

Final Report of Project

Project No. : 2012/0021

Part A

Project Title: Integration of Global Citizenship Education, Drama Education and Language Education in Junior Secondary Life and Society Curriculum

Name of Organization/School: Tak Nga Secondary School

Project Period: From 4/2013 (*month/year*) to 11/2014 (*month/year*)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project should be submitted via “Electronic Project Management System” (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Provide interactive drama workshops for Life and Society curriculum aiming to develop students' knowledge, values and ability as global citizens.	Drama-based participatory case studies workshops (4 sessions x 2 years)	100% achieved	4 x 2 sessions of participatory drama case studies were conducted with 81 students attended in two years. Pre-assessment and post-assessment showed students' development of empathy towards people who encounter life struggles such as unemployment and low income.	--
Provide interactive training through drama approaches to teachers on the content and pedagogy of global citizenship education to increase their competence to discuss poverty and sustainable development with students.	<u>Activity 1</u> Seminar for all Tak Nga teachers (1 session) <u>Activity 2</u> Teachers' training workshop & Project results sharing (2 x 2 sessions)	75% attained	Activity 1 was held on 3/6/2014 with 52 teachers attended.	For Activity 2, only 1 x 2 sessions were held on 22/11/2014 and 29/11/2014 because of inadequate enrollment. Only 8 teachers / educators attended the teacher's training
Use of participatory drama case studies in teaching Labour Market in the Life and	Drama production project with performance	100% attained	2 x 10 sessions of interactive drama workshop and performance were held	The objective "to encourage free expression in English" could not be attained



Society curriculum to help students develop empathy towards people who encounter life struggles such as unemployment and low income.	(2 x 10 sessions of interactive drama workshops for 12 students selected from the class each year)		successfully. A total of 22 students participated. Pre-assessment and post-assessment showed students' development of knowledge, values and ability as global citizens	since the lesson and workshops were mainly conducted in Cantonese.
Document and share the project experience so that teachers can take reference in teaching poverty and sustainable development	500 copies of a teacher handbook and a CD of lesson video delivered to 500 schools, 1 copies per school	100% attained	500 copies DVD were delivered to all secondary schools. Each DVD includes teaching handbook and lesson video extract. 110 copies of print out of teaching handbook were given to participants of the teacher's training and other schools who request to have hard copy of handbook after receiving the DVD.	--

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

a) Broadening students'/teachers' horizons

An in-depth qualitative evaluation was conducted after the first year of the project. The evaluation results showed a positive impact on broadening students' horizons in various aspects.

From both the workshop and the devising theatre production project, it seemed that the students have significantly change their feelings towards the working poor people had changed from being indifferent (because the lazy and poorly educated people deserve poor living) to feeling empathetic, appreciative and supportive (because of the unfairness they faced and the positive attitude towards life despite hardship).

After the workshops and production project, most students still referred the problems that the working poor faced to ineffective or insufficient government policies, as they did before the workshops. But they would also think that the NGOs, employers, employees and even themselves should play a part to improve the working poor situation. The facilitator observed that there was a student, who participated in both the workshops and the production project, had a quite a big change in perception and attitudes towards working poor. From standing on the employer's point of view in the beginning and stressed competitiveness, she now put herself the first role to improve the situation of the working poor.

Please refer to Annex 1 for the evaluation report.

- b) Broadening teachers' horizons, increasing training opportunities for teachers and enhancing professional development

Evaluations were conducted after the teacher's seminar held at Tak Nga secondary school on 3/6/2014 and teachers' training on 22/11 and 29/11/2014.

The evaluation results indicated that the latter training had a more positive impact on the teachers than the former one. In the latter training, the participants indicated that the training had met the objectives of introducing a new approach and pedagogy of combining global citizenship education and drama education. This approach could also help teachers plan their lessons which can enhance students' knowledge, skills and attitudes. In the former teachers' seminar, since the participants were teaching various subjects instead of focusing on personal, social and humanity education, and since the workshop was just a half day one, some teachers found it difficult to apply on their own subjects, and not easy to practise what they have learnt just with a few hour's training.

Please refer to Annex 2 for the evaluation results of the two trainings.

- c) Inducing collaboration with other professional organizations

The project is the collaboration between school (Tak Nga Secondary School), drama education organization and PSHE curriculum. The tri-party collaboration successfully supplement and complement each other on knowledge (global citizenship and working poverty by PSHE curriculum), skills (drama education approach), and context (learning under PSHE curriculum). It also provided a new direction of education on new generation with broader perspectives.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	\$123,200	\$59,800.00	- 51.46%
General Expenses	\$36,100	\$48,589.70	+ 34.6%

The project is sustainable, as there is no need for any hardware injection in order to for other schools to replicate the project. As the lesson plans and the teaching resources are already in the teaching kits, teachers receiving the teaching kits DVD and have basic knowledge and experience in drama education could be able to try out the programme, and adopt it the school's and curriculum needs. There are chances that teachers with no background knowledge in drama education might have difficulties replicating or adopting to the project, but with more and more promotion on the use of drama education in school curriculums, more teachers should be able to manage this skill.

4. Deliverables and Modes of Dissemination

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
500 copies DVD were delivered to all secondary schools. Each DVD includes teaching handbook and lesson video extract.	500 copies were printed and most of them were mailed out to all secondary schools in Hong Kong. Therefore the quantity was optimal.	Two teachers' training workshops were scheduled to be held in November 2014 and 40 enrolments were expected. The training aimed at providing interactive training through drama approaches to teachers on the content and pedagogy of global citizenship education to increase their competence to discuss poverty and sustainable development with students.	As the feedback of the teachers' training was very positive, it is worthwhile for the same teachers' training to be held again via QEF network but with shorter duration. Teachers find the teaching kits useful when they attended the teachers' training because they can visualize the programme once they experience the demonstration by the drama educator.
110 copies of print out of teaching handbook were given to participants of the teacher's training and other schools who request to have hard copy of handbook after receiving the DVD	Of the 110 copies of the teaching handbook printed, about 30 copies were given out during teachers' training workshop, and upon request by some teachers. The remaining copies will be given out to more teachers during other occasions where there are sharing with teachers.	Only two sessions of one teachers' training workshop with were held on 22/11/2014 and 29/11/2014 because of inadequate enrollment. Only 8 teachers / educators attended the teacher's training. The enrollment was done through the EDB training calendar which is the most popular enrollment method already.	



5. Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		school	teachers	students	others (Please specify)	
Drama-based participatory case studies workshops	<p>Year 1 7/4-13/5/2013, 4 double lessons, Venue: Tak Nga Sec School</p> <p>Year 2 30/4/-28/5/2014 4 double lessons, Venue: Tak Nga Sec School</p>	1	2	81	2 drama educators	Pre-assessment and post-assessment showed students' development of empathy and understanding towards people who encounter life struggles such as unemployment and low income, and understand the reasons behind the issue of working poverty.
Drama production project with performance	<p>Year 1 24/6-4/7/2014 10 sessions of interactive drama workshops and a drama performance Venue: Tak Nga Sec Schools, home visit to working poverty family</p> <p>Year 2 24/6/-7/7/2014 10 sessions of interactive drama workshops and a drama performance Venue: Tak Nga Sec School, Visit to Tin Shui Wai district</p>	1	52	<p>22 (workshop attendance)</p> <p>1384 (681 S1-5 students in Year 1 and 703 S1-5 students watching performance)</p>	<p>2 drama educators</p> <p>1 member of QEF staff watching the performance</p>	Pre-assessment and post-assessment showed students' development of empathy and understanding towards people who encounter life struggles such as unemployment and low income, and understand the reasons behind the issue of working poverty.



Seminar for all Tak Nga teachers on the use of drama education to support students with learning differences	3/6/2013 52 teachers attended Venue: Tak Nga Sec School	1	52			Since the participants were teaching various subjects instead of focusing on personal, social and humanity education, and since the workshop was just a half day one, some teachers found it difficult to apply on their own subjects, and not easy to practise what they have learnt just with a few hour's training. “The information and suggestions given by the speakers are useful” : 2.6/4 marks “I would try out the methods suggested by the speakers”: 2.6/4 marks Please refer to Annex 2 for the evaluation results of the seminar.
Teachers' training workshop & Project results sharing	22/11/2014 and 29/12/2014 8 teachers and educators attended Venue: Tak Nga Sec School	6	8		2 drama educators 1 educator from Oxfam	Participants indicated that the training had met the objectives of introducing a new approach and pedagogy of combining global citizenship education and drama education. This approach could also help teachers plan their lessons which can enhance students' knowledge, skills and attitudes. Please refer to Annex 2 for the evaluation results of the training.

6. Difficulties Encountered and Solutions Adopted

- a) The spoken language used in the drama workshops and performance was Cantonese instead of English as students and tutors found that students expressed themselves much better in their mother tongue when they have to discuss the social issues such as working poverty and the labour issues

- b) Number of teachers's training was reduced from two workshops to one due to inadequate enrollment. The training with 40 vacancies was promoted in the training calendar of EDB, but the only 15 teachers were enrolled. As a result, one training workshop was cancelled. It turned out that only 8 teachers attended the training. The absent teachers were either having ad hoc school activities or was too busy to attend. The training handbook DVDs were sent to the absent teachers as remedy.