



# SERVICE-LEARNING NEWSLETTER

## 服務學習通訊

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PolyU students had many opportunities to participate in service-learning (SL) in Hong Kong during 2015/16. The service projects focused on a wide range of themes, including STEM (science, technology, engineering, and mathematics) education and product development, community healthcare services and health promotion, improvement of living environments and communities, people with special needs and child/adolescent development, and language education and life-story recording.

理大在2015/16學年為學生提供不少本地的服務學習機會，涵蓋多元化的主題，包括STEM(科學、科技、工程及數學)教育及產品製作、社區醫療保健服務及健康推廣、改善生活環境及社區、特殊需要人士服務及兒童/青少年發展，和語言教育及紀錄人生故事。

## STEM Education STEM教育



In recent years, STEM has become a popular focus in the education realm. The Faculty of Construction and Environment and the Faculty of Engineering offered five different SL subjects that enabled resource-poor primary and secondary schools to conduct STEM educational programmes. These programmes included:

- Science workshops on key STEM concepts and practices;
- Workshops on muscle-signal controlled game design;
- Workshops/competitions on LEGO® Mindstorms design;
- Workshops on living environment (energy efficiency and sustainability in everyday life); and
- PolyU campus tours to motivate students to pursue further education.



STEM 近年來於教育界備受重視。工程學院於本年開辦了四個服務學習課程，為資源匱乏的中小學提供一系列的STEM教育活動，包括：

- 介紹STEM概念的科學工作坊;
- 「肌」電遊戲機設計工作坊;
- 樂高機械車編程設計工作坊及比賽;
- 居住環境工作坊 (有關如何在日常生活中有效地使用可持續能源); 及
- 理大校園參觀活動以鼓勵中小學生追求高等教育。



SL Subjects 服務學習科目: AP2S01, BME2S03, BME2S03S, BSE2S01, ISE2S02

## Language Education and Life-Story Recording 語言教育及紀錄人生故事

The language education services aimed to improve the English language capabilities of local children and adolescents. PolyU students from three SL subjects prepared teaching materials and organised a variety of activities, including:

- English workshops on writing, reading, oral presentation and grammar;
- English drama performances; and
- Day camps and tours.

In addition, two SL subjects offered by the Department of Chinese and Bilingual Studies and the School of Design helped the elderly record their fascinating life stories to share with their families.



語言教育服務旨在提升本地兒童及青少年的語文能力。來自三項服務課程的理大學生需負責準備教材和籌辦有趣的活動，包括：

- 英語寫作、閱讀、演說和語法工作坊;
- 英語戲劇表演; 及
- 日營及導覽團。

除此之外，由中文及雙語學系及設計學院開辦的兩項服務學習課程，為長者記錄人生故事，並與其親人分享。

SL Subjects 服務學習科目: CBS3702, ENGL2S01, ELC2S01, ENGL3018, SD2S02





## Community Healthcare Services and Health Promotion 社區衛生醫療服務及健康推廣

The Faculty of Health and Social Sciences offered seven SL subjects, which provided a wide variety of healthcare services for the needy. These included:

- Vision screening and eye healthcare services for underprivileged families;
- Health assessment and education for the elderly; and
- Rehabilitation services for the elderly, and those with physical and/or mental disabilities.

In addition, students from four SL subjects offered by the Department of Applied Biology and Chemical Technology and the School of Nursing organised health-education programmes for school children and underprivileged families. The programmes covered nutrition, healthy diet, regular exercise and personal hygiene.

醫療及社會科學院於本年開辦七項服務學習課程，為有需要人士提供醫療保健服務，包括：

- 為弱勢家庭提供視力檢查及眼部健康護理服務；
- 為長者提供健康評估及教育；及
- 為殘障、智障人士及長者提供復康服務。

另應用生物及化學科技學系及護理學院開辦的四項服務學習課程，學生為學童及弱勢家庭舉辦健康教育活動，主題包括均衡營養、健康飲食、定時運動及個人衛生。



SL Subjects 服務學習科目: ABCT2S02, RS2S02, SN2S01, SN2S04, SN3S02, SO2S01, SO4006

## People with Special Needs and Child/Adolescent Development 特殊需要人士服務及兒童/青少年發展



To enhance social integration and overcome learning hurdles of people with special educational needs (children and adolescents with learning difficulties and emotional/behavioural problems, non-Chinese speaking students and ethnic minorities), students from eight SL subjects conducted a series of services, including:

- Workshops on language, communication and social awareness;
- After-school tutoring programmes to improve learning; and
- Mentoring sessions to monitor learning progress.

In addition, two SL subjects offered by the Department of Applied Social Sciences emphasised the development of children and adolescents. The students investigated various social issues and the needs of the service recipients, and explored their strengths and weaknesses. A series of activities were designed to build their sense of achievement and encourage their participation in social activities.

為協助有特殊需要的服務對象(有學習障礙和受情緒/行為困擾的兒童及青少年、非華語學生及少數族裔)融入社會及克服學習障礙，來自八項服務學習課程的學生進行一系列的服務，包括：

- 有關語言、溝通及認識社區的工作坊；
- 課餘補習輔導以提升他們的學習能力；及
- 啟導計劃以督導他們的學習進度。

此外，應用社會科學系開辦的兩個服務學習課程，著重兒童及青少年的發展。課程期間，學生需探討社會問題及服務對象的需要，與及探索他們的長處和短處，繼而設計一系列的活動，以提升服務對象的成就感，和鼓勵他們積極參與群體活動。

SL Subjects 服務學習科目: APSS2S03, APSS2S04, APSS2S05, APSS2S09, APSS3S02, CBS2S03, CBS3701,



## Improvement of Living Environments and Communities 改善生活環境及社區

Putting their expertise to good use, students from three SL subjects offered by the Faculty of Construction and Environment conducted home visits and surveys of community facilities to identify the specific household needs of the households in need and the elderly. The services included property value estimates, house repair and building inspections, and advising on improving the overall community.

Students in a SL subject offered by the Department of Applied Social Sciences conducted community-needs assessments to help develop better living environments for the elderly residents of Kwai Tsing. Another SL subject offered by the Department of Land Surveying and Geo-Informatics aimed to improve the environment of rural communities through repairing facilities and producing maps.

Three departments (the Department of Applied Biology and Chemical Technology, the Department of Applied Social Sciences and the Department of Management and Marketing) also promoted "Environmental Protection" through their SL subjects. The service projects covered:

- Quality enhancement of crops through new agricultural practice concepts;
- Collecting and redistributing consumable foods for low-income families; and
- Assisting environmental NGOs to address the environmental challenges and provide public education.



SL Subjects 服務學習科目: ABCT2S01, APSS2S07, APSS3S01, BRE2S01, BRE2S02, CSE3S01, LSGI2S03, MM3S01



修讀由建設及環境學院開辦三個服務學習課程的學生，運用他們的專業技能，為有特殊需要的住戶和長者進行家訪及社區設施的實地調查。服務內容包括物業估值、樓宇檢驗、家居維修及提供改善社區的建議。

修讀應用社會科學系開辦的一個服務學習課程的學生，亦為葵青區進行社區需要評估，協助長者建設更理想的居住環境。另外，土地測量及地理資訊學系開辦的課程目標透過宣傳、製作地圖及修建設施，以改善鄉村環境。

三個不同學系（應用生物及化學科技學系、應用社會科學系及管理及市場學系）亦分別透過服務學習課程提倡環保概念，包括：

- 運用嶄新種植方法，改善農作物收成
- 回收及分發仍可食用的剩餘食物給低收入家庭
- 協助非牟利環保團體研究環境問題和推廣社區教育。

Students from another three engineering-based SL subjects applied their technical knowledge to designing and developing assistive tools for the elderly and children with intellectual disabilities, such as learning kits for special-needs children and bathing tools for the elderly with physical disabilities. The Institute of Textiles and Clothing also contributed, allowing students from two SL subjects to design fashionable items and organise a fashion show for the people with disabilities and the ex-mentally ill people.

工程學院開辦的另外三個服務學習課程，學生應用專業技術，為長者及智障兒童設計及製作輔助工具，如：特殊需要兒童設計的學習套件及殘障長者專用的淋浴工具。參與紡織及製衣學系的課程的學生更獲得機會，為殘障人士及精神病康復者設計時裝及舉辦時裝秀。



CBS3S01, COMP2S01, ISE3S01, ITC2S01, LSGI2S02, ME3S01





# 踏足神州

## Venturing the Country

Chinese mainland and Taiwan service-learning (SL) projects in 2015/16 can be grouped under three main themes: community healthcare services, child and adolescent development, and sustainable community development.

本學年，中國內地及台灣服務學習項目可歸納為三大主題：社區醫療保健服務、兒童及青少年發展，及可持續社區發展。

### Community Healthcare Services 社區醫療保健服務



The Faculty of Health and Social Sciences offered five SL subjects, which provided professional healthcare services for the needy in Gansu, Qinghai, Sichuan and Xinjiang, including:

- Vision screening services and eye care education for school children; and
- Play therapy and health education for children with physically disabilities.

醫療及社會科學院開辦五個服務學習課程，為甘肅、青海、四川及新疆有需要人士提供專業的醫療保健服務，包括：

- 為學童提供視力檢查服務及眼部護理教育；及
- 為殘障兒童提供遊戲治療及健康教育。



SL Subjects 服務學習科目: RS3S01, SO2S01, SO4006

### Child and Adolescent Development 兒童及青少年發展



Two SL subjects offered by the Department of Applied Social Sciences and the English Learning Centre aimed to promote the holistic development and language skills of children and adolescents in Guangdong, Shanghai and Taiwan through interactive educational activities, including:

- English reading workshops for school children; and
- Summer camps and classes to develop the competence, resilience and positive self-esteem of children and adolescents.

兩個由應用社會科學系和英語教學中心開辦的服務學習課程，透過互動教學活動，向廣東、上海及台灣兒童和青少年提供全人發展，以及語言技巧培訓，包括：

- 為學童提供英文閱讀工作坊；及
- 為兒童及青少年舉辦夏令營和暑期班，以發展他們的技能、適應能力及正面的自我形象。





## Sustainable Community Development 可持續社區發展



Eleven SL projects that emphasised sustainable community development were offered, covering a wide range of services that can be categorised into four areas: cultural preservation, rural development, tourism development and community construction. The projects included:

- Recording the oral history of members of a minority community;
- Using computer simulated models and the fabrication of agricultural devices to help rural farmers improve their crop-growing standards;
- Conducting home visits and consumer opinion surveys on services/trading; designing website to strengthen rural villagers' fair trade networks and social enterprises;
- Developing policy strategies for rural villages;
- Offering suggestions for feasible collective business models and possible distribution channels for marketing to help underprivileged communities;
- Designing tourist guides and holding community events to promote community tourism; and
- Repairing lighting systems and conducting science workshops for school children.

The service sites included Fujian, Guangdong, Inner Mongolia, Sichuan, Yunnan and Taiwan.

這十一個服務學習項目主要強調社區持續發展，當中涵蓋多元化的服務，環繞四大範疇：文化保育、農村發展、旅遊發展，及社區建設。服務詳情包括：

- 透過訪問少數族裔，以記錄口述歷史；
- 利用電腦模擬系統及製作農業用具，協助農民改善農作物生長；
- 進行家訪及客戶就服務 / 貿易的意見調查，及網站設計等服務，以加強村民的公平貿易網絡及改善社會企業的營運；
- 為農村構思開發的策略；
- 為弱勢社區建議可行的商業模式，並提供合適的營銷渠道；
- 透過設計旅遊指南及舉辦社區活動，推廣社區旅遊；及
- 為學童維修照明系統及舉辦科學教育工作坊。

這些項目的服務地點包括福建、廣東、內蒙、四川、雲南及台灣。

SL Subjects 服務學習科目: ABCT2S01, APSS2S06, CBS2S02, HTM3801, ISE3S01, LSGI2S03, MM3S02







# 放眼世界 Exploring the World

All international service-learning (SL) projects will take place in the summer. PolyU students will learn and serve in Cambodia, Kyrgyzstan, Myanmar, Rwanda and Vietnam.

所有海外服務學習項目將於暑期內進行。理大學生將在柬埔寨、吉爾吉斯斯坦、緬甸、盧旺達及越南進行服務。



## Cambodia 柬埔寨

In summer 2016, five academic departments will offer learning opportunities for students to serve in Cambodia, which will consist of:

- Providing hospitality management and operations training for local students, such as Western restaurant service knowledge and skills training;
- Improving the living environment in local areas;
- Serving as language literacy tutors to provide reading workshops and English tutorials for children;
- Designing and installing a zero-carbon, solar powered learning centre for the local children; and
- Interviewing the villagers in slums, observing their daily living behaviour and patterns, and providing basic physical assessment and health education seminars.

在今年的暑假期間，五個學系為理大學生提供於柬埔寨服務的學習機會，當中包括：

- 為當地學生提供酒店管理及營運協助與培訓，如：西方餐飲實務知識及技能訓練；
- 優化當地居民生活環境；
- 擔當語文導師，為兒童提供閱讀工作坊及為英文班；
- 為當地兒童設計及搭建太陽能零碳排放學習活動室；及
- 訪問及觀察貧民窟居民的日常行為和生活習慣，並為他們提供基本健康評估及健康教育講座。

SL Subjects 服務學習科目: COMP2S01, ELC2S02, GEC2S01, HTM2S01, SN2S03S



## Kyrgyzstan 吉爾吉斯斯坦



This is the first SL project to provide an opportunity for PolyU students to serve the needy in Kyrgyzstan, a landlocked country in Central Asia that borders Kazakhstan, China, Tajikistan and Uzbekistan. Equipped with computing skills, the students will deliver the following services from 19 July to 2 August 2016:

- Teach students about science and computing; and
- Set up a computer lab in a local school.

這是為理大學生安排於吉爾吉斯斯坦服務有需要人士的首個服務學習機會。此服務地點是一個位於亞洲中心的內陸國家，鄰國包括哈薩克斯坦、中國、塔吉克斯坦及烏茲別克斯坦。學生在接受電腦知識的訓練後，將於本年七月十九日至八月二日前往當地提供以下服務：

- 教導當地學童有關科學及電腦知識
- 為當地一所學校安裝電腦實驗室。

SL Subject 服務學習科目: COMP2S01



## Myanmar 緬甸



In June 2016, a group of PolyU students taking the SL subject offered by the Department of Computing will learn and serve in Myanmar. The service projects will mainly relate to technology education. PolyU students will organise workshops on STEM (science, technology, engineering and mathematics) and computing concepts for local students.

在本年的六月，修讀電子計算學系服務學習課程的理大學生，繼續在緬甸學習及提供服務，服務內容主要圍繞科技教育。這些理大學生為當地學童籌辦有關STEM（科學、科技、工程及數學）和電腦知識的工作坊。

SL Subject 服務學習科目: COMP2S01



## Rwanda 盧旺達

This is the third time our students will serve the needy in Rwanda. The SL projects, which will cover a wide variety of services, will be conducted from 18 May to 5 June 2016. They will include:

- Designing and installing a zero-carbon, solar powered learning centre for the local children; and
- Designing solar panel systems for underprivileged families and equipping their homes with basic electric appliances.

這是理大學生第三次踏足盧旺達服務有需要人士。是次服務學習項目於本年五月十八日至六月五日進行，並提供多方面服務，包括：

- 為當地兒童設計及搭建太陽能零碳排放學習活動室；及
- 為貧窮家庭設計太陽能系統，並為他們家居裝置基本電器。

SL Subject 服務學習科目: COMP2S01



## Vietnam 越南

SL Subjects 服務學習科目: HTM3S02, SN2S03, SO2S01

PolyU students from three SL subjects will travel to Vietnam to conduct service projects during the summer. The service projects will cover different kinds of health care services and manpower training, including:

- Vision screening and eye healthcare services for underprivileged families;
- Dissemination of eye care information and the provision of supervised seminars;
- Providing hospitality management and operations training for local students, such as Western restaurant service knowledge, workplace English and skills training; and
- Interviewing underprivileged families, observing their daily living behaviour and patterns, and providing basic physical assessment and health education seminars.

來自三個服務學習科目的理大學生，將於本年七月遠赴越南提供服務。這些服務項目主要涵蓋各種健康護理服務及人才培訓，包括：

- 為弱勢家庭提供視力檢查及眼部健康護理服務
- 宣傳護眼知識及提供有關健康講座
- 為當地學生提供酒店管理及營運協助及培訓，如：西方餐飲實務知識、職業英語及技能訓練
- 訪問及觀察弱勢家庭的日常行為和生活習慣，並為他們提供基本健康評估及健康教育講座。







# 學分制服務學習科目目錄

## List of Credit-Bearing Service-Learning Subjects

Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Applied Science and Textiles 應用科學及紡織學院	Department of Applied Biology and Chemical Technology 應用生物及化學科技學系	Educating Rural Farmers on Healthier Food Production	ABCT2S01
		Service-Learning in Nutrition and Healthy Diet	ABCT2S02
	Department of Applied Mathematics 應用數學系	Quantitative Methods for Community Service	AMA3S01
	Department of Applied Physics 應用物理學系	Enhancing Scientific Literacy through Daily Physics	AP2S01
	Institute of Textiles and Clothing 紡織及製衣學系	Engaging Fashion as a Communication Media for the Needy	ITC2S01
Faculty of Business 工商管理學院	Department of Logistics and Maritime Studies 物流及航運學系	Service Learning in Financial Literacy for Low-income Youth in Hong Kong	LGT3S01
	Department of Management and Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01
Faculty of Construction and Environment 建設及環境學院		Department of Building and Real Estate 建築及房地產學系	Housing for the Community
	Social Justice in Private Housing Redevelopment		BRE2S02
	Department of Building Services Engineering 屋宇設備工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01
		Indoor Environment for Serving the Elderly	BSE3401
	Department of Civil and Environmental Engineering 土木及環境工程學系	Built Environment Enhancement for Underprivileged Communities	CSE3S01
	Department of Land Surveying and Geo-Informatics 土地測量及地理資訊學系	Navigating Ethnic Minorities	LSGI2S02
		Land and Resource Management for Sustainable Development in Rural Area	LSGI2S03
	Faculty of Engineering 工程學院	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines
Service Learning and Civic Engagement in the Information Age			COMP3911
Department of Electronic and Information Engineering 電子及資訊工程學系		Serving People with Special Needs through Assistive Technologies	EIE3S01
Department of Industrial and Systems Engineering 工業及系統工程學系		Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools	ISE2S02/ ISE2S02S
		Engineering for the Needy	ISE3S01
Department of Mechanical Engineering 機械工程學系		Engineering Design for the Community	ME3S01
Interdisciplinary Division of Biomedical Engineering 生物醫學工程跨領域學部		Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03/ BME2S03S
	Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02	
	Biomedical Engineering Services to Under-privileged People with Physical Disabilities	BME4S01	



Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Health and Social Sciences 醫療及社會科學院	Department of Applied Social Sciences 應用社會科學系	Understanding Learning Difficulties	APSS2503
		Understanding Children in Poverty in Hong Kong	APSS2504
		Promotion of Children and Adolescent Development	APSS2505
		Striving for a Sustainable Livelihood in Guangdong	APSS2506
		You can Make a Difference to our Planet	APSS2507
		Servicing School Dropouts	APSS2508
		Service Leadership through Serving Children and Families with Special Needs	APSS2509
		Community Psychology	APSS3501
		Engaging with Diversity	APSS3502
		Growing Resilience of Children in Post-Disaster Contexts	APSS3510
	Department of Rehabilitation Sciences 康復治療科學系	Inter-professional Health Promotion & Rehabilitation Services in Hong Kong	RS2502
		Serving People with Special Healthcare Needs in the Chinese Mainland	RS3501
		Enabling Occupation: Home and Community Practice	RS4280
	School of Nursing 護理學院	Collaborative Care in School Health and Safety	SN2501
		Healthy Lifestyle Challenges for Developing Communities	SN2503/ SN2503S
		Mentoring Health Ambassadors for School Communities	SN2504
		Promotion of Healthy Ageing in the Community	SN3502
	School of Optometry 眼科視光學院	Learning through Providing Eye Care and Vision Health to the Community	SO2501
		Public Health Optometry	SO4006
	Faculty of Humanities 人文學院	Department of Chinese and Bilingual Studies 中文及雙語學系	Service-Learning - Preserving Cultural Heritage for Ethnic Minorities in Contemporary China
Language Arts for Community Projects: Teaching Chinese as a Service Learning Experience			CBS2503
Service Learning through Helping Primary Students with Specific Reading Difficulties			CBS3501
Teaching Chinese as a Second Language in Local Schools			CBS3701
Enhancing Biliteracy & Trilingualism through Language Service			CBS3702
Department of Chinese Culture 中國文化學系		Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2501P
Department of English 英文系		Language Arts for Creative Community Projects	ENGL2501
		Teaching English as a Service Learning Experience	ENGL3018
		Empowering Teenagers through Teaching Workplace English	ENGL3026
English Language Centre 英語教學中心		Serving the Community through Teaching English	ELC2502
General Education Centre 通識教育中心		Social Poverty in Developing Countries	GEC2501
School of Design 設計學院		Service-Learning through Design and Building for Remote Communities	SD2501
		Communication Design for Sharing and Inheritance - 'The Book of Life'	SD2502
School of Hotel and Tourism Management 酒店及旅遊業 管理學院		Ecotourism in Rural and Developing Regions	HTM2501
	Hospitality Management and Operations in Developing Regions	HTM3502	
	Accessible Tourism: Concepts, Challenges, and Practices	HTM3503	
	Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801	



# 踏進貧民窟 Stepping into a Slum



Last year, **Shang Lee**, a final year student from the School of Nursing, took the Service-Learning (SL) subject “SN2S03 Healthy Lifestyle Challenges for Developing Communities”. She participated in a service project in Cambodia to provide individualized health education. After learning the hardships experienced by the locals, she realized the importance of listening to people’s needs when it comes to serving the community.



**李桑**同學是護理學系四年級生，去年修讀由護理學院開辦的服務學習課程“SN2S03 Healthy Lifestyle Challenges for Developing Communities”，獲得前往柬埔寨的機會，在當地提供健康教育服務。過程中，她親身了解到當地居民生活上的種種艱辛，領悟到在服務大眾的過程中，能夠放下自我，細心聆聽受助人的需要，有時比其他一切來得重要。

Shang embarked on the 10-day SL trip to Cambodia along with 30 other students in June last year. With the help of local interpreters, she went to a slum to find people willing to participate in health assessments and education.

去年六月，李桑與一行三十多位同學起程前往柬埔寨，展開一連十日的服務學習之旅。她深入當地一個貧民窟，在傳譯員的協助下，到家家戶戶叩門，找尋願意接受健康評估及教育的居民。

## About Cambodia 有關柬埔寨

Cambodia is located in the southern part of the Indochina Peninsula, in Southeast Asia. According to the United Nations’ Human Development Report 2015, Cambodia’s Human Development Index value for 2014 was 0.55, putting it in the medium human development category and positioning it at 143 out of 188 countries and territories. The report also shows that as much as 40.2% of the population is classified as working poor, which is defined as those earning a daily income of US\$2 or less. According to the World Bank’s latest data, the yearly health expenditure per capita in Cambodia is US\$76, which is 100 times lower than in developed countries such as the United States, Switzerland and Norway. These figures suggest that there are insufficient healthcare services available in Cambodia.

柬埔寨位於中南半島南部，根據聯合國發展計劃出版的2015年人類發展報告，該國於2014年的人類發展指數為0.555，僅屬中級水平，在188個國家及地區中排名143。該報告亦顯示，柬埔寨有高達40.2%的勞動人口為在職貧窮人士，即每日收入兩美元或以下。而據世界銀行最新的數據，柬埔寨的年度人均醫療開支只有76美元，相比美國、瑞士、挪威等發達國家，差幅高達逾100倍。可想而知，當地人民在健康醫療上的支援是何等缺乏。

Cambodia  
柬埔寨





## First Encounter 初次接觸

When Shang first stepped into the slum, she was immediately struck by a sense of shock, which was in no way lessened by her mental preparations. Walking among the rubbish, she saw messy clusters of corrugated iron houses. As she entered the houses, she found rats running around and toilets that were mere holes dug in the ground.

Shang came to Cambodia as a stranger, but to her surprise, she was warmly welcomed by the locals. Many of them called her “teacher” and bowed to her out of respect. Despite their lack of resources, the families switched on their electric fans and offered her homemade dessert.

雖然李桑在出發前已做足準備，對柬埔寨的狀況有一定了解，但亦無減她親身踏進貧民窟時所感受到的震撼。走在堆滿垃圾的地面，她看到的是一群又一群雜亂無章的鐵皮屋。踏進當地人的家中，她發覺屋內有老鼠走來走去，而所謂的洗手間亦只不過是地上挖出的一個小坑。

當地居民對她這個陌生人的熱情卻使她喜出望外。不少人稱呼她為「老師」，又向她鞠躬，以表對她的尊重；有些家庭即使在緊絀的資源下，仍為她奉上甜點，有的怕她熱壞，更為她扭開塵封已久的電風扇。



## Responding to the Needs



Shang visited between eight and ten households over the two days, conducting health surveys of the inhabitants' living habits and offering basic physical assessments. Based on the information she acquired, she tailor made teaching materials and delivered individualised and lifestyle-related health education, including information on healthy eating, exercise, smoking cessation and alcohol reduction. She also walked around the village wet market to seek reasonably priced foods to recommend to the villagers so that they could obtain sufficient nutrition.

Cambodians generally lack basic health knowledge, and poverty bars many from accessing medical care. For example, Shang said many of the residents smoked tobacco without knowing its harmful effects. Manual work also prompted them to eat a lot of high-calorie, deep-fried foods.

Shang was glad she received technical training before the trip and was equipped with nursing knowledge. She felt that her knowledge and training made it easier to spot people's health problems and offer suitable advice. As food storage is a challenge in hot weather and meat is expensive, preserved salty fish is the main food the locals eat in their meals. Shang found that one elderly woman was suffering from high-blood pressure but wasn't receiving treatment, and based on her knowledge, suggested that she reduce her salt intake.

## 了解需要 對症下藥

兩日來到訪八至十戶人家，透過有關生活習慣的問卷調查及基本的體格測量，她替居民進行了初步的健康評估。她根據受助人健康情況、生活習慣、年齡及家庭狀況來設計教材，並為他們提供以健康生活為本的教育，當中包括介紹有關健康飲食、運動、戒煙及減少喝酒的資訊。她也走訪村內的市場，尋找具營養價值及價格合適的食物建議給居民食用。

當地居民一般都缺乏基本的健康知識，貧窮亦令大多數人無法獲得基本的醫療服務。李桑舉例說，不少柬埔寨人都有吸煙的習慣，覺得有助減壓，卻不清楚吸煙對身體帶來的損害；當地人多從事體力勞動，因此亦常常吃熱量高、較飽肚的油炸食品。

她慶幸自己本身具備醫護知識，及在柬埔寨服務前曾接受專業的訓練，讓她更容易察覺受助人的問題及給予合適的建議。由於當地比較炎熱導致儲存食物困難，加上肉類價格昂貴，因此居民多以醃製鹹魚為主要食糧。她曾替一位老婆婆量血壓，發覺她患有高血壓卻沒有得到治療，便建議她從飲食著手，減少攝取鹽分，還為她選取了多款合適的蔬菜作選擇。







### 從服務中學習

Shang said she might not have fully improved the health conditions in the slum due to a lack of resources, but she at least gave the locals a basic understanding of healthy living, which will hopefully help relieve various symptoms and reduce their chances of getting ill. On one occasion during the service, she asked an illiterate father to record the time and reason for every time he smoked, as part of a smoking cessation intervention. She initially received a lukewarm response, but after a short while, she was touched to find that the journal was filled with drawings explaining his reasons for smoking.

Learning about the difficulties faced by local Cambodians has taught Shang to be humble, to listen to people's needs and to put herself in other people's shoes. She recalled being determined to teach locals about a healthy diet, without realising that even fruit is a luxury for them. In her joyful conversations with the locals, she was deeply touched by their kindness, and realised that something that simple can provide the foundation for a solid relationship.

### 從服務中學習

李桑坦言，畢竟資源有限，自己未必能徹底改善當地居民的健康狀況，但至少可以令他們對健康生活有初步的認識，從而減輕病情或減少患病的機會。在這趟服務學習之旅中，她曾為一位煙癮嚴重的父親設計一套戒煙治療，過程中要求他在日記中紀錄每次抽煙的時間及原因。初時這位父親反應冷淡，沒想到她再次回去的時候，發現不太懂書寫的他用圖畫代替文字作紀錄，把日記填得滿滿，令她大為感動。

在這次服務學習之旅中，李桑了解到柬埔寨人生活上面對的困難，她不但體會到謙卑的重要，更學會細心聆聽別人的需要及代入受助人的處境思考問題。她還記起自己當初決心教導當地人均衡飲食時，卻沒有留意到對他們而言，水果已經是一種奢侈品。在與當地居民的言談歡笑間，她深深感受到他們的美善，發現人與人之間的相處，其實可以如此簡單。







# 文化守護者 Guardians of Culture

The Oroqen people are an ethnic group in China who once fought alongside the Eight Banners army during the Qing dynasty and gained a string of victories. Despite their glorious past, the group has struggled to change with the times and is now facing the danger of cultural extinction. In the hope of preserving the cultural heritage of the Oroqen people, last year Sam Sun visited the Nanmu Oroqen village in the Inner Mongolia Autonomous Region to collect an oral history of its people.

中國少數民族之一的鄂倫春人在清朝時曾隨八旗軍南征北戰，在沙場擊退千軍萬馬。有過輝煌的過去，卻敵不過時代巨輪，其獨特的文化正面臨消失的危機。孫睿同學去年到訪位於內蒙古自治區的南木鄂倫春民族鄉，為年老的族人記錄口述歷史，希望在其文化保育上作點貢獻。



As a third-year student majoring in Building and Real Estate, **Sam Sun** took the Service-Learning (SL) subject "CBS2S02 Preserving Cultural Heritage for Ethnic Minorities in Contemporary China", offered by the Department of Chinese and Bilingual Studies. During the summer, he had the chance to participate in an 11-day cultural preservation project in the Oroqen village, which was situated deep inside the Greater Khingan Mountains.

建築及房地產學系三年級生**孫睿**去年修讀由中文及雙語學系開辦的服務學習課程 "CBS2S02 Preserving Cultural Heritage for Ethnic Minorities in Contemporary China"，因而有機會在暑假期間深入大興安嶺，踏進鄂倫春族的村落，展開為期11日以文化保育為主題的服務學習活動。



## Facing Danger of Cultural Extinction

In the local dialect, "Oroqen" translates as "reindeer herders". For generations, the Oroqen people lived off hunting and had a close relationship with nature. However, as society became increasingly modernised, they could no longer maintain their traditional ways of living. A ban on firearms in 2000 forced them to give up hunting, and the majority of the younger generation moved to the cities to seek jobs, leaving about 200 elderly people in the village. Worse still, racial discrimination has made many of the younger Oroqen feel inferior about their own culture and reluctant to learn the language. "I couldn't feel much about Oroqen culture when I was there. I could only hear about it from the elderly", said Sam, recalling his time in the Oroqen village.

## 面臨文化消失的危機

「鄂倫春」在鄂倫春語中的意思為「馴鹿的人」，這個古老的邊疆民族世代靠狩獵為生，與大自然關係密切，可惜隨著社會現代化，他們原來的生活方式被逐漸淘汰，二千年起實施的禁槍政策更令他們被迫完全放棄狩獵的傳統。現時年輕的一代大多跑到城市打工，只剩下二百多位年老的族人仍留在村子裡。成長過程中所受到的種族歧視，更令鄂倫春的新生代對自己的文化產生自卑感，變得不太熱衷用鄂倫春語溝通。回憶起置身民族鄉的感覺，孫睿說：「在那裡已經不太感受到鄂倫春的東西了，只能從老人家的口中聽到。」







## Exploring Oroqen History and Culture

The 40 students who joined this trip were divided into five groups, based on their profession and interests. As the leader of the migration group, Sam and his classmates interviewed seven Oroqen senior citizens about their family history and relationships. Although the task initially seemed easy, it ended up being challenging in practice, and it was fortunate that the SL course CBS2S02 had equipped him with knowledge about China's ethnic minorities and skills in field research.

The Oroqen people opened up to Sam about their personal experiences and some even invited him to try on their traditional folk costumes. This allowed him to delve deep into their culture and learn about the Oroqen people's unique customs. For example, in the past they would carve a face into the thickest trunk in the forest and worship it as a god. Before they went on a hunt, they would bow to the trunk and pray for well-being.

## 細訴鄂倫春歷史與文化

參與是次服務學習的四十位同學按照各自的專業及偏好分成了五大組別。作為遷徙組組長的孫睿，與其他組員在這趟旅程共採訪了七位鄂倫春族的長者，記錄他們的家族歷史及血緣關係。這工作看來簡單不過，但實行起來卻是困難重重，幸好他們在CBS2S02的課堂之中，學習過一些有關中國少數民族的知識，亦受過進行實地考察及與人訪談的訓練。

受訪的鄂倫春人向孫睿細訴他們的個人經歷及生活方式，有的更讓他穿上當地的民族服，彷彿帶他穿越了一次鄂倫春的文化長流。過程中，他了解到鄂倫春人各式各樣獨特的習俗，如他們昔日會在山林中最粗的樹上刻上人臉，並奉它為山神，每逢打獵前便到樹前叩頭，祈求順利。



The Oroqen people told Sam touching, interesting and sad stories that conveyed the group's various ups and downs and different styles of life. For example, an elderly woman he interviewed lost her parents at a young age and grew up on her own to become a brilliant hunter. Her husband passed away not long after they got married, and in her second marriage, she faced the premature death of a child. While talking with the students, she became tearful and hummed a song she had written about the grievances in her life. However, she ended her story with a smile, happy that so many people were interested in listening about her life.

他聽過的鄂倫春人故事中，有的感人、有的奇趣、有的哀傷，包含的都是人生的高低跌宕、生活中的甜酸苦辣。其中一位受訪的老婆婆，父母很早就離世，從小便獨個兒堅強的長大，之後還成為獵人，有過不少英勇事跡，可謂女中豪傑。她長大後結婚，丈夫卻不久後離世。改嫁後，又遭遇孩子早逝。言談間，她跟學生們哼起一首自己創作的歌曲，講述一生中不幸的經歷，唱著唱著，不禁悲從中來，眼眶一紅。不過一曲唱罷，她最終都能破涕為笑，全因高興有這麼多年輕人前來聆聽她這些塵封已久的往事。







### Learning from Traditional Wisdom 傳統智慧 獲益良多

"I learnt a lot about the traditional wisdom of the Oroqen people", said Sam. For example, some had told him they wouldn't prey on baby animals and from that Sam became aware of living in harmony with nature. He was also inspired by their optimism and perseverance in enduring hardships.

Before taking this SL course, Sam had never come into contact with China's ethnic minorities. **The trip to the Oroqen village gave him deeper insight into the dangers of cultural extinction.** Based on his experiences, Sam is planning to perform more volunteer work for China's ethnic minorities. He said **"I would like to do whatever is within my ability to help them. If our efforts accumulate bit by bit, they may have some impact"**.

孫睿表示，在服務過程中，學習到很多鄂倫春人的傳統智慧，反過來覺得他們幫助了自己。他舉例說，有長者告訴他以前打獵時，看到還沒有完全長大的動物，會放生它們，他從中學到人與自然的相處之道；而他們在困窘中展現的樂觀及堅毅，亦讓他有所領悟。

在修讀這個服務學習課程前，孫睿從沒親身接觸過中國的少數民族。這次到訪南木鄂倫春民族鄉，讓他深深了解到他們在文化傳承上的危機。他計劃未來繼續幫助中國少數民族：**「我希望能夠盡我的能力幫助他們，雖然感到自己能力有限，但當努力一點一滴地累積，最後可能真的會有效果。」**







# 服務的真諦 The Meaning of Services

In recent years, there have been growing calls to provide more accessible facilities for the people with disabilities. For example, think of the comfort of a wheelchair, how many of us pay attention to such a small detail? To serve is to care, even if it's a seemingly tiny matter, that's the lesson that Thomas Yau learned during his two years' Service-Learning (SL) experience.

近年愈來愈多聲音提倡在社區設立更多無障礙設施，以方便殘障人士出入，但論細節，如輪椅設計的舒適度，又有多少人關注？邱崇健同學經歷為期兩個學年的社會服務學習經驗後，深深體會到關顧有需要人士，正正就是要「拘泥小節」。



Last year, **Thomas Yau** took the SL subject "ME3S01 Engineering Design for the Community" as a final-year mechanical engineering student, and was awarded the Service-Learning Scholarship 2014/15 for his outstanding performance.

機械工程學系四年級生**邱崇健**於2014/2015年度修讀由該系開辦的服務學習課程 "ME3S01 Engineering Design for the Community"，憑其卓越表現，獲頒服務學習獎學金。



## Meeting the Needs

During the course, he learned the overall process of mechanical design with students from other departments. Their goal was to come up with a tailor-made assistive tool for an elder.

Thomas designed a shower chair for 86-year-old Mr. Yau, and felt his efforts throughout the semester were rewarded when he was told, "I want to take a bath immediately!"

Mr Yau lost three fingers on his right hand in an industrial accident when he was young. Every time he takes a shower, he requires assistance from his wife, which includes handing him a chair to sit on, passing him the bathing equipment and holding the shower head. The wooden chair he had been using was not slip-resistant, waterproof or foldable, and it didn't have a back or arms, which made it very inconvenient. Although he is old, Mr Yau wants to maintain his independence in such daily activities. Thomas and his classmates were assigned to help Mr Yau by constructing a tailor-made shower chair for him.

## 度身訂造 切合需要

課程期間，他與其他學系的同學一同學習機械設計，從構思意念到管理整個製作流程，都需要逐一接觸，目標是在一個學期之內，為一位長者製作一件度身訂造的輔助工具，改善他的日常生活。

最後，邱崇健製造了一張沖涼椅給年屆八十六歲的丘伯伯。當丘伯伯語帶感激地說：「我想立刻去洗澡！」，他頓時感到整個學期所下的苦功，確實是非常值得。

丘伯伯早年因工業意外受傷，右手只剩下兩根手指能夠活動，往後每次洗澡，都需要太太為他搬來一張椅子，然後從旁協助，替他從高處拿取清潔用品及拿著花灑。更甚的是，他洗澡時所用的木椅，既沒有防滑、防水及摺疊功能，又沒有扶手及椅背，以致整個過程更為不便。雖已踏入耄耋之年，但丘伯伯還是希望能夠獨立處理洗澡等的基本自我照顧，盡量不依賴別人。於是，邱崇健所屬的組別就被安排為他設計一張合適的沖涼椅，解決他洗澡不便的問題。





Due to their limited time and resources, Thomas and his groupmates decided to modify a store-bought shower chair for Mr Yau after consulting with their tutors. Thomas found that most of the shower chairs available in the market were very bulky, despite the generally cramped living environments in Hong Kong. He thought, "Product designers should design according to users' needs, shouldn't they?"

After days of searching, Thomas found a chair that was lightweight and foldable. He modified it based on Mr Yau's needs, including adding a slip-resistant device to the backrest, adding a height mark to the chair legs and attaching a basket to the left armrest to hold the bathing equipment. The new chair is very stable and allows Mr Yau to take a shower without anyone else's help.

由於時間及資源有限，邱崇健及其組員徵詢過導師的意見後，決定在市面上購買一張現成的沖涼椅，並加以改裝。過程當中，他發現儘管香港居住環境狹小，市面上出售的沖涼椅卻大多十分笨重，不禁感嘆：「產品設計者應該是按著人的需要做設計，不是嗎？」

幾經辛苦，終於找到一張比較輕巧兼可摺疊的沖涼椅，然後按丘伯伯的需要，加入新設計，例如在椅背上加上防滑裝置、在椅腳加上記號，讓伯伯的太太每次打開椅子都能夠輕鬆地調較至合適的高度、在椅子的左邊扶手安裝籃子，擺放清潔用品。改裝過後的椅子十分穩固，丘伯伯不再需要別人攙扶，也可以獨立為自己洗澡。







## Reflecting on Service Experience

According to the requirements of the Service-Learning Scholarship, Thomas had to serve as a student leader in the ME3S01 class to share his service experience and assist the teaching team in leading the community service.

Thomas remembered helping a disabled person get to PolyU to participate in a class activity. She had gotten off at the wrong bus stop and couldn't get to the footbridge due to a lack of elevators. They needed to take another bus to get to the right stop, but the first three buses that arrived were too crowded and the driver of the fourth bus refused to help. It was only the fifth bus that got them to their destination. From this experience, Thomas realised that the facilities for the disabled people are still inadequate.



Being a student leader allowed Thomas to view the overall SL process from a wider perspective and gave him a better understanding of how to help the needy. On one occasion he saw students suggesting designs for better grades and other students complaining about the need to change their design for their clients. Thomas reminded them that their focus should be on the needs of their clients, rather than their grades or the design. This served as a reminder to his peers and to himself.

Among the 10 groups of students on the course, eight of the clients asked for a table to be added to the wheelchair. Thomas realised that after they get out of their wheelchairs, disabled people still need help from others, which they don't really want. They would prefer to have a table on the wheelchair to assist with their meals and other activities. However, this kind of product is rarely found in the market.

"Talking about care for the elderly or people in wheelchairs, we usually only focus on the construction of visible accessible facilities, but neglect the tiny matters in their daily lives. When I become an engineer in the future, I hope my designs can address the needs of these people", Thomas said, after completing his two years of SL.



## 服務中的反思

邱崇健獲頒服務學習獎學金後，按該獎勵計劃的規定，在本學年履行20小時的學生領袖服務，以朋輩身份分享服務經驗，以支援服務學習課程，亦協助老師帶領現屆學生進行社會服務。

他還記得課程期間，有一位輪椅人士要到理工大學參與這個課程的活動，卻在錯誤的位置下了車，因附近沒有升降機通往行人天橋，要他趕往提供協助。雖然只需乘搭另一巴士到較前的車站下車，但等了三輛巴士，都因太擠擁而無法上車，第四架巴士的司機又拒絕提供協助，最終要等到第五架巴士才能上車。這次經驗讓他深深體會到社區裡的無障礙設施仍是非常不足。

身為現屆課程的學生領袖，邱崇健有機會從宏觀的角度觀看整個過程，令他對服務有需要人士有更深的領悟。他曾見過有同學為求爭取高分數而提出某種設計，又有同學因受助人要求更改產品設計時，流露出負面情緒。眼見這些情況，他提醒同學在服務過程中，最重要的是滿足受助人的需要，至於設計是否原創、分數的高低，都不應是他們著眼的地方。除了是對同輩的提醒，亦是對自己的警惕。



現屆課程有十組同學，當中有八組的受助人都希望學生幫他們在輪椅加裝桌子。邱崇健察覺到，輪椅人士一旦離開自己的輪椅，便需要他人協助，因此許多受助人都希望椅上有張桌子，讓他們可以在那裡進餐、使用平板電腦等，讓他們盡量不用移動，但市面上的輪椅，就偏偏缺少了這個設計。

經過了兩年的服務學習，邱崇健說：「當談到關顧長者或輪椅人士時，我們多數只會著重建設一些顯眼的設施，但往往忽略了他們生活上的細節。日後倘若成為工程師，希望我的設計能切實顧及這些人士的需要。」



# 復康 Buddies

## Rehabilitation Buddies



Many people have different ideas about how to use the four years of their lives they spend at university. Some bury their heads in their books in pursuit of the perfect GPA, while others choose to become student leaders, fully devoting themselves to the affairs of student organisations. However, many students also choose to make use of what they have learned to give back to society. Last July, seven passionate students from the Department of Rehabilitation Sciences voluntarily formed a team during the summer break to plan and prepare for the student-initiated service-learning project "Outreach Trio (OT) - To love, To give, To explore", which provided rehabilitation support for children with cerebral palsy or mental disabilities.

如何度過四年的大學生活，許多人都有不同的想法。有人埋首書堆追求完美的GPA，有人則成為學生領袖全身投入莊務，但亦有不少人選擇善用自己所學，回饋社會。就讀康復治療科學系的七位同學於去年七月暑假，自組團隊並籌劃「封開關愛探索之旅」，為國內腦癱及智障兒童提供復康支援。



Fengkai County  
封開縣



To Love To Give To Explore





## Children in Fengkai County 封開縣的兒童

The people of Fengkai County are impoverished and there is a dearth of professional knowledge. As a result, most of the children with cerebral palsy or mental disabilities in the area do not have the opportunity to receive effective rehabilitation therapy. Although the rehabilitation centre is well equipped, there is a shortage of trained therapists on hand to provide individualised guidance. Cerebral palsy severely limits the normal activity of children, and they invariably have no choice but to spend their days lying prone in bed.

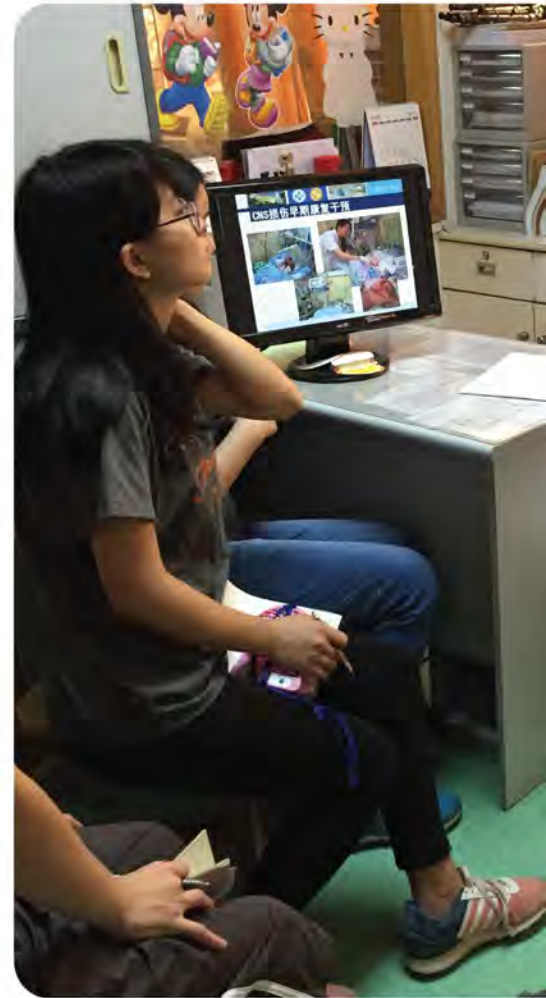
由於貧窮及缺乏專業知識，封開縣的腦癱及智障兒童大多沒機會接受到有效的復康治療。雖然復康中心的設備完善，但也缺乏受訓的治療師為不同個案進行指導。腦癱嚴重影響兒童正常活動，所以他們一般只能躺在床上度日。



## Passing on Knowledge and Love 送上知識與關愛

Although the seven youths were not professional therapists, they relied on the professional knowledge they gained from school and their genuine love for others to fulfil the great mission of "To Learn and to Apply for the Benefit of Mankind". They visited the Fengkai rehabilitation centre, and took it upon themselves to perform professional assessments of the local children. They assessed children with developmental disorders and provided them with rehabilitation therapies, such as teaching the children and their parents the correct use of the appropriate assistive equipment, and helping them understand how to care for those with such conditions. In only a brief couple weeks, the students' carefully designed rehabilitative exercises, such as handwriting practice and muscle stretching, which helped some of the children see a noticeable improvement in the movement of their limbs. In addition, the students provided the staff with recommendations for future treatments based on the individual needs of the different cases. The students also set up two small areas within the rehabilitation centre, which they named the "toy library" and the "cerebral palsy corner", to help parents choose toys suited to the needs of their children's growth, and to increase the opportunities for children with cerebral palsy or mental disabilities to interact with each other, thus bolstering their social skills.

七位年青人，雖然不是在職的治療師，但憑著校內所汲取的知識和關愛別人的熱誠，實踐「勵學利民」的大使命，到訪封開復康中心，自發性為當地兒童進行專業評估。他們在評估兒童的成長障礙後，分別為個人及團體提供復康治療，以教授兒童和家長正確使用合適的輔助儀器及有關護理的知識。短短的十數天，靠著同學們悉心設計的復康活動，如寫字訓練、肌肉伸展運動等，部份兒童在四肢活動上有顯著的改善。同學們亦按不同個案的需要，向中心職員提供日後的治療建議。此外，在復康中心內，亦進行了兩項小型建設，分別是「玩具庫」和「腦癱角」，以幫助家長按兒童成長需要而選擇合適玩具，及增加腦癱/智障兒童互相交流的機會，以提升其交際技巧。







## Changing their Life 改變他們一生

Waiming, who is six years old this year, was born to a farming family in Fengkai County. He was born premature and the resultant deprivation of oxygen to his brain caused his cerebral palsy. The lack of a dedicated mobility assistive chair and appropriate training meant that Waiming spent long periods lying prone on his bed, causing his ankles to become severely deformed. Every day, he could do nothing but lie in bed and stare at the ceiling. To help him see more of the world, the seven PolyU students were determined to help Waiming sit up. Although the rehabilitation centre offered the use of a mobility chair, it was too large and lacked a seat belt, which meant that Waiming could not be seated in it securely. After much research, the students decided to add a seat belt to the mobility chair and use towels to create a leg separator and pad any empty spaces. They then cut a yoga mat into a suitable size to serve as a seat cushion. Once everything was ready, the students then taught Waiming's mother the correct way to cradle him while moving him in and out of the chair, and how to adjust the seat belt. The first time Waiming was seated in the mobility chair, he could hardly contain his excitement. From that day on, he no longer has to spend long periods lying in bed. Now, he can see more of the world, eat meals at the table, play with his toys and sit up with dignity.

偉明是個六歲的兒童，生長於封開縣的農民家庭，由於早產令腦部缺氧而導致腦癱。在缺乏專用輔助椅子及適當訓練的情況下，偉明需長期卧床，導致腳踝嚴重變形，而且每天只能看到家中的天花板。七位理大同學為了讓他的視野變得更闊，決心幫助他坐起來。雖然復康中心有治療用的椅子，但尺寸太大，又沒有安全帶，無法讓偉明安全地坐穩。經過同學們多番研究，決定在復康椅加上了安全帶，並利用毛巾製成分腿器及填補虛位，再把瑜伽墊裁剪成合適的尺寸作為坐墊。當一切就緒時，同學們更指導偉明媽媽正確扶抱姿勢，以及調教安全帶的方法。當偉明第一次坐上復康椅時，難忍他興奮的心情。從此他便可以以一個更廣闊的角度去看事物，也可以在桌上吃飯、玩玩具，有尊嚴地坐起來。

## Learning without Borders 學習無界限

"This service trip not only enabled us to serve society by putting to use the professional knowledge we learned at university, but also taught us a lot of practical knowledge that isn't learned in the classroom. The children here with cerebral palsy are like our teachers in this kind of active learning. They showed us what children who are ill really need, so now we know how it is that we can truly be of help to them", said one of the students, Mr Chan. There are no borders when it comes to learning. If you are willing to make the effort, then opportunities to learn can be found at any moment.

「這次服務之旅，不單讓我們將大學所學的专业知識服務社會，同時讓我們從服務中學到許多課堂以外的實用知識。這裡的腦癱兒童，好像是我們的活學老師，悄悄地告訴我們病童的真正需要；到底怎樣才能切實地幫助他們。」陳同學說。學習無界限，只要不計較付出，隨時也可以找到學習機會。







### “PolyU Serves” - Building a Healthy Community 賽馬會「理有心」計劃 建立身心健康社區



In its very first year in 2015, the Jockey Club “PolyU Serves” Community Service Project for the Yau Tsim Mong and Kowloon City Districts was proud to have completed 12 successful projects. The Project’s annual presentation and sharing session, which was held on 21 January 2016 at the Tsang Sze Ho Wah Lecture Theatre, enabled audience members to review the project outcomes and share their thoughts on service-learning (SL).

Community partner representatives and PolyU teachers and students were invited to come together to discuss the theme of “Building a healthy community through district-based SL projects”. The participants shared their thoughts on better serving the physical and mental wellness needs of the community, and discussed the ways in which the project promotes positive interactions. In 2016, three new projects are set to be launched, which will provide a range of comprehensive services to more residents in the districts.

首年度的賽馬會「理有心」社區服務計劃（油尖旺及九龍城）於二零一五年一共完成了12個「服務學習」項目。理大在二零一六年一月廿一日假曾施浩華演講廳舉辦年度計劃總結及分享會，回顧服務成果及交流服務學習心得。

是次的分享會主題為「以地區為本建立身心健康的社區」，邀請了社區協作夥伴及理大師生代表闡述如何更有效地照顧社區人士在身心健康方面的需要，以及「服務學習」項目如何為社區、學校和學生帶來正面的互動。計劃將於二零一六年新增三個「服務學習」項目，期望為兩區的居民提供更廣泛的服務。

### Lee Hysan Service-Learning Education Capacity Enhancement Scheme – Engagement, Empathy and Empowerment 利希慎服務學習能力提升計劃 – 聯繫、同理心、賦權

PolyU is honoured to offer this four-year scheme to consolidate and enhance our Service-Learning (SL) programmes. The scheme is fully funded by the Lee Hysan Foundation, our strategic partner and sponsor.

The aim of the scheme is to:

- build a sustainable platform to enhance collaboration, partnership, sharing and learning among higher education institutions on SL;
- enhance PolyU students’ sense of civic responsibility and prepare them to become future service leaders;
- collaborate with SL partners to develop sustainable service projects to improve the livelihood of the needy in Hong Kong; and
- enhance the capacity building of SL in Hong Kong.

The project is composed of two parts:

1. **Thematic Service Projects** to actualise students’ ideas in developing impactful and sustainable projects for the local community; and
2. An **SL Exchange Programme** to broaden students’ horizons.

理大很榮幸實行本為期四年的服務計劃，有助鞏固及提升我們現行的服務學習項目。此計劃由本校的策略合作夥伴及贊助商「利希慎基金」全面資助。

該計劃的目的：

- 提供一個可持續發展的平台，讓香港高等教育機構，促進在服務學習上的協作、分享和學習；
- 培養學生的社會責任感，裝備他們成為未來的服務領袖；
- 與合作夥伴共同策劃可持續發展的社區服務項目，以改善香港弱勢社群的生活質素；及
- 促進香港服務學習的發展。

是次項目主要由兩個部分組成：

1. 專題服務項目 - 讓學生可實踐概念，開展有影響力及可持續發展的社區服務項目；及
2. 海外服務學習交流項目 - 透過海外服務學習的體驗，擴闊學生視野。





## Service-Learning Student Network 服務學習學生網絡 以學生為本

The Office of Service Learning (OSL) is launching a new network that will allow students to continue participating in meaningful local and offshore projects, outside of their chosen SL subject. The SL Student Network also offers students who are interested in starting their own project with advice and funding to help them realise their ambitions.

服務學習事務處將設立「服務學習學生網絡」，鼓勵同學繼續參與具意義的本地及海外非課程服務項目，此網絡將會為有興趣開辦服務項目的同學提供諮詢和資金援助，協助同學達成計劃。



## International Conference on Service-Learning – A Platform for Sharing Effective Practices 服務學習國際會議 搭建成果交流平台

The second International Conference on Service-Learning (ICSL) – an internationally refereed conference dedicated to promoting the scholarly development of the theories, models and pedagogy related to SL – will be held on 1-2 December 2016 at The Hong Kong Polytechnic University. The aim of the ICSL is to bring together academics and those interested in scholarly and evidence-based approaches to SL, and give them the opportunity to share the best practices and latest research.

第二屆服務學習國際會議將於二零一六年十二月一至二日假香港理工大學舉行。會議致力促進服務學習的理論、模式和教學方面的學術發展，亦期望凝聚學者以及關注相關學術研究的人士，讓各界能夠進行交流，互相分享最新研究和最佳的實踐方法。

Conference Website 會議網站: <http://www.osl.polyu.edu.hk/ICSL2016/>

## Financial Subsidy Scheme for Offshore Service-Learning Projects – Providing Students with Further Learning Opportunities 「境外服務學習資助計劃」 - 為學生提供更多學習機會

Service-learning (SL) requirement is mandatory for all full-time undergraduate students at PolyU. SL subjects offer opportunities for students to serve within their local community, and outside of Hong Kong.

In the current practice, almost all credit-bearing SL subjects with offshore projects require participating students to pay trip fees to cover part of their overall travel costs. In 2015, PolyU introduced a new scheme under the administration of the Office of Service Learning (OSL). The scheme aims to support students who are interested in participating in offshore SL projects but face financial difficulties in paying the fees.

All full-time UGC-funded undergraduate students currently taking their first credit-bearing SL subject are eligible to apply. The maximum subsidy is the full trip fee required for the offshore SL project. Payment will be arranged upon completion of the offshore SL project. Successful applicants will be required to serve as volunteers for a certain number of hours.

「服務學習」課程為本校所有全日制本科生必修的科目，除了讓學生有機會服務本地社區外，亦提供境外的學習機會。目前，學生如修讀帶學分並提供境外服務學習項目的科目，需自行承擔部分旅費。有見及此，在二零一五年，理大成立「境外服務學習資助計劃」，並由服務學習事務處負責執行，為有經濟困難的學生參與境外服務學習項目提供資助。

凡就讀由大學教育資助委員會(UGC)資助本科課程的學生，首次修讀境外服務學習學分制課程，均可申請本資助計劃。最高資助金額為境外服務學習項目所收取的劃一費用，學生須完成就讀科目方獲發放有關資助，並須按服務學習事務處要求完成若干小時的義務工作。

For further details, please visit 有關詳情，請瀏覽 [http://sl.polyu.edu.hk/07\\_3\\_opfs.html](http://sl.polyu.edu.hk/07_3_opfs.html)





- 01 Secondary students constructing an EMG controlled pinball machine in a science workshop. 中學生在科學工作坊內製作肌電彈珠遊戲機。 [BME2S03]
- 02 PolyU students training secondary students to conduct English drama performances. 理大學生為中學生提供英文戲劇表演培訓。 [ENGL2S01]
- 03 PolyU students assessing the mobility needs of an elder. 理大學生為長者提供身體靈活性的測試。 [RS2S02]
- 04 An ethnic minority child learning how to study Chinese. 少數族裔兒童在學習中文。 [CBS2S03]
- 05 Secondary students making LEGO® Mindstorms Robots in a workshop. 小學生在工作坊內製作樂高Mindstorms機械車。 [ISE2S02]
- 06 Secondary students learning how to evaluate the efficiency of air filter paper. 中學生學習如何評估空氣過濾紙的效能。 [BSE2S01]
- 07 PolyU students weighing the school bags of primary school pupils. 理大學生為小學學童量度書包的重量。 [SN2S04]
- 08 A Service-Learning scholar demonstrating garments designed by disabled people in a fashion show. 服務學習學生領袖在時裝秀內展示由殘障人士設計的服飾。 [ITC2S01]
- 09 Primary pupils making Echo Tubes in a science workshop. 小學生在科學工作坊內學習製作回音筒。 [AP2S01]





- 10 Children with physical disabilities in play therapy. 殘障兒童正在接受遊戲治療。[RS3S01]
- 11 PolyU students repairing the solar panel lighting system of a school in Guangzhou. 理大學生為廣州一所學校的太陽能照明裝置進行維修。[ISE3S01]
- 12 PolyU students weaving a platform for placing Jew's ears in Sichuan. 理大學生在四川省編織一個平台來放置黑木耳。[ABCT2S01]
- 13 School children of Shanghai in a summer camp. 理大學生為上海的學童舉辦暑期訓練營。[APSS2S05]
- 14 PolyU students carrying out vision screening for school children in Qinghai and Guizhou. 理大學生為青海和貴州的學童提供視力檢測服務。[S02S01]
- 15 People in Rwanda learning how to use solar panel systems. 非洲盧旺達的居民正在學習如何使用太陽能系統。[COMP2S01]
- 16 PolyU students conducting App Inventor workshops for university students in Myanmar. 理大學生為緬甸大學生開辦程式設計工作坊。[COMP2S01]
- 17 PolyU students helping villagers in Cambodia to construct solar panel systems. 理大學生為柬埔寨的村民建造太陽能系統。[COMP2S01]
- 18 Vietnamese students learning to make dim sum. 越南學生正在學習製作點心。[HTM3S02]



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