



香港大學學生會中國教育小組

CHINA EDUCATION ASSOCIATION, HKU

慈善助學團體 稅局編號: 91/4481

第二期會訊

Newsletter Volume 2



生命/
燃亮生命

Life/
Enlightens Life



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迎新活動回顧—茶聚 *Tea Gathering*

本年度第一個迎新活動-茶聚於九月三日順利舉行！當晚，參加者一邊享受茶點和飲品，一邊聆聽幹事簡介小組的工作內容及農村的教育情況，對小組有了更深入的認識。同時，小組幹事亦與參加者分享小組工作的意義，大家都結交了不少志同道合的朋友。



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The tea gathering was successfully held on 3rd September! The participants spent a delightful night, listening to our sharing and enjoying delicious refreshments. Also, executive committee members chatted with participants and shared the values of our works. All of the participants have gotten to know more about rural education in China and meet new friends with same interests.

迎新活動回顧—*Fresh Project*

今年的Fresh Project已於11月順利完成。參與者在三個月的時間內，親自舉辦了一場有趣又有意義的慈善義賣。

從9月到11月，參與者作為組織者、執行者和體驗者，在這次活動中將他們的創意和想法都展現得淋漓盡致。從前期尋找並聯繫寄賣商、挑選商品、設計海報、撰寫宣傳文字，到後期在港大校園舉行了為期一個星期的慈善義賣，他們充分了解及體驗一個慈善組織的工作。雖然在過程中偶有困難，也因繁忙的學業而想過放棄，但是憑藉著內心的熱情與朋友的支持，每一位參與者都成功完成了自己的任務。

在活動中，他們也遇到了志同道合的朋友，一起計劃義賣安排，並一起為需要幫助的農村學生籌款，用生命燃亮生命。



This year, Fresh project has ended in November. Participants have successfully organized an interesting and meaningful charity sale in three months. From September to November, participants have acted as organizers, executors, and experiencers, and showed their creativity and ideas to the fullest in this activity. From the early stage of finding and contacting consignors, selecting products, designing posters and writing promotional texts to holding a one-week charity sale on the campus of The University of Hong Kong, participants could fully understand and experience the work of a charitable organization. There were difficulties in the perparing period, and someone also thought of giving up during the stressful academic period. However, with the support from inner enthusiasm and friends, all participants successfully completed their task. In this activity, they also met like-minded friends. They planned the charity sale and raised funds for rural students in need together, using their lives to enlighten others' lives.



迎新活動回顧—迎新日 *Orientation Day*

本年度的迎新日於九月二十五日圓滿結束。有別於往年的迎新日，是次的重頭戲為緊張新奇的偵探推理遊戲，遊戲以一名留守兒童的失蹤疑案作為展開，要求參與者們通過不同的挑戰來獲得線索，由此猜想主角失蹤的原因及其藏身之處。透過一層層的解密推理，參與者們成功在刺激有趣的氛圍下了解到貧困地區學生所面對的學習及生活困難。在其後的問答比賽環節中，我們一同探討了貧困地區教育的現況，包括貧困學生的出路及農村學校的設施欠缺問題等，進一步加深參加者對相關議題的認識。此外，我們亦在遊戲中向他們展示小組過往在貧困地區的活動影片及照片，讓參加者得以了解小組工作及提高對貧困地區教育的關注。



The Orientation Day was held successfully on 25 September. This year, we aimed to enhance participants' understanding of the challenges faced by underprivileged students in rural areas, through an original detective game. After finishing the tasks designed, participants were able to reveal the complete story of the missing main character, a left-behind child, and hence deduce her whereabouts. We further discuss topics related to rural education in the quiz game, such as the problem of insufficient learning facilities in rural schools and the career prospect of underprivileged students. Besides, we also introduced our past events conducted in some rural schools, to contribute to their deeper understanding of CEA's work and urge for their concern towards rural education.



Registration day 2021 was successfully resumed offline under everyone's expectations. From 13 to 15 August, we arranged a booth on campus to promote our work and the activities of the following semester to freshmen of The University of Hong Kong, and encourage to recruit as our members. We hope that we can tell them more about the education situation in rural areas of China and attract them to help students in need in the coming activities. Through the distribution of leaflets, posters and oral presentations, many freshmen expressed their interest in the work and follow-up activities of CEA. They also followed various social media accounts of CEA on the spot. Through the offline registration day, CEA are able to convey information to the freshmen of The University of Hong Kong in a more specific and detailed manner.

迎新活動回顧—新生註冊日 *Registration Day*

今年的新生註冊日在大家的期待下成功恢復為線下進行。在8月13日至8月15日的短短三天時間內，幹事在校內佈置精美的攤位，向香港大學新生介紹小組工作內容和本學年將會開展的活動，並嘗試招募他們成為會員，期望日後可向他們推廣更多中國農村地區教育狀況，喚起他們對農村教育的關注。通過派發單張、張貼海報以及口頭闡述，有許多新生表示對我們的工作及後續活動的興趣，也即場追蹤了小組的各個社交媒體帳號。通過線下新生註冊日，香港大學新生對小組有了更具體和詳細的了解。



農村知識知多少？

How much do you know about rural China?

1. 現時中國農村小學佔全國小學多少百分比？

What is the percentage of rural primary schools in China?

- a) 13%. b) 30% c) 50%. d) 70%

Ans: D

2. 現時中國農村中學佔全國中學多少百分比？

What is the percentage of rural secondary schools in China?

- a) 45% b) 50% c) 60% d) 75%

Ans: C

3. 農村兒童面臨什麼問題？

What is/are the problem(s) encountered by children in rural areas?

- a) 家庭收入低 Low family income
b) 父母不重視教育 Parents' negligence on education
c) 重男輕女 Preference on sons over daughters
d) 以上皆是 All of the above

Ans: D

4. 留守兒童需具備什麼特徵？

What is/are the characteristic(s) of left-behind children?

- a) 長期無法與父母共同生活的兒童 Children who cannot live together with parents
b) 未滿16週歲 Under 16
c) 擁有農村戶口的兒童 Children registered with agricultural hukou
d) 以上皆是 All of the above

Ans: D

5. 根據《中國農村教育發展報告2019》，全國義務教育階段在校生中農村留守兒童的比例為多少？

According to Annual Report on China's Rural Education 2019, what is the percentage of left-behind children among all school-age children?

- a) 6% b) 10% c) 13% d) 20%

Ans: B

6. 根據《中國農村教育發展報告2019》，2017年全國留守兒童數量比2016年減少了多少百分比？

According to Annual Report on China's Rural Education 2019, what is the percentage decrease of the number of left-behind children from 2016 to 2017?

- a) 6.3% b) 10.18% c) 15.04% d) 20.3%

Ans: B

7. 農村學校的師資問題不包括以下哪項？

Which of the following is not a problem about the quality of teachers in rural schools?

- a) 教師數量有限 Limited number of teachers
b) 教師缺乏經驗 Teachers' lack of experience
c) 教師不願意長時間在農村學校任職 Teachers' unwillingness to stay in rural schools for a long time
d) 教師與學生關係疏遠 A lack of bonding between teachers and students

Ans: D

8. 農村學校欠缺什麼硬件設施？

What is/are the facility/facilities that rural schools are in short of?

- a) 電子器材 如：電腦 Electronic devices, such as computers
b) 體育設施及設備 Sport facilities
c) 藝術發展設備如美術用品、音樂室等 Art facilities, such as art tools, music rooms
d) 以上皆是 All of the above

Ans: D

9. 農村學生缺乏營養餐食？

Are rural students nutrient-deficient?

- a) 是 Yes b) 否 No

Ans: B



10. 為什麼有的農村學生選擇不接受教育？

What is/are the reason(s) for rural students to drop out of school?

- a) 照顧家庭 To take care of their families
b) 家庭經濟狀況難以支持學業 Economic difficulties
c) 城市的就業前景較好，故選擇輟學前往城市打拼 Migrate to cities to work because of better career prospects
d) 以上皆是 All of the above

Ans: D

Explanations:

3. 根據國家統計局2021年的統計，城鎮居民的收入是農村居民的2.6倍，收入低導致農村家庭難以負擔子女升讀高中的學費等支出，是農村學生不能升讀高中的一大因素。部分農村家庭認為教育並不能即時改善家庭狀況，因此比起讓子女讀書，會更希望子女能盡早進城務工以補貼家計。此外，重男輕女的觀念在農村家庭中較為普遍，許多農村家庭即使有能力讓子女讀書，也會傾向讓兒子接受教育，令許多農村女性失去繼續升學的機會

According to National Bureau of Statistics, the income of urban residents is 2.6 times that of rural residents in 2021. It is extremely difficult for rural families to handle their children's tuition fee in addition to such a heavy economic burden, which becomes the prime cause for students' discontinuation of high school study. In particular, some rural families hold the belief that education fails to offer a quick solution to their economic situation, so they prefer their children to work in cities over continuing their studies. Another factor contributing to this phenomenon is the traditional thoughts of preference of boys over girls. Hence, even if rural families have the financial ability to sustain their children's studies, daughters are often not their first priority.

4. 留守兒童是指是指由於父母一方或雙方外出去城鎮打工而被留在家鄉或寄宿在農村親戚家中，長期與父母分開居住、生活的兒童。

Left-behind children refers to children whose parents (either mother or father, or both) work in cities. They remain in their hometown or lodge with their relatives, so they are forced to be separated with their parents for a prolonged period of time.

9. 中國政府至2011年起實施了「農村義務教育學生營養改善計劃」，透過提高學校學生餐食的補貼，改善農村學生的營養狀況。

From 2011, the government implemented a scheme to improve rural students' nutrition and health status. By raising the subsidy to their daily expenses on food, students health can be improved.



6. 由於近年不少進城務工的農民意識到教育以及父母對子女成長的重要性，把子女接到城市與父母一同生活，因此近年留守兒童的數量有所下降，但同時亦帶來「流動兒童」的問題。As some parents who work in cities realize the significance of education and their companionship to their children's holistic development, some decided to migrate to cities together with their children. As such, the number of left-behind children shows a slight drop recently, but this simultaneously cultivated another problem of migrant children.

7. 由於農村的資源貧乏，許多教師都不願意長期在農村任教，有部分經驗較淺的教師會到農村任教以累積經驗，但一段時間後便會回到城鎮學校任教。另一方面，由於農村學校師生比例較高，因此教師與學生的關係會較城鎮學校親密。

Due to deficiencies of resources in rural villages, majority of the teachers are reluctant to teach in rural schools in the long term. Some teachers may choose to teach in villages so as to gain more experience, but they switch to urban schools soon after. On the other hand, as the ratio of teachers to students in rural schools is high, the relationship and connection between them will be closer, especially when compared to schools in cities.

10. 由於農村家庭的收入較低，一些農村學生在初中畢業後因家庭經濟狀況無法繼續學業，同時為了改善家庭經濟狀況，他們會選擇退學到城市工作以賺取更高的收入。

As some rural families have lower income, children from these families cannot continue their studies after junior high school graduation due to financial difficulties. To ameliorate the living standard and financial situation of their families, they choose to drop out from schools and start working in cities to earn higher income.

【助人為快樂之本，助學為……】

「貴州省受助學生生活窘迫，金錢對其援助渺乎小哉，實在不足掛齒。但願這繁星點點能燃起學子的鬥志，讓其在求學路上發光發熱，為人生的畫筆蘸上色彩。」

助學者 司徒先生

「我自己一直都有在內地資助學生上學，對於小組的捐款計劃蠻感興趣……雖然金錢上的心意不算大，但希望自己能盡力改變貧困農村學生的經濟狀況，讓他們得到上學的機會。」

助學者 范小姐

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