

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Points to Note for Completing Project Proposal

(For applications of the eleventh and twelfth call of the “Dedicated Funding Programme for Publicly-funded Schools”)

General

Before completing the project proposal, schools should read the Guide to Applicants for the Dedicated Funding Programme for Publicly-funded Schools (hereafter “the Programme”).

Schools are required to complete and submit the digital application form and project proposal via the Electronic Project Management System (hereafter “EPMS”) on the Quality Education Fund (hereafter “QEF”) website (www.qef.org.hk).

EPMS Account

Schools that have not created a user account in the EPMS should create an account and register as a user by completing and submitting the registration form via the EPMS before submitting an application through the EPMS. The registration process will generally be completed within seven working days from the date of submission of the registration form.

Schools that have created a user account and registered as a user in the EPMS should log into the EPMS with their login ID and password. After logging into the EPMS, schools should check the information provided when creating the user account, including school name, school type, email address, etc. Should there be any discrepancies, rectification should be made immediately.

Completing Project Proposal

To facilitate schools in completing the project proposal, the QEF has uploaded sample proposals to the QEF website and approved applications of the Programme to the QEF Cyber Resource Centre for schools’ reference. If the proposal submitted by schools is devised based on the framework of individual sample proposals and/or approved applications, schools should provide the relevant sample proposal and/or approved project number(s) for reference.

The proposal template for the Programme consists of three sections and the information required in each section is as follows:

1. Project needs

1.1 Project aims

- Schools should state the project aims in clear and concise terms, including the expected performance and impact, the strategy framework and the beneficiaries, etc.

1.2 School-based innovative element(s)

- Schools should elaborate on the school-based innovative ideas and/or strategies, including new ideas, enhancement of or modification to schools' existing measures, further developed ideas building on projects with successful experiences and refinement measure to schools' existing practices.

1.3 Project meeting with school-based/students' needs

- Schools could explain how the project is aligned with their development plan/major concern and give a brief account of the salient points.
- Schools could give a brief account on their own contexts, for instance, their performance in relevant areas, the implementation of school-based curriculum, the learning and teaching and/or student support strategies of the relevant subject panels/committees as well as students' learning characteristics and needs and also elaborate how the project could promote the development of relevant areas.
- Schools could quote relevant survey data to support the necessity of project implementation.

2. Project feasibility

2.1 Key concept(s)/rationale(s) of the project

- Schools should state and explain the key concept(s) or rationale(s) of the project, for example, by making reference to the curriculum documents of the Education Bureau, supplemented by relevant literature review if necessary.

2.2 Schools' readiness for project implementation

- The readiness in implementing the projects includes the schools' relevant experience, relevant qualifications and/or training acquired by the teachers and the

relevant facilities already available at school, etc.

2.3 Principal and teachers' involvement

- Schools should state the principal and/or teachers' involvement and their roles in the project.

2.4 Project period

- 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. Schools should enter a realistic commencement and end date for the proposed project in the application form.

2.5 Details of project activities

- Schools should provide details of the measures to be implemented, including the implementation period, topics, key learning stages and subject/learning elements involved, strategies adopted, target beneficiaries and the number of the school personnel and/or appointed project staff involved in each activity with their respective duties, etc.
- If a school-based curriculum is to be developed, schools should provide the curriculum plan with relevant details.
- Schools should provide the details of all project activities to be implemented, such as in-class student activities and/or life-wide learning activities, school-based curriculum evaluation meetings, collaborative lesson preparation, lesson observation and evaluation and parent education activities, as well as elaborate how the activities facilitate the fulfilment of the project aims.
- Should the projects involve addition or alteration/conversion works, schools (secondary, primary and special schools) should take note of Paragraph 8.6 and other relevant paragraphs in the School Administration Guide prior to project commencement subject to approval from the Regional Education Office be granted the project could be taken forward.

Should the projects involve addition or alteration/conversion works, schools (kindergartens) should take note of Paragraph 1.2(1)(g) in the Kindergarten Administration Guide prior to project commencement subject to approval from the Regional Education Office/Joint Office for Kindergartens and Child Care Centres be granted the project could be taken forward.

- Kindergartens with their own school premises or having secured a relatively long tenancy agreement and with permission from the landlord could utilise funding support for learning and teaching related/student support related school improvement works.

2.6 Budget

- The budget should be commensurate with the project scale and the expected outcomes.
- The QEF has set Pricing Standards for individual expenditure items. If projects involve the relevant expenditure, schools should prepare the budget in accordance with the Pricing Standards suggested by the QEF. Should the unit cost of individual expenditure items be higher than that set out in the QEF Pricing Standards, schools are required to provide sufficient justifications for consideration.
- Schools should provide the breakdown for budget items and justifications. Expenditure items without justifications may not be provided for funding support.
- If projects require the employment of staff and/or the procurement of service from instructors/coaches/consultants/speakers, schools should state the qualifications and experience requirement of the project staff and/or service providers and also their respective duties.
- If projects involve school improvement works, schools should specify the location/floor of the related construction site and the size, breakdown and details of the construction works, expenditure for each construction works item, and give an account on the relevance of the construction works items in attaining the project objectives.
- For projects involving school improvement works, a contingency provision of not more than 10% of the works cost can be included in the budget.
- For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget of service cost, equipment cost and general expenses can be included in the budget.

3. Expected Project Outcomes

3.1 Deliverables/outcomes and positive impact on schools' development

- Expected project outcomes include tangible deliverables such as learning and teaching materials, resource packages and students' work, as well as intangible

outcomes such as the positive impact on students' learning and development of a cross-curricular collaborative culture, etc.

3.2 Evaluation

- Schools should adopt concrete evaluation method(s) with success criteria specified to assess project effectiveness.

3.3 Sustainability of the project (*Only applicable to projects with funding sought of exceeding \$200,000*)

- Schools should state how the key activities and/or the project impacts will be sustained after project completion, such as integrating the learning and teaching strategies and activities into the school curriculum.

3.4 Dissemination (*Only applicable to projects with funding sought of exceeding \$200,000*)

- Schools should set out a project dissemination plan.

Quality Education Fund Secretariat
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