



Social and Policy Studies: Poverty in Hong Kong

社會及政策研究 — 香港貧窮問題



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In Hong Kong, approximately 20% of the population lives in poverty and about 8% in severe poverty. Professor Chou launched an investigation to identify the causes and consequences of poverty in Hong Kong, and suggested new policies for its reduction. Since its launch in 2012, Professor Chou's project has gained support from a number of major funding bodies and attracted attention from policy makers and the media. His team has contributed to the literature with important research papers and has published 56 newspaper articles on retirement income protection and poverty, all of which have contributed to policy debates in Hong Kong.

香港約有百分之二十人口生活於貧困之中，約百分之八更屬赤貧一族。周教授的研究計劃，就是要確定本港貧窮問題的成因和影響，從而提出改善建議。計劃始於二零一二年，至今已獲多個主要撥款機構支持，並引起政策制定者及傳媒的注意。周教授的研究團隊以多篇重要論文豐富了相關的文獻紀錄，而合共發表於報刊的五十六篇關乎退休收入保障與貧窮問題的文章，為本港相關政策的討論，貢獻良多。



Transmission of Cantonese Opera as a Cultural Heritage in Schools, the Community, Higher Education and Professional Sectors: Tradition, Transformation and Beyond

粵劇於校園、社區、專上教育及專業界別中的文化承傳——傳統、改革及其他



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Although Cantonese opera has been added to UNESCO's list of Intangible Cultural Heritage, it is an endangered art form in Hong Kong. The younger generation is not interested in it, and audiences are dwindling. To promote the art form, Professor Leung launched a project by employing a teacher-artist partnership approach to teach Cantonese opera in 48 schools, with some 4,800 students. The project received a Musical Rights Award from the International Music Council because it is "a comprehensive and unique programme that allows young people to acquire a demanding and expressive musical language while ensuring the sustainability of a music tradition that needs special attention and care".

粵劇雖獲聯合國教科文組織列為人類非物質文化遺產，卻是香港一種日趨式微的藝術形式。年輕一代對它不感興趣，觀眾群也不斷萎縮。為推廣這種藝術，梁教授推行這項研究計劃，以教師與藝人合作為模式，向來自四十八所學校約四千八百名學生教授粵劇。計劃榮獲國際音樂理事會頒發音樂權利大獎。國際音樂理事會認為，「計劃全面而獨特，讓年輕人掌握高水準及富表演性的音樂語言，同時確保這項極需小心保育的音樂傳統得以傳承。」



Reforming School Assessment Culture under a New Academic Structure: Assessment for, as and of Learning

新學制下學校評估文化的改革：促進學習的評估、作為學習的評估和對學習的評估



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評估與評鑑講座教授、評估研究中心聯席總監

Hong Kong's new academic structure aims to promote whole-person development in students but it has brought major challenges for schools in implementing assessment reforms. Based on the premise that assessment and feedback can "improve subsequent learning and teaching", Professor Mok conducted a project comprising workshops and seminars to empower educators to improve the assessment culture in their schools. The workshops attracted 404 principals, assistant principals and panel heads from 95 secondary schools, and the seminars over 1,000 participants from some 400 secondary schools. The participants stated that they had an increased understanding of the assessment concepts introduced and felt empowered to change their assessment practices.

本港新學制以全人發展為目標，卻因而為學校評估學生表現帶來新挑戰。莫教授的研究以評估「有助改進教與學」為前提，通過多個工作坊及研討會協助教育工作者改善校內評估文化。工作坊吸引了來自九十五所中學合共四百零四名校長、副校長及科目主任參與，另有逾一千位來自約四百所中學的代表出席不同研討會。參加者均表示，工作坊及研討會加深他們對評估概念的認識，令他們有信心改革校內評估方式。