

Education Bureau Circular Memorandum No. 96/2026

From : Secretary for Education

To : Heads of Secondary Schools, Primary

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Schools, Special Schools and

Kindergartens

Date : 26 June 2026

Quality Education Fund Funding Programmes

Summary

The purpose of this circular memorandum is to inform secondary schools, primary schools, special schools and kindergartens of the details on various funding programmes under the Quality Education Fund (QEF) for the 2026/27 school year.

Background

2. QEF was established in 1998 with aims to fund projects that are innovative, capable of enriching students' learning experiences and with school-based initiatives. In addition to the Priority Themes, QEF has launched the Dedicated Funding Programme for Publicly-funded Schools (DFP), "My Pledge to Act – Be grateful and treasure what we have, stay positive and optimistic" (MPA) Funding Programme, Enhanced "My Pledge to Act" (EMPA) Funding Programme and its Phase 2, to provide schools with additional funding to implement school-based projects.

Details

Priority Themes

3. To tie in with the development trend and direction of the local education sector and to cater for the needs of society and schools, QEF launched four priority themes, including STEAM Education and Digital Education, National Education (NE), Positive Values and Student Well-being, and School Governance and Leadership in the 2025/26 school year. Details are at [Annex](#).

DFP

4. QEF will launch the new phase of DFP from the 2026/27 school year to the 2028/29 school year. Publicly-funded schools¹ and kindergartens joining the kindergarten education scheme (scheme-KGs) can apply for QEF funding during the new phase to launch school-based curriculum development and/or student support measures, as well as relevant school improvement works and/or procurement of supplies. In the new phase, the cumulative amount of funding support for application will be raised from \$2 million to \$3 million for each publicly-funded school and from \$500,000 to \$700,000 for each eligible kindergarten².

Example: If a publicly-funded school received \$1.8 million of funding support through DFP from the 2018/19 school year to the 2025/26 school year and its unused amount was \$200,000 at the end of the 2025/26 school year, the cumulative amount of funding for application for this school will be raised to \$1.2 million in the new phase in the 2026/27

¹ Publicly-funded schools include government schools, aided schools (including special schools), caput schools, and schools under the Direct Subsidy Scheme.

² Schools can check their previous application records through the QEF Electronic Project Management System (<https://qefepms.edb.gov.hk>) at the QEF website.

school year. Similarly, for a kindergarten with an unused amount of funding for application of \$50,000 at the end of the 2025/26 school year, its cumulative amount of funding for application will be raised to \$250,000 in the new phase in the 2026/27 school year.

5. QEF funding is one-off in nature. For items which were funded by other government resources or previously funded by QEF (e.g., school improvement works and equipment), funding support for them should not be sought from QEF. The new phase of DFP, in accordance with the existing arrangements, will continue to be open for applications twice a school year. The application periods in the 2026/27 school year are as follows:

The seventeenth call of applications: October 2026 – January 2027

The eighteenth call of applications: April 2027 – July 2027

MPA Funding Programme and EMPA Funding Programme

6. Implementation of MPA and EMPA Funding Programme will conclude at the end of the 2025/26 school year. Publicly-funded schools and scheme-KGs may submit their applications on or before 31 August 2026 to optimise the use of the additional resources of the two funding programmes.

EMPA Funding Programme (Phase 2)

7. QEF has launched EMPA Funding Programme (Phase 2) (EMPA Phase 2) since the 2025/26 school year. Each publicly-funded school may submit an application with funding not exceeding \$300,000 to the QEF for further promotion of NE and national security education (NSE), media and information literacy education, and fostering student wellness (SW). Each scheme-KG may submit an application with funding sought not exceeding \$150,000 to obtain additional resources to further strengthen NE and NSE, and promote SW.

8. EMPA Phase 2 is open for application throughout the year until the end of the 2027/28 school year. Each eligible school can submit an application lasting for 18 to 24 months. Schools should note that projects of EMPA and EMPA Phase 2 Funding Programmes cannot be implemented concurrently³.

Workshop and Online Self-learning Programme

9. To introduce the features of QEF funding programmes and tips of proposal writing, QEF will continue to organise Proposal Writing Workshop for Kindergartens (Course ID.: EI0020260131) and Online Self-learning Programme (Course ID.: EI0020260132) for primary schools and secondary schools. The workshop and the Programme will be open for applications in September 2026. Schools are invited to nominate representatives to join the workshop and online programme by enrolling through the Training Calendar System. The details will be released on QEF website.

Enquiry

10. Schools may visit the QEF website (www.qef.org.hk) for details of the funding programmes. For enquiries, please contact the QEF Secretariat on 2921 8833. For further details on application, schools may register for consultation sessions on the QEF website.

³ If schools have an ongoing project of EMPA Funding Programme, they should arrange a suitable implementation period when they submit their EMPA Phase 2 applications. The two EMPA projects cannot be implemented concurrently.

Miss Katharine CHOI
for Secretary for Education

c.c. Heads of Sections – for information

**Quality Education Fund
Priority Themes**

STEAM Education and Digital Education

This theme aims at:

- ❖ promoting STEAM education and digital education in primary and secondary schools;
- ❖ promoting the use of innovation and technologies (I&T) in the education of different areas and in learning as a whole;
- ❖ enhancing students' creativity and competence in solving problems with I&T; and
- ❖ encouraging the use of innovative strategies to enhance the effectiveness of learning, teaching and assessment.

Relevant topics and/or activities including those that could:

- ❖ enhance the quality of STEAM education and digital education through adopting diversified learning activities;
- ❖ cultivate students' enthusiasm for learning and applying I&T such as artificial intelligence;
- ❖ inspire students' interests in learning cutting-edge I&T;
- ❖ develop creative and innovative solutions for addressing local or global challenges; and/or
- ❖ enhance teachers' capacity in devising strategies to integrate I&T elements into the cycle of learning, teaching and assessment.

National Education

This theme aims at:

- ❖ promoting national education covering the Constitution and the Basic Law education, national security education and patriotic education, etc.;
- ❖ enhancing students' understanding of our country, including the history, geography, culture, historical and cultural heritage, the deeds of heroes and role models as well as development and achievements of our country; and
- ❖ cultivating in students a sense of belonging towards our country, national identity and national pride, and fostering their awareness to safeguard our country and society.

Relevant topics and/or activities including those that could:

- ❖ enhance students' understanding of the importance of national unity and national security as well as the development and achievements of our country through adopting a whole-school approach;
- ❖ enable students to proactively and consciously safeguard national sovereignty, unity and territorial integrity;
- ❖ cultivate among students a pride in the richness and profoundness of Chinese culture and a sense of identity with our country through diversified strategies in relevant subjects; and/or
- ❖ enhance teachers' professional capacity in planning and promoting national education including the Constitution and the Basic Law education, national security education and patriotic education.

Positive Values and Student Well-being

This theme aims at:

- ❖ promoting the integration of the various cross-curricular domains in values education and the twelve Priority Values and Attitudes (PVAs), namely perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety, unity as well as other proper values and attitudes espoused by schools;
- ❖ enhancing students' physical, mental and social well-being;
- ❖ promoting active and healthy lifestyle and strengthening students' resilience and positive attitudes towards life and future; and
- ❖ establishing a school environment conducive to fostering students' creativity and leadership.

Relevant topics and/or activities including those that could:

- ❖ enrich students' learning experiences in values education and relevant PVAs by offering diversified activities through adopting the approaches of "organic integration, natural connection", "diversified strategies, mutual coordination", "learning within and beyond the classroom" and "whole-school participation" for all-round and balanced development of students;
- ❖ offer diversified student activities across various domains such as life education, physical and aesthetic education within and beyond the classroom;
- ❖ create a supportive, harmonious and healthy environment with inclusive and caring cultures conducive to the promotion of positive values and student well-being; and/or
- ❖ provide leadership opportunities for students to implement creative ideas that promote caring cultures in school.

School Governance and Leadership

This theme aims at:

- ❖ establishing good models for effective school governance and upholding ethical practices;
- ❖ empowering school leaders with the competencies for effective leadership and school management; and
- ❖ promoting schools' continuous self-improvement and sustainable development for enhancing the effectiveness of student learning.

Relevant topics and/or activities including those that could:

- ❖ enhance schools' capabilities to reform and to adapt to changes;
- ❖ enable school leaders to develop effective leadership and ethical practices of school management;
- ❖ foster a culture of continuous self-improvement and sustainable development of schools; and/or
- ❖ promote shared vision and boost morale among staff of the schools.