

Dedicated Funding Programme for Publicly-funded Schools

Project Number: 2022/0202
Name of School: 聖公會曾肇添中學
Sheng Kung Hui Tsang Shiu Tim Secondary School
Project Title: 從沉浸式體驗學習 STEAM 航空知識
Learning STEAM Aeronautical Knowledge through Immersive Experience
Beneficiaries: Secondary
Estimated Number of Direct Beneficiaries: Student:862 (F.1-6)
Teacher:69
Parent:0
Others (Please specify): 0 ()

1. Project Needs

1.1 Project aim(s)

a. Achieving the objectives of STEAM

The objectives of STEAM teaching include developing a solid knowledge base among students and enhancing their interest in learning Science, Technology, Engineering, Arts and Mathematics. The learning process will strengthen their ability to integrate and apply their knowledge and skills; nurturing their creativity, collaboration and problem-solving skills; and developing talents/experts in STEAM-related areas to foster the development of Hong Kong.

(Modified from *Education Bureau (2015). Report on STEM Education – Unleash Potential in Innovation* <https://doi.org/10.1016/j.sbspro.2015.02.354>)

b. Integration of aviation into STEAM education

The theme of our upcoming project is aviation. We would like to integrate aviation into STEAM education in our school because it serves as an indispensable platform for students to synthesise and apply interdisciplinary knowledge and skills in daily life. The disciplines encompass Mathematics (Distance, Speed, Time, Geometry, and Trigonometry), Science (Force and Motion, Electricity and Circuits, Energy Conversion, Air, and Pressure), and Geography (Mapping, Weather), to name a few. Students will learn these skills by combining the knowledge they acquire inside and outside classrooms through real-life examples. In summary, incorporating aviation into our STEAM curriculum would equip students with essential skills and innovative thinking crucial for the continuous economic and technological advancement in Hong Kong.

c. Emphasis on holistic development

The project lays great emphasis on holistic development. While acquiring the aviation skills and the STEAM knowledge, students assimilate them through working on projects in teams. They would then analyse the results, articulate the concepts in presentations and enhance collaboration skills. As a result, the project would foster students' innovative and human-centric solutions, as well as cultivating their ability to learn independently throughout their learning journey. It would equip them with valuable insights into their future studies and careers, particularly in aviation and STEAM-related fields, thereby fostering their personal and professional development.

1.2 School-based innovative element(s)

a. Introducing aviation-themed STEAM education at an early age

There are some aviation-related courses in Hong Kong, but most focus on adult training, teaching interested adults how to apply for pilots and related licenses. However, the aviation industry, especially the areas closely related to STEAM, often requires a significant period of accumulating knowledge and skills. Therefore, introducing aviation-related concepts and skills into students' education at an early stage will not only arouse students' interest but also offer a topic deeply connected to real life, enabling students to acquire STEAM skills.

(Modified from High School Aviation Stem Curriculum, <https://youcanfly.aopa.org/high-school/high-school-curriculum>)

b. Our school's innovative approaches to aviation-themed STEAM project

Our school aims to make good use of professional equipment and courses to teach students relevant aviation knowledge and skills. We plan to provide a continuous, hand-on learning experience in the STEAM aspects of aviation, ensuring a rich, multidisciplinary approach.

To seamlessly weave aviation concepts throughout our curriculum, teachers will be provided with comprehensive training in basic aviation knowledge. This enables the integration of aviation principles in various subjects, fostering a holistic learning experience that spans beyond traditional classroom boundaries.

Our cutting-edge approach includes the use of aviation science experiments, tailored teaching aids, and flight simulation training. These tools encourage students not only to grasp theoretical knowledge but also to apply, analyse, synthesise, and reflect on their skills in overcoming real-life challenges.

1.3 Meeting with school-based/students' needs

Item: Fulfilling the school development plan of this cycle/major concerns

One of our school's major concerns in 2024-2025 is to "Inspire students' innovation through enlightening STEAM-related activities". Central to our approach is a dedication to a vibrant STEAM-focused learning environment, with aviation as a distinctive element in the new project. This focus aims not only to enhance students' passion and knowledge in STEAM fields but also to integrate aviation studies, promoting teamwork, innovation, and a hands-on learning experience. By doing so, we are committed to nurturing our students' talents and preparing them for future challenges. Our goal is to inspire them to become innovators and leaders who can thrive and lead in a global setting. Through this strategic emphasis on aviation within STEAM education, alongside fostering a supportive and enriching school culture, we aim to unlock the full potential of every student and equip them for the opportunities and challenges of tomorrow.

2. Project Feasibility

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

The following key concepts / rationales of our project provides a comprehensive overview that not only elaborates its purposes and significance but also offers its goals and expected outcomes:

Rationales of the project:

a. Addressing the major concern in the school development plan

The essence of aviation combines key disciplines, including English, Mathematics, Science, Geography, and Technology, underlining the core principles of STEAM education. This interdisciplinary approach encourages students to apply diverse perspectives and areas of knowledge, grounding their educational journey in real-world context. As highlighted in the "Promoting STEM Education – Unleashing Creative Potential Report" by the Education Bureau in 2016, the push for STEAM education emphasises the significance of integrating and applying knowledge and skills across Science, Technology, and Mathematics. Delving into aviation allows students to reinforce their academic skills within these vital sectors while fostering a mindset geared towards lifelong learning and complete personal development. This integrated learning strategy equips students for the complex challenges of the future, promoting an ethos of innovation and well-rounded growth.

b. Equipping Hong Kong for aviation's bright future

After the COVID-19 outbreak in Hong Kong, the aviation industry is beginning its journey to recovery. The Boeing "Pilot and Technician Outlook 2022-2041" report highlights that over the next 20 years, the industry will require 602,000 new pilots and 610,000 new aviation technicians to meet its growing needs. Asia, and particularly China, is expected to account for approximately 20% of this demand. Therefore, the project would make our school one of the pioneers in nurturing aviation more talents to respond to these future requirements.

(Modified from <https://www.boeing.com/resources/boeingdotcom/market/assets/downloads/2022-Pilot-Technician-Outlook.pdf>)

c. Addressing the major concern in the school development plan

By conducting our project in school, we can foster a nurturing environment for aspiring aviation professionals. This is due to the construction of the third runway at Hong Kong Airport, which not only aims to consolidate Hong Kong's position as an international aviation hub but also presents a pivotal opportunity for schools. According to the official site of the third runway project, the aviation industry has already seen a significant increase in employment, with direct jobs rising from 73,000 to 123,000, and indirect and related jobs increasing to 165,000 following the runway's inauguration.

Our project stresses the importance of practical, hands-on experience, enabling students to apply their skills in real-world contexts and bridging the gap between theoretical knowledge and practical application. It is our hope that the project would inspire students to explore careers in aviation or STEAM-related fields, and contribute to the sector's growth. This would ensure a steady influx of talent well-equipped to meet the challenges and opportunities of tomorrow's aviation landscape.

(Modified from <https://www.threerunwaysystem.com/tc/overview/economic-benefits/>)

Key Concepts:

Aviation, STEAM (Science, Technology, Engineering, Arts and Mathematics), STEAM knowledge and skills, immersive experience, soft skills, design, application, opportunities, challenges, innovation, well-rounded growth, unleashing potentials, experiments, projects

2.2 School's readiness

Item: Relevant school experience

The school has initiated a pilot programme aimed at introducing a small group of students to basic aviation concepts and principles. The initiative has received positive feedback, with students expressing keen interest in further exploring aviation, as well as the academic and career opportunities available within the field.

Item: Relevant facilities and equipment acquired

In support of our aviation programme, the school has invested in essential flight simulation equipment, enabling students to gain basic flying skills. This hands-on experience has not only enhanced our educational offerings but also equipped our students with a solid skill set in basic aviation operations.

2.3 Principal and teachers' involvement

School Staff: Principal

Duties: Formulate plans, Monitor and supervise, Coordinate / collaborate, Process funding

School Staff: Vice principal

Duties: Formulate plans, Monitor and supervise, Coordinate / collaborate

School Staff: Curriculum leader

Duties: Monitor and supervise, Coordinate / collaborate, Plan curriculum / activities

School Staff: Subject panel head

Duties: Monitor and supervise, Coordinate / collaborate, Consolidate learning and teaching materials, Conduct / participate in activities

School Staff: Project leader

Duties: Formulate plans, Monitor and supervise, Coordinate / collaborate, Plan curriculum / activities, Process funding, Conduct / participate in activities

School Staff: Subject teachers

Duties: Conduct / participate in activities, Consolidate learning and teaching materials

2.4 Project period

Project Start Date and End Date: from 04/2025 to 05/2027

The project lasts for 2 year(s) and 2 month(s).

2.5 Details of project activities

a. Project implementation measures

Activity 1: The design of aircraft wing

Implementation Period:

09/2025 - 05/2027

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Design & Technology • (Design & Application) • F.1: Focusing on creating basic 3D drawings • F.2: Delving into the design process, understanding the steps from concept to prototype • F.3: Advancing to sophisticated 3D drawing techniques and bring designs to life through 3D printing 	<ul style="list-style-type: none"> • Use aircraft model experiments to understand the relationship between aircraft design and aerodynamics • Learn the aerodynamics of aircraft by crafting gliders with varied wing shapes to see their effects firsthand. • Learn how to draw wing shapes in CAD drawing • For example, in F.3 lessons, students will learn the principles of wing and airfoil design and apply 3D modelling skills to create realistic aircraft wing designs. The class will start with an introduction to aerodynamics and airfoil characteristics, followed by a review of essential 3D modelling tools. Students will then engage in hands-on 3D modelling to create their wing designs in preparation for 3D printing. The lesson concludes with students presenting their printed wing models, discussing their design processes, and reflecting on the aerodynamic principles applied. This integrated approach ensures students grasp both theoretical concepts and practical skills in 3D design and printing. 	<ul style="list-style-type: none"> • 2 x 35 mins

Number of school personnel and/or appointed project staff involved and respective duties:

- F.1 – F.3 Design & Technology teachers

Expected outcomes:

- Understand wing and airfoil design principles
- Comprehend the factors and measurements in wing design
- Apply CAD skills to model realistic aircraft wing designs

Activity 2: Basic Aviation Navigation		
<u>Implementation Period:</u> 09/2025 - 05/2027		
<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Mathematics(Bearing) • F.2: Exercises on basic calculations of variation and deviation • F.3: True bearing and compass bearing 	<ul style="list-style-type: none"> • The application of aviation navigation and flight planning • Learn the reading of navigation data and flight control in flight simulation device • For example, in F.3 lessons, the class will begin with an introduction to the concepts of true and compass bearings, including the differences between them and how they are measured. Students will then engage in practical exercises where they calculate bearings using given coordinates and directions on maps. This will be followed by interactive activities where students use protractors and compasses to plot and interpret bearings on flight charts. To solidify their understanding, students will work on real-world flight planning scenarios, calculating the bearings needed for navigation between specific points. The lesson will conclude with a discussion on the importance of accurate bearings in aviation and a brief quiz to assess their grasp of the concepts. 	<ul style="list-style-type: none"> • 2 x 35 mins
<u>Number of school personnel and/or appointed project staff involved and respective duties:</u>		
<ul style="list-style-type: none"> • F.2 and F.3 Mathematics teachers 		

Expected outcomes:

- Able to differentiate between true bearing and compass bearing
- Capable of calculating variation and deviation in bearings
- Understand how to apply calculations and bearings in flight planning and control

Activity 3: Map Reading in Aviation

Implementation Period:

09/2025 - 05/2027

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none">• Geography (Map Reading Skills)• F.1 : Map reading skills: Basic techniques• F.2 : Map reading skills: Interpreting geographical features• F.3 : Map reading skills: Using navigational tools use	<ul style="list-style-type: none">• Learn basic map reading skills for aviation and flight simulation• Understand the differences between general and aeronautical maps• Learn the application of charts and projections in aviation• Drawing exercises: creating aviation maps• For example, in F.2 lessons, the class will begin with an introduction to different types of map projections, such as Mercator and Lambert Conformal Conic, explaining their characteristics and distortions. Students will then examine how these projections affect the representation of geographical features on aeronautical charts. Through hands-on activities, students will compare various aeronautical charts to identify differences in scale, shape, and area caused by projection types. Following this, students will participate in a practical exercise where they use aeronautical charts to plot flight paths and analyse how projection distortions impact navigation and flight planning. The lesson will wrap up with a group	<ul style="list-style-type: none">• 2 x 35 mins

	discussion on the importance of selecting appropriate map projections in aviation and a short assessment to evaluate their understanding of the concepts.	
--	---	--

Number of school personnel and/or appointed project staff involved and respective duties:

- F.1 – F.3 Geography teachers

Expected outcomes:

- Acquire map reading skills in aviation
- Understand the relationship between projection and aeronautical chart data
- Grasp how to calculate scales and angles in map reading

Activity 4: Science/ Physics and Aviation

Implementation Period:

09/2025 - 05/2027

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Physics • F. 2 : Force and motion: Delving into the basic principles of force and motion • F.4 : Force and motion: Calculations • F.5 : Exploring advanced applications and dynamics • F.6 : Understanding the generation of lifting force in flight 	<ul style="list-style-type: none"> • The equation of lift and forces • Fluid/Structure Interaction – investigate the impact on structures as a result of the interaction with fluid flow and motion. • For example, in F.6 lessons, the class will begin with a brief lecture on the fundamental concepts of lift, including Bernoulli's principle and Newton's third law of motion, and how they apply to wing design. Following the introduction, students will conduct a series of hands-on experiments using airfoil models and wind tunnels to observe the effects of airflow on lift. They will measure lift force under different conditions, such as varying angles of attack and airspeeds. Students will then analyse their experimental data to understand the relationship between these variables and lift. The 	<ul style="list-style-type: none"> • 2 x 35 mins

	<p>lesson will include a group activity where students design their own wing shapes and predict their performance based on the principles learned. To conclude, students will present their findings and designs, discussing how their experiments relate to real-world aviation. The lesson will end with a reflective discussion on the importance of lift in flight and a brief quiz to assess their comprehension of the lifting force principles.</p>	
--	--	--

Number of school personnel and/or appointed project staff involved and respective duties:

- F.3 Science teachers, and F.4 – F.6 Physics Teachers

Expected Outcomes:

- Understand forces and motion in the generation of lift
- Learn about the different factors in the lift equation

Activity 5: Aviation Team & Air Cadets Basic Training

Implementation Period:

09/2025 - 05/2027

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Extra-curricular activities • F. 1 - 6 	<ul style="list-style-type: none"> • Lesson content: Understand basic and advanced knowledge of aviation through Augmented Reality • Acquire basic and advanced flight simulation skills • For example, in the aviation club, students will learn to operate the “Main Console for Advanced Flight Simulation Device”, gaining practical aviation experience. The session will start with an introduction to flight simulators and console components, followed by a hands-on practice with primary flight instruments and controls. Students will practise basic 	<ul style="list-style-type: none"> • 8 x 90 mins

	<p>flight procedures, including pre-flight checks, takeoff, maneuvers, and landing. They will then explore advanced navigation and flight planning, using autopilot and adjusting for various flight conditions. The session includes scenario-based training, where students execute different flight scenarios, followed by a debriefing to discuss their experiences and receive feedback. The session concludes with a Q&A to reinforce learning and encourage further exploration in aviation.</p>	
--	---	--

Number of school personnel and/or appointed project staff involved and respective duties:

- 3 STEAM teachers, and 2 coaches (one overseeing junior form students and another one responsible for senior form students)

Expected outcomes:

- The team will be trained to represent the school in the aviation area

Activity 6: Learning about Career in Aviation

Implementation Period:

09/2025 - 05/2027

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Career & Life Planning • F.4 – F.6 	<ul style="list-style-type: none"> • Conduct a workshop on professional development in the aviation and aerospace sectors in Hong Kong 	<ul style="list-style-type: none"> • 1 x 90 mins

Number of school personnel and/or appointed project staff involved and respective duties:

- 2 STEAM teachers, and 2 Career & Life Planning teachers

Expected outcomes:

- Learn about career development opportunities in Hong Kong’s aviation and aerospace industries
- Acquire knowledge of future career opportunities in the aviation sector

b. Teacher training (if applicable)

Activity 1: Teacher Training Workshop

Implementation Period:

09/2025 - 05/2027

Content:

Provide teacher training workshops for teachers of STEAM-related subjects, focusing on:

1. Understanding flight theory
2. Exploring the relationship between flight and different disciplines
3. Developing flight-based teaching activities and curriculum planning
4. Operating flight training simulators

Number of sessions:

- 3 sessions (9 hours in total)

Teacher training conducted by school personnel/external instructor(s):

- Conducted by hired training instructor/speaker

Expected outcomes:

- Teachers will have a comprehensive understanding of curriculum planning for aviation-themed STEAM education, including the design and focus of learning activities, as well as being proficient in using flight simulation related equipment

c. Other measures and activities (if applicable)

/

2.6 Budget

a. Staff cost

Post title	Full-time equivalent	Appointment requirements	Monthly salary	Mandatory Provident Fund	Employment period (months)	Amount(\$)	Justification
Sub-total on staff cost :						0	

b. Service cost

Item	Service details	Unit cost	Quantity	Unit	Amount(\$)	Justification	
Teacher Training	3 sessions (9 hours in total) Provide teacher training activities for teachers of STEAM-related subjects on: 1. Knowledge of flight theory 2. The relationship between flight and different disciplines 3 Flight Simulation device Operation	860	9	hrs	7,740	Provide teachers with basic knowledge and skills needed to incorporate aviation STEAM into the related school curriculum	
Aviation Career Seminar	Conduct a workshop on professional development in Hong Kong's aviation and aerospace sectors. The seminar, designed for approximately 120 students, will include demonstrations of flight simulation devices	530	1.5	hrs	795	Invite professionals in aviation to share their insights on industry experience, career opportunities, and development	
Aviation Club Training	16 sessions (24 hours in total) Provide students who have a keen interest and have received training on practical and advanced knowledge and skills for aviation	530	24	hrs	12,720	Students will be trained by an instructor who possesses rich, real-life experience and knowledge in the industry One instructor will be responsible for junior form students, while another instructor will be responsible for senior form students	
Sub-total on service cost :						21,255	

c. Equipment cost

Item	Specifications	Unit cost	Quantity	Unit	Amount(\$)	Justification
Main Console for Advanced Flight Simulation Device	<ul style="list-style-type: none"> • Complete replica of a common type of general aviation aircraft for the training of CADET • Provide control of throttle level, RPM, mixture. Brake and trimmer, control stick, Rudders, Flap button, ignition system key, aircraft navigation and strobe light system • Provide avionics switch system which replicates the G1000 integrated flight instrument • Allow for adjustment of settings to accommodate various needs, including flight plan, automatic navigation, analog communication, weather and atmospheric conditions, and aircraft condition 	107,957	1	pc	107,957	<ul style="list-style-type: none"> • Students acquire basic aviation knowledge and controls through basic training with the existing hardware setup in school • This advanced flight simulation device enables students to learn the standard operating procedures for a type of aircraft which replicates the real training setup • To equip students with the capability to understand to the knowledge required as aviation professionals, students can apply and integrate skills, like simulation control, calculation and analysis, with flight planning, weather forecasting and aviation English communication
Tablets for learning aviation with Augmented Reality	<ul style="list-style-type: none"> • Able to run Augmented Reality programmes • 2360-by-1640-pixel resolution • Sensors with Three-axis gyro, Accelerometer, Barometer, Ambient light sensor 	3,400	2	pcs	6,800	Provide a teaching tool for learning augmented reality in aviation operations, engine

						operations, wing design, etc.
Simulated Pilot Seats	<ul style="list-style-type: none"> • Specially designed seats with adjustable back and forth for different users • Sticker installed to allow realistic control of ailerons and elevators 	4,980	2	pcs	9,960	Provide a simulated setup to reflect the atmosphere of the cockpit
High Definition Display sets	<ul style="list-style-type: none"> • 43" high-definition display tailored • Adjustable safety stands tailored for displaying aviation status and teaching the subjects 	5,000	3	pcs	15,000	Provide the display to show the flight status. Three display screens allow users to simulate standard checking procedures of looking left, centre and right
Sub-total on equipment cost :					139,717	

d. Works cost

Item	Works details	Amount(\$)	Justification
Sub-total on works cost :		0	

e. General expenses

Item	Amount(\$)	Justification
Sub-total on general expenses :		0

f. Contingency

Item	Amount(\$) (Round down to the nearest integer)	
Works contingency	0	
General contingency	4,828	
Sub-total on contingency :		4,828

g. Audit fee

	Amount(\$)	
Audit fee	5,000	
Sub-total on audit fee :		5,000
Total amount of funding sought :		170,800

3. Expected Project Outcomes

3.1 Deliverables/positive impact on the school's development

Item: E-deliverables/ Enhanced Learning Atmosphere/ Development of students' positive values/ Enhanced collaboration between subject's panel/ Strengthened teacher's capabilities in curriculum design and teaching

Through setting up, curriculum development and teacher professional training, this plan will help schools systematically plan and develop STEAM education, thereby cultivating future generations of students to be pillars of the aviation industry and learners in the 21st century.

3.2 Evaluation

Evaluation Method: Lesson /Activity Observation

Success criteria:

- Analyse student performance in STEAM-related subjects to evaluate the effectiveness of the engagement and learning from the training, as well as the enhancement of understanding in the related subject.

Evaluation Method: Questionnaires

Success criteria:

- Analysis student performance in STEAM-related subjects, and evaluate the effectiveness of the following items:
 1. The effectiveness of implementing this education programme (Performance indicators: 80% of teachers and students agree that the programme will help our school promote STEAM education)
 2. The enhancement of students' interest in learning (Performance indicator: 80% of teachers and students agree that the programme can arouse interest in learning STEAM-related subjects)
 3. The improvement in students' creativity, collaboration and problem-solving skills (Performance indicators: 80% of teachers and students agree that the programme can improve these skills)
 4. The enhancement of teachers' professional capability (Performance indicators: 80% of teachers believe that the programme has enhanced their confidence in implementing STEAM education)

3.3 Sustainability of the project (only applicable to applications with total funding sought exceeding \$200,000)

/

3.4 Dissemination (only applicable to applications with total funding sought exceeding \$200,000)

When writing this proposal, did the school refer to the sample proposal/project(s) approved with funding support at the Quality Education Fund (QEF) website?

No

4. Declaration

- 4.1 Our school understands that the expenditure items funded by the QEF are one-off. We will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.
- 4.2 Our school 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.
- 4.3 Our school will ensure the utilisation rate of the new equipment.
- 4.4 Our school will ensure that the learning and teaching materials to be developed meet students' learning needs, levels, age and abilities. Moreover, the content and information should be correct, complete, objective and impartial.
- 4.5 Our school will ensure that the utilisation of this project funding should not overlap with other government grants or subsidies.
- 4.6 Our school confirms that the copyrights of the deliverables/materials developed should be vested with the QEF. Any reproduction, adaptation, distribution, dissemination or making available of the deliverables to the public by the service provider(s) for commercial purposes is strictly prohibited.

5. Assets Usage Plan

Category	Item/Description	Quantity	Amount(\$)	Proposed Plan for Deployment
Equipment	Main Console for Advanced Flight Simulation Device	1	107,957	After the completion of the project, our school will continue to make good use of the relevant equipment and materials to organize various teaching and learning activities, to enrich students' learning experiences.
	Tablets for learning aviation with Augmented Reality	2	6,800	
	Simulated Pilot Seats	2	9,960	
	High Definition Display sets	3	15,000	

6. Report Submission Schedule

Our school 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 01/04/2025 - 31/03/2026	30/04/2026	/	/
Progress Report 01/04/2026 - 31/03/2027	30/04/2027	/	/
Final Report 01/04/2025 - 31/05/2027	31/08/2027	Final Financial Report 01/04/2025 - 31/05/2027	31/08/2027