

**Quality Education Fund (QEF)
Application with Grant Sought Exceeding \$200,000**

Part C: Project Details

Project Title: Promoting an incLUusive Society towards older adults with physical disabilities through disability simulation education (PLUS)

Project Team: [Redacted]

Priority Theme Covered: Positive Values

Proposed Project Period: 01/01/2022 – 31/12/2023 (24 months)

A. Needs Assessment and Applicant’s Capability

The Promoting an incLUusive Society towards older adults with physical disabilities through disability simulation education (PLUS) project is proposed by The Nethersole School of Nursing under the Faculty of Medicine of The Chinese University of Hong Kong. With an excellent reputation in teaching and research, our School strives to advance various aspects of our society by serving the community with compassion. We have consistently received praise and recognition globally, notably ranking No.1 in Asia and No.21 in the world according to the QS World University Rankings 2020 by Subject 2020 – Nursing.

Aiming to benefit our community by enhancing student education and social inclusiveness in Hong Kong, we have developed a package consisting of a well-structured curriculum and tailor-made teaching materials delivered via a 3-day Convention under the PLUS project. Through this project, we endeavour to empower teachers and secondary students to support older adults with physical disabilities and enable these students, as the future pillars of our society, to receive education to acquire positive values and attitudes.

It is widely known that education plays a significant role in changing students’ attitudes towards people with disabilities. Tackling prejudice through education is crucial in ensuring that our society truly consists of an inclusive environment. Moreover, with regards to the school-based curriculum in Hong Kong, there is a lack of general positive attitudes education and opportunities for students to connect with people with disabilities. Such a project would therefore be able to cater for this gap in the existing curriculum by providing students an opportunity to enrich their Other Learning Experiences, particularly in terms of Moral and Civic Education and Community Service, through the current curriculum. By equipping students with positive values like respect and care for others, social responsibility and integrity, secondary schools would be able to better prepare the students to contribute positively to society on leaving for university and through their future careers.

Our School is well prepared and highly qualified to implement this project. We have previously mobilised secondary and university students to provide health advice and care support to older adults such as the [Redacted] programme. The [Redacted] has served 13,778 older adults since 2015 via 220 outreach sessions. We also have abundant experience in conducting similar knowledge enhancement projects in the community, such as health promotion projects engaging trained volunteers in the community to enhance self-care in older adults and people with chronic illnesses including stroke, diabetes and cardiovascular diseases. Additionally, the project team has extensive experience building web-based e-learning resources, namely websites, animated videos and E-booklets targeting university students and people with disabilities in the community. Related topics to this project included communication with older adults with hearing impairments, websites with videos and information for enhancing self-management and rehabilitation among people with diabetes, stroke or chronic obstructive pulmonary disease.

B. Goals and Objectives

(1) Goals:

Short-term goal: To improve secondary school students’ positive values and attitudes and nurture their respect and care ability for older adults with physical disabilities through disability simulation education, instilling in them the importance of an inclusive society for older adults with physical disabilities.

Long-term goal: To build a more inclusive society for older adults with physical disabilities in Hong Kong.

(2) Objectives:

Through the PLUS project, we aim to achieve the following objectives:

1. To develop a multi-modal resource package about developing secondary students’ knowledge, skills and confidence in communicating with and caring for older adults with physical disabilities;

2. To develop a 3-day PLUS Convention to provide secondary students with information about the health needs and support required for older adults with physical disabilities;
3. To build a team of secondary teachers to serve as facilitators in the PLUS Convention for fostering a school environment more conducive to the promotion of positive values towards older adults with physical disabilities;
4. To build a team of secondary students to promote and normalise interaction and socialisation with older adults with physical disabilities, and to promote the importance of an inclusive society for this priority group; and
5. To determine the effects of the PLUS Convention on secondary students' attitudes towards older adults with physical disabilities, their satisfaction with life and satisfaction with the PLUS Convention.

C. Targets and Expected Number of Beneficiaries

- Target: A total of six secondary schools in Hong Kong have agreed to participate in the project.



- Target group: Secondary students
- Expected direct beneficiaries: 1,000 students (S1 – S3) (100 – 200 students per school)
- Expected indirect beneficiaries: 10 teachers per school, 10 volunteers with physical disabilities, and 300 older adults with physical disabilities attending a residential care home

D. Innovation

A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity [1]. Physical disability is defined as a limitation on a person's physical functioning, mobility, dexterity or stamina [2]. Physical disabilities include impairments affecting people's participation in daily living, such as musculoskeletal conditions, neurological conditions, respiratory conditions, and blindness. The increase in life expectancy is the main cause of the growth of the population with increasing health needs [3]. As the size of the aged population has increased in Hong Kong, the disability trends among the ageing population have also triggered public concern [4]. Negative attitudes are recognised as a major barrier to full social inclusion of people with disabilities [5]. Recent studies suggest that students' attitudes towards people with disabilities may be improved by various educational programmes, such as direct contact with them, simulation exercises or by a combination of these strategies [6-8].

Disability simulation offers a novel experience to Hong Kong students. To align with the current local secondary school curriculum with regards to Other Learning Experiences, our PLUS project aims to enrich the Moral and Civic Education and Community Service components, nurturing students' positive values and attitudes towards older adults with physical disabilities. We also aim to strengthen support and collaboration among all school staff and members, establishing a school environment more conducive to the promotion of such positive values. We have therefore designed a PLUS package comprising of a 3-day PLUS Convention, encompassing the following specific innovative elements:

1. **Underpinned by a conceptual framework:** We will establish a positive culture with a continuum of disability simulation education and behavioural supports based on the Schoolwide Positive Behavioural Intervention and Supports (SWPBIS) framework [9].
2. **Offer Disability Simulation Experience:** Students will be given opportunities to utilise unique commercially available kits (for example, Age Simulation Suit, Hemiplegia Simulation Suit) to simulate the changes which take place in the body due to the ageing process and hemiplegia. The simulations will allow students to empathise with how it feels to have a disability, consequently nurturing their empathy, respect, sensitivity and care towards older adults with physical disabilities. We will also invite and encourage all students to share their involvement in this project with their classmates.
3. **Provide Experiential Learning Experience:** Students will be provided opportunities to interact with older adults with physical disabilities, both inside and outside of the classroom. In preparation for this, our team members will impart students with a variety of skills and information on how to support and care for older adults with physical disabilities beforehand. We will then invite older adults with disabilities from the community or nursing homes to a Service-learning Seminar to share their experiences. We will also arrange Community Contact Sessions, giving students opportunities to directly meet and socialise with older adults with disabilities.

4. **Supplement with a comprehensive e-Learning resource package:** An e-learning platform in the form of a website will be constructed to follow the progress of the project and offer students a one-stop location to access information and learning materials. Information learnt throughout the PLUS Convention will be uploaded onto the website. Videos will also be taken of the different activities and uploaded for students' reference and the reference of other schools who may wish to implement this project.

References

- [1] Zhao, X., & Zhang, C. (2018). From isolated fence to inclusive society: The transformational disability policy in China. *Disability and Society*, 33(1), 132–137. doi: 10.1080/09687599.2017.1375246
- [2] World Health Organization. (2001). *ICF: International classification of functioning and disability*. Geneva: World Health Organization.
- [3] Shah, K. (2019). Disease, disability, and frailty with increasing age. *Healthy Aging*, 9–14. Springer, Cham.
- [4] He, A. J., & Chou, K. L. (2019). Long-term care service needs and planning for the future: A study of middle-aged and older adults in Hong Kong. *Ageing and Society*, 39(2), 221–253. doi: 10.1017/S0144686X17000824
- [5] Tan, B. S., Wilson, E., Campain, R., Murfitt, K., & Hagiliassis, N. (Eds) (2019). Understanding negative attitudes toward disability to foster social inclusion: An Australian case study. In *Inclusion, Equity and Access for Individuals with Disabilities* (pp. 41–65). Palgrave Macmillan, Singapore.
- [6] Hayward, L., Fragala-Pinkham, M., Schneider, J., Coe, M., Vargas, C., Wassenar, A., ... & Torres, D. (2019). Examination of the short-term impact of a disability awareness training on attitudes toward people with disabilities: A community-based participatory evaluation approach. *Physiotherapy Theory and Practice*, 1–14. doi: 10.1080/09593985.2019.1630879
- [7] da Nova Fernandes, C. S. N., Couto, G., & Afonso, A. (2019). An aging simulation game's impact on the attitudes of nursing students. *Nursing Practice Today*, 6(3), 142–151. doi: 10.18502/npt.v6i3.1257
- [8] Zychlinski, E., Ben-Ezra, M., & Raz, Y. H. (2016). Changing attitudes about disability: The impact of the 'Accessible Community' program. *Journal of Social Work*, 16(6), 742–757. doi: 10.1177/1468017315589871
- [9] Flannery, K. B., & McGrath Kato, M. (2017). Implementation of SWPBIS in high school: Why is it different?. *Preventing School Failure: Alternative Education for Children and Youth*, 61(1), 69–79. doi: 10.1080/1045988X.2016.1196644

E. Conceptual Framework

Promoting the harmonious coexistence of various populations, including respecting the differences in older adults with physical disabilities, is essential for developing an inclusive society. People with disabilities are an important part of the society. Their diversity and complexity require greater social inclusion to help them integrate into society, particularly with the physical and psychological barriers they face requiring more social support and tolerance. Social inclusion is a prerequisite for integrating people with disabilities into society [10].

Attitudes towards people with disabilities are major determinants of social inclusion as negative attitudes can detrimentally affect many aspects of their life. In our society, older adults with physical disabilities face much discrimination and prejudice from people, including children and adolescents [11]. While Hong Kong is regarded as a convenient place to live in and accessibility for people with physical disabilities has been improving, people with disabilities constantly battle insensitivity, bigotry and intolerance from others, with people refusing to adapt to their situations and help them utilise the facilities available. This leads to many difficulties for people with disabilities in carrying out even normal daily activities, such as taking public transport and visiting public spaces like parks [12]. Thus, changing adolescents' negative attitudes towards older adults with disabilities by improving their understanding of them and fostering positive values and attitudes will likely lead to greater social inclusion.

Simulation is a method of addressing this problem. Simulations are instructional scenarios where the learner is placed in a 'world' defined by the teacher [13]. Simulations based on disability experiences involve 'experiencing' a physical impairment for a limited amount of time, learning what it may be like to have a disability. Such disability awareness education can effectively stimulate and sustain learners' interest and liven up the classroom environment. As a result, simulation-based teaching methods followed by a discussion exploring what has been learnt can be utilised to achieve desired curriculum objectives associated with increasing people's awareness of disabilities in a school setting [14].

This PLUS project is based on the theories of the Schoolwide Positive Behavioural Intervention and Supports (SWPBIS) multitiered framework [15]. SWPBIS is a universal behavioural theory that is used by many schools to establish a positive social culture with a prevention-oriented approach that supports the development of appropriate behaviours in all students. The core features of the SWPBIS theory are as follows:

1. Select behavioural expectations;

2. Develop systems to support implementation and sustainability and establish school-wide or universal systems of support;
3. Implement evidence-based practices to increase a positive social climate;
4. Monitor progress and make effective data-based decisions based on the school context.

Based on the SWPBIS theory, we have developed our PLUS Convention as follows:

1. The primary tier involves the identification of behavioural expectations (e.g. positive attitudes, respectfulness, responsibility, and care for others).
2. Once behavioural expectations are identified, the PLUS team, a team composed of members of the project team and the school community (e.g. teachers, students), is established.
3. The third tier consists of targeted PLUS activities offered to all students via the 3-day PLUS Convention, targeting the behavioural expectations.
4. Finally, the last tier comprises the monitoring of the PLUS project progress by team members and effective data-based decisions and evaluations based on the reflections of target students.

References

- [10] United Nations Department of Economic and Social Affairs. (n.d.). *Ageing and disability*. Retrieved from <https://www.un.org/development/desa/disabilities/disability-and-ageing.html>
- [11] Sheets, D. (2005). Aging with disabilities: Ageism and more. *Generations-Journal of the American Society On Aging*, 29(3), 37–41.
- [12] Lanyon, C. (22 September, 2014). Discrimination and intolerance makes having a disability hard in Hong Kong. *South China Morning Post*. Retrieved from <https://www.scmp.com/lifestyle/family-education/article/1596176/struggle-being-disabled>
- [13] Fisher, A., Exley, K., & Ciobanu, D. (2014). *Using Technology to Support Learning and Teaching*. New York, NY: Routledge.
- [14] Hurst, C., Corning, K., & Ferrante, R. (2012). Children’s acceptance of others with disability: The influence of a disability-simulation program. *Journal of Genetic Counseling*, 21(6), 873–883.
- [15] Flannery, K. B., & McGrath Kato, M. (2017). Implementation of SWPBIS in high school: Why is it different?. *Preventing School Failure: Alternative Education for Children and Youth*, 61(1), 69–79. doi: 10.1080/1045988X.2016.1196644

F. Implementation Plan with Timeline

The project will consist of five phases over 24 months.

Period (MM/YYYY)	Key project activities
Year One - Phase 1 [~ 8 months]	
01/2022 – 08/2022	Planning and resources preparation <ul style="list-style-type: none"> - Develop the multimodal resource package - Develop the PLUS Convention protocol and training package for student helpers and volunteer older adults with physical disabilities - Apply for ethics approval for conducting the evaluation study - Recruit a full-time research assistant - Recruit and train student helpers and volunteers - Liaise with collaborating schools and organisation for scheduling and collecting suggestions - Conduct a pilot study
Phase 2 (Schools 1 & 2) [~ 4 months]	
09/2022	<ul style="list-style-type: none"> - Train facilitators (teachers) - Invite students to participate and conduct baseline assessment
09/2022– 11/2022	<ul style="list-style-type: none"> - Deliver the 3-day PLUS Convention
12/2022	<ul style="list-style-type: none"> - Conduct follow-up assessment
Year Two - Phase 3 (Schools 3 & 4) [~ 4 months]	
01/2023	<ul style="list-style-type: none"> - Train facilitators (teachers) - Invite students to participate and conduct baseline assessment
01/2023 – 03/2023	<ul style="list-style-type: none"> - Deliver the 3-day PLUS Convention
04/2023	<ul style="list-style-type: none"> - Conduct follow-up assessment
Phase 4 (Schools 5 & 6) [~ 4 months]	

05/2023	- Train facilitators (teachers) - Invite students to participate and conduct baseline assessment
06/2023 – 08/2023	- Deliver the 3-day PLUS Convention
08/2023	- Conduct follow-up assessment
Phase 5 [~ 4 months]	
09/2023 – 12/2023	- Conduct data analysis - Deliver a sharing workshop for educators from all participating schools - Prepare reports and disseminate results

Details of the key project activities:

Throughout the project, the applicant shall be responsible for the safety of the participants and take safety measures. The Guidelines on Outdoor Activities and other related safety guidelines shall be observed.

Year One - Phase 1:

Key activities & Duration	Contents	Responsible personnel	Expected outcomes & Objectives targeted
Planning and resources preparation - designing PLUS educational resources 8 months	The resources developed will include worksheets and PowerPoint slides for both teachers and students, and animated videos as follows: (a) Information packets and slides – for the Inclusivity Education Workshop; (b) Disability simulation education worksheets for teachers – detailing strategies based on the needs of the disability and classroom context, and the ways facilitators can promote and praise students’ support behaviours; (c) Disability simulation education worksheets for students – detailing instructions and the specific support strategies students can utilise towards individuals with physical disabilities; (d) Interview worksheets – to conduct interviews with older adults with physical disabilities via Community Contact Sessions, assisting students in planning their own interview questions; (e) Self-reflection worksheets – to allow students to reflect on their learning and aid in-class discussions during and after the Service-learning Seminar, Disability Simulation Workshop and Discussion and Evaluation Session. (f) Animated videos – include videos about the needs of older people with physical disabilities for the Inclusivity Education Workshop and demonstration videos of the simulation suits in the Disability Simulation Workshop. Research team members will organise meetings with the participating schools to collect their suggestions of integrating the project activities and educational resources to better enable them to adapt to and connect with their current school-based curriculum. Relevant suggestions will be included in the development of the project educational resources.	Research team members	Expected outcomes: Written and digital PLUS educational resources will be designed to facilitate teachers to guide students’ learning and students’ experience with the PLUS activities. Objectives targeted: This would assist in enhancing knowledge about older adults with disabilities in students, and the training of teachers in providing inclusivity education. It is also expected to consolidate students’ learnings via disability simulation education and other activities, facilitating sensitivity education in students.

Year One to Year Two - Phases 2-4:

Key activities & Duration	Content	Responsible personnel	Expected outcomes & Objectives targeted
<p>Facilitator training</p> <p>1 session (for 2.5 hours)</p>	<p>Facilitators include all school-based teachers participating in the PLUS project. All facilitators will attend a 2.5-hour education session presented by members of the research team.</p> <p>The purpose of this session is to introduce the goals of the PLUS project, the main interventions involved, define their roles in the project and teach them strategies for orienting and supporting the students.</p> <p>Discussions will also be held with the school-based teachers to introduce to them strategies to enable them to adapt to and connect the project activities with their current school-based curriculum.</p>	<p>A project assistant with a Bachelor's degree</p> <p>A part-time registered nurse who is a professional with an undergraduate degree in Nursing and experienced in teaching and working with older adults with physical disabilities.</p>	<p>Expected outcomes:</p> <p>Facilitators understand the goals of the project and familiarise themselves with strategies for orienting and supporting students during the PLUS Convention. This will also benefit teachers, further developing their professional competence and helping ensure that they are capable of continuing PLUS activities after the completion of this project.</p> <p>Objectives targeted: School teachers will be able to receive training in providing skills and knowledge on the social inclusion of older adults with physical disabilities to students in order to independently lead relevant activities in the future.</p>
<p>PLUS Convention - Day 1: PLUS Introduction Day</p> <p>Inclusivity Education Workshop 3 hours</p> <p>Service-learning Seminar 2 hours</p> <p>Interview Preparation 2 hours</p>	<p>The first day of the PLUS Convention will aim to provide students with an extensive introduction to the needs and situations of older adults with physical disabilities, including their social inclusion in Hong Kong. The day will be divided into three sections:</p> <p>(1) Morning: Inclusivity Education Workshop</p> <p>Facilitators will give students an overview of the whole Convention and provide them with basic knowledge that would facilitate their learning through the Convention. Details of the content include:</p> <ul style="list-style-type: none"> (a) Purpose of the PLUS project; (b) Background information about individuals with physical disabilities, including the challenges faced and the importance of accepting and respecting all individuals; (c) Rationale of disability simulation education; (d) Orienting students to their new roles; (e) Role-playing strategies with coaching and feedback; (f) Goal-setting and reflection strategies; (g) The importance of respectful language; (h) Discussions on when and how to seek assistance; (i) Inviting questions from students. <p>(2) Afternoon: Service-learning Seminar</p> <p>Older volunteers with physical disabilities from the community or nursing homes will be invited to</p>	<p>Project assistants, facilitators and a registered nurse will be present to guide and lead the different sessions.</p> <p>Older volunteers with physical disabilities will also be invited to share in the Service-learning Seminar.</p>	<p>Expected outcomes:</p> <p>(1) Inclusivity Education Workshop</p> <p>This will equip students with the necessary introductory skills and knowledge before undergoing disability simulation education, preparing them to fully grasp the benefits of the simulations. It will also prepare them to respectfully engage with people with disabilities.</p> <p>(2) Service-learning Seminar</p> <p>Students will be able to understand the impact of disability on older adults by speaking to people with first-hand experiences with disabilities. Through this session, students will be able to further understand the experiences of older people with disabilities and gauge the impact of their own actions, no matter unintended, on the self-confidence and feelings of social acceptance and inclusion of people with disabilities.</p>

	<p>share their experiences. Participating students will be asked to sit in a circle along with the volunteers to more openly facilitate discussions. The seminar will cover:</p> <ul style="list-style-type: none"> (a) Life of older adults with physical disabilities in Hong Kong; (b) Positive behaviour supports; (c) Eligibility categories of disability-specific information, such as musculoskeletal disorders, neurological disorders and visual impairment. <p>(3) Late afternoon: Interview Preparation Participating students will be introduced to the interview activity as part of one Community Contact Session to be conducted on Day 2. They will then be provided with time to discuss with each other and prepare questions to ask the older volunteer with disability. More information on this is provided in the section below on Day 2.</p>		<p>(3) Interview Preparation Through this time, it is expected that students will be well-prepared for the Community Contact Session requiring them to interview an older adult with physical disabilities the next day. They will also be able to better understand what will be expected of them and think about applying the strategies discussed in the Inclusivity Education Workshop in the morning during the interview.</p> <p>Objectives targeted: Through this day, we aim to provide students sufficient basic knowledge and understanding of older adults with physical disabilities and help them take the first steps towards enhancing their attitudes, such as empathy, sensitivity and respect for them.</p>
<p>PLUS Convention – Day 2: Sensitivity Education Day</p> <p>Disability Simulation Workshop 3 hours</p> <p>Community Contact Session – Interview with Older Adult with Physical Disability 3 hours</p> <p>Discussion Session 1.5 hours</p>	<p>The second day of the PLUS Convention will aim to offer various activities to boost and reinforce sensitivity and empathy in students towards older adults with physical disabilities. The day will be divided into three sections:</p> <p>(1) Morning: Disability Simulation Workshop Students will be divided into groups to utilise unique, commercially available kits to simulate the changes which take place in the body in bones, joints, sight, and hearing due to the ageing process and the symptoms of hemiplegia, such as paralysis or impairment of one side of the body. On wearing the ageing and hemiplegia simulation suits, they will be asked to role play numerous routine daily tasks to experience the effect of the suits on their mobility, hearing and vision. They will record their ability to complete the tasks, the challenges they faced and their feelings on a worksheet after each task. Tasks will include:</p> <ul style="list-style-type: none"> (a) Walk across the room; (b) Go up and down stairs without help; (c) Balance on one foot; (d) Stand up from a seated position; (e) Sit down on a low chair; (f) Pick up a toothbrush and pretend to brush your teeth; (g) Button and unbutton a jacket; (h) Carry a heavy shopping bag from one side of the room to another; 	<p>Project assistant, facilitators and a registered nurse will be present to guide and lead the different sessions.</p> <p>Older volunteers with physical disabilities will be involved in the Community Contact Session.</p>	<p>Expected outcomes:</p> <p>(1) Disability Simulation Workshop Students will be allowed to personally experience age and disability-related physical changes with the simulation suits, increasing their understanding, empathy and comfort level towards older adults with physical disabilities. Their understanding of the challenges faced by them and sensitivity to their particular needs would also be enhanced by to an extent, realistically learning the inconvenience of disabilities, which are only understandable through experience. We expect that this type of education would help students consolidate the knowledge they have learnt through the Inclusivity Education Workshop and Service-learning seminar on Day 1, further positively affecting their initial attitudes towards people with disabilities.</p>

	<p>(i) Throw some cards on the follow and then pick them up;</p> <p>(j) Open a bottle of water and drink from it;</p> <p>(k) Take out money from a wallet;</p> <p>(l) Read a news article and circle all the word “the” in it;</p> <p>(m) Use a phone to call a groupmate who is far away in the room;</p> <p>(n) Listen to a short story from a groupmate and explain what you have heard;</p> <p>(o) Tie shoelaces;</p> <p>(p) Write your name and draw your favourite animal on a piece of paper;</p> <p>(q) Use the toilet;</p> <p>(r) Eat a meal, simulated using a pack of chips.</p> <p>At the end of the simulation session, all students will be given a questionnaire to evaluate their disability simulation experience.</p> <p>(2) Afternoon: Community Contact Session – Interview with an Older Adult with Physical Disability</p> <p>The Community Contact Sessions will focus on enhancing interaction and socialisation between secondary students and older adults with physical disabilities. They will comprise of two activities, with the first being an interview with an older adult with a physical disability.</p> <p>Students will work in pairs and be assigned to interview an older adult with a physical disability from the community or a nursing home. They will be given the afternoon to visit a nursing home or the living areas of the volunteers with physical disabilities and will have 60 minutes to interact with the volunteers, speaking to them in their normal living environments about their lives, challenges, experiences and how they achieve their goals. During this time, they will be encouraged to get to know the volunteers personally and ask questions, some of which may be considered inappropriate in other settings.</p> <p>(3) Late afternoon: Discussion Session</p> <p>At the end of the day, a discussion session will be organised for students to share and discuss their learning from the day’s activities.</p> <p>Discussion questions with regards to the Disability Simulation Workshop will include:</p> <ol style="list-style-type: none"> 1. How did you feel about the disability? 2. What are the main challenges an older adult with this disability must face every day? 3. How can you support someone with this disability? <p>Discussion questions with regards to the Community Contact Session Interview include:</p>	<p>(2) Community Contact Session – Interview with an Older Adult with Physical Disability</p> <p>By interacting directly with older adults with physical disabilities and hearing their stories and experiences directly from them, students would be enabled to learn how to better communicate with and support them. Hence, their respect, care, compassion and understanding towards them and willingness to make adaptations to facilitate their integration and social inclusion would be increased.</p> <p>(3) Discussion Session</p> <p>A discussion session is necessary for questions and to summarise students’ learnings from the day’s activities in a clear and concise manner. By speaking to facilitators, the registered nurse and other students about their feelings from the experiences, students will gain clarity and more easily extract lessons from the activities to apply to their daily lives even after the Convention.</p> <p>Objectives targeted: After gaining basic knowledge and understanding of the experiences and needs of older adults with physical disabilities on Day 1, Day 2 would focus on enhancing positive attitudes, including understanding, sensitivity, empathy and respect towards the needs of older adults with physical disabilities through more hands-on, realistic experiences. The objective of assessing students’ satisfaction with the disability simulation activities will also be fulfilled via the completion of a questionnaire. Besides, this day would successfully start to push students to view and treat older</p>
--	--	--

	<ol style="list-style-type: none"> 1. What new things did you learn from the interview? 2. What preconceptions did you have about interacting with older adults with disabilities before the interview? Did they change? If so, how? 3. How can you apply your new learnings to your daily life? 		<p>adults with physical disabilities the same as other people, reducing feelings of discrimination or discomfort towards them and normalising interaction with them.</p>
<p>PLUS Convention - Day 3: Socialisation & Consolidation</p> <p>Community Contact Session – Outdoor Experience 5 hours</p> <p>Final Discussions and Evaluation 3 hours</p>	<p>The last day of the PLUS Convention will focus on boosting socialisation between older adults with physical disabilities and secondary students and consolidating the knowledge and skills gained from the Convention. The day will be divided as follows:</p> <p>(1) Morning-afternoon: Community Contact Session – Outdoor Experience The second Community Contact Session activity will be an outdoor activity allowing secondary students to go out and socialise with older adults with physical disabilities in a relaxed setting. This will consist of a short, easy hike on the [REDACTED]. In this way, we expect students to learn to see people with disabilities as everyone else, treating them with respect and compassion but not very differently from others.</p> <p>(2) Afternoon-late afternoon: Final Discussions and Evaluation In this final session of the PLUS Convention, students will first reflect and discuss their recent Outdoor Experience with older adults with physical disabilities. Discussion questions will include:</p> <ol style="list-style-type: none"> 1. Did you learn anything new in the recent Outdoor Experience? 2. Has your perception of older adults with physical disabilities changed in any way? 3. Have you learnt any strategies/ways to interact or socialise with older adults with physical disabilities? <p>Next, final discussions on the PLUS Convention will be held. Students will be informed of the Student Sharing Session to be held in their schools to share their experience with their fellow schoolmates. They will then be given time to work on a 10-15-minute presentation, consisting of PowerPoint slides or a short video to share their experience in their Disability Simulation Workshop groups. The following questions will be provided for discussion and to include in students' school presentations:</p>	<p>Project assistants, facilitators and a registered nurse will be present to guide and lead the different sessions.</p> <p>Older volunteers with physical disabilities will be involved in the Community Contact Session.</p>	<p>Expected outcomes:</p> <p>(1) Community Contact Session – Outdoor Experience This would normalise interactions between secondary students and older adults with physical disabilities and help them find commonalities within their differences. Consequently, bias or prejudice towards older adults with physical disabilities will be reduced among students, further enhancing mutual respect and understanding and lowering any discomfort between older adults and students.</p> <p>(2) Final Discussions and Evaluation Students will be able to reinforce their learnings from not only the Outdoor Experience but the whole of the PLUS Convention. As a result, it can be ensured that we are able to pass on the desired knowledge and skills to the students through this project.</p> <p>Students will also be able to start working on their presentations for the Student Sharing Session to be held at their schools. Facilitators would be able to guide them in order to ensure that students are clearly able to relay their experiences to their schoolmates to encourage future participation in this project.</p> <p>Lastly, we will be able to receive evaluations from students on this project to assess whether it the activities have been helpful in promoting</p>

	<ol style="list-style-type: none"> 1. What is the definition of the word, “disability”? 2. What are some examples of physical disabilities? 3. What are some ways in which you might have been unintentionally insensitive to older people with disabilities? 4. What new information and skills did you learn from the PLUS project? 5. What are some ways to apply the lessons from the PLUS Convention and be more sensitive to others in the future? <p>Finally, at the end of this session, students will be presented with two questionnaires to assess their attitudes towards older adults with physical disabilities as a result of the PLUS Convention.</p> <p>Meetings will be held with the school-based teachers of each participating school to discuss plans for continuing adopting the project activities and educational resources in connecting and enhancing their current school-based curriculum; and plans for continual support by the research team to the participating schools after the project.</p>	<p>positive attitudes and values towards older adults with physical disabilities in students. This would be useful in further improving the project activities to maximise effectiveness and impact.</p> <p>Objectives targeted: On Day 3, we will further target the objective of promoting socialisation and interaction between secondary students and older adults with disabilities via the Community Contact Session. Through the discussion session afterwards, we will aim to ensure that all of our proposed objectives are met through this convention and act as a final push to help students realise the lessons they have gained from the different PLUS activities. In this way, we expect that by the end of the convention, students’ knowledge and positive attitudes will be successfully boosted. Lastly, by passing questionnaires to students, the objective of assessing the effect of the PLUS activities on students will also be fulfilled.</p>
--	---	--

G. Teachers’ and Principals’ Involvement in the Project

	Involvement and role
Principal	Approve the details of the project.
Vice-principal	Allocate the human resources.
Assistant principal	Supervise its implementation.
Teachers	Participate in the facilitator training sessions and serve as facilitators in the PLUS activities

H. Budget

Total Grant Sought: **HK\$970,400 (round up to the nearest hundred dollar)**

The applicant will ensure that all procurement of goods and services is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process.

Phase	Budget Item	Amount (HK\$)	Justifications
YEAR 1 & 2 Phase 1-5: Planning and Resources Preparation	One full-time project assistant, for a continuous employment of 24 months	HK\$365,400	<p>The project assistant should have a university degree in related disciplines and is compensated based on the staff salary guidelines outlined by the Human Resources Office of The Chinese University of Hong Kong. He/she will play a significant supportive role in the implementation of the PLUS project with the following specific job specifications:</p> <ul style="list-style-type: none"> - designing and helping to run the project; - preparing materials for the PLUS project; - photo-taking and recording of the activities; - recruit and train student helpers;

			<ul style="list-style-type: none"> - liaise with the schools and organisation to arrange project activities; - conduct data evaluation. <p>Estimated total budget for 24 months, inclusive of monthly salary, and 5% of Mandatory Provident Fund (MPF): $HK\\$14,500 \times 24 \times 1.05$</p>
YEAR 1 Phase 1: Planning and Resources Preparation	Eight student helpers (from university) (200 hours per student)	HK\$92,400	<p>Student helpers (SHs) will be compensated based on the standard remuneration rate of the Student Helper Engagement Scheme of the Office of Student Affairs of the university (An hourly rate of HK\$57.75 including 5% MPF). Eight student helpers are required to assist the project team in various aspects of the PLUS project, including the following, for an estimated total of 200 hours per student helper over the project period:</p> <ul style="list-style-type: none"> - helping develop educational resources (SH 1-3); - video production and editing for e.g. demonstration of the simulation kits, PLUS activities, etc (SH 4-6); - assisting in delivery of the PLUS activities for each school (SH 1-6) (including facilitating interactive discussions among secondary school students, introducing the use of the educational resources); - data collection and sorting throughout and at the end of the project (SH 7 & 8). <p>The two student helpers (SH 7 & 8) will help with data collection (two times for each school; pre- and post-intervention) and sorting, and therefore will not be involved in development and delivery of the intervention to remain unbiased during data collection.</p> <p>Estimated total budget for 200 hours at an hourly rate of HK\$57.75/hour: $HK\\$57.75 \times 200 \times 8$</p>
	Seven Hemiplegia Simulation Suits (HK\$5,044 × 7)	HK\$35,308	<p>Hemiplegia Simulator Suits are required for the disability simulation activities in the Disability Simulation workshop on Day 2 of the PLUS Convention. They simulate an incomplete unilateral paralysis caused e.g. by a stroke and are one size fits all.</p> <p>Seven suits are estimated to be needed to sufficiently accommodate students divided into groups and ensure that they are able to benefit from a complete learning experience.</p>
	Seven Ageing Simulation Suits (HK\$19,397 × 7)	HK\$135,779	<p>Ageing Simulation Suits are required for the disability simulation activities in the Disability Simulation workshop on Day 2 of the PLUS Convention. The Ageing Suit consists of a set of separate components, namely special goggles, hearing protection, cervical collar, weight vest, elbow wraps, wrist weight cuffs, special gloves, knee wraps and ankle weight cuffs. It is one size fits all.</p> <p>Seven suits are estimated to be sufficient to accommodate the number of students.</p>
	One website and animations developer	HK\$70,000	<p>A website and animations developer would be employed on a freelance basis and compensated based on an average cost estimated for a simple website and animations in Hong Kong. The job specification of the developer would include:</p> <ul style="list-style-type: none"> - developing an e-learning platform in the form of a website to track students' learning and record project progress (HK\$30,000); - developing animated videos as part of the educational resources assisting students' learning e.g. demonstrating use of simulation suits, needs of older people with disabilities (HK\$40,000).
	Web hosting service	HK\$10,000	<p>An e-learning platform in the form of a website needs to be hosted for two years over the course of the project.</p> <p>Estimated web hosting fee: $HK\\$5,000 \times 2$</p>

	Printing, photocopying and stationary	HK\$5,001	Include fees for educational resources, such as booklets, worksheets, assignments, etc. and stationaries for students, such as pens, sheets of paper, etc required in the PLUS Convention.
	Other resources for PLUS activities	HK\$5,000	Various materials, namely toothbrushes, button-up jackets, heavy shopping bags filled with books, playing cards and packets of chips, are required for students to perform the disability simulation tasks while wearing the simulation suits in the Disability Simulation Workshop on Day 2 of the PLUS Convention. These tasks are necessary for students to better empathise with the needs of older adults with disabilities by allowing them to feel what it may be like in their shoes.
YEAR 1 Phase 2: Schools 1 & 2	One part-time registered nurse (RN) (50 hours)	HK\$12,622	The part-time RN must possess at least 2 years of post-registration clinical experience and will be compensated matching the salary scale of a RN at the Hospital Authority. His/her roles in the PLUS project will be as follows: - to facilitate the activities at the PLUS Convention; - to provide students with more professional knowledge and valuable information about how to care for and respect older adults with physical disabilities from first-hand experience. Estimated total part-time salary utilising the formula, Hourly rate = Monthly salary/39/4.33: HK\$42,627/39/4.33 × 50
	Travel expenses (student travel expenses)	HK\$25,000	Students: Students will need to travel to outside venues for the Community Contact Sessions during the PLUS Convention. They will travel to the places of residence of older adults with disabilities to interview them and coaches will need to be rented to take students to the hiking trail and barbecue site for the Outdoor Experience. These experiences are necessary to facilitate the normalisation of interaction between secondary students and older adults with disabilities.
YEAR 2 Phase 3: Schools 3 & 4	Repeated expenses as Phase 2	HK\$37,622	Same expenses for Schools 3 & 4 students as Schools 1 & 2.
YEAR 2 Phase 4: Schools 5 & 6	Repeated expenses as Phases 2 and 3	HK\$37,622	Same expenses for Schools 5 & 6 students as Schools 1 and 2.
YEAR 2 Phase 5	Audit fee	HK\$5,000	An amount of HK\$5,000 is required for the funding as audit fee.
	University overhead charge	HK\$125,513	The project team is affiliated with The Chinese University of Hong Kong, which is a tertiary institute funded by the University Grants Committee. Overhead charges are incurred by the institute and estimated to be 15% of the total budget exclusive of contingency.
	General contingency fees	HK\$8,133	These fees will act as a safety net for any unexpected increases in costs in any of the phases due to any unforeseen situations and circumstances or differences from our estimations of costs e.g. due to increases in coach booking fees, repair costs of simulation suits as a result of accidents, etc. The contingency fees are estimated as outlined in the application guidelines, based on (all expenses, except staff costs) × 3%

	Total Grant Sought	HK\$970,400
--	---------------------------	-------------

I. Expected Project Outcomes

Expected tangible deliverables:

Deliverables		Contents/Strategies
Written and digital learning and teaching educational resources		Students will be able to utilise the resources to better track their learning progress. The resources would also assist teachers in ensuring that the intended knowledge and skills are passed onto students effectively. Additionally, these resources will be able to provide tried and tested references to other schools and institutions, allowing them to plan PLUS activities on their own campuses.
E-deliverables	Website	A website will be developed to provide a one-stop e-learning platform for students, teachers and interested educators from other institutions to access all materials involved in the PLUS project. Materials that will be uploaded will include learning materials and information disseminated via PLUS activities and videos recorded of the various sessions.
	Learning materials and information	All content from written and digital learning materials, worksheets and information shared in the PLUS activities will be uploaded as pages on the project website in an organised way. This would give easy access to the flow of the project, and the learned concepts for students and teachers, allowing the project aims to be met more effectively and efficiently. It would also provide a record of the content delivered, allowing PLUS activities to be planned by the school or other institutions in the future more easily.
	Video lessons	All sessions of the PLUS project will be video recorded as a record of how they were conducted and for the reference of students who may wish to go back to re-learn them. Besides, by allowing direct observation of the lessons through the videos, it can be ensured that any educators who plan any future PLUS activities would be able to do so at a similar standard. Finally, the video lessons would also be able to serve the purpose of re-evaluation, giving us a chance to view the lessons more objectively at a later period and evaluate our strengths and weaknesses to improve future PLUS activities.

Expected intangible outcomes:

Positive values and attitudes, such as respect and care for others, responsibility, sensitivity, integrity and empathy will be nurtured in students. A school environment conducive to the promotion of positive values would also be fostered through strengthening support and collaboration among stakeholders, including teachers and school staff members. In this way, a positive value atmosphere will be built at school and in the long-term in the society by facilitating social inclusion of older adults with disabilities.

J. Project Evaluation

(1) Questionnaire surveys

All secondary school students will be invited to complete questionnaire surveys, before and immediately after the PLUS Convention, to assess their changes in attitudes towards older adults with physical disabilities and their own satisfaction with life. Students will also be invited to complete the questionnaire about their satisfaction with the disability simulation experience immediately after the Disability Simulation Workshop.

i. Students' Attitudes toward People with a Disability Scale

The 47-item *Students' Attitudes toward People with a Disability Scale* will be used to assess the effectiveness of the PLUS project in enhancing students' attitudes towards older adults with physical disabilities. It was developed locally in the Baseline Survey of Students' Attitudes towards People with a Disability, a study conducted by the Equal Opportunities Commission in Hong Kong [16]. The scale was constructed by drawing references from three of the most widely used attitude scales: the Scale of Attitudes toward Disabled Persons [17], of which the Chinese version has been validated in the local context [18]; the Acceptance Scale [19]; and the Student Questionnaire [20]. It was constructed to encompass four attitude sub-scales, namely social acceptance, behavioral misconceptions, pessimism-hopelessness, and optimism-human rights. All sub-scales had Cronbach's Alpha scores ranging from 0.69 to 0.85, which supported their respectable reliability [17-20].

ii. Satisfaction With Life Scale (SWLS)

The *Satisfaction With Life Scale (SWLS)* is one of the most widely used tools to measure the concept of life satisfaction [21]. Its psychometric properties have been extensively examined in different nations. It has also been

translated and validated in numerous languages, including both Simplified and Traditional Chinese [22]. The SWLS consists of five items providing an overall judgment of life: (1) In most ways my life is close to my ideal; (2) The conditions of my life are excellent; (3) I am satisfied with my life; (4) So far I have gotten the important things I want in life; and (5) If I could live my life over, I would change almost nothing. The items are rated on a 7-point Likert scale (1 = strongly disagree – 7 = strongly agree), with a total score ranging from 5 to 35 points. A higher score indicates a higher satisfaction with life. The SWLS has a Cronbach's Alpha score of 0.87, supporting its internal consistency and reliability [21].

iii. Satisfaction with Disability Simulation Experience Scale (SDSES)

Students will also be asked to complete the *Satisfaction with Disability Simulation Experience Scale (SDSES)* immediately after the Disability Simulation Workshop. The SDSES is a new 18-item scale developed from the *Satisfaction with Simulation Experience Scale (SSES)*. In this survey, students will rate their extent of agreement with the simulations using a 5-point Likert scale (1=strongly disagree – 5=strongly agree) to indicate their satisfaction with them. A higher score will indicate higher satisfaction with the simulation experience. The survey will have one open-ended question asking students to provide additional comments about their simulation experience. The scale's internal consistency reliability as a whole Cronbach's coefficient values ranges from 0.70 to 0.88 [23].

(2) Semi-structured interviews

Semi-structured interviews will be conducted with participating students, facilitators, teachers and volunteer older adults with physical disabilities to gain more in-depth feedback. Interviews will be conducted by the project team with students in focus groups, with a convenience sub-sample of participating students. Three groups of students of about 10 students each will be invited from each school. They will be selected from the high, medium and low range of scores of academic performances in the previous term. Individual interviews will be conducted with facilitators, teachers and older adults with physical disabilities.

The interviews will be conducted in a private room in the school, and each interview will take about one hour. Interviewees will be invited to share their experiences of participating in the PLUS activities, the components that they enjoyed, the most and least helpful aspects, things learned, or benefits gained, and areas for improvement of the project. Facilitators, teachers and older adults with physical disabilities will also be asked to share their experiences interacting with the students.

(3) Process evaluation

The PLUS activities will be consistently evaluated throughout the project using a variety of measures. Students' level of attendance in each of the PLUS activities will be noted. An audit of the adherence of PLUS activities to the project protocol will also be conducted and a record of the context of the physical environment will be made. Additionally, the PLUS activities will be observed by teachers and project team members to further assess the adherence of the activities to the project protocol, students' level of participation in the activities, interactions between students and facilitators and assignments completed by students.

Data analysis

Data will be presented as frequency and percentage for categorical variables and as mean and standard deviation for continuous variables. Paired t-tests will be performed to compare the means of the outcomes between the baseline and post-test. All analyses will be performed using SPSS Statistics, and all statistical tests will be two-sided. A p value of below 0.5 will be considered statistically significant. Interview data will be transcribed verbatim from the audio recordings by an independent research assistant and analysed thematically. Sub-themes and themes that meet the objectives of the project will then be developed.

References

- [16] Pearson, V., Wong, D. K. P., & Hui, H. S. K. (2003). A baseline survey of students' attitudes towards people with a disability. *Hong Kong: Equal Opportunities Commission*. Retrieved from <https://www.eoc.org.hk/EOC/GraphicsFolder/InforCenter/Research/content.aspx?ItemID=6625>
- [17] Antonak, R. F., & Livneh, H. (1988). *The measurement of attitudes toward people with disabilities: Methods, psychometrics, and scales*. Springfield, Ill.: C.C. Thomas.
- [18] Chan, F., Hua, M. S., Ju, J. J., & Chow S. L. (1984). Factorial structure of the Chinese Scale of attitudes towards disabled persons: A cross-cultural validation. *International Journal of Rehabilitation Research*, 7(3), 317–319. <https://doi.org/10.1097/00004356-198409000-00006>
- [19] Voeltz, L. M. (1980). Children's attitudes toward handicapped peers. *American Journal of Mental Deficiency*, 84(5), 455–464.

- [20] Shapiro, N. S., & Levine, J. J. (1999). *Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs*. San Francisco: Jossey-Bass.
- [21] Diener, E., Emmons, R., Larsen, R., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71–75.
- [22] Pavot, W., & Diener, E. (1993). Review of the satisfaction with life scale. *Psychological Assessment*, 5, 164–72.
- [23] Levett-Jones, T., McCoy, M., Lapkin, S., Noble, D., Hoffman, K., Dempsey, J., ... & Roche, J. (2011). The development and psychometric testing of the Satisfaction with Simulation Experience Scale. *Nurse Education Today*, 31(7), 705-710. doi: 10.1016/j.nedt.2011.01.004

K. Sustainability of Project Outcomes

After the completion of the project, the participating school will continue to implement and optimise the PLUS curriculum. It is expected that participation in our workshops would enable the teachers to gain more experience, making them capable of independently leading future PLUS education activities. We will also share the e-deliverables resulted from the project, specifically the online learning website we have developed, with schools. The simple maintenance of the website will continue to be easily managed by our School. This would allow the impact of the project to be further sustained as different schools would be able to take reference from the initial project to continue or extend the PLUS activities. It is therefore expected that the initial project would be able to provide the support necessary for the long-term enhancement and development of the PLUS curriculum within the school, thereby cultivating an overall culture of positive value in the school.

In addition, the equipment utilised in the project will continue to be used once the PLUS curriculum is introduced in the regular curriculum. On the successful completion of this project, the instruments would even be given to the schools to continue using in PLUS or other activities. Moreover, on completion of this project, we will conduct an evaluation meeting to further discuss how to develop the school-based PLUS project and design teaching activities of different themes.

Finally, it is expected that this project would have lasting positive impacts on the volunteers with physical disabilities, having provided them a chance to utilise their experiences and skills to enhance others' skills and knowledge. Through this, older adults with disabilities would gain increased self-confidence and trust in themselves, enhancing their self-esteem, reducing any negative feelings towards themselves and assisting their sense of integration and inclusion into society.

L. Dissemination/Promotion of Project Outcomes

We plan to organise a sharing workshop for educators from all schools by the end of the project period to share our experiences. The sharing workshop will include students' learning outcomes, project content, project experience of teachers and tips for implementing PLUS project activities. Moreover, we will share the developed learning materials through an online e-platform, including the written and digital educational resources and the e-learning website with video clips recorded during the project, to help other teaching units and campuses put the PLUS project into practice. Besides, the equipment used in this project would be provided to secondary schools for their own long-term use in PLUS activities or to adapt for other school activities.

On a larger scale, we will also present and disseminate our work more widely via the following avenues:

- (a) professional seminars of the [REDACTED], where school principals, teachers and academics meet to discuss innovations in education;
- (b) international and local education colloquiums and forums;
- (c) oral and poster presentations in international medical/healthcare education, stroke/neurology, musculoskeletal and advanced nursing practice conferences/seminars [REDACTED];
- (d) oral or poster presentations in local conferences, including the [REDACTED];
- (e) publishing the study protocol and results in peer-reviewed scientific journals in the field of stroke care;
- (f) presentations and discussions in meetings with local stakeholders, including stroke team of [REDACTED], stroke support groups and community health centres;
- (g) health-related or self-management workshops for stroke survivors in the community.

Supporting documents

1) Details of the project team



Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Others	Hemiplegia Simulation Suits	7	HK\$35,308	Will be deployed to each participating secondary school respectively for conducting the PLUS activities after the project. One set will be deployed to the Nethersole School of Nursing at The Chinese University of Hong Kong for lending to other secondary schools who will conduct the PLUS activities after the project, and also for educating nursing students about the needs of people with disabilities.
	Ageing Simulation Suits	7	HK\$135,779	Will be deployed to each participating secondary school respectively for conducting the PLUS activities after the project. One set will be deployed to the Nethersole School of Nursing at The Chinese University of Hong Kong for lending to other secondary schools who will conduct the PLUS activities after the project, and also for educating nursing students about the needs of older adults.

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule

The organisation commits to submit proper reports in strict accordance with the following schedule:

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 01/01/2022 - 30/06/2022	31/07/2022	Interim Financial Report 01/01/2022 - 30/06/2022	31/07/2022
Progress Report 01/07/2022 - 31/12/2022	31/01/2023	Interim Financial Report 01/07/2022 - 31/12/2022	31/01/2023
Progress Report 01/01/2023 - 30/06/2023	31/07/2023	Interim Financial Report 01/01/2023 - 30/06/2023	31/07/2023
Final Report 01/01/2022 - 31/12/2023	31/03/2024	Final Financial Report 01/07/2023 - 31/12/2023	31/03/2024

Remarks

The project team acknowledged the five conditions as listed in Annex 1 of the approval letter dated 31 May 2021.

- / We will develop all the teaching and learning materials, and conduct training sessions to provide sufficient support for the participating schools to adapt and connect the project activities with their school-based curriculum.
- / We have elaborated the roles and responsibilities of each student helper in the budget.
- We will be responsible for the safety of the participants and take safety measures when conducting project activities. We will observe the Guidelines on Outdoor Activities and other related safety guidelines.
- We will ensure that all procurement of goods and services and appointment of project staff is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process.
- We will share the developed learning materials through an online e-platform, including the written and digital educational resources and the e-learning website with video clips recorded during the project, to help other teaching units and campuses put the PLUS project into practice. Besides, the equipment used in this project will be provided to secondary schools for their own long-term use in PLUS activities or to adapt for other school activities. We confirm that the copyrights of the deliverables and materials will be vested with the QEF and can be shared with other schools.