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NOT FOR SALE

# GCAP3076

## Service-Learning in Fighting Poverty

Explore poverty issues and engage in poverty alleviation through service-learning  
從服務學習中探索貧窮議題與扶助貧窮





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**Editorial Team**

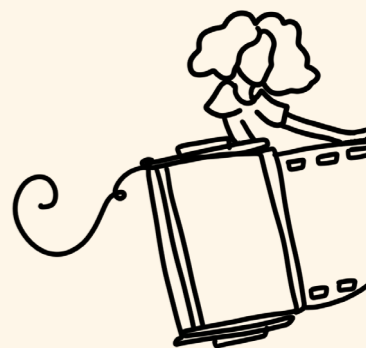
Editor: Dr. Aries Wong

Project Coordinator: Ms. Chloe Kwok

Graphic designer: Mr. Noah Choi

Illustrator: Ms. Aimee Lau

Translator and proofreader: Ms. Ivy Wong



## #What is it?

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

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

課程

### What is **GCAP3076** about?

旨在?

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

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

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

## 通識教育總整 甚麼是服務學習課程?

### What are **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.*

#Timeline

January  
一月

Lectures on Poverty  
有關貧窮議題的課堂

February – March  
二月 – 三月

Community Services,  
Service-Learning Projects  
參與社區服務  
構思服務學習項目

April  
四月

Report & Sharing  
報告及分享

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## #The Messages



Dr Monique Wan  
溫瑞琪博士

Head,  
Department of Economics  
經濟系系主任

Congratulations to Dr. Aries Wong and our students for accomplishing the significant projects!

Economics being a broad discipline focuses not only on economic growth, but also mechanisms in solving pressing problems such as poverty, climate change and gender inequality. We believe service-learning can deepen students' learning through exploring real-world problems, applying economic concepts learned in the classroom, and developing practical solutions to problems.

To better prepare our students to be engaged citizens of the communities, the Department of Economics has offered a service-learning course for a few years, probably before most other departments started to do so. But no matter how hard we tried, we would not have achieved success without the help of our colleagues and organisations. The Department of Economics is grateful for the support from the General Education Office in introducing the capstone course and broadening our scope of service-learning projects, and the Centre for Innovative Service-Learning for sharing their valuable experiences with us. We are also grateful for the opportunity to collaborate with community partners, which allowed students to move beyond standard classroom lectures and proactively participate in these meaningful service-learning projects.

We hope to further strengthen the link between the community and the academia in the future, such that our students and the communities can benefit from our courses.

恭喜黃健明博士和我們的同學完成了富意義的服務項目！經濟學涉及的範圍廣泛，不僅關注經濟增長，還探討解決貧窮、氣候變化和性別不平等迫切問題的機制。我們相信服務學習可以透過探索現實世界的問題、應用課堂上學到的經濟概念，以及制定切實可行的解決方案來加深學習。

為了培養同學成為積極參與社區的公民，經濟系這幾年來開設服務學習課程，可能比大多數部門更早開始推行。但無論我們多努力，如果沒有同事和機構的協助，我們都不會取得成果。我們感謝通識教育處在引入總整課程和擴大項目範圍方面給予的支持，以及創新服務學習中心與我們分享他們的寶貴經驗。我們也很高興有機會與社區伙伴合作，讓同學走出傳統課堂，積極參與這些有意義的服務學習項目。

我們希望在未來進一步加強社區與學術界的聯繫，使同學和社區能受益於我們的課程。

## #The Messages



### Prof. Chiu Sung Nok 趙崇諾教授

Director,  
General Education Office  
通識教育處總監

It is a great pleasure to read the booklet this year of the General Education Capstone Course, entitled “Service-learning in Fighting Poverty”. General Education (GE) is an important component of whole person education. Every capstone course in our GE programme is designed to offer students a culminating learning experience, requiring them to synthesise knowledge from various disciplines to innovatively address important issues faced by the community. The projects presented in this booklet provide strong evidence to showcase how successfully this course achieved the goal.

This year, primary and secondary school students had their unusual “summer” holiday in February, which may have posed problems that young children and their parents in grassroots families had not prepared for. I was very delighted to see that our students could provide timely service for them during this difficult time. The students designed games, organised virtual tours, delivered English lessons, and arranged workshops with diversified themes ranging from resource allocation and social media marketing, to making fruit enzyme. Some of the students focused on services for specific communities, such as the grassroots in the Yau Tsim Mong district or ethnic minorities. These experiences proved to be rewarding to our students, who realised in their post-service reflections that poverty means much more than lack of money, and that everyone could contribute to poverty alleviation.

I was also very encouraged to see how the Students-as-Partners Scheme for GE courses, as part of our efforts to deliver HKBU's aspiration of achieving best student experience, contributed to the success of this course. The student-partners leveled up not only the project teams through experience sharing, but also themselves through offering peer support as mentors.

My unreserved appreciation goes to Dr Aries Wong, his course team, and his students!

很高興能閱讀到這科通識總整課程今年的小冊子。通識教育是全人教育的重要組成部分，而在我們的通識教育課程中每個總整課程都旨在為同學提供一個終極學習體驗，要求他們綜合不同學科的知識，以創新的思維處理社區面對的問題，而這本小冊子中介紹的服務學習項目正正展示了這課程如何成功地實現了此目標。

今年二月，基層家庭的孩子和家長在還沒有準備好的情況下便迎來了不一樣的“暑假”。我很高興看到同學們能夠在這困難時期為他們提供適時的服務，包括設計遊戲、組織虛擬旅行、及提供英語課程，並舉辦工作坊介紹資源分配、社交媒體營銷和製作水果酵素等多元化的主題，而有些項目小組則負責為某些特定社區和群體提供服務，例如少數族裔或油尖旺區的基層市民。通過這些服務學習項目的經驗，同學們在反思中了解到貧窮是比金錢上的缺乏更複雜的問題，並意識到每個人都可以為扶貧出一分力。

本校致力提供最佳學生體驗，通識課程中的師生伙伴計劃正是我們為實現這願景而作出的其中一項嘗試，我為此計劃能對這課程的成功作出貢獻感到非常鼓舞。學生伙伴們不僅透過經驗分享提升了項目團隊的水平，也從擔任朋輩導師的過程中提升了自身的水平。

我非常感謝黃健明博士以及他的團隊和學生！

## #The Messages



Dr Lisa Lam  
林婉雯博士

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

I felt both happy and heavy reading this second booklet of GCAP3076 Service-Learning in Fighting Poverty. Happy because the pages capture the efforts, heart and passion of our HKBU students; reading them, I saw how our students made good use of their knowledge and skills learned in this service-learning course, went outside of the classroom, put theory into practice and helped tackle poverty issues of our community. Empathising with the poor and the needy is one thing, having the capacity and courage to act on it is another. Service-learning makes this possible. When we integrate learning, service (as actions) and reflection, we see students turning care and empathy into value-driven actions, which resulted in greater motivation and deeper engagement in learning. Here, I must thank Dr. Aries Wong, the instructor, and Max Cheng and Polly Chow, project coordinators of this course, for their passion and expertise in extending their work to the community. My heartfelt gratitude also goes to all our community partners for making this service-learning course possible.

Heavy because the pages also capture the poverty problem in Hong Kong. The 11 projects of our students showed us squarely how poverty is multi-dimensional and layered – the grassroots homemakers, children and elderly, families living in subdivided flats and temporary housing, underprivileged primary school students, new migrants, relocated residents and ethnic minorities. From these projects, we witness not only the plight of these social groups, but also the aggravating situation brought by the pandemic – income loss, crowded space, decreased access to educational and recreational resources, etc. Although the challenges are daunting, our students have showed us how each of us has the power to address poverty practically and innovatively.

Let us join them in fighting poverty in our own community.

閱讀GCAP3076服務學習課程的第二本小冊子，讓我感到既高興又沉重。高興，是因為書頁記載了浸大同學的努力、反思和熱誠。我看到同學充分利用他們在這服務學習課程中學到的知識和技能，走出課堂，將理論付諸實踐，幫助解決我們社區的貧窮問題。要知道，理解貧窮人士和有需要人士是一回事，有能力和勇氣採取行動是另外一回事。服務學習透過結合學習、服務工作和反思，使這成為可能。同學將關懷和同理心，轉化為富有價值和意義的行動，展現出高度的學習動力和參與度。在此，我必須感謝課程導師黃健明博士，以及服務學習項目主任Max和Polly，將熱誠和專業知識擴展至社區服務。我也衷心感謝所有社區伙伴的支持，使這個服務學習課程得以成功。

感到沉重，是因為這小冊子也反映出香港的貧窮問題。11個服務學習項目讓我們看到了貧窮是一個多維度、多層次問題，牽涉社會各群體，包括基層婦女、兒童、長者、劏房戶、臨時居所的家庭、基層學生、新移民、重置居民和少數族裔等。這些項目揭示了不同社會群體的困境，更讓我們看到貧窮戶在疫情中往往首當其衝，面對更大更重的壓力，例如收入下降、空間擁擠、教育和娛樂資源減少等。雖然挑戰艱鉅，但同學們展示了我們每個人都有能力，以實際和創新的方式對應貧窮問題。

讓我們與同學一起服務社區，對抗貧窮。

## #The Messages



Dr Aries Wong  
黃健明博士

Course Instructor  
課程導師



Chloe Kwok  
郭倩怡

Project Administrator  
項目主任

Needless to say, the pandemic continued to pose a great challenge to our students' service-learning projects. Students were deployed to our community partners during the peak of the fifth wave of the pandemic, when all face-to-face activities were almost impossible. The challenge, however, also offered an exceptional opportunity for our students to find innovative ways to fight poverty. For instance, virtual sightseeing tours were conducted to let children from grassroots families know more about their community when outdoor activities were largely restricted, and workshops on social medial marketing were offered to underprivileged women so that they can promote their handicrafts online during the pandemic.

The amazing stories of our students in this booklet are a product of support from our project coordinators Max and Polly, the course and Students-as-Partners scheme administrator Chloe, Department of Economics, General Education Office, Centre for Innovative Service-Learning and our community partners. I would like to express my gratitude to them.

We don't have many beautiful pictures of our projects in this booklet since most of them were conducted virtually, but I am sure you can appreciate the beauty of these heartwarming stories.

正如往年一樣，疫情無疑對同學的服務學習項目構成巨大挑戰。同學在第五波疫情高峰期被派往不同機構，與我們的社區伙伴合作提供服務。當時幾乎不可能進行任何面對面活動，然而這挑戰也為同學提供了難得的機會，讓他們找到創新的方法應對貧窮問題。在戶外活動受到限制的情況下，同學舉辦虛擬旅行，讓基層家庭的孩子更了解他們的社區。此外，有些組別的同学為基層婦女提供社交媒體營銷工作坊，讓她們可以在疫情期間在網上推廣自己的手工藝品。

這本小冊子記載的精彩故事是在各方的支持下的成果。我想藉此機會感謝服務學習項目主任鄭志堅和周佩利、課程和師生伙伴計劃行政人員郭倩怡、經濟系、通識教育處、創新服務學習中心和我們的社區伙伴。

由於大部分的項目都是在網上進行，所以這本小冊子中沒有很多精彩的照片，但我相信大家會體會到這些感人故事的美妙之處。

It is my honor to join the course management team this year to support course administration and coordinate the Students-as-Partners scheme. During the process, I witnessed how each group of students overcame difficulties and developed various interesting projects for their service recipients under the pandemic. Their dedication and creativity were really admirable. At the same time, I was delighted to see our four Student Partners supporting their peers. They not only shared their past service-learning experiences, but also encouraged project team members along the way. I hope our students and Student Partners will keep their passion and continue to help those in need by taking different roles in society in the future!

很榮幸本年度能加入課程團隊，支援課程行政工作及協調師生伙伴計劃。過程中，見證各組同學克服難題，在疫情下為服務對象構思各個有趣的項目，他們的服務決心及創意實在令人欣賞。同時，喜見我們四位學生伙伴與同學結伴同行，不但樂於分享他們過去的服務學習經驗，更沿途為同學支持打氣。期望同學及學生伙伴能保持熱誠，日後在社會不同崗位上繼續幫助有需要人士！

## #The Messages



Max Cheng 鄭志堅  
Polly Chow 周佩利

Service-Learning Project Coordinators  
服務學習項目主任



It was a pleasure to work with Dr. Aries Wong again this year. We have built up great chemistry and developed a better understanding on how to enhance the depth and breadth of the entire course. We lined up different community partners to provide students with all kinds of service-learning opportunities and we hope this will build an effective model for the course.

Our community partners come from different districts and their service targets varied. We hope that through participating in different service projects under pandemic restrictions, students can develop a deeper understanding of how the grassroots cope with the problem of poverty and the difficulties they face every day.

We would like to thank the students again for maintaining a positive attitude throughout the projects. Despite the challenging pandemic situation, they tried their best to develop ideas and contingency plans, designing and offering activities to address the needs of the groups they served. We hope that all students can take this opportunity to understand the issues faced by the underprivileged and ethnic minorities in society, and make this experience a valuable lesson in life.

We are also grateful for the full support from our community partners, which provided our students with distinctive experiential learning experiences. Although we had to make timely adjustments to cope with the ongoing changes during the pandemic, we collaborated closely with our community partners and provided students with appropriate support to ensure the successful completion of the service-learning projects and contributed towards poverty alleviation and other social problems!

今年有幸再與黃博士合作，彼此建立了一定的默契，明瞭如何加強整個課程的深度和廣度。我們聯繫了不同的社區伙伴，為同學們提供截然不同的服務學習機會，希望藉此為課程建立一個有效的模板，加強成效。

這次我們的社區伙伴來自不同地區，服務的群體亦大不同。透過不同的地區性服務工作，期望同學能在疫情的限制下參與各種服務項目，深入了解草根階層如何應對脫貧這個課題，和其每日所面對的困難。

在此，再次感謝同學們在疫情嚴峻下都保持正面積極的態度，盡力思考和尋找應變計劃，設計及提供服務對象真正需要的活動。希望各位同學能藉此機會，明瞭社會上基層市民和少數族裔群體所面對的問題，讓此經驗成為人生學習的一次寶貴經驗。

我們亦感謝社區伙伴在整個體驗學習過程中的鼎力支持，為同學們帶來不一樣的實地學習體驗。雖然這次的學習過程受到疫情變化的影響，需要不斷地作出及時的調節，但在社區伙伴們的同心協作下，我們為同學們提供適切支援，令到服務學習得以順利完成，為解決貧窮和其他社會問題出一分力！

## Students-as-Partners Scheme

Have you heard of it?

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

## 師生伙伴計劃

你有聽過嗎？

在通識教育處的支持下，今年我們在課程中首次加入師生伙伴計劃。我們邀請了四名有服務學習經驗的學生加入並擔任學生伙伴，促進朋輩間的學習。他們與今屆的同學分享學習經驗，協助同學將學術知識和技能應用於現實世界。通過參與小組討論和觀察同學的服務學習活動，相信這個不一樣的體驗能讓學生伙伴們加深對服務學習的了解。

## #The Student Partners - their thoughts



CHEUNG Ka Tung, Vicky 張家彤  
BBA, Human Resources Management

It has been a fruitful experience being one of the Student Partners in this course. It was very different from what I experienced when I joined the service-learning course as a student. As a Student Partner, I had to think more thoroughly and provide advice to students on their service-learning activities. It was nice to see how students overcome difficulties in the implementation process. I was glad to be able to participate in this course and help those in need, even if we are just helping a little bit. I have also learned more about poverty issues in Hong Kong.

師生伙伴計劃是個充實的體驗！這與我之前以學生身分參與服務學習項目時的經歷截然不同。作為學生伙伴，我需要更周詳的思考，向同學提供有關服務學習活動的建議。我樂見同學們在實施過程中克服困難，也很高興能夠參與這個課程幫助有需要的人，儘管只是一點點。同時，我從中對香港的貧窮問題有更深入的了解。



LO Cheuk Lam, Jolina 盧芍霖  
BCOMM, Chinese Journalism

I was glad to have the opportunity to observe how students learned through their service-learning experience. Though there was some confusion at the beginning, students' ideas about their service-learning projects gradually became clearer after continuous communication with the community partners. It was a delight to see the groups implementing their service-learning projects! I could feel students' joy when they interacted with the service recipients. Observing others doing community service was an interesting experience for me. It provided me some tips to improve my performance in future services and reminded me of the importance of doing reflection after a service project.

我很高興有機會觀察同學們在服務學習過程中的成長。雖然同學們剛開始時遇到一些困惑，但經過與社區伙伴的持續溝通後，他們對服務學習項目的想法逐漸變得清晰。我很高興看到不同組別的項目實踐！當同學們與服務對象互動時，我能感受到他們的喜悅。觀察別人參與社區服務對我來說是一次有趣的經歷，讓我知道未來參與服務時可以怎樣表現得更好，並提醒了我在完成服務後進行反思的重要性。



WONG Hei Man, Jena 黃希雯  
BCOMM, Public Relations and Advertising

Being a Student Partner during the pandemic was challenging as most of the students' project plans had to be adjusted and it was not easy to follow their latest schedule. However, this also meant my role as a Student Partner was more meaningful. It was great to see that students could provide support to the needy during this difficult time. By sharing my service experience and suggestions, I hoped to strengthen students' confidence in the service-learning projects. I did hear about some excellent project ideas! It would be nice if our student groups could collaborate with the community partners and help turn these ideas into long-term community services.

在疫情期間擔任學生伙伴可算是一件具挑戰性的事。由於大部分項目都需要因應疫情而作出調整，所以要跟隨各組別的最新進度也不容易。然而，這挑戰讓學生伙伴的角色更有意義。我很高興看到同學們在這個困難時期能夠為有需要的人士提供支援。透過分享我的服務經驗和建議，我希望能增強同學們對自己所計劃的服務學習項目的信心。當中，我發掘到不少出色的項目構思呢！我期望同學們有機會與社區伙伴合作，一起將這些構思發展成為長期社區服務。



WONG Sin Hang, Veronica 黃善衡  
BBA, Applied Economics

Being the Student Partner of this course was a very fruitful and enjoyable journey for me! I appreciated very much the creative service-learning activities organised by students. The groups could fine-tune the content based on the needs and characteristics of service recipients. I was impressed by the good group dynamics. The groupmates could complement each other whenever problems arose. I learned a lot through this scheme, ranging from activity planning skills, implementation skills, to a better understanding of personal weaknesses. Fighting poverty is never an easy task. I am sure we have planted seeds in the service recipients' hearts, and that these seeds would surely sprout in the future!

作為學生伙伴對我來說是一個既充實又愉快的旅程！我十分欣賞同學們富有創意的服務學習項目構思，並能夠根據服務受眾的需要和特質就活動內容作出調整。他們的團隊精神令我留下深刻印象。每當出現問題時，組員彼此互補。我在這個計劃中學到了很多東西，包括活動策劃和技巧實踐，以及更清楚地了解個人弱項。對抗貧窮從來都不是一件容易的事。我相信我們已經在服務對象的心中埋下種子，並有信心這些種子未來一定會發芽！

## #Project1

# Project

### Concern For Grassroots' Livelihood Alliance

### 關注草根生活聯盟



Yau Tsim Mong District is one of the districts of Hong Kong with the highest number of subdivided flats. The pandemic has exacerbated problems of poverty in the district. Many grassroots families lost their jobs or were asked to work fewer hours. Small businesses struggled with a dramatic drop in revenue. To help the community get through difficult times, the group participated in a number of activities organised by the community partner.

油尖旺區是香港最多劏房戶的地區之一。疫情加劇了該地區的貧窮問題，許多基層家庭失去工作或被僱主要求縮短工時，小商店的生意額亦大跌。為了幫助社區度過難關，同學參與了社區合作伙伴組織的多項活動。

## Message from Community Partner

Mr Wong Kai Hing 黃佳鑫先生  
Director 總幹事

Since our establishment in 2011, we have dedicated to improving the livelihood security of grassroots and low-income people. Through serving and bringing together residents living in different districts, we hope to bring changes to their lives and help them emerge from poverty.

The pandemic in recent years has dealt a very serious blow to Hong Kong and the rest of the world. The grassroots families we serve, especially those in living in subdivided housing, are the first to bear the brunt. Due to the pandemic and rise in unemployment, grassroots families living in subdivided housing families are trapped in a small environment with poor sanitary conditions. These families face not only a higher risk of infection, but also a higher level of mental stress. When tension and conflicts arise within the family, there is insufficient space in the tiny flat for individual members to take personal space and calm down, leading to an increase in domestic violence. With limited savings, expenses on personal protective equipment have placed a heavier financial burden for low-income families. This also highlights how lower-income households have lower financial resilience to cope with unexpected circumstances.

It was during these difficult times that low-income citizens need the most support. However, because of the pandemic, social services have been disrupted and some emergency services were even forced to suspend. This year, we are very pleased to have five HKBU students take part in our service, providing basic and important supplies to residents in the neighbourhood. During the project, I witnessed the students' enthusiasm to serve, and their courage when facing difficulties. I hope that this service-learning experience will enable students to understand the needs of the underprivileged, and show more care to people in need in the future!



自2011年成立以來，我們致力關注基層及低收入人士的生活保障，一直透過服務、組織不同地區的街坊，期望為他們的生活帶來改變，幫助他們脫離貧窮。

近年疫情肆虐，對於香港，乃至於全球各地都造成十分嚴重的打擊。我們服務的基層家庭，尤其是劏房家庭更是首當其衝。疫情和失業潮來襲，基層劏房家庭困於狹小且衛生條件較差的環境，不單面對較高的感染風險，精神壓力也難以疏解。即使發生少少的磨擦也因沒有足夠空間分隔和緩衝，導致家暴情況也嚴重了不少。基層家庭的生活本已捉襟見肘，所謂「餐盞餐食餐餐清」，防疫物資支出加重經濟負擔，反映了低收入家庭沒有足夠的「抗逆力」應付突發狀況。

在這嚴峻的情況下，正是基層市民最需要支援的時刻，但社會服務卻大受影響，部分緊急服務甚至被迫暫停。今次很高興有五位浸大同學參與我們的服務，在疫情下為基層街坊提供最基本和重要的物資。過程中見證同學服務的熱情、面對困難的勇氣。期盼這次服務學習的體驗能讓同學了解草根階層的需要，日後多關心社會上有需要的人士！

#Project1

# Their After-thoughts

## Project 1

You Tsim Mong District is one of the districts of Hong Kong with the highest number of subdivided flats. The pandemic has exacerbated problems of poverty in the district. Many grassroots families lost their jobs or were asked to work fewer hours. Small businesses struggled with a dramatic drop in revenue. To help the community get through difficult times, the group participated in a number of activities organised by the community partner.

油尖旺區是香港最多劏房戶的地區之一。疫情加劇了該地區的貧窮問題，許多基層家庭失去工作或被僱主要求縮短工時，小商店的生意額亦大跌。為了幫助社區度過難關，同學參與了社區合作伙伴組織的多項活動。



高韜文 HO To Man

BBA, Human Resources Management

The lectures and service-learning experience offered me an opportunity to think about poverty from different perspectives. In this project, I also learned new skills from my group members.

課堂和服務學習經驗讓我有機會從不同的角度思考貧窮問題。在過程中，我亦從組員身上學到了新技能

吳家亮 NG Ka Leong

BBA, Accounting

This service-learning project was very meaningful. When I gave the lucky bags to the grassroots families, I could feel their gratitude. I would like to continue to contribute to poverty alleviation in the future.

這個服務學習項目非常有意義。當我把福袋送給基層家庭時，我能感受到他們的快樂，鼓勵了我未來繼續為脫貧工作出一分力！

黃仲熙 WONG Chung Hei

BBA, Applied Economics

As an economics student, the service-learning project offered me some real-world experiences. I talked to an old lady over the phone, and her story really touched me. I felt the responsibility to do something for the poor.

作為一名經濟系學生，這個服務學習項目帶給我現實社會的體驗。一位老太太在電話上的分享尤其令我感動，我覺得自己有責任為貧窮人士做一點事。

黃允鈴 WONG Wan Ling

BBA, Human Resources Management

Apart from improving my interpersonal skills, the service-learning project helped me develop a positive mindset. Although there are many uncertainties, there are more solutions than problems. As long as we prepare well, there will be ways to overcome them. These skills will also be very helpful when I start my career in the future.

服務學習項目除了提升我的社交能力外，還有助鍛鍊正面思維。儘管有許多不確定性因素，但解決方法總比困難多。我明白到只要做好準備，就必會找到出路。這些技能相信有助我未來的職業生涯發展。

馮卓盈 FUNG Cheuk Ying

BSc, Entrepreneurship

Before joining the course, I lacked self-confidence, and was weak in communication and problem-solving skills. During this service-learning project, the frequent communication between our community partner, service recipients and my teammates helped me build my confidence.

課程前，我的溝通能力和解決問題的能力較弱，同時缺乏自信心。在這個服務學習項目中，透過與社區合作伙伴、服務對象、組員的頻繁溝通，讓我的信心有所提升。

## #Projects2 & 3

# Projects



#OneCollaborationTwoProjects

### HKYWCA Western District Integrated Social Service Centre

### 香港基督教女青年會 西環綜合社會服務處

Grassroots families have limited opportunity access to entertainment due to poverty and the lack of limited resources, especially during the pandemic. To provide more recreation opportunities for them, the group designed and conducted various innovative mini-games on Zoom. Through these interactive games, the group hoped to promote closer communication and enhance strengthen parent-child relationships.

基層家庭缺乏經濟能力及資源，尤其在疫情期間，娛樂活動十分有限。為了給基層家庭提供更多娛樂機會，同學設計了各種創新的小遊戲，讓這些家庭能通過Zoom參與。同學希望透過這些互動遊戲，促進家庭溝通，加強親子關係。

The unexpected early summer holidays may be good news for many children. However, for those from grassroots families, it can mean loneliness and boredom. Children in these families, with dual working parents and limited space, enjoy less play. The group arranged workshops for children from grassroots families to relieve their pressure under the pandemic and strengthen parent-child relationships.

提早來臨的暑假對大部分孩子也許是個好消息。然而，基層家庭的小孩卻苦惱著該怎樣打發孤獨和無聊的時間。由於雙職父母需兼顧工作，加上家裡空間有限，孩子反而少了玩樂的機會。同學藉著為孩子舉辦工作坊，紓緩他們在疫情下的壓力和苦悶。

## Message from Community Partner

Mr Kwong Wai Yin 鄭偉賢先生

Ex-HKYWCA Social Worker 前香港基督教女青年會 社會工作幹事

The pandemic continues to bring children challenges in life, learning and leisure. With the suspension of classes and the closure of recreational facilities, grassroots families face further strain with children experiencing “zero” entertainment. HKYWCA Western District Integrated Social Service Centre is committed to enriching life, providing services to those in need and promoting moral, intellectual, physical and social development.

This year, the Centre collaborated with students from HKBU to organise “Board Games at Home” for grassroots families via Zoom. The students designed original board games with simple materials and taught the families how to create them. Through playing these games, children and parents developed stronger bonds and better communication.

Despite the tight schedule and screen size limitation, the HKBU students rose to the challenge by creating innovative board games outside the box, using images, animations, and websites. From conception to implementation, students learned how to make enhancements and achieve project outcomes. The children enjoyed an unforgettable experience because of their effort and dedication.

I hope that the HKBU students will continue to emerge from challenges with a positive attitude and care for the community and people around them. I also hope that the programme can benefit more students by giving them opportunities to gain experiences and serve the community.

疫情持續為小朋友帶來不穩定的生活、學習模式及娛樂。停課及康樂設施封閉下，基層小朋友可說是「零」娛樂，對原本缺乏資源的基層家長無疑是雪上加霜。香港基督教女青年會 西環綜合社會服務處一直以生命的栽培為宗旨，致力為有需要人士提供服務，促進德智體羣四育之發展。

今年度本處與一群來自浸會大學的同學合作，以Zoom形式舉辦「桌遊到家」活動予基層家庭。活動中，同學發揮創意，利用簡單物資，教授家庭製作獨一無二的桌遊，讓他們閒時可以與家庭成員遊玩，促進親子溝通，建立良好關係。這次計劃時間緊迫，加上Zoom活動有螢幕的限制，但一眾同學仍然迎難而上，以圖像、動畫、網站等不同的形式，打破框架，創作出新穎的桌遊。同學在計劃中初嘗構思、實踐及改良的過程，學習讓計劃盡善盡美。同學的付出和投入，亦為疫下的小朋友留下一個難忘的活動經歷。

希望同學將來在職場上繼續以正面態度面對挑戰，關懷社區及身邊人士。在此期望服務學習體驗活動可以裨益更多的同學。



#Project2

# Their After-thoughts ...

## Project 2

Grassroots families have limited opportunity access to entertainment due to poverty and the lack of limited resources, especially during the pandemic. To provide more recreation opportunities for them, the group designed and conducted various innovative mini -games on Zoom. Through these interactive games, the group hoped to promote closer communication and enhance strengthen parent-child relationships.

基層家庭缺乏經濟能力及資源，尤其在疫情期間，娛樂活動十分有限。為了給基層家庭提供更多娛樂機會，同學設計了各種創新的小遊戲，讓這些家庭能通過Zoom 參與。同學希望透過這些互動遊戲，促進家庭溝通，加強親子關係。

郭芷翹 KWOK Tsz Kiu

It was the first time I accomplished a month-long project that combined learning and service. It offered me unique insights and experience. I enjoyed remarkable moments with the families and have gained more understanding during the project. Despite the difficult circumstances, they have remained very positive and enjoyed sharing their lives with us. This reminded me to stay optimistic even when facing obstacles.

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

這是我第一次在課程中完成為期一個月的服務學習項目。課程提供了獨特的體驗，讓我有機會與這些家庭享受快樂時光，並在活動期間對他們的生活有更深入的了解。儘管處境艱難，他們仍然十分積極，並樂於與我們分享他們的生活。這鼓勵我即使面對困難，也應該保持樂觀。



李詠琴 LEE Wing Kam

I found my strengths through the service-learning project. I am a good listener and can provide prompt responses and feedback to others. The opportunity to lead activities and encourage people to participate has developed my confidence and communication skills. This experience has broadened my perspective and inspired me to do more to serve disadvantaged groups in society.

BBA, Information Systems and e-Business Management

這服務學習項目讓我找到了自己的長處。我是一個聆聽者，在交談中能提供及時的回應和反饋。我有機會發揮領導角色和鼓勵別人積極參與。這些經驗增強我的自信心和溝通能力，也擴闊了我的視野，推動我服務社會上的弱勢社群。

蔡政皓 TSOI Ching Ho

A key takeaway from the project is that trust and cooperation bring effective outcomes. In our first meeting with the kids, I did not communicate much with my groupmates, and the outcome was not very satisfactory. We evaluated and arranged more discussion when designing the rundown for the following sessions. With closer communication, we were able to achieve better outcomes. From this experience, I learned that I should trust my partners. Teamwork allows us to accomplish more together.

BBA, Applied Economics

這次學習經驗讓我體會到信任與團隊合作的重要性。第一次和孩子見面時，我和組員交流不多，活動效果未如理想。我們進行組內檢討後，在設計往後的活動時安排了更多討論環節。通過我們的緊密溝通，活動取得更佳成果。從這次經歷中，我明白到我應該信任我的組員，透過團隊合作一起完成更多。

黃子敏 WONG Tsz Man

The service-learning project had a positive impact on my personal growth. It greatly enhanced my relationship building and problem-solving skills. The project offered me the opportunity to contribute to society and better understand grassroots families. This first-hand experience allowed me to learn beyond textbooks and lectures.

BBA, Human Resources Management

這次學習體驗對我的個人成長帶來正面影響，讓我學習建立人際關係和提高解決問題的能力，為社會作出貢獻。透過親身參與以及直接的溝通和接觸，我對基層家庭有更好的了解，獲得在書本和課堂以外的啟發。

## #Project3

# ... and theirs

## Project 3

The unexpected early summer holidays may be good news for many children. However, for those from grassroots families, it can mean loneliness and boredom. Children in these families, with dual working parents and limited space, enjoy less play. The group arranged workshops for children from grassroots families to relieve their pressure under the pandemic and strengthen parent-child relationships.

提早來臨的暑假對大部分孩子也許是個好消息。然而，基層家庭的小孩卻苦惱著怎樣打發孤獨和無聊的時間。由於雙職父母需兼顧工作，加上家裡空間有限，孩子反而少了玩樂的機會。同學藉著為孩子舉辦工作坊，紓緩他們在疫情下的壓力和苦悶。

BBA, Accounting 吳紫萱 NG Tsz Huen

The service-learning project provided me with an opportunity to try something new and learn from setbacks and failures. I did feel frustrated and confused when one of the participants said that he did not like the games we prepared, but I quickly identified the problems and made improvements. I also learned from the process of teaching kids.

服務學習項目讓我有機會嘗試新事物，並從挫折和失敗中學習。當其中一位小孩說他不喜歡我們準備的遊戲時，我感到失望和困惑，但我很快就發現問題所在，並改良遊戲。在教授孩子的過程中，我亦有所得著。



BBA, Marketing 羅銘耀 LAW Ming Yiu

Before joining this project, I had a simplistic and straightforward understanding of poverty issues. I thought poverty was all about the lack of money and that it could be solved with financial aids. Through the service-learning project, I gained new insights and learned that poverty issues are much more complex.

我以往對貧窮問題的理解較為簡單和表面，認為貧窮是金錢物資的缺乏，提供經濟援助便可以解決問題。這次服務學習體驗讓我獲得了新的見解，了解到貧窮問題的複雜性。

BBA, Entrepreneurship 馮永輝 FUNG Wing Fai

I have developed a better understanding of my strengths and weaknesses from the service-learning project. I discovered some abilities that I was not aware I had. I also learned not to be afraid of failure.

服務學習體驗讓我更了解自己的長處和不足的地方。我發現自己擁有一些以前沒有察覺的能力，也學會勇敢面對失敗。

BSc, Analytical and Testing Sciences 羅凱恆 LAW Hoi Hang

Although I knew I was not going to change the participants' lives, I am happy to have had the opportunity to accompany the kids and families in this special "summer holiday" and contributed a small part towards addressing poverty.

BSc, Analytical and Testing Sciences

雖然我知道我不會改變孩子的生命，但我很高興有機會陪伴孩子和家庭度過這個特別的‘暑假’，為解決貧窮問題出一分力。

## #Projects4 & 5

#OneCollaborationTwoProjects

The Lok Sin Tong Benevolent Society Kowloon

九龍樂善堂

# Projects

# 04



The group provided a series of workshops on financial management concepts to children living in temporary housing. By introducing concepts from resource allocation to saving, the group hoped to help them get out of poverty in the long run.

同學舉辦了一系列的工作坊，向住在臨時房屋的孩子介紹財務管理的概念，包括資源分配和儲蓄等，希望助孩子建立正確理財觀念，擺脫貧窮。

# 05



School activities have been suspended under the pandemic, and grassroots families are not able to afford extracurricular activities for their children. Hoping that the children from grassroots families can also enjoy the right to travel, the group organised virtual tours for them to explore their community.

在疫情下，學校活動一律暫停，而基層家庭往往負擔不起課外活動的費用。同學舉辦了線上虛擬旅行，透過實境導覽，帶領基層家庭的孩子展開旅程，探索社區。

## Message from Community Partner

Ms Yuen Man Wai 袁敏慧女士  
Deputy Project Development Manager 項目發展副經理

To care for and support the community, The Lok Sin Tong Benevolent Society Kowloon is committed to doing charity work in different areas, including poverty alleviation, medical care, and education services. We hope to provide quality and diversified services to meet society's needs and help more people in need.

We would like to thank HKBU Department of Economics for arranging two groups of students to participate in our service. In this service-learning project, students designed and organised a series of online activities for the underprivileged children under the Lok Sin Tong Social Housing Scheme, bringing them a fruitful summer holiday!

九龍樂善堂貫徹「關懷情真、樂善同行」，一直致力推動不同範疇的慈善工作，包括扶貧、醫療及教育服務等。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，幫助更多有需要人士。

感謝浸大經濟系安排了兩組學生到本機構參與服務。在今次的服務學習計劃中，同學們為社會房屋計劃——「樂屋」的基層兒童設計並舉辦了一系列的線上活動，充實了他們的暑假！

## #Project4

# Their After-thoughts

## Project 4

The group provided a series of workshops on financial management concepts to children living in temporary housing. By introducing concepts from resource allocation to saving, the group hoped to help them get out of poverty in the long run.

同學舉辦了一系列的工作坊，向住在臨時房屋的孩子介紹財務管理的概念，包括資源分配和儲蓄等，希望助孩子建立正確理財觀念，擺脫貧窮。

BBA, Accounting 何皓楠 HO Ho Nam

In this service-learning project, we were responsible to our community partner and service recipients. I understood the crucial role of planning, for activities as well as contingency plans.

在這個服務學習項目中，我們要對社區合作伙伴和服務對象負責。我體會到完備的計劃不但有助於籌備活動，對制定應變計劃亦具一定的重要性。

BSc, Mathematics and Statistics 黃宇軒 Wong Yu Hin

I have only heard about poverty issues in Hong Kong on social media before attending this course. I got a more in-depth understanding of poverty issues from the course. In particular, the service-learning experience showed me how everyone could contribute to poverty alleviation.

過去，我只是從社交媒體上得知香港的貧窮問題。這個課程令我對貧窮問題有了更深入的了解，而當中的服務學習經歷更讓我明白到原來每個人都可以為扶貧工作作出貢獻。

BBA, Accounting 蔡子康 CHUA Tsz Hong

This service-learning project showed me how giving was more meaningful than receiving, and I realised that I had the ability to help others. Whenever I saw the children taking an initiative to answer or ask questions, I experienced an inexplicable sense of satisfaction.

這個服務學習項目讓我體會到施比受更有意義，也感到自己有能力幫助他人。每當看到孩子們主動回答或提出問題時，我都有難以言喻的滿足感。

BSocSc, Geography 張曉彤 CHEUNG Hiu Tung

Helping others in need, without asking for anything in return, actually brought me the greatest joy and made me a better person. I experienced a sense of achievement and comfort by serving others. I would like to continue the good deeds and spread the love for helping others to serve more people suffering from poverty.

不求回報地幫助有需要的人，給我帶來喜悅，同時讓我成為一個更好的人。服務他人的過程中，我不但感到很欣慰，亦收獲到成就感。我希望繼續做好事，發揮熱心助人的精神，服務更多貧窮人士。

BBA, Accounting 葉詠怡 IP Hoi Yi

Interacting with children from grassroots families changed my perception of them. I was surprised by their motivation and confidence in answering questions. It reminded me that we should not stereotype the poor.

與基層家庭孩子的互動改變了我對他們的看法。他們積極和自信地回答問題，讓我感到意外。這次的經驗提醒了我不應該對貧窮人士抱有成見。

#Project5

...  
and  
theirs

## Project 5

School activities have been suspended under the pandemic, and grassroots families are not able to afford extracurricular activities for their children. Hoping that the children from grassroots families can also enjoy the right to travel, the group organised virtual tours for them to explore their community.

在疫情下，學校活動一律暫停，而基層家庭往往負擔不起課外活動的費用。同學舉辦了線上虛擬旅行，透過實境導覽，帶領基層家庭的孩子展開旅程，探索社區。

BBA, Marketing 鄭卓熙 CHENG Cheuk Hei

It was so fulfilling to see the smiles on the children's faces. One of the kids even visited the attractions we introduced in the virtual tour with his parents afterwards. We were so delighted when we received his photos!

看到孩子們在活動中所展露的笑容，讓我很有滿足感。其中有個孩子更和父母到訪了我們在虛擬旅行中介紹過的景點。當收到他的照片時，我們都非常高興！

BBA, Finance 梁家俊 LEUNG Ka Chun

Parents in low-income families often need to focus on work that they may overlook the importance of bringing children to visit different attractions. By organising virtual tours, we hope to narrow this difference between low-income and high-income families.

低收入家庭的父母往往因為需要專注於工作，忽略了帶孩子外出遊歷的重要性。透過舉辦虛擬旅遊，我們希望減少低收入家庭和高收入家庭之間的差異。

BBA, Accounting 羅德隆 LAW Tak Lung

I have read about poverty issues in Hong Kong from newspapers and documentaries. Problems such as unemployment, low statutory minimum wage and intergenerational poverty have been discussed for a long period of time. This service-learning project offered me the firsthand experience of poverty alleviation work.

我之前從報章和紀錄片中了解到香港的貧窮問題，失業、法定最低工資水平過低和跨代貧窮等問題已被討論多時。這個服務學習項目讓我有機會親身體驗扶貧工作。

BBA, Finance 何永嫻 Ho Wing Ho

The lectures and service-learning project changed my views and attitudes towards the issue of poverty. Other than people who struggle for livelihoods, I learned that there are also people living in relative poverty. This service-learning project was a precious opportunity for me to contribute to our society, especially during these tough times under the pandemic.

課堂和服務學習項目改變了我對貧窮問題的看法和態度。我了解到社會上有人為生計而掙扎，亦有一些人活在相對貧困之中。這個服務學習項目提供了寶貴機會，讓我能夠在疫情期間為社會作出貢獻。

## #Projects6 & 7

#OneCollaborationTwoProjects

Martha Boss Lutheran  
Community Centre

路德會包美達社區中心

# Projects

Many grassroots women have great difficulty finding suitable employment with working hours and locations that allow them to take care of their families. This situation has become more draining under the pandemic, as children had to learn from home. By conducting workshops on social marketing skills, the group introduced useful strategies for the participants to sell their products online.

許多基層婦女因為要照顧家庭，很難找到合適時間和地點的工作。疫情下，孩子們留家學習，令出外工作更加困難。同學舉辦工作坊，教授婦女有效的社交營銷技巧，讓她們能在網上銷售她們製作的產品。



Extra sources of income can provide much needed support to grassroots families. The group produced the logo, Instagram posts and animated clips to promote Lady Art Club. The community partner established this online marketplace for grassroots homemakers to sell their handmade goods.

額外的收入來源可以減輕基層家庭的財政壓力。同學設計和製作了商標、Instagram 帖子 and 動畫來宣傳集藝社。社區中心建立了網上平台，讓基層家庭主婦可以通過平台售賣手工製品。



## Message from Community Partner

Ms Yanus Leung 梁欣欣女士  
Project Officer 計劃主任

The collaboration between our Centre's Lady Art Club and students from HKBU marked an important step in the Club's promotional strategies.

Lady Art Club gathers a group of grassroots women with a passion for craftsmanship. Applying their knowledge in social media and animation production, HKBU students helped these women promote their craft and vision to a wider audience. They designed the Club logo, produced three promotional videos, set up a social media account, and conducted workshops to teach the women how to manage the Club's social media platform.

When our Club's members learned that they could work with the younger generation, they were all excited and looked forward to this cross-generational collaboration. The HKBU students lived up to expectations. They helped the Club build a more professional image and guided the members to think about sales strategies and division of labour. Our members were also very impressed with the promotional animations produced by the students.

Throughout the project, I was pleased to see that the students were well prepared, behaved maturely and politely when communicating with our members, and responded calmly when encountering difficulties. I hope they will continue to put their expertise to good use and contribute to the community.



本中心的婦女小組——集藝社是次與浸大同學合作，為集藝社的宣傳策略上展開了重要一步。

集藝社由一班熱愛手藝的基層婦女所組成。同學們運用了他們對社交媒體的知識及動畫製作的專長，讓更多人認識到婦女的手藝和理念。他們為本社設計商標，並製作三段動畫，又協助設計社交媒體帳號的初型作宣傳，最後更開設工作坊教授婦女經營社交媒體的技巧。

最初婦女知道可以與年輕一代合作時，她們都相當興奮，期待透過跨代合作為她們帶來新靈感。同學果然不負眾望，他們協助本社建立更專業的形象，並在工作坊中引導婦女思考產品銷售及分工的重要性。對於動畫宣傳片，婦女們都表示很有共鳴。

過程中，喜見同學們事前準備充足、與婦女溝通時成熟有禮、遇到難題時冷靜應變。在此寄語同學日後在社會繼續善用專長，貢獻社區。

## #Project6

# Their After-thoughts ...

## Project 6

Many grassroots women have great difficulty finding suitable employment with working hours and locations that allow them to take care of their families. This situation has become more draining under the pandemic, as children had to learn from home. By conducting workshops on social marketing skills, the group introduced useful strategies for the participants to sell their products online.

許多基層婦女因為要照顧家庭，很難找到合適時間和地點的工作。疫情下，孩子們留家學習，令出外工作更加困難。同學舉辦工作坊，教授婦女有效的社交營銷技巧，讓她們能在網上銷售她們製作的產品。



林思彤 LAM Sze Tung

I never thought that teaching people online marketing skills could be a way to alleviate poverty. I did not realise that community service can be interesting. In the future, I will apply my expertise to serve the community!

BSc, Mathematics and Statistics

我以前不知道教授網上營銷策略可以扶助處於貧窮狀態的弱勢社群。這次學習體驗讓我知道了原來社區服務可以很有趣。未來我會好好運用自己的專業知識服務社區。

譚紫 MUNG Tsz

Before the service-learning project, I was told that grassroots women could only find low-income jobs because of their low education level. The project allowed me to recognise and appreciate their talents. I believe appropriate working arrangements and training can help them get out of poverty.

BSc, Mathematics and Statistics

參與這個服務學習項目前，我聽別人說，基層婦女因為教育程度低，只能找到低收入的工作。這次體驗讓我了解到她們各有才能，我相信合適的工作安排和培訓可以幫助她們走出貧窮。

伍啟智 NG Kai Chi

It was a very meaningful course that differed from typical courses. The project improved my understanding of poverty issues and gave me the opportunity to put learning into practice by serving the poor in Hong Kong.

BSc, Biotechnology

這個課程有別於其他課程，同時別具意義。課程加深了我對貧窮問題的認識，讓我有機會學以致用，服務基層人士。

戴永亮 TAI Wing Leong

The service-learning project reshaped my understanding of women in poverty. We learned a lot about women and poverty from our community partner and the online survey we conducted during project preparation. Women are disadvantaged in the labour market not because of limited abilities, but their roles in the family.

BSc, Biotechnology

服務學習項目讓我對基層婦女有不一樣的見解。我們從社區中心和網上調查中，對婦女和貧窮問題有更多認識。婦女在勞動力市場上處於不利地位，不是因為她們能力有限，而是因為她們在家中的角色。

#Project7

...  
and  
theirs

## Project 7

Extra sources of income can provide much needed support to grassroots families. The group produced the logo, Instagram posts and animated clips to promote Lady Art Club. The community partner established this online marketplace for grassroots homemakers to sell their handmade goods.

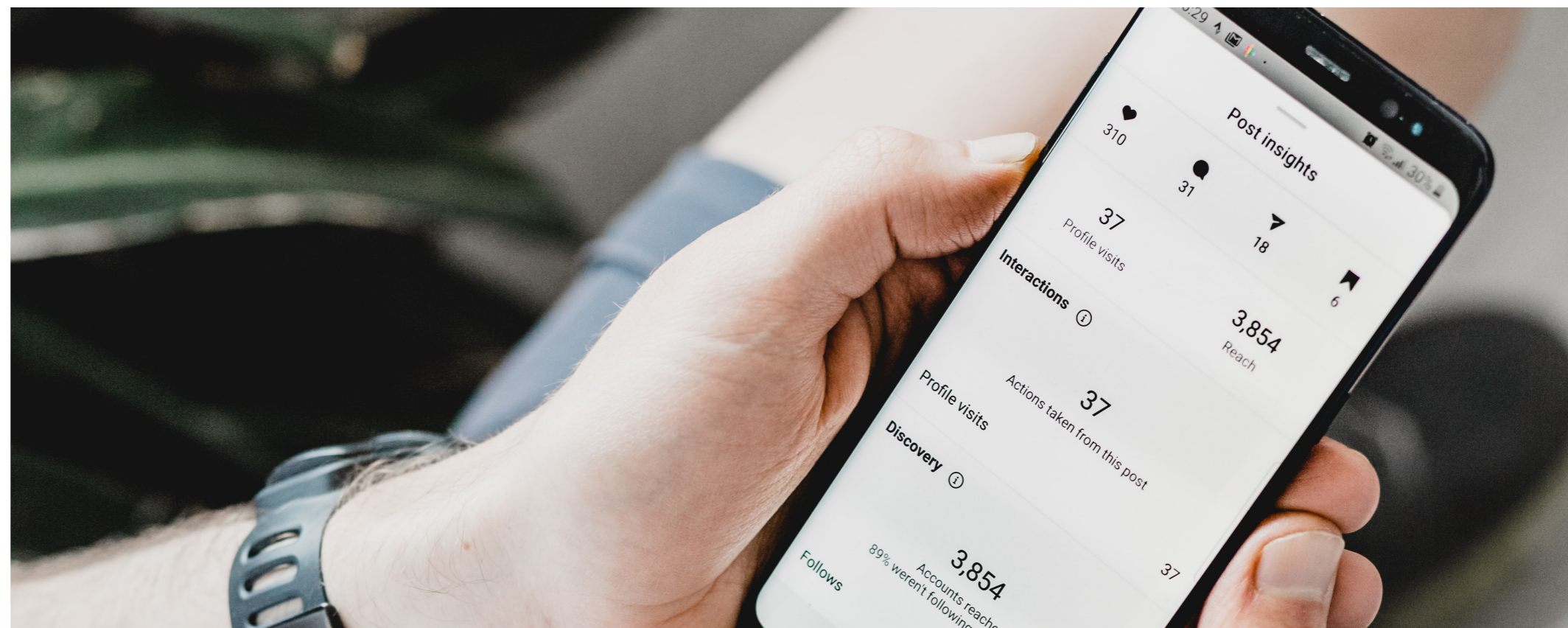
額外的收入來源可以減輕基層家庭的財政壓力。同學設計和製作了商標、Instagram 帖子 and 動畫來宣傳集藝社。社區中心建立了網上平台，讓基層家庭主婦可以通過平台售賣手工製品。

張卓琳 CHEUNG Cheuk Lam Janet

BCOMM, Animation and Media Arts

I recalled how my mother could not work because she had to take care of me when I was young. This experience allowed me to really understand these homemakers' difficult situations. The chance to employ my animation skills to help promote their online platform gave me a sense of satisfaction.

我年幼時媽媽因為要照顧我而無法出外工作，這經歷讓我明白這些家庭主婦的困境。這項目讓我有機會運用動畫製作的技巧幫助推廣她們的網上平台，為我帶來滿足感



莫士儀 MOK Shi Yee

BCOMM, Animation and Media Arts

I initially thought that this course was all about theories, with us analysing different problems and seeking solutions in the classroom. It was a pleasant surprise that after a few lectures and in-class discussions, we were assigned to a community partner to help those in need. This service-learning project provided us an unconventional learning experience.

我一開始以為這課程是以理論為中心，透過分析不同問題來尋求解決方案。我很驚喜課程讓學生有機會與社區中心合作，幫助有需要的人。這個服務學習項目為我們提供了有別於傳統的學習體驗。

孫吳堯 SUEN Ho Hoi

BCOMM, Data and Media Communication

This service-learning project changed some of my assumptions about grassroots homemakers. At first, I worried that we would have trouble communicating with them due to our different backgrounds. However, this was not a problem as they were in fact very nice and open to our ideas.

這個服務學習項目改變了我對基層家庭主婦的印象。起初，我擔心由於大家背景不同，溝通上會遇到困難。但原來她們都很友善，並且對我們的想法持開放態度。

陶梓豐 TO Tsz Fung

BCOMM, Animation and Media Arts

This service-learning project was a memorable experience. When these grassroots homemakers talked about their experience in Lady Art Club, I could see the spark in their eyes. I am glad that our knowledge and skills could support the work of our community partner as well as grassroots homemakers.

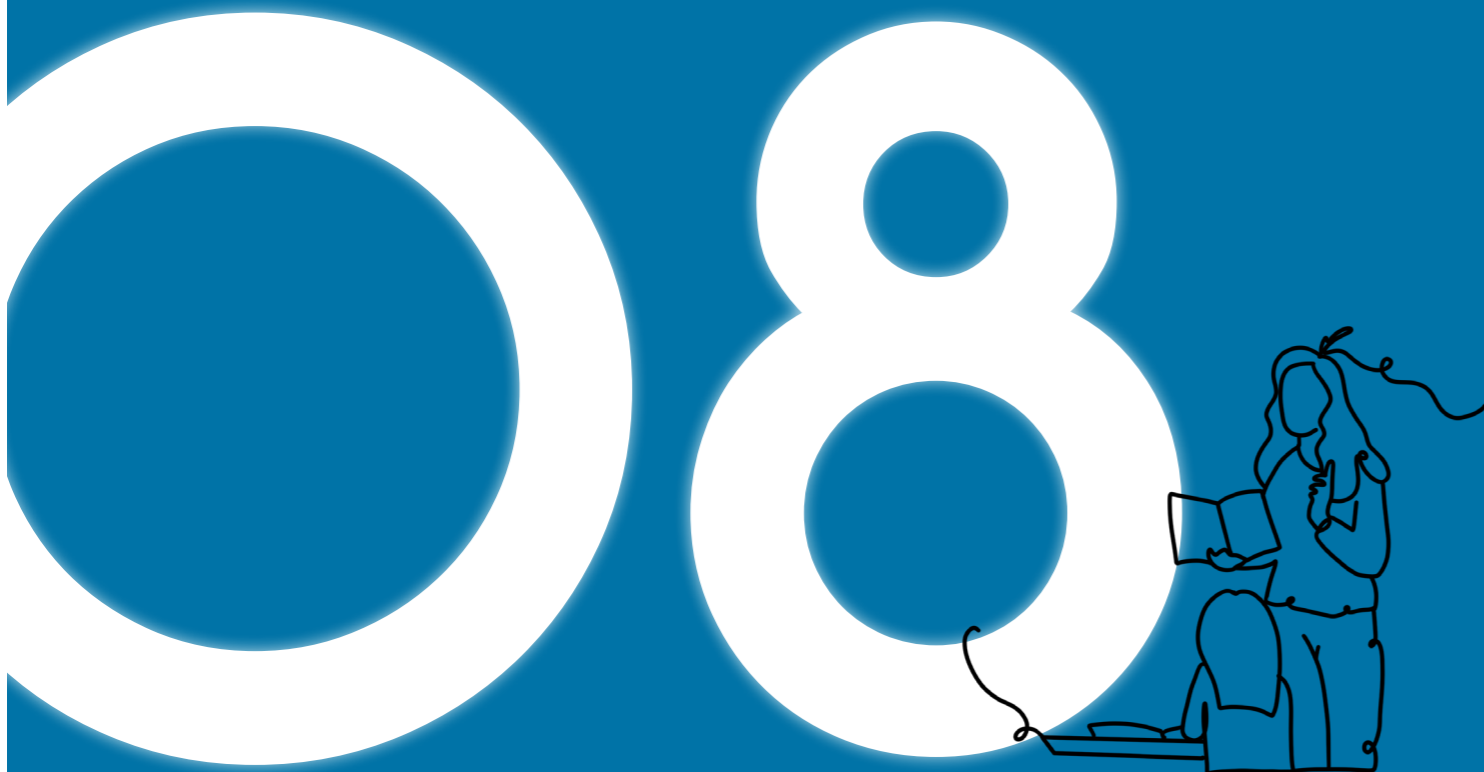
這個服務學習項目對我而言是一次難忘的經歷。當這些家庭主婦講起在集藝社的經歷時，她們都表現得很雀躍。我很高興我們的知識和技能可以幫助社區中心和基層家庭主婦。

## #Project8

# Project

People Service Centre

民社服務中心



Grossroots families living in subdivided flats have very limited resources for children's daily expenses, not to mention private tuition. In this project, students provided customised one-to-one English lessons to the children living in subdivided flats.

居住在劏房的基層家庭資源有限，僅能應付孩子的基本開支，難以負擔私人補習費用。在這個項目中，同學為這些孩子提供一對一的英語課程。

## Message from Community Partner

Mr Kenny Chiu 趙子傑先生  
Team Leader 服務隊長

People Service Centre launched "Companionship" programme in To Kwa Wan District to support the learning needs of children living in subdivided flats, and relieve their parents' burden. The four HKBU students participating in the programme designed one-to-one, interactive learning activities for each child they were paired with, and also helped review the procedures for tutor-student matching. Unlike the one-way teaching in a typical classroom, the personalised activities effectively enhanced children's interests in learning and supported individual needs.

民社服務中心於土瓜灣區推行的「友伴同行」計劃，主要支援劏房學童的學習需要，為家長提供喘息空間。參與服務的同學在服務中配對了4位兒童，為他們提供互動式的學習活動，並協助計劃檢視配對流程。有別於日常課堂的單向式活動，一對一的配對活動能有效提升學童的學習興趣，亦能就著個別需要提供支援。



## #Project8

# Their After-thoughts

## Project 8

Grassroots families living in subdivided flats have very limited resources for children's daily expenses, not to mention private tuition. In this project, students provided customised one-to-one English lessons to the children living in subdivided flats.

居住在劏房的基層家庭資源有限，僅能應付孩子的基本開支，難以負擔私人補習費用。在這個項目中，同學為這些孩子提供一對一的英語課程。

BBA, Marketing 鄭漪汶 CHENG Yee Man

Through my first-hand experience interacting with the children, I realised the crucial role parents play in children's development. I will bear this in mind and make sure that I am fully ready before I have my own child someday.

與孩子互動時，我明白到父母在孩子的成長中扮演著至關重要的角色。我會謹記這一點，將來在計劃組織自己的家庭時作充分準備。

BBA, Finance 方皓正 FONG Ho Ching Mannix

I saw how my student studied very hard to learn English, to equip himself with skills that may allow him to escape poverty. He was just a primary school student! This experience has really changed my values. I cherish what I own and I am grateful for my life.

我的學生雖然還在小學階段，但他已經懂得透過努力學習英語，以裝備自己擺脫貧窮。這次學習經歷改變了我的價值觀，提醒我要珍惜我所擁有的，對生活心存感恩。

BBA, Information Systems and e-Business Management 麥采兒 MAK Choi Yee

The service-learning project offered me a valuable opportunity to have direct communication with the grassroots families. The mother of my student shared with me a lot of difficulties as a low-income four-person household. I am pleased that they continued to send me supportive messages three weeks after the last tutorial session.

服務學習項目讓我有寶貴機會與基層家庭直接交流。透過學生媽媽與我的分享，我了解到一個低收入四口之家所面臨的困難。我很高興他們在計劃完結後仍然與我聯絡！

BBA, Information Systems and e-Business Management 钟泳珊 ZHONG Yongshan

This service-learning project was of great significance. First, I learned to be more thoughtful, as I had to spend time thinking and designing teaching content before class. I have developed a greater sense of responsibility, and my abilities to coordinate, communicate with students, and organise activities.

這個服務學習項目對我來說意義重大。我變得更加深思熟慮及具責任感，在課堂前我會花時間思考和設計教學內容。再者，我的溝通、協調和組織活動的能力在活動後亦有所提升。

Rolling Books

滾動的書

# Project



For people in poverty, especially ethnic minorities, language is one of the major barriers to achieving better living standards. Partnering with Rolling Books, a social enterprise in Hong Kong, the group participated in different activities to help ethnic minorities integrate into the community while promoting reading culture.

對於貧窮人士，尤其是少數族裔人士，語言是提高生活水平的主要障礙之一。同學與香港社會企業滾動的書合作，參與多項活動，協助少數族裔人士融入社區，同時推廣閱讀文化。

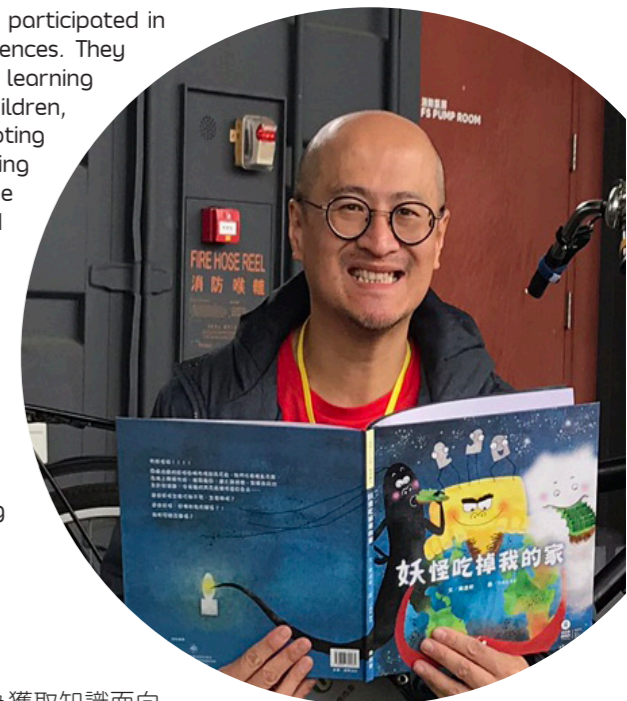
## Message from Community Partner

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

Rolling Books is a social enterprise that promotes reading. We deeply believe that in addition to acquiring knowledge and gaining social mobility, reading allows readers to develop their capacity for solitude and enhance their resilience. Thanks to HKBU again for supporting us and arranging a few students to work with us to promote reading experiences.

Despite the pandemic restrictions, the students actively participated in the project and gained fresh and unforgettable experiences. They were very thoughtful and engaged throughout, from learning how to communicate and interact with ethnic minority children, assisting us in relocating the community bookstore, promoting reading in the community, to accompanying participating children to conduct storytelling online. In response to the limitations posed by the pandemic, the students adapted flexibly and made modifications to different activities. They had the opportunity to get in touch with more underprivileged people and ethnic minorities, while raising public awareness and promoting social inclusion.

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 the public.



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而向上流動外，也能讓讀者學習面對獨處及提升抗逆力。很感謝香港浸會大學再一次的支持，安排了幾位同學到我們機構參與實習工作，與滾動的書一起推廣閱讀體驗。

在疫情嚴峻的限制下，同學們都積極參與實習，所經歷的既新鮮又難忘。無論是學習如何與少數族裔群體溝通相處、協助我們搬遷社區書店或進行社區閱讀推廣工作、陪伴參與活動的小朋友進行網上講故事，幾位同學都十分投入。同學們因應疫情限制，就不同活動作出相應的調整，務求在實習過程中接觸更多基層及少數族裔人士，喚起外界對他們的關注，建立共融意識！

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，與我們一起繼續向公眾推廣難忘的閱讀體驗！

#Project9

# Their After- thoughts

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## Project 9

For people in poverty, especially ethnic minorities, language is one of the major barriers to achieving better living standards. Partnering with Rolling Books, a social enterprise in Hong Kong, the group participated in different activities to help ethnic minorities integrate into the community while promoting reading culture.

對於貧窮人士，尤其是少數族裔人士，語言是提高生活水平的主要障礙之一。同學與香港社會企業滾動的書合作，參與多項活動，協助少數族裔人士融入社區，同時推廣閱讀文化。



BBA, Marketing 陳鈞灝 CHAN Kwan Ho

When we visited local stores to distribute maps for ethnic minorities, I had a chance to talk to the store owners about their impressions of ethnic minorities. It was a really authentic and unforgettable experience.

我們向本地商店派發給予少數族裔人士的社區地圖。在過程中，我有機會與店主談及對少數族裔人士的印象。這真是一次真實而難忘的經歷。

BBA, Marketing 雷英傑 LUI Ying Kit

Poverty used to be a vague and abstract concept to me. I have gained a brand new perspective and insights from the course. The service-learning project also greatly improved my social skills, collaboration skills, and developed my empathy.

以往，貧窮對我而言是一個模糊而抽象的概念，這個課程為我帶來新的見解，並有助我從不同角度認識這議題。服務學習項目同時提高了我的社交能力、協作能力，並培養了我的同理心。

BBA, Finance 王傲翹 WONG Ngo Kiu

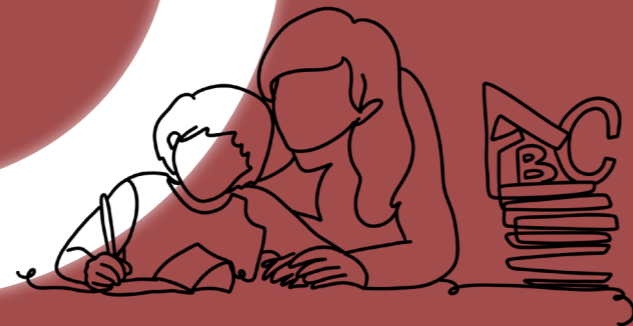
As a finance student, I was deeply impressed by the story of Grameen Bank introduced in one of the lectures. It reminded me that the mission of a bank and the objective of lending were to help borrowers have a better future, not just about making profits.

作為一名金融系學生，我對於堂上所介紹的格萊珉銀行的故事印象深刻。它提醒我銀行和貸款的使命是幫助借款人獲得更好的生活，而不僅僅是為了利潤。

Society for Community Organization

香港社區組織協會

# Project 10



“Knowledge changes fate” — education is seen as a way out of poverty. As English is the main language of instruction in Hong Kong, a good level of English proficiency is crucial for further studies, higher education and employment. Parents with lower education levels may not be able to teach their own children, afford private tuition or provide other forms of support. In view of this, the group offered English classes to these underprivileged primary school students, so that they could develop English proficiency without financial stress. The group also hoped to increase children’s learning motivation and develop their self-esteem.

‘知識改變命運’ — 教育向來被視為脫貧之道。英語是香港的主要教學語言，良好的英語水平對升學、高等教育和就業都十分重要。教育程度較低的父母難以教授自己的孩子，亦無法負擔私人補習費用或提供其他學習支援。同學為基層兒童提供英語課堂，希望提高他們的英語水平、學習動力和自尊心。

## Message from Community Partner

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

This was the third consecutive year that our organisation collaborated with students from Hong Kong Baptist University. During the peak of the fifth wave of the pandemic, the students designed a variety of online activities for underprivileged children and women, ranging from online tuition sessions, English speaking classes to pastel painting lessons. The students creatively incorporated role-playing and multimedia resources into their teaching to increase children’s interests in learning English. During the online painting lessons, students guided women to create artwork based on the themes of “Enchanted Forest” and “Under Mount Fuji”, through which they relieved the stress from the pandemic, conflicts with children, economic and housing problems.

Although online activities were not as interactive as face-to-face sessions, students got to know these underprivileged children and found that their English skills were much weaker than expected. Without an English-rich environment, resources for private tuition or learning support from parents, underprivileged children could only rely on limited exposure from English lessons at school. From the painting lessons, the students also learned how these new immigrant women have given up their career and dreams to take care of their families, and the joy they experienced from having the chance to pursue their passion. What these women need are more opportunities, understanding, care and support from society. I hope that these HKBU students will remember the lovely families they have met through this service-learning experience, and devote themselves to helping the underprivileged get out of poverty, whichever industries they join after graduation.



今年是本會連續第三年與浸大同學合作，在第五波疫情爆發高峰期，同學們積極為基層兒童和婦女提供網上服務。服務內容非常豐富，包括網上功課輔導班、英文會話班和婦女粉彩繪畫班。同學們發揮創意，利用角色扮演和多媒體教學，增加兒童學習英文的興趣。在婦女彩繪網課中，同學亦帶領婦女創作以《奇幻森林》和《富士山下》為主題的彩繪作品，讓基層婦女舒緩因疫情、子女衝突、經濟和住屋等問題所累積的精神壓力。

雖然網上活動較實體服務少了一些接觸式的互動，但同學通過另類體驗，也明白到原來基層兒童的英文水平與想象中有一定差距，他們因為自幼生活環境較少接觸英文，亦沒有額外的資源參加補習班，父母也不諳英文，只可以依賴學校有限的英文堂學習英文。透過教導婦女彩繪，才發現這些新移民媽媽，為了照顧兒童，放棄了自己的事業與夢想。這次有機會讓她們追夢，令她們多麼的高興。這些婦女們需要的只是多一些機會，多一些理解和多一些託管或支援服務。希望同學們透過義工服務的體驗，就算將來在任何行業發展，都記得這群可愛的基層家庭，用心用力去幫助他們脫貧。

#Project10

# Their After-thoughts

## Project 10

"Knowledge changes fate"—education is seen as a way out of poverty. As English is the main language of instruction in Hong Kong, a good level of English proficiency is crucial for further studies, higher education and employment. Parents with lower education levels may not be able to teach their own children, afford private tuition or provide other forms of support. In view of this, the group offered English classes to these underprivileged primary school students, so that they could develop English proficiency without financial stress. The group also hoped to increase children's learning motivation and develop their self-esteem.

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Social Work 社會工作 FUNG Tsz Yan 馮芷茵

This service-learning project inspired me to enhance children's learning by improving their self-confidence. To better prepare for the project, I have read books about how confidence affects children's learning attitudes. The project offered a valuable opportunity for me to apply theoretical approaches to practice. As a social work student, the experience was extremely fruitful and gave me a lot of insights.

這個服務學習項目啟發了我如何透過提升孩子的自信來提高他們的學習能力。在準備過程中，我閱讀了自信對兒童學習態度有關影響的書籍。作為一個社會工作系的學生，這次的經歷讓我有機會實踐所學，帶來深刻的體會。

BBA, Information Systems and e-Business Management 李芷慧 LEE Tsz Wai

I used to be passive and shy, and I thought I could only make limited contribution to society. The project forced me to get out of my comfort zone, as I had to take an active role to interact with the children and invite them to answer questions. This experience encouraged me to participate in community services more proactively to help those in need.

我的性格一向比較被動和害羞，認為自己對社會的貢獻有限。這個經歷讓我走出自己的舒適區，主動與孩子們互動並邀請他們回答問題，鼓勵我更積極地參與社區服務，幫助有需要的人。

BSc, Biotechnology 呂敏怡 LUI Man Yee

This experience greatly improved my organisational and communication skills. It was fascinating for me to plan, organise, and execute a large project with my groupmates. We had lots of meetings and discussions, during which everyone actively proposed their ideas, listened to different opinions and made compromises. They are definitely the best groupmates I have met over the past three years.

在這次有趣的學習經驗中，我有機會與組員一起計劃、組織和執行一個項目，提高了我的組織和溝通能力。我們在事前進行了多次討論，大家都積極提出自己的想法，聆聽不同的意見，並作出妥協。他們絕對是我過去三年中遇到的最佳隊友。

楊宗 YEUNG Chung BA, English Language and Literature

I learned a lot from my peers in this course. The small group discussions in the lectures enabled me to understand issues from a completely new perspective. For the service-learning project, I worked with groupmates from different disciplines. I was particularly impressed by how my group members found effective ways to encourage students to speak in class and manage distracted students. What I have learned in the course will stay with me.

在這個課程中，我從同學身上學習良多。課堂上的小組討論幫助我以全新的角度理解議題。在服務學習項目中，我與來自不同學科的組員合作。他們運用有效的方法來鼓勵學生在課堂上發言，並管理專注力不足的學生，都令我印象深刻。這些得著讓我終身受益。

BA, English Language and Literature 賴永知 LY Wing Chi

I used to think that poverty was a personal issue that could be solved through hard work and dedication. From this project, I learned that students from grassroots families in Hong Kong were at a disadvantage due to limited access to resources. Problems such as unstable internet connection, broken microphones, poor technological devices, affected the quality of children's learning. This experience motivated me to offer any help in my capacity in the future.

我以前認為貧窮是個人問題，只要努力和堅持就可以解決。從這個項目中，我了解到出身基層家庭的學生因為缺乏資源而處於劣勢。網絡不穩定、麥克風損壞、電子設備不足等問題影響了他們的學習質素。未來我會盡我所能幫助這些孩子。

## #Project11

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

聖雅各福群會漁樂友里  
新屋邨社區支援計劃

# Project



To grassroots families that could not afford healthy foods, health can be a luxury. During the pandemic, more grassroots families have turned to canned foods for easy storage. To promote eco-friendly, sustainable and healthy diets, the group offered workshops to teach families how to make fruit tea and use fruit waste as raw materials to make fruit enzyme.

對於負擔不起健康食品的基層家庭來說，健康原來也是一種奢侈。疫情期間，越來越多的基層家庭依賴便於儲存的罐頭食品。為了推廣環保、可持續和健康飲食，同學舉辦了工作坊，教授家庭如何製作水果茶，並使用水果作為原料製作水果酵素。

## Message from Community Partner

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

Under the sponsorship of the Community Investment and Inclusion Fund, St. James' Settlement launched the three-year Joyful Yue Wan Community Support Project to provide 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.

In this project, students offered different types of services. They distributed pandemic prevention kits and resources to grassroots families, held workshops on the theme of health, and prepared game packs for children. When planning for the workshop, students smartly integrated health information into the making of fruit tea. This was also a timely activity for children, who had to spend an unexpectedly early summer vacation mostly at home due to the pandemic. The experience gave students an opportunity to interact with the underprivileged in the community and develop 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，推行為期三年的「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了「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，學生一嘗不同類型的服務，包括派發防疫物資予基層家庭、舉行健康工作坊及準備兒童遊戲包等。同學在設計健康工作坊時，巧妙地結合了水果茶製作與健康資訊，同時回應了當時基層兒童突然放「暑假」，又因疫情需留在家中的情況。同學在過程中有機會接觸到基層社群，讓他們對社會不同階層人士有多一份了解。



#Project11

# Their After- thoughts

## Project 11

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BSc, Environmental Science 鍾欣樺 CHUNG Yan Wah

The course provided me many opportunities to explore more about the poverty issues in society. To prepare for the presentation on poverty, I did research on social mobility in Hong Kong. I also obtained insights into poverty in real life when I worked with the community partner during the service-learning project.

這個課程讓我有機會探討社會上的貧窮問題。為了準備小組匯報，我閱讀了有關香港社會流動的研究。我與機構合作期間，也對現實生活中的貧窮問題有了更深入的認識。

BBA, Human Resources Management 何思澄 HO Sze Ching

As I have never participated in any community service before taking this course, I had little idea of what and how it would be like. I found the experience very meaningful and I enjoyed participating in community service very much.

我以前從未參與過任何社區服務，所以對於服務內容和形式不太清楚。我認為這次經歷很有意義，而我亦十分享受參與社區服務的過程。

BBA, IBiotechnology 文鋸澄 MAN Si Ching

I enjoyed our in-class group discussions as we tried to put forward new and creative ideas to fight poverty problems. In one of the lectures, we watched a video on the life of McRefugees and rehabilitated people. This left an impression on me.

我享受課堂上的小組討論，大家都提出新穎和具創意的想法來解決貧窮問題。在一節課堂中，我們觀看了有關麥難民和復康人士生活的視頻，讓我印象深刻。

BBA, Applied Economics 梁俊杰 LIANG Chun Kit

Looking at the figures on poverty, I considered the problem of poverty so deeply rooted that it would be very difficult to address. The course and service-learning project changed my perspective. The actual experience helping grassroots families has given me faith in the fight against poverty.

我以前認為貧窮問題根深蒂固，從數據看來，貧窮是一個難以解決的問題。這課程和服務學習項目改變了我的看法。這次幫助基層家庭的服務體驗，讓我對扶貧工作更有信心。

## #thanks

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People Service Centre  
民社服務中心

Rolling Books  
滾動的書

Society for Community Organization  
香港社區組織協會

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

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Department of Economics

Tel : 3411 7544

Fax : 3411 5580

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

Facebook : HKBU Department of Economics

LinkedIn : [www.linkedin.com/company/hkbu-econ](http://www.linkedin.com/company/hkbu-econ)

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