



THE CHEN YET-SEN
FAMILY FOUNDATION
陳一心家族慈善基金

Annual Report 年报

2021/2022

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Our Founding Story

By James Chen, Chairman

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 Mr Robert Yet-Sen Chen have shaped our family's philanthropic principles which are underscored by the way that we run the Chen Yet-Sen Family Foundation.

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

But beyond this, my father felt that philanthropy was not just writing cheques – it was hands-on committed work, 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 our family's ethos, so my parents, sister and I set up the Chen Yet-Sen Family Foundation. This was just prior to my father's unexpected and premature passing on November 29, 2003.

Following this, we returned to Qidong as a family 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 moonshot 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 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 – quite simply, 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 initiatives, or in supporting noteworthy programs 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.

[1] World Health Organization (October, 2019) World report on vision, <https://www.who.int/publications/i/item/world-report-on-vision>

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”一直是我们家族的座右铭。我的先祖父陈兆民先生及先父陈一心先生塑造了我们家族的慈善原则并践行于本基金会。

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。他在故乡江苏省启东市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，先父认为行善并不只是签发支票，而是要身体力行，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。我和双亲及胞妹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热切关注的议题。我们拜访了多个被冠以上辈族人名字的机构，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学校图书馆时，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材料的书架。

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

们独自踏出了发展登月式慈善工作的第一步，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工作。

我永不会忘记孩子们收到他们所拣选的书本，那份如获至宝的兴奋心情，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，而这些影响最终缔造更多学习和发展的机会。

本基金会现时由我担任主席、家母陈范丽静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、香港以至全世界的慈善工作。



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.

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。

Advisory Committee

The Advisory Committee, consisting of 4 members, meets twice 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。



Chairman
主席
Mr. James Chen
陈禹嘉先生



Treasurer
司库
Mrs. Daisy Chen
陈范俪滢女士



Member
成员
Mrs. Su Chen
陈李淑慧女士



Member
成员
Mr. Vic Li
李海翔先生

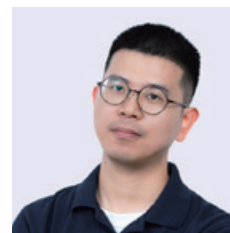
Ex-officio Members 当然委员



Chief Executive
执行总监
Ms. Jennifer Chen
陈敏亮女士



Senior Program Manager
高级项目经理
Ms. Shelly Lu
陆玲女士



Mainland China Program Officer
中国内地项目专员
Mr. Charlie Xue
薛登先生



Mainland China Program Assistant
中国内地项目助理
Mr. Tao Zhang (from November 2022)
张涛先生 (从 2022 年 11 月)



Administrative Assistant
行政助理
Ms. Amber Tse
谢韵仪女士

Chairman's Report

Welcome to our 19th Annual Report. Again, it's been an eventful year and I am delighted to share some of our achievements, progress and plans for the future, which are ambitious!

As we soldier through the third year of the Covid pandemic at CYSFF, we continue to work via a hybrid of "Zoom" remote sessions and when restrictions permit, in person meetings. With different Covid policy guidelines in Hong Kong and various regions in Mainland China at any given time, we had to be nimble such that execution of well-laid plans could still occur without marked delay. Fortunately, we have all been able to pivot swiftly and to leverage technology so as to unify our communities – both the beneficiaries and working teams.

Mainland China

I am proud to share that we bring the Stone Soup Happy Reading Alliance's experience to Sichuan province in 2023. This successful replication of our award-winning program from Hefei, Anhui Province to the cities of Guangyuan and Daliangshan in Sichuan Province is an important milestone for our Foundation. I wish to thank the China team for their dedication and tenacity in this multi-year project – it was not easy! Our China team have been working in the most challenging Covid-disrupted conditions to deliver the rollout of upgraded libraries and teacher trainings for the 19 schools in both these Sichuan locations. We look forward to sharing more progress on this significant capacity building project. I particularly want to thank UBP Hong Kong for their support of the three schools in the mountainous villages of Daliangshan – a wonderful partnership and a real highlight.

The collaboration with our sister organization the Feng Zi Kai Chinese Children's Picture Book Award continued with a successful September online activity. The Foundation invited the winner of the 2021 award, Li Xingming of "Sudan's Rhino Horn" and the 2021 finalist, Jiu'er, author of "Button Soldier" to share their experiences with the Hefei Alliance Schools. Due to travel restrictions being in force, we were only able to achieve online engagement with the student and teachers in the schools with our 2 guests. Nevertheless, it proved to be a successful forum and a very worthwhile activity.

Our China team has expanded – I welcome our new member Zhang Tao based in Hefei to support Mainland China Programs as Program Assistant.

Hong Kong

Our activities in Hong Kong continue from multi-year grants approved from prior years. I note the significant progress in the Playright and Zubin Foundation, two long term grantees and partners. It's truly pleasing to see the impact that these organisations have had on the various beneficiaries in Hong Kong. Both experienced Covid-related challenges and were able to pivot to other solutions with defined success.

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

2022 marked another year of Covid disruption for our grantees and Hong Kong and our partners in Mainland China. With our talented and disciplined team members, we have again been able to show success and progress in challenging conditions to support our beneficiaries in the early childhood literacy space.

A new CYSFF Chapter

As we look beyond our giving in Hong Kong and Mainland China, I wish to share some updates with regards to the structure of The Chen Yet-Sen Family Foundation. Over the past several years with the changing landscape in Mainland China and with the uncertain backdrop of the multi-year Covid pandemic, we conducted a strategic review of our work. In essence our giving has always been strategic – of late, we have been functioning more as an operating foundation rather than following the model of a grant-making foundation, which has been our starting principle.

As we have adapted to the changing regulatory and operational landscape, the Foundation has been restructured to represent all the giving of our family by streamlining operations, consolidating resources and refining our work practices – not just in Hong Kong and Mainland China, but in other locations also. We are now capturing the Chen family's combined giving under the umbrella of The Chen Yet-Sen Family Foundation.

Our previous Annual Reports have focused on the important early childhood literacy work which has been geographically centered in Hong Kong and Mainland China. Following the restructure, the Foundation now includes the support that we are providing to the eye health sector and philanthropic thought leadership via the CYSFF giving platform. In particular, "Moonshot Philanthropy", the organizing mindset that refers to the pursuit of ambitious goals to deliver transformational impact by combining an entrepreneurial mix of significant funding, high risk tolerance and domain expertise – collaborating with government entities wherever possible to achieve scalable, sustainable solutions.

Arguably, the Foundation has been operating under the "moonshot" principle for some time, with the ground-breaking Stone Soup Happy Reading Alliance program that began in 2012 and has now produced a new generation of happy readers a decade later. I like to refer to our new structure as our "3 Pillars" of Moonshot Philanthropy. The first is early childhood literacy, the second is vision correction/eye health and the third is thought leadership. There will be more to come regarding this in future editions.

We hope you enjoy reading this report of our Mainland China and Hong Kong work and look forward to sharing more of our extended strategic initiatives in vision correction and other targeted projects soon.

James Chen

Chairman, The Chen Yet-Sen Family Foundation

主席寄语

欢迎阅读我们第十九期年度报告。这是变化但又成果丰硕的一年。我很高兴与大家分享我们的一些成就、进步和对未来充满雄心的计划。

进入新冠疫情的第三个年头，我们继续通过远程视频和在条件允许的情况下举行面对面会议的混合方式开展工作。由于香港和中国内地不同地区在特定时间都有不同的防疫政策，我们必须保持灵活，以便仍能在没有明显延误的情况下执行周密的计划。幸运的是，我们都能够迅速应对并利用技术来团结我们的社区，不仅是服务对象还有工作团队。

中国内地

我很自豪地告诉大家，2023年，我们将石头汤悦读校园联盟的经验带到了四川省。把合肥旗舰项目从安徽省合肥市复制到四川省广元市和大凉山地区，这对基金会来说，是一个重要里程碑。我要感谢中国内地团队对这个多年项目的奉献和所体现坚韧意志——这并不容易！在受新冠疫情影响的挑战下，内地团队为四川两地的19所学校推进了学校图书室改造和教师培训计划。我们期待向大家分享这一重要能力建设项目的更多进展情况。我要特别感谢瑞联银行香港分行（UBP Hong Kong）对大凉山地区三所乡村学校的支持。这是一次美妙的合作，也是一个亮点。

与姊妹机构丰子恺儿童图画书奖的合作继续进行，并于2022年9月成功举办了线上活动。基金会邀请2021年首奖作品《苏丹的犀角》绘者李星明和佳作作品《纽扣士兵》作者九儿向合肥联盟学校分享他们的创作经历。由于出行的限制，学校的师生只能与两位嘉宾进行在线互动。尽管如此，这仍然是一次成功的论坛，也是一次非常有价值的活动。

我们内地团队规模扩大。我欢迎常驻合肥的新成员张涛，作为项目助理，支持中国内地项目的运行。

香港

香港活动的重点仍然是往年批准的长期资助项目。我注意到智乐儿童游乐协会和小彬纪念基金会这两个长期受资助合作

伙伴所取得的重大进展。我由衷高兴的看到这些组织对香港各受益人群所产生的影响。两个组织都面临与新冠疫情相关的挑战，他们能够转向其他解决方式并取得成功。

请参阅报告的拨款部分了解更多详细内容。

对于香港的受资助机构和中国大陆的合作伙伴来说，2022年又是新冠疫情干扰的一年。由于基金会团队成员的自律和才干，我们再次能够在充满挑战的条件下取得成功和进步，为相关领域的受益人提供支持。

基金会新篇章

当我们放眼香港和中国内地的工作之外，我想分享一些有关基金会架构的最新消息。过去几年，随着中国内地形势的变化以及多年新冠疫情所产生的不确定性背景下，基金会对工作进行了战略回顾。从本质上讲，我们的捐赠一直是战略性的。最近，我们更多地是作为一个运作型的基金会，而不是遵循资助型基金会的模式，而这一直是我们的出发点。

随着适应不断变化的监管和运营环境，基金会通过简化运营、整合资源和完善工作实践进行了组织架构的调整，以整合家族成员不仅在香港和中国内地，也包括其他地方的捐赠。现在我们将家族的其他捐赠都归入陈一心家族基金的范畴。

我们之前的年度报告重点关注香港和中国内地的儿童阅读工作。重组后，基金会的核心范围还包括通过基金会平台向视力健康部门和慈善领导力提供的支持，特别是倡导“登月式慈善”这个概念。这是指通过整合大量资金、高风险承受能力和领域专业知识的创业思维模式，去追求雄心勃勃的目标，以产生变革性的影响，包括尽可能与政府单位合作，以实现可扩大、可持续的解决方案。

可以说，基金会已经在“登月”原则下运作了一段时间，开创性的石头汤悦读校园联盟计划于2012年启动，十年后现已培养出新一代的快乐读者。我将我们的新架构称为登月慈善事业的“三大支柱”，分别是儿童阅读，视力矫正/健康，以及思想领导力。今后的年报将涵盖更多关于这三面的相关内容。

陈禹嘉敬上

陈一心家族慈善基金主席

Grant Funding Program
拨款项目





Grant Guidelines

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 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.

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。这个新的关注领域是建立在基金会和其他资助者共同发起的“香港汇志创效”获得的工作和经验知识之上。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。

Xinxing County Children's Reading Guidance and Promotion Alliance



Stars Youth Development Center (STARS) is a non-profit organization to promote reading among children in rural areas. STARS has been working in Guangdong, Guizhou, Qinghai, Guangxi, Yunnan and other regions since 2011.

In 2016, STARS and Xinxing County Education Bureau located at Yunfu City, Guangdong Province established the Xinxing County Children's Reading Guidance and Promotion Alliance. The Xinxing County Alliance is the first county in which STARS has established a reading alliance. Its model includes donating children books, launching reading activities, developing reading courses, and training reading teachers. Through reading resources and teacher training support, improve the reading quality of rural children's reading interest. In 2020, the Foundation funded the Xinxing County Alliance Project to consolidate the reading promotion achievements of the alliance schools over the years, and promote the successful experience to more newly joined schools. Due to the impact of the pandemic, teacher training activities on various topics could not be carried out, resulting in the postponement of the project. But at the same time, STARS is making full use of the advantages of the organization's "informatization construction" and rich experience in online community operations before the pandemic, actively adjusting project strategies, and arranging some activities and training workshops to online form to ensure the efficiency of project implementation. The project achieved the following key results:



1. Developed 21 reading activity plans for the schools, encouraged 222 classes in Xinxing County to participate in the activity of the book class and 370 classes to participate in the "class book co-creation" activity, in order to improve the utilization rate of books in the library of rural primary schools.
2. Carried out 16 reading guidance demonstration class activities and 4 online book clubs to improve rural teachers' children's literature literacy and guidance ability. Developed a reading course toolkit and promoted it within the alliance. 66 schools applied for using, covering 80% of the alliance schools.
3. Recruited 20 members from the alliance schools, jointly form a research and development team with STARS staff, and developed 60 themed teaching plans. At the same time, through the selection and training of Seed Teachers, to support the sharing and promotion of the local experience of alliance schools.
4. Recommended book to teachers every month, and wrote total of 21 book recommendation articles to encourage teachers to read and improve their education and teaching skills.

In the past challenging two years, STARS has emphasized in its summary that organizations need to learn to embrace changes, and to be flexible and proactive in implementing different measures to ensure that the original capabilities of the project are maintained. The pandemic has also promoted the development and use of technology, which has expanded project coverage and increased beneficiaries. In the future, STARS will continue to strengthen the construction of informatization, optimize the online resource platform, and increase the number of beneficiary teachers by developing of systematic online training courses. In addition, the organization will also continue to optimize the operation activities of the Xinxing County Alliance, and work with the teachers of the alliance to promote reading courses that meet the local academic conditions, teacher needs, and student development requirements.

新兴县儿童阅读指导与推广联盟活动项目



满天星青少年公益发展中心（简称“满天星公益”）是一家专注于乡村儿童阅读推广的教育类公益机构，自 2011 年起在广东、贵州、青海、广西、云南等地区开展工作。

2016 年，满天星公益联合广东省云浮市新兴县教育局成立新兴县县域儿童阅读指导与推广联盟。新兴县联盟是满天星公益第一个建立阅读联盟的县域，其模式内容包含：捐赠公益图书、开展阅读活动、研发阅读课程以及培养阅读教师。通过阅读资源和教师培训支持，改善联盟学校乡村儿童阅读品质和乡村教师的阅读陪伴能力，以提高乡村儿童的阅读兴趣。2020 年，基金会资助新兴县联盟项目，以夯实多年来联盟学校的阅读推广成果，同时推动成功经验辐射到更多新加入的学校。由于疫情的影响，各种主题的教师培训活动无法开展，导致项目不得不延期。但同时，满天星公益在充分利用机构在疫情前已持续不断进行“信息化建设”的优势和线上社群运营的丰富经验，积极调整项目策略，将部分活动和培训工作坊转为线上形式，保证项目实施效率。项目取得了如下重点的成果：

1. 制定及迭代了 21 个书香校园阅读活动方案，鼓励新兴县 222 班级参加了书香班级活动以及 370 个班级参加了“班书共创”活动，以提高乡村小学图书馆的藏书利用率。

2. 开展了 16 场的阅读指导示范课进校活动，以及 4 场的线上书友会，以提高乡村教师的儿童文学素养以及开展阅读课程的指导能力。研发了阅读课程工具包，并在联盟内推广使用，申请学校数量达 66 所，覆盖 80% 的联盟学校。
3. 从联盟学校教师中招募课程研发小组成员 20 名，共同组建研发团队，研发 60 份主题教案，提高提高乡村小学教师的儿童阅读指导研发能力。同时，通过开展种子教师选拔和培养，支持联盟学校本土经验的分享和推广。
4. 制定“教师成长书目”，每月一本书籍推荐，共发出 21 篇星荐书推文，鼓励教师阅读和提升教育教学能力。

在充满挑战的过去两年，满天星公益在总结中强调，机构要学会拥抱变化，灵活和积极的采取不同措施，以确保保持项目原有的执行能力。而疫情也推动了技术的进步和利用，为扩大项目覆盖范围和增加受益对象，提供了空间。未来，满天星公益将继续加强信息化建设，优化线上资源平台，通过体系化的线上培训课程开发，增加受益教师数量。另外，机构也将延续同优化新兴县联盟的运营活动，继续联合联盟教师推广符合当地学情、教师需求及学生发展要求的阅读课程。



Community Engagement and Empowerment for Play Space Transformation Project Phase 2



Playright Children's Play Association (Playright) established in Hong Kong in 1987, is a charity which carries out the mission of promoting children's play to simply "Value Children. Value Play".

The long-term goal of Community Engagement and Empowerment for Play Space Transformation Project is to connect all key stakeholders and build up the capacity for community in shaping public play spaces, and nurture a sense of playfulness, friendliness, connectedness and belongingness in the community.

The Foundation co-funded Phase 1: the development of a toolkit for community engagement on play space design developed for practitioners. With continued funding support from the Foundation, Phase 2 of this project will address the issue of insufficient trained facilitators. It aims to train facilitators with play-related knowledge, skills, and with the confidence and mindset to plan and implement a child-friendly engagement strategy.

1. A 8-session facilitator training workshop called “兒童參與設計遊樂空間共學課程—促進員培訓” has been organized for 23 design professionals and non-design professionals in partnership with Plan International (Hong Kong).
2. A partnership program called “創建遊樂空間伙伴計劃” was launched to identify and create opportunities for facilitators to learn more skills. A series of workshops were organized with the program partners, giving the facilitators, teachers, parents and volunteers the opportunities to put these skills to practice using various strategies to facilitate children's participation in response to “The Transformation of 170 Public Play Space Project”. This Project was initiated by The Leisure and Cultural Services Department, Hong Kong.
3. A online seminar called “兒童參與遊樂空間設計網上研討會” was successfully held via Zoom. It attracted 203 online participants from different backgrounds, ranging from architects, designers, play space managers, teachers mainly those from kindergartens, NGO workers and parents. The speakers their shared insights and experience learnt in engaging children and members of the community in the development of play spaces.



Previously, Playright would often position themselves as the experts who provide training and knowledge transfer program whilst the participants are learners. In this Phase 2 project, they put more emphasis on collaboration and participation so as to form a co-learning relationship with the participants, as is reflected in the names of each workshop program.

Following are some of the learnings from the project:

1. “Teacher’s” role is to help learners to find their student’s passions and questions. If possible to provide answers so as to encourage participation by creating common goals and shared responsibility;
2. Carefully plan for individual lesson (as each learner has their own set of questions and learning path) as well as group lessons (to encourage exchange and inspiration);
3. Be patient, and reserve extra time/resources for surprise questions and issues raised during the process of co-learning.

Engaging Children and Community in Play Space Development Toolkit is available at

<https://www.playright.org.hk/wp-content/uploads/2022/07/Engaging-Children-and-Community-in-Play-Space-Development.pdf>

儿童游乐空间改造 ——社区参与及增能项目 (第二阶段)

智樂 playright

智乐儿童游乐协会（智乐）于1987年创办，是一家“看重孩子·看得起游戏”的慈善团队，机构致力于推动儿童游戏权利。

社区参与及增能项目的长期目标是联合所有关键的利益相关者，增强社区改造公共游乐空间的能力，并建立一个充满游戏感、友好性、联系性和归属感的社区。

基金会联合资助的第一阶段项目，开发了关于社区参与游乐空间设计的实用手册。在基金会的持续资助下，第二阶段的重点在于解决缺乏训练有素引导者的问题。目标是培训引导者，使其具备与游戏相关的知识和技能，并有信心规划和实施一个省时且更具成本效益的儿童友好参与计划。

1. 与国际计划（香港）合作，为23名选定的设计和非设计专业相关人员，开展为期8节名为“儿童参与设计游乐空间共学课程—促导师培训”课程；
2. 启动“创建游乐空间伙伴计划”，与项目合作机构组织了一系列研讨会，为参加课程的引导者、教师、家长和志愿者提供实践机会。他们通过组织儿童参与游乐空间设计活动，以回应香港康乐及文化事务署发起的“170个公共游乐空间改造项目”。
3. 成功举办了“儿童参与游乐空间设计网上研讨会”，吸引了203名来自不同背景的听众参加，其中包括建筑师、设计师、游乐空间管理人员、教师（尤其是幼儿园教师）、非政府组织工作人员和家長。演讲者们分享了成功实践计划中获得的见解和经验。

与智乐之前组织的其他培训相比，第二阶段的项目，智乐更

加重视协作和参与，积极与参与者建立一种共同学习的关系，而非将自己定位为提供知识的专家。此目标也反映在每个研讨会项目的名称中。从这些共学的伙伴计划中，以下是他们总结的一些重要经验。

1. “教师”的角色应是帮助学习者找到他们的热情、问题和答案，并通过创造共同目标和责任来鼓励参与；
2. 每个学习者都有自己的学习路径和问题，因此要认真计划个人课程。同时也需设计有效的小组课程，以鼓励交流；
3. 保持耐心，为共同学习过程中提出的疑问和期望，预留额外的时间及资源。

《一起设计游乐空间——推动儿童和社区参与的实务手册》（英文版）可在该网站下载

<https://www.playright.org.hk/wp-content/uploads/2022/07/Engaging-Children-and-Community-in-Play-Space-Development.pdf>



Opportunity Bank 2.0 – Online Training Academy



Gaining stable, sustainable employment has been a long term problem faced by members of Hong Kong's ethnic minority. With the outbreak of COVID-19, the pre-existing problem was further exacerbated with employment opportunities were negatively affecting the ethnic minority families in Hong Kong. According to the latest Hong Kong Poverty Report Situation Report from 2017 – one in four ethnic minorities live in poverty. Many seek upward mobility, however, there are systemic barriers which prevent them from equal access to opportunities.

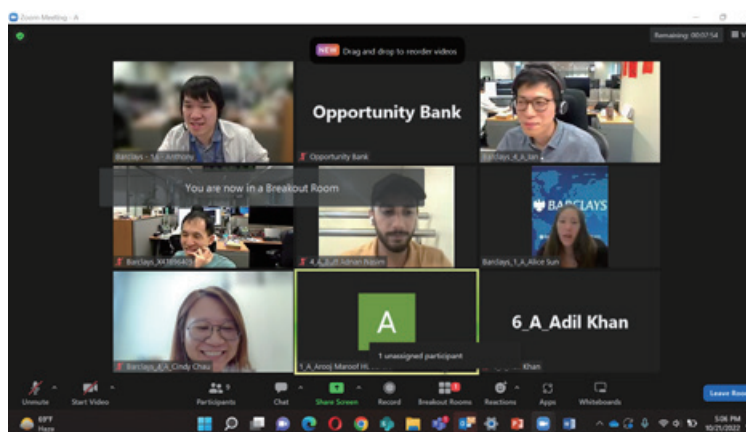
Through The Zubin Foundation's direct communication and career advising service, the team found that many ethnic minorities youth in Hong Kong face particular challenges – namely; difficulty in seeking jobs, confusion regarding appropriate career path and expectation, and if successfully employed, experiencing challenges in adapting to the workplace.

Recognizing the gap in the employability in the community, The Zubin Foundation launched the Opportunity Bank 2.0 – Online Training Academy, a series of online one-on-one workshops in collaboration with corporates to upskill the jobseekers in the ethnic minority community by enhancing their capacity and soft skills for the workplace. This are also valuable opportunities for corporate professionals to

volunteer as trainers, so as to share their expertise as well as gain first-hand engagement with ethnic minority potential hires.

In 2022, 527 training sessions were completed benefitting 206 ethnic minority individuals aged between 16 to 30 years old. A total of 202 volunteers from 25 corporates of all sizes and industries supported the program. The Foundation was pleased to see that 101 individuals are now employed or an serving an internship with the support of the Online Training Academy.

The long-term goal is build capacity and to upskill the individuals in the community so as to open up more employment opportunities. The skill-based training sessions and workshops have been successful at achieving this. We are pleased that many of the attendees of the training have been successful in obtaining stable jobs, o be exposed to more career pathways, so as to improve the lives of ethnic minority families by providing financial sustainability in the hopes of breaking the poverty cycle.



机会库 2.0: 在线培训学院



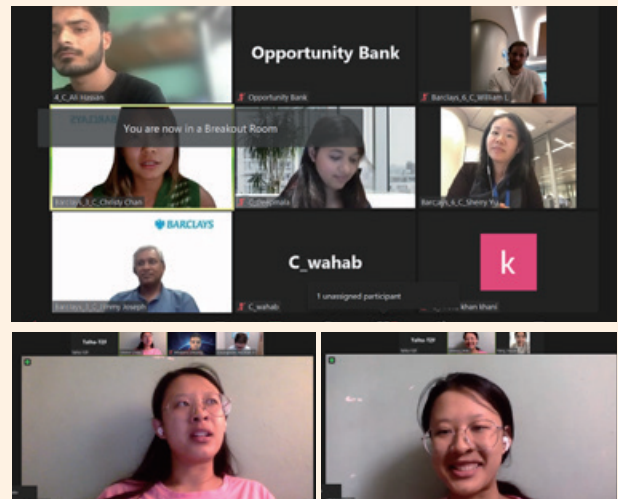
长期以来，是否能稳定就业一直是香港少数族裔面临的一个长期问题。随着 COVID 疫情的爆发，进一步恶化了原有的情况，就业机会的减少对香港少数族裔家庭产生了极大的影响。根据 2017 年最新的香港贫困报告显示，每四个少数族裔中就有一个生活在贫困中。许多人正在寻求向上流动，然而，一些系统性的障碍阻止了他们获得平等的机会。

小彬基金会团队在职业指导服务中发现，许多香港的少数族裔青年面临着特别的挑战，包括：求职困难，对适合自己的职业道路和期望感到困惑，以及获得工作后，适应工作环境的挑战。

认识到社区中就业能力的差距，小彬基金会推出了机会库 2.0：在线培训学院。这是一系列与企业合作的在线一对一研讨会，以增强少数族裔求职者在 workplaces 的能力和软技能。同时，这也是让企业专业人士担任培训师，分享他们知识的宝贵机会，并与少数族裔潜在求职者直接交流沟通。

2022 年，培训学院共组织了 527 次课程，惠及了 206 名年龄在 16 至 30 岁之间的少数族裔青年，共有 202 名来自不同规模和行业的企业志愿者参与。我们很高兴地看到，在该项目的支持下，有 101 人已经就业或正在实习中。

我们的长期目标是提高社区内个人的技能和能力，以开辟更多的就业赛道。通过支持少数族裔社区的技能培训课程和研讨会，我们很高兴地看到，这一点现已逐步实现。许多参加培训的人士成功地找到了稳定的工作，并接触到更多的职业途径，从而改善少数族裔家庭的生活，为自己和他们的家庭提供可持续的经济来源，以此希望能够打破贫困的循环。



Special Program
特别项目





Special Programs

The Foundation initiates and promotes special programs to build and broaden our domain expertise and experience through its own operation and management.

Our flagship program, the Stone Soup Happy Reading Alliance ("SSHRA") was founded in 2007 in Hefei, Anhui Province. It is operated independently and managed by the Foundation. There are now 40 schools that are part of the Alliance. Our goal was to establish this program as a local exemplar for school reading and libraries development in Mainland China through our long-term commitment. We are delighted with what we have achieved.

The long-term goal of the Foundation's strategy is to replicate and promote the relatively sophisticated project models developed through the implementation of the SSHRA project in other areas.

特别项目

基金会发起并推行特别项目，以通过自身运营和管理，建立和扩大领域专长知识和经验。

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。我们高兴的看到通过长期持续投入，石头汤联盟已成为中国内地的学校阅读与图书馆的本土典范。

基金会战略的长远目标是在其他地区复制和推广在石头汤联盟项目实践中已建立的相对成熟项目模型。

Summary of Hefei Flagship Program Evaluation Report

In 2018, the Foundation carried out a study on the Hefei Program Review, summarizing the key factors of the program and sorting out the mission objectives and classifying activities serving different models. The review also highlighted the need for the Foundations to establish a systematic monitoring and evaluation system for the program, to ensure accountability and enhance the effectiveness and sustainability of the program. Based on the results and suggestions of this work, the Foundation team launched the Hefei program evaluation plan in 2019. In 2020, an evaluation team led by Associate Professor Yi Hongmei from the China Agricultural Policy Research Center of Peking University was invited as a third-party evaluator for the plan. Evaluation work was completed in October 2021.

The scope of the evaluation includes the changes of various factors under the "On-campus Free Voluntary Reading Model" and the impact of the model on students in grades 4 to 6 of the Alliance School, as well as understanding its impact mechanism. Please refer to the 2019/2020 Annual Report for the detailed background, evaluation objects and objectives of the plan:

http://cysff.org/hongkong/upload/files/2022/8/CYSFF_Annual_Report2019-2020.pdf

The evaluation report presents the impact of various aspects of the Hefei program on students. These influences have laid a solid foundation for students to cultivate an interest in reading, develop reading habits, and become lifelong learners. At the same time, we have also seen that the mechanism of the deeper impact is complex, including many factors such as social environment, family education, and teacher guidance. These factors need to be systematically and effectively integrated into the school's reading promotion work in order to support the development of students' higher-level reading abilities. Among the heterogeneous results, we are also pleased to see that the program has had different degrees of positive impact on educational equity and combating learning pressure.

The findings from the evaluation are divided into two parts. One is the descriptive analysis of "people", "books", "time" and "environment" in the Hefei Flagship Program model; the other is the impact of the Hefei Flagship Program on students. The summary is as follows:

1. Descriptive analysis of "Free Voluntary Reading" model

1.1 Descriptive analysis of different stakeholders' attitudes towards free and independent reading, reading knowledge and reading skills under the "people" factor:

- The School Principal is the leader in the construction of the school's free and independent reading environment.
- The School Librarian is the key implementer of the work related to the construction of independent reading.
- Class teachers encourage students to read freely and independently.

1.2 Descriptive analysis of the "book" elements related to accessibility and suitability of school books:

- The rate of accessibility and suitability of the children's books in all sample schools are quite high.
- The suitability of the books in the intervention schools is higher than that in the control schools, which may be due to the fact that the school has set up a book purchasing team made up of different members.

1.3 Focusing on the 'time' element, it specifically refers to the descriptive analysis of the inclusion of sustained silent reading time into the school schedule to ensure that students have independent reading time at school.

- There was no statistically significant difference in the proportion of students' sustained silent reading time between the intervention schools and the control schools. The average daily sustained silent reading time is 21.27 minutes.
- The participation of the students in the intervention schools was significantly higher.

1.4 Conduct a descriptive analysis of the "environment" around the school library environment, functional zoning, full-time teacher librarians and parent volunteers:

- There is no significant difference between the sample schools in terms of library space per student and the ratio of the investment in reading to the education expenditure per student.
- The library of the intervention schools has multi-functional areas, and the designs of desks, chairs and colors of the walls are more diverse than those of the control schools.
- Student survey data showed that in the intervention schools, 64% of students considered the environment in the reading area of the library to be "very good".
- 64% of the intervention schools have full-time teacher librarians, and a high proportion of parents' volunteers were recruited to support library work.



2. The effect of the Hefei flagship program on students

2.1 Children's attitudes towards reading and recognition of the value of free voluntary reading are relatively high.

Love and recognition are the endogenous motivation for children to read. The conclusion of the study is that the Foundation has significantly improved the teachers' reading guidance, the accessibility and suitability of books, the sustained silent reading participation, and the library environment in the project schools. These significant upgraded "tools" have allowed the teachers' to connect with their students and bring to them the love of reading. The recognition of the value of free voluntary reading among the students in the sample schools was achieved by effectively combining the three main elements of "people", "books" and "time".

2.2 The program was not statistically significant for students' empathy or imagination.

The development of non-cognitive skills is a long process. The effect of independent reading is not immediate, it requires the support and guidance of teachers, parents, and many other influencing factors. In this case, the research concludes that the follow-up survey of the beneficiaries of independent reading projects is very important. If we can track their reading records over a longer period of time and collect information on the development of their non-cognitive skills after they enter junior high school and high school,

perhaps we can gain a clearer understanding of the role of independent reading in this.

2.3 There are differences in campus bullying and school sense of belonging at the student level.

The results of the study found that the construction of an independent reading environment on campus has improved the level of empathy for students, making them more able to empathize with the experiences of others, and reducing the occurrence of bullying behavior. The program also allows for more exchanges about reading between teachers and students. Students can experience the joy of sharing via various activities. These rich and colorful campus reading activities give students more opportunities to show themselves and receive affirmation, thus increasing their sense of belonging to the school.

2.4 The impact of the program on students' reading ability and reading confidence varies.

The results of the study found that this may be due to the lack of ability of teachers and parents in the sample schools to provide reading instruction that is not associated with test preparation or tasks, making it difficult for an independent reading program to improve the performance of students' advanced reading ability - undoubtedly this phenomenon needs further research. Two examples, have been suggested; via long-term follow-up research to examine if the positive effects mentioned above can be strengthened and become

statistically significantly for students as they reach higher grades. The other is to pilot and test the effect of different independent reading project designs on improving students' reading ability, for example, focus on improving teachers' reading instruction skills through special training.

2.5 The program promotes educational equity for migrant children¹ in the intervention schools.

The program has significantly improved the level of migrant children's access to and use of high quality school book resources – previously, their options were very limited. In terms of reading ability, the overall reading test score of the migrant children in our intervention. However, it should be noted, during the implementation of the program, it is still necessary to guide and nurture the reading attitudes and reading confidence of migrant children, so as to improve the likelihood of sustainable impact of the program.

2.6 The positive impact of the program on students was maintained with the increase of learning pressure.

The results of the study found that there was no significant difference in the impact of the project on the three grades, that is, the impact of the program maintained as the students' moved to higher grades where the learning material was more challenging. The improvement in reading time of the fifth and sixth grade students exceeds that of the fourth-grade students, and the average daily reading time of the fifth and sixth grade students is more than 30 minutes. All very positive results.

The evaluation of the Hefei program presents the evaluation process, methods and results of a reading project. The impact mechanism discussed is of great value to summarize successful project experiences and to improve project models. Although some evidence of effectiveness has been found in the research literature of Western countries, the evaluation of some indicators has been studied for the first time in mainland China. Overall, we believe that the evaluation basically achieves the three goals originally set, namely:

1. Assess the impact of the program and use the results to improve project design and management processes;
2. Establish an evidence-based project model for future project replication;
3. Open assessment tools to support the development of evaluation capacity in the field of reading promotion.

After the report was completed, we organized and participated in different meetings, explained the evaluation results to the sample School Principals participating in the evaluation and discussed the key indicators of the effectiveness of the work, introduced the evaluation process and experience to other non-profit organizations. The publication of these project results and the lessons learned are also an important part of the evaluation plan, which helps to increase project transparency and promote our continuous improvement of the of our work.

Finally, we would like to thank the schools for their active participation of the evaluation plan, the professional and rigorous work of Professor Yi Hongmei's team, and the exchange and discussion with our non-profit colleagues. The evaluation brief and full report can be downloaded and read by clicking on this link: <http://cysffreading.org/news/1680> (Chinese Only)

合肥旗舰项目 评估报告摘要

2018 年基金会开展的合肥项目回顾研究，总结了项目的关键因素并梳理了项目使命目标及服务于不同项目模型的活动分类。回顾工作也强调了基金会需要对项目建立系统的监督和评估体系以确保问责，加强项目的有效性和可持续性。在此工作成果和建议下，基金会团队于 2019 年启动了合肥项目评估计划，2020 年邀请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，作为计划的第三方评估人员，并于 2021 年 10 月完成工作。

评估的范围包括“校园自由自主阅读模型”下各因素的变化以及模型对联盟学校 4 至 6 年级学生的影响，并了解其影响机制。计划详细背景、评估对象和评估目标等信息可参见 2019/2020 年 年 报：<http://cysff.org/hongkong/upload/files/2022/8/CYSFF Annual Report 2019-2020.pdf>

评估报告呈现了合肥项目对学生带来的不同方面的影响。这些影响为学生培养阅读兴趣，养成阅读习惯，成为终身学习者奠定了坚实基础。同时我们也看到，更深层次影响的发生机制是复杂的，包含社会环境、家庭教育、教师指导等众多因素在内。这些因素需要系统及有效的整合在学校的阅读推动工作中，才能促进学生更高阶能力的发展。在异质性成果中，我们也欣喜的看到项目对教育公平、抗衡学习压力产生了不同程度的积极影响。

成果评估分为两部分，一是合肥旗舰项目模型中的“人”、“书”、“时间”和“环境”的描述性分析；二是合肥旗舰项目对学生影响的成效，概要如下：

一、“自由自主阅读”模型的描述性分析

1. 围绕在“人”要素下，不同利益相关者对自由自主阅读态度、阅读知识和阅读技能的描述性分析：
 - 校长是学校自由自主阅读环境建设的领导者。
 - 图书馆老师是学校自主阅读建设相关工作的关键执行者。
 - 班级教师为学生自由自主阅读保驾护航。
2. 围绕学校图书可及性和适宜性对“书”要素进行描述性分析：
 - 样本学校书籍的可及性和适宜性较高。
 - 干预学校图书适宜性比对照学校更高，可能原因在于学校成立了不同人员组成的图书采购小组。
3. 围绕“时间”要素下，特指将持续默读时间写入课表内，以保证学生在校阅读时间的描述性分析。
 - 干预学校和对照学校安排学生持续默读时间的比例没有

显著的统计学差异。平均每天持续默读时间为 21.27 分钟。

- 干预校学生每次持续默读的参与度和时间显著更高、更长。

4. 围绕学校图书馆环境、功能分区、全职的图书馆老师和家长义工对“环境”进行描述性分析：

- 样本学校在生均图书馆建筑面积和生均与阅读相关的资金投入占生均教育经费的比例上并不存在显著差异。
- 干预学校图书馆有多功能区，桌椅以及墙壁空间色彩的设计也比对照学校更加多样化。
- 学生调查数据表明，在干预学校，64% 的学生认为图书馆阅读区的环境“非常好”。
- 干预学校 64% 都有专职图书馆教师，且利用家长义工协助图书馆工作的比例高。

二、合肥旗舰项目对学生影响的成效

1. 儿童对阅读的喜爱和对自主阅读的价值认同程度呈现较高水平。

喜爱和认同是儿童阅读的内生动力。研究结论认为，呈现高水平的原因是在于基金会显著优化了项目学校的教师的阅读引导、图书可及性与适宜性、持续默读参与，以及图书馆环境。即，主要通过影响“人”、“书”和“时间”这三大要素提升了样本学校学生对阅读的喜爱和自主阅读价值的认同。

2. 项目对学生的同理心和想象力在统计学上均不具有统计显著性。

非认知技能的形成是一个漫长的过程，自主阅读的作用不是立竿见影的，而是需要教师、家长的协助和引导，以及其他诸多潜在影响因素共同磨合。这种情况下，研究结论认为，对自主阅读项目服务对象的追踪调查显得至关重要。如果能够对他们的阅读记录进行长期记录，并收集他们升入初中、高中之后的非认知技能发展信息，也许我们可以对自主阅读在其中的作用形成更清晰的认识。

3. 校园文化学生层面的校园霸凌和学校归属感呈现不同差异。

研究结果发现，校园自主阅读环境的建设提升了学生同理心的水平，让他们更加能够对他人的遭遇感同身受，减少了霸凌行为的发生。自主阅读项目也让同学之间、师生之间有了更多关于阅读的交流，学生能够体会到分享和观点



共鸣的快乐，丰富多彩的校园阅读活动也给了学生更多展示自我、获得肯定的机会，提升了他们对学校的归属感。

4. 项目对学生阅读能力和阅读自信心呈现不同差异。

研究结果发现，虽然这可能源于样本学校老师和家长缺乏提供不以应试为目的的阅读指导的能力，致使自主阅读项目难以在提高学生高阶阅读能力的表现，但无疑这一现象还需要更多的研究。例如，一方面通过长期追踪识别，上述正向的影响是否可在更高年级的学生身上会得到增强并在统计上显著差异。另一方面，试点和检验不同的自主阅读项目设计对提升学生阅读能力的成效，例如，通过专项培训重点提升教师的阅读指导能力。

5. 项目促进了流动儿童的教育公平。

项目显著提升了流动儿童对丰富的校内图书资源的利用水平，弥补了他们在图书资源可及和利用的不足。在阅读能力方面，也显著提升了流动儿童阅读测试的总成绩，但在项目实施过程中，仍需要注重对流动儿童阅读态度和阅读信心的引导和培养，以使项目影响更具持续性。

6. 项目对学生的影响不会随着学习压力的增加而消失。

研究结果发现，项目对三个年级的影响不存在显著差异，即，项目的影响并没有随着学生年级的上升而下降。五、六年级学生在阅读时长上的提升都超过四年级学生，五年级和六年级学生日均阅读时长在 30 分钟以上。

合肥项目成果评估立体呈现了一个阅读项目的评估过程、方法和成效，探讨的影响机制对项目成功经验总结和项目模型改进具有重要价值。有些证据虽然在西方国家的研究文献中已被证实有效，但一些指标的评估首次在中国大陆调研。整体上，我们认为该评估计划基本实现最初设定的三个目标，即：

1. 评估项目的影响并通过结果改进项目设计和管理流程；
2. 为未来项目推广复制建立基于实证的项目模式；
3. 开放评估工具，支持阅读推广领域的评估能力发展。

报告完成后，我们组织和参加了不同会议，向参与评估的样本校长说明评估结果并思考共识工作成效的重点指标，向公益同行介绍评估的流程和经验，向其他儿童阅读推广组织探讨阅读项目评估的范畴和方法等。这些项目成果和经验的发布工作，也是评估计划的重要组成部分，这有助于提高项目透明度和促进我们对项目的持续改善。

最后感谢项目各学校积极参与反馈该评估计划，易红梅教授团队专业严谨的工作投入，以及公益同行与我们的交流探讨。评估简报和完整报告可点击该链接：<http://cysffreading.org/news/1680>，下载阅读。

The Stone Soup Happy Reading Alliance - Regional Balance Development - Reading Basic Training Courses

There is a consensus in the field of children's reading promotion that the key to developing children's reading interest and ability, is the need for guidance and support from adults with the ability to assist. However, an adult who has never read or who has no reading experience can hardly provide real and effective support for children's reading development. In schools, teachers are the key facilitators of children's reading. Therefore, it is very important that teachers regularly study and improve their skills.

The Foundation has redesigned a series of courses for teachers to guide children to read, based on the experience of previous training. Through the training, teachers will understand the characteristics and value of children's literature, know more picture books and learn the basic methods of guiding children's reading. The course consists of six modules.

Module 1 The Humanity and Artistry of Childhood Writing	Module 2 Picture Books History	Module 3 Image Language and Aesthetic Education in Picture Books
Module 4 Picture Book Application Workshop	Module 5 Reading Circle	Module 6 Model Sustained Silent Reading

On September 23, 2022, the Foundation and the Baohe District Education Bureau in Hefei held Module 1 and Module 2 courses on "Children's Literature and Picture Book Enlightenment". Under the impact of the pandemic, the training used a combination of online lectures and offline teachers' intensive learning for teachers. A total of 80 teachers from different disciplines participated. The participation of multi-disciplinary teachers will also help to encourage teachers to promote reading in various subjects and enrich children's reading experience. In addition, an online live broadcast was set up, and teachers from Sichuan Guangyuan and Daliangshan project schools also participated in the study.

Module 1: The Humanity and Artistry of Childhood Writing

Professor Fang Weiping, a researcher of children's literature and consultant of the Feng Zikai Children's Picture Book Award, is the lecturer of this course. The lecture started with a children's poem "Fireflies" as an example. Through the description of fireflies on summer nights, the poem expresses innocent children's concern for fireflies, reflects children's love for young life, and the interpretation of





natural phenomena by children's imagination also presents the kindness and innocence of a child's world. Professor Fang believes that this poem should not be simply understood by teachers and used as material for moral criticism education. This case has made teachers think about improving understanding on children and literacy capacities.

The content of the lecture also covered topics such as looking at the humanity and artistry of children's literature from the perspective of "childhood", and understanding the breadth and depth of children's literature writing. At the end of the lecture, Professor Fang Weiping concluded: "Good humanistic writing, on the one hand, can tell and describe the reality of childhood life in a true and vivid way, discover great poetry in small life, see big thoughts from small feelings in childhood, and write big emotions from small warmth in childhood. Therefore, good humanistic writing is also good artistic writing."

Module 2: Picture Books History

"Picture Books" are indispensable in children's reading. The prototype of picture books can be traced back to the "Illustration of the World" published in 1658. From this illustrated book, picture books have evolved nearly four centuries and continue to be an important bridge to introduce children to the world of reading.

When adults usually read picture books, they focus on the story and meaning of the picture books themselves, ignoring the influence of the creator's background and social culture, which may lead to a single understanding and application of picture books.

The lecturer, himself a famous picture book researcher

and promoter, Ajia, showed us the general development of picture books over the years. The birth of picture books is based on the definition of the concept of "Children in the modern sense". "Children in the modern sense" are regarded as having independent personalities rather than individuals attached to others. Put this way, adults began to understand childhood and children's care and created a new and unique type of children's literature. Technological and economic development, industrialized printing and the improvement of purchasing power also promoted the spread of picture books. The rise of original picture books in mainland China began at the beginning of the 21st century, and a group of outstanding creators and original picture books also shine on the international stage.

In terms of how to use picture books, Ajia suggested putting picture books into regular teaching design, including "book talks" with students, storytelling, drama and picture books creation, so that picture books can become the best decoration on campus. Schools can organize reading clubs for teachers to read a book together, strengthen the relationship between teachers and children around them who love to read, and set an example for reading.

The focus of organizing this course to understand the evolution of picture book history is not to let teachers remember the golden age of each creation, but to feel how these creative backgrounds are connected to ourselves, and to discover the scope that can be expanded after reading picture books.

Click on the following link to replay the lecture:

<https://slx.h5.xeknow.com/sl/2JaHcl>

石头汤悦读校园联盟均衡发展 ——儿童阅读基础课程

在儿童阅读推广领域，存在一个共识，即发展孩子阅读兴趣和能力的关键是一一需要有协助能力的大人提供指导和支持。而一个从不阅读或者缺乏阅读经验的大人，则难以为孩子的阅读发展提供真实和有效的协助。在学校中，教师为孩子阅读的关键协助者，因此，教师对阅读专业知识的定期进修和能力提升至关重要。

基金会基于过去开展的培训经验，重新梳理了一套针对教师指导儿童阅读起步的基础课程。通过培训，让教师了解儿童文学的特点和价值，认识阅读启蒙最佳读物——图画书和学习指导儿童阅读的基本方法。课程分为六个模块。

模块一 童年书写的人文性与艺术性	模块二 图画书小史——跨越百年的欢欣岁月	模块三 图画书的图像语言与美育
模块四 图画书应用工作坊	模块五 阅读循环圈	模块六 身教式持续默读

2022年9月23日，基金会联合合肥包河区教育局举办了以“儿童文学与图画书启蒙”为主题的模块一和模块二课程。受疫情影响，此次培训采用线上讲座与线下教师集中学习相结合的形式，共80名来自不同学科的教师参加。多学科教师的参与，也有助于推动教师开展各学科阅读，丰富孩子阅读体验。另外，课程也设置了线上直播，四川广元和大凉山项目校教师也参与了学习。

模块一：童年书写的人文性与艺术性

儿童文学研究者及丰子恺儿童图画书奖顾问方卫平教授作为本课程讲师。讲座以《萤火虫》童诗教学课为例开启。诗歌通过对夏夜萤火虫的描述，表达了天真的孩子对萤火虫的牵挂，体现出童年对幼小生命的关爱，童年想象对自然现象的解释，也呈现了儿童世界的善良和天真。这首诗歌不应被教师简单理解和设计成道德批判教育的材料。这一案例，引发了教师对提升童年的理解及文学素养认知的思考。这不仅对自身阅读有益，也对教师陪伴儿童阅读成长以及阅读教学有重要价值。

讲座内容还涵盖了从“童年”看儿童文学的人文性与艺术性，理解儿童文学书写的广度与深度等话题。讲座最后，方卫平教授总结道：“好的人文性书写，一方面能够以真切、生动的方式叙述、描绘童年的生活现实，另一方面，在现实生活的表

象之下，它还能够从童年的小生活中发现大诗意，从童年的小感觉中洞察大思想，从童年的小温暖中写出大情感。因此，好的人文性书写，同时就是好的艺术性书写。”

模块二：图画书小史——跨越百年的欢欣岁月

“图画书（Picture Book）”这种文本在儿童阅读中有不可或缺的重要地位。图画书雏形可以追溯到1658年出版的《世界图绘》，从这本带插图的书开始，图画书经过近四个世纪的演变，现在仍然是搭建儿童阅读的重要桥梁。成人通常在阅读图画书的时候，专注于图画书本身的故事性、图画意义而忽略了创作者背景和社会文化的影响，从而可能造成对图画书的单一理解和应用。

著名图画书研究者与推广人阿甲作为本课程的讲师，向我们展示了图画书的大致发展脉络。图画书的诞生是基于“现代意义儿童”的概念被定义，“现代意义的儿童”被视为拥有独立人格，而不再是依附于他人的个体。成人慢慢开始理解童年和儿童关怀，并为其创作的一种新兴而独特的儿童文学类型。受到技术和经济发展的影响，工业化印刷和购买力的提升也促进了图画书的传播。中国大陆原创图画书的兴起从21世纪初开始，一批优秀的创作者及原创图画书也在国际的舞台上大放异彩。

针对如何应用图画书，阿甲建议到常规的教学设计，包括可以与学生“聊书”、讲故事、表演和创编图画书，让图画书成为校园中最好的点缀。学校可组织教师读书会，共同读一本书，增强教师和身边爱看书孩子的联系，树立阅读榜样。

组织此次课程，了解图画书历史的演变，其重点并不是让教师记住各创作的黄金年代，而是感受这些创作背景与我们自身有何连接，以及发现图画书阅读后可延伸的范畴。

讲座直播回访可点击链接：

<https://slx.h5.xeknow.com/sl/2JaHcl>

The Stone Soup Happy Reading Alliance - Regional Balance Development - Teacher's Reading Club

The Foundation focuses on the professional development of teachers. It is important to note that teachers are engaged learners and readers rather than passive recipients of curriculum or methodologies. Busy schoolwork curriculum rarely allows teachers to engaging with their professional community, especially under the impact of the pandemic in recent years.

We believe that the Teacher Reading Club is a powerful way to support teachers' professional development, combining personal experience with literacy learning, making book clubs fun and practical, providing opportunities for in-depth dialogue between teachers.

The Foundation pays attention to the reading experience and reading habits of individual teachers as readers. In the past, we have organized consultants to visit schools on a regular basis, organized teachers to observe reading classes and introduced them to excellent children's books, which have effectively nurtured a "seed group" reading teachers. Or a "Teacher's Reading Club".

We hope to use this method to inspire teachers to love reading and explore reading and literacy development from a reader's perspective. The Foundation's Teacher's Reading Club, enable teachers to reconnect with reading by choosing books that interest them. It also provides a platform for teachers to exchange experiences and methods for promoting reading among students.

The Teacher's Reading Club is an in-person community, which is very welcome after the restrictions during the pandemic. We invited Mrs. Xue Ruiping, who won the title of Top Ten Reading Promoters in China, to lead the reading club. She was a Chinese teacher in the primary school of No. 62 Middle School in Hefei, and has written many educational books. On September 28, 2022, she used the books "The Very Hungry Little Snake" 《好饿的小蛇》 and "The Fat Wife Returns to Her Parent's Home" 《胖嫂回娘家》 as examples to interpret and discuss digital metaphors and rhythm in pictures books at the first gathering of the reading club. The first activity gave the teachers a basic understanding of reading a book in a logical way and also allowed them to experience the relaxed atmosphere of enjoying literature in this reading club format. A total of 65 teachers participated in the first reading club, and 95% of the teachers expressed their willingness to continue to participate in the subsequent monthly reading club activities.

Click on the following link to replay the lecture:

<https://slx.h5.xeknow.com/sl/2BUu20>



石头汤悦读校园联盟均衡发展 ——教师读书会

基金会注重教师专业发展，把教师视为参与的学习者和阅读者，而不是作为课程或方法的被动接受者。而繁忙的学校工作很少允许教师进行社群分享或专业交流，特别是在近些年疫情的冲击下，这种交流机会变得更是稀少。在促进教师专业发展中，教师读书会是一个有力途径。读书会将个人经验与读写能力学习相结合，将乐趣和实用性交织，提供教师们深入对话的机会。

基金会关注教师个人作为阅读者的阅读体验和阅读习惯。过去，我们组织专家顾问定期走访学校并组织教师阅读课观摩，带读优秀儿童文学作品，卓有成效的带动了一批阅读种子教师。我们希望沿用这种方式激发教师对阅读的热爱，从读者视角出发，去探索阅读和读写能力发展。在此背景下，基金会升级策划了教师读书会，旨在让教师通过选择自己感兴趣的书籍，重新连结阅读，也提供了分享平台，让教师交流推动学生阅读的经验和方法。

教师读书会将以线下形式组织。我们邀请到获得全国十大读书推动人物称号的薛瑞萍老师，作为读书会带领者。她曾任职于合肥市第62中学小学语文教师，著有多本教育书籍。2022年9月28日第一期读书会《经典与逻辑（图画书篇）》，她以《好饿好饿的小蛇》为例，从一个苹果，两个香蕉、三个饭团等书籍画面的展示，对应讲解数字隐喻。另外，薛老师对书籍《胖嫂回娘家》的重复节奏解读，引来教师的欢声笑语和思考。第一期读书会开启了教师对逻辑阅读的基础认识，也让教师体会到享受文学和读书会轻松的氛围。共有65名教师参与第一期读书会，95%的教师表示愿意继续参加后续每月一期的读书会活动。

讲座直播回访可点击链接：

<https://slx.h5.xeknow.com/sl/2BUu20>



The Stone Soup Happy Reading Alliance – Regional Balance Development – Feng Zikai Chinese Children's Picture Book Award Winners Online Lectures

The Feng Zikai Children's Picture Book Award, a sister organization of the Foundation, has been committed to encouraging, discovering and promoting excellent Chinese picture books since its inception in 2008. In order for more readers to know about the award-winning works and the creation of these original content picture books, the Foundation invited the winner of the 2021 award, Li Xingming, illustrator of "Sudan's Rhino Horn" 《苏丹的犀角》, and the 2021 finalist, Jiu'er, author of "Button Soldier" 《纽扣士兵》, to deliver online lectures to the Alliance Schools on September 28, 2022.

Illustrator Li Xingming used the creation of his first picture book as an example to describe the work and design of each stage behind a book. Talking about the creation process of "Sudan's Rhino Horn", he shared the story of observing and understanding the rhino named "Sudan" in Nairobi, Kenya, Africa in 2016. In the drawing, he presented the experience of life, the time, the change of environment and seasons through the highlight and transformation of colours. With warm and powerful images combined with concise and beautiful words, the whole book composes the song of Sudan's life. Reflecting on the challenges he faced in creating this book, he said: "If you decide to do something with your heart, you will find that the whole world will help you."

In Jiu'er's talk, entitled "Creating and Reading of Wordless Books", she said, "Human beings are born experts in reading pictures, as long as there are pictures, they can easily tell stories." She believes: "In words and pictures, pictures are language symbols without national boundaries, and symbols are easier to understand than words, and can express rich emotions." Her wordless books present two different image styles, one is the extremely simple picture, which focuses on having useful details in her pictures, removing all other information that may distract the reader. The other is that picture is very rich, giving a lot of information to help readers to understand the story. The award-winning "Button Soldier" belongs to the second style – it is a wordless picture book with a unique sense of design. From cover to cover, the artist presents a series of continuous scenes with lens-like pictures, allowing readers to complete the whole story through their imagination.

Although the writers were not able to visit the schools due to Covid related travel restrictions, the teachers were able to understand the story and intention of the writer's creation through their online lectures. They then engaged the students to "play" the picture books more interestingly by organizing creative activities, thus laying a good foundation for the face-to-face communication activities between the writers and the students.



Li Xingming

The first prize winner of the 7th Feng Zikai Children's Picture Book Award, illustrator, and picture book creator. He graduated from the Central Academy of Fine Arts in 2016 and worked on picture book creation. He won the gold medal in the 2016 "Sky Crane Award" International Innovation Design Competition.



Jiu'er

The winner of the 7th Feng Zikai Children's Picture Book Award for Excellent Work. She has been engaged in sculpture design for many years. Since 2012, she has devoted herself to creating picture books and won the 14th Wenjin Book Award.



Click on the following link to replay the lecture:

<https://slx.h5.xeknow.com/sl/2f1lya>

石头汤悦读校园联盟均衡发展 ——丰子恺奖获奖作家线上讲座

基金会姊妹机构丰子恺儿童图画书奖一直致力于鼓励、发现和推广优秀的华文图画书。为了让读者认识获奖作品以及了解图画书的创作，基金会于2022年9月28日邀请2021年第七届获奖者《苏丹的犀角》绘者李星明和《钮扣士兵》作者九儿，面向石头汤悦读校园联盟的老师开展线上讲座。

绘者李星明以他的第一本图画书创作为例，讲述书籍创作背后各阶段的工作和设计。在谈到《苏丹的犀角》创作历程时，他特别分享了2016年到非洲肯尼亚内罗毕去观察和了解犀牛苏丹的故事。在绘图中，他通过颜色的突显和转变，呈现了生命的经历，岁月的流转以及环境与季节的变迁。温暖而有力量感的图画搭配简洁而优美的文字，整本书共谱了苏丹的生命之歌。回首这本书创作中面对的挑战，他说到：“当下定决心用心做一件事，会发现全世界都会帮你。”

在九儿题为“无字书的创作与阅读”讲座中，她提到，“人类是天生的读图专家，只要有图像就可以很轻松的讲故事”。她认为：“文字与图像中，图像是没有国界的语言符号，且符号比文字更容易理解，可以表达丰富的情绪”。她的无字书作品呈现了两种不同的图像风格，一种是画面及其简单，删掉那些干扰读者的信息，只把有用的东西放在画面中。另一种是画面非常丰富，给出大量信息引导读者看懂故事，而本次获奖的《钮扣士兵》便是属于第二种风格。《钮扣士兵》是一本独具设计感的无字图画书，从封面到环衬，从勒口到封底，画家用镜头式的画面呈现出一系列连续场景，让读者通过想象就能完成整个叙事。

受疫情影响，作家虽然还不能实地走进校园，先通过线上讲座的形式，让学校教师了解作家创作的故事和意图，打开带领学生阅读作品的深度。教师通过组织创意的活动带领学生把图画书“玩”的更有趣，为之后作家和学生面对面的交流活动奠定了良好基础。



李星明

第七届丰子恺儿童图画书奖首奖获得者，插画师，图画书创作者，2016年毕业于中央美术学院绘本创作工作，曾获2016年“天鹤奖”国际创新设计大赛金奖。



九儿

第七届丰子恺儿童图画书奖佳作奖获得者，从事雕塑设计多年，2012年起潜心创作图画书，获第十四届文津图书奖。



讲座直播回访链接：

<https://slx.h5.xeknow.com/sl/2f1lya>

The Stone Soup Happy Reading Alliance Advanced Model Exploration: "Read to Learn" Pilot Project Discussion Seminar

The Advanced Model explanation of the Alliance Program is defined as "How to systematically implement the transition from "Learn to Read" to "Read to Learn" and how to further promote the Alliance schools to upgrade their already improved libraries into learning resource centers.

In order to clearly explain and agree on the key points of the project to the Principals of the pilot Alliance schools, the Foundation held a project discussion meeting in March 2022.

The seminar was divided into three parts:

1. Introduction of the theory of "Read to Learn";
2. Analysis of the status of the Alliance Program;
3. Exchange of pilot project plans and collection of feedback.

In addition to the Principal, the Vice-Principal in charge of teaching and teacher librarians -- subject teachers were also invited to participate in the meeting.

At the meeting, the Foundation explained the importance of reading fluency and reading comprehension around the scope of students' basic text learning. Early in a child's education, usually from kindergarten to third grade, "Learn to Read" begins, which involves memorizing vocabulary, decoding it correctly, and achieving fluency. Reading fluency is one of the most important factors affecting reading comprehension. Reading comprehension is the

process of simultaneously extracting and constructing meaning through interaction and engagement with written language, with a focus on acquiring and understanding information through reading. The Foundation emphasized that in the stage of "Learn to Read", students involve a lot of learning in phonetics, morphemes, and vocabulary, which are inseparable from the Chinese subject education. This is the strength of school education, and schools should continue to lay a solid foundation for students' reading at this stage. The development of reading comprehension is a multi-dimensional participation process. In addition to the reader's intelligence, ability and cognition, it also includes reading materials and activities that need to be carried out to promote comprehension. It was also made clear to the participants of the meeting that these two phases are not a "relay" of development, but that they occur simultaneously and continue throughout primary and secondary education.

The pilot project will last for three years. Based on the results and experiences of the Alliance Program, three capacity-building sections have been set up, focusing on in-depth improvement of teachers' reading instruction skills, including effective reading strategy guidance, information literacy to solve real problems, and cross-curricular curriculum design capabilities. The first phase of the project will start with the "My Library Class" course developed by the Alliance, and further develop teachers' understanding and practice of the course in depth and breadth, so as to iterate teacher training content and curriculum system.



石头汤悦读校园联盟模型进阶探索： “从阅读中学习”试点项目讨论会



如何系统实践从“学习阅读（Learning to read）”到“从阅读中学习（Read to Learn）”，并深化推动联盟学校将图书馆建设为学习资源中心，是基金会对联盟项目进阶模型探索开展的工作。为了向试点项目校长清晰阐述及共识项目重点，基金会于2022年3月举办了项目讨论会。讨论会共分为三个部分：1) 介绍“从阅读中学习”理论；2) 剖析合肥项目现状；3) 交流试点项目计划和收集反馈。会议参与人员除校长之外，还邀请了分管教学的副校长、学校图书馆老师、学科老师代表参加。

会议上，围绕学生文本学习基础的范畴，基金会阐述了阅读流畅性和阅读理解力的重要性。在儿童教育的早期阶段，通常在幼儿园至三年级，就需要开始“学习阅读”，这包括记忆词汇、正确解码直至达到流利程度。而阅读流利程度（流畅性）是影响阅读理解能力最重要的因素之一。阅读理解力是通过与书面语言的互动和参与，同时提取和构建意义的过程，重点是通过阅读获取信息和理解信息。基金会强调在“学会阅读”

阶段中，学生涉及大量的语音、语素、词汇等方面的学习，这些和基础教育中的语文学科有密不可分的关系。这是学校教育的强项，学校应该继续发挥这一优势，夯实学生在这阶段的阅读基础。而发展阅读理解力是一个多维参与的过程，除了读者的才智、能力和认知外，还包括读本、需要促进理解能力所开展的活动等，背后需要学校整体的规划和指导，帮助学生逐步从“学会阅读”到“从阅读中学习”的转变。另外还向会议人员澄清，这两个阶段不是“接力”发展，而是同时发生，并持续整个小学和中学教育。

该试点项目为期三年。基于合肥项目的成果和经验总结，共设置了三个能力建设板块，重点深度提升教师的阅读指导能力，包括有效的阅读策略指导，以解决真实问题的信息素养及跨学科课程设计等能力。项目的第一阶段，将以石头汤联盟开发的《我的图书馆课》课程为培训起点，进一步在深度和宽度上拓展教师对课程的理解和实践，以迭代教师培训内容和课程体系。

Guangyuan School Library Module Project

The goal of Guangyuan School Library Model Project is to build a good reading culture environment on campus – replicating the Hefei Flagship Program – to help students in the new partner schools to develop the interest and habit of independent reading. Since the launch of the project in August 2021, we have been delighted to see that some schools have planned or are implementing library upgrades, putting into practice the core concept of the project – that the school library should be located in the center of the school. After attending the Foundation led training sessions, teachers are motivated and confident to take on the role of teacher librarians. They use the professional knowledge gained through the learning modules developed by the Foundation to operate a more upgraded the school library which benefits their students.

The first phase of the project was challenging as the deliverables were executed via the backdrop of Covid restrictions. Here is a summary of what was achieved during those 12 months.

1. Initial training course for teacher librarians

The initial course is designed to help schools understand the importance of libraries in promoting students' reading and learning, to understand the definition and style of child-friendly libraries, to redefine the responsibilities of teacher librarians, and to learn the basic management and promotion of school libraries methods.

The teachers who participated in the training included the vice-principal or the director in charge of teaching and reading, teachers who are currently working in the library, and teachers who are interested in the work of the school library and the promotion of reading in the whole school. It's important to include teachers with multiple in-school responsibilities to participate in this course so as to provide a comprehensive consideration of the long-term development goals of the project. After the course, these teachers need to return to their individual schools ready to mobilize and integrate school resources to implement the changes recommended in the course.

Due to the impact of the pandemic and travel restrictions, the course lecturers were unable to attend the site in person. We adjusted accordingly and adopted a blended training mode – a combination of online sessions delivered by the lecturers and collective offline learning by the teachers. Prior to the attending the training sessions, the trainees independently studied the key points of the course material. During the online training sessions, the lecturers' shared their experience followed by the opportunity for further discussion and reflection by the teachers who attended. The



Foundation's colleagues were able to attend some sessions and acted as guides on site, fully supporting the process design and coordinating the work.

In July 2022, after overcoming many Covid-related obstacles, the Foundation was able to complete the course material and held the graduation ceremony for those who completed the training modules. A total of 30 teachers successfully fulfilled the graduation requirements and were issued course certificates,

2. Organized children's book study sessions

The Foundation invited two lecturers, Robert and Miaomiao Ding, from the Beijing Hongniba Club, to organize five online children's book study sessions, with five themes chosen by the teachers, to encourage teachers to read nearly 100 picture books. The goal of the activities in the first year is to let teachers feel the joy of reading children's books and to understand the background stories of the writers. In the future, teachers' study of children's book will continue to be one of the key activities of the project. We believe that only by improving teachers' knowledge of children's literature and their understanding of different types of children's books, can they provide substantial and meaningful guidance to students' reading.

3. Visited project schools and held project exchange meetings

Although the online network can be used to organize teacher training and link teacher communities, it is incredibly important to conduct regular visits to project schools and to convene project leaders from each school for discussions. Such face-to-face communication still plays an important role. The combined online and face-to-face communication helps to build relationships and facilitates the integration of project resources and content into the school's daily work



through timely feedback.

Both the Foundation and the project schools particularly emphasize the need to ensure that there are new high-quality children's books and that students have free voluntary reading time during the school day. Specifically, it is proposed to follow the policy issued by the Ministry of Education in 2019. The school aims to add (update) at least one paper book per student in the library every year and arrange 10-20 minutes of school-wide sustained silent reading every day. In order to support schools to understand relevant theories and specific methods of operation, we jointly organized the "Sustained Silent Reading (SSR) Seminar" with the Taiwan Reading For Tomorrow Association, to conduct dialogues and answers on the theory and practical methods of SSR, and invited the Shenzhen IRead Foundation to introduce their research and development of the bibliography of primary school students and the relevant principles that schools need to understand when purchasing and distributing books.

Due to the policy requirements of pandemic prevention and control, it is a pity that we have not been able to organize for the principals and teachers from Guangyuan to visit the

Stone Soup Happy Reading Alliance schools in Hefei. In the future, we will actively explore other channels to promote direct dialogue between schools in the two places and build a communication platform. The Guangyuan project has been running for a year now and the experience we have gained is overcoming an uncertain environment, keeping an open mind, learning to embrace changes and adopting a flexible way of working. Our work will continue to build a consensus that everyone in the school is committed to creating a reading community that understands three specific criteria for judging the effectiveness of our work: whether we are "making quality children's book available and accessible to children"; whether we are "allowing children have sufficient independent reading time"; and whether we are "creating a reading dialogue environment of equal communication and sincere feedback".

Finally, the Foundation would like to thank the cooperative institution, the teachers of Tao Xingzhi Research Association in Lizhou District, Guangyuan, for their administrative support and feedback, so that the project design and activity content could be more in line with the actual situation and needs of the schools.

广元学校 图书馆典范项目

广元学校图书馆典范项目目标是通过借鉴合肥旗舰项目的经验，在校园内建立良好的阅读文化环境，帮助全校学生养成自主阅读的兴趣和习惯。自 2021 年 8 月项目启动以来，过去一年，我们欣喜的看到有部分学校已经规划或正在实施图书馆的升级改造，践行项目的核心理念——学校图书馆应该位于学校的中心位置。有的教师在图书馆老师岗位上，更有动力和自信，利用课程上学到的专业知识运营学校图书馆。

回顾项目第一年，基金会于当地重点组织和开展了三方面的工作：

1. 举办图书馆老师初阶培训课程

初阶培训课程在于帮助学校认识图书馆对促进学生阅读和学习的重要性，了解儿童友好型图书馆的定义和样式，重新定义图书馆老师职责，以及通过习得学校图书馆的基础管理和推广方法，提高学校图书馆的利用率。

参加培训的教师人员，包括分管教学和阅读工作的副校长或是教科室主任、现已在图书馆工作的老师、以及对学校图书馆工作及统筹全校阅读推动工作感兴趣的教师。考虑邀请多元身份的教师参加此课程，是综合考量了项目长期发展目标及教师培训后返回学校动员及整合学校资源的协作能力。

因为疫情的影响，课程讲师无法亲临现场，我们调整并采取了混合的培训模式，即讲师在线讲解与学员集体线下学习相结合的形式。培训前，学员自主学习讲师录制的课程知识要点。培训时，则侧重于讲师经验的分享和学员小组的讨论和反思。而基金会同事在现场作为引导者，充分支持流程设计和协调组织的工作。

在克服种种不确定因素的情况下，我们于 2022 年 7 月顺利举办结业典礼，并向 30 名符合结业要求的教师颁发了课程证书。以及邀请了项目执行负责人代表和校长代表介绍了他们建设校园阅读环境的想法和工作执行的关键因素。同时我们通过会上的分享，也看到了——一些阅读和图书馆的理念和方法被更广泛的人群所接受仍然需要时间和相应的工作支持。

2. 组织童书读书会

基金会邀请北京红泥巴俱乐部的萝卜探长和丁苗苗两位讲师，组织了五期的线上童书读书会，以教师们票选确定的五期主题，推动教师阅读近 100 本图画书。第一年的活动目标，在于让教师感受阅读童书的乐趣和了解创作者的背景故事。未来，教师的童书研读仍然是项目的重点活动之一。我们认为

只有提高教师的儿童文学素养和对不同类型童书的了解，才能够对学生的阅读产生实质和有意义的指导。

3. 走访项目校及召开项目交流会

虽然利用网络可以组织教师培训和链接教师社群，但定期的走访项目学校和召集各校的项目负责领导开展座谈，这种面对面的交流仍然有着重要的作用。这有利于促进关系的建立和通过及时反馈，推动项目资源和内容融入到学校日常工作中。

我们与项目学校特别强调要保证新增优质童书和保障学生在校自由阅读时间。具体提出遵循 2019 年教育部颁发的政策，学校努力做到图书馆每年生均新增（更新）至少一本纸质图书，以及做好安排每天 10-20 分钟的全校性持续默读（Sustained Silent Reading）时间。为支持学校理解相关理论和具体操作方法，我们与台湾明日阅读协会共同举办了“持续默读研讨会”，对持续默读的理论以及实践方法展开对话和解答，并邀请深圳爱阅基金会，介绍了他们小学生书目研发工作以及就学校在采配图书时，需要了解的相关原则。

因为疫情防控的政策要求，比较遗憾的是，我们一直无法组织校长和教师代表外出参访石头汤悦读校园联盟。未来我们积极探索其他渠道，促进两地学校的直接对话，搭建交流平台。项目进展一年，面临不确定环境，保持开放心态，学会面对变化，采取灵活的工作模式，是我们积累的项目经验。我们的工作将继续推动凝聚共识，让学校所有人员都致力于创建一个阅读社区，理解判断工作成效的三个具体标准：我们是否“让孩子亲近且有充分选择优质童书的机会”；是否“让孩子有充足的自主阅读时间”；以及是否“创建一个平等交流和真诚反馈的阅读对话环境”。

最后，基金会要感谢合作机构，广元利州区陶行知研究会的老师们，他们提供的行政支持和反馈意见，让项目设计和活动内容可以更贴合学校的实际情况和需求。



Foundation's Initiatives
基金会活动





Foundation's Initiatives

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.

基金会活动

基金会经常发起及参加一些特别项目或会议，以了解社会需求及营运环境，及通过灵活的项目形式满足合作伙伴不断变化的需要。

以下部分，我们重点介绍相关举措，以展示取得的成果和学习心得。

Partnership Grants 合作资助

The Moh Foundation and The Chen Yet-Sen Family Foundation continues to work together to support underprivileged children in Mainland China.

The local NGO, Beijing United Charity Foundation delivered its vision program, Education in Sight (点亮眼睛) successfully, despite Covid impact. In total, 24,164 students in rural schools in Yunnan province received vision screenings and 1,870 free glasses were delivered to correct the vision of those school students in 2022. The Moh Foundation and The Chen Yet-Sen Family Foundation continues to work together to support underprivileged children in Mainland China.

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students in rural schools in Yunnan province received vision screenings and 1,870 free glasses were delivered to correct the vision of those school students in 2022.

陈一心家族慈善基金继续与莫氏基金会合作，支持中国大陆地区的弱势儿童。

2022年，双方合作资助北京联益公益基金会继续开展点亮眼睛项目，为24164云南农村学生提供了视力筛查服务，并向学生提供了1870副免费眼镜。



Partnership with Union Bancaire Privée, Hong Kong Branch

与瑞联银行香港分行展开合作

In 2022, the Foundation was introduced, to Union Bancaire Privée, Hong Kong Branch (UBP) by the Committee of the Feng Zikai Children's Picture Book Award. UBP partnered with the Foundation to support three township primary schools in Butuo County located in the Liangshan Yi Autonomous Prefecture, Sichuan Province. Together we are working to renovate the libraries of two of these schools and to build a public reading space in the other.

UBP has previously supported township schools in Heyuan, Guangdong by building, furnishing and stocking their school libraries with books in addition to other interventions to improve the prospects for the students in this low income community. UBP has identified the importance of supporting local community education and cultural development to give more options for young students. They firmly believe in encouraging students' interest in reading.

The Foundation is working closely with Liangshan Qihang Public Welfare Service Center (Qihang) to implement and operate the project in Butuo County. As a locally registered organization, Qihang has been carrying out public welfare activities such as poverty alleviation and education improvement in Liangshan Prefecture since its establishment in 2017. In 2020, the Foundation has supported Qihang as a technical unit to implement the "Happy Reading" project in the Butuo County, based on the Foundation's years of experience in transforming school libraries and implementing successful reading programs in these schools.

Our Happy Reading project focuses on the two aspects of "book" and "time", to increase the schools' knowledge of quality children's books and to increase students' reading time during the school day. As a local organization, Qihang is able to understand the real needs and challenges of the school, provide timely communication and feedback, and to build an effective communication bridge between the Foundation and the supported schools. This joint approach has been a strong combination conducive to the smooth implementation of the project, but due to the impact of the pandemic policy in the second half of 2022, the construction work had to be postponed to the spring semester of 2023. After the project is completed, the Foundation and Qihang will also assist the school to use the library effectively by carrying out capacity training for teachers and principals.

The Foundation is pleased to partner with UBP in bringing this Happy Reading project to 3 very deserving schools in Butuo County. We share a common philosophy in education and reading, which is directed at jointly support the development of education in one of China's most remote areas. As a strategic partner of the Foundation, Qihang will work together in the Daliangshan area to promote the "Free Volunteer Reading" model advocated by the Foundation in the future and to explore the construction of campus reading in minority areas. This funding from UBP Hong Kong provides a solid foundation for improving the school's reading environment.

2022 年，在基金会姊妹机构丰子恺儿童图画书奖组委会的牵线下，基金会与瑞联银行香港分行（Union Bancaire Privée, Hong Kong Branch，简称香港 UBP）认识。双方将共同支持四川省凉山彝族自治州布拖县的三所乡镇小学，其中改建两所学校的图书室以及建设一所学校的公共阅读空间。

过去，香港 UBP 曾向广东河源的乡镇学校捐建图书室，并配备家具和书籍，此外还提供奖学金，以改善贫困学生的前景。香港 UBP 深刻认识支持当地社区教育和文化发展的重要性，并为年轻学生提供更多的选择。他们也坚信要鼓励和培养学生的阅读兴趣。

基金会将与凉山州启航公益服务中心（简称“启航”）紧密合作，实施和运营该项目。启航作为一家本地注册的公益组织，自 2017 年成立起，一直在凉山州开展扶贫济困、教育提升等公益活动。2020 年，依托在学校阅读和图书馆领域的多年经验，基金会作为技术单位，协助启航在布拖县项目学校开展“快乐阅读”项目，围绕“书”和“时间”两方面，先重点提高学校对优质童书的了解和增加学生在校的阅读时间。启航作为本地组织，能够了解学校的真实需求和挑战，及时沟通反馈，为基金会与受资助学校间搭建了有效的沟通桥梁。这种联合方式有助于项目顺利的实施，不过受 2022 年下半年疫情政策的影响，施工工作不得不延后至 2023 年春季学期。待项目完工后，未来基金会与启航还会通过开展教师和校长的能力培训，协助学校有效使用图书室，将之建设为校园阅读推广中心。

基金会很高兴与香港 UBP 的这次合作。双方对教育和阅读秉持的共同理念，促进了我们共同支持中国最贫困地区之一的教育发展。启航作为基金会的战略合作伙伴，未来将长期携手在大凉山地区推广基金会所倡导的“自由自主”校园阅读文化模型，探索少数民族地区校园阅读的建设道路。来自香港 UBP 的本次资助，则为学校阅读环境的改善提供了坚实的基础。

A close-up photograph of two young girls with dark hair, wearing bright red jackets, looking down intently at a book. The girl on the right is pointing at a page with a drawing of a white cup. The background is slightly blurred, showing other children in a classroom setting.

Summary of Expenditure 支出撮要

The Chen Yet-Sen Family Foundation 2021-2022 Expenditure Account (in HKD)

陈一心家族慈善基金 2021-2022 年度财务开支撮要 (港币)

	2021-2022 (HK\$)
Overhead 经常开支	1,068,390
Business Development Expenses 业务拓展开支	63,693
Other Expenses 其他开支	509,799
Program Management 视察特别项目开支	54,517
Special Program Funding 特别项目 / 活动支出	15,593,481
Grants 项目资助	1,238,181
Total Expenditure for the Year 总支出	18,528,061



THE CHEN YET-SEN
FAMILY FOUNDATION

陳一心家族慈善基金



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