

Part C: Project Details**Title of the Proposed Project: Basic Law Education Project (Teaching and Learning: National Education)****1 Needs and Applicant's Capability****1.1 Background:****1.1a Evaluation of the present situation that leads to the need for this project**

National Education in both mainland and in Hong Kong emphasize the importance of 'One Country', However, Hong Kong people must know the 'Two Systems' in order to effectively contribute to the society. Basic Law stipulates the legal frameworks of the implementation of the 'One Country, Two Systems'. In the paper provided by the Constitutional and Mainland Affairs Bureau in March 2008, it states that "Basic Law education is an integral part of the national education programme, serving to familiarize the public with our constitutional document and raise their awareness in the importance of the rule of law as the foundation of Hong Kong's stability and prosperity."¹

In Hong Kong, it is repeatedly emphasized the importance of the Basic Law as one of the core stones which nurtures the prosperity of Hong Kong. Since the Basic Law is akin to a mini-constitution for the HKSAR that all the systems and policies practiced in the HKSAR must be based on the provision of the Basic Law², it is undoubted that all citizens should develop a holistic understanding and a sense of respecting Basic Law, which in turn facilitates the implementation of 'One country, Two systems'. Therefore, advocacy of giving weight to promotion of Basic Law in our education system has been surging by different parties in the society.

According to the Youth Opinion Poll, studying 'Views of the Youth on the Basic Law', held by the Hong Kong Federation of Youth Groups in 2000, majority showed their unfamiliarity with the Basic Law despite they recognized the importance of it³. In the poll, more than 20% of respondents confessed they had no knowledge in the Basic Law and the remaining 80% revealed an average 3.3 out of 10 points in evaluating their understanding of the Basic Law. Interestingly, 93.5% of them agreed that citizens have a responsibility to make themselves familiar with the Basic Law and 84% expected to learn more about it. That exactly points out a need to infuse Basic Law into our education system because of the unsatisfactory of the situation; Basic Law education should even be an indispensable part of civic education to match the social needs.

In the 2007-08 Policy Address, the Chief Executive Mr. Donald Tsang acknowledged that "as the constitutional document of the HKSAR, the Basic Law has laid a solid foundation for the continued stability and prosperity of Hong Kong. The Constitutional and Mainland Affairs Bureau will devote more resources to increase the promotion of the Basic Law...we (the HKSAR Government) will work closely with the working groups under the Basic Law Promotion Steering Committee to step up the promotion of the Basic Law in local communities and schools. For instance, we will actively sponsor and assist community organisations and schools in organising promotional activities."⁴

In the Policy Agenda of the 2007-08 Policy Address, the HKSAR Government is "continuing to facilitate the implementation of "One Country, Two Systems" and to demonstrate its success; and to strengthen our efforts in

¹ Constitutional and Mainland Affairs Bureau, "National Education and Human Rights Education", LegCo Paper CB(2)1310/07-08(01), paragraph 5. See the web-page on 29 March 2008 at <http://www.legco.gov.hk/>

² *The Legal System in Hong Kong (2004)*, Department of Justice, p6

³ *Youth Opinion Polls No. 79, 'The Views of the Youth on the Basic Law'*, Hong Kong Federation of Youth Groups, April, 2000

⁴ *The 2007-08 Policy Address* Oct 2007, paragraph 115

promoting public awareness and understanding of the Basic Law.”⁵

In Hong Kong, Basic Law education, human rights education and rule of law education are closely related. Chapter III of the Basic Law is the “Fundamental Rights and Duties of the Residents”. Without knowing human rights and the rule of law, one cannot really understand the essence of the Basic Law. The implementation of a three-year senior secondary academic structure would commence at Secondary 4 in September 2009. Under the new academic structure, Liberal Studies becomes a mandatory subject. The “rule of law and socio-political participation” is one of the main themes in the module ‘Hong Kong Today’ in this new curriculum. The learning experiences are “historical and current development of politics and society in Hong Kong; the relationship between the Central Authorities and the HKSAR; the importance of the Constitution of the People’s Republic of China and the Basic Law of the HKSAR of the PRC to Hong Kong residents; the sources of law in the HKSAR; the governance of the HKSAR; the functions of the government of the HKSAR and its relationship with Hong Kong residents; the identities, rights and duties of Hong Kong residents; the participation in social and political affairs of Hong Kong residents etc.”⁶ However, worries from schools about teaching such a ‘new’ content do exist, which is likely to involve new pedagogies and curricula. In order to assess whether schools are ready to teach and what assistance they are seeking in preparing the new senior liberal studies curriculum, the Centre for Citizenship Education (CCE) of the Hong Kong Institute of Education launched a pilot scheme, called ‘Law-related Education Project’ in the academic year of 2007-2008.

1.1b Law-related Education Project: Pilot Scheme on Basic Law Education (BLE)

With initial seeding money from the Hong Kong Institute of Education (HKIED), we started a pilot scheme on a similar topic: Law-related Education Project in September 2007 with three participating secondary schools, namely the PLK Lee Shing Pik College, Cheng Chek Chee Secondary School and the Hong Kong Institute of Contemporary Culture Lee Shau Kee School of Creativity. The pilot project will last until July 2008.

Action research was conducted in the above-mentioned schools. Staff development program on law-related knowledge and teaching pedagogies were provided to teachers involved to enhance their academic and professional competence. Teachers were also supported in designing their school-based program. Pre and Post project questionnaires about students’ knowledge and attitudes towards human rights and the rule of law have been being conducted to evaluate whether there was impact on the students. Regular classroom observations and interviews with teachers and students were conducted to triangulate with the quantitative data and ascertain the effectiveness of the project.

Although the LRE project is still in progress, some implications can be drawn after explicit investigation. Basically, problems that the pilot schools are facing are:

- (1) Teachers are lacking professional legal knowledge, in particular the Basic Law and our legal system, both in their school days and in their professional training. During class visits, it is observed that concepts they taught were sometimes incorrect and they failed to answer/explain students’ questions.

⁵ *The 2007-08 Policy Address—Policy Agenda, October 2007, p63*

⁶ *Curriculum Development Council and HK Examinations and Assessment Authority Liberal Studies Curriculum and Assessment Guide (Secondary 4-6), 2007 p25. This Guide is recommended for use by schools by the Education and Manpower Bureau HKSARG. We visited the webpage on 21 Dec 2007 at <http://www.edb.gov.hk/index.aspx?langno=1&nodeID=5962>*

- (2) In connection with (1), teachers have difficulties in finding law-related and human rights-related teaching materials and identifying useful issues for issue-based teaching.
- (3) Teachers are under heavy workload that they do not have enough time to prepare the lesson, especially for this ‘new’ content which requires more time to do so. It affects their quality of teaching.
- (4) It is hard to assess whether students can fully understand the content.

The observations reflect the potential challenges which teachers and schools will face in teaching the new curriculum. To clear the obstacles and prepare for the new curriculum, the most efficient way is **to train the trainers**: equip teachers with the knowledge, skills and attitudes to include law-related topics in the curricula; to infuse the study of the Basic Law into the teacher education programs and existing primary and secondary curricula.

At the same time, we found that there are (1) no longitudinal study on the understanding of the knowledge and attitude of teachers and students in these aspects, albeit the importance of the education of Basic Law, the rule of law and human rights, and (2) no study on school’s human rights-friendly environment.

1.2 Project Proposal on Basic Law Education (BLE)

In an effort to address the above situation, the HKIEd intends to launch a **Basic Law Education (BLE) Project** to provide teachers with the values and knowledge pertaining to the Basic Law, human rights and the legal system. It would also develop instruments to assess teachers’ and students’ knowledge of and attitudes towards the Basic Law and help schools to monitor and enhance their human-rights friendly environments.

1.3 Applicant’s capabilities

1.3a In case of the institute, how the project would become part of the institute’s strategic development

In the Priority1; Enhancing Research and Development Capacity in the Blueprint item 74, it has been mentioned that “.....further develop its research and development capacity in the following high priority areas to support education innovation and improvement in Hong Kong schools.” This Basic Law Education project is intended to be an innovative project to support the education reform in Liberal Studies which will be implemented in all Hong Kong schools in 2009.

1.3b Readiness of the applicant organization for undertaking the project

HKIEd is in an ideal position to play a pivotal role in the development of the BLE. No other teacher education institution in Hong Kong has either the capacity or the infrastructure that the CCE of the HKIEd can provide for BLE. Established in 1999, CCE aims to study, inform, and improve the processes by which students, as future citizens, acquire the knowledge and skills that are prerequisites for active and effective participation in civic life. The CCE is specialized in research, professional development, curriculum development and review, and school partnership program. Also, the scholars attached to the Centre have both wide knowledge and deep experience of local schools through Quality Education Fund projects, academic exchanges, and research. The Centre’s work, both locally and regionally, has achieved an international reputation.

In the past, CCE had successfully carried out various similar QEF funded projects, such as the “Enhancement Scheme for the Implementation of Citizenship Education in Primary School” (1998/4122), “Enhancement Scheme for the Implementation of Citizenship Education at Junior Secondary Level” (2000/2166) and “National Identity and Global Citizenship Education: School-based Development” (2002/0983), and had made contribution to

innovative teaching strategies, action research and online learning. Moreover, the Centre's home at HKIED provides direct access to Hong Kong's major venue for teacher training, and thus access to literally thousands of Hong Kong's future and current teachers. Detailed information about CCE is available at <http://www.ied.edu.hk/cce>.

1.4 Project leaders and other key members:

Project Leader

Dr Leung Yan Wing is an Associate Professor and Deputy Head of Department of the Educational Policy and Administration Department (EPA). He is also the Co-head of the CCE. His major areas of research and teaching are civic education, human rights education, national education, values education, and political socialization.

Other Key Members

- (1) Mr. Chong Yiu Kwong is a Teaching Fellow of the EPA Department, teaching mainly Basic Law, rule of law and human rights. He is a solicitor with a master degree of law, LLM(human rights).
- (2) Dr. Yuen Wai Wa, Timothy is an Assistant Professor of the EPA Department. His major areas and teaching include Civic Education, Political Education, Sociology of Education. He is principal investigator of various education-related research projects, including Civic education, curriculum reform, political literacy and democratic citizenship.
- (3) Dr. Lam Tak Shing, John is an Assistant Professor of Curriculum and Instruction Department. He is Professional in curriculum developing, teachers' curriculum concept and conceptualization, and curriculum decision-making.
- (4) Mr. Chan Tsan Ming, Kenneth is a Lecturer of EPA department. He is professional in juvenile delinquency, extra-curricula activity and classroom management.
- (5) Statistic consultant: Dr. Mok Mo Ching, Magdalena is a Professor of Educational Psychology, Counseling and Learning Needs Department. She is specialized in Quantitative Research Methods and Assessment and Evaluation. She will provide statistical guidance to the research part of the project.

1.5 Cooperation with other organizations and Partner Schools (In the process of negotiation)

The CCE attempts to further improve the quality and effectiveness of this proposed project by cooperating with other professional organizations;

- (1) A representative from non-governmental Organization (NGO), the Alliance of Civic Education, ACE, will be invited to take part in this project as our partner who will be specialized in organizing experiential learning. ACE consists of various NGOs promoting civic education and teachers and has valuable experience in organizing experiential learning and designing teaching kits.
- (2) An Advisory Committee will be set up to advise and monitor this project. The proposed members we intend to invite are as follows:
 - A judge or retired judge
 - A member from the HK Bar Association
 - A member from the Law Society of HK
 - A law professor from HKU (Associate Professor Benny Tai Yiu Ting, Associate Dean of HKU Law Faculty)
 - An overseas human rights professor (Professor Alan Smith, holds the UNESCO Chair at the University of Ulster, Northern Ireland where his work has led to the establishment of a programme in Education for Pluralism, Human Rights and Democracy. He was a UK representative to the Council of Europe on Education for Citizenship and a member of an external advisory group on

civic engagement established by the World Bank.)

2 Project Descriptions

2.1 Goals

2.1a For the participating schools:

- a provide teachers with values, knowledge and teaching strategies and skills pertaining to the “One Country, Two Systems”, the Basic Law, the law, the legal process, the legal system and the fundamental principles that enshrined in the Basic Law, in particular, stability, prosperity, high degree of SAR autonomy, the rule of law and human rights;
- b develop a systematic instrument for the continuous assessment of teachers’ and students’ knowledge of and attitudes towards Basic Law, rule of law and human rights ; and
- c help schools to monitor and enhance their human rights friendly environment.

A school-based approach will be adopted. This approach, after continuous discussion (Clark and McNergbey, 1990; Stallings and Kowalski, 1990) and practiced in the HKIEd’s previous QEF projects (1998/4122, 1999/3114, 2000/2166 and 2000/2178), was identified as essential for successful teacher training and curriculum development. School-based approach is significant because sense of belongings and incentives are developed as programs are hosted to schools, which implies smoothness in implementation and sustainability of the programs. For goal 1c, an instrument list of assessing human rights-friendly school environment will be developed.

2.1b For the Hong Kong LS teachers

- a. To develop an instrument to study the understanding of the Basic Law, rule of law, human rights and basic structure of the HK legal system of HK secondary Liberal Studies teachers:
- b. Using the instrument to develop a base line measuring the understanding of the Basic Law, rule of law, human rights and basic structure of the HK legal system of Hong Kong secondary Liberal Studies teachers for longitudinal study.

2.2 Detail Description of the Project

In detail, this proposed project will contain four parts, namely Part 1: School-based teacher training programs, Part 2: School-based curriculum development, Part 3: Web-based Resource Centre for Basic Law, HK legal system, rule of law and human rights teaching and learning and Part 4: survey on the awareness of the Basic Law of HK teachers for the construction of base lines for continuous measurement, and the development of an instrument list for self-evaluation of human rights-friendly school environment. These four parts are complementary to each other and are highly integrated. Action research will be used to evaluate the problems, needs and effectiveness of the project.

2.2a Part 1: School-based teacher training programs

This proposed project, where a school-based approach will be employed, will begin with teacher training programs.

- Pre-training school needs assessment
- Training Workshop
- Action research

Pre-training school needs assessment

To make the teacher training school-based, it is necessary to assess the specific needs of each school prior to the

implementation. In our pilot project mentioned above, school visits, panel meeting and interviews with teachers have been conducted. Several common needs related to instructional design, planning and implementation have been identified. They are:

- Insufficiency in professional legal knowledge;
- Difficulties in selecting topics and issues; and
- Methods of assessment

Training Workshops

Focus on the above problems, training workshop will be divided into 2 parts, namely 'content' part and 'pedagogy' part. The content part deals with the professional legal knowledge, for example, the Basic Law and rule of law, and human rights to ensure the correctness of the knowledge taught. This section will be in charged by legal professionals of the HKIED; the pedagogy part deals with teaching strategies, lesson planning, assessment means, for example, and will be in charged by academic professionals of the HKIED.

2.2b Part 2: School-based curriculum development

The specific objectives of this curriculum development include:

- To make teachers familiarize with using real life events approach;
- To develop teachers' skill in designing school-based curriculum teaching materials;

In the first term of the project, the project team will work with partner schools to develop specific school-based curriculum for Basic Law and rule of law. Partner schools should identify specific interest or aspect of the Basic Law and rule of law. In our pilot project, the partner schools have identified children's rights and discrimination respectively as their focus curriculum development. The project will evaluate their needs and at the same time design teaching plans and reference materials with them. Modification of materials will be made to fit school characteristics. Further amendment of the teaching materials will be made for the future use of teaching kits.

In the second term of the project, the project team will shift its role from being a trainer to an advisor or evaluator. Class observation will be arranged to assess the effectiveness of teaching and the use of materials. Teaching materials, after evaluated, will be uploaded onto the web-based resource centre and will be used for making teaching kits. At the end of the second term, apart from the HKIED's comments, teachers will also share their experience and receive suggestions from other schools in the sharing seminars. Again, action research will be conducted as a tool for teachers to improve their teaching quality.

2.2c Action Research

Action research has been recommended in teacher professional development, whether referring to school-based curriculum development, educational planning, policy reform, or as an evaluation tool (Oja & Pine, 1989; Lieberman, 1988). Action research in this proposed project involves both teachers and students. It aims to 1) to improve teaching practice and 2) to evaluate the effectiveness of the project in terms of students' learning.

Based on our previous experience in conducting action research, the project team will carry out action research by using questionnaires, interviews, evaluation forms and record sheets with guiding questions to log teachers' practices, reflections and suggestions for their improvement. Teachers will carry out action research through their design, planning, implementation and revision of the teacher training program (Part 1) and curriculum development (Part 2). Lastly, their experience will be analyzed. The result, together with the pre-post test of students will be published at the end of the project.

2.2d Part 3: Web-based Resource Centre for Basic Law, HK legal system, rule of law and human rights teaching and learning

A web-based resource centre is significant in the way that:

- Useful resource can be obtained by teachers at any time;
- Teaching materials produced can be publicized; and
- Exchange of ideas can be achieved through sharing of teaching materials and online forum

This web-based resource centre will consist of two parts, **a resource database** and **a forum**. The former is the place where all teaching-related materials are located, including materials developed from teacher training program (Part 1) and curriculum development (Part 2) and other useful links. The latter is an open forum for discussion and sharing of experience in various issues related to Basic Law, rule of law education.

This web-based resource centre will be established at the beginning of the project and will be maintained by the CCE after the completion of the project.

2.2e Part 4: General survey on the awareness of the Basic Law of HK teachers for the construction of base lines for continuous measurement and an instrument list for self-evaluation of human rights-friendly school environment.

Since Basic Law is very important, it is necessary to establish a general and sustainable research series to assess the awareness of the Basic Law of Hong Kong teachers. To make the research sustainable for the future studies, this proposed project plans to conduct a general survey to assess the above mentioned for the construction of baseline for further measurements. The questionnaire used as instrument for measurement will be established and validated using Rasch Model.

The project team will send (3 to 4) copies of questionnaires to relevant teachers of each school, for example, Integrated Humanities and Liberal Studies teachers. A survey report covering all Hong Kong about 400 secondary schools, with estimated response rate of about 40%, targeting a total of around 640 replies from schools, on the awareness of the rule of law and human rights of Hong Kong teachers. It lays a foundation to kick start the longitudinal research, the findings of which can be used as a base line for future, continuous survey for comparison.

The project team will work out with participating schools a checklist as indicator of human rights-friendly environment by interviews, class observations and surveys. The data collected will be uploaded onto the web-based resource centre. Press conference, report and academic papers will be publicized at the end of the project. Scholars from Taiwan and Mainland will be invited to participate in the seminars so as to increase the quality of knowledge exchange.

2.3 Project Targets and beneficiaries

2.3a Targets

A total of 8 secondary schools, with interested relevant teachers will be invited to participate as partner schools. About 400 teachers will receive basic training as general staff development and about 50 teachers⁷ directly

⁷ Assuming there are 8 teachers teaching subjects that include the Basic Law and the rule of law, such as Liberal Studies (senior secondary) and Integrated Humanities (junior secondary). We also assume that 6-7 teachers will actively join this project and receive professional training. Hence, about 50 teachers from 8 schools will deeply get involved. Those teachers will teach the Basic Law and the rule of law in both senior form and junior form

involved will get in-depth training. About 3,000 students will benefit from this project where a school-based approach will be adopted. The project will be divided into two phases, with 4 schools in each phase as for the smoothness in implementation, and each phase will consist of two terms. Potentially, all teachers in Hong Kong, even Macau, Mainland China and Taiwan may benefit from our web-based resource centre and the dissemination seminars at the end of this project. This project will last 24 months commencing 1 May 2009 to 30 April 2011.

Targets

	Expected frequency	No. of teachers (schools) to-be-trained	Training Hours for each Training Session	Total Training Hours
A. Meetings with teachers for planning school-based program	6	3 x (8)	1.5	216
B. Teacher training	2	3 x (8) (target on teachers responsible for related subjects)	3	144
	1	50 x (8) (whole school training)	3	1,200
C1. Action Research: Pre and post project Interviews	2	3 x (8)	1	48
C2. Action Research: Interviews after each class observations	3	3 x (8)	0.5	36
D. Sharing sessions in different schools	2	3 x (8)	3	144
E. Seminars for teachers of all partner schools	2	3 x (8)	3	144
F. Dissemination Seminar	1	100	3	300

2.3b How will they benefit?

For partner school students:

- (1) They will gain adequate knowledge on Basic Law, rule of law and Human Rights. The enhanced legal knowledge will in turn nurture their awareness and positive attitude towards Basic Law. To assess these changes, students' outcomes will be monitored from the beginning to the end of the project where different aspect, such as knowledge, skills and attitude, will be evaluated.
- (2) They will be given an opportunity to propose areas that they are interested to explore;
- (3) They will gain a learning experience more related to their real life;

For partner schools teachers:

- (1) They will receive training on teaching strategies, professional legal knowledge and assessment for the Basic Law education;
- (2) They will be given professional advice on curriculum development;
- (3) They can enjoy on-line learning resources for teaching for free;
- (4) They will learn how to improve their teaching by taking part in the action research;

For Schools:

- (1) They can widen the linkage and connection with other partner schools.
- (2) They will be linked to members of the legal profession for expert advice.

For the society:

- (1) In the long run, a culture of respecting the Basic Law, high degree of autonomy, the rule of law and human

hence students from those two forms will be directly benefited. Assuming that there are 200 students a form, a total of 3,200 students will be benefited. Since some forms may have four classes instead of five and some classes may not have 40 students, we therefore round up the student number to 3,000.

rights will be developed.

2.4 Extent of teachers and principals' involvement in the project

Partner school teachers and principals are expected to play the following roles:

- (1) **Overall planning and coordination:** Once this project is approved by the QEF, meetings will be arranged with partner schools to explain the specific details. School administration is expected to allocate time and resources for the project during the 24 months project period. School administration support includes: to coordinate the project, liaise with project team, arrange venue for meetings, organize student interviews, and other general clerical support.
- (2) **Action research:** series of surveys and interviews will be conducted throughout the project period. Questionnaires will be distributed and interviews will be arranged with both teachers and students. These are used for need assessment, evaluation and reflection. Teachers are expected to provide information of their teaching and assist the distribution and collection of questionnaires as well as to arrange time for interviews. Teachers are expected too to keep log of their teaching practices, make reflection on them and suggest way to improve.
- (3) **Training programs:** as a school-based project, training programs will be provided for all partner school teachers. They are expected to attend all sessions and complete tasks when they are asked.
- (4) **School-based curriculum development:** teachers are expected to work with the project team in designing the curriculum, teaching plans, teaching materials, questionnaires and other related materials. Teachers should determine the topic that their schools are interested in and then design their own teaching materials with the assistance of the project team.
- (5) **Dissemination:** Finally, a series of seminars will be held at the end of each phase and a final dissemination seminar will be organized at the end of the project. Schools and teachers will be given chances to share their experience and achievements. Teachers are required to give presentation and student presentation/performance will also be arranged whenever appropriate.

2.5 Action plan and Time-Line

The action plan of this project is divided into four parts. A summary of the evaluation processes is also included on each of the following tables. **The project will contain 2 phases, each of which will take one year. Four schools will be involved in each phase.**

2.5a Action Plan

Part 1: School-based Teacher Training Program (repeated in 2nd phase)

Date	Action	Evaluation
May 09-Jul 09	Pre-training school needs assessment (including the design of topics)	Questionnaire survey, meeting, focus group interview
Jun09-Jan 10	Design of training programs (Workshop, seminars)	Feedback from partner schools
Jun09-Jul 10	Organization of school-based training program	Questionnaire survey, task assignments
Jan10-Mar 10	Sharing section (D)	Number of audience, opinion received

Part 2: School-based Curriculum Development (repeated in 2nd phase)

Date	Action	Evaluation
Jun 09 - Jan 10	Project team and partner schools design teaching materials	Feedback from partner school teachers
Aug 09 - Apr 10	Modification of teaching materials, uploading the teaching materials onto the web-based centre	Action research, interviews, classroom observation
Sep 09 - Mar 10	Evaluation of teaching	Action research, students' performance, interviews, classroom observation
Mar 10 -	Seminar, report of action research (E)	Action research, questionnaire survey

Apr 10		
May 10 - Jun 10	Meeting with partner schools to discuss future developments of schools/ overall evaluation of the project	Interviews

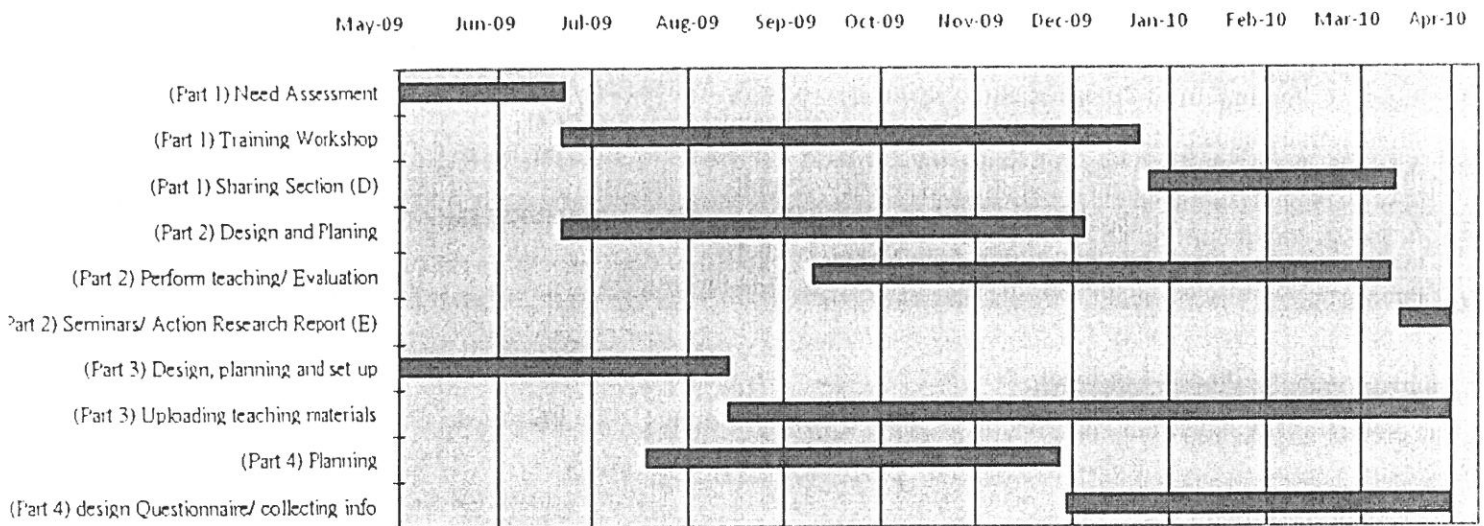
Part 3: Web-based Resource Centre

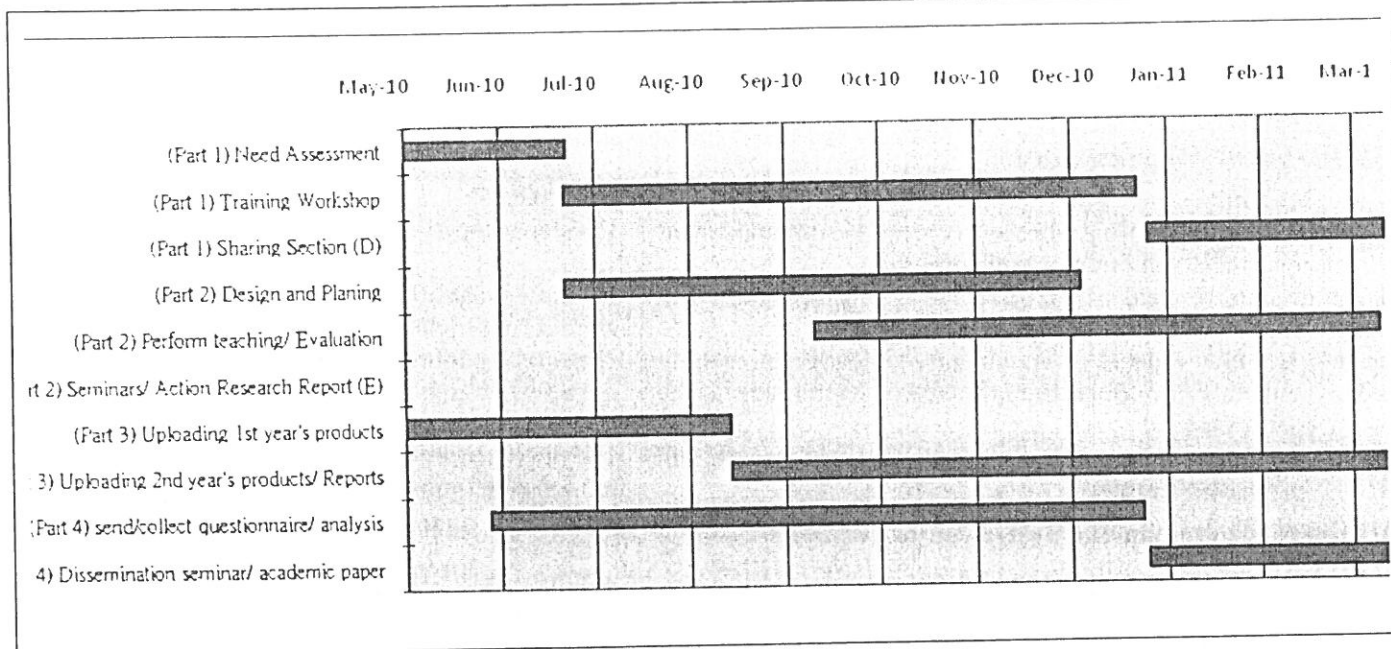
Date	Action	Evaluation
May 09 - Sep 09	Setting up web-based resource centre, Announcement to schools and other organizations	Hit rate, suggestion box
Throughout the period	Regular update of the contents, Uploading materials used in teacher training programs	Hit rate, Quantity and quality of discussion in the forum, number of download.
Throughout the period	Regular update of contents, Uploading teaching materials developed in curriculum development in the first year	Hit rate, Quantity and quality of discussion in the forum, number of download.
Dec 10 - Apr 11	Uploading data and report of the action research and the general survey	Hit rate, Quantity and quality of discussion in the forum, number of download.

Part 4: General Survey on the awareness of the Basic Law of Hong Kong teachers for the construction of base lines for continuous measurement and a checklist for human rights-friendly school environment.

Date	Action	Evaluation
Jul 09 - Dec 09	Planning, Design of the questionnaire, Announcement to schools and other organizations	Meetings
Dec 09 - Apr 10	Distribution and collection of questionnaire	Reply rate
May 10 - Dec 10	Data Analysis, Dissemination seminar (F)	Number of audience, opinion received
Jan 11 - Apr 11	Publication of academic papers	Number of publication

2.5b Project Time Line





2.6 Expected products, deliverables and outcomes

	Deliverables	Target Groups
a	Production of resource materials, curricula and teaching kits to support teaching.	All secondary schools
b	Establishment of a web-based resource centre on law-related education with online training platform.	Local and schools in Macau, Mainland and Taiwan
c	Based on findings from 8 participating secondary schools, an individual report will be written to evaluate the effectiveness and impacts of the BLE in each school. Assessment will be made base on the change in students' knowledge and attitude after the project. (total 8 reports)	All secondary schools
d	Based on findings from 8 participating secondary schools, to develop a checklist on how to evaluate a human rights friendly school environment. (1 checklist)	All secondary schools
e	A survey study report on the knowledge and attitude of students towards the rule of law and human rights in all participating secondary schools. (1 report)	All secondary schools
f	A survey report on the knowledge and attitude of HK Secondary Liberal Studies teachers towards the rule of law and human rights. (1 report)	All secondary schools
g	Publication of articles and books sharing experiences from this project.	All secondary schools

3 budget with detailed breakdown

The project will be housed in the CCE and will be responsible to the Centre Executive Committee.

3.1 Budget Breakdown

Staff cost	General expenses	Equipment	Services/ Publication	Grand Total
\$ 1,203,684	\$ 128,105	\$ 8,500	\$ 186,000	\$ 1,526,300

3.2 Detailed Breakdown

Staff Cost	Team Members (Sep 2009-Aug 2011)	Salary (\$)	Duration (Month)	Sub-total (\$)	MPF (\$)	Total (\$)
1	Project Manager/ Officer	25,000	24	600,000	24,000	624,000
2	Teaching Fellow I with law expertise (part time)	8,670	24	208,080	10,404	218,484
3	Research Assistant	13,000	24	312,000	24,000	327,600
4	Student helpers	\$42/hr	800 hrs	33,600	/	33,600
Sub-Total: \$1,203,684						

General Expenses	Item (Sep 2008-Aug 2010)	Price	Quantity	Total (\$)
5	Toners for color laser printer (4 colors), etc	\$3,000	6	\$18,000
6	Paper for photocopy and printing, etc (lump sum)	\$7,500	1	\$7,500
7	CD-R disks, labels and jackets, etc	\$5	1200	\$6,000

	(to all secondary and primary schools)			
8	Other printer media such as color paper, transparency and labels, etc (lump sum)	\$6,000	1	\$6,000
9	Mini DV tapes, etc	\$25	100	\$2,500
10	Postage, etc (lump sum)	\$15,000	1	\$15,000
11	Books and reference materials, etc (lump sum)	\$10,000	1	\$10,000
12	Clearance of copyrights, etc (lump sum)	\$10,000	1	\$10,000
13	Advertisement for recruitment of project team staff, etc (lump sum)	\$5,000	1	\$5,000
14	Souvenirs, etc (lump sum)	\$3,000	1	\$3,000
15	Miscellaneous, etc (lump sum)	\$12,000	1	\$12,000
16	Publicity and decoration, etc (lump sum)	\$12,000	1	\$12,000
17	Office accommodation and support at HKIED	\$21,105	1	\$21,105
				Sub-Total: \$128,105

Equipment	Items (Jan 2009- Jan2011)	Price (\$)	Quantity	Total (\$)
18	Multimedia laptop computer for staff	\$8,500	1	\$8,500
				Sub-Total: \$8,500

Services	Items (Jan 2009- Jan2011)	Price (\$)	Quantity	Total (\$)
19	Publication of Action Research Report, teaching materials and articles	\$60	2000	\$120,000
20	Teacher training workshops/sharing (lump sum)	\$36,000	1	\$36,000
21	Dissemination seminar, survey report seminars, sharing sections (lump sum)	\$30,000	1	\$30,000
				Sub-Total: \$186,000

Total Budget: \$ 1,526,300
(round up to the nearest hundred)

3.3 Justifications of budget items

No.	Items
Staff Cost	
1	Project Manager/ Officer, Monthly Salary(24 months) plus MPF (5%, max \$1,000 per month) Duties: To assist the Project Leader in implementation of all aspects of the QEF project, including coordination of curriculum development, supervision of the project staff, and liaison with various offices of the institute, collaborating organizations and partner schools. As a quality controller and assist in developing the curricula and improve pedagogy of teaching. To be the writer, editor and webmaster of the project website, to be responsible for all formal reports of the project and all related matters in this project. Requirements: Relevant Bachelor degree or above, experience in curriculum development, proficiency in both spoken and written Chinese and English, excellent interpersonal, organization skills and computer literacy. Prefer good knowledge and experience in quantitative and qualitative research and higher degree.
2	Teaching Fellow (Part time), Monthly salary plus MPF (5%, max \$1,000 per month) Duties: To advice on the curricula, teaching, staff training and all related matters in this project in respect of the contents of the subject matter. Requirements: Master degree of Law or law-related areas, prefer experience in teacher education or PGDE.
3	Research Assistant, Monthly salary plus MPF (5%, max \$1,000 per month) Duties: To provide research and logistic support for the project, to coordinate both quantitative and qualitative evaluation instruments for the performance of the project and for the curriculum development and implementation, to work closely with partner school teachers for action research. Requirements: a Bachelor degree with a relevant major in social sciences or humanities plus one year's relevant research experience, excellent mastery of computer statistical packages, fluency in written and spoken English and Chinese.
4	Student helper, Hour rate salary Duties: To prepare minutes, be responsible in transcription of various interviews and all related administrative work. Requirement: Undergraduate students
General Expenses	
5	Toners for color laser printer (4 colors)
6	Paper for photocopy and printing (lump sum)
	Items 5-6: While the project staff may use printing and photocopying machines of the Institute, the project is required to bear the running cost of toners and papers
7	CD-R disks, labels and jackets

	(to all secondary and primary schools)
8	Other printer media such as color paper, transparency and labels (lump sum)
9	Mini DV tapes
10	Postage (lump sum)
11	Books and reference materials (lump sum)
	Item 7-11 are general items for office consumption
12	Clearance of copyrights (lump sum)
	Item is budgeted for paying the copyright holders who requires a royalty for using their copyrighted materials in our final publication.
13	Advertisement for recruitment of project team staff (lump sum)
	Item 13: According to the Institute's policy of open recruitment, advertisement on local newspaper is required.
14	Souvenirs (lump sum)
	Item 14: This is for the souvenirs of guests invited to give talks in the seminars and workshops for teachers training and dissemination.
15	Miscellaneous (lump sum)
16	Publicity and decoration (lump sum)
17	Office accommodation and support at HKIEd
	Basic Office Furniture and equipment (include email and internet support, telephone lines, fax services, photocopying services, desk top computers with basic office software) will be provided for staff.
Equipment	
18	Multimedia laptop computer for staff
	As an external project, the computer for staff shall be purchased by the project funding.
Services	
19	Publication of Action Research Report, teaching materials and articles
	Item 19 is the cost of producing reports, including design fee, binding, etc.
20	Teacher training workshops and sharing
21	Dissemination seminar, survey report seminars, sharing sections.
	Item 20, 21 are the cost of holding seminars and workshops, including invitation of scholars, venue rent, refreshment, etc.

4 Evaluation

4.1 Evaluation parameters and method

Evaluation on the effectiveness and efficiency of various programs of the project will be carried out. There are three goals of doing so. First, it provides indicators for the project team to monitor, assess the progress and make adjustment whenever necessary. Second, the input of the evaluation can help partner school teachers improve their teaching practices and reflective thinking. Third, it provides information about the progress of the students. Questionnaires, focus group interview and class observation are the main evaluation adopted throughout the project. Details of evaluation for different parts of the project are as follow:

4.2 Training Program (Part 1)

After the partner schools' needs assessment, the project team will tailor-make training programs for each of the partner schools. Time, length, content and other details of the staff development program will be decided upon mutual agreements with schools.

Indicators	Measures	Sources of Data	Targets
Improved knowledge in Basic Law, rule of law and legal system.	Survey at the end of training programs	Questionnaire Survey	Teachers show their legal knowledge deepened.
Adoption of new pedagogies	Better design in teaching plans and teaching materials	Teaching plan, materials before lessons Class observation	Better use of the suggested pedagogies

4.3 School-based Curriculum Development (Part 2)

Indicators	Measures	Sources of Data	Targets
Explicit topics on Basic Law/ rule of law to be achieved during the project	The width and depth of topics covered.	Lesson plans, notes and worksheets etc.	Two third of the relevant topics identified in the training.

period			
More effective teaching by the teachers	Analysis of lesson plans and classroom practice	Teaching plans, classroom observation and interviews	Better planning as reflected by the teaching plans and better use of the proposed pedagogies observed.
More effective learning of students	Deepening of their understandings	Tests and interviews	Improved scores and learning process

4.4 Web-based Resource Centre (Part 3)

To set up a comprehensive web-based resource centre that features: a) links to Basic Law/ rule of law education web pages of most schools in Hong Kong, b) forums for discussion, and c) an on-line teaching platform for instructional purposes.

Indicators	Measures	Sources of Data	Targets
Basic Law/ rule of law web pages in HK schools	Number of links	Number of links	Over 30 links established with groupings to facilitate searching by users
Increase usage by teachers	Hit rates Number of downloads	Hit rates Number of downloads	An 10-20% increase in hit count after each update At least 20 downloads per teaching materials developed in the project
More exchange of ideas among teachers	Quantity and quality of discussions in forums	Messages in forum	Every question raised in the forum is responded at least by one other user

4.5 Survey on the awareness of the Basic Law of Hong Kong teachers for the construction of base lines for continuous measurement and a checklist for human rights-friendly school environment (Part 4)

Indicators	Measures	Sources of Data	Targets
Quality of the instrument for the measurement of the awareness of the Basic Law.	Comments on the width, depth and appropriateness of the instrument by advisors.	The survey instrument.	Good comments by at least three advisors.
Return rate of the survey questionnaire	Percentage of the return rate	survey questionnaire	At least 40% valid return.

5 Sustainability and the Way Forward

The sustainability of outcomes is high. This project assists participating schools to develop their school-based curricula and equip their teachers with legal knowledge in teaching the Basic Law. Our web-site gives further guidance and support to all schools promoting BLE. Further, the human rights-friendly environment assessment tool helps schools to improve their situations for a better BLE.

To take forward the results of the pilot project (section 1) and the envisaged impact of the proposed BLE project (section 2), sustainability of interest in BLE amongst secondary schools in Hong Kong will be promulgated through other new projects including but not limited to:

- a. Making submissions to the Education Bureau to advise on the 2009 new Liberal Studies curriculum in respect of the BLE;
- b. Enhancing co-operation between legal professionals and teachers by making a proposal of engaging the professional bodies' members in school BLE, such as visiting schools regularly to deliver speech on the Basic Law;
- c. Developing 'lawyer in residence' model to support schools in BLE; and
- d. Developing partnership programs with the Law Faculties of different Universities to enable their law students to provide BLE assistance to schools in summer vacations.

It is ultimately hoped that pursuant to HKIED's launch of pilot projects in BLE, general BLE understanding will quickly underline the overall school community in Hong Kong, and in the longer run, a growing culture to pursue more profound BLE knowledge will be sustained throughout the education sector in Hong Kong.

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21-02-2009