

Part C: Project Details**GOALS AND OBJECTIVES:**

Schedule I P.05

- The goal is to create a school based international English speaking environment in order to establish a norm which both teachers and students can benefit from. Aim to improve to provide best practice examples of teaching learning and personal development skills for students which enhance student abilities and demonstrate techniques and methods for teachers to implement themselves for a larger number of students. Staff and schools are then equipped with the ability to spread the impact of an engaging and interactive method of teaching.
- Participating schools will have a network of fellow teachers and can create connections between schools in different areas of Hong Kong, creating synergy and a higher impact.
- Students are expected to be motivated and curiosity to learn and be empowered to understand world issues as well as have a desire to make a change.
- With an emphasis on international thinking and global understanding, students will be taught to respect diversity, embrace differences in cultures and live harmoniously in cosmopolitan Hong Kong.
- Students are encouraged to consider their future and how they can take steps to achieve their goals.
- Teachers, parents and students are stimulated to work together to increase cohesion and ensure there is a dialogue with all relevant people who can assist in achieving goals of global thinking and mutual respect in society.

Objectives:

1. Promoting social responsibility in the youth of Hong Kong
2. Nurturing open-minded, independent thinkers who have an awareness of world issues
3. Broadening the global perspective of the youth.
4. Increasing cultural sensitivity in students
5. Enhance critical and independent thinking skills as well as confidence to present creatively in public
6. Set future goals, improve self-understanding and increase motivation to achieve aims.
7. Improve ability and confidence to speak, engage and learn in an international environment.
8. Mobilise the youth to make a positive impact to their society.

Targets and Expected Number of Beneficiaries

At least 3 schools, totally 120 Form 3 students taking part from each school

Participating 120 schools students and 200 parents for the final presentation and exhibition, around 1200 people. Other people from the community who will take part in the exhibition, around 2000 people

Indirectly: Community projects which students can be engaged with post programme

Total: 3520 people

Needs Assessment and Applicant's Capability

The programme contributes to the strategic development of the schools by enhancing its competitiveness within the local school community, being recognized for providing a diverse, broad and enriching education and it ensures that the school is assisted in its transition to becoming in line with government initiatives aimed at supporting 'liberal' education, improving the standard of Hong Kong education in comparison to the international arena and ensuring that students are equipped with skill-sets which will add value to their academic development and personal development thereby improving their potential to achieve higher grades as well as enhancing skills, such as presenting, which can be applied both in school and out of the school context such as future interviews, university applications and desirability as a candidate in the professional world. By starting to enhance these areas while students are young, they are better position to achieve high success in the present and future.

Evaluation:

Participants are assessed prior to and post sessions in terms of the specific criteria targeted. Teachers are provided with a feedback and assessment form to ensure they provide an objective perspective on student enhancement. Target is to achieve over 80% overall satisfaction with the tasks and activities.

After workshops, a Focus group would be formed and we continue measuring results, and achieve satisfaction level over 80%

Evaluate the participants learning record, continuous evaluation .
Parent feedback collected post workshop

BACKGROUND RESEARCH:

According to Hong Kong's 2020 Vision for Human Resources (Business and Professionals Federation of Hong Kong, 2009), future students need to have strong communication skills, interpersonal relationships and international adaptation. "Giving students more international exposure" and "Introducing more diversity" were prescribed as the key to economic development.

The UNESCO have recommended the following educational principles:

- There should be international and world perspectives in different levels and forms of education;
- Education should enhance understanding and respect for the values and living styles of different nations, culture and civilisation;
- There should be understanding of the increased interdependence between nations and countries;
- Students should develop communication abilities;
- Students should be taught to understand their responsibilities at individual, societal and national levels, in addition to rights;
- Students should be taught to participate in solving problems of not only their own societies and countries but also of the globe (Zhong, 1998)¹.

However, a current analysis of education in Hong Kong would suggest that there is need for significant change in order to ensure we are aiming towards a path envisioned by both UNESCO, the Hong Kong Government and the global arena as a whole:

- 1) **Lack of interests in global issues from students:** According to a research on Global Citizenship Education in Hong Kong and Shanghai Secondary School², in Hong Kong, only 3.5% of the 720 respondents feel that students are 'more interested in global issues' than other issues (such as local issues) and 17.2% feel that they have 'equal level of interest in local and global issues'. It may related to the exam-oriented curriculum, lack of training, lack of support from the school and government, and also a lack in self efficacy from teachers, not feeling that personal efforts can bring about changes in the world.
- 2) **The local education system provides insufficient international opportunities for young people:** Most Hong Kong students have never interacted with foreigners and teaching methods do not allow students to engage in a way which nurtures communication and interpersonal relationships. This results in a narrow world-view and a lack of awareness of social and political issues which, in an increasingly globalised world, puts our younger generation, and Hong Kong, at a disadvantage.
- 3) **Discrimination:** Different ethnic groups living in Hong Kong have been suffering from the misunderstanding and conflicts for a long time. According to a UNISON survey³, Unison's report in February 2005, among 500 ethnic minorities interviewed, 50% expressed that there exists mid to serious discrimination towards them. Almost 40% have been subject to racial bullying and unequal treatment at work, with over half receiving lower salaries than local Cantonese workers in the same profession. Currently 24% unemployment rate in 2010 for ethnic minority groups, with 20% earning less than HK\$5000 a month.

Such statistics call to question whether Hong Kong really is Asia's world city, a city which is perceived to possess qualities of openness, tolerance and inclusion. Once again, as people are the strongest asset for

1 ZHONG, QIQUAN (1998) Foundations of Curriculum Design. Jinan, Shangdong Press. (In Chinese)

2 LEE, W.O. AND LEUNG, S.W. (2006) "Global Citizenship Education In Hong Kong And Shanghai Secondary Schools: Ideals, Realities And Expectations", *Citizenship Teaching and Learning*, 2, 2, 68-84.

3 Report on "Hong Kong citizens' perceptions and images towards Hong Kong ethnic minorities research" (09/2004-02/2005)

growth, discriminating and ostracizing these people does not contribute to cosmopolitan values and hinders goals of personal and economic progression. In a recent survey, 90% of educators in Hong Kong expressed an interest in global issues. The need for change is in demand and recognized.

Theory of change:

We believe in the power of education in challenging mind-sets and mobilizing the youth to make a difference. We enhance the personal development of students by creating an English speaking, interactive and experiential learning environment, in workshops delivered by experienced international trainers. We aim to increase their global perspective and encourage mutual respect, independent thinking and pro-activity.

If school learning environment could become more international by adopting global trainers teaching intensively and innovatively, students would have a broader worldview and have the motivation to understand other cultures. If global trainers would inspire students to understand and respect other cultures, ethnic minorities would be respected with empathy.

Innovative Concepts

Tackling the lack of confidence in using English to interact.

We increase confidence in using English by creating a real global learning environment where English is the only way to communicate with international trainers. We make students realise that English is not simply a subject for an exam, but a life survival skill.

Tackling inadequate motivation.

We use interesting content demonstrated by real world examples, foreign guests and we challenge students to consider their future and purpose of study. We bring them to university to study in a very different environment to inspire students to form dreams.

Tackling the lack of creativity.

We provide tasks and activities which require students to think creatively and critically. We nurture an environment which rewards students to think differently and to form their own ideas.

Tackling passive learning

We guide students to participate in challenging authority in a positive way, encourage independent thinking and response in the classroom

Tackling intercultural understanding

We provide a team of culturally diverse trainers and half of them are local ethnic minority with some of them fluent in Cantonese. It creates a sense of harmony in the learning environment that we all respect the cultural difference.

This is the only solution which combines all aspects of international learning, brings real-life examples into the classroom, prides itself on an aversion to chalk and board methods with an emphasis on high student engagement and participation rather than the methods they are accustomed to which requires learning through lectures, absorbing information and memory. We want the students to THINK and ACT.

Sustainability of the Outcomes of the Project

Workshops have commonalities with Liberal studies and therefore add significant value in terms of enhancing the skill set necessary to be successful in this academic subject. Students are told to think across multiple perspectives, consider how issues affect them on a local, national and global scale as well as develop independent thought, critical analysis of situations and an ability to think creatively.

For schools, this provides best practice demonstration of how even curriculum subjects can be taught in a more engaging manner. Students are motivated, mobilised to make a difference and empowered in a unique way. The workshops provide methodology and skills which can be applied by teachers to other year groups and other students continuously and at a wider scale. The workshops provide a good foundation and starting point for future lessons on global thinking and understanding. By providing an international environment which local schools are unable to do, we show, first hand, how crucial it is to

think beyond the Hong Kong mindset and this will make future learning more meaningful when the teachers continue with this message.

Students are able to transition more easily to the new 3-3-4 structure and the governments motivation to provide a more rounded and global education in Hong Kong is further reinforced.

Further funding for such projects can be gained by a teacher associations, Gifted Education fund of schools, Alumni, community organisations and bursaries through third parties.

Teachers' and principals' involvement:

Teachers and principals are involved on a consultative basis. They are invited to participate in programmes, session are conducted in the evenings after school hours with teacher presence and coordination. Teachers and principals are consulted in terms of content, delivery and agreed methods of implementation. Post workshop plans will be discussed, contact with parents is conducted with school and teacher guidance and teachers are expected to provide ongoing feedback and evaluation based on their observations. We then provide a guideline for teachers to implement methods once workshops have been completed.

The role teacher and principal

An operation committee will be formed from the beginning of this project. Committee member include teachers of each school and project manager. The committee will design the project schedule, monitor the progress and access the achievement. Also, the committee will make sure this program content fit the syllabus of English and Liberal study in secondary school.

IMPLEMENTATION PLAN:

	Date	Activity	Reminder
Planning stage (Before Project starts)	10/2010	1. Form planning committee, responsible for promotion and management, and keep a frequent contacting with Quality Education Fund. The committee is led by CTU, the group is formed from the representatives of the schools, parents' association and intercultural education institution. 2. Form supervision group, responsible for supervise the work of the committee and ensure for quality budget control. 3. Committee contacts schools and confirm with the date and place of the project 4. Committee contacts and coordinates the intercultural education institution 5. Recruit project manager and clerk on newspaper	
Execution stage	11/2010 -04/2011	1. design training and learning materials 2. design evaluation tools 3. Execute the intercultural education programs in different schools	
	02/2011	Closing of the intercultural education program and exhibition, invite media to report the project	
Evaluation Stage	04/2011	Summarize and consolidate the teaching material, edit as school-based training materials and share with participating schools	

Contents:**Lessons plan:**

Lesson (2 hours each)	Main content	Venue
1	Team building, self-understanding, Writing exercise	School or CTU Centre
2	Cultural diversity challenging worldview	CUHK
3	Fair Trade simulation	
4	CUHK and program understanding	
5	Critical thinking	
6	Presentation skills and creativity	School or CTU Centre
7	Global mindset and local social issues	School or CTU Centre
8	Understanding Africa and minority in Hong Kong	HKU
9	HKU and program understanding	
10	Goal setting and Dream workshop	
11	Public speaking and evaluating presentation, parents talks	
12	Writing about goals and plan for exhibition	School or CTU Centre

Design:

24 hour workshop, with small class sizes, conducted over 2 days 8 hours each in 2 universities (CUHK and HKU) and 4 times after school for 2 hours each. Students are spoken to in English and are monitored to ensure they use English at all times for any communication. They are given tasks, activities, team exercises using interactive and engaging methods. International guests from Ukraine, Bulgaria, India, Togo, Liberia, Ghana, Cameroon, Poland, UK and Sweden create a global setting and the students are given an opportunity to visit CUHK and HKU where they can speak to current university students about their future education.

Learning Materials:

The content of the workshop will fit the following secondary school syllabus:

1. English Reading, writing, listening and Oral: Lesson 1, 6, 11, 12
2. Liberal study: Globalization, Critical Thinking: Lesson 2, 3, 5, 7, 8

Training methods:

For each workshop, class split into four groups, with a maximum of 10 people per group for each international trainer.

We conduct workshops in schools as well as University days

We can adapt content and level with little difficulty according to direct feedback, class sizes etc

We conduct courses on evenings and weekends to ensure we do not disrupt school routine.

Medium of Instruction: English, teachers in school will assess students' English proficiency before recommending them to this project.

Venue: The venue will be in secondary school property or our property registered as school under EDB regulations, some workshops will be conducted in Hong Kong University and Chinese University of Hong Kong.

Teaching beliefs

We believe everyone has unique amazing potential to be realized.

We believe learning can be done in an innovative and interactive way.

We believe global talented trainers can have a deep impact on secondary students.

We believe by enhancing learning motivation, everyone can have life-long self-learning.

We believe youngsters need to be inspired for changing their attitudes and behaviors. **Schedule I P. 10**
We believe we can bridge the gap between school education and global learning environment.

Training themes:

- 1) Diverse cultures and ethnic minority
- 2) Global and social issues
- 3) Critical and creative thinking, presentation skills
- 4) Goal setting and motivation to learn
- 5) English environment

Expected Deliverables and outcomes:

Learning Materials:

Students are expected to:

- Be able to think more independently
- Consider a more international perspective and have a wider understanding of global issues
- Have an increased respect for differences and diversity both in their local community and beyond
- Able to plan and deliver more creative presentations
- Speak and engage more confidently in an English speaking environment
- Have a real understanding of how they can actively participate in making a difference to society
- Have clear goals for their future both academically and personally

Students will have:

- Written goals for the future
- A list of various organizations they can participate in to make a change in their community

Teachers will have:

- Resources for future implementation of the project in the form of contacts and guidelines.

Exhibition

- After the project, participants will plan for an exhibition and present their learning to the whole school and create a public education project about cultural diversity

The first Group:

In school 2 hours session on Thursday

In universities on Saturday

The second Group:

In school 2 hours session on Wednesday

In universities on Saturday

The third Group:

In school 2 hours session on Friday

In universities on Saturday

BUDGET:

Items		Unit Price (\$)	Quantity	Total (\$)
a	Staff salary			
	Project manager (Part time) (\$9000x1/2=\$4500) MPF: \$27000x 5%	4,500	6 months	27,000
	- Make arrangement with School and parents - Organize workshops - Project management and Quality Assurance -	1,350		1,350
				28,350
	clerk (Part time) (\$7500x1/2=\$3750) MPF: 22500x5%	3,750	6 months	22,500
		1,125		1,125
				23,625
		Sub-total:		51,975
b	Service			
	intercultural education program (each class 40 students, 10 students in a group, 4 international trainers required in each class) ~ trainers' fee (Intercultural Expert) (\$600 / hour x 24 hours x 3 classes)	43,200	4 trainers	- 172,800
	Trainers qualification requirement: Degree holder, fluency English, experienced in education in global issues. ~ design fee (intercultural education institute) (\$300 x 24 hours = \$7200)	300	24 hours	7,200
	~ material fee (\$10 x 120 students = \$1200)		120 students	1,200
		Sub-total:		181,200
c	General expenses			
	closing and exhibition - ~venue decoration	1,000	1 time	1,000
	university day transportation (Student Workshop) (\$1000 x 6 times)	1,000	6 times	6,000 QEF fund 50% =3,000
	2. Printing	5	120 item	600
	3. Recruitment and other expenses	1,500	1 time	1525
		Sub-total:		6,125
		TOTAL		239,300

Assets Usage Plan

Not applicable

Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/11/2010 - 30/4/2011	31/07/2011	Final Financial Report 1/11/2010 - 30/4/2011	31/07/2011

Evaluation parameters and method:**Performance Indicators-**

- Feed back forms, whether students engage in projects to benefit their community post-programme,
- teacher and parent comments, timeliness of implementation, ability to engage a key number of international trainers, ratio of facilitator to student, effectiveness in coordination, reducing burden on teachers and their necessary practical and logistical involvement.

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Outcome measurements-

- Feedback forms: 80% or more student participants agree the program broaden their global perspective
- Student will be able to present a topic on global issue
- Assessment of student's pre and post workshop in terms of enhancement of skills and areas targeted.
- Measurement of implementation plan target dates and achieved outcomes.