

# 2022

Department of Sports Science and Physical Education  
Faculty of Education  
The Chinese University of Hong Kong

# ACTIVE

# HEALTHY

# KIDS



## 2022 ACTIVE HEALTHY KIDS

Hong Kong Report Card on Physical Activity for  
Children and Adolescents with Special Educational Needs

# INTRODUCTION

The **Hong Kong Report Card on Physical Activity for Children and Adolescents with Special Educational Needs** (here after referred to **2022 Hong Kong Para Report Card**) is an evidence-based synthesis of physical activity behaviors and associated influencing factors in children and adolescents with special educational needs (SEN) in Hong Kong.

The target population for the **2022 Hong Kong Para Report Card** is children and adolescents age 6–17 years who have SEN (i.e., hearing impairment, visual impairment, physical disability, intellectual disability, attention deficit /hyperactivity disorder, autism spectrum disorders, speech and language impairment, specific learning difficulties, mental illness, and social development problems) in Hong Kong.

Following its debut in 2019, the **2022** edition marks the second **Hong Kong Para Report Card** specifically tailored for children and adolescents with SEN in the region. It was developed using a systematic process provided by the Active Healthy Kids Global Alliance (AHKGA; [www.active-healthykids.org](http://www.active-healthykids.org)).

The **Hong Kong Para Report Card** aims to consolidate existing evidence, facilitate international comparisons, encourage evidence-informed physical activity and health policies, improve surveillance of physical activity, and facilitate opportunities for physical activity among children and adolescents with SEN.



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# Grading Scheme

The letter grades are assigned based on the proportion of children and adolescents with SEN meeting the predefined benchmark(s) for each indicator (details of which are provided in the long-form Para Report Card).

<b>A</b>	A+ 94% to 100% A 87% to 93% A- 80% to 86%	We are succeeding with a large majority of children and adolescents with SEN
<b>B</b>	B+ 74% to 79% B 67% to 73% B- 60% to 66%	We are succeeding with well over half of children and adolescents with SEN
<b>C</b>	C+ 54% to 59% C 47% to 53% C- 40% to 46%	We are succeeding with about half of children and adolescents with SEN
<b>D</b>	D+ 34% to 39% D 27% to 33% D- 20% to 26%	We are succeeding with less than half, but some, children and adolescents with SEN
<b>F</b>	F < 20%	We are succeeding with very few children and adolescents with SEN
<b>INC</b>	INC	Incomplete data

Note:

add a “\*” to a grade if it is based on both device-measured and self-reported data;  
add a “\*\*” to the grade if it is based on device-measured data exclusively.



# 2022 Grades

1



## Overall Physical Activity



2022 Grade: F\* (12.3%)  
2019 Grade: F

- 0.2% of children with five disability types (mean age=13.04±4.45 years) accumulated at least 60 minutes of moderate-to-vigorous physical activity (MVPA) daily based on valid device-measured data (n=259).
- 2.7% of children with developmental coordination disorder aged 6–10 years met the benchmark based on valid device-measured data (n=88).
- 40.2% of children with ID (mean age=12.8±2.8 years) met the benchmark based on the baseline data of a non-randomized intervention (n=203).
- 6.1% children with ID (mean age=12.1±3.9 years) met the benchmark based on self-reported data (n=524).

\*based on both device-measured and self-reported data

2



## Organized Sport Participation



2022 Grade: INC  
2019 Grade: INC

This indicator could not be graded because the evidence did not align with the benchmark or was limited to only one type of SEN.

3



## Active Play



2022 Grade: INC  
2019 Grade: INC

This indicator was not graded because the evidence did not align with the benchmark.

4



### Active Transportation



2022 Grade: D- (23.8%)  
2019 Grade: INC

- 23.8% (16,500 of 69,400) of students with seven SEN types (PD, HI, VI, speech difficulty, mental illness/mood disorder, ASD, and ADHD) walked to their schools or training centers.

5



### Sedentary Behaviors



2022 Grade: D\*\* (29.3%)  
2019 Grade: D+

- 25.3% (50 of 198) of 6- to 23-year-olds with five SEN types (PD, VI, HI, ID, social development issues) did not have any prolonged sitting periods (i.e., one hour at a time).
- 43.8% (32 of 73) of 6- to 10-year-olds with developmental coordination disorder did not have any prolonged sitting periods.
- 18.9% (21 of 111) of students with ID did not have any prolonged sitting periods.

\*\*based on device-measured data exclusively

6



### Family & Peers



2022 Grade: INC  
2019 Grade: INC

This indicator could not be graded because the evidence did not align with the benchmark or was limited to one type of SEN.

7



### School



2022 Grade: INC  
2019 Grade: B

This indicator was not graded because the evidence did not align with the benchmark.

8



### Community & Environment



2022 Grade: INC  
2019 Grade: INC

This indicator could not be graded because no specific measure was used for children and adolescents with SEN.



Three departments of the HKSAR Government, namely the Leisure and Cultural Services Department (LCSD), the Home Affairs Bureau (HAB), and the Education Bureau (EDB), have implemented strategic policies and initiatives to support and facilitate physical activity and sports participation in children and adolescents with SEN.

- The LCSD of Hong Kong launched a series of initiatives to support persons with disabilities and their carers:
  - The department offers half-rate concessions to PWDs and their carers, enabling them to participate in various sports programs.
  - Free-of-charge sports training programs are provided for PWDs, accompanied by the introduction of a one-stop website for relevant information.
  - The LCSD has expanded the School Sports Programs for Special Schools by increasing both the types of sports offered and the total hours of training.
  - For the estimates of expenditure in 2020–2021 by LCSD, overall expenditure on sports development and activities between 2015 and 2020 ranged from HK\$20.8 million to HK\$35.2 million, of which the proportion allocated specifically to persons with disabilities was 4.9% in 2015–2016, 4.9% in 2016–2017, 4.2% in 2017–2018, 5.4% in 2018–2019, and 6.0% in 2019–2020.
- The HAB has been proactive in fostering sports inclusivity for persons with disabilities. As part of their Sports Policy 2021, the HAB launched pilot sports training programs benefiting around 430 persons with disabilities. They introduced 110 customized programs, reaching about 5,300 special school students. The Bureau also organized events for persons with disabilities during the Hong Kong Games, emphasizing their dedication to inclusivity.
- The EDB updated the Physical Education Key Learning Area Curriculum Guide, from Primary 1 to Secondary 6, emphasizing equal educational opportunities for children and adolescents with SEN to actively participate in PE.
- Both the HAB and EDB have collaboratively advanced to promoting physical activity and sports inclusivity among students with SEN:
  - The partnership manifested in the form of the Opening up School Facilities for Promotion of Sports Development Scheme since 2017–2018. This scheme not only opened doors for increased participation but also augmented the upper limit of subsidy for participating schools. As part of their ongoing efforts, they also expanded the list of eligible sports organizations.
  - The “Active Students, Active People” Campaign was jointly promoted by both bureaus. The primary goal of this campaign was to motivate children in special schools to achieve the MVPA 60 guideline, reinforcing the importance of an active lifestyle.

# Methodology and Detailed Findings

The detailed methodology and findings can be found in the long-form of the **2022 Hong Kong Para Report Card**. Both the short- and long-form Para Report Cards are accessible at our website:

<http://activehealthykidshongkong.com.hk>



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