

博思明志 • 群育新民



I • CARE PROGRAMME ANNUAL REPORT 博群計劃年報2014



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If I•CARE were a person, what would it be like? Hundreds of teachers and students would be touched and inspired as flashes of light from the movies reflected on themselves. It would be right at the amphitheatre in front of the New Asia Concourse.

As the lens zooms to the Chung Chi College, the teachers and students would be underneath the shelter of the weed hut, sitting right next to the Lake Ad Excellentiam. They would be led by the dances of the bamboos, thinking about life and future.

If I•CARE were a person, he would be a thinker, yet, also a part of every one of us.

If I•CARE were a person, what would it be like? Walking with the people in the community, seeing what they see, feeling what they feel, empowering them as they empower themselves.

They would be travelling to the most remote villages in mainland China to give regular tutorials to the latch-key kids and build libraries for them.

If I•CARE were a person, he would question and demolish the injustices in the society

Stepping into the third year of its launch, the I•CARE Programme continues inspiring the CUHK students to explore their meanings of life and engage themselves with the processes of social and civic advancement. This report thus documents the achievements and fond memories of our students, which make up the unforgettable I•CARE 2014.

什麼是博群？

新亞圓廣場，水塔臨前，數百師生席地而坐感受銀幕光影。

未圓湖畔，草蘆陰下，竹梢樹影靜默引領啟迪生命前程。

如果博群是一個人，他大概是喜歡沉思，同時樂與人同。

什麼是博群？

踏進公共屋邨和街坊一起生活，從他們的需要出發推動社區營造。

走到內地鄉鎮為留守兒童補課，在小學的校舍建圖書閣鼓勵閱讀。

如果博群是一個人，他應該會不安現狀，同時坐言起行。

博群計劃已經三週年了。過去一年來，博群計劃的同學們在校園內思索人生意義，在校園外推動社會參與。這本書要紀錄的，不單單是博群計劃在二零一三至一四年度做了些什麼，更是同學們的成長經歷和回憶。這是我們的博群一四。





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I-Integrity and Moral Development
I-人格與德育



In the process of personal development, families and schools emphasise on scholastic achievement rather than moral development. However, adolescents have to undergo tremendous challenges as they grow up where they have to struggle and strive a balance between personal and moral values. Their choices shall impact directly on the development of our society. Therefore, moral development represents the foundation of personality, integrity, and consciousness.

In view of its importance, I•CARE hopes to strengthen the education of integrity and morality by introducing the University Lecture on Civility (ULC) Talk and Forum, and supporting service projects. The former allows students to learn from renowned speakers in different areas of expertise whereas the latter encourages students to put these values in practice.

在年輕人的成長過程中，家庭和學校一般較著重才學而輕德育。可是，年輕人在生活中面對的挑戰，往往象徵着個人品格與道德觀的掙扎。他們所作的決定，卻直接影響未來社會的方向和面貌。因此，德育象徵着品性、人格及覺悟的基礎。

有見及此，博群計劃希望透過舉辦一系列的講座及資助服務計劃以強化德育的發展。前者引導參加者穿梭各界知名人士之心路歷程，從而學習正面的價值觀和態度。後者鼓勵同學貫徹德育於生活，身體力行，服務公民，貢獻社會。



I-Integrity and Moral Development

I-人格與德育

ULC Talk and Forum

博群大講堂（講座）

The I•CARE Lecture on Civility invited two renowned scholars from Mainland China to deliver two lectures addressing the important topics on rule of law and democracy. Prof He Weifang from Peking University presented “The road of constitutionalism in China” in October 2013 whereas Prof Liu Yu of Tsinghua University presented the topic “Two concepts on democracy” in January 2014. Both lectures attracted a large number of audiences.

博群大講堂每年度均會舉辦不同主題的講座及文藝活動，邀請各地學者、藝術家或不同界別的知名人士，分享社會、人文或價值方面的看法。本年度，博群大講堂共邀請兩位中國著名學者賀衛方教授及劉瑜教授，分別談中國憲政及民主概念兩個主題。我們又於2013年秋季舉辦第二屆博群書節「山城讀書人」及於2014年春季首次舉辦博群電影節「光影行李箱」。



2.1

Topic: Forum on Civility -
The road of constitutionalism in China
Speaker: Prof. He Wei Fang
Date: 4 October 2013
Venue: New Asia Amphitheatre

講座：中國憲政之路
講者：賀衛方教授（北京大學法學院）
日期：2013年10月4日
地點：新亞書院圓形廣場

Professor He Weifang at Peking University has been regarded widely as “The preacher of constitutionalism, democracy and the rule of law”. Being a famous scholar in China, his visit to the university attracted not only substantial attention from the media, but members of public, amounting to more than 1500 attendees. Standing at New Asia Amphitheatre, Prof. He Weifang spoke passionately about his ideation for the development of Chinese constitution, which began with judicial independence, followed by freedom of press, then privatisation of land, and reformation of parliamentary system. He believed optimistically that constitutional democracy in China could be actualised in his lifetime.

At the end of his talk, Prof. He expressed with deep emotion that giving the talk in the middle of the Amphitheatre, surrounded by audience resembled how knowledge was passed and speeches were made in ancient times. Speaking of the past, he hoped to address questions raised in the writings of Mr. Ch’ien Mu, the godfather of New Asia College, which explained the impossibility of performing constitutional democracy in dynastic China.

賀衛方教授目前是北京大學法學院教授，被視為「憲政、民主、法治的佈道者」。賀教授為中國著名學者，他的到來不僅吸引多間媒體採訪，也有不少校外人士特意來到中大參加講座，出席人數多達1500人。站在新亞書院圓形廣場上，賀教授侃侃而談他心中的中國憲政路，首先是司法獨立，然後是新聞自由，逐步實現土地私有，改革議會制度。賀衛方樂觀的表示：「我相信在我的有生之年能看到憲政民主的中國。」

講座後，賀衛方自言講座有「恍如隔世」之感，「站在圓形廣場面對聽眾，仿佛穿越到古羅馬，略有西塞羅演講之感。我的講座多少想回應新亞書院教父錢穆先生，針對他《中國歷代政治得失》所提出的若干問題，分析古典中國何以無法產生出合理憲政制度。」



I-Integrity and Moral Development

I-人格與德育

ULC Talk and Forum

博群大講堂（講座）

Topic: Forum on Civility -
Two Concepts on democracy
Speaker: Prof. Liu Yu (Associate Professor,
Department of Political Science
of Tsinghua University)
Date: 23 January 2014
Venue: LT1, Yasumoto International
Academic Park

講座：兩種民主的概念
講者：劉瑜教授（清華大學人文社會
科學學院政治學系）
日期：2014年1月23日
地點：康本國際學術園一號演講廳

Prof. Liu Yu teaches in the Department of Politics at the Faculty of Humanities and Social Science at Tsinghua University. She has been one of the active public intellectuals in mainland China. Her books, "Details of Democracy" and "Water Level of Ideologies" have been bestselling where democracy is led in to general public through the use of simple written language. During her lecture, she borrowed examples from different countries to elucidate similarities and differences between liberal and non-liberal democracy. In view of the prospects for actualising democracy in China, Prof. Liu considered the political culture of China to be far ahead from its political system where democracy is being realised, and the consideration of structural causes such as economic and cultural factors, it has to progress inevitably.

劉瑜教授任教於清華大學人文社會科學學院政治學系，她也是國內活躍公共知識份子，著作《民主的細節》、《觀念的水位》均為暢銷書籍，用通俗語言將民主概念帶入民間。講座中，劉瑜教授列舉不同國家的例子條理清晰分享「自由的民主」與「不自由的民主」兩種體制的相同和差異。對於中國民主的前景，劉瑜認為「中國政治文化已遠遠超前政治制度。但從經濟、文化等結構性因素看，中國都在向民主化前進，而且是不得不向這個方向前進」。





I-Integrity and Moral Development

I-人格與德育

Service projects

服務計劃

In year 2013-2014, I•CARE sponsored a total of 34 service projects where the two-thirds of them were relatively larger in scale, with the amount of sponsorship ranged from HK\$10,000 to 200,000. The other projects which were smaller in scale received a maximum sponsorship of HK\$ 3000. The total value of financial support amount was over HK\$ 1.2 million. Among all projects, 23 of them were conducted locally where the services focused mainly on everyday life problems faced by people with low-income and disabilities. The remaining 11 projects provided education, infrastructural and hygienic aid to underdeveloped areas in mainland China and overseas. Majority of the service projects were designed and implemented by student themselves with more than 10,000 people served.

博群社會服務計劃在2013至2014年共資助34個項目，其中約三分二項目規模為較大、較長期的服務計劃，資助額由港幣1萬至20萬不等，其他為小額資助項目，每個均獲得最多港幣3000元的資助，總資助額超過港幣120萬。在各項目中，23個在本地進行，為本港部份低收入或傷健人士解決多種生活上的問題。另外有11個項目為內地及海外的一些落後的社區提供教育、建設及健康衛生等服務。這些項目大多由校內同學組織籌劃及實行，服務的人數超過1萬人。

Service Projects related to Integrity and Moral Development:
與人格與德育相關的服務計劃：

CUHK Social Care and Service Learning Programme 2013-2014 中大關社及服務學習計劃2013-14

Around 100 CUHK student volunteers led by students from the Department of Social Work participated in a series of social service and social engagement training between December 2013 and April 2014. They first went through trainings and workshops on implementing activities and understanding under-privileged communities in Hong Kong. Then they were guided by registered social workers to work with their targets service recipients, people who live in poverty conditions. They collected trash and stayed on the street with them overnight. Afterwards, they set up public education booths in Mong Kok together with the under-privileged. The volunteers also participated in an accessible city outing activity with a group of people with physical disabilities. The activity helped them to experience the needs of these people.

由一群中大社工同學帶領約100位同學的義工團隊在2013年12月至2014年4月期間進行一系列倡導、教育、及社區服務工作。他們首先進行多項密集訓練和工作坊，學習社區服務的技巧及了解本港貧窮問題和傷健人士的生活。其後，義工在註冊社工帶領下，落區認識清潔工和基層人士，與他們一起拾荒和露宿，了解他們的生活狀況，最後義工及受惠者一同在旺角新世紀行人天橋以展板、派發單張及表演形式講解社群的生活，引起社會人士關注，釐清大眾對不同社群的理解。他們亦參與由香港復康會主辦的「無障礙城市定向」，以隊際形式，與傷健人士遊走港九各個檢查站完成任務，親身體驗無障礙的設施並與傷健人士傾談和相處。



I-Integrity and Moral Development

I-人格與德育

Service project

服務計劃

Service Projects related to Integrity and Moral Development:

與人格與德育相關的服務計劃：

“Golden Dreams Come True” Developmental Group for Seniors

「我有我們黃金夢」長者小組計劃

Collaborating with Neighbourhood Elderly Centres, four social work students recruited more than 20 students to organise sessions promoting self-development for nearly 100 elderly people. Through games and discussion in group meetings, the elderly expressed their emotions, explored their potentials and sought ways to realise their dreams.

四位中大社工系同學招募了約二十位同學，與社福機構合作組織九個「我有我們黃金夢」成長小組。透過各成長小組，義工們跟近百位長者們進行遊戲、交流和活動，幫助長者表達自我和情緒、探索自我潛質並實現夢想，並且把「積極老年」的概念推廣至社區。長者們在實現其黃金夢的過程當中發揮潛能，提昇自我形象，展現「積極老年」的社會面貌。

Connecting Myanmar 連接緬甸

In the summer of 2014, 10 CUHK students went to Myanmar and the Thai-Burma Border to serve people in Myanmar and Myanmar refugees along the Border with one of the three services in the following: 1) school and playground construction and public health education; 2) journalism training; and 3) law and human rights education. Students gained in-depth understanding in social and political issues faced by people in Myanmar as well as the uncertainties faces by the Myanmar refugees. Around 400 people in Myanmar and along the Border benefited from the service. Volunteers developed profound friendship with the service recipients throughout the 2-month project. Besides, the project organised fundraising and public awareness campaigns in Hong Kong for improving the living quality of the community along Burmese Border.

2014年暑假，十位中大同學前往緬甸及泰緬邊境兩個月，執行三項服務計劃。他們為約400位緬甸人民及在泰國的緬甸難民提供三種服務：一、建造學校、操場及推廣健康教育；二、新聞工作的培訓；三、針對緬甸人民及難民提供人權、法律知識的課程。透過服務，義工們深深感受到緬甸難民在不穩定的社會中生活的困難，並對緬甸的社會和政治有更深入的了解。長達兩個月的服務令義工與受眾建立了很深的友誼。此項目透過長期對緬甸社區基層的投入，了解當地基層所需，並在香港發起活動，幫助香港市民認識緬甸的情況，並籌募善款改善當地社區生活質素。





C-Creativity and Intellectual Development C-創意與知性





Amid dramatic expansion of knowledge in both speed and scope, it is essential to learn and develop intellectuality quickly and continually in order to remain competitive. Besides, as a member of the society, we should stretch the limits of imagination and apply creativity to enhance the quality of life for the greater good of the population. Therefore, intellectuality and creativity symbolise the fundamentals for catching the tide of change for the new era.

I•CARE organised a number of activities to promote the development of both traits. These include, Social Enterprise Startup Grant, which supported students to open up social enterprises and subsequently, to encourage the development of social enterprise locally; CUHK Social Enterprise Club, which serves as the platform for exchanging knowledge of social enterprises and its contribution; I•CARE Research and Study Funding Scheme, and Community Research Team, which conduct studies to explore the causes, mechanisms and strategies of resolution regarding different social issues for the purpose of actualising intellectuality and creativity.

在現今發展日新月異的年代，知識、產品、社會的演進一日千里，新一代必須加快腳步，不斷吸收更多的人生經驗及知識，充實個人的知性。除了自我增值以應付社會的需要，作為它的一份子，我們亦應打破既有限制，利用創意，提升社會各方面的質素。因此，創意與知性代表着緊隨時代步伐的重要條件。

博群計劃策劃了多個活動以幫助同學學習及促進有關素質的發展。當中包括，博群社企創業計劃——支持同學建立富意義的社會企業，推動本地社企發展；中大社企學會——提供一個分享社企元素及社會責任知識的平台；博群研究與調查計劃資助和社區研究計劃——讓同學思考研究的題目和方法，從而實踐創意與知性。



C-Creativity and Intellectual Development

C-創意與知性

I•CARE Social Enterprise Startup Scheme

博群社企創業計劃

Fulfilling corporate social responsibility has been central to the education at university as it can contribute to the nurturing future citizens who will take initiative to protect the environment and to uphold civic responsibility. As a mean to promote social enterprise and corporate social responsibility, I•CARE Social Enterprise Startup Scheme provided HK\$100,000 startup fund to each of the two successful applicants from the Hong Kong Social Enterprise Challenge (HKSEC) final teams, so that they can turn meaningful business ideas into viable social enterprises.

履行企業社會責任 (CSR) 是大學教育的一部分，有助培育愛護環境及對社會負責的公民。為推廣社會企業及企業社會責任，博群社企創業計劃繼續支持同學建立富意義的社會企業，向香港社會企業挑戰賽的兩支總決賽隊伍提供每隊共十萬元的創業資助，推動本地社企發展。

Harmonia, the recipient of Award of Enterprise Value of HKSEC 2012, was the successful applicants in 2012. Harmonia uses plants from local organic farming to produce 100 % natural skincare products in support of local agricultural development. Harmonia has successfully developed more than 15 types of soap, lip balm, hair conditioner and anti-mosquito balm. These products are available in the Organic We Shop in Mongkok and various retailers.

第二屆獲得資助的是在香港社會企業挑戰賽2012贏得企業價值獎的Harmonia。Harmonia以本地有機農產品作原料，打造綠色美容品牌，支持香港農業發展。Harmonia已成功研發超過十五款肥皂、唇膏、護髮素、防蚊膏等天然產品，並在旺角「對得住地球天地」和其他零售店發售。

Harmonia:

“The funding of \$100,000 granted by I•CARE Programme was essential to the start-up of Harmonia. With this funding, I was able to afford a studio in Fo Tan plus equipment and tools. The sponsorship came in two installments. This minimised the administration work and allowed me to concentrate on my work instead of writing administrative reports. The programme gave constructive suggestions and guidelines without much restriction on the use of fund. I really appreciate its support!”

(Kaya Guo, Awardee in 2012)

「博群計劃給予的十萬元資金是我事業起步的關鍵，靠着這筆資金，我才有能力租工作室、添置器材和工具，使肥皂研發的工作得以進行。這筆資助分兩次派發，減省了很多行政工作，讓我把時間和精力集中在真正的工作上。此外，博群計劃容許我相當自由地運用資金，只要是用於公司運作上，導師和有關部門便不會設下限制。我感謝博群計劃對我的支持！」

(郭綺琦，2012得獎者)



C-Creativity and Intellectual Development

C-創意與知性

I•CARE Social Enterprise Startup Scheme

博群社企創業計劃

UNsuspended, Champion of HKSEC 2013, and WEDO GLOBAL, the awardee of the Most Popular Project Award are the successful applicants of the Startup Scheme in 2014.

2013年博群社企創業計劃獲得資助的隊伍分別是冠軍溫.待 (UNsuspended) 和「我最喜愛的社企計劃」的獎者WEDO GLOBAL。



溫.待 UNsuspended:

“UNsuspended” aims to promote suspended culture by transferring, sharing, and re-distributing capital to the needy. The company develops a comprehensive UNsuspended coupon system in corporation with several NGOs to distribute meal coupons, and restaurants in different districts to sell these meal coupons. The team is currently developing the UNsuspended Restaurant Network to make the selling of meal coupons to be available online.

“UNsuspended” website:

<http://www.unsuspended.hk/>

「溫•待」致力推廣待用文化，通過財富轉移、平等分享，幫助有需要人士。他們以待用券的形式幫助低收入人士，並與非政府組織合作。餐廳以成本價捐出定額膳食，熱心市民購買待用餐券，便可資助有需要人士從非政府組織領券享用膳食。

「溫•待」網址：

<http://www.unsuspended.hk/>



WEDO GLOBAL:

WEDO GLOBAL envisions a racial-free-barrier society. It aims to enhance cultural awareness and understanding towards South Asians by launching theme-based local tours, overseas programs and education programs. The team has been organising multi-cultural training workshops for ethnic minorities, community-guided tours, visits to social enterprise, and DIY Design Thinking Solutions workshop.

“WEDO GLOBAL” website:

<http://www.wedoglobal.com/index.php>

WEDO GLOBAL期望締結一個沒有種族隔膜的社會。團隊成立至今已舉辦一系列的本地和海外旅遊項目及教育工作坊，希望加強公眾對南亞裔文化的認識，從而拉近兩個族群之間的距離。

WEDO GLOBAL網址：

<http://www.wedoglobal.com/index.php>



CUHK Social Enterprise Club

中大社企學會

CUHK Social Enterprise Club debute its presence in year 2014-15. Through a series of educational and social events such as site visits, workshops and social enterprise research, it hopes to inspire and encourage students to resolve social issues from a social entrepreneurial perspective, which shall become positive force of change for the society in future. By participating in these activities, students will acquire a range of skills in problem solving, interviewing, research analysis, and design thinking method.

中大首個社會企業學會將於2014-15年度成立。透過舉辦一連串的啟迪活動如工作坊、社區實地考察和研究等，希望啟發和教育同學以企業家精神解決社會問題，並為社會帶來正面和積極的影響。同學亦會於過程中學到解決問題、訪問、資料分析和設計思維等等的技巧。

I•CARE Research and Study Funding Scheme

博群研究與調查計劃資助

I•CARE provides funding up to HK\$8,000 per research project corresponding with the scale of it proposed by students. Participants may study the topic of interest in groups or individually. Students should identify causes, current status, measures for improvement, and summarise these findings at the end of the period of study. Students who successfully complete their projects may receive a scholarship that ranges from HK\$2,000 to HK\$6,000. Each study lasts for approximately 6 months. By making these projects independent from the credit system, students can which further stretch out their reach of expertise and broaden their horizon.

A sharing session was organised in September 2013. Participants from the previous year were invited to share their research achievement and experiences to students who were interested in the programme.

In year 2013-14, five research projects received funding from the I•CARE Programme. They were: The study of psychological health and social engagement of people with physical disability; Role of internet media in fostering civil society; Effect of English extracurricular activities towards students learning; Effect of Cross-border Study Life on the Parent-Child Relationship, and Promotion method on university's nutritional education.

因應研究的規模，博群計劃會為參與同學提供不多於八千元資助，同學可以以個人或小組形式就自己有興趣的社會議題探討其成因、問題癥結或改善方法，最後總結研究結果及提出合適建議，成功完成的同學更可獲得二千至六千元的獎學金。同學於半年的研究期內，會親身體驗社會現況，研究一些未必屬自己專業領域但有興趣的題目，讓自己的眼光擴闊。

為讓同學瞭解計劃詳情，博群計劃亦於2013年9月舉行分享會，並邀請12-13年度參加者分享其經驗及研究成果。

2013-14年度，五項研究計劃得到博群計劃撥款支持並成功完成，包括肢體傷健人士的社會參與及心理健康、網絡媒體推動公民社會發展、英語課後活動對同學的學習影響、跨境學習生活對家庭親子關係影響和宣傳手法對中大營養教育的影響。



C-Creativity and Intellectual Development

C-創意與知性

I•CARE Research and Study Funding Scheme

博群研究與調查計劃資助

The project “The role of citizen media in fostering civil society: a comparative study of Taiwan and Hong Kong” was selected as winner for the Applause award 2014. Following is a summary of its finding:

To a certain extent, the rise of online citizen media promoted the development of civil society in both Taiwan and Hong Kong. However, when compared with Taiwan, Hong Kong fell short in both aspects. Leading causes include lack of resource, cultural preference for convenience and populism, and a lack of motivation.

Meanwhile, we noted that online citizen media is not the sole determining factor in the development of civil society. Instead, we should also consider the influence of social and historical context, and the feeling of political efficiency among the people. These factors are mutually dialectical, which implicates the absence of integrated explanation for the development of civil society around the world.

Based on information retrieved from literature review, field studies, and interviews, we believe Hong Kong lagged behind in the effectiveness of online citizen-media because of inferiority in political efficacy, a lack of supporting resources, and attitudes towards the use of online citizen-media.

“網絡公民媒體推動公民社會發展分析：台灣與香港的比較研究”榮獲2013-14年度優異獎。以下是研究報告的部份成果：

網絡公民媒體的興起，均在一定程度上推動台灣和香港的公民社會發展。相比起台灣，不論是網絡公民媒體，還是公民社會的發展，香港的發展較為遜色。香港的網絡公民媒體面臨著資源短缺、網絡的「即食文化」和「民粹化」，以及缺乏偵查式報導意識的局限，均令這些媒體難以在推動公民社會發展中，擔當更重要的角色。

另外，我們也發現在推動公民社會發展的過程中，網絡公民媒體並非單一的決定性因素；相反，我們在討論其影響時，需同時考慮社會脈絡、社會和歷史事件，以及人民的政治效能感等。這些因素構成互為辯證的關係，也揭示出沒有一套理論能完全解釋世界各地的公民社會發展。

基於文本分析、實地考察和訪問取得的資料，我們進而分析，為何在香港和台灣公民社會發展過程中，網絡公民媒體的推動力會有不同呢？我們認為香港人的政治效能較低、香港網絡公民媒體的資源不足，及港人使用網絡公民媒體的心態，均令香港的網絡公民媒體在推動公民社會的發展之影響不及台灣。

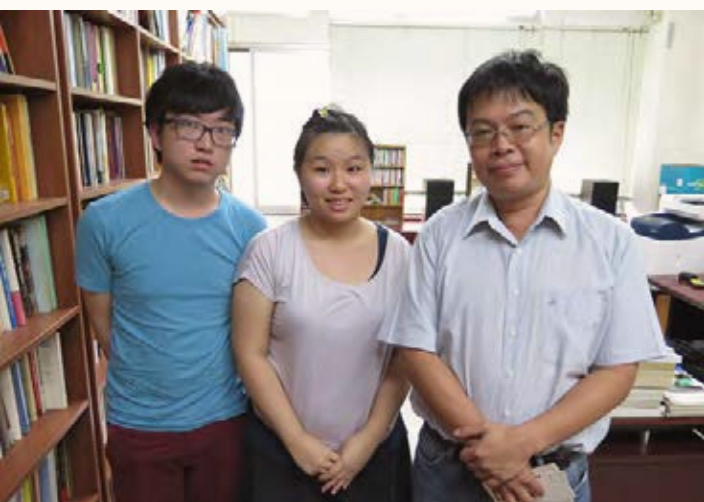
3.3

With regard to recommendations, we believe that political democratization, development of party politics, provision of monetary subsidy and institutional support will be constructive for future growth of online citizen media in Hong Kong, and subsequently, benefiting the development of civil society. Despite difficulties in actualising these strategies in near future, increasing adaptation with social situations and global networking, on-line citizen-media represents a major role in promoting public citizenship in long run.

(Chan Ngai Keung, Government and Public Administration, Year 3; Kadir Bazla, Government and Public Administration, Year 3, Chan Chun Wa, History, Year 3)

最後，我們嘗試就香港的未來發展路向提出建議。我們認為將政治民主化、發展政黨政治和增撥金錢和制度的非金錢資源，均能有效改善現時網絡公民媒體的發展困境，並推進公民社會的發展。這些建議也許未必能在短時間內實行，但我們相信網絡公民媒體和公民社會也正在適應現時的社會局勢和網絡化之現象。長久下去，網絡公民媒體應能在推動公民社會發展的過程中，擔當更重要的角色。

(陳藝強 政治與行政學系三年級、陳嘉莉 政治與行政學系三年級、陳振華 歷史系三年級)



C-Creativity and Intellectual Development

C-創意與知性

Community Research Scheme

社區研究計劃



Knowledge produced from Universities facilitates social progress and development. I•CARE encourages students to initiate social research to promote and cultivate whole-person development through civic engagement. Upon a substantial reform, “Community Research Scheme” was introduced in April 2014. Corresponding with its core values revolving “understand, study, analyse, action, change”, the new initiative aims at nurturing undergraduate students in enhancing research skills and knowledge. Consequently, students will be able to apply findings of their research in practice, and promote public awareness on the social issues.

學院生產知識，以推動社會前進與發展。博群計劃鼓勵同學就社會問題進行研究，透過其公民參與促進同學的全人發展。經過重整與革新後，研究與調查計劃於2014年4月開展了「社區研究計劃」，旨於為本科同學培養社區研究的經驗，指導他們以研究所得製作不同類型的活動，深化受眾對社會議題的認知和行動想像。社區研究計劃的宗旨為「了解、研究、分析、行動、改變社會」。

Students' Reflections

同學感想

It has been inspiring and fruitful for me to have participated in the programme. Followed by lectures, field visits, and guidance from mentors, I was given plenty of opportunities to reflect on controversial issues in the society, which helped me to decide research topics I found most interesting. My group decided to study the so called 'dilution of population through immigrations from mainland China'. By providing objective evidence, we attempted to challenge stigma and stereotypes among Hong Kong people toward mainland immigrants. Throughout the process, I understood about how research is operated. I recommend this programme to all students, which is highly challenging and rewarding.

(Shek Shun Shing, Sociology, Year 2)

Although the study was led by students, the process for completing it was not simple. From deciding topics, targets, questions, hypotheses, methodology, to execution, including interviews and styles of presentation, the process required profound discussions, which educated me not only the topic of interest, but also attitudes and knowledge in research as well as self-understanding through reflections.

Besides, the programme allowed me to work and communicate with students from different seniority and disciplines, which promoted peer learning. Moreover, by receiving guidance from the leader and the staff as assigned by the programme, I learnt not only to think systematically, but from their experiences in confronting different social issues in Hong Kong.

I'm gratified to have signed up for the programme where I learnt not only knowledge about research and the society, but support from teammates and mentors.

(Winne Kwong, Sociology, Year 3)

社區研究計劃是一項富有意義和啟發性的計劃。通過講座、落區以及組長的支持和引導，它給予我很多的機會去思考一些社會上很有爭議性的問題，然後再從中選擇我最感興趣的題目作研究。我組選擇了「新移民換血論」作題目，希望以客觀數據去破除港人的誤解及偏頗意見。從中，我了解到一個學術研究的運作是如何。總括而言，社區研究計劃具挑戰性及有深度，值得同學投放時間。

(石順成 社工系二年級)

儘管這個社區研究由同學主導，但當中的要求和準備工作絕不簡單，由制定研究題目、對象、問題、假設，到研究方式、訪問內容、結果發佈形式，都經歷了多次的開會討論，整個過程中，我不但學習了研究應有的態度和知識外，更對研究主題 - 內地新移民有更深入的了解，並促進我自己的反思，獲益良多。

另外，參與這個計劃的得益便是認識了不同年級和學系的同學，透過合作和溝通，互相促進彼此學習。而且，每個小組都會有一位組長及I•CARE職員領導，兩位的學識一步一步誘導我們思考，他們更會將研究以外但與香港社會有關的經歷向我們分享，令我們的學習更豐富。

我十分慶幸自己當初報名參與I•CARE的社區研究，從中學習研究和社區的有關知識，並得到一班組員和兩位師兄的支持。

(鄺穎欣 社工系三年級)

Service projects

服務計劃

Service Projects related to Creativity and Intellectual Development:
與創意與知性相關的服務計劃：



CLOVER 2013-2014

友凝·友義

Running into its fifth year, CLOVER recruited 216 CUHK students in 20 teams comprising both local and non-local students. Each team was responsible for planning their own service projects. They devoted more than 3,050 direct service hours to conduct a wide range of activities, including workshops, language classes, fieldtrips, cross-team and cross-service target collaborations. Service recipients included the people with disabilities, local primary school children, South Asian children and new-arrival women.



2013-14學年為學生事務處第五年主辦「友凝·友義」服務計劃。是次計劃有216名中大學生參與，他們分為20小隊，每隊均由本地和非本地生組成。每個小隊須針對一個不同的群體設計自己的服務項目。他們各自與不同團體聯絡、協調，並制作獨立的財政預算。參加同學的服務時數超過3000小時，製作了一系列活動，包括手工藝工作坊、語文班、戶外活動及考察等向一些傷健人士、南亞裔小童和新來港婦女等提供充實又有意義的服務。



Science Inspiration Project for Secondary School Students 中學生科學啟發計劃

The Faculty of Science arranged a series of science workshops for students studying secondary schools in Hong Kong and Macau. Over 10 students from the Faculty of Science served more than 100 secondary school students. The project targets at students coming from low-income families. Volunteers designed workshops and hand-on experiments regarding science applications in daily life, which made the learning experience more interesting and therefore, easier for the secondary school students to understand. The project aims to encourage secondary school students to choose science as both a subject and a future career choice.

理學院上年度安排了十多名學院的學員到幾間香港的中學進行科學啟發工作坊。項目的對象主要為低收入家庭學生集中的學校。中大義工利用與生活科學有關的例子設計一系列趣味遊戲和工作坊，包括一些科學實驗等，令中學生對科學及學習相關知識感興趣，豐富他們的中學生活，激勵他們將來在大學選修理科和從事理科行業。除香港外，項目更延伸至澳門，並為一間澳門的中學生安排相同的活動和工作坊。



4

A- Appreciation of Life and Aesthetic Development A-生活藝術與美學



Common understanding of Art is manifested by priceless artwork and extravagant performances. We are mostly unclear with its concrete definition. Nevertheless, walking into the urban streets of Hong Kong we see aging trees telling stories of the changes in the community, scratches on ancient architecture carving evidence of the city's development, and traditional crafts in old shops reposing human bonding. In fact, aesthetics is everywhere.

I•CARE believes the best way to see beauty in life is through practices of exploration. In order to equip students with the ability of aesthetic pursuit, the programme organised the University Lecture on Civility, I•CARE Drama Programme and a number of service projects. Through their participation and engagement with related experience, students will be able define the beauty of life and integrate elements of beauty into the life of others in the society.

一般人對美學的瞭解往往側重價值連城的藝術品、在各式會堂的表演，但事實上，藝術並不止這些。當走到街上去，我們可以看到大樹訴說着老區的變化，古老建築刻着發展的證據，老店的傳統小賣寄放着人的情懷。其實，藝術及美學就在生活裡。

博群計劃相信要找到生活的美就必須學會發現。為了幫助同學追隨屬於自己的尋美眼睛，我們舉辦了博群大講堂文化活動、博群劇團及支援多個與藝術相關的服務計劃。希望透過別人的經驗和自身的參與，同學們能找到生活點滴着的美學，也將更多的藝術帶入社會。



A- Appreciation of Life and Aesthetic Development

A-生活藝術與美學

University Lecture on Civility (I•CARE Book Festival)

博群大講堂（博群書節）

Homecoming Book Festival

Date: 30 October - 6 November 2013
Venue: Foyer, Sir Run Run Shaw Hall
Co-organiser: The Office of the Arts Administrator

博群書節——山城讀書人

日期：2013年10月30日至2013年11月6日
地點：邵逸夫堂
合辦：藝術行政主任辦公室



Between October 30th and November 6th, the Sir Run Run Hall was once again re-polished to an elegant study with flicking book pages and floating music. With a donation of over 20 thousand books, the University welcomed the second I•CARE Book Festival. A total of 130 teachers and alumni, including Prof. Lee Ou Fan, Prof. Lo Wai Luen, etc., donated their second-handed books for the Event. The event grew even more popular than that of 2012. The books successfully reached the hands of almost five thousand people. Many readers found their most desired treasures and some even successfully got hold of publications which are out-of-print.

Coupled with the Book Festival were two public lectures. The first lecture – “A Night with Bei Dao” was organised where several students of the I•CARE Leadership Programme and the members of “Tolopoem” (a poet society in the CUHK) read aloud Prof. Bei Dao’s masterpieces written in the 70s, in order to endorse his achievement. The reading was followed by a one-hour sharing session hosted by renowned poet in Hong Kong – Mr. Liu Wai Tong, where more than a hundred of students interacted with Prof. Bei Dao. The second lecture – “The Booklist of a Lyricist” was organised, where the prolific local lyricist Mr. Albert Leung (or Lin Xi) was invited to share about his thoughts in the two-hour lecture. That was the first time Mr. Leung had been invited to give a talk on a topic other than lyrics-writing. He remarked that young people should be open and cultivate an expansive variety of choice for reading.

A total of 130 teachers and alumni contributed to donate second hand books for the I•CARE book festival.



金秋，山城又傳舊書香。

山城送我夜讀的眼睛，詠誦白雲星宿；送我書寫的力量，踏遍池畔橋底，以文字喚醒詩魂。

讀書人在山城相遇，讀出一己生命的水墨，遇見相知相惜同路人。山城巍巍，書海瀚瀚，博群書節，成就最美的人文風景。

10月30至11月6日，邵逸夫堂再次化身成雅緻書房，伴著悠揚的音樂和百多位校友帶回來的書香，中大人迎來了第二次「博群書節」。今屆書節規模比2012年引起更大迴響，共收到超過二萬冊二手圖書，取書人數接近五千人，惜書人非但找到心頭好，也見識到不少值得收藏的絕版書籍。

淘書以外，書節期間舉辦了兩場文化講座。第一場為「時間的玫瑰 - 北島詩歌之夜」，由博群領袖計劃的同學聯同吐露詩社的成員，一同朗讀北島自七十年代起至今的作品，向詩人致敬。會後本地詩人廖偉棠先生主持交流環節，北島與現場數百位同學對談將近一小時。第二場邀得著名填詞人林夕先生主講題目「詞人的書單」。這是首次有大學邀請林夕先生討論填詞以外的題目，林先生準備了兩個多小時的演說，並寄語年輕人讀書應不怕蕪雜。

本年度博群書節共有130位老師和校友捐出二手書籍，包括張敏儀、小思、李歐梵、文思慧、張昭于、周錫輝、杜耀明、謝均才、張宏豔、王耀宗等。



A- Appreciation of Life and Aesthetic Development

A-生活藝術與美學

University Lecture on Civility (I•CARE Film Festival)

博群大講堂（博群電影節）

I.CARE Film Festival

Date: 18-March – 9-April 2014

Co-organiser: Wu Yee Sun College

博群電影節——光影行李箱

日期：2014年3月18日至4月9日

協辦：伍宜孫書院

In order to enable students to rethink their life, the I•CARE Film Festival debuted its presence at the University in spring, year 2013-14. Film critic, Mr. Fung Ka Ming – alumnus of the Department of Fine Arts was invited to curate the Festival. It last over three weeks in which a total of 27 local and International movies of different genres were screened. Highlights of the Festival included outdoor screenings at New Asia College and Sunny College and marathon overnight screening. Some of the movies were also shown with the 35mm film player at Sir Run Run Hall, re-presence the nostalgic essence of films.

Why did the I•CARE organise the Festival? Mr. Fung had the answer, “Modern films vary extensively in scope. Common genres include feature films and documentary. The origin of films can range from location nearby, such as Hong Kong, China and Japan, to those outside Asia, such as the US, and Poland. Some hits popular debates, some are classics, some are inspiring and touching, some are forgotten and some are about tertiary education. Apart from screening all these films, we also organised several post-screening symposia on themes including growth, education, ambition, faith, justice, resistance, death, violence, etc. We almost discussed everything and that’s the real meaning of a film festival in a university like CUHK! Nowadays, the city of Hong Kong is overwhelmed by negative energies. It is just a wild hope to think of the event as a way to address all problems completely. However, do believe, by appreciating and discussing the

開學了，你帶來一只行李箱。

騰空了箱子。一個學期、兩個學期、三個學期，轉眼，又到下山之期。

同一只行李箱，忘得了和忘不了的，帶得走和帶不走的，塞得滿滿。

童年已成往事，青春記憶鮮活，成長的擔子，若隱若現。

2014年3月18至4月9日，來看電影，看別人如何把心底話說盡，把光影收進行李箱，在下一趟旅程開展前，回顧、沉澱。

博群電影節以「光影行李箱」為主題，邀請中大藝術系校友兼影評人馮家明先生為策展人，望同學透過電影體會人生。電影節為期三週多，共播放27套電影及短片，除了在演講廳播電影，我們還在新亞書院圓形廣場及伍宜書院書院中央庭園露天放電影，更重用邵逸夫堂有三十年歷史的35mm菲林底片播放機，回歸電影老味道。

為什麼辦電影節？策展人家明為電影節解釋：「現在的片目，有劇情片、紀錄片，有香港、美國、中國、日本以至波蘭的作品；有些是話題新作，有些是昔日經典，有些特別動人，有些很具啟發性，有些是被遺忘的好片，有些以「大學教育」為題。只放映不夠，我們安排了連場座談會，幾乎每次映後皆開展討論：「成長」、「教育」、「志向」、「信念」、「公義」、「抗爭」、「死亡」、「暴力」.....

essentials of these movies, viewers would be bestowed with wisdom and courage to keep up with challenges arising from the generation of agony.

無所不談，這才是大學電影節的真正意義！今天的香港，愈來愈令人唏噓，愈看愈是陌生。我們不是奢望，但有信心這系列的電影，在欣賞及討論過程中，還可以回應時代，給我們智慧與勇氣。」



A- Appreciation of Life and Aesthetic Development

A-生活藝術與美學

University Lecture on Civility (I•CARE Film Festival)

博群大講堂 (博群電影節)

Film Festival Schedule

Date	Film	Location	Audience
18-Mar	KANO Post-Screening Discussion Speaker: Wei Te-Sheng (Film producer of KANO)	New Asia College Concourse	900
19-Mar	Inequality for all	Wu Yee Sun	70
20-Mar	35mm film Dust In The Wind	Sir Run Run Shaw Hall	260
20-Mar	Let the Wind Carry Me Post-Screening Discussion Speaker: Pung-Leung Kwan (Director of Let the Wind Carry Me)	Sir Run Run Shaw Hall	260
21-Mar	Outdoor screening "Dead Poets Society" Speakers: Joseph Jao-Yiu Sung (President and Vice Chancellor, The Chinese University of Hong Kong), Adam Wong Sau Ping (Director of The Way We Dance)	New Asia College Concourse	700
21-Mar	The Way We Dance	New Asia College Concourse	500
24-Mar	In Our Time Short Films, New Director from Taiwan - The Great Escape From Cafe' City - A Breath from the Bottom - Silent Asylum - THIEF	Wu Yee Sun College Theatre	110
25-Mar	V for Vendetta Post-Screening Discussion Speaker: Eddy Lee Wai Choi (Famous science fiction writer)	Wu Yee Sun College Theatre	260
26-Mar	A Lease to Paradise	Wu Yee Sun College Theatre	60
27-Mar	Girlfriend, Boyfriend Post-Screening Discussion Speaker: Gillies Yang (Director of Girlfriend, Boyfriend and A Lease to Paradise)	Wu Yee Sun College Central Courtyard	400
28-Mar	Ah Ying	Wu Yee Sun College Theatre	30

Date	Film	Location	Audience
28-Mar	35mm film and Outdoor Screening After Life (35mm film) Post-Screening Discussion Speaker: TAO, Kwok-Cheung (Senior lecturer of Department of Philosophy of CUHK)	Wu Yee Sun College Central Courtyard	750
31-Mar	Man of Marble Post-Screening Discussion Speaker: Fung Ka Ming (Film Critics)	Wu Yee Sun College Theatre	40
1-Apr	City of Glass	Wu Yee Sun College Theatre	60
2-Apr	In Search of Lin Zhou's Soul Post-Screening Discussion Speaker: Hu Jie (Director of In Search of Lin Zhou's Soul and Xing Huo)	Wu Yee Sun College Theatre	130
3-Apr	Xing Huo Post-Screening Discussion Speaker: Hu Jie (Director of In Search of Lin Zhou's Soul and Xing Huo)	Wu Yee Sun College Theatre	130
4-Apr	Overnight screening Lessons in Dissent Post-Screening Discussion Speaker: Matthew Torne (Director of Lessons in Dissent) An Education Liberal Arts Secret Screening	Shaw College Lecture Theatre	500
7-Apr	Berkeley in the sixties Post-Screening Discussion Speaker: Sze Ping LO (CEO - WWF China)	Wu Yee Sun College Theatre	60
8-Apr	At Berkeley	Wu Yee Sun College Theatre	30
9-Apr	The Vintage	Shaw College Lecture Theatre	400
Total			5650

4.1



A- Appreciation of Life and Aesthetic Development

A-生活藝術與美學

University Lecture on Civility (I•CARE Film Festival)

博群大講堂 (博群電影節)

博群電影節節目表

日期	電影	地點	入場人次
3月18日	開幕電影:露天放映 "KANO" 映後座談 - 帶根帶土的電影 講者: 魏德聖先生 (《KANO》監製)	新亞書院 圓形廣場	900
3月19日	"Inequality for all" (中文譯名: 不平等的時代)	伍宜孫書院演藝廳	70
3月20日	菲林專場 《戀戀風塵》	邵逸夫堂	260
3月20日	《乘著光影旅行》 映後座談 - 打開攝影師的光影 行李箱 講者: 關本良先生(《乘著光影旅行》導演) 邵逸夫堂	邵逸夫堂	260
3月21日	露天放映 "Dead Poets Society" (中文譯名: 暴雨驕陽) 映後座談 - 光影交叉點: 影響沈祖堯和黃修平的另一齣戲 講者: 沈祖堯教授(中大校長) · 黃修平先生(《狂舞派》導演)	新亞書院 圓形廣場	700
3月21日	《狂舞派》	新亞書院 圓形廣場	500
3月24日	《光陰的故事》 台灣新導演巡禮: - 小清新大爆炸 - 狀況排除 - 沉默庇護 - 小偷	伍宜孫書院演藝廳	110
3月25日	"V for Vendetta" (中文譯名: V煞) 映後座談 - 科普作家推介 講者: 李偉才博士(科普、科幻作家)	伍宜孫書院演藝廳	260
3月26日	《違章天堂》	伍宜孫書院演藝廳	60
3月27日	《女朋友男朋友》 映後座談 - 與導演見面 講者: 楊雅喆先生(《違章天堂》、《女朋友男朋友》導演)	伍宜孫書院中央庭園	400
3月28日	《半邊人》	伍宜孫書院演藝廳	30

日期	電影	地點	入場人次
3月28日	菲林專場及露天放映 《下一站天國》 映後座談 - 哲學老師推介 講者: 陶國璋博士(中大哲學系高級講師)	伍宜孫書院中央庭園	750
3月31日	"Man of Marble" (中文譯名: 大理石人) 映後座談 - 影評人推介 講者: 馮家明先生(影評人)	伍宜孫書院演藝廳	40
4月1日	《玻璃之城》	伍宜孫書院演藝廳	60
4月2日	《尋找林昭的靈魂》 映後座談 - 與導演見面 講者: 胡杰先生(《尋找林昭的靈魂》及《星火》導演)	伍宜孫書院演藝廳	130
4月3日	《星火》 映後座談 - 與導演見面 講者: 胡杰先生(《尋找林昭的靈魂》及《星火》導演)	伍宜孫書院演藝廳	130
4月4日	通宵放映系列 "Lessons in Dissent" (中文譯名: 未夠秤) 映後座談 - 與導演見面 講者: Mr. Matthew Torne (Lessons in Dissent 導演) "An Education" (中文譯名: 少女失樂園) "Liberal Arts" (中文譯名: 校緣心曲) 神秘放映	逸夫書院大講堂	500
4月7日	"Berkeley in the sixties" (中文譯名: 柏克萊風雲) 映後座談 - 青春可以言志 講者: 盧思聰先生(世界自然基金會中國總幹事)	伍宜孫書院演藝廳	60
4月8日	"At Berkeley" (中文譯名: 直擊柏克萊)	伍宜孫書院演藝廳	30
4月9日	《佳釀》 閉幕慶祝會	逸夫書院大講堂	400

4.1



A- Appreciation of Life and Aesthetic Development

A-生活藝術與美學

I•CARE Drama Programme

博群劇團

Local Poverty Alleviation Initiative (LPAI) is a new programme of I•CARE promoting long-term interest and commitment among students in serving the local community. This Programme aims to enable students to understand the life challenges and feelings of the underprivileged local communities through varieties of community services. Students gain first-hand experience in important social issues in order to rethink their social and civic responsibility. Several projects were germinated over the year of 2013-14 to address underlying causes of poverty as well as to create an environment for poverty alleviation. These projects are BLESS HK Rural and Remote Community Friendship Project (Sha Tau Kok & Tap Mun), Need-Based Development Scheme 2013-14, I•CARE Social Service Day and the following – I•CARE Drama Programme.

The first I•CARE Drama Programme was launched in May 2014. It aims to help students explore different facets of poverty in our community and to express them through theatrical art and other artistic approaches. The programme is divided into two phases. The first phase focuses on community exploration and art training. Before producing the drama, students were led by volunteers to visit various kinds of needy people in Sham Shui Po. The first person experience facilitated students to learn about the history, aspiration, belief, and lifestyle of those people. Followed by each visit was art workshops led by experienced community artists who assisted the students in consolidating and

「本地扶貧項目」為博群計劃新推出之項目，期望中大同學透過參與社區服務，從服務中體會弱勢社群的感受及處境，反思大同學在社會議題中的公民角色、社會責任；培養同學持續參與社區服務，實踐推動社會公義及關注本地貧窮的情況。本計劃於2013-14年度成功開展了四個社區服務項目，包括博群計劃-鄉郊長者關懷行動（沙頭角、塔門）、社區吶喊：博群社區工作隊、博群社會服務日、以及下述的博群劇團。

首屆博群劇團由2014年5月開始為期九個月的計劃，以親身的社區體驗、舞台藝術及其相關形式，探討和表達社區貧窮問題之各種面向。劇團活動分為兩階段。第一階段為社區體驗及藝術工作坊，團員由義工帶領，走訪深水埗不同弱勢社群，了解其獨特經歷、生命信念及日常生活。在藝術工作坊裏，有資深社區藝術人引導同學，以各種藝術形式和理念，豐富他們對所見貧窮問題的了解。



enriching their understanding of what they saw by means of art.

Phase two required students to make use of their experience to become drama teachers of some secondary school students. With the help of aforementioned community artists, our students were assigned to different secondary schools to educate target participants about techniques and experiences that were necessary to perform themes related to poverty. At the end of the programme, the I•CARE drama crew would take part in a final performance at CUHK in spring 2015.

Apart from providing accessibility to art education, the programme encouraged students to contemplate problems of poverty and justice in the community, which further promoted the search of identity and precise actions they should take to fight against poverty.

第二階段則由團員根據第一階段的所見所聞，擔任數所中學及青少年中心的舞台藝術導師，與藝術團體共同帶領年青一輩籌辦舞台演出。博群劇團將於2015年春季在中大公演。

此計劃除給予同學接觸藝術的機會，更重要是帶出眾人對貧窮之現狀以至社會公義的思考，反思自己在社會中的角色，並在貧窮議題上付諸實行，作出改變。



I•CARE Drama Programme 博群劇團



Students' reflections 同學感想

I was delighted to be a member of I•CARE Drama Programme, which educated secondary school students about the fundamentals of drama, for instance, body gesture, drawing, dancing, acting, scene-setting, and design in approximately a six-month period. Although the secondary school students had had chances to touch upon social issues regarding poverty in their school curriculum, they lacked the real experiences and understanding in essential problems faced by the poor in everyday life. The theme was poverty, the programme provided an effective platform for these students to grow in both aspects through workshops held at the university. Besides, the programme promoted creativity in which students became able to narrate their own stories through the reflection of their understanding on the notion of poverty.

(Kwan Long Ying, Sociology, Year 3)

我很高興可以成為博群劇團的一份子，讓中學生以半年的時間了解戲劇的基本要素，如肢體動作、繪畫、跳舞、演技，以及佈置場景的設計等。另外，是次主題是關注貧窮。雖然有不少中學生能以通識教育科學習貧窮的概念，但去到工作坊時，我發現他們對基層人士的日常生活細節及實際情況缺乏深入體驗。所以，我認為劇團工作坊提供了一個很好的機會，一方面讓中學生透過工作坊了解貧窮的實況，同時亦可透過聯想及藝術創作，寫出他們所認識的貧窮故事。

(關朗瑩 社會學 三年級生)

Service project 服務計劃

Service Project related to Appreciation of Life and Aesthetic Development:
與生活藝術與美學相關的服務計劃：

MOTIVIC (Music of Travel in Visually Impaired Community) 樂動視遊

MOTIVIC is a project that combines music ethnography, music psychology and social services. Coming to its third time of service, it continues to “open up” the vision of different cultures to the people with visual disadvantage. The project started with a series of workshops that introduced world music to the participants and made use of music fragments and field recordings to deepen their understanding. Comprising performances, food-tasting and musical instrument workshops that introduced music of different cultures, the project “toured” participants around the world and help them explore the of the history, social and cultural backgrounds of different countries. Besides, the project was expanded by creating their own Music Radio Channel at the Hong Kong Society for the Blind (HKSB) where radio programmes of world music were pre-recorded and edited at the studio in HKSB, and then issued and stored at the music library of the society.

「樂動視遊」結合民族音樂學、音樂心理學和社會服務，舉辦多項針對視障人士的活動。計劃第一部分是系列的音樂工作坊：工作坊以世界音樂為主題，介紹不同地方的音樂文化，並輔以音樂片段及田野錄音作為實例演示。每一次工作坊除音樂欣賞環節外，還會介紹一種特定音樂的歷史、社會與文化背景。工作坊亦提供世界各地的食物、服裝、樂器等，令參與者集觸覺、味覺、嗅覺多重感官體驗。計劃的第二部分是《音樂發燒友頻道》，義工們會製作一套類似電台音樂節目的預錄式簡短節目。這套節目會在盲人輔導會的錄音室錄製及剪接，並交由盲人輔導會圖書館發佈收藏，供視障人士隨時借出及收聽。





R-Relationships and Social Development
R-人際關係與群育





The development of inter-personal relationship is one of the important steps to understand the society. Social bonding implies not only the care for family members, but also the people in the community. As a member of the society, university students should work collaboratively to reach out to the community by action. To achieve this, I•CARE partnered with varieties of non-government organisations to provide numerous internship and social service opportunities for students. For example, students were selected to participate in internship in different villages and cities of China and Taiwan in I•CARE NGO Internship in Greater China. Besides, in order to encourage students' direct contribution to the society, the Programme initiated various volunteering opportunities for our students, including I•CARE Social Service Day, BLESS HK Rural and Remote Community Friendship Project, and Need-Based Development Scheme 2013-14.

人際關係是了解社會發展重要的一環，它不單指與親友的接觸，還包括生活在周邊社區的其他人。作為社會一份子，大學生應更積極地身體力行，踏出校園，走進社會。因此，博群計劃為同學提供多個實習及服務的機會。博群大中華實習計劃挑選了多名同學於中國內地、臺灣多個城市及農村進行實習，接觸各地的基層市民。為鼓勵同學對社會作出直接貢獻，本計劃亦發起多個義工服務，包括博群社會服務日，博群計劃-鄉郊長者關懷行動以及社區吶喊：博群社區工作隊，連繫本地社區及中大。



R-Relationships and Social Development

R-人際關係與群育

I•CARE NGO Internship Programme in Greater China

博群大中華實習計劃

I•CARE NGO Internship Programme in Greater China is jointly organised by Center for Civil Society Studies, Youth Civil Society and the Office of Student Affairs of CUHK. In year 2013-14, I•CARE NGO Internship Programme in Greater China selected 30 students to participate in an eight-week internship between June and August. Students were assigned to work as interns in both cities and rural villages in mainland China and Taiwan. They were given the chance to live with local people in the regions assigned where they would learn about how humanistic community work alleviate the problems generated from the process of social development.

Corresponding with the themes “Back to Square One” and “Breaking the Limit, Look for Possibilities” in past two years, I•CARE NGO Internship Programme in Greater China 2013-14 continued helping students explore the meanings of university life and make them step out of their comfort zones to explore possibilities in life. In extension, “Follow your Heart, Act for Love” became our new theme to suggest students listen to the callings from their hearts, and take action to respond to the calling. The Programme believes that, to address the various social issues, both love and action should work together in order to sparkle the chemical reaction that brings upon actual influence.

博群大中華實習計劃由公民社會研究中心、青年公民社會及學生事務處合辦。實習計劃挑選了30名同學於2014年6月至8月出發，參與為期8個星期的實習，讓同學們紮根於中國內地和臺灣的城市及農村社區進行服務，學習與當地人共同生活，了解以人為本的服務能如何回應社會發展中的各種問題。

過去兩年，實習計劃的主題分別為「回到原點」和「不在此限，選擇可能」。我們希望同學反思大學生活的原點，走出固有生活框框，探索生命中更多的可能性。承接這些想法，2014年的主題為「不流於群，愛而起行」，希望同學能聆聽內心的聲音，由衷地關懷和行動，回應各種社會議題。愛與行動必須互相結合，才能帶來實際的影響力。



5.1



R-Relationships and Social Development

R-人際關係與群育

I•CARE NGO Internship Programme in Greater China

博群大中華實習計劃

Thirty students were selected for the internship 2014. During their stay in urban and rural communities of Mainland China and Taiwan over the two month period, they had to commit their duties through service and education. By spending time living with local residents, they realised how to address issues occurred at different stages of development in a society via a people-oriented approach. It is hoped that students would learn to serve genuinely through treasuring moments they engaged with the community and making in-depth conversations with strangers. These activities shall help them achieve a better understanding in life experiences of different people and subsequently, how NGOs respond to social problems as induced by different social developments. Therefore, students are encouraged to reflect on adversities and opportunities in difficult situations, and to address these challenges by implementing innovative and practical strategies. It is believed that completing these internships shall facilitate reflections and inspire students to make a difference to social problems around them in future.

Continuing our cooperation with Mainland China and Taiwan NGOs, we offered students unique chances to learn from the societal development in both two regions. In addition, we extended our partnership with new NGOs to provide students a boarder range of social issues to touch upon. For example, students get to know about issues of the labor community, labor service, and labor right protection in Beijing Migrant Workers Home Cultural and Development Center; Internship opportunities in Hondao Senior Citizen's Welfare Foundation offered insights in coping with aging population via community development and community elderly care.

實習計劃共有30名同學參與為期8個星期的實習，計劃過程裡我們強調從心出發，重視同學在實習期間如何走入社區，與平常百姓作深入的交談，藉以瞭解在整個社會發展過程裡，每一個小人物的生活故事和心路歷程，也認識機構如何去回應發展帶來的各種社會問題。同學們在實習社區裡面對各種問題，理解NGO在貧瘠的土地上耕耘的機遇與挑戰，認真思考這些問題之餘，嘗試以創新而務實的方法來應對。當他們回到自己成長的地方，也會開始關注並嘗試去改變身邊發生的問題。

我們繼續與中國大陸和臺灣的NGO保持合作，讓同學們深入瞭解中臺兩地的社會發展和經驗，新增的合作機構讓同學可探索更多的社會議題，例如北京工友之家文化發展中心，讓同學們接觸工人社群和認識勞工服務與保障議題；臺灣弘道老人福利基金會，讓同學們了解社區營造與社區養老如何應付人口老化這個全球性問題。





Only through stepping out the comfort zone, we meet precious people and stories on rarely-travelled path. These experiences will ripe into tears and laughers, understanding and kindness. The ups and downs in the journey will also be transformed into nutrients of life, motivating students to make a different in their own life and their origin.

唯有走出生活中固有框框，在人生的岔路上才會遇見別人可能求之亦不得見的人與事；而這些人、那些事在經過時間的篩濾之後，幾乎都只剩下笑與淚、感動和溫暖。實踐過程中的曲折起跌，都會變為生命中的能量和養分；在陌生土壤上的經歷與磨礪，亦會幫助同學將所學所感轉換成一股行動的動力，回饋自己成長的土地。



R-Relationships and Social Development

R-人際關係與群育

I•CARE NGO Internship Programme in Greater China

博群大中華實習計劃



NGO PARTNERS

SERVICE AREAS

Mainland China

Handa Rehabilitation and Welfare Association

Community Rehabilitation, Leprosy Patients Development

Shaanxi Gender Development Solution

Rural Community Development, Women and Children's Service, NGOs Capacity Building

Guizhou Institution for Indigenous Culture Development

Cultural Conservation, Rural Community Development, Youth Development

Lvgeng Center for Advancement of Rural-Urban Sustainability

Community Development, Social Economy, Community Supported Agriculture

Yunnan Heart to Heart Community Care

Poverty Alleviation, NGOs Capacity Building

Beijing Migrant Workers Home Cultural and Development Center

Floating population Service, Rights Protection, Mutual Economic Assistance

Rural Women Development Foundation Guangdong

Sexuality Education, Woman Labor's Service, Women and Children's Service

Taiwan

PeiTou Culture Foundation

Community Development, Cultural Conservation, Cultural Tourism

Newhomeland Foundation

Community Development, Eco-tourism, Social Economy

Hondao Senior Citizen's Welfare Foundation

Community Care, Promotion of Filial Piety, Elderly Dream Program



合作機構

工作性質

中國內地

廣東省漢達康福協會	社區綜合康復項目、麻風康復者發展
陝西婦源匯性別發展培訓中心	農村社區發展、婦女兒童、公益組織能力建設
貴州鄉土文化社	原住民文化保育，鄉村發展，青年發展
廣東綠耕社會工作發展中心	社區支援農業、社區經濟、社區發展
雲南連心社區照顧服務中心	社區貧困群體服務、公益組織能力建設
北京工友之家文化發展中心	流動人口綜合服務、權益維護、經濟互助
廣東省綠芽鄉村婦女發展基金會	女性勞工服務、性教育推廣、婦女兒童服務



臺灣

臺灣北投文化基金會	社區營造，文化保育，社區文化產業
臺灣新故鄉文教基金會	社區營造，生態保育，社區經濟
臺灣弘道老人福利基金會	社區照顧、孝道推廣、老人圓夢計劃



R-Relationships and Social Development

R-人際關係與群育

I•CARE NGO Internship Programme in Greater China

博群大中華實習計劃

Students' reflections

同學感想

What is the true meaning of “practice”? Every myth in mind was addressed at the end of the two-month internship. Prior to the internship, I had not realised the overlap in the practice of social welfare and social care due to predisposed impression as observed in Hong Kong where they were monitored by different professionals. Yet the reality suggested otherwise. The foundation was responsible for not only social care, but conservation of heritage where the well-being of residents, despite their social status had been constantly attended. Nevertheless, “practice” means more. It is manifested by serving wholeheartedly regardless of personal gain or loss. It is about cultivating silently and continually rather than shouting and strolling for media attention. It is the spirit that has not only impacted my choice of career, but my social identity, and expectations. Everything that was imbued in the internship became important references in future. I shall continue to develop myself in steps in order to contribute the society.

(Kwan Wai Hung, Government and Public Administration, Year 2)

所謂的「實作」又是甚麼意思呢？一切的迷思都在工作兩個月之後得到解開。一開始的時候我實在太囿於香港的「專門」思維裡面了。在香港，「地區工作」的分野很大：我常常將福利和社會關懷看得太過分離。不是這樣的。基金會既有社會關懷的部分、亦有文化保育，當然區內不同群體居民的福祉都是他們一眾同事念茲在茲的。實作精神另一個重要的體現是在於：不介意所付出的努力微不足道。基金會的同仁不是鏡頭前吶喊奔走的勇士，他們只是默默耕耘。當然在必須表態的時候，他們絕不含糊。這種心態，對於我未來畢業後如何擇業，當然也有著相當的影響。不說這個，即使是如何在社會中定位自己、自我期許，在基金會耳濡目染的一切，都將會是我的重要榜樣和參考。我會繼續自問：「我能為我的城市貢獻甚麼？」當然，穩打穩紮，一步一腳步的踏實精神，也是不可缺少的。

(關偉雄 政治與行政學二年級)





I was riding on a van at the time of departure. Images of village houses started to shrink, blur and eventually vanish out of sight, signifying the end of fantasy. Past two months had been one of the happiest moments since childhood where I sometimes felt like I had retrieved the missing part of my identity. It is indescribable about the intensity of feelings I had and the amount I learnt. I would like to thank sincerely to Lvgeng Center, colleagues and villagers I met at Oxfam, and the three buddies accompanying along the internship. We didn't manage to resolve all problems we realised yet we didn't keep blind to them. Thank you for assuring my aspirations, which made me realised real learning happens in everyday life and seeds for growth in future shall be nurtured in heart.

(Lee Kim Bo, Cell and Molecular Biology, Year 2)

離別之際，在面包車上看到村莊愈來愈小，突然覺得過去兩個月有點虛無夢幻。這是我童年過後笑得最多的日子，有時覺得尋回曾經失去的自己。當中的感受和學習實在難以言喻筆述。感謝綠耕社工站、宣明會的同事和村民，當然還有三位好同伴。這兩個月我們沒法解決所有問題，但至少我們沒有看到問題後視而不見。你們也肯定了我的方向，令我知道真正影響生命的學習就在生活中，收獲就在心中。

(李劍寶 細胞及分子生物學二年級)



R-Relationships and Social Development

R-人際關係與群育

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同學感想



I came to realise many issues are actually derivations when developing communities. For instance, administration of geriatric care, prospering and continuing cultural heritage, neighbourhood bonding and the interaction between shop owners and the community itself implicate the importance of taking up responsibilities of their own and contributing to the community. My internship in Taiwan provided me the opportunity to undergo impacts of individuals on the community through caring, empathising, and utilising intellectuality. Citizens of Taiwan contributed genuinely because they love their home where they could not find anywhere else that gave the same sense of belongingness. The passion continued as they were eager to pass on the culture and precious that they endorse to next generation which serves as the motto to serve my own community wholeheartedly

(Lam Ching Yan, Chinese Language and Literature, year 2)





原來社區營造包括了很多很多的議題，包括老人身心靈上的照顧、當地文化傳承、社區居民的連結、社區內店家與社區的互動等。慢慢我體會到，一個健康的社區是需要不同的持分者都能肩負起自己的責任和義務，為社區出力。我想大概就是台灣人很努力從細節開始，由零做起去營造他們的社區，從社區內學習人文關懷，學習同理心，學習用自己的專業去提供更好的選擇予他人。他們在這裡找到的是其他地方找不到的歸屬感，所以他們如此熱愛此地，因為熱愛，所以努力把好的東西和文化守護並傳承下去。在這趟實習旅程中我常把他們經常身體力行的八個字記在心上：以人為本、勿忘初衷。

(林靜欣 中國語言及文學二年級)



R-Relationships and Social Development

R-人際關係與群育

Service projects

服務計劃

Service Projects related to Relationships and Social Development:

與人際關係與群育相關的服務計劃：

Fujia Seed Program

扶菴種子計劃

Ten CUHK students (and nine from HKU) went to Wuhan Province to provide summer revision classes to latch-key kids at two primary schools in order to alleviate teaching burden of local teachers. The team reached out a total of 185 children. The project comprised revision exercises encompassing various academic areas such as Chinese grammar and English pronunciation. Besides, they taught children writing letters to their parents who worked in the city in order to enhance the relationship with their parents.

為了分擔兩所學校的教師的教學壓力，19位扶菴計劃義工，包括10名中大同學於2013年暑假到了武漢新洲區兩所小學，在老師們放假期間舉行了一個為期2週的暑期溫習班，向約185名留守兒童提供義教服務。義工們幫助學童溫習中、英文，例如解釋單詞、糾正英語發音、講解古文，又舉行有益身心的活動，如做手工、畫畫。他們亦針對留守兒童的特點設計了活動課、書信課、地理課等，讓他們可以和外在地打工的父母親溝通感情，並且加深對於打工地區自然人文狀況的了解。有些學童和志願者建立了長久的聯繫，部份學童開始嘗試和父母聯絡，甚至有認真生活、走出湖北的想法。義工透過活動都能切身接觸到留守兒童群體和他們的家庭，了解他們的生存環境和成長狀況。





Community Service Trip to Lian Nan 崇基雲上太陽服務團 – 連南服務考察之旅

The student association of Chung Chi the Sun organised a seven-day service trip to Liannan, Guangdong at the end of 2013. Forty-one CUHK students from Chung Chi College participated to provide tutoring classes to around 200-300 students in two primary schools of the district. Besides, the group visited local homes for children and the elderly where they learnt about the life and culture of residents suffering from poverty. Moreover, they customised learning plans for local students through the conduct of interactive games, which motivated them to learn a wide scope of knowledge. Volunteers benefited hugely after meeting the participants. One of them could not help rethinking of the importance substantiated family care for latch-key kids, which were essential for growth and self-development.

41位崇基學院的同學參與雲上太陽服務團，於2013年末到廣東的連南縣，為兩所小學約200-300名學生提供義教服務。義工以活動形式，教授當地學生各種學術知識及健康常識。他們及後進行家訪，和探訪當地福利院，了解及關心當地的生活和文化。義工們了解到內地學童「背誦」式學習，不但學習成效有限，亦打擊學生的自信。他們了解每一名學生的學習方法和成果，為他們度身訂下學習目標和方法，配合活動，令他們發現學習的樂趣，最後孩子課堂上表現越發積極，也大膽發問。畢竟在極貧社會中，未必每位學童都可專注學業發展的。對於留守兒童問題，有隨團同學反思：「山區兒童最需要的真的是知識嗎？還是一個讓他們願意棲身的家和一對永遠在身後當強大後盾的父母？」該名同學明白到這些學童沒有一個穩定的家庭生活，就算學業多成功，他們的成長或許會有一點兒缺憾。



R-Relationships and Social Development

R-人際關係與群育

Service projects

服務計劃

Service Projects related to Relationships and Social Development:

與人際關係與群育相關的服務計劃：



PATHFINDER – Cambodia Volunteer Service 2014 拓荒。高棉：柬埔寨義工計劃2014

Pathfinder – an inter-university independent student group organised a service trip to Cambodia in July 2014 in response to regular floods in the country. Twenty-two students (11 from CUHK and 11 from HKU) went to Kampong Chhnang Province to provide practical and strategic aid to local people, with the aim to improve their public health and hygienic condition. The team constructed water and sanitation facilities, including toilets. It also delivered public health education programme to students and families, together with cultural experiential activities for student volunteers. The education programme was successful where most children demonstrated correct steps for hand-washing and understanding in the importance of such in health care. Public hygiene problem was greatly improved with the installation of toilets and water filters.

十一位中大同學的同學於2014年暑假到柬埔寨磅清揚省進行發展服務。由於當地未有完善設施防洪，故此經常受水浸影響，嚴重影響衛生環境。有見及此，同學為當地的一所小學和60個家庭建廁所和濾水器等設施，又教授他們各種保持清潔健康的技巧，如洗手方式和各種傳染病知識及預防方法，增強個人和社區的環境衛生和衛生常識。經過同學的教導後，大部份當地學童都學會了正確及有效的洗手方法。建造了廁所和濾水設施後，環境衛生亦得到了改善。

I•CARE Social Service Day 博群社會服務日

I•CARE Social Service Day 2013 was held on 20th October, 2013. Around 150 primary children from Shatin and Taipo, together with 10 students with disabilities participated in the event. With help of more than 70 volunteers, the event completed with workshops and games that educated participants with knowledge of science, arts and humanity. Furthermore, it attempts to help young children understand better about the people with disabilities. On the other hand, volunteers learnt to take care of young children and people with special needs. It was a joyful day out at CUHK.

2013年的博群社會服務日於10月20日進行。活動有約150位住沙田區或大埔區的學童及10位傷健人士參與。當日有超過70位中大義工提供活動支援、照顧參加者。義工為參加者設計了工作坊及遊戲，希望幫助他們認識科學、藝術知識及個人發展，亦透過活動訓練參加者的自理能力和幫助學童多認識傷健人士。

參與活動的義工都覺得對傷健人士及本地學童認識加深了，而參加者亦於中大校園渡過了快樂的一天。



R-Relationships and Social Development

R-人際關係與群育

BLESS HK Rural and Remote Community Friendship Project (Sha Tau Kok & Tap Mun)

博群計劃-鄉郊長者關懷行動（沙頭角、塔門）

The BLESS HK Rural and Remote Community Friendship Project (Sha Tau Kok & Tap Mun) invited students to visit and take care of the elderly residing in Sha Tau Kok and Tap Mun over a six-month period. Students began their service by uncovering the basic needs and implicit concerns among the elderly as well as documenting oral history in order to record information for understanding the history and culture of both places. To assure students were competent in completing the project, experts at oral history were invited to provide workshop.

The volunteer team for Sha Tau Kok amounts to a total of 30 students from CUHK. These students gradually built up close relationship with and learnt a lot from the conversations with the elderly. In a visit before Chinese New Year, students prepared red pockets as presents for the elderly and expressed their best wishes. Gathering at the community center, the elderly gave detailed explanation about the traditional culture of Hakka and Hoklo. Both students and the elderly had fun with trying out local food together. In addition, the Hoklo elders brought in hand-made marriage clothing and put them onto some of the students and enjoyed dragon dance with great passion in an exciting atmosphere.

「築福香港-福到城鄉探訪計劃」轄下的「博群計劃-鄉郊長者關懷行動（沙頭角、塔門）」旨在透過為期六個月的長者探訪行動，為居住在沙頭角禁區及塔門的長者送上關懷，發掘他們生活中的需要，走進他們的內心世界，以記錄口述歷史的方式深入瞭解兩地的歷史文化及風土人情。本項目更邀請研究口述歷史的專家舉辦工作坊，為同學講解口述歷史的相關知識，提升他們記錄並整理口述資料的能力。

沙頭角義工隊由30位同學組成，在五次探訪居於禁區內長者的過程中不僅與長者們建立起深厚的感情，更在與長者的互動中獲益匪淺。在農曆新年前夕的一次探訪中，同學們為長者送上利是封等新年禮物，表達美好的祝願，更與長者們齊聚在社區會堂內，聽長者們如數家珍地介紹客家、鶴佬的傳統文化，一同品嚐客家特色的茶果。熱情的鶴佬長者們還帶來她們手工製成珍藏多年的嫁娶服飾，親手為同學們穿戴上，兩代人一起在鑼鼓聲中跳起「龍船舞」。





5.4

Meanwhile, Tap Mun volunteer team comprises 32 students who made monthly home visits to the elderly living there. In each visit, students brought in living necessities. The elderly were enthusiastic to share their experience and stories. Students gradually learnt the fishing life of Tap Mun in past years as well as the local history, such as the years of Japanese occupation in Hong Kong. Moreover, students applied marketing knowledge to help promoting the selling of seafood to tourists. Students said they were very glad when they saw happy faces from the elderly in Tap Mun.

Partner Agency:

Hong Kong Young Women's Christian Association
Ellen Li District Elderly Community Centre
(Sha Tau Kok Project)
The Salvation Army Taipo Multi-Service Centre for
Senior Citizens (Tap Mun Project)

塔門義工隊由32位同學組成，以小組形式共4次每月探訪居於塔門的長者，為交通不便的長者們送上生活用品，並細心聆聽長者講述自己的人生經歷。由小故事窺見大歷史，在與長者的交流中，同學們漸漸熟知了幾十年前的塔門居民的漁民生活、日本侵華期間並肩戰鬥的歷史。與長者熟絡後，同學們更運用起自己的市場學專業知識，幫助塔門的婆婆向遊客推銷海產。同學們表示，看到婆婆開心的笑臉，自己的心裡更加高興。

本項目合作夥伴機構：

香港基督教女青年會秀群松柏社區服務中心
(沙頭角項目)
救世軍大埔長者社區服務中心 (塔門項目)



R-Relationships and Social Development

R-人際關係與群育

BLESS HK Rural and Remote Community Friendship Project (Sha Tau Kok&Tap Mun)

博群計劃-鄉郊長者關懷行動（沙頭角、塔門）





Students' reflections 同學感想

The number of people possessing first hand information regarding occupation Japanese in Hong Kong has been decreasing. Having a population aged 70 on average where youngsters set off to the city for opportunities, Tap Mun, has turned into remote island with stories of important history inside the hearts of the elderly. Therefore, taking a step forward to record history narratively is essential to continue both the passing on of history itself and the preservation of Tap Mun as a place.

(Leung Wing Yan, Sociology, Year 3)

能夠對二次大戰期間日本佔領香港三年零八個月中所發生的事瞭如指掌的，擁有第一手資料的人的確愈來愈少了。另外，於較為偏遠、四面環海的塔門，平均年齡高達七十歲，年輕人都往城市外闖。塔門這片土地的故事，其實就在老人家們的記憶中，為了不讓故事無聲無息地消失，口述歷史是必要的，好希望能夠為保存塔門的歷史盡幾分綿力。

塔門義工隊成員
(梁穎欣 社會學學士三年級)



R-Relationships and Social Development

R-人際關係與群育

BLESS HK Rural and Remote Community Friendship Project (Sha Tau Kok&Tap Mun)

博群計劃-鄉郊長者關懷行動（沙頭角、塔門）

Students' reflections

同學感想

My initial reason to sign up for the activity was merely because of an interest in Sha Tau Kok. After attending workshops and site visits, I learnt about not only the place itself, but many aspects regarding cultural heritage in the New Territories. The workshops were helpful in providing background information in traditional culture, which helped us to speak to the elderly more effectively. Meanwhile, field visits provided opportunities for us to understand their lives better where we came to realise bonding with neighbours was an important source of support to the elderly. I hope to visit them again with the hope of bringing warmth, care, and valuable memories.

(Loi Man Kin, Nursing, Year 4)

抱著對沙頭角的好奇，我參加了是次鄉郊長者關懷行動。在兩次工作坊和兩次探訪後，除了踏足沙頭角的土地外，還認識了更多不同地方的傳統文化和習俗，比如客家，鶴佬等。工作坊提供了不少背景資料，讓我們準備好去與長者溝通。探訪讓我對沙頭角的長者們有初步認識，他們的鄰里關係很好，透過長者們的第一身自述，更能感受其中。希望在往後的探訪中能夠更瞭解他們，為他們人生的歷史留下一點回憶，也希望我們的探訪能帶給他們一點溫暖。

沙頭角義工隊成員

(呂敏堅 護理學學士四年級)

Sha Tau Kok represents one of those places where children and youngsters rarely present. Passing rows of rest homes for the elderly reminded us the place to be an ideal one for retirement. I realised the importance of serving the elderly at first sight when I saw them. They had endless amount of things to talk about. They were generous to share their past experiences. They were passionate to speak about valuable lessons they learnt when they were young. Some of them enjoyed talking to me a lot, which might partially because of my ability to speak in their dialect, albeit in a weird accent. They put in a lot of enthusiasm to take part in the activities that we organised, especially the day of dragon boat dancing, which probably reminded their younger years. The experience was a good opportunity to get to know the elderly.

(Tan Ke Ying, Contemporary China Studies, Year 2)

像沙頭角這樣的地區，極少看到小孩和年輕人的身影。沿路的老人院處處提醒著我們這是一個安享晚年的地方。我很珍惜到沙頭角參與義工活動的機會，看著老友記期待我們到來的眼神，讓我覺得這個活動的意義重大。老人總是有說不完的話題，尤其是說到他們年輕的那段記憶更是如決堤的水壩，他們年輕時的英雄事跡源源不絕地從嘴巴中流出。可能是因為我會說不是很標準的潮州話，婆婆們都特別喜歡跟我說話，就似遇到同鄉一樣。那天的龍船舞，我扮演的角色是新娘。那迎親隊裏婆婆們很投入地划，大概又要讓他們想起當年了。我認為這是一個很好的機會去接觸老人。

沙頭角義工隊成員

(陳科吟 當代中國研究學士二年級)



The activity required us to submit a compiled summary of interviews that we conducted with the elderlies living in Tap Mun. One of the most unforgettable dialogues in past visits was a narration of Japanese attack in China where tears had almost come down from the participant's eye. I came to realise the incident had created unforgettable pain that still tortures nowadays. Some of the younger generation disagree with the older generation for not letting go the negative perspective about invaders in past. Yet after the activity, I came to understand the elderly more where we had to account contextual factors at different angles and should avoid making conclusions too hastily.

(Ho Cheuk Fai, Sociology, Year 3)

是次博群舉辦的塔門義工服務安排我們探訪居於塔門的長者，並對對話內容加以整理，得出第一手的資料。近幾次的訪談中，最令我印象深刻的是一名伯伯的分享。他眼泛淚光地訴說日本侵華時的暴行，令我明白在長者心中，這段歷史給他們留下了永不磨滅的傷痛。部分年輕人認為長者不願改變舊有看法，戰爭也結束了很多年，仍不放下。但通過這幾次探訪使我更瞭解長者的內心，判斷事情時要多考慮不同角度，不能輕易落定論。

塔門義工隊成員
(何卓輝 社會學學士三年級)



Need-Based Development Scheme 2013-14

社區吶喊：博群社區工作隊

The Need-Based Development Scheme 2013-14 was commenced in April 2014. The programme provided a platform for students to immerse themselves at part of the community, which promotes experiential learning, reflections upon societal needs, and sense of civic responsibility. A total of 45 students participated in the programme and they were assigned into one of the following teams - Elderly Service, Children Service, and Women Service. They all served Sham Shui Po, one of the poorest districts which had severe poverty problem in Hong Kong.

The project is divided into two stages, community exploration and community service. The former was led by social workers where students collected unsold vegetables from markets and breads from the bakeries, and redistribute them to the elderly and families of low income in the community. Students also made home visits to the elderly living in Nam Cheong Estate to bring in care and to investigate the needs of the elderly. In the latter, students applied the concept of community interaction and recruited 15 enthusiastic elders to initiate an Elder Pioneer Team under the assistance of community social workers. By educating a series of morning exercises to the elder pioneers, they successfully spread the information of healthy lifestyle throughout the community. Furthermore, both students and elder pioneers made home visits to the elderly who live alone and encouraged them to become more active in the community. Finally, students became tour guides and led a group of elderly people to walk around The Chinese University of Hong Kong, which gave them a brief taste of university life and a touch of their university dream.

「社區吶喊：博群社區工作隊」自2014年4月起開展，通過帶領同學深入社區，在實踐中體驗及反思社區的需要，並據此策劃服務內容，在幫助社區中有需要人群的同時，深化自身對貧窮問題的思考，提升同學的公民責任感。本項目共有45名同學參與，分為長者服務隊、兒童服務隊以及婦女服務隊，服務地區為貧窮問題較為顯著的深水埗。

本項目主要分為社區考察以及社區服務兩個階段。在社區考察階段，同學們在社工的帶領下親身來到街市回收賣剩的蔬菜、包裝從西餅店回收的麵包，並親手派發給長者及低收入家庭。此外，同學們親身來到南昌邨，上門探訪獨居長者，送上生活必需品及熱情地與長者們聊天，並從中發掘服務需要。

在社區服務階段，長者服務隊的同學們運用社區內部互動帶動的理念，在當區社工的協助下招募15位積極熱心的長者，成立一支長者先鋒隊，教授長者做早操並傳遞健康生活的理念；又與長者先鋒們一起探訪居住在南昌邨的獨居長者，陪同他們一起購買食材、烹飪、吃飯、閒話家常，讓給獨居長者們有機會更為融入社區難得的天倫之樂時光；同學們又化身嚮導，帶領一班獨居長者來到中大，體驗大學生活，圓長者的大學夢。

相信同學在計劃中能學到如何透過親身接觸以體察社區不同人士所需，並在籌辦活動時學會如何協調及平衡各方細節以利計劃進程。在一整個暑期的活動中，義工能與各式群體建立深厚關係，互勵互勉，與受助群齊心升進彼此潛能，堅定服務社會的信念。

本項目合作夥伴機構：民社服務中心



5.5

By learning from the service recipients directly, students can better understand and explore people's needs. Students also became more aware of the need of understanding group dynamics and management skills. Besides, students developed long-term relationships with different groups and were motivated to make a strong commitment in sustained social engagement.

Partner Agency: People Service Centre



R-Relationships and Social Development

R-人際關係與群育

Need-Based Development Scheme 2013-14

社區吶喊：博群社區工作隊



Students' reflections

同學感想

Different from volunteering activities I attended before, this activity made me to identify targets of service, demands of those who participated in. I also needed to work on purposes, means of implementation, and arrangements for each activity continually. It is not difficult to realise the problem of aging population is a serious one in our community. However, in order to provide holistic care in the city, as university students, we should not only focus on contriving direct remedies, but also deepen our understanding of the community so that we can contribute correspondingly.

(Jim Wing Hong, Medicine, Year 2)

舉辦活動時，真正第一次去思考活動的受眾、義工參與者的需求，與過往參與的義工活動不同，不單是簡單「出席」就足夠，還要不停地思考活動中的目的、實行、安排等等問題。生活在香港，不難知道我們身處的社區正面對人口老化的問題。作為大學生，有責任多瞭解自己的社區，貢獻自己；不單要對症下藥，亦需要多瞭解社會、身邊周遭發生的事，才能明白其他人的問題和需要，真正做到全人關懷。

長者服務隊成員

長者服務隊成員

(詹永康 內外全科醫學士二年級)



5.5

Students' reflections 同學感想

We thought our plan for the activity was impeccable and yet it fell short to match up with the reality. One of the most unexpected difficulties was to address complaints made by children whom we were the last group of participants we expected to receive complaints from. In fact, they were very enthusiastic about participatory and yet they were not satisfied with being shadowed by senior volunteers. Apart from knowing we had underprepared, we realised these children were a lot more independent than we expected, which contradicted with conventional image portraying them as recipients of social remedies and figures with low self-esteem. They helped me understand what children nowadays demanded, and in what ways their childhood experiences contrast with ours.

We observed dramatic transformations among some children where we started to understand their true side. These children started off grumbly and tended to leave the team at their discretions without a hint. It was difficult to address these problems. However, during one of the art and craft workshops, we realised they enjoyed of showing their work to everyone. Once they received complements and smiles, they became serious and engaged. Subsequently, they fought less with people around them. Therefore, I came to understand that their rebelling attitudes originated from the urge to be praised and cared, which in absence, made them emotional and less disciplined. These children should receive more love by serving continually in future.

(Au Yeung Wing Yi, Sociology, Year 2)

我們在服務初期作出太多假設，但真實情況和想像有出入。活動最困難也令我們最始料不及的，就是要處理小朋友對活動的投訴。我們沒有預料到他們可能有不滿。他們很想自主參與，不太願意只被動跟隨義工。第一次活動我們準備不足，小朋友的思想比我們想像中的獨立得多。在他們身上我們其實看不見所謂「基層」的自卑，和「受助人」的形象。我們從他們的表現更加了解現今小朋友的渴求、和我們童年時的分別。

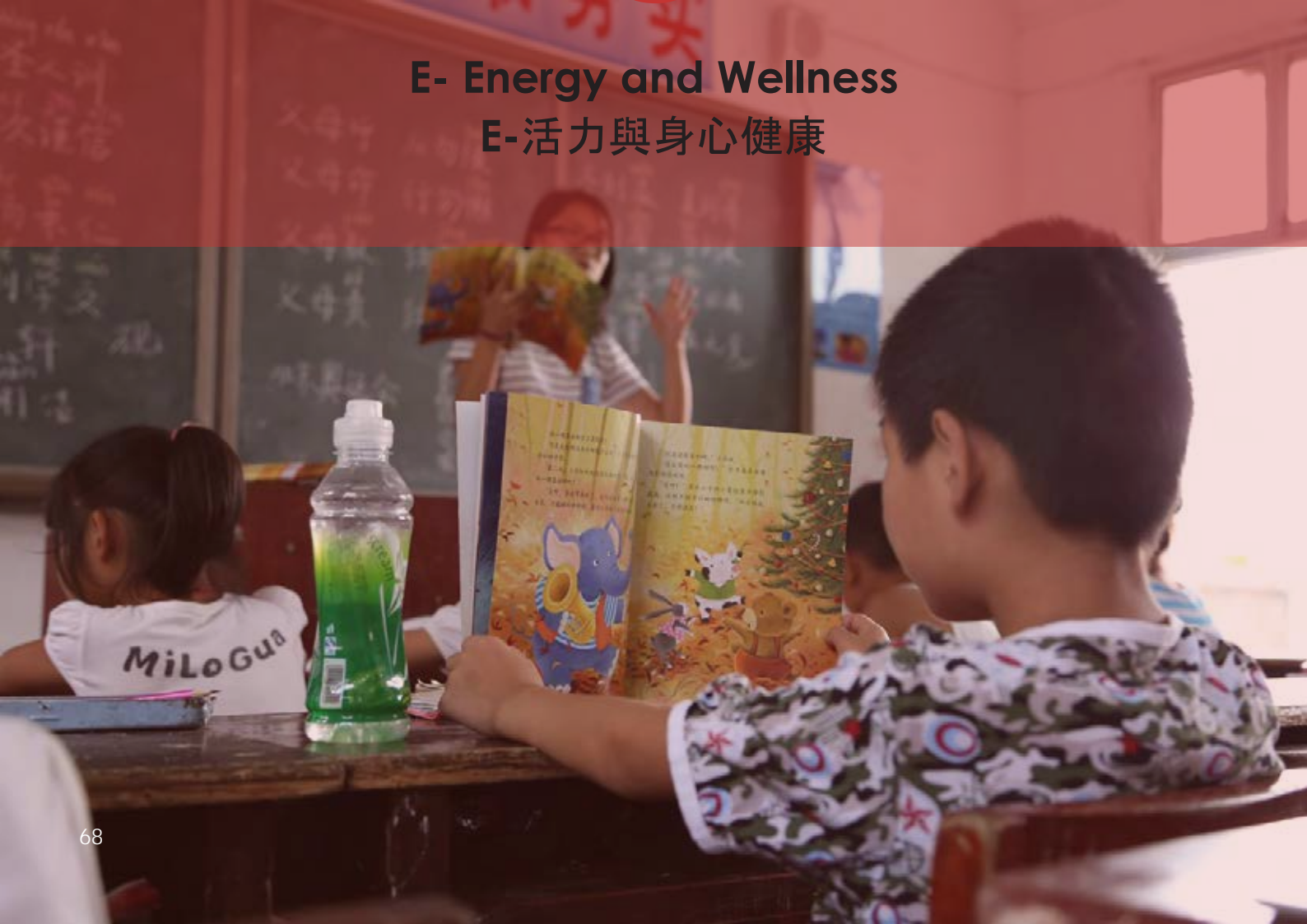
及後，我們從中看到某些小朋友的變化和他們真正想法。有幾個小朋友在前期活動總有很多投訴和吵鬧，又會獨自離隊，我們一開始都覺得難以應付。但在一個藝術創作活動中，他們總是向義工展示他們的作品，若得到我們的讚賞和笑容，他們也表現得前所未有的認真和投入，也減少和他人的爭執。他們的轉變，令我們想到他們頑皮反叛的背後，反映了他們因為渴望得到讚賞和關心，才會表現得情緒化和不受控制。這些小朋友，應該在持續的服務中獲得更多的關懷。

兒童服務隊成員
(歐陽詠怡 社工系二年級)



6

E- Energy and Wellness
E-活力與身心健康





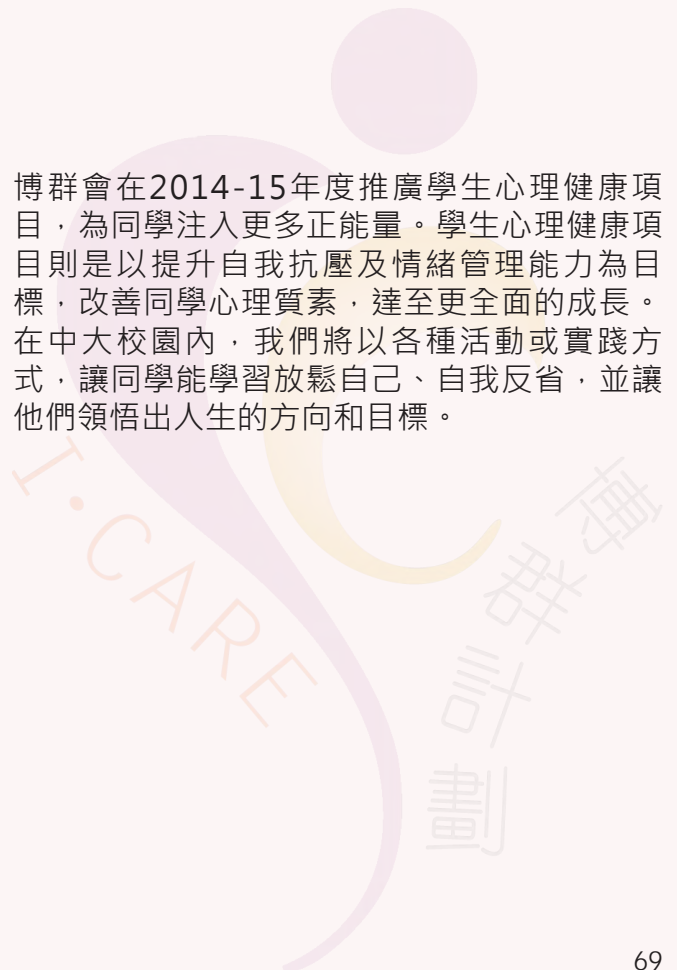
Modern definition of health is no longer confined to able-bodied and the absence of illness, but in addition, a peaceful state of mind. Physical and mental wellbeing signify the energy to move forward and the capacity to care for others. Even though good health is always desired, not everyone has sufficient opportunity to make use of medical services available in the society, nor enough knowledge to understand oneself health issues. Therefore, I•CARE initiated a number of activities to guard both physical and mental health of the students.

現代的健康定義不僅是指四肢健全，無病痛等狀況，亦包括精神上具有完好的狀態。身心健康代表着往前行進的活力，亦有能力關心身邊的人和事。雖然健康的身心是人人渴望的，不過不是所有人都有充足的機會去使用社會的醫療資源，更不是每個人都有知識去認識自己的健康問題。因此，博群計劃支持不同的活動以守護同學的心靈及身體健康。

Positive psychology project 學生心理健康項目

We will establish the Student's mental health scheme in year 2014-15. This programme targets at enhancing skills in managing emotion and pressure, which are crucial in improving mental health among students. We will provide opportunities for students to learn strategies for relaxation and reflection, and to seek their meanings of life and life-long objective.

博群會在2014-15年度推廣學生心理健康項目，為同學注入更多正能量。學生心理健康項目則是以提升自我抗壓及情緒管理能力為目標，改善同學心理質素，達至更全面的成長。在中大校園內，我們將以各種活動或實踐方式，讓同學能學習放鬆自己、自我反省，並讓他們領悟出人生的方向和目標。





Background 背景



The Chinese University of Hong Kong (CUHK) is committed to promote whole-person development among students through social and civic activities. Therefore, The Steering Committee for Promoting Personal Development through Social and Civic Engagement was established in 2010. It is envisioned to facilitate the development of long-term interest and commitment in serving local, regional and international communities, which promotes sustainable personal growth, cultivation of social elites and eventually, traits in becoming a global citizen. The vision is formulated on the basis of I•CARE framework comprising the following five elements of whole-person development:

- I** - Integrity and Moral Development
- C** - Creativity and Intellectual Development
- A** - Appreciation of Life and Aesthetic Development
- R** - Relationships and Social Development
- E** - Energy and Wellness

I•CARE Programme was launched in September 2011 and our vision was actualised in six areas:

- **Social Service Projects**
- **Research and study**
- **University Lecture on Civility series**
- **Social Enterprise and Corporate Social Responsibilities**
- **NGO Internships**
- **Local Poverty Alleviation Initiative**

Besides, in order to expand opportunities for students to serve the community, I•CARE has been actively supported various projects, which share the same philosophy. Furthermore, for the purpose of promoting opportunities for developing leadership skills, the programme will collaborate with I•CARE Leadership Programme (ILP) where these students will take part in planning and organising activities in future.

香港中文大學於2010年成立社會及公民參與督導委員會(Steering Committee for Promoting Personal Development through Social and Civic Engagement)，旨在鼓勵同學積極參與社會及公民服務，並提升同學的公民責任及人文素質，培養同學成為富責任感的地球村公民，貢獻世界。博群計劃建基於I•CARE發展模式，在以下五大方面為同學提供全人教育：

- I** - 人格與德育
- C** - 創意與知性
- A** - 生活藝術與美學
- R** - 人際關係與群育
- E** - 活力與身心健康

I•CARE博群計劃於2011年9月在中大正式啟動，現時主要推廣以下六個範疇之活動：

- 社會服務計劃
- 研究與調查
- 博群大講堂系列
- 社會企業及企業社會責任
- 非牟利團體實習計劃
- 本地扶貧項目

除此之外，博群積極支持一些理念相近的活動，讓同學有更多服務社會的機會。同時亦會與博群領袖計劃合作，讓該計劃學員參與活動之前期籌辦工作，讓同學有更多主導發展的機會。

Steering Committee for Promoting Personal Development through Social and Civic Engagement

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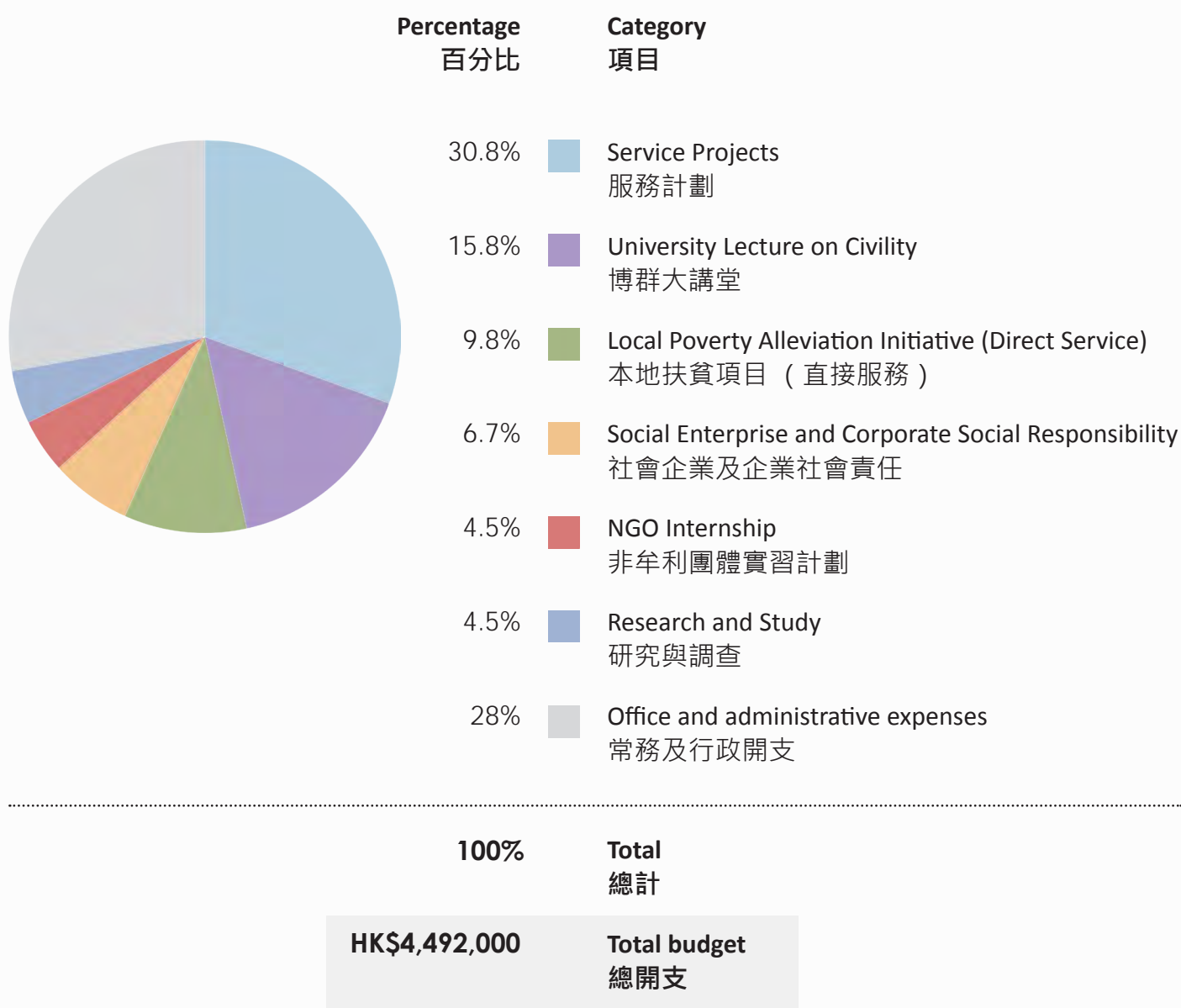
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I•CARE Budget 2013-14 博群計劃年度開支 2013-14



Acknowledgement

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