

## Subject Description Form

<b>Subject Code</b>	APSS2S04														
<b>Subject Title</b>	Understanding Children in Poverty in Hong Kong														
<b>Credit Value</b>	3														
<b>Level</b>	2														
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input checked="" type="checkbox"/> <b>Service-Learning</b></p> <p><input type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Performance in community service learning project</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Reflection Journals</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>3. Participation in class and seminar presentations</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all component(s) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Performance in community service learning project	20%	20%	2. Reflection Journals	30%		3. Participation in class and seminar presentations	10%	20%
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<b>Objectives</b>	<p>The objectives of the subject are to:</p> <ol style="list-style-type: none"> <li>a) foster students' understanding on poverty issues and to encourage them to develop interpersonal communication skills through participating in community services;</li> <li>b) enhance students' understanding of the discrimination, disadvantages and structured inequalities faced by poor people in Hong Kong, especially on their social identities, self-perception and personal aspiration;</li> <li>c) understand the present social service provisions, identify their inadequacies, and make recommendations for policy and services change if needed;</li> <li>d) support poor families children facing learning difficulties and personal and social integration problems through direct engagement and volunteer activities.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) master application of knowledge, theories and skills to deal with complex issues as in the case of children poverty in the service setting;</li> <li>b) reflect on their roles and responsibilities as a fellow citizen with professional trainings;</li> <li>c) develop empathy for poor people in need and sense of social responsibility;</li> <li>d) understand issues and social theories related to the poverty in Hong Kong, and demonstrate ability in investigating the root causes and the effectiveness of the encountering measures in poverty alleviation.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The subject is designed to integrate knowledge with practices through lectures and community service and social learning from serving poverty groups disadvantaged by their socio-economic status.</p> <ol style="list-style-type: none"> <li>1. Service Learning and University Education</li> <li>2. Poverty and Intergenerational poverty in Hong Kong and the world</li> <li>3. Poverty Alleviation and Income Maintenance Measures in HK</li> <li>4. Cultural Sensitivity and Engaging with Poverty</li> <li>5. Program Planning and Engagement Skills for Service Learning</li> <li>6. Critical reflections <ul style="list-style-type: none"> <li>• Experiencing marginalization and intergenerational poverty in a fast growing city</li> <li>• Visions of equality and social justice</li> <li>• Learning from the poor families</li> </ul> </li> </ol>

<p><b>Teaching/Learning Methodology</b></p>	<p>This subject aims to enable students to learn more about the poverty issues through community service learning. Before students are assigned to their community service learning project, they are expected to attend a series of lectures focusing on providing them with a critical understanding of poverty problems in general and the poor children's difficulties in particular in the Hong Kong and the Globe context. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and community services they are providing before they are engaged in their service learning project. Furthermore, during their community service, reflective seminars and preparatory workshops will be organized so that they can share with the NGO colleagues and school tutors for their learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary. The three broad aspects in service learning, including the attitude change, skills enhancement and knowledge consolidation will be emphasized throughout the service-learning experience in serving children living in the poor families.</p> <p>The concrete experiences learnt and the practical help for the children living in the poor families can include (but not limited to) the following:</p> <ol style="list-style-type: none"> <li>1) making home visit to the attached poor family</li> <li>2) servicing the poor children both individually and in group</li> <li>3) co-organizing recreational/community-activity for the selected poor families</li> <li>4) co-organizing social educational event for the poor families</li> </ol> <p>Through attaching to a poor family with children, the students can first rethink what poverty is and its impact on individuals, family and community. The service learning project in the 2<sup>nd</sup> stage (including the home visit, tutoring, recreational activity and social educational event) can help transform students' understanding on the needs of the children living in the poor families to deeper reflection on the importance of social equality and justice.</p> <p>In sum, the service learning tasks added together will facilitate the students to assess (home visit), engage (tutoring), serve (recreational/community-activity) and organize (the social educational event) the target group both internally for the community and externally for the general public, and will provide the children in need some substantial help and effort for social changes in a mutual, respectful and engaged manner.</p>
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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Performance in community service learning project (team work, awareness/attitude change, skills and knowledge consolidation)	40%	✓	✓	✓	
	2. Reflection Journals (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social justice as well as the evaluation of different poverty alleviation strategies)	30%	✓	✓	✓	
	3. Participation in classes and seminar-presentations (communicating actively and reflective in service learning)	30%		✓	✓	✓
	Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to complete 40 hours of community service learning. They will be monitored and supervised by subject lecturers and representatives of partnering organizations in planning and delivering the services. On-going feedback will be given to the students to improve their performance and learning. Their skills in planning, effectiveness in implementing activities, ability in communication and problems solving, as well as their commitments in service learning will be carefully considered on the basis of their performance assessed not only by instructors, but also by staff from the community service organization and feedback from service recipients.

In addition, students are required to submit two pieces of reflective reports at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between class and social inequality, as well as their understanding of civic responsibility and social justice. One mid term and one final group report session will be required at the middle and the end of the subject too.

One mid term and one final group report session will be conducted at the middle and the end of the subject too. Students will altogether participate in exploratory lectures, preparatory workshops, reflective seminars and mid-

	<p>term/final presentation to account for their learning, progress, performance and commitment to service-learning.</p> <p>Reminder:</p> <p>The grade is calculated according to the percentage assigned;</p> <p>The completion and submission of all component assignments are required for passing the subject; and</p> <p>Student must pass the project presentation if he/she is to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures and preparatory workshops</li> <li>▪ Reflective mid term and final presentation</li> </ul>	15 Hrs. (3 hrs per week for 5 sessions, from week 1-5)
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Community service in old urban areas e.g. Sham Shui Po or new towns e.g. Tin Shui Wai</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for reflective reports</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-directed study</li> </ul>	30 Hrs.
	Total student study effort	111 Hrs.
<b>Reading List and References</b>	<p><b>References:</b></p> <p>Bhalla, A. S. and Peter McCormick. (2009). <i>Poverty among Immigrant Children in Europe</i>. Basingstoke: Palgrave Macmillan</p> <p>Chow, Wing Sun. (1982). <i>The Extent and Nature of Poverty in Hong Kong</i>. HK: Department of Social Work of HKU</p> <p>Jones, Nicola and Andy Summer. (2011). <i>Child Poverty, Evidence and Policy: Maintaining children in the International Development</i>. Portland: International Specialized Books, Services</p> <p>Lui Tak Loi and Chiu W.K. (2005). <i>Global City, Dual City? Globalization and Social Polarization in Hong Kong since the 1990s</i>. HK: Institute of Asia-Pacific Studies of CUHK</p> <p>Lindsey, Duncan. (2009). <i>Child Poverty and Inequality: Securing a Better Future for American's Children</i>. New York: Oxford University Press</p> <p>Lindsey, Barbara. (2000). <i>Women, Children and Poverty: Values and Vision</i>. London: Centre for Reform</p> <p>Levine B. Phillip and David J. Zimmerman. (2010). <i>Targeting Investments in Children</i>. Chicago: University of Chicago Press.</p> <p>Pantazis, Christina, David Gordon and Ruth Levitas. (2006). <i>Poverty and Social Exclusion in Britain: the Millennium Survey</i>. Bristol: Policy Press</p> <p>李健正等編. (1999). <i>新社會政策</i>. 香港: 香港中文大學出版社</p> <p>史文鴻. 吳俊雄. (1997). <i>香港貧窮不同面貌研究</i>. 香港: 香港明愛青少年及社區服務</p>	

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- 馮可立. (2018). *貧而無怨難: 香港民生福利發展史 (初版)*. 中華書局
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- 香港社會保障學會, 香港亞洲專訊研究中心. (2000). *貧窮與社會發展*. 香港: 香港社會保障學會, 香港亞洲專訊研究中心
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- 黃洪及蔡海偉. (1996). *香港低收入住戶開支模式研究*. 香港: 社會服務聯會及樂施會
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**Websites:**

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- 社會運動資源中心 <http://www.smre8a.org>
- 香港社會服務聯會 <http://www.hkcss.org.hk>
- 扶貧委員會 <http://www.cop.gov.hk>
- 社會福利署 <http://www.swd.gov.hk>
- 香港脫貧網 <http://hkpoverty.oxfam.org.hk>
- 關注綜援聯盟——  
<http://www.hkswgu.org.hk/web/viewthread.php?tid=66&fpage=1>
- 關注草根生活聯盟 <https://cglahk.wordpress.com>
- 福利事務委員會 <http://www.legco.gov.hk/chinese/index.htm>