

Gifted Education Fund:

Off-school Advanced Learning Programmes (OSALPs)
(2025/26 school year)

Briefing Session: Application for Funding Support

Important Documents (updated in July 2025)

Gifted Education Fund Application for Funding Support to Provide Off-school Advanced Learning Programmes for Gifted Students

Guide for Applicants

Note: This Guide for Applicants (“Guide”) provides prospective applicants with basic information about application for funding support to organise Off-school Advanced Learning Programmes for gifted students. This Guide may be subject to change in subsequent rounds of application exercise. Applicants are advised to refer to the latest version of the Guide on www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/ge_fund/gef.html.

1. Objective

1.1 The Gifted Education Fund (“GE Fund”) funds the organisation of Off-school Advanced Learning Programmes (“OSALPs”)¹ with an aim of providing support for different organisations in Hong Kong to offer quality learning programmes for gifted students.

2. Background

2.1 The Education Bureau (“EDB”) set up the GE Fund in 2016 to enhance the services of the Hong Kong Academy for Gifted Education (“HKAGE”)² and provide resources to implement measures recommended by the Advisory Committee on Gifted Education (“ACGE”)³, including inviting different gifted education service providers to organise quality advanced learning programmes for gifted primary and secondary students. Since the 2019/20 school year, a variety of OSALPs funded by the GE Fund have been organised for gifted students to unleash their potential.

3. Eligibility for Application

- 3.1 The four types of organisations below are eligible to apply for the GE Fund to offer OSALPs:
- Post-secondary institutions (including related faculties, departments, centres, etc. or staff supported by the respective unit of the post-secondary institution)
 - Non-government organisations (NGOs)

¹ Off-school Advanced Learning Programmes for gifted students refer to education programmes designed to expose gifted students to high quality and challenging learning experiences in their areas of talent or, where suitable, in a wider range of disciplines or even across disciplines.

² [The Hong Kong Academy for Gifted Education](http://www.hkage.gov.hk) went into operation in 2008 to provide off-school gifted education services and has become a subvented organisation of the Education Bureau since 2017.

³ [The Advisory Committee on Gifted Education](http://www.acge.gov.hk) was set up in 2017 to advise the Secretary for Education on, apart from the use and management of the Gifted Education Fund, development of gifted education in Hong Kong as well as measures and initiatives for promoting gifted education.

Guide for Applicants

Gifted Education Fund Application for Funding Support to Provide Off-school Advanced Learning Programmes for Gifted Students

Frequently Asked Questions and Answers

Basic information

- Q: What are Off-school Advanced Learning Programmes?
A: Off-school Advanced Learning Programmes (“OSALPs”) refer to off-school education programmes designed to expose gifted students to high quality and challenging learning experiences in their areas of talent or, where suitable, in a wider range of disciplines or even across disciplines.
- Q: What are the priority themes for the programmes?
A: Priority consideration will be given to proposed programmes under one or more of the following four themes:
 - STEAM-related Mentorship Programmes
 - Humanities and Social Science Research Programmes
 - Apprenticeship and Entrepreneurship Programmes
 - Self-initiated Research Studies
- Q: What are the objectives of above priority themes?
A: The objectives of the four priority themes are as follows:
 - STEAM-related Mentorship Programmes
 - to equip gifted students with the essential knowledge and skills in STEAM-related fields to facilitate future advanced research studies or pursuit of related career.
 - Humanities and Social Science Research Programmes
 - to engage gifted students in research-based social sciences projects and equip them with the essential knowledge and skills in social sciences research.
 - Apprenticeship and Entrepreneurship Programmes
 - to expose gifted students to professional work-related fields.
 - to provide gifted students collaborative learning experiences as a team and to equip them with the knowledge and skills in setting up and running a business.
 - to develop gifted students’ creativity and problem solving skills through challenging contexts.
 - Self-initiated Research Studies
 - to provide personalised learning opportunities to gifted students who will conduct research under mentorship and support in areas of their interest to develop the competence and habit of self-directed learning.

Frequently Asked Questions and Answers

Website of Gifted Education Fund



Education Bureau

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



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The Advisory Committee on Gifted Education](#)

Gifted Education Fund

To further enhance the development of gifted education in Hong Kong, the Education Bureau set up the Gifted Education Fund (hereafter called the Fund) in 2016 for generating investment income to support the service enhancement of the Hong Kong Academy for Gifted Education, to implement measures recommended by the Advisory Committee on Gifted Education, and to encourage gifted education providers to provide quality advanced learning programmes for gifted students.

To encourage post-secondary institutions, non-government organisations (NGO), professional bodies and technology enterprises to provide diversified off-school advanced learning programmes, the GE Fund offers funding support for different organisations to provide off-school advanced learning programmes to expose gifted students to high quality and challenging learning experiences in their areas of talent or, where suitable, in a wider range of disciplines or even across disciplines.

https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/ge_fund/gef.html

Website of OSALPs

The screenshot shows the Education Bureau website. The header includes the Education Bureau logo and name, followed by a navigation menu with links like 'Latest News', 'About EDB', 'Press Release', 'Education System and Policy', 'Curriculum Development and Support', 'Students and Parents Related', 'Teachers Related', 'School Administration and Management', 'Public and Administration Related', 'Access to Information', and 'Contact Us'. A search bar is also present. The main content area features a banner image of books with the breadcrumb path: 'Home > Curriculum Development and Support > Curriculum Areas > Gifted Education > Gifted Education Fund and The Advisory Committee on Gifted Education > Gifted Education Fund: Off-school Advanced Learning Programmes'. Below the banner, the title 'Gifted Education Fund: Off-school Advanced Learning Programmes' is displayed in green. A paragraph explains that various off-school advanced learning programmes are available for gifted students. At the bottom, there are two buttons: 'Current programmes' (green) and 'Past programmes' (yellow).

Education Bureau
The Government of the Hong Kong Special Administrative Region
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Home > Curriculum Development and Support > Curriculum Areas > Gifted Education > Gifted Education Fund and The Advisory Committee on Gifted Education > Gifted Education Fund: Off-school Advanced Learning Programmes

Gifted Education Fund: Off-school Advanced Learning Programmes

To unleash the potential of gifted students, a variety of off-school advanced learning programmes funded by the Gifted Education Fund are available for gifted students at primary and secondary levels.

Current programmes

Past programmes

https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/ge_fund/gef/osalp.html

Rundown

1. Background: (a) Gifted Education in HK, (b) GE Fund and (c) OSALPs
2. Points-to-note when Completing the Application Form
3. Submitting an Application
4. Assessment of Applications
5. Commitments of Successful Applicant Organisations
6. Q&A Session
7. Tips (Summarised from Past Programme Providers' Sharing)

1. Background: (a) Gifted Education in HK, (b) GE Fund and (c) OSALPs

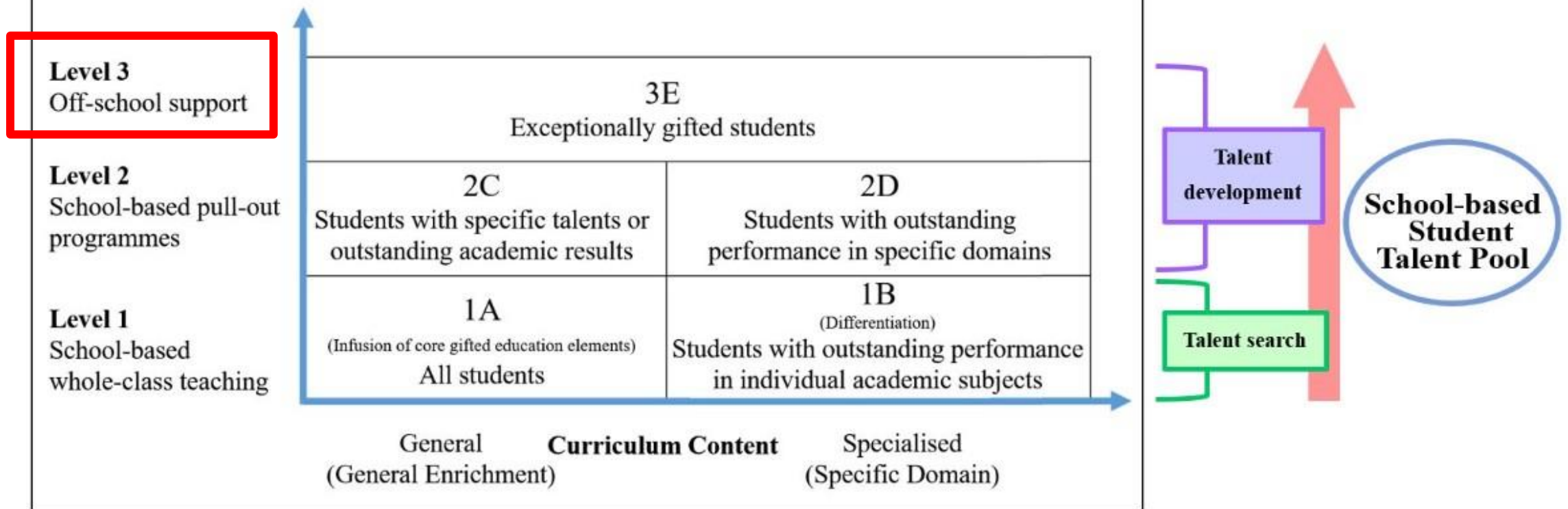
Gifted Education (GE) in Hong Kong

- **Gifted education for all** – provide rich learning experiences through diversified programmes and provisions to nurture students' potential
- **Education for the gifted** – provide special learning experiences for identified gifted students to enhance their performance and achievements



https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG_booklet_5_en.pdf

Three-tier Implementation Model of Gifted Education



Level 3 support mainly through:

- The Hong Kong Academy for Gifted Education (HKAGE)
- Post-secondary institutions
- OSALPs funded by the Gifted Education Fund

What are the Traits of Gifted/ More Able Students?

認知方面	學習能力 / 執行能力	<ul style="list-style-type: none"> • 記憶力強 • 解難能力高，能有效地分析問題，並運用不同方法解答難題 • 對例行的工作感到厭煩並抗拒執行，例如：過度抄寫式的功課
	知識基礎	<ul style="list-style-type: none"> • 閱讀量高，喜歡閱讀超越同齡的讀物 • 知識較同齡學生廣闊 • 對自己感興趣的範疇有著超越同齡的認識
	理解能力	<ul style="list-style-type: none"> • 理解力強，能很快掌握新知識 • 能掌握原則，能迅速對人、事、物作歸納
	語文能力	<ul style="list-style-type: none"> • 語文能力強 • 語言精煉、表達流暢、用詞豐富
	抽象思維能力	<ul style="list-style-type: none"> • 能很快掌握抽象複雜的概念，並靈活運用 • 推理及分析能力強，善於邏輯思考，能精確分析複雜的事物關係
	想像力與創造力	<ul style="list-style-type: none"> • 想像力豐富，富有創意 • 觀察敏銳，通常比別人看到更多事物的細節 • 能將創新意念與現實聯繫，作出合理的整合

What are the Traits of Gifted/ More Able Students?

情意方面	情感管理	<ul style="list-style-type: none">• 對事情及人物的感情深刻和強烈，待人真誠• 自我要求很高，因此容易感到壓力大，情感容易失控• 情感波動大，多愁善感
	性格特質	<ul style="list-style-type: none">• 好奇心強，喜歡新奇的事物• 完美主義者，事事追求完美和完整度高• 對感興趣的事物作深入研究，堅持不懈• 重視公平公正• 突破傳統、敢於發言

What are the Traits of Gifted/ More Able Students?

社交方面	朋輩關係	• 容易自我孤立，但其實渴望能有自己所屬的社交圈子
		• 喜愛結交年齡較長的朋友
		• 喜歡與其他人比較成就
		• 不自覺的驕傲自大，難與其他人合作
		• 為人執著，喜歡挑剔自己及別人，易與人發生衝突
		• 隱藏資優特質以獲取朋輩間的認同，尤其是女孩子
		• 對別人的批評有過激的反應，容易引起誤會
		• 對他人訂下過高要求，令別人感到難以接近
	道德感和同理心	• 有高度的社會及道德責任
		• 關注世界發生的大事及未來
		• 對不公義的事情會感到忿忿不平，並努力爭取
		• 一般能對他人當下的感受表現出同理心
	幽默感	• 在不適當的時間 / 場合說俏皮話
		• 一般能理解及作出社交性、雙向性的玩笑

What are the Traits of Gifted/ More Able Students?

行為方面	固執行為	• 主動學習，學習態度積極
		• 具尋根究底的精神
		• 性格固執，不愛服從指令並反抗權威
		• 見解獨特，不喜歡附和他人的意見或跟從常規
	對常規的反應	• 不樂意接受微不足道/ 簡單的任務
		• 不喜歡做重複的課業和機械式背誦

Posters designed by the Gifted Education Section, EDB

如何善用「學生人才庫」規劃及推展校本資優教育

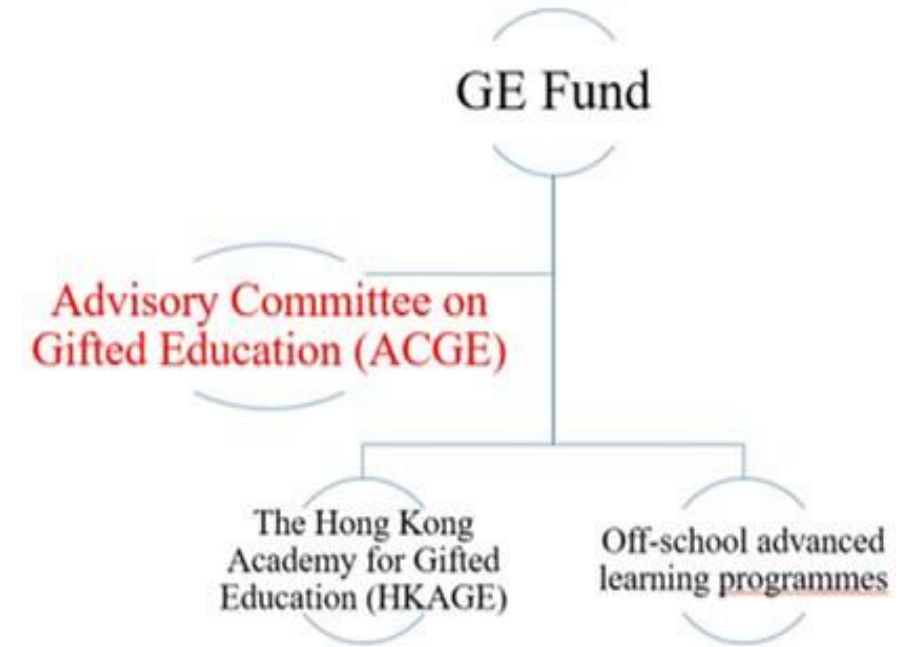


資優教育普及化 普及教育資優化



Background: Gifted Education (GE) Fund

- set up in 2016
- Investment income from the GE Fund is used to:
 - ❑ enhance the services of the Hong Kong Academy for Gifted Education (HKAGE)
 - ❑ implement measures recommended by the Advisory Committee on Gifted Education (ACGE), e.g. OSALPs



Background: OSALPs

Since when?

- 2019/20 school year

What for?

- To unleash gifted students' potential in different areas

For whom?

- Student members of HKAGE

No. of programmes organised

- 63

No. of student beneficiaries

- Over 2 000

Eligibility for Application

- Four types of organisations are eligible for funding support:
 - ❑ Post-secondary institutions (including related faculties, departments, centres, etc. or staff supported by respective units of the post-secondary institutions)
 - ❑ Non-government organisations
 - ❑ Professional bodies
 - ❑ Technology enterprises
- An applicant organisation may submit an application on its own or with other supporting organisation(s).

Priority Themes

- Priority consideration will be given to proposed programmes under the following themes:
 - ❑ STEAM-related Mentorship Programmes
 - ❑ Humanities and Social Science Research Programmes
 - ❑ Apprenticeship and Entrepreneurship Programmes
 - ❑ Self-initiated Research Studies
- A proposed programme may cover more than one theme.

OSALPs: Major Features

- far more demanding than those usually found in ordinary enrichment programmes
- should comprise challenging learning tasks such as research work, self-initiated studies, individualised learning and mentorship, etc.
- apart from knowledge and skills, the proposed programmes should attend to the affective development of gifted students and be infused with values education

OSALPs: Major Features (cont'd)

- produce **tangible deliverables** by students by the end of the programme, e.g. an invention, a research paper, a presentation, etc.
- appropriate opportunities for students to **showcase their learning outcomes**, e.g. through a mini conference (face-to-face/ online)
- class size: preferably **50 students**

Gifted Education Fund: Highlights of past programmes

To unleash the potential of gifted students, a variety of off-school advanced learning programmes funded by the Gifted Education Fund have been organised for gifted students at primary and secondary levels since 2019/20 school year.

Find out more about the highlights of some off-school advanced learning programmes in the past by clicking the following buttons:

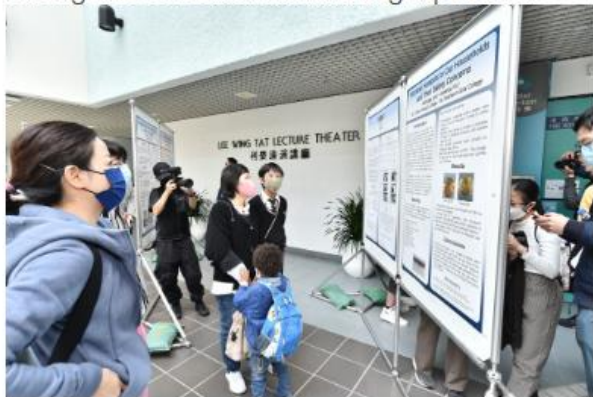


Outline



Students' works

Developing Students' Innovation Competency through Advanced STEM Learning Experience



AIoT Coding, Engineering and Entrepreneurial (AIoT CE²) Skills Education for Gifted Students



Highlights of Past Programmes



2. Points-to-note when Completing the Electronic Application Form

eForm 91

Step 1

- Important notes
- Personal Information Collection Statement

Step 2

- Programme particulars (Part A)
- Programme proposal (Part B)
- Declaration and consent (Part C)

Step 3

- Preview for confirmation

Step 2 > Part A: Programme particulars > target beneficiary

- Gifted students who are:
 - ❑ studying in primary and secondary schools in HK; AND
 - ❑ student members of the Hong Kong Academy for Gifted Education (HKAGE)
- A proposed programme should be designed for either primary or secondary students.

Step 2 > Part A: Programme particulars > programme period

Preparatory period	Delivery period
<ul style="list-style-type: none">● from February in general● 3 months● Examples of preparatory work: hiring training personnel, confirming the date, time and venue for different sessions, carrying out publicity for the programme and preparing learning and teaching materials	<ul style="list-style-type: none">● immediately following the preparatory period● from May in general● strictly be between 5 months and 7 months

Step 2 > Part A: Programme particulars > particulars of organisation

- Applicants should check with the relevant body/ unit of their organisations to ensure that the person whose information is to be filled in is the authorised authority to endorse the application on behalf of the organisation.

Step 2 > Part A: Programme particulars > particulars of programme leader

- A programme leader should oversee and lead the programme.
- A programme leader may serve as an instructor/ mentor in the programme. No cash allowance/ remuneration is permitted for whichever capacit(ies) the programme leader may carry in the programme.

Step 2 > Part B: Programme proposal

- Rationale
- Goals and objectives
- Target beneficiary
- Prerequisite
- Selection mechanism
- Programme period
- Medium of instruction
 - Programme materials
 - Class teaching/ discussion

Step 2 > Part B: Programme proposal > Key implementation details

Key implementation details:*

(Excluding the preparation period, the delivery of a programme should be between 5 and 7 months. Each programme should not exceed 100 contact hours. Please elaborate on the lesson content, learning and teaching activities, mode [online/ face-to-face], number of sessions, etc. at different periods of the programme. Insert row[s] in the table below and/ or stagger the implementation of programme into phases if necessary. Applicants may attach supporting documents to illustrate the implementation of the programme if necessary.)

Choose File

? Upload Rules

Implementation period (MM/YY to MM/YY)	Number of contact hours	Content/ Activities/ Mode/ Sessions
(e.g. 05/23 to 08/23)		(e.g. Phase 1: Acquisition of foundation knowledge on meteorology and use of cloud computing technique to simulate the path of a tropical cyclone and estimate the relevant storm surge: 8 topics on meteorology/ numerical analysis in 8 face-to-face lessons [3 hours each] plus 6 hours on computer programming [a total of 30 hours in 3 months])

Step 2 > Part B: Programme proposal > Manpower plan

Manpower plan:*

(Please insert row[s] if necessary)

	Post	Qualifications/ Work experiences	Roles/ Duties (please specify: full-time / part-time / total number of months/ hours)
	(e.g. one programme assistant)	(e.g. a Bachelor degree or above in Science- related fields and at least 3 years of relevant experience in organising training programmes)	(e.g. full-time; to assist in the administration of the programme throughout the programme period)
1.			

ADD

Step 2 > Part B: Programme proposal > Budget plan

Budget plan:*

(Please refer to the “Guidelines on Budget Planning” at Annex I of the Guide to Applicants)

Items	Particulars with justifications	Breakdown	Amount (in HK\$)
Staff Cost	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>
<div>ADD</div>			
Equipment	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>
<div>ADD</div>			

Budget Planning

- Please refer to Annex I of “Guide for Applicants”
“Guidelines on Budget Planning”
- Expenditure items include:
 - ☐ staff cost
 - ☐ equipment
 - ☐ services
 - ☐ general expenses
 - ☐ contingency

Budget Planning (cont'd)

- Budget variation is normally not allowed once the agreement is signed.
- Existing equipment/ facilities/ venues of the applicant organisation/ supporting organisation(s) should be used for delivery of the programme as far as possible.
- Due to environmental concerns, printing of booklets to showcase students' work should be avoided.
- Programme providers are not allowed to collect additional fees from the student participants.
- Unused funds will be clawed back by the end of the programme.

Budget Plan: Staff Cost

Staff cost	<p>X part-time instructors</p> <p>Role(s): to conduct the lessons and guide the students in research</p> <p>Qualification(s): a doctoral degree in XX field and X years of relevant training/ research experience</p>	<p>- \$X (hourly salary) x X hour/day x X days x X persons + \$X (MPF)</p>	HK\$ X
	<p>X full-time programme assistant</p> <p>Role(s): to assist with the implementation of the programme such as liaison with the students and their parents</p> <p>Qualification(s): A bachelor's degree or above in XX field</p>	<p>- \$X (monthly salary) x X months + \$X (MPF)</p>	HK\$ X

Budget Plan: Equipment and Services

Equipment	X set(s) of notebook computers bundled with software for use by students in lessons/ projects (hardware and software specifications: XX)	- \$ X (unit price) x X sets	HK\$ X
Services	Procurement of services from a service provider to organise a one-day trip for students to XX to a local technological firm and exchange views with Researchers	- \$ X (unit cost) x X persons (including X student participants and X student helpers)	HK\$ X

Budget Plan: General Expenses

General expenses	Consumable materials (apparatus, consumable materials for practicals such as XX)	/	HK\$ X
	Rental of training venues including lecture rooms, workshops and laboratories in post-secondary institution/organisation	- \$ X (hourly rate) x X hours/day x X days	HK\$ X
	Printing XX sets of handouts (XX pages each) for use by the students	- \$ X (unit cost) x X sets	HK\$ X

Budget Plan: Contingency

Contingency	(please specify)	- No more than 5% of the total budget exclusive of staff cost	HK\$ X
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Examples of Unallowable Costs

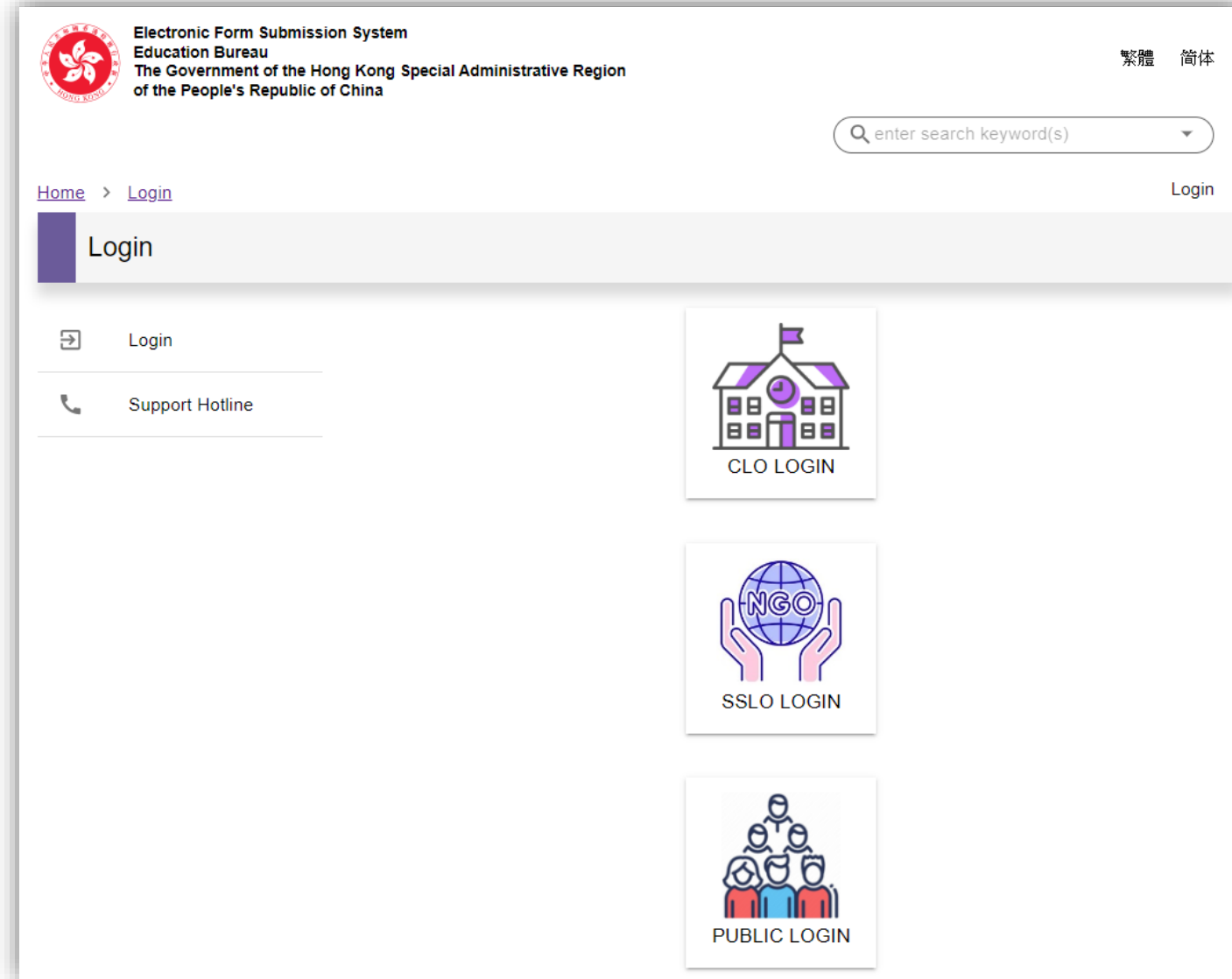
- Entertainment expenses, prizes and souvenirs
- Equipment maintenance
- Food costs
- Insurance premiums (except public liability insurance and/or group personal accident insurance in special circumstances with strong justifications)
- Staff cost (salary increment, fringe benefits, severance payment and untaken leave of staff, salary or remuneration to the programme leader)
- Stored value card (e.g. Octopus)
- Travelling/ accommodation (travelling/ accommodation of training personnel without students' participation; excess travelling expenses, i.e. amount over the cheapest reasonable form and route of public transport)
- Utility (office rental, charges for electricity, gas, water, telephone (fixed line/mobile), fax, internet access, etc.)

Step 2 > Part B: Programme proposal

- Respective roles of applicant organisation and supporting organisation(s) (if any)
- Relevant experience in gifted education/ talent development (if any)
- Current networks with primary and secondary schools (if any) or proposed promotion plan to boost student enrolments
- Expected learning outcomes and tangible deliverables of students
- Proposed quality assurance mechanism

3. Submitting an Application

Interface of Electronic Form Submission System of EDB



<https://eformss.edb.gov.hk/eformss/Login>

Submitting an Application

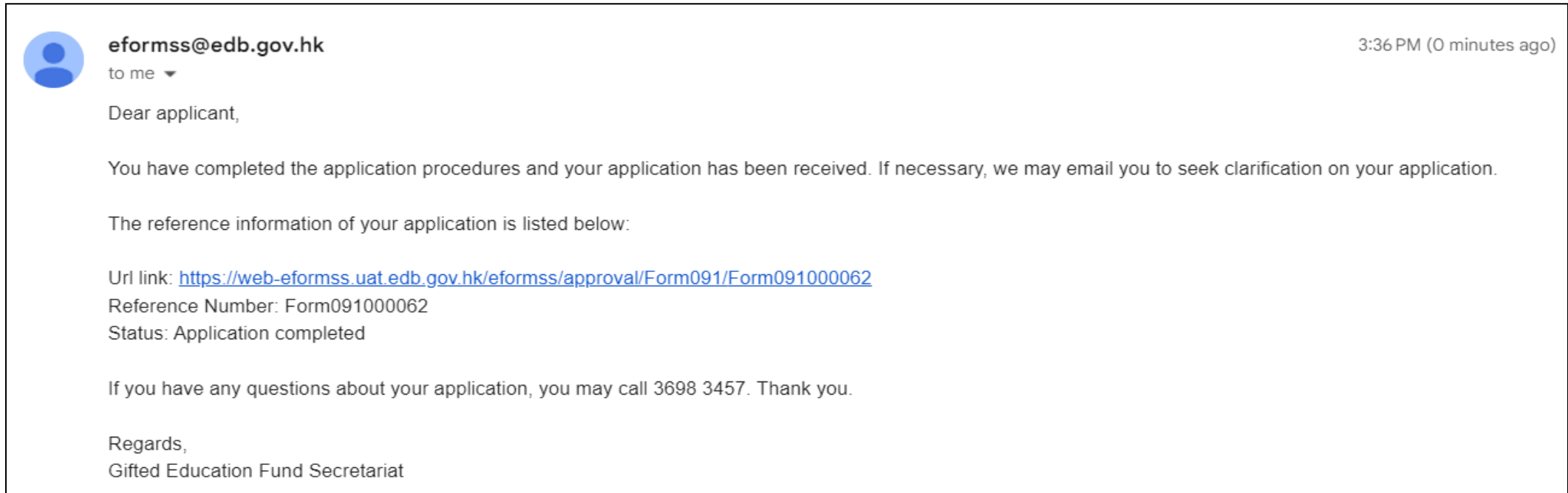
- Paper forms are NOT accepted.
- Complete eForm 91 on the Electronic Form Submission System of EDB and submit it electronically.
- The form can be completed in Chinese or English.
- Deadline: 18:00, 12 September 2025 (Friday)
- Late applications will not be considered.
- Please submit your application as soon as possible to avoid delays caused by system shutdown/ maintenance.

Submitting an Application (cont'd)

- Step 1: Complete the application form online, confirm the preview, [download it, and print it](#)
- Step 2: [Sign and stamp](#) the application form, and scan it
- Step 3: [Upload](#) the [signed and stamped application form](#), alongside [supporting documents](#) (if any), onto the system

Submitting an Application (cont'd)

- After an application has been submitted successfully, the applicant will receive a confirmation email from EDB.



- A user guide to eForm91 (TC/ SC/ EN versions) is available on [EDB's website](#).

4. Assessment of Applications

Examples of Assessment Criteria

Programme needs

- Rationale
- Goals and objectives
- Knowledge, skills, values and attitudes including affective needs

Programme feasibility

- Target beneficiary
- Feasibility and sustainability
- Capability of the applicant organisation and supporting organisation(s) (if any)

Expected programme outcomes

- Expected learning outcomes/
tangible deliverables
- Programme evaluation and quality assurance

5. Key Commitments of Successful Applicant Organisations

Key Commitments of Successful Applicant Organisations

- Enter into an agreement with EDB
 - ❑ Grantor: The Permanent Secretary for Education Incorporated
 - ❑ Grantee: Programme provider
- Set up [a bank account/ a separate ledger](#) in the Grantee's accounting system for the sole purpose of keeping and using the grant
- Carry out [publicity](#) for the programme
- Hire suitable staff and require them to undergo [the Sexual Conviction Record Check \(SCRC\) before the first session of the programme](#)

Key Commitments of Successful Applicant Organisations

- Submit a detailed implementation plan (DIP) and update the plan in the course of the programme
- Deliver and complete the tasks as pledged in the application form and DIP
- Acknowledge Gifted Education Fund in any publications and activities of the programme
- Closely monitor students' attendance and follow up on student absence
- Maintain records of students' learning through learning journals, photos, videos, etc.

Key Commitments of Successful Applicant Organisations (cont'd)

- Propose a quality assurance mechanism and play an active role in quality assurance of the programme
 - ❑ Set up a quality assurance team; define its composition and frequency of meeting
 - ❑ Training for mentors/ student helpers
 - ❑ Regular evaluation (e.g. ways to collect feedback from instructors for the continuous improvement of the programme)
 - ❑ Multiple tools (e.g. observation, paper/ online questionnaires, formative/ summative assessments, etc.)
 - ❑ Involving different parties (instructors, mentors, students and their parents)
 - ❑ Submission of reports to EDB

SCRC Requirements

Programme providers are required to submit to the Secretariat a written confirmation before the first session of the programmes stating that:

- a) SCRC procedures have been completed;
- b) the staff and training personnel who will be engaged in the implementation of the programmes have undergone and completed SCRC; and
- c) no person with convictions of sexual offences as revealed from SCRC will be engaged for assistance in delivery of the programmes.

Submission of Reports

Required reports	Deadline
Progress Report	Within the 7th month after the signing of the agreement
Interim Financial Report	
Final Report	Within three months after the end of the programme
Final Financial Report	
Audited Accounts	

Templates of different reports above are available at:

<https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/ge_fund/gef/pmm.html>

Disbursement Arrangements

- The grants will be disbursed **by instalments** in accordance with the payment schedule stated in the agreement.
- The disbursement of the **final instalment** will be made only upon the fulfilment of the following conditions:
 - a) completion of the programme;
 - b) due compliance with the agreement;
 - c) **submission of the final report, the final financial report and the audited accounts in form and substance to the satisfaction of the Government and complying with the reporting requirements set out in the agreement within three months after the date of completion of the programme; and**
 - d) any other requirements required by the Government.

6. Q&A Session

7. Tips (Summarised from Past Programme Providers' Sharing)

Tips on Designing/ Planning a Programme

- Be familiar with the traits of **exceptionally gifted** students
- **Affective needs** of gifted students
- Equal emphasis on **knowledge, skills and attitude (values)**
- **Diversified and challenging** learning and teaching activities
- Space the contents in the programme well and avoid cramming contents
- **Learner diversity** that exists among gifted students
- **Pedagogical strategies** to attend to the needs of gifted students, e.g. questioning, grouping, tiered assessments
- **Clear expectations and requirements** communicated to students; **students' responsibilities and commitment**

Enquiries

Address: Gifted Education Fund Secretariat
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19 Suffolk Road
Kowloon Tong, Hong Kong

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Final Remarks

- The content delivered at the briefing session today is not exhaustive. Please refer to the “Guide for Applicants”, “Frequently Asked Questions and Answers” and other relevant documents available at the following websites:
 - ✓ [GE Fund](#)
 - ✓ [Application for funding support under GE Fund](#)
- All updates concerning the application documents, procedures and other details will be announced on the [website of Application for funding support under GE Fund](#).
- In case of doubt, you should consult the Gifted Education Fund Secretariat.