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Department of Accountancy, Economics and Finance

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**GCAP3076**

Service-learning in Fighting Poverty

**ECON3075**

Service-learning in Sustainable Development



# WHO'S BEHIND THIS LITTLE BOOKLET?

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## **Editorial Team**

Editor: Dr. Aries Wong

Graphic designer: Mr. Noah Choi

Translator and proofreader: Ms. Iuy Wong

# GCAP3076

## Service-Learning in Fighting Poverty

# ECON3075

## Service-Learning in Sustainable Development

## The Service-Learning courses

The booklet documents the projects completed by our students under the two service-learning courses offered by the Department of Accountancy, Economics, and Finance – namely, GCAP3076 Service-learning in Fighting Poverty and ECON3075 Service-learning in Sustainable Development. In collaboration with NGOs, NPOs, and social enterprises, both courses aim to provide our students with an opportunity to contribute to the Sustainable Development Goals through community engagement. Students are given the chance to gain firsthand experience in sustainability issues by interacting with stakeholders and participating in community services. In return, students integrate academic learning with the experience gained from community engagement to work on their own innovative projects to address sustainability challenges.

這本小冊子記錄了同學們在會計、經濟及金融學系提供的兩門服務學習課程——GCAP3076和ECON3075——中完成的項目。這兩門課程與非政府組織、非牟利組織和社會企業合作，旨在為同學提供通過社區參與貢獻可持續發展目標的機會。透過與持份者的互動及參與社區服務，同學們有機會了解並親身體驗可持續發展議題。同時，同學們將課堂上的學習與從社區參與中獲得的經驗結合，實施自己的創新項目，以應對可持續發展的挑戰。

WHAT  
DID THEY  
SAY

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WHO  
WERE OUR  
PARTNERS

WHAT  
DID WE  
ACHIEVE  
TOGETHER



## PROF. YUK-SHING CHENG SAID,



**Prof. Yuk-shing CHENG**  
Interim Dean, School of Business  
Director, Centre for Sustainable Development

鄭毓盛教授  
暫任工商管理學院院長  
可持續發展研究中心總監

The Centre for Sustainable Development Studies serves both as a research unit and as a platform for organising impactful service-learning activities for students.

Service-learning is an educational approach that transcends conventional classroom instruction, offering numerous benefits. In addition to nurturing students' personal and social development, it cultivates critical thinking, empathy, and a profound sense of social responsibility. Through active participation in service-learning, students not only contribute to addressing pressing societal challenges but also play a pivotal role in promoting sustainable development. Our overarching goal is to encourage students to reflect upon their experiences and discover enhanced methods to serve their communities, all while enriching their own learning journeys.

This booklet records the activities we have organised in the past academic year. Thanks to Dr Aries Wong and many community partners for their dedicated efforts in providing all these opportunities to our students! My appreciation also goes to the students for their attempts to make positive changes in our communities.

可持續發展研究中心除了是一個研究單位，更是策劃有意義的服務學習活動的重要平台。

服務學習超越傳統的課堂教學，為同學帶來許多益處。除了促進同學的個人成長和社會發展之外，它還培養他們的批判性思考、同理心和社會責任感。透過參與服務學習，同學不僅為解決當前的社會問題作出貢獻，還在推動可持續發展中擔任重要的角色。我們的宗旨是鼓勵同學反思他們的經驗，尋找更佳的方法來服務社區，並在此過程中豐富他們的學習體驗。

這本小冊子詳細紀錄了我們在過去學年所策劃的各項活動。我衷心感謝黃健明博士及所有社區伙伴為同學提供的寶貴機會和支持！同時，我也感謝同學們為社區帶來的正面影響而付出的努力。

## Dr. BYRON SONG SAID,



**Dr. Byron SONG**  
Head,  
Department of Accountancy, Economics and Finance

宋揚博士  
會計、經濟及金融學系系主任

Under the guidance of Dr. Aries Wong and his team, students of our service-learning courses have transcended the boundaries of traditional learning and embraced the practical application of knowledge. Through service-learning, students have gained insights that extend beyond what textbooks offer and learned the value of contributing to their community.

We cannot overstate the significance of Dr. Aries Wong's leadership and the unwavering commitment of his team. Their efforts in designing and implementing this service-learning programme have profoundly influenced our students' character development and nurtured their understanding of social responsibility. By engaging directly with the community, our students have developed a lifelong commitment to serving others.

Looking forward, we are filled with anticipation for the next phase of the service-learning projects. We are confident that these initiatives will continue to inspire and empower our students to become compassionate leaders who actively contribute to society. We eagerly await the next chapter of their service-learning journey, knowing that it will shape our students' lives and further cultivate a culture of service within our institution.

Together, let us celebrate their accomplishments and the profound impact our students have made on the community. Their service has not only enriched their own lives but also made a significant difference in the lives of those they have served.

在黃健明博士及其團隊的指導下，我們的同學在服務學習課程中超越了傳統學習的界限，實踐了知識的應用。通過服務學習，學生獲得了教科書以外的見解，並體會到為社區作出貢獻的價值。

黃健明博士的領導及他團隊的投入尤為重要。他們在設計和實施這個服務學習計劃中的努力，深刻影響了同學們的品格發展，並培養了他們對社會責任的理解。通過直接與社區互動，同學們培養了終身服務他人的熱誠。

展望未來，我們充滿期待地迎接服務學習項目的下一階段。我們相信這些計劃將繼續激勵並賦能我們的同學，使他們成為富有同理心、積極為社會作出貢獻的領袖。我們熱切期待他們服務學習旅程的下一章，深知這將塑造他們的生活，並進一步培養我們院校內的服務文化。

讓我們一起慶祝同學們的成就及他們對社區產生的深遠影響。他們的服務不僅豐富了自己的生命，也為服務對象的生活帶來了重要的改變。



## DR. LISA LAM SAID,



**Dr. Lisa Lam, SFHEA  
Director -  
Centre for  
Innovative Service-Learning**

林婉雯博士  
創新服務學習中心總監

It is with great pleasure that I introduce this year's booklet for the credit-bearing service-learning courses GCAP3076 Service-Learning in Fighting Poverty and ECON3075 Service-Learning in Sustainable Development. This edition is particularly close to my heart as it weaves together the efforts of students, instructor, and community partners tackling the multifaceted challenges of poverty and sustainability.

The ethos of "learning by doing" resonates through the heart of our service-learning courses, in which our students immerse themselves in the complexities of societal issues. This hands-on approach ensures that

they not only apply their academic knowledge but also cultivate empathy, emotional intelligence, teamwork, and a deep-seated understanding of the community's needs. We aim to equip them with the mindsets and skills to be enablers of a better future.

This year's service-learning projects span a vast array of themes, focusing on creating positive change for underprivileged groups, enhancing sustainability, promoting resource sharing, and fostering social inclusivity. These projects underscore the creative and collaborative spirit of our students as they work to build sustainable support systems and empower the less fortunate.

My heartfelt thanks extend to our 12 community partners who have provided invaluable support and opportunities for our students to learn and serve. Their commitment is the cornerstone of our success. I also wish to express gratitude to Dr. Aries Wong, whose passion and dedication to service-learning imbue it with meaning beyond the conventional classroom setting.

To our students, your passion and diligence resonate throughout this booklet. Your projects are a testament to your commitment to serving the community. I also wish to thank our donors, friends, and supporters for their unwavering support.

The Centre for Innovative Service-Learning anticipates the continued growth of our students' impacts within the community.

我很高興跟大家分享這本結集了GCAP3076和ECON3075 兩門帶學分服務學習科目的課程小冊子。本年度的小冊子別具意義，它不僅記錄了學生、導師以及社區伙伴齊心協力對抗貧困的種種努力，同時也匯集了我們在面對可持續發展這一重大挑戰上取得的豐富成果。

「從實踐中學習」是我們服務學習課程的核心理念。這種學習方式不僅促進學生將學理知識轉化為實際行動，讓他們深入理解社會問題的層次與複雜性，更培養了他們的同理心、情緒智能、團隊合作精神、以及對社區需求的敏銳洞察力。服務學習的目標在於培養學生的知識應用和跨學科技能，讓他們能成為推進社會進步、締造更好未來的關鍵力量。

本年度GCAP3076和ECON3075的服務學習項目涵蓋了廣泛的主題，著眼於為弱勢群體帶來積極改變、促進可持續發展、推動資源共享，以及增進社會共融。這些項目體現了同學的創造力和協作精神，讓他們致力建立一個可持續的社會支援網絡，並賦能於弱勢社群。

我衷心感謝12位社區伙伴為學生提供了寶貴的支持和服務學習的機會。他們的熱誠實在是我們成功的關鍵！此外，我要特別感謝黃健明博士對服務學習的熱忱投入，使得我們的課程超越了傳統教室的界限。

謝謝所有同學的辛勤付出！每翻開一頁，每讀到一句，都能感受到你們的熱誠和努力，以及對服務社區的承諾！我也要向我們的捐贈者和朋友表達深厚的謝意，謝謝你們一直以來的鼎力支持。

創新服務學習中心期盼能與導師、學生及社區伙伴繼續攜手合作，在社區發揮和擴大我們的影響力。



## PROF. SUNG-NOK CHIU SAID,



**Prof. Sung-nok Chiu**  
**Director -**  
**General Education Office**

趙崇諾教授  
通識教育總監

As we open the pages of this booklet, we delve into the vibrant tapestry of service-learning and community engagement woven by the students of this General Education Capstone course. Within these pages lie the reflections and outcomes of twelve remarkable service-learning projects, each a testament to the power of interdisciplinary knowledge applied with passion and purpose. These projects are not just academic assessments; they are bridges connecting the classroom to the community, theory to practice, and young minds to the heart of societal engagement.

Our General Education programme aims to develop not only knowledgeable individuals but also responsible citizens and innovative problem-solvers. The projects featured here beautifully represent our commitment

to integrating diverse disciplines for social benefit, fostering teamwork, and transforming academic concepts into solutions for local and global challenges.

Our students have taken service-learning to heart, demonstrating their dedication through various initiatives. From organising workshops to empower ethnic minority teenagers to explore their potential, to creating educational materials that transcend language barriers, our students have demonstrated an impressive ability to apply their academic knowledge creatively to meet diverse community needs.

The projects in this booklet showcase growth beyond academic achievement. They reveal stories of empathy, self-discovery, and social commitment. Our students developed not only new ideas and perspectives about society but also identified ways to strengthen their professional competencies in creativity, communication, problem-solving, and teamwork—exactly the goals of our General Education programme.

Each project is distinctive—from promoting sustainable practices and cultural conservation to fostering financial literacy and physical well-being among the underserved. Yet, a common thread unites them: the desire to make a difference. As our students stepped out of their comfort zones, they stepped into the lives of others, sharing joy, alleviating stress, and igniting change.

I applaud Dr. Aries Wong and our students for their commendable efforts towards societal improvement. This booklet stands as a guide for future students, charting a course of knowledge, empathy, and unwavering dedication to make a meaningful difference in the world.

翻開這本小冊子，我們深入了解在這個通識總整課程中同學們豐富多樣的服務學習和社區參與成果。小冊子展示了同學們在十二個出色的服務學習項目中的反思和成果，每一個項目都見證了跨學科知識在熱誠與目標驅動下的強大力量。這些項目不僅是學術評估，更是連接課堂與社區、理論與實踐、年輕人與社會參與的橋樑。

我們的通識教育課程旨在培養既有知識又有責任感的公民和創新的問題解決者。這裡展示的項目體現了我們致力於將不同學科結合以造福社會、促進團隊合作，並將學術概念轉化為本地和全球挑戰的解決方案。

同學們全心投入服務學習，通過各種行動展示了他們的熱誠。他們從舉辦工作坊以激勵少數族裔青少年發掘潛力，到製作跨越語言障礙的教材，通過創意地應用學術知識來回應各種社區需求。

這本小冊子中的項目體現了超越學術成就的成長。它們記載了關愛、自我發現和社會參與的故事。同學們不僅發展了對社會的新觀點和新想法，還找到了提升其創造力、溝通、解決問題和團隊合作能力的方法——這正是我們通識教育課程的目標。

每個項目都有其獨特之處——從促進可持續發展實踐和文化保育，到提升金融素養和弱勢社群的健康。然而，這些項目都有一個共同的願望：改變世界。當同學們走出舒適區，他們融入了他人的生活，分享快樂，減輕壓力，並推動改變。

我很欣賞及感謝黃健明博士和同學們為社會進步所作出的努力。這本小冊子為未來的同學指引了方向，描繪了一條充滿知識、同理心和不懈奉獻的路徑，旨在對世界產生有意義的影響。



## DR. ARIES WONG SAID,



**Dr. Aries Wong**  
Course Instructor of GCAP3076 and ECON3075,  
Senior Lecturer,  
Department of Accountancy, Economics and Finance

黃健明博士  
GCAP3076及ECON3075課程主任  
會計、經濟及金融學系高級講師

It is always a pleasure each year to revisit these completed service-learning projects anew as this booklet is being prepared. This year, we have taken a further step by including another service-learning course, ECON3075 Service-learning in Sustainable Development, in this booklet. ECON3075 adopts a different approach, allowing students to develop their projects over a longer period (no less than 120 hours) to address a wider range of sustainability issues. In addition to poverty, students in ECON3075 also work on projects that promote environmental conservation, build a more sustainable community, and more.

Having said that, both ECON3075 and GCAP3076 share a similar objective: to provide students with the opportunity to engage with the community and apply their learning to contribute to the Sustainable Development Goals (SDGs). Indeed, they represent different facets of our sustainability platform in partnership with our community partners.

Please allow me to take this opportunity to express my gratitude for the continuous support from the General Education Office, the Centre for Innovative Service-Learning, the Centre for Sustainable Development Studies, the Department of Accountancy, Economics and Finance, our community partners, and our service-learning project coordinators, Max and Polly. They are all indispensable to the success of these courses.

Enjoy the booklet and discover how our students are contributing to the SDGs. You will see initiatives like the production of fitness exercise videos tailor-made for people living in subdivided flats, the introduction of new learning materials for ethnic minorities, and many other innovative methods.

每年當我們準備這本小冊子時，重新回顧這些已完成的服務學習項目總是一件愉快的事。今年，我們更進一步，在小冊子中增加了另一個服務學習課程——ECON3075。ECON3075採用不同的方法，讓同學在更長的時間內（不少於120小時）籌劃項目，以應對更廣泛的可持續性問題。除了貧窮問題外，ECON3075的同學還參與促進環境保護、建立更可持續社區等項目。

話雖如此，ECON3075和GCAP3076有著相似的目標：為同學提供與社區互動的機會，並應用他們的學習成果來貢獻可持續發展目標（SDGs）。課程展示了我們與社區伙伴合作建立的可持續性平台的不同層面。

我要藉此機會感謝通識教育處、創新服務學習中心、可持續發展研究中心、會計、經濟及金融學系、我們的社區伙伴以及服務學習項目統籌Max和Polly一直以來的支持。他們對課程的成功是不可或缺的。

請細閱這本小冊子，了解我們的同學如何為SDGs作出貢獻。你會了解到各種項目，例如為劏房居民特別製作健身運動短片，為少數族裔製作新的教學材料，以及許多其他創新方法。

## Polly Chow and Max SAID,



**Polly Chow & Max Cheng**  
Service-learning project coordinators

周佩利 鄭志堅  
服務學習項目主任

We are very pleased to once again collaborate with Dr. Aries Wong and his team on service-learning projects. Over the past year, we have deepened this partnership, providing students with more diverse and challenging service-learning opportunities.

We particularly focus on collaborating with a broader range of community partners, covering various groups and organisations involved in youth development, supporting ethnic minorities, and distributing community resources. Through these partnerships, students have been able to gain a comprehensive understanding of various social issues and design service activities that are more closely aligned with actual needs.

We are glad to see that the students have demonstrated a high level of responsibility and initiative, as well as good innovative thinking and problem-solving abilities in the design and implementation of activities. We have observed their growth not only in knowledge and skills but more importantly in their sense of social responsibility and civic awareness.

We sincerely thank our community partners for their strong support and active participation throughout the process. It is their support and guidance that have enabled the students to better apply theory to practice and bring tangible benefits to the community. We believe that such collaboration will lay a solid foundation for the students' future development and contribute to solving social problems.

Looking ahead, we will continue to work closely with Dr. Aries Wong's team and various community partners, constantly innovating the

models and content of service-learning, providing students with richer and more valuable learning experiences. Through these efforts, we hope we can contribute to students' all-round development and societal progress.

我們很高興能夠再次與黃博士及其團隊開展服務學習合作。在過去的一年裡，我們在上述合作的基礎上不斷深化，為同學們提供了更多元化、更具挑戰性的服務學習機會。

我們特別關注與更廣泛的社區伙伴合作，涵蓋了不同類型的群體和組織，如青少年發展機構、支援少數族裔及分配社區資源的組織等。通過這些合作，同學們得以更全面地了解社會上各種需關注的議題，並設計出更貼近實際需求的服務活動。

令我們感到欣慰的是，同學們不僅展現出了高度的責任感和主動性，而且在活動設計和實施過程中也顯示出了良好的創新思維和解決問題的能力。我們看到他們不僅在知識和技能方面有所提升，更重要的是培養了更強烈的社會責任感和公民意識。

我們衷心感謝社區伙伴們在整個過程中給予的大力支持和積極參與。正是有了他們的支持和引導，同學們才能更好地將理論應用到實踐中，為社區帶來實質的幫助。我們相信，這樣的合作必將為同學的未來發展奠定堅實的基礎，同時也為解決社會問題作出應有的貢獻。

展望未來，我們將繼續與黃博士團隊及各社區伙伴緊密合作，不斷創新服務學習的模式和內容，為同學們提供更豐富、更具價值的學習體驗。我們希望通過這樣的努力，能夠為同學的全面發展注入新的動力，並為社會的進步貢獻自己的一份力量。



## Adelaide SAID,



**Adelaide Fung Ka Yan**  
Student Coordinator,  
BC Public Relations and Advertising  
supported by Students-as-Partners Scheme  
of the General Education Office

馮嘉欣  
學生統籌

As a Student Coordinator, I am immensely grateful for the opportunity that has allowed me to be a part of a dynamic and inspiring environment. The role not only enabled me to listen to my peers' wonderful ideas and perspectives but also empowered me to promote a positive impact within our community proactively.

Throughout my experience, I have had the privilege of learning a great deal and acquiring new insights and practical skills. One of the key areas in which I have grown is coordination and communication. Acting as a middleman between our students and Project Coordinators, Max and Polly, has honed my ability to effectively relay information, bridge gaps, and foster collaboration. This skill has proven invaluable in ensuring smooth and efficient operations within our team. Apart from this, I have learned to approach conversations with empathy, considering others' perspectives and experiences. This mindset has enabled me to avoid looking down on others or unintentionally attacking them with my words. By choosing my language carefully and being mindful of the impact my words can have, I have fostered positive and respectful interactions.

Furthermore, my involvement as a Student Coordinator has granted me the opportunity to venture into the lesser-explored corners of Hong Kong. By organising visits to subdivided

flats, I have been able to witness firsthand the realities faced by marginalised communities. These eye-opening experiences have deepened my understanding of the social issues prevalent in our society and fueled my passion for driving positive change.

作為學生統籌，我非常感激這個機會，讓我置身於充滿活力和啟發性的環境中。這個角色不僅讓我能夠聆聽同輩的精彩想法和觀點，還推動我在社區內促進積極的影響。

在這次經歷中，我學到了很多，並獲得了新的見解和實用技能。特別是在協調和溝通方面，我得到了顯著的提升。作為同學們和項目主任Max和Polly之間的中間人，我鍛鍊了有效傳遞信息、彌合差距和促進合作的能力。這項技能在確保我們團隊內部運作順暢和高效方面顯得非常寶貴。除此之外，我還學會了以同理心進行對話，考慮他人的觀點和經歷。這種心態使我能夠避免看不起他人或在無意中用言語傷害他人。通過謹慎地選擇我的語言並注意我的話語可能產生的影響，我促進了積極和尊重的互動。

此外，作為學生統籌，我有機會走訪香港一些較少探索的角落。通過組織劏房探訪，我得以親眼目睹邊緣化社區面臨的現實。這些開闊眼界的經歷加深了我對社會中普遍存在的問題的理解，並加強了我推動正面改變的動力。

## Chelsea SAID,



**Chelsea Tsang Choi Kiu**  
Student Coordinator,  
BA Religion, Philosophy and Ethics  
supported by Students-as-Partners Scheme  
of the General Education Office

曾彩喬  
學生統籌

The experience of being a Student Coordinator has had a profound impact on my personal and professional development. It enhanced my communication skills and enriched my overall learning journey.

As a student from the Department of Religion, Philosophy, and Ethics, my training primarily focuses on theory and logical thinking. While this approach provides me with a strong academic foundation, I realised that practical application and real-world experiences are equally important. The Student Coordinator role offered me the perfect opportunity to bridge the gap between theory and practice.

One of the most significant gains of being a Student Coordinator was the improvement in my communication skills. Effective communication is a vital skill in any field, and this experience allowed me to refine my ability to convey ideas clearly and concisely. Whether it was coordinating with community partners, collaborating with fellow students, or organising events, I had to communicate effectively to ensure smooth operations and successful outcomes. This hands-on experience of interacting with various stakeholders not only boosted my confidence but also taught me the importance of active listening, empathy, and adaptability in communication.

Moreover, the opportunity to facilitate services and events allowed me to witness the impact of our efforts on the participating students. It made

me appreciate the significance of creating inclusive and meaningful learning experiences that go beyond the classroom. I hope more students will have the opportunity to participate in the course.

擔任學生統籌的經驗對我的個人和專業發展產生了深遠的影響。這不僅提升了我的溝通技巧，還豐富了我的學習之旅。

作為宗教、哲學和倫理學系的學生，我的培訓主要側重於理論和邏輯思維。雖然這種方法為我提供了穩固的學術基礎，但我意識到實踐應用和現實世界的經驗同樣重要。學生統籌的角色為我提供了將理論與實踐結合的完美機會。

擔任學生統籌的最大得著之一是我的溝通技巧得以提升。有效的溝通在任何領域都是一項重要技能，這次經驗讓我能夠更清晰而簡潔地表達想法。無論是與社區伙伴協調、與同學合作，還是組織活動，我都需要有效地溝通，以確保運作過程順利並達到成功的結果。這種與各方互動的實踐經驗不僅提高了我的信心，還教會了我在溝通中積極聆聽、同理心和適應力的重要性。

此外，協助服務和活動的機會讓我目睹了我們的努力對參與同學的影響，讓我體會到提供課堂以外有意義的學習經驗的重要性。我希望更多同學能有機會參與這個課程。







## St. James' Settlement Community Centre

聖雅各福群會社區中心



Mr. Lee Chung Tsung Patrick  
Service-in-charge

李振頌先生  
服務主管



This year, most of the non-Chinese homework tutoring class members at our community centre are secondary school students. Each member has different interests and expectations for their future, but unfortunately, they are often confused and uncertain about how to achieve them. The involvement of HKBU students from this programme, many of whom are also non-Chinese, has provided our members with a rare opportunity to interact with relatable role models. During the process, the students not only shared the difficulties they encountered in their studies, but more importantly, they deeply understood, empathised with, and experienced the members' feelings that local people (including myself) find hard to comprehend. This enabled them to offer the most feasible solutions.

Within a short time, the students understood our members' needs and designed the direction of academic and career workshops. They also connected with classmates from different professions to share their experiences, giving our members a basic understanding of their future prospects. As there were not many members, each one could benefit more personally and directly.

今年我們社區中心的非華裔功課輔導班組員，大部分已是中學生，每位組員都有著不同的興趣，對前景有著不同的期望，可惜對如何達成期望卻有很多不解及迷茫。適逢此計劃的同學蒞臨協助，而當中大部份正是非華裔，這對組員來說，可算是一種難得的機會接觸到可模仿的對象。在過程中，同學們不單分享了他們在學業上遇到過的難題，更重要的是同學們可以深深理解、體會和經歷組員在生活及成長中本地人（包括本人）難以理解的感受，從而提供了最可行的解決方法。

同學們在短時間內了解了組員的需要，並設計好有關學業及事業工作坊的方向，更聯繫了不同專業的同學們來分享經驗，讓組員們對前景有最基本的掌握。雖然組員人數不多，但這反而可讓每位組員得到更貼身的幫助和受用。



The dream job you have in mind may not quite fit your current skill set. This is a common problem among teenagers, especially for grassroots communities like ethnic minorities who may receive less information. To address this, students prepared two workshops targeting ethnic minority students, focusing on their future studies, careers, and potential.

The first workshop, “Future Educational Path Workshop in Hong Kong”, aimed to motivate

underprivileged ethnic minority students to pursue further studies after secondary school. It introduced the Hong Kong education system, universities, and financial assistance schemes for tertiary education. Another workshop, “Career Workshop and Mentorship”, provided information on various bachelor’s programmes. It also introduced goal-setting practices to help students better understand themselves and identify potential career paths. Additionally, two guests were invited to share their experiences, insights and advice, giving students a deeper understanding of different career paths and challenges.

心目中的理想工作可能與你目前的技能不太匹配——這是青少年中常見的問題，特別是對於獲取較少資訊的基層如少數族裔而言。同學們為少數族裔學生準備了兩個工作坊，針對他們的未來升學、職業和潛力。

第一個工作坊「香港未來教育路徑工作坊」旨在鼓勵弱勢少數族裔學生在中學畢業後繼續升學。它介紹了香港的教育系統、大學，以及支持高等教

工作坊還邀請了兩位嘉賓分享他們的經歷、見解和建議，讓學生們對不同的職業路向和挑戰有了更深入的了解。

育的財政援助計劃。另一個工作坊「職業工作坊和師友計劃」則提供了各種學士課程的資訊，介紹了訂立目標的方法，幫助學生更好地了解自己和適合的職業路向。

# What’s on the students’ minds?

**Adnan**

**BA ENG**

As a student from Pakistan, it is challenging for me to communicate with our community partner and the service target group of ethnic minorities in Cantonese. Through service-learning, I gained insight into the issues that ethnic minorities face daily. For instance, the low educational level of parents may hinder them from guiding their children in schoolwork. This broadened my horizons.

作為來自巴基斯坦的學生，用廣東話與社區伙伴和服務對象的少數族裔群體進行交流對我來說是一項挑戰。通過服務學習，我對少數族裔每天面臨的問題有了深入的了解，例如家長的教育水平較低，可能無法指導孩子的功課。這擴闊了我的視野

**Mase  
Angellica  
Mae De  
Lemios**

**BA ENG**

As an ethnic minority myself, I observed that differences in the education system and a lack of resources are two major challenges for ethnic minority children. In this project, our group focused on education, targeting ethnic minority children and teenagers by providing possible directions and suggestions for their future career paths. This experience also improved my communication skills in interactions.

身為少數族裔，我觀察到教育系統的差異和資源的匱乏是少數族裔兒童面臨的兩大主要挑戰。在這個項目中，我們小組專注於教育，針對少數族裔兒童和青少年提供可行的方向和未來職業路向的建議。這次經驗也提升了我在互動中的溝通技巧。

**Kaur  
Rajdeep**

**BA ENG**

I was concerned that I might not be able to maintain class discipline of ethnic minority students during the sharing of guest speakers and tutors in our proposed workshop. During the workshop, I discovered that students were eager to communicate and share thoughts, which I did not expect. This unique experience nurtured my resilience and allowed me to explore my potential.

我擔心在工作坊中，嘉賓講者和導師分享時，我可能無法維持少數族裔學生的紀律。然而，在工作坊期間，我發現學生們積極地交流和分享想法，這是我沒有預料到的。這次獨特的經驗培養了我的韌性，讓我發掘了自己的潛力。

**Fung  
Yuen Ki**

**BA ENG**

I was impressed by the good relationship between the co-workers in our community partner and children from low-income families. Their interactions reminded me of the importance of communicating in a friendly way and showing sympathy so that the needy would be more willing to voice their concerns. This experience changed my way of communicating with others.

當我第一次參加服務時，社區伙伴的同事與低收入家庭的孩子之間的良好關係給我留下了深刻的印象。他們的互動讓我意識到以友好的方式交流和表現同情心的重要性，這樣有需要的人會更願意表達他們的關切。這次經歷改變了我與他人交流的方式。

People Service Centre  
民社服務中心



Mr. Kenny Chiu  
Team Leader

趙子傑先生  
服務隊長



The People Service Centre has always focused on mobilising residents and promoting the spirit of “helping oneself while helping others.” The Centre’s services in the To Kwa Wan district mainly address the needs of child caregivers, aiming to establish social capital, cross-sectoral support, and encourage service users to support one another. This approach helps address community needs in the face of insufficient formal support, creating a sustainable service model through volunteer networks, resource-sharing platforms, and more.

This year’s collaboration with the service-learning course at HKBU primarily involved students regularly participating in the Centre’s outreach efforts, reaching out to more hidden community groups. This includes families that work during the daytime, single individuals, the elderly, and rooftop housing residents, providing them with community information services. Students have worked tirelessly alongside staff in home visits, and used thoughtful approaches to catch residents’ interest and attention during these visits. I appreciate the students’ patience and focus throughout the service and hope they continue to apply their wisdom to build meaningful community services in the future.

民社服務中心一直以來都以組織居民為目標，推動他們「自助助人」的精神。中心在土瓜灣區的服務主要關注兒童照顧者的需要，希望透過建立社會資本、跨界別支援及服務使用者之間的互助來回應社區的需要。在缺乏正規支援的情況下，這種方式有助於建立一個可持續的服務模式，例如義工網絡、資源共享平台等等。

本年度與浸大GCAP3076服務學習課程的合作主要希望透過讓同學們定期參與中心的外展工作，接觸社區上較隱蔽的社群，包括日間需要工作的家庭和單身人士、長者、天台屋住戶等等，以提供社區資訊服務。同學們在不少晚上與中心職員一起汗流浹背地完成洗樓工作，再在探訪過程中透過一些小心思引起居民的興趣和注意。欣賞同學們在服務中的耐性和專注的態度，希望日後能繼續充分運用他們的智慧，一起建立有意義的社區服務。



The residents in subdivided housing lack social support and may not receive updated information, especially for ethnic minorities who do not speak or write Chinese. Two activities were initiated in the project to alleviate these problems. The first activity was to create an English version of the poster for the CLP Fuel Cost Subsidy Programme.

The new poster will help make the information accessible to ethnic minorities and foreigners who may not understand Chinese, allowing them to access community benefits. Another activity involved mini-games during visits, targeting both Chinese-speaking and non-Chinese-speaking residents in subdivided flats. The mini-game presented a set of six questions related to life habits, with two cartoons representing good and bad habits. It is hoped that residents can receive updated information and understand ways to maintain a healthy lifestyle.

# WHAT is the project about?

劏房居民缺乏社會支持，可能無法獲得最新的資訊，特別是不會說或寫中文的少數族裔。為了解決這些問題，項目舉辦了兩項活動。

第一項活動是為中華電力推出的的燃料費資助計劃製作英文版海報。這些新海報將幫助不懂中文的少數族裔和外國人更容易獲取資訊，享受社區福利。

另一項活動是在探訪期間進行迷你遊戲，針對劏房中的華語與非華語居民。迷你遊戲包含六個有關生活習慣的問

題，並使用兩個卡通角色來代表好習慣和壞習慣，希望居民能夠獲取最新資訊並了解如何保持健康的生活方式。

## What's on the students' minds?

**Lam Chun Kin Lawrence**

**BSSC SOC**

This was my first time having direct contact with grassroots residents in subdivided flats. After a few visits to distribute lucky bags, I realised the difficulties they face regarding their living environment and living standards. This experience allowed me to reflect on my life, treasure things I have, and reminded me to stay positive when facing challenges

這是我第一次與劏房基層居民直接接觸。通過幾次派發福袋的探訪，我了解到劏房居民在生活環境和生活水平方面面臨的困難。這次經歷讓我反思自己的生活，珍惜我所擁有的東西，並提醒自己在面對挑戰時保持積極態度。



**Chu Pak Him**

**BSSC SOC**

Throughout the community service, I realised that residents in subdivided flats face challenges with poor living environments and a lack of community information. In our project, we tried to express our concerns through regular visits and one-off lucky bags distributions. We also aimed to develop a long-term impact by designing posters in English. I hope these actions will have a positive impact on them.

在社區服務的過程中，我發現劏房居民面臨著惡劣的生活環境和缺乏社區信息的挑戰。在我們的項目中，我們嘗試通過定期探訪和一次性福袋派發來表達我們的關注。我們還通過設計英文海報，期望能帶來長期的影響。我希望這些行動能對他們產生積極的影響。



# The Lok Sin Tong Benevolent Society, Kowloon

九龍樂善堂



With a vision to serve the public with love and care and grow with Hong Kong, the Lok Sin Tong Benevolent Society, Kowloon, is committed to promoting charitable work in various areas, including poverty alleviation, medical care, and education. We aim to meet the needs of the times and provide appropriate, quality, and diversified services to help more people in need.

We are grateful to the Department of Economics at HKBU for arranging three students to participate in our services. In this service-learning programme, the students designed and conducted a financial literacy group activity for grassroots children in the Cheung Shan Estate in Tsuen Wan. Through games, they aimed to enhance participants' financial literacy and strengthen their awareness of saving. The participants were very engaged throughout the activity and expressed that they would definitely sign up for similar activities in the future.

九龍樂善堂貫徹「關懷真情，樂善同行」的理念，一直致力推動不同範疇的慈善工作，包括扶貧、醫療及教育等。我們期望配合時代需要，為市民提供適切及優質的多元化服務，幫助更多有需要的人士。

感謝浸會大學經濟學系安排了三位學生到本機構參與服務。在今次的服務學習計劃中，同學們為荃灣象山邨樂屋的基層兒童設計並舉行有關理財的小組活動，透過遊戲的方式提升參加者的理財概念，加強他們的儲蓄意識。活動過程中，參加者均表現非常投入，並表示如果再有相類似的活動他們一定會再報名參加。

**Ms. Lau Hoi Man**  
**Project Development Officer**

劉鎧汶女士  
項目發展主任



It is widely recognised that educating children is crucial for reducing poverty, and saving and budgeting are powerful tools for poverty alleviation. In view of this, the project focused on educating children about these concepts and fostering financial habits that can contribute to reducing poverty in the future. The students designed a special “Monopoly” game aimed at

introducing the concepts of saving and budgeting to children living in transitional housing and improving their future prospects. The activity was a combination of different mini-games, including “One-two-three, look this way”, ball passing, word association games, etc. There was also an educational section where children played games and earned rewards while learning the basic concepts behind them. Through the activity, it is hoped that participants will become more capable of managing their finances, raising awareness of saving money and financial management techniques.

眾所周知，教育兒童對減輕貧窮至關重要，而儲蓄和預算是扶貧的有效工具。有見及此，項目著重於教育兒童這些概念，並培養有助於未來減輕貧窮的財務習慣。同學們設計了一款特別的「大富翁」遊戲，旨在向居住在過渡性房屋的兒童介紹儲蓄和預算的概念，並改善他們的未來前景。活動結合了不同的迷你遊戲，包括「一二三，看這邊」、

傳球、詞語聯想等。活動還設有一個教育部分，讓孩子們一邊玩遊戲並兌換獎品，一邊學習背後的基本概念，從而令

他們能夠更有效地管理財務，提高儲蓄意識和財務管理技巧。

## WHAT is the project about?

## What's on the students' minds?

**Zhang Tengwen**

**BBA FINANCE**

I gained a deeper understanding of housing problems and poverty issues in Hong Kong through this course. Inspired by our community partner, we tried to create a project focused on improving the living standards of poor families. I developed my leadership and organisational skills through communication and interactions with my groupmates and children in the project.

在這個課程中，我對香港的住屋和貧窮問題有了更深入的了解。在社區伙伴的啟發下，我們嘗試設計一個針對改善貧窮家庭生活水平的項目。通過與組員和孩子們的溝通和互動，我培養了我的領導能力和組織能力。

**Chen Ruoying**

**BSSC SOC**

From my observation, the reason behind people living in transitional housing is the unaffordable high rent. Therefore, in our project, we tried to focus on a sustainable way to improve their financial situation, which led us to come up with the idea of educating children on the importance of saving. This course allowed me to reach out to and help the needy.

我觀察到許多人居住在過渡性房屋是因為無法承受昂貴的租金。因此，在我們的項目中，我們嘗試著重於以可持續的方式改善他們的財務狀況，促使我們想出了教育孩子儲蓄重要性的想法。這個課程讓我有機會接觸和幫助有需要的人。

**Sun Jiawei**

**BCOMM FILM & TV**

In this project, we believed that education is an effective way to alleviate poverty in the long run, which is better than other one-off measures. Therefore, we came up with the idea of “Saving Monopoly”, which aims to allow children from low-income families to learn the importance of saving. I enjoyed the time spent planning and carrying out the project.

在這個項目中，我們相信從長遠來看，教育是扶助貧窮的有效途徑，這比其他一次性措施更為有效。因此，我們構思了「儲蓄大富翁」的想法，旨在讓低收入家庭的孩子學習儲蓄的重要性。我很享受籌劃和實施這個項目的過程。

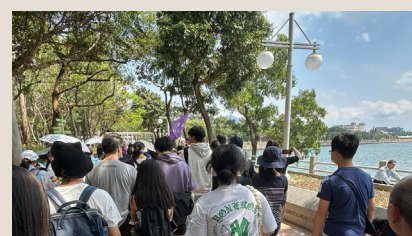


## The Lutheran Church – Hong Kong Synod Martha Boss Lutheran Community Centre 路德會包美達社區中心



Mr. Kwan Man Lun  
Social Worker

關敏麟先生  
社工



Lutheran Family Support Networking Team primarily provides support and referral services to grassroots families in Hung Hom, To Kwa Wan and Ho Man Tin, and assists them in building community mutual aid networks. At the same time, our team supports subdivided unit families in the area, organising community gatherings, concern groups, women's organisations, and other activities.

We are honoured to continue our collaboration with HKBU students and have three students from the Department of Sport, Physical Education and Health participate in our service work. They visited several subdivided flat families with our staff, allowing grassroots families to feel the care and encouragement from society while enabling students to personally experience the difficulties and needs they face in daily life. When the students visited some middle-aged individuals living alone in subdivided flats, they learned that these individuals had varying degrees of physical strain and engaged in very little physical activity. As a result, the students decided to utilise their knowledge to create a series of short videos demonstrating exercises and stretches that can be done at home, enabling neighbours to maintain proper posture and improve their physical conditions.

We hope this activity gave students a memorable experience and encouraged them to continue caring about the living conditions of grassroots families in Hong Kong, embodying the spirit of solidarity within the community.

路德會家庭支援網絡隊（下稱本隊）主要向紅磡、土瓜灣及何文田的基層家庭提供支援及轉介服務，並協助他們建立社區互助網絡。同時，本隊支援區內劏房家庭，舉辦社區聚會、關注小組、婦女組織等活動。

本隊很榮幸能繼續與香港浸會大學合作，並且安排三位體育、運動及健康學系的同學參與本隊的服務工作。他們與同工探訪了多戶劏房家庭，不僅讓基層家庭感受到社會的關懷和鼓勵，更讓同學們親身體驗到基層家庭在生活上面對的各樣困難及需要。當同學們探訪部分中年獨居劏房居民時，了解到他們的身體上都有不同程度的勞損，而且很少運動。因此，同學們決定運用他們的知識，製作一輯體式能運動和伸展的短片，讓街坊可以安在家中，透過這些運動保持正確的姿勢，改善身體狀況和問題。

本隊期盼這次的活動能讓同學有深刻的體會，日後亦繼續關心香港基層家庭的生活境況，體現民胞物與的精神。



Physical activity provides important benefits across all age groups. Unfortunately, due to the lack of space, low-income families living in subdivided flats may not be able to maintain the habit of exercising. Three videos were made to encourage exercise within a limited space. For children, exercise promotes healthy physical development, enhances cognitive abilities like

concentration and problem-solving skills, and supports emotional well-being by reducing stress and boosting self-confidence. For adults, exercise improves cardiovascular health, aids in weight management, supports muscle recovery and injury prevention, and helps relieve stress. For the elderly, physical activity is crucial for fall prevention by improving strength and balance, maintaining cognitive function, flexibility and mobility necessary for independent living. Exercising regularly has a wide-ranging positive impact on the physical, mental, and emotional well-being of people of all ages. It is hoped that residents in subdivided flats can also maintain a healthy body in the long run.

運動對所有年齡層人士都有重要的益處。可惜的是，由於空間不足，住在劏房的低收入家庭可能無法保持運動的習慣。我們製作了三段短片，旨在鼓勵居民在有限的空間內運動。對兒童而言，運動促進健康的身體發育，增強專注力和解決問題等認知能力，並通過減壓和

增強自信來支持情緒健康。對成年人而言，運動改善心血管健康，有助於控制體重，幫助肌肉恢復和預防受傷，並幫助緩解壓力。對長者而言，運動對於預防跌倒至關重要，通過增強力量和平衡

性，維持認知功能，以及保持獨立生活所需的柔韌性和活動能力。定期運動對各個年齡層人士的身體、心理和情緒健康都有廣泛的正面影響。希望劏房的居民也能夠長期保持健康的身體。

## WHAT is the project about?

## What's on the students' minds?

**Chan Yik Kan**

**BA PE & REC MGMT**

The biggest takeaway for me is to stay positive in every situation we face. During the visit to residents in subdivided flats, I realised that people hold different attitudes toward their living environments and financial status. Some of them choose to close themselves off and avoid building connections, while others are thankful for what they have. This special experience taught me a valuable lesson.

對我來說，在這次服務學習中最大的體會是無論面對甚麼情況，都要保持積極的態度。在探訪劏房居民的過程中，我發現他們對自身的生活環境和經濟狀況持有不同的態度。有些人選擇封閉自己，避免建立聯繫，而另一些人則感恩自己所擁有的一切。這次特別的經歷讓我上了寶貴的一課。



**Lam Tsz Shan**

**BA PE & REC MGMT**

My service-learning experience focused on visiting residents in subdivided flats. My groupmate and I soon realised that there was very little space for residents to move. As a student from the Department of Sport, Physical Education, and Health, I wish to remind grassroots individuals about the importance of exercising so that they can better prepare their bodies for work.

我的服務學習經驗主要是探訪劏房居民。在過程中，我和組員很快留意到居民的活動空間非常有限。作為體育、運動及健康學系學生，我希望提醒基層人士運動的重要性，讓他們能更好地為工作鍛鍊好身體。



Food Grace  
食德好

Vessel REPAIR  
復修號



Ms. Tam Kam Man, Emily  
Project Officer (Repair Education)  
Vessel REPAIR

Ms. Chau Yuet Tung, Vivian  
Assistant Project Officer (Recycling & Community Education)  
Food Grace

譚錦雯小姐  
項目主任 (復修教育)  
復修號

周悅彤小姐  
助理項目主任 (回收及社區教育)  
食德好



Vessel REPAIR encourages the public “to repair instead of buying” and adopt a sustainable lifestyle. We also set up repair stations where repair volunteer experts gather to provide home appliance repair services to the community and match resources with grassroots in need, reducing electronic waste at its source. It is an honour to be invited to participate in the programme again this year and collaborate with HKBU students. The students helped prepare a game to introduce Vessel REPAIR to members of Food Grace, allowing more grassroots citizens to understand the services and vision of Vessel REPAIR.

【復修號】推動公眾「以復修代替購買」，實踐可持續發展的生活模式；特設復修站匯集復修義工師傅，為社區提供家電復修服務和基層資源配對，從源頭減少電子廢物。今年很榮幸再次獲邀請參與計劃，與浸大同學合作。同學們幫忙準備了小遊戲向食德好之友介紹復修號，讓更多基層市民能夠了解復修號的服務和理念。



# WHAT is the project about?

It is hoped that the struggles of low-income families can be brought to light, and that resources can be better utilised. Combining the experience and insights from both Food Grace and Vessel REPAIR, projects in which they assisted, students

held a workshop for the elderly who may not have access to social media or the internet. The workshop introduced Public Vessel REPAIR Day about the new service of repairing old electronic devices at the centre. The presentation workshop, guided tour, and booth games were designed to arouse participants' interest and attention. The distributed lucky bags contained food collected by Food Grace and were used as rewards for the booth games. These activities aimed to reach different people in need and help them save money. It is also hoped that resources in society can be better utilised to avoid wastage.

為了讓低收入家庭的困境得到關注，並更好地利用資源，同學們結合了食德好和復修號的經驗和知識，協助舉辦了一個工作坊，向無法接觸社交媒體或互聯網的長者介紹公眾日和中心新推出的

舊電子設備維修服務。簡介工作坊、導覽和攤位遊戲旨在引起參加者的興趣和注意。派發的福袋是由食德好收集的食物，作為攤位遊戲的獎品。這些活動旨

在幫助有需要的人省錢，並更好地利用社會資源，避免浪費。

## What's on the students' minds?

**Wong  
Tsz Ching  
Cherry**

**BA PE &  
REC MGNT**

Before I participated in the course, I thought that providing financial assistance was an essential way to alleviate poverty. However, I changed my mind after participating in social services related to soup distribution to the elderly. It provided me with a chance to reflect on how to use resources more effectively and help the needy. It was a unique experience for me.

課程前，我認為提供經濟援助是扶助貧窮的重要方式。然而，參與了向長者派發湯水等社會服務後，我改變了想法。這讓我有機會反思如何更有效地利用資源，幫助有需要的人。這對我來說是一個獨特的經歷。

**Lam  
Yuen Ping**

**BA PE & REC  
MGNT**

This was a meaningful and enriching experience for me to design a presentation and prepare games for the elderly to introduce the upcoming service of Vessel REPAIR. It was unexpected that the elderly were very active in giving responses and queuing up for games. The positive attitude of the elderly in need reminded me of how to face challenges in life.

為長者設計簡報，準備遊戲介紹即將推出的復修服務，對我來說是一個有意義且充實的經驗。出乎意料的是，長者們反應熱烈並排隊參加遊戲。這些有需要的長者持積極的態度，提醒了我如何面對生活中的挑戰。

**Tsang  
Mei Sui**

**BA PE & REC  
MGNT**

After participating in the community services, I gained a deeper understanding of the situation of the poor and wish to help them with my knowledge. In this project, we helped prepare a workshop for the elderly to explain the upcoming service of Vessel REPAIR. It was good to train my communication skills and apply my major studies in interacting with elderly people.

參加社區服務後，我對貧窮人士的處境有了更深入的了解，希望用我的知識幫助他們。在項目中，我們準備了一個工作坊，向長者解釋即將推出的復修服務。這有助於我培養溝通技巧，並讓我有機會運用所學，與長者互動。



## Hong Kong Young Women's Christian Association Jockey Club Western District Integrated Social Service Centre

香港基督教女青年會  
西環綜合社會服務處



Mr. Siu Ching Hei  
Registered Social Worker

蕭呈希先生  
註冊社工



The Hong Kong Young Women's Christian Association has always been dedicated to advocating the spirit of Christ and the "Enhancement of Life". The objective of the Association is to advance the spiritual, mental, physical, and social welfare of individuals, and to cultivate the Christian spirit of fellowship and service.

In recent years, our Western District Integrated Social Service Centre has focused on cultivating a group of young people who are concerned about community issues and taking on the role of community leaders. Through innovative approaches, we promote the Sustainable Development Goals (SDGs) in the community, thereby improving the quality of life for young people.

We can easily observe that young people nowadays rarely set up career contingency plans, leading to common feelings of helplessness when facing unexpected outcomes. Fortunately, HKBU students collaborated with our Centre to organise career development workshops with an art theme for ethnic minority secondary school students in the Central and Western District. We aim to promote the importance of creating career contingency plans and help them build a sense of hope for the future.

Within just two months, HKBU students engaged in service experiences, brainstorming, leading activities, and reflection. They not only made efforts to overcome language barriers but also showed great willingness to understand the culture of local secondary school students in Hong Kong, striving to provide the most suitable services for them. We sincerely appreciate the participation and enthusiasm of HKBU students in this process, which

enabled young people to learn and reflect after the activities. We believe this experiential learning experience can deepen students' understanding of Hong Kong culture and support their future career development.

香港基督教女青年會一直以「生命的栽培」為宗旨，本基督之精神，促進個人德智體群四育之成長發展，俾有高尚健全之人格，團契之精神，服務社會，造福人群。

近年來，本會西環綜合社會服務處致力於培育一群青少年關注社區議題，並擔當社區領袖角色，以創新方式，向社區推廣「可持續發展目標」，從而改善青少年生活品質。

我們不難發現，現今的青少年甚少為自己的生涯發展訂立後補方案，令他們在面對結果不似預期時，普遍感到無助。同學們與本中心一同策劃，為中西區少數族裔中學生舉辦了以藝術為主題的生涯發展工作坊，旨在推廣制定後補方案的重要性，並幫助他們對未來建立希望感。

在短短的兩個月內，同學們透過服務體驗、構思服務、帶領活動及反思，不但願意努力克服語言上帶來的障礙，亦十分樂意了解本地中學生的文化，積極為他們提供最合適的服務。

衷心感謝同學們於過程中的投入參與和熱誠，令青少年於活動後有所學習及反思。我們相信是次服務學習經驗能夠加深同學們對香港文化的認識，亦有助他們將來的職涯發展。



“What do you want to be when you grow up?” This question should be familiar to every kid. However, due to the lack of support for low-income families, children might have relatively limited career choices. The proposed workshop

# WHAT is the project about?

們思考，主要集中於三個關鍵領域：教育、職業和個人抱負。這些工作坊特別針對香港的少數族裔群體，因為他們當中許多人來自低收入家庭，父母往往從

was designed as a casual brainstorming session for secondary school students from Forms 3 to 6, aiming to facilitate discussions to guide students’ thinking, focusing on three key areas: education, career, and personal aspirations. The workshops focused particularly on ethnic minority groups in Hong Kong, as they are more likely to come from low-income families due to their parents’ lower-level positions. It is believed that life planning is critical for future success in all aspects of life, including education, career, and personal pursuits, and thereby increases the probability of improving students’ financial status in the long run.

「你長大後想做甚麼？」這個問題對每個孩子來說應該都很熟悉。然而，由於缺乏對低收入家庭的支持，孩子們的職業選擇可能相對有限。同學們將工作坊設計為一個輕鬆的討論會，針對中三到中六的學生，旨在引導他

事較低薪的工作。生涯規劃對於生活的各個方面，包括教育、職業和個人追求的成功至關重要，長遠來說，這有助於提高改善學生財務狀況的可能性。

## What’s on the students’ minds?

**Moore Haylie Xin**

**Exchange (Overseas)**

As an exchange student new to Hong Kong who does not speak Cantonese, it was quite challenging for me to study the local poverty problem and try to lead a workshop. Fortunately, the workshops were successfully held, giving secondary school students clear directions on their future paths. The experience developed my ability to plan events and communicate with others.

作為不懂廣東話的新來港交換生，研究香港的貧窮問題並嘗試主持工作坊對我來說非常具有挑戰性。幸運的是，這些工作坊得以順利舉行，為中學生提供了明確的未來方向。這次經驗培養了我籌劃活動和與他人溝通的能力。

**Suleimenova Dilnaz**

**BBA ACCT**

Before I took this course, I understood poverty in a structural way instead of viewing it from a personal perspective. After the lectures and service-learning experience, I realised that it would not be effective to change the poverty situation without the efforts of the poor themselves. Our group focused on leading secondary school students to formulate their future goals.

課程前，我從結構上理解貧窮，而不是從個人的角度理解它。經過課堂和服務學習經驗，我了解到只要有貧窮人士自身的努力，才能有效地改變貧窮狀況。我們小組的主要對象是中學生，旨在引導他們訂立自己的未來目標。

**Dana Kam-barkhanova**

**BBA ISBI**

This is the first service-learning course I have taken, and it was challenging for me. Our group conducted a career workshop for ethnic minorities in Hong Kong. I am an introvert, so I find it difficult to interact with strangers. I am glad that people are friendly and nice. I trained my communication skills in a comfortable way.

這是我第一次參加服務學習課程，對我來說是個挑戰。我們小組為香港的少數族裔舉辦了一個職業工作坊。我是個內向的人，所以與陌生人互動對我來說很困難。我很高興大家都非常友好和親切，讓我能夠在舒適的環境中鍛煉我的溝通技巧。

**Joyce Gomes**

**BA HUM CULTURES**

As an ethnic minority student who grew up in Hong Kong, I understand the stress of growing up without sufficient support and guidance to pursue my future studies and career. Therefore, I wish to help students in poor families by providing them with options regarding financial support. I am happy to see that students are willing to share their views in the workshops.

作為在香港成長的少數族裔學生，我明白在缺乏足夠支持和指導的情況下，追求未來升學和職業的壓力。因此，我希望通過提供經濟援助的選擇來幫助貧窮家庭的學生。我很高興看到學生們願意在工作坊中分享他們的想法。

## Concern For Grassroots' Livelihood Alliance

### 關注草根生活聯盟



devote their time and energy to taking care of their family members, often neglecting their own needs or unknowingly enduring immense pressure. Recognising this, students organised a children's picture book workshop, co-reading the picture book "The Caring Ten: Community Caring Man" presented by the Community Investment and Inclusion Fund. Through lifelike stories, they aimed to enhance children's understanding of caregivers and encourage them to care for and support caregivers in their lives, thus building a harmonious and loving community together. Everyone can become a caregiver, regardless of age, gender, or background.

expressed that through these activities, they realised the importance of community care and enjoyed a fun drawing experience.

照顧者壓力是近年社會關注的議題之一。如果社區中每個人都能成為照顧者，發揮所長，互相幫忙，守望及照顧身邊的人，社區會更加充滿愛。照顧者日以繼夜地為家人奔波勞碌，往往會忽略自己的需要，或承受巨大的壓力而不自知。有見及此，同學舉辦了兒童繪本工作坊，共讀由社區投資共享基金推出的兒童繪本《十兄妹·社區照顧俠》，希望透過生活化故事，提升孩子們對照顧者的認識，鼓勵他們關心及支持身邊的照顧者，共同建立一個融洽和充滿愛的社區。因為不論年齡、性別或背景，每個人都可以成為照顧者。

感謝同學的努力嘗試，從設計活動的方向到細節，都貼心地站在孩子們的角度出發。除了完成共讀繪本外，還設計了繪畫工作坊，讓孩子們合作創作一個故事，透過繪畫呈現出來。這不但讓孩子們體現合作精神，也激發他們的創意思維。同時，這也鼓勵孩子們多關心及支持身邊的照顧者。有時候，一句簡單的問候或幫助，都能成為鼓勵照顧者繼續前行的動力。「關心」由小做起。參與活動的孩子們也向我們表示，他們透過活動體驗到社區關懷的重要性，而且也有过一次有趣的繪畫體驗。

We appreciate the students' efforts in designing the activities, considering the direction and details from the children's perspective. In addition to the co-reading activity, the students also designed a drawing workshop where children collaborated to create a story through their artwork. This not only allowed children to experience the spirit of cooperation, but also sparked their creative thinking. At the same time, it encouraged children to care for and support caregivers. Sometimes, a simple greeting or a gesture of help can motivate caregivers to keep going. "Caring" starts with small acts. The participating children also

Mr. Wong Kai Hing  
Director

黃佳鑫先生  
總幹事

Caregiver stress is one of the social issues that has received attention in recent years. If everyone in the community can become caregivers, utilising their strengths, helping each other, watching over, and caring for those around them, the community will be filled with more love. Caregivers tirelessly



# WHAT is the project about?

Low-income families may face severe financial stress and other related challenges in life. Children in low-income families may not know how to deal with stress in a sensible way, or have the chance to express their feelings. The project was designed to target primary school students, with the aim of emphasising the spirit of mutual joy, and helping

students understand the importance of team spirit. It aimed to convey the message that when facing difficulties, students should not merely rely on themselves, but rely more on collective power to overcome challenges. The event began with a storytelling session to demonstrate how to achieve shared joy, and the participants were grouped and tasked with creating a picture book collaboratively. Through this activity, it is hoped that students will learn how to communicate, share their workload, and successfully complete the task together

低收入家庭可能會面對沉重的經濟壓力和其他生活上的挑戰。低收入家庭的孩子可能缺乏合理應對壓力的方式，也可能沒有機會表達自己的感受。這個項目旨在向小學生強調共享快樂的精神，並幫助他們理解團隊精

神的重要性，傳達一個信息：在面對困難時，我們不應僅依靠自己，而應更多地依靠集體的力量來克服挑戰。活動以講故事環節開始，展示如何實現共同的快樂，然後參加者被分組並

共同創作一本繪本。通過這項活動，學生能夠學會如何交流、分擔工作量並成功地共同完成任務。

# What's on the student's mind?

Lee Hoi Tung  
BA HUM  
MEDIA &  
CREATIVE



Before I started planning my project, I spent a lot of time helping with the phone survey and interacting with low-income families. This allowed me to understand their needs and concerns in their lives. The most precious takeaway from this course is stepping out of my comfort zone to express my love and care for the lower class in society.

在開始規劃項目前，我花了很多時間幫助進行電話調查並與低收入家庭互動。這讓我了解到他們在生活中的需求和關心的問題。這個課程最寶貴的體會是走出我的舒適區，向社會基層表達我的愛與關懷。

Rolling Books  
滾動的書



Mr. Wong Kai Hing  
Director

莊國棟先生  
創辦人及行政總裁

Rolling Books operates a community reading retail shop in Sham Shui Po, and we are delighted to have Nigel helping us run programmes for the underprivileged community members in the district. Not only did he get opportunities to connect with children in the neighbourhood, but he also gave us suggestions to improve the retail experience based on his academic background. This has been a wonderful experience for us, Nigel, and the families in the district.

Rolling Books在深水埗經營一家社區閱讀零售小店，我們很高興有Nigel協助我們為該地區的弱勢社區成員安排各項活動。他不僅有機會與街坊小孩建立聯繫，還根據他的學術背景給我們提供了改善零售體驗的建議。這對我們、Nigel以及該區家庭來說都是一次美好的經歷。



Reading is an important way to gain knowledge in different areas through words. However, for low-income families, it might be difficult to look

## WHAT is the project about?

提高公眾對社區伙伴實體書店的認識，推廣閱讀，並接觸目標客群，包括年輕人和成年人，尤其是深水埗的

for suitable books and materials for children within limited resources. The project focused on the promotion of reading by raising public awareness of the physical bookshop of our community partner to reach the target customer base, which includes young adults and adults, especially ethnic minorities in Sham Shui Po. It explored a number of ways, including improving store facilities, acquiring a broadcasting device to promote store events, and others.

閱讀是通過文字獲取各種知識的重要方式。然而，對於低收入家庭來說，在有限資源下為孩子尋找合適的書籍和素材可能會很困難。這個項目旨在少數族裔。項目探索了多種方式，包括改善店內設施，添置廣播設備以宣傳店內活動等。

## What's on the student's mind?

**Cheung Chun Wai  
Nigel**

**BBA ENTREP  
& BI**



This project provided me with a chance to reflect on the needs of children from low-income families. In the past, I had no clear understanding of poverty issues in Hong Kong and did not know how to help. The dedication of our community partner always reminds me, as an entrepreneurship student, that startups can be socially responsible and help solve social problems.

這個項目讓我有機會反思低收入家庭孩子的需求。以往，我對香港的貧窮問題沒有清晰的理解，也不知道如何提供幫助。社區伙伴的熱誠時常提醒我，作為創業學的學生，初創企業可以承擔社會責任，幫助解決社會問題。

### CantoGather

粵講粵叻



Since 2020, CantoGather has been working on connecting our Chinese and non-Chinese communities in Hong Kong through Cantonese language and multicultural education.

Currently, our programme serves primary school students. Every week, our volunteer tutors visit schools to teach Cantonese and Chinese to children in fun and engaging ways. We aim to enhance their language skills, confidence, and motivation to learn. Our lesson design incorporates elements of multicultural education, fostering mutual understanding, friendship, and appreciation of diverse cultures among tutors and children.

In March this year, Lemon from HKBU joined our organisation for an internship. Lemon is studying visual arts, and during the internship, she not only served as a tutor and helped create teaching materials for our classes, but also designed and created a set of games to help children practise sentence structures. With different sets of word cards, the game can be adapted for children of different proficiency levels. It is meticulously crafted and thoughtfully designed.

Through this internship experience, we hope that students will gain a better understanding of the non-Chinese community in Hong Kong. We also encourage them to explore different ways to leverage their strengths in making CommUnity a reality.

由2020年起，粵講粵叻一直致力於透過語言和多元文化教育，以愛連結社區內的華裔與非華裔鄰舍，締造更共融的社會。

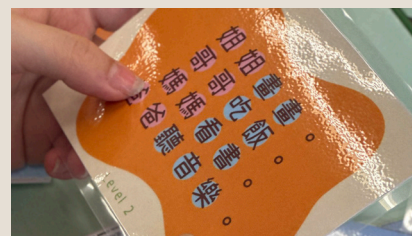
目前，我們的服務對象是小學生。每週，我們的義工導師會前往學校，以有趣和互動的方式教授孩子們粵語和中文，希望提升他們學習語言的能力、信心和動機。在課堂設計中，我們融入了多元文化元素，讓導師和孩子們在過程中互相認識、建立友誼，並學會欣賞彼此的文化。

今年三月，浸大同學Lemon加入了我們的機構實習。Lemon正在修讀視覺藝術，實習期間除了擔任導師並協助製作教材外，還設計並製作了一套幫助孩子練習句子結構的遊戲。這套遊戲可以根據孩子的不同程度使用不同的字卡，設計精美而且很有心思。

希望同學透過這次實習經驗，更深入地了解香港的非華裔社群，並繼續發掘不同方式運用自己的長處，與不同的群體並肩同行！

Ms. Wu Lake Yan,  
Kimberly  
Programme Manager

胡歷恩小姐  
項目經理





Cantonese is a crucial language in Hong Kong. Nonetheless, learning Cantonese might be difficult for low-income ethnic minorities with limited access to resources. This project aimed to combine games, stories, and learning, allowing children to learn Cantonese in an interesting way.

## WHAT is the project about?

學習粵語可能會很困難。這個項目旨在將遊戲、故事和學習結合起來，讓孩子們以有趣的方式學習粵語。項目重點在於創作插圖書籍，其中一個系列關於中文部首「木」字。在「旋轉抓取！」項目中，同學設計了互動遊戲，讓孩子們組成粵語句子。從觀

It focused on creating illustrated books, with one series about radical Chinese characters, specifically the word “wood”. In the “Spin and Grab!” project, which involved making interactive games for children to formulate Cantonese sentences, it was observed that ethnic minority children understood the meaning and pronunciation, but they were unable to link the word to its elements. The existing teaching materials, primarily workbooks and flashcards, are relatively boring. Therefore, the student created materials that will allow the children to play and learn at the same time, enhancing their ability to link words through games and encouraging Cantonese communication.

粵語是香港最主要的語言。然而，對於資源有限的低收入少數族裔來說，

察所得，少數族裔孩子理解字義和發音，但無法將字詞與其元素聯繫起來。現有的教學材料主要是習作和閃卡，較為枯燥。因此，同學製作了讓孩子們邊玩邊學的材料，通過遊戲增強他們連接字詞的能力，鼓勵他們以粵語溝通。

## What's on the student's mind?

Lam  
Ho Sze

BA VISUAL  
ARTS SMA



Before I participated in CantoGather, I did not understand the relationship between education and poverty. After I joined a few services for teaching ethnic minority children to speak and write Chinese characters, I gradually began to understand how language barriers may hinder their future career choices. As a Visual Arts student, I wish to use my skills to facilitate teaching.

在參加粵講粵叻之前，我並不理解教育與貧窮之間的關係。參加了幾次教導少數族裔孩子說和寫漢字的服務後，我逐漸理解語言障礙如何能阻礙他們將來的職業選擇。作為視覺藝術的學生，我希望運用我的技能來促進教學。



Green Commune Education Charity Foundation Limited  
綠社區教育慈善基金會



Ms. Ann Cheung  
Administrative Director

張紫欣小姐  
行政總監



We are a charitable organisation aimed at respecting the environment and caring for lives. We hired many disabled people, including those who have recovered from mental illnesses, as well as individuals who are mentally challenged or have autism, etc. The percentage of disabled colleagues in our organisation is about 60%. Therefore, we are keen for students to learn how to cooperate with disabled people and understand that they can work just like anyone else. Since we are running the Green@San Hui programme held by the Environmental Protection Department, students acquired knowledge about recycling during their service-learning experience. Reducing waste has been a hot topic in Hong Kong this year, so we hope that students rethink their lifestyles and spread the message of loving our planet by living in an environmentally friendly way.

It is already the fifth round of collaboration with HKBU, and students serviced our customers at our indoor recycling stores and outdoor recycling spots. We hope that they can develop good communication skills and be motivated and active in helping customers in need. Moreover, in a real working environment, we expect students to have professional etiquette, such as being punctual and knowing the proper and polite way to request leave. Although these may seem like small things, employers or senior colleagues usually care about them. As the students are going to graduate very soon, it is important for them to follow good manners.

我們機構的宗旨為尊重環境、關愛生命，所以我們聘用了許多殘疾人士，包括精神復康人士、智力障礙人士及自閉症人士等，殘疾同事比率佔60%。我們希望同學們能學習如何與他們合作，並明白他們可以如正常人一樣工作。我們正在營運環保署的「綠在新墟」項目，所以同學們能在服務學習期間學到環保回收知識。減廢回收是現時香港的熱門話題，希望同學們通過這次經驗能反思自己的生活模式，宣揚環保生活的訊息。

這次已是第五組同學來實習，他們在我們的室內回收便利點及戶外回收流動點服務市民，希望他們可以培養良好溝通技巧及主動、積極地協助有需要的客人。另一方面，由於這是一個真正的工作環境，我們期望同學們可以養成守時、妥當地請假等良好職場習慣。這看似是小事，但僱主或其他資深同事往往會在乎這些細節。各位同學即將畢業並投入職場，所以養成這些習慣是十分重要的。



# WHAT is the project about?

Waste recycling helps combat climate change. Students gained firsthand experience in waste recycling in the community through their participation in the operation of recycling stations and recycling spots within the GREEN@COMMUNITY network. To further promote waste recycling, students conducted a survey on user experience for Green@San Hui in order to provide a more convenient and friendly recycling facility in the community.

廢物回收有助於應對氣候變化。同學們通過參與「綠在區區」網絡的回收環保站和回收便利點的營運，親身體驗廢物回收的工作。為了進一步推廣廢物回收，同學們對綠在新墟的用戶體驗進行了調查，以便提供更方便和友好的回收設施。

# What's on the students' minds?

**Carmen  
Wu**

**BBA  
Finance**

I learned about the 17 Sustainable Development Goals in different courses at the university. The service-learning experience gave me the opportunity to participate in mitigating environmental issues directly. It really sharpened my understanding of them.

我在大學的不同課程中認識了17個可持續發展目標。服務學習經驗讓我有機會直接參與緩解環境問題，加深了我對這些問題的理解。

**FenFen  
Liu**

**BBA ACCT**

The service-learning experience allowed me to have a deeper understanding of sustainable development and made me realise the importance of waste recycling. Meanwhile, I could see how small actions can contribute to addressing environmental issues. The project also improved my interpersonal skills.

服務學習經驗使我對可持續發展有了更深入的理解，並讓我意識到廢物回收的重要性。同時，我體會到小行動如何有助於解決環境問題。這個項目也提高了我的人際技巧。

**Leung  
Tak Shun**

**BBA ECON &  
DA**

As the recycling centre is an inclusive workplace, it gave me a valuable opportunity to work with people with all kinds of differences. Meanwhile, the service-learning experience allowed me to contribute to environmental protection by promoting waste recycling.

回收中心是一個共融的工作場所，讓我有寶貴的機會與各種不同的人一起工作。同時，服務學習經驗讓我能夠通過推廣廢物回收，為環境保護作出貢獻。



The Warehouse Teenage Club  
蒲窩青少年中心



Ms. Ip Ka Wai  
Supervisor (Communications, Finance, and Administration)

葉嘉慧小姐  
主管（傳訊、財政及行政）



We are honoured to have been the community partner for the past two years. We hope students can gain exposure and experiences outside of school by participating in our youth and community work, and connecting with peers from different backgrounds and a wide variety of community stakeholders. Meanwhile, we have encouraged students to organise activities for us and gained new insights from them.

過去兩年，我們有幸獲邀成為是次計劃的社區伙伴，讓同學們參與本中心的青年及社區工作，親身與來自不同背景的同輩、多元的社區持份者接觸及連繫，期望為他們帶來課堂以外的不同經驗。同時，我們也鼓勵他們為本中心籌辦活動，期待他們帶來新視角。





# WHAT is the project about?

Located at the Old Aberdeen Police Station, a Grade II historic building, the Warehouse Teenage Club is a community co-working space that aims to unleash youngsters' creativity and talents for a more inclusive society. Students participated in a number of projects and activities organised by the Warehouse. To promote a more sustainable community, students designed and delivered a workshop for people to make their own reusable cup sleeves.

位於二級歷史建築舊香港仔警署的蒲窩青少年中心是一個社區共用空間，旨在激發年輕人的創造力和才能，促進更共融的社會。同學們參與了中心組織的多個項目和活動。為了促進更可持續的社區，他們設計並舉辦了一個工作坊，讓參加者製作自己的可重用杯套。

## What's on the students' minds?

**Ching  
Chui Yi**

**BBA ECON  
& DA**

Service-learning developed my communication, problem-solving, leadership and teamwork skills. It offered me the chance to work with my team members on the service-learning projects and interact with other people in our community. The service at the Warehouse also helped me understand that intangible cultural heritage can have multidimensional aspects, including history and even economics.

服務學習提高了我的溝通、解決問題、領導和團隊合作能力。它讓我有機會與組員一起參與服務學習項目，並與社區中的其他人士互動。在中心的服務期間，我了解到非物質文化遺產可以有多個維度，包括歷史甚至經濟。

**Leung  
Lai Wa**

**BBA  
MARKETING**

I am glad to have had the opportunity to participate in a variety of activities at the Warehouse. The experience of an activity for children with special educational needs deeply impressed me. Another activity was to provide a special school with shooting games and adventure activities. The children were much smarter and better behaved than I imagined, and they demonstrated their courage and perseverance in the adventure activities. They even motivated their teammates to support and encourage each other. I have gained a new perspective and understanding of them.

我很高興有機會參加中心的各種活動。我參與了為有特殊教育需要的兒童舉辦的活動，留下了深刻的印象。另一項活動是為一所特殊學校提供射擊遊戲和歷奇活動。他們比我想像的更聰明、更守規矩，並在歷奇活動中展示了他們的勇氣和毅力。他們甚至鼓勵隊友互相支持。我對他們有了新的認識和理解。

**Yu  
Chun Ho**

**BBA  
FINANCE**

My participation in several activities organised by the Warehouse for the conservation of intangible cultural heritage made me understand the importance of sustainable development, and more importantly, ways to achieve it. The service-learning project also allowed me to learn how to collaborate with my team members, such as the importance of division of labor and effective communication.

我參加了中心組織的多項非物質文化遺產保護活動，了解到可持續發展的重要性和實現這一目標的方法。服務學習項目還讓我學會了如何與組員合作，例如分工和有效溝通的重要性。

## The Pokfulam Farm

### 薄鳧林牧場



**Ms. Kathy Wong Siu Ching**  
Senior Programme Officer

汪筱程小姐  
高級項目主任

The Pokfulam Farm, formerly the Old Dairy Farm Senior Staff Quarters, was co-designed and co-operated by Caritas Hong Kong and Pokfulam Village Cultural Landscape Conservation Limited. The Farm is far from an ordinary cattle ranch. It is a platform for visitors to immerse themselves in nature and the cultural context of the landscape. Through exhibitions, guided tours and workshops, visitors can learn about the past of the old Dairy Farm and explore alternative ways of life. This is also one of the few revitalisation projects driven by local villagers.

We thank HKBU for offering opportunities for students to come and work with us. The Farm envisions a conservation project that goes beyond preservation. We aim to bring new meaning to revitalisation in modern times. Thus, we were truly delighted when students, inspired by their own experiences here, organised workshops or other activities for new visitors at The Farm.

We hope what they experienced at The Farm will serve as an inspiration and a reminder that with community-driven efforts, heritage can be preserved and revitalised, creating a rich tapestry of history, culture, and natural beauty for present and future generations to cherish.

薄鳧林牧場由香港明愛及薄扶林村文化地境保育有限公司共同策劃及營運，前身為牛奶公司高級職員宿舍。牧場並非一般的「農場」，而是一個展現的平台，連繫舊牛奶公司牧場的歷史、薄扶林文化地景，以及訪客體驗，是香港少數由在地社群推動的活化計劃。

薄鳧林牧場與香港浸會大學合作已有一年多，很高興數位同學能夠於課堂以外的時間前來，協助牧場運作及舉辦導賞團、工作坊等活動。牧場活化其中一個願景，是希望提供由當代人解讀「活化」之嶄新意義的空間。我們希望這個薄扶林村村民的後花園能夠帶給背景不盡相同的人士啟發，因此每當看到同學們能夠從服務期間的自身體會當中發揮創意，在牧場舉辦新活動，又或拍攝短片，都令團隊感受到整個活化計劃更有意義。

希望同學們在這個地方獲得的生活體驗，能夠啟發他們對古蹟活化的想像，日後運用所學，創立共同身份，使不同古蹟與所在文化地境成為香港人共有的寶藏。



# WHAT is the project about?

The Pokfulam Farm is located in a Grade I historic building, which was formerly the Old Dairy Farm Senior Staff Quarters known as Braemar. Beyond a heritage conservation project, the Farm plans exhibition, docent tours and workshops to promotes and supports sustainable development of the entire community in Pokfulam. After participating in various cultural promotion activities, students conducted a survey and analyse the data to shed lights on how Pokfulam Farm can further contribute to the promotion of sustainable community.

薄扶林農場位於曾是舊牛奶公司高級職員宿舍的一級歷史建築內。薄扶林農場不僅是一個文物保育項目，它還計劃舉辦展覽、導覽團和工作坊，以促進和支持薄扶林整個社區的可持續發展。學生們在參與了各種文化推廣活動之後，進行了調查並分析數據，以研究薄扶林農場如何進一步促進可持續社區的發展。

## What's on the students' minds?

**Huili Chen**  
**BBA FINANCE**

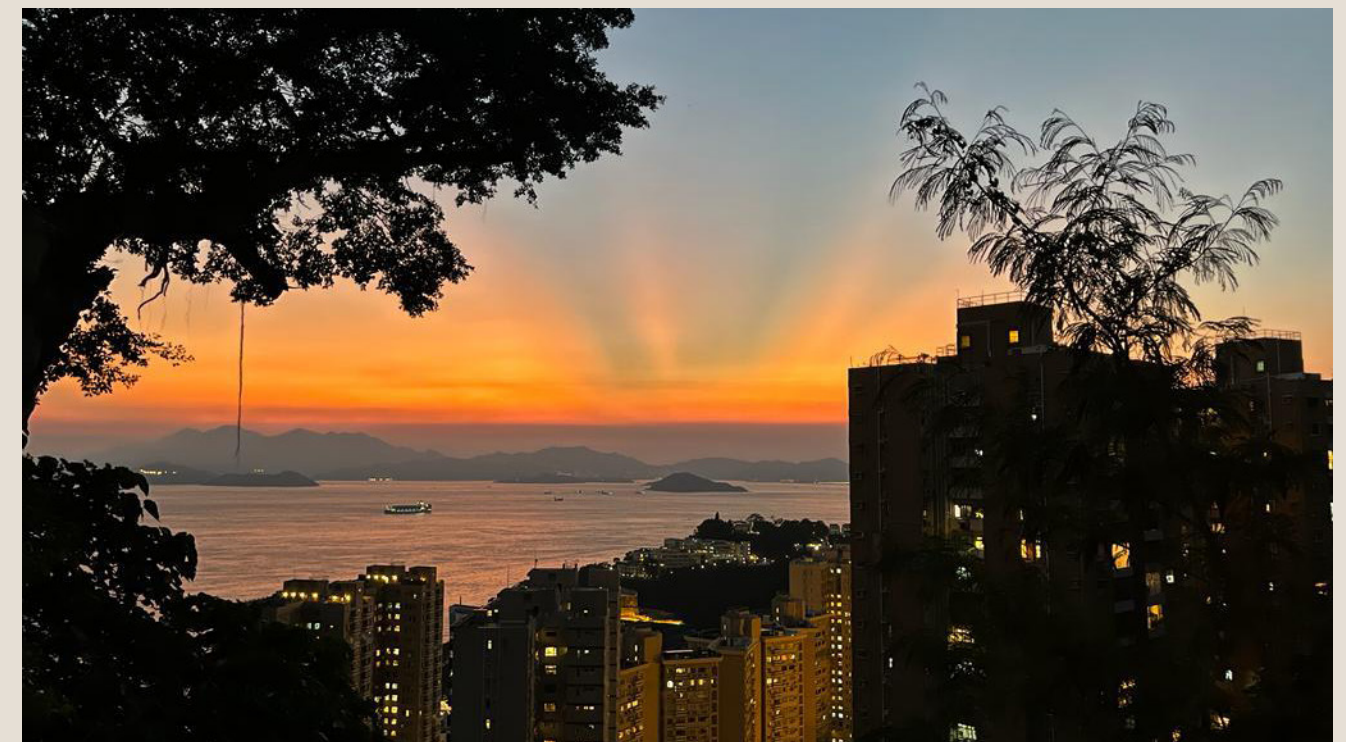
The experience in engaging with the visitors of the Farm gave me a deeper understanding of the role of education in raising public awareness of sustainability issues. As a student of Finance, this experience also inspired me about the potential role of responsible investment in supporting the Sustainable Development Goals.

接待牧場訪客的經驗使我更理解教育在提升公眾對可持續議題關注中的作用。作為財務學的學生，這次經驗也讓我認識到負責任投資在支持可持續發展目標中可擔當的角色。

**Tanja Sipila**  
**BBA FINANCE**

The experience was transformative. The service-learning experience increased my interest in local history and made me truly appreciate the effort put into conserving local heritage and educating people about it.

這次經歷對我產生了深遠的影響。服務學習增強了我對本地歷史的興趣，讓我更能體會保護本地遺產和教育大眾的努力。



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香港基督教女青年會西環綜合社會服務處

**Concern For Grassroots' Livelihood Alliance**  
關注草根生活聯盟

**Rolling Books**  
滾動的書

**CantoGather**  
粵講粵叻

**Green Commune Education Charity**  
**Foundation Limited**  
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**The Warehouse Teenage Club**  
蒲窩青少年中心

**The Pokfulam Farm**  
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Department of Accountancy, Economics and Finance

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