

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

1. To create an English based speaking environment where students will be introduced to learn English through poverty issues such as unequal distribution of opportunities and minimum wage
2. To help students to develop language ability in English as a means of expressing and exchanging their thought through reading, writing, listening, speaking and vocabulary building.
3. To help the students to increase their word power through exploration in poverty issues
4. To help students to learn empathy, critical reading and thinking, appreciation of English language and appreciation of life, so that they can make a difference.
5. To support students to be more motivated and curious in poverty issues and be empowered to understand poverty issues as well as a desire to make a change.
6. To encourage students to concern more about poverty issues and be creative in how they can formulate solutions.

Objectives:

1. Promoting social concern and social responsibility in the youth of Hong Kong; and to increase students' motivation to understand poverty issues through the language of English
2. Nurturing open-minded, independent thinkers who have an awareness of poverty issues
3. Upraising social sensitivity in students; and to improve students' ability in understanding, studying, and researching materials on poverty issues
4. Enhance critical and independent thinking skills – to improve students' ability in forming opinions, communicating ideas and facts; to evaluate and assess sources of information from various perspectives; and, to enhance students' ability to discuss and present information and arguments about poverty issues
5. Mobilize youth to create solutions and to make positive impact to their society.

Targets and Expected Number of Beneficiaries

1. Direct beneficiaries: At least 4 schools, 160 Form 4 to Form 6 students taking part from these schools
Indirect beneficiaries: Participating 2,400 students for the final exhibition.
2. Total: 2,560 people

Needs Assessment and Applicant's Capability

The program contributes to the strategic development of the students by enhancing their competitiveness within the local school community by improving their English potential to achieve higher grades in subjects as well as enhancing skills, such as presenting, reading, writing, speaking and vocabulary building which can be applied both in school and out of the school context. By starting to enhance these areas, students are better positioned to achieve high success in the present and future.

Evaluation:

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

Sustainability of the Outcomes of the Project

Workshops have significant value in terms of enhancing both the English language skill set necessary to be successful in this academic subject and more in-depth knowledge on poverty issues. Students are inspired to think across multiple perspectives, consider how issues affect the poverty and underprivileged communities in Hong Kong as well as develop independent thought, critical analysis of situations, an ability to think creatively, ability to formulate real family budget in real life and genuine care of improving unequal distribution of opportunities and minimum wage.

For schools, this provides best practice demonstration to teachers of how learning English through poverty Issues subject can be taught in a more engaging manner. Students are motivated, mobilized 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 poverty issues thinking and understanding. By providing an English based environment, this will make future learning more meaningful when the teachers continue with this message.

Students and teachers are able to transition more easily to the new 3-3-4 structure - New Secondary School (NSS) curriculum and the government's motivation to provide a more rounded education in Hong Kong is further reinforced.

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

Teacher and principal involvement:

Teachers and principals are involved on a consultative basis. They are invited to participate in programs, session are conducted in schools with teacher presence and coordination.

Teachers and principals are consulted in terms of content, delivery and agreed methods of implementation and post workshop plans will be collaborated with the teachers in providing 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 of teacher and principal

An operation committee will be formed from the beginning of this project. Committee member include teachers and project manager. The committee will design the project schedule, monitor the progress and assess the achievement. Also, the committee will make sure this program content fit the syllabus of English "Learning English Through Social Issues" in secondary school as one of the four Non-Language Arts modules for the New Secondary School Curriculum (NSS) for the subject of English.

IMPLEMENTATION PLAN:

			Remarks
Planning stage	05/2011	<ol style="list-style-type: none"> 1. Form planning committee, responsible for promotion and management, and keep a frequent contacting with Quality Education Fund. The committee is led by CTU Education Foundation Limited; the group is formed from the representatives of the schools and professional English consultants. 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 conduct quotation procedure and contacts -- professional English consultant institution 5. Recruit project manager - through open recruitment 	
Execution stage	06/2011 - 09/2011	<ol style="list-style-type: none"> 1. design training and learning materials 2. design evaluation tools 3. Execute the Learning English Through Poverty Issues programs in different schools 	
	09/2011 -10/2011	Closing of the Learning English Through Poverty Issues program and exhibition	
Evaluation Stage	10/2010	Summarize and consolidate the teaching material, edit as school-based training materials and share in school	

Contents:

Lessons plan:

Lesson (1.5hours each)	Main content	Venue
1	Team building, Critical thinking skills Poverty Issues: Introduction of basic concept to Approaching the Study of Poverty Issues in systematic way : Causes, Effects, Other Factors, Solutions	School, CTU Centre or EDB registered venue
2	What is Poverty? Poverty in Hong Kong : A Definitional Introduction	
3	Meaning of Poverty? What is absolute and relative poverty? Who is poorer? What are the differences in term of basic needs (food, shelter, clothing and ability to find work)? Causes of Poverty in Hong Kong	
4	Effects of Poverty : on individuals, network, community, government	
5	Critical Thinking – Identifying Factors Causing/Affecting Poverty : An individual-based categorical approach (Family structure, employment, minimum wage, education, gender, race/ethnicity, disability, housing location)	
6	Creativity – Solution brainstorm and evaluation Identify the Causes, Form the solutions, Evaluate the Solution, Revise the Solutions Causes and Effects of Poverty, Homeless and Living in a cage in Hong Kong	
7	Poverty and Discrimination in Hong Kong : Identification of Poverty issues and analyze causes by students Racial and Ethnic Discrimination	
8	Stimulate Students' critical thinking of poverty via interactive games : Family Budgeting Game Consolidation of the understanding of "effects" ad "solutions" Comprehensive Social Security Assistance	
9	Minimum Wage and Working Poor	
10	Solutions to Poverty Problem : brainstorm and Evaluation Poverty Solution and Presentation Game Student Project Preparation – Identifying poverty issues	
Concern Visit	4-hour Concern Visit to the poverty and underprivileged community (this will be conducted in between lessons)	Community
Debriefing Meeting	1-hour Debriefing Meeting after the visit	Community
Student Project Presentation	4-hour Student Project Presentation on chosen poverty issues	School, CTU Centre or EDB registered venue

Design:

- 24-hour program
- Conducted over 10 lessons (1.5 hours each) (or in 4-5 sessions)
- Students are taught to in English by Native Tutors
- They are monitored to ensure their use of English at all times for any communication
- They are given tasks, activities, team exercises - using interactive and engaging methods
- Native tutors create an English-based setting for the students
- The students are given an opportunity to visit the underprivileged communities such as low income families, single-parent families and etc.
- They can share the underprivileged communities directly and this face-to-face contact motivates students to gain more insight into Social Issues
- Using interactive games to demonstrate the unequal distribution of opportunities
- Covering current issues such as minimum wage
- Helping students to get a sense of the reality through the family budgeting game

Learning Materials:

The content of the workshop will fit the following secondary school syllabus of English: "Learning English Through Social Issues" in secondary school as one of the four Non-Language Arts modules for the New Secondary School (NSS) Curriculum for the subject of English.

Training methods:

For each workshop, class is taught by Native tutor.

We conduct workshops in schools/CTU Education Foundation Limited/EDB registered venue

Plus, we pay concern visit to the underprivileged communities (experiential learning)

Moreover, we train students to do Student Project Presentation

Selection Criteria: The program target student who will be S4-S6. The program will conduct after school, we will lay down criteria for selecting students participate in the programme and adjust the programme to cater for the needs of respective groups of students in consultation with school teachers.

Medium of Instruction: this is an English-based program and students will be taught in English.

Expertise and speakers: We will inject expert and solicit experienced speakers in organizing the program. The tutors' qualification require Tertiary Education/Degree Holder, preferably English Major, fluency in English, experienced in education and social issues

Venue: The venue will be in secondary school property or our property registered as school under EDB regulations, concern visit will be conducted in the home vicinity of the underprivileged communities in 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 native teacher can create an English-based learning environment for the 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 knowledge and insightful attitudes and behaviors.

Training themes:

- 1) Enhancing language ability in English
- 2) Study of Social Issues
- 3) Critical and creative thinking, presentation skills
- 4) Formulation of Solutions to Social Issues and motivation to learn
- 5) English-based environment

Expected Deliverables and outcomes:

Deliverables

Learning Materials:

The content of the workshop will fit the following secondary school syllabus of English: "Learning English Through Social Issues" in secondary school as one of the four Non-Language Arts modules for the New Secondary School (NSS) Curriculum for the subject of English.

Outcomes

Students are expected to be able to:

- Think more independently
- Consider and address social issues from various perspectives and have a wider understanding of poverty issues
- Have an increased respect for poverty problems on the underprivileged communities
- Able to plan and deliver more creative presentations
- Speak and engage more confidently in an English speaking environment
- Improve in English in reading, writing, listening skills and develop better critical thinking skills
- Have a better understanding of how they can actively participate in making a difference to the underprivileged communities

Students will have:

- Written Journals and writing on Forum Presentation
- A list of charity organizations where they can participate in to make a change in the underprivileged community

Teachers will have:

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

Presentation and Exhibition

- Upon the project, participants will plan run a student project presentation and an exhibition in presenting their learning to their school

The First School:

In school 24 hours 10 lessons (1.5 hours each lesson)

A Concern Visit to the underprivileged communities e.g. poverty families

A Debriefing Meeting

A Student Project Presentation

The Second School:

In school 24 hours 10 lessons (1.5 hours each lesson)

A Concern Visit to the underprivileged communities e.g. poverty families

A Debriefing Meeting

A Student Project Presentation

The Third School:

In school 24 hours 10 lessons (1.5 hours each lesson)

A Concern Visit to the underprivileged communities e.g. poverty families

A Debriefing Meeting

A Student Project Presentation

The Fourth School:

In school 24 hours 10 lessons (1.5 hours each lesson)

A Concern Visit to the underprivileged communities e.g. poverty families

A Debriefing Meeting

A Student Project Presentation

BUDGET:

Items	Unit Price (\$)	Quantity	Total(\$)
a Staff salary			
Project manager (Full time) (\$9000)	9,000	6 months	54,000
MPF: \$54,000x 5%	450		2,700
- Make arrangement with School and professional English tutors			56,700
- Organize workshops			
- Project management and Quality Assurance			
			Sub-total 56700
b Service			
Learning English Through Social Issue Program (- each class 40 students - 10 students in a group - 1 Native English Tutor and 3 Assistant Tutors required in each class) ~ Tutor fee (\$600 / hour x 24 hours x 1 Tutor) (\$500 / hour x 24 hours x 3 Assistant Tutors)	14,400 36,000	4 Schools	201,600
Tutors qualification requirement: Tertiary Education/Degree Holder, preferably English Major, fluency in English, experienced in education and social issues.			
~ Design Fee (professional English Tutors) (\$300 x 24 hours = \$7200)	300	24 hours	7,200
			Sub-total: 208,800
c General expenses			
closing and exhibition - ~venue decoration + project presentation material (\$200 x 4 groups/school)	800	4 schools	3,200
Concern Visit Day to underprivileged communities transportation Round trip	1,400	4 schools	5,600 QEF fund 50% =2,800
2. Printing (for students @\$10 x 160 students)	10	160 items	1,600
Material Fee (printing cost) \$10 x 160	10	160 items	1,600
3. Printing (for teachers @\$50)	50	4 schools	200
3. Recruitment and other expenses	1,400		1,400
			Sub-total: 10,800
			Total grant sought : 276,300

Asset Usage Plan

Category (in alphabetical order)	Item Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	<i>Not Applicable</i>			
book & VCD				
computer hardware				
computer software				
musical instrument				
office equipment				
office furniture				
sports equipment				
Others				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

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 1/5/2011 - 31/10/2011	31/01/2012	Final Financial Report 1/5/2011 - 31/10/2011	31/01/2012

Evaluation parameters and methods:

Performance Indicators-

- Feed back forms, whether students engage in projects to benefit their community post-program,
- 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.

Outcome measurements-

- Student and Teacher feedback forms - 80% or more student participants agree the program broaden their social issue perspective
- Assessment of students in terms of enhancement of English skills and areas targeted.
- Measurement of implementation plan target dates and achieved outcomes.
- Student will be able to present a topic on social issue
- Measurement of implementation plan target dates and achieved outcomes.

Dissemination

- We will publized the outcome of the project on our website.
- Learning material would share with interested schools