

青年發展基金

年度報告

The Youth Foundation
Annual Report

2018-19

使命宣言

Mission Statement

青年發展基金以輔助國內青少年全人發展為目標，透過培訓青少年工作者、進行研究及建立可行有效的服務模式，提升青少年的生命素質，發展人生路向，回應時代需要。

The Youth Foundation aims to assist holistic youth development in mainland China, through training youth workers, undertaking research, and developing actionable and effective service models to promote character building and forge vocational paths for youth as they respond to the needs of our time.

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主席及 會長的話



內地對與境外機構合作相當嚴謹。由於青年發展基金（YF）只是一個在香港註冊的慈善信託基金，按照「境外非政府組織境內活動管理法」不能在內地開展活動，因此去年我們在香港授權青年發展培訓有限公司（YDT）成為青年發展基金的代表，與內地的合作夥伴持續內地的培訓工作。

過去一年，YDT已與內地的華東師範大學、四川師範大學和北川中學簽署了培訓合作夥伴關係合約。培訓的重點是「生命更新和生涯規劃」，以及「地震後全人生命更新和生涯規劃」。

為保證培訓的質量，我們在香港、內地和海外協助招募「培訓師的培訓師」。我們很高興收到了各種培訓方案，並協助出版了本土培訓材料。

在香港過去五個月的動盪中，我們的員工將培訓事工集中在香港。與此同時，我們在內地的合作夥伴則監督各項事工運作。

我謹對與我們同行並指導我們行每一步的董事會成員和志願者表示深切感謝。同時感謝一路上為我們在經濟上提供支持的夥伴。

我們十分珍惜您與YF和YDT的持續合作關係！

信託人——青年發展有限公司

董事會主席
黃啟民先生

青年發展基金會長
蔡元雲醫生

From the Chairman and the President



After consulting Mainland and Hong Kong lawyers, The Youth Foundation Limited which is the trustee of the Youth Foundation (YF) registered in Hong Kong as a non-profit-making charitable organization has formally appointed Youth Development and Training Limited (YDT) as its sole agent, in responding to the new «Law of the People's Republic of China on Administration of Activities of Overseas Nongovernmental Organizations in the Mainland of China». YDT will act for YF to deliver the training ministries in the Mainland, whereas YF will serve as an organization offering financial and administrative support.

Over the past year, YDT has already signed contracts of partnership in training with East China Normal University in Shanghai, Sichuan Normal University and Beichuan Middle School in the Mainland. The training program focuses on "life renewal and career development", and "post-earthquake holistic life renewal and career development".

We are recruiting "trainers of trainers" from Hong Kong, the Mainland and overseas to sustain the quality of the training ministries. We are grateful that various training programs have been well received and indigenous training materials have been published.

In the past five months of turmoil in Hong Kong, our staff have concentrated our training ministries in Hong Kong; and the local staffs of our partners in the Mainland are overseeing the various ministries.

I would like to express my deep gratitude to our Board members and volunteers who have walked with us and guided us each step of the way as well as our partners who support us financially.

We treasure your continual partnership with YF and YDT.

Trustee – The Youth Foundation Limited

Chairman of the Board
Mr. Wong Kai Man

President of the Youth Foundation
Dr. Choi Yuen Wan

我們的歷程

Our Milestones



1/1999	正式成立，於香港註冊為非牟利慈善團體 Founded as a non-profit-making charitable organization in HK
7/2002	開始贊助「國際華人青年領袖訓練營」 Began to sponsor Leadership Academy (LA)
9/2003	與上海華東師範大學簽訂 「校本心理諮詢培訓」計劃合作協議 Signed partnership agreement of "School-based Counseling Training" with East China Normal University
1/2007	資助華東師範大學成立 「青少年心理健康教育研究與培訓中心」 Sponsored East China Normal University to set up the Research and Training Center For Youth Education in Mental Health
12/2007	開展中國外來工項目，在上海及北京進行需求研究 Started migrant project in China and conducted need assessment in Shanghai and Beijing
3/2008	開展北京「外來工子女健康發展」項目 Commenced "Beijing Migrant Youth Holistic Development Project"
5/2008	進入四川，開展災後心理復康培訓課程 Commenced "Post-Disaster Psychological Rehabilitation Training and Service Program" in Sichuan

12/2008	獲香港特區政府贊助推展 「四川災後心理康復培訓及服務」計劃 Sponsored by Hong Kong SAR Government and commenced "Sichuan Psychological Rehabilitation Training and Service Program"
10/2009	再次獲香港特區政府贊助推展 「四川災後復康支援網絡」計劃 Once more sponsored by the Hong Kong SAR Government to commence "Health Presence Network System in Support of Sichuan Rehabilitation Work" Project
11/2012	與中國青年政治學院於北京合辦 「新生代農民工家庭的社會融入」學術研討會 Jointly organized a major conference on the topic of "Social Integration of New Generation Migrant Families" with China Youth University of Political Studies
1/2013	與四川大學——香港理工大學災後重建管理學院合作開展 「學校心理素質教育及早期干預專案」 Commenced "Psychological Education and Early Intervention Project" together with Sichuan University-Hong Kong Polytechnic University Institute for Disaster Management and Reconstruction
6/2014	正式成立「夢·行動」北川中學畢業生群體 Officially formed the Beichuan High School Alumni Community - "Dream in Action"
5/2016	「生命教育及生涯規劃政策研究、培訓及實踐先導計劃」正式啟動 Commenced "Life Education Project"
7/2017	「生命創路咖啡館」正式成立 Established "Coffee Connect"
6/2018	北川中學畢業生群體 - 願望彩虹·十年彙聚 10th Anniversary memorized activity "Rainbow Hope" of Beichuan High School Alumni Community
11/2018	「四川青少年生命教育及生涯規劃行動研究中心」正式成立 Commenced "Sichuan Youth Life Education and Career Development Action Research Centre"

Chapter 1

生命教育計劃

LIFE Education Project



成都、上海、北京
Chengdu, Shanghai, Beijing

生命教育的實踐 Practice of Life Education

「內程」與「外程」並重 —— 表裏一致 Focus on Both "Inward" and "Outward" Journeys : Congruence

生命教育 Life Education

生命成長中的「心理素質」

Psychological Qualities
during Growth

生命逆境中的「抗逆力」

Resilience during Adversities

生活處境中的「道德回應力」

Ethical Responsiveness at
Different Scenarios

內程

Inward Journey

生命素質的培育
Develop the Qualities of life

外程

Outward Journey

生命能量的發揮
Develop the Strength in life

裝備僕人領袖 Equipping Servant Leaders

建立家庭：「愛的教育」

Build up Family: Education of Love

進入職場：「生涯規劃」

Enter Workplace: Life and Career Planning

進入社區：「僕人領袖」

Engage in Community: Servant Leaders

國際交流：「互學共融」

International Exchange: Mutual Learning

年度項目概要 Annual Project Highlights

今年是先導計劃實施的第三年，也是總結期。北京地區的夥伴由於種種原因，在2018年9月決定結束運營，因此機構也暫停北京事工。由於計劃的大型師資訓練已經在上年度全部完成，今年主要的常規工作由上海和成都地區團隊負責執行，包括：

- 1 舉辦師資培訓；
- 2 支援先導學校的各項工作；
- 3 完成三年的評估報告，
供先導學校參考並進一步完善實施方法；
- 4 開展更多大學生培訓活動，
建立可行和可持續的培訓模式。

This year is the third and final year of the implementation phase of the pilot program. For various reasons, partners in the Beijing area decided to cease operations in September 2018. Therefore, the Youth Foundation has also suspended the Beijing ministry. Since the planned large-scale teacher training was completed last year, the main routine work this year was carried out by the Shanghai and Chengdu regional teams. These projects include:

- 1 Conducting teacher training;
- 2 Supporting the work of the pilot school;
- 3 Completing the three-year evaluation report for the pilot school to use as a reference to further improve implementation processes;
- 4 Conducting additional university student training activities and establishing a feasible and sustainable training model.

同時，機構也積極支持當地夥伴（上海地區的上海樂成書院心理諮詢服務中心和華東師範大學青少年心理健康研究及培訓中心，成都地區的四川師範大學（下稱：「川師」）也在我們的支持下於2018年11月成立了生命教育及生涯規劃行動研究中心），建立平台在下一階段持續推動及發展生命教育及生涯規劃的培訓和培育工作，就計劃的長遠目標與當地合作夥伴和工作團隊協商下一階段的發展，包括：

1 總結先導計劃的經驗：

發表或出版先導計劃的實施情況和成果；

2 整理教材，包括本地化學生課程，

出版培訓手冊及教師培訓教材等，

3 搭建合適的平台，向其他學校和地區推廣生命教育及生涯規劃，並提供相關的培訓和支援。



西蜀學校 — 學生互動

Xishu Experimental School - student interaction



四川師範大學學生培訓 — 心理素質訓練營

Sichuan Normal University students' training - Psychological Training Camp

At the same time, the organization also actively supports local partners (Shanghai Love Shine Counseling Centre and East China Normal University Research and Training Center for Youth Education in Mental Health; and with our support to Sichuan Normal University in Chengdu also established the Life Education and Career Planning Action Research Center in November 2018), establishing a platform to continually promote training and development of life education and career planning. The project's long-term goals focus on negotiating the next phase of development with local partners and work teams, including:

1 Summarizing the experience of the pilot project, and presenting or publishing the detailed implementation process and results of the pilot project:

2 Organizing teaching materials, including localizing the curriculum and publishing training manuals, teacher training materials, etc.,

3 Building a suitable platform to promote life education and career planning in other schools and regions and provide relevant training and support.



西蜀學校 — 師生互動

Xishu Experimental School - student and teacher interaction

我們的故事 Our Stories

By 張彩蘭-地區總監

今年上海地區舉辦的培訓活動非常多，包括編夢之程夏令營，為中學和高校教師舉辦多次培訓。但作為地區總監，竟然全年都不用上上海！原因是當地夥伴已經成長起來，可以獨立完成計劃的各項工作了！通過先導計劃，上海的夥伴不單凝聚了很多有心有力的志願者，也連結了不少境外的專家。因此可以直接邀請境內外的專家為中學和高校教師舉辦生命教育及生涯規劃培訓，也有能力為先導學校設計學生日營、家長培訓和親子營等。這一年調研總監雖然去了牛津擔任訪問學者，但調研團隊依然按照進度完成了各項調研和評估工作。相信上海團隊未來能在上海地區成為推動生命教育和生涯規劃的一股力量！



四川師範大學生日營——志願者培訓

Sichuan Normal University students day camp - Volunteer training

By 李艷-原北京團隊的培訓師

已經是第四年以培訓師的身份參加2018年7月份的「華蝠翱翔」夏令營，但這次是最後一次了！由於北京的打工子弟學生減少、租金及運營成本高，在8月底完成了109中學的教師培訓後，北京青年匯聚管理諮詢有限公司決定結束業務及註銷公司，機構也結束北京的事工。回想這四年來無論是到學校給初中學生上課，還是在夏令營及大學生日營中帶領活動和擔任小組導師，都讓我對生命教育和生涯規劃有更多的認識，培訓技巧得到提升，更重要的是每次和學生交流和連結，都帶給我滿滿的能量！因此，當機構邀請我考慮加入成都團隊的時候，我毫不猶豫就答應了，完成了北京的手尾工作後在2018年10月搬到成都。

來到成都，除了生活上需要重新適應，尤其是冬天要在沒有中央供暖的房子工作和生活，對我來說是一大挑戰！還要適應和當地夥伴的合作。每週去學校給初中學生上課對我來說是比較熟悉的，但為「川師」的學生舉辦各類的培訓活動，比如心理委員日營、生涯規劃認證培訓和心理素質訓練營等，都是新的項目。和成都團隊一起討論和設計內容跟以前在北京的模式差不多，比較習慣，只是成員之間需要時間磨合和加深認識。我和「川師」團隊一起研發和舉辦不同的培訓模式，其中一個目標是希望幫助中心建立管理系統和培育穩定的志願者團隊。因此，我也學習去調整自己的期望和角色，也希望未來的合作越來越暢順！

 By Hilda Cheung - Field Director

There were many training events held in Shanghai this year, including the Dream Maker Summer Camp, and numerous training sessions for middle school teachers. Even though I am the regional director, I did not need to go to Shanghai any time this year! That's because our local partners have matured and can carry out the planned tasks independently! Through the pilot program, Shanghai's partners not only gathered many committed and capable volunteers, but also connected with many overseas experts. Therefore, experts from home and abroad can be directly invited to conduct life education and career planning training for middle school and high school teachers. They also have the ability to design student day camps, parent training and parent-child camps for pilot schools. Although the research director has departed for Oxford as a visiting scholar this year, the research team still completed various research and evaluation projects according to plan. I believe that the Shanghai team will become the driving force for life education and career planning in Shanghai!



上海——師資培訓——光明初中
Shanghai - Teacher Training - Guangming Elementary College

 By Angela Li - Ex-Trainer of the Beijing Team

July 2018 marked my fourth year participating as a trainer in the Hua'ao School Summer Camp, and also my last time! Due to the reduction in the number of migrant children in Beijing and the impact of high rents and operating costs, "Beijing Youth Network Management Consultant Co. Ltd." decided to end its business and deregister the company upon completion of the teacher training of 109 middle school teachers at the end of August. Our organization also ended the ministry in Beijing.

Thinking back over the past four years, teaching middle school students, leading activities, and serving as a counselor in summer camps and university student day camps have all helped me gain more understanding of life education and career planning and enhanced my skills as a trainer. More importantly, every time I communicate and connect with students, I am full of energy! Therefore, when the organization asked me to consider joining the Chengdu team, I agreed without hesitation. After wrapping up the work in Beijing, I moved to Chengdu in October 2018.

When I first arrived at Chengdu, I had to adapt to living in a new environment. It was a big challenge to live and work during the winter months in houses without central heat. Moreover, I had to adjust to working with new local partners. I am comfortable with visiting middle schools to work with students every week. However, conducting various training activities for students of Sichuan Normal University (e.g. Psychological Committee Day Camp, Career Planning Certification Training and Mental Quality Training Camp), is all new to me. Discussing and designing content with the Chengdu team follows a similar model as with the Beijing team, and I am familiar with that process. Of course, it takes time for team members to get to know each other and to develop a smooth working relationship. I found out later about the goals of our cooperation. In addition to developing and organizing different training modules, one of the goals is to help the center establish a management system and to build up a stable volunteer team. It is then that I learned to adjust my expectations and role, and I hope that the future cooperation will become smoother!

成果 Our Accomplishments

參與單位和學生數目： Number of participating units and students:

共有 **7** 所中學，接受課程
的中學生超過3000名，
參與調研的學生超過1000名；



7 secondary schools and more than 3,000 students took the course; more than 1,000 students participated in the research;

2 所大學，被培訓的大學生超過400名。
2 universities and more than 400 university students were trained.

參與教師培訓人數： Number of teachers participating in the training:

超過 **1000** 人次
more than 1,000 headcounts.



課程成效： Course Effectiveness:

上海和成都地區的評估報告
顯示學生參加課程後多方面
都有正面的變化。

The assessment reports in Shanghai and Chengdu indicate that the students have experienced positive change in many areas after attending the course.

經費 Funding:

達到收支平衡。樂成書院未
來不再需要機構贊助，期望
可以自負盈虧。

Break-even. Love Shine Counseling Center no longer requires institutional sponsorship in the future and expects to be financially autonomous.



培育核心團隊： Cultivate the Core Team:

上海和成都團隊都具備足夠
的能力，繼續舉辦培訓活動
及發展事工。

Both the Shanghai and Chengdu teams have sufficient capacity to continue training activities and develop other ministries.



活動匯報 Our Activities

北京地區 Beijing

培訓對象 Training Target

日期 Date

參加人數 No. of participants

志願者培訓
Volunteer Training

華福翔翔夏令營前培訓
Pre-student Summer Camp

06/07/2018

60人 / people

華福翔翔夏令營
Student Summer Camp

華奧學校（打工子弟學校）— 小六至初三級學生
6th to 9th grade students at Hua'ao School
(school for migrant children)

07-13/07/2018

78學生 / students
60志願者 / volunteers

生涯規劃教師培訓
Teacher Training for Career Planning

北京109中學初、高中教師
109 middle and high school teachers from Beijing

29/08/2018

24教師 / teachers
19志願者 / volunteers

上海地區 Shanghai

培訓對象 Training Target

日期 Date

參加人數 No. of participants

華福翔翔夏令營前培訓
Pre-student Summer Camp

生涯教育在初中教育中的應用
Integrating career planning in
middle school education

28/08/2018

60名教師 / teachers
(校領導 administrators
骨幹教師 and core teachers)

班主任講座 —— 提升班主任的班級管理能力 ——
心理效應的解讀（楊敏毅）
Class teacher lecture - Improving the Class Management Ability
of Class Teachers - Interpretation of Psychological Effects (Yang Minyi)

25/12/2018

40名班主任 /
Class teachers

彭浦初級中學家長講座
Pengpu Middle School Parent Workshop

如何與初中生溝通？（葉斌）
How to communicate with middle school students? (Ye Bin)

30/11/2018

全體初一學生家長
Parents of grade 7 students

光明初級中學師資培訓
Guangming Elementary
College teacher training

剪刀差期望值下的當代學生心理特徵 ——
學校心理工作實務（甘露）
Psychological Characteristics of Contemporary Students
under the Expectation of Price Scissors phenomenon:
School Psychological Work Practice (Gan Lu)

23/11/2018

80名教師 / teachers

輔導學生談話技巧（許靜）
Conversation skills when counseling students (Xu Jing)

21/12/2018

15名教師 / teachers

虹口實驗學校親子營 Shiyan Middle School of Hongkou Education Institute family camp	同心聯結・共HUA未來(蔡丹) United in one heart to plan for the future together (Cai Dan)	01/12/2018	30對親子 / pairs of parents and students
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先導學校 Pilot School	骨幹教師經驗交流會 Core teachers experience exchange meeting	24/01/2019	12人 / people
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師資培訓 — 中學及大學教師 Teacher Training – middle school and university teachers	價值教育、生命教育與生涯教育(鄭漢文博士) Value Education, Life Education and Career Planning (Dr. Roger Cheng)	15–20/05/2019 2天工作坊、3場講座 2 days of workshops and 3 lectures	200人 / people
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大學生 University students	華東師範大學學生：具體培訓由華東師範大學青少年心理健康研究及培訓中心負責。 Students of East China Normal University: Actual training conducted by East China Normal University Research and Training Centre for Youth Education in Mental Health		
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調研 Research	3所先導學校的評估及跟蹤報告計劃於9月底以前完成。 Plan to complete the assessment and follow-up report of the 3 pilot schools by the end of September.		
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成都地區 Chengdu	培訓對象 Training Target	日期 Date	參加人數 No. of participants
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師資培訓： 通過「四川師範大學 生命教育及生涯規劃培訓 研究中心」舉辦 Teachers training: (through Sichuan Normal University Life Education and Career Planner Training and Research Centre)	生涯規劃師培訓 — 川師學生 Career Planning Coach training – students of Sichuan Normal University	24–25/11/2018	30人 / people
	廣東地區小學校長培訓 Training for primary school principals in Guangdong area	8–11/12/2018	60人 / people
	廣東地區中學校長培訓 Training for middle school principals in Guangdong area	13–16/12/2018	60人 / people
培訓總人次 Total Headcounts: 約800人 About 800 people	活出精彩課程 — 中學授課老師及志願者培訓 "Live a Wonderful Life" course – middle school teacher and volunteer training	03/03/2019	23人 / people
	生涯規劃師認證培訓 — 公開 Career planning coach certification training – open to the public	19–21/04/2019	65人 / people
	川師輔導員 Counselors at Sichuan Normal University	23/04/2019	200人 / people
	川師行動研究中心骨幹團隊 — 每月培訓、每次2小時 Training for Sichuan Normal University Action and Research Centre core team, 2 hours each month.	10,11,12 / 2018 03,04,05 / 2019	平均每次30人 Average attendance of 30 people each time.
	生涯規劃師培訓 — 川師師範學生 Training for Career planning coach – students at Sichuan Normal University	15–16/06/2019	45人 / people
	西華大學教師 Teachers at Xihua University	20–21/03/2019	260人 / people

支持中學 Middle School Support	3所公立學校：觀課、督導和回饋 Observation, supervision and feedback for 3 public schools	上學期：共6次 Total of 6 times during the first semester	
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西蜀學校(外來學生) — 每週一次去學校為初一學生上課 Xishu Experimental School (foreign students) – class with Grade 7 students once a week	隔週一節，一學年15節 1 session every other week, total of 15 sessions in the school year	初一全級6班，約240名學生 6 Seventh Grade classes with a total of about 240 students
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調研 Research	完成3所學校調研和跟進問卷 七中八一、七中萬達：初一、初二、初三 田中：初一、初二 Completed research and follow-up survey for 3 schools: No. 7 Bayi High School, No. 7 Wanda High School – Grade 7 to Grade 9 Tin Ka Ping Middle School – Grade 7 and 8	09 / 2018 02,03,06 / 2019	約980名學生 About 980 students
	2017-2018年度：3所學校初一、1所學校初二評估報告 2017-2018 Assessment reports for grade 7 classes in 3 schools and grade 8 class in 1 school.	06 / 2019	
	2018-2019年度：3所學校的評估和2所跟進報告 2018-2019 assessment reports of 3 schools and follow-up reports of 2 schools		

大學生培訓活動 — 四川師範大學學生 Training activities for university students	心理委員會營3次(1次2天、2次各1天) 3 training sessions for mental health committee	11 / 2018, 03 / 2019	127學生 / students 義工84人次 / volunteers
	2次營前義工培訓 2 pre-camp volunteer trainings	11 / 2018, 03 / 2019	30人 / people, 28人 / people
	心理素質訓練營 — 主題：美好人生(每週1.5小時x10次) Mental quality training camp – Theme: It's a Wonderful Life (1.5 hours each week for a total of 10 weeks)	03-05 / 2019	23人 / people

我們的伙伴 Our Partners

- ▶ 零加壹教育諮詢(成都)有限公司
Caring One Education Consultation Co Ltd
- ▶ 上海樂成書院心理諮詢服務中心
Shanghai Love Shine Counseling Center
- ▶ 田家炳基金會
Tin Ka Ping Foundation
- ▶ 福遍中國
Fort Bend Community Church
- ▶ 恩泉基金會
Fountain of Grace Foundation
- ▶ 青年發展培訓有限公司
Youth Development and Training Limited
- ▶ 世界傳道會/那打素基金
CWM/Nethersole Fund
- ▶ 四川師範大學
Sichuan Normal University
- ▶ 華東師範大學青少年心理健康教育研究及培訓中心
East China Normal University Research and Training Centre for Youth Education in Mental Health

四川青少年生命教育及生涯規劃行動研究中心——骨幹團隊合照
Sichuan Youth Life Education and Career Planning Action Research Centre - Core group photo



前瞻 Looking Forward

「生命教育及生涯規劃政策研究、培訓及實踐先導計劃」於2016年4月啟動，至2019年6月底順利完成及結束。感謝過去三年多以來各方給予的支持、贊助和參與。尤其感謝田家炳基金會的贊助、上海和成都夥伴的積極參與，在這幾年承擔了大量的培訓和調研工作，以及願意在未來繼續支持更多學校開展生命教育和生涯規劃；機構會繼續在專業和經費上，提供適切的支持。

"Life Education Project" was launched in April 2016 and ended successfully in June 2019. Thanks for everyone's support, sponsorship and participation over the past three years. Special thanks for the sponsorship of the Tin Ka Ping Foundation, and the active participation of Shanghai and Chengdu partners, who have undertaken a large amount of training and research work in the past few years and are willing to continue supporting more schools in life education and career planning in the future. Our organization will continue to provide appropriate professional and financial assistance.

Chapter 2

Sichuan Youth Life Education and

四川青少年 生命教育及 生涯規劃 行動研究中心

Career Development Action Research Centre



四川青少年生命教育及生涯規劃行動研究中心

Sichuan Youth Life Education and Career Development Action Research Centre



學生在訓練營的課上討論情況
Lesson discussion at Student Training

研究中心核心團隊工作會議
Core group meeting of Research Centre

年度項目概要 Annual Project Highlights

四川師範大學（下稱「川師」）是四川地區的重點高校，每年培育大批師範學生，很多學生畢業後去到四川週邊貧困地區當老師。為更有效地在四川地區推動生命教育工作，我們與「川師」於2018年11月共同建立「四川青少年生命教育及生涯規劃行動研究中心」（下稱「研究中心」），並組成核心團隊，策劃及推動各項目工作。同時，「研究中心」凝聚當地師資及專業人才，建立骨幹團隊，成為長期推動及踐行生命教育和生涯規劃的夥伴。

四川地區學生升學競爭激烈，中小學集中資源提升學生學業成績，往往忽略了學生心理素質的培育。要長期推動及延展生命教育工作，做好師資培訓最為重要。「研究中心」今年舉辦多場培訓，包括：「川師」輔導員老師培訓，中小學校長培訓，骨幹團隊培訓等。

Sichuan Normal University (hereafter referred to as "SNU") is a key university in Sichuan Province. It trains a large number of student teachers every year. Upon graduation, many students move on to poverty-stricken areas around Sichuan to become teachers. In order to more effectively promote life education in Sichuan, we established the "Sichuan Youth Life Education and Career Planning Action Research Center" (hereafter referred to as the "Research Center") together with SNU in November 2018 and formed a core team to plan and promote various projects. The Research Center has gathered local teachers and professionals to build a backbone team that serves as a partner in the long-term promotion and implementation of life education and career planning.

Competition for higher education is very fierce in Sichuan. Primary and secondary schools generally focus their resources on improving students' academic performance and neglect the cultivation of students' psychological qualities. To promote and extend long-term life education, it is of paramount importance to provide solid teacher training. The Research Center held a number of trainings this year, including: training for Sichuan teacher counselors, training for primary and secondary school principals, and training for the backbone team.

近年國家大力推動做好學生生涯規劃工作，可惜老師缺乏這方面的裝備。今年「研究中心」舉辦了兩場國際生涯規劃師(NCDA CDP)認證培訓，為在職老師及師範學生提供生涯規劃理論及知識、選科、升高中及大學、就業等最新的資訊。

我們為「研究中心」提供技術支援，探討如何建立有效的大學生培訓模式。我們為「川師」心理委員設計及舉辦「創見未來」日營，培育學生成為未來領袖。此外，我們也舉辦「美好人生」心理素質訓練營，藉此幫助學生尋找工作意義及方向。

In recent years, the government has placed a greater emphasis on providing career planning for students. Unfortunately, teachers have not been equipped to meet that need. This year, the Research Center hosted two International Career Development Practitioner (NCDA CDP) certification trainings to provide current teachers and teachers-in-training with the latest information on career planning theory and knowledge, course selection, higher education, and career choice.

We provide technical support to the Research Center to identify methods for establishing an effective university student training model. We designed and hosted the "Discovering Your Future" day camp for the SNU Psychology Committee, training them to become future leaders. In addition, we also organized the "It's a Wonderful Life" mental quality training camp to help students explore the meaning and direction of life.

我們的故事 Our Stories

By 程光通 - 法學院一年級學生

「美好人生」訓練營 - 課後分享

在初進入大學時，因為一些家庭以及自身的原因，我變得內向、沉默，甚至到了自己都認為「自閉」的狀態：我不會去參加社交，我不想學習新的知識，我不再去思考未來的人生該怎樣規劃。我想改變這種渾渾噩噩的狀況，但是又囿於自身的心理問題不敢踏出一步。

我才進入訓練營時，以為訓練營會是那種很枯燥的老師講課的上課方式，但在實際過程中，老師講課的部分很少，大多數時候都是以形式多樣的有趣活動讓同學參與其中：有全體同學參與的大型戶外活動，有小組分工協作的話劇表演。小組成員間的關係還會被要求延伸到訓練營之外，我也因此參加社交，收穫了幾個朋友。各個小組之間不僅有競爭，也有友好的合作。

其實訓練營所教授的知識我們也曾學習思考過，不外乎身份、理想、職業規劃等方面，但是訓練營老師卻用我從未學習過的方式將它們串聯了起來，比如你現在所擁有的能力是否能夠支撐起你的理想。在聽完這些後，我也審視了自身，對原來有點好高騖遠的理想再次有了更為合理的規劃。

感謝「美好人生」訓練營，它確實改變了我許多，其中最現實，最直接的體現就是我變得開朗了許多，我現在已經擺脫了「自閉」的狀態，開始融入社會，這是最我想收穫的，也是我認為最難的。如果沒有訓練營，我想我應該還陷於社交恐懼的泥潭。這也是我最想感謝訓練營的一點。

By 趙江楠 - 中文系三年級學生

遇見生涯規劃

我於2018年年底參加了生涯規劃師培訓班。生涯規劃是一個助人助己、雙向收穫的過程，我既在學習如何通過生涯規劃幫助別人，也在不斷解決我自己的困惑。對於學習歷程，有以下分享：

第一，對生涯規劃理論知識的把握更深刻。我們從理論和實踐等方面對生涯規劃知識系統地學習，對生涯規劃的知識有了初步的建構。在學習中，我們通過各種理論和原則進行自我探索，進行目標管理以及掌握其他決策方法和工具。成為一個合格的生涯規劃師必須要有理論支撐，對我來說，理論學習還任重而道遠。

第二，自我認知更清晰。在參加培訓之前，我對未來充滿疑惑，不能堅定自己的目標，也不知如何為自己的目標提前打造成果。在學習中，我不斷探索自己的興趣，挖掘自己的性格，尋找自己可培養的能力，思考自己的價值觀，能夠通過自我探索、世界探索，去決策和擬定行動方案。我逐漸在學習中發現真實的自己，找尋到了自己成長的動力。

第三，收穫到老師的關愛。講師為省內外知名的在生涯規劃領域有所建樹的老師，他們上課各具特點，或幽默、或知性，他們還有一個共同點：是一群內心對學生充滿愛的老師。他們帶領我們從理論和實踐兩方面進行探索。完課後，老師們仍然在學員群裏不時地叮囑和幫助，為大家提供共同成長的平台。

十分感謝老師們的幫助和鼓勵，也十分感謝有這樣一個學習平台，讓我快速成長，邁出了「助人助己」的第一步。未來，我將繼續努力在生涯規劃的路上探索！

 By Cheng Xiantong, first-year law school student

"It's a Wonderful Life" Training Camp – post camp reflection

Due to family and personal reasons, I became introverted when I first entered university. I was very quiet, to the point that I was completely withdrawn from the outside world: I would not socialize, I didn't want to learn new things, and I no longer had the desire to plan for my future. I wanted to get myself out of this muddleheaded state, but because of my psychological problems, I didn't have the courage to take even one step.

When I first arrived at the training camp, I expected that it would be a series of very boring lectures. In reality, there were very few lectures. Most of the time, students were invited to participate in activities of various forms: there were large-scale outdoor activities during which all the students participated together, there were drama performances put together by groups of students. The relationships between the small group members were expected to extend beyond the training camp. Because of that, I started participating in social gatherings and gained a few friends. There was not only competition but also friendly cooperation between the small groups.

The teachers used a variety of activities to teach the class. In fact, most of what was taught in the camp was not new. At some point in our past, we had learned or thought about concepts like identity, goals and dreams, career planning, etc. However, the training camp teachers connected them in ways that I have never experienced before. For instance, the teachers asked, "Could the abilities you have now support your goals and dreams?" After reflecting on this question, I was able to devise for myself plans that are more reasonable, as I realized that my goals may have been a little too far-fetched.

I am thankful for the "It's a Wonderful Life" training camp, for it indeed changed me a lot. The most realistic and direct manifestation is that I have become more open. I have now overcome my prior introverted tendencies and started to integrate into society. This is what I most wanted to accomplish but thought to be too difficult. If it wasn't for the training camp, I would still be trapped in the quagmire of social anxiety. This is what I am most thankful about from my experience attending the training camp.



我們都是同類.....兔子小組
We are the same species.....Rabbits Group

 By Zhao Jiangnan, third-year student in the Law department

Encountering Career Development

I participated in the career development training class at the end of 2018. Career planning is a process that allows me to help others, and at the same time I myself am helped too. As I learn how to help others with career planning, I find solutions to a lot of my own problems. Here is my sharing from the journey of this learning process:

First, I gained a firmer grasp of the theoretical knowledge behind career planning. We systematically constructed our knowledge base of career planning by studying both the theoretical and practical aspects of the subject. In our studies, we conducted self-exploration through various principles and concepts, and explored other decision-making methods and tools. To be a qualified career planner, we must have strong theoretical support. For me, there is still a long way to go in learning all the theory.

Second, I achieved a much clearer sense of self-awareness. Before attending the training, I was full of doubts about the future. I was not sure of my goals. During the training, I was constantly exploring my own interests, discovering my personality, looking for abilities that I can continue to cultivate, and thinking about my own value system. I was able to make some decisions and formulate action plans. Through the training, I gradually realized my true self and found the driving force for my growth.

Third, I experienced the care and concern of the teachers. The teachers are all nationally known and had made significant contributions to the field of career planning. Each teacher's style of teaching was unique; some are humorous and some are intellectual, but they all share one thing in common – they are all full of love for their students. They guided us to explore both theoretical and practical aspects. After class, the teachers continued to exhort and help us as a group, creating for us a platform to grow together.

I am thankful to the teachers for their help and encouragement. I am also very grateful to have such a learning platform that allowed me to grow so quickly. I have taken the first step of "helping others and helping myself." In the future, I will continue to work hard in exploring the journey of career planning.

成果 Our Accomplishments



四川青少年生命教育及生涯規劃行動研究中心於2018年11月2日正式成立。

The Sichuan Youth Life Education and Career Planning Action Research Center was formally established on November 2, 2018.



「川師」老師組成核心團隊共13人，四川省老師及青年工作者組成骨幹團隊共36人，推動「研究中心」進行各項活動。

Teachers at SNU formed a core team of 13 people, and a total of 36 teachers and young workers from Sichuan Province formed a backbone team to promote and carry out various activities at the Research Center.



獲授權舉辦國際生涯規劃師認證培訓，舉辦2場培訓，共5天121人接受認證培訓。

Authorized to conduct International Career Development Practitioner Certification training; held 2 trainings for 5 days, with 121 people receiving certification training.



為「川師」班級領袖設計心理委員日營，日營共舉辦3場，為期6天，127位學生參加，志願者共82人次；2場營前培訓，志願者52人參加。

Designed the Psychological Committee Day Camp for the SNU student Leaders. Held 3 day-camp sessions, lasting a total of 6 days, with 127 students and 82 volunteers participating; held 2 pre-camp trainings, with 52 volunteers participating.



舉辦大學生心理素質訓練營，主題是「美好人生」，每週授課1.5小時，共10週，學生23人參加。

Organized a mental quality training camp for college students, and the theme was "It's a Wonderful Life"; 1.5 hours per week for 10 weeks, with 23 students participating.



為「川師」各個學院的輔導員老師提供1場「尋找美好人生的自我理解」培訓，約200位專職老師參加。

Provided a training session for the counselors and teachers of various departments in Sichuan University on "Personal understanding of finding a Wonderful Life"; about 200 full-time teachers participated.



為廣東地區中、小學校長分別舉辦2場培訓，為期共11天，120位校長參加。

Two training sessions for primary and secondary school principals in Guangdong, for a total of 11 days, with 120 principals participating.

小組合力引導組員順利運送乒乓球
Smoothly transport table tennis ball by group members



培訓類別 Type of Training	日期 Date	參加人數/次 No. of Participants
生涯規劃師培訓 Career Development Practitioner training · 「川師」學生 Students at SNU	24 – 25/11/2018	30人 / people
廣東地區校長培訓 Guangdong area principals training · 小學校長 Primary school principals · 中學校長 Secondary school principals	08 – 13/12/2018 13 – 17/12/2018	60人 / people 60人 / people
國際生涯規劃師認證培訓 International Career Development Practitioner Certification training · 大、中、小學老師、培訓機構員工、志願者等 Teachers of university, secondary and primary schools, workers of training organization, volunteers · 「川師」學生 Students of SNU	19 – 21/04/2019 15 – 16/06/2019	76人 / people 45人 / people
「川師」班級心理委員日營 Training for psychological committee of SNU	08 – 09/12/2018 23 – 24/03/2019 30 – 31/03/2019	學生127人 / Students 志願者82人 / Volunteers
心理委員日營 —— 志願者培訓 Psychological committee day camp - volunteer training	02/12/2018 15/03/2019	28人 / people 24人 / people
川師「尋找美好人生的自我理解」培訓 SNU “Personal understanding of finding a Wonderful Life” training · 各學院輔導員老師 Counseling teachers from different faculty	23/04/2019	200人 / people
心理素質訓練營 —— 主題：美好人生 Mental Quality training camp - Theme: It's a Wonderful Life (共10週，每週1.5小時) (1.5 hours each week for 10 weeks)	03 – 05/2019	23人/people(230人次) 23 people each week 志願者3人 / Volunteers
骨幹團隊培訓 (共5次)每次2小時 Backbone team training (a total of 5 sessions, 2 hours each session)	11/2018 – 05/2019	每次約30人(150人次) About 30 people each session

培訓總人次約 Total attendance:
1,100人次 About 1100

我們的伙伴 Our Partners

- 四川師範大學
Sichuan Normal University
- 世界傳道會/那打素基金
CWM/Nethersole Fund
- 恩泉基金會
Fountain of Grace Foundation
- 零加壹教育諮詢(成都)有限公司
Caring One Education Consultation Co Ltd
- 鄭漢文博士 (香港中文大學教育行政與政策學系專業顧問)
Dr. Roger Hon-Man Cheng, Professional Consultant, Department of Educational Administration and Policy, The Chinese University of Hong Kong.
- 青年發展培訓有限公司
Youth Development and Training Limited



學生在「美夢人生」活動中當服裝設計師
Student plays a role of fashion designer at
Wonderful Dream Activity

前瞻 Looking Forward

► 「研究中心」將持續提供不同的師資培訓，幫助更多有心有力的老師做好生命教育及生涯規劃的培育工作，希望未來有更多老師受益。► 目前，四川地區欠缺本地化教材，「研究中心」計劃編寫中學生心理課及生涯規劃相關的教材，然後通過系統的師資培訓，幫助老師善用教材。► 「研究中心」也將繼續制定並完善有效的大學生培育模式，將來可供其他大學參考。

► The research center will continue to provide different teacher trainings to help committed and capable teachers carry out the life education and career planning program, with hopes that more teachers will benefit in the future. ► At present, there is a lack of localized teaching materials in Sichuan. The Research Center plans to compile teaching materials related to psychology and career planning for secondary school students and then help teachers make good use of these materials through systematic training. ► The research center will continue to develop and refine an effective university student training model, to be made available to other universities for reference in the future.

Chapter 3

W.I.S.E. 青年生命 培育項目

& Coffee Connect 生命創路咖啡室



生命教育平台 Lighthouse

咖啡室 Café

咖啡學校 Coffee School

多元而整合的青年事工模式
An integrated youth ministry model





北川中學畢業生
來自國內108間大專院校
Beichuan High School
Graduates from 108 tertiary
Institutes in Mainland China

溫江區大學城
大學生及職業青年
(區內約10萬大專院校學生)
University students and young adults in
Wenjiang university district



四川W.I.S.E. 青年生命培育項目

生命創路咖啡室

A cafe for life nurturing and pathfinding

青年生命轉化的平台

A life transformation platform for youth

媒體平台 Media Platform

匯聚
Gather

連結青年領袖群體

Connect with youth leaders community

裝備
Equip

自我認識

Self understanding

世界視野

Global Perspective

專業技能

Professional Skills

生涯規劃

Life and career planning

實踐
Act

本地公益行動

Local charitable actions

關懷弱勢社群

Care of the underprivileged

回饋北川中學服務

Contribution to Beichuan High School

年度項目概要 Annual Project Highlights

本項目源於2008年四川北川中學震後心靈支援項目的延展，持續服務及凝聚來自北川中學畢業生近600人。並於2014年成立「夢·行動」團隊，致力培育新一代「W.I.S.E.」青年群體；2017年本地團隊於溫江大學城成立Coffee Connect生命創路咖啡室，延展青少年生命培育及生涯規劃培訓的使命。

四川WISE青年生命培育項目已經進入第8年，過去一年，我們透過在成都溫江大學城區的咖啡室及青年空間Coffee Connect，從生命培育、領袖培訓到行動實踐，在咖啡空間連結了不少大學生，更啟發團隊透過創意的方

W.I.S.E Youth Leadership Training Program is an extension of the mental health restoration projects for Beichuan High School after the 2008 Sichuan Earthquake which has continuously served and bond close to 600 alumni from Beichuan High School. In 2014, "Dream in Action" was established to nurture a new generation of "W.I.S.E" Youth Community. To extend our mission to nurture and support life and career development, the local team set up "Coffee Connect" at Wenjiang University Town in Chengdu.

Entering the 8th year, "Coffee Connect" and the Youth Hub connected with university students of the Wenjiang university town via life nurturing, leadership training and service action. Through creative means, the team outreached to students in the nearby school areas. We nurture and develop a new generation of youth who will look for possibility to live alternative life style.



我們的故事 Our Stories

共創可能 啟動連結實驗室 - Connect Lab

連結實驗室Connect Lab配合咖啡室的營運，建立對外開放的青年平台，連結本地大學生。在過去一個學年，團隊逐漸了解當地大學生面對的處境和困惑；包括大學的目標和方向、戀愛關係、自我了解等等。我們發現這些在成長過程中真心的聲音和困惑，需要被聆聽和回應。自九月起，推出的Connect Lab，旨在每週六或日晚上與年輕人透過一項主題實驗來交流、創變、連結，鼓勵他們敞開心扉、走出安舒區、打破固定的生活模式，對自我和世界多一些洞察和想像。

我們和年輕人探討和分享多元的生活話題，透過不同的體驗和工具啟發思考，實踐創意行動，在充滿功能主義的主流價值中，打破慣性思維，敢於對身邊習以為常、理所當然的事發問和反思，探索不同的可能性。也讓年輕人學習感悟內心聲音，從認識自我做回真正的自己，並在進入職場前有更清晰的目標，思考個人方向和生命價值。活動內容包括解憂郵箱、模擬大學、咖啡和味覺、夢想人生學堂等等，以下是兩位大學生參與後的成長反饋。

Creating Possibilities - Connect Lab

In conjunction with the operation of the café, a Youth Hub was established to connect with local university students. In the past academic year, the team has gradually learned more about the situation and confusion faced by these students, including their goals and direction, love relationship, self-understanding, etc. We found that these voices and confusions in the process of growing up need to be responded and listened. Since September 2018, Connect Lab was launched to young people in weekend evenings through a theme experiment to encourage them to open up, walk out of their comfort zone, and break out of their fixed lifestyle, to have insight and imagination for self and the world!

We discuss and share different topics in life. Through different tools and experiments, students were inspired to think out of the box. They were dared to ask questions and explore different possibilities; reflect and understand their inner voices, to act and live their true self. Activities include: Sadsnessless Mailbox, Virtual University, Coffee and Sensory, Dream Life Academy etc. which helped students to realize their goal before they step into their career journey. Below are stories from two of our participants.

透過來Coffee Connect消費而結識，過去一年，從定期參與每週的Connect Lab到成為核心青年connectors，參與策劃青年平台的活動，與北川青年交流，啟發良多。在本年五四青年節活動中，創建了一次「微信。對話」的青年交流活動，引發大學生反思使用網上溝通工具如何影響人際關係。未來將會繼續參與青年平台的核心青年培育。



By 顏蜜 - 西南財經大學大二學生

回顧二十多天一次次的頭腦風暴和思維構圖，推翻再推翻，經歷了這次lab實驗，雖然微信社交軟件中表情包、碎片化的語言依然充斥在我們的生活當中，但是我自身發現了自己運用表情包和碎片化語言之前會經過一番考量，而非從眾、隨大流。

這次活動也讓我更深入地認識到去聆聽他人、去積極地理解對方才是自我成長。自己做的事是很小的，但是哪怕只是一丁點兒，我都認為是值得的。團隊合作的經歷也慢慢讓我體會到團隊共同探討的重要性，一個人真的很難堅持下去，一群人聚集起來的力量才是強大的。

參與Connect Lab活動，每個人都有堅持的力量，這力量帶領我們成為更好的自己。當我聽到北川中學畢業生群體代表對我提出的疑問，回答說：「從一個被服務者到一個服務者，最大的收穫是一群人。」的時候，我深受感動，也更加明白簡單的話語後包含了對人生的選擇取捨。

初三四班
Grade 9 and 10





模擬大學
Virtual University

Over the past year, from being a regular customer of Coffee Connect to became a core-member of Connect Lab, Yen Mi was inspired in many ways by participated in the planning of youth activities and exchanged ideas with Beichuan youth. In this year's May-Fourth Youth Festival, an activity "WeChat. Dialogue" was created, which triggered the reflection of university students on the use of online communication tools to influence interpersonal relationships. In the future, she will continue to participate in this core youth development platform.

 By Yen Mi - Year 2 student from the Southwestern University of Finance and Economics

"Over 20 days of brainstorming and mind mapping, this lab experiment was revolutionary for what I used to believe and understand. Although the use of emotion stickers and fragmented language in WeChat are still in our lives, I am more conscious on my choice of words and emotion stickers.

The activities we did allow me to understand in order to grow, we have to learn to listen and to be empathetic to one another. Even though one's action may seems to be small, it is still worth it. I also learned the power of exploration in teams. It's so hard to persist goals on my own but with a team of people, we have much stronger will and strength. The strength from the team has made me a better person.

I was also deeply moved by what the leaders said to me: 'From being served to serve others, the biggest reward is the harvest of a community'. This allowed me to understand more about priorities and choices of life."

石昊東在過去一年積極參與青年平台的活動，並成為核心青年connectors，透過反思大學生消費生活，收集大學生消費及借貸情況，策劃了青年節「消費品展覽」和「一物一故事」交流分享會。

 By 石昊東-西南財經大學大二學生

「整個群體自由開放包容，每個人抱著夢想活著的狀態很棒，關注的可能是很少人敢做或者願意涉及的領域，這也堅定了我那不願流於世俗又放蕩不羈的心，看到他們的生存狀態其實也可以不那麼害怕了。什麼物慾、橫流、平庸、俗世，統統都不那麼令人害怕了。

我們的意義，總是在被父母定義，被朋友左右，被世界主流的價值觀支配中產生。所以我們很難去認識自己，肯定自己。自己擅長什麼，適合什麼，喜歡什麼，很多時候只是被別人的評價帶著走，浮躁而迷失自我。

這一年參與Connect Lab組織的每一次活動，都讓我更深入地了解自己。可能是因為大多數時候，我們並沒有真正賦予自己活著的意義。在這裏我們都在不那麼敞亮的人生路上找到陪伴的人，卸下防備，做回最想做的人。」

In the past year, Shek Hao Dong have actively participated in the activities and became a core member of Connect Lab. Through researches and reflections on the spending and borrowing habit of university students, he has organized an exhibition on "Consumer Goods" and "One object - One story" sharing session.

 By Shek Hao Dong - Year 2 student from the Southwestern University of Finance and Economics

"The group was very welcoming and open; people were fully alive, and they held fast to their unique dreams which was amazing to me. They insisted in doing things that not a lot of people did before and it affirmed my determination to not follow suit and to pursue the things that's truly important to me. I discovered it was not so scary to follow a different path after all.

Our values are always defined by our parents, friends and the world which made us difficult to understand and affirm ourselves, know our unique gifts and know what we love to do. We used to be lost and worried all the time.

This year via organizing different activities at Connect Lab, I understand myself and many problems a lot better. I guess we haven't truly defined our purpose of existing and living. However, this space has become a shelter for us, some ordinary people to find companions in the midst of the harsh reality. We feel safe in this space where we can let go of our guards and be ourselves comfortably."

成果 Our Accomplishments

1

培訓近**100**位核心在職青年，透過「夢想人生學堂」成長課程，自我認識及職業規劃的培訓，探索生命成長的可能性，為前路更好地裝備和培育。

100 core youth and working youth have been trained and developed via the "Dream Life Academy" course where they went through self-discovery and career planning trainings to explore different possibilities in their growth to better equip them for their future development.

2

透過行動策劃及活動帶領培訓，讓青年領袖到校園、成都及重慶農村的現場，服務近**2,500**位青少年，包括高三學生、藏族及農村兒童等，分別為服務對象設計高考減壓活動及夏令營會。

Through action planning and program leading training, youth leaders visited schools and villages in Cheungdu and Chongqing to serve close to **2,500** youngsters including high school students, Tibetan and village kids. They developed stress relieve programs and summer camps for the youngsters.

3

透過「生命創路咖啡平台」，對外開放營業，連結近**2,500**位大學生及職青；並於每週舉辦「連結實驗室」青年文化活動，全年共**32**次，包括圍繞大學生主題探討、創意藝術、社會議題關注等，共連結溫江大學城區域年輕人**683**人次。

"Coffee Connect" a platform for Life and career development is open for business which served **2,500** college students and working youth each year and the 32 weekly "Connect Lab" connected **683** students in Wenjiang University Town where different topics such as university student life, creative art and social issues were discussed.

4

Coffee Connect營運第二年，每週開店5天，接待客人**2,500**人次，平均每週連結**50**位大學生及在職青年，其中已註冊成為學生會員的有**700**位，營業額漸趨增長。

Coffee Connect is in its second year of operation, currently opens 5 days a week and serving **2,500** customers. It has been connecting **50** university students and working youth each week on average where **700** of them has registered as student members. Operating income is growing steadily.

5

成都的咖啡文化正在普及化，更多年輕人願意投入咖啡師的行業。我們透過舉辦不同的咖啡體驗活動和培訓，包括味覺體驗及學習咖啡製作，向職業高中學生、大學生及在職青年分享咖啡文化，並招募咖啡學徒，培訓成為咖啡師。新一代青年願意認識咖啡，咖啡師也成為了未來職業的一種可能。

Coffee culture in Chengdu is becoming more common where more youngsters are keen to becoming a barista. We organized various coffee experiential activities and trainings including sensory and tasting, and coffee brewing workshops to share coffee culture with high school and university students and working youth. We also recruit coffee apprentice to train them to become a barista. As the new generation is willing to understand more about coffee, it is possible for this to be developed their as a future career.

1 培訓裝備

Training and Development



2 實踐行動

Actions



3 匯聚群體

Bonding Communities



4 持續營運

Sustainable Operation

5 咖啡培訓

Coffee Training



活動匯報 Our Activities

Lighthouse青少年生命培育平台 Lighthouse Youth Development Platform

- ▶ 生涯規劃培訓 Life and career planning training : **65**人次/participations
- ▶ 青年行動培訓 Youth Action Training : **238**人次/participations
- ▶ 核心領袖培訓 Core Leader Training : **102**人次/participations
- ▶ 畢業生培訓 Alumni Training : **90**人次/participations
- ▶ 校園服務 School Service : 北川中學**1,127**名高三學生(2018年) **1,127** high schoolers from Beichuan High School in 2018
- ▶ 社區關懷 Community Care : 社區及農村居民/兒童約**70**人 **70** community/ village residents and children

咖啡室及青年空間 Café and Youth Hub

- ▶ 咖啡室接待青年人 Number of Youth connected via cafe : **2,500**人次/participations
- ▶ 文化創意工作坊 Creative Culture Workshop : **32**次/workshops **683**人次/participants

咖啡學校 Coffee School

- ▶ 咖啡體驗工作坊 Coffee Experience Workshop : **50**位大學生及職高學生/ University and vocational school students
- ▶ 青年咖啡學徒 Barista Apprentice : **1**人/person

我們的伙伴 Our Partners

- ▶ 北川中學
Beichuan High School
- ▶ 北川中學畢業生群體
Beichuan High School Alumni Association
- ▶ 甘堡小學
Ganbao Primary School
- ▶ 炬點咖啡
Torch Coffee Lab
- ▶ 嘉里集團郭氏基金會
Kerry Group Kuok Foundation
- ▶ 青年發展培訓有限公司
Youth Development and Training Limited



2018年7月甘堡夏令營
Gambao Summer Camp in July 2018

前瞻 Looking Forward

過去一年，Coffee Connect 青年空間逐漸匯聚了穩定的顧客和年輕人，在營運的流程上日漸穩定。在飲品製作和咖啡文化推廣方面，有更多的嘗試。事工將繼續朝向全面本地化，由本地工作者延展青年生命培育的使命。未來，我們希望更多發展Coffee Connect的營運模式，包括餐飲業務、空間營運等，並會透過發展咖啡學校，提供咖啡師認證的培訓，建立咖啡及職場培訓的平台，在經營的範圍和模式方面，仍有很大進步和發展的空間。

配合有系統的主題青年文化活動和推廣，建立青年參與和交流的平台Connect Lab，凝聚一群投入參與和積極成長的大學生，成為「核心青年」。他們代表了新一代的知識青年，透過議題探討和創想改變的行動，發揮他們的能力和對大學生的反思所得，讓團隊探索更多元的培育新一代青年的方式和理念，未來會繼續匯聚大學生及職青，探索新一代青年生命培育的模式。以購買服務或單次收費的方式，提供有質素的青年培訓服務予職高青年，以發展可持續的本地青年工作模式。

北川中學畢業生群體計劃，發展近8年，畢業生的人數和培訓規模日漸擴大，畢業生網絡近700人；因應需要和發展階段，我們建立了網絡論壇，成為畢業生升學就業的資訊和交流平台；並建立更具組織的群體參與，畢業生可以參與群體的不同部門，包括北川中學服務，公益服務等。未來得繼續由畢業生擔任青年領袖，策劃和組織畢業生活動。

In the past year, Coffee Connect youth hub platform helped gathered a group of steady young customers. The operations which includes beverage making and coffee culture promotion have become more stable. The ministry continues to aim for localization which local team would continue the missions to development youth's life. In future we aim at further expand Coffee Connect's business and continue to develop coffee school platform which provides certified Barista training. There are still huge rooms for improvement in the operation scope and mode.

In conjunction with the promotion of systematic and themed youth cultural activities, "Connect Lab" was built and have successfully bonded a group of dedicated university students whose passion have led them to become core leaders. They represent a new generation of knowledgeable youth and their valuable insights inspired the team to develop new ways to nurture the next generation. In the future, we will continue to gather and connect with university students and working youth.

The team is connecting with external partners more via organizing Life and Career Planning Camps, University Preparation Camps and Barista training, etc. By offering paid quality youth development services to develop sustainable work modes for local young adults.

Beichuan High School Alumni Association Project has entered in its 8th year of development which both the number of alumni and development scale has been steadily growing with alumni network reaching close to 700 people. Based on the needs and stage of development of the project, an online forum has been built to support alumni's study and career progression by providing a platform for information exchange. More organized involvement would be allowed for alumni to participate in different sessions in the project which includes service in Beichuan High School and Community Service. It is aimed that via this project, more alumni can be developed into youth leaders to plan and organize future alumni activities.

Chapter 4

青少年編碼 Youth Coding & 成長項目

Mentoring Project



裝備技能
Skills Development

生命改變
Life Change

Computational Thinking
程式計算思維

Increased Competitiveness
增強競爭力

Logical Thinking
邏輯思考

Successful Experiences
體驗成功

Increase Confidence
提升自信心

Increase Motivation
增加動力

年度項目概要 Annual Project Highlights

轉眼間，我們已有兩年時間在深圳進行技術支援與督導，與合作機構在一所職業技術學校進行初級編程課。在暑假期間，我們與上海的合作機構合辦了為期六日五夜的「編夢之程夏令營」，這是我們的一個新嘗試。參與的16位青少年不單學習編程，還通過社區探訪收集資料，在短短幾天裡通過團隊合作創建一個簡單的手機應用程式以回應該社區的需要，並探索、反思、回顧自己的生命成長。通過另一合作機構，我們在突破青年村舉行了為期四日三夜的「創意編碼文化交流營」，讓參與的32位內地教育工作者通過短短幾天的密集交流，讓同業們先行使用並對一共12節的《創意編碼》單元一、二內容和youCodia(友程果)軟件的運用給予意見。

In the blink of an eye, we have been providing supervision and technical support for an introductory programming class at a vocational school in Shenzhen for two years. The program was established in cooperation with a local organization two years ago. Partnering with an agency in Shanghai, we co-organized a six-day and five-night "Dream Maker Summer Camp" during the summer vacation period. This was a new endeavor. The 16 teenage participants not only learned programming, but also paid visits to their community and gathered valuable information that allowed them to create, through teamwork, a simple mobile application in response to the needs of the community. They also had the opportunity to explore, reflect, and look back on their lives growing up. With another partner institution, we held a four-day and three-night "Creative Coding Cultural Exchange Camp" in the Breakthrough Youth Village. Through intensive exchange sessions over just a few days, 32 mainland educators provided comments to the Creative Coding Units 1 and 2 and the youCodia software.

By 項目統籌-汪珂

請給女生多一點機會

「終於有5位女同學來上《創意編碼》課了！」小汪老師（汪珂，項目統籌）難掩興奮說。「我那班有7位女同學。」來自深圳合作機構的阿秋老師說。回想第一次在這職業學校開課，所有同學全是男生，這次已是很大的進步了。只可惜，內地普遍對女生還存有不少刻板印象，認為女生不適合攻讀數理科，不適合成為工程師，這無形中成為女生的學習障礙。而且，學校缺少女性電腦科老師，職場缺少女性軟件工程師，女生找不到女性榜樣，要學習編程更是困難重重。阿秋老師班上有一位積極好學的女同學，喜歡放學後跑到隔壁教室找小汪老師問問題和談天（小汪老師也是女生）。有一次下課後她跟小汪老師說：「其實我很喜歡編程，但父母反對我報讀電腦科學，認為不合適，所以我選了讀社工。」這位女同學的經歷讓我們看到，我們要縮窄女生和男生之間的數碼鴻溝，雖然改變社會文化不是一個容易的過程，但至少我們能設計更適合女生的課程以提升她們對編程的興趣，並給她們更多鼓勵。各位女生，願我們在學習編程的路上共勉之！

By 項目主任-梅朗心

在這裡能說「不能說的秘密」

我們在上海的「編夢之程夏令營」，不只是編程、編程和編程，還有很多生命交流的機會。小梅老師（梅朗心，項目主任）負責帶三個由十三、四歲男生組成的小組，想不到會聽到男生們的秘密。「有一位女孩很喜歡我，有一天她問我能不能成為我的女朋友，但因為我已經答應了另外一位女孩了，所以拒絕了她。」組內的一位十三歲男生分享說。「那麼你喜歡哪一位女生多些？」小梅老師問。男生想了一想，認真的說：「我是喜歡前一位女生的，所以才會答應做他男朋友。」另一位比自己實際年齡成熟的十四歲男生說：「其實我是蠻喜歡那位女生的，想約她出來。不約她出來怎能進一步認識呢？當然不能讓爸媽知道啦，肯定會說我早戀！」聽完男生們的少男情懷後，小梅老師給他們各寫了一封信，在營會結束前交給他們，以傳遞正確的價值觀。看到兩位男生讀信後投來感激的眼光，小梅老師知道他們「收到」了。青少年的生命成長，就在不知不覺間，最重要是我們能夠與他們一起把握這些成長機會。



「編夢之程」夏令營編程活動
Dream Maker Summer Camp - Coding activity



資深培訓師鄧淑英在帶領同業們進行遊戲分享
Senior trainer, Jackie Tang lead educators to share after games

 By Shirley Wang - Project Coordinator

Please provide girls with more opportunities

"Finally, there are five female students in the "Creative Coding" class!" Teacher Xiao Wang (Wang Ke, Project Coordinator) couldn't hide her excitement. "I have 7 females in my class," said Teacher Ah Qiu from our partner agency in Shenzhen. Looking back on the first time we held classes in this vocational school, all the students were boys. It's a significant improvement this time. Unfortunately, there are still many stereotypes about girls in the Mainland. Math and science are considered unsuitable educational paths for girls, and many believe that girls will not make good engineers. Subconsciously, this creates an obstacle in the education of girls. Moreover, there are almost no female computer teachers at school, and there are hardly any female software engineers in the workplace. Girls cannot identify good female role models. Learning programming becomes a formidable task. There is a girl in Ah-Qiu's class who is very eager to learn. She would often go next door to find teacher Xiao Wang after school to ask questions and to talk about the day (Xiao Wang is also female). One day she said to Xiao Wang, "I really like programming a lot, but my parents objected to my majoring in computer science because they did not think that it was appropriate, so I chose social work instead." The experience of this female student shows us that we need to narrow the digital divide between girls and boys. Although it is not easy to change social culture, at least we can try raising girls' interest in programming and provide them with extra motivation by designing courses that are more suitable for them. Girls, let's encourage one other on the road to learning programming!

 By Tabitha Mui - Project Officer

I can speak "the unspeakable secret" here

We did not just code, code and code during our "Dream Maker Summer Camp" in Shanghai. There were a lot of opportunities for relationship-building. Teacher Xiao Mei (Mei Langxin, Project Officer) was responsible for a group of three 13-year-old boys and was taken by surprise when she had the opportunity to hear the boys' secrets. A 13-year-old boy in the group shared, "there was a girl who liked me very much. One day she asked me if she could be my girlfriend. Since I already had a girlfriend, I rejected her." "So, which girl do you like more?" asked teacher Xiao Mei. The boy thought for a moment and said seriously: "I like my girlfriend. That's why I promised to be her boyfriend." Another 14-year-old boy who is mature for his age said: "...I am quite fond of a girl, and I want to ask her out. How else can I get to know her better? I can't let my parents know, for they will definitely say that I am too young to fall in love!" After listening to the boys' feelings, Xiao Mei wrote each of them a letter and handed them the letters before the end of camp. She wants to instill the proper values in them. After seeing the grateful glance that the two boys gave her upon reading the letters, Xiao Mei knew that they "got it". The growth of adolescents happens quietly. The most important thing is to seize those opportunities for growing together with them.



成果 Our Accomplishments

在深圳進行技術支援督導工作，從2018年10月10日至12月28日，與合作機構在一所職業技術學校通過初級編程課服務共70位同學，課程共11節18小時。從2019年3月6日至6月27日，繼續服務48位同學，課程共16節27小時。

Partnering with a local organization, we provided technical support and supervision for an elementary programming course at a vocational school, serving 70 students from Oct 10 to Dec 28, 2018. The course consisted of 11 sessions, a total of 18 hours. We continued to serve 48 students from Mar 6 to June 27, 2019. This second course consisted of 16 sessions, a total of 27 hours.

活動匯報 Our Activities

1

與上海的合作機構在上海合辦了為期六日五夜的「編夢之程夏令營」，共有16位青少年參加。

Co-organized a six-day, five-night "Dream Maker Summer Camp" with our partner in Shanghai. 16 young people participated.

2

與合作機構從2019年1月15至18日在突破青年村舉行了為期四日三夜的「創意編碼文化交流營」，共有32位國內的教育工作者參加。

Conducted a four-day, three-night "Creative Coding Cultural Exchange Camp" from January 15 to 18, 2019 with our partner organization in Breakthrough Youth Village. 32 Mainland educators participated.

我們的伙伴 Our Partners

▶ 上海樂成書院心理諮詢服務中心
Shanghai Love Shine Counseling Centre

▶ 青年發展培訓有限公司
Youth Development and Training Limited

前瞻 Looking Forward

這一年在上海的「編夢之程夏令營」是一個很好的嘗試，而「創意編碼文化交流營」是我們第一次與內地老師進行交流與支援啟導工作。我們在這兩方面吸收了很寶貴的經驗，但基於財政、人力資源分配轉變，未來一年我們將重新評估在內地的服務，也包括在深圳職業技術學校進行了兩年的初級編程課。預期未來會有一些轉變，我們會繼續與合作機構聯繫，繼續探索編程教育與生命教育的不同可能性。

This year's "Dream Maker Summer Camp" in Shanghai was a good experiment, and "Creative Coding Cultural Exchange Camp" was our first exchange and teacher facilitation support for Mainland teachers. We have gained valuable experience through both projects. Because of changes in our financial situation and human resource allocation, we will reassess our services in China (including the 2-year introductory programming courses at Shenzhen Vocational and Technical School) during the coming year. There will be changes in the future, and we will continue to work with our partners to explore the different possibilities for supporting programming education and life education.



「編夢之程」夏令營：小梅老師與其中兩位組員
Dream Maker Summer Camp - Teacher Xiao Mei and 2 students



同業們認真鑽研Project-C youCodia (友程果) 軟件
Educators learn the Project-C youCodia seriously

Chapter 5

Supported 康復項目 家庭精神 Family Project



家庭精神康復項目服務架構

Structure of the Supported Family Project



年度項目概要 Annual Project Highlights

「家庭精神康復項目」已經開展近一年。這一年的時間中，家庭康復的雛形已經逐步建立起來。在「翱翔天空」復學計劃的延伸上，配合復學開展時間，項目繼續舉辦家長小組（每期5-7次小組），小組主題包括精神康復中的常見問題、如何幫助孩子康復、壓力管理、抗逆力、如何與孩子溝通、如何處理衝突，以幫助更多的家屬理性地認識精神疾病和客觀地學習精神康復知識，從而在孩子康復過程中可以為其提供更有力的支援，也從一定程度上減輕家屬的焦慮與擔心。家屬大型活動，會邀請患者與家屬共同參與，通過活動內容引導家庭看到家庭成員相處中的一些問題，並討論和反思問題；或提供青少年生涯規劃、家庭心理劇等活動以幫助家庭成員獲得更多支持。線上康復平台建立了復學學員分享、家庭康復分享、精神康復科學普及教育幾大板塊，且文章都在不斷充實中。通過對比研究多家庭心理健康教育小組及家長互助支持小組，以期找到適合本土文化的精神康復家屬心理健康教育教材。

The "Supported Family Project" has been under way for nearly a year. In the course of the year, the embryonic form of family rehabilitation has gradually been established. The project is an extension of the "Soar-High Supported Education Project", that hold parent groups (5-7 sessions per phase). The topics of the group include common problems in mental rehabilitation, how to help children recover, stress management, resilience, communication and how to handle conflict in order to help more families to rationally understand mental illness and objectively learn about mental rehabilitation, so that they can provide stronger support during the rehabilitation process of their children, also to a certain extent reduce the anxiety and worry of family members. In the family activities, patients and family members were invited to participate which helped them to discover, discuss and reflect on problems among the interactions between them. Youth career planning, family psychology and other activities were also provided to give support for family members. The online rehabilitation platform was established to allow sharing among recovering patients, family members and reliable psychiatric rehabilitation articles and information. The number of online articles are constantly being enriched. Moreover, by a comparative study on the effectiveness of "Multi-Family Mental Health Education Groups" and "Support Groups for Caregivers of Mental Illness", we hope to develop training materials on mental health education which adopts the local culture.

By 吳佳嫻 - 項目行政

曾是復學項目學員的W的媽媽說道，「從家長的角度講，參加復學項目使我受益匪淺。如果沒有復學項目家長講座的普及和個案老師專業細心的輔導，我們現在還是偷偷摸摸地給孩子看病，不敢告訴別人，就像一些患者的家長，躲起來隱姓埋名，跟以前朋友斷絕聯繫。現在我們已經接受了孩子的變化，變得坦然了，我不在意人家的眼光了。」

Y媽媽在孩子參加了復學項目以及家長講座後也深有感觸：「我覺得全國的老師們，都需要學一點心理學和精神疾病的知識，教育心理學方面的訓練太少了。有的學生因為抑鬱症跳樓，而他的班主任事先竟沒有察覺到。至於我自己，則給了孩子太多負面的影響，他最近跟我聊起了小時候的畫畫愛好，我就心痛，我以前真的太壞、太狠毒了。」

今年連續參加了三期復學項目的小P的媽媽告訴項目工作人員：「孩子參加復學項目學習，我參加家庭項目學習，他在一點點變好，我自己也覺得在改變，我在這裡看到了希望。」項目同工記得這位媽媽最初來參加項目時，十分焦慮，愁容滿面。而最近一次來參加項目的家長小組時，她臉上多了很多笑容，並且已經嘗試去幫助新參加項目的家屬解答一些康復的疑問。

以下是家長在張樹森教授的「如何陪伴孩子康復」講座中的分享：



家屬大型活動 —— 認識家庭教養模式
Family Activities - Understanding parenting styles



家長小組「衝突」, 高金英
Family group - Conflict management by Kam Ko

家長D：我覺得自己教育孩子很失敗。我只知道成績，卻不關心孩子的內心。孩子生病後，我一夜之間頭髮都白了。他住院一個月，我就在旁邊打地鋪睡了一個多月，覺得世界末日都來了。現在才知道，自己對成績看得太重了。

家長E：我對女兒的關注事無鉅細，但她還是生病了。孩子的日常生活我都包辦了，可是她生病之後我才知道：有些傷和痛需要孩子自己去經歷的。曾經我的生活以女兒為中心，沒有自我。現在我想自己也要好起來，要不然以後怎麼照顧她？

家長F：孩子生病了，我卻不知道。孩子症狀來的時候，我以為是他的脾氣和情緒，反而還訓斥他。這讓孩子越來越恐懼我，也越來越不願意和我交流。平時忙工作，只關注孩子的學習，沒把心思放到孩子身上，總以為他會自然而然地長大，現在才知道自己當時有多麼無知。現在我想，孩子願意做什麼他自己決定。讀書，或者不讀書都可以。但作為家長的壓力也會比以前大了，想努力多掙點錢，好為孩子的將來打算。

家長B：我也是老師，卻不理解自己的孩子。孩子生病後，我曾想過：寧願手術開刀都好，也不要生這個病。作為老師平常對待自己的學生，會有耐心地從他們的角度去考慮。但是面對自己的子女卻放不開，對小孩比對學生還嚴格。現在，我能站在孩子生病的角度去體諒孩子。

家長J：孩子生病以前，為了避免我們親子之間的衝突，一遇到問題我就迴避。但是現在我會想盡辦法和孩子交流，積極應對。

正如項目對外宣傳時所說：「精神疾病是家庭性的，而非個體的。它捲入的不只是一個人，乃至整個家庭」，因此項目希望通過給予家庭支持從而減少家庭負擔，促進精神疾病患者的康復。



By Wu Jiayi - Project Administrator

A program alumni Mother W says, "From a parent perspective, we benefit a lot from the mental Supported Education project. If we haven't got scientific information from the parent's talk in the rehabilitation project and received professional and detailed guidance from case teachers, we would still be sneaking to clinics with our kids, not daring to tell anyone. We would be just like other parents of the ill children who kept their names hidden and broke ties with friends. Now we accepted the changes in our kids, we have become more undisturbed and carefree."

Mother Y, after participating in the Supported Education project and parent's talk, felt the same way, "I think all teachers in the country should equip themselves with some psychological and psychiatric knowledge so they can understand more about mental illness. Educational psychology is simply not sufficient. Some head teachers even failed to notice the condition of kids in their class until they committed suicide due to depression. For myself, I think I had too much negative influence on my kid. I feel so guilty of being too harsh on him before that I felt heartbroken when he talked about his childhood hobby of painting."

Mother of Little P, who participated in the program 3 phases in a row told our workers, "When my children participated in the Supported Education program, I also joined the Supported Family Project. Seeing him getting better, I also think that I'm becoming more hopeful." Our co-worker remembers that this mother used to be anxious and worried when she first joined. However, in a recent meeting, she smiled a lot more and was even helping other new joiners with their doubts and questions.



家長小組「抗逆力」, 詹群偉

Family group - Resilience by Zhan qunwei

Below is the sharing from parents after attending a talk "How to walk with your children in their recovery journey" by Professor Zhang Shusen.

Parent D: I think I am a big failure in teaching my children. I focus too much on his academic achievement but overlooked his feelings deep inside. When my kid got sick, I was devastated. I made a bed on the floor for the entire time he was hospitalized where I felt like the end of the world was approaching. Not until now did I realize that, I really focused too much on his academic achievement.

Parent E: I feel I was caring enough to my children in all perspectives, but she still got sick. I thought I could take care of all her daily needs but after she got sick, I realize that she has to experience and go through some pain by herself before she can truly heal. I used to put my daughter in the center of my life to an extent that I lost myself. Now I wish I can get better, otherwise, how can I truly take good care of her?

Parent F: I didn't know that my son was sick, and I always thought he was just being emotional and had short tempered. I would scold him for that before which made him start to fear me and keep distance from me. I was busy with work, so I only focus on his studies without caring him enough. I always think that he will naturally grow up which now I realize how ignorant I was. Now I truly want my son to decide what he wants to do, whether to study or not. However, I still think as parents, I bear so much more pressure than before as well, as I need to try my best to earn as much as I can to give my son a bright future.

Parent B: I am a teacher, but I never understand my own kid. When he got sick, I used to think that I would rather have him suffer physically than mentally. As a teacher, I am always patient with my students and I manage to think from their perspectives. However, I couldn't do the same with my own children that I am much strict and harsh on them. Now I learn to stand in his shoes.

Parent J: I used to avoid all problems between my children and I to avoid any conflicts before he got sick. Now I would do everything I can to communicate with him and deal with problems proactively.

Just as how we communicate the project, "Mental illness is a family issue instead of an individual one. It affects not only an individual but the whole family." Therefore, this project aims to lessen the burden for the families by providing relevant support which can speed up the mental illness patients' recovery.

志願者培訓
Volunteer Training



成果 Our Accomplishments

從2018年8月21日到2019年7月11日，家長小組已經開展4期，累積服務家屬326人次；此期間內，家屬活動開展2次，服務了48人；線上康復平台發佈文章35篇，文章總體點擊閱讀量超過6000次，自項目在平台發佈文章以來，新增關注人數超400人。研究板塊中，多家庭心理健康教育小組課程材料已經確立，開始投入到小組培訓中；家長互助支持小組的教材編寫也正在進行中。所有小組的服務對象招募也即將啟動。

家屬大型活動 — 聖誕游園會
Family activity - Christmas gathering



From 21 August 2018 to 11 July 2019, 4 phases of family groups have been launched with over 326 participations. Within this period, 2 family activities were launched which served 48 participants. 35 articles with over 6,000 total views were launched in the online platform. In the research area, multi-family Mental Health Education Group and Mutual Support Group for parents have been confirmed and incorporated into family groups training. Materials for Mutual Support Group for caregivers of mental illness are under development. Recruitment of all service participants is going to commence soon.

家長小組「如何幫助孩子康復」，張樹森
Family Group - How to help kids to recover by Zhang Shusen





活動匯報 Our Activities

活動名稱/ 服務對象 Activity Name/ Service target 日期 Date 地點 Venue 參加人數 No. of participants

家長小組：精神康復患者及患者家屬
Family Group: Mental illness rehabilitation
patients and families

11期 Phase
21/08/2018 -
27/09/2018
(5次times)

參加人次 Participation:
71

1.精神康復常見疑問 - 鄧紅

FAQs in mental rehabilitation by Prof. DENG Hong

2.認識自己和孩子 - 張樹森

Understand yourself and your kids by Prof ZHANG Shu Sen

12期 Phase
04/12/2018 -
17/01/2019
(5次times)

參加人次 Participation:
50

3.認識精神疾病 - 張樹森

Understanding Mental Illness by Prof ZHANG Shu Sen

4.溝通 - 高金英

Communication by Ko Kam Ying

13期 Phase
05/03/2019 -
11/04/2019
(6次times)

參加人次 Participation:
88

5.沖突 - 高金英

Conflict management by Ko Kam Ying

6.*抗逆力- 詹群偉

*Resilience by ZHAN Qun Wei

14期 Phase
05/2019 -
07/2019
(6次times)

參加人次 Participation:
117

*只提供予13 & 14期

*Only available for phase 13&14.

成都青羊區殘聯
Disabled Persons' Federation,
Qingyang District, Chengdu

家屬大型活動 Family Activity

1.聖誕遊園活動 - 吳佳嫻 王霞

Christmas Gathering
by Wu Jia Yi, Wang Xia

25/12/2018

成都青羊區殘聯
Disabled Persons' Federation,
Qingyang District, Chengdu

參加人次 Participation:
32

2.認識家庭教養模式 - 張樹森、吳佳嫻

Understanding parenting styles
by Prof. ZHANG Shu Sen, Wu Jia Yi

12/06/2019

以諾工作室
Enoch Studio

參加人次 Participation:
16



督導
Supervision

活動名稱/ 服務對象 Activity Name/ Service target	日期 Date	地點 Venue	參加人數 No. of participants
督導 Supervision	01/2019-03/2019	華西醫院 West China Hospital	參加人次 Participation: 41
華西護士、精神科醫生、家庭、復學專案工作人員 Nurses from West China Hospital, Psychiatrists, families and project co-workers	05/2019-06/2019		參加人次 Participation: 50
志願者培訓 Volunteer Training	20/05/2019	以諾工作室 Enoch Studio	參加人次 Participation: 11
復學專案志願者老師及項目老師 Rehabilitation Project Volunteer teachers and Project teachers			
家庭項目學習 Family Project Learning	06/03/2019	以諾工作室 Enoch Studio	參加人次 Participation: 6
微信公眾號學習 (對象: 復學、家庭、項目工作人員) WeChat Public Accounts (Target: Rehabilitation, Families and Project co-workers)			

我們的夥伴 Our Partners

- ▶ 陳玉麟醫生
Dr. Chen Yuk-Lun Ronald
- ▶ 鄧紅教授
Prof. DENG Hong
- ▶ 張樹森教授
Prof. ZHANG Shu Zen
- ▶ 林就勝教授
Prof. Chow S. Lam
- ▶ 青年發展培訓有限公司
Youth Development and Training Limited
- ▶ 世界傳道會那打素基金
CWM/Nethersole Fund
- ▶ 「希望之光」康復中心
HOPE Rehabilitation Center
- ▶ 四川大學華西醫院
West China Hospital, Sichuan University
- ▶ 成都市青羊區殘疾人聯合會
Disabled Persons' Federation of Qingyang District, Chengdu

前瞻 Looking Forward

過去的一年時間中，家庭項目通過所有人的努力，各個板塊已經逐步建立起來並進入了一個比較穩定的開展節奏中。未來家長小組將會進行小組資料和帶組方式的系統調整和整理，逐漸形成比較完整的家長小組教材；家屬活動需要開發和完善更適合服務對象的活動主題；線上康復平台除了比較穩定的發稿量，也需要通過這個平台向更多人宣傳項目和服務內容，擴大影響力。研究小組需要穩定收納研究對象和開展小組，以期獲得更有效的研究數據發表研究結果。

In the previous year, thanks to efforts from everyone, different aspects in the Supported Family Project has entered the stable development stage. In the future, family group meeting materials and styles will be further adjusted and organized in order to form more complete materials. Family activities will be organized with themes more relevant to recipients. For online rehabilitation platform, besides steadily publishing more related articles, marketing and promotion effort will be stepped up to promote the project and services which will expand project influence. The Research group will continue to steadily gather data from recipients and development groups in order to publish research results.

董事會成員

Board of Directors

2018 - 2019



信託人
Trustee

青年發展有限公司
The Youth Foundation Limited

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Chairman

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Mr. WONG Kai Man

副主席
Vice Chairman

張蘇嘉惠女士
Mrs. CHEONG SO Ka Wai Patsy

司庫
Treasurer

朱其崑先生
Mr. CHU Ki Kwan (David)

秘書
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陳玉麟醫生
Dr. CHEN Yuk Lun Ronald

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Prof. CHEUNG Kwok Wai

方偉晶教授
Prof. FONG Eric Wai-ching

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林彥民博士
Dr. LAM Yin Mun Edmund

李美瑜女士
Ms. LEE Mi Yu Elizabeth

梁家麟牧師 [任期由2019年1月1日開始]
Rev. Dr. LEUNG Ka Lun [from 1st January 2019]

梁錦波博士 [任期至2018年12月31日]
Dr. LEUNG Kam Bor (Sherman) [until 31st December 2018]

盧錦華先生
Mr. LO Kam Wah (Norman)

蘇權良先生
Mr. SO Kuen Leung (Kenneth)

曾秀華女士
Ms. TSANG Sou Wah (Elsa)

黃子欣博士
Dr. WONG Chi Yun Allan

財務摘要

Financial Highlights

本財務撮要摘自青年發展基金截至2019年6月30日的年度財務報告。該財務報告由潘展聰會計師行所審核，完整報告可向本機構索取。所有金額以港元為單位。

These financial highlights are based on The Youth Foundation's financial accounts for the year ended 30 June 2019. The full audited financial statements by Philip Poon & Partners CPA Limited are available upon request. All figures are in Hong Kong Dollars.

收支表 Income and Expenditure

		2018-19		2017-18	
		港元 HK\$		港元 HK\$	
收入	Income				
奉獻 ⁽¹⁾	Donations ⁽¹⁾	744,881	11%	1,515,222	22%
項目贊助 ⁽²⁾	Project Sponsorship ⁽²⁾	6,086,406	88%	5,293,004	76%
活動收入	Fee Income	24,177	0%	81,021	1%
其他收入	Miscellaneous Income	43,539	1%	66,631	1%
總收入	Total Income	6,899,003	100%	6,955,878	100%
支出	Expenditure				
人力資源費用	Human Resources Expense	3,649,571	47%	4,323,865	52%
項目及行政費用	Project and Administrative Expenses	4,158,810	53%	3,189,531	39%
贊助	Sponsorship Granted	-	n.a.	732,680	9%
折舊	Depreciation	5,348	0%	11,180	0%
總支出	Total Expenditure	7,813,729	100%	8,257,256	100%
全年不敷	Deficit for the year	(914,726)		(1,301,378)	
總全面支出	Total Comprehensive Expenditure	(914,726)		(1,301,378)	

備註 Note:

(1) 上年度奉獻包括由遞延收益撥出之奉獻共58,122港元。

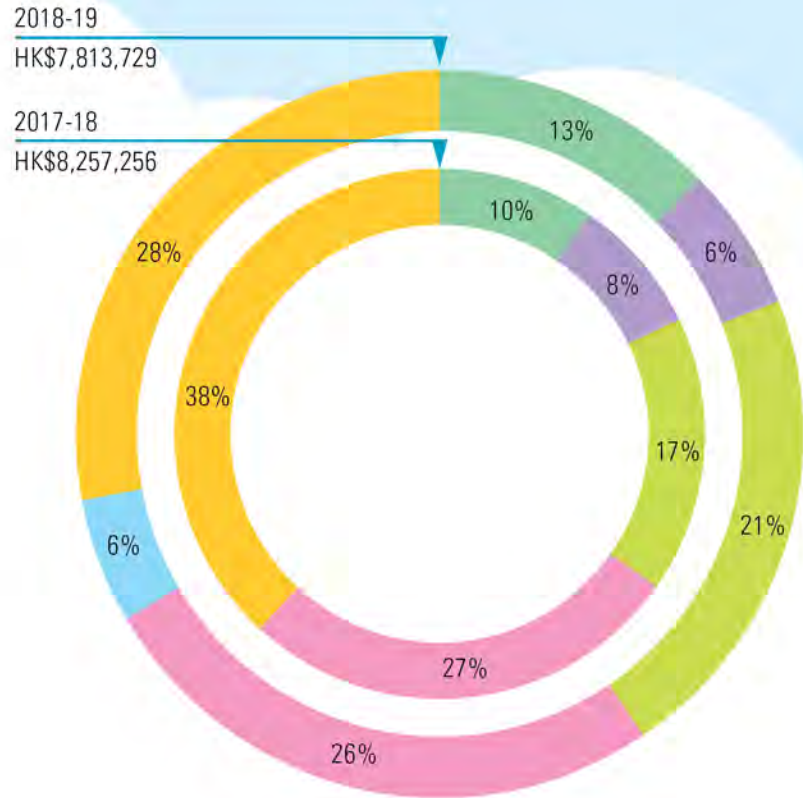
Donations for the year of 2017-18 included HK\$58,122 donations recognized from the deferred income.

(2) 本年度項目贊助包括由遞延收益撥出之贊助共776,594港元 (2017-18: 870,498港元)。

Project sponsorship for the year included HK\$776,594 sponsorship recognized from the deferred income (2017-18: HK\$870,498).

各項目支出 Expenditure by Project

- 生命教育及生涯規劃政策研究、培訓及實踐先導計劃
Life Education Project
- 四川青少年生命教育及生涯規劃行動研究中心
Sichuan Youth Life Education and Career Development Action Research Centre
- 四川W.I.S.E.青年生命培育項目及生命創路咖啡室
W.I.S.E. & Coffee Connect
- 青少年編碼成長項目
Youth Coding & Mentoring Project
- 家庭精神康復項目
Supported Family Project
- 一般運作
General



資產負債表 Balance Sheet

(截至2019年6月30日, as at 30 June 2019)

		2019 港元 HK\$	2018 港元 HK\$
非流動資產	Non-Current Assets	-	5,348
流動資產 ⁽¹⁾	Current Assets ⁽¹⁾	2,993,105	4,176,615
流動負債 ⁽²⁾	Current Liabilities ⁽²⁾	559,889	834,021
流動資產淨值	Net Current Assets	<u>2,433,216</u>	<u>3,342,594</u>
資產淨值	Net Assets	<u>2,433,216</u>	<u>3,347,942</u>
累積盈餘	Accumulated Surplus	<u>2,433,216</u>	<u>3,347,942</u>

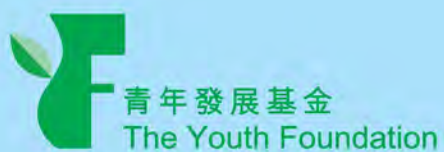
備註 Note:

(1) 本年度流動資產包括銀行存款及現金2,575,806港元(2018: 3,758,901港元)。

Current assets for the year included HK\$2,575,806 bank balances and cash (2018: HK\$3,758,901).

(2) 本年度流動負債包括遞延收入382,748港元(2018: 505,404港元)。

Current liabilities for the year included HK\$382,748 deferred income (2018: HK\$505,404).



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