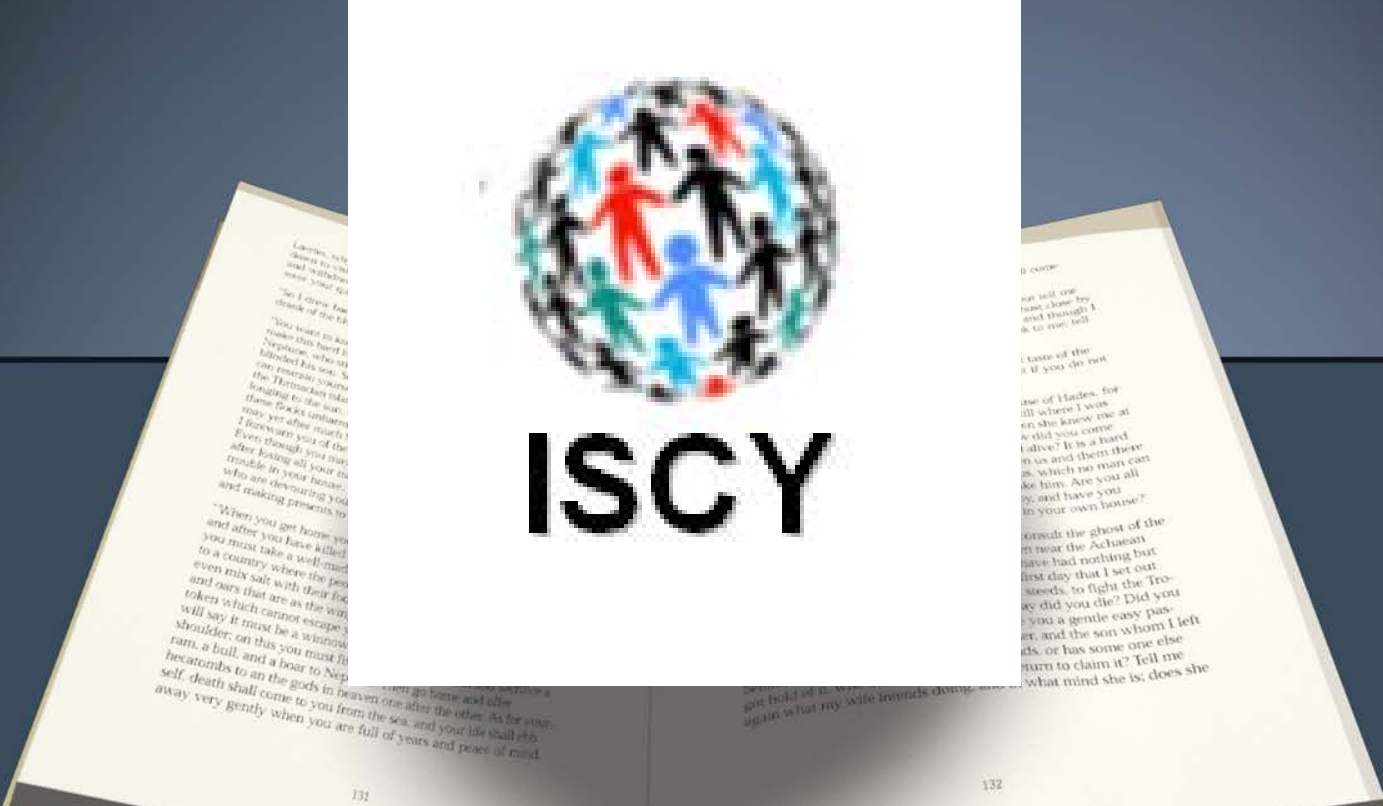


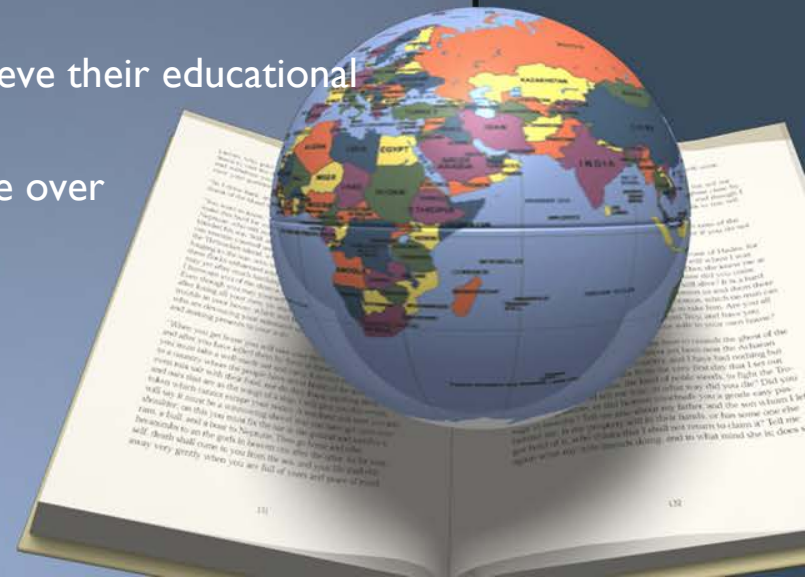
International Study of City Youth 2013 (The Cities Project)



AIMS

Compare school systems across major cities of the world in terms of:

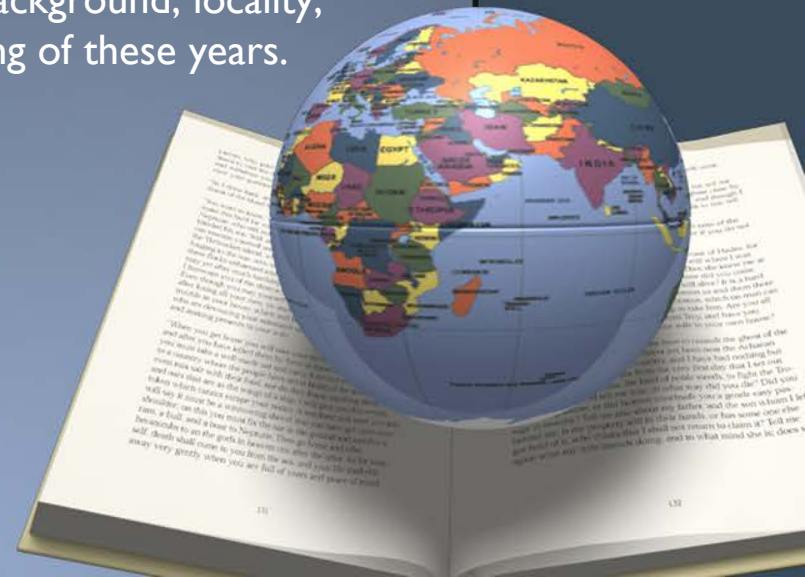
- patterns of school provision
- the main pathways taken by students
- size of gaps in achievement, using national assessments and initially through international tests
- magnitude of differences in student perceptions and attitudes towards the social system and in student assessments of school as a vehicle of their aspirations
- variations in non-cognitive skills
- differences in the extent to which young people achieve their educational and career goals
- the extent to which perceptions and attitudes change over the final years of school



AIMS

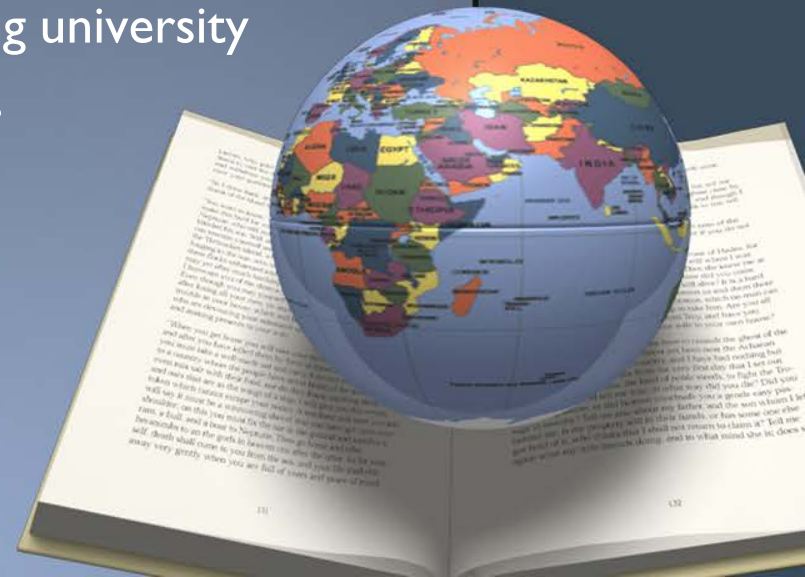
Within each system:

- survey young people regarding their engagement in school and their integration into economic, social and political life.
- compare the pathways through academic, general or vocational education
- examine how young people's perceptions and outlooks vary according to the pathways they take
- investigate the range of support structures, programs and activities which schools operate to assist
- monitor the destinations of young people over the final years of school and to examine how these differ according to family background, locality, type of school and level of achievement at the beginning of these years.



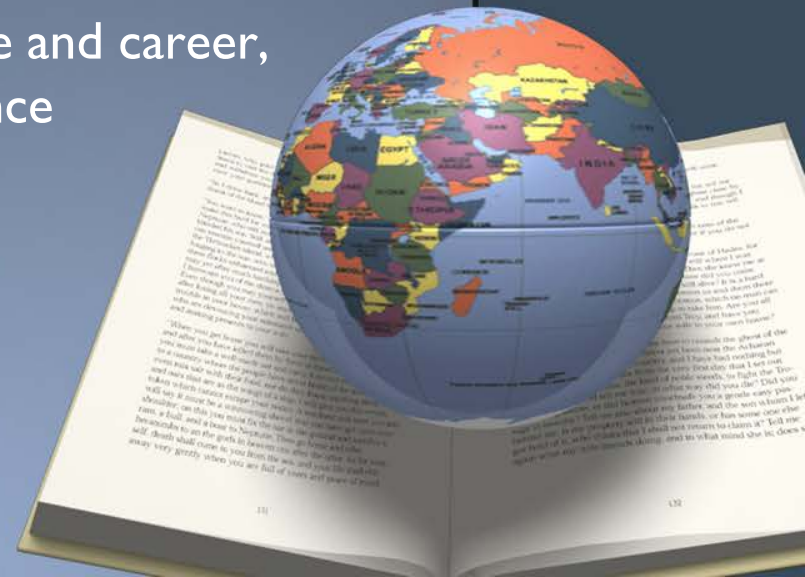
What the project will measure?

- progression across upper secondary education
- persistence and dropout
- relative access to curricular programmes
- student performance in higher-order reading, mathematics, and problem solving
- non-cognitive (21st Century) skills
- student aspirations for further study (and whether these are fulfilled)
- entry to initial post-school study including university
- the transition value of vocational options
- social and economic integration
- School differences and school effects



21st Century Skills

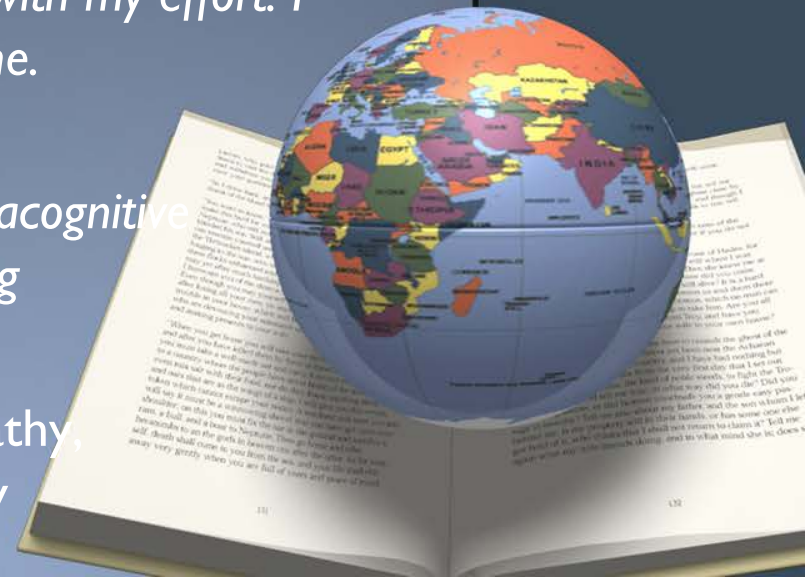
- Ways of thinking: *Creativity, critical thinking, problem-solving, decision-making and learning*
- Ways of working: *Communication, collaboration, teamwork*
- Tools for working: *Information and communications technology (ICT) and information literacy*
- Skills for living in the world: *Citizenship, life and career, personal and social responsibility, persistence*



Non-cognitive Skills

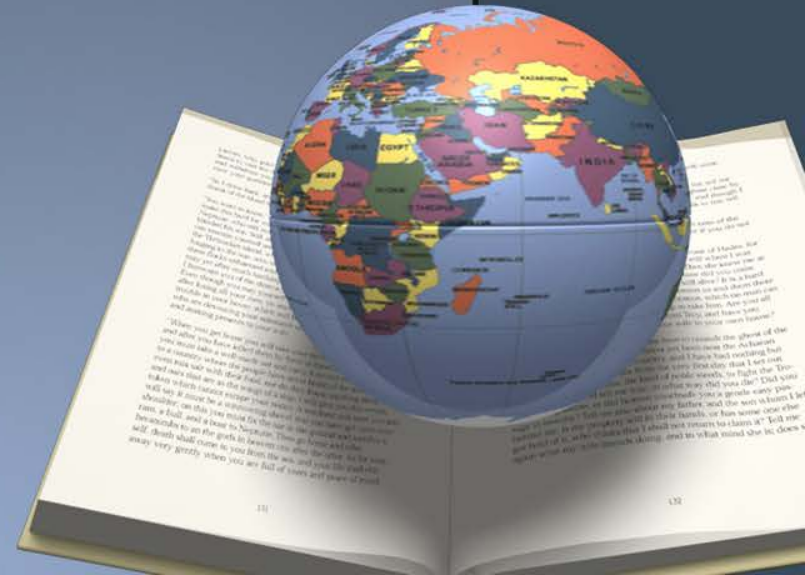
University of Chicago review

1. **ACADEMIC BEHAVIOURS:** *Going to Class, Doing Homework, Organizing Materials, Participating, Studying*
2. **ACADEMIC PERSEVERANCE:** *Grit, Tenacity, Delayed Gratification, Self-Discipline, Self-Control*
3. **ACADEMIC MINDSETS:** *I belong in this academic community, My ability and competence grow with my effort. I can succeed at this, This work has value for me.*
4. **LEARNING STRATEGIES:** *Study Skills, Metacognitive Strategies, Self-Regulated Learning, goal setting*
5. **SOCIAL SKILLS:** *Interpersonal Skills, Empathy, Cooperation, Assertion, and Responsibility*



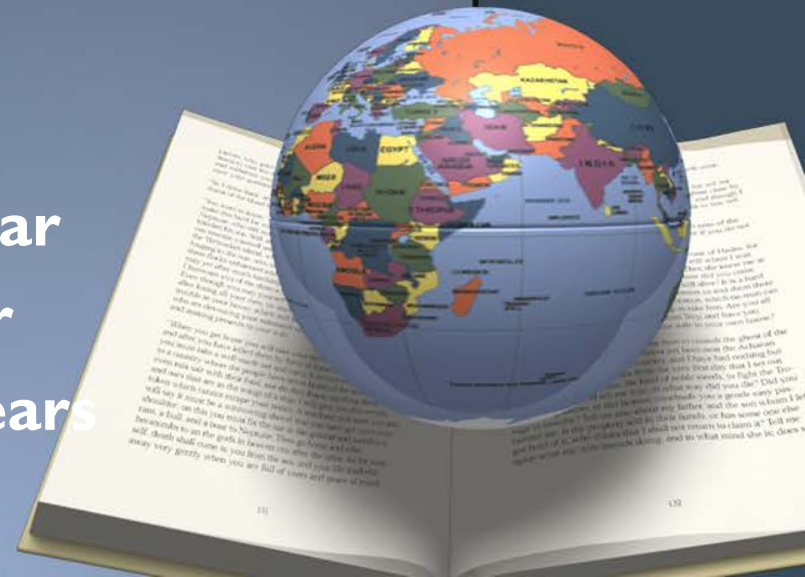
Cognitive skills

- Maths and reading skills
- Applied use of skills



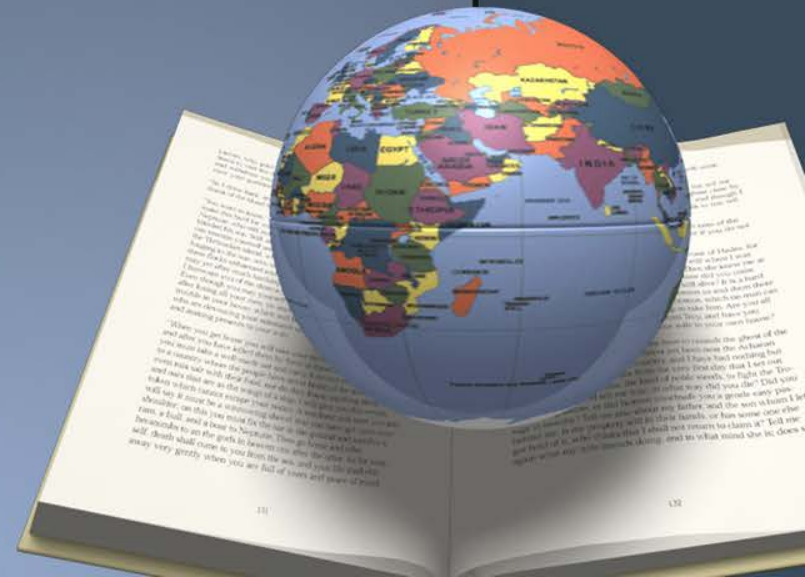
How will we collect this information?

- **Representative sample of schools and students**
 - Types of schools
 - Residential area
 - Groups of students
- **Students surveyed in base year**
 - Questionnaire
 - Online test
- **Teachers surveyed in base year**
- **Schools surveyed in base year**
- **Students followed across 5 years**



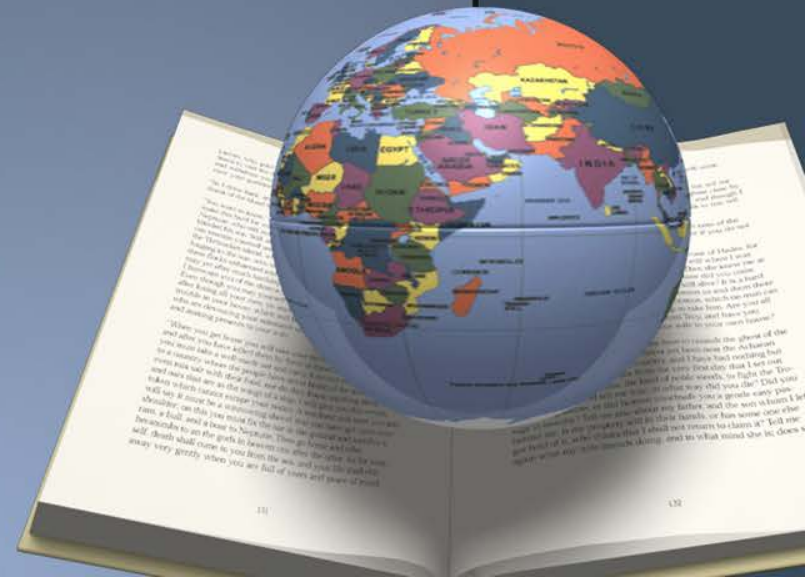
Teacher questionnaire

- **Background**
- **Views on school as a place to work**
- **Professional development**
- **Classes and pupil management**
- **Pedagogy**
- **Approaches to teaching**
- **Views on learning**



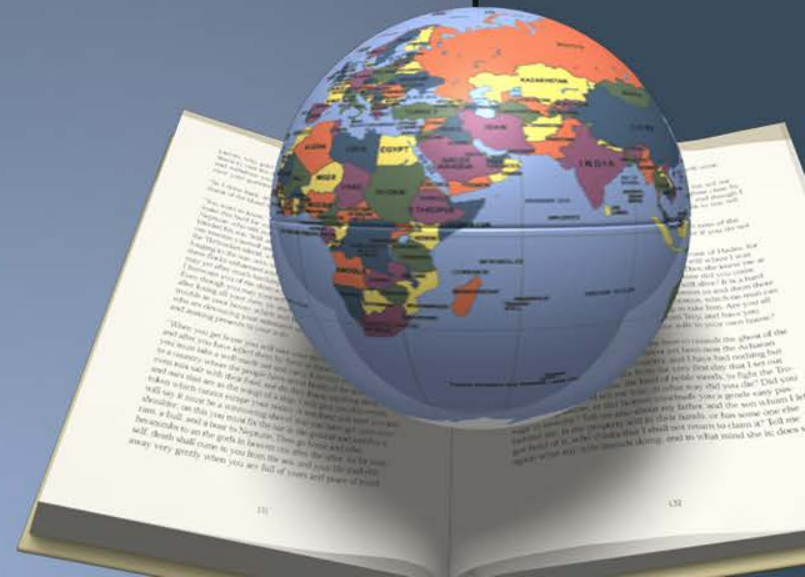
School questionnaire

- Demographics
- Resources
- Programs
- Staffing
- Integration
- Social and pedagogical challenges
- Emphasis
- Supplementary services



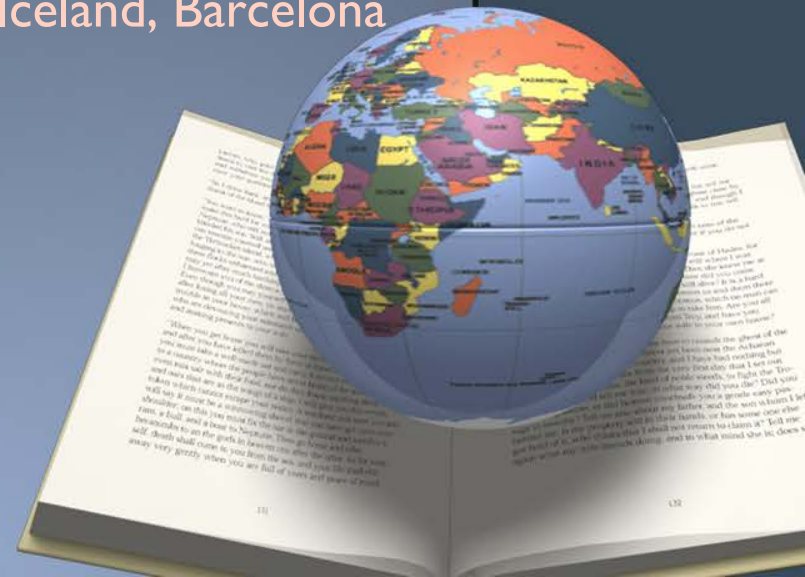
Cities participating in 2013 and 2014

- Melbourne
- Montreal
- New York
- Hong Kong
- Moscow
- Barcelona
- Bordeaux
- Oslo
- Ghent
- Reykjavik
- Wroclaw
- Turku



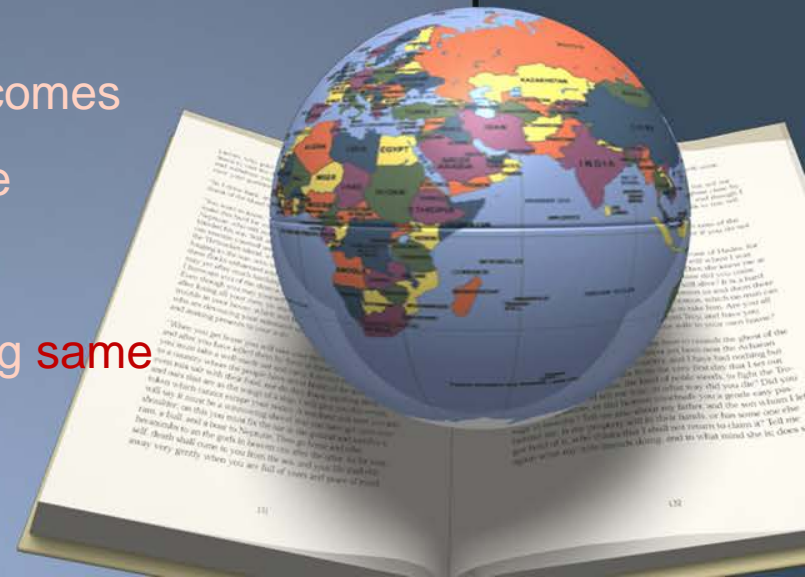
Research partners

- DEECD, Melbourne, Victoria
- CRES, University of Melbourne
- Research Alliance for New York City Schools
- HKIEd
- University of California Santa Barbara
- NIFU (Norway)
- Universities of Bordeaux, Lower Silesia, Iceland, Barcelona Autonomous, Montreal, Turku
- Moscow Department of Education

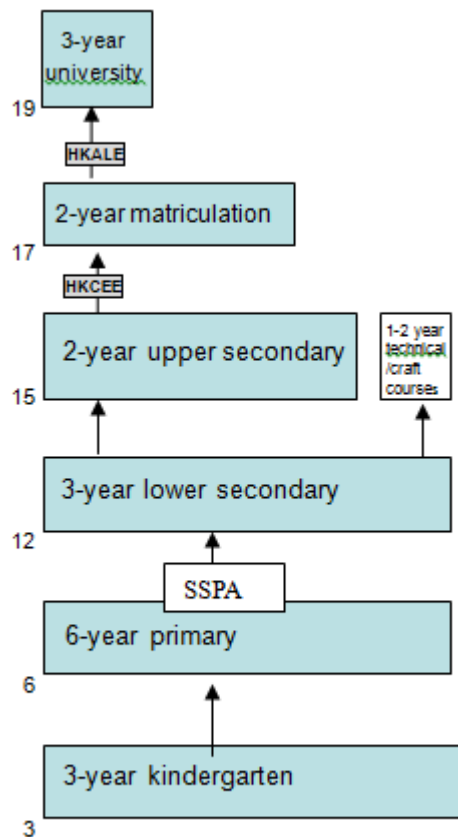


Benefits

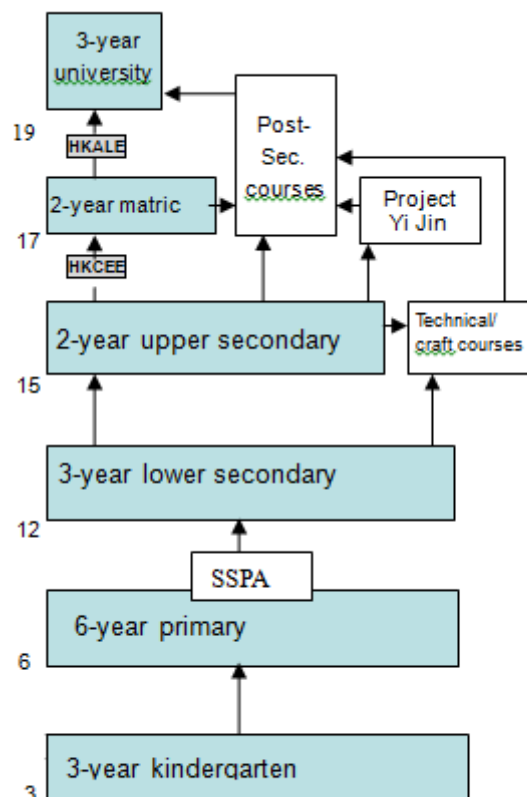
- For the education system
 - Broader view of 'top tier'
 - Better knowledge of skill development
 - Comparative view of performance and transition
 - System information to help measure quality of provision
 - Links to other school systems
 - Reflection on policy and practice
- For schools
 - Comparative information on student outcomes
 - Comparative information on performance
 - Broader outcomes
 - Links to other schools across cities facing **same** challenges
 - Reflection on policy and practice



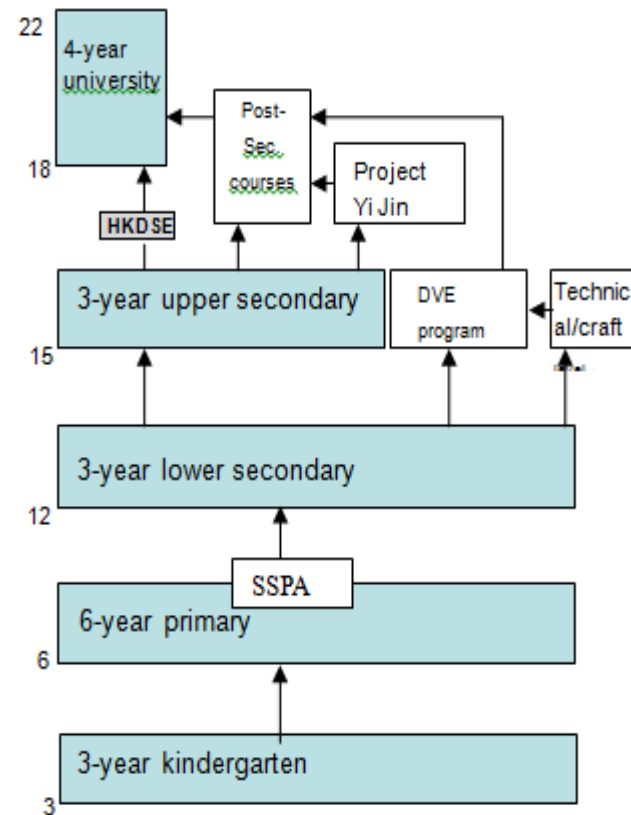
Hong Kong Context for Project



Old system (up to 1999)

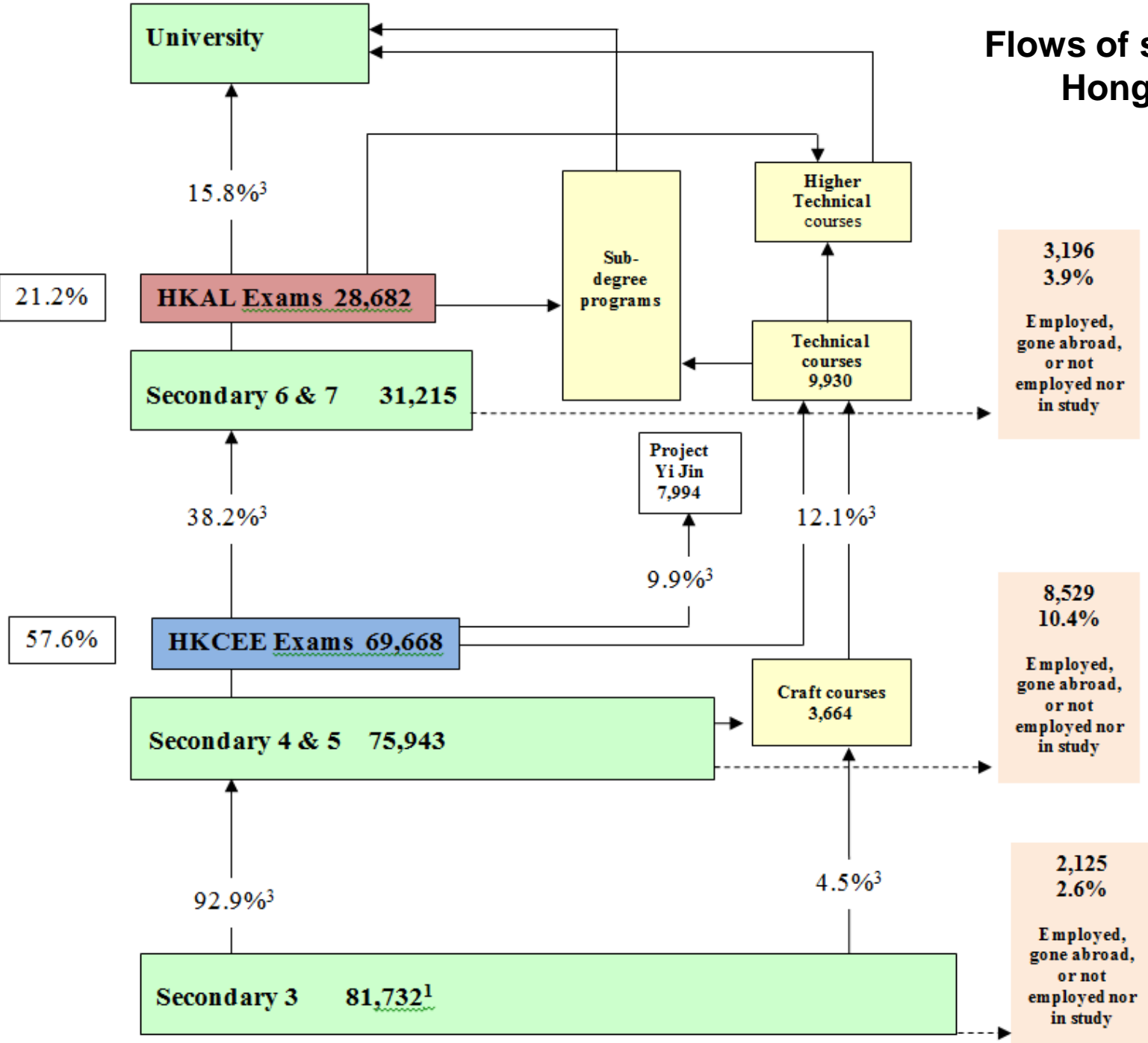


Transition system (2000-2009)

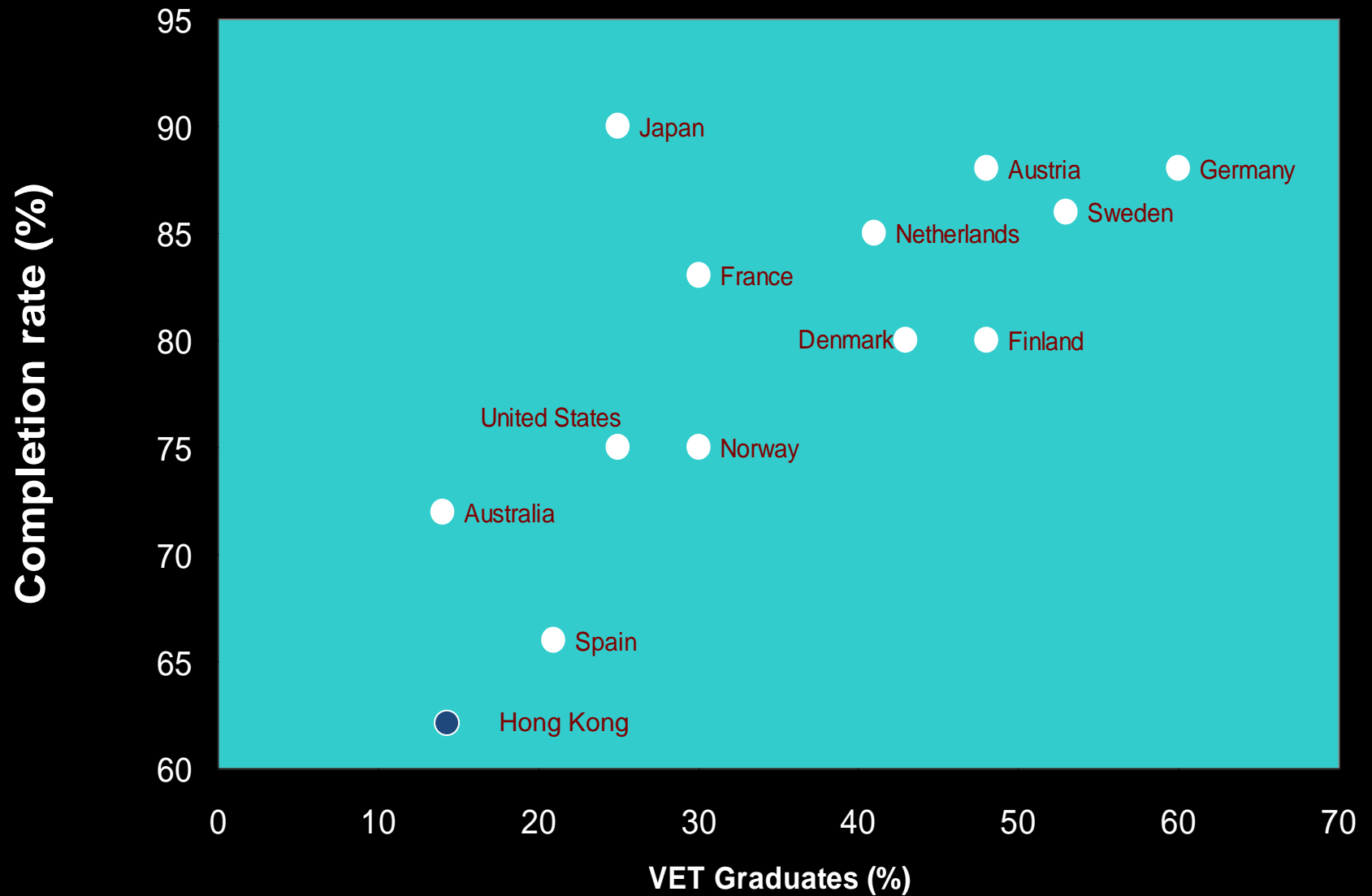


New system (starting 2009)

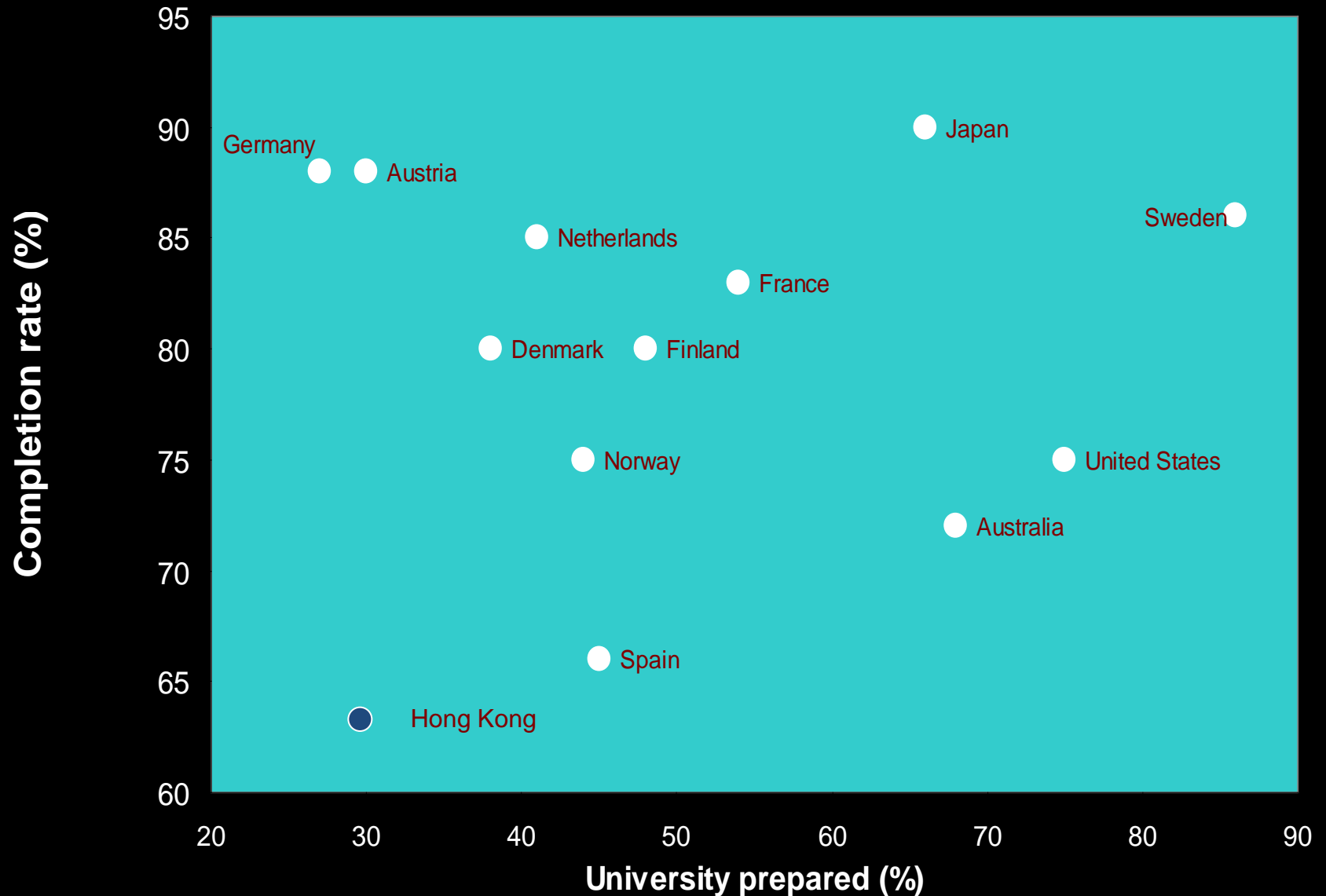
Flows of students in Hong Kong



Upper secondary completion rates by VET graduates (%)



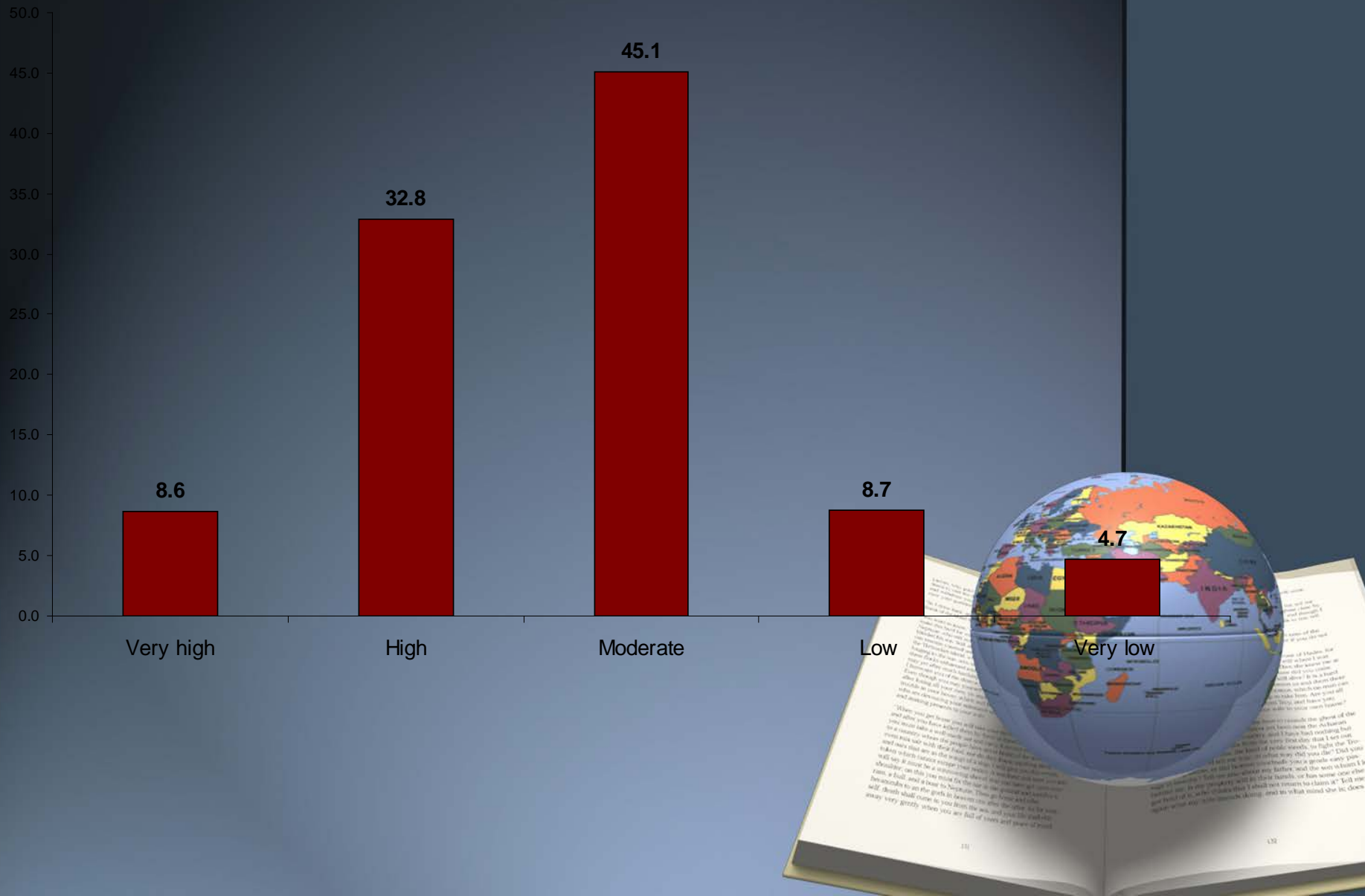
Upper secondary completion rates by University-prepared graduates (%)



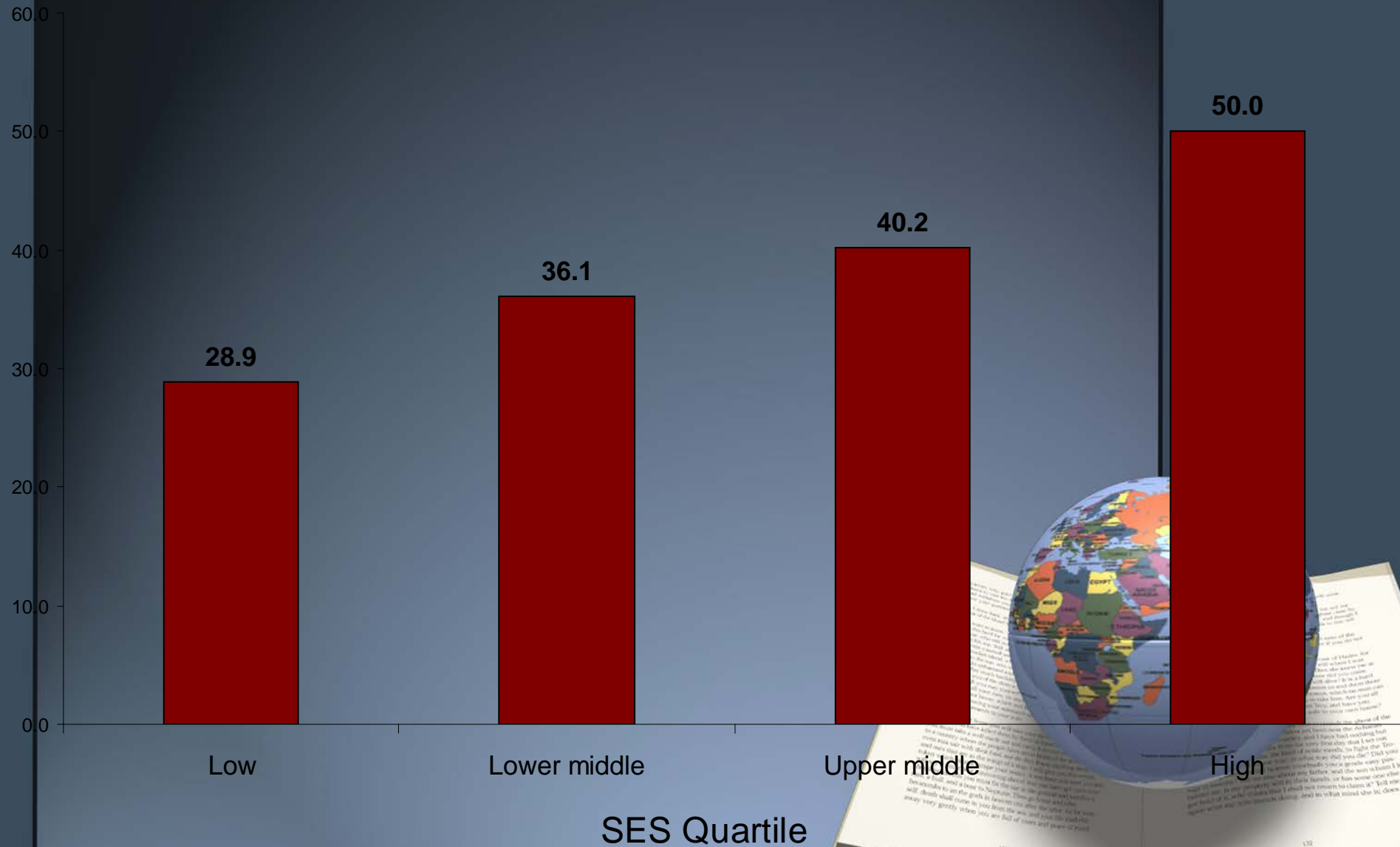
Attachment to school and social and economic integration



Interest in school work

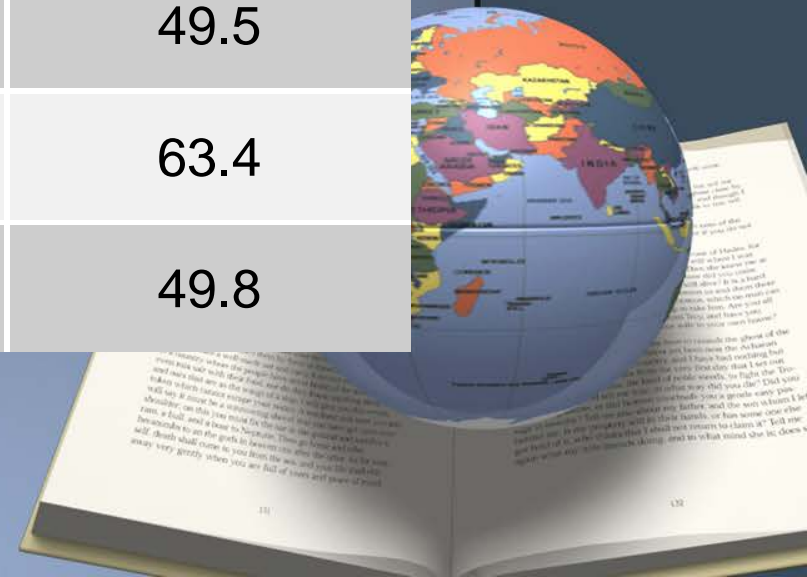


Interest by SES quartile



Interest in school, by SES and city

	Low SES	High SES
Hong Kong	16.7	66.6
Bourdeaux	14.3	60.0
Wroclaw	18.0	49.5
Helsinki	62.7	63.4
Melbourne	37.8	49.8

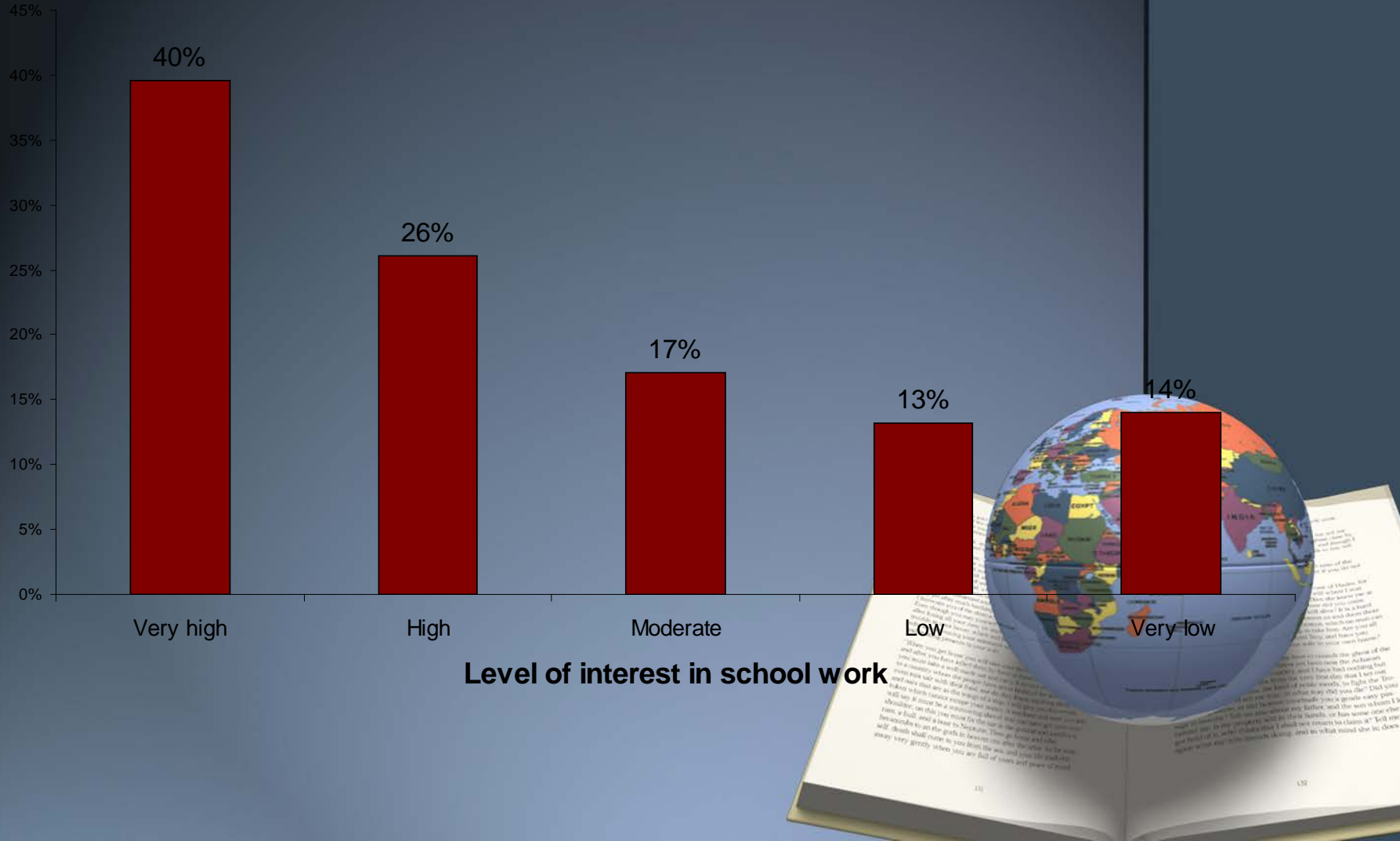


SES profile of each city sample

	Low	Lower Middle	Upper middle	High	Total
Hong Kong	24	34	20	12	90
Bordeaux	14	19	12	15	60
Wroclaw	50	44	39	93	226
Turku	22	20	4	15	61
Melbourne	130	144	134	95	503
	240	261	209	230	940



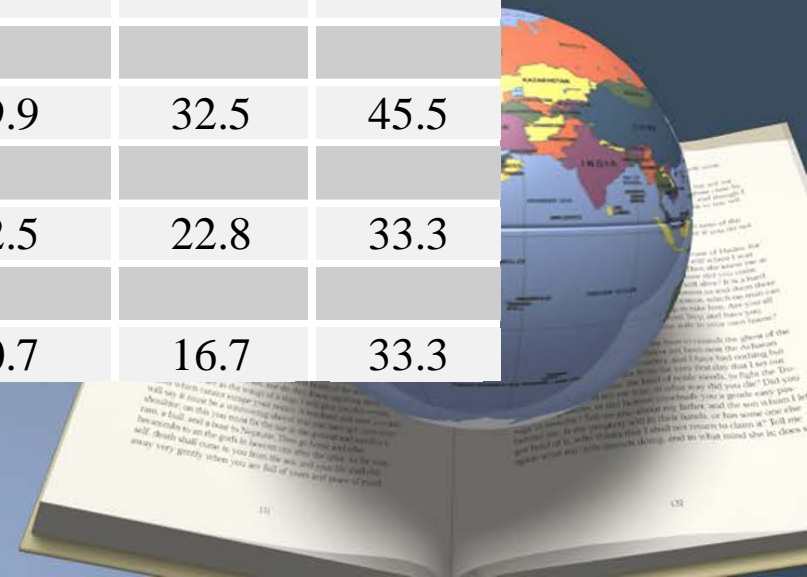
Voting is something you should never take for granted



Interest in social issues

No interest at all in:

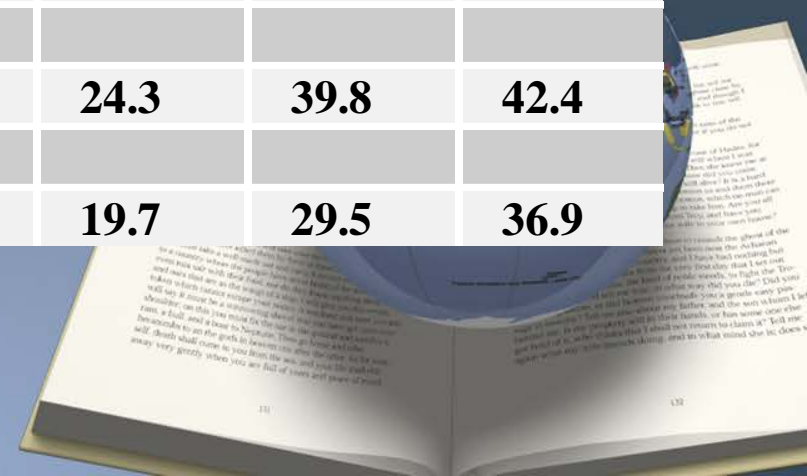
	Interest in school work				
	Very high	High	Moderate	Low	Very low
Issues in your local community	16.9	11.0	17.2	25.4	41.5
Issues affecting my country	8.5	8.5	9.4	14.0	33.3
Welfare of minorities	19.3	17.2	19.9	32.5	45.5
Rights of workers	12.0	13.0	12.5	22.8	33.3
The environment	7.7	7.8	10.7	16.7	33.3



Participation in politics and community

Would definitely not:

	Interest in school work				
	Very high	High	Moderate	Low	Very low
Help a party or candidate during an election campaign	31.5	27.2	32.8	38.7	50.0
Join a political party	42.6	37.4	42.7	53.3	53.7
Join a trade union	24.0	31.1	31.1	48.5	48.2
Attend a rally	20.0	21.8	24.3	39.8	42.4
Voluntary work	13.1	15.5	19.7	29.5	36.9



Next Steps

- Select sample of schools in Hong Kong
- Undertake fieldwork
- Prepare city data from all sources
 - Online test
 - Student questionnaire
 - Teacher questionnaire
 - School questionnaire
- Prepare international data set
- Prepare school reports, city report
- Collaborative research publications

