Administration of the Quality Education Fund

PURPOSE

This paper sets out for Members' information the administration of and the way forward for the Quality Education Fund.

BACKGROUND

Objectives and Scope of the Fund

2.	Report No. 7 of the Education Commission (EC) recommended the establishment of a Quality Education Fund (QEF).	With the approval of the Finance Committee, the Fund was established in January 1998 with a grant of $5 billion.	The purpose of the QEF is to "fund worthwhile initiatives on a pilot basis and one-off projects that aim to raise the quality of school education, and to promote quality school education at all levels".	The scope is detailed in Annex I. Members may wish to note that "innovative" projects constitute one among five broad categories of projects that the QEF should fund.

3.	It is clear from EC Report No. 7 that the Fund aims to encourage bottom-up initiatives from the education sector to raise the quality of school education through a flexible funding arrangement.	The Fund provides resources to enhance school-based support and help inculcate a self-improvement culture in the schools.	Applications are open to schools, educational bodies, teaching professionals, individuals, the Education and Manpower Bureau (EMB) and the Education Department (ED).

4.	Since its establishment, the Fund has become very popular, particularly within the school sector.	Applications for grants are called for at the end of each year.	In the first four calls for applications, the Fund received over 11 000 applications of which a total of 4 341 project proposals have been approved with grants amounting to $2,717 million.	Of these approved projects, 3 749 were school-based projects, representing 86% of the total approved projects. Through these projects, the schools were able to achieve their targets and meet their own needs having regard to their own circumstances.	For the last call

which closed at the end of December 2001 and which was confined to the school sector, about 850 applications have been received and are being processed.

5.   In line with the spirit of the education reform that all sectors in the community be mobilized to contribute to the reform initiatives, the Fund has encouraged the non-education sector to contribute their professional knowledge and expertise towards the development of quality education through partnership with schools in project implementation.   So far, a total of 326 organizations have received grants from the Fund to implement projects which have benefited schools, teachers and students.

6.   Apart from funding worthwhile projects, one of the key functions of the QEF is to identify and disseminate the best practices of successful projects so that a broader school community can benefit through drawing reference from such practices and adapting them for application in their own schools.   Dissemination activities include QEF project expositions, seminars, Saturday talks, roving exhibitions and experience-sharing sessions.   School participation has been very enthusiastic.

QEF Steering Committee

7.   When the Fund was established in January 1998, a QEF Steering Committee was set up to advise the Government on the policies and procedures regarding the operation of the Fund.   It is chaired by a non-official member of the Education Commission and comprises two official members and nine non-official members from the education sector and the business community.   The terms of reference of the Steering Committee and its current membership are at Annex II.

QEF Investment Committee

8.   Investment of the Fund is entrusted to the Director of Accounting Services who in turn has engaged the service of professional fund managers. An Investment Committee has been established to set policies for the investment of the Fund and monitor the investment activities.   It is chaired by the Secretary for Education and Manpower and comprises two official members and two non-official members, one of whom is the Chairman of the QEF Steering Committee and the other, a banker.   The terms of reference of the Investment Committee and its current membership are at Annex III.

9.   Through the Chairman of the QEF Steering Committee, members of the QEF Steering Committee are periodically briefed on the financial position of the Fund, in particular at the start of each call for applications and the assessment exercise.   Though not directly involved in the investment activities, members of the QEF Steering Committee are well aware of the performance of the Fund's investment.

Operational Support

10.   A QEF Secretariat has been set up in EMB to provide support to the QEF Steering Committee and to take charge of the operations of the Fund.   It is headed by a Principal Assistant Secretary, ranked at Senior Principal Executive Officer (D2) level.   She is assisted by 13 non-directorate civil service staff, and when the need arises, the resources of the Secretariat are augmented with non-civil service contract staff.

11.   Apart from the two committees and the core team in the Secretariat, the work of the QEF is greatly assisted by volunteers.   They serve as members of the Assessment Sub-committee and the Promotion and Monitoring Sub-committee, or as external reviewers and expert reviewers for monitoring and evaluating QEF projects. In total, 654 non-officials have served on the Sub-committees or as external/expert reviewers, and of whom 603 are from the education sector.   For their voluntary service, only a small token sum of money is paid as remuneration.

Application and Assessment

12.   Applications are called for annually.   The call period normally runs from the end of October to the end of December each year.   Applications can be made under five major categories: "Effective Learning", "All-round Education", "School-based Management", "Education Research" and "Application of Information Technology".   Examples of projects falling within these categories are given in Annex IV.

13.   The applications are initially vetted by the QEF Secretariat and then submitted to the Assessment Sub-committee for detailed examination.   The recommendations of the Assessment Sub-committee are then submitted to the QEF Steering Committee for deliberation.   Where necessary, the QEF Steering Committee will seek the expert advice of external advisors in assessing the

applications.   After the QEF Steering Committee has made its deliberations on the applications, recommendations will be made to the Trustee of QEF (the Director of Education Incorporated) for award of grants.   Agreements will then be signed with successful applicants for the provision of funds for the implementation of approved proposals.   The entire assessment process will take about six months to complete.   During the whole process, there is extensive involvement and participation of the education sector and the non-education sector.

14.   Applications are assessed in accordance with the following main vetting criteria, the details of which are set out in Annex V:

    (a)   the quality of the project proposal;
    (b)   the degree and extent of involvement and development of the teachers;
    (c)   the cost-effectiveness of the project; and
    (d)   other factors such as the potential of the project for wider dissemination to the education sector, partnership with other schools etc.

Besides, the project should be Hong Kong-based and one-off in nature.   There should be no implication of recurrent expenditure for the QEF.   The assessment criteria are clearly set out in the application form.

15.   The details of all approved projects are loaded onto the web site of the QEF and are easily accessible by the school sector and the general public. For unsuccessful applications, brief reasons for the refusal are provided to the applicants.   The application and assessment procedures apply to all applications, irrespective of whether they come from government departments or from non-government organizations.

WAY FORWARD

Operation Review

16.   In the first few years of its operation, the focus for QEF has been on publicizing the role and operation of the Fund, encouraging quality applications, facilitating the provision of funds for worthwhile projects and disseminating good outcomes and practices.   With time and experience, improvement measures have

been introduced to the management of the Fund.   The QEF Steering Committee is conscious of the need for continuous improvements and the need to sustain the effectiveness of the Fund to ensure that it can yield the maximum benefits for the school sector.

17.   The QEF Steering Committee regularly reviews the Fund's administration.   At its recent meetings, noting that the Fund has established its credibility and the time has come for the Fund to consolidate its work, the QEF Steering Committee has decided that the focus of work for this year should be on the development of a more effective strategy for project evaluation and promotion. A dedicated working group has therefore been set up to consider and recommend to the QEF Steering Committee possible improvement measures.

18.   The QEF Steering Committee also saw the need for process re-engineering to streamline the operation of the Fund and to strike a reasonable balance between efficiency on the one hand and accountability and fairness on the other.   Towards this ends, it has therefore invited the Management Services Agency (MSA) to conduct a management and process review.   Its recommendations should be available by mid-2002.   The major areas that will be studied by the MSA are at Annex VI.

Audit Study

19.   In his Report No. 37, the Director of Audit has recommended a number of improvement measures for the administration of the Fund.   Both EMB and the QEF Steering Committee welcome the recommendations which are constructive and timely.   It provides useful inputs to the reviews on various aspects of the Fund that the QEF Steering Committee has already decided to launch (please refer to paragraphs 17-18 above).

20.   At its hearing on 6 December 2001 and in its report released on 6 February 2002, the Public Accounts Committee (PAC) raised a number of concerns about the management of the Fund, particularly on the following areas.

(a)   *Strategic Plan for QEF*

PAC members expressed grave concern about the lack of an overarching strategic plan for the effective administration of the QEF.

The establishment of the QEF originated from the Education Commission's Report No. 7, with the objective of encouraging bottom-up initiatives from schools and the wider community to improve the quality of education in the broadest sense. It was not intended originally that there should be too many restrictions on the use of the Fund which would tend to stifle initiatives.

The QEF Steering Committee regularly reviews the operation and strategy of the Fund. As a matter of fact, it conducts reviews after each assessment cycle in order to set the direction of the QEF in the following year. The outcome of such reviews has been documented in the notes of the Steering Committee meetings and subsequently reflected in the work of the QEF for the following school year, including arrangements for subsequent calls for applications. For example, themes were suggested for the last three calls for applications to align with the priorities of the education reform and in response to the needs of the education sector.

To guide the Steering Committee in its future work, we would appreciate PAC's elaboration on the nature of the "overarching strategic plan" that it thinks the QEF should adopt.

(b)   *Funding of Standard Projects*

Some PAC members considered that funding a large number of "standard" projects did not serve the purpose of the Fund which was supposed to encourage innovation and raise the quality of education.

Standard projects were introduced after the second call for applications with the intention to reduce schools' burden in the preparation of project proposals. Application guidelines for schools with similar needs have been standardized to facilitate schools in their application. The term "standard projects" hence represents an efficiency drive to simplify the application procedures rather than a change to the ambit of the QEF.

Indeed, innovative projects only constitute one among five categories of projects that the QEF should fund. Extracurricular activities and school-based projects that can raise the quality of school education

can be funded by QEF. The standard projects approved all fall within these two categories. They are one-off in nature as far as the applicant schools are concerned and have proven results on enhancing the quality of education in the schools.

Nevertheless, given the balance of the Fund, the current economic climate and the competing demands for funds, the Steering Committee has decided to review critically the funding mechanism and priorities.

We also note PAC's wish to be kept informed of the results of the review on "standard projects" to establish the costs, benefits and outcomes of these projects. Members may wish to note that there is no plan to launch a review specifically on "standard projects" as this category of projects represents no more than an acronym for projects which may avail themselves of standardised application guidelines. Nevertheless, we shall compile for Members' reference an information note on the types of standard projects so far funded and their respective costs, benefits and outcomes.

(c) *QEF as a supplementary fund-provider for ED*

PAC members expressed reservation about funding projects in respect of which ED was the applicant, e.g. IT equipment and coordinators. They were of the view that such practices were tantamount to circumventing the normal financial controls over public expenditure.

In approving the creation of the QEF, Finance Committee recognised that the ED could be one of the possible applicants for QEF funds. Nonetheless, we are conscious of the need to forestall circumvention of the normal resource controls on a Government department. Hence, in no circumstances has the QEF been used to fund the staffing or other recurrent expenses of the ED, nor has it been used to top up other subheads of ED's expenditure. In fact, like any other applicants, applications from ED are required to undergo the same assessment procedures and are assessed with the same set of criteria. Moreover, as there was no upper limit on the number of successful applications and on the amount of grants for the last four calls, the

allocation of funds for ED projects has not at all affected the success rate of other applications.

In the first four calls, ED had submitted 23 applications and only 12 applications were supported with a total grant of about $300 million.   In eight out of the 12 approved applications, ED only acted as a coordinator cum facilitator.   Sometimes, the proposals were made at the request of the schools which wished to submit projects of a common nature.   ED agreed to be the coordinator in order to help relieve the workload of principals and teachers.   Of note is that the real beneficiaries of such projects are the students, teachers, and schools, not ED itself.   The remaining four projects are action researches.   A list of the applications made by ED is at Annex VII.

Specifically on the provision of IT facilities, the QEF considered it crucial and time-critical to extend the pilot IT projects initiated by the Government to more schools and students, in view of the growing prevalence of IT in education in other countries and thus, the need for our schools to catch up in order to maintain Hong Kong's competitiveness.   IT is a fast-moving field and knowledge can be outdated quickly.   To expedite the provision of IT training to our students, timely provision of IT facilities is essential.   Also, the deployment of IT to teaching can greatly help enhance the quality of learning.

(d)   *Large-scale and Research Projects*

PAC considered that large-scale research projects conducted by the tertiary institutions and by ED should be closely monitored to ensure that they produce practical outcomes for the benefit of the school sector.   They also suggested that the Education Panel be advised of all large-scale projects with grants exceeding $10 million.

The research projects funded by QEF were educational researches of a practical nature.   These projects are closely monitored by the Promotion and Monitoring Sub-committee of the QEF Steering Committee and, where necessary, with the assistance of expert reviewers.

EMB has consulted the QFF Steering Committee which has no objection to the suggestion that the Education Panel be informed of projects with grants exceeding $10 million.

(e) *Investment of QEF*

PAC members also expressed concern about the financial position of the Fund and the need for a better coordination between the funding and investment facets of the QEF.

As mentioned in paragraph 8 above, the Chairman of the QEF Steering Committee is also a member of the QEF Investment Committee. He serves as a link between the two committees and members of the former committee are periodically briefed on the latest financial position of the Fund, especially before the annual exercise for applications and assessment. In addition, the two committees are serviced by the same Secretary.

The QEF Investment Committee has regularly reviewed the investment strategies and monitored the investment activities closely. Given the current global investment situation, the value of the Fund is inevitably affected.

Having regard to the latest financial position of the Fund and the need to consolidate the operation of the QEF, the Steering Committee has already decided to adopt a focussed approach to the 5th call for applications. Limits have been set for the themes and number of applications.

In addition, as mentioned in paragraph 18 above, the MSA has been invited to carry out a review of the QEF operation and which will include a study on the financial management of the Fund, the feasibility of having a ceiling for future spending and possible ways to enhance the communication between the QEF Investment Committee and the QEF Steering Committee.

(f) *Processes for assessment, monitoring and dissemination of projects*

PAC considered that improvements to the existing practices for

assessment, monitoring and dissemination of QEF projects are needed. In particular, the PAC expressed concern that the QEF should develop an effective strategy for disseminating QEF projects. Concern was also expressed on the need to develop appropriate performance indicators and specific evaluation methodology for QEF projects.

As mentioned in paragraph 17 above, a working group has been formed to consider and recommend possible improvement measures for the QEF Steering Committee to develop a more effective strategy for dissemination. Regarding other process improvements, as stated in paragraph 18, the MSA has been engaged to carry out a management and process review of the QEF.

(g)   *The Outstanding Schools Award and the Outstanding Teachers Award*

The PAC recommends that suitable recognition to the academic achievement of students should be given when assessing schools for the Outstanding Schools Award.

As stated in our response to the Audit observations (re. paragraph 6.22 in Audit Report No. 37), academic performance of students has already been included as one of the criteria for assessment under the area of intellectual development. Nevertheless, when deliberating on the arrangements for the next Award exercise, we shall review the adjudication criteria including the weighting that should be given to students' academic performance.

We remain committed to launching the Outstanding Teachers' Award. We consider it important to derive assessment criteria and mechanism that can command credibility and be conducive to raising the professional and social standing of the teaching force. In this connection, we note that the Advisory Committee on Teacher Education and Qualification (ACTEQ) is looking into, among other things, possible means to give recognition and reward accomplished teachers. We shall draw reference, where appropriate, from the ACTEQ's recommendations, when available.

(h)   *Transfer of QEF Secretariat from EMB to ED*

Given the operational nature of the work of the QEF Secretariat, the Director of Audit feels that it would be more appropriate and efficient for the Secretariat to be put under the establishment of ED. We share this observation.   ED's communication network with the school sector, its expertise and resources can help strengthen the monitoring and disseminating functions of the QEF.   In addition, the good practices that have evolved from the implementation of QEF projects would also provide ED with ample school-based examples of how the quality of school education could be enhanced.

It was the original intention to transfer the QEF Secretariat from EMB to ED on 1 April 2002.   However, due to a series of recent staff movements at the senior management level of ED, the transfer will be effected after the department has completed a review of its organisation and distribution of responsibilities   The transfer will be cost-neutral.

CONCLUSION

21.   The Administration and the QEF Steering Committee will follow up on the recommendations put forward in the Audit Report No. 37 and in the PAC Report.   We would be vigilant in ensuring that the Fund would not circumvent Government's normal rules on expenses of Government bureaux and departments .   We would also ensure that the QEF would be properly managed to meet the objectives for which it was established as well as to safeguard the Fund's long term sustainability.

QEF Secretariat
Education and Manpower Bureau
18 February 2002

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4.   The Education Commission (EC) in its recent Report No. 7 on Quality Education has recommended that QEF should fund -

(a)   Innovative projects

Innovative projects or pilot schemes to improve the quality of teaching and learning. For instance, an educational body could apply for a one-off grant to launch a trial scheme on a new teaching method. If the scheme is successful, with proven results that the new method is effective, a policy initiative could then be considered by the Government to introduce the new method for all schools into the primary curriculum, and the funding of this initiative on a permanent basis may then be considered in the normal resource allocation within the Government. Other examples are projects which aim to develop school-based curriculum, new teaching materials or to increase students' civic awareness, reading skills or information technology proficiency, or other initiatives which enhance the students' learning ability and the teachers' effectiveness in any other subjects in the curriculum.

(b)   Extra-curricular activities

Projects that promote a wider range of extra-curricular activities to provide students with an all-round education, with emphasis on their moral, intellectual, physical, social and aesthetical development.

(c)   School-based projects

As schools are encouraged to practise school-based management and be more accountable to their students and parents, there will quite rightly be an increasing divergence in the kind of support that individual schools require in order to deliver what they see as quality education for their students. Projects in this category will cover a wide scope of activities, examples of which are school-based training courses for principals and teachers, trial scheme for new school-management tools, activities that promote home-school co-operation, pilot of new teaching methods for low academic achievers, and awards for students' achievements in various academic fields.

(d)   <u>Awards for excellence</u>

Awarding excellence in the performance of schools and in teaching will effectively disseminate good practices and promote healthy competition across the schools sector and the teaching profession. It will also help maintain morale and enhance the esteem and social status of good teachers and school heads. EC's further advice will be necessary on how best to design such an award scheme.

(e)   <u>Educational researches, reviews and consultancies</u>

These could be undertaken by schools/educational bodies/academics to address specific issues and problems in education, for instance the development of 'School Quality Indicators', innovative school designs, development of computer-assisted teaching and learning software. The QEF should also be used to fund occasional institutional reviews to be carried out by outside experts to monitor the quality of school education and the teaching standards of non-UGC funded institutions.

Terms of Reference of
the Quality Education Fund (QEF) Steering Committee

(a) To make recommendations to the Government, via the Education Commission (EC), on the custody and use of QEF, specifically -

  (i)   to advise on the procedures for inviting, and guidelines for assessing, applications for funding;

  (ii)   to advise on the detailed criteria for allocations to be made from QEF; and

  (iii)   to advise on the policy for the control and use of QEF including any standing arrangements in respect of disbursements.

(b) To oversee the on-going operation of QEF including -

  (i)   to consider applications for funding and to make recommendations to the Trustee on whether the applications should be supported;

  (ii)   to monitor the operation of QEF Secretariat; and

  (iii)   to review the effectiveness of the funded projects.

(c) To make recommendations to EC on -

  (i)   the overall strategy for making use of QEF as a vehicle to enhance the overall quality of school education;

  (ii)   the strategy for disseminating best practices and experience gained from projects funded by QEF; and

  (iii)   any researches, studies or initiatives to be undertaken by EC itself for the purpose of promoting quality education.

Quality Education Fund Steering Committee

Membership List

CHAIRMAN

Mr Irving Koo Yee-yin, SBS, JP

NON-OFFICIAL MEMBERS

Mr Fung Man-ching
Mr Ip Cho-yin
Ms Maggie Koong May-kay
Prof Lee Wing-on
Dr Tang Mei-sin
Mr Peter Tsang Cheung, JP
Mr Paul Tsang Yiu-keung
Mr Tso Kai-lok
Mr Yip Chee-tim

EX-OFFICIO MEMBERS

Deputy Secretary for Education and Manpower
Mrs Cherry Tse, JP

Deputy Director of Education
Mr Lee Hing-fai, JP

SECRETARY

Principal Assistant Secretary for Education and Manpower
Miss Elizabeth Lee

Terms of Reference of
the Quality Education Fund Investment Committee

With a view to generating a reasonable growth in value of the funds whilst producing recurrent income to meet regular funding requests, the Committee will –

(a)   set policies for the investment of the funds;

(b)   advise on the appointment of fund managers to handle the investment of some of the funds; and

(c)   monitor the local and overseas investment of the funds.

Quality Education Fund Investment Committee
Membership List

CHAIRMAN

Secretary for Education and Manpower
Mrs Fanny Law, JP

NON-OFFICIAL MEMBERS

Chairman, Quality Education Fund Steering Committee
Mr Irving Koo, SBS, JP

Mr Patrick Chan

EX-OFFICIO MEMBERS

Director of Education
Mr Matthew Cheung, JP

Director of Accounting Services
Mr Shum Man-to, JP

SECRETARY

Principal Assistant Secretary for Education and Manpower
Miss Elizabeth Lee

Categories of Projects

The QEF is directed, but not restricted, to the five different categories of projects as listed in the following :

(a) Projects for Promoting Effective Learning

This category of projects includes innovative projects or pilot studies to enhance the quality of effective learning in schools. Examples are subject-based curriculum development, reading proficiency, learning and thinking skills, project learning, curriculum integration, curriculum of special education and other effective learning programmes.

(b) Projects for Promoting All-round Education

Projects of this category aim at promoting the moral, intellectual, physical, social and aesthetic development of students. They may take the form of a wide range of informal and non-formal learning activities. Examples are study trips, music, sports, arts and cultural activities other than music and sports, academic extra-curricular activities, personal growth and guidance programmes.

(c) Projects for Implementing School-based Management

Projects of this category enable schools to implement school-based management in the spirit of the recommendations of the Education Commission Report No. 7. Related projects include home-school cooperation, staff development, school improvement projects that help enhance the effectiveness of teaching and learning, and different models or programmes of school-based governance.

(d) Research Projects for Exploring Education Issues

These research projects could be undertaken by schools, with the assistance of education bodies or academics to address specific issues and problems related to quality school education. Examples are setting up of school quality circles, development of performance indicators, researches on effective school management and other school-based action researches.

(e) Projects for Application of Information Technology

Projects of this category aim at encouraging schools to extensively apply information technology in teaching and learning so as to enhance learning effectiveness. They include computer-assisted teaching and learning, computer networking, software development, multi-media learning centre and applications of information technology in areas other than class teaching.

Approval Criteria for QEF Project Proposals

A QEF project should be Hong Kong-based and one-off in nature. The funding should normally not entail recurrent expenditure on the part of the QEF, nor should it duplicate any project that the Government is undertaking or about to undertake in the near future. A project would mainly be considered in accordance with the following vetting criteria :

(a) Quality of Project Proposal

The project must be conceptually sound, and have clear objectives and innovative ideas. In addition, the project should be comprehensive in its design, feasible, able to bring about improvement in school culture and is supported by good human resources with the appropriate qualifications and experience.

(b) Teacher/School Professional Development

This criterion refers to the degree of teacher involvement in the project. Teachers' involvement should not be confined to the administrative aspect of the project; their professional involvement is of paramount importance. In this connection, the extent to which teachers' professional development can be enhanced and the means to achieve this should be spelt out.

(c) Cost-effectiveness

The cost-effectiveness of the project is related to the end products to be developed, the number of beneficiaries, its duration and the scope of activities proposed. The proposal should indicate whether the activities can continue after completion of the project.

(d) Other Factors

Other factors include the project's potential for wider dissemination; whether the project is jointly undertaken by a cluster of schools; whether it involves the participation of other organisations, e.g. schools, tertiary institutions, voluntary agencies, commercial sector, etc or has a matching contribution of resources from the private sector such as parents, school sponsoring bodies, regional organisations and commercial sector; and the track record of the applicant's involvement in similar undertakings in the past.

**Scope of Study by the Management Services Agency
on the Administration of the QEF**

(a)   to streamline the application and assessment processes, with a view to shortening the process time for applications, and further enhancing the quality of assessment;

(b)   to conduct a study on the "standard projects" and examine the appropriateness of their continued funding and the level of funding such projects;

(c)   to enhance and strengthen the project monitoring of QEF projects through reviewing the input-oriented performance indicators, the evaluation methodology, the financial monitoring and the fixed assets management of QEF projects as well as examining the effectiveness of the external reviewer system;

(d)   to study and develop appropriate performance indicators and measures to assist the preparation of funding proposals and evaluation of projects;

(e)   to undertake a review of the current dissemination activities with a view to developing a more effective and embracing strategy for promotion and dissemination activities; and

(f)   to explore and advise on the effective measures to improve the coordination between the investment programme and the funding programme.

Quality Education Fund
Projects Submitted by the Education Department in the 1st ~ 4th Calls

No.	Project No.	Project Title	Beneficiary Sector(s)	Project Period	Duration in Years	Grant Sought ($)	Grant Approved ($)
1	1998/0926	To assist interested schools to form quality circles for mutual support in implementing School-based Management and sharing good practices among themselves.	Primary Secondary	1/9/1998 - 31/8/1999	1	1,000,000	0
2	1998/0927	To award schools with good School-based Management (SBM) practices and to disseminate such good practices with a view to preparing other schools for full implementation of school-based management by the year 2000 as recommended by Education Commission Report No. 7.	Primary Secondary	1/9/1998 - 30/9/1999	1.1	1,800,000	0
3	1998/0928	To provide professional support for schools to develop school-based indicators for self-evaluation	Primary Secondary	1/9/1998 - 30/9/1999	1.1	2,100,000	0
*4	1998/1376	Development of performance indicators for measuring: (a) primary and secondary students' performance in affective and social domains and (b) value-added improvement of primary and secondary students' academic performance訂立表現指標以量度：(a) 中、小學生在情性及社交方面的表現；(b) 中學生在學業上的增值表現	Primary Secondary	1/10/1998 - 28/2/2002	3.4	8,500,000	8,500,000
5	1998/1377	To construct an assessment tool for measuring the academic achievement of pupils in the main subjects Chinese, English and Mathematics at P1,P3 and P6 levels in Hong Kong schools.	Primary	1/9/1998 - 30/6/2001	2.8	10,300,000	0
6	1998/1378	Identification of Characteristics of Effective Classroom Teaching and Learning in Schools	Primary Secondary	1/9/1998 - 31/10/1999	1.2	2,700,000	0
7	1998/2303	No More Resistance from Teachers to New School-based Initiatives	Primary Secondary	1/6/1998 - 31/12/1998	0.6	1,516,505	0
8	1998/2324	To develop a computer software to assist schools in analysing students' performance in the HK Attainment Tests	Primary Secondary	1/7/1998 - 31/12/1999	1.5	1,900,000	0
*9	1998/2325	Study of Effectiveness of Public-sector Secondary Schools公營中學效能研究	Secondary	1/7/1998 - 31/12/2001	3.5	4,300,000	4,300,000
*10	1999/0202	Primary Schools English Development Scheme小學英語發展計劃	Primary	1/7/2000 - 31/8/2002	2.2	44,609,400	47,803,300
*11	1999/0608	Multi-media Digital Reading多媒體數碼閱讀	Primary	1/6/2000 - 31/12/2001	1.6	5,842,500	4,500,000
*12	1999/2442	Scheme of Co-teaching on Chinese Language at Primary and Secondary Levels by Language Teachers from the Mainland內地語文教師與本港中、小學語文教師的交流及協作教學計劃	Primary Secondary	1/9/2001 - 31/3/2004	2.6	8,700,000	5,964,000
*13	1999/2691	Developing the Potential of High Ability Students for Hong Kong發展香港高能力學生的潛能	Primary Secondary Special	1/9/2000 - 1/2/2003	2.4	14,230,000	9,956,700
*14	1999/2725	Improving the Quality of Education for All (IQEA)提升教育質素	Primary Secondary Special	1/9/2000 - 31/8/2002	2	1,873,550	1,423,000

* Approved Project

Quality Education Fund
Projects Submitted by the Education Department in the 1st ~ 4th Calls

No.	Project No.	Project Title	Beneificiary Sector(s)	Project Period	Duration in Years	Grant Sought ($)	Grant Approved ($)
*15	1999/3223	Hong Kong Education City香港資訊教育城	Pre-primary Primary Secondary Special	1/9/2000 - 31/8/2002	2	31,850,000	31,850,000
*16	2000/0721	Ensuring Enhancement of English Language across the Curriculum through Professional Teacher Development透過教師培訓促進跨科英語教學	Secondary	1/9/2001 - 28/2/2003	1.5	5,380,000	3,470,000
*17	2000/1474	Enhanced Manpower Resources for Fostering the Use of IT in Education in Public Sector Schools (For 2001/02 School Year)爲學校改善人力資源以促進在教與學活動中應用資訊科技（2001/02學年）	Primary Secondary Special	1/9/2001 - 31/8/2002	1	161,810,500	161,810,500
18	2000/2257	Enhance Resource-Based Learning With School Library Resource透過學校圖書館資源，提升資源爲本學習	Primary Secondary Special	1/4/2001 - 30/11/2003	2.7	136,578,000	0
19	2000/2661	Kowloon City District Joint Schools Volunteer Movement九龍城區聯校義工運動——校本義工展新姿　關懷互動添美意	Secondary	1/9/2001 - 31/8/2003	2	439,665	0
*20	2000/3032	English Language Learning in Hong Kong Primary Schools Programme - Phases II & III小學英語教學計劃	Primary	15/7/2001 - 31/8/2003	2.1	19,123,600	7,341,300
21	2000/3141	An English Drama Series In VCDs For New Arrival Children In Primary Schools小學新來港學童英語戲劇錄像計劃	Primary	1/4/2001 - 31/8/2003	2.4	2,491,300	0
22	2000/3252	Piloting Life-Wide Learning In Shatin在沙田試行全方位學習	Primary	1/6/2001 - 30/11/2002	1.5	6,636,600	0
*23	2000/3259	Schools' (S2S) Professional Collaboration Project (S2SPCP)學校專業發展協作計劃	Primary Secondary Special	1/9/2001 - 31/8/2003	2	13,282,000	13,132,000
					Total	486,963,620	300,050,800

* Approved Project