



THE CHILD DEVELOPMENT CENTRE
明德兒童啟育中心

Annual Report 2011/12

Mission and Vision

We envision a society where each child, irrespective of background or ability, receives an affordable, easily-accessible, world-class education in a compassionate, supportive and inclusive environment.

The Child Development Centre (CDC) works to:

- Provide tailored early intervention for all children with developmental or special educational needs delivered by a dedicated team of skilled professionals.
- Empower and guide parents and service providers.
- Advocate for the inclusion of all children into the community through public awareness and education.

All of us at the CDC envision a future where:

- All our children have an equal right to education irrespective of their race or language.
- All those with special education needs are accepted, supported and included by and into society.
- Individuals with special educational needs are employed as valuable and productive members of society – currently 95% of them are unemployed globally.
- The “special” in special education is no longer necessary.

Beliefs and Values

The Child Development Centre (CDC) believes in creating, nurturing and sustaining an environment in which the following core values are embraced:

- Respect
- Inclusiveness
- Compassion
- Professionalism
- Adaptability
- Accountability

We believe that sound research is the guiding principle behind our service delivery, and the commitment and excellence of our staff is the core of our success, and to sustain this we support their professionalism and cultivate their long-term commitment. We respect the rights of our donors, and we believe in full accountability and transparency in all of our activities and programmes.

How The Child Development Centre (CDC) impacts the Hong Kong community

Delivering Growth

One of our core services is to provide tailored early intervention for children with developmental and/or special educational needs. We have continued to maintain a high standard of service to our Hong Kong community, with the goal of appropriate placement of children into Primary 1 education. We believe that through early intervention, children with special educational needs “learn to learn” in ways that allow them to develop essential life and social skills as the foundation for their future endeavours.

Snapshot of 2011/2012:

- Provided around 2,500 hours of group programmes.
- Provided over 550 hours of individual programmes.
- Our professional teachers and therapists provided around 270 review sessions and individual assessments to children and their parents. The assessment report includes a set of clear, individualized goals for both home and school use, a classroom skills behaviour checklist and a recommendation page.
- Our psychological team provided over 36 Diagnostic Assessment sessions.

Our successes this year:

- We expanded the current English Programme, Summer Programme and our professional team to serve over 240 children with special educational needs.
- We extended the Chinese Programme to Saturdays to meet the growing demand and nearly 50 more children with special educational needs can be served.
- Provided 12 students with fee remission, a free subsidy of about HK\$190,000 made possible by generous charitable donations.
- Attained the Social Welfare Department’s Service Quality Standards in recognition of effective resource management, flexibility, innovation and continuous quality improvement.

Our funding comes from programme fee charges, fundraising events and partial Social Welfare Department subvention that covers just some 30% of our running costs. In spite of limited funding, we operate a fee remission system for families in need of financial assistance.



Looking to the future:

- Expanding the summer school programme and maintaining our small class size with a 1:3 teacher and child ratio.
- Meeting the growing demand for Saturday group programmes.
- Improving access to appropriate education regardless of economic background, ethnicity and language.
- Continue to achieve the Social Welfare Department's Service Quality Standards.
- Making our services available to everyone especially financially needy families in Hong Kong.



Improving Lives: Parents and Family Support

The CDC runs a series of programmes every year for parents and caregivers on practical techniques to help them gain a better understanding of their child's needs. This allows parents/family members to strengthen their care and support and relieve their stress so as to provide better care for their children.

Our successes this year:

- A series of Parent Workshops were delivered and attended by more than 270 parents and caregivers. Through these workshops parents with young children had a chance to learn ways to balance family and life, how they can build a rewarding and positive relationship with their child and learn how to facilitate their child's social skills development.

Day trips and special outings are vital to a child's development as they refine their life and social skills outside of a school setting by interacting with peers and non peers. Parents and their caretakers are encouraged to take part in our events to celebrate achievements and to connect with other parents with similar concerns.

Our successes this year:

- Organized four Parent Day Retreats, including a visit to Treasure Island, Tai Tong Lychee Farm, Lamma Island and a Graduation Party. More than 176 families directly benefitted from these events.
- Enabling parents to learn therapeutic techniques for their children with special needs through our volunteering programme. Up to 360 hours of volunteer services was received from 39 volunteers throughout the year.

Looking to the future:

- Continue to organise high quality family oriented events to promote positive family values and strengthen family bonds.
- With the expansion into Chinese services, we aim to organise a series of family workshops for Cantonese speaking families.
- Continue to engage parents in our volunteer programme.
- Keep guiding and empowering parents with support and advice on how best to help their child.



Transforming Our Community: inclusion through better understanding

We continue to work with our community partners to create an inclusive environment for all children through education and by working together to help them and their families face these issues.

Our successes this year:

- With the sponsorship of Goldman Sachs, we organised the Autism Summit 2012 with over 110 attendees. Hong Kong's Key professionals, educators, policy makers and experts around the world were gathered to present research about the Economic Impact of Autism Spectrum Disorders (ASDs) and demonstrate how early diagnosis and interventions can cut the cost during different stages of a child's life. This summit also discussed the how and what Hong Kong's policy makers can do to ease the financial burden of living with Autism.
- Attended the Children Charities Carnival 2012 to raise the public awareness of special educational needs and the importance of early intervention.
- Organised school visits for parents to schools including Peak Pre-School and Morrison Hill Child Development Centre.
- Actively shared effective techniques and experiences with the Hong Kong community through a variety of channels including our in-house newsletters, website, facebook, contributing articles to various publication, giving talks to corporations and parents; acting as a resource centre for parents, caregivers and professionals in Hong Kong.

Looking to the future:

- Enhance collaboration with kindergartens in our Hong Kong community.
- Maintain, explore and develop long term partnerships with schools and organisations.
- Increase awareness in our community and amongst healthcare professionals to provide support and resources to those in need.



Building Support: Your support can make a difference!

To support CDC's growth and urgent need to find new premises, we will continue to diversify our funding base while embarking upon a new major fundraising initiative.

Our professional staff base is very strong and to keep up with new research to better serve our children we encourage further professional education and/or participating in seminars, courses and workshops organised by the CDC and external bodies.

Our successes this year:

- Organised a successful fundraising event, the Daddy Daughter Ball, raising over \$1.2 million dollars for the Centre.
- The CDC was the honoured charitable beneficiary of several foundations including Sedan Chair Charities Fund, The Ohel Leah Synagogue Charity, Sir Robert H Tong Foundation, Variety the Children's Charity and American Women's Association.
- We witnessed a substantial increase in individual and corporate donations as well as matching gifts.
- Participated in 2011 Sedan Chair Race to raise funds and public awareness of special education.
- Encouraged staff to participant in training workshops, e.g. the TEACCH workshop at Jockey Club Sara Roe School.

Looking to the future:

- Identify and cultivate new sources of funding and networks of interest and support.
- Continue to maintain the best practice principles of transparency, reliability and accountability. This includes adhering to the Donor Bill of Rights to ensure we abide by all international fundraising standards.
- Entrust our staff, friends, families with the future of our organisation.
- Provide our professional staff with the resources and equipment they need to provide the best available care for our children with special educational needs.



Programmes & Services

Group Programme

- **Pre-School Group**
Each child with special needs is assessed on entry to the group and an individual teaching programme is then formulated. This group provides the opportunity to acquire these skills in a peer group environment as well as in individually structured sessions. The group aims to facilitate each child's growth and development, helping them prepare for Primary education.
- **P1 Prep Programme**
The programme focuses on skills and activities that include pre-writing activities, handwriting, scissor skills, letter and number recognition and art. There are also group games and individual work with lots of turn taking and sharing. The children learn how to follow a routine and become more independent.
- **Parent and Toddler Programme**
This programme gives toddlers exposure to a structured peer group situation and provides parents and caregivers support and advice on how best to help their child.
- **Speech and Social Skills Group**
This group aims to facilitate the language growth of children with language difficulties. Interpersonal behaviours allow children to interact and get along with others successfully. This group focuses on the following areas: turn talking, sharing, listening to others, holding conversations and participating in role-play.

One-on-One Programme

- **Individual Educational Programme (IEP)**
This programme aims to develop each child with special educational needs structured sessions aiming at academic achievements. An assessment identifies goals which are worked on in each session and also at home.
- **Speech Therapy, Occupational Therapy and Physiotherapy**
These are one-on-one therapy sessions for children with special educational needs. Speech and language therapists focus on developing a child's overall communication skills. Occupational therapists work with the child on their daily functional activities as well as fine motor activities. Physiotherapists focus on gross motor activities, co-ordination and balancing.

- **Baby Clinic**
Therapy sessions for babies with special needs cover all developmental areas. The sessions teach parents and caregivers exercises and non-verbal communications skills that must be practiced and used at home.
- **Therapeutic Listening**
This is a highly individualised and intensive method of auditory intervention using electronically altered music played through headphones three times a day. It is most effective when combined with sensory integration therapy techniques. This helps children to more accurately perceive process and respond to sounds.

Summer Programme

Children spent the long summer break in an environment designed to allow them to explore and have fun. Daily activities and projects are planned to stimulate and educate the children. A variety of services include the Summer Camp, Speech & Social Skills group, Primary One Prep programme and individual therapies.



The Springboard Project

Founded in 1994, The Springboard Project is a charitable non-profit organisation providing English speaking special educational services for students and young adults aged five and above. Springboard caters to students with a variety of mild to moderate learning difficulties, including Down's syndrome, Autism and global developmental delays.

For the past 18 years, Springboard Project has been supporting primary and middle school classes at the Korean International School, providing students with special educational needs an individualised, school-approved curriculum focused on quality education in an international and inclusive setting. Students are supported by a highly qualified team of multi-disciplinary professionals and dedicated volunteers. In addition to the school-based programme, Springboard offers an enrichment programme which operates out of the Springboard Centre. The programme enables Springboard students to learn and refine social skills outside of a school setting, practice life skills and receive other therapeutic interventions.

The Springboard Project does not receive any Government support. Therefore, we rely completely on the generous support of the Hong Kong community. Funding comes from programme fees, donations and fundraising events towards the purchase of specialist equipment, new programmes and initiatives.

Springboard also partners with Growing Together, to advocate the appropriate provision for language and ethnic minorities with special needs in Hong Kong.

Mission:

To nurture, educate and empower young people with special educational needs.

How The Springboard Project impacts the Hong Kong community

Delivering Growth

Each Springboard student has their own individual education plan (IEP), which targets goals in specific areas of their development. Ongoing monitoring of students and assessments are carried out by our professional staff on a regular basis. Evaluations are carried out every month to keep track of each student's progress and achievements.

We have adopted a multifaceted approach in helping our children maximise their potential in acquiring skills during their integrated life skills programme. Our students strive to improve and reinforce their life skills through learning social and communication techniques with same-age peers in order to prepare them for further educational advancement and foster the relationships among them who are with special needs from different backgrounds. The non-classroom setting of our Integrated Life Skills Programme allows our students to interact in a more fun and relaxed environment where our therapists can observe their moods, body language, and different behaviours so they can implement strategies more effectively, taking a more holistic approach.

Snapshot of 2011/2012:

- Provided 124 hours of Integrated Life Skills Programme for Primary students and 112 hours for Middle School Students.
- Organised a 3-Day camp for all Springboard Students on 14 November 2011.
- Organised a 5-day Singapore exposure trip for Springboard Middle School Students with 100% attendance of our Middle School Students.

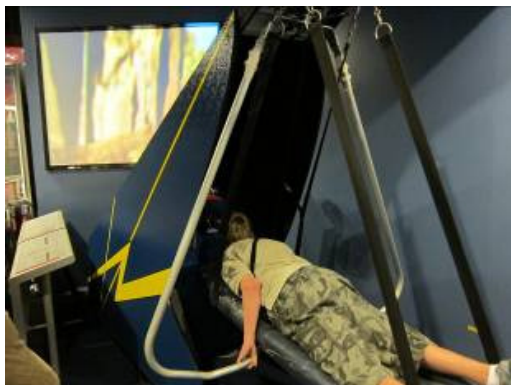
Our successes this year:

- We launched a brand new programme, Springboard's Youth Club, in October 2010 and have expanded to Saturday's since March 2012. This is a unique afterschool programme for SEN English speaking teenagers. All Youth Club activities are designed to develop specific skills, e.g. social skills with peers and non peers, foster independence, and essential life skills that cater to individual members. These skills are vital in helping students secure future job placement and for independent living. Up to a maximum of nine teenagers from different schools have benefitted from this programme.
- We organised a 3-Day camp for all springboard students, our therapists designed some sports and dancing games that required team work and developed their motor skills.
- With the generous support of the Sedan Chair Charities Fund, we organised two outings – the Flower show and the Space Museum trips, so that our students could have more life and simulated experiences.

- With the kind help of the American Women’s Association of Hong Kong, our school is equipped with a set of interactive gaming consoles and activities which act as a catalyst in helping our students build social relationships with their peers and improve their life skills in and out of school settings.
- We were also funded by the Ladies’ Circle of Hong Kong to purchase a set of visualizers that fostered our students learning processes. The students were able to share and display their work in front of the whole class.

Looking to the future:

- Expanding the Youth Club and maintaining our very small class sizes of a 1:3 teacher and child ratio.
- Opening up the Youth Club to 21 years of age in the near future to cater to those who can also benefit from the programme and acquire appropriate social skills.
- Integrating vocational transition training into our Middle School Life Skills Programme will help develop SEN teenagers’ full potential to become contributing members of society.
- Improving access to appropriate education regardless of economic background, ethnicity and language.



Improving Lives: Transit into Adulthood

Teenagers with SEN have extremely limited opportunities to participate in outings and after school social activities where they can gain invaluable experience for their personal development. All these interactive activities are extremely helpful to refine their life and social skills outside of a school setting, and interact with peers and non peers. Outings also enable our students to expand their social circle and build relationships with their peers; something that does not come easily for young people with special educational needs.

Our successes this year:

- Being invited by the English Schools Foundation, we participated in the Careers Evening for secondary students with special needs. A list of information, e.g. further education, vocational training, and various possible pathways were introduced by our specialists and the students were given information to enable them to explore more opportunities.

Looking to the future:

- Continue to organise a wide variety of high quality outings that provide opportunities for our Springboard students to learn and refine their social skills outside of a school setting, practice life skills and receive other therapeutic interventions.
- Continue to organise a broad selection of high quality outings that both promote positive family values and strengthen family bonds.



Building Support: Your support can make a difference!

Springboard currently does not receive any Social Welfare Department subvention. Our funding comes from school fees, programme fees and fundraising events. We will continue to diversify our funding base to enable us to explore new possibilities to enhance life skills for SEN teenagers and programmes that offer better transition into adulthood.

Our successes this year:

- Organised a successful fundraising event, Ladies Tennis Tournament and Luncheon, that raised over \$145,000.
- Springboard was the honoured beneficiary of several foundations including the Sedan Chair Charities Fund, American Women’s Association and Queen Elizabeth Foundation for the Mentally Handicapped.

Looking to the future:

- Identify research and cultivate new sources of funding and networks of interest and support.
- Continue to maintain the best practice principles of transparency, reliability and accountability. This includes adhering to the Donor Bill of Rights to ensure we abide by all international fundraising standards.
- Entrust our staff, friends, families with the future of our organisation.



Programmes & Services

The Springboard Primary Programme provides students with special needs aged 5-11 an individualised curriculum to develop academic, social and independent skills within a mainstream school setting. The academic programme is based on the school curriculum and supported by extensive additional resources. The students are supported by a qualified special needs teacher and teaching assistants, with a typical teacher-student ratio of 1:3 which is five times that of typical schools whose ratio is some 1:15 or more, special needs education costs are accordingly higher. In addition to the school-based programme, Springboard offers an enrichment programme which operates out of the Springboard Centre. The programme enables Springboard students to learn and refine social skills outside of a school setting, practice life skills and receive other therapeutic interventions.

The Springboard Middle School Programme provides students with special needs aged 11-16 an individualised curriculum developing academic, social and independent skills within a mainstream school setting. The academic programme is based on the school curriculum and supported by extensive additional resources. The students are supported by a qualified special needs teacher and teaching assistant, with a typical teacher-student ratio of 1:3.

The integration policy of the school is vital to the success of this programme, providing regular opportunities for mainstream social and extra-curricular integration for all Springboard students. Integration into the mainstream is developed as part of the student's individualised education plan (IEP) to reflect the student's overall strengths and needs. Social integration includes a wide variety of opportunities such as sharing dining room and playground facilities, taking part in school assemblies, concerts, sports days, play days, camps and excursions.

In addition to our school-based programme, Springboard offers an enrichment programme which operates from the Springboard Centre, the Youth Club, which was launched in 2010. The Youth Club is open to all students with SEN from both mainstream and special schools. Staffed by our qualified professionals, all Youth Club activities are designed to develop specific skills, e.g. social skills with peers and non peers, foster independence, provide essential life skills outside of a school setting which caters to individual members. These skills are vital in helping students secure future job placements and for their future independent living. Youth Club is a unique service in Hong Kong as we provide a safe learning environment for teenagers with SEN outside of the school setting with our trained staff on hand to help monitor and improve their communications and social interaction with teenaged peers.

Honorary Auditor's report to the Members of The Child Development Centre

(Incorporated in Hong Kong with Limited Guarantee)

We have audited the financial statements of The Child Development Centre ("The CDC") set out on pages 7 and 39, which comprise the balance sheet as at 31 March 2011, the statement of comprehensive income, the statement of changes in funds and the cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Executive Committee's responsibility for the financial statements

The CDC Executive Committee is responsible for the preparation of financial statement that give a true and fair view in accordance with Hong Kong Financial Reporting Standards issued by the Hong Kong Institute of Certified Public Accountants and the Hong Kong Companies Ordinance and for such internal control as the Executive Committee determine is necessary to enable the presentation of financial statement that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. This report is made solely to you, as a body, in accordance with section 141 of the Hong Kong Companies Ordinance, and for no other purpose. We do not assume responsibility towards or accept liability to any other person for the contents of this report.

We conducted our audit in accordance with Hong Kong Standards on Auditing issued by the Hong Kong Institute of Certified Public Accountants. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements that give a true and fair view presentation in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Executive Committee, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements give a true and fair view of the state of the Centre's affairs as at 31 March 2011 and of its result and cash flows for the year then ended in accordance with the Hong Kong Financial Reporting Standards and have been properly prepared in accordance with the Hong Kong Companies Ordinance.



Certified Public Accountants
8th Floor, Prince's Building
10 Chater Road
Central, Hong Kong

07 Nov 2011

Income and Expenditure Account (The Child Development Centre)

For the year ended 31 March 2012

(Expressed in Hong Kong Dollars)

	General Fund	Designated Funds	Total
PRINCIPAL SOURCES OF REVENUE			
Service fee income	\$ 3,663,118	\$ -	3,663,118
Activities fee income	-	-	-
Donations received			
- General donations	219,345	-	219,345
- Specific donations	-	772,763	772,763
Subvention from Social Welfare Department	-	4,740,550	\$ 4,740,550
Management fee income from The Springboard Project	378,000	-	378,000
Income from providing direct programme services to The Springboard Project	-	-	-
Income from fundraising activities	1,114,130	692,700	1,806,830
	\$ 5,374,593	\$ 6,206,013	\$ 11,580,606
OTHER NET INCOME			
Interest income	\$ 40,763	\$ -	\$ 40,763
Net unrealised exchange gain	76,783	-	76,783
Net unrealised gain on investments	-	-	-
Miscellaneous income	6,580	-	6,580
	\$ 124,126	-	\$ 124,126
	\$ 5,498,719	\$ 6,206,013	\$ 11,704,732
EXPENDITURE			
Activities expenses	\$ (888)	\$ (25,478)	(26,366)
Advertising and publicity expenses	(18,759)	-	(18,759)
Consultancy fee	(7,002)	(224,827)	(231,829)
Direct programme expenses	(542,312)	(188,431)	(730,743)
Entertainment	(3,154)	(39,455)	(42,609)
Fee remission	-	(72,555)	(72,555)
Insurance	(70,282)	-	(70,282)
Legal and professional fees	(105)	-	(105)
Miscellaneous expenses	(81,311)	(30,000)	(111,311)
Office supplies	(33,147)	-	(33,147)
Printing, stationery and supplies	(57,490)	(4,989)	(62,479)
Refreshments	(445)	-	(445)
Rent, rates and utilities	(313,817)	(481,507)	(795,324)
Repairs and maintenance	(41,891)	-	(41,891)
Staff costs	(4,256,328)	(4,508,570)	(8,764,898)
Telephone, fax and postage	(24,643)	(967)	(25,610)
Travelling	(23,261)	(229,931)	(253,192)
Unrealised loss on investment	(3,976)	-	(3,976)
	\$ (5,478,811)	\$ (5,806,710)	\$ (11,285,521)
Surplus / (deficit) for the year	\$ 19,908	\$ 399,303	\$ 419,211
Effect of transfer of operations	-	-	-
Net surplus / (deficit) for the year	\$ 19,908	\$ 399,303	\$ 419,211

Income and Expenditure Account (Springboard Project)

For the year ended 31 March 2012

(Expressed in Hong Kong Dollars)

	General Fund	Designated Funds	Total
PRINCIPAL SOURCES OF REVENUE			
Subvention from Social Welfare Department	\$ -	\$ -	\$ -
Service fee income	813,593	-	813,593
Camping income	53,395	-	53,395
Donations received			
- General donations	20,838	-	20,838
- Specific donations	-	20,000	20,000
Income from fundraising activities	86,380	63,390	149,770
Fund transferred to the Child Development Centre	-	-	-
	\$ 974,206	\$ 83,390	\$ 1,057,596
OTHER NET INCOME			
Interest income	\$ 9,331	-	\$ 9,331
	\$ 9,331	-	\$ 9,331
	\$ 983,537	\$ 83,390	\$ 1,066,927
EXPENDITURE			
Advertising and publicity expenses	\$ (2,320)	\$ -	\$ (2,320)
Direct programme expenses	(126,430)	(54,921)	(181,351)
Insurance	-	-	-
Legal and professional fees	(105)	-	(105)
Management fees paid to the Child Development Centre	(378,000)	-	(378,000)
Contribution to the Korean International school	(532,000)	-	(532,000)
Miscellaneous expenses	(24,673)	-	(24,673)
Office supplies	(635)	-	(635)
Printing, stationery and supplies	(1,203)	-	(1,203)
Refreshments	-	-	-
Rent, rates and utilities	(67,851)	-	(67,851)
Repairs and maintenance	(1,518)	-	(1,518)
Speech therapy expenses	(150,163)	(12,661)	(162,824)
Telephone, fax and postage	(8,119)	-	(8,119)
Travelling	(245)	-	(245)
	\$ (1,293,262)	\$ (67,582)	\$ (1,360,844)
Surplus / (deficit) for the year	\$ (309,725)	\$ 15,808	\$ (293,917)
Effect of transfer of operations	-	-	-
Net surplus / (deficit) for the year	\$ (309,725)	\$ 15,808	\$ (293,917)

Thank You

Our sincerest gratitude and warmest thanks to all our supporters who so generously gave of their time, their effort and their gifts to support the Child Development Centre and Springboard Project from April 2011 to March 2012. It is only through your generous contributions that we are able to continue to deliver our educational services and that truly helps make a difference for all our children as well as youths and their families in our community. Our thanks also go to all those who have made anonymous donations. *(in alphabetical order)*

Corporate

Balloon Art Workshop	FunRaising Events Asia Ltd
Allied Pickfords	Glenda Allen Dance Academy
Autism Speaks	GlobalLuxe Limited
Bank of East Asia	Go Gourmet
Beau Monde Design and Decoration Limited	Goedhuis & Co Fine Wine Merchants
Beverly McCloskey Interior Design	Goldman Sachs (Asia Pacific) L.L.C.
Bloomberg	Grand Paradise Group (HK) Limited
Bonpoint	Healing Hearts Limited
Centre of Comparative and Public Law, The University of Hong Kong	Heep Hong Society
Chickeeduck	Hong Kong Women in Publishing Society
China Union Properties Limited	Hotel Novotel Hong Kong Citygate
Christabelli	InVu Media
Chung Mei International Holdings	Jimmi Jamms
Claudia Fine Jewellery	John Hardy Jewellery
Clinique	Junior Chef
Crystal Jam Ltd	Kate Spade
DFS Galleria	Kevio Store Limited
DG3 Asia Limited	Kids Designers Club (HK) Limited
Dibs and Dabs	Kids' Gallery
Disney Media Distribution	Kuki Kids
Duty Free Shop	L C Surveyors Limited
Edelman	Le Meridien Cyberport
Edible Arrangements	Links of London
Egon Concepts	Magic Circle
Esprit	Magnolia
Focus Network Agencies (S) Pte Ltd	Marie France Bodyline
Four Seasons Hotel	Marleen Molenaar
Fox International Channels	Matilda International Hospital
	Melco International Development Limited

MGM Macau
Mirage International Industries, Inc.
New Forest Restaurant
Ocean Park Hong Kong
Opera Gallery
Pangea Align Fitness
Party Bear
Pasta Mio
Paul Lafayet
Petit Bazaar
Phillip Wain International
Photobooth Hong Kong
Prestique Limited
Read for Meaning
Red Shoes Dance Company
Roger Lee Production Limited
Sense of Touch
Shamrock Purple
Shanghai Tang
SingleFit Golf
SitOn Cabin Trolley
Sprinkes Cupcake Company
Stephen James Luxury Organics Limited
Tassels
The English Schools Foundation
The Hong Kong Academy of Flower
Arrangement Ltd
The Hong Kong Institute of Education
The Hongkong and Shanghai Banking
Corporation Limited
The Peninsula Hong Kong
The Powder Room
The Rink
The Walt Disney Company (Asia Pacific) Ltd
VieVision Yoga
William E. Connor & Associates Ltd
Yo Mama
Younna Fine Jewellery

Yummy Mummy Asia

Community Groups/Associations/Public Bodies

Goldman Sachs Gives
Hong Kong Bank Foundation
Ladies' Circle Hong Kong
Sedan Chair Charities Fund
Sir Robert Ho Tung Foundation
The American Women's Association of Hong
Kong
The Far East Masonic Association For
Charity
The Ohel Leah Synagogue Charity
The S K Yee Fund for the Disabled
The Shamdasani Foundation
The Swire Group Charitable Trust
Variety the Children's Charity of Hong Kong

Individuals

Osama Abbasi
Smith Adam Alexander
Yusuf Alireza
Philippa Atkinson
Peter Au-Yeung
Ghassan Ayoub
Brooke Babington
Joe Bae
Laurence Bailey
Alexandra Barr
Roz Beczak
Patricia Bilden
Stephen Birkett
Arthur Bowring
Karen Brenchley
Leslie Brille
Tony Bruno
Chelsey Cadham

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Paul Freeman
Adrian Fu
Stephanie Fuller

Elaine Fung
Raymond Fung
James Gagnon
Jill Gallie
Mary Gallivan
Anita Gidumal
Max Gottschalk
Jessica Grady
Miriam Graff
Huong Greaton
Joe Hancock
Margurite Hess
Lawrence Ho
Sabrina Ho
Sugus Ho
Dr. Suk-Yin Ho
Daniel Hostetter
Calvin Hsu
Yuko Hu
Carl Huttenlocher
Hyung-Kun Im
Clay Johnson
Commaille Katrina
Natasha Khan
Pulasthika Klasinghe
Professor Martin Knapp
Ng-Lay Koon
Mable Kwan
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Wing Lam
Woon-Kwong Lam
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Sonia & Jong Lee
Mei-Lee Leung
Steven Li
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