

Project Title: Enlivened by Breakthrough – cultivating programme  
「躍動·突破」培育計劃

Project  
Number

2013/0927

Name of Organization: Centre for Health Education & Health Promotion. The Chinese University of Hong Kong

- (1) Goals: **a)** To apply a holistic approach to student's health, thus, supporting their ability to increase self-sufficiency, as well as to promote active engagement **b)** To empower the schools putting the concepts of Health Promoting Schools (HPS) into practice so as to promote active engagement and social inclusion for students with special needs to the mainstream of society
- Objectives: **(i)** To enrich the curriculum framework and teaching resources in health education for special schools and build up the action competence of students that leads to positive health and well-being. **(ii)** To enhance competence of teachers in health education for special schools and to empower school nurses, other school health professionals and/ or parents as the health education resource person in special schools. **(iii)** To enhance competence of special schools students to social environment and social inclusion **(iv)** To develop and establish self-assessment tools tailor-made for different types of special schools to evaluate their school profile on health promotion action meeting their needs.
- (2) Targets: 10 special schools in Hong Kong  
Expected number of beneficiaries: It is estimated that it will directly affect over 500-1,000 students. Over 500 families, 200 school teaching staff members and 30-40 health professionals will benefit from the scheme
- (3) Implementation Plan:  
(i) Duration: 3.5-year project, from March 2015 to August 2018  
(ii) Process / Schedule:  
**Year 1 (2015/2016):** Formation of Steering committee. Develop self-assessment tools. School strategic planning for implementation will be drawn up. 1st phase of learning circles and training workshops.  
**Year 2 (2016/2017):** Schools develop a detailed plan of action, 2nd phase of learning circles and training workshops will begin. Seminars for school experience sharing.  
**Final Year (2017/2018):** Give-and-Take Programme. Debriefing and Experience Sharing Session. Practical manual for good practice sharing for all schools. Online articles sharing from Project Schools.  
(iii) Collaboration with other parties / partners: N/A
- (4) Products:  
(i) Deliverables/outcomes: Self- assessment tools tailor-made for different types of special schools; Curriculum framework and teaching resources in health education for special schools from mild to severe and also those with multiple handicaps; Training workshops and learning circles; Online articles sharing from Project Schools; Practical manual for all special schools  
(ii) Dissemination of deliverables/outcomes: Seminars or Experience sharing sessions; Local symposium and international conference  
(iii) Commercialization potential of deliverables / outcomes: Hong Kong will be the first center to develop a framework for implementing the concept of Health Promoting School (HPS) for special schools in the Western Pacific Region. This is a model that attracts other countries for learning and ideas exchanging.
- (5) Budget: Summary on Grant Sought
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|----|---|------------------------------|
| 1. | <b><u>Breakdown of Budget Items</u></b>                 | <u>Grant Sought from QEF</u> |
|    | (a) Staff Cost  | \$ 1,923,862.5               |
|    | (b) Equipment   | \$ 5,500                     |
|    | (c) Services  | \$ 1,354,340                 |
|    | (d) General Expenses                                    | \$ 647,868.5                 |
|    | (e) Contingency (for project period over 1 year)        | \$ 60,229                    |
| 2. | Total Expenditure                                       | \$ 3,991,800                 |
| 3. | Grant Sought (Round up to the nearest hundred dollars.) | \$ 3,991,800                 |
- (6) Evaluation: (i) Performance indicators: A combination of quantitative studies and summative assessment will be carried out to capture measurable outcomes as well as monitoring changes in school; feedback questionnaires for programme or activity evaluation; progress meetings and report writing for process evaluation and monitoring (ii) Outcome measurements: The self-assessment tools for special schools to assess the health promoting status; the changes in mainstream schools students' understanding and communication skills towards special schools' students at baseline and at the end of the project will act as an indicator for the social inclusion. Focus groups for special school teachers and parents provide abundant information for schools to plan programmes. Case studies of special schools' students for in-depth study on the impact of HPS.