



Children are the future.



A Flap of a Butterfly's Wing Can Cause a Wave Halfway Around the World.



Greetings Everyone!

The sun, the moon, and the infinite number of stars in the sky belong to no one, yet everyone can say “I own them”. In this world, there are different races, cultures, beliefs, languages, and words. They are like the sun, moon, and stars in the sky, all of which belong to mankind.

Buddhism is not only for Buddhists. It belongs to all human beings, as should be the case with any religious belief. Mandarin language is not only owned by Chinese people, but it also belongs to all human beings, and this is true of any language.

In China, there's the Yangtze River and the Yellow River. Water from the Yangtze River, flows into the sea. We have the Nile River, the Amazon, the Mississippi, and so many more, and yet once they flow out, they are all referred to as simply “the sea”. There is a multitude of different races in the world, and just like different rivers they have different names, yet the water that outpours into the ocean is still the sea. The earth is but a speck of dust in the vast universe, therefore the earth should be considered a global village for mankind. There are countless races on earth – all villagers in this global village. There is no one single race, but rather we are all called earth people, just as any river flowing into the ocean is called the sea.

ACCI (Amitofo Care Center International) has set up orphanages, schools, and residential schools throughout Africa, encountering different countries, races, cultures, beliefs, languages, and even different ways of thinking, outlooks on life, and different values. The teachings of Buddhism are universal: kindness and compassion. The goal is to pursue world harmony and the greater good of mankind.

If there existed different races, each with their own interests, different beliefs, or different ideas, this world would be in chaos and there will never be peace. We all know that the situation between the east and west is growing increasingly hostile, and countries will go to great lengths to pursue their own interests, and not hesitating to destroy other countries and the world in the process. Perhaps we should be grateful that Covid-19 interrupted our lives. It let us calm down, forcing us to learn to face the problem together.

ACCI exists as we aim to have Buddha's original message of compassion for the world, loving kindness, respect, tolerance, and the equal treatment of different races, different beliefs, and different cultures. The adoption of the Chinese culture means making friends with human beings, stretching our hands out into the world, and pursuing the common good.

Regarding the film “Buddha in Africa” by Nicole Schafer, we believe it uses confrontational and controversial methods with deliberately violent scenes to reflect a sort of religious and cultural aggression that doesn't exist in ACC. We respect Nicole's beliefs and sympathize with her partiality and ignorance. At the same time, we also thank Nicole for making us aware of the hostility and antagonism that is out there.

To all ACCI's partners, we live in a global village and should pursue religious harmony, human peace, and world peace with all people on earth.

A handwritten signature in black ink, appearing to read 'Hui Li', with a stylized, cursive script.

Venerable Master Hui Li
Global Chairman



Dear Friends

Charity is the sincerest form of care. It's the act of true dedication from one heart to another.

To some people, ACC is just a three-lettered name representing a charity organization to aid disadvantaged children in Africa. But to the lonely children in Africa, it represents a warm haven. Upon entering, not only will you have food and clothing, but more importantly you will have the opportunity of education. ACC's education encompasses general education/cultural education, extracurricular courses, martial arts training, African traditional culture classes, and so many others. These classes are key in opening the door for a happy and successful future for the children.

The first ACC was established in Blantyre, Malawi in 2004. Due to the immense love and support it received, it has now grown into 7 ACC care centers in 6 different countries in southern Africa.

Currently, we have raised more than 20 college and trade students when they arrived at ACC less than 6 years old, as well as dozens of other students studying in universities abroad, including three medical students and one graduate student. Additionally, the other three ACC campuses are continuously seeing new students graduate each year! Although the two-year pandemic has devastated the global economy, as long as the children have the desire to learn, here at ACC we are committed to trying every avenue to provide them with the opportunity to enter a university or trade school.

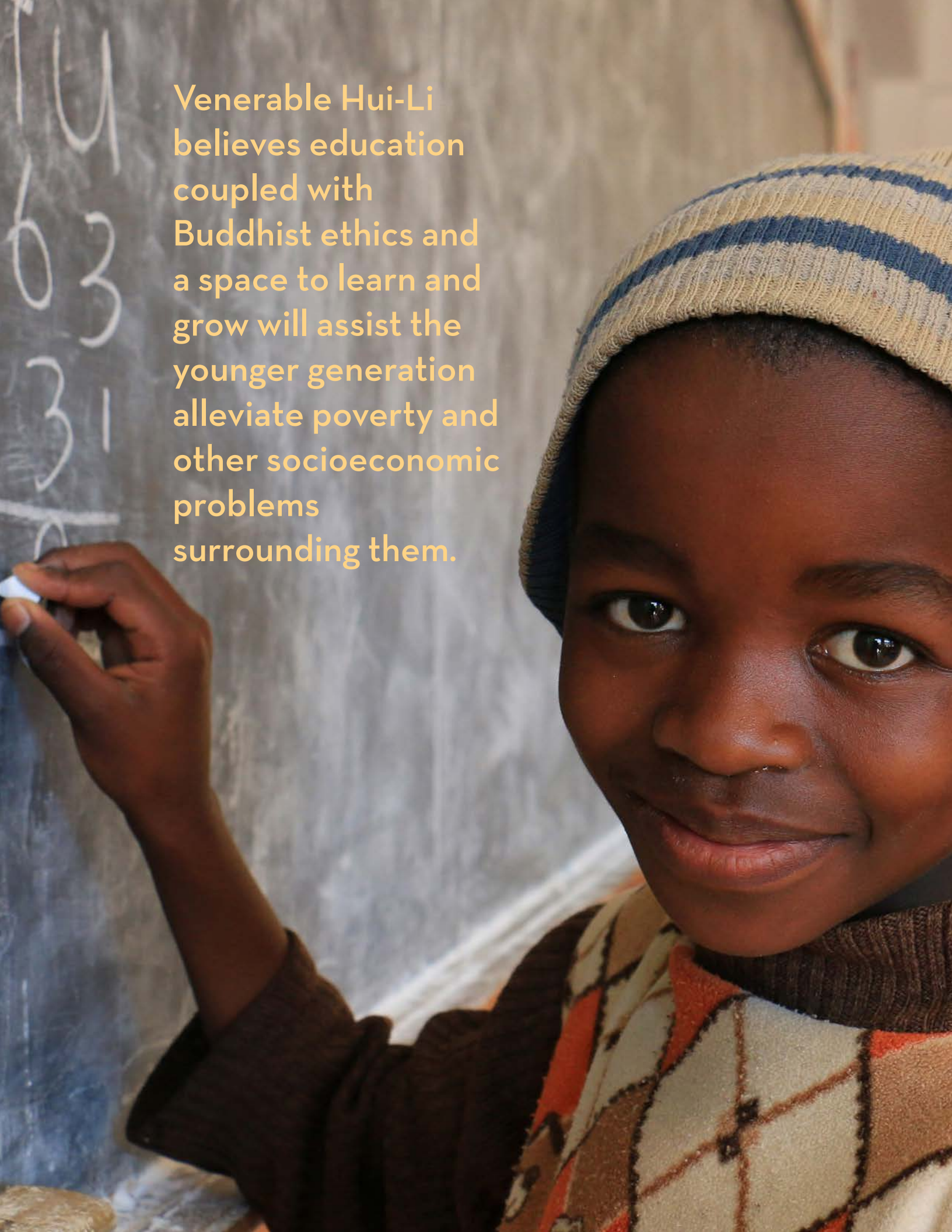
Although the children are not blood-related, our founder Master Hui Li always emphasizes, "If you enter into this home, it's then that you are family". Once you enter ACC, no matter where you came from, you will always belong to ACC. Thanks to the compassionate ambition of ACC's founder, we have received support from thousands of people around the world.

ACC's vision is not only for the children to become good, educated members of society, but we hope that through providing training courses for employees, we can also contribute to the local social education. Social education includes respect and tolerance, ethics and character, environmental protection awareness and cherishing resources, cultivating the good and throwing out the bad, and so on. Together, we strive to create a humane environment that extends to the whole community, society, and nation.

It has been a joint achievement through the dedication of front-line workers, support of leaders, and the great love of global supporters, that we have developed from just one-single campus to the current ACC model. We hope that this long-term project will continue to build throughout the years to come.

Sincerely,

Mrs. Maria Chandra
Global Vice Chair



Venerable Hui-Li believes education coupled with Buddhist ethics and a space to learn and grow will assist the younger generation alleviate poverty and other socioeconomic problems surrounding them.

Our Story

How it began...

It was 1992, and Venerable Hui Li came to South Africa to establish Nan Hua Temple, a Chinese Buddhist temple. As he continued to visit more countries in Africa, he was stricken by the extent of the suffering of the the children.

On one particular trip to Malawi, he followed a woman back to her village, and was shocked to find it filled with young and old who were all just skins and bones. He then vowed that he would build orphanages all over Africa to take care of the thousands of children suffering from hunger, poverty, and diseases.

In 2004, the first Amitofo Care Center (ACC) was established in Malawi.

He envisaged a human ecosystem that would help these children, protect them from the violence and poverty consuming their communities, feed them, educate them, and provide them with necessary skills to provide for themselves in the future.

He believes education coupled with Buddhist ethics and a space to learn and grow will assist the younger generation toward alleviating poverty and other socioeconomic problems surrounding them.

ACC opened Care Centers in 2004, 2008, 2009, 2015, in Malawi Blantyre, Lesotho, eSwatini (Swaziland) and Namibia respectively. Two

campuses, started in 2019, are under preparation in Mozambique and Madagascar, as well as Malawi Lilongwe. Today, we call our campuses across Africa, 'ACC Ecosystem for young vulnerable people with quality education and care'.

On our 10th anniversary of our first ACC in Malawi, a review was made by the Board of Directors and it was decided that ACC should register its headquarters as an international charity organization with the United Nations. In November 2016, we successfully registered International Amitofo Charity Center (IACC) and held our first Board Meeting at the United Nations in New York. IACC was to be the bridge between ACC in Africa and the affiliated offices in other parts of the world. It was also tasked to establish the policies and procedures that would provide a systematic approach to the operations and management of all ACC and the offices.

In November 2019, IACC was renamed Amitofo Care Center International (ACCI). This was done in order to align our name with all the Amitofo Care Centers in Africa.

We continue to work towards helping the vulnerable children of Africa, to provide protection, shelter, healthcare and education to these children.

Mission

Building nurturing and positive communities that will serve as family units and educational institutions for orphans and vulnerable children (OVC) across African nations.



Goals

- ▶ To provide a **high-quality education** for vulnerable children by using a combination of local curriculum, English and Mandarin – while following the principles and ethics of Buddhism.
- ▶ To provide a **complete living environment** that helps to dismantle the cycle of poverty including access to clean water, safety, and efficient sanitation.
- ▶ To ensure these children have **good health and wellbeing** by including programs that help with their mental health, like meditation and sports.
- ▶ To **eliminate hunger** by providing food but also teaching these children how to ensure their communities stay resilient.
- ▶ To enhance **gender equality** by highlighting gender disparities and providing young girls with the skills and tools to thrive.
- ▶ To ensure these children **maintain close ties to their tribe, family, and culture**.

Amitofo's goals are also aligned to promote and constantly work toward the United Nations sustainability development goals for the younger and future generations.



We stop poverty at point zero and protect vulnerable children's rights by providing a complete living environment not only with shelter, but with healthcare, food, water, clothing, and transport.

Values

A safe and caring environment for holistic education for Every Child, Every Day.



- ▶ **Learning:** Creating a community in which children can be educated.
- ▶ **Relationships:** Creating and maintaining meaningful relationships with surrounding villages and local communities in order to preserve indigenous African culture.
- ▶ **Integrity:** Activities must always be conducted with honesty and responsibility.
- ▶ **Accountability:** Demonstrate personal and institutional accountability. Provide for each child's education. Ethical conduct will be adhered to, as will mandates, policies, and procedures.
- ▶ **Respect:** Promote a community that knows the value of people and cultures through the practice of Buddhism.
- ▶ **Service:** Delivering compassion and a philosophy of loving and kindness to all.

Growth

Creating an entire ecosystem



Our Care Centers continue to grow with the help of our generous donors, volunteers and staff.

We are constantly innovating and improving our schools to provide the holistic education which will create the greatest impact for our children. We help them develop the necessary skills that will contribute to their future and the future of their nation.

Creating an Entire Ecosystem

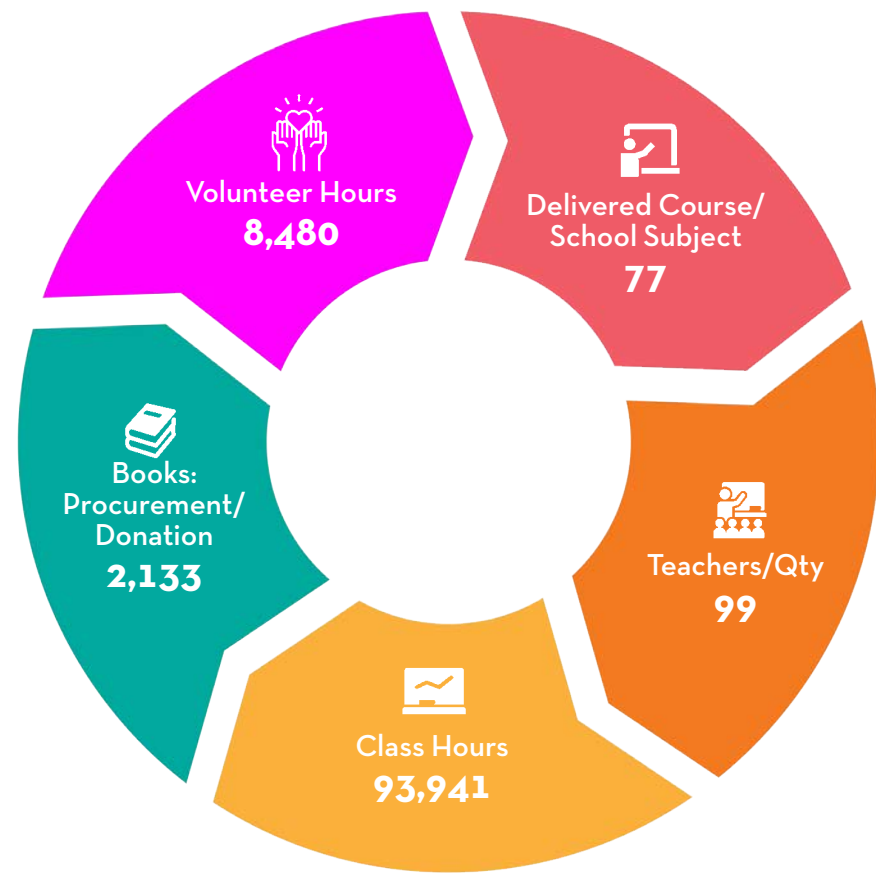
- ▶ Boys and girls protected care
- ▶ Primary and secondary schools, with a kindergarten
- ▶ Health clinic
- ▶ Library
- ▶ Central dining hall
- ▶ Multipurpose center for activities
- ▶ Vocational training and religious studies
- ▶ International aid hub offices

We want to build a complete environment for these children, so that all of their needs can be met.

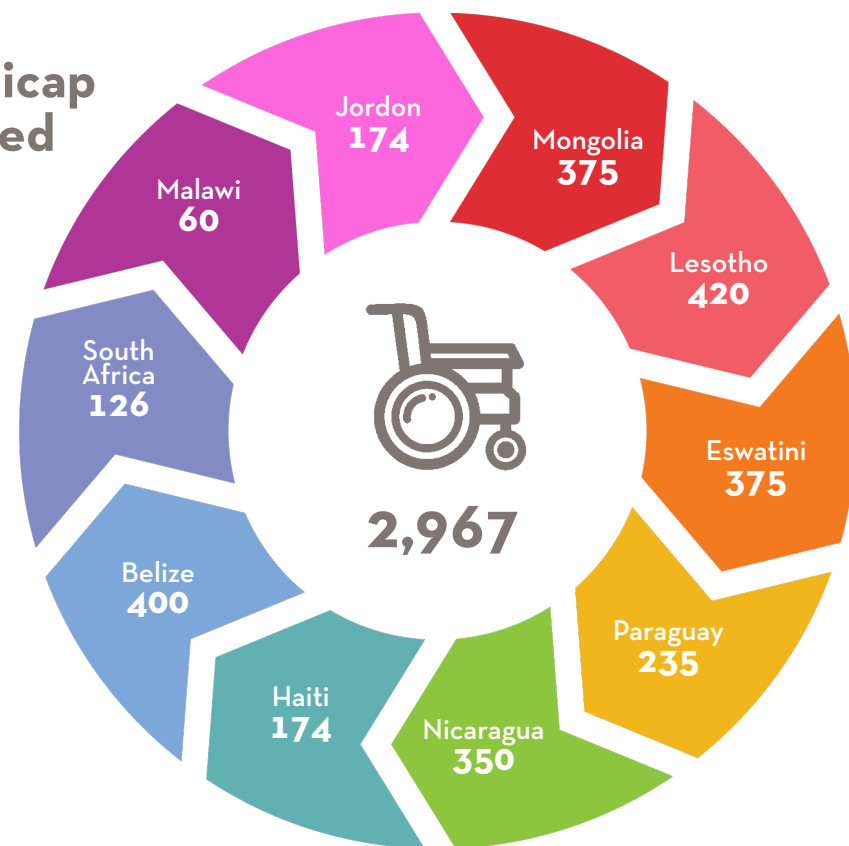
To this day, ACC campuses have adopted more than 1,500 vulnerable children and worked with other community-based organizations to support more than 115,936 vulnerable children.



Vulnerable Children Education



Wheelchair/Handicap Equipment Donated



SCHOOL AND VOCATIONAL SKILL CLASSES DELIVERED:

Languages

- English Language
- English Reading
- English Literature
- English Writing
- Mandarin and Asian Studies
- Mandarin as a Second Language
- Siswati
- Sesotho
- Mandarin
- Chichewa

Business Studies

- Bookkeeping
- Library Sciences
- Life Skills
- Accounting
- Career Guidance
- Business & Art

Mathematics

- Maths & Physics
- Numeracy
- Advanced Mathematics

Health & Physical Education

- Martial Arts
- Kung Fu
- Soccer Sports
- Football
- Meditation & Mindfulness Studies

Science Studies

- Science & Biology
- Science & Technology
- Agriculture
- Information & Communications Technology

General Studies

- Preparation for Secondary Studies

Religious Studies

- Religious Education
- Bible Knowledge
- Religious and Moral Education

Art & Culture

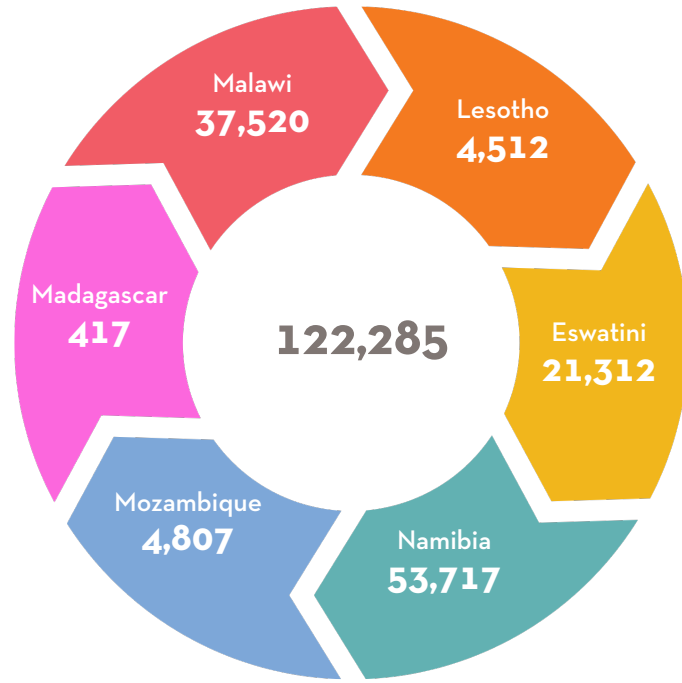
- Expressive Arts
- Africa Culture African Music & Dance
- Practical Arts
- Life Skills
- Music
- International Chess
- Scouting

Social Studies

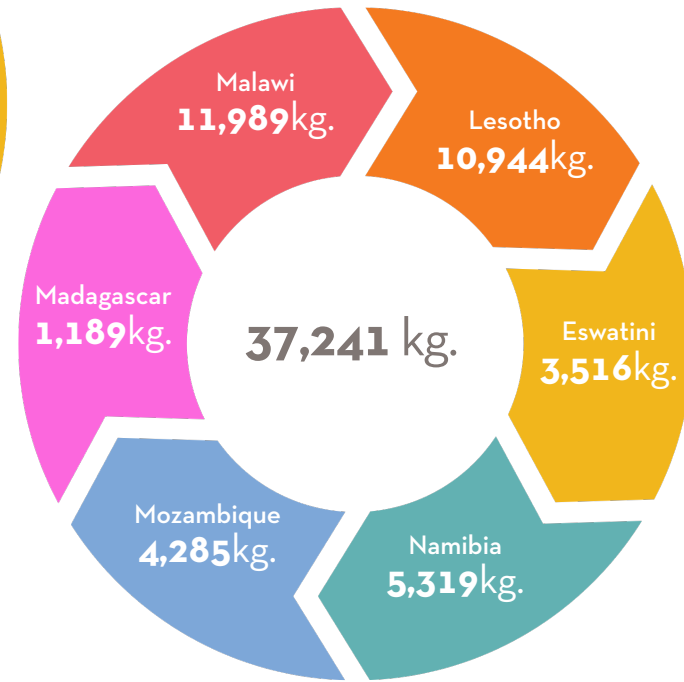
- Development Studies & Social Sciences
- Social & Environmental Sciences
- Geography
- History



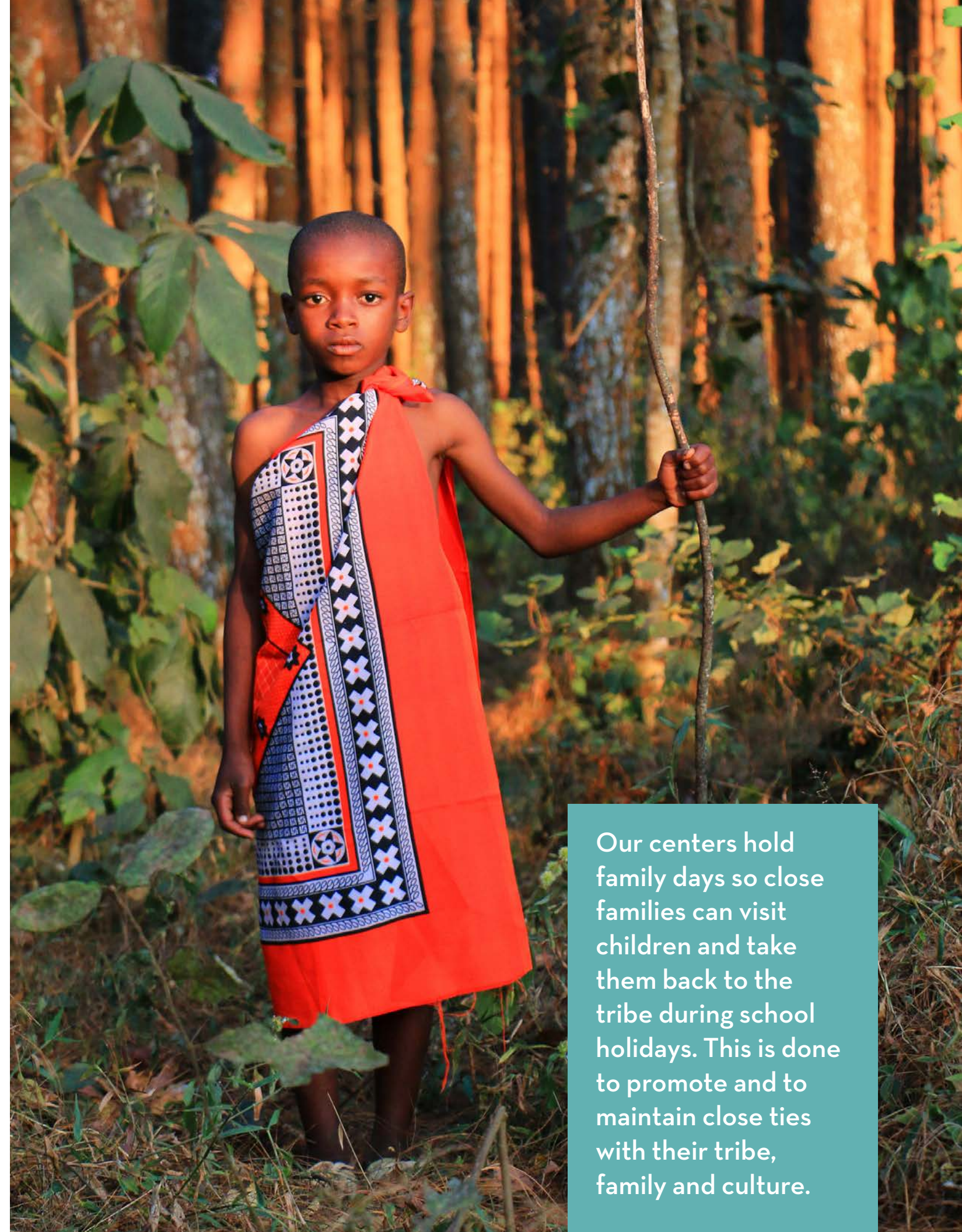
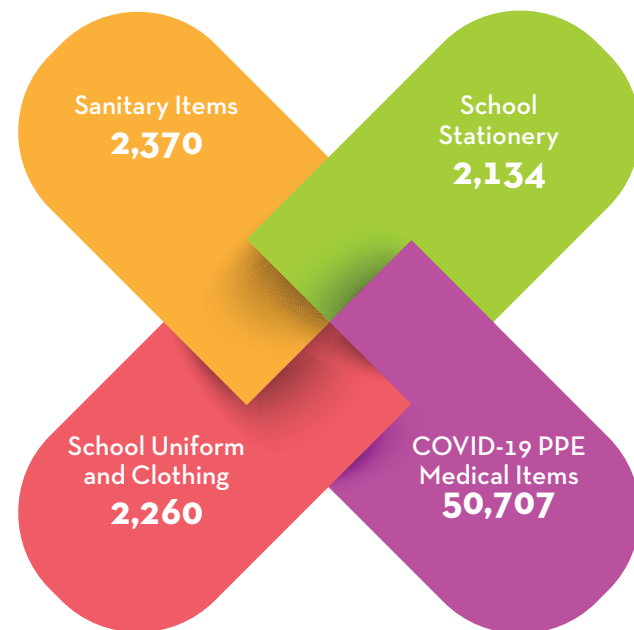
Number of Vulnerable Children, Critically Impoverished Families, Handicapped & Elderly ill served.



Food Items Distributed:
Meali meals, bread flour, yeast, sugar, salt, samp, vegetables, beans

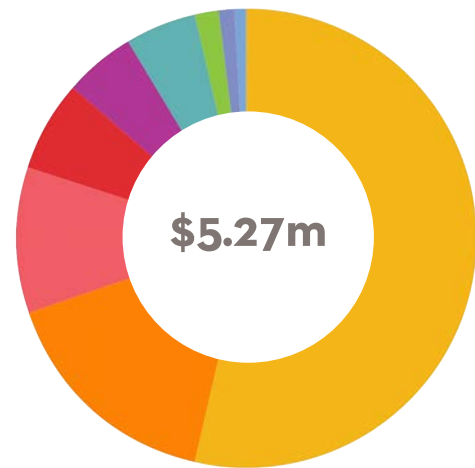


Food Items Distributed:
Cooking Oil and Soup



Our centers hold family days so close families can visit children and take them back to the tribe during school holidays. This is done to promote and to maintain close ties with their tribe, family and culture.

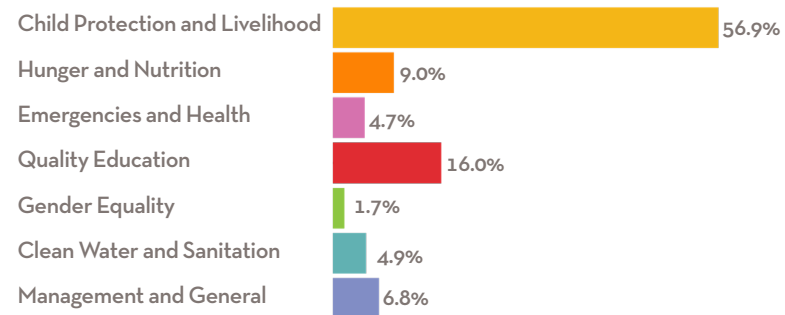
Donations Funding International Aid Programs



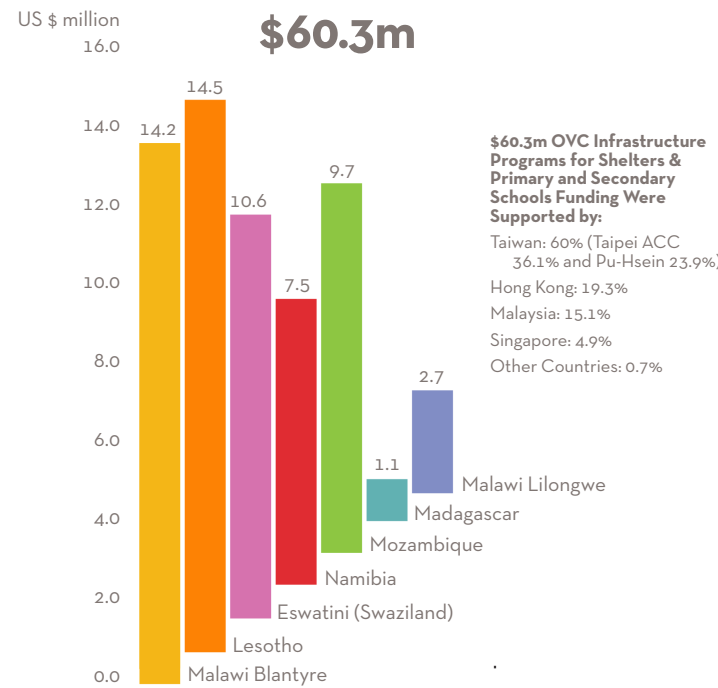
Taiwan (Pu-Hsein 11.7% & Taipei - 42.1%)	53.8%
Hong Kong	16.2%
New Zealand	10.2%
USA (ACCI Headquarters)	6.4%
Malaysia	5.0%
Singapore	4.9%
Other Countries	1.7%
Australia	1.2%
Japan	0.6%

All emergency, humanitarian aid and education development programs are funded primarily from individuals and businesses. Affiliated partners have or share a common vision of Amitofo Care Centers and fundraise globally to support the continuation of ACC aid program activities.

This graph details how each \$1 of your donation was spent, based on 2021 International Aid & Education Programs

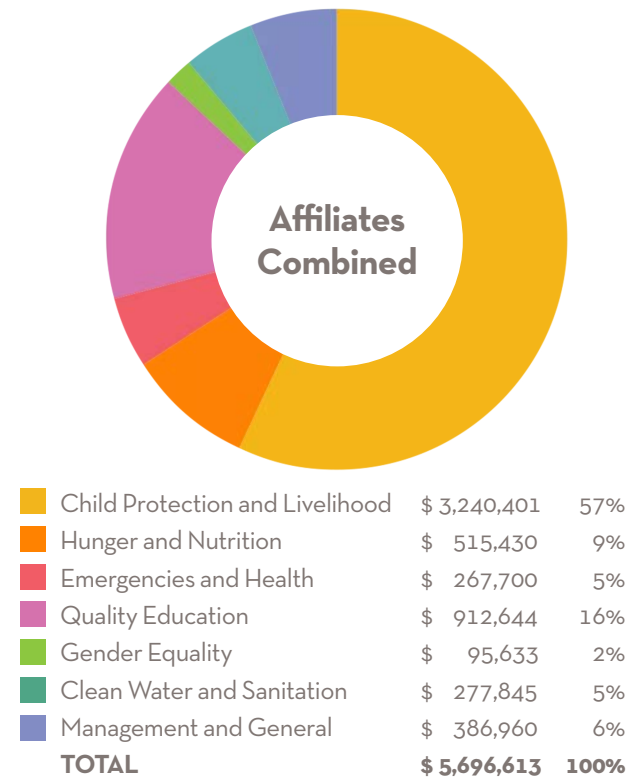


Benefactors Funds Used in Building Holistic Ecosystem Infrastructures for Vulnerable Children

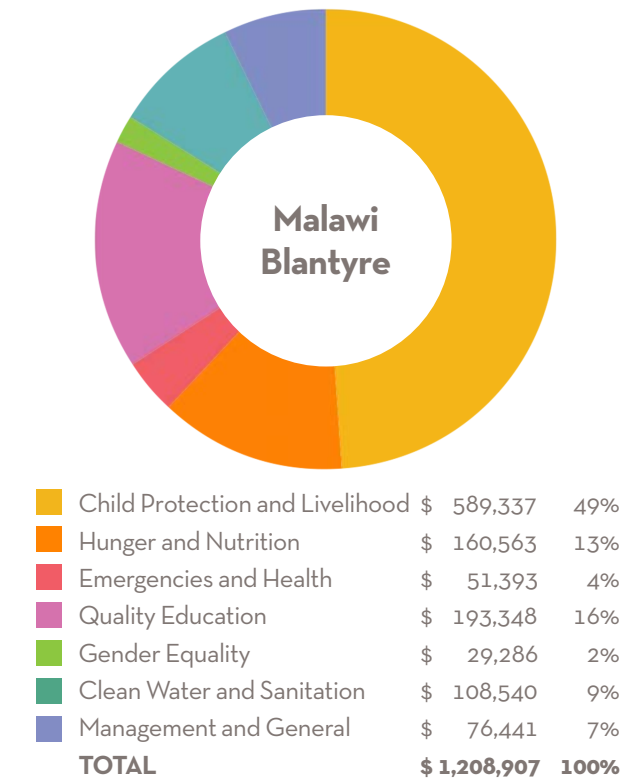


The graph shows the orphanages, vulnerable children protection shelters, clinics, multipurpose facilities, and primary and secondary residential schools constructed from 2004 when ACCI's international aid team rolled out its emergency, humanitarian aid and education development programs in Africa.

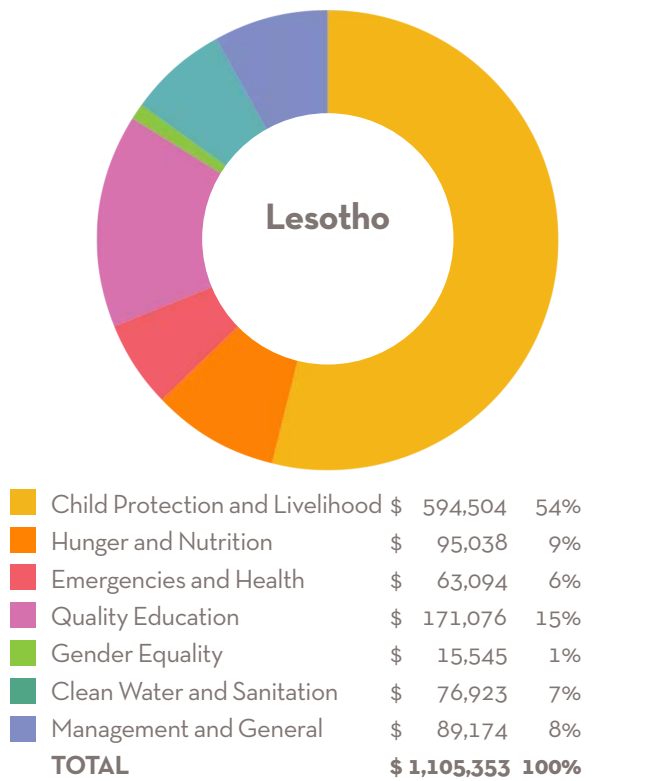
Your donations were spent on the following program services at a global level, excluding other programs not listed here.



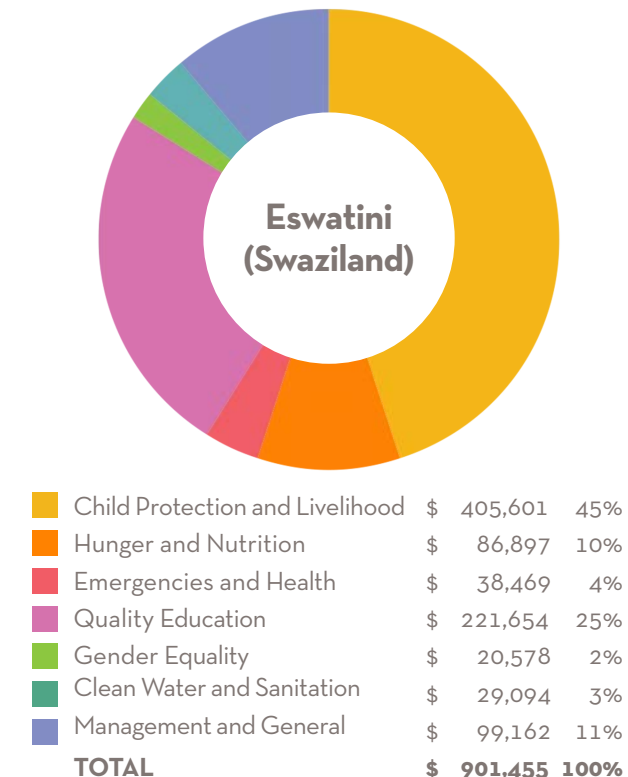
Your donations were spent on the following program services in Malawi, Blantyre Region



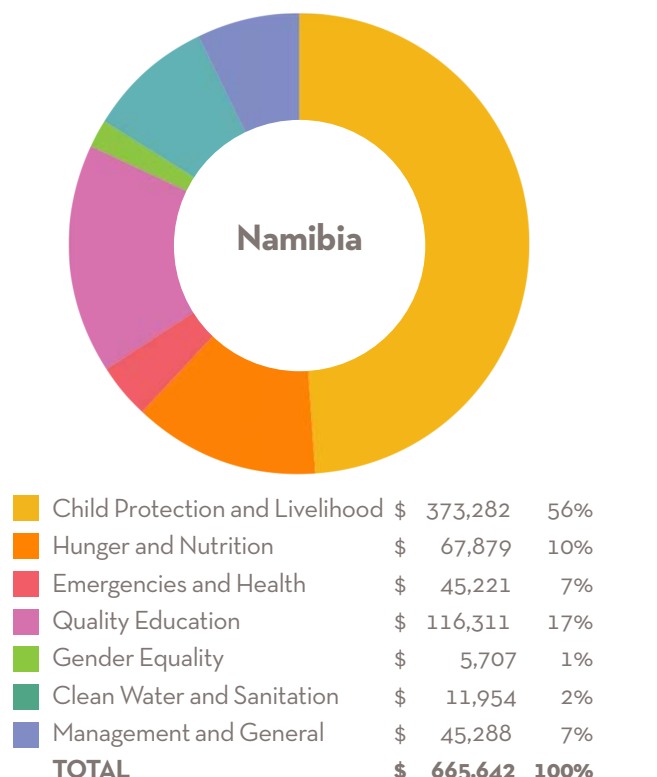
Your donations were spent on the following program services in Lesotho



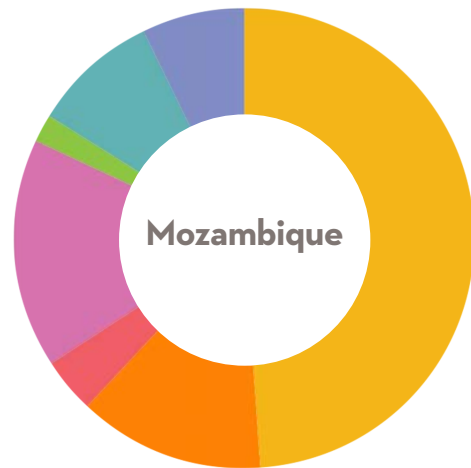
Your donations were spent on the following program services in Eswatini



Your donations were spent on the following program services in Namibia

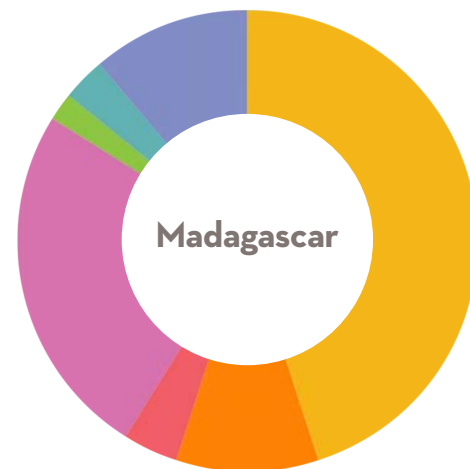


Your donations were spent on the following program services in Mozambique



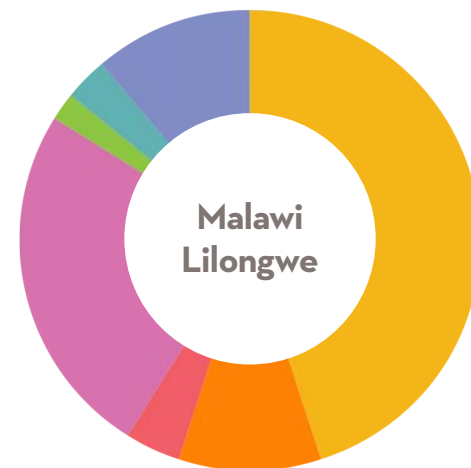
Child Protection and Livelihood	\$ 298,013	50%
Hunger and Nutrition	\$ 61,658	10%
Emergencies and Health	\$ 28,616	5%
Quality Education	\$ 116,862	20%
Gender Equality	\$ 14,797	2%
Clean Water and Sanitation	\$ 47,228	8%
Management and General	\$ 27,354	5%
TOTAL	\$ 594,528	100%

Your donations were spent on the following program services in Madagascar



Child Protection and Livelihood	\$ 35,727	35%
Hunger and Nutrition	\$ 17,748	18%
Emergencies and Health	\$ 7,376	7%
Quality Education	\$ 23,007	23%
Gender Equality	\$ 5,754	6%
Clean Water and Sanitation	\$ 562	1%
Management and General	\$ 10,990	10%
TOTAL	\$ 101,163	100%

Your donations were spent on the following program services in Malawi, Lilongwe Region



Child Protection and Livelihood	\$ 78,387	39%
Hunger and Nutrition	\$ 25,647	13%
Emergencies and Health	\$ 16,408	8%
Quality Education	\$ 55,686	28%
Gender Equality	\$ 3,969	2%
Clean Water and Sanitation	\$ 3,544	2%
Management and General	\$ 17,104	9%
TOTAL	\$ 200,744	100%

CONDENSED FINANCIAL INFORMATION

**Supplementary Analysis Schedule - Statement of Activities
African Care Centers
Year Ended December 31, 2021**

	Blantyre Malawi	Lesotho	Eswatini (Swaziland)	Namibia	Mozambique	Madagascar	Lilongwe Malawi	Total
REVENUE AND SUPPORT								
International program activity	\$ 653,569	\$ 948,079	\$ 433,550	\$ 373,406	\$ 1,474,287	\$ 245,787	\$ 173,429	\$ 4,302,107
Business and individual support	3,384	40,052	22,942	20,519	14,179	253	297	101,626
Total revenue and support	656,953	988,131	456,492	393,925	1,488,466	246,040	173,726	4,403,733
EXPENSES								
Child protection and livelihood	589,337	594,504	405,601	373,282	298,013	35,727	78,387	2,374,851
Hunger and nutrition	160,563	95,038	86,897	67,879	61,658	17,748	25,647	515,430
Emergencies and health	51,393	63,094	38,469	45,221	28,616	7,376	16,408	250,576
Quality education	193,348	171,076	221,654	116,311	116,862	23,007	55,686	897,944
Gender equality	29,286	15,545	20,578	5,707	14,797	5,754	3,969	95,633
Clean water and sanitation	108,540	76,923	29,094	11,954	47,228	562	3,544	277,845
Management and general	76,441	89,174	99,162	45,288	27,354	10,990	17,104	365,513
Total expenses	1,208,907	1,105,353	901,455	665,642	594,528	101,163	200,744	4,777,792
CHANGE IN NET ASSETS	\$ (551,954)	\$ (117,222)	\$ (444,963)	\$ (271,717)	\$ 893,938	\$ 144,877	\$ (27,018)	\$ (374,059)

**Supplementary Analysis Schedule - Statement Of Financial Position
African Care Centers
December 31, 2021**

	Blantyre Malawi	Lesotho	Eswatini (Swaziland)	Namibia	Mozambique	Madagascar	Lilongwe Malawi	Total
ASSETS								
Cash and cash equivalents	\$ 27,361	\$ 148,423	\$ 156,626	\$ 38,694	\$ 208,315	\$ 43,286	\$ 25,717	\$ 648,422
Property and equipment	14,242,617	14,504,838	10,618,861	7,465,748	9,660,632	1,085,002	2,735,159	60,312,857
Loans receivable	49,744	4,923	325	2	7,036	2,331	-	64,361
Total assets	\$ 14,319,722	\$ 14,658,184	\$ 10,775,812	\$ 7,504,444	\$ 9,875,983	\$ 1,130,619	\$ 2,760,876	\$ 61,025,640
LIABILITIES AND NET ASSETS								
Accounts payable and accrued expenses	\$ 2,303	\$ 246	\$ 422,433	\$ 677	\$ 2,824	\$ 250	\$ 213	\$ 428,946
Net assets	14,317,419	14,657,938	10,353,379	7,503,767	9,873,159	1,130,369	2,760,663	60,596,694
Total liabilities and net assets	\$ 14,319,722	\$ 14,658,184	\$ 10,775,812	\$ 7,504,444	\$ 9,875,983	\$ 1,130,619	\$ 2,760,876	\$ 61,025,640

Compiled by Turner, Warren, Hwang & Conrad AC Certified Public Accountants & Consultants

Malawi Blantyre est. 2004



The greatest achievement of the organization is the impact it has made in complementing government efforts to reduce poverty and increase the opportunities of disadvantaged and underprivileged not only for Malawians but also Africans in different countries...

ANGELLA

10 year old girl Angella comes from a poor family but this did not stop her from going to school. When her mother was pregnant with Angella, she continued working in the bar and after Angella's birth the mother continued working in the bar as it was the only her source of income. Her mother suffered from mental illness due to the excessive consumption of alcohol. She used to give Angela a drop of alcohol when there was no food for her. This later affected Angella's brain. She has some challenges in her thinking as well as the way she behaves finding it difficult in learning as well as interacting with her classmates at school. With the effort from the teachers and other people the situation started improving as she is now able to interact with friends.

With the effort from the teachers and staff, her situation started improving.





THE FOUNDING ACC CAMPUS - MALAWI (BLANTYRE)

ACC Blantyre, our first care center, opened in Malawi in 2004. The campus was completed within 10 years.

Malawi international aid program hub and education development area:

- ▶ There are 24 children shelter buildings.
- ▶ The Yuan Tong Primary School for OVC children has 15 classrooms including two teacher's offices and one computer room, with another project under construction.
- ▶ Eight temporary classrooms of the high school will be reconstructed into a girls' dormitory.
- ▶ The high school building has 24 classrooms including a library, a computer room and a lab. On the first floor of the building, six rooms are temporarily being used by higher grade students of the primary school and one is used as the office of the primary school teachers.
- ▶ There are also two teacher's offices and three staff dormitories with 24 rooms and one multipurpose hall (central dining hall and badminton court).
- ▶ One large-scale and a small kitchen have been completed.
- ▶ The multipurpose hall has been completed, which can accommodate 600 people. A small room beside it is used to help prepare for prayer ceremonies.
- ▶ The tea pavilion was completed in 2015. The second floor is used as the international aid and education development program office.
- ▶ There is one canteen for VIP receptions and conferences, one audio and visual purpose hall, 12 guest rooms for receiving overseas sponsoring parents groups and a dormitory with 12 study rooms for local teachers to assist students with tutorials.
- ▶ A three-story central kitchen was also completed in September of 2016.
- ▶ 2019 started the repair works for the 24 children's dormitory.
- ▶ Additional work include renovations to connect the kitchen, and to enlarge the living space and rooms with additional windows to provide more natural lighting.

ESTERLY (XIAO SHAN)

11 year old Esterly was found alone near the market by the social welfare officer who learned that the boy had no relatives around the area and his mother who worked in one of the bars at the market, could not be found. Social welfare officers placed him at one of the child care institutions for support and protection. The Amitofo Care Center management team tried to find his mother and other relatives but were unsuccessful.

During the holidays he had nowhere to go and sometimes caregivers would take him to their respective homes but it was not enough as the arrangement was temporary. After about 8 years the child was recognized by the relative of one of the child at the centre who came to visit the children as a boy who comes from her nearby village and that the parents have been looking for him. The management reported the case to the social welfare office who later verified and later the boy reunited with his parents and relatives and spent holiday with them.



Malawi Blantyre Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION

We expanded enrollment, improve the quality of teaching, and broadened our scope of assistance while completing our tasks and achieving our goals.

We arranged for teachers to help grade 8 and 12 students who were preparing to take the national exam in Malawi. The Yuan Tong Primary School achieved excellent results in the National Examination, ranking among the top 100 public and private primary schools in Malawi, and candidates from Yuan Tong Schools for Vulnerable Children K-12 Education Development Program not only passed the exam, but vastly improved their scores over last year. As a result of outstanding scores, two primary school candidates were selected to study in a well-known school in Malawi.

We provided review classes and study groups for the shelter children to help them adapt to the environment at the International Humanitarian Aid Shelter Center in preparation for the new semester. In August, 17 senior high school students from nearby tribes and poor families were admitted and we provided them with free lunches and invited their parents to the shelter.

In accordance with the national examination regulations, after receiving more than 150 vulnerable student applications, we selected a total of 22 students to join the senior class and were able to meet the qualifications for the vulnerable children Yuan Tong School senior student national examination. In June we added a Community Based Community Center (CBCC) near the International Humanitarian Aid Shelter district with about 60 children. To promote literacy, the CBCC was able to donate stationery and teach them to read and write. We were able to help them with additional resources, including food. This also helped us reach our goal directing donors' funds to eager learners in dire need, allowing them to continue their studies and giving other children a chance to join CBCC.



2. HEALTH AND WELL-BEING

In terms of health and well-being, we do our best to provide all children with a healthy and safe learning environment, and actively strive for more resources so that they can grow up healthy, safe and happy.

To prevent the spread of Covid-19, we weekly disinfected the Malawi International Humanitarian Aid Shelters and Yuan Tong Schools, and took the teachers and students temperatures daily.

We provided food and a place to quarantine (at the Medical Shelter Center) for students who were infected with COVID-19, and sent students who had contact with infected students back home to isolate.

In early June, and we arranged for teachers, students and employees of Malawi's International Humanitarian Aid Shelter Protection and Education Development Programs to be vaccinated regardless of nationality. In December, among the 201 students who returned to school, 30 were found to be symptomatic and were immediately quarantined and given a second PCR test. These strict measures have successfully suppressed the spread of Covid-19 at the shelter district and have ensured the health and safety of teachers, students and staff.

In order to solve the challenge of the shortage of medical supplies in the hospitals, we have continuously assisted the hospitals to help patients get access to treatment in a timely manner by locating medications, and purchasing hard to find medical supplies such as gloves, medical tape, anesthetics, which we donated to the local Chiradzulu Hospital.

In May, we arranged for two children to go to the hospital for surgery, and sent children with eye diseases to the hospital for examination and treatment, in order to prevent these diseases from affecting their daily life and studies.

Last year, we disposed of all soiled and worn out mattresses and distributed winter clothes and new shoes to more than 400 children. In May, jackets and daily necessities were handed to nearly 500 people in the shelter district, including nannies, local workers and guards.

On October 15th, Mother's Day in Malawi, traditional African cloths were prepared for the children to give to their caregivers, teachers and other staff at the shelter.

In terms of protected shelter management, we were able to repair the collapsed walls of Yuan Tong Primary School and High School, open up new fire alleys, ensuring safety and convenience for all teachers, students and staff members.



3. ELIMINATING HUNGER

We wanted to add a little variety to the kids' meals, so we added things like sweet potatoes and pumpkins to their breakfast, and added a new stove in the central kitchen.

Children were taught basic farming lessons and learned to harvest sweet potatoes in the shelter district. We were touched to see that some of the students donated their sweet potatoes to their schools and teachers. Malawi as a country is experiencing food shortages, but local farmers found a way to donate corn to our International Relief Team in Malawi to help us drive our goals to eliminate hunger. We purchased a new corn milling machine and purchased corn flour from the market for emergencies. We distributed food throughout the year as well as to hospitals.

4. PROTECTION OF VULNERABLE CHILDREN

We focus on gender equality, children with disabilities and those who suffer from premature deaths.

In 2020, we provided milk powder to 10 babies whose mothers died prematurely. We were so happy to have the chance to visit those same children again this year to report that they are developing well. A few years ago, we gave a wheelchair to a disabled child, who was in junior high school. We revisited this child and discovered his wheelchair was in terrible shape, so we gave him a new one to help him continue his studies. Due to the poor learning conditions in the tribe, Chief Dedza asked us to help solve the problem of tribal girls being held back from going to school. We have already conducted preliminary discussions and are waiting for the Chief to send us the proposal and budget.



5. HIGHLIGHTS OF INTERNATIONAL AID

ACCI's international aid team in Malawi continuously cooperate with the local community to carry out donation activities.

In April, we received donations from so many kind-hearted people from companies in Singapore and Malaysia. In July, we donated a sterilizer to Limbe Hospital, allowing doctors to operate using safe, sterile instruments. We participated in the African Children's Day event organized by the Social Bureau and provided materials for the event. The Social Affairs Bureau requested our international rescue team to add more CBOs and we have asked the Social Affairs Bureau to provide us a list of regions. We will continue to provide food and relief to 69 villages in needy communities while continuing to carry out the field work inspection and evaluation.



Lesotho est. 2010



LESOTHO ACC CONSTRUCTION

Lesotho ACC was completed and opened in November 2011.

The first five phases construction of Lesotho ACC have been completed. The campus is comprised of 12 childrens buildings, one teaching building with 15 classrooms and one international aid and education development program building. This building contains ten offices and classrooms for after class activities of Yuan Tong School, two staff dormitories, one warehouse, a central kitchen, a central dining hall, a multipurpose hall, guest rooms, a clinic, and a tea pavilion.

Under construction: The sixth phase construction, started in November 2015 includes the Yuan Tong High School, sports ground and dining hall. An additional project, begun in June 2017, includes two storage rooms and two girl's dormitories and is expected to be completed in 2021.

“I want to be a social worker and help young people in Lesotho having difficulty with their lives”

DIMI – 16 years old

I came to ACC when I was just 6 years old, 2 years after my mother died. I now, I think about things from a broader perspective. In the future, I want to help Lesotho and to help people in other countries of the world to know Lesotho. People in Lesotho are afraid to tell others where they're from because Lesotho is often looked down on. But I want to change my Lesotho and let the world see the true Lesotho!

In the future, I want to be a social worker and help young people in Lesotho having difficulty with their lives know that they can find their own path and can even change the world.

I am so grateful for everything I have been given here at ACC.





LEKHOTLA (TIAN DAO) - 16 years old

I'm Tian Dao. I am 16 years old this year and entered ACC in 2010, when I was just 4 years old. I am studying in the second grade at ACC Yuantong High School in Lesotho.

When I grow up I want to be a doctor to help more people, as AIDS is one of the leading causes of death in our country. Before I came to ACC, I lived with my grandma and aunt.

Every morning, I woke up at 5:00 and sometimes went to school without breakfast. After returning home at around 2:00 in the afternoon, I would help my grandma with household chores such as fetching water and growing vegetables.

After I came to ACC, I noticed that my family no longer needed to spend as much money as they did before. They were now able to use that money to buy my cousins clothes and pay for their tuition.

I've taken an interest in Kung Fu since joining ACC. Not only have I enjoyed practicing it, I also know it is good for my health. I hope that after graduating from university, I will be able to return to ACC in my free time to teach Kung Fu to my brothers and sisters on campus.

When I was in fifth grade, I was often disobedient in school, playing around with other kids during class. Now that I'm older I know the importance of being studious and listening carefully to the teachers in class.

When we return home for the holidays in December, ACC will help us prepare some food to share with our families back home so that they don't have to spend so much money buying food and can still enjoy the holidays together.

I want to thank all the sponsor parents. Your donations to ACC have allowed us to be able to read books, have clothes to wear, food to eat, and overall live a healthier life!



Our primary role is to provide a safety shelter and quality education for orphaned and vulnerable children (K-12). School programs enhance their education with subjects like English and Chinese languages. This strategy is to help them build a better future, especially if they pursue careers in local foreign companies or global competitive fields outside Africa.

Lesotho Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION.

In 2021, we paid close attention to the quality of teaching, the mental health of our students, and continued to carry out vulnerable children village visits, seeing achievements throughout all areas of our work.

Form C students performed extremely well in their exam, ranking 17th out of 236 schools in Lesotho. All Form E students passed their high school finals, and although 3 students weren't accepted into the college, they were able to apply to technical schools and continue their studies. In our Lesotho Education Development Project for Vulnerable Children at Yuan Tong High School, all 10 graduates have successfully applied for university and have been awarded Lesotho government scholarships.

We are proud that Mosito is the first child from the Lesotho education development program to attend college. We have assisted countless college students apply for financial aid, helping them complete financial aid forms, and are overjoyed to see so many successfully have received financial aid. All college students received new laptops, donated by the chairman of international aid programs in Lesotho.

We continued to conduct home visits and enrolled a total of 272 children in the year 2021. In terms of psychological education, our psychological consultants set aside 10 days a month to communicate and reach out to the children and employees, getting to know them and helping them to work through the various problems they face.

2. HEALTH AND WELL-BEING

Covid-19 continued to spread in 2021, we hired a company called Target to conduct PCR testing for teachers and students in the shelter district.

Some of the test results came back positive, so we immediately quarantined the entire district for 14 days, and isolated positive patients in a separate area to avoid the further spread of Covid-19. We continue to supply clean water from our deep water well and replaced the water pump.

As the crime rate in Lesotho has soared, our number one priority is to improve the safety of vulnerable children, teachers, students and staff. Increased security was implemented with added security guards that are on a rotation schedule to further enhance safety.

In July, the current Prime Minister visited the International Humanitarian Aid Shelter



Protection and Yuan Tong Schools for vulnerable children K-12 Education Development Programs in Lesotho for the first time. The Prime Minister and the team were extremely impressed with the humanitarian aid shelters and education development campus.

In September a child named Tianci underwent eye surgery in Bloemfontein, and he was able to receive a fitted prosthetic eye. We have repaired many shelter buildings in the vulnerable children's district to prevent the houses from flooding.

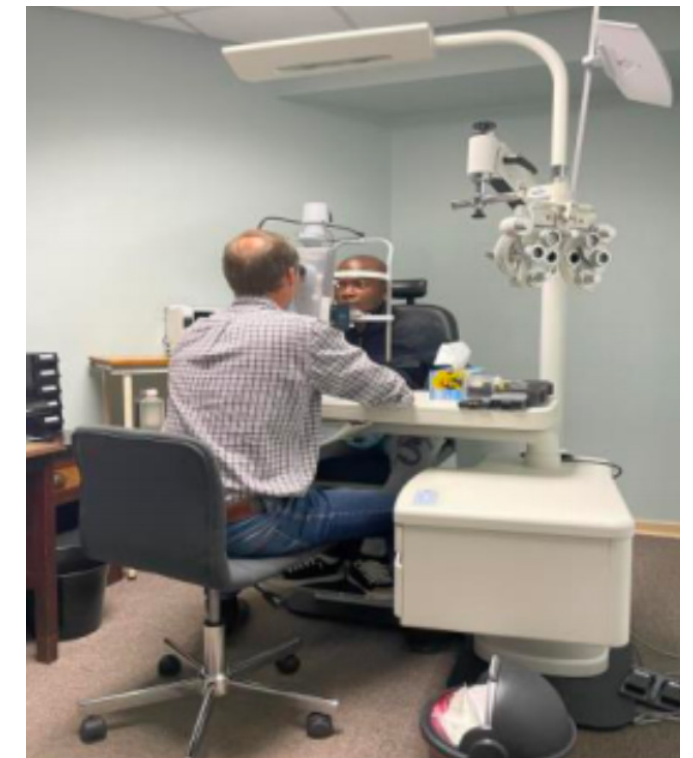
As part of the anti-trafficking initiative, the Minister of Officials visited the shelters in November, and we jointly issued identity documents for more than 160 children, improving the safety and security of all vulnerable children.

3. PROTECTION OF VULNERABLE CHILDREN

We focus on gender equality and donated wheelchairs for disabled children at Saint Angela's Home for Handicapped Children and also distributed wheelchairs to other residents in need. At the end of the year, we took the time when the girls returned home to build wardrobes for them and moved them into the newly renovated rooms.

4. HIGHLIGHTS FROM THE INTERNATIONAL AID PROJECT

Kind people in Lesotho continued to support our international rescue team by donating hundreds of cans of cold drinks, with promises of more to come. Seeing that the national security department of Lesotho lacked proper PPE protection, we provided support with masks and sanitizers.



eSwatini est. 2011



NELISWA – 19 years old

Before coming to ACC, life was very difficult. We often didn't have enough food to eat, and would go to bed with an empty stomach. I would sometimes sleep outside with no one care whether it was raining or not.

I really thank Master Huili who has shown love to us as Africans. As we all know that this thing is not easy for anyone. As we all know that education is most important than everything. I also thank the people who donate to us and the Chinese teachers who leave their families to come teach us.

The great thing is that we are learning Buddhism. It teaches us how to respect, and to help other people.

When I grow up I want to be a nurse and also to be a gospel singer. The first thing I want to do is to help my family and also to make them feel happy about me. Secondly I also want to help ACC to help orphans as my way of appreciation.

“Before coming to ACC, I would often go to bed with an empty stomach.”





ESWATINI ACC CONSTRUCTION

The Eswatini ACC shelter campus was completed and opened in November 2011.

First three phases included:

- ▶ 18 children shelters with guest rooms.
- ▶ A multipurpose hall including an international aid program office and a medical room.
- ▶ Male and female staff dormitories with some storehouses.
- ▶ A temporary central kitchen/dining hall and a tea pavilion formerly used as a Buddhist hall.
- ▶ One primary school building.
- ▶ Two Kung Fu classroom buildings.
- ▶ Fence and Gate.
- ▶ The central kitchen/dining hall.

The fourth phase project:

- ▶ Yuan Tong Primary School with 12 classrooms began construction in June 2019.
- ▶ When completed, the building currently housing the primary school will be converted to the Yuan Tong High School.

TEMASWATI

When she was seven years old, her father passed away and her Mom sent she and her sister to their grandmother's house. (This is the new step-grandfather's house.)

The new step-grandfather has many family members. Often when they were sleeping, she would hear the police knock on the door looking for the thief. It turns out that they are all thieves.

Grandma had a job! Many family members showed up when she received the money. Everyone had food to eat for the first week, but meals become unstable in the following 3 weeks. And they drink! When drinking at night, they would run in to wake us up and force us to fetch water on the hillside far away. And the unspeakable happened; the same happened to my sister too.

Temaswati dared not to tell her grandmother. She was afraid that grandma would confront them and become violent. That was Temaswati's daily life from 2007 to 2012.

She had to walk barefoot for two or three kilometers to go to school, and this was the only time she had any peace of mind. Then, four classmates persuaded their parents to give her some old shoes and clothes. To this day, Temaswati is deeply grateful to them.

One time, the police went to the school to conduct the "Domestic Violence Course". Only then did Temaswati realize that the abuse she suffered should not have happened. She learned that she could ask for help through various channels, but didn't have the courage. Instead, she confided to her teacher. The teacher reported Temaswati's suffering to the head teacher of the school, who immediately reported to the social welfare agency. The police and the Ministry of Social Welfare intervened in the investigation. The victims were not only Temaswati and her sisters, but two cousins.

Remember that day in August 2012, the car with police signs drove to the school and took the sisters away. Subsequently, police intervened and went to the house and took the two cousins away; so that they could quickly leave the "grandma's new step-grandfather's house."

Come to ACC! Come to The New World!

ACC is very good and safe. Food, clothing, housing and transportation are all provided. There is a shower and her room is safe. When she just arrived, she was bullied by one or two girls, but within a short time they all lived together peacefully.

In 2018, she returned for the first time to her tribe for the Christmas holiday. The sisters went back to their grandma's (mother's side) house, never go to grandma's (father's side) new step-grandfather's house again.

Fashion design has always been Temaswati's interest. Now that she is a senior in high school, she knows that there are many learning opportunities at ACC. Moreover, Master Hui Li pays great attention to education. Especially in the past two years, in his speeches to the grown-up children, he often mentioned that everyone should not be satisfied with a little achievement, and that everyone should study hard and set goals for their future as soon as possible.

The 21-year-old Temaswati hopes that after graduating from Yuantong High School, she will continue to study law. Becoming a lawyer is her goal of entering and serving the society.

Eswatini Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION

13 candidates of Eswatini International Humanitarian Aid Shelter Protection and Yuan Tong Schools for Vulnerable Children K-12 Education Development Programs from middle school (Grade 7) and high school (Form 3) successfully passed the national exam. We divided the children into life skill groups, counseling groups, and environmental organization groups according to age, to help them effectively use their time to balance study and life. We took weekend time to put together a “holiday cinema” for the kids to watch different inspirational movies to help them balance their body and mind.

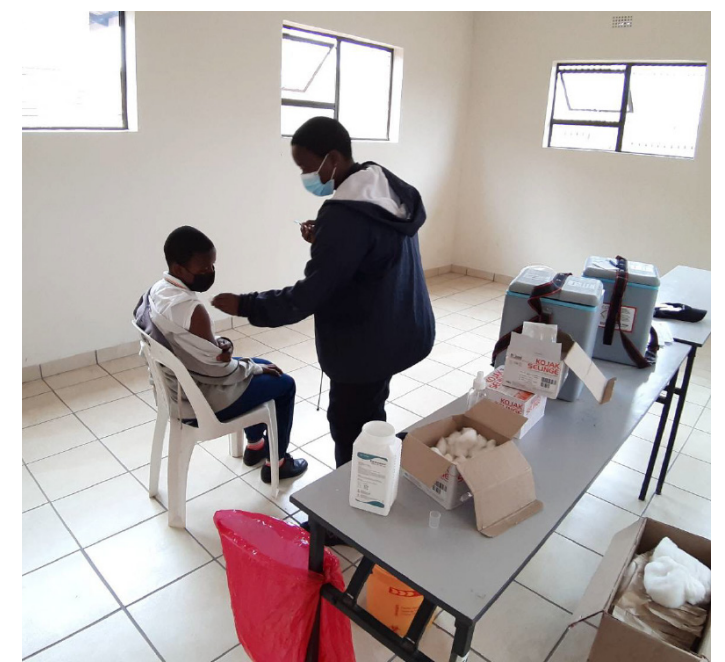
An Education Development Program integrated report for the Eswatini vulnerable children’ Yuan Tong Primary School was compiled for the school building donor, Cao Zhongzhi Foundation, to ensure project targets were all met. Eswatini students signed up for the oral competition held by the Overseas Community Affairs Council. They persevered to the end and we encourage them to keep working hard to make it to the next level.



attending work to protect the health of all. The Ministry of Education dispatched personnel to the Vulnerable Children Education Development and International Humanitarian Aid Shelter District to vaccinate children ages between 12-17 against COVID-19.

With a limited international aid budget we managed to repair the shelters of 242 children that had water leakage, peeling cement, and sinking floors. We installed the shelter’s cold and hot water supply system, repaired the underground cables and the stairs outside the multipurpose hall. We also installed water towers and faucets so that villagers can have access to clean water and develop good hygiene habits. The medical team arrived at the shelter district to carry out free clinics and did health checkups for the children such as issues with itchy skin. Lancet became one of our many wheelchair beneficiaries.

Eswatini experienced the country’s first riot in 30 years. The local government sent military police to our International Humanitarian Shelter District to station and patrol the area in June, ensuring the safety of our vulnerable children and humanitarian aid team.



2. HEALTH AND WELL-BEING

In response to the impact of the new Covid-19 variant in South Africa, we are conducting on-the-job training for caregivers at the Eswatini humanitarian aid shelter district.

The Eswatini government sent staff to Eswatini humanitarian aid shelter district to set up thermometer equipment to help facilitate checking the temperatures of children, teachers, and staff. We arranged for all local staff and overseas volunteers, to visit the vaccination hub setup by the government to get vaccinated. All workers will undergo thorough disinfection before

3. ERADICATING HUNGER AND REDUCING POVERTY

The small vegetable farm with bean sprouts has been proudly cultivated by the children and yielded a good harvest. In order to be self-reliant, the Eswatini International Aid Team arranged for professional farmers to teach mushroom cultivation methods. We let the children learn the whole process and arranged for them to visit the World Vegetable Center (WorldVeg). WorldVeg is willing to support us with seeds and farming techniques for our shelter districts. This includes setting up farming courses to grow mushrooms and fruits.



4. INTERNATIONAL AID HIGHLIGHTS

We donated personal protection equipment and daily necessities to the Social Welfare Department. We also completed 1680 meters of road repairs for local residents. Despite the pandemic, the donations of Nanwei's Tex-Ray Industrial Co. Ltd and local business groups continued uninterrupted. We received donations from Kiwanis International Federation of Taiwan. Donated masks were handed over to the local village chiefs by Eswatini humanitarian aid members. Food donations of 4,500 kilograms of rice were made for the children. Eswatini International Humanitarian Aid shared dug wells with surrounding tribes, reaching more than 400 villagers.



The Department of Natural Resources and Energy of Eswatini held an event in November to recognize Amitofo Care Center International humanitarian aid work in Eswatini. The children's martial arts performance at the event won the praise of the Minister of Resources, and he personally rewarded the African martial arts coach with a cash prize.

Namibia

est. 2015



JUNIAS - 11 years old

"I want to be an engineer to help ACC repair water and electricity system, as well as a computer engineer who can repair computers." Speaking of future ambitions, Junias, an intelligent boy, who was born with eyes filled of sparkling light, is now full of enthusiasm which makes his eyes look even brighter and more energetic. He often sees teachers and volunteers carrying electrical appliances that need repair, or who are on the way to repair things. He is caring and hopes that one day after mastering the repair technology, he can help others to shoulder the hard work.

Because Teacher Fan taught us the five goodnesses, my learning became better." Junias is not an outstanding learner by nature. Before entering ACC, he was ranked 7th in kindergarten. Teacher Fan is his first Mandarin Chinese teacher. The concept of the five goodnesses—attentiveness, patience, confidence, gratitude, and love—contains the values that Namibia ACC always hopes to pass on to children, and Junias is willing to continue to practice the five goodnesses in daily life, which helps him maintain his position as No.1 in academics performance.

"Junias is willing to continue to practice the five goodnesses in daily life, which helps him maintain his No. 1 position in academic performance."

VICTORIA - 12 years old

You will find Victoria shy and polite, but her heart is always ready to greet the external world with a warm welcome and extreme curiosity. "I like the feeling of gaining new knowledge - it makes me feel powerful." She enjoys visiting her favorite place, the library, as reading brings her peace and happiness. Every time a book is opened, a tunnel to the new and unknown is opened which satisfies her thirst for knowledge.

In school, she is a big girl with a humble attitude and kindness to others. Not only does she earnestly improve her studies, but she also refines her martial arts. After school, she returns to the hostel. After finishing her homework, she enjoys time sitting around with her roommates who are like her own sisters, telling them interesting stories that she has read from a book, and laughing and chatting. In addition, she is also keen to participate in Scouting activities. She will never forget that during a camping event, the enthusiastic farm owner gave everyone a tour around his farm. In the sunset light, she saw a family of giraffes and a group of running ostriches. She was excited and moved.

But before coming to study in ACC, Victoria's life was not like this.

Victoria and her father depended on each other, and her mother died when she was little, so she started to study in kindergarten very late. The teaching conditions of the kindergarten were inadequate, and she was often absent. Her father was a night security guard, which left her sleeping alone in a shabby tin room. She never became used to the fear brought by the darkness, and she suffered from hunger and coldness. For a while, she slept on the ground, without a blanket to cover herself. During the day, her father sometimes brought food back to enjoy with her. After eating, she did the laundry for her father. But most of the time, her father did not come home and she had to take care of herself. Her father occasionally brought back one or two magazines or newspapers. Those were her companions when she was lonely and her only toys. She cut out pictures of people and other things from papers, and played multiple characters on her own. Nearby neighbors discovered her situation and heard that ACC is a charity organization that aids orphans and vulnerable children (hereinafter OVC in short), so they assisted in contacting ACC. After the home visit, Victoria successfully entered ACC in 2017.

Victoria's previous difficult situation is very common in Namibia. In 2016, according to the statistics of the Ministry of Gender Equality and Child Welfare of Namibia, there were 190,000 registered OVC in the country. It is estimated that by 2021, there will be 250,000 OVC in Namibia, which is equivalent to about 1.5 in every 5 children are orphans or vulnerable children, and 1 in 5 children cannot attend to school.

Victoria is very fortunate to have kind neighbors who helped her to live at ACC and receive education. She also cherishes this opportunity and studies hard. Her dream is to go to university and be trained to become a nurse. In this way, she can rely on knowledge and skills to help those in need, so that those who are sick can become healthy without suffering.

Now at ACC, Victoria is living comfortably and happily, although she misses her father. He always asks her when she comes home for holidays, how is her life in ACC? She always answers, very good. He is happy for her. She can live a good life and can be educated. From Victoria's point of view, "Dad can finally save more money." ACC has helped her family and brought hope to her future.



NAMIBIA ACC CONSTRUCTION

A ground-breaking ceremony of Namibia ACC was held in March 2014.

First phase completed in 2015:

- ▶ Two storehouses and multipurpose halls A&B.

Second phase completed in 2016:

- ▶ Three OVC children villages and two staff dormitories.
- ▶ The Namibia children village is our first two-story village.
- ▶ Each village has six units that can accommodate 96 children.
- ▶ Yuan Jue School, started in 2017, utilized one of the OVC children villages as temporary classrooms. The school is expected to be completed in the next construction phase.

The third phase started in 2019:

- ▶ Eight classrooms and an international aid program area are planned for the school.
- ▶ The school is comprised of classrooms, an international aid program area, a library, a medical room and the computer room for Yuan Jue School.

Namibia Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION

Teaching

We began an experimental teaching program for our senior students according to a new program that we set for every two months and published the team results in the form of group discussions. This aims to cultivate the spirit of teamwork and activate the students full potential. The teaching methods used in these activities brought on new discoveries and created opportunities for Mandarin local teachers to communicate with one other.

We began a living education program for the children where they harvested sweet potatoes and helped out in the kitchen. This process was also part of our experimental teaching program where the teachers were able to actively share their thoughts and experiences, learn from each other and make progress together.

Another opportunity we had was to cooperate with the Namibia-themed photography exhibition held in Taiwan. We assisted them by providing Namibian culture, scenery, Namibia International Assistance and High-quality Education Development Plan for the life of children in shelters. In light of the national



holiday “Africa Day”, we came out to show our support for the painting competition held by Taipei ACC. The children who signed up for the competition were invited to participate by painting and creating together. A total of 80 works were received, and 35 of them were selected in the final round and sent to Taiwan to participate in an online competition. We also held art exhibitions on the campus where the children’s work was posted up to encourage them to continue on in their creativity.

The children were presented with a 2020 Certificate of Outstanding Achievement and Learning Progress at the beginning of 2021. This award is based on continued effort in studies and to work hard to achieve their aspirations. We recruited the caregivers to cheer on the students on behalf of their parents to light up the atmosphere!

Enriching the Extracurricular Life of the Students

On the 31st anniversary of Namibia’s independence, we held an Independence Day celebration. The caregivers took the children to a parade in Namibia’s Vulnerable Children Education Development Yuan Tong Primary School and International Humanitarian Aid Shelter Protection District, where they celebrated with chants, traditional songs and dance performances.

For Cultural Day, teachers from the Shelter District Yuan Tong School arranged for the children to learn traditional songs and dances to show respect and honor for each culture and respective race. Overall, it allowed for the teachers and children to have a better understanding of the various cultures and ethnic groups.

On Namibia Heroes Day, the caregivers took over the celebration activities and led the children in performing traditional songs and dances, telling life stories, and they put on short plays on behalf of different ethnic groups. Lastly, we arranged an online meeting between children from the Shelter Protection District in Namibia and those from Eswatini. The children from the Shelter Protection District in Eswatini excitedly prepared performances such as “Kung Fu Magic”, and the children in Namibia sang them a few songs in return. The children from both country shelter centers were very happy to meet each other!



Foreign Exchange and Cooperation

The principal led a team to Otjuwarango to visit the Education Bureau, as they entered into the third-stage for G8-G10 applications, and listened to the K-12 Education Development Program School for Vulnerable Children’s recommendations from the Ministry of Education team. The newly-appointed district leader and mayor’s team also visited the International Humanitarian Aid Shelter Protection Center and Yuan Tong Primary School for Vulnerable Children Education Development in Namibia. We communicated and demonstrated our mission to them through short performances and school visits to help them get to know us, our vision, and the philanthropic and educational work we do. We also invited members of the board of directors to attend the meeting that same day.



Vulnerable Children Home Visits

During vulnerable children home visits, the team visited 120 families and assessed the living environments of over 200 children in the northern part of Namibia, selecting 40 eligible children for admission.

Council Meeting

Two council meetings were held in 2021. Master Huili, Mr. Swapo, Mr. Rickey, Mr. Xiao’s family, the dean, the principal Ms. Motsang, and many more attended the meeting. The directors and consultants visited the International Humanitarian Aid Shelter Protection Center and new Yuan Tong Primary School campus for Vulnerable Children Education Development in Namibia, and were warmly welcomed by the children.



2. HEALTH AND WELL-BEING

Covid-19

We delayed the start of work to allow our employees to get tested for Covid and ensure everyone could safely return to the campus. Employees who tested positive were required to isolate at home until they tested negative before returning to work. After the children returned, we arranged for them to have dinner and review time in the dorm, and added vitamins to their breakfast with generous donation from Germany to help children with their immunity and their overall health.

Child protective environment management

We completed the fence at Yuan Tong Primary School to enclose the area. 100 sets of desks and chairs, as well as teachers’ desks, book lockers, etc., were added to the school to create a better learning environment and office space for both teachers and students. Master Huili personally visited the International Humanitarian Aid Shelter Protection District to guide the repair work of the education farming and solar energy equipment at the shelter center.

The shelter center and school received the 54KW power equipment donated by Australia and delivered from South Africa. We added another well and redesigned the water pipeline system to improve water sanitation and supply to the village district to prevent overflow and waste with equipment installation of the No. 3 well. The No.3 well supplies water to the school also serves as a back-up well.

Festival Activities

This year we held three major celebrations. First was Namibia Heritage Week. During this week, the teachers of the school wore their own traditional costumes, performed traditional dances from each different ethnic group, and danced with the children, expressing honor and gratitude to their cultures, and carrying forth the spirit of ethnicity. The second celebration was the Mid-Autumn Festival, and the third being the education development program academy celebration and sports meeting.

3. ERADICATING HUNGER AND REDUCING POVERTY

CBO issuance

Beginning in February, in addition to the regular 60-70 children in the Oshatu3 area, we assisted a new church by providing fresh ingredients for lunch for over 200 children in the area. In August, Community Based Organizations CBO (Soup Kitchen) resumed operation, serving four locations including: Oshetu (170 children), Samaritan (Church 200 children), Mrs. Belinda (70 children), and Ms. Bella (20 children), totaling to 460 community hospital children and a small number of elderly people. This was a truly a huge outreach!

Agricultural Education Development Project

Meetings were held with the mayor of Okahandja, on the agricultural education development project and reconfirmation of the land transfer procedures with the Mayor. We are happy to announce that the agricultural education development project was approved after a two-month review by the district government.



Farming and appreciation

We used this spring and rainy season to plant watermelons, potatoes and seasonal vegetables. The children were happy to participate in the planting and watering of the garden. We prepared corn flour and daily necessities in advance to use as Christmas gifts, and sent them off with the children when they returned to their hometowns and employees as they take their annual leave.

4. INTERNATIONAL AID HIGHLIGHTS

The Chinese medical team came to the Vulnerable Children Shelter District to provide free clinics, provide first aid courses for teachers, caregivers and children, and donated medicines. German sponsors donated pencils and two large cartons of supplies. Health supplies and medications were also received from donors in South Africa. The masks donated from Hong Kong sponsors and the medications received from Chinese Medical Mission also helped us during the pandemic.



Mozambique est. 2017



MOZAMBIQUE ACC CONSTRUCTION

Mozambique ACC is our 5th International Aid and Education Development Program campus in Africa.

First phase construction:

- ▶ 2 children villages, 1 central kitchen/dining hall, 1 warehouse, 1 generator room, and the main and back gates.
- ▶ Started in 2015 and was completed by the end of 2018.

Apr 2017- Dec. 2018 - Phase 1 additional project:

- ▶ A temporary aid program office/staff dormitory block, a temporary temple, a water tower, environmental and electrical supply works, and furniture and fittings.
- ▶ However, the temporary temple was never built and this portion of the contract was terminated in end of 2019.

In March 2019, Cyclone Idai swept through Beira/Dondo, causing much destruction along its path. Practically all our buildings suffered severe damage and had to be reconstructed. Thus, our original plans of constructing a school and other buildings were put on hold. Reconstruction work started in Aug 2019, and was completed by the end of 2019.

Cyclone Idai

March 14, 2019 -
March 21, 2019

Intense Tropical Cyclone Idai was one of the worst tropical cyclones on record to affect Africa and the Southern Hemisphere. The long-lived storm caused catastrophic damage, and a humanitarian crisis in Mozambique, Zimbabwe, and Malawi, leaving more than 1,300 people dead and many more missing.



before



after renovation



before



after renovation



before



before



after renovation

ERNESTO

Since I arrived in Amitofo, my life has improved a lot, starting with my own behavior. I stopped stealing and I started studying. I want the good for all the children of Mozambique, my country and the whole world.

My only special interest now is just thinking about studying, drawing and helping others to study. I know that my future depends a lot on the School, I also know that I must help my friends brothers to study hard because their smile is also my smile.

I really like to mess with things, like a broken radio, flashlight and other electronic/electrical devices. That's why I would like to be an Electronic Engineer.

I have high hopes, I hope to grow a lot, graduate, work, form my own family and help my mother and brothers. I also intend to create a very big house with many doors and accommodate other children without living conditions and without a family, if I can, I will also build many small houses and offer them to those without shelter.

I have a lot to thank Amitofo for all they do for me, for my sister and cousin, especially for all the children who have found accommodation, food, health and education at this center.

“Their smile is also my smile.”



JOANA - 12 years old

My name is Joana, I am a 6th grade girl. I am a student at Yuan Tong Primary School. I am so grateful for everything the school has given me. I am from the district of Dondo and I live in Centre of Amitofo, where we are 78 children studying at the same school.

I'm very happy, my director of the School is Mr. KC, the headteacher teacher is Teacher Carlos. Thank you very much, I send this letter to the people of the Community.

In 2019 we studied at the accommodation school, outside the Amitofo center and in 2020 we started to study at the Yuan Tong School, inside the Amitofo Center. Here we study Portuguese, English, Mathematics, Moral and Civic Education, Visual Education, Mandarin, Music and Dance, Crafts, Physical Education, Chess, Natural Sciences, Social Sciences, Arts, and Kung Fu. When I finish studying, I'll be an English teacher and accountant, the other desire is to be a Social Worker.

I'm glad Coronavirus is over, thank God and we're fine here. I thank all the people who give us clothes, food, folders and pens, pencils, erasers and exercise books.

God hugs us, I arrived here when I was 9 years old, in 2018, I was studying grade 3 and now I'm in grade 6. God is great. Thank you so much for taking care of me. Thank you.

The school is the flower.

Mozambique Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN AND POVERTY REDUCTION

Teaching

The Mozambique Amitofo Care Center International humanitarian aid and quality education development project shelter district and Yuan Tong Primary School held an opening ceremony to commend the outstanding classes, students and teachers.



In the new school year, 123 children were provided with school supplies, and new school uniforms. School bags were distributed to the young elementary students. We installed a TV in the children's village where they can watch Portuguese programs for children and learn Portuguese through songs.

Through the expertise of social workers, we developed and implemented a social-emotional skills program for all children to help them with developmental problems and improve their social-emotional skills. We set up for the children to do chores, laundry, and work planning in the kitchen.

Some children learned about LED lights and batteries while helping the electricians work, and tried to make simple flashlights by themselves.

During the weekend, the "Seven Habits of Successful People" curriculum was shared with the children through a fun video. During break time, through the animation and TV series, the children learned good behaviors and habits, and they recited various scriptures. We acquired more tables and chairs for children to use.



Enriching the Extracurricular Life of the Students

First, we held a prayer meeting for Amitabha Buddha's birthday and participated in the Metta24 event through an online conference. We even received a thank-you letter from the event organizer. Venerable Mahinda donated SGD 1,000 to ACC in Singapore to express gratitude.

We began preparations for the 2022 Taiwan Land and Water Dharma Conference. Venerable Huili called on all ACCs to participate in the activity of writing out the "The Yuan Tong Chapter of Bodhisattva Dashizhi Chanting Buddha".

We spent the holidays with the children writing out scriptures. The scriptures copied down included: Amitabha (56 copies completed; 5 copies are still being written), The Yuan Tong Chapter of Bodhisattva Dashizhi Chanting Buddha (52 copies completed; 3 copies still being written), Prajnaparamita Heart Sutra (48 copies completed; 2 copies still being written), Great Compassion Mantra (41 copies completed; 4 copies are still copying), Seven Buddhas Mantras on Eliminating Sin (26 copies completed; 6 copies are still being written), the Great Confession of Eighty-Eight Buddhas (4 sets are being copied down by 58 children, 2 sets are still being written), Rules for Disciples (34 sets are being copied).

Foreign exchanges and cooperation:

The President of the Dondo Municipal Government visited the Mozambique International Aid and Quality Education Development Program Shelter campus. They watched the children's performances, visited the temporary school buildings, and praised our work in caring and educating children.



The Secretary of State who was newly appointed by the Mozambique government to supervise all orphanages in the country, accompanied by social welfare officials from Beira and Dondo, came to visit the campus of the Mozambique International humanitarian aid and quality education development project shelter district and Yuan Tong Primary School. They interviewed all the children at the center in order to gather their background information and get their feedback. They toured the center and talked to the staff.



10 children were sent to participate in the Dondo District School Science Fair. One student won first place in the field of science, and will go on to represent Dondo District in the Provincial School Science Fair. In the end there were two boys representing EYT at the Provincial Science Fair. Three boys got the chance to have a video chat with Taiwan Kaohsiung Association.



2. HEALTH AND WELL-BEING

Pandemic prevention and Public Health Control

The second dose of the new Covid-19 vaccine was given to all staff members of the Mozambique international aid and quality education development program team. We donated three different syringe sizes, 18,120 masks to 16 medical centers in Dondo District, 2,200 masks to schools in Dondo District, 360 masks to Dondo District Social Welfare Department, 132 masks to the staff of the Rescue Bank and Laboratory at Dondo Medical Center, and 1,152 N95 masks to Centro de Saude de Dondo hospital staff.

It was arranged for doctors to continuously measure the weight and height of the children in the shelter campus. It was found that some children had a low BMI, indicating that they were malnourished, so we gave all the children vitamins. We made arrangements for a doctor to examine the teeth of all children in the shelter area. Some children were found to have oral problems, and corresponding treatment measures were taken immediately.

All children and staff in the shelter have been vaccinated with tetanus. The inspection team from the Ministry of Social Welfare (Maputo) came to the shelter campus to inspect and guide the COVID-19 prevention and control work, and to assess whether the campus could accommodate more children. The inspection team was satisfied with our building and facilities and also gave us some suggestions for improvement.

Facility Management

First, we continued to actively



promote the construction of a new kitchen, canteen, warehouse, gym, second well, road, and parking lot. Most of the equipment has been delivered to us and put into use. We have newly installed solar street lights, laundry lines and sinks, moved things around, converted the storage room of the office building into a dorm, purchased new cleaning supplies, and planted shrubs and flowers in the canteen and along the new road. We targeted regular maintenance and upkeep of housing and facilities in the shelter complex.



After Hurricane Eloise, we cleaned up the water, washed and dried clothes, repaired damaged houses and facilities, restored the power and water supply, purchased and replaced daily necessities. Overall our goal was to ensure that the living and learning environment of teachers, students and staff in the hospital was up to standard. The fire inspection team of the Dondo Fire Department came to the shelter to conduct inspections and provided us with suggestions on other problems.

Festival Activities

On International Children's Day, Yuan Tong School in the Shelter District of organized a variety of celebration activities such as football matches, special lunches, traditional songs and dances, and kung-fu, and distributed cookies and snacks to the children.

On Family Day, parents were invited to come and watch the student performances at Yuan Tong School. Some parents even gave us gifts hand-made by themselves. The children got to spend quality time with their families and gave them small gifts during their time.

On Christmas we sent stationery to orphans, donated volunteer kits and clothing to the poor out in the Mutua community, and gave food packs to poverty-stricken families in Mutua, Mafarinha and Mandruz.

Donation and Distribution of Materials

We replaced them with new mosquito nets, washbasins, and gave out raincoats to the children in the shelter compound. We gave raincoats donated by Mr. Wang Yu Lung from China to children, caregivers, and distributed 20,000 masks to 6,637 students in 21 schools across 13 districts of Dondo District.



3. ERADICATING HUNGER AND REDUCING POVERTY

We provided warm clothing and blankets to children in winter, and arranged for the children to prepare appreciation performances with a special dinner and gifts for all women on Mother’s Day. We helped children understand the cost of food and meals, and asked children in grades 4-7 to participate in a survey that asked them to list the main foods they usually eat at home and estimate the cost of those foods.

We donated 120 blankets to the Nursing Home (Centro de Acolhimento a Velhice) in Nhangau and to 30 poor families in the Mandruzi camp (Centro de Reassentamento de Mandruzi).

A three-month pilot program (sponsored by donors in Singapore) was launched in Mafarinha, Mandruzi and Mutua to provide 30 poor families with living materials such as flour, cooking oil and soap. We donated cleaning supplies, 300 masks, and other materials to Consito Primary School to support their pandemic prevention and control work, and donated stationery sets to students of Mutua community

4. PROTECTION OF VULNERABLE CHILDREN

ACC assists children living with HIV/AIDS by providing monthly screenings and counseling, and provides antiretroviral medications based on their weight and height. Thanks to the children’s adherence to conventional treatment, in a recent blood test, we found that most of the children had positive changes in the amount of virus in their blood. Two children had no detectable traces of HIV at all, and the first child’s result showed that the HIV was under control. Another child had abnormally high levels of HIV, and after investigation, it was found that the child was not taking



medication regularly. Therefore, we arranged for a nurse to supervise her to ensure she was taking the medicine to further help her treatment.

We continue to pay close attention to the health of children in the shelter and have already provided three children with glasses to help them correct their vision. Oral medication was provided to children with malaria, and intravenous therapy was provided for severe cases where oral medication could not be administered.

5. HIGHLIGHTS OF INTERNATIONAL AID

Singapore donated 50 art kits, medication for the treatment of COVID-19 and books in both English and Chinese for the children. Donations of clothing, mosquito nets and other items were received from Taiwan and China, including 20,000 masks which were distributed to 6,637 students in 21 schools across 13 districts. Donations were made of three different syringe sizes, 18,120 masks to 16 medical centers in Dondo District, 2,200 masks to schools in Dondo District, 360 masks to Dondo District Social Welfare Department, 132 masks to the staff of the Rescue Bank and Laboratory at Dondo Medical Center, and 1,152 N95 masks to Centro de Saude de Dondo hospital staff. Donation plates for Hong Kong and Taiwan donors were installed.

Madagascar

est. 2019



MADAGASCAR ACC CONSTRUCTION

Preliminary construction phase of Madagascar ACC will be completed by the end of May 2019, which comprises one dormitory for boys and girls respectively, one office building, four classrooms, one dance room, one security guard room, and temporary thatched houses used for prayer hall and central dining hall.

Phase one:

- ▶ 15 classroom buildings for the Yuan Tong Primary School are under construction.

GRACIAH

Before I came to ACC, I was like most kids in my neighborhood, trapped in ignorance and poverty.

Since joining ACC, my life has changed so much. Here at ACC, all students have to wake up early in the morning and go to sleep early in the evening as well. We cook, we do the dishes, and we do the laundry. In fact, aside from studying in the classroom, there is always something to do. And that keeps us busy all day. Life is very interesting when you're always busy.

At ACC there are quite a few things that interest me. Apart from academic study, you learn to sing, dance, play musical instruments such as piano (I mean keyboard), guitar, drums, etc. Oh, I forgot, there is also kung fu, drawing, knitting and Kabary (which is a public speech). But my special interest seems to be learning the Chinese language.

I don't know if I will change my mind later but for now I would like to become a Doctor or an entrepreneur.

With the knowledge and wisdom that I am accumulating here at ACC, I have hope to face life and achieve my dreams. I would like to help the poor through philanthropic actions. Another dream of mine is to study abroad.

In terms of behavior and conduct, I notice a big change. Because here every day we learn politeness, mutual respect, good manners, wisdom, compassion and simplicity.

This is the story of my family. At home, we have a small piece of land on which we have built a house. Some family members wanted to take over our land and destroy our house because of their excessive greed. My father defended our land and our home. But they did all they could to imprison my father. My father was jailed while I was here at ACC. I learned that my father was already released from prison a few months ago. Now that he is free, I am happy and that gives me the reason to study well, even more, to fight poverty.

ACC has had an impact on me and my family as I experience great improvement in my education and my life. And subsequently, since it is ACC that pays for all the costs of my studies and my needs in life, it has a positive impact on my family because financially, there is a reduction in the burden.



“I would like to become a Doctor.”

ADELIS

Before I came to ACC, I wasn't very serious about my studies. I spent most of my free time having fun playing football, and doing some silly things.

Since joining ACC, my life has changed because we hear words of wisdom every day. And as time goes by, I experience changes. I'm starting to take my studies seriously.

Here at ACC, what interests me most is learning foreign languages. But of course I do not underestimate the other subjects because they are essential subjects too.

I would like to become a Doctor.

ACC is here today, thanks to the wish of the He Shang Baba to help others, and from the help of supporting mothers and fathers around the world who send us financial and material donations. My hopes and dreams are to finish my studies abroad. And when I have the chance, I would like to help others as I have been helped.

Because of physical exercises and our daily routine, I have witnessed an improvement in my body health and in my concentration.

Yes! It was because of poverty that my parents were unable to finish their studies. Now that I'm here at ACC, everything has changed because now we have the opportunity to finish my studies, not like my parents' time.

Already here at ACC, there is me and my little sister. This helps alleviate the financial difficulty my parents are facing. To conclude, I would like to thank He Shang Baba, the supporting mothers and fathers around the world, our Yuan Zhang Mama, all the teachers of the ACC, all the staff of the ACC and all the students of the ACC. Gratitude! Amitofo!



Madagascar Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION

International humanitarian aid children protection and Yuan Tong School for vulnerable children K-12 education development programs in Madagascar

Yuan Tong Buddhist Residential School cooperated with the government policy. Each semester, recognition certificates were awarded to students for strong academic performance and diligence in learning, and under the leadership of local teachers who are familiar with musical instruments, an orchestra was established with a set of jazz drums donated from Taiwan, ten guitars and an electronic organ from the vulnerable children education development fund.

The first mindfulness activity was held with a 5-day program. 63 children aged 6-13 took part and the daily activities were divided into 8 sessions including mountains trails, meditation, walking mindfulness, transcribe sutras, chanting Buddha, and prayers.



2. HEALTH AND WELL-BEING

Organizing the Spring Festival celebrations, the children performed shows under the leadership of school teachers. The kitchen prepared vegetarian meals and handmade cakes, made only for special celebration days. Teachers and students spent a happy New Year together.

3. OTHER REPORTS

Buddhist Vulnerable Children Boarding School

Achievements were awarded in the third phase at the end of the term. At the end of the semester, the school children had a month-long leave to return home. In addition to the school study record sheet, there was a "child assessment about life at the vulnerable children shelter". The children shelter campus was short of a budget for nannies and cooks so the children picked life skills like laundry, preparing firewood, cooking rice, and self-managed their daily chores. During the rainy season, the two teachers on duty planted seeds to grow pumpkins, ginger, greens, berries, peaches, plums, bananas, and other fruits. We had a bountiful harvest.

Resumption of School at Madagascar vulnerable children campus

Children returned to school in November. Considering the inconvenience of transportation, there were children who returned early. After eight months of Coronavirus shutdown measures, the shelter campus finally resumed operation and the children's sound of laughter was back again. After many days of isolation, the reunited children shared speechless gratitude. Children enjoyed mindfulness practice.

Amitofo Care Center of Madagascar - "One Hundred and Twenty Six Miles"

Located on the 126-mile road in the southeast area of Madagascar, two vulnerable kids needed to return home. The difficult, rugged roads would allow the car to take the school boys to their hometown. Teacher DANIEL and Teacher TORIANA rode off-road motorcycles to escort the two school children home – a total of 256 miles back and forth the same day. Due to the pandemic, the villagers of the tribe were firmly opposed to allowing outsiders to stay overnight. The two teachers could only rush back overnight, riding motorcycles for more than 20 hours to complete the arduous task of escorting the children home! How did the two teachers conquer this unbearable turning back in the dark! Well done Yuantong Primary School teachers of Amitofo Care Center of Madagascar for your hard work and safe journey.



When poverty meets the coronavirus

The last group of school children were sent back to their family and relative homes, and the school area suddenly became quiet. The transportation and communication of Madagascar are not what people can imagine living in a civilization. June 8th was Mother's Day in Madagascar. The first group of children finally contacted us by phone. There is no phone if homes have no electricity. There are some mobile phones but not everyone can afford one. Even if they have one, they can't guarantee that it can be charged or get service. The poverty level and environmental conditions make it impossible for the ACC Madagascar to contact the children.

On Mother's Day, a school boy overcame the difficulties and borrowed a mobile phone from an adult to call. When the words "Happy Mother's Day" came from the phone, he cried so much that he sobbed and missed it. "ACC Madagascar, I want to go back to the campus. Because I miss everyone and



worry about forgetting what we have learned”.

Because adults had no work during the pandemic, the children had to go to nearby farms to help simple farming or pick up fallen rice, to get a little food. Because they had to go out for food, their safety was threatened. “I am even more afraid that the bad guys have the opportunity to take advantage of a girl in villages or even get raped.”

What is moving is that they can still believe in their good roots even without the company of their teachers, and insist on reviewing the lessons learned at the ACC Madagascar campus every morning and evening! What’s distressing is the poverty encountered during the pandemic, accepting it quietly, without the out-of-control emotions of civilized people, and always being so speechless to bear the real life of course.

Madagascar closed cities prohibit vehicles from leaving the city, so we couldn’t go to the village to fetch these vulnerable children. Ten days after I had the call, I was finally allowed to apply for a 24-hour pass. I had a bumpy ride for more than ten hours. The police stopped the car along the road and checked my temperature. I arrived at about two o’clock in the afternoon. The children and their parents gathered in the square as early as nine o’clock and waited for a long time, limited to the 24-hour traffic restriction. After seeing the children and distributing supplies to the poverty-stricken and the needy, they must return immediately before curfew. On the way back to the ACC Madagascar campus area, we couldn’t find an open gas station to refuel. There was a curfew from 10pm to 4am. We had to stop the car and wait until dawn. After arriving back to the campus, I finally realized that the 24-hour pass does not include the curfew time, and there are still curfew restrictions that must be observed.

The life of children returning from the pandemic in North District!

The government strictly mandates wearing a mask, but no child actually obeys the regulation. When the director of ACC Madagascar and Yuantong Primary School Principal, Benqi, arrived and gathered in the courtyard with children in the same village, they were shocked by this scene of unmasked faces. The first sentence blurted out was: “Why didn’t you wear a mask???” The children answered in unison, simple and clear: “No!” The representative of the villagers parents hurriedly



explained: “Because of the pandemic, manual work was forced to stop, and already embarrassed, we became even more depressed.

The children returning home from ACC Madagascar do not have enough food supplies at home. They have to go to the farmland to help pick up the fallen rice to eat. Suddenly there was another scene in front of us. It was the cold winter. The adults wore thick cotton sweaters, but tattered. The children were wearing thin summer clothes. They couldn’t help but cry out that the families should not demand us to return to the villages during the pandemic. The consequences of threatening children by their families to go home are so unbearable. Before departure, the President of Amitofo Care Center International (Amitofo Care Center global headquarters) instructed ACC Madagascar to get enough rice for the children and warm clothes to keep them warm.

Simple happiness

The busy bee clean-up exercise is over. 60 blankets were spread out one by one in the small stream and lake outside the courtyard, once again radiant, waiting for the return of the little master after the pandemic.

Madagascar Outbreak - the days after the children returning home

We felt helpless that we had to send the boys and girls back to their biological homes, due to the fear of pandemic by the tribal families. They hurriedly left, leaving behind a pile of dirty clothes, blankets, etc. Employees and school teachers quickly moved into the campus to assist. In order to help the needy, we heard that some employees chatting about a food shortage and they could not get hold of any rice. We still had about 250 kilograms of food in the campus storeroom. If the children were not in the campus, we don’t need this much food here. We could sell to the staff at cost, original price ACC Madagascar bought, to employees who could not find rice to buy.



Madagascar ACC Shelter Campus - Yuantong Primary handmade wood-baked buns

After returning to school, the children were taught the traditional culture of the ancestors. The local teacher led the children to carry wood, cook three meals, go to the hall, grow vegetables, clean up the environment, and take care of themselves in daily life. Every Sunday afternoon, the older school children started to prepare for Monday breakfast, learning from the Dean mother, making buns, steamed buns, and baking them as part of their continuing education. The principal's family rode a motorcycle and delivered it, and the pure fresh milk produced from his own cow delivered personally, which is a bonus for kids to make chocolate milk for breakfast. The little children follow the guards to find firewood. Everyone has a task. Life is free and fulfilling, and enjoyable!

Madagascar ACC - Happy Holidays and Hard Work

When the rainy season was here, two teachers on duty lead the school children to plant pumpkins, ginger, vegetables, mangoes, peaches, plums, bananas, and more. We had a good harvest.

Yuantong Buddhist Residential Primary School Opening Training

Looking forward to the day when we return to ACC, we finally get together again! Today is the celebration of ACC and the opening day of Madagascar- [Yuantong Buddhist Residential Primary School].

After the opening ceremony, start the new semester training. The first lesson: "The First Lesson for Parents in the World" Video Appreciation and "Sharing What I See". The second class:



"Observation and Learning of Kitchen Work". The third class: video content translation. The fourth class: discuss the kitchen learning bit by bit. Fifth class: Environmental finishing.

Madagascar - Yuantong Primary School

The third phonetic notation course for new boys and girls took place where they learned to spell the 37 phonetic symbols and pronounce five tones clearly in three lessons.

At present, Madagascar Yuantong Primary School has four classes of second grade, third grade, fifth grade and sixth grade. The courses are mainly prescribed by the local government. The Mandarin courses are arranged at 7:00-7:50 and 8:00-8:50 in the morning. In the two classes of the age group, the local teachers also followed the students to learn to speak Mandarin, counting to one hundred, a brief introduction (name/country/age), greetings, time, week, and a complete question (what, V is not V, a few +N, whose +N) and complete sentences!



Malawi Lilongwe

est. 2019



LILONGWE MALAWI ACC CONSTRUCTION

Phase one children shelter buildings:

- ▶ Construction was completed by Jiangxi International. The buildings were then handed over to ACC on Oct 31, 2019 with a one year warranty period.
- ▶ Phase one buildings included two childrens dormitories and one staff dormitory.
- ▶ The two-story childrens dormitory has 12 units, each with two rooms and accommodates eight children. The two dormitories provide shelter for up to 384 children.
- ▶ The two-story staff dormitory has 44 rooms with private bathrooms.

Childrens dormitory one:

- ▶ The first floor is temporarily used for international aid program office, teacher's office, grain warehouse, international aid program and children material storehouse, temporary Buddhist hall and dining hall.
- ▶ The second floor is used for children accommodations.

Childrens dormitory two:

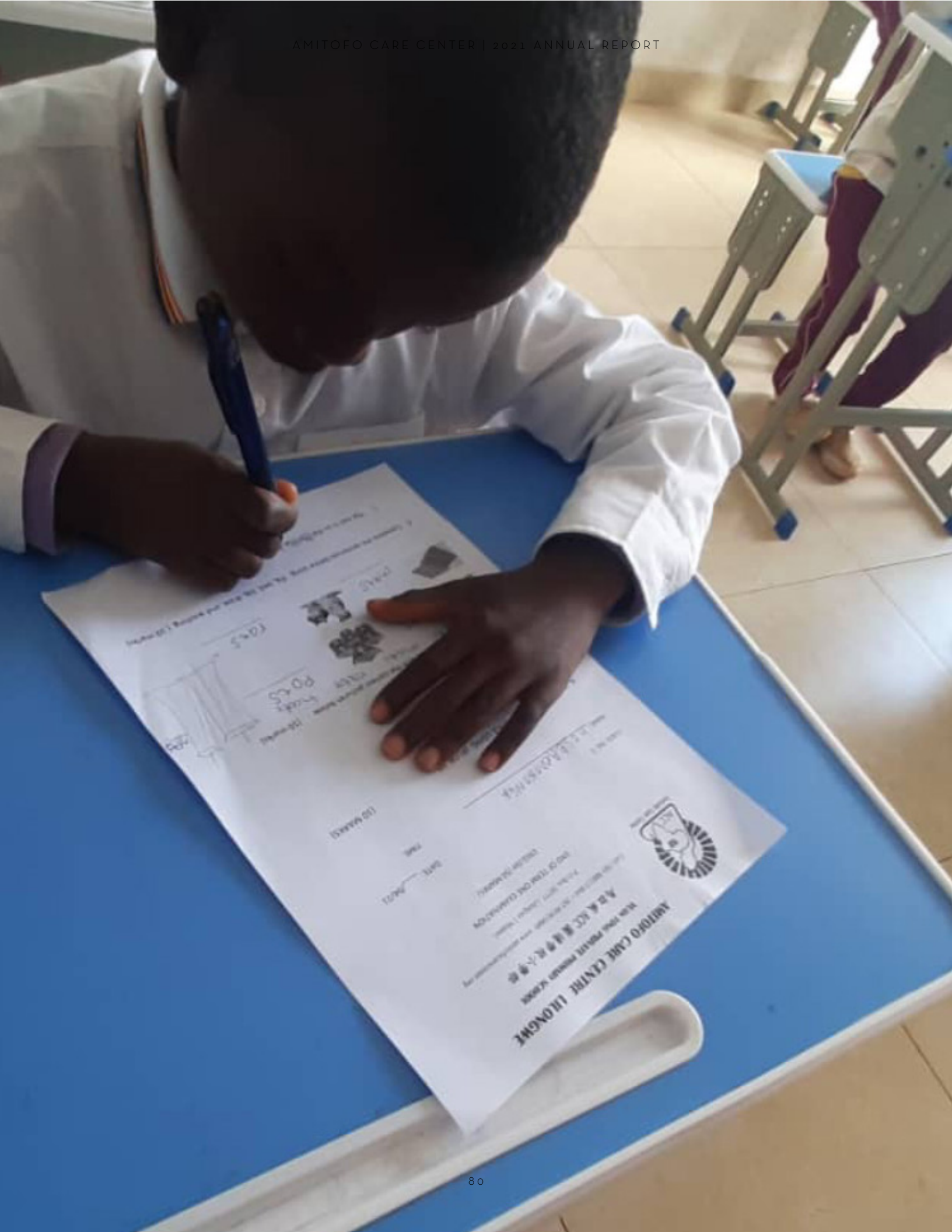
- ▶ The first floor is temporarily used for Standard 1 - Standard 6 classrooms, music room, morning meeting venue, and Kung fu practice area during the rainy season.
- ▶ The second floor is used to accomodate local teachers and staff.
- ▶ The temporary house and dining area for faculty and staff are in a rough condition because it was converted from the construction workers dormitory.



TESHA

“My life was hard before coming to ACC. My family could not afford to send me to school. Now that I am being educated at ACC my goal is to become a teacher so I can share my knowledge with fellow Malawians and let them know the importance of education.”





LEONARD

Before coming to ACC, it was very hard for me to go to school, I was spending much of my time doing some work for my daily life and helping our family in household chores. It is my pressure to be at ACC and learn such many things, I thank ACC for giving me the opportunity to education which was just a dream for me before coming here.

When I grow up, I want to be a Bank manager so that I can change my life and help my relatives.



Malawi Lilongwe Executive Summary

1. LITERACY, EDUCATION FOR DISADVANTAGED CHILDREN, AND POVERTY REDUCTION

Teaching

We invited the village head, parents, and teachers to participate in the assessment of the children so that the teachers can have a better understanding of the children's health status and can develop a tailored plan to help them grow up in a healthy way. Lilongwe Amitofo Care Center International humanitarian aid, quality education development project shelter district and Yuan Tong Primary School began providing evening courses to help the students review their class notes and complete their homework assignments. All of these things have contributed to the school becoming one of the best schools in Malawi and helping improve the protected areas for disadvantaged children.

We planned for the students to use the weekend time to do their chores and clean the dorms. This is an important part of training the students in basic life skills and responsibilities. The vice-principal opened up a religious course on the theme of Buddhism for the students. In addition, the students also learned about 16 other religions in the world including African religions, Christianity, Islam,



Confucianism, and more. During the temporary closure of the school, a three-week internal training was conducted. We took inventory of all books in the library and purchased any missing books so that teachers and students would have proper learning resources. We also purchased four new drums for the music lessons.

All students of Yuan Tong Primary School passed their exams in the second semester. In order to reward outstanding students, we sent the top three students on field trips. They visited the Capitol Building, the National Library, Muzu Memorial Site, and many other places. We also arranged for the top 10 students to visit Hongsheng Packaging Co., Ltd., and CSH Investment Co., Ltd., and Fu Trade Education among other places. We hosted the Blantyre ACC graduates, who assisted us in translation for Chinese classes, kung fu coaching, and other activities.

Enriching the Extracurricular Life of Students

On Malawi's Independence Day, we organized two lectures for the students to take part in. One was hosted by Mr. Chimangeni, a former Buddhist monk from Fo Guang Shan. He taught the children the history of Buddhism, proper study and living habits. The other lecture was led by senior village chief Chinoko, who spoke on topics more interesting to the children, covering life skills and music. On the same day, we also held a chanting ceremony in memory of the former volunteer Mr. Yang Wenyan.

Promoting Cooperation

Lilongwe Vulnerable Children Sanctuary International Aid Group teacher spoke with the Primary Education Advisor (PEA) and the head teacher of Embekwawa Primary School. We paid a visit to Kasungu County under the leadership of the senior chief of the Buweya region. During a visit to the regional office of the Malawi Council for the Handicapped (MACOHA), both sides discussed how to cooperate on matters such as caregiver training courses and wheelchair donations. The Chimudu chief visited the Vulnerable Children Shelter, which gave him a deeper understanding of our mission and gave us information on how we could better cooperate with local tribes.

Recruiting Teachers and Students

To help parents understand the environment in which their children live and study, the Vulnerable Children's Shelter is open to student's parents by providing free boarding for parents and guardians in remote areas when they come to visit. After evaluation, we selected 48 disadvantaged and poor students from 5 poverty-stricken areas for admission into the shelter.

We welcomed 16 new students in May! We traveled to Mchinji, Dowa, the Social Rehabilitation Centre, Chiwamba district, and Ntaya district to meet with new students, and interviewed 17 children from the Dowa district in November. Lilongwe International Amitofo Care Center Quality Education Development Project Shelter has recruited four students. Esmart Mulira grew up in Blantyre International Amitofo Care Center Quality Education Development Program and graduated from Yuan Tong High School. After graduation, she went to Taiwan for higher education, lived in Taiwan for 5 years, and just arrived back in Malawi in April 2021. Here she will work as a nurse and cashier for the Vulnerable Children's Shelter.

2. HEALTH AND WELL-BEING

Pandemic Prevention and Public Health Control

We have supported and arranged for all staff to receive the Covid-19 vaccine. We provided a medical consent form for student-parents to sign to ensure the legality of our tests and help administrators take better care of students. We arranged for all students to undergo a comprehensive physical examination, including HIV testing. The results showed that all students are HIV-negative, indicating that the preventive measures we have taken have effectively protected the health of all children. Medical staff at the Lumbadzi Health Center organized health checks for 41 students in December, and all but one of the students had malaria.

We pay attention to the physical and mental health of the children and provide students with various sports activities, such as kung fu and running to maintain their physical health. We daily wash the kids' clothes, bedding and clean up for the students when they return to their hometowns. When it comes to their meals, we manage their sugar intake so as to improve their dental condition. We reassign the rooms to make sure that children from different areas get to know each other better and to prevent discrimination. We encourage the students to look at this world with an open mind.

Three sick students were sent to the Lumbadzi Health Center for treatment. We found out that most of the children were suffering from malaria, so we contacted the hospital and local health assistants, and made sure that the children received treatment immediately. We oversaw the treatment to ensure that everything was sterile and disinfected before treatment.

We invited doctors and professionals to guide the work on site. Mrs. Salari from the Lumbadzi Health Centre showed us how to use medicine to treat malaria, stomach pains, coughs and other symptoms. On her recommendation, doctors administered Albendazole (an intestinal worm repellent) to all the children to boost their immunity. Dr. Kamtsitsi conducted schistosomiasis testing and consultation, and provided us with guidance on the diagnosis, treatment and medication of malaria, sepsis, stomach pain, fungal infection, and other diseases. Dr. Dunham of Dova Regional

Hospital provided advice and counseling for students on dental health. The students underwent dental exams and those in need of extractions had their teeth pulled. Finally, Lawrence Mphepo spoke with the children on how to set their own career goals.

Patricia Kaliati (Minister of Gender, Children and Social Welfare) guided us in the prevention and control of Covid-19. She provided us with a lot of information and arranged for the Director of Social Welfare of Malawi to visit Vulnerable Children Shelter to ensure our suitability as a childcare facility. An invitation was also extended to the Mchinji District Social Welfare Officer to visit the Lilongwe Vulnerable Children's Shelter. She was extremely satisfied with the shelter and was willing to help and facilitate the admission of students. Lumbadzi Health Centre visited the shelter to monitor and evaluate the welfare and health of our students. Officials from the Malawi Human Rights Commission and the Lilongwe District Social Welfare Department visited the shelter to monitor the impact that COVID-19 had on us. We cooperated with them to provide relevant information and completed their questionnaires.

Water Supply, Power Supply, and Protection of Vulnerable Children

Drainage problems have been solved by digging new drains and maintaining old ones. Regarding the power failure, the international aid team visited the CEO of ESCOM. After more than two months of hard work, the power problem was finally resolved. Water tanks were purchased and installed in time to ensure the water supply. Two tents were set up and a fence was built.

Material Distribution

When the students returned to their hometowns, stationery, clothes, shoes, bags, and daily necessities were given to them.



3. ERADICATING HUNGER AND REDUCING POVERTY

80 notebooks and sets of pencils and other much-needed stationery was donated to Phunziro Primary School (CBCC) and 100 sets of pencils and other stationery to Zulu Primary School. The vegetables grown in the garden were donated to Lombazi Health Center, Lilongwe Rehabilitation Center, Kamuzu Central Hospital and Katete Graceful Feeding Center. In cooperation with the city government and other organizations, we donated about 40 wheelchairs to disabled students and persons with disabilities in various areas, of which 15 disabled persons are listed by the city government.

Soaps were donated to Ng'ombekwawa Primary School (2 boxes), Mr. Mike Maulidi, Principal of the Halfway House under the Social Welfare Department (2 boxes), Malawi Council for the Handicapped (1 box), and Senior Chief Chinoko Kawenga (3 boxes). Additionally, 50,000 Kwacha was donated to buy coffins for the deceased in Gumulira village.

4. PROTECTION OF VULNERABLE CHILDREN

In order to achieve gender equality, we increased the number of girls when recruiting new students to balance the ratio of male to female students. In addition, we opened courses centered around human growth and development for girls ages 10-13 to help girls better recognize physical, mental, and physiological changes. We visited the government Gender Department to seek policy



guidance. Mr. Bonongui, deputy director of social welfare of the Gender Department, met with us to explain and clarify the Gender Department's policies and procedures relating to social workers so as to mitigate risks.

A baby girl found at the school gate was placed in a childcare facility with a plan to place her in the shelter and education campus when she is qualified to be allocated for for adoption by the Gender Department.

5. HIGHLIGHTS OF INTERNATIONAL AID

Taiwan donated 1,950 masks. The Chinese Embassy donated 96 bottles of disinfection supplies, 100 bars of soap, and 1,000 masks. Singapore donated 40 winter coats. Several Chinese people donated school materials and \$130,000 Kwacha to Yuan Tong Primary School during their visit to the Lilongwe Amitofo Care Center International humanitarian aid and quality education development project shelter district.

Bodhi Garden donated clothing, food, computers, teaching materials, and tools. Australia donated Southeast Asian foods, dried fruits, and spices. Malaysia donated other items such as Buddha statues.

EMPOWERING Young Women and Girls

ACC EMPOWERS YOUNG AFRICAN WOMAN TO LEADERSHIP ROLES AND INFLUENCE.

These 4 girls grew up at Malawi shelter campus: Esnart Mulira, Patuma Kassim, Atupele Kachepe, and Emmily Charles.

They are among the first group of vulnerable children who came to the Malawi campus. Over the years, they witnessed how their own people suffered and waited for days before they could see a doctor. They wanted to change that, but knowing they cannot change the world, they did know they could start by changing themselves. All four have pursued studies in healthcare. Through the generous benefactors network, ACC was able to secure scholarships for these young women. Emmily is currently studying clinical medicine at the Malawi Adventist University, Malamulo College of Health Sciences, and the other 3 girls are studying for their nursing degree at the Fooyin University in Taiwan.



Here we also have Esnart and Patuma delivering a speech in Madarin at the 7th World Youth Buddhist Conference (Chiang Mai, Thailand) and performed at the closing ceremony. Encouraging young African women to participate in international events, helps broaden their vision and expand their horizons.



We teach our children gender equality by showing girls and young woman that there are rewarding and meaningful employment opportunities and that they should not resign themselves to accepting low-paying menial jobs simply because they are women. Different position levels at ACC are non-discriminatory and equality is offered to women and men.



OUR GOAL IS TO BUILD A SAFETY NET ECOSYSTEM FOR VULNERABLE AND ORPHANED CHILDREN, AND PREVENTION OF ABUSE AGAINST GIRLS.



ACC Namibia was invited by Okahandja Vice Mayor Ms. Sophia Upithe to participate in Okahandja Women Empowerment Conference. The panel included former First Lady of Namibia Hon. Madame Penehupifo Pohamba, Regional Councillor Hon. Mr. Steve bigo Booyis, Mayor Mr Johannes Jindjou, CEO Ms. Martha Mutilifa, Ms. Anna Thandeka Gerbhardt, police and women from different tribes.

- ▶ Gender equality is an important tenet of ACC’s wider employment strategy, and we are proud of the fact we currently have an almost equal number of men to women across the institution.
- ▶ More precisely, 47% of our local staff in Africa and 69% of our international staff are women.
- ▶ The number of women holding ACC leadership roles is even greater; with five of our six campus director jobs are held by women, and 50% of our head of school are also women.
- ▶ This equal or better man-to-woman ratio reflects the population of all the shelters and education development program areas, which currently and collectively educate, house and feed 1,500 children; of which 48% of them are young girls.

We seek to help a much wider spectrum of kids than just those who have lost their parents.

Children in our center certainly include the young and homeless without parents and family, but they also include children from extreme poverty in loving homes whose parents cannot afford to clothe and feed them. They include children who have bleak futures because of a lack of educational opportunities or who have no support systems.



VILLAGES where our children are from:

Malawi

Bweya	Gumulira	Mnjale	New Vision
Chambe Rock	Kachere	Mpalasa	Njati
Champhumi	Kafula	Mpatamira	Nkanda
Chimatira	Kalolo	Mphanya	Nkundi
Chinkhosi	Kambenje	Mpokwa	Nkunguza
Chinkute	Kasungu	Mtagaluka	Noah
Chinoko	Kawanula	Mtumba	Nyeliwa
Chipeni	Kumpasa	Mulanje , Mphusu	Our future
Chisomo	Machinga	Mulauli	Pempfo
Chisomo	Magaleta	Mvulama	Sanyiwa
Dream of Hope	Mandota	Mwaiwathu	St Teleza
Dunamisi	Matanya	Mwambo	Tadala
Ebeneza	Mathombo	Nalikata	Tambala
God is one	Mkula	Namatikha	Tikondane
Grace	Mlewasalu	Neno	

Eswatini

Hhohho	Lubombo	Manzini	Shiselweni
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Mozambique

Beira	Inhamizua	Mafambisse	Mandruzi
Caia	Macharote	Mafarinha	Mutua
Consito	Macurungo	Mananga	Nhamainga

Madagascar

Moramanga

Namibia

Andara	Mashare	Onailonga	Oshipumbu
Angola	Nantokwe	Onakatambibili	Otjiwarongo
Dnandjokwe	Ndiyona	Onandjokwe	Outapi
Eemboo	Nyangana	Onankali	Outjo
Elondo	Ohangwena	Ondangwa	Rundjarara
Epandulo	Okahandja	Ondjondjo	Rundu
Gobabis	Okakarara	Oniipa	Shomugongo
Groot-fontein	Okatana	Onipa	Swakopmund
likuku	Olunkavu	Oshakati	Tondoro
Katere	Omafa	Oshigambo	Usakos
Korokoko	Ompundja	Oshiiluicu	Walvis bay
Luderit	Omundudu	Oshikwiyu	Windhoek

Lesotho

Boiketlo, Ts'akholo	Ha-Matala, Maseru	Ha-Rampenyane, Mafeteng	Makhomalong, Malea-Lea
Bokong Ha-Malimole, Tt	Ha-Mats'aba, Mafeteng	Ha-Ranthethi, Mafeteng	Malea-Lea, Khorong
Bots'oela, Matelile	Ha-Matsepe, Mafeteng	Ha-Rasekoai Morija	Malea-Lea, Mafeteng
Ha-Bele, Motsekuoa, Mft	Ha-Mats'umunyane, Thaba-Tseka	Ha-Salae, Ribaneng	Mapotu Ha-Kalinyane
Ha-Bofihla, Thabana-Morena	Ha-Mohlehli, Qalabane	Ha-Sechaba, Mohale'shoek	Mapotu Ha-Kalinyane, Mafeteng
Ha-Boomo, Mashai Thaba-Tseka	Ha-Mokoroane, Mohale's Hoek	Ha-Seeiso, Matelile	Maqoala, Mohale'shoek
Ha-Chopho, Mafeteng	Ha-Molise, Mafeteng	Ha-Seitlheko, Mafeteng	Mathebe, Mafeteng
Ha-Constabole, Maliba-Mats'o	Ha-Mphaololi, Mafeteng	Ha-Seitlheko. Mafeteng	Matlakeng Leribe
Ha-Kanono, Mafeteng	Ha-'Ngogae Thabana-Morena	Ha-Sekhaupane, Mafeteng	Mats'aneng, Mafeteng
Ha-Kanono, Matelile	Ha-Nnelese, Maseru	Ha-Sekhaupane, Matelile	Matsepe Motse-Mocha, Mft
Ha-Keketsi, Ts'akholo	Ha-Noko, Thaba-Tseka	Ha-Seng, Semonkong	Methinyeng, Matelile
Ha-Khetsi, Thabana-Mohlomi	Ha-Nthonyana, Mafeteng	Ha-Setlolela, Mpharane, Mhoek	Mokhokhong, Roma
Ha-Khojane, Lits'oeneng, Mft	Ha-Ntjabane, Ty	Ha-Soibilane, Roma	Motheoaneng, Ha-Lumisi
Ha-Khoro, Ts'akholo, Mafeteng	Ha-Nts'onnyane Mafeteng	Ha-Suoane, Thaba-Tseka	N/A
Ha-Kuili, Mafeteng	Ha-Paki, Thaba-Ts'oeu, Mafeteng	Ha-Tebelo, Matelile	Naleli, Maseru
Ha-Lebeta, Mafeteng	Ha-Patsa, Mafeteng	Ha-Thamae, Matelile	Ntlhakeng, Ha-Ramokoatsi
Ha-Lekhari, Mafeteng	Ha-Petlane, Kolo	Ha-Ts'iu, Maseru	Pae-La-Itlhatsoa, Roma
Ha-Lekhema, Mohale'shoek	Ha-Phakoe, Kolo	Ha-Ts'oeute, Mafeteng	Pocha, Ribaneng
Ha-Lemphane, Thabana-Morena	Ha-Pita, Maseru	Ha-Turupu, Mafeteng	Goaling, Maseru
Ha-Lepolesa, Mafeteng	Ha-Putsoane Phamong Mhoek	Hha-Lekhari, Mafeteng	Qobete, Likhoele
Ha-Lets'oara Mafeteng	Ha-Qobete, Likhoele	Khokhoba, Katse	Qotata, Likhoele
Ha-Likupa, Mafeteng	Ha-Rabolilane, Mafeteng	Kholokoe, Ha-Monyake, Matelile	Reisi, Matekeng, Mafeteng
Ha-Lumisi, Mafeteng	Ha-Rakhoboso, Mafeteng	Khoobeng, Roma	Sehlabeng Sa Thuathe
Ha-Maama, Roma	Ha-Rakhoboso, Mafeteng	Khubetsoana, Mafeteng	Semonkong, Maseru
Ha-Mafa, Mants'onnyane	Ha-Raliemere, Mafeteng	Le-Coop, Mafeteng	Tebang, Kolo, Mafeteng
Ha-Mahasane, Mafeteng	Ha-Ramats'eliso, Mafeteng	Lekoantlane, Mafeteng	Thaba- Ts'oeu Boithatelo Mft
Ha-Maholi, Boleka, Mafeteng	Ha-Rammina, Letlapeng, Mft	Lesobeng, Thaba-Tseka	Thabana-Mohlomi, Ha-Selie
Ha-Makhakhe, Mafeteng	Ha-Ramohapi, Mafeteng	Lifajaneng, Mohale's Hoek	Thabana-Mohlomi, Mafeteng
Ha-Makoe, Ribaneng	Ha-Ramokhele, Mafeteng	Lifelekoaneng, Mafeteng	Thabaneng, Mafeteng
Ha-Manama, Kolonyama	Ha-Ramokoatsi, Thaba-Tseka	Limapong, Malumeng, Mafeteng	Thaba-Ts'oeu, Mafeteng
Ha-Maphasa, Boleka	Ha-Ramosoeu Matelile	Liphakoeng, Roma	Thaba-Ts'oeu, Boithatelo
Ha-Masana, Maseru	Ha-Ramosoeu, Mafeteng	Mahlabatheng, Roma	Tibeleng, Boleka
	Ha-Ramosoeu, Matelile	Makhanyeng, Ts'akholo	Ts'akholo, Mafeteng
		Makhanyeng, Mafeteng	Ts'ita's Nek Mafeteng
		Makhanyeng, Ts'akholo	

INTERNATIONAL AID

delivered to local community based organizations (CBOs) in African countries:

- | | | | |
|------------------------|---------------------|-------------------|-----------------------|
| Akani Cbcc | Dwale | Mayaka Cbcc | New Vision Cbcc |
| Alinafe Cbcc | Easy Pass | Mayamiko Cbcc | Ngwerelo Cbcc |
| Ambasador | Emmanuel Cbcc | Mganda | Ngweza |
| ASVIMO, Mafarinha | Faith Cbcc | Mganda Cbcc | Nsangu Cbcc |
| Beira | Fikani Cbcc | Mgwilizano | Nsanjama |
| Belinda's Soup Kitchen | Gift Cbcc | Mgwirizano Cbcc | Oshetu 1 Mercy say No |
| Bella's soup kitchen | HA-MAKHAKHE | MIKOKO | Oshetu 3 Church |
| Blessing Cbcc | HA-NTS'ONYANE | Mikundi | Phata Cbcc |
| Bright Future Cbcc | HA-SEHLABO | Milola Cbcc | Seven miles Cbcc |
| Casa de Apoio Bom | Havana Area | Milora Cbcc | ST Annies |
| Samaritano | Holy Heart Cbcc | Miracle Cbcc | Tadala |
| Chambe | Hope Cbcc | Misewu 4 Cbcc | Takondwera |
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| Chibiso Cbcc | Kabuthu | Mkhalabwazi Cbcc | Thuchila |
| Chifundo Cbcc | Kachedza Madzi Cbcc | Mkundi Cbcc | Thuchila Chisomo |
| Chigwirizano cbcc | Kachere | Mlambe | Tigwirizane Cbcc |
| Chikapa | Kambenje | Mpondesi | Tikondane |
| Chikapa Cbcc | Kapita Cbcc | Mthundu Cbcc | Tikondani Cbcc |
| Chikowi Cbcc | Khalumeya | Mtungulusi | Tilele Cbcc |
| Chilungamo Cbcc | Kondwani | Mtungulusi Cbcc | Timvane |
| Chimwambizi | Lambulira Cbcc | Mulinga 2 Cbcc | Tipirire Cbcc |
| Chindola Cbcc | Lapani Cbcc | Mulinga CBO | Tithandizane |
| Chingale Cbcc | Likwethu | Muloza | Tithandizane Cbcc |
| Chingale CBO | Lundu Cbcc | Mutua | Tiyamike |
| Chipinda Cbcc | Luntha | Mvunguti | Tiyamike Cbcc |
| Chisomo Cbcc | Luwezi | mwai Wathu | Tiyamike Chisomo |
| Chisomo2 | Luwezi Cbcc | Nachambo | TIYANJANE |
| Chithozole Cbcc | Machereni | Namasona | Tiyanjani Cbcc |
| Criança Feliz Flor de | Machereni Cbcc | Namboya | Tiyeamike CBO |
| Amanha | Madalitso Cbcc | Namitete | Tiyende pamodzi Cbcc |
| Dalitso Cbcc | Mandruzi | Namphungo | Ulemu |
| Domasi | Mango | Namulenga | Yamikani |
| Dondo | Matiti CBO | Namulenga Chisomo | |

Besides caring for the children within our care centers/schools, we also work with Community-based organizations (CBOs) to provide food for young children in the communities. These are done on a regular basis and varies from country to country. We provide communities in need with access to clean water



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www.amitofocarecenter.org

Email: info@amitofocarecenter.org



This report includes names of children and individuals that may have been changed to protect their identities.