



Final Report of Project

Project No. : 2009 / 0053

Part A

Project Title: Bring Me A Book – First Teachers Trainings

Name of Organization/School: Bring Me A Book Hong Kong Limited

Project Period: From 04/2010 (month/year) to 03/2011 (month/year)

Part B

Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective*	Reasons for not being able to achieve the objective, if applicable
80% of parents and teachers have better knowledge on the importance of reading aloud to children	<ul style="list-style-type: none"> 5 train-the-trainer workshops for teachers 48 First Teachers Trainings for parents 	Over 85% attained (Teachers) about 50% attained (Parents)	<ul style="list-style-type: none"> 69.4% of teachers and 38.6% of parents claimed that their knowledge on the importance of reading aloud to children was improved 	Most of the teachers and parents already knew the importance of reading aloud to children, therefore, the result is not significant.
80% of parents have more passion and confidence to read	<ul style="list-style-type: none"> 48 First Teachers Trainings for parents 	Over 70% attained	<ul style="list-style-type: none"> 59% of parents claimed that their confidence to read to children was improved 66.5% of parents knew how to overcome the challenges of read aloud 99% of parents found the trainings useful 	Some of the parents with low education level and therefore need extra effort to improve their confidence to read to children. However, almost all parents found the trainings useful.
70% of parents increase the frequency of reading with children and motivation to institute a daily ritual of reading aloud to children	<ul style="list-style-type: none"> 48 First Teachers Trainings for parents 	Over 90% attained	<ul style="list-style-type: none"> 63.8% of parents increased the frequency of reading with children 97.1% of parents claimed that they would apply what they learn to their daily lives 	-
80% of children enhance their learning motivation and reading frequency	<ul style="list-style-type: none"> 5 train-the-trainer workshops for teachers 48 First Teachers Trainings for parents 97 Chi & Eng Children Picture Books to schools 	Fully achieved	<ul style="list-style-type: none"> 88.9% of schools claimed that the project enhanced children's motivation to read 	-
80% of teachers improve their skills in enlisting parents' involvement in	<ul style="list-style-type: none"> 5 train-the-trainer workshops for teachers 	Fully achieved	<ul style="list-style-type: none"> 95.9% of teachers enhanced their skills in engaging 	-



creating a home environment that is conducive to language learning			parents' in child's early education • 89.8% of teachers knew how to make reading aloud fun for children	
90% of the participated schools find the project adds value to its school development	<ul style="list-style-type: none"> • 5 train-the-trainer workshops for teachers • 48 First Teachers Trainings for parents • 97 Chi & Eng Children Picture Books to schools 	Fully achieved	<ul style="list-style-type: none"> • All participating schools agreed/strongly agreed that the project added value to their school development 	-

* All the performance indicators were based on the following questionnaires collected.
Please see Appendix 1A, 2A & 3A for details of the questionnaires.

Appendix 1A – Train-the-Trainer Workshop (Teachers): Pre and post-test self-administrative questionnaire

Appendix 2A – First Teachers Training (Parents): Pre and post-test self-administrative questionnaire

Appendix 3A – Overall Evaluation (Schools): Post-test self administrative questionnaire

Please see Appendix 1B, 2B & 3B for the result of the questionnaires collected.

Appendix 1B – Train-the-Trainer Workshop (Teachers): Questionnaire Tally Sheet

Appendix 2B – First Teachers Training (Parents): Questionnaire Tally Sheet

Appendix 3B – Overall Evaluation (Schools): Questionnaire Tally Sheet

2. Project Impact on

Professional development

The project enhanced professional competence of 50 kindergarten teachers. Through our train-the-trainer workshops, 69.4% of teachers improved their knowledge on the importance of reading aloud to children and 89.8% of them learnt how to make reading aloud fun for children. Most importantly, 95.9% of them enhanced their skills in engaging parents' in children's early education. All the skills equipped not only helped teachers in conducting trainings for parents, but also enhanced their teaching effectiveness because they could apply what they learnt into their daily teaching work.

School development

The project strengthened the resources of 18 kindergartens by providing trainings to their teachers and quality Chinese & English Children Picture books. Through the First Teachers Trainings conducted by trained teachers, the parents were encouraged to create a home environment that is conducive to children's development. This home-school co-operation was highly enhanced. According to the overall evaluation collected (filled out by the Principals), 100% of the participating schools agreed/strongly agreed that the project enhanced their libraries resources, helped to promote parent education at schools and matched their schools' development. Besides, all the schools agreed that the training materials (manual & kit) and



support provided by Bring Me A Book were sufficient and helpful. They would love to join the project again in the future.

Learning effectiveness

Although no direct evaluation on the project impact on learning effectiveness of students was carried out, from the overall feedbacks of parents and schools, children were highly benefited from this project. 16 out of 18 schools agreed/strongly agreed that the project increased children's interest in reading. Besides, over 60% of parents increased the frequency of reading with their children and 97% parents claimed that they would increase the frequency and time of reading with their children in future. A lot of researches already proved that reading to children could help children build the background knowledge required and facilitate their learning process. Therefore, parents' involvement in creating home literacy environment played a very important role to help improve children's learning effectiveness.

3. Cost-effectiveness

Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
General Expenses	\$39,800	\$12,329.46	-69%
Equipment	\$160,000	\$129,122.57	-19.3%

Utilization of available resources

To save general expenses, all the train-the-trainer workshops were conducted at _____ office instead of booking venue outside. Therefore, venue and equipment booking expenses were waived. Besides, staff _____ was the key trainer to conduct the train-the-trainer workshops for all the participating schools.

Unit cost for the direct beneficiaries

Total Expenditure of the project: \$141,452.03
Total no. of direct beneficiaries (schools): 18
Unit cost: \$7,858.4

The project is very cost-effective in view of the total no. of direct and indirect beneficiaries reached. With unit cost \$7,828.4, each school entitled:

- 97 Chi & Eng Children's Picture Books
- 2 sets of training manuals and training kits
- Average 3 teachers benefited from the train-the-trainer workshop
- Average 50 parents benefited from the First Teachers Training

Sustainability of the project and materials developed

With the support of our provided training manuals and training kits, teachers can organize our First Teachers Trainings (read-aloud workshop) for parents at their schools at convenient time.



As teachers equipped better knowledge and skills for reading aloud with children, they can apply what they learnt to their daily teaching work.

Besides, those picture books can help to enhance schools' library resources which will further help to promote reading at schools effectively.

4. Deliverables and Modes of Dissemination

Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
45 Training manuals for teachers	The manual provided teachers with details of the training curriculum so they could refer to it for all the contents they learnt from the train-the-trainer workshop	Collected by 18 schools in 9/2010 after completion of the train-the-trainer workshops	not feasible
45 Training kits for schools	The kit included a Readaloud handbook and all materials required for the training. This saved teachers/schools a lot of time to prepare the training materials.	Collected by 18 schools in 9/2010 after completion of the train-the-trainer workshops	not feasible
2,000 Chi & Eng Children Picture books for schools	All the books were selected by our book selection committee which suitable for children aged 3-6. They helped to enriched schools libraries so as to promote reading effectively.	Collected by 18 schools from 1/2011 to 6/2011 after completion of all the First Teachers Trainings for parents (please see Appendix 4 for details)	not feasible



5. Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Briefing sessions (x2)	Date: Apr 8 & 16, 2010 Venue: BMAB Office		15			Had a better understanding of the whole project
Train-the-Trainer workshops (x5)	Date: May 27, 2010 Jun 8, 2010 Jun 24, 2010 Jul 15, 2010 Jul 29, 2010 Venue: BMAB Office		50			<ul style="list-style-type: none"> Improved the knowledge on the importance of reading aloud to children Enhanced the skills in engaging parents' in child's early education Knew how to help parents overcome the challenges of read aloud Improved storytelling skills Enhanced the confidence in conducting trainings for parents Knew how to choose good books for children Understood that reading should be for FUN, not just learning vocabularies
First Teachers Trainings (x48)	Please see Appendix 5 for detailed training schedule				922 Parents & 640 Children	<ul style="list-style-type: none"> Understood the importance of parent-child reading Parent-child reading should start as early as possible Mastered the read aloud skills and learnt how to make it fun Reading is for fun and it's a good activity to foster parent-child relationship Learnt from other parents on how to overcome the challenges of read aloud during the sharing session It's important to make reading aloud a ritual in home
Sharing sessions (x 18)					360 Parents	



6. Difficulties Encountered and Solutions Adopted

Overall, we did not face many difficulties during the project implementation. The Train-the-trainer workshop and First Teachers Training are our core existing programs so we have strong experience and the necessary skill set to implement smoothly.

The key challenge we faced was 'quality control' of the First Teachers Trainings conducted by the teachers to their parents at the schools. To ensure the trainings were delivered at our high standard, we attended some of the training workshops at the participating schools to provide on-site support and evaluated the effectiveness of the trainings by observing parents' participation and talking to them directly. Overall, the teachers were well prepared and could follow through the training curriculum properly. Besides, parents' participation was active and high.

Moreover, we originally expected to conduct a total of 70 First Teachers Trainings to parents by the participating schools. Due to the recruitment difficulties encountered by some schools, the final number of trainings conducted was 48, yet the total no. of parents participated was 922 which was more than expected.

資助:



書伴我行---兒童啟蒙老師訓練 導師訓練工作坊

課程前問卷

請圈出合適的答案

	非常不同意 1									非常同意 10
我認識朗讀對孩子的重要	1	2	3	4	5	6	7	8	9	10
我掌握如何令朗讀活動變得有趣的技巧	1	2	3	4	5	6	7	8	9	10
我掌握如何令家長與孩子朗讀的技巧	1	2	3	4	5	6	7	8	9	10

我參加是次工作坊是因為: _____

姓名: _____ 日期: _____

課程後問卷

請圈出合適的答案

	非常不同意 1									非常同意 10
我認識朗讀對孩子的重要	1	2	3	4	5	6	7	8	9	10
我掌握如何令朗讀活動變得有趣的技巧	1	2	3	4	5	6	7	8	9	10
我掌握如何令家長與孩子朗讀的技巧	1	2	3	4	5	6	7	8	9	10

我參加是次工作坊最大的得著是 _____

我希望可以改善的是: _____

書伴我行 - 兒童啟蒙老師訓練

資助:



兒童啟蒙導師訓練檢討報告

訓練日期: 第一場: 2010年5月27日, 第二場: 2010年6月8日 第三場: 2010年6月24日
 第四場: 2010年7月15日 第五場: 2010年7月29日

訓練時間: 下午2時至5時30分

參加人數:	55
已完成課程人數:	50
已收集問卷數目:	49

請比較每位導師的課程前後問卷，並統計有多少位導師有正面改善(如由3分到4分)及有多少位導師沒有任何變化或負面影響(如由3分到2分)。

問題	有正面改善	沒有 / 負面影響
1) 我認識朗讀對孩子的重要	34 (69.4%)	15 (30.6%)
2) 我掌握如何令朗讀活動變得有趣的技巧	44 (89.8%)	5 (10.2%)
3) 我掌握如何令家長與孩子朗讀的技巧	47 (95.9%)	2 (4.1%)

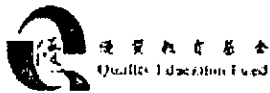
我參加是次工作坊最大的得著是:

- > 朗讀對兒童的好處
- > 把朗讀的信息傳遞給家長及讓家長知道與孩子朗讀的能力
- > 更了解朗讀對幼兒的長遠重要性
- > 一切可由孩子做主導
- > 提醒自己要每天為幼兒 / 孩子朗讀故事
- > 認識如何幫助家長克服伴讀的困難
- > 很多帶領家長與幼兒閱讀的技巧，很有用
- > 對選擇好書有更多的了解，講故事有更多的掌握
- > 幫助家庭投入參與和孩童一起朗讀的樂趣
- > 我更有把握去帶領家長為幼兒朗讀圖書(更有信心)
- > 掌握如何令家長與孩子朗讀的技巧
- > 講故事技巧, 如何鼓勵家長與孩子閱讀
- > 知道閱讀的技巧及其重要性, 訓練家長
- > 學習朗讀重要性, 了解到怎樣解決家長常見的問題
- > 增加了很多知識及講故事技巧
- > 增強帶領家長的信心
- > 了解0-6歲是幼兒閱讀的黃金時間
- > 增加推行家長伴讀的技巧及信心
- > 了解如何誘導家長與孩子朗讀及挑選適合圖書
- > 朗讀圖書着重過程"Have Fun"
- > 互動式的學習，從實踐中體驗向家長推行的工作坊內容
- > 認識到閱讀可以從0歲開始，學習是永不會遲
- > 由兒童出生開始與他閱讀圖書對他有正面的影響
- > 知道朗讀的重點不是讓幼兒認字，讀字

我希望可以改善的是：

- > 朗讀技巧及方法
- > 引導家長對閱讀的興趣以及與孩童一起朗讀
- > 培訓空間較狹窄
- > 令家長認識閱讀的重要，增加家長親子閱讀的時間和質素。
- > 提問技巧

資助:



Appendix 2A

書伴我行---兒童啟蒙老師訓練

家長訓練工作坊

課程前問卷

請圈出合適的答案

	非常 不同意	不同意	一般	同意	非常 同意
1) 我認識朗讀對孩子的重要	1	2	3	4	5
2) 我掌握如何令朗讀活動變得有趣的技巧	1	2	3	4	5
3) 我覺得在家中為孩子進行朗讀是很容易的	1	2	3	4	5
4) 我掌握與孩子朗讀的技巧	1	2	3	4	5
5) 我有信心為孩子朗讀	1	2	3	4	5
6) 我認識如何克服為孩子朗讀的困難	1	2	3	4	5
7) 我的孩子喜歡閱讀	1	2	3	4	5

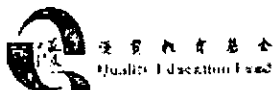
8) 我每星期平均為孩子朗讀的次數是:

0次	1次	2次	3次	4次	5次	6次	7次或以上
----	----	----	----	----	----	----	-------

姓名: _____

日期: _____

資助:



書伴我行---兒童啟蒙老師訓練 家長訓練工作坊

課程後問卷

請圈出合適的答案

	非常不同意	不同意	一般	同意	非常同意
1) 我認識朗讀對孩子的重要	1	2	3	4	5
2) 我掌握如何令朗讀活動變得有趣的技巧	1	2	3	4	5
3) 我覺得在家中為孩子進行朗讀是很容易的	1	2	3	4	5
4) 我掌握與孩子朗讀的技巧	1	2	3	4	5
5) 我有信心為孩子朗讀	1	2	3	4	5
6) 我認識如何克服為孩子朗讀的困難	1	2	3	4	5
7) 我的孩子喜歡閱讀	1	2	3	4	5

8) 自參加第一次課程後,我每星期為孩子朗讀的次數是:

0次	1次	2次	3次	4次	5次	6次	7次或以上
----	----	----	----	----	----	----	-------

9) 我將來會用更多時間或增加更多次數來和我的孩子朗讀。 是 否

不肯定,因為_____

10) 你會把這個工作坊所學的應用到日常生活上。

是,例如:_____

否,因為_____

11) 整體而言,你認為這個工作坊對你有幫助嗎?

有,我是大的得著是:_____

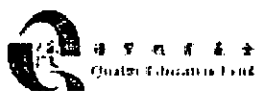
否,我希望可以改善的是:_____

姓名: _____

日期: _____

	Total	Percentage
訓練總數:	48	
參加人數:	922	
參與孩子人數:	640	
完成整個課程家長人數:	731	79.3%
參與家長分享會人數:	360	
已收集問卷數目(完成前和後):	690	
統計結果		
問題:		
1) 我認識朗讀對孩子的重要		
有正面改善	266	38.6%
沒有改變 / 負面影響	423	61.3%
沒有回應	1	0.1%
2) 我掌握如何令朗讀活動變得有趣的技巧		
有正面改善	426	61.7%
沒有改變 / 負面影響	263	38.1%
沒有回應	1	0.1%
3) 我覺得在家中為孩子進行朗讀是很容易的		
有正面改善	408	59.1%
沒有改變 / 負面影響	282	40.9%
沒有回應	0	0.0%
4) 我掌握與孩子朗讀的技巧		
有正面改善	457	66.2%
沒有改變 / 負面影響	231	33.5%
沒有回應	2	0.3%
5) 我有信心為孩子朗讀		
有正面改善	407	59.0%
沒有改變 / 負面影響	282	40.9%
沒有回應	1	0.1%
6) 我認識如何克服為孩子朗讀的挑戰		
有正面改善	459	66.5%
沒有改變 / 負面影響	230	33.3%
沒有回應	1	0.1%
7) 我的孩子喜歡閱讀		
有正面改善	333	48.3%
沒有改變 / 負面影響	357	51.7%
沒有回應	0	0.0%

8) 我每星期為孩子朗讀的次數		
有正面改善	440	63.8%
沒有改變 / 負面影響	250	36.2%
沒有回應	0	0.0%
9) 你將來會用更多時間或增加更多次數來和你的孩子朗讀。		
是	670	97.1%
否	10	1.4%
不肯定 / 沒有意見 / 沒有回應	10	1.4%
10) 你會把這個工作坊所學的應用到日常生活上。		
是	677	98.1%
否	2	0.3%
不肯定 / 沒有意見 / 沒有回應	11	1.6%
11) 整體而言，你認為這個工作坊對你有幫助嗎？		
是	683	99.0%
否	1	0.1%
不肯定 / 沒有意見 / 沒有回應	6	0.9%



Appendix 3A

書伴我行 - 兒童啟蒙老師訓練計劃 計劃完結後學校意見回應表 (請學校校長於 2011年4月30日 或之前填寫及遞交)

請圈出合適的答案

學校對計劃內容的意見	非常不同意	不同意	一般	同意	非常同意
1. 計劃能夠加強學校的圖書資源	1	2	3	4	5
2. 計劃能夠加強家長建立有助學童語言發展的家庭環境	1	2	3	4	5
3. 計劃能夠幫助老師在學校推動家長教育	1	2	3	4	5
4. 計劃能夠加強學童對閱讀的興趣	1	2	3	4	5
5. 計劃配合學校的發展方向	1	2	3	4	5
6. 計劃能夠為學校增值	1	2	3	4	5

學校對計劃推行的意見:

7. 計劃推行目標容易達到
 是 否 因為 _____
8. 計劃報告容易完成
 是 否 因為 _____
9. 基金會對貴校的支援足夠 (包括訓練物資, 訓練手冊及諮詢服務)
 是 否 因為 _____
10. 若計劃得以延續, 學校希望繼續參加
 是 否 因為 _____
11. 貴校會否希望基金會繼續得到優質教育基金的資助以推行類似的計劃?
 是 否 因為 _____

學校名稱: _____ 日期: _____

多謝您的寶貴意見!

(煩請校長完成此報告後, 連同家長分享會出席記錄表傳真至 _____, 以作紀錄。

或電郵

Overall Evaluation (Schools) - Result

Appendix 3B

No. of questionnaires collected: 18

學校對計劃內容的意見	非常不同意	不同意	一般	同意	非常同意
1. 計劃能夠加強學校的圖書資源				6	12
2. 計劃能夠加強家長建立有助學童語言發展的家庭環境			2	9	7
3. 計劃能夠幫助老師在學校推動家長教育				7	11
4. 計劃能夠加強學童對閱讀的興趣			2	11	5
5. 計劃配合學校的發展方向				8	10
6. 計劃能夠為學校增值				7	11

學校對計劃推行的意見:

7. 計劃推行目標容易達到

是: 16
否: 1
不肯定: 1

- 原因:
- > 有足夠培訓使本園能順利推行活動，惟本園部份家長已參加之前書伴我行的活動及部份家長為雙職父母，未能參與工作坊而影響參與人數。(滿樂幼稚園)
 - > 除了對老師的培訓外，也有足夠的資源協助，所以能順利達到目標。(救世軍天平幼兒園)
 - > 由於幼稚園是全日制，學生家長較忙，較難安排達致目標人數，而分享會的安排時間也較緊迫。香港(聖公會麥理浩夫人中心幼稚園 / 幼兒園)
 - > 有系統的指引及支援(救世軍荃灣幼兒園)
 - > 要視乎家長的態度及要觀察事後與幼兒伴讀的持久度才能定斷。(神召會禮拜堂天澤幼兒園)
 - > 鼓吹閱讀是學校的一貫文化。(明愛沙田幼兒學校)
 - > 這類型的活動，普遍受家長歡迎。(香港保護兒童會砵蘭街幼兒學校)
 - > 家長們對如何培養幼兒閱讀的講座都有興趣，因此在招募家長及推廣家長伴讀上都尚算容易達到。(香港基督教服務處石硤尾幼兒學校)
 - > 本校家長經常會填寫出席家長講座後，但當日卻沒有出席，但家長樂於借閱圖書回家，讓幼兒回家閱讀，本校也有推廣閱讀計劃，家長也踴躍參與。(基督教香港信義會南昌幼稚園)

8. 計劃報告容易完成

是: 18

否: 0

- 原因: > 內容簡潔清晰 (滿樂幼稚園)
> 只是在整理問卷時, 有部份家長的意見有前後矛盾, 需要再跟進而已。(救世軍天平幼兒園)
> 有家長協助統計問卷 (救世軍荃灣幼兒園)
> 資料簡單, 易明, 且為學校提供樣本。(神召會禮拜堂天澤幼兒園)
> 簡潔清晰 (明愛沙田幼兒學校)
> 具清晰報告表格 (香港保護兒童會砵蘭街幼兒學校)
> 報告表格簡單方面, 不過前測後測的兩份問券較複雜, 要花時間追收家長問券及統計。
(香港基督教服務處石硤尾幼兒學校)
> 報告內容容易明白, 清晰。(基督教香港信義會南昌幼稚園)

9. 基金會對貴校的支援足夠

(包括訓練物資, 訓練手冊及諮詢服務)

是: 18

否: 0

- 原因: > 當中所需的物資都已周詳地供應, 也感謝同事細心支援與協助。(救世軍天平幼兒園)
> 能夠提供訓練予三位教師, 讓她們能互相觀摩學習。
(香港聖公會麥理浩夫人中心幼稚園 / 幼兒園)
> 選用的影片及遊戲實用, 引起家長共鳴 (明愛沙田幼兒學校)
> 訓練手冊有詳盡資料, 有助訓練員作準備。(香港保護兒童會砵蘭街幼兒學校)
> 訓練手冊內容很詳盡。
> 訓練手冊及物資足夠, 而且基金會的工作人員親切友善, 樂於解答本校的疑難。
(基督教香港信義會南昌幼稚園)

10. 若計劃得以延續, 學校希望繼續參加

是: 18

否: 0

- 原因: > 希望可以繼續延伸和推廣閱讀的習慣。(救世軍天平幼兒園)
> 能讓更多老師參與受訓並教育家長共同培育幼兒。
(香港聖公會麥理浩夫人中心幼稚園 / 幼兒園)
> 能配合家長的需求。(救世軍荃灣幼兒園)

- > 無論對老師的專業，家長的認知度及幼兒均有益。(神召會禮拜堂天澤幼兒園)
- > 仍希望獲得更多有用的上資訊及資源。(明愛沙田幼兒學校)
- > 可繼續推出親子共讀。(香港保護兒童會砵蘭街幼兒學校)
- > 能提高幼兒的閱讀能力，及有助家長了解伴讀的重要性。(基督教香港信義會南昌幼稚園)

11. 貴校會否希望基金會繼續得到優質教育基金的資助以推行類似的計劃？

是: 18

否: 0

- 原因:
- > 整體而言，家長認為工作坊能幫助他們進行伴讀及培養孩子閱讀的習慣。(滿樂幼稚園)
 - > 朗讀圖書是讓學生學會學習的重要事情。(香港聖公會麥理浩夫人中心幼稚園 / 幼兒園)
 - > 可以有更多資源可支援，令計劃有更多家長受惠。(救世軍荃灣幼兒園)
 - > 學前教育資源不多。(明愛沙田幼兒學校)
 - > 能豐富基金會的資源，使孩子得到更好的教育。(基督教香港信義會南昌幼稚園)

Appendix 5

Detailed Schedule - First Teachers Trainings for Parents

School	Training Date	Number of Parents Participated	Sharing Session
聖公會聖基道幼兒園(灣仔)	Dec 11, 2010	12	Mar 26, 2011
	Jan 22, 2011	22	
	Feb 19, 2011	3	
Total:		37	
滿樂幼稚園	Oct 18 & 20, 2010	13	Mar 25, 2011
	Nov 29, 2010 & Dec 1, 2010	8	
	Jan 17, 2011	12	
Total:		33	
基督教香港信義會南昌幼稚園	Sep 11, 2010 & Feb 26, 2011	24	Feb 26, 2011
	Oct 9, 2010 & Feb 26, 2011		
Total:		24	
香港保護兒童會砵蘭街幼兒學校	Oct 30, 2010	9	Mar 19, 2011
	Nov 13, 2010	9	
	Mar 5, 2011 (Gp A)	19	
	Mar 5, 2011 (Gp B)	11	
Total:		48	
香港聖公會麥理浩夫人中心幼稚園 / 幼兒園	Nov 6, 2010	10	Mar 9, 2011
	Feb 19, 2011	33	
Total:		43	
明愛沙田幼兒學校	Sep 18, 2010	23	Nov 18, 2010
	Oct 23, 2010	20	
	Nov 20, 2010	19	
Total:		62	
中華基督教會基真幼稚園	Oct 28, 2010 & Jan 20, 2011	70	Mar 24, 2011
	Nov 25, 2010 & Feb 17, 2011		
	Dec 16, 2010 & Mar 17, 2011		
Total:		70	



元朗三育幼稚園	Jan 4 & 7, 2011 (am)	13	Mar 4, 2011
	Jan 4 & 7, 2011 (pm)	11	
	Jan 11 & 14, 2011 (am)	14	
	Jan 11 & 14, 2011 (pm)	16	
	Feb 22 & 25, 2011	12	
	Total:	66	
世佛會觀自在幼兒學校	Oct 30, 2010	21	Feb 26, 2011
	Dec 4, 2010	16	
	Total:	37	
神召會禮拜堂天澤幼兒園	Dec 18, 2010 & Jan 8, 2011 (divide into 2 groups)	45	Jan 8, 2011
	Total:	45	
救世軍天平幼兒園	Oct 23, 2010 & Nov 20, 2010 (Group A)	29	Mar 28, 2011
	Oct 23, 2010 & Nov 20, 2010 (Group B)	24	
	Total:	53	
救世軍荃灣幼兒園	Jan 8, 2011 & Mar 19, 2011	36	Mar 19, 2011
	Jan 15, 2011 & Mar 19, 2011	41	
	Total:	77	
香港基督教服務處石硤尾幼兒學校	Jan 8, 2011	12	Mar 26, 2011
	Jan 15, 2011	18	
	Jan 22, 2011	15	
	Total:	45	
救世軍三聖幼兒園	Oct 9, 2010 & Dec 11, 2010	19	Feb 26, 2011
	Oct 23, 2010 & Jan 8, 2011	37	
	Total:	56	
救世軍錦田幼兒園	Oct 2, 2010 & Jan 29, 2011 (Group A) Oct 30, 2010 & Jan 29, 2011 (Group B)	71	Jan 29, 2011
	Total:	71	



救世軍荔枝角幼兒園	Sep 11, 2010 & Oct 9, 2010	28	Apr 2, 2011
	Oct 9, 2010 & Nov 6, 2010	21	
Total:		49	
香港東區婦女福利會幼兒園	Oct 9, 2010 & Nov 6, 2010	19	Jan 15, 2010
	Oct 14, 2010 & Nov 4, 2010	15	
	Nov 13, 2010 & Dec 4, 2010	18	
Total:		52	
救世軍華富幼兒園	Oct 30, 2010 & Nov 20, 2010	19	Mar 12, 2011
	Oct 30, 2010 & Nov 20, 2010	15	
	Oct 30, 2010 & Jan 12, 2011	20	
Total:		54	

Total No. of Parents Participated: 922