

ITEM FOR FINANCE COMMITTEE

HEAD 156 – GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Subhead 700 General non-recurrent New Item “Gifted Education Fund”

Members are invited to approve the creation of a new commitment of \$800 million for the establishment of the Gifted Education Fund.

PROBLEM

We need to enhance support for the development of gifted education in Hong Kong to enable more students to unleash their potential, enrich the talent pool and enhance the competitiveness of Hong Kong.

PROPOSAL

2. The Secretary for Education (SED) proposes to create a new commitment of \$800 million for setting up a Gifted Education Fund (GE Fund) as an endowment fund for generating investment income to support the development of gifted education in Hong Kong.

JUSTIFICATION

To cater for the educational needs of gifted students

3. The goal of gifted education is to cater for the educational needs of gifted students, and help them develop their potential and attain all-round development in different domains according to their own attributes so that they can realise their ideals and contribute to the future development of Hong Kong.

/To

To enrich the talent pool and enhance the competitiveness of Hong Kong

4. In this twenty-first century, all economies, whether mature or growing, vie for top-notch human capital to take their development to the next higher level. Nurturing of human capital becomes a high priority of different governments. In Hong Kong, human resources are our most important asset. Fostering gifted education is of pivotal importance to help nurture and enrich Hong Kong's pool of talent, thereby increasing our competitiveness. The talents so nurtured, be they in the field of science, mathematics, arts or language, will help enrich the quality of our manpower to fuel the diversified development of our economy and our status as an international city. They are also potential leaders in the respective fields in future to help chart the way forward for Hong Kong's development.

5. The need for nurturing more talents has been supported by parents, and strongly advocated by the business sector and educators. The faster this need can be met, the more beneficial it would be for Hong Kong. Otherwise, Hong Kong will be losing out to adjacent economies such as Singapore and South Korea, which are developing very rapidly in the area. The Government's commitment towards supporting gifted education would promote concerted efforts from different stakeholders to engage in nurturing talents that would eventually contribute to society.

To build on existing strengths, address the ever-changing demands and strengthen the future development of gifted education in Hong Kong

6. The Education Bureau (EDB) has been attaching great importance to the nurturing of gifted students. We have been actively supporting schools and teachers to cater for gifted students on the basis of the Three-tier Model –

- (a) Level 1: using pedagogies that could tap the potential of students in creativity, critical thinking, problem solving or leadership in the classroom;
- (b) Level 2: offering pull-out programmes in disciplinary or interdisciplinary areas for the more able students within the school; and
- (c) Level 3: provision of learning opportunities for the exceptionally gifted students in the form of specialist training outside the school setting.

/Details

Encl. 1 Details of the Three-Tier implementation framework are at Enclosure 1.

7. Schools provide school-based gifted education programmes and activities at Levels 1 and 2 with the support of EDB, which include offering Professional Development Programmes (PDP) to empower school teachers to design and implement school-based gifted education programmes through the provision of curriculum resources and professional consultancy services. These programmes cover topics such as identification of students' potential, understanding the characteristics of different types of gifted students, and formulating school-based multiple-criteria mechanism for identifying gifted students. They generally enrich teachers' understanding and experience in identifying the potential of gifted students with reference to the Gifted Education Teacher Professional Development Framework¹ which sets out the different roles for teachers in schools, such as curriculum leaders, subject panel chairs and frontline teachers. On average, around 50 PDPs are conducted every year. Other professional exchange platforms in the form of conferences and school visits are also provided to encourage exchange of experiences and resources amongst schools. EDB also offers web-based programmes, territory-wide competitions and related workshops for students. Financial resources in the form of grants such as the Capacity Enhancement Grant and Diversity Learning Grant are provided to enable schools to cater for the needs of gifted students at Levels 1 and 2. According to the Gifted Education Landscape Study conducted by EDB in 2015, around 80% of schools have been providing school-based gifted education programmes for students. Among these schools, 60% are engaging in Level 1 while 85% are engaging in either only Level 2 pull-out programmes or both Level 1 school-based gifted education programmes and Level 2 pull-out programmes. The efforts expended by schools on gifted education at Levels 1 and 2 and their strong leadership has led to emergence of a critical mass of schools with excellent performance in certain areas, such as STEM (science, technology, engineering and mathematics) and languages. These schools, which have become "centres of excellence" in the respective areas, share their expertise, experience and best practices with other schools with a view to boosting the knowledge base and performance of all. Schools also nominate exceptionally gifted students to take part in Level 3 off-site training. Details of services relating to gifted education provided by EDB are set out in Enclosure 2.

Encl. 2

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¹ EDB and the Hong Kong Academy for Gifted Education jointly formulated the Gifted Education Teacher Professional Development Framework in February 2012. The Framework has two main objectives: (i) to address the needs of different stakeholders and provide appropriate training programmes; and (ii) to facilitate the sustainable development of school-based gifted education. The Framework enables EDB and the Hong Kong Academy for Gifted Education to plan and design programmes that match the different roles of teachers at schools (e.g. GE managers, GE coordinators and KLA-based teachers). With this Framework, teachers can attend different professional development programmes according to their roles in school-based gifted education.

8. To strengthen Level 3 training, the then Chief Executive announced in his 2006-07 Policy Address the establishment of the Hong Kong Academy for Gifted Education (HKAGE) to provide off-site programmes for students with exceptional talents, and to promote the concepts and practices of gifted education to support teachers and parents. HKAGE was established as a private company limited by guarantee in 2008 with a start-up funding of \$200 million which comprised a donation of \$100 million from Sir Joseph Hotung and a one-off grant of \$100 million approved by the Finance Committee (FC) vide FCR(2006-07)37 in January 2007. This \$200 million start-up funding has been a major source of income for supporting the operation of HKAGE to provide structured, articulated and challenging Level 3 learning programmes and activities for exceptionally gifted students at both primary and secondary levels. Other than services provided to students, HKAGE also provides teachers from schools participating in the student nomination exercise (i.e. schools receiving Level 3 off-site support) with thematic programmes, such as how to identify gifted students in specific domains (e.g. mathematics, science, languages, leadership) and follow-up counselling services for students receiving off-school support. They also offer tailor-made, fee-charging on-site workshops, seminars and teacher training programmes for schools. Details of the work of HKAGE are at Enclosure 3.

Encl. 3

9. The landscape of gifted education is changing rapidly because of increasing awareness among local organisations/communities of the importance of gifted education; and globalisation in all areas of education. These changes lead to increasing demands for services for gifted students, their parents and teachers. In this connection, EDB will continue to provide Level 1 and Level 2 support, particularly in teacher training so that more systematic assistance programmes can be offered.

10. In parallel, HKAGE will also strengthen Level 3 support. In this connection, HKAGE has recently prepared a development plan for the next ten years. The foci of their work are as follows –

- (a) continue to develop into a regional hub of its kind with an effective framework for strategic planning and delivery of appropriate programmes to encourage and nurture the exceptionally gifted students;
- (b) mobilise and steer the efforts of parents, teachers, academics, and business and community leaders in creating a conducive and enriching learning environment for all gifted students;

/(c)

- (c) facilitate the professional development of teachers in the identification and support of gifted students within the school context in collaboration with EDB and partnering organisations; and
- (d) develop, through partnership with like-minded organisations, both locally and in other countries, a knowledge hub for furthering research on gifted education and the exchange of ideas and best practice.

11. HKAGE plans to continue organising systematically diversified enrichment programmes in order to strengthen Level 3 off-site services for students and their parents. The services will be more diversified; they will not only include local, cross-border or international competitions but also face-to-face programmes and advanced learning experiences in different domains. The main purpose is to provide gifted students with a broader platform to enrich their learning experiences, widen their horizon and stretch their potential. HKAGE will, on the one hand, continue to address the cognitive needs of gifted students by offering diversified enrichment programmes systematically. These programmes are designed with reference to a five-level curriculum framework with ascending intellectual demand which is much more challenging. On the other hand, HKAGE will keep exploring new programmes such as advanced career development programmes, mentorship programmes and international elite student activities. Besides, HKAGE will also scale up the provision of programmes and activities to cater particularly for the affective needs of exceptionally gifted students. Details of new programmes are given in Enclosure 4.

Encl. 4

12. In view of the increasing trend² in the admission of members in recent years, HKAGE expects that the total number of members will amount to 2% to 2.5%³ (10 000 to 12 000 members) of the total primary and secondary school student population in Hong Kong by the completion of the first phase of the 10-year plan, i.e. in 2019/20 school year (sy). The total number of members is expected to

/reach

² Members recruited by HKAGE in the past three school years are as follows -
 2012/13: 2 245
 2013/14: 2 443
 2014/15: 2 799

³ Although it is largely held that the percentage of gifted children is around 6% to 10% of total student population, it is common that gifted education programmes are offered to only a smaller percentage of total student population in many countries/regions. In South-East Asian countries/regions (Singapore, Taiwan and South Korea), around 1% to 2% of student population would be identified as gifted for receiving special gifted programmes. In Europe and the US, around 3% to 10% may be identified for receiving special services arrangements, usually including school-based and non-school based ones.

reach 5% of the total student population in Hong Kong in 2024/25 sy when the 10-year plan is completed. Moreover, since 2012, HKAGE has embarked on several research projects. HKAGE will work with different local and overseas organisations on collaborative research projects to extend the research scope and depth.

13. With the ultimate goal of developing itself into a regional gifted education hub which will in turn enhance Hong Kong's capacity to attract talents, HKAGE will implement the following initiatives -

- (a) sharing professional and practical knowledge in gifted education derived from research;
- (b) providing training/activities for students with a view to preparing them for taking part in international competitions and exchange activities;
- (c) adopting best practices in gifted education after gaining knowledge of such practices through taking an active part in international conferences, researches and exchange on gifted education;
- (d) disseminating knowledge and good practices on gifted education for local and international practitioners' reference; and
- (e) partnering with tertiary institutions and professional organisations in regional/international events organised in Hong Kong/the Mainland and the Asian Region for knowledge exchange and transfer.

ESTABLISHMENT OF GE FUND

14. HKAGE faces a severe shortage of funding and its existing financial resources would unlikely sustain its operation beyond October 2017. Given the good track record of HKAGE and its unique role in providing gifted education programmes at Level 3, it is of critical importance to provide a stable source of income to support its long-term and on-going initiatives.

15. We propose to create a new commitment of \$800 million to set up a GE Fund as an endowment for the development of gifted education. HKAGE will have the flexibility to make long-term planning on provision of gifted education programmes and services within the limits allowed by the investment income from the endowment (or other funding sources like donations).

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16. To tap the views and expertise of the relevant stakeholders, we plan to set up an Advisory Committee on Gifted Education (the Committee) to advise SED on the use and management of the GE Fund. The Committee will be chaired by a non-official member and will comprise representatives from tertiary institutions, schools, the public sector, parents, experts with knowledge on local and overseas gifted education practices, professional/youth bodies, and ex-officio members from EDB. As we need to take a strategic and holistic view on the overall medium to long-term development of gifted education in Hong Kong covering Levels 1 to 3 to ensure it would bring out the best of our children who will be suitably nurtured, motivated and encouraged to contribute to Hong Kong's future growth and who themselves will achieve balanced and whole-person growth at the personal level, the Committee will also advise SED on strategic development of gifted education in Hong Kong as well as new measures and initiatives for promoting gifted education. EDB will provide secretariat support to the Committee and absorb the relevant administrative expenses.

CONTROL AND MONITORING MECHANISM

17. The GE Fund will be established as a trust fund under the Permanent Secretary for Education Incorporated as its trustee. It will be managed in accordance with a trust deed which will stipulate the framework and the salient features necessary for its proper management and administration. The annual audited accounts will be tabled before the Legislative Council (LegCo). As the Controlling Officer, the Permanent Secretary for Education will be responsible for ensuring the prudent management of resources under the GE Fund.

FINANCIAL IMPLICATIONS

18. The Government has earmarked sufficient funds in the 2016-17 Estimates for the establishment of the GE Fund. Subject to the approval of the FC of the LegCo, we will create a new commitment of \$800 million as the endowment capital of the GE Fund for generating investment returns to support the operation of HKAGE.

19. EDB/HKAGE will plan and adjust the annual provision for HKAGE's operations having regard to the investment returns which may vary from year to year. Subject to this, EDB may, in consultation with the Financial Services and

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Treasury Bureau, make use of a small portion of the principal in the exceptional circumstances where it is considered necessary to address the funding shortfall in a particular year owing to insufficient cumulative income from investment returns. In addition to the investment returns of the GE Fund, HKAGE will continue to explore other sources of funding such as seeking donations and sponsorship from the business sector and charging fees for its programmes. EDB may also provide funding to help meet the funding shortfall of HKAGE⁴ where necessary to enable the latter to continue running essential committed programmes.

PUBLIC CONSULTATION

Encls. 2
and 2(A)

20. We consulted the LegCo Panel on Education at its meeting on 11 April 2016. Members generally supported our proposal to be submitted for the consideration of the FC. Some Members enquired if there was sufficient training to enable teachers to identify gifted students at an early stage. We have set out detailed information of teacher training programmes in Enclosures 2 and 2(A). Concerns were raised about whether gifted education focused only on encouraging students to participate in competitions, leading to continuous drilling exercise from schools and parents, and bringing about a sense of failure to those who could not win in the competitions. In fact, gifted education programmes are designed to provide gifted students with challenging learning experiences and stretch student potential to the full. These programmes should not be compared with those which emphasise meaningless, mechanical drilling exercises. Through these training programmes, not only can students challenge themselves intellectually but, more importantly, they can develop, through taking part in competitions, positive attitudes and values, such as time and stress management, collaboration, respect for diversified culture and learning from failure.

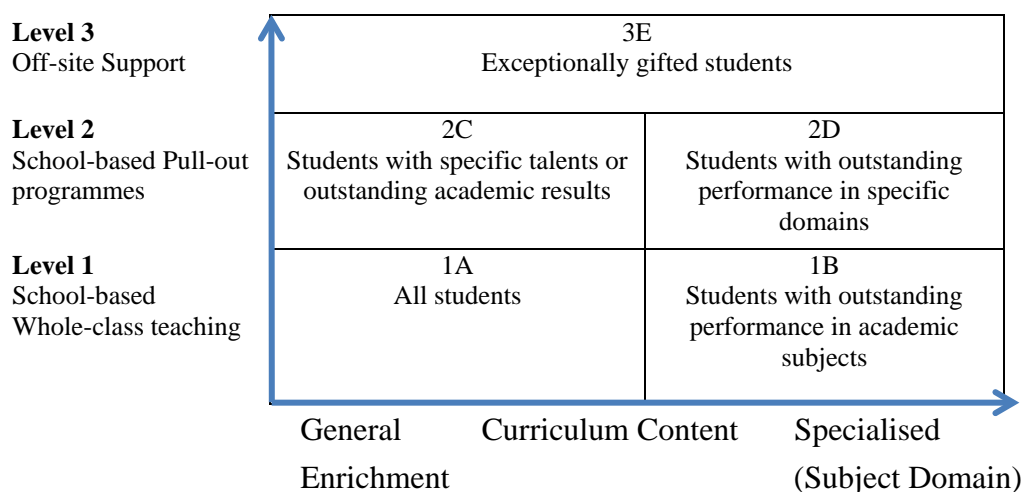
BACKGROUND

21. The Chief Executive announced in his 2016 Policy Address to set up an \$800 million GE Fund to nurture more gifted students to enrich the talent pool and strengthen the competitiveness of Hong Kong.

Education Bureau
June 2016

⁴ For 2014-15, the net expenditure of HKAGE is \$30.1 million while that for 2015-16 is estimated to be \$34.3 million.

The Three-tier Implementation Framework for Gifted Education



Since 2000, EDB has adopted an ***inclusive approach*** of accommodating learner diversity, through three levels of engagement of mainstream schools, for providing gifted students with appropriate challenges and learning opportunities. The three-tier operation mode facilitates the implementation of the gifted education policy with classroom-based learning in schools (Level 1), supplemented by school-based pull-out enrichment and extension programmes (Level 2), as well as off-site intensive support services (Level 3).

Level 1

- A. immersion of the three core elements advocated in gifted education, i.e. higher order thinking skills, creativity and personal-social competence in the curriculum for ALL students in regular classrooms.
- B. differentiated teaching through appropriate grouping of students to meet the different needs of the groups with enrichment and extension of curriculum across ALL subjects in regular classrooms.

Level 2

- C. pull-out programmes of generic nature conducted outside the regular classroom to allow systematic training of a homogeneous group of students.
- D. pull-out programme of specific nature (e.g. mathematics, art) conducted outside the regular classroom to allow systematic training of students with outstanding performance in specific areas.

Level 3

- E. individualised educational arrangement for the exceptionally gifted students who require resource support outside the regular school setting (e.g. counselling, mentorship, early entry to advanced class).

Current provision of support for schools by Education Bureau

According to the **Gifted Education Landscape Study** conducted by the Education Bureau (EDB) in 2015, around 80% of schools in the territory have been providing school-based gifted education programmes for students. Amongst these, 60% of schools embark on Level 1 whole class teaching while 85% of schools are involved in either only Level 2 pull-out programmes or both Level 1 and Level 2 programmes.

2. Although the coverage of the Level 1 provision varies from school to school, this provision is generally made in upper primary to junior secondary involving teachers from different Key Learning Areas (KLA). Level 2 pull-out programmes cover not only traditional academic domains but also leadership training, social skills development as well as training in management of emotion. These programmes are especially essential for gifted students who may have special affective needs that are different from their counterparts in schools.

A. Support for teachers

3. EDB has been empowering school teachers in school-based gifted education provision through various measures including the following –

(a) Professional development programmes for teachers (for details please refer to **Enclosure 2(A)**)

- Online Foundation Course in Gifted Education
- KLA-based enhancement programmes for subject panel chairs and frontline teachers
- Advanced modular courses for GE managers and GE coordinators
- Biennial GE Conference
- Competition-related workshops

(b) Production of education resources

- Over 100 resource packages in different domains (languages, mathematics, science, humanities, affective education)
- Guidelines on School-based Gifted Development Programmes
- Planning and Implementation of School-based Gifted Education – A Web-based Information Toolkit
- Reference Manual in Implementing GE in School Acceleration Programmes
- Gifted Education In Hong Kong – Information Booklet

(c) Networking of teachers for professional exchanges

- Gifted Education Teachers Network (in different domains)

4. Statistics in relation to schools/teachers attending training in gifted education organised by EDB in the past three years are set out below–

(a) No. of schools with teachers attending professional development programmes in gifted education

School Year	2012/13	2013/14	2014/15
No. of schools	510	486	651
Percentage	47%	45%	60%

(b) Teachers attending professional development programmes in gifted education (frequency counts)

School Year	2012/13	2013/14	2014/15
Primary	965	1 033	2 004
Secondary	532	656	887
Total	1 497	1 689	2 891

B. Support for gifted students

5. EDB offers Web-based Learning Courses for gifted students nominated by schools. The table below shows the enrolment statistics for the past three school years –

	Enrolment		
	2012/13	2013/14	2014/15
Astronomy	946	1 181	1 686
Earth Science	974	1 047	1 539
Mathematics	1 274	1 573	2 207
Palaeontology	681	1 000	1 516

6. Territory-wide competitions and related student/teacher training workshops are also organised or co-organised by EDB –

	Student Participation annually (average)
Budding Poets Award	About 1 470
Budding Scientists Award	About 640
Creative Problem Solving in Mathematics	About 1 000
Elite Students Project in Chinese Language	About 690
Budding Innovators Award	About 250
Innovation in Science and Environmental Studies	About 840

Details of Professional Development Programmes organised by Education Bureau

Course	Target participants	Course coverage/theme
Education Bureau (EDB) Online Foundation Course in Gifted Education (GE) <i>(The course has been organised by the Hong Kong Academy for Gifted Education (HKAGE) since 2011. EDB has taken up the provision of the course from 2016 onwards and has revamped the content)</i>	All teachers and principals from primary and secondary schools and school personnel such as school social workers and educational psychologists	<ol style="list-style-type: none"> 1. Basis of gifted education and gifted education policy in Hong Kong 2. General characteristics of gifted students 3. Different curriculum models for designing gifted programmes 4. Roles of different stakeholders in nurturing gifted students
Key Learning Areas (KLA) based seminars and workshops	Curriculum leaders, subject panel heads and subject teachers	<ol style="list-style-type: none"> 1. Different themes, e.g. identification of gifted students in different KLAs, differentiation, affective education for gifted students, nurturing creative thinking, self-directed learning. 2. Different KLAs/subject, e.g. Chinese Language, English Language, Mathematics, Science, Humanities and General Studies.
Advanced Modular Course in gifted education (For school curriculum leaders)	<ol style="list-style-type: none"> (a) GE Manager: designated administrative and managing personnel for managing whole school planning of school-based gifted education provision, such as principals or vice-principals (b) GE Coordinator: designated curriculum development personnel for the implementation of school-based gifted education programmes, such as curriculum leaders, subject panel heads (c) Teachers assigned to coordinate the above administrative work and curriculum development in gifted education 	<ol style="list-style-type: none"> 1. Setting out the blueprint for school-based gifted education 2. SWOT analysis for the implementation of school-based gifted education 3. Practical case analysis: three-tier operation mode of gifted education 4. Student cases analysis and school-based experience sharing: realising the potential of students and nurturing giftedness 5. Frontline experience sharing: professional development for teachers and resources deployment for gifted education

Course	Target participants	Course coverage/theme
Biennial GE Conference (<i>The Biennial Conference is co-organised by EDB and HKAGE.</i>)	All teachers, school administrators, social workers, educational psychologists as well as other school personnel interested in supporting the gifted students	<ol style="list-style-type: none">1. Aims at bringing academics and educators together to discuss the strategies and directions of development for gifted education, and to share experiences in nurturing the gifted students.2. Themes in the previous Conferences include: “Nurturing Gifts: How Schools can Support Gifted Learners”, “Hong Kong Needs Talents; Talents Need us”.
Competition-related workshops	Curriculum leaders, subject panel heads and teachers, especially those who have nominated their students to participate in relevant competitions	<ol style="list-style-type: none">1. Introduce the aims and content of the competition to enhance teachers’ understanding about the competition2. Introduce how to make use of the resources in competition and infuse into school-based gifted programmes

Programmes provided by Hong Kong Academy for Gifted Education (2008-2015)

The early pledge of the Hong Kong Academy for Gifted Education (HKAGE) placed emphasis on relatively simple quantitative targets. Targets were set to provide programmes for 10 000 to 12 000 students during the period of 2007-2010^{Note}, offer professional training to around 600 teachers each year and serve around 5 000 parents every year.

2. HKAGE has successfully accomplished the above pledge through providing a variety of programmes. From 2008-2015, a large number of students, parents and teachers have been served by different HKAGE programmes. As a result, a large number of parents with/without gifted kids have gained a good understanding of gifted education which is practised in a rather large number of schools. It is no longer a complete unknown to the general public.

3. Moreover, many of the programmes HKAGE offers are of high quality and are commended by students, teachers and parents. For instance the training of students to participate in international competitions such as the International Mathematics and Physics Olympiad. Very good overall results have been obtained in these competitions. (please see below the results of international competitions for details).

Programmes

A. *Student Programme*

- Since the establishment of HKAGE, the number of student programmes has increased from 45 in 2008 to 310 in 2014 with primary programmes developed since 2012.
- By 2014/15 school year, a total of 13 200 accumulated students members aged 10 to 18 years had been admitted to HKAGE and the Academy had served 57 300 participants (frequency count) in 1 200 programmes.

B. *Parent Programme*

- Between April 2008 and December 2014, around 300 programmes were organised for 26 000 parents (frequency count). HKAGE also runs a Consultation and Assessment Centre that welcomes enquiries through hotline and email. For complex cases, face-to-face consultation and counselling sessions are provided.

^{Note} HKAGE was established in 2007, but only in full implementation in 2008 given the lead time for hiring staff and organizing courses. However, the pledge of its services as stated in the LegCo papers were on the whole achieved during the period 2008-2011.

C. Teachers' Professional Development

- Between 2008/09 and 2014/15 school years, around 300 programmes were organised for 20 000 teachers (frequency count)

D. Public Lectures and Conferences

- **The Annual Hotung Lecture** (since 2010) and **the Biennial GE Conference** (since 2009) are signature events of HKAGE where overseas speakers are invited to share their insights about gifted education with local educators.
- **The Student Conference** was first launched in 2013 to showcase students' study projects to demonstrate their learning achievements in various fields, and for gifted students to experience the exchange of knowledge and skills and develop friendship.
- **The Parent Conference** is held every two years to provide opportunities for parents to exchange ideas among themselves and learn from world-wide experts in gifted education.

Achievements in Competitions

A. Results of International Competitions

A number of awards have been gained in the important international and regional competitions throughout the years (from 2005-2014). Major Competitions included -

- International Mathematics Olympiad (IMO)
- China Mathematical Olympiad (CMO)
- China Girls Mathematical Olympiad (CGMO)
- China Western Mathematical Invitation (CWMI)
- China Western Mathematical Olympiad (CWMO)
- International Physics Olympiad (IPhO)
- Asian Physics Olympiad (APhO)
- International Junior Science Olympiad (IJSO)
- International Olympiad in Informatics (IOI)
- National Olympiad in Informatics (NOI)
- Asia-Pacific Informatics Olympiad (APIO)
- Asian Pacific Mathematics Olympiad (APMO)

The numbers of awards received from 2008 to 2014 are as follows -

Gold	43
Silver	144
Bronze	179

B. Territory-wide competitions organised by EDB and HKAGE leading to national and/or international competitions –

School year	Event	Number of participating schools	Number of participating students
		Secondary	Secondary
2011/12	IMO Preliminary Selection Contest	129	640
	HK Physics Olympiad	104	1 174
	IJSO-HK Screening	77	352
2012/13	IMO Preliminary Selection Contest	100	504
	HK Physics Olympiad	114	1 143
	IJSO-HK Screening	92	462
2013/14	IMO Preliminary Selection Contest	117	582
	HK Physics Olympiad	133	1 118
	IJSO-HK Screening	118	598

**Programmes and Support services Proposed in the 10-year Development Plan
of Hong Kong Academy for Gifted Education**

Programmes/Support Services		Remarks
A. Gifted Education (GE) Programmes and Curriculum Structure	1. Subject Elective Courses (introductory level)	Introductory level courses or enrichment courses in mathematics, science, languages, humanities and leadership aiming to give students a broad exposure to different areas
	2. Subject Core courses (accelerated level)	Accelerated learning courses including basic, advanced, undergraduate level (including credit-bearing courses) in specific domains aiming to provide accelerated learning opportunities for students in their talented areas.
	3. Affective education course	In collaboration with other organisations
B. Student Services and Supports	1. Career development	HKAGE will also offer related training programmes to teachers and parents to equip them for supporting the personal development of gifted students.
C. Advanced Student Experiences programmes (For students with outstanding performance in different GE programmes)	1. International Competitions	Examples: the International Mathematics and Physics Olympiad Competitions
	2. Advanced career development courses and mentorship programmes	Including Leadership Training Programmes
	3. International elite student activities	Including students exchange programmes, international student summer camps, student conferences and workshops, visits to foreign schools, and the organisation of international summer student activities in Hong Kong and programmes in collaboration with different non-local partners in the future.

Training programmes for school teachers participating in student nomination

Examples: Different ways to identify specific talents in gifted students; How to build support and ways of counselling.

Training programmes for parents

1. Parent Education Programmes
2. Providing information about the special needs of gifted children
3. Having set up a Consultation and Assessment Centre which answers parents' enquiries through hotline and email. Face to face consultation and counselling services are also available for handling complicated cases
4. Peer support group for parents and parent-child workshops which involve parents and students together
