Implemented initiatives to further promote Applied Learning (ApL) as a valued senior secondary elective subject. (EDB)
- Promoted reading in all public sector schools with additional grants starting from the 2018/19 school year. (EDB)
- Enhanced support in life-wide learning in public sector schools and schools under the Direct Subsidy Scheme (DSS) starting from the 2019/20 school year. (EDB)



- Set up in 2019 a \$2.5 billion Student Activities Support Fund for students with financial needs in public sector and DSS schools to participate in out-of-classroom learning activities. (EDB)
- Set aside \$3 billion from the Quality Education Fund (QEF) to implement the Dedicated Funding Programme for Publicly-funded Schools for four school years starting from the 2018/19 school year and later extended to the 2023/24 school year. As at early-September 2021, approved more than 1 300 applications with over \$1 billion funding. (EDB)

### Improving Teaching Facilities

- 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. (EDB)
- Improved the teaching and learning environment of public sector schools by building new school premises or providing for in-situ expansion. Since July 2017, 17 capital works projects have been completed; another 11 school building projects are expected to be completed from 2021 to 2024. (EDB)
- Set up a dedicated team to expedite installation of lifts for public sector schools to build barrier-free campuses. The first batch of projects in 12 aided schools will be completed in 2022–23. (EDB)
- Commenced a time-limited minor works programme at some 600 aided school premises to enhance teaching and learning environment and efficacy. As at 31 March 2021, approved 2 065 works items. (EDB)

### Professional Development of Teachers

- Established a professional ladder to enhance teachers' professional development from the 2020/21 school year. Core training programmes cover teachers' professional roles, values and conduct, local, national and international education development, as well as national education and national security education, etc. (EDB)
- Allocated a one-off funding of \$500 million in the 2018/19 school year to support professional development of teachers and principals. (EDB)
- Implemented in one go the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year. (EDB)
- Improved the manpower of deputy heads/vice-principals in public sector primary and secondary schools (including special schools) starting from the 2020/21 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. Offered a new recurrent School-based Management Top-up Grant to these schools. (EDB)

### Empowering Schools to Cater for Diversity

- Benefited over 55 000 students with special educational needs (SEN) from the enhanced Learning Support Grant in the 2020/21 school year, and provided about 1 140 additional regular teaching posts, entitled Special Educational Needs Support Teacher to around 700 public sector ordinary schools. (EDB)

- Provided a Special Educational Needs Coordinator (SENCO) to every public sector ordinary school in phases between the 2017/18 and 2019/20 school years, and upgraded the SENCO post in schools with a comparatively large number of students with SEN to a promotion rank starting from the 2019/20 school year. Upgraded over 80% of the SENCO posts to a promotion rank in the 2020/21 school year. (EDB)
- Extended the School-based Educational Psychology Service (SBEPS) to all public sector ordinary schools, and provided enhanced SBEPS to schools with a comparatively large number of students with SEN, benefiting about 200 schools in the 2020/21 school year. (EDB)
- Created school-based speech therapist (SBST) posts in public sector ordinary schools in phases starting from the 2019/20 school year. In the 2021/22 school year, created more than 280 SBST posts in about 550 schools. (EDB)
- Enhanced support for students with autism spectrum disorder (ASD) by assisting public sector ordinary primary and secondary schools to deploy a three-tier intervention model in phases from the 2020/21 school year, and providing tier-2 support with small group training on social adaptive skills. Benefited about 10 000 students with ASD. (EDB)
- Enhanced the staff establishment of the boarding sections of aided special schools starting from the 2020/21 school year. Benefited about 1 000 boarders in 22 aided special schools with a boarding section. (EDB)
- Provided 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. (EDB)
- Injected \$800 million into the Gifted Education Fund in 2019 to support service enhancement of the Hong Kong Academy for Gifted Education, implemented recommendations by the Advisory Committee on Gifted Education, and encouraged gifted education providers to provide quality off-school advanced learning programmes. (EDB)
- Strengthened support for non-Chinese speaking students (please refer to Chapter VIII for details). (EDB)

## Promoting e-Learning

- Allocated \$2 billion in the QEF to launch a three-year programme in the 2021/22 school year to assist schools to implement the blended mode of learning and teaching. About \$1.5 billion of the reserve is for purchasing mobile computer devices and Internet access facilities for loan to financially needy students. (EDB)
- Used the Community Care Fund to support needy students in primary and secondary schools to purchase mobile computer devices for e-learning under a three-year programme launched in the 2018/19 school year. Benefited about 176 000 students. (EDB)
- Provided schools on a need basis with a one-off top-up grant from late-2020 to early 2021 to purchase portable Wi-Fi routers and mobile data cards to benefit over 15 400 students. (EDB)
- Worked with the Hong Kong Education City in the 2020/21 school year to explore building a more comprehensive and user-friendly learning and teaching resources sharing platform. (EDB)

## Healthy Development of Post-secondary Education

- Allowed all students attaining “3322” in the Hong Kong Diploma of Secondary Education Examination (DSE) to have access to subsidised undergraduate education either in University Grants Committee (UGC)-funded institutions or through funding schemes including Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS), Mainland University Study Subsidy Scheme, etc. (EDB)
- Established the Hostel Development Fund to provide about \$10.3 billion to six UGC-funded universities for expediting the development of about 13 500 hostel places. (EDB)
- Earmarked \$16 billion for enhancing or refurbishing university campus facilities, in particular research equipment and laboratories, and approved the funding for the first major project in early 2021. (EDB)
- Allocated \$1.26 billion for the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education. (EDB)
- Completed the Eighth Matching Grant Scheme and fully allocated \$2.5 billion to 10 publicly-funded post-secondary education institutions. (EDB)
- Increased senior year intake places of UGC-funded universities to 5 000 per annum from the 2018/19 academic year onwards. (EDB)
- Regularised the Hong Kong Scholarship for Excellence Scheme starting from the 2019/20 academic year. Awarded 454 students since the 2017/18 academic year. (EDB)
- Increased the number of scholarships offered under the Belt and Road Scholarship Scheme from 10 to 100 per year. Awarded 324 students from 36 countries since the 2017/18 academic year. (EDB)
- Subsidised about 11 500 students through the SSSDP in the 2020/21 academic year. (EDB)
- Launched the NMTSS, benefiting about 16 300 undergraduates in the 2020/21 academic year. (EDB)
- Launched the Targeted Taught Postgraduate Programmes Fellowships Scheme in the 2020/21 academic year on a pilot basis for five cohorts. Benefited 1 500 meritorious local students in the first two cohorts. (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. (EDB)
- Completed public consultation and finalising proposed legislative amendments to the Post Secondary Colleges Ordinance (Cap. 320) to unify and strengthen regulation of self-financing post-secondary education programmes at degree and sub-degree levels with a view to submitting the amendment bill in the next-term Legislative Council. (EDB)
- Commenced a review of sub-degree education in December 2020 with expected completion in 2022. (EDB)



- Supported a common online platform being developed by the Joint Universities Computer Centre for five tertiary education institutions on a pilot basis using blockchain technology to enable local tertiary students to provide global institutions or employers with proof of education qualifications in an efficient and secure manner, which would be launched in November 2021. (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 with 1 200 training places per year under the “Earn and Learn” model. (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. (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. (EDB)
- Launched a pilot scheme in December 2020 to provide one-stop professional service on VPET for teachers of selected secondary schools. (EDB)
- Launched the Pilot Project on the Development of Applied Degree Programmes in December 2020. Participating post-secondary institutions may launch the applied degree programmes in the 2022/23 academic year at the earliest. (EDB)
- Promulgated the report of Manpower Projection to 2027 in December 2019 to support the planning and development of VPET. (LWB)

## Attracting Talent

- Established the Human Resources Planning Commission in 2018 and launched a one-stop online manpower information portal in 2019. (CSO)
- Promulgated the first Talent List of Hong Kong in 2018 covering 11 professions. (LWB)
- Doubled the annual quota under the Quality Migrant Admission Scheme to 2 000 since September 2020. In 2020, 1 709 quota were allotted, the highest since 2006. (SB)
- Convened a high-level special meeting by the Chief Secretary for Administration in September 2020 to conduct a comprehensive review on the prevailing talent attraction mechanism, and identified policy enhancement measures to be explored, including reviewing the Talent List, attracting global STEM talents and strengthening the promotion of the talent attraction policies. (CSO)

- Implemented new facilitation measures to empower training institutions<sup>1</sup> to develop Hong Kong as a Regional Training Hub. Over 6 600 non-local trainees attended training courses/academic programmes provided by these institutions from 2018 to the first half of 2021. (ICAC, CSB, SB, THB)
- Facilitated 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 overseas persons to take up short-term assignments in arbitration proceedings in Hong Kong. Professionals and skilled persons coming to Hong Kong for employment can come with their family members under the dependant visa regime. Some 100 000 dependants have benefited from this policy since July 2017. (SB, DoJ)
- Launched the Research Talent Hub under which the Post-doctoral Hub was merged with the Researcher Programme, with over 5 000 talents recruited since 2017. (ITB)
- Launched the STEM Internship Scheme in 2020 with over 4 000 interns trained. (ITB)
- Launched the Technology Talent Admission Scheme in 2018 with 586 quotas allotted and 257 visa/entry permit approved. (ITB)
- Launched the Global STEM Professorship Scheme in June 2021 to support universities in recruiting internationally-renowned STEM scholars. Supported over 40 scholars in the first tranche. (ITB, EDB)
- Launched the IT Innovation Lab in Secondary Schools Programme in the 2020/21 school year for three years, with \$500 million to support information technology-related extra-curricular activities. Over 230 schools submitted funding applications since the launch of the Programme. (ITB)
- Launched a three-year Knowing More About IT Programme in all publicly-funded primary schools starting from the 2021/22 school year with \$225 million. (ITB)

## Nurturing Technology Talent

- Injected \$20 billion into the Research Endowment Fund (REF) and allocated \$4.7 billion since July 2017; set up a \$3 billion Research Matching Grant Scheme and allocated \$1.63 billion since August 2019; and increased by \$190 million recurrent funding for three new Fellowship Schemes, with 100 post-doctoral researchers and 40 outstanding scholars awarded since August 2019. (EDB)
- Injected \$3 billion into the REF to provide non-means-tested tuition waiver for local research postgraduate (RPg) students with about 5 500 beneficiaries since July 2018. (EDB)

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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.

## Nurturing Legal Talent

- Put in place secondment arrangements with the United Nations Commission on International Trade Law (UNCITRAL), Hague Conference on Private International Law and the International Institute for the Unification of Private Law for Hong Kong legal professionals. Formally reserved a post by the Central People's Government for Department of Justice secondees under the United Nations Junior Professional Officers Programme at the UNCITRAL Secretariat. (DoJ)
- Launched an understudy programme for barristers and solicitors with less than 5 years' experience to be engaged in civil law matters, and expanded this programme to prosecution of criminal cases. Benefited 104 practitioners. (DoJ)
- Launched a Pilot Professional Exchange Programme to facilitate cross-fertilisation of knowledge and experience among lawyers in the private sector and the Government. (DoJ)

## Nurturing Financial Talent

- Extended in April 2020 the Pilot Programme to Enhance Talent Training for the Asset and Wealth Management Sector. Benefited over 420 undergraduate students and over 2 300 industry practitioners as at early-September 2021. (FSTB)
- Launched the Pilot Apprenticeship Programme for Private Wealth Management in collaboration with the Private Wealth Management Association in 2017, which benefited over 220 students since inception. (FSTB)
- Extended in April 2020 the Pilot Programme to Enhance Talent Training for the Insurance Sector. Benefited 367 university students and 7 323 industry practitioners as at August 2021. (FSTB)

- Launched the Financial Practitioners FinTech Training Programme in March 2020, attracting participation of over 1 200 financial practitioners from the banking, insurance and securities sectors. (FSTB)
- Launched the Financial Industry Recruitment Scheme for Tomorrow (FIRST) in September 2020 to subsidise employers in the financial services sectors to create 1 500 new full-time jobs, with 1 469 job positions filled as at end-August 2021. As an extension of FIRST, the Financial Industry Recruitment Scheme for Young Graduates (YOUTH) was launched in July 2021 to subsidise the creation of 200 full-time jobs for university students graduated in 2019 to 2021. (FSTB)
- Launched the Fintech Anti-epidemic Scheme for Talent Development in July 2020 to subsidise local Fintech companies, start-ups and other companies with Fintech-related operations to create 1 000 new full-time jobs. Over 700 applications have been approved for recruitment with 525 jobs already filled as at mid-September 2021. (FSTB)
- Upgraded Fintech Career Accelerator Scheme (FCAS) to FCAS 2.0 in January 2018, including enhancing its Gap Year Placement Programme, introducing an entrepreneurship summer boot camp, a Shenzhen summer internship programme, and a full-time graduate programme. Benefited more than 780 students since the launch of FCAS. (FSTB)

## Qualifications Framework

- Injected \$1.2 billion into the Qualifications Framework Fund in 2018 for the continued implementation of various initiatives. Benefited over 2 000 practitioners and 400 education and training providers in 2020–21. (EDB)



## Continuing Education

- Injected an additional \$10 billion into Continuing Education Fund (CEF) in 2018 and implemented enhancement measures in 2019. Over 10 000 registered CEF courses are available as compared with 7 800 before the enhancement. (LWB)
- Formulated a framework to recognise online courses under the CEF and, after consulting the sector, will start to receive course providers' applications for registration of eligible online courses as CEF reimbursable courses from October 2021. (LWB)

## Hong Kong Examinations and Assessment Authority

- Committed about \$360 million in early 2019 to provide funding support to enable the Hong Kong Examinations and Assessment Authority to administer the DSE Examination for four cohorts from 2019 to 2022 pending a long-term financially-sustainable funding proposal. (EDB)

## Parent Education and Home-School Co-operation

- Provided Parent-Teacher Associations (PTAs) of schools and Federations of PTAs (FPTAs) with additional resources starting from the 2019/20 school year. In the 2020/21 school year, benefited about 1 700 schools and 14 FPTAs. (EDB)

# New Initiatives

## Kindergarten Education

- Progressively implement measures to promote the development of kindergartens, including streamlining administrative procedures, and ensuring quality and effective monitoring whilst maintaining the flexibility, diversity and vibrancy of the kindergarten sector in response to the changing needs of society. (EDB)

## National Education and National Security Education in Schools

- Step up support for schools to facilitate students to gain a better understanding of Chinese culture, Chinese history, national development, the Constitution and the Basic Law in a holistic manner, and to foster their sense of identity with the Chinese culture and the nation. (EDB)
- Enhance understanding of national security education among school supervisors, managers, principals, teachers and students, and promote the full implementation of national education and national security education in schools. The QEF will consider supporting related applications. (EDB)

## Media and Information Literacy

- Optimise the use of the QEF to support schools in implementing education on media and information literacy, and to teach students how to check the authenticity and validity of information so as to develop their independent thinking skills, thereby consolidating values education. (EDB)

## Professional Conduct and Development of Teachers

- Enhance teachers' professional conduct and training. Specific measures include: starting from the 2022/23 school year, requiring newly-appointed teachers of public sector schools to pass the Basic Law Test before appointment; providing clear guidelines and examples on teachers' professional conduct; publicising the "T-standard+" as professional reference for teachers; strengthening training to enhance teachers' understanding of the Constitution, the Basic Law, national security education and promote their professional conduct; and helping teachers gain first-hand experience about the development of our country through study tours to the Mainland. Cases of teachers involving in unlawful acts or misconduct will be handled seriously; teachers with distinguished talents and virtues will be commended. (EDB)
- Amend the Education Ordinance (Cap. 279) to extend the retirement age of the newly-joined teaching staff in aided schools from 60 to 65. (EDB)

## Post-secondary Education

- Look into the current triennial funding arrangements by the UGC to strategically utilise funding to facilitate universities' active participation in Guangdong-Hong Kong-Macao Greater Bay Area (GBA), such as suitably increasing funding to enable university students to set their sights on opportunities in GBA. (EDB)
- Extend the Research Matching Grant Scheme for two years to allow more time for universities in their planning and fully utilise the funds to foster research collaboration between the private and the higher education sector. (EDB)

- Further relax the over-enrolment ceiling of UGC-funded RPg programme students from 70% to 100% progressively such that the UGC-funded universities may flexibly redeploy resources to nurture more research talents. (EDB)
- Invite UGC to look into the supply of and demand for UGC-funded RPg places and consider the feasibility of increasing the number of places. (EDB)
- Amend the Post Secondary Colleges Ordinance (Cap. 320) to enhance the regulatory framework and improve governance of self-financing post-secondary education institutions. (EDB)

## Vocational and Professional Education and Training

- Further promote ApL as a valued senior secondary elective subject by developing more diversified and up-to-date courses, as well as placing equal emphasis on practice and theory to cater for the diverse interests and potential of students and facilitate their articulation to multiple pathways for further study and career. (EDB)

- Promote further VPET through strengthening collaboration with the industries, including enhancing the participation of industry partners in ApL, and exploring the further incorporation of workplace learning and assessment elements in VPET programmes. (EDB)
- Support the Hong Kong VTC and the Shenzhen Polytechnic to strengthen collaboration in joint VPET programmes, including introducing more new joint programmes. (EDB)

## Diversified and Flexible Progression Pathway

- Review and optimise the Diploma Yi Jin subsidy scheme, with a view to exploring the continued provision of an alternative pathway for secondary six school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study. (EDB)



## Using Information Technology to Improve Services

- Promote the wider use of information technology to enhance service efficiency and user-friendliness, including comprehensive digitisation of primary one and secondary one admissions (including applications submission and result announcement) by phases starting from 2023; further enhancing the functions of the e-services platform for student financial assistance to encourage online submission of applications and supporting documents; launching a round-the-clock chatbot to enhance enquiry services; and supporting the smooth conduct of home visits and interviews through mobile platform and handheld devices. (EDB)

## Talent Attraction

### Quality Migrant Admission Scheme

- Double the annual quota of the Quality Migrant Admission Scheme to 4 000 to attract talents from all over the world to Hong Kong to support Hong Kong's development. (SB)

## Talent List

- Add two new professions of “professionals in compliance in asset management” and “financial professionals in Environmental, Social and Governance” (ESG) to the Talent List of Hong Kong promulgated in 2018, and expand the fields of some existing professions to include experts of “arts technology”, “medical and healthcare sciences”, “microelectronics” and “integrated circuit design”, with a view to stepping up efforts to attract targeted high-quality talents to Hong Kong. (LWB)
- Refine the scope of the existing industry segment and occupation of Dispute Resolution Professionals and Transactional Lawyers in the Talent List to cover professionals with expertise in resolving international commercial disputes, and relax the qualification requirements on past experience in handling international commercial and financial disputes or investor-state disputes, and clarify the types of supporting documents required as proof of experience for transactional lawyers so as to attract more talents in these respects. (DoJ)

## **Innovation and Technology Talent**

- Review the Global STEM Professorship Scheme in consultation with the participating universities to seize opportunity to build up a critical mass of research talents for Hong Kong. (ITB)
- InvestHK to host a series of promotional and recruitment events, with particular focus on the innovation and technology sector, with a view to tapping talents' considerations and aspirations about coming to Hong Kong for devising suitable measures to attract talents to further their development in Hong Kong. (ITB, CEDB)

## **Nurturing Talent**

### **Aviation Talent**

- Support the Airport Authority Hong Kong to construct on the Hong Kong Boundary Crossing Facilities Island of Hong Kong-Zhuhai-Macao Bridge the campus and dormitories of the Hong Kong International Aviation Academy to complement its medium and long-term development, which will help Hong Kong develop into a leading aviation training hub in the GBA and the region beyond. (THB)

## **Arts and Culture Talent**

- Nurture arts and culture talent in diverse areas such as arts administration, arts technology and script production. In respect of Cantonese opera, provide additional support for training of young talents and enable the continued professional development of practitioners, as well as encourage and support the production of new scripts with community appeal especially to younger audience. (HAB)

## **Financial Services Talent**

- Study the development of professional qualification standards for the Fintech sector under the Qualifications Framework and, at the same time, include more courses related to Fintech and ESG in the list of reimbursable courses under the CEF, so as to enrich our talent pool. (FSTB, EDB and LWB)
- Examine with post-secondary education institutions the more active participation of Fintech companies in the design of Fintech programmes including provision of student internship opportunities, and incorporate more ESG-related topics in the business and finance programmes, thereby enabling post-secondary students to acquire wider and deeper knowledge and experience, as well as develop greater interest in the two areas. (FSTB)

## Facilitating Flow of Talents within the GBA

- Pursue the introduction of a GBA endorsement/visa to promote the southbound and northbound movement of business personnel and high-quality talents within the GBA. The Hong Kong Special Administrative Region Government will actively follow up and discuss the initiative with relevant Central Authorities for its early implementation. (SB)
- Explore the extension of the Immigration Arrangement for Non-local Graduates to cover graduates of Hong Kong universities' GBA campuses. Hong Kong Science and Technology Parks Corporation will work with the relevant institutions to establish incubator networks in their GBA campuses to train up talent for and provide assistance to start-ups. (EDB, SB, ITB)