

# THE UNIVERSITY OF HONG KONG

## HALL EDUCATION DEVELOPMENT (HED) PROJECT

### Progress Report

#### 1. Hall Education Courses

- a. A Sub-committee has been formed to manage the organization of hall education courses.
- b. The Sub-committee comprises one warden, one tutor and two student representatives.
- c. HEDO is the executive in the organization of hall education courses.
- d. Two hall education courses have been organized:

#### Course One: "The history & development of Taiwan politics":

- It consisted of four seminars.
- It involved four speakers (Dr. Tam Chi Keung, Mr. Lau Yui Siu, Prof. Richard Hu and the Hon. Wong Yuk Man, Raymond)
- The four seminars were held at 2:00 p.m. on four Saturdays in November 2011.
- Thirty-two students were enrolled:
  - Mainland students (M): 14
  - Local students (L): 14
  - Overseas students (O): 4
- Lee Hysan Hall: 2 (M=1, L=1)
- Lee Shau Kee Hall: 3 (M=1, L=2)
- Morrison Hall: 3 (M=2, O=1)
- R. C. Lee Hall: 6 (M=1, L=5)
- Ricci Hall: 1 (L=1)
- Simon K. Y. Lee Hall: 3 (M=1, O=2)
- St. John's College: 2 (M=1, L=1)
- Starr Hall: 1 (M=1)
- Suen Chi Sun Hall: 3 (L=3)
- Swire Hall: 1 (L=1)
- Wei Lun Hall: 1 (M=1)
- Graduate House: 2 (M=2)
- Non-hall students: 4 (M=3, O=1)

- Twenty-one participants applied to join Hall Education Course Two and were enrolled into the Taiwan Presidential Election Study Tour.
- Students who were enrolled into the study tour were divided into 4 groups. A group project, as the course assignment, was given to the participants.
- Students were required to design a topic of the group project and work on it during the study tour in Taiwan. They were told to give a presentation after the tour.

Course Two: “Taiwan presidential election study tour”:

- It was held from 12 to 16 January 2012.
- The highlights of the tour were as follows:
  - Visit to United Daily News HQ and the public opinion research center
  - Visit to TVBS public opinion research center
  - Visit to Kuomintang election HQ
  - Visit to Kuomintang election campaign
  - Visit to Democratic Progressive Party election HQ
  - Visit to Democratic Progressive Party election campaign
  - Visit to National Chengchi University
  - Visit to the polling center(s)
  - Witness of the winning declaration of Ma Ying-jeou
- Thirty-nine students were enrolled, including twenty-one students from Hall Education Course One:
  - Mainland students (M): 19
  - Local students (L): 17
  - Overseas students (O): 3
  - Lady Ho Tung Hall: 1 (M=1)
  - Lee Hysan Hall: 1 (L=1)
  - Lee Chau Kee Hall: 2 (M=1, L=1)
  - Morrison Hall: 7 (M=5, L=1, O=1)
  - R. C. Lee Hall: 4 (L=4)
  - Ricci Hall: 1 (L=1)
  - Simon K. Y. Lee Hall: 3 (L=1, O=2)
  - St. John’s College: 1 (M=1)
  - Starr Hall: 2 (M=1, L=1)
  - Suen Chi Sun Hall: 5 (M=5)
  - Swire Hall: 1 (L=1)
  - University Hall: 2 (L=2)

- Wei Lun Hall: 3 (M=1, L=2)
  - Graduate House: 1 (M=1)
  - Non-hall students: 5 (M=3, L=2)
- Students who had also joined Hall Education Course One had given their project presentation in the post-tour seminar held on 3 March 2012.
  - Students who did not join Hall Education Course One had written an online “Blog” about the tour. The “Blogs” had been shared on Facebook. (A Facebook group was created for all hall members in HKU and is one of the channels for HEDO to communicate with students)
- e. HEDO is going to prepare two more hall education courses in 2012. One of them is related to sports psychology and another one will focus on the safety and mental health of orientation camp participants.

## 2. Student Projects

- a. A Sub-committee has been formed to review the student projects and to approve the use of the fund.
- b. The Sub-committee comprises two wardens and three student representatives.
- c. Four student projects had been reviewed:
- Go! Strike-Hunger! – by Simon K. Y. Lee Hall students
    - To raise public concern on food problems of the poor
    - HK\$3,005 was allocated for this project
    - Refer to Annex 1 for more details
  - Betterland – by Simon K. Y. Lee Hall students
    - A fund-raising trail walk programme
    - HK\$18,000 was allocated for this project
    - Refer to Annex 2 for more details
  - LSK Library Service Scheme – by Lee Shau Kee Hall students
    - To build a library in a school in mainland China
    - HK\$10,800 was allocated for this project
    - Refer to Annex 3 for more details
  - Connecting Burma 2012 – by Starr Hall students
    - To raise concern and provide support to Burmese people

- HK\$13,000 was allocated for this project
- Refer to Annex 4 for more details

d. The application procedures are as follows:

- HEDO is responsible to receive applications and to provide technical support to students.
- Approval of applications is made on a monthly basis.
- The deadline of application in each month is set on the 20<sup>th</sup> day of the month.
- Meetings of the Student Project Sub-committee are arranged after the deadline of application to review the proposals.
- Announcement of the result of application is made at the end of each month.

### 3. Open Forums and Hall Retreat

a. Four open forums were held in April 2011:

- The dates were 8, 12, 14 and 15 April 2011.
- The aim of the forum was to consult students on their expectation and concern about the HED Project.
- Refer to Annexes 5 – 8 for more details

b. The topics discussed in the open forums were:

- Background of the HED Project
- Student Projects
- Intellectual Development in Halls

c. A hall retreat forum was organized in February 2012:

- It was held at 2:30 p.m. on 4 February 2012 at Assembly Hall, Sassoon Road
- There were totally 85 participants, including Dean of Student Affairs, wardens, tutors, student representatives from halls and Students' Union.
- Six topics were discussed:
  - Evaluation of the HED project
  - Residence-based Academic Advising (RAA) System
  - Impact on halls with the new terms of service of wardens and senior tutors
  - Review on the number of inter-hall sports competition
  - Problems on the reputation of HKU halls
  - Development of non-residential halls
- Refer to Annex 9 for more details

4. Residence-based Academic Advising (RAA) System
  - a. A pilot scheme of the RAA System has been jointly run in R. C. Lee Hall, Lee Hysan Hall and Wei Lun Hall.
  - b. A separate scheme of the RAA System has also been run in Swire Hall.
  - c. A working group, with administrative support by HEDO, has been formed.
  - d. The working group comprises four wardens.
  - e. HEDO is responsible for the administrative work of the scheme of the RAA System, including liaison and documental work.
  - f. With the network under HEDO, schemes of the RAA System are expected to be reviewed by wardens, tutors and students in mid-2012, in order to get prepared for the official commencement of the RAA System in the academic year 2012-2013, under the impact of double cohort.
  
5. Administrative support to Wardens' Meetings
  - a. HEDO has been giving administrative support to wardens' meetings.
  - b. HEDO is responsible to liaise with wardens and to keep all minutes and documents.
  
6. Relationship between HEDO and Halls
  - a. HEDO has built up a relationship with Joint Hall Development Committee (JHDC):
    - The HEDO manager participated in JHDC meetings in April 2012 and discussed about the ideas of the HED Project.
    - The HEDO manager was asked for help by JHDC to conduct a survey on current sports activities among hall students. A questionnaire was designed and published through the website of HEDO. The result was used in the "Inter-hall sports affairs forum" organized by JHDC.
    - The HEDO manager was invited by JHDC to join the forum discussion on "Inter-hall sports affairs" and was appointed as the Chairman of the forum.
  - b. A casual meeting was arranged for wardens, tutors and JHDC members to discuss about the problems within the hall community. It is believed that both wardens and students are having the same goal in reforming hall culture.
  - c. It is believed that a mutual trust between HEDO and students has been established.

7. Upcoming plans

- a. The HEDO manager has met with Dr. P. T. Lee, warden of Hornell Hall and Dr. Michael Chau, warden of Lee Chi Hung Hall, and is seeking opportunities to set up a working group or Sub-committee to help the hall education development of non-residential halls.
- b. In view of the hard work done by JHDC last year on the reform of inter-hall sports competitions, HEDO will try to liaise with other concerned parties, with the help of Dr. Simon Lo, warden of Lee Shau Kee Hall, to catalyze the progress. A meeting or forum will be arranged for all parties to design an action plan for the reform.
- c. A hall education tour will be arranged for student leaders in halls and it will be a trip to Cambridge, Oxford or Harvard University. Student leaders are expected to experience the hall life, the culture and the hall education in the designated university.
- d. A joint hall fund-raising event is proposed. Consultation is pending and will be done within the hall community soon. This charity event aims at uniting the hall community in HKU and promoting a positive image of HKU halls to the public.

Prepared by,

Mr. Anders Wong  
The HEDO Manager

Dated 8 March 2012



**香港大學 - HKU Service 100**  
**香港大學學生會李國賢堂學生會**  
**GO! Strike-Hunger! (GOSH)**



**計劃簡介**

香港的貧窮及社會流動性問題嚴重，126 萬人生活於貧窮線下，苦無前路的情況下，窮人只能過著見步行步的生活。食物是生活必需，奈何在貧窮面前，相比租金，交通等難以節省的開支，食物卻成了家庭最能夠被犧牲的元素。不少家庭節衣縮食，已經很久未嘗過三餐溫飽的滋味。

作為於社會內擁抱較明朗將來的一群，作為知識份子的我們在此問題處理上責無旁貸。也許我們未能直接改變制度，也許我們未能解決根深蒂固的問題，我們也應嘗試走出來貢獻所有的一份力，改善及紓緩現存的問題。

整項計劃共包括二個部份，分別為食物收集計劃及餐廳贈食計劃，為時四個月(10/2011 - 1/2011)。期望牽涉最少 50 名大學生及 500 名中學生，為社會帶來聲音及迴響。

**計劃目的**

1. 喚起社會及大學對窮人對食物的需要的關注
2. 協助弱勢解決其短暫食物壓力
3. 提供渠道供窮人與主流社會溝通
4. 帶出大學生應為社會盡責及貢獻的訊息

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## 餐廳贈食計劃

### 基本資料

日期：十一月，為期三個星期

對象：貧窮家庭(基本上為綜援家庭，由社福機構轉介)

地區：灣仔區

### 目的

1. 推廣「多餘的食材捐給窮人」的信念至飲食界
2. 提供窮人與主流社會溝通的機會
3. 引起社會關注到食物對貧窮家庭的重要性

### 內容

- 6-18 間餐廳於計劃期內，以多餘的食材烹調並招待參與計劃的貧窮家庭
- 6 個貧窮家庭會與 12 個大學生配對，組成 6 組(1 組=1 個家庭+2 個大學生)
- 大學生會於第一次晚餐前進行兩次各為時兩小時的家訪，讓學生能於晚餐前先與家庭作初步了解，方便控制及主持其後於餐廳的討論
- 1 組會在三個星期內，於快收爐的時間到 3 間不同的餐廳享用晚餐
- 同時，用膳時間內餐廳老闆、貧窮家庭、大學生可隨意溝通
- 過程會被拍攝，並剪輯成影片，並於校園內作廣播

### 討論話題

- 家庭狀況
- 食物對其生活的重要性
- 子女將來
- 對是次活動的感受
- 其他

### 注意事項：

1. 由社福機構負責聯絡的工作，直至獲得受助家庭的同意才可轉介至籌委跟進
2. 最理想則為綜援家庭，但經確認為貧窮的家庭亦可納入計劃協助範圍
3. 聯絡餐館時應表明身份，目的及其注意地方
4. 為確保餐館不會濫用慈善扭曲活動本義，在活動完結前，餐廳不可對外藉以宣傳

### 大學生招募工作

1. 會於十月中旬開始招募
2. 以李國賢堂的堂友作優先招募對象，若人數不足才向其他舍堂作出招募
3. 於十月下旬完成整項招募工作，並開始配對
4. 於十月下旬作一輪簡介，向參加者闡述詳情

### 時間表

十月上旬	聯絡社福機構 聯絡餐廳(至少 10 間)	十月中旬	聯絡社福機構, 聯絡 6 個家庭 確認聯絡餐廳(多於 15 間) 招募大學生
十月下旬	面試及遴選大學生 配對大學生和貧窮家庭	十一月上旬	贈食活動
十一月中旬	贈食活動	十一月下旬	贈食活動
十二月上旬	- - -	十二月下旬	剪片
一月中旬	出片	一月下旬	活動檢討

### 期望

- 1) RTHK的訪問及拍攝以引起社會關注

# 食物收集計劃

## 基本資料

日期：分兩期進行（第一期為 13/11，第二期則為十二月中旬）

對象：公共屋邨或私人屋苑

受惠機構：當區附近的食物銀行

## 目的

1. 為食物銀行收集食物，以紓緩其短缺壓力
2. 讓社區，特別中學生，加深對食物銀行及貧窮等概念的認識
3. 喚起社會對食物銀行及其食物短缺的關注

## 第一部分

### 性質

- 希望能為活動積儲經驗，以便第二部分運作順利
- 藉此招募一群大學義工，以作第二部分組長
- 引起港大內對活動的關注
- 地區：香港仔華富邨 / 置富花園
- 受惠機構：待定
- 人手：每間舍堂 5 位，共 50 名，而總共分 5 組（每組 10 人）

### 內容

- 是次活動為期一日。
- 每組將會於其中一棟樓宇進行食物收集，而屋苑內將會設有總站以處理食物。
- 參加者亦會於活動後到食物銀行協助處理食物分類。
- 活動後將設有經驗分享及檢討，並期望與食物銀行職員了解處理詳情。

## 第二部分

### 性質

- 整項計劃的重點節目
- 中學生：每區二至三間中學，每區 100 名學生，共 5 區
- 期望沿用上一期已招募的大學義工作為組長，學生共分五十組，每組約十人，每區十組
- 地區：每區一個屋苑，共 5 區（九龍塘，上水，沙田，西環，何文田）
- 受惠機構：待定

### 內容

- 十月中旬開始進行中學生招募工作，期望十一月中旬確認名單
- 在食物收集活動前，參加者會先出席一次由講述食物銀行背景，理念及其面臨的挑戰的講座，以加深其認識及加強活動意義
- 活動會分兩日進行，只擴闊收集的範圍

- 參加者及後更有機會到食物銀行協助食物處理的程序，以貫徹活動主題，加深參加者的體會
- 整個計劃會以分享會作一輪總結
- 整項活動的過程將會被拍攝，並製錄成片，希望於社會帶來回響

注意事項：

1. 期望活動前有一番宣傳，以引起社會對活動的關注
2. 活動必先取得相關屋苑法團以及房屋署首肯才可進行

時間表

十月上旬	聯絡屋苑，學校及食物銀行 招募 Hallmate	十月中旬	招募大學生 中學生招募工作展開
十月下旬	第一次食物收集 招募人手及參加者	十一月上旬	Part 1 進行及活動更正
十一月中旬	準備 briefing 及確定詳情 確定時間及分組	十一月下旬	最後 briefing 講座 大肆宣傳及參加者簡介會
十二月中旬	食物收集日	十二月下旬	食物收集日
一月上旬	協助食物處理程序	一月下旬	活動檢討

期望

- 1) 中學界把活動定性為通識科的其他學習經歷
- 2) RTHK的訪問及拍攝以引起社會關注

Simon K. Y. Lee Hall, Students' Association, H.K.U.S.U.

Betterland Annual Project 2011

Proposal

## Introduction of Betterland

We are, but not simply and limited to be, just a group of normal university students, yet we realize there are a number of people in the society may need our aid and concern. For years we, Betterland, have long been holding the gist of "Talent from Public, Duty to Public" and wish to put more effort on feeding back the public. It is our goal to do our best to make the world a better place for everyone. However, realizing that beyond our comfort zones, life seems not so easy for people in need. We do want to have something done for the needy and in return they could have their living condition improved.

Provided with abundant resources in the university, we would like to spare our time and effort on contributing the community. Consequently we decided to organize social functions concerning a large variety of social issues annually. We believe we could start by ourselves, influence our peers and spread out, ultimately meliorate the image of university students.

Among the past two years, two functions were successfully held, namely 拾荒·愛 and 籠苦們.

Through our program, we hope participants could have a taste on the hardship that our target group faces, hence highlight the problems concerning poverty in Hong Kong recently.

This year, the phenomenon of intergeneration poverty catches our attention. As university students, we truly understand how important education is for the young. Unfortunately, opportunities available on the hands of those suffering from intergeneration poverty are very limited indeed. Climbing upward

in social mobility would probably be a dream never comes true for this group of young people in the foreseeable future. We would like to investigate on the real reasons behind this phenomenon and what we could do to lead them to a better environment and a brighter future.

### Introduction of Annual Project 2011

For this year's floor project, we aim to find out how we could actually help the intergeneration poverty through visit; to encourage university students to start helping them as well as to fund, last but not least, we hope to share what we will experience to all students through our exhibition.

#### 1) Objectives

- a. To arouse the awareness of intergenerational poverty problem among university students
- b. To raise money and materials needed for the intergenerational poor children

#### 2) Activities

##### a. Visit

**Introduction** : Our aim for visiting these young less fortunate is to know more about the intergeneration poverty problem through face-to-face sharing. But at the same time, we would also like to contribute by creating some memorable experience with them, and hopefully we may do something helpful for their studies.

Date	October to February
Frequency	7~8 (1.5 to 2 hours )
Target	<ol style="list-style-type: none"> <li>1. 10 HKU Students</li> <li>2. 50 Children Suffering from Intergenerational Poverty each time</li> </ol>
Expect outcome	<p>After carrying out the visits, we believe that we can know much more about how is the intergeneration poverty problem in reality now.</p> <p>Besides, we would be able to provide some help for the less fortunates, and also to leave them some precious memories.</p>
Method of project evaluation	<ol style="list-style-type: none"> <li>1. Questionnaire for both HKU Students and Children.</li> <li>2. sharing session</li> </ol>

##### b. Exhibition phase1 (for Fund Raising Trail Walk)

Date	1 <sup>st</sup> November to 13 <sup>th</sup> November
Target	1. Exhibition: 800 per day 2. Purchase Souvenir : 1000 ppl
Expected outcomes	1. General understanding on intergenerational poverty 2. Through participation or providing feedback to support this project
Method of project evaluation	1. facebook group 2. people joining Fund Raising Trailwalk

c. Fund Raising Trail walk

Date	8 <sup>th</sup> Jan
Target	250 participants (mainly form HKU)
Venue	Sai Kung → MacLehose Trail → Lion Rock Country Park
Method of project evaluation	1. Numbers of participants 2. Evaluation forms 3. Amounts of Donations
Safety	1. St. Johns Ambulance 2. Workers will be ready at each checkpoint 3. Insurance will be purchased for each participant
Insurance arrangement	if the weather in 8 <sup>th</sup> Jan is not suitable for Trail walk, the event will propone to 15 <sup>th</sup> Jan.

d. Exhibition phase 2 (for Charity Sales)

Date	Early March
Target	1000
Venue	HKU campus , Mong Kok, Causeway Bay (outside HKU)
Contents	1. Exhibition - Intergenerational poverty 2. Charity Sales - \$10000
Expected outcomes	a. Arousing social awareness on intergenerational poverty. b. Knowing more about event sponsors c. Raising fund for the target group
Method of project evaluation	a. Providing contact information b. Providing feedback a. Facebook (like)

**We hope that we could be offer**

- 1) The opportunity to cooperate with HKU service 100 in order to increase this function's reliability and to gain support from the society, and to publicize our function while publicizing HKU Service 100.**
- 2) The opportunity to cooperate with HKU and to raise more awareness from all tertiary institutions and hope that their students could also get involved in this.**
- 3) We hope that HKU could categorize our function as one of the extra-curricular of the General Studies so that it would be more convenient to cooperate with external parties.**
- 4) To increase the public awareness through the media.**



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# LSK LIBRARY SERVICE SCHEME

For The Development of Lee  
Shau Kee Hall Service Team

## Background

1. In light of the benefits of building up a tradition of intellectual exchange among hall members from different academic disciplines and cultural backgrounds, we propose to embark on a library service scheme at Lee Shau Kee Hall alongside the on-going hall education development projects led by Hall Education Development Office (HEDO). The library service scheme draws on the establishment of a special library at LSK Hall by the students, who will benefit from the scheme both by directly engaging in the establishment and management of the library as well as enjoying the ripple effects of library service at hall which serve as a locus for easy intellectual exchange and the promotion of reading habits.
2. We also seek to elevate the scale of social service of our hall to a new level, which involve autonomous planning and execution of service projects on part of our students rather than merely volunteering in projects organized by existing NGOs as participants. While the provision of hardware and money is beyond the capacity of our students, we noted that the knowledge, skills and social network of our student body forms a wonderful resource pool to be tapped on. It is believed that formal training course in library management shall be provided for our students to empower them to develop their skills to the full thereby enabling them to transfer the same set of skills to benefit other children in need in a professional way.

## Objective

3. At the beginning stage of the library service scheme, we aim at achieving the following objectives through the establishment of an LSKH special library:
  - a. Promoting reading habit among the hall mates of LSK hall
  - b. Encourage knowledge exchange among hall mates
  - c. Equipping students with library- management skills
4. After serious discussions at our social service group meetings, it was agreed that we should look to the educational needs not only of our students, but many other children from underprivileged parts of the world such as rural area in Mainland China, through collaborating with a more resourceful charitable organization working for the betterment of the education environment for students and children from the PRC - Hao Xue Action. Whereas Hao Xue Action would be responsible for construction of the library facilities in chosen area in the PRC, the library service team of LSK hall which

will travel to deliver service in the designated area in the PRC, shall have overall responsibility for building the software, including but not limited to the following:

- a. Designing, directing, formulating policy and applying library services to meet the needs of the children
- b. Supervising and leading local staff in managing the library
- c. Marketing the library and its services in the neighbourhood
- d. Providing leadership, managerial and commercial skills and judgement throughout the library development projects

## The Proposed Library Service Scheme

3. In order to deliver the above objectives, a library course that provides formal training in library service shall be offered to LSK hall students to empower them in the development, promotion and delivery of library service to the rest of the hall and subsequently to the service targets in the PRC.
4. The library course serves forms the fundamental stage of the three-stage library service scheme:
  - a. The first stage of the scheme consists of formal training on library service conducted by professional library technicians in the form of lectures. **It is estimated to commence in the first week of January 2012.**
  - b. The second stage would be practical skill training via allocating resources to students who have attended the course to set up a special library at our hall, **to be commenced once the formal training in library service is completed.** Students will be responsible for the development, promotion and delivery of the library service. Not only does this help promoting intellectual exchanges within the diverse student body at LSK hall, it also equips our student service team with hands-on experience in library development and management, so that they will be competent in transferring the same set of skills to the needy areas in PRC during the third stage of the scheme i.e. the outreach service project in PRC in collaboration with Hao Xue Action:
  - c. **The destination for the first PRC outreach service project is designated to be Guangzhou. In collaboration with Hao Xue Action, the LSKH Library Service Team will build up a reading room in a private primary school for migrant workers' children - 天河区育苗小学 [www.yumiaoedu.com](http://www.yumiaoedu.com). Two field trips have**

already been organized to investigate the situation at the primary school for planning of the construction work, which is estimated to take place in the reading week of next semester i.e. the second week of March 2012.

Diag. 1 Three-stage Library Service Scheme



## Enrollment

5. Enrollment to library course will be limited to 30 students from Lee Shau Kee Hall; The development of LSKH Library will be an autonomous process led by students who have completed the library course and assisted by other interested members in the hall; The number of participants for the trip to PRC is estimated at 10, to be selected from the batch of students who have completed the first and second stage of the service scheme.

## Duration

6. The three-stage scheme is expected to run throughout the 2011 - 2012 academic year, beginning with a formal library course that consists of 8 hours of classroom instructions, followed by one month of the development of the LSKH Library and continuous management of the library on rotation throughout the year. The trip to PRC that last for about 1 week shall fall within the reading week in the second semester.

## Instructors

7. The instructor of the library course will be recruited from holders of library diploma or librarian with at least 5 years of experience in academic library; he or she would be paid at a rate of about \$450 per hour for 8 hours of course.

8. There will be no instructors for the second and third stage of the scheme, although warden and the hall tutor team would be supervisors of the second stage of the scheme and staff at Hao Xue Action would be closely working with our students during the trip to PRC.

## Student Group Leader

9. A student group leader will be elected from the participants of the library service scheme. He/she will be responsible for leading the LSK hall library service team throughout the in-hall establishment of library and the outreach project of library construction in the PRC and communicating with LSKH supervisors, HEDO and Hao Xue Action.

## Publicity

10. The library service scheme will be publicized by means of forums to be held at LSKH and virtually on Youtube and Facebook as well as LSKH homepage. Posters will be distributed around the hall and its vicinity.

## Funding

11. We are applying to Hall Education Development Office (HEDO) for partial funding for the three-stage library service scheme, that amounts to \$ 10,800 specifically covering the following items:
  - a. \$3,600 for the employment of library course instructor
  - b. \$900 for purchase of stationary for maintenance of the LSKH library throughout 2011 - 2012
  - c. \$6,300 for cost of service trip to PRC for 30 student participants
12. As an overview, the total cost of the first stage i.e. the Library course amounting \$3600 shall be solicited from HEDO; costs of the second stage, which amounts to \$2,700 for purchase of stationary will rely on HEDO's funding for one-third of it and

the rest will be solicited from private donations. Whereas resources like books will be from donations from LSK hall members to make the LSKH library self-sustainable. Lastly, the costs of PRC trip are estimated at \$500 per person per ride, to be shared between the student volunteers and the hall. Each student volunteer will be responsible for raising fund of \$100 to finance his or her trip, whereas the hall will be responsible for the remaining \$400: **\$210 of which will be raised from HEDO (therefore totaling \$6,300 for the trip of PRC for 30 students), another \$5,700 will be raised from private donations.**

13. Hao Xue action will be responsible for approximately **\$60,000** for the hardware of the construction of reading room in PRC, **which include construction fees, library facilities and purchase of books.** The table below provides an illustration of the overall composition of funding:

14. Table showing composition of funding:

Items	Total Cost	Funding from different sources			
		HEDO	Hao Xue Action	Students	Private Donations
Library Course Lecture Fee	\$3,600	\$3,600	---	---	---
Maintenance fee for LSKH Library	\$2,700	\$900	---	---	\$1,800
Costs of Trip to PRC for 10 student participants	\$15,000 (\$500/pp *30 trips)	\$6,300	---	\$3,000 (Each student raising \$100)	\$5,700
Construction of the reading room in PRC primary school	\$100,000	---	\$60,000	\$10,000	\$30,000

A Proposal for  
Hall Education Fund

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*Project: Connecting Burma 2012*

February 10 , 2012

Contact Person:

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## **Executive Summary**

Connecting Burma aims to bridge this cultural divide and promote social harmony through raising concern for Burma and promoting cultural exchange between HK and Burmese people. The main objective of Connecting Burma is to generate awareness about current issues in Burma and to establish a network of social support for Burmese in need.

To raise concern and provide support to Burmese people, we have proposed a series of activities to be held throughout the academic year 2012-2013. These activities will be held in forms of forum, exhibition, documentary screenings, social gatherings (which are not included in this proposal) and finally a summer volunteer experience for students from different disciplines and faculties to utilize their expertise in helping the Burmese community. These activities aim to enhance understanding of Burma as a country, provide a platform for cultural exchange and hence help Burmese people to integrate into our community. Through events such as fund raising and summer internship exchange, we hope to provide practical support to Burmese people who are in need.

Currently, Connecting Burma as a newly founded organization does not receive any financial support from organization or funding and the administrative cost of the group has been funded entirely by personal donation of the committee members. The lack of fund has made it difficult for us to implement the proposed activities and therefore we seek to get Social Inclusion Fund to cover our basic expenditure.

This proposal intends to explain our aims, objectives and plans for the proposed activities. It also details the expected outcomes and potentials contributions of each activity. The budget for the activities is also enclosed.

## **1. Introduction of the project**

### **1.1 Background**

Burma bears a long history of political struggle that has left its people with a dearth of basic necessities, at the receiving end of human rights abuses, and consequently at a significant educational and economic disadvantage. While interning/volunteering with Migrant Outreach Education Initiative (MOEI) as teachers in refugee camps and migrant schools along the Thai-Burma border, we learned first-hand about the plight of the migrants and refugees from Burma. Such was the impact of our experiences there that we now want to take our endeavors further.

At present, amidst a changing political climate, the Burmese Diaspora in Burma & Thailand, the latter in which are mostly refugees, are in dire need of resources more than ever. With direct access to them becoming more viable along the Thai-Burma border as well as in Burma, we want to expand the scope of service from education to include provision of basic supplies, healthcare, improvement of living conditions, and more opportunities to Burmese people, notably refugees.



## **1.2. Objectives of the project**

- To achieve the Millennium Development Goals in Burma, such as eradicating extreme poverty and hunger, achieving universal primary education, ensuring environmental sustainability and developing a global partnership for development through the Summer Volunteer Program.
- To promote and organize Burma Week to raise awareness of the plight of Burmese refugees and migrants, as well as raise and contribute funds to the schools and camps.
- To enhance cultural understanding and cultural exchange between Burmese students and local students and help Burmese students in Hong Kong better adapt to the new environment.
- To reach out to as many schools and organizations as possible to understand, the specific needs (i.e. supplies such as books, electronics, etc.) and circumstances they face (e.g. shortage of funds, medical care, infrastructure, etc.) in order to cater more effectively to their needs.
- To create a platform on which students can converge to share ideas and experiences that both contributes to efforts of making the organization's vision a reality as well as enriches their academic experience.
- To collaborate with faculties, particularly the Medical, Architecture & Engineering faculties, and create and facilitate internship opportunities for students that are relevant to their academic discipline.

## **2. Project activities and timeline**

### **2.1. Pre-trip activities**

#### **2.1.1 Burma week**

##### Objectives

1. To raise awareness on humanitarian issues in Burma and in the refugee camps in Thailand.
2. To promote our upcoming internship program and to encourage students to initiate Burma advocacy.
3. To promote Burmese culture and hence bridge the cultural difference between Hong Kong people and Burmese student/immigrants.
4. To raise fund for supporting Burmese students through education projects along the Thai/Burma border and in the refugee camps.

##### Date

April 2012, preferably early April. The actual dates depend on the availability of favorable venues like Sun Yat-Sen Place or KKL Concourse. However, we need the incubation service from Cedars to book venues and thus dates are not confirmed yet.

##### Description

A series of programs will be held throughout the whole week to accomplish the objectives:

## Exhibition

- Description: Photographs taken in Thai-Burma border, which convey meaningful messages, will be displayed. And the information about Burma such as the political issues and social issues will also be displayed.
- Duration: 5 days

## Forum

- Description: Renowned scholars, human right activists and Burmese students will be invited to share their view on the future development of Burma
- Expected number of participants: 50
- Duration: 1 hour and a half

## Movie Screening

- Description: Burma VJ, a documentary about the Saffron Revolution in Yangon will be played in the lunchtime in Global Lounge. A tea gathering session will be followed to allow people to express their ideas.
- Expected number of participants: 60
- Duration: 2 nights

## Counter

- Description:
  1. The counter will provide the background information of Connecting Burma, our initiatives and a brief introduction on our summer internship program in the Thai-Burma border.
  2. Videos about the life of students living in refugee camps along the Thai- Burma border will be played with a projector and a screen to draw students' attention.
  3. Letters written by students in refugee camps will be displayed or be drawn randomly from a box. After reading, our fellow students can reply to the letter. The handwriting of the students and students' own expression will create a more personal connection to our fellow students. Replies will then be sent to the refugee students.
  4. Handicrafts made by women and students from persecuted ethnic minority groups will be sold at the counter for fund-raising purpose.
- Duration: 5 days

## Expected Outcomes

1. The awareness of HKU students toward the humanitarian issue of Burma and the plight faced by the Burmese refugee students will be enhanced.
2. A group of HKU students will be interested to join our internship project in summer.

3. Through better understanding of Burmese situation, it is hoped that students will be interested in a number of pertinent issues e.g. human rights, democracy, developing countries.
4. Funding would be raised to support our future internship projects to support Burmese students along the Thai-Burma border and in refugee camps.

### **Method of Evaluation**

1. Questionnaire will be distributed to participants at the end of the forum and movie screening.
2. The number of attending students and the amount of money received would be indicative to the degree of success of our events.

## **2.2. Trip: Summer volunteer program**

### **2.2.1. Prospective programs inside Burma**

#### **Objectives:**

1. To achieve the Millennium Development Goals in Burma, such as eradicating extreme poverty and hunger, achieving universal primary education, ensuring environmental sustainability and developing a global partnership for development.
2. To gain first-hand knowledge of life in Burma and achieve cultural exchange with Burmese people by working together and communicating with local people.
3. To nurture a sense of global citizenship by providing services to Burmese people.
4. To engage students in HKU into the actual rebuilding of the Burmese community and to help the students realize the value of their future professions or academic backgrounds by utilizing their knowledge to serve the people in needs.
5. To achieve a better mutual understanding between Burmese students in Hong Kong and other students by participants' sharing of their experience and spreading the messages about Burma.

#### **Dates and Duration:**

June or July, about 4 weeks

#### **Basic Approach:**

Since foreign NGOs are not allowed to establish volunteer programs independently, we will work under the umbrella of some local NGOs. We have been contacting some local NGOs. Further negotiation with them will be conducted as soon as possible depending on our situation.

In addition, foreigners are not allowed to enter into the areas of ethnic minority groups so our program will be based in Yangon District. Our approach therefore relies on contacting and teaming up with local NGOs to carry out services. We will have our own project coordinators facilitating volunteers' work and life in Yangon.

#### **Method of evaluation**

Questionnaires will be distributed to both the volunteers and the host NGOs to get some feedback and suggestions in improving the program.

## Locations:

### *A. Andrew Orphanage in Yangon, Burma*

Background information of the organization

See Appendix 1.1

Description of the volunteer program

We will offer our help in the following ways:

1. Medical and Nursing students will:

- Offer body check for the children in the orphanage
- Provide health education like some daily sanitary dos and don'ts and the prevention of malaria
- Provide classes regarding other subjects

2. Other students will:

- Provide some classes in dancing, arts or drama so that the students can perform in some parties
- Provide some classes in other subjects like science and English
- Provide some suggestions or training in sustainable farming (with pre-trip visit to sustainable farms)

Expected number of participants

Medical and Nursing students: 2

Students from other faculties: 1-2

Expected Outcomes:

1. Participants will have a better understanding of Burmese cultures and issues.
2. Participants will establish a long-lasting relationship with the children and develop a sense of global citizenship.
3. The orphanage will benefit from the body check and education provided by participants.
4. The spread of knowledge of sustainable farming and health education will benefit the local community.
5. Participants will be willing to share their own experience to others and spread the messages from Burmese people.

### *B. Phan Tee Eain (Creative Home) in Yangon, Burma*

Background information of the organization

See Appendix 1.2

Description of the volunteer program

For this organization, we don't have any particular requirements on academic backgrounds. We will basically offer voluntary work in their education programs. Students from all faculties are welcome.

Participants will offer classes in dancing, sports, science, etc.

Expected number of participants

6 - 8 students from whichever faculty

### Expected Outcomes:

1. Participants will have a better understanding of Burmese cultures and issues.
2. Participants will establish a long-lasting relationship with the children and open a window for the children to know more about the world.
3. The schools will benefit from the education provided by participants.
4. Participants will be willing to share their own experience to others and spread the messages from Burmese people.

### **2.2.2. Prospective programs along the Thai-Burma Border**

#### **Objectives:**

1. To have a better understanding of the situation in Burma and the living condition of Burmese people by communicating with Burmese migrants along the border.
2. To provide services to the needy migrants in terms of medical care and infrastructure building.
3. To help the students realize the value of their future professions or academic backgrounds by utilizing their knowledge to serve the people in needs.
4. To gain multi-cultural working experience by working with people from different countries (since there are many international NGOs in Mae Sot).
5. To understand the situation of the ethnic minority groups and political situation in Burma and make their situation known by HKU students (through participants from Journalism Department).

#### **Dates and Duration:**

June or July, about 4 weeks

#### **Basic Approach:**

Similar to the programs inside Burma, we will partner with some NGOs which have already established connections along the border (Mae Sot) and some NGOs which need help from us. We will have our own project coordinators facilitating volunteers' work and life in Mae Sot. Following are some potential partners we have got connected to. Further negotiation with them will be conducted as soon as possible depending on our situation.

#### **Schedule of the program:**

Week 1:

- Transfer to Mae Sot, check into guest houses
- Orientation
- Meet with Burmese community-based organizations
- Begin planing and implementation of projects
- Visit cultural sites in and around Mae Sot

Week 2-4:

- Meet with community based organizations
- Work projects
- Debrief meetings (1x week)
- Free time

### Different fields:

#### *A. Medicine or Nursing:*

Description of the volunteer program

We will recruit volunteers from the Faculty of Medicine and volunteers need to send their resume to the partner NGO to verify their qualifications.

Participants will be mainly Year 1 or Year 2 students and thus they may not be qualified to work independently. However, they can perform some basic tasks and follow the Back Pack Health Worker Team to provide services.

Expected number of participants

10 students from medicine or nursing

Expected Outcomes:

1. Participants will use their professional knowledge to serve the people and get to realize the essential value of their future career.
2. Local community will benefit from the basic medical treatment and health education provided by our participants in order to prevent prevalent diseases like malaria.
3. Participants will nurture the sense of global citizenship better by working in a multi-cultural environment and serving the Burmese migrants' needs.
4. Participants will be willing to share their own experience to others and spread the messages from Burmese people.

Method of Evaluation:

Questionnaires will be distributed to both participants and the host NGO for evaluation.

Local partner: Burmese Migrant Worker Education Committee

Description of the NGO in Appendix 1.3

#### *B. Construction programs:*

Description of the volunteer program

We will recruit volunteers from all faculties to join this program. In a construction program, participants will help build a school. In addition, we need funds for buying the materials needed.

Expected number of participants

10 students

#### Expected Outcomes:

1. Participants will successfully build up durable infrastructure under some instruction from professional builders.
2. Participants will have a better understanding of the Burmese migrants and the local culture and develop the sense of global citizenship.
3. Participants will be more resilient to tough environment and encouraged to serve.
4. The local community will benefit from a newly built school which facilitates the education for the children nearby.

#### Method of Evaluation:

Questionnaires will be distributed to both participants and the host NGO for evaluation. Interview will also be conducted with local community.

#### Local Partner: Building Trust International

#### Description of the NGO in Appendix 1.5

In June and July 2012, they are going to build schools in Mae Sot with a winning design in an earlier competition. Our students would be involved in helping the construction work lead by professional construction worker.

### *C. Journalism:*

#### Description of the volunteer program

Students majoring in Journalism will work in some NGOs, especially advocacy groups or humanitarian organizations and also media organization for about 3-4 weeks. Later they will have one week to freely explore the borderline (mainly in Mae Sot) by following NGOs, or going to some migrant schools, or refugee camps etc. Then they will write about their own experience in the borderline and they can work on a specific topic. After going back to Hong Kong, we would publish a book including their articles.

#### Expected number of participants

6 Journalism students

#### Expected Outcomes:

1. Participants will nurture their interest in their major and be more aware about the values in what they are learning.
2. Participants will have a deeper understanding of Burmese people and Burmese issues and will later pay more attention to Burmese issues.
3. Participants will create inspiring reflections on their experience in the borderline and draw people's attention to Burmese issues.

#### Method of Evaluation:

1. Questionnaires will be distributed to both participants and the host NGO for evaluation.

2. Opinions will be collected from the readers or audience of the participants' production.

Local partner: Burma Border Link

Description of the NGO in Appendix 1.4

By working with them, we will be able to connect with a wide range of NGOs and thus provide our participants with better exposure.

### 3. Post-trip activities

#### 3.1. Publications through several media

After the trip to the Thai-Burma border, students majoring in Journalism will write about their experience respectively or they can even make documentaries about our trip or their own experience. Articles will be published in media like school newspapers or magazines and the department website of Journalism. A website will also be established for them to post their articles to reach a wider public.

#### 3.2. Photo exhibition

For the medical and construction programs, photos will be displayed in Run Run Shaw Podium.

#### 3.3. Sharing session

A sharing session will be organized for the participants to share their experience with other students. Videos about the summer program will facilitate the sharing.

#### 3.4. Book publishing

Together with the participants of MOEI, our participants can write about their own experience and later publish a book which can be sold in the Book Fair held in December 2012.

### 5. Budget

#### Income

<b>Burma week</b>		HK\$	HK\$
Counter	Sales Revenue	\$2,000	\$2,000
Expected Sponsorship		\$5,000	\$5,000
		<b>Total</b>	<b>\$7,000</b>

#### Expenditure

<b>Burma Week</b>		HK\$	HK\$
General expenditure	Poster	\$2X60	\$120
	Banner	\$300	\$300
	Display Board	\$500X2	\$1,000
	Booklet	\$5X300	\$1,500
	Leaflet	\$0.1X100	\$10
		<b>Sub total</b>	<b>\$2,930</b>



Forum	Refreshment for guest	\$20X4	\$80
	Souvenir for guest	\$25X4	\$100
	Questionnaires	\$0.1X50	\$5
		<b>Sub total</b>	\$185
Movie Screening	Refreshment	\$400	\$400
	Questionnaires	\$0.1X50	\$5
		<b>Sub total</b>	\$405
Counter	Booklet	\$0.5X100	\$50
	Product for sale	\$2000	\$2,000
		<b>Sub total</b>	\$2,050
Exhibition	Photos printing	\$30X50	\$1,500
	Exhibition board	\$200X6	\$1,200
		<b>Sub total</b>	\$2,700
Buddy Program	Publicity: Leaflets Posters	\$0.1X60=\$6 \$1.5X20=\$30	\$36
	Tea gathering: Refreshment	\$300	\$300
	Subsidy for Burmese students	\$10X10people X10months=\$1,000	\$1,000
		<b>Subtotal</b>	\$1,336
Dinner Gathering	Food Cost	\$50(per person) X30people X3 times	\$4,500
		<b>Sub total</b>	\$4,500
<b>Summer Internship</b>			
Publicity	Publicity: Leaflets Posters Other sundry expense (like stationery)	\$0.1X100=\$10 \$1.5X20=\$30 \$60	\$100
Medical Services	Logistics Cost	\$3,000	\$3,000

	Medical Equipment	\$3,000	\$3,000
	Medicine or medical material	\$4,000	\$4,000
	Administrative cost of NGO	\$5,000	\$5,000
	<b>Subsidy for participants</b>	<b>\$1,000X10</b>	<b>\$10,000</b>
Construction	Construction cost (Part of the construction cost of the school)	\$20,000	\$20,000
	Logistic Cost	\$3,000	\$3,000
	Administrative or training cost of NGO	\$5,000	\$5,000
	<b>Subsidy for participants</b>	<b>\$1,000X10</b>	<b>\$10,000</b>
Journalism	Administrative cost of NGO	\$3,500	\$3,500
	<b>Subsidy for participants</b>	<b>\$1,000X6</b>	<b>\$6,000</b>
		<b>Sub total</b>	\$72,500
<b>Post-trip activities</b>	Book publishing (200 copies)	\$10,000	\$10,000
		<b>Sub total</b>	\$10,000
		<b>Total</b>	\$100,606

We hope Hall education fund can support us in the items in red. The subsidy can be used in buying flight ticket or accommodation.

Subsidy for participants in

-medical part \$1,000X10 participants=\$10,000

-construction part \$1,000X10participants=\$10,000

-journalism part \$1,000X6participants=\$6,000

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Total=\$26,000

**Balance**

<b>Income</b>	<b>HK\$7,000</b>
<b>Expenditure</b>	<b>HK\$100,606</b>
<b>Net Balance</b>	<b>-HK\$93,606</b>

## 6. Sustainability plan

To make our project sustainable, we will try to recruit students who participate in MOEI Thailand (MOEI is an intensive English teaching program organized by the Faculty of Social Sciences) and our 'Connecting Burma' summer program to be the core members. In this way, our project can be facilitated with enough human capital. For financial sustainability, we will not only seek for help from the Funds provided by HKU, but also from some exterior parties such as corporate organizations or charities.

We will also consider register as a society or NGO so as to provide us with eligibility both on campus and in the society.

Since there are Burmese students in other universities in Hong Kong, we also consider expanding our project to other universities and get more people involved.

### Appendix 1: Background of the potential partners for summer program

1.1. **Andrew Orphanage** is properly managed and officially registered with both the township and central government in Yangon. It is committed to providing shelter, education and helping the orphans and abandoned children in Burma. Currently the orphanage takes in total 60 children; 42 in Yangon, 12 in Matupi, Chin State, 7 in Shan State, 3 in Kume, Mandalay and with the youngest being 8 months and the eldest 22 years old.

1.2. **Phan Tee Eain** was founded in July 24th 2009 to support and facilitate the capacity development of youths and women and students from monastic education school by a group of women and youths. Since 2009, PTE has been supporting the capacity development of youths and women and doing network among them through its own funding. Then it initiated civic education program with youths and women in 2010 and has been implementing in many places. PTE started social business services in the beginning of 2011 with the cooperation of women lead CBOs. PTE has also been providing capacity development and organization development services to women organizations and individuals since 2011.

1.3. **The Mae Tao Clinic (MTC)**, founded and directed by Dr. Cynthia Maung, provides free health care for refugees, migrant workers, and other individuals who cross the border from Burma to Thailand. People of all ethnicities and religions are welcome at the Clinic.

1.4. **Burma Border Link** provides tailored service-learning opportunities for groups to gain exposure to a wide range of social and political issues affecting people from Burma. Their extensive network of partners, built up over the last ten years includes local community based organizations (CBOs), migrant schools, refugee camps and International Non-governmental organizations (NGOs).

1.5. **Building Trust** is essentially a charity that offers design assistance to communities and individuals in need, from looking at the problems to finding sustainable aid solutions to ultimately providing buildings and infrastructure. They are an international organization currently working in Asia, Europe, South, Central and North America.

1.6. **The Best Friend Foundation** was founded in 1999, by two concerned monks with the purpose of encouraging people to become more educated, aware and active in the struggle for peace and freedom in Burma. The main belief is that education can open up people's ears and eyes and is THE way to eradicate poverty.

**THE UNIVERSITY OF HONG KONG**  
**HALL EDUCATION DEVELOPMENT PROJECT**

MINUTES of 1<sup>ST</sup> OPEN FORUM

Date: 8 April 2011 (Friday)  
Time: 9:45 p.m. – 11:45 p.m.  
Venue: Ho Tim Hall, Jockey Club Student Village I

Present: Dr. Robert Chung (Chairman of the Committee and  
Budget Holder of the HED Project)  
Dr. K. C. Cheung  
Mr. Theo Chan  
Miss Mimi Lee  
Mr. Samuel Shek  
Mr. Andy Yip

Moderator: Miss Mimi Lee

Secretary: Mr. Anders Wong (The HEDO Manager)

No. of participants: Around 30

1. Questions raised

a. On the HED Project:

- Is there any planning for the HED Project to reform the hall culture, for example, inter-hall culture?
- Is there any reason for spending half of the budget on hiring an EO?

b. On Student Projects:

- There are mentorship programs currently provided by the University and some halls. Why does the HED Project still spend money on organizing a new mentorship program? Will it still be attractive to the students in those halls that are already having mentorship programmes?
- How does the Sub-committee monitor the progress of student projects? Who is responsible for the monitoring?

- How does the Sub-committee judge the educational values of the projects?
  - How are the student projects related to hall education development? Do the Committee members understand what the students want to preserve or treasure in halls?
  - What is the subsidizing mechanism for student projects?
  - Is it necessary to set the limit of funding?
- c. On Intellectual Development in Halls:
- What is the scale of the hall education courses? Will it be able to cater for such a large number of students in halls?

## 2. Suggestions from students

- a. Students expect the role of the HED Project to be a guide during their hall life and they demand the project organizers to be experienced and knowledgeable.
- b. A student suggested that, under the HED Project setting, something can be done to review the “uncontrolled” hall activities.
- c. No concrete problem relating to hall culture that is hoped to be solved was mentioned in the project proposal. Also, nothing in the current hall activities was decided to be retained or improved.
- d. Review on hall culture should be included in the coming HED Project forums.
- e. Students do not understand the aim of the student projects. They asked for a concrete project plan in order for them to follow. A publication of a “sample project” is needed after the forums.
- f. For the funding mechanism in student projects, more criteria relating to the hall community are suggested, like whether the project can build up bonding in halls.
- g. Before further planning the projects, the problems of the current hall community should be looked into. The projects need to target at solving these problems instead of only being organized for students to join more activities.
- h. Students hoped that the projects can help them retain the good components in hall life, like the spirit and strong bonding among hallmates.
- i. Social services may be organized in collaboration with the Joint Hall Social Services Committee.

- j. A sincere and direct conversation between wardens and students in the forum was highly appreciated because this encouraged students to voice out their ideas. They asked for this kind of forums, focusing on hall culture, to be held in the future.

**THE UNIVERSITY OF HONG KONG**  
**HALL EDUCATION DEVELOPMENT PROJECT**

MINUTES of 2<sup>ND</sup> OPEN FORUM

Date: 12 April 2011 (Tuesday)  
Time: 9:45 p.m. – 12:00 m.n.  
Venue: Ho Tim Hall, Jockey Club Student Village I

Present: Dr. Robert Chung (Chairman of the Committee and  
Budget Holder of the HED Project)  
Dr. K. C. Cheung  
Mr. Samuel Shek  
Mr. Andy Yip

Moderator: Mr. Samuel Shek

Secretary: Mr. Anders Wong (the HEDO Manager)

No. of participants: Around 50

1. Questions raised

a. On the HED Project:

- What is the relationship between the HED Project and the University?
- Is the HED project a platform to review hall culture? What are the aim(s) of the HED project?
- Why is it said in the proposal that the HED Project is a platform for gathering students?
- There are too many activities in halls now. Will it be a burden to students if new events are organized?
- What is the composition of the two Sub-committees?

b. On Student Projects:

- How many vacancies are available to students?
- What can be done to ensure that the student projects are linking up all halls?



- Will there be an appeal system?
- How will the output of the student project be publicized?
- What are the advantages or benefits to students in hall for organizing student projects?
- What can be done to motivate students to organize their projects?
- How is the value of the projects quantified?

c. On Intellectual Development in Halls:

- Are the hall education courses mainly organized for the executive committee of the hall students' associations?
- What will be the theme of the courses?
- Who will be the instructor of the courses?
- Will the hall education courses be available to non-hall students too? If yes, what is the linkage between the HED Project and hall education?
- What is the definition of "intellectual"?
- What is the problem leading to those non-intellectual activities in halls? Why would students want to organize those activities?
- Is there any theme other than social responsibility?

2. Suggestions from students

- a. One of the main objectives of the HED Project is to promote a good image of hall culture. However, this does not have any relationship with hall education development.
- b. Some students do not want new activities because of the burden of the existing ones. They need help in motivating more students to join the current hall activities.
- c. There are already some intellectual elements in students' activities. The main problem is the inactive participation of students and their lack of stimulation in thinking. Those "lazy" students cannot learn anything even the activities are meaningful. HEDO should consider how to attract participants and stimulate their thinking.
- d. Experiential learning, like collaboration with NGOs, is suggested.

- e. It is assumed that hall life is the only barrier to holistic education. The increasing burden from academic responsibility should also be taken into account.
- f. More communications between students and wardens are needed.
- g. An inter-hall debate focusing on hall culture is suggested.
- h. More forums on hall culture are needed. The themes of intellectual development should also include stimulation of students' thinking. The aim of the hall education courses should target on holistic education.
- i. Linkage between hall education courses and hall culture, like inter-hall sports, are expected. For example, a course can be organized for the sports players in halls and professional sportsmen can be invited to join and share their experiences. During the sharing, students may think about why they play sports in halls, what the meaning of inter-hall sports is, and they may also learn social responsibility through playing sports.
- j. The hall education courses are expected to be large-scale which can accommodate many participants. Completion of the courses is expected to be certified and be recognized by the University and other parties as students would be benefited to put them in their resumes.
- k. Social responsibility should not be the only target of hall education courses. Hall culture has good effects on students. Why doesn't the HEDO spend money on promoting this?
- l. Promoting students to organize intellectual activities instead of giving them courses is suggested. Participation in courses may be a process of "spoon-feeding" instead of brainstorming.
- m. There are already many small-scale social services programmes in halls. The hall education courses should aim at inspiring students instead of merely inviting their participation in social services.
- n. The criteria of funding student projects should be under the "Aim(s) & Objective(s)" of the whole HED Project.

**THE UNIVERSITY OF HONG KONG**  
**HALL EDUCATION DEVELOPMENT PROJECT**

MINUTES of 3<sup>RD</sup> OPEN FORUM

Date: 14 April 2011 (Thursday)  
Time: 9:45 p.m. – 11:45 p.m.  
Venue: G/F, Morrison Hall

Present: Dr. Robert Chung (Chairman of the Committee and  
Budget Holder of the HED Project)  
Dr. K. C. Cheung  
Mr. Theo Chan  
Miss Mimi Lee  
Mr. Samuel Shek  
Mr. Andy Yip

Moderator: Miss Mimi Lee

Secretary: Mr. Anders Wong (The HEDO Manager)

No. of participants: Around 35

1. Questions raised

a. On the HED Project:

- Does the Committee know about the current situation in different halls? What activities are organized in halls? Is the Committee going to review the hall culture?
- What is the difference of hall education between undergraduates and postgraduates? Are the programmes targeting to undergraduates only?
- Who will be organizing the activities, students or HEDO?
- There are already many activities in halls. How will HEDO attract students to participate in the HED Project?
- What is the difference of activities between those held by HEDO and those organized by non-hall parties?
- Is it unfair to non-hall students if the Project is only for hall students?

- An environmental protection group in Lee Shau Kee Hall decides to visit China. They want to know which Sub-committee under the Committee the proposal should be submitted to.
- Is the amount spending on hiring an EO too high?

b. On Student Projects:

- Why is the mentorship programme organized for different halls?
- The events organized by postgraduates may only be beneficial to them but not to undergraduates. Will these kinds of projects be funded?
- Some postgraduates want to organize a symposium, publicizing their research projects. They think that, through this event, they may learn how to organize activities and undergraduates may know more about their future career in the research field. The postgraduates want to know whether this kind of project will be funded.
- The projects are expected to be in large scales and having good impacts on halls. Is a subsidy of HK\$10,000-HK\$15,000 enough for such projects?
- There will be approximately 8 projects funded under HEDO. Will the Committee ensure that there is a large diversity between the funded projects?
- How will the Committee assess the progress of the student projects?
- Is the funding granted in different phases?
- How will the diversity in the student projects be judged?
- Will HEDO support projects that are already funded by other sources?

c. On Intellectual Development in Halls:

- Will the hall education courses be eventually integrated into common core courses?
- Is it necessary to organize large-scale social services? Too many participants may be a hindrance to the activities.
- The budget on the overseas study tour was questioned.
- Will the hall education courses eventually bear credits?
- Will the courses be organized by faculties jointly?

## 2. Suggestions from students

- a. The Committee needs to know more about the actual situation in different halls. Before organizing any events, the Committee needs to know what kinds of activities have already been running in halls. Students may want to participate in activities that are not provided by hall students' associations, and the activities should be in large scales.
- b. The idea of hall culture reform is appreciated. However, there are quite a lot of fundamental problems to be solved in order to ensure a smooth progress of the HED Project. One of the important problems is the communication between halls and faculties in which there are too many parties to be involved.
- c. The inter-hall culture may hinder the HED Project because students like to spend time on preparing inter-hall functions and competitions instead of joining the HED programmes. Another barrier to the HED Project is the I-T-O activities during summer which occupies a lot of the students' time for the preparation work.
- d. A student who joined an NGO wants to share his experience in halls by organizing some events. However, not many people were interested in his sharing. He pointed out that HEDO might face the similar situation in the future.
- e. It seems that many programmes organized by HEDO may not be able to cater the postgraduates because they do not have semester break. They, for example, do not have time to join any study tour. HEDO is suggested to provide some programmes that target to postgraduates.
- f. The idea of the HED Project sounds good. However, HEDO needs to have a good strategy to attract students to join the activities when they have already got so many responsibilities in halls and academic aspects.
- g. Hall education courses are not suggested to be organized during summer because many students will stay at home or are busy with internships.
- h. It is beneficial to the students in halls if the hall education courses are credit-bearing.
- i. Courses organized jointly by faculties will benefit students in different curriculums.

**THE UNIVERSITY OF HONG KONG**  
**HALL EDUCATION DEVELOPMENT PROJECT**

MINUTES of 4<sup>TH</sup> OPEN FORUM

Date: 15 April 2011 (Friday)  
Time: 5:15 p.m. – 7:00 p.m.  
Venue: K. K. Leung Concourse

Present: Dr. Robert Chung (Chairman of the Committee and  
Budget Holder of the HED Project)  
Dr. K. C. Cheung  
Mr. Theo Chan  
Miss Mimi Lee  
Mr. Samuel Shek  
Mr. Andy Yip

Moderator: Miss Mimi Lee

Secretary: Mr. Anders Wong (The HEDO Manager)

No. of participants: Around 15

1. Questions raised

- a. On the HED Project:
  - Why does the HED Project target mainly on hall students?
- b. On Intellectual Development in Halls:
  - What will be the content of the hall education courses?
  - How large is the scale of the hall education courses?

2. Suggestions from students

- Since the first day students stepped into the University, they had already been given lots of responsibilities. They were expected to participate in many activities that had been the same for many years. Fewer and fewer students think about the meanings of the activities. They even never think about the reasons of joining. No one is going to review the functions and activities in halls. The idea of the HED Project is a very good start to

initiate the reform of hall culture. However, it is still “spoon-feeding” instead of driven by student autonomy.

- The schedule of HKU students nowadays is packed. Students do not have much time on reviewing the activities in halls. Without understanding the meanings, the activities were regarded as non-educational. Time was spent while nothing was gained by the students. That accounts for the bad image of HKU halls. The HED Project is expected to help students think about the value of different activities rather than merely organize events.
- Regarding the unwillingness to be executive committee members, it was said to be related to the atmosphere of criticism among hall students. Executive committee members were questioned more than appreciated.
- Some students participating in hall activities are trying to fulfill their responsibilities instead of enjoying. They finally learnt nothing because they did not work according to their true wishes.
- Publicity on the HED Project is not enough.
- One of the benefits a hall has given students is their relationships. Students in different curriculums may share their knowledge in halls.
- Students like to choose internships instead of hall activities because they are somehow short-sighted. They focus on instant rewards rather than life-long education. The events held by HEDO are expected to be recognized by the University and many other parties so that students can put these experiences in their resumes.
- Hall education courses are expected to be more experiential rather than lecture-based.
- An overseas study tour is more attractive to students.

**THE UNIVERSITY OF HONG KONG**  
**HALL EDUCATION DEVELOPMENT OFFICE**  
**MANAGEMENT COMMITTEE**  
**(“THE COMMITTEE”)**

Hall Retreat 2012

Date: 4 February 2012  
Time: 2:30 p.m.  
Venue: Assembly Hall, Sassoon Road  
Number of attendees: 85

Run-down:

- 2:30 p.m. Registration
- 3:00 p.m. Opening speech (by Dr. Samuel Chu)
- Report on the HED Project (by Mr. Anders Wong)
- Introduction of Residence-based Academic Advising (RAA) System (by Dr. Robert Chung)
- Notice of the new terms of service of wardens and senior tutors (by Prof. Frederick Leung)
- Report on the incentives and background of hall culture reform (by Mr. Anders Wong)
- 3:45 p.m. Group discussion on the following topics:
- Evaluation of the HED Project
  - Residence-based Academic Advising System
  - Impact on halls with the new terms of service of wardens and senior tutors
  - Review on the number of inter-hall sports competitions
  - Problems on the reputation of HKU halls
  - Development of non-residential halls
- 4:45 p.m. Tea break
- 5:15 p.m. Presentation by each group
- 6:15 p.m. Open discussion and sharing
- 6:45 p.m. The end



Conclusions made in group discussions:

1. Evaluation of the HED Project

- a. Hall education courses were expected to be more diverse.
- b. It was advised that HEDO should organize open sharing sessions for hall education course participants so as to promote the intellectual events held within the hall community.
- c. Concerning the Student Project Fund, the following comments were received:
  - Joint-hall projects should be in higher priority to be funded.
  - Currently, the Student Project Sub-committee will review applications for this fund every month. A suggestion was made that the Sub-committee can review the applications once every two to three months so that the funding can be better allocated.
- d. It was suggested that the hall admission committees may consider students' participation in hall education courses during readmissions.
- e. HEDO was suggested to take notes and keep records for all joint-hall forums, meetings and activities. The record library should be accessible to everyone.
- f. Progress reports from HEDO were suggested to be done in a half-yearly basis.

2. Residence-based Academic Advising (RAA) System

- a. Site-based RAA System may not be feasible for halls that are far away from other halls.
- b. It should be ensured that those halls with a smaller number of residents will also receive adequate assistance from student advisers.
- c. The reward system should be reviewed as this may not be fair to students having contribution in other aspects but not in the RAA System. This system was also commented as unnecessary as hallmates do not need any incentives to make contributions.
- d. Students were advised to think whether the work in RAA should be considered as hall participation and whether it is an opportunity for inactive hallmates to contribute to the hall community.

3. Impact on halls with the new terms of service of wardens and senior tutors

- a. The change was thought to have large impact on the hall community.
- b. It was agreed that the development of hall education in halls is a long-term and continuous process.
- c. Six-year-of-service of wardens was deemed to be too short and it will slow down the hall education development.
- d. Wardens may have a wide vision on the development of halls and may pay effort on the reform on hall culture. Once the new scheme commences and their terms of service normally end very shortly, they may have fewer incentives working on the reform.
- e. The current recruitment practice is good enough to remove any warden who is deemed to be unsuitable.
- f. The term of service of the executive committee is on a yearly basis and resident tutors often rotate. In view of this, a stable warden can help pass experiences and wisdom from generation to generation.
- g. It was queried of whether this change rooted in the bad reputation of halls. However, it was agreed that this change does not help improve such reputation at all.
- h. Students' Union representatives claimed that no student representative was consulted on this matter. If the proposal is ready to be put on the Council, the University may be perceived to be autocratic. It would be inappropriate if the University does not listen to students' voices and hall students' associations and joint hall committees were suggested to discuss about this matter and voice out their opinions.

4. Review on the number of inter-hall sports competitions

- a. It was agreed that the benefits gained from sports activities are undeniable and inter-hall sports competitions help build up bonding in the hall. For example, the relationship of hallmates in Morrison Hall has improved after joining inter-hall sports competitions.
- b. However, it is not good to the development of halls if sports activities are over-weighted. Moreover, if the achievement on sports competitions is over-emphasized, the educational values of sports activities will be lost. For example, University team members were normally recruited to play in the competitions while other hallmates would have fewer chances to participate.

- c. The obstacles in the reform of inter-hall sports culture are as follows:
  - Hall representatives have no voting right in the Sports Council;
  - No consensus was reached among the halls regarding the reform;
  - If the inter-hall competitions are cancelled, the sports team will lose their goals, and will be dismissed consequently;
  - If there are only competitions for selected sports, intra-team conflicts may happen.
- d. It was queried about the possibility of organizing new competitions other than sports competitions, in order to distract students from the latter. It was commented, however, that this may not achieve the aim, but will only add more burdens on the students.
- e. Joint Hall Development Committee was advised to meet with Sports Association to figure out a review on the membership of hall representatives in the Sports Council.

#### 5. Problems on the reputation of HKU halls

- a. Although hall experience in HKU is deemed happy and memorable, it is undeniable that the reputation of HKU halls is bad to the public.
- b. Students in HKU halls are thought to be poor in academic aspects and time management, and inconsiderate to neighbors.
- c. The reasons of this problem are as follows:
  - The quality of the current students is not as good as students in the past as the quota for the University admission has increased;
  - Hall community is not transparent to the public and there is little communication between halls and the society, but hallmates don't seem to concern about it;
  - HKU students in general have a wrong concept in hall education;
  - Hall students seem to have a weak understanding of what qualities a university student should possess.
- d. It was suggested that social responsibility should be included in the review process during hall admissions.

#### 6. Development of non-residential halls

- a. The resources in non-residential halls were not enough, so that not many activities could be organized. It was suggested that HEDO can provide them with more resources.

- b. There are only few members in non-residential halls. Therefore, the amount of subscription fee paid to the students' association is not enough activities with good qualities to be organized. This created a vicious cycle which worsens the situation.
- c. The role of non-residential halls should be reviewed. Hornell Hall focuses on the relationship with other Universities and organization of joint-university activities.

7. Other points made in open discussion and sharing

- a. Dr. Albert Chau made the following comments:
  - He welcomed ideas from students concerning the new terms of service for wardens and senior tutors;
  - He reminded the audience that the RAA System does not focus on academic tutorials, but instead, it stresses on consultation in course selection and time management in halls;
  - He agreed that there is room of improvement in relation to the communication between students and the University, and CEDARS will work on this issue.
- b. Dr. Robert Chung made the following comments:
  - He suggested organizing hall forums frequently, like once every two to three months instead of only holding one annual hall retreat;
  - He reminded the audience to put their words into action, and he hoped that an action plan can be created after the forum.
- c. Dr. Eric Chong reminded the audience that students' associations in halls are very powerful. With this power, much more can be done instead of only inter-hall activities.
- d. Abel, a tutor from University Hall, suggested HEDO to focus on long-lasting work instead of ad hoc functions.