



# 改变，当我们年少时

Make the change, teenagers!



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救助儿童会  
Save the Children



本手册由父母必读杂志社设计制作

救助儿童会 1919 年始创于英国，是全球领先的、独立的儿童慈善组织，目前在 120 多个国家开展工作。

早在 1920 年黄河水灾的时候，救助儿童会就开始为中国儿童捐款。从 20 世纪 80 年代末，救助儿童会开始在中国大陆开展项目，目前已发展成为在中国工作的最大的国际非政府组织之一，拥有 100 多名员工。救助儿童会中国项目的总部设在北京，并在上海、四川、云南、西藏和新疆设有项目办公室，项目工作还覆盖广东、湖北、贵州、江苏等省份。



救助儿童会关注所有儿童，尤其是弱势和困境儿童。在中国，我们的工作重点是偏远、贫困地区的儿童，特别是少数民族地区的贫困儿童，以及城市中的流动儿童，在婴幼儿健康、儿童教育和发展、儿童保护、儿童权利治理以及为灾害中的儿童提供紧急救助等方面，通过直接实施项目、开展培训、研究、宣传和倡导等多种方式，改善和提高儿童在各方面的状况。

救助儿童会坚持非政府、非政治、非宗教及非营利的机构准则。在中国，救助儿童会与各级政府部门、社区、公民社会组织以及企业紧密合作。2013 年，救助儿童会在中国开展的工作惠及约 55 万名儿童和 51 万名成人，全年的资金总投入约 873 万美元。

## 我们的愿景

一个所有儿童都能享有生存、保护、发展及参与权利的世界。

## 我们的使命

推动全社会在对待儿童方面取得突破性的进步，为儿童的生活带来及时和持久的改变。

## 我们的价值观

**负责**——我们每个人都有责任善用资源，并用得其所，对我们的支持者及合作伙伴负责；特别是对儿童负责。

**抱负**——我们要求我们的员工制订远大的目标，并致力于改进我们为儿童所做的一切。

**合作**——我们尊重彼此的价值观，鼓励多元化，与合作伙伴携手合作，共同凝聚全社会的力量改变儿童的生活。

**创新**——我们接纳和鼓励创新的理念，与儿童一起探索可持续的解决方案。

**诚信**——我们坚守最高标准的诚信和自律，坚决捍卫我们的声誉，永远以儿童的最大利益为本。

# 救助儿童会新疆项目办公室开展项目工作简介

救助儿童会新疆项目办公室自 2004 年 4 月开始在新疆开展项目工作。目前共有员工 13 名。救助儿童会的项目工作主要围绕儿童保护、儿童教育、儿童健康以及紧急救援等。项目点主要在伊宁市、和田市及乌鲁木齐县以及乌鲁木齐市天山区。自治区妇联、自治区关心下一代工作委员会、自治区教委等部门是我们长期的合作伙伴, 并对项目工作给予宏观的指导; 在项目市、县都成立了由政府相关部门参加并由市、县主管领导为核心的项目领导小组, 对项目工作的实施给予具体的协调和领导。自 2003 年至 2014 年完成的主要项目如下:

项目名称	资助方	项目周期	资金总额	项目目标	受益人
以学校为基础的艾滋病预防同伴教育项目	福特基金会 加拿大基金 英国海外发展署	2003. 2— 2004. 8	约 240 万人民币	在乌鲁木齐市的 5 所项目试点中学推广“同伴教育”模式, 组织学生、教师、家长参与预防艾滋病的培训和学习	乌鲁木齐市项目学校的教师、学生、家长以及通过“同伴教育”模式获得知识的受众。直接受益人群约 5500 人
新疆基础教育项目	欧盟 RB 公司 新西兰海外发展署	2006. 4— 2009. 3	约 550 万人民币	教师培训; 社区参与; 双语教学; 健康促进。其目标是创办儿童友好型学校	伊宁市、乌鲁木齐县的 7 个乡镇、42 个村、22 所小学, 直接受益儿童 9794 人
建立以社区为基础的儿童保护、安全流动项目	英国海外发展署	2006. 4— 2009. 3	约 50 万人民币	在和田市伊力其乡通过对儿童、家长的培训, 加强对儿童保护意识的提高, 在儿童流出地做好预防工作, 以儿童活动中心为平台, 进行儿童保护意识提高培训, 进而建立起多部门合作的协调机制。	和田市伊里奇乡儿童、家长, 其中 1297 名儿童
社区综合儿童保护机制项目	救助儿童会联盟	2006. 3— 2008. 3	约 65 万人民币	建立儿童活动中心, 对社区儿童、家长进行儿童保护意识提高, 开展各种有针对性的活动	伊宁市喀尔墩乡 6000 名儿童
艾滋病预防同伴教育推广项目	救助儿童会联盟	2006. 4— 2007. 3	约 60 万人民币	对伊宁市 34 所中学、5 所小学的德育教师进行预防艾滋病知识的培训。他们已经能够主导对其他学生、教师的培训	伊宁市 570 名儿童
紧急救灾项目	救助儿童会联盟 欧盟	2005 年末— 2006 年初	约 70 万元人民币	通过自治区民政局对阿勒泰青河县、富蕴县提供救灾物资、燃料、饲料	2213 个家庭 5500 名儿童受益
创建儿童友好社区项目		2009. 4— 2012. 3	约 600 万人民币	通过项目的执行, 发挥每个儿童工作部门的功能, 增强对儿童保护和为儿童提供服务的能力, 减少由于相对贫困和流动给儿童带来的一些困难, 以及对儿童造成的风险和伤害, 以期创建有利于儿童发展的友好社区	伊宁市喀尔墩乡、塔什库瑞克乡、潘津乡和乌鲁木齐黑甲山前街、后街、延安路赛马场社区共 10000 名儿童
针对与儿童贫困相关的流动问题采取可持续性多方面解决方案项目(2 期)	欧盟	2006. 7— 2011. 12	约 200 万人民币	在和田伊力其乡过去 3 年原有项目工作的基础上, 重点放在流动儿童回归社区、生活重建上。	和田市伊里奇乡 17 个行政村 5000 名儿童直接受益 超过 30000 名农村地区的家长收益
儿童早期关爱与养育项目	欧盟	2010. 3— 2013. 3	约 200 万人民币	增强农村家长、幼教对儿童早期教育的意识, 并提供相关养育的知识, 建立了 5 所村级儿童早教中心。	乌鲁木齐县南郊、北郊的两个乡、和田市伊里奇乡的 17 个村 7500 名儿童
城市流动人口母婴健康关爱行动项目	欧盟 宝格丽	2010. 3— 2013. 2	约 200 万元人民币	增强社区妇女、儿童对基本健康知识了解; 提高社区卫生机构向流动人口中妇女、儿童提供服务的能力	和田市纳尔巴格街道办事处 3720 名妇女、儿童
教师培训项目(2 期)	救助儿童 会联盟	2009. 4— 2011. 3	约 120 万人民币	提高流动妇女、儿童健康水平 为教师提供“以学习者为中心的教学方法”的培训, 提高贫困地区小学素质教育	天山区教育局教研中心、44 小、65 中附小 伊宁市教研中心、塔什库瑞克乡 5 所小学、潘津乡 1 所小学, 6380 名儿童 和田市 3 所小学、肖尔巴格街道中心校约 5000 名儿童
从儿童到公民——生活技能项目	欧盟、丹麦 救助儿童会联盟	2011— 2014	890 万元人民币	对校外青少年(两后生)进行生活技能的培养, 使他们有能力参与社会生活; 开发校本课程, 使校内九年义务教育中涵盖生活技能的内容; 提高家长的能力, 能为儿童提供更好的社区成长环境	直接受益: 15000 儿童, 1500 老师 间接受益: 65000 儿童及家长、政府员工

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### 编者的话

这本书使您有机会了解 13 位平凡儿童的故事。他们与我们所熟悉的儿童一样，既不惊天动地，也不名声显赫，他们的生活很平实，均在不同的环境中成长，并为实现各自不同的梦想而努力。

说起这 13 位儿童的故事与救助儿童会在新疆的项目活动有一定的关联性。救助儿童会从 2003 年开始在新疆开展项目，已经与当地各级合作伙伴共同完成了 20 多个涉及儿童教育、儿童保护及儿童健康等多个领域的项目，近十万名儿童包括流动儿童、贫困儿童、流浪儿童、受艾滋病影响的儿童以及其他困境中的儿童从项目中获益。本书中的 13 名儿童就是来自伊宁、和田及乌鲁木齐项目点的受益者。他们参与的项目活动或许是几次培训，几次同伴教育活动。也可能是在某一次儿童论坛上个人意愿的表达与交流，然而却让他们感受到了尊重他人与受人尊重的愉悦，和自信的力量，也感受到了责任的分量与获得成就的幸福。就是这些点点滴滴改变了他们，也影响了他们未来的生活。

读完了这些儿童的故事，或许会给我们成年人某些启示。我们是否提升了对儿童权利的认识及对儿童发展的理解，我们是否把儿童当作一个完整的个体来尊重，我们是否以非暴力的方式管教孩子、解决问题及化解矛盾，我们是否注意倾听儿童的声音，接受儿童的建议……

故事之余对你，对他，对我们有所启发和帮助。我们应当为儿童的成长提供一个什么样的发展环境，包括来自家庭、学校及社会的支持。作为个体，我们又贡献了什么？我们期待社会的进步更有助于儿童的健康发展。

张滨  
国际救助儿童会新疆项目办公室总经理

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## “《幸福报》 带给我的 缘分”

### 个人简历

#### 阿比提

男,18岁  
新疆维吾尔自治区伊宁市  
喀尔墩乡人

参与救助儿童会项目经历:  
2009年-2010年,担任  
救助儿童会新疆伊宁  
儿童顾问小组主席。2010  
年8月,参加救助儿童会  
国家级“启明星”儿童顾  
问小组会议(云南昆明)。

说起我与救助儿童会的缘分,还得从一份《幸福报》开始。上七年级那年,一份名叫《幸福报》的报纸在同学们手中开始传阅,常常听到同学们三五成群地谈论报纸的内容。好奇心驱使我弄个究竟,当我手捧《幸福报》认真阅读后,终于明白了同学们兴奋的缘由——这份报纸的内容全部都是同学们自己的文章和绘画作品,写满了同学们对老师、父母的爱和心声。

从小就爱写文章、爱画画的我,看过报纸便跃跃欲试了,于是按照报纸上的地址找到了救助儿童会在伊宁市喀尔墩乡建立的“温馨家园”儿童活动中心,还带去了自己的几篇文章和绘画作品。活动中心的热婉古丽姐姐收下了我的文章和绘画,热情地招呼我参观活动中心。我看到活动室里有人在下棋,也有小朋友翻看着一些图画书,最显眼也令我至今铭记的是墙上的一排红色的字——“一切为了孩子”。热婉姐姐向我介绍了救助儿童会,告诉我这个活动中心是

救助儿童会为孩子们建立的活动场所。此后,在活动中心的日子里,我见证了救助儿童会是如何践行“一切为了孩子”的承诺。临走前,热婉古丽姐姐记下了我的联系方式,她说,以后活动中心有什么活动,一定通知我来参加。

不久后我再次来到活动中心,参加伊宁儿童顾问小组成员的选拔活动。30多个和我年纪相仿的孩子聚集在活动中心,通过自我推荐、即兴演讲、互相投票环节,最终选出了7名顾问小组成员,我也很幸运地被选为小组成员。顾问小组一成立,我们在救助儿童会工作人员的帮助下,立即投入工作,组织了植树节活动、“母亲节”亲子活动、教师节活动;一个活动中心已经不能满足我们的需求了,在救助儿童会和伊宁市妇联的帮助下,一个新的儿童活动中心——“雪莲花”儿童活动中心在塔什库瑞克乡开放了,我们更像是在建设一个新家庭一样,布置活动室,在周围小区做宣传,从制订计划、策划活动到执行,团队每一个人都亲力亲为,大家都把活动中心的事情当成自己的事情。越来越多的人参与到我们的培训和活动中,越来越多的同龄人了解了儿童权利和自我保护,活动中心总是热热闹闹的。

八年级寒假时,为了有针对性地开展儿童顾问小组的工作,了解伊宁儿童的生存状况和面临的问题,顾问小组的成员又出发了。我们几乎走遍了伊宁的大街小巷,收集同龄人遇到的问题。一个寒假的信息收集工作结束了,一路走来我只觉得感激,全是感激。因为我发现相比于其他同龄人——有的喜欢读书却因经济原因无法上学,有的小小年纪就被迫辛苦打工,有的遭受家庭暴力而四处流浪——我们是何其幸福!如果不是这样一次调查活动,我也许还是一个不满

其实,参加这些活动让我学会了如何合理利用时间,和同伴们的交流让我的思维更开阔,这样的经历也让我慢慢开始正视自己,发现自己的不足并及时改正。

足于现状，面对小小的挫折就怨天尤人的人。现在看看，我们坐在宽敞的教室里，能和同学们嬉戏打闹，有温暖的家庭，还有什么理由不珍惜时光好好读书？

快要中考时，父母一度反对我再去活动中心，担心我没有把主要的精力花在学习上。当我以优异的成绩升入高中时，父母心头的石头才落下。其实，参加这些活动让我学会了如何合理利用时间，和同伴们的交流让我的思维更开阔，这样的经历也让我慢慢开始正视自己，发现自己的不足并及时改正。我发现自己是内向却不乏智慧的，发现自己的号召力超过从前。当我对自己有了正确的认识，变得自信、敢于承担责任时，我也被选为顾问小组的组长。

高中3年里，我靠着每年的奖学金来支付学费，尽量减轻父母的负担。但高考时我却与理想的大学以5分之差失之交臂。这并没有使我气馁，因为在与救助儿童会一起工作的过程中，我收获了良好的抗压能力，对自己、对未来有着满满的自信。高考落榜只是人生中的一个障碍，只要跨过去了，障碍就会成为一个超越自我的契机。我果断选择与父亲一起经商，凭着被磨炼出的表达能力和组织能力，我很快上手，成为父亲的得力助手，和父亲一起并肩成为家里的顶梁柱。

回首以往，我的内心充实而感动。感谢救助儿童会在我成长道路上，给予我内心强大的力量，给予我磨练自己的机会，让我学会用行动代替等待，换取人生路上的成功。

## “我不是坏孩子”



阿克今年刚满20岁，在家里的4个兄弟姐妹中排行老三。阿克刚出生就随父母从和田搬迁到乌鲁木齐市，因为父母的疏忽，搬迁时家里的4个孩子都没有户口，来到乌鲁木齐，快节奏的城市生活使得父母忙于打工养活一家六口，户口迟迟未能办理。没有户口意味着上不了学，到了入学年龄的阿克只能远远地看着小伙伴们一个个地走进校门，自己却不能上学。12岁那年，户口终于办下来了，可阿克却实在不愿意在别人小学毕业的年纪才上一年级，就一直没有上学。阿克说那是他第一次感受到被边缘化的滋味。“我对这片土地的感情很复杂，我生长在这里，却又不属于这里。”他说。

年纪再大一些，阿克结识了一些和他有着相似经历的“朋友”，不能去上学，他们便“借用”成年人的身份证去网吧上网，不想回家就闲晃在大街小巷，遇到过年纪大的人仗势欺负他们，年少轻狂的阿克也曾为了帮朋友出口气而加入打群架的队伍，渐渐染上了打架斗殴的恶习。而为生活所迫早

### 个人简历

#### 阿克（化名）

男，20岁  
新疆维吾尔自治区和田人，  
目前与全家一起居住在乌鲁木齐市

参与救助儿童会项目经历：  
2011年-2014年，参与儿童生活技能项目，青少年发展中心骨干。  
2013年4-10月，参加职业技能学习。

出晚归忙于打工的父母虽然也从邻里处听说艾克的行为，懊恼之余也无暇顾及。

“现在想想，“艾克若有所思地说，“那时候我觉得只有我先欺负了别人，别人才不敢来欺负我。”缺乏关爱的艾克单纯地以为只有恐吓住别人，才能保护自己。

### 青少年发展中心是我的“学校”

两年前，艾克家所在的乌鲁木齐市黑甲山前街社区开放了名叫“快乐起步”的青少年发展中心，在里面除了可以看电视，还有很多书籍和体育用品。一开始，他冲着可以和伙伴们一起踢球来到中心，后来发现这里还有老师讲课。从来没有感受过课堂的艾克在这里第一次当起了学生。

“来这里讲课的老师对我们很好，我们可以自由提问，没有本地人和外地人的区别，而且每一期培训都是和我们的生活息息相关的，像青春期的生理期变化，法律常识啊，还有儿童权利，都是生活中能用到的。”艾克说他喜欢这个中心，还劝自己那些混迹社会的朋友来活动中心听课。

艾克原先在不良朋友的引诱下，染上了毒品而不自知，以为那只是烟类的一种。在儿童活动中心组织的一期艾滋病预防培训中，老师介绍了每一类毒品的危害，他才警觉，如果自己不能及时迷途知返，后果将会多么严重。

下定决心戒毒的艾克主动邀请中心员工帮助监督他，看着眼前在家长邻里眼中桀骜不驯的少年终于洗心革面，中心员工倍感欣慰。

### 当梦想插上翅膀

2013年4月，艾克期盼的日子终于到了，救助儿童会帮助他以及社区其他几个青少年进入职业学校学习技能。他毫不犹豫地选择了电脑技术专业，因为还不识字，他在学校需要付出比别人更多的努力才能跟上进度。在学会识母语（维吾尔语）文字后，为了方便查看汉语资料，艾克又开始尽全力学习汉语。

“每次上汉语课，他总是特别积极，到得比谁都早。”职业学校里的汉语老师说。在一



“来这里讲课的老师对我们很好，我们可以自由提问，没有本地人和外地人的区别，而且每一期培训都是和我们的生活息息相关的，像青春期的生理期变化，法律常识啊，还有儿童权利，都是生活中能用到的。”

起进入职业学校的学员中艾克的进步尤为突出，成为老师激励其他学员的“活教材”。渐渐地，艾克也对自己有了信心，也有了期待，他希望自己不止步于现在学到的知识。

功夫不负有心人，2013年10月，艾克从职业学校顺利毕业，开始在电脑通信市场实习半年，实习期间，他的表现得到了师傅的赞赏和肯定。这样的实习经历也让艾克对救助儿童会支持的青年企业家创业课程有了十足的信心。这个为期一年的项目将通过公益活动策划、创业计划制订、创业培训课程等环节，筛选出综合素质达标的未来小企业家，并给予创业指导及资金资助。

已经通过初选的艾克现在每天都在为开一家电脑维修店的创业计划而努力。“相比以前无所事事、惹是生非的自己，我更喜欢现在的自己，我学会了辨别是非，学会了安排自己的生活，也找到了自己想走的路。”

因为心里还有梦想，日子也过得很充实。因为从此有了目标，曾经的莽撞少年，如今已然做好了扬帆远航的准备。



## 蜕变

### 个人简历

#### 艾尼瓦尔

男,15岁  
新疆维吾尔自治区伊宁潘  
津乡中心学校七年级

参与救助儿童会项目经历:  
2011年-2014,参与儿童  
生活技能项目。

2012年10月,伊宁市潘津乡中心学校七年级的课程表里多了一节特殊的课程——生活技能课。这节课每周一节,不用带书,不用背课文,甚至没有作业,丰富的活动内容和个性化的评课环节使这门课很快成为同学们最期待的课程之一。这门课对于艾尼瓦尔来说,意义更特殊。

自从艾尼瓦尔上初中以来,原本成绩还算不错的他,不知从什么时候开始变得上课做小动作,不是思想开小差就是和前后同桌打闹,不止一个老师反映他扰乱课堂秩序,经常不交作业,有时还欺负其他同学。他成为让所有老师头疼的“包袱”。

开学后不久,正赶上艾尼瓦尔的班级上生活技能课中有关“友谊”的内容。同学们围成一个大圈,第一个同学握住线的一头,把线团扔给圈里的另外一个同学,并说出自己和他之间的故事。线团在同学们围成的大圈里被抛来抛去,大家分享着彼此之间的故事,欢笑声不断。当最后一个同学

的故事分享完,同学们发现每个人手里握着的线头组成了一个纵横交错的蜘蛛网,老师示意其中几个同学松开手里的线头,蜘蛛网顿时坍塌了。这时,老师让同学们自己总结这个活动,同学们像炸开了锅一样,你一言我一语地讨论起来,而艾尼瓦尔的回答引起了班主任热孜亚老师的注意。艾尼瓦尔说:“原来,在新班级里,我也有这么多朋友。”

下课后,热孜亚老师找到艾尼瓦尔和他单独交谈,得知小学毕业后,艾尼瓦尔曾一起上小学的几个“铁哥们儿”因为各种原因辍学了。在学校里失去了知己的艾尼瓦尔一放学便去找曾经的铁哥们儿玩,泡网吧一泡就到很晚,自然没有时间写作业,也影响了第二天的学习。艾尼瓦尔和那些不上学的铁哥们儿学来一身痞气,经常自称“老大”,在学校里欺负弱小的同学。

热孜亚老师是生活技能校本课程的骨干教师,多次参与救助儿童会组织的校本课程教师培训。“外国专家安苏菲老师来给我们讲生活技能课程的时候,我就想,他们不远万里为了我们的孩子来到这里,我们有什么理由放弃任何一个孩子?”有着二十多年教龄的热孜亚老师这样感叹。

热孜亚老师来到艾尼瓦尔家做家访,她看到艾尼瓦尔和他年过六旬的姥姥住在一起,他的爸爸因为身体轻度残疾,在一所学校当校门守卫,妈妈在他很小的时候就去世了。姥姥告诉热孜亚老师,村里有些大孩子经常欺负艾尼瓦尔,说他是没妈的孩子,欺负他有个残疾爸爸……热孜亚老师似乎明白了艾尼瓦尔在学校叛逆的原因,他喜欢和那些不上学的铁哥们儿在一起是因为他们不会笑话他。

回到学校,热孜亚老师为下一次的生活技能课安排了

热孜亚老师找到艾尼瓦尔和他单独交谈,得知小学毕业后,艾尼瓦尔曾一起上小学的几个“铁哥们儿”因为各种原因辍学了。



特殊的内容，趁艾尼瓦尔不在教室的时候，热孜亚老师把家了解的情况分享给同学们，并征求大家的意见，看如何能够帮助艾尼瓦尔，让他感受到班级的温暖。一名同学提议说，我们还是用线团的游戏，只要他把线团扔给我们，我们就说出一个他的优点。就这样，主意敲定了。

又一次生活技能课如期而至，同学们显得神秘神秘，只有艾尼瓦尔诧异为什么这节课还要做线团的游戏。第一个线团由艾尼瓦尔抛出，他抛给了一个女同学，这名女同学说，艾尼瓦尔有一次帮助她提水桶，他觉得艾尼瓦尔很有爱心，说完把线团抛回给艾尼瓦尔。艾尼瓦尔没搞清楚状况，将线团抛给了一个男生。男生接过线团，说艾尼瓦尔在体育比赛中为班级争得荣誉，我们班里不能没有他，说完又把线团抛回给艾尼瓦尔。一轮又一轮，艾尼瓦尔听着同学们说着自己的优点，线团一次又一次落回他的手里，艾尼瓦尔再也无法克制自己，失声痛哭起来。热孜亚老师用温暖的怀抱抱住艾尼瓦尔说：“你是个好孩子，你看，同学们都喜欢你，我们都是你的好朋友！”

面对同学们的宽容和鼓励，面对老师慈母般的关爱，艾尼瓦尔从此像变了一个人。热孜亚老师说：“生活技能课让同学们学会了书本知识以外更重要的东西，是他们人生的必修课。”

热孜亚老师是生活技能校本课程的骨干教师，多次参与救助儿童会组织的校本课程教师培训。



回想起第一次踏进伊宁市“温馨家园”儿童活动中心，还是我上小学五年级的时候。2007年2月的一天，我来到活动中心，参加艾滋病知识竞赛。我看到活动中心内有许多书籍，墙上贴着各种各样的儿童绘画，还有许多玩具整齐地摆放着。“这是谁建立的？在这里可以做什么？任何人都可以来这里吗？”很多个为什么萦绕着我。不久之后，带着这些疑问，我再次来到活动中心，这里的大姐姐似乎看出了我的疑惑，主动向我介绍，还带我认识了几个新伙伴。再后来，这里成了我每个周末必来的地方。我发现，来这里的孩子有残疾儿童，有家境贫困的儿童，但是没人对他们另眼相看，我们常常坐在一起听培训，做游戏，每个人都那么开心。

有一天，活动中心的大姐姐告诉我们，要在我们当中选拔出35名孩子作为儿童顾问小组的成员。选拔过程很有意思，大家要自我推荐、伙伴们之间互相投票，最终产生35名优胜者。作为孩子，我第一次感受到了参与的快乐。经过大家的推荐选举，我也荣幸地成为顾问小组的一员。顾问小组的任务之一是要收集和反映儿童的声

### 个人简历 买迪娜

女，18岁  
新疆伊宁市喀尔墩乡人

参与救助儿童会项目经历：  
2008年9月，参加救助儿童会湄公河次区域青少年论坛（泰国）。  
2009年3月，参加救助儿童会“国际青少年论坛”（英国伦敦）。  
2006年 - 2009年，救助儿童会新疆儿童顾问小组成员。

音，很快，顾问小组的成员们开始“工作”了。

那年冬天，漫天大雪把伊宁打扮得格外美丽，积雪把大树压弯了腰，太阳照在白雪上，雪花变得亮晶晶的。顾问小组的成员分组出发，一边派发我们的报纸《幸福报》，一边收集“情报”。《幸福报》刊载的是我们自己的文章和绘画作品，是写着我们自己心声的报纸。

当我们走进一处深巷中的小房子时，心情却不那么美丽了。一个老奶奶与两个与我同龄的小朋友正在昏暗的房间里坐着。姐姐 12 岁，弟弟 7 岁，当我们把《幸福报》递过去，姐姐伸出手，又缩回去，说她不识字，原来他们的父母双双去世，姐弟俩和奶奶相依为命，奶奶又体弱多病，没钱供他们上学。

回到活动中心，我们联系到救助儿童会并反映了姐弟俩的情况，不久后，我们得知在救助儿童会与教育局的努力下，姐弟俩得以顺利入学，并得到了一定的生活补助。

这件事让我深深体会到了我们工作的价值，也就从那时起，我找到了自己奋斗的目标：我要成为一个对别人有用的人。然而，要想成为一个对别人有用的人，首先必须用丰富的知识武装自己，还要有能力把知识传达给更多的人。在参与了多次中心组织的培训和活动后，我慢慢发现自己的领导潜能，我喜欢演讲，善于组织同伴，在同伴中具有一定的号召力。参加的活动多了，这些能力被不断地激发和历练，也让我获得了更多的胆量与自信，使我有机会第一次乘飞机，第一次去乌鲁木齐，第一次走出新疆，第一次出国。因为背负着同伴们的期待，我特别珍惜每一次出去学习的机会，回来后在活动中心与同伴们分享自己的所见所闻。

最有成就感的一次经历是 2009 年去泰国参加“预防拐卖青少年论坛”并学习哑剧艺术。哑剧是用肢体语言表达情绪的艺术，在学习哑剧的同时，我也认识了许多新朋友并建立了深厚的友谊，从他们身上我学到了许多可贵的品质。20 多天的哑剧学习结束回国后，我利用课余时间指导伙伴们排练哑剧，想通过哑剧的方式把保护儿童免受虐待和艾滋病预防知识传达给更多的人。我教他们如何利用身体姿势和手势表达自己，没有道具，没有声音，我们在农村、在广场、在社区演出，看演出的人络绎不绝，掌声不断，那是对辛苦排练的伙伴们最好的奖赏。直到 2013 年，只要学校没课，我都在活动中心为新加入的伙伴做培训，和新朋友一起做游戏。今年，我升入高三，面临高考，但我对自己充满了信心。与救助儿童会相伴成长的 7 年历程教会了我如何面对困难，如何建立自信，带着这些成长的礼物，我相信未来一定会更好。

## 梦想的力量



人的一生中，总会因为一些机缘或者意料之外的小事而影响我们的想法，甚至改变我们的命运，积极、正面的内容成为我们认识世界的窗口，带来适应生活的能力，并赋予我们乘风破浪的勇气。

2003 年，我在乌鲁木齐市第 14 中学读高一。有一天，学校通知每个班选两名同学参加周末组织的培训，眼看着难得的周末要被培训占用，同学们一个个都低着头沉默，班主任只好指派我和另一个班委参加。我心想：“周末毁了。”

周六的早晨，睡眼惺忪的我很不情愿地来到教室，计划着如何度过枯燥的两天时间，结果却意外收获了惊喜。救助儿童会的两位老师精彩有趣的培训方式和内容让我眼前一亮，当培训结束时，我们感慨两天时间的短暂。当得知乌鲁木齐市第 14 中学——我们的学校被选为救助儿童会的项目学校时，又让我们兴奋不已。

随后我了解到，这个项目是救助儿童会在乌鲁木齐的 5

**个人简历**  
**买合苏丹**  
女，26 岁  
新疆乌鲁木齐市人

参与救助儿童会项目经历：  
2002 年 - 2004 年，参与“青少年预防艾滋病同伴教育项目”，担任学校的同伴教育者，主持艾滋病培训，参与《艾滋病同伴教育宣传手册》的开发和宣传片制作等项目活动。在项目结束后一直积极参与学校内外的各类艾滋病的宣传工作。2006 年被国家卫生部评为“艾滋病与预防宣传爱心大使”赴北京领奖。2007 年至今，作为救助儿童会志愿者，参与在乌鲁木齐、伊宁以及和田项目地区的有关艾滋病预防，儿童基础健康和营养的培训和宣传活动。

所中学开展的预防艾滋病同伴教育项目，主要内容就是利用同龄人之间易于交流和沟通的优势，将预防艾滋病的正确信息传递给更多的青少年。我对于培训课程的热情赢得了老师的赞许，并被老师推荐参加同伴教育者培训。通过培训，我将成为一名培训者。救助儿童会的老师指导我们学习了同伴教育培训的方法和技巧，也使我对同伴教育有了更为深刻的认识与了解，这种通过同伴之间传授知识的方法，更容易被同伴接受，而我们作为同伴教育者，其组织能力、表达能力也都面临着挑战。令我欣喜的是，在接下来的同伴教育培训中，我的这些能力都有了非常明显的提高。当然，最开始我是有些顾虑的，担心我们在向同龄人甚至比我们年纪大的学长做培训时，会不会被嘲笑……而每当这时，救助儿童会的老师总是给予我们鼓励和支持。经过多次的培训，我渐渐不再胆怯，变得更加自信。

为了让更多的人受益，我和参与项目的同伴利用高一寒假的时间，编辑出版了《同伴教育手册》，内容包括艾滋病预防知识、基础卫生等知识。虽然经过多次培训，我们对手册的内容已经了如指掌，但撰写出一本完整的、实用的手册，对我们的挑战依然很大。但想到这件事做成之后的意义，大家便有了挑战一切困难的勇气与信心。我们群策群力，分工合作。最终，20多页的《同伴教育手册》完成了，放在手里的感觉是沉甸甸的。它让我第一次体会到了什么是成就感。

后来，我们来到鄯善、和田、阿克苏，为那里的同伴教育者开展培训，兴奋于同伴教育一传十、十传百的辐射式扩散的强大力量。再后来，我们的培训对象由学生扩大到家长、社区的儿童，我所掌握的同伴教育知识也越来越丰富、全面。

参与救助儿童会项目工作的经历让我感悟到，生命有太多的可能性，我们完全可以选择让生命过得更充实，更有意义。在高考填写志愿时，我义无反顾地选择了医科大学的预防医学专业，立志在最大限度实现自我价值的道路上走得更远。

回首这段经历，我想感谢救助儿童会，在数不清的各种经历中，让我找到了未来真正想走的路，也从你们身上获得了坚持梦想的力量。

## 卡米拉老师和她的学生麦迪娜



当代著名作家王蒙先生 20 世纪 60 年代曾在新疆伊犁生活过 8 年，后来他回忆在伊犁的生活时说，伊犁人民淳朴幽默的性格对他的文学作品带来了巨大影响。伊犁素来是诗人和小品名家的创作源泉，他们擅长通过轻松搞笑的小品将生活中的道理呈现出来，所以，当你在伊宁市潘津乡中心学校的生活技能课堂里，看到学生们通过诙谐幽默的小品来展示“防止欺凌”的主题时，也会不由自主地佩服学生们的表演天赋，并在捧腹大笑后思考小品背后蕴含的道理。

16 岁的麦迪娜是潘津乡人，在潘津乡中心学校上九年级，她在这个小品里饰演被欺负的妹妹的角色。“妹妹”在遭受欺凌后勇敢反抗，她夸张的表演引得同学们哈哈大笑。小品结束后，麦迪娜还向同学们讲解了欺凌的类型和危害。

如果两年前你见过麦迪娜，那个刚刚升入初中、坐在教室的角落里不愿和同学说话，自顾自地记笔记的安静姑娘，你可能怎么也想象不到现在的她会有如此大的改变。

### 个人简历

#### 麦迪娜

女，16 岁  
新疆维吾尔自治区  
伊宁市潘津乡中  
心学校九年级

卡米拉老师从麦迪娜七年级时开始担任这个班级的班主任。她发现沉默少语的麦迪娜虽然学习成绩很好，但总是显得忧心忡忡，不怎么和同学交流。“我发现她在课堂上不愿回答问题，其实她知道答案，手总是小心翼翼地伸出来一点儿又赶紧缩回去，也不知道在害怕什么。”卡米拉老师看在眼里急在心里。恰巧在这时，救助儿童会在潘津乡中心学校开始试点“生活技能校本课程”，卡米拉老师带着疑问参加了第一套生活技能校本课程《社会心理健康》的教师培训，每次培训回来，她都带回来密密麻麻的培训笔记。

生活技能课程是救助儿童会为义务教育阶段的儿童量身订做的一套教材，目的是为了让学生在校园里就能学习到各种生活技能，为未来迎接各种挑战做好准备。从2011年11月起，救助儿童会在新疆试点开展儿童生活技能项目，与乌鲁木齐、伊宁、和田三地教育局、教研中心合作编写了3本生活技能课程，分别以社会心理健康、社会性别与生理健康、社会与就业准备为主题。这本课程涵盖了儿童权利、朋友和友谊、欺凌和防止欺凌、我的身体是自己的、拒绝引诱、为他人着想、学会做决定、人际沟通、控制情感等多个主题，几乎涵盖了儿童成长过程中必须面对的所有问题，并通过儿童参与的授课方式进入课堂，受到了孩子们的热烈欢迎。

“校本课程的内容很贴合学生的生活。教师培训不仅仅是关于如何上好这门课，更多的是作为一个老师，如何观察学生、引导学生、尊重学生，让学生学会表达自己的方法。”尽管已经拥有21年教龄，卡米拉老师还是为第一次接触这种新鲜的课程而感到兴奋和激动。

培训后，卡米拉老师带着对麦迪娜的疑问来到麦迪娜家做家访。在与麦迪娜的妈妈谈话中，卡米拉老师了解到麦迪娜谨慎小心、沉默少语的性格是由于父母高期望的压力造成的——作为家里成绩较好的孩子，父母把考大学的希望全部寄托在她身上，免不了对她要求苛刻一些，平时问的最多的就是她在学校的成绩怎么样。卡米拉老师告诉麦迪娜的妈妈，希望她参加生活技能项目的家长培训，学习更多教育孩子的正确方法。同时，卡米拉老师还请其他任课老师在课堂上多鼓励麦迪娜回答问题。

逐渐地，麦迪娜欣喜地察觉到了身边的变化。“妈妈成为家长委员会的成员，经常去学习，回来之后会和爸爸分享自己的感受。以前她总是不停地督促我学习，现在完全变了。我告诉她发生在学校里的事情，她满脸微笑地耐心聆听，而不是只关心我的成绩。”麦迪娜说，

“校本课程的内容很贴合学生的生活。教师培训不仅仅是关于如何上好这门课，更多的是作为一个老师，如何观察学生、引导学生、尊重学生，让学生学会表达自己的方法。”



她脸上的笑容多了，不仅仅因为妈妈的改变，而是在课堂里，老师常常鼓励她回答问题，她也渐渐锻炼出了胆子。“最爱我的爷爷去世时，我写了一篇怀念爷爷的文章，老师看过后请我在班里朗诵，这是老师布置的任务，必须完成，所以我硬着头皮就上台了，当我念完我的文章，全班同学的掌声响起，我才明白老师的良苦用心，如果不是老师推一把，我可能永远也不知道自己可以做到这些。”

麦迪娜在老师和父母的帮助下，学会了如何缓解压力，懂得和同学、朋友交流的重要性，在轻松快乐的氛围中学习和生活，使她充满了属于这个年纪的青春活力。

两年多来，卡米拉老师也从生活技能项目里收获良多。“两年来，我参加了多次教研交流会和教师培训，除了我们伊宁的老师，还有乌鲁木齐以及和田的教研员、骨干教师参加。救助儿童会为我们提供了与其他地区老师交流授课经验的机会和平台。”卡米拉老师说，“更重要的是，救助儿童会还请来生活技能领域的国外专家为我们授课，比如，我们有机会听丹麦救助儿童会儿童保护顾问安苏菲女士讲解校本课程的内容，传授先进的授课方法，真正体会到老师的责任不是把知识塞给学生，而是让学生感受到学习的乐趣、包容他们，不放弃任何一名学生。”



#### 个人简历

### 尼加德

男，25岁  
现为中央人民广播电台维吾尔语频率主持人、新疆电视台特邀嘉宾主持人

参与救助儿童会项目经历：  
2002年 - 2005年，作为乌鲁木齐5所中学的艾滋病同伴教育者之一参与了“青少年预防艾滋病项目”，在项目期间参加了在乌鲁木齐大巴扎举办的艾滋病大型宣传活动，以及赴阿克苏等地组织艾滋病宣传活动。

## 成就自己

### Q: 你是怎么与救助儿童会“结缘”的？

A: 九年级那年，救助儿童会在我们学校组织预防艾滋病的培训，每个班有2~3人参加，我是那次培训中的一员，感觉他们的培训不同于我见过的培训，几个人一小组，围坐起来，虽然大家彼此都不认识，但是破冰游戏打破了尴尬。培训内容是认识艾滋病，了解预防艾滋病知识，但又不是枯燥的说教，最后一个“谁是艾滋病患者”的游戏让同学们完全入戏，游戏在紧张、惶恐、冤枉、辩解中进行，简单的游戏诠释了生活中深刻的道理，必须消除对艾滋病患者的误解和歧视！他们也是受害者！最后大家的感悟都是这样的，其实不必害怕艾滋病，必须尊重和关爱艾滋病患者。如果不是这样的培训，也许我和我的同学直到现在都会在一个误区里。

培训结束后，我对自己说，这么有意义的事情，为什么不让更多的人知道？这样想着，就和救助儿童会结下了缘分，

在这里接受培训，然后又去培训其他人，去其他城市培养当地的同伴教育者，策划活动，撰写宣传手册，这样算算，与救助儿童会的一份缘分，一直持续了十几年。

### Q: 你认为过去项目活动中的经历对你现在的工作、生活有影响吗？

A: 现在想想，和救助儿童会共同参与项目活动的经历，对现在我所从事的工作，乃至今后更漫长的人生路而言，是多么珍贵的经历。一方面，在进行同伴教育活动的过程中，我去新疆各地进行培训者培训，就是一个自身知识越来越全面且丰满的过程。除了艾滋病预防知识，我们还接受了诸如防疫、基础健康、家庭暴力等方面的培训。如果说曾经的我作为同伴教育者，只能向四五十人宣传我所学到的知识，那么在长达10年的项目活动经历中，这些知识已经变成我大脑中存储的资料库，可随时调出来使用。

读大学时同学朋友相聚，我总是滔滔不绝地向他们讲起儿童保护，如何预防儿童拐卖、艾滋病预防，尤其当我毕业后成为一名电台主持人之后，我拥有了更大的舞台。新疆是以农牧民为主的地区，对艾滋病以及其他基础健康知识的获取非常有限，我发挥了一个传播源的功能，通过电波将以前学到的知识传递给数百万听众，这是我自己受益之后带来的附加影响，是更广泛意义上的同伴教育活动。

另一方面，同伴教育者的身份使我有机会参与到大大小小的项目活动中，在我们做“培训者”时，救助儿童会把主动权交给我们，让我们给其他同伴做培训，而救助儿童会

我从小就想成为一名主持人，而这样的锻炼机会，使我敢于在大众面前说话，变得不怯场。

更像一个“导演”或者“配角”，在一边指导、支持我们，这给我们提供了展示自我的舞台。我从小就想成为一名主持人，而这样的锻炼机会，使我敢于在大众面前说话，变得不怯场。

### Q: 你在参与项目活动中遇到过什么样的挑战或者挫折？

A: 遇到的挑战是有的。作为一名在校生，要参加救助儿童会的活动，就需要合理安排学习和活动的时间，不能因为做自己想做的活动而耽误学习，也不能因为学习放弃活动。这让我学会了如何管理好自己的时间。

此外，以前做培训最常见的挑战是会有许多人不理解我们，在培训中途离开，有时也有不配合培训、无事生非的人。这种情况就考验我们的沟通协调能力。一开始是有些手足无措，我们和救助儿童会工作人员一起分析问题，找出问题的根源，最后在我们的耐心讲解和沟通下，得到了更多人的支持，也赢得了一些校外青少年的信任，甚至他们也来听我们的培训。在此后大大小小的活动中，作为组织者、参与者、需要协调的事情很多，如何与人沟通、合作，除了参加培训的人受益，我自己的收获也很多。我开始认识到自己是怎样一个人，以及如何去信任别人。总之，每一期培训对于我来说都有着比表面更深刻的意义。

### Q: 你眼中的救助儿童会是怎样的？

A: 举一个很简单的例子，有一天我们几个同伴教育者被邀请到救助儿童会办公室，原来是一个救助儿童会的员工入职，要征求我们儿童的意见，这件事给我很深的印象。这是一个倡导儿童权利保护并切切实实践行这一倡导的机构。

我参加的每一个项目活动，但凡涉及选拔、评选，都由儿童自己投票选取，很民主很公平。救助儿童会的工作人员和我们一起工作时，经常鼓励我们表达自己，也会非常尊重我们的意见，这种体验和经历让我在以后的生活中渐渐成为一个群体中的意见领袖，也加深了我对自我的完善和历练，成就了现在的自己。



2005年，我17岁，是一名高二年级的学生。那一年，救助儿童会与伊宁市妇联合作，要在伊宁市做一次儿童主导的调研活动，为的是以儿童的视角去发现儿童所面临的问题与挑战。此项调研活动需要挑选和培养30名儿童小记者。我有幸被选为小记者，背起书包，带上相机，像模像样地和其他小记者们很快进入“工作”状态。

在采访过程中，我们了解到身边许多孩子存在各种问题，有的父母离异缺乏关爱，有的家庭贫困无法上学，甚至许多青少年对毒品和艾滋病的危害一无所知……如果不去采访，我根本不知道在我们的同龄人中还存在着如此严峻的问题。我们将这些问题汇总后交给项目组工作人员，并在他们的帮助下，编辑出版了《儿童调研报告》。同时，根据我们在调研中发现的问题，救助儿童会与当地政府开发了一个又一个项目，并建立了伊宁市第一个农村儿童活动中心。看到自己的努力能让身边的同龄人受益，我心满意足。

#### 个人简历

#### 热孜婉古丽

女，26岁  
新疆伊宁市喀尔墩乡人

参与救助儿童会项目经历：  
2005年，参加救助儿童会与伊宁市妇联组织的儿童主导的调研活动（新疆伊宁）  
2006年至今，伊宁市“温馨家园”儿童活动中心员工

供养 7 个孩子上学的经济压力已经让年迈的父母不堪重负，为了不让父母为难，我主动提出退学。放弃了大学梦难免失落茫然，可不久后救助儿童会在喀尔墩乡建立了“温馨家园”儿童活动中心，我被幸运地聘为中心员工，协助中心的管理和活动组织。想到在这里可以和儿童一起工作，大学梦破灭的失落感消失殆尽。

整个寒假就在和小记者们相识相知、共同工作中结束了，回到学校的我面临着更加严峻的问题：姐姐和我，只能有一个去读大学。供养 7 个孩子上学的经济压力已经让年迈的父母不堪重负，为了不让父母为难，我主动提出退学。放弃了大学梦难免失落茫然，可不久后救助儿童会在喀尔墩乡建立了“温馨家园”儿童活动中心，我被幸运地聘为中心员工，协助中心的管理和活动组织。想到在这里可以和儿童一起工作，大学梦破灭的失落感消失殆尽。

我们吸引那些曾经在小记者采访过程中发现的、因为家庭原因缺乏关爱，或者遭遇家庭暴力，失去保护的孩子们来参加中心的活动。活动中心提供了许多玩具，很多都是孩子们从来没见过的。我教他们玩跳棋，组织比赛来提高他们的兴趣。慢慢地，来活动中心玩耍的孩子越来越多，我们还开始为孩子们组织培训，第一个内容就是预防艾滋病，因为伊宁是艾滋病高发地区，很多人因为缺乏必要的预防知识而感染艾滋病。当我们满怀热情地组织培训时，令人啼笑皆非的事情发生了——由于活动中心经常组织预防艾滋病培训，很多家长误认为活动中心是专门为艾滋病患者提供的场所，不再允许孩子来活动中心玩。

工作以来第一次遇到的问题就这样棘手，慌乱中，我赶紧打电话告知救助儿童会的工作人员，他们建议我试着做一做家长的工作。我冷静下来，耐心地挨家挨户和家长沟通，消除他们的偏见。虽然还是有一些家长的工作不好做，但活动中心的孩子慢慢地多起来了。

为了更好地管理中心，我为孩子们建立了联系档案，有新的活动或者培训时，挨个儿打电话通知他们。逐渐地，孩

子们对活动中心有了感情，即使我不打电话，也总有几个孩子常来活动中心帮助我管理书籍和玩具、组织孩子们做游戏。这使我感到不再是孤军奋战，而是和孩子们共同管理这个乐园。

救助儿童会哥哥姐姐们的工作方式在潜移默化中影响着我的工作方法，在活动中心组织的活动中，我也学着充分尊重孩子们的意见，认真听取他们的建议，不是以管理者的身份，而是以他们的朋友，他们的知心姐姐的身份和孩子们一起工作。在一次以“儿童虐待”为主题的培训结束后，一个女孩走进办公室悄悄告诉我，她在家里遭受了难以启齿的性虐待。我意识到孩子们已经开始信任我，我也决不能辜负这份信任，于是通过救助儿童会的工作人员联系到市妇联，帮助小女孩摆脱了困扰。此类事件在我以后的工作中常常发生，因为在救助儿童会培训中学到的知识越来越丰富，我在帮助孩子们解决问题时也越来越得心应手。

回过头看看在活动中心这些年的工作经历，我恍然意识到，从一名小记者到中心员工，从被培训者到培训者，从遇事束手无策到充满责任感与爱心的优秀中心员工，我要感谢并庆幸 8 年的活动中心管理工作，带给自己这些成长与变化。

现在，我已经成为了一名年轻的母亲，因为这么多年的与儿童一起工作的经历，我相信自己能够给我的孩子一个更加开阔的成长环境，做一个好妈妈。

也总有几个孩子常来活动中心帮助我管理书籍和玩具、组织孩子们做游戏。这使我感到不再是孤军奋战，而是和孩子们共同管理这个乐园。



## “我找到了自信”

### 个人简历 塔依尔

男，20岁，新疆伊宁市人

参与救助儿童会项目经历：  
2009年—2012年，参与“为了每一个孩子，创建儿童友好社区项目”；作为社区儿童骨干积极参与中心组织的各种活动。  
2012年至今，参与“从儿童到公民——生活技能项目”小当家俱乐部的活动；参与针对校外青少年开展的创业培训以及支持等活动。

前几天，我遇到一个初中同学。自从他转校之后，我们有六七年没见过面了。我们聊到各自的生活，当他得知我目前正在经营一家网站，并准备出国读书时，目瞪口呆地不敢相信。

他的吃惊并不是没有原因的。一起读初中时，我的成绩不好也不坏，性格内向，自卑，甚少说话，胆小到就连每次在全班同学面前念个课文都紧张，表情带着一股胆怯。他不知道我这些年的“优秀”和“自信”来自哪里。

在学生时代，看到能够在讲台上淡定自如演讲的同学，我除了羡慕之外，只能悔恨自己的懦弱，谁不希望像他们一样优秀，成为大家关注的焦点，获得老师和同学的认可呢？可我就是没有胆量。

有一天，老师通知我们要上一节关于艾滋病的同伴教育培训课，这节课的主讲人是我的同学，一起听课的还有几个没见过的大姐姐，老师介绍说她们是救助儿童会的工作

人员。我的同学正是经过救助儿童会的培训，才给我们这些没听过的同学做培训的。

培训是以小组讨论的形式开展的，这种形式虽然新奇，但我并不喜欢，因为小组每一个成员都要发言。“当众讲话，难道又要出丑？我才不要这种培训！”这样想着，我便默默地看着其他人讨论，自己一言不发。正当我盼着下课铃声快点响起来，赶紧结束这种惶恐不安的状态时，一个救助儿童会的大姐姐走过来亲切地说：“这位同学，你可以代表你们小组总结发言吗？”我战战兢兢地站起来，把刚才听到的零零碎碎的讨论结果说出来，明显的语无伦次，声音也很小。我想：“完蛋了，又要被同学们笑话了！”没想到，大姐姐出乎意料地让全班同学为我鼓掌，还说：“虽然这位同学的声音很小，但我们来为他的勇气鼓掌，下一次他会表现得更好！”一股暖流涌上心头，全班同学为我鼓掌，这可是从来没有发生过的事情！

培训结束后，那种被激励的心情久久不能平静，我想，也许我该“逼”一下自己，如果自己永远是台下那个摩拳擦掌的人，那我与成功永远只能遥遥相望。

我很快通过参加过救助儿童会培训的同学，找到了救助儿童会在伊宁的“根据地”——“温馨家园”儿童活动中心，这里从此成为我突破自我的起点。对活动中心逐渐熟悉后，我了解到，来这里参加活动的孩子来自各个地方、各个学校，救助儿童会的工作人员和中心的员工在周末或者寒暑假给我们讲预防儿童拐卖、儿童权利、艾滋病预防等知识。

慢慢地，当我对学到的知识有了一定把握之后，向救助儿童会的佐尔姐姐提出，我想尝试着给新来的同伴做一

老师介绍说她们是救助儿童会的工作人员。我的同学正是经过救助儿童会的培训，才给我们这些没听过的同学做培训的。



场以儿童保护为内容的培训，佐尔姐姐欣然答应了。我为这节培训课足足准备了一星期，因为培训是参与式的，我需要考虑热身活动的设计、培训材料的准备、卡片制作、设置话题等环节。当一切准备就绪，看着眼前 30 多个小伙伴等着我讲课时，我再次退缩了，我担心搞砸这次培训，不敢上前去讲课。佐尔姐姐把我叫到一边，“你尽管上去讲，讲不下去别担心，我可以接着讲。”我像吃了定心丸，按照准备的程序一项接一项地进行，几乎忘记了时间是如何过去的。培训结束后，佐尔姐姐说：“你看，培训多成功，以后别小看自己！”

这次成功给了我快乐的体验，原来我只是没敢跨出第一步去做自己喜欢的事情，总是用下次还会有机会这样的话安慰自己，遇到困难选择逃避。我慢慢认识自己，更加意识到逃避并不是解决问题的方法。在一次次的活动中，我试图克服这些弱点，在活动中心，不论是在小记者行动、顾问小组活动，还是我们自己主导的各类培训活动中，我选择勇敢地正视弱点。在学校，我主动和老师、同学沟通，上课时也举手抢答问题，虽然有时也会因为紧张闹笑话，但同学们已经不再嘲笑我，而是按照佐尔姐姐的方法，鼓掌鼓励；在活动中心，我号召伙伴们策划活动，邀请村里、乡里的大人参加活动，和我们共同学习，共同游戏；六一儿童节的大型活动，我淡定从容地在几百人面前主持活动……当我用勇敢和努力换来越来越多的掌声时，我才意识到，原来自己也可以这么厉害，千万不能小看自己。

变得自信的我，不论是学习还是生活中，都能够不断挑战自己。我认识到，原来阻碍我们成功的不是现实中的困难，而是我们心理上的障碍。我的初中同学不知道，我能够以优异的成绩毕业，学习曾经想也不敢想的网页设计，每天坚持学习英语，达到今天的状态，是我自己也不曾想到的，我只是在遇到困难时，学会了告诉自己，不要小看自己。现在，我正在参加救助儿童会面向伊宁市校外青少年组织的青年创业培训课程，我的生活中再次充满了各种希望，我相信通过自己的努力，会有更加美好的未来。

## “脱胎换骨”

2007 年，我还是一个坐在伊宁市第 15 中学九年级教室里的学生，现在回想才意识到，命运之神选择了我，让我从此有了一条不一样的人生道路。

课间休息时间，班主任点了我和另外一个同学的名，通知我们参加救助儿童会组织的一次同伴教育活动。“救助儿童会”“同伴教育活动”，这些词对于我们都是陌生而新奇的，到底是怎样的活动？我和同学在半信半疑中走进活动室，直到活动结束后，我和同学才相视一笑，这是一次别开生面的活动，不论是内容还是形式，都让我们感到新鲜有趣。我们第一次接触到预防艾滋病知识，而且是通过几个有趣的游戏和讨论记住了知识点。回到班级里，我们乐此不疲地将学到的知识讲给同学们听，那是



### 个人简历 依明江

男，23 岁  
新疆伊宁市人

#### 参与救助儿童会项目经历：

2007 年 2 月，“温馨家园”儿童活动中心“预防艾滋病”同伴教育活动（新疆伊宁）。  
2007 年 4 月，救助儿童会新疆项目顾问小组成员（新疆伊宁）。  
2007 年 5 月，参加“新疆儿童顾问小组第一次会议”（新疆乌鲁木齐）。  
2007 年 7 月，参加由全国妇联与救助儿童会、联合国儿童基金会等机构共同组织的“中国预防拐卖国家级儿童论坛”（中国北京）。  
2007 年 9 月，参加救助儿童会亚洲区“湄公河次区域反拐卖儿童/青年论坛”（泰国曼谷）。  
2008 年 2 月，参加国家级“启明星国家级儿童顾问小组会议”（中国北京）。  
2010 年 7 月，“新疆儿童顾问小组第二次会议”担任主持人（新疆乌鲁木齐）。  
2011 年至今，一直作为志愿者参与救助儿童会新疆项目的各种活动。在“从儿童到公民——生活技能项目中”，主要协助大型活动的组织以及青少年发展中心的各类活动。

如果说有些事实无法改变，那就该尽自己所能，改变可以改变的。

一种不一样的课程体验。

“救助儿童会”这个名字从此印在了我的脑海中期待着他们再组织什么活动，心想我一定主动参加。那年4月，救助儿童会在伊宁市“温馨家园”儿童活动中心组织了一次以“保护儿童权利”为主题的培训，也就是那时候，我才懂得其实儿童也是有“权利”的，收获越来越多知识的我，也越来越兴奋，向往着能够像救助儿童会一样，为身边的人做些力所能及的事情，让他们也获取知识的能量。

机会终于来了——我如愿以偿地被选拔为伊宁市儿童顾问小组成员，通过问卷及采访的形式，调查伊宁市儿童面临的困难；在学校开展的同伴教育活动中，向其他更多的同学宣传预防艾滋病知识，帮助同学答疑解惑。这期间，“新疆儿童顾问小组会议”在乌鲁木齐市举办，伊宁、和田、乌鲁木齐的儿童代表在论坛中分别报告了各地儿童遇到的困难，大家集思广益，针对这些问题进行讨论并拿出了我们认为可以实施的解决措施。

在这次论坛中，我被选为新疆的儿童代表，前往北京参加以“预防拐卖”为主题的国家级儿童论坛。来自全国各省市的38名儿童代表参加了这次论坛，我们新疆儿童代表以小品的形式展现了新疆和田地区儿童拐卖问题，也听取了其他省市儿童拐卖的情况汇报。这次论坛的收获颇多，我认识了许多新朋友，也学到了更多预防儿童拐卖的知识。在论坛上，我们还与国家各部委的官员分享了来自基层的儿童拐卖情况。这次论坛又是一个新的转折点，我被再次选出，前往泰国曼谷参加由救助儿童会和其他机构共同组织的“湄公河次区域反拐卖儿童/青年论坛”。

2007年9月，由湄公河次区域六国（中、越、柬、泰、缅、老）儿童和青年代表参加的反拐卖儿童/青年论坛在泰国曼谷举行。我怀着激动的心情来到了这个神秘的国度——泰国。在论坛上一个名叫Niki的缅甸女孩向大家讲述了自己曾经被拐卖、受尽欺辱的经历。幸运的是，她最终被好心人解救。在庆幸Niki被解救的同时，我想到那些已经被拐卖，活在黑暗世界里的儿童以及那些没有自我保护意识、存在被拐风险的儿童，又不免惋惜起来。如果说有些事实无法改变，那就该尽自己所能，改变可以改变的。从泰国回来后，我总是一有机会就向同学、朋友分享反拐卖知识，鼓励他们把这些知识转达给他们身边的同龄人，努力把学到的知识扩散出去，让更多人受益。

时光如梭，如今我已是新疆师范大学大三旅游管理专业的一名大学生、班长。相比以前，现在的我可以用“脱胎换骨”来形容：我做事有主见、有想法，对生活、对自己充满信心。我觉得这些都得益于我参与并受益于救助儿童会的项目工作，提高了自己的沟通能力和组织能力。对于过去，我心存感激，对于未来，我将全力以赴。



“赠人玫瑰,  
手有余香”

#### 个人简历

#### 祖力皮努尔

女, 23岁  
新疆伊宁市喀尔墩乡人

参与救助儿童会项目经历:

2006年12月, 救助儿童会“第19个世界艾滋病日”演讲比赛第一名(新疆伊宁)。

2007年7月, 参加两岸四地“建立美丽新世界”儿童论坛, 被选为中国儿童论坛主席(中国香港)。

2008年2月, 参加救助儿童会国家级“启明星”儿童顾问小组会议(中国北京)。

2008年3月, 参加救助儿童会“国际青少年论坛”(英国伦敦)。

2008年7月, 参加“启明星”儿童顾问小组第三次扩大会议, “手拉手”夏令营活动(云南昆明)。

2008年9月, 参加“ISOCAN”国际会议(中国香港)。

2006年7月—2009年7月, 担任救助儿童会中国项目新疆项目儿童顾问小组的主席。

人的生命中总会遇到为你指点迷津的人生导师,他们有的教你认识世界,如何正确看待自己,看待生命;有的则会成为人生的导航,成为榜样。除了父母、老师外,影响我至今的还有这样一个特殊的机构——救助儿童会。

2006年,在我15岁那年,救助儿童会走进我的生活,从此陪伴我经历人生中一个又一个成长的转折。我从小对主持感兴趣,但因为戴着眼镜而自卑,也苦恼于没有一个锻炼的舞台。2006年,“温馨家园”儿童活动中心在伊宁市喀尔墩乡建立后,我拥有了锻炼自己、展现自己的舞台。

在活动中心,只要有活动或者培训课程,我就会主动要求担任主持人。要想做个好主持人并非易事,不仅要克服胆小害羞的弱点,还得掌握一定的主持技巧以应对各种突发状况。主持的次数多了,出的错多了,胆子也练出来了,心理素质得到了很好的锻炼,当众讲话不再紧张。渐渐地,我意识到仅仅变得大胆和掌握技巧还不够,要想成为一名优秀的

主持人,还得有丰富的知识。我不但从活动中心组织的活动,比如关于预防艾滋病、预防儿童拐卖、儿童保护和权利等等获取知识,还充分利用活动中心的书籍资源,努力扩大自己的知识面。

在“温馨家园”活动中心,我结识了许多朋友。放学后、节假日,我们相约来到活动中心,或是一起做游戏,组织知识竞赛,或是载歌载舞,放松心情,有时候和同伴分享自己的喜怒哀乐,互相支持,互相鼓励,我们都把自己看成是救助儿童会的一员,感受着这个大家庭的温暖与团结。

整个中学时代,我参与了救助儿童会组织的很多活动,也曾作为中国的青少年代表赴英国伦敦参加国际青少年论坛,发出自己的声音。这些珍贵的经历让我收获良多——从救助儿童会工作人员为孩子们付出的心血和努力中,我明白了“赠人玫瑰,手有余香”的道理,我们是如此尊重和喜欢他们。从他们的工作方式和态度中,我学会了站在别人的角度想问题,我敢于当众表达自己的看法,懂得为梦想奋斗;从他们身上我看到了生活中这些简单又重要的品质,这些都无一不影响和熏陶着我和我的同伴们。

岁月从指间滑过,我在救助儿童会的陪伴下不断成长。2011年,当我以全疆专业第二名的优异成绩考入新疆艺术学院学习播音专业时,连我自己都不敢想象,那个曾因戴眼镜而自卑的农村小姑娘如今能够考入理想的大学,实现了自己的梦想。在读大学期间,我参加了自治区和学校组织的主持人大赛,获得了优异的成绩。凭借我优秀的组织能力和沟通能力,我在大学担任自律管理委员会组长,工作成绩得到老师和同学们的一致好评。

如今,我即将大学毕业,又以全职志愿者的身份与救助儿童会再续前缘。在“从儿童到公民——生活技能项目”启动到小当家俱乐部(主要培养校外青少年的生活技能和职业技能,通过学习职业技能和创业课程,支持校外青少年的创业梦想)中,我负责协助校外青少年的活动组织和策划,在工作中,越来越多地了解到校外青少年的生活和想法,并尽自己所能和他们一起组织策划各种培训和活动。

生命因为有梦想而美丽更因有奋斗而精彩。父亲曾对我说“每个人都是自己命运的铸造者”,我用自己的亲身经历,证明了我对生活的态度决定了自己的命运。现在,我希望通过自己的力量帮助更多像我一样的青少年,为追逐梦想而奋斗。



## 坚持梦想

### 个人简历

#### 吐尔逊

男，19岁  
居住于乌鲁木齐市天山区赛马场片区管委会

参与救助儿童会项目经历：  
2010年开始参与“创建儿童友好社区项目”以及“从儿童到公民，生活技能项目”。他是乌鲁木齐市赛马场儿童活动中心的骨干以及同伴教育者。  
2013年4月-10月参加职业技能培训。

穿过乌鲁木齐大湾社区一个狭窄的小巷子，七拐八拐后走了约十分钟，就是吐尔逊家了，这一带是外地流动人口聚居地，小胡同里有几个小孩，光着脚，互相追逐嬉戏。

每家每户的门口用几根木棍支起的简易晾衣架上挂着大人的小孩子的衣服，被风吹起，五颜六色的，整个小巷显得有些凌乱。走到一个年久失修的四层小楼边，吐尔逊带我们上楼，狭窄的楼梯堆放着杂物，一层楼住着四户人家。“我家在二楼”吐尔逊走在前面带路，回过头笑着说。所谓的家，就是两个并排的卧室和一个不到10平方米的厨房构成，屋内没有像样的家具，一家四口的所有东西整齐的摆放在一面墙边，用轻纱布盖着。

13年前，吐尔逊随父母从喀什来到乌市，家里的经济收入全靠父亲一人在外做点小生意，妈妈在家照顾三个孩子，吐尔逊的姐姐出嫁之后，他和父母还有一个还在上高中的弟弟就生活在这个不到50平方米的屋子里。屋内墙上挂

着维吾尔族民族乐器热瓦普，薄薄一层灰，像是很久没有动过了，“为我们弹一首热瓦普吧”，我们提议。吐尔逊的父亲憨厚一笑，忙摇头拒绝，“年轻的时候弹，现在太久没弹了，弹得不好”。吐的母亲一边倒茶，一边鼓励：“弹一首吧，也难得有机会坐下来弹了，跟儿子来一曲”。

吐尔逊随父亲，擅长唱歌、舞蹈，现在是MLD组合的队长，在一次青少年发展中心同伴教育活动中，吐尔逊和发展中心的同伴们分享乐队从建立至今的过程，“一开始很难，又要完成学校的作业，又在家里帮父亲干活，还要抽空写歌词，排舞。大冬天，没有场地排舞，我们就去公园空场地上不停地跳，跳着跳着身子就暖了。”吐尔逊沉浸在回忆中，“那些时候，梦想就是我们坚持下去的动力，体验一下为一件事拼全力获得成功的感觉真是太好了”。吐尔逊是在上初二那年，和两个小伙伴组成了MLD组合，时隔三年，他们的组合从三人发展为五人，从纯唱歌发展为边唱边跳，结合了现代舞和民族舞，歌词朗朗上口，节奏轻快，已经在新疆

吐尔逊沉浸在回忆中，“那些时候，梦想就是我们坚持下去的动力，体验一下为一件事拼全力获得成功的感觉真是太好了”。



作为队长，舞台上的他眼神坚定，散发着自信的光芒，作为发展中心的骨干，他能淡定从容的组织同伴进行活动、讲课。这会儿在父亲面前，他低着头羞涩的笑着，不肯唱歌。吐尔逊的爸爸一开始并不支持他唱歌，认为一个大男子汉整天唱歌跳舞不务正业，吐尔逊就去朋友家写歌词，去公园排舞，一直坚持自己的梦想，看到电视上儿子的精彩表演，吐尔逊的爸爸才不再阻止。

电视台的几类综艺节目上表演并获得不错的成绩。

作为队长，舞台上的他眼神坚定，散发着自信的光芒，作为发展中心的骨干，他能淡定从容的组织同伴进行活动、讲课。这会儿在父亲面前，他低着头羞涩的笑着，不肯唱歌。吐尔逊的爸爸一开始并不支持他唱歌，认为一个大男子汉整天唱歌跳舞不务正业，吐尔逊就去朋友家写歌词，去公园排舞，一直坚持自己的梦想，看到电视上儿子的精彩表演，吐尔逊的爸爸才不再阻止。

吐尔逊的妈妈从墙上取下热瓦普递给丈夫，“弹吧，年轻时候会弹，现在肯定忘不了，你弹，儿子唱歌。”吐尔逊的妈妈是青少年发展中心家长委员会的成员，一直以来积极参加发展中心的培训，履行家长委员会的职责，向社区其他家长宣传健康知识、教育理念，自己也受益良多，吐尔逊的弟弟初中毕业之后，是他的妈妈坚持让弟弟继续念高中，“吐尔逊是长子，他不读高中想早点帮父亲分担养家的重担，那就让弟弟继续学习，现在这个社会，一定要有知识。”幸运的是，吐尔逊在初中毕业之后不久，放下在市郊托运部打工的活儿，接受了救助儿童会生活技能项目的职业培训，在埃孜哈尔职业学校进行为期半年的汽修专业的学习。现在，职业学校的学习接近尾声，学校的老师对他理论和实践的学习很满意，吐尔逊说他也替自己高兴，掌握了可以养家糊口的技术，也没有放弃自己的音乐梦想。

在妈妈的鼓励下，爸爸弹起了热瓦普，吐和爸爸合唱了一首《故乡》。故乡，对于这个家庭是如此暖心的词，在他乡的奋斗、打拼和坚持，所有对故乡的怀念，融在父子俩悠扬的歌声里。

## 坚持，才会 做出成绩



“我发现我和成功企业家有一个共同点”，艾孜买提放下手中的筷子说，大家齐刷刷地望着他，“就是我和那个时候没地方睡，睡在馕坑的企业家一样，也睡过馕坑。”说完继续埋头吃饭留下诧异的我们不知他说的是真的还是开玩笑。

这是 2013 年 8 月 24 日，在乌鲁木齐举办的校外青少年职业发展论坛的第三天，有来自伊宁、和田、乌鲁木齐的 40 多名青少年参加，这一天，救助儿童会邀请了成功企业家进行创业经历分享。艾孜买提 19 岁，是新疆伊宁市潘津乡英买里村的校外青少年代表之一，爸爸妈妈在家务农，有一个 12 岁的小妹妹还在上学。艾孜买提初中毕业那年，乡里唯一一所中学撤销了高中部，和很多没钱进城念高中的孩子一样，艾孜买提也选择留在家中，并开始用稚嫩的肩膀替年迈的父亲分担养家糊口的重担。

“在我小时候，妈妈在家里打馕，我就在旁边看着，也喜欢插手帮着和面，那时候我就感觉妈妈烤出来的馕味道和其

### 个人简历

#### 艾孜买提

男，20 岁  
新疆伊宁市潘津乡人

参与救助儿童会项目经历：  
2012 年开始参与“从儿童到公民，生活技能项目”，  
2013 年 4 月 -10 月参加职业技能培训。

他家的不一样，特别好吃。”当问到为什么离开学校选择去饅铺打工时，他转动着眼珠，回忆小时候，言语中透露着小骄傲，“我打饅学的快，味道也好吃，一定是遗传我妈了”。8月底的乌鲁木齐还很凉爽，他穿着简单的短袖T恤，能看到他结实有力的胳膊，由于常年和面，手上有几处长了老茧，棱角分明的阳刚脸上有双会说话的大眼睛。

青少年职业发展论坛第四天，救助儿童会邀请成功企业家与校外青少年分享自己的创业经历，还针对校外青少年提出的具体问题解答，在提问环节，艾孜买提第一个上台把自己的问题小纸条交给心理学老师。他的问题看似很简单，大家也没意识到他对这个问题的探索对他意味着什么，他的问题是为什么很难得到父母的理解和支持。心理学老师告诉他，赢得他人的信任需要一个过程，只有当我们不断地在一些小事上做出成绩，才有可能获得理解和支持。

前不久，救助儿童会生活技能项目针对伊宁校外青少年采取师徒制的培训方案，根据自己的特长和兴趣，将几名校外青少年安排在一家在当地行业中有声望的店面来学习，艾孜买提根据自己的兴趣选择了在伊宁一家餐厅跟着师傅学习烹饪，为期半年。在之后的联系中，他谈起这其中的一些波折，起初他的父母并不同意他来学习烹饪，因为正值农忙时期，艾孜买提去餐厅学习烹饪，意味着家里就少了一个劳动力，少了一份收入来源，艾孜买提向他的父母做工作，希望父母能支持他，“拾棉花是很赚钱，但那属于季节性的收入，我必须掌握一门技术，才能保证我一年四季的收入，你说是不是这个道理？”他在电话里向我陈述他跟父母说过的话，又好像再次向我求证，言辞有些激动。我问他餐厅的活辛苦吗？他轻笑了一声说，苦尽甘来吧，怎么也得坚持，才能做出点成绩啊。后来，他借了一部手机给我发来一张照片，是他在餐厅干活，他正在切菜，脸上挂着自信的笑容。

## Save the Children in China Organizational Introduction (Updated in June 2014)

### Standard English Version

Save the Children is the world's leading independent organization for children, working in 120 countries. We work in accordance with the United Nation's Convention on the Rights of the Child (UNCRC), whose goal is to realize children's rights to survive, develop, be protected and participate.

Save the Children has been working in China since the 1980s. As the largest child-rights focused INGO working in China, we play a crucial role in helping to protect poor and vulnerable children in both rural and urban areas and to offer them a brighter future. Our work covers the fields of health, education, child protection and humanitarian aid. The scope of our operations ranges from directly assisting the most vulnerable communities in partnership with government agencies and civil society, to advising national policy makers.

Save the Children currently runs projects in over 10 provinces in mainland China managed by 100 professional staffs in our program offices in Beijing (head office in China), Shanghai, Sichuan, Tibet, Xinjiang and Yunnan. Our work in China helped nearly 550,000 children and 510,000 adults, with a total expenditure of \$8.7 million US dollars in 2013.



## Editor's Note

### Our vision

Is a world in which every child attains the right to survival, protection, development and participation.

### Our mission

Is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

### Our values

**Accountability** - We take personal responsibility for using our resources efficiently, achieving measurable results and being accountable to supporters, partners and, most of all, children.

**Ambition** - We are demanding of ourselves and our colleagues, set high goals and are committed to improving the quality of everything we do for children.

**Collaboration** - We respect and value each other, thrive on our diversity, and work with partners to leverage our global strength in making a difference for children.

**Creativity** - We are open to new ideas, embrace change and take disciplined risks to develop sustainable solutions for and with children.

**Integrity** - We aspire to live the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children.

This book presents the stories of 13 ordinary children, each of whom lives a simple life. Although these children are neither extraordinary nor famous, they are each unique. They have grown up in different types of environments as well as under varying conditions. They work toward different dreams and aspirations. Together, however, these children represent the hope and potential that thrive within each child. Their stories demonstrate that no matter where a child is from or what they seek to accomplish in life, they can succeed if given the proper care and resources.

The stories relayed in this book often feature activities sponsored by the Save the Children office in Xinjiang. Save the Children first began to develop project activities in Xinjiang in 2003 and has ever since had remarkable success cooperating with various local partners to complete over 20 projects in areas such as children education, children protection and children health. The children beneficiaries of these projects amount to approximately 100,000 children, including migrant children, children in poverty, street children and children affected by HIV/AIDS. The 13 children featured in this book are participants of Save the Children project sites in Yining City, Hotan City and Urumqi. Their experiences in project activities of Save the Children range from training workshops and peer education activities to participation in children's forums. Though different, each of these activities enables them to recognize the importance of giving and receiving respect and of taking responsibility. As a result, these children have attained greater self-confidence and the ability to celebrate their own achievements. Save the Children has provided these children with experiences that have had a lasting impact on their lives—changing both who they are today and who they will become in the future.

The stories of these children are incredibly enlightening. They encourage us, as adults, to consider

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our own treatment to children and our conception of children rights. Reading about the experiences of these children may initiate self-examination, of sorts. We must consider whether or not we treat children as individual rights-bearers. We must evaluate whether or not we educate and discipline children in a healthy and effective manner. In addition, we must think about whether or not we have reached a point at which we are able to truly consider the perspective of the child—if we are ready to take into consideration their viewpoints, concerns and suggestions.

The stories included in this book provide great insight into children's needs. They help the reader to better consider what must be done in order to ensure that children have the best chance at a healthy and fulfilling life. What kind of environment is necessary for healthy children growth and development? What is the role of families, schools and society at large? What is our individual impact on the lives of children? I expect that after reading this book, the reader will have a better foundation upon which they may answer these questions. Raising awareness of children rights and protection within society is crucial to the promotion of healthy children development.

**Zhang Bin**

General Manager

International Save the Children Xinjiang Programme Office

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## My Fate Brought by Happiness

### Personal Resume

#### **Abit, male**

18 years old, Kardon, Yining City, Xinjiang Province Participation experiences in Save the Children project activities:

2009-2010: Served as the chairman of Save the Children Xinjiang Children's Committee

Aug.2010: Participated in Save the Children National Children's Committee Meeting (Kunming, Yunnan Province)

My experience with Save the Children began with a newspaper entitled Happiness. When I was attending Grade One of junior high school, Happiness was circulated among students and groups of them often willingly discussed the topics highlighted in the newspaper. Driven by curiosity, I wanted to find out why everyone was so interested in it. After carefully reading through the newspaper, I finally understood why my peers were so excited about its content. Happiness consisted of articles and fine works of art done by students themselves, which reflected their own views as well as their care for teachers and parents.

As a child who has loved writing articles and drawing pictures ever since I was very young, I felt eager to attempt to contribute to Happiness. I brought several of my articles and fine works of art to "Sweet Home" Children Activity Centre whose address was indicated in the newspaper. Rizwan, an elder girl at the centre, accepted my works and passionately showed me around at the centre. There were children playing chess in the activity room and some younger children reading picture books there as well. But the sentence in large, red characters written on the wall

was the most remarkable and impressive to me. To this day I can still remember the inscription quite vividly. It read, "Everything is for Children". Rizwan then introduced the organisation of Save the Children to me and explained that they established the activity centre for children. In the following days, I witnessed how the work done at Save the Children lived up to the promise inscribed on the wall; they were truly committed to "Everything is for Children". Before I left the centre, Rizwan recorded my contact information and promised to inform me of any future activities to be held at the centre.

A few days later, I visited the centre again to participate in the election of Yining Children's Committee members. There were more than 30 students who came to the centre, each of whom gave self-introductions, impromptu speeches and votes. Finally, seven Children's Committee members were elected. Fortunately, I was one of them. Immediately following the establishment of the Children's Committee, we began to work under the guidance of Save the Children staff. Together, we organised parent-child activities during Mother's Day, Arbor Day and Teacher's Day. As our efforts continued to expand, we found that one centre alone could no longer meet our needs. With the help of Save the Children and the municipal Women's Federation, we were able to open "Snow Lotus" Children Activity Centre in the Taxkuruk Township. To many of us, establishing this new activity centre felt like rebuilding a new family. We had many tasks to finish, including arranging the activity room, conducting publicity for the centre in the surrounding neighbourhoods, deciding on design and planning and implementing activities. Each team member contributed earnestly. Everyone felt accountable for the success of operations at the centre. More and more of my peers began to participate in the training events and activities, and thus came to better understanding of children rights and self-protection. The centre became more and more busy.

**This success is largely due to my involvement at Save the Children. By participating in the activities at the centre, I learnt how to manage my time appropriately and foresight was broadened through communication with peers. My participation has also allowed me to gradually understand myself; I am now able to identify and address my weaknesses in a timely manner.**

**we are so lucky; we sit in spacious classrooms, play with classmates and live with warm and caring families. Why do we still find excuses for not cherishing our time and dedicating ourselves to learning in school?**

During the winter vacation for students in Grade Two of junior high school, the Children's Committee members took a trip to Yili in order to carry out targeted activities of the Children's Committee, aiming to understand the living conditions and issues facing children in Yining. Committee members travelled through nearly all the streets in Yili, collecting comments about issues facing children at our age. We met a large number of peers in many streets. My heart was filled with gratitude, as talking with the children of Yili made me realise how fortunate I was. I learnt that these children enjoyed studying but were unable to attend school due to poverty conditions. Some children, for example, began working as labourers at a very young age and some were street children who had been harmed by domestic violence. Without the information obtained in these surveys, I would have remained a child who was discontent with my life and continued to blame everyone and everything but myself for any minor setbacks. I have since realised that, compared with the children of Yili, we are so lucky; we sit in spacious classrooms, play with classmates and live with warm and caring families. Why do we still find excuses for not cherishing our time and dedicating ourselves to learning in school?

As the senior high school entrance examination approached, my parents objected to my plans to visit the activity centre, worrying that I might divert my time and energy from learning. Once I was admitted to senior high school with remarkable examination result, my parents felt relieved. This success is largely due to my involvement at Save the Children. By participating in the activities at the centre, I learnt how to manage my time appropriately and foresight was broadened through communication with peers. My participation has also allowed me to gradually understand myself; I am now able to identify and address my weaknesses in a timely manner. I found that though I was an introvert, I was not without wisdom.

My capacity to call others to act has been strengthened. Once I achieved greater self-awareness and became more confident and ready to take responsibility, I was elected as the chairman of the Children's Committee.

For three years, I used my scholarship to pay senior high school tuition, in an effort to ease my parent's financial burden. Despite my hard work, my college entrance examination result was five points short and I was unable to attend the university of which I dreamed. But it did not make me lose heart, as I strengthened my resilience through the course of working with Save the Children. I felt fully confident in my future. I recognized that my failure in the college entrance examination was simply an obstacle in life, which could be overcome and turned into an opportunity for bettering myself. After graduating from senior high school, I decisively chose to do business with my father. Having given my ability to communicate and organise, strengthened through training workshops, I quickly became adept at our business operations and became an able assistant to my father as well as another backbone member of my family.

Looking back at the past years, I feel content and appreciative. I give great thanks to Save the Children for strengthening my heart and providing me with opportunities to empower myself throughout the course of my growth. The opportunities provided to me by Save the Children have enabled me to grow quickly and learn to secure my future through my own initiative.

**Having given my ability to communicate and organise, strengthened through training workshops, I quickly became adept at our business operations and became an able assistant to my father as well as another backbone member of my family.**



**“I’m not a bad boy.”**

#### Personal Resume

#### Ike (alias), male

20 years old, Hotan, Xinjiang Province, currently residing in Urumqi with his family. Participation experiences in Save the Children project activities:

2011-2014: Participated in Youth Peer Education, vocational skills training, “Start Your Business” training and other project activities organised by Save the Children in Heijashan, Tianshan District, Urumqi City under the theme of “From Children to Citizens Life Skills Project”

Ike has just turned 20 years old this year and ranks third among his four brothers and sisters. Shortly after Ike's birth, he migrated with his parents to Urumqi. Ike's parents failed to register him and his three siblings for permanent residence in Urumqi. The rapid pace of urban life in Urumqi caused them to be extremely busy, with each parent working hard to earn a living to support the family. As a result, the children's permanent residence was never filed. Without permanent residence, the children had no access to schooling. Upon reaching school-eligible age, Ike was left at home and could only watch his peers attending school without him. When Ike was 12 years old, his permanent residence was finally filed. But he unwillingly went to school under the age that should have graduated from school. So Ike gave up the chance to go to school. Ike said it was the first time that he felt a sense of being marginalised. He did not feel included in his own community. “So,” he accounts, “I have complicated feeling towards this piece of land. I grew up here, but do not belong here.”

When he got a little older, Ike met some “friends” with similar

experiences to his who were also ineligible for school enrolment. These children would “borrow” adult's ID cards and stay at net bars. They often fooled around in the streets until late in the night, with no intent to return home at the end of the day. Some elder boys bullied other children. Ike, who was innocent and daring, joined “fight club” in order to defend his friends and as a result gradually became involved in the bad habit of fighting. His parents, busily occupied in working throughout the day and into the evening, heard about Ike's actions from their neighbours. Though they felt remorseful and angry, they were too busy to do anything to address the situation.

“At that time,” said Ike thoughtfully, “I thought nobody would dare to bully me if I bullied others first.” Ike, who received limited care, did not engage in fights to stir up trouble or to fulfil a desire for physical violence, rather he believed that intimidating others was the only way he could protect himself.

#### The activity centre is my “school”.

Two years ago, the Children Development Centre named “Happy Start” built at the community where Ike lived was open to the public. Besides TV, there were many books as well as sports goods. At first, Ike visited the centre to play balls with his peers. Later, he saw a teacher at the centre giving lectures. As a boy who had never before been permitted to attend class, Ike jumped at the experience to learn. At the centre, he became a student for the first time in his life.

“Teachers here treat me very well,” Ike explains, “We can ask questions freely, without sensing any difference in the treatment between local people and people from other regions. And each training workshop is closely associated with our life. For example, physiological changes experienced during puberty, legal knowledge and children's rights—these are all issues useful in daily life.” Ike indicated that he loved the activity centre and

**Two years ago, the Children Development Centre named “Happy Start” built at the community where Ike lived was open to the public. Besides TV, there were many books as well as sports goods.**

still advised his out-of-school friends to attend class at the centre. Tempted by bad friends, Ike suffered from drug addiction. However, he was unaware of his condition, simply thinking that the drug he was using was a certain type of tobacco. At a training workshop provided at the activity centre on HIV/AIDS prevention, the teacher described the harms of each type of drug. Ike then became aware of the potential serious consequences of drug use.

Determined to end his drug use, Ike voluntarily asked the centre staff to monitor him. The staff was incredibly grateful for this request. It was inspiring to see that a boy who had once been widely considered to be obstinate and unruly had now decided to reform himself thoroughly.

#### **When dream is equipped with wings.**

In April, 2013, Ike's long-awaited opportunity finally arrived. Save the Children helped him, along with several other children in the community, to enrol in vocational school. Without hesitation, Ike chose to learn computer application skills. Since he was illiterate, Ike had to work twice as hard at school to catch up with his classmates. When he was finally able to read books written in his native language, Ike tried to learn Chinese in order to read books in Chinese as well.

"He attended Chinese lessons very attentively and arrived earlier than anybody else did," said Ike's Chinese teacher at vocational school. Out of all of the students attending the vocational school that year, Ike made particularly remarkable progress and became a "model student", inspiring other students. Gradually, Ike gained confidence in himself and aspired to progress further in his studies. Hard work pays off. After successfully graduating from the vocational school, Ike served as an intern in the computer/ IT market for six months, during which he gained favourable recognition and appreciation from his mentor. This internship experience made Ike fully confident in the subsequent "Start Your Business" (SYB) programme for young potential entrepreneurs. In this one-year training programme, young future entrepreneurs are selected and receive training on public benefit activity planning, SYB planning and other SYB training courses such as fund support.

Ike has passed the initial round of screening and is determined to gain support for his SYB project aimed at opening a computer repair shop. "I like the present 'me' better than the past 'me' who idled around and made trouble." Ike says, "I have learnt to differentiate between right and wrong and to get my life together. I have also found the ideal path for my life."

With a dream in his heart, Ike lives a fulfilling life. This once reckless boy has now transformed into an aspiring entrepreneur who is surefooted and accountable.

## Transformation



Panjin Township Central School in Yining offers special courses designed for junior Grade One students. Some of these courses focus on life skills. These specialised courses are designed to be attended one time per week. In these classes, students do not need to use textbooks or give recitations. In addition, there are no assignments. The wide variety of classes offered and the individualised class structure has made this weekly course a student favourite. The specialised life-skills course is of particular meaning for a student by the name of Enwer.

After Enwer entered junior high school, he became a poor student. Instead of listening and being attentive in class, Enwer would play tricks on his classmates. Teachers found that Enwer often failed to submit his homework, broke class rules, and even bullied others. He soon became a troublemaker for all teachers. Shortly after the school term began, Enwer's class attended a life skills course. The first topic of the class was how to make friends. For this lesson, all of the children were asked to sit in a circle. One child held a spool of thread, took one end and rolled the spool towards another child seated in the circle. The children

#### **Personal Resume**

#### **Enwer, male**

15 years old, Grade Two  
Payin Township Central  
School, Yining City,  
Xinjiang Province.

**After class, Reziya met with Enwer and talked with him individually. Reziya learnt that, for various reasons, several of Enwer's best friends did not attend junior high school after graduating from elementary school.**

then exchanged stories and continued to pass the thread, sending it across the circle, passing it from hand to hand. The children laughed as they shared stories with each other. After the last child had shared their story, the children found that the spool of thread had formed a spider web. The teacher asked several children to let go of the thread in their hands and the web immediately collapsed. The teacher asked children to summarise this activity in their own words and they then had energetic discussions. Enwer's words drew the attention of the Reziya, the teacher. He said, "I never thought I would have so many friends in my new class". After class, Reziya met with Enwer and talked with him individually. Reziya learnt that, for various reasons, several of Enwer's best friends did not attend junior high school after graduating from elementary school. Enwer did not make new friends in school and thus had to play with his old best friends after school. They usually stayed at Internet bars until very late and as a result, Enwer had no time to do homework and was unable to concentrate during class. Enwer learnt bad habits from his "ruffian pals;" he often called himself "boss" and bullied other children at school.

Reziya was a main teacher in the school-based life skills course and participated in several training sessions on school-based curricula organised by Save the Children. "When Anne Sophie, the foreign expert, offered a life skills course here, I thought these experts came to China to help the children, and we, too, had no excuse for abandoning any child." said Reziya, a teacher with over two decades of teaching experience. Reziya thought it was necessary to make a home visit to Enwer. Upon visiting his home, Reziya found that Enwer was living with his grandmother who was over sixty. His father worked as a school gatekeeper in another school due to a mild physical disability and his mother died when he was very young. His grandmother told Reziya that elder children in the village often bullied Enwer

and that he struggled because he had no mother but a disabled father. Reziya, having discovered the root of Enwer's rebellious tendencies, then understood that Enwer liked to play with his out-of-school friends because they did not laugh at him.

After returning to school, Reziya designed a special topic for the next life skills session. When Enwer was not in the classroom, Reziya shared what she had learnt during the home visit with other children of the class and solicited their opinions on how to help Enwer. One child recommended that the class repeat the game with the spool of thread, proposing that when each child gets the thread, they share one positive quality they notice in Enwer. This recommendation was easily accepted by Reziya and other children.

On the next day when the life skills session came, the classmates remained quiet about their knowledge of the day's activity. Only Enwer was surprised when they began to play the same game as before. Enwer began with the spool and first rolled it towards a girl. The girl told classmates that Enwer once helped her to carry the bucket and she said Enwer was very kind. The girl then rolled the spool back to Enwer. Enwer, unaware of what was happening, then rolled the spool to a boy. The boy told classmates that Enwer won honour for the class in sports events and he said the class needed Enwer. One by one, each of the classmates spoke of Enwer's positive traits. Finally, moved by his classmates' kind words, Enwer could not help but burst into tears. Reziya hugged Enwer and told him that he was a good boy and that all of his classmates liked him and were his friends.

Thanks to the unexpected generosity and encouragement received from his classmates and teachers, Enwer changed a great deal. Their caring actions helped to make Enwer feel more accepted and included in his community. "The life skills course enables students to learn things far beyond books, and that is very important for their future life." said Reziya.

**Thanks to the unexpected generosity and encouragement received from his classmates and teachers, Enwer changed a great deal.**



## The Gift of Growth

### Personal Resume

#### Madina, female

18 years old, a native of Kardon, Yining, Xinjiang Province

Participation experiences in Save the Children project activities: September 2008: Participated in the Mekong Subregion Youth Forum sponsored by Save the Children (Thailand) March 2009: Participated in the International Youth Forum sponsored by Save the Children (London, UK) 2006-2009: A member of Children's Committee of Save the Children Xinjiang Programme (Urumqi, Xinjiang)

When I was in the fifth grade of elementary school, I visited "Sweet Home" Children Activity Centre in Yining for the first time. It was one day in Feb. 2007 when the centre organised a contest based on the information related to HIV/AIDS. When I attended the centre on the day of the contest, I saw that there were many books at the centre and a variety of children drawings posted on the wall, as well as many toys displayed neatly throughout the room. "Who set up this centre?" I wondered, "What can children do here?" "Are all children welcome?" I had many questions about the centre. Intrigued, I visited the centre again hoping to learn more. The elder sister here was receptive to my questions and she was very willing to show me around at the centre and introduced me to several children who were already involved. I eventually found myself going to visit the centre every weekend, drawn by its opening and welcoming nature. Visitors to this centre included children with disabilities and children from poor families, but nobody looked down upon them. We often played games together and sit together to receive trainings. All children were very happy at the

centre.

One day, the elder sister of the centre announced that out of the entire group of youth participants, 35 would be selected for building the Children's Committee. The selection process was very interesting. Children could nominate themselves and then everyone voted to elect the 35 committee members. As a child, I enjoyed being involved for the first time. After the nomination and selection process, I was excited to learn that I had been elected to be a member of the Children's Committee. One task of the committee was to collect and bring to light concerns of the children, serving as their voice in the community at large. This was a big task and soon the members of the Children's Committee became very busy.

During the winter of that year, whirling snow transformed Yining into a magnificent world. Snow accumulated heavily on the trees, causing them to bend under the weight. The sun shined upon the snow and the snowflakes sparkled. Members of the Children's Committee were divided into small groups to distribute our newspaper, Happiness, and to collect information. Happiness consisted of our own articles and drawings and expressed the voices and concerns of children. One of our trips made us particularly sad. Upon visiting a small house found on a deep lane in Yining, we found one grandmother and two children around our age, one 12-year old girl and her 7-year old brother. When we attempted to give them a copy of Happiness, the elder sister reached out her hand but then quickly retracted. She then told us that she was illiterate. After their parents died, the two children began living with their grandmother who was ill and unable to pay for their schooling.

After returning to the centre, we contacted with Save the Children and relayed the situation of these two children. We were soon informed that, thanks to the efforts of Save the Children and the local education bureau, the two children were

**After participating in several training sessions organised by the centre, I gradually improved my ability to lead others. Fond of communication and skilled at organising peers, I found I could easily rally people together to implement certain activities.**

able to enrol at an elementary school and began enjoying living subsidies.

This served as a concrete example of the value of our work and of our ability to make a real difference. From that moment, I have resolved to dedicate my life to being a person who is always helpful to others. In reality, however, I have found that it is not so easy to become such a person. I realised I first needed to equip myself with adequate information in order to be able to pass my knowledge on to other people. After participating in several training sessions organised by the centre, I gradually improved my ability to lead others. Fond of communication and skilled at organising peers, I found I could easily rally people together to implement certain activities. After participating in a significant number of activities, I found that my skills were significantly improved. In addition, I had more courage and greater confidence. I was fortunate enough to have the opportunity to take a plane for the first time in my life, travelling to other cities both within China and abroad. I cherished all of these experiences and I was always happy to share what I have learnt with other children at the centre.

My most fruitful experience came from my participation in the 2009 “Youth Forum on Prevention of Trafficking” in Thailand, where I learnt the art of pantomime to express emotions through body language. During this process, I made many new friends who taught me a great deal and with whom I established profound and lasting friendship. I returned to China after having studied pantomime for over 20 days, where I guided my peers’ practice of pantomime during extracurricular class periods. I hoped to use the art of pantomime to spread knowledge about HIV/AIDS prevention and direct attention to the important issue of protecting children from abuse. I taught my peers how to express themselves by using body language and hand gestures, without the use vocal narrative or props. We then performed pantomime in rural areas, squares and communities. Many people came to watch our performances with interest and gave warm applause at their conclusion. This was the best reward for those of us who had worked so hard in rehearsal. Up until 2013, as long as my school had no classes, I would work at “Sweet Home” Children Activity Centre, providing training to newcomers and engaging in group activities with them. This year, I am in Grade Three of senior high school and will be participating in the college entrance examination process. I am now confident in my life. Throughout the seven years that I have participated in activities held by Save the Children, I have learnt how to deal with challenges and how to increase my self-confidence. I now believe I will have a brighter future.

## The Power of Dreams



Throughout our lifetime, we may face certain opportunities or unexpected situations that influence the way we think and even change our lives. Positive things can enable us to increase our courage and become more aware of both ourselves and the world around us.

2003 was my first year in Urumqi Number 14 High School. One day, school teacher announced that two students would be selected from each class to participate in a training workshop to be held on the weekend. All of students kept silent, as no one wanted to give up their weekend to participate in a school activity. But finally, our class teacher had to select two students. I was one of these two and thus felt upset for not being able to enjoy the coming weekend.

On Saturday morning, I came to the classroom with tired and great reluctance. I was expecting to face two boring days, but was surprised to find

### Personal Resume

#### Mehsutun' female

26 years old, a native of Urumqi city, Xinjiang Province Participation experiences in Save the Children project activities:

2002-2004: Served as a peer educator for “Youth HIV/AIDS Prevention Project”, taking lead in HIV/AIDS training and participating in the development of peer education brochures and in the production of publicity films in HIV/ AIDS response. After the conclusion of the project, she continued to actively participate in a variety of HIV/AIDS IEC activities within and outside the school. In 2006, she was chosen as a national “Ambassador for AIDS Prevention Publicity” and visited Beijing to accept the award.

2007 - to Date: Served as a volunteer for Save the Children, participating in training and IEC activities on HIV/AIDS prevention, basic children health and nutrition in Urumqi, Yining and Hotan.

**After a great deal of hard work and cooperation, we were succeeded in producing a peer education manual that was over 20 pages in length. This completion of this manual gave me my first sense of real achievement.**

that I had a wonderful time. Two trainers from Save the Children provided interesting and engaging training. It was so enjoyable that at the conclusion of the training, we wished it could have been extended. We were therefore very excited when our school, Urumqi Number14 High School, was chosen as a project school. I later learnt that five high schools in Urumqi were chosen to implement a peer education project for HIV/AIDS prevention. The goal of the project was to disseminate correct information about HIV/AIDS response to young people by utilising the easy communicated had among peers. My enthusiasm for training courses was noticed by our teacher, who recommended I participate in the training of peer educators. It is through this training that I would become a trainer myself. Trainers from Save the Children guided us as we learnt various methods and techniques for peer education. The training increased my understanding of peer education and I came to understand that such a form of information- sharing could be more easily accepted by people around my age. As peer educators, we faced major challenges in terms of organisation and presentation abilities. Fortunately, my abilities were significantly improved through training courses. At the very beginning, I worried about being mocked by my peers and by older children. However, trainers from Save the Children continued to encourage and support us, providing us with effective tools. After several training courses, I grew more confident and eventually became an excellent peer educator.

In order to benefit a greater number of people, my fellow peer educators and I decided to publish a peer education manual, which we wrote and edited over the course of our winter vacation period. The manual included information about basic health and HIV/AIDS prevention. Although our training courses had provided us with an adequate understanding of relevant information, we still found it difficult to put together

a manual for practical use. One way we rallied motivation was by considering the impact of such a manual. After a great deal of hard work and cooperation, we were succeeded in producing a peer education manual that was over 20 pages in length. This completion of this manual gave me my first sense of real achievement.

We soon visited Shanshan, Hotan and Akesu to train other peer educators. We were all very happy with the effectiveness of peer education. Later, we began to increase our scope of training, eventually presenting information to parents and local community children.

My experiences gained by participating in Save the Children project activities have helped me to learn that life offers many possibilities and that we have the ability to choose to live a more meaningful life. As it came time for me to apply for college, I was determined to select an area of study that would allow me to maximise my experiences and have the most positive impact. Without hesitation, I selected a medical university with a major in preventive medicine. I want to thank Save the Children for guiding me on the right path for my future career and for empowering me to pursue my dreams and continuing trying, despite any obstacles I may have stumbled upon along the way. Looking back at the previous experiences, I want to express my thanks to Save the Children. As by the countless various kinds of experience brought by Save the Children, I have found my way which I really want to choose and gained the power to insist on my dreams.





## Teacher Qamila and her student, Madina

### Personal Resume

#### Madina, female

16 years old, Panjin Township Central School, Yining City, Xinjiang Province

Renowned contemporary author Wang Meng once lived in Yili for as long as eight years during the 1960s. He later recalled that the casual and humorous personalities of the Yili people had a significant impact on his literature. Yili has since served as a great source of inspiration for many poets and drama writers, adepting at composing humorous and relaxing dramas that feature lessons on how one should live their life. Therefore, when one watches the play entitled “Stop Bullying” performed by students during the Life Skills courses in Panjin Township Central School, it is not hard to believe that one cannot help but admire the students’ natural talent. Moreover, all audience members are bound to contemplate the life lessons presented during the play— that is after their inevitable belly laughs have subsided. Madina is a student in Grade Three at Panjin Township Central School in Yining. In the drama, she plays the role of a sister who is bullied and later bravely fights. Her exaggerated performance makes the students laugh wildly. Following the drama, however, Madina describes seriously the types and harms of bullying to the students.

If you were to meet Madina two years ago when she had just entered junior high school, you would have known her as a shy girl, reluctantly to talk and always quietly taking notes in the corner of the classroom. It is hard to believe that this quiet girl would undergo such a remarkable transformation to become the enthusiastic performing before us today.

When Madina was in Grade One of junior high school, her teacher Qamila found that Madina always seemed reserved and worried, despite her good academic performance. Qamila also observed that Madina never spoke with her classmates. “I saw that she would not like to answer questions during class, although she knew the answer. She would extend her hand cautiously but then withdraw it quickly, as if she was concerned about something.” Qamila worried about Madina. Then, Save the Children came to school and made a timely introduction of a school-based Life Skills curriculum. Qamila took a lot of notes during the training courses for teachers, which focused on teaching school-based Life Skills curriculum based on the theme of psychosocial health.

The Life Skills curriculum is specially designed for the child by Save the Children, aiming to make every child gain kinds of life skills for meeting the challenges in their future. Since Nov. 2011, Save the Children has carried out many Life Skills curriculum and cooperated with education bureaus of Urumchi, Yining and Hotan to write life skills course, respectively focused on Social Psychological Health, Social Gender and Physical Health and Social Employment Preparation. Consisting of the topics of children rights, friends and friendship, bullying and bullying prevention, human communication, etc. nearly all the problems in which children will meet in the growth process, the first book, entitled “Social Psychological Health”, has been published in Oct. 2013 and used at eight local junior and elementary schools. By the teaching methods of making children themselves participate in the courses, the book is warmly welcomed by the child. Qamila was very appreciative of the training. “The content of school-based curriculum is suitable for students’ lives. The teacher training enables teachers to understand not only how to teach the course effectively, but also how to observe, facilitate and respect the students and help the students to express their views.” said Qamila, excited for the introduction of the innovative curriculum into the school. Following the completion of the training, Qamila decided to utilise what she had learnt and thus made a home visit to Madina’s family. By speaking with Madina’s mother, Qamila learnt that Madina’s withdrawn personality was the result of the pressure she felt from her parents. Madina had the highest academic performance out of all the children in her family and as a result, her parents had high expectations for her and hoped that she would one day enrol in a university. They often asked her about the progress of her schoolwork and spoke of little else. Qamila



**“The content of school-based curriculum is suitable for students’ lives. The teacher training enables teachers to understand not only how to teach the course effectively, but also how to observe, facilitate and respect the students and help the students to express their views.”**

recommended Madina’s mother to participate in the Life Skills training courses designed for parents, so that she may learn different approaches to children education. Meanwhile, Qamila asked other teachers to encourage Madina to participate more in class.

Gradually, Madina was happy to notice changes around her. “My mother became a member of the parents’ committee, and often learnt there.” she said, “When she got back, she would share her experiences with my father. Previously, she always urged me to study. Now she has changed. I tell her about what happened at school and she listens to me patiently with a smile.” Madina’s smile may be seen more often as well, because not only has her mother’s behaviour changed, but also because her teachers have begun to encourage her participations in class. Gradually, she has become more and more courageous. Madina recalls a moment that served as a turning point in her development, “After my grandfather, who loved me very much, died of a cataract,

I wrote an essay about how I missed him. After writing the essay, my teacher asked me to read it aloud to the whole class. Though I did not want to do this, I recognised that it was an assignment from my teacher and therefore had to be done. So, I summoned up my courage and stepped onto the platform. After I finished the reading, all of my classmates applauded and I realised the considerate efforts put forth by my teachers. Without their help, I may never have believed I could have succeeded.”

During the weekends, Madina visited “Happy Beginning” Children’s Development Centre in the township of Panjin. In 2012, Save the Children established this centre for all children, including those that were both in and out of school. Madina’s mother proactively supported her to visit the centre. “Each time she visits the development centre, she makes new friends with whom she may discuss literature that she loves. And these relationships have made her much more open.” said Madina’s mother. Madina received training on children rights and protection at the centre, where she eventually became a peer educator. She not only gave lectures to children visiting the development centre, but also shared what she has learnt through training with her parents and 11-year-old brother. “Some of the information, not covered in textbooks, is important for my younger brother, too. So I share my knowledge with him, and in turn he is able to share what he learns with his peers,” said Madina.

With the help of her parents and teachers, Madina has learnt how to ease the pressures she felt when communicating with others. By studying and living in a relaxing, happy environment, she has become a girl with the vigour and vitality typical of others her age.

Qamila has gained a lot from Life Skills curriculum since participated in it two years ago. “I have taken part in many research seminars and teacher trainings in the past two year, and besides the teachers of Yining, I also met teaching researchers and main teachers of Urumchi as well as of Hotan. It is Save the Children who offers the platform where teachers from different areas can exchange experience with each other.” Qamila accounted, “More importantly, Save the Children invites foreign experts to give lessons for us, such as, once Ann Sophie, the consultant of Save the Children Denmark, explained the content of school-based course and initiated her teaching methods to us, which makes other teachers realise that the teaching duty is not to pass the knowledge on to students, but to make them gain the true study pleasure and never give up anyone.”



## Achieve Ourselves

### Personal Resume

#### Nijad, male

25 years old, currently serves as a Uighur language radio host of China National Radio and as a special guest host of Xinjiang TV Participation experiences in Save the Children project activities: 2002-2005: Served as a peer educator for "Youth HIV/AIDS Prevention Project", which involved five high schools in Urumqi; participated in large-scale HIV/AIDS IEC campaigns in Dabazha of Urumqi and visited Akesu and other areas for the organisation of HIV/AIDS IEC activities

### Q: How do you know Save the Children?

A: During my third year in junior high school, Save the Children organised a training session on HIV/AIDS prevention at our school. There were 2-3 participants from each class of both the junior and senior sections. I was one of the participants involved in this training. The training was significantly different from previous training workshops I had taken part in. In this particular training session, several participants sat in a circle. Although they did not know each other, the icebreaker activity required them to introduce themselves and get familiar with other participants. The scope of the training covered HIV/AIDS basics, as well as information about HIV/AIDS prevention. I found the training methods quite interesting. The last game, entitled "Who is the AIDS patient?" encouraged enthusiasm from all participants. The game resulted in an intense atmosphere, with participants exhibiting feelings of fear, wrongfulness and defence. This simple game highlighted an essential change that must be made to improve the world we live in: That misunderstanding and discrimination against people living with HIV/AIDS (PLWHA)

must be eliminated! That they were also victims! Eventually, all participants realised that people with HIV/AIDS were not to be feared and that PLWHA must be respected and cared for. Without such training, my classmates and I may still have held many misconceptions about HIV/AIDS.

After the training, I told myself that such meaningful lessons should be shared with more people. To act on this, I continued participating in Save the Children project activities. In addition, I received training from Save the Children, which I then passed along to others both as a trainer and as a peer educator, by writing brochures and planning activities of my own. I have now been participating in Save the Children project activities for over ten years.

### Q: Has your previous experience participating in Save the Children project activities had an impact on your current work and life?

A: My participation in Save the Children project activities is a valuable part of my life and has had many implications on my current work and even future life. During the implementation of peer education activities, I provided the training for people in various areas of Xinjiang and also enriched my own knowledge of communication and information-sharing. In regards to my own training, I not only received training on HIV/AIDS prevention, but also on epidemic prevention, basic health and prevention of domestic violence. When I first began working as a peer educator, I was only able to share information to 40-50 people at one time. Now, however, after having more than ten years of experience participating in project activities, I am able to recall information quickly and can pass it on to others at any time. For example, during all get-togethers I attended in college, I always discussed children protection, the prevention of children trafficking and my knowledge of HIV/AIDS prevention. After

Since I was young, I had always wished to be a host. The opportunities provided to me by Save the Children enabled me to develop the skills to speak in public with confidence.

graduation, I became a radio programme host. This has given me a larger space within which I may share my information. Xinjiang is a region that has a population dominated by farmers and herdsmen. Residents have limited access to information about HIV/AIDS and other basic health issues. By sharing my knowledge on the radio, I help to disseminate my knowledge to several millions of listeners through the radio. This is a far-reaching impact of my involvement in Save the Children project activities and serves as a more extensive form of peer education.

In addition, my experience with Save the Children enabled me to overcome personal development challenges that were preventing me from realising my dreams. The leadership positions offered by Save the Children were incredibly valuable to me. Save the Children staff often acted as “directors” or “supporting actors”, working to guide and support us. Save the Children provided a stage upon which I could present myself. Since I was young, I had always wished to be a host. The opportunities provided to me by Save the Children enabled me to develop the skills to speak in public with confidence.

**Q: What challenges or frustrations have you encountered during your participation in project activities?**

A: One big challenge for me was the time management. As a student, I had to carefully arrange my schedule in order to participate in Save the Children project activities without interrupting my studies. I could not afford to delay my studies as a result of participation in project activities, but I was also not willing to give up my involvement with Save the Children. I was therefore forced to learn how to manage my time more effectively.

Another big challenge I faced during my participation in Save the Children project activities was dealing with resistance and misunderstandings of many people who attended our training sessions. For example, some people left the training site when the training was not over, and others even refused to cooperate with the training and made trouble. Dealing with these problems required good communication and coordination skills. At the very beginning, we did not know how to address such situations. However, after working with Save the Children staff to analyse the existing problems and identify their source, we were able to present information more effectively. By giving careful explanations and actively communicating with trainees, we earned the support of more people and even won the trust of out-of-school youths who came to participate in our training sessions. Over the course of subsequent activities, I thought a lot about how to coordinate, communicate and cooperate with others most effectively as an organiser and as a participant. I realised I could gain a lot from a single training session on children protection. I learnt what kind

of person I was and how to trust others. Overall, the training sessions had far-reaching implications for my working skills and personal development.

**Q: How is Save the Children like in your eyes?**

A: I can give a simple example. One day, several peer educators, including myself, were invited to the office. We were informed that a newcomer would be joining Save the Children, and the office staff solicited our opinions. This practice impressed me deeply. Save the Children advocates the protection of children’s rights and makes great efforts to do so. All activities involving the appointment of people to certain positions are based on impartial evaluation and elections; it is a democratic process by which children may vote for themselves. Save the Children staff often encourages us to express ourselves and they respect our opinions and ideas. My experience working in an open and free environment has enabled me to become a leader, unafraid of voicing my opinions. It has also enabled me to improve my own skills and working capacity, which has contributed greatly to my current achievements.



## From a Little Journalist to a Good Mother

### Personal Resume

#### Rizwangül, female

26 years, a native of Kardon, Yining, Xinjiang Province

Participation experiences in Save the Children project activities: 2005: Participated in a child-led survey organised jointly by Save the Children and Yining Women's Federation (Yining, Xinjiang) 2006 - to Date: Serves as a staff member at Yining "Sweet Home" Children Activity Centre

In 2005, I was a 17-year-old student in Grade Two of senior high school. At that time, Save the Children and Yining Women's Federation together organised a child-led survey in Yining. The survey was aimed at identifying problems and challenges facing children, as collected from the perspective of the children themselves. A total of 30 children journalists were selected and trained for this survey project. I was fortunate enough to be selected as one of them. Carrying bags and cameras, the other children journalists and I began to work.

During the interview process, we identified many problems facing the children who around us. Some children, for example, lacked care due to their parents divorced; some lacked access to education due to poverty conditions; even many were completely uniformed about HIV/AIDS and the harms of illegal drug use. Had this survey project not been conducted, the severity of challenges facing children in Yining would have remained unknown. The children journalists summarised relevant problems and submitted them to project staff who then published a report based on our results. In addition to its joint-

efforts with the Yining Women's Federation on the child-survey project, Save the Children also cooperated with the local government to implement many other project activities. One project was the establishment of the first Children Activity Centre in rural areas of Yining. Since what I have done benefited those children in my age, I felt on the top of my world.

I spent the whole winter vacation with other children journalists. We got to well know each other and closely worked together. After returning to school, however, I learnt of a serious misfortune facing my family. My parents informed me that, due to financial limitations, they could not afford to send both my elder sister and I to college. This was because the economic resources of my elderly parents had been drained by the cost of supporting and educating their seven children. To relieve the burden on my parents, I decided to be proactive and drop out of school— sacrificing my dream of going to college. Feeling disillusioned and lost, I was not sure what my future held for me. Fortunately, however, Save the Children soon opened "Sweet Home" Children Activity Centre in Kardon and I was luckily enough to be recruited as a staff member to assist in the management and organisation of the centre. By working with the children there, I no longer felt disheartened about my inability to attend college.

At "Sweet Home" Children Activity Centre, we attracted those children who had been met by the children journalists before and were in need of support. For the children who lacked parental care or suffered domestic violence, the centre provided many new engaging games such as Chinese Chequers and Chinese Chess. I taught them to play Chinese Chequers and organised contests to increase their interest. This proved successfully, as more and more children began to visit the centre. We planned to provide training for children and soon began to train them on HIV/AIDS prevention. This was important because Yining is heavily affected by HIV/AIDS and many people became infected with HIV as a result of being lack of knowledge about HIV/AIDS prevention. Unfortunately, our enthusiasm to organise training sessions focusing on HIV/AIDS resulted in a misunderstanding on behalf of the parents, many of whom mistakenly believed that the centre was specifically designed to provide services for AIDS patients and thus did not permit their children to visit.

This was the first big challenge I had been confronted with since joined the centre. I immediately called Save the Children staff and was encouraged to communicate with parents directly. I then calmed down and visited those children's families to communicate with their parents and eliminate their prejudice. Although some parents could not be persuaded, an increasing number of children began to visit the centre after their parent learnt the true nature of HIV/AIDS training at the centre. To ensure more effective management, I created contact records and called all children when new

activities and training sessions were made. Gradually, children liked to play at the centre. Even though I did not actively recruit outside help, several children often came to the centre to help me organise books, toys, and collected other children to play games, which made me realise that I was not working alone but the centre was jointly managed by both other children and I.

My working style was largely impacted by those staffs in Save the Children. In organising activities at the centre, I learnt to fully respect children's opinions and listen carefully to them. Before them, I didn't act myself as their manager but their close friend. At the end of a training session about children abuse I conducted, a girl came to the office and quietly confided to me that she faced sexual abuse at home. I knew that we already had a trusting relationship between us and I was determined to help her. Officials from the local Women's Federation were contacted by staffs of Save the Children and they were able to help the girl avoid further abuse. Such events took place frequently. As I gained more and more knowledge from training provided by Save the Children, I became increasingly capable of helping children to address their problems.

Looking back at my years at the centre, I realise that my experience managing the centre for eight years has attributed greatly to my personal development. At the centre, I grew from a children journalist to a staff member, from a trainee to a trainer, and from a child with no problem-solving skills to an accountable and capable managing staff member.

Now I have become a young mother and I am confident that I will be successful and provide a healthy living environment for my child, thanks to my years of experience working with children through the Save the Children organisation.

**Now I have become a young mother and I am confident that I will be successful and provide a healthy living environment for my child, thanks to my years of experience working with children through the Save the Children organisation.**

**“I find my confidence.”**



Several days ago, I met a young man who was a fellow classmate of mine at junior high school. We had not seen each other for six or seven years, since we had parted after he was transferred to another different school. We talked about our lives. When he heard that I was currently operating a website and preparing to study abroad, he could hardly believe it.

He had a reason to doubt what I said because my academic performance at high school was only average and I was a quiet introvert with no self-confidence; I was always incredibly nervous even when I was just reading text in front of other students. My old classmate could not understand how I became “confident” and “successful” over the next few years.

When I was a student I could not help but distress over my inability to speak calmly in front of others, as I admired those of my classmates who spoke calmly and confidently on the platform. Although all of our teachers worked to include everyone in class discussions and activities, I never dared to speak up.

One day, our teacher asked all of the students to attend a peer

#### **Personal Resume**

##### **Tayir, male**

20 years old, a native of Yining, Xinjiang Province

Participation experiences in Save the Children project activities: 2009-2012: Participated in the “For Every Child - Child Friendly Community Project”; actively participated in various activities organised by the Children Activity Centre, serving as a key member

2012 - to Date: Participated in the activities organised by “Empowered Child Club” as part of the “From Children to Citizen - Life Skills Project”; participated in “Start Your Business” training and supported activities for out-of-school youths

education training session about HIV/AIDS prevention. The training session was led by one of our classmates. Several elder girls who I had never met before also attended the training session. Our teacher told us that they were youth staff from the organisation Save the Children and that our fellow classmate had been trained by them and would now be providing training to us. The training was held in the form of group discussion. This method was innovative, but I did not like it because it required all group members to speak. “I am sure to make a fool of myself if I speak in front of the group. I do not want to participate in this training.” I thought. Given my reservations, I simply observed others’ discussion and did not contribute myself. Just as I was getting excited for the conclusion of the session, an elder girl approached me and kindly asked, “Could you please give me a concluding remark on behalf of your group?” I stood up cautiously and nervously relayed the results of our discussion in a quiet and low voice. I fully expected myself to fail and be laughed at by my peers. But I was surprised to find that once I finished, the girl called upon the large group of students to applaud, saying “Although his voice was low, we should applaud him for his courage. Perhaps he will do even better next time!” I was moved very much, as this was the first time the whole class clapped for me and recognized my contributions.

Following the training workshop, I felt more confident in myself and I was determined to continue to support this confidence. It occurred to me that I may have to make a special effort to assert myself, otherwise I would forever be known as the guy who only ever watched silently and thus failed to achieve his own successes. My classmate soon took me to visit “Sweet Home” Children Activity Centre established by Save the Children in Yining. The centre became the starting point of my new life. I discovered that children visiting the centre came from different schools in various areas. The Save the Children staff and elder girls at the centre presented information about the prevention of children trafficking, children rights and HIV/AIDS prevention during weekends and throughout winter vacations.

Gradually, after acquiring necessary knowledge of these issues from the training at the centre, I approached Zur, a female staff of Save the Children, and told her that I wanted to lead a training session on children protection to newcomers. Zur cheerfully agreed. I spent one week on preparing for this training session. Since the training session was participatory, I needed to consider the design of warm-up activities. I designed training materials, cards and discussion topics by utilising what I had learnt at the centre. Although everything had been prepared, I felt nervous as I saw over 30 children sitting in front of me. I worried about having poor performance and felt that I should not dare to give my lecture. Zur encouraged me and promised, “Just speak up. Do not worry if you cannot continue, I can continue the session on your behalf.” I then relaxed and went through

my training agenda. Once I got started, I did not notice the passing of time. After the end of the training session, Zur gave me high praise and told me not to look down upon myself.

This success enabled me to have very happy experiences in the future. In the past, I was too afraid to take the first step necessary to pursue my interests. I always told myself that there would be more opportunities I could act on in the future. I tended to shy away from the difficulties that I faced, but I learned that ignoring one’s weaknesses does not absolve them of their problems. I worked to overcome my difficulties by participating in a variety of activities at the centre. I chose to face my weaknesses through participation in the activities of children journalists, the activities of the children’s committee and the child-led training sessions. At school, I actively communicated with teachers and classmates, often raising my hand to answer questions during class. Although my nervousness caused me to make some mistakes, others did not laugh at me but instead applauded to encourage me. At the centre, I organised other children to plan activities and invited adults from different villages and townships to participate by learning and playing games with us. During the large-scale events held on Children’s Day (June 1), I presided over the activities calmly in the face of several hundreds of people. After I received a lot of applause for my courage and effort, I became aware that I could be more successful in many things after overcoming my personal weaknesses.

I gradually became more and more confident. In both my studies and my daily life, I began to push my own limits. People’s failures are not generally caused by true inability, but rather by self-doubt. My junior high school classmates were not aware that I shared their doubt of my abilities. Neither they nor myself expected me to graduate with remarkable academic performance, learn web page design, or dedicate myself to studying English every day. I kept telling myself that I could overcome my difficulties and now I believe that I have. I am currently participating in the “Start Your Business” youth training sessions organised by Save the Children for out-of-school youths in Yining. Thanks to the professional training and support from this program, my life is again filled with much hope. I believe I can create an even brighter future through my efforts.



#### Personal Resume

#### Imingjiang, male

23 years old, a native of Yining, Xinjiang Province

Participation experiences in Save the Children project activities:

February 2007: Participated in peer education activities for HIV/AIDS

prevention in "Sweet Home" Children Activity Centre (Yining, Xinjiang)

April 2007: A member of the Children's Committee of Save the Children Xinjiang Programme (Yining, Xinjiang)

May 2007: Participated in the first meeting of the Children's Committee of Save the Children Xinjiang Programme (Urumqi, Xinjiang)

July 2007: Participated in the "China National Forum on Prevention of Child Trafficking" jointly organised by All-China Women's Federation, Save the Children and UNICEF (Beijing, China)

September 2007: Participated in the "Mekong Subregion Youth Forum on Anti-Trafficking" organised by Save the Children (Bangkok, Thailand)

February 2008: Participated in the meeting of the National Children's Committee (Beijing, China)

July 2010: Presided over the second meeting of the Children's Committee of Save the Children Xinjiang Programme (Urumqi, Xinjiang)

2011 - to Date: Acts as a volunteer to participate in various activities of the Children's Committee of Save the Children Xinjiang Programme and assists with the organisation of large-scale activities of the "From Children to Citizen - Life Skills Project" and various activities of the youth development centre.

## “Reborn”

In 2007, I was a junior Grade Three student in Yining Number 15 High School. Looking back at that time, I have realised that it was then that my destiny approached me and that the course of my life changed.

One day, our class teacher asked another student and me to participate in a peer education activity organised by Save the Children during class break time. The terms "Save the Children" and "peer education activity" were new to both of us. We wondered what was a peer education activity like? My classmate

and I entered the activity room and proceeded to participate in our first Save the Children event. After the conclusion of the activity, an information session on HIV/AIDS prevention, my classmate and I smiled at each other. This was an innovative activity and we were interested in both its content and methodology. Although this was only the first time we had learnt about HIV/AIDS prevention, we were able to remember all of the key facts thanks to reiteration through several interesting games and group discussions. After returning to our class, we enjoyed sharing our new knowledge with fellow classmates. It was a different kind of experience.

I was impressed with "Save the Children" organisation. I looked forward to future opportunities to participate in its other activities. In April, 2007, Save the Children organised a training session on "protection of children's rights" in Yining "Sweet Home" Children Activity Centre. During that time, I came to learn that children had respective rights. I was very excited after attaining more knowledge and planned to do my best to help others and those such as the staff of Save the Children.

Finally, the moment came. I was selected as a member of the Children's Committee in Yining. The Children's Committee planned to look at existing difficulties facing children in Yining by conducting a questionnaire survey and interview. During the implementation of peer education activities at school, we shared knowledge about HIV/AIDS prevention to more children and helped others to address their problems. During this period, the meeting of the Children's Committee of Save the Children Xinjiang Programme was held in Urumqi and included the participation of children representatives from Yining, Hotan and Urumqi. Children representatives reported specific difficulties facing local children and participants brainstormed ideas and solutions that could be initiated in response.

I was also selected to participate in the China National Forum on Prevention of Child Trafficking in Beijing, where I served on behalf of children in Xinjiang. Participants included 38 children representatives from all areas of China. Children representatives from Xinjiang presented the situation of children trafficking in Xinjiang by giving a drama performance. They also listened to reports on children trafficking given by other representatives. During this forum, we made many new friends and acquired more knowledge about the prevention of children trafficking. At the end of the forum, we shared the grassroots report on children trafficking with officials from relevant ministries and commissions. Later, I was selected to participate in the Mekong Subregion Child/Youth Forum on Anti-Trafficking in Bangkok, Thailand. This forum was jointly organised by Save the Children and other international organisations.

The Mekong Subregion Child/Youth Forum was held in September 2007 and included children



and youth representatives from six countries in the Mekong Subregion, including China, Vietnam, Cambodia, Thailand, Myanmar and Laos. I went to Thailand, a mysterious land, with great anticipation and excitement. At the forum in Thailand, a Burmese girl named Niki shared her personal experience of being trafficked. Fortunately, she was eventually rescued. Though I was very relieved that Niki was rescued, I could not help but think of many other children currently living in the dark world of trafficking, as well as those who lack self-protection awareness and thus face a daily risk of being trafficked. This strengthened my belief that although many situations cannot be changed, we should try our best to do what we can. After returning from Thailand, I seized all possible opportunities to share my knowledge about anti-trafficking with classmates and friends. I encouraged them to disseminate such knowledge to others, in order to maximise the benefits of awareness.

**This strengthened my belief that although many situations cannot be changed, we should try our best to do what we can.**

I am now the class leader of Grade Three in Xinjiang Normal University, where I specialise in tourism management. I have changed a lot from who I was in the past. Now, I have my own opinions on various issues and I have become more confident in life. My achievements may be attributed largely to my participation in Save the Children project activities. Such participation has enabled me to improve my personal communication and organisation abilities. Because of this, I am able to effectively serve as president of the student union and maintain excellent academic performance. I feel grateful for the past and I am determined to continue to put forth my best efforts in the future.

**“Send person rose, the hands have lingering fragrance.”**



There are those in our lives who help to guide us by serving as mentors. Some mentors teach us how to understand the world, some teach us how to understand ourselves and some simply serve as role models—providing us with admirable examples of how live our lives. Besides my parents and teachers, one of the most important mentors in my life has been an organisation named Save the Children. My experiences and involvements with this organisation has had a lasting and positive impact on my life.

Save the Children entered my life when I was 15 years old and has ever since been a supporting force in my development. I have been interested

#### **Personal Resume**

#### **Zulipinur, female**

23 years old, a native of Kardon, Yining City, Xinjiang Province Participation experiences in Save the Children project activities:

Dec. 2006: Top winner of the "19th World AIDS Day" Speech Contest sponsored by Save the Children (Yining, Xinjiang)

Jul. 2007: Served as the chairman of Chinese Children's Forum as part of the Forums of Children in China, Hong Kong, Macau and Taiwan with the theme of "Building Beautiful, New World" (Hong Kong SAR, China)

Feb. 2008: Participated in the National Children's Committee Meeting sponsored by Save the Children (Beijing, China)

Mar. 2008: Served in the International Youth Forum sponsored by Save the Children (London, UK)

Jul. 2008: Participated in the 3rd Outreach Session of the National Children's Committee Meeting, "Hand in Hand" Summer Camp Activity (Kunming, Yunnan Province)

Sep. 2008: Participated in the ISOCAN International Conference (Hong Kong SAR, China)

Jul. 2006-Jul. 2009: Served as the chairman of Children's Committee of Save the Children Xinjiang programme

**The conscientious efforts made by Save the Children staffs, for the benefit of children, enabled me to understand the significance and implications of helping others.**

in hosting events since I was very young. Having to wear a pair of glasses, however, I felt somewhat inferior. I regretted that I had no access to any platform upon which I could practice my skills. While “Sweet Home” Children Activity Centre established in Kardon, Yining city in 2006 provided me with a stage to train and present myself, effectively eliminating my regret.

At the centre, I volunteered myself to serve as the host for every event and training workshop. It is not easy to be a good host. You not only must overcome your nervousness, but also learn the basic skills required for presiding over an event and responding to various situations. As my experiences serving as a host increased, so did my mistakes and my ability to learn from them. My experience made me bold and I became more confident in myself. Now, giving a speech in front of others no longer makes me feel nervous. Gradually, I have realised that an excellent host needs more than boldness and skills; they also need to be knowledgeable. In addition to knowledge gained from the activities at the centre, focused on AIDS prevention, trafficking of children, children rights and children protection, the books in the centre’s reading room have also provided me with abundant sources of information.

I have made many friends at “Sweet Home” Children Activity Centre. We meet at the centre after school or on holidays to play games and organise knowledge contests or simply relax by singing and dancing. Sometimes we share our feelings and views with each other; we support and encourage each other. It is easy to feel the warmth and solidarity of the team at Save the Children.

Throughout my junior and senior high school years, I participated in numerous activities organised by Save the Children. In addition, I participated in the International Youth Forum in London, at which I represented the views of children supported by Save the Children China. These valuable

experiences have greatly inspired me. The conscientious efforts made by Save the Children staffs, for the benefit of children, enabled me to understand the significance and implications of helping others. We respect and love Save the Children staffs so much. Their approaches and attitudes towards work have enabled me to consider others’ perspectives, to bravely express my views in public and to strive for my dreams. They exhibit the simple but important traits that we should all possess and have thus served as great inspiration to me and my peers.

Time passed by. Under the care of Save the Children, I have now grown up. In 2011, I was admitted to Xinjiang Arts University with the second highest specialty examination score in Xinjiang, majoring in announcement. I could hardly believe that I, a rural girl in glasses, once held back by feelings of inferiority, began to study at the university of which I dreamed. My dream came true. At the university, I participated in hosting contests held by Xinjiang and the university and achieved remarkable results. My outstanding capability in organising events and skilled interpersonal communication helped to get me elected as the chairman of students’ Self-Discipline Management Committee in the university. My work received unanimously favourable comments from teachers and classmates. These achievements would not have been possible without Save the Children.

Now, as I approach my graduation from the university, I have the opportunity to work with Save the Children again. As a full-time volunteer, I am responsible for assisting out-of-school youths in their design and organisation of activities, under the theme of “Initiating Little Household Heads’ Club”. This club is aimed at enhancing basic life and survival skills of out-of-school youths via vocational skill training and Start Your Business (SYB) training, as part of the “From Children to Citizens □ Life Skills Project”. In the course of my work, I have become increasingly more aware of the lives and views of out-of school youths. I try my best to guide the children as they design and organise various training events and activities such as cleaning the streets, conducting social surveys and other public benefit activities. I strive to help the children strengthen their sense of responsibility and to create opportunities that will enable them to become aware of their value.

Dreams make life meaningful and hard work makes life fulfilling. My father once told me, “Everybody forges his own fate.” My personal experiences have proved that my attitude towards life determined my fate. Now I strive to try my best to help more children and youths like myself to work hard and pursue their dreams.



## Hold on Our Dreams !

### Personal Resume

#### Tursun

18 years old, from Saimachang area of Tianshan District, Urumqi.

He participated in the activities of "Child Friendly Community Project" and "From Child to Citizen, Life Skills Project" starting IN 2010. He was a core member and peer educator of Shaimachang Children's Activity Center, and participated in the vocational skills training from April to October 2013.

Passing through a small alley in Dawan community and taking many turns for about 10 min, was where we found Tursun's place. The migrant population typically settles in this area. Several small children were playing in the alley, chasing each other with bare feet. There were simple drying racks made of sticks in front of every house. The wind was blowing the colorful clothes of children and adults, making a mess of the alley. When we came up to a four-storage building in disrepair, Tursun led us upstairs. The narrow staircase was filled with random objects. There were four apartments in each floor. "Our place is on the third floor", said Tursun smiling back at us. The apartment had two opposite bedrooms and a small kitchen less than 10 square meters. There were no decent furniture, and all the belongings of the four family members were neatly placed against a wall and covered with a piece of gauze.

Tursun's family moved to Urumqi from Kashgar 13 years ago. The family depended solely on the father doing small businesses. The mother stayed at home and took care of their three children. After Tursun's older sister got married, he lived

in this apartment less than 50 square meters with his parents and a brother who was still in high school. There was a Uighur traditional music instrument called Rawap hanging on the wall, covered with a thin layer of dust, which looked as if it hadn't been touched for a long time. "Play something with Rawap for us please", I suggested. Tursun's father laughed and said, "I used to play when I was young, been out of practice for too long, can't play well". Tursun's mother encouraged him while pouring us tea, "Play a piece with your son, we don't normally have the opportunity to sit down and play". Inheriting from his father, Tursun is good at singing and dancing. His is now the bandleader of MLD musical band. In a peer education activity of the Youth Development Center, he shared the history of his band, "It was hard at the beginning. I had to finish school homework, help my father with work, and find time to write lyrics and rehearse the dance. In winter, we had no space for dance rehearsal, so we went to the park. We kept on dancing until our bodies were warm." He was immersed in memories, "in those days, our dream was to keep going, and experience the good feeling of fighting efforts to be successful". In 8th grade, Tursun made a musical band, MLD, with two other friends. Three years later, their band had five members, and evolved from singing only to singing and dancing, combining contemporary dance with traditional dance. With their catchy lyrics and lilting rhythm, they performed successfully for several shows on Xinjiang TV. As a bandleader, TURSUN had a determined and confident look. As a core member of the Youth Development Center, he had a calm and relaxed way to organize the activities and facilitate the workshops.

TURSUN had a shy smile in front of his parents, and refused to sing. Tursun's father didn't support him to be a singer at the beginning, thinking it was not a proper job for a man to dance and sing all day. But Tursun persisted with his dream. He went

to his friend's place to write lyrics, and to the park to rehearse. When his father saw his excellent performance on TV, he no longer tried to stop his son.

Tursun's mother took down the Rawap from the wall, and handed it to her husband. "Play, please. You used to play when you were young, you mustn't have forgotten. You play, and our son will sing". Tursun's mother was the member of the Parents Committee, and always actively participated in the trainings organized by the Youth Development Center. She took up the responsibly of the committee and spread health knowledge and education concepts to other parents in the community. When Tursun's brother graduated from middle school, his mother insisted sending him to high school. "Tursun is the eldest, he wanted to help his parents share the burden of the family. So he let his brother continue his education".

Tursun found a job at a suburban shipping company. He received vocational training funded by Save the Children, and started a half-year auto repair class in Azhar Vocational School. Now his training came to an end, and his teachers were very satisfied with his performance. Tursun said he was happy for himself that he gained a skill to provide for his family, and didn't have to give up his dream to be a musician.

With his mother's persuasion, Tursun's father started to play the Rawap. Tursun and his father sang together the song "Hometown", which must be a heartwarming word for this family who were away from their hometown, struggling and persisting. Their nostalgia for their hometown was embedded in the song of the father and the son.

## Hold on, then make good !



"I think I have something in common with a successful entrepreneur", said Azimat, putting down the chopsticks in his hands. He got everyone's attention at the table, "Just like that entrepreneur who used to sleep in the naan oven when he was young because he didn't have any place to sleep, I also slept in a naan oven." He went back to eating his food, leaving the rest of us astonished, not knowing whether or not he was joking.

The day was August 24, 2013, the third day of the Entrepreneurship Forum held in Urumqi for out-of-school youth. Over 40 young people from Yining, Hetian and Urumqi participated in the event. Save the Children invited successful entrepreneurs to share their entrepreneurial experience.

Azimat was 19 years old, and one of the youth representatives from Yingmaili Village, Panjin Township, Yining City, Xinjiang. His parents were farmers, and he had a 12-year-old sister at school. The year he completed middle school (9th grade), the only high school in the township was shut down. Azimat was left with the choice to stay at home like many poor students who couldn't afford to go to the city for high school. He took up the

### Personal Resume

#### Azimat

20 years old, from Panjin Township, Yining City, Xinjiang.

He participated in the activities of "From Child to Citizen, Life Skills Project" starting April 2012, and also in vocational skills training from April to October 2013.

heavy burden of providing for his family by helping his elderly father. “When I was little, I would sit next to my mom when she was making naan. I loved to help her knead. I thought the naans mom made tasted especially better than others,” Azimet answered with proud when being asked why he chose to work at the naan shop, “I learned how to make naan fast, and the taste was great. I must have inherited from my mom”. The weather was cool in Urumqi end of August, but he was wearing a short-sleeved T-shirt, revealing his strong arms. His hands got some calluses because of constant kneading. He had a pair of talking big eyes on his masculine face.

On the fourth day of Entrepreneurship Forum, Save the Children invited successful psychologist to share their professional experience, and answer specific questions raised by out-of-school youth. In the Q&A session, Azimet went forward first and handed a small note with his question to the psychologist. His question was why it was so hard to get parents’ understanding and support. This question seemed very simple, and the others didn’t realize what it meant to him. Psychologist told him that earning someone’s confidence was a process, and we could gain their understanding and support only when we constantly made little achievements.

Not long ago, Save the Children Life Skills Project provided vocational skills training in the form of apprenticeship for out-of- school youth in Yining. Several young people chose to become apprentices at the known local businesses according to their interests and strengths. Azimet chose a restaurant in Yining and started the culinary training for half a year.

Later in our communications, he revealed some twists and turns he encountered. At the beginning, his parents didn’t support him learning to be a chef because it was coincided with busy farming season. If Azimet went away, it meant one less labor and one less source of income for the family. Azimet tried to persuade his parents, hoping to gain their support. “ Picking cotton pays well, but it’s seasonal income. I need to master a skill in order to guarantee yearlong income. Don’t you think it makes more sense?” He repeated on the phone what he told his parents. His voice was filled with excitement as if he wanted to verify it to me again. He chuckled and told me he had to persist in order to accomplish something.

In October 2013, Azimet successfully completed his culinary apprenticeship, and found a job at a good restaurant in Yining City. His monthly salary is over 3000 yuan. He is quite satisfied with his current job, and he has more expectations and confidence for his future.

## Overview of Projects Developed by Save the Children Xinjiang Programme Office

Save the Children Xinjiang Programme Office began developing project activities in Xinjiang during April 2004. Currently the office has 13 staff members. The project activities of Save the Children primarily focus on children protection, children education, children health,

emergency relief, etc. Project sites include Yining City, Hotan City, Urumqi County and Tianshan District of Urumqi City. Permanent partners include: Xinjiang Women's Federation, Xinjiang Working Committee of Caring for the Next Generation, Xinjiang Education Commission, as well as a few other government departments and permanent partners who provide micro-level guidance for projects. Project-leading groups, which consist of relevant governmental departments and local government officials, have been established in project cities and counties to provide assistance in project direction and coordination efforts. The table below provides a summary of the main projects completed by the Save the Children Xinjiang Programme Office between 2003 and 2014:

Project Title	Funder(s)	Project Period	Amount of Grant Fund	Project Objectives	Beneficiaries
School-based Peer Education Project on HIV Prevention	Ford Foundation; Canada Foundation; UK Overseas Development Association	February 2003 - August 2004	About RMB 2.4 million	Promote the "peer education model" in five pilot project high schools in Urumqi City. Organise students, teachers and parents to participate in training and education on HIV/AIDS prevention.	Teachers and students of project schools, as well as parents and audiences acquiring knowledge through the "peer education model" in Urumqi City. Includes about 5,500 direct beneficiaries in total.
Xinjiang Basic Education Project	EU; RB; New Zealand Overseas Development Agency	April 2006 - March 2009	About RMB 5.5 million	To create child-friendly schools through the provision of teacher training, bilingual teacher, health promotion, and community participation.	9,794 children directly benefiting from the project in seven townships, 42 villages and 22 elementary schools in Yining City and Urumqi County.
Establishing Community-based Child Protection and Safe Migration Project	UK Overseas Development Association	April 2006 - March 2009	About RMB 500,000	Raise awareness of child protection by providing training to children and parents in Yiliqi Township in Hotan City; strengthen prevention in areas where children migrate out; provide training on child protection awareness based on children's activity centres; further develop a coordinating mechanism with multi-sectoral cooperation.	Children and parents in Yiliqi Township in Hotan City. 1,297 children benefit from the project.
Community Integrated Child Protection Mechanism Project	International Save the Children Alliance	March 2006 - March 2008	About RMB 650,000	Set up children's activity centres to raise awareness of child protection among community children and parents; conduct a variety of specific activities.	6,000 children in Kardon Township in Yining City.
Peer Education Replication Project on HIV Prevention	International Save the Children Alliance	April 2006 - March 2007	About RMB 600,000	Provide training on information regarding HIV/AIDS prevention to moral education teachers in 34 high schools and five elementary schools in Yining City. Trained teachers are able to take a leading role in the training for other teachers and students.	570 children in Yining City.
Emergency Relief Project	International Save the Children Alliance	End 2005 - Early 2006	About RMB 700,000	Provide disaster relief materials, fuel and foodstuffs to Qinghe County and Fuyun County in Altay City through autonomous region civil affairs department.	2,213 families and 5,500 children benefit from the project.

Project Title	Funder(s)	Project Period	Amount of Grant Fund	Project Objectives	Beneficiaries
Creating Child-Friendly Community Project	EU	April 2009 - March 2012	About RMB 6 million	Leverage specific functions of all government departments working with children through the implementation of the project; improve government capacity in child protection and service delivery to children; reduce difficulties facing children which result from relative poverty and migration; alleviate potential risks and harms to children, and create child-friendly communities to promote child development.	10,000 children in Yining City (Kardon Township, Taxkuruk Township, Panjin Township) and Urumqi County (Heijiashan Qianjie Community, Heijiashan Houjie Community and Saimachang Community )
Project of Sustainable Multi-dimensional Solution for Addressing Migration Issues Related to Child Poverty (Phase II)	EU	July 2006 - December 2011	About RMB 2 million	Prioritise reintegration into community and the reconstruction of life among migrant children based on the achievements made by the previous project in Yiliqi Township in Hotan City over the past three years.	5,000 children in 17 administrative villages in Yiliqi Township, Hotan City directly benefit from the project. Over 30,000 parents in rural areas benefit from the project.
Early Childhood Care and Nursing Project	EU	March 2010 - March 2013	About RMB 2 million	Raise awareness of the importance of early childhood education among parents and kindergarten teachers in rural areas; provide parenting information; establish five village-level early childhood education centres.	7,500 children in 17 villages of two townships in southern and northern suburbs and in Yiliqi Township, Urumqi County.
Project of Action for Maternal and Child Health Care of Urban Migrants Project Title	EU	March 2010 - February 2013	About RMB 2 million	Raise awareness of basic health knowledge among women and children in communities; improve the capacity of community health centres in providing services to migrant women and children, improve the health of migrant women and children.	3,720 women and children in Narbag Sub-district, Hotan City.
Teacher Training Project (Phase II)	BVLGARI; International Save the Children Alliance	April 2009 - March 2011	Amount of Grant Fund About RMB 1.2 million	Provide training on "learner-centred teaching methods" to teachers and improve quality education in elementary schools in poverty-stricken areas.	Teaching Research Centre of Tianshan District Education Bureau, No. 44 Elementary School and Elementary School Affiliated to No. 65 High school; Teaching Research Centre of Yining Education Bureau, and 6,380 children from five elementary schools in Taxkuruk Township and one elementary school in Panjin Township; About 5,000 children from three elementary schools and Sharbag Subdistrict Central School in Hotan City.
From Child to Citizen- Life Skill Project	EU; Denmark; Save the Children	2011 - 2014	RMB 8.9 million	Provide life skills training to out-of-school youths (students from poor families who failed to enter senior high school or college and thus become new labourers); improve out-of-school youths' capacity to participate in social activities; develop school-based curricula to include life skills in the nine-year compulsory education plan; strengthen parents' ability to create a more favourable community environment for the growth of children.	Direct beneficiaries: 15,000 children and 1,500 teachers. Indirect beneficiaries: 65,000 children, parents and government staff.

