Quality Education Fund Application Form
Guide to Applicants

1. Scope of the Quality Education Fund

The Quality Education Fund (QEF) mainly sponsors worthwhile projects that benefit kindergarten, primary, secondary and special education. These projects should either be pioneering in nature or be able to build on and further expand the innovative ideas/practices of the schools that have been generated from projects previously funded by the QEF. They should also be non-profit making and aim to further enhance the quality of education in line with the prevailing education policies in Hong Kong. For detailed information about the QEF, please refer to the QEF website: http://qef.org.hk.

2. Eligibility for Application

Schools, educational bodies and organisations registered under the laws of Hong Kong and individuals who are permanent residents in Hong Kong are eligible to apply.

3. Submission of Application

Applications can be submitted throughout the year. They should be submitted through the Electronic Project Management System (EPMS) via the QEF website http://qef.org.hk. Submission by other means e.g. by post, by fax, by email or in person will not be accepted.

Each proposal is restricted to **15 pages of A4 size,** plus a one-page project summary with single-line spacing and font size no smaller than **11**. Applications will not be accepted if the proposals are found to have exceeded the allowable page limits in various sections.

4. Vision of the QEF

The QEF aims to fund worthwhile initiatives on a pilot basis and one-off projects that aim to support innovations, enrichment of students' learning experiences, school-based initiatives and quality of school education that would suit the specific needs of students, teachers and contexts of individual schools. The funded QEF projects should promote quality teaching and learning in the above context with a view to enabling students to attain all-round development and develop positive values and attitudes as well as enhancing teachers' professional capacity. Given the experiences in education that have developed in Hong Kong since the last 15 years, innovations would cover those with new ideas or practices (e.g. enhancement, adaptation) which serve to supplement or complement the existing practices in individual schools to bring about positive capacity and/or impact on learning and teaching.

5. Project Themes

The QEF will give **priority consideration** to applications on the following three strands and eleven themes:

Learning and Teaching

(1) Catering for Students' Learning Diversity

(2) Effective Learning and Teaching of Languages

(3) Enhancing Assessment Literacy

(4) Values Education

(5) Creative Arts and Culture Education

Support for Students and School Ethos

(6) Healthy Lifestyle and Positive Development of Students

(7) Education for Sustainable Development

(8) Support for Students with Diverse Needs

(9) Promoting Whole Child Development in Kindergarten Education

Management and Organisation

(10) Supporting Effective School Management and Leadership

(11) Teacher Development and Schools as Learning Organisations

Details on the scope of the priority themes are at **Annex I.** Apart from the above priority themes, applicants can apply to undertake innovative projects that meet the needs of schools. Detailed elaborations on the specific needs of the schools or the education sector and how they will benefit should be provided.

6. *Number of Applications*

All applicants can submit for each school year at most **TWO** applications under different themes provided that they are not the grantees of more than two on-going projects as at the commencement date of the project under application. The proposed commencement date of each project should be within one year from the date of application. There is no restriction on the number of projects which an applicant can collaborate / participate.

An **additional quota** of applications with grant sought not exceeding $600,000 will be given to school applicants. Each school may have three on-going projects at the same time. With prior approval from the QEF and taking into consideration the capacity and needs of schools under their supervision, schools under the same sponsoring body with more than two schools may transfer the quota among themselves.

For **tertiary institutions** funded by the University Grants Committee, each eligible applicant can submit for each school year at most **THREE** applications under different themes provided that it is not the grantee of more than three on-going projects as at the commencement date of the project under application.

Applicants will be allowed to resubmit each unsuccessful application **once.** Resubmission has to be made within one year from the submission date of the unsuccessful application.

7. *Restrictions on Applications*

Each application should be submitted under the name of one eligible applicant. No joint applicants will be considered in the application to the QEF. In case an applicant wishes to invite other eligible parties to collaborate or participate in his project, he should register as an applicant and be held responsible for the whole project.

For tertiary institutions, a person of at least the rank of the head of a department or a centre should be registered as the responsible person in submitting the application. Should a person head two or more departments / independent centres, he is allowed to submit separate applications for the departments / centres respectively.

8. *Maximum Grant Sought*

The maximum amount of grant sought for each project should normally not exceed $600,000, but could be up to $5 million with strong justifications. In exceptional cases, there will not be a pre-set funding ceiling for applications which may have significant impact on the education sector and can effectively enhance the quality of school education as a whole.

9. *Assessment Criteria*

A QEF project should be Hong Kong-based and one-off in nature. The funding should not entail recurrent expenditure on the part of the QEF. It should not duplicate any project that the Government is undertaking or about to undertake; nor should it duplicate funding for similar projects from other Government sources.[1] Projects that could have been funded by the applicant's approved recurrent expenditure or other sources will not normally be considered except for special cases where specified. Priority consideration will be given to projects that carry or further the themes set out in paragraph 5 of this Guide, and those which can produce a sustainable impact amongst the target beneficiaries and the education sector in general. Projects which meet the specified requirements and with matching contributions from other non-government sources will be more favourably considered.

Project proposals will be assessed in accordance with, but not limited to, the following criteria under three areas, viz Project Needs, Project Feasibility and Expected Project Outcomes. The project proposals must demonstrate an innovative element and strive to meet the criteria in all the three areas (the bullet points are for reference):-

(a) Project Needs
   • whether there is a demonstrated need for the project (e.g. learning needs of students);
   • whether the project is compatible with the applicant organisation's mission and Government education priorities, and whether it can be integrated or aligned with the school's development plan;
   • whether the project adds value to the development of the applicant organisation;
   • whether the needs assessment for the project is evidence-based (e.g. student learning outcomes);
   • whether the project scope, objectives and long-term impact are realistic and clearly expressed in concrete terms, where appropriate in the project;
   • whether the outcome of the project is evidence-based and the benefits of the project are linked to the school curriculum and student learning;
   • whether the project is innovative, i.e. unique and pilot in nature including new ideas and implementation method suitable for the target beneficiaries, or new or further developed ideas that are building on projects with successful experiences and good practices (such as implementation methods, learning and teaching resources, additional learning outcomes) with justifications; and
   • whether the new ideas or practices of the project can serve to supplement or complement the existing experiences in individual schools or the education sector to bring about positive capacity and/or impact on learning and teaching.

(b) Project Feasibility
   • whether the underlying conceptual framework is sound with comprehensive project design supported by a detailed implementation / research plan and methodology;

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[1] *"Duplicate" means sheer copying or replication without adaptation or new elements.*

- whether the project has a realistic scope and an attainable target;
- whether the applicant can demonstrate the readiness for implementing the project;
- whether there are sufficient implementation details with a realistic timeline for implementation;
- whether the project enhances professionalism among teachers and principals through implementing the project rather than contracting out the services and there is evidence of collaboration, teamwork and sharing among them;
- whether there are links to relevant professional networks in the school sector;
- whether the project can make full use of the applicant organisation's existing facilities, equipment and resources;
- whether the applicant could solicit collaboration with other parties such as schools, educational bodies and business partners in the development and production of project deliverables;
- whether the project budget is commensurate with the goals, project scope, activities, number of direct beneficiaries and end products to be delivered;
- whether the project can make good use of the equipment / resources requested for attaining the project objectives;
- whether there is sufficient justification for each major expenditure item; and
- whether the project has any committed or potential matching contribution from other non-government sources.

(c) Expected Project Outcomes
- whether there are clearly stated criteria for evaluation with evidence-based measures for assessing the attainment of project objectives (e.g. student learning);
- whether major milestones are included in the project proposal to facilitate future monitoring of progress and achievement of performance targets;
- whether the project outcome / impact can be sustained and the equipment and resources acquired be properly deployed / reused after completion of the project;
- whether the project may also benefit the education sector as a whole, not merely an individual organisation;
- whether the outcome, e.g. experiences and deliverables has good value and potential for wide dissemination in the school sector and its deliverables have commercialization value or potential.

10. *Agreement*

Successful applicants are required to sign an agreement with the QEF. Such agreement will set out in detail the conditions of the grant. Applicants could make reference to the terms and conditions set out in the Agreement currently in force in the QEF website (http://qef.org.hk). The respective General Guidelines on (i) Management and Monitoring of Projects, (ii) Staff Administration and Procurement Matter and (iii) Handling of Assets, which form part of the Agreement conditions, are available from the QEF website.

11. *Monitoring, Promotion and Dissemination*

All approved projects will be subject to monitoring by the QEF but the grantees are required to play an active role in project monitoring and self-evaluation. Grantees / project leaders are also required to participate actively in the promotion, publicity and dissemination activities in respect

of the projects organised or facilitated by the QEF.

Upon obtaining approval of grant for a project, a grantee will be required to submit progress reports and interim financial reports on a regular basis during the project period, and a final report and an end-of-project financial statement within three months upon completion of the project. Applicants are encouraged to read the 'General Guidelines on Management and Monitoring of Projects' in the QEF website (http://qef.org.hk)**.**

Quality Education Fund Secretariat
April 2013

Explanatory Notes for Completing the
Quality Education Fund (QEF) Application Form

Applications for the QEF should be made by submitting the electronic application form through the Electronic Project Management System (EPMS) at the QEF website (http://qef.org.hk).

Registration as EPMS User

Organisations and individuals who are interested in applying for or collaborating / participating in a QEF project are required to register as a user and create a user account in the EPMS. For registration, it is necessary to complete and submit the registration form via the EPMS and send by mail to the QEF Secretariat relevant documents proving that the organisation is registered under the laws in Hong Kong or his status as a permanent resident in Hong Kong, whichever is applicable. Should all information and documents provided be proper, the registration process will be completed normally within seven working days.

Part A   Project Particulars

Project Period

1. The first date of the month stated will be regarded as the commencement date and the last date of the month stated will be regarded as the end date. Provided that the applications submitted are complete and all required documents are proper, applications with grant sought not exceeding $600,000 will be processed normally within three months and those above $600,000 within six months. The applicant should insert a realistic commencement date for the proposed project.

Particulars of Applicant

2. If the applicant is an organisation, please state the name of the organisation and the head of the organisation. For tertiary institutions, please state the name of the department / centre and the head of the department / centre.

Part B   Project Summary

3. Please provide a summary of the proposed project in **one page** of **A4 size** at font size no smaller than **11**. The project summary should include goals and objectives, targets (expected number of beneficiaries), implementation plan (duration, process / schedule, collaboration with other parties / partners), expected project outcomes (types of deliverables, dissemination of deliverables, commercialization potential of deliverables), budget (expenditure items should be grouped under six major items viz staff cost, equipment, services, works, general expenses and contingency) and evaluation (performance indicators and outcome measurements). Format of the project summary is at **Annex II**. The file should be saved in **.pdf format** and submitted through the EPMS. Applications exceeding the page limits will not be accepted.

Part C   Project Details

4.   Please provide details of the proposed project in no more than **15 pages of A4 size** at font size no smaller than **11** and submit the file saved in **.pdf format** through the EPMS. Applications will not be accepted if the proposals are found to have exceeded the allowable page limits.

Needs Assessment and Applicant's Capability

5.   The applicant should give a background against which the project is conceived. School-based applications should provide a brief introduction of the school, including its vision and missions and describe the baseline, i.e. the school's present situation, learning characteristics of students and achievement against the project goals. It is important to state how the project will become part of the school's strategic development, i.e. how the project meets the needs and priorities of the school and the students. The applicant is expected to analyse objectively whether he is ready or possesses the ability/conditions/facilities for project implementation and desirable experience in implementing projects or activities of similar nature.

Goals and Objectives

6.   The applicant should set out both short-term (those attainable within the project period) and long-term goals (those attainable beyond the project period). In case of schools, the goals should be consistent with the identified needs of the applicant school and be compatible with the educational priorities of the school system. Where appropriate, the goals should be broken down into objectives which should indicate observable behavioural changes in the target beneficiary group. Specifically, the objective statements should identify:-
- Audience – the target beneficiary group
- Behaviour – the target performance (or learning outcomes) or behavioural changes
- Conditions – situation under which the behavioural changes are expected to occur
- Degree – the criteria for measuring success

Targets and Expected Number of Beneficiaries

7.   The applicant should specify the number of operating classes, the targets (e.g. students, teachers, parents) and expected number of direct and indirect beneficiaries. For projects involving more than one participating school, the expected number of beneficiaries in each school should be stated.

Innovation

8.   As the QEF encourages innovation, new ideas or practices to be introduced and new strategies or methodologies to be adopted should be elaborated. They can be unique and pilot in nature including new ideas and implementation method suitable for the target beneficiaries, and to supplement or complement the existing experiences in individual schools or the education sector to bring about positive capacity and/or impact on learning and teaching. They can also be new or further developed ideas that are building on projects with successful experiences and good practices (e.g. enhancement, adaptation). For applications which build on projects with successful experiences and good practices, the new elements to be introduced should be provided, such as meeting new development needs or suiting different school contexts.

Conceptual Framework

9.　　The applicant should provide an underlying theoretical framework which is conceptually sound and backed up by relevant literature review / elaboration.

Implementation Plan with Time-line

10.　　The implementation plan should include the schedule and details of the activities to be organised and state their relevance to the attainment of the project objectives. Supporting information and documents should be provided to illustrate the feasibility of the project and the capacity of the school in bringing the project to fruition. These include, where applicable, curriculum vitae of trainers, safety measures, contingency plans, samples of products, and where appropriate, availability of storage space for hardware to be acquired, etc. The proposal should list out the key stages of implementation and the expected outcomes of each key stage so as to allow effective monitoring of project progress. The proposal should also give details of collaboration with other parties, if any.

Teachers' and Principals' Involvement in the Project

11.　　The applicant must explain clearly the degree of teachers' and / or principals' involvement and their role in the project. The QEF aims to encourage teachers to participate in and principals to support the projects rather than contracting out the services, thereby enhancing their professional competence and ensuring the sustainability of the project activities. The applicant should provide a brief curriculum vitae of the project leader and other key team members / tutors / instructors / consultants, etc.

Budget

12.　　The applicant should submit a detailed budget with expenditure, income and justifications. For projects which extend beyond one year or involve a large amount of grant sought, breakdown by stages and years is required. Each stage of the project will be evaluated and fund for the next stage will only be released on satisfactory completion of the present stage. Unless under special circumstances, all expenses incurred before the date of approval will not be reimbursed by the QEF.

13.　　In preparing the budget, the applicant should make reference to the latest market price and the pricing standards suggested on the QEF website (http://qef.org.hk). Strict economy should be exercised in incurring any expenses to avoid lavishness.

14.　　External tutors, instructors or speakers can be employed, if required. Remuneration for them should be calculated on an hourly basis.

15.　　Some projects may require the employment of short-term or part-time personnel, such as research assistants and technicians to carry out duties specific to the project. Salaries of such personnel should be calculated on a time-on-project basis. While salary should be commensurate with qualifications and experience, candidates are normally assumed to be appointed at the minimum pay rates. Strong justifications are required for the appointment of personnel at higher pay rates.

16.　　To ensure fairness, staff must be recruited through an open and competitive system. Besides, the estimated staff costs should not include any 'hidden' costs for which an

individual is already paid, such as salaries of teaching staff who spend a portion of their time on the project. If it is essential for a teacher to be engaged full time on the project over a prolonged period, consideration may be given to the appointment of a supply teacher by the school so as to minimise any adverse impact on the students.

17. All project personnel, if employed on a full-time basis, should be remunerated on a fixed salary point during the whole project period. In normal circumstances, salary increment is not granted. Fringe benefits of staff e.g. education allowance, medical insurance, housing allowance, etc should not be included in or charged to the project. Terms of employment should be specified in accordance with the Employment Ordinance, Employees' Compensation Ordinance and, where applicable, the Mandatory Provident Fund Schemes Ordinance. Brief job descriptions and qualifications required for the project personnel should be provided.

18. For equipment items like computer, digital camera, cassette recorder, projector, etc., the applicant should deploy its resources, where possible, and those acquired in previously funded QEF projects for implementation of the proposed project. Strong justifications including the proposed usage rate and the use of equipment items to enhance learning and teaching effectiveness have to be provided for acquisition of the above equipment and other asset items.

    Should the application be approved, the applicant should also include in the revised proposal an asset usage plan to account for the deployment of reusable equipment and assets upon project completion. Reference could be made to the 'General Guidelines on Handling of Assets' in the QEF website (http://qef.org.hk).

19. The 'General Expenses' item is a catch-all category for costs which cannot be included in any of the other items. Grantees of projects with approved grant exceeding $100,000 are required to submit audited accounts upon project completion and they could include the audit fees under this item. QEF will cover up to $5,000 of the audit fee for a project with approved grant of $1 million or less, and up to $15,000 for a project with approved grant exceeding $1 million.

20. The applicant is advised to include an adjustment for inflation / deflation not exceeding the prevailing rate when preparing for projects which extend beyond a year. A contingency provision of not more than 3% of the total budget exclusive of staff cost is considered acceptable for projects lasting for more than one year.

21. For proposals involving a substantial budget, the QEF encourages the applicant to collaborate with other organisations on funding arrangements. The applicant is requested to provide detailed information on the subsidy, if any, from sources other than the QEF including the source(s), availability date and amount of resources. More favourable consideration will be given to applicants with matching contribution.

22. The principle of economy and cost effectiveness of expenditure should be observed in budgeting. The applicant should make the best use of the existing facilities and resources including those acquired under previously funded QEF projects, if applicable, to implement the project. Item descriptions that are too brief and without justifications may not be considered for funding support.

23. The QEF sponsors half of the costs of students' activities including camps, study trips, leadership training programmes, etc. and provides additional funding support for

socio-economically disadvantaged students enrolled in such activities. Students in receipt of the Comprehensive Social Security Assistance (CSSA) and full remission under the Student Financial Assistance Scheme (SFAS) can have 100% support from the QEF while those in receipt of half remission under the SFAS can get 75% sponsorship.

24. School applicants can include in the budget proposal estimates on the percentage of socio-economically disadvantaged students enrolled in activities and apply for additional funds in support of such students. The formula for calculating the funding support is as follows:

Total cost for student learning activity × (0.5 + 0.5 × % CSSA / SFAS Full Remission + 0.25 × % SFAS Half Remission)

Details and examples on calculation of additional funding support is at **Annex III**.

25. For non-school applicants applying for additional funds in support of socio-economically disadvantaged students enrolled in activities, the following formula for calculating the funding support may be used in the budget proposal estimates:

Total cost for student learning activity × 0.70

26. For projects which involve trips for students outside Hong Kong, a funding ceiling on the cost of the trip per student is set at $6,000. The actual subsidy for each student may vary depending on their social-economic background. Students in receipt of the CSSA and full remission under the SFAS can receive 100% support (i.e. $6,000), and those in receipt of half remission under the SFAS can get 75% (i.e. $4,500) while a general student can get 50% (i.e. $3,000).

27. Should the application be approved, the applicant should open and maintain with a licensed bank in Hong Kong a bank account or to open a designated account in the Institute's finance system for the sole purpose of keeping and operating all monies of the Grant. Details could be found in the 'Agreement Between the Permanent Secretary for Education Incorporated and the Grantee on Quality Education Fund' in the QEF website (http://qef.org.hk). The Grant should be deposited to the designated account of the applicant bearing account names such as "ABC Primary School – QEF Account" and "XYZ Association – QEF Account".

Expected Project Outcomes

28. The applicant should state the expected tangible deliverables such as publications and educational resources developed, as well as intangible outcomes, e.g. enhancement of target students' language proficiency. He should envisage in the application the means through which his project deliverables or expected outcomes could best be disseminated, and assess the commercialization value and potential of such deliverables / expected outcomes.

Project Evaluation

29. A self-evaluation model has to be included in each application. The applicant should set out the parameters for evaluating the effectiveness of the project. He should also specify a rigorous evaluation methodology as an integral part of the project design to facilitate internal evaluation and external validation of project effectiveness. A criterion-referenced,

evidence-based approach to evaluation should be adopted. The focus should be placed on the outputs, expected outcomes, impact and effectiveness, including cost effectiveness. In addition, the application should have clearly designated indicators and measures of success along with the means by which relevant data will be collected. A recommended model and some useful reference materials are available on the QEF website (http://qef.org.hk).

30. Evaluation needs to be undertaken at every point in the project from conception to impact. It is therefore imperative for projects to provide baseline and target data (context evaluation and needs assessment), detailed plans (input evaluation), progress reports (process evaluation), impact analysis and achievement against targets (output / outcome evaluation) and plans for dissemination of the project ideas, materials and results.

31. As far as practicable, evaluation methodology should consist of three components, namely, baseline data, benchmarks and measures / performance indicators. Baseline data refer to the current situation – the conditions that exist prior to programme implementation and are related to the outcome. Benchmarks are targets set with reference to goals and represent a desired standard that a project should achieve. A measure / performance indicator is an observable piece of evidence of an output and expected outcome.

Sustainability of Project Outcomes

32. The applicant should elaborate how the project can add value to the school / students / teachers / principals or the education sector as a whole.

33. The applicant should state how the activities of the project can be sustained after project completion or exhaustion of the QEF grant. Where relevant, the applicant should state the future funding arrangement, for instance, contribution from School Council, Parent-Teacher Association, alumni, school sponsoring body, community organizations, commercial concerns and other groups. Where appropriate, evidence of commitment for such funding arrangement should be provided.

Dissemination / Promotion of Project Outcomes

34. The applicant must describe the promotion / dissemination plan of the project, including the means to implement such plan, and a clear plan for the distribution of project deliverables.

Part D   Details of Collaborating / Participating Organisations

35. The applicant should take the following steps to invite collaborating / participating schools and organisations for the project:
   • seek prior consent from the collaborating / participating schools and organisations;
   • provide a list of collaborating / participating schools and organisations in the EPMS; and
   • request nominated schools and organisations to confirm collaboration / participation in the EPMS within 14 days from the date of submission of the application.

36. Applications will be processed upon receipt of confirmations from the collaborating / participating schools and organisations. Should no confirmation be made, the schools and organisations concerned will not be counted as valid collaborators / participants.

Part E   Declaration

37. The head / person-in-charge of the applicant organisation should confirm the organisation's eligibility for application and declare that all the information given in the application is true and accurate and there is no duplication of funding from other Government sources for the same activities. Should the application be approved, he is also required to pledge to participate actively in project promotion, publicity and dissemination activities in respect of his project.

38. All school applicants will be required to produce, upon approval of the project, documentary proof of endorsement by the School Management Committee / Incorporated Management Committee that the project aligns with the needs and development of the school and the project is supported by teachers.

Application

39. **ALL applications should be submitted through the QEF 'Electronic Project Management System' at the QEF website (http://qef.org.hk).**

40. Enquires should be addressed to the **QEF Secretariat**

   Address : Room 3602, 36/F, Hopewell Centre
         183 Queen's Road East
         Wanchai
         Hong Kong
   Hotline : 2921 8833
   Fax :   2186 8183
   Email: qefenq@edb.gov.hk

Quality Education Fund Secretariat
April 2013

Personal Information Collection Statement

Purpose of Collection

1.   The personal data provided in the application form will be used by the Quality Education Fund Steering Committee, its relevant sub-committees and the QEF Secretariat for the purpose of assessing applications to the Quality Education Fund. For successful applications, such data will also be used for project monitoring, promotion, publicity and dissemination purposes as appropriate.

2.   The provision of personal data in this application form is voluntary. The lack of certain information may affect the assessment of the application.

Classes of Transferees

3.   Personal data provided in this application may be disclosed by the Steering Committee, if necessary, to the Education Bureau, other Government departments, expert reviewers, monitoring members of the projects and other people concerned.

Access to Personal Data

4.   Applicants have the right to access and correct the personal data provided in accordance with sections 18 and 22 and Principle 6 of Schedule 1 of the Personal Data (Privacy) Ordinance. Their right of access includes the right to obtain a copy of their personal data provided in the application form.

Enquiries

5.   Enquiries concerning the personal data collected by means of this application form, including access and corrections should be addressed to :

>   Executive Officer
>   Quality Education Fund Secretariat
>   Room 3602, 36/F
>   Hopewell Centre
>   183 Queen's Road East
>   Wanchai
>   Hong Kong
>
>   Tel: 2123 6090
>
>   Fax: 2186 8183
>
>   Website : http://qef.org.hk

Supplementary Guide on Adopting New Technology for School Administrative Work Under "Supporting Effective School Management and Leadership

Matching Grant Applications

Scope of Projects

1. All public sector secondary and primary schools (i.e. government, aided, caput and DSS schools) are eligible to apply for funding to utilize new technology to streamline administrative work in schools and to reduce workload of teachers. Examples of new technologies concerned include but are not limited to smart card system which will help in handling students' attendance, fee collection, library services, door access, etc. Installation of a new system or improvement of the existing system will both be considered. This funding will only be granted once.

Funding Arrangements

2. The Quality Education Fund (QEF) will support such projects on a **one to one matching fund** basis **with a ceiling of $115,000**:
   - The QEF will sponsor 50% of the set-up cost, i.e. $75,000. A matching fund for the remaining 50% should be borne by the applicant school. Applicant schools will be responsible for paying the remaining sum and the recurrent costs, if any, with their school funds, such as the Operating Expense Block Grant (OEBG) and Composite Furniture and Equipment Grant (CFEG) for aided schools or their own private funds. **The QEF will not bear any recurrent costs.**
   - The QEF will contribute to a ceiling of $40,000 which is 100% subsidy for the additional manpower required. No matching fund for the staff cost is required.

Project Application and Proposal

3. Applicant schools are required to follow the application procedures as other categories of projects and provide information on project summary and project details in the application form. For the Project Details, applicants are simply required to provide the details of (i) Background of the school; (ii) Needs assessment; (iii) Expected functionalities of the new technology; (iv) Implementation plan (e.g. installation time-line, layout plan of card readers and access points in the case of a smart card system, etc.); (v) Budget plan (please refer to the template below); and (vi) Evaluation plan and Maintenance plan.

Budget Plan (examples related to a smart card system are included in the table)

Facilities / Service Cost	Unit Price	Quantity	Amount ($)
(a) e.g. attendance			
(b) e.g. payment reader			
(c) e.g. server			
(d) e.g. computer			
(e) e.g. installation fee			
Sub-Total			

Staff Cost (Post: _____)	Amount ($)
$_____ per month x _____ month(s) + $_____ MPF (if any)	

Contribution Breakdown	School Contribution		QEF Grant Sought
	Amount	*Source*	
Facilities / Service Cost			Note 1
Staff Cost			Note 2
Total grant requested from the QEF			Note 3

Notes :   1) 50% of the total facilities/service cost or $75,000, whichever the less   2) $40,000 maximum   3) $115,000 maximum

Priority Themes

(1) Catering for Students' Learning Diversity

Projects under this theme should aim at creating an environment conducive to quality education in catering for learning diversity and enhancing students' learning effectiveness in different Key Learning Areas, academic subjects, learning experience, and specific generic competencies. Applicants may develop instructional packages, organise programmes / activities, adopt various teaching strategies and provide support services to cater for students with special educational needs, children newly arrived from the Mainland, non-Chinese speaking children and gifted students, and students with different learning abilities, aptitudes and interests. The following examples are relevant: -

- developing early identification tools and assessment for learning instruments for the target students;

- developing school-based curriculum enrichment framework and strategies for implementation to meet the needs of target students;

- exploring and trying out effective, interactive and differentiated learning and teaching strategies for developing / promoting cognitive / academic / life /practical / social skills and enriching student learning experiences outside classroom and provision of other learning experiences, etc., to suit the different learning styles, abilities, interests and needs for SEN, NAC, NCS, and gifted/twice exceptional students, etc.;

- designing remedial / developmental / preventive / enhancement / integration/ programmes and classroom / extra-curricular activities for the target students; including developmental programmes on academic/cognitive/literacy/ numeracy/social-emotional skills for SEN students, acceleration strategies and enrichment programmes for advanced learners and problem solving and life / social skills training for non-Chinese speaking children, etc.;

- providing training or professional exchange programmes (class observation, collaborative lesson planning, etc.) for teachers to equip them with the necessary knowledge, skills and attitude to devise effective strategies in enhancing the learning effectiveness of SEN, NAC, NCS, and gifted/twice exceptional students, etc.;

- organising learning activities for target students to enrich / reinforce their learning in classroom and to prepare the students to meet everyday living challenges, work life and adulthood;

- enhancing competence of teachers / peer groups in collaboration with parents, non-government organisations and the community in providing support services to the target students;

- developing resource packages on curriculum and instruction, including use of information technology to develop computer-assisted learning resources and provide on-line learning to assist the target students; and

- studying student diversities and researching on teaching pedagogies to address the diverse needs of the target students.

(2) Effective Learning and Teaching of Languages

Projects under this theme should aim at enhancing the learning and teaching effectiveness of languages, including English Language, Chinese Language and Putonghua, and catering for learner diversity to enhance students' language proficiency and cultural competency for study, work and leisure. The following examples are relevant: -

- developing a school-based curriculum and devising effective learning, teaching and assessment strategies / resources to facilitate the smooth transition between key stages of learning, cater for learner diversity and improve learning effectiveness;

- developing diversified curriculum materials (both printed or electronic) and making extensive use of a variety of text-types and different language forms for meaningful communication and free expression to support learning for/of students including Non-Chinese speaking and Newly Arrived Children with different learning abilities, and to encourage creativity and self-directed learning;

- exploring effective teaching strategies for the use of e-learning resources in the language classroom to enhance students' interest in learning, promote assessment for / as learning and cater for learner diversity;

- establishing a language-rich environment to support language learning and creating opportunities for learners including Non-Chinese speaking students to use the language for learning and communication both inside and outside the classroom by tapping community resources and providing diversified learning activities such as dramas, film appreciation, training camps, drama workshops, cultural tours, debates, study tours, etc.;

- enhancing students' language development strategies, collaboration skills and self-directed learning to promote learner independence and lifelong learning through strengthening the "reading to learn" culture and "reading across the curriculum" activities, as well as developing e-learning resources;

- fostering collaboration among teachers of different key learning areas to develop strategies to connect students' learning experiences and promote the learning and teaching of Chinese/English across the curriculum in secondary schools;

- establishing networks between public sector schools, international schools and schools in the Mainland to build up mutual support network, provide opportunities for students, including non-Chinese speaking students and Newly Arrived Children, to exchange their learning experiences through the medium of English and Chinese;

- enlisting parents' involvement (starting from kindergartens) in creating a home environment conducive to language learning and devising support programmes to foster parents' understanding of their roles in their children's language development; and

- collaborating with non-government organisations and tertiary institutions to launch support services in the form of refresher courses, consultancy services, lesson studies etc. for teachers and students including non-Chinese speaking

students and Newly Arrived Children and to develop intervention measures and evaluate the impact on learning and teaching outcomes.

(3) Enhancing Assessment Literacy

Projects under this theme should aim to change examination culture to that of balancing assessment of/for/as learning; to improve and align assessment design with curriculum aims, learning objectives; to use assessment as an integral part of learning and teaching within and outside classrooms, so that teachers can understand how to enhance students' learning effectiveness, motivation, confidence, as well as capabilities in self-directed learning and self-improvement. The following examples are relevant: -

- developing effective strategies to integrate assessment into daily classroom learning and teaching for tracking students' progress and providing quality feedback to students on how to improve learning as well as cultivating students as self-directed learners;

- developing diverse assessment types and formats to better align with the curriculum, theories and practice of learning and teaching, including the latest development of psychology of learning;

- developing assessments of generic competencies such as communication skills, higher-order thinking, problem solving, and creativity in the contexts of the local school curriculum, and / or in new contexts;

- developing evidence-based packages / tools to help teachers plan, create and deliver assessments that allow students to develop their generic competencies;

- enhancing teachers' assessment literacy by implementing lesson study, collaborative lesson planning, peer lesson observation, co-teaching, etc. and networking schools to cultivate a sharing and collaborative culture in the education sector and to disseminate good practices; and

- changing assessment practices and culture in schools.

(4) Values Education

Projects under this theme should aim at nurturing in students the values/attitudes of perseverance, respect for others, responsibility, commitment, integrity and care for others by integrating them with the school mission/ aims of education and enhancing students' independent thinking to enable them to make sophisticated, rational and responsible decisions. They can also help teachers to plan and guide students to develop other learning experiences and students' learning profiles, and to have reflection on personal development and career planning starting from junior secondary level. The following examples are relevant: -

- initiating and developing programmes to strengthen the whole person development of students;

- enhancing students' resilience to face the challenges in personal development through original and creative programmes;

- developing innovative programmes and relevant cultural educational programmes including the promotion of traditional and / or modern Chinese arts to strengthen students' understanding of Chinese culture;

- conducting studies to understand students' learning outcome in whole person development;

- broadening students' understanding of the country's development and culture;

- developing creative and effective programmes to enhance teachers' and students' motivation in the learning and teaching of the Basic Law and to facilitate their better understanding of the relevancy of the Basic Law to their own life;

- Organising research study to develop effective strategies for teaching and learning of values through the curriculum or organisation of learning experiences; and

- Conducting studies to understand students' learning outcome in whole person development.

(5) Creative Arts and Culture Education

Projects under this theme should aim at developing students' creativity and critical thinking skills and enhancing learning and teaching of the arts (including the appreciation, production and presentation abilities), with a view to establishing a creative culture in schools. The following examples are relevant: -

- exploring effective and interactive learning and teaching strategies and assessment strategies for enhancing creativity and critical thinking skills in the arts curriculum;

- using technologies effectively for creative expression and critical appreciation;

- nurturing creative talents and critical thinking abilities of students through arts learning programmes in collaboration with tertiary institutions;

- promoting creative arts education through a school-based, artist-in-residence programme with a view to developing students' creativity, observation, expression, analytical and appreciation abilities, as well as inspiring arts teachers in their teaching and curriculum development;

- developing learning programmes and resources materials for understanding and appreciation of the arts and cultural heritage; and

- providing support for enhancing other areas of arts and culture education in schools such as organising training programmes on culture education for teachers as well as workshops on music appreciation, instrumental classes and bands for students, etc.

(6) Healthy Lifestyle and Positive Development of Students

Projects under this theme should aim at encouraging the education sector to achieve a comprehensive and wholesome lifestyle and supporting the developmental needs of students by a whole-school approach. The following examples are relevant: -

- adopting whole-school approach, with the involvement of parents if necessary, to design and implement learning programmes to cultivate students' positive values, perseverance and resilience;

- improving school culture and strengthening engagement of students to their schools;

- strengthening the support systems of schools for students, such as enhancing the guidance support, reviewing the discipline policies and tailoring career education for their students, and training parents on parenting skills;

- promoting the physical well-being of students including physical fitness, healthy diet and weight control and the fostering of students and parents' proper perception of health;

- promoting mental health for all students including early detection and intervention of at-risk students, and appropriate care and support for students with mental health problems;

- developing students' positive self-esteem as well as other important generic skills such as creativity and those interpersonal skills required for effective collaboration and communication; and promoting those values which the society deem essential for individual success, social progress and harmony; designing and implementing programmes or activities that cultivate a global perspective in the students;

- providing students and teachers with the opportunities to acquire learning experiences in different sectors of the society (commercial, legal, industrial, etc.) by consolidating the effectiveness of teaching and learning of Liberal Studies, a core subject under the NSS; and

- creating a harmonious atmosphere for non-Chinese speaking students.

(7) Education for Sustainable Development

Projects under this theme should aim at enhancing students' participation in conserving the environment, integrating environmental education into the school curriculum, creating an environmental-friendly campus and ultimately establishing the culture of "Green Campus" in the territory. The following examples are relevant: -

- organising activities for students to participate in activities regarding environmental conservation, and encouraging them to share with their peers, families and other members in the community their environmentally responsible attitude through daily living, promotional campaigns, community services, etc;

- supporting the running of territory-wide / school-based environmental education programmes;

- undertaking school-based study to design effective environmental improvement plans for individual schools;

- designing subject-based / cross-curricular elements of environmental education for students of different levels;

- devising learning programmes, which may be incorporated into the school curriculum and/or other life-wide learning activities to arouse students' awareness of their responsibilities to the environment as citizens of society; enhancing their understanding of and judgments on environmental issues; and initiating their actions to protect and conserve the environment; and

- establishing sustainable school campus through a whole-school approach by institutionalising measures to enhance energy efficiency and advocate energy conservation, waste reduction and recycling, etc.

(8) Support for Students with Diverse Needs

Projects under this theme should aim at helping students with diverse needs to attain all-round and healthy development through the provision of a harmonious and nurturing environment and student support programmes for students with special educational needs (SEN), children newly arrived from the Mainland (NAC), non-Chinese speaking children (NCS) and gifted/twice exceptional students, etc. The following examples are relevant: -

- designing and organising remedial / developmental / preventive / enhancement programmes, provision of life / practical / social skills enrichment programmes of other learning experiences, etc. for students with SEN to prepare the students to meet everyday living challenges, work life and adulthood;
- designing attachment programmes for teachers between special and mainstream schools;
- developing effective screening / diagnostic tools and alternative assessment strategies regarding identification of the adjustment, social and emotional needs of NAC/NCS/gifted/twice exceptional students, etc.;
- developing programmes on affective education and psychological well-being, such as resilience to meet the adjustment, social and emotional needs of NAC /NCS /gifted / twice exceptional students, etc.;
- networking schools, non-government organisations and the community to launch programmes for the target students;
- developing effective strategies in school management and enhancing competence of teachers / peer groups in collaboration with parents, non-government organisations and the community in providing support services to the target students; and
- researching on the development of evident based gifted education and remedial programmes for twice exceptional students.

(9) Promoting Whole Child Development in Kindergarten Education

Projects under this theme should aim at fostering children's development in physical, cognitive, as well as personal, intellectual, social and aesthetic aspects; developing an integrated and balanced curriculum in promoting whole child development; and establishing a culture of mutual respect, sense of responsibility and independence within and across kindergartens. The following examples are relevant: -

- facilitating the kindergarten sector to develop school-based curriculum to cater for the all-rounded development of children;

- undertaking school-based studies to design effective learning and teaching activities conducive to whole child development;

- developing learning through play programmes to enhance the motivation/interest of children while facilitating balance development;

- designing child-centred learning programmes to foster the development of self-awareness, self-esteem, independence and responsibility in young children;

- devising developmentally appropriate assessment systems in support of whole-child development in kindergartens;

- strengthening home-school co-operation and empowering parents to take a proactive and constructive role in working with teachers in promoting the whole-person development of their children;

- encouraging experience-sharing and sharing of teaching resources among kindergarten teachers in order to create professional learning communities for sustainable development in whole-child development;

- making use of information technology to develop learning and teaching resources for integrated learning activities to enhance quality of kindergarten education;

- providing support for non-Chinese speaking children, especially in learning Chinese and children with SEN to address their learning and developmental needs; and

- developing learning programmes with effective learning and teaching strategies to facilitate whole-child development of non-Chinese speaking children and creating a harmonious learning atmosphere including an immersed Chinese environment for them.

(10) Supporting Effective School Management and Leadership

Projects under this theme should aim at helping schools in the territory to adopt effective practices and systems on school management and leadership skills for promoting schools as learning organisations as well as facilitating continuous school improvement and long-term sustainability. They should also aim at assisting schools to further strengthen the school leaders' capacity and administration skills, including managing daily operations, devising succession plans, communicating with stakeholders, handling complaints and deploying resources in a more effective manner. The following examples are relevant: -

- enhancing the management, administration and leadership skills of school leaders through organising leadership training programmes, exchange visits, school-based mentoring programmes, experience sharing sessions, and programmes on communication and mediation skills, etc.;

- enhancing efficiency and alleviating teachers' administrative workload through effective organisational re-engineering, improving or streamlining relevant structures and work processes, appropriate tapping and deployment of resources and better use of information technology for facilitating school administrative work;

- developing work procedures and manuals which are reviewed regularly for all teaching and non-teaching staff, and reviewing and improving the management and control systems, internal guidelines, procedures and mechanism for school administration;

- assisting schools in setting up or fine-tuning channels of communication with various stakeholders (teachers and parents in particular) and helping schools to gauge the feedbacks from stakeholders in formulating various school policies; set up a transparent, fair and effective school-based enquiries / complaint handling mechanism based on the framework recommended by the Ad Hoc Committee on School Complaints Handling; and enhance the capacity of teachers in handling enquiries/complaints through appropriate training and sharing;

- helping schools in devising and putting in place a strategic succession plan for long-term development of school leadership through early identification and support of high potential leaders so that they can undertake targeted leadership development and gain progressively greater leadership experience through new roles taken on within the school;

- adopting a whole-school approach to cultivating a caring environment which emanates a culture of mutual respect and collaboration among stakeholders, such as the principal, teachers, parents and students;

- formulating effective measures to promote collaboration and sharing of knowledge both within and outside the school, with a view to developing the school into a learning organisation; and

- putting the concept of Planning-Implementation-Evaluation into practice by drawing up effective quality assurance mechanisms in different key aspects of school work for continuous improvement and sustainable development.

(11) Teacher Development and Schools as Learning Organisations

Projects under this theme should aim at supporting schools to plan and devise strategies for promoting schools as learning organisations to facilitate teachers' professional development and learning through a variety of ways. A balanced range of professional development programmes focusing on different breadth and depth of knowledge and skills, such as self-learning, action learning, tailor-made staff development programmes and attachments, could be arranged to cater for the development of teachers at different stages of professional maturity. They should also aim at creating space for teachers' professional growth and attending to the physical and emotional well-being of teachers. The following examples are relevant: -

- catering for the general and specific needs of beginning teachers by formulating strategic plans for teacher induction and mentoring support;

- enabling teachers to maintain physical and emotional well-being to cope with responsibilities and boost their enthusiasm, optimism and commitment in education through arranging or organising thematic programmes on health and stress management, crisis management and conflict resolution;

- widening teachers' pedagogical repertoire and broadening their understanding of students' needs at different developmental stages in support of student learning and development;

- enabling teachers to explore and formulate effective strategies or innovative measures to cater for learner diversity, manage crises, handle complaints and implement school policies;

- helping teachers achieve high levels of competence so that they can model effective instructional practices as well as student support services and assume leadership in various aspects of student learning and school development;

- facilitating teachers and principals to understand the changing social and economic contexts so that they could better cater for students in developing different study and career pathways and meeting expectations of society; and

- tailoring professional development plans at school, department and individual levels as well as promoting the learning cultures of schools through action learning, collaborative learning or learning communities.

Part B   Project Summary

Project Title: *(Please fill in the blank)*	**Project Number** **(To be assigned by the EPMS)**

Name of Organisation:

(1)   Goals:

      Objectives: (i)

                      (ii)

                      (iii)

(2)   Targets:

      Expected number of beneficiaries:

(3)   Implementation Plan:

      (i)   Duration:

      (ii)   Process / Schedule:

      (iii)   Collaboration with other parties / partners:

(4)   Products:

      (i)   Deliverables/outcomes:

      (ii)   Dissemination of deliverables / outcomes:

      (iii)   Commercialization potential of deliverables / outcomes:

(5)   Budget:

      All expenditure items should be grouped under at most six major budget items **(a) staff cost; (b) equipment; (c) services; (d) works; (e) general expenses; and (f) contingency** depending on the contents of the project proposal, and having regard to paragraphs 13 to 27 of the Explanatory Notes.

(6)   Evaluation:

      (i)   Performance indicators:

      (ii)   Outcome measurements:

Calculation of additional QEF funding support for socio-economically disadvantaged students enrolled in learning activities of approved projects

The formula for calculating the funding support is as follows:

Total cost for student learning activity × (0.5 + 0.5 × % CSSA / SFAS Full Remission + 0.25 × % SFAS Half Remission) [Note]

The following examples illustrate the calculation of the QEF subsidies for students participating in a learning activity costing $10,000.

Example 1: A school with 100% students in receipt of the CSSA or full remission under the SFAS will receive 100% subsidy i.e. $10,000.

Example 2: A school with 100% students in receipt of half remission under the SFAS will receive 75% subsidy i.e. $7,500.

Example 3: A school with 100 students among which 30 students are in receipt of CSSA or full remission under the SFAS, and 50 students are in receipt of half remission under the SFAS will receive 77.5% QEF subsidy i.e. $7,750, as calculated below:

$10,000 × (0.5 + 0.5 × 30% + 0.25 × 50%)
= $10,000 × (50% + 15% + 12.5%)
= $10,000 × 77.5%
= $7,750

Note : CSSA: Comprehensive Social Security Assistance
SFAS: Student Financial Assistance Scheme
As there are three types of subsidies viz fee remission, text-book allowance and travel subsidy under the SFAS, the principle of "whichever the highest" should be adopted when calculating the number of students.