

聯合國兒童基金會青年使者計劃 2021

UNICEF Young Envoys Programme

平行時 Parallel Homeniverse HOME

專題報告：教育上的數碼不平等
Feature Report: Digital Inequality in Education



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前言

Foreword

2021 年，疫情轉趨穩定，但疫情下仍有許多弱勢群體的處境值得我們關注。在疫情的重創下，整個社會仍處於恢復階段，一眾青年使者再次攜手出發，為兒童權利的倡議展開了一段新的旅程，利用全新的網絡媒介，持續關注兒童、幫助兒童，為兒童發聲。

疫情下，兒童面對著前所未有的挑戰和難關。其中，我們發現「數碼不平等」日趨嚴重，為兒童成長帶來了新的難題。本刊物將帶領大家，一起體驗疫情下的「平行時 HOME」，通過青年使者發起的一系列活動，包括問卷調查、微電影製作、遊戲挑戰工作坊等，走進電子化世界下年青人的苦與樂。

本刊物由聯合國兒童基金會青年使者 2021 及暑期實習生 Jeffrey Mok, Tracy Cheng, Rhys Cheung, 和 Joyce Pang 撰寫。

Saying 2021 was a tough year would be an understatement. During the pandemic, the Young Envoys have started their journey through the internet to shoulder the responsibility to bring issues regarding children's rights to the attention of the general public.

Under the pandemic, numerous issues have intensified, which further demands attention from relevant stakeholders. This publication focuses on the topic of digital inequality in education in Hong Kong.

Within the year, the Young Envoys have educated themselves on the reasons, factors, and impacts of digital inequality in education. With this newfound knowledge, they are determined to raise awareness on this prevalent yet overlooked issue. Read on to learn more about the work of the Young Envoys and the issue of digital inequality in education!

This feature report includes information on the Young Envoys' survey, Microfilm Production, Challenge Game Workshop, and more. These are all initiatives implemented by the Young Envoys in the hopes of raising awareness and suggesting solutions to digital inequality in Hong Kong. Through a series of interactive activities, including survey, mini film production, and online interactive seminar, the Young Envoys delved into different aspects of the issue.

This publication was edited by Young Envoys 2021 and UNICEF HK Summer Interns, Jeffrey Mok, Tracy Cheng, Rhys Cheung, and Joyce Pang.

計劃簡介

關於聯合國兒童基金會

聯合國兒童基金會（UNICEF）透過各方面的工作，致力促進每一名兒童的權利和福祉。我們與合作伙伴在 190 個國家和地區工作，以實際行動兌現承諾，並特別關注和幫助最脆弱及被排斥的兒童，令所有兒童，不論身處何地，都能受惠。

聯合國兒童基金香港委員會（UNICEF HK）成立於 1986 年，是一個獨立的本地非政府組織，主要透過向公眾籌募捐款、與私人機構建立夥伴關係、籌辦特別活動等不同途徑，支持聯合國兒童基金會的全球工作。UNICEF HK 同時亦藉着舉辦各項教育和青少年計劃，向公眾宣揚及倡議兒童權利。

關於聯合國兒童基金會青年使者計劃

自 1996 年開始，青年使者計劃一直為本地青少年提供寶貴的學習機會，讓他們了解本地及世界各地兒童在生存、受保護、發展及社區參與方面的困難和挑戰，並與 UNICEF HK 攜手為兒童生存與發展帶來改變。表現出色的青年使者將有機會到發展中國家考察或參與本地工作體驗。

Programme Introduction

About UNICEF

UNICEF promotes the rights and wellbeing of every child, in everything we do. Together with our partners, we work in 190 countries and territories to put that commitment into practical action, focusing on reaching the most vulnerable and excluded children, to the benefit of all children everywhere.

Founded in 1986, the **Hong Kong Committee for UNICEF (UNICEF HK)** was established as a local independent non-governmental organization to raise funds through public donations, partnerships with companies, and special events to support UNICEF's global work. UNICEF HK also promotes and advocates for child rights through local educational and youth programmes.

About UNICEF Young Envoys Programme

Since 1996, the Programme has been providing valuable opportunities for youth to better understand the various issues children face globally and locally in relation to survival, protection, development, and participation. Furthermore, they partner with UNICEF in changing the lives of millions of children. Outstanding Young Envoys will have an opportunity to visit UNICEF's work in the field in a developing country or in the local workplace.

UNICEF HK 獻辭



聯合國兒童基金香港委員會
副主席

李家誠

金紫荊星章，太平紳士

為時代見證，為青春留痕。疫情影響全球接近兩年，各行各業開始與時並進走入新常態。聯合國兒童基金香港委員會（UNICEF HK）亦改變以往的模式，致力於新常態下繼續推動青年參與的工作。

今年我們再有 75 名充滿活力及理想的青少年參與計劃。在歷時 9 個月的訓練期間，即使面對反復的疫情，青年使者仍然展現無限的創意和堅定的毅力。今屆青年使者關注的議題為「教育上的數碼不平等」，他們除了將公眾參與項目轉移到網上進行，透過漫畫、訪談、問卷調查、社交媒體及拍攝微電影和主題照片的方式讓公眾更了解和關注此議題外，更盡己所能，在疫情較為緩和下到本地非牟利機構為基層兒童籌辦團隊體驗遊戲，實踐聯合國兒童基金會（UNICEF）精神，讓兒童安全、開心地玩樂。

自 1996 年起，UNICEF HK 發起「聯合國兒童基金會青年使者計劃」（下稱「計劃」），至今已培育了超過 1,300 名青年使者，除了為本地中學生介紹兒童權利的內容和提供領袖才能的培訓外，亦會安排外地考察，讓他們擴闊視野，深入認識 UNICEF 的前綫工作，從而關注世界各地弱勢兒童的狀況。

今年暑假，雖然因疫情所限無法舉辦海外考察團，但青年使者依然有機會透過虛擬海外考察，了解敘利亞的實際情況和 UNICEF 在當地的工作。配合虛擬實境（VR）裝置，讓青年使者仿如身歷其境，為他們帶來深刻特別的體會。另外，青年使者亦參與了 UNICEF HK 工作體驗計劃，與不同部門進行直接交流，並親身到社區考察 UNICEF HK 推廣的母乳餵哺友善場所，加深青年使者對 UNICEF HK 工作的全方位了解。

與此同時，我謹代表 UNICEF HK 衷心感謝 AEON 信貸財務（亞洲）有限公司長達 14 年的支持，讓 UNICEF HK 能持續為香港青少年提供領袖培訓及行動實踐的機會。

「以生命影響生命」。縱然挑戰重重，UNICEF HK 沒有停下腳步，希望讓青年使者的故事繼續發光發亮，啟迪他人。衷心邀請大家細心閱讀本刊物，見證他們的蛻變時刻。我們更冀盼各界的持份者，尤其學校及家長們，攜手支持 UNICEF HK 培育本港年輕一代的工作。

Message from UNICEF HK

The COVID-19 pandemic has disrupted the world for almost two years. Different sectors of society have started to keep abreast with the time and move into the new normal. Hong Kong Committee for UNICEF (UNICEF HK) also adapts to changes and promotes youth participation under the new norm.

This year, we welcomed 75 youngsters with passion and mission to join the ranks of the Young Envoys. During the nine-month training sessions, our Young Envoys have demonstrated outstanding creativity and perseverance to generate different engagement projects. “Digital inequality in education” is the main theme for the year. The Young Envoys utilized various means such as comics, interviews, online questionnaires, social media, and multi-media such as micro-film shooting and photo-taking to raise public awareness towards the issue. They also managed to visit a local NGO to organize a small-group activity for the under-privileged children when the pandemic situation got alleviated in Hong Kong, in order to carry forward the UNICEF spirit and help children play safely and happily during this tough time.

Since we launched the UNICEF Young Envoys Programme (the Programme) in 1996, over 1,300 Young Envoys have been nurtured. We have been providing local secondary school students with a series of training sessions about child rights and leadership as well as the opportunities to take learning visits to the developing regions. These activities have not only promoted the personal growth of the Young Envoys but also helped them to gain a deeper understanding of UNICEF’s work in the field and take on a caring role in children’s welfare around the world.

This summer, despite the absence of field visit due to the pandemic, the Young Envoys still had the opportunity to learn about the situation in Syria and UNICEF’s work there through virtual visit. By using the Virtual Reality (VR) headset, they had an immersive experience and deeper understanding and feeling towards the situation there. Furthermore, the Young Envoys also participated in the Workplace Experience Programme of UNICEF HK, enabling them to interact with different departments of UNICEF HK, pay site visits to the breastfeeding-friendly premises in the community, and thus gain an all-around understanding of the work of UNICEF HK.

I would like to take this opportunity to express my sincere gratitude to AEON Credit Service (Asia) Co. Ltd., our sponsor for 14 consecutive years, for its generous support to the Programme which enables UNICEF HK to continuously nurture more young leaders for our community.

“Life impacts life.” Regardless of mounting challenges, UNICEF HK will not stop its mission to enlighten the youth. We hope the passionate stories of the Young Envoys will continue to inspire others. Please dive into the pages and witness the growth of the 2021 Young Envoys. I also call upon all stakeholders, especially schools and parents, to join hands with us in nurturing the young generation.

Martin Lee, GBS, JP

Vice-Chairman

Hong Kong Committee for UNICEF

獨家贊助

AEON 信貸財務(亞洲)有限公司 獻辭

本著永旺集團「和平、人、社區」的企業理念及履行社會企業責任，AEON 信貸財務(亞洲)有限公司(「AEON 信貸」)持續支持與環保、教育及文化交流相關的慈善社區項目及活動。為了實踐社會企業責任，AEON 信貸將部分收益用作捐獻並提供平台予客戶作出慈善捐款。

我們很高興能連續 14 年支持聯合國兒童基金會青年使者計劃。此計劃透過一連串的培訓工作坊，校內及社區倡議活動，成功孕育了 863 名青年使者。我們衷心希望透過贊助這項獨特的計劃，讓香港青年人更深入體會到世界各地兒童的狀況和需要，從而鼓勵他們關心有需要的人。



Message from the Sole Sponsor **AEON Credit Service (Asia) Co., Ltd.**

Guided by AEON Group's corporate philosophy of "Peace, People and Community", AEON Credit Service (Asia) Co., Ltd. ("AEON Credit") continue to support charitable community projects and activities, especially in the areas of environmental protection, education and cultural exchange. To demonstrate its corporate social responsibility, AEON Credit donates a portion of its profit to charitable organizations and also provide platforms to customers for donation.

It is our pleasure that this is the fourteenth year to support UNICEF Young Envoys Programme. The Programme, through a series of training workshops, in-school and community advocacy projects, has successfully appointed 863 young envoys. By sponsoring this unique Programme, we sincerely hope the youth of Hong Kong would understand the situations and needs of children in different parts of the world, and encourage them to show their care and empathy to others.



AEON CREDIT SERVICE (ASIA) CO., LTD.
AEON 信貸財務(亞洲)有限公司



數碼 Digital Inequality 平等

甚麼是數碼不平等？

數碼不平等，又稱數碼差距（digital divide）或數碼鴻溝（digital gap），意指不同人因年齡、性別、居住環境、社經地位等因素在使用數碼科技時的能力差距。據國際通訊雜誌於 2017 年的一篇論文提述，數碼不平等包含了兩種含義，一為互聯網基建和設備上的差距，二為有關使用習慣和技巧上的差異。

在學生層面上，基建和設備主要衡量學生是否擁有合理設備、穩定的互聯網連接、完善的環境等物質因素使用科技或進行學習。而有關技巧和習慣的論述主要衡量學生有否相關知識和訓練使用並駕馭相關數碼工具。

我們的研究

為更了解數碼不平等的議題，聆聽不同持份者的聲音並作出跟進，2021 年度青年使者運用了學者訪談、網上問卷、社區參與等不同渠道收集意見，並就議題以微電影形式喚起公眾關注。

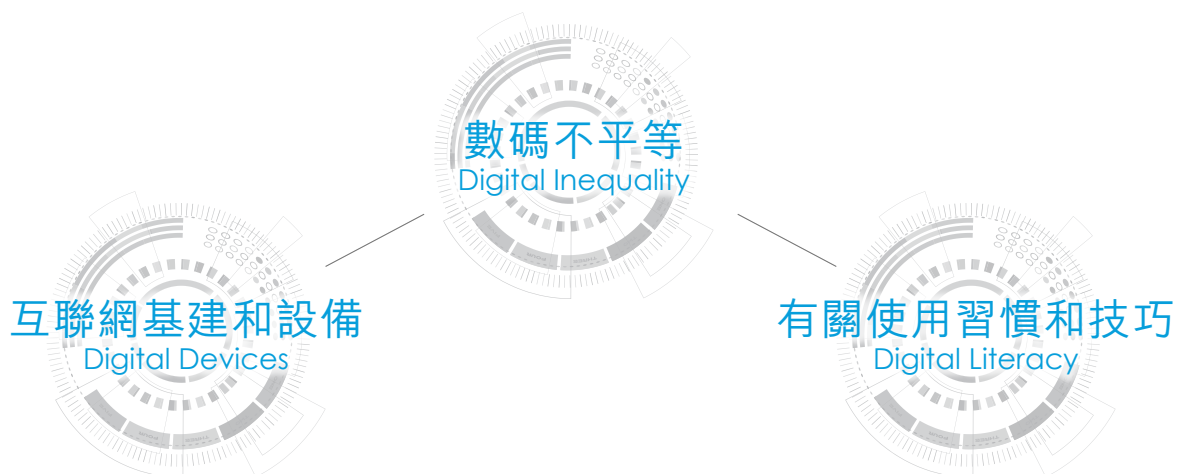
What is digital inequality?

Digital inequality, also known as digital divide or digital gap, refers to the difference in ability due to disparities in technology usage skill, access to devices dependent on socioeconomic status, among other factors. According to research from the International Journal of Communication in 2017, the topic of “digital inequality” consists of two levels of meaning. The first level measures the difference in internet infrastructure and devices, while the second level measures the difference in usage pattern and skills.

For students, digital inequality can be examined through the lens of physical and intangible factors. For example, their online infrastructure and their device is an indicator of whether they have suitable access to the internet, a device optimal for learning, and a suitable environment for online lessons. However, intangible elements such as a student's tech-savviness and digital literacy are also important factors.

Our Research

To better understand the issue of digital inequality and listen to voices from different stakeholders, Young Envoys 2021 used different methodologies such as interviews with academics, online questionnaires, and community engagement activities. A micro-film was also produced and distributed in order to raise public awareness towards the issue.



我們的封面 Our Cover

六月份的某一天，四位青年使者齊聚在灣仔碼頭公園，為封面拍攝主題照片。照片所見，青年使者們正在愉快地玩樂。但仔細一看，他們手上都拿著一塊道具板，並印有與網上會議相似的圖案，這正反映了我們今年的青年使者訓練旅程。

拍攝此輯照片時，應屆的青年使者已合作了大半年，雖然大家在網絡上有不少交流，但難以說是深入地互相認識。道具板上每人的圖案都各有不同，圖案裡有的正在進食，有的只有半張臉，比喻大家雖然身處在同一個網上會議裏，但每個人在電腦螢幕前亦各有各忙。無可避免，疫情令人與人之間的關係變得較為疏遠，對各人的成長、學業、工作等各方面都有影響。

These photos were taken at Wan Chai Pier Park in June. While it initially appears that the Young Envoys are having fun, closer inspection reveals that each of us held a board printed with graphics related to online meetings.

The UNICEF HK Young Envoys have been cooperating together for over half a year, but never had the opportunity to meet face-to-face due to the pandemic. Each of us held a different graphic board; some displayed food, while some only showed half a face. While we were all present in the same online space, we were still isolated due to the use of digital platform.

The pandemic not only made our relationships more distant, but also affected various aspects of our lives such as our learning, work, and personal growth.



訪談 Interview



關於陳鐘榮博士

陳鐘榮博士為香港大學教育學院的副教授，主力研究教育不平等問題，涉獵範疇包括文化資本理論和社會經濟再生產等。其中研究包括家庭和學校對學生學習的影響，以及家庭社會經濟背景如何調節學校對學生學習的影響。

About Dr. Tan Cheng Yong

Dr TAN Cheng Yong is an associate professor of the Faculty of Education at the University of Hong Kong. He is an expert in investigating issues on inequality in education, particularly those involving the cultural capital theory and socioeconomic reproduction. His research examines the influence of familial and school factors on student learning, and how familial socioeconomic backgrounds moderate school effects on student learning.

訪問目的

疫情下學校停止面授課程，青年使者關注到部分社經地位較低的青少年面對較嚴重的數碼不平等的問題。我們研究此議題時，發現陳博士的研究與是次主題調查息息相關，並提供了很多參考觀點。因此邀請了陳博士與我們進行訪談，分享他對數碼不平等問題的學術及專業見解。

Purpose of the interview

There has been a very long period of school suspension, and face-to-face lessons are cancelled. Young Envoys are concerned by the problem of digital inequality faced by youth, in particular those with a lower socio-economic status. While we are reviewing literature, we found that Dr. Tan's research provided us with many insights and was highly related to our feature study. Therefore, we invited Dr Tan to have an informal interview with us to share his academic and professional viewpoints on this prevalent issue of digital inequality.

香港數碼不平等的特徵

陳博士及其團隊在香港停學期間進行了一項相關研究，當中發現儘管香港十分富裕，但仍有 5% 的學生聲稱他們無法使用大屏幕設備（筆記本電腦、桌上電腦 或 平板電腦）進行網上學習，有達 19% 的學生表示他們的互聯網連接速度不足以支援網上課堂。他認為雖然受影響學生的比例看似微不足道，但網上學習的質量對青少年的學習有著不可忽視的影響，社會應加以重視，以促進社會平等。



Features of digital inequality in Hong Kong

According to a study conducted by Dr. Tan and his team during COVID-19-related school suspension, despite Hong Kong being very affluent, up to 5% of students claimed they do not have access to large-screen devices (laptop, PC, or tablet) for home learning and up to 19% of students reported that their internet connection is not fast enough for online lessons. He emphasized that although the percentage of affected students seems insignificant, the quality of online learning critically affects the learning of the youth and that stakeholders should be aware of this situation in order to promote social equality.

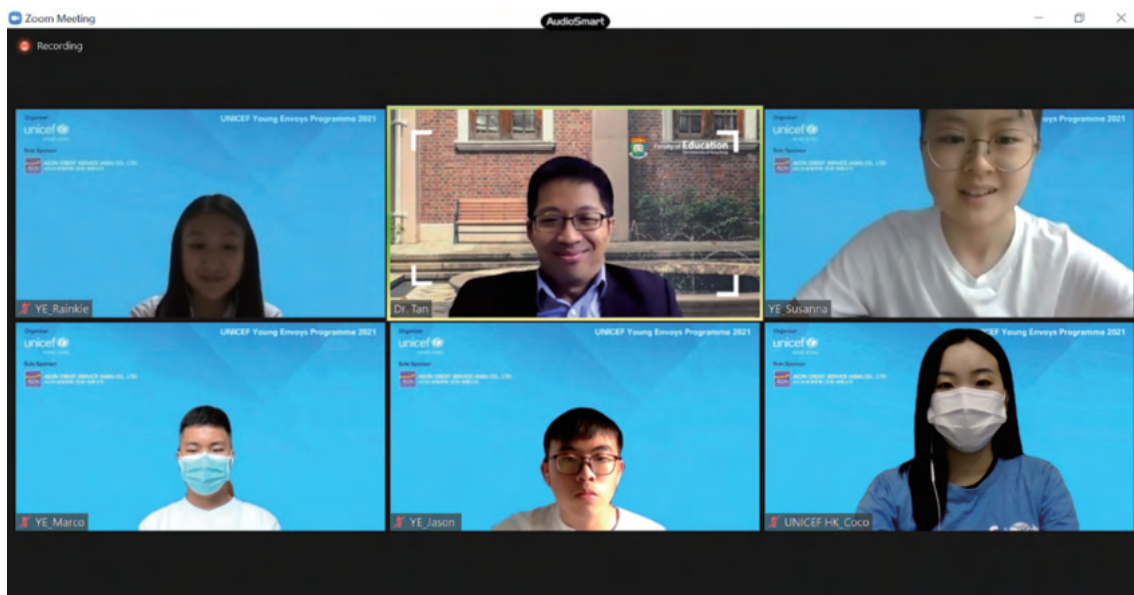
新加坡學校的做法

在訪問中，陳博士指出新加坡在解決數碼不平等方面更勝一籌。雖然部份香港學校實行 BYOD（自帶設備），但並未普及。因此，他建議香港學校可以向新加坡學校學習，效法新加坡學校在停課期間向學生借用數碼設備。此外，學校應為在家中無法使用 Wi-Fi 的學生預留教室，以供他們返校網上學習。

Lessons from Singaporean schools

During the interview, Dr. Tan said Singapore has done a great job in settling digital inequality. He pointed out that BYOD (bring your own devices), which allows students more flexibility in online learning, is not a prevalent practice among schools in Hong Kong. Hong Kong schools could learn from Singapore schools, as he suggested, in which digital devices will be lent to students during the suspension of face-to-face classes. Another suggestion he provided is that schools can leave classrooms available for students who don't have access to Wi-Fi at home.





對改善香港數碼不平等的願景

他希望同學可以通過學習充實自己，而比較熟悉資訊科技的學生應該與其他同學分享知識，讓香港整體變得更好。陳博士觀察到，在疫情大流行下，市民對資訊科技的掌握程度越來越高。他指出與過去在超市購物相比，更多人開始在網上購物。同樣，許多學生現在都以網上形式參加課程，從中增強自己的數碼知識。他還提到不同持份者應該採取更多行動，來緩解數碼不平等的問題，例如父母可以更積極地詢問孩子是否需要任何幫助；老師亦可以反映意見，因為他們是最了解學校運作的人。

Dr. Tan's vision for alleviating digital inequality in Hong Kong

Dr. Tan hopes students can empower themselves through learning. He believes that students who have familiarized themselves with I.T. should share their knowledge with people who are less competent. Furthermore, Dr. Tan observed the general populace has become more proficient with information technology under the pandemic. For example, he noted that more people are now ordering food online, as compared with grocery shopping physically in supermarkets in the past. Likewise, he highlighted that many students are now attending courses online, and overall empowered from gaining digital skills. Finally, he expressed that all stakeholders should act more to alleviate digital inequality. For example, he mentioned parents should be more active in asking their children whether they need any support, and teachers should express their opinions and needs since they understand the online schooling system the most.

反思

這次採訪讓我們從學者的角度了解了數碼不平等的概念。一開始我們在搜尋資料時，並不理解部分關於數碼不平等的專業詞彙。在得到陳博士的幫助以及我們團隊的努力後，問題最終得以解決，甚至擴闊了我們在其他方面的視野。

Reflection

The interview was a valuable opportunity to deepen our understanding of digital inequality from a professional perspective. Despite some initial research, we still did not know the exact meaning of some technical terms regarding digital inequality. However, with the help of Dr. Tan and our team, we successfully solved our doubts and even broadened our views in some aspects.



問卷調查 Survey



問卷目的

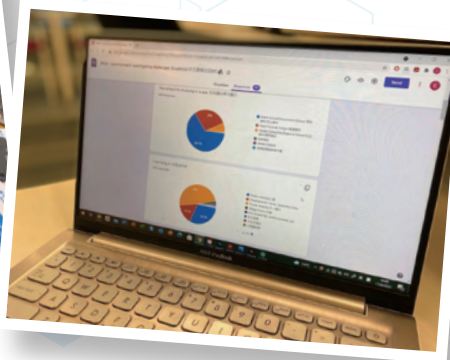
本次調查旨在深入探究學習上數碼不平等的現況及影響因素。青年使者團隊通過資料搜集、回顧文獻、專家訪問、及網上問卷調查，以了解不同持份者在此議題上的經驗和看法。青年使者希望調查所得的結果及內容能協助凝聚各界及不同持份者的力量，紓緩數碼不平等的問題。

教育是青年向上流動的重要途徑。然而，數碼不平等限制了部份資源及支援不足的學生，使他們無法發揮潛能。透過喚起不同持份者例如學校和政府的關注，青年使者希望有關持份者能夠提供協助予受數碼不平等影響的家庭和學生。

Purpose of study

Our objective is to investigate the current situation and underlying causes of digital inequality in learning. Through literature review, interviewing subject matter experts, and online surveys, we, Young Envoys, hope to better understand the experiences and views of different stakeholders on this subject matter. Our findings helped inform stakeholders to act upon the issue so as to minimize the impact of digital inequality in learning.

Education is key to climbing up the social ladder. However, digital inequality directly limits the potential of under-resourced or under-supported students in Hong Kong society. By raising awareness to stakeholders such as schools and the government, we hope that students and families in need are better supported.



前期研究工作

在設計問卷前，青年使者團隊通過資料搜集、文獻回顧等形式以了解有關數碼不平等的基本概念。團隊參考了由政府部門、權威學府等刊登的學術研究和新聞稿，並以此為本擬問卷。前期研究工作為團隊提供了理論基礎以深入了解有關數碼不平等的學術討論，並確保問卷設計和研究發現能提供客觀結論予社會各界。



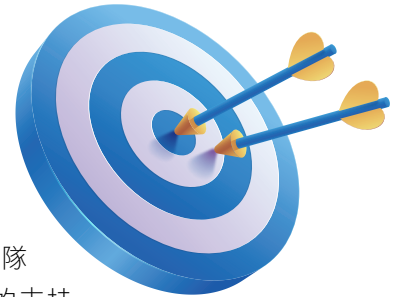
Preparation Work

We first conducted secondary research to obtain prior knowledge of digital inequality. We browsed the web to search for various academic studies and press releases from prestigious and renowned educational institutions, as well as other governmental and non-governmental organizations. It is crucial to gain a deep understanding of the issue before we progress to the next step, and also that our future reports can give objective facts to inform the Hong Kong citizens.

問卷調查目標對象

是次問卷調查對象為中學生、家長和老師，問卷以網上形式進行，共收到 650 份來自上述三組受訪對象的回覆。

中學生的經驗和看法為是次調查的研究焦點，他們的回覆能協助團隊更了解數碼不平等對學生的影響。家長和老師作為學生學習過程中的支持者，青年使者團隊亦希望通過調查鼓勵他們為學生提供更適切的支援。



Target Audiences of the Study

The target audiences of this survey study are secondary school students, parents, and teachers. In total, 650 responses from students, parents, and teachers were received through online questionnaires.

Students are the primary target audience of study as their learning is directly affected by digital inequality. Through their responses, we could better understand the experiences and views on digital inequality in learning and examine the effects on students. In addition, we hope to raise parents' and teachers' awareness of the issue as they are the supporters of students and can provide them with various forms of support in time.

學生問卷

在疫情下，學生上網課已成恆常，而在上網課時會遇上不同問題，直接影響學習效能。所以我們設計問卷予學生，希望直接得知數碼不平等對他們的影響和感受。

Students' survey

Online lessons become common for students under the pandemic. There are different problems faced by students and thus affecting their learning effectiveness. Our team would like to know the impacts on and feelings of students through this survey.

Stability of my internet access at home 家中網絡的穩定性 *

1 2 3 4 5

Very unstable 非常不穩定 ○ ○ ○ ○ ○ Very stable 非常穩定

Digital device(s) I use for online lessons 我使用以下電子設備進行網上課堂 *

☐ Smart Phone 智能手機

☐ Tablet 平板電腦

☐ Desktop Computer 桌上電腦

☐ Laptop Computer 筆記型電腦

☐ Other...

I've encountered below situation during online lessons 我在網課期間曾經遇過以下情況 *

☐ Unstable internet connection 網絡不穩定

☐ Insufficient concentration 難以專注

☐ Noisy background 家中環境嘈雜

☐ None 沒有

☐ Other...

I am proficient at using digital devices for online learning. 我精通使用電子設備進行網上學習。 *

1 2 3 4 5

Strongly disagree 非常不同意 ○ ○ ○ ○ ○ Strongly agree 非常同意

Schools should continue adopt and transform digital and online learning when the pandemic situation relieves/ends with class resumption in the future. 當疫情慢慢緩和或於將來完結，回復課堂授課以後，學校仍需繼續推動及進行數碼或網上學習改革。 *

1 2 3 4 5

Strongly disagree 非常不同意 ○ ○ ○ ○ ○ Strongly agree 非常同意

家長問卷

家長作為學生學習過程中的支持者，亦同樣受到數碼不平等的影響。大多學生在家中上網課時，如遇上技術性等問題，可能都會向父母求助，而在數碼不平等下，家長對會議軟件相關知識不一都會影響孩子上網課的學習效能。所以我們希望透過對家長的問卷，了解他們所面對的困難，和探討現時有否足夠相關支援予家長。

Parents' survey

As support to students, parents are also influenced by digital inequality. Most students will seek help from parents if they encounter any technical problems in online lessons. Parents' knowledge on online software may also affect students' learning progress. Through the survey on parents, our team can understand their difficulties and evaluate whether there is enough support for them.

Are you receiving financial subsidy? 您是否正在接受政府資助? *

- ☐ Student Finance Office's Subsidy 學生資助處津貼
- ☐ Working Family Allowance 在職家庭津貼
- ☐ Comprehensive Social Security Allowance 綜合社會保障援助
- ☐ None 沒有
- ☐ Other...

What is your educational level? 請選擇您的教育程度。 *

- ☐ Primary or below 小學或以下程度
- ☐ Junior secondary 初中程度
- ☐ Senior secondary 高中程度
- ☐ Post Secondary Education 大專程度
- ☐ Bachelor's degree or above 大學或以上程度

Does your child have to share digital devices with people in your home? 您的孩子是否需要和家人共用電子設備? *

- ☐ Yes 是
- ☐ No 否

I have sufficient knowledge on using information technology to assist my child's learning? 我具備足夠的資訊科技知識協助子女學習? *

- Very insufficient 非常不足夠 1 2 3 4 5 Very sufficient 非常足夠
- ☐ ☐ ☐ ☐ ☐

Which of the following methods can help you support your child's online learning? 您認為以下哪些方法可協助您支援子女的網上學習? *

- ☐ Holding online learning workshops, talks at school or exhibitions for parents 為家長舉辦網上學習工作坊、...
- ☐ Subsidies from the government to grassroot households for buying necessary digital devices 政府資助基...
- ☐ More events held by the Parents Teachers Association to promote communication and interaction between...
- ☐ Other...

老師問卷

疫情下老師經常使用網上軟件教學，他們的教學質素受網上教學的熟悉程度、硬件和軟件配套等不同因素影響，更間接影響學生的學習體驗。在探究數碼不平等議題時，老師的配合和意見為其中不可或缺的因素。因此團隊希望通過老師問卷，了解他們使用網上軟件進行教學的現況，並探究學校提供予老師的資源配套。

Teachers' survey

Teachers may use different software for their online teaching. Their teaching quality will be affected by the familiarity to the online tools, hardware and software support and other different factors, which further influence students' learning experience. Teachers' opinions are important when investigating digital inequality. Thus, our team designed a survey on teachers to understand their current situation when using online tools, and to review their resources.

Please select the school type you are serving in. 請選擇你正在任教的學校類別。 *

- ☐ Aided Schools/Government Schools 官立學校/津貼學校
- ☐ Direct Subsidy Schools 直資學校
- ☐ Private Schools/International Schools 私立學校/國際學校

How many years have you been a teacher for? 您當了多少年老師？ *

Short answer text

Has your school adapted the following e-learning methods before the COVID-19 pandemic? 您的學校在疫情之前有否採用以下的網上學習模式？ *

- ☐ Online classroom 網上教室 (Google classroom, eClass, Schoology, etc.)
- ☐ Online meeting software 會議軟件 (ZOOM, Google Meet, Discord, etc.)
- ☐ Allowing students to use tablets or laptops during lessons 允許學生在課堂中使用平板電腦或筆電
- ☐ Never 從來沒有
- ☐ Other...

I can master below software or applications for online teaching *
我懂得使用以下軟件或網上應用程式進行網上教學

- ☐ Online meeting software 會議軟件 (ZOOM, Google Meet, Discord, etc.)
- ☐ Microsoft Office (Word, PowerPoint, Excel, etc.)
- ☐ Google Workspace (Drive, Gmail, Docs, Sheets, Slides, etc.) (雲端硬碟、電郵、文件、試算表、簡報)
- ☐ Interactive learning platforms 互動學習平台 (Kahoot!, Quizlet, Mentimeter, etc.)
- ☐ None 沒有
- ☐ Other...

I have encountered below situations when working/teaching from home *
我家工作或教學期間曾經遇到以下情況

- ☐ Unstable internet connection 網絡不穩定
- ☐ Insufficient concentration 專注力不足
- ☐ Noisy background 家中環境嘈雜
- ☐ None 沒有
- ☐ N/A 不適用
- ☐ Other...



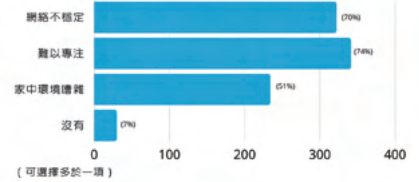
簡介

您好，我們是「聯合國兒童基金會青年使者計劃 2021」的青年使者！

疫情肆虐，網上學習成為了學生的生活主軸，但過程中卻遇到諸多難關。

為了提高大眾對此議題的認知和關注度，我們於2021年5月進行了一項網上問卷調查以了解本港學生在學習上的數碼差距，我們總共收到650份回覆，問卷對象有學生、家長和老師，希望藉此提供數據及建議讓相關持份者參考以應對現況。

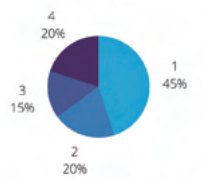
我在網課期間曾經遇過以下情況



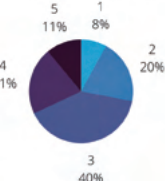
在460位受訪中學生當中，有70%表示曾經歷網絡不穩定和74%表示自己上網課時很難集中精神，這些情況都會影響學生網上的學習體驗。

我具備足夠的資訊科技知識協助子女學習

接受政府資助



沒有接受政府資助

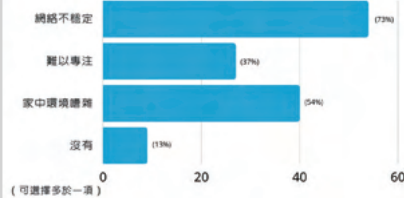


1: 非常不足 5: 非常足夠

政府資助定義包括：正接受全額或半額書院津貼、學額津貼等資助，或家長正領取綜合社會援助計劃的學生

數碼平等會受到社經狀況影響。調查表示正接受政府資助的家長有65%認為自己相關知識不足，比沒有接受政府資助的家長多出37%。因此，可以反映出家庭的社經狀況與其數碼知識水平有正面關聯。

我在家工作或教學期間曾經遇到以下情況



在74名受訪老師當中，73%表示在線上教學過程中曾遭遇互聯網連接不穩定及54%在家中環境嘈雜的問題，這些技術及環境問題會影響教學質素和學生的學習體驗。

建議

資源支援

- 為低社經家庭提供學校和公共電腦設施，解決學生沒有電腦上網課的問題。

- 為低社經家庭提供學校和公共電腦設施，解決學生沒有電腦上網課的問題。

- 提供家庭以外的空間上網課

技術支援

- 提供技術支援熱線

- 為低社經家庭提供學校和公共電腦設施，解決學生沒有電腦上網課的問題。

- 提供家庭以外的空間上網課

互助自助

- 自主學習資源和技巧的培訓和課程

- 自主學習資源和技巧的培訓和課程

- 提供家庭以外的空間上網課



請掃描二維碼，以參閱我們完整的研究報告 →
please scan the QR code to read our full report



心事台 Tree Hole

學生

I feel that learning has become monotonous and lonely, it's as if I were fighting a battle alone...

居家學習好難模擬課室學習氛圍，慣咗屋企輕鬆嘅心情，無左老師監督，單憑我哋自律好難集中精神上課。

The biggest difficulty to me is the array of technical difficulties, such as sudden disconnection from the internet, laptop malfunctions, or not being able to scan my homework for submission.

網上授課同自學無分別。網課嘅課程好似更 tight，又少左機會向老師詢問不理解嘅內容，身邊好多同學成績都退步，所以都希望可以快啲恢復正常教學。

屋企空間有限，我同姐姐住同一間房得一張檯，經常因為爭上課空間發生磨擦。

家長

留佢哋自己係屋企上網
課根本無辦法確保佢哋
專心讀書！

小朋友喺電腦面前由朝
坐到晚，都擔心佢哋視
力健康。

疫情一開始，學校都未來得切為學生提
供網上教學，小朋友就要開始網課。小
朋友都未好熟點操作，家長就要幫手，
但問題係我哋有時都唔識

As a working parent, I find it very
hard to assist my children in resolving
technical difficulties that they
encounter during lessons, especially
when the maid is not familiar with
certain electronic devices.

老師

While we try to encourage interactions
among students during online lessons, the
online setting has made communication
unidirectional from me. Even with the
use of break-out rooms, **it is difficult to
ensure that students are utilizing these
functions to interact with one another.**

Online learning favours students who are
self-disciplined and motivated. For those who
are not, learning could be difficult for them as
we are not able to assist and monitor them.
**If there was a student who suddenly left
the Zoom meeting mid-lesson but there
was nothing I could do....**

**Students are usually easily distracted
during online lessons,** which makes it
hard for students to concentrate and work
on the tasks assigned to them. Sometimes
I find it hard to invite students to answer a
question.

「童心玩樂」



在疫情肆虐下，學生以網課學習，雖能維持學習知識，然而課外活動及體育課等都難以進行，與同學之間的相處和溝通時間亦大大減少。有見及此，我們與香港婦女中心協會合作，為中心內的基層兒童提供玩樂時間，籌辦具挑戰性的團體遊戲，希望他們能享受其中。為符合本年度「數碼不平等」的主題，部分遊戲設計滲入了不平等的元素，以玩樂形式讓兒童認識議題，並學會珍惜自己擁有的事物。

是次活動對象為小學生。他們在青年使者的帶領下，透過比賽形式進行蒙眼排隊、闖關挑戰等團體遊戲。遊戲環節完結後，我們邀請兒童就「疫情完結後的願望」為題填寫心願紙，並投放於許願瓶內。其中，有兒童分享自己多數時間留在家中，已經很久沒有和朋友一起踢足球，而當天的活動能讓他們面對面進行有趣的互動，令他十分興奮。



感想

籌辦是次活動可謂困難重重，考慮因素包括在限聚令下能否舉行實體活動、如何令小學生明白遊戲規則並樂在其中。經過我們一段時間的準備和綵排，最終順利完成活動。通過聆聽兒童的聲音，我們明白並非所有人都能輕易適應新的網上學習模式，兒童長期留在家中學習亦不利他們成長。



Playful Heart

As a result of the pandemic, schools have implemented online learning. Despite students having the opportunity to maintain their studies, online platforms cannot suitably substitute extracurricular activities and PE lessons. Even time for socialising with classmates is greatly reduced. Therefore, we organized an activity for children to provide opportunities for socialisation and play. It was co-organized with a local NGO - the Hong Kong Federation of Women's Centres (HKFWC). We offered some exciting team-building games based around digital inequality to primary students. We hope to raise participants' awareness towards inequalities, and help them cherish what they have.

Children played physical and team-building games with support from the Young Envoys. Games included the Buyer, Hangman, Queuing Up in the Dark, Challenge game, and Lucky Golden Finger. After that, participants were asked to express their thoughts on the pandemic by writing them down and placing them in a "wishing bottle". We discovered that not all students could adapt to online learning easily due to various challenges. Some participants said that it has been a long time since they played football with their friends, and that they could not see all of the classmates due to technological limitations during online lessons. The event provided them an opportunity to play with their friends face-to-face, and it was heartwarming to see them so excited.

Reflection

Throughout this event, we encountered various difficulties, such as the regulations of holding the event face-to-face and ensuring the participants understood the rules of the game. Despite these challenges, we were able to execute the event smoothly. Overall, it was a highly valuable experience that taught us various organizational, teamwork and event planning skills.



網上遊戲挑戰



疫情下學生以網課進行學習，社經背景的差距讓學生的學習環境和設備出現差異。部份學生在網絡和設備方面亦出現不足，這亦大大降低了他們的學習動機和效率，從而影響學習成效。為讓大家更好了解數碼不平等所帶來的影響，我們設計了一個網上遊戲挑戰，讓不同背景的中學生都能普遍地感受到數碼不平等所帶來的困擾。

活動當天我們邀請中學生以網上形式出席活動，並通過不同團隊遊戲例如圖片挑戰、短片問答等，在遊戲中設下障礙，讓參加者感受到不同社經背景的學生在環境、設備上的學習差異，從而反思這個問題對學生帶來的影響。同時，參加者亦能從中建立團體合作精神和改善溝通技巧。

Online Game Challenge

During the pandemic, students have been forced to continue their studies online. As a result of online learning, disparity in social and economic status have caused differences in the learning environment and equipment of students. Some students may lack access to stable internet and learning devices compared with their peers, which weakens their capacity to effectively learn online while affecting their motivation to learn. To raise awareness among students in general, our team designed various online games to simulate the inconveniences brought by digital inequality.

Participants attended the event through online platforms, and were given different team games to play such as picture challenges, spot-the-difference, and more. Participants felt the struggles of students who lack access to stable internet and devices. Aside from gaining a better understanding of digital inequality, participants would also develop their teamwork and communication skills through the games.



感想

從一開始我們組便希望設計出與參加者互動的遊戲，但過程中我們卻未有考慮到遊戲的可行性和複雜性，最後需要重新設計遊戲。雖然屢屢遇到挫折，但我們卻能夠迅速作出調整，最後完成遊戲。回看過程雖不易，但在活動能成功推出後，我們便覺得一切都值得了。

Reflection

From the start, our group wanted to design a game that involved many layers of participation, but we neglected the feasibility and complexity of our project, resulting in having to overhaul the game design. Despite setbacks, we were able to successfully launch the game in a state that we were proud of.



微電影製作 — 《Re:九月一日》

故事大綱：

《Re: 九月一日》主要講述中學生 Tom 陷入了當時熱門的「都市傳說」—— 時間輪迴。Tom 為人狂妄自大，在上網課時取笑家中環境比較狼狽的同學。其後，Tom 發現自己被困在一個時空中，一直重複生活在九月一日裡。在那時空中，Tom 在上網課時都會遇到各式各樣的突發情況，例如臥室變得凌亂、網絡斷線、充電器丟失等，這些都是他以往沒有經歷過的。在親身經歷過這些「苦難」後，他明白到部分學生在疫情下學習的困難，了解到數碼不平等確實存在，並為以前自己嘲笑同學感到愧疚。最後，他從這件事中建立了同理心，在脫離時間輪迴後主動捐出舊電腦，盡己所能幫助有困難的學生。

背後信息：

過去兩年疫情肆虐，學生多在家中網課，數碼科技成為了他們生活的一部分，但因貧富和能力差距等因素，不少學生面對著數碼不平等的問題，如設備短缺、支援不足等。因此，我們希望透過微電影《Re: 九月一日》，讓大眾認識「數碼不平等」這個現象，並提升公眾對議題的認識，建立同理心，幫助和關心身邊有需要的學生。

幕後花絮：

拍攝微電影毫不簡單，但細看了成果和回顧了當中的收穫後，我們覺得一切辛勞都是值得。這短短數分鐘的影片的背後，團隊裡的每位都付出了不少的努力。從討論主題到後期製作，當中有喜亦有悲。記得當時單單為了構思電影標題，我們更是每人提供一個選項進行投票，最終才誕生《Re: 九月一日》這個標題。或許我們的作品比不上大電影的製作，不過我們都為成功製作這部微電影而自豪，因為這是我們青年使者的結晶品，希望各位都可以享受並欣賞這部微電影。

特別鳴謝岑啟匡（青年使者 2018）於整個拍攝及製作期間的用心指導。



Microfilm Production - "Re: September 1st"

Plot:

"Re: September 1st" is about a conceited high school student, Tom, who has found himself stuck in a time loop.

During online classes, Tom kept making fun of his classmates for having a messy background. As punishment for his arrogance, he was trapped in a repeating time loop. He kept being set back in time to encounter various unexpected situations during online lessons, such as finding himself in a messy bedroom, disconnecting from his network, losing his charger, among other setbacks.

After experiencing these misfortunes firsthand, Tom finally understood the difficulties of students affected by digital inequality. He felt guilty for his past behaviour and became more empathetic to those less fortunate than himself. Although Tom held little influence in society, his newfound outlook led him to take the initiative to donate old computers to help students in need.

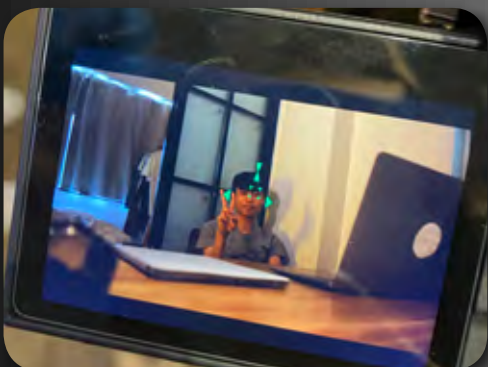
Meaning:

In the past two years, under the COVID-19 pandemic, students' life has been drastically digitalised. With the income and capability gap, many students found it hard to adapt to the highly digitized lifestyle. Through this microfilm "Re: September 1st", we hope to portray the underlying problem of digital inequality in society and lend a helping hand in alleviating this problem.

Behind the scenes:

Throughout this microfilm project, all our teammates were immersed and have gained much satisfaction out of this unique experience. Despite the challenges we faced, we left the project with stronger organization, filming, editing, and acting skills. One of the most memorable moments was the dilemma we faced when coming up with the topic, as well as a clearer concept of digital inequality. After many meetings and turbulent brainstorming sessions, we finally landed on the title of 'Re: September 1st' and our theme. We hope that you will enjoy watching our film just as much as we enjoyed making it.

Special thanks to Alex Sum (Young Envoy 2018) for his guidance throughout the film-making process.



倡議及研究小組

- 搜集及研讀網上資料、學術文章，了解香港數碼不平等的情况、原因及解決方法
- 設計針對不同持份者的問卷，就問卷回應歸納和分析，並就如何改善數碼不平等提出建議
- 向其他團隊提供已分析的資料和倡議的方向，讓他們能策劃其他行動及宣傳工作
- 透過不同平台提升社會對數碼不平等的關注

Advocacy and Research Team

- Gathered and studied online materials, academic articles, and other resources to understand the situation, causes, and possible solutions for digital inequality in Hong Kong
- Designed questionnaires for students, parents, and teachers about their experience with digital inequality, and analysed the results
- Provided other teams with our findings so that they can plan their own activities and promotion
- Raised society's attention to digital inequality through different channels



John Leung

梁頌

Diocesan Boys' School
拔萃男書院



Cheng Yuet Sheung

鄭月嫦

Shung Tak Catholic
English College
天主教崇德英文書院



Lai Tsz Shan

黎芷珊

HKMLC Queen Maud
Secondary School
港澳信義會慕德中學



Han Albert Lim

韓汶定

King's College
英皇書院



Wong Chun Shum

黃晉深

St. Paul's
Co-educational College
聖保羅男女中學



Kwok Man Yu

郭敏瑜

Ning Po College
寧波公學



Chu Chi Ching

朱稚程

Sacred Heart
Canossian College
嘉諾撒聖心書院



Lam Sze Ling

林思伶

St. Mary's
Canossian College
嘉諾撒聖瑪利書院



Li Kam Yau

李錦柔

Kwun Tong Government
Secondary School
觀塘官立中學



Chua Chit Yin

蔡哲妍

Ying Wa Girls' School
英華女學校



Gou Shing Yan

苟承欣

SKH Lam Woo
Memorial Secondary School
聖公會林護紀念中學



Yip Tsz Ying

葉芷熒

Good Hope School
德望學校

公眾參與小組 (童心玩樂)

- 與本地非牟利機構「香港婦女中心協會」合作
- 籌辦團體遊戲，為中心內的基層兒童提供玩樂時間
- 目標對象為小學生
- 準備許願瓶以收集兒童的聲音，並向大眾傳遞兒童的願望

Engagement Team A (Playful Heart)

- Cooperated with the Hong Kong Federation of Women's Centres, a local non-profit organization
- Organized group games to provide play time for on-site children
- The event was planned for primary school students
- Prepared a "wishing bottle" for children to put their messages in, which were consolidated and presented to the public



Tung Pok Lai Jeffery
董博禮
PLK Choi Kai Yau School
保良局蔡繼有學校



Chan Long Ning
陳朗寧
St. Paul's Convent School
(Secondary Section)
聖保祿學校



Lin Kuan Ting Lawrence
林冠廷
South Island School
南島中學



Chung Hiu Nam
鍾曉楠
Shung Tak Catholic
English College
天主教崇德英文書院



Chan Yun Chak
陳潤澤
American International School
香港美國國際學校



Leung Shu Sum
梁舒琛
Shatin Pui Ying College
沙田培英中學



Tsang Hei Yu
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Fung Tsz Yuen
馮子玆
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協恩中學



Chan Wai Sze
陳慧施
SKH Tsang Shiu Tim
Secondary School
聖公會曾肇添中學



Chow Zi Qi
周子淇
Good Hope School
德望學校



Tang Hoi Wan
鄧凱尹
Daughters of Mary Help of
Christians Siu Ming Catholic
Secondary School
天主教母佑會肅明中學



Carless Alison Mary
卡愛妮
Diocesan Girls' School
拔萃女書院



So Yee Wa
蘇倚華
Carmel Holy Word
Secondary School
迦密聖道中學

公眾參與小組 (微電影製作)

- 以微電影方式提升大家對「數碼不平等」的關注和理解，並建立同理心，呼籲各位幫助和關心身邊有需要的同學
- 透過社交平台及 UNICEF HK 網頁讓觀眾欣賞我們的作品

Engagement Team B (Microfilm Production)

- Created a microfilm to increase the public's interest and understanding of digital inequality while inspiring empathy for students
- Distributed the microfilm through social media platforms and the UNICEF HK website, allowing various audiences to enjoy our production



Hui Huen Chi Jasmine
許珣慈

Tsung Tsin Christian Academy
基督教崇真中學



Fan Lok Hang
范樂恒

Pui Kiu Middle School
培僑中學



Cheng Tin Hung
鄭天鴻

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Leung Ming Chun
梁銘浚

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景嶺書院



Yin Jing Wen
尹靜雯

Heung To Middle School
香島中學



Gao Hok Ming
高鶴鳴

Leung Shek Chee College
梁式芝書院



Lim Sze Chit
林思捷

St. Mark's School
聖馬可中學



Lin Kei Ying
連紀盈

Shatin Tsung Tsin
Secondary School
沙田崇真中學



Chung Ting Yan
鍾廷茵

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Leung Tsz Ching
梁子晴

Munsang College
民生書院



Lai Lok Yin
黎樂然

SKH Tsang Shiu Tim
Secondary School
聖公會曾肇添中學



Tam Fuk Lam
譚馥琳

Wa Ying College
華英中學



Fan Ka Yi
范加宜

Daughters Of Mary Help Of
Christians Siu Ming Catholic
Secondary School
天主教母佑會蕭明中學

公眾參與小組 (網上遊戲挑戰製作)

- 設計網上遊戲 Error 404 game challenge，以進行網上學習時遇到的學習困難為藍本，讓參加者能夠體驗數碼不平等帶來的負面影響。
- 邀請不同學校的中學生參與，讓他們在疫情下仍能與別校學生作交流
- 遊戲結束後設反思環節，希望參加者在活動完結後亦關注數碼不平等問題

Engagement Team C (Online Game Challenge)

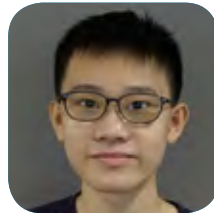
- Designed the Error 404 online game based on the learning difficulties encountered by students during online learning, so that participants can experience digital inequality firsthand
- Invited secondary school students from various schools to participate, in order to increase communication between different schools
- Included a reflection session after the games, where participants increased their own understanding of digital inequality



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聖保羅書院



Lau Wai Ming
劉瑋銘
Bishop Hall
Jubilee School
何明華會督銀禧中學



Hui Hoi Lam
許凱琳
Diocesan Girls' School
拔萃女書院



Pon Kai Chung Ryan
潘啟充
Diocesan Boys' School
拔萃男書院



Fung Cheuk Yin
馮卓言
Po Leung Kuk
Lo Kit Sing (1983) College
保良局羅傑承（一九八三）中學



Chiu Man Tsoi Janette
趙汶采
True Light Middle
School of Hong Kong
香港真光中學



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張可妍
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Leung Yee Shan
梁綺珊
St. Francis
Canossian College
嘉諾撒聖方濟各書院

編輯及製作小組

- 構思刊物內容及製作刊物
- 與其他團隊合作，記錄其他團隊項目的實踐過程

Editorial Team

- Managed the editing and publishing of this publication
- Cooperated with other teams to record the process and implementation of the GenAction project



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社交媒體及宣傳小組

- 利用 Facebook 及 Instagram，以不同形式，包括 Story、短片、漫畫、語錄等喚起大眾對議題的關注
- 於項目實踐期間，總共接觸 10,849 人次，並成功突破 1,000 個追蹤者

Social Media and Publicity Team

- Used Facebook and Instagram to distribute stories, short films, cartoons, and quotations to raise public attention to digital inequality
- During the project timeframe, a total of 10,849 people were reached and the UNICEF HK GenAction Instagram account successfully exceeded 1,000 followers



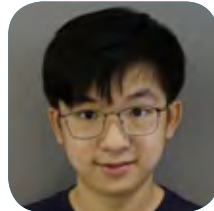
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Yeung Man Yee
楊汶意

Tin Ka Ping
Secondary School
田家炳中學



Kun Tin Long
簡天朗

Creative Secondary School
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(Siu Sai Wan)
福建中學 (小西灣)



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魏紆杰

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Lau Yuk Hang, Uan
劉煜鏗

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Alliance Sun Kei
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蘇宏豐

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Middle School
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青年使者的旅程

面對疫情肆虐，青年使者走過了一場五味雜陳的旅程——主要的訓練活動均改為網上進行，青年使者之間也礙於疫情只能通過網絡交流、互動。加上我們都是學生，因此我們更深刻地體會學習模式變為網上教學為學童帶來了多麼大的難關；也更了解對社會對不同家庭的支援如何影響學習質素和資訊的接收。即使面對種種難關，過去的一年無疑每一位青年使者都經歷了一段難忘及有意義的旅程。

「設計思維」——一個以人為本的解決問題方法論——告訴我們不應盲目迎合既定的喜好和現有的系統模式，更應考慮人們真正的需求及新的做法。秉持著這一概念，青年使者從兒童及不同受眾的需求出發，設計了一系列以「平行時 HOME」為主題的活動，希望藉此喚起社會對於「數碼不平等」的關注。



歡迎 2021 年青年使者！
Let's welcome our Young Envoys 2021!



我們正在草擬上載至 GenAction Instagram 帳戶的貼文，你追蹤了嗎？

We are drafting the Instagram post for the GenAction project, are you one of the followers?



我們準備好出發
We are ready



我們努力準備 GenAction Project!
We are working hard to prepare the GenAction Project!



一起用 Zoom 拼湊出一個心形吧！
Let's make a "heart" diagram by using Zoom!



研究數據分析中 ... 請稍候
Data analysis in progress...Please

Journey of Young Envoys

Due to the pandemic, this year's Young Envoys programme was completely different from that of previous cohorts. Major training and activities were held online and we could not meet each other in person, which brought different struggles. As we are also students, we truly understand how difficult it is for students to have their schooling online. In addition, we understood how the availability of resources to different households directly impacts the quality of education and communication effectiveness they receive. Despite various challenges, it has been a memorable and meaningful journey for all of us.

Incorporating design philosophies has guided us not to simply be confined by the expressed desires and existing systems, but to address their actual needs and explore new ways of working. With this concept in mind, the Young Envoys designed a series of activities under the theme of "Parallel Homeniverse", hoping to increase society's awareness on digital inequality.



發到中心和小學生見面了！
to meet primary students in the center!



微電影拍攝完成，Yeah!
Finished all shooting for the micro-film, Yeah!



讓我們用 VR 眼鏡，360 度體驗敘利亞的狀況吧！
Let's use the virtual reality headset to experience condition in Syria!



wait



齊心合作 ... 把氣球運到對面
Let's work together and deliver the balloon



我們正式獲委任為青年使者了！
We are finally appointed as official Young Envoys!

委任典禮

徐徐地接過青年使者的委任狀，相機的閃光一閃，八個月的訓練換來了豐碩的果實。隨著疫情穩定，青年使者們終於可以在委任典禮相聚一堂。

UNICEF HK 及獨家贊助 AEON 信貸財務（亞洲）有限公司代表的獻辭為是次典禮揭開序幕。彩虹、白鴿、向日葵和幼苗象徵著希望和夢想。當嘉賓和青年使者代表把這些元素貼上背幕的那一刻，就代表我們夢想啟航，正式成為青年使者，與各地的兒童攜手同行，築起夢想。其後來自不同小組的分享更見證了我們為倡議兒童權利所作的努力和堅定的信念。

「如果我們有勇氣去追求，所有的夢想都能成真。」 — 華特 • 迪士尼



Appointment Ceremony

Receiving the Young Envoys' appointment certificates, followed by flashlight from the camera, we reap the seeds we sowed in the 8-month training. With a stable COVID-19 condition in Hong Kong, we can finally meet our peers in person.

The representatives of UNICEF HK and the Sole Sponsor AEON Credit Service (Asia) Co. Ltd delivered speeches to kick start the ceremony. Rainbow, pigeons, sunflowers and seedlings represent our hope and dream. The moment when the guests and Young Envoys put these elements onto the backdrop, our journey as Young Envoys set off. We would join hands with the children and bring them hope and dream, especially under the pandemic. The sharing from different teams showcased our effort and committed belief to advocate child rights.

"All our dreams can come true, if we have the courage to pursue them." - Walt Disney



青年使者分享 Young Envoys' Sharing



Tang Hoi Wan

一開始青年使者計劃嘅時候我以為會識唔到 friend 因為主要都係用 zoom 去做唔同嘅活動，然後就渾渾噩噩咁渡過八個月。但係估唔到做 service 嘅時候同大家相處耐咗，會發覺每個人唔同嘅優點，之後大家就會慢慢熟絡。多謝大家對我嘅包容同希望之後可以多啲 Reanion!

Chung Ting Yan

Fulfilling. Enjoyable. Memorable. 8 months of new encounters. They are a pleasure. Dug out hidden treasures. We set off for an adventure. Went through the tempest. Soared through sky. Don't want to say goodbye. We flew. We grew. What could I ask for more?

John Leung

I am really glad that I was given an opportunity to participate in this program. It was disappointing that most sessions were held online, but still, the contents offered were extremely useful and can definitely help me in communication as well as organising. Working with my teammates is a fun experience, I learn a lot from them and together we were able to improve as a group. Young Envoy 21 has definitely taught me a lot and enhanced my awareness of what's happening locally and internationally. I will treasure this year's experience and hope that there will be similar opportunities in the future.

Wei Oscar Zijie

感觸良多，十分感謝相關組織舉辦活動的努力，令我學到幫助他人並非是居高臨下的憐憫，而是設身處地為有需要的人付出，由他們的視角明白他們的需要。為期八個月的訓練令我獲益良多，再次謝謝 UNICEF HK 的用心和對 Young Envoy 的支持

Leung Ming Chun

過了八個月，的確讓我學會了很多很多，除了學習許多個人發展的技巧，對於全球兒童的問題更是更為深刻了解，這令我對成為 Young Envoy 有了一種榮譽感。在與其他組員共同合作，無數的分享，都令我印象深刻，未來希望能為兒童權益盡一分力！

Yeung Man Yee

心態上面其實改變了挺多的。以前我可能只會從一種方向去想整件事情。但是，現在我會從更多的方向去想。很感謝 Young Envoys Programme 讓我知了一些社會議題。原來出一個社交媒體的帖子也不是一件容易的事情，要決定畫風及顏色等等很仔細。最後感謝我的組員。

Mok Hoi Lam

I am glad that I have joined this program! I have broadened my horizons, got to know more about children's rights and the way to help them. For example, I have understood that there are a lot of poor children who are deprived of the rights to receive education, and they may even lack the necessities for living: food, water, medicine, etc. I always believed that a small change can bring a big difference to the world. I hope that I can be the change I want to see in this world and keep utilizing my knowledge to help the kids who are in need.

Cheng Yuet Sheung

由一開始 Zoom 嘅尷尬，到正式見面大家好快就打成一片，中間個變化其實都幾微妙。開會傾嘢做 proposal，呢啲嘢對我嚟講都好新，好深刻。後來大家見面做嘢，成班人走去飲茶，都幾癲 :)。識到呢一班組員，必定係難忘嘅。

Yin Jingwen

在 Workshop 中，我認識了一班很有實力的隊友，學會如何與一群厲害的人合作，以及如何完成一個好的 Presentation（重點在於讓聽眾清楚地知道自己 present 的目的）。

Virtual field visit 更加改變了我對於比自己環境差的人的想法，與其說「好慘呀」，不如多些欣賞對方在面對困境時堅強、樂觀的心態。

總括而言，Young Envoy 21 令我獲益良多。

Tam Fuk Lam Dora

深刻的旅程！沒想到有這麼多得著，除了學到一些關於兒童權益外，更在虛擬海外考察中了解到敘利亞的情況，並深切體會到當地兒童的心態。心態決定境界，即使他們處於水深火熱之中，都可以感受到他們對生命的熱衷、簡單和快樂。我發覺香港（或發達國家）的兒童其實有點貪心，忽略身邊的美好，總是覺得身邊的不夠。除此之外，我認識了不同朋友，與不同人相處時令我學到不同人的思維，創意，相處時有講有笑，真的很開心 TAT

Hayden Cheung

The Young Envoys programme not only brought me unforgettable experiences, but also made me aware of different things that surround me. I have made more friendships and understood one another during the journey.

Besides, experiences such as the Genaction project bring me lifetime skills like organising an activity, communication process etc. This will surely lay a solid foundation towards my future careers.

Moreover, I had more understanding on international society more - the VR visit to Syria raised my awareness towards the poverty situation of other countries - we should be grateful to what we have, and treasure all we have.

This Young Envoy programme is educational to me. The experiences will always inspire me in the future.

Tsang Hei Yu Audrey

I would very much like to thank UNICEF HK for giving me the precious opportunity to meet people from all walks of life and to be friends with them. It has also helped me to realise that I can do much more than raising awareness as a global citizen and as a Young Envoy.

Lai Lok Yin

Being Young Envoy 21 has broadened my horizon.

At first, I was just a study nerd, a frog living in a well.

However, after joining the programme, I have been exposed to different incidents happening in the world and how UNICEF devoted their efforts in helping those in need.

I have gained a lot and this programme has transformed me to be a more well-rounded person.

Leung Shu Sum

It is definitely a thrilling journey. As a Young Envoy, I have been enhanced a lot. We first engaged in different courses to study different skills and topics. Eventually, we used what we learnt to design a project to provide our support to children. I feel really grateful and satisfied in this whole program.

Ng Ching Yuk

能夠參加呢個 program 到真係好開心！^ ^

從一開始咩都唔識，到後來學到好多嘢（Children rights，presentation skills，寫 proposal 同 IG posts），真係獲益良多！亦都識咗好多好多唔同學校嘅人！

一年咁就過咗：（而家諗返起真係過得好快，好唔捨得！

無論如何，我今年喺呢個 unicef 大家庭真係好開心！絕對係珍貴嘅回憶！！（ ò _ í ）

Mui Wing Yan Rainkie

I am very honoured to be a part of Young Envoys 2021. I have gained a lot of knowledge about children's rights and sustainable development goals throughout the programme. Moreover, working as a team for the GenAction project strengthens my leadership skills and the ability to cooperate with others. I hope the friendship among my group mates will be long lasting. I am looking forward to working together for UNICEF in the future.

Hui Hoi Lam

I have met a lot of brilliant people and have truly enjoyed the programme. I have gained a better understanding of global issues as well as a wider perspective.

Cheng Tin Hung

The entire Young Envoy21 programme was inspiring and educational. I've learnt a lot from different workshops as well as met lots of new friends. The micro film production was fun also. Me and my group mates have put great effort in the project. I sincerely hope you all will enjoy our video when you see it! Thanks ya~

Chan Long Ning

八個月嘅旅程俾我一個學習同了解嘅機會。無論係兒童權益、聆聽溝通技巧、和組織活動上都有全新嘅體驗。尤其是去社區中心同小朋友玩遊戲，教導佢哋關於數碼不平等嘅概念。係組織呢次活動發現咗好多平時忽略嘅細節，就例如點樣解釋遊戲規則、點樣去維持秩序等等。亦都慶幸可以擔任 facilitator，負責帶領小朋友活動，俾自己一個挑戰。而係 VR 活動都了解到敘利亞小朋友嘅生活和心路歷程，以及 UNICEF 如何去提供服務俾佢哋。過程中反思咗好多個人對於生活嘅態度，好似話可憐人哋其實係自己嘅道德高地，以刻板印象去睇我哋主觀認為嘅事而產生嘅情緒。而比起可憐人哋，不如透過客觀角度去透徹了解佢哋嘅處境，再施予援手。除此之外，感激嘅呢次訓練中有幸識咗我哋組員，同埋多謝 UNICEF HK 嘅工作人員為我哋安排好多有意義嘅活動。

Yip Tsz Ying Ruby

Being a part of the Research and Advocacy team, I have not only had a thorough understanding about the situation of digital divide among Hong Kong students through our first hand research, but most importantly, building bonds with my group mates by each person's active participation and contributions to the group. It has been a delightful and rewarding journey for me in the Young Envoy21 program, acquiring knowledge about children's rights, broadening horizons through external guests' sharings, and experiencing the power of teamwork. I will bring positive influence to the world in the future with the gains from Young Envoy21.

Tsui Hei Ching

In my opinion, this is a really fruitful program as it educates me about children rights, as well as raising my awareness of children's situations on other parts of the world.

Lawrence Lin

This journey was amazing, definitely one of those one-in-a-lifetime experience. Through this journey, I've gained a much greater understanding in myself. Furthermore, I've also been able to uncover my strength in cooperation and teamwork. Additionally with the great mentors, I was able to easily acclimate to the energetic environment. Although a majority of the experience was accomplished over zoom, I felt that it made it all the more worthwhile. Through trials and tribulations, ups and downs, I can say that I am officially an alumni of UNICEF Young Envoys. And for the future UNICEF Young Envoys, I wish you all the best!

Fung Cheuk Yin

好幸運能夠成為 Young Envoy 一份子，同大家一齊開會、做嘢好開心好 enjoy，係做嘢過程同其他人身上都學習到好多唔同 skills。呢個 programme 令我因為疫情而幾乎空白嘅高中生涯帶嚟咗一個好特別好難忘嘅體驗，意義重大。

Lai Cheuk Lam

這是一個很長的旅程，我還記得一開始在 zoom 的時候，大家都對彼此感到十分陌生，連聊天都感覺十分尷尬。但在後期的活動籌備過程中，我們漸漸變得熟絡起來，大家一起談天說地，一起聊八卦，一起談心事，更重要的是我們一起完成了整個 online game challenge。身為組長，我背負更多的責任，面對更多的挑戰，還幸有組員一路相伴和支持，我才得以完成組長的職責。感謝沿途有你們！

Wen Chi Kit

The programme has given me a new perspective to see those relatively poor countries. The most remarkable experience is the virtual field visit. Instead of standing on the "moral high ground" and gives sympathy to the children in Syria, we should put our foot in their shoes. They could have a happy life, just like us. Showing sympathy is not the right or good thing to do. It reflects your rooted belief of the Syrian is poor. The new perspective of thinking is one of the most impressive things I have learnt.

Fan Ka Yi Kelly

I would say I grown a lot after eight months journey. As a leader in the team, I have to learn to manage a team, try to be more active and critical thinking as I have to make the final decision for the team. However, it is a hard job because I need to do or worry many things about the project. Luckily, I got some supportive member whom helped me a lot. Also, the programme enhance my knowledge about children right and many life lessons. Thx for everything!

Fung Tsz Yuen

I would say that I've grown up and learnt a lot from all the activities. It was really meaningful to look deeper into the conditions in Syria which has changed my perspectives and feelings a lot. Through the activities we hold in the community, my horizon was also broadened and I gained better understanding of different needs of children. Working with group mates coming from different backgrounds also allowed me to improve my communication skills, which I find it really beneficial. I would conclude my 8-month journey as a really fruitful once in a lifetime experience.

Wong Tsz Ching

在疫情下，首次和組員見面時還會感到尷尬。隨著無數次的綵排和 Error 404 game challenge 完滿結束，大家亦逐漸變得熟稔。很感恩組員和 participants 十分享受在遊戲當中，彼此間亦留下深刻回憶。

Fan Lok Hang

Very comprehensive and practical on the rights of children. Actually, I've been in a MUNC for a while and it also like a UN-like activity aimed to advocate human rights. Both UN and UNICEF has a huge common recognition among mass public and we are willing to help those children in bad condition. In order to do that, I join UNICEF Young Envoy training program and learn more about this area of expertise. The friends I made and new knowledge I received will benefit me a lot from a long-term perspective. I'd like to show my gratitude to Coco and all staffs who manage and supervise this whole project. Your precious work will definitely receive a well ending. Also I'll do my best to help those children who strike for a better living condition. One world, One people.

Gao Hok Ming

It's been a great journey to learn more about what UNICEF is doing and the needs of children worldwide. The programme brings more perspectives on different topics and make me have an urge to concern about worldwide issues. Thanks to trainers from UNICEF and nice groupmates who have guided me to have the unique experience in this programme.

Su Wang Fung

三言兩語無法概括八個月的經歷，但印象尤為深刻的還是要數以 zoom 形式進行的訓練與合作，以及最後數次的實體見面。雖然海外交流因疫症而取消，未免感到失落，但計劃中所得的，更勝此愁。祝願各 Young Envoy 前程似錦！

Lai Tsz Shan

很感恩可以參加是次計劃，令我認識到一班很好的隊友，互相幫助下使到工作能夠順利完成。當初未參加計劃前，總感覺兒童權益這個話題距離我十分之遙遠，於自己而言關係不大，從來沒有想過原來自己亦可以為保護兒童權益出一分力。總括而言，我沒有後悔參加這個計劃，計劃中的我獲益良多，認識到一些我從未接觸過的事：-)

Carless Alison Mary

My journey as a Young Envoy has helped me to develop my potential and I have experienced personal growth. Through being the leader of Engagement Team A, I was able to improve my leadership and communication skills by delegating responsibilities to my teammates who were all dedicated to the program. I was very grateful that I built close friendships with the other likeminded Young Envoys. Holding the activities for the children was a rewarding experience and I took the opportunity to interact with ethnic minorities. I learnt a lot of valuable insights about children's rights and UNICEF's work.

Leung Tsz Ching Jessie

好開心可以成為 Young Envoy21 嘅一分子，可以認識到唔同 backgrounds 嘅人，可以嘗試到平時唔會做嘅嘢，可以嚟唔同 workshops 學到唔同 skills。希望大家都可以保持呢種熱血，一齊攜手去幫世界上有需要嘅兒童。

Lo Ho Yin

希望能多宣揚 UNICEF

HO YUI KI YOKI

Before I started this journey, I was hoping to get some firsthand experience about the work of UNICEF and meet new friends. Thankfully, not only did I learnt a lot about the objectives and efforts of UNICEF and made many new friends, but I also learnt important life lessons. For example, I was moved by the power of teamwork and the empathy from the team and staff. I'm glad that I joined this programme and it is safe to say that I have grown to become a more mature person through this program. In the future, I hope that I can continue to join this program with new Young Envoys as a mentor . It would be amazing if we could go on a real field trip and learn the work of UNICEF on the site:))))).

Chu Chi Ching

In this journey, I have realized the importance of child rights and the power of teamwork. In the advocacy and research team, I have been doing researches related to digital inequality and evaluating the performance of our teammates. These experiences had inspired me to think more rationally and diversely. The harmonious and efficient working atmosphere in our team has let me build bonding with others and improve my work quality with their mutual support. I enjoyed this program a lot, hope our project could influence the public to pay more attention to different social problems and protect others' rights in their way.

Lee Hang Shik

從一計劃開始到最終完滿完結的這八個月當中，每一項活動、講座及訓練等皆令我認識到社會中的不同面向、群體，與其他青年使者等的合作亦讓我接觸到一群有熱誠的同年人，共同完成目標，獲得難能可貴的經驗：D

Chow Zi Qi Sarah

我在整個活動獲益良多，深入認識 UNICEF 再加上所學的各種知識、技能，令我更想在日後為兒童服務、發聲，意義非凡。

Chan Yun Chak

During this program, I learned a lot about the works of UNICEF and the difficulties that children face everyday. It made me appreciative of what I have.

Tiffany Cheong

一開始 join Young Envoy 係通過朋友介紹 雖然今日係我第一次見自己嘅 team mates 今年好多活動亦都係以 zoom 嘅形式進行 但呢一年入面參與嘅 workshop 同埋 programme 等等亦令我學識咗好多好希望將來可以再有機會參與 unicef 嘅活動。

Lin Keiying

參加 Young Envoy 真係學左好多野，由一開始嘅 project briefing，大家一齊諗 idea，再到之後大家分開唔同部門一齊做一件事嘅感覺好開心。更加了解到 unicef 嘅使命同埋佢地做緊嘅嘢！雖然疫情令我哋大部分時間唔可以實體見面，但令我地更加珍惜見面嘅時間。多謝咁多位負責嘅人例如 coco 和 jackson 成日幫我地，辛苦晒！

Chua Chit Yin

在螢幕前八個月每個週末的鍛鍊，透過認識其他國家被不幸的剝奪基本權利的兒童，教會在富庶的香港中成長的我們感恩在疫情下擁有的一切。將自己僅有的資源時間回饋社會，把溫暖以不同方式送給有需要的社群。

Hui Huen Chi Jasmine

There were lots of ups and downs. It was not very interesting at first cuz we met each other in zoom yet after having the chance to meet face to face, we get much closer and I really do enjoy my journey of UNICEF especially the training workshops. Besides, I am proud to be an Young Envoy. I hope I can share what I have learnt to others and introduce UNICEF to my friends.

Kwok Man Yu

Young Envoy 是一個比我想像中學習更多的活動，很愉快地我有一班團結和有心的隊友，好感激有一個很好的機會。

Wong Yi Ki

一開始 Online zoom meeting 大家都唔太認識，導致難合作，溝通上比較困難。但後期認識耐咗，了解大家背後嘅諗法之後，互相遷就就容易啲達成共識。參加 Young Envoy 唔單止認識新朋友，仲有點樣去同人溝通，磨合，做嘢嘅先後次序等等，對未來出去做嘢都有啲少少經驗。

Lim Size Chit

這八個月的 Young Envoy 旅途裏，我認識了很多從未接觸過的事物，更加認識了 UNICEF 這個組織和兒童權益相關的事。在團隊裏，我也接觸到微電影拍攝。儘管我在這方面沒有太多經驗，但通過組員之間互相幫助互相交流，大家分工合作，發揮所長，互補不足，最終也成功完成任務，是個難忘的經驗。

Ng Tsz Ming

雖然沒有機會去海外考察，但八個月以來的疫情下 Young Envoy 之旅仍比想像中更豐盛，線上工作坊邀請到了在各方面為社會作出一分力的人物分享，有創立社企的、也有以往的 Young Envoy 回來教我們演講的技巧，讓我更了解現時全球兒童面臨的問題，亦堅定了我希望將來能成為改善問題的一分子的志向。感恩在 social media team 遇到了一群很友善的組 matesss！

Lau Wai Ming

No matter what happens, my journey with UNICEF Young Envoys programme will never fade from my memory. It's almost been a year since I joined the program. I still remember it was in September when I saw a poster in my school promoting it. At first, I was filled with trepidation since I had to get along with students from other schools. Yet I dare to begin. Begin to make new friends. Begin to share new memories. Begin to embark on an adventure that I have never tried before. And begin to see that the end is where my next journey begins. I have gained a deeper understanding of the rights and interests of children through exposure to UNICEF HK workshops and activities. I've also been motivated to contribute to my own community and society. I want to give my heartiest thanks to UNICEF HK, which has provided me with an invaluable platform to explore the world, for its substantial support and the valuable opportunities it has offered.

Lui Cheuk Yee

After joining the Young Envoy programme, I learnt a lot about different social issues from workshops, some of which exists in Hong Kong. It made me realize that raising awareness about such issues are incredibly important since while we live in the same society, we may not understand the needs of other people. I also made new friends and learnt more about teamwork, and, most importantly, time management from the programme. We have to hand in proposals and timelines on time, and sometimes it was challenging. The programme has been very inspiring.

Ho Yan Lam

The programme offers me an invaluable opportunity to learn more about some local and global issues. Numerous workshops and sharing have inspired me how a little act could influence other people around the world. Being a Young Envoy would definitely be one of the most memorable experiences in my life.

Lam Size Ling

作為 Young Envoy 的一分子，我很感恩及開心能和這 80 多位 Young Envoy 一起完成各種各樣的任務。我也十分慶幸在這個 program 接近尾聲時，終能有機會和成員見面，而這一次的經歷也令我明白到隔住一塊螢幕遠不及親身與成員互動親切。在活動中，能大家一起完成的每一個 task，一起參加的每一個工作坊都令我獲益匪淺，增加了我對 unicef 以及兒童相關議題的認識。我期望自己以後更積極地參與義工活動，為兒童發聲，履行一個青年使者的使命。

Han Albert Lim

Young Envoy21 has been a thrilling journey. From the orientation day and the endless lectures and trainings to our countless team meetings for the GenAction Project, I have definitely enjoyed most of my time. I'd especially like to thank my vice leaders and my fellow teammates in the Research Team for bearing me as your leader and contributing so much to our project. Our project would've never been as successful without each and every one of you. I have changed so much these past few months, from the Albert who seldom talked in the Zoom trainings to the Albert who led the team meetings, there is no doubt that Young Envoy21 is part of what made me "me".

Wan Pui Ting

雖然今年遺憾地無咗 field trip :(但都學咗好多嘢
尤其係唔同 skills 好多謝 unicef hk 為我哋呢班
YE21 喺疫情下舉辦咗咁多 workshops 另外喺同
groupmates 溝通合作嘅過程都好想同佢哋講返聲
辛苦晒！同埋都多謝大家嘅包容與體諒。都喺度呼
籲大家下年 join Young Envoy laaaa

So Yee Wa

喺 Young Envoy21 入面，經過咗唔同嘅活動，我攞
到好多經驗同得着，組員之間組織、溝通、計劃，
直到推出活動，我地都好細心咁去處理。經過今次
嘅活動，更加明白 UNICEF 嘅理念同目標，亦希望
有機會向不同人士分享。另外，喺 Young Envoy21
入面都識到好多新朋友，喺活動入面過得好充實。

Cheung Ho Yin

Through participating in UNICEF Young Envoys
Programme, I have earned a lot of precious moments
and dug into various issues. However, the most
memorable activity is organizing the GenAction project.
I am grateful that my group mates and I could finally
meet face-to-face in the middle of June and prepare our
project together. With our collaboration, our project '404
Error Game Challenge' was successfully conducted.
I believe that the experience I have gained in this
programme will be valuable and fruitful for me.

Wong Chun Shum Jason

When you tell a group of 11 students, all from different
schools, who barely know each other to band together
via Zoom, you do not expect much. But over the
course of a year, not only did we get to unveil the dark
truths of digital inequality in HK, we forge relationships
that bring us closer as a team. What makes UNICEF
Young Envoy programme stand out? To me, it has to
be the combination of task and entertainment and
simultaneously fighting for what is equitable for the city
that shapes this opportunity into an enticing and fruitful
experience.

Chung Hiu Nam

I'm very happy with this opportunity to work together
with our dearest friends. Had a great time!

Li Kam Yau

Knowing positive comments from my peers, I decided
to apply for the Young Envoys Programme. Despite not
having many physical meetings due to the pandemic, I
am grateful to meet aspiring friends from all over Hong
Kong and work on the GenAction Project of this year
altogether with the theme digital inequality. Through
designing and distributing questionnaires, I have
understood the current situation of digital inequality
among students in Hong Kong and present useful
findings to provide solutions. In addition, we developed
strong rapport among our group mates which is
definitely another gain in the programme.

Yu Yin Long

Throughout this Young Envoy program, I had a more
holistic view on the problems that children face regionally
and globally, and also gained skills on pitching ideas
and communicating. Covid struck all of us by impacting
the ways in which we work together as a group, as
meetings were held online and at times many ideas were
unachievable due to the pandemic, but it has also acted
as a strong reminder of the severity of digital inequality
that is present in our society. Overall, it was a fruitful year
for me and the program was really enjoyable.

Pon Kai Chung Ryan

The digital inequality theme this year is especially
appropriate because the current global pandemic
has made obvious the differences between the digital
haves and have nots. I am grateful to be able to learn
about the struggles of low-income families who are
unable to afford competent digital setups even when
we become more reliant on electronic devices while
working or studying at home. Through the creation of a
simulated online experience of digital inequality for the
public, I learnt to empathise with people experiencing
digital inequality. I also took the opportunity to share my
knowledge not only with my team but also my family and
friends to raise awareness.

Ho Kin Yi

今次嘅旅程學到好多嘢，最令我深刻嘅係有一次
children on the move 嘅分享，令我意識到喺戰亂
嘅國家，幸福唔係必然，可能轉個身就已經同摯愛
失散。感恩有呢次機會成為 Young Envoy!!

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