

Drug Free Campus · Healthy Life

Youth drug abuse problem has long been a deep concern of our society. According to government statistics, the number of young drug abusers aged under 21 has increased by 55% during the past 5 years, and around half of the young drug abusers were even below 15 in their first abuse. Experiences of frontline youth workers suggested that there is a gradual change in the popularity and nature of drug abuse from a hidden individual behavior to social activity, and it even infiltrated into schools. Indeed, there is a pressing need for the community to join hands to curb the spread of drug abuse.

The Hong Kong Federation of Youth Groups (HKFYG) always pays close attention to youth drug problem. Since the 90s, HKFYG has worked closely with government departments and various sectors in society for the provision of services and programmes targeting youth drug abusers. They aim at guiding youngsters to resist the temptation and stay away from drugs as well as helping those in need to quit drugs and get back on the right track.

However, drug problem is a complicated and ever-changing issue and there is no “once and for all” solution. Considering drug problems in campus in recent years, HKFYG worked with the Narcotics Division of the Security Bureau and the Education Bureau again to publish the “Not Now, Not Ever: A New Generation of Healthy School – Anti-drug Resource Kit”, aiming at providing concrete and practical guidelines to school management, school social workers and frontline teachers. It is to close the loopholes at the school level, create a drug free healthy school, and encourage teenagers to develop a positive lifestyle.

We would like to express our greatest gratitude to the Beat Drugs Fund and various government departments in providing useful resources and assistance in the completion of this Resource Kit. Also we would like to express our sincere thanks to all the organisations, groups, educators, social workers and parents etc. for their valuable comments and suggestions during its preparation. Last but not the least, we would like to cordially invite all of you to continue collaborating and working together to fight against youth drug abuse problem.

Dr. Rosanna Wong
Executive Director
Hong Kong Federation of Youth Groups

The growing youth drug problem is worrying and it attracts wide attention. Efforts have been made in the implementation of a variety of measures, policies and services to prevent, alleviate and eliminate the problem. This anti-drug Resource Kit aims at providing systematic and practical information to schools for reference and application, in order to take appropriate action for timely prevention, intervention and management of the problem with respect to school policy, programme and activity, human resources organisational structure, work procedures etc.

The working group sincerely hopes that this Resource Kit can serve its concrete and practical function in assisting the anti-drug campaign. Therefore, it is emphasised that the design of the Resource Kit has to integrate the characteristics of youth development, and at the same time cater to the urgency of anti-drug education. We hope that schools can actively apply the Resource Kit in their teaching, school life and school operation. This is to allow students to grasp proper values, positive attitudes and solid life skills in a healthy and caring learning environment, to stay away from drugs and grow up in a supportive environment.

I would like to extend my sincere gratitude to the Hong Kong Federation of Youth Groups for their efforts and efficiency in the planning, design and production of the “Not Now, Not Ever: A New Generation of Healthy School – Anti-drug Resource Kit”. Thanks must go to Education Bureau for their assistance, support and comments throughout the project; various education groups, parents’ organisations, Hong Kong Council of Social Service, all the principals, teachers and school social workers for their valuable opinion during the consultation and discussion process; and all the members of the working group and colleagues from the Narcotics Division for their participation in the project. I sincerely hope that our collaboration and joint efforts would shed light on the future of anti-drug work.

Mrs. Justina Leung

Chairperson, Working Group on Resource Kit for the School Sector

Introduction

The formulation of a series of policies by the school management is important in guiding the whole school to deal with student drug abuse problem. Through the establishment of the related policy, all employees (including teachers and non-teaching-staff) could have a clear understanding of their role and responsibilities in dealing with drug abuse cases in school. It also allows students and parents to be aware of the school's direction and strategy in combating student drug abuse problem.

Schools may develop their anti-drug policy with respect to two aspects: (a) Prevention: schools may adopt the Healthy School Policy implemented by the Education Bureau and encourage students to care for their physical and mental health development; (b) Early intervention: schools may refer to this Resource Kit and develop appropriate guidelines; once there are any school drug incidents, related matters can be handled according to the procedures, with full support to the students to get them back on track.

The present volume mainly focuses on policies related to school drug incidents that aims to provide the management with practical recommendations on the formulation of school-based Healthy School Policy inclusive of anti-drug elements, as well as principles on the handling of school drug incidents. For the content and framework of the Healthy School Policy, please refer to Appendix 1.

Essential points of this volume:

- Schools should develop the Healthy School Policy as early as possible
- Schools should set up a task group for the Healthy School Policy
- School staff and school social workers should cooperate in the implementation of the Healthy School Policy

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1 Healthy School Policy

1.1 Purpose of the Healthy School Policy

Schools have an important mission to educate our next generation. Apart from imparting knowledge, they should also emphasise on the all-round development of students' potentials, help them develop positive outlook on life and values, and establish healthy lifestyle. In fact, different studies have shown that health is an important factor that affects students' learning ability.

A wide range of aspects is involved in creating a healthy lifestyle for students, including: developing a balanced diet and regular work-rest schedule, promoting physical and mental health with prevention of disease and infection, as well as dealing with problems such as Internet addiction, smoking, alcoholism and drug abuse etc. Schools have made efforts in the aforesaid areas over the years. However, some of them have not summarized and shared their valuable experiences in the implementation of the Healthy School Policy, probably due to a lack of standardized guideline on policy framework and in turn a diversity of schools' present situations among them.

Healthy School Policy is a comprehensive and long-term policy. Anti-drug activities should be based on the Healthy School Policy, and having anti-drug activities in school does not mean that the Healthy School Policy has been implemented.

The Healthy School Policy of Education Bureau has provided direction from a macro perspective for all schools in Hong Kong. It helps to integrate all the policies related to the development of students' healthy lifestyles. On one hand it integrates all the related resources, and on the other hand it helps to promote the idea of healthy campus to all the schools in Hong Kong. With the collaboration of teachers and students, we can build a harmonious campus and foster a caring and mutually supportive environment for students to develop a healthy lifestyle, establish positive outlook on life and values, learn practical life skills and strategies in resisting temptation, so as to help students reach a state of physical, mental and social well-being.

The implementation of the Healthy School Policy can bring the following benefits to students, teachers, schools and even the community (Prof. Albert Lee, 2003) :

Students	<ul style="list-style-type: none">● develop good physical health and reduce infection● attain all-round development of body and mind, increases confidence and resilience● establish positive attitudes and values● actively participate in community services, develop good social network
Teachers	<ul style="list-style-type: none">● pay attention to physical and psychological well-being, reduce infection and stress● strengthen team spirit through the promotion of healthy school● assist teachers in continuous development for self enhancement
Schools	<ul style="list-style-type: none">● improve students' general level of the health● nurture students' morality, maintain a desirable school ethos● strengthen the connection with various stakeholders (e.g. parents, teachers, community and the government)
Community	<ul style="list-style-type: none">● nurture healthy young people who possess positive values and are willing to serve the community● understand youngsters' needs through cooperation with schools

According to local and international studies, youth drug abuse is often influenced by risk factors and protective factors. Building a healthy and caring campus is one of the measures to strengthen the protective factors. (Please refer to Appendix 2 for details)

Tips:

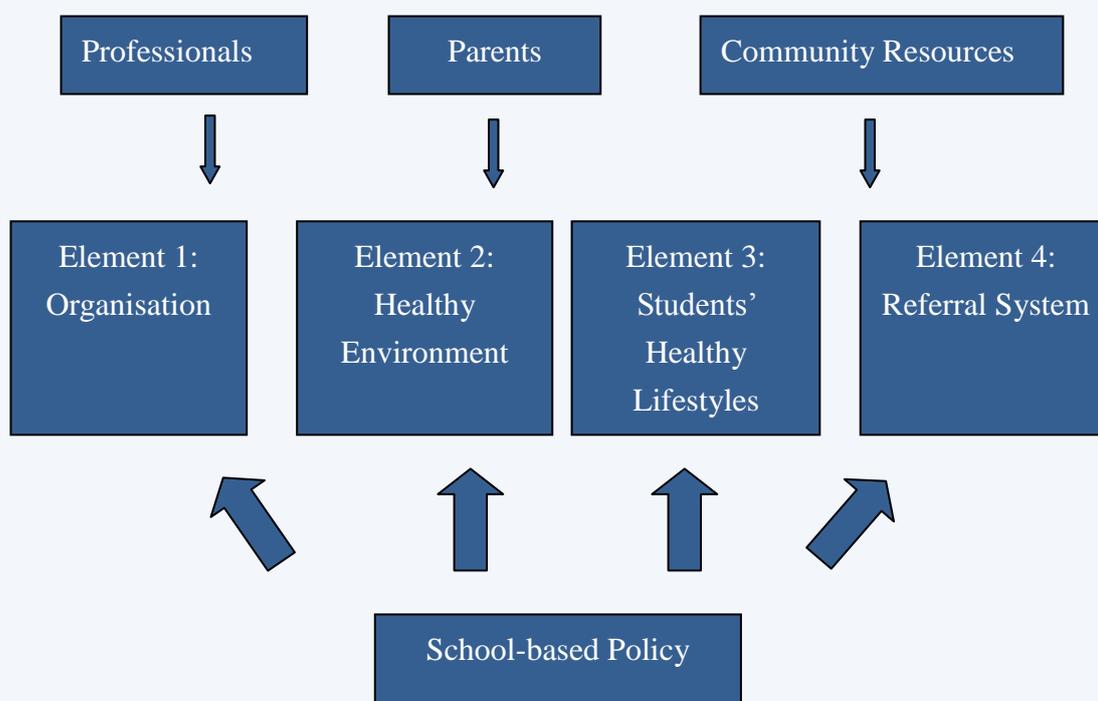
Development of school-based policy is an essential foundation for anti-drug work.

1.2 Elements of the Healthy School Policy

The Healthy School Policy consists of the following four elements:

- Developing a management and organisation system for health matters
- Fostering a healthy school environment
- Developing students' healthy lifestyles
- Identification of students who may need help and putting in place a referral system

Based on the abovementioned elements, this Resource Kit furnishes schools with recommendations and guidelines in the construction of a drug free campus culture and the provision of anti-drug education. Chapter 2 and 3 provide detailed suggestions on “developing a management and organisation system for health matters” and “fostering a healthy school environment” respectively. Volume 2 of this Resource Kit provides references and recommendations in developing students' healthy lifestyles and educating students on knowledge, attitudes and skills about ‘Say NO to drugs’. Lastly, Volume 3 of this Resource Kit gives information and suggestions on the tools, intervention and the establishment of relevant referral system for the identification of students with drug problem.



1.3 Main Concerns of the Healthy School Policy

Healthy School Policy can provide schools with a direction and structure for all students' health matters. For the formulation of specific policy, main concerns and practical implementation details, schools should formulate appropriate policies according to the students' and schools' specific needs.

In implementing the Healthy School Policy, schools may refer to the following main concerns in order to carry out various relevant measures:

Physical	<ul style="list-style-type: none">● Abusing Psychotropic Substances● Addictive behaviors such as smoking and alcoholism● Personal hygiene● Physical fitness● Disease prevention● First aid● Healthy eating habits
Psychological	<ul style="list-style-type: none">● Emotional health● Stress management
Social	<ul style="list-style-type: none">● Students' academic pressure● Peer influence● Family life● Sex education

Tips:

Instillation of drugs knowledge itself is insufficient in fighting against drugs. Schools may start with a multi-faceted approach to strengthen students' drug refusal efficacy with respect to students' life skills, physical and mental health as well as social skills.

Given the severe damage with respect to students' physical, psychological and social aspects induced by drug problem together with the growing youth drug abuse problem recently, drug problem should be ranked as one of the major focuses in school. With the help of the overall school environment and collaboration of all stakeholders in school, hopefully students' drug refusal efficiency can be strengthened and a caring atmosphere in school can be created.

2 Developing a management and organization system for health matters

2.1 Develop a Healthy School Policy characterized by the anti-drug culture

As the number of students involved in drug cases has increased continuously, we suggest that schools should integrate the anti-drug element into the Healthy School Policy. Relevant policy should strengthen anti-drug education in school, help establish positive values and attitudes among students at an early date, and in turn enhance their ability to refuse drugs. It also encourages schools to adopt an open and positive attitude in dealing with all the suspected and confirmed drug cases, and to identify and provide help to students in need as early as they can. Schools may incorporate the guidelines in this Resource Kit with their crisis management policies to develop an effective school-based “guidelines and codes of practice for the management of school drug incidents”. For a successful implementation of the abovementioned Healthy School Policy with anti-drug element, schools should develop an effective management and organisation system which coordinates all the health matters within the school, integrates all the policies and strengthens anti-drug education and the relevant measures. Specifically, it should include:

- Set up a task group responsible for the overall health issues within the school
- Appoint an experienced member of staff to lead the task group
- Identify the needs of students and school’s focus and taking into account the resources available within the school and the community, to formulate a well-conceived plan including the other 3 elements of Healthy School Policy (HSP) i.e. Fostering a Healthy School Environment, Developing Students’ Healthy Lifestyles and Identification of Students Who May Need Help and Putting in Place a Referral System
- The plan should be endorsed by School Management Committee (SMC)/Incorporated Management Committee (IMC)
- Ensure all school members are aware of and support the HSP
- Review and implement HSP from the perspectives of the 4 domains: Management and Organisation, Learning and Teaching, School Ethos and Student Support, Students Performance and evaluate the effectiveness of HSP for further improvement

2.2 Set up a task group responsible for the overall health issues within the school and the implementation of the Healthy School Policy

Schools should set up a special task group responsible for all the health issues within the campus to formulate relevant policies and coordinate all the matters related to the Healthy School Policy. In order to fully implement the Healthy School Policy, routine work should may include the provision of flu preventive measures, lunch-at-school measure that encourages healthy diet, promotion of adequate exercise among students, and the provision of training on emotional management, sex education and social health.

In view of the growing problem of student drug abuse, the formulation of school anti-drug policy is very important. Relevant policies should include anti-drug education, identification of students in need and provision of timely and appropriate support.

For the role and anti-drug work of the task group, please refer to the next section.

Task group for the Healthy School Policy:

1. Group leader – Schools should appoint an experienced teacher to be responsible for the coordination of the task group

Duties

- Responsible for convening meeting, discussing and setting the school's focus with other group members that caters for the needs of students, so as to formulate a detailed plan
- Carry out the annual plan under the Healthy School Policy to ensure that the relevant plans are fully implemented during the academic year
- Review the effectiveness of the annual plan, and report the policy outcome to all relevant stakeholders

2. Work of task group on anti-drug education and drug case management:

- Administration**
- Specify the school's administrative procedures, guidelines, resources and manpower allocation to enhance anti-drug education and the management of drug incidents in schools
 - Provide effective channels of communication to the school, parents and students, e.g. Internet platform
 - Provide appropriate sharing and meeting occasions during each school term, so that teachers/school social workers with different expertise and experiences may share and exchange their views, build up rapport with the concerned students and parents, provide parents with preventive education, and help them understand the way to deal with problems etc.
 - Hold regular meetings with teachers and school social workers to understand the latest situation of the campus life and needs of the students

- Formulating school rules**
- Assist schools in developing timely and appropriate school regulations, and to ensure the teachers, students, parents and staff fully understand and appreciate their own responsibilities
 - Establish firmly the school regulation related to drug problem for all the students, teachers, other school staff and parents to have a clear understanding of the content through school meetings, school administrative guidelines, school assemblies, student handbook, parents' circular, class

		meetings etc.
Creating Caring Culture	a	<ul style="list-style-type: none"> ● Establish good relationships between teachers and students, encourage teachers to understand the students' latest situation, pay attention to students' development, understand their needs as early as possible to provide timely support, and establish a major line of defense for crisis prevention
Teachers		<ul style="list-style-type: none"> ● Strengthen teacher training in anti-drug education
Anti-drug education		<ul style="list-style-type: none"> ● Apply learning elements of anti-drug education in all learning areas and subjects to educate students on anti-drug knowledge, including drug-related legislation and the influence of drugs on health ● Organise anti-drug seminars for students to increase their awareness of harmful effects of drugs ● Provide students with comprehensive learning opportunities/other learning experiences, endeavour to develop positive values and attitudes amongst students, and promote all-round development of students ● Enhance physical and mental health of students, strengthen their adaptability, and heighten their ability to face difficulties in life, study pressure and emergency ● Enhance students' ability to resist temptation, and overcome adversity with right attitudes and skills ● Carry out evaluation, including assessment in understanding and attitudes towards drug (please refer to Volume 3 of this Resource Kit)

Tips:

- A school of love and care can strengthen students' protective factors
- School may infiltrate elements of healthy life and life skills (including drug refusal) into various activities

2.3 Identify the needs of students and school's focus to formulate a well-conceived plan

To formulate an effective Healthy School Policy, schools should be able to identify the needs of students so as to develop appropriate measures.

School may follow the S.W.O.T. analysis to understand the strengths and weaknesses of school in different aspects effectively for reference purpose in the formulation of further development policies and appropriate direction.

S	=	Strength
W	=	Weakness
O	=	Opportunity
T	=	Threat

The aforesaid analysis helps identify the school characteristics, that may be brought into play or be improved. 'Strength' and 'Weakness' refer to the internal operation of the school, while 'Opportunity' and 'Threat' focus on the external environment.

Schools may consider the following areas when assessing their current status:

Strength/Weakness:

- Is there any room for improvement in school ethos?
- Are the school regulations comprehensive?
- Does the school have a good allocation of human resources?
- Which are the most serious problems faced by students of different grades in their development process?
- What are the developmental problems that concerned/worried the parents the most?
- Does the school have a good school discipline and guidance system?

Opportunity/Threat:

- Are there any other community resources available for school?
- Which kind of crime is more serious in the community? For instance, drug abuse
- How is the atmosphere in the community?

To assess the situation of schools accurately, schools must consult the views of various stakeholders and should consult the following persons actively:

- Staff (including teachers and non-teaching staff)
- Students
- Parents
- Social workers
- School Management Committee
- Major partners of the school (such as the Police School Liaison Officers and School Development Officers of the Education Bureau)
- Local groups
- Youth services groups
- Professional bodies

Schools may consult with different units through the following channels:

1. Staff (including teachers and non-teaching staff)

- Discuss relevant issues in annual staff meeting
- Use of informal channels, such as e-mail

2. Students:

- Consult student union
- Conduct questionnaire survey
- Organise students' focus groups
- Allow students to express their views during class

3. Parents

- Parent Teacher Association representative
- Orientation Day
- Parents' Day
- Conduct questionnaire survey
- Disseminate school newsletter
- Organise parents' focus groups

4. Social Workers

- School social workers
- Cooperate with outreach social workers and youth service centers when necessary

5. School Management Committee

- Discuss relevant issues in regular meetings

6. Major Partners of the School

- Keep contact with the Police School Liaison Officers
- Exchange information with the School Development Officers of Education Bureau

7. Local Groups

- Through principal associations, joint school organisations, and local District Offices

8. Youth Services Groups and Relevant Government Departments

- Narcotics Division of the Security Bureau, Education Bureau, Social Welfare Department, Department of Health, Hong Kong Education City, Home Affairs Department
- Know about the services provided to youth

9. Professional Bodies

- Contact various professional bodies for advice if necessary

The Healthy School Policy task group should assess the school's 'Strength' and 'Weakness' for a healthy campus according to the views collected, and then consider the 'Opportunity' and 'Threat' faced by the schools in order to formulate the annual target of the Healthy School Policy and to finalize the details. In the process of policy formulation, appropriate anti-drug education should be included.

2.4 Obtain endorsement from the School Management Committee and implement relevant plan

In formulating relevant policies, schools should consider the development needs of school, seek approval from the School Management Committee and report the progress of specific plan to the School Management Committee.

After formulating the annual plan, the task group should conduct timely review of the effectiveness of the plan. (Please refer to “School Development and Accountability Framework” published by the Education Bureau for details)

2.5 Ensure a full awareness and support to the Healthy School Policy from all the school members and hold regular discussions

Schools may formulate a series of measures in accordance with the Healthy School Policy and hold regular all staff meetings for discussion and review to facilitate the staff to support and understand the policy.

Taking anti-drug work as an example, schools may hold regular all staff meeting to introduce the crisis management team and referral procedures for drug cases. Besides, schools may also provide the following persons with different levels of anti-drug professional training and resources:

Teachers

- Deliver the objectives, concept, content and implementation procedures etc. of the Healthy School Policy to teachers through teachers meeting at the beginning of each semester to ensure all teachers understand and support the Healthy School Policy
- Raise teachers’ awareness of drug abuse behavior among students for crisis prevention
- Provide timely and appropriate assistance and referral service to students in individual cases
- Organise anti-drug seminars and training in case management for teachers
- Encourage teachers to incorporate anti-drug messages in their classes
- Provide teachers with the latest anti-drug education information, teaching resources and community resources
- Organise regular meetings for the Healthy School Policy task group and teachers to discuss the way to identify and handle student drug abuse cases

Other school staff

- Convey the objectives, concept, content and implementation procedures of the Healthy School Policy to all school staff through staff meeting at the beginning of semester to ensure all staff understand and support the Healthy School Policy
- Raise staff's awareness of drug abuse behavior among students for crisis prevention; provide timely and appropriate assistance and referral services as cases come up
- Organise anti-drug seminars and training in case management for staff
- Organise regular meetings for the Healthy School Policy task group and all staff members to discuss ways to handle school drug incident

2.6 Evaluate the policy regularly

Schools should base on different needs of students for a healthy development to set their priorities. The task group should review the relevant policy annually, and formulate a clear development direction and focus every year. The way the four aspects in the Healthy School Policy, namely Management and Organisation, Learning and Teaching, School Ethos and Student Support, and Students Performance, coordinated and integrated with each other facilitates the promotion of the whole-school approach, evaluation and follow-up. (For details, please refer to the "Performance Indicators for Hong Kong Schools 2008")

3. Fostering a healthy school environment

Schools should implement a Whole School Approach to guidance and discipline to create a caring and mutually supportive atmosphere in school. A safe and mutually supportive living environment on campus is essential to the students in developing a healthy lifestyle. A positive school ethos is beneficial for both teachers and students, whether inside and outside the classroom. Schools should establish close connection with students, parents and the community to create a healthy school environment.

3.1 Provide a safe and healthy school environment for students

To assist students in facing different problems throughout the developmental process, such as resisting the temptation of drugs and the impact of other unhealthy subcultures, a safe and healthy school environment is very important. Apart from paying attention to the atmosphere in class, schools should also establish positive learning attitude and mutually supportive relationship among teachers and students in the whole school. At the same time, schools should also play an active role to make contact with students, staff, family and community to establish a good relationship and work together towards students' healthy development.

The school environment should be inspected by delegated staff on a regular basis to examine if there is any possible health risk to the student at various locations. Also, member of the task group should be responsible for the renewal of school facilities according to the actual needs, such as providing hand sanitizer at appropriate location during the influenza peak season.

School may consider establishing relevant monitoring systems for drug incidents on campus:

During class:

- In case of emergency during class, teachers may send a student to the school office which will arrange for appropriate assistance immediately. For any suspected case of student drug abuse, possession of drug and drug trafficking, schools may refer to the suggestions on case management in Volume 3 of this Resource Kit. Teachers have to complete the relevant records after handling the incident for follow up actions.

Before class, recess and lunch

- Schools should pay attention to students before class, during recess and lunch time. For example, teachers on duty should look out for students in low spirits and to comfort them. For any

time:	<p>suspected case of drug abuse, possession of drug and drug trafficking, schools may refer to the suggestions on case management in Volume 3 of this Resource Kit. Teachers have to complete the relevant records after handling the incident for follow up actions.</p> <ul style="list-style-type: none"> ● Schools should also remind the staff and workers to pay special attention to drug incidents in school so that the school can obtain relevant information to handle the incident and assist the students in need as early as possible. Staff and workers should note the following situations: <ul style="list-style-type: none"> - Patrol the assigned stations during recess and after lunch with special attention to students' toilets, report to the school office immediately in case of unusual gathering and ask for discipline and counselling staff's presence and assistance. - Report immediately to the school office in case students are found taking drugs in school. - Check if there are drug-related items in the assigned stations such as two straws placing side by side in a drinking vessel, and report to the school office immediately if found.
After school:	<ul style="list-style-type: none"> ● Schools should be aware of students' situation after school. For any suspected case of drug abuse, possession of drug and drug trafficking, schools may refer to the suggestions on case management in Volume 3 of this Resource Kit. Teachers have to complete the relevant records after handling the incident for follow up actions.

3.2 Actively participate in student health services

Regarding student development, schools should actively participate and encourage students to join student health services provided by different organisations to ensure the healthy development of students both physically and mentally. For physical health, the task group should arrange and help students participate in health services and pay attention to students' health condition; and for mental health, the task group should work closely with the school social workers to provide appropriate activities for students.

3.3 Adopt a Whole School Approach to guidance and discipline and foster a caring, supportive school ethos

A caring and mutually supportive campus refers to a good relationship among all the members in school who are willing to help and care for each other. Establishing a caring campus can strengthen the connection and caring relationship between teachers and students, and increase students' sense of belonging towards the school so that students are willing to talk to their peers and teachers and seek help when they feel frustrated, lost, helpless and confused. The care and mutual support among the members of school can be classified as follows:

- Among students: mutual respect, care and help
- Between teachers and students: students respect the teachers, while teachers also care for the students
- Between staff: mutual care and support

Even when the school has made every effort to create a caring and supportive environment for healthy development of students, it is still possible that students may develop various kinds of behavioral problems. When handling those students with behavioral problems, schools should allow opportunity for students to explain and try to understand the nature of their behaviour before determining the appropriate penalties according to the school regulation. Abusive and degrading language and punishment should be avoided. In addition, schools should provide students with counselling and full support in solving their behavioral problems.

3.4 Strengthen relation with parents and the community

Some overseas research studies showed that the collaboration among school, family and community is crucial for the enhancement of physical, mental and social development of the students.

As students mostly contact with schools and families, parents are important partners to schools in school development. Apart from providing the schools with valuable opinion, parents may also help improve the school operation. Therefore, schools should establish systematic connection with parents, for example, by setting up the Parent Teacher Association for parents to participate in the formulation of school policy through formal channel, from which their views towards school operation can be collected. At the same time, school should provide regular updates to Parent Teacher Association.

In addition, schools should establish a good relationship with the community. Apart from utilising various resources available in the community, schools may also introduce its situation and operation to the public, and increase the transparency of school operation. Schools may also establish communication channel with other schools by setting up regional schools liaison committee to exchange their experience.

In recent years, many resources are available for schools in the community. Schools can apply funding for the implementation of appropriate healthy school scheme and anti-drug education programme. The following two resources are available for schools:

Extract from the Narcotics Division, Security Bureau. For the latest information, please visit their website: <http://www.nd.gov.hk>

Beat Drugs Fund

Introduction:

Established in 1996 with a capital outlay of 350 million Hong Kong dollars, the Beat Drugs Fund promotes community efforts to beat drugs. Income generated by the Fund is used to provide financial support to those worthwhile anti-drug projects which meet the funding criteria set down by the Fund. Community-wide anti-drug activities covering preventive education and publicity, treatment and rehabilitation, and research are within the ambit of the fund..

Application Procedures:

Applications to the Fund are normally invited once a year.

Organisations and individuals can apply for the Fund. Individual applicants must provide proof that they have obtained support from their affiliated organisations for the projects under consideration.

All applicants are required to fill in an application form. Late applications and applications with insufficient details will not be accepted.

Processing of the applications takes about four months to complete. Applicants will be informed of the outcome of their applications in writing. Decisions of the Association in respect of project approvals and disbursement of grants will be final.

For details, please refer to the website of the Narcotics Division:
<http://www.nd.gov.hk>

Extract from the Education Bureau. For the latest information, please visit their website:
<http://www.edb.gov.hk>

Quality Education Fund

Introduction:

Established in 1997 with an allocation of 5 billion Hong Kong dollars, the Quality Education Fund (QEF) provides an effective channel for worthwhile projects from the school education sector to be funded. The QEF mainly caters for worthwhile non-profit making initiatives within the ambit of basic education (i.e. pre-primary, primary, secondary and special education).

Application Procedures:

The QEF funds a wide range of projects that promote quality education in schools. Funding is mainly directed, but not restricted, to the following categories of projects:

- Projects for Promoting Effective Learning
- Projects for Promoting All-round Education
- Projects for Implementing School-based Management
- Research Projects for Exploring Education Issues
- Projects for Application of Information Technology

Schools, educational bodies and organizations registered under the laws of Hong Kong and individuals who are permanent residents in Hong Kong are eligible to apply.

Applications can be submitted throughout the year. They should be submitted through the Electronic Project Management System (EPMS) via the QEF website. Submission by other means e.g. by post, by fax, by email or in person will not be accepted.

For details, please refer to the Quality Education Fund website <http://qef.org.hk>

Appendix 1: The Structural Framework of the Healthy School Policy

Healthy School Policy

Objective:

To help students reach a state of complete physical, mental and social well-being

Focus on developing students' healthy lifestyles, positive attitudes and values, life skills and refusal skills to resist temptation

Elements of the Healthy School Policy

1. Developing a management and organization system for health matters
 - Set up a task group responsible for the overall health issues within the school
 - Appoint an experienced member of staff to lead the task group
 - Identify the needs of students and school's focus and taking into account the resources available within the school and the community, to formulate a well-conceived plan including the other 3 elements of HSP i.e. Fostering a Healthy School Environment, Developing Students' Healthy Lifestyles and Identification of Students Who May Need help and Putting in Place a Referral System
 - The plans should be endorsed by SMC/ IMC
 - Ensure all school members are aware of and support the HSP
 - Review and implement HSP from the perspectives of the 4 domains: Management and Organisation, Learning and Teaching, School Ethos and Student Support, Students Performance and evaluate the effectiveness of HSP for further improvement

2. Fostering a Healthy School Environment
 - Provide a healthy school environment for students
 - Actively participate/encourage students to actively participate in student health services to ensure the physical and mental well-being of students
 - Adopt a Whole School Approach to guidance and discipline and foster a caring, supportive school ethos
 - Strengthen relation with parents and the community in order to solicit their support to foster an environment conducive for the healthy development of students and teachers

3. Developing Students' Healthy Lifestyles

- Review existing school curriculum and make sure the chosen themes including drug education in terms of knowledge, skills and attitude are adequately covered
- Encourage and provide more opportunities for students to participate in the life-wide learning activities to cultivate positive values among students
- Arrange specific education programmes organised by various government bureaux/departments or NGOs to enhance students' knowledge on drug and other healthy issues, e.g. PATHS, UAP, AHP
- Review and plan for the continuous professional development of teachers and other staff for chosen themes
- Strengthen cooperation and collaboration with parents through every means including providing training to parents on parenting skills

4. Identification of Students Who May Need Help and Putting in Place a Referral System

- Provide checklists for identification of students who may need help in specific aspects
- Clearly spell out roles of class/subject teachers, discipline masters/mistresses, police school liaison officers (PSOLs), school social workers (SSWs) and school management in identifying needy students and in making referrals
- Draw up clear guidelines/protocols and procedures on internal sharing of information including confidential and sensitive data and referral system
- Draw up guidelines on external communication with NGOs, PSLOs and other agencies, etc.
- Plan for the follow up support for the students
- Review related procedures and strengthen information flow among key stakeholders

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