

**Education Bureau Circular No. 10/2025**

**Student Activities Support Grant**

[Note: This circular should be read by –

- (i) Supervisors and heads of all government schools, aided schools (including special schools), caput schools and schools under the Direct Subsidy Scheme – for action; and
- (ii) Heads of sections – for information.]

**Summary**

The purpose of this circular is to update the related details about the Student Activities Support Grant (SAS Grant). This circular supersedes the Education Bureau (EDB) Circular No. 17/2019 dated 17 June 2019.

**Background**

2. Life-wide learning extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic contexts as it enables students to achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, proper values and attitudes that students acquire in experiential learning is important in developing their lifelong learning capabilities and fostering their whole-person development.

3. To support students with financial needs to participate in life-wide learning activities organised or recognised<sup>1</sup> by schools, the EDB set up in early 2019 the Student Activities Support Fund, the investment return of which will be used to provide the SAS Grant for application from public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) starting from the 2019/20 school year.

4. Besides, for more effective use of public resources, starting from the 2025/26 school year, the Life-wide Learning Grant, Grant for the Sister School Scheme and the Outdoor Education Camp Scheme subsidy will be consolidated into the Life-wide Learning and Sister School Grant (LWLSSG), with a view to improving flexibility, utilisation and synergy. Schools would be able to deploy the LWLSSG more flexibly to organise student learning

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<sup>1</sup> Life-wide learning activities recognised by schools refer to those organised by external organisations, and the schools have confidence in such organisations and acknowledge that the contents of the activities could help students achieve the objectives of life-wide learning (e.g. schools may nominate students to participate in programmes/ activities/ competitions organised by post-secondary institutions, sports associations and the Leisure and Cultural Services Department).

activities outside the classroom (including Mainland educational exchange activities, local and non-local study tours, and outdoor education camps) and arrange sister school exchange activities to enrich students' learning experiences, help them develop lifelong learning capabilities and achieve the aim of whole-person development. Details about the LWLSSG are set out in [EDB Circular No. 9/2025](#).

## **Details**

### **Calculation of the SAS Grant**

5. The SAS Grant is open for school application to support students with financial needs to participate in life-wide learning activities organised or recognised by schools. The amount of the SAS Grant to be disbursed to a school is calculated based on the number of students of the school in receipt of the Comprehensive Social Security Assistance (CSSA) or the full-grant under the School Textbook Assistance Scheme (STAS full-grant) in that school year (based on the number in December of the school year). For calculation purposes, the rate for each primary school student is \$350 and that for each secondary school student is \$650. Please refer to paragraph 8 for details on the calculation and disbursement arrangements.

### **Beneficiaries and Ambit of the SAS Grant**

6. Beneficiaries of the SAS Grant are primary and secondary school students in receipt of either the CSSA or the STAS full-grant. In view that some families may lack the means to support their children to participate in life-wide learning activities but for various reasons are not in receipt of the CSSA or STAS full-grant, schools may formulate their own school-based criteria for identifying such students so that they could also benefit from the SAS Grant. However, the subsidy for supporting such students should be capped at 25% of the total provision of the SAS Grant<sup>2</sup> for the school year.

7. In supporting students with financial needs to participate in life-wide learning activities, schools should, taking into account the learning needs of their students, formulate school-based criteria to ensure that the SAS Grant is deployed in a fair and impartial manner. Schools should make appropriate allocation of resources and avoid confining the use of the SAS Grant to a single item/ area or a minority of students. Schools may deploy the SAS Grant to subsidise students with financial needs to:

- participate in life-wide learning activities covering different Key Learning Areas and curriculum areas;
- participate in diversified learning activities with a view to enriching the five essential

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<sup>2</sup> If there is a genuine need to allocate provision exceeding the capped amount for students meeting the school-based criteria as being financially needy, schools may approach the respective Senior School Development Officers. Consideration will be given on a case-by-case basis.

learning experiences, including values education, intellectual development, community service, physical and aesthetic development, and career-related experiences (covering life planning education from upper primary to secondary levels); and

- purchase basic and essential learning materials and equipment for participating in life-wide learning activities.

### **Disbursement Arrangements**

8. Schools may apply for the SAS Grant every year. The SAS Grant will be disbursed to schools in two instalments in September and March of each school year. Each instalment will amount to 50% of the SAS Grant in that school year. The EDB will inform each school of the amount to be disbursed to the school in a timely manner. Taking the 2025/26 school year as an example, the EDB will calculate the provisional amount of the SAS Grant for a school based on the number of students of the school in receipt of either the CSSA or the STAS full-grant in the 2024/25 school year, and disburse 50% of this provisional amount in September 2025 as the first instalment. Based on the number of students of the school in receipt of either the CSSA or the STAS full-grant in December 2025, the actual amount of the SAS Grant will be worked out and the second instalment of the SAS Grant, i.e. the difference between the amount disbursed in the first instalment and the actual amount of the SAS Grant, will be disbursed to the school in March 2026.

### **Evaluation and Accountability**

9. Schools are required to observe the relevant EDB guidelines when using the SAS Grant and are accountable for its proper use. School-based criteria should be formulated to ensure the appropriate allocation of the funds. In line with the principle of school-based management, schools should regularly monitor the use of the SAS Grant, include the report on the use of the SAS Grant in the School Report of the school year concerned for submission to their School Management Committee (SMC)/ Incorporated Management Committee (IMC) for endorsement, and upload such reports onto the school website. The Guidelines on the Use of the SAS Grant and the template for the Report on the Use of the SAS Grant are at **Annexes 1** and **2** respectively.

### **Accounting and Financial Arrangement**

10. Aided schools, caput schools and DSS schools are required to keep a separate ledger account to record all incomes and expenditures chargeable to the SAS Grant and submit the annual audited accounts to the EDB in accordance with the existing requirements. Schools should exercise prudence in deploying the SAS Grant, and any deficit incurred should be met by the schools' own funds. For government schools, all relevant expenditures should be charged to the designated user code/ deposit account under the prevailing financial guidelines and the spending in a school year should not exceed the allocated amount of the SAS Grant.

Schools should keep all income and expenditure records and related receipts/ invoices which shall be made available to the EDB for inspection when necessary.

### **Clawback Arrangements**

11. Schools are encouraged to fully utilise the SAS Grant provided every school year to benefit students with financial needs within the same school year. For aided schools, caput schools and DSS schools, any unspent balance of the SAS Grant should be returned to the EDB/ Student Activities Support Fund according to the annual audited accounts for that school year (i.e. from 1 September to 31 August). For government schools, any unspent balance of the SAS Grant for a school year should be returned to the EDB/ Student Activities Support Fund according to the records of the designated user code/ deposit account. Schools are not allowed to transfer any funds/ unspent balance out of the SAS Grant.

### **Application Procedures**

12. Since 2023, e-form has been adopted for the application form for the SAS Grant. To apply for the SAS Grant, schools should complete the application form via the EDB Common Log-On System (<https://clo.edb.gov.hk/>), and submit the e-Application Form signed by the School Supervisor by the deadline (usually in early July). Whether or not schools plan to apply for the SAS Grant, they are required to submit the application form to confirm their decisions. The EDB will invite schools through the Fast Information Transmission System - School Messaging Module (SMM) every year to apply for the SAS Grant for the next school year.

### **Enquiry**

13. For the latest information, Frequently Asked Questions about the SAS Grant, etc., please refer to the Life-wide Learning webpage of the EDB. For enquiries, please contact the Life-wide Learning and Mainland Exchange Section 1 of the Quality Assurance Division on 2892 6490 or 3540 7436.



Ms S. M. YIP  
for Permanent Secretary for Education

## **Guidelines on the Use of Student Activities Support Grant**

### **Principles on the use of the Student Activities Support Grant (the Grant)**

1. Schools should properly use the Grant in conjunction with other suitable resources, such as the Life-wide Learning and Sister School Grant (please refer to [EDB Circular No. 9/2025](#) for details) and education funding schemes run by the Government or community organisations, to support students with financial needs to participate in life-wide learning activities for their whole-person development.
2. Schools should strictly observe relevant circulars and guidelines on the use of public funds issued by the EDB, formulate school-based criteria in light of students' learning needs to ensure fair and impartial use of the Grant, and regularly examine and evaluate whether the resources are effectively utilised.
3. Adhering to the principles of fiscal prudence and avoiding extravagance, schools should ensure that all expenditures are incurred to serve the purposes specified for the Grant and should keep in view the cost-effectiveness.
4. Transparency should be enhanced for stakeholders, and the principles on the use of the Grant should be made known to them.
5. While the Grant disbursed to schools is based on the number of students in receipt of CSSA or STAS full-grant for the school year, the entitlement for such students in calculating the provision for schools should not be regarded as a set rate for each student beneficiary. Schools should holistically consider the school contexts and learning needs of students to effectively utilise the Grant to support students with financial needs to participate in life-wide learning activities.
6. Schools should not confine the use of the Grant to a single item/ area or a minority of students. Under exceptional circumstances, if a school, upon careful consideration, considers it necessary to deploy the Grant to subsidise needy students to participate in activities/ programmes that incur higher costs, it must obtain the prior approval from its School Management Committee (SMC)/ Incorporated Management Committee (IMC).
7. The Grant should be used for supporting students in receipt of CSSA or STAS full-grant in the school to participate in life-wide learning activities. Given that some families may lack means to support their children in joining life-wide learning activities but for various reasons do not receive CSSA or STAS full-grant, schools are allowed to formulate school-based criteria for identifying students with financial needs who are not CSSA or STAS

full-grant recipients. However, the subsidy for supporting students who meet the school-based criteria should be capped at 25% of the total provision of the Grant for the school year. If there is a genuine need to allocate provision exceeding the capped amount, schools may approach the respective Senior School Development Officers. Consideration will be given on a case-by-case basis.

## **Ambit**

8. Schools may deploy the Grant to subsidise students with financial needs to:

- participate in life-wide learning activities covering different Key Learning Areas (KLAs) and curriculum areas; foster students' whole-person development, nurture their lifelong learning capabilities, proper values and attitudes;
- participate in diversified learning activities with a view to enriching the five essential learning experiences, including values education intellectual development, community service, physical and aesthetic development, and career-related experiences (covering life planning education from upper primary to secondary levels) for students. For details, please refer to [\*Primary Education Curriculum Guide \(2024\)\*](#) (currently in Chinese only), [\*Secondary Education Curriculum Guide \(2017\)\*](#) and the curriculum documents of relevant KLAs/ subjects; and
- deploy a portion of the Grant to purchase basic and essential learning materials and equipment for participating in life-wide learning activities.

9. Examples on the use of the Grant that are in line with the principles:

- Subsidising students with financial needs to participate in life-wide learning activities organised or recognised<sup>1</sup> by schools, including activities arranged through hire of services, activities co-organising by different parties, school-based learning activities or extra-curricular/ co-curricular activities, with clear learning objectives
- Enriching financially needy students' learning experiences by defraying the activity and travelling<sup>2</sup> expenses incurred:
  - Values education: e.g. patriotic education activities, leadership training and experiential learning camps

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<sup>1</sup> Life-wide learning activities recognised by schools refer to those organised by external organisations, and the schools have confidence in such organisations and acknowledge that the contents of the activities could help students achieve the objectives of life-wide learning (e.g. schools may nominate students to participate in programmes/ activities/ competitions organised by post-secondary institutions, sports associations and the Leisure and Cultural Services Department).

<sup>2</sup> The most suitable and economical mode of transportation should be selected according to needs.

- Intellectual development (closely linked with curriculum): e.g. participation in digital education, AI and STEAM education activities, visits to exhibitions and field trips
  - Community service: e.g. service learning and uniformed groups
  - Physical and aesthetic development: e.g. sports training/ competitions and drama performances
  - Career-related experiences: e.g. work experience programmes and visits to enterprises
- Subsidising students with financial needs to participate in local or non-local competitions/ activities by covering the expenses incurred for registration, transportation, accommodation, and procuring materials/ apparel for the competitions
  - Subsidising<sup>3</sup> students with financial needs to participate in exchange activities outside Hong Kong
  - Subsidising students with financial needs to participate in fee-charging activities or training programmes (e.g. educational camps, scientific exploration activities and sports training) that are related to different KLAs/ subjects and cross-curricular learning and organised by local post-secondary institutions, non-profit-making organisations, academic associations and professional bodies
  - Subsidising students with financial needs to purchase learning materials or equipment (e.g. musical instruments and sports equipment) for participating in life-wide learning activities

10. Examples of the use of Grant that are not in line with the principles:

- Organising activities that are not aligned with the learning goals, curriculum objectives or cognitive and affective developmental stages of students (e.g. activities under inclement weather, with political orientations or political demands, field coverage on current affairs as reporters)
- Organising activities that are not in line with the circulars, instructions or guidelines issued by the EDB
- Employing teaching or non-teaching staff
- Subsidising students' participation in activities that are primarily focused on academic performance, e.g. tutorial groups

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<sup>3</sup> The Grant should not cover personal items, consumer articles/ items, or personal comprehensive travel insurance.

- Subsidising students' participation in any form of assessment and/ or procuring services or materials to drill students for assessment (e.g. International Competitions and Assessments for Schools, English language assessments offered by overseas universities)
  - Meeting the expenses on promotional and publicity activities, social events or celebrations (e.g. graduation dinners and parties)
  - Meeting banquet- or courtesy-related expenses
  - Meeting the expenses for food and beverages (as an exception, meal expenses included in the expenditures on educational camps, training camps and non-local exchange activities can be covered)
  - Purchasing gifts or prizes for competitions or other activities
  - Subsidising teachers or parent volunteers for leading student activities
11. The above examples are by no means exhaustive. SMC/ IMC should prudently deploy the Grant and properly allocate the resources, and should not confine the use of the Grant to a single item/ area or a minority of students. SMC/ IMC should also ensure that the resources are utilised in a cost-effective manner and that each item of expenditure incurred is used appropriately and in line with the principles and ambit of the Grant.

### **Points to note in conducting life-wide learning activities**

12. Schools should step up the prevention of and stopping school activities undertaken by any parties that are in breach of the Basic Law, the National Security Law, the Safeguarding National Security Ordinance and all laws applicable to Hong Kong. The same principle should apply to off-campus student activities arranged/ approved by schools. For details, please refer to [EDB Circular No. 9/2023](#).
13. Regarding students' safety when participating in extra-curricular activities, schools should observe relevant guidelines provided by the EDB, such as "Guidelines on Outdoor Activities", "Guidelines on Extra-curricular Activities in Schools", "Guidelines on Study Tours Outside Hong Kong" and "Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools". When planning and organising activities (including those co-organised with other parties), schools should ensure that the activities are free from danger to safeguard students, and that the expected learning objectives could be achieved.
14. When procuring services from professionals/coaches to assist in organising activities, schools are advised to adopt the mechanism in the Sexual Conviction Record Check



Scheme (the Scheme) by the Hong Kong Police Force to ensure the safety of students. Please refer to [EDB Circular No. 14/2023 for details](#). When procuring services from external organisations to assist in organising activities, schools should also request the relevant organisations to adopt the procedures under the Scheme when hiring instructors or other persons who provide educational and related services for students.

(The template is available on the [Life-wide Learning webpage of the EDB](#))

\_\_\_\_\_ School Year Report on the Use of the Student Activities Support Grant  
\_\_\_\_\_ (School Name)

### I. Financial Overview

|   |   |    |
|---|---|----|
| A | Allocation in the Current School Year:            | \$ |
| B | Expenditure in the Current School Year:           | \$ |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$ |

### II. Number of Student Beneficiaries and Subsidised Amount

| Category   | Number of Student Beneficiaries | Subsidised Amount   |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance   |                                 | \$  |
| Full-grant under the School Textbook Assistance Scheme   |                                 | \$  |
| Meeting the school-based financially needy criteria<br>(capped at 25% of the total allocation for the school year) |                                 | \$  |
| <b>TOTAL</b>   |                                 | \$<br>(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

### III. Details of Expenses

| No.                        | Brief Description and Objective of the Activity  | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of Student Beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |  |                                    |                   |                            |
|----------------------------|--|--|--|----------------------|---|--|------------------------------------|-------------------|----------------------------|
|                            |  |  |  |                      | Values Education  | Intellectual Development<br>(closely linked with curriculum) | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| <b>1.</b>                  | <b>Local Activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLA/ cross-KLA/ curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them |  |  |                      |   |  |                                    |                   |                            |
| 1                          |  |  |  |                      |   |  |                                    |                   |                            |
| 2                          |  |  |  |                      |   |  |                                    |                   |                            |
| 3                          |  |  |  |                      |   |  |                                    |                   |                            |
| <b>Sub-total of Item 1</b> |  |  |  |                      |   |  |                                    |                   |                            |
| <b>2.</b>                  | <b>Non-Local Activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions  |  |  |                      |   |  |                                    |                   |                            |
| 1                          |  |  |  |                      |   |  |                                    |                   |                            |
| 2                          |  |  |  |                      |   |  |                                    |                   |                            |
| 3                          |  |  |  |                      |   |  |                                    |                   |                            |
| <b>Sub-total of Item 2</b> |  |  |  |                      |   |  |                                    |                   |                            |
| <b>3.</b>                  | To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities   |  |  |                      |   |  |                                    |                   |                            |
| 1                          |  |  |  |                      |   |  |                                    |                   |                            |
| 2                          |  |  |  |                      |   |  |                                    |                   |                            |
| 3                          |  |  |  |                      |   |  |                                    |                   |                            |
| <b>Sub-total of Item 3</b> |  |  |  |                      |   |  |                                    |                   |                            |
| <b>Total Expenses</b>      |  |  |  |                      |   |  |                                    |                   |                            |

Contact Person for Student Activities Support Grant (Name & Post):

<sup>1</sup> Person-times of student beneficiaries refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.