



香港大學學生青葵教育小組
CULTIFUTURE EDUCATION STUDENT ASSOCIATION, HKU

第一期會訊

Newsletter Volume 1

生命燃亮生命

LIFE ENLIGHTENS LIFE

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主席的話

Words from the Chairperson

小組成立至今已經二十九載，歷代幹事建立了完善的系統，使小組於疫情中，仍然能夠尋找出路。今疫情已過，小組會於任期內逐漸尋求與內地學校合作的機會，給予香港大學學生及農村學校學童一個見面的機會，讓彼此能夠探索對方截然不同的成長軌跡，互相參考，並且互相成長。義教從來都不是一個只有農村學生受益的活動，反而是作為老師的參與者更能體會活動的得益。

教育從來都不是單方向，而應該是雙向而行的。所有人都擁有極強的可塑性，有些事情、有些道理可能暫時並不十分清晰，但假以時日定會證明其價值。我們在任何情況下都不應該輕易定義他人，也不應該因他們暫時的境況而妄定他們將來也會如此。

因此，小組以來致力於香港學校宣傳農村教育，舉行講座、冬季考察團、義賣活動等，盼能推廣更多有關中國教育的資訊，擲下一顆顆石子，望能掀起漣漪。

It has been the 29th year since our Association's establishment, while resources and network have been gradually accumulated and built with the endeavours of our predecessors, thereby a sound established has been created so as to facilitate our past, current and forthgoing work, during which the Pandemic would still not completely paralyse our work. Having regard to the fact the Pandemic has already ended, we will proactively seek opportunities to collaborate closely with the schools in mainland China, in order to furnish HKU students and students in remote areas a chance to meet one another, a chance which we steadfastly believed, for both parties, would be precious; for them can understand the circumstance in which one was in, and learn from one another. One of the paradigms, we believe, would be our voluntary teaching services, through which HKU students could teach the students from the Mainland, from which HKU students could benefit, indeed, to an even larger extent than those being taught.

Education, we contend, is never a one-direction process, but a reciprocal one. Everyone is malleable, whereby means, as we believe, that one can learn whatsoever he wants, with the only difference in their speed of learning rather than the question of capability. One should not be defined by others solely and arbitrarily on the grounds of their present circumstances, but shall by the potential they possess and the latent capabilities which might define their future achievements.

To this end, our Association would continue our endeavour to promote the education situation in underdeveloped areas, by organising talks in local secondary schools, expedition tours in which voluntary teaching service would be its highlight, charity sales, and so forth. It would be our vision to enhance the public's understanding of us and our mission, and to improve the education situation therein with what we can and have.

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| 新生註冊日

Registration Day 2023-24



本年度的新生註冊日於八月十二日至十三日順利舉行，是為本小組向港大新生宣傳我們使命與願景之機會。本小組幹事藉由主動向有興趣的新生介紹的方式，有效地傳播了本小組的本質、歷史及使命，因而增進其對我們及我們工作的了解。經由小組幹事的努力，我們很榮幸也很高興地看到我們的攤位吸引了相當多的新生，其悉表示有意支持我們的工作並參加我們即將舉辦的活動。我們希望透過喚起新生對我們和我們工作的認識，使小組未來支持中國教育落後地區教育發展的工作更為有效，尤見眾多港大學生與我們肩負著共同的使命。

The Registration Day this year was held between 12 August and 13 August, which was an opportunity for our Association to extend our mission and vision to freshmen at the University. During the Days, our ExCo members strive to promote our Association and our work to as many freshmen as possible, by proactively introducing our nature, history, vision and mission to freshmen. With our endeavours, it was our honour and pleasure to see a considerable number of freshmen were attracted to our booth, where they expressed their interest in supporting our work and participating in our forthcoming events. It would expected that by arousing the freshmen's awareness of us and our work, our future work in supporting the improvement of education resources in underdeveloped regions of China efficaciously, especially having regard to such substantial amount of HKU students sharing our mission.

| 夏季考察團

Summer Expedition

本年度的夏季考察團活動於二零二三年六月四日至六月九日在中國湖北省懷化市鶴城區順利舉行。這是繼疫情之後，第一次進行夏季考察團活動。小組幹事與鶴城區資助中心負責人楊先生及活動合作的各學校校長會面後，按照計劃進行了家訪活動。在家訪過程中，小組幹事耐心地與學生家長、老師對話，核實並記錄資訊，以決定其是否符合資助資格。在與學生溝通過程中，認真傾聽、熱情地回答學生提出的問題。小組幹事希望透過自己給學生的熱心回應，帶給他們溫暖和關懷，將「生命燃亮生命」的精神傳遞下去。在家訪活動結束後，與資助學生進行港雁傳書活動。透過這個活動小組幹事對資助學生有了更多的了解，讓學生對自己未來的目標有了清晰的認知，更有動力投入學習。

This year's Summer Expedition of our Association, being the first activity of such nature ever since the Pandemic, had been successfully organised against the odds, from 4 June to 9 June. During the Expedition, our ExCo members conducted home visits to students' houses, after meeting the person in charge of relevant local authorities and principals, wherein they talked to teachers and parents about the students' personal and family situations in accordance with the plan before determining whether they are qualified as our subjects to be subsidised, while concurrently listened to and answered the question of the students and parents there, through which we hope our motto of "life enlightens life" could be upheld and perpetuated. Correspondences were collected thenceforth with the subsidised students from which mutual understanding between the students and our Association was believed to be strengthened, as well as for the students to better acknowledge their determinations and more motivated to their studies.



小組幹事趕往學生家裡，進行家訪
Home visiting by our ExCo members

小組幹事與學生家長對話，並 立即記下對話訊息(圖 3)
Communicating and recording of the students' information with their parents (Fig. 3)



簽資助協議過程中，小組幹事 耐心指導(圖 4，5)
Subsidising Contract Signing Ceremony (Fig. 4 and 5)



小組幹事與家訪學生初次聊天 (圖 6)
First time our ExCo members and students seeing one another (Fig. 6)

小知識報告

Quick Facts

中國較貧困地區的教育觀念問題

我們相信，除物質條件外，阻礙推動教育發展的核心問題，即思想及價值觀的桎梏，亦為值得我們關注的焦點。是故下文將簡略介紹此一問題：

1) 打工潮

改革開放後，大量農民勞動力選擇棄農從工，到城鎮興建基礎建設或投身工業。前者收入容易因農價和天氣變化而飄忽不定，後者工資則穩定可期，吸引程度可見一斑。在外打拼的父母因體會到城市工作賺錢相較農村容易而忽略教育對兒童未來發展的重要性，把及早賺錢養家奉為主臬，因而意向和決定直接影響，甚至剝奪孩子繼續學習的機會。

2) 讀書無用論

高校擴招政策原意為增加大學生的人數，從而解決就業問題。可是，普及化的大規模招生改革反而大大降低了大學學歷的珍貴，畢業生供過於求，導致就業率和薪金的下降，大部分中專畢業生甚至只能待業。因而出現「畢業即失業」的說法，令較落後地區的家庭反對子女浪費時間換來一張人皆有之的證書，傾向讓孩子早日工作，以體力勞動換取金錢。

3) 傳統觀念

「男主外，女主內。」一直為中國傳統家庭分工的標準，守舊的想在落後的地區尤其根深蒂固。因此，於同一原生家庭內，較好的教學物資優先分配給男生的情況並不少見，因而斷送女性接受持續教育的機會。

4) 社會風氣

即使有兩免一補政策(免費教科書、免雜費和補助貧困寄宿生之生活費)嘗試收窄城教育資源的差距，不少較落後地區的人民卻仍妄自菲薄：父母認為自己卑微的收入始終不能為孩子建立優質的學習環境；相反，城市的生活水平較高而且強調文武雙全，可見兩者競爭力具有明顯差距。學習條件差異之大或使孩子意識到自身先天條件的限制而產生自卑感，嚴重或會引伸至厭學情況。

從以上內容可見，耽誤較落後地區教育發展的關鍵是對社會行具有無形控制的觀念偏差，這情況下，再多更完善的教育政策也只能擔任輔助角色。更多的資源應該分配至變過時的觀念，更多的關注該當投放於改善父母的心態，更多的愛心理應散播於根絕孩子的自餒。人人都值得一個公平接受教育的機會，相信只要矯正偏差的思想，配以完好的政策支援，孩子定能發展潛能，以知識改變命運。

Problems of People's Perception of Education in Underdeveloped Regions of China

It is our steadfast belief that, apart from material resources, the gist under which education development in China is hindered to a large extent, was the invisible "shackles" on the people's perception of education. Thus, this article would like to introduce this idea concisely:

1) Trend to work in cities

Ever since the Reform and Opening Up, a considerable amount of people, who originally were farmers, decided to relinquish their current occupation and opt to work in factories in cities, as salaries as workers are higher and more stable, vis-à-vis those of farmers, which are hugely dependent on weather and market conditions. As a result, parents, once tasted the attractiveness of working in cities, might form the inclination to hamper their children from receiving education and ask them to work as workers as them in lieu, while such inclination and decision would manifestly affect, or even deprive the children's opportunity to receive education.

2) Notion of Futility of Education

Initially, the intention of which the tertiary institute expansion policy was promulgated is to increase the number of people receiving higher education so as to resolve or relieve the unemployment problem. Yet, the popularisation of tertiary education in contrast reduces the preciousness of such diplomas, or in other words, the over-supply of such graduates leads to the decrease in average wage and employment rate of this group, or even renders them unemployed or underemployed the moment they graduates. Hence, parents from underdeveloped areas might deem tertiary education as futile as basically everyone has received it but still being unemployed, thereby opposing their children from receiving higher education.

3) Conventional Beliefs

It was the so-called "convention" of Chinese society that men are in charge of affairs concerning societal construction like working, whereas women are and only are responsible for domestic affairs, while such beliefs are still entrenched in many underdeveloped regions. In this regard, many parents will prioritise boys for the opportunities to receive education and provide them with resources required, whilst neglecting or even sometimes intentionally impeding girls from the same opportunities, thereby depriving girls' opportunities to receive education.

4) Social Climate

People from underdeveloped regions might have a sense of inferiority, notwithstanding policies striving to narrow the urban-rural divergence in education resources. That is to say, parents from underdeveloped areas regard themselves as unable to furnish their children with necessary education resources, whereas parents in relatively more affluent areas emphasise whole-person development. Hence, such sense of inferiority may cause children therein develop low self-esteem due to the restriction of resources and limited familial support, or even leading to repulsiveness towards education.

In conclusion, such invisible "shackles" are indeed crucial factors to which education development in underdeveloped China is always obstructed albeit in endeavours of improvement. With respect to this situation, it is contended that no matter how many material resources are allocated, they can only be auxiliary, while the most important factor to be concerned about should be changing those archaic perceptions and outdated mindsets. All men are created equal, and thus deserve the same right to receive education as their fundamental human right. We believe that once such distorted perceptions are corrected, and even children from underdeveloped regions can all receive education can they change their lives through their personal endeavours and wisdom.

捐款表格
Donation Form

*若參與多對一捐款計劃，請填寫捐款代表個人資料
For Mass to one subsidy, please fill in the information of the donation representative

個人資料 Personal Details	
Name in English: Mr./Mrs./Ms. 英文姓名: 先生/女士/小姐	
姓 Surname : 名 First Name :	
中文姓名 Name in Chinese:	
捐款團體(如使用) Corporate donor(if applicable):	
通訊語言 Language: ☐ 中文 ☐ English ☐ 中英均可 Both	
手提電話 Mobile No.:	
住宅電話 Home Tel No.:	
電郵 Email:	
通訊地址 Address:	

助學方式 Ways of Subsidization	
☐ 一對一資助 One to One Subsidy	
☐ 多對一資助 Mass to One Subsidy	
本人(等)願意助學____位貧困農村學生。 I/We would like to subsidize the school fee of _____ imperished student(s).	
資助方式 Mode of Subsidization:	
☐ 一次性捐款 One-off Payment	
(六年資助金額 Amount of subsidy for six year) 港幣 HKD _____ X _____名學生 student(s)=港幣 HKD _____	
☐ 分六年捐款 Annual Payment	
(每年資助金額 Subsidy per Year) 港幣 HKD _____ X _____名學生 student(s)=港幣 HKD _____	
*資助金額有可能因學校收費情況、學生情況及匯率而調整。 Funding may subject to adjustments in school fees、the situation of students and exchange rate.	
☐ 每月捐款 Monthly Donation	
☐ 一次性捐款 One-off Donation	
捐款金額 Donation Amount	
☐ HKD 30 ☐ HKD 100 ☐ HKD _____	
☐ HKD 50 ☐ HKD 200	

捐款方法 Donation Methods	
☐ 銀行直接存款 By Bank Direct Transfer	
香港上海滙豐銀行 HSBC: 808-066609-838	
☐ 劃線支票 By Cheque	
支票號碼 Cheque No.:	
抬頭請寫「香港大學學生青藝教育小組」 Payable to 'Cultifuture Education Student Association,HKU' 支票背面請寫上捐助者姓名及聯繫方式 Write your name and contact information at the back of the cheque	
☐ 自動轉賬 Autopay	
(每月捐款適用 For Monthly Donation Only)	
請填寫附件之「直接付款授權書」 Please fill in the attached 'Direct Debit Authorization Form'	

- ☐ 我需要收據 I need a receipt
- ☐ 請寄回收據 Please send me a receipt

捐款港幣100元或以上才可獲得正式收據作扣減稅項之用，每月捐款收據將於每年四月發送一次。
Tax deductible receipts will be issued for donation over HKD100.
An annual receipt for 'Monthly Donation' will be issued every April.

閣下的個人資料將保密處理，只供香港大學學生青藝教育小組作處理捐款及寄發收據之用。
為與您保持緊密聯繫，小組將使用閣下的個人資料(姓名、地址、電郵及/或電話等)，作為日後寄發有關小組活動、服務、籌款、義工招募及收集意見等資訊之用。
Your personal data will be kept as strictly confidential and will be used by Cultifuture Education Student Association, HKU for processing donation and issuing receipts.
To stay in touch with you, we may use your personal data (name,address,e-mail and/or telephone no. etc.) to send you information about our activities, service, fundraising, volunteer recruitment and may occasionally request your feedback.

我 ☐ 同意 / ☐ 不同意 香港大學學生青藝教育小組向我提供以上資訊
I ☐ agree / ☐ disagree to receive the above information from CEA, HKU

日期 Date: _____

請填妥捐款表格後連同入數紙/收據寄回：
香港薄扶林道香港大學綜合大樓一樓UG101課外活動支援辦公室香港大學學生青藝教育小組
Cultifuture Education Student Association, HKU, c/o Co-curricular Support Office, The Registry, UG101, UG1/F, Composite Building, The University of Hong Kong, Pokfulam, Hong Kong

銀行自動轉賬授權書填寫指引

Guidelines to fill in Direct Debit Authorization Form	
常用的「銀行編號」Common 'Bank No.'	
☐ 004 香港上海滙豐銀行 The Hongkong and Shanghai Banking Corporation	
☐ 012 中國銀行 Bank of China	
☐ 015 東亞銀行 Bank of East Asia	
☐ 024 恒生銀行 Hang Seng Bank	
「分行編號」和「帳戶號碼」 'Branch No.' & 'Account No.'	
香港上海滙豐銀行: 12個凸起之數字中，首3個為「分行編號」，其後9個為「帳戶號碼」	
中國銀行: 提款卡正面最底有14個小數字，首3個為「銀行編號」(012)，次3個為「分行編號」，其後8個為「帳戶號碼」	
東亞銀行: 19個凸起之數字中，首7個為無關數字，次3個為「分行編號」	
恒生銀行: 12個凸起之數字中，首3個為「分行編號」，其後9個為「帳號號碼」	
HSBC: There are 12 raised numbers. The first 3 are 'Branch Code' and the 9 rest are 'Account No.'	
BOC: There are 14 small numbers at the bottom of the ATM card. The first 3 are 'Bank Code', the next 3 are 'Branch Code' and the 8 rest are 'Account No.'	
BEA: There are 19 raised numbers. Ignore the first 7 numbers. The next 3 are 'Branch Code', the 9 rest are 'Account No.'	
HSB: There are 12 raised numbers. The first 3 are 'Branch Code' and the 9 rest are 'Account No.'	
直接付款授權書 Direct Debit Authorization Form	
(只使用於「每月捐款」Only applicable to 'Monthly Donation')	
請在任何刪除或修改處旁簽名	
收款人之一方(受益人) Name of Party to be credited (The beneficiary): 香港大學學生青藝教育小組 Cultifuture Education Student Association, HKU	
銀行編號 Bank No.: 004	
分行編號 Branch No.: 808	
收款帳戶之號碼 Account No.: 066609838	
本人(等)的銀行及分行的名稱 My/Our Bank Name and Branch:	
銀行編號 Bank No.:	
分行編號 Branch No.:	
收款帳戶之號碼 Account No.:	
本人(等)在結單/存摺上所記錄之名稱(請以英文正楷填寫) My/Our Name as recorded on Statement/Passbook(In Block Letters):	
本人(等)在結單/存摺上所記錄之地址 My/Our Address as recorded on Statement/Passbook:	
每月捐款之限額 Limit for Each Monthly Donation: HKD _____	
**到期日 Expiry Date (如適用 If applicable):	
聯絡電話 Contact No.:	
填寫日期 Date of Completion:	
本人(等)之簽名 My/Our Signature(s): (銀行戶口簽名 as signed for bank account)	
此欄由小組及銀行填寫 For official use only	
債務人參考 Debtor's Reference:	
銀行專用 For Bank Use:	