The Chen Yet-Sen Family Foundation

Annual Report 2019–2020
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About Us

关于我们
Mr. Robert Yet-Sen Chen (1929-2003)
陈一心先生（1929-2003）
For the last three generations, our family has believed passionately in giving back to society. Both my grandfather Mr Chen Zao Men and my late father Robert Yet-Sen Chen have shaped our family’s philanthropic principles and those of the foundation.

My father overcame war, poverty and famine to establish an international business enterprise and always knew that he wanted to give back and build on his father’s legacy of good work: building schools, a hospital and funding much-needed public works.

But beyond this, my father felt that philanthropy was about far more than writing cheques – it was hands-on, with the understanding that your time and knowledge was often as valuable as any money you could contribute.

This spirit and audacious approach inspired us to establish our family foundation in October 2003. The concept was to put philanthropic activity at the core of the family’s ethos, so my parents, sister and I set up the Chen Yet Sen Family Foundation prior to my father’s unexpected and premature passing on November 29, 2003.

As a family, we returned to Qidong to help shape our own purpose and find the causes that we cared most passionately about. We visited the establishments that bore the names of previous generations, to find inspiration for this new chapter of our family’s philanthropy.

Indeed, it was as I was standing in a dimly lit Qidong library, financed by my father, that a light bulb switched on in my mind. When the locked door of the library was swung open, we entered a sterile, drab, uninviting room; with half-empty shelves of textbooks, teacher training manuals and academic tracts.

I know my father would have wanted something different. He would have wanted something to excite a student to read or to encourage a love of reading.

And so we took our own first independent step along the road to catalytic philanthropy, to identify a new purpose for our foundation.

In Qidong, the movement began with the retired teachers’ association, who pledged to stock the library’s shelves and read to students. The only thing we asked was that parents and children must be involved in selecting books for the library.

I will never forget the excitement of the children when the books they had chosen arrived – science fiction, biographies, mystery novels, folktales, encyclopedias. Their excitement, their yearning to learn was what made me realise we were onto something big.

In parallel, our eyes were opened to the issue of poor vision – primarily in its tremendous prevalence amongst children in Greater China, but ultimately amongst entire populations and generations around the world.

Globally there are at least 2.2 billion people with poor vision¹, and it has a profound effect on each individual life from the classroom to the workplace. And for most, it could be solved by a 700-year old invention-glasses.

These insights have profoundly shaped our dedication to early childhood literacy and vision correction – and ultimately in enhancing access to learning and development opportunities, whether in the inception of new campaigns or...
Our Founders / 创办人

initiatives, or in supporting noteworthy program-memes in these fields.

Our work as a family continues today in Mainland China, Hong Kong and into the rest of the world; with myself as chairman, my mother Daisy as Treasurer, and my wife Su also on the Foundation’s board.


我们成立的故事
基金主席陈禹嘉先生所著

过去三代，“取诸社会、用诸社会”一直是家族的座右铭。我的先祖父陈兆民先生及先父陈一心先生一起塑造了我们家族以至本基金会的行善理念。

先父曾经历过战乱、贫困和饥荒,并排除万难,建立了跨国企业。由始至终,他都希望能回馈社会,延续他父亲的慈善事业,例如兴建学校和医院以及资助有迫切需要的公共工程。

但更令我敬佩的是,先父认为行善并不是签发支票便了事,而是要身体力行,因为所付出的时间和努力与所付出的金钱同样有意义。

这种打破传统的行善理念和方式,驱使我们于2003年10月成立家族基金会。我和双亲及胞姐都希望把慈善工作放在家族事业的核心,因此决定成立陈一心家族慈善基金。基金会成立后不久,乐善好施的先父于2003年11月29日离世。他的辞别对我们来说实在是太突然、太过早。

全家回到父亲的故乡江苏省启东市，以期探寻自身意义和探索我们最关切的议题。我们拜访了多个被冠以上数辈族人名字的机构，以期为我们家族慈善工作的新一页寻找灵感。

当我处身于一座由先父资助开办的图书馆时,我突然灵机一触。我们打开图书馆的大门,走进单调乏味、灯光昏暗的房间,房内就只有数个寥寥放置了教科书、老师训练手册和学术资料的书架。

当刻，我知道先父想要的是另一些东西。他会希望见到一些能激发学生阅读或鼓励他们爱好阅读的东西。

就是这样，我们独自踏出了发展催化式慈善工作第一步，并确立了家族基金会的新目标。

在启东市,我们首先接触退休教师协会,他们承诺为图书馆书架添置书籍，并为学生们阅读。我们的唯一要求是让家长与孩子都有机会参与为图书馆选书。

我永不会忘记孩子们收到他们所拣选的书本，不论是科幻小说、人物传记、悬疑小说、童话故事还是百科全书，他们那份如获至宝的兴奋心情。他们的喜悦、他们对学习的渴求，都令我领会到我们的工作意义是何其重大。

与此同时，我们开始察觉到视力不良的问题。这是大中华区儿童人口中的常见问题，但其实在全球老中青人口中也极为普遍。

现时全球多达22亿人受到视力不良问题困扰，而这个问题对每个人的日常生活造成严重影响。对大部份人来说，解决方法不过是一件已有700多年历史的发明——一副眼镜。

不论是在构思新活动或倡议还是在支持相关范畴的实质项目的时候，上述观察和体会都深深地影响着我们在儿童阅读和视力矫正方面的工作，以至这些影响延续最终在缔造更多学习和发展机会方面。

本基金会现时由我担任主席，家母陈范俪瀞女士担任司库及贤内助李淑慧女士担任理事会成员，而我们家族一如既往，齐心推动在中国内地、香港以及全世界的慈善工作。
About Us

Established in 2003, The Chen Yet-Sen Family Foundation is a Hong Kong based charity foundation with a strategic focus on early childhood literacy, library development and education enhancement. The Foundation supports organizations with innovative, cost effective and high impact projects in Mainland China and Hong Kong. In 2019, our areas of concentration expanded to include learning through play and support of the low income ethnic minority community in Hong Kong.

Mission Statement

To nurture the potential of the next generation by building, supporting & sustaining innovative approaches that enhance learning & personal development.

- Supporting relevant local organizations and people to achieve capacity building
- Introducing best practices or new ideas
- Scaling up successful projects
- Encouraging the dissemination of innovative ideas
- Assisting with people resources in libraries
- Promoting quality literature
- Supporting life skills training
- Supporting education in the Hong Kong ethnic minority community

关于我们

成立于2003年, 陈一心家族慈善基金是一家以香港为总部的慈善基金会, 重点资助幼儿阅读、图书馆发展及教育改善等项目。基金会支持在中国内地及香港地区推行创新、具高效能和良好影响力项目的机构。于2019年, 我们的专注领域扩展到通过游戏学习及支持香港低收入的少数族裔社区。

使命宣言

建立、支援及延续各种提升学习能力和个人发展的创新方法, 以培育下一代的潜能。

- 资助本地有关团体及人士提升能力
- 介绍最佳方法或崭新意念
- 扩展成功项目
- 鼓励推广创新意念
- 协助培训图书馆人力资源
- 推广优质文学
- 支持生活技能训练
- 支持香港少数族裔社区的教育提升
Advisory Committee

The Advisory Committee, consisting of 4 members, meets twice in a year, normally in May and November, to approve grant applications and to review the Foundation policies.

咨询委员会

咨询委员会共有四名成员, 每年于五月及十一月开会，审批资助申请及厘定基金会的策略。

1. Chairman
   Mr. James Chen

2. Vice-Chairman
   Mrs. Su Chen (from November 2020)

3. Treasurer
   Mrs. Daisy Chen

Member

4/5 Mrs. Justina Leung (up to November 2020)
   Mr. Vic Li

Ex-officio Members

6. Chief Executive
   Ms. Jennifer Chen

7. Director of China Programs
   Mr. Guangshen Gao (up to April 2021)

8. Senior Program Manager
   Ms. Shelly Lu

9. Hefei Program Officer
   Mr. Charlie Xue

10. Administrative Secretary
    Ms. Amber Tse
Chairman’s Report

Welcome to the Chen Yet-Sen Family Foundation’s 17th Annual Report.

I hope that you and your families are well and have weathered this challenging 2020 chapter without too much disorder, although I have personally found that the lack of travel a real positive.

During a year that was spent mostly “Zoom” remote working – I am amazed at how much our team has achieved during these Covid disrupted times. We have a new logo, a new website, funded successful grant programs with the Oxfam program scaling up to Hong Kong’s first Pay For Success Model and launched a campaign to channel unrestricted funding to Hong Kong NGOs. I am incredibly proud of the resilience displayed by all—from the Foundation staff, to our beneficiaries and stakeholders.

This year, we have used the time to re-pivot and innovate so that the Foundation remains relevant and connected with our mission in Mainland China and Hong Kong. Thank you for taking the time to read through our Annual Report.

Mainland China

We were delighted to finally publish a translated edition of Professor Stephen Krashen’s 2015 book “Free Voluntary Reading” in China. The book has been well received with wide distribution to our partners, particularly those in Hefei.

Our grantee “Smiling Library” is successfully delivering programs to schools in Henan and Jiangsu via a newly developed online platform to navigate the restrictions due to the closure of schools resulting from the Covid-19 pandemic. We are excited to share that two local teams delivering happy reading programs have now been established in Henan and Jiangsu as a result. The reading promoters from Smiling Library have been acting as mentors to the teams and we look forward to seeing this continue past the completion of our grant.

The Hefei-based Stone Soup Happy Reading Alliance continues to thrive and I have been delighted with the progress that has been made with over 40 schools in our cohort. Our plans to move this successful model to other parts of China is gaining momentum, we hope to be able to share more news of this in next year’s report.

Hong Kong

Our grantees in Hong Kong have really been challenged to serve their beneficiaries in these Covid affected times coupled with the civil unrest. We are relieved that they have been able to continue their excellent work and highlight some of the achievements below.

- The Zubin Foundation – Opportunity Bank App (co-funded for 3 years)
  ✓ Currently have over 10,000 profiles in the database from the ethnic minority community;
  ✓ Employability improved – via online training videos, workshops;
  ✓ Lower education costs – partnering to deliver curriculum via online platforms;
  ✓ Increase in income through finding steady work;
  ✓ Improving community – more connected and aware of options via the App;
  ✓ The team have exceeded all our targets and we look forward to the App gaining traction and being the “go to” hub for the ethnic minority community with more employers, service providers and government organizations sharing their information for easy access;

- Oxfam – Start from the Beginning (co-funded for 1 year)
  ✓ Successfully launched a HK$30.7m Pay-For-Success (PFS) social impact bond structure with the SIE Fund as Commissioner on completion of our co-funded program;
  ✓ This is the first PFS in Hong Kong;
  ✓ Scale up to 74 kindergartens with an integrated online learning community by 2023 with the ultimate aim for the EDB to adopt the curriculum on completion of the 3 year PFS term;
The Chen Yet-Sen Family Foundation

• BridgetheGapHK – match funding campaign for HK NGOs (co-funded 6 months)

  ✓ Covid-19 motivated response to support grantees through a public fund raising campaign targeting the HK$10,000 government cash payout;
  ✓ HK$500,000 maximum match funding was offered to five selected CYSFF grantees for unrestricted use acknowledging the need to continue operations, so as to serve the at-risk beneficiaries made more vulnerable due to Covid-19 and civil unrest;
  ✓ Focus on the “unrestricted” funding element of which is essential to NGOs “keeping the lights on” and highlights the need for planning and management of overhead costs;
  ✓ Worked with “Operation Santa Claus” platform to leverage the message and encourage more support of public donations to Hong Kong NGOs;

Please refer to the Grants section of the report for more detailed updates.

New Partnership

During the year, we partnered with The Moh Foundation (TMF) which has long supported several education and vision projects in China. We are working with TMF to better understand their work in Daliangshan and exploring the possibility of future collaborations where our joint efforts are aligned.

As we close another fruitful year of work, progress and growth at The Chen Yet-Sen Family Foundation, I thank the team for their commitment to delivering solid results despite the difficult and uncertain environment.

Thank you all for your support.

James Chen
Chairman, The Chen Yet-Sen Family Foundation
主席寄语

欢迎参阅陈一心家族慈善基金第十七份年报。

我诚盼各位及您的家人都安然度过了充满挑战的2020年。不少人慨叹疫情下不能外出旅行，但对于我个人来说，却并非是一件坏事。

过去一年，相信许多人都通过网络远程办公。在深受疫情影响的困境下，我惊叹团队所取得的成绩。我们升级了基金会LOGO标识、上线了新的官方网站，并资助香港乐施会项目，该项目通过香港首个「按效益付费」模式得以推广，以及发起倡导以支持香港本地非政府机构筹集不受限资助资金。在这段困难时期，基金会全体同事、我们的受益人和各方利益相关者都展现了无比毅力，着实令我引以为傲。

这一段时间，我们花了不少时间进行重新定位和创新，以确保本基金会在与社会并进，同时继续履行在内地和香港的使命。本年报概述了我们过去一年的各项工作，感谢您的阅读。

内地项目

我们很高兴地看到Stephen Krashen教授及其团队的著作，《自主阅读 - 让孩子自选与自读，培养读写能力》中文简体版在内地出版。该书由基金会资助撰写，介绍Krashen教授团队最新的语言习得研究发现。书中强调的发展高阶语言及读写能力的三个阶段，相信为儿童阅读推广的工作有着巨大的理论指导意义。

我们的资助机构「上海微笑图书室」以导师的身份，支持位于河南和江苏的两支阅读团队，学习经验，展开行动。团队利用线上平台，为孩子举办课程和活动，克服了疫情下而造成的限制。

合肥石头汤悦读校园联盟继续茁壮成长，在包河区教体局的参与下，全区的小学都被纳入到联盟中，已有超过40所联盟学校在儿童阅读推广和图书馆发展方面屡见进展。我们现已准备把合肥项目经验和模式拓展至国内其他地区，也期盼在明年年报向各位汇报进展。

香港项目

在社会动乱和新冠肺炎疫情的双重冲击下，我们的本地受助机构向公众提供服务时遇上不少挑战。纵然如此，受助机构排除万难，继续开展多项卓越工作。现列举受助机构的部分成绩如下：

- 小彬纪念基金会 - 「少数族裔机遇库」应用程式APP(受基金会共同资助三年)
  ✓ 目前载有逾一万名来自少数族裔社区的个人资料档案；
  ✓ 透过线上培训及工作坊提高就业能力；
  ✓ 透过线上课程降低学习费用；
  ✓ 协助求职者觅得稳定工作，从而增加收入；
  ✓ 改善社群，让更多人透过应用程式得知机会和建立联系；

  团队已超额完成工作任务我们也期待更多雇主、服务提供者和政府机构利用「少数族裔机遇库」应用程式分享资讯，推动此APP发展成为少数族裔社群的「必到」枢纽；

- 乐施会 - 「从起步开始」(受基金会共同资助一年)
  ✓ 于这个联合资助项目结束时，乐施会成功发起「按效益付费」(社会效益债券)模式，规模达三千零七十万港元，并由社创基金担当委聘人；
  ✓ 这是香港首个「按效益付费」模式；
  ✓ 致力于2023年将项目扩展至74所幼稚园的综合线上学习群体，最终目标是于「按效益付费」三年运作期届满时，项目课程得到教育局采纳；

- 「香港桥良」 - 为本地非政府机构NGO而设的配对资助计划(受基金会共同资助六个月)
  ✓ 因应对新冠肺炎疫情，本基金会发起筹款活动，鼓励市民把政府发放的一万港元现金捐赠予受助的NGO；
  ✓ 向本基金会列选的五家NGO提供上限为五十万港元的配对资助。该资金为不受限制资金，以考
虑和支持受助机构需要支付继续营运所需的开支，从而他们可以继续为受到社会动乱事件和新冠肺炎疫情夹击而陷入更加弱势地位的群体提供服务。

- 强调资助的「不受限制」性质，这对NGO至关重要，并强调需要规划和管理间接成本；
- 与「爱心圣诞大行动」(Operation Santa Claus) 平台合作，增强筹款讯息的影响力，鼓励更多人支持捐助本地NGO组织。

欲知各个项目的最新详情，请参阅本报告「拨款项目」部分。

新合作伙伴

本基金会于年内与莫氏基金会开展合作关系。莫氏基金会多年来一直资助支持国内多个教育和视力项目。我们正更深入了解莫氏基金会在大凉山地区的工作，同时探讨将来更深入合作的可行性，携手资助共同关注的项目领域。

回顾过去一年，尽管社会环境充满挑战和变数，但本基金会在一个项目上仍取得实质进展。我们能够有如此佳绩，有赖全体同事和所有利益相关者的坚持和努力，感谢你们卓有成效的工作！。

请容我衷心感谢各位的支持！

陈禹嘉 敬上
陈一心家族慈善基金会主席
The Chen Yet-Sen Family Foundation

Grant Funding Program

拨款项目
Areas of Interest

We support the causes of education and consider proposals in three main program areas: childhood literacy, children's play and education support in Hong Kong’s ethnic minority community.

Childhood Literacy

Our childhood literacy grantmaking focuses primarily on fostering “happy reading”. The Foundation looks to invest resources in programs that help children to access an enjoyable and engaging reading environment to develop their reading interest. We believe that happy reading helps form happy individuals, building children to be more capable to face 21st century challenges.

Children’s Play

Our grantmaking for children’s play aims to enrich the idea of “learning through play”. The Foundation values play as an important part of a child’s development. Through play, children foster emotional regulation and social skills. We support efforts that advocate child-center play and create play opportunity for every child to enjoy.

Education In Hong Kong Ethnic Minority Community

We have supported education in Hong Kong’s ethnic minority community since 2017. The knowledge gained through CYSFF’s Collective Impact Hong Kong collaboration with 4 other funders allowed us to explore a new area of focus. We seek to support projects to improve lives of Hong Kong’s ethnic minority community by enhancing education equality and quality.

Grant Guidelines / 资助指南

资助领域

我们支持教育项目，并考虑三个主要领域的申请书，分别是儿童阅读，儿童游戏和支持香港少数族裔社区的教育发展。

儿童阅读

该项目的拨款主要致力于培养“快乐阅读”。基金会希望投入的项目资源，可帮助孩子们获得愉快和有吸引力的阅读环境，以培养他们的阅读兴趣。我们相信快乐阅读有助于形成快乐的个人，他们能够有能力面对21世纪的挑战。

儿童游戏

我们的游戏项目资助旨在丰富“玩中学”的理念。基金会看重游戏是儿童发展的重要组成部分。通过游戏，孩子们可以培养情绪调节和社交能力。我们支持提倡以儿童为中心的游戏，并为每个儿童创造游戏机会。

香港少数族裔社区教育发展

基金会自2017起支持香港少数族裔社区的教育发展。它是建立在基金会和其他4个资助者共同发起的“香港汇志创力建”获得的工作经验和知识之上。我们寻求通过加强教育平等和质量来支持改善香港少数族裔生活的项目。
In Hong Kong there are many NGOs and groups providing support and services to the ethnic minority (EM) community. Some have longer histories, some are new comers to the field. However, what was discovered to be lacking is one centralized platform to collate all the information of these NGOs and the services they provide. To combat this, the Zubin Foundation initiated the “Opportunity Bank” – a pathway portal for ethnic minorities in Hong Kong.

Opportunity Bank is a centralised platform collating opportunities for ethnic minorities in Hong Kong. Through a collaborating with host of service providers, corporates/small medium enterprises, funders, schools who provide support to the ethnic minority community in Hong Kong, this “customer-focused” platform aims to provide greater transparency and accessibility to information. By doing this, it will allow better allocation of resources and to identify service gaps so as to highlight areas of development. The Opportunity has secured a key information technology partner who is working closely with the team at the Zubin Foundation to deliver the best platform for the user base from the ethnic minority community in Hong Kong.

The early stage targeted all the available material that would be needed to be placed on the portal so that there was a strong offline information source that was launched first to test user applicability and relevance. The next stage saw users being empowered to upload relevant information directly to the portal. For more information, please refer to https://www.zubinfoundation.org/opportunitybank/.

Opportunity Bank was soft launched in 2019. Throughout 2020, although facing the impact of pandemic and other challenges in the Hong Kong landscape, the Zubin Foundation connected with different stakeholders both from the demand and supply sides to achieve the goals aligned with the overall objectives.

These are listed below:

1) Job matching
   It is seen that EM are now motivated to join the workforce with an impressive 1,790 applications received between October 2019 and September 2020. During this period, Opportunity Bank made 220 referrals and 61 individuals received job offers.

2) Training
   Many youth have reached out to Opportunity Bank hoping to improve their curriculum vitae and to have more practice with the job interview process. To address this, the Opportunity Bank led 141 training sessions, engaging with 61 students to provide one-on-one online employability capacity training from June to September 2020.
The four topic areas include:
• Topic 1: Career Exploration and Planning
• Topic 2: CV clinic
• Topic 3: Interview Skills
• Topic 4: Survival at Workplace and Office Etiquette

3) Internship
During Summer 2020, Opportunity Bank identified 54 openings from 26 companies. 35 internships were successfully matched.

Feedback from Penny Barsha, Corporate Responsibility Manager, Asia, Linklaters -
“We really value our partnership with The Zubin Foundation. In 2020, we welcomed two tertiary students into our office for work experience through the internship programme, and we were pleased to hire these two interns into our human resources and marketing departments. This enabled us to uncover talent that we might not have otherwise discovered.”

4) Ethnic Minority Scholarship Fair
On 21 November 2019, the Opportunity Bank organised the Scholarship Fair to promote the scholarships offered to ethnic minority students in Hong Kong. A total of 10 education institutions presented their programs and schemes at the Fair. Previous scholarship recipients were also asked to share their experiences on tertiary education - as inspiring role models. The Fair was a huge success with 104 people in attendance - exceeding the 100 capacity for the event.

5) Promoted Opportunity Bank to 9,000 ethnic minority individuals impacted by COVID-19
During COVID-19, The Zubin Foundation reached out to the low income EM community and provided emergency relief such as masks and groceries. During this essential community outreach, Opportunity Bank was further promoted to the 9,000 EM community members served.

The Opportunity Bank has provided the possibility for Hong Kong’s ethnic minorities to enhance their quality of life by opening up pathways that were previously available but not openly communicated. This service has become the “go to resource” for referrals of services including:

• legal
• healthcare
• counselling
• mediation between parents and local institutions
• translator and interpreter
• social welfare
• provision of training and resources
在香港，有不同非政府组织和团体为少数族裔提供服务和支持，有些具有悠久的历史，有些则是这一领域的新手。但是，我们缺少这些服务的信息。因此，小彬纪念基金会创立「少数族裔机遇库（Opportunity Bank）」项目，为香港少数族裔提供一站式的信息服务平台。

少数族裔机遇库（Opportunity Bank）为香港少数族裔提供机会而设。“以客户为中心”的平台通过与不同服务机构，包括供应商、中小企业、资助者、学校的合作，力求提高信息的透明度和可获取性，更好地分配资源，找出服务差距，提高卓越。该项目的独特性在于，该平台将由IT合作伙伴提供支持，能够让系统进行多次迭代，以期为客户提供所需的平台。同时，项目团队召开主要利益相关者的线下会议，将他们的用户意见反馈并表现在平台的内容设计上。

在平台的后期发展阶段，用户自己也可将信息上传至网站。详情可到少数族裔机遇库网站了解(只有英文版本) https://www.zubinfoundation.org/opportunitybank/。

「少数族裔机遇库」于2019年正式投入服务。整个2020年，小彬纪念基金会虽面临疫情大流行的挑战和影响，但仍与需求方和供应方的不同利益相关者保持联系，以实现与总体目标一致的目标。

1) 工作匹配
可以看到，少数族裔积极寻找工作。在2019年10月至2020年9月期间，共收到1790份申请。迄今为止，少数族裔机遇库已推荐220人予雇主，61人成功获得工作。

2) 培训
许多年轻人向少数族裔机遇库表示，希望建立更加专业的简历，并增加更多面试的实践，以期在市场中提高竞争力。因此，从2020年6月至9月期间，少数族裔机遇库为61名学生组织了141次培训，并就以下四个主题中提供一对一的咨询：

- 主题1：职业探索与规划
- 主题2：简历诊所
- 主题3：面试技巧
- 主题4：办公礼节及工作场所生存之道

3) 实习
2020年夏季，少数族裔机遇库邀请26家公司提供了54个实习机会，并成功配对35个实习职位。

“我们非常重视与小彬纪念基金会的合作关系。2020年，有两名大学生通过实习计划进入我们的办公室，以获得工作经验，并且我们很高兴的雇佣这两名推荐学生至公司的人力资源和市场营销部门工作。该计划让我们得以发现原本无法发现的人才。”

——Penny Barsha, Linklaters公司，企业责任经理

4) 少数族裔奖学金展览会
少数族裔机遇库于2019年11月21日举办了少数族裔奖学金展览会，为提高香港少数族裔对大专院校奖学金信息的了解。展会共有10个教育机构参与，并分享了他们的奖学金计划及课程，同时还邀请历届奖学金得奖者分享其大学故事及奖学金意义。活动共有104人参加，现场座无虚席。

5) 向受COVID-19影响的9千名少数族裔提供帮助
在肺炎疫情的影响下，小彬纪念基金会向社区伸出援手，为约9000名少数族裔提供了口罩和杂货等紧急救济品。

除此之外，少数族裔还可以通过机遇库所推荐的服务来提高生活质量，这些服务包括法律服务，医疗保健，咨询，父母与当地机构之间的调解，笔译和口译服务，社会福利保障，以及培训资源。
In Hong Kong, one of the key challenges amongst the low income Ethnic Minority (EM) community is the poor command of the Chinese language – specifically Cantonese. The inability to confidently read, write and speak Cantonese prevents social integration which severely limits the potential of EM children - to complete their schooling and have career opportunities. To tackle this, Oxfam believes that early intervention is essential by providing necessary support to become proficient in Chinese. With the support of several funders, including the Chen Yet-Sen Family Foundation, the “Start from the Beginning – Chinese Supporting Scheme for Non-Chinese Speaking (NCS) Students in Kindergarten (Pre-stage III) “Project” was launched in September 2019 to help NCS students improve their Chinese proficiency.

Adopting the Dynamic Enrichment Learning Mode (DELM), the Project’s theme-based Chinese enrichment lessons placed a strong emphasis on building up students’ vocabulary and increasing orthographic awareness through a diversified range of engaging learning activities and teaching materials.

Another key highlight of the Project is the professional development program to train teachers of partnership kindergarten to become adept in teaching Chinese to young NCS students. It was hoped that through a series of workshops, inter-school lesson observation and mentorship sessions, these teacher-trainees could acquire theoretical knowledge to teach Chinese as a second language (CSL) to NCS kindergarteners in Hong Kong as well as the opportunity to put theories into practice.

However, due to the outbreak of the COVID-19, schools were suspended after Chinese New Year (February 2020) as per the Education Bureau’s (EDB) announcement. To respond to the situation, the Project team developed a contingency plan to produce digital materials, e.g. songs / reading of books were recorded on video with simple matching games for NCS students to strengthen their learning in the first semester and to continue their Chinese learning. These online materials were sent to the students via school platforms on a weekly basis to encourage them to continue to learn at home. To ensure safety and hygiene, the project team provided hard to source surgical masks and hand sanitizer for the students and their parents. These items were made available when homework was collected at the kindergartens as they had limited access due to the high cost.

Aside from the challenges these students face in the classroom, parents also found it difficult to choose the right primary school for their children. Most of the information about schools are written in Chinese – not in their own language – which does not support NCS students being able to know which schools they have access to. To address this, Oxfam produced and translated the information about primary school admissions for parents of children who have joined the Project. The materials were tailored to their interest, i.e. whether the primary school provides support in Chinese learning to NCS students, location, structure etc. There was also further support made available via WhatsApp and hotline as needed.
Like other educational programs worldwide, the Project has been inevitably affected by the pandemic outbreak. Fortuitously, this has provided valuable opportunities for the Project to build up contingency capacities for risk management and to react to the fast-changing environment – particularly with the introduction of online teaching and learning. Online solutions are likely to become the “new-normal” post-COVID.

To further support, the team also summarized feedback via a “frequently asked questions” section to share with all kindergarten teachers for mutual learning. As emphasized by the EDB – in-school class suspension does not mean learning suspension – therefore, students are quickly adapting to the online mode to continue their study. Many argue that the effectiveness of online learning is not be comparable with face-to-face learning. The 2020 experience, has demonstrated the potential of online learning. We believe that with the building of the track record from online teaching and learning, education will continue to transform. The Foundation is delighted that we were able to play a part in supporting this Project so as to benefit NCS students in Hong Kong.
乐施会（香港）——「从起步开始 – 幼儿园非华语学生学习中文支持计划」（第三前期）

香港少数族裔的中文水平低下，限制了他/她们追求高等教育或获得更好职业的机会，因而导致其贫穷率偏高。乐施会相信唯有从幼儿时期入手，协助他/她们从小建立良好的中文基础，才能有效提升中文水平。我们在一些资助者的支持下，于2019年开展了「从起步开始 – 幼儿园非华语学生学习中文支持计划」（第三前期），提升非华语幼儿园生的中文水平。

此计划沿用了「动态增润学习模式」，通过主题式学习，以一系列的活动及教材，让非华语生学习中文词汇及拼写方法。这套由我们自行研发的教学模式，考虑到非华语生的文化和个体水平差异，其中一个独特之处是采用自行编写的粤语儿歌教中文，让非华语幼儿能够逐步提升自己的中文能力，这对于他们在学习和日常生活中的进步至关重要。

计划的另一个主要重点是教师专业发展计划，旨在培训伙伴幼儿园的老师，使其能够熟练地向非华语生教授中文。我们希望通过一系列的工作坊，校际间的课堂观察和指导会议，让这些幼儿园的老师能掌握教导非华语生中文作为第二语言的理论知识，并有机会将理论付诸实践。

随着新冠疫情的爆发，教育局在农历新年（2020年2月）后宣布停课。由于疫情持续，我们的团队迅速制定了应变计划，把教材包括儿歌、故事阅读及简单的配对游戏等电子化，每周都会通过学校平台将这些资料发送给家长，以鼓励他/她们帮助孩子继续在家学习。在疫情爆发初期，口罩和搓手液等防疫产品并不容易在市场上购买到且价格昂贵，我们把从捐赠得来的物资，分发给学生的家长，助他/她们好好保护自己及家人。

除了非华语生学习中文是个挑战，他/她们的父母在为孩子选择合适的小学时也常常感到困惑。市面上关于学校选择的数据大多是用中文撰写，并未考虑非华语生的特殊学习需要。因此，乐施会制作及翻译了有关小学入学的信息，内容是为他们度身定制的，例如涵盖了全港18区的小学，是否有向非华语生提供中文学习支持等。我们也设立了热线电话和实时通讯，方便家长联络我们，该学年共有128位家长加入了我们设立的手机群组。我们会在群组中发放一些重要信息，包括香港特别行政区政府的财政资助计划、新冠疫情的最新动态、教育局停课复课安排及小一学位分配的结果和注册等，与我们准备的网上中文学习材料一起发送给家长，使他们掌握最新信息。

疫情在全球爆发，我们的计划也少不免地受到影响，但这也为我们提供了宝贵的学习机会、建立紧急应变及风险管理的能力，以应对瞬息万变的环境。我们团队预期未来在线教学有可能成为「新常态」，于是总结了一些有用的经验，与所有幼儿园老师分享，相互学习。正如教育局所强调的，停课并不等于停学，学生也逐步适应在线学习的模式。虽然现阶段在线学习未必能像在学校学习般有效，但随着不断改善及总结出越来越多的经验，我们相信这个转型能日趋完善，使更多的学生受惠。
The “Smiling Reading Angel” Project aimed to plant the seed to promote reading – from accompanying an “angel” in cultivating his/her own reading habit, through developing a group of “reading angels”, and finally forming a reading promotion team, so that the local project could expand and continue to create a culture of reading among local children.

The “Smiling Reading Angel” Project witnessed the growth of a group of “angels”, the promoters of reading. Smiling accompanied the “angels” in practising through learning and in developing through practice.

This practice comprised three phases:

Phase 1: Online hatching (from the seed of reading to a qualified “angel”)

This was a process of self-learning by the “angels” who would construct a foundation for reading. In the process, Smiling played the role of a coach, providing professional guidance and experience sharing. By way of the “point, line, plane” approach, the “angel” was encouraged to grasp the various essential skills in promoting reading. The “point” approach used the picture book as a starting point and introduced to the “angel” the fundamentals of the picture book, including a systematic understanding of the picture book, learning to appreciate a picture book, practice sharing sessions, etc., with the objective of familiarizing the “angel” with the picture book as the main tool for promoting reading among children. Also using the picture book as a starting point, the “line” approach explored the functionality of the picture book from various directions and perspectives and developed the consolidated ability to use the picture book, including how to tell a story, studying thematic picture books, practical thematic story-telling sessions, etc., with the objective of enabling the “angel” to master the basic skills in story-telling. The “plane” approach focused on enhancing regional promotion as a whole, by understanding how reading projects were to operate on a regular basis, building up a habitat for reading among children and studying the classic cases of regional promotion of reading, and in the end by formulating an initial plan for promoting reading in the regions to which the “angel” belonged.

Phase 2: Dedicated nurturing + trial flight

Having acquired the basic ability to promote reading among children, the “angel” proceeded to Phase 2 in which the “angel” tried to implement, review and amend the Phase 1 initial plan. During the process, besides continuing to accompany the “angel” and provide guidance, Smiling also assumed the role of an advisor and consultant. Having completed the Phase 1 learning, the “angels” would develop in diverse ways: some might form teams with like-minded persons, while others might become speakers promoting reading among children. And by means of sharing its own development, mission, philosophy and projects previously conceived and implemented, Smiling provided the “angels” with references from which they could learn, so that they could choose suitable programs through which to join the project and implement them in the trial phase.

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Smiling Reading Activities (2021)
During the trial phase, Smiling would become the consultant of every “angel”. Besides conducting online exchanges, Smiling also conducted on-site visits through which it could look into the problems faced by the “angels” in the regions to which they belonged, such as how to raise funds, how to operate official accounts, how to negotiate with project management volunteer teams, etc. The trial phase focused on providing support to enable the “angels” to actually implement their plans.

Phase 3: Taking flight

In this phase, the “angels” worked to learn and practise the dissemination and promotion work, so that the already formed team could continue to survive and strive.

The Foundation subsidized two “angels” who, during the hatching and trial flight phases, have successfully set up two teams to promote local reading, namely “Henan Lankao Field of Hope Story Hut” and “Jiangsu Xinghua Starry Sky Classroom”.

Every week the two teams carry out activities to promote reading among children and influence local families and children by sharing, performing from and creating picture books. At the same time, the teams actively seek local collaborative partnerships and expand the means of support in order to sustain the local “story hut” project. Each year the teams will host at least 40 “story hut” events, with each event to serve 10 to 20 families.
微笑阅读天使计划项目希望发现当地阅读推广人种子，从陪伴他/她从一个人，发展成为一群人，最后形成一个阅读推广团队，以期本地项目得以持续推进和延续，营造本地儿童阅读的氛围。

微笑阅读天使计划是本地阅读推广人的成长过程。微笑陪伴他们在学习中实践，在实践中发展，共分为3个阶段。

第一阶段：网络孵化阶段（从阅读种子成长为合格天使）

微笑在这个过程中的角色，给予专业指导和经验分享，担任教练角色。天使们通过点、线、面计划。促使天使掌握各类阅读推广中的基础技巧。点计划，以绘本为起点，夯实绘本的起点基础，包括系统认知绘本、学习绘本赏析、实践分享会等。目标是熟悉绘本作为儿童阅读推广中的主要工具。线计划：以绘本为原点，多方向多角度探索绘本的功能性，夯实绘本运用的综合能力，包括：如何讲故事、主题绘本读研、实践主题故事会等。目标是掌握基础讲故事的方法技巧。面计划：着重于区域与推广的整体格局的提升，了解阅读项目如何常态化运作、建立儿童阅读生态、学习了解区域阅读推广的经典案例，最终落地制定天使所在区域的阅读推广初步计划。

第二阶段：专项培养+试飞阶段

第二个阶段是天使在自身已获取到一定儿童阅读推广基础的能力后，针对第一阶段的初步计划，做尝试实施和总结修正的阶段。微笑在这个过程中除继续陪伴和指导之外，也担任咨询和顾问的角色。天使们在第一阶段学习完毕后，会面临不同的发展路径：是开始寻找志同道合的人一起组建团队，还是成为儿童阅读推广讲师等。微笑则通过分享本身机构的发展历程、使命、理念及过去微笑研发并实施的项目，让天使参考学习，以可选择一个适合的项目融入至计划中，在试飞阶段实施。

试飞阶段，微笑将成为每一位天使的顾问，除持续的在线交流外，微笑通过走访也实地了解天使们所在地区会面临的问题，例如：如何筹款、如何运营公号、洽谈项目管理志愿者团队等。试飞阶段的重点是支持他们将计划得以落地行动。

第三阶段：成功起飞阶段

此阶段，天使们将着力于传播和推广的学习和实践，让已经形成的团队可以持续存活和发展。

基金会资助项目的两名天使的孵化及试飞阶段，成功建立了“河南兰考希望田野故事屋和江苏兴星空教室两个本地阅读推广团队。

两个团队每周开展儿童阅读推广活动，通过绘本分享、绘本表演和创作，影响本地家庭和儿童。同时，团队也积极拓展本地合作伙伴，拓宽支持的渠道，以使本地故事小屋项目得以延续推进。每年团队将实施至少40场次的故事小屋活动，每场次也可服务10-20组家庭。
Our flagship program, the Stone Soup Happy Reading Alliance (“SSHRA”) was founded in 2007 in Hefei, Anhui Province. It is operated independently by the Foundation. There are now 40 schools that are part of the Alliance. When it was set up, we aimed for the programme to be established as a local exemplar for school reading and libraries development in Mainland China through our long-term commitment.

基金会旗舰项目—石头汤悦读校园联盟，始于2007年，位于安徽省合肥市，由基金会发起创建。目前共有当地40所学校加入联盟。基金会致力于通过长期持续投入，在中国内地设立学校阅读与图书馆的本土典范。
Regional development of the Stone Soup Happy Reading Alliance

Since its establishment in 2012, the Stone Soup Happy Reading Alliance ("Alliance") has been developed jointly by participating like-minded schools which work towards creating a “happy” on-campus reading culture. Our aim is to promote happy reading; and the Alliance has helped school libraries to deliver this function which is integrated in the support of academic teaching. After almost a decade of development; promotion of reading and the development of libraries have become a major characteristic of primary school education in the Bao He District of Hefei.

At its inception, the Alliance relied on the support and guidance of the Foundation in establishing the Alliance’s chief administrative team – the School Principals’ Roundtable Conference ("Conference"). Comprised mainly of school principals of the founding schools, the Conference enacts the Alliance’s internal rules and administrative mechanism and operates the Alliance in a “hand-in-hand” form, with the initiating schools acting as leaders and passing on their experiences to newly participating schools. Under this mechanism, the Conference also advocated for and assisted in the establishment of the Hefei School Teacher Librarians Association (“Association”). Currently, the Foundation and the Conference are responsible for planning and preparatory work, while the Association becomes the major conduit which connects the libraries and library staff of all Alliance schools and is also responsible for the actual execution of the program to ensure the implementation of various projects.

Since 2017, the Foundation’s work under the Hefei project has focused on supporting the autonomous operation and sustainable development of the Alliance. For example, the Foundation organized phase 3 of the Principals Mentorship Scheme and invited major stakeholders of the project to discuss core issues including the development of the Alliance and to work together in sorting out, planning and implementing projects. In the process, a framework and strategic plan for the autonomous operation of the Alliance gradually took shape.

Over the past decade, the support and participation by the Hefei Bao He District Education Bureau ("Bureau") has been critical in attaining the various achievements of the Alliance. The Bureau also noted that, if childhood literacy and library development were to become a special feature of education in the district and exert greater influence, it would be necessary to continue to work hard to build this unique cultural approach. This idea resonated with the Foundation’s strategic plan. As the first step of development on a regional level, under the leadership of the Bureau, the 40 primary schools throughout the district (including nine-year education schools) all joined the Alliance as of June 2020. With coordinated management of the whole district, synergic development, policy assistance and the Foundation’s professional support, we believe that the allocation of resources will become more effective and efficient, which will steadily guide the Alliance towards advanced development.
## List of Alliance Schools (as of June 2020)

<table>
<thead>
<tr>
<th>Initiating Schools</th>
<th>Partnering Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hefei Tunxi Road Primary School</td>
<td>Hefei Normal Primary School No.3, Hefei Sunshine Primary School, Hefei Tunxi Road Primary School (Bin Hu School District), Hefei Tong An Primary School, Hefei Jindou Road Primary School</td>
</tr>
<tr>
<td>Hefei Wanghu Primary School</td>
<td>Hefei Huashan Road Primary School, Hefei Chaohu Road Primary School, Hefei No.61 Middle School, Hefei Caigang Primary School</td>
</tr>
<tr>
<td>Hefei Weigang Primary School</td>
<td>Hefei Golden Grape Primary School, Hefei Geda Primary School, Hefei Hayden School, Baohe Foreign Language No.2 Experimental Primary School, Hefei Guiyang Road Primary School</td>
</tr>
<tr>
<td>Hefei Shuguang Primary School</td>
<td>Hefei Gincheng Primary School, Hefei Shuhong Primary School</td>
</tr>
<tr>
<td>Hefei Taihu Road Primary School</td>
<td>Hefei Xiegang Primary School, Hefei No.56 Middle School, Baohe Foreign Language No.1 Experimental Primary School</td>
</tr>
<tr>
<td>Hefei Qingnian Road Primary School</td>
<td>Hefei Feihe Primary School, Hefei Nanyuan School, Hefei Sungcun Primary School, Hefei Xian Road School, Hefei Wuli Primary School</td>
</tr>
<tr>
<td>Hefei Normal Primary School</td>
<td>Hefei Huizhou Primary School, Hefei Normal Primary School No.4, Hefei Normal Primary School No.2, Hefei Experimental School, Hefei Baoheyuan Primary School</td>
</tr>
</tbody>
</table>
石头汤悦读校园联盟自2012年成立以来，由多校联合开展，共同致力于建立校园阅读文化。在推广快乐阅读的基础上，发挥学校图书馆支援学科教学的功能。经过近十年的发展，阅读推广及图书馆发展成为包河区小学教育的一大特色。

联盟成立之初，依托基金会的支持和引领，以发起校校长为主组成了联盟的主要管理团队——校长圆桌会议。校长圆桌会议制定联盟章程和管理机制，以手拉手的形式运作联盟，发起校示范带领，将经验传递新加入的学校。在此机制下，校长圆桌会议还倡议及协助成立了合肥学校图书馆老师协会。现今，基金会同校长圆桌会议负责规划和部署工作，而协会则成为加强各联盟学校图书馆及其工作者的重要桥梁，负责具体执行工作，让计划得以落实。

自2017年以来，基金会对合肥项目的重心是以支持联盟自主运作和持续发展为目标，开展相关工作。例如，基金会举办三期校长辅导计划，邀请项目重要利益相关方探讨联盟发展等核心议题，共同梳理、规划和实施计划。在此过程中，逐步形成了联盟自主运营框架和战略规划。

联盟近十年发展取得的各项工作成果离不开合肥市包河区教体局的支持和参与。教体局也洞察到，如果要把儿童阅读和图书馆发展作为区教育特色，提升更大的影响力，还需要持续深耕并建立自己的文化品牌。这一想法正与基金会的战略规划相契合。作为区域化发展的第一步，在包河区教体局的支持下，2020年6月全区40所小学（含九年一贯制学校）已全部加入石头汤悦读校园联盟。在全区统筹管理、协同发展、政策扶持以及基金会的专业支持下，相信各种资源配置也可更加精确和合理，并引导联盟稳定的走向更高阶发展。

### 联盟校名单（截止至2020年6月）

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<tr>
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<td>长丰县杜集镇中心校、长丰县岗集镇中心校、</td>
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<td></td>
<td>长丰县吴山镇中校</td>
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Flagship Program / 旗舰项目

Principal Coaching Plan—Phase 3

It was after over a decade of commitment that a turning point was recognized in 2017, with literacy work among the Alliance schools accepted as standard practice—reading was now successfully integrated into the daily operation of schools in the Bao He district. A key factor to this cultural and significant shift was the autonomous and sustainable operation of the Alliance, which was the original goal when establishing the Alliance.

After all these years of work in Hefei, the Foundation firmly realized the cohesion of people and improvement of their leadership skills are the cornerstones of success. The Foundation also shifted the focus of support to building up the team’s capacity. There are two crucial groups within the Alliance: the Alliance school principals and the Hefei School Teacher Librarians Association. One is the team steering the Alliance’s development, and the other is the building team.

The second workshop under the Principal Coaching Plan (“Plan”), bearing the theme of “Exploring the Future”, connected the various stakeholders in discussing how to devise and implement operational mechanisms to realize the vision of the Alliance. The workshop went beyond the established steering team. In addition, parents and subject teachers were invited to participate. By reference to the ever-changing environment, all participants were urged to consider future actions and be aware of the various underlying factors, so that participants could envisage, agree upon and devise mechanisms for the effective operation of the Alliance and, on that basis, formulate action plans for various periods of time.

The theme of the third workshop under the Plan, which took place on 5 and 6 August 2020, was “Integration and Breakthrough, from Districts to Regions”. It was the first event organized by the Hefei Project after the pandemic was brought under control, marking the resumption of Hefei Project. We were delighted that the Hefei Bao He District Education Bureau officially participated, as organizer, unlike the first two workshops. The Bureau was instrumental in planning and supporting the smooth running of the daily programs of the third workshop. This created further opportunities and advantages to strengthen the relationship between the principals, teachers, parents and the local authorities further solidifying the future development of the Alliance.

At this third workshop, the participating schools were even more united in recognizing the identity of the Alliance as a collective body. Participants actively voiced their views and suggestions on how the Alliance schools could achieve more balanced progress and development. Furthermore, the principals suggested
that reading should not only happen within the school campus, and that the school could play a pivotal role in extending reading to the family and within the community. Through the workshop and with the support of other Alliance schools, the 14 new Alliance school members were successful in developing clear plans on how to start promoting reading in the new school term.

In her concluding remarks, teacher consultant Xie Dan made the following comments on the three workshops under the Plan, from leadership skills through implementation ability to regional development:

From “Imagining the Future” through “Exploring the Future” to “Integration and Breakthrough”, the three seminars have testified to the word “change”: The goal of Stone Soup has transformed from “everyone having a bowl of Stone Soup” to “everyone having a bowl of assorted Stone Soup by 2022”; the participants of the seminars have expanded from initiating schools to more partnering schools; the library courses have changed from presentation to teaching materials; participating teachers have developed from not knowing how to guide to conducting guided learning in classrooms. The most uplifting thing is that, at the 2020 seminar, Director Jiang of the Bao He District Education Bureau offered these words of encouragement to participants: “Principals and teachers should read more ‘useless books’ so as to elevate their position and to view from a wider horizon the myriad of problems and expectations in life. And I hope there will be a surge in every school of people who love to read and who can lead our kids on the road of reading.’

As an external consultant, I hope this Stone Soup will become mellower and more aromatic as time goes by, nourishing even more children’s souls and giving them even greater mental strength.
进入2017年，随着联盟内各校阅读工作都逐渐常态化，阅读已经纳入至学校日常工作中。联盟持续自主发展成为重要的议题，也回归到成立联盟的初心。在合肥多年的工作，基金会坚定的意识到人的凝聚和他们领导力的提升，是成功的基石。基金会对联盟的支持重点也转变为对团队的能力建设。联盟中有两个关键的群体，联盟校长及合肥学校图书馆老师协会。一个是联盟发展的指挥队伍，一个是建设队伍。

校长辅导计划中第二期工作坊以“未来探索”为主题，链接不同利益相关方探讨如何落地运作机制实现联盟愿景，工作坊突破了既有的联盟指挥队伍和建设队伍，还邀请了家长和学科教师参与其中。以不断变化的大环境从当下引发所有人关注未来行动，关注不同的影响因素，让大家想象、共识和策划联盟有效运作的机制，并以此建立不同时期的行动计划。

2020年第三期工作坊以“融合与突破，从区到区域”为主题，于8月5日至6日举办。这也是疫情得到控制后，合肥项目启动的第一个活动，标志着合肥项目陆续恢复开展。与前两期工作坊不同，合肥包河区教育局也正式以主办方的身份参与到工作坊的日程规划，为联盟未来的发展提供了更多的机会和优势。

第三期工作坊，学校对联盟共同体的身份有更加凝聚的认同。围绕各联盟校如何均衡发展，大家都积极献言献策。另外校长们也关注到阅读不只是发生在校园之内。学校可发挥关键核心的角色，将阅读延伸至家庭和社区。通过工作坊，14所新加入的联盟校，在其他学校的支持下，开学后如何启动阅读工作，也有了清晰的规划。

校长辅导计划的三次工作坊，从领导力到执行力最后落脚区域发展，咨询顾问谢丹老师，在她的总结中说：

“从‘未来想象’到‘未来探索’再到‘融合@突破’，三次研讨会验证了一个字‘变’：‘石头汤’的目标从‘每人一碗石头汤’变成了‘2022年每人一碗杂锦石头汤’；研讨会的参与者从发起校扩大到了更多拉手校；图书馆课程从PPT变成了教材；参与的老师从不知引导到在课堂中做引导式教学。最让人振奋的，2020年的研讨会上包河区教体局蒋局长鼓励大家说：‘校长、教师要多读‘无用之书’，提高自己的站位，用更开阔的眼界看待人生中各种问题和期望。同时希望各校涌现更多爱阅读、会阅读的人，带领孩子走上阅读之路’。作为外部顾问，期待这锅石头汤越煲越醇香，滋养更多孩子们的心灵，给他们精神的力量。”
From 2015 to 2017, The Foundation and Bao He Education Bureau jointly organized the 2nd Accredited Training Course for Teacher Librarians, which nurtured a group of outstanding and professional teacher librarians. However, for reasons such as turnover of school staff, some of the schools under the Stone Soup Happy Reading Alliance (“Alliance”) did not have adequate numbers of experienced teacher librarians. To surmount this challenge and fulfill the training needs of Alliance schools, the Foundation and the Alliance resolved to organize a basic training course for teacher librarians (“Training Course”), which specifically targeted school staff who were new or who aspired to become teacher librarians.

Built upon the foundation curriculum which was first introduced in 2014, the Training Course beefed up the course contents with the objectives of establishing fundamental concepts such as reading at school and library development and providing basic guidelines and methodology. Having accumulated, over six years, of experience in repeated practice and development as well as external training, members of the Hefei School Teacher Librarians Association (“Association”) were able to continuously refine and restructure the Training Course. The new course design fully took into account the actual needs of the participants. Besides covering professional knowledge on library management and promotion, the course contents also focused on introducing the relevance of school libraries to the teaching and learning of various subjects, so as to enable participants to appreciate how a rich and diversified library collection could greatly enhance teaching resources and change the way in which students learned. (See chart below).

The Training Course, in which 47 teachers participated, took place from 15 to 17 August 2020 at Hua Shan Road Primary School. The 3-day course was re-designed and taught by members of the Association. Upon completion of the course, all the participants commented that the course contents encompassed various levels from theory to practice and had great practical value, but some of the more difficult topics required closer study and deeper understanding through actual practice and testing.

From the perspective of development of the Alliance, it is the Foundation’s hope that, by supporting the professional leading role of the members of the Association, they can become builders of the Alliance and the local expert team. It is also hoped that, by sharing professional knowledge and know-how, the team will not only steer the development of Alliance schools but also export their experience to other regions and help enhance the Alliance’s regional influence.

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<th>Module 1</th>
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<td>Building a school within a library</td>
<td>Roles and responsibilities of teacher librarians at school</td>
<td>Developing and borrowing from library collection</td>
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<td>Module 4</td>
<td>Module 5</td>
<td>Module 6</td>
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<tr>
<td>Shaping a pleasant reading environment</td>
<td>Promoting library services</td>
<td>Library courses</td>
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2015年至2017年，基金会同包河区教体局共同举办了第二期图书馆老师认证课程培训，培养了一批优秀的专业图书馆老师。但由于学校人员流动等原因，导致现今一些联盟学校缺少有经验的图书馆老师可工作。为解决这个挑战和满足联盟校的培训需求，基金会同联盟决议举办一期图书馆老师基础培训课程，专门面向新晋的或有意愿成为图书馆老师的学校人员。

此课程在2014年首次推出的基础课程之上进行了内容升级，旨在建立学校阅读及图书馆发展的基础概念，并提供基本的指引与方法。协会成员历经六年不断实践发展和数次对外培训经验总结，使得课程不断优化重组。新的课程设计充分考虑到参加者的实际需求。在内容上除了覆盖图书馆管理和推广的专业知识外，也十分注重介绍学校图书馆与学科教师教学的相关性，让参加者了解到丰富多样的馆藏能大大增加教学资源，改变学生的学习方式。（详情见下图表）

培训于2020年8月15至17日在华山路小学举办，共有47名教师参与。课程为期三天，均由合肥学校图书馆老师协会成员重新设计和授课。课程结束后，参加者均表示培训内容涵盖了从理念到实践的不同层面，有较高的实用意义，但有一些难点内容仍需要进一步学习，并在工作中通过检验更深入的理解。
2013 marked the year of the Foundation’s 10th anniversary. As we reflected on our achievements we explored options to strengthen the monitoring and evaluation of the Foundation’s flagship programs to measure our progress. The Foundation engaged a team to start researching, sorting and summarizing the experiences and approaches of other institutions working in the same area. The resultant report, “A Review of Evaluation Studies of Reading/Library Programs” is now available via the following link: http://cysff.org/English/upload/files/2020/11/2013_A_Review_of_Evaluation_of_Rading_Library_Programs_FINAL.pdf

Based on their analysis and findings, the researchers put forward three working suggestions to the Foundation:

1. Clarify the vision and mission of the Foundation’s reading and library projects;
2. Establish a logical framework for each project and clearly categorize the activities of each project;
3. Ascertain the scale of the Foundation’s evaluation work and the resources needed for the evaluation.

To follow up, the Foundation completed a review of our flagship “Hefei Stone Soup Happy Reading Alliance” program in 2018. The review summarized the project’s successful experience, sorted out the mission and goals, and categorized the types of activities that served various project models. The report reiterated that, in order to enhance the potential on the operational level, it was necessary for the Foundation to set up a systematic monitoring and evaluation mechanism for the project with a view to strengthening accountability and enhancing the efficacy and sustainability of the project.

With a satisfactory “Happy Reading” project model in place, the Foundation also determined that a strategic focus for the future would be to replicate and promote this project model. This raised the following question:

“What kind of effect will the Hefei Happy Reading project have on students going forward?”

In 2019, the Foundation commenced the evaluation work to answer this question. This evaluation has now become a major part of our team’s work.

The first step in initiating the evaluation work was to define the objectives of the evaluation, assess the scale of evaluation that the Foundation could manage, and ascertain the resources to be provided. At the same time, over the past few years, the implementation team had gained knowledge in the area of monitoring and evaluation and had sorted out the logical framework of the flagship project. This laid the foundation for a speedy initiation of the evaluation work.

Questions asked before engaging a consultant for this evaluation work included:

• “What is the scope of the evaluation?”
• “Do the evaluation criteria align with the objectives of the project?”
• “How much evaluation resource and manpower input do we possess?”

Our search led us to the evaluation team led by Associate Professor Hongmei Yi from the Peking University China Center for Agricultural Policy. The Foundation appointed Professor Yi and her team to act as the Foundation’s third party evaluation team for our
monitoring and evaluation exercise. Professor Yi possesses rigorous academic research capabilities and is very experienced in assessing children reading projects. She also noted that the “Happy Reading” project has high research and policy reference value.

In August 2020, as the pandemic in Mainland China was brought under control, Professor Yi and her assistants were invited to visit Hefei to begin the research setup by gaining “on the ground” understanding of the implementation of the project at schools and getting ready to write up the evaluation plan. It was understood that the evaluation would only focus on the flagship project’s “On-campus Free Voluntary Happy Reading Model”.

To manage the Foundation’s limited resources it was decided that the evaluation would focus on the effect of the flagship Happy Reading project on grade 5 and 6 students of the Alliance schools.

A total of six specific objectives were defined:

- **Objective 1**: Assess the effect of the flagship project on the outcome of participation of grade 5 to 6 students in reading;
- **Objective 2**: Assess the effect of the flagship project on the non-cognitive aspect of grade 5 to 6 students, including two indicators;
- **Objective 3**: Assess the effect of the flagship project on the variables on the student level of campus culture, including two indicators;
- **Objective 4**: Assess the effect of the flagship project on grade 5 students’ literacy results (PIRLS Test), and conduct horizontal comparisons with other countries and international samples;
- **Objective 5**: Explore the mechanism which facilitated the success of the Hefei flagship project (the causation);
- **Objective 6**: Assess the heterogeneity of the effect of the flagship project on Objectives 1 to 4 from the perspective of various stakeholders and their interactions, with a view to further improving the project and better fulfilling the needs of different students.

In December 2020, the evaluation team completed the collection of data from the 36 Alliance schools. We are grateful to the participating schools for their generous support, and their coordination of human resources and time which has ensured the smooth progress of data collection.

The evaluation work entered the data analysis stage in April 2021, and the evaluation report is expected to be ready by August 2021. The Foundation will then organize a press conference and discussion session to share the results of the evaluation and our experience in implementing the project, so as to contribute to the building up of knowledge of this particular field, and to raise general awareness and understanding of the work of evaluating childhood literacy.
经过评估计划的立项阶段，基金会很荣幸的邀请到北京大学中国农业政策研究中心易红梅副教授带领的评估团队，作为此次评估计划的第三方评估人员。易红梅教授具有严谨的学术研究能力，她有丰富的儿童阅读项目评估经验。她的项目也有比较高的研究和政策参考价值。

2020年8月，当国内的疫情得到控制后，易教授及助理受邀至合肥开展立项调研，实地了解项目在学校的落地情况，准备撰写评估计划。双方明确该评估只关注旗舰项目的“校园自由自主悦读模型”。因为是试点评估计划及考虑基金会的资源，反复沟通后，确定项目总体目标为评估旗舰项目对4-6年级学生的影响，并了解其影响机制，共包括六项：

• 目标1：衡量旗舰项目对4-6年级学生阅读成果的影响；
• 目标2：衡量旗舰项目对4-6年级学生非认知层面的影响，包括两个指标；
• 目标3：衡量旗舰项目对反映校园文化的学生层面的变量的影响，包括两个指标；
• 目标4：衡量旗舰项目对5年级学生阅读成绩的影响（PIRLS测验），并与其他国家和国际样本进行横向比较；
• 目标5：探索促进合肥旗舰项目成功的机制（因果链）；
• 目标6：从不同利益相关者及其交叉项的角度衡量旗舰项目在目标1-4层面的影响异质性，以进一步改善它以更好地满足不同学生的需求。

2020年12月，评估团队已经完成对36所学校的数据收集工作。感谢参与学校的大力支持，协调人力和时间保证了数据收集工作的顺利开展。该评估工作自2021年4月进入数据分析阶段，预计于2021年8月完成评估报告。届时，基金会将举办发布会及讨论会，向同仁分享项目评估结果及项目执行的经验，以贡献和建设行业知识，提高大家对儿童阅读评估工作的理解及认识。
Foundation’s Initiatives
基金会活动

The Foundation often launches and participates in special projects or conferences to better understand the societal needs and the operational landscape, as well as to meet and complement the fast-changing needs of its recipients.

In the following section, we highlight some of these initiatives to showcase the learning that has been gained by these activities.
The Moh Foundation is a private family foundation that prioritizes integrity, investment in people, entrepreneurship, and innovation. Deeply impressed by quality grant making and grant management work done by The Chen Yet-Sen Family Foundation and its well established domestic working system, the Moh Foundation set up this partnership with CYSFF to support underprivileged children in mainland China. Two grants were developed and funded in 2020.

**YI CHILDREN IN DALIANGSHAN**

The grant will support the local partner’s effort to provide quality service to improve school readiness and the social integration of Yi children in Daliangshan region. Capacity building will be provided to strengthen delivery so as to be able serve more needy children in the future. Localized parenting and preschool education is provided to help children to be better prepared for school life with nutritious meals, hygiene education and support, school based social service, and after class enrichment. All of this is provided to help the children to improve their cognitive and social emotional development. We are pleased that we were able to directly benefit 5,567 children in 2020.

**EDUCATION IN SIGHT**

Targeting the lowest-income communities in rural China, Education in Sight provides free eye exams, eyeglasses, and vision education directly inside schools so that children have easy access to vision correction if needed. In 2020, the project was implemented in underprivileged communities in Yunnan, Sichuan and Shanxi provinces with more than 50,000 children receiving eye exams and 4,960 children given free glasses to support them in their education and growth.
Foundation’s Initiatives / 基金会活动

BridgeTheGapHK

2020 was a tremendously challenging year for Non-Government Organisations (NGOs) globally, but none more so than the hundreds of NGOs in Hong Kong, who were dealt a double blow with the impact of the Covid-19 pandemic, further to the ongoing civil unrest in Hong Kong. An intervention was critical to rally support and awareness of an extremely precarious situation.

The Chen Yet Sen Family Foundation (CYSFF) together combined with other funders and made a collective decision to combine forces and make the greatest impact for the sector.

The Program

In understanding the needs of the Hong Kong NGO community, it was highlighted that there was an alarming funding gap. The 2019 disruptions to activities had led to multiple cancellations of fundraising events that traditionally contributed to the “unrestricted funding” pool of these NGOs. This funding pool had previously been relied upon to cover operating costs – rent, salaries – basically to keep the lights on. To ensure that service delivery of the NGOs would continue during this critical time; CYSFF launched the #BridgeTheGapHK campaign.

The proposition was to encourage those from the Hong Kong community who could afford it, to donate their HK$10,000 cash payout from the Hong Kong government to those charities in desperate need of funding. The NGOs were encouraged to innovate and seek support from their network so that it was able to raise funding via new methods. It was a chance for the NGOs to reinvent themselves and to innovate. CYSFF led the group of funders in providing the added incentive of “matching” the donations received from the community for their pre-selected NGOs.

The nine funders supported 25 pre-selected NGOs via the #BridgeTheGapHK campaign. CYSFF committed to match 100% of the funding raised by their nominated NGO grantees, with the overall total reaching an excess of HK$25 million. It is important to note that each funder set a pre-determined target amount with their NGO grantee based on an understanding of the needs of each NGO.

Shining a light – unrestricted funding

During this difficult time for NGOs, #BridgeTheGapHK demonstrated the power of collaboration, not only in its collective contribution to the NGOs and their beneficiaries, but also in a spirit of camaraderie and cooperation amongst all the groups involved.

At a time when NGOs have had to entirely revise and innovate their fundraising strategies to attract much-needed donations – a new initiative was incredibly welcome to shine a light on the hundreds of critical community projects in desperate need of support.

A key focus for this funding was to ensure it was unrestricted - that NGOs could use this funding for their most urgent needs, from bills to rent as well as their ongoing projects. It is important going forward that we all look at how unrestricted funding can be built into financial support for NGOs, particularly during a crisis.

The concept of match funding was an important catalyst for incentivising donations, in addition to a
Foundation’s Initiatives / 基金会活动

BridgeTheGapHK

A major profile-raising media campaign to increase public awareness of NGOs in their time of need. Beyond the funding, the #BridgeTheGapHK campaign was instrumental in building a stronger and more inclusive community in Hong Kong.

Given the difficult circumstances throughout 2020, the importance of supporting each other and the power of a collective sense of camaraderie, community and cooperation should not be underestimated.

Being creative and innovative in response to a crisis is essential in supporting NGOs – a group that will be hardest hit during any upheaval. #BridgeTheGapHK demonstrated the effectiveness of working together as a community to address these issues, and as we look into 2021 we seek new ways to collaborate to create the biggest impact amongst those hardest hit by the events of the last two years.
对全球的非政府机构来说，2020年是充满挑战的一年。在香港，经过较早前的社会动荡后，接踵而来的新冠肺炎疫情令本地非政府机构的处境雪上加霜。为了令大众知道此困境并争取支持非政府机构，我们的行动至关重要。

有见及此，陈一心家族慈善基金会（“基金会”）与其他资助人决定携手为非政府机构提供最大帮助和支持。

「香港桥良」计划

基金会探讨本地非政府机构的需要时，察觉到不少非政府机构在寻求资助方面出现缺口，情况令人担心。这些非政府机构原本透过举办各项筹款活动而享有「不受限制资助」，但2019年，社会接连出现暴乱事件，令众多筹款活动被迫取消。上述资助向来让非政府机构能够应付例如租金和员工薪水等营运开支，可说是非政府机构的「生命泉源」。为使非政府机构在这段困难时间仍能继续为市民提供服务，基金会推出了「香港桥良」计划。

「香港桥良」计划的构思是鼓励有经济能力的香港市民把他们由政府发放的一万港元现金捐赠予急需资助的非政府组织，同时鼓励非政府机构互相支持，以崭新的方式筹款。这构思为非政府机构带来了重塑和创新的机会。基金会更率领其他资助人提供激励措施，为预选的非政府机构所收到的市民捐款提供「配对」捐助。

在「香港桥良」计划下，九名资助人为25家预选的非政府机构提供支援。基金会为其预选的非政府机构所筹得的捐款提供百分百「配对」捐助，捐助总额达二千五百万港元以上。要注意，每名资助人根据其对受助非政府机构的需要的了解，与受助非政府机构预先设定目标金额。

燃点希望—不受限制资助

在这段艰难时间，「香港桥良」计划充分展现了合作的力量，这不仅在于协力支援非政府机构和其受益人，还在于所有参与计划的群组充分发挥同舟共济、团结一致的精神。

在这时候，非政府机构须彻底改变和更新筹款策略，以期得到急需的捐款。此时此刻，新构思有助为数以百计急需支持的重要社区项目带来希望。

这类资助的重点在于确保其资金不受限制，意思是非政府机构可使用所得款项应付燃眉之急，不论是支付租金等开支还是推进正在进行中的项目。放眼将来，我们须探讨如何把不受限资助融入非政府机构的财政支援机制，特别是当面对危机之时为然。

除了举办大型宣传活动，让公众意识到非政府组织所面对的困难之外，提供配对资助的概念亦是有助推动筹款的重要激励措施。除了提供资助外，「香港桥良」计划亦有助建立更强大、更包容的香港社区。

在2020年的困境下，互相支持的重要性以及同舟共济、互相信任和彼此合作的力量都绝不能低估。

每当社会出现纷乱时，非政府机构总会受到重创。在危机中发挥创意，对支持非政府机构至关重要。「香港桥良」计划展示了携手解决问题的效能。踏入2021年，我们将继续探求崭新方法，与各界协力为饱受过去两年的事件打击的团体提供最大帮助。
Thanks to the effort of Xinjiang Youth Publishing House, we are pleased to announce that, with the support of the Foundation, the simplified Chinese version of *Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading* co-authored by Professor Stephen Krashen, Professor Sy-Ying Lee and Professor Christy Lao has officially published. Picking up the subject matter of Professor Krashen’s previous book *The Power of Reading*, this new publication - *Free Voluntary Reading* continues to discuss the causes and effects of free voluntary reading.

If you have an interest in children’s reading, whether in terms of research or as an educator, then you will probably have read *The Power of Reading*, which is an important work of this theory. In that book, Professor Krashen argues that, compared to teacher-led reading lessons or reading activities, free voluntary reading is more effective in enhancing the interest and ability of kids in reading (be it acquired in the mother language or in the second language). This principle of reading has many aspects, such as being based on selecting the book which interests the child, and ensuring that there is sufficient time for voluntary reading. The freedom to choose the books he/she enjoys to read is crucial - particularly without having to worry about the need to write a book report after completing the book.

Having gathered and analyzed a large number of research reports, the three highly regarded authors of *Free Voluntary Reading* suggest that the development of advanced language ability and reading and writing skills has to go through three major stages: (1) listening to stories; (2) voluntary reading; (3) thematic study and reading. For each stage, the key lies in “compelling and comprehensive input”, which means that the listener or reader is mesmerized by what he/she hears or reads and develops his/her language ability and reading and writing skills without being aware of it. These three major stages are based on “comprehensive hypothesis”, a theory put forward by the authors in respect of the acquisition of language and the development of reading and writing abilities. While many people consider that language acquisition is a type of “skills-honing”, “comprehensive hypothesis” argues that language acquisition is a subconscious process; “before we can acquire a language and develop reading and writing abilities, we have to comprehend information” (p.9). The Foundation believes that these three major stages form an immensely meaningful guidance to parent-child reading and reading at school.

The book also sets out research work conducted by the three authors on Stone Soup Happy Reading Alliance, the Foundation’s flagship project, and discusses and answers two major questions or concerns that adults have about voluntary reading: whether children will only select “junk books”, and whether they will only read “simple” books. The research results reveal that, even though the school encouraged students to choose reading topics in which they were interested, the students under the Stone Soup Alliance showed, in comparison with similar groups, an even greater interest in books on various topics. As the kids grew up, they would also choose more complicated books. This is the first research conducted by the three authors in Mainland China, and the data they collected not only shows insight on the promotion of reading in Mainland China, but is also valuable to international research and comparison.

“We are very honoured to collaborate with Professor Stephen Krashen, Professor Sy-Ying Lee and Professor Christy Lao and support them in writing this book. Their extensive research has clearly and convincingly proved the importance of free selection of books on kindling an interest in reading among children, and the indispensable role of the popular use of libraries in enhancing childhood literacy. This is a book written for the success of our next generation.”

James Chen,
Chairman of The Chen Yet-Sen Family Foundation
简体版《自主阅读——让孩子自选与自读，培养读写能力》出版

在新疆青少年出版社的努力下，我们很高兴地告知由基金会支持，斯蒂芬·克拉生（Stephen Krashen）教授、李思颖教授及刘英教授所著的《自主阅读——让孩子自选与自读，培养读写能力》简体版已正式出版。这本书延续了《阅读的力量》主题，继续探讨自主阅读的成因及其影响。

简体版《自主阅读——让孩子自选与自读，培养读写能力》
作者：（美）斯蒂芬·克拉生 李思颖 刘英
译者：林俊宏
出版社：新疆青少年出版社出版

“我们非常荣幸能够和斯蒂芬·克拉生教授、李思颖教授何刘英教授合作，支持他们撰写这本书。他们的广泛研究清晰有力地证明了自由选书对激发孩子阅读兴趣的重要性，以及图书馆的普及对提高孩子读写能力不可或缺的作用。这是一本为下一代成功所写的书。”

——陈一心家族慈善基金主席 陈禹嘉

这本书三位作者整理和分析了多篇研究报告，提出发展高阶的语言及读写能力需要经过三大阶段，分别是：（1）听故事；（2）自主阅读；（3）专题研读。而每个阶段，“迷人而可理解的输入”（Compelling and Comprehensive Input）是关键，亦即听者或读者对听到或读到的内容感到入迷，在并不自知的过程中，发展语言和读写能力。这三大阶段是基于他们提出的语言习得及读写能力培养理论，即“理解假设”（Comprehensive Hypothesis）。与人们经常认为语言习得是一个“技能培养”相比，“理解假设”则认为，语言习得是个潜意识的过程，“我们要先理解信息，才会习得语言，发展出读写能力”（P.09）。基金会相信这三大阶段对于家庭亲子阅读及校园阅读建设有着巨大的指导意义。

本书亦收录了三位作者在基金会旗舰项目“石头汤悦读校园联盟”开展的研究，剖析和解答了成人对自主阅读的两大忧虑及疑问，孩子会不会只选择阅读“垃圾读物”，他们会不会只读“简单”的书籍？研究发现，即使学校鼓励学生选择有兴趣的阅读题材，与对照组相比，联盟项目的孩子对各种题材的书籍表现的更有兴趣。随着年纪的增长，他们也会选择阅读更为复杂的读物。这也是三位教授在中国大陆首次开展的研究，其收集的数据不仅对中国大陆的阅读推广有启发性，也对国际研究对比有着重要的价值。
Summary of Expenditure
支出撮要
## Summary of Expenditure / 支出撮要

**The Chen Yet-Sen Family Foundation**  
**2019-2020 Expenditure Account (in HKD)**  
**陈一心家族慈善基金2019-2020年度财务开支撮要 (港币)**

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