

心火十年天地人間

A DECADE OF HEARTFIRE, THE TORCH OF INSPIRATION

心火香傳教育服務

HEARTFIRE EDUCATION SERVICE





創始人的故事： 從西北到香港

THE STORY OF THE FOUNDER: FROM NORTHWESTERN CHINA TO HONG KONG

“胡楊守護著大地，見證歷史，除了聽著風聲，也聆聽著人間的所有聲音。生命永不枯竭的意義，絕不是只見證別人走過的足跡。而是培養出高貴的靈魂後，向下扎根，讓自己的生命感動，成為別人生命延續的養分。”這是黃楚楚女士為黃河清“天地人間”畫冊所作序中的一句。“天地人間”是一種生存意境，如胡楊，無論生死、不愧天地屹立人間；亦是一種人生哲學，如胡楊，超越自我、在人間洪流中傳承精神價值；更是一種生活態度，如胡楊，不懼逆境、堅毅挺拔卻又謙卑地承受一切困苦。在中國大西北，胡楊見證著一代代人的成長，也讓胡楊精神代代相傳。新疆，陝西等 16 個省份，也見證著心火香傳過去十年在中國偏遠地區針對啟發體驗式教育所做出的努力。

出生以及成長在大西北的農村的我，小時候看著胡楊在風沙中永遠傲立，也不覺得有什麼特別。長大後一路向南，不斷去到更大的城市，才體驗到偏遠鄉村與發達城市的最大的不同：貿易的落後，信息的閉塞，機會的缺乏……如是，便更想念胡楊，以在惡劣環境堅忍不拔，千年不倒，啟發著一代又一代的大西北人。

“Populus euphratica guards the earth and witnesses the history. Besides listening to the wind, it also listens to all the voices of the world. The meaning of life is never exhausted. It is by no means just to witness the footprints of others, but to cultivate noble souls, take root, let your life be touched, and become the nutrients for other people's lives.” This is part of the preface written by Ms. Fiona Wong for Dr. Wong Ho-Ching's catalog of “Heaven and Earth”. “Heaven and Earth” is a kind of living artistic conception, such as Populus euphratica, whether it is alive or dead, standing erect on earth; it is a philosophy of life, such as Populus euphratica, surpassing himself and inheriting spiritual values in the human torrent; it is also a life attitude, such as Populus euphratica, fearless of adversity, firm but humble to bear all hardships. In northwest China, Populus euphratica witnessed the growth of generations and passed on the spirit of Populus euphratica from generation to generation. Sixteen provinces, including Xinjiang and Shaanxi, have also witnessed the efforts made by HeartFire in inspiring experiential education in remote areas of China in the past decade.

Born and raised in the countryside of Northwest China, when I was a child, I saw Populus euphratica standing proudly in the wind and sand forever as nothing special. When I grew up, I went to the larger city and then felt the biggest difference between remote villages and developed cities: backward trade, blocked information, lack of opportunities... That makes me miss Populus euphratica even more for its perseverance in the harsh environment without failing for thousands of years and inspiring generations of Northwest people.

貧窮限制想像。十幾年前的陝北，物質上的貧窮令好多優秀學生完成九年義務教育後無法繼續承擔高等教育的費用，也限制了對未來的想像，不敢去想，也不知如何去想。時任華能集團的扶貧項目負責人，牛連啟叔叔，人在北京，心繫陝北，從農民的致富經，到學生的讀書難，無一不是他的每日所憂。就讀高中的我，有幸成為華能獎學金獲得者之一，每年寫完感謝信，就翹首盼望著牛叔叔的親筆回信。上大學擇校前，牛叔叔電話裡跟我詳細解讀各地大學的優劣勢，希望我能有足夠的信息做出最好的選擇。兩年後才得知，牛叔叔是在病危的時候，病床上跟我打的電話。如此大愛，讓我思考，如何將其傳承。

緣此，十年前，心火香傳創立。和一群志同道合的朋友，每個人都有著自己人生經歷中的“牛叔叔”。我們志在集結發達社會的先進資源，針對物質或者精神上貧瘠地區的學生，以體驗式教育，啟發他們內心對於人生的思考，以做出相應的改變去突破客觀條件限制，勇敢追逐夢想。

過去十年，心火作為一個平台，不斷賦能志願者，傳遞啟發給我們服務的中學生，以及不斷和其它慈善機構一起合作傳遞啟發給更多受眾。在此期間，心火也遇見許多機構以及個人，和我們有著同樣的理念，用生命影響生命，因此一路同行。黃河清博士，當年受益於程源鎔老師教誨，改變輟學的決定，之後更成為首位榮膺美國工業工程師學會院士的香港人。為了感謝程源鎔博士以及將其大愛傳承，黃河清博士發起“程源鎔博士紀念獎學金”，鼓勵當代大學生更多參與服務式學習。心火亦因此獎學金與黃博士結緣。如今博士亦給予心火發展中無限的支持與指導。溢達集團楊元龍教育基金，成立於 2003 年，主要目的是幫助推動偏遠貧困地區教育發展，提高就學機會並改善學生的學習環境。心火與溢達因不謀而合的理念，結緣與 2015 年，持續至今。每年舉辦由心火香傳義工及溢達員工共同參與的義教之旅。

如果做一個關於心火的十年回顧（#10YearChallenge），中國的偏遠地區教育從擴大覆蓋面轉向精英教育，從物質資源匱乏到精神教育貧瘠，信息流通從線下 / 網路轉向移動用戶。我們的創始團隊也從碧玉弱冠之年到了而立之年，但我們對心火的熱忱則從未停止，不斷思考教育，不斷改善服務內容。

由衷感謝過去十年各合作夥伴以及每一位心火人的付出。

未來十年，以及之後更多的十年，心火會秉承胡楊精神，通過啟發之旅，獎學金及文化交流等項目，做好教育服務平台，用生命影響生命。如胡楊，胸懷廣闊，屹立於天地；似胡楊，腳踏實地，將啟發與傳承奉行於人間。

王璞

心火香傳聯合創始人及董事會主席

2019 年 7 月 21 日

Poverty limits imagination. More than a decade ago, in northern Shaanxi, the reality of material poverty restrains many outstanding students from higher education, which in turn limited their imagination for the future. They wouldn't be allowed to imagine and what's more desperate is that they did not know how to imagine either. At the time, Uncle Niu Lianqi, leader of poverty alleviation project of Huaneng Group, who was in Beijing physically, but in northern Shaanxi mentally, was worried all the time from the peasant's prosperity to the students' hardship in education. As a high school student, I was fortunate to be one of the awardees of Huaneng Scholarship. Every year, I looked forward to Uncle Niu's response after sending thank-you letters to him. Before selecting my university, Uncle Niu elaborated the strengths and weaknesses of universities in detail with me on the phone, hoping that I could have enough information to make the best choice. It was two years later that I learned that Uncle Niu was sick in bed when phoning me. Such great love then makes me think in deep how to pass it on.

For this reason, ten years ago, HeartFire Education Service was founded. With a group of like-minded friends, I found that everyone has his own “Uncle Niu” in life experience. We are committed to pooling the advanced resources of developed society, and to inspiring inner thinking about life of students in materially or spiritually poor areas through experiential education, so as to make corresponding changes to break through the restrictions of objective conditions and encourage them to bravely pursue their dreams.

In the past ten years, HeartFire, as a platform, has been continuously empowering volunteers to deliver inspiration to middle school students and working with other charities to deliver inspiration to more audience. During this time, HeartFire also met many organizations and individuals that share a similar idea of influencing others' life by our life, so we gathered as partners along the way. Dr. Wong Ho-Ching, who benefited from the teaching of Dr. Y.K.Ching, changed his decision to drop out of school, and later became the first Hong Kong citizen to receive the honor of Academician of the American Institute of Industrial Engineers. In order to express his sincere thanks to Dr. Ching and pass on the great love, Dr. Wong launched the “Dr. Y.K.Ching Memorial Scholarship” to encourage college students to participate in service-based learning. HeartFire therefore got to know Dr. Wong because of this scholarship. Nowadays, Dr. Wong is still giving us unlimited support and guidance in the development of HeartFire. Esquel Y.L Yang Education Foundation, established in 2003, aims to promote education development in remote and impoverished areas, improve access to education and improve the learning environment for students. The same idea between Esquel and HeartFire was connected in 2015 and last until today. Every year, one joint voluntary teaching trip by HeartFire and Esquel will be held.

In #10YearChallenge about HeartFire, education in remote areas of China has shifted from expanding coverage to elite education, from a lack of material resources to poor spiritual education, and a shift in information flow from offline/network to mobile users. Although our members of the founding team have moved from twenties to thirties, the enthusiasm for HeartFire has never ceased. We are constantly thinking about education and constantly improving our service.

Thank you sincerely for the efforts of our partners and our HeartFire members in the past ten years.

In the next decade and decades as many, HeartFire will follow the spirit of Populus euphratica to improve the platform of education service through inspiration trips, scholarships, cultural exchanges and other projects, influencing others' life with our life. We will be the Populus euphratica, broad-minded, standing in the world; down-to-earth, delivering the inspiration in the world.

Wang Pu

Co-founder and Chairman of the Board of Directors

July 21, 2019

資助人專訪： 筆路藍縷，薪火相傳

INTERVIEW WITH THE SPONSOR: ENDURE THE HARDSHIP AND PASS THE TORCH

2009 年 6 月，時任香港理工大學工業中心總監的黃河清博士以個人名義捐出一百萬元，拍賣照片所得 55 萬，予以其恩師命名的程源鎔博士紀念獎學金，用於資助理大學生對外交流及社會公益活動。而在首批獎學金獲得者名單中，便有同年剛剛成立的心火香傳教育服務組織。如今，心火香傳在程源鎔博士紀念獎學金的陪伴下已走過十個春秋，我們亦有幸在十周年之際與黃河清博士深入對話，共同回憶這段相逢的緣起與延續。

1. 過去十年，心火香傳的支教活動能夠不斷舉行並擴大規模，得益於程源鎔博士紀念獎學金的大力支持。作為該獎學金的發起人和主要資助者，可以分享您和程源鎔博士的故事和成立這個獎學金的初衷嗎？

我的恩師程源鎔博士早年於英國 Imperial College 完成電機工程博士學位，學成後回港執教，於 1957 年加入香港理工大學的前身香港工業專門學院並於 1969 年到 1972 年出任院長。其後他於 1972 到 1986 年擔任香港理工學院副院長一職，致力推廣及發展香港工業教育，積極提升工業教育的專業地位，身體力行，建樹良多。程博士畢生獻身於工業教育工作，學識淵博，為人正直不阿，對香港工業教育及香港理工學院的發展貢獻至鉅。

程源鎔博士一生致力於教育工作，他曾說過：“教書的最大樂趣是看到學生各方面的進步，除了教導他們書本上的知識外，對於個人的品格和成長過程中遇到的困難，我亦非常關心。”他親身實踐著這句話。我自小家中經濟困難，雖然考入香港工業專門學院，但卻因為家庭貧困，一度幾乎輟學，全賴當時的系主任程源鎔博士幫我爭取獎學金並不斷鼓勵我奮發圖強，才能夠完成學業，有機會接觸到更廣闊的世界。程源鎔博士對我的幫助，改變了我的一生。可以說沒有程源鎔博士，就沒有今天的我。



程源鎔博士
Dr. Y.K. Ching

In June 2009, Dr. Chris Wong Ho Ching, the Director of Industrial Center of the Hong Kong Polytechnic University, donated \$HK 1 million in his own name, and contributed a gain of \$HK 0.55 million derived from auctions of his photographic works to "Dr Y.K. Ching Memorial Scholarship", a commemorative scholarship named after Dr Wong's teacher, intent on financing foreign exchange and social services. In the list of the first batch of scholarship winners was HeartFire Education Service that was just established in the same year. Nowadays, HeartFire has been through a successful decade accompanied by "Dr Y.K. Ching Memorial Scholarship". We are also fortunate enough to have a deep dialogue with Dr.Wong on the occasion of the 10th anniversary to jointly recall the origin and continuation of this encounter.

1. In the past ten years, the teaching activities of HeartFire have been continuously held and expanded, thanks to the strong support of Dr. Y.K. Ching Memorial Scholarship". As the main sponsor of this scholarship, can you share the story of Dr. Ching and the original intention of setting up this scholarship?

My teacher, Dr. Y.K. Ching, completed his Ph.D. in electrical engineering at Imperial College in the UK. After returning to Hong Kong for teaching, he joined the Hong Kong Polytechnic Institute, the predecessor of the Hong Kong Polytechnic University, and became the dean from 1969 to 1972. Later, he served as the deputy dean of the Hong Kong Polytechnic Institute from 1972 to 1986. He was dedicated to promoting and developing Hong Kong's industrial education, actively promoting the professional status of industrial education.

Dr. Y.K. Ching devoted his life to education. He once said: "The greatest pleasure of teaching is to see the progress of all aspects of the students. In addition to teaching them the knowledge in the books, they have personal qualities and growth. Difficulties that they may have are also my concern." He practiced this sentence personally. I had been in financial difficulties since I was a child. Although I was admitted to the Hong Kong Polytechnic Institute, I almost dropped out of school because of family poverty. Thanks to Dr. Y.K. Ching for helping me to win scholarships and encouraging me to work hard to complete my studies. Dr. Y.K.Ching's help to me changed my life. It can be said that without Dr. Y.K. Ching, there is no me today.

我一直相信，能夠對人生產生意義的，那就是傳承。我本人深受程源鎔博士身教的影響及對教育的熱誠，因此希望盡自己的綿薄之力，傳承程博士對教育的赤子之心，延續他識才、愛才、惜才、無私奉獻的精神，在教育的土地上，播種希望。因此，在 2009 年退休之前，我和理大校友會出資設立“程源鎔博士紀念獎學金”，用於支持鼓勵理大學生前往外地進行支教活動，藉助年輕學生的力量，傳播知識與希望。

2. 您認為程源鎔博士紀念獎學金為什麼會持續支持心火香傳，心火香傳讓您最感動的地方又是什麼呢？

心火香傳，引為薪火相傳，意在每一種身份後的責任履行與傳承。他們“心系祖國、燃亮未來”，以“香江之火、傳與你我”為己任，這一點與程源鎔博士紀念獎學金成立的初衷十分契合。心火香傳每年都會到中國一些比較落後鄉鎮的學校進行義教活動，將外界的知識與正面的鼓勵帶給這些小朋友。十年間，已去往 39 個不同地方，服務多達 5 萬名學童。

我雖然是資助者，但我很感謝他們願意將自己的能力與人分享，這也是我所倡導的“才”與“能”的教育最樂見的成果。他們在改變自己的同時，也影響了更多的人，這是我感觸最深的，因為我似乎由此看到了中國未來的希望。

3. 您給心火香傳成立十周年定義主題為“心火十年，天地人間”，這句話有什麼寓意呢？

我國學術大家季羨林大師曾說：“如果人生真有意義和價值的話，其意義與價值就在於對人類發展的承上啟下、承前啟後的責任感。”而心火香傳十週年，正是承上啟下的一個關鍵時刻。“天”寓意如鷹擊長空、直上雲霄的雄心壯志，而“地”象徵著落葉歸根、化泥護花的踏實本分，最重要的是人間，眾所周知，人間有高低貴賤、貧富冷暖。要改變社會分層、實現“有教無類”這樣宏大的目標，心火香傳必須腳踏實地、不斷傳承，方能開啟下一個輝煌十年！

4. 最後，您作為一位教育家，也是心火香傳的長期支持者，您對他們的未來有什麼期許嗎？面對祖國的不斷發展，人才才是強國之本，您覺得心火香傳在這方面可以扮演什麼角色呢？

我覺得當今的教育，不能只是知識的傳承，更重要的是“創新與求是”，特別是培養學生求學與做人的態度上，要立德樹人。心火香傳擁有一套獨特的以啟發為核心的課程體系，這很好地填補了傳統教育的空白，通過志願者自身的經歷體驗，給予學童正能量的鼓勵。心火香傳也是連結不同地域、不同人群的橋樑。每一次的義教之旅，來自香港、內地、海外的學生聚在一起，共同策劃實施。於此同時，他們也把香港介紹給世界各地，互惠互融。我期待心火香傳未來進一步發揮教育服務平台的功能，集結社會愛心資源，分配至需求網絡中。如此，源源不斷，淵遠流長。

黃河清博士，於 2019 年 8 月。

I have always believed that what makes sense to life is inheritance. I am deeply influenced by Dr. Y.K.Ching's teaching and enthusiasm for education. Therefore, I hope that I will do my best to pass on Dr. Ching's commitment to education and continue his spirit of literacy, love, cherish, and selfless dedication, to plant hope in the land of education. Therefore, before retiring in 2009, PolyU Alumni Association and I funded the "Dr. Y.K. Ching Memorial Scholarship" to encourage students to conduct exchange activities and to teach and use the power of youth to spread knowledge and hope.

2. Why do you think "Dr. Y.K.Ching's Memorial Scholarship" would continuously support HeartFire? What is the most touching point of HeartFire to you?

HeartFire, means passing the torch. It is intended to fulfill and inherit the responsibility behind each identity. They "have a heart for the motherland and igniting the future", and they take "the spirit of Hong Kong and pass it onto you and me" as their own responsibility. This is in line with the original intention of the establishment of the Dr. Y.K.Ching Memorial Scholarship. Every year, HeartFire will go to schools in some relatively backward towns and villages in China to conduct teaching activities, bringing outside knowledge and positive encouragement to these children. In the past decade, they have traveled to 39 different places, serving up to 50,000 students.

Although I merely am a sponsor, I am very grateful that they are willing to share their abilities with others. This is also the most enjoyable result of the education of "Talent" and "Ability" that I advocate. When they change themselves, they also affect more people. This is what I feel the most touching, because I seem to see the hope of China's future.

3. What is the meaning behind when you defined the theme of the 10th Anniversary Ceremony of HeartFire as "A decade of HeartFire, the torch of Inspiration"?

Master Ji Xianlin of our country once said: "If life is truly meaningful and worthwhile, its significance and value lies in the sense of responsibility for the development of human development and the future." The 10th anniversary of HeartFire is a key point to their future. "Heaven" symbolizes the ambition of the eagle to the sky, and the "land" symbolizes a practical attitude. The most important thing is "Human". As everyone knows, there are high and low, rich and poor classes in the society. To change the social stratification and achieve the grand goal of "The same education for everyone" in the society, HeartFire must dream big, practice hard, in order to have the next brilliant decade!

4. Finally, as an educator, you are also a long-time supporter of HeartFire. What are your future expectations for them? In the face of the continuous development of the motherland, talents are the foundation of a strong country. What role do you think HeartFire can play in this respect?

I think that today's education can't just be teaching knowledge. What's more important is "innovation and seeking truth", especially in cultivating students' attitudes toward studying and how to behave. HeartFire has a unique inspiration-centered curriculum system, which fills the gaps in traditional education. Through the experience of volunteers, it gives students the encouragement of positive energy, and through their sharing, it teaches smart studying tips. HeartFire is also a bridge connecting different regions and different groups of people. Every time during a voluntary teaching trip, students from Hong Kong, Mainland, and overseas gather together to plan and implement. At the same time, they also introduce Hong Kong to the rest of the world. I am looking forward to their future to further develop their function of being an educational service platform, that gathers social resources and distributes them to the demanded places.

Dr. Chris Wong Ho Ching,
August 2019.

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心火寄語

MESSAGES FROM ADVISORS



黃楚楚女士 MS. FIONA WONG

資深傳媒人及作家

EXPERIENCED MEDIA WORKER & WRITER

1

黃楚楚女士曾服務工商時報、星島日報、天天日報、快報，是香港電台節目主持人。開創了第一個財經節目“雄才偉略”，曾為香港經濟日報、大公報、快報、晴報專欄作家，並出版《亂世投資術》、《經濟相思》、《占星看天下》、《鏡中緣》。目前為Cosmopolitan HK 占星作家。

我很榮幸是心火香傳的一份子，在過去多次的支教中，我最想做的無非是給偏遠地區的孩子多一點的鼓勵。

十年心火，我們努力想透過支教，鼓勵山區的學童認真學習，發掘潛能，找到追求夢想的動力，從而知道讀書的真正意義。隨著中國的經濟起飛，過去十年我們見證了偏遠地區的教學資源已大幅改善。今日山區的學子們，所欠缺的資源已不再只是硬體的電子黑板，舒適的教室，衛生的飯堂，而是我們一直堅信的，他們更需要有人去激發他們追求夢想的勇氣。

所以心火香傳一直以來，我們所秉持的支教價值，是激勵與愛，同時這些大哥哥大姊姊，亦是他們努力的榜樣。雖然 100 分的努力，不一定會有 100 分的成績，但我們更在意的是培養 100 分的態度。在此我為每位心火的成員感到驕傲，你們正在做著生命影響生命的偉大工程，讓人感動。而我期許每位成員將此熱情代代相傳，用“心”付出，將“愛”傳送，我們的 100 分態度，會激勵孩子們拿出 100 分的努力，追求他們的人生夢想。然而我更期許“心火”也是點燃他們快樂人生的開始，讓心火香傳同時也是一支能散播快樂學習的支教團隊。

在過去我們長途跋涉，翻山越嶺的去支教，這種不辭勞苦的“心”其實正代表著我們的“愛”。雖然短短兩周，我們能幫助的課業提升有限，但我們卻開拓了他們的視野，也成為他們學習的榜樣。最重要的我們為他們播下了一顆希望的種子，只待時間長成大樹，共勉我們的關懷持續，永遠是他們成長的養分。

心火踏入第十年，感謝每位成員的努力，我們才逐漸成長，未來我們會更努力完善服務內容，在漫漫的未來，我們以赤忱的心邀請更多的專家與學者的參與，完善支教的內容，得到更多社會大眾的支持，一起為下一代的教育點燃更多的生命火光。在此我們共勉，透過支教，分享你們的成長故事，攜帶著正面的鼓勵，也分享你們的所學，將觸類旁通的讀書技巧傳授。讓你們的愛與他們建立深厚的友誼，讓我們一起努力，為孕育下一代的幼苗帶去更多的陽光與養分。而心火也將永存，成為他們一輩子的朋友，將生命影響生命代代相傳。

最後我以最感恩的心，感謝每一位成員所付出過的努力，而我是如此幸運與你們同行，一起為我們共同的理想而努力，並繼續寫我們未來的故事。

Ms. Fiona Wong served in Commercial Times, Sing Tao Daily, Tin Tin Daily News, Express, was the host of RTHK and opened the first commercial show "The Great Strategy". She was also the columnist for Hong Kong Economic Times, Ta Kung Pao, Express, Sky Post, and also published the books "Investment at troubled times", "Relationship with Economy", "Astrology across the Universe", "Jingzhongyuan". She is now an astrology writer at Cosmopolitan HK.

"It's my pleasure to join HeartFire. In my past trips, what I want to do is nothing but more encouragement to the children from remote areas."

For the past 10 years, HeartFire has been devoted itself to encouraging the students in under-developed regions, to focus on studying and exploring their potential, as well as to inspire them to find their motivation in pursuit of dreams and thus to truly know the purpose for study. With the development of China's economy, HeartFire has witnessed the great improvement in China's education over the past 10 years. The hardware has tremendously improved, such as interactive whiteboards, a cozy classroom or a clean dining hall. Yet still, what they really need is the courage to chase their dreams and people who can bring the courage to them.

The core value of our volunteering activities has always been empowerment and love. Those volunteers are also the models kids look up to. Although 100% of effort does not guarantee 100% of payback, what we care more is a 100% attitude. I am proud of every member of HeartFire – you are making life impacts that touches people's heart. And I would like every member to pass on their passion generation by generation and our 100% attitude will indeed empower those children to spare 100% effort in chasing their life dreams. What I expect more from HeartFire, is that it will become the sparkle that ignites the start of those children's happy lives and be a team that spreads happy learning simultaneously.

In the past, we travelled across miles to deliver a service trip. This kind of spare-no-effort "Heart" actually reflects our "Fire-like passion". During as short as 2 weeks, despite the limited improvement that we are able to bring to academic results, we undoubtedly broadened their horizon and became their role models. Most importantly, we planted a seed of hope that will definitely grow to a mighty tree as time goes by and support goes on.

In the end, my sincere gratitude goes to the efforts made by every member. I am so fortunate to work with you, to go for our dreams in common, and to continue our stories in the future.

While HeartFire has entered its 10th year, I'd like to thank every member for their efforts that achieved such growth. In the future, we sincerely invite more experts and academics in education to participate in our activities, and to enhance our courses with their professional visions. I hope we will receive wider support from the public and ignite the fire of education for more kids. Here we promise to each other, that we will continue to share with children our knowledge meticulously, teach them comprehensive learning skills and build friendship with a loving heart. Let's work together to bring more sunshine and nutrients to our next generation. HeartFire will also be long-standing, as their life friends, and be passing life impacts for generations to come.

In the end, my sincere gratitude goes to the efforts made by every member. I am so fortunate to work with you, to go for our dreams in common, and to continue our stories in the future."



鄭明慧女士

MS. AGNES CHENG

2

溢達楊元龍教育基金有限公司策略及發展事務主管
HEAD OF STRATEGY AND DEVELOPMENT,
ESQUEL Y.L YANG EDUCATION FOUNDATION

鄭明慧女士畢業於香港大學，先後就職於香港知名律師樓和香港大學世界貿易組織領導項目。自鄭女士 2009 年加入溢達楊元龍教育基金會以來，一直致力於兩岸慈善教育事業的協作發展。

“教育不僅幫助改變一代人的命運，也能為社會創造福祉。農村環境在物質及教育條件方面較為匱乏，但最大的挑戰是思想和視野的局限，需要開拓。心火香傳成員深深明白教育不只是一種福氣，也需要有義務、承擔和付出。心火香傳以推動教育的熱情為基礎，通過人與人之間的互相交流啟發，把知識、思維和感受跟農村孩子分享，鼓勵他們傾聽內心的夢想、激勵他們探索無限可能的未來。

善舉創造和諧，愛心傳承美德。慈善教育事業不僅幫助改變一代人的命運，也會造福社會福祉。我們相信物質的匱乏並非真正的貧困，而是思想和視野的匱乏。心火香傳依托香港高校的學生資源，旨在改善偏遠地區教育服務項目，給孩子們一個擁抱更開闊未來的可能性。將一顆承載希望種子播種於孩子，開闊他們的思維、鼓勵他們傾聽內心的夢想、激勵他們探索無限可能的未來。

一方面給予香港年輕人了解大陸兩岸交流的機會，促進文化互動，另一方面也通過他們給孩子們帶去知識和新的理念。我們堅信體驗是最好的學習方法，透過豐富的教義活動，啟發夢想和激勵踐行。

我們自 2015 年起與心火香傳合作，邀請他們一起前往新疆、廣西等地區進教義活動。心火團隊展現了年輕人的熱誠、有擔當，不斷追求拓展視野。他們來自不同的文化背景，都能互相合作共融，把自己最寶貴的教育和生命價值分享給兩岸的農村學生。他們也意識到支教對他們自身也是寶貴的成長。現今社會需要更多這種年輕人，熱衷教育，促進文化互動，令社會更進步，更美好。

心火香傳，傳承理念、鑄就未來。”

Ms. Agnes Cheng graduated from the University of Hong Kong and has worked in famous law firm and the Hong Kong University World Trade Organization Leadership Project. Since Ms. Cheng joined the Esquel -Y.L. Yang Education Foundation in 2009, she has been committed to the collaborative development of cross-strait charitable education.

“Education not only helps to change the destiny of a generation, but also creates well-being for society. The rural area is lacking in material and educational conditions, but the biggest challenge is the limitations of thoughts and visions, which need to be developed. Members of HeartFire Education Service deeply understand that education is not only a blessing, but also a duty, commitment and effort. Based on the enthusiasm of promoting education, HeartFire shares knowledge, thoughts and feelings with rural children through mutual exchange and inspiration, encouraging them to listen to their dreams in the heart and inspiring them to explore the infinite future.

Good deeds create harmony and love inherits virtues. Charity education not only helps to change the fate of a generation, but also benefits the well-being of society. We believe that the real poverty is not the lack of materials, but the lack of ideas and vision. Relying on the resources of Hong Kong, HeartFire aims at improving education services in remote areas and giving children a chance to embrace a broader future. Sow a seed of hope on children, open their minds, encourage them to listen to their inner dreams, and inspire them to explore the infinite possibilities of the future.

On the one hand, it gives young people in Hong Kong an opportunity to learn about cross-strait exchanges and promote cultural interaction. On the other hand, they also bring knowledge and new ideas to children. We firmly believe that experience is the best way to learn, inspiring dreams and inspiring practice through rich teaching activities.

Since 2015, we have cooperated with HeartFire and invited them to go to Xinjiang, Guangxi and other regions to participate in teaching activities. The HeartFire team demonstrates the enthusiasm and commitment of young people and the constant pursuit of expanding their horizons. They have different cultural backgrounds, but they were able to cooperate with each other to share their most valuable education and life values with rural students on both sides of the strait. They also realized that teaching is also a valuable growth for themselves. Today's society needs more of these young people, keen on education, promoting cultural interaction, and making society more progressive and better.

HeartFire inherits the idea and casts the future”



發展歷程

HEARTFIRE DEVELOPMENT



1 心火簡介 INTRODUCTION

◆ 背景 BACKGROUND

當今，75.3 億的世界人口中有 7.3 億人每日可低于 1.9 美元，而在中國仍有逾 9 百萬人口生活在極度貧困中，國家級貧困縣有 592 個。在所有解決貧困的辦法中，教育始終被視為最有效的途徑，然而，教育本身也面對著由於貧富差異帶來的不平等問題。貧富差距和教育鴻溝，也間接導致社會的矛盾與衝突。

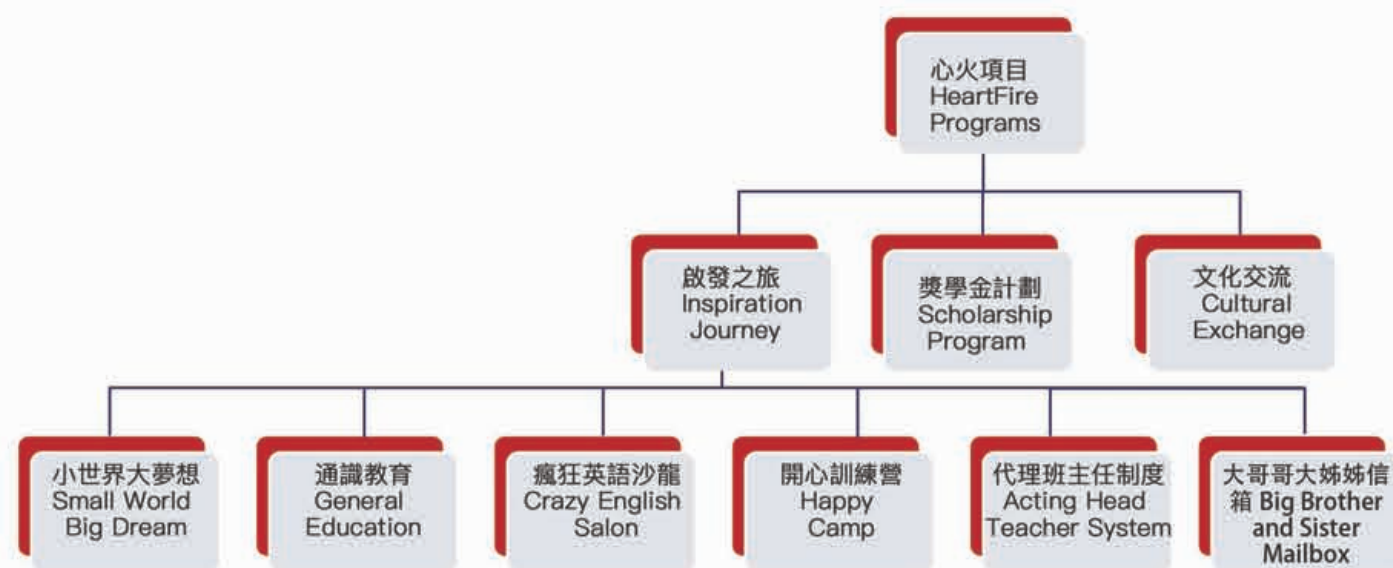
懷抱著改善教育、緩解貧窮與促進社會共融的理想，2009 年，一群熱心的香港理工大學學生發起了第一次義教活動，並於 2013 年在香港特區政府註冊成立心火香傳教育服務組織（免稅編號 91/13689）。

心火香傳本著篤行（Commitment）、賦能（Empowerment）、啟發（Inspiration）、包容（Inclusion）的核心價值觀，至今已組織了 69 次義教活動，服務中小學 39 所，幫助了超過 57,500 名學生，近 900 名志願者參與。心火香傳現有三大核心項目：啟發之旅、獎學金計劃、文化交流活動。

In our world of 7.5 billion, 736 million people are surviving on less than \$1.9 a day. In China, there are over 9 million people living in extreme poverty and 592 state poverty counties. Among all means to ending poverty, education has always been seen as the most effective method. However, even education itself is facing inequality caused by wealth disparities. Large wealth and education gaps, in turn, lead to contradictions and conflicts.

In pursuit of improving education, alleviating poverty and stimulating social inclusion, in 2009, a group of passionate students from the Hong Kong Polytechnic University initiated its first service trip. Later, it was officially registered as the HeartFire Education Service Limited (HeartFire) at the government of HKSAR.

Rooted in its core values Commitment, Empowerment, Inspiration, and Inclusion, Heartfire has organized 69 service trips to 39 schools and benefited over 57,570 students in rural areas of China, involving more than 900 service trip participants. Nowadays, Heartfire is committed to its three core programmes: Inspiration Journey, Scholarship Programme and Cultural Exchange.



◇ 宗旨 MISSION

我們致力搭建一個平台，持續改善教育，緩解貧窮和促進社會共融，並實現：

- 為偏遠地區的初等教育學生提供以啟發為核心、趣味性與專業性兼具的課程，通過課堂展示和個人經歷分享，給學生們帶來與時俱進的觀點、激起他們對廣闊世界的好奇心，最終帶來可持續性的意識層面上的改變；
- 為優秀的香港大學生提供運用所學、回饋社會的實踐機會，並通過實地體驗了解偏遠地區教育發展現狀、增強自身綜合素質；
- 為社會各界人士或團體提供參與改善內地貧困地區教育狀況的渠道、促進內地香港及世界其他各界、各團體相互了解與社會共融。

We are committed to building a platform to continuously improve education, alleviate poverty and promote social inclusion and achieve:

- Providing students in developing areas with inspiring courses, also interesting and professional, in which, through in-class presentation and personal experience sharing, we update them with cutting-edge ideas, inspire their curiosity to the world, and in the long run change their mindset;
- Creating opportunities for outstanding students in Hong Kong, so that they can use their knowledge to contribute to the society in practice; and gain insights to the current situation of education in rural areas, as a chance of improving themselves as well;
- Building the bridge to improve the education in rural regions of mainland China, for people from all walks of the society, and better the understanding and social inclusion among mainland China, Hong Kong and people from all over the world.

▲ 核心價值觀 CORE VALUES

- 篤行：我們堅持初衷，一直致力於我們服務的學生與社區。

在道阻且長的義教之路上，我們一直秉承篤行的信念。我們不斷上下求索，改進課程質量，創新項目模式，提升服務規模，將對公益教育的熱愛付諸實踐。

Commitment: We commit ourselves to the cause, the community and the students that we are serving.

In the endless and twisting way of our cause, we have been holding to our beliefs and searching for the best, to improve our courses, to innovate programs and to expand the scale of our services. We put our enthusiasm about public education into practice.

- 賦能：我們鼓勵志願者們在服務過程中充分釋放他們的潛能。

我們對所有參與者提供一個開放的平台，允許他們發揮自己的才能去創造；我們亦賦予學生一個自主的課堂，激發他們的潛能與興趣。

Empowerment: We empower our volunteers to fully unleash their potential throughout conducting the service.

We build an open platform for all participants, allowing them to create things with their own talents. Meanwhile, we provide students a class room of autonomous learning, stimulating their potential and interest.

- 啟發：我們在和同伴、志願者、合作夥伴和學生們的每次互動中啟發彼此。

在教授傳統學科知識之餘，我們通過理論與實踐結合的教學方法、饒有趣味的互動遊戲以及精彩動人的個人故事，啟發學生獨立思考並激發他們為自己人生奮鬥的原動力。

Inspiration: We inspire through every interaction with our peers, volunteers, partners and students.

Apart from giving lessons on traditional subjects, we stimulate students' creative thinking and motivate them to fight for their future, with our teaching skills as the combination of theory and practice, our interesting games for in-class interaction and our brilliant and moving stories shared by teammates.

- 包容：我們理解並接受差異，營造心火組織內外的兼容並包。

我們通過招募不同背景的志願者，服務內地不同文化的地區與群體，讓每個參與者都可以認識到世界的多元性與差異性，並以包容的心態去欣賞與尊重，實現心火社會共融的宗旨。

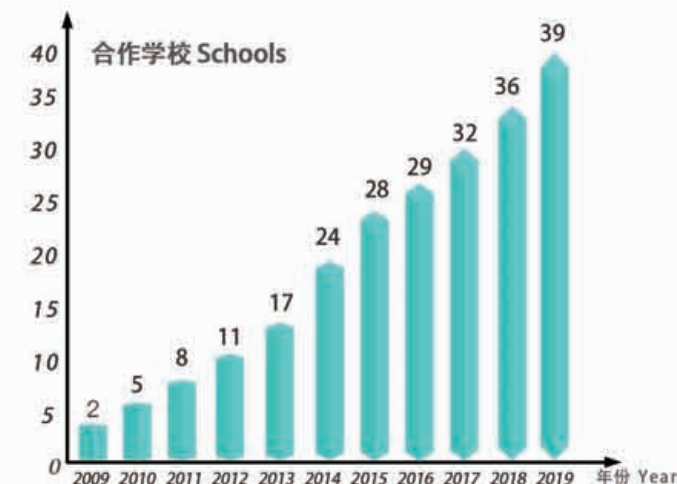
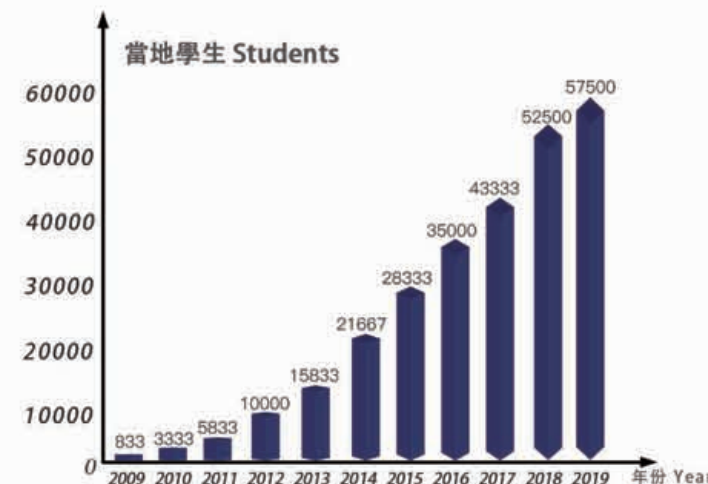
Inclusion: We embrace all the differences, and foster inclusion inside and outside of the organization.

We recruit volunteers with diverse backgrounds and serve regions and communities of different cultures in mainland China. We bring every participant to know the diversity of the world and to appreciate and respect it with as an attitude of inclusion, aiming at realizing social inclusion, as one of the core values of Heartfire.



2 里程碑 MILESTONES

截止至 2019 年 7 月 As of July 2019



VOLUNTARY TEACHING TRIPS



69 Service Trips
69次義教旅程



>880 Members
超過880名心火成員



17 Provinces
跨越17個省份



39 Schools
服務39所學校



57,500 Students
近5.75萬學生受惠

CULTURAL EXCHANGE TRIPS



13 Exchange Partners
13所交流機構

SCHOLARSHIP SCHEMES



294 Awarded Students
獎學金獲得者達294人次



截至2019年7月 As of Jul 2019

3 項目成就 OUR ACHIEVEMENTS

合作夥伴 PARTNER ORGANISATIONS

心火同樣熱衷與大學及當地志願者社團、隊伍進行交流，心火香傳共與 6 所大學（西安交通大學、哈爾濱工業大學、南昌航空航天大學、北京理工大學、對外經貿大學、浙江大學城市學院）進行過交流訪問。在社會團體方面，除了上述大學的志願者社團外，心火香傳與海南的“美在心靈”大學生支教志願者協會保持密切合作並且簽署了長久合作的框架協議；繼 2012 年與 DHL 公司成功合作後，我們於 2015 年與香港滙達集團旗下的楊元龍基金會進行了首次合作，獲得高度評價，並在 2018-2019 年中四度合作，組織前往新疆、桂林、浙江的啟發之旅。

Passionate about communicating with local volunteering communities and societies, HeartFire has visited six universities and exchanged our experience with them; and they are: Xi'an Jiaotong University, Harbin Institute of Technology, Nanchang Hangkong University, Beijing Institute of Technology, University of International Business and Economics, and Zhejiang University City College. As for social organizations, apart from the student societies from the above-mentioned universities, HeartFire has signed a long-term Framework Agreement with the University Student Volunteers' Association, Beauty in the Mind, from Hainan. In 2012 we successfully collaborated with DHL. In 2015, we co-worked with Xinjiang Esquel-Y.L. Yang Education Foundation for the first time, and received positive feedback, we further co-organized inspiring trips to Xinjiang, Guilin, and Zhejiang during 2018-2019.

志願者 VOLUNTEERS

在參與隊員方面，我們不限於香港理工大學招募，更積極尋求與內地、香港志同道合的企業或學生組織的合作機會。每年我們的報名者超過 700 名，總計 69 次啟發之旅中，共有近 900 人次參與活動。其中，在 2012 年前往貴州貞豐一中的啟發之旅，我們與 DHL 公司合作，並有 10 名公司員工加入了我們的心火隊伍。2015 年我們首次與香港滙達楊元龍基金會合作，和新疆本地大學的志願者共同參與組織了吐魯番夏令營活動。2017 年，我們與蒲公英計劃合作，在香港進行貴州啟發之旅的跨校志願者招募。

As for our volunteers, we recruit not only at the Hong Kong Polytechnic University, but also at companies and student organizations that have common aspirations in Hong Kong and mainland China. Each year, we've received over 700 applications and the total number of people joining our inspiring trips is nearly 900. DHL participated in the trip to Guizhou Zhenfeng No.1 Middle School in 2012, with its 10 employees as our team members. In 2015, we collaborated with Xinjiang Esquel-Y.L. Yang Education Foundation for the first time, and organized the summer camp in Turpan with volunteers from local universities in Xinjiang. We collaborated with the Dandelion Project in 2017, and recruited volunteers cross universities in Hong Kong for the inspiring trip to Guizhou.

合作學校 PARTNER SCHOOLS

截至 2019 年 7 月 17 日，心火香傳義工組自成立以來已組織過 69 次的啟發之旅，足跡遍及 17 個省份的 39 所中小學。一直以來，心火積極尋求長期合作機會，目前已有三所學校（雲南省隴川縣德宏州王子樹九年一貫制中學、貴州省貞豐縣貞豐一中、陝西省榆林市靖邊縣東坑中學）被設為長期定點義教學校並均已進行多次回訪。

As of July 17, 2019, we have accomplished 69 inspiring trips, covering 40 primary and middle schools in 16 provinces in China, 3 of which have been set up as our long-term target schools and have been revisited frequently, and they are: Yunnan Longchuan Dehong Wangzishu Nine-year School, Guizhou Zhenfeng No.1 Junior Middle School, Shaanxi Dongkeng Junior Middle School.

雲南省隴川縣德宏州王子樹九年一貫制中學

DEHONG WANGZISHU NINE-YEAR SCHOOL, LONGCHUAN COUNTY, YUNNAN PROVINCE

自 2014 年起，心火開始與王子樹學校進行合作，目前共計回訪 7 次。王子樹中學位於雲南省隴川縣王子樹鄉海拔 2000 米的山頂，路途遙遠，需乘坐四小時巴士下山。當地學生大部分為留守兒童。心火在王子樹中學開展志願教學並舉辦了朗誦比賽、文藝匯演、英語角等活動，受到孩子們的熱烈喜愛。

Since 2014, HeartFire began to cooperate with Wangzishu and has revisited 7 times in total. Wangzishu Middle School is located at the top of 2000 meters above sea level in Luanchuan County, Yunnan Province. The road is far away – It takes 4 hours to go down the mountain by bus. Most local students are left-behind children. At the Wangzishu Middle School, HeartFire carried out volunteer teaching and held a recital competition, a cultural performance, an English corner and other activities, which were loved by the children.



貴州省貞豐縣貞豐一中

ZHENFENG NO.1 JUNIOR MIDDLE SCHOOL, QIANXINAN CITY, GUIZHOU PROVINCE

貞豐中學坐落在縣城東隅鳳凰山西麓的一座古鎮中，從 2011 年至今，心火香傳共在貞豐一中組織了 8 次啟發之旅，並設立了各為期三年的“陳澤豪獎學金”和“DHL 敦豪全球貨運獎學金”，激勵當地 2000 餘名在校學生。

Zhenfeng Middle School is located in an ancient town in the west of Fengshan Mountain and in the east of the county. From 2011 to now, HeartFire has organized 8 inspiration journeys at Zhenfeng No. 1 Middle School and set up a three-year “Chen Zehao Scholarship” program and the “DHL Global Freight Scholarship”, which inspired more than 2,000 local students.



陝西省榆林市靖邊縣東坑中學

DONGKENG JUNIOR MIDDLE SCHOOL JINGBIAN COUNTY, YULIN CITY, SHAANXI PROVINCE

東坑中學坐落在靖邊縣城以西 23 公里的東坑鎮，是一所寄宿制農村初級中學，亦是心火 2009 創立之初首次啟發之旅的探訪學校。心火在東坑中學第一次試驗了開心訓練營、趣味英語沙龍、書影音分享等心火特色教學模式。取得熱烈反響後，不斷完善將該模式傳承至今。

Dongkeng Middle School is located in Dongkeng Town, Shaanxi Province, 23 km from the west of Jingbian County. It is a boarding rural junior high school. It was also where the first inspiration journey was held at the inception of HeartFire in 2009. At Dongkeng Middle School, HeartFire first experimented with its unique course scheme, including Happy Camp, Crazy English Salon, Book and Film Sharing. Witnessing a huge success, HeartFire continued to improve and pass on the course scheme till today.



社會影響力 SOCIAL IMPACT

隨著心火項目的與日俱增、足跡的不斷延伸，我們的社會影響力亦在擴大。今天，我們的行動已被近 20 家新聞媒體報導，包括香港經濟通、南島晚報、台灣三大有線電視等。我們亦會通過社交媒體、官方網站、官方郵箱定時更新我們的動態，將心火能量傳遞給更多人。

With the increase in our program numbers and footprints, the social impacts of Heartfire are undergoing expansion. Our stories have been reported by nearly 20 news media up to now, including the Hong Kong Economic Link, the South Island Evening News, and Taiwan's three major cable TVs. In the meantime, we keep updating our news through our social media platforms, official website and email, so that we can pass the energy of Heartfire to more people.

4 影響及反饋 IMPACT AND FEEDBACK

心火： 光與希望 – 學生來信

HEARTFIRE: LIGHT AND HOPE – LETTER FROM STUDENTS

■ 雷雨雨 LEI YUYU

謝謝你們週五給我們講的經驗分享會，這次經驗分享會使我收穫很多，懂得各門學科的學習方法，真的非常感謝你們...我知道你們這一星期的生活很簡樸，每天為了給我們回信，很晚才睡覺，在這裡我想真心的對你們說，大哥哥大姐姐辛苦了，我以後一定好好學習，去幫助那些需要我們幫助的人。親愛的大哥哥大姐姐，你們走了，我們會想你們的，你們知道嗎？

Thank you for sharing the experience with us on Friday, which makes me gain a lot such as the learning methods of each subject. Thank you very much... I know that your life this week is very simple. In order to reply to our letters, you go to bed very late every day. I want to tell you sincerely and thank you for your hardworking, my sisters and brothers. I will study hard in the future to help others. Dear sisters and brothers, please kindly know that we will miss you after you leave.



■ 朱琪 ZHU QI

每天我都準時參加英語興趣班，每天都有不同的收穫。我非常感謝你們的到來，給我們帶來外面的世界，學習的方法。我將重新整理自己，改掉缺點，學習優點，為自己的夢想建立強有力的後盾。

Every day, I participate in the English interest class on time, and I have different gains every day. I am very grateful for your coming to bring us the outside world, and the way to learn. I will rearrange myself, get rid of my shortcomings, learn from my strengths, so as to build a strong backing for my dreams.



■ 鄭進鳳 ZHENG JINFENG

我非常開心得到了心火香傳的獎學金，它將會一直激勵我步入高中，我將會更加努力學習，實現自己的夢想...等我實現了我的夢想後，我也想像你們一樣幫助同學，增加他們的信心，讓他們對自己的未來充滿希望，讓他們感悟到愛心的力量。

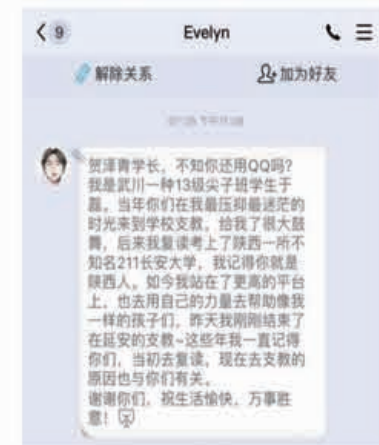
I am very happy to get a scholarship from HeartFire, which will inspire me to enter high school. I will study harder and realize my dreams... After I realize my dream, I also want to help my classmates like you, increase their confidence, let them have hope for their future and feel the power of love.



■ 于磊 YU LEI

賀澤青學長，不知道你還用 QQ 嗎？我是武川一中 13 級尖子班學生于磊。當年你們在我最壓抑最迷茫的時候來到學校支教，給了我很大鼓舞。後來我復讀考上了陝西一所 211 長安大學，我記得你就是陝西人。如今我站在了更高的平台上，也去用自己的力量幫助像我一樣的孩子們。昨天我剛剛結束了在延安的支教~這些年我一直記得你們，當初去復讀，現在去支教的原因也與你們有關。謝謝你們，祝生活愉快、萬事勝意！

He Zeqing, do not know if you still use QQ? I am Yu Lei, a class 13 student in Wuchuan No.1 Middle School. When you came to my school to teach, I was at the most oppressive and most confused time of my life and you greatly encouraged me. Later, I re-attended classes and was admitted to a 211 School – Chang'an University in Shaanxi. I remember that you are a native of Shaanxi. Now I am standing on a higher platform, and I am using my own power to help children like me. Yesterday I just ended my volunteer teaching in Yan'an~ I've always remembered you these years. The reasons for re-attending classes and volunteering are both relevant to you. Thank you, I wish you a happy life and all the best!



■ 朱露 ZHU LU

其實，在我的心中，一直以來都有一個遙不可及的夢想：我喜歡唱歌，所以我想當一名歌手。可是，它真的離我好遙遠。自從那天聽了你們的課之後，我就有更大的動力，更多的勇氣來實現我的夢想了。

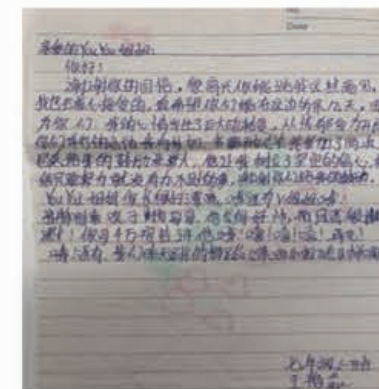
In fact, in my heart, there has always been a dream that is out of reach: I like singing, so I want to be a singer. However, it is really far away from me. Since listening to your class that day, I have more motivation and more courage to realize my dreams.



■ 王豔蕊 WANG YANRUI

真希望你們在這邊多待幾天，因為你們，我的心情發生了巨大的轉變，由憂鬱變為開朗。書影勵志會我參加了兩次，尼克給我的鼓勵非常大，他讓我樹立了堅定的信心，相信只要努力就沒有辦不到的事，謝謝你們給我的鼓勵。

I really hope that you can stay here for a few more days. Thanks for your effort, my mood has changed greatly, from melancholy to cheerful. I participated in the book & film sharing twice. Nick gave me great encouragement. He gave me firm confidence and made me believe that if I work hard, I can do everything. Thank you for your encouragement.



■ 何蕊瑛 HE RUIYING

親愛的飛揚姐姐，你好！我是 7 年級 3 班的一位成員，我平時話有點少，自從你給我們上課後，我覺得自己變得很活潑，開朗。我雖然話還是很少，但是我的朋友都很願意與我交流。

Dear sister Feiyang, hello! I am a member of the 3rd class in the 7th grade. I usually don't talk much. Since you taught us classes, I feel that I am very lively and cheerful. Although I still don't speak much, my friends are willing to communicate with me.



壬田初中學生

Anonymous Student from Rentian Secondary School

昔日的我，雖然成績不錯，但是非常膽小，不主動與人交流。你們的到來改變了我，讓我更勇敢，更積極。在這幾天裡，雖然我表現得不是最出色，但我為自己能夠勇敢舉手而自豪。

In the past, although I performed well in my study, I was very timid and did not take the initiative to communicate with others. Your arrival has changed me and made me more brave and more active. In these few days, although I did not perform the best, I am proud that I can bravely raise my hand.

勇敢的大哥哥、大姐姐們：
你們的到來，讓我改變了許多。
昔日的我，雖然成績不錯，但是非常膽小，不主動與人交流，課堂上也不敢發言。
你們的到來改變了我，讓我更勇敢，更積極。在這幾天裡，雖然我表現得不是最出色，但我為自己能夠勇敢舉手而自豪。
每次一開開心心發言，我似乎忘記

王書怡 WANG SHUYI

敬愛的梁婉儀，您好！謝謝你，那天教我們英語，而且都是我們不會的英語單詞，現在我會讀英語單詞了。雖然你們只來 12 天，但是你們什麼時候會離開？什麼時候又會來？如果你再來的話，我會很高興的。你不來我會很難過的！

Dear Liang Wanyi, hello! Thank you for teaching us English that day, and it was all English words that we didn't know. Now I can read English words. Although you will only stay for 12 days, when will you leave? When will you come again? If you come again, I will be very happy. I will be very sad if you don't come!

王書怡
梁婉儀老師：
謝謝你教我們英語，而且都是我們不會的英語單詞，現在我會讀英語單詞了。雖然你們只來 12 天，但是你們什麼時候會離開？什麼時候又會來？如果你再來的話，我會很高興的。你不來我會很難過的！
王書怡
2016年12月12日

胡文雅 HU WENYA

在這幾天我就像徹底打開了我心中的一扇門，和你們一起笑得是多麼自然高興燦爛，雖然只是短短的幾天，但這幾天我懂得什麼是真正的快樂，我覺得大家一起分享快樂讓自己更快樂。

In these few days, I feel like a door was opened in my heart. How natural and happy it is to laugh with you. Although it's only a few days, I know what real happiness is in these days. I think sharing happiness makes us happier.

胡文雅
梁婉儀老師：
謝謝你教我們英語，而且都是我們不會的英語單詞，現在我會讀英語單詞了。雖然你們只來 12 天，但是你們什麼時候會離開？什麼時候又會來？如果你再來的話，我會很高興的。你不來我會很難過的！
胡文雅
2016年12月12日

謝婷 XIE TING

你們又要走了，我是多麼的想你們留下來啊！假如時光可以倒流的話，我願讓時光停留在那快樂的時刻...在與你們相處的這幾天，我尋到了無限的快樂，是你們讓我在這幾天中忘掉了煩惱。你們這一走，就像我失去了一些親人似的。

You're leaving again. How much I want you to stay! If time can be turned back, I would like to let time stay at that happy moment... In the past a few days with you, I have found infinite happiness. It is you who have made me forget my troubles in these days. As soon as you leave, it's like I lost some loved ones.

謝婷
梁婉儀老師：
謝謝你教我們英語，而且都是我們不會的英語單詞，現在我會讀英語單詞了。雖然你們只來 12 天，但是你們什麼時候會離開？什麼時候又會來？如果你再來的話，我會很高興的。你不來我會很難過的！
謝婷
2016年12月12日

心火：年華正茂 - 志願者反饋

HEARTFIRE: IN THE FLOWER OF YOUTH - VOLUNTEERS' FEEDBACK

項宇飛 - 海南省白沙七坊中學隊員

Xiang Yufei - Member of Baisha Qifang Middle School, Hainan Province.

我們八個大男生擠進了一個小小的房間，水時有時無，在海南的炎熱環境下沒有空調，只有一個根本吹不到我的電風扇。記得第一天晚上渾身黏糊糊的，怎麼也睡不著。但後來熱著熱著也就習慣了，發現不開空調也是一種享受。

Eight of us big boys crammed into a small room. Sometimes, there is no water. In the hot environment of Hainan, there is no air conditioning, only one small fan that doesn't work well. I remember the first night my sweat was so sticky and I couldn't sleep. But then I got used to the heat and found that it was also a kind of enjoyment without air conditioning.

陳啟宣 - 內蒙古呼和浩特市武川一中隊員

Chen Qixuan - Member of Wuchuan No. 1 Middle School, Hohhot City, Inner Mongolia

內蒙古武川的天氣與飲食，讓大家有些不適應。剛入住幾天，心火隊伍的所有人全部都得病了。症狀輕的如我，感冒流鼻涕，症狀中的，得了急性腸胃炎，夜裡在宿舍上吐下瀉，不得不送往醫院。可以說，是一個滿是荊棘的開局。

The weather and food in Wuchuan, Inner Mongolia, make us a little uncomfortable. Only a few days into Wuchuan, all the members in Heartfire team become sick. People with mild symptoms have a running nose. People with severe symptoms like acute gastroenteritis, vomiting and diarrhea in the dormitory at night, had to be sent to the hospital. It can be said that it was a start full of thorns.



劉嘉言 – 福建省寧德市屏南嶺下鄉中學隊員
Liu Jiayan – Member of Pingnan Lingxia Middle School, Ningde City, Fujian Province

我們所去的福建省寧德市屏南縣嶺下鄉初中，老師和同學們都叫它嶺中。

嶺中位於一座小山的山腰處，山頂上有學校學生勞動基地和畢業後的校友建立的小亭子。在嶺中，總共有六個班 194 名學生，其中 86 名為住宿生。宿舍樓就在教學樓後面，上課的時候，可以清楚的看見宿舍樓外懸掛的學生的衣服。福建地處閩南地區，冬季濕冷，在偏僻的嶺中尤為如此。來自中國東北的我尚且覺得寒冷徹骨，也不知道穿著並不厚重衣衫的孩子們每年是如何度過一個個寒冬。

We went to Pingnan Lingxia Middle School, Ningde City, Fujian Province, where the teachers and students call it Lingxia Middle School. Lingxia Middle School is located in the middle of a hill. On the top of the hill are student labor bases and pavilions built by alumni after graduation. Lingxia Middle School has a total of 194 students in six classes, of which 86 are boarders. The dormitory building is just behind the school building. When you are in class, you can clearly see the clothes of the students hanging outside the dormitory. Fujian is located in the southern part of Min Area, which is wet and cold in winter, especially in remote areas like Lingxia Middle School. Coming from northeast China, I still feel very cold, and I don't know how the children who don't wear heavy clothes survive the winter every year.

顏文政 – 海南省白沙七坊中學隊員
Yan Wenzheng – Member of Baisha Qifang Middle School, Hainan Province

我和李子瞳是七四班的班主任，我們第一次在陌生人面前自我介紹有點緊張。李子瞳是內地學生，他跟七四班的同學聊起來比較容易。但我作為香港學生，普通話也不太好，自我介紹的時候特別緊張。於是，我先用粵語做自我介紹，再用普通話說一次。七四班的同學對我說的話感到特別奇怪，也非常感興趣。他們知道我從香港來，很好奇香港的文化，和香港的美景美食。

Li Zitong and I are the head teachers of class four in the 7th grade. We are a little nervous about introducing ourselves in front of strangers for the first time. Li Zitong is a mainland student, so it is easier for him to chat with classmates in class four. But as a Hong Kong student, I am not very good at Mandarin. I am particularly nervous when introducing myself. So, I will introduce myself in Cantonese and then I will speak it in Mandarin. I know that the classmates of class four are particularly surprised and very interested in what I said. knowing that I am from Hong Kong, they are very curious about Hong Kong's culture and food.

王希文 – 內蒙古科爾沁右中旗巴彥乎舒三中隊員
Wang Xiwen – Member of Inner Mongolia Kerqin Right Middle Banner Bayanhu Shuzhong

巴彥乎舒地處偏遠導致物質和師資力量的缺乏，優秀的大學和都市的生活距離他們的生活距離太遙遠。所以有的高中生已經對自己的未來失去了信心和希望。有一次我問他們呢，想不想和我去香港看一看。一個男生回到說：去那裡做什麼，飛機票那麼貴，還是待在家裡舒服。一瞬間，我和隊員們不知道怎麼回答他。本以為那裡的學生會對未知好奇，卻沒想到有的人對外面的世界如此消極。為了幫助學生們走出自己的舒適區，我們在課上和平時聊天中都給他們講外面世界的樣子，讓他們燃起對未知領域的好奇。

Bayan Hushu's remoteness leads to its lack of teaching material and faculty, and the excellent university and urban life are too far away from their lives. So some high school students have lost confidence and hope for their future. Once I asked them whether they wanted to go to Hong Kong with me to have a look. A boy answered that: What to do there, the plane ticket is so expensive, it is better to stay at home comfortably. For a moment, me and the team member did not know how to answer him. I thought that the students there would be curious about the unknown. However, I did not expect that some people were so negative to the outside world. In order to help those students get out of their comfort zone, we talked a lot about the outside world in class and in daily conversations, and make them curious about the unknown.

張愛美 – 海南省白沙中學隊員
Zhang Aimei – Member of Baisha Middle School, Hainan Province

隨後幾天的晚修時間，我和搭檔在與同學們的聊天中慢慢瞭解了班上同學的情況。總的而言，九班是一個被全校老師放棄的班級，而同學自然也能感覺到自己是被放棄的，也自我放棄了。打架，吸煙，喝酒的未成年人，佔了全班的一半以上。這個情況是我從來沒有預料到的，和我生長環境中的經歷完全不同。班主任告訴我們，他們不求我們教授學生們特別深奧的知識，只求教育他們做人的道理。我們也希望這兩周內盡力去陪伴他們，哪怕只能改變其中一兩個人。

In the following days of self-study time, my partner and I learned about the classmates in the class. In general, the class nine is a class that was abandoned by the school teachers, and the classmates naturally feel that they are abandoned and thus, give up themselves, as well. The teenagers who fight, smoke, and drink are more than half of the class. This situation is something I never expected, and it is totally different from the experience in my growing environment. The class teacher told us that they did not ask us to teach students any deep knowledge, just to educate them to be a better person. We also hope that we will try our best to accompany them in the past two weeks, even if we can only change one or two of them.

蔡鋒鋒 – 內蒙古呼和浩特市武川一中隊員
Cai Zhengzheng – Member of Wuchuan No. 1 Middle School, Hohhot City, Inner Mongolia

自從上大學以後，我對於學習已經沒有如過去中學那樣上進努力。以前中學至少目標就是要考上大學。但卻從未想過自己的興趣是什麼，於是糊裡塗塗上了大學，選了自己完全沒有興趣的科目，一下子喪失了目標。每天上學都不知道為了什麼。但支教的過程，看到同學們每天努力學習只為了邁向自己所嚮往的未來。這使我開始有動力，重新努力的完成剩下來一年大學生涯的動力，並且開始重新審視自己目標及規劃未來的決心。

Since I went to college, I have not been as hard-working as I used to in the past. In the past, at least the goal of secondary school was to get into college. But I never thought about what my interests were, so I applied for the university and chose subjects that I had no interest at all. I suddenly lost my goal. I don't know what to do for school every day. But in the process of teaching, I saw that my classmates study hard every day just to move towards the future they were looking forward to. This made me start to have the motivation to re-work to complete the rest of my college study and begin to re-examine my goals and my determination to plan for the future.

葉綺虹 – 貴州省貞豐一中隊員
Ye Qihong – Member of Zhenfeng No.1 Middle School, Guizhou Province

有些學生來信說：“小虹姐姐，你們來到的這個星期是我進來感到最放鬆。”，又有來信說：“你們為我們帶來一次又一次不同的驚喜，讓我們就像進入了童話的世界”。

其實我快畢業了，實習，論文，讀書，就業等等壓力都不少。但這次義教，讓我遇上了八八班的你們，讓我暫時放下煩囂，讓我感受到你們的喜愛，讓我成了童話的主角。

Some students wrote to say: "Sister Xiaohong, this week I came to feel that I am most relaxed when you come in.", another letter said: "You bring us different surprises again and again, let us enter the fairy tale world". In fact, I am graduating soon, and there are lots of stress about, internships, essays, reading, employment and so on. But this teaching experience let me meet the students in class 8 of the 8th grade, let me temporarily put down the pressure, let me feel your love, and let me become the protagonist of fairy tales.

心火：同心協力 — 合作方寄語

HEARTFIRE: CONTRIBUTE TOGETHER — MESSAGE FROM PARTNERS

海南省“美在心靈”大學生支教志願者協會

致香港心火香傳教育服務組織：

見字問好！光陰似箭，日月如梭，今天心火香傳迎來了成立十周年紀念日，值此喜慶之時，美在心靈致以真誠的祝福！十年如一日，心火香傳一直秉承“體驗、啟發、改變”的宗旨，傳遞著“勵誌、感恩、分享”的價值觀。自2013年起，美在心靈和心火香傳已經攜手走過了六年，在海南瓊海、白沙、臨高、昌江等市縣都留下雙方精誠合作、互相幫扶的美好記憶，我們共同致力於海南鄉村地區，為孩子們帶來歡樂和知識，為孩子們打開一扇追逐夢想的世界之窗，也在孩子們的內心中播撒下了一顆顆愛的種子。

這六年來很幸運心火香傳和美在心靈一路同行，真誠感謝心火香傳一直以來對美在心靈的信任和支持！美在心靈和心火香傳都是誌同道合的社會公益組織，相信雙方在通力合作的基礎之上，將不斷完善支教活動方式，加深雙方的了解和互動，實現共同開展支教活動的多樣化。

十年是一個新征程，美在心靈祝願心火香傳在新的十年裡，厚積薄發，精益求精，一如既往向社會分享著愛與美好，在公益服務領域更上一層樓！

順頌，時祺

海南省“美在心靈”大學生支教志願者協會

To HeartFire Education Service:

Hello! Time flies. Today HeartFire ushered in their 10th anniversary. On this occasion, "Beauty in the Mind" would like to express our sincere blessings for you! In the past ten years, HeartFire has been adhering to the tenet of "experience, inspiration, and change" and delivering the value of "inspiration, gratitude, and sharing". Since 2013, we have been working hand in hand with HeartFire for six years, leaving a good memory of sincere cooperation and mutual help in Hainan, Qionghai, Baisha, Lingao, Changjiang and other cities and counties. We are committed to the development of rural areas of Hainan, bringing joy and knowledge to children, and opening up a window of the world for children to pursue their dreams, and also sowing seeds of love in the hearts of children.

In the past six years, we have been very fortunate to work with HeartFire along the way. We sincerely thank for your trust and support for us! Since "Beauty in the Mind" and HeartFire are both like-minded public welfare organizations, we believe that on the basis of joint efforts, we both will constantly improve the mode of voluntary teaching activities, deepen mutual understanding and interaction, and realize the diversification of joint voluntary teaching activities.

Ten years is a new journey. "Beauty in the Mind" Wishes HeartFire a progressive and better development in the new ten years, sharing the love and care with the society as usual and striving for further progress in the field of public service.

Best wishes,

Beauty in the Mind, The Association of University Student Volunteers, Hainan Province

貴州省黔西南市貞豐一中李老師：

心火來之前，我們老師們只是在教書。心火來之後，他們走到了孩子們的心裏。我們從心火志願者那裡得到很多給建議，也通過他們聽到了孩子們心裏不舒服的地方 - 這是我們聽不到的聲音，感謝心火的幫忙。心火的到來，我覺得最大的作用是，讓後進生有了學習的欲望，讓優秀生向更好的方向發展，這些是心火志願者可以給予學生，而我們給予不到的。我們亦會模仿心火的方式，多走進學生們的心裏。

Ms. Li, ZHENFENG No.1 MIDDLE SCHOOL, GUIZHOU PROVINCE

Before HeartFire came, our teachers were just teaching. When HeartFire came, they came into the children's hearts. We got a lot of advice from HeartFire volunteers, and through them heard the children's uncomfortable feelings that we did not know before. Thank HeartFire so much. The most significant influence of HeartFire is to make the underachievers have the desire to learn, and enable the excellent students develop in a better direction, which can be provided by HeartFire volunteers but not us. We will also imitate the way of HeartFire and go into the hearts of students.

貴州省黔西南市貞豐一中劉老師：

從心火香傳到我們班開始的那一天，我們的孩子特別特別開心，從來沒看他們那麼開心過。因為妳們把先進的理念，發達地區學到的，他們從來沒見到過的，多姿多彩的生活告訴了他們。吸引了激勵了他們像妳們一樣有更高的學習鬥誌，到外面的世界看一看。世界那麼大，特別精彩，這是妳們帶給他們的精彩，不一樣的感受。這些是孩子們在書本上看不到的東西，我覺得特別好。

Ms. Liu, ZHENFENG No.1 MIDDLE SCHOOL, GUIZHOU PROVINCE

From the first day of the arrival of HeartFire, I found that our children were happier than I had ever seen. You taught them advanced concepts and colorful life in developed areas that they never saw and knew, attracting and inspiring them to have higher learning motivation like you, and take a look at the outside world. The world is so big and wonderful, and you have given them a special and wonderful feeling that they would not be able to learn from the book. I think it is pretty good.

海南省灣嶺鎮灣嶺中學高校長：

心火香傳的志願者們特別陽光，紀律嚴謹。他們的活動對我們的孩子思想上有所改變，對我們的老師也有一些改變。我的女兒就在七年級讀書，她每天回到家都要跟我交流關於心火志願者的課堂活動上同學們互動的情景。我相信大家也有感觸，在我們這種少數民族地區，教育資源比較匱乏，和香港這種發達地區的孩子所接觸的教育不一樣。我希望這樣的活動之後能在我們學校多多推展，我也想學習心火，把我們學校的學科課程和活動課程長久結合，讓孩子們長期接受這樣的教育，相信這樣會有更長久的改變。

PRESIDENT GAO, WANLING MIDDLE SCHOOL OF WANLING TOWN, HAINAN PROVINCE

HeartFire volunteers were particularly outgoing and disciplined. Their activities have changed the minds of our children and have changed some of our teachers. My daughter is in the seventh grade. Every day she returned home, she would talk to me about the interaction of the students in the classroom activities of the volunteers. I believe that everyone also feels that in our minority areas, education resources are scarce, and the education of children in developed areas like Hong Kong is different. I hope that after such an event, we can promote more similar activities in our school. I also would like to learn from HeartFire and combine the subject curriculum with the activity curriculum to let the children receive such education for a long time. I believe that there will be a longer-term change.

DHL 員工郭寧：

作為一名已經工作了近十年的社會人士，這次重返校園當一個“山寨老師”，起初的我是“底氣不足”的。因為投身社會之後，人總會多少變得世故圓滑，而我並不想將一些自己現下認為理所當然的東西帶給同學們。這個年紀的初中生已經有了他們自己對事情的看法，我們能做的只是走進他們，聆聽他們，瞭解他們從而引導他們。其實，同學們已經足夠優秀，這次的交流，不僅僅是他們在感受著我們帶去的世界，我們也在汲取著他們的純真和夢想。參加了心火的一次義教旅行，我自己感到很榮幸是這個高素質團隊的一份子。更加幸運而令我感動的是，大家都有著一顆謙卑而善良的心，為著同一個夢想來到這裡，一起奮鬥和努力。如果還有下一次，我想我還會參加。

DHL EMPLOYEE GUO NING:

As a social person who has been working for nearly ten years, this time I returned to campus to be a "knock-off teacher". At the beginning, I was "lacking in morale" because after getting into the society, people will become more or less sophisticated and smooth. However, I do not want to bring some things that I now take for granted to my students. Middle high school students of this age already have their own views on things. All we can do is to go into them, listen to them, understand them and guide them. In fact, the students have been excellent enough. In this exchange, not only they are feeling the world we brought, but also we are learning from their innocence and dreams. I personally feel honored to be part of this high-quality team as participating in this voluntary teaching tour. More fortunately, I am touched by the fact that everyone has a humble and kind heart and comes here for the same dream, striving and working together. If there is another opportunity, I think I will attend once again.

心火：見字如面 — 王子樹的故事

HEARTFIRE: LETTERS LIVE — THE STORY OF WANGZISHU

一沙一世界，一葉一菩提。心火香傳在雲南省隴川縣德宏州王子樹鄉中學的故事，既是中國落後鄉村教育現狀的寫照，亦是心火香傳過往十年的六十多次義教之旅的代表。對於需要幫助的落後山區孩子們，心火的努力只是杯水車薪，但絕不是枉費。哪怕是一縷陽光，也彌足珍貴。能讓一些個孩子們打開心窗，也是意義非凡。

The story of HeartFire in Wangzishu Middle School of Dehong Prefecture, Longchuan County, Yunnan Province is not only a portrait of the current situation of backward rural education in China, but also a representative of HeartFire's more than sixty voluntary teaching trips in the past ten years. For the children in poor area, the effort of HeartFire can be far from enough but not in vain. It is of great significance to encourage the children to open their minds.

【王子樹的隊員日誌 JOURNALS OF PARTICIPANTS】

抵達 — 離天更近的地方

從各地到芒市集合後，雲南隊的十七個隊員一起坐車前往隴川縣王子樹鄉。去支教的路程比想象中的要艱難得多，翻過了一座山又爬到了另一座山的山頂後，終於多了些人煙，雲南省德宏州隴川縣王子樹學校就坐落在這裡。走了近三小時山路後，初抵校園時已是夜深，學校很簡陋，校園內幾乎沒有路燈設施，晚上漆黑一片。孩子們從操場另一邊的宿舍樓三三兩兩的探出頭，好奇地打量著遠處的哥哥姐姐們。宿舍是由教室改造而成的，十張高低床便成了這幾天的小窩。

ARRIVAL — CLOSER TO THE SKY

After gathering, 17 members of the Yunnan Team took a bus to Wangzishu Country and the journey was not smooth as we thought. After 3 hours of walking, we arrived in the school at night. The school was very simple and there were almost no street light facilities in campus. The children looked curiously at us from the dormitory, which was transformed from the classroom that contains ten bunk beds.

初識 – 妳們眼中的光芒

雲南的太陽將孩子們的臉都曬得黝黑，但每一張臉上都洋溢著陽光。

隊員張誠志在他的日記記錄了第一堂課的感受：“我的第一節課準備了許久，演習過的次數已經數不清。但上台前依然很忐忑。我在剛剛開始的半節課內，氣氛略有些尷尬。我提問的時候，同學們也不主動舉手參與。可隨著時間一點點過去，我開始變得更加自信。隨著更幽默的講課方式，課堂氣氛開始變得有趣了起來。自那之後，我的課越來越好，也再也沒有出現冷場之類的尷尬場景了。”

“孩子們的熱情會讓我上癮，會讓我不自覺地想去多上他們班的課，去看他們的晚自習…”隊員肖可或給孩子準備了一節卡片設計的課，他在日記中寫道：“在他們給卡片上色的時候，我開始認識他們，他們很多人設計出來的卡片，比我最初期待的那樣好看得多。未來的兩週，每天都會受到孩子們上了色，送給我的卡片，我也會自己設計好回給他們。”

在另一間教室，隊員張經緯正在音樂課上，彈著遠從香港背過來的吉他：“孩子們愛音樂，我也愛音樂，音樂是一種我們之間的語言，靈魂的語言。第一堂課的時候，孩子們和我還不是很熟悉，他們就靜靜地坐在那裡看我一個人表演。但是第二堂課就活躍起來，教他們唱的《成長的路口》他們用了五分鐘就學會了。”

FIRST SIGHT – THE LIGHT IN OUR EYES

Children's faces were all tanned but filled with sunshine. Team member Zhang Chengzhi recorded in his diary of the first lesson: "I prepared the first lesson for a long time but I still felt nervous before the class. At the beginning, the atmosphere was a little awkward but with the humorous way of giving lectures, children became more and more active and I also became more confident."

"The enthusiasm of children made me more active..." Team member Xiao Keyu prepared a lesson of designing cards, and he wrote in the diary: "When coloring the cards, I got to know them. And the cards they designed were better than I thought. We also sent cards to each other after class."

In another classroom, Zhang Jingwei was playing the guitar in the music class. "Children love music and so do I. Music is the language between us. We were not familiar in the first class but afterwards they became active and were able to learn the song in just five minutes."

深思 – 看這世界不同側臉

午休時隊員劉琳琳來到孩子們宿舍參觀，不大的房間擠進了10個床位，床與床的過道只容得下一人側身。孩子們彼此談論的是明星，男朋友和抖音快手。“我陪她們看了兩個所謂爆笑的快手短視頻，製作粗糙，笑點低俗，讓你從心底里難以接受，但孩子們卻看得津津有味。”這些孩子，是快手3億用戶的一小部分，也是中國廣袤鄉土下的群眾縮影。

在學習方面兩極分化現象更加嚴重：自習課上有的同學會拿著數學練習冊上的難題一遍又一遍的跑過來問隊員，也有的同學就只是攤著書、盯著上面的字，就靠發呆熬過4個多小時的晚自習。“看到他們原本黑葡萄一樣骨碌碌轉的眼睛裡一下子變的全是空虛、迷茫，我害怕極了。”走之前，劉琳琳給孩子們留下了一封長長的信，告訴他們她所理解的愛，所推薦的書單、影單、娛樂方式，學習的意義和必要性，走出去的希望以及未來人生的無限可能。

DEEP THOUGHTS – SEE ANOTHER SIDE OF THE WORLD

During lunch break, Liu Linlin came to visit the students' dormitory. Though not big, the room held 10 beds with narrow aisles that can only allow one person. The children are talking about stars, boyfriends, and the short video app Douyin and Kuaishou. "I accompanied them to watch two short videos of so-called hilarious Kuaishou app. They are roughly made and vulgar in content. To be honest, I cannot accept the videos. Whereas, the children enjoyed themselves in such videos with laughter." These children are a small part of the 300 million users of Kuaishou and also a microcosm of the masses in the vast rural areas of China.

As for studying, it is amazingly polarized: some students in the self-study class will repeatedly go to ask their team members for help about the problems in the mathematics workbook. Some students just put books on the desk and stare at the words on the page. They spent the more than 4 hours of self-study by "emptying" themselves. "Seen that the eyes of the original grape-like black eyes were all empty and confused. I feel terrified." Before departure, Liu Linlin left a long letter to the children. In the letter she told them how she understood love, the recommended book list, a movie list, the meaning and necessity of learning, the hope of going out as well as the infinite possibilities of future life.

隊員趙子豪在日記中記錄到：“有個六年級的女孩子一直在找我們聊天，說有個男生一直逼她為他完成作業，不聽的話就人身攻擊；還有個女孩子寫信跟我說她的父親常年吸毒，並有暴力傾向…我認為短期支教真正應該做的，是要給當地的學校和學生帶去一種正確的價值觀，在孩子們普遍存在的心理問題，家庭問題面前，是實實在在的可以解決當前他們存在的問題的價值觀。”

希望 – 幸好你的手曾落在我肩膀

隊員呂子航從隊長手裡不講理地搶來了班上的最後一節課，那節課他說了很多，從家鄉說到香港，從PolyU說到大學和學習的意義，再說到義教。“我從未覺得40分鐘是這樣的短暫，即將分別的我似乎想要用這短短的一節課告訴他們所有的道理。”不知道那節課有多少人聽懂了多少道理，但那一瞬間他如此清晰的感覺到這是責任，哪怕有一個孩子因為這些話而對未來有了一些不一樣的認識，那便也足夠了。

分別總是讓人痛苦的，離校的時候，隊員馬曉菁對孩子們說：不要回頭，記住姐姐的話以後認真快樂地活每一天！“他們點頭離開我，我望著他們的背影，眼淚一下子就湧了出來，他們跑回來抱著我，抽噎著說讓我注意身體。”

這十天，隊員們共同講述了人生中一次永遠不會忘記的故事。這個故事裡，有一群長不大的老孩子，也有一群還沒長大的小孩子。一天又一天，故事在這離天更近的地方一幕又一幕的上演。“我愛他們，因為沒有人不愛天使。”

【香港女生婉儀和雲南女生燕子的故事 STORY OF WANYI AND YANZI】

2018年六月，心火香傳的隊員婉儀，在雲南王子樹支教中留意到了叫燕子的女生。

(婉儀)我第一次接觸她，是她在我的課堂上不配合的表現。到後來從同學們的口中得知，她有學習障礙。我私下裡問她：‘燕子，你想學寫字嗎？’她害羞的點點頭，我就跟她說：‘那姐姐每天來找你，教你寫字好嗎？’她還是不敢抬頭看我，還是點點頭。

Zhao Zihao, a member of the group, wrote in his diary that a girl in grade six always chatted with us, telling us that a boy had been forcing her to finish his homework or she would be punished and that another girl wrote to me that her father took drugs throughout the year and had a propensity for violence. ... What short-term supporting teaching really needs to do is bring a correct value to the local schools and students. It must be a value that can solve the psychological problems and family problems that are common among the children.

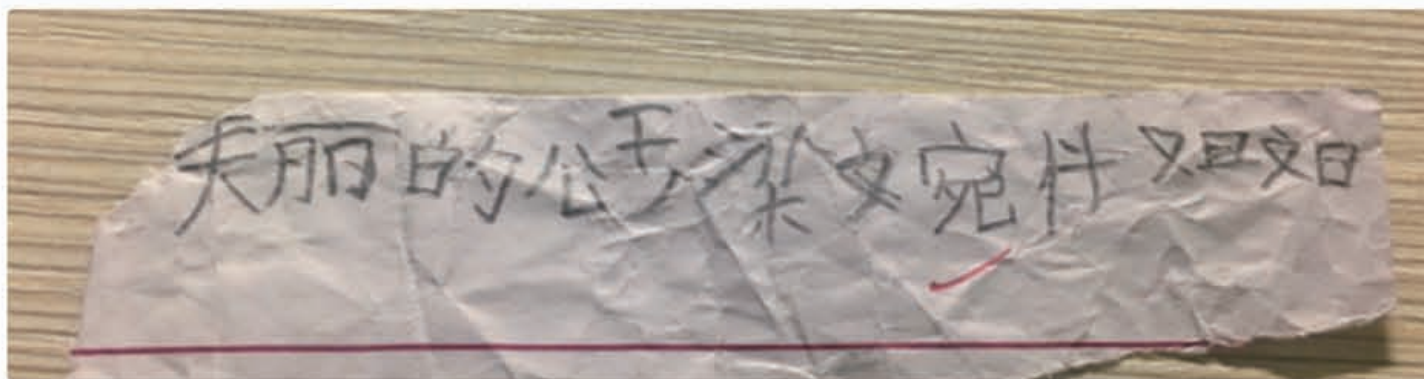
HOPE – THANKS FOR GIVING ME A HAND

Lu Zihang, a team member, delivered a last lesson. He said a lot in the class from his hometown to Hong Kong, from PolyU to the meaning of university and study, and then to the voluntary teaching. "I have never felt that 40 minutes was so short. I seemingly want to tell them all the stories within this short period." Not sure how many people understand the stories, but at that instant he felt so clear that this was his responsibility. Even if only a child had some new understandings of the future because of these words, it is worthwhile.

It is always so painful to say goodbye. Upon departure, one of my team members Ma Xiaojing said to those children, "Don't look back. Please remember my words and live happily with gains everyday!" "They nodded their heads and went back. Looking at their backs, I cannot hold my tears. At that moment, they came back and hugged me, crying to me to take good care of myself."

During the ten days, all of the team members created a story that would never be forgotten together. In this story, there are a group of old children maintaining innocence and a crowd of little children. Day in and day out, the scenes of the story were played one by one in the place closer to the sky. "I love them. Is there anyone who does not love the angels?"

所以在每天早晚自習的時間，我都會前往她們班去找她，一對一的輔導她，教她寫字。一開始，她還是會害羞的不說話，我就坐在她的旁邊手把手教她寫不同的名字。慢慢的，我會替我把椅子搬好，桌子上會放好了筆記本和鉛筆，像是在等我的到來。一個多星期過去，我看到她有明顯的進步，看到她一開始只會不停抄寫自己的名字，到現在學會了我教的各個單詞，例如謝謝，你好。在臨近離開的前一天，她還給我寫了一張小小的紙條，那一筆一畫，都是她自己親手寫給我的。我真的很榮幸，能在她成長的過程中留下那麼一點點影響，看到她從一個害羞內斂的小女生，到勇敢的跑向我跟我打招呼。



2019 年的夏天，心火的支教團隊再一次來到王子樹，這一次婉儀因時間原因沒能參加，但特地囑咐隊員關照燕子。

(高飛揚) 婉儀拜託我去看一看燕子，那是一個很可憐的孩子。五年級了既不會寫字也不太認識字，媽媽和其他人跑了，爸爸又出去打工，剩下弟弟妹妹和爺爺奶奶一起生活，還被同學和老師欺負。我開始慢慢接觸她，每天教她寫字，陪她玩球，跟她聊天，教會她跟其他孩子們玩耍。到最後一天的時候，雖然她仍然不會寫很多的字，但她開朗多了，能和我們很多大姐姐玩到一起了，笑的也真的很開心。她的堂姐是一個很有夢想，很積極的女孩子，想當一名音樂老師，每天來找我學習陶笛，認真且專注。我離開前，把陶笛送給了她，我能看到她眼睛裡的光芒，那是離夢想越來越近的光芒。

(李瀟然) 五年二班的燕子，最一開始好像聽不太懂我們說的普通話。溝通需要她的堂姐來用當地的方言翻譯一遍。在其他同學的眼裏她是一個異類，不會寫字，不能順利溝通，甚至連老師都會因為她的衣服髒了這樣一個荒唐的理由打她。看見她艱難的像畫畫一樣寫下自己的名字，我真的希望為她多做些什麼。

Therefore, from then on, in the morning and evening self-study time, I will wen to her class, and taught her to write. At the beginning, she was too shy to speak as before. Then I sat next to her and taught her by hand to write a different name. Gradually, she began to move the chair for me, and place the notebook and pencil on the desk, as if waiting for me. After more than a week, I realized that she had made significant progress. She could only keep copying her name at the beginning, and now she has learned the various words I taught, such as thank you, and hello. On the day before I left, she wrote me a small note handwritten by herself. I am really honored to have such little influence in the process of her growth: seeing her from a shy and restrained little girl to a brave girl running to me to say hello.

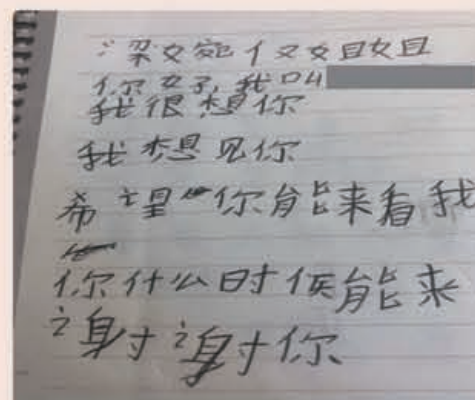
In the summer of 2019, the HeartFire came to Wangzishu again. sadly, Wanyi could not join us due to the contradiction of time but she asked other members to keep an eye on Yanzi.

(Gao Feiyang) Wanyi requested me to have a look at Yanzi, the poor girl. Though in grade five, she could not write or recognize words. What's worse, her mother ran away with a strange man; her father also left home; and her younger brother and sister were living with their grandparents. Due family background, she and her brother and sister were always bullied by other children. I began to get close to her step by step—teaching her to write, playing ball with her and teaching her how to play with other children. On the last day, she still could only write few words, but she became more outgoing and smiled happily when playing with many girls. Her cousin, an active girl with dream, wanted to be a music teacher. In order to get closer to her dream, she came to learn the ocarine from me everyday. She was very focused when learning the ocarine. Before departure, I gave the ocarine to her as a gift. When she held it, I could see the light in her eyes, the radiance of getting closer to her dream.

(Li Xiaoran) At the very start, Yanzi, in Class two Grade five, seemed not understanding the mandarin we speak very much. She could only understand us after her cousin translated our words in their local dialect. In addition, she was a monster in other classmates' eyes. She cannot write and communicate smoothly with others. Even the teacher would beat her for a reason that she made her clothes dirty. Seeing her writing her name as hard as painting, I really hope that I could do something for her.

雖然婉儀沒能第二次參與，心火隊員們幫助燕子和婉儀視頻對話。

Although Wanyi was absent in the second teaching trip, the members in HeartFire team helped Yanzi video-call with Wanyi.



燕子的故事是心火過往許許多多個特例中的一個，比一瞬的感動更難得的是隊員與孩子們的念念不忘。心中之火，你我相傳。

Yanzi is only one of the particular cases in HeartFire's teaching experience. The close relationship after saying goodbye is more touching than the instant moving scenes. Let's pass on the warmth in our heart.

(婉儀) 一年過去，在雲南王子樹義教的時光就像是昨天發生的事。雖說每天都會有滿滿的課，還拖著病身子過著比較刻苦的生活，但每天看著「一堆」小孩滿臉笑容衝你跑來，那刻的疲憊真的都會不見了！當時離開，最最最最放心不下的就是這個小孩！她有學習障礙，她被老師放棄，她被同學欺負。這次聽到其他隊員說她變開朗了，我很很很很欣慰！一年過去，總會時不時想起她。今天終於拜託朋友和燕子「見上的一面」。我沒有想到，沒說上幾句話，她就哭起來，也說起之前還因為太想我哭過！我那麼一點點的陪伴竟然就讓她有這麼深刻的回憶！在 2019 年心火隊員離開雲南王子樹學校之前，燕子托隊員轉遞一封寫給婉儀的信。

(Wan Yi) One year has passed, but the experience of the Yunnan Wangzishu's voluntary teaching was fresh in mind like what happened yesterday. Although I had full classes every day and lived a hard life with a sick body, the exhaustion would really disappear when I watched a bunch of children smiling and rushing to me! When I left, What worries me most was this kid! She had a learning disability. To make it worse, she was abandoned by the teacher and bullied by her classmates. This time I was very happy to hear other team members say that she had become cheerful! A year later, I always think of her from time to time. Today, I finally asked my friends and saw Yanzi in video call. I didn't think that she cried without saying many words. She also said that she missed me so much before that she cried! My little companionship has impressed her so much! Before the HeartFire team left the Yunnan Prince Wangzishu School in 2019, Yanzi sent a letter to Wanyi.

● 【王子樹學校的來信 A LETTER FROM WANGZISHU】

一次次的支教之旅，讓香港的大學生們走入了王子樹鄉孩子們的生活，也讓心火成為了王子樹“學校記憶”的一部分。在心火成立十年之際，我們收到了這封來自王子樹學校的來信：

“心火香傳”與王子樹鄉九年一貫制學校結緣已有五年光陰。這一路走來，明月作伴，繁星作陪，美麗校園增添了許多歡歌笑語。

心火香傳的隊員們在王子樹期間，開設了《開心訓練營》、《小世界大夢想》、《瘋狂英語沙龍》、《趣味通識教育》等活動課程，激發了同學們的學習興趣，拓寬了學生們的視野。同時還開設了大哥哥大姐姐信箱，增強了與孩子們的溝通交流。支教過程中，隊員們都擔任了代理班主任，參與班級管理並定期監督學生們的學習情況，鼓勵學生們好好學習，為學生答疑解惑。

支教活動雖然只有短短的兩周時間，卻對我校孩子產生了積極的影響，在孩子們心中種下了理想的種子，激起了他們的探索世界的慾望。在支教期間，大學生們不僅組織好學生的活動課程，還跟我校教師進行課堂、課改等交流，並對我校提供了教學及管理方面的寶貴意見，還積極地參與到我們學校的各項活動中來。

支教活動即將結束，我校師生與隊員們依依不捨，都流下了不舍的眼淚。

正值心火香傳教育服務組織十周年之際，王子樹九年一貫制學校全體師生對心火香傳表示感謝。支教是光榮的，願你們能有空經常回來看看，常回來走走，關注我校的發展。組織對我校所做的貢獻，將會在我校的教育史上留下濃墨重彩的一筆。

王子樹九年一貫制學校
2019年5月30日

The trips of voluntary teaching have enabled students in Hong Kong university to enter the lives of the children of Wangzishu Township, and to make the HeartFire team part of the “school memory” of the Wangzishu Township. At the tenth anniversary of the HeartFire voluntary teaching team, we received this letter from the Wangzishu School:

The past five years has witnessed the friendly cooperation of HeartFire and our school. We have enjoyed the beautiful days together and added plenty of fun and vigor.

During the stay in Wangzishu school, the members of the HeartFire group started activities such as “Happy Training Camp”, “Little World and Big Dream”, “Crazy English Salon”, “Funny General Education”, which inspired the students’ interest in learning, and broaden the horizons of students. Besides, they also set a Elder Brother’ s and Sister’ s Mailbox, which enhanced communication with the children. During the teaching process, the team members served as the acting class teacher, participated in the class management and regularly supervised the students’ learning, encouraged the students to study hard, and answered questions for the students.

Although the teaching activities only lasted two weeks, they have had a positive impact on the children of our school. They have planted the ideal seeds in the hearts of the children and aroused their desire to explore the world. During the teaching period, the college students not only organized the students’ activity courses, but also communicated with the teachers in the classrooms and curriculum reforms. They also provided valuable advice on teaching and management, and actively participated in the various events of our school.

The teaching activities are coming to an end, and the teachers and students of our school are reluctant to say good bye, with watered eyes.

At the momeat of the tenth anniversary of the HeartFire education service organization, all the teachers and students of the Wangzishu nine-year system school expressed their gratitude to you. Voluntary teaching is meaningful. I hope that you can come back often when you have time, and pay attention to the development of our school. The contribution that the organization has made to our school will leave an indelible mark in our history.

Wangzishu Nine-year School
May 30, 2019





曹禹 CAO YU 聯合創始人及董事會副主席 CO-FOUNDER AND VICE CHAIRMAN OF THE BOARD OF DIRECTORS

經過十年的不懈努力，心火逐漸培養了兩大核心能力。

其一，心火建立了廣大的學校網絡，並與其中部分學校達成長期合作，每年的定期回訪讓我們的活動能夠取得更加持續的效果。其二，每年寒暑假，心火均有穩定數目的義教隊伍出發，每個隊伍均由有經驗的老隊員帶領，我們的活動理念不僅得以傳承且由新隊員不斷創新。

不忘初心，方得始終。

在未來，心火將一如既往，致力於搭建一個平台，將社會各方如水的善意引至所需處，改善偏遠地區教育資源匱乏的問題。我們希望通過心火，讓充滿熱情的大學生能更容易的參與義教，讓優秀的機構將更多高質量的課程傳到偏遠學校，讓擁有資源的企業和個人，能更有效的運用資金並達成企業社會責任。故此，在未來我們期望和更多的大學生、非牟利機構、大小企業和仁翁善長合作。

具體分為三個戰略目標。

After ten years of continuous efforts, HeartFire has gradually cultivated two core competencies.

First, HeartFire has established a vast network of schools and built long-term cooperation with some of them. Annual re-visits to schools allow us to achieve a more sustainable impact. Second, we organize service trips regularly, during two semester breaks in every year, and each team is led by experienced members. Thus, the themes of our activities can be carried on, while the contents of the activities can be improved by new members.

Never forget why we started, and preserve it to the end.

In future, HeartFire will continue to build the educational platform that brings the resources from various parties in the society to those students in need and improves the educational inequality issue in remote areas. We hope HeartFire could make it much easier for passionate undergraduate students to participate in service trips and for other organizations to deliver their high-quality activities to more schools in remote areas. As a result, corporates and individuals can make better use of their resources for the good course while fulfill their social responsibility. Therefore, we expect to cooperate with more undergraduate students, charitable organizations, corporates in all sizes as well as individuals with passion and resources.

More specifically, we have three tactic objectives to achieve:

優化活動質量 IMPROVE PROGRAM QUALITY

優質的課內外活動是我們義教的核心，活動圍繞著三個主題：

- ① 持續性：我們將建立戰略合作夥伴，配合實行雙向交流活動和獎學金計劃，增加項目持續性及全面性；
- ② 專業性：我們將與專業機構合作，提高課程專業性，把控課程質量，提高隊員的教學技巧，以達到最佳教學效果；
- ③ 數字化：我們會將啟發之旅的課程，獎學金以文化交流項目等執行及管理方法新媒體及數字化，以最大化社會影響力。

High quality in-class and after-class activities are at the heart of our service, and this objective can be further broken down into three areas:

- ① Sustainability: We will establish strategic partnership to implement two-way exchange activities as well as scholarship schemes to increase the sustainability and comprehensiveness of our service projects;
- ② Professionalism: We will cooperate with professional institutions to improve the professionalism of our activities, to control the quality of our activities, and to improve teaching skills of team members, so that each team can achieve the best teaching results;
- ③ Digitalization: We will digitalize the execution and management process for our service trip, scholarship and cultural exchange programs, to maximize social impact.

完善機構運作 ENHANCE CORPORATE GOVERNANCE

過去十年，心火已積累近 900 名參與義教活動的隊員。作為註冊 NGO，心火已經建立完善的理事會及幹事會架構。我們希望建立心火隊友網絡，讓老隊友能夠持續支持和長期投入，包括加入理事會、參與或組織成員活動、分享會等，激活心火強大的人才庫，令更多的成員長期投入心火。

During the past ten years, HeartFire has accumulated nearly 900 members participating in our service trip. As a registered NGO, HeartFire has also established a good organization structure with a board and a student committee. We are now building an Alumni Association for our members, so that old members can continue supporting us and committing their resources and efforts, for example, joining execution team, participating in member activities or sharing. The member network allows us to acquire more talents and makes it easier for old member to contribute.

拓展戰略合作 DEVELOP STRATEGIC PARTNERSHIPS

共創價值 (Co-creating value) 已成為社會企業更有效利用資源和創造價值的共識。我們將進一步擴大企業、NGO、專業機構及個人的合作網絡，集結有效多樣化的教育資源到心火的平台。

Co-creating values has become a common way for social enterprises to use their limit resources more effectively. We are expanding our cooperation network with enterprise, NGOs, professional institutions and individuals, to gather valuable and diversified educational resources to our platform.

例如 Example

- ① 企業 CSR 項目：為企業訂製企業社會責任 (CSR) 項目，讓員工能夠參與的同時，幫助到指定地區或數目的學校和學生；
- ② NGO 合作：共享資源、合辦項目（合作類型可參考我們的現有合作項目）；
- ③ 專業機構及個人：為心火活動提供資金教材、專業性指導、建議或執行。

同時，我們將繼續以所服務學校及學生為核心，針對每個學校個體深入研究探討他們在教育方面所缺乏的資源，進一步與心火平台上已有資源配對，為學校長期提供 360 度全方位的服務。

- ① CSR Program: we may customize Corporate Social Responsibility (CSR) programs for companies to help schools and students in designated areas, and allow their employees to participate in the program;
- ② Cooperation with NGOs: Share resources and co-organize activities (please refer to our existing program and cooperation projects)
- ③ Professional institutions and individuals: you may provide funding, professional advice to HeartFire.

At the same time, we will continue focusing on the schools and students we serve, and better understand their needs on educational resources, so that we may further match them with the resources on our platform to provide 360-degrees services in the long run.

2 攜手並進 JOIN HANDS

過去的十年，心火的茁壯成長得益於每一位熱心人士的幫助；
未來的十年，心火的發展更有賴於社會各界的鼎力支持。

• 關注我們 Follow Us

我們在心火香傳網站，Facebook，微博，微信平台等社交網站上及時更新我們的活動最新狀態，提供一個讓所有人了解心火，互相交流的平台。

We update the latest status of our activities on social media such as Facebook, Instagram WeChat, etc., and provide a platform for everyone to understand and communicate with HeartFire.

• 加入我們 Join Us

不論您是想參加啟發之旅服務，香港地區交流活動或是心火的行政管理工作，亦或是想成為合作夥伴，在您的機構成立心火分支，只要您擁有對改善教育、緩解貧窮以及文化交流的熱誠，我們誠邀您的加入。

Whether you want to participate in Inspiration Trips, Cultural Exchange activities in Hong Kong or just administrative work of HeartFire, or you want to partner with us, set up a branch of HeartFire in your institution, as long as you wish to contribute to improving education, alleviating poverty and promoting cultural exchange, we sincerely invite you to join.

• 支持我們 Support Us

為了更好地實踐項目理念，我們需要並真誠地期待您的捐助與支持。您可以通過以下兩個方式為心火香傳提供幫助：

- 您可以選擇以企業或個人名義捐助特定項目，如啟發之旅，獎學金或文化交流等項目；或捐助特定目標學校的全部項目；或是為心火香傳 NGO 運營及發展提供資金。
- 您可以鼓勵企業的員工參與啟發之旅或文化交流的項目，同時亦可體現良好的企業社會責任。我們將會讓您捐款的每一分每一毫發揮其最大的價值，讓更多的孩子得到幫助和鼓勵，讓更多的學子及社會熱心人士加入到義教及社會服務的群體中。詳情請向公共關係部門了解：pr@heartfirehk.org

In order to better implement our projects, we need and sincerely look forward to your donation and support. There are two ways to help us:

–You can choose to finance a specific project in the name of a business or individual, such as an inspiration trip, scholarship or cultural exchange; or donate to all projects in a specific target school; or fund the operation and development of HeartFire.

–You can encourage your employees to participate in inspiration journeys or cultural exchange activities – a good way to demonstrate corporate social responsibility.

We will let every contribution of your donation play its greatest value, help more children, and let more students and social enthusiasts join the community. For details, please contact our public relations team: pr@heartfirehk.org

• 聯繫我們 Contact Us

心火香傳教育服務官網：

<http://heartfirehk.org>

微信公眾平台：HeartFire 心火香傳

Facebook：Heartfire Education Service

心火香傳教育服務

Instagram: heartfire_polyu

• Contact us

HeartFire Education Service

Official website: <http://heartfirehk.org>

WeChat public platform: HeartFire 心火香傳

Facebook: Heartfire Education Service

Instagram: heartfire_polyu



四

项目团队 PROGRAMS AND PARTICIPANTS

1

項目介紹 OUR PROGRAMS

啟發之旅 INSPIRATIONAL SERVICE TRIP

啟發之旅是心火香傳的核心活動，每支隊伍由 10 到 15 位嚴格篩選後的隊員組成，在寒暑假期間前往內地偏遠地區進行一至兩個星期的義教活動，在此期間，心火會提供全面的課程設計、教育方法上的培訓。隊員們通過分享會，小班課，公開課，團隊遊戲等方式，與當地同學們分享知識和經驗，同時通過代理班主任制度、大哥哥大姐姐信箱，走進孩子們的內心。

The inspiration journey is the core activity of the HeartFire. Each team is composed of 10 to 15 members who are strictly screened. During the winter and summer holidays, they will go to the remote areas of the mainland for one to two weeks voluntary teaching. During this period, HeartFire will provide comprehensive training on curriculum design and educational methods. The team members share knowledge and experience with local students through sharing meeting, small class, open class, team game and so on. At the same time, through acting head teacher system, elder brother and sister mailbox, they try to walk into the heart of the children.

心火啟發之旅課程的設計主要圍繞著三個理念：

The course design of the Heartfire Enlightenment Journey mainly revolves around three concepts:

1. 提供更廣闊的信息。心火提供包括高等教育，職業生活，世界地域文化在內的各種信息
2. 進行啟發式分享。隊員通過分享親身經歷或愛好，圖書電影，或是小組互動，讓孩子們在學習和生活上獲得啟發
3. 訓練實用技能。心火在時間管理，解決問題，團隊協作，學習技巧等方面提供訓練

1. Provide broader information. HeartFire provides a variety of information, including higher education, occupational life, and World regional culture.
2. Conducting heuristic sharing. By sharing personal experiences or hobbies, books and movies, or group interaction, the team members can inspire the children in their study and life.
3. Training practical skills. HeartFire provides training in time management, problem solving, teamwork, learning skills, etc.

啟發之旅的課程主要包括小世界大夢想，瘋狂英語沙龍，趣味通識教育，和開心訓練營四個主題。此外，心火還設立了代理班主任制度，和大哥大姐信箱。我們希望在課堂內外帶來傳統應試教育所忽視的環球視野和人生哲學。

The courses of the inspiration journey mainly include four topics: Small World Big Dream, Crazy English Salon, General Education, and Happy Camp. In addition, HeartFire sets up the acting head teacher system, and Big Brother and Sister Mailbox. We hope to bring the global vision and philosophy of life, which is neglected by the traditional examination-oriented education, inside and outside the classroom.

小世界大夢想 SMALL WORLD BIG DREAM

義工們將把大千世界帶到平時沒有條件遠行的學生眼前，從異國他鄉到街頭巷尾，從民族意志到風土人情。有隊員將法國的建築物揉入故事中，將歷史和文化——道來；有隊員從街頭塗鴉的起源和發展中，發掘出勇於表達自我的精神力量。我們將不一樣的世界分享給孩子們，讓他們發現原來生活不止一種可能。

Volunteers will bring the world to the students who do not have the conditions to have a long journey, from foreign countries to streets and alleys, from national will to local conditions and customs. Some members integrate French buildings into the story to narrate history and culture; while some members discover the spiritual strength to express themselves from the origin and development of street graffiti. We share a different world with children and let them find that there is more than one possibility in their life life.



通識教育 GENERAL EDUCATION

心火希望孩子們可以接觸到更豐富的知識，培養獨立人格與獨立思考的可貴品質。從象棋到籃球，從說唱到水彩，從情緒管理到生存急救，心火人真誠地獻出自己的“小宇宙”，和孩子們一同尋找“自由而無用的靈魂”。

HeartFire hopes that children will be exposed to more knowledge and cultivate the valuable quality of independent personality and independent thinking. From chess to basketball, from rap to watercolor, from emotional management to survival first aid, members of HeartFire sincerely offer their "little universe" and find "free and useless souls" with their children.



瘋狂英語沙龍 CRAZY ENGLISH SALON

英語是內地山區的孩子們長期以來都存在的弱點，因為他們尚未領會到英語在各個領域的重要性，與此同時也在枯燥的應試學習中逐漸失去興趣。心火希望能透過如教授英文歌、欣賞英文電影、表演英文話劇等寓教於樂的方式，讓他們從枯燥的科學式學習中走出來。

English is a long-standing weakness of children in mountainous areas of the mainland, because they have not yet realized the importance of English in all fields. And at the same time, they gradually lose interest in boring exam-oriented learning. HeartFire hopes to let them out of boring scientific learning by teaching English songs, appreciating English movies, performing English dramas and so on.



開心訓練營 HAPPY CAMP

我們將走出傳統的“單向教學”，展開以遊戲與經歷為本的學習活動，鼓勵互動、協作和朋輩學習，培養學生的創造力、團隊合作、表達和思考能力等綜合素質。活動會以小組的形式開展，每組都有義工帶領，以此鼓勵學生突破自我，踴躍地參與活動以及分享想法。

We will get rid of the traditional "one-way teaching", expand the learning activities based on the game and experience, encourage the interaction, cooperation and peer learning, and train the students' comprehensive quality such as creativity, team cooperation, expression and thinking ability. The activities will be carried out in the form of team, each with a volunteer to encourage the students to break through the self, participate actively in the activities, and share ideas.



代理班主任制度 ACTING HEAD TEACHER SYSTEM

每個支教班級會安排兩名隊員作為代理班主任，在課餘時間充分參與到這個班級的校園生活中。代理班主任制度讓每個孩子得到充分的關注，同時也讓隊員更近距離的發現並解決如校園暴力等難以被老師發現的問題。

We will arrange two members as acting class teachers in each teaching class to participate fully in the campus life of the class in the spare time. The acting head teacher system allows every child to get full attention, but also allows the team members to discover and solve problems such as campus violence that are difficult to be discovered by teachers.



大哥哥大姐姐信箱 BIG BROTHER AND SISTER MAILBOX

對於代理班主任制度不能覆蓋到的班級，或是羞於當面表達的孩子們，心火也為他們也提供了另外一個溝通渠道，即大哥哥大姐姐信箱。心火隊員在辦公室外設立信箱，鼓勵孩子們寫出自己學習與生活上的困惑，並會一一親自回復。

For those classes that can not be covered by the acting head teacher program, or those children who are too shy to talk to us in person, HeartFire Provides a Big Brother and Sister Mailbox for them as another channel for communication. We set up the mailbox outside the office, encourage the children to write to us for help if they feel sad or troubled in life and reply the letters seriously one by one.



除了常規的小班課程，心火還會根據支教學校的需求和資源，因地制宜地舉辦一些大型活動，如主題公開課、趣味運動會、文藝交流晚會、合唱團、籃球隊等，讓更多的孩子們受益。

In addition to the regular class, HeartFire also organizes some other activities according to the needs and resources of the supported school, such as themed open class, Fun Olympics, Culture Gala, Choir, basketball games and so on. We hope more children will benefit from these activities.

獎學金計劃 SCHOLARSHIP PROGRAM

獎學金的設立意在將啟發之旅的影響力延續下去，激勵貧困山區的學生努力學習，日益進取，追求卓越。自 2011 年起，心火先後於兩所學校（廣東省河源市漳溪畲族鄉鵲田小學，貴州省黔西南州貞豐一中）設立了獎學金計劃，并共計發放獎學金 294 人次。

The establishment of scholarship program aims to extend the influence of inspiration journey, by encouraging the children to study hard and to pursue their dreams. Since 2011, HeartFire has established scholarship program in two schools (Quetian Primary School, Guang Dong Province and Zhenfeng No.1 Middle School, Gui Zhou Province), and 294 students are awarded in total.



獎學金計劃共有四類：

1. 優秀獎：用於獎勵學習成績優異的學生
2. 中考優秀獎：用於獎勵中考優秀學生
3. 進步獎：用於獎勵學習進步較大的學生
4. 特別獎：用於資助有經濟困難的學生

獎學金的資金來源於社會各界捐款。2019 年我們已與陝西省榆林市靖邊東坑中學及貴州省貞豐第一中學簽訂了 5 年合作計劃，心火香傳將向兩所學校提供連續 5 年的獎學金。未來我們計劃在更多的學校設立獎學金，讓更多貧困山區的孩子們受益。

FOUR CATEGORIES OF SCHOLARSHIP

1. Award for Excellence: to reward students with excellent academic performance
2. Award for Excellence in the Middle School Entrance Examination: to reward the excellent students in the Middle School entrance examination.
3. Progress Award: to reward students who have made great progress in their studies
4. Special Award: to subsidize students with financial difficulties

Scholarship program is funded by people from all walks of life. In 2019, we not only started the second five-year scholarship program with Zhenfeng No.1 Middle School, but also established the five-year program in a third school, Jingbian Dongkeng Middle School in Shaanxi province. We plan to establish scholarship program in more and more schools and support more children in need.

文化交流 CULTURAL EXCHANGE

除了香港大學生們參與的啟發之旅，我們亦會邀請支教學校的優秀學生代表來香港進行一個星期的交流與訪問。2014 年至 2016 年，我們與浙江大學西城心旅舉辦了兩次香江文化交流之旅。2019 年，心火與貞豐一中和東坑中學確立雙向交流合作關係，第一屆文化交流活動將於 2020 年展開。

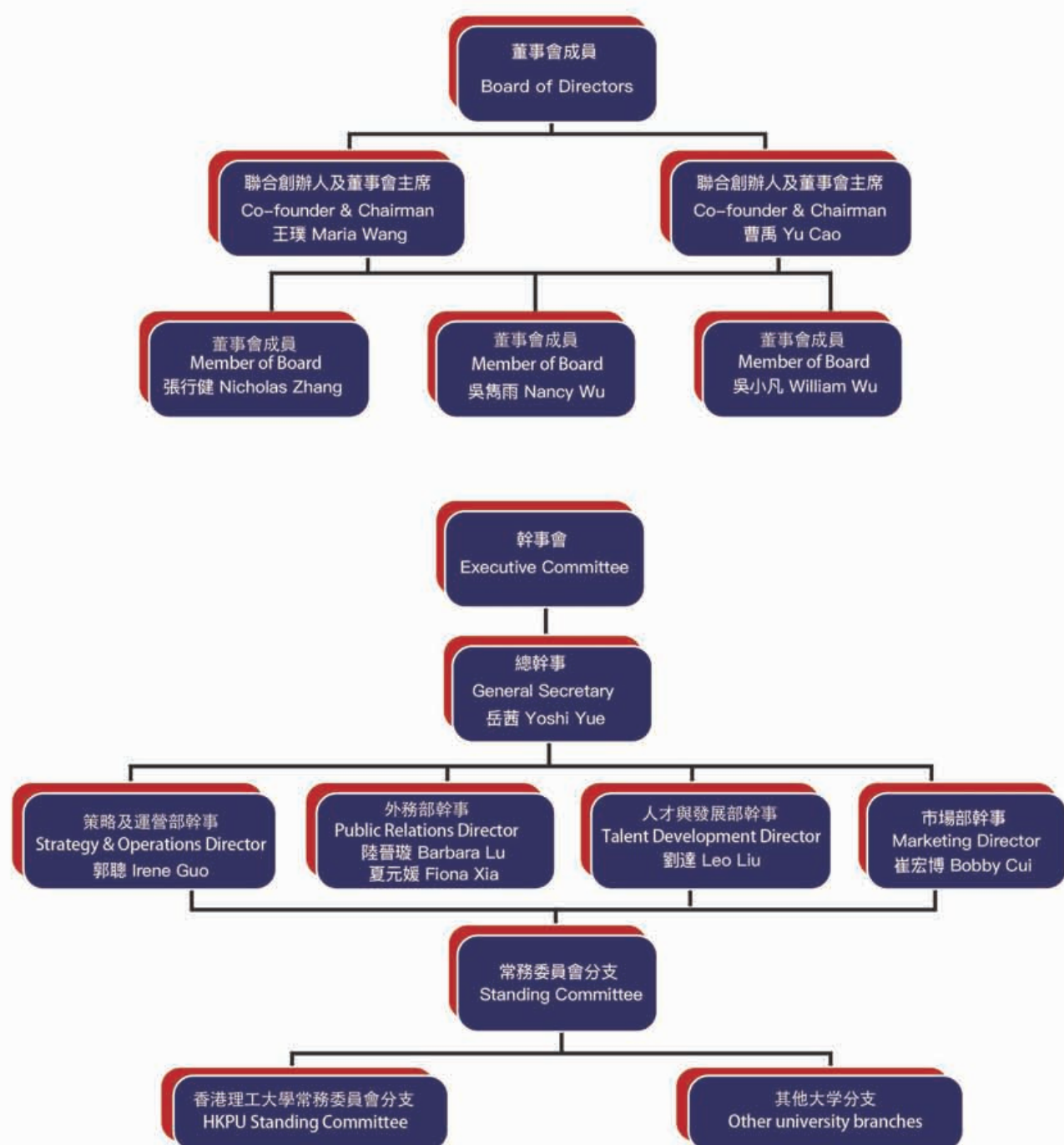
In addition to the inspiration journey of Hong Kong college students, we will also invite outstanding student representatives from supported schools to visit Hong Kong for a week. From 2014 to 2016, we held twice Hong Kong Cultural Exchange Trip with Xicheng Xinlv of Zhejiang University. In 2019, HeartFire has established partnership with Zhenfeng No.1 Middle School and Dongkeng Middle School in terms of two-way exchange program. The first cultural exchange will be happening in 2020.

屆時，我們將邀請鄉鎮中學師生參觀香港中學，與香港學生進行面對面交流，並體驗香港中學課程，深入溝通中港兩地教育制度異同，幫助鄉鎮中學提升教育教學質量。同時，通過參觀科技館，博物館與大學校園、拜訪市民家庭與代表性地區、參觀香港著名金融中心等活動，讓交流學生們了解香港的歷史文化，風土人情，教育特色，以及香港作為亞洲金融中心的魅力。我們希望雙向交流可以給貧困山區的孩子們帶來更深刻而長遠的影響。

At that time, we will invite teachers and students from supported school to visit the middle schools in Hong Kong, and feel the similarities and differences between education systems through trial classes. At the same time, by visiting museums, university campuses, representative locales, and financial center in Hong Kong, we hope the students could learn more about the industries, lifestyle and culture in Hong Kong through experience. We hope this two-way culture exchange program will have more profound influences on the children.

2 合作團隊 PARTICIPANTS AND PARTNERS

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Lingao County Tiaolou Primary School

海南省临高县调楼中学
Lingao County Tiaolou Junior School

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海南省湾岭镇湾岭中学
Wanling Middle School in Wanling Town, Hainan Province

湖南省益阳市赫山区泥江口镇中心学校
Nijiangkou Town Central School, Heshan District, Yiyang City, Hunan Province

福建省宁德市屏南县双溪镇屏南二中
Pingnan Second Junior School Shuangxi Town, Pingnan County, Ningde City, Fujian Province.

福建省宁德市屏南县棠口中学
Tangkou Middle School, Pingnan County, Ningde City, Fujian Province

福建省屏南县岭下初级中学
Lingxia Middle School, Pingnan County, Fujian Province.

贵州省黔西南市贞丰一中
Zhenfeng No.1 Junior Middle School Qianxinan City Guizhou Province

辽宁省辽阳市杨树湾中学
Yangshuwan Middle School Liaoyang City Liaoning Province

辽宁省辽阳市杨树湾明德小学
Yangshuwan Mingde Primary School Liaoyang City Liaoning Province

陕西省榆林市靖边县东坑中学
Dongkeng Junior Middle School Jingbian County, Yulin City, Shaanxi Province

陕西省榆林市靖边县第五中学
Jingbian No.5 Junior Middle School Jingbian County, Yulin City, Shaanxi Province

陕西省榆林市靖边县宁条梁镇中学
Ningtiaoliang Junior Middle School Jingbian County, Yulin City, Shaanxi Province

陕西省榆林市靖边县第二中学
Jingbian No.2 Junior Middle School Jingbian County, Yulin City, Shaanxi Province

陕西省榆林市靖边县靖边中学
Jingbian Middle School Jingbian County, Yulin City, Shaanxi Province

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