A Review of the Village Adoption Project in Yunnan, China

A Manual for Service-Learning and China’s Rural Development
In recent years there has been increasing concern about a growing commitment to China’s villages among business groups and social services organisations. The Village Adoption Project in Yunnan was the first service-learning project jointly organised by a public institute of higher learning and a private enterprise to focus on the development of China’s villages. In the course of the Project, we received many enquiries from individuals and groups from various sectors wanting to know more about the Project. This is a valuable manual that systematically brings together the experience of the various organisations involved.
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Forewords
In 2007 Lingnan University’s Office of Service-Learning and Deloitte China signed an agreement to jointly carry out the Village Adoption Project in Yunnan 2007-2010. It was the first time in Asia that a publicly funded institute of higher learning and a private corporation were working together on a project that both focused on service-learning and sustaining China’s remote villages, with a tenor as long as three years. This manual bears witness to the service-learning experience over three years in Yunnan and the hard work put in by over 200 volunteers, which included Deloitte China employees, Lingnan University students, the Hong Kong Christian Council and students from universities on the Chinese Mainland.

What made the Project unique was that the team of volunteers was made up by students from different faculties in Lingnan University and employees from different functions and offices of Deloitte China. With their academic and professional knowledge and experience, Project participants contributed to rural development in the Chinese Mainland by setting up basic educational and healthcare systems in a remote village in Yunnan. The co-operation between “academia” and “business” in this Project has provided a platform to increase public awareness of rural development challenges in the Chinese Mainland, and to spread the message of compassion and community service.

Lingnan University is a liberal arts college. True to our motto – Education for Service – we encourage our students to care for and give back to the community. Through this Project, students gained a deeper understanding of China, especially the cultures and lives of the ethnic minorities living in remote areas, through their volunteer work. It also allowed them to make good use of what they had learnt to improve the lives of villagers in the remote parts of Yunnan. One of Deloitte China’s key objectives in taking part was to contribute the professional knowledge and skills of its employees and through community service enhance further the professional knowledge and skills of its employees. By working together and interacting, Deloitte China participants established a special relationship with Lingnan University student, where they are friends as well as teachers, learning from one another and growing together.

The Project would not be successful without the following: capital from Deloitte China, the firm support of the Wuding County Education Bureau and Gaoqiao Township Government, the wealth of experience of the Hong Kong Christian Council, and the assistance from the Chinese Mainland’s Yunnan University, Yunnan Normal University and Yunnan Nationalities University. Not only did this Project pioneer the co-operation across sectors and disciplines, it also laid down a model for the development of other areas. I hope that this manual can be a reference for organisations that are interested in the relevant service concepts.

I wish to sincerely thank all the organisations for their contributions over the three years of the Village Adoption Project in Yunnan, and their effort in increasing awareness of China’s rural development by putting down their experience in this manual.
The Office of Service-Learning in Lingnan University is a pioneer in implementing Service-Learning among Hong Kong’s universities. Since its inception in 2006, it has combined academic research and community volunteer service through its Service-Learning programmes. Apart from allowing students to apply and therefore consolidate what they have learnt, it has also nurtured in them concern and care for the community. The Office of Service-Learning is also actively working with mainland organisations to bring the concept of Service-Learning into the Chinese Mainland, as well as to provide our students with opportunities to serve their compatriots on the mainland.

To influence life with life is what has been borne out in the three years of the Village Adoption Project in Yunnan. To the villagers in remote Yunnan and Project participants, Service-Learning was not just a platform to receive and provide service. It was also a process of understanding one another and enriching each other’s lives. Every decision and action taken in the Project adhered to the principle of respecting traditional cultures and was based on the needs of the villages.

The unique features of the Village Adoption Project in Yunnan are the concentration of funds and sustainability of development. It was different from the usual one-off volunteer service model. For three whole years, its service targets were focused on Gezhangla Village - a village under the jurisdiction of Gaoqiao Township, located in Yunnan’s Wuding County - and its villagers. Every year, following field visits and needs assessments, current programmes would be reviewed and future ones for the village planned. To date, the results have been encouraging. The facilities in Gezhangla Elementary School are improved, and over 150 households (some 700 people) have benefited from water pipe laying works and health promotion.

In the Village Adoption Project in Yunnan, participants’ experience in service and learning were also very important. Each time they returned from Yunnan, our students had been moved by their experience there. From their sharing, we could see how much the Project had touched them personally. In doing research and engaging in service, and in the process of planning and organising service activities, Project participants made use of their knowledge and honed their leadership and management skills. By experiencing the lives of villagers in remote areas, participants came to appreciate their own lives more. In comparing the lives of rural areas and the city, they re-discovered the meaning of their lives. Given their varied backgrounds, Project participants have inspired and enriched their lives by working together and interacting with each other.

As the organiser, it is our honour and pleasure to be able to publish this manual. This manual is a summary of the overall experience of the Project, and an effective project model that has resulted from the sharing of experience among Hong Kong and mainland organisations. We hope that this manual will encourage more people from different sectors to provide similar services in China’s rural areas, thereby sustaining the development of China’s villages and making the world a more caring place.
"The meaning of a man's life is not measured in his achievements;  
In the amount of money he makes;  
In the amount of power he gains;  

The meaning of life is found in the number of people he can help;  
The number of lives he can save;  
And the number of souls he can touch."

Here in Deloitte China, we do our best to contribute to the betterment and progress of our society. Apart from fundraising, supporting education projects and community services for different groups in society, and providing professional services to charitable organisations, Deloitte China also fulfils our corporate social responsibility by encouraging our colleagues to give back to society through volunteer work. The Village Adoption Project in Yunnan, jointly developed and implemented by Deloitte China and Hong Kong’s Lingnan University, was a platform for such community volunteer work. Making use of their professional knowledge, management skills, research abilities and leadership qualities, our colleagues who volunteered opened up new inroads in the sustainable development of rural communities.

Deloitte considers our employees our most valuable asset, and we do all we can to nurture professional talent for our profession as well as our own firm. We emphasise the total development of our staff. Apart from providing them with continuous learning and development opportunities in different fields of knowledge, skills and training, we also seek to cultivate their altruism so that they can contribute to society.

In the process of planning, assessing, designing and implementing programmes as well as making field visits, Project participants encountered many unexpected obstacles, e.g. bad weather, language differences, etc. I recall the first site visit we made, when rains made the uneven roads even more bumpy and muddy, which caused our vehicle to get stuck. Several members of the visiting team helped to push the vehicle and lost their shoes in the process. On yet another similar occasion, the whole team braved the rain and walked for more than an hour up the mountain. The local villages lacked even the most basic food provisions and hygiene facilities, and going for days without a shower became the norm for our colleagues and the students but they did not complain. Instead, they supported one another and worked together towards the common goal and completed their missions. In the process, we enriched our personal growth and development with the valuable learning experiences from the Project.

The aim of this Project was not simply to take part in the process and acquire the relevant experience. Instead, participants were to gain understanding and be inspired in the course of the Project, thereby adding value to their own lives. By doing what they were good at to contribute to the community, they were fulfilling their responsibilities towards society. Our vision is to continue to cultivate the seeds of care and concern and disseminate them to our families, colleagues, friends, and people whom we don’t know but who also need our concern and help.

This manual shares the experience gained from the Project with the hope that these insights will promote the principles, spirit and learning model of this Project to more companies and individuals and enable remote village communities to receive much needed help through well-thought connections to the rest of the world.
The idea for this joint project between Lingnan and Deloitte came about quite by chance. It happened in 2006, when Dr. Carol Ma and I first met accidentally on the stairs at the Polytechnic University, on our way to listen to Prof. Alfred Chan’s presentation of his research paper on “the Aged and the Youth”, done for Deloitte. We thought it might be a good idea if we could co-operate. At that point, we had no idea about what or how we could work together, other than it would be fun to do something for the rural poor of Mainland China.

This joint Yunnan Project broke many grounds, having many unique features; namely,

a) It is the first joint venture in Hong Kong between a global company (Deloitte) and a tertiary institution (Lingnan University);
b) It covers 3 years, unlike many which are done annually;
c) It is conducted in the Mainland, away from Hong Kong, the home base of both Deloitte and Lingnan;
d) It will produce a research paper at the end of the project on the medical health profile of the chosen village, GeZhangLa.

This project is a dream come true for the stakeholders and has succeeded beyond our expectations.

Briefly, I will mention only the benefits gained by the main stakeholders. The Deloitte and Lingnan volunteers will write separately about their own personal feelings and experience.

For Deloitte, it has achieved a CSR that has gained international recognition and has provided its volunteers the opportunities to learn soft skills that are not found in the office or at clients.

For Lingnan, it has provided the platform for executing its ‘Serving to Learn and Learning to Serve’ programmes.

For GeZhangLa, the village chosen for the joint project, it has in the last three years gained many benefits and improvements.

For the neighbouring villages in the district around GeZhangLa, they have observed the progress of this project and have seen our commitment to getting things done. They have learned that improvements could be made, if they were prepared to made adjustments.

For the province, it gets better infrastructure. We note that over the last three years, perhaps spurred on by our various visits, the local administration has improved the access roads to the district.

The template of the project: one important lesson we learned is that our template for the project has been truly tested and can be used to improve the lot of the rural poor in the Mainland.

The conclusion that can be drawn from this Yunnan Project is that if one has the right partner(s), working towards common goals and objectives, much can be achieved with benefits to all parties involved. So Deloitte and Lingnan can be justifiably proud of their decision to join force to carry out this unique project.
Although the urban and economic development in the Chinese Mainland has undergone rapid
transformation over the last ten years or so, there are still over 200 million people in China who live on less
than HK$9.00 a day. Most of these people who live under the poverty line reside in remote villages. Whether
in geographical and living conditions or average income per capita, they are a world apart from the people
living in cities. How to go about alleviating poverty in China’s rural areas and helping villagers escape the trap
of inter-generational poverty is a social issue that is still a major cause of concern.

The Village Adoption Project in Yunnan was conceived out of the have ideals of improving villagers’ lives and
educating young people. From its tentative beginnings where possibilities were explored to the concrete
and quantifiable results that we see today, three parties been involved in every process: (1) the students
of Lingnan University who put what they had learnt into service and cultivated a greater awareness of
philanthropy and social responsibilities through the model of serving while doing planning; (2) employees
of Deloitte China who contributed their professional experience and skills after building a bridge of
understanding between city and village; (3) the villagers of Gezhangla Village who gained an understanding
of the outside world through interaction with the visitors, and learned how to structure and implement
effective collaborations to obtain the help they needed to improve their living conditions and quality of life
which will have a lasting effect on them, especially among the younger villagers.

The “Five Loaves & Two Fish Project • ACT” of the Hong Kong Christian Council is blessed to play the role of
“fellow traveller” right from the beginning of the Project. In the past we put in a lot of resources in village
development and accumulated much experience, but we had never come across such a project like this
one before. There were no precedents we could refer to and it was a new challenge for us. In the beginning,
it was groping around with only a hazy idea of what was to be done. Then we entered the stage where we
built up mutual trust with local cadres. Finally we accompanied participants to the village and experienced
firsthand the culture shock of living among people with very different customs and habits. The most valuable
experience in this Project was witnessing how every participant let go of his or her ego and received in
return the precious gift of self development and growth.

The Village Adoption Project in Yunnan had brought about vast improvements to Gezhangla Village, but
what is more significant is that this Project provided an interactive platform for three independent entities
occupying different spaces to work closely together to produce an outcome that went beyond original
expectations. If more communities elsewhere in the world can go through the same experience, then
conflicts that arise because of differences in geography, culture and lifestyles can be a thing of the past.
Acknowledgements
The success of the Village Adoption Project in Yunnan was the result of the co-operation and support from diverse, relevant organisations. Lingnan University’s Office of Service-Learning and Deloitte China would like to take this opportunity to thank the following organisations - Hong Kong Christian Council, Wuding County Education Bureau, Gaoqiao Township Government, Gezhangla Village Committee, Gezhangla Elementary School, Gezhangla Village Women’s Group, and other organisations for their assistance and effort in completing this manual.

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- Mr Jeff Kwong Chun Kit, Assistant Executive Secretary

**Wuding County Education Bureau, Chuxiong Prefecture, Yunnan Province, China**
- Mr Chang Jiarong, Assistant Director

**Gaoqiao Township Government, Wuding County**
- Mr Zhang Junfu, Assistant Party Secretary and Mayor of Gaoqiao Township
- Mr Yang Ziliang, Vice-Mayor, Gaoqiao Township

**Gezhangla Village Committee, Gaoqiao Township, Wuding County**
- Mr He Meiguang, Former Village Party Branch Secretary
- Mr Lu Wenxian, Current Village Party Branch Secretary

**Gezhangla Elementary School**
- All staff and students of Gezhangla Elementary School

**Gezhangla Village Women’s Group**
- All members of Gezhangla Village Women’s Group

**Other Organisations**
- Yunnan Nationalities University
- Yunnan Normal University
- Yunnan University
Mr He Meiguang, the former Village Party Branch Secretary of the Gezhangla Village Committee passed away in March 2010. Mr He had actively promoted and supported this Project and had made great contributions to its implementation. For three years, Mr He’s contributions and sacrifices earned him recognition and praise in the village. With this manual, we pay our deepest respects to Mr He and thank him for accompanying us in our journey to Gezhangla Village.
Section 1: Background Information
**Lingnan University**

Lingnan University was first established in Guangzhou and then re-established as Lingnan College in 1967. Its name was officially changed back to Lingnan University in 1999.

The mission of Lingnan University, whose motto is ‘Education for Service’, lies in Liberal Arts Education. The university endeavours to provide students with an excellent education that amalgamates the liberal arts traditions of the east and west. With a strong emphasis on personal development, students are trained to think independently, exercise judgment, care for others and readily take on responsibilities in the ever-changing environments in Hong Kong, Asian and the rest of the world.

As a student-oriented liberal arts institution, Lingnan University focuses on the relationship between the teaching staff and students, where instructors and their charges interact with and learn from one another. To this end, the university’s student population has always been maintained at around 2,300 to facilitate smaller classes. This has also allowed 75% of the student body to experience hostel life in the campus.

Community service is an indispensable aspect of campus life in Lingnan University. The university provides students with many opportunities to engage in various kinds of community service. It even set up the Office of Service-Learning to co-ordinate service-learning courses - the first of its kind in Hong Kong. The service-learning programme provides students with a unique learning experience that allows them to participate in community service and put into practice what they have learnt in class - to apply their acquired knowledge and skills in real life situations. It also makes students become more aware of and familiar with different facets of society, improve their organisational skills and develop their sense of social responsibility. All this is in line with ‘Education for Service’, the motto of Lingnan University.

True to its identity as a liberal arts institution, Lingnan is characterised by a small student body, a residential campus, close faculty-student relationship and an emphasis on exchange and extra-curricular learning experiences.

**Deloitte China**

Deloitte China provides clients with professional services through various legal entities, which are members of Deloitte Touche Tohmatsu Limited, which is the largest private professional services organisation in the world.

Deloitte was the first foreign accounting firm to open in Shanghai office in 1917. Deloitte China now employs over 8,000 members of staff in 14 offices across China: Beijing, Chongqing, Dalian, Guangzhou, Hangzhou, Hong Kong, Macau, Nanjing, Shanghai, Shenzhen, Suzhou, Tianjin, Wuhan and Xiamen. It provides comprehensive audit, tax, consulting and financial advisory services to Chinese companies, multi-national corporations and high-growth enterprises.

With a history in China dating back almost a century, Deloitte China has contributed to the development of China’s accounting standards, taxation and its local accounting professionals. In Hong Kong, Deloitte provides services for around one-third of all companies listed on Hong Kong Exchanges and Clearing Limited.

**Introduction of the Village Adoption Project in Yunnan, China**

With Deloitte China’s donation of HK$750,000 to Lingnan University’s Office of Service-Learning to seed fund the Project, the University was able to secure a matching grant from the University Grants Committee. The total of HK$1.5 million received made it possible for the three-year Village Adoption Project in Yunnan (‘the Project’) to be launched.

The Office of Service-Learning at Lingnan University and Deloitte China jointly run the Project, which aims at piloting and developing a model for the sustainable development of a rural community in China through academic research, corporate social responsibility and voluntary services. In addition to the objective of supporting rural sustainable development, the Project aimed to promote among its participants the concept and spirit of serving to learn and learning to serve.

This meaningful project, the first Hong Kong service-learning project in the Chinese Mainland, involved significant investment of human resources and a number of different organisations working together. They included Hong Kong Christian Council, Wuding County Education Bureau, the Government of Gaoqiao Township, Yunnan University, Yunnan Nationalities University, and Yunnan Normal University.

Lingnan University students and Deloitte staff were the main participants of the Project. Their research and actual hands-on service gave them a deeper understanding of the needs of Yunnan’s villages, which allowed them to help local villages develop sustainably. Participating students came from different departments and faculties. Their knowledge of their individual academic fields and the professional skills of Deloitte staff came together to help develop the villages by improving their basic educational and health facilities. At the same time, the Project different cultures even within China – bridging the cultures of Hong Kong and the Chinese Mainland, and urban and rural the Chinese Mainland. For the young adults participating, the Project highlighted aspects of Chinese culture and history which strengthened their self-identity.
The Purpose of this Manual
This manual systematically records and explores how service-learning can be applied in the Chinese Mainland and what effect service-learning has in the process of developing China’s villages. This manual explains the integration model of the two and the process of its execution. Through a recap of the Project’s development milestones and examples of its activities, schools and social services organisations will better understand the relationship between service-learning and promoting the development of China’s villages. This manual can also be a reference framework and operational blueprint that helps different organisations plan similar projects for the development of China’s villages.

Manual Structure and Guidance on Usage
This manual is divided into the following ten sections:

| Section 1: Background Information (this section) | This section provides background information about the Project and a brief introduction to this manual. |
| Section 2: Overall Structural Analysis of Service-Learning and Development of China’s Villages | This section explains the concept of service-learning and the current state of development in China’s villages. It analyses the model, and its structure of integrating service-learning with China’s rural development, to give a deeper understanding of the Project’s ideas and the methods of applying them. |
| Section 3: Theoretical Basis for Development | This section explains the value of applying Maslow’s Hierarchy of Needs to the Project’s design and application. |
| Section 4: Preparation and Execution | This section presents the specific execution of the Project and the roles and responsibilities of the various units involved. It provides readers with a clear blueprint of the Project. |
| Section 5: Methods of Assessment | This section gives a detailed introduction of the different assessment methodologies and content, e.g. Project results, results analyses, personal development of participants, changes in personality and attitude towards learning, etc. |
| Section 6: Self Reflection | This section examines how self reflection enhances the effectiveness of the Project, and provides a model and method for self reflection. |
| Section 7: Approaches for core activities | This section provides approaches for some core activities that are needed in most village sustainability projects helping readers to arrange similar activities in the future. |
| Section 8: Additional observations | Based on the experience from this Project, this section provides an outline of additional relevant observations for enhancing the effectiveness of service projects in rural the Chinese Mainland. |
| Section 9: Information on Participating Organisations | This section provides information on organisations that participated in the Project and other organisations that provided assistance. |
| Section 10: Conclusion | |
Section 2: Overall Structural Analysis of Service-Learning and Development of China’s Villages
The Concept of Service-Learning

In 2006 Lingnan University set up the Office of Service-Learning, with the aim of using service-learning to achieve the liberal arts education goals of the university, namely cultivating students’ Adaptability, Brainpower and Creativity, or ‘ABC’.

The earliest concept of service-learning can be traced back to 19th century America. The Morrill Act of 1862 prompted the founding of the first college that combined agriculture, the mechanical arts, traditional science and classics. It also marked the establishment of service-learning, the ground-breaking pedagogical concept that combined theory and practice.

The aim of service-learning is to combine the rigour of academic learning with volunteer community service. This provides students with the opportunities to apply in their communities the knowledge and skills they have learnt in their classrooms. At the same time, it trains their judgment and self reflection. All these will reinforce their academic learning. In the service-learning process, all the different units involved, including the programme coordinators, students, the relevant service organisations, course instructors and service clients, will influence one another. They undergo the service-learning process based on three important principles:

1. Mutual assistance to build a better society
2. To help others is to help oneself
3. Serving to learn, learning to serve

Service-learning is different from the usual volunteer work in that it requires students to participate actively, and have a thorough understanding of the project’s mission, organisation and operations. They must also make use of their academic knowledge to work together with different units to plan service projects. Service-learning emphasises a mutual beneficial relationship in the course of service. On the one hand, students learn from the social services organisations and service clients; on the other hand, students provide service clients with the assistance they need.

Since its establishment, the Lingnan University’s Office of Service-Learning has organised various service projects, providing students with more opportunities for independent thinking and self reflection. These projects also reinforce the knowledge and theories they have acquired from their studies, and help build links between the university and the community. Our objective is to help students acquire the mindset of lifelong service, contribute to society with their specialised knowledge, develop the ability for critical analysis, and leadership skills. These, in addition to pursuing academic achievements, will help them become all-rounded people.

Source: Service-Learning and Research Scheme: Lingnan Model

An Outline of the State of Development of China’s Villages

The aim of the Project was to improve the villagers’ quality of life. Currently, the overall living standards in China’s villages are still much lower than in cities, especially in the three areas of healthcare infrastructure, education and human resources, and micro-economic resources. These inadequacies have slowed down the development of China’s rural areas. China’s rural policies and internationally recognised indices will be used to analyse separately the development of China’s villages.

Analysis of the Development of China’s Villages Based on China’s Rural Policies

30 Years of Rural Reforms

Background

In 1978, China’s Anhui province was in the throes of a drought. The villagers of Xiaojingzhuang, Xiaogangcun and other areas in the county of Fengyang began to engage in self-financing agricultural production using the land and tools distributed by their squads. At a time when the people’s commune production model was implemented in the whole of China, they were committing the serious offence of privately dividing collective assets. Despite experiencing drought conditions, these villages managed to produce agricultural outputs that surpassed previous years’ outputs. In May 1980 Deng Xiaoping openly supported this measure in a speech delivered at a meeting of the Central Committee of the Chinese Communist Party. What then followed was a systemic transformation in China’s villages. In villages all across China, the household contract responsibility system with remuneration linked to output became the norm. Under this system, farmers were allowed to farm independently and be self-financing. They were only required to hand part of their yields to the state as taxes. In 1984 the central government promulgated File No. 1, which allowed farmers to pursue comprehensive development. Some farmers left their farms and began developing enterprises in villages and townships and sidelines in agricultural products. Development was heading towards specialisation and commercialisation, and the people’s commune system, in place since 1958, was officially abandoned. Within a few short years, agricultural outputs from all over China saw exponential growth, which resolved the longstanding livelihood issues that had plagued farmers, and marked the official beginning of China’s economic reforms. In 1990 Deng Xiaoping made his ‘Integration of Urban and Rural China’ speech, which allowed rural labour, capital, etc. to be adjusted


WOO, Henry K.H., 2007, Renhian xinku shi sanrong:qidong zuohou yici nongye geming (Human Misery in Sanrong: Activating the Final Agricultural Revolution, Hong Kong: Hong Kong University Press.)
by free market forces. From then on, farmers began to leave their villages and experienced unprecedented opportunities for development.

In the beginning, China’s agricultural reform was successful, and resulted in China’s farmers, who accounted for more than 70% of the country’s total population, gradually being lifted out of poverty. However, with the complete opening up of China, rural development began to lag behind urban areas. The gap between the two gradually became bigger and resulted in a disparity of income between the rich and poor. At the same time, Chinese agricultural products began to face competition from the produce of major agricultural nations. The household contract responsibility system with remuneration linked to output, in place since the start of China’s economic reforms, could no longer compete with the market. For the first time, Chinese farmers could not sell the produce they had. In time, it became very common to find farmers looking for work in the cities, but the cities did not have enough jobs for them. This resulted in large numbers of unemployed farmers in the cities. In the rural areas, insufficient manpower affected agricultural output and farmers’ enthusiasm for farming, with the result that fewer resources were invested in agriculture. Thus, more farmers entered the cities to look for work and a vicious circle ensued.

It has been more than 30 years since China’s economic reforms started. The period witnessed several key moments and demonstrated how national development policies had affected the development of villages. By the end of the 1990s the sannong problem began to take shape, becoming one of the major issues China needs to deal with in its path towards development.

The Sannong Problem

Sannong, or ‘the three nong’, refers to the problems of villages (nongcun), agriculture (nongye) and farmers (nongmin), and the other associated social problems. It can be summarised as follows:

- **Problem of farmers**
  This is the core issue of sannong. It is characterised by low incomes of farmers, bad harvests, high income disparities between urban and rural residents, and the lack of safeguards for farmers’ rights.

- **Problem of villages**
  This is mainly manifested as the general backwardness in the village landscape, poor economic development and inadequate infrastructure.

- **Problem of agriculture**
  This is mainly manifested as low or zero income from farming and the low level of industrialisation of agriculture.

The sannong concept was first postulated by economist Dr Wen Tiejun in 1996. In early 2000 Li Changping wrote a letter to then-Premier Zhu Rongji. Li Changping was Secretary of the Party Committee in Qipan Village in Hubei’s Jianli County. Li wrote in his letter that ‘the farmers are so wretched, the villages are so poor and agriculture is in peril’. After Li’s book, Spoke the Truth to the Premier was published, the sannong issue became a nationwide concern and the term sannong became widely used in the media and among officials. Since 2002 China’s highest administrative document, the Central No. 1 File has repeatedly emphasised how sannong has affected China’s development. The Chinese government is also starting to re-adjust its rural policies. In 2003 the sannong issue was officially addressed in the government’s work report.

**Relief Policies**

In 2000, for the first time, the Chinese government conducted a trial reform of village taxation in Anhui. Between 2003 and 2005, it continued to review and consider the possibility of implementing the village tax reforms nationwide. Finally, at the 19th Meeting of the National People’s Congress Standing Committee in 2005, it was decided by a vote that agricultural tax regulations would be abolished with effect from 1 January 2006. This decision has greatly reduced the burden on farmers.

In 2005 the Proposals Made by the Central Committee of the Chinese Communist Party on the Formulation of the 11th Five-year Plan for National Economic and Social Development was passed by the 5th Plenary Session of the 16th Central Committee of the Chinese Communist Party. The Proposals put forward the goal of building new socialist villages, the core deliverables of which are the development of agriculture and villages, increase of government investment in agriculture and villages, improvement of infrastructure such as building village roads, emphasis on industry stimulating the agricultural sector and cities helping rural development, setting up of basic village healthcare co-operatives, consolidation of the nine-year compulsory education, and waiving school and supplementary fees for village schoolchildren. In December 2005 the Executive Meeting of the State Council decided that beginning in 2006, there would be a total waiver of school and supplementary fees for schoolchildren of compulsory education age in the villages of China’s western regions. In January 2006, the 122nd Executive Meeting of the State Council passed the Opinions of the State Council on Resolving the Migrant Workers Problem, reflecting the central government’s efforts to safeguard the rights of migrant workers. In 2007 the waiver was expanded to include the central and eastern regions.

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1 Reference: HUANG Jikun, 2008, Zhidu bianqian he kechixu fazhan: 30 nian Zhongguo nongye yu nongcun (Institutional Changes and Sustainable Development: China’s Agriculture and Villages in the Last 30 Years), Shanghai, Truth & Wisdom Press.
In the 30 years of economic reforms, the development of villages and the living conditions of farmers saw a relative improvement in the first ten years. However, with the expansion of China’s foreign trade, the growth disparity between cities and villages worsened palpably. Development policies in favour of cities have also given rise to the sannong problem. In light of these developments, the Chinese government has implemented a number of relief policies to ensure that China’s overall development will not be uneven. However, China is a vast country and it is therefore difficult to monitor the effectiveness of the implementation of these rural development policies on the ground.

Globalisation

The last ten years or so of pervasive globalisation has also exacerbated the disparity in development between villages and cities, and it has also widened the gap between villages. It may be said that the biggest effect of globalisation on China’s villages is economic integration. Chinese agriculture took a big hit after China’s admission into the World Trade Organisation (WTO) in 2001. According to WTO agreements, China must gradually open up its domestic agricultural produce market. Therefore, China’s villages are becoming more connected to the global economy, and their agricultural produce faces increasing competition from countries around the world.

The situation in Guangxi is a case in point (WANG Xiaoyi, 2006). The Guangxi Zhuang Autonomous Region used to be economically backward with 18 million people living in poverty. Over the last ten years or so, Guangxi farmers lifted themselves out of poverty by planting sugarcane and manufacturing refined sugar. Since 1990, the income of sugarcane farmers have risen 14% y-o-y and 11 million people have been lifted out of poverty in Guangxi. However, following China’s entry into the WTO, its sugar market has to be opened up. With China’s sugar industry facing unfair competition from the global market, sugarcane farmers have seen their incomes fall annually. Planting sugarcane is now less likely to eradicate poverty.

Economics, education and health are interconnected. Economically, globalisation has resulted in much of China’s economic development leaning towards the cities. At the same time, farmers are competing against agricultural produce from foreign countries. Under this double whammy of internal and external pressures, the outlook for village economies is gradually becoming bleak. To be sure, this will impact negatively on rural education and health.

The prospects of China’s rural development, which involves several hundred million people, are determined by these three interconnected and interacting factors: economy, education and health. The development of these three elements is like three legs of a tripod. Only when all three legs are of equal lengths can the tripod stand and be stable. If one of these legs is too long or too short, the tripod cannot stand. Therefore, apart from economic development and growth, China’s villages must also pay attention to education and health.

What we learned in the Project

Although our experience acquired in the Project in Yunnan’s Gezhangla Village cannot provide a complete picture of the conditions of villages and farmers in China, we have discerned, in our three years of continued interaction and co-operation with the villagers, certain common and typical problems when national policies are implemented at village level. These observations in the areas of taxation, healthcare and education may provide references for those interested in the effectiveness of village policies.

Village Improvement - the Self Financing Way

Background

After agricultural taxes were abolished in 2006, the tax burdens on farmers were lifted. However, progress has been very slow in the development of public utilities and facilities such as constructing village roads, installing power and water facilities, rebuilding dilapidated schools and toilets, engaging private teachers to teach in remote village schools, etc. Part of the problem lies in the sparse populations of remote villages. The government’s village improvement and development policies aim to benefit the largest number of people, and these sparsely populated villages often find themselves at the back of a long queue in receiving the government funding. To hasten the development of these villages, the villagers have to raise their own money to build public facilities and infrastructure. Most often, village committees will collect some money from the villagers, and supplement the funds with donations from outside the village. The sum of money that villagers need to raise themselves depends on the village population and the scale of the projects. Disregarding wealthy farmers with better means, the money to be raised is not an easy sum to raise for farmers whose sole means of income are low-priced farm produce and whose annual incomes are less than RMB1,000.
What we learned in the Project

According to what the Gezhangla Village Committee say about their experience with raising funds for public facilities, it must be done according to the principle of absolute fairness. Even if there are income differences between farming households, the amount collected must be uniform. Not only does it prevent complaints from villagers about unfairness and different amounts levied, it will also prevent delays to public projects caused by villagers refusing to pay. Only in very rare circumstances, e.g. for extremely poor households, will the levy be lowered or replaced by labour.

Heathcare Insurance in Villages

Background

Given Chinese villagers' stoic attitudes towards illnesses, delays or errors in medical treatment often occur. In 2003 China launched the New Rural Co-operative Medical Scheme, allowing participants to pay a small annual premium of 10 yuan to enjoy a healthcare coverage of maximum RMB10,500 (depending on individual condition and the level of medical treatment). In 2008 China’s official figures indicated that a total of 730 million rural residents in 86% of counties nationwide were covered by the Scheme. Judging by the numbers alone, the progress appeared very encouraging. However, reality was different.

What we learned in the Project

This Project came across farming households with seriously ill members, whose exorbitant medical fees had incurred massive debts for the family. They had no choice but to sell their animals and belongings, creating a vicious circle of poverty. When we conducted a house-to-house interview in Gezhangla Village, we discovered that around 91.9% of successful respondents (total number of respondents: 172, total number of households: 72) were participants in the Scheme. However, they did not understand the specifics of the Scheme or the way it worked. Some villagers even said that as they had not fallen ill in the first year of the Scheme, they did not want to waste another RMB10 and thus decided not to take part in the second year. There were, however, few beneficiaries of the Scheme who did not have to pay most of their medical bills. For villagers with little education, filing insurance claims could prove inhibitive.

Village Education after Nine-Year Education Made Compulsory

Background

The People's Republic of China Compulsory Education Law was signed into law in 2006, providing for nine years of compulsory education starting from September 2006, with school and supplementary fees borne by the state. In the actual implementation in 2006, the fees waiver was only applied to schoolchildren of compulsory education age in the villages of China’s western regions. By the spring of 2007, the waiver was expanded to cover the entire country. In August 2008 the State Council decided to abolish school and supplementary fees for schoolchildren of compulsory education age. With the full implementation of the nine-year compulsory education system, many children of schooling age from poor families who previously could not afford to go to school can now receive an education. There were cases of 12 and 13-year-old children who enrolled as Primary One students in schools for the first time. To make better use of diminishing education resources, local governments began to rationalise and merge the primary schools in their jurisdictions.

What we learned in the Project

In Wuding County, where Gezhangla Village is located, the education bureau of the county government plans to merge the more than 500 primary schools in the county into some 150 schools. At the forefront of this merger exercise are the village primary schools in remote villages. Primary schoolchildren whose schools have been merged can no longer study in their original village schools. They have to walk a few hours to centralised primary schools. The mergers of primary schools may result in schoolchildren travelling long distances to school and back every day, or families spending a few hundred RMB on food and lodging for their children who are boarding in school. Some families may not be able to afford the boarding fees and their children may have to discontinue their studies or drop out.

The Role of Non-Governmental Organisations in Village Development

Background

Many non-governmental organisations (NGOs) from developed countries and Hong Kong have drawn on their expertise and experience to introduce into China’s villages poverty alleviation and developmental projects previously implemented in third world or developing countries. They actively work together with local governments and villagers who live on the brink of poverty to implement developmental projects that are suitable for the local villages.
After the Second World War, the main focus of many developing countries was development through economic growth. By the mid-1960s, these countries achieved their goals of economic growth, but the actual lives, and standards of education and health of their people had not significantly improved. This was known as growth without development. British economist Dudley Seers proposed that a country’s development should not be focused only on average production growth. The meaning of economic development should be the eradication of poverty, unemployment, social inequality, etc.

Pakistani economist Mahbob ul Haq believes that human development should encompass four elements: equity, sustainability, productivity and empowerment. In other words, development must be people-centred. The purpose of development is to give people more choices, not simply increase incomes. Thus, the highest level of results can be achieved: improve capabilities (e.g., increased human resources) and the full development of society (e.g., more employment choices and opportunities). In short, the aim of economic growth is to improve people’s wellbeing. Amartya Sen, Indian economist and the 1998 Nobel Laureate for Economics, argued in his book Development as Freedom that economic development should not only be defined as economic growth. It should also include the improvement of personal welfare. The goal of development is to expand personal freedom. If the people are free from their constraints, they can strive for more personal welfare and choose a lifestyle that suits them.

Assisted by other development economists, ul Haq and Sen created the Human Development Index (HDI) in 1990. Since 1990, the United Nations Development Programme (UNDP) has published the annual Human Development Report. In it, the overall development of United Nations member states is measured against the HDI. The HDI is calculated based on three factors (life expectancy, education and production) of equal weighting. The following is the measurement methods for the three factors:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measurement method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life expectancy</td>
<td>Life expectancy at birth</td>
</tr>
<tr>
<td>Education</td>
<td>Adult (15 years and above) literacy rate (2/3) and enrolment in primary schools, secondary schools and universities (1/3)</td>
</tr>
<tr>
<td>Production</td>
<td>Gross domestic product (GDP) per capita</td>
</tr>
</tbody>
</table>

The average number obtained from the three factors above is the HDI. The lowest HDI value is 0 and the highest is 1. The higher the HDI, the higher the level of human development. Regions that score 0.8 or above are categorised as regions with ‘Very High Human Development’; between 0.5 and 0.799 are categorised as ‘Medium’; and regions scoring below 0.5 are categorised as ‘Low’.

Analysis of the Development of China’s Villages Based on International Indices

**Background**

The last three decades of economic reforms have placed China on the world map. Its rapid economic development has lifted hundreds of millions of people out of poverty, and elevated the nation from a low-income to a middle-income country. Present-day China, as the world’s production base, is promoting development and change in various sectors of the global market. However, 60% (800 million) of China’s total population are still living in villages. What can we expect to see in the future development of China’s villages?
**What we learned in the Project**

To gain a comprehensive understanding of the development of China's villages, we used the HDI to analyse the current situations in the villages. The following are the figures for 2003:

*Illustration 3: HDI for Chinese villages in the various provinces in 2003*

<table>
<thead>
<tr>
<th>Province</th>
<th>HDI</th>
<th>Life expectancy</th>
<th>Education</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide</td>
<td>0.685</td>
<td>0.743</td>
<td>0.764</td>
<td>0.547</td>
</tr>
<tr>
<td>Shanghai</td>
<td>0.835</td>
<td>0.868</td>
<td>0.840</td>
<td>0.796</td>
</tr>
<tr>
<td>Beijing</td>
<td>0.800</td>
<td>0.816</td>
<td>0.855</td>
<td>0.729</td>
</tr>
<tr>
<td>Tianjin</td>
<td>0.794</td>
<td>0.827</td>
<td>0.839</td>
<td>0.717</td>
</tr>
<tr>
<td>Jiangsu</td>
<td>0.756</td>
<td>0.817</td>
<td>0.771</td>
<td>0.681</td>
</tr>
<tr>
<td>Zhejiang</td>
<td>0.754</td>
<td>0.808</td>
<td>0.765</td>
<td>0.689</td>
</tr>
<tr>
<td>Liaoning</td>
<td>0.752</td>
<td>0.794</td>
<td>0.840</td>
<td>0.623</td>
</tr>
<tr>
<td>Guangdong</td>
<td>0.743</td>
<td>0.806</td>
<td>0.797</td>
<td>0.626</td>
</tr>
<tr>
<td>Hebei</td>
<td>0.730</td>
<td>0.780</td>
<td>0.798</td>
<td>0.614</td>
</tr>
<tr>
<td>Heilongjiang</td>
<td>0.729</td>
<td>0.789</td>
<td>0.815</td>
<td>0.583</td>
</tr>
<tr>
<td>Shandong</td>
<td>0.725</td>
<td>0.800</td>
<td>0.745</td>
<td>0.632</td>
</tr>
<tr>
<td>Fujian</td>
<td>0.724</td>
<td>0.792</td>
<td>0.739</td>
<td>0.641</td>
</tr>
<tr>
<td>Jilin</td>
<td>0.720</td>
<td>0.779</td>
<td>0.837</td>
<td>0.545</td>
</tr>
<tr>
<td>Hainan</td>
<td>0.707</td>
<td>0.821</td>
<td>0.760</td>
<td>0.540</td>
</tr>
<tr>
<td>Shanxi</td>
<td>0.705</td>
<td>0.764</td>
<td>0.828</td>
<td>0.522</td>
</tr>
<tr>
<td>Henan</td>
<td>0.704</td>
<td>0.786</td>
<td>0.778</td>
<td>0.549</td>
</tr>
<tr>
<td>Hunan</td>
<td>0.703</td>
<td>0.776</td>
<td>0.798</td>
<td>0.536</td>
</tr>
<tr>
<td>Xinjiang</td>
<td>0.698</td>
<td>0.746</td>
<td>0.790</td>
<td>0.557</td>
</tr>
<tr>
<td>Hubei</td>
<td>0.693</td>
<td>0.759</td>
<td>0.770</td>
<td>0.551</td>
</tr>
<tr>
<td>Jiangxi</td>
<td>0.687</td>
<td>0.735</td>
<td>0.799</td>
<td>0.526</td>
</tr>
<tr>
<td>Chongqing</td>
<td>0.683</td>
<td>0.748</td>
<td>0.800</td>
<td>0.502</td>
</tr>
<tr>
<td>Guangxi</td>
<td>0.682</td>
<td>0.788</td>
<td>0.778</td>
<td>0.481</td>
</tr>
<tr>
<td>Anhui</td>
<td>0.679</td>
<td>0.778</td>
<td>0.751</td>
<td>0.509</td>
</tr>
<tr>
<td>Sichuan</td>
<td>0.676</td>
<td>0.752</td>
<td>0.763</td>
<td>0.512</td>
</tr>
<tr>
<td>Inner Mongolia</td>
<td>0.671</td>
<td>0.730</td>
<td>0.745</td>
<td>0.537</td>
</tr>
<tr>
<td>Shaanxi</td>
<td>0.660</td>
<td>0.738</td>
<td>0.766</td>
<td>0.474</td>
</tr>
<tr>
<td>Ningxia</td>
<td>0.650</td>
<td>0.756</td>
<td>0.691</td>
<td>0.505</td>
</tr>
<tr>
<td>Gansu</td>
<td>0.614</td>
<td>0.703</td>
<td>0.682</td>
<td>0.456</td>
</tr>
<tr>
<td>Yunnan</td>
<td>0.603</td>
<td>0.665</td>
<td>0.679</td>
<td>0.467</td>
</tr>
<tr>
<td>Qinghai</td>
<td>0.599</td>
<td>0.680</td>
<td>0.621</td>
<td>0.496</td>
</tr>
<tr>
<td>Guizhou</td>
<td>0.576</td>
<td>0.662</td>
<td>0.669</td>
<td>0.396</td>
</tr>
<tr>
<td>Tibet</td>
<td>0.562</td>
<td>0.656</td>
<td>0.530</td>
<td>0.502</td>
</tr>
</tbody>
</table>

The nationwide HDI for China’s villages was 0.685 in 2003. The life expectancy index was 0.743, the education index 0.764 and the production index 0.547. According to the table, villages in different provinces experienced different levels of development. First of all, villages located in eastern China, especially in the coastal provinces, e.g. Jiangsu, Zhejiang, Liaoning and Guangdong, have the highest HDI in the nation. In overall human development, the villages in China’s coastal regions are better than those located in the western provinces. In contrast, western provinces like Yunnan, Qinghai, Guizhou and Tibet have the lowest HDI.

An overview of the indices in the table reveals that production indices are closely linked to the life expectancy indices. The top five provinces in terms of production index - Zhejiang, Jiangsu, Fujian, Shandong and Guangdong - have the highest ranked life expectancy indices, falling within the top seven. There is no indication that the education and life expectancy indices are closely linked. There is also no indication that the education and production indices are closely linked. The top five provinces in terms of education index - Liaoning, Jilin, Shanxi, Heilongjiang and Jiangxi - have very disparate production rankings, proving that provinces with higher education indices may not be exceptionally productive.

The Integration Model of the Development of China’s Villages and Service-Learning and its Structure

Background

As mentioned in Section 2, P.19 ‘An Outline of the State of Development of China’s Villages’, many social services organisations or private enterprises are beginning to feel concerned about rural development in China and to carry out the necessary work and services. However, information flow and communication links between these villages and the outside world are still very primitive, thus holding back economic, education and public health developments.

What we learned in the Project

Under the Project, service-learning participants worked with private enterprises to build up infrastructure in villages and improve villagers’ living conditions. They also provided information and services (e.g. health and hygiene education) conducive to development, through the educational service-learning activities organised by the university. Village residents and schoolchildren were given opportunities to acquire diverse knowledge, in the hope of bringing a more all-rounded development opportunity to the villagers. In this way, village conditions and facilities were improved and at the same time, villagers could better their health and lives by acquiring the ‘knowledge software’ that enabled them to make good use of the ‘infrastructure hardware’ developed.

Developing a service-learning project in the Chinese Mainland is impossible without the inputs of capital, professionals, government support and the villagers themselves. This Project is a case in point. Lingnan University was the main organiser and financial support came from Deloitte China. Hong Kong Christian Council, with its many years of experience in project development in the Chinese Mainland, was the conduit through which links and trust with local governments were established and the support of various local government departments was obtained. The plan and framework designed by Lingnan University’s Office of Service-Learning ensured that the individual professional skills and academic knowledge of all participants from Deloitte China and the university were identified and channeled into the Project. At the same time, the villagers also helped to organise and participated in various Project activities that sought to improve their homes. The interaction and co-operation of the various groups involved made this Project a success.

How Various Groups Worked Together in Service-Learning

Illustration 4: How various groups worked together in service-learning
The Integration Model of the Development of China’s Villages and Service-Learning

Illustration 5: The integration model of the development of China’s villages and service-learning

At present, service models in China’s villages can be categorised into one-off services and irregular visits. The former usually consists of one-off construction or emergency relief, and the target individuals or areas can obtain instant assistance. The irregularity of visits is a result of one-off services with visits being organised according to the circumstances of the service providers and the locals.

The Village Adoption Project in Yunnan combined these two models to develop a model of continuing and regular visits and activities. Apart from building infrastructure and improving the villages’ environment, we also conduct regular visits over a period of three years to target villages. The results of annual needs assessments were used as the basis for agreeing with the villages and local governments on what projects to develop in the villages. At the same time, educational activities were arranged in conjunction with the regular visits and other projects and facilities. For example, arranging a health education activity according to the results of a health survey, educate villagers on the use of water resources along with pipe-laying works, etc.

In this model, needs assessment was done to see if individual projects were in line with the villagers’ actual needs. During regular visits, follow-up activities were conducted. The result was a more rounded development of this Project’s target village through service-learning.

Service-Learning and National Education

This Project wanted participants to know rural China and its ethnic minorities better and to care for our compatriots. For participants from Hong Kong, the national education aspect of this Project cultivated participants’ patriotism and a sense of responsibility towards contributing to our nation. For participants from the Mainland, this Project gave those who have grown up in the city, with insight into life in rural China which still accounts for a significant proportion of the country; and those who have lived in rural China the opportunity to “give back”.

During the preparation stage, participants did research on Yunnan’s ethnic minority groups and remote villages. When they were there, they observed and experienced the lifestyles and cultures of the villagers, e.g. harvest time, festive celebrations, etc. Participants went into the villagers’ houses for visits or health surveys and became conversant with the villagers’ economic circumstances and health. All these gave participants a deeper understanding of Chinese culture and villages.

Participants designed service activities based on villagers’ needs to improve their quality of life. By interacting in person with village residents and schoolchildren, celebrating festivals with them (e.g. the Torch Festival), and taking part in service operations (e.g. health education classes), participants broke regional, cultural and language barriers to forge friendships with them which built trust and facilitated the working relationship.
Section 3:
Theoretical Basis for Development of the Village Adoption Project in Yunnan
Maslow’s Hierarchy of Needs

According to Maslow’s Hierarchy of Needs (Passer and Smith, 2007), only when lower level needs are satisfied can biological needs progress to the more important and complex behavioural motives. Maslow proposed seven levels of needs, from the lowest to the highest levels, forming a step pyramid:

- The first level is physiological needs. These are the most basic needs for human survival, e.g. the needs for food, oxygen, sleep, sex.
- The second level is safety needs. This is the need for safety and stability and related to this is the need to be free from fear and anxiety.
- The third level is the need for love and belonging. This is the sense of acceptance, belonging and not being alone through socialising, love and friendship.
- The fourth level is the need for esteem. This is the satisfaction derived from achievements, doing what one is good at, and praise and recognition from others.
- The fifth level is cognitive needs. These include cognition, understanding and exploration of knowledge and concepts.
- The sixth level is aesthetic needs. This is the desire for symmetry, neatness and beauty.
- The seventh level is the need for self-actualisation. This is the highest level of needs expressed in terms of realising one’s potential, creativity, ideals and beliefs.

Maslow described the first four levels as ‘deficiency needs’, needs that arose because of deficiencies. The other three levels he referred to as ‘growth needs’, in that through challenging actions, a person can know the world and fulfil his potential.

Only when the needs at one level are partially met will the needs of the next higher level be the cause of one’s actions. For example, when needs such as food and safety are not met, they will dictate a person’s behaviour and make that person work hard to satisfy those needs. In such circumstances, higher level needs are meaningless to this person. Only when basic needs are met to a certain extent will a person have the time and energy to engage in cognitive and aesthetic activities. Only when the higher needs are met will a person feel a more satisfying and deeper sense of happiness and inner enrichment. The higher the level the needs are, the greater their social values. In a society where people have to struggle for food, housing and safety, there will be limited involvement in the arts and sciences. When all the baser needs are met, then the highest level of self-actualisation can be fulfilled. It is the full development and utilisation of one’s talents, abilities and potential. It is the fulfilment of a mission, a fuller grasp and recognition of one’s inner value. It is a continuous pursuit towards the unity, completeness and harmony of an individual. It aims to fully develop a person and perfect his personality. At the final stage, the self is actualised.

Illustration 6: Maslow’s Hierarchy of Needs

![Diagram of Maslow's Hierarchy of Needs]

Source: Introduction to Psychology, Volume 2 (Xinlixue daolun shu xiace)
Integration of Hierarchy of Needs Theory and the Village Adoption Project in Yunnan: Needs Assessment

This Project, which began in 2007, assisted the villagers of Yunnan’s Gezhangla Village in the three areas of health, education and the economy. In the process of developing the Project, we understood what the village actually needed through communicating with the villagers and on-site visits. With the Hierarchy of Needs proposed by Abraham Maslow as our theoretical basis, we provided the appropriate support based on the urgency of the villagers’ needs.

Project Programmes

Illustration 7: Table comparing programmes of the Village Adoption Project in Yunnan with Pyramid of Needs. (Refer to Illustration 6.)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health survey of Gezhangla Village</td>
<td>Health education for Gezhangla villagers</td>
<td>Laying of water pipes in Gezhangla Village</td>
<td>Summer English classes at Wuding No. 1 Secondary School</td>
</tr>
<tr>
<td></td>
<td>Re-building of dormitories, basketball court, toilets and canteen in Gezhangla Elementary School</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Health Ambassador for Children and Women’s Health programme</td>
<td>Scholarships and bursaries programme</td>
<td>Medical checkups for villagers</td>
<td>Building of a solar-powered hot water bathroom in Gezhangla Elementary School</td>
</tr>
<tr>
<td></td>
<td>English activities at Gezhangla Elementary School</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Survey on waste management and use of water resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charity sale of handicrafts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Need for self-actualisation
- Aesthetic needs
- Cognitive needs
- Need for esteem
- Need for love and belonging
- Safety needs
- Physiological needs
Between 2007 and 2010, we made four research trips and four visits to the village at different stages. There, we conducted needs assessments and carried out individual development programmes. In the first year of the Project, we mostly visited the villagers of Gezhangla Village and the Gezhangla Elementary School, and laid down the development plans for the village in the next three years based on our research and observations.

The sagging metal sheets on the ceilings of several classrooms in Gezhangla Elementary School, putting the schoolchildren at risk.

**Education needs**

In our first research trip, we went to different locales in the village. We also entered into discussions with the Gaoqiao Township government and the village head of Gezhangla Village, proposing that the development programme would address the pressing needs of local schoolchildren. There were students studying at Gezhangla Elementary School whose homes were very far away and therefore had to live in the school dormitories. What we had found, however, was that the state of hygiene and safety standards of the dormitories were appalling. The school’s canteen was very basic and could not provide proper meals for the students. The school’s dormitory building was a traditional brick and timber structure, with much of the wood damaged and rotting. The entire building was in danger of collapse. The dormitories’ confined space also meant that there were not enough beds. On average, three children shared a single bed. The metal sheets on the ceilings of several classrooms were sagging and there was a danger of them falling down. There were also many cracks and peeling plaster on the walls. The school did not have enough open space, limiting the children’s activities. The state of hygiene in the toilets was poor and there were no bathrooms with hot water for the students to take their baths.

Concerned that many children could not complete their education because of family financial problems, the Project provided scholarships and bursaries to good students who met the criteria. By allowing them to continue with their education, it is hoped that they can change their lives through acquiring knowledge.

Apart from providing scholarships, we found that the students of Gezhangla Elementary School were very curious about the world outside the village, while the students of Wuding No. 1 Secondary School in Wuding County were very keen on learning English. For this reason, the Project conducted a number of English classes in Gezhangla Village and Wuding No. 1 Secondary School. The classes were made more interesting by being fun and activity-based. By reinforcing their fundamental English knowledge and providing them with training in spoken English through role-playing, they became more confident in speaking English.

To meet the needs of the students of Wuding No. 1 Secondary School, we invited students from Yunnan Nationalities University and Yunnan Normal University to take part in the teaching activities, where they could share their thoughts on, and personal experience in, the university entrance examinations (gaokao).

Apart from imparting textbook knowledge, we hoped to instil students with a positive outlook on life. To this end, we invited employees from Deloitte China to provide guidance to students who were furthering their studies or entering the job market. The Deloitte China staff also shared with them their life experience and tips for success. They encouraged students to find out what they were good at and be steadfast in chasing their dreams.
Clean water needs
Following our on-site research and discussions with the village head, we also became aware that some villagers had to make a daily journey to draw water from long distances back to their homes. However, the quality of the water was very bad and sometimes it was contaminated with soil.

Healthcare needs
Apart from the insufficiencies in hardware, inadequate health education among the local people was also identified. Healthcare facilities and services were lacking and the level of the villagers’ awareness and vigilance of health issues was very low. According to our observations, the villagers did not brush their teeth regularly. Instead of toothpaste, they used a small stone to clean their teeth. This greatly increased the chances of them contracting oral diseases or getting infected by germs. We interviewed 82 women between the ages of 18 and 69, and we found that over 80% of them had never been checked for women’s cancer like breast cancer and cervix cancer.

Action we took
To increase the villagers’ awareness of health issues, the Project worked together with the clinic’s doctor during our second and third visits in 2008 to provide villagers with basic medical checkups. This allowed villagers to know more about their own conditions and increase their health awareness.

After the health survey, we managed to build up a health database for the villagers. In subsequent regular visits, we followed up on the state of their health, including personal state of health, their level of satisfaction with the healthcare system and individual/environmental risk factors. This was in preparation for the subsequent setting up of a health programme that suited the villagers’ needs. In terms of health education for villagers, we launched the Health Ambassador for Children and Women’s Health Programme in 2008-09, where we appointed 16 Health Ambassadors – six women and ten children. We gave them the necessary training and encouraged them to pass on the health knowledge they had acquired to other villagers and children.

Livelihood needs
The main source of livelihood for Gezhangla villagers is planting tobacco. However, tobacco harvests are affected by factors such as climate and for the majority of villagers who can only plant low-grade tobacco, the income is tiny.
Project Participants

For the participants, the Project became a platform for their self-actualisation. Most participants were from Hong Kong and cities in the Chinese Mainland. From the perspective of the Hierarchy of Needs, city dwellers enjoy better living conditions with more resources at their disposal. They also have greater access to foreign cultures and interpersonal networks. The needs of participants were basically met, from the lowest level of physiological needs to the higher need for aesthetics.

Participants of this Project who went to Gezhangla Village as outsiders with the goal of improving the villagers’ quality of life and meeting their needs, were involved in the preparation and execution of programmes. Based on their knowledge of human needs, participants carried out needs assessments for the local villagers, and then arranged for the relevant resources to improve the village’s conditions. They also shared their knowledge with the villagers and engaged in cultural exchanges, making the villagers more aware of their health and the technology that could help develop the village. In other words, participants made use of their own software assets to help fulfil the needs of these villagers.

Most importantly, this was not a uni-directional fulfilment of villagers’ needs. Instead, in the process of interacting with the villagers, sharing in their lives and building relationships, participants themselves became more fulfilled. Urbanisation has increased the distance between people, but the warmth that Gezhangla villagers showered on the participants allowed the latter to experience a fraternal affection whose source was not their family and friends. In terms of the need for esteem, participants demonstrated their leadership qualities and organisational skills using the platform of service-learning, acquiring a sense of satisfaction outside the classroom and a different kind of appreciation. In finding out more about the development of China’s villages, participants had to understand the cultures and customs of China’s ethnic minorities, and give consideration to the impact of external cultures on them. This satisfies their cognitive needs. In Gezhangla Village, there are no bright neon lights, but the beauty of nature is in abundance, which provided participants with aesthetic appeal. We firmly believe that the satisfaction of the different levels of needs, which the Project had brought, will eventually inspire and help the participants in seeking self-actualisation and self value, the highest form of needs. This will be the foundation on which they fulfil their potential and ideals.
Section 4: The Village Adoption Project in Yunnan: Preparation and Implementation
The Implementation of the Project

This Project is concerned with the improvement of three main areas: education, public health and the micro-economy in remote areas. As mentioned in the prior section, the theoretical basis of this Project was Maslow’s Hierarchy of Needs and the execution of programmes was based on needs assessments. Adhering to the principle of not changing the villagers’ way of life and culture, the Project carried out different development programmes every year at a progressive pace. The implementation of the whole Project is summarised below.

Illustration 8: Implementation process of the Project

Preparation phase
- Needs assessment and on-site research
- Establishment of project site and development programme
- Discussions with all parties on project feasibility and workflow
- Briefings and preparations

Implementation phase
- Infrastructure
- Education activities and promotion
- Academic research and medical checks
- Micro-economic programme

Final phase
- Follow-up on programmes
- Trip assessment
- Trip report and post-mortem
- Sharing session

Participating units
- Deloitte China
- Office of Service-Learning, Lingnan University
- Hong Kong Christian Council
- Wuding Country Government, Village Committee and Villagers

Preparation Phase

Needs Assessment and On-Site Research

To ensure that the services rendered benefit service clients, needs assessment and on-site research are indispensable. A research delegation consisting of representatives from the Office of Service-Learning, Deloitte China and Hong Kong Christian Council made a number of visits to various villages in Yunnan, including Gezhangla Village, Yangjia Village, and Wanyaoshu Village.

Before we embarked on our research, we obtained information such as village populations, socio-economic conditions, public facilities, development plans, etc. from the local governments and village committees. This was to facilitate our research and the drawing up of our Project plan. Officials took us to the villages, where we raised questions based on the information we had so as to better understand the circumstances on the ground. Home visits formed a very important part of our research. Through direct interaction with villagers, we understood their family, financial position, lifestyles and what their hopes for the development of their villages were. The home visits helped us in planning appropriate programmes.
Although questionnaires can assess the needs of the villagers in a more systemic fashion, they should not be used at the very beginning of research and assessment. The best way to go about it is to talk, ask questions, observe and study the data, get familiar with local customs and establish relationships of mutual trust with villagers and local governments. In subsequent visits, simple questionnaires can be used to familiarise villagers with the questionnaire format. Based on the villagers’ answers, adjust the questions in later questionnaires. In this way, their needs can be more comprehensively assessed. The data collected can be used as the basis for future research and programme planning.

Establishment of Project Site and Development Programme

At the end of the research phase, the Project site was selected based on the following three considerations:

1. The urgency in the development of education, public health and the economy in the village.
2. The suitability of the village’s environment for the Project’s implementation, e.g. accessibility, population distribution, etc.
3. The attitudes of the local government and villagers towards the Project.

The main reasons for selecting Gezhangla Village as the site of the Project’s first target village are as follows.

- After reading the data and making on-site visits, it was found that the circumstances of Gezhangla Village were more pressing, in particular, the terrible conditions of its school.
- The location of Gezhangla Village was more accessible, making team visits and construction easier.
- The village population was concentrated in one area, making it easier for information dissemination and education programmes.
- The local government and villagers were very positive about the Project, thus facilitating its implementation.
- Most of the villagers were ethnic minorities who had scant contact with the outside world. There was a need for people from the outside to know and understand them. In doing so, participants could also learn more about China’s culture.

Based on the circumstances of Gezhangla Village, the Project laid out the main programmes for each year:

**The first year:** Making home visits to ascertain the pressing needs of the village over the next three years, and making drastic improvements to education infrastructure.

**The second year:** Increasing medical and health education, improving healthcare facilities and raising the standard of public health.

**The third year:** Helping villagers to decide on and draw up a micro-economic plan for sustainable development.

Discussions with All Parties on Project Feasibility and Workflow

This Project is the first service-learning project in a village in the Chinese Mainland jointly organised by a publicly-funded educational institution and private enterprises. It involved several organisations and units, including Hong Kong Christian Council, Wuding County’s education bureau, the Gaoqiao Township government and Gezhangla’s village committee. Given this situation, discussions needed to be held with the other groups after the site and main programmes had been decided on. These discussions included the Project’s feasibility, allocation of funds, construction plans, venues for activities, visiting times, etc. Following these discussions, changes were made to the Project to enhance its feasibility. At the same time, the work allocation for the various participating units was decided on. (For each unit’s area of responsibility and work, please refer to sub-section on P.40 of this manual.)

Briefings and Preparations

This Project differed from the usual volunteer work in that participants led different workstreams and needed to involve themselves in the Project’s planning, preparation, implementation and review. Therefore, they had to know the Project and the circumstances of its target village well. Apart from Project co-ordinators making research visits to the village beforehand, we also organised briefings and regular meetings before the visiting teams set off. The preparations took no less than a month, and the briefings included:

1. Introduction to basic information such as Project background, purpose, goals, etc.
2. Introduction to the village, including details about its population, economy, education and public health.
3. Introduction to previous development projects and their implementation.
4. Invited former participants to share their experience and carried out small group discussions to allow participants to better understand the village.
5. Distributed to participants reports of previous trips to allow them to better understand the development of the Project.
After the briefing and as part of the service-learning model, students of Lingnan University did most of the preparations including planning the activities, preparing the required materials and carrying out rehearsals based on the purpose of that particular trip and the conditions of the village. In the month of preparations, the Office of Service-Learning would hold at least four regular meetings to keep itself up to date with the progress of preparations, find out about the problems encountered by the students during their preparations, and provide the necessary information and assistance. Participants from Deloitte China’s Hong Kong office would join in the meetings where possible. Otherwise, they will provide their feedback through email or other communications based on their work experience to achieve greater success.

Implementation Phase

Infrastructure

During the implementation phase, infrastructure was our first priority. This was because facilities in the village were backward and decrepit, and they directly affected the villagers’ lives and even their safety.

After reconstruction, the dormitories of Gezhangla Elementary School are bigger and can accommodate more beds. They provide schoolchildren with a safer and more comfortable school environment.

A new bathroom with a solar-powered water heater, allowing teachers and students to have hot water baths during cold weather.

Education

We carried out four major building projects in 2007 and 2008 to rebuild the facilities in Gezhangla Elementary School, providing new dormitories, basketball court, canteen and toilets. In 2009 we built an additional bathroom with a water heater powered by solar energy. We believe that if life at school is one where the children are well-fed and where they enjoy a certain level of hygiene and safety, they will have a greater capacity for learning and growth.

The rebuilt school facilities also provided a suitable venue for activities carried out by visiting teams.
The laying of water pipes carried out in Gezhangla Village. Every household has water piped into their homes, which can be used for drinking and cleaning.

Water

In the area of public hygiene and health, we knew that villagers had to have the basic necessity – clean water – to be able to maintain their hygiene and health. The knowledge imparted during educational activities on hygiene and health could only be applied if there was clean water. For this reason, the Project dealt with the issue of water source in the first instance.

After discussions with the village committee and villagers, the Project passed a resolution to lay water pipes in the village, piping clean drinking water to every household. These improvements included replacing the old plastic water pipes that had fallen into disrepair with stainless steel ones. This would reduce water contamination due to broken plastic pipes, and at the same time channel water through the stainless steel pipes to the taps in every household. The pipe-laying works began in August 2008 and were completed at the end of the same year. Now every household and even the school enjoy clean water at all times of the day. A neighbouring village - Nigagu Village - has also benefited from the water works at Gezhangla Village. The extension of Gezhangla Village's network of water pipes has enabled Nigagu Village to lay its own pipeworks to connect. These water works will reduce the chances of villagers contracting diseases by drinking unclean water. In subsequent visits, classes on water resource management and daily hygiene and health were held. Recently, we conducted a survey among the villagers on making use of waste and water resources. We hope to further improve their living environment and access to resources.

During the implementation of infrastructure programmes, the Project focused on ‘three-party commitment’. The three parties were Deloitte China and Lingnan University, which provided the funding; the local government, which provided subsidies, and the villagers, who provided the manpower. This model increased the level of commitment the local government had towards the village's development, and it also gave the villagers a sense of ownership of the infrastructural works. This model also established good communications and mutual trust between the Project and local government officials and the villagers.

Educational activities to sustain benefits of infrastructure

To implement the following educational and promotional activities, the different units had to work together. For educational activities held in the elementary school and village, the educational bureau, township government and village committee had to be informed. The education bureau then informed the elementary school about the activities, and the township government and village committee would arrange manpower to assist us in our visit and promotional activities. We also invited students from several universities in Yunnan to get involved. Being familiar with the local language and customs, these students could help us in our communications with the villagers. It also facilitated exchanges between students from Hong Kong and Yunnan. In the beginning, the scale of the Project's visits and promotions was small. After the government and villagers became more familiar with the formats of the visits and promotions, they were increased in scale.
Youth education

Upon the completion of the infrastructure works, we would prepare a series of related educational and promotional activities for the villagers. This was one of the unique features of this Project, which spanned continuously over three years. Apart from improving the villagers’ living environment and conditions with infrastructure works, this Project also organised educational and promotional programmes afterwards. For example, we educated villagers whose homes had been equipped with water pipes to make use of water resources to maintain home and personal hygiene.

In the area of education, Project participants organised a number of interactive English lessons in the school after it had been renovated. Students learnt English through activities such as singing, dancing, group games, stalls, film shows, etc., which fuelled their interest in the English language and made them want to learn more. The Project also offered scholarships and bursaries to needy students in the village to help them complete their education. (Please refer to Section 7 of this manual for details of the scholarships and bursaries.)

Health education

After we finished laying the water pipes in the village, we began in subsequent visits to hold talks in the elementary school and village on using water for public hygiene and health. We conducted classes on the correct methods of teeth-brushing, hands-washing, face-washing, proper toilet hygiene, etc. to increase the villagers’ hygiene awareness, and encourage them to create a hygienic environment that would be conducive to good health.

Women’s health education

The Project also appointed Health Ambassadors among the women and children who attended the educational activities, whose duty was to continue the promotion of health and hygiene information among the villagers. In terms of acquiring information, villagers in remote areas tend to be quite passive. These educational and promotional activities allowed them to become personally involved, heightening the interest and demand among them for such information.

Academic research and lessons learned

This Project did not only involve volunteer work. As a service-learning initiative, the academic research component was integral to the Project. Not only did we provide students with the opportunity to make use of their academic knowledge, we also systematically recorded and analysed village conditions with the use of questionnaires.

Academic research

This Project’s research component was mainly concerned with understanding the health conditions and lifestyles of the villagers in Gezhangla Village. Using the World Health Organisation’s (WHO’s) health survey questionnaire, amended according to Gezhangla Village’s conditions, we interviewed 90% of the population of Gezhangla Village during our visit at the end of 2009. For details of the survey, please refer to Section 7 of this manual, and Yunnan Health Data Report (Yunnan jiankang ziliao baogao), jointly published by Deloitte China and Lingnan University’s Asia-Pacific Institute of Ageing Studies.
Participants conducting a health survey among the villagers using a questionnaire. The information collected is then put into a health database and used as a guide for future follow-up programmes.

**What we learned on methodology for surveying rural communities**

The participants faced certain challenges in their survey and research activities in the village. Firstly, the questionnaire reflected much of the world views of its authors. In the language used and types of questions asked, miscommunications arose. Secondly, the villagers were unfamiliar with the questionnaire format. Therefore, interviewers had to adapt the questions asked but at the same time they had to be consistent. Thirdly, differences in language and culture were unavoidable hurdles. Sometimes local officials or other people had to do interpretation, which indirectly affected the accuracy of the survey. To ensure sufficient accuracy of the academic research, we made a number of small-scale visits and health and hygiene promotional activities to lay the groundwork for our survey in 2009.

The questionnaire involved many aspects of personal health issues, from the most basic height and weight to chronic illnesses. Given the relative backwardness of medical facilities in the village and its long distance from the town clinic, the villagers very seldom had medical checks, and as a consequence, knew very little about their own health conditions. In this regard, we worked together with Shilata Clinic and invited doctors to Gezhangla Village to give villagers medical consultations and health checks. Participants and organisers combined the results of the health checks and the villagers’ responses to the questionnaire to produce a more complete research outcome.

Micro-economic Programmes

Handicrafts like bookmarks and name card holders made by women during breaks in the farming season are sold with the help of Project coordinators to augment their incomes.

With rural economic development a long-term concern, the Project was focused on supporting Gezhangla Village’s economic development while preserving its traditional culture. Through buying their traditional handicrafts, we helped them supplement their family incomes.

We conducted discussions with the villagers on how to increase their incomes while preserving their traditional culture, and decreasing their dependence on tobacco production. We also consulted external experts on the possibility of planting other cash crops. In addition, we encouraged them to produce their own traditional handicrafts. Not only would it be a potential source of income, it would reinforce their own cultural identity among themselves, and increase awareness of their culture among other people. We wanted to help increase the villagers’ knowledge of external markets. The Project organised charity sales of these handicrafts in Hong Kong and sales were very encouraging. We plan to systematically expand these charity sales in the future to improve the villagers’ circumstances.

For this programme, good communications and mutual trust with the villagers and local government had to be established beforehand. The first participants of the programme were members of the village women’s committee because they tended to be more educated and thus easier to communicate with. At the same time as they were familiarising themselves with how the programme worked, they were able to bring in other women from the village to take part. We found that the local women were very good in making handicrafts. The colours of their work were vivid and the patterns were beautiful, but their designs did not meet market demands. Besides, traditional handicraft takes a lot of time and would get in the way of their farm work. Therefore, the Project participants and organisers
suggested that they could produce handicrafts with simpler designs which would take less time to make, e.g. bookmarks and name card holders. They also provided the women with actual samples and models. The patterns on these handicrafts were left to the women so that these simple products would feature some aspects of traditional folk art of ethnic minorities. The organisers first ordered a small number of these products from the women. Subsequently, the superior quality of these products led to bigger orders, and consequently the Project benefited more women.

Final Phase

Post implementation follow-up

The Project spanned a period of three years and much emphasis was put on the sustainability of its programmes. The programmes were also closely linked and impacted each other. For these reasons, it was necessary to do follow up on individual programmes every year, to review them and make adjustments if necessary.

- Infrastructure programmes
  After work began, on-site supervision was necessary. We also made regular enquiries to the local government to keep ourselves updated on work progress. Upon completion, we monitored the utilisation of the facilities and provided assistance to the villagers on the use and maintenance of these facilities and other resources. We also provided the necessary knowledge software, such as health education.

- Public health
  We followed up on the Health Ambassadors programme, found out more about their needs and provided further training.

- Micro-economic programme
  We kept ourselves updated about the progress of the handicraft production, conducted quality checks, arranged for purchases and marketed the products through various avenues.

- Education
  We regularly sought updates about the learning progress and living conditions of students whom we assisted financially.

Trip Assessment (for details please refer to Section 5 of this manual)

For every visit, participants had to fill up pre-trip and post-trip questionnaires. (Refer to Attachment 1) Based on the responses to the questionnaires, coupled with the observations of the organisers from Lingnan University and Deloitte China, assessments were made on whether the visits had had the expected effect on participants. The results would be used to make adjustments to future trips.

Reflective Essay

After the trip, all participants had to jointly write a report that recorded the work and results of every group. The preparation, implementation and end results had to be recorded, as well as the problems faced and the solutions. Every participant also had to write a personal reflective essay to reflect on his or her own performance during the visit, what he or she had gained and how he or she had changed. These reports were used as references for future participants.

Sharing Session

After returning to Hong Kong from Yunnan, Project participants share the lessons learnt from the Project with fellow students at a sharing session at Lingnan University.

To reinforce what participants had experienced and learned during the activities, we organised a sharing session at the end of this Project for them to share with other students the content of the Project, their feelings and what they had gained. They also shared the overall results of the Project. There was no set format to their reports. Participants were allowed to decide the style of their presentations based on the content reported.

Responsibilities and Work of Units Involved in the Project

Lingnan University

- Encouraged its students to be involved in community service, in line with its motto ‘Education for Service’
- Supported the development of service-learning projects
- Provided support and assistance to service-learning activities in the campus, including this Project
- Promoted service-learning concepts in the Chinese Mainland and overseas, and forged links with other universities.
Office of Service-Learning, Lingnan University
- Led and organised the entire Project
- Facilitated and promoted the co-operation between Hong Kong and Yunnan organisations
- By designing a draft plan for those who wish to go to the Chinese Mainland for the Project, a sustainable ‘village development project’ model could be developed.
- Assessed the overall results of the Project

Deloitte China
- The main sponsor of the Project; provided funding for its development
- Assisted in the development of the target village by making use of its professional knowledge
- Promoted corporate social responsibility by encouraging its staff from various offices to participate in the Project
- Provided guidance to the students during the course of the Project

Hong Kong Christian Council
- Provided counsel on suitable locations for the Project as well as individual programmes
- Introduced the Project to the relevant local units
- Drafted the Project agreement; managed and followed up on remittances
- Provided training for village visits
- Assisted in the preparation of various arrangements for village visits
- Explored the future continuation of the Project and the possibility of changing the target village

Wuding County Education Bureau
- Assisted the Project in contacting local government units (the Gaoqiao Township government and Gezhangla village committee)
- Presented the proposal for the redevelopment of Gezhangla Village's school dormitory building and provided the relevant funds for reconstruction
- Signed the agreement of co-operation, and followed up and monitored the school dormitory reconstruction project
- By making use of existing educational resources, assisted the Project in promoting educational and other development programmes for the village
- Assisted in the preparation of various arrangements for village visits
- Provided links with other local units that could work together (e.g. Wuding No. 1 Secondary School, Shilata Elementary School)
- Explored the future continuation of the Project and the possibility of changing the target village

Gaoqiao Township Government
- Assisted the Project in contacting local units (Gezhangla village committee, Shilata Clinic)
- Assisted the Project in understanding the living and social conditions of Project targets
- By making use of township government resources, assisted the Project in implementing village development programmes
- Signed the agreement of co-operation, and followed up and monitored the school dormitory reconstruction project
- Assisted in the preparation of various arrangements for village visits
- Explored the future continuation of the Project and the possibility of changing the target village

Local Universities in Yunnan (Yunnan Nationalities University, Yunnan Normal University)
- By making use of local students' familiarity with local culture and specialised academic knowledge, individual programmes were modified
- Enriched the visions, perspectives and work methods of Project participants
- Assisted in the Project's village visits and enhanced the interaction and relationship between participants and villagers
- Assisted in the preparation of various arrangements for village visits
**Village Organisations and Villagers**

Members of the village committee were elected by the villagers, giving the organisation a certain degree of representation. As the villagers’ representatives, the village committee informs the government on economic and social conditions of the villagers. At the same time, it also acts for the government in managing village affairs and implementing village policies. So that the design and implementation of our Project could be more effective in Gezhangla Village, we had to engage the help of the village committee, as well as women’s group, which was just as representative, and the staff of the Gezhangla Elementary School. The details of their areas of responsibility and work are as follows:

- **Gezhangla Village Committee**
  - Helped cultivate an understanding of the economic and geographic conditions of the village and the needs of its people
  - Assisted the organisers and participants in their preparations before and after their village visits
  - Joined in the discussions over Project direction and details
  - Acted as the bridge for villagers to know about the Project
  - Helped in following up on the Project’s progress and management
  - Reported to the next level of government and the organisers on Project progress
  - Organised the villagers to help in Project implementation
  - Helped in the assessment of Project results and collecting the views of villagers
  - Built up the villagers’ sense of ownership so that after the Project was over, they would still maintain their interest in the village’s long term development

- **Women’s Group**
  - Provided opinions from women’s point of view to make suitable adjustments to the Project direction and details, made up for the gender blind spots so often encountered in village policy formulation
  - Helped with the promotion and implementation of programmes at women’s level, thus increasing the participation of women and enhancing the self-confidence and status of women in the village

- **The Principal and Teachers of Gezhangla Elementary School**
  - Assisted the Project in making good use of Gezhangla Elementary School facilities and grounds, making it the fixed location where villagers were organised and their views heard
  - The better educated teachers could provide more balanced opinions, as well as some suggestions on improving educational facilities and the quality of teaching
  - The teachers’ higher standing in the village made the promotion of Project programmes more effective and garnered more support from villagers
  - By working together with the Project, the teachers’ passion to serve the village was reinforced

**Benefits of the Project for Stakeholders**

**On a Personal Level**

- **Participating Students (from Lingnan University, Yunnan Nationalities University, Yunnan Normal University)**
  - Applied what had been learnt in the classroom and reinforced their understanding of textbook knowledge
  - Various Project activities strengthened their responsiveness and organisational skills
  - Teams consisting of members from different places enhanced their communications skills and leadership qualities
  - Deepened their understanding of their nation, as well as the history, culture and lifestyles of ethnic minorities
  - Awareness of the village life and culture in the Chinese Mainland
  - Provided a platform for reflection on their own lives and self-value

- **Deloitte China Staff**
  - Gave back to the community using their professional knowledge
  - Deepened their understanding of village life and culture in the Chinese Mainland
  - Promoted and implemented corporate social responsibility
  - Built up team spirit by working together with other Deloitte staff from elsewhere
  - Provided a platform for reflection on their own lives and self-value
• Villagers of Gezhangla Village
  - Increased their knowledge of health issues
  - Increased their awareness of personal health and hygiene
  - Improved their living environment
  - Increased their interaction with the outside world

• Project Organisers
  - Awareness of the village life and culture in the Chinese Mainland
  - Applied the concepts of service-learning and corporate social responsibility
  - Built good working relationships with various units in the Chinese Mainland

On the Level of Village Development in the Chinese Mainland

• Public Health
  - Improved hygiene conditions and water quality through pipe laying and drainage works
  - Improved villagers’ awareness of disease prevention and personal hygiene
  - Increased awareness of waste management

• Village Education
  - Improved educational facilities in the village
  - Increased learning opportunities for students
  - Increased students’ interaction with the outside world
  - Stimulated students’ curiosity for knowledge

• The Micro-economy
  - Increased villagers’ income through the handicrafts programme
  - Increased awareness of expanding income sources
  - Indirectly expedited the development of roads

On the Level of Local Governments in the Chinese Mainland

• Built up good working relationships with Hong Kong’s publicly-funded institutes of higher learning, multi-national companies and social services organisations
• Quickened the pace of sustainable development in villages
Section 5: Methods of Assessment
Assessment Framework

Most traditional forms of scholastic assessments overlook what students gain outside the realms of academic theories and knowledge. At the same time, most reviews of volunteer services are not linked with academic subjects. Service-learning combines both academic knowledge and service. In this Project, learning was done outside the classroom in the Chinese Mainland. This Project was therefore assessed from a variety of angles and using different models, to comprehensively understand what participants had gained in knowledge and personal development.

Knowledge (Please refer to Illustration 9 for assessment items)

One of the aims of service-learning is to allow participants to acquire a greater knowledge and deeper understanding of the service location and service targets. Apart from doing research on Yunnan’s rural areas during the preparation phase, participants also lived in the villages and interacted with their service targets. Items to be assessed included their knowledge of the village’s educational, health and economic conditions, and their understanding of the lives of schoolchildren in rural areas.

National Education (Please refer to Illustration 10 for assessment items)

Most of the participants in this Project were students of Lingnan University. Under the ‘One Country, Two Systems’ framework, most of them do not know much about China. As a service-learning project carried out in the Chinese Mainland, the Project hoped to increase participants’ knowledge of China and cultivate among them patriotism towards their nation. When participants were assessed in the area of National Education, we focused on China’s culture, history, ethnic minorities, village development, etc.

Attitudes/Behaviours/Skills (Please refer to Illustration 11 for assessment items)

In the course of service-learning, participants had various experiences like organisation, working together in small groups, problem solving, etc. In their interaction with service targets and partners, they discovered what they were good at and what their faults were. After the Project, they could reflect on their personal growth and changes. Self-confidence, management abilities, leadership qualities, adaptability, etc. were some of the items assessed on this level.

Project Results (Please refer to Illustration 12 for assessment items)

In the process of designing the Project, participants searched for information on Yunnan's rural areas and referred to examples of similar activities. They held meetings with team members to discuss the details of activities, prepared materials and carried out rehearsals for activities. The form and content of the activities were assessed from the participants’ perspective, e.g. the responses from service targets, the depth of activities, time allocation, etc. This allowed the participants to reflect on themselves and also provided a reference for the next service project.

How Assessments Were Done

Quantitative Assessment: Pre- and Post-Trip Questionnaires

Participants took part in questionnaire surveys both before and after the service-learning project. The questionnaires used a point system which made it easier for participants to fill in and allowed them to directly assign simple numerals to gauge their own performance. This made it more convenient for comparisons between the performances of different participants. Participants could also review their own performance and sense of satisfaction in the course of the Project.

Qualitative Assessment: Debriefs and Trip Reports

At the end of each day’s activities, participants conduct a post-mortem to reflect on the good and bad points of the activities arrangements, and share their feelings and thoughts on local people and issues.

Participants of service-learning project had to conduct a post-mortem after every activity to reflect on their performance that day. They also had to record their self-reflections in a journal. At the end of a service-learning trip, participants from each group had to hand in a report based on the activity they had engaged in. The report would include the service-learning project aims, service target, the materials used, contents, results, areas for improvement, etc. By putting down in words the Project and its activities, participants could review them. In addition, for self-reflection, every participant had to write down their personal feelings and thoughts on what they had achieved and gained in the service-learning project.
### Illustration 9: Sample of a post-trip questionnaire - Knowledge

#### The Culture of Gezhangla Village

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like interacting with the villagers and children.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2. I think the villagers are friendly.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3. I know very interested in understanding the conditions of Gezhangla Village</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4. I know that the Yi people (e.g. its culture, costume, etc.)</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5. I know that the Yi people form the majority of the Gezhangla Village population</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>6. I know Gezhangla Village very well</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

#### Villagers’ health status

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. I know about the villagers’ health status.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8. I know that the villagers are very concerned about their health.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>9. I know that the promotion of health is very important to the village.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>10. I understand the current village medical co-operative scheme.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

#### Liftstyles

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I am aware of the living environment of Gezhangla Village.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>12. I know about the lifestyles of the villagers of Gezhangla Village.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>13. I know about the villagers’ eating habits.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

#### Waste Management

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. I know about the different methods of waste management in Gezhangla Village</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>15. I understand the difficulties of waste management in Gezhangla Village</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>16. I know how to increase the villagers’ awareness of waste management.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

#### Economic Development

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. I understand the characteristics of the economy of Gezhangla Village</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>18. I understand the economic situations of families in Gezhangla Village</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>19. I know how to help in the economic development of Gezhangla Village.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
### Illustration 9: Sample of a post-trip questionnaire - Knowledge (Continued)

<table>
<thead>
<tr>
<th>Schooling</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 I understand the village’s schooling conditions.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>21 I know that the school’s facilities are very basic.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>22 I believe that the school should provide more activities for the children in the village.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>23 I think the students are very hardworking.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>24 I admire the students’ attitude towards learning.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Source: Excerpted and translated from the 4th Trip Report of the Village Adoption Project in Yunnan.

### Illustration 10: Sample of a post-trip questionnaire - National Education

<table>
<thead>
<tr>
<th>National Education</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 I am interested in Chinese culture and history.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>26 I know that ethnic minorities have a variety of cultural activities.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>27 I am very interested in China’s development.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>28 I know I can do more for China.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Source: Excerpted and translated from the 4th Trip Report of the Village Adoption Project in Yunnan.

### Illustration 11: Sample of a post-trip questionnaire - Attitudes/Behaviours/Skills

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications Skills</strong></td>
<td></td>
</tr>
<tr>
<td>29 I feel nervous and anxious during discussions with my peers/villagers/organisers.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>30 On the whole, I feel comfortable during discussions with my peers/villagers/organisers.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>31 I feel ill at ease when I am giving a report in front of my peers/villagers/organisers.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>32 I feel relaxed when I am talking with other people.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisational Skills</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 I engage in self-reflection at the end of an activity.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>34 I have good time management skills.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>35 I can work independently.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>36 I know how to delegate work to team members.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>37 On the whole, I know how to be a leader when organising a large scale activity.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
### Illustration 11: Sample of a post-trip questionnaire - Attitudes/Behaviours/Skills (Continued)

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 I can work together with team members in different situations.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>39 I can stay calm when problems arise.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>40 I am very confident of my own abilities.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>41 I can feel the joy of socialising in a community.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>42 I am very active and adapt to a new environment easily.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving Skills</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 When I encounter a problem, I believe I can resolve it on my own if I try.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>44 Before dealing with a problem, I gather as many facts related to the issue as I can.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>45 I know how to solve social problems creatively.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>46 When the first choice fails, I will start the problem solving process all over again.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>47 I use my imagination to formulate plans.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Skills</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 I know the research methodologies for the social sciences/business studies.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>49 I know how to collect data for different research projects.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>50 I know how to write a research project.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>51 I understand quantitative and qualitative research.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>52 I know how to write an activity’s report.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Source: Excerpted and translated from the 4th Trip Report of the Village Adoption Project in Yunnan.

### Illustration 12: Sample of a post-trip questionnaire - Project Results

<table>
<thead>
<tr>
<th>Overall Satisfaction</th>
<th>1 = Strong disagree; 7 = strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>53 I can make positive changes to my life.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>54 I intend to pursue a career that contributes to the community.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>55 I follow social issues closely.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>56 I feel that I can help ease social problems to a small extent.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>57 I can commit myself totally to the service-learning project.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>58 On the whole, I feel a sense of satisfaction in service-learning.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>59 On the whole, I learn better in service-learning than in a traditional learning model.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Source: Excerpted and translated from the 4th Trip Report of the Village Adoption Project in Yunnan.
Illustration 13: Sample of a post-trip questionnaire - Open-ended questions for self-reflection

60. Has this trip met with your expectations? Why? And how?
__________________________________________________________________________________________________________

61. How did you overcome the problems you encountered during the trip?
__________________________________________________________________________________________________________

62. How do you think the trip could be improved?
__________________________________________________________________________________________________________

Source: Excerpted and translated from the 4th Trip Report of the Village Adoption Project in Yunnan.
(*The difference between pre- and post-trip questionnaires is found in these open-ended questions. In pre-trip questionnaires, the respondent was asked about his or her hopes and expectations; in post-trip questionnaires, self-reflective questions were asked.*)
Analysis of Assessment Results

Apart from providing organisers with improvement guidelines for the next trip, the completion of pre-trip and post-trip questionnaires provided participants with an opportunity for self-reflection, and to assimilate what they had learnt and felt during the trip. The opinions of participants were collected in the pre-trip and post-trip questionnaires for every trip. The organisers analysed the data and assessed the results of the programme by comparing the results from both sets of questionnaires. The analysed results were also used for making adjustments to future programmes. The following analysis is excerpted from the 4th Trip Report:

‘On the whole, the participants were very interested in Gezhangla Village.

However, in the pre-trip questionnaire, 54% of participants gave answers 1 to 3 for Question 6, reflecting their lack of understanding of local conditions prior to setting off.

Almost all participants (90%) thought that the villagers were friendly, and wanted more interaction with them both before and after the trip. After the trip, they had an even deeper impression of the villagers’ friendliness.

The assessment results summarised the participants’ evaluation of the trips and themselves.
Section 6: Self-Reflection
Self-reflection is a process of introspection to improve from greater self-awareness. In the course of the activities, students must continuously think about their own identities, their experience and what they can learn from them. This will increase their motivation for learning in the future. Through self-reflection, not only the quality of learning is enhanced, it stimulates personal development as well. In the Project, everyone would have their own personal feelings due to the differences in individual experience and ability. For this reason, self-reflection is a very important aspect of service-learning. It is what separates service-learning from the usual activities or service-based work processes. Through the platform provided by the Village Adoption Project in Yunnan, participants were able to review their service and learning experience. During the activities, they kept on thinking, arranging their experiences and integrating them before internalising them to become part of their own knowledge. Through sharing their self-reflections, participants looked back on what they had seen or heard, expressed what they had felt or thought, and incorporated these into their own experience. At the same time, they listened to the sharing of others, inspiring one another into even further self-reflection.

**Model of the Self-Reflection Process**

The self-reflection process can take any form, but it must feature these six stages:

1. Description of what happened
2. Expression of feelings
3. Evaluation
4. Analysis of what happened
5. Making conclusions
6. Making improvements


Source: Translated from Learning by Doing: a Guide to Teaching and Learning Methods
Common Leading Questions in Self-Reflection

During self-reflection meetings, the leader must ask some leading questions to stimulate self-reflection. The following questions are a reference, but they should be modified according to different types of activities.

- What is the original goal of the activity? Has the stated goal been achieved?
- What are the problems/issues that you faced during the activity? How did you resolve them?
- Why did these problems/issues occur? How to prevent their re-occurrence?
- Talk about what had made the activity a success, and the factors contributing to this success.
- What improvements can be made to the activity on the whole?

- During the activity, what was it that left the deepest impression on you?
- What strengths do you think you have? How did you make good use of them during the activity?
- What weaknesses do you think you have? How do you improve upon them?
- Did you achieve any breakthrough today? What was the breakthrough?
- Consider the people that you came across during the activity, e.g. service targets, team members, etc. Is there anything worth learning from him/her/them?
Section 7: Approaches for Core Project Activities
Health Profile Survey

Background
Health education was not widespread among the villagers of Gezhangla Village, and comprehensive medical facilities and services were lacking. Therefore, there was little health awareness and alertness among the villagers.

Purpose
To understand the health conditions of the villagers for the purpose of constructing a relevant database to collect records of their illnesses and use of health services. Relevant proposals would be made to increase awareness of hygiene in the village and how the healthcare system worked.

Frequency
Once a year, for a period of around one week.

Method and Number of People
Using the WHO’s health survey questionnaire which we had modified (see Annex 1 of this manual) we completed 172 questionnaires, the information from which we put into our database. The Project participants divided themselves into groups to conduct questionnaire surveys among the villagers of Gezhangla Village. In each group, there were two participants who were the interviewers and one participant who observed and took photographs of the interviewees’ home environment for record purposes.

Content
In the first year of the Project, participants visited the homes of villagers. Through questionnaire surveys, they found out about villagers’ health conditions and created a health database. Analyses of the data were important in setting the direction of service-learning programmes every year. In future health surveys, the questionnaires used were based on the ones used in the first year, with modifications. The content revolved round the actual environment of Gezhangla Village and the livelihood needs of its villagers. After conducting three health surveys over a period of three years, we were able to analyse the health conditions, health needs and health risk factors of the villagers of Gezhangla Village. The Yunnan Health Profile Report has already been published, which we hope will increase the understanding among the public and academia of China’s villages and ethnic minorities.

Health Education among Women

Background
After their training, the women appointed as Health Ambassadors would talk to other women in the village about women’s ailments and their prevention.

Purpose
The purpose of this educational programme was to increase the awareness of women’s illnesses among local women, and encourage them to find out about the state of their health. The programme also helped promote feminine hygiene and the related health issues in the village.

Frequency
Once a year, for a period of around one week.

Method and Number of People
• **First Phase: Training Women Health Ambassadors**
  We selected six women from the Women’s Group to be Health Ambassadors. We taught them aspects of feminine hygiene, gave them health booklets and trained them.

• **Second Phase: The Work of Women Health Ambassadors**
  Each Health Ambassador invited one friend to conduct a mock women’s health promotion programme. Through this, we were able to know how much the Health Ambassadors understood health issues. We also found out if the Ambassadors were able to explain to others what they had learnt about hygiene. We also supported the Ambassadors in person, encouraging them to talk about potentially embarrassing health issues with other women in the village in a calm and collected manner.
Content

Breast cancer, cervix cancer and urethritis are common ailments among women. In the early stage of the Project, participants found out during conversations with the villagers that there had been cases in the village where breast cancer sufferers had not known about their illness, and had died because they had not undergone treatment. In the same token, the women in the village did not know much about diseases affecting the womb and urethra, often leading to delayed medical treatment. For this reason, participants made use of films and oral explanations to inform the women about these diseases and their prevention. They encouraged the women to conduct regular self-checks. For every visit, different health information was prepared in view of the women’s needs.

Summer English Teaching Programme

To enhance the interest and confidence among Secondary 3 students of Wuding No. 1 Secondary School, a series of fun and interesting English language activities geared towards the gaokao, or college entrance examinations, is organised. The activities provide them with grammar and oral practice.

Background

Wuding No. 1 Secondary School is located in Wuding County, which lies within the Chuxiong Yi Autonomous Prefecture in Yunnan Province. Wuding County is one of the poorer counties in Yunnan. Around 70% of the students in the school are from villages. On the whole, their attitude towards learning was good, but they lacked confidence in English and their own abilities.

Purpose

Stimulate students’ interest and initiative in learning English through interactive activities and creating an English-speaking environment. Improve their standard of English so that they have the ability and confidence to face the English language paper at the gaokao, or college entrance examinations.

Frequency

Once a year, for a period of around three weeks.

Method and Number of People

The service targets were 100 students, divided into groups for English language activities. English instruction was given by five Project participants from Lingnan University, Yunnan Nationalities University and Friends of OSL. Three staff members of Deloitte China provided supplementary activities and conducted sharing sessions.

Content

The activities consisted of English classes, the English Corner and three major events. English classes were geared towards the English language paper in the gaokao, and gave students instruction on examination models, skills and strategies. The English House provided a learning environment for English conversations. It provided students with opportunities to converse with other people in English, and trained them in spoken English and listening skills through peer interaction, warm up games, recitations, interactive dialogues and music. The major events included English film screening, a sharing session by university students and a sharing session about personal development. The sharing sessions allowed Project participants who were instructors to share their thoughts and experience about learning English, choosing university courses, coping under pressure and setting life goals.

Bursary and Scholarship Programme

Background

Every year there are students from rural areas who are unable to complete their education because of economic difficulties at home, thus losing the chance to improve their lives.

Purpose

Scholarships provide financial assistance to students from poor families, allowing them to complete their secondary school and/or university education. This programme was opened mainly to students from Gezhangla Village, but also included other regions under the Gaoqiao Township, e.g. Xijula Village, Shilata, etc.

Method and Number of People

The scholarships paid for school fees (applicable to students who could not apply for government loans), dormitory fees, living expenses, Hong Kong Christian Council’s administrative fees (around 5%) and charity funds that helped those in need.
Procedures

Applicants must be students with excellent academic results and nominated by their school principal or the head of their village. An application form must be submitted, with a written attachment explaining the reasons for application. An assessment panel formed by representatives from Deloitte China, Lingnan University and Hong Kong Christian Council would interview the applicants to find out about their family backgrounds, personalities and financial situations, so as to assess the eligibility of the applicants for the scholarship. Successful applicants must maintain their academic excellence and submit a progress report every school term. They should also take part in volunteer work in their village as a way of giving back to their communities.

Illustration 16: A letter from Xiong Yuanfen, a scholarship recipient

Thank you for helping me to go back to school and learn. I like to tell you a piece of good news. I got very good grades for my mid-term examinations: 147/150 for mathematics, 100/150 for Chinese, 105/150 for English, 92/100 for history, 92/100 for geography, 90/100 for chemistry, 97/100 for physics and 89/100 for political studies. I am the top student of my class.

I am very busy with my schoolwork lately. Today is Sunday, and I can take a rest. My classmates and I went to play in the mountains and we were very happy. In two weeks’ time, there will be a sports meet in my school. I think it will be very exciting. I will work hard in school. How are you? I think you must be very busy. Christmas is coming soon. I hope you will be very happy.

Thank you and best wishes!

PS: This is the first time I am writing a letter in English. Please excuse my bad writing. I hope you can help me improve my English. Thank you!

Yours sincerely,

Xiong Yuanfen
Section 8: Additional Observations
How Local Villagers and Outside Developers Viewed Each Other and Their Hopes for One Another

Even as we were carrying out developmental projects in the village, we focused on the indigenous culture of the village and aimed to help the villagers recognise their own self-value.

Starting work at sunrise and finishing work at dusk is still the pervading lifestyle of many remote villages. However, with more farmers heading for the cities to find work and more developers from outside developing projects in the villages, the people and information exchanges between cities and villages have increased exponentially. In addition, information technology and the various regional and national policies aimed at improving rural lives (e.g. policies to bring home appliances and mobile telephones to the villages, developing the western regions, etc.) have made an impact on the simplicity of village life and the culture of ethnic minorities.

Like other ethnic minority villages, the Yi-majority Gezhangla Village also faces the same cultural impact mentioned above. The villagers often commended the people from Hong Kong on their compassion and on bringing in advanced development experience and introducing more sophisticated developmental plans to the village. Their profuse praises might have been mere politeness, but could also reflect the negation of their own culture, experience and wisdom. At the same time as we were developing the village, we aimed to reduce to the lowest possible extent the damage done to the local ecology, the relationships between villagers, and the villagers’ culture and customs.

Outside developers have their own blind spots as well. At times they are not sensitive about their own actions and behaviours when they are actually living in the village and interacting with villagers. For example, when they use the toilets or when they are having their meals, they may give villagers the impression that the villagers’ own customs and culture are somehow inferior. When outsiders discuss points of co-operation with the villagers, the wide gap in social standing between the aid givers and the receivers often leads to the acceptance of certain contract provisions that do not fit local conditions. How to maintain a respectful attitude when discussing projects with villagers is something outside developers have to think a lot and practise. The following are some actual examples in this Project that provided food for thought.

Basic Understanding of Village Conditions (Rubbish Disposal)

Rubbish separation as done in the cities is not suitable for a village environment. The position of the rubbish landfill also encroaches upon the interest of individual households. Therefore, the issue of rubbish disposal cannot be resolved in a one-size-fits-all approach.

Rubbish disposal in villages is a very complex issue. Project participants have helped collect the village’s rubbish and taught villagers how to separate them. The separated rubbish was then recycled, incinerated or buried in a landfill. However, there were differences between the villagers and outsiders on the definition of rubbish and their disposal. For example, there is no concept of kitchen compost in the village. The selection of a landfill location also encroached upon the interest of individual households in the village. In addition, there was no practical and feasible way of dealing with the village’s plastic waste. We had to accept that waste management methods that were based on urban living, were of little help in improving the situation in the village.

Prioritising the Use of Site Resources (Toilet Hygiene)

Given the limited resources in the village, a balance has to be struck between toilet cleanliness and making judicious use of tap water.
In the course of the Project, the Gezhangla Village Clinic provided us with information on the ailments affecting the village children over the years. We found that it might have something to do with their toilet habits and use of water. Project participants wanted to demonstrate to the students boarding in the elementary school the habit of flushing after using the toilet, with the hope of improving the overall environment and their personal hygiene. However, days of frequent toilet flushing used up too much of the drinking water in the school’s water tank, affecting everyone’s daily lives. The water levy also shot up. In addition, the toilet’s sump could not handle the heavy load and overflowed. These two problems had to be solved with the villagers’ assistance. After considering the pros and cons, the Project participants and the school came up with a new arrangement whereby the student on duty flushed the toilets once a day. They also encouraged students to get into the habit of washing their hands after using the toilet. This was how hygiene improvement was carried out when resources were limited.

**The Importance of Villagers Making Their Own Decisions (Rearing Pigs in the School)**

In response to the proposal for rearing pigs in the school, the teachers raise objective questions about funding and operations.

To address the issue of food and nutrition among the teachers and the more than 20 boarding students in Gezhangla Elementary School, Project participants, the teachers and village committee members discussed the possibility of rearing pigs in the school premises. The proposed programme would be completely funded by the Project and the feeding and rearing of the pigs would be done by the school’s teachers and students. Prior to making the proposal, Project participants had referred to a similar experience of an elementary school in a neighbouring village, and had carefully considered the actual costs and operational modes. However, before the decision was made, the teachers of Gezhangla Elementary School indicated certain local conditions that might result in less than ideal outcomes for the pig-rearing programme, good though the original intentions might be. Although the programme was eventually shelved, the honesty of the teachers and village committee highlighted the importance of self-decision among the villagers and the close links of their decisions with programme outcomes.

**Gender Awareness and Equal Participation (Women’s Participation)**

Women play an important role in village life. Apart from having to take care of everyone in their families, they have to help with the spring and autumn harvests. They also must prepare various items during village festivals. Under national birth control policies, they have to undergo birth control surgeries. However, when the male-dominated village committee draws up and implements policies, women are rarely involved. It goes without saying that policies have never incorporated women’s views and their needs. For this reason, when we discussed with the village committee about the health and hygiene programme, micro-economic development and other programmes that affected the entire village, we specially laid stress on how women’s involvement could broaden everyone’s horizons and improve the final outcomes. We also reached an understanding with the village committee on the gradual increase in women’s involvement, including inviting women to become Health Ambassadors to help other women know better about gynaecological disorders, correct their longstanding misconceptions about women’s illnesses, and help with the implementation of the village healthcare scheme. At the same time, by listening to women’s opinions in the micro-economic development programme and inviting them to work together with us, we hoped to impress upon them and the village committee that a woman’s contribution is not confined to the family and the field. She can also help in the overall development of the village.
Respecting the Village’s Pace of Life (Ethnic Minorities’ Festivals and the Village’s Farming Cycle)

Outside developers often overlook the difference in pace of life between villages and cities when they carry out developmental projects. Therefore, they should find out about local festivals and farming cycles before they embark on joint projects with villages and villagers. Infrastructure construction may be delayed by the rainy season, and the attendance at large gatherings may be affected by ethnic minorities’ festivals and farming schedules. Bulldozing through programmes or gatherings that clash with local life cycles may seem to speed up the work process, but more often than not it will result in failure to build up a spirit of co-operation and a sense of ownership of the joint projects. These details need to carefully handled, or the programmes will just increase the villagers’ burden. After more than two years of working closely with Gezhangla Village, we have acquired a mutual understanding over activities schedules. During our regular visits to the village, we also take an active part in their festivities to forge closer relationships with the locals. We also worked with the villagers on programme implementation dates and exercised flexibility on certain unavoidable project delays.

The Spirit of Joint Development with the Villagers

During discussions with the village committee and villagers, they had indicated that they wanted massive construction work to completely overhaul or improve the village infrastructure. As outside developers who were bringing in a large amount of money, we had to be very careful when discussing the details of co-operation. These funds had to be used for the improvement of villagers’ lives. To be sure, in the working relationship between outsiders and villagers, there was a power difference. Therefore, efforts had to be made to prevent a “top-down” working relationship. Instead, joint exploration of location-specific developmental models should be conducted with villagers, so that they could enjoy the improvements in their lives that the project would bring.
Section 9: Conclusion

The Project has resulted in both tangible and intangible lasting benefits. Alongside the tangible benefits of the infrastructure provided and the programmes launched, are the intangible but equally significant benefits of promoting awareness of the plight of China’s rural communities to a wider audience and thereby increasing the number of supporters for the cause. Our Project provided significant direct help to the village, and left an indelible impression on the over 200 participants increasing the circle of influence and support network for these villages. Our Project was initially established for three years and we have implemented most of what we set out to implement, but we have also realised that it is still too early to walk away. The problems endangering the sustainability of China’s rural communities are vast in scale and complex in nature. After three years of consistent focus and efforts, the village community of Gezhangla has a greater awareness of what needs to be done and how to do it, but still needs the facilitation. Its neighbouring villages need the kind of assistance that we provided to Gezhangla and, since rural sustainability is not just about one village but about its support network, we have decided that our Project will need to establish a Phase Two. The next three years will help as far as possible establish a network of villages around Gezhangla to enhance their survival prospects by enabling them to collaborate and support each other as far as possible in a more structured way than the previous, ad hoc approach rooted more in traditional family values.

At the same time, we have provided a frank account of our achievements – greater in some areas than others in the hope of providing other companies and individuals with a manual to guide to enable them to enhance the efficiency and effectiveness of similar projects that they may undertake. The model we used for the Village Adoption Project in Yunnan can be applied to other rural areas awaiting development. The form and methodology used in our needs assessments can be adjusted flexibly according to the actual circumstances and cultures of the different communities. We hope that many more business and individuals will be motivated by this report to take up the challenge to help sustain China’s rural communities and ethnic minorities in compassion for our compatriots and in appreciation of their relevance to China’s history and culture.
Section 10: References


Section 11: Annex
Health Data Questionnaire for Gezhangla Village in Yunnan (please refer to Section 7 subsection of this manual)

Brief introduction by interviewer:
How do you do? I am commissioned by the Asia-Pacific Institute of Ageing Studies of Hong Kong’s Lingnan University to conduct a questionnaire survey on the health data for Gezhangla Village. The purpose is to find out more about your state of health and how you make use of existing healthcare services (e.g. consulting a doctor). Please answer the following questions to provide us with the data for our research. Thank you.

Even as we were carrying out developmental projects in the village, we focused on the indigenous culture of the village and aimed to help the villagers recognise their own self-value.

(I) Basic information of interviewee and his/her family

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>What is your name?</td>
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<tr>
<td>2</td>
<td>Gender (observe)</td>
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<td>3</td>
<td>How old are you?</td>
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<td>4</td>
<td>Your home address is</td>
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<td>5</td>
<td>Weight (kg)</td>
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<td>6</td>
<td>Height (cm)</td>
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<td>7</td>
<td>What is your current marital status?</td>
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<td>8</td>
<td>What is the level of your education?</td>
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<td>9</td>
<td>How many years of education did you have?</td>
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<td>10</td>
<td>What is your ethnicity?</td>
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<tr>
<td>11</td>
<td>In the past year, you have been working as a</td>
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<tr>
<td>12</td>
<td>What is the main reason for you not working?</td>
</tr>
<tr>
<td>13</td>
<td>What is your approximate annual family income?</td>
</tr>
</tbody>
</table>
Family members’ information (may be filled by villager)
[Need to fill in only once if interviewees belong to the same household.]

<table>
<thead>
<tr>
<th></th>
<th>Full name</th>
<th>Relationship</th>
<th>Age</th>
<th>Education level</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
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<td>20</td>
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</tbody>
</table>

(II) State of Health

Overall state of health
21 On the whole, how would you rate your current state of health?
☐ Extremely good ☐ Very good ☐ Good ☐ So-so ☐ Bad

Mobility
22 Over the past month, what has been the level of difficulty in your mobility?
☐ None ☐ Very little ☐ So-so ☐ Serious ☐ Very serious/ unable

Self Care
23 Over the past month, what has been the level of difficulty in taking care of yourself? (e.g. bathing, putting on clothes)
☐ None ☐ Very little ☐ So-so ☐ Serious ☐ Very serious/ unable

Pains
24 Over the past month, what has been the level of your body pains?
☐ None ☐ Very little ☐ So-so ☐ Serious ☐ Very serious/ unable

Cognitive abilities
25 Over the past month, what has been the level of difficulty in concentrating and remembering things?
☐ None ☐ Very little ☐ So-so ☐ Serious ☐ Very serious/ unable

Social activities
26 Over the past month, what has been the level of difficulty in taking part in village activities?
☐ None ☐ Very little ☐ So-so ☐ Serious ☐ Very serious/ unable
Vision

Over the past month, what has been the level of difficulty in seeing things (look at the house across from us/things 20 m away)

Sleep and energy

Over the past month, what has been the level of sleeping problems you encountered? (e.g. problems in falling asleep, waking up in the middle of the night)

Emotions

Over the past month, what has been the level of unhappiness or dissatisfaction you encountered?

(III) Health System Coverage

i) Diagnosis and Treatment of Chronic Illnesses

Have you ever been diagnosed with arthritis?

* If the villager does not understand what arthritis is, you can explain it as ‘a type of disease affecting the joints’. There are many types of arthritis, but what is asked here refers to general joint ailments.

Have you ever been treated for arthritis?

Over the past two weeks, have you taken any medication or received any treatment for arthritis?

Over the past year, have you suffered pains in your joints (e.g. elbows, feet, legs) for more than one month (pains not caused by injuries)?

Over the past year, have you felt any pain in your joints after you got out of bed or started work after a long period of rest?

How long did the pain last?

Did the pain go away after you started moving?
<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over the past month, have you experienced back pain?</td>
<td>□ Yes</td>
<td>□ No (Go to 43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over the past month, how long has your back pain lasted?</td>
<td>□ Less than one week</td>
<td>□ More than one week</td>
<td>□ Every day</td>
<td>□ Not applicable</td>
</tr>
<tr>
<td>Have you ever been diagnosed with angina?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past month, how long has your back pain lasted?</td>
<td>□ Less than one week</td>
<td>□ More than one week</td>
<td>□ Every day</td>
<td>□ Not applicable</td>
</tr>
<tr>
<td>Have you ever been treated for angina?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past two weeks, have you taken any medication or received any treatment for angina?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the last year, have you felt pains or pressures in the chest when going up a slope or walking briskly?</td>
<td>□ Yes (Go to 48 if 47’s answer of “Yes”)</td>
<td>□ No</td>
<td>□ Did not go up a slope or walk briskly</td>
<td></td>
</tr>
<tr>
<td>Over the last year, have you felt pains or pressures in the chest when walking?</td>
<td>□ Yes</td>
<td>□ No (Go to 51)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do if you felt pain or discomfort when walking?</td>
<td>□ Stop or slow down</td>
<td>□ Take painkillers and continue walking</td>
<td>□ Continue walking</td>
<td>□ Not applicable</td>
</tr>
<tr>
<td>Over the last year, have you felt pains or pressures in the chest when walking?</td>
<td>□ Yes</td>
<td>□ No (Go to 51)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over the past year, have your body do you feel pain?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past two weeks, has you experienced any panting or breathing difficulties?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past year, have you experienced any panting after exercising or working?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past year, have you been diagnosed with asthma?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past year, have you been treated for asthma?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past two weeks, have you taken any medication or received any treatment for asthma?</td>
<td>□ Yes</td>
<td>□ No</td>
<td>□ Don’t know</td>
<td></td>
</tr>
<tr>
<td>Over the past year, have you experienced any panting or breathing difficulties?</td>
<td>□ Yes</td>
<td>□ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
57. Do you feel pressure or tightness in the chest when you wake up in the morning or at any other time?  
   - Yes  
   - No

58. When you are at rest, do you experience shortness of breath when there are no special circumstances?  
   - Yes  
   - No

59. Have you ever been diagnosed with depression?  
   - Yes  
   - No  
   - Don’t know

*If the villager does not understand what depression is, you can explain it as “losing control of your emotions and feeling anxious continuously.”

60. Have you ever been treated for depression?  
   - Yes  
   - No  
   - Don’t know

61. Over the past two weeks, have you taken any medication or received any treatment for depression?  
   - Yes  
   - No  
   - Don’t know

62. Over the past few days, have you felt unhappy, empty or uneasy?  
   - Yes  
   - No  
   - Don’t know

63. Over the past few days, have you lost interest in things that you normally enjoy (e.g. having fun with friends, hobbies)?  
   - Yes  
   - No  
   - Don’t know

64. Over the past few days, have you felt loss of weight or easy tiredness?  
   - Yes  
   - No  
   - Don’t know

If the answer to any one of Questions 62, 63 and 64 is “Yes”, then the following questions must be answered.

65. During this period, did (being unhappy/losing interest in things/weight loss) go on for more than two weeks?  
   - Yes  
   - No  
   - Not applicable

66. During this period, did (being unhappy/losing interest in things/weight loss) occur frequently or go on for most of the day?  
   - Yes  
   - No  
   - Not applicable

67. During this period, did you lose your appetite?  
   - Yes  
   - No  
   - Not applicable

68. During this period, did you feel your mental processes slowing down?  
   - Yes  
   - No  
   - Not applicable

69. Do you have kidney stones?  
   - Yes  
   - No  
   - Don’t know

70. Have you been diagnosed with kidney stones?  
   - Yes  
   - No  
   - Don’t know

71. Have you been treated for kidney stones?  
   - Yes  
   - No  
   - Don’t know

72. Do you have hepatitis B?  
   - Yes  
   - No  
   - Don’t know
Have you been diagnosed with hepatitis B?  □ Yes □ No □ Don’t know
Have you been treated for hepatitis B?  □ Yes □ No □ Don’t know
Do you have urethritis?  □ Yes □ No □ Don’t know
Have you been diagnosed with urethritis?  □ Yes □ No □ Don’t know
Have you been treated for urethritis?  □ Yes □ No □ Don’t know

If the answer to any one of Questions 62, 63 and 64 is “Yes”, then the following questions must be answered.

ii) Checking for Cervical cancer and Breast Cancer
Have you ever been checked for breast cancer?  □ Yes □ No □ Not applicable
When was the last time you were checked for breast cancer?  □ One month ago □ Three months ago □ Half a year ago □ One year ago □ More than one year ago □ Not applicable
Have you ever been checked for cervical cancer?  □ Yes □ No □ Not applicable
When was the last time you were checked for cervical cancer?  □ One month ago □ Three months ago □ Half a year ago □ One year ago □ More than one year ago □ Not applicable
Do you know if the Village Co-operative Medical Project provides checks for breast cancer or cervical cancer?  □ Yes □ No □ Don’t know □ Not applicable

iii) Oral Cavity and Dental Care
Over the past year, have you had any oral cavity or dental problems?  □ Yes □ No (Go to 90)
Over the past year, have you gone to a dentist or dental hygienist to treat this problem?  □ Yes □ No (Go to 90) □ Not applicable

Which of the following treatments have you received?
Medical treatment  □ Yes □ No □ Not applicable
Oral surgery  □ Yes □ No □ Not applicable
Dentures/Dental bridge  □ Yes □ No □ Not applicable
Oral cavity or dental check up or consultation  □ Yes □ No □ Not applicable
Other oral cavity care  □ Yes (please specify: __________________________) □ No □ Not applicable
Have you lost all your teeth?  □ Yes □ No

iv) Major Physical Conditions

91 Do you have problems with your vision? □ Yes (please specify: ________) □ No (Go to 93)

92 Have you been treated for (your vision)? □ Yes □ No □ Not applicable

93 Have you had problems with your hearing? □ Yes (please specify: ________) □ No (Go to 95)

94 Have you been treated for (your hearing)? □ Yes □ No □ Not applicable

95 Have you had problems with your sense of taste? □ Yes (please specify: ________) □ No (Go to 97)

96 Have you been treated for (your sense of taste)? □ Yes □ No □ Not applicable

97 Have you had problems with your sense of smell? □ Yes (please specify: ________) □ No (Go to 99)

98 Have you been treated for (your sense of smell)? □ Yes □ No □ Not applicable

99 Have you had problems with your skin or sense of touch? □ Yes (please specify: ________) □ No (Go to 101)

100 Have you been treated for (your skin or sense of touch)? □ Yes □ No □ Not applicable

v) Thinking/Intelligence

101 Do you have problems with your thinking/intelligence? (e.g. dementia, nerve damage, etc.) □ Yes (please specify: ________) □ No (Go to 103)

102 Have you been treated for (your thinking/intelligence problem)? □ Yes □ No □ Not applicable

vi) Risk Factors

103 Do you smoke? □ Yes (please specify: ________) □ No (Go to 106)

104 How many years have you smoked?
□ One year or less □ Two years □ Three years
□ Four Years □ More than five years □ Not applicable

105 What kind of tobacco product do you smoke most of the time?
□ Commercially available cigarettes □ Self rolled cigarettes □ Pipe smoking □ Yes (please specify: ________) □ No

106 Do you drink alcohol? □ Never □ Used to but not anymore □ Yes

107 How many times a day do you eat fruit?
□ Less than once □ Once □ Twice □ Three time □ More than three times

108 How many times a day do you eat vegetables?
□ Less than once □ Once □ Twice □ Three time □ More than three times
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>109 Over the past week, how many days have you done physical or farm</td>
<td>None □ 1-2 days □ 3-4 days □ 5-6 days □ Every day</td>
</tr>
<tr>
<td>110 work (e.g. using the spade, carrying heavy objects, working on the</td>
<td>fields)?</td>
</tr>
<tr>
<td>fields)?</td>
<td>□ Less than 1 hour □ 2-3 hours □ 4-5 hours □ 6-7 hours □ More than 8</td>
</tr>
<tr>
<td>work?</td>
<td>hours</td>
</tr>
<tr>
<td>111 How do you get water into your house?</td>
<td>□ Water pipe in the house (Go to 113) □ Carry water from elsewhere</td>
</tr>
<tr>
<td>112 How long do you take to carry water back to your house each time?</td>
<td>□ Less than 5 minutes □ 5-30 minutes □ 30-60 minutes □ 60-90 minutes</td>
</tr>
<tr>
<td>113 Do you have roughly a full shopping basket of water for your family</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>114 What kind of toilet facilities does your family use?</td>
<td>□ Flushing toilet □ Non-flushing toilet □ Public toilet □ No facilities</td>
</tr>
<tr>
<td>115 What kind of fuel does your family use most of the time?</td>
<td>□ LPG □ Electricity □ Oil □ Coal □ Charcoal</td>
</tr>
<tr>
<td>116 What kind of cooking stove does your family use? (can make own</td>
<td>□ Wood □ Crops □ Animal dung □ Plants □ Others</td>
</tr>
<tr>
<td>observation)</td>
<td>□ Open flame without chimney or cover □ Open flame with chimney or cover</td>
</tr>
<tr>
<td>117 Where do you cook? (can make own observation)</td>
<td>□ Oil □ Coal □ Others</td>
</tr>
<tr>
<td>118 How satisfied are you with the development of roads in the village?</td>
<td>□ Very satisfied □ Satisfied □ So-so □ Unsatisfied □ Very unsatisfied</td>
</tr>
<tr>
<td>119 How do you deal with the rubbish in your house?</td>
<td>□ Not dealt with it at all □ Discard it in the mountains □ Discard it</td>
</tr>
<tr>
<td>120 Do you know what rubbish separation is?</td>
<td>□ Yes □ Don’t know</td>
</tr>
<tr>
<td>vii) Response to Healthcare System</td>
<td></td>
</tr>
<tr>
<td>Healthcare Needs and Overall Response to Healthcare System</td>
<td></td>
</tr>
<tr>
<td>121 Healthcare Needs and Overall Response to Healthcare System?</td>
<td>□ You □ Your child □ Never saw a doctor before (Go to 127)</td>
</tr>
</tbody>
</table>
122 When was the last time that you/your child saw the doctor?
- □ Within the last 1 month
- □ 1 month - less than 1 year ago
- □ 1 year - less than 2 years ago
- □ 2 years - less than 3 years ago
- □ 3 years - less than 5 years ago
- □ 5 years ago
- □ Not applicable

123 How many doctors were there for you/your child to choose from the last time you went to see a doctor?
- □ 1
- □ 2
- □ 3
- □ 4
- □ More than 5
- □ Not applicable

124 On your last visit, why did you/your child see the doctor?
- □ Dental care
- □ Arthritis
- □ Asthma
- □ Heart disease
- □ Kidney stones
- □ Cold
- □ Yes (please specify: ______________________)

125 On your last visit, where did you/your child receive treatment?
- □ At the service provider's location, but without spending the night
- □ Spent the night at the hospital
- □ At home
- □ Visited the doctor in town
- □ Not applicable

126 How long did it take for you to go to where the service was provided?
- □ Less than 5 minutes
- □ 5-10 minutes
- □ 11-30 minutes
- □ More than 30 minutes
- □ Not applicable

127 Besides seeing a doctor, do you treat your illnesses in any other way?
- □ Yes (please specify: ______________________)
- □ No

128 Do you take herbs on your own?
- □ Yes
- □ No

129 Have you joined the Village Co-operative Healthcare Plan?
- □ Yes (Go to 131)
- □ No

130 Why have you not joined the Plan?
- □ It's too expensive, I can't afford it
- □ I don't know when I'll fall sick; it's useless
- □ I don't know that there's such a plan
- □ Yes (please specify: ______________________)
- □ Not applicable

131 On the whole, how satisfied are you with the healthcare services provided by the state?
- □ Very satisfied
- □ Satisfied
- □ So-so
- □ Unsatisfied
- □ Very unsatisfied

132 Over the past year, have you taken care of relatives or friends who require long term care or who are mentally disabled or who are elderly and sickly?
- □ Yes, we live together
- □ Yes, we live apart
- □ No

Attachment: Observations Made by the Interviewer (must be filled in)

A  Is there a problem with hearing
- □ Yes (please specify: ______________________)
- □ No

B  Is there frequent coughing
- □ Yes (please specify: ______________________)
- □ No

C  Are there breathing difficulties
- □ Yes (please specify: ______________________)
- □ No

D  Are there psychological problems
- □ Yes (please specify: ______________________)
- □ No
E Are there any problems with thinking/intelligence (including logic/intelligence/thinking/nerve damage or bad moods, unusual organisational abilities, or dementia)

☐ Yes (please specify: ____________________________)

☐ No

F Are there any other physical problems

☐ Yes (please specify: ____________________________)

☐ No

G The respondent’s level of co-operation is

☐ Excellent  ☐ Good  ☐ Normal  ☐ So-so  ☐ Poor

H The accuracy and completeness of respondent’s answers are

☐ Very high  ☐ High  ☐ Normal  ☐ Low  ☐ Very low

I Other matters

The following observations can be based on three areas: facilities, hygiene (e.g. cleanliness) and amount of space

J Living room and bedroom

K Toilet

L Area for cooking and food storage

M Area for rubbish disposal

N Other areas

Photograph reference number:

(Photographer: )

Take around 5 photographs in each household (family photograph, living room, toilet, bedroom, cooking area)

1. Please tear off the covering Health Check Forum and fill in the relevant information

2. Use a paperclip to attach together the questionnaires answered by members of the same household

End of questionnaire
Section 12: Co-Organisers and Supporting Organisations
Co-Organisers

Hong Kong Christian Council

The Hong Kong Christian Council is the ecumenical body of Christian churches, organizations and institutions in Hong Kong. Founded in 1954, the Council promotes a united witness and outreach to the whole society. At the same time, it maintains links with churches around the world and the global ecumenical movement through mutual sharing of resources. It is the visible sign of church unity in Hong Kong, promoting the spirit and work of the ecumenical movement.

The Council has several committees, including the Sharing and Church Witness Committee. The latter’s "Five Loaves & Two Fish" programme was set up in the late 1970s and early 1980s. The programme has always been concerned with societal changes in Hong Kong, the Chinese Mainland and the world, and the needs that arise from these changes. The programme’s projects like village development, medical and healthcare, education improvement, emergency relief, post-disaster re-construction, etc. are supported by various fundraising activities. The aim of "Five Loaves & Two Fish" is to bring about long term improvements in the living conditions of poverty- and disaster-stricken areas. The following are the details of its projects:

• **Rebuilding Collapsing Schools Project**
  This project provides funding for the rebuilding of structurally unsafe elementary school buildings (including main school building and students’ dormitory building) located in the remote mountainous areas in the Chinese Mainland. By providing improved school and educational facilities in these areas, teachers and students can teach and learn in safe environments.

• **Rural China Orphan Sponsorship Project**
  Apart from financially sponsoring orphans and allowing them to grow up in less deprived environments, the project also encourages correspondence between sponsors and their sponsored orphans. This provides emotional support during their growing-up years.

• **High School Sponsorship Project**
  This project helps teenagers from villages or poor families to further their studies after they finished junior high. Apart from raising their level of education, the project can also elevate the overall educational level of the villages and poverty-stricken areas, and cultivate the manpower for their future development.

• **Project Torch**
  This project helps young people from villages or poor families to further their studies in universities. Apart from providing funds to pay for university expenses, it also focuses on cultivating the young person’s character and civic mindedness. It encourages students to be a future beacon in their chosen fields, and to give back to their community in the spirit of justice and compassion.

• **Emergency and Rehabilitation Projects**
  These projects extend a helping hand to victims of disasters all over the world. They also work actively with church organisations and other groups in various parts of the world to implement post-disaster rehabilitation programmes. These include the rebuilding of infrastructure that will help disaster victims return to their normal lives, and various other kinds of aid programmes.

• **Rural Development Projects**
  These projects implement various programmes in rural areas to improve their medical and healthcare, water infrastructure, agricultural economy, etc. so that the local people can become self-reliant with better living conditions.

• **Civic Education Activities**
  The Committee organises visits to schools, organisations, churches, etc. to share the results of its projects. Through workshops, training talks, group visits, volunteer services, etc., these activities explore the causes of poverty and the interactions between aid-givers and receivers, allowing the public to better understand the relationship between poverty and poverty alleviation.

Supporting Organisations

Gaoqiao Township Party Committee

The Gaoqiao Township Party Committee continues to bolster and maintain the results of the progressive education activities of the Communist Party members. It focuses on the thorough implementation of the Central, Provincial and District Communist Party members’ progressive long-term framework. By incorporating the realities of the Party’s grassroots organisations in villages, the Gaoqiao Township Party Committee continues to expand its scope of service, improve its services and functions, implement innovative work practices, so as to offer practical help to the Party’s grassroots organisations in solving real existing problems. It continues to build up with grassroots organisations in the villages. 1. The Committee gives full play to its position as a base for the “Four Havens”, and actively propagates the Party’s guidelines and policies. 2. The Committee completed the building of the premises for the village committees of Xiaohe and Yiti. 3. The Committee is strengthening the development in the branches, to bring about the 100% integration of the posts of Party Secretary and Village Committee Head. 4. The Committee is strengthening the development in the Party’s rank and file. In accordance with the relevant regulations for the development of Party members, it is developing the Party’s rank and file in an active and stable way. It will gradually get rid of empty village small groups and empty units. Over the past year, 23 new talents with the eligible qualifications have joined the Party organisation, including seven women, 15 members of ethnic minorities, 12 people below 35 years old, and four people with senior high school
diplomas or higher qualifications. This has gradually changed and improved the situation in the Party’s rank and file, whose members tend to be older and less educated.

Yunnan Nationalities University

Yunnan Nationalities University is a comprehensive university that trains and nurtures tertiary-level professionals among all ethnic groups, including the Han. The university, located in temperate and beautiful Kunming, was founded on 1 August 1951. It was one of the first tertiary institutes of education for ethnic minorities founded in the People’s Republic of China. It is also a major university jointly established by the State Ethnic Affairs Commission and Yunnan Provincial Government. The Yunnan Nationalities University is a doctorate-conferring university in China.

After more than 50 years of growth and development, Yunnan Nationalities University has become a comprehensive university with a wide range of subjects and courses on offer and a variety of programmes. There are nine faculties: Philosophy, Economics, Law, Education, Literature, History, Science, Technology and Management. It has one joint doctorate school, 50 master’s degree programmes, two professional master’s programmes (Business Administration and Law), and 63 bachelor’s degree courses. The university offers 12 provincial-level priority courses, eight national-level special vocations, and 14 provincial-level priority and special vocations. The student body includes doctorate students, master’s degree students, undergraduates, foreign students, etc. Currently, there are 15,000 full time students in campus (among undergraduates in campus, more than 50% are ethnic minorities). There are over 300 foreign students from over 10 countries. In addition, there are over 12,000 mature students. Currently, there are 20 schools (departments): School of Philosophy, School of Economics, School of Law, School of Education, School of Sports, School of Humanities, School of Ethnic Cultures, School of Foreign Languages, School of Southeast Asian and South Asian Languages and Cultures, School of Fine Arts, School of Mathematics and Computer Science, School of Electrical Information Engineering, School of Chemistry and Bio-Technology, School of Management, School of People’s Armed Forces, School of International Education, School of Vocational Skills, School of Continuing (Foundation) Education, as well as Postgraduate Department, Department of Marxism-Leninism, etc. The university has one provincial research institute: the Yunnan Provincial Institute for Ethnic Studies, and one museum with close to 20,000 artefacts in its collection. There are also 45 research institutes affiliated to the university. Yunnan Nationalities University has established a China-ASEAN Language and Culture Training Base.

Yunnan Normal University

Located in Kunming, Yunnan Normal University is a provincial-level major teacher’s college with a long history and tradition. Its predecessor was the Institute for Teacher’s Training of the National Southwest Combined Universities, which was founded in the middle of the war against the Japanese invasion. In 1946, the Combined Universities’ Peking University, Tsinghua University and Nankai University returned to the north, while the Institute for Teacher’s Training, which became the National Kunming Teacher’s Training College, became independent and remained in Kunming. In 1950, it was renamed Kunming Teacher’s Training College and in 1984 it became the Yunnan Normal University. In 1999, it merged with the Yunnan Educational Institute and Yunnan Sports Institute and the merged entity was re-organised as the Yunnan Normal University. Since its founding over 70 years ago, it has adhered to the motto of the Combined Universities: “Strength and Eminence”. Today, the school promotes a spirit of “Education, Uprightness, Virtue and Wisdom”, and has created a complete manpower training system offering post-doctorate, doctorate, postgraduate and undergraduate education. Yunnan Normal University has nurtured over 200,000 talents of different levels in various fields for the nation and for this, it has earned the epithet “The Cradle of Teachers in Yunnan”.

Fourteen of the subjects offered by the university are listed as provincial-level priority subjects. Eight of the subjects are provincial-level priority subjects jointly offered by provincial-level institutions and provincial-level schools. Three of the subjects were priority subjects during the 11th Five-Year Plan. The university covers nine main areas including literature, history, philosophy, law, education, management, science, technology and economics. It places equal emphasis on the humanities and sciences. It has a strong foundation, with multi-disciplinary and professional course structures. The university has one post-doctorate programme, one level two doctorate programme, five level one postgraduate programmes, and 70 level two postgraduate programmes. It offers MBA, Master of Education, Master of Sports, and Master of Fine Arts. It is one of the 24 higher institutes of learning that that are offering the pioneering programme of Master of Education in Chinese International Education.
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About Lingnan University
Lingnan University is located in Tuen Mun, Hong Kong. The mission of Lingnan University, whose motto is ‘Education for Service’, lies in Liberal Arts Education. The university endeavours to provide students with an excellent education that amalgamates the liberal arts traditions of the east and west. With a strong emphasis on personal development, students are trained to think independently, exercise judgment, care for others and readily take on responsibilities in the ever-changing environments in Hong Kong, the Asian region and the rest of the world.

As a student-oriented liberal arts institution, Lingnan University focuses on the relationship between the teaching staff and students, where instructors and their charges interact with and learn from one another. To this end, the university’s student population has always been maintained at around 2,300 to facilitate smaller classes. This has also allowed 75% of the student body to experience hostel life in the campus.

Community service is an indispensable aspect of campus life in Lingnan University. The university provides students with many opportunities to engage in various kinds of community service. It even set up the Office of Service-Learning to co-ordinate service-learning courses – the first of its kind in Hong Kong.

About Office of Service-Learning, Lingnan University
The Office of Service-Learning (OSL) was set up in 2006. It offers learning opportunities for students through service provision, whereby students, under the guidance of course instructors and service agencies, can develop positive attitudes and concrete skills, and integrate their knowledge through participation in service-learning programs. The service-learning components have been implanted across the curriculum since 2004-05. OSL seeks to provide a vital University-community link so that students can find fulfillment in academic pursuit and serving those in need. The followings are the missions:

- To promote Lingnan University’s motto “Education for Service”
- To provide reciprocal benefits to the participants and the community
- To produce a positive developmental impact on student learning and growth
- To enhance learning and teaching efficacy through Service-Learning