

Hong Kong's Education at a Glance

An Education Hub and a Cradle of Talent



Education Bureau

The Government of the
Hong Kong Special Administrative Region
of the People's Republic of China

Cosmopolitan City



Quality Education



Diversified Options



Unlimited Opportunities





EDB Website

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An International Education Hub and a Cradle of Future Talent

Hong Kong is an Asia's world city, and at the same time is committed to building **an international education hub**. Ever since its return to the motherland, Hong Kong has made brilliant achievements and ranked highly in global standings in the area of education.





Home to Top-notch Universities and Countless Opportunities

Internationally Acclaimed Universities

The post-secondary institutions in Hong Kong are internationalised, and enjoy institutional autonomy, academic freedom and good governance, as well as the strength of campus environments that combine knowledge of Chinese culture with an international perspective.



Hong Kong is acclaimed to be the only city with five universities in the world's top 100:

Institutions	QS World University Rankings 2024	Times Higher Education World University Rankings 2024
The University of Hong Kong (HKU)	26	35
The Chinese University of Hong Kong (CUHK)	47	53
The Hong Kong University of Science and Technology (HKUST)	60	64
The Hong Kong Polytechnic University (PolyU)	65	87
The City University of Hong Kong (CityU)	70	82



Programmes offered by the universities are also among the best in the world:

Institutions	Programme	Rank
HKU	 Dentistry	World's No. 3 <i>QS World University Rankings by Subject 2023</i>
HKU	 Education & Education Research	World's No. 1 <i>2022-2023 U.S. News Best Global Universities Subject Rankings</i>
HKU	 Education	World's No. 5 <i>Times Higher Education World University Rankings by Subject 2023</i>
HKU	 Education & Training	World's No. 8 <i>QS World University Rankings by Subject 2023</i>
HKU	 Social Policy & Administration	World's No. 10 <i>QS World University Rankings by Subject 2023</i>
HKU	 MBA	Asia's No. 1 <i>The Economist 2022</i>
CUHK	 Nursing	World's No. 2 <i>The Academic Ranking of World Universities by Subject 2024</i>
CUHK	 Gastroenterology & Hepatology	World's No. 3 <i>2022-2023 U.S. News Best Global Universities Subject Rankings</i>
CUHK	 Medicine	Asia's No. 3 <i>QS World University Rankings by Subject 2023</i>
HKUST	 Executive MBA (EMBA) programme offered in collaboration with Kellogg School of Management of the Northwestern University	World's No. 1 <i>Financial Times EMBA Rankings (2007, 2009-2013, 2016-2018, 2020, 2022-2023)</i>

Institutions	Programme	Rank
PolyU	 Hospitality & Tourism Management	World's No. 1 <i>Shanghai Ranking's Global Ranking Academic Subjects (2017-2023)</i>
The Hong Kong Academy for Performing Arts (HKAPA)	 Performing Arts	Asia's No. 1 <i>QS World University Rankings by Subject 2023</i>

World-class Academic Research

Universities are committed to world-class researches in diversified fields and have won global recognitions. The University Grants Committee (UGC)-funded universities provide first-class research environment that facilitates scholars' pursuit of research excellence.

As indicated by the results of the UGC's Research Assessment Exercise in 2020, about 70% of the research projects assessed were judged by international experts as "internationally excellent" or above. About 80% of the research impact cases were judged to have "outstanding" or "considerable" impact, showing that the universities performed well in transferring their research to innovative solutions, bringing substantial benefits to society and significant and tangible changes to people's lives. The universities' research environment is also outstanding, with 81% of the environment submissions obtaining the two highest gradings, indicating that the universities strategies, human resources, income, infrastructure, collaboration within and beyond the academia, reputation and recognition from outside bodies in relation to research, etc. are on the whole considered to be of "world leading" or "internationally excellent" quality.

The Hong Kong Special Administrative Region Government has also established the Research Endowment Fund and scholarship schemes, such as Targeted Taught Postgraduate Programmes Fellowships Scheme, Hong Kong PhD Fellowship Scheme, Research Grants Council (RGC) Postdoctoral Fellowship Scheme and Global STEM Professorship Scheme and etc., to attract outstanding non-local students, postgraduates, postdoctorals

and academic staff to study and conduct researches in Hong Kong. In particular, the Government will gradually increase the quota of the Hong Kong PhD Fellowship Scheme to 400 places per academic year starting from 2024/25.

Hong Kong scholars have made great strides in research. In 2023, over 1,400 scientists from various tertiary institutions and research institutes were named among the top 2% most-cited scientists in the world according to the annual rankings published by Stanford University. Notably, 15 scholars have secured positions within the top ten of their disciplines.

Vibrant and Diverse Campus

Hong Kong offers a unique cultural experience with its captivating blend of Eastern and Western cultures. With vibrant and diverse campus communities, it attracts top talents from all over the world. The universities have always been popular among Mainland and overseas students.

In the 2022/23 academic year, about 63,200 non-local students from over 100 countries/regions studied post-secondary programmes in Hong Kong. At present, over half of the academic staff are from outside Hong Kong.



The Belt and Road Scholarships is offered to non-local students from Belt and Road countries pursuing full-time publicly-funded undergraduate programmes and research postgraduate programmes in local universities, the annual quota will be increased by 50% to 150 starting from the 2024/25 academic year.

Starting from the 2024/25 academic year, the non-local student quota of publicly-funded post-secondary institutions will be increased to 40% with a view to attracting more students from abroad and the Mainland to pursue further studies in Hong Kong.

About 13,500 additional hostel places will be provided by 2027 to cater for the needs of university students, including those arising from the additional intake.

Funding Scheme for Mainland and Global Engagement and Student Learning Experience encourages universities to offer students with more exchange and learning opportunities outside Hong Kong and promotes a diversified and inclusive international learning environment.



Mainland Support Unlocks Ample Development Opportunities

UGC-funded universities have built strong ties with the Mainland in both teaching and research collaboration. Over the years, universities in Hong Kong have established academic exchange schemes, joint-degree programmes, joint research institutes, and other forms of collaboration with the Mainland universities, enabling faculty members and students to tap into the new opportunities on the Mainland. As of November 2022, there were 2,320 active academic research collaboration projects between higher education institutions of Hong Kong and the Mainland. Six Hong Kong higher education institutions have thus far set up industry-education-research bases or institutes in Shenzhen to strengthen co-operation with Mainland institutions in scientific research.

To inject further impetus into our research community and encourage local talents to collaborate with the Mainland in major research projects, UGC actively participates in the evaluation of joint laboratories established between the Chinese Academy of Sciences and the six local universities with a view to providing funding support to outstanding laboratories.

The RGC is committed to promoting collaboration between scientific research talents in the Mainland and Hong Kong. Since 1999, the RGC has established a Joint Research Scheme with the National Natural Science Foundation of China (NSFC), which has been well-received by researchers from both sides. To further enhance research cooperation, the RGC and NSFC introduced the "Collaborative Research Scheme" in 2022/23 to support larger-scale collaborative research across disciplines and/or across universities in the Mainland and Hong Kong, with a view to enhancing research output and impact on both sides.



Hong Kong's higher education institutions have established four alliances with institutions of the Mainland and Macao, bringing together over 80 elite institutions. Through a comprehensive co-operation mechanism, the alliances gather high-quality teaching and research resources, thereby enhancing the level and standard of regional co-operation.

The Government's target by the 2026/27 school year is that 35% of the students at UGC-funded universities will be studying subjects related to STEAM (Science, Technology, Engineering, the Arts and Mathematics) and 60% will be studying subjects relevant to the "eight centres" under the National 14th Five-Year Plan. In this regard, the Government actively encourages universities to offer more programmes on the related subjects to nurture more local talents for Hong Kong's integration into the country's overall development.

The Government strives to develop the Northern Metropolis University Town, where post-secondary institutions are encouraged to strengthen co-operation with renowned Mainland and overseas institutions.



Promising Academic and Career Prospects

Hong Kong, situating in the heart of Asia, enjoys geographic proximity to Mainland China's vast markets, such as the Guangdong-Hong Kong-Macao Greater Bay Area, as well as other Asia countries, including those along the Belt and Road. In Hong Kong, students have access to internationally acclaimed quality education and can leverage this platform to explore and embrace a multitude of development opportunities.

Hong Kong's post-secondary sector conforms to international standards regarding the medium of instruction, further studies, and employment opportunities. With the institutions primarily using English as the medium of instruction and offering programmes that encompass internationally recognized professional knowledge and qualifications, graduates are well-prepared to pursue further studies or secure employment in Hong Kong or abroad.

Institutions are committed to assisting non-local students in planning their post-graduation development by providing them with information and a wide range of support services for pursuing further studies or taking up employment in Hong Kong.

The Immigration Arrangements for Non-local Graduates (IANG) allows non-local graduates to stay or return and work in Hong Kong without restrictions for 24 months after graduation.

Starting from November 2023, full-time non-local postgraduate students will be temporarily exempted from the restrictions on taking up part-time jobs to enhance their experience and understanding of working in Hong Kong.



World-class arts and cultural hub

The HKAPA is a leading tertiary institution in performing arts in Asia. Its educational philosophy reflects the cultural diversity of Hong Kong with emphasis on Chinese and Western traditions, and interdisciplinary learning.

Being one of the world's leading art markets, Hong Kong is committed to realising its position as an East-meets-West centre for international cultural exchange. This provides students with development opportunities and exposes them to the unique charm of the city as a melting pot of the best of Chinese and international cultures.





Diverse Education Pathways Beckon Global Talent

Entry of Non-local Children to Schools in Hong Kong

To align with the Government's package of initiatives to attract talents from around the world, the Education Bureau (EDB) provides various educational support services to facilitate the admission of accompanying children of individuals admitted to Hong Kong under various talent admission schemes (accompanying children) to local schools.

Hong Kong has a diversified education system, in which accompanying children can enrol in public sector schools (i.e. government schools directly operated by the Government, as well as aided schools and caput schools that are fully subvented by the Government), Direct Subsidy Scheme (DSS) schools, and private schools (including international schools) according to their needs.

Quality Education through Public Sector Schools

The Government provides 12 years' free education through public sector primary and secondary schools. Under the objective of upholding mother-tongue teaching while enhancing students' proficiency in both Chinese and English, schools in Hong Kong enjoy flexibility in enriching their English language learning environment to nurture biliterate talents for consolidating Hong Kong's position as an international financial centre and business hub, and supporting the development of Hong Kong and the country.

The Hong Kong Diploma of Secondary Education Examination (HKDSE), taken by students in public sector schools, is widely recognised by tertiary institutions worldwide and on the Mainland. The HKDSE not only provides an important credential for candidates to further their studies locally or to embark on a career, but they can also apply directly to non-local universities or institutions with their HKDSE results. This qualification is recognised internationally by over 600 tertiary institutions for admission purposes, and more are being added.



Diversified Options for Non-public Sector Schools

Hong Kong has a cosmopolitan population and the vibrant international school sector meets the demand of non-local families living in Hong Kong and families coming to Hong Kong for work or investment. There are 54 international schools (including one special school) in Hong Kong, providing different non-local curricula, including those of Australia, Canada, France, Germany, Japan, Korea, Singapore, the United Kingdom and the United States, as well as the International Baccalaureate (IB) programme. The international school sector also encompasses a special school, one school with a boarding section (providing around 500 places), and schools with diverse religious backgrounds to meet the needs of non-local students. In the 2022/23 school year, international schools offer approximately 46,300 school places, primarily catering to non-local students of various nationalities. Currently, students attending international schools come from over 30 different countries/regions.



International schools students in Hong Kong achieved outstanding results in public examinations. For international schools offering IB Diploma Programme, the percentage of candidates achieving a perfect score (45 points) in the past two academic years (2021/22 and 2022/23 school year) was high, accounted for 5-7% of candidates scoring a perfect score globally. In addition, a few international schools with students taking the General Certificate of Education Examinations had attained at least Grade B in 65% and 55% of the exams in 2021/22 and 2022/23 respectively.

In the 2022/23 school year, there are 47 other private schools that offer non-local curricula, along with some DSS secondary schools that offering the choice of studying non-local curriculum for a small stream of students at the secondary 5 and 6 levels. These options provide students with additional choices beyond the international school system. Currently, there are nine DSS schools (one primary school and eight secondary schools) with boarding facilities, offering approximately 1,700 permitted accommodation, of which at least half are reserved for the non-local students attending the respective schools.





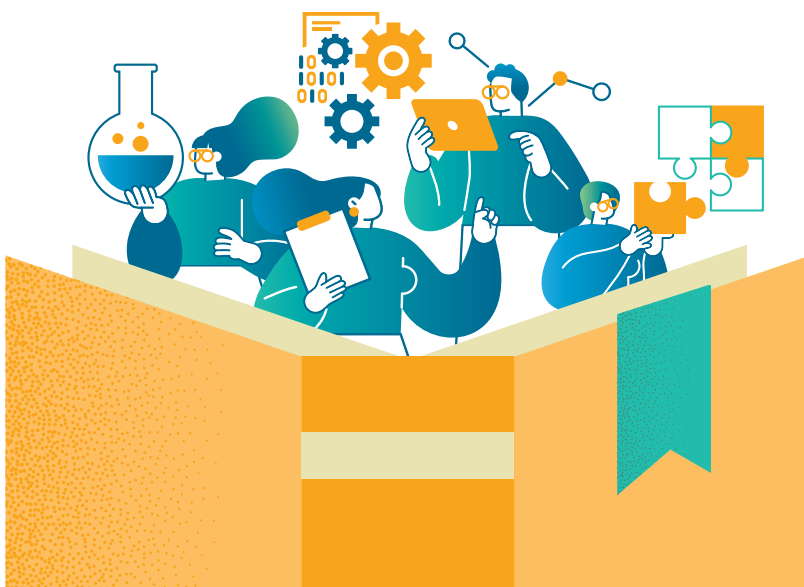
Quality Teaching Fosters Whole-person Development

“Invigorating the Country through Science and Education”

The Government actively seizes the opportunities arising from national development, along with the broad direction of invigorating the country through science and education. Working towards the goal of cultivating values for leaders of tomorrow, the Government strives to help students become able and virtuous lifelong learners with a sense of responsibility, vision as well as an affection for their home and country.



“**Science**” means stepping up the promotion of innovation and technology as well as STEAM education. “**Education**” means strengthening the professional development of teachers, including implementing the Guidelines on Teachers’ Professional Conduct and requiring newly-appointed teachers to pass the Basic Law and National Security Law Test with a view to safeguarding the education profession. “**Invigorating**” means promoting education and nurturing talents by actively promoting vocational and professional education and training (VPET) as well as post-secondary education, including facilitating the establishment of universities of applied sciences (UAS) and supporting the Vocational Training Council (VTC) to establish the Hong Kong Institute of Information Technology, encouraging institutions to offer more applied degree programmes in relation to professional and technical disciplines and launching the Business-School Partnership Programme 2.0 alongside enhancing life planning education to create more opportunities for youngsters. “**Country**” means students’ sense of national identity. Through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”, schools are supported in strengthening patriotic education, national education and national security education to encourage students to develop an affection for and a sense of belonging to the country.



Connecting with the Mainland

The Sister School Scheme has served as an important platform to facilitate exchange between Hong Kong and Mainland schools since its introduction in 2004. At present, about 870 schools in Hong Kong have established over 2,500 sister school pairs with their Mainland counterparts. Schools in general consider that the scheme can enhance teachers and students' understanding of the Mainland, facilitate Mainland-Hong Kong cultural interflow and broaden students' horizons.



The EDB has been arranging Mainland exchange programmes with diversified themes for primary and secondary students with an exchange quota of over 100,000 every year. In alignment with the curriculum of the subject of Citizenship and Social Development, the EDB has also been arranging senior secondary students to participate in Mainland study tours to help them gain first-hand understanding of the country and its development opportunities.

The EDB launches the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” to strengthen connection between the Mainland and Hong Kong in early childhood education, with a focus on fostering teachers' professional exchanges and collaboration; and establishes the first teacher training and exchange base in collaboration with relevant Mainland education authorities and institutions to organise regular training programmes, exchanges and collaboration projects in the Mainland.

Remarkable Students' Performance

The performance of Hong Kong students in different international researches, including the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS), has been consistently well above the international average. The results of both PISA and PIRLS have shown that, compared with other countries/regions, the family background and socio-economic status have less effect on Hong Kong students' performance reflecting that Hong Kong's education system has done well in providing education opportunity with high quality and equity for all students.



PISA



TIMSS



PIRLS

Hong Kong students excel in international competitions, winning a total of two gold, ten silver and nine bronze medals in 2023 at the International Mathematical Olympiad, International Physics Olympiad, International Biology Olympiad, Asian Physics Olympiad and International Olympiad in Informatics, and bringing home a record-breaking total of one gold medal and 12 medallions for excellence from the WorldSkills Competition 2022 Special Edition.



Universal Education and Multiple Pathways

12-year free education covering the primary, junior secondary and senior secondary curricula is provided through public sector. Through the Kindergarten Education Scheme, eligible local non-profit-making kindergartens are provided with subsidies with the aim of providing students from three to six years old with good quality and highly affordable kindergarten education, and enhancing the accessibility of students to different modes of services that suit their specific needs.



Moreover, the EDB is committed to promoting the parallel development of the publicly-funded and self-financing post-secondary institutions with a view to providing multiple and flexible articulation pathways. At present, the post-secondary education participation rate has increased to about 80%, well above the rate of 43% in 2003.

Quality Education

Whole-day primary schooling has been fully implemented since the 2007/08 school year to promote students' whole-person education and unleash their potentials.

Since the 2009/10 school year, small class teaching (SCT) has been progressively implemented in public sector primary schools to enhance the quality of learning and teaching. In the 2023/24 school year, there are about 85% of these schools implementing SCT and the percentage will increase to over 90% in the 2024/25 school year.

Curriculum to Move with the Times

Hong Kong continues to optimise the local school curriculum to equip students with the competencies essential for the 21st century. For example, the EDB actively promotes STEAM education by implementing enriched coding education for the upper primary level and introducing artificial intelligence for the junior secondary level, as well as launching programme in support of the Mathematics curriculum in the 2023/24 school year and introducing a subject on science in primary schools in the 2025/26 school year. The EDB also attaches great importance to values education so as to nurture good citizens who are able and virtuous. A subject on humanities in primary schools will be introduced in the 2025/26 school year to enhance students' learning about the Chinese culture, the country's history and geography.



The broad and balanced senior secondary curriculum caters for the different interests, needs and abilities of students. The senior secondary applied learning courses are enhanced by offering more course options and support. Also, the Business-School Partnership Programme 2.0 has been launched to cover a wider range of business partners and industries.



Diversity in School Operation

Hong Kong provides a holistic and diversified school education system, including public sector schools (government schools, aided schools and caput schools), DSS schools receiving government subsidy, self-financed private schools (including a non-profit-making private school offering the Mainland curriculum which is underway), and over 50 international schools, to cater to the diverse needs of students.

Schools in Hong Kong are mostly operated by school sponsoring bodies with different cultural or religious background and this is a characteristic and unique competitive edge of education in Hong Kong. There are more than 400 school sponsoring bodies (e.g. religious organisations, charitable organisations or clan organisations, etc.) in Hong Kong, which formulate education policies of the schools, lead and monitor the schools in accomplishing the school mission, and thus create and develop their own school cultures and attributes. There is also a wide array of schools with diverse religious backgrounds. Students can choose schools according to their interests, needs, personalities, abilities and religious backgrounds.



Quality School Facilities

Based on the actual situations of individual schools, the EDB has been upgrading the facilities of existing and newly-built schools through various measures with a view to creating a conducive and modern learning and teaching environment.



With the changing needs of education over time, the school campus has evolved from a mere place of learning to a multi-faceted, interactive, user-oriented, multi-purpose educational and community space that nurtures students to develop 21st century competencies. Each and every new public school project has been designed to interact and commensurate with the environment nearby.





Overview of Hong Kong Education

“Whole-person Education and Lifelong Learning” is the aim of education in Hong Kong. The Government is committed to fostering students’ balanced development in the domains of ethics, intellect, physique, social skills and aesthetics and cultivating their learning to learn capabilities. Students with diverse interests, abilities and backgrounds are enabled to unleash their full potential and be well-equipped for the multiple pathways ahead in a rapidly changing globalised environment.

In an increasingly competitive and connected world, education is of vital importance. In view of this, the Government’s expenditure on education keeps increasing. The recurrent expenditure on education has, over the ten years (i.e. from 2014-15 to 2023-24 financial years), increased by 53% with an average growth rate of 4.9% per annum. This demonstrates the Government’s long-term commitment to investment in education.





Hong Kong Education System

Kindergarten education in Hong Kong is for children from three to six years old. Local non-profit-making kindergartens joining the Kindergarten Education Scheme are provided with direct subsidies from the Government.

Public sector schools form the majority in the six-year primary and six-year secondary basic education. These consist of government schools operated directly by the Government, and aided and caput schools (mostly run by religious, charitable or clan organisations) fully subvented by the Government, and managed by incorporated management committees or school management committees. In addition, there are DSS schools, which can charge school fees and receive Government subvention based on enrolment, as well as self-financed private schools and international schools providing alternatives to parents.

At the post-secondary level, publicly-funded and self-financing programmes at sub-degree, undergraduate and above levels are available in Hong Kong. Publicly-funded programmes are provided by the eight UGC-funded universities, the HKAPA and the VTC. The post-secondary institutions offer a wide range of publicly-funded and self-financing post-secondary programmes, providing articulation pathways with multiple entry and exit points.





Kindergarten Education

Under the Kindergarten Education Scheme (the Scheme) implemented from the 2017/18 school year, direct subsidies are provided to local non-profit-making kindergartens joining the Scheme which is, in principle, sufficient for the provision of quality half-day kindergarten services for all eligible children aged between three and six. In the 2023/24 school year, about 740 kindergartens (about 95% of eligible kindergartens) have joined the Scheme. Around 90% of the half-day kindergartens joining the Scheme provide free services, and the fees for whole-day kindergartens are generally at a low level.



Kindergarten Curriculum

The child-centred kindergarten education curriculum places emphasis on fostering children's learning interest, cultivating proper values and attitudes, and enhancing self-confidence as well as self-care abilities. Based on the principle of fostering children's all-round and balanced development, the kindergarten education curriculum aims to help children attain development in the domains of ethics, intellect, physique, social skills and aesthetics. The kindergarten education curriculum also covers three interconnected components, namely "Values and Attitudes", "Skills" and "Knowledge", to keep in line with the primary and secondary education curriculum forming a coherent curriculum system.





Primary and Secondary Education

The Government provides holistic and diversified school education that meets the different needs of Hong Kong students. They are enabled to establish a solid knowledge foundation, cultivate proper values and attitudes, and develop learning to learn capabilities for achieving the goals of whole-person development and lifelong learning.



The Government provides 12 years' free primary and secondary education to students studying in public sector schools. Starting from the 2009/10 school year, senior secondary education, which is leading to the HKDSE taken by Secondary 6 students, is provided free through government, aided and caput secondary schools, and the Government provides full subvention for full-time courses run by the VTC for Secondary 3 leavers to offer them an alternative free avenue for them outside mainstream education.

As at November 2023, there were 594 primary schools (including 34 government primary schools, 422 aided primary schools, 21 DSS primary schools and 117 private primary schools), and 512 secondary schools (including 31 government secondary schools, 358 aided secondary schools, two caput schools, 59 DSS secondary schools and 62 private secondary schools)¹.



1 Private schools comprise local private day schools and international schools.

Primary and Secondary Curriculum

To foster students' whole-person development and lifelong learning, the broad and balanced primary and secondary curricula offer diversified learning experiences² within and beyond the classroom, enabling students to realise their potential in the domains of ethics, intellect, physique, social skills and aesthetics to achieve the seven learning goals. The Government actively promotes the ongoing renewal of the school curriculum with the aim of cultivating students' proper values, attitudes and behaviour, and developing their generic skills³ and self-directed learning capabilities. Schools are recommended to incorporate the major renewed emphases⁴ into their curriculum development plans, such as strengthening values education



(including national education) and STEAM education, to prepare students for future challenges and nurture them into informed and responsible citizens who will make contributions to society, the country and the world in the future.



The seven learning goals of primary education:

national identity

proper values and attitudes

knowledge of key learning areas

language skills

generic skills

reading and information literacy

healthy lifestyle



The seven learning goals of secondary education:

national and global identity

breadth of knowledge

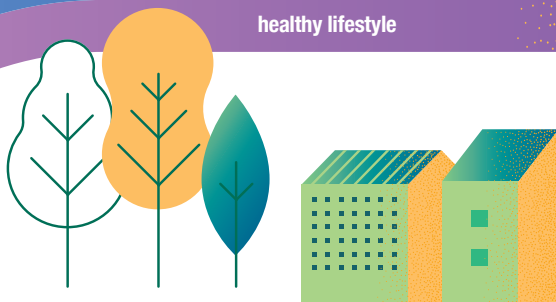
language proficiency

generic skills

information literacy

life planning

healthy lifestyle



2. The five essential learning experiences: values education, intellectual development, community service, physical and aesthetic development, and career-related experiences.
3. The nine generic skills: communication skills, mathematical skills, information technology skills, critical thinking skills, creativity, problem solving skills, self-management skills, self-learning skills and collaboration skills.
4. The major renewed emphases of the primary curriculum: values education, making good use of learning time, life-wide learning, catering for learner diversity, STEAM education, media and information literacy, learning and reading across the curriculum, and assessment literacy. The major renewed emphases of the secondary curriculum: strengthening values education (including national education), reinforcing the learning of Chinese history and Chinese culture, extending “Reading to Learn” to “Language across the Curriculum”, promoting STEAM education and information technology in education, fostering an entrepreneurial spirit, diversifying life-wide learning experiences (including those for VPET), stepping up gifted education, and enhancing the learning and teaching of Chinese as a second language.

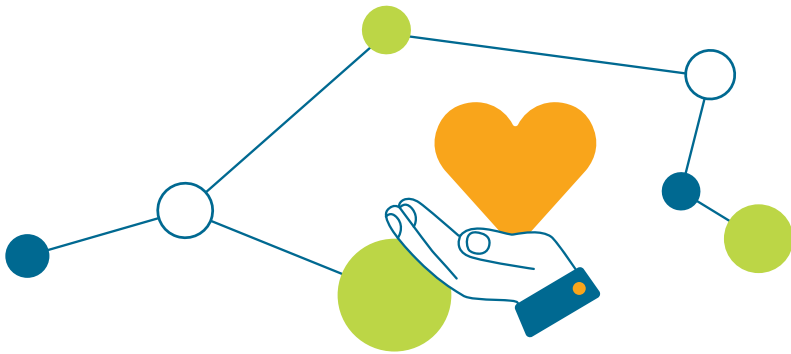


Catering for Students' Diverse Learning Needs

Students with special educational needs (SEN) refer to students who need special educational support because of certain learning or adjustment difficulties. At present, SEN are mainly categorised into nine types, including intellectual disability, autistic spectrum disorder, attention deficit/ hyperactivity disorder, mental illness, specific learning difficulties, physical disability, visual impairment, hearing impairment, and speech and language impairment. At the primary and secondary levels, the Government adopts a dual-track mode in providing special education. Subject to the assessment and recommendation of specialists and the consent of parents, the EDB will refer students with more severe or multiple disabilities to special schools for intensive support services. Meanwhile, the EDB implements the integrated education (IE) policy, other students with SEN will attend ordinary schools.



To cater for the diverse needs of students, the Government provides respective categories of special schools with additional teachers, specialists and resources. Some special schools operate a boarding section to provide boarding service to students in need. The Government also provides public sector ordinary schools with additional resources, professional support and teacher training to help them cater for students with SEN. Each public sector ordinary school is provided with a SEN Coordinator who is tasked with leading the adoption of the Whole School Approach to IE.



The EDB provides a series of support services for newly-arrived children, including the six-month full-time Initiation Programme and the 60-hour Induction Programme, and provides public sector schools and DSS schools admitting these students with a School-based Support Scheme Grant to run school-based support programmes for them, so as to help them better integrate into the local community and overcome learning difficulties. All these support services are available to newly-arrived children from the Mainland, non-Chinese speaking (NCS) children and returnee children. In addition, placement service and information on study pathways are also provided for them as appropriate.



The Government ensures equal opportunities for school admission for all eligible children (including NCS children) in public sector schools, regardless of their races. The Government is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. The EDB has provided all-encompassing support for NCS students through a series of measures.





Post-secondary Education

Hong Kong provides quality, diverse and flexible articulation pathways with multiple entry and exit points for students to pursue post-secondary education. There are 22 local degree-awarding post-secondary education institutions in Hong Kong, nine of which are publicly-funded and the other 13 are self-financing.



The Government provides 15,000 publicly-funded first-year-first-degree places per annum through the UGC-funded universities. There are also around 7,000 self-financing undergraduate programme places offered by various institutions. Besides, there are subsidised senior-year undergraduate places and self-financing top-up degree places for sub-degree graduates. At the sub-degree level, there are around 16,000 and 565 intake places for self-financing and publicly-funded programmes respectively. The Government also provides 6,400 research postgraduate places (to be increased to 7,200 places in 2024/25 academic year) per annum through the UGC-funded universities.



Starting from the 2017/18 academic year, the Government provides a non-means-tested annual subsidy of around \$30,000 for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate (including top-up degree) programmes (save for those enrolled in places already supported under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)) offered by eligible institutions in Hong Kong. With effect from the 2023/24 academic year, the eligibility criteria of the subsidy scheme is rationalised to benefit students from different backgrounds, including those with VPET qualifications.



The Government launched the SSSDP to subsidise students to pursue designated self-financing programmes in selected disciplines with a view to nurturing talents for industries with keen human resource demand. From the 2023/24 academic year, the SSSDP is expanded to cover top-up degree programmes. In the 2023/24 academic year, the SSSDP subsidises about 4,000 places and 2,000 places per cohort in undergraduate programmes (including top-up degree) and sub-degree programmes respectively.



The Government launched the Diploma of Applied Education (DAE) Programme in the 2023/24 school year to provide an alternative pathway for Secondary 6 school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study. The contents and design of the DAE Programmes incorporate substantial VPET elements, including a brand new VPET stream, as well as communications and information technology related contents to facilitate DAE students to articulate to other VPET programmes and enhance their employability.





Vocational and Professional Education and Training

The Government has all along been committed to promoting VPET, and encouraging young people to pursue education pathways and join industries that best suit their abilities and interests. The Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach on various fronts to further promote VPET as a pathway parallel to conventional academic education, and encourage the alignment of classroom education with industry needs and collaboration between businesses and education institutions, with a view to providing diversified learning and employment opportunities and nurturing more quality talents with applied skills. Moreover, the Government will facilitate the establishment of UAS, and strive to raise the status of VPET at degree level, providing an alternative pathway to success for young people who aspire to pursue a career in professional skills sectors.

The VTC is a statutory body and also the largest VPET provider in Hong Kong. The VTC offers a wide range of full-time and part-time vocational education programmes which lead to formal qualifications from post-secondary 3 up to degree levels. It provides valuable credentials for some 200,000 students each year through a full range of pre-employment and in-service programmes with internationally recognised qualifications.





Professional Development of Educators

The EDB has established the Professional Ladder for Teachers in Hong Kong with an aim to promote teachers' professional growth and enhance teachers' professional status. Starting from the 2020/21 school year, the EDB has provided core training programmes for newly-joined teachers, training programmes and resources for in-service teachers, and training programmes on enhanced training requirements for promotion with a view to providing teachers with more systematic and focused professional development opportunities.



Professional development requirements are in place to help aspiring, newly appointed and serving principals enhance their leadership knowledge and address their developmental needs at different career stages. So far, some 2,100 aspiring principals have attained the Certification for Principalship and more than half of them have become principals.

The Chief Executive's Award for Teaching Excellence (CEATE), organised by the EDB every year, aims to recognise accomplished teachers who demonstrate exemplary teaching practices and foster a culture of excellence in the teaching profession.



In the 2022/23 school year, there are around 29,586 secondary school teachers (including principals), 27,407 primary school teachers (including principals) and 12,644 kindergarten teachers (including principals) in Hong Kong.



Education Bureau

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