

GSL PROJECT REPORT

VSA Change Makers - Team Re:View

Project Re:tropective



1. INTRODUCTION

1.1 Aim:

Project Re:tropective aims to provide disadvantaged children in Hong Kong with quality education by giving them free English reading and writing workshops. Throughout the process of creating the final product – a picture book about SDGs in Hong Kong written and illustrated by children, we will also be able to educate them about pressing global issues, and nurture them to become changemakers – “Global Social Leaders”.

1.2 Sustainable Development Goals:

This project touches on many different goals but focuses specifically on **Quality Education**. By providing free and accessible English literacy education, learning materials and tools to disadvantaged children in Hong Kong, alongside educating them to become advocates for sustainable development, we hope to ensure inclusive and equitable quality education opportunities for all. We are committed to addressing targets 4.1 (Free primary and secondary education), 4.5 (Eliminate all discrimination in education), 4.6 (Universal literacy and numeracy) and 4.7 (Education for sustainable development and global citizenship).

Our project also ties in with other SDGs such as **Life On Land**. We decided to create a **sustainable** version of our final product – an SDG-related picture book, that could be distributed online instead of in hard copies. This was in the hope to end deforestation and restore degraded forests (Target 15.2). Moreover, in our book, we have included goals like **Zero Hunger**, **Climate Action**, **Life Below Water**, **Partnerships For The Goals** and more, all seen through the realistic lens of a child in Hong Kong.

1.3 Members:

Lavina Lo:

Team Leader - Overseeing the entire project, leading meetings, tracking progress and maintaining a positive collaborative environment.

Faith Hui:

Project Coordinator (Communications) - Managing communication, including that with charities, community centres and more.

Matthew Chow:

Project Coordinator (Logistics) - Organising, overseeing and planning logistics, including the timeline and class schedules.

Jasmine Lu:

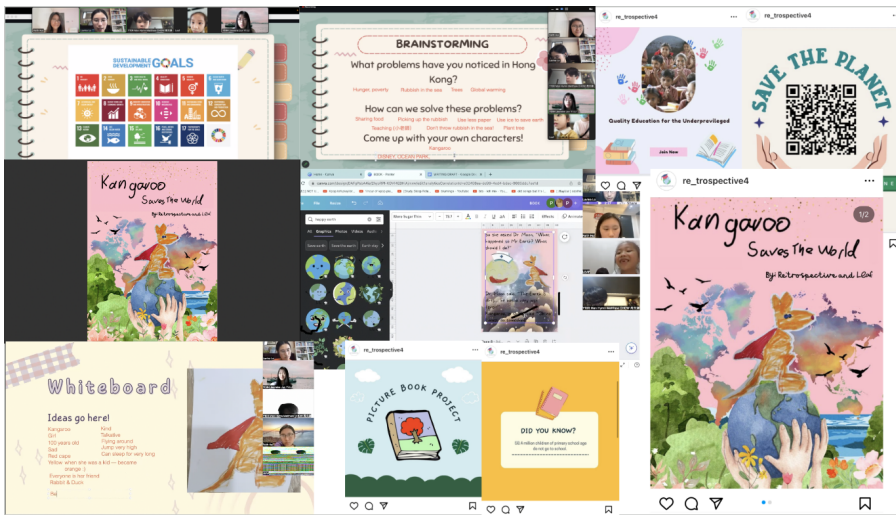
Publicity Manager - Managing our social media accounts and promoting our initiative to the wider community.



2. IN ACTION

2.1 Highlights:

The highlight of the entire project was definitely watching the storybook come to life. It was extremely exciting to be able to introduce the SDGs to underprivileged children for the first time and watch the fascination in their eyes. As we



supported them on the journey of creating the book, it was fulfilling to watch endless imaginative and creative ideas flow from their minds – a unique superpower that children hold. For us, it was especially enriching to be able to view the world and existing issues from a child’s perspective. It is something that we all gradually lose as we grow up – the ability to view problems from their most simple form, and truly believe from the bottom of our hearts that they can be solved as

long as we all do our part. This led us to realise that this was what is at the core of “Global Service Leaders” and the SDGs – a collaborative, confident and optimistic approach to world crises. After the completion of the book, it was certainly amazing to look back on our success, and how we had nurtured a future leader.

[Link to our product -- "Kangaroo Saves The World!"](#)

3. IMPACT

3.1 Outcome and Impact

We would say that the project as a whole has been very successful. Though it was only hosted over a short period of time, we managed to provide accessible literacy and sustainability education to students, while nurturing future leaders. The next generation accounts for our future and through such a project, we prepared students with the knowledge, self-confidence and determination as open-minded learners needed to change the world. Re:tropective enriched the student’s interpretations of current global issues, allowing them to achieve personal growth. However, due to pandemic restrictions, we were unable to host large classes. In the future, we hope to directly impact more students, carrying this project beyond GSL.

Through direct and indirect contact, we have impacted around 1000 people, including through offering classes and distributing the product on platforms such as Instagram and school bulletin boards, allowing others to view our success, while having a taster of the same experience or the knowledge we have gained, learning about the importance of accessible education and the SDGs. Having spent a total of around 40 hours working on this project, it has been a truly fruitful experience.

3.2 Knowledge/Skills Gained

For most of us, since it is our first time working on a large-scale collaborative project, one of the most important skills we picked up is **collaborative skills**. Obviously, there were hiccups along the way, but gradually, we learnt how to work effectively together, respect each other’s opinions, and also got more used to each other’s working styles. We made an effort to use team-building strategies to improve our collaboration. We also improved our **communication skills**, since it is not only important to communicate ideas within our team, but is also necessary to be able to avoid misunderstandings while organising our project, and most importantly, to be able to communicate our group’s ideals to the wider community. Needless to say, **time-management skills** and **organisational skills** are essential to the success of the project. As Global Service Leaders, **leadership** was also extremely important. This meant being able to set a good example for others while inspiring them to do the same – pioneers in a world where new ideas to solve problems are constantly needed. Along the way, we also gained more knowledge about the SDGs, and as young teenagers who have little experience in society, we discovered a new side of Hong Kong – where many disadvantaged children could not afford to get supplementary education. As Global Service Leaders, it is our responsibility to lead the development of solutions for global issues like these. Not only did this project benefit our targets, it also allowed us to receive inspiration from these children who were constantly grateful and excited to get an education – something we often take for granted.