



Final Report of Project

Project No. : 2008 1 0464

Part A

Project Title: _ Intercultural education in local schools _____

Name of Organization/School: _____ CTU Education Foundation Limited _____

Project Period: From _ 1/11/2010 _____ (month/year) to _ 11/04/2011 _____ (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 prior to the 8th call should be signed 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.*

** Final Report of Project under the 8th and subsequent calls 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.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

Table 1: Attainment of Objectives

說明目標	與目標相關的活動	達標程度	達到目標的證據或指標	未能達到目標的理由
Promoting social responsibility in youth of HK	Taught about social issues such as poverty and the impact they can make. Introduced to ex head of Oxfam	80%	Evidence from student subjective statements: 'I understand we have a responsibility to the world', 'we can make a positive impact', 'we are lucky to live in HK'.	
Nurturing open-minded independent thinkers who have awareness of world issues	Simulation on Fair Trade 100 people village exercise. Session on sustainability through up-cycling	85%	80% have better understanding of sustainability and its importance 84% have a better understanding of poverty 89% have a better understanding of Fair Trade	
Broadening global perspective of youth	Students taught about HK position in the world Engagement with international guests	85%	87% students realize they are lucky to live in Hong Kong. Many commented 'we must make the most of our opportunities and we have the power to	



			<p>make change'</p> <p>90% stated that they understand we should have no single story of the world</p> <p>88% said the international guests made them want to learn more about other cultures</p>	
Increasing cultural sensitivity in students	Students engaged with different cultures from Africa, Europe, America, Asia and the middle-East as well as minority groups	85%	<p>83% know more about discrimination and understand why it is bad for society</p> <p>87% said they learnt more about other cultures</p> <p>92% said African drumming was an interesting way to learn about the culture</p>	
Enhancing critical and independent thinking as well as confidence to present creatively in public	Debating session Students given 3 different presentation tasks after sessions on presentation skills	88%	<p>84% said they were more able to think critically</p> <p>92% said they were more confident presenting in public and understood the important skills for making a presentation</p>	



Set future goals, improve self-understanding and increase motivation to achieve aims	Stepping exercise for youth to reflect on future, wrote a letter to themselves specifying future goals.	95%	92% said the workshop made them consider their future goals	
Improve ability and confidence to speak, engage and learn in an international environment	Students interacted with international community, they spoke in English throughout the workshop and conducted 3 presentations	80%	A comparison of pre-and post assessment suggests, on average, 25% more students stated they were more confident using English in an international environment 90% said this was a good opportunity to use English	
Mobilise youth to make a positive impact to the society	Students connected with University of Science and Technology for a cultural awareness social project. Students prepared a board & speech for peers	60%	Each school has prepared a board, conducted a cultural day at UST and prepared a speech. Evidence is in photos and displays	One school is yet to confirm board display

2. Project Impact on

Broadening students'/teachers' horizons: Students engaged with international guests from Cameroon, Guinea, Colombia, Turkey, Britain, Jordan, Bulgaria, Bangladesh, Sweden, Japan, India, Pakistan, Mexico, Canada, Romania and Cyprus. Students were able to play African drums, learn about the history and culture of other societies and learn social issues such as Fair Trade, Poverty and discrimination with real interaction; such as a Pakistani minority in HK who spoke fluent Cantonese.



Increasing students'/teachers' sense of achievement: Workshops required students to conduct self-assessments and reflection and evidence suggests they feel they made achievements in their skill-set and language ability.

Fostering students' development in their potential and specific abilities: Feedback indicates that the programme added value beyond the school curriculum. Many said '*the programme differed from other school activities*' and teachers would like to reinstate the workshop for other groups of youth. Statistics show significant improvements in language ability, critical and creative thinking, presentation skills and global awareness. Students also had increased knowledge of social issues such as Fair Trade and said the workshop made them want to '*study more and make the most of my opportunities*'

Training students to better meet social demands: As stated by Hong Kong's 2020 vision for Human resources: "Giving students more international exposure" and "Introducing more diversity" were prescribed as the key to economic development. The evidence above shows the programme increased students' cultural awareness, critical and creative thinking, presentation skills, self-understanding and knowledge of the international world. As UNESCO stated, students should have a respect for the values and differences of cultures. 87% of participants now know more about other cultures and 83% understand why discrimination is bad for society.

Increasing training opportunities for teachers and enhancing their professional development: Teachers were able to participate in the workshop, they have been provided with knowledge of a different mode of learning and how to apply within the school.

Improving learning atmosphere: Student comments confirm that the workshop was '*fun and interactive*' that it was '*highly useful*' and they hope other students can benefit from it' and that this was an engaging way to learn and develop skill-sets.

Fostering team spirit and enhancing the overall image of the school Students were asked to work in teams throughout the workshop, they conducted group tasks including a cultural presentation and had to give feedback to other teams. The image is proven to be enhanced as the school principals indicated they believe it would be good to repeat the programme.

Inducing collaboration with other schools / professional organizations. The project involved collaboration with The University of Hong Kong, University of Science and Technology and the Chinese University of Hong Kong. Student organizations such as SIFE and AIESEC were used to provide undergraduate students to discuss university life with the youth participating in the programme. UST MBA students worked with participants to develop a cultural day. NAVTI foundation provided coffee beans from Cameroon for the fair trade simulation, participation from Déjà vu for up-cycling enabled students to use real 'banner' material to form their own up-cycled products.



3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Salary	\$51,975	\$51,975	0%
Service	\$181,200	\$181,200	0%
General Expenses	\$6,125	\$4600	-25%

4. Deliverables and Modes of Dissemination

Table 3: Dissemination Value of Project Deliverables

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.
Worksheets for students on topics such as: critical thinking, presentations skills, cultural knowledge, future goal setting	Worksheets reinforce workshop learning, goal setting and cultural sharing sheets specific to the sharing within conduct. High quality with effective visual presentation to ensure higher impact	Given through workshops to students over 24 hour programme on dates across November, December and February. Total approx:300 worksheet and reflection cards for youth	Not as effective for complete wider dissemination as worksheets support workshop material rather than act as a substitute.



Workshop materials for teachers	Given as agenda and breakdown of workshops. Good and detailed. Teachers satisfied with material but it requires explanation by trainers and designers of the workshop.	Given to all schools to re-print as many copies as they would like. Re-printed for teachers in liberal studies and English lessons.	Agenda and workshop details require training before implantation by other teachers. Need to work closely with school before they can accurately apply the learning and methods to their own students without supervision. Mode of delivery is as important a content.
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5. Activity List

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants			Feedback from participants
		schools	teachers	students	
Meeting with school and parents of school 1	Met with principals and responsible teacher to discuss implementation		3	3	Parents not confident with English, teachers translate and all happy with proceedings
Meeting with school and parents of school 2	Met with principals and responsible teacher to discuss implementation			6	Parents spoken to informally by school on separate occasion. Met with English panel and representatives who say this type of workshop is essential for students
Meeting school/parents school 3	Met with principals and responsible teacher to discuss implementation			3	Enthusiastic about programme, teachers happy with amount of pressure taken off them for organisation



Workshop for Kei yuen	Conducted 24 hour workshop with schools over three days: 12 th November 2010 13 th November 2010 27 th November 2010	31		2	Students described this as a 'unique and wonderful opportunity', highly engaged with international guests. Evaluation report shows all objectives were achieved. The teacher and parents were very enthusiastic. Parents stated they would not pay for such programme due to income problems but very satisfied by QEF support
Workshop for Pentecostal school	Conducted 24 hour workshop with schools over three days: 26 th November 2010 4 th December 2010 11 th December 2010	33		2	100% would take part in programme again. Teacher would like to repeat programme and said the communication was smooth and effective. Parent involvement low but positive feedback from them, students want to know about social projects they can participate in
Workshop for Kings college	Conducted 24 hour workshop with schools over three days: 11 th February 2011 19 th February 2011 26 th February 2011	31		2	100% of students said they would like to take part in a similar programme again. Excellent results with meeting all objectives. Parents say it is very useful for youth and they are enthusiastic about it. Teachers would like to repeat workshop
UST project	28 th November 2010	40			Initial difficulties coordinating with UST students but highly successful project with interaction with another local school, Lon Kwon Ting. Positive feedback by all



Board displays and speeches by schools	Kei Yuen 10 th dec2010, Pentecostal School 14 th Feb- 25 th Mar2011 Kings college: 19 th May2011, to all F3 students	2000	300	40	Difficulty arranging times for students to conduct board display and speeches but overall teachers were satisfied with follow up.
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6. Difficulties encountered and solutions adopted:

- **Change of session number:** The original plan suggested the workshop would be conducted over 6 sessions to include 2 eight hour sessions at university and 4 two hour sessions after school. We found that organizing a time for the evening after-school session was difficult and had to modify plans to use staff holidays and a potential Saturday to conduct the programme over three days with 8 hour sessions each, one day being completely in the school. All schools preferred this and with timetabling effort this was not an issue. Had to rebook rooms at university and change dates.
- **Number of students:** Originally, workshop was intended for 60 students per school. For higher impact learning and high ration of teacher to student, schools preferred fewer selected students to take part resulting in an average of approx 30 students instead.
- **Parent involvement:** To set up the committee we had some problems with parent attendance. The panel included non-Chinese speakers and therefore meetings were conducted in English but this meant that parents could not understand. There was also issues of availability of parents. The solution adopt was, with more coordination with the school, to have more informal meetings and feedback from parents by the school and teachers themselves which was channeled back to the whole committee.



- **School board display:** Organising students to complete a school board and school presentation created difficulties with opportunities. Two programmes were conducted just before the December holiday period and this meant that the boards and talks could not be arranged immediately. The solution has had to be flexibility. It is not easy for schools to arrange a time for students to come together and organize a whole assembly for their peers, students need preparation opportunities and we have to respect the school schedule. We have followed up and one school has to run its public sharing on the 19th May 2011.
- **Scheduling:** Timing was a problem. This required more flexibility. The original plan suggested the whole project would be complete by February but one school wanted the programme in February so this delayed proceedings. The solution was more flexibility and we were still able to fit within the time specified by QEF.

Intercultural Education in Local School: Kings College Report

Summary

The workshop was a great success with improvements in ALL areas targeted by the programme. All objectives were achieved with a 24% increase in those who said they had good English speaking skills, a 38% increase in students who had the opportunity to speak to university students and 28% saying they were more able to think critically. ALL students said they would recommend the programme to their peers.

Aim: Nurture students to be responsible global citizens, who respect cultural diversity and are empowered to make a positive contribution to society

Objective:

- Broaden the global perspective of the youth.
- Increase cultural sensitivity in students
- Enhance critical and independent thinking skills as well as confidence to present creatively in public
- Set future goals, improve self-understanding and increase motivation to achieve aims.
- Improve ability and confidence to speak, engage and learn in an international environment.

Workshop design:

Three day workshop, 24 hours, conducted within the school for the first session with two further sessions in CUHK and HKU. Students are engaged in interactive and engaging learning, able to speak to current university students who assist them to consider their future goals, will meet with and learn about international people and their cultures as well as experiencing simulations to learn about social issues such as Poverty, Sustainability and Fair Trade.

Student comments

I hope you bring this workshop to other schools and inspire them too

Trainers inspires me to think about the world!

Extraordinary!

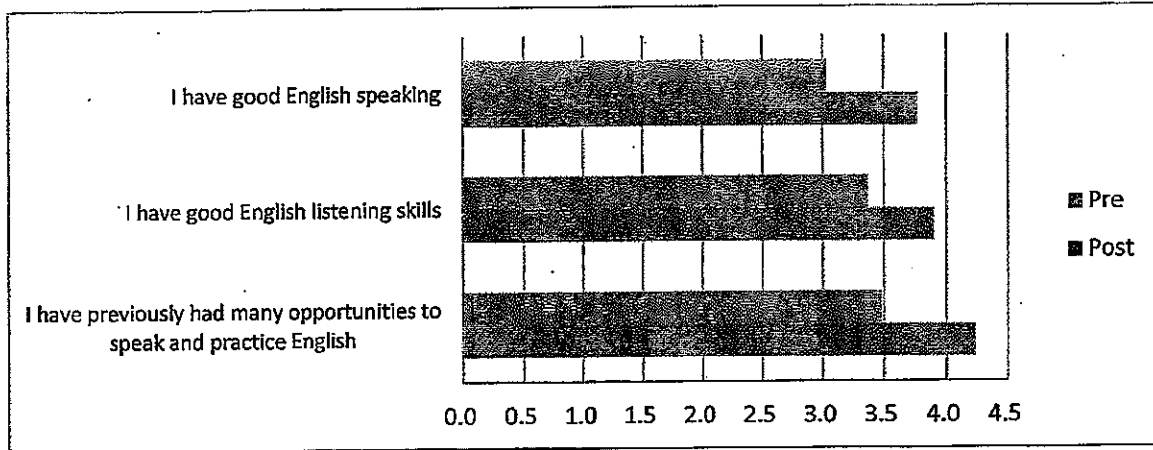
Very good, extremely good, excellent!

Tremendous and I have learnt a lot of things

Students will be well educated after the workshop

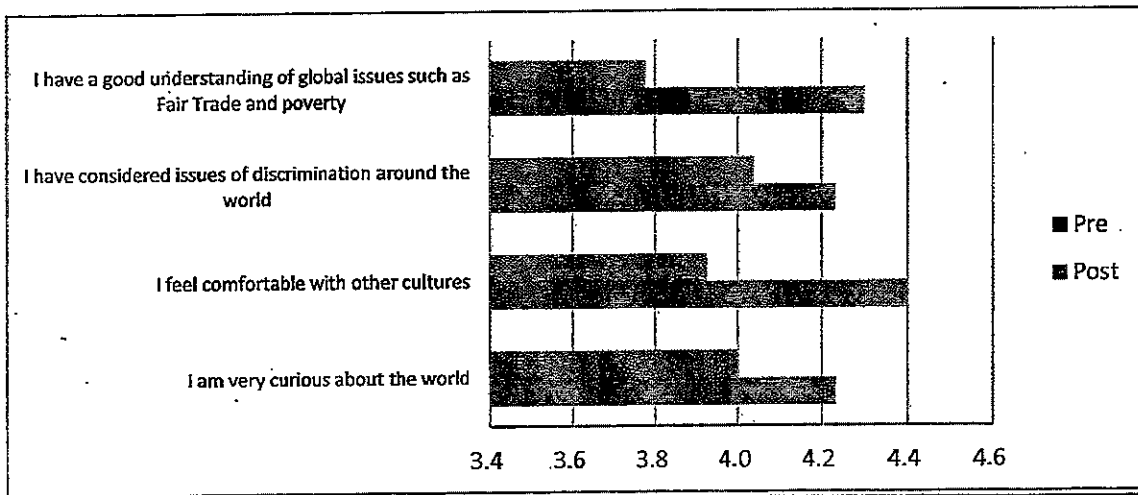
Pre and post assessment:

Language ability



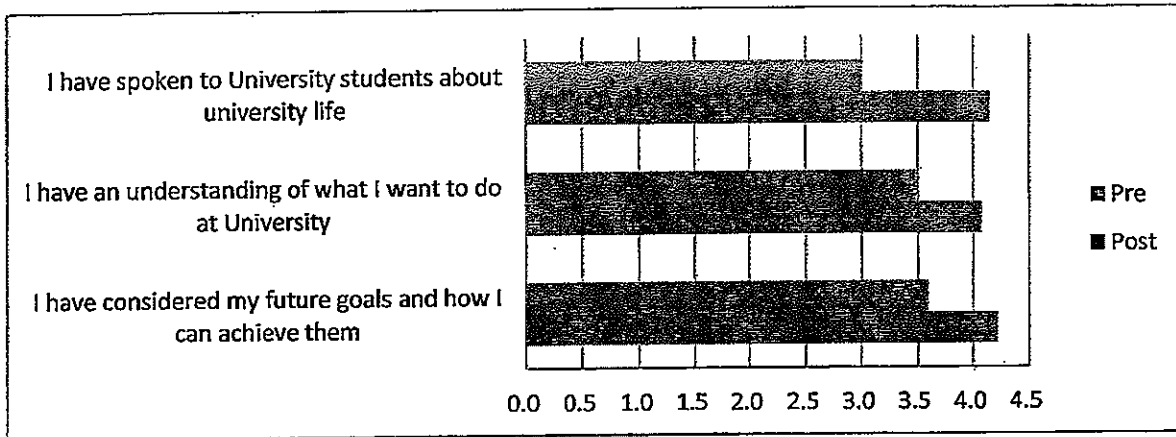
The results demonstrate a 24% increase in the number of students who said they had good English speaking skills. There was an increase of 21% of those who said they had an opportunity to practice their English

World awareness



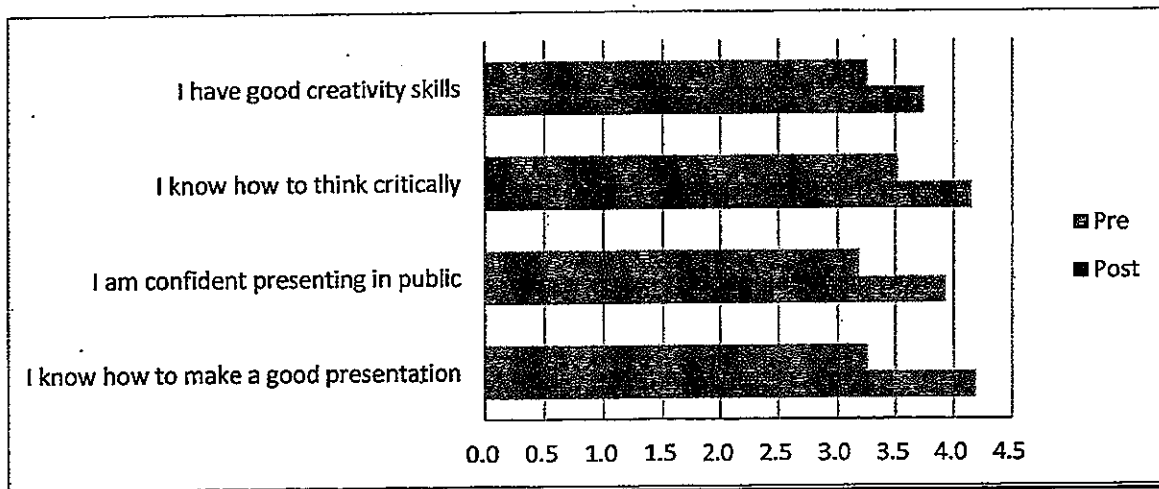
All areas measured for world awareness displayed an increase in averages. There was a 12% increase in those who said they were comfortable with other cultures. 14% more students said they have a good understanding of global issues such as Fair Trade

Goals and future objectives



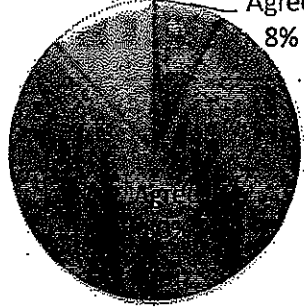
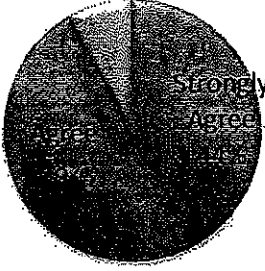
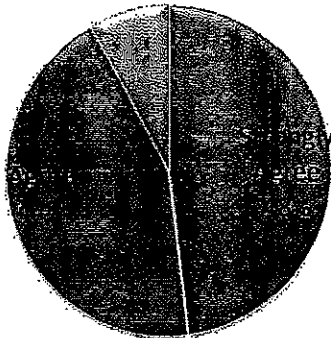
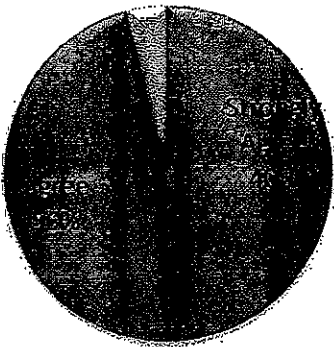
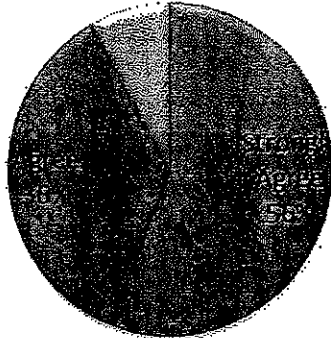
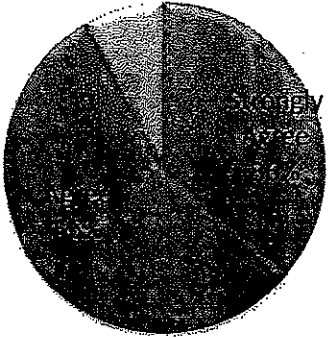
Significant changes were displayed for the average number of students who had spoken to university undergraduates. There was a 38% increase showing that, for a large proportion of students, this was their first opportunity to discuss university with current undergrads. There was also an 18% increase on average of students who said they had considered future goals and a 17% increase on the average for the number of students who have a clearer understanding of what to do at university.

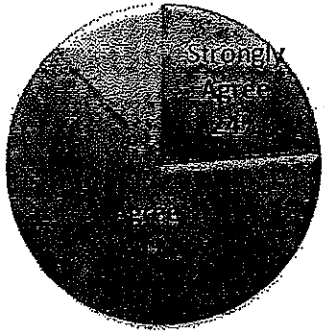
Skill set



Excellent improvements in the averages for student in the skill set area. We can see a 18% increase in ability to think critically and 23% more for confidence presenting in public. Significantly 28% more students said they know how to make a good presentation and a 15% increase in average levels of creativity is also evident.

DAY 1

<p>I am more aware about the poverty situation in the world</p> <p>Strongly Agree 8%</p> 	<p>African drumming was an interesting way to learn about the culture</p> 
<p>I understand the we should not have a single story about a nation</p> 	<p>I know that HK locals are not all Chinese and we should understand different cultures here</p> 
<p>The 100 people village made me realize we are lucky and have many opportunities in Hong Kong</p> 	<p>I know more about discrimination and why it is bad for society</p> 

<p>I understand the important skills for making a presentation</p> 	<p>AGREE OR STRONGLY AGREE...</p> <p>88% More aware about the poverty situation in the world</p> <p>92% Felt the African drumming was an interesting way to learn about the culture</p> <p>92% Understand why we should have no single story of the world</p> <p>92% Know more about discrimination and why it is bad for society</p>
<p>96% Understand not all HK locals are Chinese and we should understand other cultures</p> <p>92% Said the 100 people village made them realise how lucky they were in HK</p> <p>88% understand the important skills in making a presentation</p>	

Student comments on Single story exercise

We showed students a video about Africa and the reality of the poverty situation there. This was after their enjoyment with our guests from Africa. We emphasised that there are many sides to a story and asked students to give their comments:

"The world isn't fair. In Africa people suffer the shortage of food and cannot meet their daily basic needs. They want to be happy and joyful. I love Africa, they happy culture. Why to be sad?"

"I am sorry to see those children live in poverty or suffering from disease. I think we must do something to improve their life."

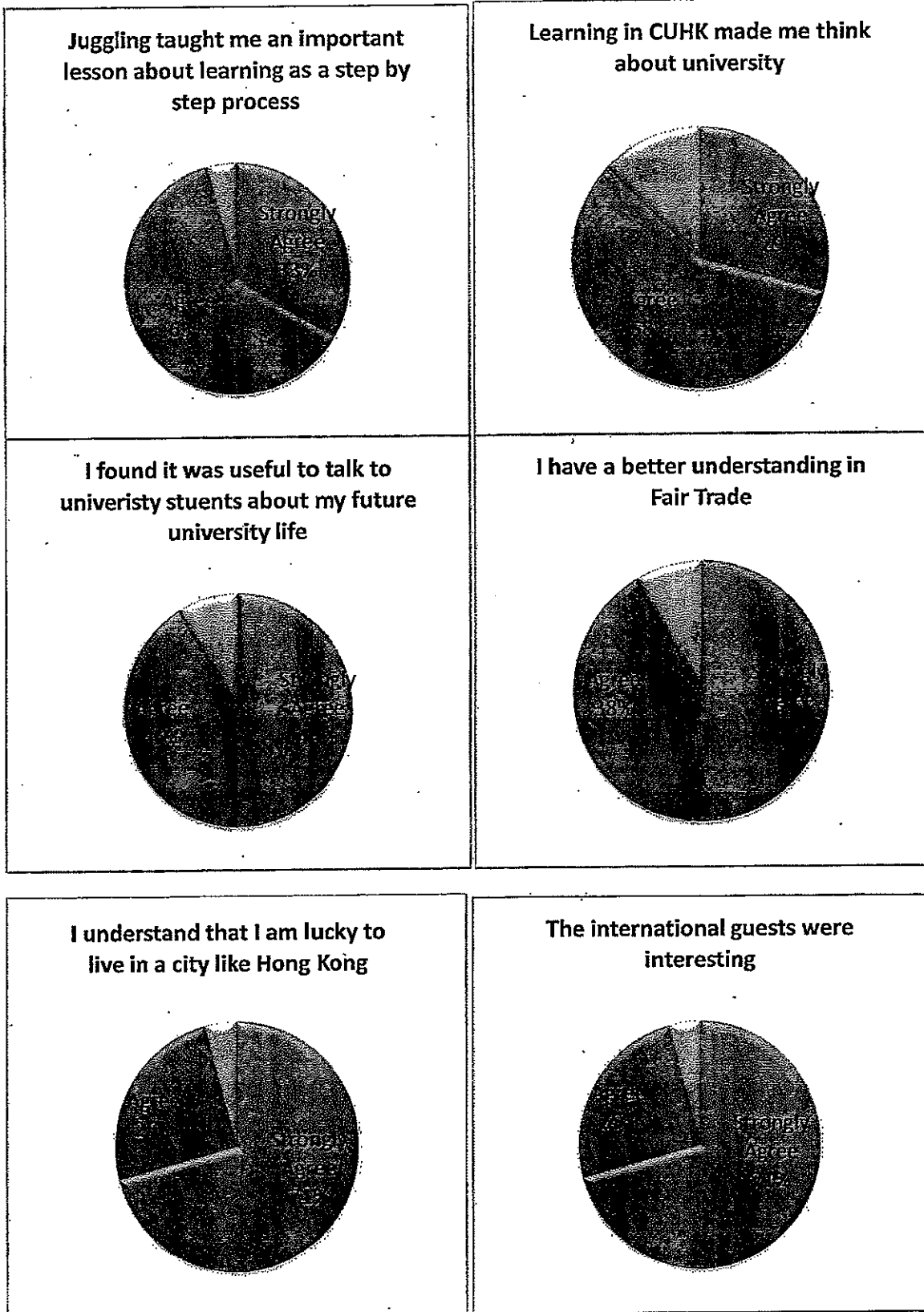
"Cherish what you have. I feel upset, there are many people in hunger and need our help."

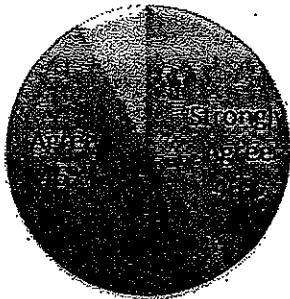
"Angry, Helpless, Speechless- We must treasure what we have got, I really hope that God will help them to escape from hunger, sadness, illness. We are all lucky! For me, I always care about how people look at me but actually being alive is more important than that."

"Spend less money on buying computer games can save a child's life. They have the right to enjoy a beautiful and joyful childhood."

"We are all living in bliss every day, without poverty or adverse circumstances. Yet, there are people who suffer every second in the other place on the Earth. We should treasure and embrace what we have, and give the needy had to pull them out from hardship."

DAY 2



<p>I learnt more about different cultures</p> 	<p>AGREE OR STRONGLY AGREE...</p> <p>96% Said juggling taught them the important lesson that learning is a step by step process</p> <p>87% Said learning in CUHK made them think about university</p> <p>92% Found it useful to talk to current university students</p>
<p>92% Have a better understanding of Fair Trade</p> <p>96% Said they understand they are lucky to live in a city such as HK</p> <p>96% Said the international guests were interesting</p> <p>92% Said they learnt more about other cultures</p>	

Student comments

"What a special experience!! I think this game is a micro version of the real world. After learning the issue about fair-trade. I think it's really important to help the farmers. They may die easily if they don't work hard."

"Fair-trade is actually a crucial stage for humans to create a fair and civilized world. Sadly, few Hong Kong students are lucky to be introduced to this issue. So I am very glad that I had better understanding through this workshop. I now, understand the importance of fair-trade!"

"This is the first time I realized the importance of fair trade. It is sad to know what is the real situation happening in develop countries nowadays. I worked really hard and so do my partners in the game. However, we still lose."

"After learning about fair trade in the world, I notice that I have the power to help people who suffer from this. As a consumer, I can affect the large international companies who monopolize the world trade and bring unfair trade to whom work in primary production."

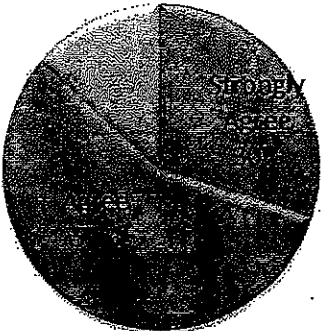
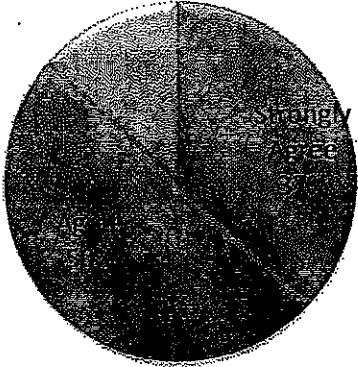
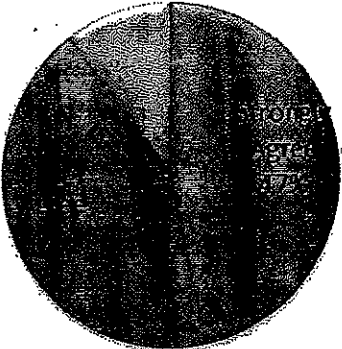
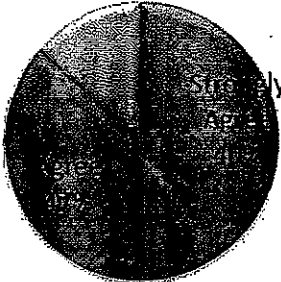
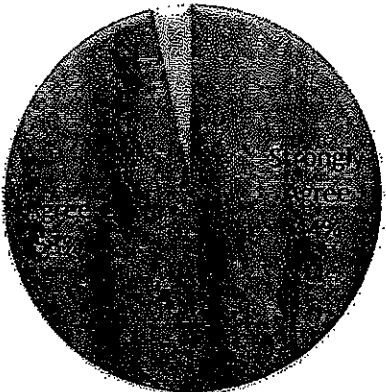
"I have learnt a lesson that we must grasp the opportunities to learn because education changes your life."

"Another upsetting fact. I am 100% supporting the FAIRTRADE issue, and I hope this would help."

"We, the lucky ones, should get attention to this problem, we should help them. How? Acting as consumers, we want FAIR TRADE!"

"This is my first experience in peeling off coffee beans. It is quite meaningful that we experience of being a poor personal coffee bean producers and earning a very little living even when we worked hardly. We should treasure what we have now in Hong Kong."

Day 3- CUHK

<p style="text-align: center;">The critical thinking task was useful</p> 	<p style="text-align: center;">I am more able to think critically</p> 
<p style="text-align: center;">The workshop made me think about my future goals</p> 	<p style="text-align: center;">The stepping game was a good way to reflect on how much I have achieved now and what I want to do in future</p> 
<p style="text-align: center;">I found the workshop today was very useful and interesting</p> 	<p>Agree or strongly agree:</p> <ul style="list-style-type: none"> 87% felt critical thinking was useful 87% feel they are more able to think critically 90% said the workshop made them think about future goals 87% said the stepping game was a good way to reflect on the past and future 97% Said the workshop was very useful and interesting

OVERALL WORKSHOP

How would you summarize the workshop in one sentence?

Fantastic, best, nothing to say after all
The workshop is surprising, unexpected.
It is really good and teaches me lots of things
Excellent for learning
Great efforts is made and I enjoy the workshop
The workshop is fruitful and highly enjoyable, students would be well-educated after the workshop
Education and inspiring
Extraordinary
Trainers inspires me to think worldly
The workshop is perfect!
Trainers are my Friends
Meaningful activities that gives us an opportunity to do many things, like presentation
Very good, extremely good, and finally excellent!
This meaningful and lovely one
Tremendous and I have learnt lots of things
It is wonderful and inspires me a lot

Would you recommend this workshop to other class members?

100 % said YES

Would you like to take part in future workshops?

30 out of 31 students said YES

What comment would you give to the trainers?

They are very nice and patient
Very inspiring, kind and the trainers are very patient and good
Excellent workshop
Very interactive activities
Good and perfect
I like the workshop very much
Hope you guys can bring this programme to other schools and being something to them and inspire them

Evaluation:

The workshop achieved all objectives, with significant improvements in all areas targeted. The students reported that 88% said they knew more about the poverty situation in the world, 92% said they had a better understanding of discrimination and 92% said they had a better understanding of Fair Trade after attending the workshop. Awareness of global issues has therefore been improved. Cultural awareness also improved as 96% said that interaction with our international guests from Africa, Pakistan, Colombia, Mexico, Holland, Canada, Nigeria and Turkey was interesting. Another 92% said they learnt more about other cultures.

87% said they were more able to think critically and present in public showing sizeable improvements.

90% of student said the workshop made them think about future goals with 92% saying they found it useful to talk to current university students. Statistics indicate that, for some students, this was the first time talking to university students as there was a 38% increase in the number of students who had the opportunity to talk to undergraduates.

Students stating that they had good English speaking skills increased by 24 and 21% more students said they had now had good opportunities to use their English. As trainers, our observations would suggest students at Kings have a high level of competence in the English language and the workshops biggest value was forcing them to use it when it was the only language of exchange. This increased their confidence, levels of practice and made them realise it's importance as a tool for communication.

100% said they would recommend this programme to their peers with student comments describing it as 'Extraordinary' and a truly 'education and inspirational' workshop.

An important improvement area would be to ensure that all students could attend all lessons. In past workshops we never have any absent students and the case with Kings highlights the importance of this. Students are often set with tasks such as a group presentation and if members of the team are missing this does create difficulties. The workshop is also about whole person development and missing a session means there is some aspect of the whole development which will be incomplete. It therefore reduces the overall impact. In future, perhaps we can work harder to communicate this and we can find times which students can all commit to.

Conclusion:

The workshop was highly successful with all objectives achieved. Students were left with a broader view of the world, better ability to think critically and creatively, improved presentation skills, better English skills and a high exposure to international guests from different cultures. Equally importantly 40% more students were able to speak to current undergraduates at university resulting in a high impact to perspective on the future and on their university aspirations. One student even said they now know exactly what they want to do at university as a result of the workshop.

Intercultural Education in Local School: KEI YUEN REPORT

Summary

The workshop was a great success with improvements in ALL areas targeted by the programme. All objectives were achieved with a 20% increase in those who said they had good English speaking skills, a 23% increase in awareness of world issues and 20% saying they were more able to think critically and to present in public. All students said they would recommend the programme to their peers.

Aim: Nurture students to be responsible global citizens, who respect cultural diversity and are empowered to make a positive contribution to society

Objective:

- Broaden the global perspective of the youth.
- Increase cultural sensitivity in students
- Enhance critical and independent thinking skills as well as confidence to present creatively in public
- Set future goals, improve self-understanding and increase motivation to achieve aims.
- Improve ability and confidence to speak, engage and learn in an international environment.

Workshop design:

Three day workshop, 24 hours, conducted within the school for the first session with two further sessions in CUHK and HKU. Students are engaged in interactive and engaging learning, able to speak to current university students who assist them to consider their future goals, will meet with and learn about international people and their cultures as well as experiencing simulations to learn about social issues such as Poverty, Sustainability and Fair Trade.

Student comments

What a great and meaningful workshop!

I hope I can join this activity again!

Unforgettable and useful

Fun way to learn!

Thank you to all the trainers

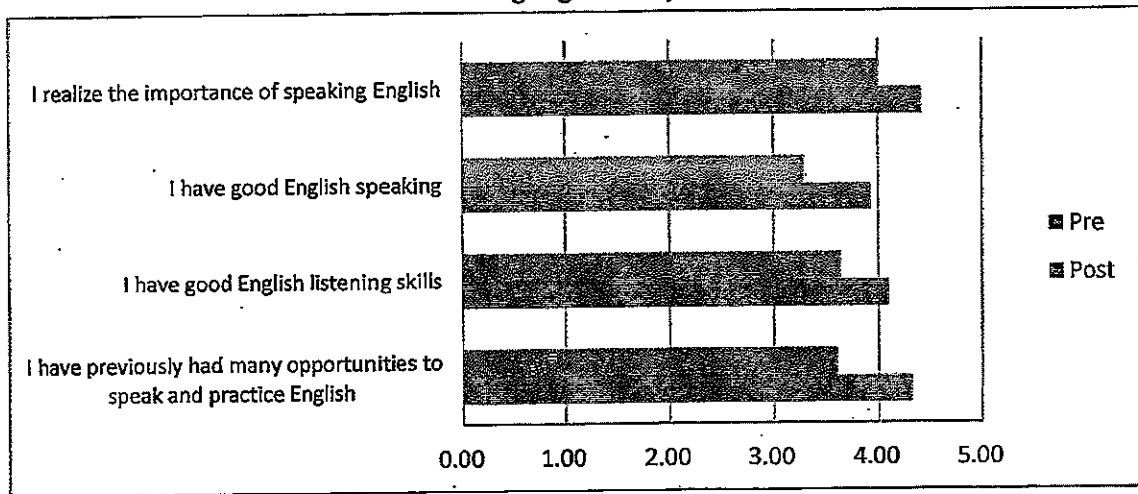
Fascinated people's mind and ability

I want to learn more and more to see other things and make my life wonderful.

We have a lot of different culture and language but we still can communicate with each other. I know the importance of English'

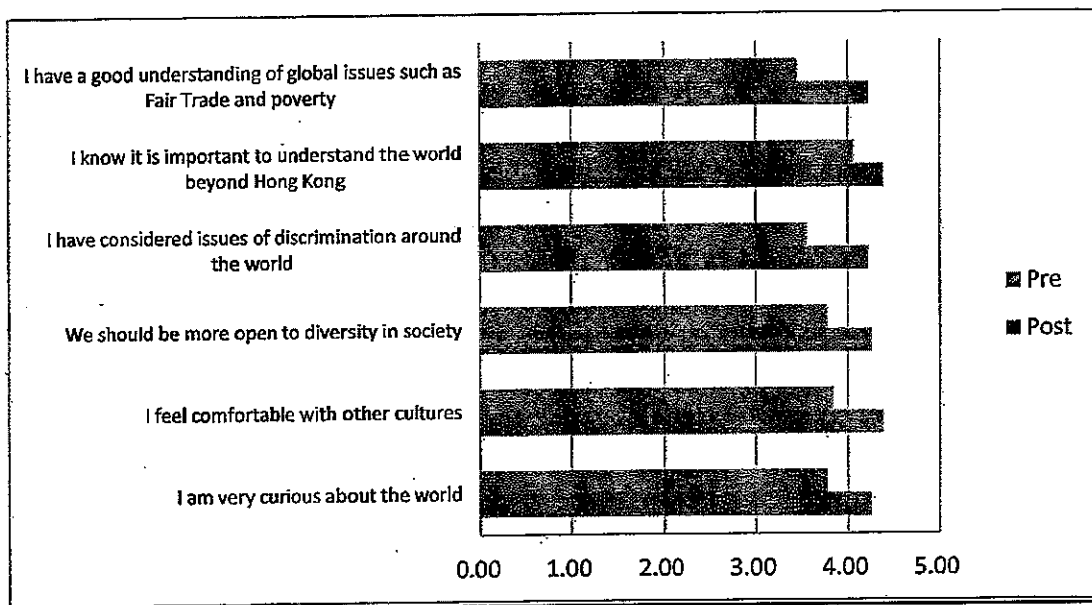
Pre and post assessment:

Language ability



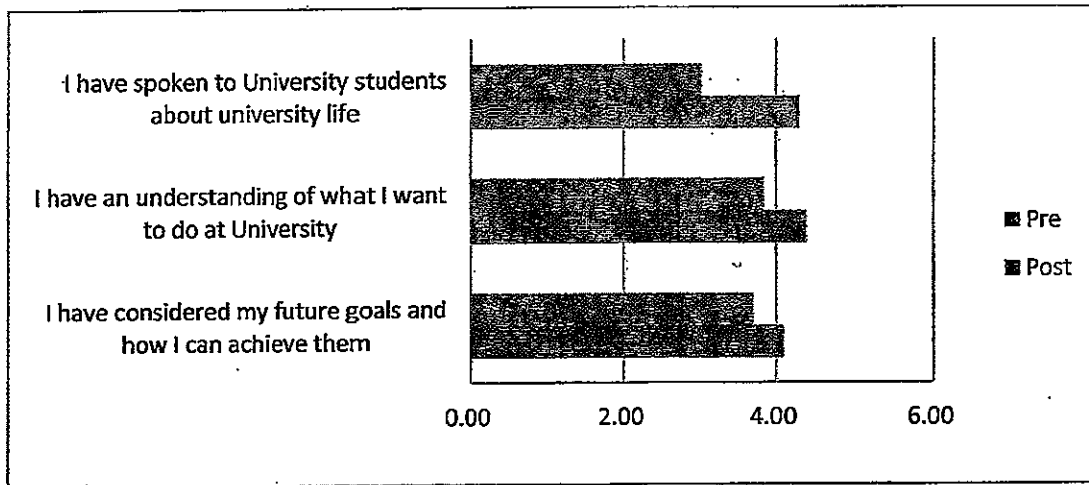
The results demonstrate a 20% increase in the number of students who said they had good English speaking skills. There was an 11% increase in those saying that they realise the importance of speaking English.

World awareness



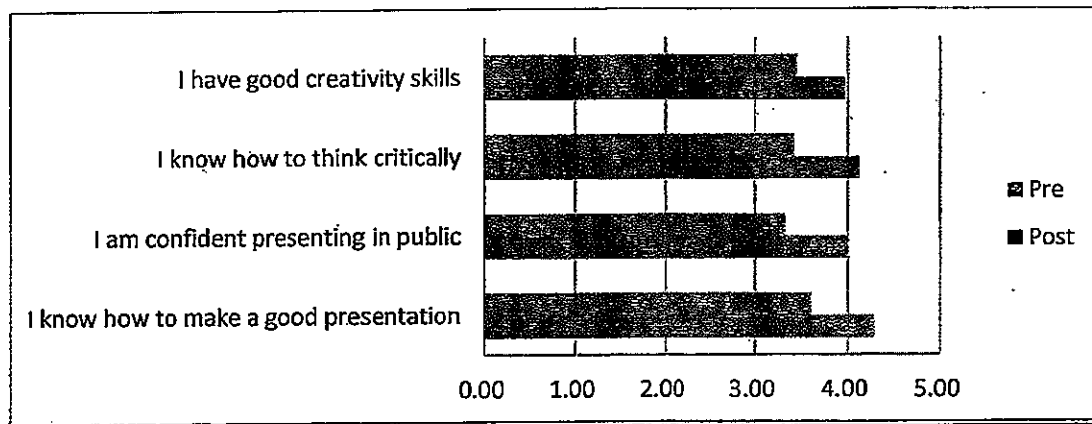
All areas measured for world awareness displayed an increase in averages. There was a 23% increase in those who said they had an awareness of world issues, such as fair trade. 15% more said they felt comfortable with other cultures.

Goals and future objectives



Significant changes were displayed for the average number of students who had spoken to university undergraduates. There was a 40% increase showing that, for a large proportion of students, this was their first opportunity to discuss university with current undergrads. There was also an 11% increase on average of students who said they had considered future goals and a 15% increase on the average for the number of students who have a clearer understanding of what to do at university.

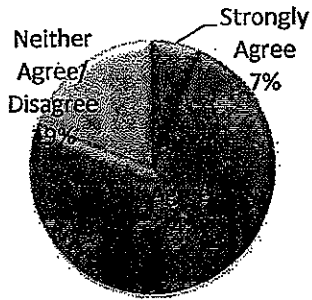
Skill set



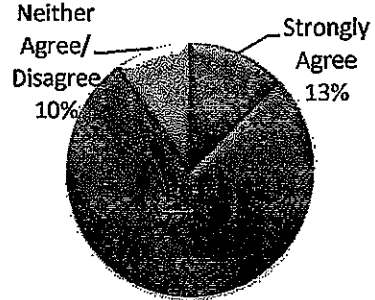
Excellent improvements in the averages for student in the skill set area. We can see a 20% increase in ability to think critically and confidence presenting in public. 19% more students said they know how to make a good presentation and a 15% increase in average levels of creativity is also evident.

DAY 1

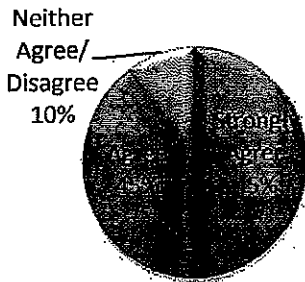
I have a better understanding of sustainability and why it is important



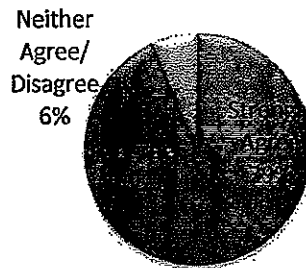
I am more aware about the poverty situation in the world



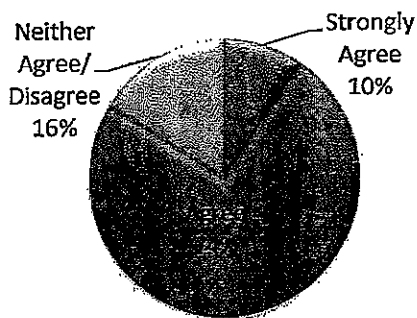
African drumming was an interesting way to learn about the culture



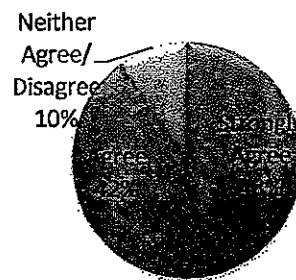
I understand the we should not have a single story about a nation



I know more about discrimination and why it is bad for society



Juggling taught me an important lesson about learning as a step by step process



AGREE OR STRONGLY AGREE...

81% Have a better understanding of sustainability and its importance

90% More aware about the poverty situation in the world

90% Felt the African drumming was an interesting way to learn about the culture

94% Understand why we should have no single story of the world

84% Know more about discrimination and why it is bad for society

90% Said Juggling taught them that learning is a step by step process

Student comments on Single story exercise

'I hope people can help those in need and share happiness all over the world'

'We should never give up when we face difficulty, people with no food and water didn't give up so we shouldn't. We have things that many people don't.'

'The problem is not just Africa; millions of people have no food and water in the world'

'The poverty problem is serious'

'I felt bad that 300 million people in Africa die before their fifth birthday- we are lucky in Hong Kong'.

'Every place has happy and unhappy things- there is no single story'

'i feel really sad- We are the same as African people because we are human-so I set a goal that I will help the needed in the world and promote this message of 'no single story'. I will treasure what I have, I want to learn more languages to communicate with them.

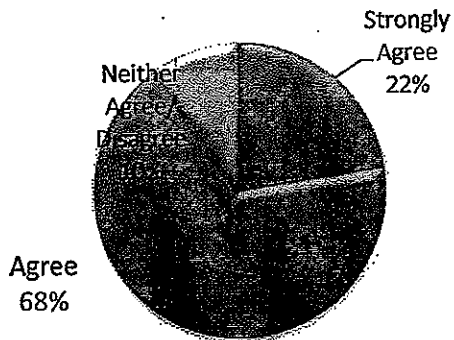
'Sometimes the truth is hard to believe... people are so poor in Africa but they can also be so happy, maybe even happier than us in HK'

'After learning about Africa I think I am very lucky. I think the rich countries need to help the poor countries'

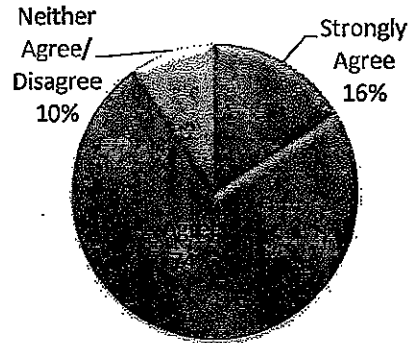
Everyone knows what the problems but some people don't do anything. Even the government don't know how to change it. We need every human to help.

DAY 2

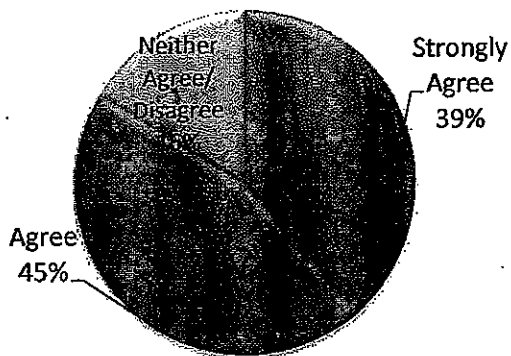
I found it was useful to talk to university students about my future university life



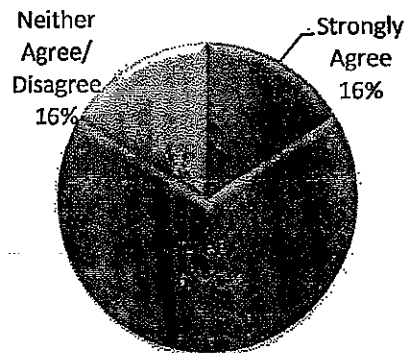
The presentation task was a good opportunity to practice presentation skills



I enjoyed the tour of HKU



We received useful feedback after the presentations



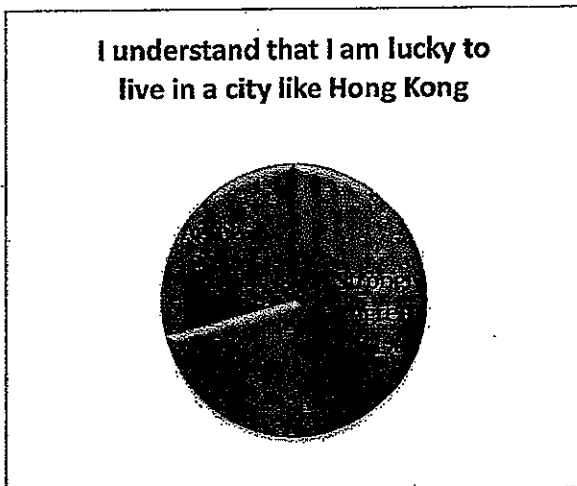
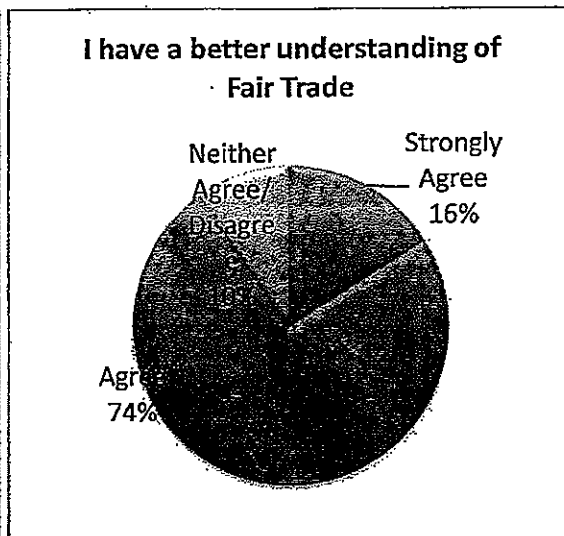
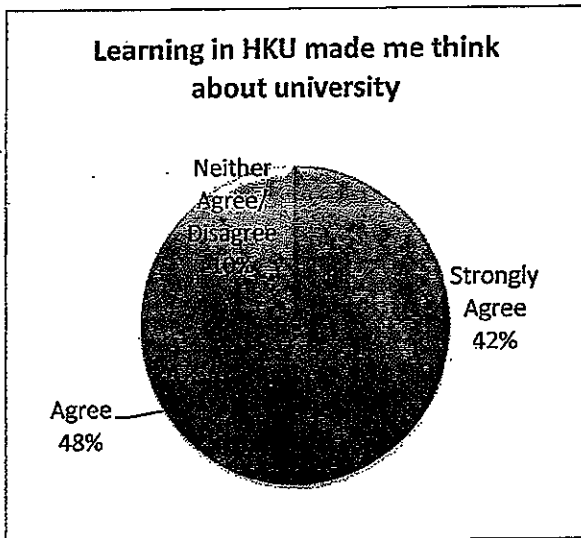
AGREE OR STRONGLY AGREE...

90% Said the presentation task was a good opportunity to practice presentation skills

90% Found it useful to talk to current university students

84% Enjoyed the university tour

84% Found the presentation feedback was useful



AGREE OR STRONGLY AGREE..

90% Said learning in HKU made them think about university

90% Have a better understanding of Fair trade

100% Understand that they are lucky to live in a city such as HK

Student comments

Today we visited HKU and learnt more about university life. It makes me want to go to University'

'I had fun in university- I have a clear mind of what subject to choose and study'

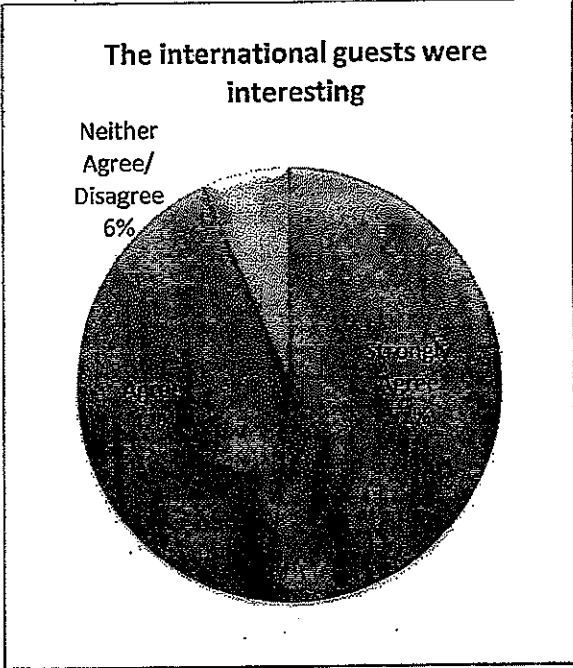
'This trip makes me have a strong desire to go to university'

Most unforgettable thing is experience life like Africans, fair trade can provide a better life for them. I know more about the world!

After fair trade I know something is unfair, such as the hard working farmer only getting a little money but others can get more and more.

I learnt a lot of cultures like India, Japan and Sweden. We have a lot of different culture and language but we still can communicate with each other. I know the importance of English'

Today is very meaningful!



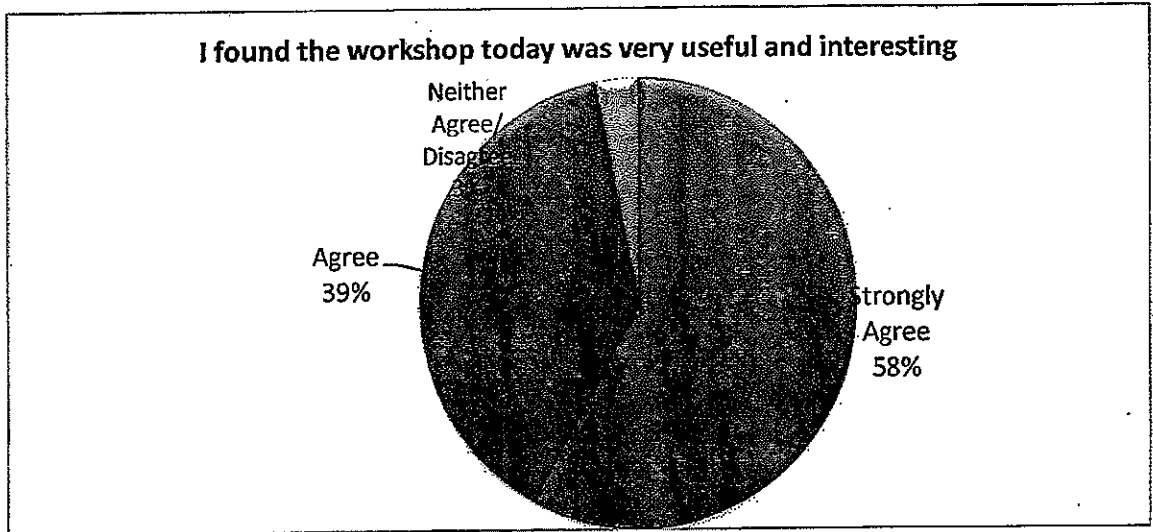
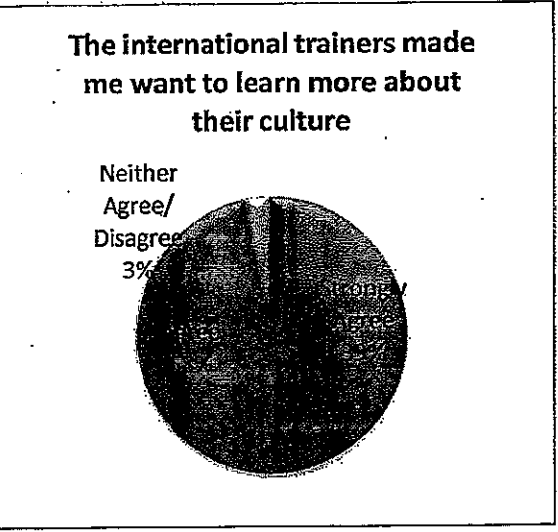
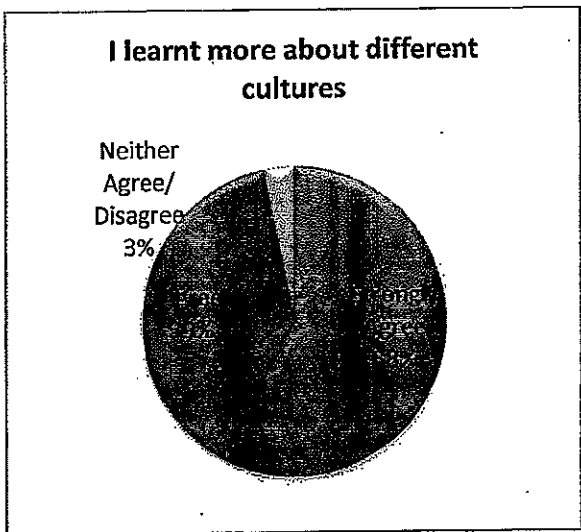
STRONGLY AGREE OR AGREE...

94% Felt the international guests were interesting

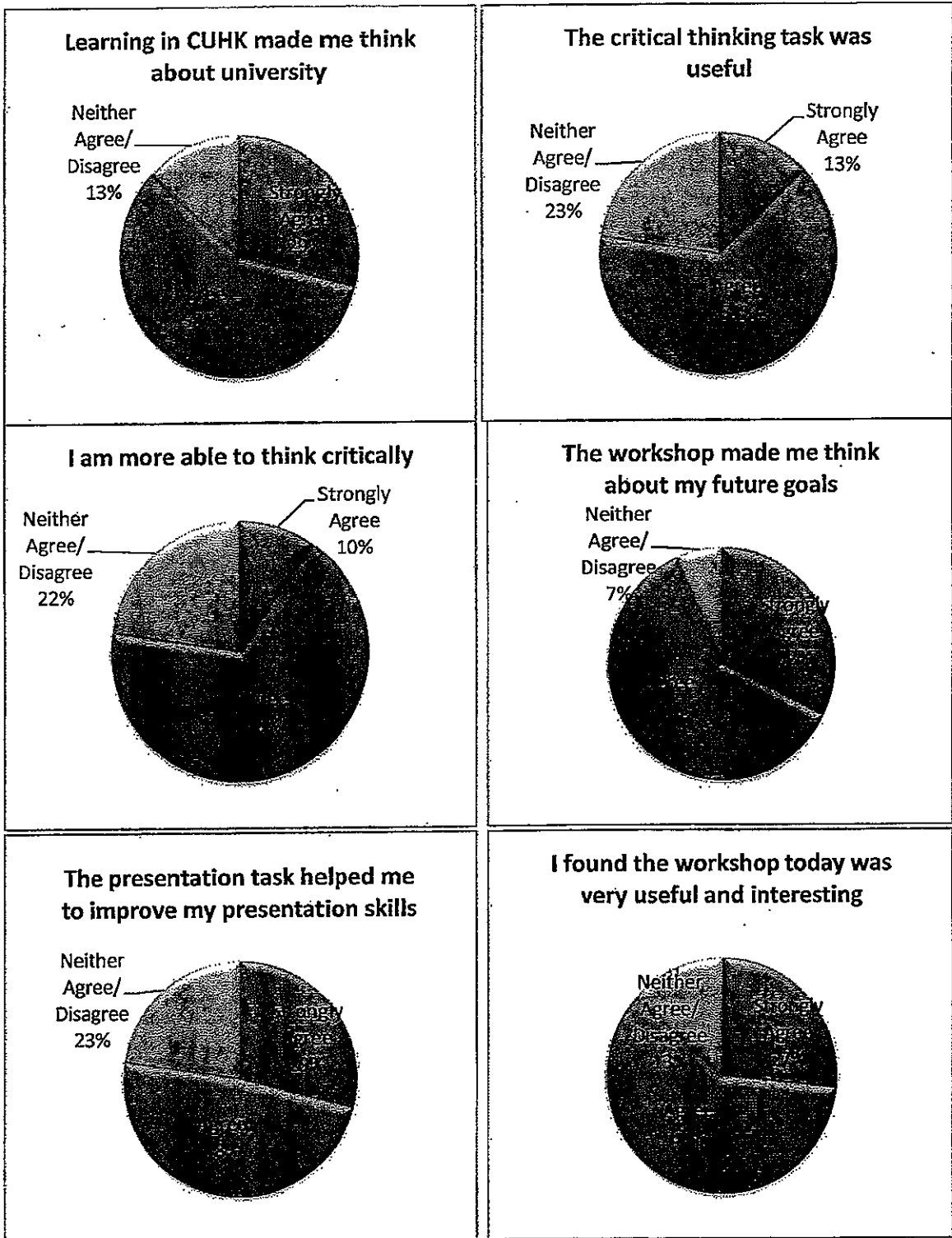
97% Learnt more about other cultures

97% Said the International trainers made them want to learn more about other cultures

97% Said the workshop was useful and interesting



Day 3- CUHK



Agree or strongly agree:

88% felt that learning in CUHK made them think about university

77% felt critical thinking was useful

78% feel they are more able to think critically

94% said the workshop made them think about future goals

77% said presentation task helped them improve their presentation skills

Student comments

Don't look back. Time cannot wait for us, don't waste time

Smile, make the most of life!

I have to work hard for my future

I hope that I can go to university and I will have a good job; I think if you work hard you can have a good result

I want to learn more and more to see other things and make my life wonderful.

Future seems so far away but actually time goes very fast... What will I do in the future? A question I never thought of but now I will think of it.

Although there are many challenges in the future, I can do my best

I must wake up, not be lazy and then I will get my dream

My life is in my hand, never give up, try every time and don't waste time

I want to be a teacher in a poor country to help the people; if I work hard I can make this dream come true

If I can go to university I will be hard working and study to find a good job, have a pretty wife, and a baby. If I cannot go to university I will live with my best friend, and take care of my parents, get a girlfriend I love and will work hard for my family

I wasted so much time in F1 to F3, now I want to study hard and go to university.

Life will be wonderful in my future, I will study hard, I will exchange with another country, I will study my masters and I will become a great lawyer.

I want to know more friends from more countries, I need to unify them altogether for finding a better life.

Our future depends on what we want to do and how hard working we are to strive for it.

OVERALL WORKSHOP

How would you summarize the workshop in 1 sentence?

*What a great and meaningful workshop
unforgettable and useful*

*This is a very meaningful workshop
Very Good / Great!*

*Fascinated people's mind and ability
It is fabulous*

That is great and interesting

It is so meaningful, because the workshop make me know more about the world

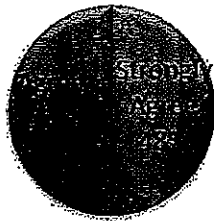
The workshop let us learn from fun

What a nice workshop!

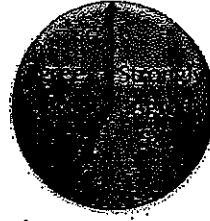
Good to help me / more students speak English

The workshop teaches me a lot of things

**The method and style of teaching
was very effective**



**I am glad I joined this
programme**



What comment would you give to the trainers?

Nice trainers, you are so funny!

Good job! / Great! / Excellent / Well done

They are very kind / nice / friendly

I hope I can join this activity again!

You are all great and confident, thank you!

They are all nice and helpful, I love being with them

Professional

Would you recommend this workshop to other class members?

100 % said YES

Would you like to take part in future workshops?

30 out of 31 students said YES

Evaluation:

The workshop achieved all objectives. The aim was to broaden global horizons and this was demonstrated with a 20% increase in the average number of students who said they had an awareness of world issues, as well as with 97% of students saying they learnt more about other cultures. We can also see improvements in cultural sensitivity with 84% of students saying they understood what discrimination is and why it is bad for society.

78% said they were more able to think critically and 77% said the presentation task improved their presentation skills. With a comparison of pre and post assessment we have confirmed increases in averages for these areas.

94% of student said the workshop made them think about future goals and student comments would confirm this with many saying that they felt they 'will not waste time anymore'. We also see a 15% increase on average number of students who have a clear idea of what to do at university.

Confidence in speaking English increased on average by 20% when comparing pre and post assessment, a highly significant change. As trainers, our observations would suggest an overall improvement in English listening skills of all students.

All students said that the teaching methods were effective, 100% said they were glad to have joined the programme and 100% said they would recommend the programme to their peers.

Conclusion:

The workshop was highly successful with all objectives achieved. Students were left with a broader view of the world, better ability to think critically and creatively, improved presentation skills, better English skills and a high exposure to international guests from different cultures. Equally importantly 40% more students were able to speak to current undergraduates at university resulting in a high impact to perspective on the future and on their university aspirations. One student even said they now know exactly what they want to do at university as a result of the workshop.

Intercultural Education in Local School: Pentecostal Report

Summary

The workshop was a great success with improvements in ALL areas targeted by the programme. All objectives were achieved with a 15% increase in those who said they had good English speaking skills, a 33% increase in ability to think critically and creatively, 35% increase in average of students with good presentation skills and a 22% increase in awareness of world issues. Students results for understanding of future goals and university displayed a 20% increase in averages and All students said they would recommend the programme to their peers and would want to take part in future workshops.

Aim:

Nurture students to be responsible global citizens, who respect cultural diversity and are empowered to make a positive contribution to society

Objective:

- Broaden the global perspective of the youth.
- Increase cultural sensitivity in students
- Enhance critical and independent thinking skills as well as confidence to present creatively in public
- Set future goals, improve self-understanding and increase motivation to achieve aims.
- Improve ability and confidence to speak, engage and learn in an international environment.

Workshop design:

Three day workshop, 24 hours, conducted within the school for the first session with two further sessions in CUHK and HKU. Students are engaged in interactive and engaging learning, able to speak to current university students who assist them to consider their future goals, will meet with and learn about international people and their cultures as well as experiencing simulations to learn about social issues such as Poverty, Sustainability and Fair Trade.

Student comments

In the workshop I became more confident and learnt a lot

It's a good chance to think about the future!

Very good and helpful

Wonderful experience for us

It's a good workshop to let you know more about the world and upgrading your English

It's amazing and meaningful

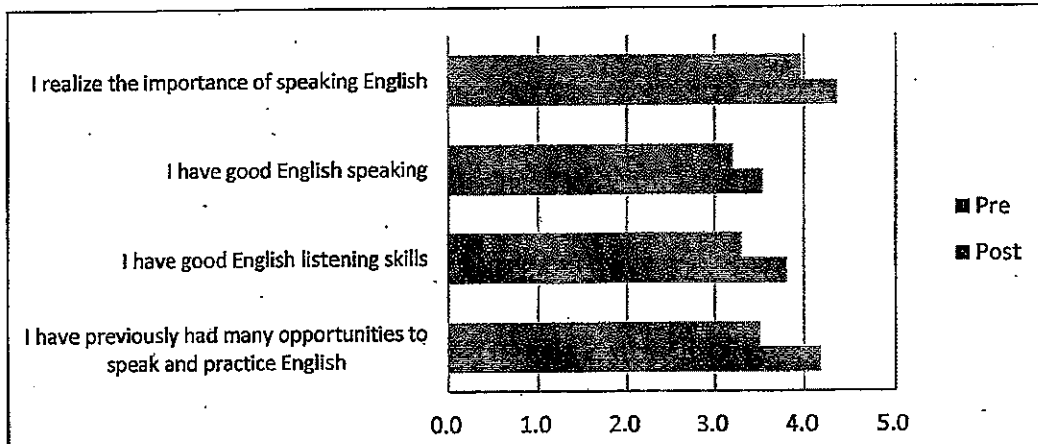
I can learn presentation skills and about problems of the world

RESULTS

PRE and POST ASSESSMENT DATA

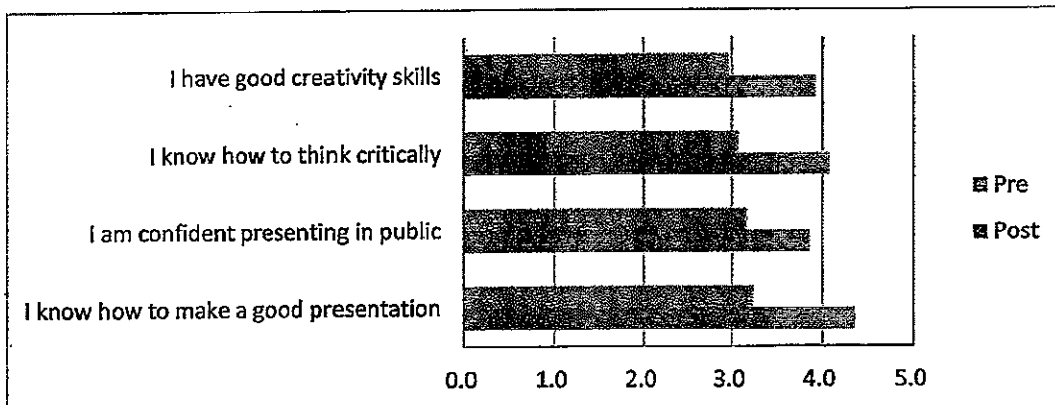
Students were asked to fill a form prior to and after the whole workshop was conducted. The forms ask students to state how strongly they agree with the statements on the form with 5 being strongly agree and 1 being strongly disagree. We take the average mark for each statement for all 32 of the students.

Language Ability



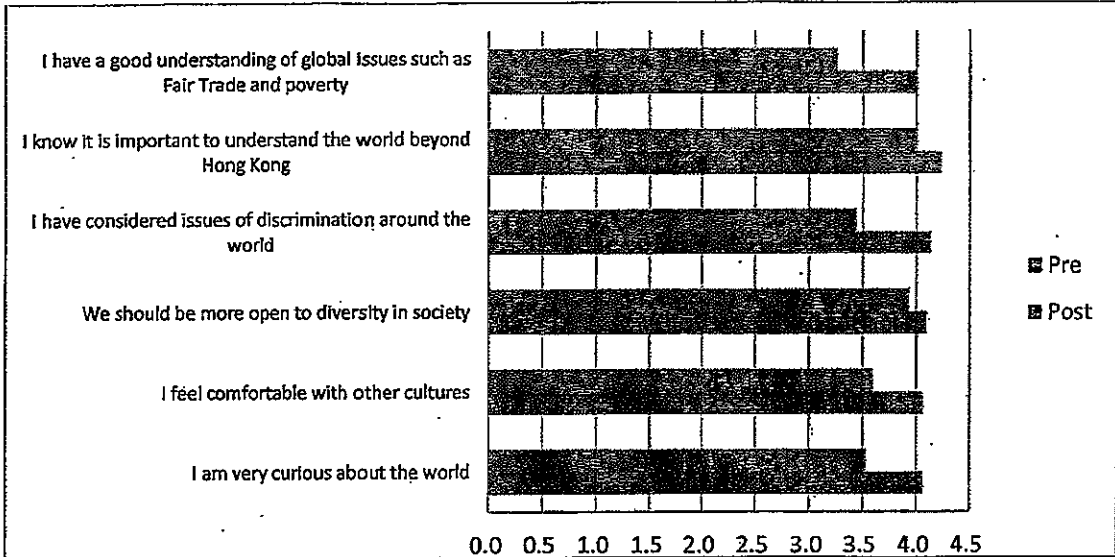
The graph demonstrates increases in all areas targeted. There are 20% more saying they have had many opportunities to use English, a 15% increase in the average for students who stated they had good English speaking skills and an increase by 10% for those who say they have good listening skills. The average increase for the number of students who realize the importance of speaking English is 10%.

Skills: Creativity, Presentations and Critical Thinking



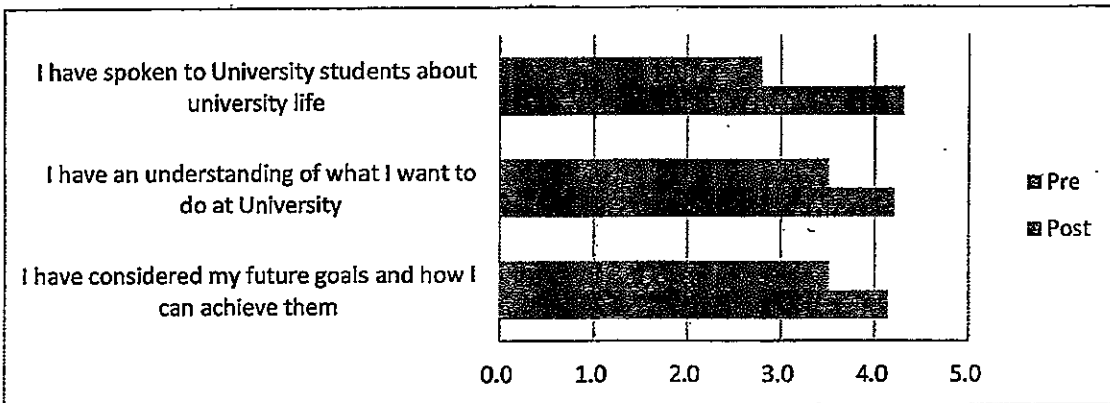
Here we have excellent improvements in averages with all increasing beyond 20%. 22% More students are confident presenting in public, 33% more, on average, stated that they are able to think critically and have good creativity skills. Most importantly, 35% more student said they know how to make a good presentation. These results were reinforced by our own observations so we are pleased to see that students self perceptions match with our conclusions.

World Awareness



Increase in the average for all areas, once again. Most significant can be seen with a 22% increase in awareness of global issues such as poverty and fair trade and a 20% increase in average number of students who have considered issues of discrimination. 15% more are curious about the world and 13% increase in the average curiousness of other cultures.

Future goals and University

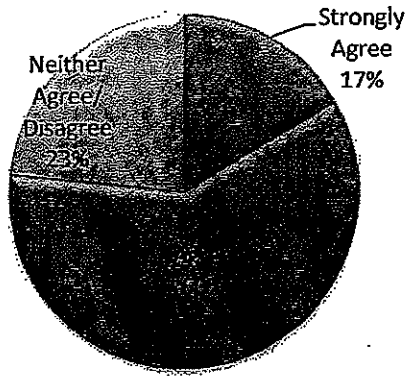


A very significant increase in the number of students who have had the opportunity to speak to university undergraduates; 54% increase on average. Very impressively 20% increase in the average for students knowing what they want to do at university and 18% increase in the average for those considering their future goals and how to achieve them.

DAY 1- Pentecostal School Day

<p>I have a better understanding of sustainability and why it is important</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>7%</td> </tr> <tr> <td>Agree</td> <td>73%</td> </tr> <tr> <td>Neither Agree/Disagree</td> <td>20%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	7%	Agree	73%	Neither Agree/Disagree	20%	<p>I am more aware about the poverty situation in the world</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>39%</td> </tr> <tr> <td>Agree</td> <td>40%</td> </tr> <tr> <td>Neither Agree/Disagree</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	39%	Agree	40%	Neither Agree/Disagree	21%
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Neither Agree/Disagree	7%																

I understand the important skills for making a presentation



Students agreeing or strongly agreeing:

- 80% Have a better understanding of sustainability and why it is important
- 73% More aware of Poverty in the world
- 80% Say African drumming was an interesting way to learn about the culture
- 70% Understand we should not have a single story of any nation
- 73% Know about discrimination and why it is bad for society

80% Say juggling taught them important lessons such as 'learning is a step by step process'

77% Understand the important skills for making a presentation

Student comment on Single Story exercise

We asked for the student reflections after they had the opportunity to play drums with our African guests and then see the issue of poverty in Africa. Demonstrating there is no single story of a nation:

"I think that Africa is a nice place because everyone is happy. They are so warm and peaceful so I like this place. I think Africa's people don't have enough food to eat so I think I am lucky because I live in HK."

"I am glad to meet African people – Harry! But when I saw the video about the children died in Africa, I am feeling so unhappy. I hope I can do something to help!"

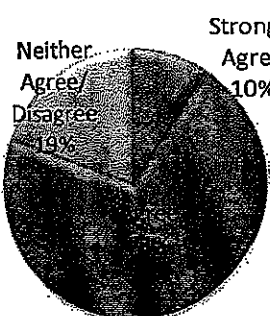
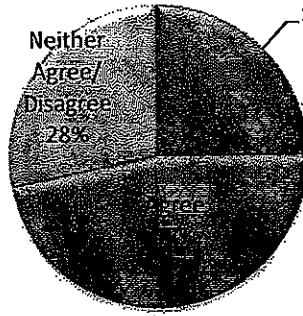


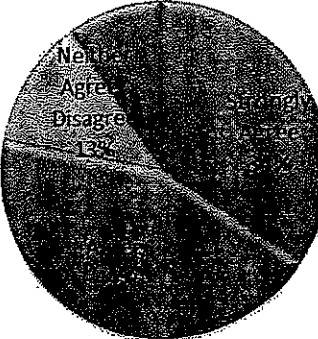
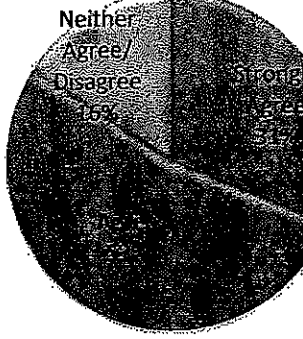
"Africa's people are very poor because they don't have anything but we have, such as clean water, toilet paper. We don't think we are rich, but actually we are very rich in the world."

"They are very unlucky and they don't have any food to eat or clean water to drink. If I were they, I would be very sad and scared. I think they are strong. I would like to help them when I grow up"

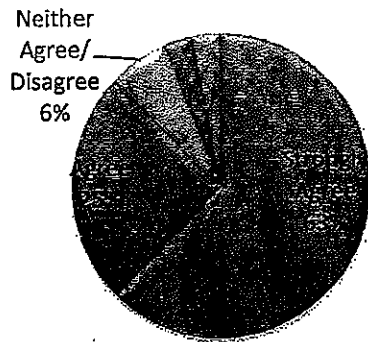
"I like to be friend with African people. The people there are friendly, always smile and want others to smile too. Africa is a nice place, it is beautiful."

"Africa's children are so poor. They have to drink dirty water, don't have enough food. Africa is a beautiful and attractive place but the local people don't know how to plant some valuable food and just have a few dollars per day. We can't do anything but we can do something."

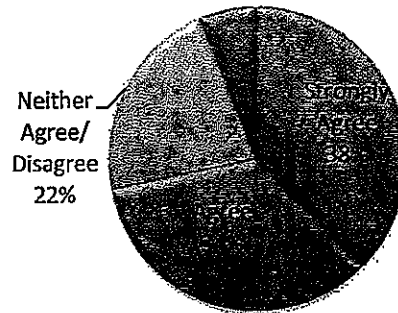
DAY 2- CUHK

<p>The presentation task was a good opportunity to practice presentation skills</p>  <p>Strongly Agree 10%</p> <p>Agree 40%</p> <p>Disagree 30%</p> <p>Neither Agree/Disagree 20%</p>	<p>We received useful feedback after the presentations</p>  <p>Strongly Agree 25%</p> <p>Agree 45%</p> <p>Disagree 20%</p> <p>Neither Agree/Disagree 10%</p>
<p>I found it was useful to talk to university students about my future university life</p>  <p>Strongly Agree 10%</p> <p>Agree 40%</p> <p>Disagree 30%</p> <p>Neither Agree/Disagree 20%</p>	<p>I enjoyed the tour of CUHK</p>  <p>Strongly Agree 40%</p> <p>Agree 40%</p> <p>Disagree 10%</p> <p>Neither Agree/Disagree 10%</p>
<p>Learning in CUHK made me think about university</p>  <p>Strongly Agree 15%</p> <p>Agree 45%</p> <p>Disagree 25%</p> <p>Neither Agree/Disagree 15%</p>	<p>I have a better understanding of Fair Trade</p>  <p>Strongly Agree 25%</p> <p>Agree 45%</p> <p>Disagree 20%</p> <p>Neither Agree/Disagree 10%</p>

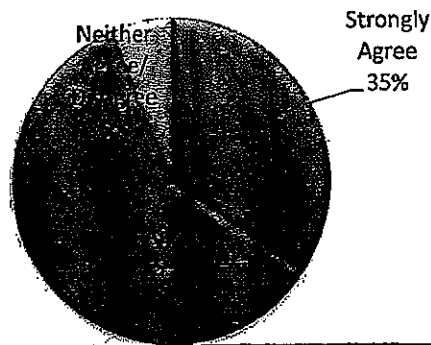
I understand that I am lucky to live in a city like Hong Kong



I learnt more about different cultures



The international trainers made me want to learn more about their culture



Agreeing and Strongly Agreeing....

81% Said the presentation task was a good opportunity to practice presentation skills

72% Said they received useful feedback after their presentations

81% Found it useful to talk to university students

84% Enjoyed the tour of CUHK

77% Say that learning in CUHK made them think about university

84% Have a better understanding of fair trade

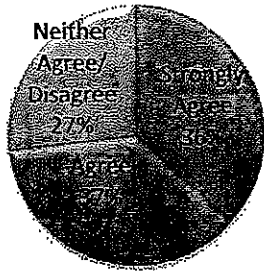
88% Understand that they are lucky to live in Hong Kong

72% Learn more about different cultures

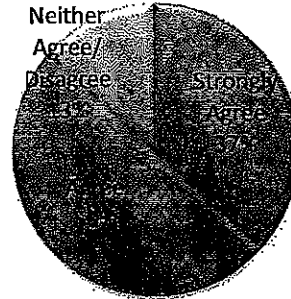
94% Say the international trainers made them want to learn more about their culture

DAY 3- HKU

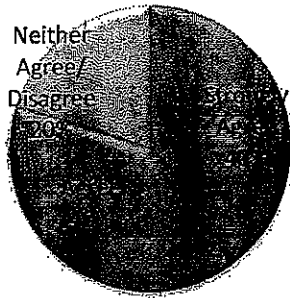
The critical thinking task was useful



I am more able to think critically



Learning in HKU made me think about university



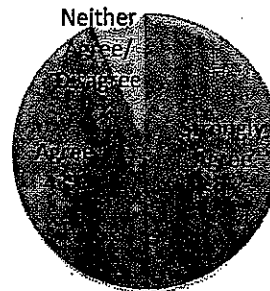
I found it was useful to talk to university students about my future university life



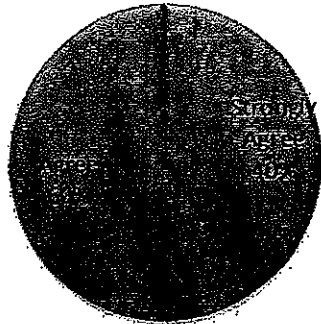
I enjoyed the tour of HKU



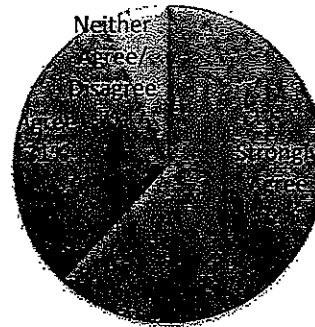
The workshop made me think about my future goals



The presentation task helped me to improve my presentation skills



I found the workshop today was very useful and interesting



Agreeing and Strongly Agreeing...

73% Said the critical thinking task was useful

87% Said they are more able to think critically

80% Agree that learning in HKU made them think about university

76% Found it useful to talk to university students

93% Enjoyed the tour of HKU

93% Said the workshop made them think of future goals

100% Said the presentation task helped them improve their presentation skills

93% Found the workshop useful and interesting

GENERAL

Would you recommend this programme to other class members?

100% said YES

Would you like to take part in future workshops?

100% said YES

How would you summarize the workshop in 1 sentence?

Very good and helpful!

wonderful experience for us

I learn English words, it's good!

In the workshop, I become more confident & I learnt a lot

It is a good workshop to let you know more about the world and upgrading you English

It is a good chance to think about the future

very great

It is amazing meaningful

It is meaningful and I am glad to be here

Good and very playful

We can learn in games

excellent

good and interesting

Thanks I have learnt a lot

What comment would you give to the trainers?

very nice and kind, thank you for your help

thank you for your education

it is very useful to us!

Very good

Their English is very good and they taught very well

They are professional and their attitude is serious

Excellent

really interesting

nothing, I think just too great

What was your favourite thing about the workshop?

Talking with trainers

All parts, very special

presentation, that makes our skills grow up

The dream

I can learn presentation skill and know about the problems of the world and other countries

Talk to university students

The teachers are nice, good. Exciting games

speak English

We can do the presentation

EVALUATION

Results demonstrate that ALL targets and objectives of the workshop were achieved. There were improvements in every area stated and the students were left highly satisfied, all saying they would like to take part in future workshops.

Language ability displayed improvements; a comparison of pre and post assessment would suggest that, respectively, there was a 15% and 10% increase in average confidence and ability to speak and listen in English.

Student understanding of their future goals was also enhanced significantly; 93% said the workshop helped them think of future goals with a comparison of pre and post assessment suggesting that there was an increase in the average by 20% for those who knew what they wanted to do at University.

World awareness and cultural understanding was also improved. Students were able to meet many international guests and were taught about discrimination and social issues. 84% of students said the international guests made them want to learn more about their cultures and 84% said they now had a better understanding of fair trade, 80% had a better understanding of sustainability and 73% knew more about poverty post-workshop.

The most significant improvements were seen in the skill sets. Presentation skills, ability to think critically and creativity all, from our observations and, more tangibly, from results, improved. Of the students, 87% stated that they were more able to think critically, 100% said the presentation tasks helped them to improve their presentation skills and a comparison of pre and post would suggest that 33% more students felt they had good creativity skills.

Student comments reinforce all of the above- consistently positive feedback for the trainers and many have described the workshop as useful, meaningful and a 'great experience'.

CONCLUSION:

The workshop was highly successful with all objectives achieved. Students were left with a broader view of the world, better ability to think critically and creatively, improved presentation skills, better English skills and a high exposure to international guests from different cultures. Improvements in future objectives and thinking skills were particularly significant with 53% more students saying they had the first opportunity to speak to Undergraduates at university, with 87% saying they were more able to think critically and 100% of students stating that the presentation tasks helped them improve their presentation skills.

All students would recommend the programme to their peers and would be interested in taking part in future workshops.

The Pentecostal school students were engaged, enthusiastic and an absolute pleasure to work with. There was a marked change for all students as the 24 hour went by and they are content with the programme.