

(Translation)

Minutes of the 8th Meeting of the Youth, Community Development and Innovation Committee of
Sham Shui Po District Council (7th Term)

Date: 24 April 2025 (Thursday)

Time: 9:30 a.m.

Venue: Conference Room, Sham Shui Po District Council

Present

Chairman

Mr HO Kwan-chau, Leo

Vice-Chairman

Mr LEUNG Ping-kin

Members

Ms WU Wanqiu

Ms WU Sze-wan

Mr CHEUNG Tak-wai

Mr CHAN Wai-ming, BBS, MH, JP

Mr CHAN Kwok-wai, MH

Mr CHAN Lung-kit

Ms CHEN Lihong

Mr WONG Chun-hung, Hanson

Ms CHUM Pik-wa

Dr WONG Chung-leung, JP

Ms LAU Pui-yuk, MH

Ms CHUNG Ching-may, MH

Mr LO Chi-chiu

Dr PONG Chiu-fai, MH

Co-opted Member

Mr LAM Wai-keung

In Attendance

Miss CHAN Lok-tung, Agnes	Assistant District Officer (Sham Shui Po) 1
Miss CHAN Ka-wai, Eunice	Acting Senior Liaison Officer 2, Sham Shui Po District Office
Mr YEUNG Tsz-hin	Senior School Development Officer (Sham Shui Po) 1, Education Bureau
Ms LEUNG Shui-toi, Polo	Social Work Officer 1 (Planning & Coordinating), Sham Shui Po District Social Welfare Office, Social Welfare Department
Mr TSUI Chun-man	Assistant Police Community Relations Officer, Sham Shui Po District, Hong Kong Police Force
Mr TSE Wai-shing	Neighbourhood Police Co-ordinator, Police Community Relation Office, Sham Shui Po District, Hong Kong Police Force
Dr LO Chi-hang	Associate Lab Leader, Public Design Lab, the Hong Kong Polytechnic University

Secretary

Miss LO Ki-chi, Becky	Assistant Executive Manager (District Council) 5, Sham Shui Po District Office
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Opening Remarks

The Chairman welcomed members and representatives of government departments to the 8th meeting of the Youth, Community Development and Innovation Committee (“YCDIC”) of the 7th term of the Sham Shui Po District Council.

Item 1: Confirmation of Minutes of the 7th Meeting of the Youth, Community Development and Innovation Committee

2. The Committee confirmed the above minutes without amendment.

Item 2: The “Social Innovation Design” Programme by the School of Design of the Hong Kong Polytechnic University (YCDIC Paper No. 2/2025)

3. The Chairman introduced Paper No. 2/2025.
4. Dr LO Chi-hang gave an overview of the “Social Innovation Design” Programme (“the Programme”).
5. The Chairman enquired about the Programme’s actual requirements and the assistance that Members could provide.
6. Dr LO Chi-hang responded as follows: (i) hoped to gain support from the Committee in promoting the Programme for higher participation rate; (ii) due to the limited channels available, it was necessary for the University to engage stakeholders, including government departments, non-governmental organisations (“NGOs”) and small local shops, in promoting the Programme; and (iii) more information from local stakeholders was needed to ensure a more practical research and facilitate the application of research outcomes.
7. The views of members were consolidated as follows: (i) enquired about the details of public participation in the Programme, its implementation period, and the types of projects covered; (ii) enquired whether workshops or events would be organised for

the local community, and about the research direction of the Programme; and (iii) enquired whether consideration could be given to the distinctive characteristics of Sham Shui Po District (“SSP District”), such as temples, local architecture and traditional culture, in conducting any research or enhancement.

8. Dr LO Chi-hang responded as follows: (i) regarding community engagement, The Hong Kong Polytechnic University (“PolyU”) had previously conducted workshops for the local community of SSP District, such as baristas and small business owners, and also initiated an experimental design project to redesign the display boards for a coffee shop; (ii) the Programme had two main research directions: cultural characteristics (e.g. character streets) and scientific research (e.g. community health concerning Sham Shui Po residents, including their mental health, personal hygiene and other issues); and (iii) welcomed suggestions from stakeholders as the University might not have a full picture of the community, and looked forward to jointly developing new plans through the Programme.

9. The views of members were consolidated as follows: (i) learned from past experiences of bringing innovative design concepts into the community that some projects, despite their research value, were difficult to implement due to various practical considerations such as constrained living environments. It was therefore suggested that the design projects should focus on everyday life in order to meet residents’ actual needs; (ii) suggested developing distinctive souvenirs for SSP District and combined them with in-depth tours, as a way to boost the economy; (iii) suggested that PolyU students should delve into the operation of the community so that their designs could align with the business philosophies of small local shops and the needs of residents; (iv) suggested that the University should collaborate with the community, business sector and NGOs to create a design atmosphere; (v) enquired about the participating districts of the Programme, the grade levels of participating students, and the duration of the Programme; and (vi) the participating students might lack practical experience, and collaboration with the local community and NGOs was advised to explore feasible implementation plans.

10. Dr LO Chi-hang responded as follows: (i) hoped that site visit opportunities would be arranged for the participating students, allowing them to interact with various stakeholders to gain a better understanding of the district; (ii) the participating students ranged from undergraduates to doctoral students, and the research projects and application scopes would vary with grade levels; and (iii) targeting SSP District, the three-year Programme aimed to achieve research outcomes during its implementation period for application in the district.

11. The Chairman concluded as follows: the Committee agreed to support the above Programme and looked forward to collaborating with PolyU to advance community development in Sham Shui Po, thereby improving residents' quality of life and fostering a greater sense of belonging.

Item 3: Strengthening Emotional Support to Secondary School Students on the HKDSE Exam Results Day and Beyond (YCDIC Paper No. 3/2025)

12. A member introduced Paper No. 3/2025.

13. The Chairman responded that before the meeting, the Secretariat had invited the Housing Department ("HD") to attend and their response was as follows: regarding strengthening support for secondary school students before and after the results release of the Hong Kong Diploma of Secondary Education Examination ("HKDSE"), the HD stood ready to assist with any requests to place the support service guides of the Education Bureau ("EDB") and the Social Welfare Department ("SWD") in estate offices.

14. Mr YEUNG Tsz-hin responded as follows: (i) the EDB had launched the one-stop Life Planning Information Website since the 2019/20 school year to provide students, teachers and parents with comprehensive information on life planning and multiple pathways. The website featured an HKDSE Candidates' Corner to provide relevant information for Secondary Six ("S6") students; (ii) the EDB had a Designated Webpage for S6 Students that featured infographics on the Reminders for 2025 HKDSE

Exam and Exam Results Release, providing the latest information on the results release date, multiple pathways, guidance and support measures to help S6 students, parents and schools prepare in advance for the results release; (iii) as for emotional support for students during the examination period as well as before and after the results release, the EDB provided relevant information through a dedicated webpage on the Mental Health @School website with regular updates, sharing practical techniques for stress and emotional management; (iv) the EDB collaborated with various NGOs to provide students with more information and online support platforms; (v) for students in need of mental health support, they and their parents could explore professional support services available in the community, as listed on the dedicated webpage of Community Resources and Helplines of the Mental Health @School website; and (vi) the EDB could provide more relevant information for Members' reference, if needed.

15. Ms Polo LEUNG responded as follows: (i) the SWD had maintained a strong focus on addressing the mental health of young people and consistently collaborated with other government departments to provide comprehensive support for them; (ii) youth service units would provide corresponding support services for HKDSE candidates. Some service units would offer an array of services to the candidates in stages:

Stage	Service
First Stage (Before the exam)	To provide service information to specific student groups through promotion in study rooms, youth gathering spots and schools.
Second Stage (School holidays)	During the pre-examination leave, to enhance promotion of candidate-specific welfare services, to arrange for peer support and other relevant resources, to proactively reach out to young people in need, and to provide timely and appropriate support.
Third Stage (Upon the results release)	To establish hotline services and provide corresponding support based on the needs of

	individual candidates, including guidance on pathway options and life planning.
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(iii) the outreaching teams for ethnic minorities commissioned by the SWD promoted their services to ethnic minority candidates through community networks, and provided individual support and/or referrals to appropriate welfare service units based on each student's specific needs; and (iv) the Department noted Members' suggestions and would continue to enhance its services in order to provide young people with appropriate support.

16. The views of members were consolidated as follows: (i) suggested organising activities similar to the concerts and other events to be held in some districts before the results release to help alleviate candidates' stress; (ii) considering that some students might not reach out to seek help, efforts should be made to proactively identify students in need and provide corresponding support based on their personalities and needs to enhance service effectiveness; and (iii) looked forward to collaborative efforts at the community level to support students in need and help them cope with various stresses.

17. The Chairman's views were consolidated as follows: (i) expressed concern about the community support for strengthening students' ability to cope with stress; and (ii) enquired whether the EDB had emotional support measures for private candidates.

18. Mr YEUNG Tsz-hin responded as follows: (i) the existing support information was intended for all candidates, including full-time students and private candidates; (ii) the professional teams in schools covered the provision of appropriate support for full-time students in need; and (iii) private candidates in need might seek assistance from the EDB, either through community referral or direct contact, and the EDB could help pass their cases to their former schools.

19. The views of members were consolidated as follows: (i) suggested keeping tabs on students' psychological changes before and after the HKDSE as well as identifying

those in need through community networks to provide tailored support, and called for collaboration among the EDB, the District Council and various stakeholders; (ii) suggested that the EDB or the SWD should provide professional guidance on parent-child communication to help parents handle their children's emotional reactions after the examination; (iii) suggested establishing parent groups where experts would provide counselling services and experienced parents would share stress relief techniques and methods for helping children face their examination results positively; (iv) suggested that the EDB should work with schools to design "care packages" containing life planning and support information, and proactively distribute them to students and parents, so that more students could have access to the support channels; (v) given the complexity of student stress issues, simultaneous efforts in stress reduction and resilience enhancement were considered necessary, and it was suggested to utilise technology to customise need-based options for individual students and ensure proper resource matching; and (vi) while information on activities was relatively sufficient, greater efforts were needed to proactively engage students. For example, community events like concerts could be organised to enhance student participation.

20. Ms Polo LEUNG responded as follows: (i) agreed that ongoing attention to candidates' needs was necessary; (ii) youth service units would provide appropriate support to candidates in need and their parents through different activities, such as camps, large gatherings, online support hotlines, and parent groups; and (iii) ongoing attention would be given to hidden youths in need of services.

21. Mr YEUNG Tsz-hin responded as follows: (i) the EDB had been committed to promoting home-school co-operation and parent education. Apart from regular school-based parent talks, the EDB organised parent activities and seminars from time to time to help parents understand their children's growth and development needs; (ii) the EDB had launched the Curriculum Framework on Parent Education (Secondary School) in 2024 to promote a healthy, happy and balanced development of young people. It covered the management of youth emotional development and techniques for supporting their emotional well-being; (iii) the EDB had commissioned tertiary institutions and NGOs to provide appropriate courses and events for parents based on the curriculum

framework, including the “Growing along with Adolescents: Empathy and Companionship” Parent Education Course for parents of secondary students in the 2024/25 school year, to help parents support their children’s healthy growth at different developmental stages and equip them with the knowledge and skills in caring for their children’s mental health; and (iv) as for information related to the HKDSE results release, the EDB shared diverse information on students’ physical and mental development with schools and parents through the one-stop parent education website “Smart Parent Net” and social media platforms, such as articles on facing the result day and parent tips for support, and a dedicated webpage listing resources to cope with result stress, aiming to help parents provide appropriate assistance to their children before and after the HKDSE results release.

22. The views of members were consolidated as follows: (i) acknowledged the work of the relevant departments; and (ii) suggested that the departments should share information about the services with Members through the Secretariat, enabling them to help promote the services and making it easier for the public to access appropriate support.

23. The Assistant District Officer (Sham Shui Po) 1 added the following: (i) the Sham Shui Po District Office (“SSPDO”) was co-organising an event with Hok Yau Club and V Walk to show support for HKDSE candidates before the results release. The event would be held on 12 July (Friday) from 5:00 p.m. to 10:00 p.m. at V Walk. It featured a variety of activities, including a mini-concert, workshops and booths. Social workers would also be there to introduce after-results and social worker support services. The event aimed to attract candidates in need to learn about various support services and information; and (ii) the SSPDO would promote the event from June to July, and Members were called on to assist in the promotion.

24. The Chairman concluded as follows: the Committee noted the content of the paper, and expected members to strengthen promotion of district activities related to the results release to encourage more students to participate.

Item 4: Any Other Business

25. Members did not raise any other business.

Item 5: Date of Next Meeting

26. The next meeting would be held at 9:30 a.m. on 19 June 2025 (Thursday).

27. There being no other business, the meeting ended at 9:55 a.m.

District Council Secretariat
Sham Shui Po District Office
June 2025