



## TWGHs Kap Yan Directors' College 東華三院甲寅年總理中學

Equipping Students for the Future through Continuous Review and  
Enhancement of the Curriculum

持續檢視及優化課程.裝備學生迎向未來

**F.4 - 5 Social Entrepreneurship Program (Since 2022 - 2023)**

Principal Yau Chun Yin Ranny 邱春燕校長

Vice Principal Hung Lai Fan 孔麗芬副校長

Ms. Lam Yan Yan 林欣欣老師

Mr. Chan Chung Ming 陳頌銘老師

Mr. Yeung Wai Leung 楊偉樑老師

# School Background

## School Context

- TWGHs Kap Yan Directors' College is a **subsidized, co-educational** secondary school located in **Sheung Shui**, New Territories.
- The school was established in **1982** and is operated by the **Tung Wah Group of Hospitals**
- The school emphasizes **whole-person development**, focusing on **academic excellence** as well as the development of **students' moral, intellectual, physical, social, and aesthetic abilities**.

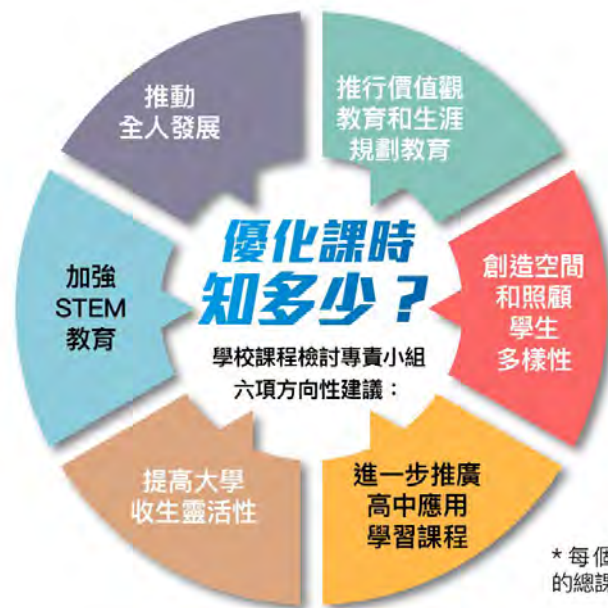
## Students' characteristics

- Many students come from **families with limited financial resources**
- Students are **hardworking** and **dedicated to their studies**, but the school also encourages students to participate in **extracurricular activities** and **community service**.



# Program Background

- Optimizing the Four Senior Secondary Core Subjects
- Before ENT- Provide Common Lessons for Core Subjects
- After ENT- Provide ENT Lessons for S4 & S5 students
- Pandemic - Life wide Learning Grant
- Experiences of School Management Team
- With support from SEnSE 社創校園Program and FSES



# Build an Effective and supportive Team.....



Prior experience in r  
elated areas



Subject knowledge  
and teaching  
abilities related to  
the program  
content



Good at  
collaborating with  
colleagues



Willing to try new  
things and accept  
challenges



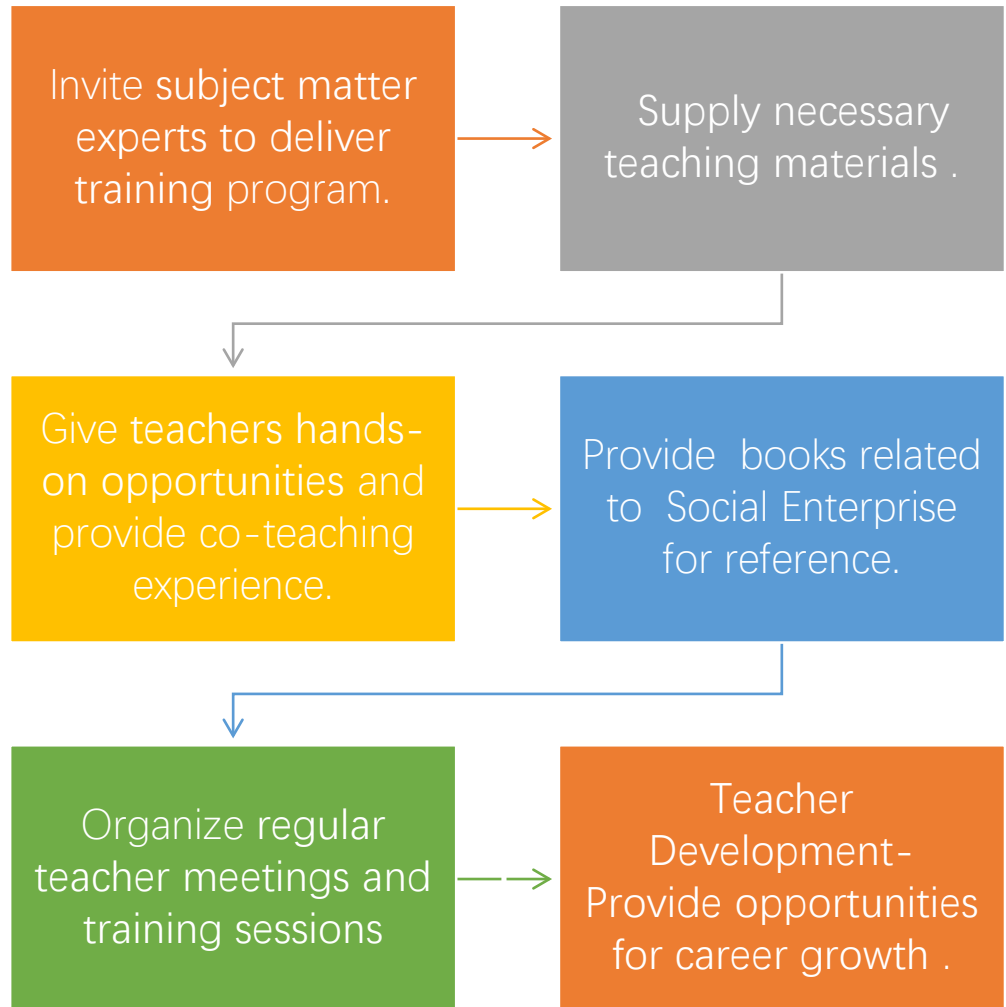
Willingness to take  
on more  
responsibilities and  
challenges



Motivation for  
continuous learning  
and growth

# Teacher Training

---



## ENT Program Features

Features:

Cross-Subjects

Joint School

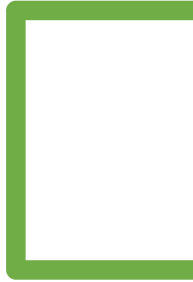
Integrated into  
the formal  
curriculum

Experiential  
Learning

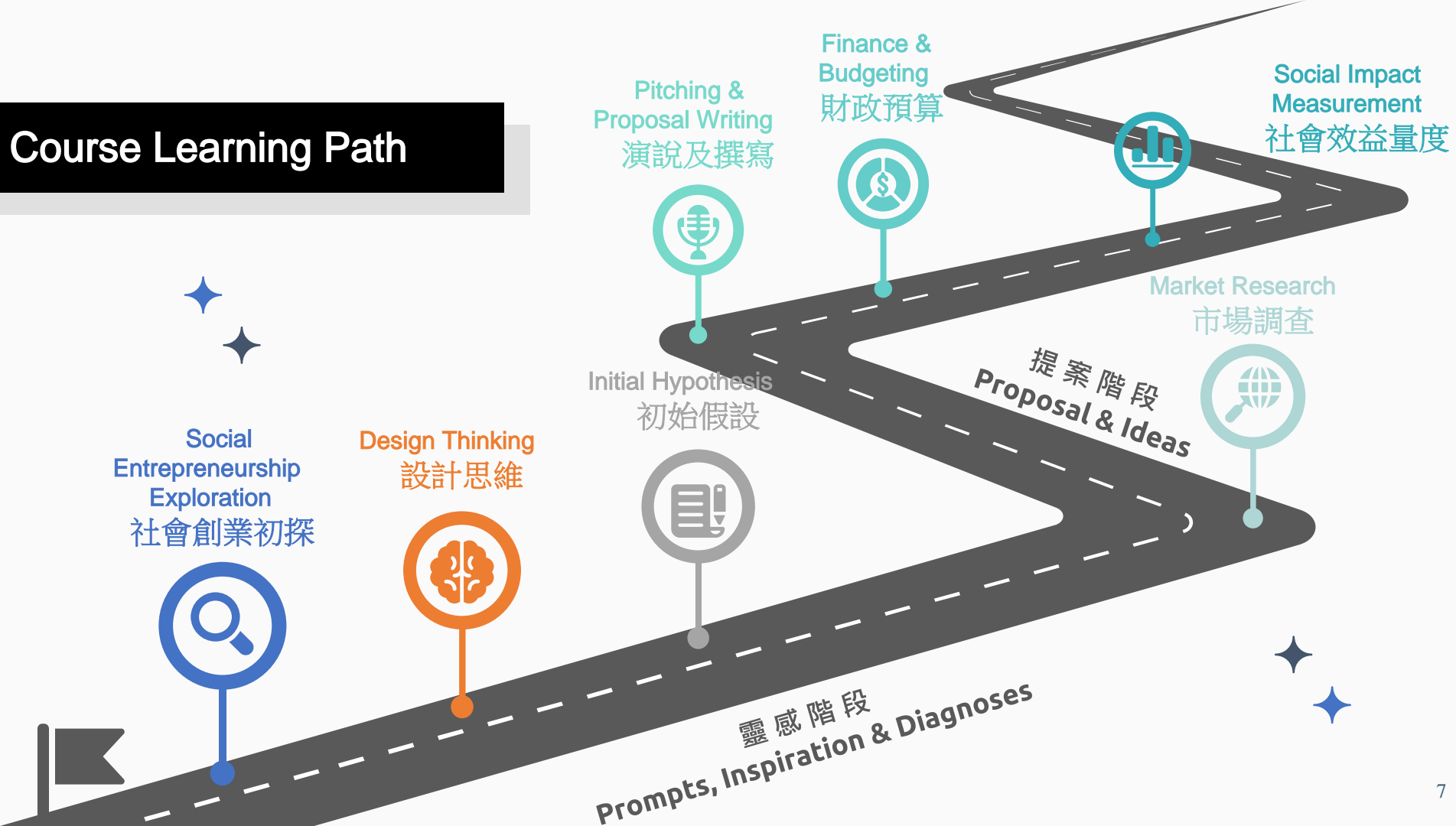
Leadership  
Training

Hands-on ENT  
practice

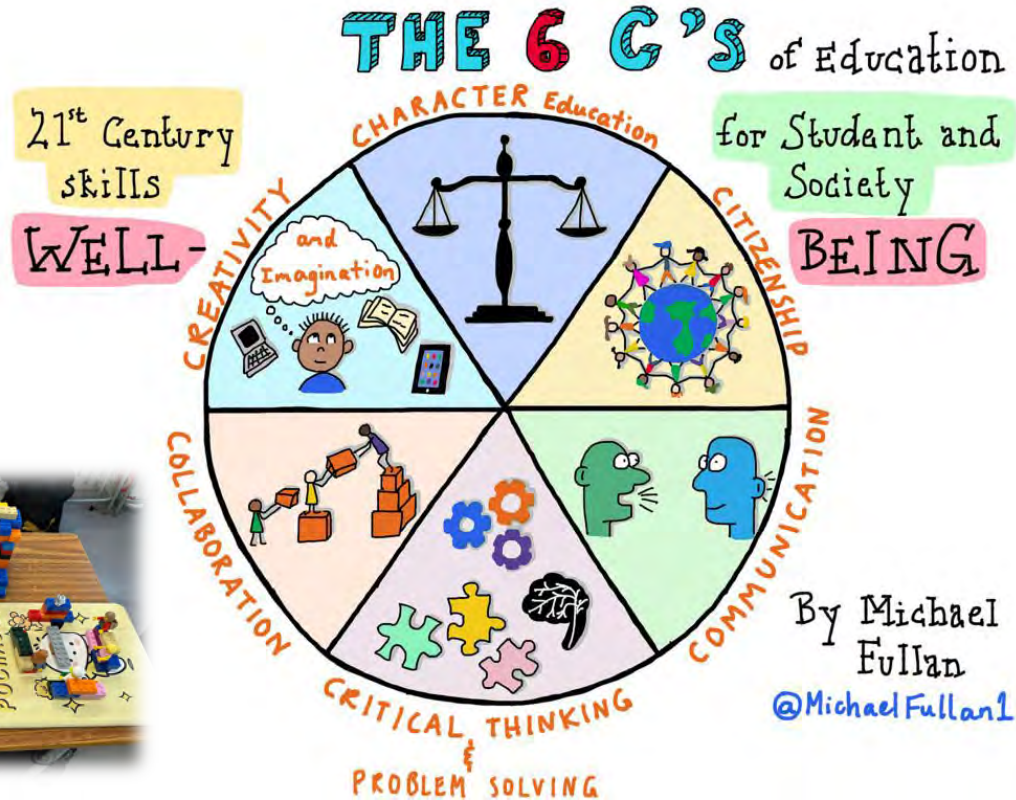
School-Community-  
Social Enterprise  
Partnerships



# Course Learning Path



# Learning Objective - Empower Students for the Future 21st Century Skills





# Learning Objective – V.A.S.K

## Secondary 4-Community Focus

### Value

- Resource conservation and waste reduction
- Community cohesion and inclusion
- Caring for the underprivileged

### Attitude

- Proactive community engagement
- Empathy towards residents' needs

### Skill

- Community needs assessment
- Creative problem-solving

### Knowledge

- Understanding community characteristics and challenges
- Mastering community collaboration

## Secondary 5- Social Entrepreneurship Focus

### Value

- Sustainable development
- Positive social impact

### Attitude

- Innovative and adventurous mindset
- Enhancing social impact and sustainability

### Skill

- Assessing social impact
- Designing business models and financial planning

### Knowledge

- Understanding social enterprises
- Mastering social innovation

School

Community

Society

# Curriculum for F.4 Students

《我想和\_\_在北區好好的\_\_》

(Community Focus)

Market Research I

Innovation & Community Inclusion

Social Impact Measurement

Introducing North District

Participatory budgeting

North District Exploration

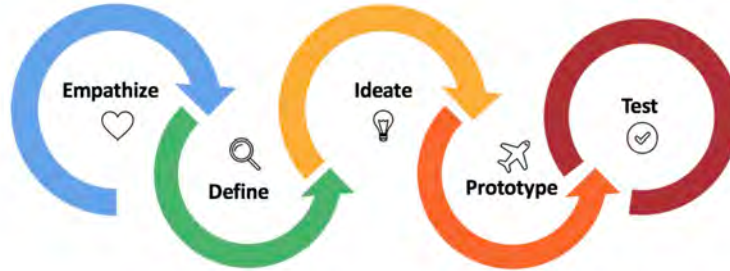
Outing

SE Workshop

Showcase Preparation

# Curriculum for F.5 Students

## (Social Entrepreneurship Focus)



Budgeting

Data Analysis

Social Impact Measurement

Market Research

WHO? WHY? Brainstorm Ideas

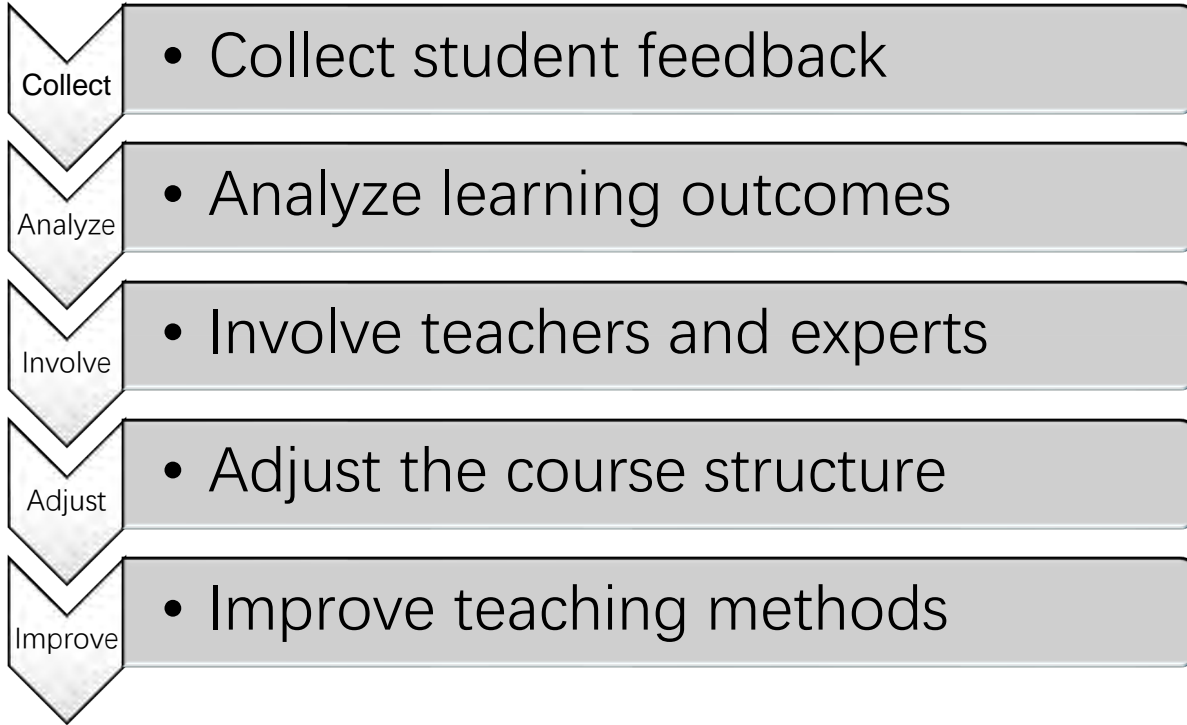
Social Entrepreneurship Exploration

Social Entrepreneurship Workshop

Storytelling

Human Library

## How to optimize the curriculum content for the next stage



# Modification of the Program

- Provide Certificates for the students
- Refine the Assessment Mode

Report Card

Grade A
Grade B
Grade C
Grade D
Grade E



Attitude,  
Collaboration,  
Q&A,  
Discussion etc.



# Modification of the Program

- Timetable Arrangement
- Add Collaborative Lessons
- Restructure the Form 4 curriculum
- Provide Elective Subjects for Form 5 students

ENT 1	ENT 2	ENT 3	ENT 4
Multi Culture	Entrepreneurship	Heritage conservation	STEM

# Multi Culture Program-Learning Objective

Ms. Hung Lai Fan

---



Promoting understanding of diverse cultures and religions of minority races and Chinese culture



Integrating knowledge of Islamic civilization from textbooks with real-life situations



Facilitating cultural exchange and equip cultural knowledge

## Cultural Mosaic Leadership Training and Multicultural Experience

Date: 5th December  
2023

- Visit to the Wanchai Mosque
- Visit to the Wanchai Sikh Temple
- Visit to historical sites and facilities related to Tung Wah Group (Chinese Culture) guiding by students



Program Reflection:

Cross-Disciplinary

Cross-Form

Cross-School

Collaboration

Arabic calligraphy  
workshop + Cultural  
sharing





# Elective subject : Heritage conservation

- Learning objective
  - Understanding the difficulty of heritage conservation in Hong Kong
  - Understanding the Objectives and Significance of Revitalizing Historical Buildings
  - Introducing a conservation proposal by using the concept of social entrepreneurship



# Experience Activities

Mr Chan Chung Ming



# Design thinking

68 (1), (2), (17), (13), (14), (15)

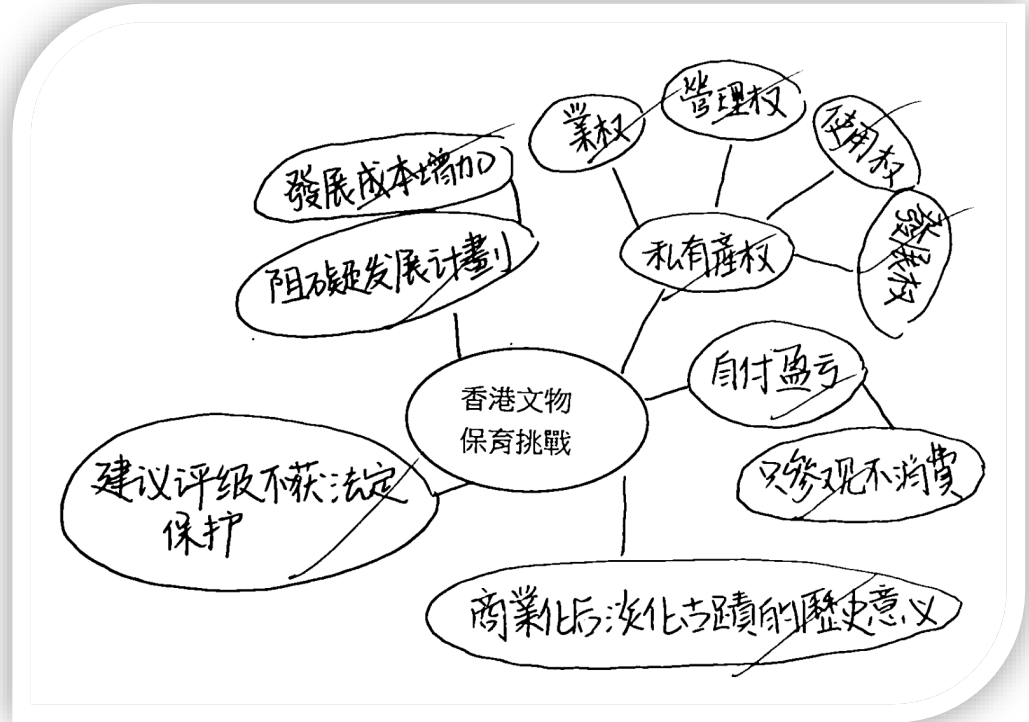
## 五問法工作紙

根據所選的問題或痛點，查閱原因，嘗試解答並反覆追問，從中找出問題的根本原因。

**發掘到的問題/痛點：**  
- 非遺傳承困難

1. 為什麼非遺傳承如此困難？  
答：因為無人傳承。
2. 為什麼無人傳承？  
答：因為沒人願意去學習某項技術。
3. 為什麼沒人願意學習？  
答：因為大部份人對非遺技術不感興趣。
4. 為什麼大部份人不感興趣？  
答：因為大部份人都會離開鄉土到城市工作，對自己的鄉土歸屬感不強。
5. 為什麼非遺能轉入學校課程？  
答：因為非遺來源於一個地方的历史文化，能代表一個地方。

**我發現上述問題/痛點的根本成因是：**  
- 社會風氣，使大部份人重視生活質素。



# Idea from students



項目名稱:  
南風知我意

組員: 5B01.08.17, 18  
28, 29

用一句介紹項目:

針對群體/議題 WHO	失明人士	
選擇的原因 WHY	幫助失明人士, 歌詞反映社會現!	
針對的地區/時間 WHERE/WHEN	香港 2023年	
項目目標 WHAT	提供的服務 WHAT	如何幫助針對群體/議題 HOW
<ul style="list-style-type: none"> <li>- 幫助失明人士維持生計</li> <li>- 讓市民了解社會現象</li> <li>- 宣傳南音說唱</li> </ul>		
期望結果/效益 RESULTS	提升文化認同感	



項目名稱: 深水埗環境保育

組員: Cheung Pui Him,  
Lau Ho Wang,  
Green Laita,  
Liu Chin Cho

用一句介紹項目:

針對群體/議題 WHO	旅客, 本地客	
選擇的原因 WHY	星島風格的餐廳和市集比較少見, 能吸引客人	
針對的地區/時間 WHERE/WHEN	深水埗, 在日(夜晚)	
項目目標 WHAT	提供的服務 WHAT	如何幫助針對群體/議題 HOW
<ul style="list-style-type: none"> <li>- 振興經濟</li> <li>- 讓客人新朋舊友</li> </ul>	<ul style="list-style-type: none"> <li>- 旅遊, 餐飲</li> </ul>	<ul style="list-style-type: none"> <li>- 令食物得以被保留</li> <li>- 令做古法外賣</li> </ul>
期望結果/效益 RESULTS	能令GDP上升, 另外認識這個文化	

# Proposal Writing

## 一、項目介紹

項目名稱 (中 / 英):

南風知我意

實施地點:

北区

主要受惠群體:

視障人士

次要受惠群體 (如有):

失业人士

項目簡介 (150 字內):

为了解决视障人士就业困难的问题,我们决定将非物质文化遗产一南音,提供给视障人士学习,建立乐团,作品以边说、边唱、边演方式进行,其中包括弹奏、弹唱、三弦或秦胡等演奏唱段,让视障人士外出演奏,提升文化认同感及社会归属感。项目初步计划将视障人士按兴趣分为乐器制作、演奏乐器、歌品。

## 二、項目背景

項目目標:

(項目如何應對社會問題? 希望達到甚麼目的?)

- 提升文化认同感
- 提升社会归属感
- 減輕視障人士就业壓力
- 保留和推广南音文化

社會問題分析:

(接受惠群體 / 社會問題相關的分析, 如利用數據、報導、報告書, 解釋項目如何針對其需要; 可參考不同政府文件 / 報告)

根据香港政府统计处2021年12月份出版的第六十三号报告書「殘疾人士及長期病患者」, 本港共有199600位視障人士, 佔总人口2.7%。

面对社会上各种歧视, 視障人士經常在職場「碰釘」、即使有大专學歷, 就业仍困难重重。失明人协进会副会长何長樑表示, 根据协会2018年的調查, 視障人士失业率为18.9%, 比一般市民高出6倍。現實中不少僱主對他們的工作能力存有誤解, 甚至誤念失明人士不懂得使用智能电话。另一方面, 一般僱主都誤以為聘请失明人士, 工作環境就不可以有樓梯和电线, 需要特别改建公司設施配合。

# Program Reflection

Cross-Disciplinary

Learning outside the  
classroom

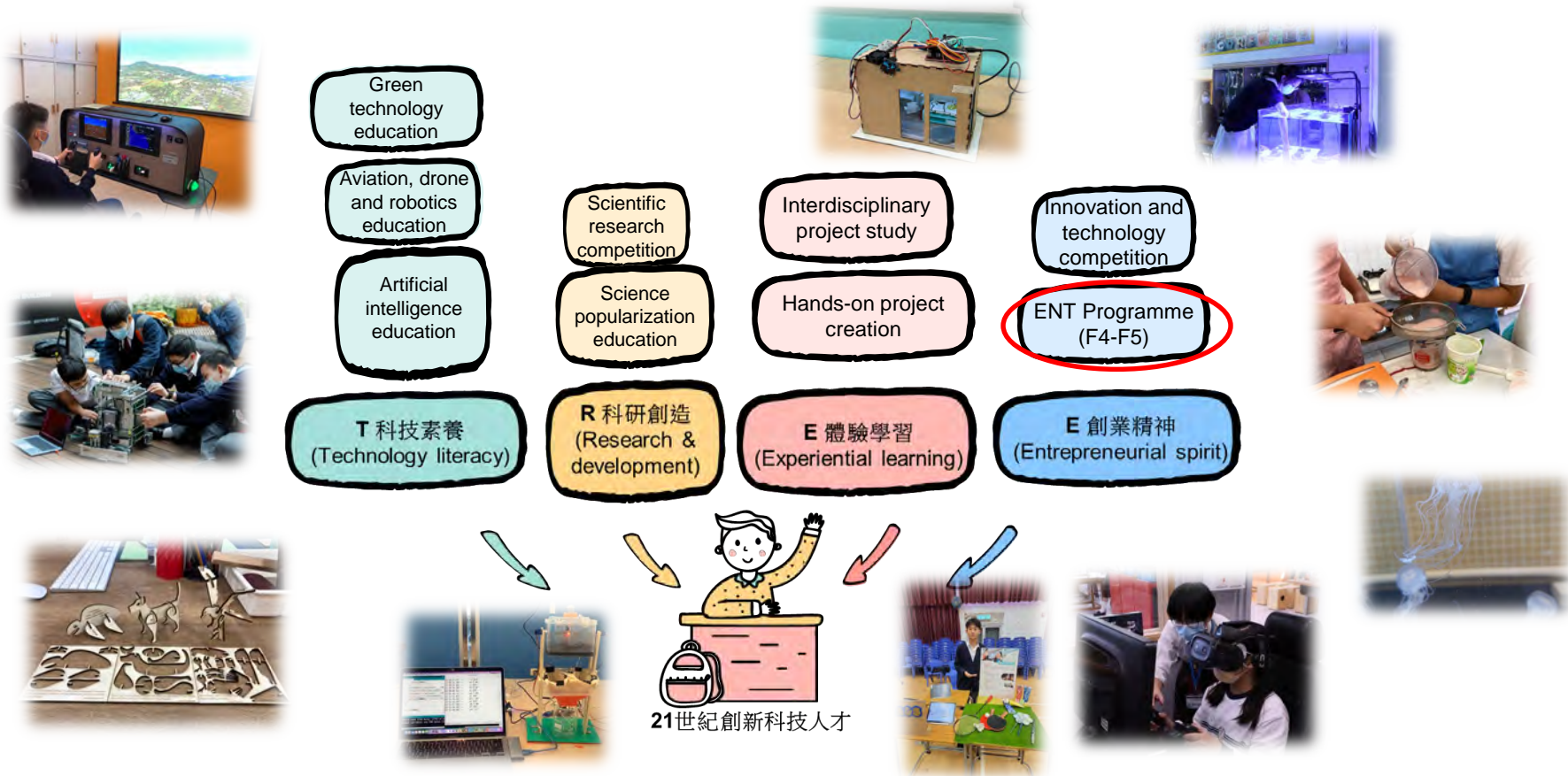
Technological  
element

# From STEM to Entrepreneurship

Mr Yeung Wai Leung  
(STEM Coordinator in TWGHs Kap Yan Directors' College)



# Development of STEM education through the TREE model



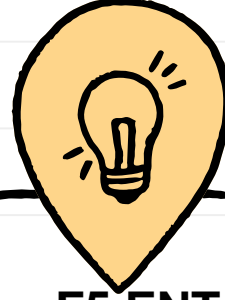


# ENT (STEM Focused)



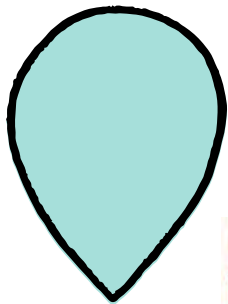
## F4 ENT curriculum

- Focused on using STEM skills to solve community issues (Small-scale local construction projects)
- One-page Poster
  - Construction Model
  - Presentation



## F5 ENT curriculum

- to establish 'Tech for Good' social enterprises in science and technology.
- One-page Poster
  - Pitching
  - Booth setting



## Small-scale local construction projects

### Learning journey (Wet market non-slippery flooring design)



(1) Setting the topic



(2) Site visiting



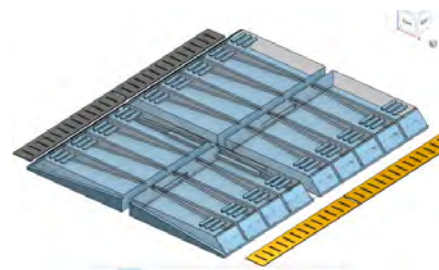
(3) Identifying pain points



(4) Experiential workshop



(5) Ideation



(6) Computer-aided design

## Small-scale local construction projects



7) 3d printing



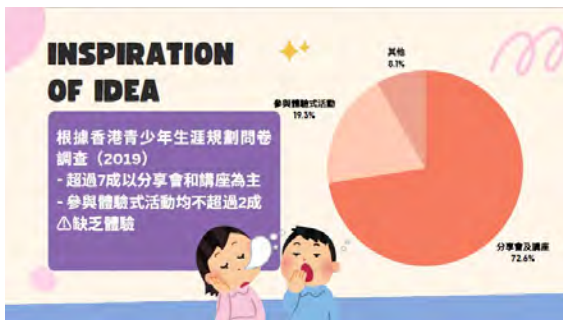
8) Presentation



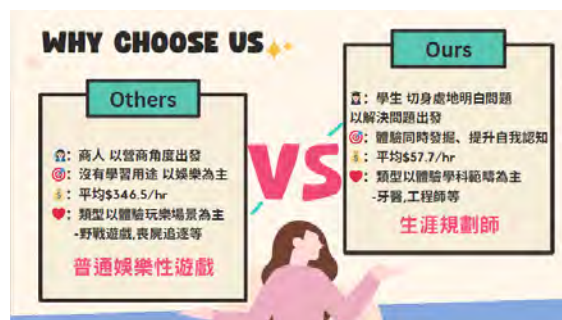
9) Construction model  
(To be completed)

# 'Tech for Good' social enterprises

## Student Project Example (VR Talent Explorer)



(1) Identifying pain points



(2) Market research



(3) Technology background



(4) Address pain points

## 'Tech for Good' social enterprises

### Student Project Example (VR Talent Explorer)



(5) Prototype showcase



(6) Potential Partnership

### Business

#### Why we choose B2B

合作夥伴：

- 學校
  - 全港約有400間中學
  - 一次收費\$15,000
  - 一年為學校提供兩次生涯規劃工作坊
  - 可同時為兩個級別的學生提供服務
- 社工
  - 全港約有2萬8千名社工
  - 可舉辦活動給予青少年參加
- NGO
 

e.g. 香港青年協會、香港青少年服務處

一合辦活動

#### Why X B2C

- 用家需要獨立購買
- 購買慾望↓↓↓

(7) Business Model

### RUNNING OUR BUSINESS

收入:  $400 \times y\% \times 15,000 \times 2$   
 $y\%$  = 目標中學%

預期：

- 第一年：5%
- 第二年：8%
- 第三年：10%
- 第四年：12%

根據預期：第四年有利潤  
 好於預期(+2%)：第三年有利潤  
 差於預期(-2%)：第五年有利潤

申請創科生活基金作為初始資金  
 不受金錢限制進行研究開發  
 避免虧損

\*預計第三年達到收支平衡

	1st year	2nd year	3rd year	4th year
總收入	\$600,000	\$960,000	\$1,200,000	\$1,440,000
固定開支 - 工資、保險、租金等	\$600,000	\$600,000	\$600,000	\$600,000
變動成本 - 研究開發、合作等	\$800,000	\$700,000	\$600,000	\$500,000
總成本	\$1,400,000	\$1,300,000	\$1,200,000	\$1,100,000
利潤	\$-(800,000)	\$-(340,000)	\$0	\$340,000

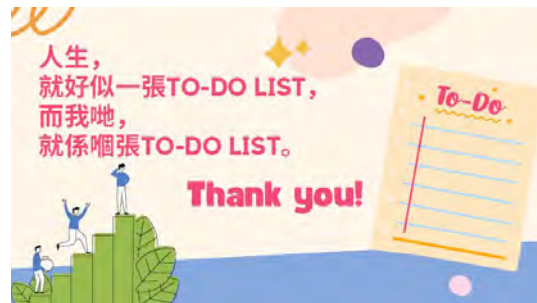
(8) Budgeting

## 'Tech for Good' social enterprises

### Student Project Example (VR Talent Explorer)



(9) Social impact measurement



(10) End with a sound-bite



# Elective Subject – Entrepreneurship

Ms. Lam Yan Yan

Design a social enterprise project with product sales as the core business and create a product business plan and product prototype.

- Company Vision and Mission
- Budgeting



# Social Enterprise Visit

- Exposure to Innovative Business Models
- Inspiration for Social Responsibility
- Networking Opportunities

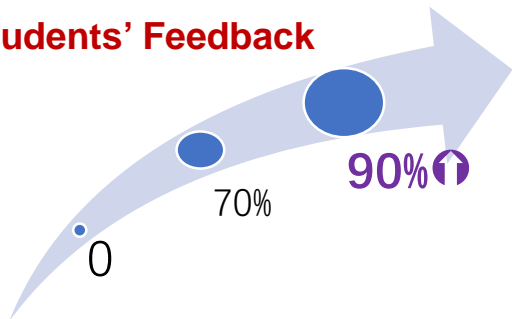


# Other Learning Perspectives

- Social Entrepreneur Workshops
- Human Library
- Service Learning
- Start-up Café
- Extended Activity-
  - **Visit to Social Enterprise Summit**
  - Happy Hong Kong. Gourmet Marketplace
- ENT Day-Achievement Showcase

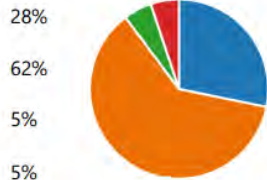
# Review and Way Forward

## Students' Feedback



能提高我對社會問題的關注

- 非常同意
- 同意
- 不同意
- 非常不同意



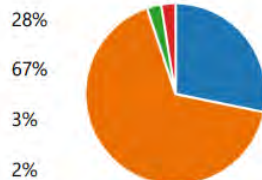
能增加我對社會弱勢群體的關愛及同理心

- 非常同意
- 同意
- 不同意
- 非常不同意



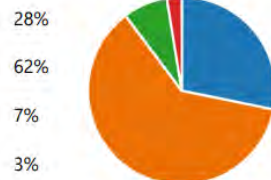
課程能增加我對社區共融的認識

- 非常同意
- 同意
- 不同意
- 非常不同意



能增加我對社會效益量度的認識

- 非常同意
- 同意
- 不同意
- 非常不同意



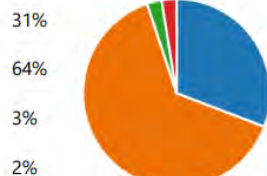
能提高我的創意

- 非常同意
- 同意
- 不同意
- 非常不同意



能提高我的解難能力

- 非常同意
- 同意
- 不同意
- 非常不同意



1	多啲outing
17	減少presentation
38	做ppt有點過於頻繁

# Implement ENT program in Whole School approach

Café ECA

## Junior Forms

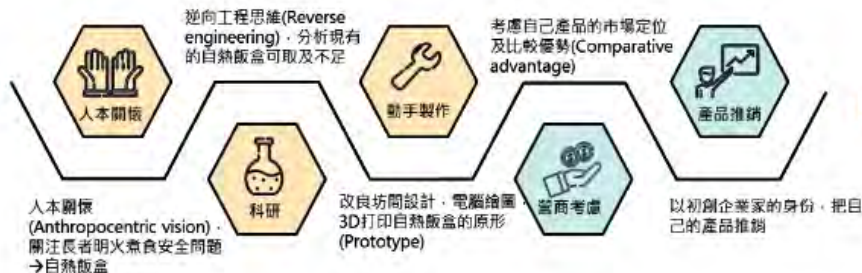
- STEM E e.g. 中三級：自熱飯盒的小型初創企業
- Life & Society

- Incorporate simple ENT activities like projects and community service.
- Guide students to observe social problems in relevant subjects



長者使用火水爐煮食產生危險

培養有人本關懷的初創企業家



## Senior Forms

- STEM
- CSD
- THS
- Economics
- History
- BAFS
- Chinese...

- Offer formal ENT courses to teach theories, methods, and skills.
- Integrate ENT with other subjects and departments to leverage synergies.



學生為長者設計合乎安全的自熱飯盒取代火水爐

- Timetable Arrangement
- Restructure the Form 4 curriculum
- Streamline the Form 5 curriculum
- Modes of Learning and Teaching
- Theme based

