The Hong Kong Institute of Education
香 港 教 育 學 院

Annual Report on
Recurrent Funding for Knowledge Transfer 2011/12

Submitted to
University Grants Committee

Contents

I. Background

The Institute continues to pursue its goals of developing educational and human capacity in Hong Kong and beyond, in its aspiration to become a multidisciplinary university focusing on education. Knowledge transfer (KT) is considered the third pillar of our institutional development, directly linked to research and teaching. KT activities are keys to the Institute's pursuit of impactful research and innovative scholarship that not only extends knowledge frontiers but also benefits the education sector and the wider community. The Institute therefore regards KT as a service to the community and the profession, rather than a revenue tool.

In 2011/12, the University Grants Committee's (UGC) earmarked allocation for KT, together with the Institute's own earmarked KT funding, continued to facilitate the Institute in supporting and promoting a wide range of KT activities. Our advanced scholarship has had a far-reaching impact on the development of education through the Institute's pro-active and extensive KT activities. This report provides an update on the KT activities and initiatives undertaken by the Institute during the reporting period of 1 July 2011 to 30 June 2012.

II. Narration of activities undertaken with additional funding for 2011/12

The Institute was allocated funding from the UGC in 2011/12 to support and promote a variety of KT activities and initiatives across the Institute. This additional funding was utilized at both the Institute and academic unit levels through the implementation of 'facilitating' and 'capacity-building' approaches.

At the Institute level, the Committee on Research and Development (CRD) continued to play a leading role in developing institutional strategies and priorities in KT, and in aligning the implementation of these strategies and priorities at different levels of the Institute. The CRD, whose members include professors and chair professors who are renowned senior academic leaders with a diverse range of research expertise, provided strong academic leadership and spearheaded cutting-edge research and KT activities. As the executive arm of the CRD, the KT Team (composed of the Head of Research and Development Office (RDO), an executive officer and an executive assistant) in the RDO continued to enact the following strategies to encourage and facilitate KT activities across the Institute:

(a)   **KT Awards:**   The Institute has held the Knowledge Transfer (KT) Awards

since 2009/10 to support the transfer of Institute-owned knowledge, technology, and findings generated from its research work. These monetary awards recognize, encourage and reward the best KT activities, practices, cases, or projects. A selection panel comprising seven academic staff members and one external member (a local secondary school principal) was formed to assess projects nominated by the faculties in 2011/12, based on a set of selection criteria. After a vigorous selection process that included face-to-face interviews and oral presentations by individual project leaders, the panel granted a KT Award to a successful project in 2011/12.

(b)   **KT Sharing Sessions:** A series of sharing sessions on the topic of KT continued to be organized at the Institute level in 2011/12 to share success stories and practical KT experiences among staff. All staff members were welcome to attend the sharing sessions. Four KT sharing sessions were held between January and June 2012, and were well-received by the participants.

(c)   **HKIEd Research and Scholarship Website:** As a means of strengthening KT between the Institute and the education community and supporting the professional activities of the local education community, the HKIEd Research and Scholarship website was launched in May 2012 as a free service for local education practitioners. The website offers convenient, one-stop, on-line access to research information and resources. Primary and secondary schools were invited to subscribe, and as of 30 July 2012, the website boasts 274 school subscriptions, including 149 primary schools and 125 secondary schools.

(d)   **KT Website:** The KT website continued to serve as an important means of raising the visibility of KT, demonstrating the breadth of the Institute's KT activities, publicizing the Institute's KT policies, guidelines and activities, highlighting showcases, sharing good practices, networking with various internal and external stakeholders (such as researchers, experts, research teams, special interest groups, the school sector, the Education Bureau [EDB], funding bodies, and the business sector, etc.), and promoting interaction and the exchange of new ideas regarding KT.

(e)   **KT Database:** A user-friendly on-line system has continued to be used for the annual submission to the CRD of relevant KT data by faculties, Institute-level research centres and concerned academic support units. This system has facilitated the consolidation of KT data and the updating of the central KT

activity database on the KT website. The central database is used in planning, monitoring, reviewing and promoting KT at the Institute.

At the academic unit level, the Institute continued to provide a KT Matching Grant Scheme in 2011/12 to promote ownership, creativity, and innovation in the academic units in terms of organizing and implementing KT activities and initiatives. Because different academic units possessed varied expertise and R&D agendas, they might plan different types of KT activities. The Institute supported and encouraged the staff members of the faculties, departments and Institute-level research centres to creatively organize and conduct the KT activities according to their own capacity and strengths. The Institute then promoted a wide range of KT activities as a whole to serve the diverse needs of the community.

In 2011/12, the four Institute-level research centres and three faculties along with their constituent departments and faculty-level R&D centres continued to be the key academic units providing the education community with a comprehensive range of KT activities. The projects supported by the Matching Grant Scheme cover a wide range of education and non-education areas.

The following is a summary of the different KT activities undertaken by these units and their key beneficiaries during the 2011/12 reporting year. The total number of beneficiaries has been calculated according to the actual man-times and number of school involved. Some of them may have been involved in more than one activity. Individuals are counted only once across different beneficiary types for a particular KT activity.

Continuing Professional Development Courses
16 Continuing Professional Development (CPD) courses were delivered in association with 8 key partners. The beneficiaries of these courses included 1,603 teachers, 2 principals and 3 school managers.

Local/International Professional Conferences
30 local/international professional conferences were organized by different units in association with 128 key partners, featuring 5,625 local/international participants and 1,069 presentations.

Professional Seminars/Workshops
Benefiting from the 258 professional seminars/workshops held in cooperation with 390 key partners were 14,095 teachers, 1,615 principals and 6,555 parents/stakeholders.

Commissioned/Contract Projects

38 commissioned/contract projects were carried out in association with 120 key partners. The total income was about HK$32 million. A total of 8,733 teachers, 901 principals, 32,211,825 parents/stakeholders, 8,027 schools, 6,487 classes and 165,305 students benefited from these projects.

Partnership Projects for Change, Improvement and Innovation

80 partnership projects involving 204 key partners and generating about HK$5.8 million worth of income, were carried out. Beneficiaries included 19,345 teachers, 1,927 principals, 26,133 parents/stakeholders, 1,182 schools, 760 classes and 230,320 students.

Consultancies/Pro Bono Consultancies

11 staff members were involved in consultancy work related to specific projects, benefiting 2,326 teachers, 444 principals, 9,178 parents/stakeholders, 445 schools, 8 organizations and 4 advisory bodies.

Engaging Professionals in Academic/Professional Programmes

4 principals, 89 teachers and 28 other professionals were engaged in 39 academic/professional programmes. A total of 3,320 participants benefited from these programmes.

Commercialized R&D Products

18 commercialized R&D products generating total income of about HK$0.18 million were produced.

III. Brief description of current enabling environment for KT in the Institute

In the 2011/12 reporting year, the Institute adopted various strategies for providing an environment conducive to KT, and encouraging staff to become involved in R&D, including knowledge creation (research), knowledge transfer, and knowledge application (teaching and services). The following is a brief description of the current KT enabling environment in the Institute:

(i)   *Supportive institutional policy on KT implementation*

The Institute has embedded KT in its institutional policies that facilitated the implementation of KT across the Institute with outside partners. Examples of these policies include:

- Guidelines for Regular Appraisal/Promotion/Re-appointment of Academic/Teaching Staff - By factoring KT into the systems for performance appraisal, promotion, and re-appointment of academic and

teaching staff, Institute staff are encouraged to use their academic expertise and research achievements to serve the community and the profession through KT;

- Policy and Guidelines Governing Staff Engagement in Outside Activities - The Institute welcomes the participation of its academic and teaching staff in sponsored research, consultancy, and other activities conducive to their scholarly pursuits. By participating in outside activities, staff not only contribute to the effectiveness of teaching and/or research at the Institute, but also serve the education community and the public;

- Guidelines for Visiting Professorship Scheme - The Institute offers short-term visiting appointments to local and overseas individuals who have a wealth of experience in teaching or research and can contribute to the enhancement of teaching, research, or scholarly activities in the Institute. The quality and relevance of our professional and academic programmes have been strengthened through the involvement of experienced professionals and practical experts (such as speakers, mentors, lecturers, and designers) in these programmes.

(ii) *Incentives bringing about genuine cultural and behavioural change among faculties to become more active in taking up KT*

The Institute has provided incentives and resources to support the planning and implementation of KT activities and initiatives by different units through funding incentives and public recognition such as:

- KT Matching Grant Scheme (please refer to Section II (page 3));
- KT Awards Scheme (please refer to Section II(a)); and
- Regular dissemination of the latest staff developments and achievements in research and KT activities to internal and external stakeholders via different channels (such as the Institute's website and Annual Report, the KT website, the Research and Scholarship website, e-staff bulletins, the e-magazine *Joy of Learning*, press releases, the intranet, and email).

(iii) *Arrangements for sharing good practices and advanced knowledge*

To share good practices and advanced knowledge among staff and with the community, the following arrangements are in place:

- Organization of local and international conferences, seminars and workshops in priority areas. In 2011/12, the Institute hosted quite a number of international conferences. Examples include the 63rd OMEP World Conference on Meeting the Learning and Developmental Needs of Our Young Citizens; the 76th Annual and the 17th International Meeting

of the Psychometric Society; the 8th East Asian Social Policy (EASP) International Conference on Social Policy in East Asia and Beyond - Rethinking Social Policy Strategies in Times of Uncertainty; the Worldwide Universities Network's Annual Conference of the Ideas and Universities Research Cluster; the International Conference on Chinese Language Learning and Teaching in the Digital Age; the International Conference on Addressing Student Learning Diversity 2011; the Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences; and the Asia Leadership Roundtable;

- Holding of KT Sharing Sessions (please refer to Section II(b));
- Launching of Research & Scholarship website (please refer to Section II(c));
- Dissemination of good practices and advanced knowledge via different channels, such as the Institute's website and Annual Report, the KT website, the Research and Scholarship website, e-staff bulletins, the e-magazine Joy of Learning, press releases, the intranet, and email;
- Maintenance and enhancement of the HKIEd Research Repository. The Repository allows academic knowledge, effort and the results of academic research by Institute staff to reach potential users directly. In 2011/12, the Repository drew over 93,900 visits, of which 36,492 (about 40%) were from outside Hong Kong;
- Maintenance of the Hong Kong Education Bibliographic Database. The Database provides an easy-to-use annotated online database that allows researchers to quickly identify all research literature related to education in Hong Kong. As of 30 June 2012, the Database contained 11,253 records of research dating back to 1994; and
- Management of the Hong Kong Museum of Education (HKME), a thematic museum that acquires, conserves, researches and exhibits materials related to the history and development of education in Hong Kong. As of 30 June 2012, it has attracted over 42,000 visitors since its opening in May 2009.

(iv)   *Longer-term KT capacity-building measures*

The Institute has implemented a number of capacity-building measures to promote and sustain KT as an institutional function on par with research and teaching. These included:

- Embedding KT as key services in the staff performance appraisal system, keeping an appropriate weighting on community services through KT in the workload assignments and performance appraisals of staff members;

- Positioning the Institute's teaching and services as research-based with high added value in intellectual capital, thus encouraging academic staff to undertake research strongly related to advancing knowledge for programme development, teaching improvement, practical innovation, and policy formulation in school education, teacher education, and life-long learning, both locally and internationally;

- Formulating professional development policy for academic staff, enhancing the capacity of the Institute's staff to engage in high-level KT activities;

- Consolidating research infrastructure to include Institute-level research centres and faculty-level research and development centres, which are the leading hubs for cutting-edge research and high-value added KT with long-lasting impact on professional innovation and policy formulation in high-priority areas in Hong Kong and the Region;

- Organizing regular seminars and workshops to promote understanding of the nature and significance of KT in the context of education and related areas;

- Encouraging staff to engage in various forms of school partnership which is crucial for ensuring a two-way flow of KT between the Institute and the education community; and

- Building stronger networks and strategic partnerships with international partners and leading universities.   As of early June 2012 the Institute has established partnership with more than 120 tertiary institutions in over 20 countries and areas in the Asia-pacific region, Europe and the America. The Institute is also an active partner in the Worldwide Universities Network (WUN), a global research network formed by major universities in the UK, Europe, America, Australia, South Africa and Asia.

(v) *Systems for monitoring, evaluation and outcome assessment of KT activities*

The Institute has various mechanisms in place for the monitoring, evaluation and outcome assessment of KT activities.   The CRD, with the KT Team as its executive arm, monitors the overall implementation of KT activities in the Institute.   As part of the reporting mechanism, faculties, research centres and relevant academic support units are required to submit annual reports to the CRD on the implementation of their KT activities, including data on a list of quantitative outcome indicators specific to their key KT activities.   A user-friendly system for the on-line submission for annual KT reports was used in 2011/12 to facilitate fulfillment of this requirement.   This system has facilitated the consolidation of KT data and the updating of the central

database on KT activities on the KT website. The central database can be used to facilitate the planning, monitoring, review and promotion of KT at the Institute. The CRD will report to the Academic Board on the Institute's KT implementation progress in September 2012.

Furthermore, to ensure the proper use of funds, commissioned or partnership KT projects funded by external grants were monitored and evaluated in accordance with their respective guidelines. Evaluation forms were distributed to participants in professional development courses, conferences, seminars, and workshops to solicit their feedback for self-reflection and improvement purposes.

Google Analytics has been utilized to measure and evaluate traffic to the HKIEd Research Repository website. Total visits to the Repository increased from 75,428 in 2010/11 to 93,908 to 2011/12, indicating 25% annual growth. The monthly average of visits increased from 6,286 to 7,826. In 2010/11, 76% of the visits came through search engines. This number improved to 83% in 2011/12. The rest of the visits came from direct traffic or from referring sites. In 2010/11, the Repository recorded 30,885 visits from other counties such as China, Taiwan, US, UK, Australia, and Canada; this number improved to 36,492 in 2011/12. Foreign traffic accounts for about 40% of total visits within each reporting period. More in-depth analyses on content pages and viewing time have also been conducted to monitor and evaluate the outcomes.

IV. List of quantitative indicators illustrating outcomes in the past year and average percentage change on Key Performance Indicators for KT activities over the past three years

The outcomes of KT activities conducted by the different units of the Institute are closely monitored using Key Performance Indicators (KPIs). Faculties, Institute-level research centres and relevant academic support units are required by the CRD to submit annual reports on the implementation of their KT activities. These reports include data on a list of KPIs that are specific to their key KT activities. KT activities placed under evaluation in 2011/12 were categorized as follows:

- Continuing Professional Development courses;
- Local/international professional conferences;
- Professional seminars/workshops;
- Commissioned/contract projects;
- Partnership projects for change, improvement, and innovation;
- Consultancies/pro bono consultancies;

- Professionals engaged in academic/professional programmes;
- Commercialized R&D products; and
- Publications with local and regional impacts.

The Institute has been actively engaged in KT activities across a wide range of activities and initiatives, reaching out to a steadily increasing number of key stakeholders. This process can be seen in the outcomes of the performance indicators mentioned in **Appendix I**, which also shows the changes in the number of beneficiaries, key partners and other KPIs for KT activities over the past three years. Many indicator figures show positive growth from 2010/11 to 2011/12. For examples, the "number of schools benefited" increased by about 39%, from 6,942 in 2010/11 to 9,654 in 2011/12; "number of principals benefited" increased by 16%, from 4,213 in 2010/11 to 4,889 in 2011/12; and "number of participants benefited" increased by about 88%, from 1,769 in 2010/11 to 3,320 in 2011/12. Other indicator figures have also increased in 2011/12 as compared to 2010/11. For instances, the "number of local/international presentations" rose by about 16%, from 919 in 2010/11 to 1,069 in 2011/12; "number of academic/professional programmes" increased by 56%, from 25 in 2010/11 to 39 in 2011/12; and "number of teachers engaged" increased by 493%, from 15 in 2010/11 to 89 in 2011/12.

The figures for some KPIs nevertheless have decreased from 2010/11 to 2011/12. In particular, 2011/12 saw a drop in KPIs such as the "number of advisory bodies benefited", "number of social/ professional leaders engaged", "number of principals engaged", "number of organizations benefited", "number of students benefited" and "number of teachers benefited". As mentioned in the last annual report on KT, the Institute accorded top priority to preparatory work for the new "334" academic structure to ensure its successful implementation in 2012. With the focus of staff members' efforts and energy on "334" preparatory work, it is not surprising that the level of performance of some categories of KT activities in 2011/12 have been affected. These decreases are also due to such factors as changes in educational policy and environment, opportunities to bid on commissioned projects, completion of some large-scale KT projects and transfer-out of some KT projects due to the departure of project investigators, in addition to other unknown factors.

The Institute's *Initial Statement on KT* in 2009-2012 set a target of a 15% increase in various KT KPIs over the course of three years from 2009/10 to 2011/12. This target has mostly been achieved, particularly those related to the key stakeholders of the Institute, as presented in **Appendix I**. We are pleased to report that the average percentage change over the past three years have been increased remarkably in categories including, the "number of schools benefited" increased by 172%, "number of classes benefited"

increased by 508%, "number of principals benefited" increased by 782%, "number of teachers benefited" increased by 310%, and "number of students benefited" increased by 3275%; and "number of participants benefited" increased by 54%. The figures for other KPIs have also increased greatly over the past three years. For instances, the "number of academic/professional programmes" increased by 123% and "number of local/international presentations" rose by 164%.

In terms of the categories of KT activities specifically undertaken by the Institute staff, the percentage change on individual KPIs comparing 2010/11 and 2011/12, and the average percentage change of relevant KPIs over the past three years are presented in **Appendix II**. It is encouraging to see that even though profiting from KT activities is still not the priority of the Institute, when compared with building research capacity and creating impact, the "income from partnership projects" increased by 927%, and "income from CPD courses" increased by 255%.

Of the different categories of KT KPIs, the data on the "number of publications with local and regional impacts" for 2011/12 will be captured in the 2011/12 Common Data Collection Format (CDCF) exercise. These data will be provided to the UGC in November 2012, in accordance with the normal CDCF work schedule.

V.   Foreseeable risks that may lead to possible under-achievement of KT in the coming year

In the coming year, the Institute will face certain challenges and risks that may affect our performance in KT activities. The main concern is time constraints that staff members of the Institute are too busy with teaching and research, and cannot find time for KT initiatives. They are burdened with demanding tasks concerning the implementation of the 334/335 curriculum and a heavy teaching workload brought by an incoming double cohort of students. At the same time, staff members of the Institute need to improve research output for the Research Assessment Exercise to be conducted in 2014. Moreover, some may have to deal with the changes brought by faculty restructuring and a program accreditation in the next year. These competing priorities will require considerable time commitments from the staff, which could affect efforts to contribute to KT.

VI.   Changes in strategy or management organizational structure in respect of KT

The Institute believes that integrating KT activities into the R&D agendas of the academic units is of paramount importance to the sustainable development of KT within the

Institute. In 2011/12, the Institute continued to make strategic and focused efforts to promote KT across the Institute through the CRD with the support of the KT Team.

VII. Concluding remarks

The Institute asserts the fundamental value of using high-quality research to inform innovation in learning, teaching, and curriculum development, to support professional practice and policy formulation, and to foster social and human development. The UGC's financial support has continued to be instrumental in facilitating the sustainable development of KT within the Institute. Given the institutional focus of KT on capacity building, collaborative research opportunities, integration with research and teaching, and partnership building for education development and professional enhancement, profit making from KT activities is still not the priority of the Institute.

Despite the challenges facing the Institute, it is confident that with concerted effort and a wide range of KT activities undertaken by staff members at all levels, the KT culture in the Institute will be further developed, and the research, teaching, and KT activities of its staff members will continue to benefit the school sector and the community at large.

Percentage Changes in the Number of Beneficiaries [Note 1], Key Partners, and Other KPIs for KT Activities over the Past Three Years

	Nature of KT Activities involved [Note 3]	2008/09	2009/10	2010/11	2011/12	% change (comparing 2011/12 with 2010/11)	Average % change over the past 3 years [Note 2]
Number of advisory bodies benefited	Category (6)	0	2	11	4	-63.6%	--
Number of classes benefited	Categories (4) & (5)	1,168	5,973	8,093	7,247	-10.5%	508.2%
Number of key partners	Categories (1), (2), (3), (4) & (5)	427	1,764	1,286	850	-33.9%	204.4%
Number of local/ international presentations	Category (2)	347	764	919	1,069	16.3%	164.4%
Number of local/ international professional participants benefited	Category (2)	3,613	4,853	5,887	5,625	-4.5%	51.0%
Number of organizations benefited	Category (6)	1	5	51	8	-84.3%	2033.3%
Number of other professionals engaged	Category (7)	37	70	31	28	-9.7%	16.2%
Number of parents/ stakeholders benefited	Categories (3), (4), (5) & (6)	5,503	37,937	60,025	74,077	23.4%	942.1%
Number of participants benefited [Note 4]	Category (7)	2,388	5,975	1,769	3,320	87.7%	54.4%
Number of principals benefited	Categories (1), (3), (4), (5) & (6)	503	4,205	4,213	4,889	16.0%	781.8%
Number of principals engaged	Category (7)	8	210	76	4	-94.7%	1108.3%
Number of programmes involved	Category (7)	13	23	25	39	56.0%	123.1%
Number of school managers benefited	Category (1)	0	42	0	3	--	--
Number of schools benefited	Categories (4), (5) & (6)	2,698	5,396	6,942	9,654	39.1%	171.7%
Number of social/ professional leaders engaged	Category (7)	0	4	21	0	-100.0%	--
Number of students benefited	Categories (4) & (5)	15,930	462,223	755,085	395,625	-47.6%	3275.0%
Number of teachers benefited	(1), (3), (4), (5) & (6)	16,839	78,943	81,831	46,102	-43.7%	309.5%
Number of teachers engaged	Category (7)	6	79	15	89	493.3%	916.7%

Notes:
1. The number of beneficiaries refer to man-time/school-time, and individuals are counted only once across different beneficiary types for a particular KT activity.
2. The average % change refers to the % change in 2009/10, 2010/11 & 2011/12, in compared with 2008/09, across the past 3 years.
3. Categories of KT Activities include: (1) Continuing Professional Development (CPD) Courses; (2) Local/International Professional Conferences; (3) Professional Seminars/Workshops; (4) Commissioned/Contract Projects; (5) Partnership Projects for Change, Improvement and Innovation; (6) Consultancies/Pro Bono Consultancies; (7) Professionals Engaged in Academic/Professional Programmes; and (8) Commercialized R&D Products.
4. Number of participants refers to the number of students who attended the academic programmes under category (7) of KT activities i.e. Professionals Engaged in Academic/Professional Programmes.

A Summary of Progress on Key Performance Indicators for Knowledge Transfer

	Key Performance Indicators for Knowledge Transfer Activities		2008/09 (1 July to 30 June)	2009/10 (1 July to 30 June)	2010/11 (1 July to 30 June)	2011/12 (1 July to 31 June)	% change (comparing 2010/11 and 2011/12)	Average % change over the past 3 years Note 1
1	**Continuing Professional Development (CPD) Courses**	Income from CPD courses	$2,619,838	$9,282,115	$14,456,275	$4,156,883	-71.25%	254.92%
		Number of key partners	27	38	7	8	14.29%	-34.57%
		Number of teachers benefited	1,329	1,058	541	1,603	196.30%	-19.69%
		Number of principals benefited	117	74	82	2	-97.56%	-54.99%
		Number of school managers benefited	0	42	0	3	--	--
2	**Local/International Professional Conferences**	Income from conferences	$621,412	$2,973,729	$1,186,142	$2,162,123	82.28%	239.12%
		Number of key partners	78	21	120	128	6.67%	14.96%
		Number of local/international presentations	347	764	919	1,069	16.32%	164.36%
		Number of local/international participants benefited	3,613	4,853	5,887	5,625	-4.45%	50.98%
3	**Professional Seminars/Workshops**	Income from seminars/workshops	$379,130	$292,860	$571,160	$1,070,610	87.44%	70.09%
		Number of key partners	56	225	536	390	-27.24%	585.12%
		Number of teachers benefited	4,774	41,005	7,802	14,095	80.66%	339.20%
		Number of principals benefited	120	1,271	718	1,615	124.93%	901.11%
		Number of parents/stakeholders benefited	1,830	5,849	10,123	6,555	-35.25%	310.33%
4	**Commissioned/Contract Projects**	Income from projects	$34,549,235	$40,065,079	$48,801,579	$32,380,284	-33.65%	16.98%
		Number of key partners	34	699	311	120	-61.41%	1007.84%
		Number of teachers benefited	3,494	25,420	65,583	8,733	-86.68%	851.50%
		Number of principals benefited	183	1,915	1,989	901	-54.70%	775.23%
		Number of parents/stakeholders benefited	2,236	5,285	31,825	32,211	1.21%	933.41%
		Number of schools benefited	1,902	3,642	4,319	8,027	85.85%	180.20%
		Number of classes benefited	1,096	3,496	7,333	6,487	-11.54%	426.64%
		Number of students benefited	5,779	335,554	686,197	165,305	-75.91%	6746.95%
5	**Partnership Projects for Change, Improvement & Innovation**	Income from partnership projects	$787,511	$7,040,504	$11,411,244	$5,803,248	-49.14%	926.65%
		Number of key partners	232	781	312	204	-34.62%	86.35%
		Number of teachers benefited	5,001	9,893	5,769	19,345	235.33%	133.33%
		Number of principals benefited	75	735	446	1,927	332.06%	1281.33%
		Number of parents/stakeholders benefited	0	25,153	13,385	26,133	95.24%	--
		Number of schools benefited	368	1,094	1,339	1,182	-11.73%	227.45%
		Number of classes benefited	72	2,477	760	760	0.00%	1750.46%
		Number of students benefited	10,151	126,669	68,888	230,320	234.34%	1298.47%
6	**Consultancies/*Pro Bono* Consultancies**	Income from consultancies	$3,635,500	$8,167,630	$4,294,692	$2,487,120	-42.09%	37.07%
		Number of teachers benefited	2,241	1,567	2,136	2,326	8.90%	-10.32%
		Number of principals benefited	429	651	978	444	-54.60%	61.07%
		Number of parents/stakeholders benefited	1,437	1,650	4,692	9,178	95.61%	260.01%
		Number of schools benefited	428	660	1,284	445	-65.34%	86.06%
		Number of organizations benefited	1	5	51	8	-84.31%	2033.33%
		Number of advisory bodies benefited	0	2	11	4	-63.64%	--
7	**Professionals Engaged in Academic/Professional Programmes**	Number of teachers engaged	6	79	15	89	493.33%	916.67%
		Number of principals engaged	8	210	76	4	-94.74%	1108.33%
		Number of other professionals engaged	37	70	31	28	-9.68%	16.22%
		Number of social/professional leaders engaged	0	4	21	0	-100.00%	--
		Number of participants benefited	2,388	5,975	1,769	3,320	87.68%	54.44%
8	**Commercialized R&D Products**	Income from the R&D products	$229,290	$124,085	$327,148	$180,876	-44.71%	-8.11%
9	**Publications with Local and Regional Impacts**	Number of publications directly relevant to improvement, innovation and development of professional/educational practices/ policy development	589	675	796	676	-15.08%	21.51%
		Number of publications rated B equivalent or above	143	162	187	216	15.51%	31.70%

Notes:

1. The average % change refers to the % change in 2009/10, 2010/11 & 2011/12, in compared with 2008/09, across the past 3 years.