



ECON3075

GCAP3076

What happened in these two courses?

By Department of Accountancy, Economics and Finance

What exactly unfolded in ECON3075: Service-Learning in Sustainable Development and GCAP3076: Service-Learning in Fighting Poverty? This publication invites you to find out. Across the semester, students stepped beyond the classroom and into communities where theory met practice, and learning became lived experience. They worked

alongside local partners, confronted real-world challenges, and reflected critically on the role of education in addressing issues that matter.

If you are curious about what learning looks like when it matters most, the following pages provide a window into that journey.





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The Service-Learning Courses

GCAP3076 ECON3075

GCAP3076: Service-Learning in Fighting Poverty



ECON3075: Service-Learning in Sustainable Development

The booklet documents the projects completed by our students under the two service-learning courses offered by the Department of Accountancy, Economics, and Finance – namely, GCAP3076 Service-learning in Fighting Poverty and ECON3075 Service-learning in Sustainable Development.

In collaboration with NGOs, NPOs, and social enterprises, both courses aim to provide our students with an opportunity to contribute to the Sustainable Development Goals through community engagement. Students are given the chance to gain firsthand experience in sustainability issues by interacting with stakeholders and participating in community services. In return, students integrate academic learning with the experience gained from community engagement to work on their own innovative projects to address sustainability challenges.

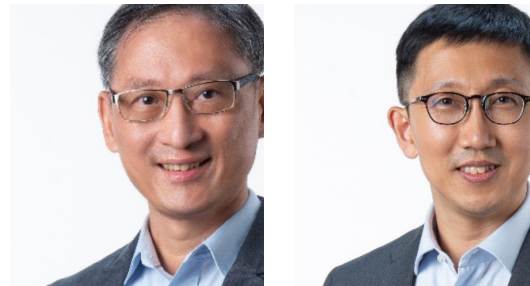


這本小冊子記錄了同學們在會計、經濟及金融學系提供的兩門服務學習課程——GCAP3076和ECON3075——中完成的項目。

這兩門課程與非政府組織、非牟利組織和社會企業合作，旨在為同學提供通過社區參與貢獻可持續發展目標的機會。透過與持份者的互動及參與社區服務，同學們有機會了解並親身體驗可持續發展議題。同時，同學們將課堂上的學習與從社區參與中獲得的經驗結合，實施自己的創新項目，以應對可持續發展的挑戰。

Table of Contents

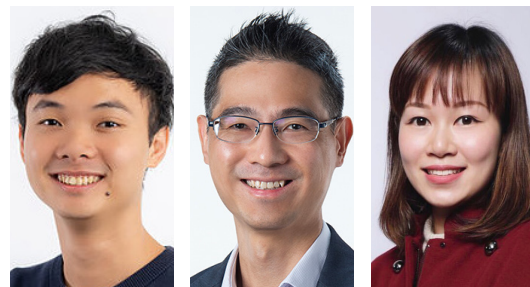
Who were involved



7
Director, Centre for Sustainable Development Studies
可持續發展研究中心總監



9
Head, Department of Accountancy, Economics and Finance
會計、經濟及金融學系系主任



11
Director, Centre for Innovative Service-Learning
創新服務學習中心總監



13
Director, General Education Office
通識教育總監

15
Course Instructor
課程主任

17
Service-learning Project Coordinators
服務學習項目主任

19
Student Coordinators
學生統籌

What they said

23 ECON3075
Children Unique
童珍

27 ECON3075
Society for Community Organization
香港社區組織協會

31 ECON3075
The Warehouse Teenage Club
蒲窩青少年中心

35 ECON3075
Hong Kong Young Women's Christian Association Jockey Club Western District Integrated Social Service Centre
香港基督教女青年會西環綜合社會服務處

41 ECON3075
Green@SanHui
綠在新墟

47 GCAP3076
CantoGather
粵講粵叻

51 GCAP3076
Concern For Grassroots' Livelihood Alliance
關注草根生活聯盟

57 GCAP3076
Food Grace
食德好

61 GCAP3076
The Lutheran Church - Hong Kong Synod Martha Boss Lutheran Community Centre
路德會包美達社區中心

65 GCAP3076
The Lok Sin Tong Benevolent Society, Kowloon
九龍樂善堂

71 GCAP3076
People Service Centre
民社服務中心

75 GCAP3076
Rolling Books
滾動的書

81 GCAP3076
St. James Settlement Community Centre
聖雅各福群會社區中心

Our thanks go to

87
Acknowledgement
鳴謝

Prof. Yuk-Shing Cheng

Director,
Centre for Sustainable Development

鄭毓盛教授
可持續發展研究中心總監



The Centre for Sustainable Development Studies (CSDS) dedicated to advancing service learning initiatives. I extend my heartfelt appreciation to our faculty, staff, students, and partners for their enthusiastic participation and dedication in organizing and contributing to the impactful activities showcased in this booklet over the past year.

In this age of booming artificial intelligence and tech, service learning is still a key part of whole-person education, helping students build real connections and get hands-on with the real world. These activities let students step out of the classroom, connect with different communities, and really get how people live and think. By tackling real challenges, students learn to put themselves in others' shoes and sharpen their critical thinking, which is super important for coming up with creative ideas to solve social issues, especially for those who need help the most.

CSDS is focused on promoting sustainable solutions and inclusive growth, helping students become caring and principled leaders. As AI changes our world, these people-focused experiences keep students grounded in teamwork, empathy, and social responsibility. I'm really proud of our community's commitment to driving meaning changes through service learning!

香港浸會大學商學院可持續發展研究中心（CSDS）一直致力於推動服務學習活動。我衷心感謝我們的教職員、學生和合作夥伴，過去一年他們滿腔熱情地參與、組織了這本冊子裡介紹的各種有意義的活動！

在這個人工智能和科技飛速發展的年代，服務學習對於全人教育仍然至關重要，它促進真摯的人際聯繫和現實世界的參與。這些活動讓學生走出課堂，接觸不同社群，深入了解別人的生活 and 想法。通過面對實際挑戰，學生學會換位思考，培養批判性思維，這些對創造解決社會問題的創新點子特別重要，尤其是幫助弱勢群體。

可持續發展研究中心的目標是推廣可持續的解決方案和包容性發展，讓學生成為有愛心又有道德的領袖。隨著AI改變我們的世界，這些以人為本的經歷讓學生保持合作、同理心和社會責任感。我為我們社群通過服務學習推動有意義變革的承諾感到驕傲！

Prof. Byron Song

Head and Associate Professor
Department of Accountancy, Economics
and Finance

宋揚教授
系主任及副教授
會計、經濟及金融學系



Under the leadership of Dr. Aries Wong and his team, our students have actively engaged with a diverse range of community organizations and applied their knowledge in practical ways. Through their involvement, students have not only deepened their academic learning but also made meaningful contributions towards addressing pressing social issues, particularly in fighting poverty and promoting sustainable development. I highly appreciate Dr. Wong's great efforts in implementing this service-learning programme.

This year's service-learning initiatives span a wide range of areas, including support for children with special educational needs (SEN), empowerment of grassroots families, enhancement of environmental awareness, as well as the promotion of cultural inclusion and financial literacy. I like to express my heartfelt gratitude to NGOs, social enterprises, and community partners who have provided invaluable experiential learning opportunities that nurture our students' creativity, empathy, and sense of social responsibility.

Together, let us celebrate their achievements and continue to inspire and empower the next generation to be agents of positive change in our society.

在黃健明博士及其團隊的領導下，我們的學生積極參與了多元化的社區組織，並將所學知識實踐於真實情境中。透過這些服務學習，學生不僅深化了課堂上的學習，更在應對社會迫切問題方面作出了有意義的貢獻，特別是在扶貧及推動可持續發展方面。我衷心感謝黃博士在推行這項服務學習計劃中所付出的努力。

今年的服務學習項目涵蓋多個範疇，包括支援有特殊教育需要的兒童、基層家庭的賦權、提升環保意識，以及促進文化共融與財務知識普及。我謹向各非政府組織、社會企業及社區夥伴致以誠摯謝意，感謝他們提供寶貴的體驗式學習機會，培育學生的創意、同理心及社會責任感。

讓我們一同慶祝他們的成就，並持續發和賦能下一代，成為推動社會正向改變的力量。

Dr. Lisa Lam, SFHEA

Director,
Centre for Innovative Service-Learning

林婉雯博士
創新服務學習中心總監



As I pen this foreword for the 2025 publication of GCAP3076 Service-Learning in Fighting Poverty and ECON3075 Service-Learning in Sustainable Development, I am filled with profound pride, gratitude and bittersweet reflection. This is likely my final foreword as Director of the Centre for Innovative Service-Learning, as I prepare to depart at the end of August.

Standing at the horizon of my time at Hong Kong Baptist University, beneath the vast sky, I am reminded that challenges can sometimes seem to confine us, yet the same sky also calls us toward limitless possibilities. This captures the essence of our credit-bearing service-learning courses, where our students and community partners strive to transcend boundaries and create lasting change. Reflecting on the journey of these courses, I am deeply moved by the transformative impact that our instructor, students, community partners and dedicated colleagues have achieved together.

This year, under the guidance of Dr Aries Wong and with the support of our student coordinators, Yoyo He and Hilda Wong, our students collaborated with 13 community partners, including NGOs, NPOs and social enterprises, to tackle the complex challenges of poverty and sustainability. From empowering SEN children and youth in need, fostering social inclusion and raising environmental awareness, to preserving cultural heritage, promoting financial literacy and addressing various inequalities, these projects align with the UN Sustainable Development Goals. They embody HKBU's mission of whole-person education, cultivating actionable empathy, innovation and social responsibility, and preparing our students to become agents of change.

As I step away, I do so with confidence that these powerful, incremental steps — rooted in empathy, reflection and collective actions — will continue to pave the way toward a more equitable and sustainable future. Service-learning has affirmed that, while poverty and inequality may cast shadows, our capacity for compassion and action remains boundless.

My heartfelt thanks go to Dr Aries Wong, our student coordinators, students and our community partners for their unwavering dedication. I am also immensely grateful to the Department of Accountancy, Economics and Finance and the School of Business for their steadfast support throughout this remarkable journey.

Thank you all for being a part of this extraordinary chapter in my life.

當我寫下這篇前言時，心裡充滿複雜的情感。既為過去的努力感到驕傲，也感謝一路上有大家的陪伴，同時又有些不捨，因為即將卸下創新服務學習中心總監的職務。這應該是我最後一次以這個身份，跟大家分享我的心聲。

一路走來，挑戰不少，但也讓我們看見無限可能。這正正是服務學習課程的核心 — 老師、學生和社區夥伴一起努力，就能突破限制，創造改變。今年，在黃健明博士的帶領下，還有學生統籌何樂為和黃曉嵐的協助，我們的學生與13個非政府組織、非牟利組織及社會企業等社區夥伴合作，共同應對貧窮、可持續發展等複雜問題。從支援特殊教育需要的兒童與青年，到推動社會共融、環境保護、文化保育、理財教育，以及關注社會不平等，每個項目都呼應了聯合國可持續發展目標，也體現了浸會大學全人教育的理念，培養學生的同理心、創意思維和社會責任感，成為推動改變的新一代。服務學習讓我們明白，這些基於同理心、反思和合作的努力，正逐步引領我們走向更可持續的未來。回顧這些年，我看到大家攜手帶來的影響，深深被你們的熱情與合作所感動。

我衷心感謝黃健明博士、學生統籌、同學和社區夥伴的堅持與付出，也感謝浸會大學會計、經濟及金融學系，以及工商管理學院一直以來的支持。

謝謝大家陪伴我走過這段難忘的旅程。

Prof. Andrew Kwok

Director,
General Education Office

郭偉聯教授
通識教育總監



This booklet captures the creativity, empathy, and commitment of our students in the General Education Capstone courses GCAP3076 Service-Learning in Fighting Poverty and ECON3075 Service-Learning in Sustainable Development at Hong Kong Baptist University.

These projects exemplify the mission of our General Education Programme—to nurture agile, socially responsible leaders who can integrate transdisciplinary knowledge and respond to real-world challenges with innovation and compassion. Through hands-on collaboration with NGOs and community partners, students applied their academic learning to address complex social and environmental issues.

In this booklet, you will find examples of students designing inclusive workshops for children with special educational needs, promoting food security through low-carbon cooking classes, and creating financial literacy games for grassroots families. Others tackled educational inequality by distributing books to ethnic minority communities or developed environmental education programmes using upcycled materials.

These experiences enabled students to critically assess social issues, engage with diverse perspectives, and propose sustainable, community-based solutions. More importantly, they cultivated empathy, teamwork, and a deeper understanding of the ethical dimensions of service and advocacy.

The GE Capstone experience is not only a culmination of students' academic journeys but also a transformative process that prepares them to become thoughtful changemakers. Whether through mentoring youth, supporting mental wellness, or preserving cultural heritage, our students have demonstrated that meaningful learning happens when knowledge is applied in service of others.

I extend my heartfelt thanks to our community partners, faculty, and students for their dedication and collaboration. May this booklet serve as a testament to the power of transdisciplinary service-learning and inspire continued efforts toward a more inclusive and sustainable future.

這本小冊子記錄了香港浸會大學通識教育課程中 GCAP3076「服務學習：扶貧」及 ECON3075「服務學習：可持續發展」兩門通識統整課程中，同學們展現出的創意、同理心與承擔精神。

他們的活動充分體現了本校通識教育課程的宗旨——培育具備跨學科整合能力、社會責任感及靈活應變能力的未來領袖，讓他們能以創新與關懷的態度回應現實世界的挑戰。透過與非政府組織及社區夥伴的合作，學生應用所學於複雜的社會議題之中。

同學在課程中為有特殊教育需要的兒童設計共融工作坊、透過低碳烹飪課推廣糧食安全、以及為基層家庭創作理財教育遊戲等。亦有學生透過送書活動支援少數族裔社群，或以升級再造物料推動環境教育。這些經歷讓學生能具地分析社會問題、接觸多元觀點，並提出具可持續性的社區方案。更重要的是，他們在過程中培養了同理心、團隊合作精神，以及對服務與倡議的倫理層面有更深刻的理解。

通識統整課程不僅是一個總結，更是一段轉化性的學習歷程，讓學生們準備好成為具思辨力的改變推動者。無論是透過青年輔導、精神健康支援，或文化保育，我們的學生都展現了知識與服務結合所帶來的深遠意義。

謹此衷心感謝所有社區夥伴、教學團隊及學生的投入與協作。願這本小冊子成為跨學科服務學習力量的見證，並激勵更多人共同邁向更具包容性與可持續性的未來。

Dr. Aries Wong

**Course Instructor and Senior Lecturer,
Department of Accountancy, Economics
and Finance**

黃健明博士
課程導師及高級講師
會計、經濟及金融學系



It is a great pleasure to witness the growth of our two service-learning courses, GCAP3076 Service-Learning in Sustainable Development and ECON3075 Service-Learning in Fighting Poverty, into a vibrant platform where we collaborate with community partners to provide students with meaningful opportunities to engage with poverty and sustainability issues, while exploring and applying their innovative ideas.

This platform would not be possible without the unwavering support of the Department of Accountancy, Economics and Finance, the General Education Office, the Centre for Innovative Service-Learning, the Centre for Sustainable Development Studies, and our dedicated community partners. We are also deeply grateful for the tireless efforts of our service-learning project coordinators and student coordinators, whose teamwork ensures the smooth operation of this network.

Please enjoy the inspiring stories shared by our students this year!

非常高興見證兩門服務學習課程逐步發展成一個充滿活力的平台，讓我們與社區夥伴能夠攜手合作，為學生提供親身體驗貧窮與可持續發展等議題，並實踐他們的創新理念的寶貴機會。

這個平台的建立與持續發展，有賴於會計、經濟與財務學系、通識教育處、創新服務學習中心、可持續發展研究中心，以及我們的社區夥伴的全力支持。我們亦衷心感謝課程的服務學習項目統籌及學生統籌的共同努力，促使整個網絡順利運作。

誠邀您細閱本年度學生的精彩故事，感受他們的成長與啟發！



Polly Chow

**Service-learning
Project Coordinator**

周佩利
服務學習項目主任

Max Cheng

**Service-learning
Project Coordinator**

鄭志堅
服務學習項目主任



Over the past semester, we've been thrilled to see our students engage in service learning, actively exploring complex social issues and coming up with creative solutions. Through these experiences, they've gained not only practical skills but also a deeper sense of civic responsibility and a stronger understanding of what sustainable development really means.

We have prioritized collaboration with a wide range of community partners, including those focused on local resources, youth development, support for ethnic minorities, and environmental sustainability. These partnerships have enabled students to connect more profoundly with real-world challenges. By applying what they have learned in school, they have been able to design thoughtful, self-directed service projects that encourage interdisciplinary teamwork and make a meaningful impact.

We are incredibly grateful to all our community partners for their support—and especially to Dr. Wong for his trust in our students, enabling them to engage with the community and apply their learning. Looking ahead, we are excited to keep building strong partnerships, reimagining what service learning can be, and creating even more meaningful learning experiences that empower students and contribute to a better society.

在過去的學期中，我們很高興地看到學生們透過服務學習，積極了解社會深層次問題並探索創新的解決方案，從中獲得寶貴的經驗。這種實踐不僅增進了他們的知識，更加深了他們公民意識和對社會可持續發展的認識。

我們特別注重與多元社區夥伴的合作，涵蓋了社區資源、青少年發展、少數族裔支援及綠色環保等不同領域。這些合作讓學生能夠更真切地理解社會的議題，同時引用學科知識，設計出更具針對性的自主服務項目，促進跨學科和領域合作，為社會作出貢獻。

我們感謝所有社區夥伴的支持，並特別感謝黃健明博士的信任，使學生得以走入社區，實踐所學。展望未來，我們將持續與各方緊密合作，創新服務學習的內容，致力為學生提供更有意義的學習體驗，並為社會的發展貢獻力量。

Ms. Yoyo HE

Student Coordinator
BBA Finance

何樂為
學生統籌



Serving as one of the student coordinators for this service-learning course was a truly meaningful and eye-opening journey. I served as a bridge between the student teams and Polly and Aries, supporting the process from project ideation to implementation. One experience that left a deep impression on me was joining the group that collaborated with Concern for Grassroots' Livelihood Alliance. We visited elderly sanitation workers and helped them collect and recycle food waste at a market. Speaking with them and witnessing their daily struggles firsthand made me reflect on the often-overlooked contributions of grassroots workers. This role not only deepened my understanding of social issues but also fostered personal growth. I enhanced my communication and coordination skills, learned how to track group progress using software, and gained hands-on experience in project and stakeholder management.

擔任這門服務學習課程的學生統籌之一，是一段非常有意義且令人眼界大開的旅程。我在學生團隊與 Polly 和 Aries 之間擔任橋樑，從專案構思到執行的過程中提供支持。其中一個令我印象深刻的經驗，是加入與「關草聯」合作的小組。我們探訪了年長的清潔工人，並協助他們在市場收集和回收廚餘。與他們交談並近距離看到他們的日常困境，讓我反思基層工人常被忽略的貢獻。這個角色不僅讓我更深入了解社會議題，也促進了我的成長。我提升了溝通與協調能力，學會使用軟體追蹤小組進度，並獲得了專案與持份者管理的實務經驗。

Ms. Hilda WONG

Student Coordinator
BA English Language and Literature

黃曉嵐
學生統籌



My experience as a Student Coordinator for this course on tackling poverty was truly remarkable. By assisting with in-class activities and providing feedback on students' project designs, I gained fresh perspectives alongside them. This collaborative process allowed me to learn with the students, deepening my understanding of complex social issues. It broadened my horizons and gave me the opportunity to witness their growth firsthand. It was also fascinating to observe the entire process—from initial planning to project execution. One of the most meaningful aspects of this role was the opportunity to engage directly with community services, whether at community centers or other project sites. This exposure allowed me to see real community conditions and needs in depth, which not only broadened my perspective but also underscored the importance of practical, community-centered solutions.

擔任這門「貧窮議題」課程的學生統籌的這段經歷對我而言非常難忘。透過協助課堂活動及為學生的專案設計提供意見，我與學生一同獲得了嶄新的視角。這個合作過程讓我能與他們一同學習，深化了我對複雜社會議題的理解。這也讓我拓展了視野，並親眼見證學生的成長。能夠觀察整個過程——從最初的規劃到專案的執行——也讓我感到非常有趣。這個角色最具意義的一環，是能夠直接參與社區服務，不論是在社區中心或其他專案場地。這些經歷讓我能夠深入了解社區的真實狀況與需求，不僅拓展了我的視野，也進一步凸顯了以社區為本的實用解決方案的重要性。

Children Unique

童珍



Mr. Yip Yick Hong
Counselling Psychologist/Founder
Children Unique

葉奕航 先生
輔導心理學家/創辦人
童珍

The Service-Learning Collaborative Program of the Department of Economics at Hong Kong Baptist University has long maintained close partnerships with community organizations, enabling students to apply their knowledge and skills in real-life settings to support underprivileged groups through community service. Children Unique has had the honor of being one of the partners for two consecutive years.

Our center has continued to support students with special educational needs (SEN) through karate-based interventions, helping them improve executive functioning, social skills, and behavioral challenges. Through this program, HKBU students have gained deeper insight into the needs of SEN children and promoted social inclusion. The program also provides a collaborative learning platform that fosters peer interaction and growth. Everyone has been impressed by the students' passion and eagerness to learn with humility.

This year, in addition to assisting in classroom activities, HKBU students took the initiative to integrate elements of physical fitness and sports into career experience activities, designing innovative and diverse programming that has brought tangible benefits to SEN students. The center deeply appreciates the students' enthusiastic participation and creative thinking and looks forward to continuing this collaboration to bring more positive impact to the community.

香港浸會大學經濟學系的服務學習課堂協作計劃一直與社區組織緊密合作，讓學生能夠透過實際參與社區服務，運用知識及技能幫助弱勢社群。童珍 (Children Unique) 連續兩年有幸成為合作夥伴之一。

本中心持續以空手道介入支援SEN學童，幫助他們改善執行功能、社交技巧及行為問題。浸大同學透過計劃，深入了解SEN學童的需要，並推動社會共融。

計劃同時提供協同學習平台，促進學生間的交流與成長，大家都感受到同學們的熱誠與虛心學習。

今年度，浸大同學除了協助課堂外，更主動發揮所學，將運動體適能元素融入職業體驗活動，設計出創新而多元的活動內容，讓SEN學童能從中獲益。中心對同學們的積極參與和創意思維深感欣賞，期待未來繼續攜手合作，為社區帶來更多正面影響。

So, What's This Project All About?

The project offers role-playing workshops for children with special educational needs, combining cognitive, creative, and physical activities. Through engaging tasks like puzzles, art, and fitness games, the program fosters holistic development, builds confidence, and promotes inclusive education to SEN children.

本項目為有特殊教育需要的兒童提供角色扮演工作坊，結合認知、創意與體能活動。透過拼圖、美術及體能遊戲等有趣任務，促進兒童的全人發展、建立自信，並推動融合教育的實踐。

SUNG Kwok Kuen 宋國權 BBA ECON & DA

I learned how to care for SEN students, using reward schemes and gamification to improve their executive functioning.

我學會了如何照顧有特殊教育需要 (SEN) 的學生，例如運用獎勵制度與遊戲化學習來提升他們的執行功能。

MOK Wai Kwan 莫蔚君 BBA FINANCE

With the proper encouragement and perseverance, I discovered that kids with autism, like all kids, can learn and reach milestones.

我發現，只要給予適當的鼓勵與耐心，自閉症兒童和其他孩子一樣，都能學習並達到發展里程碑。

HUNG Lik Him 洪力謙 BBA FINANCE

I learned from the experience that encouragement is a way for a person being positive, and we should try to encourage someone even they did wrong.

我從這次經驗中學到，鼓勵是一種讓人保持正面的方法，即使別人做錯了，我們也應該試著給予鼓勵。



YIU Wing Lim 姚穎濂 BBA FINANCE

The service experience teaches me to be patient and encouraging, and I just have to transfer that to my study.

這次服務經驗教會了我如何保持耐心與鼓勵他人，我只需要將這份態度轉化到我的學習中。

WONG Sze Ching 王詩靜 BBA ACCT

Although they cannot express their feelings clearly, I hope I can do my best to assist them and try to understand.

雖然他們無法清楚表達感受，我仍希望盡力協助並嘗試理解他們。

Society for Community Organization

香港社區 組織協會



Mr. Leung Nga Ki
Community Organizer
Society for Community Organization

梁雅琪 女士
社區組織幹事
香港社區組織協會

This year marks the fifth consecutive year of collaboration between our organization and the Department of Accountancy, Economics and Finance at Hong Kong Baptist University. During their placement, two students participated in home visits to subdivided flat families organized by our centre, allowing them to gain firsthand understanding and engage directly with grassroots families.

They also actively assisted in following up by phone on the learning progress and family situations of children from these households. Thanks to their efforts, we were able to gain a more comprehensive understanding of each family's needs and provide more targeted support.

In addition to family follow-ups, both students independently planned and promoted a variety of activities. These thoughtfully designed programs not only allowed participants to learn new knowledge in a relaxed and enjoyable setting, but also fostered interaction and connection among them.

We look forward to continuing this partnership next year, bringing even more positive impact to grassroots families and the wider community. With our shared efforts, we believe future activities will be even more enriching and meaningful.

今年是本會連續第五年與香港浸會大學會計、經濟及金融系合作。兩位同學在實習期間，參與本會舉辦的上門劏房家庭探訪，親身了解及與基層家庭交流。

他們還積極協助電話跟進本會基層家庭的兒童學習情況和家庭狀況，透過他們的努力，我們得以更全面地掌握每個家庭的需求，並針對性地提供支持。

除了跟進家庭情況，兩位同學還各自策劃和宣傳設計多項活動。這些精心設計的活動，不僅讓參加者在輕鬆愉快的氛圍中學習新知識，還促進了彼此的交流與互動。

我們期待明年能夠繼續攜手合作，為更多基層家庭和社區帶來積極的影響。相信在大家的共同努力下，未來的活動將更加豐富和有意義。

So, What's This Project All About?

The project proposes a Terrarium-Making Workshop for underprivileged youth, aiming to reduce academic stress and promote sustainable living. Through hands-on eco-bottle creation, participants learn about ecosystems, resource efficiency, and biodiversity. The workshop fosters creativity, mindfulness, and environmental awareness, aligning with the UN Sustainable Development Goals (SDGs).

本項目為基層青年舉辦「生態瓶製作工作坊」，透過創作微型生態系統，紓解壓力、培養創意，並提升對可持續生活、生物多樣性及資源管理的認識，實踐聯合國可持續發展目標（SDGs）。

CHAN Hon Lam 陳瀚霖

BBA FINANCE

Through this service-learning experience at SoCO, I've become a kinder and more empathetic person.

透過在香港社區組織協會（SoCO）的服務學習經歷，我變得更加善良和有同理心。



TANG Yu Kwan 鄧裕群

BBA RETAIL MGNT

This experience instilled in me that quality service is a balance of expertise and humility—a balance I will continue to develop.

這段經歷讓我明白，優質的服務是在專業知識與謙遜之間取得平衡——這種平衡是我會持續培養的。

The Warehouse Teenage Club

蒲窩青少年中心



Ms. Ip Ka Wai
Assistant Manager (Communications, Finance and Administration)
The Warehouse Teenage Club

葉嘉慧女士
助理經理（傳訊、財政及行政）
蒲窩青少年中心

In the past semester, we are grateful to the four students who came to serve and learn at the Warehouse Teenage Club. In alignment with the centre's target groups and engagement approaches, they thoughtfully designed creative handicraft workshops incorporating local elements. From planning the workshops, purchasing materials, to serving as junior mentors, they serve our children and youth. We hope they gained valuable experience in organizing and leading workshops through this opportunity.

在過去的學期，感謝4位同學來到蒲窩青少年中心服務研習，配合本中心的服務對象及介入方式，特意設計了包含地區元素的創意手作工作坊，從設計工作坊流程、採購物資及擔任小導師，為我們的小朋友及青年提供服務，希望他們從中獲得籌備及主持工作坊的經驗。

So, What's This Project All About?

The project engaged families in preserving Aberdeen's fishing heritage through creative, hands-on learning. It promoted sustainability and cultural awareness by integrating eco-friendly practices and historical education. By fostering intergenerational participation and community connection, the project contributed to responsible consumption, climate action, and a deeper appreciation of local traditions.

本項目透過創意實作活動，讓家庭參與保育香港香港仔漁業文化。結合可持續發展理念與歷史教育，提升公眾對環保與本地傳統的認識。項目促進跨代交流與社區連結，推動負責任消費、氣候行動及文化傳承。

CHAN Ching Yan 陳政欣 BBA ACCT

This is a critical component of my academic experience that empowers my confidence in expressing myself and communicating with strangers.

這段經歷是我大學學習中非常重要的一環，讓我更有信心表達自己，並與他人溝通。

LAU Wing Hang 劉穎恒 BBA ISBI

Through various activities, I also realized that cultural conservation and artistic development in Hong Kong are gradually declining.

透過各種活動，我也意識到香港的文化保育和藝術發展正逐漸衰退。

AZURO Telesforo Jude lii Mapus BBA FINANCE

The service experience has changed my perspective of looking into sustainable development of communities and supporting the younger generation.

這次服務經驗改變了我對社區可持續發展和支持年輕一代的看法。

RANDHAWA Mohgouind Singh 辛格 BBA ECON & DA

I got to learn how small actions can make a difference too, even if it's just emotional support or awareness.

我了解到，即使只是情感上的支持或提升意識這樣的小舉動，也能帶來改變。



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

香港基督教女青年會 西環綜合社會服務處



Mr. Pang Wing Cheung
School Social Worker
Hong Kong Young Women's Christian Association
Jockey Club Western District Integrated Social Service Centre

彭永祥 先生
學校社會工作幹事
香港基督教女青年會西環綜合社會服務處

The Hong Kong Young Women's Christian Association (YWCA) has always upheld the mission of "the development of the body, mind and spirit of the whole person" following the spirit of Christ to promote the holistic development of individuals in moral, intellectual, physical, and social aspects. The aim is to cultivate noble and well-rounded character, a spirit of fellowship, and a commitment to serving society and benefiting others.

In recent years, the Western District Integrated Social Service Centre has been dedicated to nurturing a group of youth who care about community issues and take on leadership roles. Through innovative approaches, they promote the Sustainable Development Goals (SDGs) within the community to improve the quality of life for young people.

The students participating in this initiative assisted in organizing interest-based and regular activities. They observed that after-school care services mainly focus on academic and exam-related support, while children also long for fun and relaxing activities. In response, the students collaborated with the centre to design activities incorporating SDG elements such as "Gender Equality" and "Sustainable Cities and Communities." Through playful and artistic activities, children were able to identify practical actions in daily life and actively promote environmental protection.

During this two-month period, the students engaged in service experiences, planned activities, led sessions, and reflected on their work. They showed great willingness to overcome language barriers and were eager to understand the needs of local students, striving to provide the most suitable services. We sincerely thank the students for their enthusiastic participation and dedication, which inspired meaningful reflection and growth among the children.

We believe this service-learning experience has deepened the students' understanding of the needs of children and youth in the district and will contribute positively to their future career development.

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

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

是次參與的同學們透過協助推行興趣活動、恆常活動，觀察到托管主要針對學童功課及考試學習需要，於學童渴望課後能夠參與玩樂輕鬆興趣活動。因此，同學們與本中心共同策劃，選取「性別平等」及「可持續城市及社區」作「可持續發展目標」元素，在參與玩樂及藝術活動之中，學童能夠羅列出生活中的實際行動，身體力行推動環保。

在短短的兩個月期間，同學們透過服務體驗、構思服務、帶領活動及反思，不但願意努力克服語言上帶來的障礙，亦十分樂意了解本區學生的需要，積極為他們提供最合適的服務。衷心感謝同學們於過程中的投入參與和熱誠，令學童於活動後有所反思及得著。

我們相信是次服務學習經驗能夠加深同學們對本區兒童及青年需要的認識，亦有助他們將來的職涯發展。

So, What's This Project All About?

The project empowers children aged 5–10 through workshops promoting gender equality and sustainability, aligned with SDGs 5 and 11. Activities like Charades and DIY recycling foster creativity, teamwork, and environmental awareness. Rooted in Christian values, the initiative nurtures holistic development, social inclusion, and long-term community responsibility.

本計劃透過性別平等與可持續發展主題活動，培養5至10歲兒童的創意、團隊合作與環保意識，並結合基督教價值，促進全面發展與社區責任感。

SINGH Jagdeep Joban
BBA FINANCE

I could understand the stress that the children were going through because of their academics which has increased my awareness on their mental health issues.

我能理解孩子因學業壓力而產生的壓力，這提升了我對心理健康的關注。

KANWALJIT-SINGH
BBA FINANCE

I developed a deeper awareness of pressing issues like children's mental health, particularly concerns about excessive tutoring and balance.

我更了解兒童心理健康問題，特別是過度補習與課外活動失衡所帶來的壓力。

REZAWAN Kevin Iuan
陳佳良

BBA ISBI

This experience truly changed my perspective on community service. I now see community service not merely as charity but as community investment.

這段經歷真正改變了我對社區服務的看法，我現在不再將社區服務僅僅視為慈善行為，而是視為一種社區投資。



SUBEDI Pradip

BBA ECON & DA

This service-learning experience highlighted education's role in reducing inequities, inspiring me to support underprivileged children in the future.

這次服務學習經驗讓我意識到教育在縮小不平等中的重要角色，並激勵我未來支持弱勢兒童。

MOHAMED ISMAIL Sheikh Rayan

BBA FINANCE

I learned that many children face academic and familial pressures, leaving little time for personal development or extracurricular activities.

我了解到，許多兒童面臨學業和家庭壓力，幾乎沒有時間進行個人發展或課外活動。



REYES Jared Liam Olino 利諾
BBA FINANCE

Serving primary students with Special Education Needs opened my mind to different approaches in communication and teaching styles.

服務有特殊教育需要的小學生讓我開闊了思維，學會以不同方式進行溝通與教學。

HUI Wing San 許榮榮
BBA FINANCE

I have met many people, from service recipients to colleagues at the community partner, through this service-learning opportunity, and I believe it is very valuable.

在這次服務學習的機會中，我認識了許多人，從服務對象到社區夥伴的同事，我認為這是非常有價值的。



Green@SanHui | 綠在新墟



GREEN@COMMUNITY is a community recycling network serving the entire Hong Kong:

- Recycling Stations – district hubs for environmental education and recycling support
- Recycling Stores – recycling points close to single block building clusters or public rental housing estates
- Recycling Spots – mobile collection booths

Apart from supporting community in recycling the 9 common types of recyclables, the GREEN@COMMUNITY will also organize various environmental education and promotional activities to instill a green lifestyle within the community.

「綠在區區」是一個服務全港的社區回收網絡：

- 回收環保站 – 提供環保教育和回收支援服務的區域回收樞紐
- 回收便利點 – 設於貼近單棟樓群或公共屋邨的回收點
- 回收流動點 – 回收街站

除了支援社區回收9種常見回收物，「綠在區區」亦會舉辦不同的環保教育活動，從多角度把綠色生活文化注入社區。

So, What's This Project All About?

Several groups of our students designed and implemented service-learning projects focused on plastic upcycling and environmental education. Each group organized creative, hands-on workshops—such as making wind chimes, planters, plastic badges, robots, and decorative lights—using discarded plastic materials. These workshops aimed to raise public awareness about recycling, promote sustainable practices, and engage the local community through interactive learning.

我們的多個學生小組設計並實施了以塑膠升級再造與環境教育為主題的服務學習項目。每個小組都舉辦了創意十足、實作導向的工作坊，例如利用廢棄塑膠製作風鈴、花盆、徽章、機器人和裝飾燈等。這些工作坊旨在提升公眾對回收的認識、推廣可持續發展的實踐，並透過互動學習積極連結社區。



XIE Sze Ting
謝思婷
BBA ACCT

The service helped me better understand course concepts through first-person experience and showed how they truly apply in real life.

這次服務讓我以第一身角度更深入理解課堂概念，並體會到這些理論在現實中的應用。

LO Siu Ying
盧少瑩

BBA ACCT

By doing this service experience, I have a better understanding of environmental sustainability and the steps to recycling.

透過這次服務經驗，我對環境永續性以及回收的步驟有了更深入的了解。

CHAN Yau Nga
陳柔雅

BBA ECON & DA

This service gave me a greater sense of direction and purpose in promoting environmental protection beyond just earning recycling points.

這次服務讓我在推動環境保護方面獲得了更明確的方向與目標，而不僅僅是為了賺取回收積分。

TO Ho Long
杜皓朗

BBA FINANCE

Drawing from my first-hand experience, I was able to propose more practical and well-rounded solutions.

透過我的親身經驗，我能提出更實用且全面的解決方案。

KWOK Lai Yam 郭麗音
BBA ISBI

Through real-life recycling work, I saw how theory connects with community action, deepening my commitment to environmental protection.

透過實際的回收工作，我看見理論如何與社區行動結合，加深了我對環保的承諾。

HO Darren 何俊傑
BBA FINANCE

Through promoting, educating, and preparing for workshops, I was able to gain practical experience applying ESG principles.

透過推廣、教育以及籌備工作坊，我獲得了將ESG原則應用於實踐的寶貴經驗。

WONG Man Hin 黃瓊軒
BBA FINANCE

I learned problems in promoting recycling in practice, such as people not knowing what materials can be recycled.

我了解到在推廣回收實踐中存在的問題，例如人們不知道哪些物料是可以回收的。

CHU Hoi Yi Nicola 朱愷怡
BBA ISBI

Hands-on experience enhanced my ability to connect academic knowledge with real-life applications, deepening my understanding of sustainability and community engagement.

這次實地體驗提升了我的學術知識與現實應用結合的能力，並加深了我對可持續發展與社區參與的理解。



Canto Gather

粵講粵叻



Miss Kimberly Wu
Programme Manager
CantoGather

胡歷恩小姐
項目經理
粵講粵叻

Since 2020, Cantonese for All has aimed to connect Chinese and non-Chinese neighbors in the community through language and multicultural education, fostering a more inclusive society built on love and understanding.

Currently, we mainly serve primary school students. Each week, our volunteer tutors visit schools to teach Cantonese and Chinese in fun and engaging ways, helping children build their language skills, confidence, and motivation. Our lesson designs incorporate multicultural elements, allowing tutors and students to get to know one another, build friendships, and learn to appreciate each other's cultures. We also organize multicultural learning activities for schools to help students develop a caring and inclusive mindset.

In March this year, HKBU students Kenneth and Samuel joined our organization for their internship. During their placement, they contributed to our "Racial Inclusion Carnival" held at a special school by creating a "Supermarket" booth activity. They later brought this concept into one of our Chinese language classes, using it as a fun way to give children more opportunities to practice everyday Chinese conversations.

We hope this service-learning experience helped the students gain a deeper understanding of the non-Chinese communities around them, and inspired them to continue exploring ways to use their strengths to walk alongside diverse groups in society.

由2020年開始，粵講粵叻希望透過語言同多元文化教育，以愛連結社區入面嘅華裔同非華裔鄰舍，締造更共融嘅社會。

我哋而家主要係服務小學生 — 每個星期，我哋嘅義工導師都會去到學校，同小朋友有趣、好玩嘅方式學粵語同埋中文，希望提升佢地對於學習呢個語言嘅能力、信心同動機；我地嘅課堂內容設計上融入多玩文化元素，讓導師同小朋友嘅過程中互相認識，建立友誼，學習同欣賞彼此嘅文化。我地亦會為學校提供多元文化學習嘅活動，希望學生可以喺當中培養友愛同共融嘅態度。

今年三月，浸大同學Kenneth同Samuel同學嚟到我地機構實習。喺實習期間，佢哋為我哋一場嘅特殊學校舉行嘅「種族共融嘉年華」增添咗一個「超級市場」攤位活動；佢哋後來都將「超級市場」帶到去我哋其中一日嘅中文課堂，以有趣嘅方式，讓小朋友多個機會練習日常嘅中文對話。

希望同學透過今次服務研習，更認識我地身邊嘅非華裔社群，同時繼續發掘唔同嘅方法，運用自己嘅長處同嘅群體並肩同行！

So, What's This Project All About?

The project addresses language barriers and financial literacy challenges faced by non-Chinese youth in Hong Kong. Students collaborated with CantoGather to conduct simulated supermarket activities, improving participants' Cantonese skills and financial literacy through interactive learning.

該項目針對香港非華裔青少年面臨的語言障礙和金融素養挑戰。學生與CantoGather合作，舉辦模擬超市活動，通過互動學習提高參加者的廣東話技能和金融素養。

CHOY Kwok Leung 蔡國樑

BACHELOR OF AS&T

The service-learning experience deepened my understanding of poverty, showing how language barriers exacerbate economic exclusion for non-Chinese communities in Hong Kong.

這次服務學習經驗加深了我對貧窮的理解，展示了語言障礙如何加劇香港非華人社區的經濟排斥。



TANG Yu Kwan 鄧裕群

BACHELOR OF AS&T

This experience deepened my understanding of poverty and inspired me to create educational activities to help marginalized communities.

這次經歷加深了我對貧困的理解，並激勵我創建教育活動來幫助邊緣化社群。

Concern For Grassroots' Livelihood Alliance

關注草根生活聯盟



Mr. Wong Kai Hing
Director
Concern For Grassroots' Livelihood Alliance

黃佳鑫先生
總幹事
關注草根生活聯盟

In recent years, Hong Kong's socio-economic landscape has undergone significant changes, and grassroots families have likewise experienced a variety of new challenges. Social services that target grassroots communities must evolve in step with these changes. In this service-learning experience, students engaged with different service recipients and chose to explore the issue of "poverty" from diverse entry points — a commendable and thoughtful approach.

Regarding grassroots youth, families in this demographic often lack sufficient social capital, which hinders their development and upward mobility. As the online world increasingly becomes the center of young people's lives, their interpersonal relationships have become more "atomized," further exacerbating the situation. As a point of intervention, the students designed handmade craft workshops tailored to youth interests, held in the community living room operated by the partner organization. These workshops successfully attracted a group of grassroots secondary school students, marking a new step toward reshaping youth social habits and expanding the age range of participants in the community space.

For grassroots caregivers, the heavy burden of family care responsibilities, coupled with imbalanced gender roles within households, often places them in difficult and conflicting situations. On one hand, caregivers spend the most time with their children and hope to build harmonious relationships. On the other hand, as the primary person responsible for overseeing their children's academic progress, they often find themselves in tense and complex dynamics with their children. In response, the students designed workshops to teach caregivers how to create parent-child financial literacy games at home. This not only addressed the caregivers' desire for more "quality time" with their children, but also served as a creative way to influence both parents' and children's financial awareness.

近年香港社會經濟狀況變化劇烈，基層家庭的狀況也相應出現不同的情況。社會服務面向基層，往往需要與時並進。這次參與服務的同學在接觸了不同服務對象之後，決定嘗試不同的切入點介入「貧窮」議題，是個不錯的試驗。

基層青年方面，基層家庭的社會資本本來就相對缺乏，不利其發展和向上流動。網絡世界漸漸成為青年的生活重心，他們的人際關係也日益「原子化」，令情況更加嚴峻。因此，作為介入的起點，同學嘗試針對青年的喜好，在機構營運的社區客廳舉辦手作工作坊，吸引了一群基層中學生聚首一堂。對於改變青年社交習慣的工作邁出了新的步。亦為社區客廳擴展對象年齡層作出了貢獻。

基層照顧者方面，繁重的家庭照顧工作，加上不平衡的家庭性別分工，照顧者往往都面對十分矛盾的狀況。一方面，照顧者是與子女相處最長時間的人，期望有更融洽的關係。但另一方面作為主要照顧子女的人，往往成為督促學業的負責人，令自己與子女的關係變得緊張和複雜。同學最後決定透過工作坊教授照顧者掌握如何在家設計親子理財遊戲與子女互動，在回應照顧者想有更多與子女相處的「優質時間(Quality Time)」的同時，也借機同時影響家長和子女的理財觀，是個很有創意的新手法。

So, What's the First Project About?

The project addresses the lack of family activities and financial management skills among CSSA families in Hong Kong, which can lead to negative mental health and family relationships. Students created a board game called "Family Money Wizard" to teach financial management and promote family bonding through interactive tasks.

該項目針對香港綜援家庭缺乏家庭活動和財務管理技能的問題，這可能導致心理健康和家庭關係的負面影響。學生創建了一個名為「家庭小財神」的桌遊，通過互動任務教授財務管理並促進家庭聯繫。

What About the Second Project?

The project addresses the lack of safe and engaging spaces for teenagers from grassroots families in Hong Kong, who face overcrowded living conditions and economic hardships. Students created a Community Lounge offering workshops and activities, including a Youth Pendant Handicraft Workshop, to foster creativity and provide a safe haven.

該項目針對香港基層家庭青少年缺乏安全和有趣的空間，他們面臨擁擠的居住環境和經濟困難。學生創建了一個社區休息室，提供工作坊和活動，包括青少年吊墜手工藝工作坊，以培養創造力並提供安全的避風港。

CHEN Xinyan
陈欣妍

EXCHANGE (MAINLAND)

This experience taught me that teaching skills to make a living is more effective than just providing material support.

這次經歷讓我明白，教導謀生技能比僅僅提供物質支持更有效。

CHEN Yat Long
陳鎰朗

BSSC INNO HSWB HSW

This service learning completely changed my perception of poverty, revealing its complexity beyond just financial issues.

這次服務學習完全改變了我對貧窮的看法，揭示了其超越財務問題的複雜性。

LAM Chung Sang
林頌生

BBA FINANCE

Giving is better than receiving and happiness accumulates from sharing; to resolve the poverty situation requires everyone's commitment.

施比受更有福，快樂來自分享；解決貧困問題需要每個人的承諾。



LAW Chin Yu 羅仟喻

BSSC INNO HSWB HSW

My interaction with residents of subdivided flats completely changed my perspective on poverty.

與劏房居民的互動完全改變了我對貧窮的看法。

KWONG Kwok Sing Cox 鄺國昇
BACHELOR OF AS&T

This experience inspired me to advocate for changes in public services and help organizations like CGLA combat poverty.

這次經驗激勵我倡導公共服務的變革，並幫助像關草聯這樣的組織對抗貧窮。

LAI Ka Mei 賴嘉鎡

BSSC INNO HSWB HSW

This journey profoundly impacted my understanding of poverty, emphasizing the importance of empathy, respect, and solutions.

這段旅程深刻影響了我對貧窮的理解，強調了同理心、尊重和解決方案的重要性。

LAI Wing Yan 賴穎恩

BA MUSIC DIRECTED STD

This journey has transformed my beliefs on social responsibility, emphasizing the need to address structural causes of income inequality.

這段旅程改變了我對社會責任的信念，強調了需要解決收入不平等的結構性原因。

LIU Bochen 劉勃辰

BA MUSIC DIRECTED STD

Participating in the service-learning course profoundly changed my perspective on poverty and inspired me to take meaningful action.

參加服務學習課程深刻改變了我對貧窮的看法，並激勵我採取有意義的行動。”



Food Grace

食德好



Ms. Chau Yuet Tung, Vivian
Project Officer
Food Grace

周悅彤 女士
項目主任
食德好

Food Grace has long been committed to addressing food waste and supporting underprivileged communities in Hong Kong. In recent years, we have adopted a food security framework to guide our service and educational initiatives. We advocate for greater public awareness of food security and climate change issues, and actively work to reduce their impact on vulnerable groups. Our goal is not only to ensure access to sufficient food, but also to empower individuals with the knowledge and skills needed to achieve nutritional adequacy.

This year, we were fortunate to collaborate once again with Hong Kong Baptist University (HKBU). Students enthusiastically prepared and led low-carbon, nutritious cooking workshops, teaching participants how to use rice cookers for versatile “one-pot cooking” methods. These workshops promoted meals that are nutritious, convenient, and affordable.

We hope this service-learning experience leaves a lasting impression on the students and inspires their continued commitment to food security in Hong Kong.

食德好多年來關注食物浪費、基層處境。近年開始以【糧食安全】框架作服務和教育工作方向，倡導各界對香港糧食安全與氣候議題的關注，並採取行動，緩減對基層處境的影響。我們不單要確保弱勢社群能獲得「足夠」的食物，也要有效協助他們建立「認識營養、獲取營養」的能力。

今年有幸再次與浸大合作，同學們積極籌備低碳營養飲食工作坊，親身教導受惠者運用電飯煲的不同烹煮方法 - 「一煲煮到尾」，從而食得「有營、便利、可負擔」。

期盼是次服務學習能讓同學有深刻體會，日後繼續關注香港糧食安全狀況。

So, What's This Project All About?

The project addresses the lack of nutritious food among the poor in Hong Kong, targeting low-income families and vulnerable groups. Students volunteered with a food recycling organization, conducted workshops on nutritious cooking, and educated recipients on food value.

該項目針對香港貧困人口缺乏營養食品的問題，目標是低收入家庭和弱勢群體。學生們在一家食物回收組織中做志願者，舉辦營養烹飪工作坊，並教育受助者了解食物的價值。

YIP Chak Ho Eros 葉澤豪

BA VISUAL ARTS

This experience inspired me to integrate observations into art, exploring how poverty limits imagination and dreams.

這次經歷激勵我將觀察融入藝術，探索貧困如何限制想像力和夢想。



FOK Ka Wai 霍家慧

BA VISUAL ARTS

Helping others is the basis of happiness. Even small contributions can significantly impact the community and fight poverty.

幫助他人是幸福的基礎。即使是微小的貢獻也能對社區產生重大影響，並對抗貧困。

HUI Lok Hei 許樂希

BA VISUAL ARTS

Seeing the elderly happily make dumpling pizza showed me that small efforts can bring joy and fight poverty.

看到長者們快樂地製作餃子披薩，讓我明白微小的努力也能帶來快樂並對抗貧困。

TANG Wai Shan 鄧蕙珊

BA VISUAL ARTS

As an art student, this service-learning experience inspired me to respond to social issues through artistic creation.

作為一名藝術學生，這次服務學習經歷激勵我通過藝術創作來回應社會問題。

The Lutheran Church - Hong Kong Synod Martha Boss Lutheran Community Centre

路德會包美達 社區中心



Mr. Lee Yat Yeung
Registered Social Worker
The Lutheran Church - Hong Kong Synod
Martha Boss Lutheran Community Centre

李溢洋 先生
註冊社工
路德會包美達社區中心

Martha Boss Lutheran Community Centre (hereafter referred to as “the Centre”) is located in the Kowloon City District and primarily serves local residents. Our services cover a wide range of groups, including children, youth, adults, women, families, and primary and secondary schools. In recent years, mental health has become a growing concern, and one of our key goals this year is to raise awareness of mental well-being among residents. To this end, we launched the “Three Levels of Care” initiative, focusing on self-care, interpersonal relationships, and community care, promoting mental health from the individual level to the broader community.

We are honored to continue our collaboration with Hong Kong Baptist University, welcoming four students to participate in our services. As the students are studying art-related subjects, they designed art activities for children from grassroots families, using art as a medium to help participants relax and relieve stress. The students took full ownership of the activities—from conceptualizing the theme, designing the content, preparing materials, to leading the sessions. The workshops were conducted in a cheerful and relaxed atmosphere, and two exchange students from Australia and Japan even overcame language barriers to connect closely with the children.

We sincerely thank the students for their dedication, which gave the children a valuable opportunity to unwind and express themselves. We also hope that through the participants’ sharing, the students gained a deeper understanding of the sources of stress faced by children from grassroots backgrounds.

路德會包美達社區中心（下稱本中心）位於九龍城區，主要服務區內居民，服務類別包括兒童、青少年、成人、婦女、家庭及中小學校。近年精神健康主題備受關注，因此中心本年度其中一個目標是提升區內居民對精神健康的關注，推出了「過三關」計劃，分別是「自我關懷」、「人際關係」及「社區關顧」，由個人推廣至社區層面。

本中心很榮幸能繼續與香港浸會大學合作，安排了四位同學參與本中心的服務。由於同學正修讀與藝術相關的科目，因此他們為本中心的基層兒童設計了藝術活動，期望透過藝術作為媒介，令參加者能放鬆心情、抒發壓力。整個活動由同學一手包辦，由構想活動主動、設計活動內容、物資預備及活動帶領等。活動在輕鬆愉快的氣氛下進行，而兩位來自澳洲及日本的交流生更打破語言障礙，與學生打成一片。

本中心感謝同學在是次活動的付出，令兒童獲得多一個機會及時間去放鬆自己及抒發壓力，亦希望同學透過參加者的分享明白基層兒童的壓力來源。

So, What's This Project All About?

The project addresses the lack of extracurricular activities for children from low-income families in Hong Kong. Students collaborated with a community center to facilitate art activities, using art to promote self-expression and social inclusion among children.

該項目針對香港低收入家庭兒童缺乏課外活動的問題。學生與社區中心合作，通過藝術活動促進兒童的自我表達和社會包容。



LEUNG Sau Man Sandy
許樂希

BA VISUAL ARTS

This journey changed my assumptions about poverty, highlighting children's resilience and the importance of emotional support over material needs.

這段旅程改變了我對貧窮的假設，強調了孩子的韌性和情感支持的重要性勝於物質需求。

LI Yu Yi
李玉儀

BA VISUAL ARTS

This service-learning experience allowed me to view poverty from multiple perspectives and re-evaluate my own role and responsibility.

這次服務學習經驗讓我從多角度看待貧窮，並重新評估自己的角色和責任。



OSO Kanako

EXCHANGE (OVERSEAS)

This experience deepened my motivation to support those in need and inspired me to provide educational support for all ages.

這次經歷加深了我支持有需要者的動力，並激勵我為各年齡層提供教育支持。

RYTKONEN Finola Chinami

EXCHANGE (OVERSEAS)

This experience will help me find creative ways to serve communities and groups I work with in the future.

這次經歷將幫助我在未來找到創新方法來服務我所工作的社區和群體。



The Lok Sin Tong Benevolent Society, Kowloon

九龍樂善堂



Ms. Lau Hoi Man
Senior Project Development Officer
The Lok Sin Tong Benevolent Society, Kowloon

劉鑽汶女士
高級項目發展主任
九龍樂善堂

The Lok Sin Tong Benevolent Society, Kowloon has always upheld the spirit of “Caring with Sincerity, Serving with Kindness,” and remains committed to promoting charitable work across various sectors, including poverty alleviation, healthcare, and education. We strive to provide timely, high-quality, and diversified services that meet the evolving needs of the public and support those in need.

We are grateful to Hong Kong Baptist University for arranging six students from different academic departments to participate in our service-learning program. During their placement, the students designed and facilitated group activities focused on financial literacy and health for grassroots children living in transitional housing at Sheung Shan Estate in Tsuen Wan. These activities helped raise awareness of environmental protection and healthy living among the young participants.

In addition, the students visited transitional housing sites in Lok Sin Village, Tai Po and Choi Hing Road, Choi Hung, where they joined staff in conducting home visits to elderly residents. They introduced and assisted in installing Scameter+ App, helping seniors enhance their home safety. The elderly participants expressed joy and appreciation for the students’ conversations, which brought warmth and companionship.

九龍樂善堂貫徹「關懷真情，樂善同行」，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。

感謝浸大安排了六位來自不同學系的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過渡性房屋的基層兒童設計並舉辦與理財及健康有關的小組，令參加的小朋友提升了環保及健康的意識。

此外，同學們亦有到大埔樂善村及彩虹興路過渡性房屋，與職員一同上門探訪長者，並向他們介紹及協助安裝流動應用程式「防騙視伏App」。受訪的長者都表示很開心有學生和他們傾談，讓他們感受到溫暖。

So, What's the First Project About?

The project aimed at improving eating habits among low-income families in Tsuen Wan by educating children aged 6-12 on daily nutrition needs and food safety. The goal was to prevent health problems by teaching them to analyze food safety and distinguish nutritional differences between similar foods.

該項目旨在通過教育荃灣低收入家庭的6-12歲兒童日常營養需求和食品安全來改善飲食習慣。目標是通過教他們分析食品安全和區分相似食品的營養差異來預防健康問題。

What About the Second Project?

The project addresses financial illiteracy among grassroots families in Hong Kong, which perpetuates poverty cycles. Students collaborated with The Kowloon Lok Sin Tong to conduct interactive financial literacy games, teaching children and their families about budgeting, saving, and investment through role-playing activities.

該項目針對香港基層家庭的金融知識不足問題，這會加劇貧困循環。學生與九龍樂善堂合作，通過角色扮演活動舉辦互動金融知識遊戲，教導兒童及其家庭有關預算、儲蓄和投資的知識。

CHANG Kiu Yan
張蕎昕

BA - CHI

This experience enhanced my ability to engage children in activities and improved my understanding of their interests and needs

這次經歷增強了我吸引孩子參與活動的能力，並加深了我對他們興趣和需求的理解。

IP Tsz Ching
葉芷晴

BA - CHI

Interacting with low-income groups deepened my understanding of poverty and committed me to contributing to poverty alleviation in the future.

與低收入群體的互動加深了我對貧困的理解，並使我致力於未來的減貧工作。

WONG Chung Sing
王重升

BBA ECON & DA

This experience opened my eyes to poverty, showing me the significant gap between my life and those in poverty.

這次經驗讓我看清貧窮，讓我看到自己生活與貧窮之間的巨大差距。



FONG Owen 方皓文

BA MUSIC DIRECTED STD

This project has shown me how poverty is linked to social and education inequalities, requiring holistic and targeted responses.

這個項目讓我了解到貧窮與社會和教育不平等有關，需要全面和有針對性的應對措施。

TANG Hiu Tung 鄧曉桐

BA - PERM

Guiding and teaching young people was my passion. This experience inspired me to explore opportunities in community service and education.

指導和教導年輕人是我的熱情。這次經歷激勵我探索社區服務和教育的機會。

TSANG Ping Tung 曾炳銅

BBA ISBI

This experience taught me that poverty affects people emotionally and socially, not just financially, broadening my understanding significantly.

這次經歷讓我明白貧困不僅影響財務，還影響情感和社交，顯著拓寬了我的理解。需要解決收入不平等的結構性原因。

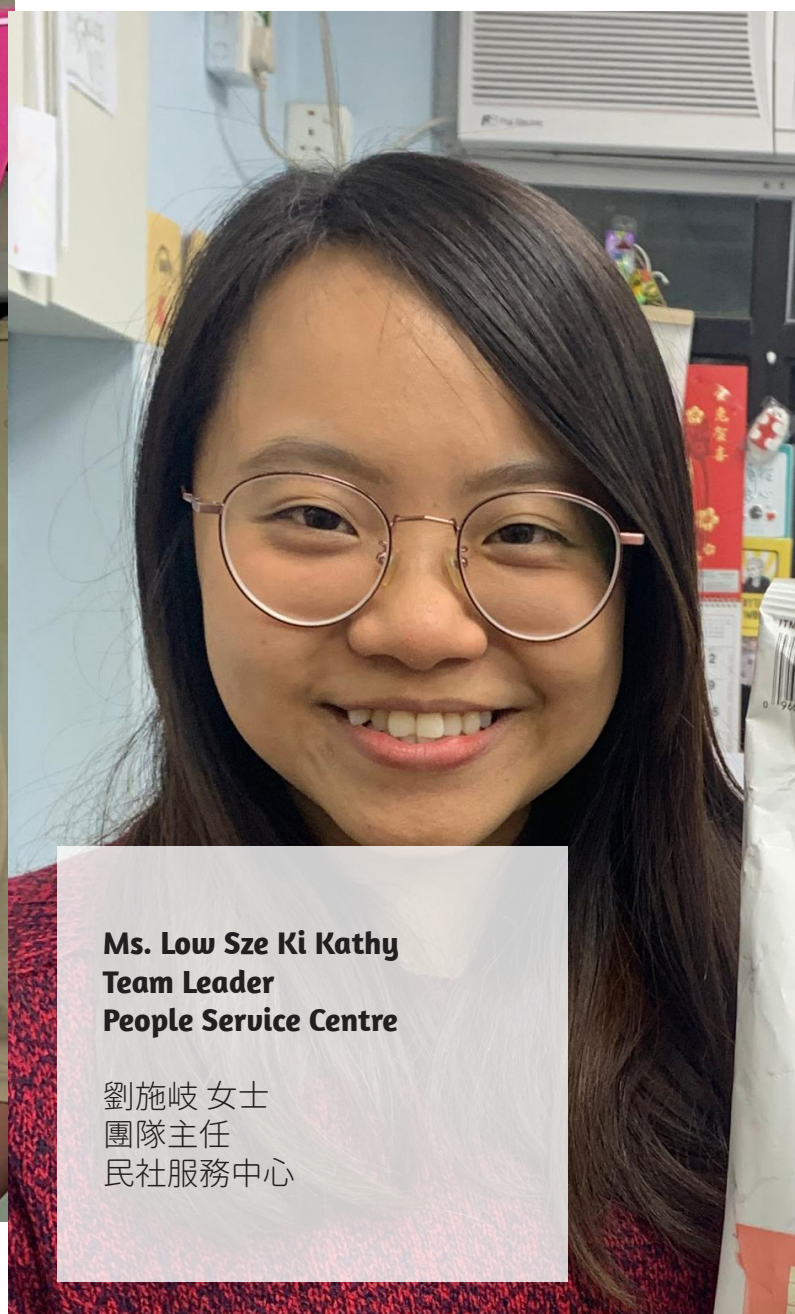
People Service Centre

民社服務中心



Mr. Chang Tak Ching
Project Officer
People Service Centre

張德正先生
項目主任
民社服務中心



Ms. Low Sze Ki Kathy
Team Leader
People Service Centre

劉施岐女士
團隊主任
民社服務中心

The People Service Centre has long been committed to mobilizing residents and promoting the spirit of “helping oneself while helping others.” In the To Kwa Wan district, our services primarily support child caregivers, aiming to build social capital, foster cross-sectoral collaboration, and encourage mutual support among service users. Additionally, local residents are invited to become green volunteers through our Environmental Community Participation Programme, where they regularly set up recycling stations and host green workshops to promote a sustainable and environmentally friendly community. This grassroots approach helps address local needs in the face of limited formal support, creating a sustainable service model through volunteer networks and resource-sharing platforms.

This year, the Centre partnered with the GCAP3076 Service-Learning Course at Hong Kong Baptist University to organize a unique activity for residents living in subdivided flats in To Kwa Wan. The students brought creativity and energy to the project, designing an outdoor activity tailored to the interests of young people. They led grassroots families on visits to the Plant Fossil Museum and Shing Mun Reservoir, exploring the beauty of natural ecology. The activity not only taught participants photography techniques using cameras but also integrated the Centre’s mission of promoting environmental awareness.

Throughout the event, students actively engaged with residents, combining environmental education with photography to create a meaningful and enjoyable experience. Feedback from kaifong highlighted that the activity gave children a rare opportunity to step outside their immediate environment and connect with nature. The fun and engaging design also sparked interest in environmental issues among participants.

Families expressed hope that the Centre would organize more similar events in the future. This initiative fully reflected the Centre’s commitment to supporting residents of subdivided flats and promoting environmental awareness. Thanks to the students’ creativity and enthusiasm, the event brought valuable experiences to the community. We sincerely thank them for their contributions and look forward to continued collaboration to create more impactful activities for our residents.

民社服務中心一直以來以組織居民為目標，推動他們「自助助人」的精神。現時中心在土瓜灣區的服務主要關注兒童照顧者的需要，希望透過建立社會資本、跨界別支援及服務使用者之間的互助來回應社區的需要。此外，中心亦有環保社區參與服務，由基層街坊擔任環保義工，定期在社區設立回收站、綠色技能工作坊等推廣由居民自主參與的可持續環保社區。在缺乏正規支援的情況下，這種方式有助於建立一個可持續的服務模式，例如義工網絡、資源共享平台等等。

今年，民社服務中心與浸大 GCAP3076 服務學習課程合作，為土瓜灣區的劏房街坊打造了一場別出心裁的親子活動。同學們發揮年輕人的創意與活力，緊貼時下年輕人拍攝的興趣，設計了一天的戶外旅程，帶領基層家庭走訪植物化石館及城門水塘，探索自然生態之美。在活動過程中，同學不僅教授街坊使用菲林相機拍攝技巧，更融入中心宣揚的環保資訊，透過精心準備的大自然相關知識，引導參加者關注環境保育議題。

過程中，同學們積極與劏房街坊互動交流，結合攝影與自然探索的方式分享環保理念，讓基層家庭能有正面互動和合作解難的機會。從街坊的反饋中，這次活動讓小朋友走出社區，獲得更多接觸大自然的時間與空間。此外，活動設計生動有趣，令參加者在攝影中增加對環保議題的興趣。

街坊更表示希望中心未來能舉辦更多此類型的活動，可見是次活動充分體現了中心對劏房街坊及環保的關注，透過大學生的創意與熱情，為社區帶來充滿意義的體驗。我們衷心感謝同學們的努力，期待未來繼續合作，共同為劏房街坊打造更多精彩的活動。

So, What's This Project All About?

The project addresses educational inequality and limited access to nature and creative enrichment for low-income families in Hong Kong. Students organized a one-day outdoor trip with nature exploration, film photography, and eco-art activities to foster environmental awareness and family bonding.

該項目針對香港低收入家庭的教育不平等以及缺乏接觸自然和創意活動的問題。學生組織了一次一日戶外旅行，通過自然探索、膠片攝影和生態藝術活動來培養環保意識和家庭聯繫。

CHAN Yik Hung 陳翊鴻

BSSC INNO HSWB HSW
This service-learning project changed my view on poverty, showing the importance of community efforts alongside government actions.

這次服務學習項目改變了我對貧窮的看法，展示了社區努力與政府行動同樣重要。

CHAN Yin Shun 陳彥鎔

BSSC INNO HSWB HSW
This experience increased my willingness to contribute to poverty alleviation and incorporate what I learned into my future career.

這次經歷增加了我對減貧的貢獻意願，並將我所學融入未來的事業中。



TANG Xingyi 唐星怡 BSSC INNO HSWB HSW

This experience deepened my understanding of poverty, showing it involves multi-dimensional social problems like housing, education, and care resources.

這次經歷加深了我對貧困的理解，顯示出它涉及住房、教育和照護資源等多維社會問題。

WU Hoi Kiu 胡凱喬 BSSC INNO HSWB HSW

This service-learning journey transformed my understanding of poverty from an abstract concept to a deeply human issue.

這次服務學習之旅將我對貧窮的理解從抽象概念轉變為深刻的人性問題。



Rolling Books | 滾動的書



Mr. James Chong
Founder & CEO
Rolling Books

莊國棟 先生
創辦人及行政總裁
滾動的書

Once again this year, it has been immensely rewarding for Rolling Books and for the HKBU students as they engaged in our community projects aimed at enhancing the reading experience. In addition to supporting our operational efforts and gaining experience into event coordination, the two groups leveraged their unique strengths and connections to organize book giveaway sessions in Sham Shui Po and Quarry Bay. It has been fruitful to witness the delighted faces of families in the neighborhood who share a love for reading.

今年，滾動的書再次與香港浸會大學的學生合作參與社區項目，致力提升閱讀體驗，對雙方而言都是一次非常有意義的經歷。除了協助日常營運工作並獲得活動統籌的實務經驗外，兩組學生更善用自身的優勢與人脈，在深水埗及鯉魚涌舉辦了送書活動。看到社區中熱愛閱讀的家庭臉上洋溢的笑容，讓我們深感這次活動成果豐碩。

So, What's the First Project About?

The project addresses insufficient reading resources and lack of reading habits among children from low-income families in Hong Kong. Students collaborated with Rolling Books to distribute books and conduct book-making workshops, fostering a love for reading and enhancing literacy skills.

該項目針對香港低收入家庭兒童閱讀資源不足和缺乏閱讀習慣的問題。學生與滾動的書合作，分發書籍並舉辦製作書籍工作坊，培養對閱讀的熱愛並提高閱讀技能。

What About the Second Project?

The project addresses limited access to educational resources among ethnic minority communities in Hong Kong. Students organized a three-day event called "Books Adoption" to distribute free Chinese and English books, promoting reading and alleviating financial burdens for ethnic minority families.

該項目針對香港少數族裔社區有限的教育資源。學生組織了一個為期三天的活動「書籍領養」，免費分發中文和英文書籍，促進閱讀並減輕少數族裔家庭的經濟負擔。

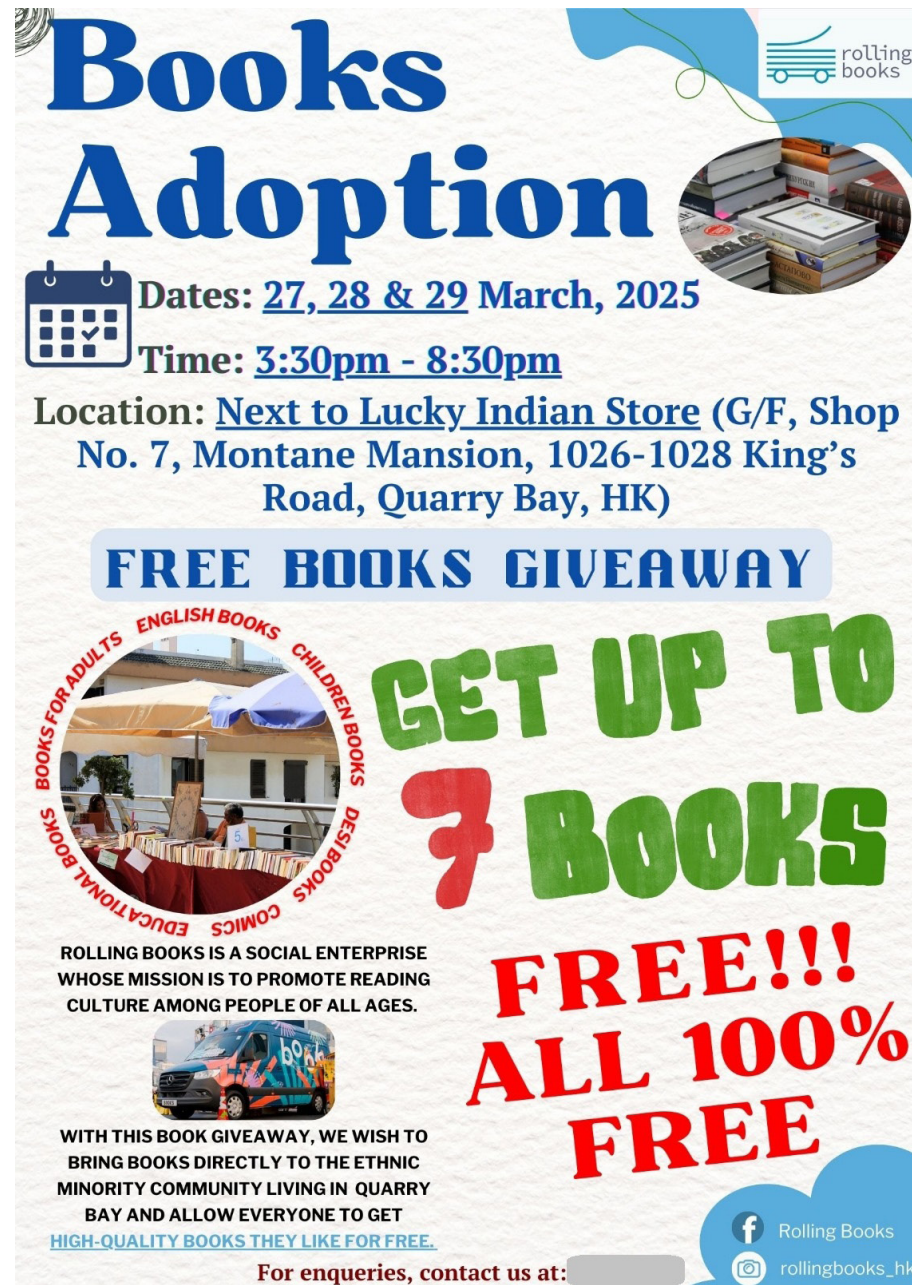
CHAN Hoi Ki
陳凱淇
BSC BC & DA

CHAN Yan Yi
陳欣宜
BSC COMPUTER SCI ISA
This experience reinforced that small actions matter and motivated me to continue striving for solutions to poverty in my community.

這次經驗強化了小行動的重要性，並激勵我繼續為社區的貧困問題尋求解決方案。

CHEUNG Sum In
張心妍
BA VISUAL ARTS
This experience deepened my belief in equal learning opportunities and motivated me to work on reducing educational resource gaps.

這次經歷加深了我對平等學習機會的信念，並激勵我致力於縮小教育資源差距。



Books Adoption

Dates: 27, 28 & 29 March, 2025
Time: 3:30pm - 8:30pm
Location: Next to Lucky Indian Store (G/F, Shop No. 7, Montane Mansion, 1026-1028 King's Road, Quarry Bay, HK)

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For enquiries, contact us at: www.rollingbooks.org.hk

Rolling Books
rollingbooks_hk

LEE Ki Him 利其謙
BA VISUAL ARTS
Through this experience, I have gained an understanding of the potential problems faced by many ethnic minorities, children, and their families in society.

通過這次經驗，我能理解社會中許多少數族裔、兒童及其家庭的潛在問題。有關，需要全面和有針對性的應對措施。

GOMES Angelica
BA - ENG
I realized we must look beyond basic necessities to help the poor and contribute to alleviating the cycle of poverty.

我意識到我們必須超越基本需求來幫助窮人，並為減輕貧窮循環做出貢獻。

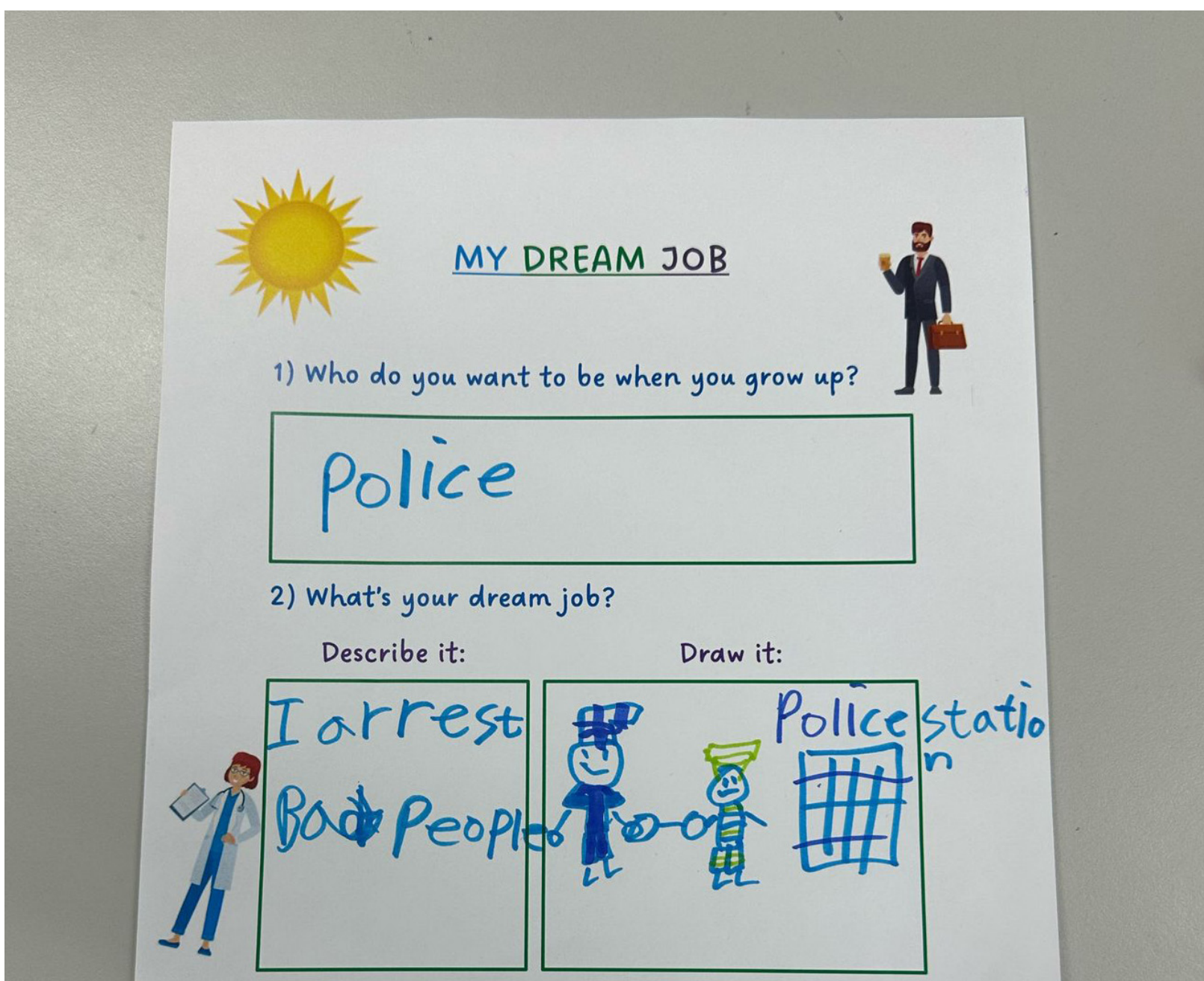
KAUR Manseerat 馬思慧
BA - ENG
This experience made me realize that alleviating poverty requires both government and communal efforts, inspiring me to help more.

這次經驗讓我意識到減輕貧窮需要政府和社區的共同努力，激勵我去幫助更多人。



St. James Settlement Community Centre

聖雅各福群會 社區中心



St. James' Settlement was founded in 1949 by Bishop Ronald Owen Hall of the Sheng Kung Hui. Over the past 70 years, it has grown into a diversified social service organization, providing support to individuals with various needs in the district, including children, youth, adults, the elderly, families, people with disabilities, and marginalized groups in the community.

The Community Development Service, established in 1987, is a neighborhood activity center in Wan Chai managed by professional social workers. In addition to government funding, we receive generous donations from various benefactors, including The Community Chest of Hong Kong, The Hong Kong Jockey Club, Wan Chai District Council, and Oxfam Hong Kong. These contributions enable us to offer more tailored services to the community.

As part of St. James' Settlement, we uphold its mission to provide high-quality, integrated services to individuals with diverse needs in the community. Our goal is to empower people to help themselves and others, fostering an inclusive and harmonious society.

聖雅各福群會於1949年由聖公會何明華會督創立，經過70年的發展，現已成為一間多元化的社會服務機構，為區內不同需要的人士提供服務，對象包括兒童、青少年、成年人、長者、整個家庭、弱能人士及社區上被忽略的社群。

社區發展服務，成立於1987年，是一所由專業社工管理、屬於灣仔坊眾的社區活動中心。除了政府的資助，我們亦得到各方善長的撥款捐輸，其中包括香港公益金、香港賽馬會、灣仔區議會及樂施會等，使我們能為社區提供更多適切的服務。

作為聖雅各福群會的一個服務，我們秉承聖雅各福群會的使命，為社區內不同需要的人士，提供高質素的綜合服務，協助其自助助人，從而建立一個融合、和諧的社會。

So, What's the First Project About?

The project addresses the educational and career challenges faced by ethnic minority students in Hong Kong, who often lack guidance and support. Students organized tutoring sessions and a campus tour at HKBU to provide academic support, career guidance, and exposure to university life.

該項目針對香港少數族裔學生面臨的教育和職業挑戰，他們往往缺乏指導和支持。學生組織了輔導課程和香港浸會大學校園參觀，提供學術支持、職業指導和大學生活體驗。

What About the Second Project?

The project addresses limited career awareness among children from low-income families in Hong Kong. Students conducted a career exploration workshop, using interactive games and AI-generated videos to introduce various professions and inspire goal setting.

該項目針對香港低收入家庭兒童職業認知有限的問題。學生舉辦了一個職業探索工作坊，通過互動遊戲和AI生成的視頻介紹各種職業並激發目標設定。



JUAN-FELIX-PANGESTU

劉明忠

BSC BC & DA

This journey allowed me to revisit challenges as a mentor and advocate, helping others traverse the same difficult paths.

這段旅程讓我以導師和倡導者的身份重新面對挑戰，幫助他人走過同樣的艱難道路。

KHUNAKORNBODINTR Supawit

BSC BC & DA

My first-hand experience showed me how small changes in communication can significantly impact understanding and responses.

我的親身經歷讓我看到溝通中的小改變如何顯著影響理解和回應。

MAO Xiaomeng

毛筱萌

EXCHANGE (MAINLAND)

This experience changed my understanding of poverty, showing it requires systematic interventions beyond financial aid.

這次經歷改變了我對貧困的理解，顯示出它需要超越財政援助的系統性干預。有關，需要全面和有針對性的應對措施。

RANDHAWA Mohgovind Singh

辛格

BBA HUM RES MGNT

Growing up in Hong Kong is different and difficult for an ethnic minority. This made me want to support them.

在香港成長對少數族裔來說是不同且困難的。這讓我更想支持他們。

KREKEL Hanna Maria

EXCHANGE (OVERSEAS)

This service-learning journey helped me see poverty from multiple angles, combining theory and practical experience.

這次服務學習之旅幫助我從多角度看待貧窮，結合理論和實踐經驗。

KUNZE Franziska Ellen Louise

EXCHANGE (OVERSEAS)

Seeing the children's engagement and participation encouraged me to continue to contribute to poverty alleviation in the future.

看到孩子們的參與和投入，激勵我在未來繼續為減貧做出貢獻。

WESJOHANN Julia-Sophie

EXCHANGE (OVERSEAS)

This service-learning project showed me that small, ongoing contributions can make a difference in fighting poverty.

這次服務學習項目讓我明白，小而持續的貢獻可以在對抗貧窮方面產生影響。



Acknowledgements

Children Unique
童珍

Society for Community Organization
香港社區組織協會

The Warehouse Teenage Club
蒲窩青少年中心

**Hong Kong Young Women's
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Jockey Club Western District
Integrated Social Service Centre**
香港基督教女青年會
西環綜合社會服務處

Green@SanHui
綠在新墟

CantoGather
粵講粵叻

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

Food Grace
食德好

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Hong Kong Synod
Martha Ross Lutheran
Community Centre**
路德會包美達社區中心

**The Lok Sin Tong
Benevolent Society, Kowloon**
九龍樂善堂

People Service Centre
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滾動的書

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