

Subject Code	GEC2S01
Subject Title	Social Poverty in Developing Countries
Hosting Dept	General Education Centre
Level	2
Class Quota	20
Medium of Instruction	English
Subject Duration	Semester 2 + Summer Term
Teaching Staff	Dr. Kam-por Yu, Prof. Ratana Y, Dr. Jack Chun, Mr. Jackson Cho
Target Students	GUR, open for all
Pre-requisites	Nil
Selection of Students Required?	<p>Yes</p> <p>(1) The applicant needs to provide personal information in one page: name, student number, major department, year of study, and names of the CAR subjects taken previously.</p> <p>(2) The applicant is required to submit an essay in 150 words to explain why they would like to choose this SL subject and what they may expect to get from this subject</p> <p>(3) An individual or group interview might be conducted in the selection process.</p>
Subject Synopsis	<p>1. Concept and Practice of Service Learning</p> <ul style="list-style-type: none"> • Difference between classroom learning and service learning • Ethical issues of service learning • Social responsibilities of global citizens • Challenges to the delivery of service learning and ways of overcoming them • Importance of the use of reflections as a way of life-long learning tool <p>2. Discipline-specific concepts, issues and skills</p> <ul style="list-style-type: none"> • Interconnection of different aspects of poverty • Poverty-related concepts such as human dignity, justice, human rights, gender equality, health environment, education and environmental sustainability • Designing and planning activities for the disadvantaged and the poor in the developing countries • Developing life-long sense of mission in helping the poor <p>3. Project-specific concepts, issues and skills</p> <ul style="list-style-type: none"> • Understanding how to situate the world poverty of the developing countries against the background of the international institutions composed of the affluent developed countries • Comprehending the general and the unique historical, cultural and socio-political backgrounds of the developing countries

Remarks: The information given above is subject to change.

	<ul style="list-style-type: none"> • Mastering generic critical and creative problem-solving skills to be applied on-site when providing services with limited resources • Skills of grasping the interconnection of the different aspects of poverty and integrating them into a holistic understanding of world poverty
<p>Service Project</p> <p>The service project will take place in</p> <p>(a) The summer semester</p> <p>(b) The whole period of staying in a chosen site of the developing country will be 12 days, of which around two thirds of the period are designed for the students to provide service and the remaining time for conducting reviews, reports, brainstorming ideas, sharing experience with NGO's and local government representatives, and giving feedbacks in connection with the writing and planning the service project.</p>	
<p>What will students do to serve?</p>	<p>Students will have a comparatively wide exposure to different aspects of poverty in their services provided in the areas identified by the World Bank's eight MDG's (grouped into three areas of living standards, education and environmental issues in this subject) and to develop an effective, integrated strategy in understanding and analyzing the best possible ways of local poverty reduction. After servicing local communities, students would be asked to prioritize, with reasons given, the areas to be tackled or the areas to be given more resources. Their critical understanding will be directly linked to the experience they encounter in the service provided to the community.</p> <p>In detail, the community services under these three categories include:</p> <p>(1) Exploring and Experiencing Poverty</p> <p>(a) Visit and interview the families of cities and villages.</p> <p>(b) Take partnership with local NGOs in projects improving the living environments of the local people, including home betterment (e.g., painting of walls, doors and gates).</p> <p>(2) Education and Gender Equality</p> <p>(a) Visit and interview child-care centres, primary/secondary schools and orphanages.</p> <p>(b) Take partnership with local NGO's in teaching projects with local junior children in terms of moral lessons and with higher-grade children in terms of human rights and importance of education in eradicating poverty. On the basis of the local children's performance in participating activities serviced by the students, they will also join the NGO's representatives in selecting children in need and awarding them with financial aids through local and overseas donations for studying at the NGO's tuition schools. (Agreement has been sought with the NGO's for this meaningful arrangement.)</p>

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	<p>(3) Health and Environmental Sustainability</p> <p>(a) Visit hospitals and residents in the elderly homes. Design and participate in group activities, and explain the importance of hygiene to the children-patients in hospitals.</p> <p>(b) Take partnership with the NGO's in projects improving people's basic hygienic environment and environmental sustainability projects, including clean water initiatives (e.g., well drilling, bio-sand filtration), development of agricultural programs (e.g., vegetable gardens, fish farms)</p>
Whom will students serve?	<p>The Cambodian people in poverty</p> <p>The targeted clients include local people from the families of the cities and the villages, childcare centres, schools, hospitals and elderly homes</p>
Where will students serve?	Phnom Penh, Cambodia
When will students serve?	Summer Semester (a period of 12 days in June and/or July)
Fee payable by students	HK\$1700
Enquiry	<p>(1) Mr Chadwick NGAN, Executive Officer, General Office, GEC Office: A501 Email: gechad@polyu.edu.hk Tel: 2766 4868</p> <p>(2) Mr Jackson Cho, Subject Co-ordinator of "Social Poverty in Developing Countries," GEC Office: A507 Email: gekscho@polyu.edu.hk Tel: 3400 3757</p>