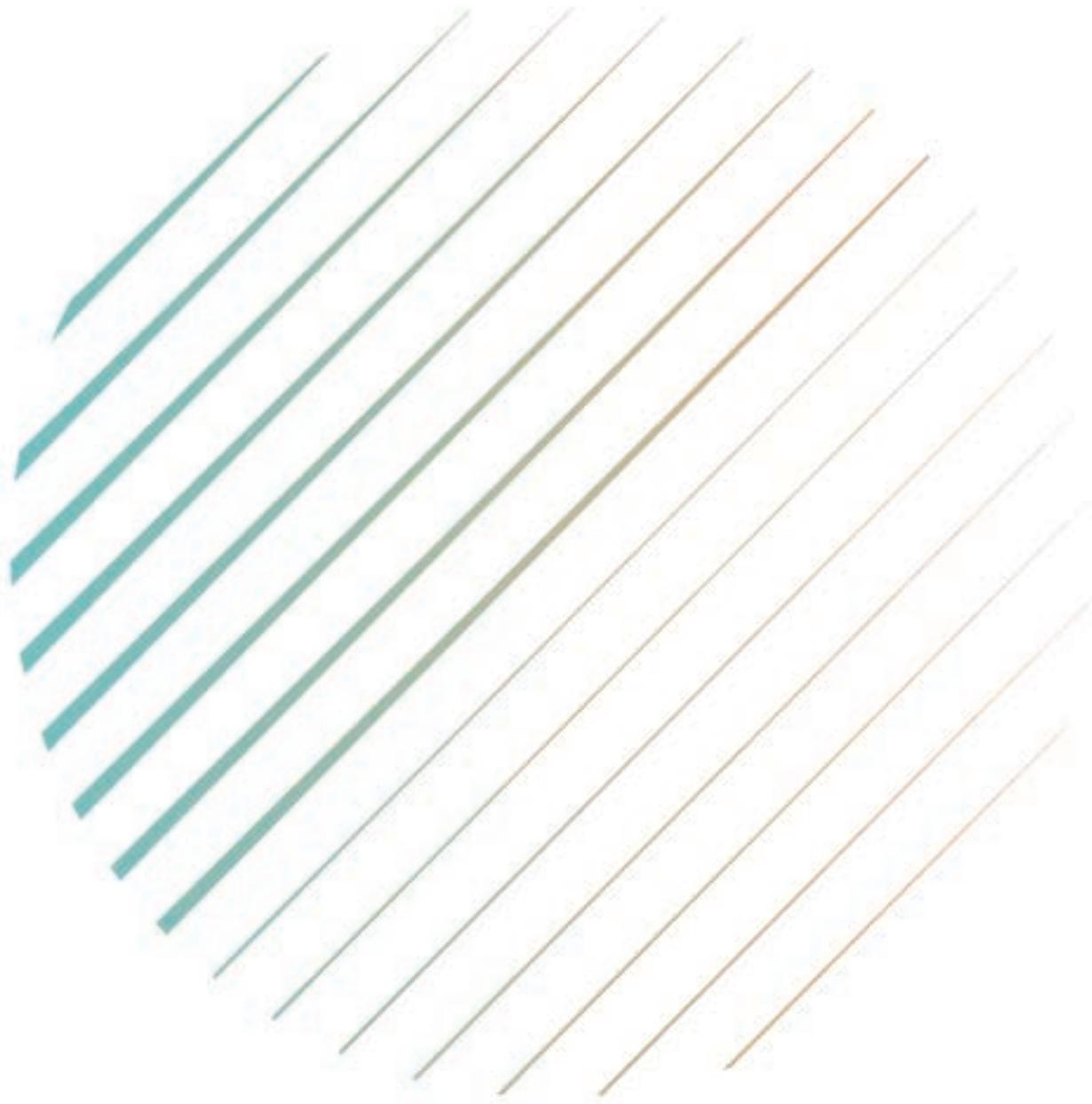


GCAP3076



2021 Hong Kong Baptist University

Service-Learning in Fighting Poverty

Everybody can be great.
Because anybody can serve.

課程簡介

About the course

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 firsthand experience of 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.

本課程旨在透過講座和社區參與，為學生提供探討貧窮問題的機會。在課堂上，教授先介紹不同有關貧窮議題的概念和理論，並概述香港的貧窮狀況。隨後，學生研究扶貧措施的失敗和成功例子，了解這些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，學生直接參與不同的社區計劃，親身探討本港的貧窮問題，並與基層市民互動。學生們以分組形式進行不同的創新項目，旨在紓緩貧窮或促進社會共融，結合學術知識和社區參與的經驗。

通識教育總整服務學習課程

About GE Capstone Service-Learning courses

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.

香港浸會大學的通識教育課程規定所有學生必須完成一個總整課程。在服務學習的課程中，學生與教授運用他們的學術知識和技能，並透過促進創新，回應社區上不同群組的需求。在課程框架下，各個富有意義的服務項目旨在促進人類共同福祉，同時豐富學生的學習經歷和個人成長。

——的話

Message From ...

6 經濟系主任

Head, Department of Economics

7 通識教育處總監

Director, General Education Office

8 創新服務學習中心總監

Director, Centre for Innovative Service-Learning

10 服務學習項目主任

Service-Learning Project Coordinators

12 課程導師

Course Instructor





16項服務項目 16 Service Projects

13 基層家庭相關項目
Projects for Grassroots Families

29 兒童及青少年相關項目
Projects for Children and Teenagers

65 傷健人士相關項目
Projects for the Disabled

73 鳴謝
Acknowledgement

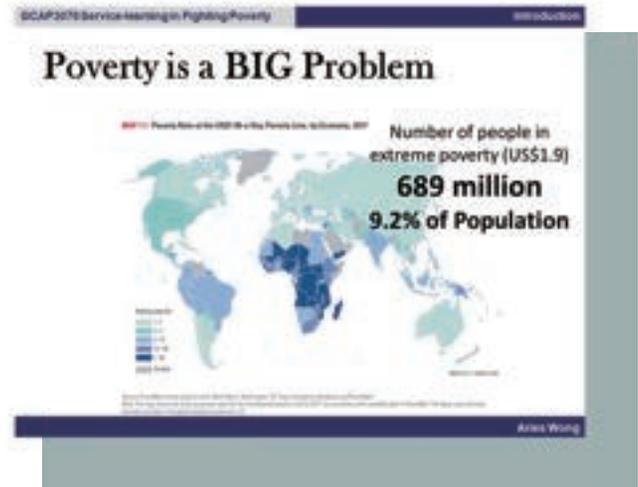


課程時間表

Timeline For the Course

January 一月

關於貧窮的授課
Lectures on Poverty



February – March 二月 - 三月

實地視察及進行服務項目
Site Visits, On-site Service, Service-Learning
Projects





April 四月

報告及分享
Report-back and Sharing



MESSAGE FROM HEAD

DEPARTMENT OF ECONOMICS

經濟系 系主任的話

Congratulations to Dr. Aries Wong and the students for accomplishing these meaningful service-learning projects! One can imagine how much extra effort the supervisors and the students have to put in for implementing the projects under the pandemic. The outcomes are really impressive.

The Department of Economics has offered a service-learning course for a few years, probably before most other departments started to do so. We have experimented with different ways of carrying out service-learning activities, with the belief that students can learn something they can never learn in the classroom. Economics is not just about people's narrowly-defined private interests. Rather, it is about how a society can achieve better socioeconomic outcomes. It is worth the effort if our students can develop a stronger sense of social responsibility after joining the service-learning projects.

The introduction of the capstone course under the General Education programme has allowed us to carry out service-learning activities on a larger scale. We are always happy to collaborate with various parties to enhance the effectiveness of learning. In this regard, we would like to thank all the collaborating parties for designing and offering the service-learning projects. From time to time, the Centre for Innovative Service-Learning has also provided invaluable support, which is gratefully acknowledged. We would like to thank the General Education Office for providing financial support, without which we could not have additional manpower to manage the projects. Running these projects requires extra passion and commitment. We are lucky to have Dr. Aries Wong who took care of the course and oversaw the accomplishment of the projects. Many thanks to Dr. Wong!

祝賀黃健明博士和同學們完成了這些很有意義的服務學習項目！在疫情之下，導師和同學們定必付出了額外的努力，才能落實這些項目，成果令人感到鼓舞！

經濟系提供服務學習課程已經好幾年，比大部分學系推行得更早。我們試驗過以不同方式推行服務學習活動，相信學生從中獲得課室裏不能學到的認知。經濟學處理的不僅是狹窄意義下的私人利益問題，而是關於一個社會如何能夠實現更好的社會經濟成果。能夠讓學生透過參與服務學習項目而培養更強的社會責任感，實在值得我們加倍努力。

在通識教育課程的框架下，總結式課程使我們可以更大規模地進行服務學習活動。我們很高興能與各方合作，提升學生的學習成效。在此，我們要感謝設計和提供學習項目的所有合作夥伴。感激創新服務學習中心不時提供寶貴的幫助，讓項目得以順利完成。我們也感謝通識教育處提供的財政支援，使我們得以增加人手推動項目。當然，推行這些服務學習項目還需要超常的熱情和投入。我們很幸運，黃健明博士願意肩負本課程的事務並監督項目，僅此向黃博士致以萬分謝意！



鄭毓盛教授
Prof. Cheng Yuk Shing

MESSAGE FROM

DIRECTOR

GENERAL EDUCATION OFFICE

通識教育處 總監的話

My wholehearted appreciation goes to Dr. Aries Wong and his students. Working on service-learning projects under the COVID-19 pandemic was an unprecedented challenge. I was not only impressed by their success but also very encouraged and deeply touched to see how highly the community partners appraised our students and how much wisdom was shown in students' own reflections. I also would like to loudly applaud Dr. Wong, who offered such a well-designed course to students, who found the experience valuable, meaningful, inspiring, and unforgettable; it was really mind-blowing to them when they realised that fighting poverty is not about money and that ordinary people can solve big societal problems by taking small steps.

General education is an important component of whole person education. The role of a capstone course in our General Education programme is to serve as the culminating experience, emphasising on interdisciplinarity, teamwork, and experiential learning with substantial community engagement. I was extremely delighted to see that the booklet captured beautifully how these goals have been achieved: students from different major programmes formed a multidisciplinary team to synthesise knowledge from various disciplines to address an important issue faced by the local community.

The projects presented in this booklet are all admirable. I am very proud of the work done by our students and cannot wait to read the booklet next year.

我衷心感謝黃健明博士和他的學生。疫情對服務學習項目帶來前所未有的挑戰，但同學們仍成功完成項目。看到社區合作夥伴對我們學生的高度評價和同學們的深度反思，令我深受鼓舞和感動。在此，我也要為黃博士鼓掌，因為他為學生提供了精心設計的課程，讓他們能從中獲得有價值、意義、啟發性的難忘體驗，亦深刻地了解到紓緩貧窮問題的方法不只是提供資金，並體會到普通市民也可以用踏出一小步的方式以解決社會問題。

通識教育是全人教育的重要組成部分。在浸會大學的通識教育課程中，總結性整合式課程(簡稱為總整課程)為學生提供高層次的學習體驗，着重跨學科、團隊合作和帶有社區參與元素的體驗式學習。我非常樂見這本小冊子展示出由學生組成的跨學科團隊如何綜合不同學科的知識來解決本地社區面對的一些重要問題，從而出色地達成這個學習目標。

這本小冊子介紹的項目全都很值得欣賞。我為我校同學們的付出和成果感到非常自豪，亦期待着明年再次看到更多有意義的項目和分享。



趙崇諾教授
Prof. Chiu Sung Nok

MESSAGE FROM DIRECTOR

CENTRE FOR INNOVATIVE SERVICE-LEARNING

I am thrilled to share the joy encapsulated in this little book that celebrates the work of our students, 16 community partners, our teacher Dr Aries Wong and Project Coordinators Max Cheng and Polly Chow. GCAP3076 Service-Learning in Fighting Poverty is one of the first HKBU's credit-bearing service-learning courses offered as General Education Capstone, in which students "serve and learn" by applying what they have learned in class to address real-world issues through meaningful service projects. Academic service-learning is about structured service and reflection opportunities that are built into the academic curriculum, enabling students to build and enact effective relationships between their academic learning and community service. This course is an exemplar of what service-learning is about.

When this course started, I grasped the invaluable chance to join the first meeting between our students and community partners and was deeply impressed by their passion for social justice and poverty alleviation. After reading this little book, I am further impressed to see how students, through direct contact with service users, reflected on their learning and showed a deeper understanding of the needs and poverty situations of the underprivileged. Re-examining our own assumptions and stereotypes is a crucial step to gain insights into the real situations of those living in poverty, and to cultivate genuine understanding and empathy towards them. I am happy to see how students, through service-learning, demonstrated an understanding of the complexity of poverty; poverty is not just about a "lack of money" but a multidimensional issue where economic, social, cultural and historical factors intersect, one that is deeply entwined with inequalities rooted in class, gender, sexuality, age, ethnicity and nationality.

我很高興跟大家分享這本小冊子所記載的喜悅。它見證了浸大同學、16位社區夥伴、課程導師黃健明博士及項目主任志堅和佩利所付出的努力和成果。GCAP3076 Service-Learning in Fighting Poverty是浸大其中一個最先在通識教育總整課程中推出的帶學分服務學習科目。服務學習是大學正規課程的一部份，讓同學在導師和社區夥伴的帶領下，透過有系統的服務和反思過程，從「服務」中「學習」。在過程中，同學需要運用課堂知識回應社區的問題和需要，進行有意義的項目去連結學習成果和社會服務，並從中促進自己的成長，以及跟不同的社群建立正面和具意義的關係。這課程正正展示了服務學習的精神。

課程剛開始時，我有幸參加了同學和社區夥伴的第一次會面，她/他們對社會公義和扶貧工作的熱誠，令我留下深刻的印象。讀完這小冊子後，我感受到同學通過接觸服務使用者，反思自己的學習，從而更深入地了解弱勢社群的需要和貧窮問題。對貧窮問題複雜性的理解，促使我們重新審視個人的前設和定型觀念，是洞察貧窮社群實際狀況和培養同理心的關鍵一步。貧窮不僅僅是「缺錢」的問題，而是一個涉及經濟、社會、文化和歷史等層面的問題，亦與由階級、性別、性向、年齡、種族和國籍等因素所引起的社會不平等互相交織。

創新服務學習中心 總監的話

The situation has become even more dire as COVID-19 swept the world. As such, attempts to examine and fight poverty require empathy, open-mindedness, interdisciplinary literacy, multiple perspectives and integrated skills, and I am happy to see that our students are able to develop these qualities and competencies through service-learning and apply them to help those in need.

This little book catalogues the many small steps that our students have taken. Whilst many challenges remain, these are powerful small steps that pave the way for us to go from fighting, to ending, poverty.

This is a little book with big hearts.

在疫情的衝擊下，情況變得更加嚴峻，令我們更需要以同理心、開明態度、跨學科素養、多角度思考和綜合技能等特質和能力，去探討和紓緩貧窮問題。我很高興看到浸大同學能夠透過服務學習，培養和展現出這些素質和技能，幫助有需要的人。

小冊子的字裡行間，記錄着同學所踏出的每一小步。前路縱有許多挑戰，但每一小步都能在消除貧窮這漫長道路上，發揮重要的力量。

這本小小的冊子，物輕情意重。



林婉雯博士
Dr. Lisa Lam

MESSAGE FROM SERVICE-LEARNING PROJECT COORDINATOR

Thank you for Dr. Aries Wong and his team's trust. We were able to gain more coordination experience. In this course, students examined poverty issues in Hong Kong through service-learning and community engagement. They applied what they have learned from lectures to support different organisations in driving social service innovation.

Recalling the initial discussion with Dr. Wong, we understand that through establishing close partnerships with different stakeholders in the community, our students can examine society's poverty issues from multiple perspectives. The integration of theories and practice also enriches the content of the entire course. When facing the long-term social problems, it has always been a challenge to understand them thoroughly and to seek viable solutions. With our community partners' coordinations, our students were guided through this seemingly impossible mission. By taking the housing issue as an example, through the support of our community partners, students learnt about the predicaments faced by rooftop residents and subdivided flat tenants as well as to learning more about the struggles of rural residents living in squatter areas in New Territories.

謝謝黃健明博士及其團隊的信任，讓我們能從中獲得更多的協作經驗。是次課程讓同學們透過體驗式學習及社區參與，了解香港的貧窮問題，同時活學活用，運用課堂學習到的知識協助不同機構推進社會服務創新。

回想起當初與黃博士的深入了解後，明白到若能與社區上不同的持份者建立更緊密的夥伴關係，定能深化整體課程的內容，理論和實踐並重，讓同學們從多角度認識社會的貧窮問題。社會問題非一日之寒，建立全面認識和尋持解決方法亦非易事，但有賴社區夥伴的協助，為這不可能的任務引路。以住屋問題為例，通過不同地區社區夥伴的支持，同學們一方面了解市區的天台戶和劏房戶所面對的困境，另一方面認識到新界地區寮屋住戶生活上面對的種種難題。

服務學習項目主任的話

We are also thankful that our students have maintained positive attitude throughout the service learning process. Even in the face of difficulties, they brainstormed ideas and sought appropriate solutions that closely met the needs of service users proactively. Complementing one another's strengths, team members worked effectively to complete the collaborative service-learning projects. We hope students will see this experience as a milestone, make good use of this opportunity to learn more about the challenges faced by the underprivileged and be inspired to make a difference in their respective fields and positions in the future.

With the full support and coordination of our community partners, students have gained diversified experiences. Our community partners have provided unconditional assistance in response to students' specific questions about the subject matter, enabling smooth completion of the service-learning projects. Look forward to contributing to poverty alleviation and other social problems with our students and community partners again!

感謝同學們在整個體驗學習過程中抱著正面態度，既使遇到問題，也能積極地思考和尋找最適合的處理方法，確切了解服務對象的真正需要，組員間能發揮所長，共同完成服務學習項目。希望各位同學能藉此機會，明瞭社會上基層市民所面對的問題，讓此經驗成為人生學習一個里程碑，他日即使在不同領域或崗位亦能有所作為。

整個體驗學習過程中，在社區夥伴的鼎力支持和協調下，同學們獲得截然不同的體驗。社區夥伴按各同學所面對的研習問題給予了許多支援，令到服務學習項目得以順利完成。期待下一次再有機會參與其中，再次集結學生及社區夥伴，為解決貧窮和其他社會問題出一分力！



鄭志堅
Max Cheng



周佩利
Polly Chow

MESSAGE FROM COURSE INSTRUCTOR

課程導師的話

It is the best of time, it is the worst of time. Needless to say, the pandemic has posed a great challenge to service-learning. Community engagement is largely constrained by social distancing and other restrictive measures. The pandemic, however, also highlights the difficult situation of the underprivileged and thus provides a unique opportunity for students to understand the poverty issue in Hong Kong.

Amid this challenging backdrop, it is amazing to see how students from different disciplines apply diverse sets of knowledge and skills in their service-learning projects. Having said that, the service-learning process is not always plain sailing. A visit to the University required more approvals and thus took more time than planned, and participants did not respond as expected in some cases while over-responded in others. "Failures" are not uncommon in service-learning. Experiencing and learning from failures, however, are unique and important features of experiential learning.

It is my pleasure to be the instructor of this course, but to manage a course with 16 service-learning projects is something far beyond my capacity. Enormous efforts of Max and Polly in community partner liaison, service-learning projects coordination and consultation are indispensable to the success of this course. The course also received great support from colleagues at the Department of Economics, General Education Office and Centre of Innovative Service-learning. Of course, all these projects are only empty dreams without the opportunities offered by our community partners. I would like to take this chance to express my gratitude to all working partners.

The journey of a thousand miles begins with one step. The course encourages students to keep their feet on the ground and take small steps to help others. We should never give up and keep fighting for small changes!

這是最好的時代，也是最壞的時代。疫情對服務學習帶來了巨大挑戰，參與社區的活動受到社交距離等措施的很大限制。然而，疫情卻也突顯了弱勢社群的困境，為學生提供了一個了解香港貧窮問題的寶貴機會。

在種種的挑戰下，不同學科的學生應用多元的知識和技能來完成了他們的服務學習項目，的確是非常了不起的事情。話雖如此，服務學習的過程並非總是一帆風順。參觀大學的活動需要較預期更長的申請時間、參與者有時不太投入、有時卻過度活躍，「失敗」在服務學習中是家常便飯，但從失敗中學習正是體驗式學習的獨特和重要元素。

我非常高興能夠擔任此課程的導師，不過要管理一個同時進行 16 個服務學習項目的課程實在遠超我個人能力所及。是次課程的成功，實在有賴各方的努力和支持。志堅和佩利在協助聯絡社區合作夥伴、協調服務學習項目和提供意見等各方面都有著巨大貢獻。課程也有幸獲得經濟系、通識教育處和創新服務學習中心各同事的大力支持。如果沒有社區合作夥伴提供的機會，這些服務學習項目當然也只能是空中樓閣。我希望藉此機會向所有同事和合作夥伴表示衷心的感謝。

千里之行，始於一步。這課程鼓勵學生腳踏實地，為幫助他人而踏出一小步。讓我們永不言棄，努力為微小的改變而奮鬥！



黃健明博士
Dr. Aries Wong

基層家庭相關項目

PROJECTS FOR GRASSROOTS FAMILIES

Poverty has been a persistent issue in Hong Kong. Poor living conditions, living in remote areas and digital exclusion are some of the problems faced by grassroots families. Understanding the actual needs of grassroots families and offering smart solutions can be more effective than simply providing financial assistance.

在香港這個發達城市，貧窮仍然無處不在。生活條件差、居住在偏遠地區和數位差距都是草根家庭面臨的問題。了解基層家庭的實際需求，並提供明智的解決方案，比起只是提供經濟援助更為有效。

食德好 Food Grace



紓緩貧窮很多時需要的是精巧的構思，而不是額外的資源。對於低收入家庭來說，花費在食物上的開支造成了沉重的負擔。另一方面，香港的食物浪費問題嚴重。透過與食德好合作，學生幫忙從街市收集剩餘蔬菜，並將其重新分配給低收入家庭。為了更廣泛地提供服務和增加服務範圍，團隊還善用科技，提出運用流動應用程式和網上訂購表格等新想法。

In many cases, poverty alleviation requires smart ideas rather than additional resources. Expenditure on food can be a heavy burden for low-income families. On the other hand, food waste is a serious problem in Hong Kong. Partnering with Food Grace, students participated in collecting leftover vegetables from wet markets and redistributing them to low-income families. The team also came up with an idea to improve the availability and scope of its service with technology, including mobile app and online ordering form.



社區合作伙伴的話

Message from Community Partner



HKBU students obtained a valuable experience through this service-learning project. During the food rescuing activities, they gained a new perspective on the problem of food waste in Hong Kong. Tonnes of edible food is wasted in our society, which prompted them to develop ways to rescue more food and bring more benefits to service users. Sharing experience and exchanging opinions with students have also brought lots of inspiration to our work. Furthermore, the students' sincere efforts and dedication were reflected in the smiles and appreciation from service users. As discussed, we hope that we can expand our service in the coming future.

浸大同學透過服務學習項目，實地了解香港的食物浪費問題，亦親身接觸到受患者，可謂一個難得的學習體驗。三位學生身體力行前往於大埔的街市回收過剩的食物，在過程中他們均發現香港每天浪費的食物數量龐大，而且其中不少被浪費的食物其實是原好且可食用的。此體驗激發了他們思考如何能將這減廢回收項目更有效地惠及更多社會階層，當中與他們的意見交流也對我們的工作帶來裨益。此外，我們的服務對象在看見同學為他們送上食物及問候時亦露出真摯的笑容，故我們相信同學的用心及付出是大家都有目共睹的。



Mr. William Wong
項目主任
Project Officer

學生感想

Reflection of Student

這次服務學習經驗除了讓我有機會親身探討有關貧窮的議題外，還改變了我的日常生活習慣。現在我知道剩餘蔬菜和食物仍具食用價值，所以日後烹飪時我會保留蔬菜的外層菜葉。我還了解到許多食品即使過了最佳食用期，但仍然可以食用。

Other than offering a firsthand experience in exploring an issue related to poverty, the service-learning experience has changed my habits in daily life. Knowing the value of leftover vegetables and food, I will keep the outer layers of vegetables in my future cooking. I also learnt that a lot of food can still be consumed after the "best before" date.

TAM Chiu Kit 譚超傑

BBA, Human Resources Management
Concentration





當我最初接觸一些年輕的服務使用者時，我心裏認為他們應該去找工作機會而不是尋求幫助。但後來我得知他們當中有不少人都患有各種疾病，因而無法工作。這個經歷使我意識到許多需要幫助的人被誤解了。我們應嘗試理解他們的情況並接納他們。

When I first encountered some young service users, I thought they should find a job instead of seeking help. However, I later learnt that most of them were suffering from different kinds of disease and may not be able to work. This experience made me realise that many people who need help have been misunderstood. Instead of making assumptions and judgments, we should try to understand their situations and accept them.

TANG Nga Wai 鄧雅蕙
BBA, Human Resources Management
Concentration

根據聯合國的資料，全世界每年浪費的食物多達13億噸。透過是次服務學習經驗，我明白到根本沒有剩餘食物這回事。

According to the United Nations, 1.3 billion tonnes of food produced worldwide is wasted each year. Through this service-learning experience, I understand that there is no such thing as leftovers.

WONG Lik Hin 黃力齋
BBA, Entrepreneurship Concentration





維修香港

Fixing HK

維修
香港

Poor living condition is one of the problems faced by the underprivileged. Together with Fixing Hong Kong, students visited residents living in To Kwa Wan to understand their needs and improved their living environment by "fixing" the rooftop. To provide the residents with a sustainable public space at the rooftop, the team also prepared notices and slogans to remind both residents and visitors to keep the space tidy and clean.

惡劣的生活條件是弱勢社群要面對的問題之一。學生與維修香港一起探訪了土瓜灣居民，了解他們的需求後，「修復」大廈的天台以改善他們的居住環境。為了向居民提供可持續的公共空間，團隊還準備了告示和標語，提醒居民和遊客保持天台整潔和衛生。

社區合作伙伴的話

Message from Community Partner

The students were presented with a challenge: mobilise grassroots residents in a half-century old building to maintain the public hygiene of the common staircase and rooftop.

With backgrounds in computer science, engineering, business and multimedia production, these students never had any community work training. In fact, this autonomous project was a huge leap from their previous passive engagements like Flag Day or one-time visit.

They fully dedicated themselves in this one and a half months, from going door-to-door to engage strangers, collecting residents' opinions, to motivating them to take actions and finally realising the plan together. During the process, they overcame numerous obstacles including the initial cold-shoulders, differences of opinion, language barriers, sudden commencement of urban renewal project, etc. Through tackling each of the unexpected obstacles, the youngsters developed stronger capabilities and equipped themselves with new resources and tools. It was such an honor to witness their growth and it has been a delight to see their plan creating real change in the residents' well-being.

我們給予同學一個很大的挑戰：接觸舊區一幢唐樓的基層街坊，並鼓勵街坊一起為公共空間的衛生出一分力。

幾位來自電腦、工程、商業、媒體製作等學系的年青人均沒有社區工作背景。由以往賣旗和探訪這些相對被動的參與模式，一下子提升到完全自主地規劃項目，他們展示的勇氣和擔當實在值得欣賞。

在整整兩個月期間，他們全情投入，由最初「洗樓」接觸居民、收集街坊意見、動員他們參與，到最後一起落手落腳實現計劃。縱然過程中面對過居民冷漠的態度、想法分歧、語言隔閡、大廈突然宣佈收購重建等狀況，他們都努力想辦法去克服，跨過重重難關，並在在短時間內提升各方面的能力。欣賞一班年青人的努力，也欣喜能見證他們的成長。



梁敬生先生
Mr. Leung King Sang, Max
維修香港成員
Member of Fixing HK



學生感想

Reflection of Student

在加入維修香港之前，我從未到過土瓜灣。是次服務學習項目讓我有機會認識不同背景的人，例如住在頂樓的唐氏一家、少數族裔成員Pia、沒有經濟能力的獨居老人容婆婆。

Before joining Fixing HK, I have never been to To Kwa Wan. The service-learning project provided me with an opportunity to meet people of different backgrounds. For example, I met the Tong's family living in rooftop housing, Pia who is an ethnic minority member in Hong Kong, and also Yung Popo, an economically inactive elderly living alone.

AU Ho Yee Chloe 區可頤
BCOMM, Film and Television Concentration

這次服務學習的經歷豐富了我的大學生活，也是我第一次提出並實施一個社區項目。過程中，我們需要花很多時間和精力跟居民溝通。雖然過程充滿挑戰，但與居民的緊密互動推動我們改善他們的居住環境。現在我對自己目前擁有的一切心懷感恩。

The service-learning experience enriched my university life a lot. This was the first time I proposed and implemented a project for the community. It has not been easy as we had to spend a lot of time and effort in communicating with the residents. This close interaction with the residents, however, motivated us to improve their living environment. Last but not least, I feel blessed for what I have today.

CHAU Chun Po 周俊甫
BBA, Human Resources Management Concentration



今次的親身體驗比起從互聯網上看到的貧窮數字和統計數據令我印象深刻得多。我們探訪了弱勢社群，包括南亞裔人士、獨居老人、低收入家庭，甚至是住在唐樓或劏房的清潔工人。這些交流讓我體會到同理心的重要性。

What I experienced was way more profound than the poverty figures and statistics on the internet. We visited vulnerable groups in society, including South Asians, elderly living alone, low-income families and even cleaners living in tenement buildings or subdivided flats. These visits highlighted to me the importance of empathy.

CHENG Chu Tak 鄭曙德
BBA, Finance Concentration

我從服務學習項目中學到「聆聽」的重要性。最初我們打算好好裝飾天台，為居民提供一個自由舒適的公共空間。但是與居民深入交流之後，我們了解到原來他們擔心精美的裝修反而會吸引更多遊客到訪或使用空間，從而帶來更大的不便。這個經歷提醒我溝通和積極聆聽的重要性。

The most important thing I learnt from the service-learning project is the significance of "listening". Initially, we intended to decorate the rooftop very well in order to provide residents with a free and comfortable common area. However, after some in-depth communication with the residents, we were aware that they actually worried about how a well-decorated rooftop may attract even more visitors and caused greater inconvenience to them. This experience reminded me of the importance of effective communication and active listening.

TANG Chun Hin Scott 唐俊軒
Computer Science, Information Systems and
Analytics Concentrations





香港社區組織協會 Society for Community Organization

香港特別行政區政府發布的《香港貧窮情況報告》顯示，新移民的貧窮率達到34%，而新移民婦女的就業率也相對較低。為了提高她們在職場上的競爭力並促進共融，團隊與香港社區組織協會合作，為新移民婦女舉辦一系列工作坊，教授重要的電腦知識和技能

According to the "Hong Kong Poverty Situation Report" published by the HKSAR Government, the poverty rate of new immigrants reached 34%, while the employment rate of new immigrant women was relatively low. To increase their competitiveness in job seeking and promote inclusion, the team worked together with Society for Community Organization (SoCO) to equip new immigrant women with essential computer knowledge and skills through a series of workshops.

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



This is the second year we have cooperated with students from the Department of Economics, but this time with a different group of service users. Through the service-learning programme this year, two students conducted computer lessons for underprivileged women at our Centre in Sham Shui Po, teaching them how to receive and send emails, use Google Translate to support their children's English learning, use Google Maps and basic word processing applications. Acquiring computer knowledge not only helps them enter the job market in the future, but enables them to assist their children in English learning at home.

The essence of service-learning lies in applying knowledge from lectures to contribute to the community, while getting inspired and reflective in the process, benefiting both the students and service users. Despite the biases against new immigrants in society, the students realised through activities and interactions that these women are ordinary mothers after all. Even though they were at a disadvantaged position, they work hard for their families and wish to blend into Hong Kong society. They hope to gain acceptance, as they have considered Hong Kong their home since the day they decided to immigrate.

今年是第二年本會與經濟學系的同學合作，服務對象亦有別於去年接觸的貧窮兒童。透過今年的服務學習課堂協作計劃，兩位同學到本會位於深水埗的中心為基層婦女提供電腦班，教她們收發電郵、用谷歌翻譯協助小朋友學習英文、用谷歌地圖和簡單的文字檔案應用。學習相關電腦知識除了可幫助基層媽媽們將來投入就業市場外，亦可讓她們在家中協助小朋友學習英語。

服務學習的精髓在於運用課堂所學貢獻社區，同時透過服務過程得到啟發和省思，無論對學生或是服務對象來說都有「互惠」之功效。雖然社會上對新移民存有偏見，但同學們在活動中通過與新移民媽媽點點滴滴的相處，發現她們也是為了家庭默默付出的普通母親，即使身處貧寒卻仍努力向上和融入香港社會，也希望社會可接納她們，因為從她們決定移民的那天起，已視香港為家。

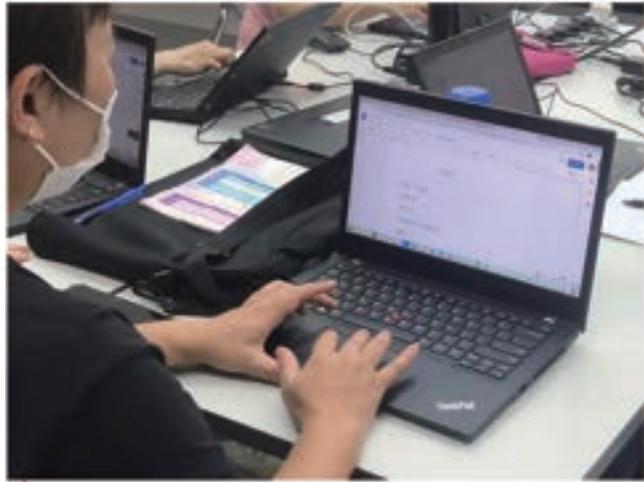
學生感想 Reflection of Student



從前我沒有意識到在香港這個富裕城市裏，貧窮問題仍如此嚴重，而這課程加深了我對香港貧窮狀況的理解。對我來說，新移民要面對的貧窮問題是有點難以想像的。今次的服務學習經歷使我更關注和了解與大多數人息息相關的貧窮議題。

This course reshaped my understanding of the poverty situation in Hong Kong, as I was previously unaware that the poverty situation can be so serious in a rich city like Hong Kong. I was overwhelmed by the poverty issues faced by new immigrants. The service-learning project allowed me an opportunity to learn more about the issue of poverty that most of us may have overlooked.

CHAN Chun Kit Jacky 陳俊傑
BSc, Chemistry



這課程對我來說很有意義。雖然我們從小學起就接觸過貧窮這課題，卻很少有機會在現實生活中探討它。或許我們所做的不算是很大的貢獻，但我知道我們舉辦的工作坊確實幫助了有需要的人，當中有些參與者甚至發感謝卡給我。這次的體驗式學習促使我思考如何利用自己的能力和努力，哪怕是看似微不足道的小事，為他人的生活帶來積極影響。

The course is very meaningful to me. Poverty is a topic that we have been learning about since primary school, but we seldom have a chance to examine it in real life situations. What we have done was not particularly great, but I saw how the workshops really helped the needy and some of them even sent me thank you letters. This experiential learning activity prompted me to reflect on how I can make use of my ability and effort, however little, to bring huge impact on others.

MA Chung Yan 馬頌茵
BBA, Marketing Concentration





仁愛堂屯子圍新慶村青磚圍 鄉郊社區服務中心

Yan Oi Tong Tuen Tsz Wai / San Hing Tsuen Tsing
Chuen Wai Rural Community Service Centre

偏遠鄉郊地區的貧窮問題往往比起市區的情況受到較少關注。學生與位於屯門的仁愛堂屯子圍新慶村青磚圍鄉郊社區服務中心合作，為偏遠地區的居民提供服務。團隊還建議利用口述歷史來提高公眾對鄉郊貧窮的關注。

Poverty in remote rural areas is often less visible. Partnering with Yan Oi Tong Tuen Tsz Wai / San Hing Tsuen Tsing Chuen Wai Rural Community Service Centre in Tuen Mun, students participated in the service provided to residents living in remote areas. The team proposed using oral history to enhance public awareness of poverty in rural areas.

社區合作伙伴的話

Message from Community Partner

With the on-going pandemic, people of different classes have been faced with all kinds of challenges. After almost one year, our Centre has gradually found a balance between guarding against the virus and providing appropriate services to residents. Yet, given the short timeframe of their internship, things were even more difficult for the students.

Our Centre mainly provides services to rural residents, improving their quality of life through integrating resources. Each year, social work students from different institutions did their internship at our Centre and conducted different kinds of group activities. Unlike social work students who might have felt burdened with the responsibility of leading groups, the students majoring in Computer Science have exhibited a curious and exploratory attitude when showing concern for the housing and economic conditions of rural residents. I hope the students would maintain this sensitivity to the needs of the underprivileged, and care for the needs of varied social groups after graduation.

疫情持續下，社會不同階層都面對着各項的挑戰。這一年期間，中心在防疫同時提供適切服務予街坊漸取得平衡，然而同學在短時限下進行實習就更顯困難。中心主要為鄉郊居民提供服務，整合資源為基層街坊改善生活。每年都有來自不同院校的社工學生來實習，推行各類形的小組活動。今次來自computer science學系的同學沒有如社工學生般背負着開小組的壓力，反而抱着求知和探究的心態，關注鄉郊居民住屋及經濟的情況。希望同學保持着對基層需要的敏感度，畢業後在不同領域關心不同群體的需要。



陳詩嘉女士
Ms. Chan Sze Ka
社工幹事

學生感想 Reflection of Student



課程讓我有機會探討香港的貧窮問題，帶來了難忘的經歷。參與計劃前，我未能很透徹地理解教授在課堂上講解的貧窮狀況。經過與偏遠鄉郊地區的基層人士互動後，我現在更清楚地理解這些問題。

This course gave me an unforgettable experience in exploring the issue of poverty in Hong Kong. Prior to taking this course, it was difficult for me to thoroughly understand the situation when teachers introduced poverty problems in Hong Kong. Now that I have had the chance to interact with underprivileged people living in remote rural areas, I gained a better understanding of these issues.

LAM Tak Hei 林德熙
Computer Science, Information Systems
and Analytics Concentration

我很感恩可以為紓解貧窮出一分力。這次經歷擴闊我的視野，使我明白到普通市民也可以在消除貧窮方面發揮着重要作用。

I am grateful that we could lend a helping hand to the community in tackling poverty. The experience also broadened my horizons, allowing me to recognise how ordinary citizens can also play a role in combating poverty.

CHENG Yiu Sun 鄭耀森
Computer Science, Information Systems
and Analytics Concentration and Data
and Media Communication
Concentration



兒童及青少年相關項目

PROJECTS FOR CHILDREN AND TEENAGERS

Intergenerational poverty is an issue that has attracted widespread attention in the community. It is not easy for children and teenagers from grassroots families to break the cycle of poverty. Helping the disadvantaged children and teenagers to acquire equal opportunities for development is the key to poverty alleviation in the long run.

跨代貧窮是社會廣泛關注的問題。對來自草根家庭的兒童和青少年來說，要打破跨代貧窮的惡性循環並非易事。長遠而言，幫助弱勢兒童和青少年爭取平等的發展機會，將會是減輕貧窮問題的關鍵。



加油音樂

While music can connect everyone, the opportunities for children from grassroots families to learn music can be limited due to poverty. Students were tasked with raising public awareness of a number of programmes and activities offered by Addoilmusic to support underprivileged children to learn music. Through brochures and Instagram posts, the team helped promote a series of learning opportunities at Addoilmusic, including Pop Music Ensemble Band Training, Lyrics Co-Writing Workshop and Speed Jam.

音樂可以聯繫每一個人，但基層家庭的孩子卻因為家境貧窮而較少有機會學習音樂。加油音樂提供各類的計劃和活動，旨在支持基層兒童學習音樂。為了提升公眾對加油音樂的認識，學生透過宣傳單張和Instagram帖文，推廣加油音樂所提供的一系列學習機會，包括流行曲樂團訓練、集體填詞工作坊和極速合奏。

社區合作伙伴的話 Message from Community Partner

葉彩霞女士
Ms. Kitty Yip
加油音樂共同創辦人
Co-founder of Addoilmusic



Established in 2013, Addoilmusic is the first social enterprise in Hong Kong that aims to promote music-making. Through providing innovative musical experiences and professional music production services, it offers on-the-job training for young music talents, as well as opportunities for underprivileged children to learn music for free.

Under the pandemic this year, we are glad to have met a group of students from HKBU School of Business, who explored with us how to use tools like technology, social media or the internet to introduce Addoilmusic to more enterprises and schools. We hope to serve the community with music, providing music and creative education to more underprivileged children with a passion for music.

Throughout the project, the students proactively raised questions and brainstormed ideas from the perspectives of different stakeholders and underprivileged children. They applied what they learnt from school to develop various promotion strategies and content for publicity materials, hoping to benefit more underprivileged children in need. This was very precious indeed.

We look forward to more future collaboration with HKBU School of Business. By connecting different expertise to offer diverse music and creative education to underprivileged children, we may bring greater love and hope to society.

加油音樂成立於2013年，是香港首間致力推廣玩音樂和創作音樂的社企，透過嶄新的音樂體驗及專業音樂製作服務，為有潛質的年青音樂人提供專業在職培訓，為基層兒童提供免費學音樂的機會。

今年疫情下，我們好高興與認識到一班來自浸會大學商學院的實習同學，一起探索如何運用科技、數碼媒體、互聯網等工具，讓更多企業、學校認識加油音樂，一同用音樂服務社區，讓更多熱愛音樂的基層兒童可以獲得嶄新的音樂及創意教育。

同學們在過程中積極發問，認真代入不同持分者及基層兒童的角度，發揮他們所學，思考設計不同的有效推廣方式、宣傳內容，務求令更多有需要的基層兒童受惠，實在難得。

我們十分期待與浸會大學商學院繼續合作，連繫不同的專業為基層兒童提供更多元的音樂及創意教育，為社會帶來更多愛與希望。



修讀這個課程前，貧窮問題對我而言只是一個受公眾關注的熱門議題，與我的生活沒有太密切的關係。今次的體驗令我了解到問題的嚴重性，而單靠捐款或許不是解決問題的最佳方法。相反，傳授知識和技能可能更為有效。

Before enrolling in this course, the issue of poverty was to me just a heated topic among the public and something distanced from my life. After this experience, I recognised that it is a serious problem and simply donating money to the needy may not be the best way to solve it. Instead, imparting knowledge and skills can be more effective.

CHEN Yihua 陳漪樺
BBA, Accounting Concentration

起初得知要與加油音樂合作時，我有點擔心自己是否有能力為項目作出貢獻，因為我對演奏音樂這方面沒有認識。幸好，我對市場營銷方面的知識讓我可以為團隊作出貢獻，構思辦法令公眾進一步認識加油音樂為基層兒童所提供的學習機會。

When I learnt that the community partner I was going to work with was Addoilmusic, I was quite worried and concerned about what I could contribute as I have no knowledge in playing music. To my relief, I soon found that my knowledge in Marketing enabled me to make a great contribution to promote public awareness of the learning opportunities Addoilmusic offers to underprivileged children.

KWOK Chun Ting 郭晉廷
BBA, Marketing Concentration





音樂是我生活中很重要的一部分，而我一直希望用音樂感染他人。參與這個項目前，我不太理解音樂與貧窮之間的關係。是次的服務學習體驗使我了解到音樂如何有助減輕貧困。

Music is an important part of my life and I have always wished to use it to influence other people. Before this project, I had no idea how music and poverty could be related. The service-learning experience at Addoilmusic allowed me to understand how music can contribute to poverty alleviation.

LI Kin Fung Calvin 李建鋒

BBA, Applied Economics Concentration

這個課程讓我更深入了解香港的貧窮問題。真的難以想像，香港作為一個高度發達的城市和國際金融中心，嚴重的貧窮問題仍然存在。在未來的日子裏，我們應在能力範圍內盡力幫助有需要的人。

I gained a better understanding about poverty issues in Hong Kong from the course. It is indeed surprising that Hong Kong, a very well-developed city and one of the greatest international finance centres in the world, is still beset with such serious poverty issues. We should try our best to help those in need when we are capable of doing so someday.

TSUI Chun Lok 徐俊諾

BBA, Marketing Concentration



這次服務學習項目使我親身領略到學習的機會並非必然。加油音樂的學生很多來自基層家庭，難以負擔購買樂器的費用。這個學期有機會了解到如何紓緩貧窮問題，實在是一個難得的學習經驗。

Through our service-learning project, I gained the firsthand experience of how the opportunity to learn is not equally accessible to all and that we should not take it for granted. Many students at Addoilmusic came from underprivileged families and they could not even afford to buy musical instruments. Learning how to fight poverty has been a remarkable learning experience for me this semester.

YU Wing Ki Andy 余永麒

BA, Chinese Language and Literature
with Diploma of Education



民社服務中心

People Service Centre



民社服務中心 假日網上課堂

主題: 我是誰



Sham Shui Po is one of the "poorest" districts in Hong Kong, with the second lowest median household income. Partnering with the People Service Centre, students designed and delivered online lessons on community expression for grassroots children. Through games and exploration, the team aimed to build children's self-confidence and develop their interpersonal skills.

深水埗是香港最「貧窮」的地區之一，家庭收入中位數在全港18區排列倒數第二低。學生與民社服務中心合作，為基層兒童設計並提供網上課程。透過遊戲和探索活動，團隊希望建立孩子的自信心並發展他們的人際交往技巧。

關於社區合作伙伴 About Community Partner



中心致力透過凝聚社會力量、促進居民互助及倡議社會政策制訂，為貧困家庭帶來關懷、改變與希望。我們期望推動社會改革，建立一個平等、公義的社會。



在這次計劃中，浸大同學幫忙為中心兒童設計及舉辦活動。在過程中，他們展現出滿滿的熱誠及責任感，同時具高應變能力，能就改變作出相關調整。

The Centre strives to bring care, change and hope to grassroots families through promoting social unity and neighbourhood mutual help, and advocating the formulation of social policies. We hope to promote social reforms to build an equal and just society.

Joanne 姐姐的自畫像



During the project, HKBU students designed and conducted activities for children at our Centre. In the process, they showed great enthusiasm and a sense of responsibility. At the same time, they were highly adaptable and adjusted accordingly as plans changed.

學生感想 Reflection of Students



作為學生，我們未必擁有很多金錢和資源以消除貧窮。但只要我們花多一點心機，仍然可以為我們的社區帶來正面的改變。由自己做起，盡力幫助身邊的人！

As students, we may not have much money and resources to eradicate poverty. Nonetheless, a little effort can still bring positive changes to our community. Starting with ourselves, we can help people around us!

YUEN Ka Yan 袁嘉欣
BBA, Finance Concentration

在服務學習項目中，與弱勢兒童的互動大大地增進了我對他們的理解。貧窮兒童往往被定型為自卑的人，但從觀察可見，基層家庭的孩子們在網上課堂表現投入，積極主動地參與課堂。這說明弱勢兒童也可以充滿正能量和自信！

The interaction with underprivileged children in the service-learning project greatly improved my understanding of them. Underprivileged children are often stereotyped as people with low self-esteem. On the contrary, as we observed, the children from grassroots families were active and responsive during the online class. They can also be very positive and self-confident!

WONG Ki Yuen 王己玄
BBA, Finance Concentration



聖雅各福群會

漁灣樂友里

St. James' Settlement -
Joyful Yue Wan
Community Support Project

新屋邨社區支援計劃



Students participating in this project helped the newly relocated underprivileged children in Yue Wan Estate. Knowing that most children have just joined new schools and community, the team offered homework support sessions and prepared games for the children to cope with their academic challenges and make new friends.

在此項目中，學生為剛遷入漁灣邨的基層兒童提供協助。為幫助他們適應新學校和社區，團隊提供功課輔導班，並以遊戲方式，助他們應對學業上的挑戰並結識新朋友。

社區合作伙伴的話

Message from Community Partner

Under the sponsorship of the Community Investment and Inclusion Fund, St. James' Settlement launched the three-year New Estate Community Support Scheme, providing community support services for newly relocated residents in Yue Wan Estate. We are glad to have the opportunity to collaborate with the Department of Economics of HKBU, arranging students to provide services at our organisation.

Among our service users, most of them are low-income residents who have waited many years before they were allocated public renting housing flats. Quite a number of residents, therefore, had to leave their own district and lost support from the community network already established. On the one hand, public housing provides the "hardware" for these underprivileged residents. On the other hand, social workers play a role in assisting them build their "software" by offering relocation support services, introducing residents to the community, and reestablishing community networks. The aim was to enable these newly relocated residents to adapt to the neighbourhood and support each other.

In this service-learning experience, students gained insights into the typical flow of social service provision, from planning, implementation to improvement of services. The homework support sessions and activities the students planned not only provided a chance for the underprivileged children to know each other and adapt to a new life, but also supplemented their online learning. Through interacting with underprivileged groups, students developed a better understanding of people from different social classes.

聖雅各福群會受社區投資共享基金資助，推行為期三年「漁樂友里」新屋邨社區支援計劃，為漁灣邨新入伙居民提供社區支援服務。今次很高興有機會與香港浸會大學經濟學系合作，讓學生在機構內進行服務。我們接觸的服務使用者中，大部分都是輪候多年才獲編配公屋的基層住戶，不少住戶因而需要離開原本居住的地區，失去原有社區網絡支援。公屋為基層住戶提供「硬件」，而社工隊的角色則是協助基層住戶建立其「軟件」：提供入伙支援服務、協助住戶認識社區、重新建立社區網絡，以至住戶能真正在區內落地生根，互相支援。

本次服務學習中，學生初嘗了服務的流程：體驗了構思、實踐、以至改良的過程。同學設計的功課輔導班及遊戲活動，不但讓新入伙的基層兒童有機會互相認識，適應新生活，亦能補足當時基層兒童只能上網課的情況。透過與基層社群的接觸，同學對社會不同階層人士有多一份了解。



張樂淇女士
Ms Jacqueline Cheung
社會工作者
Social Worker



學生感想

Reflection of Students

我學會了從多個角度思考。課堂上的討論讓我有機會與同學交流看法。透過與基層兒童的溝通，我也獲得有關貧窮問題的見解。過程中獲得的技能和經驗將一生受用！

I have learnt to think from multiple perspectives. The discussions during lectures provided an opportunity for me to exchange views with my classmates. I also developed insights through the communication with the underprivileged children. These skills and experiences will be useful for life!

WONG Hei Man 黃希雯
BCOMM, Advertising and
Branding Concentration



這次服務學習的經歷令我體會到社交互動的重要性，尤其是對剛搬遷到新社區的基層兒童而言。然而，在疫情影響下，社交的機會變得有限。由於之前的網上教學安排，所以兩位原本同班的女孩素未謀面。這也令我明白到貧窮不只涉及缺乏收入的問題。

The service-learning experience helped me recognise the importance of social interaction, particularly for the underprivileged children recently relocated to a new community. Yet, the opportunities to socialise have become limited under the circumstances of the pandemic. For example, two girls who were actually in the same class never got the chance to meet virtually before due to the online teaching arrangement. This highlighted to me how poverty entails more than a lack of income.

YAP Madelaine 葉依霖
BCOMM, Film and Television Concentration



滾動的書



According to the "Hong Kong Poverty Situation Report" published by the HKSAR Government, ethnic minorities accounts for about 4% of the Hong Kong population, and the poverty rate among them is 18%. For ethnic minorities, language is one of the major barriers to higher living standards. Collaborating with Rolling Books, students helped ethnic minority children overcome this barrier through home visits, storytelling and teaching. To enhance the children's motivation to learn, the team designed a number of games including monopoly deal, Chinese character bingo, animal phonics and Cantopop.

根據香港特別行政區政府發布的《香港貧窮情況報告》，少數族裔人士約佔香港人口的4%，貧窮率為18%。對於少數族裔人士來說，語言障礙是影響生活水平的主因之一。課程與滾動的書合作，讓學生透過家訪、講故事和教學，幫助少數族裔兒童克服語言障礙。為了增強孩子的學習動力，團隊設計了許多遊戲，包括大富翁、漢字Bingo、動物語音拼讀和廣東歌。

社區合作伙伴的話

Message from Community Partner

Rolling Books is a social enterprise that promotes reading. We deeply believe that other than acquiring knowledge and gaining social mobility, reading allows readers to develop their capacity for solitude and enhance their resilience. Thanks to the support from HKBU, a few students involved in this service-learning project took up some responsibilities at our organisation, working with us to promote memorable reading experiences.

The students were very thoughtful and engaged throughout the project, from learning how to communicate and interact with ethnic minority children, conducting home visits, assisting us in promoting reading in the community, to accompanying participating children to read, storytelling, and even designing a board game for them to learn Chinese.

In the future, I hope these students will continue to pursue a career that is socially meaningful and personally fulfilling. I also look forward to having more students join us through the service-learning programme in the near future, bringing unforgettable reading experiences to everyone.



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

滾動的書是推廣閱讀的社會企業，我們深信閱讀除了為獲取知識、向上流動外，也能讓讀者學習面對獨處與提升抗逆力。很感謝香港浸會大學的支持，安排了幾位服務學習項目的同學到我們機構參與實習工作，與滾動的書一起推廣難忘的閱讀體驗。

在參與實習的過程中，無論是學習如何與少數族裔孩子溝通相處、上門到他們家中進行探訪，或是協助我們進行社區閱讀推廣工作、陪伴參與活動的小朋友閱讀、講故事，又或是最後為少數族裔孩子們設計了幫助他們學習中文的桌上遊戲等，幾位同學都十分用心和投入。

希望同學日後會繼續投身於有社會意義、又令自己滿足的工作當中！亦期盼在不久的將來，有更多同學透過服務學習項目，與我們一起繼續為大家推廣難忘的閱讀體驗。



這次為少數族裔兒童舉辦同樂日的經歷實在十分難忘。我們負責過程中的每個階段，由構思活動內容到最後實行計劃。起初我們還擔心孩子們可能不喜歡我們準備的遊戲，幸好他們於活動當日反應熱烈！當然我們還有很多改進空間，但仍很高興得到寶貴的學習經驗。

I had a fruitful and unforgettable experience in hosting a fun day for the ethnic minority children to learn Chinese. We were responsible for every stage, from brainstorming ideas for the activities to implementing them. Initially we were worried that the kids might not like the games we prepared, but fortunately they loved them! There are many things that we can improve on, but it has been a valuable learning experience.

WONG Shuk Kwan 黃淑君

Computer Science, Information Systems
and Analytics Concentration

課程使我能夠親身體驗和理解少數族裔父母及其子女現時遇到的問題。我有機會積極投入社會並參與有助於解決社會問題的工作。

The service-learning course allowed me to experience and understand firsthand some of the current problems for ethnic minority parents and their children. It provided me with an opportunity to actively engage in society and implement initiatives that could help address social issues.

JIMEE Flowera

BBA, Finance Concentration



為了完成課程中有關社會貧窮問題的作業，我到訪了一間位於葵涌屏麗徑、由巴基斯坦人開設的商店。透過與店主的交流，我學會正面思考並保持樂觀，積極面對目前的學業或是將來的就業。我也從過程中結識了幾個抱積極態度的新朋友。這個難忘的經歷實在令我的生活更富色彩。

I visited a store opened by a Pakistani in Ping Lai Path, Kwai Chung for the assignment on poverty issues in the real world. I learnt from the owner that I should always think positively and stay optimistic, no matter in my current studies or future career. I have also made some good friends through this service-learning project and all of them have very positive attitudes. This unforgettable experience has surely added colours to my life.

VONG Yu Kwan 王宇崑
BBA, Accounting Concentration



課堂的其中一個重點啟發了我。我們並不需要一個雄心勃勃的目標來為社會帶來重大改變，因為我們可以從小事做起，例如向少數族裔兒童推廣閱讀，並鼓勵他們學習廣東話。我希望透過書籍這個渠道，表達我們對少數族裔社群的愛與關懷。

I am inspired by a key takeaway from the lecture. We don't need an ambitious goal to create a great impact in society, but we can start with a very small step by promoting reading among ethnic minority children, as well as motivating them to learn Cantonese. I want to use books as a powerful means to share our love and care for the ethnic minority communities.

HUI Ka Yan 許家欣
BSocSc, Government and
International Studies

原先我對香港的貧窮問題沒有很清晰的了解，以為解決貧窮問題必須動用巨額資金，同時間我也不知道自己可以如何幫助減輕問題。我從課程中體會到「採取小行動以解決大問題」這道理。是次經驗讓我更了解少數族裔的貧窮狀況，並向經驗豐富的社區合作夥伴學習。

Before studying this course, I didn't have a clear understanding of the poverty issue in Hong Kong. I just thought that poverty had to be tackled with a huge sum of money, and I was not sure what I could do to help. "Taking small steps to solve a big problem" is something I learnt from the course. The experience enabled me to not only gain a better understanding of the poverty situation among ethnic minorities, but also learn from our talented community partner.

KAM Tsan Hin 金燦軒
BBA, Accounting Concentration



香港 社會 創業 投 基金

Social Ventures Hong Kong



Education plays an important role in poverty alleviation. It is not only education for children that matters, but also education for parents. Collaborating with Social Ventures Hong Kong, students provided online class for children as well as parenting tips for their parents. To shed light on the ways to build a more inclusive community for children, the team also assisted the community partner to conduct a research on the child-centered approach in community making.

教育在紓緩貧窮方面擔起重要角色，而孩子與父母的教育同等重要。學生與香港社會創投基金合作，為孩子們提供網上課程，並與其父母分享育兒技巧。為了建立更具包容性的社區，團隊還協助社區夥伴進行一項研究，探討如何以「兒童為本」的原則建構社區。

社區合作伙伴的話

Message from Community Partner

Established since 2017, Cradle to Classroom is a social innovation project launched in Sham Shui Po. As parents of different backgrounds bring their young children to enjoy our facilities, they get to meet other parents with similar backgrounds, explore community resources, and even contribute to the community. The pandemic has put an extra burden on underprivileged families. But apart from temporary relief measures, what can be done to support the long-term development of children, families and the community? This is an issue we would like to explore with the students.

Compared to "giving", we should recognise the value of "sharing". We would like to thank the students for supporting us in our research, providing us with more inspirations as we are planning on transforming the project. Although we couldn't arrange a lot of face-to-face activities for students to participate in due to the pandemic, it is hoped that students can interact more closely with the families through designing online activities and gain a deeper understanding in the process. As a shared platform, there are a lot of things we can do. With the energy and motivation of the underprivileged families, this platform will surely continue to develop.

我們位於深水埗的「親子社區會所」是由2017開始發起的社創項目，讓不同背景的家長帶年幼子女享用會所設施，從中認識同路人、探索社區資源，甚至成為貢獻社區的一份子。疫情下，基層家庭的生活更加百上加斤，但除了即時的解困措施，對於孩子、家庭和社區的長遠發展，是不是等於被迫放慢腳步？這是我們希望和實習學生一起探討的議題。

比起「給予」，我們更珍惜「共享」的價值。感謝實習同學協助我們進行資料搜集，讓我們在計劃轉營親子會所之際有更多的啟發。雖然今年未能安排很多實體活動讓同學參與，但透過設計網上活動，希望讓同學能與家庭多一點互動，從而加深了解。作為共享平台，我們可以做的還有很多，基層家庭的活力和動力也有助平台的發展。

李端儀女士
Ms. Harmony Li
Head of Community



學生感想

Reflection of Students

我很感恩有機會在此課程中結識了不同的人並向他們學習。在撰寫育兒技巧時，我學會從父母和孩子的角度思考。我還學習了如何與組員合作，並對貧窮這個社會議題有更清楚的了解。

I am so grateful that I had the chance to meet and learn from different people in this course. In writing up the parenting tips, I learnt to think from the perspectives of parents and children. I also learnt how to cooperate with my team members during the service-learning project. Needless to say, I gained a better understanding of poverty as a real-world issue.

KWAN Yue Yan 關仔恩
BBA, Accounting Concentration



我對香港和世界各地的貧窮問題有更深入的理解。除此之外，我還學習了很多實用技能，例如如何運用網上平台組織活動，並有效地與組員溝通。我的另一個體會是，每當我們面臨挑戰時，也應該保持決心和恆心，不斷嘗試。

I learnt more about the poverty problem in Hong Kong and across the world. Other than that, I also developed many practical skills during the service-learning project, like how to organise an activity through an online platform, and communicate with my groupmates effectively and efficiently. Last but not least, I realised that whenever we face challenges, we have to stay determined and persistent in trying.

WONG Ying 黃瀟
BBA, Accounting Concentration



這次經歷很具意義和啟發性。我平日很少做義工，但經過這次的體驗後，我希望可以定期參與義工服務。即使時間緊迫，我們還是盡力將育兒小貼士變得實用和有趣。我還認識了不同的教養方式和照顧特殊教育子女的知識。希望將來我能成為一位好父親！

The experience has been really meaningful and inspiring. I seldom do volunteer work, but now I would love to participate in it regularly. Even though there were tight time constraints, we tried our very best to make the parenting tips easy to follow and eye-catching. I also learnt a lot about parenting styles and parenting SEN children. Hopefully, I myself can be a good father in the future!

LEUNG Tsz Him 梁子謙
BBA, Finance Concentration



課堂上的講解為服務學習項目打下良好的基礎。上課時我們探討過成功和失敗的扶貧措施，所以我於提出建議時更加謹慎，以確保我們的項目能夠滿足社會需要。為了實現這個目標，我嘗試走出舒適區，細心聆聽和觀察，並從服務使用者的角度思考。

The lectures gave me a good foundation for the service-learning project. After studying successful and failed cases of poverty alleviation, I was more meticulous when I proposed suggestions in order to ensure that our service-learning project met the needs of society. To achieve this, I tried to go out of my comfort zone to listen, observe and put myself in service users' shoes.

TAM Phoebe 譚非比
BBA, Human Resources
Management Concentration

保良局周兆初紀念

青少年 發展中心

Po Leung Kuk
Chow Shiu Chor Memorial
Youth Development Centre



To achieve sustainable development, environmental conservation and poverty alleviation are two crucial issues to address. In this service-learning project, students attempted to explore both. Collaborating with Chow Shiu Chor Memorial Youth Development Centre, the team organised a workshop for children to develop their skills by teaching them how to make pencil cases with used tissue paper tubes.

為了實現可持續發展，環境保育和緩解貧窮是需要探討的兩個關鍵議題。在這個服務學習項目中，學生嘗試探究這兩個重要問題。透過與周兆初紀念青年發展中心合作，團隊為兒童舉辦了一個工作坊，教導他們如何利用廢棄廁紙筒製作鉛筆盒，從而發展他們的技能。

社區合作伙伴的話

Message from Community Partner

Experience through Xplore: Learning about the Underprivileged

We would like to thank the Department of Economics at HKBU for arranging students to conduct life skills training activities for underprivileged children at our Centre. The students first communicated with different children, then observed their needs closely. Among many proposed ideas, they eventually chose to combine the concepts of environmental conservation and recycling with creative arts and crafts, bringing a practical and fun learning experience to the children.

Apart from teaching them how to make handmade pencil cases and fabric bags, the students effectively instilled in them environmental values like reusing materials. This allows the children to apply what they have learnt and add more fun to their everyday life.

鄭啟良先生
Mr. Eric Cheng
中心主任
Centre-in-charge

學習體驗 Xplore 基層探索

感謝浸大經濟學系透過服務學習計劃，安排學生到本中心為基層兒童舉行成長技能培訓活動。學生先與不同基層兒童作出溝通，再觀察他們的需要，從而在眾多的議案中，選取了以環保及廢物再用的概念，配合創意手工藝，為一眾基層兒童帶來實用且有趣的學習體驗。

學生除了教授基層兒童製作筆袋及布袋外，更能有效地在活動過程中向兒童灌輸物料重用等環保概念，讓他們在日常生活中亦能學以致用，提升生活樂趣。



學生感想

Reflection of Students

在這個服務學習項目中，我有機會運用從學位教師教育文憑課程中學到的一些技能，例如跟孩子溝通時要放慢語速和逐步教導他們正確的步驟，豐富了我在教育上的經驗。在活動進行期間，我也留意到不同年齡和性別的學童的學習進度和性格各有不同。因此，靈活地運用合適的教學策略和積極聆聽等技巧是很重要的。

In this service-learning project, I had an opportunity to apply some skills I had acquired from the PGDE programme, such as speaking slowly and teaching children step by step. Meanwhile, the project also contributed to my learning in education. During the service, I noticed that the learning progress and personalities varied among participants of different ages and genders. It is therefore important to adopt flexible teaching strategies and listen to them.

KWAN Chi Ching Sabrina 關芷晴
BA, Chinese Language and Literature
with Diploma of Education



我以往沒有很關注貧窮這個全球性問題，而課堂講解和討論提高了我對貧窮問題的理解。此外，是次服務學習經驗提供了寶貴的機會，讓我接觸社會和投入自己的社區。

Before taking this course, I did not pay much attention to the issue of poverty around the world. The lectures and in-class discussions improved my understanding in poverty. On the other hand, the service-learning project provided me with a valuable chance to gain exposure and get more involved in my own community.

LEUNG Sze Tung 梁思彤
BA, Chinese Language and Literature

保良局方樹福堂

兒童及青少年

發展中心

Po Leung Kuk
F.S.F.T. Children and
Youth Development Centre



There are more than 200,000 children living below the poverty line in Hong Kong. It is important to ensure that children living in poverty are given equal opportunities to develop their interests and talents. In this project, students partnered with Po Leung Kuk F.S.F.T. Children and Youth Development Centre to develop dance talents of children from grassroots families. The team also designed and conducted an ice-breaking and warm-up session for the children.

香港有超過200,000名兒童生活在貧窮線下。我們應確保貧窮兒童享有平等的機會發展自己的興趣和才華。學生與保良局方樹福堂兒童及青少年發展中心合作，培養基層家庭兒童的舞蹈才能。團隊還為孩子們設計和舉行了破冰遊戲和熱身活動。

學生感想

Reflection of Students

貧窮問題不僅是關於收入不足，而是一個涉及多個層面的社會現象。除了教育外，全人發展對兒童的成長也很重要。這次服務學習經驗讓我意識到，促進全人發展確實可以改變一個人的將來，尤其是對生活在貧窮中的孩子而言。

Poverty is not just a problem about inadequate income, but a multidimensional social phenomenon. Other than education, whole-person development is also important for children. Through this service-learning experience, I realise that facilitating children's whole-person development can really shape a person's course of life, especially for a child born into poverty.

HO Siu Lai
BA, Visual Arts

在課程中，我們有機會討論與貧窮有關的各種議題，並在課堂中以小組形式進行簡短分享。這些活動鞏固了在課堂上學到的知識，並為我們與社區合作夥伴的服務學習項目作好充分的準備。這次參與社區服務的機會非常有意義，並啟發了我。

We had opportunities to discuss various topics on poverty and give a short presentation in small groups during lectures. These solidified the knowledge learnt in class and prepared us well for the service-learning experience with our community partner. The chance to participate in the community service has also been very meaningful and inspiring to me.

CHOI Pang Hung 蔡鵬鴻
BBA, Applied Economics Concentration





由小到大，我常聽到別人說我們應該幫助貧窮人士，但是一直以來除了買旗或捐贈外，我從來沒有機會以直接的方式幫助他們。我感恩有這個寶貴的機會讓我親身幫助貧窮人士。現在我知道促進弱勢社群的全面發展有助於增加他們在社會向上流動的機會，是非常有意義的事。

I have always been told that we should always help the poor, but I never had a chance to help the poor directly other than buying flag stickers or donating. I am thankful for having this valuable chance to gain a firsthand experience of helping the poor. I now know that it can be very meaningful to facilitate the all-round development of the underprivileged as that contributes to their upward social mobility.

CHEUNG Yiu Fai 張耀輝
BSc, Mathematics and Statistics

保良局曹貴子

動感

Po Leung Kuk Cho Kwai Chee
Energetic Youth Club

青年

天地



Collaborating with Po Leung Kuk Chow Kwai Chee Energetic Youth Club, students designed and provided a number of activities, from programming workshop to music and baking class for the children in Yuen Long, one of the districts with the highest poverty rate in Hong Kong.

元朗是貧困率最高的地區之一。學生與保良局曹貴子動感青年天地合作，為居住在元朗的兒童構思並舉辦了許多活動，包括編程工作坊、音樂堂和烘焙班。

學生感想

Reflection of Students

今次的服務學習經驗讓我明白到要活得幸福快樂並不需要很多金錢。我為破冰遊戲製作的卡成本很低，但是孩子們積極參與遊戲，表現得非常快樂。即使沒有昂貴的遊戲機和玩具，我們仍然可以為孩子們帶來快樂。

From the service-learning experience, I understand that happiness does not necessarily cost a lot. The cards I made for the ice-breaking game did not cost much. However, the children were actively engaged in the game and were ecstatic about it. This shows that even without expensive game consoles and toys, we can still bring happiness to children.

HO Kin Long 何健朗
BBA, Accounting Concentration

作為修讀音樂教育的學生，這次服務學習的經驗令我獲益良多。我還記得音樂堂剛開始時，許多孩子表示對音樂一點都不感興趣。幸好在我的鼓勵下，他們最後全部加入，一起唱歌和參與鋼琴演奏，課堂完結時甚至不捨得離開教室！這為我帶來極大的滿足感，亦令我深信音樂教育是我的理想職業！

As a student of music education, I find the service-learning experience fruitful. At the beginning of the music class, many children expressed that they did not feel interested in music at all. However, with my encouragement, all of them joined in the singing and piano playing, and did not want to leave the room when the class ended! This was greatly fulfilling and I am convinced that music education will be my ideal career!

LI Wing To 李穎洵
Music, Music Education Concentration





修讀課程前，我一直以為要靠政府和富裕人士來減輕社會上的貧窮問題。完成服務學習項目後，我發現原來像我這樣的普通市民也能作出貢獻。要解決貧窮問題，社會各界都需要出一分力。大家可以踏出一小步，正如我們的項目一樣，令到貧窮問題得以紓緩。

Before taking this course, I have always assumed that poverty issues could not be solved by ordinary citizens like me. I thought we must rely on the government and the rich for poverty alleviation. However, after studying this course and completing the service-learning project, I changed my mind. Solving poverty issues requires the contribution from everyone. Taking a small step, like what we have done with our project, can also help.

我從服務學習項目中獲得了很多未能從書本和課堂上得到的經驗和技能。在過程中，我培養了與人相處的社交技巧、責任心和耐性。

I learnt from the service-learning project many things that I could not have easily experienced from textbooks and lectures. For example, I developed social skills to get along with other people, a sense of responsibility and also patience.

MOK Wai Yin 莫偉賢
BSc, Analytical and Testing Sciences

YUNG Siu Mei 翁少微
BSc, Analytical and Testing Sciences

保良局
田家炳

關
愛
家
庭
中心

Po Leung Kuk
Tin Ka Ping
Harmony Land for Families



The power of information in motivating underprivileged youth should not be underestimated. Partnering with Po Leung Kuk Tin Ka Ping Harmony Land for Family, students designed and arranged a series of activities to provide information on career planning and further studies for underprivileged senior secondary school students.

資訊在激勵弱勢青年上可發揮強大的力量。透過與保良局田家炳關愛家庭中心合作，學生設計和安排了一系列活動，為弱勢高中學生提供職業規劃和升學資訊。

社區合作伙伴的話

Message from Community Partner

Observing the needs of youth amid the pandemic, Integrating personal experiences into service

Thanks to HKBU Service-Learning Programme for arranging three students from different faculties to come to our Centre, bringing a rich and practical experience to youth in the Northern District. As the three students didn't have much experience in social work or voluntary services, we first arranged them to participate in different activities at the Centre. After some interaction with service users to know more about their needs, they came up with a relevant service plan.

Besides getting in touch with service users, the students noticed that with the ongoing pandemic and online learning mode, secondary school students had fewer opportunities to receive information about further studies and career prospects. Having little idea about subject selection and how to prepare for future challenges, some secondary school students felt worried.

The team from HKBU first used a career personality test to arouse the secondary school students' interests in exploring possible paths, and then shared with them information about different institutions and programmes. By sharing their further studies experience and challenges encountered, as well as the memorable moments in university life, their sincere encouragement left a deep impression on the young minds. It's special how their sharing left a mark, as reflected clearly in the insights and change indicated in the surveys completed before and after the session.

We hope there can be more cross-disciplinary collaboration projects in the future. This will allow university students to use their expertise to bring more diverse elements to social work, while bringing service users even richer experiences.

察覺疫情下青年需要
融合個人經驗於服務

感謝香港浸會大學服務學習計劃安排三位同學到本中心，為北區的青少年帶來一個內容豐富又實用的體驗。三位同學來自不同學系，之前亦較少接觸社會服務或義工服務，所以我們安排同學先參與中心不同的小組活動，透過與服務使用者接觸，親身理解他們的需要，再構思相對的服務計劃。

除了親身接觸服務使用者，同學亦察覺到持續的疫情及網上授課，令中學生較少機會接觸到有關升學及未來出路的資訊。有些中學生對升學選科未有概念，不知如何預備，甚至感到擔憂。三位浸大同學以職業性格測試引起一班中學生探討未來出路的興趣，再分享不同院校及學科的資訊予一班中學生。更特別的是，三位同學透過分享個人升學經驗及曾面對的困難，真誠勉勵一班中學生，並向他們分享大學生活的點滴，令一班中學生印象深刻，其前後測問卷亦反映他們有明顯得着及轉變。在此，很欣賞三位同學的精心設計及用心付出。

我們期待日後可有更多跨領域的協作計劃，讓大學同學接觸社會及發揮專才之餘，亦為社會服務帶來多元化元素，讓服務使用者有更豐富體驗。



徐嘉敏女士
Ms. Carman Choi
中心主任
Centre-In-Charge

學生感想

Reflection of Students

我透過課程更深入了解貧窮問題，包括教育的重要性和福利制度在緩解貧窮上的局限性。此外，格拉明銀行的個案也很具啟發性。我還有機會參加了許多社區服務，並與弱勢兒童互動，對我而言是非常有意義的經歷。

I learnt many things about poverty in this course, from the importance of education to the limitations of the welfare system in poverty alleviation. The case of Grameen bank is also very inspiring to me. I had the chance to participate in a number of community services and interact with underprivileged children. I found this experience very meaningful.



TANG Siu Wing 鄧兆榮
BBA, Applied Economics Concentration



參與此項目前，我沒想過像我這樣的普通市民也可以為減輕貧窮作出貢獻。我以往一向認為消除貧窮是政府和其他非政府組織的責任。透過參加社區合作夥伴舉辦的各種活動，我了解到除了財政援助，還有各種幫助弱勢社群的方法。

Before joining the project, I was not aware that ordinary individuals like me can contribute to poverty alleviation. I have always assumed poverty-fighting to be the responsibility of our government and related NGOs. After taking this course, I realised that financial assistance is not the only thing we can offer. Through joining different activities held by our community partner, I learnt different ways of helping the underprivileged.

WONG Man Hin 黃雯牽
BA, Visual Arts



我們在項目過程中遇到了許多挑戰。例如我們原本建議安排弱勢青年參觀浸大，可是在疫情影響下，在大學舉辦這類活動需要更長時間審批，所以最終都取消了這個念頭。我從過程中學習到如何在不確定條件下籌備活動，而作為主修公關及廣告的學生，這些經驗都是非常寶貴的。

We encountered a number of challenges in our service-learning project. For example, the proposed visit to HKBU for underprivileged youth had to be cancelled since it took a longer time to seek approval from the University for organizing such activity under the pandemic. However, I learnt from the process how to cope with uncertainties when organizing an event. As a student in public relations and advertising, this experience was very valuable.



AU-YEUNG Ho Yan 歐陽皓昕
BCOMM, Organizational
Communication Concentration

鄰舍輔導會

東區／灣仔外展社會工作隊



By imparting job knowledge, on-the-job training is one of the effective ways to reduce youth poverty. Coffee Bunny is a special project launched by the Neighborhood Advice-Action Council to provide relevant training and job opportunities to youth at risk. Through experiencing and observing the challenges in the daily operation of Coffee Bunny together with the young employees, students provided practical suggestions to revamp the menu design and Instagram promotion.

透過傳授工作知識，在職培訓是減輕青年貧窮的有效途徑之一。鄰舍輔導會推出Coffee Bunny這個特別項目，旨在為邊緣青年提供相關的培訓和就業機會。學生與年輕員工一起體驗和觀察Coffee Bunny日常營運中遇到的挑戰，並提供了實用的建議，以改進餐牌設計和Instagram推廣活動。

社區合作伙伴的話 Message from Community Partner



簡明旭先生
Mr Eric Kan
中心主任
Centre Supervisor

Coffee Bunny, a mobile coffee truck, is a youth employment scheme that is working towards the mode of operation of social enterprises. Its objective is to create an effective environment for youth at risk, enabling them to explore their preferred identities. When the four students from HKBU joined our team, they brought with them their unique perspectives as youth to help us build an online promotion platform that appeals to young people.

Dedicated and actively engaged, the students first worked at the truck to understand and experience the essence of the scheme. They also interacted with the young employees working at Coffee Bunny, and then designed for us an online platform that highlights the uniqueness of the scheme.

The students have given us very concrete and constructive advice on brand building. We are going to take them into serious consideration and implement these recommendations in our work.

We hope we can have your help in more meaningful projects in the future!

Coffee Bunny流動咖啡車作為一個邁向社企營運的青年就業計劃，致力為被社會邊緣化的青年人創造有利環境，尋找喜好的身份。四位浸大同學加盟後，以獨到的青年人眼光為我們打造附合青年人口味的網上宣傳平台，實在是難得的機會。

四位同學認真投入，沒有辜負所託，先親身到店面實戰工作，了解及感受計劃的精萃，與在Coffee Bunny工作的青年人交流，再為我們設計一個帶有計劃獨特性的網上平台。

同學們對計劃品牌建立的建議非常具體而有建設性，我們會認真將之納入工作計劃當中，將建議具體實行。

希望未來有更多具意義的計劃都得到你們的幫助！



是次經歷重塑了我對貧窮及其解決方案的
理解。為有需要人士提供社會福利只是紓緩
貧窮的其中一項措施。相反，提供就業機會
來增強弱勢社群的技能和信心，似乎是一個
更長遠的解決方案。此外，在Coffee Bunny
的經歷令我能更清楚理解從其他課程接觸過
的概念，例如企業社會責任和共享價值等。

The service-learning experience reshaped my understanding towards poverty and ways to alleviate it. Measures to reduce poverty can be more than the provision of social welfare, as developing skills and confidence of the underprivileged by providing job opportunities appears to be a more long-term solution. Furthermore, the experience at Coffee Bunny enhanced my understanding of notions like corporate social responsibility and shared values introduced in another course at the university.

YEUNG Yan Ching Crystal 楊茵程 |
BBA, Finance Concentration

我參與社區的直接服務已有一段時間，
但是這次的服務學習體驗與我以往的
經歷截然不同。Coffee Bunny為邊緣
青年提供就業機會，而我很高興能透過
建立社會企業的品牌，為減輕貧困作出
貢獻。我從來沒有想到過我可以用這種
間接的方式來幫助他人。

I have been participating in direct community services for some time, but the service-learning experience was quite different from my previous ones. I am very glad that I can contribute to poverty alleviation through the brand-building of a social enterprise, which provides employment opportunities for youth at risk. It has never crossed my mind that I can help others in this indirect way.

NG Tsz Yu 吳梓瑜 |
BA, English Language & Literature
BEd, English Language Teaching





參與這個項目使我意識到Coffee Bunny這類社會企業擔當着重要角色，提供機會讓弱勢社群汲取實際工作經驗。與此同時，這些社會企業的工作也有賴許多人的貢獻和投入。我們實在應該感謝這班在幕後默默工作的員工。

My participation in this project made me realise that social enterprises such as Coffee Bunny play an important role in offering opportunities to the underprivileged to gain practical work experience. These social enterprises, in turn, require the contribution and commitment from many people. We surely should acknowledge these people who work behind the scenes.

ZHANG Jinxin 張錦欣
BA, English Language & Literature and
BEd, English Language Teaching

這次與Coffee Bunny合作是非常愉快的服務學習經歷，我亦對香港的貧窮問題有了新的見解和更深入的理解。長遠而言，為貧困人士提供工作機會或與工作相關的培訓比起金錢上的援助或臨時補貼更為有效。只有為他們提供機會，以豐富他們的經驗並傳授更多與工作相關的實用知識，他們才可以在就業市場上保持競爭力。

The service-learning experience at Coffee Bunny was actually a very pleasant experience. I have developed some new insights and a deeper understanding into poverty issues in Hong Kong. Instead of giving money to the poor or temporarily subsidising them, providing them with job opportunities or job-related trainings is actually more effective in the long run. Only by giving them chances to enrich their experience and acquire more practical, job-related knowledge can they remain competitive in the job market.

LAM Cheuk Hong 林倬匡
BA, English Language & Literature and
BEd, English Language Teaching



傷健人士相關項目

PROJECTS FOR THE DISABLED

The disabled face higher risks of poverty. Unfortunately, there is no easy solution to completely eliminate the comparative disadvantages of the disabled. Promoting social inclusion through employment creation and life skills workshops, however, does not only mitigate their poverty risks but also make them feel supported and cared for.

傷健人士面臨較高的貧窮風險，在社會上處於相對劣勢的位置。雖然沒有簡單的解決方案可以完全消除相對劣勢，但我們仍可以透過創造就業機會和生活技能工作坊，促進社會共融。這不但能降低貧窮風險，也可以讓他們感受到社會的關懷。

殘疾與貧窮往往有着密切的關係。大部分公司可能因為歧視而避免僱用殘疾人士。好餸是一間致力於為殘疾人士提供就業機會的社會企業，而是次項目旨在提高公眾對社企的認識。此外，好餸還為客人提供餸菜包。為了推廣其業務，團隊籌備了路演活動和製作網站的英文版本。

As observed globally, disability and poverty are often closely related. Due to discrimination, there is a high chance that most companies, if not all, avoid hiring disabled workers. Students engaged in a project to enhance public awareness of Delicious Express, a social enterprise which strives to provide job opportunities for people with disabilities. To promote its business in providing pre-cooked ingredients for cooking, the team organized a roadshow and produced an English version of its website.



社區合作伙伴的話 Message from Community Partner

感謝香港浸會大學經濟學系服務學習課堂協作計劃，邀請好餸作為社區合作夥伴。

自2016年成立以來，我們一直努力實現傷健共融工作間。在是次計劃，學院安排三位同學參與社區推廣活動，並跟本社企學員一同負責整個項目，包括由籌劃到落區實踐等各階段的工作，從而體驗傷健共融工作間。

欣賞同學們在參與過程中孜孜不倦，密集開了幾次會議，大家集思廣益，最終做出了滿意的企劃案。實行時同學們又根據實際情況而靈活變通地作出適當調整。這次合作已達到目標，非常感謝同學們與老師的付出，期待日後有更多合作機會。

Thanks for inviting Delicious Express to be a community partner for the service-learning project offered by the Department of Economics at HKBU.

Since its establishment in 2016, we have been striving to realise an inclusive workplace for the disabled. During this project, three students participated in promotion activities at the community, and worked with our members to manage the entire project from planning to execution, experiencing a truly inclusive workplace.

I'm impressed by the students' active involvement throughout the process. They held frequent meetings to brainstorm ideas together, and eventually developed a satisfactory proposal. When it came to execution, they made adjustments flexibly based on practical circumstances. Thanks to the contribution of students and teachers, we achieved the goal of our collaboration. I look forward to more opportunities for future cooperation!

麥慧嫻女士
Ms. Eva Mak
好餸創辦人
Founder

學生感想 Reflection of Student

在項目進行期間，我有機會與社企同事一起工作。從他的故事中，我意識到社會企業在紓緩貧窮問題上扮演重要的角色。如好餸這樣的社企不僅為殘疾人士提供了寶貴的工作機會，而且讓他們能在共融的工作環境下貢獻社會。

During the service-learning project, I had a chance to work together with a colleague from the social enterprise. From his story, I realised the importance of social enterprises in fighting poverty. For example, a social enterprise like Delicious Express provides not only valuable job opportunities to people with disabilities but also an inclusive working environment for them.

MO Ka Lun 巫嘉麟

BA, English Language & Literature and
BEd, English Language Teaching





參與服務學習項目之前，我一直覺得政府應該肩負起紓緩貧窮問題的所有責任。今次的經歷令我體會到大家也可以攜手幫助減輕貧窮問題。我希望將來能繼續為社會作出貢獻，為消除貧困出一分力。

Before joining the service-learning project, I believed that governments should take all the responsibilities in the fight against poverty. The service-learning experience showed me that all of us can join hands to help. In the future, I hope I can continue to contribute to poverty-fighting in our society.

WONG Ka Yin 王嘉賢

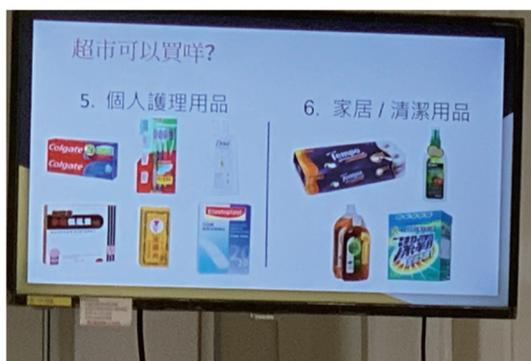
BA, English Language & Literature and
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服務當然是有關付出，但這並不意味着我們不會從中有所得著。在服務過程中，我們感受到受惠者的感激之情。此外，我們還對貧窮問題有更深入的了解。是次經驗所獲得的見解比起金錢來得更有價值，也推動我們繼續為他人服務。

Service, without a doubt, is about giving. Nevertheless, this does not mean that we will not be taking anything. As we served, we received a sense of gratitude from the "recipients". We also developed a greater understanding towards a particular poverty issue. The gained insights are considerably more valuable than money since they motivate us to continue this journey of serving others.

FOK Pui Kwan Payton 霍佩筠

BA, English Language & Literature and
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深水埗區晉晴支援服務中心 循道衛理楊震社會服務處

Sham Shui Po District Support Centre
Yang Memorial Methodist Social Service



弱能人士和弱能兒童的家庭面臨更高的貧窮風險。學生與循道衛理楊震社會服務處深水埗區晉晴支援服務中心合作，參與了為中度智障人士提升自我照顧能力及生活技能的計劃。這些技能可以幫助弱能人士更加獨立地生活，並執行簡單且重複性的工作。

Adults with intellectual disabilities and families supporting a child with intellectual disabilities face higher risks of poverty. Collaborating with Yang Memorial Methodist Social Service Sham Shui Po District Support Centre, students participated in programmes that offer practical self-care and life skills for people with moderate intellectual disabilities. These skills can help the intellectually disabled to live independently with less support and perform simple and repetitive tasks at work.



社區合作伙伴的話

Message from Community Partner

It is the first time to have HKBU students studying GE course come to our Centre to run group activities for clients with certain degrees of disabilities. The students are required to do exercises with the disabled indoors, with consideration of their abilities as well as the social distancing due to the current pandemic situation.

It's good for the students to know more about the disadvantaged persons in the community, understanding their limitations, trainings, rehabilitation and needs. This aligns with the aim of the GE course, widening students' horizons not only through traditional lectures but also real exposure and experience in society.

這是第一次有浸大學生到我們中心，為不同程度的殘疾人士舉辦小組活動。活動期間，學生在室內環境與殘疾人士進行訓練。由於疫情影響，學生還需要考慮到他們的能力以及社交距離措施。

這是一個好機會讓學生更了解社區中的弱勢社群，知道他們能力的局限性、訓練、康復服務和需求。在課室以外，與社會人士的真實接觸和經驗可擴闊學生視野，從而達到通識課程的目的。

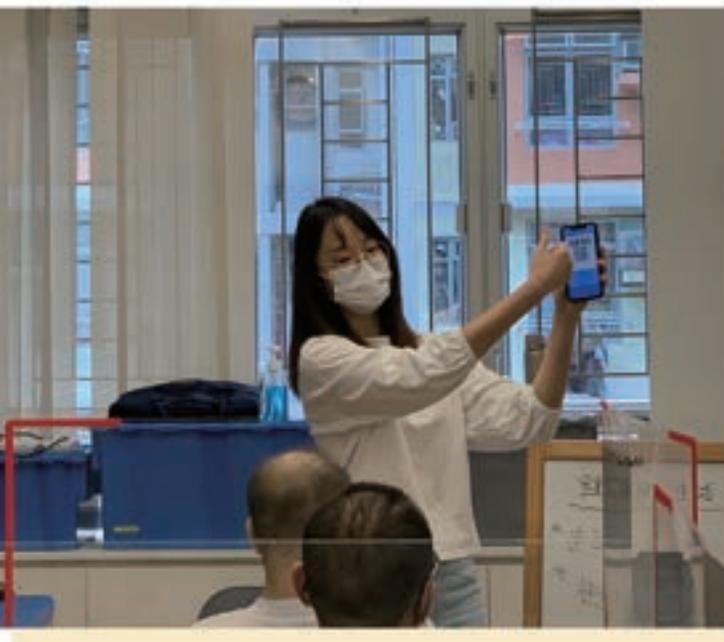
梁菁婷女士
Ms. Leung Ching Ting Maggie
督導主任
Supervisor

作為商科學生，我知道在執行任何想法之前，一定要先注意細節並制定詳細的計劃。服務學習項目讓我有機會從項目管理的過程中培養這些技能。更重要的是，這次經歷為我帶來快樂和正能量。當我看到參與者真摯的笑容時，我感受到真正的快樂。我會時刻提醒自己，快樂其實很簡單，而往往是微少的事令生活變得更美好。

As a business student, it is particularly important to attend to details and draw up a thorough plan before executing any ideas. The service-learning project provided me with a chance to practice these skills in project management. More importantly, the experience brought me greater happiness and positivity. When I saw the genuine smiling faces of service participants, I experienced what I believe to be true happiness. I will bear in mind that happiness is simple and there are little things that make life great.

LEE Tsz Ki 李紫琪

BBA, Applied Economics Concentration



在到訪中心之前，我對弱能人士的印象很片面，覺得很難跟他們溝通和相處。他們亦可能會突然站起來、無端大叫。服務學習的經歷徹底改變了我以往對弱能人士的負面看法。現在我意識到減少歧視弱勢社群和促進社會共融的重要性。

Before visiting the center, I had a stereotyped impression of the intellectual disabled. I assumed it would be difficult to communicate and get along with them. They might also suddenly stand up and shout loudly without any reason. The service-learning experience completely changed the negative perception I previously had. I realised the significance of reducing discrimination against disadvantaged groups and promoting social inclusion.

LO Long Ian 盧朗焮

BBA, Applied Economics Concentration

Acknowledgement 鳴謝

加油音樂
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Delicious Express

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Po Leung Kuk F.S.F.T. Children and Youth Development Centre

保良局田家炳關愛家庭中心
Po Leung Kuk Tin Ka Ping Harmony Land for Families

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滾動的書
Rolling Books

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聖雅各福群會 漁樂友里－新屋邨社區支援計劃
St. James' Settlement - Joyful Yue Wan Community Support Project

鄰舍輔導會（東區/灣仔外展社會工作隊）
The Neighbourhood Advice-Action Council (Eastern/Wanchai District Youth Outreaching Social Work Team)

仁愛堂屯子圍新慶村青磚圍鄉郊社區服務中心
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