The Founder

Mr. Robert Yet-Sen Chen was born at the beginning of China's new Republic, survived the Cultural Revolution, lived on four continents, and established a thriving international business enterprise. Through it all he never forgot his roots, his boyhood years in rural China. He dedicated much time, energy and financial contributions in the later part of his life to helping the less fortunate in his home village in Qidong, Jiangsu Province, China.

Mr. Chen was born in 1929. At the age of 14, he left his hometown to study in Shanghai. In 1948, he left China for Hong Kong and eventually went on to England for university.

By 1957, Mr. Chen returned to work in the family business in Hong Kong. He established the company's presence in West Africa by setting up factories in Nigeria, Ghana and Ivory Coast.

Like many of his generation, Mr. Chen experienced personal loss, war and hunger in his youth, which was to prepare him for the rigors and challenges of doing business in unchartered areas. His positive outlook on life and his uncanny ability to see to the core of issues coupled with his unfailing diligence contributed to the ultimate success of his personal and professional endeavors. His diligence and sound financial investment strategies paid dividends for the family business.

The elder, Mr. Chen Zao Men, taught his son about the importance of philanthropy – of giving back – from an early age. The Chen Zao Men College in Hong Kong was the first charitable project supported by the Chen Family in 1972, and the genesis of a tradition of community service. Mr. Robert Chen built on this legacy of good works by building and supporting six schools, a community hospital, and undertaking much needed public works in the family's hometown of Qidong, Jiangsu Province. His lifetime of philanthropic work culminated with the creation of the Chen Yet-Sen Family Foundation in October 2003, prior to his unexpected and premature passing on November 20, 2003.

Mr. Robert Chen was a successful businessman, a caring family man, a generous benefactor and a respected citizen. Compassionate and generous, he cared deeply about educating the younger generations in whom he saw unfulfilled potential to excel. His spirit lives on in the Family Foundation that bears his name.

“To do good and to make things better for all.”
— Robert Chen

创办人简介

陈一心先生出生于民国初期，历经文化大革命的磨难，居四
处海外，缔造了盛兴的国际性企业。他从没有忘记自己的根，没
有忘记故乡的童年时光。陈先生一生热爱家乡同胞，尤其
是在他的后半生，对家乡江苏省启东市的建设，投入了大量
的精力和财力。

陈先生出生于1929年，十四岁那年，他离开家乡前往上海求
学。1948年，他来到香港，后赴英伦留学。1957年，他返
回香港，加入家族企业工作。他成功地在西非国家（如尼日
利亚，加纳和象牙海岸）开设工厂。

如他的同辈一样，年轻时在那片动荡的国土上，陈先生经历
过个人得失，战争和饥荒，但他依然积极向上，对事物具有
非凡的洞察力，再加上天生的勤奋，终于缔造了个人和事业
的辉煌。他的能力加上稳健的投资策略给家族事业带来丰厚
的回报。

陈一心先生对慈善事业的关爱是受其父陈氏民先生的熏陶，
于1972年成立的香港陈氏民中学是陈氏家族捐赠的第一个慈
善项目，此乃陈家仁爱之心的起源。陈一心先生秉承这一理
念，在家乡江苏启东捐资兴学，筹建六所学校，建立社区医
院，修缮公共设施，陈先生终生关注慈善事业，并于2003年
10月成立陈一心家族基金会，天妒英才，陈先生于2003年11
月29日突然辞世。

陈一心先生一生驰骋商界，关爱家庭，慷慨捐赠，极受尊崇，
他生前非常关注年轻一代的教育，希望他们的潜质得以发挥，
以陈一心先生命名的陈一心家族基金会将继续创办人的精神，
服务社会上有需要的社群。
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The mission of the Foundation is to develop human potential and to build community capacity by supporting best practice education, economic development and leadership initiatives in the human services field.

本基金会致力透过资助优秀的教育、经济发展及领袖培训等项目，从而发展人的潜能及建设社区的能力。
The Foundation supports initiatives in high need areas in China, Hong Kong and Africa.

Geographical Interest

The Foundation supports initiatives in high need areas in China, Hong Kong and Africa.

Programs in China

At present, over 50% of Foundation’s fund is allocated to support initiatives in China. In the past year, we have supported programs in Anhui, Jiangsu, Qinghai and Yunnan.

 Programs in China

Currently, the Foundation has a high percentage of funding allocated to initiatives in China. In the past year, we have supported programs in Anhui, Jiangsu, Qinghai, and Yunnan.
Chairman’s Report

On behalf of the Trustee and the Advisory Committee of The Chen Yet-Sen Family Foundation, I am pleased to present our second annual report on the activities of the Foundation.

This year, we have continued to entrench the process driven review of proposals submitted for funding consideration where the review process focuses on the proposal’s adherence to our Foundation’s stated mission and on the proposal’s ability to achieve its desired outcome and impact for its target clientele. Some of the most successful programs which we funded in our first year returned for additional funding to continue the programs. In all these cases, we would only approve additional funding if there was a substantive difference/improvement in the program design, expected outcome or target clients experience as we believe it is important to push for continuous improvement and to avoid complacency or dependency.

Operationally, this year has confirmed the concern mentioned in my last report that our limited staff resources cannot possibly process and properly monitor the number of active programs which would be funded if we are to achieve our donation funding target. We are also sensitive to try keeping our administrative overhead to a reasonable proportion of the donation funding target. Therefore, we have decided to take the cap off the maximum size of a grant request from the previous maximum of USD 50,000 per annum and encourage applications for larger grant sizes. In addition, for smaller grant requests, we will subject such requests to a less stringent application and formal monitoring process.

Another challenge has been to identify suitable contractors/service providers. As we become more familiar with the needs of the communities which we serve, we can identify many worthwhile causes, some of which could be helped by funding from our Foundation. The bottleneck for us is to identify suitable contractors/service providers whom could competently implement programs to address the identified need. When we can identify available contractors/service providers, we have found that they often tend to be unqualified, structurally under funded, lacking in management depth or adequate corporate governance, frequently a combination of several or all of the above failings.

One interesting development as a result of our disappointment with finding appropriate contractors/service providers is that we have this year taken the initiative to help start a new NGO to address a serious need which we have identified in Hong Kong. We recognize that this is a big and risky step for any Foundation to take, especially for a relatively young and inexperienced organization such as ours. We may in future find that this was a mistake of overreaching our capabilities, but as we encourage our partner organizations to try bold, imaginative and risk taking programs, we should also foster a similar internal culture within our organization.

While many believe that a good education is one of the key foundations for empowering an individual to succeed in life, we find in our Foundation that we are increasingly questioning what constitutes a good education in our rapidly changing world to prepare the youths in our community to face their future. One of the key research findings in education over the past fifteen years is that the best predictor for future academic success is a child being read to regularly and often from an early age by a parent or caregiver. Yet, in an international study of 35 countries, only 21 % of Hong Kong parents reported regularly reading books to their children, ranking Hong Kong second worst out of the 35 countries studied (1). We have identified a very progressive and innovative NGO in the U.S., The Bring Me a Book ™ Foundation which has developed a number of programs addressing this issue and we have just completed an agreement to charter an affiliated organization in Hong Kong, Bring Me a Book Hong Kong ™ and expect to launch the first program in the Summer of 2006 in Hong Kong.

Looking forward to the coming year and into the near future, we think that we are starting to identify a meaningful and unfilled need for the Foundation to focus its upcoming program support and giving, which is, to influence and challenge education policy on behalf of the students.

A grateful acknowledgement for the passionate zeal with which the members of the Advisory Committee have carried out their tasks this past year and for the continued hard work and dedication of our staff, Mrs. Hela Law and Ms. Vida Chou, a heartfelt thank you from myself and on behalf of the other members of the Chen Family.

James Chen
Chairman, Advisory Committee
The Chen Yet-Sen Family Foundation

“...it is important to push for continuous development and to avoid complacency or dependency.”

(1) "The Progress in International Reading Literacy Study (PIRLS) 2001", International Association for the Evaluation of Educational Achievement, International Study Centre, Lynch School of Education, Boston College.
主席报告

本人谨代表陈一心家族基金会的信托人及咨询委员会欣然呈交本基金会的第二份年报。

年内，基金会继续以有系统的审阅程序进行评估申请书，审阅的重点在申请专案是否与本会的使命相符，能否达到预期的效果，及能否对服务对象带来良好的影响。有些项目得到本会的首年拨款后进展良好，他们亦于今年再向我们申请拨款来延续其计划。在这些个案中，本会只会对于计画设计、预期成果或服务对象体验上具有明显效果的项目批准再次拨款，因我们深信，推动合作机构的持续改善及避免过分自满或浮耗是非常重要的。

运作方面，本会在上一财政年度已为达到捐款目标而向多个计划拨款。本会有限的人力资源未必能同时处理及监察所有计划，本年度确实出现此情况。另一方面，本会亦要审慎地将行政开支维持在捐款总金额的合理比例内。因此，本会决定移除以往项目的资助上限，即每年50,000美元，并鼓励更高资助额的申请。此外，对于较低资助额的申请，本会将会采取较为宽松的审批及监察程序。

另一挑战是物色合适的合作伙伴以提供有效的服务，随着越来越了解社区的需要，本会物色到不少值得支援的服务，部份可通过本会拨款便得以落实推行。可惜，本会有时难以找到合适的合作伙伴，颇多机构资金有限，缺乏管理知识或企业管治能力不足。

本会现因未能物色到合适的合作伙伴，反而成就了本会于年内采取主动，协助成立一个新的非政府组织，著手推行在教育及健康方面的服务。本会深知此等对任何基金会来说均是冒险，尤其像本会相对新成立而经验尚浅的组织。日后本会或许会发现是力有不逮，但正因我们常鼓励合作团体进行大胆、有创意及冒险的计画，本会亦应培养这种内部文化。

不少人相信良好教育是成功的重要因素之一，但在瞬息万变的社会中，在援助需要为未来作好准备时，什么是良好教育呢？在过去十五年所进行的教育调查中一个最重要的发现是，儿童将来在学术上能否取得成功的最佳指标是父母有多参与其子在学习上的活动。一项国际研究显示，香港的父母中只有21%将定期跟学生讲故事，这结果令人担忧。在35个国家中，香港排名倒数第二，本会在香港物色到新组织而创新的非政府机构－Bring Me A Book™基金会，该会已发展多个计画来回应上述问题，而本会已获准在香港设立附属机构－Bring Me A Book Hong Kong™，预期将二零零六年在本港推出首个计画。

展望来年，我们会将集中资源，支持及资助对影响及挑战教育政策有关的专案。

本人及家族成员谨此对咨询委员会成员过往一年热心的参与、及执行总监罗叶思慧女士和在工程项目中统筹主任周晓小姐工作表示衷心感谢。

陈禹嘉
陈一心家族基金会
咨询委员会主席
Advisory Committee

Chairman – Mr. James Chen
Vice Chairman – Ms. Margaret Chen
Treasurer – Mrs. Daisy Chen
Members
Mrs. Cynthia Brown
Mr. Sai-Tak Shum
Mr. How-Man Wong
Mrs. Dora Chu
Ex-officio Member
Mrs. Hela Law, Executive Director
Ms. Vida Zhou, Program Coordinator (Shanghai)

The Advisory Committee, consisting of 7 members, meets twice a year, normally in April and October, to approve program funding applications and to review Foundation policies.

Chief:
Chairman: シェン嘉先生
Deputy Chairman: 邵文小姐
Secretary: 陳范珊珊女士
Members:
Mrs. Cynthia Brown
Mr. Sai-Tak Shum
Mr. How-Man Wong
Mrs. Dora Chu
Non-official Member:
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Mr. Sai-Tak Shum
Mr. How-Man Wong
Mrs. Dora Chu
Non-official Member:
Mrs. Hela Law, Executive Director
Ms. Vida Zhou, Program Coordinator (Shanghai)
Parents’ attention best
(Letter to Leader and Letter Column, Sunday Morning Post, 26 May 2005)

As a philanthropic foundation interested in early childhood education issues, we have been disturbed by our research findings about Hong Kong parents’ attitudes towards the development of their children. As you observed in the leader, “A chance for dads to get the balance right” (Sunday Morning Post, June 19), many parents to all social classes in Hong Kong spend very little time with their children.

What you did not note is that these parents feel they have made adequate arrangements for other care-givers—maids and private tutors—to interact with their children. While any stimulation generally is better than none, and more is better than less, for the development of every child, we suspect that the quality of interaction by care-givers (and the latest gadgets) will not be as nourishing to them as that of a caring parent.

Research from developed societies establishes that the best predictor of academic success is for children to be read to by their parents every day from a very early age. There is overwhelming evidence that stimulating experiences with books have facilitative consequences for literacy development, and that reading aloud is the single most important activity.

Rather than spending inordinate amounts of money on additional classes and extracurricular activities, parents should consider going back to the basics and simply spend time with their children through reading books aloud. This will not only help children develop literacy skills, but become more engaged learners—for the rest of their lives. It is that simple, and Hong Kong is blessed with a wealth of library resources with excellent children’s books.

James Chen,
Chairman,
Advisory Committee,
The Chen Yat-Sen Family Foundation, Central

家长的关怀最重要
（标题为“家长与孩子的共同责任”）

作为一个重视早期儿童教育的基金会，我们进行了父母对子女教育的调查，并为所得的结果感到不安。正如六月十九日南华早报周日版所刊登以“给父亲一个回归父权的时代”为标题的读者来函所说，香港很多来自不同阶层的父母与子女共度的时间实在很少。

你可能不以为然的是这些父母认为自己安排了佣人或私人补习老师照顾子女已很足够，虽然有人照顾胜于无，但在孩子成长的路上，我们只怕这些照顾的品质，是绝对不及父母爱心的照护来得滋润。

另外，由已发展国家所为之研究指出，儿童将来在学术上能否取得成功的关键指标是取决于他们父母是否在他们小时候每天跟他们阅读，而时间越长越好。不少证据显示，阅读为孩子带来的刺激，对发展阅读能力具有正面影响，而大声朗读更是最重要的单一活动。

家长与子女共度的宝贵时间

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家长与子女共度的宝贵时间

家住香港的公共图书馆藏书甚丰，这当然是包括出色的儿童读物。

陈禹章
陈一心家族基金会咨询委员会主席
Bring Me A Book Hong Kong™ Project

Bring Me A Book Hong Kong™ (BMABHK) has been chartered by the Bring Me A Book Foundation™ (BMABF) of Mountain View, California, however, BMABHK will operate autonomously from BMABF. The Chen Yen Sen Family Foundation (CYSFF) is expected to be the primary funding underwriter of the Organization for the first 5 years, with the goal that it will be a self-sustaining entity following this timeframe.

Need Assessment
Although public libraries are widely available throughout Hong Kong, with one existing in nearly each district, and the Hong Kong government has formed the "Standing Committee on Language Education and Research" to enhance English proficiency, family literacy activities remain extremely low in Hong Kong. According to an international study of 35 countries, Hong Kong ranked last on students with high levels of early literacy activities (16%). Also, the amount of time parents spend reading with children is extremely low in Hong Kong (21%) compared to the international average. In addition, according to a local study, Hong Kong's youth feel dissatisfied with their English proficiency. However, 67% of the respondents believe English will help them communicate with people, and 55% believe English will help improve their competitiveness in obtaining future jobs.

The target age group of BMABHK are children aged 0 to 11 and their families. Children in this age group represent more than 10% of Hong Kong's population. The availability of quality reading resources is essential to their participation in literacy activities. According to a local study, 45% of students from low income families believe tight financial situation reduces their chance of learning, compared to 13% of students from non-low income families.

Objectives & Outcomes
The goals of the BMABHK are:
1. Promote English and Chinese literacy, lifelong learning, and habits of learning.
2. Instill a model of social change that teaches people why reading and reading aloud is important.
3. Foster parent/child relationship through encouraging parents to read aloud to their children.
4. Create a sense of community.

The desired outcome of this Project is for every child in Hong Kong to be read to by a parent or caregiver regularly. We hope that parents will ensure that children will have access to quality books, and for the youth to develop a habit of reading and become more engaged learners.

Target Population
The target population of BMABHK are children ages 0 to 11 year old who are not regularly read to by their parents or a caregiver and do not have access to quality books. CYSFF will target its bookcase and bookbag library donations to serve the underprivileged children in the low income communities of Hong Kong.

First Program Year
BMABHK plans to pilot the project with 5 Book Bag Libraries and 4 Bookcase Libraries, with four non-governmental organizations and a few additional Libraries with local businesses and community organizations, such as nurseries, medical clinics, and community centers. The four non-governmental organizations are the Boys' and Girls' Clubs Association of Hong Kong, Hans Andersen Club Limited, S.K.H. Lady Maclehose Center, and the YMCA of Hong Kong.

Next Steps
• Recruit program staff;
• Target initial bookcase deployment in Summer 2006.

Bring Me A Book Hong Kong™项目（BMABHK）的架构将会是Bring Me A Book Foundation™（BMABF）的联盟，但又完全独立于BMABF。一心家族基金会将会是BMABHK首五年的主要赞助人。目标是希望BMABHK在未来五年内能够自负盈亏。

需要评估
虽然香港在每一区都有公共图书馆的设立，同时，香港政府亦成立了「语文教育及研究常务委员会」来推动英语能力的提升。但是家庭阅读的活动，在香港仍然非常缺乏。根据一个有三十五个国家参与的国际研究指出，香港的学生在程度参与早期阅读活动中，成效最低（16%），同时，香港的父母和孩子一起阅读的时间，和国际水平比较，也是非常低（21%）。此外，根据一个本土研究，香港的青少年对自我的英语能力感到不满意。60%的参与者相信英文可以帮助他们与人沟通，而55%认为英文可以帮助他们改善日后就业的竞争能力。

BMABHK服务的年龄组群是香港零至十一岁的小孩及其他们的家庭。小孩子属于这个年龄组群占香港人口的10%，教育资源对他们的参与早期阅读是非常重要。根据一个本土研究，45%来自低收入家庭的学生相信家庭的财政状况减低他们学习的机会，而只有19%来自非低收入家庭的学生持相同意见。
目标及成果
BMABHK的目标是：
一、推动中英文读写，终生学习及学习的习惯；
二、引入一个改变社会的模式去教导大家阅读和阅读是重要的；
三、通过鼓励家长和孩子诵读来增进亲子关系；
四、创造一个社区的观念。

这个项目期望的成果是每个小孩都有照顾者为他们读写，他们能接触到高质量的书本，尤其是针对低收入家庭的小孩，与及使他们发展对阅读的爱好，由此来改善他们的语文能力及成为更投入的学习者。

服务对象
BMABHK的主要服务对象是零至十一岁来自不同阅读的家庭的小孩，他们接触到优质课外读物的机会并不多，本会派出图书的对象主要是低收入家庭的小孩。

第一年的服务
BMABHK计划试验的项目是将六个「书包图书馆」及四个「书架图书馆」放置于4个非政府机构，另外，亦将小量图书馆放置于私人企业及社区服务机构，包括托儿所、医务所及社区中心。

四个非政府机构是香港小童群益会、香港圣公会麦里浩夫人中心、安徒生会及香港基督教青年会。

下一步
- 为项目聘请职员；
- 于2006年暑假正式推行服务；

Bring Me A Book Hong Kong™
亲子阅读项目
"Remind You!" Program
by End Child Sexual Abuse Foundation

"My parents have always taught me what is right and what is wrong, but 'Remind You' taught me the difference between what feels right and what feels wrong," said Yan, a Form 2 student. This spring, Yan and her classmates participated in End Child Sexual Abuse Foundation (ECSAF)'s Sex Education Program for secondary schools, an innovative and interactive approach for teaching students about sex and sexual abuse.

A joint survey on "Adolescent Peer Sexual Abuse in Hong Kong" conducted by Chinese University of Hong Kong and ECSAF in 2003 revealed that 43% of the 3,277 surveyed secondary school students experienced various types of sexual abuse committed by their peers, such as peer sexual harassment and peer contact sexual abuse. "There is an urge to provide sex education program for the prevention of peer sexual abuse among adolescents, such as to increase their awareness on peer sexual abuse, learn how to protect themselves and stop abusers from repeating their abusive behavior," said Ms. Elsa Lai, Executive Manager of ECSAF. They proposed two innovative sex education programs designed by professionals for upper primary school and junior secondary school students respectively. Each program consisted of two components, namely the interactive educational program launched by trained education officers to students and the bring-home reinforcement materials.

The partnership between The Chen Yuet-Son Family Foundation (CYSFF) and ECSAF began in late 2004 when the CYSFF agreed to support the production costs of bring-home reinforcement materials for the two programs: one for primary school students, the other for teens in secondary schools.

The interactive educational program for upper primary school students was conducted in the Mobile Classroom of ECSAF and each session of the program was 45 minutes. The Mobile Classroom was a 33 feet truck with a capacity for 35 to 40 children. Trained Education Officers used an interactive educational approach and interesting materials such as video cartoons, video films, puppet show, rap with body movement and games to help children understand puberty, have a sensible attitude about sex, proper respect for their own and other people's bodies, and how to get help when necessary. After each teaching session, each student received a packet containing a worksheet, story book, and bookmark. Through these materials, what students had learnt in the lesson would be strengthened and refreshed from time to time.

For teenagers, the educational program addressed issues more directly, using multimedia presentations, interactive games, and role-play. Teaching materials were given to each junior secondary student (aged 13-14) which included a comic book, bookmark, leaflet and wrist rest. "Given the sensitivity of the subject, we know that students would be interested in learning more about the topic on their own. Reinforcement materials were helpful in this way," said Elsa Lai.

Surveys conducted by Education Officers yielded positive responses; a great number of students expressed that the design of the educational program and the reinforcement materials were attractive and most commented that they were alerted in protecting themselves against sexual abuse.

From February 2005 to January 2006, 16,158 students from 107 primary schools and 7,373 students from 38 secondary schools participated in the two programs. "We are very pleased with the good response to our programs and we will make further improvement according to the feedback we have received," said Ms. Lai. The key factor contributing to the success of the programs was the creative design of the program and presentations that fit the interest and subcultures of the target students.
在2003年，香港中文大学联合护苗基金进行了「青少年朋辈同性侵犯问卷调查」，结果显示，有3227名学生中有43%曾受过同异性侵犯，特别是性侵犯行为，如性侵犯和有身体接触的性侵犯。护苗基金执行经理陈小兰小姐说：「为了防止朋辈性侵犯，我们应该需要向青年人灌输性知识，如加强他们在朋辈性侵犯上的警觉性，教他们如何保护自己及停止侵犯者，以及如何处理性侵犯行为。」护苗基金请来两位专业人士分别为青少年和初中生设计了一套新颖互动的性教育课程，课程有两部分，分别是透过专业讲座的教育主任、主持的互动教育活动和带回家的性教育手册。

陈一心家族基金会和护苗基金的合作始于2000年四月，当时陈一心家族基金会全体成员资助高小和初中学生参加完性教育课程后带回家的性教育手册制作费。

为高小而设的性教育课程是在护苗基金的流动教室（由货柜车改装而成）里进行，每小时约四十五分钟，流动教室长三十三尺，可容纳三十五至四十名学生。教育主任以互动教学的形式和有趣的教材如卡通片、短片、布偶短剧、流行音乐、舞蹈和游戏等进行活动，令孩子们认识青春期、对性应有的态度、尊重自己和他人的身体、预防性侵犯和遇到性侵犯时的处理方法等。在完成每节活动后，学生都会收到一份礼物包，内有工作纸、故事书、精美档案胶套和书签等，利用这些教材，学生们可以随时复习并加深记忆，作为「提高意识」之用。

就青少年而言，性教育课程亦是透过多媒体、启发性的游戏和角色扮演直接深入谈及有关课题，如对性应有的态度、性侵犯的处理，以及如何拒绝不适当的邀请等。每位完成课程的初中生（十二至十四岁）会收到一本漫画书、标签、宣传单张和腕带等，黎小姐认为学生们能有兴趣阅读这些课程上的知识，所以这些带回家的温故知新材料作用甚大。

由教育主任进行的调查显示，不少学生认为这些课程带回家的温故知新材料很吸引，而且大部分参加者认为在课堂上他们对防止性侵犯的警觉性在参与课程后大大提高了。

在二零零五年二月至二零零六年一月期间，1,581位来自107间小学和7,378位来自38间中学的学生参与了这项课程。黎小姐说：「我们对这课程有相当好的评价，感到很雀跃，同时我们亦会根据收集来的意见对课程作出改善，以使课程的成功，这样我们就可以让这些课程的内容和表达形式更加吸引人和适合我们的学生。」
‘MATCH with Teenagers’ Project is a popular program launched by Kids Everywhere Like You Support Group (KELY), a local non-government charitable organization. Young people in Hong Kong are not encouraged to express their views and feelings, and often have difficulty communicating effectively with their peers, parents and teachers. In addition, their reading and writing skills are deteriorating perhaps due to a preference for reading comics and consuming audio-visual media over reading books. A recent study by the Hong Kong Federation of Youth Groups revealed that 19.3% of our students do not engage in any reading at all. To counteract this trend KELY created Match Magazine, a publication made by teen volunteers selected from the general population. As a pilot, 12 students from two local secondary schools formed the editorial board and produced the first issue in June 2003. The magazine was distributed and well received by secondary school students.

The initiative undertaken by KELY with The Chen Yel-Sen Family Foundation is the “MATCH with Teenagers” Project which aims to address the specific needs of our young people by providing opportunities and encouragement for them to express their views and creativity through their involvement in the publication and production of 8 quarterly issues of MATCH Magazine between 2005 and 2007 to 240,000 readers.

Eighty secondary school student recruits will form four editorial boards each to produce two issues. The project is opened to all secondary school students in Hong Kong. The selection criteria for the students will be based on the student's expressed commitment and interest in creative writing and magazine production work. The selection panel will be comprised of media and creative writing professionals and student participants of former programs. Four training programs, and a total of sixteen workshops on different aspects of media and magazine production will be available to the selected students, as will one-on-one mentoring and small group discussions.

In February 2005, 95 students from 30 local and international secondary schools were recruited/selected to produce quarterly magazines. To date, three issues have been produced with a circulation of 90,000, and distributed to 500 spots including schools, public libraries and youth centers. The magazine is still free of charge!

Workshops such as Introduction to Design, Reporting Techniques and Marketing a Teen Magazine had been organized for the student reporters. Regular production meetings have been held where ex-student reporters were present. These “alumni” acted as mentors and assisted the new recruits in generating topics, fine-tuning reporting angles and improving writing style.

Beyond the magazine, students volunteered to run “Match Club” which has more than 50 members, and to maintain the magazine’s website which attracts an average 500 hits per month.

The editorial crew worked hard and played hard as well. They held social functions such as a Meet-The-Artist session, picnics, Christmas party and even did voluntary work for local communities. And these extra-curricular activities boasted an attendance rate of 90%!

To evaluate the effectiveness of this Project, an optional questionnaire was included before and after. Thirty-four completed questionnaires were collected from participants. The questionnaires focused on the effectiveness of the scheme improving one’s social skills and in providing an insight into the publishing world. The response from participants was resoundingly positive.

Amongst the many positive impacts, most participants noted improvements in their skills in writing, creative thinking, problem solving, interpersonal communication, and in their awareness of issues impacting their community. Students learned that ‘a deadline is a deadline’. They learned to sacrifice their free time to get the job done. And after endless hours of hard work, their reward was tangible in the magazine coming off the press, but also intangible in the higher degree of self-esteem they earned by seeing their work to fruition.
「Match中学生创作杂志」计划

启动扶青社

启励扶青社是本地一间非政府的慈善团体，他们所推行的一项「Match中学生创作杂志」计划，是基于香港时下的年青人较少机会在文学作品中创作个人感受、理念和兴趣，以致影响到他们的沟通能力。加上近年流行阅读漫画和观看影视媒体，年青人对阅读书刊的兴趣大减，据香港青年协会一项调查显示，19.3%的年青学生没有阅读的习惯。为要抗衡这个现象，启励扶青社创立了一本由年青人创作，让他们阅读的杂志，名为「Match」。当时的年青人组成编委会，分为高、中、低三个年龄层，并分为社会、科学、艺术、体育和文化五个部分。

由启励扶青社和陈一真家族基金会合办的「Match中学生创作杂志」计划，希望为年青人提供创作杂志的机会，鼓励他们透过写作和创作的过程，分享心得和发挥创意。此计划期望五年内每年印制六期「Match」杂志，以季刊形式出版并分发至二千五百名读者手中。

此计划须招募八十名中学生加入四个编委会，每个编委会将负责两期刊物的制作，所有学生需填写申请表和参加面试，由专业作家和传媒工作者组成，按申请人的责任感和对出版刊物的兴趣进行挑选。合适的同学须接受四项训练和出席六个有关出版刊物的工作坊，有其他不同的顾问指导和讨论会议。

最近一届在2005年2月开始，共95名来自30间本地和国际中学的学

生于内院印制四期杂志，目前，印

量已达九万本，派发站也增至五百

个，分布于学校、公共图书馆和青

年中心等地方，唯一不变的是杂志仍

是免费派发的。

在学生受训期间，主办单位的活动

有：工作坊、讨论、培训及顾问指导

坊、工作坊、Match Club活动及招

募学生记者会等。

从工作坊中，学员学习设计、新闻报
导和在市场推广年青杂志的一些基
本知识和技巧。在例行工作会上，
出席的年青学员以顾问的身份协助学

员在寻写作题材、调整报导角度及

改善写作手法。

除此之外，管理一个超过五十名会员
的Match Club和一个每月约有五百人
次浏览的杂志网站亦是学员的工作之一。

无论是工作或游戏，学员亦积极参与。

他们替出版一些社交活动，例如「与艺人一席话」环节，圣诞、圣

诞派对和义工服务等等，同时他们在活

动时拍下的照片，便知他们在其中，激

励安慰的是学员出席活动的比率达90%之

高。

为了评估这计划的成效，学校前后

年青人会收到一份问卷，学员则自由参与

这调查，结果共收回三十四位同学的意

见。

问卷的内容集中于计划中传授的社交

技能和出版的知识对学员的影响有多大，结果令人相当雀跃。在众多正
面影响中，大部分参与者都觉得自己在写作、批判思考、解决疑难、人际
关系、沟通各方面的技巧和关心社会意
识大大提升了。

当大伙儿明白「死线」将至时，他们也愿意牺牲空闲时间来把工作做好，
这反映了他们负责感和接受挑战的精
神，从而工作换来的报酬不只是看到
自己的心血面世，还有是高度的自我
价值和对自己能力的肯定。
‘Discovery of Child’s Potential’ in School Play Project
by Playright Children’s Play Association

Playright Children’s Play Association (Playright), established in 1987, believe that ‘play allows innovation, exploration and opportunities for children to learn’. They only care about three things: play, play and play.

Playright has selected eight primary schools with which to collaborate on the ‘Discovery of Child’s Potential’ School Play Project. Children from these schools were surprised, and most delighted, to discover that playing at parks or playrooms was part of the learning process.

There are two goals. In the short term, it is to develop the potential of students, teachers and parents involved, and in the long term it is to translate an understanding of the proven capacity for play to impact positively on a child’s development into the school curriculum. At the beginning of 2005, this project attracted applications from 47 primary schools. Fourteen schools returned their application forms and merely eight had been selected for this two-year project.

Around 80 Primary 4 and 5 ‘Play Architect’ students from the chosen schools had six months’ time, starting from either April 2005 or September 2005, to make their dream playground come true. Four play areas, two outdoor and two indoor, have been built and 9,000 fellow schoolmates have been benefited from this initial group of ‘play architects’ creativity.

The project consisted of four phases. To begin, the Play Architects, teachers and parents had to attend four 1.5 hours’ training workshops that focused on empowering and facilitating the students to design a child-friendly play area. Then, the Play Architects learnt how to build a good play area based on solid knowledge such as safety awareness, essential elements of playground building and experience gathered from site visit to parks or playrooms. Their ideas were first developed on paper, then with a 3D model, after being modified by the trained staff and participating schools. With a nod from the school principal, construction began, and in six to eight weeks, the play areas were ready to be tested.

When the new play areas were ready, the Play Architects took a final two training sessions on: 1). leadership and techniques for playing with others; and, 2). basic play theory and child development. This added knowledge came in handy with their new titles as ‘Play Leaders’. In addition, Playright designated a trained play staff to spend three weeks monitoring and evaluating each project.

The impact of the project, both for the children who helped to build the play areas, as well as for those children who now are able to play in them, lasts for a lifetime. Through play activities, a child learns to be creative, gain self-confidence and courage and all qualities that promote achievement later in life.

We look forward to the creation of another 4 play projects in 2006.
智乐儿童游乐协会于一九八七年成立，他们深信游戏为小朋友提供创作、探索、学习的机会，他们关心的只是玩、玩、玩。

智乐千挑万选了八间小学来参与「校园游戏显潜能计画—小空间·爱梦想计画」。来自这些学校的幸运儿做梦也想不到原来在公园里愉快地玩一星期也算是认真学习的一部份。

智乐希望透过这富创意的计画去发掘并培养学生的潜能，并希望利用具体的「游戏」设施及经验，长远地帮助建立学校及社区的效能。

在二零零五年初，共有四十七间小学表示有兴趣参与这项活动，但智乐只收回十四份合作意向书，当中只有八间能够入围成为计画的合作夥伴。

大约八十名小四及小五生被选中参与半年的计画，他们将大马行空的意念化身为实实在在的游戏群。自零五年四月和零五年九月起的半年内，共有两个室外及两个室内游戏室顺利完工，让九百名学生一同享受这小小「游戏建筑师」的创意空间。

计画共分四个阶段，首阶段是互动游戏环境计画和工作坊，共四节，每节一小时三十分。这阶段学生们的目标是设计一个儿童游乐环境和设施，构思期间老师及家长在参与之余，亦会给予教导及指引。

这「游戏建筑师」在工作坊中学到游乐环境安全的重要和设计时需顾及的要点和元素。加上他们到学校邻近的公共休憩场地作实地考察和纪录，正好为他们自选的设计理念打好根基。

在新游乐场建成后，小建筑师们还需要多接受两节课的训练，为这次训练集中教授他们作为游戏领袖的担当角色、功能和义务。与其他同学分享游戏时的技能和基本游戏理论与欣赏过程，这些知识使他们提高自信心。

最后智乐安排工作人员为同学们制作立体模型，以便了解计画的效果。

整个计画对受训的小朋友和享受活动的小朋友的影响是深远的。从中看出小朋友的创意和获得的自信和勇气是他们成长的重要元素。

我们正期待著二零零六年诞生的四个游戏项目。
Training Quiet Students to be Active Members of School and Community
by TWGHs Chen Zao Men College

Chow Ho-yan, Champion of 4 x 100m relay at HK School Sports Federation District Competition

Wong Ching-yan and Chong Chun-bun, Members of Navigator of Tomorrow Scheme, Hok Yau Club

When Ho-yan, Ching-yan and Chun-bun started their semester in autumn 2004, they never dreamed they could achieve what they have achieved by participating in the "Training Quiet Students to be Active Members of School and Community Project". They have learned how to overcome their shyness, and to push beyond their comfort zone to success.

Since its establishment in 1972, Tung Wah Group of Hospitals Chen Zao Men College have looked for ways to give students a sense of confidence and ownership in their own futures. This Project was a 10-month leadership-training program consisting of three stages. Through different activities, participants should have their confidence built up, their self-esteem strengthened and their hidden potential explored.

In turn, they took initiative to organize events and offer services to their fellow students and to the community by utilizing their acquired skills.

The 24 chosen candidates were timid, back-of-the-class types whom their teachers felt had the potential to become good leaders. From November 2004 till August 2005, the chosen few took part in a 3-phase program, that had them participating in a series of activities that took place at the school, at the Outward Bound campsite and at different local communities.

The first meeting of the 3-month pre-camp training program was held in December at the school hall. Everyone present felt their nerves on edge but by the end of the session the supervising teachers had warmed up and prepared the student candidates for what was to come.

The second challenge was a 5-day 4-night Outward Bound training camp, after which, as was stated in their midterm progress reports, the participating students did well and exhibited improved self-esteem and self-confidence.

The school saved the best part of the scheme for last. Students put theory to practice – they had five months to organize an event from scratch to benefit the local community. The project required applying a mix of their newly acquired skills and experience, and was a resounding success.

The questionnaire the students filled in before and after the Scheme showed that participants had learned to express themselves better, and there was a significant improvement in their interpersonal relationship skills and self-esteem, the prime qualities of leaders.

It is hoped that this group of newly confident students, who learned to trust in themselves by passing difficult and strenuous physical and mental challenges, will serve as an example for others like them who’d prefer to hide themselves for fear of failing, give them hope that they are just as capable as the next person to rise to any challenge and come out the stronger for it.
周思 - 香港学界青少年会分区比赛4 x 100米接力冠军

董定欣 - 郭俊彬 - 学友社「明日领航者计划」学员

在九四年九月开学时，思思、静欣和俊彬没法想到「兆民外展显潜能」计划让他们发现自己原来拥有无限潜能，他们学懂如何克服羞怯和脱离自己的“舒服区”，勇于尝试，迈向成功。

自九七二年创立以来，东华三院陈兆民中学一直尽力为学生争取让他们建立自信及自主的机会。「兆民外展显潜能」是个为期十个月共三阶段的领袖训练活动，目的是透过不同性质的活动来建立学员的自信心，加强自我价值观和发掘内在潜力，然后要求学员利用所学知识主动为同学和社区贡献。

被拣选的二十四位学生虽然是性格内向的人，但老师却认为他们是可造之材。他们在九四年十一月至九五年八月期间，分别在校内、外展训练中心和社区参与了三连串不同性质的活动，完成了共三个阶段的计画。

在十二月的一个早上，入营前三个月的训练的首次聚会在学校礼堂里进行，最初这群「怕羞生」是战战兢兢，相对无言的。幸好在老师悉心的引导下，学员渐渐打破沉默，气氛渐渐融洽。

接著的挑战是五日四夜的外展训练营，在之间报告中显示，学员在不同训练中的表现良好，他们对自我评价和自信心亦有所提升。

计画的最后一部也是最精彩的部分，因为学员要将他们过去半年内学到的东西学以致用，以五个月的时间在社区内一个团体筹备一个活动，这工作需要不同的技能和经验，对学员有相当的难度，可喜的是，他们各自也能成功完成任务。

细看参与学生的参与计画和完成报告，发现他们在完成计画后对人际关系的课题认识多，社交技巧也改善了。他们对自己的评价比以前有明显和正面的改变，这正是成为领袖的最重要的原因。

这组经过艰苦的身心训练而充满自信的青年人，正好是那些站在最后、害怕失败的那群腼腆的学妹学弟的最佳借训。
The students at Tung Wah Group Hospitals Kap Yan Directors’ College, a government-aided school at Sheung Shui, do well in school and they participate in extracurricular activities. But because they live so far from the city and are mainly from low socio-economic backgrounds, the students lack opportunities to expand their horizons and be exposed to experiences outside of what they are familiar with in their neighbourhoods.

Last August, the college worked with Outward Bound for a one-year leadership program. Through the program, the college wanted their teachers to develop a collaborative culture with the student body, and their students to be groomed for leadership potential.

The student recruiting lasted for a month. Many students showed great interest in the scheme. Finally, eighty-four students from Form 4 and Form 6 were selected from Student Association, Prefect Team, Peer Counselling Team, Houses and Extra-curricular Activities (E.C.A.) Clubs.

Twenty students took part in a one-day leadership programme in October at which Cheung Wah Youth S.P.O.T of the Hong Kong Federation of Youth Groups introduced the basic leadership skills. From October to December 2005, sixty-four Form 6 students joined a nine-hour Applied Strategic Thinking Training Program, conducted by The Edvenue Ltd, focusing on Strategic Leadership and Strategic Planning.

On 17 November 2005, 24 Form 4 and Form 6 students set off for their Outward Bound expedition at Wong Wan Chau, an island in the Northeast corner of New Territories. They were ready to test their personal limits and to face and overcome challenges. The experiential learning activities have been designed to make them think creatively, work cooperatively, communicate effectively and pilot decisively.

After the completing the program, students reported that they were more willing to take the initiative in trying new tasks, at solving problems and at the breaking ice in communication. It was evident that they had gained a new measure of confidence in themselves.

From the feedback collected for the Mid-Term Progress Report, the students appreciated the opportunity they’ve had to grow, in particular the Outward Bound Training. They have learnt skills and experiences which cannot be taught in a school environment. And they plan to use their new knowledge to help younger students.

The program ends in July 2006. Still to come are: an Outward Bound Camp for Teachers at Easter holidays; a leadership training programme for junior students carried out by the trained student leaders as a post-examination activity, and the Project Presentation of the participants.

Collaborative Leadership in Kap Yan
by TWGHs Kap Yan Directors’ College
在2005年10月，香港青年协会祥华青年空间在他们的营地里举行了一整天的领袖训练课程，教授领导才能的基本知识。20多位学员获益良多，在10月至12月期间，六十四位同学有幸参与了The Edvenue公司安排的应用策略性思维训练班，在九小时的学习中，同学认识了策略性领导和策略性计划是什么一回事。

在三至十一月十七日，共二十四名中四及中六生参加他们的外展之旅，目的地是新界东北部的佳澜峰。他们来自学生会，领袖生会，青年辅导组，各社和课外活动组。

完成活动后，他们各自已变得积极进取，愿意尝试新任务，主动解决问题和懂得打开话语。总而言之，其自信心倍增。

这课程已来到中段，从中期报告收集回来的反馈得知，同学们非常珍惜这次体验，尤其是在外展训练的日子。他们学懂了一些在书本上学不到的技巧和经验。这些宝贵的在他们未来年级的同学筹备活动中将大派用场。

整个课程在三至六月结束，仍未进行的活动包括老师复活节外展训练营，已受训的学生领袖为低年级生举办领袖训练课程。另外，还有的就是由各负责的整个计划的发布会。
Give a haircut. Do a massage. Provide a beauty therapy. Make a digital product. Run a small business. Learning how to do these things in a community setting is a gift of Hope for many of the participants of the Neighborhood Circle Program, organized by Yin Shee Limited.

By August 2004, Phase 1 of this program was completed successfully, touching the lives of more than 450 functionally illiterate women and their families, helping them to gain some measure of confidence in themselves.

Phase 2 went from November 2004 to October 2005 and consisted of running three advanced courses in massage therapy, haircutting, and cosmetology beauty and two new courses: Information Technology skill in Art & Design and Starting a Business. There were 79 women participants for this round, while 5,079 people have been involved directly and indirectly to make the program happen.

The attrition rate of the Haircutting and Massage classes in April and June 2005 was high. Both classes had very few new members and even fewer alumni. Old members withdrew because they got tied up with children, had a temporary job or just plain lost the motivation to continue. But because of the reduced group size, the Haircutting tutor had more time for each of the remaining 12 ‘trainee barbers’ and could better supervise them. The resulting services the class provided to elderly homes every fortnight was well received and the “graduates” were able to get more clients and make more money from their newfound work skills.

The Massage class recruited 13 new members in April 2005 who were taught acupuncture point massage skills from the Hong Kong Health Association. After the course ended, weekly gathering continued, and members exchanged ideas when practicing their new massage skills on each other. Harmony, comraderie and self-confidence lingered throughout the meetings.

The advanced Cosmetology & Beauty class began in January 2005, attracting 8 students. However by the time of the August review, students were looking steam. Although difficult to learn and be proficient at as students, the beauty talk session in September was oversubscribed with a very enthusiastic audience.

Nine people showed up for the first meeting of the new course ‘Start a Business’ in January 2005. Their first mission was to run a kiosk at a shopping arcade in Tsing Yi in February. The members discussed the operational details at every meeting, but by the time of the evaluation in March, only two participants were left of the original nine. The rest had given up for one reason or another.

The sixteen Digital Team students had a more successful record. This group met three or four times a week to revise and practice their newly acquired skills for making digital products. They promoted their new abilities and have found unlimited good uses for their new skills.

The overall performance of this program was positive although very little money was made - over 79% of the participants determined to grab any chance to upgrade themselves, 82% total attendance despite of members’ busy schedule. 92% was eager to stand on their own feet and 100% had more confidence in their own ability. On these grounds, the program was a resounding success.
剪发、做按摩、学美容仪态、制造电子产品、学做小生意等的学习对「社区一家」的参加者来说却是意义重大的希望工程。

妍社有限公司在零四年八月时成功地完成了「社区一家」的第一阶段，让超过四百五十个低教育水平或甚至没有上过学的女性重拾自信。

第二阶段由零四年十一月开始至零五年十月结束，妍社提供了三个进阶课程包括按摩、剪发和美容仪态和两个新设课程包括电脑设计及绘图和如何做生意等，让学员选择。这阶段参与人数共七十九位，总也有五千零九十九人直接或间接参与整个计划。

剪发和按摩的进阶班出师不利，报名人数少，旧生更少。而且有些旧生还中途退出，原因多不是数家小童需要照顾、找不到兼职、失去动力、练习后疲倦等等。

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至宽者失马，焉知非福。就是因为人少的关系，即剪发老师能对每位学员因材施教，学员在老人中心的表现得到认同，结果生意一桩接一桩，钱源源滚滚而来。

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Our foundation has a strong preference for investing on "software": on clearly delineated programs with beneficiaries. However the assistance to Fuxin School is one of the few exceptions.

Since 2000, the Shanghai Grassroots Commonweal Center has helped out numerous grassroots communities in China. Most successful was the assistance Shanghai Grassroots Commonweal Center offered to Fuxin School.

Beijing University Law graduate Yan Yong-chun gave up his lucrative prospects as a law graduate, and went to the Fuxin School to teach without pay at the first volunteer-based school in China. This was at the end of 2000. His story attracted many feature stories in the Press, which in turn attracted streams of donations. However Yan's mindset in education was different from the headmaster. So in August 2002, he left and started Fuxin School.

The new school was very much an "experimental" school. Yan had no experience running a school, and very little teaching one, but the school managed to stay open and in June 2005, Yan replaced himself as schoolmaster with another volunteer from Shanghai.

The unique teaching approach at Fuxin School was to combine basic life skills with modern techniques. However the Education Bureau of China didn't approve the proposed unorthodox methods and requested the school to offer the same standard of education like other national schools as well as putting up new facilities and managing a healthy budget.

Because of its unofficial status, the school was not eligible to apply for funds from local or overseas organizations. In May 2005, our Foundation stepped in to help them through the Shanghai Grassroots Commonweal Center.

The low-fee structure at Fuxin combined with small donations from the community was not covering the operational expenses. The RMB65,500 donation from CYSFF Foundation was the school's first much needed sizable charitable donation.

The school built much needed facilities that included a dining hall, toilet facilities, even indoor plumbing. CYSFF hopes that the improved conditions will help the school to focus on their curricular problems like recruiting volunteer teachers from the community. But whether or not volunteers teachers are a long term solution remains to be seen.

Volunteer teachers don't have teaching qualifications, they don't feel committed and come and go as they please, and it's not unusual for students to be faced with new teachers every few months.

But clearly, this is a positive start, a school where there once was just classrooms. The way forward is about putting the needed structures in place. A proper school curriculum with clear direction and annual budget and proper planning are next on the agenda for this school.
复新学校基本设施改善工程
上海草根关爱投资咨询中心

我们基金会通常将资源投放于软件项目方面，特别是对受惠者在能力发展上的支持。复新学校便是我们的一项重要支持，为特殊教育需求的孩子提供适当的教学资源和学习环境。通过我们的资金和资源的投入，复新学校在教育质量、教师培训、设施改善等方面实现了显著的提升。

从二零零二年起，上海草根关爱在中国各地基层社区开展多项非牟利的公益活动。在众多活动中，复新学校项目算是十分成功。

北京法律系学生林永纯在复新学校的支教工作，走到了农村的复新学校做义工老师，他的事迹引起了广泛传播，也引来不少的捐助。林永纯的办学理念跟当时的校长大相径庭，所以零二年八月他离开复新，继而开办复新学校。

复新学校的教学方法独特，旨在将基本生活技能和现代技术结合，但教育局没有理解及接纳这项方法，要求学校提供像其他普通学校般的教育水平。另外还有重建食堂和整理厕所。

由于欠缺真正的办学资格，复新学校未能向本地或海外机构申请资助。在零五年五月，我们透过上海草根关爱对学校施以援手。

复新学校的总收入经常维持在较低水平，如需的学费和不稳定的捐款不足以应付庞大的日常开支。所以基金会捐赠的人民币二万零五千五百元对他们来说是久旱中的甘霖，也是他们第一笔来自基金会的正式捐款。

新开的这所学校可以说是一个实验品。由于缺乏办学经验，多年来新校面对很多困难。在零五年六月，林永纯辞去校长一职离开，由另一位来自上海的义工老师接任。

基金非常关注学校改善了环境后可继而解决其他问题，如义务老师。这群好心人大多没有教学资格，而且未无薪去无影，学生已经习惯每两至三个月便遇到新面孔。

非常明显的道理，就是学校的硬件只是一个开始，还有许多事情，例如需清使命、确立发展方向、建立行政及人事政策、完善课程设计、制定财政预算等，是各志愿者仍须努力去完成的。

有了这笔捐助，学校重建破旧污秽的校舍设施，包括学生食堂、公共厕所、浴室和水电装置。其中一部份的捐款是作教师的培训之用。
We, living in the comfort of our homes with running tap water, air-conditioning and central heat, find it hard to imagine that there are people in this world who live a daily existence without the creature comforts we think of as a given in our own lives. We don’t consider how an indoor bath with hot and cold running water is, in fact, a luxury that many people live without.

Qidong Special School established in 1976. Their pupils are physically-able but hearing-disabled children. Beginning in 1999, the school began to take in mentally handicapped children as students. Through providing academic knowledge and vocational skills training, the school aims to develop students’ social and survival skills and thereby to enhance their ability to be a functioning part of society.

Construction of the Students’ Bathroom
by Qidong Special Education School

Due to lack of funding, the best facilities the school can offer to students during their nine years’ compulsory education are materially lacking. But the inferior conditions haven’t stopped these diligent students from achieving independence. To date, more than 200 graduates have joined the work force and five have even graduated from university.

In November 2004, Qidong Special School approached our Foundation to build a bathroom for their boarding students because the school didn’t have the funds to build one. There were about 100 students living at the dormitory.

To improve the basic hygiene condition for students, the school requested for the amount of RMB 127,000 so to put up a bathroom area which includes two bathrooms and two changing rooms with lockers and benches for boys and girls individually; water boiler room and accessories with the hot water storage tanks and the plumbing amenities.

The construction started in March 2005 and ended in May 2005. The 64m² bath area includes two 20m² bathrooms and two 12m² changing rooms with waterproof lights (also dustproof), floors, ceilings and roofs. Both bathrooms have lockers, benches and shower facilities. The hot water stainless storage tanks have been installed on the roofs. Students can enjoy a hot shower throughout the freezing cold winter.

In the past, when the bathroom had not existed, it was impossible and impractical for students to form the habit of bething regularly. Most students did not practice good personal hygiene. The poor hygiene condition had an adverse impact on the students’ health, especially mentally handicapped ones who also suffer from weaker immune systems.

With the new bathroom facilities, the school is able to educate their students on the importance of good personal hygiene while encouraging them to pick up this good habit. There has been a marked improvement in the general health of the students, not to mention a high degree of personal confidence and dignity in being able to present themselves better to the outside community.
建造学生浴室工程

启东市特殊教育学校

生活在舒适的居所中，有自来水、空调，和冷热设施，我们很难想像有些人将在这些基本标准下生活，他们虽然有冷热的室内洗澡设备但并非一种豪华为，但却不知会有很多人正在羡慕你所拥有的幸福。

启东市特殊教育学校于一九六六年建立，他们的学生都是四肢健全但听觉有毛病的儿童，自一九六九年起更招收智障儿童入学，通过传授文化知识和劳动技能，学校建立学生社会的社交和社会生存能力，从而增强他们在社会上的竞争力和自主性。

由于资源紧缺，所以在九年前义务教育，学校提供的「最好」设备还有待改善，但这些次的设备并没有令到学生发生任何影响，反而，超过二百名毕业生已正式投入社会，当中五人更拥有大学毕业证书。

在零四年十一月，基金会接到启东市特殊教育学校的申请，希望能够拨款兴建浴室，因为约一百名寄宿生在没有像样的浴室也没有，可以想像卫生情况之不妙。

为了保障学生的基本卫生条件，学校需要十二万七千元人民币来兴建浴室，包括建衣柜和浴室的男女浴室各一间和男女浴室各一间；淋浴室一间及淋浴设备；暖气水箱及上下水管。

工程在零五年三月开始，五月底完工，浴室总面积近六十四平方米，包括十五平方米的男女浴室各一间；十二平方米的男女更衣室各一间，室内的防尘灯、地面、吊顶及墙面均是防水的，两间浴室带有衣柜、凳子及淋浴设备，另外浴室增设不锈钢水箱一台，以后在严冬时学生仍可享受一个温暖又温馨的热水浴。

在过去没有浴室的日子，要求学生养成定期洗澡的习惯是没可能和不切实际的，结果不少学生也不知道良好个人卫生的重要性，学校及学生同样更受著这情况。更令人担忧的是，启东学生的体质较差，恶劣的卫生环境令他们的健康每况愈下，尤以智障学生更甚。

现在学校有了新建的浴室，这样他们可以一方面教育学生注意个人卫生，另一方面又鼓励学生养成良好的洗澡习惯，最令人欣慰的是学生们比以前明显的健康了。

除此之外，学生在人前人后的自信亦因自己的整洁和健康而提升不少，换来的家长及社会日益增多的尊重。
Participation In the seven-day training at Hong Kong Outward Bound this mid January was for the twenty-four students (Form 4 and 5) from Qidong Dajian Secondary School and Huilong Secondary School, the most trying experience of their young lives.

On 15 January, the students set off to Hong Kong with their teachers to participate in the Outward Bound training camp. On the first day in Hong Kong, even before the program began, the mainland Chinese youngsters were asked to tidy up after their meal, something none of the children had ever done! In China, because of the one-child policy, parents and grandparents have waited hand and foot on this generation of youngsters, so this was a great shock to the participants to be asked to clean up after themselves.

The actual leadership training began on the second day. In the morning, they had their Challenge Ropes Courses. All but one student would walk on the thin high wire. But after much cajoling, the student was told that she would be left there all night, before she brought herself to finish the frightening task. Subsequently, from the self-rescue from the overturned kayak and the jumping off from a six high platform into the cold and merciless sea in the afternoon, students began to exhibit their leadership's charm in courage, patience and calmness.

During the 4-day 3-night land expedition, the student hikers took turns to carry out different tasks for the team. They each had to carry the weighty backpack and had to endure the heavy amount of hiking. They were easily exhausted. On the second night, the rain made things worse, the participants were worn-out and low-spirited. They got lost and felt terrible.

One girl wrote, 'We discovered we got lost. I blamed myself and thought others would too. But they didn't.' When they finally found their way out, they had learned something about their own ability to survive, and also something about how to behave in a team.

The last challenge was the cross-island kayaking. It took a while, but eventually everyone touched base at the Training camp, safe and sound. The program ended one day early because of the cold spell in Hong Kong.

The after-activity commentaries in the student's notebooks were reason enough to feel that the Leadership Training aspect of this program was a success. These youngsters reflected on the meaning of being brave and diligent, and they reflected on using cooperation to solve problems sensibly.
启东学生领袖
才能训练计划
香港外展训练学校

二十四名来自启东大江中学及汇龙中学的高一及高二生在今年一月来港参加一连七天的外展训练，经历人生最大的挑战。

一月十五日黎明时分，学生及领队老师摸黑离开家乡，向香港出发。到达的第一天晚上，训练活动还未正式开始之前，当这群被宠惯的独生子女被告知需用睡后自行收拾碗碟时，已令他们感到此行的第一个挑战，十指不沾阳春水的他们，做家务是个陌生的经验。

真正的训练在第二天开始。在早上进行破冰活动时，除了一个女生外，其余学员都被敲碎的鸡蛋当作是完成的标志。这学员在起跑线上挣扎了大半小时仍未开始，无论学员怎样敲碎鸡蛋也徒然。到最后大家威胁似的说，若令在三分钟内还不开始，便会丢下她不管，虽然方法有点不足人意，但最重要的是问题得以解决。此后，学员在翻船训练和从六米高台跳进那冰冷无情的大海的活动中表现出大将勇敢、忍耐和冷静的风采来。

在四日三夜的行山之旅中，学员轮流担当不同要务，背上的重量和茂盛的行程令他们身心俱疲，幸好有雨天的天气未算太差。总算是个好开始。但第二晚的一场雨令每个人也更接近了，士气低落了。暴风雨更显得严峻，一位女学员这样说：「当我们发现路时，我很自豪，以为其他学员也是一样想法。原来他们不是，他们在这种情况下却呼呼求生之继续团队精神。」

最后一个挑战是海上训练，两人对一条独木舟，到最后，一个又一个疲乏的身体终于安全抵达。任务完成。由于气温恶劣，所以整个外展训练至了天结束。

当你看完他们活动后感，你也会为这群勇敢、勤劳、合群、懂得理智地解决问题的青年人自满，亦反映这活动是十分成功的。
Qidong Number 2 Vocational Education School, located at the town of Qidong at the Jiangsu province, was an ordinary grammar school till year 2004. When the school changed from a grammar school to a vocational educational school, it is not surprising that teachers do not know much about the new subjects, or how to teach them. The teachers themselves are in need of teachers training.

The new vocational school has designed a five-part program which is to last for two years. The first three parts are to invite experts to provide training to teachers on Electronics Studies and Electrical Studies, send teachers to attend training on Mechanical Studies as well as encourage teachers’ self study and mutual peer learning.

Electronics and Electrical Studies have been brought into the curriculum because the School sees such a need in the market. Five fresh graduates from teachers college are selected to receive training on the Electronic and Electrical Studies. The contracted trainers come to the school every half a month from September 2005 to June 2006, and at the end of the training, the five teachers who have received the training are to train newly hired teacher and pass along their newfound knowledge.

To solve the problem of teacher vacancies in Electrical Studies, the School has contracted outside experienced teachers to come and give classes for four hours every week beginning in February 2006 and for 25 weeks. Two Chemistry teachers will sit in these classes learning and making observation. Again, the School wishes these teacher-students may learn teaching skills and in turn to provide training to other new teachers.

Still the School faces another big problem - no tutors have actually practiced what they teach! The recent newly recruited teachers on Mechanical Studies have the same problem as other new teacher-graduates - they are good at theories but have no hands-on experience in handling machines which is very important particularly when teaching such a technical subject. So three teachers will be sent to factories as apprentices for a month during summer of 2006. Hopefully this practicum experience may help the School to launch the subject better.

The fourth part of the program is organizing annual in-house teachers’ training by their Education Department but details have yet to be confirmed.

Besides improving the quality of teachers, the school also provides teachers with relevant tool books and materials as references. About 12,000 RMB has been spent on this installment.

Though the program is still in trial, it has shown promise. Parents who once had rejected the idea of changing the school from Grammar School to Vocational School at first have now come around. They have assumed that vocational schools were inferior to grammar schools because their graduates did not stand a chance of finding a good job. But reality has proved otherwise. Parents have witnessed the improvement of the quality of both the teachers and the teaching hardware at the vocational schools. But perhaps more important still is that they see the trend moving in this direction by the number of schools that have followed suit.
江苏省启东职业中心校本是一所文法中学，自零四年转制成为职业中心，在转制的头一年，出现的问题层出不穷，而最严峻的一环是聘用的教师对新学科认识不多，由此，当务之急是全面提升师资以应付新改革。

学校设计了一个分五个环节进行，为期两年的培训计划，其中三个环节包括聘请海外到学校向教师教授电子和电工的知识，由机械科的教师参与有关的实验课程和教师利用新添专业书籍或配件进行自学和互相学习。

学校引入电子专业，由于他们深感电子专业人才匮乏，专才的需求会大量增加，而电子专业的人才亦相当不俗，结果五位机械科和电气工的教师接受这门的训练，使其指导的教师从零五年九月至零六年六月期间，每半个月便会到校一次作指导，目的是希望这五位教师在学成后，以后能进一步培训新上岗的教师，以满足他们在这学科上的教学需求。

可是，学校仍要面对另一个难题－电工专业。新学科的教师悬空了，学校在别无他法的情况下，自零六年二月起聘请教师到学校授课，每周四小时，为期二十七周。与此同时，派派两位化学科老师作旁听生。目的亦希望老师们能将学到的知识传授给新教师。

为了将来的学生需要，学校设计的第四阶部份是将教育主管部门于每年暑假期间安排教师进修，但其细节仍在研究之中。教师除了校内校外接受提升师资的训练外，第五部分就是利用由学校购入、共值约人民币十二万元的专业书籍和教材作自学和互相学习时参考之用。

显然这个增加师资的计划于进行中，但其进展已令人非常鼓舞。当初家长得知学校转制一事后表示十分不满，他们认为职业中心的毕业生知识少，较难找到好工作，但事实刚好相反，他们看到学校为转制提升师资和增加设备，最重要的在于他们的孩子能为他们的前途作好准备。他们现在已改观，并大力支持职业教育。
Learning Vocabularies by Pictures Program
by Qidong Chen Qiu Cui Feng Kindergarten

It is said that “a picture is worth a thousand words”. But that doesn’t mean it is an excuse not to learn to convey and communicate through words. It is especially true in Chinese language which characters are in fact pictures and more characters one learns, the better one’s ability to understand and communicate with them.

In 2001, Ms Zhang Xiu Qin, the director of Hangzhou Zhijing Educational Clinic, “invented” an approach, to help children in learning Chinese. Its name translates literally as ‘recognizing words through images’. The goal of the approach is to develop the children’s reading skills first and then their writing skills. In as short as three months’ time, any five-years old child can acquire around 2000 words. The child starts to read at six and to write at seven.

Qidong Qiu Cui Feng Kindergarten adopted this methodology in September 2005. The kindergarten teachers were trained at Zhejiang University. All the teaching materials, including textbooks and picture cards, cost around RMB14,000, which is 67% of the fund.

During the daily 30-minute lesson, 95 aged five to six students learn words through language games and pictures either individually or from storybooks. So whenever children get in touch with the words or the pictures, they recall the story behind, and imagine beyond.

According to the survey done by the kindergarten, after launching the scheme for three months, half of the students identified more than 2,000 words and read children books without help; 20% of them recognized more than 1,500 words without looking at the pictures. Another 20% of them knew more than 1,000 words without referring to the basic textbooks while the rest 10% recognized more than 500 words when reading the textbooks.

The kindergarten adds another gimmick to this scheme - a reward system. Students get praise for every improvement they make, maybe comes in the form of a verbal compliment on the spot, a little gift or certificate of appreciation at the end of unit, or even a medal at the end of the course. Not only the students, but also the teachers get incentive for their hard work. 14% of the fund turns into the cash reward for the teachers while 10% goes to the students.

The feedback from parents has likewise been positive. “Whenever my son finishes reading a sentence from the newspaper, he is thrilled,” one parent commented. Another parents proudly remarked, “My daughter is able to read all the words from her primary school’s textbooks. Her classmates gave her a nickname ‘The Word Mistress’.”

Though the children recognize so many words by the age of five, they might know nothing about phonetics, the order of calligraphy and the radical of the words so the question remains, Is this result-oriented method relying on exclusively on memorizing, count as a feasible long-term learning process? The implication is that we need to teach our children how to think. The answer to that question depends on how you answer the question, “Can thinking occur without words?”
直映认字计划
陈丘翠风幼稚园

虽然俗语有云：「一树好的相片胜过千言万语。」但这并不代表不用学字来表达和沟通，这道理在中文学习上尤其明显，因为中文本身就是一帧帧的图画，认字愈多，明理和沟通的能力便愈高。

在二零零一年，杭州直映教育研究所所长张秀琴老师创推一套名为「直映快速认字」的崭新认字方法来帮助孩子认字，目的是先培养孩子的阅读能力和后其写作能力，有专家分析，一个人的字形越简单，阅读量便会多，而语言能力亦会好一点，这种认字方法，是利用影像字记生字，一个五岁的孩子可在短短三个月内认字约二千字，他们在六岁喜欢阅读，七岁开始写作。

杭州市陈丘翠风幼稚园于二零零五年九月采用这教学法，老师们远赴浙江大学培训学习，所有教材包括课本的大小小的认字字约值八万八千元，是基金会助总数的67%。

在每天三十分钟的课堂上，共九十五位五岁或六岁的小孩利用游戏和看书或看故事来认字，每个孩子看到汉字画像，便会想起联系的故事和联想。

根据校方的调查报告，通过三个月的直映认字培训学习，二年级的孩子认字二千余字，在无协助之下能阅读一般的小说，20%的孩子认字千余字，能阅读直映认字教材阅读材料，另外20%的孩子认字一千余字，能离开图画阅读直映认字课本，上下册，其余的10%的孩子认字五百余字，能离开图画阅读直映认字课本。

校方为活动增设了一个奖励制度，孩子每一点进步都获得称赞，可以是即时的表扬，完成单元后的奖状或完成课程后的金牌，不只是学生，还有老师的努力亦得到认同，14%的基金捐款化作教师奖金，而10%归于学生。

到目前为止，虽然不知学生的感受如何，但家长的反应颇为正面的，有家长说：「每当我儿子在报纸上读出那句记忆时，都会激动而兴奋。」另有家长不约而同的说：「现在女儿已经读小学了，课本上的字都认识，同学们送她一个绰号『认字大师姐』。」

虽然小小年纪便能认识那么多的字，但这教学法跳过了拼音、笔顺、偏旁、部首等传统的学字步骤，这个依靠记忆的方法长远来说算是一个可取的学习过程吗？重点落在我们如何建立孩子的思维模式，而这问题的答案取决于你如何回应：「想象能无字吗？」这问题。
Dispensing and Needs Assessment of Self-Adjustable Adaptive Eyewear in Remote Tibet by China Exploration & Research Society

Self-Adjustable Adaptive Spectacles are invented by Dr. Silver of Oxford University to rectify eyesight deficiencies. It is designed to be self-adjustable to meet changes in eyesight deficiencies. It is assumed that the Adaptive Eyewear is very useful to people living in remote areas where optometry services are not easily available and to poor people who have little resources to replace eyewear when eyesight deficiency changes. This study was conducted by Dr. Michael Moser to launch eyesight testing on indigenous people on the Tibetan Plateau. The data were collected in Sichuan and Qinghai Provinces in June 2005 during the Yenen Source 2005 Expedition launched by the China Exploration and Research Society (CERS).

Eyesight Testing Methodology
Standard distance eyesight tests were administered to volunteer subjects. The tests required the subject to stand at a distance of approximately 4 meters from an “E” board which presented the figure “E” and its reverse impression in gradually decreasing sizes.

Tests were administered by moving through the scale from the top (largest size type) to the bottom (smallest size type) of the chart and asking the subject to inform test administrators the direction of the “E” figure (that is, left or right, top or bottom).

The examination scales were assigned the following values: 4.0 points for the largest figure increasing to 3.0 points for the smallest figure. Tests were administered with both eyes open, then with left eye only and finally with right eye only. All tests were administered in the first instance without glasses.

Before the tests were administered, each subject was interviewed and asked to provide the following information: name; age; place of residence; occupations; whether eye problems were indicated and if so when the problem began; and the availability of glasses.

After the tests were administered, subjects with an average test score of 4.7 or less were separated and fitted with “adaptive glasses”. After adjustment, the subjects were then re-tested to measure improvement.

Eyesight Test Results
Eyesight tests were administered to 48 subjects. All but eight of the subjects were male. The subjects ranged in age from 20 to 62 years old. All of the subjects gave their occupations as either “nomad” or “monk”. About half of the subjects tested claimed that they had “problems” with their eyes. Symptoms described included blurry vision as aging progressed, tearing, and sensitivity to sunlight. Some subjects had experienced eye injuries which were not in any case susceptible to treatment by corrective lenses. All of the subjects were able to identify a place (nearby town or other location) where prescription glasses (magnifiers) could be purchased and these were said to be readily available and inexpensive.

Of the 48 subjects tested, 15 achieved scores of 4.7 or less meaning that they were only able to identify larger size figures on the “E” chart. Following the tests, these individuals were fitted with adaptive glasses which were adjusted to comfort and then the subjects were retested. All of the individuals but one who were retested after being fitted with adaptive glasses attained scores in excess of 5. Clearly, the use of adaptive glasses brought about remarkable and immediate improvement in eyesight and in particular in distance vision.

Comments and Observations
The following comments and observations are offered:
1. The value of the test results was limited given that the tests only dealt with distance vision and not reading vision.
2. Prior to fieldwork, the expectation was that poor vision would be widely encountered among the indigenous populations given the constant exposure to bright sunlight at high altitude, smoky living environment, dark interiors and general poor hygiene. However, testing revealed that eyesight was on the whole better than anticipated. Moreover, corrective glasses were reported to be widely available and inexpensive.
3. Testing protocols were compromised by the novelty factor of the glasses. Subjects were keen to “get glasses” and a number of test subjects, once they apprehended the process, claimed “eye vision problems” where they probably did not exist or were not severe.
4. The adaptive glasses proved to be durable and well adapted to the environment. However, there were occasional problems reported with the fluid in the glasses when the temperature fell below freezing. Also, the design of the side connecting tubes could be improved.

Limitation
Selection of subjects was based on the travel route of CERS. There were some time and site constraints. If this experiment was applied in sedentary communities, better results may be yielded. CERS would like to take samples of the next generation of the glasses for a comparative implementation with more specific and focused sites.
西藏边陲对自动调焦眼镜的需要及派发调查

中国探险研究学会

实验对象由最高的一排（字体最大）开始至最低的一排（字体最小）为止，逐行逐个的告诉工作人员E字的方向（即左、右、上或下）。

测试计分方法如下：最大字体为四分，最小字体为五点二分。测试流程是实验对象在没戴上眼镜的情况下首先进行双眼测试，然后只用左眼，最后只用右眼。

测试进行前，每位实验对象都会接受访问，目的是收集以下资料：姓名、年龄、出生地方、职业、有否患上眼疾、何时患上和有否配戴眼镜等。

进行测试后，若实验对象所得之平均分数是四点七或以上，他们便有资格试戴由美国牛津大学Dr. Silver发明的可自动矫正眼镜片数的眼镜。

视力测试结果
视力测试对象共四十八人，十四位是女性，八位是男性，年龄介乎二十二至三十八岁，他们的职业不是流浪者，便是僧侣。大约有半数实验对象声称自己的眼睛有毛病，病征包括因老化而出现的视力模糊、流眼泪和对光线敏感等。有些对象出现眼睛受伤的情况，但跟这次测试没有关系。所有实验对象都能说出一个可以配眼镜（或放大）的地方（附近的村落或地方），而这眼镜是可即时使用而且价钱便宜。

在四十八位测试对象当中，有十五位取得四点七或以上的分数，这显示他们只能看见字体比较大的图形。当他们测试完成之后，这些对象继续配戴眼镜，然后进行次轮测试。除了一名对象外，其余的对象在次轮测试时均能取五分或以上的分数，这结果清楚地反映这些矫正眼镜能有效的增加视力，尤其在阅读视觉的问题上更见效果。

意见及观察
在此提供以下的意见及观察结果：
1. 此测试的范围只限于视力测试，而不包括阅读视力。
2. 在测试前，研究人员预计那些土著的视觉问题系因眼睛长期曝露在高地的猛烈阳光以及在长年恶劣的室内环境，热气腾腾的气候变化和普遍欠佳的卫生环境间生活引起，但测试反映他们的视力比想像的好，而且矫正眼镜的供应充足和售价不高。
3. 测试的条件中提及这眼镜是一项新发明，所以对象们非常希望得到一副，当他们明白整个测试的流程时，他们相信自己患有眼疾，但可能他们根本没这回事或情况不那么严重。

这批矫正眼镜已被证实很耐用和很能配合环境使用，但有时眼镜内的液体会在零度之下的气温时会出现问题，另外在两旁的接合管在设计上可作改善。

限制
测试对象的挑选是根据中国探险及研究会的行程而定，在时间上和地点上亦有限制，若测试是在固定的社区内进行，结果可能较佳。另外，中国探险及研究会亦有考虑利用新一代的矫正眼镜在更多指定和集中的地点进行比较性的测试。

英国牛津大学的Dr. Silver发明了一副可自动矫正镜片数数的眼镜来应付当视力问题有改变而需要更换眼镜的情况，这发明预期对那些住在偏远地方且不容易找到视力测定服务或因财政问题没法按需要更换眼镜的人产生很大的作用。这视力测试研究是由Dr. Michael Moser负责进行，对象是西藏高原上的土著。
In 2005, Opportunity International Anhui's (OIA) primary objective was to reach self-sustainability with on-shore costs. In achieving this objective, the Board of OIA has been restructured and a new chief executive officer was appointed on January 1, 2005. The Executive Committee from the Board consists of all professional business men who have had experience in China and are committed to the project. The Board, as a group, is also a major financial supporter of the project.

In 2005, OIA strategically repositioned itself in the market as a Business Development Organization that provides business growth services, one of which is business loans. OIA also intentionally moves their average size loan up so as to generate additional revenues and thus reach monthly breakeven by the end of 2005. Now the size of the loan increases from US$300 for first loan, and up to US$500 for subsequent loans. In addition to these loan-offering changes, OIA has begun launching practical business training, such as on marketing and money management, to their clients. Progress on developing training materials, such as on characters and values formation for business owners and their employees, is rather smooth. In order to develop a closer relationship with clients, the first client newsletter was distributed in mid-February.

In the first 6 months of 2005, OIA has almost tripled the number of loans issued over the first two years. It has come about by having a more realistic interest charge and also by targeting prospects in industry sectors. As a result the loan renewal rate has gone from 33% to 75%.

Overall speaking, the performance of OIA improved in 2005 although it is still far behind its original plan. Future development includes signing of formal agreement with 2 new banks in Hefei, which give 3 to 4 times leverage. Because of the favorable environment, such as strong Government support, a new office at Nancheng is under planning.

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Plateau Oasis Program
by Shanghai Grassroots Community Youth Volunteers Association

The Chen Yet-Sen Family Foundation began to fund the Plateau Oasis Program in 2004 for 2 years. The objectives are: 1) improve the school curriculum and quality of teaching; 2) improve the school premises and teaching facilities; 3) accommodate all age-appropriate school children; and 4) improve management and production of the school farm.

New School Buildings
Building materials for kitchen, library, medical treatment room and a storeroom have arrived at the school. They should be completed by mid-June.

Intake of Age-appropriate Students
In 2003 only 40% of age appropriate students were admitted. In 2004, it increased to 75% and in 2005 to 70% because school facilities were much improved. Currently there are 51 students (14 for Primary 1, 20 for Primary 2 and 17 for Primary 3). Some parents refused to let their children attend school because they want the children to rear the herds. Furthermore, existing kitchen in a broken tent was not able to serve meals for more students.

Support from the County government
Other than the direct subsidy of RMB20000 from the Government, an additional sum of about RMB10000 was solicited to cover teacher’ salary and other expenses.

Management and production in the school farm
UYO finished the research report for “The Operation of Moqu Village Tent Primary School Pasture” with the help from a local pasture specialist, which theoretically proved the feasibility of the mode to aid the school financially through the sustainable pasture business.

Farm
By the end of 2005, there was 144 yaks and 372 goats, a net increase of animals of 86 animals. However, there was still a deficit of RMB17604 in 2005. With selling of grown-up animals in 2007, the income of the farm will be able to cover expenses of the school.

The project has been launching for 2 years. Significant achievement has been made. It is hoped more teachers can be recruited so that more students can be admitted.

新校舍
校内的新厨房，图书馆，医疗所和储物室所需的建筑物料已运抵学校，新设备将于六月中建成。

招生情况
2003年仅有40%的适龄学童可以入学。随著学校设施的改善，2004年适龄学童入学率大幅提升至75%，而2005年，则是70%。目前学校有五十六名学生（14位小一生，20位小二生和17位小三生），没有入学的原因是有些父母因希望子女留在家中协助放牧，另外，现在的厨房在破旧的帐篷里，饭菜不易煮，无法满足更多同学用餐，因而影响入学率。

市政府的资助
除了直拨人民币二万元外，市政府另拨款人民币一万元交支付老师的薪金和其他支出。

学校农场的管理和生产
环长冮源生态经济促进会得到一位本地牧场专家的协助完成「莫曲村帐篷小学之牧场运作」的研究报告，理论上证明可持续的牧场事业是可用来经济上资助学校的可能性。

农场
在于零零四年底，牧场共有144只牦牛和372只山羊，动物总数多了86只，虽然仍然有入不敷出，如2007年动物长大卖掉，收入可平衡开支。

这计画已进行了两年，而最重要的目标亦已达到，希望招到更多教师，以至可接纳更多学生报名就读。
Book addicts love books because only books can allow them to fall in love or to visit Henry VIII as often as they wish. Thousands of students at Qidong City finally tasted this happiness with 23,735 new books which worth RMB257,000. It all happened from September 2004.

To break the fallacy that reading was dull and passive, Chen Shengyi Primary School had launched a two-year reading programme with different activities like storytelling competition, poetry recital competition, star readers award and monthly literature journal. In the end of January 2005, the library reopened to students with 10,075 brand new books.

Students got excited with the all-school written test and elite-based questions-and-answers competition. All questions were derived from their holiday reading. Most students welcomed this competitive yet interesting game very much.

Conversely, ten (later two schools merged) schools at Qidong which all had a Retired Teachers Association received 12,560 new books. By the first year of this two-year programme, the achievement of several schools was noteworthy.

Numerous retired teachers spent 200 sessions with the secondary school students introducing nearly 6,000 books, editing 4,000 more pieces of post-reading comments topping with their own, organising students gatherings and educating them reading was a lifelong all-weather company. The competitions on storytelling, poetry recital and speech, which live broadcasted to many, and the establishment of Reading Corner were the other highlights.

The remaining 1,100 books fell into the hands of hearing-impaired and mentally handicapped students from Qidong Special School. Under the one-year “Reading Under the Same Blue Sky” programme, the students didn’t only read but also sang, told stories, wrote, did calligraphy and much more.

Since the students were incompetent users of words and pictures, that’s why they found the idea of expressing themselves through decoration on the blackboard very interesting. What’s more, the teachers’ guidance on their reading and writing skills at the weekly study sessions was very significant to them.

On behalf of the Foundation, Fu Dan University launched a mid-term progress report of all three programs. The effort contributed by Chen Shengyi School on changing students’ reading attitude from passive to active was being appreciated most. However students suffered from inadequate assistance from both teachers and parents. Some even stopped reading at all.

On the other hand, the Retired Teacher Association modified the school library management system and helped establishing the study room. When parents saw their kids became more knowledgeable and presentable under the influence of the books, they realized the important role the books play in child development.

Furthermore, Qidong Special School students enjoyed themselves in activities with simple instructions and goals and those which put theory into practice like hiking. Their improved language skills brought them more friends at school, which increase their incentive to go to school.

The University suggested the Foundation to extend the programs in terms of length, number of schools, workforce and students involved, books and activities’ genre and role of teachers and students so as to benefit even more students.

Student Reading Program
by Qidong Chen Shengyi Primary School, Qidong Retired Teachers Association and Qidong Special School
推广课外阅读计画

启东市退休教育工作者协会、启东市陈尚义小学及启东市特殊教育学校

书

读书节因为有书让人恋爱无限次或随手无书的陪伴，启东市的学生成长是在千百之前，总值人民币五万七千元的新书而能够一尝此乐趣。

一切从二零零零年九月说起。

为了营造阅读是沉思和启发的讨论，启东市陈尚义小学在为期二年的课外阅读计画中，把握了种类繁多的活动，例如故事表演比赛、诗朗诵朗诵比赛、读书之星竞赛和文学月刊等。在二零五年一月期间，图书馆重新开放，藏书量多了一万五七千三百本。

另外，学生们为了「全校性」和「课外阅读知识竞赛」而奋斗不息，因为他们全部变成设计题目者，而题目内容是取材于他们的暑期阅读，这个既富娱乐性又刺激的游戏深受大部份的学

另外一边厢，启东退休教师协会拣选的十间（即全镇两间合并）试点学校接受了一万两千五百六十本新书，首一年的成绩而言，多间学校的表较都很理想。

另外，学生们的课外阅读知识竞赛和竞赛题目各有特点，例如「我要读」突破性的转变为「我要读」，实属难得。可惜部分参加者的多间学校表较不足，而有些学生甚至停止借阅书籍。

话分两头，启东退休教育工作者协会于二零零零年的计划已达到成果，计划内容包括了学校图书馆管理制度和促进阅读的建成。当家长们看到孩子们因阅读而得益时，便领悟到阅读在孩子成长中的重要性。

另外，大学发现启东特殊教育学校的里学生对于简单指导和目标工作的兴趣。一些学生在阅读中发现他们的语言水平提高，往往会让他们成为新朋友，这些友谊转化成心的活力。

最后大学向基金会建议将活动推广到各方面的扩展，包括时间、学校、人手和学生的数目，书籍及活动种类和师

生的责任等等，目的是让更多学生受益。
Introduction
A group of volunteer from Shanghai universities conducted this investigation from January 22 – 28, 2006. They studied three schools in Linxin County and Wuyang County and compared them with Fuyang No. 1 School, the best secondary school in Fuxin area. Literature review, on site observation and interviews were the methods used and the recommendations based on the findings may serve as reference for The Chen Yet-Sen Family Foundation in formulating its future plan in Anhui.

General Information on Schools in China
Due to the split-taxation policy in China, schools’ main funding comes from local government. However the Government of the impoverished areas received little tax, thus schools in these areas received little money from the Government. It gave rise to many problems to those schools under this investigation.

Types of School
- Public School
  The government pays for teachers’ salary and the school fee covers other expenses. Generally, these schools are relatively abundant in budget but poor in managing the schools. Except a few of them, these schools have fair academic standard.
- Private School
  These schools exist mainly because there are not enough public schools. The government does not financially support them. The school fee covers all expenses. The academic quality of the schools studied is as far as the local public schools. Very few investors of private schools can make profit out of it.
- Volunteer-run School
  These schools are run by volunteers who are college graduates. There are no fixed investors or government funding. The school fee is lower than others. Though the environment is very adverse, the teachers are surprisingly dutiful.

Analysis and Recommendations
- Living condition at rural schools is so adverse that it scares away many volunteer teachers. The most urgent task is to build some basic facilities at schools to ensure basic safety and hygiene.
- Facilities at rural schools are minimal and a library should be set up to encourage students to develop a beneficial lifelong reading habit.
- Teachers in rural schools are ageing and have to work even at retirement age because there are no successors. Fresh university graduates refuse to teach in rural schools because of its poor working condition and unattractively low salary.
- The quality of teaching and number of teachers in rural schools is comparatively low. To narrow down the teacher shortage, good local schools, universities or organizations in big cities could train up high school students who are interested in teaching at rural schools. To improve teaching quality, the setting up of internet facilities helps teachers to search for relevant teaching materials.
- Vocational education should be promoted for practical reason.
- Fewer students enrolled at schools because many farmers who work at cities realize that being educated is not the only means to improve their living standard. Besides fewer girls go to schools in recent years because of the traditional value in favor of male.

Conclusion
Though this is a small-scale survey and its findings and suggestions are limited, it is a good start to understand education in rural China.

引言
在2005年1月22日至28日期间，一群来自上海的大学生志愿者完成了这次调查。他们在绩溪市和绩丰市的三所学校，并将其与阜新地区最好的中学——阜南第一学校作比较。他们利用文献、现场观察和采访等方法进行调研，所得资料分析后可为解决农村教育提供基本依据。

中国学校分类
由于中国实行分税制，政府资助比例低，但欠发达地区的政府资助比例高。这些财务困难是此次调查的学校面临的主要问题。

学校类型
- 公立学校
  政府负责支付老师的薪金，而学费则用来自支付其他开支。通常这类学校的设备相对不足，但管理完善，其中只有少数学校有可接受的学术标准。
- 私立学校
  这类学校的存在因为公立学校数目不足，政府不会在财政上支持他们，所以学费用来支付所有开支。其学术水平一般低于公立学校。很少投资者在这类学校赚到钱。
- 募捐团体开办的学校
  这类学校由大学毕业生和所谓的自愿人士开办，没有固定的投资者或政府资助。学费比其他学校低，虽然环境恶劣，但无损于教师们的投入程度。

分析及建议
- 乡村学校的生存环境之恶劣远非少数自愿者老师所想象的。所以最迫切的工作是兴办一些基本设备，为学校提供基本安全和卫生健康环境。
- 乡村学校的设备极少，所以图书馆的成立将鼓励学生养成一种有益的终身阅读习惯。
- 乡村学校的教师出现老化现象，因为大学毕业生不愿意在乡村的工作环境和低收入的情况下从事教学。
- 乡村学校的教师和老师数目皆低。为了吸引学生，这些学校都在原有的基础上提出新的培训课程和持续教育，但必须面对经费问题，老师可能受到互联网找到有用教材。
- 职业教育程度应该加以推广以切合实际需要。
- 因在城市工作的农民发现受教育不是唯一可提高生活水平的方法，加上农村父兄的传统思想的影响，故近年来新生入学数目减少，而整体的人数亦下降。

结论
虽然这次调查的规模很小，资料搜集和建议亦不多，但对于了解农村教育整体情况是个好的开始。
Development of Non-Profit Organizations in China

在中国的非牟利机构之发展

The rapid development of non-profit organizations (NPOs) in China during the past twenty years is commanding the world's attention. The reform of China's economical and political sectors, especially the government's policy of "small state, big society", opened up space for NPO development in China. However, the tension between the government's worry about losing control of social forces and increasing difficulty in handling many deepening social issues has put China's NPOs in the center of swirl. The major current social issues existing in the society are:

- Environmental degradation. The large and growing population puts great pressure on China's natural resources. In the reform period, the rapidly growing and industrializing economy further exacerbates the situation.
- Poverty and inequality. Income disparities between urban area and rural area, the east and the west have been increasing in the reform period.
- Under financed education sector. During the reform period, China's education has been developing very fast. However, the gap between the society's demand for education and the resources available remains huge.

Despite of the large potential that NPOs may contribute in solving the above urgent issues, the theme of China's NPO legislation is controlling and limiting NPOs by requiring NPOs to find a government or Party sponsor for registration. The legislation is also insufficient and ambiguous in many respects, failing to keep up with the needs of NPO development. The particular legal environment grants the following features to China's NPOs:

- Research-oriented scholarly associations account for a large part of China's NPOs.
- Due to the fact that it is difficult to registered as an NPO, quite a number of NPOs are registered under commercial license.
- The relations between government and NPOs in China are closer than that in western countries.
- The Chinese NPOs most analogous to Western-style NPOs are individual organized NPOs.

Besides the unfavorable legal environment, China's NPOs are facing the following challenges:

- The responsibilities and rights between government and NPOs are not clearly separated, resulting in an indispensable relationship of mutual dependence.
- Chinese NPOs have yet to develop adequate mechanisms to govern, manage and supervise themselves.
- Funding sources are insufficient. The financial base for NPOs is weak in China. Due to various reasons, such as no tax exemption for donations, China does not have a strong philanthropic culture as that in western countries.
- They are usually established by a committed individual, who has some personal connections with the government. The leader also has ties with the West and knows what a difference NGOs can make there. The role of the leader is significant in these NGOs. They have very limited persons and financial resources to begin with and the leader manages to keep the organization running despite of the difficulties.

In short, NPOs are playing an increasingly important role in addressing social problems in China. However, NPO development is still at its initial stage and are facing many problems which remain to be solved.

在过去二十年，中国的非牟利机构发展之快速引起世界关注。中国在经济及政治的改革，尤其是在「小政府，大社会」的社会制度下，令非牟利机构可发展的空间扩大了。可是这些机枃在漩涡中挣扎求存，因为政府担心它们壮大后会失控，而令它们的参予令政府在处理很多根深蒂固的社会问题时会更加复杂，从而密切注视它们。现存的社会问题主要包括：

- 环境恶化：庞大而不断膨胀的人口令中国的天然资源受到沉重的压力。在改革期间，快速成长和工业化的经济使情况进一步恶化。
- 贫富悬殊：在开放改革期间，贫富悬殊的现象分别于城市和乡村及东部与西部出现。
- 教育资源严重不足：中国的教育在开放改革期间迅速发展，可惜的是社会能为教育提供的资源远远未能应付所需。

虽然非牟利机构在解决或舒缓以上的问题有贡献良多，可是中国政府的政策限制了它们的发展。基本上一个团体很难注册成为非牟利机构，因申请注册时，它们需要找来政府或政党的支持方能成功。除此之外，那些含糊不清的法律条款更迫不这些机构的发展步伐。上述的法律限制，令中国的非牟利机构形成一些独特的运作模式：

- 大部分在中国的非牟利机构是由学术研究组织所组成的。
- 由于很难获得以非牟利性质注册，有些非牟利机构是以商业登记牌照运作。
- 相比西方的同类组织，中国的非牟利机构跟政府的关系比较密切。
- 在中国的非牟利机构中，那些由个人成立的非牟利组织在架构及运作方面为近似西方的非牟利机构。

除了不利的法律环境，中国的非牟利机构亦面对下列困难：

- 政府和非牟利机构的权利及义务定位不清晰，形成它们有不可分割、互相依赖的关系。
- 中国的非牟利机构仍未有一套健全的机制监督其内部管理。
- 中国的非牟利机构在基础比较薄弱，经费来源不足，基于种种原因，例如捐赠没有税务优惠，中国没有一个很强的慈善文化，这点跟西方国家很不同。
- 在中国，通常成立这些非牟利机构是由热心的个人所发起，他们与政府没有个人关系，亦与外国有些联系，了解非牟利机构可以令周围改变。他们于机构的领导角色很重要。他们起步时往往在财力和人际关系上是资源紧张，但无论如何困难，他们也会坚持下去。

总结来说，非牟利机构在解决中国的社会问题上占一个举足轻重的地位。然而，因种种限制，其发展却仍在起步的阶段，有颇多问题有待解决。
Shanghai Forum for Volunteer Training

Background
Our study on Development of Non-Profit Organizations (NPOs) in China has revealed that NPOs in China in fact have tremendous potential to help address various social issues. However, "Chinese NPOs have yet to develop adequate mechanisms to govern, manage and supervise themselves". Our Advisory Committee Chairman, Mr. James Chen, also remarked in his Chairman’s Report that it is difficult to identify suitable NPOs as strategic partners because "they often tend to be under qualified, structurally under funded, lacking in management depth or adequate corporate governance, frequently a combination of several or all of the above failings." Therefore, it is strategically important to empower and equip local NPOs to be competent service providers. With this background, the first Shanghai Forum for Volunteer Training organized by The Chen Yet-Sen Family Foundation was launched on May 3, 2005 at Central Plaza, Shanghai.

Training Program

<table>
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<tr>
<th>Program</th>
<th>Topic</th>
<th>Speaker</th>
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<tr>
<td>Morning</td>
<td>Presentation on Core Values, Current Trends and Good Practices of Philanthropy</td>
<td>Mrs. Hela Law, Executive Director, The Chen Yet-Sen Family Foundation</td>
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<tr>
<td></td>
<td>Presentation on Criteria in Identifying Meaningful Projects and Sustaining Strategies in Implementing Projects</td>
<td>Ms. Puli Chan, Coordinator, Social Services in China, Salvation Army</td>
</tr>
<tr>
<td></td>
<td>Presentation on Tips for Effective Fund-Raising</td>
<td>Ms. Jane Chen, Graduate Student, School of Public Administration, Harvard University</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Group Discussion on issues related to the three topics presented in the morning</td>
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</tr>
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Observation
This training was only opened to those volunteer groups and non-profit organizations which have connection with The Chen Yet-Sen Family Foundation. Total number of participants was 31. Since participants knew one another very well, participation and discussion were observed to be very keen. From participants’ feedback, they found that the training was helpful to them particularly on skills and knowledge in projects management. In future, they would like to have deeper understanding and sharing on best practice, case studies and frontline experience of philanthropic projects both in China and abroad.

本会的「中國非盈利機構(NPOs)發展」調研發現，NPOs對解決中國各種社會問題可以有很大的貢獻，奈何中國NPOs的發展尚未健全，缺乏嚴密的運作及監控系統，因此著重應強化NPOs的能力，讓他們能獨立並有效地提供服務。在此背景下，本會於2005年5月3日於上海舉行第一次的志願者培訓，對象是與本會有合作關係的志願者組織及非盈利機構。當日出席者31人，參加者積極參與，討論熱烈，均表示講者的經驗對他們有啓發作用。這次培訓是一個好的開端，希望以後有更多的互相交流及學習機會。
# The Chen Yet-Sen Family Foundation
## 2004 - 2005 Expenditure Account

### 陈一心家族基金会2004-2005年度财务开支概要

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<th>Category</th>
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<td>Overhead</td>
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<td>Entertainment &amp; Promotion</td>
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<td>Meeting expenses</td>
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<td>Seminars, books &amp; journals</td>
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<td>Business trip and travelling expenses</td>
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<td>Sundry articles &amp; miscellaneous</td>
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**Special Projects Funding · 特别项目/活动支出**

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<td>Study by Volunteers on Anhui Rural Education</td>
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<td>Shanghai Forum for Volunteer Training</td>
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<td>Preparation of Bring Me A Book Hong Kong Project</td>
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**Total:** 123,994.28

**Programs Donations · 项目捐献**

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**Total Expenditure made for the Year · 总支出**

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