Induction Session for WeCare Fund 2017
Student-initiated Youth Suicide Prevention Projects
Round 2
December 2, 2017
Acknowledgement

Ms. Beatrice Mok
Founder
Community Partner Foundation

https://www.cpfhk.org/who-we-are/our-founder/
Rundown

- Acknowledgement of funder – Ms Beatrice Mok
- Introduction of CSRP
- Latest Suicide Trend in HK
- Rationale of WeCare Fund
- Projects of WeCare Fund 2016 (Previous Round)
- We Care Fund 2017 Round 2 Selected Projects
- Basic principles for this project
  - Do No Harm
  - Evidence-based practice
  - Ethical
  - Evaluation & Documentation
- Best Practice Awards 2017
- Q&A
About us

A Knowledge Hub

Research  Knowledge
Public Health Approach: Interventions

Source: WHO. (2010)

Projects

High-risk individuals
- Volunteer mentorship: help young adults with DSH behaviour

Subgroups with risk factors
- Low-income family
- Divorce household
- Mental health problems
- Mentorship program
- Selective programs for students in need

The entire population
- Community-based suicide prevention programs
- School-based mental health enhancement programs
- Limiting charcoal access
- Psychoeducational websites
- WeCare Student-initiated project

Universal
Selective
Indicated
Tip of the iceberg

Bottoms up approach

Source: WHO. (2010)
Public Health Approach: Aims

1. To create a protective environment
2. Change behaviours that put people at risk

Source: P.S.F. Yip. (2005)
Universal level:
Psychoeducational Websites
Universal level – psychoeducational websites

- Depressed Little Prince 憂鬱小王子
- www.depression.edu.hk
Universal level - WeCare website

http://wecare.csrp.hku.hk

此專頁旨在為關注自殺的各界人士提供幫助。我們整理了近年的自殺數字、自殺風險因素、預警訊號、社區資源、與有自殺念頭人士的對話技巧等，亦針對不同的人士（例如傳媒、網民、家長、學生、校長/老師、自殺遺屬等）提供具體的跟進建議。
Universal level:
Mass media and Social media
Engagement
Universal level – media guideline

http://csrp.hku.hk/media/
Universal level - engagement with Internet Service Providers

- Google search results has changed after our engagement

Local anti-suicide webpage advertisement
Information on local helpline
News debunking helium suicide misconceptions
Universal level – collaborate with Facebook
Universal level – collaborate with online media

- Interactive game: Reaching out – help a friend in need (with Initium Media)

Universal level – collaborate with YouTuber

- CSRP collaborated with YouTuber, Auman
- Produced a short film called “The Last Day”
- To encourage people in desperate situation to seek help

https://www.youtube.com/watch?time_continue=1&v=8tnfiKX1sc8
Universal level – collaborate with YouTuber

Response from the public:

- Views has reached 98,000
- With a total of 108 online survey responses
- More than half are under 25
- Nearly half indicated they have had suicidal thoughts in the past 12 months
- Most think the film has raised their awareness of help-seeking
- Improved their attitudes towards suicide prevention
- To view the film: https://www.youtube.com/user/csrphku
TAKE A MINUTE 以一分鐘
CHANGE A LIFE 改變一生

2017世界防止自殺日
WORLD SUICIDE PREVENTION DAY 2017

https://www.facebook.com/hkucsrp/videos/1847562548591838/
Universal level – Facebook page

https://www.facebook.com/hkucsrp
有人同我講佢想自殺，我應該點？

KEEP CALM

保持冷靜
平心靜氣地聆聽
	
鼓勵對方講出自己的感覺
回應或反映你所聽到的訊息

直接表達關心
不標籤對方
「不幸、愚蠢」

鼓勵並陪伴對方
尋求專業協助

不批評的態度
不責怪對方

Information available at CSRP Facebook page:
Universal level:
School-based and Web-based mental health programmes
Mental health projects for students
Selective level: Youth Mentorship Programmes
Youth Mentorship Programme for Primary and Secondary School Students (2011-14)

- **Goal:** To utilize community resources to strengthen the problem-solving skills of young people who need extra support and equip them to face their future challenges.

- **Target:** P.4-5 and F.2-3 students
  - with mild to moderate level of emotional, behavioral or academic difficulties
  - from families in need of more social support (e.g. low-income, single-parent, new immigrants, parents with long working hours)
Suicide in Hong Kong
CSRPR estimated that 12.6 per 100,000 people in Hong Kong died from suicide in 2016. After adjustments, the suicide rate in Hong Kong is estimated to be 8.9 per 100,000 people in 2016.
Suicide Rates in Hong Kong by Gender, 1997-2016^ 

^ Estimated number (Registered death date up to 31 July 2017).

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Suicide Rates in Hong Kong by Age Groups, 2007-2016^
Number of Suicides and Suicide Rates of Youths (Aged 15-24) in Hong Kong by Gender, 2007-2016^ 

- Suicide rates of both male and female aged 15 or below have shown light increase in 2016 when compared to 2015
- Female aged 15-24 has slightly increased
- male aged 15-24 decreased

^ Estimated number (Registered death date up to 31 July 2017).
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### Student vs Non-student Suicides among Youths (Aged 15-24), 2014 & 2015

<table>
<thead>
<tr>
<th></th>
<th>Both Genders</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of youth suicides</td>
<td>57</td>
<td>70</td>
<td>38</td>
</tr>
<tr>
<td>Number of full-time student suicides</td>
<td>17</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Proportion of full-time student suicides among all youth suicides</td>
<td><strong>29.8%</strong></td>
<td><strong>32.9%</strong></td>
<td><strong>31.6%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Both Genders</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>835 200</td>
<td>808 800</td>
<td>421 400</td>
</tr>
<tr>
<td>Proportion of full-time students* among all youths</td>
<td><strong>62.3%</strong></td>
<td><strong>55.8%</strong></td>
<td><strong>62.6%</strong></td>
</tr>
</tbody>
</table>

*Estimation based on General Household Survey, Census & Statistics Department.
*Include all students attending full-time courses in schools or educational institutions.
*Exclude students attending secondary day courses operated by private institutes.

International Comparison on Suicide Rates

Source: WHO (2014). Preventing Suicide: A Global Imperative; 台灣自殺防治中心
Year: 2012
International Comparison on Suicide Rates (aged 5-14 & aged 15-29)

Korea: 18.2 (5-14), 18.4 (15-29)
Japan: 18.4 (5-14), 18.4 (15-29)
US: 12.7 (5-14), 12.2 (15-29)
Australia: 12.2 (5-14), 12.2 (15-29)
HK: 10.3 (5-14), 5.9 (15-29)
UK: 0.2 (5-14), 0.1 (15-29)
Taiwan: 0.2 (5-14), 0.2 (15-29)

Source: WHO (2014). Preventing Suicide: A Global Imperative; 台灣自殺防治中心
Year: 2012
Note: 台灣數據為15-24歲
Risk factors in youth suicide in HK

- Academic pressure
- Mental illness
- Interpersonal relations (peer, friends)
- Break up in a relationship
- Conflict with family members

Table 3  Psychiatric disturbances and precipitating events in youth suicide

<table>
<thead>
<tr>
<th></th>
<th>Age 10-14 years</th>
<th>Age 15-19 years</th>
<th>Age 20-24 years</th>
<th>Chi-square for age</th>
<th>Chi-square for sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male n = 16</td>
<td>Female n = 9</td>
<td>Male n = 58</td>
<td>Female n = 56</td>
<td></td>
</tr>
<tr>
<td>Psychiatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disturbances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antisocial</td>
<td>4 (25 %)</td>
<td>2 (22.2 %)</td>
<td>12 (20.7 %)</td>
<td>7 (12.5 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 (6.3 %)</td>
<td>3 (4.9 %)</td>
</tr>
<tr>
<td>Depressive</td>
<td>2 (12.5 %)</td>
<td>3 (33.3 %)</td>
<td>24 (41.4 %)</td>
<td>18 (32.1 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32 (34.4 %)</td>
<td>20 (32.8 %)</td>
</tr>
<tr>
<td>Psychotic</td>
<td>1 (6.3 %)</td>
<td>0</td>
<td>16 (27.6 %)</td>
<td>18 (32.1 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36 (38.7 %)</td>
<td>28 (45.9 %)</td>
</tr>
<tr>
<td>Illicit drugs</td>
<td>0</td>
<td>1 (11.1 %)</td>
<td>7 (12.1 %)</td>
<td>6 (10.7 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9 (9.7 %)</td>
<td>7 (11.5 %)</td>
</tr>
<tr>
<td>Any psychiatric</td>
<td>5 (31.3 %)</td>
<td>5 (55.6 %)</td>
<td>47 (81 %)</td>
<td>37 (66.1 %)</td>
<td></td>
</tr>
<tr>
<td>disturbances</td>
<td></td>
<td></td>
<td></td>
<td>70 (75.3 %)</td>
<td>42 (68.9 %)</td>
</tr>
<tr>
<td>Precipitating events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family factors</td>
<td>4 (25 %)</td>
<td>6 (66.7 %)</td>
<td>8 (13.8 %)</td>
<td>16 (28.6 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 (7.5 %)</td>
<td>4 (6.6 %)</td>
</tr>
<tr>
<td>School factors</td>
<td>9 (56.3 %)</td>
<td>1 (11.1 %)</td>
<td>10 (17.2 %)</td>
<td>11 (19.6 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 (5.4 %)</td>
<td>2 (3.3 %)</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>1 (6.3 %)</td>
<td>2 (2.2 %)</td>
<td>10 (17.2 %)</td>
<td>13 (23.2 %)</td>
<td></td>
</tr>
<tr>
<td>factors</td>
<td></td>
<td></td>
<td></td>
<td>14 (15.1 %)</td>
<td>15 (24.6 %)</td>
</tr>
<tr>
<td>Any precipitating</td>
<td>13 (81.3 %)</td>
<td>7 (77.8 %)</td>
<td>23 (39.7 %)</td>
<td>33 (58.9 %)</td>
<td></td>
</tr>
<tr>
<td>events</td>
<td></td>
<td></td>
<td></td>
<td>26 (28.0 %)</td>
<td>21 (34.4 %)</td>
</tr>
</tbody>
</table>

* $P < 0.05$; ** $P < 0.01$; *** $P < 0.001$

Problems faced by the deceased students

Suicidal behaviours are complex

Multiple contributing factors

97% of the students may suffer from at least two factors

- Mental health issues
- Psychological concern
- Family/peer relationship problems
- Family/school adjustment problems
- Academic stress

YOUTH MENTAL HEALTH AND HELP SEEKING
### Prevalence of common mental disorders in youth

**Weighted prevalence (95 % CI) of past-week common mental disorders (depressive and anxiety disorders) (Lam et al., 2015)**

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>N</th>
<th>Any CMD</th>
<th>Depressive episode</th>
<th>GAD</th>
<th>MADD</th>
<th>OAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16–25</td>
<td>690</td>
<td>11.32 (8.85–13.79)</td>
<td>0.55 (0–1.10)</td>
<td>2.60 (1.40–3.80)</td>
<td>7.56 (5.47–9.65)</td>
<td>0.99 (0.26–1.72)</td>
</tr>
<tr>
<td>26–35</td>
<td>834</td>
<td>16.46 (13.91–19.01)</td>
<td>2.86 (1.69–4.03)</td>
<td>4.76 (3.26–6.26)</td>
<td>8.94 (7.01–10.86)</td>
<td>1.55 (0.73–2.38)</td>
</tr>
<tr>
<td>36–45</td>
<td>1,166</td>
<td>13.51 (11.58–15.45)</td>
<td>2.60 (1.73–3.47)</td>
<td>3.60 (2.57–4.63)</td>
<td>7.96 (6.42–9.51)</td>
<td>1.32 (0.69–1.95)</td>
</tr>
<tr>
<td>46–55</td>
<td>1,345</td>
<td>12.60 (10.84–14.36)</td>
<td>3.55 (2.63–4.48)</td>
<td>4.57 (3.51–5.63)</td>
<td>5.90 (4.61–7.18)</td>
<td>1.80 (1.13–2.48)</td>
</tr>
<tr>
<td>56–65</td>
<td>1,100</td>
<td>13.64 (11.62–15.67)</td>
<td>3.77 (2.66–4.87)</td>
<td>4.84 (3.58–6.10)</td>
<td>5.99 (4.59–7.39)</td>
<td>1.64 (0.89–2.39)</td>
</tr>
<tr>
<td>66–75</td>
<td>582</td>
<td>11.20 (8.67–13.73)</td>
<td>4.70 (2.99–6.40)</td>
<td>5.52 (3.67–7.37)</td>
<td>3.60 (2.16–5.03)</td>
<td>1.24 (0.30–2.18)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,719</td>
<td>13.3 (12.40–14.20)</td>
<td>2.9 (2.47–3.31)</td>
<td>4.2 (3.70–4.74)</td>
<td>6.9 (6.24–7.60)</td>
<td>1.5 (1.16–1.77)</td>
</tr>
</tbody>
</table>

CMD common mental disorder, GAD generalized anxiety disorder, MADD mixed anxiety and depressive disorder, OAD other anxiety disorder

* Participants could have more than one CMD or OAD; weights are applied for age, gender and housing types

However, this age group is less likely to used mental health service when compared with older people.

Rationale of WeCare Fund
WeCare Fund for Student-Initiated Youth Suicide Prevention Projects

- **Aim:** Empowering and facilitating young people to organize self-help and/or mutual help projects for preventing youth suicide

- **Target:** Students of post-secondary institutions in Hong Kong

- **Themes:**
  1. Reaching out to students with suicidal risk/emotional distress
  2. Encourage help-seeking among students when having emotional distress or feeling suicidal
  3. Mental health promotion among students
Student-Initiated Projects for promoting mental wellness/preventing student suicide
Funded Projects from Previous Rounds

- Video
WeCare Fund 2017
Round 2
3 projects were selected for WeCare Fund 2017 Round 2

- **Hong Kong Institute of Vocational Education (Joyful Ambassador @ HW)**
  - 5 Different events will be organized, such as game booth, roadshow, cheer up station prior to exams period and handcrafting.

- **Hong Kong College of Technology (HKCT) (Mental Health Program 2017)**
  - 6 physical activity workshops will be conducted, including canoeing, yoga, running, cycling, orienteering and hiking; setting up booth during examination week; Mental health first aid workshops and positive thinking workshop

- **The Open University of Hong Kong (Open Care, Open Heart)**
  - Mini concert, five booths and a microfilm will be organized; with themes including preventing suicide and encourage help seeking, introduction of mental health and disorders, and ways of coping
Basic Principles

- Do No Harm
- Evidence-based practice
- Ethical
- Evaluation
- Documentation
Do No Harm

Our prime purpose in this life is to help others, and if you can't help them, at least don't hurt them.

~Dalai Lama

https://www.etsy.com/people/TheMotivatedType
Evidence-based practice (EBP)

- From clinical practice to all types of practice now

EBP is the art of integrating the best evidence from epidemiological research with clinical expertise, by means of the following steps:

1. Assess your patient
2. Ask the right question
3. Access the evidence
4. Appraise the evidence
5. Apply the evidence
6. Audit clinical practice

(Sackett D, 1996)
Ethical Issue: Consent, privacy & data management

- Research Services, HKU
- http://www.rss.hku.hk/integrity
- Check with your professional advisors and departments/institutions for ethical issues and guidelines

- Proper citation and acknowledgement of other people’s work
- Plagiarism is NOT ALLOWED
Evaluation

- Professional evaluation is defined as the **systematic** determination of the **quality** or **value** of something (Scriven, 1991)

- It is a means of contributing to the improvement of the program or policy

- Allows sustainability and dissemination of effective interventions for other student groups or communities, bringing benefits to a larger public
Evaluation

- Measurable outcome
  - Outcome are more specific and measurable
  - It expresses a benefit that a student can demonstrate or gain upon completion of the project
  - Contains 3 elements:
    1) who and what is to be learned or changed as a result of the project? (knowledge / skill / attitude)
    2) what level of learning (desired outcome) is to be achieved?
    3) how is performance measured? What tool or data collection method will be used?
Questionnaires and assessments examples

- Subjective happiness scale (Nan, 2014)
  - [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4107280/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4107280/)
- General Health Questionnaire (Goldberg 1997)
- The Positive and Negative Affect Schedule (PANAS; Watson et al., 1988)
- Perceived stress scale (Cohen, 1994)
- Depression Anxiety Stress Scale (Lovibond & Lovibond, 1995)
  - [http://www2.psy.unsw.edu.au/dass/](http://www2.psy.unsw.edu.au/dass/)
- Mental Health Knowledge Schedule (Evan-Lacko 2010)
- Etc.
### Subjective happiness scale

<table>
<thead>
<tr>
<th>Items</th>
<th>Score</th>
</tr>
</thead>
</table>
| 1. 一般而言，我覺得自己：  
In general, I consider myself: | 1 2 3 4 5 6 7 |
| 1-不是一個很快樂的人 .......... 是一個很快樂的人  
1-Not a very happy person ... 7- A very happy person |
| 2. 與我大部份的同輩比較，我覺得自己：  
Compared to most of my peers, I consider myself: | 1 2 3 4 5 6 7 |
| 1-不比他們快樂 .................... 7- 比他們更快樂  
1-Less happy ...................... 7- More happy |
| 3. 有些人一般很快樂，無論發生什麼事，他們都喜愛生活及從中有很大的得著。用這些話來形容你有多貼切？  
Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this describe you? | 1 2 3 4 5 6 7 |
| 1-絕不貼切 .......................... 7- 十分貼切  
1- Not at all ......................... 7- A great deal |
| 4. 有些人一般很不快樂，雖然他們沒有抑鬱，但他們從來不似感到應有的快樂。用這些話來形容你有多貼切？  
Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this describe you? | 1 2 3 4 5 6 7 |
| 1-絕不貼切 .......................... 7- 十分貼切  
1- Not at all ......................... 7- A great deal |
PANAS Questionnaire

This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below next to each word. Indicate to what extent you feel this way right now, that is, at the present moment OR indicate the extent you have felt this way over the past week (circle the instructions you followed when taking this measure)

1. Interested
2. Distressed
3. Excited
4. Upset
5. Strong
6. Guilty
7. Scared
8. Hostile
9. Enthusiastic
10. Proud

11. Irritable
12. Alert
13. Ashamed
14. Inspired
15. Nervous
16. Determined
17. Attentive
18. Jittery
19. Active
20. Afraid

1 Very Slightly or Not at All
2 A Little
3 Moderately
4 Quite a Bit
5 Extremely
Documentation

- **Proper documentation of the Project**
  - Articles, videos, photos, registration sheet, evaluation forms

- **Knowledge exchange activities**
  - dissemination seminar, presentation, publication
Application

12/10 – 13/11/2017

7 months Implementation

02/12/2017 – 31/07/2018

1 month Report Writing

31/8/18 deadline

Identify 3 Best Practice Awards (additional $30,000) and Ceremony (Sept-Oct, 2018)

7 months Implementation (Nov, 2018 – June, 2019)
Based on the final evaluation of the submitted projects, 3 Best Practice Awards will be identified, which will be awarded another HK$30,000 for the three projects.

To sustain or extend their projects

limited to youth suicide prevention only
Project Monitoring and Management
Approval letter to Project Team (2 December 2017)

Returned signed reply slip by (5 December 2017)

Terms and Conditions + Budget Summary
- Will be issued to Project Team on 6 Dec upon receipt the reply slip
- Return 2 signed copies (original) to CSRP by 13 Dec 2017

Implementation of the Project (2 Dec to 31 July 2018)

Submission of Final Report and Financial Report by 31 Aug 2018
- With original receipts and other supporting documents
Terms and Conditions (extract)

- The Grant
  - The first 70% of the Fund will be paid for the project leader as startup of the project.
  - The outstanding 30% of the amount will be paid after 3 months of the project implementation.

- Prepare budget summary and information of bank account holder for first instalment

- Expect the first instalment will be ready by mid/end of Jan with all documents ready (for late submission of required documents, may delay the transaction)
## Budget Summary (Deadline: 13-12-2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Service</td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td></td>
</tr>
<tr>
<td>3. General expenses</td>
<td></td>
</tr>
<tr>
<td>4. Travelling</td>
<td></td>
</tr>
<tr>
<td>5. Miscellaneous</td>
<td></td>
</tr>
</tbody>
</table>

Total amount: ________________

70% of the total: ________________

- Also provide name of Project Leader; Bank; Bank a/c no.; HKID card copy
Terms and Conditions (extract)

- Unspent grant will have to be returned to CSRP by the Grantee.

- The Grantee shall ensure that the expenditure incurred is within the scope of the approved Budget.

- Items not included in the approved Proposal shall not be charged to the Project.

- The Grantee shall observe the principle of economy and cost effectiveness of expenditure at all times.
Terms and Conditions (extract)

- The Grantee shall inform CSRP the project activities from time to time and subject to reasonable prior notice, CSRP may attend and participate such activities, programmes or events relating to the Project.

- The Grantee shall be aware of the situations where conflict of interest may arise and to avoid conflict of interest at all times.

- CSRP is entitled to withhold the payment if the Grantee has failed or is likely to fail to execute the Project in accordance with the approved Proposal and Budget.
Terms and Conditions (extract)

- The Grantee must provide two sets of Project Materials (proposed deliverables), one of each to CSRP and Community Partner Foundation as required at no cost.

- The grantee must acknowledge CSRP and Community Partner Foundation on all events and deliverables. Acknowledgment as follow:

  WeCare Fund 2017 for Student-Initiated Youth Suicide Prevention Projects
  Supported by
  The Centre for Suicide Research and Prevention, The University of Hong Kong and Community Partner Foundation

Please read the terms and conditions for details
Supporting documents upon project completion

- Final report
- Financial report
- Original receipts
- Receipt for instructor/speaker fee
- Expenses details
- Programme materials, photos, videos etc.

*All report templates can be downloaded at CSRP website: csrp.hku.hk
Supporting documents upon project completion

Financial report

- List out all the expenditures
- Put down receipt no., suppliers and other details
Supporting documents upon project completion

- Paste all original receipts with signature of Project Leader
- Mark clearly the receipt no. for easy reference
- Photocopy all receipts that may be discoloured with time
  - Submit both the original receipts and the copy
Supporting documents upon project completion

Make sure that the receipts have listed the items clearly with cost breakdown but not a lump sum.

Please mark all the details if the receipt have not marked the items.
Supporting documents upon project completion

Make sure that the receipts have listed the items clearly with cost breakdown but not a lump sum.
Supporting documents upon project completion

Travelling expenses

- Provide details of the journey

- Provide justification of taking taxi

Please fill and sign your name at here

Please provide a justification if you take a taxi
Supporting documents upon project completion

- Paste all original receipts with signature of Project Leader
- Mark clearly the receipt no. for easy reference
- Photocopy all receipts that may be discoloured with time
  - Submit both the original receipts and the copy

All the receipts should be kept well. Please Sign and Fill your name for the receipts

Felix Wong Tai Ho, Project leader
~Thank You~

Q & A

Eligibility: Full and part-time post-secondary students
Maximum Funding: HKD $50,000 per project
Application Period: 12 October – 13 November 2017
Application Details: https://goo.gl/Dn6kRU
Information: Michelle Loung 2831 5221 or loungwg@hku.hk