

A vertical photograph of a narrow, busy street in Hong Kong. In the center, a pink pedestrian bridge spans the street. The bridge has Chinese characters '橋頭熟食中心' and an arrow pointing right, and English text 'BOWRINGTON ROAD COOKED FOOD CENTRE' with an arrow pointing right. Below the bridge, a yellow sign reads '有記粉麵廠'. To the right, a yellow sign with Chinese characters and the number '25747152' is visible. The street is filled with people walking, and tall buildings with many windows and balconies line both sides. A traffic light on the left shows a red light. A blue sign with a white arrow points upwards on the right. A yellow bus stop sign with a bus icon and '24 hrs 全日' is visible on the right.

GCAP3076

ECON3075

Hong Kong Baptist University

Department of Accountancy, Economics and Finance
Academic year 2025-2026

ABOUT GCAP3076 & ECON3075

GCAP3076: Service-Learning in Fighting Poverty

ECON3075: Service-Learning in Sustainable Development

This booklet highlights the impactful projects developed by students within the Department of Accountancy, Economics, and Finance. Through our service-learning courses—GCAP3076: Service-learning in Fighting Poverty and ECON3075: Service-learning in Sustainable Development—students partner with NGOs, NPOs, and social enterprises to advance the United Nations Sustainable Development Goals (SDGs). By engaging directly with community stakeholders, students gain firsthand insights into real-world sustainability challenges. This experience bridges the gap between academic theory and practical application, empowering students to design and implement innovative solutions that make a tangible difference in our community.

本小冊子旨在展示會計、經濟及金融學系學生所開展的具影響力項目。透過本系的服務學習課程——「GCAP3076：Service-learning in Fighting Poverty」與「ECON3075：Service-learning in Sustainable Development」——同學們與非政府組織（NGO）、非營利組織（NPO）及社會企業攜手合作，共同推進聯合國永續發展目標（SDGs）。透過與社區持份者的直接接觸，學生得以親身了解現實世界中所面臨的永續發展挑戰。這份寶貴的經驗成功搭建了學術理論與實務應用之間的橋樑，賦予學生設計並實施創新解決方案的能力，從而為我們的社區帶來切實的改變。

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香港路德會

4

Society for Community Organization
香港社區組織協會

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People Service Centre
民社服務中心

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Jockey Club Western District Integrated Social Service Centre
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The message

**Prof. Yuk-Shing CHENG****Director,
Centre for Sustainable Development Studies****鄭毓盛教授
可持續發展研究中心總監**

The Centre for Sustainable Development Studies (CSDS) is dedicated to advancing service learning initiatives that connect academic knowledge with meaningful community impact. As we present this year's booklet, I am delighted to reflect on the vibrant and purposeful activities that have taken place over the past year.

I extend my heartfelt appreciation to our faculty, staff, students, and partners for their enthusiastic participation and unwavering dedication in organising and contributing to the impactful programmes showcased here. Their collaborative efforts have been the foundation of every successful initiative.

A special note of thanks goes to Dr. Aries Wong, whose passion and steadfast commitment in planning and leading the two courses have given students rich, hands-on opportunities to engage in truly meaningful service learning experiences.

In this era of rapid advancement in artificial intelligence and technology, service learning remains an essential pillar of whole-person education. These experiences enable students to move beyond the classroom, build authentic connections with diverse communities, and develop a genuine understanding of how people live and think. By confronting real-world challenges, students cultivate empathy, sharpen their critical thinking, and nurture the creativity needed to devise thoughtful solutions to social issues—particularly those affecting the most vulnerable.

CSDS continues to champion sustainable solutions and inclusive growth, preparing students to become caring and principled leaders. As artificial intelligence reshapes our world, these human-centred experiences anchor students in the enduring values of teamwork, empathy, and social responsibility. I am immensely proud of our community's dedication to driving meaningful change through service learning.

I hope the stories and reflections in this booklet will inspire continued passion and innovation as we work together toward a more sustainable and equitable future.

可持續發展研究中心（CSDS）致力於推動服務學習項目，把學術知識與有意義的社區影響力連結起來。在呈現今年的小冊子之際，我很高興能夠回顧過去一年中活力十足且富有目的性的各項活動。

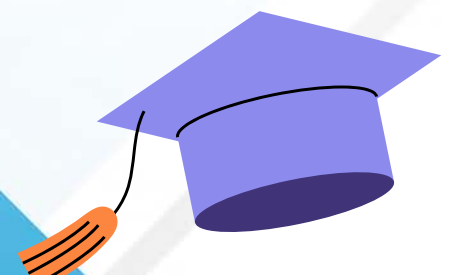
我要向我們的教職員、同學及合作夥伴表示衷心的感謝，感謝他們積極參與並全心投入於籌劃和貢獻這些富有影響力的項目。正是他們的通力合作，成就了每一個成功的計劃。

特別感謝黃健明博士，在兩門課程的規劃和帶領過程中展現出的熱情與堅定承諾，為同學們提供了豐富且具體驗性的機會，親身參與真正有意義的服務學習經歷。

在人工智能和科技迅速發展的時代，服務學習仍然是全人教育不可或缺的支柱。這些經驗使同學們能夠走出課堂，與多元社區建立真摯的聯繫，並深入了解人們的生活與思維方式。通過面對現實世界的挑戰，學生能培養同理心、提升批判性思維，並激發解決社會問題（特別是影響弱勢群體問題）所需的創造力和深思熟慮的解決方案。

CSDS 持續倡導可持續的解決方案和包容性的成長，裝備學生成為有愛心、有原則的領袖。隨着人工智能重塑我們的世界，這些以人為本的經歷讓學生們牢牢植根於團隊合作、同理心和社會責任等歷久彌新的價值。我為我們社群致力於通過服務學習推動有意義的改變而倍感自豪。

期望這本小冊子中的故事和反思，能夠激發大家持續的熱情和創意，讓我們齊心協力，邁向更可持續和更公平的未來。



It is my great pleasure to see the continued success of our Service-Learning Programme, which provides students with valuable opportunities to connect academic knowledge with real-world challenges. Through the dedication of Dr. Aries Wong and his team, together with the active participation of our students, these initiatives have fostered intellectual growth, empathy, social responsibility, and a strong commitment to serving the community.

This year, our students engaged in diverse projects addressing important social and environmental issues, including support for children and grassroots families, sustainability, and social inclusion. Through close collaboration with community partners, they contributed through tutoring, workshops, and frontline service, while building meaningful connections across cultural and linguistic boundaries.

I would like to express my sincere gratitude to all our community partners for their invaluable support. As you explore this booklet, I hope you will be inspired by the achievements of our students and the positive impact they have created. Together, let us continue to nurture future leaders who are committed to making meaningful contributions to society.

很高興看到我們的服務學習課程持續取得豐碩成果，為學生提供寶貴機會，將課堂所學與現實社會需求結合。在黃健明博士及其團隊的帶領下，學生積極參與各項社區服務，不僅提升了知識與技能，更培養了同理心、社會責任感，以及關懷社群的精神。

過去一年，學生參與了多元化的服務學習項目，涵蓋支援兒童及基層家庭、推動可持續發展及促進社會共融等重要議題。透過與不同社區夥伴緊密合作，學生透過課後支援服務、工作坊及前線服務等形式貢獻所長，同時跨越文化及語言界限，與服務對象建立真誠而有意義的聯繫。

在此，我衷心感謝各社區夥伴一直以來的支持與協作。期望各位在閱讀本刊時，能感受到學生的成長與貢獻，以及服務學習所帶來的正面影響，並啟發更多人共同為建設關愛共融的社會而努力。



Prof. Byron SONG

Head and Associate Professor
Department of Accountancy,
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宋揚教授
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It is my great pleasure, as Director of the General Education at Hong Kong Baptist University, to introduce this collection of service-learning projects undertaken by students enrolled in GCAP3076: Service-Learning in Fighting Poverty, a General Education Capstone course led by Dr. Aries Wong and his colleagues in the Department of Accountancy, Economics and Finance. This publication offers much more than a record of community activities. It captures a transformative educational journey through which students learned to connect knowledge with action, reflection with responsibility, and personal growth with social impact.

One of the most significant learning experiences in General Education at HKBU is the opportunity to develop a deeper and more nuanced understanding of societal challenges. Through sustained engagement with diverse communities, students discovered that poverty, exclusion, and marginalization cannot be adequately understood through economic indicators alone. Encounters with underprivileged children, grassroots families, ethnic minority elders, caregivers, youth, and older adults challenged many of their preconceptions and prompted them to examine the structural, cultural, and social dimensions underlying contemporary social issues. Reflective accounts throughout the projects reveal that students increasingly came to appreciate how inequalities are shaped not only by material circumstances, but also by unequal access to educational opportunities, social support, cultural participation, community resources, and digital technologies.

Equally important was the opportunity for students to learn from individuals whose life experiences differed substantially from their own. Through conversations, home visits, workshops, observations, and collaborative activities, students were invited to listen to community members' stories and aspirations rather than merely identify their needs. Many reflected on how these interactions strengthened their empathy and enabled them to better appreciate the dignity, resilience, and agency of people facing adversity. Interactions with ethnic minority elders deepened students' understanding of cultural diversity and social inclusion. Engagement with grassroots families illuminated the complex relationships among poverty, housing conditions, caregiving responsibilities, and educational opportunities. Work with older adults highlighted the challenges associated with ageing in an increasingly digital society. Through these experiences, students learned that meaningful community engagement requires humility, respect, and a willingness to understand social realities from the perspectives of others. A further hallmark of the learning journey was the development of critical inquiry and evidence-based reasoning. Before proposing interventions, students were expected to observe, consult, analyse, and reflect. They learned to engage stakeholders, gather information, evaluate different viewpoints, and identify underlying causes rather than merely addressing visible symptoms.

Another important dimension of learning involved the integration of knowledge from different disciplines and perspectives. Throughout the course, students drew upon insights from business, economics, social sciences, sustainability studies, communication, data analysis, and intercultural learning to examine complex issues and



Prof. Andrew KWOK

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formulate responses. Rather than viewing social problems through a single disciplinary lens, they learned to synthesize diverse forms of knowledge in order to understand both the causes and consequences of social challenges. In doing so, they developed a richer appreciation of the interconnected nature of contemporary issues and the importance of collaboration in addressing them.

Students also gained first-hand experience in the ethical and critical application of knowledge and technology for social good. In different community settings, they explored how educational tools, digital platforms, data-informed analysis, and innovative programme design can contribute to greater inclusion and well-being. At the same time, their engagement with older adults and marginalized communities revealed the limitations of technological advancement when unequal access, low confidence, or language barriers persist. Such experiences encouraged students to think critically about both the possibilities and responsibilities associated with technological development, and to consider how innovation can be directed towards the common good.

Perhaps most importantly, the course enabled students to appreciate that learning carries with it a responsibility to contribute to society. Across different projects and community contexts, students moved beyond understanding social issues to actively participating in efforts to address them. They experienced the possibilities and limitations of social action, learned the value of partnership and collaboration, and discovered how their knowledge, skills, and creativity can contribute to positive community change. In this regard, the capstone experience exemplifies the mission of General Education: to nurture graduates who are intellectually curious, ethically minded, socially responsible, and committed to the common good.

The achievements documented in this booklet are a testament to the collective efforts of many individuals and organizations. I would like to express my deepest appreciation to Dr. Aries Wong for his vision, leadership, and unwavering commitment to service-learning pedagogy. My sincere thanks also go to the faculty and colleagues of the Department of Accountancy, Economics and Finance and student coordinators whose dedication has made these enriching learning experiences possible. I am equally grateful to our valued community partners, namely Methodist Epworth Village Community Centre, Social Welfare; The Salvation Army; Hong Kong Synod; Society for Community Organization; People Service Centre; Jockey Club Western District Integrated Social Service Centre; and The Warehouse Teenage Club. Their generosity, expertise, and partnership have provided invaluable opportunities for students to learn with and from the community while creating meaningful social impact.

As readers explore the pages that follow, I hope they will see not only the outcomes of individual projects, but also the transformative power of education grounded in reflection, engagement, and service. These experiences remind us that the ultimate purpose of higher education is not merely the acquisition of knowledge, but the cultivation of individuals who are prepared to use that knowledge wisely, compassionately, and responsibly in service of society.

作為香港浸會大學通識教育總監，我非常榮幸向大家介紹這本收錄了修讀 GCAP3076「服務學習與扶貧」通識教育頂峰課程的同學們所進行的服務學習項目成果集。該課程由會計、經濟及金融學系的黃健明博士及其團隊帶領。本出版物不僅是社區活動的紀錄，更見證了一段轉化性的教育歷程，學生們在過程中學會將知識與行動相連，將反思與責任結合，並將個人成長與社會影響緊扣。

在浸大通識教育中，最重要的學習經歷之一，是能夠更深入和細緻地理解社會挑戰。透過與多元社群的持續接觸，學生們發現，貧窮、排斥和邊緣化，不能僅靠經濟指標來充分理解。與弱勢兒童、基層家庭、少數族裔長者、照顧者、青少年及長者的交流，挑戰了他們原有的觀念，促使他們審視當代社會問題背後的結構、文化和社會層面。項目中的反思記錄顯示，學生們逐漸認識到，不平等不僅由物質環境塑造，更受到教育機會、社會支援、文化參與、社區資源及數碼科技等不平等取得所影響。

同樣重要的是，學生們有機會向生活經歷與自己截然不同的人士學習。透過對談、家訪、工作坊、觀察及合作活動，學生被邀請聆聽社區成員的故事與願景，而不僅僅是識別需求。許多學生反思，這些互動增強了他們的同理心，讓他們更能欣賞逆境中人們的尊嚴、韌力與主動性。與少數族裔長者的交流加深了對文化多樣性及社會共融的理解；與基層家庭的接觸，讓他們看見貧窮、住屋、照顧責任與教育機會間的複雜關係；與長者合作則突顯了在數碼社會中老齡化的挑戰。這些經歷讓學生明白，有意義的社區參與需要謙遜、尊重，以及從他人角度理解社會現實的意願。學習歷程的另一特色是批判性探究及實證推理的發展。在提出介入措施前，學生需觀察、諮詢、分析及反思；學會與持份者溝通、蒐集資訊、評估不同觀點，並找出根本原因，而非只處理表面現象。

學習的另一重要層面，是整合來自不同學科和視角的知識。在課程中，學生運用商業、經濟、社會科學、可持續發展、傳播、數據分析及跨文化學習等領域的見解，檢視複雜議題並制定回應方案。他們不再僅用單一學科視角看待社會問題，而是學會綜合多元知識，以理解社會挑戰的成因與結果。這樣，他們更能欣賞現代議題的相互關聯性，以及協作解決問題的重要性。

學生亦親身體驗如何在道德和批判思維下應用知識及科技於社會福祉。在不同社區場景中，他們探索如何利用教育工具、數碼平台、數據分析及創新項目設計，促進更大程度的共融與福祉。同時，與長者及邊緣社群的互動，亦讓他們認識到當取得途徑不平等、自信心不足或語言障礙存在時，科技進步的限制。這些經歷促使學生批判性地思考科技發展的可能性與責任，並考慮如何將創新導向社會共同利益。

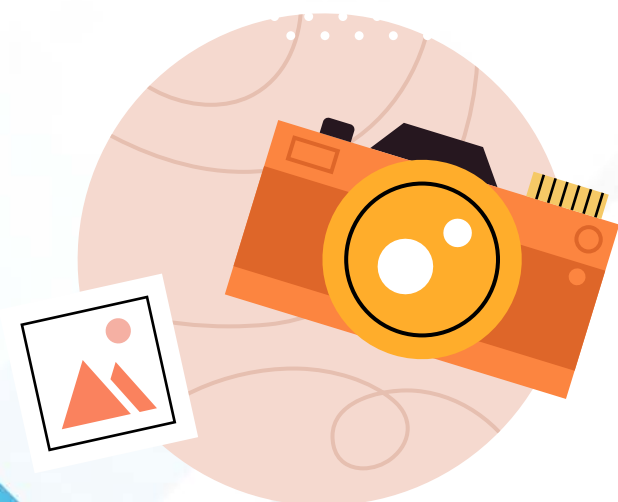
或許最為重要的是，此課程讓學生體會到，學習本身帶有回饋社會的責任。在不同項目及社區情境中，學生不僅理解社會問題，更積極參與解決行動。他們體會到社會行動的可能與局限，學會合作夥伴關係的價值，並發現自身知識、技能與創意能為社區帶來正面改變。在這方面，頂峰課程體現了通識教育的使命——培育具知識好奇心、道德思維、社會責任感並致力於社會公益的畢業生。

本手冊所記錄的成就，見證了眾多個人及機構的集體努力。我謹此向黃健明博士致以最誠摯的謝意，感謝他對服務學習教學的遠見、領導力及堅定承擔。衷心感謝會計、經濟及金融學系的教職員與學生協調員，正因他們的投入，才有如此豐富的學習經歷。同時，亦感謝我們寶貴的社區夥伴，包括：循道愛華村服務中心社會福利部、救世軍、香港路德會、香港社區組織協會、民社服務中心、賽馬會西環綜合社會服務處及蒲窩青少年中心。他們的慷慨、專業及合作，為學生提供了與社區共同學習並創造意義深遠社會影響的寶貴機會。

期望讀者翻閱本手冊時，不僅看到各個項目的成果，更能感受到反思、參與與服務所帶來的教育轉化力量。這些經歷提醒我們，高等教育的終極目標，不僅是知識的獲取，更是培養能明智、仁愛與負責任地運用知識、服務社會的人才。

We salute the steadfast leadership of Dr Aries Wong and his team, whose commitment sustains our Service-Learning projects year after year. In 2026, the projects' reach remains broad: local and non-local HKBU students serve and learn alongside children, youth, caregivers, and elders through partnerships with diverse organizations. Our transdisciplinary teams — spanning accounting, finance, economics and data analytics, retail management, information systems, social science, geography, human resources, marketing, chemistry, physical education, and more — apply domain expertise to real contexts. They begin by listening with empathy and, whenever possible, co-design with beneficiaries, ensuring solutions are created not only for them but with them. Amid rapid advances in AI, this human-centric approach is essential: technology augments our work, but people's lived experiences define the problems and shape meaningful outcomes. Our heartfelt thanks to our community partners, who provide authentic environments for our students to spread their wings and entrust them with the opportunity to make a difference.

我們藉此向黃健明博士及其團隊致以深切敬意，感謝他們多年來的領導與投入，持續推動服務學習項目的發展。2026年，項目繼續廣泛惠及不同社群，本地與非本地浸大學生透過與多元機構合作，與兒童、青年、照顧者及長者同行，在服務中學習，在學習中服務。我們來自會計、金融、經濟與數據分析、零售管理、資訊系統、社會科學、地理、人力資源、市場學、化學、體育等領域的跨學科學生團隊，將專業知識應用於真實情境。他們以同理心的傾聽為起點，並在可行的情況下與服務對象共同設計方案，務求不只是為他們創造改變，更是與他們攜手創造改變。在人工智能迅速發展之際，這種以人為本的取向尤顯重要。科技雖可輔助我們，但真正界定問題、塑造有意義成果的，始終是人的經驗與故事。謹此衷心感謝各社區夥伴，為學生提供真實的環境，讓他們得以展翅成長，並相信他們有能力為社會帶來正面改變。



The message



Mr. Andrew HO

Director,
Centre for Innovative Service-Learning

何柏濤先生
創新服務學習中心總監

The message



Dr. Aries WONG

Course Instructor and Senior Lecturer,
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黃健明博士
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It is a privilege to collaborate with our community partners and students on service-learning projects dedicated to the United Nations Sustainable Development Goals (SDGs), from poverty alleviation and social inclusion to environmental conservation. These projects are designed to create a 'win-win-win' impact. Our students gain invaluable, real-world experience into complex global challenges. Meanwhile, our community partners benefit from student support and fresh, innovative perspectives. Last but not least, the service users receive direct and meaningful service from our students' participation.

It is truly rewarding to witness the profound impact these experiences have on our students, as they bridge the gap between academic theory and real-world challenges, while reflecting deeply on their own personal growth.

I would like to extend my deepest gratitude to the Centre for Innovative Service-Learning and the General Education Office for their unwavering support. A special thank you to our project coordinators, Max and Polly as well as our two student coordinators. These impactful learning opportunities would not be possible without their dedication.

非常高興能夠與我們的社區合作夥伴及學生攜手合作，推動包括扶貧、社會共融和環境保育等各個與聯合國永續發展目標相關的服務學習計畫。這些計畫旨在創造『三贏』，學生得以獲得面對各種複雜的全球挑戰的寶貴實際經驗、社區合作夥伴受益於學生的協助和嶄新而具創意的視角，服務對象也能透過學生的參與服務而獲得直接且有意義的協助。

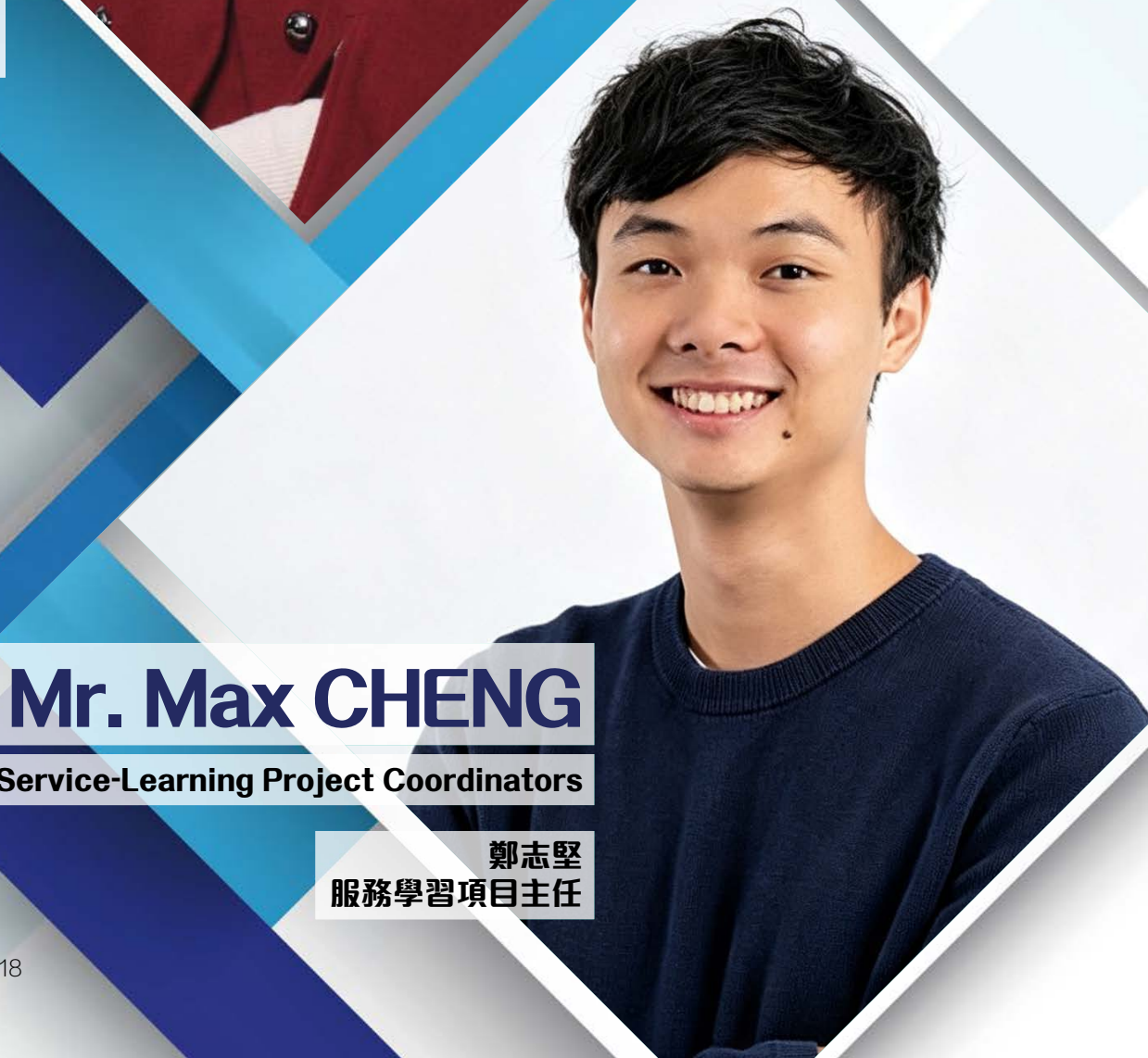
同樣高興的是能夠親眼見證這些經驗對學生帶來的深刻影響，學生不僅能將學術所學與現實世界的問題建立連結，更能在過程中深切反思個人的成長。我衷心感謝創新服務學習中心與通識教育處所給予的堅定支持。同時，也要特別感謝我們的服務學習項目主任周佩利小姐和鄭志堅先生，以及兩位學生統籌，若沒有他們的傾力奉獻，這些深具意義的學習機會便無法實現。



The message

**Ms. Polly CHOW**

Service-Learning Project Coordinators

周佩利
服務學習項目主任**Mr. Max CHENG**

Service-Learning Project Coordinators

鄭志堅
服務學習項目主任

Over the past semester, we have been encouraged by how students engaged in service learning as a platform to connect academic knowledge with real-world challenges. Through observation, critical inquiry, and collaboration with community partners, they explored complex social issues and developed creative, context-responsive solutions aligned with the Sustainable Development Goals (SDGs). These experiences have strengthened not only their practical and interdisciplinary skills, but also their sense of civic responsibility and social awareness.

We are deeply grateful to our community partners for providing a supportive environment that allows students the autonomy to respond to real needs, enabling them to observe, understand, and design service projects that are both relevant and impactful for the organisations and their service users. This trust has been essential in fostering student ownership, creativity, and meaningful engagement.

At the same time, we are pleased to welcome new community partners who further strengthen our work in youth development and support for ethnic minority communities, while continuing to broaden our engagement across diverse social sectors. These partnerships enrich the service learning experience by exposing students to a wider range of perspectives and community contexts.

We sincerely thank all our community partners for their continued collaboration, and especially Dr. Aries Wong for his unwavering support in advancing service learning. Looking ahead, we remain committed to deepening these partnerships and creating transformative learning experiences that empower students to contribute to a more inclusive and sustainable future.

在過去的一個學期中，我們欣喜見到學生透過服務學習，將學術知識與真實社會情境連結。他們透過觀察、探究及與社區夥伴的協作，深入了解各類社會議題，並提出回應可持續發展目標（SDGs）的創新方案。這些經驗不僅提升了他們的實務能力與跨學科合作能力，更加深了他們的公民意識及對社會的關懷。

我們衷心感謝各社區夥伴為學生提供寶貴的平台與空間，讓他們能夠在理解機構需要及服務對象的基礎上，自主構思及實踐服務項目。這種建立於信任之上的合作，讓學生得以發揮創意與承擔，並促進更具意義的學習體驗。

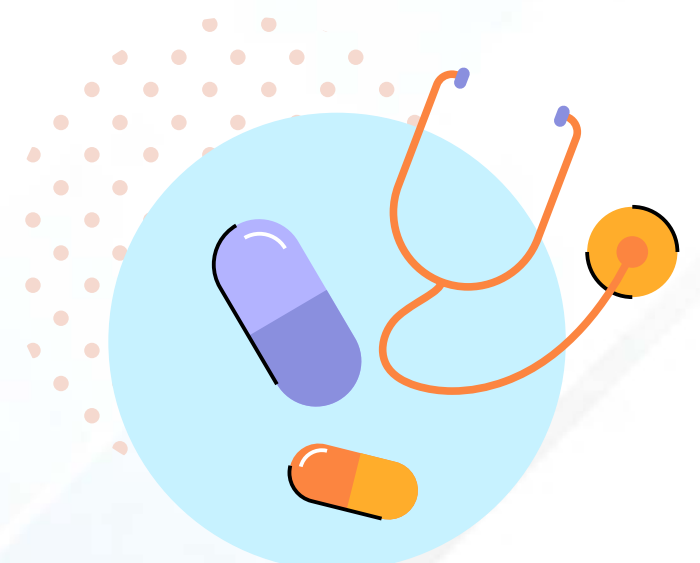
同時，我們亦歡迎新加入的社區夥伴，進一步深化我們在青少年發展及少數族裔支援方面的服務學習工作，並持續拓展至不同社會領域，豐富學生接觸多元社群的經驗。

我們再次感謝所有合作夥伴的支持，並特別感謝黃健明博士對服務學習的推動。展望未來，我們將繼續深化合作，推動具轉化力的學習模式，培育學生為建構更共融及可持續的社會作出貢獻。



Serving as a student coordinator for this service-learning course has been a transformative experience. Stepping out of the academic bubble, I engaged directly in the community with students, which bridged the gap between theoretical knowledge and real-world complexities. This role challenged me to manage diverse stakeholder expectations while navigating the nuances of social issues. Beyond sharpening my organizational and leadership skills, this journey cultivated a deeper sense of empathy. Witnessing the resilience of students and communities firsthand fundamentally reshaped my perspective on social responsibility, teaching me that sustainable change requires active listening, humility, and genuine collaboration.

擔任這門服務學習課程的學生統籌，對我而言是一段極具蛻變意義的經歷。走出學術的象牙塔，我與同學們一同深入社區，這成功搭建了理論知識與現實複雜世界之間的橋樑。這個崗位充滿挑戰，既需要我管理不同持份者的期望，同時又要細緻洞察各種社會議題的複雜性。這段旅程不僅磨練了我的組織與領導才能，更培養了我更深層次的同理心。親眼見證同學們與社區所展現的韌性，從根本上重塑了我對社會責任的看法，並讓我深刻體會到：要推動永續的改變，積極聆聽、謙遜態度以及真誠合作缺一不可。



Ms. Zoey CHOW

Student Coordinator
BBA REMT

周子滢
學生統籌

Serving as a Student Coordinator has been a truly reflective and eye-opening experience. I connected directly with the community, gaining a deeper understanding of the environment in which community services operate. This role significantly strengthened my communication skills, as I had to engage with a diverse range of people, including organisation staff and students. Due to some students did not know Cantonese, this encouraged me to be more patient in helping them communicate with those unfamiliar with English, acting as a bridge between both parties. Overall, this experience has deepened my sense of purpose and reshaped my understanding of the community and the people within it

擔任學生統籌是一次真正讓我反思且大開眼界的經歷。透過直接與社區接觸，我對社區服務運作的環境有了更深刻的理解。因為我必須與各類人士互動，包括機構工作人員和學生，顯著增強了我的溝通技巧。由於部分學生不懂廣東話，這促使我在協助他們與不懂英語的人士溝通時，變得更加耐心，並在雙方之間發揮了橋樑作用。總括而言，這次經歷加深了我的使命感，並重塑了我對社區及其成員的認知。



Ms. Kitty TSOI

Student Coordinator
BBA MKTG

蔡子淇
學生統籌

Methodist Epworth Village Community Centre, Social Welfare 循道愛華村服務中心社會福利部

循道愛華村服務中心社會福利部很榮幸於本學年參與香港浸會大學會計、經濟及金融系 GCAP 3076 及 ECON 3075 的服務學習課程，分別接待了 4 位大學生參與 7 次小學生託管支援，以及 7 位大學生完成共 90 小時的前線服務，為社區注入年輕而真誠的力量。

在小學生託管支援服務中，其中三位組員為外籍學生。儘管面對語言上的限制，他們沒有卻步，反而主動設計互動遊戲，陪伴學生在輕鬆愉快的氛圍中學習英文單詞。孩子們的投入與笑聲，正正回應了他們的用心與努力，亦讓學習變得更有溫度。

另一組由 7 位來自不同學科及年級的學生組成，參與本中心「藝述傳耆——非華裔長者支援計劃」。他們走進東區社區，與少數族裔長者細心交流，聆聽一段段珍貴的人生故事，並以藝術創作回應這些生命經歷，讓記憶得以被看見與保存。最終，這些作品於「生命慶典展覽」中展出，不僅呈現了學生的學習成果，更讓長者的故事被更多人細味與珍惜。

整體而言，學生在服務過程中展現出真誠的投入與同理心，在跨文化交流中彼此學習、互相連結，為社區帶來溫暖而深刻的影響。我們亦期待未來有更多跨代、跨族裔、跨語言的美麗相遇，在社區中持續發生，讓連結與理解不斷延伸。

About Narrating Life Stories Supportive Project for Ethnic Minority Elders 關於「藝述傳耆」——非華裔長者支援計劃

Methodist Epworth Village Community Centre, Social Welfare (MEVCC) funded by "Operation Santa Claus (OSC)," has launched a one-year supportive project titled "Narrating Life Stories - Supportive Project for Ethnic Minority Elders" for ethnic minority elders. This project commenced in April 2025, bringing together ethnic minority elders, youths, and Chinese volunteers of various ages, through a series of art groups and interactive home visits. Volunteers and art therapists, with the assistance of ethnic minority youths serving as language interpreters, listened to and understood the life stories of ethnic minority elders. Together, they transformed these invaluable life experiences into unique artworks, thereby affirming the dignity and worth of ethnic minority elders. This project also nurtured ethnic minority youths as cultural translators, enhanced the involvement of Chinese volunteers, and promoted community integration.

循道愛華村服務中心社會福利部（下稱本中心）獲「愛心聖誕大行動 (OSC)」資助，舉行為期一年的「藝述傳耆」——非華裔長者支援計劃。本計劃於 2025 年 4 月展開，凝聚了非華裔長者、青年以及不同年齡層的華裔義工。透過一系列的藝術小組及互動探訪，義工及藝術治療師在非華裔青年的口語翻譯協助下，得以傾聽並深入了解長者的生命故事。他們與長者攜手將這些寶貴的人生經歷轉化為獨一無二的藝術品，藉此肯定非華裔長者的尊嚴與價值。此外，本計劃亦致力培育非華裔青年成為文化橋樑，同時深化華裔義工的參與，積極促進社區融合。



**Ms. CHAN Mei Shan
陳美珊女士**

Assistant Social Work Officer
助理社會工作主任

Epworth Integrated Youth Team, Methodist Epworth
Village Community Centre, Social Welfare
循道愛華村服務中心社會福利部
愛華青少年綜合服務隊

We are delighted to have participated in the Service-Learning Programme of the Department of Accountancy, Economics and Finance at Hong Kong Baptist University (GCAP 3076 and ECON 3075) this academic year. Our centre hosted four students for seven sessions of primary school tutoring support, as well as seven students who contributed a total of 90 hours of frontline service, bringing youthful energy and genuine care into the community.

In the primary school support programme, three of the team members were non-local students. Despite language barriers, they took the initiative to design interactive games to support students in learning English vocabulary in a fun and engaging way. The children's enthusiasm and laughter were a true reflection of the students' dedication, making the learning experience both meaningful and enjoyable.

Another group, composed of seven students from different disciplines and year levels, participated in our "Narrating Life Stories - Supportive Project for Ethnic Minority Elders." They visited ethnic minority elders living in the Eastern District, listened attentively to their life stories, and responded through creative artworks. These works were later showcased in a "Life celebration exhibition", not only presenting the students' learning outcomes but also allowing the elders' stories to be seen, appreciated, and remembered by a wider audience.

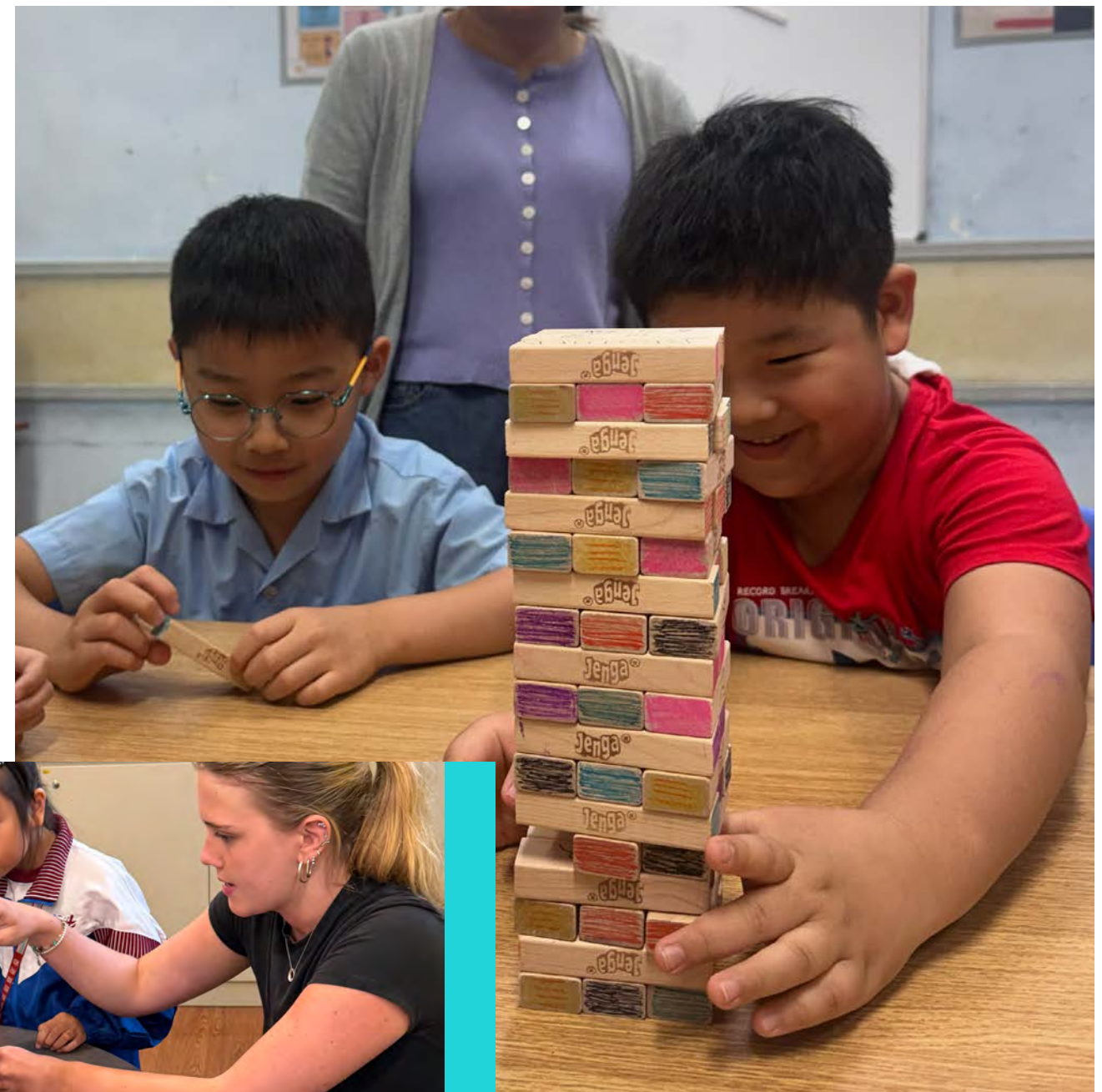
Overall, the students demonstrated sincere commitment and empathy throughout the service process. Through cross-cultural interactions, they learned from one another and built meaningful connections, bringing warmth and lasting impact to the community. We look forward to witnessing more beautiful encounters across generations, ethnicities, and languages continue to unfold in the community.

GCAP 3076

WHAT IS THE FIRST PROJECT ABOUT?

Recognising the challenges underprivileged children face in learning English, our students designed a Jenga-based game that helps children learn useful English vocabulary for daily life. Through interactive play, the game successfully transformed previously quiet participants into more confident and motivated learners.

鑑於基層兒童在學習英語方面所面對的困難，本校學生設計了一個以「層層疊」（Jenga）為基礎的遊戲，讓兒童在遊戲過程中學習日常生活中實用的英語詞彙。透過互動式學習，遊戲成功將原本較為沉默的兒童轉變為更投入、更有學習動機的學習者。



EXCHANGE (OVERSEAS)

MARCHESE Lena Kay

This experience also changed how I think about poverty. I previously focused on economic factors, but now I see that it also includes access to supportive environments.

這次經驗也改變了我對貧窮的看法。過去我只著眼於經濟因素，但現在我明白，貧窮也包含了缺乏支援的問題。

EXCHANGE (OVERSEAS)

SCHRADER Nathaniel Perry

I have broadened my perspective on poverty; rather than seeing it as a simple lack of money, I now understand it as a lack of access to 'social infrastructure.'

我改變了原本認為貧窮只是單純缺乏金錢的觀點，並開始將其視為對『社會基礎設施』的缺乏。

BBA ACCT

LUO Chun Kan | 羅俊勤

As the only local student in the group, I served as a bridge for communication. It was an unforgettable experience for me.

作為團隊中唯一的本地學生，我需要擔任溝通的橋樑。這對我來說是一次難忘的經驗。

ECON 3075

WHAT IS THE SECOND PROJECT ABOUT



Despite the city's inclusive policies, ethnic minority (EM) elderly—predominantly from Nepalese, Pakistani, and South Asian backgrounds—continue to face systematic exclusion. During their service-learning placement at the Methodist Epworth Village Community Centre, students conducted regular visits to these seniors, accompanied by ethnic minority youth interpreters. Building on these experiences, the students proposed the development of a multilingual, voice-based application to help these individuals overcome language barriers, as well as a youth ambassador training program to develop leadership skills, in order to foster greater social inclusion.

儘管城市致力於推動共融政策，少數族裔（EM）長者——主要為尼泊爾、巴基斯坦及南亞裔人士——仍持續面臨系統性的排擠。在衛理公會愛華村社區中心進行服務學習期間，學生在少數族裔青年口譯員的陪同下，定期探訪這些長者。基於這些接觸經驗，學生提出了一項多語言、語音導向的應用程式開發計畫，旨在幫助長者克服語言障礙；同時也規劃了青年大使培訓計畫，藉以培養青年的領導能力，以促進更廣泛的社會共融。

BBA RETAIL MGNT

CHAN Tsz Ying | 陳芷盈

My university education helped me approach this project with a problem-solving mindset, rather than focusing solely on surface-level issues.

大學教育幫助我以解決問題的思維方式來對待這個專案，使我能夠超越表面的問題，進而處理根本原因。

BBA ISBI

CHAU Chak Fung | 周澤鋒

When I saw elderly people from ethnic minorities lacking trust due to their unfamiliarity with the system, I was reminded of the importance of trust.

當我看到少數族裔長者因為不熟悉體制而缺乏信任時，我被提醒了信任的重要性。

BBA ACCT

CHOY Man Pok | 蔡文博

I was deeply moved by the warmth of the ethnic minority elderly, despite their language barriers.

少數族裔長者儘管有語言障礙，但他們所展現的溫暖令我深受感動。

BBA FINANCE

HUI Ka Tung | 許嘉桐

During this journey, I gained a better understanding of ethnic minority elderly.

在這次旅程中，我對少數族裔長者有了更深入的了解。

BBA ECON & DA

CHEUNG Yu Choi | 張羽在

Through visits to non-Chinese elderly individuals, I gained a profound understanding of the language barriers and cultural differences faced by ethnic minorities in Hong Kong society.

透過探訪非華裔長者，我對於少數族裔在香港社會中所面臨的語言障礙與文化差異，有了更深一層的認識。

BBA ECON & DA

YIP Wing Ka | 葉穎嘉

Through my service, I observed a significant gap in social cohesion between the ethnic minority community and the broader Hong Kong society.

透過此次服務學習，我觀察到少數族裔群體與廣大香港社會之間存在顯著的社會凝聚力鴻溝。

BBA ISBI

LIU Hiu Fung | 劉曉峰

Through this service-learning experience, I have come to realize that effective community participation requires a multicultural perspective

透過這次的服務學習經驗，我深刻體認到，有效的社區參與需要具備多元文化的視角。



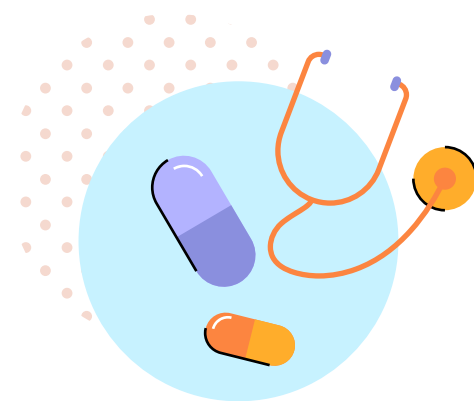
The Salvation Army 救世軍



Ms. KWOK Ming Yan
郭銘恩 女士

User Experience Manager
用戶體驗發展經理

The Salvation Army Tuen Mun Integrated
Service for Young People
救世軍屯門青少年綜合服務



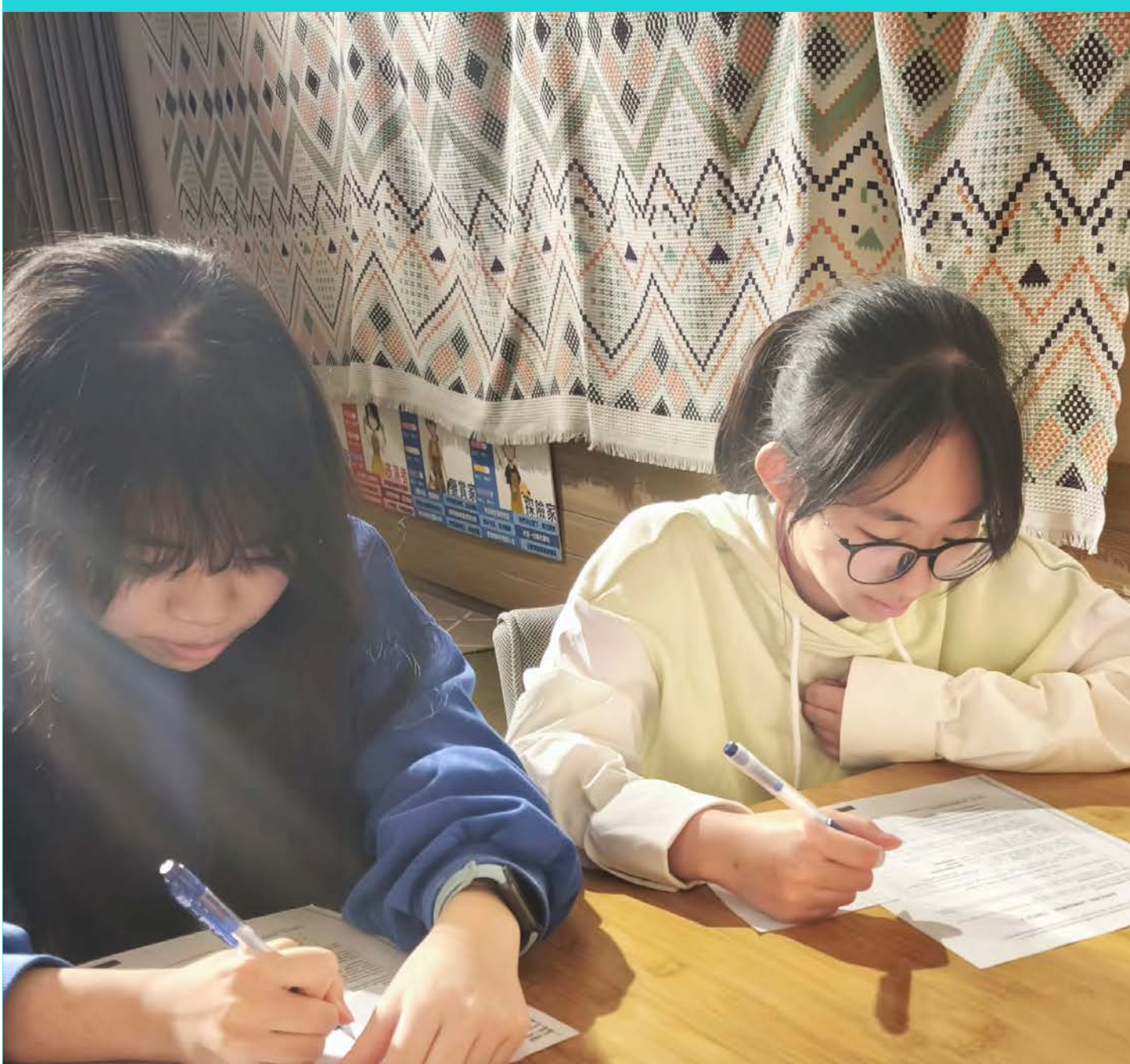
Since 2023, the Centre has participated in the "Jockey Club 21st Century Integrated Children and Youth Services Centres Project" (21C@JC), initiated and funded by The Hong Kong Jockey Club Charities Trust. Through this initiative, we implement innovative youth services dedicated to providing young people with newly designed activity spaces, flexible and autonomous experiences, and ground-breaking services. Grounded in a "youth-centric" core and aligned with The Salvation Army's mission, the project leverages diverse services, community resources, and a spiritual ethos to promote the holistic development of youth across three dimensions: body, mind, and spirit.

We are privileged to collaborate with Hong Kong Baptist University (HKBU) for this project. Through their daily duties, the students engaged and connected deeply with various young service users. By actively gathering the insights and ideas of these youths, they conceptualized and executed a variety of engaging youth activities, injecting vibrant new energy into our service unit.

自 2023 年起，救世軍屯門青少年綜合服務參與由香港賽馬會慈善信託基金策劃及捐助的「賽馬會 21 世紀綜合青少年服務中心計劃 (21C@JC)」，推行創新青少年服務，致力為年輕人提供全新設計的活動空間、靈活自主的體驗及創新服務。計劃以「青年為本」為核心，結合救世軍的使命，透過多元化服務、社區資源及信仰精神，促進青少年在「身、心、靈」三方面的全面發展。

今次有幸與浸大合作，同學們透過日常當值與不同青少年使用者交流。透過收集青少年使用者想法，策劃不同青少年活動，為單位注入新動力。





GCAP 3076

WHAT IS THE FIRST PROJECT ABOUT ?

Through a survey, our students identified unhealthy eating habits among many underprivileged youths. As their parents often need to work long hours and are unable to cook at home, these youths frequently rely on eating out. In response, our students designed a series of workshops and practical cooking tips to equip youths with the knowledge and skills needed to prepare healthy meals for themselves, empowering them to make better food choices.

透過問卷調查的數據分析，我們的同學發現基層青少年普遍存在不健康的飲食習慣。由於父母大多需要長工時工作、無法留在家中開伙，這些年輕人往往高度依賴外食。針對這一現狀，同學們精心設計了一系列工作坊與實用烹飪指南，旨在賦予年輕人必要的營養知識與動手能力，讓他們學會為自己準備均衡的膳食，從而培養健康飲食的自主能力，並做出更好的食物選擇。



BSSC GCS

SO Ching Yu | 蘇清瑜

I learned that community participation is not about imposing solutions on others, but about listening to the thoughts of the community members we serve.

我學到社區參與並不是要把解決方案強加在他人身上，而是去傾聽我們所服務的對象的心聲。

BSSC GCS

ZHU Ruoyan | 朱若妍

I have deeply realized that community participation should not merely be providing assistance, but rather co-creating solutions.

我深刻體會到，社區參與不僅僅是提供協助，更是一個共同創造價值的過程。

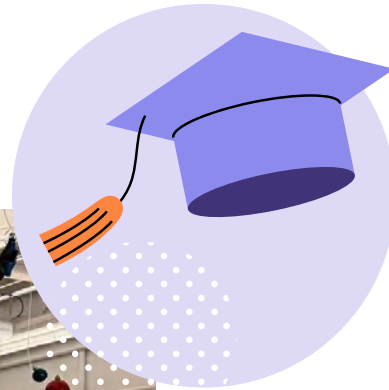
BSSC - GEOG

LO Ho Man | 羅浩文

I have through the project, gained practical experience in active community engagement relating to youths.

透過這個專案，我在與青少年相關的積極社區參與方面獲得了實務經驗。

Project 3 & 4



ECON 3075

WHAT IS THE SECOND PROJECT ABOUT ?

Based on their observations, participation in activities, and communication with teens and staff at the youth center, students realized that adolescents in Hong Kong are experiencing significant challenges regarding mental health due to high academic pressure, social competitiveness, and an over-reliance on digital communication. Consequently, students proposed a series of initiatives—including interactive games, sharing sessions, and mental health workshops—to support the well-being of the youth.

根據在青年中心進行觀察、參與活動以及與青少年和工作人員的溝通，學生意識到香港的青少年在心理健康方面正面臨重大挑戰，這些挑戰源於沉重的學業壓力、社會競爭以及對數位通訊的過度依賴。因此，學生提出了一系列計畫——包括互動遊戲、分享會和心理健康工作坊——以支持青少年的心理健康與福祉。

BBA HUM RES MGNT

CHEUNG ho yin | 張浩賢

This experience encouraged me to think more from the stakeholders' perspectives. I believe most social issues can be addressed when all stakeholders consider one another's needs.

這次經歷促使我更從利害關係人的角度去思考。我相信，當所有利害關係人都能設身處地為彼此著想時，大多數的社會問題都能得到緩解。

BBA HUM RES MGNT

LAU Kin Wang | 劉建宏

This journey has changed me into a more patient listener.

這趟旅程讓我轉變成一個更有耐心的聆聽者。

BBA ACCT

LO On Chit | 盧安喆

I also came to the realization that some of the challenges faced by our younger generation are not merely personal issues; rather, they are compounded by societal and educational pressures, as well as structural inequalities

我也深刻體認到，年輕世代所面臨的部分問題並非單純的個人困擾，而是受到社會壓力、教育壓力以及結構性不平等的多重疊加所致。

BBA FINANCE

CHAU Pak Lok | 周柏樂

I am happy to see that my university learning in ESG, communication, and critical thinking skills has helped me to address social issues

我很高興看到我在大學所學的環境、社會及企業治理（ESG）、溝通技巧以及批判性思考能力，能幫助我解決社會問題。





Hong Kong Synod 香港路德會

Martha Boss Lutheran Community Centre (hereinafter referred to as "the Centre") is located in Kowloon City. Dedicated to serving local residents, our target groups encompass toddlers, children, youth, adults, women, families, as well as primary and secondary schools. In recent years, mental health has become a subject of significant concern. In response, the Centre launched the "Tic-Tac-Toe" Mental Health Initiative this year. This project promotes mental health awareness across three dimensions—"Self-Care," "Interpersonal Relationships," and "Community Care"—strengthening well-being from the individual to the community level.

The Centre was honored to collaborate with Hong Kong Baptist University (HKBU) to arrange for three exchange students from different countries to participate in our services. Leveraging their unique strengths, these students designed a service project tailored for underprivileged service users. The initiative aimed to provide experiential activities for underprivileged schoolchildren, allowing them to immerse themselves in an English-speaking environment and experience the joy of learning while exploring diverse cultures (the Philippines, Korea, and India). During the sessions, the exchange students taught the children simple foreign phrases and introduced the unique cultures and traditional snacks of their home countries, making the content highly engaging. To wrap up the project, the students introduced the HKBU campus environment to the children, broadening their knowledge of different landmarks within the community. The activities were conducted in a vibrant and joyful atmosphere, proving highly rewarding for both sides.

The Centre would like to express our heartfelt gratitude to the three students for their dedication and hard work, as well as to the university for its seamless coordination and support. Their efforts have provided our service users with valuable learning opportunities, broadening their horizons and boosting their motivation to learn.



路德會包美達社區中心（下稱本中心）位於九龍城，主要服務區內居民，服務對象包括幼兒、兒童、青少年、成人、婦女、家庭及中小學。近年精神健康主題備受關注，因此本中心於本年度推出了關注精神健康－「過三關」計劃，提倡以「自我關懷」、「人際關係」及「社區關顧」三個維度，由個人至社區層面，提升區內居民對精神健康的關注。

本中心很榮幸跟香港浸會大學合作，安排3位同學參與中心的服務。同學們是來自不同國家的來港交換生，他們善用自己的強項，就基層服務使用者構思服務計劃。目標為基層學童提供體驗活動，藉著瞭解不同的國家文化（菲律賓、韓國及印度），享受在英語會話環境下的學習樂趣。期間，除了教導學童簡單的外語對話外，也會介紹該地方的特色文化及小食，內容非常有趣。最後，同學們也跟學童介紹有關香港浸會大學的校園環境，讓學童對社區不同地方有更多認識。活動在有趣的氣氛下進行，雙方獲益良多。

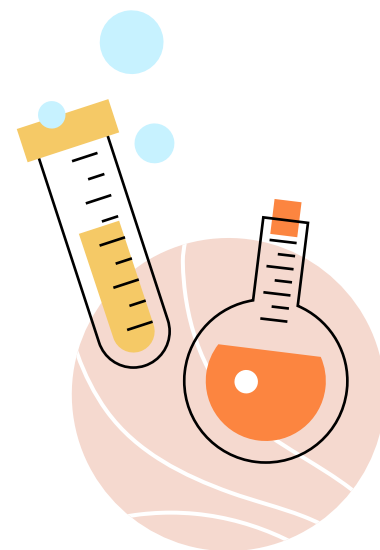
本中心再次感謝3位同學在是次活動的用心付出以及學校各方面的統籌及支援，令中心服務使用者得到更多學習的機會，擴闊眼界，提高學習動機。

Ms. TSE Sze Wan
謝絲雲 姑娘

Assistant officer in charge
單位副主管

Martha Boss Lutheran Community Centre
路德會包美達社區中心





BBA ACCT

SOJOBI Akpevwe Joyce

I look forward to engaging in further community service opportunities in the future.

我希望能持續參與未來的社區服務工作。

BBA ISBI

ALEGADO Sharmaine R | 杜卓微

This project has deepened my understanding of poverty as multidimensional, especially regarding how psychological barriers and fixed mindsets limit opportunity.

這個專案加深了我對貧窮多面性的理解，特別是關於心理障礙和僵固型思維如何限制機會的面向。

EXCHANGE (OVERSEAS)

HONG Eungyu

Initially, I worried about how the different backgrounds of our team members would harmonize, but I soon discovered that our diversity was our greatest asset.

起初，我擔心團隊成員來自不同背景，彼此之間能否協調合作，但我很快便發現，團隊的多元性正是我們最大的優勢。



GCAP 3076

WHAT IS THIS PROJECT ABOUT



Learning English is important, yet it remains challenging for many underprivileged children. Drawing on the team's diverse cultural backgrounds, our students gamified the learning process through cultural workshops and film-based activities. By connecting English learning with real-life experiences and explaining how stronger English skills can support further education, including university studies, the project aims to motivate children to engage more actively in learning English.

學習英語固然重要，但對許多基層學童而言，這仍是一項不小的挑戰。憑藉團隊多元的文化背景，我們的同學透過體驗式文化工作坊和電影主題活動，將學習過程轉化為趣味遊戲。藉由將英語學習與現實生活經驗相結合，並闡述提升英語能力如何助力未來的升學發展（包括大學深造），該項目旨在激發學童更積極、主動地投入英語學習。

Project 6 & 7



Ms. LEUNG Nga Ki
梁雅琪 女士

Community Organizer
社區組織幹事

Society for Community Organization (SoCO)
香港社區組織協會

**Society for Community
Organization**
香港社區組織協會



The Society for Community Organization (SoCO) has long been deeply rooted in grass-roots communities, standing hand in hand with vulnerable groups to safeguard the livelihoods and well-being of underprivileged citizens. This year, we were delighted to collaborate with two groups of students to advance our Service-Learning program.

Throughout this journey, the students immersed themselves in the community, keenly identified the real needs of grass-roots families, and actively transformed their observations into meaningful initiatives—fully embodying the true essence of learning through service. We sincerely hope that this invaluable experience will serve as a lifelong catalyst, inspiring them to continually care for society and drive sustainable development in their future endeavors.

香港社區組織協會一直扎根基與弱勢社群並攜手，維護基層市民生活保障。今年本會與兩組同學一同推動服務學習計劃，過程中同學們走入基層，察覺基層家庭需求，並將這些觀察轉化為行動，實踐了以服務去學習的精神。我們期望這份經驗能成為他們日後關懷社會、推動永續發展的持續動力。





BA - PERM

CHUI Kwan Yiu | 徐君耀

I realized it is crucial to consider the unique constraints of our beneficiaries and co-design solutions alongside them.

我意識到，考慮我們受益人的獨特制約因素，並與他們共同設計解決方案至關重要。

BSC CHEM

CONSTANTINO Jerica Jean Marzo

It was very rewarding seeing how excited mothers and their children were to take part in the game.

看到母親和孩子們都滿懷興奮地參與遊戲，讓我感到十分欣慰和滿足。



BBA MARKETING

HUNG Wing Yan Winnie | 孔穎欣

I used to think that being "green" was for the wealthy. Now, I see that climate change hits low-income families the hardest.

我以前一直以為『環保』是有錢人的專利。但現在我明白，氣候變遷對弱勢家庭帶來的打擊才是最沉重的。

BSSC - GEOG

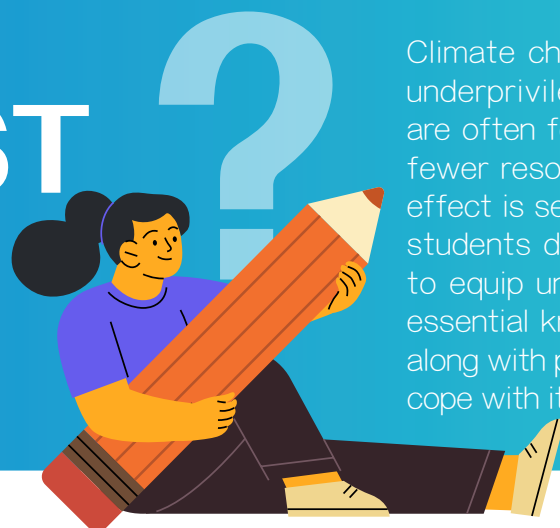
YIP Ching Tung | 葉靜童

I hope that the workshop can arouse their awareness of climate change and mitigate its negative impacts on them.

我希望工作坊能喚起他們對氣候變遷的意識，並減輕氣候變遷對他們帶來的負面影響。

GCAP 3076

WHAT IS THE FIRST PROJECT ABOUT



Climate change is not a distant issue for underprivileged communities. Its impacts are often felt more severely by those with fewer resources, yet this disproportionate effect is seldom discussed. In response, our students designed a series of workshops to equip underprivileged participants with essential knowledge about climate change, along with practical tips to help mitigate and cope with its disruptions in their daily lives.

氣候變化並非與基層人士遙不可及的議題。對資源較為匱乏的社群而言，氣候變化所帶來的影響往往更加嚴重，然而這種不成比例的衝擊卻較少受到關注。為此，本校學生設計了一系列工作坊，向基層參加者提供有關氣候變化的基礎知識，並分享實用建議，協助他們減輕氣候變化對日常生活所帶來的影響。

ECON 3075

WHAT IS THE SECOND PROJECT ABOUT



In Hong Kong, despite its status as a major financial hub, wealth disparity remains a severe societal concern. Through their service at the Society for Community Organization (SoCo), they realize the daily struggles of grassroots families. In particular, it was noted that children from these families often lack opportunities for leisure and recreation. To address this, students designed and organized a 'fun day' where the children could enjoy the experience of preparing their own sandwiches."

在香港，儘管城市作為主要的金融中心，貧富差距仍是嚴峻的社會議題。透過在香港社區組織協會（SoCo）的服務學習，學生體認到基層家庭面臨的日常生活困境。特別是，他們注意到這些家庭的孩子往往缺乏休閒與娛樂的機會。為了改善此情況，學生設計並舉辦了一場『趣味日』，讓孩子們在親手製作三明治的過程中，享受歡樂的時光。



Project 6 & 7



BBA HUM RES MGNT

CHAN Kit Ling | 陳潔玲

During a visit to a family living in a subdivided flat, I observed how a colleague from our community partner tried her best to understand the family's situation. This experience allowed me to truly feel the spirit of community care.

在一次探訪居住於劏房家庭的過程中，我觀察到社區夥伴的同工如何盡心竭力去了解該家庭的情況。這次經歷讓我真切地感受到了社區關懷的精神。

BBA FINANCE

CHOW Wang Hin | 周泓軒

This experience helped me understand how financial hardship affects not only individuals but also their families, especially children who may lack access to educational resources.

這次經歷讓我了解到經濟困難不僅會影響個人，還會波及整個家庭，特別是那些可能缺乏教育資源的兒童。

BBA HUM RES MGNT

WONG Yi Kai | 黃怡佳

After joining this service, I gained a much deeper and more personal understanding of the challenges faced by grassroots families in Hong Kong.

參與這次服務後，我對香港基層家庭所面臨的挑戰有了更深刻、更個人的體悟。

BBA HUM RES MGNT

YEUNG Chun Fai | 楊駿暉

The biggest takeaway was seeing how deeply interconnected these issues are: poverty, housing stress, and a lack of support continuously reinforce each other.

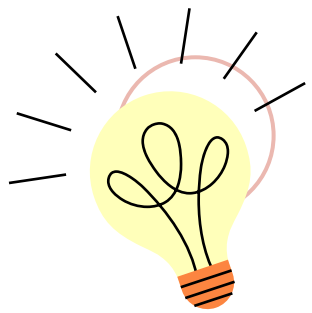
我最大的收穫是體認到這些議題之間是如何深度關聯的——貧窮、住房壓力與缺乏支援，這些問題不斷地相互加劇。

BBA ACCT

CHEUNG Yi Ting Katrina | 張綺婷

I am glad that I had the chance to apply my soft skills throughout this project.

我很高興能在這個專案中運用我的軟技能。



People Service Centre 民社服務中心



Ms. LOW Sze Ki Kathy
劉施岐 女士

Assistant officer in charge
單位副主管

People Service Centre
民社服務中心

Mr. CHANG Tak Ching
張德正 先生

Project Officer
項目主任

People Service Centre
民社服務中心

The People Service Centre upholds the principles of “Promoting Self help and Mutual help” and “Encouraging Participation” as its core organizational goals. Through engaging grassroots families in the community, their capacity is strengthened to resolve their difficulties. Currently, our services in To Kwa Wan district mainly focus on the needs of child caregivers. Through community participation, the child caregivers are actively involved as the committee and members of working groups. They are responsible for initiating collaboration with local small shops in order to build a carer-friendly community. This project emphasizes the development of social capital within the district, fostering mutual help among community members to drive positive community change. In addition, the residents are invited to be the green volunteers in our Environmental Community Participation programme. They regularly set up recycling stations as well as green workshops in the community to promote a sustainable and environmentally-friendly community with active participation. This approach helps address community needs in the face of insufficient formal support, creating a sustainable service model through volunteer networks, resource-sharing platforms etc.

This year, People Service Centre continues its collaboration with the Hong Kong Baptist University GCAP3076 Service-Learning course. The Students have designed an interesting parent-child activity for our grassroots caregivers. Before planning the activity, the students have observed that child caregivers were extremely busy with their daily caregiving duties. They have spent every minute of their lives revolving around their children’s needs. Simultaneously, their children are facing endless homework and examinations while attending tutorial classes during holidays. As a result, both caregivers and children are experiencing heightened pressure with the lack of quality parent-child interaction in their daily lives. In view of this, the students have decided to organize an Easter Treasure Hunt activity with “Play” as their theme. During the treasure hunt, the child caregivers and children formed a team to complete various tasks themselves. They had to follow clues in a game booklet to locate designated shops in the community. For example, the teams had to take a group photo in front of a designated restaurant and to answer questions related to caregivers at a selected shops. Many caregivers mentioned that the activity has enhanced their understanding about the community, in particular the location of local small shops. They explained that they usually had a fixed routine to purchase daily necessities. This event enabled them to discover other shops in the district which are willing to support child caregivers. Some caregivers also expressed that they enjoyed the precious family time with their children. In one of the tasks, children were required to use a community consumption voucher to buy a small gift at a grocery store for their child caregivers. One caregiver found it heart-warming to participate in this activity. The students also negotiated with shop owners to launch a special “Caregiver Offers” during the Easter period, enabling all participating caregivers to benefit and feel the care and support from the community. This activity effectively utilized the network of small shops in order to facilitate more parent-child interaction through completing small tasks in shops. In addition, the cooperation of the local commerce helps enhance their awareness on the needs of child caregivers, thereby creating a friendly and supportive community atmosphere! We are deeply grateful to the students for their dedication and effort in organizing this activity. Combining the creativity from the young people and community capital fosters more meaningful experiences to the grassroots families. We look forward to future collaboration with the students as we make use of each other’s strengths to respond to the needs of the community.

民社服務中心在過去的服務一直以「助人自助」及「鼓勵參與」為組織目標，推動基層家庭參與社區，透過自身及群體力量解決面對的困難。現時，本機構於土瓜灣區的服務主要關注兒童照顧者的需要，由照顧者參與成為計劃籌委及工作小組成員，透過與區內小店合作建立一個兒童照顧者為本的友善社區。本計劃著重建立區內社會資本，促進群體互助而推動社區轉變。除此之外，中心亦有推動環保社區參與服務，由基層街坊擔任環保義工，定期在社區設立回收站、綠色技能工作坊等，推廣由居民自主參與的可持續環保社區。在缺乏正規支援的情況下，這種方式有助於建立一個可持續的服務模式，例如義工網絡、資源共享平台等等。

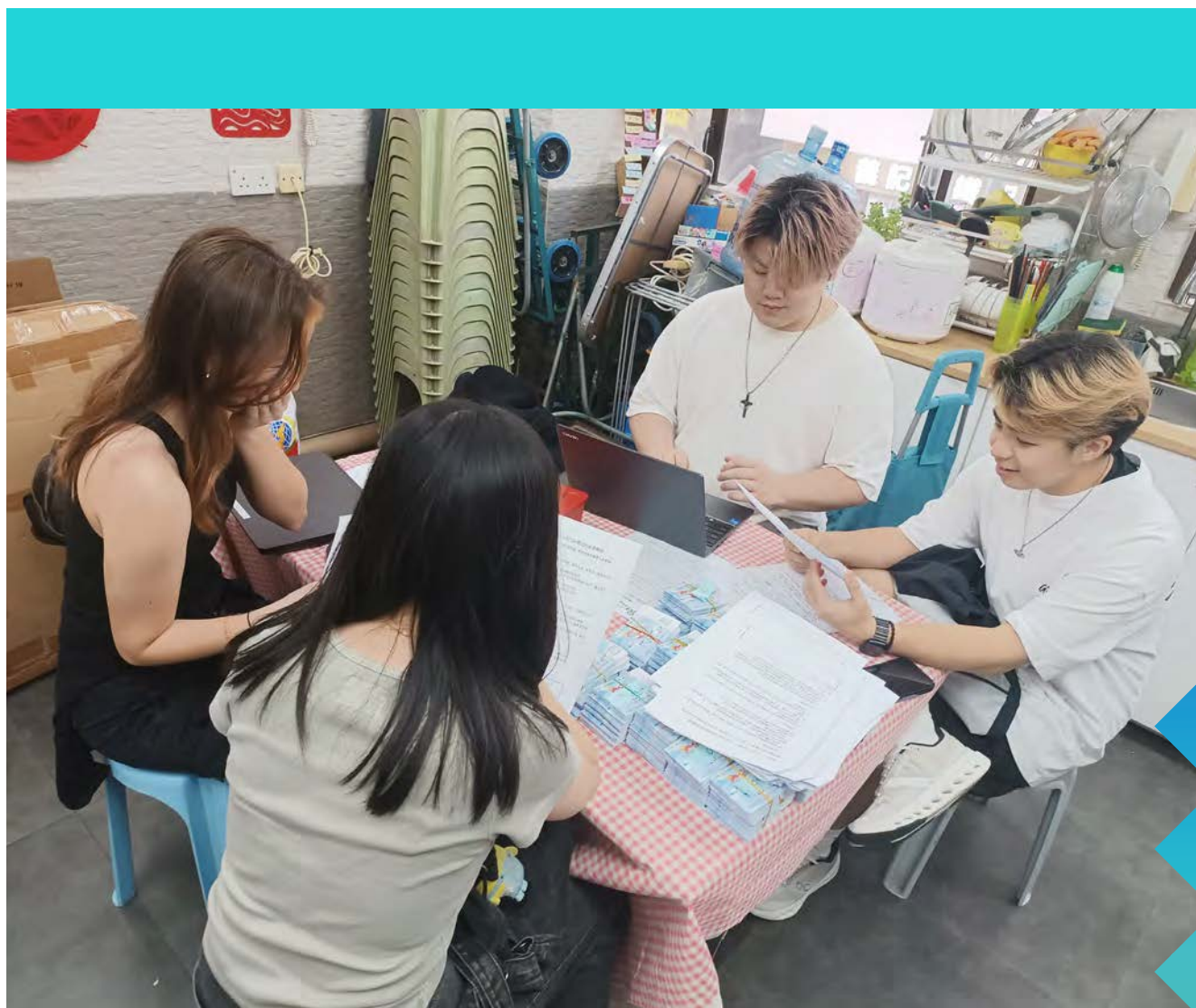
民社服務中心今年繼續與浸大 GCAP3076 服務學習課程合作，由同學為基層兒童照顧者設計一場有趣的社區親子活動。在籌備活動前，同學觀察到基層兒童照顧者平日照顧工作繁忙，生活每分每秒都圍繞著小朋友的需要。另一邊廂，小朋友面對接踵而來的功課和考試，假日更需參與學習活動。可見，照顧者及小朋友身心壓力巨大，在日常生活中缺乏優質的親子時間。因此，同學決定以「玩樂」為主題，舉辦一個有趣的復活節社區遊蹤活動。當日，照顧者與小朋友組成一隊，透過尋寶小冊子的提示在社區裡找到相應的小店完成任務。例如，照顧者與小朋友需要到指定餐廳前拍一張大合照，並到商店回答有關照顧者的問題。不少照顧者表示活動增加了他們對社區小店的認識，因為平日生活有固定消費選項，故總是光顧一至兩間小店，而今次活動讓他們發現原來區內有不同願意支持兒童照顧者的小店。此外，有照顧者表示很享受與小朋友共同遊戲互動的時光，特別是其中一項任務讓小朋友使用社區消費券在雜貨店裡買一份送給照顧者的禮物，此舉動讓他們感到很窩心。同學與店主商議在復活節這星期推出「照顧者」優惠，讓所有計劃的照顧者均可受惠，感受社區對照顧者的關懷。是次活動善用小店網絡，透過小任務增加親子互動，同時鼓勵社區小店關注兒童照顧者，繼而營造友善的社區氣氛！在此，我們十分感謝同學盡心盡力地籌劃活動，讓年青人的創意可以結合社區資本，共同為基層家庭帶來有意義的體驗。期待未來繼續與同學合作，發揮各自強項回應社區的需要。

GCAP 3076

WHAT IS THIS PROJECT ABOUT?

The cost of living for grassroots families is rising, yet many local shops within their communities offer more affordable prices. A group of our students, developed by a group of our students, introduced a city-hunt game to reduce information gaps in a fun and engaging way, helping underprivileged participants identify lower-cost shopping options in their neighbourhoods.

基層家庭的生活成本持續上升，然而在其所屬社區內，仍有不少本地商舖提供較為實惠的價格。學生透過一個輕鬆有趣的「城市尋寶」遊戲，旨在縮窄資訊落差，協助基層參加者識別社區內較低成本的購物選擇。



BSC COMPUTER SCI CST

IP Yiu Tim | 葉耀添

I realized that effective teamwork, communication, and contingency planning are key to organizing community projects.

我意識到，有效的團隊合作、溝通以及應變計畫，是規劃社區專案的關鍵。

BBA ACCT

LAI Hau Ying | 黎巧盈

I learned that even small steps can lead to long-term changes.

我學會了即使是微小的一步，也能帶來長遠的改變。

BA - PERM

JOPLING Jade Amanda | 祝樂

Having previously done service work in secondary school, I felt that it was a lot more beneficial to the families we were helping, whereas my previous service felt a bit superficial.

相比之前那些流於表面的志願服務，我在中學時期參與的服務工作讓我覺得對受助家庭大有裨益，也更有意義。

BBA MARKETING

LI Wang Hei | 李泓熹

I found that I can use my creativity and other skills to contribute to the community.

我發現我可以運用我的創造力和其他技能，為社區做出貢獻。



Jockey Club Western District Integrated Social Service Centre 賽馬會西環綜合社會服務處



This service-learning experience enabled students to gain a deeper understanding of the challenges elderly people face in using digital technology, as well as their practical needs in daily life. Through interaction with the elderly, students observed that many of them lack confidence or are afraid of making mistakes when using smartphones. As a result, they are often reluctant to use digital devices actively and rarely seek help even when needed. With patient guidance and step-by-step demonstrations from students, the elderly gradually became more willing to try. Seeing them successfully complete simple tasks and express a sense of satisfaction and joy was very encouraging for the students.

In addition, students realized the importance of effective communication. Using simple and clear language, along with repeated demonstrations and hands-on practice, was essential for helping the elderly truly grasp the skills. Building trust was also a key factor. When the elderly felt respected and supported, they were more willing to learn and participate. This helped students understand that teaching digital skills is not only about transferring knowledge, but also about building meaningful human connections.

This experience not only enhanced students' communication skills, patience, and empathy, but also encouraged them to reflect on how to promote inclusiveness among different groups in the digital age. Students began to recognize that helping the elderly integrate into a technology-driven society is not just about improving convenience in daily life, but also about strengthening their connection with the community and reducing feelings of isolation. In the future, students hope to continue applying what they have learned by participating in more related services and contributing to a more inclusive and caring society.

這次服務學習，讓學員能深入了解長者在數碼科技上的困難，以及他們在日常生活中面對的實際需要。在與長者互動的過程中，學員發現長者往往因為缺乏信心或擔心操作錯誤而不敢主動使用智能手機，即使有需要也較少尋求幫助。透過學員耐心的指導和一步一步的示範，他們逐漸願意嘗試，甚至在成功完成簡單操作後展現出滿足和喜悅，這讓學員感到十分鼓舞。

此外，學員體會到溝通方式的重要性。學員需要用簡單清晰的語言，配合重複示範和實際操作，才能讓長者真正掌握技巧。同時，建立信任關係亦是關鍵，當長者感受到被尊重和支持時，他們會更願意學習和參與。這讓學員明白，科技教學不只是技能傳授，更是一種人與人之間的連結。

這次經驗不僅提升了學員的溝通能力、耐性和同理心，亦讓學員反思在數碼時代下，如何促進不同群體之間的共融。學員開始意識到，推動長者融入科技社會，不只是提升生活便利，更是幫助他們維繫與社區的聯繫，減少孤立感。未來，學員我希望能繼續運用所學，參與更多相關服務，為建立一個更共融和關懷的社會出一分力。



Mr. YIP Kar Ho, Jacky
葉嘉豪 先生

Unit-in-charge (Service)
單位主任（服務）

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



ECON 3075

WHAT IS THIS PROJECT ABOUT



Hong Kong has one of the fastest-aging populations in the world. During our service at the YWCA, students observed that many elderly individuals struggle with mobile devices and technology in general. This lack of digital literacy not only leads to social exclusion but also limits their access to digital resources that could improve their quality of life. To address this, our students designed and delivered a digital literacy workshop to empower the elderly community.

香港是全球人口老化速度最快的地區之一。在與香港基督教女青年會（YWCA）合作期間，學生觀察到許多長者在使用行動裝置及一般科技產品時面臨困難。缺乏數位技能不僅導致長者在社會中被邊緣化，更限制了他們獲取其他能改善生活品質之數位資源的管道。因此，學生設計並舉辦了數位素養工作坊，旨在賦能長者，提升其數位能力。



BBA HUM RES MGNT

LO Po Ying | 羅寶盈

I learned that true empowerment begins by focusing on an individual's strengths rather than their deficits.

我學到，賦權始於看見人們的優勢，而非他們的缺陷。

BBA RETAIL MGNT

SHEK Hau Ching | 石巧澄

Through this service, I have gained a deeper understanding of the unique challenges faced by young mothers.

透過這次服務，我對年輕母親所面臨的處境有了更深一層的認識。

BBA HUM RES MGNT

CHEUNG Oi Lam | 張靄淋

As an HR student, this service experience gave me real opportunities to practice HR skills such as communication, conflict resolution, and empathy, which are essential for managing different employees in a workplace.

身為人力資源專業的學生，這次服務經驗讓我獲得了實際運用溝通、衝突處理與同理心等 HR 技能的機會；這些能力對於在職場上管理各類員工至關重要。

BBA RETAIL MGNT

CHAN Ka Wai | 陳嘉慧

In this community service, I am glad that I could use the knowledge I learned at university to analyze data and provide insights.

在這次社區服務中，我很高興能運用在大學所學的知識來分析數據，並提供洞見。

BBA HUM RES MGNT

HEWAWELLALAGE Shannon Kris

I learned more about different aspects of our society.

我對於我們社會的不同面向有了更進一步的了解。

BBA RETAIL MGNT

SHUM Tin Long | 岑天朗

This experience helped me understand how the digital divide exacerbates dependency and isolation, underscoring the critical importance of digital inclusion for our society.

這次經歷讓我理解到數位落差如何導致依賴與孤立，並強調了數位包容對於我們社會的重要性。

BBA ECON & DA

CHUI Ka Yiu Erin | 崔家耀

This experience challenged my preconceptions about young motherhood. I learned that having a child early in life does not equate to a lack of skill or ambition.

這次經歷改變了我對年輕媽媽的刻板印象。我明白到，早生小孩並不代表她們缺乏能力或志向。

BBA FINANCE

LU HEI LAM | 俞沛霖

Through this engagement, I learned that advanced technology can be an obstacle for the elderly in connecting with society.

透過這次參與，我了解到先進科技對於長者融入社會而言，可能是一道阻礙。



Ms. IP Ka Wai
葉嘉慧 女士

Assistant Manager
(Communications, Finance and Administration)
助理經理（傳訊、財政及行政）

The Warehouse Teenage Club
蒲窩青少年中心

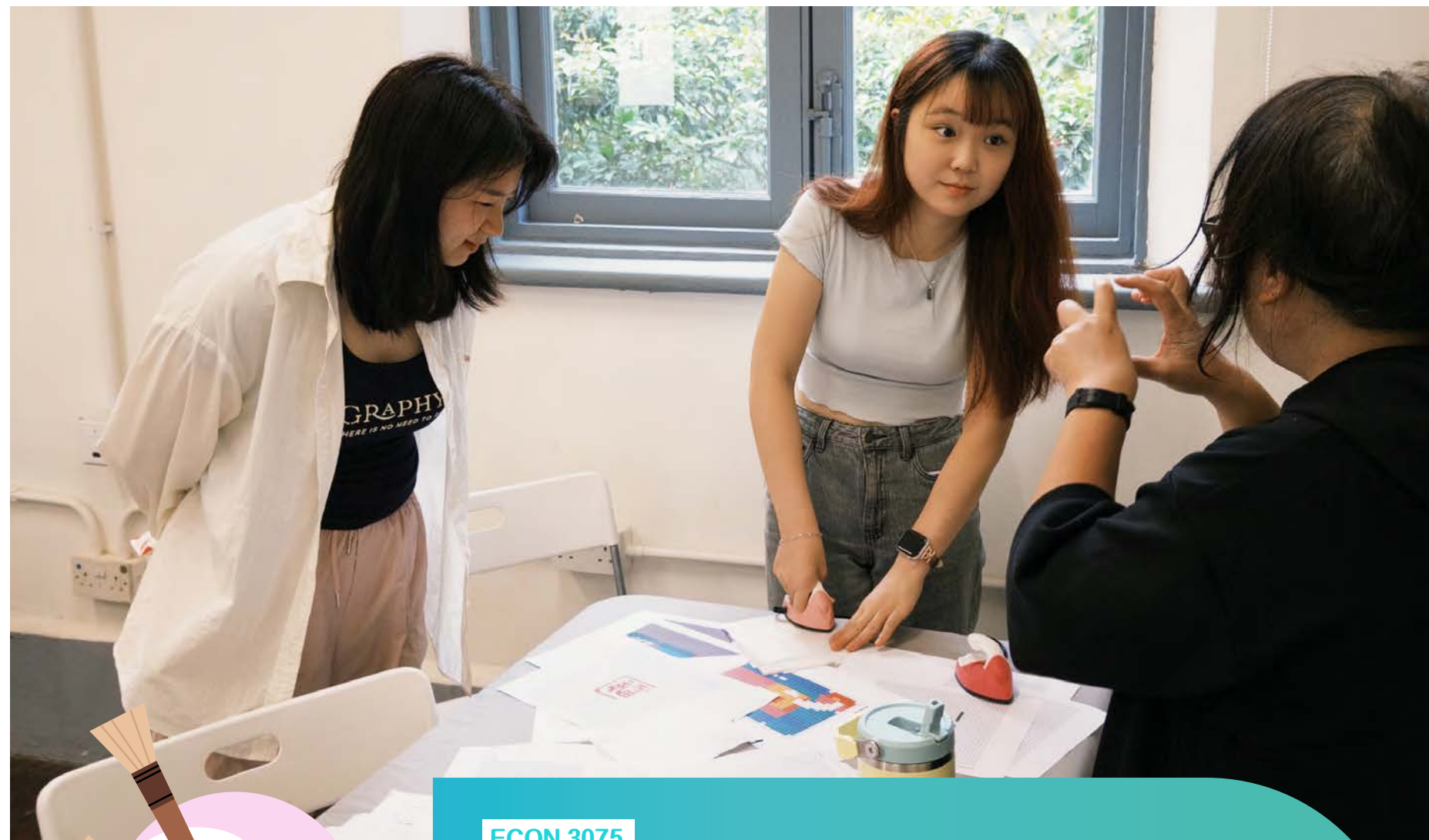


The Warehouse Teenage Club 蒲窩青少年中心

The Centre extends its heartfelt gratitude to our Service-Learning students for their dedication and outstanding contributions. The coffee grounds upcycling handicraft workshop, conceptualized and hosted by the students, was a resounding success and highly received by the community.

Showcasing boundless creativity, the students seamlessly intertwined environmental sustainability with elements of local intangible cultural heritage—such as traditional lion dance and the iconic pineapple buns—to guide participants in handcrafting therapeutic herbal sachets. The event was both highly engaging and deeply educational, injecting vibrant new energy into our Centre while rallying the community together to advocate for sustainable development.

中心衷心感謝服務研習同學的付出。由他們策劃及主持的咖啡渣手作活動非常成功，深受公眾歡迎。同學展現了無限創意，將環保與舞獅、菠蘿包等本地非遺文化結合，親手製作療愈香囊。活動既好玩又有教育意義，為中心注入活力，齊心推廣可持續發展。



ECON 3075

WHAT IS THIS PROJECT ABOUT



Food waste and the excessive use of single-use materials remain significant burdens on Hong Kong's landfills. Concurrently, through their service-learning placement at the youth center, students observed a critical need for more engaging and therapeutic activities for teenagers. To address these dual challenges, the students designed and delivered an integrated workshop focused on environmental and cultural preservation.

廚餘及一次性用品的廢棄問題，仍對香港的堆填區造成沉重負擔。與此同時，學生透過在青少年中心進行服務學習，觀察到青少年對於互動性高且具療癒功能的活動有迫切需求。為解決這兩項挑戰，學生設計並舉辦了一場以環境與文化保育為主題的綜合工作坊。透過將實作性的永續教育與互動式文化參與相結合，該專案不僅為青少年提供了一個具建設性的互動管道，同時也培養了他們更深層的環境與社會責任感。

BBA HUM RES MGNT

YEUNG Tsz Hin | 楊梓軒

From this service, I realized that rapid modernization has made traditional culture feel distant to many teens; I now understand the importance of finding creative ways to bring them closer to their heritage.

透過這次服務，我意識到快速的現代化讓傳統文化對許多青少年來說變得遙遠；我也體認到，找出創新的方式來引導他們重新連結這些文化是多麼重要。

BBA FINANCE

ZENG Yu Chun | 曾如珍

I noticed that the level of confidence and engagement varied among participants, which highlighted the importance of using inclusive approaches and support tailored to each person's unique needs.

我注意到參與者的自信心與投入程度各不相同，這突顯了採用包容性方法，以及提供客製化支持以符合每個人需求的重要性。

BBA FINANCE

CHONG Ying Ying | 莊瑩盈

This experience also made it clear to me how important it is to preserve and pass on traditional culture, and to continue promoting environmental sustainability in today's society.

這次經歷也讓我深刻體認到，傳承與發揚傳統文化，以及持續在當代社會推廣環境永續，是多麼重要。

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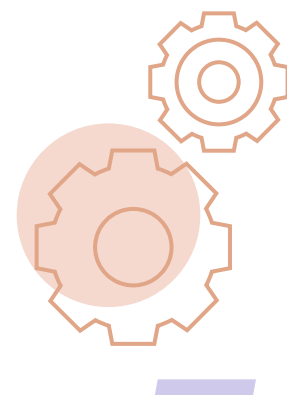
Hong Kong Synod
香港路德會

Society for Community Organization
香港社區組織協會

People Service Centre
民社服務中心

Jockey Club Western District Integrated Social
Service Centre
賽馬會西環綜合社會服務處

The Warehouse Teenage Club
蒲窩青少年中心



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