



The Zigen Fund  
**2015 Annual Report**

滋根基金會

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## Message from the President

Zigen has been working with local people at the grass-root level in the poorest and most remote regions across twelve provinces of China for 30 years. We see and feel the earthshaking impacts on rural villages made at the cost of the rapid development of the whole country. Yes, China is rising, but this virtue of growth does not obscure the defects. There are developmental strategies and policies that have the side effects of damaging, even destroying, the ecological environments, the ethnic cultures, and the ethos of local communities, especially in underprivileged districts like national-level poverty-stricken counties, where we have had a lot of firsthand experience for decades. More and more common people are deeply suffering from the consequences, and it cannot be sustainable. Based on Zigen's experiences and field research, we believe there are four major challenges (see below) that need to be addressed urgently, before the irreversible threshold is passed. Traditional Zigen projects like scholarships, reading programs, basic health services, etc. are not enough. We need to combine our resources to work towards solutions that are more integrated, and have direct relevance to the root of the problems, which are somehow mostly ignored despite their crucial importance.

The four challenges we identify are:

### **(1) Deterioration of ecological environment**

When we visited the countryside in 1988, the rivers we saw were clean and clear. Now they are piled with all kinds of garbage. Many village school teachers told us about how they missed forests with different tree species and animal varieties. They witnessed rivers turn to foul, dirty water, and fish populations gradually decline and become inedible; how rabbits, squirrels and various bird species became increasingly scarce, even disappearing altogether. Environmental degradation in China is getting extremely severe. Biodiversity drops tremendously. How should we re-define or re-position the role and function of Zigen's scholarship programs, reading programs, and basic health services, with respect to the welfare of villagers, when hundreds of thousands of villages in China and their surrounding environments are dying?

### **(2) Disappearance of rural and ethnic cultures**

We have at least 55 ethnic groups within China in addition to the Han group. Each ethnic group has its own culture which is crucial to its members' self-respect, confidence and identity. Accompanying the recent rapid industrialization of China, the mainstream consumerism culture is taking over almost all cultural arena, rural as well as urban, Han and non-Han. Many local teachers told us that they were very worried about the

disappearance of their culture. For example, while we were visiting a minority county, we were told with great worry that the county had only one elder woman who could sing a hundred local folk songs. Should the elder woman pass away, all songs would vanish with her. The sad fact is, it is not just song, but also history, poetry, folk legends, attire, cuisine, music, arts, all kinds of rural and ethnic cultural work, expression and manifestation that are all disappearing. We believe in the critical role of cultural diversity in human-centered sustainable development. When we work with local people for improving their livelihood and future, we also need to share their cultural concern.

### **(3) Rural governance and sustainable development in villages**

There are almost no comprehensive workshops (offered to active villagers and local leaders) that hold a critical perspective to the mainstream development practices which may lead to deterioration of environment and disappearance of local cultures. Most of the rural training programs are focused on how to get rich, or how to acquire some new skill to increase income. Additionally the topics covered usually have no direct relevancy to the audience because of the lack of local context. We need training programs that can foster active villagers and local leaders to view their villages with a more comprehensive and holistic perspective, to explain and demonstrate the important factors that will affect the sustainability of local development. We need to provide training on how to carry out integrated development projects for solving local problems, addressing local needs, and promote human centered sustainable development in their villages, not just for making more money without any social and moral concern.

### **(4) Social injustice and economic exclusion in the new environment**

Because of the rapid urbanization and industrialization of China, rural villages are now facing new social and economic problems. For example, (1) Tens of millions of left-behind children (留守儿童) need care; (2) Tens of millions of staying-at-home village elderly (农村留守老人) need help; (3) Tens of millions of village youths as well as adults need to acquire skills and knowledge that they have never learned in school in order to get new jobs; (4) Tens of millions of rural children are now living in boarding village schools because of the policy of closing “less equipped” schools and moving their students to a “better equipped” school (撤点并校政策), which usually require boarding as it is too far away from home. Many of the dormitories of those boarding schools are poorly managed because of the lack of resources, professionals, training, and supervision. Girls are also much more vulnerable than boys in this kind of hardship. These are just some of the emergent social and economic problems.



*A primary school dormitory room, with 16 students in one room. This particular one in fact belongs to a well managed dormitory.*

In addition to working on creating an intensive program package for training active villagers and local leaders to foster concepts and skills of human centered sustainable development in rural villages, we take up the challenges by consolidating our efforts in what we call Eco-Schools, which are well integrated with the village community to provide different kinds of training programs (e.g., short-term adult education class, girls health education and self-protection awareness workshops, etc.) as well as coordinating local mutual-aid groups. To shape a healthy world and a bright future, we start from our children through Eco-Schools. In Eco-schools, we teach them to be a modern citizen with relevant knowledge of environmental protection and cultural inheritance; to have consciousness, technical skills and the concept of sustainable development.

Zigen has selected 20 village schools to be partners in the Eco-School initiative. We plan to have more in the coming years. The eco-schools supported by Zigen maintain a green campus, use solar-power, recycle garbage, reduce waste, adopt energy saving measures, and utilize local resources to build vegetable gardens. Inside the classroom, eco-schools promote environmental education and preservation and conservation of local ethnic culture. Outside the classroom, they maintain an intimate relationship with the village to involve parents and to encourage community participation.

We believe students of Eco-Schools will have greater self-respect, self-confidence, and higher social morality. They are our future. Let's work together to make sure the eco-schools project will lead to more promising results.

Kwong-Bor Ng

# Program Evolution

## Overview

It has been another year of significant achievement for Zigen Fund, as our training programs were further expended, and a new approach of consolidating our various projects into a single program, or the eco-school model, has been launched in several schools and villages. In 2015, we also remain committed to a variety of our traditional projects, including scholarship, community services in both rural and urban settings, and public education on issues with regard to sustainable development.

Since its founding, Zigen has made sustainable development its vision and guiding principle. We have always been searching for ways to disseminate the ideas of sustainable development and encourage relevant practices while supporting basic needs of the most disadvantaged groups in China. In recent years, we have experimented with combining support of urgent, basic needs with trainings which required far more sophistication and expert input, and had more direct relevancy to the idea and practice of sustainable development. The United Nations has over the years established the four pillars of sustainable development, namely, economic, environmental, social and cultural, which we find very relevant in our project conception and its social impact.

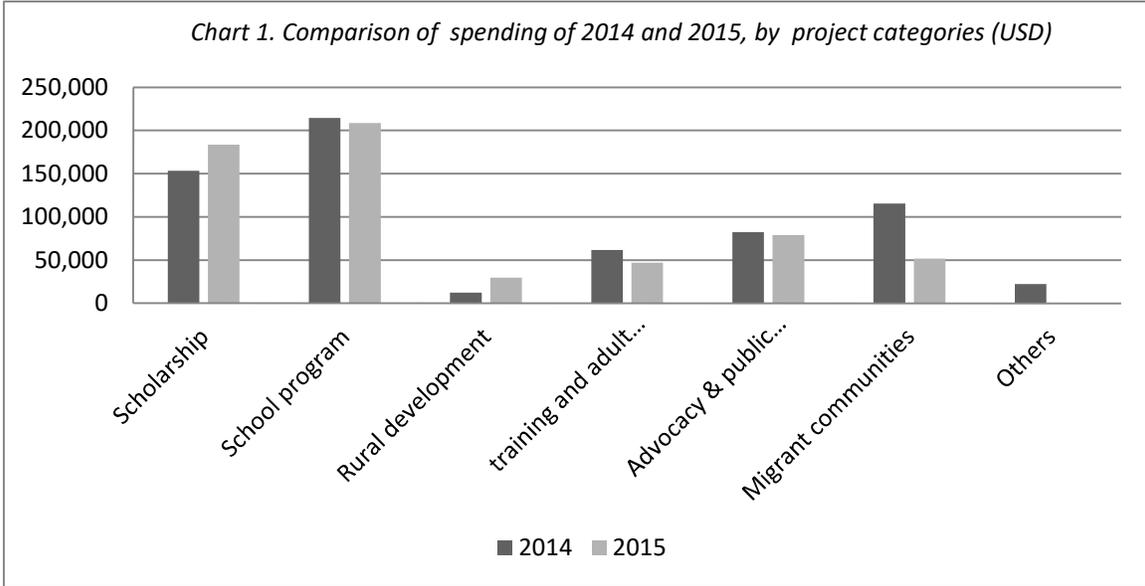
*Table 1. Breakdown of total project spending, 2015*

Project category	Allocated funds (USD)	As % of total
Scholarship	183,661	31%
School program	208,628	35%
Rural development	29,815	5%
training and adult education	47,044	8%
Advocacy & public education	79,158	13%
Migrant communities	51,694	9%
Total	600,000	100%

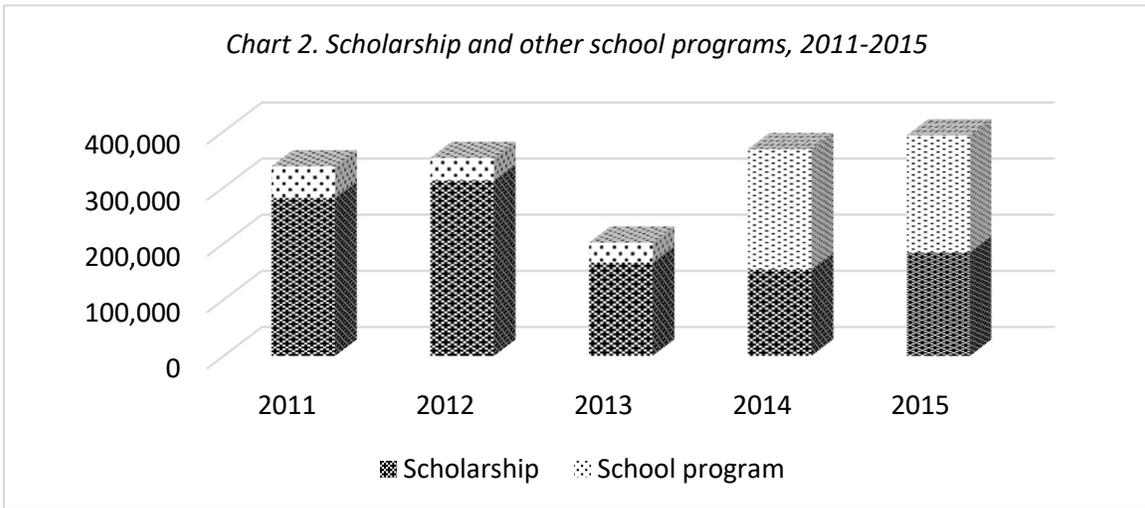
In 2015, the greatly improved and expanded Rural Teacher's Training Program, which Zigen has worked on for many years, has successfully reconfigured within the United Nation framework of Education for Sustainable Development, and pilot trainings had successfully carried out for trainees from four counties. As a result of the hard work by the RTT team, a textbook has been compiled and will be published by Beijing Normal University Press. It has been our belief that with the great social changes undergoing in China, it is imperative that we upgrade our projects to accommodate the urgent need of

public education and advocacy, so that Zigen’s effort will have some influence on public policy in a country as huge as China. That was what we have been striving for in 2015.

The total grant to projects and proportions of grant to project categories reflected our firm commitment to both addressing to the basic needs of China’s rural population, and also to the long term goals of advocacy, public education and social change.



Among the total grant of \$600,000 for projects, 31% were devoted to scholarships while 35% to school programs, such as facility improvement, environmental education and practice, and learning of indigenous cultures. In 2013, those numbers were 41% and 9% of the total grant of \$401,166 of that year. These reflected a continued emphasis on education at the primary and secondary level, as well as a shift of focus from financial aid to families to classrooms, campus life and learning experience of the students.



In 2015, we involved our donors at multiple levels with the development of projects in the schools and the villages. Besides written reports furnished by Zigen project teams, some donors travelled to the projects sites to inspect the installation, talk with teachers, students, and parents, and assess the impact themselves first-hands. Many donors have earmarked their funds for specific projects, some of which we will highlight below.

In terms of geographic distributions of projects in 2015, we have maintained our long-time focus on state designated poverty counties in Guizhou, Hebei, Yunnan and Shanxi provinces. While much of our public education, migrant community and other work were done in Beijing, Guizhou is the top destination in terms of both amount of funds allocated and numbers of projects implemented in 2015.

Now, we will turn to a detailed report for each project categories.

## School Education



In 2015, Zigen's project grant for school education (including scholarship, school facility improvement, and the packaged "eco-school" program) is 66% of total project spending, which is at a comparable level with that of last year. With Zigen's on-the-ground project team's close monitoring of the local condition, it was determined that some rural

families in poverty stricken areas still face financial difficulties to complete their children's schooling. That is why the Zigen Fund is still allocating a significant amount of funds for scholarship to mostly primary and secondary students who still need help. Like in past years, the scholarship program in 2015 is tilted towards Guizhou and Yunnan Provinces, sites of Zigen's long-term support in basic needs at the compulsory education phase. Scholarship support remained focused at the elementary level, and those for high school and university students also remained steady.

In 2015, we expanded our scholarship program to Gansu Province, with the support of funds from Raybin Q Wong Foundation, and in cooperation with Xingbang, a local non-profit group specializing in helping students completing schools. Fengning County in Hebei Province has been added to Zigen's sites of project support, starting with scholarship for 16 junior school students and 69 elementary school students, totaling \$12,678.

Table 2. Geographic distribution of scholarship recipients

	Beijing	Gansu	Guizhou	Hebei	Shanxi	Yunnan	total
Elementary	10	0	223	84	0	230	547
Secondary	0	0	84	16	0	38	138
High	0	0	166	0	0	30	196
University	30	20	90	15	15	12	182
Total	40	20	563	115	15	310	1063

Chart 3. Geographical distribution of numbers of scholarship

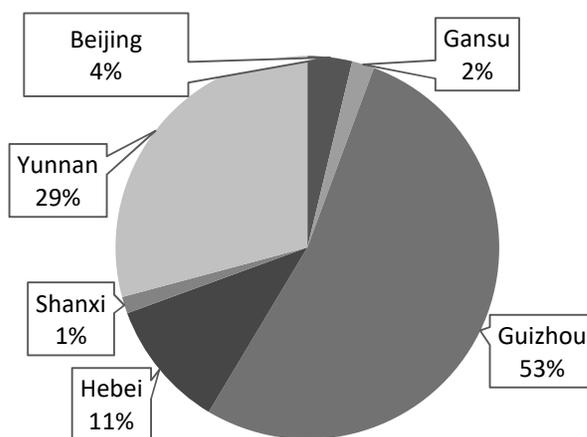
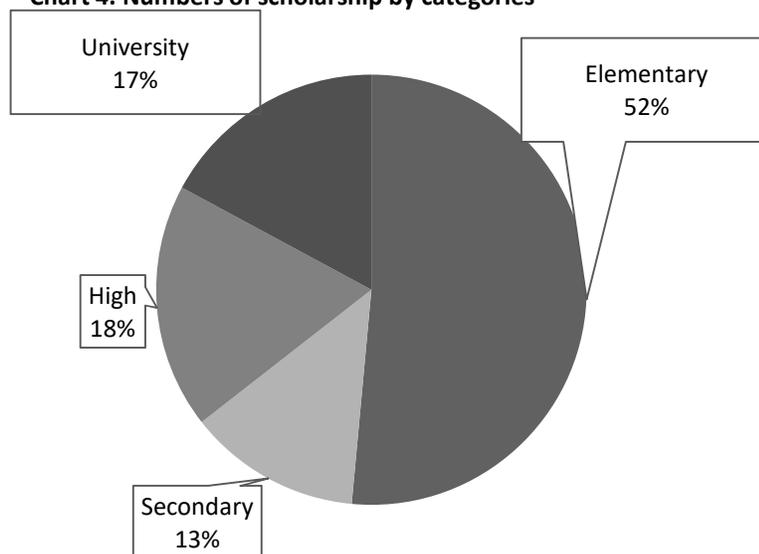


Chart 4. Numbers of scholarship by categories



### **Project profile: Financial Aid for University Students, Gansu Province**

In 2013, Raybin Q Wong Foundation donated US\$74,900 (460,000 RMB at exchange rate of 6.2) for the support of university students with financial hardship (with the local operation by Xingbang Social Service Center), in the form of zero-interest loan in four years. In 2013, 25 students (15 males, and 10 females) were supported, each getting a loan of 4,000 RMB. In 2014, 20 students (12 males, and 8 females) were supported, each getting a loan of 5,000 RMB. In 2015, 20 students (11 males, 9 females) were supported, each getting a loan of 5,000 RMB. In the summer of 2015, 10 students who received the loans graduated, and 4 students voluntarily returned the loan due to better family financial situations.

*Project spending of 2013-2015 is as follows:*

	Number of students supported	Amount per person per year (RMB)	Spending (RMB)	Operation spending for Xingbang (RMB)	Operation spending for Zigen (RMB)	Total (RMB)
2013	25	4,000	100,000	5,000	10,000	115,000
2014	20	5,000	100,000	5,000	10,000	115,000
2015	20	5,000	100,000	5,000	10,000	115,000
2016	20	5,000	100,000	5,000	10,000	115,000
Sum			400,000	20,000	40,000	460,000

### **Application procedures**

1. Project staff reviews applications and supporting materials; 2. Project staff or volunteers make home visits; 3. Five-person Evaluation Committee approves applications; 4. Loan Agreements are signed; 5. Loans are remitted to beneficiaries' bank account.

### **Implementation and follow-ups**

In order to insure sustainability, the application documents, agreements and other documents are revised according to government standard; Besides the financial assistance, the beneficiaries are offered opportunities to work and volunteer; donors and Zigen staff regularly meet the beneficiaries. The beneficiary students and project coordinators also joined social media so as to facilitate communications.

In 2015, Zigen has greatly expanded its long tested eco-school model, and has initiated the pilot program in ten rural schools. They are: Gaozhuang Elementary School, Tumenzi Elementary School, Gehetou Elementary School, Huaguoshan Elementary School, Qidaohe Elementary School and Caonian Middle School of Qinglong County, Hebei Province, Xiwang Elementary School, Macun Elementary School, Qinyuanchun Elementary School, and Xiaosuan Elementary School of Shilou County, Shanxi Province. With a comprehensive plan, careful preparation, and hard work on the part of Zigen workers, students, teachers and principals, the pilot eco-schools are a great success. Students and teachers exhibited a considerable amount of initiatives and a variety action plans, fine-tuned to local conditions, were drafted and put into practice.

The newly developed eco-school program is closely connected to the Rural Teachers' Training program which has been continually tested, improved, and perfected in the last ten years. Participating in RTT is a requirement for teachers in the pilot eco-schools. What the trainees learned in the RTT pilot trainings has been put into practice in the classrooms and campus, and passed down to students in both classroom teaching and extra-curricular activities.



## **Project profile: Five Pilot Eco-Schools in Qinglong**

### **County, Hebei Province**

**Project site:** Qinglong County, Hebei Province

**Timeline:** July, 2015~July 2016

**Beneficiary:** students and teachers of five rural schools in Qinglong County, Hebei Province

**Objective:** (1) teachers' training; (2) locally relevant environment education and indigenous culture protection; (3) environment friendly school infrastructure with nationality cultural features; (4) more reading, music, art, PE class and activities.

**Project implementation:** Planning started in April, 2015. Teachers' training, the first component of the pilot eco-school program, was carried out in July. In September, five schools submitted applications for school specific assistance, covering environment education, indigenous culture in classroom, music, art and PE activities. During October and November, "second classrooms", "themed activities" were implemented; In December and later, county wide "education for sustainable development" rewards were handed out.

**Project outcome:**

(1) Student groups were organized in the schools, including a broadcast station, journalist club, a literature society and clubs for music, PE and art.

(2) More than 60% of teachers participated in "Rural Teachers Training", and were able to carry out environmental education and protection of indigenous culture by ways of thematic activities, local textbooks and practices, and inter-disciplinary learning.

(3) School environment had been improved through actions of planting, designating no-smoking area and saving energy.

**Beneficiaries:** 120 teachers, 1700 students.

**Financial summary:** approved for 150,000 RMB; spending in 2015: 134,000 RMB; the remaining 16,000 RMB will be used for action plan practice case compilation, to be completed in 2016.

## **Adult Education**

In 2015, Zigen's Rural Teachers' Training program had made substantive progress and expansion, thanks to the project team led by Pat Kwei-ping Yang, and the expert team of Beijing Normal University led by Prof. Wei Manhua.

First tier and second tier pilot trainings were carefully planned at the beginning of the year, and was successfully implemented throughout 2015.

In March, a planning meeting for the RTT program was held in Beijing Normal University with the participation of both Zigen and BNU experts. In late March, both Zigen and BNU teams travelled to Shoulou County, Shanxi Province for a four-day-long pilot training of 40 local rural teachers. Both Pat Kwei-ping Yang, the chairperson, and Kwong-Bor Ng, the president of the Zigen Fund participated and observed the pilot training.

The pilot training, carried out using participation method, covered six themes, including environmental education, student centered teaching, rural culture, "schools, family and village", gender education, and practice activities.

In June, a pilot second-tier training was held in Qinglong County, Hebei Province, in which five teachers who had participated the first tier, train-of-trainers part who are also local teachers organized the training. In July, the local trainers team travelled to eight schools in four townships for the second tier training, with the participation of 150 local teachers.

In September, an editorial meeting was held in Beijing Normal University, to finalize the handbook of the Rural Teachers Training. Pat Kwei-ping Yang and other Zigen workers discussed with Beijing Normal University Press to prepare for the publication of the handbook.

With these efforts, The RTT program is ready to be replicated and expanded. We expect Zigen's RTT program to grow and perfect in the near future.

The Zigen Fund has provided the majority of operating costs of the RTT program and other adult education programs, such as on women's health, environment, and rural culture. Total spending in this category is \$47,044.

## **Rural Development**

Zigen believes that development should not be confined to the growth of material wealth, but need to be understood broadly as a balance of the need of the contemporary generation and that of the future generation, and relying on the four pillars of economy, society, environment and culture. Under the guidance of sustainable development as popularized by UN since the 1970s, Zigen has developed the so-called eco-village (or green village) model, and is putting it into practice.

To carry out the principle of sustainable development while adapting it to local conditions, Zigen has supported a variety of local initiatives to suit the long-term needs of the rural communities. In 2015, Zigen supported rural development projects include income-generating, health and medical care, rural culture, and welfare of left-behind children. Total spending in this category is \$29,815.

### **Project profile: Training and activities on women's health in Sanjiaotian Village, Guizhou Province**

The project had been supported by a donation from Kuo Trust. Sanjiaotian is a Miao village with 218 families and 1125 people, of which 450 are women, who has become the crucial labor force for agricultural work. On March 8, 2015, a training class was held in the village on women's health, with more than 100 women participating. The training focused on prevention of commonly encountered disease among local women. The gathering was also occasions for sports and entertainment, as the women engaged in basketball, race, singing, tug of war, etc.. A training on fire prevention in the village was also held.



## **Project profile: College students providing medical service to rural population in Shilou County**

**Project summary:** During the summer of 2015, fourteen college student volunteers from Shanxi College of Chinese Medicine provided health services in Shilou County Chinese Medicine Hospital and Tianjiacha Village, and extended their services to villagers of dozens of villages in Shilou. They provided guidance in moxibustion, cupping, massage and exercises. The students also did a survey of health and medicine in the villages. The expense for the project is 15,281 RMB. It has been the fourth year that the project was implemented in Shilou County, and with considerable positive impact.

### **Content of the project:**

**Free out-patient service:** Shilou County was remote and mountainous, where medical services are in dire need. The student volunteers practiced their medical knowledge in the areas of Chinese medicine, acupuncture, cupping, moxibustion, and massage in the service of villagers with health problems. Out-patient services were provided more than a dozen times, along with consultation, benefiting more than 2000 villagers. The students also provided assistance to doctors at the Shilou County Chinese Medicine Hospital, for more than 400 patients, and for more than 50 in-patients. They had provided services valued more than 40,000 RMB for free, a significant relief for many villagers in financial difficulties.

**Health education:** Addressing important local health issues, student volunteers compiled health handbook, and organized health lectures, covering topics in childcare, joint diseases, stomach diseases, respiratory diseases and gynecological diseases. These lectures emphasized preventive measures and measures that are simple and easy. The handbook was extremely popular among the villagers.

**Academic exchange:** Student volunteers had professional exchanges with doctors at the local hospital, and setup an internet classroom for doctors serving rural population.

**Promotion of appropriate technology:** to compensate the short period of their volunteering activities, the student volunteers experimented with capability building among the locals. Trainings of medical workers in the hospital and rural doctors of Shilou were carried out, on topics of acupuncture, Chinese medicinal massage, and classical Chinese medicine knowledge.

## **Support of Services in Migrant Communities**

Among NGOs working in China, Zigen was one of the earliest to provide fund in supporting migrant workers coming to the cities for livelihoods. Through many years, we have gained valuable experience in discovering the urgent basic needs of the migrant communities and in tapping all resources in the service of these disadvantaged communities. Our branching out services to migrant communities in county towns has been so successful, that in 2015 we continued and expanded our migrant community project in Qinglong County, Hebei Provinces, and we did substantial research in migrant communities in Lanzhou, Gansu Province.

Total spending in the migrant community category of 2015 is \$51,694.

### **Project profile: Migrant Community Center**

Due to active push for urban renovations on the part of developers, Zigen's Migrant Community Center for many years in Shigezhuang Village had to be relocated to another migrant community, Lansongbao Village.

After the relocation, Zigen staff quickly located a construction site near Lansongbao, and designed a weekly movie and classroom program. Volunteers from China Politics and Law University and China Mineral University served as instructors. The programs were extremely popular among migrant workers.

Later on, Zigen staff and volunteers plan to organize a free summer class for migrant children. Initially, the migrants were suspicious. Zigen staff and volunteers were able to recruit several migrant kids serving as volunteers and soon many more migrant families were willing to send their children to the summer class. The class also involve parents of the migrant children, and the content of the class ranged from handicraft, family games, to education of parents with regard to food safety.

Zigen also organized a legal conselling session by inviting lawyers, legal workers and law student volunteers to the new Community Center, who provided free information and consultation to migrant workers and their families. Topics included labor dispute, land dispute, marriage and family, debt and civil disputes. A volunteer team is also formed to help migrant workers to draft legal documents and help them with their legal cases.

## Public Education and Advocacy in China

Besides direct assistance projects that address urgent and immediate needs of the most disadvantaged people in China, Zigen is also committed to conduct relevant research to identify the root causes of issues



related to unmet basic needs and raise the awareness of the public. Efforts by Zigen in public education and advocacy in 2015 was highlighted by the successful organization of the Forum of Sustainable Development, co-sponsored by four other organizations. , Total spending for public education and advocacy in 2015 amounts to \$79,158, or 13% of total project spending.

### Forum for Sustainable Development, 2015, Beijing

**Background of the Forum:** Since 1970s, the UN has pioneered the idea that development shouldn't endanger natural ecosystems and the ability for our decedents to fulfill basic needs. The vision of promoting sustainable development covers three areas which are economic prosperity, environmental balance and social equality. The UN also emphasized the importance of cultural diversity for mankind is the same as that of biodiversity for maintaining the biological balance.

**Themes of the Forum:** The theme of the forum is based on the initiatives and framework of sustainable development proposed by UN in the last 30 years, focusing on the specific and related issues in China, promoting the combination of theory and practice. These include: sustainable development: global view; rural cultures: an important pillar of sustainable development; education: the key of sustainable development; rural governance: important means of sustainable development;

**Speakers of the Forum:** Scholars well-known in relevant areas were invited. They include: Wang Hui, Wen Tiejun, and Zhang Xiaode. Practitioners and activist were also invited, including Zigen's very own Pat Kwei-ping Yang. Others included: Liao Xiaoyi, the founder of Global Village of Beijing, Zheng Bing, the president of Yongjipuhan Community of Shanxi.

## Donations and Grants Statistics of 2015

*Table 3. Donation by amount categories, 2011-2015*

Range of Amount	Total Amount, \$				
	2011	2012	2013	2014	2015
0-99.99	4,374	2,810	3,521	1,597	2,595
100-249.99	24,976	20,059	20,234	17,855	13,897
250-499.99	21,045	18,570	22,579	14,038	13,235
500-999.99	17,391	24,693	28,778	22,342	21,052
1,000-2,499.99	52,572	51,415	57,883	59,374	52,502
2,500-4,999.99	37,884	27,500	27,600	30,171	22,000
5,000-9,999.99	34,100	59,300	67,413	30,005	80,133
10,000-49,999.99	265,305	272,485	262,730	197,029	175,508
50,000-99,999.99	60,000	0	51,758	117,500	142,860
100,000 and above	0	0	135,976	230,057	110,825
<b>Total</b>	<b>517,647</b>	<b>476,832</b>	<b>678,472</b>	<b>719,968</b>	<b>634,608</b>

*Table 4. Number of donors by donation amount, 2011-2015*

Range of Amount	Total Number of Donors/Groups				
	2011	2012	2013	2014	2015
<b>0-99.99</b>	95	62	82	33	<b>56</b>
<b>100-249.99</b>	182	154	151	135	<b>107</b>
<b>250-499.99</b>	68	57	73	44	<b>43</b>
<b>500-999.99</b>	31	46	50	41	<b>38</b>
<b>1,000-2,499.99</b>	39	39	41	46	<b>42</b>
<b>2,500-4,999.99</b>	11	9	9	10	<b>7</b>
<b>5,000-9,999.99</b>	6	9	12	6	<b>14</b>
<b>10,000-49,999.99</b>	16	17	11	9	<b>11</b>
<b>50,000-99,999.99</b>	1	0	1	2	<b>2</b>
<b>100,000 and above</b>	0	0	1	2	<b>1</b>
<b>Total</b>	<b>449</b>	<b>393</b>	<b>431</b>	<b>328</b>	<b>321</b>

## Year 2015 Financial Report

Year	2014 audited	2015 Unaudited
<b>REVENUES</b>		
Individual Donations	\$350,464	\$344,408
Corporate Gifts	\$138,899	\$29,104
Foundation grants	\$230,606	\$261,096
Interest and Dividends	\$4,506	\$2,788
<b>Total Revenue</b>	<b>\$724,475</b>	<b>\$637,396</b>
<b>EXPENDITURES</b>		
Project grants	\$661,750	\$600,000
Direct program work	\$17,222	\$42,085
Public Education	\$17,651	\$23,556
<b>Subtotal Program Services</b>	<b>\$696,624</b>	<b>\$665,640</b>
Management & General	\$38,255	\$24,732
Promotion and Fundraising	\$13,796	\$16,387
<b>Subtotal Support Services</b>	<b>\$52,051</b>	<b>\$41,119</b>
<b>Total Operating expenses</b>	<b>\$748,675</b>	<b>\$706,759</b>
Surplus/ (Deficit)	(\$24,200)	(\$69,364)
Total Net Assets	\$1,096,250	\$1,026,886

### List of 2015 Project Grants in China

Province	County	Project Description	Amount (USD )
A. Scholarship 奖助学金			
Beijing City 北京市		scholarship for 30 university students in need in Beijing	
		北京高校 30 名大学生公益奖助学金项目	14,915
		scholarship for 10 students in need in migrant community in Beijing	

		北京农民工社区 10 名学生助学金项目 ( 2015 年 )	1,279
Gansu Province 甘肃省	Lanzhou City 兰州市	operating cost for the project of scholarship for 20 university students in need in northwest area	
		西北地区 20 名贫困大学生助学金项目运行费	1,026
		scholarship for 20 university students in need in northwest area	
		西北地区 20 名贫困大学生助学金项目	21,535
Guizhou Province 贵州省	Sinan County 思南县	scholarship for 297 students in need in 10 school groups in three townships of Sinan County, Guizhou Province(the 1st,2nd and 3rd period)	
		贵州省思南县 3 乡镇 10 校群 297 名贫困学生助学金( 第一、二、三期 )	30,558
	Huangping County 黄平县	scholarship for 30 high school students in need in Huangping National Middle School	
		贵州省黄平县民族中学 30 名高中生助学金项目	6,200
	Rongjiang County 榕江县	scholarship for 26 high school students	
		贵州省榕江县 26 名高中生助学金项目	5,374
	Leishan County 雷山县	scholarship for 23 high school students(2014 academic year)	
		贵州省雷山县 23 名高中学生助学金项目 ( 2014 年 )	4,754
	Qiandongnan 黔东南	scholarship for 38 university students in need in Qiandongnan	
			贵州省黔东南 38 名大学生公益奖助学金项目
		scholarship for 21 students in need in Senior Middle Schools & Vocational Schools and high schools in Qiandongnan	
			贵州地区 21 名职校及高中生助学金项目
Kaili City 凯里市	scholarship for 15 high school students and 24 university students in need		
	贵州凯里地区 15 名高中及 24 名大学生助学金项目	11,936	
Huangping County	scholarship for 30 high school students and university students in need(Spring,2015)		

	黄平县	贵州黄平县 30 名大学及高中助学金项目 ( 2015 春季 )	8,866
		scholarship for 19 high school students and university students in need(Autumn,2015)	
		贵州黄平县 19 名大学及高中助学金项目 ( 2015 秋季 )	5,332
	Leishan County 雷山县	comprehensive improvement project in Chahe Elementary School(scholarship)	
		贵州省雷山县岔河小学综合改善项目 ( 助学金 )	1,653
		comprehensive improvement project in Maoping Elementary School(scholarship)	
		贵州省雷山县毛坪小学综合改善项目 ( 助学金 )	1,653
	Sinan County 思南县	scholarship for 297 students in need in 10 school groups in three townships of Sinan County,Guizhou Province(the 4th period)	
		贵州省思南县 3 乡镇 10 校群 297 名贫困学生助学金 ( 第四期 )	9,489
	Hebei Province 河 北省	Fengning County 丰宁 县	scholarship for 16 junior school students and 69 elementary school students in need
河北省丰宁县 69 名小学 16 名初中生助学金项目			12,678
Qinglong County 青龙县		scholarship for 15 university students in need	
		河北省青龙县 15 名大学生公益奖助学金项目	7,458
		scholarship for 15 elementary students in need in Xishuangshan Elementary School	
		河北省青龙县西双山小学 15 名小学生助学金项目	1,116
Shanxi Province 山 西省	Shilou County 石楼县	scholarship for 15 university students in need	
		山西省石楼县 15 名大学生公益奖助学金项目	7,458
Yunnan Province 云 南省	Yulong County 玉龙县	scholarship for 30 high school students in need	
		云南省玉龙县 30 名高中生助学金项目	6,200
		scholarship for 12 university students in need	
		云南省玉龙县 12 名大学生公益奖助学金项目	4,960
		scholarship in 7 rural elementary schools in 2 townships of Yulong	

		County, Yunnan Province	
		云南省玉龙县 2 乡 7 所农村小学助学金项目	23,276
Sum of scholarships 奖助学金小计			206,937
B. Constructions of School and others 学校建设			
Beijing City 北京市		comprehensive improvement project in Shuihu Migrant School in Changping District in Beijing	
		北京市昌平区水泮打工子弟学校综合改善	6,301
贵州省	Leishan County 雷山县	comprehensive improvement project in Chahe Elementary School(school culture)	
		贵州省雷山县岔河小学综合改善项目 (学校文化)	1,819
		comprehensive improvement project in Gongtong Elementary School	
		贵州省雷山县公统小学综合改善项目	2,795
		comprehensive improvement project in Maoping Elementary School(school culture)	
		贵州省雷山县毛坪小学综合改善项目 (学校文化)	827
	Rongjing County 榕江县	subsidies for 14 teachers in 2 schools	
		贵州省榕江县 2 所学校 14 名代课教师补贴项目	9,600
		the key reading advancement in 6 schools in 2 townships	
		贵州省榕江县 2 乡 6 校阅读重点校推进项目	6,514
	Leishan County 雷山县	book compiling of local culture of Miao for teenagers	
贵州省苗族乡土文化故事青少年读本编写项目		1,307	
Hebei Province 河北省	Qinglong County 青龙县	comprehensive practice in Mazhangzi Elementary School	
		河北省青龙县马丈子小学开展综合实践活动项目	497
		comprehensive improvement project in Mazhangzi Elementary School	
		河北省青龙县马丈子小学综合改善项目	3,521

	hot water supplying in winter in Xishuangshan Elementary School	
	河北省青龙县西双山小学冬季热水项目	3,408
	reading activities in Xishuangshan Elementary School	
	河北省青龙县西双山小学开展阅读活动	651
	local course trial teaching and revision project in Xishuangshan Elementary School	
	河北省青龙县西双山小学乡土课程试教与修订	669
	comprehensive developing project in Tumenzi Elementary School	
	河北省青龙县土门子小学一校综合发展项目	3,605
	book supplement for the book corners in 189 classes in 23 schools in Hebei and 2 other provinces	
	河北等 3 省 23 校 189 个班级图书角图书补充项目	12,045
	green civilization school demonstration project in Qinglong County(Gaozhuang Elementary School)	
	河北省青龙县绿色文明示范校项目 ( 高庄小学 )	9,600
	green civilization school demonstration project in Qinglong County(Tumenzi Elementary School)	
	河北省青龙县绿色文明示范校项目 ( 土门子小学 )	9,600
	green civilization school demonstration project in Qinglong County(Gehetou Elementary School)	
	河北省青龙县绿色文明示范校项目 ( 隔河头小学 )	9,625
	green civilization demonstration project of school and villages in Qinglong County (Huaguoshan Elementary School and Huaguoshan Village)	
	河北省青龙县绿色文明示范村/校项目 ( 花果山小学和村 )	14,437
	green civilization school demonstration project in Qinglong County (Qidaohe Elementary School)	
	河北省青龙县绿色文明示范校项目 ( 七道河小学 )	11,550

		green civilization demonstration project of school and villages in Qinglong County (music instruments, PE and art in Huaguoshan Elementary School)	
		青龙县绿色文明示范村/校项目 (花果山小学音体美设备)	2,760
		green civilization school demonstration project in Qinglong County (Caonian Junior School)	
		河北省青龙县绿色文明示范校项目 (草碾中学)	11,802
Shanxi Province 山西省	Shilou County 石楼县	green civilization school demonstration project in Shilou County(Hope Primary School, Macun Elementary School, Qinyuanchun Elementary School and Xiaosuan Elementary School)	
		山西省石楼县绿色文明示范校项目 (希望小学、马村小学、沁园春小学、小蒜小学)	38,400
云南省	Yongsheng County 永胜县	comprehensive improvement in Shuijing Elementary School	
		云南省永胜县水井小学综合改善项目	2,936
	Yulong County 玉龙县	comprehensive improvement in 7 rural elementary schools in 2 townships of Yulong County, Yunnan Province	
		云南省玉龙县 2 乡 7 所农村小学综合改善项目	21,081
Sum of construction of schools and others 学校建设小计			185,352
C. Village Development 乡村发展			
Guizhou Province 贵州省	Leishan County 雷山县	economic supporting for villages in Leishan County	
		贵州省雷山县村庄经济支持项目	16,320
Shanxi Province 山西省	Shilou County 石楼县	college students providing medical service to Shilou County	
		山西省石楼县大学生暑假赴基层医疗服务项目	3,134
Henan Province 河南省	Lingbao City 灵宝市	traditional culture and countryside construction research and study project in Hongnong Academy in Lingbao City	
		河南省灵宝市弘农书院“传统文化与乡村建设”研修班项目	3,709
Hunan Province 湖南省	Shuangfeng County 双峰县	reading program for left-behind children center in Qingfeng Village	
		湖南省双峰县青峰村留守儿童活动中心儿童阅读推广项目	2,819

Yunnan Province 云南省	Kunming City 昆明市	migrant children service in Siliucun Fishing Village	
		云南昆明市矣六村渔村流动儿童社区服务项目	3,834
sum of village development 乡村发展小计			29,815
D. Training and Adult Education 培训与成人教育			
Beijing City 北京市		ability construction project for Zigen China employees in 2014	
		中国滋根 2014 年员工能力建设项目	5,904
		ability construction project for Zigen China employees in 2015	
		中国滋根 2015 年员工能力建设项目	8,496
		development for 5 trainees in Zigen China	
		中国滋根 2015 年度 5 名实习生培养项目	17,806
Guizhou Province 贵州省	Leshan County 雷山县	training instruments repairing in Leishan County	
		贵州省雷山县培训设施维修	8,118
	Rongjiang County 榕江县	teacher training in Rongjiang County	
	贵州省榕江县教师培训项目	6,720	
Sum of training and adult education 培训与成人教育小计			47,044
E. Promotion and Public Education 倡导与公共教育			
Beijing City 北京市		investigation and assessment cost of Zigen China in 2015	
		中国滋根 2015 年项目调研与评估费用	4,480
		sustainable development promoting 2015 forum and the 20th anniversary of Zigen China	
		2015 年促进可持续发展论坛暨中国滋根 20 周年庆项目	12,109
		supporting and participating in the 5th national farmer cooperation organization forum project	
		支持并参与第五届全国农民合作组织论坛项目	3,709
		management cost of Zigen China	
		中国滋根乡村教育与发展促进会机构管理费用	26,344

		money raising and promotion cost of Zigen China	
		中国滋根乡村教育与发展促进会筹资推广费用	31,603
Guizhou Province 贵 州省		public welfare forum with partners in Guizhou Province	
		贵州省滋根项目伙伴交流与公益座谈项目	913
Sum of promotion and public education 倡导与公共教育小计			79,158
F. Community of Migrant Workers 工友社区			
Beijing City 北京市		2015 community education project in the community center of migrant workers in Beijing	
		工友社区活动中心 2015 年社区教育项目	23,521
		2015 community education project in the community center of migrant workers center in Beijing(house renting and devices)	
		工友社区活动中心 2015 年社区教育项目 ( 房租和设备 )	12,148
		2015 community education project the community center of migrant workers in Beijing(service for migrant children)	
		工友社区活动中心 2015 年社区教育项目 ( 流动儿童服务 )	6,401
Hebei Province 河 北省	Qinglong County 青龙县	farmer training and education project for their children in Experimental Elementary School in Qinglong County	
		河北省青龙县实验二小农民工培训及子女教育项目	9,625
Sum of community of migrant workers 工友社区小计			51,694
Grand total			600,000

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**In Honor of** Dawen Pang

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## Zigen Contribution Form

Please fill out this form and mail it with your tax-deductible contribution 501(C)(3) to The Zigen Fund. The address is 213-37 39th Ave., Ste. 355, Bayside, NY 11361 USA.

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Please indicate what kind of project you think The Zigen Fund should support. Your suggestions will be taken into consideration by the project committee.

Basic education

Basic health care

Small-scale economic development

Others

Note: To help us to email you the most current Zigen information and save the mailing cost, please send your email address to [zigen@zigenfund.org](mailto:zigen@zigenfund.org). Thank you!

**The Zigen Fund**

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**The Zigen Fund**

The Zigen Fund is registered as a 501(C)3 nonprofit organization in the U.S with Tax ID 13-3518873. A sister organization, China Zigen Association for Rural Education and Development, is a registered nonprofit in China.

Since 1988, Zigen has facilitated local partnership programs to address critical needs for people in poverty in China. Zigen breaks the poverty cycle through local partnerships models that are relevant, replicable, and portable.

Zigen supports projects in (1) basic school education; (2) adult education; (3) rural community development (basic health care, environmentally sound technologies and small-scale cultural and economic development).

The characteristics of Zigen's projects include: (1) focus on the people in the poor and remote areas, emphasizing basic needs; (2) encouraging local participation and initiatives, aiming to develop local capacity; (3) funding small and manageable projects (\$200-\$10000) that are result-oriented and duplicable.

As the government started to implement free compulsory education in China, Zigen continues to support more projects in enhancing quality school education, promoting adult education, access to basic health care, and other rural development areas.

Zigen's work relies on private contributions in the U.S, Hong Kong and Taiwan. We welcome you to be part of Zigen.

***Thank you for your continued Support!***