

## **Education Bureau Circular Memorandum No. 14/2025**

From : Secretary for Education                      To :       Heads of all government and  
Ref : EDB(GD)/20/10/15/O 25/26                      aided primary schools  
Date : 17 March 2025

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### **Understanding Adolescent Project (Primary) 2025/26 School Year**

#### **Summary**

This circular memorandum aims to invite government and aided primary schools to join the Understanding Adolescent Project (Primary) (hereinafter referred to as “UAP”) implemented by the Education Bureau (EDB) in the 2025/26 school year. Schools intending to join the UAP should apply for the UAP Grant online through the UAP Portal.

#### **Background**

2.        EDB has launched the UAP since the 2004/05 school year. The UAP is a comprehensive support programme for personal growth. It aims at enhancing primary school students’ resilience in coping with the challenges they face as they grow up. Findings from students’ evaluation questionnaires indicated that students who have participated in the UAP generally made progress in emotion management, conflict resolution, goal setting and interpersonal relationship. Both parents and teachers considered that the project could cultivate in students an optimistic and positive attitude, sense of belonging towards their families and schools, communication skills and co-operation with others.



#### **Implementation Details**

##### **Content of the UAP**

3.        The UAP includes Universal Programme (UP) and Intensive Programme (IP), aiming at helping students acquire the necessary knowledge, skills and attitudes when facing adversities. The UP is a guidance curriculum on resilience, targeting at all Primary 4 to 6 students. The IP is a series of small group and parent-child adventure-based activities, targeting at Primary 4 students identified to have greater need for guidance.

## Universal Programme (UP)

4. All primary schools are encouraged to implement the UP to enhance students' resilience. An outline of the UP is provided at [Annex 1](#). A resource package on the UAP, which includes the implementation strategies, teaching plans and teaching demonstrations of the UP as well as the rationale and a series of school activities on resilience culture, has been uploaded to the EDB webpage. Schools are encouraged to integrate the UP into Personal Growth Education of the Comprehensive Student Guidance Service.

<b>Resource package on the UAP</b> <i>【EDB webpage &gt; Teachers Related &gt; Student Guidance and Discipline Services &gt; Projects and Services &gt; Understanding Adolescent Project (Primary)】</i>	
<b>Comprehensive Student Guidance Service and resources of Personal Growth Education</b> <i>【EDB webpage &gt; Teachers Related &gt; Student Guidance and Discipline Services &gt; Projects &amp; Services &gt; Student Guidance Services &gt; Comprehensive Student Guidance Service】</i>	

## Intensive Programme (IP)

5. Schools are encouraged to provide a 3-year IP for students with greater needs for guidance<sup>1</sup> starting from Primary 4 level. Schools are required to make use of the web-based Hong Kong Student Information Form (HKSIF)<sup>2</sup> to identify target students for IP. Under normal circumstances, schools should arrange all students who are screened as having greater needs for guidance by the HKSIF to join the IP. Upon completion of the IP in Primary 4, these students should further be arranged to join the Booster Programmes in their Primary 5 and Primary 6 levels so as to consolidate their resilience. To enhance the efficacy of the Booster Programmes in students and their parents, starting from the 2019/20 school year, the Primary 5 and Primary 6 Booster Programmes of the approved Primary 4 IP group should each be enhanced through the addition of three group sessions for students and one group session for parents. Schools are also encouraged to promote the project among the parents and invite them to actively participate in the IP parent training and parent-child activities for different levels.

<sup>1</sup> The “Hong Kong Student Information Form (HKSIF)” is a set of validated tool to be completed by students and teachers, and processed by a computer aided analysis system. Schools should identify students with greater guidance needs by using the HKSIF on the UAP Portal. The online system will automatically analyse the data collected and identify students meeting the criteria for the “Intensive Programme” as “positive” to facilitate schools’ provision of appropriate guidance and follow-up for these students.

<sup>2</sup> The web-based HKSIF is available on the UAP Portal (<https://uap.edb.gov.hk>).

Continuous training for teachers should also be provided with UAP resources to enhance students' resilience. Details of the IP are provided at Annex 2.

#### Application procedures for the UAP Grant

6. Government and aided primary schools approved to operate two or more Primary 4 classes in the 2025/26 school year are eligible to apply for the UAP Grant to run the IP for Primary 4 students with greater needs for guidance. Schools wishing to apply for the UAP Grant are required to submit application online through the UAP Portal from **14 April to 30 May 2025**. **Late submissions will not be considered.** EDB will notify the schools concerned of the application results through the UAP Portal (<https://uap.edb.gov.hk>) by **6 June 2025**. For Direct Subsidy Scheme primary schools, the UAP Grant has been subsumed under the unit subsidy and they do not need to apply separately.

7. Schools approved of the UAP Grant should, upon obtaining parental consent, conduct screening for the 2025/26 Primary 4 students-to-be / Primary 4 students with the web-based HKSIF on the UAP Portal during the period **from 2 June to 28 November 2025**. To ensure the effectiveness of the IP groups, the optimal size for a group is 12 to 23 students. Schools approved of the UAP Grant may apply for additional grant to conduct one or two more IP groups<sup>3</sup> to cater for more students in need. Application for the additional grant should be made online through the UAP Portal by **5 December 2025**. **Late submissions will not be considered.** EDB will notify the schools concerned of the results of application by **12 December 2025**. Details of the application procedures, grant rates, and disbursement of the UAP Grant are at Annex 3.

#### “UAP Guides” Award Scheme

8. EDB has set up the “UAP Guides” Award Scheme, aiming at encouraging and recognising the Primary 5 and Primary 6 students who have participated in the IP for their active services in the school / community and extension of their experiential learning on personal growth. Schools are encouraged to establish a school-based “UAP Guides Service Team” where members can wear “UAP Guides” badges provided by EDB when participating in regular school-based activities and services or those under the Comprehensive Student Guidance Service, which would further promote a positive school culture. By the end of the school year, individual members with excellent performance would be commended openly and awarded the “UAP Guides Certificate of

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<sup>3</sup> If 24 or above Primary 4 students-to-be / Primary 4 students are identified as having greater needs for guidance and the school is committed to conducting 2 IP groups, or 36 or above are identified as having greater needs for guidance and the school is committed to conducting 3 IP groups.

Merit” issued by EDB. The award scheme would help consolidate students’ positive and optimistic attitude as well as further enhance their sense of competence and belonging to their school, families and the community. Details of the programme have been uploaded to the UAP Portal and the EDB webpage **【Teachers Related > Student Guidance and Discipline Services > Projects and Services > Understanding Adolescent Project (Primary)】**.

## Evaluation

9. Schools receiving the UAP Grant are required to incorporate their review of the effectiveness of the IP and the use of the Grant into the Evaluation Report on Comprehensive Student Guidance Service. Schools can use the Students’ Questionnaire in Annex 4 to collect students’ views on the IP. Details of the holistic assessment of the IP are uploaded to the EDB webpage **【Teachers Related > Student Guidance and Discipline Services > Projects and Services > Understanding Adolescent Project (Primary) > Users' Manuals (III) in the Resource Package】**.

## Enquiries

10. For enquiries, please contact the Guidance and Discipline Section of EDB at 2863 4782.

Ms Candy CHAN  
for Secretary for Education

c.c.: Heads of Direct Subsidy Scheme primary schools, private primary schools  
and Heads of Sections – for information

### Outline of the Universal Programme (UP)\*

	<u>Module</u>	<u>Key Content</u>	<u>Primary 4</u>	<u>Primary 5</u>	<u>Primary 6</u>	<u>Total No. of Sessions</u>
Competence	Emotion management	Adequately express and handle one’s emotion	1. Source of emotion 2. Emotion which generates energy 3. Emotion which consumes energy	1. The importance of giving vent to one’s emotion 2. Methods of giving vent to one’s emotion	1. Understanding the source of stress 2. Methods of handling stress	7
	Social skills	Communication skills	1. Communication pattern and obstacles 2. Verbal and non-verbal communication	1. Developing inter-personal skills (active listening) 2. Co-operation skills 3. Inter-personal skills ~ empathy (elementary)	1. Skills of self-expression and accepting others 2. Types of friends	7
	Problem solving	1. Seek help	1. Steps of problem solving 2. Methods of problem solving	1. Use of resources 2. Choosing suitable method of problem solving	1. Skills of seeking help	5
		2. Resistance to Temptation (enriched topic)		1. Critical thinking and decision-making for the right choices 2. Applying problem-solving skills to resist temptations		4
	Goal setting	Goal setting skills	1. The importance of goals 2. Criteria of goals	1. Realising the goals		3
Optimism	Optimism	Positive thinking on casual attribution		1. Optimistic thinking pattern	1. Internal thinking vs. external thinking 2. Global thinking vs. specific thinking 3. Permanent thinking vs. temporary thinking	4
					Conclusion	1
No. of sessions			9	9	9	31
				4 (enriched curriculum)		

\* For details, please see the Users' Manual of the Resource Package on the Understanding Adolescent Project (Primary) on the EDB webpage.  
(<http://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html> )

## Annex 2

### Activities of the Intensive Programme (IP)\*

Levels	Name of activities	No. of sessions and hours	Objectives	Targets			Co-ordinator	Conductor
				Students	Teachers	Parents	Student Guidance Personnel / Teacher Co-ordinators	Other workers
Primary 4	Teacher workshop	(2 sessions) Total 7 hrs	To enhance teachers' skills in handling students' problems and their communication skills with students		✓		✓	✓
	Parent workshop	(4 sessions) Total 8 hrs	To assist parents in enhancing their parenting skills and communication skills with their children			✓	✓	✓
	Orientation session	(1 session) 1hr	Introduction of the activities	✓		✓	✓	✓
	Launching ceremony	(1 session) 1hr	To conduct a launching ceremony and to lay down rules with students for the groups	✓	✓	✓	✓	✓
	Small group session	(6 sessions) Total 9 hrs	To increase students' resilience through group experience	✓			✓	✓
	Day camp	(2 sessions) Total 7 hrs	To enable students to have a basic understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students	✓			✓	✓
	Overnight camp	2 days 1 night Total about 16 hrs	To enable students to have an in-depth understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students	✓			✓	✓
	Volunteer services	(2 sessions) Total 4 hrs	To arrange students to carry out community services/voluntary work and make contributions to the groups in need of help in the community or help community building, in order to foster their sense of belonging towards the community	✓			✓	✓
	Parent-child evening camp	(2 sessions) Total 7 hrs	To foster the mutual support between parents and children and to increase their communication	✓		✓	✓	✓
	Parent-teacher sharing session	(2 sessions) Total 2 hrs	To enhance the mutual support and communication between parents and teachers so as to create a "resilience culture" to help the growth of students		✓	✓	✓	✓
	Closing ceremony	(1 session) 1 hr	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit	✓	✓	✓	✓	✓
<b>Total: 63 hrs</b>								

Levels	Name of activities	No. of sessions and hours	Objectives	Targets			Co-ordinator	Conductor
				Students	Teachers	Parents	Student Guidance Personnel / Teacher Co-rdinators	Other workers
Primary 5	Booster programme	Small group session	9 sessions of students groups and 1 session of parent workshop including an individual session  <b>Total 32 hrs</b>	✓			✓	✓
		Outing						
		Individual session				✓	✓	✓
		Parent workshop						
Primary 6	Booster programme	Small group session	9 sessions of student groups and 1 session of parent workshop including an individual session  <b>Total 32 hrs</b>	✓			✓	✓
		Outing						
		Individual session				✓	✓	✓
		Parent workshop						

\* For details, please see the Users' Manual of the Resource Package on the Understanding Adolescents Project (Primary) on the EDB webpage. (<http://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html> )

**Understanding Adolescent Project (Primary) Grant 2025/26**  
**Application and Administration Procedures,**  
**Disbursement of the Grant and Accounting Arrangements**

**(I) Application and Administration Procedures**

The application and administration procedures are summarised below:

<b>Government and Aided Primary Schools applying for the UAP Grant to conduct IP</b>	
14 April 2025 to 30 May 2025	Schools submit application of the Basic Grant through the UAP Portal
On or before 6 June 2025	EDB notifies schools of the results of application through the UAP Portal
2 June 2025 to 28 November 2025	All UAP schools have to screen the 2025/26 Primary 4 students-to-be / Primary 4 students with the web-based HKSIF through the UAP Portal at an appropriate time, before the summer vacation / after the commencement of the new school year. (The screening results will be sent to EDB automatically.)
2 October 2025 to 31 December 2025	Schools submit the Mid-year Survey through the UAP Portal
4 May 2026 to 31 August 2026	Schools submit the Year-end Survey through the UAP Portal
<b>Schools which need to apply for additional grant to conduct <u>TWO</u> or <u>THREE</u> IPs</b>	
2 June 2025 to 5 December 2025	Schools apply for the additional grant online through the UAP Portal (Note: The number of eligible students* identified by HKSIF must be at least 24 for TWO IPs and at least 36 for THREE IPs respectively.)  <i>*Schools should identify students with greater guidance needs by using the “Hong Kong Student Information Form”. The online system will automatically analyse the data collected and identify students meeting the criteria for the “Intensive Programme” as “positive”.</i>
On or before 12 December 2025	EDB notifies schools of the results of application through the UAP Portal



## (II) Enhanced Rates and Disbursement of UAP Grant

(1) The enhanced UAP Grant\* will be released in three years as follows:

Year	Programme/Target students	Annual rate for each school operating <b>ONE</b> IP  (in HK dollars)  (a)	Annual rate of the <i>additional</i> grant for each school operating one more IPs  (in HK dollars)  (b)	<b>Total</b> annual rate for each school operating <b>TWO</b> IPs  (in HK dollars)  (c) = (a)+(b)	<b>Total</b> annual rate for each school operating <b>THREE</b> IPs  (in HK dollars)  (d) = (b)+(c)
First Year (2025/26 School Year)	IP/ Primary 4 students (identified in the 2025/26 school year)	115,830	101,790	217,620	319,410
Second Year (2026/27 School Year)	Booster Programme of the IP/Primary 5 students (identified in the 2025/26 school year)	17,554	17,554	35,108	52,662
Third Year (2027/28 School Year)	Booster Programme of the IP/Primary 6 students (identified in the 2025/26 school year)	17,554	17,554	35,108	52,662
Total amount of the UAP Grant for a period of three years		<b>150,938</b>	<b>136,898</b>	<b>287,836</b>	<b>424,734</b>

\* The rates of the UAP Grant are subject to adjustment in accordance with the annual movement of the Composite Consumer Price Index.

### (2) Adjustment of the UAP Grant

UAP Grant has been one of the constituent items in the Special Domain of Operating Expenses Block Grant (OEBG)/ the School Specific Grant of Expanded OEBG or Expanded Subject and Curriculum Block Grant (ESCBG). The rates of the Grant are subject to adjustment in accordance with the annual movement of the Composite Consumer Price Index. Schools should refer to the relevant circular issued by EDB in August each year relating to the revised rates for the 2025/26 school year.

### (3) Use of the UAP Grant

In the annual plan and evaluation report on Comprehensive Student Guidance Service, schools should state the use of the UAP Grant with a clear breakdown of all expenses in the implementation of the IP. Here are some approved expenses for reference:

- (a) Organising IP-related activities (the activities must be carried out in Hong Kong)
  - Hiring external service providers to implement the IP
  - Subsidising students, parents and teachers to join IP-related training camps or group activities (exclusive of expenses on meals)
  - Organising staff training activities to facilitate the implementation of the UAP (Primary) (exclusive of expenses on meals)
- (b) Purchasing reference materials on student guidance or materials in support of the IP (not exceeding 5% of the rate for the first year)
  - Purchasing prizes or gifts for IP-related training camps or group activities
- (c) Others (not exceeding 5% of the rate for the first year)
  - Launching promotional activities of the UAP (Primary), e.g. pamphlets, newsletters or exhibition boards.

Schools are advised to hire service provider with experience in youth services and/or the following professionals to implement the IPs:

- (a) Registered social workers with practical experience;
- (b) Educational psychologists (with recognised professional qualifications);
- (c) Clinical psychologists (with recognised professional qualifications); or
- (d) Professionals with equivalent qualifications and experience.

### **(III) Sexual Conviction Record Check Scheme**

To further safeguard the well-being of students so as to protect students against sexual abuse, schools are advised to take great importance to the professional conduct of the staff providing services for children. Schools must adopt “Sexual Conviction Record Check Scheme” operated by the Police in their appointment procedures. Schools can refer to the website of SCRCS (<https://www.police.gov.hk>) and EDBC No. 14/2023 on “Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools” for details.

### **(IV) Financial and Accounting Arrangements**

When purchasing goods and services, government schools should observe the Stores and Procurement Regulations, Financial and Accounting Regulations, Standing Accounting Instructions and other related rules and regulations. IMC/Non-IMC aided schools should observe the relevant financial regulations set out in the updated circular memorandum on OEBG and Expanded OEBG each year. When hiring external services for the provision of the IP under the UAP (Primary), aided schools should observe EDBC No. 4/2013 on “Procurement Procedures in Aided Schools”.

**Understanding Adolescent Project (Primary)**  
**Post-Activity Assessment (For Primary 4, 5 and 6)**  
**Intensive Programme (Primary \_\_\_\_\_ in the \_\_\_\_\_ / \_\_\_\_\_ school year)**

**Students' Questionnaire**

(I) On the whole, do you think the Understanding Adolescent Project (UAP) is useful? Please put a "✓" against the most appropriate answer.

Useless ☐                      Useful ☐                      Very useful ☐

(II) Do you think the UAP is useful to you in the following aspects (Item 1–26)? Please **circle** the answer you consider to be the most appropriate.

	Useless	Useful	Very useful		Useless	Useful	Very useful
1). Positive attitude towards life	1	2	3	14). Being willing to improve your own weaknesses	1	2	3
2). Communication with teachers	1	2	3	15). Ability of self-reflection	1	2	3
3). Communication with classmates	1	2	3	16). Helping others	1	2	3
4). Respect towards others	1	2	3	17). Accepting others	1	2	3
5). Co-operation with classmates	1	2	3	18). Accepting yourself	1	2	3
6). Being willing to accept others' advice	1	2	3	19). Willing to face and overcome difficulties	1	2	3
7). Control of your own emotion	1	2	3	20). Reasonable expectation for yourself	1	2	3
8). Actively express your own emotion, ideas and opinions	1	2	3	21). Being sure of your own value	1	2	3
9). Being positive in handling things	1	2	3	22). Behaviour in class	1	2	3
10). Allocation of time	1	2	3	23). Ability of solving problems	1	2	3
11). Work according to the established goals	1	2	3	24). Seeking help from teachers or social workers when encountering difficulties	1	2	3
12). Sense of responsibility in work	1	2	3	25). Choosing friends	1	2	3
13). Patience in work	1	2	3	26). Sense of belonging for the school	1	2	3

(2025 revised version)