

A NEW APPROACH TO

# WHOLE PERSON DEVELOPMENT

*Case Practices for HK Secondary Schools  
Offering a non-conventional thinking process for whole person development*



**MWYO**

Thought Leadership on Youth Development





## Foreword

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If you have ever thought of upgrading your school's whole person development ("WPD") performance – to step up the game either from good to great, or from great to sustainable, this paper might do the trick.

MWYO, a youth-oriented think tank established in 2015, initiated the Whole Person Development Study ("WPD Study"), with the view to **filling the knowledge gap and sharing best practices for educators to successfully nurture "whole-person" students.**

First of all, this would require a credible and compendious framework that defines "whole person development", to help educators to reimagine WPD in a systematic way. As such, MWYO published the "Whole-Person Development Framework for Secondary Students" ("WPD Framework") in 2019, which suggests the specific core competencies, skills and values that students should develop to unleash their potentials and talents.

The next step is to **contextualise** WPD. Given the exam-oriented education culture in Hong Kong, one might question the possibility of creating a WPD-conducive environment for students. Therefore, this paper is a culmination of the second phase of the WPD Study, which aims to identify scalable best practices of WPD that have been deployed in schools. Best practices are selected based on the criteria of being innovative, pragmatic and cost-effective, which we believe can overcome institutional constraints. The 10 schools we interviewed (detailed in the methodology part) have shown that it is possible to overcome systemic barriers and create a WPD-conducive school environment. They tailor policies, programmes, and workshops that effectively break through existing constraints in order to help students develop holistically.

The extra efforts paid by schools could bring significant impact for students. Students would be able to get more exposure throughout the course of secondary education, and equip themselves with the core competencies needed in life. A school life with diverse learning opportunities that is more satisfying for students encourages them to embark on lifelong learning, and prepares them for the changing nature of work and the challenges of the 21<sup>st</sup> century, and more specifically, the world in 2050.

I sincerely hope you would be able to gain some insights from the case practices. Your reimagination of WPD would start to signal a change in the society for reshaping the educational culture, ultimately unleashing the potential of youth in Hong Kong.

A handwritten signature in black ink, consisting of a stylized 'M' followed by a series of loops and a long horizontal stroke.

**Ming Wai LAU**  
Founder and Director, MWYO

# Ten-point Summary

## 1 What is the focus of this research?

*“Bringing WPD in schools from good to great; from great to sustainable.”*

“A New Approach to Whole Person Development – Case Practices” is part of the WPD Study conducted by MWYO. We have interviewed ten secondary schools in Hong Kong and gathered their good practices that effectively nurture students’ core competencies for whole person development (“WPD”). This research is conducted with the firm belief that good WPD practices should be drawn from collective wisdom, while constant **brainstorming, evaluation and reinvention** of WPD in schools would help sustainably groom students’ multiple talents.

## 2 How to gain parents’ support towards the school’s WPD model?

Schools may face great opposition from parents to spend time for WPD, since they might feel that it involves a compromise of academic learning opportunities. The misunderstanding can be corrected by facilitating parents’ understanding of WPD, such as its benefits and its compatibility with the curriculum. **Case Study 1.1** features an example in which the school succeeded in enlisting parents’ support by setting up various channels to actively communicate with parents.

## 3 How should we design extra-curricular activities (ECAs) to fit students’ needs in different forms?

Establishing a systemic way to groom students’ WPD competencies is crucial. In **Case Study 1.3**, the school outlines clearly the objectives of the four different phases of students’ participation in ECAs. For example, junior students should first be exposed to have a taste of different ECAs at a young age, while being gradually guided to identify their own area of interest. The four-phase model has become a virtuous cycle to groom talents systemically in the school, and empowered stakeholders like coaches, student leaders and student members of school teams or clubs to perform their own functions.

## 4 How could we popularise the sports culture in school?

School management should treat sports as one of the core elements of school life in order to popularise such culture. Efforts should be placed to mobilise non-athletes, who assumingly do not have a regular exercise habit to establish an exercise pattern. **Case studies 2.1 and 2.2** feature examples that successfully **motivated non-athletes** to support their sportsmen in joint-school competitions and establish an exercise habit respectively. These two cases are sound illustrations that incorporated the sports element into students’ lives.

## 5 How should we incorporate a good study-life balance in school life?

It is a general observation that most schools in Hong Kong hold “stress-management” workshops for Form 6 students, as one of the ways to guide them to positively deal with stress. However, it is more important to encourage students to develop their own stress management mechanism preemptively before Form 6, and ideally as young as possible. **Case Study 2.6** demonstrates how the school advocated mindfulness activities to her students, so that students could regularly experience solitude and learn how to manage and reflect on their own emotions.



## 6 What should we do to better mentor students?

Schools should always go beyond knowledge building and become a life skills training arena for students. Mentoring in particular helps to facilitate students' growth, as students would have someone to look up to and ask for guidance and advice. **Case Study 3.1** presents an example in which class teachers wear another hat as students' mentors, to meet them individually and provide guidance and support according to their unique traits. **Case Study 4.2** also illustrates a way that effectively nurtures student mentors through asking them to join competitions related to peer mediation.

## 7 What is the key to attracting students to get interested in social affairs?

To tackle this, we have to first understand how students in this decade absorb information. Most of them are tech savvy, who read a lot online information daily. **Case Study 5.1** presents a case in which school affairs are effectively blended into students' life. It is believed that, through building students' awareness of school affairs, students are encouraged to pay attention to matters and people outside of their immediate social circles and learn to care about the society.

## 8 How should we design volunteering activities to make them more meaningful?

Although volunteerism is getting more popular among students in recent decades, volunteering services can be better designed to sustain the pipeline in nurturing volunteer leaders. Instead of ad-hoc volunteer services (e.g. flag selling, beach cleanup etc.), schools might wish to improve the quality of experience for volunteers, by utilising students' talents and empowering students to plan and design their own services, with a similar format as **Case Study 5.3**.

## 9 Apart from study tours, are there alternatives to nurture students' global awareness?

Hong Kong is an international city – it is safe to assume that students could be equipped with a high level of global awareness even if they stay within the border. Incoming exchanges could be held as intercultural education activities for students to harness their curiosity towards different cultures. **Case studies 6.1 and 6.2** even made use of the school's cultural diversity, and implemented activities such as an intercultural exchange during morning assemblies, as well as a Cantonese Opera with local and non-local students.

## 10 What are the follow-up actions of this research?

Through highlighting a few WPD school champions in this research, we hope these examples could inspire schools to become WPD champions in their own right. We have included a self-assessment survey designed for students, which measures their self-perceived ability in all of the related skills under each core competency of the WPD Framework. Schools could make use of it to track students' WPD ability over the years, as a reference for the school's strategic planning of WPD in the future.

MWYO, as a think-/do-tank, will continue to roll out initiatives\* that empower the education sector to share and evaluate their WPD practices, to achieve the goal of this research – to foster a sustainable WPD culture in Hong Kong.

\*Remarks: For details, please visit: <http://mwyo.org/wpdcubator/en>



# Introduction

# Background

## Have you ever reimagined the design of school initiatives from the perspective of WPD?

“Whole Person Development”, as suggested by the previously published paper “Whole-Person Development Framework for Secondary Students<sup>1</sup>”, comprises core competencies, related skills and values. They help students to develop their sense of self in their own ways, establish their locus in relationships, and ultimately, cultivate values that orientate them to become well-rounded individuals in the society.

It is a general observation that policymakers and educators agree, in principle, that students’ WPD should be one of the goals of education. However, schools face a lot of constraints to achieve this goal, including:

### I. Stakeholders are not aligned on the incentive to create a WPD-conducive school climate

Students, parents and teachers play an equally important role in establishing a WPD-friendly school environment. If stakeholders’ values and incentives are not aligned (e.g. schools and teachers, teachers and parents), the school would lack support in initiatives that do not have knowledge building as its purpose, be it knowledge within or outside the curriculum, which creates adverse impact to students’ WPD.

Other than that, schools have to leverage the support from stakeholders to systematically incorporate WPD into different parts of school life, like the curriculum, ECAs, volunteering activities etc. Therefore, the goal of this paper is to propose **pragmatic** ways to create conditions that are favourable to create a WPD-conducive school environment.

### II. Students often participate in extra-curricular activities (ECAs) for utilitarian purposes

Although students participate in a large number of ECAs, it is a common phenomenon that they participate in activities with the primary aim to enhance their own CVs. The utilitarian culture made ECAs another competitive arena among students, instead of serving as a self-discovery platform – to explore their own interests, develop their non-cognitive abilities, and establish their relationships with other people and their surroundings.

To this end, schools might have to play a bigger role in outlining and informing clearly the objectives for students’ participation in different ECAs, with the aim of empowering students to have intrinsic motivation to participate in them. **Innovative yet pragmatic** ways to “reinvent” ECAs should also be identified in such a way that sparks students’ genuine interests in these activities.

### III. A lack of know-how and social capital for WPD in schools

While students could have a wide array of interests, the reality is most schools do not offer a large basket of learning opportunities, due to the lack of practical knowledge on implementation and insufficient resources, including network, manpower, financial resources and so on. With such constraints, some activities that do not sufficiently spark students’ interest, for example, fencing, rugby, bridge etc., would have slight chance to be implemented in schools. Also, initiatives like STEM, would require a high initial setup and equipment cost, that might create huge financial burden to schools. As such, another aim is to identify **cost-effective** WPD measures, that optimises the use of resources from different communities.

<sup>1</sup> See: <http://mwoyo.org/wpd/en>

# Objectives

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This paper sees the way to achieve WPD as a **dynamic thinking process**, as students' needs, as well as social and development trends, keep evolving.

So, we investigated how schools with good reputation in WPD (that is, schools which have **consistently** invested resources and put in place practices in WPD) actually shaped their WPD environment, in order to facilitate the **thinking process** of achieving WPD according to the core competencies proposed in the WPD Framework.

Accordingly, we have met with 10 secondary schools in Hong Kong, and gathered their good practices, which are mainly outside of the existing curriculum. From these practices, we have identified three principles that allow schools to overcome institutional or systemic barriers in attaining WPD:



## Pragmatic

Practices which are practical in nature and suit the actual school conditions;



## Innovative

Practices which break through the prevailing bottleneck for developing certain core competencies of WPD; or



## Cost-effective

Practices which optimise community resources and bring a lower or more sustainable cost than existing ways.

This Paper gives examples of pragmatic, innovative and/or cost-effective practices to inspire schools to do the same. Cases that we illustrate are mostly atypical, not because we think that existing initiatives (e.g. uniform groups, sports teams etc.) are not helpful for WPD, but we believe the cases we propose could further stimulate schools to rethink WPD from a fresh perspective.

## Methodology

In order to enhance the applicability of the case studies for different schools in Hong Kong, the 10 participating schools of the project differ in terms of their students' academic performance, and have various funding types, religious backgrounds, availability of resources and so on. While the study is conducted anonymously, below are snapshots of the background of respective schools:

SCHOOL	ACADEMIC PERFORMANCE	GENDER	FUNDING TYPE	RELIGIOUS BACKGROUND
A	Elite School	F	Direct-subsidy	Christian
B	Non-elite School	Co-ed	Aided	No Religious Views
C	Elite School	F	Direct-subsidy	Christian
D	Non-elite School	Co-ed	Direct-subsidy	Buddhist
E	Elite School	Co-ed	Aided	Confucianism
F	Non-elite School	Co-ed	Direct-subsidy	No Religious Views
G	Elite School	Co-ed	Direct-subsidy	No Religious Views
H	Non-elite School	Co-ed	Direct-subsidy	No Religious Views
I	Elite School	Co-ed	Aided	Christian
J	Non-elite School	Co-ed	Aided	Christian

## Potential Benefits for Schools

A clear and important takeaway from the diversity of schools above that exemplify WPD is that promoting WPD, and on the other hand, academic achievements is not, and should not be treated as a “zero-sum game”. Some might think the more time students spend on extra-curricular activities, the less time they spend on studies and therefore they will have lower academic achievements. However, research have suggested the contrary. Experimental studies have found that the broader the areas in which students could develop, the higher chance these non-cognitive developments could have a “spillover effect” in boosting academic achievements<sup>2</sup>.

Schools can always create a WPD-conducive environment with the right strategies. The following case studies showcase examples that effectively enlisted stakeholders' support, mobilised students' participation, and utilised the schools' resources. While there is never a syllabus for WPD, an open mindset towards change would be crucial for the betterment of WPD in schools.

<sup>2</sup> Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), pp.405-432.

## Framework Overview

The case practices in this paper will be showcased according to the core competencies nurtured in the WPD Framework. It is made up of five areas of core competencies, which includes:

# WPD FRAMEWORK



### Health And Wellness

- Exercise participation
- Study-life balance / Mental health awareness



### Health / Wellness

Take measures to maintain a healthy lifestyle in physical, psychological and social aspects.



### Life Skills

Possess essential life qualities, in order to self-manage and embrace life challenges.



### Relationship Literacy

Realise the importance of forming sustainable and healthy relationships with family, friends and community.



### Civic Literacy

Understand one's civic rights and duties; have knowledge of the implications of social affairs; make informed civic decisions.



### Global Awareness

Understand issues through a global perspective; connect with the rest of the global networks in the economic, cultural and political fields; become a global citizen.



### Global Awareness

- Intercultural effectiveness
- Environmental awareness





## Core Competencies



### Skills



### Values



## Life Skills: Resilience and Problem-solving Ability

- Sportsmanship
- Self-direction skills
- Creativity
- Critical problem solving
- Flexibility & adaptability
- Leadership & execution skills
- Cultural appreciation

### Values

**Humility**  
**Compassion**  
**Balance of Needs**  
**Self-worth**  
**Resilience**  
**Optimism**  
**Productivity**  
**Responsibility**



## Relationship Literacy

- Relationship management skills
- Communication skills



## Civic Literacy

- Awareness of social affairs
- Discharge of civic responsibilities
- Volunteerism

# Headwinds facing schools to achieve WPD

Schools face certain headwinds to empower students to achieve WPD. This paper adopts a problem-based approach and suggests policies, practices or norms to tackle the following problems.

## 1. Conditions for a WPD-conducive environment



### Gain consensus

- a. Do stakeholders of the school (e.g. parents, teachers) support the school's WPD model through extra-curricular activities?  
How should we further enlist their support?

### Institutionalise

- b. How should we groom students' multiple talents over the six years of secondary education?
- c. What should we do to systematically identify students' talents and unleash their potentials?

### Regularise

- d. How to instil a particular learning theme into different aspects of school life?
- e. What are the ways to bring in a broader kind of learning exposure during lesson time?

## 2. Health & Wellness



- a. Is the sports culture popularised? What can we do to further spread such culture?
- b. How to unite members in sports teams to strive for high achievements?
- c. Do our students rest enough? How could we instil the importance of a good study-life balance to them?

## 3. Life Skills



- a. How to facilitate students' growth as a person but not only as a student?
- b. How to make open / public events of schools a more meaningful experience for life-skills training?
- c. What can we organise to enhance students' awareness in thinking and planning about their future?

## 4. Relationship Literacy



- a. What are the ways to improve our students' communication skills for better relationship-building?
- b. What are the new trends in communication? Are there other communication skills training that students should be exposed to at a young age?
- c. How to cultivate a mentorship culture and nurture quality student mentors to establish a caring school environment?

## 5. Civic Literacy



- a. How can we leverage on technology to make school / social affairs more appealing to students?
- b. What are the platforms for students to rationally analyse and discuss social issues?
- c. How should volunteering activities be designed to be more meaningful?

## 6. Global Awareness



- a. What kind of activities could we hold to facilitate an intercultural education on campus?
- b. What could we do to enhance students' awareness towards the existing threats to the environment?





# CHAPTER 01

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Creating favourable conditions  
for a WPD-friendly  
school environment

## General Observations

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Each school has its **own character, foundational beliefs and values** to shape its education model. Some prefer to grant students a higher degree of autonomy, to encourage them to explore their own interests and realise their potentials in fields that they wish to develop in; some instil a sense of pride in students, with a view to empowering them to excel in aspects that are in line with the school's goal. A school's character and values will influence the way it should go about to attain WPD. Still, **common favourable conditions** are found to effectively foster school's WPD environment, despite value differences among schools.

Creating a WPD-conducive climate requires concerted effort from the school management, parents, students, teachers and so on. While there is no single panacea that creates a WPD-conducive climate, schools are suggested to:

### 1 Gain consensus

Align stakeholders' values to make WPD a goal for all;

### 2 Institutionalise

Establish a systemic way to groom WPD competencies; and

### 3 Regularise

Incorporate WPD into different parts of school life.

# Headwinds and Case Practices

## I. Align stakeholders' values to make WPD a goal for all

### a) Do stakeholders of the school (e.g. parents, teachers) support the school's WPD model?

How should we further enlist their support?

No one would deny the importance of developing multiple potentials of students. However, in reality, schools may face a great deal of **opposition from parents** for spending time on WPD, as they might involve a “compromise” between academic learning and other learning opportunities. The missing piece here, is to let parents understand the **concrete benefits** of WPD and its compatibility with the curriculum, thereby **aligning the school's WPD direction with parents' expectations**.

In particular, schools should facilitate parents' understanding of the correlation between WPD and the latest education trends, for example, the benefits of instilling the value of self-motivated, lifelong learning as a response to the changing nature of work, or the wider international outlook that brings higher chances to future learning and employment opportunities in the globalised world, with the aim of showcasing the substantial advantages of a whole person education.

On top of that, schools are encouraged to constantly keep parents informed of or even engaged in school activities, via formal channels such as parent-teacher associations or non-formal channels like social media, gatherings and so on, make parents and schools the **pastoral partners** of students.

Case study

1.1

## Increasing transparency of the school's activities to parents

School F (Co-ed school, Direct-subsidy, No religious views, Non-elite school)

School F understands even though the school fully agrees with the WPD principle, the critical path to success lies in parents' support towards the school's model. Therefore, the school places a lot of emphasis on their **communication with parents**. They hold regular parents' gatherings and meetings, update their social media and initiate WhatsApp groups to make sure parents have access to what is happening in the school. The school believes that the transparent approach has helped to gain recognition from parents to support the school's education model – to provide a holistic education for all.

Other than that, the school actively engages parents in student activities. For the half-month compulsory bridging programme for freshmen, parents are invited to participate in the course and even perform with their kids in its graduation ceremony. This enhances parents' involvement in school activities and eventually improves parents' understanding and support towards the school's values.



**Pragmatic**



**Innovative**



**Cost-effective**





Enlisting support from **teaching staff** is also the key to push forward the school's WPD work. As frontline staff have the longest communication time with students, whether or not they agree with the values of the school directly affect the effectiveness of WPD in schools. School management should aim to empower their teaching staff to **become the main driver of WPD in schools, so that the blueprint of the school's vision could be carried out to students effectively**. The critical step again is to align their values with teaching staff, and the following ways are considered good approaches. Once the values between the teachers and the school are aligned, it could be a powerful weapon to bring in better conditions for WPD.

#### Case study

## 1.2

### Teaching staff having high autonomy in curriculum planning

School A (Girls' school, Direct-subsidy, Christian, Elite school)

School A believes in the empowerment process of teaching staff. Therefore, middle-/ top-management of the school is granted with a high degree of autonomy in curriculum design, which makes the curriculum in the school always ambitious, innovative and forward-looking.

Taking their IT education as an example, teachers borrowed ideas from different international IT case competitions and incorporated elements including app writing, computational thinking and website building into the S1-S3 curriculum. Teachers of School A suggested that the constant refinement of the syllabus is part of their culture; they also have higher job satisfaction in being able to transmit the knowledge and skills that they firmly believe in.



**Pragmatic**



**Innovative**



**Cost-effective**

# Headwinds and Case Practices

## II. Establish a systemic way to groom WPD competencies

### b) How should we groom students' multiple talents over the six years of secondary education through extra-curricular activities?

ECAs are significant to students' growth as they provide opportunities for them to explore their interests and to flourish in the process. However, careful planning is needed in order to outline the goals of ECAs for students in different forms. For example, the following "4Es" cycle adopted by an elite school in HK, is a sound illustration for schools who wish to design a roadmap for students' participation in ECAs from the first day of school.

Case study

# 1.3

## The 4Es cycle to groom talents through ECAs

School A (Girls' school, Direct-subsidy, Christian, Elite school)

### Exposure

Junior form students (JS) are given opportunities to experience different extra-curricular activities. Having the first taste of activities at school, they are able to identify their interests and potentials, which lead them to more in-depth engagements in activities. As student leaders, senior form students (SS) would lead and empower JS to become motivated members of the school teams or clubs.

### Engagement

Students will focus on the interests that they have identified and develop them through constant engagement in activities at school. For example, for students who are interested in basketball, they would engage in trainings to further develop their skills and mentality for competitions. The actual engagements in activities grow as students become more involved and committed in their interests.

### Enlightenment

School A provides students with coaching and exposure opportunities to enlighten their students and take their skills to new levels. For example, choir members are coached by professional orchestra leads, and trained to compete in various inter-school competitions. The school thinks the enlightenment process broadens students' horizon by exposing them to the best learning opportunities.



### Empowerment

The enlightened students would then take the leading role in cultivating JS' interest and increasing their involvement in the activity. SS act as student leaders and pass on their knowledge, attitude and experience to their successors. JS would then have someone to look up to as their role models.



Pragmatic



Innovative



Cost-effective

“ It’s a step-by-step process, throughout the six-year course of secondary education. ”

Principal of a participating school

### c) What should we do to systematically identify students’ talents and unleash their potentials?

Talent acquisition for school teams is about placing the right person in the right position. It is essential for creating a WPD-friendly climate as it determines students’ focus in ECAs in schools. There is a need to establish a method to systemically and effectively identify one’s talents in different parts of school life. For schools, it is also a way to maximise the chance to **unleash students’ potentials and sustain the pipeline** to groom talents.

Case study

1.4

## 360-degree recruitment for sports teams

School C (Girls’ school, Direct-subsidy, Christian, Elite school)

School C understands the key to identifying and grooming talents is to observe. Therefore, the school employs an inclusive approach to recruit students in various sports teams. This mechanism could also be applicable to different school teams and is not limited to sports.

The 360-degree recruitment in School C is divided into a few tiers. For the first tier, in sports team selections, students who have already showcased their talents would be recruited; then, the next tier takes place in various sports interest classes, in which students who performed well would be invited to join the school teams. The last tier would be recruiting students who are not enrolled in any ECAs. The school would suggest the right kind of sports to students, including sports that are not as “mainstream” or popular (e.g. rugby, fencing), to make sure students get the chance to unleash their talents. The recruitment process covers different students comprehensively, by thorough observation in all kinds of related occasions.

As a side note, the approach would help schools achieve better results in external competitions, as it ensures that the success of school teams is not dependent on one top performer, but on the virtuous cycle to groom talents instead.



Pragmatic



Innovative



Cost-effective

# Headwinds and Case Practices

## III. Incorporate WPD into different parts of school life

### d) How to instil a particular learning theme into different aspects of school life?

Some schools favour building a WPD-conducive environment through exposing students to a particular learning theme, for example, through STEM, IT education, social affairs etc. However, it is difficult to mobilise all students to get involved in the learning theme without a holistic plan covering different aspects of their school life. The following case practice by school B is considered as a successful example that incorporated its learning theme, STEM, into multiple aspects of school life.

Case study

1.5

### Fostering the STEM culture in students' school life

School B (Co-ed school, Aided, No religious views, Non-elite school)

#### Culture

School B has held the “Star of STEM” election to elect the best performer of STEM in each class. The principal concluded that students in general have become more motivated in STEM ever since the election, while awardees have gained a sense of satisfaction and aspiration to become lifelong learners in STEM.

#### Curriculum

School B has been incorporating the subject “Technology and Living” into the junior form’s curriculum progressively. F.1 students will learn about the programming knowledge of mBot, which is an educational robot kit for students, while F.2 students will gain basic understanding of Arduino, a low-cost open source hardware that creates devices to interact with the environment using sensors and actuators.

#### Extra-curricular activities

School B has been providing a wide variety of ECAs that are related to STEM, which includes short courses on smart homes, aerial photography, robot programming, mini 4WD cars and so on.

#### Volunteering activities

Subsidised by the District Council, the school partnered with their community’s NGOs to organise an elderly volunteering programme, aiming to promote environmental awareness and digital literacy among elderlies in the district. Through fun fairs and school visits, students have the chance to interact with the elderly and share their knowledge on the use of green products and new tech gadgets. For the programme as a whole, it provides students with a chance to act on their knowledge and foster a more inclusive community.

**To successfully incorporate the learning theme (STEM) into various parts of students’ school life, the principal of School B suggested the following success factors:**

#### *Economical use of resources*

Instead of purchasing a high-cost educational robot, the school goes for **separate accessories and components for mini-robots**. Students would then be taught to assemble the robot using the materials bought by the school. Not only can students experience the building process themselves, the school also enjoys a comparatively lower equipment cost.

#### *Expertise of teaching staff*

The principal considers the background of teaching staff as an essential element if schools wish to carry out a quality STEM education. Taking the school as an example, STEM-related subjects are taught by teachers with degrees in Information Engineering and Computer Engineering. With the teaching staff’s expertise, the school is able to implement a down-to-earth STEM curriculum.



**Pragmatic**



**Innovative**



**Cost-effective**



## e) What are the ways to bring in a broader kind of learning exposure during lesson time?

For schools that wish to incorporate WPD into their curriculum, standalone lessons for WPD would be a good option. It guarantees a regular time for students' multi-faceted development as the lessons are held during school time, and ensures students' participation in the lessons. Some of the participating schools adopted this approach and further developed their "WPD lessons" according to their students' needs.

Case study

# 1.6

## "Elective Day" on every Friday afternoon

School G (Co-ed school, Direct-subsidy, No religious views, Elite school)

School G would like to let students have a first taste of different kinds of interests. As such, the school arranges "Elective Day" for students every Friday afternoon, and partnered with NGOs to hold short courses covering different interests and skillsets, from foreign language, psychology to even optometry. Students will choose their area of interest and participate in the courses every week during lesstime.



**Pragmatic**



**Innovative**



**Cost-effective**



Some might question, what if the WPD courses aforementioned could not cater to students' interests? School A has adopted a ground-breaking approach to match the course design with students' needs.

Case study

# 1.7

## Self-paced Learning Scheme ("The Scheme")

School A (Girls' School, Direct-subsidy, Christian, Elite school)

The school mobilises its alumni network to organise learning activities, for students who show genuine interest and commitment in learning fields which are not covered by the school's conventional ECAs.

In order to launch a programme under The Scheme, students would have to submit proposals for the area of learning that they are interested in before the start of the academic year. The school would then review the proposals and help assemble the resources needed if they are approved. For example, the school helped to line up alumni who work in the field of criminology with students who would like to learn more about the field. The scheme serves as an excellent opportunity for self-motivated students to pursue their own goals with the school's financial and network support.



**Pragmatic**



**Innovative**



**Cost-effective**





## CHAPTER 02

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Shaping students' healthy lifestyle  
in physical, psychological &  
social aspects



## WPD Framework – Health and Wellness

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According to the WPD framework, the core competency “health and wellness” consists of two related skills, “exercise participation”, which refers to students’ commitment to regular exercising, and “study-life balance/ mental health awareness”, which means effectively dealing with stress and achieving good time management between study and rest. For details of the core competency, please refer to the Framework pp.18-19.

### General Observations

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It is known that many students in Hong Kong do not have enough exercise and rest. In this sense, schools usually find it hard to popularise sports among students as well as persuade them to achieve a better study-life balance. The following case practices will take these two factors into account and suggest effective WPD initiatives that schools employed to alter students’ lifestyle.

# Headwinds and Case Practices

## a) Is the sports culture popularised? What can we do to further spread such culture?

The first and foremost factor is to **treat sports as one of the core elements of school life**. Many schools that are able to establish a strong sports culture involve the majority of students in sports, for example, through assemblies, inter-school sports competitions and so on. Two of the notable examples are listed below.

Case study

### 2.1

## Letter to Vice-Principal to compete for the “cheerleading quota”

School C (Girls’ School, Direct-subsidy, Christian, Elite school)

School C has succeeded in emphasising sports as one of the core elements in school life, such that both athletes and non-athletes are duly involved in sports events.

There is a limited quota for students to cheer for their sports teams in inter-school athletics and aquatics meet every year. Those who are interested are asked to submit a letter to the Vice-Principal, to showcase their passion in supporting the sports teams and suggest ways to cheer for the school's athletes. The Vice-Principal will then pick students as the cheerleading representatives of the school.

As students in School C in general have high motivation in participating in external activities, coupled with the competitive element in the selection process and some time-off from lessons as incentives, lots of students participate in the letter-writing campaign, which increased students’ awareness in sports events. For those who are chosen to represent the school to cheer for their athletes, through cheerleading, they have the opportunity to get immersed in sports competitions, appreciate the beauty of different kinds of sports, witness athletes’ effort and determination to strive for victories. All of these factors are conducive to establishing a strong sense of belonging towards the school and establishing a sports culture at school.



Pragmatic



Innovative



Cost-effective

Apart from the participation in “competitive sports”, School D has been sparing time during morning assemblies to promote “exercising for health” as one of the core elements of school life.

Case study

### 2.2

## Exercising session during morning assemblies

School D (Co-ed school, Direct-subsidy, Buddhist, Non-elite school)

A 5-minute exercising session is held during the morning assembly every day, to popularise the sports culture among all students, teaching staff and even janitors. The school aims to establish students’ habits in daily exercising and nurture their determination in having adequate exercise for a healthy body. In the future, to continue the success in popularising sports at school, the school plans to implement similar campaigns in neighbourhood communities, targeting to promote the importance of sports to elderlies.



Pragmatic



Innovative



Cost-effective

**School management's leadership** can be a crucial factor to popularise sports in the school. From the experience of the participating schools, students would be more encouraged to participate in sports when school management engages in the activities in any form, such as participating in the sports in person with students, supporting sports teams in the field, or even just recognising students' achievements in assemblies.

#### Case study

## 2.3

### Principal's active participation in sports activities

**School D (Co-ed school, Direct-subsidy, Buddhist, Non-elite school)**

The principal of School D firmly believes in the power of determination to one's success, especially for students who have experienced failure. Therefore, the Principal himself participates in hiking and Trailwalker events, and hikes with students weekly, to retain existing members and inspire students to join. With the Principal's leadership and involvement, there is a long-held tradition of participating in long-distance running, cross-country races and Trailwalker events, with more than 10% of their students participating annually.



**Pragmatic**



**Innovative**



**Cost-effective**

The last way that schools adopted is to **make use of their geographical advantage** to conduct sports events.

#### Case study

## 2.4

### Annual cross-country race

**School E (Co-ed school, Aided, Confucianism, Elite school)**

Making use of its geographical convenience to the country park nearby, apart from the annual Athletics Meet and Aquatics Meet, the school holds a cross-country race round the reservoir nearby every year, in which all students are required to participate. The rationale to hold this race is to encourage a **whole-school participation** in long-distance running, in order to train students' resilience and sportsmanship. As the venue booking and **setup cost is minimal**, the race is considered as an economical approach to popularise the habit of exercising among students.



**Pragmatic**



**Innovative**



**Cost-effective**



# Headwinds and Case Practices

## b) How to unite members in sports teams to strive for high achievements?

Schools that succeeded in popularising sports understand that having students’ participation is only the first step, and the next would be **setting a common goal for students to work towards together**. While whether or not the teams could win a trophy involves a lot of uncertainties, the most straightforward common goal would be empowering students to perform well as a team.

Case study


2.5


Establishing a performance-driven culture among sports teams

School C (Girls’ school, Direct-subsidy, Christian, Elite school)

The performance-driven culture is strongly established among sports teams in School C. Since students’ admission to the sports teams, members are being told to focus on their performance over their competition results, which leads them to fight for honour, that is something of a higher purpose. As such, teams are never satisfied with victories, but with good performances instead. Taking the school’s basketball team as an example, members regularly participate in trainings that involve feedbacks from the coach and the team leaders, which enables team members to understand their weaknesses and to keep on stretching their limits. With the common goal in mind, bonding among teammates are strong, which is also a main driver of sports popularisation among sports teams and hence the school.

Pragmatic

Innovative

Cost-effective

### c) Do our students rest enough? How could we instil the importance of a good study-life balance to them?

Most of the participating schools partner with community partners, e.g. United Centre of Emotional Health & Positive Living<sup>3</sup>, to organise stress-management workshops for F.6 students, with the aim of helping students to deal with the pressure from public exams. In fact, regardless of students' circumstances (whether or not facing public exams), schools should encourage students to **develop their own stress management mechanism and incorporate it in their lifestyles. Regular activities, along with stress management workshops**, would help students achieve study-life balance.

#### Case study

## 2.6

### Mindfulness programme at school

School D (Co-ed school, Direct-subsidy, Buddhist, Non-elite school)

The school advocates the mindfulness programme (正念校園計劃), with a view to letting students experience solitude and learning how to manage and reflect on their own emotions. The programme includes setting up a meditation room at the campus, setting aside time during morning assemblies for mindfulness sessions and having the mindfulness training module in the Buddhist Moral Education lessons for every student.

On a side note, mindfulness activities are not exclusive to schools with a particular religious background. There are secular mindfulness activities that place their focus on the process of silence and contemplation, but not spiritual nor religious attachments.



**Pragmatic**



**Innovative**



**Cost-effective**

However, the long-term solution for instilling a study-life balance would be establishing a good life habit for students, with adequate hours in sports, rest and work. Schools are encouraged to take study-life balance into account (with the primary focus on rest) while devising class schedules<sup>4</sup>, curating class trips and so on.

<sup>3</sup> See: <http://www.ucep.org.hk/>

<sup>4</sup> **Case studies 1.7 and 1.8** are good examples that made students spare an afternoon every week on their interests during school time, and let students understand that things they do outside studies contribute to their experience of the world.



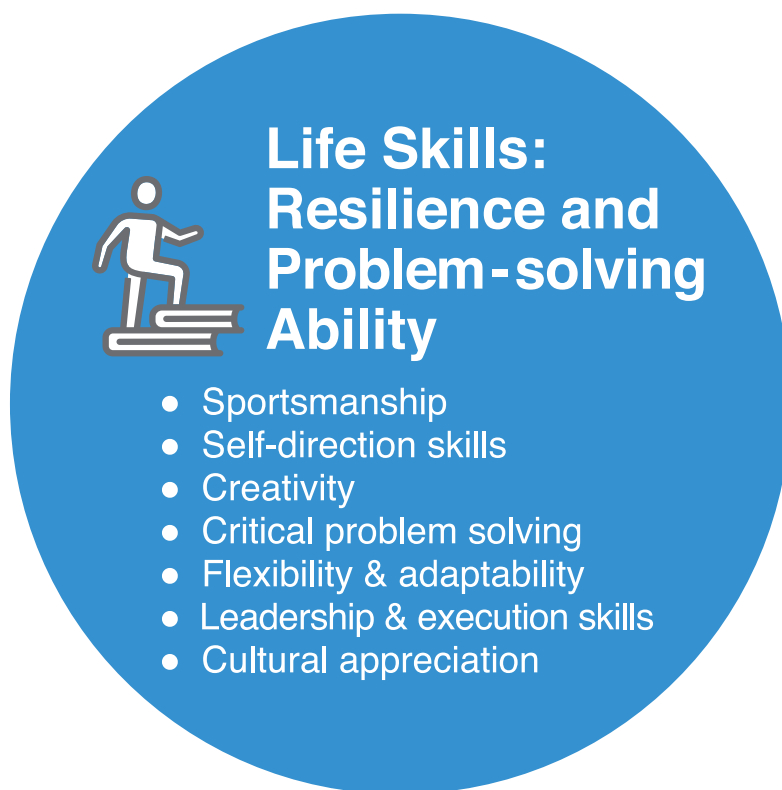
## CHAPTER 03

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Nurturing students' universal  
life skills to face the challenges  
in the 21<sup>st</sup> century



## WPD Framework – Life Skills: Resilience & Problem-solving Ability



One needs a full repertoire of life skills to attain life or career goals, from formulating plans, solving problems creatively, leading and working with others, adapting to new environments, to the appreciation of values and culture. When one has the resilience and grit to consistently deploy the aforementioned life skills, these skills would help to solve obstacles and challenges ahead. For details of the core competency, please refer to the Framework pp.20-21.

### General Observations

The heavily result-focused education system in Hong Kong have encouraged students to focus primarily on gaining academic skills in high school and professional skills in university, rather than the fundamental life skills needed to navigate in life. However, with the advance in technology greatly enhancing the ease of obtaining “hard knowledge” but increasing the complexity of information processing, this has shifted the focus of skills required in the workplace and in life. The significance of skills that are **universal**, i.e. life skills, would become greater, as students have to constantly adapt to new trends and forgo obsolete old practices. While schooling itself, or participation in any activities, is already a kind of life skills training, it is observed that schools generally lack –

1. Mechanisms to understand students’ traits, strengths and weaknesses;
2. Activities that involve a comprehensive set of life skills trainings; and
3. Activities that help students to zoom out and visualise future challenges.

# Headwinds and Case Practices

## a) How to facilitate students' growth as a person but not only as a student?

Understanding is the key to facilitate students' growth. Besides academic achievements, youth nowadays have multiple talents, and every one of them should be encouraged to develop holistically. Schools that wish to further develop students' multiple potentials **are encouraged to, first and foremost, encourage teachers to establish personalised relationships** with their students; and secondly, **to devise a system whereby schools actively keep record of students' attributes, strengths and weaknesses**, either in written or electronic form. Such information can facilitate all relevant staff to better understand individual students, and work together to devise a personalised plan to take care of students' developmental needs and holistically support their growth by providing appropriate guidance at each and every stage.

Case study

3.1

### Mentorship programme between class teachers and students

School A (Girls' school, Direct-subsidy, Christian, Elite school)

With class teachers as mentors, they will meet their "mentees" once a week during the Form Teacher Period and/ or at lunchtimes, in order to get to know more about their students personally. With the interactions happening in a casual and non-academic setting, teachers will be able to provide guidance as a "mentor", who gives moral, civic and career guidance, as well as personal and emotional support, after considering students' interests, family background and developmental needs.

Of course, teachers need prior trainings before becoming mentors of students. The school thus arranges counselling workshops prior to the academic year and on Staff Development Days, to facilitate quality mentorship between teachers and students.



Pragmatic



Innovative



Cost-effective

## b) How to make open/ public events of schools a more meaningful experience for life-skills training?

Open Days are common outlets for schools to promote their school life to outside parties. In fact, public events of one sort or another could also serve as a life skills training avenue for students to plan, co-work and implement activities for schools. Schools might wish to refer to the elements of the following example to make public events a more meaningful learning opportunity.

Case study

# 3.2

## Open Day as a life-skills training opportunity

School A (Girls' school, Direct-subsidy, Christian, Elite school)

School A holds the Open Day annually to welcome alumnus, families and friends to enjoy a day at their campus with booths set up by each class. Each of the booth would have their own product as souvenirs for sale to their visitors. The Open Day is much more than a fund-raising opportunity for the school; to students, it denotes several things at once:

### Whole-school participation

Each class is responsible for preparing their own booth, so all students are involved in the preparation of the Open Day.

### Leadership opportunities

Senior form students act as student leaders and are responsible for the overall stall arrangements and the quality control and sales of the products. Throughout the process, senior students could gain the leadership and self-direction skills needed to realise the overall plan they put forward for the bazaar.

### Entrepreneurship experience

Students have to come up with their own product idea, design their stall, manufacture their product and implement appropriate pricing strategies, which differentiates the Open Day from other ordinary public events of schools. The entrepreneurship experience provided students with a **holistic life skills training**, as it requires students to showcase a basket of life skills, such as execution skills, self-direction skills, creativity, problem-solving skills and so on.



**Pragmatic**



**Innovative**



**Cost-effective**



Of course, public events would not be successful without the participation of external parties, such as alumnus and friends. Schools that do not prefer to spend the effort to engage external parties might consider joining the JA Company Programme held by Junior Achievement Hong Kong (JAHK), which is a similar event for students to design their own products and sell them at a joint-school bazaar, with the aim of exposing them to Entrepreneurship Education.

## Headwinds and Case Practices

### c) What can we organise to enhance students' awareness in thinking and planning about their future?

“Life Planning” has been a policy focus in Hong Kong and therefore a priority for all schools in recent years. It is observed that students in general have higher awareness in Life Planning, but the related activities, for example, workshops, talks, aptitude tests, often overemphasised career planning rather than life planning as a whole. The following sociology game adopted by School F, is considered as an interactive and inspiring approach to raise students' awareness in life planning by letting students **visualise the relevant challenges in the future**.

Case study

# 3.3

### Sociology Game “Life Challenges”

School F (Co-ed school, Direct-subsidy, No religious views, Non-elite school)

Through the sociology game “Life Challenges” (人生的挑戰), students are guided to first set their goals in life, for example, to become a bestselling author, a super parent, a wealthy businessman etc., then go through a 1.5-hour experience with different life encounters and challenges. Throughout the game, they will make life decisions that affect their “wellbeing score”. The underlying message is that students should be mindful of the consequences of their actions on life outcomes.

In order to stimulate students' interest towards the game, 15 teachers participated in it and acted as different characters, like police officers, lottery owners, workplace supervisors, with the aim of increasing the dynamics in the game. The gamified approach with teachers' participation successfully attracted students to fully immerse in the game and supported them to be more aware of the importance of planning in life.



Pragmatic



Innovative



Cost-effective





## CHAPTER 04

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Guiding students to form  
healthy relationships with  
families, friends and community



## WPD Framework – Relationship Literacy

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While the previous core competencies, Health and Wellness as well as Life Skills, focus on developing students' own capabilities, relationship literacy requires students to work on relationships with others – such as families, friends and community. To achieve this, students should be able to effectively convey their thoughts via verbal and nonverbal communication, while also having the ability to manage their emotions, possess empathy and resolve conflicts with others. In this respect, the WPD framework proposes that both communication skills and relationship management skills are essential for improving the relationship literacy among young people. For details of the core competency, please refer to the Framework p.22.

### General Observations

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There are many barriers for youth to form sustainable and healthy relationships with others, including the inability to express oneself, one's thoughts and feelings, and the improper management of one's emotions, that leads to the conflicts with others. To improve students' relationship literacy, schools should aim to 1) improve students' communication skills; as well as 2) translate the abstract concept of "relationship management" into a caring school environment for students to develop healthy relationships with their peers and teachers.



## Headwinds and Case Practices

### a) What are the ways to improve our students' communication skills for better relationship-building?

Some have the misconception that the ability to articulate only matters in academic settings, such as presentations and oral exams. However, articulation is equally essential for establishing connections in contexts such as social and business environments. Students should be taught to accurately express their thoughts and feelings with their social circles.

On a related note, it requires a lot of **deliberate training** for students to become confident speakers. However, it is observed that conventional trainings like debate, poem recitation and other public speaking opportunities of the same sort, appear to have an elitist culture in that the majority of participants are the top performers in language subjects. As such, non-top performers (i.e. the majority) lack the chances to practise speaking. To be sure, communication skills training is not limited to debate or public speaking, but these are effective methods. Schools are therefore encouraged to **actively engage students**, regardless of their language ability, to participate in these activities and gain confidence in articulation. Schools are also encouraged to provide more alternative formats of communication skills training, such as drama courses and negotiation workshops.

### b) What are the new trends in communication? Are there other communication skills training that students should be exposed to at a young age?

Apart from verbal communication skills, as technology advances, youth are **increasingly expected to communicate with others and disseminate information online**. Schools should not neglect the importance of non-verbal communication skills, for example, the use of social media and instant messaging in different contexts (e.g. with friends, for work etc.). The following competition participated by students in School E is a great initiative to help students develop their contemporary digital communication skills.

Case study

4.1

### “The Next Influencers” digital marketing competition

School E (Co-ed school, Aided, Confucianism, Elite school)

Digital marketing has become an important avenue for businesses to publicise their brands. The organisers of the competition therefore partnered with real businesses and public entities, so that the experience for participants to design a digital marketing campaign would become more authentic. Past years' corporate partners include MTR HK, Airport Authority and the Fire Services Department.

Before the submission of campaign ideas, students would have to attend a one-day training camp as well as a workshop to gain knowledge of 21<sup>st</sup> century non-verbal communication skills, which includes digital marketing, video production as well as social media literacy. Then, students would have to produce their own campaign idea and come up with a video to promote the business according to the theme of the competition.



Pragmatic



Innovative



Cost-effective

### c) How to cultivate a mentorship culture and nurture quality student mentors to establish a caring school environment?

A caring school environment should be fostered by closer relationships among students. Schools should have some form of programmes which senior form students are required to mentor freshmen, or at least encouraged to volunteer as a mentor. The key to success of mentorship lies in whether the mentors are able to cater to different needs of freshmen, including their learning, social and emotional needs, and to facilitate their growth. The mentoring process is more than experience sharing; it also requires listening, counselling, conflict-solving skills and so on. Therefore, schools are encouraged to translate the abstract concept of “relationship management” into concrete trainings for student mentors. The following programme, that focuses on conflict-solving skills, would also be conducive to nurturing student mentors.

Case study

## 4.2

### Secondary school peer mediation competition

School E (Co-ed school, Aided, Confucianism, Elite school)

Peer Counsellors (i.e. student mentors) of the school are arranged to take part in the Secondary School Peer Mediation Project organised by the Hong Kong Family Welfare Society. Through a series of workshops, students would gain knowledge in peer mediation, for example, by understanding the emotions and feelings of the conflicting parties, then leading them to mutually find out solutions to the problems. The Project is also followed by a Joint-School Peer Mediation Competition, in which students have to showcase their mediation skills in the role play scenarios. In 2017, the Peer Counsellors of the school won the Champion of the competition and was able to incorporate their peer mediation skills into the school environment.



**Pragmatic**



**Innovative**



**Cost-effective**



## CHAPTER 05

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Engaging students in civic affairs  
in a more interactive &  
meaningful way

## WPD Framework – Civic Literacy

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**Civic literacy is about connecting oneself to the “real world”,** but one should bear in mind the fruitfulness of the connection depends on one’s ability to comprehend social and global affairs. Students are expected to gain basic understanding of how the society works, such as the government structure and legislative procedures, and have a rational attitude to analyse the pros and cons of policies and empathise with others of an opposing view. Based on the understanding of the society, students should be able to make informed civic decisions by discharging their civic responsibilities, for example, in elections and government consultation sessions.

Apart from understanding societal affairs and fulfilling their obligations as citizens, civic literacy is about giving back to the society, and the main way of participation for students is volunteering activities. Throughout the course of volunteering, they get the chance to meet and learn how to serve people from diverse walks of lives. For details of the core competency, please refer to the Framework p.23.

## General Observations

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While there is an old saying that schools should act as “a microcosm of the society”, it’s not easy to make day-to-day school life resemble the society. Extra efforts have to be paid to train students as responsible citizens. In view of this, schools have a responsibility to develop students’ civic literacy by –

1. Establishing students’ habits to stay aware of what’s happening in school / society;
2. Providing channels for rational discussions on social affairs; and
3. Making volunteering activities a more meaningful experience.

# Headwinds and Case Practices

## a) How can we leverage on technology to make school / social affairs more appealing to students?

Youth nowadays have a lot of information to process. Information is everywhere on tech gadgets, from the internet, social media, news agencies and even content farms<sup>5</sup>. Ease of access to information is like two sides of a coin, you get a lot of information, on the other hand spend a lot of time on unnecessary ones. As such, a possible way for schools to bring students' awareness of social affairs and enhance students' responsibility for civic duties is through social media. It provides easy access to information, while also makes information sharing more interactive.

Case study

### 5.1

## "A question a day" about school affairs on Instagram

School F (Co-ed school, Direct-subsidy, No religious views, Non-elite school)

"If you can't beat them, join them." The school is fully aware of how technology changes the living habits of their tech savvy students, and thus came up with the "a question a day" campaign on Instagram, which aims to raise students' awareness of school's affairs and participation in school activities.

Questions related to school affairs, such as the number of pages of a recently published school journal, or the competition result of an inter-school basketball match, are posted on Instagram "stories" and the school's electronic notice boards. Students will then respond to the questions on Instagram, and the best response of the day would be rewarded by the school.

The approach is regarded as successful as the school affairs are blended into students' daily life while students get to respond to them easily. The school firmly believes by first engaging students to stay aware of school affairs, it encourages them to step out of their comfort zone (what's happening immediately in front of them), thereby encouraging them to learn about what's happening in the society. The whole social media campaign is also cost-effective as it does not involve any extra cost, while effectively bringing students' awareness in social affairs.



**Pragmatic**



**Innovative**



**Cost-effective**



## b) What are the platforms for students to rationally analyse and discuss social issues?

The series of political events in recent years have led to a higher awareness of social affairs among students in general. However, this does not equate an improvement in students' critical thinking towards social issues. Platforms that encourage policy discussions should be promoted to inspire a higher level of civic literacy among youth. Presently, there is a wide array of platforms that facilitate such discussions, for example, debates, mock trials, forums and so on; the following case has even incorporated the training element into the programme – transferring the knowledge of social issues while providing a platform for discussion for students.

<sup>5</sup> "Content farm" refers to websites that aims to attract audiences by publishing large amount of copied / low-quality content.

<sup>6</sup> Volunteer Movement. (n.d.). Volunteer Movement Participating Organizations & Registered Volunteers. [online] Available at: [https://www.volunteering-hk.org/aboutvs/vs\\_intro/vs\\_stat](https://www.volunteering-hk.org/aboutvs/vs_intro/vs_stat). [Accessed 28 Mar. 2019].

## Model Legislative Council (MLC)

School J (Co-ed school, Aided, Christian, Non-elite school)

School J sends students to participate in the Model Legislative Council (MLC), which is an educational simulation for students to experience the role as a legislative councillor in Hong Kong. Students will go through a series of trainings and events, from leadership and presentation skills workshops, interviews with legislative councillors to model elections and meetings. Students will then represent their “political party” and speak as a councillor after the trainings.

Through the programme, students will gain a better understanding of the political system (and especially the legislative branch) of Hong Kong, and be able to logically analyse and articulate arguments, and empathise with people with different stance on social issues.



**Pragmatic**



**Innovative**



**Cost-effective**

### c) How should volunteering activities be designed to be more meaningful?

Volunteerism is getting more popularised among youth in recent decades, as reflected by the 6.3 times increase of registered youth volunteers (aged 13-25 years old) from 1998 to 2015<sup>6</sup>. However, the higher rate of participation does not reflect the **quality of experience** for students. Students in general are primarily motivated to participate in volunteering because of the requirements under Other Learning Experiences (OLEs) in the NSS curriculum. To achieve the aim of nurturing students’ civic literacy, and empowering them to give back to the society even after they have left school, the service designs of volunteering activities have to be better tailored to suit students’ talents and needs.

## The Elderly Academy – an annual service project

School A (Girls’ school, Direct-subsidy, Christian, Elite school)

The Elderly Academy (“The Academy”) is an annual social service project of School A that aims to let students self-design volunteering services for elderlies in the school’s district.

With a different theme each year, S6 students, who have just completed their public exams, will lead S2 students for a 3-day service project in the summer. Themes of recent year projects are innovative, which includes inviting elderlies to try out laboratory experiments, holding music performances and organising health knowledge workshops at hospitals.

What makes the volunteering experience special, is the self-design element that empowers students to unleash their creativity and utilise their expertise during the services. Students reported that they gained insights on the ways to contribute back to the society and had higher incentives to participate in volunteering activities after this experience.



**Pragmatic**



**Innovative**



**Cost-effective**



## CHAPTER 06

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Making students “people  
of the world”



## WPD Framework – Global Awareness

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Living in a highly globalised world, students are expected to influence and be influenced by global events in life. It is important for them to gain a holistic worldview – to establish a relationship between themselves and the world. Thus, under the WPD Framework, two related skills of Global Awareness are proposed, including “intercultural effectiveness”, meaning the ability for students to effectively understand and communicate with people from different backgrounds, i.e. cultures, races, religions and so on. Apart from this, students are also expected to understand more about the environment surrounding them. They should be empowered as the champion of environmental protection and devise solutions to address environmental threats. For details of the core competency, please refer to p.24.

## General Observations

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With a bilingual exposure in schools since childhood, students in Hong Kong are inherently advantaged to gain a better understanding of global affairs than others. The incorporation of the “Globalisation” module into Liberal Studies also made access to knowledge regarding global affairs easier. However, the real-life experience for students to communicate with people of different backgrounds is equally important. In view of this, most of the schools in Hong Kong arrange exchange tours to let students gain exposure to different communities in the world. However, other than the tours, are there ways for students to have more in-depth communication with people from different cultures? This is a question that has to be solved for intercultural education in the future for schools.

In terms of environmental awareness, some of the schools implement green policies, such as requiring students to bring their own water bottles, napkins and cutlery, restricting the use of air-conditioners, setting up recycling bins and so on. However, students seldom have the opportunity to understand environmental problems from a macro-viewpoint. Programmes regarding environmental protection in the future should aim to provide students with a bigger picture of the prevailing problems and to instil an understanding of environmental threats around the world.

# Headwinds and Case Practices

## a) What kind of activities could we hold to facilitate an intercultural education on campus?

Successful intercultural education does not take place only in pricey study tours. There are also lots of ways to instill such quality into students in their schooling in Hong Kong. For example, incoming exchange programmes, which enable students from different countries to have a Hong Kong schooling experience, could also bring in intercultural exchange between local and foreign students. Some local NGOs, for example, Inter Cultural Education Hong Kong<sup>7</sup>, also provide related workshops, by bringing in members worldwide to campuses and introducing their unique cultures. These activities would help students to harness their curiosity towards different cultures, in turn establishing closer relationships with people from diverse backgrounds in life. The following activities employed by School D, which has a significant proportion of ethnic minorities (EMs), are considered as pragmatic and innovative approaches to bring in intercultural exchange within the school.

Case study

### 6.1

## Intercultural exchange during morning assemblies

School D (Co-ed school, Direct-subsidy, Buddhist, Non-elite school)

With a significant proportion of EMs in the student population, one of the school's ways to nurture students' intercultural effectiveness is to invite EMs to share information about their cultural backgrounds, e.g. history, festivals, religion, food etc. during morning assemblies. **The approach recognises EMs to be part of the community**, and also allows students to understand different kinds of cultures in a short time.



Pragmatic



Innovative



Cost-effective



Case study

### 6.2

## “Cantonese Opera Open Stage” (大戲台)

School D (Co-ed school, Direct-subsidy, Buddhist, Non-elite school)

School D made Cantonese Opera a special intercultural exchange platform for students. With a mixture of local and non-local students, the “Open Stage” has a clear division of work for local and non-local students. For students who speak Chinese as their mother tongue, they will be responsible for the adaptations of Excerpt Performance (折子戲), while non-local students will receive special trainings from the school and perform together with locals.

The Excerpt Performance would be adapted to school life scenarios and performed in public. Audience would also get to know more about the school's inclusive culture, through the adapted excerpts and the combination of performers. The initiative is considered as successful as it recognises the value of each student and encourages students from different cultures to work together, at the same time understanding and respecting each other's differences.



Pragmatic



Innovative



Cost-effective

<sup>7</sup> See: <http://www.icehongkong.com/>

Of course, not every school has such a mix of students. For schools that wish to conduct similar activities, they may partner and co-organise with other schools to widen students' exposure and bring their intercultural education to the next level.

**b) What could we do to enhance students' awareness towards the existing threats to the environment?**

While environmental protection is an issue of global significance, what students do should not only be limited to living a green lifestyle. Instead, they should be empowered to grasp a bigger picture of the (potential) threats to the environment and design solutions for the future of the world. The following programme held by a local university brought students to a better understanding of the air pollution problem in their district.

Case study

**6.3**

## Community Explore: from Science to Action

**School E (Co-ed School, Aided, Confucianism, Elite school)**

The school has participated in the “Community Explore: from Science to Action” programme, organised by the HKUST Division of Environment and Sustainability. Students would have the chance to study the air quality in the district of the school, by using the equipment and methodologies provided by HKUST. Throughout the process, they would measure specifically “NO<sub>2</sub>, O<sub>3</sub>, black carbon and visibility”, the most important pollutants causing air pollution problems in Hong Kong.

Students would then have to further suggest ways to improve the air quality of the district and present their findings to professional judges and participants from other schools. The research findings by participants would also be consolidated into a web-based data platform for public use, which makes students' input useful in real life.



**Pragmatic**



**Innovative**



**Cost-effective**

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## **Conclusion: making WPD sustainable**

This chapter set out the way forward for schools that wish to sustain a whole person education through regular review and follow-up actions.

## Regular Evaluation Needed for WPD

While this paper provides reference to schools on the planning of WPD policies and initiatives, it should be treated **as a guidebook** of WPD rather than a syllabus. The suggested case practices require **constant reinvention and refinement**, for the different conditions of schools, as well as the changing needs of students and the society in the future. These factors necessitate the need for regular evaluations so that schools could keep track of the effectiveness of activities and thereby identifying areas for improvement.

## Data Collection and Evaluation Mechanism

Schools currently rely on the Key Performance Indicators set for each programme, for example, number of students involved, hours of students' participation and so on, to evaluate the effectiveness of WPD initiatives. However, the lack of a mechanism<sup>8</sup> that measures students' ability in terms of various WPD core competencies make the evaluation incomprehensive. A holistic review of WPD initiatives should be able to take both qualitative and quantitative feedback into account. As such, schools are encouraged to introduce regular self-assessment surveys for students, as a tool to assess students' ability in WPD and as an indirect indicator of the effectiveness of school activities.

A sample survey is appended (Appendix) for reference. It measures students' self-perceived ability in all of the related skills under each core competency of the WPD Framework<sup>9</sup>. It could be used as a programme survey, or a longitudinal survey that tracks students' WPD ability over the years, to guide that school's future strategy and inspire other schools based on proven impact.

## Bring WPD from Good to Great; from Great to Sustainable

The case practices in the paper proved that there are plenty of ways to overcome the existing headwinds facing schools to achieve WPD. While it takes time for us to engender a WPD culture in our schools and our society, schools are in a good position to first signal a change of mindset in the society – the belief that one of education's main goals is to help students develop in multiple aspects and flourish as a “whole person” in the society. We have highlighted a few WPD school champions in this paper, and hopefully these examples will inspire other schools and create a ripple effect to foster a sustainable WPD culture in Hong Kong.

<sup>8</sup> EDB provides the self-assessment survey for students, namely the The Assessment Program for Affective and Social Outcomes (APASO). However, it is not directly relevant to the subject of WPD in this paper.

<sup>9</sup> See: <http://mwoyo.org/wpd/en>

# Appendix - WPD Student Self-assessment Survey (Sample)

## Explanatory note on the use of the survey

### Purpose

The survey is developed to assess students' ability in WPD, thereby serving as an indirect indicator to inform school policy and programme design.

### Survey Design

All statements in the survey are derived from the core competencies and skills of the previously published WPD Framework<sup>10</sup>, which illustrates the expected qualities a “whole person” should possess upon his/her secondary graduation.

### Target respondents

Secondary students of all forms are welcomed as respondents of the survey; the survey can be used as a pre- and post-survey to evaluate the effectiveness of a particular WPD programme, or the activities held in a period of time (e.g. three months).

### Survey Constituents

- (1) Related skill: the component skills of each core competency under the WPD Framework;
- (2) Level: the general classification of the level of expertise of each statement, in which,
  - Level I: the **basic** qualities or attitudes needed for the skill;
  - Level II: the qualities or attitudes that an **average secondary graduate** should possess;
  - Level III: the qualities or attitudes needed for an **intermediate learner** of the skill; and
  - Level IV: the advanced qualities or attitudes needed for a **lifelong learner** of the skill.
- (3) 1-10 scale: “1” means they fully disagree while “10” means they fully agree with the statement.

(1) RELATED SKILLS	(2) LEVEL	NO.	STATEMENT	(3) ON A SCALE OF 1-10, HOW MUCH DO YOU AGREE?									
LEADERSHIP & EXECUTION SKILLS	I	13	I set clear missions for tasks	1	2	3	4	5	6	7	8	9	10
	IV	18	I motivate my teammates to work towards the common goals	1	2	3	4	5	6	7	8	9	10

### Remarks

- All questions shall be shuffled; and
- “Related skill” and the “Level” column shall be hidden for the students' copy;

<sup>10</sup> Please refer to pp.9-10 for the Framework Overview.

There is a total of 133 statements. You may state to what extent do you agree with the statement.

On a scale from 1 (strongly disagree) to 10 (strongly agree), how much do you agree with the following statements?  
Please circle the appropriate one.

### Core Competency 1: Health and Wellness

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
<b>Exercise Participation</b>	<b>I</b>	<b>1</b>	I think sports is an important way to maintain a healthy lifestyle	1	2	3	4	5	6	7	8	9	10
	<b>II</b>	<b>2</b>	I have a regular exercising habit	1	2	3	4	5	6	7	8	9	10
	<b>II</b>	<b>3</b>	I understand the benefits from exercising regularly	1	2	3	4	5	6	7	8	9	10
	<b>III</b>	<b>4</b>	I participate in at least 60 minutes of physical exercises daily according to the standard of World Health Organisation	1	2	3	4	5	6	7	8	9	10
	<b>IV</b>	<b>5</b>	I like to develop different sports as interests	1	2	3	4	5	6	7	8	9	10
	<b>IV</b>	<b>6</b>	I have advocated the participation in sports in my school or community	1	2	3	4	5	6	7	8	9	10
	<b>IV</b>	<b>7</b>	I understand my mental health status contributes to my overall health and wellness in life	1	2	3	4	5	6	7	8	9	10
<b>Study-Life Balance/ Mental Health Awareness</b>	<b>I</b>	<b>8</b>	I get enough sleep daily	1	2	3	4	5	6	7	8	9	10
	<b>II</b>	<b>9</b>	I know that I could obtain psychosocial support from school or community when facing hardships	1	2	3	4	5	6	7	8	9	10
	<b>III</b>	<b>10</b>	I understand that the things I do outside studies contribute to my experience of the world	1	2	3	4	5	6	7	8	9	10
	<b>III</b>	<b>11</b>	I have different ways to relieve stress while facing difficulties	1	2	3	4	5	6	7	8	9	10
	<b>IV</b>	<b>12</b>	I plan ahead study (including after school tutoring) and rest time in a balanced manner	1	2	3	4	5	6	7	8	9	10



## WPD Student Self-assessment Survey (cont'd)

### Core Competency 2: Life Skills

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
<b>Leadership &amp; Execution Skills</b>	I	13	I set clear missions for tasks	1	2	3	4	5	6	7	8	9	10
	II	14	I make practicable plans to achieve my goals	1	2	3	4	5	6	7	8	9	10
	III	15	I multi-task and manage time effectively in tight timeframes	1	2	3	4	5	6	7	8	9	10
	III	16	I plan and allocate resources (such as human resources, capital and time) appropriately for tasks	1	2	3	4	5	6	7	8	9	10
	IV	17	As a leader, I give critical feedbacks to ensure the plans are well-executed	1	2	3	4	5	6	7	8	9	10
	IV	18	I motivate my teammates to work towards the common goals	1	2	3	4	5	6	7	8	9	10
<b>Self-direction skills</b>	I	19	I think self-discipline is important for life	1	2	3	4	5	6	7	8	9	10
	II	20	I have a high degree of curiosity to learn about knowledge and skills	1	2	3	4	5	6	7	8	9	10
	II	21	I am able to work independently	1	2	3	4	5	6	7	8	9	10
	III	22	I persistently drive towards my intended goals	1	2	3	4	5	6	7	8	9	10
	III	23	I am motivated to take different initiatives in life	1	2	3	4	5	6	7	8	9	10
	III	24	I will find evidence to find out reasons behind phenomena	1	2	3	4	5	6	7	8	9	10
	III	25	I understand that learning is a life-long process, which should not be confined to childhood and teenage years	1	2	3	4	5	6	7	8	9	10
	IV	26	I evaluate the main barriers of life goals regularly	1	2	3	4	5	6	7	8	9	10
	IV	27	I eliminate the main barriers of life goals regularly	1	2	3	4	5	6	7	8	9	10
	IV	28	I am able to work effectively despite the lack of others' supervision	1	2	3	4	5	6	7	8	9	10

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	IV	29	I have built my own personal identity	1	2	3	4	5	6	7	8	9	10
	IV	30	I have attempted to find out my life aspirations	1	2	3	4	5	6	7	8	9	10
	IV	31	I multi-task and manage time effectively in tight timeframes	1	2	3	4	5	6	7	8	9	10
<b>Creativity</b>	III	32	I am able to use a wide range of techniques to generate ideas (e.g. brainstorming, storyboarding etc.)	1	2	3	4	5	6	7	8	9	10
	IV	33	I use my own ideas in various forms of expressions (e.g. paintings, writings and music)	1	2	3	4	5	6	7	8	9	10
	IV	34	I incorporate creativity into real world situations that are full of constraints	1	2	3	4	5	6	7	8	9	10
	I	35	I pay attention to my surroundings and thus am able to generate insights from my observations	1	2	3	4	5	6	7	8	9	10
	II	36	I am generally open to different ideas	1	2	3	4	5	6	7	8	9	10
	II	37	I am good at analysing and incorporating others' feedback into a well-refined product	1	2	3	4	5	6	7	8	9	10
<b>Critical Problem Solving</b>	III	38	I understand basic logical connections in arguments	1	2	3	4	5	6	7	8	9	10
	III	39	I possess independent thinking, which enables me to distinguish between objective and biased information	1	2	3	4	5	6	7	8	9	10
	III	40	I identify and point out logical fallacies in arguments	1	2	3	4	5	6	7	8	9	10
	III	41	I ask questions effectively for clarification	1	2	3	4	5	6	7	8	9	10
	IV	42	I am able to define the real problems in complex situations	1	2	3	4	5	6	7	8	9	10
	IV	43	I convince others with effective reasoning in order to come up with an agreed solution	1	2	3	4	5	6	7	8	9	10
<b>Flexibility &amp; adaptability</b>	IV	44	I am willing to adapt to different situations, such as the change of job roles and work schedules	1	2	3	4	5	6	7	8	9	10

## WPD Student Self-assessment Survey (cont'd)

### Core Competency 2: Life Skills

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	II	45	I am capable of dealing with changing priorities	1	2	3	4	5	6	7	8	9	10
	II	46	I am capable of dealing with ad-hoc tasks	1	2	3	4	5	6	7	8	9	10
	III	47	I feel comfortable to get to know new trends (e.g. technology, fashion and marketing)	1	2	3	4	5	6	7	8	9	10
	III	48	I embrace ambiguities and changes for life	1	2	3	4	5	6	7	8	9	10
	IV	49	I am willing to step out of my comfort zones	1	2	3	4	5	6	7	8	9	10
	IV	50	I am able to adapt to new circumstances	1	2	3	4	5	6	7	8	9	10
	IV	51	I identify multiple ways to achieve my intended outcomes	1	2	3	4	5	6	7	8	9	10
	IV	52	I refine and adjust plans flexibly	1	2	3	4	5	6	7	8	9	10
Sportsmanship	I	53	I compete fairly in competitions according to rules and regulations	1	2	3	4	5	6	7	8	9	10
	II	54	I understand the contributions by my teammates	1	2	3	4	5	6	7	8	9	10
	II	55	I appreciate the contributions by my teammates	1	2	3	4	5	6	7	8	9	10
	III	56	I think the intrinsic value of sportsmanship goes beyond sports	1	2	3	4	5	6	7	8	9	10
	III	57	I participate in sports competitions for my school or community	1	2	3	4	5	6	7	8	9	10
	IV	58	I respect my opponents in competitions	1	2	3	4	5	6	7	8	9	10
	IV	59	I fully devote and perform my best in competitions	1	2	3	4	5	6	7	8	9	10
	IV	60	I learn from my opponents	1	2	3	4	5	6	7	8	9	10

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	IV	61	I treat my opponents as sources of motivation to improve myself	1	2	3	4	5	6	7	8	9	10
Cultural appreciation	II	62	I think cultural activities are positive to the society	1	2	3	4	5	6	7	8	9	10
	III	63	I possess an open attitude towards various forms of cultural activities	1	2	3	4	5	6	7	8	9	10
	III	64	I have developed aesthetical sense through appreciating different cultural activities	1	2	3	4	5	6	7	8	9	10
	IV	65	I have developed different kinds of cultural activities as interests	1	2	3	4	5	6	7	8	9	10
	IV	66	I am able to express myself through different forms of media (e.g. visual arts, music and drama)	1	2	3	4	5	6	7	8	9	10
	IV	67	I participate in pushing forward the cultural development in my school or community	1	2	3	4	5	6	7	8	9	10

## WPD Student Self-assessment Survey (cont'd)

### Core Competency 3: Relationship Literacy

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
Communication skills	I	68	I convey ideas fluently in my mother tongue	1	2	3	4	5	6	7	8	9	10
	I	69	I know how to use different non-verbal communication tools (e.g. writings, graphics and figures)	1	2	3	4	5	6	7	8	9	10
	II	70	I am able to present thoughts in my mother tongue and an additional language	1	2	3	4	5	6	7	8	9	10
	II	71	I apply suitable tone and manner for a range of purposes (e.g. to inform, command and persuade)	1	2	3	4	5	6	7	8	9	10
	III	72	I listen actively in a dialogue	1	2	3	4	5	6	7	8	9	10
	III	73	I observe critically in a dialogue	1	2	3	4	5	6	7	8	9	10
	III	74	I deliver messages with clarity	1	2	3	4	5	6	7	8	9	10
	III	75	I respect opposing views in a discussion	1	2	3	4	5	6	7	8	9	10
	IV	76	I articulate thoughts and ideas accurately in my mother tongue and two additional languages	1	2	3	4	5	6	7	8	9	10
	IV	77	I adopt the most appropriate communication channel in different contexts	1	2	3	4	5	6	7	8	9	10
	IV	78	I can identify one's underlying emotional and motivational states in a dialogue	1	2	3	4	5	6	7	8	9	10
	IV	79	I reflect on and improve my verbal communication styles constantly	1	2	3	4	5	6	7	8	9	10
Relationship management skills	I	80	I think inter-personal relationships are important for life	1	2	3	4	5	6	7	8	9	10
	I	81	I value manners while communicating with others	1	2	3	4	5	6	7	8	9	10
	II	82	I think people hold different traits and characters	1	2	3	4	5	6	7	8	9	10
	II	83	I respect the differences among people	1	2	3	4	5	6	7	8	9	10

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	II	84	I understand that there are different ways to manage relationships with my family, friends, teachers, working partners and so on	1	2	3	4	5	6	7	8	9	10
	III	85	I possess an emphatic mind	1	2	3	4	5	6	7	8	9	10
	IV	86	I actively foster connections among people	1	2	3	4	5	6	7	8	9	10
	IV	87	I have built strong and supportive bonds with my important friends	1	2	3	4	5	6	7	8	9	10
	IV	88	I make positive influence on my friends	1	2	3	4	5	6	7	8	9	10
	IV	89	My friends and I positively guide each other	1	2	3	4	5	6	7	8	9	10

# WPD Student Self-assessment Survey (cont'd)

## Core Competency 4: Civic Literacy

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
Awareness to social affairs	I	90	I am aware of the social development in Hong Kong	1	2	3	4	5	6	7	8	9	10
	I	91	I am aware of the political development in Hong Kong	1	2	3	4	5	6	7	8	9	10
	I	92	I am aware of the economic development in Hong Kong	1	2	3	4	5	6	7	8	9	10
	II	93	I have a basic understanding of the government structure	1	2	3	4	5	6	7	8	9	10
	II	94	I have knowledge of the standard legislative procedures in Hong Kong	1	2	3	4	5	6	7	8	9	10
	III	95	I possess independent thinking towards different social issues	1	2	3	4	5	6	7	8	9	10
	III	96	I am able to logically analyse the pros and cons of policy initiatives	1	2	3	4	5	6	7	8	9	10
	IV	97	I raise concrete suggestions towards deadlocks in social challenges	1	2	3	4	5	6	7	8	9	10
	IV	98	I raise feasible suggestions towards deadlocks in social challenges	1	2	3	4	5	6	7	8	9	10
Discharge of civic responsibilities	I	99	I understand the importance of The Basic Law	1	2	3	4	5	6	7	8	9	10
	I	100	I understand the fundamental rights and duties as a Hong Kong citizen	1	2	3	4	5	6	7	8	9	10
	II	101	I make informed civic decisions, especially during elections and demonstrations	1	2	3	4	5	6	7	8	9	10
	III	102	I respect the views which come from different political beliefs in civic discussions	1	2	3	4	5	6	7	8	9	10
	IV	103	I push forward civic discussions in my school or community	1	2	3	4	5	6	7	8	9	10
	IV	104	I participate in government consultation sessions for topics that affect my interests	1	2	3	4	5	6	7	8	9	10
Volunteerism	I	105	I understand / think volunteerism is an integral part of a civilised society	1	2	3	4	5	6	7	8	9	10



RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	I	106	I understand the needs of different service targets in volunteering activities	1	2	3	4	5	6	7	8	9	10
	II	107	I gain sense of wellness, efficacy and satisfaction via volunteering activities	1	2	3	4	5	6	7	8	9	10
	II	108	I participate in long-term volunteering activities	1	2	3	4	5	6	7	8	9	10
	III	109	I get connected with volunteers from different backgrounds	1	2	3	4	5	6	7	8	9	10
	III	110	I develop a set of ethical standards including love, compassion and humanity through volunteering activities	1	2	3	4	5	6	7	8	9	10
	III	111	I am a volunteering leader who organises volunteering activities	1	2	3	4	5	6	7	8	9	10
	IV	112	I pay attention to my surroundings and thus am able to generate insights from my observations	1	2	3	4	5	6	7	8	9	10
	IV	113	I participate in nurturing volunteering leaders of tomorrow	1	2	3	4	5	6	7	8	9	10
	IV	114	I propose volunteering initiatives for the society	1	2	3	4	5	6	7	8	9	10

## WPD Student Self-assessment Survey (cont'd)

### Core Competency 5: Global Awareness

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
Intercultural effectiveness	I	115	I understand that how inter-connected the world is	1	2	3	4	5	6	7	8	9	10
	II	116	I am able to participate in simple dialogues with non-locals in English and Putonghua	1	2	3	4	5	6	7	8	9	10
	II	117	I am aware of significant global events (e.g. Olympics, US Presidential election and terrorist attacks)	1	2	3	4	5	6	7	8	9	10
	III	118	I am willing to work with individuals with different cultures	1	2	3	4	5	6	7	8	9	10
	III	119	I am willing to work with individuals with different religions	1	2	3	4	5	6	7	8	9	10
	III	120	I am willing to work with individuals with different lifestyles	1	2	3	4	5	6	7	8	9	10
	III	121	I am capable of analyzing the impacts of significant global events (e.g. Olympics, US Presidential election and terrorist attacks)	1	2	3	4	5	6	7	8	9	10
	IV	122	I establish social circles with individuals with different cultures	1	2	3	4	5	6	7	8	9	10
	IV	123	I establish social circles with individuals with different religions	1	2	3	4	5	6	7	8	9	10
	IV	124	I establish social circles with individuals with different lifestyles	1	2	3	4	5	6	7	8	9	10
	IV	125	I am able to resolve conflicts arising from differences between cultures	1	2	3	4	5	6	7	8	9	10
	IV	126	I lead discussions to advocate for an inclusively intercultural society	1	2	3	4	5	6	7	8	9	10
Environmental awareness	I	127	I understand local environmental problems	1	2	3	4	5	6	7	8	9	10
	I	128	I understand the international environmental problems	1	2	3	4	5	6	7	8	9	10
	II	129	I understand that environmental sustainability starts with self-awareness and actions	1	2	3	4	5	6	7	8	9	10
	II	130	I take actions to protect the environment in daily life	1	2	3	4	5	6	7	8	9	10

RELATED SKILLS	LEVEL	NO.	STATEMENT	SCALE (1 - 10)									
	I	131	I am able to interpret the impacts of the significant international agreements on climate actions (e.g. Paris Agreement and Kyoto Protocol)	1	2	3	4	5	6	7	8	9	10
	II	132	I raise social awareness to environmental challenges	1	2	3	4	5	6	7	8	9	10
	II	133	I design school or community-based or even territory-wide solutions to address environmental challenges	1	2	3	4	5	6	7	8	9	10



## About Us



Thought Leadership on Youth Development

MWYO is an independent think tank that focuses on youth issues in Hong Kong. Our work spans research studies and surveys, advocacy and education, and training and capacity building. We actively engage and work with everyone who has a stake in the positive outcome of young people's development: youth, parents, headmasters, teachers, social workers, employers, civil society leaders, governments, and political parties. Our mission is to be a thought leader in all aspects of youth development in Hong Kong.

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