

# **Global Competency for a Changing World: Empowering Future Leaders**

**Case Study of VolTra Glocal Leader Academy**

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## 1. Executive Summary

In today's world, it is evident that engaging in respectful and constructive dialogue with individuals from diverse countries and cultures, as well as gaining an understanding of complex global problems, are crucial priorities. Moreover, working collaboratively to find solutions to these challenges is equally significant.

In Hong Kong, despite the fact that it remained in the global top 10 for science and mathematics in the 2022 PISA tests, the OECD report also highlighted that Hong Kong students scored lower than the OECD average in the sub-domains of global competence related to open, appropriate, and effective interactions across cultures. This indicates a potential need for further improvement in their ability to engage in meaningful and effective cross-cultural interactions.

According to OECD's PISA global competence framework, global competence is referred to as a multidimensional capacity, and education projects are enablers for promoting cultural awareness and respectful interactions in increasingly diverse societies.

VolTra, as an education charity in Hong Kong, has been running a series of programmes that envisions that everyone takes part in global and local action, and its mission is defined as to curate journeys that broaden global and local perspectives and inspire impactful action, which in short, is highly relevant to the development of global competence of its participants.

With reference to the above framework and related literatures, the below learning outcomes are identified as key components for the ongoing programme measurement: 1) Understanding and Respect for Diversity; 2) Intercultural communication; 3) Knowledge on global affairs and worldviews; and 4) Global Engagements.

Within these 4 key areas, a set of empirical indicators across are suggested to cover the competency areas of knowledge, skills, attitudes, and behaviours to further supplement the future evaluations of the educational programmes in alignment with the OECD's PISA global competence framework.

Looking ahead, it is suggested that VolTra can develop a set of protocols in further aligning their impact measurement in alignment with the OECD's PISA global competence framework, as well as to integrate other key aspects including the future skills defined by World Economic Forum and other internationally accredited frameworks that supported the holistic development including the social, emotional, physical, mental, and intellectual growth of a person.

## 2. Overview of existing programmes

### A. Research Approach

In order to measure global competency effectively, this Report took the essential step of defining clear learning outcomes leveraging the international literature on this field and fitting it into VolTra's context that fits the organisation's activities.

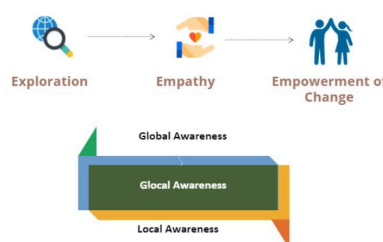
Over the years, VolTra has developed and further refined its approach by identifying specific indicators as the focal points for each curriculum unit. Yet, recognizing the complexity of each learning outcome and the diverse nature of learning environments, VolTra acknowledged that students could demonstrate their learning in various ways. To capture this diversity, this research took an expansive approach in identifying empirical indicators associated with each outcome.

By establishing this connection among the PISA global competence framework, VolTra's existing learning model and benchmarking the international research on various global education evaluation metrics, this research identified 16 relevant learning outcomes indicators across the developmental competency areas of knowledge, skills, attitudes, and behaviours that are relevant for VolTra's programme and encompass the multifaceted aspects of global competency.

#### PISA global competence framework



#### VolTra's Learning Model



+

(turned into)

#### Suggested Indicators

##### (16 Outcome Indicators in 4 key areas)

Area 1: Understanding and Respect for Diversity (URD)

Area 2: Intercultural Communication (ICC)

Area 3: Knowledge on Glocal Affairs and Worldviews (KGW)

Area 4: Glocal Engagements (GE)

Gradually, this research report aims to provide a direct alignment between their assessment framework and the intended educational outcomes, as well as to construct a comprehensive framework for assessing students' progress in their global education programs.

## **B. VolTra's Works**

The Glocal Leader Academy is an initiative by VolTra, a charitable institution in Hong Kong established since 2009 which is rooted in the ethos of fostering global-local ("glocal") collaboration.

VolTra, as an education charity, envisions that everyone takes part in global and local action, and its mission is defined as to curate journeys that broaden global and local perspectives and inspire impactful action.

Under this context, VolTra adopts its innovative 3F strategy (Fun, Freedom, and Friendship) to incorporate gamification elements into its programme design to create dynamic, engaging experiences with an approach of "Make meaningful things fun and fun things meaningful". As an outcome of the educational activities conducted, it is expected that the participants would be equipped with a mindset instilled with "3Es2As".

Over the years, VolTra has cultivated a reputation for encouraging individuals to actively participate in transformative actions both locally and internationally. With the organisation's operation backgrounds and years of operational track records, the Glocal Leader Academy was first introduced from 2021 to 2023 with 9 sub-programmes to co-create an inclusive society by grooming a group of young leaders who are devoted in contributing to the society.

## **C. Major Findings**

By analysing the data from VolTra's Glocal Leaders Academy's programmes and referencing international literature, we have obtained compelling evidence that youths between the ages of 18 and 25 are demonstrating essential global competencies.

### **Understanding and Respect for Diversity (URD)**

Understanding and Respect for Diversity (URD) is considered an essential component of global competency in preparing the youth to thrive in their work, learning, and social environments, where they will interact with peers from diverse backgrounds.

Understanding and Respect for Diversity involves knowledge, skills, attitudes, and behaviours that participants develop over time and through experience. Over the programmes organised by VolTra, the participants have shown that they have significantly increased my awareness and attention towards related issues.

For instance, below testimonial from the participant showed the great understanding and respect for diversity from her experience in engaging with international peers.

*"The overall feeling of joining this international program is just amazing. Not only can I meet new friends from different countries like my group mates from Kenya and Laos, but also learn something new and meaningful to make a better world"*

Chiu Yau Tung, Miffy - Glocal Hero 2021 participant

## Intercultural Communication (ICC)

The rapid advancements in technology and global digital connectivity have significantly transformed the skills traditionally associated with literacy. This encompasses not only how students read, write, and speak, but also how they effectively convey information, express opinions, share thoughts and emotions, persuade, and motivate others.

In general, the participants from VolTra reported that they have

- Enhanced my appreciation and understanding of diverse cultures around the world
- Facilitated my understanding of different stakeholders' situations and feelings

In particular, below is a testimonial of the participant justifying the above statements:

“今次的任務挑戰對於我瞭解老撾的生活和文化非常有幫助。一開始，我腦海中只知道 老撾 是亞洲的東南部國家，並且與泰國非常接近。今次活動鼓勵我更加了解他們的語言、食物、服飾等，我更了解到當地的歷史及社區需要。我希望將來能有機會與他人分享今次的知識和經驗，以鼓勵更多的人了解及回應當地貧困村落的需要。”

*Cheung Hiu Man (Glocal Hero International 2021參加者)*

## Knowledge on Glocal Affairs and Worldviews (KGW)

As participants delve into global issues, such as environmental sustainability, food security, or flu epidemics, they encounter the task of comprehending the aspects of these problems that are universally applicable as well as those that are context-specific to particular places or cultures. (OECD, 2016).

“當初以為加入這個活動，單純以為是學習如何認識香港的生活環境。卻出乎意料地透過網上渠道，重新認識了新的交友方式，也因為任務中的種種挑戰，大膽尋找不同國籍的朋友聊天、學習他們的文化。原來這個世界我還有很多東西是不知道的，我日後更加有興趣利用自己嘅空餘時間協助義遊的活動，希望可以擴闊自己人生的圈子、讓自己的生活更精彩。”

*Mabel Lee (特義公民2023 參加者)*

## **Glocal Engagements (GE)**

Developing a global/local perspective on problems and solutions is a vital component of becoming an engaged, well-informed global citizen in the twenty-first century. It is also a critical aspect of the broad range of global knowledge that students will encounter as they continue their educational journey (OECD, 2016).

In general, the participants reported that they have:

- Reignited my passion and motivation to contribute to the community
- Strengthened my love for and understanding of the Hong Kong community

Below are some testimonials from the participants that supplemented the above findings:

“在這次的一個大計劃中，認識了很多朋友，也遇到各式各樣的人，有些還是中學生，有些已經出來找工、創業、做藝術，來到這裡培訓是自己的一展所長，我也是想希望自我增值，參觀更多平時不會接多的活動，倒如藝術表達的活動是能夠認識自己更多，也理解更多自己的想法，也明白自己理想的步伐與現實不同（活動過程），我感覺對周邊事更加敏感和注意，是一個增值和發挖自我的好活動。”

*Poon Ka Wing (Impact Leader 2022 participant)*

### **3. Evolving Evaluation Mechanism**

#### **A. Evaluation Code Book**

The Glocal Leader Academy, operated by VolTra, an education charity based in Hong Kong, has developed a series of hybrid education programmes to foster global competency among the youth aged 15-29 in Hong Kong and internationally.

Guided by a project-based curriculum, students collaborate to study and design solutions for various local and global challenges. As part of the evaluation work, this Evaluation Code Book was developed by leveraging on the literature and research reports to identify 12 relevant learning outcomes indicators across the competency areas that are integrated with the Values, Skills and Knowledge (VSK) framework with an addition of behaviour.

The Outcome Indicators outlined in the Evaluation Code Book serves as a resource for educators, researchers, and program designers. It provides clear instructions and illustrative examples that enable these stakeholders to identify the indicators of global competence within student posts.

This tool not only guides the process of recognizing these indicators but also facilitates the evaluation of global competency learning. By leveraging the Evaluation Code Book, educators, researchers, and program designers can effectively capture evidence of learning in progress by closely examining the students' own words in their posts. This approach allows for a comprehensive analysis of the students' development and progress in global competence.

Ultimately, the Evaluation Code Book can play a pivotal role in addressing the fundamental question of whether students are indeed learning in various education programmes operated by VolTra and its partners in Hong Kong and beyond. It provides a framework to answer this question affirmatively, by providing tangible evidence of the youth's learning journey and their acquisition of global competency skills.



## **B. Outcome Indicators**

With reference of the OECD's PISA global competence assessment's framework and adopting the context of VolTra's operation, a set of 16 key indicators have been extracted for the assessment into 4 key areas, including **Understanding and Respect for Diversity (URD)**, **Intercultural Communication (ICC)**, **Knowledge on Glocal Affairs and Worldviews (KGW)** , **Glocal Engagements (GE)**.

These unique identifiers and abbreviations (URD1, ICC2, KGW3, GE4, etc.) can be used by educators and researchers to define, identify, and observe evidence of program effectiveness in the future operation of the VolTra program.

### **Understanding and Respect for Diversity (Abbreviation: URD):**

- URD 1: Develops awareness for diverse cultures, perspectives, and experiences.
- URD 2: Recognizes and challenges stereotypes and biases.
- URD 3: Engages in inclusive behaviours and promotes an inclusive environment.
- URD 4: Actively seeks out diverse perspectives and values diverse contributions.

### **Intercultural Communication (Abbreviation: ICC):**

- ICC 1: Effectively communicates and collaborates with individuals from different cultural backgrounds.
- ICC 2: Demonstrates sensitivity to cultural norms and adapts communication accordingly.
- ICC 3: Listens actively and respectfully to diverse viewpoints.
- ICC 4: Resolves conflicts and misunderstandings in a culturally sensitive manner.

### **Knowledge on Glocal Affairs and Worldviews (Abbreviation: KGW)**

- KGW 1: Demonstrates an understanding of local and global issues, such as climate change, poverty, diversity and equity etc.
- KGW 2: Shows awareness of different cultural, social, economic contexts around the local community and the world.
- KGW 3: Keeps up-to-date with current events of the local community, current affairs and global trends.
- KGW 4: Analyses and evaluates multiple sources of information to develop a well-rounded understanding of global affairs.

### **Glocal Engagements (GE):**

- GE 1: Actively participates in activities and initiatives that address local and global challenges.
- GE 2: Collaborates with individuals from different backgrounds to find solutions to local and global problems.
- GE 3: Takes actions to promote positive change at local, regional and / or international levels.
- GE4: Engages in cross-cultural dialogue and promotes global citizenship values.

## C. Guide for Research and Program Evaluation

By utilising this Evaluation Code Book, researchers can generate new knowledge and insights that contribute to the advancement of the field. They can utilise the full set of indicators or select a subset of indicators that are relevant to the desired outcomes. These tools allow for the examination of how students demonstrate their learning over time, providing insights into which elements of a program or curriculum are associated with youth's learning and identifying areas for further growth.

By following this guidance and being well-versed in the curriculum, programme designers will be equipped to effectively identify and assess evidence of global learning in youth's work, contributing to the overall research and evaluation efforts in the field.

## D. Evaluation Methods

Subject to different scenarios of the evaluation needs, the evaluation in general should be consisted of three parts, including Survey (including pre-tests and post-tests), Qualitative Interviews (including focus-group and / or individual interviews) as well as Aggregate Data Analysis which will study cross-cohort, cross-programme data and consolidate the data into actionable insights for the organisational strategy review.

Aspects of Measurements / Tools	Survey (Pre-Post Tests)	Qualitative Interviews	Aggregate Data Analysis
Specific Programme(s)	*	*	
Specific Funding Report	*	*	
Organisational Strategy Review	*	*	*

### Phase 1 – Review the Problem Statement(s)

Typically, the process of program development and evaluation begins by identifying and defining a problem that requires attention and framing it appropriately.

Practical tips:

- 1) Review the Proposal submitted for funders and relevant parties
- 2) Identify the focus areas of the programme and pick relevant survey questions
- 3) Align the Outcome Indicators with the mentioned problems

## Phase 2 – Design the Intervention and Evaluation

Based on the actual scenarios and needs, design the intervention points as part of the evaluation, usually the intervention points occurs in the following stages:

Stages	Suggested Data Collection	Suggested Evaluation Method / documentation
Recruitment	-Personal Information (Names, Gender, Contact etc.)  -Socio-economic status  -Whether they are first time joining similar programme	Application Form
Prior Beginning of the Programme	-Names → Unique Identifier  -Socio-economic status  -VSK assessment	Pre-test survey
Middle of the Programme	-VSK assessment	Focus Group, Individual Interview(s)
After the Programme (Within 1 month)	-VSK assessment	Post-test survey
Programme Evaluation (Organisational level)	-Consolidated surveys from different programmes  -Consolidated VSK assessment  -Expert views  -Participant testimonials	Aggregate Data Analysis

## Phase 3 – Data Collection and Analysis

To enable a systematic data collection process, a centralised data store point should be established. This will serve as a repository for all collected data, ensuring efficient organisation and analysis. Surveys for different programmes should contain a set of standard questions and supplement with specific programme needs, which will facilitate cross-programme evaluation and make meaningful comparison. Furthermore, in order to maintain the data without concern over violating personal privacy regulations, the participants names should be changed to unique identifiers, for example, from Chan Tai Man to VGLA-001 so that the personal identity of the participants won't be disclosed easily.

## E. General Principles for Data Collection

### 1. Define data standards

Data standards refer to the rules, guidelines, and specifications that dictate how data should be structured, formatted, named, validated, and managed. For instance, use either Microsoft Forms / Google Forms / Jotforms etc. as a major data collection interface, and store the results into an encrypted and centralised data store point.

### 2. Implement data validation and verification

Data validation involves examining and verifying data to ensure it meets specific criteria and requirements. This process typically involves validating data against predefined rules, such as data types, formats, ranges, and constraints. It helps identify any inconsistencies, errors, or anomalies in the data.

**a. Completeness Check:** *Verifying that all required data fields are filled in and no essential information is missing. If certain essential information, consider requesting the participant to re-submit the whole form.*

**b. Referential Integrity:** *Verifying that data references to other data sources or tables are valid and exist.*

**c. Duplicate Check:** *Identifying and eliminating duplicate records or entries in the data*

**d. Data Reconciliation:** *Comparing and reconciling data from different sources or systems to ensure consistency and accuracy.*

### 3. Monitor and log data extraction activities

- Maintaining detailed records and logs of data extraction activities, including timestamps, source information, and the handlers who reviewed (or modified the data).

**a. Data Alerts:** *Setting up automated alerts or notifications to detect and report any anomalies, errors, or deviations in the data extraction process. This allows for proactive identification and resolution of issues.*

**b. Data Quality Metrics:** *Defining and monitoring metrics that assess the quality of extracted data. This may include measures such as completeness, accuracy, consistency, and timeliness.*

### 4. Ensuring sufficient submissions for post-tests

VolTra should consider adding more incentives to ensure sufficient submission for post-tests data in the pre-post test environment, as it will be one of the critical sources of truths in determining the effectiveness of the programmes.

In the event that the post-test survey isn't available for the participants, a focus group / individual interview might be arranged to understand further the learning needs of the participants and conduct the survey questions during the session. It is suggested to assign at least 2 evaluators in the focus group(s), individual interviews. It will help in checking inter-rater reliability, which refers to the degree of agreement or consistency between different coders.



## Looking Ahead

Given the global nature of current socio-economic challenges, as well as the interconnectivity of global economies, it is more crucial than ever for students to learn how to interact with individuals from different countries and cultures and appreciate the value of diversity.

During the programme period, when was the time COVID-19 was prevailing around the world, VolTra, as an education charity in Hong Kong, has quickly and successfully turned its programme into hybrid formats that catered to youths in Hong Kong and internationally.

The programme's evaluation data showed excellent testimonials around the key areas including the Understanding and Respect for Diversity (URD), Intercultural Communication (ICC), Knowledge on Glocal Affairs and Worldviews (KGW) , Glocal Engagements (GE). For instance, students generally reported that they have:

- Enhanced the appreciation and understanding of diverse cultures around the world
- Facilitated the understanding of different stakeholders' situations and feelings
- Reignited my passion and motivation to contribute to the community
- Strengthened my love for and understanding of the Hong Kong community

Our findings illustrate how education organisations like VolTra can effectively teach global learning outcomes with a curated curriculum and direct peer connections, while also showcasing how students can exhibit growth in global learning within a digital platform.

We have received consistent feedback from educators of all levels, and based on that feedback, we are highly confident that students' curiosity about their peers from different regions, combined with the opportunity to share their assignments with an international audience, is crucial for fostering meaningful engagement. Therefore, direct peer exchange plays a vital role in ensuring success for both students and educators, and this is also one of the strengths of VolTra's programmes which offer opportunities for youth to interact among peers in both local and global context.

This research comes with a limitation that PISA (Programme for International Student Assessment) aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in participating countries/economies, which the learning context and environment is different for VolTra's major audience who are 18-25 years-old youth. However, by adopting the framework and selecting the relevant outcome indicators, the framework still provided a solid framework and foundation for

Gradually, this research report aims to provide a direct alignment between their assessment framework and the intended educational outcomes, as well as to construct a comprehensive framework for assessing youth continued learning's progress in not only the school setting, but also in other professional learning organisations including VolTra.

## Appendix

### URD 1: Develops awareness for diverse cultures, perspectives, and experiences.

Evaluation Instructions	Competency Area: Knowledge
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Recognising the interconnections and comparisons that exist among various cultures within one's educational institution and local community</li> <li>• Able to name different community groups based on their characteristics without offending them</li> </ul>	<p>“當初以為加入這個活動，單純以為是學習如何認識香港的生活環境。卻出乎意料地透過網上渠道，重新認識了新的交友方式，也因為任務中的種種挑戰，大膽尋找不同國籍的朋友聊天、學習他們的文化。”</p> <p>Mabel Lee (特義公民2023 參加者)</p>

### URD 2: Recognizes and challenges stereotypes and biases

Evaluation Instructions	Competency Area: Skill
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Developing an awareness of stereotypes and recognizing their effects on individuals and communities</li> <li>• Engaging in critical thinking by questioning and criticising stereotypes</li> <li>• Reflecting on personal biases and examining their influence on perceptions and judgments</li> <li>• Clearly articulating the reasons for rejecting prejudices and understanding the importance of embracing diversity and inclusivity</li> </ul>	<p>在特義公民活動中，我有機會參觀摩門教場所，認識摩門教和他們的信仰及生活。最深刻的是和傳教士們有少許時間可以對話及提問，當中知道摩門教的信徒大多是本地人(我以為多是外國人)，挺surprise !</p> <p>Ng Man Yi (特義公民2022 參加者)</p>

### URD 3: Engages in inclusive behaviours and promotes an inclusive environment

Evaluation Instructions	Competency Area: Values, Attitude, Behaviour
	Examples observed in VolTra's survey
<ul style="list-style-type: none"><li>• Interacting with peers from different locations in a respectful and positive manner</li><li>• Demonstrating cultural sensitivity, curiosity, and empathy towards individuals from different cultures</li><li>• Expressing an interest in hearing more, mentioning the possibility of connecting outside of the programme</li></ul>	<p>“在特義公民活動中，我有機會參觀摩門教場所，認識摩門教和他們的信仰及生活。最深刻的是和傳教士們有少許時間可以對話及提問，當中知道摩門教的信徒大多是本地人(我以為多是外國人)，挺<i>surprise</i> !</p> <p>真的很有啟發性，令我日後有好奇心想了解少數族裔及相關宗教。”</p> <p>Ng Man Yi (特義公民2022 參加者)</p>

### URD 4: Actively seeks out diverse perspectives and values diverse contributions

Evaluation Instructions	Competency Area: Attitude, Behaviour
	Examples observed in VolTra's survey
<ul style="list-style-type: none"><li>• Asking questions to learn more about a peer's life, place, and/or culture</li><li>• Listening, reading, or observing, individuals gather information and gain insights into the thoughts and experiences of others</li><li>• Expressing a desire to learn more from the peers and outside the programme</li></ul>	<p>“在進行本地遊時，我聽不太懂講者那帶著非裔的口音。因此最終需要詢問身旁剛認識的朋友才能聽得明白，原來他是在分享各種非式食物，精通英文真的很重要。”</p> <p>Chen Lok Hin (Impact Leader 2021 participant)</p>



**ICC 1: Effectively communicates and collaborates with individuals from different cultural backgrounds.**

Evaluation Instructions	Competency Area: Skills
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Showing empathy towards individuals from different cultural backgrounds</li> <li>• Convey the meaning or description of something that another person has not encountered before or is unlikely to be familiar with</li> <li>• Using a comparison, like saying "it is kind of like...", helps relate unfamiliar concepts to something familiar for better understanding.</li> </ul>	<p>“在進行本地遊時，我聽不太懂講者那帶著非裔的口音。因此最終需要詢問身旁剛認識的朋友才能聽得明白”</p> <p><i>Chen Lok Hin</i> (Impact Leader 2021 參加者)</p>

**ICC 2: Demonstrates sensitivity to cultural norms and adapts communication accordingly**

Evaluation Instructions	Competency Area: Attitude
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Adjusting communication approach to align with cultural expectations.</li> <li>• Addressing these differences with language that fosters inclusivity and collaboration.</li> <li>• Understanding the ways in which past actions have influenced the current living conditions and circumstances of people</li> </ul>	<p>“Despite time zones, we learnt to work as a team and come to an agreement considering everyone's situation.”</p> <p>Natsidzirai Madhawu Glocal Hero 2021</p>

### ICC 3: Listens actively and respectfully to diverse viewpoints

Evaluation Instructions	Competency Area: Attitude
	Examples observed in VolTra's survey
<ul style="list-style-type: none"><li>• Listening and digesting information from peers from diverse cultural backgrounds and diverse viewpoints</li><li>• Expressing a reflection and /or appreciation for diverse perspectives and places</li><li>• Expressing openness to content and/or perspectives shared by others</li></ul>	<p>“當初以為加入這個活動，單純以為是學習如何認識香港的生活環境。卻出乎意料地透過網上渠道，重新認識了新的交友方式，也因為任務中的種種挑戰，大膽尋找不同國籍的朋友聊天、學習他們的文化。”</p> <p>Mabel Lee (特義公民2023 參加者)</p>

### ICC 4: Resolves conflicts and misunderstandings in a culturally sensitive manner.

Evaluation Instructions	Competency Area: Skills
	Examples observed in VolTra's survey
<ul style="list-style-type: none"><li>• Acknowledging and highlighting the distinctions among individuals, including variations in perspectives, experiences, cultures, interests, and more, without expressing a specific positive or negative bias.</li><li>• Articulating nuanced beliefs and opinions regarding one's own culture and perspective</li><li>• Willingness to adapt and resolve conflicts by active listening</li></ul>	<p>“在言語不通任務之中，行幾間店舖都找不到目標食物，一度有點氣餒，過程中覺得少數族裔的人大部分都直率但不失友善，又試過以為找到目標食物，後來才知行錯入尼泊爾店舖，幸好在好人老闆指導下成功找到印尼店舖，完成任務，當下真的開心到想大叫？”</p> <p>Tang Wing Lam (特義公民2022參加者)</p>

**KGW 1: Demonstrates an understanding of local and global issues, such as climate change, poverty, diversity and equity etc.**

Evaluation Instructions	Competency Area: Knowledge
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Providing factual information and demonstrating knowledge about local and global issues</li> <li>• Recognizing the interconnectedness between global issues and their local implications</li> </ul>	<p>"My awareness towards the global issues or sustainable development goals like reducing poverty, inequality and improving education are raised and I did know more deeply about different countries' cultures, religions, social problems and people's habits and so on."</p> <p>Chiu Yau Tung, Miffy Glocal Hero 2021</p>

**KGW 2: Shows awareness of different cultural, social, economic contexts around the local community and the world.**

Evaluation Instructions	Competency Area: Knowledge
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Providing information and demonstrating comprehension of the structure and operations of the local city government and relevant policies</li> <li>• Providing information and demonstrating comprehension of cultural, social, economic issues and their consequential effects.</li> <li>• Enumerating or elucidating the specific ways in which solutions to problems can vary based on the factors such as the socioeconomic status of the communities implementing them</li> </ul>	<p>"I am glad that I learn how to work and collaborate with international students from all around the world. Understanding their local culture and the work culture by team task, enrich my horizons."</p> <p>Chu Ka Kuen Glocal Hero 2021</p>

**KGW 3: Keeps up-to-date with current events of the local community, current affairs and global trends.**

Evaluation Instructions	Competency Area: Knowledge
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>Identifying and describing the ways in which global issues transcend borders and impact multiple individuals, regions, and species.</li> <li>Providing information and demonstrating comprehension of cultural, social, economic issues and their consequential effects.</li> </ul>	<p>"It was interesting to see how others' ideas are and to build the sense of global development. How can we create and support society? It was not easy to do the activities with new friends but it's good experience to try it."</p> <p>Pawita Yasanop Glocal Hero 2021</p>

**KGW 4: Analyses and evaluates multiple sources of information to develop a well-rounded understanding of global affairs.**

Evaluation Instructions	Competency Area: Skills
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>Recognizing the importance of fact-checking and able to find sources via different channels</li> <li>Proficiency in utilising research skills to address global issues by locating, evaluating, and applying information from diverse sources</li> </ul>	<p>"是次計劃令我認識了新的組員及朋友,在工作坊及zoom分組時, 讓大家發問時, 會更了解不同人的性格及優點。"</p> <p>LI TSZ CHING (特義公民 2022 參加者)</p>

**GE 1: Participates in activities and initiatives that address local and global challenges.**

Evaluation Instructions	Competency Area: Attitude , Behaviour
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Acknowledging one's ability to advocate for and make a positive contribution to local, regional, or global advancement.</li> <li>• Demonstrating confidence and belief in one's ability to actively engage in advocacy and other endeavours for social change at the local, regional, and/or global levels.</li> <li>• Proposing solutions to issues at different levels—individual solutions, community solutions, policy solutions, etc</li> </ul>	<p>“在工作營中，我們走進葡萄牙北部Pena Branca的驢仔保育中心。在離開的時候，負責人亦特別鼓勵我要對世界保持好奇，我會銘記於心，繼續努力探索世界，成日真正的世界公民。”</p> <p>Ho Cheung Ho (區區友你2023 winners; Work camper in Portugal, June 2023)</p>

**GE 2: Collaborates with individuals from different backgrounds to find solutions to local and global problems.**

Evaluation Instructions	Competency Area: Attitude, Skills
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>• Actively seeking opportunities to engage in communication with individuals from other cities and/or cultures, as well as with people from their own city or culture for further collaborations on their ideas and projects</li> <li>• Collaboratively solving problems by seeking assistance or input from others</li> <li>• Demonstrating a strong desire and clear intention to take proactive action, implement changes, and/or resolve problems.</li> </ul>	<p>“This program can connect me with my friends outside Indonesia. Through this program, I became aware of their cultures, I got to know their personalities, and became a great team in making projects together.”</p> <p>Sayidah Pramitya As Syifa Glocal Hero 2021</p>

**GE 3: Takes actions to promote positive change at local, regional and / or international levels.**

Evaluation Instructions	Competency Area: Skills, Behaviour
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>Assisting the community members in solving out their problems</li> <li>Participating in local, regional and international leadership conferences, including but not limited to COP, World Economic Forum etc.</li> <li>Starting their own social enterprises / projects as part of the inspirations obtained from the programme</li> </ul>	<p>“在做任務的時候認識到一個來香港旅遊的波蘭家庭，並且交換了電話，在做任務的同時幫助他們解決在香港旅遊時遇到的困難。”</p> <p>Lee Hang Fun 特義公民2023參加者</p>

**GE4: Engages in cross-cultural dialogue and promotes global citizenship values.**

Evaluation Instructions	Competency Area: Skills
	Examples observed in VolTra's survey
<ul style="list-style-type: none"> <li>Demonstrating a sense of curiosity and interest in the broader world, including unfamiliar individuals and locations.</li> <li>Participating / Organising cross-cultural dialogue that promotes global citizenship values</li> </ul> <p><i>Remarks: Both formal and informal methods should be considered. Formal methods include prepared demonstrations, speeches, digital products, or workshops. Informal methods encompass spoken or written conversations, including those that take place in e-classrooms.</i></p>	<p>“少數族裔其實好多都好友善同埋好樂於助人！佢好talkative？佢哋仲會好有民族意識，會好樂意幫返自己嘅同胞，提供好多援助。”</p> <p>YIP WAI YAN, 特義公民 2022</p>

## Endnotes

Schleicher, A. (2018), *World Class: How to Build a 21st-Century School System, Strong Performers and Successful Reformers in Education*, OECD Publishing, Paris.

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