

GCAP3076

Service-Learning in Fighting Poverty

Explore poverty issues and engage in poverty alleviation through service-learning

從服務學習中探索貧窮議題與扶助貧窮

Yearly issue #Oct2023

Hong Kong Baptist University

Department of Accountancy, Economics and Finance

Academic year 2023-2024

prepared
and
crafted
by

This booklet is published by
the Department of Accountancy,
Economics and Finance,
Hong Kong Baptist University
in 2023.

Editorial Team

Editor: Dr. Aries Wong

Project Coordinator: Mr. Anson Lam

Graphic designer: Mr. Noah Choi

Translator and proofreader: Ms. Ivy Wong

What is GCAP3076 about?



Know more about the course here!

GCAP3076

This course aims to provide an opportunity for students to explore poverty issues through lectures and community engagement. The course starts with an introduction of various poverty concepts and theories and an overview of the poverty situation in Hong Kong. Students then move on to explore how human incentives matter in fighting poverty by studying the stories of failed and successful poverty alleviation measures.

In collaboration with NGOs, NPOs and Social Enterprises, students gain first-hand experience in exploring poverty issues and interacting with grassroots citizens in Hong Kong through direct participation in different community programmes. Students team up in small groups to work on an innovative project that aims to alleviate poverty or promote social inclusion. Students are expected to integrate academic content with experiences gained from community engagement.

本課程旨在透過課堂和社區參與，讓學生探討貧窮問題。在課堂上，導師先介紹貧窮議題的相關概念和理論，並概述香港的貧窮狀況。隨後，學生藉著研究扶貧措施的成功和失敗個案，了解不同措施在紓緩貧窮問題上的角色。

透過與非政府組織、非牟利組織和社會企業的合作，學生親身參與不同的社區計劃，與基層市民互動。結合學術知識和社區服務的體驗，學生們繼而會以小組形式構思創新項目，以紓緩貧窮或促進社會共融。

What are GE Capstone Service-Learning courses?

GE Capstone Service-Learning courses 通識教育總整服務學習課程

All HKBU students are required to complete a capstone course as a culminating capstone experience in the General Education Programme. In service-learning capstone courses, students and faculty members apply their academic knowledge and skills to address community needs off-campus by means of fostering innovation. Meaningful service projects anchored in a specific curriculum are developed to contribute to the common good of humankind while enriching students' academic learning and personal growth.

在浸大的通識教育課程規定下，所有學生必須完成一個總整課程。在服務學習的課程中，學生與導師運用他們的學術知識和技能，並透過促進創新，回應社區裡不同群組的需要。在這基礎上，孕育出一個個富有意義的服務項目，不但有利於大眾共同利益，同時亦豐富學生的學習經歷和個人成長。

TNTIME

January

Lectures on poverty
有關貧窮議題的講課

February - March

Community Services,
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Prof. Cheng Yuk-shing 鄭毓盛教授

Interim Dean, School of Business
Director, Centre for Sustainable Development Studies
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。

A portrait of Dr. Byron Song, a man with short dark hair and glasses, wearing a grey suit jacket over a light blue shirt. He is smiling slightly and looking towards the camera.

Dr Byron Song 宋揚博士

Head,
Department of Accountancy, Economics and Finance
會計、經濟及金融學系系主任

Congratulations to Dr Aries Wong, the supporting team, and the students for accomplishing their service-learning projects!

Service-learning offers a unique opportunity for students to bridge the gap between theory and practice. As a General Education capstone course, GCAP3076 is tailored in ways that our students are guided and supported at every step, making connections between the concepts, theories, and materials covered in the classroom and their service experiences in the community. The cyclic hard work of the team begins with identifying and engaging community partners, designing the programme, training students, and concludes with reflection and assessment.

Despite all the great efforts of the team, the course would not have been a success without the support from the collaborating parties. For example, the General Education Office included this course in the GE curriculum and provided continuous financial support for carrying out activities. Colleagues at the Centre for Innovative Service-Learning shared their valuable experience in designing the programme. We would like to take this chance to thank all the collaborating parties.

Looking forward, we wish the team another successful year in 2023-24 so that more students can benefit from the course and make a meaningful impact on the communities through their services and careers.

恭喜黃健明博士、支援團隊以及同學們順利完成他們的服務學習項目！

服務學習為同學提供了一個獨特的機會，幫助他們在理論與實踐之間架起橋樑。作為一個通識教育總整課程，GCAP3076的設計是為了確保同學在每一步都得到指導和支援，使他們能夠將課堂上所學的概念、理論和材料與社區中的服務經驗相結合。團隊的努力從識別和聯繫社區伙伴開始，到設計課程、培訓同學，最後以反思和評估作結。

團隊付出了巨大的努力，但若無各合作單位的支援，這課程也難以取得成功。通識教育處將此課程納入GE課程，並持續提供資金支援以進行活動。創新服務學習中心的同事也分享了他們在設計課程中的寶貴經驗。我們想藉此機會感謝所有合作單位。

展望未來，我們希望團隊在2023-24學年再次取得成功，讓更多的同學從這個課程中受益，並通過他們的服務和職業為社區帶來正面的影響。

A portrait of Prof. Chiu Sung Nok, a middle-aged man with glasses, wearing a white shirt and a blue striped tie, standing with his arms crossed in a library setting. The background shows wooden bookshelves filled with books.

Prof. Chiu Sung Nok 趙崇諾教授

Director,
General Education Office
通識教育處總監

As we begin the journey through another year's booklet, it is important to acknowledge the growth and adaptability our community has shown, especially in the face of the unprecedented challenges brought about by the pandemic. As we transitioned into the post-pandemic phase, our students were presented with a plethora of opportunities to engage in a variety of activities, marking the resumption of normal life. These included home visits, karate/singing classes, handicraft workshops, playing Rummikub with the elderly, conducting campus tours at HKBU, storytelling, teaching Cantonese to ethnic minority children, among others. Each activity offered a unique learning experience and contributed to a more holistic understanding of our community.

It is heartening to see our students' reflections, which reveal a deep understanding of societal issues and a commitment to contribute towards their resolution. They have demonstrated that the goals of our General Education have been beautifully achieved, applying knowledge from various disciplines to address local community issues creatively through effective teamwork.

This year was marked by a significant enhancement in the pedagogy of this course as four students-as-partners assisted in the service-learning projects. Their involvement not only fostered a collaborative spirit but also broadened the learning experience of both themselves and the students.

Dr. Wong's course continues to provide valuable insights, reminding students that addressing societal problems requires more than financial resources; it's about the collective efforts of individuals taking small steps towards change.

The projects in this booklet showcase the diligent work of our students. I am proud of their accomplishments and look forward to seeing what the next year brings. Despite the challenges faced, their resilience, dedication, and wisdom have been truly commendable. My wholehearted congratulations to Dr Aries Wong, his team, and the students.

翻閱今年的小冊子，我們深感社區在疫情的巨大挑戰下所展現的進步與適應能力。隨著我們步入後疫情時期，同學們有了眾多參與各式活動的機會，這也象徵著生活逐步回歸正常。這些活動包括家訪、空手道或唱歌課程、手工藝工作坊、與長者玩Rummikub、於香港浸會大學進行校園導覽、講故事、以及教少數族裔兒童廣東話等。每項活動都提供了獨特的學習經驗，讓同學們更全面地了解社區。

同學們的反思不僅令人欣慰，更展現了他們對社會問題的深入理解及解決這些問題的決心。他們結合了多學科的知識，並透過高效的團隊合作，副有創意地應對本地社區的挑戰，完美地體現了通識教育的宗旨。

今年，這課程邀請了四位學生伙伴協助服務學習項目，展現出老師不斷優化教學法的決心。他們的參與培育了團隊的合作精神，也為他們自己及其他同學帶來了更豐富的學習體驗。

黃博士的課程繼續為同學帶來有價值的見解，提醒同學們面對社會挑戰不只是依賴財務資源，更重要的是每個人的集體努力，朝著改變邁出的每一小步。

這本小冊子所展示的項目充分體現了同學們的不懈努力。我為他們所取得的成果感到自豪，並期待他們明年將帶來更多的亮點。面對種種挑戰，他們所展現出的韌性、熱誠和智慧，都十分值得我們欣賞。

我衷心祝賀黃健明博士、其團隊以及所有同學。

A portrait of Dr. Lisa Lam, a woman with dark hair, smiling slightly. The background is a solid grey color.

Dr Lisa Lam, SFHEA 林婉雯博士

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

This compelling collection showcases the incredible efforts undertaken by our students, community partners, the instructor, and dedicated friends involved in GCAP3076 Service-Learning in Fighting Poverty. As a service-learning course, it stands as a testament to HKBU's unwavering commitment to addressing the pressing issue of poverty through transformative education. The course has provided students with a unique opportunity to bridge the gap between theory and practice, enabling them to apply their knowledge and transdisciplinary skills to real-world situations, making them future-ready for the challenges of tomorrow.

As I read through the narratives shared by our students, I was deeply moved by their dedication, passion, and compassion. They engaged with various social groups affected by poverty, including the elderly, children, and ethnic minorities, and addressed their unique challenges by delving beyond surface-level assistance to comprehend the root causes of inequality. By collaborating with community partners, the students made a tangible impact on the lives of these individuals and gained a deeper understanding of the complexities surrounding poverty.

These are stories of empathy, resilience, and the power of collective actions. They also serve as a poignant reminder of the ever-evolving nature of poverty and the new challenges that have arisen in the post-pandemic new normal. It calls upon all of us to unite and create a more equitable future.

I extend my deepest gratitude to Dr Aries Wong, the ten community partners, students, and colleagues whose unwavering commitment and dedication have made this course a success.

GCAP3076 Service-Learning in Fighting Poverty再度引領浸大同學走出課堂，與受貧窮困擾的社群互動，包括長者、兒童和少數族裔人士等，理解和應對他們生活中需要面對的各種挑戰。通過與社區伙伴合作，學生不但對貧窮的複雜性有更深入而確切的認識，更嘗試為不同社群帶來轉變。

我很高興跟大家分享同學、老師、社區伙伴和朋友們在課程中所付出的努力和取得的成果。同學和社區伙伴在此分享的故事，讓我深深感受到各方的熱誠和對社區的關愛，體現了香港浸會大學服務學習 (service-learning) 的教育理念。服務學習結合學術質素與全人發展，為同學提供最佳的學習體驗，鼓勵他們運用知識和跨學科技能，與各界攜手解決社會問題，幫助有需要的人士。

在此，我謹向導師黃健明博士、十個社區伙伴、同學們和同事們致以最由衷的感謝。這些故事展現了同理心、毅力和行動所帶來的力量，同時提醒我們：貧窮的性質正在不斷變異，就如後疫情新常态帶來各種與數位隔閡相關的新挑戰，促使我們必須團結一致，共同努力為創建一個更公平的未來。



Polly Chow
周佩利

Service-learning
project coordinator
服務學習項目主任



Max Cheng
鄭志堅

Service-learning
project coordinator
服務學習項目主任

We are delighted to collaborate once again with Dr Wong. Over the past year, we have established a strong partnership and mutual understanding, working together to enhance the quality and effectiveness of the service-learning course.

In this collaboration, we placed special emphasis on connecting with various community partners, offering students a diverse range of service-learning opportunities. We collaborated with community partners from different regions, serving various groups, including local organisations, transitional housing projects, and ethnic minority communities. Through these collaborations, students gained a deeper understanding of various social issues and the challenges faced by these groups, prompting them to consider solutions to these challenges.

We are deeply grateful for the active participation and positive attitude of our students. They diligently planned, designed, and implemented activities that catered to the genuine needs of the service targets. This not only provided them with invaluable learning experiences but also enhanced their awareness and sense of social responsibility.

We would also like to express our gratitude to our community partners for their support and collaboration throughout the service-learning process. They provided hands-on learning opportunities and extended appropriate support and assistance to the students, ensuring the smooth execution of the activities. Such collaborations not only allowed students to apply their knowledge in real-world contexts but also made a tangible difference in addressing social problems.

We believe such collaborations and learning experiences hold long-term value for our students. Participating in service-learning not only enhances their knowledge and skills but also cultivates their leadership qualities, teamwork spirit, and social consciousness. Moving forward, we are committed to continuing our collaboration with community partners, offering more meaningful service-learning

我們很高興能再次與黃博士攜手合作。過去一年，我們彼此間建立了良好的合作關係和默契，共同努力提升服務學習課程的品質和成效。

在這次合作中，我們特別注重與各社區伙伴的聯繫，為同學們提供多元化的服務學習機會。我們與來自不同地區的社區伙伴合作，他們的服務對象各不相同，包括地區組織、過渡性房屋項目、少數族裔群體等。透過這些合作，同學們能夠更深入地了解各種社會議題和群體所面臨的困難，並思考如何應對這些挑戰。

我們非常感謝同學們的積極參與和正面態度。他們努力地策劃、設計，並實施符合服務對象真實需求的活動，這不僅讓他們獲得了寶貴的學習經驗，也提升了他們對社會議題的關注和責任感。

我們也要感謝社區伙伴們在整個服務學習過程中的支持和合作。他們提供了實地學習的機會，並給予同學們適當的支持和協助，使相應活動順利進行。這種合作不僅讓同學們能夠實際應用所學，也對解決社會問題起了實質作用。

我們深信這樣的合作和學習經驗對同學們來說具有長遠的價值。參與服務學習不僅讓他們的知識和技能得到提升，還培養了他們的領導力、團隊合作精神和社會意識。未來，我們將繼續致力於與社區伙伴攜手合作，為同學們提供更多有意義的服務學習機會，共同為解決各種社會問題努力。



Dr Aries Wong
黃健明博士

Course Instructor
課程主任



Anson Lam
林卓男

Project Administrator
項目主任

Dr Aries Wong

Time flies. GCAP3076 Service-Learning in Fighting Poverty is three years old this year. As in previous years, our students had the opportunity to gain firsthand experience with poverty issues and contribute their knowledge and skills to poverty alleviation together with our community partners. Unlike the past two years, students were able to have more in-depth face-to-face interactions with their service targets because of the easing of anti-epidemic measures this year. This certainly provided more room for our students to initiate different innovative projects to address the needs of their service targets.

Together with the Centre for Sustainable Development Studies and General Education Office, we also made efforts to upscale this three-year-old project from a service-learning course to a platform for promoting sustainability. As a first step, we organised a Knowledge Exchange Workshop where existing and potential community partners shared experiences and best practices on the topic to raise awareness and inspire future actions. Videos and a webpage were also produced to document students' service-learning journeys and facilitate knowledge transfer. We hope that our students are not fighting poverty alone in this service-learning course. Instead, they are an integral part of a collaboration between researchers, students, and community partners, all working to support sustainability actions!

All these would remain mere dreams without the support from the General Education Office, the Centre of Innovative Service-Learning, the Centre for Sustainable Development Studies, the Department of Accountancy, Economics and Finance, and our community partners. Of course, our service-learning project coordinators, Max and Polly, and project administrator Anson are indispensable to this course and the corresponding knowledge transfer projects.

The photos in this booklet each have their own story to tell. Don't forget to check out our videos and the service-learning webpage as well!

Anson Lam

I'm delighted to be a part of the course team. Witnessing the personal growth of our students firsthand has been my greatest reward. I recall that some students were initially reserved during lectures and lacked confidence in their ability to assist those in need. However, after continuous communication and attempts, they managed to push past their own boundaries, successfully serving those in need through various meaningful activities.

I hope the students will cherish every moment and lesson from this course, always keeping the spirit of helping others and contributing to society close to their hearts!

黃健明博士

時光飛逝，這個服務學習課程不經不覺已踏入第三年。正如過去兩年一樣，同學在課程中有機會親身體驗各種貧窮議題，並結合所學的知識和技能，與社區伙伴一起參與扶貧工作。有別於前兩年，隨著防疫措施逐步放寬，同學今年能夠與服務對象進行更加深入和直接的面對面交流。社會復常也給予同學更大的空間，針對服務對象的需要，試行不同創意項目。

此外，我們與可持續發展研究中心及通識教育處合作，嘗試將這三年的項目從一個服務學習課程提升成為一個推廣可持續發展的平台。作為第一步，我們於六月舉辦了一場知識交流工作坊，邀請現有和潛在的社區伙伴分享他們在扶貧和可持續發展領域的經驗和心得，旨在提高公眾對各個議題的關注和啟發各種行動的可能性。我們亦製作了影片和網頁紀錄同學的服務學習經歷，以促進知識轉移。我們期望同學在這課程中不僅是孤軍作戰地為扶貧而努力，更希望他們能成為推廣可持續議題的重要成員，與學者、同學和社區伙伴們共同努力。

若非得到通識教育處、創新服務學習中心、會計、經濟及金融學系和社區伙伴的支持，這些理念和計劃都難以實現。此外，我們的服務學習項目主任鄭志堅和周佩利，以及項目主任林卓男，也是此課程和相關知識轉移項目中不可或缺的成員。

本刊物的每一張相片都承載著它的故事。歡迎瀏覽服務學習旅程的影片和網頁，了解更多服務學習的點滴！

林卓男

很高興可以成為課程團隊的一員。親身見證同學們的成長是我最大的收穫。我記得部分同學在初期的講課中十分內向，也不相信自己有能力幫助有需要的服務對象。但在隨後不繼的溝通和嘗試後，同學們都能突破自我，並成功地透過不同的精彩活動幫助服務對象。

希望同學們能緊記課程中的一點一滴，並把樂於助人、貢獻社會的精神牢記在心！



Students-as-Partners

Scheme

Have you heard of it?

With the support from General Education Office, we have incorporated the student-as-partner initiative in the course this year. Five students with service-learning experience joined our team as Student Partners. In the spirit of peer learning, they served as mentors to our students to share their learning experiences and help students apply academic knowledge and skills to real-world situations. Through participating in group discussions and observing students' service-learning activities, our Student Partners took on a new role and gained a deep understanding of service-learning.

師生伙伴

計劃 你有聽過嗎?

在通識教育處的支持下，今年我們在課程中加入師生伙伴計劃。我們邀請了五名有服務學習經驗的學生加入並擔任學生伙伴，促進朋輩間的學習。他們與今屆的同學分享學習經驗，協助同學將學術知識和技能應用於現實世界。通過參與小組討論和觀察同學的服務學習活動，相信這個不一樣的體驗能讓學生伙伴們加深對服務學習的了解。



Student- Partners of the Year

Message from Mani, LUI Man Yi

It was an honour to join the Students-as-Partners Scheme this year. Observing and assisting students as they learned through their service-learning project was an absolute pleasure. As a student partner, I had to think about how to provide some constructive tips to facilitate students to better plan and execute their own projects. By sharing my service-learning experience, I hoped that students would be able to overcome different obstacles throughout the course. It was great to see that students were able to implement their projects and share the outcomes with us! It would be great to apply what we have learned in this course and turn these ideas into long-term solutions.

今年非常有幸能加入師生伙伴計劃，觀察和協同學在服務學習過程中成長。作為學生伙伴，我需要思考如何提供有用的建議，以協同學更好地計劃和執行項目。透過分享我的服務學習經驗，我希望同學能夠克服在整個課程中遇到的各種挑戰。很高興看到同學能夠實施自己的項目並與我們分享成果！如果我們能夠將所學應用於實踐，並將這些想法轉化為長期的解決方案，那就更好不過了。

Other student-partners:

CHAN Joy Tin

CHEUNG Yu Hing

LEUNG Ngo Hin

CHAN Ka Hei

Martha Boss Lutheran Community Centre

路德會包美達社區中心

THE PROJECT

Through their home visits to the impoverished households in Kowloon City, the students learned how limited access to information can affect the ability of these households to improve their living standards. Therefore, the group used social media platforms to provide useful information on social welfare, healthy recipes and knowledge about the local community to these underprivileged households in Kowloon City.

透過對九龍城貧窮家庭的家訪，同學了解到接收資訊的條件有限如何影響貧窮家庭改善生活水平的能力。因此，同學利用社交平台向基層家庭提供有關社會福利、健康食譜和本地社區等有用資訊。

HIS MESSAGE

Lutheran Family Support Network 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, the team supports subdivided unit families in the area, organising community gatherings, concern groups, women's organisations and other activities.

Due to the COVID-19 pandemic raging over the past three years, Hong Kong citizens have had to rush to purchase epidemic prevention supplies, undergo testing, and schools have temporarily suspended physical classes and switched to online teaching, all of which have left citizens physically and mentally exhausted. Some social services have also been forced to temporarily suspend their operations, leaving many citizens feeling helpless, especially grassroots families living in subdivided units. Due to their poor economic conditions, they are forced to live in cramped living environments. Children not only lack space for activities, but parents also lose the support of social services, and their physical and mental health is greatly affected. In response to this situation, the team has adjusted its

THE COMMUNITY PARTNER

Mr. Kwan Man Lun 關敏麟先生
Social Worker 社工



intervention methods to meet the needs of these families.

It has been an honour to collaborate with HKBU and arrange for three students to participate in our team's service work. They visited many subdivided unit families with our staff, not only allowing grassroots families to feel the care and encouragement of society but also enabling students to personally experience the difficulties and needs that grassroots families face in their lives. When the students learned that subdivided unit families had less access to social welfare information, they produced a series of materials related to housing, social welfare, simple recipes, etc., and published them through our social media platform, allowing grassroots families to obtain more relevant information.

We hope this activity gave students a memorable experience and that they would continue to care about the living conditions of grassroots families in Hong Kong, embodying the spirit of community and mutual support.

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。

由於過去三年疫情肆虐，市民需四處搶購防疫物資、進行檢測等，另學校暫停實體課堂而改為網上授課，這些都令香港市民身心疲憊。部份社會服務亦被迫暫停提供服務，讓不少市民感到徬徨無助，尤其是居住在劏房的基層家庭。由於經濟狀況較差，他們被迫困於狹窄的居住環境，小朋友不單缺乏活動的空間，家長也失去了社會服務的支援，身心健康受到很大的影響。有見及此，本隊亦因應情況而調整了介入手法，以切合這些家庭的需要。

本隊很榮幸能與香港浸會大學合作，安排三位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，更讓同學親身體驗到基層家庭在生活面對的困難及需要。當同學得知劏房家庭較少接觸到社福資訊時，便製作了一連串有關房屋、社會福利、簡易食譜等的資料，並透過本隊的社交平台發佈，讓基層家庭獲取更多相關的資訊。

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。

STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?

BCOMM, PRA PR

陳鋸淋 CHAN Si Lam

Before taking the course, I believed that poverty was primarily an issue faced by people living in Africa and did not realise it could also exist around us in Hong Kong. Through the home visits during our service-learning period, I learned that individuals living in poverty face different challenges, such as health and mental illnesses. Also, they were so friendly, completely altering the negative stereotypes I had in mind. The service-learning experience was unforgettable.

我以前認為貧窮主要是非洲人民面臨的問題，並沒有意識到它也存在於我們處身的香港。然而，通過服務學習期間的家訪，我了解到生活在貧窮中的人面臨著各種挑戰，包括健康和心理疾病等。此外，他們非常友好，完全改變了我心中的負面印象。這是一次難忘的服務學習經歷。



發掘區內好去處

牛棚藝術村
土瓜灣馬頭角道63號



BA, C & P Writing

陳嘉寶 CHAN Ka Po

The service-learning experience helped me understand the challenges faced by underprivileged families and their children. During the home visits, I saw the cramped living conditions of low-income families. Their children even had to study on beds due to the lack of space for a table. It was also ironic to see that subdivided flats without gas supplies are located right beside the control centre of a gas supplier.

這次的服務學習經驗讓我更深入地了解低收入家庭與他們的孩子所面臨的挑戰。透過家訪，我親眼看到低收入家庭的居住環境十分擠迫。他們的孩子因為缺乏桌子的空間，甚至要在床上學習。同時，我留意到沒有煤氣供應的劏房單位竟然就在煤氣供應商的控制中心附近，這實在有點諷刺。

BCOMM, PRA PR

莊翠麗 CHONG Chui Lai

The service-learning project provided me with a newfound understanding of poverty that I could never have imagined. The firsthand interaction with the poor left a deep impression on me. The extensive research I did on subdivided flats for my service-learning project also reshaped my understanding of poverty. Through this service-learning experience, I came to realise a little help means a lot to those in need. This experience has motivated me to start making changes in my community.

這次的服務學習項目讓我對貧窮有全新的理解，與貧窮人士的親身互動也給我留下了深刻的印象。進行服務學習項目期間，我對劏房單位進行了廣泛的研究，讓我對貧窮有不一樣的見解。透過這次服務學習經驗，我意識到即使是一個小小的幫助，對於有需要的人來說是非常具有意義的。這次經歷鼓勵我開始為社區帶來改變。

CHILDREN UNIQUE

童珍

THE PROJECT

Participating in community services for children with special educational needs (SEN), the students gained firsthand experience of the challenges faced by low-income families with SEN children. Recognising the importance of the support provided by the community partner, Children Unique, the group used social media platforms to promote the services offered by Children Unique. They also conducted a questionnaire to gather feedback from the families for continuous improvement.

同學參與為特殊教育需要兒童提供的社區服務，親身體驗到有特殊教育需要的兒童的低收入家庭所面臨的挑戰。同學了解到社區伙伴Children Unique提供的支援對這些家庭的重要性，所以利用社交平台宣傳機構所提供的服務。此外，他們進行了一項問卷調查，以收集來自這些家庭的反饋，旨在不斷改進。



Watch what our students and community partner say here!

THE COMMUNITY PARTNER

Mr. Yip Yick Hong 葉奕航先生
Counselling Psychologist/Founder 輔導心理學家/創辦人



HIS MESSAGE

The service-learning course of the Department of Accountancy, Economics and Finance at HKBU aims to enable students to use their knowledge and skills to help marginalised communities through participating in community services. This year, Children Unique is fortunate to be one of the collaborating organisations.

Our organisation uses karate to help children with special educational

needs (SEN) improve their executive functioning, social skills, and behavioural problems. Through the programme, the HKBU students learned more about SEN children, promoting social inclusion. In addition, the programme provided a collaborative learning platform, where students interacted and learned from each other. Throughout the process, we also felt the students' enthusiasm and willingness to learn with an open mind.

香港浸會大學會計、經濟及金融學系的服務學習課堂協作計劃與社區組織合作，旨在讓學生透過實際參與社區服務，利用知識及技能幫助弱勢社群。今年度Children Unique 有幸成為其中一個社區組織合作單位。

本中心利用空手道介入SEN學童，改善執行功能、社交技巧及行為問題。浸大同學透過計劃，了解SEN學童，促進社會共融。此外，計劃還提供了協同學習平台，讓學生能夠互相交流和學習，過程中亦感受到同學們的熱誠及虛心學習。

STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?

BCOMM, PRA PR

朱思思 CHU Sze Sze

From the service-learning experience, I have come to understand that families with SEN children face both financial and psychological stress. Even though our two-month service could not completely solve the problem, I do believe that my participation brought a positive impact on the issue. In the future, I will use the knowledge to educate people around me and pay closer attention to related policies.

這次服務學習經歷我明白到有特殊教育需要兒童的家庭在經濟和心理上所面臨的壓力。儘管我們這兩個月的服務未能徹底解決問題，但我堅信我的參與帶來了積極的影響。未來，我將利用這些知識教育身邊的人，並更加關注相關政策。



BA, TRANSLATION

李凱程 LEE Hoi Ching

I have established friendships with several SEN children through the service-learning project. One of my students had difficulty following instructions and lacked confidence in the Karate class. I kept encouraging and supporting her. After a few weeks, she was able to overcome challenges and became more cheerful. I was so touched by her efforts and improvement. I understand that poverty does not disappear overnight, but I believe that small changes matter.

在服務學習項目中，我與幾位SEN孩子建立了友誼。其中一位學生在空手道課上難以遵從指示並且缺乏自信。我一直給予她鼓勵和支持。幾星期後，她能夠克服這些困難並變得更加開朗。她的努力和進步深深觸動了我。我明白貧窮不會在一夜之間消失，但我相信即使是微小的改變也能帶來重要的影響。

BBA, ISBI

危寶兒 NGAI Po Yi

The service-learning experience helped me understand the challenges experienced by low-income families with SEN children. These families need to bear additional expenses for therapy and other training, but their access to assistance is very limited. I also learned from SEN children. One of the kids kept himself motivated in the Karate class by saying, "I can do it". He reminded me that I should not give up easily when things get tough.

透過服務學習經驗，我了解到有特殊教育需要的兒童的低收入家庭所面臨的挑戰。他們需要承擔額外的費用來支付治療和其他培訓，然而他們只得到非常有限的支援。我也從這些SEN孩子身上學到了許多。其中一位孩子在空手道課上不斷鼓勵自己，說著「我能做到」。他讓我明白到當面臨困難時，我們不應輕易放棄。

BBA, HUM RES MGMT

黎嘉碧 LAI Ka Pik

I am someone who easily gives up because of setbacks. The perseverance of SEN children in the Karate class has taught me that frustration and failures are just a part of everyone's life. Learning from failures actually helps me improve. The service-learning experience also improved my problem-solving skills, as one can never perfectly predict what may happen during project implementation.

我是一個因為挫折而容易放棄的人。在空手道課上，SEN孩子的毅力讓我明白挫折和失敗只是每個人生活中的一部分。從失敗中學習使我進步。服務學習經驗還提升了我的解決問題的能力，因為在項目實施的過程中，我們永遠無法完美預測可能發生的事情。

The Lok Sin Tong Benevolent Society Kowloon

九龍樂善堂

THE PROJECT

Knowledge is power! The community service experience at the social housing in Cheung Shan Estate helped the students understand that educational resources for children from low-income families are very limited. The group educated the children in Cheung Shan Estate about environmental protection through lectures, games and handcraft workshops.

知識就是力量！在象山邨「樂屋」社會房屋進行的社區服務經驗使同學了解到低收入家庭兒童的教育資源非常有限。同學透過講座、遊戲和手工藝工作坊，對象山邨的孩子進行環境保護教育。



Watch what our students and community partner say here!

THE COMMUNITY PARTNER

Ms. Lau Hoi Man 劉鎧汶女士
Project Development Officer 項目發展主任

In line with our vision to genuinely care and collaborate in the realm of charity, the Lok Sin Tong Benevolent Society, Kowloon is committed to promoting charitable work in various areas, including poverty alleviation, medical care, and education. We hope to provide suitable and quality diversified services to meet the evolving needs of our community and help more individuals in need.

We would like to thank the Department of Accountancy, Economics and Finance for arranging three students to participate in our organisation's service. In this service-learning programme, the students designed and held a series of activities related to environmental protection for grassroots children in the Cheung Shan Estate in Tsuen Wan, raising their awareness of environmental protection. In addition, the students led the children on a virtual tour of HKBU via Zoom, giving them the opportunity to learn about the facilities of a local university. Some of the participating children expressed that they really enjoyed the activities designed by the students.

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。

感謝浸大會計、經濟及金融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社會房屋的基層兒童設計並舉辦一系列與環保有關的活動，令參加的小朋友提升了環保的意識。此外，同學們亦以Zoom的形式帶領小朋友參觀香港浸會大學，讓他們有機會認識本地大學的設施。有參加活動的小朋友表示，他們都很喜歡三位同學所設計的活動。

HER MESSAGE



STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?

BSSC, GEOG

吳皓君 NG Ho Kwan

Poverty can take away parental time from their children, as parents of low-income families may need to work all day and night or even during weekends. It is a precious opportunity for me to offer useful and interesting workshops for children living in community housing. I am glad to see that all participants enjoyed our workshops and learned the concepts of recycling.

貧窮會令親子相處時間減少，因為低收入家庭的父母工作時間長，甚至在周末也要上班，很難抽出時間去陪伴孩子。對我來說，這是一個寶貴的機會，為居住在社會房屋中的孩子提供有用且有趣的工作坊。我很高興看到所有參加者都喜歡我們的工作坊，並學到了回收的概念。



BSC, CHEM

葉泰南 YIP Tai Nam

The lectures helped me understand that there are many innovative ways to fight poverty. I have never imagined that loans could be used to lift the poor from poverty. However, I learned from a story in one of the lectures about how microcredit, pioneered by the Grameen Bank, alleviated the poverty situation in rural villages of Bangladesh. It was truly inspiring!

課堂讓我認識到許多對抗貧窮的創新方式。我從其中一節課堂的故事中知道原來貸款可以幫助貧窮人士擺脫貧窮，這是我從來未想像過的。然而，我從故事中了解到由格萊珉銀行推出的小額信貸如何改善孟加拉農村村莊的貧窮狀況。這真的很有啟發性！

BA, VISUAL ARTS CD

彭桂芳 PANG Kwai Fong

The service-learning experience brought me unparalleled happiness and satisfaction! Although changes that individuals can make may be limited, we should not give up on doing small acts of kindness. Little drops of water make an ocean! Through the service-learning experience, I have come to realise that I can also contribute to poverty alleviation. In the future, I will continue to participate in community services to help children living in poverty.

服務學習經驗給予我前所未有的快樂和滿足感！個人能夠帶來的改變或許有限，但我們也應該繼續做一些小善舉，因為許多微小的水滴可以融匯成大海！服務學習經驗讓我意識到我也能為減輕貧窮問題出一分力。未來，我將繼續參與社區服務，幫助生活在貧窮中的兒童。



Society for Community Organization

香港社區組織協會

THE PROJECT

The lack of resources for the education of children from underprivileged families is one of the causes of intergenerational poverty. The group worked with the community partner, SoCO, to improve the English competency of children from low-income families in Sham Shui Po through a singing class, handicraft workshop and movie day.

貧窮家庭孩子缺乏教育資源是造成跨代貧窮的原因之一。同學與社區伙伴SoCO合作，透過歌唱課堂、手工藝工作坊和電影日，提升深水埗低收入家庭孩子的英語能力。



Watch what
our students and
community partner
say here!

THE COMMUNITY PARTNER

Ms. Wendy Huang 黃文杰女士
Community Organizer 社區組織幹事



HER MESSAGE

This year marks the fourth consecutive year that our organisation has collaborated with students from the Department of Accountancy, Economics and Finance. After the easing of the pandemic, the students were finally able to provide services in person. This time, they took up different roles and organised various activities for the grassroots children in our organisation, such as holding art classes and English movie days for young children, and serving as tutors in our after-school care services.

In the art classes, the students taught young children to recognise Chinese and English characters and helped them unleash their creativity to complete beautiful art pieces. During the English movie days, they learned how to encourage children to speak English out loud. Becoming tutors

for after-school care also challenged them to plan and participate in activities for more than 10 hours.

Compared to online services, students could interact with grassroots children in person, singing, watching movies, and playing games together. Through communication and relationship building, they gained a better understanding of the difficulties faced by these underprivileged children. They realised that participating in tutoring and interest classes, which may be simple wishes for other families, is a luxury for the poor. Through planning, preparing, and leading activities, the students also improved their logical thinking, self-confidence, and leadership skills. We look forward to seeing students again next year at SoCO!

今年是本會連續第四年與會計、經濟及金融學系的同學合作。疫情緩解後，同學們終於能夠以實體模式提供服務。這次同學們的服務對象為本會的基層小朋友，為他們舉辦幼兒藝術班、幼兒英文電影觀賞日和成為中心託管班的導師。在幼兒藝術班當中，同學們教導幼兒認讀中英文生字，也協助他們發揮創意，完成一幅幅漂亮的藝術作品；英語電影觀賞日更學習如何鼓勵兒童開口大聲講英文；成為託管導師，也需要挑戰策劃和參與超過10小時活動。

對比網上服務，同學們可以親身和基層兒童互動，一起唱歌、看電影、玩遊戲，透過交流和關係建立，更了解和體會這些貧困兒童的困境，明白原來參與補習和興趣班，這些簡單的願望，對於赤貧家庭來說都變得奢侈。同學們透過籌劃、準備和帶領活動，亦提升了自己的邏輯思考、自信心和領袖力。我們期待明年在SoCO再次見到同學們！

STUDENTS' AFTERTHOUGHTS

BBA, ECON & DA

鄭黎姿 CHENG Lai Chi

The service-learning experience has strengthened my belief in social justice and equity. I am now more driven to support underrepresented groups and build an inclusive and just society. The experience has also taught me the importance of empathy. This eye-opening and inspiring experience motivated me to contribute to our community in the future.

服務學習經驗加強了我對社會正義和公平的信念，使我更有動力支持弱勢社群和建立一個包容和公正的社會。這次經歷教會了我同理心的重要性，並開啟了我的眼界，推動我將來為社區作出貢獻。

BSSC, GIS

駱詠瑤 LOK Wing Yiu

The service-learning experience provided me with a firsthand understanding of poverty in the real world. Through engaging with the underprivileged, I learned that grassroots families had very limited resources for their children's education. Factors such as parents' relatively low education levels, lack of appropriate devices for online learning, and other challenges limit the learning opportunities for grassroots children. This service-learning experience was very unique and precious to me.

服務學習經驗讓我親身體會到現實生活中的貧窮。透過與弱勢社群的互動，我了解到基層家庭在子女教育方面的資源非常有限。父母相對較低的教育水平、缺乏適當的網上學習設備以及其他種種挑戰都限制了基層兒童的學習機會。這次的服務學習經驗對我來說非常獨特和珍貴。



BA, VISUAL ARTS

劉靜怡 LAU Ching Yi

Through the service-learning experience, I gained insights into the challenges faced by many individuals and families in Hong Kong, particularly children living below the poverty line. As a Visual Arts student, this experience made me realise that arts could also play a role in fighting poverty! In the future, I may publish my own picture books to help underprivileged children to learn!

服務學習經驗讓我更深入了解許多香港人和家庭所面臨的挑戰，尤其是生活在貧窮線以下的兒童。作為視覺藝術專業的學生，這次經驗讓我意識到藝術在扶貧工作中可以扮演的角色。或許將來我會出版自己的繪本，幫助基層兒童學習！

BA, TRANSLATION

劉浩楠 LAU Ho Nam

The service-learning experience further deepened my beliefs and values in social justice and equity. It also made me understand the importance of supporting marginalised groups in our community. The firsthand experience in the service-learning project allowed me to see the challenges faced by low-income families and their children. I recognised that underprivileged children can possess great talents; they simply lack the necessary learning resources. This realisation made it clear to me that it makes no sense to blame the victim.

服務學習經驗進一步加深了我對社會正義和公平的信念和價值觀，並讓我體會到支持社區中的邊緣社群的重要性。服務學習項目中的第一身經驗讓我了解到低收入家庭及其子女所面臨的挑戰。基層兒童可能具有非凡的才華，只是他們缺乏必要的學習資源。這個領悟讓我明白責怪受害者是毫無意義的。

Concern for Grassroots' Livelihood Alliance

關注草根生活聯盟

THE PROJECT

Unsurprisingly, elderly poverty has become an increasing concern in an ageing society like Hong Kong. Through their home visits and community services, the students realised that elderly poverty is often associated with social isolation and loneliness. To promote social interaction among the elderly, the group organised events and workshops for underprivileged elderly to learn and play Rummikub.

長者貧窮在人口老化的香港是一個備受關注的問題。通過家訪和社區服務，同學意識到長者貧窮往往伴隨着社交孤立和孤獨感。為了促進長者之間的社交互動，同學舉辦了活動和工作坊，讓貧窮長者學習玩Rummikub。



Watch what our students and community partner say here!

THE COMMUNITY PARTNER

Mr. Wong Kai Hing 黃佳鑫先生
Director 總幹事



HIS MESSAGE

In the past, when discussing the needs of grassroots elderly, the focus often revolved around their physical and economic conditions. However, in recent years, due to the impact of the pandemic and the government's promotion of e-Government services, elderly living in subdivided flats face an increased risk of falling into the digital divide. As a result, their connections with the community have diminished, leading to a growing prevalence of feelings of "loneliness." "Social isolation" and "loneliness" have emerged as serious yet overlooked public health issues among the elderly. Additionally, loneliness can give rise to various health risks, indirectly adding pressure to the healthcare system.

In Yau Tsim Mong and Sham Shui Po districts, where our organisation provides services, many grassroots elderly live in subdivided flats. Some live alone, while some live with partners. These communities experience high resident mobility, resulting in weaker neighbourhood relationships and support networks. Despite the diverse range of existing elderly services tailored to different

levels of need, waiting lists for various services have reached a critical point, with the number of people waiting continuously increasing, exacerbating the supply-demand imbalance. Many elderly are relatively introverted, making it challenging for them to step out of their "comfort zones" to engage with the community and social groups. Consequently, our ongoing efforts focus on how to assist these elderly in expanding their social networks.

We extend our gratitude to the students for their diligent efforts. In addition to actively reaching out to the elderly in subdivided flats within the community and providing continuous care, they have also utilised Rummikub as a medium to facilitate interactions and gatherings among the elderly. The participating elderly have expressed that their lives have become more vibrant and colourful through these activities, while also feeling the care from the community.

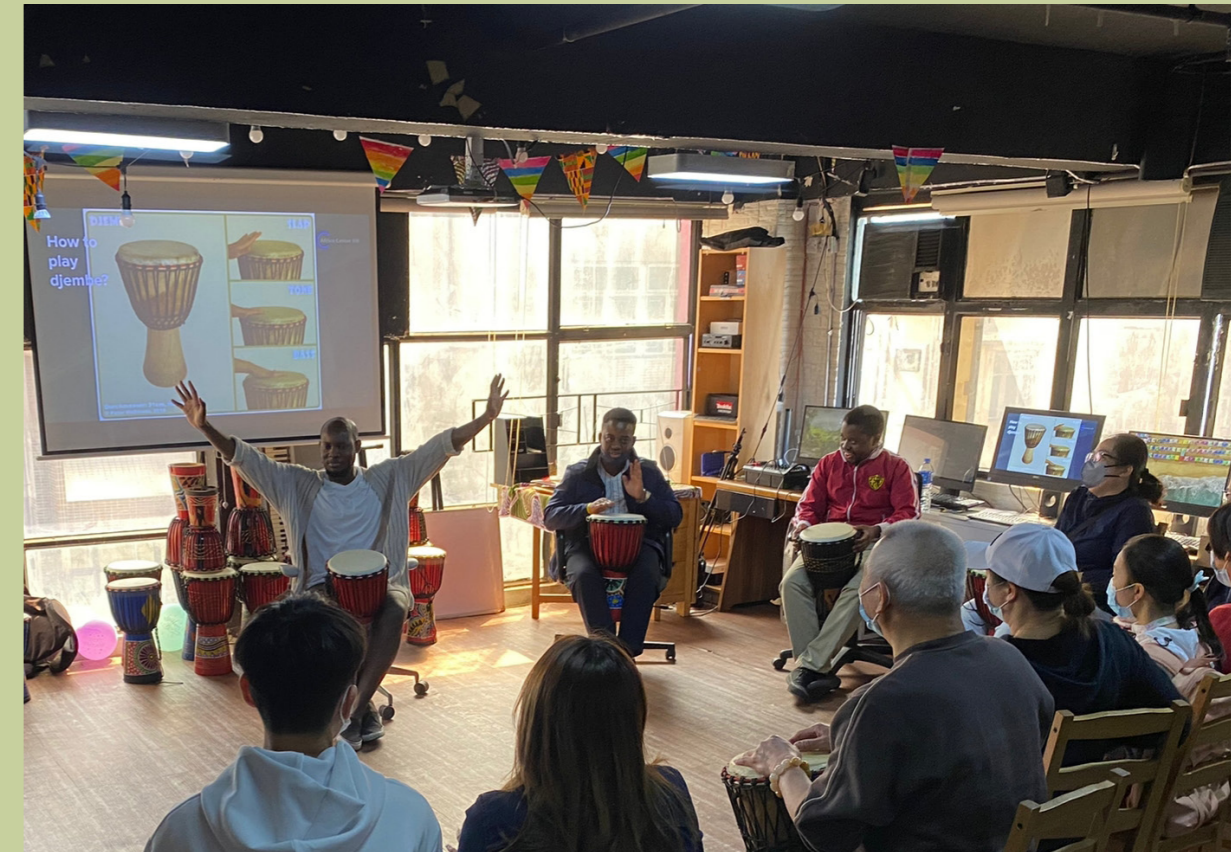
過去，當我們談及基層長者的需要時，往往較為聚焦於他們的身體狀況和經濟狀況。然而近年來，受疫情影響，以及政府推動不同政府服務的電子化方針，居住在劏房的基層長者更容易陷入網絡鴻溝之中，與社區的聯繫減少，「孤獨感」的問題也變得越來越普遍。「社會疏離」及「孤獨」是一個嚴重但被忽視的長者公共衛生問題，同時孤獨也會引發不同的健康風險，進而間接增加醫療系統的壓力。

在我們機構服務的油尖旺及深水埗地區，有很多基層的長者生活在劏房中，有些是獨居老人，有些是雙老家庭。劏房社區由於居民流動性高，鄰里關係及支援往往較為脆弱。雖然現有的長者服務類別多樣，針對不同需求程度的長者提供不同服務，但不同服務的輪候人數已經接近臨界點，而且輪候人數仍在持續增加，供不應求。許多長者較為內斂，不容易走出「舒適圈」去接觸社區和團體。因此，如何協助這些長者擴展人際網絡正是我們持續努力嘗試的方向。

感謝同學的努力嘗試，除了主動與區內劏房長者聯繫，持續關心之外，也透過Rummikub作為媒介讓不同長者互相認識和相聚。參與活動的長者也向我們表示，透過這些活動，他們的生活增添了不少樂趣和色彩，同時也感受到來自社區的關懷。

STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?



BCOM, ACCT

彭定鈞 PANG Ting Kwan

We organised workshops for the elderly to learn how to play Rummikub. Through this project, I had more opportunities to enhance my problem-solving skills, creativity, and critical thinking compared to other subjects. I was impressed by the performance of my teammates and thankful for their efforts in managing the workshops. Executing the project within a tight schedule was really stressful, but what really lifted my spirits were the genuine appreciation from the elderly.

我們舉辦了工作坊，向長者介紹Rummikub的玩法。在這個項目中，我比其他科目更有機會提升我的解決問題能力、創造力和批判性思維。組員的表現讓我印象深刻，而我也很感激他們在過程中所作出的努力。在緊湊的時間表下執行項目令人感到壓力，但長者們對我們的欣賞及感謝讓我感到很高興。

BBA, HUM RES MGNT

邱嘉瑜 YAU Ka Yu

The service-learning experience developed my empathy. During my time at the community partner, I had many opportunities to chat with the underprivileged elderly. This experience allowed me to better understand their needs and lives. I am now more capable of thinking from others' perspectives and feelings. I am also happy to see that my optimistic and friendly personality contributed to the project.

這次服務學習經驗培養了我的同理心。與社區伙伴合作期間，我有很多機會與貧窮長者交流，進一步了解他們的需要和生活。現在我更能夠從他人的角度和感受來思考問題。我也很高興看到我樂觀友好的性格有助於項目的成功。

BA, TRANSLATION

伍灝允 NG Lok Wan

The course was very inspiring and insightful. I learned more about people living in poverty and had the opportunity to engage with them through the service-learning project. It made me realise that poverty is not only about the lack of daily necessities or affordable housing. The loneliness and social isolation experienced by the elderly living in poverty are issues I was not previously aware of. Now, I recognise the importance of community connections and social networks in poverty alleviation.

這個課程非常有啟發性，讓我有深刻的見解。通過服務學習項目，我對生活在貧窮中的人有更深入的了解，並有機會與他們互動，使我意識到貧窮不僅僅是缺乏日常必需品或可負擔的房屋。貧窮長者所面臨的孤獨和社交孤立是我以前不曾意識到的問題。現在我明白到社區聯繫和社交網絡在扶貧中的重要性。

BBA, HUM RES MGNT

徐灝雋 TSUI Ho Chun

The skills I acquired from our service-learning project will undoubtedly be valuable in my future work. To name a few, the collaboration and teamwork skills developed during the project have taught me how to effectively cooperate with my colleagues in the future. The experience of project implementation also taught me to stay calm and tackle unexpected problems step by step in real-world situations.

我們從服務學習項目中所學到的技能對我未來的工作非常有用。舉例來說，在項目期間培養的合作和團隊合作技巧讓我知道如何與未來的同事有效合作。項目實施的經驗也教會了我在現實情境中如何保持冷靜，逐步解決突發問題。

People Service Centre Limited

民社服務中心

THE PROJECT

Engaging with low-income families through home visits and community services, the students recognised that life planning is an important tool in poverty alleviation for young people from impoverished households. The group organised a visit tour at HKBU to allow the underprivileged to experience university life and gain more information and knowledge for their studies and career plans.

透過與低收入家庭進行家訪和參與社區服務，同學明白到對貧窮家庭的年輕人來說，生涯規劃是減輕貧窮的重要工具。同學安排這些年輕人到香港浸會大學參觀，讓他們體驗大學生活，獲取更多資訊和知識，以助他們的學習和職業規劃。

HIS MESSAGE

In recent years, People Service Centre has been providing support services to students living in subdivided flats in the Kowloon City district through mentor-mentee matching services, while also raising awareness among parents to take care of themselves and providing them with relaxation activities. This year, in collaboration with HKBU, students had greater freedom to explore community needs and demonstrated creativity by designing an in-depth tour for grassroots secondary school students who have not had the opportunity to learn about university life.

During the activity, HKBU students were well-prepared and had the patience to answer questions from the participating secondary school students, and encouraged the more passive ones to participate. They planned a rich programme of activities, and everyone enjoyed a

full day of fun. This activity allowed our Centre to discover a community of secondary school students, giving us more opportunities to understand their thoughts and feelings.

We believe that the interaction between students from HKBU and our Centre is precious for both parties, and they learned from one another as equals. We hope there will be more opportunities in the future for HKBU students to demonstrate their abilities, and for the voices of grassroots to be heard.

民社服務中心在九龍城區近年透過師友配對服務，為居住在劏房的學生提供支援服務，同時提升家長關顧自己的意識，為他們提供喘息活動。今年與浸大合作，同學有更大的自由度去探索社區需要，他們亦發揮了創意，為未有機會了解大學生活的基層中學生設計了一個大學深度遊。

在參與活動的過程中，看到同學的準備十分充足，亦十分有耐性地向每位參與活動的中學生講解，解答他們的疑問、並鼓勵較被動的同學參與。活動節目豐富，讓大家在學校園玩樂了一整天。這次活動難得為中心發掘了一班中學生的社群，讓中心有更多機會了解他們的心聲和想法。

相信浸大同學和中心學生的互動過程對雙方都是珍貴的，大家都是彼此的學習對象，無分高低。期望日後有更多的機會讓浸大同學發揮，亦讓基層的聲音被聽見。

THE COMMUNITY PARTNER

Mr. Kenny Chiu 趙子傑先生
Team Leader 服務隊長



STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?

BA, PE & REC MGMT

黃震 WONG Chun

I find this course very inspiring, especially the service-learning project. I had the opportunity to interact directly with low-income families during home visits, Zoom tutorials and wet market tours. They shared with me the difficulties they faced, and they have stayed positive despite the difficulties. These firsthand experiences deepened my understanding of poverty.

這個課程很具啟發性，尤其是服務學習項目。我有機會通過家訪、網上教學和參觀街市，直接與低收入家庭互動。即使他們面臨困難，但依然保持積極的態度。這些親身經驗加深了我對貧窮問題的理解。

BSC, PHYS & GENER

蘇澤峰 SO Chak Fung

I learned to be humble and grateful from the service-learning experience. The parents I met from low-income families were leading tough lives, but they remained very positive. The service-learning project developed my communication, leadership and problem-solving skills. Overall, the course provided valuable opportunities for my personal and professional development.

從服務學習經驗中，我學會謙卑和感恩。我遇到的低收入家庭父母雖然生活困難，但他們仍然非常積極樂觀。服務學習項目培養了我的溝通、領導和解決問題的能力。整體而言，這個課程供寶貴的機會，提升個人和專業發展。

BBA, ENTREP

李凱玟 LEE Hoi Man

The service-learning experience provided me with a deeper understanding of the root causes and far-reaching impacts of poverty. Through my interactions with low-income families, I came to realise that poverty is not simply a lack of resources, but also a result of inequalities in individuals' opportunities to break free from the cycle of poverty. I was also impressed by the willingness of the underprivileged to engage with us.

這次服務學習經驗讓我對貧窮的根本原因和深遠影響有更深入的理解。透過與低收入家庭的互動，我意識到貧窮不僅僅是資源的缺乏，同時也是由於個人機會不平等而無法擺脫貧窮循環的結果。活動期間，貧窮人士都很願意與我們互動，令我印象深刻。



Rolling Books

滾動的書

THE PROJECT

GROUP #7

Having observed that parents and children from grassroots families were hesitant about taking English books in the storytelling and book distribution events, the students realised the constraints faced by grassroots children in learning English. The group designed and conducted a reading drama to let the children experience the fun of learning English through reading!

從講故事和派發放書籍的活動中，同學觀察到基層家庭的父母和孩子在拿取英語書籍時表現猶豫，並意識到基層孩子在學習英語方面所面臨的限制。同學設計並上演了一場閱讀戲劇，讓孩子們體驗到從閱讀中學習英語的樂趣！

GROUP #11

Realising the importance of English for children from low-income families and the role of art education in motivating children to learn, the group encouraged children from low-income families to learn English through drawing.

同學意識到英語對低收入家庭的孩子們的重要性，以及藝術教育在激發孩子們學習的作用，所以鼓勵他們通過繪畫學習英語。

THE COMMUNITY PARTNER

Mr. James Chong 莊國棟先生
Founder & CEO 創辦人及行政總裁



HIS MESSAGE

This year, the students came from diverse backgrounds, and they all contributed according to their individual strengths to help us promote reading. From classifying books in the warehouse to storytelling for kids in the community, they gained insights into how to serve the underprivileged with purpose.

今年的學生來自不同的背景，然而他們發揮各自的強項，協助我們推廣閱讀。從倉庫書籍分類工作到為社區兒童講故事，他們對如何有意義地為弱勢社群服務有了更深刻的見解。

GETTING REFLECTIVE

STUDENTS'
AFTERTHOUGHTS

WHAT DO THEY THINK?

BA, ENG

Rani MADIHA

The service-learning project gave me the opportunity to develop my communication and collaboration skills, as I needed to work closely with my group members and our community partner for the project. Being an English major, I am happy to have the opportunity to encourage parents and children from low-income families to read English books by recommending suitable titles to them.

服務學習項目培養了我的溝通和合作能力，因為我需要與我的組員和社區伙伴緊密合作。作為英文專業的學生，我很高興有機會鼓勵低收入家庭的父母和孩子閱讀英文書籍，並為他們推薦合適的書籍。

BA, ENG

Mariya AKHTER

The service-learning experience has contributed to my personal development. As a minority, I rarely had the opportunity to interact with the locals. I always assume that there would be a communication gap with the locals as I am not very confident in my spoken Chinese. However, I learned from the service-learning experience that I can interact with the locals if I am willing to take initiative and step out of my comfort zone.

服務學習經驗有助於我的個人發展。作為少數族裔人士，我很少有機會與本地人交流。我對自己的口語中文沒有太大信心，所以總是覺得與本地人溝通會有障礙。然而，從這次服務學習經驗中，我學到只要我願意主動一點，走出自己的舒適區，我也能夠與本地人交流。

BCOMM, FILM & TV

謝晉熙 TSE Chun Hei

As a film student, I once wrote a formal film script that involved issues including poverty and homelessness. Since I conducted research on these topics during that time, I became aware of the poverty issues in highly developed regions. However, this service-learning project provided me with a chance to gain firsthand experience of the poverty issues in Hong Kong.

作為電影學專業的學生，我曾撰寫過一部關於貧窮和露宿者的電影劇本。當時我進行了相關的研究，對發達地區的貧窮問題有所了解。然而，這個服務學習項目讓我有機會親身體驗香港的貧窮問題。



BBA, FINANCE

楊子晗 YANG Zihan

I was quite pessimistic about poverty alleviation before taking the course. The service-learning experience reminded me that I was able to contribute to my community in a small way. In fact, there are still many things we can do for poor families and a small contribution from each of us may change the situation. In the future, I would continue to help the needy in society.

課程前，我對扶貧工作的成效不太樂觀。這次服務學習經歷提醒了我，我能以微小的力量為社區作出貢獻。事實上，我們仍然可以為貧窮家庭做很多事情，每個人的一點點貢獻也可以帶來改變。未來，我將繼續幫助社會上有需要的人。

BBA, FINANCE

李奕坛 LI Yitan

In the first four weeks of the course, we were introduced to the concept of poverty and discussed what we can do to solve poverty issues. I found the idea of combining lectures and in-class discussions very appealing and inspiring. The lectures helped me understand the importance of addressing poverty from a multidimensional perspective. The service-learning experience was also eye-opening and humbling.

在課程的頭四星期，我們學習了貧窮的概念並討論了如何解決貧窮問題。我認為將講課和課堂討論結合起來很有趣且具啟發性。課堂令我明白到從多角度理解貧窮問題的重要性。服務學習經驗令我大開眼界，也讓我感到謙卑。



Food Grace

食德好

THE PROJECT

Poverty alleviation does not have to be costly. In fact, it can be achieved simply by reducing food waste! The students were deeply impressed by the idea of the community partner, Food Grace, to help the poor by building a food recycling and sharing community in Tai Po. To further amplify the impact of the initiative, the group organised a Community Open Day to increase the visibility of Food Grace and educate the public about cherishing food.

扶貧不一定需要很多資金。事實上，僅通過減少食物浪費就可以實現！「食德好」在大埔建立了一個食物回收和分享社區，以幫助貧窮人士。同學十分欣賞這個理念。為了進一步擴大這個項目的影響力，同學舉辦了一個社區開放日，讓更多人認識「食德好」，並教育公眾珍惜食物。



Watch what our students and community partner say here!

THE COMMUNITY PARTNER

Mr. Wong Wai Lam 黃煒霖先生
Senior Project Officer 高級項目主任



HIS MESSAGE

It is an honour to be invited to participate in the programme again. The students' proactivity in the project preparation not only helped our staff share most of the workload, but their creativity and enthusiasm also impressed the neighbourhood residents who participated in our Open Day. Our staff who maintain the project operation daily often recognise the residents' needs, but due to the original project framework and heavy workload, it is not always possible to serve them more. Fortunately, this project has brought innovative momentum to our organisation, allowing us to have the opportunity to plan an educational and meaningful Open Day for the neighbourhood residents and our members. It was indeed a rare and precious opportunity!

很榮幸能再次獲邀請參與計劃，同學於項目籌備中的主動性不謹幫助了機構同工分擔了大部分工作，而且他們於籌備機構開放日時所發揮的創意與熱誠亦打動了一眾當日參與的街坊。機構同事每天維持項目營運，常會觀察到受眾某些需要，但礙於原定的項目框架及工作繁重而無法為他們服務更多。但項目正正為機構帶來了創新的動力，亦讓我們有機會向一眾街坊與會員籌劃一個富教育意義的開放日，機會實在難得！

STUDENTS' AFTERTHOUGHTS

WHAT DO THEY THINK?

BA, C & P WRITING

潘凝 POON Ying

The most valuable experience of the service-learning project is that we can really implement our own idea! I initially believed that if everything was well-prepared, there would not be any problems during execution, but the truth is that there is always something unexpected. The experience of collaborating with the community partner has greatly benefited me, and I find it a good opportunity for students to broaden their horizons.

服務學習經驗最寶貴的地方就是讓我們有機會實現自己的想法！我起初以為只要準備充足，執行時便不會出現任何問題，但事實上，落實時總是會遇到一些突發情況。與社區伙伴合作的經驗讓我受益良多，也是讓同學擴闊眼界的好機會。

BA, C & P WRITING

薛琪雯 XUE Qiwen

The course allowed us to put the knowledge learned in the classroom into practice. I am glad that we had the chance to put forward creative ideas to our community partner. The service-learning experience made me realise that many people in our society need help. It also reminded me that many poverty problems in the real world cannot be simply summarised or measured by numbers and statistics.

這個課程使我們能夠將課堂上學到的知識付諸實踐。我很高興我們有機會向社區伙伴提出創意的想法。服務學習經驗讓我意識到我們社會上有很多需要幫助的人，同時也提醒我現實世界中許多貧窮問題無法僅僅以數字和統計數據來概括或衡量。



CantoGather

粵講粵叻

THE PROJECT

The poverty situation of ethnic minorities is well documented. The ability to read and speak the local language, Cantonese, is crucial for the social inclusion of children of ethnic minorities. Working with the community partner, CantoGather, the group had the first-person experience in teaching Cantonese to ethnic minority children. Through gamified learning, the group enhanced the children's motivation to learn the language.

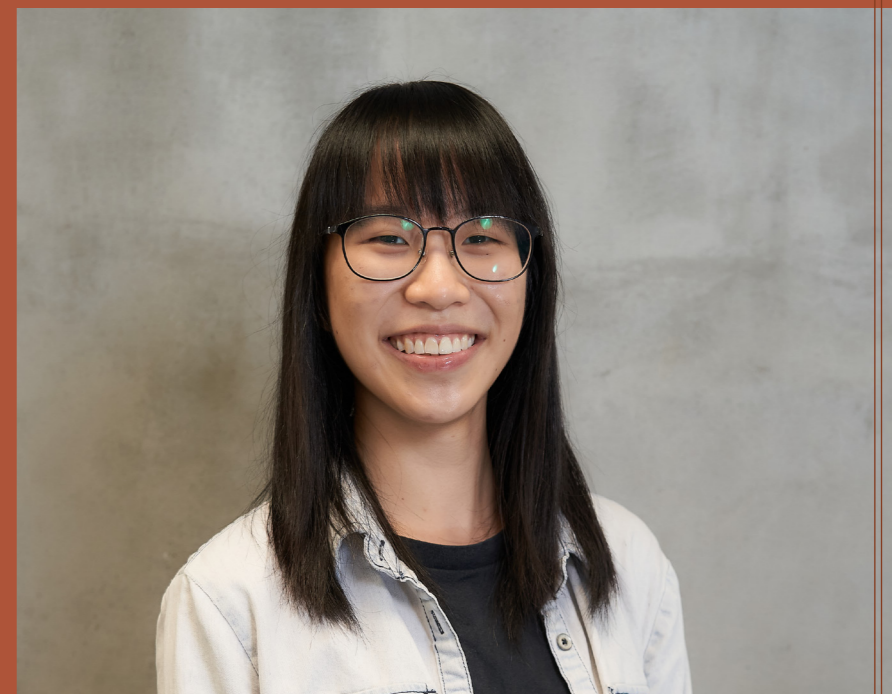
各項研究和數據都反映了少數族裔人士的貧窮情況。對於少數族裔人士的孩子來說，能夠閱讀和說本地語言廣東話，對於他們融入社會至關重要。同學與社區伙伴CantoGather合作，親自教授少數族裔兒童廣東話，通過遊戲化的學習進一步鼓勵他們學習廣東話。



Watch what our students and community partner say here!

THE COMMUNITY PARTNER

Miss. Wu Lake Yan, Kimberly 胡歷恩小姐
Programme Manager 項目經理



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

We currently provide our programmes to non-Chinese primary students. Our tutors serve at our partner schools every week to teach kids Cantonese and Chinese in fun and interactive ways. Tutors and students also join our after-class cultural activities, such as Mid-Autumn Festival Lantern Making and Southeast Asian Dance Party, to get to know and appreciate one another's cultures.

It has been a pleasure working with HKBU students last semester. During the internship, HKBU students served as tutors in our programme and designed creative group activities for our kids to pick up words and sentences with themes like 'colours'

and 'numbers'. They also took part in our curriculum development, which involved helping us with research and interviewing several non-Chinese youth on their Chinese learning and identity development experiences.

Through this internship experience, we hope that students can gain a deeper understanding of the non-Chinese community in Hong Kong and continue to join us in making CommUnity a reality with their different roles in society!

由2020年開始，粵講粵叻希望透過語言和多元文化教育，以愛連結社區內的華裔和非華裔鄰舍，締造更共融的社會。

我們目前主要服務小學生 — 每週我們的義工導師會到合作學校，以有趣、互動的方式教授粵語和中文，希望提升學生學習這門語言的能力、信心和動機。我們亦設有課後文化活動，例如中秋節燈籠製作、東南亞舞蹈等，讓導師和學生有機會學習和欣賞彼此的文化。

這學期很高興能與浸大的同學一起合作。在實習期間，同學擔任課堂導師，觀察課堂情況和學生需要，設計不同的額外活動來幫助學生學習「顏色」、「數字」等課題。同學還協助我們的課程發展，進行資料搜集和訪問幾位非華裔朋友，了解他們學習中文和建立身份認同的經驗。

透過這次實習經驗，希望同學能更認識身邊的非華裔社群，並在日後的工作崗位上成為他們的好鄰舍！

HER MESSAGE

STUDENTS' AFTERTHOUGHTS

BSC, ANALY TEST SCI

許鏗文 HUI Wai Man

The service-learning experience challenged my initial belief that the underprivileged in Hong Kong are already provided with sufficient assistance. I found that children of ethnic minorities still lack learning resources. My sense of responsibility and confidence were also greatly enhanced by the service-learning project. I used to stand back and hesitate to speak in front of others, but I made a concerted effort to step up for the project.

我以前以為香港的弱勢社群已經得到足夠的幫助，但這個服務學習經驗改變了我最初的想法。我發現少數族裔的孩子仍然缺乏學習資源。此外，這個服務學習項目大大地提升了我的責任感和自信心。我以往比較被動，不敢在別人面前發言，但我在這個項目中主動參與和承擔責任。

BA, RPE (PROG-BASED) PHIL STD

陳志傑 CHAN Chi Kit

My understanding of the root cause of poverty among ethnic minorities has changed through observations and interviews during the service-learning project. Many ethnic minority students are willing to learn Cantonese. Unfortunately, they lack learning resources. Although the duration of our service-learning project was short, I learned a lot of things that cannot be learned in classroom lectures.

通過服務學習項目中的觀察和訪問，我對少數族裔人士貧窮的根本原因有了新的理解。許多少數族裔學生願意學習廣東話，但卻缺乏學習資源。儘管這次服務學習項目為期不長，但我學到了很多無法在課堂中學到的東西。



Hong Kong Young Women's Christian Association

香港基督教女青年會

THE PROJECT

Education is probably one of the most powerful tools for fighting poverty. Unfortunately, children from deprived families often have very limited educational resources. The group organised a Nature Fun workshop for grassroots children in the Western District to learn biological knowledge and Putonghua.

教育也許是對抗貧窮最有效的工具之一，可惜來自貧窮家庭的孩子面臨非常有限的教育資源。同學舉辦了以自然為主題的趣味工作坊，向西區的基層兒童教授生物知識和普通話。

THE COMMUNITY PARTNER

Ms. Ho Pui Yee, Kit 高佩怡女士
Chief Officer (Youth and Community Service)
總主任(青年及社區服務)



HER MESSAGE

Hong Kong Young Women's Christian Association – Jockey Club Western District Integrated Social Service Centre is dedicated to nurturing whole-person development and providing services to those in need. Our Centre serves a group of children from low-income families who struggle to participate in community activities due to their families' economic hardship and lack of resources.

To give these children more opportunities to engage in community activities, a group of volunteers from HKBU came to our Centre to co-plan and organise a "Nature and Fun" activity for them.

This activity not only enabled the children to learn about nature but also to experience the joy of painting, playing games, and learning Mandarin. Over just two short months, the students worked tirelessly to overcome the challenges of planning, practicing, and improving the activity.

Once again, we sincerely thank the young volunteers for their dedication and enthusiasm, which provided the children with an unforgettable experience. We believe that the skills and experiences the students acquired during the planning process can be transferred and applied to their future careers.

香港基督教女青年會西環綜合社會服務處一直以生命的栽培為宗旨，致力為有需要人士提供服務，促進德智體羣四育之發展。而本處的一群基層家庭的兒童，因為家庭經濟困難及缺乏資源，難以參與社區活動。為了給基層兒童更多參與社區的機會，感謝一班來自香港浸會大學的學生來到本單位，以義工身份，共同策劃及舉辦「自然同FUN」活動予兒童，讓他們不單可以了解大自然知識，而且透過體驗畫畫與遊戲，感受當中的樂趣與學習普通話。在短短兩個月內，同學由構思、實踐及改良的過程，他們都抓緊每一刻時間，逐一解決眼前的困難。再一次衷心感謝青年義工的付出和投入，讓兒童留下一個難忘的活動經歷。相信同學在是次籌劃活動過程中所累積的技能及經驗，能轉移應用於未來個人職涯上。

STUDENTS' AFTERTHOUGHTS

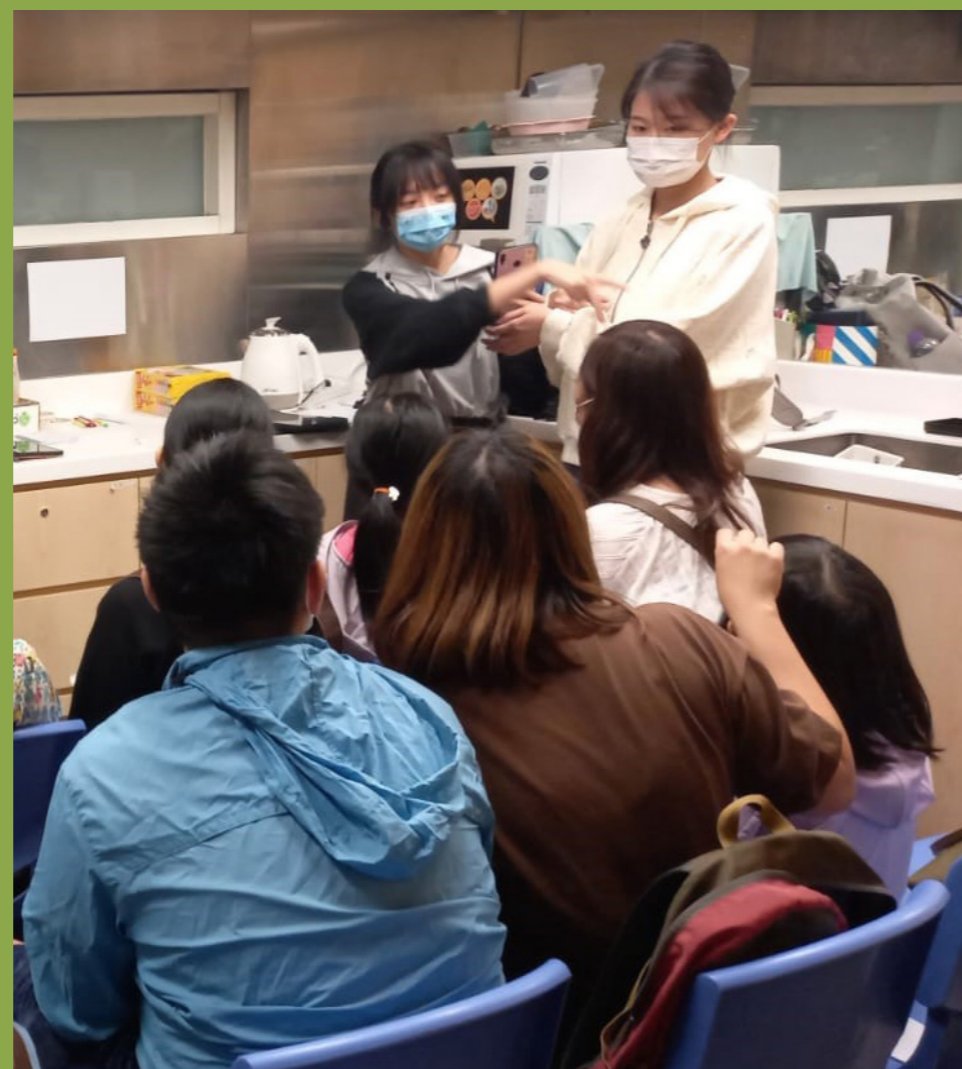
WHAT DO THEY THINK?

BSC, COMPUTER SCI ISA

李鴻禹 LI Hongyu

The service-learning project improved my teamwork and problem-solving skills. The experience made me more confident about my abilities and talents for helping others. I am willing to continue contributing to poverty alleviation in the future.

服務學習項目提升了我的團隊合作和解決問題的能力。這次的經驗使我對於自己幫助他人的能力和天賦更有信心。我願意在未來繼續為扶貧出一分力。



BSC, AP BIOL BIOTECH STD

林溢豐 LAM Yat Fung

The knowledge that I learned from the lectures changed my understanding of poverty. Before taking the course, I believed that the definition of poverty was about starvation, the lack of educational opportunities, and poor living conditions. However, I learned in the course that poverty can be defined in absolute and relative terms, and multidimensional in nature. The course also raised my awareness of global poverty issues.

從課堂中學到的知識改變了我對貧窮的理解。課程前，我認為貧窮的定義包括飢餓、缺乏教育機會和惡劣的生活條件。透過這個課程，我明白到貧窮可分為絕對貧窮和相對貧窮，並且是多維的。這個課程還提高了我對全球貧窮問題的意識。

BSC, COMPUTER SCI ISA

鄒芷茵 CHAU Tsz Yan

In the lecture, we learned that education is key in fighting poverty. Meanwhile, the lectures also highlighted the importance of motivation and incentives. If children from low-income families are not motivated to learn, they cannot learn anything even if they are forced to attend classes. It inspired our project to offer practical knowledge to underprivileged children in various interesting ways, such as drawing.

我們在課堂上學到教育是扶貧的關鍵，也明白到動機和獎勵的重要性。來自低收入家庭的孩子如果缺乏學習動機，即使他們被迫上課，也學不到任何東西。這啟發了我們在項目中以各種有趣的方式，例如繪畫，向貧窮兒童傳授實用的知識。

Acknowledgements



The Lutheran Church - Hong Kong Synod
香港路德會

Children Unique
童珍

The Lok Sin Tong Benevolent Society Kowloon
九龍樂善堂



Society for Community Organization
香港社區組織協會

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



People Service Centre Limited
民社服務中心

Rolling Books
滾動的書

Food Grace
食德好



CantonGather
粵講粵叻

Hong Kong Young Women's Christian Association (YWCA)
香港基督教女青年會



Sponsored by



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Department of Accountancy, Economics and Finance

Tel : 3411 7544

Fax : 3411 5580

Website : <http://econ.hkbu.edu.hk>

Facebook : HKBU Department of Accountancy, Economics and Finance

LinkedIn : www.linkedin.com/company/hkbu-econ

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