

Gifted Education Fund:

Off-school Advanced Learning Programmes (OSALPs)

(2026/27 school year)

Important documents (updated in July 2026):

- Guide for Applicants 申請指引



- Frequently Asked Questions 常見問題與答案



- Agreement (template) 協議 (範本)



1. Background

Background

- 人才培育 Talent development
- 中小學數字教育發展藍圖 Blueprint for Digital Education Development in Primary and Secondary Schools
- 加深 deepen、加廣 broaden、加速 accelerate
- 資優三寶：高層次思維技巧 higher-order thinking、創造力 creativity 和個人及社交能力 personal and social competence

中小學數字教育發展藍圖

Blueprint for Digital Education Development in Primary and Secondary Schools

中小學數字教育發展藍圖



願景
以學生為本推動教育創新，培育兼具數字素養與人文關懷精神的創新型終身學習者

學生為根本
培育數字素養
創新思維
正確價值觀

教師為專業
提升數字教學能力
推動教學模式轉移

學校為基地
建設智慧校園
善用資源平台

社會為夥伴
跨界別協作
共建數字教育生態

秉持科技向善 推動教育創新

- ### 總體目標
- 1 提升學生數字素養**
善用數字科技，創意解難，終身學習
 - 2 加強教師專業**
提升數字教學能力，促進個性化學習
 - 3 優化基建與資源配套**
建設安全高效的數字教育環境
 - 4 推動跨界別協作**
共建數字教育生態，聯動內地和國際



- ### 十大策略 全面推進
- 訂定《中小學人工智能素養學習架構》
系統培育學生數字科技知識、技能與正確價值觀
 - 強化數理科技教育
提升創科能力
 - 推動「人工智能 + 課程」
更新各科課程，發布《中小學應用人工智能教學指南》
 - 訂定教師專業培訓要求
每三年不少於30小時數字教育培訓
 - 提供多元培訓活動
每年提供不少於50,000個培訓名額
 - 推動智慧校園建設
AI協助處理學校行政，提升學校管治效率
 - 優化學校發展與問責架構
推動學校自我完善
 - 構建數字教育學習資源大平台
配合本地課程的大語言模型
 - 推動家校合作
共建學生的正確價值觀與良好態度
 - 凝聚持份者力量
加強本地業界與內地和國際的交流合作



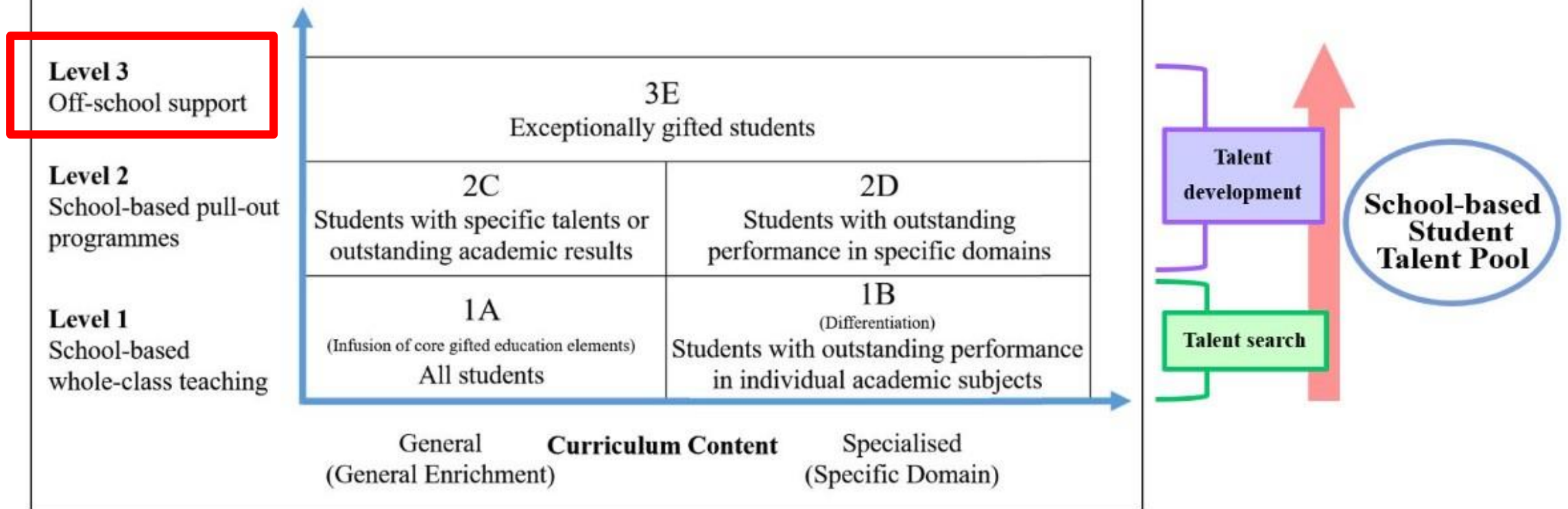
Gifted Education (GE) in HK

- **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

Traits of Gifted/ More Able Students

認知方面	學習能力 / 執行能力	• 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	• 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	• 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	• 語文能力強 • 語言精煉、表達流暢、用詞豐富
	抽象思維能力	• 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	• 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

Traits of Gifted/ More Able Students

情意方面	情感管理	• 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	• 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

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

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

Background of 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

- 71

No. of student beneficiaries

- Over 2 300

Eligibility

- **Eligible organisations for GE Fund support:**
 - ✓ Post-secondary institutions
 - ✓ Non-government organisations
 - ✓ Professional bodies
 - ✓ Technology enterprises
- Applicant organisations may submit applications independently or in collaboration with supporting organisations.

Priority Themes

- ✓ Digital Education/ STEAM-related Advanced Learning Programmes
 - ✓ Humanities and Social Science Research Programmes
 - ✓ Apprenticeship and Entrepreneurship Programmes
 - ✓ Self-initiated Research Studies
-
- A proposed programme may cover more than one theme.

OSALP: Major Features

- **High demand** – far more rigorous than ordinary enrichment programmes
- **Challenging tasks** – research work, self-initiated studies, individualised learning, mentorship
- **Holistic development** – beyond knowledge/skills, include affective growth and values education
- **Deliverables** – invention, research paper, presentation, etc. by programme end
- **Showcase opportunities** – e.g. mini conference (face-to-face/online)
- **Class size** – preferably around 50 students

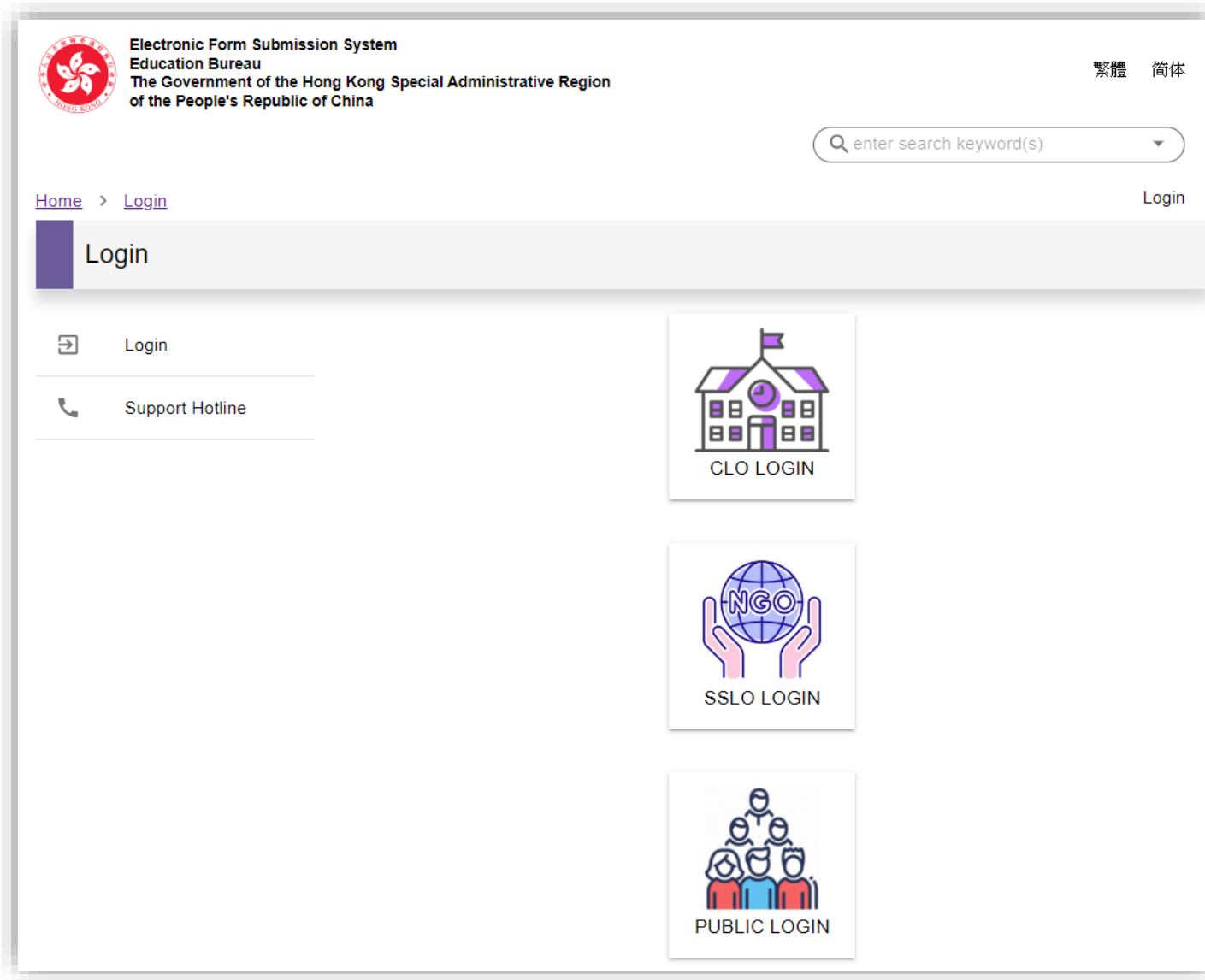
Highlights of Past Programmes



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

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

Electronic Form Submission System of EDB



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

eForm 91

Step 1: Important notes

- Important notes
- Personal Information Collection Statement

Step 2: Application information

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

Step 3: Confirmation

- Preview for confirmation

Q2) Theme(s) of programme:

- ☐ Digital Education / STEAM-related Advanced Learning
- ☐ Humanities and Social Science Research Programme
- ☐ Apprenticeship and Entrepreneurship Programme
- ☐ Self-initiated Research Study
- ☐ Others

May select one or more

Q3) Target beneficiary:

(a) number of students: preferably around 50 students

(b) levels: select one of the following

- (i) upper primary (P4–P6)
- (ii) junior secondary (S1–S3)
- (iii) senior secondary (S4–S5)
- (iv) junior and senior secondary (S1–S5)

Q4) Programme period:

(a) Preparation: 3 months for all programmes, fixed

(b) Delivery: no more than 5 months

(c) Total: 8 months at most, from Feb 2027

Q6) Particulars of organisation:

Name of head:

Post title:

Applicants should confirm with their organisation that the person whose details are provided is duly authorised to endorse the application.

Q7) Particulars of programme leader:

Name:

Post:

- Programme leader – responsible for leading and supervising the programme
- No remuneration – not entitled to cash allowance or payment in any capacity

Part B: Programme Content

(I) Programme needs

Rationale

- Why do you propose this programme?

Goals and objectives

- Goal: involve broad and long-term outcomes
- Objectives: involve knowledge, skills, attitude/ values

Part B: Programme Content

(II) Programme feasibility

- Prerequisite
- Medium of instruction
- Key implementation details
- Manpower plan
- Budget plan
- Respective roles of applicant organisation and supporting organisation(s)
- Relevant experience in gifted education/ talent development
- Current networks with primary and secondary schools or proposed promotion plan to boost student enrolments

Part B: Programme Content > Key implementation details

Key implementation details:*

(Excluding the preparatory period, the delivery period should be no more than 5 months. Each programme should be around 80-100 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 (input numbers only)	Content/ Activities/ Mode/ Sessions
Example	May to July 202X	30	• Phase 1 (3 months, 30 hours) • In-person classes: Basic meteorology and use of cloud computing to simulate tropical cyclone paths and estimate storm surges. • 8 sessions (3 hours each) on meteorology/data analysis, and 1 session (6 hours) on computer programming

Part B: Programme Content > **Manpower plan**

Manpower plan:*

(Please insert row[s] if necessary)

	Post	Academic qualification(s) and/or professional qualification(s) and/or work experience	Roles/ Duties
Example	one programme assistant	• (a) a Bachelor degree or above in science-related fields; and • (b) at least 3 years of relevant experience in organising training programmes	• (a) to assist in the general administration of the programme; and • (b) to assist in student-related matters related to the programme
		Mode of engagement	Number of months/ hours of engagement
		full-time (calculated in months) / part-time (calculated in hours) / others (please specify)	6 months

Part B: Programme Content > 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			
ADD			
Equipment			
ADD			
Services			
ADD			
General expenses			
ADD			
Contingency			
ADD			
Others (please specify)			
ADD			

Budget Planning

- Refer to Annex I of Guide for Applicants “**Guidelines on Budget Planning**”
- **Budget variation not allowed** once agreement is signed
- **Use existing resources** – equipment, facilities, venues of applicant/supporting organisations
- **Avoid booklet printing** – environmental concerns
- **No extra fees** – programme providers cannot charge student participants
- **Unused funds clawback** – by end of programme

Budget Plan: Staff Cost

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

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
Administrative charges to be paid to the organisation of the programme provider (only eligible for post-secondary institutions)	- X% of the total budget exclusive of contingency (actual percentage subject to the standard rate set by the post-secondary institution)	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, prizes, souvenirs**
- **Equipment maintenance**
- **Food costs**
- **Insurance premiums** – except public liability / group personal accident insurance with strong justification

Examples of Unallowable Costs

- **Staff costs** – salary increment, fringe benefits, severance, untaken leave, remuneration to programme leader
- **Stored value cards** (e.g. Octopus)
- **Travelling/accommodation** – training personnel without students; excess travel beyond cheapest reasonable public transport
- **Utilities** – office rental, electricity, gas, water, telephone, fax, internet, etc.

Part B: Programme Content

(III) Expected learning outcomes and quality assurance

- Expected learning outcomes and tangible deliverables of students
- Proposed quality assurance mechanism

3. Submitting an Application

Application Submission

- **No paper forms** – only electronic submissions accepted
- Complete **eForm 91** via EDB's Electronic Form Submission System
- Language options – **Chinese or English**
- Deadline: **18:00, 11 September 2026 (Friday)**
- **Late applications will not be considered**
- **Submit early** – avoid delays from system shutdown/maintenance

Application Submission

01 ● Complete the form online

Fill in eForm 91, confirm the preview, download, and print the application form.

02 ● Sign and stamp the form

Ensure the application form is signed and stamped, then scan the completed document.

03 ● Upload to the system

Submit the signed and stamped application form along with any supporting documents electronically.

4. Assessment of Applications

Examples of Assessment Criteria

(A) Programme Needs

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

(B) Programme Feasibility

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

(C) Expected Programme Outcomes

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

5. Key Commitments of Programme Providers

Key Commitments of Programme Providers

- **Agreement with EDB**
 - Grantor: Permanent Secretary for Education Incorporated
 - Grantee: Programme provider
- **Designated account** – bank account or separate ledger solely for grant funds
- **Publicity** – promote the programme appropriately
- **Staff recruitment** – ensure suitability and require **Sexual Conviction Record Check (SCRC)** before first session

Key Commitments of Programme Providers

- **Detailed Implementation Plan** – submit DIP and update during programme
- **Deliver pledged tasks** – complete commitments in application form & DIP
- **Acknowledge GE Fund** – in all programme publications and activities
- **Monitor attendance** – track student attendance and follow up on absences
- **Maintain learning records** – journals, photos, videos, etc.

Key Commitments of Programme Providers

Quality Assurance Mechanism

- **Active QA role** – propose and participate in programme QA
- **QA team setup** – define composition and meeting frequency
- **Mentor training** – ensure mentors/student helpers are prepared
- **Regular evaluation** – collect feedback from instructors for continuous improvement
- **Multiple tools** – observation, questionnaires, formative & summative assessments
- **Involve stakeholders** – engage instructors, mentors, students, and parents
- **Reports to EDB** – submit evaluation reports to the Secretariat

SCRC Requirements

Written Confirmation to the Secretariat:

- ✓ SCRC completion – confirm procedures have been completed
- ✓ Staff clearance – all staff/ training personnel engaged have undergone and completed SCRC
- ✓ No convictions – ensure no person with sexual offence convictions revealed by SCRC is engaged in programme delivery

Submission of Reports

Reports required:

- ✓ Final Report
- ✓ Final Financial Report
- ✓ Audited Accounts
- ✓ Assets Register (if applicable)

Other materials required:

- ✓ A set of learning and teaching materials
- ✓ Students' deliverables

Templates of different reports above are available at:

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

Grant Disbursement

- **Instalments** – according to payment schedule in the Agreement
- **Final instalment conditions:**
 - ✓ Programme completion
 - ✓ Due compliance with the Agreement
 - ✓ Submission of Final Report, Final Financial Report, and Audited Accounts (within 3 months of programme completion)
 - ✓ Any other requirements specified by the Government

6. Q&A Session

Tips

Tips on Designing/ Planning a Programme

- **Traits awareness** – be familiar with characteristics of exceptionally gifted learners
- **Affective needs** – attend to emotional and social development
- **Balanced emphasis** – integrate knowledge, skills, and values/attitudes
- **Diversified activities** – provide challenging and varied learning/teaching tasks
- **Content pacing** – space programme content appropriately, avoid cramming
- **Learner diversity** – recognise differences among gifted students
- **Pedagogical strategies** – questioning, grouping, tiered assessments, etc.
- **Clear expectations** – communicate requirements; emphasise student responsibilities and commitment

Enquiries

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