Project SEE (Students for Equality and Equity)
An International Service Learning Project at the University of Hong Kong

EXPENSES AND CHARGES
The General Education Unit will pay for participants' air tickets, accommodation, meals, and other expenses directly incurred by the Project. Participants will be responsible for local transportation and other minor local expenses. Each successful applicant will be asked to pay a deposit of $2,000, which will be refunded upon successful completion of the Project. All participants are required to take part in all the programmes of Project SEE. Absence or withdrawal without proper reason may result in forfeiture of part or the whole deposit.

APPLICATION
All full-time undergraduate and postgraduate students are welcome to join Project SEE. Selection will be mainly based on the applicants previous experiences in extra-curricular activities and voluntary services, and goals of joining the project.

BRIEFING SESSION
1 p.m. to 3 p.m. January 24, 2006 (Thursday)
DEADLINE
Submit February 3, 2006 (Monday)
INTERVIEW
February 9 (Tuesday) or February 10 (Friday), 2006
NOTIFICATION OF RESULTS
February 13, 2006 (Monday)

APPLICATION FORMS
Obtainable at the General Education Unit
G21 G/F May Hall. Also downloadable from the website of General Education Unit www.hku.hk/gened/

ENQUIRIES
General Education Unit, G21 G/F May Hall, The University of Hong Kong,
Tel: 2241 9044 Fax: 2247 0992
Website: http://www.hku.hk/gened Email: gened@hku.hk

Albert W.L. Chau
Dean of Student Affairs
Director of General Education
The University of Hong Kong
At a Glance

• an international service-based learning project
• 40 participants and 8 student partners designed and implemented service and advocacy projects in developing countries
• 6 to 8 weeks in the summer of 2006 in collaboration of local NGOs
• a series of pre-project training programmes
• post-project exhibition and presentations
Principles

• Service then Learning
  – Students help NGOs to achieve their goals
  – NGOs provide a setting for students to learn and put knowledge in practice

• Not an internship in the work sense
  – Linked to what they learned in the course

• Not volunteering
  – Students gain
  – Advocacy and formulation of a view/policy
  – Students as agent of change

• Student-owned
Principles

• Gear to HKU’s mission of nurturing global leaders
  – Name of the Project (Students for Equality and Equity)
    • Equality
      – the fact of being equal
      – the equal treatment of people irrespective of social or cultural differences
    • Equity
      – the name given to the portion of the legal system, in countries following the English common law tradition, that resolves disputes between persons by resorting to principles of conscience, fairness and justness.
  – Emphasis on UN Millennium Development Goals as a means to develop global citizenship
Millennium Development Goals

In 2000, 189 heads of states and governments from around the world signed the Millennium Declaration at the UN Millennium Summit.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development
The Project wants to...

• promote local and international students’ **understanding of issues** related to equality and justice and facilitate them **to form a view** of these issues;

• promote **exchange of experience** between Hong Kong and developing countries in SE Asia in tackling issues related to equality and justice;

• provide **direct services** to people in need;

• promote **cultural exchange and co-operation** between local and international students
The participants…

• 31 local students
• 9 international students
The partners…

• 7 postgraduates and 1 undergraduate (6 international and 2 local students)
• Experienced in service
Four stages
Stage 1 (February to April, 2006)

General Education Course

- Five seminars
  - Social Justice in Media
  - Relationship between Economics and Equity
  - Moral & Social Philosophy of International Aid
  - Human Rights: A Cultural Perspective
  - International Intervention as a Tool for Social Justice

- Summit
  - Global Equality: What We Can and Ought to Do?
Stage 1 (February to April, 2006)

Planning

• Students formed groups and designed a service/advocacy project
Stage 2 (May, 2006)

• Camp at the base of an international NGO
• Workshops on cultural adjustment, survival tips, and basic skills in community work
Experiential Camp
Experiential Camp
Stage 3 (June to August, 2006)

Projects

• Village Development in Cambodia
• Gender Equality in Cambodia
• HIV/AIDS in the Philippines
• Relief in Sri Lanka
• Children’s rights in India
• Labor Rights in Thailand
Village community work in Cambodia: Teaching in class
Village community work in Cambodia
Village community work in Cambodia
Gender Issues in Cambodia
Child rights in India: Play group
Child rights in India: A Family
Child rights in India: Co-workers
Child rights in India: Play group
AIDS in the Philippines: Education for Children
AIDS in the Philippines: Education for Youth
Relief in Sri Lanka
Relief in Sri Lanka: Play group
Relief in Sri Lanka: Teaching
Labour Rights in Thailand
Stage 4 (September, 2006)

- Sharing of results with other university members in HKU
- Exhibition and Presentations
Student Feedback

• “This is not JUST a project for us to see the world, but more like a self-discovery process which I have never thought of.”

• “It enables me to reach the group of people who are deprived of wealth, health and opportunities, yet at the same time, are the ones who enjoy life and treasure family relationship the most.”
Student Feedback

• “I know now more then ever that I do have the power to change the lives of people and I will dedicate my existence to that.”
• “I have learnt how trivial efforts make a big difference ”
Impact

• NGO formed by students
Benefits

Understanding

• A better understanding of global problems
• Helps to relate oneself to the world

Development of Personal and Social Resources

• Develop a network of contacts and gain support from people across diverse communities
• Sharpen core competencies such as creative problem-solving and collaboration
• Understand untapped skills and develop a new latitude of acceptance
Benefits

Self-Reflection and Life Changes

• Eye-opening or even life-changing experience
• Integration of personal and professional goals
• Change of life aspirations and plans
• Self-discovery, reflections on values, attitudes, and beliefs about the world

Empowerment

• ACTION
港大54生揮金當義工

【記者黃麗珊攝】本港
年輕人一向處處為人，但48
名大學生卻甘願在非洲受難
人民為期一個月的訓練，準
備於暑假期間到非洲塞內加
爾等，參與真實人生到當義工，
幫助當地有需要的人。

只能以賣菜換取生活費，
[港大學生於義工期間，將於6月
8日分批到盧旺達、布隆迪、塞內加
爾及南蘇丹等非洲國家，為當地贫困
人民提供協助。]

他們表示，這次義工旅行
將是一次難忘的體驗，有助於
他們更好地理解和接受多元
文化的價值。
徐立之將港大生做義工

【明報專訊】前港大學生義務社會
徐立之鼓勵港大生做義工，現時

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義工

徐立之將港大生做義務外，亦有在發展中國家做義務的經驗。
徐立之莊陳友 鼓勵港大生當義工

香港大學今年將派出四十名學生於暑假到菲律賓、柬埔寨、斯里蘭卡等地當義工，宣揚平等共處的信息。港大校長徐立之及樂施會總監莊陳友講述過去當義工的經歷，勉勵學生繼續幫助有需要的人士。

憶當年走堂修橋補路

港大校長徐立之憶述，當年雖忙於補習賺取生活費，但亦不忘與恒生銀行副董事長兼行政總裁鄭海泉到鄰近一所義學教導學生，暑期亦會到新界區「修橋補路」，更曾因此「走堂」。他坦言，以為現在的學生已不願意做義工，他鼓勵港大生要以行動證明他的想法是錯誤的。

40學生外地參與保育

港大經濟及金融一年級生黃元霖生於馬來西亞，是第四代華裔，由於父母工作繁忙，一直由菲律賓傭人照顧，對當地建立了一份感情。近年菲律賓的愛滋病有蔓延跡象，部分更是由海外僑工回國後散播。他想為當地作點貢獻，故參加了港大義工計畫。
港生當義工
赴菲倡用安全套

從70年代的宣傳補射到今天的義務教學，香港大學學生的義工服務已發展多元化。該校通識教育部今年更推出SEED計劃，招募了40名本地及國際學生一同前往發展中國家倡導兌公平、推動當地的學生合作交流之餘，不忘關懷他人的精神。

參加SEED計劃的40名本地及國際學生將分為10組，其中修讀經濟與金融的馬來西亞第5代華裔黃元輝，將會在菲律賓的Cebu宣揚愛滋病的資訊。

他笑說，自小由菲律賓女傭拉扯長大，一直希望了解更多關於「阿咁」的事情，正好藉著SEED計劃到當地深入地考察，據他了解，當地人受風俗影響，甚為抗拒使用安全套，他希望可以透過SEED計劃向當地人民傳遞正確的性知識。

師兄顛飛際機會開眼界

香港大學工程系博士生高永賢是香港首位參與無國界醫生救援行動的工程師。他說，他曾到過泰國、馬來西亞、蘇丹及約旦等地，他發現無國界醫生的工作十分艱辛，當地的環境十分艱苦，需在視野不夠的環境中工作，他希望自己能夠有一日能夠到這些國家工作，為當地的人民作出貢獻。
Practical Experiences

- Safety, insurance and backup
  - Preparation
  - Parents
  - Support by staff and student partners
- Identification of partners
- Division of labour
Division of Labour

• General Education Unit, HKU
  – Designs the framework of the projects
  – Covers all the expenses directly incurred in the programme (air tickets, accommodation, meals)
  – Pre-training and staff support

• Local NGOs
  – Assist and advise on the implementation of the projects
  – Supervise the projects
  – Provide all the necessary support to students
  – Local accommodation and transportation
  – Safety and security
Thank you very much!
UN Millennium Development Goals

1. Eradicate extreme poverty and hunger
   – Reduce by half the proportion of people living on less than a dollar a day
   – Reduce by half the proportion of people who suffer from hunger

2. Achieve universal primary education
   – Ensure that all boys and girls complete a full course of primary schooling
UN Millennium Development Goals

3. Promote gender equality and empower women
   – Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

4. Reduce child mortality
   – Reduce by two thirds the mortality rate among children under five
UN Millennium Development Goals

5. Improve maternal health
   – Reduce by three quarters the maternal mortality ratio

6. Combat HIV/AIDS, malaria and other diseases
   – Halt and begin to reverse the spread of HIV/AIDS
   – Halt and begin to reverse the incidence of malaria and other major diseases
UN Millennium Development Goals

7. Ensure environmental sustainability
   – Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
   – Reduce by half the proportion of people without sustainable access to safe drinking water
   – Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

8. Develop a global partner for development