

Dear Friends of EEF

As we reflect upon 2023, I want to take a moment to share encouraging news from our work in the field and to share the accomplishments EEF has made.

Throughout 2023, EEF has partnered with Prof. Wang ZiZhou at Peking University on various projects. We have funded \$60,000 on his Household Reading Site (HRS) project, which aims to increase reading access and literacy among rural children by placing shelves of books in selected rural families and establishing neighborhood reading centers in Chinese villages. There are about 70 million left-behind children in China, and they experience various effects of poverty, including poor quality of education. As such, EEF has initiated and funded \$20,000 on a collaborative pilot research project between our Board members Prof. Lili Luo and Prof. Wang to develop an impact evaluation model for the HRS project. Impact evaluations help strengthen the evidence base for decision-making when developing programs and policies to reduce poverty and improve people's lives. Evidence generated by impact evaluations informs strategic planning, project design, and resource decisions, and contributes to a greater body of knowledge and learning. The project team has designed the instruments and methods for the impact evaluation. It is being pilot tested at a selected village. The field team has already completed the pretest data collection and analysis. The data is being processed and analyzed. The post-test will occur around February 2024. The team has submitted an abstract to the 2024 [Asian Conference on Education and International Development](#), which has been accepted. Dr. Lili Luo will deliver a presentation at the conference and share the project findings with audiences from one of the most active Asian communities working in education and international development. In addition, EEF has supported the Rural Library Program at Peking University where Prof. Wang led projects, which included more than 100 STEM activities in 14 libraries in rural China. Evergreen provided a grant that covered part of material and activity costs.

Improving education opportunities for children in rural China and providing support to schools and teachers is crucial for the success of our programmatic work.

In this celebratory time of the year, I look back upon the various projects we have supported with humbleness and look forward to 2024 with much anticipation and hope.

Thank you so much for your continuous support, which has enabled us to make progress toward our educational goals in China. Your support and interest in our mission is vital to our success!

Sincerely, *Winnie Wong*, Ph.D. EEF President



青樹教育基金會

EVERGREEN EDUCATION FOUNDATION

2023 Annual Letter

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Peking University Household Reading Site Project

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Imagine...Every Child in Rural China Has
Access to State-of-the-Art Educational
Opportunities

MISSIONS:

- Improve access to learning opportunities of high quality for children and young adults in rural and low-income areas in China.
- Nurture lifelong learning habits through programs promoting various literacies related to essential life skills.
- Serve as a bridge in collaborative efforts to enhance global learning.

VALUES:

Bringing education opportunities to rural China

EEF is funding Peking University Professor Zizhou Wang's Household Reading Site (HRS) project, which aims to increase reading access and improve literacy among rural children by placing shelves of books in selected rural families and establishing neighborhood reading centers in Chinese villages. The HRS project seeks to tackle an increasingly dire social problem that accompanies China's rapid urbanization – the crisis of “left-behind” children (Rozelle & Hell, 2020). In search of better job opportunities, many rural adults migrate to cities and leave their children behind. There are about 70 million left-behind children in China, and they experience various effects of poverty, including poor quality of education (Tong, Yan, & Kawachi, 2019). Researchers from the Stanford Rural Education Action Program found that almost half of the left-behind children in the poorest central and western parts of China had dropped out of school by Grade 9 (Rozelle & Hell, 2020). They cautioned that the high dropout rates may increase unemployment and widen inequality, which could lead to serious implications nationally and even internationally. One manifestation of disparities in education is rural children's significant lack of access to suitable and adequate reading materials to develop their reading skills and interests. More than 70% of children in impoverished rural areas had access to only 10 or less extracurricular books a year and nearly 20% had none (Zhong, 2018). Recognizing this barrier in reading and literacy development, the HRS project aims to make reading materials easily accessible to rural children by creating neighborhood reading centers in selected households. HRS has identified a total of 15 villages to implement the intervention. At each village, 5 households are selected to receive a bookshelf and age-appropriate reading materials for children in that household and neighboring families. Selected families are trained on how to run the household-based library to offer convenient access to books and foster a culture of reading among neighborhood children.



Support for Chinese non-profit Li Geng Sheng

Evergreen Education (EEF) provides educational project grants to the Li Geng Sheng (LGS) non-profit in China. Additionally Evergreen coordinates the USA side of student international projects.

Partnering with the Li Geng Sheng Project (LGS) in China and EDNova Academy in the USA, Evergreen developed a STEM challenge for kids in China and in parallel with USA students between 2022. This challenge was modeled and adapted from the content and instruction from the 2022 Fluor Challenge created by Science Buddies. LGS translated the Fluor Challenge from English into Chinese and administered the challenge in China, including introduction seminars, coordination of teams, organizing judges, evaluation, and presenting awards in China. Evergreen plans to use this as a launching pad to set up online exchanges between China and US student participants to share their STEM ideas, experiences, process, and results.

Another recent project, EEF and LGS collaborated with three high school students to bring robotics to Tonghe Primary School, Shacheng No.4 Middle School, and Tongfu South Street No.1 Middle School. The three high school students created a curriculum for the six-week long workshop which introduced students to the Engineering Design Process, which is a structured approach of problem solving by developing creative solutions based on the failures of past iterations. After completing several guided exercises in building a basic robot and programming with sensor input, students were tasked with completing some missions on their own. The students exhibited high levels of engagement and demonstrated creativity and perseverance in their work. Teacher Liu (in China) reflected on the class: “At the beginning, the kids had no idea what robotics was; now they can write code, which controls the robot to accomplish a designated task. They have made tremendous strides that would not have been possible without the very patient explanation and guidance from the teachers. Going forward, with projects like these, more kids will have opportunities to learn about robotics and cultivate their interest in.”



Peking University STEM Projects

One of Evergreen's projects under Peking University Education Foundation was Prof Wang's Collaborated with the Rural Library Program at Beijing University. Prof. Wang led the project which held 2 series projects covering more than 100 STEM activities in 14 libraries in rural China. Evergreen granted part of material and activity costs.



I want to support rural education in China by donating to Evergreen Education Foundation:

STEM Programs

- \$50 will support STEM project materials for a rural student.
- \$150 will provide a student's expenses to participate in an international STEM challenge.
- \$500 will fund a teacher to attend an entire STEM workshop.

General Funds

\$ _____



Donation Total

\$ _____

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