

# **ECON3075**

## **可持續發展中的服務學習**

### **SERVICE-LEARNING IN SUSTAINABLE DEVELOPMENT**



**THERE IS  
NO PLAN B  
BECAUSE  
THERE IS NO  
PLANET B**

**AY2018-2020**

# 課程簡介

## ABOUT THE COURSE

This course emphasises on raising the students' awareness towards the importance of the balance of economic development, social inclusion and environmental impact through experiential learning. By collaborating with NGOs, public organizations and not-for-profit institutions, students will be engaged in a series of activities addressing human and community needs. Through learning and serving, students can build a stronger social responsibility, citizenship skills, and interpersonal development, a greater sense of personal identity and knowledge of sustainability.

課程銳意透過體驗式學習，令學生更關注經濟發展、社會共融及環境影響三者之間的平衡。我們與非政府組織、公營機構及非牟利機構合作，安排學生參與一系列紓緩市民及社區需要的活動。學生亦透過學習及服務，建立更強的社會責任意識、公民責任、人際發展能力，同時加強個人身分認同及提升對可持續發展的認識。

# 目錄

## CONTENT



### 的話

## MESSAGE FROM...

**4** 經濟系主任  
Head, Department of Economics

**5** 創新服務學習中心總監  
Director, Centre for Innovative Service-Learning

**6** 課程導師  
Course Instructor

## 三個 可持續發展 範疇項目

### PROJECTS IN THREE SUSTAINABLE DEVELOPMENT AREAS

**7**



**18**

### 環境保育

#### ENVIRONMENTAL CONSERVATION

**24**

### 推動社會共融

#### PROMOTION OF SOCIAL INCLUSION AND MOBILITY



### 鳴謝

## ACKNOWLEDGEMENT **34**



**8**

### 非物質 文化遺產 保育

#### CONSERVATION OF CULTURAL HERITAGE

# 經濟系主任的話 MESSAGE FROM HEAD DEPARTMENT OF ECONOMICS



非常感謝黃健明博士在策劃、實行服務學習課程上不懈的努力！我們對社區可持續發展上的貢獻可能很微小，但這些學習機會對學生卻是十分寶貴的。於過去兩年，黃博士與越來越多的非政府組織和具企業社會責任的機構建立了聯繫，為此課程帶來了更多的學習活動。隨著創新服務學習中心的建立，我們將為學生提供更多的學習機會，並與社區建立更緊密的聯繫。

Many thanks to Dr Aries Wong for the dedicated efforts in running the service-learning course! Our contribution to the sustainable development of the community might be small, but the learning opportunity to the students is valuable. Over the years, Dr Wong has built connections with more and more NGOs and socially responsible companies, bringing a wider range of learning activities to this course. With the establishment of the Centre for Innovation and Service-Learning at the University level, we will see more learning opportunities for the students and closer engagement with the community.

鄭毓盛教授  
Prof Cheng Yuk Shing

謹此向黃健明博士及一眾學生獻上摯誠祝賀，他們致力建設可持續社區，並做得非常出色。

在各個項目中，學生放膽實行新構思、處理意外狀況、經歷挫折，同時共同分享成功的喜悅。他們透過倡議工作、社會服務及專題研習提高公眾對可持續發展、社會共融及環保議題的關注，盡顯創意。

學生們的感想令我非常欣慰，他們都形容是次經驗為「美好」、「難忘」、「充實」和「充滿意義」。這些寶貴的學習經驗全由他們、黃博士與一眾合作伙伴努力而來的成果。

服務學習的精髓在於大學與社會的互惠關係。學生參與滿載意義的社區項目，從而為社會帶來多元利益及正面影響。

這本刊物所展示的項目均非常優秀，各個合作伙伴的意見亦令人鼓舞。我們十分期待這些項目繼續發展，為社會帶來更大影響。

My heartiest congratulations to Dr Aries Wong and his students for the marvelous work towards building a sustainable community.

In these projects, students tried out new ideas, tackled unexpected situations, experienced failures and celebrated achievements together. They creatively raised public awareness on sustainability, inclusion and environmental impacts through advocacy campaigns, direct services and research projects.

It is delightful to read students' reflective journals. Students describe the experience as 'great', 'unforgettable', 'fruitful' and 'meaningful'. Their rewarding learning experience is the result of their own devotion and that of Dr Wong and our community partners.

The essence of Service-learning is the reciprocal relationship between university and community. The multidirectional benefits occur when students serve in meaningful community projects and create changes that bring about impacts.

The work showcased in this booklet is exemplary. The feedback from our partners are highly encouraging. We look forward to seeing these projects grow and making greater impact.

陳璧瑩女士  
Ms Cindy Chan



# 創新服務學習中心總監的話 MESSAGE FROM DIRECTOR CENTRE FOR INNOVATIVE SERVICE-LEARNING

# 課程導師的話 MESSAGE FROM COURSE INSTRUCTOR

我十分榮幸能負責這個服務學習課程。課程為學生帶來與眾不同的體驗式學習，他們透過社區參與，了解與可持續發展有關的議題。透過課程，學生不只是提供義工服務，我們更期望學生能將社區參與所學的知识活學活用，貢獻社會。

在這兩年間，我們的學生探討了不同的可持續發展議題，包括非物質文化遺產保育、舊村活化、減少膠飲管使用，以至社會共融。在過程中，有些學生會曾感氣餒、疲憊甚至受傷，但每一位也從未放棄。

單靠一位課程導師的力量未能完成所有項目。因此，我想藉此機會感謝經濟系的各位同事及朋友、創新服務學習中心及各非政府組織伙伴的無限支持，由衷感謝您們為我和學生帶來充實難忘的體驗式學習！

我對創新服務學習中心的陳煒棋女士深表感激，她協助了本刊物的出版，從校對到預算等。沒有她的協助，這本刊物就不會存在。

It is my pleasure to manage this service-learning course. The course provides our students with an atypical and uncommon experiential learning experience. In this course, sustainable development issues will be learnt through community engagement. The course, however, is more than a programme of volunteer services. We expect our students to apply their knowledge from the community engagement and to contribute to the society consequently.

In these two years, we have students working on diverse sustainable development issues, from conservation of intangible cultural heritage, revitalisation of a long-established village, reducing plastic straw consumption to promotion of social inclusion. Throughout the journey, some of them were frustrated while others were exhausted or even hurt. However, none of them gave up.

All these projects cannot be conducted by a single course instructor. I would therefore like to take this chance to thank the endless support from the colleagues and friends at the Department, the CISL and our NGO partners. Thank you for bringing our students and me these fruitful and wonderful experiential learning opportunities!

I am deeply indebted to Ms. Kiki Chan of the CISL who managed the publication of this booklet from proofreading to budgeting. This booklet would not have existed without the great assistance of her.

黃健明博士  
Dr Aries Wong

## 三個可持續發展 範疇項目 PROJECTS IN THREE SUSTAINABLE DEVELOPMENT AREAS

學生於2018/19及2019/20兩個學年間參與了針對三個可持續發展範疇的項目。  
In particular, our students have participated in projects in the following three sustainable development areas in the academic year of 2018/19 and 2019/20.

### #1 非物質文化遺產保育 CONSERVATION OF CULTURAL HERITAGE

長春社文化古蹟資源中心項目

The Conservancy Association Centre for Heritage (CACHe) Project

誇啦啦藝術集匯項目

The Absolutely Fabulous Theatre Connection (AFTEC) Project

### #2 環境保育 ENVIRONMENTAL CONSERVATION

香港海洋公園保育基金項目

The the Ocean Park Conservation Foundation Hong Kong (OPCF) Project

### #3 推動社會共融 PROMOTION OF SOCIAL INCLUSION AND MOBILITY

慈福行動項目

The Operation Blessing Hong Kong (OBHK) Project

香港社區組織協會項目

The Society for Community Organization (SoCO) Project

# 非物質文化遺產保育 CONSERVATION OF CULTURAL HERITAGE



Cultural capital is one of the most important assets of our society among physical capital, human capital and natural capital. Cultural heritage does not only relate to innovation and entrepreneurship, but also provide a means of communication, shared belief and a common ground to build trust. All of these would significantly reduce transaction costs. Conservation of our cultural capital is fundamental in view of its nature to the welfare of the public.

Students are deployed to The Conservancy Association Centre for Heritage (CACHe) and The Absolutely Fabulous Theatre Connection (AFTEC) to have their service-learning projects in this area.

除了物質資本、人力資本及自然資本，文化資本是社會最重要的資產之一。文化遺產不僅牽涉創新及營商，它更是一個溝通渠道、共同理念及建立互信的平台，能夠有效減低交易成本。由於文化資本屬於公眾利益，故此保育文化資本非常重要。

學生被安排到長春社文化古蹟資源中心(CACHe)及誇啦啦藝術集匯(AFTEC)進行關於這個範疇的服務學習。



## THE CACHe PROJECT 長春社文化古蹟資源中心合作項目

Collaborating with The Conservancy Association Centre for Heritage (CACHe), students participated in a number of activities for the promotion of National HK intangible Cultural Heritage, including the Cheung Chau Bun Festival and Tai O Dragon Boat Water Parade. During the project period, the team conducted research on various cultural heritage topics under the supervision of CACHe, and a review on CACHe's promotion campaign for the tradition of abstinence from meat in Cheung Chau Bun Festival.

我們與長春社文化古蹟資源中心(CACHe)合作，安排學生參與推廣香港非物質文化遺產的活動，當中包括長洲太平清醮及大澳端午龍舟遊涌。在CACHe的指導下，團隊進行了關於文化遺產的研究，並圍繞CACHe的「長洲太平清醮齋戒傳統」推廣活動準備了一份報告。



# 社區合作伙伴的話 MESSAGE FROM COMMUNITY PARTNER

學以致用 教學相長  
Learn through practice, grow in unison.

長春社文化古蹟資源中心成立2005年，旨在推動香港文化保育工作。一直以來，本中心深受大學支持，時常安排學生參與實習工作，從中認識文化保育的重要性。過往很多參與實習學生大都修讀歷史，文化研究和文化產業管理的科目，不過今次浸會大學服務學習項目學生則來自經濟學系。乍聽起來，文化保育和經濟系風馬牛不相及，甚至有人覺得兩者的理念有時候互有相抵。事實則不然。這批學生在過程中發揮所學過的知識，為本中心帶來不少新衝擊。雖然歷史研究並非他們所長，但如何有效地推廣，或吸引目標對象傳遞訊息等，這正是他們所長。最難忘的是，他們構思拍攝一套推廣長洲太平清醮齋戒的短片，從策劃到實地拍攝，他們都能活學活用，最終這套短片正式成為本中心宣傳短片。我希望不久將來有更多同學透過服務學習項目認識本中心的理念和工作。

Established in 2005, CACHe has long been devoted to the promotion work of cultural conservation in Hong Kong. Our centre has been heartily welcomed by different universities as they arrange for their students to take part in our internship programs, with the aim to understand the importance of cultural conservation. In the past, many participants majored at history, cultural studies and cultural management. In this service learning program, however, students are from the Department of Economics of HKBU. Cultural conservation seems to be a far cry from economics, some may even reckon that their beliefs contradict, but it is not the truth. Applying their specialised knowledge, students provided new insights for our centre. Although historical research is not their expertise, they are familiar with promotion work and the effective ways to spread ideas. Their video promoting the tradition of abstinence from meat in Cheung Chau Bun Festival impressed me the most, as they skillfully applied what they learnt throughout the whole production, making the video the official promotion video of our centre. I look forward to seeing more students understand our idea and work through this service-learning program.

副執行總監  
黃競聰博士

Assistant Executive Director  
Dr. Desmond Wong



長洲太平清醮  
之齋戒篇



唔食肉無問題  
始終係當地文化



專題探究報告  
比賽頒獎禮  
探究非物質文化遺產  
傳統風俗學通識計劃  
日期 / 2012年9月15日

**梁慧琛 (中國研究, 經濟專修)****Leung Wai Sum, Crystal (China Studies, Economics Concentration)**

這個服務學習課程為我帶來了寶貴經驗及難忘回憶。我們能親自協助米展覽等重點活動的運作，亦參與了本地節日的推廣活動。為了配合社會趨勢，我們亦就長洲太平清醮製作了推廣短片。我雖在課程中面臨不同的挑戰，卻同時提升了人際關係技巧及組織能力，有助將來事業發展。

This service learning program has provided me with treasurable experience and memories. We were given chances to have first-hand experience to assist in the operation of major events, such as rice exhibitions. On the other hand, we participated in promotions of local festivals in Hong Kong. In order to keep up with the trend, we have also created a video for the promotion of the Cheung Chau Bun Festival. In this programme, I have faced different challenges and learnt useful skills, namely interpersonal skills and organisational skills, which are both crucial and beneficial to my future career.

**梁詠鈞 (中國研究, 經濟專修)****Leung Wing Kwan, Ella (China Studies, Economics Concentration)**

是次服務學習課程終身受用。在課程中，我不但能與各界人士合作，獲得實戰工作經驗，更透過製作推廣短片，以及為非政府組織CACHE進行研究，提升了自己的組織能力。雖然每天準備大澳端午龍舟遊涌的推廣資料別具挑戰，但換來的經驗非常充實難忘。

Participating in the service-learning programme has a lifelong impact. Not only did I gain practical experience in working with people from all walks of life, but I also sharpened my organisational skills through creating a promotional video and conducting research for the non-governmental organisation, CACHE. Waking up for the preparation of promotional materials for the Tai O Dragon Boat Water Parade was challenging, yet I found the experience fruitful and enjoyable.

**何曉晴 (中國研究, 經濟專修)****Ho Hiu Ching, Josephine (China Studies, Economics Concentration)**

我非常享受這個服務學習課程。透過與CACHE合作，我更深入了解到香港的非物質文化遺產。修讀這個課程前，我不明白保護文物的原因，以及如何保護文物。不過，我和隊友成功構思出創新方法以推廣由CACHE設計的應用程式，從而提高大眾對非物質文化遺產保育的關注，為我們帶來寶貴經驗。

I enjoyed the service-learning programme very much. I have gained a deeper understanding of HK's intangible cultural heritage through the cooperation with CACHE. Before that, I had no idea why we should protect the heritage, or how we can protect it. Yet, my teammates and I have successfully come up with some innovative ideas to help promote the app made by the organization in order to raise people's awareness regarding the conservation of intangible cultural heritage. This is a precious experience for all of us.

**林樂怡 (工商管理, 應用經濟學專修)****Lam Lok Yi (BBA, Applied Economics Concentration)**

這些學習經驗非常可貴，看到長春社如何把想法貫徹實行，大膽決定設計大澳遊涌的應用程式，雖未必立即看見成果，但我欣賞他們敢創新、認真追求設計美感、用心想喚起年輕一代對本土文化的關注。這比起我們在課堂匯報，只懂吹噓自己的方法多有效和多成功，卻不曾執行是截然不同。因為長春社的活動是實質的，他們的活動正面地影響社會。總括而言，這個計劃讓我認識到香港文化推廣的工作的有趣之處及難處，而我相信，對所居之處有越多的認識會令人更熱愛自己生活的地方，故本土文化應盡力保存下來，即便是一塊破舊的霓虹燈也不應任意清拆。

The experiences in this service-learning course are valuable. We have witnessed how CACHE designed the app and executed their idea for the Dragon Boat Water Parade. Although the results could not be seen instantaneously, I appreciate their relentless pursuit of creativity and aesthetics, as well as their effort in raising the youth's awareness towards local culture. The work of CACHE is very different from our in-class presentations, which are boastings of effectiveness and benefits instead of practical execution. Conversely, CACHE organises actual activities that influence our society positively. To conclude, I had the privilege to experience the joys and challenges in promoting local culture. I truly believe that the more we understand our city, the more we would love it. Local culture should be conserved, and nothing in our community should be wantonly demolished, not even a shabby neon sign.





## THE AFTEC PROJECT

### 誇啦啦藝術集匯合作項目

Collaborating with The Absolutely Fabulous Theatre Connection (AFTEC), students participated in the organization and delivery of the *FLOW* event, a cross-disciplinary outdoor arts and education event, with AFTEC against the natural backdrop of Shalowan Village, Lantau. Equipped with the first-person experience with the villagers and arts event, the team is going to complete a study to revitalise Shalowan as an eco-art village.

我們與誇啦啦藝術集匯(AFTEC)合作，安排學生參與「浮游之樂」活動的籌備工作。「浮游之樂」是個跨領域戶外藝術及教育活動，於大嶼山沙螺灣村的天然環境下舉行。團隊親自與村民接觸，並親手籌備藝術活動，其後將會完成一份有關活化沙螺灣成環保藝術村的研究。



透過這個課程，藝術教育慈善機構AFTEC能夠與來自浸會大學商學院的年青人交流意見，共同合作。他們協助籌劃「浮游之樂」戶外藝術活動，在創意學習的環境下訓練解難及分析能力。我們十分期待下一個跨領域活動，再次集結一眾熱心的專業人士，改善社會。

The course gave AFTEC, an arts education charity, an opportunity to exchange ideas and work alongside youngsters from HKBU School of Business. Students helping with our outdoor arts event *FLOW* practised their problem-solving and analytical skills in a creative learning context. We look forward to the next cross-disciplinary encounter that unites passionate professionals for the betterment of our society.

劇場項目主任  
丁美雲女士  
Head of Theatre Projects  
Ms. Natalie Ting



# REFLECTION OF STUDENT 學生感想



## 李詠恒 (工商管理, 應用經濟學專修)

### LEE Wing Hang, Grey (BBA, Applied Economics Concentration)

At first, I thought this course was another typical volunteer service that happens every weekend, like flag-selling, or carrying donation boxes. However, it was actually more than an experience of volunteering--- it was also about event planning, preparation and execution. Even though the flow of the event was detailly planned, there were still several unexpected challenges. It is important to learn to improvise when we are in face of problems. It is alright to panic, but it is crucial for us to calm ourselves. Every problem has a solution, as we just need to take some time to figure it out.

起初, 我以為課程只是進行賣旗及籌款等典型義工活動。後來發現, 除了普通義工活動, 學生在課程中還能體驗活動策劃、籌備及實行。雖然我們事先仔細設計了活動的流程, 但實際執行時仍遇上一些未能預料的挑戰。因此, 遇到問題時, 臨場應變非常重要。感到驚惶失措或許是無可避免, 但我們必須鎮定下來, 因為每個問題也有解決方法, 我們只是需要一點時間去解決問題。

## 龐雨欣 (工商管理, 應用經濟學專修)

### PANG Yuxin, Sky (BBA Applied Economics Concentration)

The service-learning experience stimulated my contemplation about human nature, society, equity and other social issues. The processes of the reflection helped me analyse and think critically. In terms of participation, real-life interactions of service learning have helped me improve my ability to communicate, express and explain articulately. In addition, the experience of service-learning cultivates my ability to listen and to empathise. Through my cooperation with other volunteers, I have learnt the importance of teamwork, since the activity couldn't have worked without our collective effort.

這個服務學習課程引起了我對人性、社會、平等及其他社會議題的思考, 反思的過程亦令我學會批判性思考。此外, 服務學習的交流過程有助我改善溝通、表達及詮釋能力, 同時培養了我的聆聽能力及同理心。透過與其他義工合作, 我學到團結的重要性, 全因大家共同努力, 活動才得以成功。

## 吳君彤 (工商管理, 應用經濟學專修)

### Ng Kwan Tung Candy (BBA Applied Economics Concentration)

There was a lot of hands-on work within this project, and I found the preparation process enjoyable and meaningful. Spending five days in different positions on the project, I had the opportunity to understand the history and significance of the installations. Throughout the event, I witnessed the villagers' passion and commitment to the village, as they devoted themselves to the promotion and conservation of the village.

這個項目有很多需要親手處理的工作, 但準備過程十分愉快, 更別具意義。我在五天內嘗試了不同的崗位, 令我了解到裝置的歷史及重要性。在活動中, 村民傾力參與村落的推廣及保育, 令我見證到他們的熱誠及對村落的承擔。

# 環境保育 ENVIRONMENTAL CONSERVATION



Natural capital is usually traded off for economic development. It is not due to the assumed obscurity of natural capital itself, but the existence of externality that comes with its vaguely-defined property rights and its nature as a common pool resource.

Our students worked with the Ocean Park Conservation Foundation Hong Kong (OPCF) to better understand how we can tackle the issues concerning environmental conservation.

自然資本經常在經濟發展下被犧牲，原因並非因為自然資本不重要，而是其產權定義模糊，以及其作為公共資源的特點，帶來了界外效應。

透過與香港海洋公園保育基金合作，學生能深入了解如何處理與環境保育有關的議題。



## THE OPCFHK PROJECT 香港海洋公園保育基金項目

Collaborating with Ocean Park conservation Foundation, Hong Kong (OPCFHK), students participated in the 2019 Ocean Park Conservation Day, the annual signature event of the OPCF, to gain first-person experience in promoting environmental conservation.

To provide important evidence for the effectiveness of OPCF's "No Straw Campaign", the team performed an on-site counting for straw consumption of food chains and conducted an on-line survey for the feedbacks from the partners within the industry. Since the findings in the study were considered important for public education, OPCF would post infographics of the findings on their social media!

我們與香港海洋公園保育基金(保育基金)合作，安排學生參與2019年海洋公園保育日(OPCFHK的年度重點活動)，獲得推廣環境保育的實戰經驗。

為研究保育基金推動「無飲管運動」的成效，團隊到餐店實地計算膠飲管使用量，並透過網上問卷向業內合作伙伴收集意見。由於研究數據對公民教育非常重要，資訊圖表將會張貼到社交媒體。

# 社區合作伙伴的話 MESSAGE FROM COMMUNITY PARTNER



It was a great learning opportunity for both Ocean Park Conservation Foundation, Hong Kong (OPCFHK) and the students who participated in this programme. OPCFHK has been driving the city-wide "No Straw Campaign" since 2017, and it was precious to be able to evaluate our efforts from new perspectives and to gain new insights from students. The programme does not only allow students to put their learning into actions--- it also provides a platform for them to actually study and analyse different social behaviours in the society. We believe that the idea of not using single-use plastic straws in particular, will definitely leave a profound impact on the students as they observe customer behaviours in restaurants. OPCFHK would like to thank the students for their outstanding work on this project. Despite the obstacles they had encountered, their contribution to the "No Straw Campaign" was remarkable.

項目對保育基金及學生而言也是個寶貴的學習機會。保育基金自2017年起一直致力於城中推廣「無飲管運動」，這次我們能夠從全新角度評估工作，並從學生身上獲得嶄新靈感，令我們感到非常難得。課程不但鼓勵學生在實踐中學習，更為他們提供了一個研究和分析社會行為的平台。透過親身到訪餐廳觀察顧客行為，我們深信減少使用單次性飲管的倡議會為學生帶來深遠影響。

保育基金非常感謝學生們的努力。儘管他們在過程中遇到障礙，但他們對「無飲管運動」的貢獻也是無可估量。

傳訊主任  
郭施樂女士  
Communications Officer  
Ms. Loretta Kwok



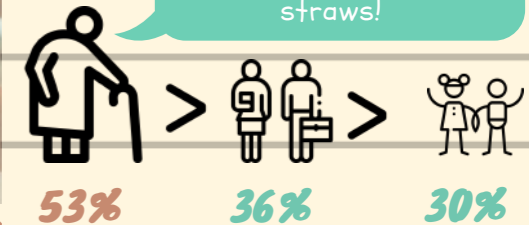
## NO STRAW CAMPAIGN

How does No Straw Campaign influence local Food and Beverages Industry and Hong Kongers' plastic straw consumption?

DELIGHTING DECREASE IN TOTAL DISPOSABLE PLASTIC STRAW USAGE SINCE THE LAUNCH OF NO STRAW CAMPAIGN

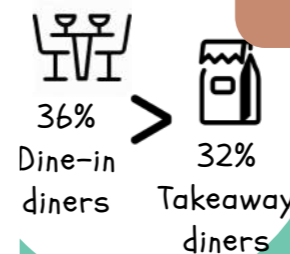
**-65%**

OK! It's time for ALL of us to start skipping straws!



of diners in their age group request for plastic straws

Who still requests for STRAWS?



Substitutes at home, school and in office?

No matter we are in a hurry or not, we can say NO to straws

35% Peak Hours diners and...

**35% NON-Peak Hours diners**

Are we trading off the environment for our own convenience...?

33% diners consuming COLD drinks and...

**33% diners consuming HOT drinks**

How come we are using so many straws to stir hot drinks...?

MUST use plastic straws or stirring sticks? Maybe NOT!

SO...

How can we contribute to this issue?



'You need plastic straw or stirring stick?'



Got my own REUSABLE straw!

Let's support  
**NO Straw Campaign**  
in your daily life!

• This infographic is designed by the HKBU Service Learning Research Team

• Supported by OPCF HK

• Images: Google Image

• Icon made by Pixel perfect from www.flaticon.com





### 李嘉俊 (工商管理, 財務學專修)

LEE Ka Chun, Davis (BBA, Finance Concentration)

It was an unforgettable experience to do on-site observation and collect first-hand data on the "No Straw Campaign" through an online questionnaire. This course didn't require any textbooks and examinations, but we applied our economic knowledge to analyse the effectiveness of the campaign and further promote it practically. More interestingly, this was my first attempt of on-site observation, where I discovered some interesting consumer behaviour under the "No Straw Campaign". Combining the data among on-site observation and online questionnaires, our team evaluated the effectiveness of the campaign and proposed some practical solutions for further campaign promotions.

我們透過實地考察及網上問卷為「無飲管運動」收集一手資料，經驗十分難忘。這個課程並不依賴課本及考試，但我們運用此前所學的經濟知識，分析運動的成效，並作進一步推廣。這亦是我第一次進行實地考察，令我觀察到顧客一些有趣的行為。我們的團隊結合實地考察及網上問卷的數據，評估運動的成效，並圍繞將來的推廣運動提出一些可行方案。

### 何麗冬 (中國研究, 經濟專修)

HO Lai Tung (China Studies, Economics Concentration)

It has been a fruitful experience to cooperate with the Ocean Park Conservation Foundation in this Service-Learning Research Project. Our investigation went far beyond the in-class theoretical research that we were usually assigned to. I have gained perspectives on how the society operates and the actual obstacles we may encounter when conducting research in the future, as well as the importance of exchanging ideas for the improvement of research methodologies. I am proud to be one of the participants of this project, since we did not simply integrate theoretical knowledge, but contributed meaningful findings to the future development of environmental protection in Hong Kong.

這次與OPCFHK合作的服務學習研究非常充實。我們的研究跳出課堂上的理論，令我了解到現實社會如何運作，並體驗到將來進行研究時可能會遇到的困難。我更加明白到，要改善研究方法，與人交流非常重要。我十分榮幸能成為這個項目其中一位參加者，我們不但結合了理論知識，更為香港環境保護的未來發展貢獻了重要數據。

### 關芷晴 (中國研究, 經濟專修)

KWAN Tsz Ching (China Studies, Economics Concentration)

I am really glad that I have enrolled in this service-learning programme, since we were provided with the opportunity to apply our knowledge to examine and analyse the current situation. Learning from books is useful, but the application of knowledge in our daily life is essential. I have been more aware of social issues since this project, especially about the issue of disposable plastic straws. I believe that if everyone is willing to take a small step, there will be big changes. So, we should not fixate on the limitations of our abilities and try our best to contribute to our society!

我十分興幸自己報讀了這個服務學習課程，令我能應用個人知識，去評估及分析社會現況。書本知識固然有用，但將知識應用於日常生活更是必須。自項目開始以來，我更加留意社會問題，特別是拋棄式膠飲管的使用。我相信只要每人願意踏出一小步，就能夠帶來巨大改變。因此我們不應被個人能力束縛，更應盡力貢獻社會。



# 推動社會共融

## PROMOTION OF SOCIAL INCLUSION AND MOBILITY



Sustainable development should be inclusive to create opportunities to all community members, including disadvantaged and marginalised populations. The idea of disadvantage may be of an absolute nature, but economic principles suggest that every individual has his/her own comparative advantage to be revealed.

可持續發展應為社會上所有人士帶來機遇，包括弱勢群體及邊緣人士。「弱勢」或許是個絕對概念，但根據經濟學原則，每個人也可展現出自己的比較優勢。



### THE OBHK PROJECT

## 慈福行動項目

Collaborating with Operation Blessing Hong Kong, students participated in the project "Love Walk Together, Comprehensive Early Intervention Caring Program for Autistic Families" to support families of children with autism spectrum disorders (ASD). The team provided support in a number of family relationship building activities for the targeted families and completed a business proposal for a Social Enterprise, providing job opportunities for autistic youth.

學生與慈福行動合作，參與自閉症孩子家庭早療計劃，支援兒童患上自閉症譜系障礙 (ASD) 的家庭。團隊準備了一系列改善家庭關係的活動，並為一間向自閉青年提供工作機會的社會企業撰寫計劃書，提供支援。



# 社區合作夥伴的話 MESSAGE FROM COMMUNITY PARTNER



Thanks to the service-learning programme, five students took part in our project "Love Walk Together, Comprehensive Early Intervention Caring Program for Autistic Families". The goal of the service-learning project was to offer a chance for students from the School of Business to serve the needy in the society. This could prevent students from their sole dependence on impractical theoretical ideas. Meanwhile, they could contribute to the society and our organisation by applying their specialised knowledge. We are glad to be a part of this project.

For the "service" part, we arranged for each student to pair up with an autistic child aged between two and six. As all the participants were students from the School of Business who lack experience in communicating with children with SEN (Special Education Needs), it was inevitable for them to feel a bit anxious. We therefore provided some basic training for students as a way to begin. During the training, they learnt the characteristics of children with SEN, the way to get along with them, as well as how to give instructions to assist them to engage in different activities. Despite some flustered moments and "little sufferings" in the project, students were willing to spend time and effort to accompany the children. Not only did the children enjoy the time, we also felt touched to see the beauty of the interactions. I believe it will be a memorable experience for all of us.

For the "learning" part, I appreciate students' endeavor to draft a detailed proposal for a leather workshop. They had observed the characteristics of children with SEN during the "service" process, then applied their business know-how and insight for the proposal. Though it could not be executed at this time due to different factors, such as the source of capital, some of the ideas are worth developing. We can feel students' love and care to the children with SEN, and we would consider the proposals as valuable project prototypes which we hope to execute when the situation allows. We believe that our collaboration has achieved the primary goal. Hence, we would like to express our gratitude to the participants and teacher-in-charge. We look forward to another future cooperation.

感謝服務學習計劃與慈福行動合作，安排五位同學參與我們的自閉症孩子家庭早療計劃。當初與負責老師傾談時，我們瞭解到服務學習計劃的理念是讓一班商學院的同學可以親身接觸社會上有需要的人，一方面可以讓同學避免流於「離地」空談理論，另一方面又可以將所學回饋社會及合作機構，是一個雙贏的構思，我們非常認同，故此一拍即合，並為能參與計劃感榮幸。

在「服務」的部分，我們安排同學們一對一陪伴一班二至六歲的自閉症孩子，由於參與的同學來自商學院，以往都沒有與SEN(特殊教育需要)孩子相處的訓練及經驗，所以一開始時難免有點誠惶誠恐；為免同學「空槍上陣」，我們安排他們參與一些基礎訓練，讓同學們初步了解SEN孩子的特質及相處方式，以及如何在治療師的指示下協助孩子參與活動。在實戰過程中同學們雖然偶有手忙腳亂的時刻，甚至受了點「皮肉之苦」，但他們願意付出時間及努力，樂於細心溫柔地陪伴孩子，也讓我們動容，而孩子們也很喜歡他們，相信這段經驗會成為雙方日後難忘的回憶。

在「學習」的部分，我們很欣賞同學們願意捨易取難，將他們從「服務」部分中觀察到的SEN孩子特點，再加上他們的商業知識及觸角，擬訂了一份僱用SEN人士的皮革工坊建議書，雖然因資金等問題未必能即時實踐，但計劃書中一些創見甚具參考價值，從中亦感受到同學們對SEN孩子日後就業機會的關心，不失為一份有意義及價值的商業計劃雛型，希望日後條件成熟時能付諸實行。我們認為這次合作計劃已達到原訂目標，非常感謝同學們及負責老師所付出的心血，並希望日後有長期合作的機會。

譚樂詩女士  
Ms. Lucinda Tam

梁廣瀚先生  
Mr. Arvin Leung





### 張樂飛 (工商管理, 創業學專修)

#### Cheung Lok Fai, Ricky (BBA, Entrepreneurship Concentration)

照顧自閉症兒童幾個小時比我想像中更為困難，需要消耗體能及精神。不過，我亦因而體會到家長要全天候照顧自閉症兒童的困難。

Taking care of autistic children for a few hours was not as easy as I thought. It was both physically and mentally demanding. However, it also reminds me of the hardship for the parents of autistic children as they need to take care of the children 24 hours a day and 7 days a week.

### 黎重希 (工商管理, 應用經濟學專修)

#### LAI Chung Hei, Gary (BBA, Applied Economics Concentration)

這個服務學習課程提升了我照顧兒童的能力。起初我凝視他們時，覺得他們彷彿是一份等待完成的功課。不過，隨著時間過去，我意識到自己與他們成功建立連繫，這是我從未預期過的情景。我不但了解到兒童的潛能及需要，更加深入認識自己。這個課程不只是陪伴兒童，更促進了參加者的個人成長。因此，若以10分為滿分，我會評價課程為11分。我絕對會推介其他同學報讀此課程。

Throughout the whole course of the service, I have improved my ability to take care of children. At first, I looked at them as if they were a task to be finished in order to get a pass in the course. However, as time went by, I have realised that a connection with the children has been built, which I have never expected to happen. Not only have I learnt a lot about the potential and needs of the children, I have learnt more about myself. The programme is not simply about the provision of accompaniment for the kids, but also a catalyst of personal growth for the participants. Therefore, I would give this course an 11 out of 10 and I would definitely recommend other students to join this programme.

### 楊潭希 (工商管理, 應用經濟學專修)

#### Yeung Chak Hei, Aidan (BBA, Applied Economics Concentration)

這個項目最難忘的一刻，是家長收到子女種植的盆栽時，面上都掛著燦爛的笑容，我認為這些都是象徵希望和幸福的笑容。大部分家長都表示，他們從未試過離開子女超過兩小時，可見活動獲得前所未有的成功。我非常幸運能成為活動的一份子。

The most memorable moment of this project is when the parents of the autistic children received plants from their children, with smiles on their faces. I reckon those were smiles of hope and happiness. According to the parents, many of them have never left their children for more than 2 hours, hence the success of the activity was unprecedented. I am really glad that I have joined this programme.

### 伍思蔓 (工商管理, 應用經濟學專修)

#### Ng Siman, Sharmaine (BBA, Applied Economics Concentration)

這是我第一次與患上自閉症譜系障礙(ASD)的兒童相處。我對ASD的認識不深，只知道這是個影響溝通及行為的發展障礙。不過，我在參與這個服務項目後大大加深了對ASD的了解。起初，我擔心自己未能妥善處理一切，但一眾家長給我鼓勵，並告訴我關鍵在於耐心，我認為他們的建議給予我很大的幫助。

This is the first time I have ever worked with children with Autism Spectrum Disorder (ASD). My general knowledge of ASD was rather limited--- a developmental disorder that affects communication and behaviour. However, I have learnt so much more about it after the service project. At first, I was so nervous as I was scared that I could not handle things well. However, the parents of the ASD children reassured me and told me that patience was key. I found the advice really useful.

### 蔡苑軒 (工商管理, 應用經濟學專修)

#### Choi Yuen Hin Isabella (BBA, Applied Economics Concentration)

我十分慶幸獲得此機會與自閉症兒童共渡一個下午。這是我第一次與自閉症兒童相處，故此在服務前稍為感到緊張。幸好，家長們都非常友善，並對我們完全信任，令我感受到無比溫暖。

It was a valuable experience to have the first-hand opportunity to spend a great afternoon with children who have autism. As it was my very first time to work with autistic children, I felt a bit nervous before participating in the service. Fortunately, I found that the parents were friendly and had full trust in the participants. The experience was unexpectedly heart-warming!







浸大經濟學系的學生通過服務學習項目，來到社區關懷、照顧和支援基層兒童。他們協助中心的託管服務，為因父母工作而無人照顧的貧窮兒童舉辦學習班和興趣班；他們亦通過參與研究調查，為基層父母收集社區中託管服務資訊，協助倡議改善針對託管兒童的政策。服務學習傳遞的正面信息是快樂和感恩，基層兒童感受到哥哥姐姐的溫暖與熱情，他們一起唱英文歌、一起遊戲、一起歡笑。而學生亦透過與基層兒童的互動，明白幸福並非必然，學習去珍惜擁有的一切，感受施比受的快樂，同時明白到學習政策的制訂需考慮弱勢群體的需要。

During the service-learning project, students from the Department of Economics of HKBU provided care and support to children from grass-roots families. Organising tutorial classes and interest classes, they assisted in our childcare service, which targets parents who are temporarily unable to take care of their children due to work reasons. They also collect childcare information for grass-roots families through thorough research, as well as assisting in the advocacy of policies that improve childcare service. Service-learning spreads the feelings of happiness and gratitude. Children from grass-roots families felt the affection and support from the senior participants: they sang together, played together and laughed together. Meanwhile, through the interaction with the underprivileged, students understood that we should not take happiness for granted. They learnt to cherish what they have, to feel satisfied through giving, and to consider the needs of the disadvantaged during policymaking.

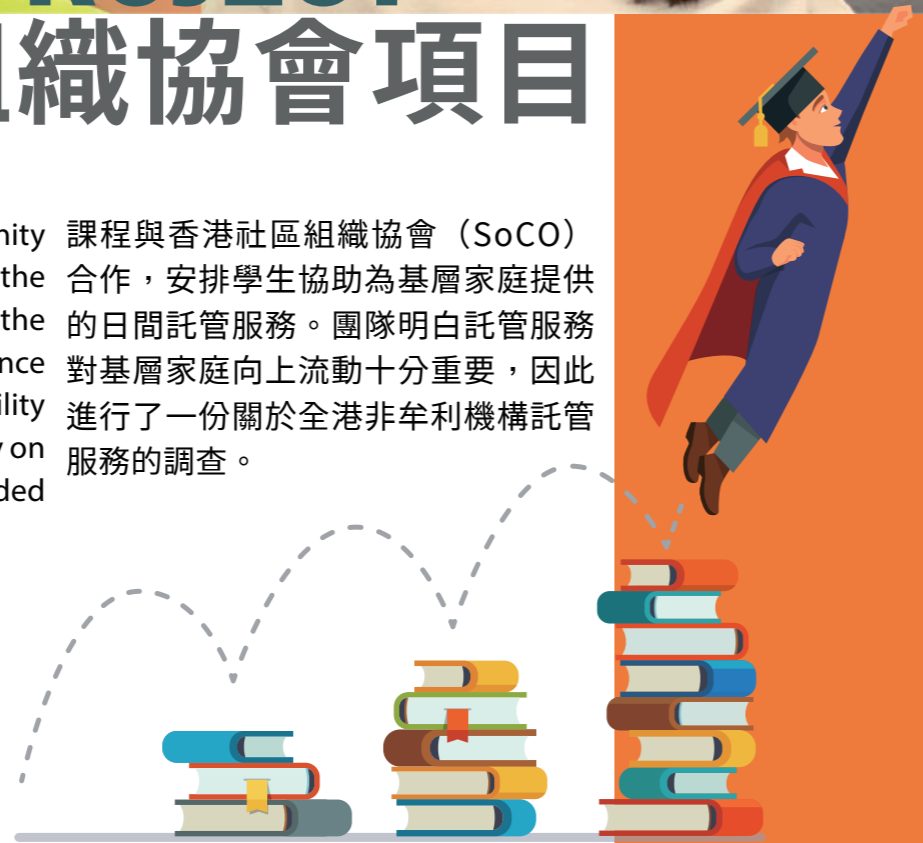
社區幹事  
黃文杰女士  
Community Organiser  
Ms. Wendy Huang



## THE SoCO PROJECT 香港社區組織協會項目

Collaborating with the Society for community Organization (SoCO), students assisted in the provision of day childcare services to the grassroots families. Realizing the importance of child care services for the upward mobility of grassroots, the team conducted a survey on the availability of childcare services provided by NGOs in Hong Kong.

課程與香港社區組織協會 (SoCO) 合作，安排學生協助為基層家庭提供的日間託管服務。團隊明白託管服務對基層家庭向上流動十分重要，因此進行了一份關於全港非牟利機構託管服務的調查。





### 林洁妤 (工商管理, 應用經濟學專修)

**LIN Jie Yu, Jenny (BBA, Applied Economics Concentration)**

I have learnt about social issues of Hong Kong and around the world in many classes at the University, but the knowledge itself seemed to be quite aloof. The services at SoCO have given me a chance to interact and understand people who are in need. I have learnt that many people in the society are in need of assistance, such as that provided in the project. The project is motivating as it inspires me to learn. After the participation in the service and the completion of the survey, I think I can do more things for the people who are in need. I hope what I am learning in college will be of use to better the lives of people in the future.

在大學的課堂中，我學過世界各地及香港的社會問題，但單靠書本上的知識似乎不夠深入。於SoCO提供服務令我能夠與有需要的人交流，加強對他們的了解。我明白到社會上有很多人需要各種幫助，例如是次項目提供的託管服務。項目成為我的動力，啟發我去學習。參與這次服務並完成調查後，我認為我們應該為有需要的人付出更多。我希望我學到的知識能於他日協助改善市民生活。

### 尹慧欣 (工商管理, 應用經濟學專修)

**WAN Wai Yan, Karen (BBA, Applied Economics Concentration)**

The service-learning project was a meaningful experience. At the University, I had previously studied about poverty, income inequality and mobility, yet the lectures only presented the facts or data. However, the service-learning project has given me a clear picture of poverty in Hong Kong. It provided me with an opportunity to interact directly with the grassroots. The financial status of families is of significance since richer families have larger human capital investments and greater social networks. Hence, children from richer families are more likely to earn more. Children without resources are usually trapped at the bottom. As a result, intergenerational poverty is reinforced by the socially or economically challenged background of the parents. After this special experience, I have known more about the needs of the grassroots. I hope there will be more services in the future that facilitate the upward mobility of grassroots families.

這個服務學習項目別具意義。我曾在大學課程中接觸過貧窮、收入不平等及流動性的課題，但課堂只會解釋實況或分析數據。相反，服務學習項目加深了我對香港貧窮問題的了解，皆因我能夠直接與基層市民接觸。家庭的財政狀況十分關鍵，較富裕的家庭會投資更多於人力資本，並擁有更廣闊的社交網絡。因此，兒童若來自較富裕的家庭，容易有較高的收入。相反，資源不足的兒童容易被困於基層。由此可見，弱勢家庭的社會、經濟背景會加劇跨世代貧窮。多得這次經驗，我更清楚了解到基層的需要。我希望社會能提供更多服務，促進基層市民向上流動。

### 馮凱欣 (工商管理, 應用經濟學專修)

**FUNG Hoi Yan, Kelvin (BBA, Applied Economics Concentration)**

I am really glad that I have enrolled in this service-learning programme, since we were provided with the opportunity to apply our knowledge to examine and analyse the current situation. Learning from books is useful, but the application of knowledge in our daily life is essential. I have been more aware of social issues since this project, especially about the issue of disposable plastic straws. I believe that if everyone is willing to take a small step, there will be big changes. So, we should not fixate on the limitations of our abilities and try our best to contribute to our society!

參與此項目前，我沒有任何與兒童玩耍或溝通的經驗，令我最初感到驚慌尷尬。不過，當我嘗試鼓起勇氣與兒童交談，我就開始掌握與他們相處的方式。我更發現，與十歲以下的兒童交談，能獲得最意想不到的答案，因為他們的純真會帶來充滿想像力的答案。我曾在一個通識課程中學習過公義及同理心的課題，並學會了向弱勢社群灌輸積極態度。今次這個項目讓我發揮有限的個人力量，幫助弱勢兒童。透過了解及反思基層人士的艱辛，我更確切明白到幫助別人的重要。

# DID YOU KNOW?



# 你知道嗎?

# 鳴謝

## ACKNOWLEDGEMENT

香港海洋公園保育基金  
Ocean Park Conservation Foundation Hong Kong

慈福行動  
Operation Blessing Hong Kong

香港社區組織協會  
Society for Community Organization

誇啦啦藝術集匯  
The Absolutely Fabulous Theatre Connection

長春社文化古蹟資源中心  
The Conservancy Association Centre for Heritage

# 贊助

## SPONSORED BY

AY2018-19:



創意研究院  
Institute of Creativity

孔憲紹慈善基金  
Hung Hin Shiu Charitable Foundation

AY2019-20:



田家炳基金會  
Tin Ka Ping Foundation

田家炳慈善基金  
Tin Ka Ping Charitable Foundation

\* 為可持續發展出一分力，請與親友傳閱本刊物。

To reduce paper waste, we encourage you to share the booklet with your friends.

Department of Economics  
Tel: 3411 7544| Fax: 34115580  
Email: econ@hkbu.edu.hk  
Website: <https://econ.hkbu.edu.hk/>  
Facebook: HKBU Department of Economics  
LinkedIn: [www.linkedin.com/in/hkbuecon](http://www.linkedin.com/in/hkbuecon)  
©July 2020 Department of Economics,  
Hong Kong Baptist University

