

**Employees Retraining Board  
Implementation Plan and Timetable of Reform Measures**

<b>Measures to be implemented BEFORE Legislative Amendments</b>	<b>Measures to be implemented AFTER Legislative Amendments</b>
<p><b>Q1 2026 to Q1 2027:</b></p> <p>i) <b><u>Establish a “Skills-based” Training Framework</u></b></p> <ul style="list-style-type: none"><li>● To carry out preparatory work for mapping out of a “skills-based” training framework with progression pathways:<ul style="list-style-type: none"><li>■ To review skill and course gaps by identifying skill demands and matching with existing courses, and to assess whether current courses can meet with the criteria of being “skills-based”.</li><li>■ To implement the plan by phases: In the first phase (by Q1 2027), continue to provide training for grassroot workers by developing more courses and progression pathways at elementary levels under the skills-based training framework so as to sustain the efforts of providing support to those workers with lower level of employability. At the same time, start to draw up plans for the next phase in which more higher-level future skills courses and progression pathways will be developed under the framework.</li></ul></li><li>● To restructure or split existing courses into micro-credential courses.</li></ul>	<p><b>Preparatory work before Legislative Amendments:</b></p> <ul style="list-style-type: none"><li>● To identify suitable training partners by the research team based on skill gaps and key skill areas identified</li><li>● To review administrative measures with a view to streamlining the procedures for admitting training bodies</li></ul> <p><b>Implementation work after Legislative Amendments:</b></p> <ul style="list-style-type: none"><li>● To rename ERB to reflect its new functions and positioning upon reform</li><li>● To simplify admission procedures for training bodies by removing the requirement for gazettal procedures</li><li>● To implement a new training subsidy model, covering the disbursement arrangements for Retraining</li></ul>

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<p>ii) <b><u>Strengthen Research Capability</u></b></p> <ul style="list-style-type: none"> <li>● To establish a Skills Research Division by recruiting a division head and a professional research team (including data analysts) to identify key skills areas</li> <li>● To restructure, break up, and expand composition of Industry Consultative Networks (ICNs) to enhance ICN’s diversity and to strengthen its role and engagement in course development. The ICNs have to maintain close collaboration with relevant government departments to ensure that the skill training strategies for the industry can align with employers’ needs and policy developments</li> </ul> <p>iii) <b><u>Optimise Course Development Process and Training Model</u></b></p> <ul style="list-style-type: none"> <li>● To develop an efficient and flexible mechanism to streamline course development process, including extending exclusive rights for training bodies in course offering and improving the mechanism for allocation of training places</li> <li>● To prepare for establishing an appropriate internal course validation mechanism by designating specific “skill levels” of individual courses</li> </ul>	<p>Allowance and the integration of local training resources</p> <ul style="list-style-type: none"> <li>● To consider possible extension of services to groups not yet covered prior to legislative amendments (e.g., talents admitted to Hong Kong under general employment policies) to address social needs</li> </ul>

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<p><b>iv) <u>Enhance Service Support</u></b></p> <ul style="list-style-type: none"> <li>● To enhance training and employment support services, including upgrading of website features for course search and skills matching, expanding existing training consultancy services with extended follow-up support, and providing a résumé writing toolkit</li> <li>● To enhance the skills training for instructors</li> </ul> <p><b>v) <u>Organisational Restructuring</u></b></p> <ul style="list-style-type: none"> <li>● Based on the new positioning of ERB, to review the structure, ranking, responsibilities and remuneration for the top 3 tiers of the Executive Office by mid-2026</li> <li>● To restructure the organisational set-up of the Executive Office (including the creation of a Skills Research Division), adjust staff establishment, and arrange recruitment by phases</li> </ul> <p><b>Fiscal Year 2027-28 and subsequent 2-3 years:</b></p> <ul style="list-style-type: none"> <li>● To expand the research team by phase as necessary</li> <li>● To launch more advanced “future skills” courses based on current and emerging skills trends as well as manpower needs across various industries (including emerging sectors); to enhance the training framework in order to assist members of the public in mapping out personalised learning pathways</li> </ul>	

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<ul style="list-style-type: none"> <li>● To develop new courses to address identified skill gaps, including launching industry-recognised micro-credential courses</li> <li>● To conduct course reviews according to the established “skill level” validation mechanism</li> <li>● To develop new models for course development, explore co-developing new courses or adopting suitable training courses in the market as ERB courses</li> <li>● To establish an outsourcing mechanism to delegate appropriate research tasks</li> <li>● To formulate and implement a roadmap for leveraging technology to provide diverse and flexible learning modes</li> <li>● To further enhance training and employment support services by phases, including re-categorising courses; improving website categorisation and search functions; introducing skills assessment tools and “AI Course Recommendation System”; developing ERB mobile application and digital badges for micro-credentials; and introducing “AI Training Consultant” to provide personalised career planning advice</li> <li>● To expand sources of income, including piloting a self-financed or cost-plus pricing model for specific target groups</li> <li>● To explore feasibility of collaboration with other publicly funded schemes (e.g., Continuing Education Fund) with the government</li> </ul>	