



BADI FOUNDATION  
巴迪基金會  
www.badi-foundation.org

DEDICATE  
THE  
precious  
days  
OF YOUR LIVES  
to the  
betterment  
of the  
WORLD!

# 2018 Annual Report

\*education\*

\*always love\*

"We can work together to build a better world, or we can hate each other and destroy it."

Not seeking revenge  
Old Kung fu man  
Theme: Love and not hate.

glimmerings  
OF HOPE

"When a stranger opposes it by a stranger, must be a thought of hatred, must be a thought of love."  
Theme: Make Peace

"Be generous in your days of plenty; and adversity is followed by success and rejoicings follow."

Theme: importance of education  
"... education educate the children & train them in all the perfections of human-kind; & to rider deed that this can be imagined."

Theme: not being  
"Be generous in your days of plenty; and be patient in the hour of loss. Adversity is followed by success and rejoicings follow we."

Theme: Making Choices  
"The fruits of one tree, the leaves of one tree / branch / with another."

## **Governance Structure**

The Badi Foundation was established under the regulations governing non-profit, charitable organizations in the Macau Special Administrative Region of the People's Republic of China. Under the administrative laws of Macau, the Foundation's administrative structure includes a Board of Curators (equivalent to a Board of Directors) and a Board of Administrators. The boards are comprised of members with rich experience in fields such as development, education, law, business, and financial management.

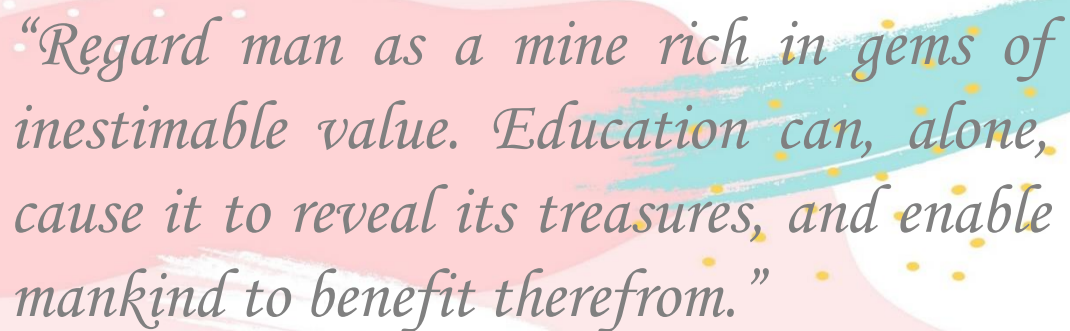
The Board of Curators oversees the overall direction and policies of the Foundation and ensures that it practices the highest levels of trustworthiness and accountability. The Board of Administrators, the senior management team of the Badi Foundation, assures that projects and activities are steadily advancing, pursuant to the guidelines established by the Board of Curators. The Foundation's School of the Nations in Macau is administered by the school Director and administrative team, in consultation with the School of the Nations Council.

### **Board of Curators:**

Mr. Bijan Farid  
Mrs. Sheedvash Amirkia Farid  
Dr. Lori McLaughlin Noguchi  
Mrs. Candy Fok Sayers  
Mr. Victor Ali

### **Board of Administrators:**

Mr. Victor Ali  
Mrs. Candy Fok Sayers  
Mr. Vivek Vasudevan Nair



*“Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.”*

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# INTRODUCTION

Badi Foundation is a non-profit organization dedicated to working with like-minded individuals, institutions and groups to contribute to the material and spiritual progress of Macau.

Our efforts focus principally on learning about the development and implementation of educational programs, and the evolution of institutional structures, that are conducive to releasing the potential of participants to take charge of their own growth and contribute to the transformation of society.

## Program Areas

### *Formal Education*

School of the Nations offers education to over 600 students from kindergarten through high school in Macau. The school offers programs characterized by academic rigor and an integrated approach to the moral and intellectual development of its students.

### *Moral Empowerment of Junior Youth and Youth*

Drawing on the talents of a group of youth volunteers and working in partnership with a number of local educational institutions, the Moral Empowerment through Language Program seeks to release the potential of 12-15 year olds to contribute to the transformation of their communities.

### *Early Childhood Education*

The Hidden Gems Early Childhood Education Program was developed by the Badi Foundation over a number of years in conjunction with the School of the Nations kindergarten section in Macau. Implemented by a number of educational organizations throughout Asia, the Program carefully integrates intellectual and spiritual education over a three-year period and is organized in three main areas: Character Development, Science and Math.

### *Teacher Training*

In collaboration with local educational institutions, the foundation supports teachers in their efforts to refine their educational practice through a process of study, consultation, action and reflection.

## CONCEPTUAL FRAMEWORK

The efforts of the Badi Foundation are guided by an overarching conceptual framework, which includes beliefs about fundamental issues of existence, principles, values, approaches and methods. This conceptual framework, and the foundation's understanding of it, is elaborated and refined over time through a process of action, reflection, consultation and study.

Key elements of this framework include the following:

- Humanity is evolving towards a global civilization that is both materially and spiritually prosperous.
- Every individual has the right and obligation to participate in the construction of a materially and spiritually prosperous society.
- Beyond the provision of goods and services, the goal of development is to develop capacity in individuals, institutions and communities to participate in social progress.
- Development efforts are most effective when they begin at a modest scale and grow in scope and complexity as capacity is developed.
- Development initiatives should spring from the understandings and aspirations of participating populations and institutions.
- Group decision making should occur in a climate that permits different perspectives to be examined dispassionately, deepens understanding and allows appropriate courses of action to be selected.
- Efforts are undertaken in a learning mode in which action is interspersed with constant reflection to articulate lessons learned, overcome challenges and refine methods and approaches.
- Endeavors are guided by fundamental principles including recognition of the oneness of humanity, belief in the nobility of human beings, justice, and the equality of women and men.

# SCHOOL OF THE NATIONS

## Vision

The School of the Nations was founded to contribute to social progress by developing the capabilities of students to promote the betterment of their families, communities, and the world at large. The school also collaborates with teachers, schools, and other educational institutions in the region to share its experience and learn about questions such as how to nurture the coherent development of young people's physical, moral, and intellectual potentialities.

As the parent body of the School of the Nations, the Badi Foundation is striving to learn how the school can contribute to the balanced development of Macau. Toward this aim, the Foundation supports the school by developing and providing educational programs that take an integrated approach to the moral and intellectual development of students. The Foundation has also established a School Council, which supports the school in enhancing its institutional capacities to advance towards its vision.

## Brief Snapshot of School History

The School of the Nations opened in the 1988-89 academic year with five students and seven teachers. It grew rapidly, attracting nearly 100 students in its second year and nearly 200 in its third. Eventually, the Macau government donated land and funding for the construction of a 7-story facility, which opened in 2008. This enabled the school to expand the number of students it could serve and the number of its teachers. As of 2018, the school has a staff of 95 teachers who are providing education to over 600 students, which is near the full capacity for its present facilities. Approximately 80 percent of the school's students and nearly half of the teachers are local to Macau, deeply rooting the school in the community.

From its establishment, the school has focused on instruction in English and Mandarin. The founders of the school recognized that, as an integral part of China, it was important for students in Macau to be able to speak Mandarin and have an understanding of their Chinese roots and culture and to be able to contribute to China's development. Along with a strong grounding in Chinese language and culture, through its English language and international programs, the school strives to provide a well-rounded education that equips students to be global citizens.



## Integrating Material and Spiritual Education

The School of the Nations is engaged in a learning process about how educational programs can assist students to take charge of their own spiritual and intellectual growth and contribute to the progress of their community and society at large. Initially, the school approached character development in the form of classes supplementary to the core curriculum of English, Mandarin Chinese, social studies, math, science, and other subjects. In recent years, the school has begun a process of learning about how moral and spiritual education can be integrated throughout the learning process.



At the *kindergarten* level, the Badi Foundation developed a curriculum program at the School of the Nations, entitled “Hidden Gems”, that awakens and nurtures the spiritual qualities and intellectual faculties of students by focusing on developing character alongside scientific, mathematical and language capabilities. For the past several years, an average of 140 students participate annually in the Hidden Gems Program at the School of the Nations.

At the *primary* level, the school is in the process of developing a moral education program, entitled “Mining the Gems”, that builds on the kindergarten program and helps students to further develop their spiritual qualities and advance in their capabilities of contributing to their family, school and community. During the 2017-18 academic year, a draft of the Primary 4 and Primary 5 levels of the program was finalized, adding to the previously prepared materials from Primary 1-3.



In the *middle school*, for students between the ages of 12 and 15, the school uses a program offered through the Badi Foundation, entitled “Moral Education through Language” (METL), which is currently being used around the world in a wide variety of settings. The learning emerging from these many international efforts contributes greatly to helping the school improve the quality of the educational experience it offers to its students. The program engages young people in the study of educational texts to learn to identify local needs and engage in service projects and activities to improve the social and material reality of their communities. The program also helps young people to understand the application of moral principles, such as kindness toward others, service to one’s community, honesty and generosity, and unity and harmony among one’s family, friends and neighbors. The emphasis on moral principles aims to inspire youth to be dedicated to the progress of their society.

In the *secondary* level, the school has initiated a program, starting in Form 3, through which students are trained and supported to serve as mentors to groups of middle school students. The secondary students assist the middle school students to study and discuss meaningful themes such as the purpose of life, developing one’s talents for the benefit of society, and maintaining hope in the face of difficulties, and explore together opportunities for service to the community.

In addition to these efforts at the various levels of the school, there is an ongoing effort to integrate character development into every subject and every grade level. To aid in this process, the school has created a Learner Profile, which is a list of nine attributes that every teacher across the school tries to help students develop across all subjects.

The nine Learner Profile attributes are:

- |  |  |
|--|--|
| ◆ Knower of Self                           | ◆ Practitioner of Moderation                       |
| ◆ Pursuer of Excellence                    | ◆ Upholder of High Moral Standards                 |
| ◆ Seeker of Truth                          | ◆ Practitioner in Group Action and Decision Making |
| ◆ Committed Contributor to Social Progress | ◆ Well-Wisher of Humanity                          |
| ◆ Promoter of Unity and Justice            |  |



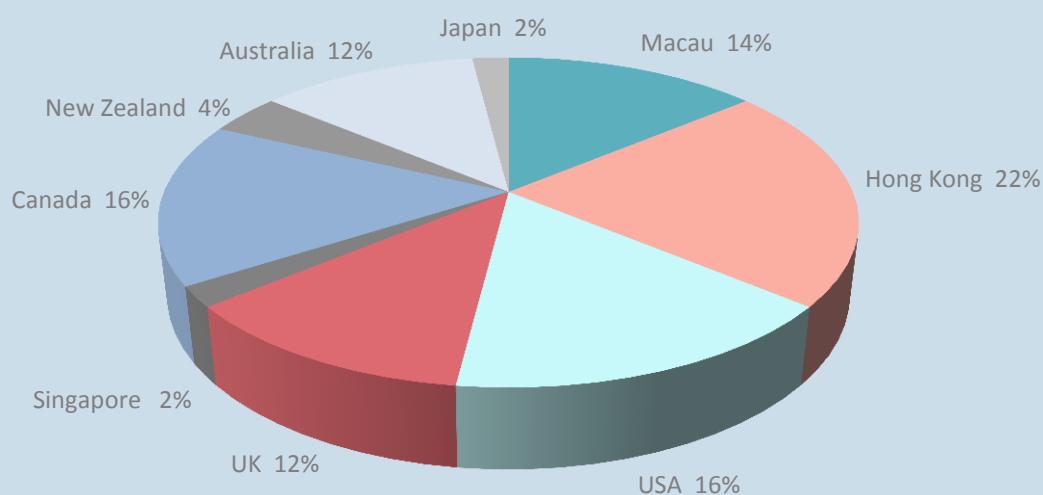
## International Baccalaureate Diploma Program (IBDP) & International General Certificate of Secondary Education (IGCSE)

The school is a high performer and was the first in Macau to offer the IBDP, and also offers the IGCSE, the two most widely recognized international qualifications accepted by a majority of universities in the world. Graduating students often attend highly regarded universities in East Asia, Europe, and North America. The number of subjects and levels offered in the IB Program in Form 5 and Form 6 has grown from 17 to 21, including the traditionally more challenging subjects, such as all three natural sciences and Mathematics Higher Level.

The percentage of students gaining the Diploma increased from about 50% 10 years ago to 100% in the last three years. Additionally, the number of subjects with an average grade higher than the world average has grown from 40% to above 85%. On the IGCSE exams, 95% of our students passed the exams, nearly half of them receiving either A or A\*. Though we do not view exams as the only way to assess student learning, it is clear that the integrated approach the school has taken to material and spiritual education is enabling students to achieve academic excellence.



**UNIVERSITY COUNTRY DESTINATION BY PERCENTAGE**



## MORAL EMPOWERMENT THROUGH LANGUAGE PROGRAM (METL PROGRAM)



### Program Background

While global trends project an image of junior youth as problematic, lost in the throes of tumultuous physical and emotional change, unresponsive and self-consumed, we see in them instead altruism, an acute sense of justice, eagerness to learn about the universe and a desire to contribute to the construction of a better world.

The METL Program engages junior youth in an exploration of reality that helps them to analyze the constructive and destructive forces operating in society and to recognize the influence these forces exert on their thoughts and actions, sharpening their spiritual perception, enhancing their powers of expression and reinforcing moral structures that will serve them throughout their lives.

The METL Program has been recognized and supported by the Macau Education and Youth Affairs Bureau and each of its collaborating schools. Since its inception in 2007, more than 4,300 junior youth have participated in the program in Macau.

### Program Goals

The METL Program is based on a deep understanding of the noble nature and great potential of junior youth. By studying with them a series of texts specifically designed for junior youth, the program guides them to think about profound themes such as discovering one's talents, the meaning of service, love, confirmation, and friendship. Through this process, junior youth develop a deeper and more positive understanding of their true nature.

The program nurtures in junior youth attitudes of active learning and the pursuit of excellence, helps them develop a strong moral framework, and raises their capacity to serve society. In order to enable more junior youth and schools to benefit from this program, the program draws on volunteers from the School of the Nations, local high schools and universities, and trains them to serve as animators.

In 2018, the Foundation worked with five schools to carry out METL program, implementing the program in English in Pooi To Middle School, Xin Hua Middle School, Taipa Fong Chong School, School of the Nations and in Chinese in Pui Va Primary School. We continued to explore different ways to contribute to the empowerment of junior youth, while also studying the reality of education policies and needs in Macau so that the program could be more responsive to local circumstances. Based on the recognition that youth are a very important resource for societal development, and that they can have a unique positive influence on junior youth, this year the program expanded its collaboration with universities in Macau to train and accompany more youth in universities to contribute to the empowerment of junior youth.



## Activities in Macau Pooi To Middle School

In Pooi To Middle School, the Moral Empowerment through Language Program is being carried out in two grade levels. With the assistance of their animators, junior youth had discussions on meaningful topics such as love, service, talents, perseverance, and how to improve the world. Participants expressed their understanding and thoughts through drama and art, and also carried out a few small service activities, which developed their capacity to observe the needs around them and to translate their ideas into action. Some university students who had participated in training to be junior youth animators also built close friendships with the junior youth in Pooi To. We saw that through this special relationship with an older youth, junior youth were more willing to share their thoughts and questions, take initiative to ask for suggestions from their older friends, and listen to their experience and learn about their lives



### *Reflection on Service Activities*

When discussing the topic of service with junior youth, animators encourage them to observe their daily lives, identify the needs of others, and try to do things to improve their family, school and community. In this way, service projects start from group discussion. Junior youth discuss the needs they see, the kinds of service they can undertake, how to coordinate their efforts, what they need to prepare and how to carry out the project. After consultation, one class of junior youth decided they would focus on serving their families by doing house work, cooking some meals for their family, or helping their younger brothers and sisters with their homework. Another class decided to make some cards expressing good wishes to their parents and teachers, and to make some desserts for them. In the process, the junior youth experienced the joy of service, discovered different talents and interests of their classmates and developed their capacity to cooperate, build unity and consult with each other.



### *Summer Activities*

In July of 2018, Pooi To Middle School continued to carry out the METL Program activities as part of its summer program. A group of senior middle school students from Pooi To Middle School participated in training during which they studied and discussed the characteristics of junior youth, concepts of education and the role of animators. After this preparation, the senior middle school students carried out meaningful activities in a happy and joyful atmosphere with younger middle school students.

In the summer program, the younger middle school students developed their capacity to cooperate with their new classmates, built friendships, and with the help from the senior middle school students, created a joyful environment for learning. The activities the students participants engaged in were quite diverse, including games, drama, singing and art activities.

## Activities in Pui Va Middle School (Primary Section)



### JY CLUB

A space for junior youth to express themselves

Sometimes a view is expressed that junior youth are difficult to communicate with, that when asked questions their response is limited to a few words. 'I don't know', 'Up to you' and 'OK'. We have found that placing negative labels on junior youth is counterproductive, and that junior youth have great potential and the ability to think deeply about social issues. When the right environment is created, junior youth have a lot to say.

In light of this, when a group of animators cooperated with Pui Va Middle School (Primary Section) to carry out the Moral Empowerment through Language Program in Chinese, they made it a priority to create space for the junior youth to share their views on the moral concepts and social issues among their peers.



Rather than a process of indoctrination or imposing various concepts on young people resulting in superficial cooperation, the Moral Empowerment through Language Program empowers junior youth to take a leading role in speaking and thinking. The animators encouraged the younger youth to express themselves and when the junior youth felt that they were being listened to and accepted, they felt valued and were willing to open up and share their inner world. The junior youth came to understand more deeply some of the choices they have and progressed in their ability to express ideas in ways that others can understand.



In 2018, the JY CLUB recruited 13 students from Primary 5 to Primary 6 of Pui Va School. In order to create a discussion environment with equality and openness, four volunteers who are studying in the Faculty of Education at the University of Macau led the activities of the junior youth. We saw the junior youth and volunteers grow together and found that it's more effective to split the class into smaller groups for discussion rather than having a teacher talking to one big group. The smaller group setting also enabled the junior youth to express themselves more naturally. It was also observed that in the group setting, the participants were more able to perceive their peers' willingness to listen and that they felt less restrained. The four animators built strong bonds of friendship with the students, which was facilitated by their being close in age and interested in similar topics, and they were also open to new educational approaches. They understand the views expressed by the junior youth and at the same time could give advice and guidance in a way that contributed to deepened understanding among the junior youth.



This year, the animators chose 10 stories from the book “Walking the Straight Path” that related to the students’ situations. Most of the stories were familiar to the junior youth as they had encountered them during their childhood. However, now that they were junior youth, they could deepen their understanding of the moral themes contained in the stories and relate the themes to the phenomena they were observing in society. The animators drew on the stories to assist the students to overcome challenges. For example, they chose a story that explored the theme of unity when they found that there was some competition between the Primary 5 and Primary 6 students. The animators also supported the junior youth to engage in some team building activities to overcome this challenge. Exploring the universal themes in the stories enabled the participants to reflect on their own influence and understand the importance and the feasibility of growth and development.

## Expanding the Chinese Program

Based on the positive feedback received from Pui Va Primary which implemented the program in Chinese, we also began to explore greater space to implement the program in the local language. One such space is the moral education time that is made available in schools in Macau. This space is a reflection of the priority that the Macau government, schools and residents place on the moral development of students, and we have noted significant alignment between the policies of the government in the area of moral education and the objectives and methods of the Moral Empowerment through Language Program. One area of endeavor for the program going forward is to continue to learn about efforts in the area of moral education in Macau and explore ways in which the program can contribute to shared objectives.



## Training of University Volunteers

Youth have the potential to have a great impact on the growth of junior youth. Through training, action and reflection youth learn to build strong friendships with groups of junior youth, communicate with them, listen to them patiently, support them to participate in group activities and discuss texts containing meaningful concepts. Through the relationships thus developed, junior youth are able to express their ideas, gain knowledge, share their thoughts and challenges, and take initiative to engage in service. To further this process in 2018, we built a collaborative relationship with Macau University's Faculty of Education and several residential colleges, through which interested university students could participate in training and have the opportunity to serve as animators of groups of junior youth.

In 2018, we had three university and high school volunteer training seminars with 25 participants. The content of the training included the twofold purpose of education, moral empowerment, the characteristics of junior youth and the role of animators. The training helped the participants to understand the potential and needs of junior youth, the concept of moral empowerment, the methods of the METL program and the qualities, attitudes, skills and understanding needed for service as an animator.

### *Reflections from University volunteers*

“

*Volunteering for the METL Program was an unforgettable experience for me. First, because it was my first time to go into a 'real classroom' as a teacher's assistant, I felt nervous every time before the class started. However, when I saw the students' smiles, I felt energetic and became confident. Second, the students were nicer and more easy-going than I expected and they can also focus in class. . . .*

*Third, instead of controlling the computer and activities, Ms. Lily encourages us to take charge of some activities. As a student studying education, I feel very happy and willing to do this. . . Last but not least, I feel that it was not only me that saw students' improvement, the students also felt it. As a student majoring in education, I strongly feel that this activity is very worthwhile, to see and experience what is meant by teaching benefiting teachers and students alike.*

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*I was quite shy at the beginning, but later I became comfortable to initiate conversation with students, and truly understand their needs, instead of just trying to complete the text, I tried to make them enjoy the content and activities, and truly understand the concepts we were discussing. In the interaction with the students, I also realized what the students need was not a teacher, but an animator, who can accompany them and listen to them.*

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*It has been a semester serving in Moral Empowerment Through Language program, and it's time to say goodbye to the students. I remember when I came to the class for the first time, I couldn't help thinking, "Why are students nowadays so naughty?"*

*During the animator training, we discussed and reflected on our purpose, and the attitudes we should have towards students, which changed my original intention for participating in the program. Originally my intention was to gain experience for myself, but I didn't think much about the students. During the training, I realized that, as an animator, we must believe that students have potential. In the first few classes, I felt discouraged, because I felt every class I was having a battle, and never knew what the students would do to challenge me. I remember the first class, one student asked me the meaning of a word that I had never come across before, which made me feel that so many years of my study were in vain, but at the same time it made me realize that it's very important to prepare well for each lesson.*



*One time, we the four youth animators had to teach the class on our own, I remembered it was very challenging--we had to prepare all the materials, content, games, and think how we would manage the time, but when we finished the class, I had a strong feeling of accomplishment, which I never felt before.*

*In this program, I have learned an important lesson, and increased the determination in my heart for education.*



*I remember in another class, I couldn't control my emotion, and lost my temper. One student commented on this. After class, I kept reflecting on my behavior, and felt very regretful, I know my behavior affected the students. After that, I always told myself that the way I treat students will be the way they will treat others in the future, and that our attitude towards the students affects their behavior. Slowly I found when I changed my attitude, we all came to treat each other with kindness.*

*I started to be friends with them, and our relationship became closer. Every time we would pass by their classroom, they would come out and talk to me about what happened that day, about their birthday or what they ate, and that they were looking forward to the lesson we prepared.*

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## Activities in School of the Nations

### *Form 2 Camp – Spiritual and Material Progress*

Form 2 students continued their exploration of the theme of the power of words accompanied by pure deeds to contribute to spiritual and material progress, at a camp in the unique setting of Ma Wan, Hong Kong. The students explored the impact of efforts in the areas of education and environmental conservation, as well as the effect of construction projects and economic activities on the environment.

The abandoned old town of Ma Wan and its surrounding villages served as the backdrop for their research. The students gained valuable experience working in teams to analyze the influence of forces such as consumerism and materialism on various human activities.







### *Form 3 Camp – Arising to Serve the Younger Generation*

The Form 3 Camp at Cheung Chau, Hong Kong serves as an initial training for the Form 3 students to gain a head start and facilitate a smooth transition into their service as mentors for middle school students at the beginning of the following year.

This camp is the first in a series of trainings that aim to provide an environment for learning how to mentor and build lasting friendships with younger youth involved in the empowerment program. In this initial training session, students explored some foundational ideas and concepts, such as how the betterment of the world can be achieved through pure and goodly deeds, the nature of the human being, the connection between service to society and personal growth and how spiritual qualities can be developed. This is essential for developing the necessary confidence and understanding in each mentor to learn how to animate and encourage the potential of those they seek to accompany. The ultimate aim of this program is to enable older youth to help those younger than themselves navigate a potentially challenging age, when they are transitioning from being a child to a young adult. Besides study, at this camp students also spent time in team building activities, had opportunities to be in nature and engage in other service-learning experiences. We believe that for all involved there is great potential for this to be the beginning of a transformational experience.



### *Form 4 Mentoring service*

In the spring of 2018, a group of 37 Form 3 students participated in an animator training camp in Cheung Chau, Hong Kong to prepare for their service as mentors of younger students. At the beginning of their Form 4 year in October of 2018, they began to accompany groups of Primary 6 and Form 1 students on a weekly basis with the support of School of the Nations teachers. The Form 4 students who were with the Primary 6 students engaged them in discussion based on their study of the book “Breezes of Confirmation”, which explores the theme of making efforts towards noble goals and receiving confirmations from on high. Form 4 students who were working with the Form 1 students engaged them in study of the materials, “Learning about Excellence”, through which they considered the intellectual and spiritual dimensions of excellence and looking at the qualities and attitudes that contribute to its achievement.

In December of 2018, the Form 4 students also assisted in a camp for the Primary 6 and Form 1 students in Hong Kong. The Form 4 students organized team-building activities and continued the in-depth conversation with the younger students during the camp. The relationship between the younger students and the Form 4 students grew by leaps and bounds after the camp.

Through this program, the growth of the junior youth, youth mentors and teachers involved was clearly evident. The school sees great promise in this initiative and plans to build on the experience and learning generated to continue to release the vast potential of youth to contribute to the well-being of their communities.







*Reflection from  
a Primary 6 student*

METL is a class where we can learn in a fun way, where we can play games and have activities. The Form 4s treat us very nicely, they taught us, and they had fun with us. They made us feel happy. And maybe not all groups had this, but our animators gave us free food! They also helped us through our difficulties by discussing and chatting with us. We became good friends, and even though there's no more METL classes with them (Sad), we still talk when we see each other in the hallways! They care for us more than themselves, which makes us feel warmth. In the camp, many people in our group got sick, so our animators stayed in the dorm taking care of them instead of going out to play. And when we had BBQ, the preparing of the food was hard work, so they helped us cook and let us eat first.

The program was very nice. It's a different experience teaching the younger kids and being a role model. It has helped me deal with kids in the future. I know how to act and respond when they ask questions and how to develop relationships with them. With the help of my partner, we did a pretty good job explaining in-depth the story and concepts. At first, the junior youth were talking a lot and joking around, but then, as a few weeks passed by, I feel they really made efforts to answer our questions and give a proper response. Overall, I think they understand a lot of the concepts in the material and it is deep enough to help them reflect on their actions. I think in their daily life, they would know how to respond and reflect back on what they have learnt from the program. It gives them a sort of direction with our help.

*Reflections from Form 4  
Animators*

The experience of helping in the METL program was quite interesting. It was my first time working with younger students. The fact that I'm in the place of a teacher making lessons is also a new experience to me. My lesson plans changed over time, it first started out with getting the main ideas of the text, like looking at the context and the story itself. I didn't want to talk about themes or inner messages at first, because I didn't know if these students would be able to handle them. But after we went to the camp with them, I realized they could understand things like metaphors, the meaning of the book and the messages we were trying to grasp. So after that point, I spent more time looking at the in-depth meaning, like what does character development mean. I noticed some improvements especially in how they were able to understand the meanings behind the texts. They also had a lot behavioral improvements, like there was less shouting and we came to an agreement about how we should behave inside the classroom and they were more respectful of the animators instead of just looking at us as students. I could see improvements in myself in terms of responsibility and it also helps you understand different perspectives. It was interesting to see how kids think about issues like war and confirmation. When I asked how the kids thought about the concepts I had my own beliefs, but seeing the kids discuss what they think is right really helped me see how others think.

## CENTRE FOR CONTINUING EDUCATION

The Centre for Continuing Education (CCE) at School of the Nations offers a range of educational programs seeking to promote community well-being. Its aim is to provide quality, innovative learning opportunities to a growing number of people, of all ages and backgrounds, and extend the educational resources at our disposal to the wider population.

During 2018, CCE provided a variety of afterschool classes, activities and a summer program to develop different skills and interests of young people in the community. In addition, CCE and Badi Foundation worked together to carry out several teacher training workshops in Pooi To Middle School. The workshops were planned together with the Principal and two teachers from Pooi To Middle School, and were focused on different strategies and concepts related to language learning and cultivating a collective learning culture in a school. In the workshops, participants reflected on how to effectively help students to learn and different elements that affect learning.



# CURRICULUM DEVELOPMENT

## Early Childhood Education

Early childhood is a key period in the formation of good character as well as laying the foundations for the understanding of science, mathematics, language, and other branches of learning. It is also the time when many fundamental concepts and understandings of the purpose of human life and the relationship between individuals begin to develop. Thus, it is essential that careful attention be given to the development of early childhood education programs that will raise up individuals who will be able to contribute to the welfare of their families and communities and the progress of society. This is especially important today, when humanity as a whole is undergoing rapid changes in almost all aspects of its collective life, changes that have revealed both new potentialities and new challenges in society.

*The Hidden Gems* Early Childhood Education Program was developed by the Badi Foundation over a number of years in conjunction with the School of the Nations kindergarten section in Macau. The Program carefully integrates intellectual and spiritual education over a three-year period. The Program is organized in three main areas: Character Development, Science, and Math. Each area uses a wide variety of methods and activities designed to initiate the development of moral, social, and intellectual capabilities in children over three consecutive years beginning around age 3.

The Hidden Gems Program has received awards at the Macau and international levels, and is implemented by educational organizations in countries across Asia. Those interested in learning more about the Hidden Gems Program are encouraged to contact the Badi Foundation.





# 2018 FINANCIAL REPORT

Badi Foundation Financial Statement for January 1, 2018 - December 31, 2018

(All in USD)

<b>INCOME</b>	
<b>MACAU S.A.R. OPERATIONS</b>	
<b>Donations and Grants</b>	<b>415,292</b>
Individual Donations	64,540
Institutional Grants	350,752
<b>Other Income</b>	<b>10,971</b>
Book Sales	1,270
Other	9,701
<b>TOTAL INCOME MACAU S.A.R. OPERATIONS</b>	<b>426,263</b>
<b>EXPENDITURES</b>	
<b>MACAU S.A.R.</b>	
<b>Macau Moral Empowerment through Language Program</b>	<b>115,432</b>
Program Coordinators	109,525
Camps	3,638
Materials/Other	1,803
Transport	466
<b>Support for Community-Based Organizations in Mainland China</b>	<b>54,722</b>
Grants to Community-Based Organizations	54,722
<b>Macau S.A.R. Administration</b>	<b>71,936</b>
Human Resources	60,764
Operational Costs	11,172
<b>TOTAL MACAU S.A.R. EXPENDITURES</b>	<b>242,090</b>
<b>Closure of Mainland China Operations</b>	
<b>Institutional Capacity Building Program</b>	<b>41,872</b>
Program Coordinators	36,263
Regional and Local Learning Structures and Processes	4,089
Development of Materials	52
Communication/Other	1,468
<b>Government and Civil Society Collaboration Program</b>	<b>63,435</b>
Program Coordinators	40,765
Government Collaboration	9,050
Conferences	1,336
Publications and Materials	12,284
<b>Beijing Administration</b>	<b>44,137</b>
Human Resources	26,458
Facilities and Utilities	75
Operational Costs	1,693
Third Party Consulting Service	15,910
<b>TOTAL CHINA OPERATIONS EXPENDITURES</b>	<b>149,445</b>
<b>GRAND TOTAL EXPENDITURES</b>	<b>391,535</b>
<b>SURPLUS/(DEFICIT) for the period</b>	<b>34,728</b>

Note: The unaudited financial statement presented above is for the period January 1, 2018 through December 31, 2018

School of the Nations Financial Statement for August 1, 2017 - July 31, 2018

<b>INCOME</b>		<b>USD</b>
Tuition Fee		6,930,550
Government Subsidy		1,908,188
Other Income		569,173
<b>TOTAL INCOME</b>		<b>9,407,911</b>
<b>EXPENDITURES</b>		
Student Related Costs		7,390,008
Operating Costs		513,008
Depreciation		836,712
<b>TOTAL EXPENDITURES</b>		<b>8,739,728</b>
<b>SURPLUS/(DEFICIT) for the period</b>		<b>668,183</b>

*Note: The unaudited financial statement presented above is for the period August 1, 2017 through July 31, 2018.*





## DONATION INSTRUCTIONS

Instrumental to the efforts of the Badi Foundation to contribute to material and spiritual progress has been the financial support we have received from individuals, companies and a variety of grant-making organizations.

Those who wish to offer financial support can do so in the following ways:

### Macau

*Donations in Macau currency (MOP) may be made via the following account:*

*Account Name: Badi Foundation*

*Bank: Tai Fung Bank*

*Account Number: 213-1-00067-7*

### International

Contributions in international currencies can be made directly to the Badi Foundation via the following account:

*Account Name: Badi Foundation*

*Account Number: 713-7-00941-7*

*Beneficiary Bank: Tai Fung Bank Ltd., Macau*

*Bank Address: 418 Alameda Dr. Carlos D'Assumpcao, Macau, China*

*SWIFT Code: TFBLMOMX*

Please send an email to [admin@badi-foundation.org](mailto:admin@badi-foundation.org) so that we can follow up on your contribution.



## WE FIRMLY BELIEVE

The earth is but one country and mankind its citizens.

We firmly believe that development must be rooted in individual participation, and that socio-economic development does not come merely from the transfer of technology and products from developed countries to developing countries.

We firmly believe that education is the most powerful tool for the promotion of balanced material and spiritual development. We adopt a humble posture of learning, drawing knowledge from experience and applying it in the development process.

We see potential, not problems;

We see protagonists, not passive beneficiaries;

We build capacity, not transfer technology;

We empower people rather than instruct them;

We learn from each other rather than imitate past experience;

We strive for selfless service.

ONCE AGAIN, WE EXPRESS OUR SINCERE GRATITUDE FOR THE GENEROUS SUPPORT RECEIVED IN 2018 FROM INDIVIDUAL AND INSTITUTIONAL DONORS, INCLUDING THE FOLLOWING ORGANIZATIONS:



傅德蔭基金有限公司  
Fu Tak Lam Foundation Limited



Vafa Foundation

*Badi Foundation*

SCHOOL OF THE NATIONS BUILDING

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