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(2014 – 2015)

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MESSAGE
FROM THE CHAIRPERSON

Dear friends of Zigen,

It has been a productive year for Zigen, especially when we look back at the innovations in projects we have achieved. Prominent among these innovations is the expansion and improvement of our Rural Teachers’ Training (RTT) program.

To give you a full background of the RTT program, we have to go back in time when Zigen first started. More than twenty years ago, I went to the rugged mountain areas of Guizhou and for the first time met and befriended many Miao children, the majority of whom were not in school. Faced with this dire and urgent situation, Zigen had initially focused on school aged children and made sure they finish primary and secondary schools.

For many years, we traveled to many remote parts of China and got to know many rural teachers as well. These local teachers are hard-working, responsible and full of pride of their occupation. However, their teaching method was quite old and outmoded. From my observation, they did not know how to raise questions to the students, nor did they know how to guide students to find solutions. We saw teachers training too, but those were lectures with hundreds of listeners sitting in passively. In sum, the traditional pedagogy is not conducive to creativity on the part of the students.

In fact, the Chinese government acknowledged this problem in primary and secondary education. Fifteen years ago, China introduced an education reform promoting student-centered, participatory teaching methods, with the admirable goal of all-round development of students. However, things has not changed much since then, as most rural teachers in China only learned about the so-called “student centered approach” in words, but not in practice. This is because they have never participated in trainings with interactive features, and the classroom remains a place of memorization of what textbooks say. This is true for most subjects, be it Chinese Language,
Nature, History, or even Math. Especially in those consolidated boarding schools, teachers encourage the kids to spend the whole day memorizing books, from early morning to late at night. Learning these facts in rural schools convinced us the importance of teachers’ training in creating a lively and creative classroom. Thus, we have made a plan to develop a teachers’ training program from early on.

We also noticed the deterioration of the environment in the villages. The disappearing forests forced villagers to make longer trips for collecting fire woods; rivers have no fish and are filled with garbage; trash are littered everywhere. China has promoted environmental education in schools since 1992; however, rural teachers are still quite weak in terms of knowledge, skills and consciousness of the environment issues.

A key problem is the disconnection between textbooks and local lives, especially in national minority areas where Zigen has supported programs. As local cultures have been threatened, villagers are anxiously seeking support from Zigen for the conservation of their poetry, dance and oral legend. Their anxiety and sense of loss is contrasted with what is shown on television, which features endless bland content admiring everything “modern” and urban, detached from rural reality. The issues of environment and local culture are excellent topics in a training program intended for rural teachers.

With this dire situation and urgent need in mind, Cheung Hui-chen and Lo Waiyin of Hong Kong Baptist University and I started fifteen years ago to discuss about the development of a training course for Chinese rural teachers, with contents not confined to specific subjects such as teaching English or math, but focusing on the current crisis and urgent needs. It is going to be a multi-disciplinary training course emphasizing ideas and values. Thus we embarked on the long journey of Rural Teachers Training course.

Initially, we have cooperated with experts from Southwest University of China for ten years. In our practice and experiments, we learned the greatest challenge to be the fusion of the Chinese and local contents with the student-centered method, which has a long history in the West.

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Local Culture, such as native poetry, dance and oral legend, which are in danger of permanent loss due to encroachment of commercial culture, is an important topic in RTT program.
fusion of the Chinese and local contents with the student-centered method, which has a long history in the West.

Based on our valuable research and experience of more than past ten years, we started cooperation with the Multicultural Research Center of the Beijing Normal University, where a team of six professors and three graduate students has collaborated with Zigen in compiling a teachers training manual. The topics of the manual include:

1. The theory and practice of student-centered teaching;
2. Environmental education;
3. Multiculturalism;
4. School, family and village;
5. Gender education;
6. Classroom cases of the above topics.

Two pilot training sessions were held in 2014 and 2015 in Qinglong County, Hebei Province. The local trainees reacted quite positively to the training, as they have never attended trainings with so much participation and interactions. The trainees also gained, through lively discussion and debates, a sense of relevancy and urgency of the environment issues, as they have commanded a significant amount of new knowledge, consciousness, skills and willingness to act, together with the students.

The creation of the training lessons is like an untraveled path, and a complicated work starting from scratch. We first carry out baseline research, followed by lesson plan writing; the result will be discussed many times, and put to a pilot run; editorial meetings will be held after the pilot training, and then more revisions and more training sessions. It has been an exhausting, time consuming effort. With hard work and broad collaborations, the training manual will be published in 2015, and will be tested in five counties.

The RTT format is train-of-the-trainers at the county level. The trainees at the county level will in turn be the trainers for primary and secondary teachers within the county. In a few chosen pilot schools, Zigen will support teachers in making action plans according to the contents from the training. In our view, the building up of local training capabilities with this TOT method is the most efficient and cost-effective.

It’s an honor and pleasure to report the exciting and ongoing progress of RTT program to our Zigen friends, as it embodies the grassroots nature and professionalism of Zigen’s work, and addresses the core of Zigen’s vision and mission, which is the human centered, sustainable development, through project practice, advocacy and public education. I hope, with the support of donors, volunteers, and all other Zigen workers and friends, Zigen will grow in strength with the development of more sophisticated programs addressing important social issues in the course of the China’s development.

Pat Kwei-Ping Yang, December 31, 2014
PROGRAM EVOLUTION

Overview

The year 2014 for Zigen Fund has been one of path-breaking and innovation. While we remained steadfast in supporting basic education in the most poverty stricken areas of rural China, we significantly expanded our effort in adult education, capability building and supporting migrant community services in towns and cities, as indicated by Chart 1. While remaining true to our mission, the rapid social economic changes in China require us to adapt to those changes by adjusting our programs to best serve the purpose of sustainable development.

The expansion in adult education has been an outgrowth of our effort in the past years, in cooperation and collaboration with various partners. This effort include the design of lessons, creating curriculums and compiling textbooks, in other words, tasks that are qualitatively different from our traditional program endeavors. This involves a great amount of human effort, intellectual input, and cooperation and collaboration among various parties. We have gained valuable experience while building partnership with the academic, other NGOs and government organizations. The Rural Teacher’s Training (RTT) program got a boost by joining force with a team of experts from Beijing Normal University, and by the generous funding of Raybin Q Wong Foundation. The BNU team has played a key role in revamping the RTT content and lesson plans. In 2014, RTT was carried out in Qinglong County Hebei Province, with a completely extended content on environment education. Another important strategic development regarding RTT was the selection of pilot schools in which the ideas and practices taught in RTT will be tested and evaluated. The pilot schools were also chosen from Qinglong County, Hebei Province.

Other adult education and capability building programs were also implemented in 2014. These included our well-established English Teacher Training project carried out in Huangping County,
Guizhou Province and Qinglong County, Hebei Province, featuring Zigen’s longtime friend and trainer Judy Manton. Another capability building project was partnered with the Liang Shuming Rural Reconstruction Center of the Renmin University in training six interns.

Expenses for the Adult education and capability building programs in 2014 has been $61,593 (a rough doubling of that of the previous year, or $31,753), and accounted 9.3% of project spending total (see Chart 2).

![Chart 2. Increased spending on adult education program, 2012-2013 (US$)](chart)

In 2014, Zigen also greatly extended our programs of support in migrant workers communities beyond the outskirts of Beijing. This has been made possible by an umbrella project in support of disadvantaged migrant worker families in three county towns with expenses totaling 1.9 million RMB, partly supported by the National Civil Ministry of China as one of its Grant for Exemplary Public Welfare Project in 2014. The Zigen Fund has provided $44,903 as matching fund. The three county towns where the migrant workers families were supported in areas of education, health and information were: Leishan, Qinglong and Shilou. In addition to these three county towns, Zigen’s migrant workers programs were also for the first time expanded to the city of Lanzhou, Gansu Province. The total expense in the migrant workers communities category has been $115,491, or 19.2% of the total project spending, reflecting an increase of almost two fold from last year ($39,386, or 9.82% of 2013 total).

Nonetheless, more than half of 2014 total project spending, or $367,697, has been granted to school education, a long-term Zigen project line. Of this amount, about $153,214 was devoted to scholarship program and $214,483 to other school programs, with an emphasis on improving music, physical education and fine arts curriculum with local contents and contexts. The continued focus of Zigen on helping kids from disadvantaged families finishing school reflects our commitment to the idea of education as a basic human right, and our mission to promote sustainable development by ways of satisfying basic human needs.

Looking back at 2014, it has been a year of achievement and success. Our project grant increased from $401,166 of the previous year to $661,750, reflecting a growth of 65%. More importantly and qualitative wise, we re-adjusted our project strategy by concentrating more effort to training programs that are easy to duplicate and promote, and fine-tuned our geographical distribution of projects by concentrating funds to focal villages and schools. These adjustments will improve the demonstrative power and advocacy potential of Zigen, in line with our vision and mission.
**Project Spending**

<table>
<thead>
<tr>
<th>Project category</th>
<th>Allocated funds ($)</th>
<th>As % of total</th>
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</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>153,214</td>
<td>23.2%</td>
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<tr>
<td>Other school projects</td>
<td>214,483</td>
<td>32.4%</td>
</tr>
<tr>
<td>Adult education</td>
<td>61,593</td>
<td>9.3%</td>
</tr>
<tr>
<td>Rural Development</td>
<td>12,407</td>
<td>1.9%</td>
</tr>
<tr>
<td>Migrant workers projects</td>
<td>115,491</td>
<td>17.5%</td>
</tr>
<tr>
<td>Public Education in China</td>
<td>82,414</td>
<td>12.5%</td>
</tr>
<tr>
<td>Others</td>
<td>22,148</td>
<td>3.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>661,750</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Table 1: Breakdown of total project spending, 2014*

**School Education**

In 2014, Zigen’s program for school education (scholarship plus other school projects) is 55.6% of total project spending, a significant increase from last year’s 50.2%. Considering the phenomenal 65% increase of overall project funding in projects, we are proud to say that Zigen’s support for basic needs in school education in 2014 has been firm, comprehensive and expanding. Scholarships were mostly awarded in traditionally Zigen long-time base province. For the first time, scholarships awarded to elementary school children from poor migrant families topped the category of most numbers of scholarships, reflecting a changing need with regard to basic education of China’s rural population, and Zigen’s adjustment as well.

As shown in Table 2, the beneficiaries of Zigen’s scholarship program in 2014 are 975 primary, secondary, high/vocational high and university students from five municipality/provinces.

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary</th>
<th>Secondary</th>
<th>High / Vocational</th>
<th>University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing</td>
<td>280</td>
<td></td>
<td></td>
<td>36</td>
<td>316</td>
</tr>
<tr>
<td>Gansu</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Guizhou</td>
<td>214</td>
<td>48</td>
<td>175</td>
<td>78</td>
<td>515</td>
</tr>
<tr>
<td>Hebei</td>
<td>20</td>
<td></td>
<td></td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Yunnan</td>
<td>20</td>
<td>38</td>
<td>175</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>534</strong></td>
<td><strong>86</strong></td>
<td><strong>175</strong></td>
<td><strong>180</strong></td>
<td><strong>975</strong></td>
</tr>
</tbody>
</table>

*Table 2. 2014 Breakdown of Recipients of Scholarship by Geographical Location and Student Category*

In terms of geographical distribution, Guizhou Province has most recipients of scholarship (515, or 52.8%). In terms of student categories, more than half of total numbers of scholarships went to primary students, reflecting Zigen’s commitment to education as basic right for children.
Chart 3: Geographical breakdown of number of scholarships, 2014.

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guizhou</td>
<td>52.8%</td>
</tr>
<tr>
<td>Gansu</td>
<td>4.1%</td>
</tr>
<tr>
<td>Hebei</td>
<td>3.6%</td>
</tr>
<tr>
<td>Beijing</td>
<td>32.4%</td>
</tr>
<tr>
<td>Yunnan</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

Chart 4: Breakdown of number of scholarships by student categories, 2014.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>55%</td>
</tr>
<tr>
<td>Secondary</td>
<td>9%</td>
</tr>
<tr>
<td>High/vocational high</td>
<td>18%</td>
</tr>
<tr>
<td>University</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Project Profile**

**Name:** Scholarship and support for facilities in five elementary boarding schools in Yulong County, Yunnan Province

**Location:** Liming and Shitou Townships of Yulong County, Yunnan Province

**Time:** September ~ December, 2014

**Funding:** Grant from the Tse Foundation

**Beneficiary:** 209 students from five boarding schools

**Aim:** To ensure 209 students be enrolled in schools

**Implementation:** The five elementary boarding schools were scattered in the mountainous region in two townships. The location and schools were collectively decided by Zigen staff, local authorities and representatives of the Tse Foundation who traveled to Yunnan for a first hand survey.

**Local Participation:** The implementation of the project made every effort to involve teachers and parents as much as possible at the occasion of passing out the scholarship. At a PTA meeting, with the help of local teachers, Zigen project coordinators shared tips on managing family finance and teaching kids about hygiene and social skills.

**Outcome:** All 209 students keep enrolled in school with the intention of finishing compulsory school education.

**Financial Summary:** Each of 209 students was awarded 200 RMB, a total of 41,800 RMB.

**Impact:** Besides the impact on the 209 students and their families, the project had been carried out in combination with a school facility construction project, resulting in a significant improvement of quality of life in the boarding schools.
In 2014, Zigen also spent an approximately equal amount of fund as that of scholarship, or $152,733 (excluding the special school projects with donated funds by International Paper), on improving facilities in rural schools, supporting curriculum enrichment, and supporting rural teachers in various ways. One innovative project among this category has been the publication of a book series by six teachers from Inner Mongolia on their teaching experiences. The publication of the six-book series was supported by generous funding from the Raybin Wong Foundation. A hundred copies of the book series were given as gifts to rural educators at Zigen project sites.

**Adult Education**

The focus of the 2014 adult education program has been Rural Teachers’ Training (RTT), and the primary beneficiary locality has been Qinglong County, Hebei Province. In the 2014, the RTT enterprise has evolved into a more systematic, mature and sustainable program that involves partnership building, collaborative intellectual work and accumulation of standard tools and packages that can be readily used in the future. In May 2014, Zigen teamed up with experts from Beijing Normal University, headed by Prof. Zheng Xinrong, director of Center for Nationality Education and Multicultural Studies, setting out to push the RTT program to its new phase, which includes revision and refining the content and lesson plan of RTT, implementing a pilot session, and evaluating the impact in the classroom.

In June 2014, the Zigen-BNU team made a field trip to Qinglong County, Hebei Province, where team members discussed important issues relating the the RTT program with local education officials. The team also visited Guanchang and Tumenzi townships for fact finding in the rural schools.

The RTT project team organized a meeting dedicated to the revision and refining of the RTT contents and lesson plans in August in Beijing. Pat Yang, the longtime RTT architect worked closely with BNU experts by explaining the mission and goals of the program. The part on environmental education written by Pat Yang was used as the framework for all other sections of the RTT contents. The pilot training in Qinglong Country was carefully planned and prepared with the productive collaboration between Zigen and BNU experts.

Other important adult education projects accomplished in 2014 had been a rerun of
Zigen’s well-established English Teacher Training project carried out in both Huangping County, Guizhou Province and Qinglong County, Hebei Province, featuring Zigen’s longtime friend and trainer Judy Manton, and the training of six interns in partnership with the Liang Shuming Rural Reconstruction Center of the Renmin University.

**Project Profile: RTT Pilot Training Sessions**

The pilot training sessions were carried out from August 17 to August 20, 2014 in Qinglong County, Hebei Province, attended by thirty rural teacher trainees from Qinglong County, eleven trainers from BNU, including professors and graduate students, and eight people from Zigen. Pat Yang of Zigen Fund participated the training sessions throughout. The training sessions, carried out in participatory mode, covered topics including “family, schools and village”, “environmental education”, “rural and local culture education”, “sex education”, “student centered teaching”, “themed practice class”. The training adhered to the original “training of trainers” format, aiming at transforming a small core group of local teachers into trainers, who can be the source of grassroots change in knowledge, consciousness, attitudes, techniques and actions in the concerned areas. The four-day session was an uncompromising success.

**Rural Development**

In 2014, Zigen continued to support grassroots participation in village development through the relatively established "One School and One Village" model. The two village-school pair Zigen supported in Qinglong County, Hebei Province has born fruits of the hard work by Zigen staff and local villagers.

*Three generations of tree planters in Yulong, Yunnan Province. Supporting local technology in protecting the environment and promoting sustainable development in the villages.*
Serving Migrant workers Communities

Supporting migrant workers and their families, especially in their urban residential communities has long been a Zigen project line. In 2014, we have made a giant leap forward by expanding our program locations to three county seat towns, directly benefiting three hundred migrant families, and indirectly benefiting migrant populations in the thousands.

Besides its enormous size (with total input of more than $150,000 from Zigen Fund), the “Improving Livelihood and Children’s Education for Migrant Worker Families in County Towns” project was path-breaking in terms of a successful partnership between Zigen Fund, its sister organization in China, and the central and local governments in China. With a grant of one million RMB from the National Civil Ministry of the Central Chinese government, Zigen Fund promised to contribute 0.99 million RMB as matching fund.

The project aimed at providing comprehensive support for rural migrants who are trying to make a living in towns close to their home villages, especially improvement of education of children of the migrant families, in response to the upcoming waves urbanization. The project focused on three hundred families in economic hardship, with a combined support in both direct assistance and capability building. Scholarship, books, sports and fine arts materials were awarded to migrant children in schools.

The project not only involved Zigen staff both in Beijing and the county towns, but also government officials, volunteers, teachers and media people. Throughout the project, Zigen also shared experience with other NGO organizations.

Project Profile: “One School, One Village” in Dasendian

- **Keeping the village school**: with the support of Zigen and effort made by parents, the village school in Dasendian was saved from closing down in the wave of school consolidation.

- **Local culture and environment**: cultural enrichment and environmental themed curriculum were introduced in the classroom. Children have acquired an interest in art, environment and sports.

- **Participation**: through the efforts of local villagers, women and the elderly were organized in participation in public events such as festival celebration, artistic performance, and physical exercise. A women’s school is opened in the village so that can learning health tips, child rearing, cooking and farming.

- **Income generation**: villagers were able to consolidate their cooperatives and improve the management of the orchard through establishing a collective fund, with significant financial success.

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Local culture and environment: cultural enrichment and environmental themed curriculum were introduced in the classroom. Children have acquired an interest in art, environment and sports.

Participation: through the efforts of local villagers, women and the elderly were organized in participation in public events such as festival celebration, artistic performance, and physical exercise. A women’s school is opened in the village so that can learning health tips, child rearing, cooking and farming.

Income generation: villagers were able to consolidate their cooperatives and improve the management of the orchard through establishing a collective fund, with significant financial success.
Zigen’s original program serving migrant communities in Beijing continued to thrive in 2014.
Zigen workers had experimented with new approaches to serving the basic needs of the migrant families, such as “classroom at the worksites”, and “big hand holding small hand” tutoring.

Support of Grassroots NGOs

For years, Zigen have provided funds to small grassroots NGOs and sharing experience with them in the practice of promoting rural education and development. In 2014, Zigen has given support to student associations in China Agricultural Universities and several

Project Profile: A Beneficiary Migrant Family

Shi Yuqing, a third grade student in Qinglong Second Experimental School, is from Qianbanlazishan Village, Zhuzhangzi Township, Qinglong County. Her family had moved to the county seat town for four years. She also has a younger brother attending kindergarten. Her mother was scavenging before she found a low-paid job. Her father has heart problem and is unable to work. Her grandparents in the village also have poor health.

The family rents a unit in an old kindergarten turned apartment. The building also houses another four families of rural migrants working in the county seat town.

The unit has two small rooms-- one has a twin bed, while the other serves as the kitchen but also has a single bed. The rent is 3,000 RMB a year, a big spending for the family. Another big spending for the family is schooling, as the family has to pay 400 RMB per month for the boy’s kindergarten.

The 2014 project of “Improving Livelihood and Children’s Education for Migrant Worker Families in County Towns” has listed Shi Yuqing’s family as one of its beneficiaries, providing scholarship and staples for the two children, and articles for daily use for the family. Project staff visited the family’s home, and offered a medical checkup for the whole family.

Free medical checkups for migrant workers.
grassroots NGOs in Yunnan Province for their efforts in direct assistance, capability building, research and advocacy. The project expense in 2014 in this category was $22,148.

Public Education in China

A key component of Zigen’s mission is to “conduct relevant research to identify the root causes of issues related to unmet basic needs and raise the awareness of the public.” Public education through pilot programs, issue research, participation in public discussion and education of the public has always been a pillar activity for Zigen. In 2014, Zigen spent a fair amount of funds ($82,414, or 12.4% of total project spending, compared to $69,689 in 2013) in research, sponsoring forums, and networking with relevant institutions, organizations and individuals.

A ground-breaking research on the topic of “Ensuring the Physical Safety of Adolescent Girls in Rural Region” was done in 2014, led by Zigen Fund Chairperson Pat Yang. The research was based on first hand data gathered by Pat Yang herself and other Zigen workers at many of the rural schools and boarding schools for rural students which Zigen based, and addressed a serious and urgent contemporary issue for the vast population of girl students from rural families. The research found that adolescent girls in boarding schools, left-behind children and migrant children are in urgent need of health education and sex education. For adolescent girls from rural families at their first menstruation, they would undergo great psychological confusion, including feelings of shame, fear and low self-esteem due to their lack of relevant knowledge. The majority of parents and teachers avoid discussion of the topic of sex, and even treat it as a shameful and taboo thing. As a result, children cannot find help, and experience more confusion, shame and fear. The research calls for measures that would promote attitudes and actions, including broad-based participation of girls, parents, teachers and communities, and development of various learning materials targeted to relevant groups and training courses.

Partnership Building

One of the basic Zigen principles in project development has been the reliance on local initiatives and building of partnership with a variety of actors, both governmental and non-governmental, grassroots and professional, donor and beneficiary. In order to cultivate mutual trust and understanding, Zigen members paid frequent visit to project sites and make their knowledge of the local development updated.

Zigen Fund president Kwong-Bor Ng visited several villages and rural schools in Qinglong County, Hebei Province, and Leishan County, Guizhou Province. Visitors also include Zigen’s donors, such as Raybin Q. Wong Foundation, who had generously provided funding for many of Zigen’s school projects and training projects this year. In April of 2014, Peizhen Shao, board member of Raybin Q. Wong Foundation, visited China Zigen’s office in Beijing, and gained substantial knowledge about Zigen’s endeavor. Bik-lam Lee, one of Zigen core activist and board member, while making her annual visit to Guizhou, had brought along seventeen teachers and students from Ying Wa Girls’ School in Hong Kong. The group visited project sites in Leishan and talked to Zigen’s local
team there. Last but not least, Pat Yang, one of Zigen’s co-founder and longtime leader, visited Qinglong County, Hebei Province and other project sites several times during the year. These visits are part and parcel of whole range of activities that sustained Zigen’s partnership with donors, government officials, teachers, villagers, students, and other NGO workers.

*During the process of project planning and implementation, Zigen has made an effort of building partnership with a variety of people and organizations.*

**DONATIONS AND GRANTS STATISTICS**

Donation Summary

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<td>0-99.99</td>
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### Year 2014 Financial Report

#### Revenues and expenditures, 2013 and 2014

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<th>Year</th>
<th>2013 Audited</th>
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<tr>
<td><strong>REVENUES</strong></td>
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<td>$350,464</td>
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<td>Corporate Gifts</td>
<td>$60,089</td>
<td>$138,899</td>
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### Range of Amount

<table>
<thead>
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<th>Total Amount in $</th>
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<td>2009</td>
</tr>
<tr>
<td>500-999.99</td>
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<tr>
<td>1,000-2,499.99</td>
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<tr>
<td>2,500-4,999.99</td>
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<td>5,000-9,999.99</td>
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<tr>
<td>10,000-</td>
<td>132,800</td>
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<tr>
<td>50,000-</td>
<td>55,400</td>
</tr>
<tr>
<td>100,000 and above</td>
<td>375,645</td>
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<td><strong>Total</strong></td>
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### Range of Amount

<table>
<thead>
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<th>Total Number of Donors/Groups</th>
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<td>0-99.99</td>
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<tr>
<td>100-249.99</td>
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<td>250-499.99</td>
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<tr>
<td>500-999.99</td>
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<tr>
<td>1,000-2,499.99</td>
<td>42</td>
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<td>5,000-9,999.99</td>
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<td>10,000-49,999.99</td>
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<td>50,000-99,999.99</td>
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<tr>
<td>100,000 and above</td>
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<td><strong>Total</strong></td>
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## Total Revenue

<table>
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<tr>
<td>Foundation grants</td>
<td>$243,677</td>
<td>$230,606</td>
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<tr>
<td>Interest and Dividends</td>
<td>$6,161</td>
<td>$4,506</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$684,515</strong></td>
<td><strong>$724,475</strong></td>
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## EXPENDITURES

<table>
<thead>
<tr>
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<tr>
<td>Project grants</td>
<td>$401,186</td>
<td>$661,750</td>
</tr>
<tr>
<td>Direct program work</td>
<td>$41,506</td>
<td>$17,222</td>
</tr>
<tr>
<td>Public Education in US</td>
<td>$24,404</td>
<td>$17,651</td>
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<tr>
<td>Program Management</td>
<td>$5,358</td>
<td>$5,100</td>
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<tr>
<td><strong>Subtotal Program Services</strong></td>
<td><strong>$472,454</strong></td>
<td><strong>$701,724</strong></td>
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<tr>
<td>Management &amp; General</td>
<td>$34,339</td>
<td>$33,455</td>
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<tr>
<td>Promotion and Fundraising</td>
<td>$35,429</td>
<td>$13,796</td>
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<tr>
<td><strong>Subtotal Support Services</strong></td>
<td><strong>$69,768</strong></td>
<td><strong>$46,951</strong></td>
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<tr>
<td><strong>Total Operating expenses</strong></td>
<td><strong>$542,222</strong></td>
<td><strong>$748,675</strong></td>
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### Surplus/ (Deficit)

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<tr>
<td><strong>Surplus/ (Deficit)</strong></td>
<td>$142,294</td>
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<table>
<thead>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td>$1,120,451</td>
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<td>$1,096,251</td>
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## List of 2014 Project Grants in China

<table>
<thead>
<tr>
<th>Province</th>
<th>County</th>
<th>Project Description</th>
<th>Amount (USD)</th>
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</thead>
<tbody>
<tr>
<td>Beijing</td>
<td>Changping District</td>
<td>scholarship for 135 elementary students in 9 Beijing Area Migrant Schools (spring, 2014)</td>
<td>7,734</td>
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<tr>
<td></td>
<td>Changping District</td>
<td>北京9所打工子弟学校135名小学生助学金项目（2014年春季）</td>
<td>7,734</td>
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<tr>
<td></td>
<td>Changping District</td>
<td>scholarship for 130 elementary students in 9 Beijing Area Migrant Schools (autumn, 2014)</td>
<td>7,455</td>
</tr>
<tr>
<td></td>
<td>Changping District</td>
<td>北京9所打工子弟学校130名小学生助学金项目（2014年秋季）</td>
<td>7,455</td>
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<tr>
<td></td>
<td>Changping Shuihu Migrant School</td>
<td>scholarship for 15 elementary students in Changping Shuihu Migrant School (spring, 2014)</td>
<td>7,455</td>
</tr>
<tr>
<td>Location</td>
<td>District/Region</td>
<td>Description</td>
<td>Total Amount</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Beijing</td>
<td>Haidian District</td>
<td>Scholarship for 36 University Students in Need in Beijing (2014 Academic Year)</td>
<td>1,677</td>
</tr>
<tr>
<td>Gansu Province</td>
<td>Lanzhou City</td>
<td>Scholarship for 40 University Students in Need in Northwest Area</td>
<td>19,440</td>
</tr>
<tr>
<td>Gansu Province</td>
<td></td>
<td>Scholarship for 24 High School Students in Need in Huaping National Middle School</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Scholarship for 30 High School Students in Need (2014 Academic Year)</td>
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<tr>
<td></td>
<td></td>
<td>Scholarship for 31 University Students and High School Students (2014 Autumn)</td>
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<tr>
<td></td>
<td></td>
<td>Scholarship for 31 University Students (2014 Academic Year)</td>
<td></td>
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<tr>
<td>Guizhou Province</td>
<td>Kaili City</td>
<td>Scholarship for 23 University Students (2014 Academic Year)</td>
<td>11,560</td>
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<td>Scholarship for 26 High School Students (2014 Academic Year)</td>
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<tr>
<td></td>
<td></td>
<td>Scholarship for 35 High School Students in Need in Kaili High School (2014 Academic Year)</td>
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<td></td>
<td></td>
<td>Scholarship for 35 High School Students (2014 Academic Year)</td>
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<td>Scholarship for 26 High School Students in Need (2014 Academic Year)</td>
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<tr>
<td></td>
<td></td>
<td>Scholarship for 38 University Students in Qiandongnan</td>
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<tr>
<td>Province/County</td>
<td>Project Details</td>
<td>Amount</td>
<td></td>
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<tr>
<td>-----------------</td>
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<tr>
<td>Guizhou Province</td>
<td>Scholarship for 26 high school students</td>
<td>4,423</td>
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<tr>
<td>Guizhou Province</td>
<td>Scholarship for 222 students in need in three townships, Guizhou Province (2014 academic year)</td>
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<tr>
<td>Hebei Province</td>
<td>Scholarship for ten students in Tumenzi Elementary School</td>
<td>745</td>
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<tr>
<td>Hebei Province</td>
<td>Scholarship for ten students in Xishuangshan Zigen Experimental School</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for twenty students in need in Zhongxingwan Elementary School (2014 academic year)</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for 38 students in need in Liming Middle School (Spring, 2014)</td>
<td>2,125</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for 11 university students in need (2014 academic year)</td>
<td>3,532</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for 26 high school students (2013 academic year)</td>
<td>4,423</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for 38 students in need in Liming Middle School (Spring, 2014)</td>
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<tr>
<td>Yunnan Province</td>
<td>Scholarship for 11 university students in need (2014 academic year)</td>
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2. Other School Projects (学校建设)

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<th>Amount</th>
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<tr>
<td>Beijing City</td>
<td>Projects to develop music, PE and arts in Changping Shuihu Migrant school</td>
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<tr>
<td>Beijing City</td>
<td>Security and Health Project for Changping Shuihu Migrant school</td>
<td>1,832</td>
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<tr>
<td>Beijing City</td>
<td>Kindergarten Construction Project for Yanying Elementary School in Gulong Township</td>
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</tr>
<tr>
<td>Province</td>
<td>County</td>
<td>Project Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Guizhou</td>
<td>Huangping County</td>
<td>One School and One Village for Chahe Elementary School (school culture in 2014 academic year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>贵州省黄平县谷陇镇岩英小学幼儿班建设项目</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One School and One Village for Gaoyan Elementary School (school culture in 2014 academic year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>贵州省雷山县岔河一村一校（2014学年度学校文化）项目</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One School and One Village for Maoping Village (school culture in 2014 academic year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>贵州省雷山县毛坪村一村一校（2014学年度学校文化）项目</td>
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<td></td>
<td></td>
<td>book corners in Gongtong Elementary School</td>
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<td></td>
<td></td>
<td>贵州省雷山县公统小学图书角</td>
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<td></td>
<td>Leishan County</td>
<td>3 kindergarten projects in Leishan County and Huangping County</td>
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<td></td>
<td></td>
<td>贵州省雷山和黄平县3个幼儿班项目</td>
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<td>Hebei</td>
<td>Qinglong County</td>
<td>Children Painting Collection Projects in Caonian Elementary School</td>
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<td>河北省青龙县草碾小学儿童绘画收集项目</td>
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<td></td>
<td></td>
<td>environmental education in Tumenzi Elementary School</td>
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<td></td>
<td></td>
<td>河北省青龙县土门子小学开展环境教育项目</td>
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<td>Art Education Project in Tumenzi Elementary School</td>
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<td></td>
<td>河北省青龙县土门子小学开展美术教育项目</td>
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<td></td>
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<td>sports equipment for Tumenzi Elementary School</td>
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<td>河北省青龙县土门子小学配置体育器材项目</td>
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<td>Bring Local Cultures to Class Project in Tumenzi Elementary School</td>
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<td></td>
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<td>河北省青龙县土门子小学乡土文化进课堂项目</td>
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<td></td>
<td></td>
<td>Comprehensive Practical Activity Project in Mazhangzi Elementary School</td>
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<td></td>
<td></td>
<td>河北省青龙县马丈子小学开展综合实践活动项目</td>
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<tr>
<td></td>
<td></td>
<td>Reading Activity Project in Xishuangshan Zigen Experimental School</td>
</tr>
<tr>
<td>Location</td>
<td>Project Description</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>Henan Province</td>
<td>Local Course Trial Teaching and Revision Project in Xishuangshan Zigen Experimental School</td>
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<td></td>
<td>subsidies for boarding teachers in Xishuangshan Zigen Experimental School</td>
<td>671</td>
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<tr>
<td></td>
<td>subsidies on diseases for workers in education system</td>
<td>3,727</td>
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<td>teacher training and education supporting for students</td>
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<tr>
<td></td>
<td>construction of rainsheds of canteen in Liguang and Duimeiwan Elementary School in Liming Country</td>
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<tr>
<td></td>
<td>scholarship and small-sized hardware facilities for 5 boarding elementary schools in 2 countries</td>
<td>45,257</td>
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<tr>
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<td>Support of scholarship, school supplies and other activities</td>
<td>61,750</td>
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**International Papers School Projects**

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<tbody>
<tr>
<td>International Papers School Projects Support of scholarship, school supplies and other activities</td>
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### 3. Adult Education 成人教育

<table>
<thead>
<tr>
<th>Beijing City 北京市</th>
<th>Haidian District 海淀区</th>
<th>joint cultivation project for 6 trainees with Liang Shuming Countryside Construction Center (One) 中国滋根与梁漱溟乡建中心联合培养6名实习生项目</th>
<th>20,798</th>
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<tbody>
<tr>
<td>Guizhou Province 贵州省</td>
<td>Huangping County 黄平县</td>
<td>rural English teacher’s training program during summer holiday of 2014 贵州省黄平县2014年暑期英语培训项目</td>
<td>4,697</td>
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<tr>
<td>Hebei Province 河北省</td>
<td>Qinglong County 青龙县</td>
<td>rural English teacher’s training program during summer holiday of 2014 河北省青龙县2014年暑期英语培训项目</td>
<td>3,025</td>
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<td></td>
<td>rural teacher’s training course improvement and pilot practical project (One) 乡村“种子”教师培训课程完善与试点校实践项目（一）</td>
<td>22,317</td>
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<td></td>
<td>rural teacher’s training course improvement and pilot practical project (Two) 乡村“种子”教师培训课程完善与试点校实践项目（二）</td>
<td>2,328</td>
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<td>rural teacher’s training course improvement and pilot practical project (operation expenses) 乡村“种子”教师培训课程完善与试点校实践项目（运行费）</td>
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<td>61,593</td>
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### 4. Village and School Integration 村庄和学校项目

| Hebei Province 河北省 | Qinglong County 青龙县 | two “One School and One Village” projects 河北青龙2个一村一校项目 | 12,407 |
| Beijing City 北京市 | Haidian District 海淀区 | Community Education project for Migrant Workers in Beijing Migrant Workers’ Community 北京工友社区活动中心2014年社区教育项目 | 37,904 |
| | | supporting “demo project for exceptionally migrant workers in need” (operational expenses) 支持“县城特困农民工示范项目”（配套运行费） | 26,053 |

*Page 20*
<table>
<thead>
<tr>
<th>Province</th>
<th>City</th>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gansu Province</td>
<td>Lanzhou City</td>
<td>Supporting &quot;demo project for exceptionall poor migrant workers in need&quot;(computer maintenance expenses)</td>
<td>6,618</td>
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<tr>
<td>Guizhou Province</td>
<td>Leishan County</td>
<td>Nutrition and Health project for migrant children of minority in marginal community</td>
<td>8,806</td>
</tr>
<tr>
<td>Hebei Province</td>
<td>Qinglong County</td>
<td>Helping migrant children in marginal community acclimatize city life and integrate in society</td>
<td>7,828</td>
</tr>
<tr>
<td>Shanxi Province</td>
<td>Shilou County</td>
<td>Parent school and migrant workers’ children service</td>
<td>9,432</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>City</th>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guizhou Province</td>
<td>Leishan County</td>
<td>Demo project for exceptionally migrant workers in need(editing and printing expenses on migrant worker information newspaper)</td>
<td>1,300</td>
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<tr>
<td>Hebei Province</td>
<td>Qinglong County</td>
<td>Demo project for exceptionally poor migrant workers(popularization of Miao medicine and free clinic)</td>
<td>1,657</td>
</tr>
<tr>
<td>Shanxi Province</td>
<td>Shilou County</td>
<td>Demo project for exceptionally migrant workers in need(training for migrant workers’ parents)</td>
<td>1,894</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>City</th>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gansu Province</td>
<td>Lanzhou City</td>
<td>Demo project for migrant workers in need(popularization of traditional Chinese medical science and free clinic)</td>
<td>3,211</td>
</tr>
<tr>
<td>Hebei Province</td>
<td>Qinglong County</td>
<td>Demo project for exceptionally migrant workers in need(training for migrant workers’ parents)</td>
<td>1,894</td>
</tr>
<tr>
<td>Shanxi Province</td>
<td>Shilou County</td>
<td>Demo project for exceptionally migrant workers in need(popularization of traditional Chinese medical science and free clinic)</td>
<td>803</td>
</tr>
<tr>
<td>Location</td>
<td>Amount</td>
<td>Description</td>
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<tr>
<td>Haidian District, Beijing City, Beijing</td>
<td>1,927</td>
<td>demo project for exceptionally migrant workers in need (training for migrant workers' parents)</td>
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<td>3,211</td>
<td>山西石楼“县城特困农民工示范项目”（农民工家长培训）</td>
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<td>subtotal</td>
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</tr>
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### 6. NGO Supporting NGO Support

<table>
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<tr>
<th>Location</th>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>Haidian District, Beijing City, Beijing</td>
<td>2,907</td>
<td>公共教育项目调研费用 Zigen China 2014</td>
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<tr>
<td></td>
<td>5,591</td>
<td>支持全国社区互助农业大会暨平民教育论坛项目</td>
</tr>
<tr>
<td></td>
<td>46,324</td>
<td>中国滋根乡村教育与发展促进会机构管理费用</td>
</tr>
<tr>
<td></td>
<td>25,273</td>
<td>中国滋根乡村教育与发展促进会筹资推广费用</td>
</tr>
<tr>
<td>Lanzhou City, Gansu Province, Gansu Province</td>
<td>627</td>
<td>兰州和东乡县项目调研费用</td>
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<td>subtotal</td>
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</tr>
<tr>
<td>Hebei Province</td>
<td>Qinglong County</td>
<td>survey project on girls in Qinglong County, Hebei Province and Yulong, Yunnan Province</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>河北省</td>
<td>青龙县</td>
<td>河北省青龙县和云南省玉龙县女童专项调研项目</td>
</tr>
<tr>
<td>subtotal</td>
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<td>962</td>
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</tbody>
</table>

| Total          | 合计           | 661,750                                                                           |

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