

**Quality Education Fund**  
**“My Pledge to Act – Be Grateful and Treasure What We Have,  
Stay Positive and Optimistic” Funding Programme**

**Points to Note for Completing Project Proposal**  
(For applications submitted from 1 June 2021 to 31 January 2022)

**Project period**

1. Schools should consider the following factors to determine a practical and feasible project commencement and completion date:

- “My Pledge to Act – Be Grateful and Treasure What We Have, Stay Positive and Optimistic” Funding Programme (hereafter “MPA Funding Programme”) is for three consecutive school years starting from the 2019/20 school year (i.e. 2019/20, 2020/21 and 2021/22 school year);
- Schools might submit one application under MPA Funding Programme in each relevant school year to obtain the maximum funding of \$200,000 per school year to implement pertinent project activities for a period of around one year;
- Subsequent to application approval, schools submitting applications in this call should start to implement the projects in the 2021/22 school year the soonest possible;
- The QEF will process the applications received by batches. Should applications contain complete and accurate information, it is estimated that not more than 2 months’ time is required for the QEF to process each application under MPA Funding Programme with the agreement signed (the said estimate is subject to the number of applications received by the QEF); and
- Schools approved with funding support are required to enter into an agreement with the QEF before commencing project activities.

2. The first date of the month stated will be regarded as the project commencement date and the last date of the month stated will be regarded as the project end date.

(For example: If 09/2021 to 08/2022 is entered under ‘Project Period’ in the digital proposal template, it implies that the project will start on 1 September 2021 and finish on 31 August 2022).

**Alignment with school-based needs**

3. Schools might explain how the projects are in line with their respective school needs in the following ways:

- Having incorporated into the 3-year school development plan/annual plan/student support programme plan;
- Providing relevant survey findings and statistics; and/or
- Describing the school's present situation, development needs and students' learning characteristics, etc.

### **Proposed Project Plan**

4. The digital proposal template provides suggested project activities for schools to choose from. Schools can choose the suggested project activities by checking the respective selection boxes and provide the following information in the respective fields:

- the number of times the activity is to be held throughout the project period;
- the participating students' class levels (e.g. whole school/K3/Primary 1-3/Secondary 1, 4 & 5); and
- the estimated number of participating students, teachers and/or parents.

5. For project activities not included in the suggested list, schools can check the box for "Others" and enter the proposed activity type/name and related details.

### **Budget**

6. MPA Funding Programme is implemented for schools to obtain additional resources to organise diversified learning activities for teachers and students' participation so as to facilitate students' development of positive values associated with the theme "Be Grateful and Treasure What We Have, Stay Positive and Optimistic". The related budget should be in line with the project objective(s) and the purposes of MPA Funding Programme.

7. All budget covered in the project proposal must be exclusively used for settling the expenditures incurred within the project implementation period.

8. Funding of the QEF will only cover allowable expenditure items incurred during the project period, that is the allowable expenditures incurred during the period between the project commencement date and the project end date set out in the agreement signed between the Government and the grantee.

9. The budget should be commensurate with the project scale, number of student beneficiaries and expected project outcomes having regard to the principle of prudent

use of public money.

10. In determining the budget, schools should make reference to the latest market price and the QEF Pricing Standards.

11. Should the estimated cost of individual expenditure items be higher than that setting out in the QEF Pricing Standards, schools are required to provide justifications for the QEF's consideration.

#### 12. General Expenses

- The budget of those items and/or services which are not activity-based but overheads for project implementation as a whole (e.g. audit fees) should be included in the section "Applicable to the Whole Project". It is not necessary for schools to include the apportioned expenditure estimates or duplicate the expenditure estimate in the individual budget of each project activity.

#### 13. Service Expenses

- Project activities should be directly planned and conducted by school teaching staff on the basis of a whole-school approach. Should schools, having regard to their school contexts, need to procure service from instructors/coaches/consultants to assist in taking forward part of the project activities, it is still necessary to have teachers' participation and collaboration in order to enhance project effectiveness. Schools should avoid excessive procurement of outside services for implementing project activities.
- Remuneration for external tutors, instructors or speakers should be calculated on an hourly basis.
- The expenditure estimates for renting venues, facilities and equipment should be included in the service budget, and calculated on an hourly or daily basis with regard to the hiring period.

#### 14. Equipment Expenses

- In determining the equipment budget, schools should cautiously consider the necessity of the equipment to be procured and the expected outcomes. To ensure that the resources are fully utilized for organizing learning and teaching activities for the benefits of students, schools should avoid spending excessive amount of funding on procuring equipment if not necessary.
- For equipment items required for conducting project activities such as computers, tablet computers, projectors, digital cameras, digital video recorders, etc., schools should deploy existing resources, where possible, to avoid making a new purchase

of readily available equipment.

- Should the QEF funding support be provided to schools to procure the equipment items, schools are required to provide details on the utilization rate of the related equipment items and how the equipment items could facilitate the implementation of project activities so as to achieve the expected learning outcomes in the reports submitted to the QEF.

#### 15. Student Activity Expenses

- As a general practice, the QEF would provide funding support for students' participation in project activities such as camping, visits, leadership training programmes, etc.
- For projects involving student learning activities outside Hong Kong, schools are required to state the destinations. The QEF would subsidize students with half of the cost of the trips, or half of the maximum subsidy set for the respective destinations, whichever is the lower. The respective maximum subsidy is set according to the destinations.

Students in receipt of the Comprehensive Social Security Assistance (hereafter "CSSA") or full grant from the Student Finance Office (hereafter "SFO") will be provided with subsidy to cover the full cost of the trips, or the maximum subsidy set for the respective destinations, whichever is the lower.

Students in receipt of half grant from the SFO will be provided with subsidy to cover 75% of the cost of the trips, or 75% of the maximum subsidy set for the respective destinations, whichever is the lower.

Subsidy rate for student learning activities outside Hong Kong is as follows:

Destination	Maximum Subsidy per Student	Maximum Subsidy per Student on CSSA/Full Grant from SFO	Maximum Subsidy per Student on Half Grant from SFO	Maximum Subsidy per Student not in Receipt of CSSA/ SFO Grant
Asia (including the Mainland, Australia, New Zealand and Middle East)	\$6,500	\$6,500	\$4,875	\$3,250
Africa	\$10,500	\$10,500	\$7,875	\$5,250
Europe and America	\$11,500	\$11,500	\$8,625	\$5,750

#### 16. Audit Fees

- Grantees of projects with approved funding exceeding \$100,000 are required to submit audited accounts to the QEF upon project completion. The related audit fee could be included in the general expenses budget. Projects with approved

funding of not exceeding \$1 million will be provided with the maximum audit fees at \$5,000 by the QEF.

### **Project Evaluation**

17. The proposed evaluation method(s) should be concrete with data to be collected and method(s) to analyze the collected data specified.

### **Expected Project Outcomes**

18. Schools should state the expected tangible deliverables such as publications, online teaching resources and/or intangible outcomes such as impact on students' learning.

The Quality Education Fund Secretariat  
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