

會務回顧

Matters of Administration in Retrospect

國內服務部 China Services Department



助學路上不斷努力

學生資助項目由來已久，並與校舍援建、教師培訓形成了我會資助體系中的“三足”之一，全面系統化的促進內地貧困地區教育的發展。現在學生資助主要是小學、初中的學習用品生活費資助；高中生獎勵資助、大學生學習費用資助。

小學及初中的資助主要是從幫助因家庭貧困無法完成義務教育的學生完成九年義務教育的角度出發，幫助每位適齡青少年實現其接受九年義務教育的權利及義務。而高中生及大學生資助主要是立足於家庭貧困及積極好學、上進的學生設立。

1. 具體資助模式及內容

小學/初中生實施助學金資助三年制（即若初一時候接受資助的學生，可以連續三年享受資助，直至畢業），資助額：小學生為150元/年/人，初中生為350元/年/人；高中生資助以獎學金方式推廣，獎金額為700元/年/人，以獎勵品學兼優的貧困學生；大學生資助從2010年3月開始執行，針對考入一/二本的貧困準大學生，助學金採用連續四年（資助總額10,000元/人）

Continuous Efforts to Secure Children With Access to Education

Student sponsorship from Sowers Action has been carrying out for some time. Together with rebuilding schools and teacher training, the tripodia enhance the education development of the impoverished area in China comprehensively in a systematic way. The assistance is mainly assisting the living expenses, books and stationary expenses of primary and junior secondary studying, providing scholarship for high school students and studying expenses for university students. The sponsorship of primary and junior secondary students is mainly helping those impoverished families who cannot finish nine-year compulsory education so that every school-aged youth can realise the rights and duties of nine-year compulsory education. The assistance of high school students and university students is set for the students whose family are impoverished and he / she is diligence and enterprising.

1. Mode of assistance and content

Primary and junior secondary students receive a three-year financial assistance with the subsidy amount RMB 150 and 350 each person per year respectively. Subsidy for high school students are in terms of scholarship. For the impoverished students who excel in moral as academic performances receive RMB 700 each person per year. In March 2010, subsidy for university students starts. For those impoverished university students-to-be who have been admitted by national first or second key university, they will receive a four-year subsidy amounted RMB 10,000 each person. This programme is under trial.

資助的模式，目前該項目還在試行階段。

2. 2009—2010 學年學生資助的發展及改進

隨著內地教育事業的發展和國家對教育的大力投入，特別是義務教育階段推行的“兩免一補”政策，解決了大部份中小學生的入學難問題，而相對的在高校擴招的趨勢下，高中、大學學生人數日益增多，但許多貧困學子卻因無力承擔高昂的學習、生活費用而中斷了求學之路。

新形勢下，苗圃行動學生資助項目也發生了新的變化。

- (1) 按學年逐步取消初中、小學生資助在上一年度的調研及走訪過程中，諸多縣區反應了三年制資助方式存在的問題和顧慮：
 - a、會讓學生及其家長產生資助依賴性；
 - b、操作上也不夠靈活，對新出現的貧困學生，無法進行調配；
 - c、對學生的後續跟蹤比較困難；
 - d、一定程度上，有失資助公平性，等等。
- 同時，結合現階段大規模普及的“兩免一補”實際及現時各縣區

2. Development and improvement in Student Assistance 2009/2010

As the education career in China develops and the Chinese Government actively putting education development into operation, especially the policy of “two exemptions and one allowance” applies in the compulsory education helps most of the primary and secondary students solving the difficulties in going to school. Under the trend of the expansion in high school, the number of high school students and university students increase relatively. But many impoverished students stopped his / her studying because they cannot afford the expensive studying and living expenses.

Under the new trend, student assistance projects of Sowers Action are changed.

- (1) Cancel the assistance for primary and junior secondary students progressively according to school year
- From the process of visit and investigate last year, many counties reflected the problems and their worry about the three-year assistance programme:
- a. It will make the students and their parents become dependent on the assistance;
 - b. It is not flexible in processing when there are new impoverished students, it becomes unable to allocate resources.
 - c. It is difficult to follow up the students;
 - d. To a certain extent, the fairness of the assistance loss etc.
- At the same time, from the mass universal policy of “two exemptions and one allowance” and the feedback from the counties, it is decided from 2010 autumn semester the quota allocation of junior secondary 1, primary 1 and primary 3 assistance receiver will not increase. The assistance pattern will stop after three years.

過集中培訓班的校長，進行一次深度培訓，為期三十天，每班培訓學員 25 人。

三年間，苗圃一共舉辦過九期集中培訓班，三期送教上門及兩期校本實踐研修班，受培訓的校長及教師有二千多名。培訓內容主要針對國家教育政策、教育改革及理念、學校及課堂管理、學童心理及課件製作等等幾個範疇。

「三年培訓計劃」是一個嘗試，在培訓成效這一點，苗圃特地請來北京大學社會學系副教授劉能博士，及上海社會科學院進行績效評估，以專業的社會學角度切入，輔以專業的社會學方法分析培訓班的成效，培訓班是否達到「以點帶面」及「輻射」的效果，例如受培訓老師自身的得著，對同業其他老師能否有影響，校長和骨幹老師都受過培訓後，能否成為村內或鎮內的模範學校，受培訓學員對培訓班的意見等等。

「三年培訓計劃」連評估，苗圃投入了將近人民幣四百萬元。這些年來國家有日趨完善的教育政策，以致重建危校需求漸少，未來苗圃將會投放更多資源到教師培訓這根柱子，繼續為改善中國教育環境而努力。

In 3 years, Sowers Action had organised 9 Concentrated training courses, 3 Delivered training to school and 2 School-based practicing, studying and training course. 2000 or more head teachers and teachers had received training. The objectives of the training focused on the Country's Education Policy, Education Reform and Mission, School and Classroom Management, Children Psychology and Production of Teaching Materials.

"Three-year training programme" is a trial programme. Sowers Action invited Mr. Liu Neng, the Associate Professor of Department of Sociology, Peking University, and Shanghai Academy of Social Science to conduct efficiency assessment. Under the professional sociology aspect and analysis to assess the efficiency of the training classes whether they can achieve the aim of "using a unit to guide an entire area" and "radiation". For example, whether the participant learned anything from the classes, whether there are any effects to other teachers, whether the school can be a model school in the village or in the town after the head teachers or cadreman teachers received training and the comment from the teachers to the training classes etc.

Sowers Action had put nearly 4 million Renminbi to "Three-year training programme" and its assessment. From these years, the national education policy is being gradually improved and thus the need of reconstruction of decrepit schools is getting less. In future, we will put more resource to teachers training and continue to make effort to improve the educational environment of China.





改善教育環境

為改善中國教育環境，苗圃行動一直進行三項骨幹工作：重建危校、貧困生資助及教師培訓，並秉持「實地考察，直接資助，長期跟進」的工作方針，致力提高中國貧困山區的教育水平。

以上三項骨幹工作當中，尤以教師培訓一項極具挑戰，原因有以下幾點：

- 一) 如何挑選合適的培訓團隊？
- 二) 如何挑選合適的培訓對象？
- 三) 如何選擇有效及適當的培訓內容，以及決定培訓方向？
- 四) 如何有效地運用善款進行培訓？
- 五) 如何評估培訓成效？

遇到不少技術上的問題，不一而足。有見及此，2008年至2010年間，苗圃行動與有多年培訓經驗的中國青少年發展基金會（下稱「中國青基會」）合作，為國內貧困山區教師提供培訓，稱之為「三年培訓計劃」，有見計劃於今年已屆尾聲，遂作介紹。

合作為期三年，定出五個項目實施地，於2008至2010年間為此五地校長及教師提供培訓，務求達到「以點帶面」

Making School More Child-friendly

In order to improve the education condition in Mainland China, Sowers Action is carrying out three main duties which are reconstruction of decrepit schools, assistance for needy students and teacher training. Moreover, we adhere to the objectives of "On-site Assessment, Direct Subsidy and Long-term follow up" so that the education condition of impoverished mountainous areas in China can be enhanced.

Among the three objectives, teacher training is the most challenging task. The reasons are:

1. How to select suitable training team?
2. How to select suitable trainee?
3. How to choose efficient and appropriate training content and decide training objectives?
4. How to use the donation efficiently to conduct training?
5. How to evaluate the efficiency of the training?

The technical problems we face are various and many. Therefore, from 2008 to 2010, Sowers Action cooperated with China Youth Development Foundation (known as CYDF), which is experienced for many years in training, provided teacher training in impoverished mountainous areas in China and known as "Three-year training programme". As this programme has drawn to an end, we introduce the programme.

The cooperation period lasted three years and five project implementation areas were chosen. We provided trainings to the head teachers and teachers in the five selected areas in order to have the effect of "using a

及「輻射」的效果。計劃啟動後，由中國青基會發函至苗圃長期資助的十個地方，包括雲南省昭通市四縣、雲南省臨滄市四縣及甘肅省定西市、白銀市，邀請投標，十地教育局投標後，由中國青基會專家評標，考慮各地的資金配備、希望小學數量、合作態度、工作管理情況及培訓需求等因素，而作出評分，最後甄選出五個「三年培訓計劃」的項目實施地，為雲南省昭通市大關縣、鎮雄縣、雲南省臨滄市永德縣、鳳慶縣和甘肅省白銀市。

中國青基會的培訓模式有三種：

- 一) 集中培訓——召集各地的學校校長或骨幹教師，到上海希望工程全國教師培訓中心，或陝西省西安市建築科技大學這兩個培訓基地進行培訓，為期十天，每班培訓學員100名；
- 二) 送教上門——召集義務講學團到項目實施地，對當地校長或教師進行培訓，為期五天，每次可有數百至上千名教師受培訓；
- 三) 校本實踐研修班——召集曾經受

unit to guide an entire area" and "radiation". After the project started, CYDF wrote to ten places which are long term assisted by Sowers Action. The ten places included: four counties in each of Zhaotong City and Lincang City of Yunnan Province and Dinxi City and Baiyin City of Gansu Province. They were invited to apply the project. After received the application, CYDF evaluated the bureaus according to the criteria of financial reserve, number of School of Hope, attitude towards the programme, management situation and the necessity of training. Finally five places were chosen as "Three-year training programme" implementation areas. They were: Dagan County and Zhenxiang County of Zhaotong City, Youngde County and Fengqing County of Lincang City of Yunnan Province and Baiyin City of Gansu Province.

CYDF provided three types of training:

1. Centralized training: By calling the head teachers or cadreman teachers to conduct training in the training base, either Shanghai Project Hope Country Teacher Training Centre or Xi'an University of Architecture and Technology. The training lasts 10 days and trains 100 people each class.
2. Delivered training to school: By calling volunteer lecture group to the project implementation areas to conducting training to the head teachers or teachers. The training lasts 5 days and trains hundreds to thousand teachers each time.
3. School-based practicing, studying and training course: By calling the head teachers who have received Concentrated training to have an in-depth training. The training lasts 30 days and trains 25 people each class.

的反饋信息，故自2010年秋季學期開始不增加初一、小一及小三學生名額的分配，執行完原資助學生的三年資助後，暫停三年制資助方式。

- (2) 資助重心移至高中生，隨着高中升學率的逐年提升，在校高中生越來越多，而其中的貧困生比例也隨之增加。據了解，高中階段每生年均開銷5,000元左右，給家庭和學生本人帶來了沉重的經濟壓力。而國家暫未有針對此貧困群體的優惠政策，導致高中階段輟學率居高不下。

故增大高中階段學生資助力度，符合現實客觀需求狀況，也勢必能讓更多的貧困高中生擺脫輟學的危機，延伸求學之路。

- (3) 大學生資助的設置，一個普通農村家庭能培養出一個大學生實屬不易，教育支出也是目前許多農村家庭返貧的重要原因，現今上大學期間昂貴的學習、生活、交通費用等，常常澆滅了一家人甚至是幾輩人的大學夢，而為幫助那些優秀貧困大學生不因經濟貧困而止步校門，苗圃行動大學生資助計劃應運而生。

3. 項目未來的發展

- (1) 將學校援建和學生資助有機結合，整體而全面地進行教育援助

(2) Assistance focus on high school students

As the entry rate of high school increases, the number of high school students increases gradually and the ratio of impoverished students also increases. It is reported that the yearly expense of a high school student is about RMB 5000 which brings the family and the student critical economic pressure. Since the country does not have assistance policy to aim at this impoverished group temporary, the dropout rate of high school students remains high.

(3) Provide assistance to university students

It is not easy to bring up a university student in an ordinary rural household. Education expense is the main reason for the rural households being impoverished again for the moment. Expensive learning, living and travelling expenses for studying in university always destroys the "university dream" of the family and even of several generations. In order to help the impoverished students who are excellent academically won't have to dropout because of poverty, Sowers Action's Assistance Programme to University Students begins.

3. Future development

(1) Combine the assistance for school construction and students organically and assist entirely and comprehensively.

In future, we will consider combining the assistance for school construction and students organically. For the primary and junior secondary schools received the assistance in construction, we will provide economic assistance aiming at individual student. Also through different activities or projects to assist cultivating or enhance the student's inner quality, ability and character etc and student's life and inward world can be enriched.

(2) Education software construction is under consideration in subsidizing high school students.

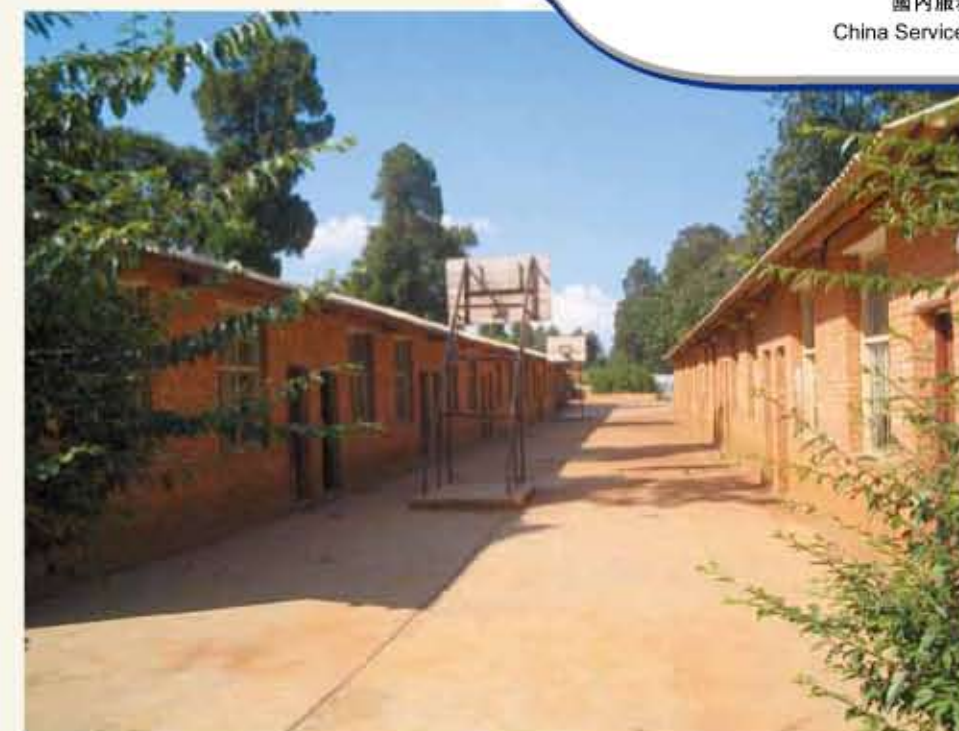
High school students living in mountain area are restricted from their living and studying environment Besides, the specialty in this stage like

未來考慮將學校援建、學生資助有機結合起來，在已經援建的小學和初中開展有針對性的學生經濟資助，並通過各類活動/項目，資助培養或提升學生個人素質、能力及性格心理等方面，豐富學生生活及內心世界。

- (2) 在高中生資助上，考慮軟件實力建設山區高中生因其生活、學習環境限制，又因此階段的特殊性（學習壓力大，課餘活動少，又處於生理青春期中），而其心理、認知及個人能力未能得到較好的重視及培養，不利於其今後的成長。可開展針對青少年學生身心、性格、潛能等拓展類項目，注重學生內在發展。

- (3) 堅持貫徹以加強大學生能力建設為資助目的作為大學生，他們已經具備了獨立能力，不能讓資助在他們身上產生不良的惰性心理或消極融入社會的態度亦或是受助壓力，故應強調其是通過自身努力而獲得的助學金，並在建立資助關係後，將堅持以促進其能力提升、適應社會、道德建設為資助的最終目的，助人自助，弱化金錢資助色彩。

苗圃人將在助學路上不斷努力，探索更合理的資助模式，以促進山區貧困學生更好地成長和發展。



stress in studying, less extra-curricular and the period of adolescence are not beneficial to their growth together with their mental, cognition and individual ability are not being paid attention and cultivated. Expansion programmes focusing adolescence's body and mind, character and potential abilities can be organised to aim at inner development of the students.

(3) Persistently strengthen the university students' ability construction as the aim of assistance

As university students, they have independence ability. Assistance should not make them have an inert mind or negative attitude to integrate in the society or being pressured in receiving aid. Therefore the idea of trying hard to get scholarship from oneself should be stressed. After the assistance relationship developed, persistently aiming at enhancing ability, adapting to the society and building morality. Weaken the image of monetary assistance by helping oneself and each other.

Sowers Action will continue making effort in education assistance and exploring more reasonable mode of assistance to enhance the growth and development of the poverty students living mountain area.