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Consolidation and Redevelopment Work on QEF Projects on Developing Students' Positive Attitudes and Values

Final Report

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Executive Summary

The Quality Education Fund (QEF) was established in 1998 with the objective of financing projects initiated by the education sector for the promotion of quality education in Hong Kong. To date, there are numbers of successful and effective projects which aim to develop students' positive attitudes and values with good resource manuals and deliverables derived from QEF-funded projects. In the past decade, the promotion of mental health for children and young people has become a key component in enhancing students' wellbeing. Problems related to mental difficulties and illnesses in children and young people are increasingly becoming the focal point of public concern (Hendren, Weisen, & Orley, 1994; Masia-Warner, Nangle, & Hansen, 2006; McLoone, Hudson, & Rapee, 2006). Both parents and teachers want children and young people to have motivation to learn; to have healthy and positive self-evaluation; to build up and maintain positive relations with peers; to be able to adapt to the complex stages of development; and eventually to contribute to their peer group, family, school, and community. Nevertheless, there are many challenges they have to face nowadays to accommodate the rapid change in the society such as academic stress, peer relations, and high expectation of parents and teachers etc.

In order to help youngsters accomplish these critical tasks, schools are viewed as a significant mediator to offer more than basic education in the traditional academic curriculum. As a result, many schools have adopted different programs aiming to enhance students' psychological wellbeing and resilience; improve social and problem-solving skills; and reduce problem behaviors and symptoms of mental illness such as drug use, bullying, anxiety, and depression, etc.

This report was a project commissioned to The Hong Kong Jockey Club Centre for Suicide Research and Prevention (CSR), The University of Hong Kong by QEF to consolidate good practices extracted from 77 selected QEF projects on developing students' positive attitudes and values and to develop a resource package for dissemination purpose.

The project team adopts two theoretical frameworks for reviewing all selected QEF projects: public health approach* and biopsychosocial model**. They helped explain the multitude factors that influence the development of students' positive attitudes and values. The methodologies adopted in the study included: project review and analysis, questionnaire survey (qualitative and quantitative analysis) and project interviews. Project team first reviewed all selected project proposals, final reports, and

manuals or deliverables, followed by project analysis which was very crucial for future redevelopment work such as what should or should not be done in the project design and implementation. The questionnaire survey helped to understand the project leaders or implementers' views about the project effectiveness and framework, difficulties encountered during the project implementation, their expectation on the resource package etc. Through the project review and analysis, the project team could identify potential projects for interview which further helped to understand more about the project design, implementation and effectiveness.

There were a considerable number of QEF projects on developing students' positive attitudes and values covering areas such as life education, values education, moral education and sex education. In order to consolidate good practices from the selected projects, project team adopted a biopsychosocial model to explain the underlying foundations of healthy childhood and adolescence development. Through the project analysis and interviews, it was found that all schools (kindergarten, primary, secondary, special schools and tertiary institutions) and non-government organizations (NGOs) were very enthusiastic and passionate in equipping and enhancing children and adolescents with various skills and knowledge such as social and communication skills, prosocial behaviors, physical health, psychological health, and cognitive skills etc.

Among the 77 selected projects, 33 projects (42.8%) targeted secondary school students while 22 projects (28.6%) targeted primary school students. Pre-primary sector only accounted for 14.3% of the selected projects (i.e. 11 projects) and special schools had the least number, with only 2 projects under reviewed. There were 9 projects serving both primary and secondary schools. Besides, many of them focused on the areas of psychological and social development instead of embracing a holistic view of healthy development which included biological, psychological and social aspects. From those 77 projects, 63 projects had objectives aiming at facilitating children and adolescents' psychological development, 42 projects focused on students' social development but only 12 projects focused on students' biological development. It was recommended to take into account the needs of children and adolescents and also use a holistic approach in designing projects in the future. It was also important to enhance the home-school collaboration in order to facilitate and maximize the psychological and physical growth of children and adolescents and optimize the project effectiveness.

In addition, 59 out of 77 projects included activities in the universal level, which

means they targeted all students regardless of the risk of the individuals; while 30 projects provided activities for selective group of students, which means the activities were designed for students with certain level of risk. There were only 5 projects in indicated level, targeted students who were in a very high risk. This showed that when designing projects related to developing students' positive attitudes and values, most project leaders would adopt interventions at universal level in order to benefit all students.

Based on the criteria set by the project team to assess the quality of the selected 77 projects, over half of the projects were in the medium quality level (44 projects, 57.1%) and almost one fourth of them were in the high quality range (19 projects, 24.7%). Nevertheless, 14 projects (18.2%) were in the low quality level. The project team found that many projects did *lack of systematic evaluation*; therefore it was difficult to identify the evidence of the project impacts on children and adolescents. For some projects, project team also found that the project activities did not match the intended objectives. Some project leaders or implementers believed that the evaluation could have been more precise and systematic if the projects were collaborated with tertiary institutions.

Apart from project reviews, an online questionnaire survey was conducted to understand the views from project leaders or implementers on project design, difficulties encountered, expectations on the resource package and project sustainability. Among the 77 projects, 24 project leaders or implementers replied the questionnaire survey. 18 of them (75%) indicated that they designed the program content and activity based on a theoretical framework and the experience of school teachers or social workers. More than half of them expressed that they had consulted other professionals or organizations on project design. However, only 10 (41.7%) said the project design was based on evidence-based practice. For project sustainability, 13 out of the 24 projects (54.2%) continued after the project period while the other 11 did not. Regarding difficulties encountered during execution of the projects, most respondents indicated that limited manpower, time, funding and knowledge for rigorous program evaluation were the major challenges.

In addition, 13 interviews were conducted with project leaders or implementers, which covered 19 projects. Four main themes were extracted from the interviews: (1) views on the consolidation and redevelopment work; (2) views on the design of the project; (3) sustainability of the projects and (4) suggestions for improvement. Information obtained from interviews were similar to the results of questionnaire

survey. For instance, the views on theoretical framework and evidence-based practice and difficulties encountered. Additional information was gathered on project activities that worth recommendation, details in program evaluation and unexpected outcomes.

The following recommendations are suggested:

- 1) It is recommended to embrace a holistic approach, which encompasses the biological, psychological and social dimensions, to the development of children and adolescents' positive attitudes and values.
- 2) It is necessary to conduct basic need assessment of the target population prior to the project design so it can better respond to their needs.
- 3) It would be beneficial to the project design, outcome and effectiveness if teachers can be equipped with the skills and knowledge in conducting program evaluation and understand more about evidence-based practice and theoretical framework.
- 4) Project evaluation needs to focus on the evidence of impact on the target population. External professional support such as tertiary institutions or other professionals such as music or drama therapists can be of help in carrying out activities, evaluation, and capacity building.
- 5) Home-school collaboration is recommended to optimize the personal growth of target population and effectiveness of the project.
- 6) Students would be more engaged and committed if the activities are conducted during regular school hours instead of after school or on weekends.
- 7) A more constructive and effective way to promote mental health is to have a designated subject in schools with regular lessons and systematic curriculum. The design of the subject curriculum should be practical and with theoretical support.
- 8) In order to enhance project sustainability, schools and organizations need to assign a teacher or social worker to help carry out the projects. It is also crucial for school principals to play the leading role in the programs to ensure the management, implementation and sustainability of the projects.
- 9) QEF is recommended to provide a platform for project grantees to promote their projects and for the schools to look for suitable, latest programs and materials for students, teachers, and parents. It can facilitate project grantees to recruit suitable participants and the schools can obtain updated information efficiently from the same platform.
- 10) A QEF Thematic Network (QTN) should be set up as a knowledge hub to share and disseminate the experiences and good practices from the school community. Consolidation and redevelopment work to different schools and educational bodies can be done with such a network which can facilitate the exchange of professional views. It will be become a resource and education hub for promoting



good practices program for enhancing wellbeing of our school children.

**Public health approach could be classified into three levels, namely universal (i.e. strategies acting on all members of a targeted population regardless of the risk level of disorders), selective (i.e. strategies acting on targeted subgroups at a particular risk of disorders above average), and indicated (i.e. strategies acting on targeted individuals who are at very high risk of disorders).*

*** Bio-psycho-social model is an integrative framework that intends to provide a holistic view of health in human development, primarily it incorporates the biological (physical functioning and development), psychological (self-esteem and emotional competencies) and social (social competencies and prosocial behaviors) dimensions that underlie the foundations of healthy child and adolescent development.*

1. Project activities within the project period

Date	Activity	Venue	People involved
Apr 5, 2013	Presentation to QEF the detailed research design and methodology	QEF Office	CSRP project team, and staff and other panel members of QEF
May – Sept, 2013	Review of all 77 projects and distribute the questionnaire surveys	CSRP	CSRP project team
May – Nov, 2013	Interview project leaders/implementers	At the work location of the interviewees	CSRP project team and project leader/ implementer
Oct 24, 2013	Presentation to QEF about the progress of C&R work	QEF Office	CSRP project team, and staff and other panel members of QEF
Dec 2013	Submission of interim report	CSRP	CSRP project team
Nov, 2013 – March, 2014	Data analysis on questionnaire surveys and project interviews	CSRP	CSRP project team
Feb – May, 2014	Prepare the first draft of the resource package	CSRP	CSRP project team
May – June, 2014	Prepare the final draft of the resource package	CSRP	CSRP project team
June 25, 2014	Dissemination seminar	HKU main campus	CSRP project team, staff and other panel members of QEF, other participants
July 2014	Submission of final report and the resource package	CSRP	CSRP project team

2. Introduction of the Project

2.1 Project Overview

The major goal of the consolidation and redevelopment work (C&R work) is to consolidate good practices and research findings from groups of selected QEF projects on “developing students’ positive attitudes and values.” Initially the projects are from areas of life education, values education, moral education and sex education.

Objectives of the C&R work are to:

- (i) Redevelop a resource package for teacher with guiding principles, practices and exemplars;
- (ii) Recommend QEF on setting up a QEF thematic network (QTN) on the theme of developing students’ positive attitudes and values;
- (iii) Advise on the enhancements to be made for running built-on projects;
- (iv) Conduct seminar(s) to disseminate the good practices and exemplars consolidated and developed from the selected projects.

2.2 Project Team Leader and Members

The Hong Kong Jockey Club Centre for Suicide Research and Prevention (CSR/P) has committed to generate, disseminate, and apply knowledge and skills in suicide prevention through research, training and resource production. The Centre aims at developing effective preventive measures of suicide as well as building evidence-based indigenous working models through practitioner-researcher collaboration. It is the ultimate goal of the Centre to contribute to the formulation of social and health policies in dealing with the problem of suicide and enhancing the mental wellbeing of the population. The project team comprises of experienced researchers, a counselor, a psychologist and a systematic reviewer who have complementary professional experience and expertise to contribute to this consolidation and redevelopment work. The team members include the following:

Principal investigator:

Professor Paul, S.F. Yip – Director, Centre for Suicide Research and Prevention, The University of Hong Kong, specializing in researching and promoting population health.

Project team members:

Dr. Shu-Sen Chang – Research Assistant Professor, Centre for Suicide Research and Prevention, The University of Hong Kong, specializing in mental and psychiatric health

Ms. Angie, K.Y. Shum – Training Consultant, Centre for Suicide Research and Prevention, The University of Hong Kong, specializing in promoting mental health in the community

Ms. Eliza, S.Y. Lai – Senior Research Assistant, Centre for Suicide Research and Prevention, The University of Hong Kong, specializing in promoting school mental health program.

Ms. Melissa Chan – Intervention Officer, Centre for Suicide Research and Prevention, The University of Hong Kong; specializing in program evaluation in community programs.

Ms. Elaine He – Research Assistant, Centre for Suicide Research and Prevention, The University of Hong Kong; specializing in promoting school mental health program.

2.3 General design of the project

2.3.1 Stages of Implementation

Stage 1: Review of the selected projects

- Reviewed all 77 QEF projects selected by the QEF Secretariat on developing students' positive attitudes and values (Appendix I) included project proposals, final reports, and other deliverables.

Stage 2: Conduct research and redevelopment work on all projects including

- 1) Distribute the questionnaire survey to all project leaders/implementers
 - Invitation letters were sent to all 77 project leaders/implementers by post with the link of the online questionnaire survey.
- 2) Interview project leaders/implementers
 - Projects selected for interviews formed a good representation from different beneficiary sectors, which included pre-primary, primary, secondary, and special schools, tertiary institutions, and non-government organizations (NGOs).
 - Twenty-four projects were selected for in-depth interviews by the project team. There were 19 projects agreed to participate the interviews. These projects included 1 special school, 2 primary schools, 3 secondary schools, 6 centres/units in tertiary institutions, and 7 NGOs.

Stage 3: Produce a resource package

- Based on the research, analysis and consolidation work, the project team produced a printed version of the resource package (with a softcopy in pdf format) on the development of students' positive attitudes and values.

Stage 4: Conduct a dissemination seminar

- Conducted one seminar to disseminate the good practices and exemplars consolidated and developed from the QEF projects selected.

3. Report on consolidation and redevelopment work

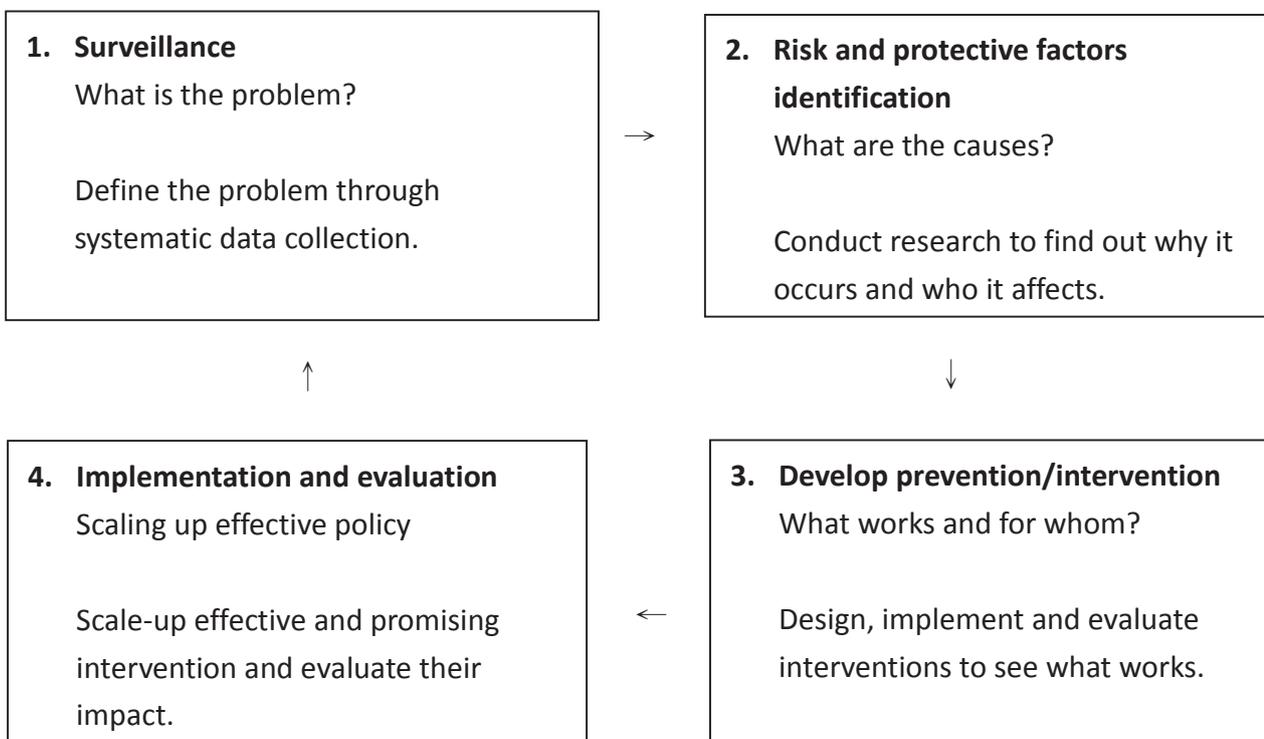
3.1 Framework of the research design

The project team adopted a public health approach and a biopsychosocial model as the main theoretical frameworks in the study of this C&R work on developing students’ positive attitudes and values.

Public Health Approach

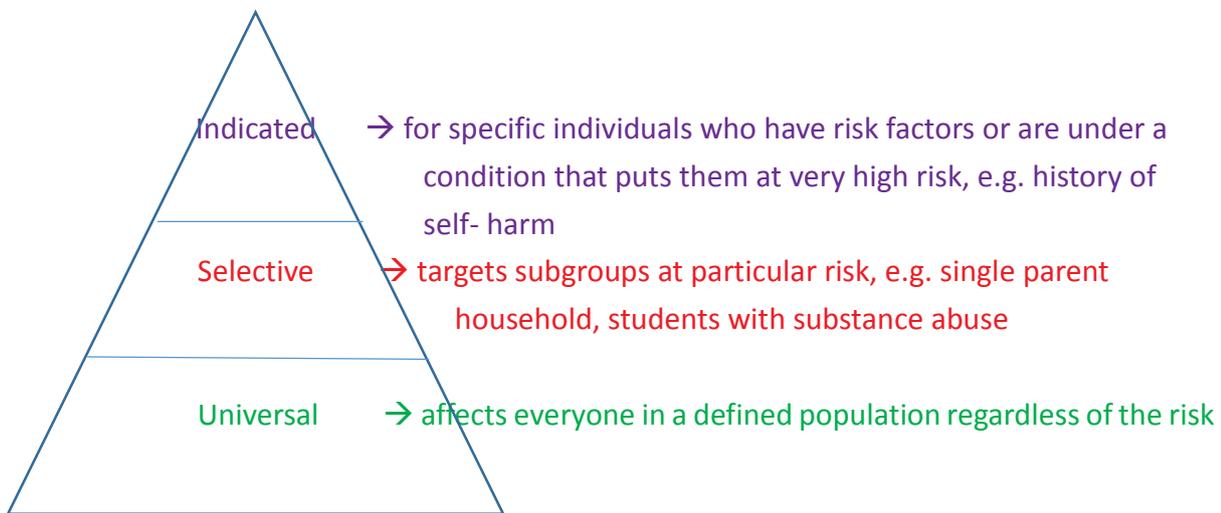
According to World Health Organization (WHO, 2010; 2014), the public health approach has been a useful framework for continuing to investigate and understand the causes and consequences of a disease or a phenomenon, and also for preventing it from occurring through primary prevention programs, policy interventions and advocacy. Public health approach consists of four processes (Figure 1), namely (1) surveillance, (2) risk and protective factor identification, (3) prevention/intervention, and (4) implementation and evaluation.

Figure 1: The steps of the public health approach



Public health approach aims to provide the maximum benefit for the largest number of people. Programs or interventions for the primary prevention of a disease or a phenomenon based on the public health approach are designed to expose a broad segment of a population to prevention measures and to reduce and prevent it at a population-level (WHO, 2010; 2014). It can be classified into three levels (Figure 2), namely universal (i.e. strategies acting on all members of a targeted population regardless of the risk level of disorders), selective (i.e. strategies acting on targeted subgroups at a particular risk of disorders above average), and indicated (i.e. strategies acting on targeted individuals who are at very high risk of disorders).

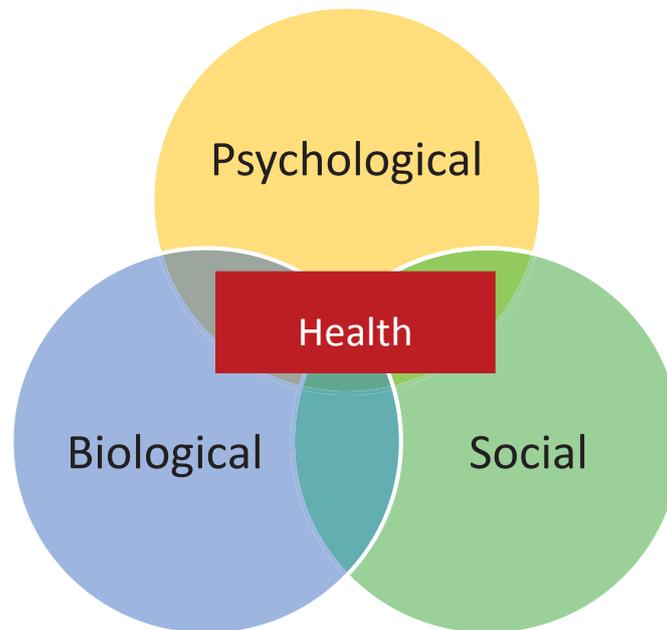
Figure 2: The three levels of public health approach in prevention/intervention (WHO, 2010)



Biopsychosocial model

The project team also adopted a biopsychosocial model as the framework in this C&R work. Biopsychosocial model is an integrative model that provides a theoretical structure for understanding the origins of human development and the factors that influence the emergence of any dysfunction through childhood and adolescence (Beauchamp & Anderson, 2010; Borrell-Carrio, Suchman & Epstein, 2004). This model intends to provide a holistic view of health in human development, primarily it incorporates the biological (physical functioning and development), psychological (self-esteem and emotional competencies) and social (social competencies and prosocial behaviors) dimensions that underlie the foundations of childhood and adolescence development in both healthy and clinical populations (Figure 3).

Figure 3: Biopsychosocial model



Through literature review and consultation with the project team, the biopsychosocial model has been further defined and described as below (Figure 4).

The “Bio- Dimension”

- Enhances physiological health
 - It involves improving the physical health of individuals such as through regular exercises or healthy diet.
- Enhances attention and focus
 - It is defined as the ability to selectively concentrate on one aspect of the environment while ignoring other things. It involves cognitive processes such as working memory.
- Fosters personal strengths
 - To identify resources and strengths that exist within an individual. A belief that we all have competencies, skills, and resources that we are able to learn and overcome challenges (O’Connell, 2006).
- Promotes cognitive competencies
 - It is defined as critical thinking, creative thinking and the ability to develop and facilitate the cognitive skills, problem-solving, and decision making (Sun & Hui, 2012).

The “-psycho- Dimension”

- Enhances self-esteem



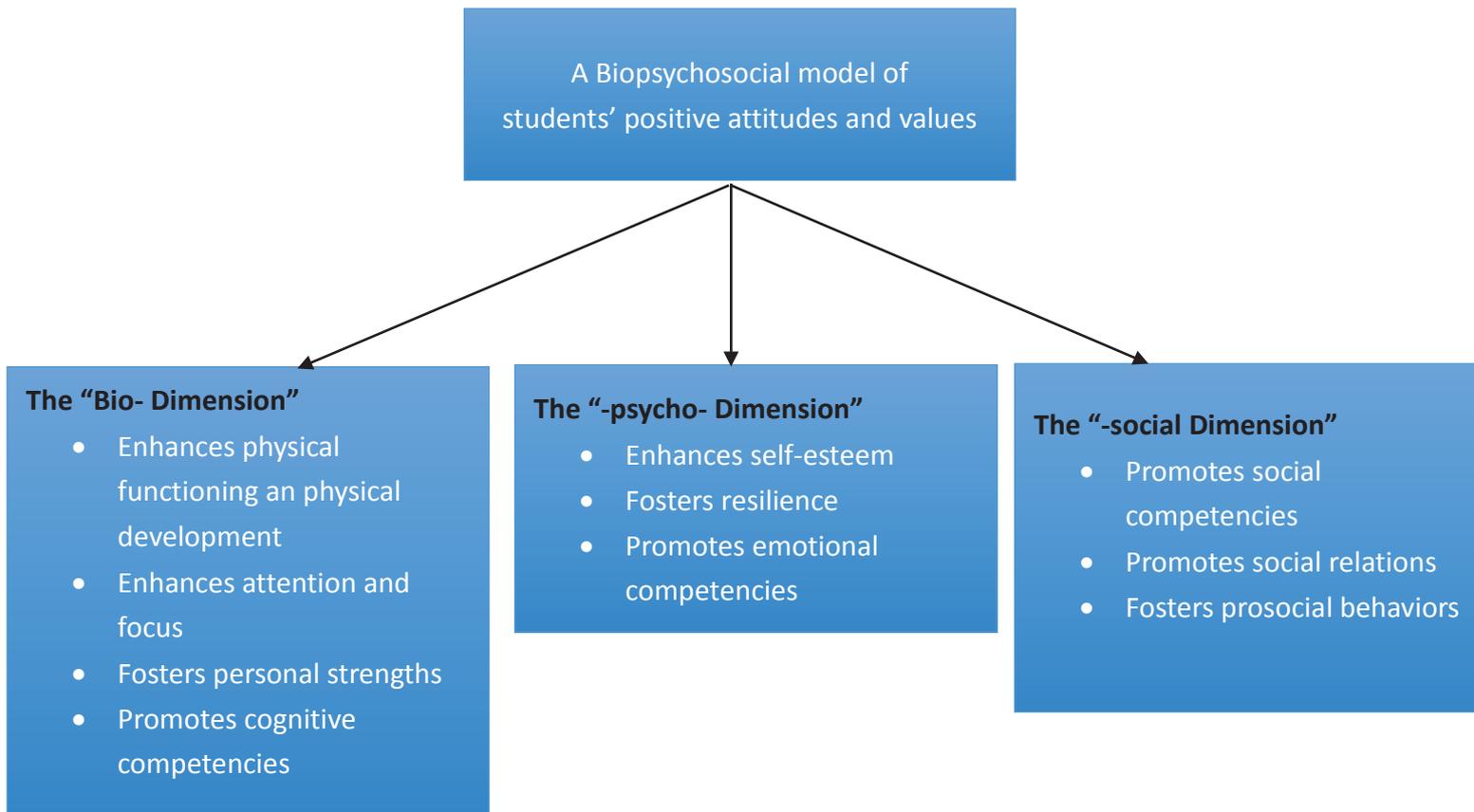
- It involves a sense of personal efficacy and personal worth. It is the integrated sum of self-confidence and self-respect (Branden, 1969).
- Fosters resilience
 - It involves displaying individual's adaptive functioning despite exposure to high levels of risk or adversity (Vanderbilt-Adriance & Shaw, 2008).
- Promotes emotional competencies
 - It is defined as the ability to identify and recognize our own feelings and those of others, and to manage emotions well in ourselves and in our relationships (Bar-On & Parker, 2000).

The “-social Dimension”

- Promotes social competencies
 - It is defined as the ability to integrate feelings, thinking, and actions in social situations. Such skills include encoding and interpreting relevant social cues, active participation in social interactions and translating social decisions into appropriate behaviors (Chen & French, 2008). It is involved in enhancing personal and interpersonal effectiveness.
- Promotes social relations
 - Interventions aim at improving the connection and communication through social interactions.
- Fosters prosocial behaviors
 - It is defined as voluntary behavior intended to benefit others, such as helping, sharing, comforting, and donating, etc. (Eisenberg, Eggum, & Giunta, 2010)



Figure 4: Constructs in the Biopsychosocial model that influence the childhood and adolescence development



3.2 Methodology

The project team adopted three different research methods in the study of C&R work on developing student's positive attitudes and values, including project review and analysis, questionnaire survey, and project interviews/case studies (Table 1).

Table 1 A brief summary of the research design

Research Design	Objectives
<p>Project Review and Analysis</p> <ul style="list-style-type: none"> Review all 77 selected projects, including proposal, final report and deliverables with reference to the frameworks of the study (i.e. public health approach and biopsychosocial model) 	<ul style="list-style-type: none"> To acquire an overview of the 77 projects To understand how these projects relate to the two theoretical frameworks To select potential projects for project interviews and redevelopment work
<p>Questionnaire Survey</p> <ul style="list-style-type: none"> Send invitations and online survey to all 77 project leaders or implementers 	<ul style="list-style-type: none"> To collect quantitative and qualitative data from the view of project leaders or implementers about their projects and expectations on the resource package
<p>Project Interview/Case Studies</p> <ul style="list-style-type: none"> Interview project leaders or implementers to explore the details of project design, implementation and its impacts on children and adolescents 	<ul style="list-style-type: none"> To conduct interviews for consolidating meaningful factors in promoting and developing students' positive attitudes and values

3.2.1 Project review and analysis

The project team reviewed all 77 selected QEF projects by extracting data from their project proposals, final reports, and other deliverables (such as manuals, CD-ROM, pamphlets, and booklets). Table 2 shows the list of data collected from the

project materials, which include basic information of the project, project objectives, target population, content, outcomes, evaluation and challenges.

The quality of each project was assessed based on whether 1) the project had a theoretical framework, 2) the project activities met the objectives, 3) multidisciplinary collaboration was involved, 4) a program evaluation was conducted and how it was carried out, 5) a rigorous evaluation methodology was adopted and 6) the project had measurable outcomes. The criteria set for project quality assessment were shown in Table 3. With reference to the data available and the criteria set, each project was given a score to show the project quality. The quality score ranged from 0 to 11, with 0-4 as low quality, 5-8 as medium quality and 9-11 as high quality.

Table 2 List of data collected from project proposals, final reports and deliverables

Background information of the project
Project No.
Project Title
Indicated/Selective/Universal level (refer to public health approach)
Biological/Psychological/Social dimension (refer to biopsychosocial model)
Project Year
Data from proposal
Proposed objectives
Target population - selection criteria
Target population - problems encountered
Target population - students/parents/teachers
Proposed sample size
Proposed inputs - human resources
Proposed program content
Proposed outputs
Proposed outcomes
Proposed evaluation
Data from final report
Actual sample size
Length of project
Actual outputs - events
Actual outputs - tangible products
Actual outcomes
External factors/challenges

Table 3 Criteria set for project quality assessment

Project Quality Assessment – criteria set by the project team
Theoretical framework - Yes/No
Can the activities meet the objectives - Yes/No
Multidisciplinary collaboration - Yes/No
Actual Evaluation - Yes/No
➤ Qualitative - Yes/No
➤ Quantitative - Yes/No
➤ Self-rated - Yes/No
➤ Observer-rated - Yes/No
➤ Follow-up assessment - Yes/No
Measurable outcomes - Yes/No
Rigorous methodology - Yes/No
Quality (= no. of criteria met)

3.2.2 Questionnaire survey design

Using online questionnaire survey to collect the general view and opinion of the projects from the project leaders/implementers can be effective especially when the sample size is large. The questions in the survey are all standardized so it can be more objective and effective for conducting statistical analysis.

After the invitation letters (Appendix II) and online questionnaire surveys (Appendix III) were sent to all project leaders or implementers, follow-up telephone calls were made to all non-respondents. Due to the changes of personnel over the years; only 24 projects out of 77 returned the online survey as the project team could not reach most of project leaders or implementers. Table 4 shows a summary of the survey design and areas of concern in each section.

Table 4 Summary of the survey design

Section	Areas of concern
I	Basic information about the project and respondent
II	Respondent's view and opinion on <ul style="list-style-type: none"> • The meaning of developing student's positive attitudes and values • Expectation on the resource package
III	Project design and evaluation Difficulties encountered
IV	Project sustainability

Both quantitative and qualitative data were collected from the online survey. For the qualitative data collected from the open-ended questions such as the meaning of positive attitudes and values, opinion on program effectiveness, expectation on the resource package, and difficulties encountered etc., the following steps were taken to conduct the data analysis: 1) documenting all responses in an excel file; 2) categorizing the key words and factors; and 3) counting the frequency of each factor.

3.2.3 Interview design and project interview

Project interview would bring the project team to a better understanding of the issues and details of the project design and implementation that are not captured in the proposal, report, or survey. The main purpose of interview was to obtain an in-depth understanding of the project details in order to consolidate and redevelop the content and other materials such as worksheets, activities, and feedback forms for the resource package.

The projects selected for interview aimed at forming a good representation of different beneficiary sectors to include pre-primary, primary, secondary, and special schools, tertiary institutions, and non-government organizations (NGOs). Specifically, twenty-eight projects were contacted for in-depth interviews by the project team based on the following process: 1) to include those who agreed to participate in the interview through the online survey, 2) to include at least one project each from the biological, psychological, and social dimension of the biopsychosocial model, 3) to invite some worthwhile projects for interview although they did not return the online



survey.

The project team phoned up all the project leaders or implementers of the twenty-four projects who returned the online survey and another 4 projects that the project team considered as suitable for in-depth interviews. As there was a high turnover rate in manpower of the projects or change of personnel over the years, there were 13 project leaders or implementers agreed to participate the interviews, which covered 19 projects. The project grantees of these 19 projects included 1 special school, 2 primary schools, 3 secondary schools, 3 centres/units of tertiary institutions, and 4 NGOs. Each interview lasted for about one hour. Table 5 summarizes the information of the 19 projects under interviewed.

Interview guideline (Appendix IV) was developed to cover the origin and goals of project, implementation process, evaluation, intended and unintended outcomes, difficulties encountered and sustainability of the project. Below showed the examples of the interview questions (please refer to Appendix VI for the details of the interview questions):

- What did a theoretical framework mean to you? How did you design your program at the beginning?
- What did evidence-based practice mean to you?
- Why and how did you choose your target population?
- Was there any area(s) of your project you would recommend to us or other schools/organizations?
- Was there any unintended outcome?

Table 5 Summary of the information of the 19 projects under interviewed

Project No.	Project Title	Grantee	Beneficiary Sector(s)	Interviewee
2000/1262	Developing Life Education Curriculum	Five Districts Business Welfare Association Chow Chin Yau School	Primary school	Project leader
2000/0132	Self Identity Enhancement Program For Primary School Students	Lok Sin Tong Primary School	Primary school	Project implementer
2000/1632	Peace Campaign II: Peaceful Heart Scheme	Hong Kong Children & Youth Services	Primary and secondary school	Project implementer
2000/2866	Campaign for Building up Healthy Body and Mind (II)	Diocese of Eastern Kowloon HKSKH	Primary school	Project leader
2001/0485	The Path Towards Maturity	Ma On Shan Tsung Tsin Secondary School	Secondary school	Project leader
2002/0806	Fostering resilience project for pre-school children	The Boys' & Girls' Clubs Association of Hong Kong Pre-school Education & Service	Pre-primary school	Project leader
2003/0612	Peace Campaign III Peace Among Scheme	Hong Kong Children & Youth Services	Primary and secondary school	Project implementer
2003/0746	Orientation to Life Enhancement Project	The University of Hong Kong	Secondary school	Project leader
2005/0010	School-based mental health enhancement program based on a cognitive	The University of Hong Kong The Hong Kong Jockey Club Centre for	Secondary school	Project implementer



	behavioral approach: featuring the comic character of 'Little Prince is Depressed'	Suicide Research and Prevention		
2005/0322	Project C.A.R.E. Children and Adolescents at Risk Education (C.A.R.E.)	City University of Hong Kong	Secondary school	Project leader
2006/0031	Comprehensive Health Project for Young Children	The Boys' & Girls' Clubs Association of Hong Kong Pre-school Education & Service	Pre-primary school	Project leader
2006/0089	Project C.A.R.E. Children and Adolescents at Risk Education (C.A.R.E.)	City University of Hong Kong	Secondary school	Project leader
2006/0190	PROJECT IGN (Ignition)	Hong Kong Sheng Kung Hui Welfare Council Hong Kong Sheng Kung Hui Primary School Counselling Service	Primary and secondary school	Project implementer
2007/0340	School-based mental health enhancement program in Hong Kong	The University of Hong Kong The Hong Kong Jockey Club Centre for Suicide Research and Prevention	Secondary school	Project implementer
2007/0459	Power of Life	Caritas Lok Kan School	Primary school	Project implementer



2008/0208	Project CARE Children and Adolescents at Risk Education	City University of Hong Kong	Primary school	Project leader
2008/0278	Sunshine Teen Scheme	Caritas Yuen Long Chan Chun Ha Secondary School	Secondary school	Project implementer
2008/0354	Life Education Project for Pre- school Children and Parents	The Boys' & Girls' Clubs Association of Hong Kong Pre- school Education & Service	Pre-primary school	Project leader
2008/0476	Stand by me Promote Mental and Physical Health for Students Through Home School Cooperation	The Church of Christ in China Tam Lee Lai Fun Memorial Secondary School Parent Teacher Association	Secondary school	Project leader

3.3 Findings

3.3.1 Classification of selected projects by year and beneficiary sectors

Table 6 shows the distribution of the selected 77 projects by years and beneficiary sectors. It showed that 33 out of the 77 projects (42.8%) targeted secondary school students while 22 projects (28.6%) targeted primary school students. Pre-primary sector only accounted for 14.3% of the selected projects (i.e. 11 projects) and special schools had the least number, with only 2 projects under reviewed. There were 9 projects serving both primary and secondary schools.

Table 6 Implementation date (by year) and beneficiary sectors of the 77 projects

Year	Number of projects	Beneficiary Sectors				
		Pre-primary	Primary	Primary and secondary	Secondary	Special
2000	25	2	12	1	8	2
2001	6	1	1	0	4	0
2002	8	2	3	0	3	0
2003	6	1	1	1	3	0
2004	2	1	0	0	1	0
2005	8	0	1	5	2	0
2006	5	1	0	1	3	0
2007	6	0	3	0	3	0
2008	9	3	1	1	4	0
2009	2	0	0	0	2	0
Total	77 (100%)	11 (14.3%)	22 (28.6%)	9 (11.7%)	33 (42.8%)	2 (2.6%)

3.3.2 Classification of selected projects by public health approach and biopsychosocial model

Public health approach and biopsychosocial model were the main theoretical frameworks adopted in this study. Table 7 and 8 show a summary of projects based on

public health approach and biopsychosocial model, by beneficiary sectors and by combining all the sectors respectively.

Table 7 Summary of projects based on public health approach and biopsychosocial model (by beneficiary sectors)

Beneficiary Sectors	Public health approach (N=77)			Bio-psycho-social model (N=77)		
	Indicated	Selective	Universal	Bio	Psycho	Social
Pre-primary	0	0	11	4	8	6
Primary	1	11	17	4	20	13
Primary and secondary	1	3	8	2	8	3
Secondary	3	14	23	2	27	18
Special	0	2	0	0	0	2
Total*	5	30	59	12	63	42

* Some projects had adopted multi-approaches in Public health approach and Biopsychosocial model

Table 8 Summary of projects based on public health approach and biopsychosocial model (by combining all beneficiary sectors)

Public health approach	Bio-psycho-social model		
	Biological	Psychological	Social
Indicated	1	6	4
Selective	4	22	16
Universal	11	50	32

* Some projects had adopted multi-approaches in Public health approach and Biopsychosocial model

Among all projects, 63 projects had objectives aiming at facilitating children and adolescents' psychological development such as enhancing students' self-esteem, resilience and emotional management skills. There were 42 projects focused on students' social development which indicated that a significant number of schools and organizations did realize and emphasize the needs of improving and enhancing students' communication skills and social relations. However, comparatively there were only a small number of projects (i.e. 12) focusing on the students' biological development such as healthy living and eating habits.

In addition, 59 out of 77 projects included activities in the universal level, which means they targeted all students regardless of the risk of the individuals; while 30

projects provided activities for selective group of students, which means the activities were designed for students with certain level of risk. There were only 5 projects in indicated level, targeted students who were in a very high risk. This showed that when designing projects related to developing students' positive attitudes and values, most project leaders would adopt interventions at universal level in order to benefit all students.

3.3.3 Quality of selected projects

Based on the criteria set by the project team to assess the quality of the selected 77 projects, over half of the projects were in the medium quality level (44 projects, 57.1%) and almost one fourth of them were in the high quality range (19 projects, 24.7%). This showed that the quality of the projects under reviewed were good in general. Most of their project activities could meet the project objectives and they had conducted evaluation to assess the effects of their projects. Nevertheless, 14 projects (18.2%) were in the low quality level. Some of the common reasons were these projects did not have a theoretical framework, lack of a rigorous evaluation methodology and follow-up assessment to keep in view of the effectiveness of the projects. Another reason was that limited information was available in the final report so that the project team could not have a full picture of the project details and assess the project quality. Table 9 shows the project quality of different beneficiary sectors.

Table 9 Project quality by beneficiary sectors

Beneficiary Sector(s)	No. of criteria met & quality			Total
	Low*	Medium*	High*	
Pre-primary school	2	6	3	11
Primary school	5	10	7	22
Primary and secondary school	1	7	1	9
Secondary school	5	20	8	33
Special	1	1	0	2
Total	14 (18.2%)	44 (57.1%)	19 (24.7%)	77

*Low quality = 0-4; Medium quality = 5-8; High quality = 9-11

3.3.4 Questionnaire survey (Qualitative part)

There were 24 out of 77 projects returned the online survey. The feedback from the project leaders or implementers were very meaningful and useful for the project team to develop the resource package, such as their views on the meaning of developing students' positive attitudes and values and expectations on the resource package etc. Table 10 shows the information about the response rate and Table 11 shows the respondents of the online survey and willingness for interview.

Table 10 Response rate of online survey

Number of invitation letters sent	77
Number of schools/organizations returned the survey	24
Response rate of schools/organizations (N=77)	31.2%

Table 11 Types of respondents of online survey (N=24) and willingness for interview

Number of schools/organizations returned the survey	Project leaders who completed the survey	Project implementers who completed the survey	Number of Project implementers willing to accept interview
24	10	14	22
31.2% (out of 77 projects)	41.7% (out of 24 projects)	58.3% (out of 24 projects)	91.7% (out of 24 projects)

The common responses from project leaders and implementers were summarized in Table 12.

Table 12 Summary of the qualitative responses from online survey

1. The meaning of developing students' positive attitudes and values

Many project leaders or implementers thought that the meaning of developing students' positive attitudes and values was to equip students with skills and knowledge such as caring and respecting others, being responsible, proactive, being able to accept and respond to challenges, and managing negative emotions in life. Also, students should be taught to be motivated, optimistic, resilient, hopeful, and

have positive coping skills.

2. Program evaluation

It was essential to have pre- and post-tests, and qualitative and quantitative evaluation including questionnaires to be filled by teachers, students and parents, and to conduct interview with peers, teachers and parents of the target populations. Some project leaders or implementers thought it was also important to have comparison groups and control groups in order to better assess the effectiveness and understand the changing process.

3. Expectations on resource package

Project leaders or implementers expected the resource package to provide variety of activities and programs that helped enhance students from all age groups in psychological, social, and behavioral functioning with worksheets and demonstrations. They also suggested to include common evaluation and assessment tools in the resource package.

4. Difficulties encountered during the execution of the project

Shortage of manpower and time constraint had been the top challenges for most of the project leaders or implementers as their project activities might need to compete teaching hours with other school subjects or programs, and they might not have enough human resources to meet the need of schools. For some NGOs, school recruitment and student dropout would be the main obstacles. Many of them agreed that it was difficult to conduct rigorous program evaluations as they might not have adequate knowledge in this area. Funding was also another difficulty for them to sustain the project.

3.3.5 Questionnaire survey (Quantitative part)

For the quantitative data, Tables 13 and 14 show a summary of the findings on the project design and project sustainability. From the 24 project leaders or implementers who responded to the survey, 18 (75%) indicated that they designed the program content and activity based on a theoretical framework and the experience of school teachers or social workers. More than half of them expressed that they had consulted other professionals or organizations on project design. However, only 10 (41.7%) said the project design was based on evidence-based practice. Other factors affecting their project design were the objectives set by participating schools and

religious beliefs.

For project sustainability, 13 out of the 24 projects (54.2%) continued after the project period while the other 11 did not. Three of them continued within their own schools or organizations, 5 of them in other schools or organizations and 5 of them did both.

Table 13 Summary of the quantitative data on the project design

Number of schools/organizations returned the survey	Project design (how to design the program content and activity)				
	Theoretical framework	Evidence-based practice	Experience of school teachers or social workers	Opinions of other professionals or organizations	Others
Number (N=24)	18	10	18	14	2
Percentage	75%	41.7%	75%	58.3%	8.3%

Table 14 Summary of the quantitative data on project sustainability

Number of schools/organizations returned the survey	Project sustainability (continue to run the project after project period)	Types of setting that the project continues		
		Within grantees' school/organizations	Other schools/organizations	Both within grantee's school and other schools/organizations
Number (N=24)	13	3	5	5
Percentage	54.2%	23%	38.5%	38.5%

3.3.6 Project interviews

The project team contacted 28 projects for in-depth interviews among the 77 projects. Most of the interviewees were the project implementers. Some of them were school teachers while others were social workers. As there was a high turnover rate in manpower of the projects or change of personnel over the years, there were 13 project leaders or implementers agreed to participate the interviews, which covered 19 projects. All interviews were audio taped and transcribed. Transcripts were analyzed and summarized according to the themes extracted from the interviews.



Four themes were summarized by the project team through analyzing the transcripts:

- 1) Views on the consolidation and redevelopment (C&R) work;
- 2) Views on the design of the project;
- 3) Sustainability of the projects;
- 4) Suggestions for improvement.

Theme I: Views on the consolidation and redevelopment (C&R) work

In general, the interviewees were willing to participate and help with the C&R study. Most of them believed that it was worth supporting and cooperating with QEF as well as its evaluative study related to QEF projects. Several interviewees mentioned that they would like to share their experiences of carrying out their mental health projects and improve for future development. Through sharing and knowledge transfer, they were able to have a deeper understanding on what kinds of mental health projects were suitable for Hong Kong primary and secondary school students. One interviewee expressed that being selected for interview was an acknowledgment of his/her project. Two interviewees mentioned that this C&R study was a useful platform for knowledge exchange.

With respect to the frequency of conducting the C&R study, half of the interviewees believed that this work was necessary be conducted every five years, in view of the frequent transfer of personnel and the fast pace of social development in society. Among all the interviewees, only one fourth thought it was feasible and helpful to do the C&R work once every ten years. Nevertheless, others thought the frequency of this research study should not be fixed; instead, it should depend on the resources available such as funding and manpower as only sufficient resources ensure a quality research and evaluation.

It was also suggested by most of the interviewees that research of this kind like C&R work on developing students' positive attitudes and values ought to be ongoing, rather than a one-off evaluation study limited by funding resources because the findings were very meaningful and insightful to all education bodies and researchers.

Theme II: Views on the Design of the Project

Views on the design of the project were organized into different sub-themes, including:



- 1) How they view evidence-based practice with a theoretical framework;
- 2) Purpose and target population of the project;
- 3) Strengths of the project that worth recommendation;
- 4) Difficulties encountered in practice;
- 5) How they conduct the evaluation;
- 6) Unexpected outcomes.

Sub-theme 1: Evidence-based Practice and Theoretical Framework

Most of the projects did not have a theoretical framework. Some of them might refer to certain relevant theories but did not completely put the theories into practice. The interviewees shared that as frontline professionals, be it social workers or teachers, they usually initiated the project based on their previous experiences. For instance, some projects (in which students were the target population) were designed based on the previous experiences of social workers, teachers or school principals when they implemented similar projects, or their experiences of interacting with the students. Most of the interviewees believed for mental health projects carried out in local schools, practice was more important than theories. Unlike researchers, their start point was to cater for the needs of target population such as students and teachers after assessing of what they really needed and reviewing what was and was not effective based on literature reviews.

For most of the interviewees, evidence-based practice meant conducting pilot trials, observation and conversation with the target population before the project started. Then they could modify their project plan based on the trial effects. Some project leaders did review relevant theories and projects before designing their own projects. Some would develop their own framework based on their previous experiences. Projects initiated by tertiary institutions (i.e. universities) showed a more comprehensible and systematic theoretical framework and evidence-based practice in general. Alternatively, there were schools recruiting social workers to design the theoretical framework for their projects. Some social workers adopted public health approach and also provided training for teachers who would implement project activities. It happened that quite a few interviewees either did not fully understand what a theoretical framework or evidence-based practice was, or had already forgotten as the project was carried out years ago. Thus limited information had been elicited for this sub-theme.

Sub-theme 2: Purpose and Target Population of the Project

The themes of the projects varied widely from violence prevention in school, life



education including civic education, moral education, sex education, environment education, mental health building through religious-related activities (i.e. implementing life education through Buddhist methods), stress relief for primary and secondary school teachers, and physical health building etc. The motivation of launching these projects included social and societal factors (e.g. the violence prevention project was developed after consideration of the violence incidents happened in North District), current social phenomenon (e.g. high stress of teachers), and common problems of children and teenagers (e.g. lacking moral education and resilience). Some projects focused on self-knowledge, interpersonal skills, emotion management, personal values and life skills.

Most of the projects targeted at children and teenagers. Some projects were particularly designed for the disadvantaged and/or deprived students, such as students with special educational needs and new immigrants. Other projects helped students get through the transition stage, especially upper primary students that would soon enter secondary schools. There were projects catering for both primary and secondary school students. Its design and activities were also tailor-made for the needs of students in different age groups. For example, one section of the project was only applicable for Primary 1 to Primary 4 students while the other section was for Primary 5 to Form 3 students. In addition, some of these students who enrolled in the project were selected on purpose according to their records of school discipline. For example, those with more demerits were chosen to take part in the project so they could learn to behave better. There was only one project focusing on primary and secondary school teachers' stress issues.

Sub-theme 3: Projects' strengths worth recommendation

According to the interviewees, the strengths of their projects included adopting effective methods of conducting activities (e.g. using Buddhist theories to help students establish positive values that compatible with the real world), good use of human resources (e.g. recruiting specialist tutors such as tutors of art, drama therapist and physical education teachers as well as connecting with social workers in schools), good connection with other schools' principals, panels and social workers, innovative and diversified activities/workshops that engaged students into real-life scenarios, consistent redevelopment of the project, and providing program materials (e.g. resource books).

Another factor that the interviewees believe worth recommending was the theme-based activities. These activities were particularly appealing to teenagers.

Additionally, group activities were preferred compared with individual tasks. For the projects that involved parents, parent-child activities were popular. Workshops that focused on emotion management were also thought to be useful. Besides, outdoor activities were attractive to the students such as camping and sports competitions etc. The learning of life skills was integrated in the activities, which included map reading and experiential learning. During these activities, students could literally experience real-life situations such as a tour visit to a prison or a history museum. This strongly enhanced personal growth and students felt more comfortable and were more willing to share with their peers and teachers. These activities also helped students to cherish their own life more. Therefore, group activities (especially outdoor activities), the activities engaging both parents and child, and theme-based activities were all recommended by the interviewees.

Sub-theme 4: Difficulties Encountered in Practice

For projects implemented by social workers and collaborated with schools, the difficulties were mainly concerned with the support from schools. Importantly, the schools could not afford sufficient time (i.e. spare lessons) and human resources (i.e. teachers) to take part in the projects as most of the projects were time-consuming. Besides, due to the heavy workload of teaching and administration, some schools might be reluctant to join those projects, which made recruitment of participants difficult.

For projects that were carried out by school teachers, the main obstacles were to find external professionals to help with the projects. The frequent transfer of personnel, which caused inconsistency when implementing the projects, was another problem. Apart from issues related to human resources, it was also challenging to persuade students to participate in the projects as they might fear to be stigmatized with mental problems or they simply did not want to spend time on it. Yet another difficulty mentioned by interviewees was concerned with finding funding resources, especially when they wanted to sustain the project.

Sub-theme 5: Evaluation

Most of the projects used questionnaires for evaluation such as satisfaction about the project activities. Some projects conducted informal evaluation such as interviewing with the project participants. There were only a few projects which conducted evaluation using rigorous research design such as controlled experiments and quasi-experimental approach. In terms of questionnaires, the teachers designed the questions in simple language to make the questionnaires easy to understand.

Some interviewees considered observation as a type of evaluation as well. They observed the students' performance in class, tracked the students' learning process and communicated with them to understand their needs and evaluate their progress. Some teachers required the participants to write a brief reflection after each activity. They had designed corresponding worksheets with questions asking about the students' feelings. They also considered briefing and debriefing sessions before and after their project activities as a type of evaluation. Some project leaders and implementers, especially in school settings and NGOs, also expressed that evaluating the effectiveness of the project was one of their major challenges due to lack of knowledge and experience.

Sub-theme 6: Unexpected Outcomes

Several projects mentioned they had unexpected outcomes after completing their projects. For a project which integrated Buddhist theories into life education, the interviewee, who was the project leader, was surprising to hear that the participated students' favorite activity was meditation, when they conducted interviews with students. A few interviewees expressed that their projects changed the schools' and teachers' attitudes. At first the schools were slightly reluctant to participate, but later they found the activities useful for their students and would love to have further cooperation with the organization. More than one interviewee mentioned that they established and maintained good relationship with the participants who were either students or teachers. One project coordinator said that because of the unexpected popularity of the project activities, they even made a road show for their project. It turned out that parents, teachers and schools liked the materials they designed.

Theme III: Sustainability of the Project

Less than half of the projects had follow-ups and continued the programs after the project period because lacking of funding and manpower. For those projects which did continue, most of them had modified the original content, activities, and target group etc. For example, some changed the target age group or found a different funding source. One expanded its project, particularly for the activities that had been popular among the participants. It was noted that in order to make the projects sustainable, the activities of the projects should arouse the participants' interests: either the activities were new and innovative to the participants or able to impress them with a rigorous research design. For the ones who did not have any follow-ups, apart from the difficulties of convincing people to participate, interviewees mentioned that the application process of QEF funding was also a barrier in sustaining the projects.

They said the information required in the application was too detailed, especially for budgeting. They could not provide such precise budgeting in their proposal, and to their experiences, it was not uncommon to see that the real expense did not match with the budget. Nevertheless, a few interviewees considered the continuous supply of their resource packages and textbooks was a good way to sustain their projects.

Theme IV: Suggestions for Improvement

Several interviewees suggested that in order to make the projects sustainable, the schools needed to offer some teachers to help carry out the projects when they were collaborated with external organizations. In this way, not only could the participated organizers conduct research study as an outcome of the project, the school teachers could also carry on the projects with different kinds of follow-ups to make the projects sustainable. Second, a more constructive and effective way to promote mental health in schools was to have a particular subject in secondary schools with regular lessons and systematic curriculum. Third, the design of the subject curriculum should be practical, but with theoretical support. Fourth, some of the themes and social issues discussed in the projects were thought to be outdated. The topics needed to be updated as our society was in a fast pace of development.

It was suggested that the design of the training materials including textbooks, manuals, resource packages, CD-ROMs should be primarily based on the users' needs, which meant a user-friendly resource package or textbook that could apply to students of different age groups and background was important, and the layout design could be more attractive. It would be even better if there were some workshops to facilitate students to understand the points and purposes of the project activities, and the requirements of their tasks. Last but not least, teachers who were in charge of the projects found it particularly crucial to establish positive student-teacher relationship before the project started.

Few interviewees mentioned that if the project could be collaborated with tertiary institutions, evaluation process could be more precise and ensured. Furthermore, an interviewee suggested that QEF should provide a platform for the project grantees to promote their projects and for the schools to look for suitable and latest programs for students, teachers and parents. It would facilitate project grantees to recruit participants and the schools could obtain information efficiently from one platform.

4. Deliverables of the project

4.1 Resource package

The resource package was to serve as a reference and exemplar for school teachers, social workers, and other educators in carrying out projects and activities on developing students' positive attitudes and values. In the resource package, readers could have an overview of the C&R work, understand the theoretical frameworks behind this study, look for suitable project activities for different age groups, different intervention levels under public health approach, different dimensions in biopsychosocial model, and how to conduct program evaluation for their future projects. The resource package included the following content (please refer to Appendix V for more details):

Preface

- 1) Introduction of the consolidation and redevelopment work
- 2) Theoretical frameworks
 - Childhood and adolescence development
 - Public health approach
 - Biopsychosocial model
- 3) Experience sharing – schools and other organizations
 - 3.1 Biological dimension
 - 3.2 Psychological dimension
 - 3.3 Social dimension
- 4) Program evaluation
- 5) Summary and conclusion
- 6) References

4.2 Dissemination seminar

A dissemination seminar was organized by the project team on 25 June 2014. The invitation letter (Appendix VI) and program rundown (Appendix VII) of the dissemination seminar were sent to all pre-primary, primary, secondary, and special schools, tertiary institutions, and other NGOs via email. The goals of the seminar were to:

- Disseminate the good practices derived from the projects on developing student's positive attitudes and values;
- Introduce the resource package, research findings and recommendations to all participating parties for future development;
- Acknowledge all participated schools/organizations of the C&R work; and
- Provide an opportunity for representatives of outstanding projects to share their valuable experiences.

Altogether there were 23 participants attended the dissemination seminar, which included 3 members from QEF Assessment and Monitoring Sub-committee and 3 officers from Education Bureau. Table 15 shows the number of participants and their respective sector.

Table 15 Number of participants and their respective sector

Sector	No. of participants
QEF Assessment and Monitoring Sub-committee	3
Education Bureau	3
Pre-primary school	3
Primary school	4
Secondary school	1
Special school	2
Tertiary institution	2
NGOs	5
Total	23

During the dissemination seminar, the project team first introduced the objectives of the C&R work to the participants and then presented the theoretical frameworks, research design and findings of this C&R work. The project team also discussed the recommendations for developing future projects for promoting students' positive attitudes and values and future directions in this area.

The project team had also invited project leaders or implementers of outstanding QEF projects under this C&R work to share their valuable experience in promoting students' positive attitudes and values in the dissemination seminar. This sharing session provided a platform for knowledge exchange and allowed the audience to understand the rationales and design of the selected projects, the actual implementation and the difficulties encountered. As the guest speakers came from a pre-primary school, a primary school and an NGO who had carried out projects targeted pre-primary, primary and secondary school children, it could meet the interest of the audience who were considering to implement projects of similar nature to different target groups.

The first guest speaker, Ms. Lau Mei Chong, Principal of BGCAHK Cheerland Kindergarten, shared her experience in implementing 3 QEF projects: "Fostering resilience project for pre-school children" (2002/0806); "Comprehensive health project for young children" (2006/0031) and "Life education project for pre-school children and parents" (2008/0354). The presentation focused on sharing the project activities for each project and the resources packages they had developed.

The second guest speaker, Ms. Tammy Cheng, Vice-Principal of F.D.B.W.A Chow Chin Yau School shared the school's experience on how they used the project grant ("Developing Life Education Curriculum" (2000/1262)) as a seed fund to develop a Life Curriculum for their students with constant review on the curriculum and how they adopted the whole-school approach to promote positive attitudes and values of the students.

The third guest speakers, Mr. Alfred Au, Social Work Supervisor and Ms. Phyllis Tam, Social Worker of Hong Kong Children & Youth Services Jockey Club Heng On Integrated Children & Youth Services Centre, shared their experience in dealing with school-bullying and promoting a peaceful school environment in primary and secondary schools. Their projects demonstrated innovative ways to engage students, for example, they had used different art activities such as installation art and drama to encourage self-reflection ("Peace Campaign II: Peaceful Heart Scheme" (2000/1632) and "Peace Campaign III: Peace Among Scheme" (2003/0612)).

The dissemination seminar was fruitful in content as it provided a good opportunity to encourage evidence-based practice and program evaluation for future projects and the exchange of experience from different sectors for enhancing students'



wellbeing.

5. Discussion and consolidation work

During the past decade, promotion of mental and physical health for children and young people has become a key component in public health policy. Schools have been identified as a major setting in promoting and enhancing children and adolescents' health services (Hendren, Weisen, & Orley, 1994; Masia-Warner, Nangle, & Hansen, 2006; McLoone, Hudson, & Rapee, 2006). Nowadays, school-based health programs have been widely implemented using a public health approach. Findings from the project review analysis show that a large number of projects adopted the universal approach in which the intervention would affect all members of a targeted population regardless of the risk level of disorders, illnesses or problems, for example, a 6-week problem-solving skills training for all Form 5 students. The strengths and emphasis of the universal approach aimed to improve and enhanced the mental and physical health of all children and adolescents in school. Some of the projects were class-based and aimed to deliver a specific skill or curriculum to all students. Others aimed to change the environment of the school, for example, reducing students' bullying behavior in the school.

The content of the school-based universal health promotion intervention found from the selected projects varied greatly. Some program aimed to improve students' cognitive or affective attributes (e.g. positive thinking and emotion management), specific behaviors or skills (e.g. reducing bullying behavior and enhancing self-assertiveness), environmental and social factors (e.g. understanding the poverty issues) as well as explicitly improving mental and physical health of the target population. Methods of delivering the content included teaching skills directly, involving cooperative activities, training of teachers and parents, and changing school and classroom environment etc. However, there were relatively few projects (5 out of 77 projects) which focused on students with special difficulties or symptoms (i.e. indicated approach). The project team believed that students with special needs should be given extra resources and support in order to overcome their challenges in school. Also, schools should create a harmonious environment where each student would feel safe and supported.

Many teachers and parents in Hong Kong nowadays regards academic achievement as the most important indicator of success and tend to overlook other aspects of physical and physiological development. As a result of these high expectations of academic achievement and parental control, children and adolescents

may become more vulnerable to the emergent and development of internalizing (such as anxiety and depression), externalizing (such as problem behaviours), and other physical and mental health difficulties. Therefore, it is important to broaden the education vision and embrace a holistic approach to student development in the future. Findings from the project review and analysis revealed that most of the projects met the essence of biopsychosocial model. Among the 77 projects, 63 of them focused on the psychological dimension instead of balancing biological, psychological, and social dimensions. Research results supported that physical exercise could foster children's mental function, particularly executive functioning such as planning, organizing, and paying attention etc. (Tompsonski, et al., 2011). As a result, physical activity interventions were recommended not only to optimize students' physical fitness and promote health-related behaviors, but also to reduce obesity and facilitate mental development.

Among all 77 selected projects, 14 of them were executed and led by tertiary institutions. For the remaining projects, some sought external professional support from tertiary institutions, NGOs and field experts (e.g. drama therapist) to optimize the project implementation and execution. Results from the project interviews showed that the engagement of external professionals had tremendously helped the execution of the activities and capacity building, supporting teachers and social workers to build a more systematic program evaluation and plan. External professionals could also facilitate and support teachers' skills and knowledge on certain areas that they had limitation on.

The lack of a systematic program evaluation in some of the projects under review had made it difficult for the project team to obtain the evidence of their impact on the target population. Many of the projects conducted by pre-primary, primary, and secondary schools did not have a clear systematic evaluation and assessment method, although the project team believed that the project activities had met the intended objectives. Nevertheless, the project team found it difficult to identify the evidence of students learning from some projects. It was, therefore, highly recommended that a clear project evaluation was always needed to identify the evidence of impact on the target population.

Both project interviews and project analysis showed that parental involvement was one of the essential indicators to optimize the project effectiveness; however, many parents failed to participate and engage in the project activities due to their busy job.

Thus it was important to enhance home-school cooperation in future development in order to facilitate personal growth of target population and effectiveness of the project.

Both project leaders and implementers agreed that trainings for teachers and the support from the principal could help to secure a certain number of teachers to execute the project as well as to ensure project sustainability. In view of the difficulties to have adequate manpower to design and implement new projects, it was preferable for schools to assign specific teachers to monitor and/or carry out the projects, regardless of whether the projects was initiated by the schools or by external organizations. The teaching duties of those designated teachers could be reduced so that they could focus on and follow through the new projects, which was important to project sustainability.

It was also suggested that a more constructive and effective way to promote mental health was to have a particular subject in schools with regular lessons and a systematic curriculum. Another important point worth noting was to incorporate project objectives into daily teaching and learning basis as to enhance the project sustainability. It seemed to be a good way to sustain projects through compiling the programs into booklets, CD-ROM and other worksheets or publications.

Last but not least, to better understanding the development of students' positive attitudes and values, and to share good practices among schools and other organizations, it was highly recommended to share experiences and enhance knowledge transfer. The following activities were suggested:

- A QEF Thematic Network (QTN) should be set up as a knowledge and resource hub to share the experiences and good practices. It can facilitate the knowledge transfer found from the consolidation and redevelopment work to different schools and educational bodies, and facilitate the exchange of professional views;
- Sharing among teachers within the same school for capacity building and future consolidation work, and delegating certain teachers or social workers to continue and replicate good practices; and
- Teachers with similar interests could meet regularly to share their experiences such as in teacher development day in order to maintain the enthusiasm and momentum. School principals could invite other schools or NGOs nearby to attend and share their views.

6. Conclusion and the way forward

The C&R work on developing students' positive attitudes and values has extracted good practices from the selected QEF projects for further promotion through the production and dissemination of the resource package. The current C&R study has provided the project team a great opportunity to better understand the education trends in the past decade, as well as to conclude and identify the successful experiences and quality deliverables generated from the past projects for child and adolescent development. The project team suggested that there is a need for project leaders to consider a more holistic perspective in designing and planning future project development, embracing psychological, social, and especially the biological dimensions. Home-school collaboration and partnership with external professionals are also crucial factors for project success. A clear and systematic evaluation is always recommended to identify the impact and effectiveness of the project on the target population. Project sustainability and capacity building are important and definitely worth our attention. Students and teachers can certainly be benefited if the project activities can be incorporated into the mainstream curriculum or in daily teaching.



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Appendix I – List of the 77 projects funded by QEF on developing students' positive attitudes and values

	計劃編號	計劃名稱	負責學校/機構	服務對象
1	2000/0501	幼兒性教育知多少	大埔禮賢會幼稚園	幼兒、教師、家長
2	2000/2129	自尊自信成長樂 - 幼兒家長教育計劃	東華三院 - 世界幼兒教育聯合會 - 香港分會	三至四歲幼兒家長
3	2001/0050	做個身心健康快樂的孩子	中華基督教會香港區福幼第二幼兒中心暨育嬰園	幼兒
4	2002/0297	活在彩虹上 - 幼兒生命教育計劃	香港保護兒童會	幼兒、教師、家長
5	2002/0806	成長的天空 - 幼兒抗逆力培育工程	香港小童群益會學前教育及服務	幼兒
6	2003/0072	健康成長新一代	樂善堂顧李覺鮮幼稚園	幼兒、家長
7	2004/0675	健康活力新世紀	太陽島幼維園	幼兒、教師、家長、學校
8	2006/0031	全方位健康幼兒成長計劃	香港小童群益會學前教育及服務	幼兒、教師、家長
9	2008/0354	運用繪本及體驗經歷推動生命教育計劃	香港小童群益會學前教育及服務	幼兒、教師、家長
10	2008/0390	學前品格教育計劃	康傑中英文幼維園	幼兒、教師、家長
11	2008/0666	提升幼兒社交解難技巧 2	保良局元朗幼稚園	幼兒、教師、家長
12	2000/0132	活出真我 - 自我提昇計劃	樂善堂小學	小學五至六年級學生
13	2000/0629	文仔進化篇	保良局金銀業貿易場張凝文學校	有特殊需要的學生
14	2000/1155	「少年行」提昇小學生自信心的成長小組	聖母無玷聖心學校	小學四至五年級學生
15	2000/1262	編製生活教育科課程	五邑鄒振猷學校下午校	學生、教師
16	2000/1294	伴我啟航	天主教領島學校	小學五至六年級學生
17	2000/2864	生活教育愛有明天	香港路德會增城兆霖學校	學生、教師、家長



18	2000/2866	身心健康教育運動(II)	香港聖公會東九龍教區	學生、教師、家長、輔導人員
19	2000/2882	高小學生自強活動計劃	香港聖公會福利協會	小學五至六年級學生
20	2000/2895	一項促進腦部功能及心理健康的研究計劃 給學業成績稍遜的小學學生	香港中文大學 心理學系	小學二至四年級學生
21	2000/2988	小學生情緒智能訓練課程普及計劃	新領域潛能發展中心有限公司	教師
22	2000/3036	關注學生情緒發展創建遊戲治療室	浸信會沙田圍呂明才小學	學生、教師、家長
23	2000/3132	提升學生逆境智能活動計劃	仁濟醫院董事局	小學五年級學生
24	2001/0636	拉闊生命—全方位德育課程	天主教石鐘山紀念小學	學生、教師、家長
25	2002/0267	享受生命教育計劃	德貞小學	學生、教師、家長
26	2002/0577	樂天小青苗	石籬聖若望天主教小學	學生、教師
27	2002/0689	生命火車頭	中華基督教會全完第一小學上午校	學生、教師、家長
28	2003/0203	以全校總動員手法處理欺凌：實踐及效用研究	香港城市大學 青年研究室	學生、教師
29	2005/0154	健康薈萃在校園	圓玄學院社會服務部	學生、教師、家長、學校
30	2007/0304	全校總動員：處理學童欺凌實踐計劃	黃成榮博士	學生、教職員、家長、學校、社區人士
31	2007/0459	躍動生命足跡	明愛樂勤學校	學生、教職員、義工、家長、學校
32	2007/0680	健康孩子天	保良局錦泰小學	學生
33	2008/0039	健康媒體伴我行	嘉諾撒聖心學校下午校	學生、教師、家長
34	2000/1632	和平行動 II 心尚仁計劃	香港青少年服務處	學生、教師、家長



35	2003/0612	和平行動 III – 近距生命感染計劃	香港青少年服務處	學生、教師、家長
36	2005/0185	藥物誤用與瘦身熱潮	社區藥物教育輔導會	女學生
37	2005/0250	「智 Net 生活」沉溺上網學生教育支援計劃	香港青年協會	學生、教師、家長、公眾人士
38	2005/0528	發展「佛化生命教育」課程及學校網絡計劃	寶覺中學	小學四至六年級學生及中學一至三年級學生
39	2005/0552	攜手共建、健康人生路	南葵涌服務中心	學生
40	2005/0570	踏出健康人生	復和綜合服務中心有限公司	學生、家長
41	2006/0190	「IGN(Ignition)燃點新動力」計劃	香港聖公會福利協會香港聖公會小學輔導服務處	學生、教師、學校、有關服務機構
42	2008/0208	有教無『戾』 校園欺『零』計畫	香港城市大學 應用社會科學系	學生、教師、家長
43	2000/1190	「挑戰自我」計劃	聖公會蔡功譜中學	學生
44	2000/1232	伴我成長	五旬節聖潔會永光書院	學生
45	2000/1333	終身學習——校園親子生活大學	九龍三育中學	家長
46	2000/2121	回到基本 香港中學生對課堂行為發展個案研究計劃	教育評議會	學校、教師
47	2000/2450	《子親共建幸福家》幸福建築師計劃	成長綜合服務中心	中學二年級學生
48	2000/2805	青少年生死教育	贖明會	學生
49	2000/2821	香港高中學生的生活技能發展：評估工具、資源手冊及網頁	香港大學 教育學院	學生
50	2000/2861	智仁勇新一代	香港中華基督教青年會	學生、家長
51	2001/0485	踏上成長路	馬鞍山崇真中學	學生、教師
52	2001/0499	肯定自我、發展潛能—	風采中學(教育評議會主辦)	學生、教師、家長



		中一學生提昇自我觀計劃		
53	2001/0585	「從了解自己」到「樂於助人」－ 中一級德育課程的設計、實施與評估	旅港開平商會中學	學生
54	2001/0715	校本「生命教育」計劃	新界西貢坑口區鄭植之中學	學生
55	2002/0518	心靈空間	香港心理衛生會教育中心	學校、學生
56	2002/0722	關愛生命，彼此同行	荔景天主教中學	學生
57	2002/0901	生命教育之和諧校園計劃	香港城市大學 青年研究室	中學二年級學生、教師、社工
58	2003/0376	生命教育－教改不能遺漏的一環	香港神託會培敦中學	學生
59	2003/0416	健美傳媒另一堂	廖寶珊紀念書院	學生、教師、學校
60	2003/0746	『生命定向』增進計劃	香港大學 佛學研究中心	中學四至五年級學生
61	2004/0091	積極學習，關愛校園	香港聖瑪加利女書院	學生、教師
62	2005/0010	憂鬱小王子中學生精神健康課程	香港大學 香港賽馬會防止自殺研究中心	學生、教師、學校
63	2005/0322	有教無「戾」校園欺「零」計劃	馮麗姝博士	學生
64	2006/0089	有教無戾 校園欺零計劃	馮麗姝博士	學生、教師、家長
65	2006/0245	MBTI 人生課堂 透過性格分析，建立良好人際關係及正面價值觀	風采中學(教育評議會主辦)	學生
66	2006/0531	『晴天校園』健康情緒推廣計劃	香港傷健協會 賽馬會沙田青少年綜合服務中心	學生
67	2007/0115	學校生活的投入感：研究與介入	香港大學 心理學系	中學一年級學生
68	2007/0309	情緒睇真 D	心晴行動慈善基金	中學四至七年級學生、教師、家長、公眾人士



69	2007/0340	「憂鬱小王子抗逆之旅 中學精神健康課程」	香港大學 香港賽馬會防止 自殺研究中心	學生
70	2008/0170	宗教與日常生活以宗教 場所為核心之研習	香港中文大學 文化及宗教 研究系	學生、教師
71	2008/0278	陽光 Teen 使計劃	明愛元朗陳震夏中學	學生
72	2008/0426	「青雲路」中三正向成 長體驗計劃	上水官立中學	學生、教師
73	2008/0476	伴我同行一家校一心促 進學生精神及身心健康 計劃	中華基督教會譚李麗芬紀念 中學家長教師會	學生、家長
74	2009/0112	關懷貧窮學校	新福事工協會有限公司	高中學生
75	2009/0253	我是我的身體-在生命 身體性下的健康生活與 生命教育（第一階段）	香港中文大學 文化及宗教 研究系	初中學生、教師
76	2000/0137	中度弱智兒童學校節奏 樂隊	香港四邑商工總會陳南昌紀 念學校	學生、教師
77	2000/1676	育能計劃-為身體弱能 的嚴重弱智學童提供融 合生活技能訓練	明愛賽馬會樂仁學校	智障學生、家長、治療 師、公眾人士

Appendix II - Invitation letter to join the research

致各學校校長/各機構負責人:

計劃名稱 :

計劃編號 :

優質教育基金委託香港大學香港賽馬會防止自殺研究中心 進行「培養學生正面態度和價值觀的計劃」研究工作

香港大學香港賽馬會防止自殺研究中心(下稱「本中心」)自二零零二年成立以來,一直致力提倡防止自殺從公共健康方面入手。我們的目的是以嚴謹的科學實證研究,促進公眾心理健康、減少自殺風險和自我傷害,並向有需要人士和機構提供合適的培訓和促進知識交流。了解和支援青少年的身心健康發展,亦為本中心關切之重點工作之一。

近年,優質教育基金資助了很多學校和機構推行培養學生正面態度和價值觀的計劃,並取得豐富的經驗和成果。本年度,優質教育基金委託本中心進行有關「培養學生正面態度和價值觀的計劃」研究工作(下稱「計劃」)。「計劃」期望結集不同學校和機構在培養學生正面態度和價值觀的經驗,總結有效的方法,並於稍後報告及結集成資源冊,分享相關的經驗。

貴校/機構曾獲優質教育基金撥款推行有關培養學生正面態度和價值觀的項目,現通知閣下該計劃已獲優質教育基金選出為研究對象之一。研究將會分成四個階段,包括:

- (一) 資料收集 - 收集各計劃書和整理相關資料;
- (二) 初部評估 - 本中心的「計劃」研究小組成員會對學校/機構的計劃書及報告進行初部評估;
- (三) 問卷和面談 - 「計劃」研究小組會邀請各有關學校/機構負責人或計劃的推行者填寫一份網上問卷,期間研究員會邀請部份學校/機構作深入面談,探討計劃的經驗和心得;
- (四) 分享經驗 - 在稍後時間會根據各相關計劃的成果,編寫一本有關培養學生正面態度和價值觀的教師資源冊 (Teacher resource book),以協助老師設計相關的課程或活動。

本中心誠邀 貴校/機構於 **8月5日前**到下列網址填寫一份簡單的問卷:
<http://csrp.hku.hk/qefsurvey>, 問卷共有四部份,只需 5-10 分鐘便能完成。所得問卷資料和面談內容只供是項計劃研究之用,資料會絕對保密。如有任何查詢,請聯絡本中心沈君瑜小姐(電郵:
angies@hku.hk, 電話: 2831 5236)。謝謝!

香港大學
香港賽馬會防止自殺研究中心總監
葉兆輝教授 謹啟

二零一三年七月十八日

Appendix III - Questionnaire survey

優質教育基金委託香港大學香港賽馬會防止自殺研究中心 有關「培養學生正面態度和價值觀的計劃」問卷調查

香港大學香港賽馬會防止自殺研究中心(下稱「本中心」)受優質教育基金委託研究有關「培養學生正面態度和價值觀的計劃」(下稱「計劃」)。「計劃」期望結集不同學校和機構在培養學生正面態度和價值觀的經驗，從而深入研究，總結有效的方法，並於稍後報告及分享各學校/機構在培養學生正面態度和價值觀的經驗。蒙 貴校/機構參與是次研究和評估工作，十分感謝。

現請計劃負責人或曾參與計劃的同工填寫本問卷。調查所得的資料將會保密，並只會用作本計劃研究之用。

第一部份:

計劃名稱: _____

計劃編號: _____ 學校/機構名稱: _____

聯絡電話: _____ 電郵地址: _____

請在適當的位置上加✓

填寫人資料:

計劃負責人 姓名: _____ 職位: _____

計劃的推行者 姓名: _____ 職位: _____

本「計劃」研究小組成員會在稍後時間邀請部份學校/機構作深入電話或面談訪問。

如不願意接受本中心的電話或面談訪問，請在適當位置加 ✓ 不願意

第二部份:

1. 對你來說，何謂「學生的正面態度和價值觀」？

2. 你認為怎樣才能有效評估計劃的成效？

3. 根據各相關計劃的成果，本中心會編寫一本有關培養學生正面態度和價值觀的教師資源冊 (Teacher resource book)，以協助老師設計相關的課程或活動。你期望這本資源冊包含什麼？

第三部份:

4. 你是根據什麼來設計你的計劃內容和活動？(可選多項)

- 理論架構 (Theoretical framework)
- 科學實證研究結果 (Evidence-based practice)
- 學校老師或社工的經驗
- 其他專業人士或團體的意見
- 其他：_____

5. 你是怎樣決定你的計劃服務對象？

- 不適用



6. 你如何評估你的計劃成效？

7. 在整個計劃當中，你遇到什麼困難？

8. 你認為計劃有什麼可以改善的地方？

第四部份：

9. 計劃有否繼續進行？

- 有
 沒有

9a. 計劃在哪裏進行？(可選多項)

- 本校內/機構
 其他學校/機構

9b. 計劃有什麼修改和發展？

- 完 -

Appendix IV - Interview guideline and interview questions

優質教育基金委託香港大學香港賽馬會防止自殺研究中心 進行「培養學生正面態度和價值觀的計劃」研究工作

面談訪問問題

介紹: 過去十年, 優質教育基金資助了很多學校和機構推行不同的計劃。本年度, 優質教育基金委託本中心進行有關「培養學生正面態度和價值觀的計劃」研究工作, 目的是要深入發掘各計劃的成果 (由 2000 至 2009 的計劃, 總共 77 個), 探討有否持續發展的價值, 以及其值得推介的地方, 從而鞏固未來的計劃發展

1. 有什麼驅使你完成這份問卷?
2. 你認為這個 C&R 的研究工作應該何時做一次?
3. 為何會有這計劃的構思(計劃負責人)? /
你知不知道為何會有這計劃的構思(計劃推行者)?
4. 對你來說, 什麼是理論架構 (Theoretical framework)? 你的計劃根據那些理論架構來設計(如果他們認為有)?
5. 對你來說, 什麼是科學實證研究 (Evidence-based practice)?
6. 你如何評估你的計劃成效? 是否還有那些評估工具和評估結果?
7. 為什麼選擇這個對象(如果是 selective and indicated) 和如何選擇?
 - (i) 對不同班級, 是否有不同的做法?
8. 計劃是否有繼續進行?
 - 2.1 如有:
 - (i) 對象是什麼?
 - (ii) 計劃在那一方面有修改? 是什麼的修改? (如有教材套, 可否給我們?)
為何會有此修改?
 - (iii) 對不同班級, 是否有不同的做法?
 - (iv) 為什麼計劃能夠繼續進行(是否得到支援?)
 - (v) 如何評估成效?
 - 2.2. 如沒有:



- (i) 為什麼沒有繼續進行? (成效問題, 資源問題, 人手問題?)
 - (ii) 學校有否申請其他計劃? 是什麼計劃?
9. 你認為你的計劃有那些部份是值得推薦?
10. 計劃有沒有其他非預期的成果? 是什麼? 對學校/學生/老師有什麼影響?



Appendix V - Content page of the resource package

目錄

前言

1 計劃簡介

- 計劃目的
- 受資助項目一覽表

2 培養學生正面態度和價值觀的理論架構

- 兒童及青少年的成長與發展過程
- 公共健康架構理念
- 生理心理社會發展模型

3 項目經驗分享 - 學校及其他機構

3.1 與學童生理發展有關

- 簡介
- 主題活動
- 活動示例
- 經驗分享
- 實用錦囊

3.2 與學童心理發展有關

- 簡介
- 主題活動
- 活動示例
- 經驗分享
- 實用錦囊

3.3 與學童社會發展有關

- 簡介
- 主題活動
- 活動示例
- 經驗分享
- 實用錦囊



- 4 項目評估
 - 4.1 評估種類
 - 4.2 評估方法
 - 4.3 常用評估工具
- 5 總結
- 6 參考資料



Appendix VI - Invitation to dissemination seminar

敬啟者：

優質教育基金委託 「培養學生正面態度和價值觀的計劃研究工作」發佈會

香港大學香港賽馬會防止自殺研究中心於本年度受優質教育基金委託研究有關「培養學生正面態度和價值觀的計劃」（下稱「計劃」）。「計劃」的目的是希望透過深入研究不同學校和機構在培養學生正面態度和價值觀的經驗，從而總結有效的方法，並選取一些成功的例子，撰寫成一本資源冊以協助其他學校/機構的教育或輔導工作者設計相關的課程或活動。

本中心將於本月二十五日舉辦一場「培養學生正面態度和價值觀的計劃研究工作」發佈會。在發佈會上，本中心將會分享「計劃」研究工作的心得、提供一些設計相關課程或活動的實用建議以及介紹這本老師資源冊的內容和用途，屆時亦會有其他學校和機構的經驗分享。本人現誠邀 貴校校長、機構主任和其他同工參加是次發佈會，以增加教育及輔導工作者對培養學生正面態度和價值觀的認識以及推動知識的交流。

發佈會的詳情如下：

日期：2014 年 6 月 25 日 (星期三)

時間：下午 3 時至 5 時

地點：香港大學百周年校園賽馬會教學樓地下 G.02 室

對象：校長、老師、社工、輔導員及其他服務兒童及青少年的人士

有興趣參與此次發佈會的人士，請填妥報名表格(附件)，傳真或電郵至本中心 (電郵：csrp@hku.hk 傳真：2549 7161)，截止報名日期為 2014 年 6 月 23 日。如有任何查詢，請致電本中心黎淑怡小姐 2831 5232。

香港大學香港賽馬會防止自殺研究中心總監
香港大學社會工作及社會行政學系
葉兆輝教授 謹啟

Appendix VII - Program rundown of the dissemination seminar

Dissemination Seminar on Consolidation and Redevelopment Work on QEF Projects on Developing Students' Positive Attitudes and Values

「培養學生正面態度和價值觀的計劃研究工作」發佈會

Commissioned by the Quality Education Fund (QEF)

Organized by The University of Hong Kong

The Hong Kong Jockey Club Centre for Suicide Research and Prevention

Date: June 25, 2014 (Wednesday)

Time: 3:00 – 5:00pm

Venue: G.02, G/F, The Jockey Club Tower, Centennial Campus, Pokfulam, The
University of Hong Kong

Program Rundown

Time	Program
2:45 – 3:00pm	登記 Registration
3:00 – 3:10pm	香港大學香港賽馬會防止自殺研究中心總監葉兆輝教授致辭 Welcoming speech by Professor Paul Yip, Director of Centre for Suicide Research and Prevention, The University of Hong Kong
3:10 – 3:20pm	教育局優質教育基金秘書處黃瑛嫦女士致辭 Welcoming speech by Ms. Winnie Wong, Education Officer of Education Bureau Quality Education Fund Secretariat
3:20 – 3:30pm	致送紀念品予分享嘉賓 Presentation of souvenirs to guest speakers
3:30 – 3:50pm	「培養學生正面態度和價值觀的計劃研究」介紹 - 葉兆輝教授及黎淑怡女士 Introduction on Consolidation and Redevelopment Work on QEF Projects on Developing Student's Positive Attitudes and Values – Prof. Paul Yip & Ms. Eliza Lai
3:50 – 4:10pm	優質教育基金受助機構分享: 香港小童群益會樂緻幼稚園 (灣仔) Experience sharing by grantee: BGCAHK Cheerland Kindergarten (Wanchai)
4:10 – 4:30pm	優質教育基金受助機構分享: 五邑鄒振猷學校 Experience sharing by grantee: F.D.B.W.A Chow Chin Yau School
4:30 – 4:50pm	優質教育基金受助機構分享: 香港青少年服務處 賽馬會恆安綜合青少年服務中心 Experience sharing by grantee: Hong Kong Children & Youth Services Jockey Club Heng On Integrated Children & Youth Services Center
4:50 – 5:00pm	問答時間 Q & A session