



**Final Report of Project**

Project No. : 2014/0076

**Part A**

Project Title: Loop Program- Social Responsibility and Environmental Conservation

Name of Organization/School: Pui Kiu Primary School

Project Period: From April 2015 (month/year) to March 2016 (month/year)

**Part B**

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: \_\_\_\_\_ Name of Grantee\*: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: 19/07/2016 Date: 19/07/2016

*\* Final Report of Project should be submitted via “Electronic Project Management System” (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

*This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.*



	trained to become green ambassadors, creating a sustainable education loop
Extent of attainment of the objectives	<p>The following summarizes the extent of attainment of the objectives in relation to the activities carried out during the project</p> <p>a) Raise environmental awareness</p> <p><u>Fair-trade game</u> – through participating in the fair trade game, students were able to learn about challenges faced by marginalized organic farmers in Hong Kong. The online game takes form of a role-playing game that depicted the chain of effect that each role signified. This approach allowed students to experience the inequality of local farmers first hand and further raised their awareness regarding the problems of the current trading system and the importance of fair trade.</p> <p><u>Environmental Club Program</u> – the club was established to provide a platform for students who have further interest in current environmental issues and possible solutions. Members of the environmental club participated in farmer's talks and farming knowledge which reinforced their values of improving the conservation of biological resources and increased their environmental knowledge. In parallel, members were given the responsibility to maintain an organic garden, which allowed for a more established learning environment. In addition, a community e-sharing platform was introduced for members to login and keep track of the planting process.</p>
Students were taught different trading systems that exist currently and the past in order to ensure they are well equipped with background knowledge before playing the fair trade game.	
Students in the Environmental Club	<p>b) Foster individual behavioral change</p> <p><u>Organic Garden</u> - In parallel, environmental club members were given the responsibility to maintain an organic garden at school, which provided a practical learning experience. Experienced farmer was invited to give talks on organic farming to members and to equip them with farming skills. Organic farm trip was also offered for members to learn organic farming on farmland. In addition, a community e-sharing platform was introduced for members to login and keep track of the planting process. Through organic farming, we hope to connect students closer to the origin of their products and further empower students to make wiser decisions that contribute to a sustainable community.</p>
Environmental Club Members had the opportunity to visit organic farm and learn more about organic farming in a practical environment	<p>c) Create a ripple effect and influence community behavior</p> <p><u>Green Ambassador Program</u> – Students were trained to become green ambassador through undertaking a self-learning summer project. The self-learning program deepened the students learning experience by</p>

Organic Farming at school	<p>allowing them to take up a theme-related project. The trained students were dispatched to different classes from Year 4-5 to run the activity guided by the class teacher. Through the program, students created a legacy by establishing themselves as role models, and empowered them to influence their peers and family members.</p> <p>d) Pave ways to create a sustainable community</p> <p><u>Organic Vegetables Charity Bazaar</u> was held where students actively participate in selling organic vegetables to adults. This helped galvanized a green community within the school as well as bring wide spread publicity to the school and members of the community regarding the importance of supporting fair trade and organic products.</p>
Parents of students volunteer to help sell organic vegetables for the charity bazaar	
Evidence or indicators of having achieved the objective	Objectives were fully achieved, with evidence or indicators shown in Table 1.
Reasons for not being able to achieve the objective, if applicable	N/A

**Table 1: Attainment of Objectives**

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
(a) Raise environmental awareness	<ul style="list-style-type: none"> <li>- Fair Trade Game</li> <li>- Environmental Club Program</li> </ul>	Fully achieved	<ul style="list-style-type: none"> <li>- Fair Trade Game reached 75 P4- 6 students.</li> <li>- Environmental Club</li> </ul>	N/A

			Program engaged 25 P4-6 students.	
(b) Foster individual behavioral change	- Organic Garden	Fully Achieved	- 25 P4-6 students participated in school Organic Farming, Farmer's talk, and Organic Farm Trip.	N/A
(c) Create a ripple effect and influence community behavior	- Green Ambassador Program	Fully Achieved	- 25 P4-6 students joined the Green Ambassador Program.	N/A
(d) Pave ways to create a sustainable community	- Organic Vegetables Charity Bazaar	Fully Achieved	- 800 (including students, teachers and family members) joined the Organic Vegetables Charity Bazaar.	N/A

## 2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

Items	Details
Broadening students'/teachers' horizons	<p>Throughout the program, students and teachers were able to participate in multiple activities such as the fair trade challenge, organic farming, farm visits and charity bazaar that enabled them to have a closer connection to the environment and the current environmental issues. The current school curriculum lacks focus on the environment which is a popular topic nowadays, therefore through introducing students and teachers to the importance of organic farming and fair trade, it not only broadens students' and teachers' horizons but it increases their knowledge and interest about the current issues in our society today.</p>



Increasing students'/teachers' sense of achievement	<p>Students and teachers were greatly involved in the organic farming process. Students would first learn about the importance of organic farming and have the opportunity to grow different organic crops at their own school with the help of experienced farmers and teachers. In order to reward students for their hard work in taking care and growing the crops, multiple Green Food Day events were held. On Green Food Day, students and teachers harvested crops from their organic garden and used them to create quick and healthy recipes such as green juice and salad. This allowed students to feel a great sense of achievement, as they were able to enjoy the food that they grown with care and time.</p>
Training students to develop their inter-personal and communication skills to better meet social demands	<p>Throughout the program, students were trained to become green ambassadors where they can further spread awareness about environmental protection amongst their peers, teachers, family members and other people around them. During the process, students were taught how to communicate effectively and were provided various opportunities to talk to their fellow schoolmates, teachers and guests regarding organic farming and the aquaponic system. Students were able to gain more experience and confidence in public speaking, as well as consolidate their understanding through explaining to others.</p>

### 3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

**Table 2: Budget Checklist**

*This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.*



Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$58,547	\$58,547	0%
Equipment	\$45,900	\$45,900	0%
Service	\$150,000	\$150,000	0%
General Expenses	\$6,953	\$6,953	0%

**Evaluation on cost-effectiveness:**

Item	Detail
1) Utilization of available resources (e.g. equipment, human resources of applicant school/participating school(s))	<ul style="list-style-type: none"> <li>The transportation of organic vegetable was covered under the cost which was recovered by the profit generated from selling the organic vegetable, thus this sum of money was relocated for paying the transportation for field trip to organic farm.</li> <li>Farmland at school was well utilized as a practical field for students to experience organic farming and harvesting.</li> <li>Parents of students helped sell organic vegetables for the charity bazaar as volunteers.</li> </ul>
2) Unit cost for the direct beneficiaries	<ul style="list-style-type: none"> <li>\$261,400/3,500 = \$75 per beneficiary</li> </ul>
3) Sustainability of the learning programme and materials developed	<ul style="list-style-type: none"> <li>Teaching materials of Loop Program 2 developed will be reused for future at school.</li> <li>Environmental Club e-sharing platform and Fair trade on-line game developed in the Program will be packaged and migrated to the school IT system for future deployment. <ul style="list-style-type: none"> <li>Environmental Club: [REDACTED]</li> <li>Fair trade on-line game: [REDACTED] Farmer/Banker/Trader Wife</li> </ul> </li> </ul>
4) Expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)	<ul style="list-style-type: none"> <li>Teaching materials developed can be reused by other schools without further injection of resources. <ul style="list-style-type: none"> <li>Environmental Club: [REDACTED]</li> <li>Fair trade on-line game: [REDACTED] Farmer/Banker/Trader Wife</li> </ul> </li> </ul>



5) Alternative approaches for equivalent benefits at less cost	<ul style="list-style-type: none"> <li>Fair trade on-line game can be simplified and produced as board game at a lower cost.</li> </ul>
--	---

#### 4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

**Table 3: Dissemination Value of Project Deliverables**

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Seedlings for organic farm (tomato, oriental, giant radish, carrot, mint, romaine lettuce etc.)	Good quality. Seedlings were planted in school farmland.	Fully utilised in the program, over 20 different types of plants were farmed by the students.	Seedlings can encourage students to own the organic farming at school.
Consumable planting tools and essential (cotton gloves, towels, spray bottles, organic fertilizer)	Good quality. Planting tools and essential were used throughout organic farming.	Fully utilised with satisfactory performance on organic farming.	Appropriate planting tools and essential can facilitate the farming teaching and learning.
Community e-sharing platform with Students Effort Tracking System	Good quality. Students share their views on organic farming.	Utilised by Environmental Club Members after organic farming.	Internet usage at home is not guaranteed, reduce the effectiveness of such platform.
Printing for course materials	Good quality. Course materials were used throughout the program.	Fully utilised for making course materials for lessons, games, and sharing day.	Course materials can facilitate teaching and learning on fair trade and organic farming.
Stationery (drawing pads for students to record the plant growth for environmental club)	N/A	Not utilised since the school provided the necessary resources	N/A
Fair trade game: fair trade e-platform development	Good quality. Fair trade online game enabled students to experience the difficulties and needs in fair trade.	Fully utilised with satisfactory performance. Fair trade game was used by Environmental Club Members, and was dispatched to P4-5 classes with the guidance of Environmental Club Members.	Fair trade game can be a good example of using innovative approach to facilitate the teaching and learning of conceptual aspects.

#### 5. Activity List

*This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.*



Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

**Table 4: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Fair Trade Game	Pui Kiu Primary School, 11/2015 – 05/2016	1	7	75		Happy to learn fair trade concept, and playing on-line game.
Organic garden	Pui Kiu Primary School, 10/2015 – 05/2016	1	3	25		Happy to plant different plants, enjoy harvesting.
Green Ambassador Program	Pui Kiu Primary School, 10/2015 – 05/2016	1	3	25		Happy to learn and do research on environmental issue through self-learning.
Environmental Club: farm visits	19/03/2016	1	3	25		Farm visit was unforgettable.
Environmental Club: farmer's talk	Pui Kiu Primary School, 10/2015 – 05/2016	1	3	25		Know how to make organic pesticide.
Organic Vegetable charity bazaar	Pui Kiu Primary School, 24/06/2016	1	40	800	Including 2500 family members	Happy and satisfy to share what we have learnt, and to sell all the organic vegetables.

## 6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

Items	Details
Fair Trade Game	As the students played the fair trade game individually and each had a particular role in the game either as the farmer, farmer's wife, trader and banker, at the beginning the students were not sure what they had to do in each round of the game. Afterward, guidelines were given to each student respective to their role in the game that explains what they need to do in each

	round (e.g. Farmer: You have 300 cabbage harvested, you may sell it \$8-12 each to Trader).
Schedule	In the second term, we had changed our school calendar. However, due to miscommunication, we did not notify our Program service provider about the change. This led to some classes originally planned to be cancelled. However after negotiating with the Program service team, we were able to have make-up classes in order to compensate for those missing classes.
Organic Vegetable Charity Bazaar	For the charity bazaar, we have ordered 150 packets of organic vegetables, hoping to sell them after school to parents who were picking up their kids. Although there was an enthusiastic response from the parents, there were still many packets of organic vegetables left which would go to waste unless it was all sold. In order to solve this problem, the students and parent volunteers went to the teacher's and staff room to sell the remaining organic vegetables. The response from the teachers were great as many of them supported the idea of choosing organic vegetables. Therefore at the end of the day, we were able to sell all of the organic vegetables.